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Good Humanities

Sample Pages

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Matilda Education Australia acknowledges the Aboriginal and Torres Strait Islander Peoples of this nation. We acknowledge the traditional custodians on whose unceded lands we conduct the business of our company. We pay our respects to ancestors and Elders past, present and emerging. Matilda Education Australia is committed to honouring Aboriginal and Torres Strait Islander Peoples' unique cultural and spiritual relationships to the land, waters and seas, and their rich contribution to society.

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Good Humanities 9

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Acknowledgement of Country

We acknowledge the Aboriginal and Torres Strait Islander Peoples of this nation. We acknowledge the Traditional Custodians on whose unceded lands we have created this resource. We pay our respects to ancestors and Elders past and present.

Note about language

Please note that we use the terms 'Aboriginal and Torres Strait Islander' and 'First Nations' interchangeably. We acknowledge that there is no one term that is universally accepted and we use these terms with respect.

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History

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(1750–1914)

WHAT WAS THE SIGNIFICANCE OF THE INDUSTRIAL EVOLUTION? xx

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WHAT KEY IDEAS EMERGED? xx

How can we understand the modern world?

New ideas, the movements of people, technological developments, industrialisation, global trade, political change, revolutions and wars all shaped the modern world. But these processes were uneven and unequal.

Learning ladder

The Learning ladder lists the knowledge and skills you will learn. Each has five levels of difficulty. Learning skills at the bottom of the ladder will help you to master the skills at the top of the ladder.

Steps in knowledge progression	Background and origins	Significant people, ideas and events	Impact and legacies	Continuity and change	Causes and consequences
5	I can evaluate the origins of a historical development or movement.	I can evaluate the influence of significant people and ideas.	I can evaluate the legacy of a historical development or movement.	I can evaluate patterns of continuity and/or change.	I can analyse causes and consequences.
4	I can explain why a historical development or movement emerged.	I can explain why ideas influenced people and events.	I can explain why a historical development or movement has a legacy.	I can explain patterns of continuity and/or change.	I can explain why something was caused or why it led to certain consequences.
3	I can explain how a historical development or movement emerged.	I can explain how ideas influenced people and events.	I can explain the impact of one historical development on another.	I can explain continuity and change.	I can explain how something was caused or its consequence.
2	I can describe the origins and context of a historical development or movement.	I can describe key people, ideas and events.	I can describe the legacy of a historical development or movement.	I can describe continuity and change.	I can describe causes and consequences.
1	I can identify the origins of a historical development or movement.	I can identify key people, ideas and events.	I can identify the legacy of a historical development or movement.	I can identify continuity and change.	I can identify a cause and a consequence.

Knowledge and understanding

Source 1: The Australian Imperial Force (AIF) was formed in August 1914 and began recruiting for men to serve the British Empire in fighting World War I. [Australian War Memorial, ARTV06766-1]

Perspectives	Significance	Interpretations	Chronology	Sources	Steps in skills progression
I can evaluate historical perspectives.	I can evaluate historical significance.	I can evaluate the evidence supporting a historical interpretation.	I can explain change or causality from a timeline.	I can evaluate sources to determine their accuracy, usefulness and reliability.	5
I can compare perspectives.	I can explain why something is historically significant.	I can compare historical interpretations.	I can summarise the events on a timeline.	I can explain the historical context of a source.	4
I can explain a perspective.	I can explain something historically significant.	I can explain an interpretation of history.	I can follow timeline conventions.	I can apply historical knowledge to explain sources.	3
I can describe perspectives.	I can describe something historically significant.	I can describe an interpretation of history.	I can place events on a timeline chronologically.	I can describe a source.	2
I can identify the perspective of a person from the past.	I can identify something historically significant.	I can identify a historical debate.	I can read a timeline.	I can identify the origin of a source.	1

Historical concepts and skills

What factors shaped the modern world?

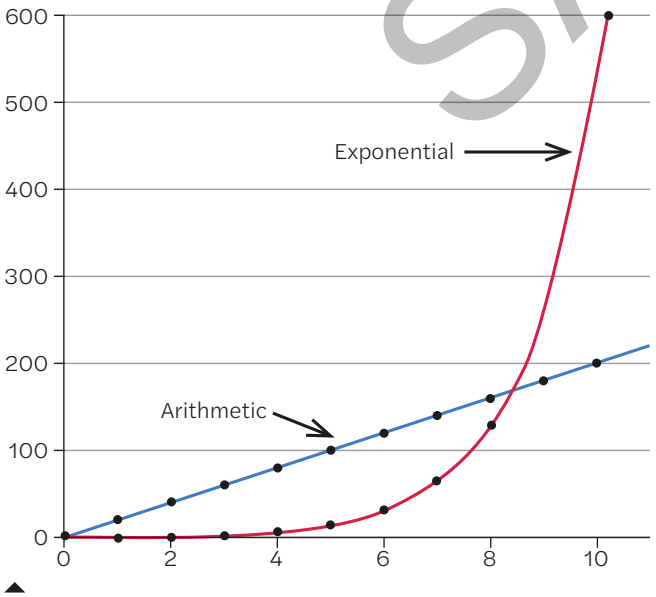
The period from the mid-18th century to the early-20th century was a time of staggering change, completely transforming almost every society on Earth. The events and advances of this period shaped the 20th century world, and we continue to feel their effects today.

A period of exponential change

In maths, rates of growth and change can be described as **arithmetic** or **exponential**. Arithmetic growth changes at the same rate over time – if you draw it on a graph, it's a gentle, straight diagonal line. Exponential growth gets faster and faster over time, changing more and more – on a graph, it is represented by a line that starts flat and then curves up to become extremely steep.

The period between 1750 and 1914 was one of exponential change in almost every aspect of human knowledge, science and society. Someone born in the beginning of this period, after thousands of years of gradual change, could never have imagined what the world would look like at its end. Social, cultural, economic and political change, technological advances and conflict between powerful nations fuelled a rapid transformation of society, and shaped the world we live in today.

A comparison of arithmetic and exponential change



Source: Matilda Education Australia

Source 1: Arithmetical change is steady and consistent, while exponential change starts slowly but speeds up so rapidly it quickly goes 'off the chart'.

Technology and industrialisation

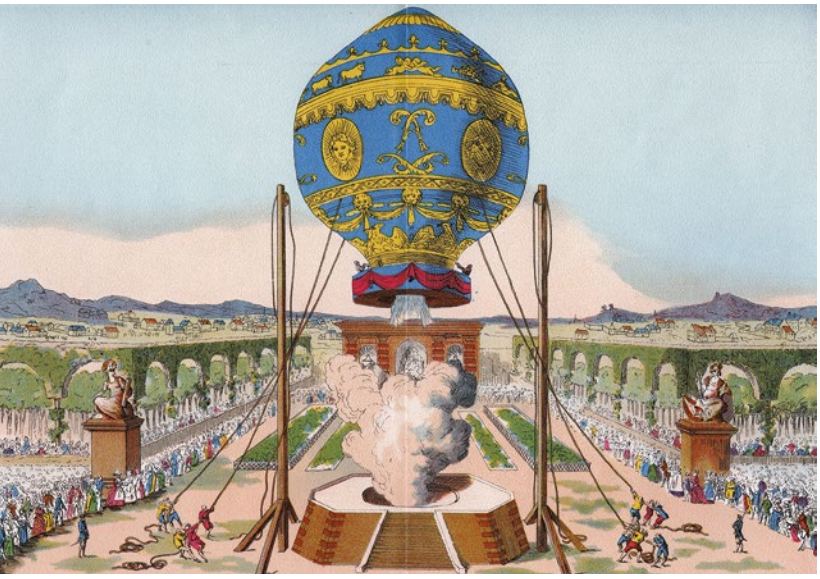
Perhaps no change is so obvious, dramatic and wide reaching during this period than the changes in technology that followed the invention of the steam engine in 1765. For the first time, humans could generate and direct more energy than could be harnessed from natural sources like horses or the wind. This opened up incredible new possibilities, and inventors around the world created a series of new machines, each more wondrous than the last.

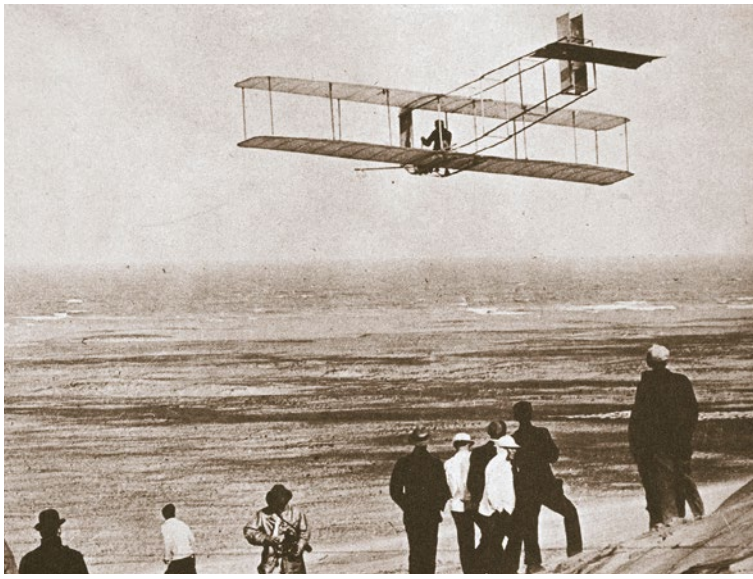
At the start of the 18th century, the sailing ship was the most advanced means of travel, and sending letters by ship was the best way to deliver information over long distances. By 1920, aeroplanes were powerful enough to fly across the Atlantic Ocean, and radio messages could be sent almost instantly around the world.

These technological advances also changed society. Wealthy nations underwent **industrialisation**, adopting the use of advanced technology. Machines could perform tasks faster, more cheaply and in greater volume than human workers could, which led those wealthy nations to become even wealthier and more powerful. However, the wealth was not shared evenly, with many workers left without jobs. At the same time, less advanced nations became vulnerable.

Imperialism and nationalism

By the 18th century, the great empires of Africa and Asia had been overtaken by the rising powers of Europe. England, France, Spain, Germany and other nations used their wealth and technology to spread their power around the globe. This was an age of **imperialism**, as these European (and later American) empires used their more advanced weapons, naval power and technology to seize control of countries in Asia and Africa.





Source 2: (Left) The Montgolfier brothers, a pair of French inventors, developed the hot air balloon in 1783. (Right) In 1903, 120 years after the first hot air balloon flight, the Wright brothers of the United States invented and flew the first aeroplane.

Along with the growth of empires came a growth in **nationalism**. For most of history, people had primarily identified with and been loyal to small political entities – a clan, tribe, village or city–state. Now people increasingly saw themselves as part of a country or nation, with many believing that their nation was superior to all others. This attitude underpinned the expansion of empires, but also motivated subjugated peoples to fight to reclaim their lands.

Source 3: Britain founded 13 colonies in North America in the early 17th century. In 1776, these colonies came together to declare their independence, and waged war against their British rulers. In 1783, the United States of America became a major new figure in international politics. This Revolutionary War painting shows the surrender of British General John Burgoyne at Saratoga in 1777. [John Trumbull, *The Surrender of General Burgoyne*, 1821]

New nations and ancient peoples

The rise of the **nation–state**, along with the expansion of empires, meant that many new countries came into existence during this period. Some of these new nations emerged from old empires and gained their own **sovereignty**, such as Belgium (which was part of the Netherlands until 1830) and Kuwait (which separated from the Khalidi Emirate in 1752). Sometimes, this sovereignty was achieved through revolution. For the United States of America, although independence was declared in 1776, they then had to fight against the British to ultimately achieve independence in 1783.

Other nations were formed when empires invaded and **colonised** new lands – the most obvious example for us is Australia, which was claimed by the British in 1770. But the new lands claimed by these empires were rarely uninhabited – they were the homes of many different **indigenous** peoples with their own societies and cultures.

Thanks to the racism and prejudice of the Europeans, these traditional inhabitants – such as the First Nations Peoples of North America, Australia and New Zealand – were typically treated as inferior, unimportant or even less than human. Their homes were taken from them, and natural resources were stripped from their lands to meet the needs of European nations. It took many, many years for most of these indigenous societies to reclaim their rights and homelands, and some peoples are still fighting for those rights today.

Global concerns, global conflicts

The expansion of empires, and the need for resources to fuel industrialisation efforts, meant that powerful nations such as Britain, France and the US came into conflict. In previous centuries, wars were a common event between powerful nations, but they occurred somewhat less often during the modern period. Leaders regarded open warfare as too great a drain on resources, and as too difficult to coordinate on the fringes of an empire. When they could, the great nations preferred to use diplomacy, spying or economic bargains to settle conflicts.

But battles and conflicts did not become a thing of the past. Empires used their soldiers and weapons to conquer less advanced nations, and wars were still fought to gain territory or increase power. In 1914, one such war erupted between European states, and expanded rapidly to involve almost every country in Europe, as well as nations all around the world. It lasted for less than five years, but by the end, the political landscape of Europe had permanently changed, and 20 million people had been killed.

Afterwards, people called it 'The War to End All Wars' – but they were wrong. In hindsight, it became known as World War I.

Intellectual and social change

Industrialisation and warfare were not the only changes sweeping the world at this time. Following the Renaissance and the Scientific Revolution of previous centuries, the 17th and 18th centuries became known as the Age of Reason, or the Age of Enlightenment. Scientists, thinkers, philosophers

Source 5: In France, gatherings of intellectuals – and their wealthy patrons – were common from the 17th until the mid-19th century. These salons gave rise to political, economic and philosophical theories that are still discussed today. [Lemonnier, *Reading of Voltaire's tragedy of the Orphan of China in the salon of Marie Thérèse Rodet Geoffrin 1755*, painted in 1812]

Source 4: Key events for the period 1750–1914

key ideas timeline.

- 1763 – End of the Seven Years' War between England and France
- 1770 – Captain James Cook lands at Botany Bay in Australia
- 1775–1783 – American Revolutionary War
- 1776 – The American colonies claim independence from Britain
- 1788 – British colony established in Australia
- 1789–1799 – The French Revolution
- 1819 – Founding of Singapore by British East India Company
- 1825 – First public railway in the world opens in Britain
- 1833 – Britain abolishes the slave trade throughout its empire
- 1840 – Founding of New Zealand

and academics began to suggest new models of thought, and new ideas about how humanity could live, learn and prosper. Many of these ideas were **humanistic** and promoted the view that human achievements and discoveries in this world were more important or helpful than religious ideas of a reward in the 'next world'.

In addition to moral and ethical philosophies, there were also practical ideas about politics, society and economics. Many of these were revolutionary ideas that called for the destruction of the old order, and the replacement of ruling families and monarchies with more democratic forms of government. Over the course of the 19th and 20th centuries, many nations let go of their traditional ways and highly structured cultures to embrace fairer and more open societies.

Learning ladder H0.1

Background and origins

1. Describe the difference between arithmetic and exponential change.
2. Describe how the invention of the steam engine created change.
3. Explain the origins of imperialism and nationalism.
4. Evaluate the impact of the forces of change on society in the period 1750 to 1914.

Continuity and change

1. Describe how battles and conflicts changed in the period 1750 to 1914.
2. Explain how technology led to change.
3. Explain what changes led to the rise of nation-states and empires.
4. Evaluate the impact of intellectual thinking and philosophy on maintaining continuity or creating change in society.

HOW TO
Continuity and change, page XX

1857 – The Indian Great Rebellion

1861–1865 – The American Civil War

1864 – The First Geneva Convention aims to establish rules of warfare

1885 – Invention of the internal combustion engine

1896 – Start of the modern Olympic Games

1901 – Australian states federate to become an independent nation

1912 – Sinking of the *Titanic*

1914–1918 – World War I

What was the significance of the Industrial Revolution?

The period from the middle of the 18th century to the early 20th century was characterised by industrialisation and rapid change in the ways people lived, worked and thought. The term 'Industrial Revolution' is used by historians to describe these massive changes.

Impact of the Industrial Revolution

The Industrial Revolution began in Britain in the second half of the 18th century. It transformed the country's economy from one based on agriculture to one based on manufacturing, and led to radical changes in technology, machinery and transport. It also transformed the three main elements in the process of production: land, labour and capital.

A major effect of the Industrial Revolution was population shifts. In Britain, people moved from rural areas into towns and cities. This process is called **urbanisation**. Massive ironworks were also built in areas where coal was located. People were attracted to these places for work.

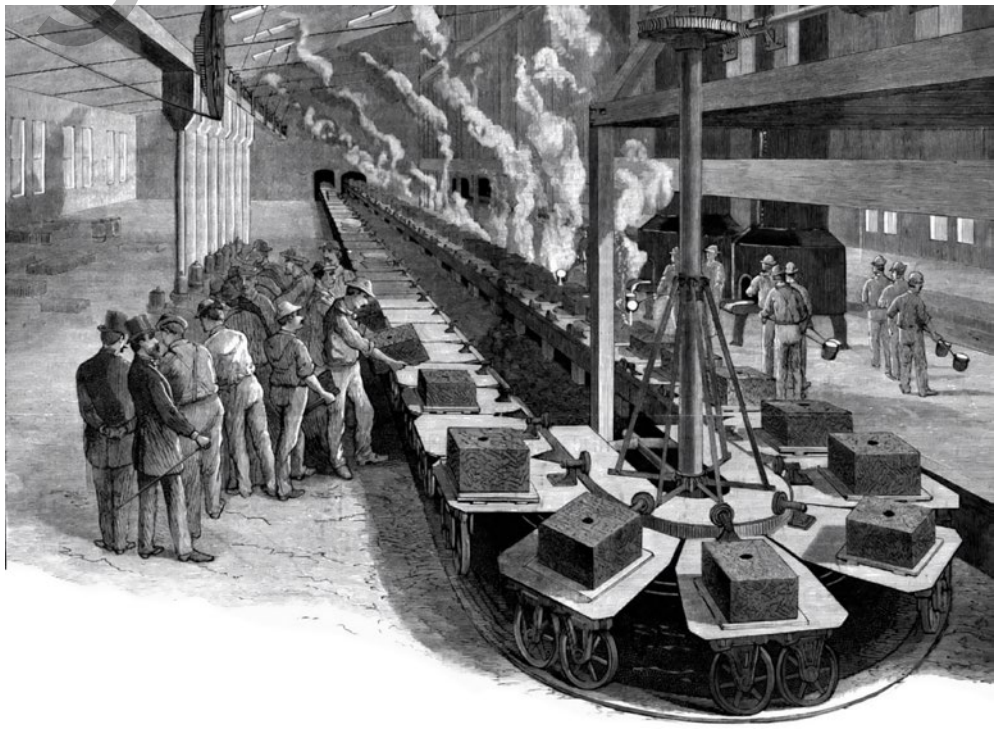
While the Industrial Revolution created wealth for some, it led to a life affected by unemployment, economic depression and slum-living for others.

The new factory system was more efficient, but it was also generally brutal. Men, women and children were exploited in dirty and often dangerous working environments. Working hours were long and employers kept wages as low as possible. Overcrowded and insanitary **slums** grew up around the factories or in poor, working-class parts of towns and cities.

By the end of the 18th century, industrialisation was spreading into the rest of Europe and North America. It was also at this time that Britain colonised Australia. The First Fleet anchored in Sydney Cove in January 1788.

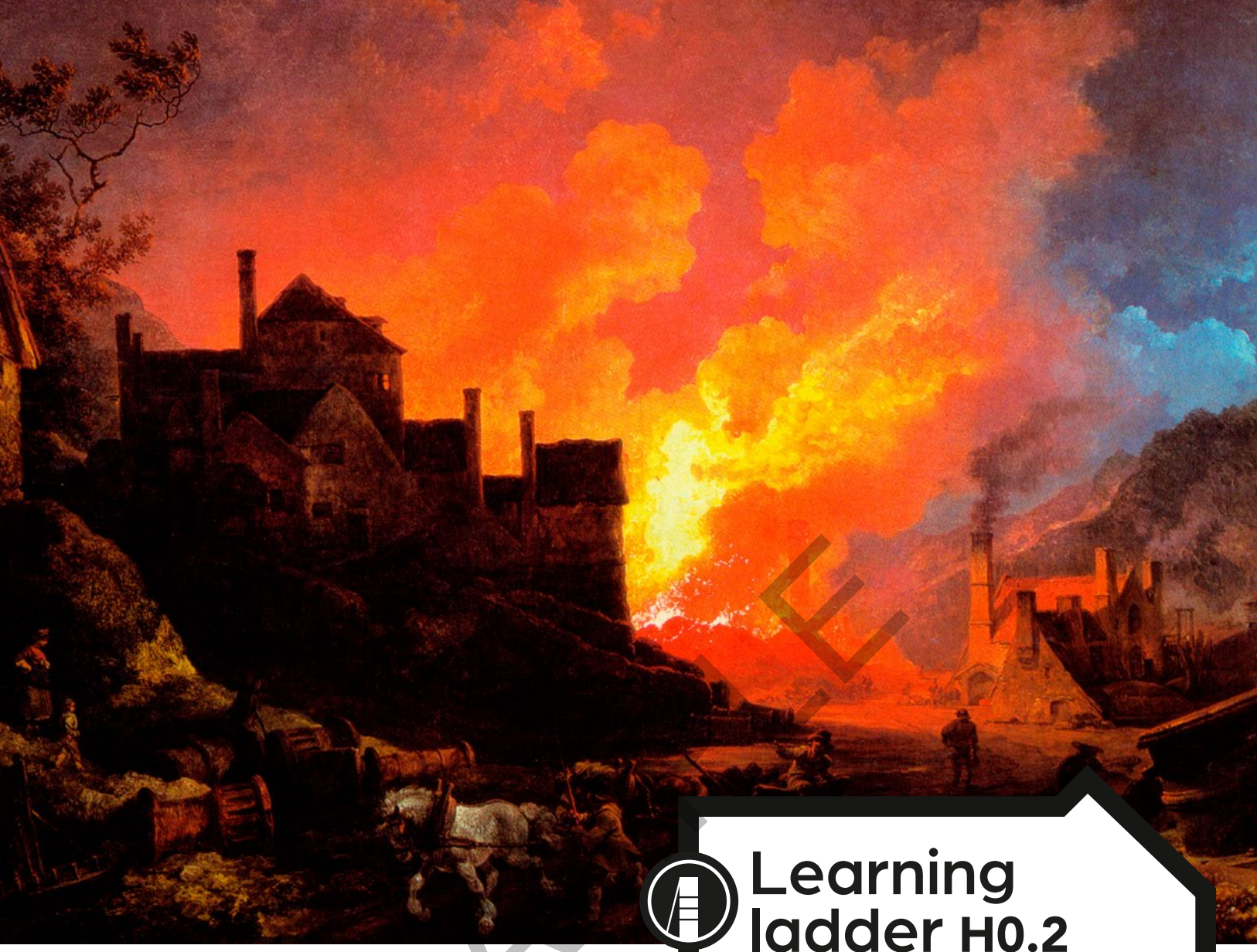
Before long, the technologies that gave rise to industrialisation were being employed in Australia. A steam mill, for example, was used in Sydney's Darling Harbour from 1813. However, for the next century Australia would mainly rely on the industrial output of Britain rather than develop its own manufacturing industries. Agriculture remained the primary industry of the country.

The Industrial Revolution had a significant impact on the lives of many people. It contributed to the rise of European nationalism and imperialism and led to new economic, social and political ideas.



Source 1: Early production line at a Westinghouse foundry in Pittsburgh, USA in 1890. A conveyor belt carries components to different parts of the factory to make railway brakes. The workers on the left are placing large casts (moulds) of the brakes on small trolleys. They move the casts to the men on the right for filling with molten metal, which is poured into the cast through the hole in the top

Production lines like this greatly speeded up manufacturing processes and allowed heavy industry to become more efficient.



Source 2: Coalbrookdale by Night, 1801. This oil painting by Philippe Jacques de Loutherbourg shows the Bedlam furnaces on the Severn River in England at night while the blast furnaces were being 'tapped' (when the molten metal is taken from the bottom).

Impact of mass production

The methods of **mass production** employed during the Industrial Revolution were not as sophisticated as they were to become in the 20th century. However, early mass production techniques allowed for huge increases in the volume of goods produced. Greater quantities of goods also meant lower per unit costs, making mass-produced goods cheaper and more available to the lower classes.

For example, porcelain dinner plates, produced in Europe from the 1700s, began to be mass-produced from around 1815. This made them increasingly affordable, so they were no longer only for wealthy people. Mass production also had a downside. It could flood markets and cause economic turmoil, such as the Great Depression of the 1930s.

Learning ladder H0.2

Significant people, ideas and events

1. Where and when did industrialisation begin?
2. Describe the effects of the Industrial Revolution on Britain.
3. Explain the impact of mass production.
4. Evaluate the significance of the Industrial Revolution on society.

Cause and effect

1. Describe what caused the population to relocate from rural areas to cities.
2. Source 2: Describe what this source tells us about the impact of industrialisation.
3. Explain the effect of the Industrial Revolution on the Australian manufacturing industry.
4. Explain how the Industrial Revolution caused negative impacts on the lives of working people and their families.

HOW TO

Cause and effect, page XXX

How did the Industrial Revolution change how and where people lived?

Industrialisation meant that more opportunities for work lay in the cities compared to the country. By 1801, the urban population of England and Wales was 31 per cent of the total population; by 1851, 50 per cent of the population lived in cities, and by 1881 the figure had risen to 68 per cent. Houses were built quickly, cheaply and as close to factories as possible, as most people started work at 6 am and had to walk to work.

The growth of cities

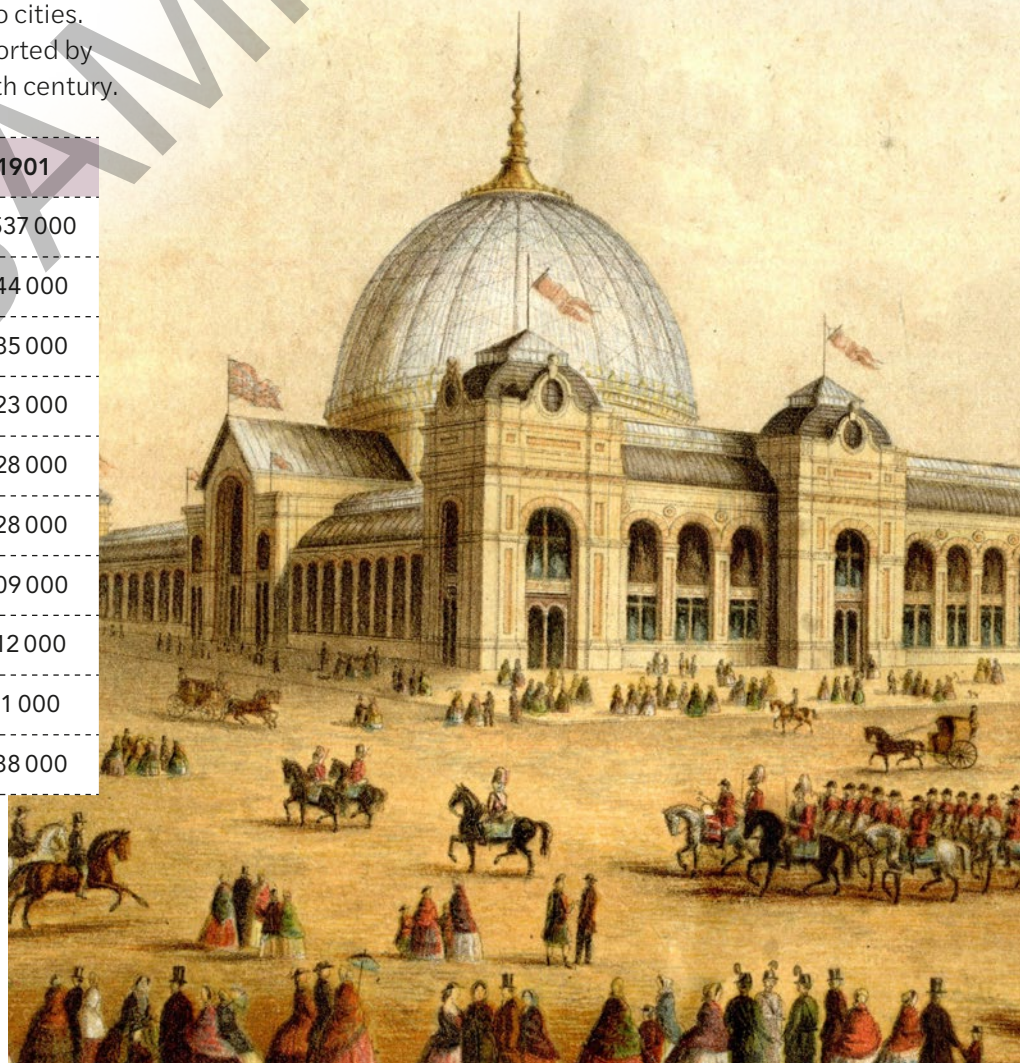
In Britain, the Industrial Revolution influenced many people to move from rural areas into towns and cities. This movement of people, which largely took place from the late 1700s until World War I, had a huge impact on people's lives.

The agricultural revolution, and enclosure in particular, fuelled the movement of people to cities. The pace of this internal migration was supported by the rise and spread of railways during the 19th century.

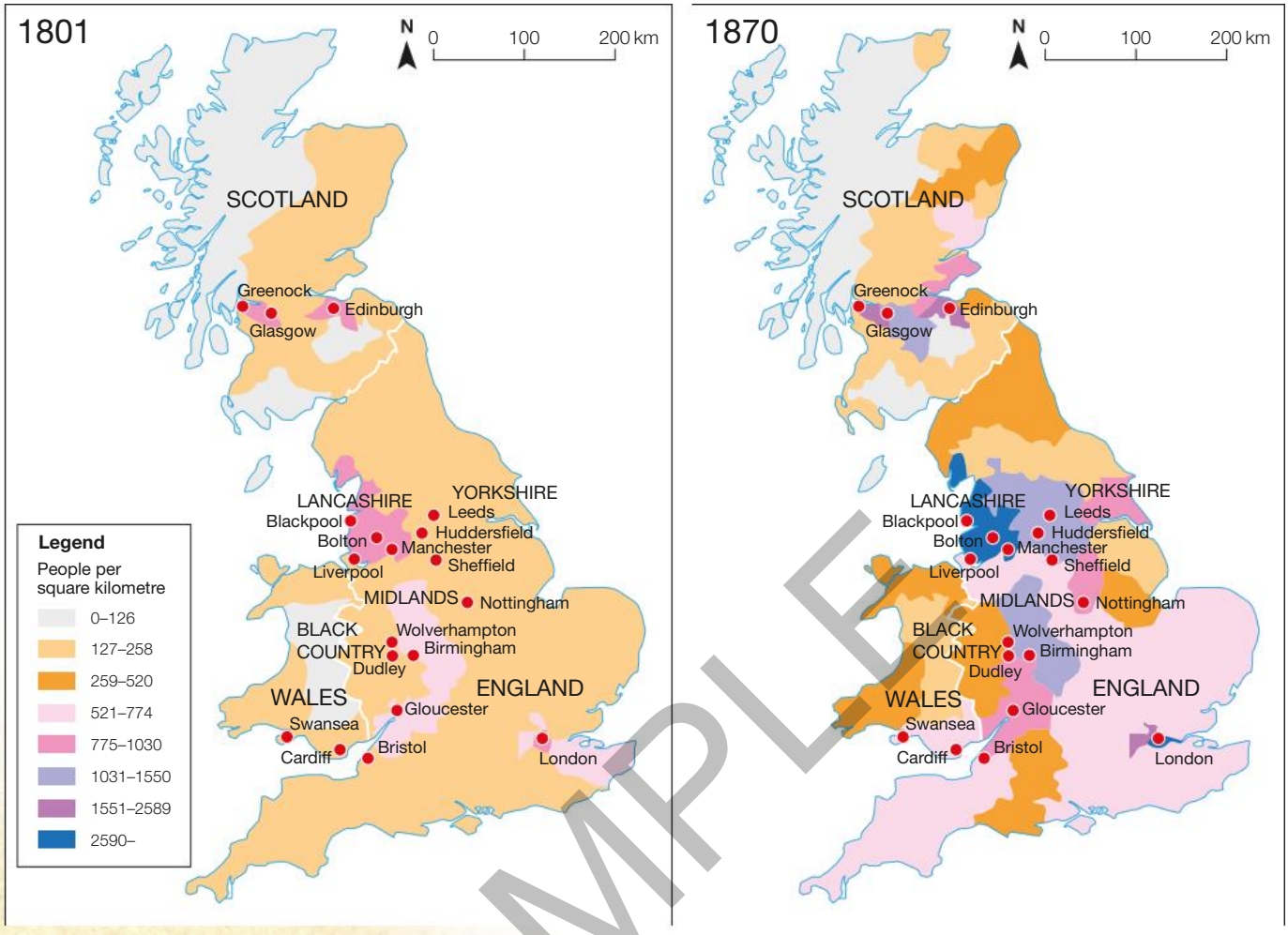
For those displaced from the countryside, the only alternative to city life was overseas migration. From the mid-1840s, large numbers of people left Britain, moving to British colonies such as Australia and Canada, and to the United States.

City	1750	1850	1901
London	675 000	2 804 000	4 537 000
Manchester	18 000	338 000	544 000
Liverpool	22 000	376 000	685 000
Birmingham	24 000	296 000	523 000
Bristol	45 000	154 000	328 000
Leeds	16 000	207 000	428 000
Sheffield	12 000	185 000	409 000
Norwich	60 000	68 000	112 000
Bath	30 000	58 000	51 000
Portsmouth	25 000	94 500	188 000

Source 1: Population of 10 British cities in 1750, 1850 and 1901, to the nearest thousand.



Population density of England, Scotland and Wales in 1801 and 1870



Source: Matilda Education Australia

Source 2: The International Exhibition Building at South Kensington in London, where the Great London Exhibition was held from 1 May to 1 November 1862. First held in 1851, these exhibitions were later called World Fairs. They allowed countries across the globe to exhibit their manufactured products, latest machinery and local commodities. They provided nations with an opportunity to sell their goods and commodities and to display their wealth and progress to other countries.

Source 3: The population of England, Scotland and Wales increased significantly during the 19th century.

Changing landscapes

Industrialisation sped up urbanisation. Before the Industrial Revolution, urban growth took place slowly and on a very small scale. As a result of the Industrial Revolution, city and townscapes radically changed as factories sprang up and people flooded to urban areas for work. Ports were modernised and canal systems were built or extended. Warehousing was erected to store the products of the new factories.

Grand streets and public buildings, and large industrial and commercial premises reflected 'wealth and progress'. But not all did well in this process. Slums spread through parts of cities and towns. Poor levels of sanitation and hygiene led to outbreaks of disease. Overcrowding, too, became a major problem for working-class families.

Living conditions

In order to make a profit, building companies constructed small, narrow, terraced houses, squeezing in as many dwellings as they could without much thought for their occupants. The rapid development of towns and cities occurred without adequate government supervision, and no provision was made for sanitation.

Houses had no running water or indoor toilets. **Privies** were shared by many, and the waste was collected in cesspits. The cesspits frequently overflowed and contaminated drinking water supplies. These unsanitary conditions led to epidemics of cholera and typhus.

Source 4: The rapid development of towns without government regulation resulted in crowded living conditions and poor sanitation, which meant that diseases could spread quickly.

Source 5: The notorious, 'Seven Dials' was a breeding ground for disease and crime.

From the irregular square into which he has plunged, the streets and courts dart in all directions, until they are lost in the unwholesome vapour which hangs over the house-tops, and renders the dirty perspective uncertain and confined; and lounging at every corner, as if they came there to take a few gasps of such fresh air as has found its way so far, but is too much exhausted already, to be enabled to force itself into the narrow alleys around, are groups of people, whose appearance and dwellings would fill any mind but a regular Londoner's with astonishment.

Source 6: Charles Dickens (1812–1870), writing about The Seven Dials slum, described its residents as living in squalor. 'Scenes and Characters No. 1' (1835), *Bell's Life in London*.

Source 7: A contemporary cartoon highlights factory workers' deplorable living conditions, which enabled diseases such as cholera to thrive and spread.

Reforms

During the 19th century, social reformers agitated for the cleansing or removal of slums. Flora Tristan, a French **socialist** and women's rights advocate, wrote in her journal in 1842:

> Most of the workers lack clothing, a bed, furniture, a fire, wholesome food, and often even potatoes! They are shut up twelve to fourteen hours a day in mean rooms where they breathe in, along with foul air, cotton, wool, and linen fibers, particles of copper, lead iron, etc., and frequently go from insufficient nourishment to excessive drinking. These unfortunates are also pale, rickety, and sickly; they have thin, feeble bodies with weak arms, wan complexions, and dull eyes; one cannot help thinking that all them must have lung disease. ... In English factories there isn't any singing, chatting, or laughter, such as there is in ours. The master does not want his workers distracted for a minute by any reminders of life...

Source 8: Doris Beik (transl; 1993), *Flora Tristen, Utopian Feminist: Her Travel Diaries and Personal Crusade,* Indiana University Press. (Originally published Flora Tristan (1840), *Promenades dans Londres.*)

Reforms did not come about for another six years, when the British government, in response to a severe cholera epidemic, introduced the *Public Health Act* of 1848. This act was a milestone in public health history, as it forced local governments to take responsibility for drainage and water supplies, which helped to improve the health of the population.

Learning ladder H0.3

Background and origins

1. Identify the changes to the urban population of England and Wales between 1801, 1851 and 1881.
2. Sources 5 and 6: Describe what life was like for people living in The Seven Dials district of London.
3. Explain the origin of slums.
4. Explain why society in Britain became urbanised during the Industrial Revolution.

Sources

1. Source 6: Identify the origin of this source.
2. Source 5: Describe this source.
3. Source 7: Describe the historical context of this source.
4. Source 8: How useful is this source for understanding working conditions during the Industrial Revolution?

HOW TO

Sources, page XXX

H0.4

How did industrialisation change how people worked?

The Industrial Revolution changed people's lives radically. Before the 1740s, people in Britain lived a traditional rural lifestyle, with around 80 per cent of the population living and working in the countryside. Families worked together, and the hours of work revolved around what needed to be done on the farm. After the introduction of enclosure, many people were forced to move to urban areas to work in newly built factories.

Source 1: Print from *The History of the Cotton Manufacture in Great Britain*, which was published in 1835 and written by Edward Baines. Baines was a newspaper editor for *The Leeds Mercury*. The newspaper was widely read by the mill owners in the north.

Working conditions in factories

Work on farms involved hard physical labour from dawn until dusk. Machines, however, didn't require natural sunlight for work to be completed; nor did they require hard labour, as they were powered by water or steam. This meant that working hours increased. Workers in factories could work between 12 and 16 hours a day.

In order to make as much profit as possible, factory and mine owners paid very low wages. Workers were subject to dangerous working conditions, as machines had no safety guards and there was no government regulation. The dangerous machinery and repetitive nature of the work meant accidents were frequent and the death rate was high. Women and children also worked in factories and were a source of cheap labour.

The advent of steam power also created a massive demand for coal. Although workers in mines were better paid than those working in mills, the working conditions were hard and dangerous. Deeper mines increased the risks of cave-ins, floods and explosions from using naked flames as light.

Child labour was also to become a major issue. Working-class children started work at around five years of age. Children worked long hours and often seven days a week. They were paid less than adults.

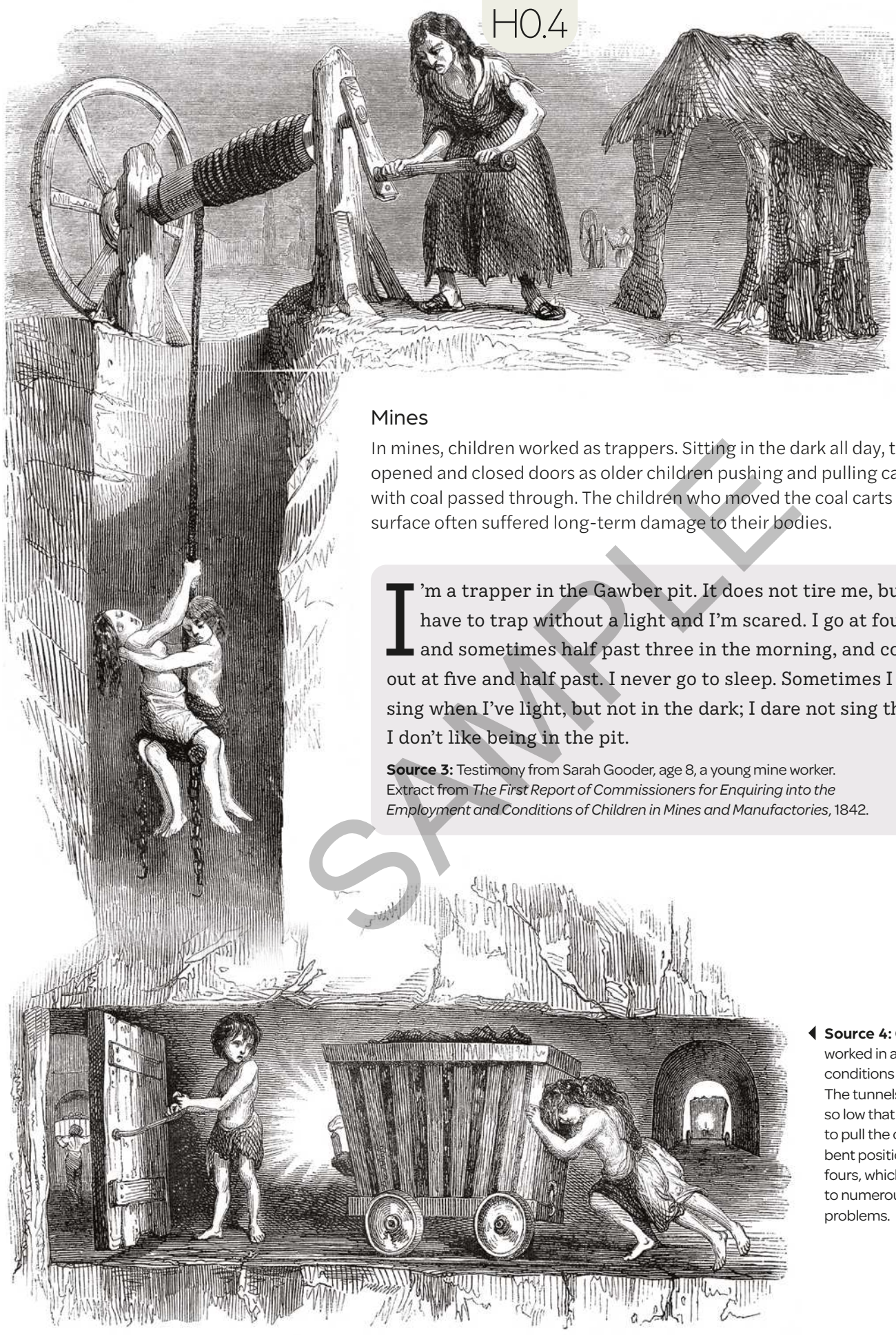
> I have a belt round my waist, and a chain passing between my legs, and I go on my hands and feet. The road is very steep, and we have to hold by a rope; and when there is no rope, by anything we can catch hold of. The pit is very wet where I work, and the water comes over our clog-tops always, and I have seen it up to my thighs; it rains in at the roof terribly. My clothes are wet through almost all day long. I have drawn till I have bathe skin off me; the belt and chain is worse when we are in the family way.

Source 2: Testimony from a female coal-mine worker, Betty Harris, aged 37. Extract from *The First Report of Commissioners for Enquiring into the Employment and Conditions of Children in Mines and Manufactories*, 1842.

Cheap child labour

Factories

Many early mill owners employed children, as they were a very cheap source of labour as well as being small and agile. When threads broke during cloth manufacturing, children could fit underneath the machines to repair the breaks without the machine being turned off, even though this was dangerous. Many children were 'apprentices' – orphans who were sent to work in the factories by local authorities. They had few rights and little protection.



Mines

In mines, children worked as trappers. Sitting in the dark all day, they opened and closed doors as older children pushing and pulling carts filled with coal passed through. The children who moved the coal carts to the surface often suffered long-term damage to their bodies.

> I'm a trapper in the Gawber pit. It does not tire me, but I have to trap without a light and I'm scared. I go at four and sometimes half past three in the morning, and come out at five and half past. I never go to sleep. Sometimes I sing when I've light, but not in the dark; I dare not sing then. I don't like being in the pit.

Source 3: Testimony from Sarah Gooder, age 8, a young mine worker. Extract from *The First Report of Commissioners for Enquiring into the Employment and Conditions of Children in Mines and Manufactories*, 1842.

Source 4: Children worked in appalling conditions in the mines. The tunnels were often so low that they had to pull the carts in a bent position or on all fours, which later led to numerous health problems.

Child labour reform

Child labour had been common in England prior to the Industrial Revolution – most children had done agricultural or domestic work. However, greater numbers of children were now entering the workforce at younger ages and being treated more harshly. Reformers began to demand change.

In 1833, the British government passed the *Factory Act* to improve conditions for children working in factories. The act stipulated that no children under nine years of age were allowed to work in textile factories. Children aged between nine and thirteen were only permitted to work for eight hours per day.

In 1840, Anthony Ashley Cooper, the seventh Earl of Shaftesbury, instigated the Royal Commission of Enquiry into Children's Employment. A quote from his final report is shown as Source 5. The findings of the report were published in 1842 and included testimony from many child and female labourers (Sources 2 and 3).

The report shocked society, and writers such as Charles Dickens published texts (such as *Oliver Twist* and *A Christmas Carol*) that protested against the use of child labour and workers' conditions. Legislation restricting the employment of children under the age of 10 in mines was passed in 1842.

> There is, however, one case of peculiar difficulty, viz., that in which all the subterranean roadways, and especially the side passages, are below a certain height, by the Evidence collected under this Commission, it is proved that there are coal mines at present in work in which these passages are so small, that even the youngest Children cannot move along them without crawling on their hands and feet, in which unnatural and constrained posture they drag the loaded carriages after them; and yet, as it is impossible, by any outlay compatible with a profitable return, to render such coal mines, happily not numerous nor of great extent, fit for human beings to work in, they never will be placed in such a condition, and consequently they never can be worked without inflicting great and irreparable injury on the health of the Children.

Source 5: Thos Tooke, T. Southwood Smith, Leonard Horner and Robert J. Saunders (1842), *Children's Employment Commission (Mines)*, vol. XV, pp. 225–59.

Learning ladder H0.4

Significant people, ideas and events

1. Identify the number of hours a day worked by factory employees.
2. Describe the working conditions in factories.
3. Sources 3 and 4: Explain why children were used in mining operations. What tasks did they perform?
4. Evaluate the influence of Anthony Ashley Cooper, the seventh Earl of Shaftesbury, on raising society's awareness of the working conditions of children during the Industrial Revolution.

Sources

1. Sources 2 and 3: Identify the origin of these sources.
2. Source 5: Describe this source.
3. Source 4: Apply your historical knowledge of child labour during the Industrial Revolution to explain this source.
4. Source 1: Evaluate the accuracy, usefulness and reliability of this source to an historian investigating the working conditions in factories during the Industrial Revolution. Give reasons for your answer.

Sources, page XXX

HOW TO

Where and why did people move?

The Industrial Revolution resulted in the movement of peoples from the 'Old World' to the 'New World'. Slaves and convicts were transported across the ocean to work to supply factories in industrialised countries with raw materials.

Migration for work

The Industrial Revolution saw many millions of people move. However, not all of them wanted to move. Many were displaced, such as the English rural workers who lost their employment due to the **enclosure** movement. Likewise, the Scottish people of the Highlands were forced off their land in the 18th and 19th centuries. These 'Highland clearances', saw mass migration of people to other parts of Scotland and to North America.

For those who moved by choice, the main motivation was to find employment. People also wanted to make a better life for themselves and their children. Some moved within their country, from the rural areas to the city. Others left their country, with many British migrants moving to other parts of the British Empire, including Australia, America, Canada and South Africa.

> The great tide of Emigration flows steadily westward. The principal emigrants are Irish peasants and labourers. It is calculated that at least four out of every five persons who leave the shores of the old country to try their fortunes in the new, are Irish. Since the fatal years of the potato famine and the cholera, the annual numbers of emigrants have gone on increasing, until they have become so great as to suggest the idea, and almost justify the belief, of a gradual depopulation of Ireland.

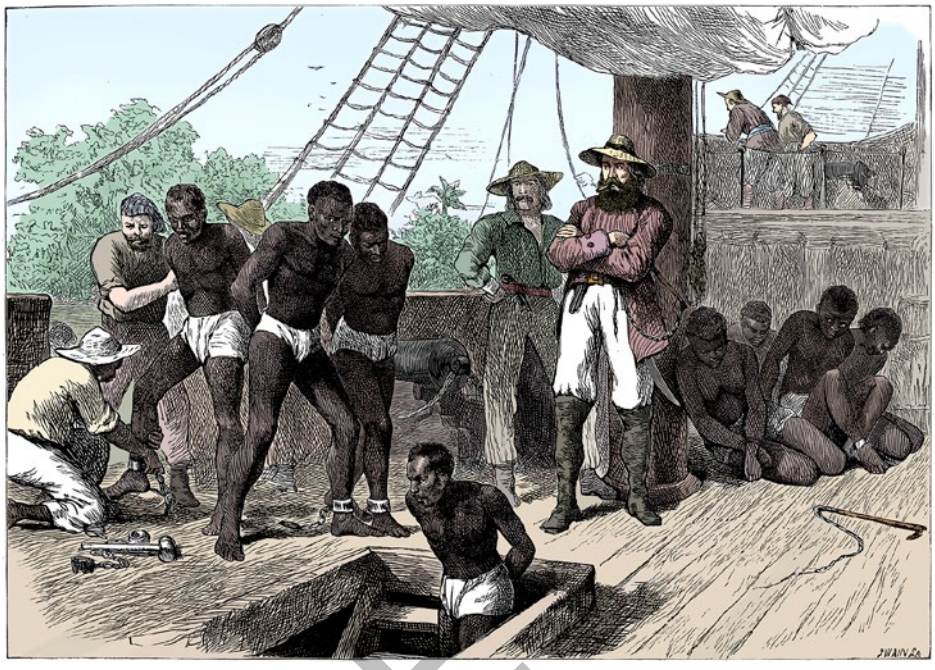
Source 1: *The Illustrated London News,* July 6, 1850

Source 2: Irish emigrants leaving for the United States. 'As the ship is towed out, hats are raised, handkerchiefs are waved, and a loud and long-continued shout of farewell is raised from the shore, and cordially responded to from the ship. It is then, if at any time, that the eyes of the emigrants begin to moisten with regret at the thought that they are looking for the last time at the old country – that country which, although, in all probability, associated principally with the remembrance of sorrow and suffering, of semi-starvation, and a constant battle for the merest crust necessary to support existence is, nevertheless, the country of their fathers, the country of their childhood, and consecrated to their hearts by many a token.' *The Illustrated London News,* July 6, 1850.

Slaves and convicts

Around 12 500 000 slaves were forcibly removed from their countries from around 1500 to the 1850s. Approximately 50 000 British convicts were transported to the North American and West Indian colonies in the 17th and 18th centuries.

Australia was the first country to build a society based on convict labour. From 1788 and 1852, over 152 000 convicts were sent to Eastern Australia, and around 9500 convicts were sent to Western Australia between 1849 and 1869. Convict labour was responsible for many of Australia's first government and commercial buildings, bridges and roads.



▲ **Source 3:** Captives being brought on board a slave ship on the West Coast of Africa bound for Brazil, c.1880. Britain had outlawed slavery in 1833.

Learning ladder H0.5

Significant people, ideas and events

1. What were the 'Highland clearances'?
2. Describe the reasons why people from the United Kingdom chose to move.
3. Sources 1 and 2: Explain the events which led many people from Ireland to emigrate to new lands.
4. Explain the relationship between the Industrial Revolution and the rise of slavery.

Perspectives

1. Source 1: Describe the perspective this source provides of Irish emigrants.
2. Source 2: Describe the perspective this source provides of Irish emigrants.
3. Source 3: Explain the perspective of the slave traders towards people living on the West Coast of Africa.
4. Explain the perspective of the British Government towards convicts that led to the decision to introduce transportation.

HOW TO
Perspectives, page XXX

How did imperialism shape the world?

Early maritime exploration and the Industrial Revolution enabled European powers to forge vast empires, reconfigure borders and transform societies. The wealth of these empires was extracted from the colonised countries through the **exploitation** of both their natural and human resources.

What is imperialism?

Imperialism is a policy in which one nation extends its rule or influence over other nations by force or through political and economic control. Throughout history powerful countries expanded their borders in pursuit of wealth and resources. While imperialism affected many regions around the world – from Europe and Africa to the Americas and the Pacific – its effects in Asia were profound.

European imperial expansion and maritime exploration

Maritime exploration in the 15th century opened up the Atlantic to Europeans, while voyages across the Indian Ocean from the 1490s brought them into contact with Asia. The Portuguese discovered a **route** around the Cape of Good Hope in 1505 and by 1516 had established a vast empire in the East. In 1602 the Dutch East India Company was formed with its headquarters in Batavia (modern-day Jakarta, Indonesia) and soon ended the Portuguese trade **monopoly** by importing about 2.6 million tonnes of cargo from Asia over the next two centuries. Meanwhile, the British East India Company, set up in 1600, began trading with India and grew very powerful on the subcontinent.

Source 2: An 1892 caricature of businessman Cecil Rhodes, a major advocate of British imperialism. Rhodes led British efforts to exploit Africa and helped found the colonies that eventually become the nations of Zimbabwe (formerly known as Rhodesia) and South Africa.

Source 1: Major events for the period 1750–1900

key ideas timeline.

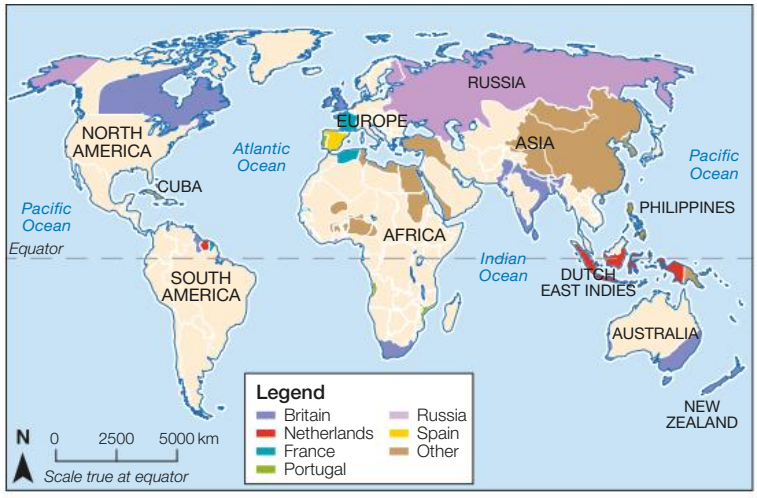
- 1763 – The Seven Years' War concludes, leaving Britain the major power in Europe
- 1783 – American colonies successfully revolt and leave British rule
- 1800 – The Dutch government takes control of the Dutch East India Company, creating the Dutch East Indies (Indonesia)
- 1819 – Singapore founded as an outpost of the British Empire
- 1839 – The Opium Wars occur between China and Britain
- 1842 – Treaty of Nanking cedes Hong Kong to the British

Initially driven by a desire for oriental merchandise, European imperialism was largely commercial. However, with the Industrial Revolution came a greater demand for raw materials, including tea, rubber, spices and silk. As industrialising nations such as Britain, France and later the United States looked to Asia – and even to places like Australia and Canada – the region became even more attractive. This phase of '**old imperialism**' eventually gave way to '**new imperialism**' in the later 19th century, when both established and rising powers expanded their formal control over territories.

Colonial expansion in Asia

In Asia, Western colonial powers rapidly established their presence. The British East India Company grew powerful enough to rule over India (later formally controlled by the British Raj) while the Dutch united much of the Indonesian archipelago as the Dutch East Indies. The French established **protectorates** and colonies in Indochina (covering Vietnam, Cambodia and Laos) and the Portuguese and Spanish secured territories such as Macau, the Philippine Islands and parts of India. Maps from the period reveal a mosaic of colonial holdings – territories like Siam (Thailand), Malaya (the Malay Peninsula region of South-East Asia) and Hong Kong emerged as key areas of economic and strategic importance.

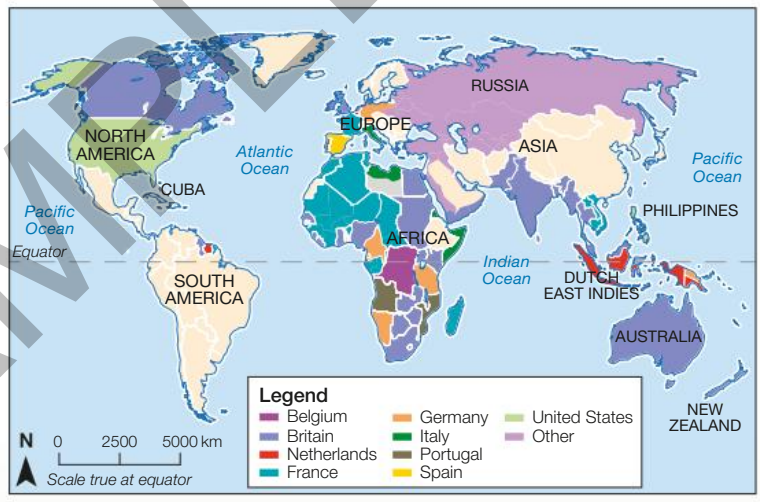
World empires in 1848



Source: John Haywood (ed.) (2009), *Atlas of World History: From the Ancient World to the Present*, Sandcastle Books, London, Map 5.02.

Source 3: Old imperialism saw the growth and spread of European empires, alongside the older empires of the Ottomans, Persians and Qing.

World empires 1914



Source: John Haywood (ed.) (2009), *Atlas of World History: From the Ancient World to the Present*, Sandcastle Books, London, Map 5.04.

Source 4: Under new imperialism, large parts of the world were brought under colonial control.

1849 – British East India Company annexes Punjab

1854 – United States forces Japan to open its borders to trade

1863 – France establishes a protectorate over Cambodia

1867 – Canada established as self-governing nation ruled by Britain

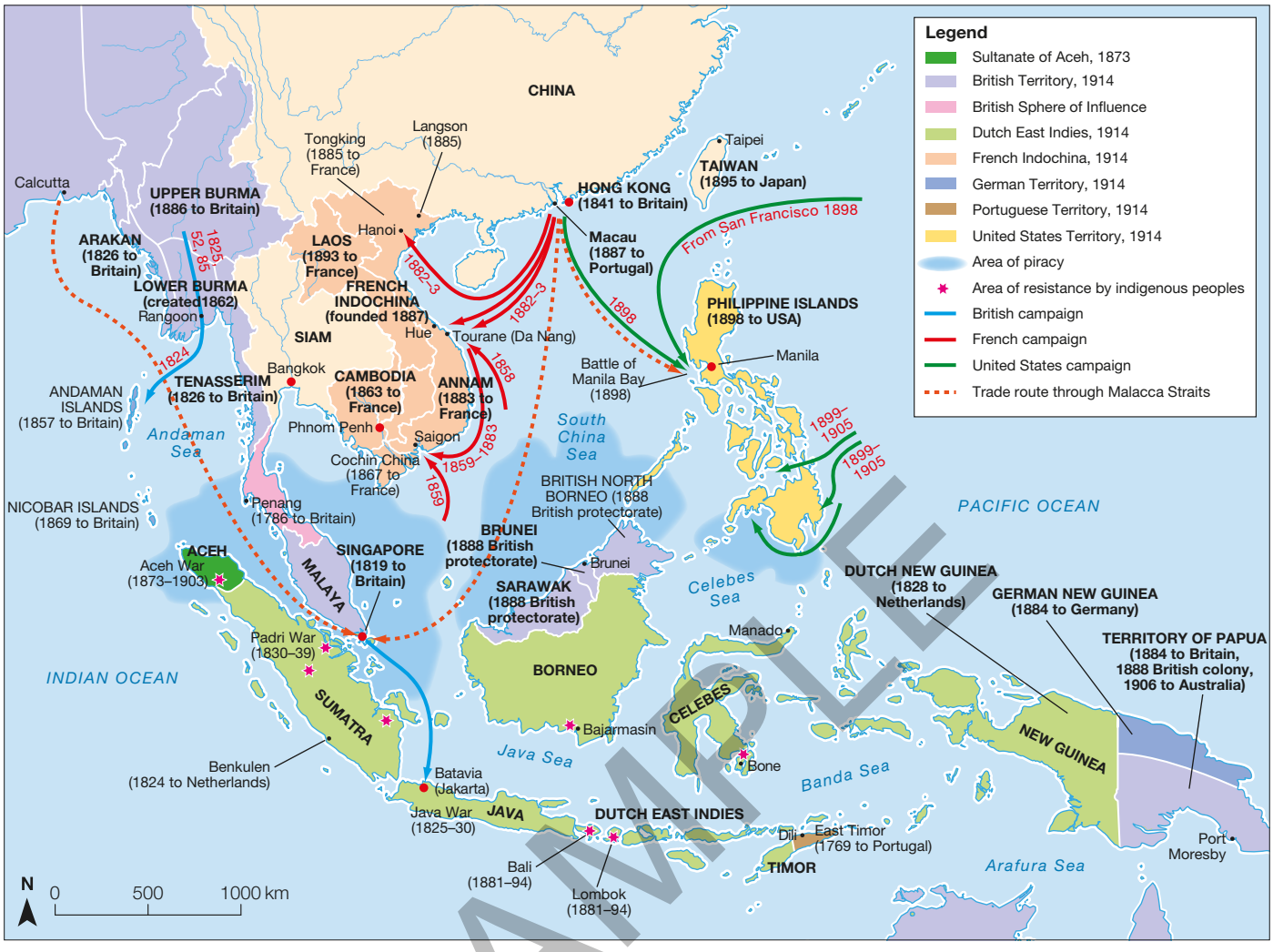
1884 – France makes Vietnam a colony

1885 – King Leopold of Belgium establishes the Congo Free State

1898 – Cecil Rhodes establishes Rhodesia in Africa

1898 – United States annexes Hawaii, Philippines, Guam and Puerto Rico

Colonialism, South-East Asia, 1769 to 1914



Source 5: Western colonial powers vied for power and control over maritime trade with Asia.

Source: John Haywood (ed.) (2009), *Atlas of World History: From the Ancient World to the Present*, Sandcastle Books, London, Map 5.22.

Impact of imperial expansion

Imperialism transformed Asia in many ways. Colonial powers reorganised trade, exploited natural resources and imposed new laws and administrative systems. As they established colonies, they also introduced Christianity to local communities. Local populations were often **oppressed** and traditional cultures were disrupted – even as Western ideas and institutions such as railways and telegraph lines (originally built for commercial and administrative purposes) were introduced and later helped to unite vast regions. At the same time, fierce competition among imperial powers led to brutal conflicts and left a legacy of division that still affects the region today.

Source 6: Richard Paton, The Battle of Quiberon Bay, 20 November 1759, artwork undated

Source 7: Michael Angelo Hayes (artist) and James Henry Lynch (lithographer), *The 18th (Royal Irish) Regiment of Foot at the storming of the fort of Amoy, China 26 August 1841* during the Opium Wars

Learning ladder H0.6

Background and origins

1. Which European country first opened up maritime trade with Asia?
2. Define the terms 'imperialism' and 'colonialism'.
3. Explain why European nations were so interested in establishing a presence in Asia.
4. Explain how new imperialism differed from old imperialism and how this would change international relations.
5. Source 2: Analyse this image and its caption. What does Rhodes' stance in this image tell you about British colonial ambitions in Africa?

Causes and consequences

1. Describe what Asian countries had that European nations wanted.
2. Sources 3 and 4: Describe how the world changed through imperialism between 1848 and 1914 with reference to these maps.
3. Explain the relationship between colonisation and Christianity.
4. Source 5: What does this map tell you about the competing European interests in South-East Asia? How might this have impacted on relations in the region?

Causes and consequences, page XXX

HOW TO

I moved source 1 caption under image, so source nums now might be out of order. Paul

What key ideas emerged from 1750–1914?

The Industrial Revolution radically altered the environment, the workplace and patterns of migration around the world. Changes occurred in the relationships between people and in the ways people thought about the world. It was a time of new ideas.

Capitalism

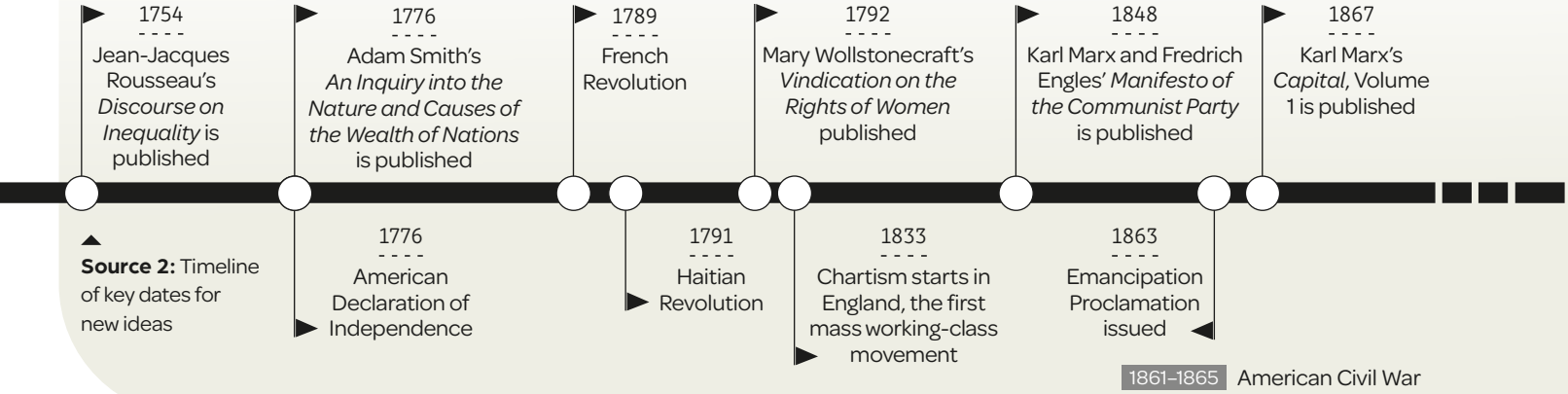
Capitalism is an economic system where individuals or businesses own and control the **means of production** (such as factories and resources) to create goods and services, with the primary goal of making a profit. This type of economic system grew out of a shift from **agrarian** economies to industrialised ones. Capitalism led to the rise of global trade networks and the rise of the middle class.

Liberalism

Liberalism is a belief in individual freedom, constitutional government and rule of law. It arose in the **Enlightenment** of the 18th century and championed free speech, religious tolerance, personal rights and equality. Liberalism inspired 19th-century reforms, created parliaments and legal protections, and shaped modern democratic societies worldwide.

Source 1: Capitalism split society into factory owners and wage workers, creating clear economic classes.

key ideas timeline.



Source 2: Timeline of key dates for new ideas

Source 3: Sojourner Truth (born Isabella Baumfree) was a prominent African American abolitionist and women's rights activist. Born into slavery in Ulster County New York in 1797, she self-liberated herself in 1826 and went on to play a significant role in the movement to abolish slavery in the United States.

Egalitarianism

Egalitarianism is concerned with different forms of equality, including social, civil, political and economic equality. Egalitarian ideals inspired both the French Revolution and the American Declaration of Independence.

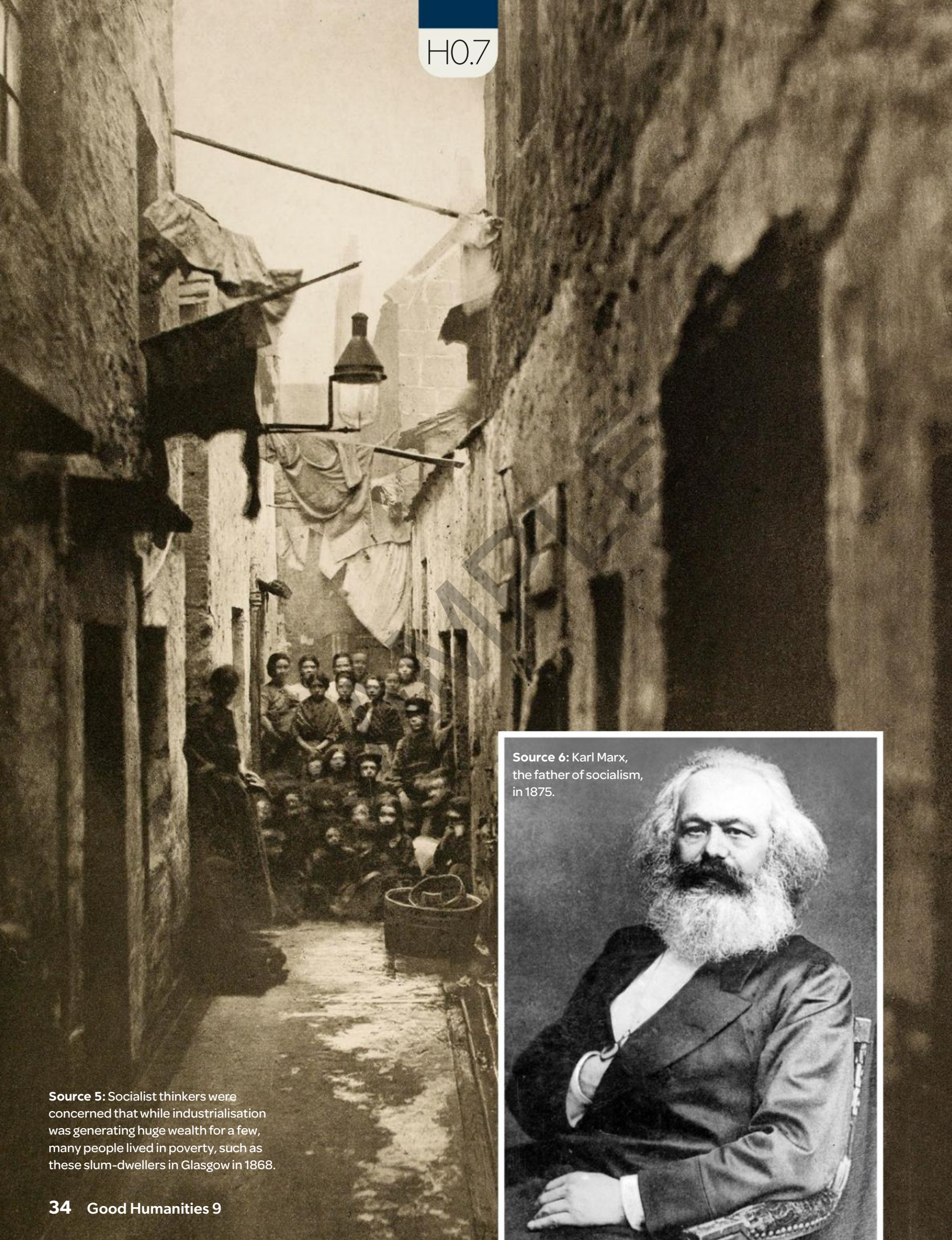
Abolition of slavery

Britain's Industrial Revolution and European wealth in the 18th and 19th centuries was built on the blood, sweat and, often, death of slaves. Inspired by the Enlightenment, abolitionist movements in the West and the Americas began to agitate for the abolition of slavery from the mid-1770s. The process was slow and difficult.

That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mud-puddles, or gives me any best place! And ain't I a woman? Look at me! Look at my arm! I have ploughed and planted, and gathered into barns, and no man could head me! And ain't I a woman? I could work as much and eat as much as a man - when I could get it - and bear the lash as well! And ain't I a woman? I have borne thirteen children, and seen most all sold off to slavery, and when I cried out with my mother's grief, none but Jesus heard me! And ain't I a woman? ...

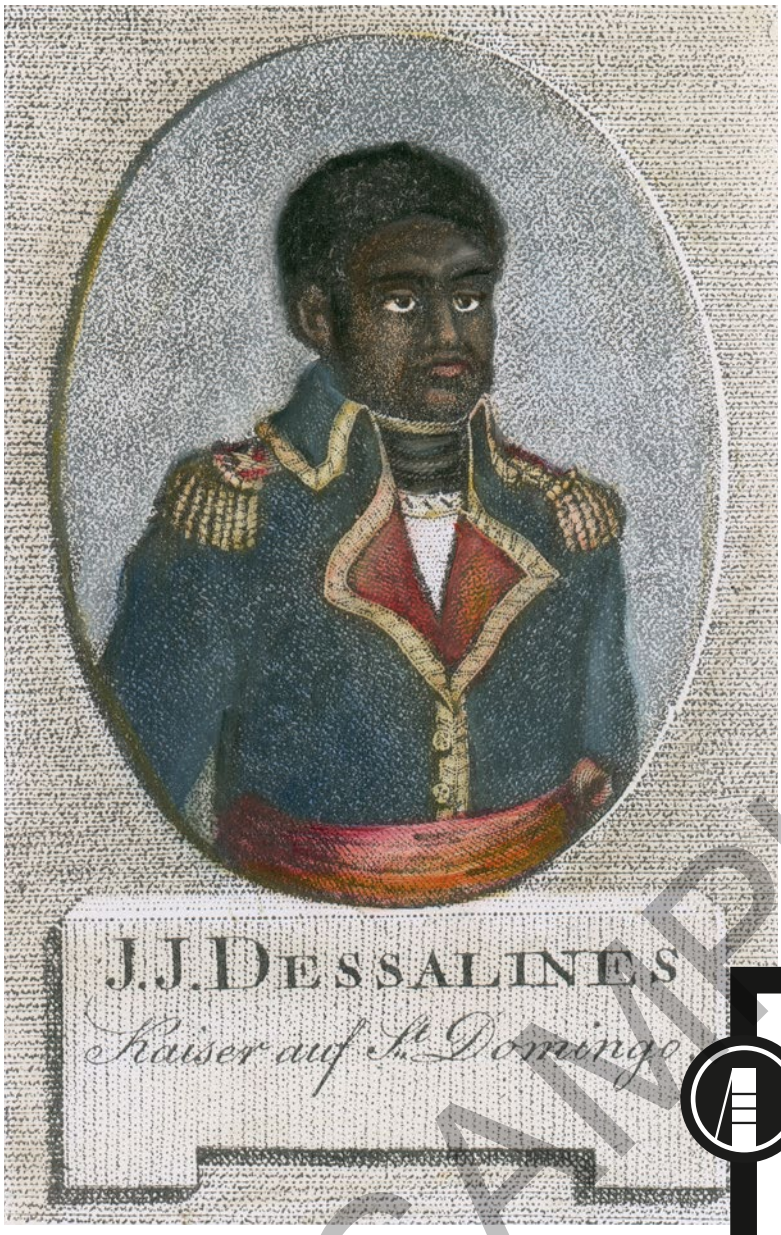
If the first woman God ever made was strong enough to turn the world upside down all alone, these women together ought to be able to turn it back, and get it right side up again!

Source 4: Sojourner Truth, 'Ain't I A Woman?' speech, delivered 1851 in Akron, Ohio. In 1850, Sojourner had published her memoir, The Narrative of Sojourner Truth: A Northern Slave. Her firsthand account of the horrors of slavery was instrumental in gaining support for the abolitionist cause.



Source 5: Socialist thinkers were concerned that while industrialisation was generating huge wealth for a few, many people lived in poverty, such as these slum-dwellers in Glasgow in 1868.

Source 6: Karl Marx, the father of socialism, in 1875.



▲ **Source 7:** Jean-Jacques Dessalines led Haiti's fight for independence (1791–1805). This was one of the first anti-colonial nationalist movements in the modern world.

Nationalism

Nationalism is the idea that people with common language, culture or history belong to the same nation. Emerging after the French Revolution in the late 18th century, it spread through newspapers, literature and public ceremonies. Nationalism drove movements for self-government and unity – such as Italian and German unification – and shaped modern democracies.

Democracy

Democracy is sometimes referred to as 'rule by the people, for the people'. It is a system of government in which eligible people vote for their representatives. Philosopher Jean-Jacques Rousseau wrote about democracies in the mid-1700s. However, democratic institutions evolved very slowly and unevenly across the world.

Socialism

Socialist thinkers were concerned with ideas about the sharing of power and wealth, and why there were rich and poor people in society. The famous socialist, Karl Marx, argued that capitalists – the owners of industries – stole the economic value created by workers. (It was a bit like wage theft.) Marx's ideas about economic systems became known as Marxism. Marxism had a huge impact in many countries across the world.

Anarchism

Anarchism is the belief that society should function without a central government or hierarchy. It arose in the 19th century alongside early socialist ideas. Anarchists advocate voluntary cooperation, mutual aid and self-managed communities. Though often controversial, anarchism influenced labour movements and debates about personal freedom and authority.

Learning ladder H0.7

Background and origins

1. Who was Jean-Jacques Rousseau?
2. Describe the origin of capitalism.
3. Describe the background of Marxism.
4. Explain how Enlightenment ideas influenced movements for abolition and equality.
5. Source 7: Evaluate how nationalism influenced the Haitian Revolution.

Causes and consequences

1. What was the effect of the Industrial Revolution?
2. Describe what caused the growth of capitalism.
3. Explain how new ideas can cause change.
4. Describe how liberal ideas led to reforms in government and society in the 19th century.
5. Analyse how industrialisation and Enlightenment ideas combined to cause major social and political reforms between 1750 and 1918.

HOW TO

Causes and consequences, page XXX

How did the American and French Revolutions change the world?

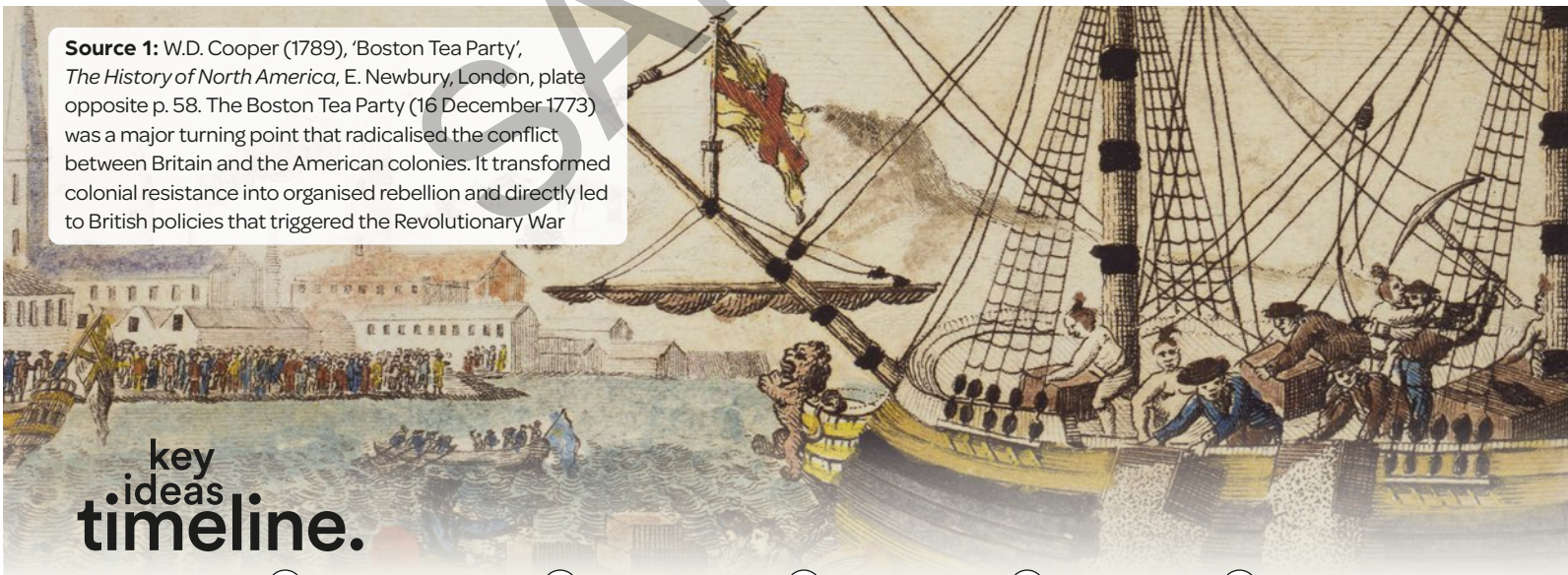
Influenced by the Enlightenment, the American Revolutionary War and the French Revolution provided part of the foundations for modern day human rights, democratic ideals and the rule of law in governance.

The American Revolution

In the American Revolutionary War (1775–1783), 13 North American British colonies broke free from the British Empire to form the United States of America. They objected to British-imposed taxes they saw as unfair, to restrictions on their colonial governments and to the stationing of British troops in America.

The American colonists used the Enlightenment thinker John Locke's ideas about natural rights (life, liberty and property) to argue against the rule of Britain and demand more democratic rights. This can be seen in the Declaration of Independence, which states that all men are endowed with 'unalienable Rights' to 'Life, Liberty, and the pursuit of Happiness' (Source 3). However, notably, Benjamin Franklin – the main editor of the Declaration – possessed several slaves of African descent.

Further, the US Constitution (1787) created a framework for representative democracy, separation of powers and constitutional governance. These ideas inspired subsequent democratic movements and legal protections worldwide, promoting the expansion of human rights, political participation and the rule of law in modern governance.



Source 1: W.D. Cooper (1789), 'Boston Tea Party', *The History of North America*, E. Newbury, London, plate opposite p. 58. The Boston Tea Party (16 December 1773) was a major turning point that radicalised the conflict between Britain and the American colonies. It transformed colonial resistance into organised rebellion and directly led to British policies that triggered the Revolutionary War

key ideas **timeline.**

Source 2: Key events of the American and French Revolutions

- **1770** – Boston Massacre, British soldiers fire on a crowd of American protestors
- **1783** – Treaty of Paris ends American Revolutionary War
- **1789** – Storming of the Bastille
- **1791** – American Bill of Rights ratified
- **1792** – French Republic established

Source 3: An engraving produced by Paul Revere portraying the Boston Massacre. Images like this fuelled anti-British feelings in America.

In Congress, July 4, 1776
The unanimous Declaration of the thirteen united States of America
We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. – That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, – That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.

Source 4: Part of the American Declaration of Independence.

The French Revolution

Unlike the American Revolution, the French Revolution (1789–1799) was a movement to overthrow a monarchy. It did not involve breaking off from an empire. However, it was inspired by the American Revolution and also sought to establish a new democratic system based on the Enlightenment ideals of liberty, equality and human rights.

Ironically, the French, under King Louis XVI, had supplied troops, ammunition and arms to the American Continental Army to fight the British. The massive debt built up by France was one of the factors that made life for its lower classes miserable. This inequality brought on the French Revolution.

Despite being driven by Enlightenment ideas, the French Revolution was notoriously bloody. Initially, the nobility and supporters of the monarchy were publicly executed; later, the revolutionaries turned on each other. During the **Reign of Terror** – c. 1792 to mid-1794 – around 28 000 people were executed or massacred and a further 10 000 died in prison. Nevertheless, the revolution resulted in the abolition of feudal privileges (e.g. peasants having to give part of their harvest to a local lord) and the Declaration of the Rights of Man and of the Citizen. This established fundamental human rights, emphasising individual freedoms and the equality of all citizens before the law.

Source 5: The Storming of the Bastille took place on 14 July 1789. The Bastille was a fortress and prison in Paris, and it symbolised royal authority. This event marked the start of the French Revolution and showed the people's anger against the king's power.

Source 6: The execution of Marie Antoinette (wife of King Louis XVI), 16 October 1793, during the Reign of Terror period of the French Revolution. Marie Antoninette became a scapegoat during this period due to her lavish lifestyle and perceived indifference to the French people. Her execution was part of a wider effort by revolutionaries to remove political threats, such as the royal family.

Source 7: The motto of the French Revolution – Liberty, Equality, Fraternity – became a central part of modern French identity. These ideas continue to underpin modern democratic systems.

Learning ladder H0.8

Significant people, ideas and events

1. What were the three areas at the centre of John Locke's ideas about natural rights?
2. Describe how the American colonists used the ideas of John Locke against the British.
3. Explain how the American Revolutionary War and the French Revolution were similar and different.
4. Evaluate the impact of the ideas from the Enlightenment on bringing about change.

Significance

1. Source 1: What triggered the American Revolutionary War?
2. Describe how French debt became a significant cause of the French Revolution.
3. Explain the historical significance of the American Revolutionary War.
4. Explain the historical significance of the French Revolution.

HOW TO

Significance, page XXX

What was the 'springtime of the peoples'?

Before 1848, Europe was a continent of growing tension. The Industrial Revolution had turned many towns into busy factories where workers laboured long hours for low wages and lived in poor, crowded conditions. At the same time, failed harvests in the mid–1840s led to food shortages and higher bread prices. Increasingly, people wanted change.

Politically, most countries were ruled by kings or emperors without effective parliaments. Newspapers and public meetings were often banned. Reformers and secret societies called for constitutions, a free press and fair laws. Nationalist groups in places such as Germany, Italy, Hungary and the Czech lands also wanted their own nations or more power within large empires.

In February 1848, events in Paris set off revolutions across the continent. Crowds there forced King Louis-Philippe to abdicate and set up the Second Republic with the vote for all men. News of this spread to Vienna, Berlin, Milan and Budapest. Although each uprising was different – for example, Italians wanted to end Austrian rule, and Hungarians under Lajos Kossuth demanded self-rule – they shared similar goals: written constitutions, wider voting rights and national self-determination. Collectively, the revolutions of 1848 are known as the 'springtime of the peoples'.

By mid-1849, most uprisings had been suppressed by armies loyal to the old rulers. Yet these revolutions had lasting effects on Europe's political systems. In France, the Second Republic introduced universal male suffrage and set up state-supported 'National Workshops' for the unemployed.

Source 1: The Battle of Buda, Hungary, May 1849, by Károly Jakobey

Source 2: Barricade fights on Alexanderplatz during the revolution in Berlin, Germany, March 1848

In the German states, delegates met at the Frankfurt Parliament to draft a constitution and discuss uniting Germany under Prussia or Austria. Although conservative forces dissolved this assembly, it showed that people could organise to debate national issues. In the Habsburg Empire, Vienna's revolt sent the conservative statesman Metternich into exile and forced Emperor Ferdinand V to promise a constitution. In Hungary, revolutionary assemblies claimed the right to make laws rather than obey imperial decrees.

Even after many governments cancelled their new constitutions, they could not ignore the changes. Across Central Europe, feudal systems such as serfdom and tithes were abolished, freeing millions of peasants from bonded labour. Rulers kept consultative parliaments, allowed political clubs and tolerated a freer press. Over the following decades, the ideas of mass political participation and constitutional government continued to influence events. Italian unification in 1861 and German unification under Bismarck in 1871 drew on the nationalist spirit of 1848 and helped create the modern states of Europe. They also inspired movements elsewhere and showed that ordinary people could demand change.

Learning ladder H0.9

Impact and legacies

1. Identify one lasting legacy of the 1848 revolutions.
2. Describe the Frankfurt Parliament's lasting influence.
3. Explain how 1848 revolutions influenced Italian unification.
4. Explain why 1848 revolutions matter for constitutionalism.
5. Evaluate the revolutions' impact on citizen participation..

Continuity and change

1. Identify one change in European politics after 1848.
2. Describe how voting rights changed and stayed the same.
3. Explain why feudal obligations were abolished yet monarchs regained power.
4. Explain patterns of press freedom change after 1848.
5. Evaluate continuity and change in institutions post-1848.

HOW TO
Continuity and change, page xxx

What caused World War I and what was the war's significance?

World War I was caused by long-, and short-term factors. These included international tensions over trade, naval rivalries and colonial jealousies. Sixteen million people died during the war and over 20 million were wounded. By the end of the war, the world had been fundamentally changed.

Causes of World War I

The main causes of World War I were rooted in a combination of political, economic and social tensions in Europe.

- **Militarism** led to an **arms race**. European powers built up massive militaries, increasing the likelihood of conflict.
- **Alliances** formed between major powers, such as the Triple Entente (France, Russia and the UK) and the Triple Alliance (Germany, Austria-Hungary and Italy). This drew multiple countries into the conflict once war began.
- Nationalism fuelled desires for territorial expansion and independence, particularly in the Balkans.

The trigger for the war was the assassination of Archduke Franz Ferdinand in June 1914 by a Serbian nationalist. This set off a chain reaction of military mobilisations and declarations of war.

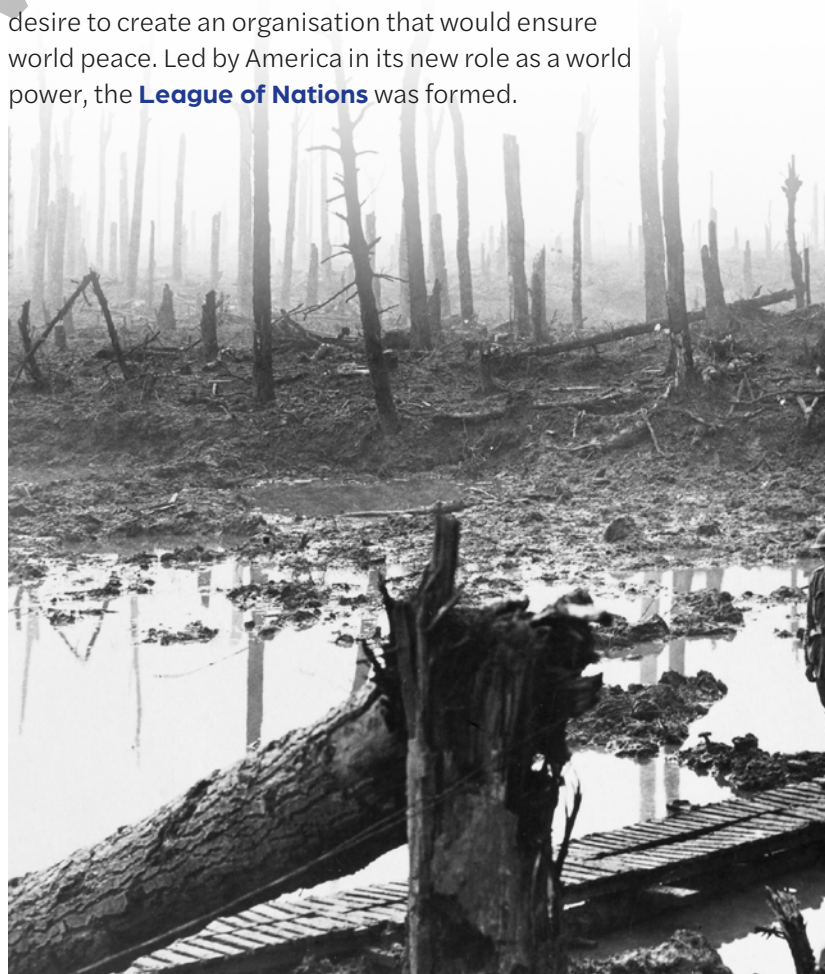
The significance of World War I

By the start of the 20th century, tension had developed between the European powers. Much of this could be linked to the outcomes of the Industrial Revolution – rivalry for markets, desire for colonies and new ideas about nationalism. The outbreak of World War I in 1914 led to the worst global destruction in world history to that time.

Source 1: Embroidered postcard from World War I, celebrating the 'sincere friendship' between France and Great Britain.

Germany was blamed for causing the war, and its traditional enemy, France, ensured that the peace settlement punished the Germans and made the country pay heavily for the cost of the war. The map of Europe was redrawn after World War I, without the former empires of Russia, Austria-Hungary or Turkey. New countries such as Yugoslavia and Czechoslovakia were created. The first communist state also emerged from the collapse of the Russian monarchy.

The end of World War I saw an international desire to create an organisation that would ensure world peace. Led by America in its new role as a world power, the **League of Nations** was formed.



Europe before 1914

Europe after 1919

Source: Matilda Education Australia

Source 2: Europe before and after World War I

Source 1: Australian troops walking through the remains of Chateau Wood, during the Third Battle of Ypres (Passchendaele) in Belgium, 1917. Of the 50 000 Australian troops who participated in this battle, fought in Flanders between July and November 1917, 10 000 were killed, and a further 24 000 were wounded. The effect was both a deeper awareness of the costs of war at home, and a strengthening of the Anzac legend.

Learning ladder H0.10

Impact and legacies

1. Name three causes of World War I.
2. Source 2: Describe what happens to the map of Europe after World War I.
3. Describe a positive legacy that came out of World War I.
4. Explain the role of the Industrial Revolution in creating the conditions for war.

Causes and consequences

1. What was the effect of the assassination of Archduke Franz Ferdinand in June 1914?
2. Describe what caused tension between the European powers in the lead up to World War I.
3. Source 1: Suggest what has caused the extensive environmental devastation shown in the image.
4. Analyse the main causes of World War I and suggest which one was most responsible for creating a world war.

HOW TO Causes and consequences, page XXX

How do I conduct a good inquiry?

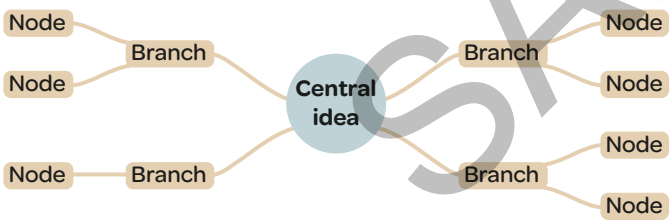
As you have progressed through this chapter, you have expanded your existing knowledge and deepened it by exploring perspectives, identifying patterns and relationships and linking causes and consequences. Along the way, you have developed your skills in analysing and interrogating sources, asking critical questions and framing well-supported arguments. You will now apply these skills to crafting a well-reasoned response to an inquiry question of your choosing related to the making of the modern world.

1 **Choose your topic: Identify a question.**

Which of the following would you like to investigate in greater depth?

- Industrial revolution, page xx
- Movement of people, page xx
- Imperialism, page xx
- Political ideologies, xx
- American or French Revolution, xx
- 1848 Revolutions, xx

2 **Briefing: Brainstorm what you already know and what you want to know about this topic.**



3 **Field report: Gather your information.**

- Look back at the chapter and find all the information and sources relevant to your topic.
- Identify and locate additional sources (see How-to, p. xx).
- Analyse your sources as you go. You can use the **'Connect, Extend, Challenge'** thinking routine below to help you.
- Take careful notes as you work, including recording source details, clearly indicating quoted material and jotting down further questions as they arise.

4 **Exclusive: Review your findings to form and answer your big question.**

5 **Present: Organise and synthesise your findings into an engaging narrative (see How-to, p. xx)**

Connect

- How does the information **relate** to what you already know?
- In what ways does this account **align** with other sources or narratives you've encountered?
- What background or context do you have that might **support** the information presented?
- How does the source's origin **connect** with its intended message or audience?

Extend

- How does this source **expand** or **complicate** your understanding?
- Does the information **challenge** your previous assumptions, and if so, in what way?
- What aspects of the source's presentation (language, imagery, emphasis) **extend** your thinking about its possible biases or intentions?

Challenge

- In what ways might the source be incomplete, selective, or influenced by the author's **perspective**?
- What further evidence would you need to corroborate or refute the **claims** made in this source?
- Are there **discrepancies** between this source and other contemporary accounts that raise questions about its reliability?

Australia (1750–1914)

H1

HOW DID COLONISATION CHANGE AUSTRALIA? xx

WHY DID AUSTRALIA FEDERATE? xx

HOW WAS LIFE ON THE GOLDFIELDS? xx

How can we understand Australia?

In 1750 Australia was, as it still is, a sacred place to First Nations Peoples, who thrived in one of the most harsh and dry continents on Earth. Colonisation brought them into contact and conflict with an industrial empire undergoing massive political, economic and technological changes. The society that developed eventually became a federation. However, Australia is still dealing with the ongoing effects of colonisation today.

Learning ladder

The Learning ladder lists the knowledge and skills you will learn. Each has five levels of difficulty. Learning skills at the bottom of the ladder will help you to master the skills at the top of the ladder.

Steps in knowledge progression	Background and origins	Significant people, ideas and events	Impact and legacies	Continuity and change	Causes and consequences
5	I can evaluate the origins of a historical development or movement.	I can evaluate the influence of significant people and ideas.	I can evaluate the legacy of a historical development or movement.	I can evaluate patterns of continuity and/or change.	I can analyse causes and consequences.
4	I can explain why a historical development or movement emerged.	I can explain why ideas influenced people and events.	I can explain why a historical development or movement has a legacy.	I can explain patterns of continuity and/or change.	I can explain why something was caused or why it led to certain consequences.
3	I can explain how a historical development or movement emerged.	I can explain how ideas influenced people and events.	I can explain the impact of one historical development on another.	I can explain continuity and change.	I can explain how something was caused or its consequence.
2	I can describe the origins and context of a historical development or movement.	I can describe key people, ideas and events.	I can describe the legacy of a historical development or movement.	I can describe continuity and change.	I can describe causes and consequences.
1	I can identify the origins of a historical development or movement.	I can identify key people, ideas and events.	I can identify the legacy of a historical development or movement.	I can identify continuity and change.	I can identify a cause and a consequence.

Knowledge and understanding

Source 1: *Warlugulong*, 1976, by Clifford Possum Tjapaltjarri and Tim Leura Tjapaltjarri. Sacred creation stories have many layers that connect people to sacred sites including history, law, lore, spirituality and culture.

This painting depicts a number of the sacred stories of the Anmatyerr people, including stories about the Creation Spirit Lungkata, the blue-tongue lizard man, creating the first big fire. Another story shown here is that of Lungkata's sons, who broke customary law by not sharing their hunted kangaroo with him and were burned.

Perspectives	Significance	Interpretations	Chronology	Sources	Steps in skills progression
I can evaluate historical perspectives.	I can evaluate historical significance.	I can evaluate the evidence supporting a historical interpretation.	I can explain change or causality from a timeline.	I can evaluate sources to determine their accuracy, usefulness and reliability.	5
I can compare perspectives.	I can explain why something is historically significant.	I can compare historical interpretations.	I can summarise the events on a timeline.	I can explain the historical context of a source.	4
I can explain a perspective.	I can explain something historically significant.	I can explain an interpretation of history.	I can follow timeline conventions.	I can apply historical knowledge to explain sources.	3
I can describe perspectives.	I can describe something historically significant.	I can describe an interpretation of history.	I can place events on a timeline chronologically.	I can describe a source.	2
I can identify the perspective of a person from the past.	I can identify something historically significant.	I can identify a historical debate.	I can read a timeline.	I can identify the origin of a source.	1

Historical concepts and skills

Part I: A sacred country (1750–1770)

What was the Australian continent like before colonisation?

The Australian landscape in 1750 was rugged yet beautiful. Much of the land was arid and unyielding. The country was sacred to the First Nations Peoples of Australia, and they managed it sustainably.

The First Nations Peoples of Australia, the Aboriginal and Torres Strait Islander Peoples, were highly skilled in dealing with environmental challenges. These included significant droughts, fires and floods.

First Nations Peoples had semi-permanent residences, economic trade routes, technology, and land-management and food-production methods. Many historians now recognise that 18th-century First Nations Peoples were advanced cultures with considerable populations.

Source 1: First Nations Peoples carefully managed Country

The search for the great southern land

In 150 CE, Ptolemy of Alexandria proposed that there was a hypothetical *terra australis nondum cognita*, a 'great unknown southern land'. The European quest for a mythical 'great southern continent' began in earnest when Captain Luis Váez de Torres sailed the Torres Strait in 1606.

Many European nations searched the Pacific Ocean for the southern continent. Some reached Australia, and attempted to claim or **annex** portions of the land on behalf of their nations. Ultimately, the British colonised the land and displaced its original inhabitants.

Source 2: First Nations Peoples' food production included using eel traps to harvest eels.

Source 3: Key events up to 1771

1606
- Luis Váez de Torres (Spanish) lands on the Islands and Strait that still bear his name
- Willem Janszoon (Dutch) lands on the Gulf of Carpentaria

1616
- Dirk Hartog (Dutch) lands on the west coast of Australia and leaves an engraved pewter plate

key ideas timeline.

For more than 65 000 years, First Nations Peoples inhabit the land.

Evidence of First Nations Peoples' history includes:
- semi-permanent residences
- land management
- food-production methods.

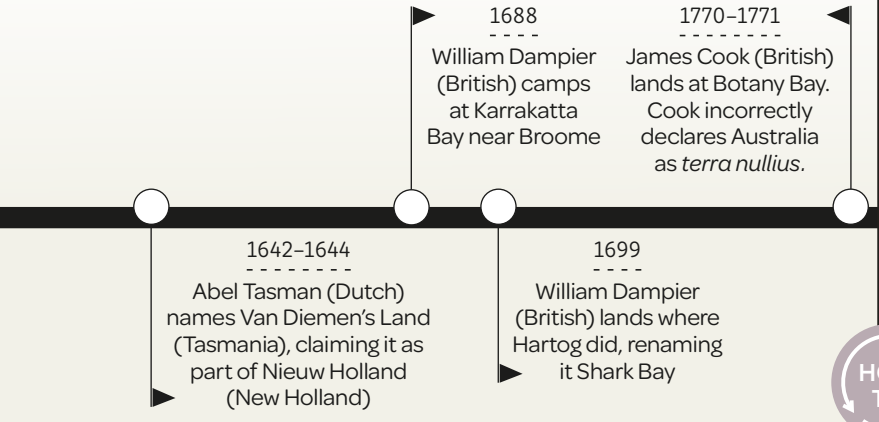
Source 4: The beautiful Australian outback is also subject to extreme weather, making it tough for those who do not know Country.

Language matters

In the past, historians used words such as *settled*, *settlement* and *settler* to describe the British occupation of Australia. These words gloss over the way in which the land was taken from the First Nations Peoples. Modern historians prefer words such as *colonist* and *invader*, which acknowledge violence and **dispossession**.

Historians also use the word **genocide** to describe the experience of First Nations Peoples of Australia. Genocide is defined by the United Nations as any of these five acts directed towards a national, ethnic, racial or religious group:

- killing members of the group
- causing serious bodily or mental harm to members of the group
- deliberately inflicting on the group conditions of life calculated to bring about its physical destruction
- imposing measures intended to prevent births
- forcibly transferring children.



Learning ladder H1.1

Background and origins

1. Identify one feature of pre-colonial Australia's landscape.
2. Describe the change in the terms used for the British occupation of Australia.
3. Explain how the name 'Australia' originated.
4. Suggest why European nations wanted to find the 'great southern land'.
5. Consider the United Nations' definition of 'genocide'. Why is the forcible transfer of children a form of genocide?

Sources

1. Source 2: What does this source show?
2. Source 4: List the natural features on this image that point to the land being both 'rugged and unyielding' but also able to sustain life.
3. Source 1: How would an intimate knowledge of Country enable survival?
4. Source 3: Consider the nationalities of the explorers on the timeline. Why were these countries involved in trying to name, claim and colonise Australia?

HOW TO
Sources, page xxx

What were the cultures of First Nations Peoples?

Millennia before Europeans set foot on the continent of Australia, the First Nations Peoples had clearly defined political, social and legal structures. Their unique traditions of time, history and sacred stories are the oldest on Earth.

Source 1: This engraved drawing, *New Hollanders*, is the earliest known European image of Australia's First Nations Peoples, the Bardi. It appeared in a 1698 edition of the explorer William Dampier's journal.

Political and legal structures

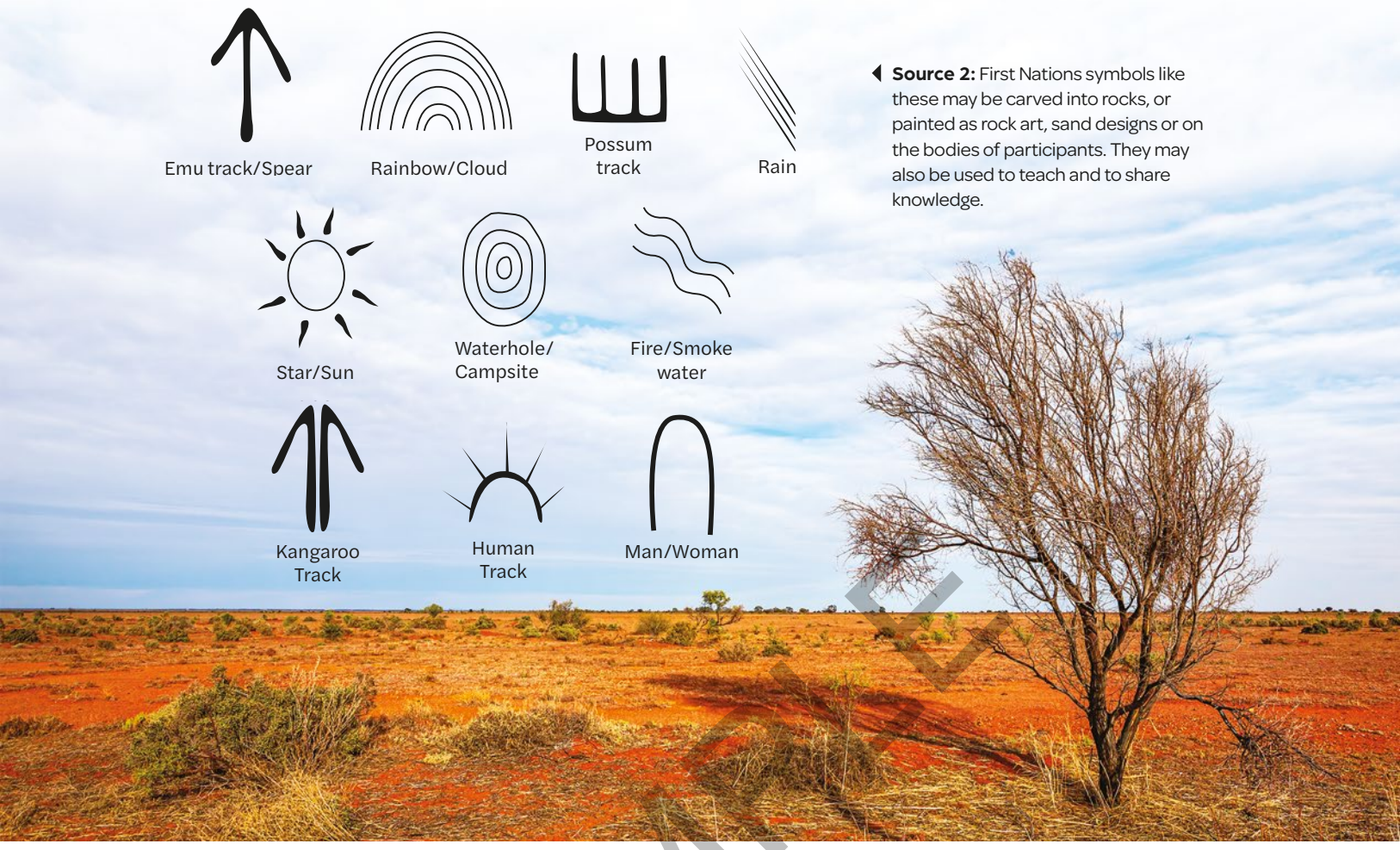
European explorers in the 1770s found the cultures of the First Nations Peoples of Australia to have complex political, social and legal structures. However, the enormous diversity of First Nations Peoples – more than 500 at the time of European contact – means that generalisations can oversimplify the complexity of these structures.

In addition, some concepts of time, law and social conduct are considered by First Nations Peoples to be sacred. They can only be shared with the initiated, and cannot be described in a textbook.

Australia's pre-colonial population

In the 1930s, English anthropologist A.R. Radcliffe-Browne estimated Australia's First Nations Peoples' population before 1770 to be 300 000. In the 1980s, historian Noel Butlin revised this estimate to 1 000 000 people in total. Both scholars indicate that, after colonisation, the First Nations population dropped by as much as 96 per cent by the 1920s.

This drastic reduction in population followed similar patterns to when the Spanish and Portuguese conquistadors came into contact with the Indigenous peoples of the American continents, bringing with them diseases, massacres and coerced assimilation.



Source 2: First Nations symbols like these may be carved into rocks, or painted as rock art, sand designs or on the bodies of participants. They may also be used to teach and to share knowledge.

Social structures

The nation and clan social structures of the First Nations Peoples of Australia are generally based on a three-part system of kinship, involving **moiety**, **totem** and **skin name**.

- Moiety is a system of dividing the community into groups that reflect environmental, regional, matrilineal (through the mother), patrilineal (through the father) and generational factors. Such generations hark back through time to ancestors and Creation Spirits.
- Totem includes national, clan, family and personal factors. Apart from personal factors, totems are inherited and members are accountable to them.
- Skin name relates to a person's genetic matrilineal or patrilineal lines. Each generation in a community is given a number, which increases over time until reaching a maximum, after which it cycles back to the beginning again.

This elaborate kinship system had laws preventing people with certain totems and skin names from marrying one another, as they were considered siblings. This ensured the continuing genetic health of the community.

Men's and Women's Business

A Council of Elders from respective genders initiate, teach and regulate spiritual and legal matters, called **Men's** and **Women's Business**. Elders still perform this vital community role today, and are called 'Uncles' and 'Aunties'. The Council would also discuss general community business. Heads of Families have significant leadership roles in keeping order within clans and families, negotiating with Elders and other heads in disputes.

Legal structure

Spiritual and legal matters were (and sometimes still are) handled by people of authority, known as Elders or Heads of Family. The system of Aboriginal Customary Law (ACL) is still practised by some of Australia's First Nations Peoples today, and the Koori Courts are a recognised part of the Victorian legal system.

Concepts of time

According to First Nations Peoples, time is circular. History is not fixed but is in flux, and is something that moves across the past, present and future. Furthermore, in First Nations cultures, a re-enactment of an event might be perceived to be the same as the original event. This means that the past can be experienced in the present moment. This circularity can be seen in the narrative structure of sacred lore, and can affect whether events are seen as significant.

Oral history traditions rely on consistency. An initiated person telling a sacred story must tell it the same way every time, or they will be corrected by a group of Elders, who were told the story by their Elders in turn.

Source 3: Dancers performing a traditional story-based dance at the Laura Dance Festival

For example, a ritual dance of a brolga at a Men's Business corroboree:

- may be learned, after initiation, to perfection
- may link the dancer back to ancestors who performed the same chants and dances
- may link the performer and even the viewer to the ancestral Creation Spirit, who may take the form of a brolga in some sacred stories.

The Mabo decision

In 1992, the High Court of Australia acknowledged that Eddie Mabo (an Ailan Pasin/Torres Strait Islander man) and his people could exercise their traditional land claims under Ailan Pasin laws. The court reviewed evidence from the First Nations People of Mer that they had lived in the islands for thousands of years in established villages and had a defined social and leadership structure.

The key aspect of the Mabo decision was the articulation of the Torres Strait laws of inheritance on the islands. This established a clearly defined understanding of sovereign ownership of the land, acknowledging that First Nations Peoples were and continued to be the owners of their lands.

Learning ladder H1.2

Significant people, ideas and events

1. Identify a key person associated with the Mabo decision.
2. Describe the kinship structures used by First Nations Peoples.
3. Explain how the system of kinship influenced social relationships.
4. Explain why Elders had such important roles in First Nations communities.
5. Evaluate how Eddie Mabo's actions influenced Australian society.

Significance

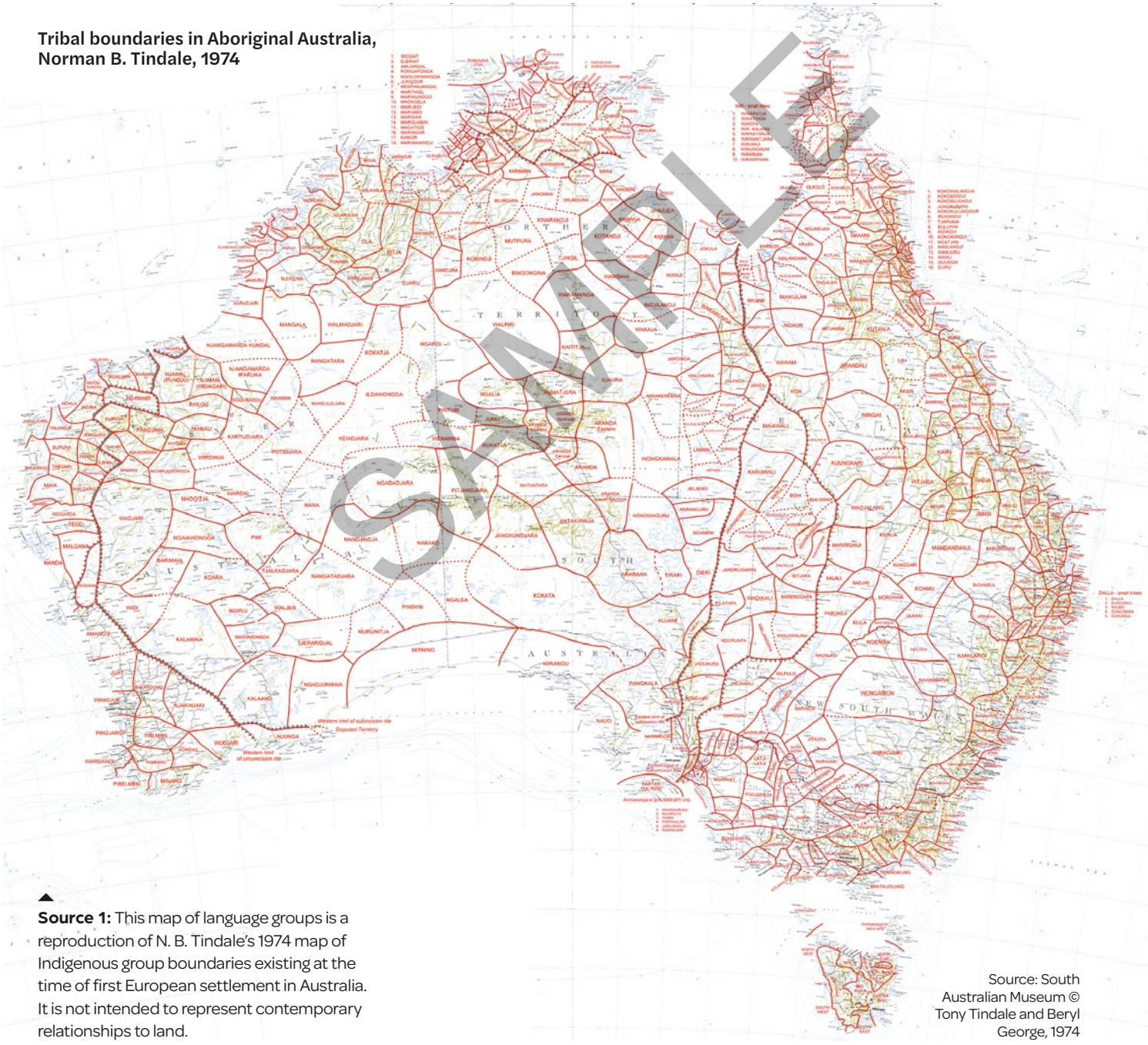
1. Identify one historically significant aspect of the Mabo decision.
2. Describe how oral histories are significant to First Nations Peoples.
3. Explain why the reduction in First Nations populations after colonisation was significant.
4. Explain why First Nations Peoples' understanding of time is historically significant.
5. Evaluate the historical significance of recognising Aboriginal Customary Law today.

HOW TO Significance, page xxx

What can language reveal about the First Nations Peoples of Australia?

Language is closely linked to identity, both for individuals and for a nation as a whole. The First Nations Peoples of Australia use language groups to define their clans and nations.

Tribal boundaries in Aboriginal Australia, Norman B. Tindale, 1974



Source 1: This map of language groups is a reproduction of N. B. Tindale's 1974 map of Indigenous group boundaries existing at the time of first European settlement in Australia. It is not intended to represent contemporary relationships to land.

Source: South Australian Museum © Tony Tindale and Beryl George, 1974

Lieutenant William Dawes, an officer in the original British colony of New South Wales, was one of the most learned British colonists regarding the local Aboriginal languages. He learned the Dharuk (sometimes spelled Dharug or Darug) language primarily from Patyegarang, a 15-year-old girl of the Eora nation.

Dawes' Notebooks on the Aboriginal Language of Sydney (1790–1791) are some of the first written records of a First Nations language, and represent a genuine attempt by a berewalgal (Eora word for the English/European colonists) to understand the 29 clans of the Eora nation of Warrane/Warrang (Port Jackson/Sydney Cove).

Language is one of the living artefacts of the places colonised by the British and other empires. A number of First Nations Peoples' words became part of the new colonial identity and are still used today in Australian English.

A great deal of research has been done on the languages, trade borders and connections between First Nations Peoples. A study from 1988–1994 shows that there is no universal agreement on the borders of the language groups and nations. First Nations Peoples often knew several languages for diplomatic and economic purposes. Knowledge of different tribal languages was important for trade, sacred purposes and the application of Aboriginal Customary Law.

Source 2: Some of William Dawes' translations of Dharuk terms, from his *Notebooks on the Aboriginal Language of Sydney (1790–1791)*

Recorded Dharuk	Dawes' English translations
Be-re-wal-gal	The name given to us by the natives (berewal = a great distance off)
Booroodel, Maugoran	Booroong says these people are unfriendly to us.
Booroowunne	The name of a male stranger
Carreweer	The name of a female stranger
Dje-ra-bar, Je-rab-ber	The Natives frequently called us by the name they give the musket.

Source 3: Several everyday terms originally stemmed from First Nations Peoples' languages.

English	Dharuk today	Meaning
Corroboree	Garriberri	Dancing event
Dingo	Dingu	Dog
Cooee	Guwawi	Call of location
Waratah	Warada	Type of flower

Learning ladder H1.3

Significant people, ideas and events

1. Identify the person who taught the Dharuk language to William Dawes.
2. Describe how William Dawes recorded the Dharuk language.
3. Explain how language influenced interactions between colonists and First Nations Peoples.
4. Explain how language influenced interactions between colonists and First Nations Peoples.
5. Evaluate how William Dawes' work contributed to preserving First Nations languages.

Sources

1. Source 1: Identify the origin of this source.
2. Source 1: Describe the information provided by this source.
3. Source 2: Explain the historical context in which Dawes created his notebooks.
4. Source 2: Suggest the likely purpose behind Dawes' notebooks.
5. Source 1: Evaluate the accuracy and usefulness of Tindale's language map for understanding First Nations Peoples.

HOW TO

Sources, page xxx

H1.4

What interactions did First Nations Peoples have with other cultures?

The arrival of the British had a massive and lasting impact on the First Nations Peoples of Australia, but they were far from the first foreigners to visit Australia. Ailan Pasin ('island custom') or Torres Strait Islander peoples, Indonesian traders and other European explorers interacted with the First Nations long before the British did.

Torres Strait Islander peoples

The Torres Strait is the region of ocean between Australia and the large island of Papua New Guinea, around 150 kilometres north of Cape York. There are more than 250 small islands in the Strait, many of which have been inhabited for more than 2000 years.

Far further back in history, when sea levels were lower, an extensive land bridge existed between Cape York, Papua New Guinea and Indonesia, which made it much easier for people and wildlife to move between Australia and the islands. The land bridge submerged over 8000 years ago, because of rising sea levels.

Thanks to the land bridge and the ease of travel between the islands, the Torres Strait Islander peoples have interacted with the First Nations Peoples of northern Australia for thousands of years. These neighbouring cultures learned and borrowed from each other while retaining their own identity, customs and social structures.

Source 1: Many First Nations Peoples and Torres Strait Islander peoples consider themselves to be connected through ties of blood, kinship and history.

Source 2: Rock art at Malarrak, in the Wellington Range, Western Arnhem Land. This rare depiction of a building could be a Macassan smokehouse, used to cure *trepang*.

Indonesians

Fishermen from the Macassar region of Indonesia began visiting the north-western regions of Australia centuries ago – perhaps in 1750, perhaps earlier. These fishermen were *trepangers*, meaning that they harvested *trepangs*, the aquatic animals also known as sea cucumbers.

The Macassans interacted with the Yolngu people of the region. Evidence suggests that they traded materials such as cloth, metal, rice and canoes with the Yolngu in exchange for the right to gather sea cucumbers from the local waters.

These interactions were recorded in Yolngu songs, stories and dances, and some Macassarese words made their way into the Yolngu language. However, recent historical research suggests that these interactions were not always peaceful, and that violent conflicts occurred when Yolngu groups felt they were being exploited.

Contact between the Macassans and Australia's First Nations Peoples continued for hundreds of years, and did not end until the Australian Government passed restrictive policies in 1906.

European explorers

Ever since the ancient mathematician Ptolemy of Alexandria proposed a 'great unknown southern land' in 150 CE, Europeans believed that a southern continent lay waiting to be explored. The European search for the great southern continent began in earnest when Captain Luis Váez de Torres sailed the northern Torres Strait in mid-1606.

A few months before Torres, on 26 February 1606, Willem Janszoon accidentally landed on the northern coastline, becoming the first European to visit mainland Australia. The Dutch seafarer and his crew thought they were on a previously uncharted southern part of New Guinea.

Captain Dyrck Hartoochz (Dirk Hartog), another Dutchman, was the second European to land on Australia, on 25 October 1616, on an island in what is now called Shark Bay in Western Australia. He left behind a pewter plate, which he engraved with a message about his landing. The plate, which is Australia's oldest evidence of European contact, is currently in the Rijksmuseum in Amsterdam.

It was not until 1644 that the name 'New Holland' was first applied to the north-west coast of Australia by the Dutch explorer Abel Tasman, who claimed it for Holland by having a crewman swim ashore and plant his country's flag. Tasman named the small island he had discovered after his patron – calling it 'Van Diemen's Land'. Later the island was renamed Tasmania after Tasman himself.

Source 3: Captain Willem Janszoon, a Dutch seafarer and the first European to visit Australia

Source 4: The pewter dish placed by Dirk Hartog on what is now called Dirk Hartog Island in Shark Bay. The dish records the Eendracht's visit to the 'South Land' on 25 October 1616.

Early British contact

William Dampier, an explorer and former pirate, became the first Englishman to set foot on Australian soil, camping in the lands of the Bardi nation in north-west Australia in 1688. In his journal, Dampier wrote of the Bardi people: 'They are people of good stature but are very thin and lean, I judge for want of food ... They build their weirs of stone across the bay; they search those weirs for what the sea has left behind'. However, when his journal was published, these observations were changed by his publisher to, 'The inhabitants of this country are the miserabilist people in the world ... brutes', and other derogatory remarks.

Dampier's remarks about the First Nations Peoples of Australia may have influenced later explorers, and set a negative tone for later interactions. They may have also influenced the decision to declare New Holland as *terra nullius* – 'a vacant land'.

Source 5: Lieutenant Matthew Flinders called the land 'Australia' after sailing around it.

How did Australia obtain its name?

Europeans called the land they believed to exist in the southern hemisphere *terra australis nondum cognita*, which is Latin for the 'unknown southern land'. But when Europeans finally reached Australia, they disagreed over what to call it.

Dutch explorers labelled it Nieuw Holland, Nova Hollandicus or Hollandia Nova (New Holland) on the incomplete maps of the time. It was Matthew Flinders who, in 1801–1803, circumnavigated and mapped what he discovered to be an island. In 1804 he gave it the name 'Australia', slightly altering the Latin *australis*, meaning 'southern'.

But Flinders was not alone – he was accompanied by Bungaree, a Kuringgai man who acted as a diplomat and intermediary when the expedition met with coastal communities. Bungaree became the first First Nations person to circumnavigate the continent. Not only that, he was the first person in the world to ever be referred to as 'an Australian' in print.

Learning ladder H1.4

Significant people, ideas and events

1. Identify the first European to land on the Australian mainland.
2. Describe the interactions between the Macassans and the Yolngu people.
3. Explain how Bungaree contributed to the Flinders expedition.
4. Explain why Dampier's published journal may have influenced later views.

Significance

1. Source 5: Identify why Matthew Flinders is historically significant.
2. Source 4: Describe the importance of the pewter plate left by Dirk Hartog.
3. Source 3: Explain the significance of Bungaree being called an 'Australian'.
4. Source 1: Explain why long-standing ties between Torres Strait Islander peoples and First Nations Peoples are significant.
5. Source 2: Evaluate the historical significance of Macassan contact with the Yolngu over several centuries.

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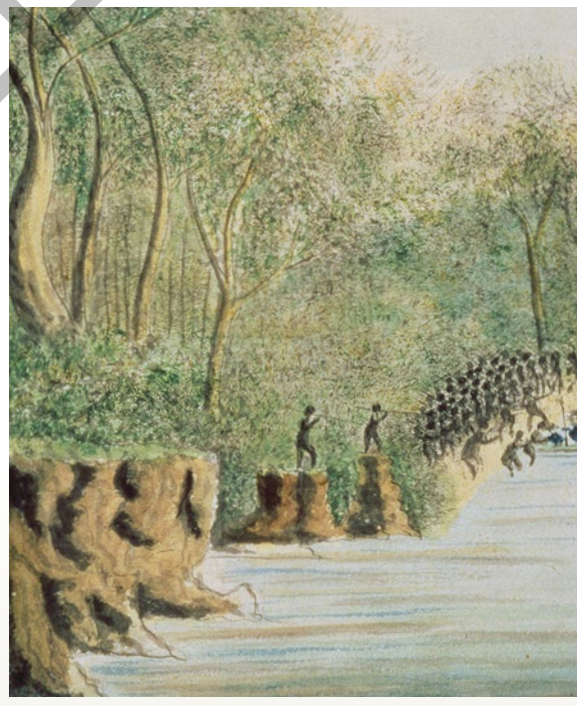
Part II: Australia's colonial period (1770–1901)

How did colonisation change the continent of Australia?

The continent of Australia was forever changed when the first British penal colony disrupted the sacredness of Country. As the British expanded their colonies, they fought with First Nations Peoples to seize the bushlands and goldfields. The early colonial period featured a great deal of conflict, between colonists and First Nations Peoples, as well as between the colonists themselves.



Source 1: William Bradley, *First Interview with the Native Women at Port Jackson New South Wales* (c. 1802)

Source 2: Key events of the colonial period

key ideas timeline.

1788 – Captain Arthur Phillip arrives with First Fleet to establish British Penal Colony at Sydney Cove

1790 – Hawkesbury and Nepean Wars in NSW

1801–03 – Captain Matthew Flinders (British) and Bungaree (Kuringgai) circumnavigate Australia

1810 – First Nations Peoples begin to be forced into missions

1824 – The Black War of Tasmania begins

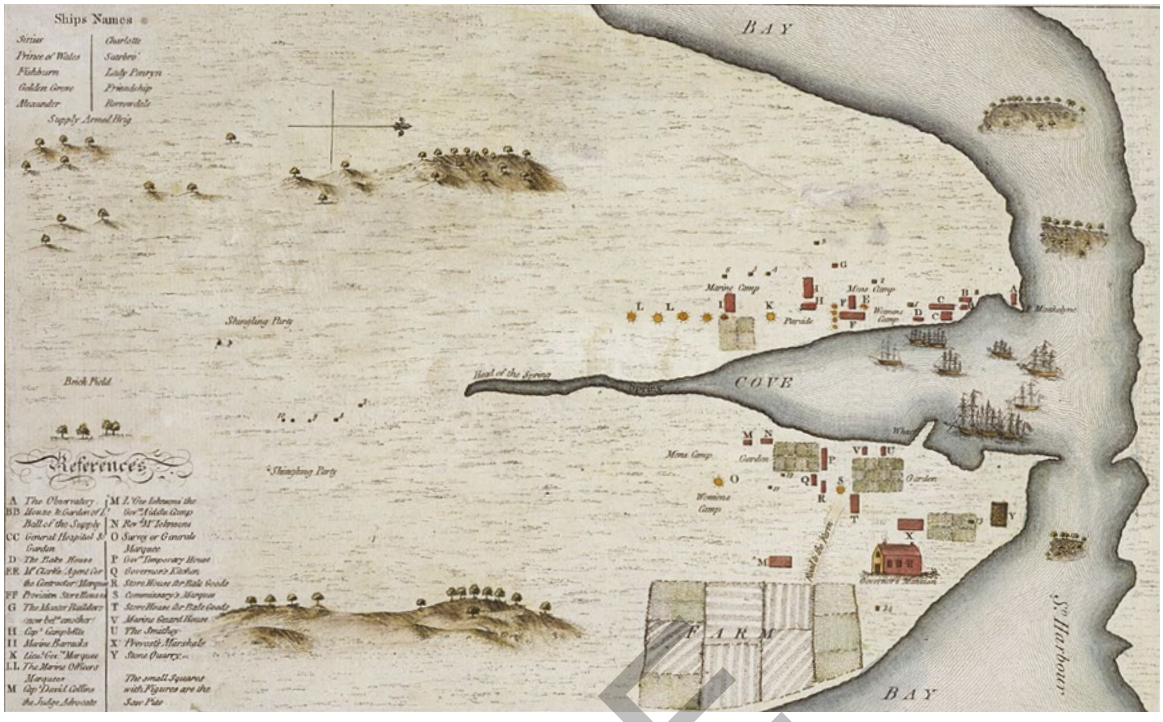
1824 – The British government formally names the great southern land 'Australia'

1835 – Melbourne is established in what is now Port Phillip Bay

1838 – The Myall Creek Massacre occurs in New South Wales

1851 – Port Phillip colony separates from NSW, and is named Victoria. The Australian gold rush begins

1856 – All men, including First Nations Peoples, given the right to vote in South Australia



Source 3: Engraving of the settlement at Port Jackson, Sydney Harbour

1869
The *Aboriginal Protection Act* is passed in Victoria

1863
'Blackbirded' Pacific Islander men and women arrive in Queensland

1872
The *Education Act* makes public education free, secular and compulsory in Victoria

1895
South Australian women, including First Nations Peoples, given right to vote

Learning ladder H1.5

Impact and legacies

1. Identify a change that occurred after the arrival of the First Fleet.
2. Describe how colonisation disrupted First Nations Peoples' connection to Country.
3. Explain how missions and the *Aboriginal Protection Act* affected First Nations communities.
4. Source 1: Evaluate the nature of this 'first interview'. Does it appear peaceful or violent? Why?
5. Source 3 shows Port Jackson a few years after Source 1. Evaluate the changes, and suggest some impacts and legacies of these.

Chronology

1. Identify the earliest event listed on the timeline.
2. Describe what happened in 1851 and 1863.
3. Summarise how colonial society changed between 1788 and 1895.
4. Explain how colonial events led to greater British control of the continent.
5. Evaluate patterns of change and continuity in First Nations rights across the colonial period.

HOW TO

Chronology, page xxx

H1.6

How did James Cook reach Australia?

Captain James Cook, a British sailor and cartographer, set sail for Tahiti on the HMS *Endeavour* in 1769 with orders to observe the transit of Venus from Tahiti. He also carried with him secret orders to expand the British Empire by discovering and seizing the southern continent – even if he had to do so illegally.

Britain's secret agenda

The British Empire's finances had been severely drained by the Seven Years' War with France (1754–1763) and the American Revolution (1775–1783). Their need for resources and cheap labour made the British keen to claim newly discovered lands, such as Canada, and to find the mythical great southern continent.

James Cook was officially commissioned by the British Royal Society to sail to Tahiti, in order to set up an observatory and observe an astronomical event called the transit of Venus. But before he left, on 30 July 1768, the British Admiralty also issued Cook secret instructions to sail to 40 degrees latitude and search for 'New Holland'. He was then to claim both the land and its people.

Source 1: *Captain Cook's Landing at Botany, A.D. 1770*. [Created 1872, artist unknown]

Cook's Pacific travels

Cook arrived in Tahiti, where a Polynesian navigator called Tupaia (from the Ra'iatea or Society Islands) joined him for the next part of the voyage, largely through uncharted territory. Tupaia drew a map of the known islands in the Pacific Ocean (Source 2). He shared his traditional methods of navigation with Cook.

Using Tupaia's map and his own considerable navigation skills, Cook piloted the *Endeavour* to 40 degrees latitude and then onwards, until he reached Aotearoa (New Zealand) on 6 October 1769. After circumnavigating Aotearoa and realising that it was an island, and not New Holland, Cook left to continue his mission.

Source 2: This map of the Pacific Ocean islands was drawn in 1769 by Tupaia, a noble and high priest of the war god Oro and expert navigator, using traditional Polynesian methods. [Chart of the Society Isles discovered by Captn. Cook, 1769, from Thomas Conder, Alexander Hogg, & George William Anderson (1784)]

HMS *Endeavour* reaches New Holland

Cook made landfall on 29 April 1770 at Botany Bay, New Holland. He received a hostile reception, much like the one he received in Aotearoa – two Gweagal men aimed their spears at the boat and were shot at. Cook raised the British flag, called the land 'New South Wales' and seized it without the consent of the Indigenous inhabitants.

Cook sailed further up the east coast of Australia, but all his attempts to engage the native people were unsuccessful. Even after the *Endeavour* ran aground on the Barrier Reef and had to make a long landing for repairs, Australia's First Nations Peoples eluded Cooks' attempts to make contact.

Source 3: According to Gweagal oral history, this shield was taken from a First Nations man named Cooman during the 1770 encounter at Botany Bay. It is held by the British Museum, and Cooman's descendants are campaigning for its return.

Learning ladder H1.6

Significant people, ideas and events

1. Identify the person who drew the Pacific map used on Cook's voyage.
2. Describe the secret instructions given to James Cook.
3. Explain how Cook's secret instructions influenced his actions in Australia.
4. Explain why Cook's contact with First Nations Peoples was largely unsuccessful.
5. Evaluate how the actions of James Cook shaped later British claims to Australia.

Causes and consequences

1. Identify the official reason given for Cook's voyage.
2. Describe how Cook came to land at Botany Bay.
3. Explain why the British wanted to claim land in the southern hemisphere.
4. Source 3: Explain why Cooman's shield is held in a British museum, and why his descendants are campaigning for its return.
5. Source 2: Evaluate how Tupaia's knowledge changed the course and consequences of Cook's expedition.

HOW TO

Causes and consequences, page xxx

What was *terra nullius*?

In the 18th century, the British failed to recognise that the First Nations Peoples of Australia were advanced cultures who actively managed the land. The British declared the land *terra nullius*. This declaration was made to remove the legal requirement to negotiate with the inhabitants of the land, and instead allowed the land to be seized with minimal cost to the British.

Two sets of laws

Aboriginal Customary Law (ACL) connects every part of the land: its lore, fauna and flora, Creation Spirits, ancestors, Elders and people, both past and present. Aboriginal people own the land, as it owns them. Councils of male and female Elders governed and regulated spiritual and social matters through Men's and Women's Business, as well as combined community or family business.

This was vastly different from the British system of government, where the **monarch** granted authority to ministers and governors. This same system extended to the colonies; however, during England's colonial expansion, further delineation of the laws was required. British agents were bound to follow the law; in practice, this often meant they looked for ways to stretch or rewrite laws to suit themselves.

Terra nullius

A Latin phrase meaning 'nobody's land', *terra nullius* is the legal term applied to land that is deemed uninhabited, unoccupied or not subject to the sovereignty of any state. The British application of *terra nullius* to Australia in the 18th century was a highly debated topic for two centuries. The Mabo decision finally struck out this application in 1992 and recognised Native Title (see H1.2).

The laws surrounding colonisation were analysed in 1765 by Sir William Blackstone, an English judge. He defined the laws for unclaimed land described in Source 2.

Source 1: Joseph Lycett, *View of the Heads at the Entrance to Port Jackson New South Wales* (1824)

(l) that if an uninhabited country be discovered and planted by English subjects, all the English laws then in being … are immediately there in force …

But in conquered or ceded countries, that have already laws of their own, the King may indeed alter and change those laws; but, till he does actually change them, the ancient laws of the country remain … Our American plantations are principally of this latter sort, being obtained in the last century either by right of conquest and driving out the natives … or by treaties …

Source 2: Sir William Blackstone's legal analysis

The British alleged that the lack of land cultivation and structures meant that the continent of Australia was uninhabited. However, this is contradicted by the existence of First Nations Peoples' songlines, which defined the borders of language groups, nations and clan lands, as well as complex laws around land inheritance. Furthermore, European explorers' records describe how First Nations Peoples managed the land for food production, and had silos and semi-permanent villages.

Nevertheless, the British push to claim new land was too strong. Before Cook discovered New Holland, he was secretly instructed:

You are also with the Consent of the Natives to take Possession of Convenient Situations in the Country in the Name of the King of Great Britain: Or: if you find the Country uninhabited take Possession for his Majesty by setting up Proper Marks and Inscriptions, as first discoverers and possessors.

Source 3: Secret Instructions to James Cook , contained in the letterbook carried on HMS *Endeavour* (1768)

Consent was never given, but Cook used the principle of *terra nullius* to claim the land anyway.

Conquest or settlement?

The concept of *terra nullius* is first mentioned in colonial sources in an 1819 debate between Supreme Court Judge Barron Field and Governor Lachlan Macquarie, who wanted to tax the colonists.

Field argued that Australia was not 'conquered' but 'freely settled' under *terra nullius*. Although the British Parliament agreed with Field, violent conflicts between colonists and First Nations Peoples contradict any notion of Australia being peacefully 'settled'.

Today, we recognise that the First Nations Peoples of Australia had established cultures and ownership of the land before the first British explorers arrived.

Learning ladder H1.7

Impact and legacies

1. Identify the legal term used by Britain to justify taking land.
2. Describe how British and First Nations laws differed in relation to land.
3. Explain how the use of *terra nullius* enabled colonisation.
4. Source 3: Explain how Cook's instructions reflected the British view of land and ownership.
5. Evaluate the long-term legal and cultural impacts of *terra nullius* on Australia.

Interpretations

1. Source 2: Identify how Blackstone classified different types of land acquisition.
2. Source 3: Describe how Cook's secret instructions have been interpreted over time.
3. Explain why Judge Field claimed Australia was 'freely settled' and not conquered.
4. Explain how First Nations Peoples' songlines and land management challenge the idea that the land was 'uninhabited'.
5. Evaluate the evidence for and against the historical use of *terra nullius* as a valid legal concept.

HOW TO Interpretations, page xxx

H1.8

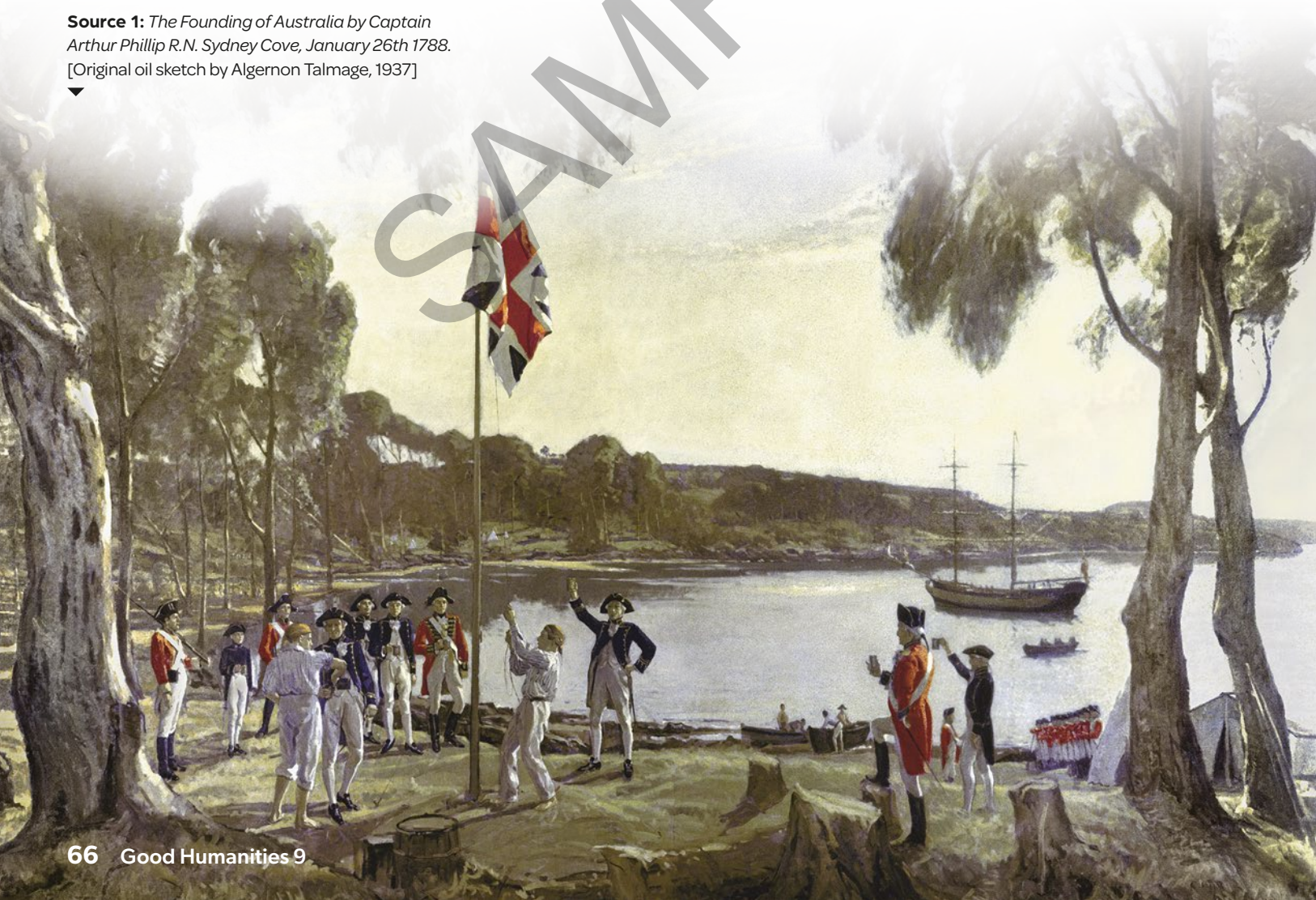
Why was the first Australian colony established?

From Cook's 'discovery' of Australia to the landing of the First Fleet in 1788, 18 years passed. During that time, the British Empire suffered devastating financial losses due to war with America. They needed new sources of income and a new place for their prisoners, as their gaols and prison ships were overflowing. The British looked to Australia to expand their empire.

The initial proposal

James Mario Matra, an American who was loyal to England, proposed that the British government establish a colony in New South Wales (NSW) to house loyalists from the United States, to exploit the land and resources and as a place to send convicts. Both Matra and Joseph Banks had accompanied Cook on his 1770 voyage, and Banks supported Matra's proposal. Prime Minister William Pitt saw Matra's plan as the only viable option.

Source 1: *The Founding of Australia by Captain Arthur Phillip R.N. Sydney Cove, January 26th 1788.* [Original oil sketch by Algernon Talmage, 1937]



Economic incentives

The Seven Years War left Britain with £133 million of debt, and around £10 million per year in interest. The American Revolution had cost £250 million and, when it lost, Britain had forfeited substantial income, through taxation, exports and access to natural resources. They also lost a location to which to send criminals for the punishment of transportation.

Sending convicts to NSW thus solved a number of the empire's problems. The convicts would provide cheap labour to build the colony and it was hoped the new colony would provide a good return on investment.

Social incentives

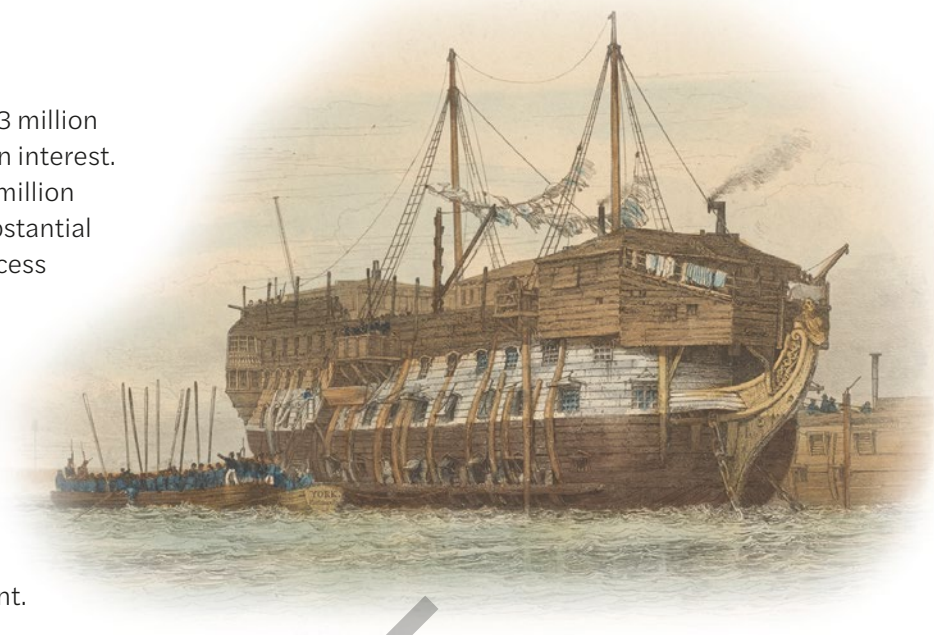
Britain's Industrial Revolution led to the **mechanisation** of some agricultural jobs. Former farm labourers sought work in the cities, but there were not enough jobs for everyone.

Low wages, high unemployment and widespread poverty led to higher rates of crime and, therefore, more prisoners. Because the prisons in England were overflowing, the government began using prison hulks – ships converted into floating prisons. However, these hulks were often overcrowded and diseases were rife.

Meanwhile, English judges were still sentencing criminals to transportation, but there was nowhere to send the convicts. The NSW colony promised to take the pressure off the penal system.

The First Fleet

The First Fleet consisted of nine transport ships (six carrying convicts and three carrying supplies) and two warships. These carried Captain Arthur Phillip, his guards and officers, and approximately 850 convicts to NSW. They arrived at the place the Eora called Warrane, later known as Sydney Cove, on 26 January 1788, where they established the first colony in Australia. Phillip's journal noted that Sydney Harbour was an ideal harbour from military and commercial perspectives, as it was able to host a thousand ships.



Source 2: One of many prison hulks anchored in Portsmouth Harbour, England, in the early 19th century.

Learning ladder H1.8

Background and origins

1. Identify the year the First Fleet arrived in New South Wales.
2. Describe the economic problems Britain faced after the American Revolution.
3. Explain how social and economic conditions in Britain contributed to colonisation.
4. Source 2: Explain how prison hulks reflect the challenges in Britain's justice system.
5. Evaluate the main reasons Britain chose to establish a colony in New South Wales.

Significance

1. Identify why Sydney Cove was chosen as the location for settlement.
2. Source 1: Describe how this significant moment is represented in the painting.
3. Explain the roles of Matra, Banks and Pitt in the colony's foundation.
4. Explain how the colonisation of NSW solved multiple problems for the British Empire.
5. Evaluate the historical significance of the First Fleet's arrival for both Britain and Australia.

HOW TO Significance, page xxx

What were the experiences of convicts?

The convict population consisted of British citizens from across the empire, including Africa, Asia, the Americas and India. The diversity of ethnicities, social classes and varied professions created a labour force suited to establishing a colony.

> The landing of these people was truly affecting and shocking; great numbers were not able to walk, nor to move hand or foot; such were slung over the ship side in the same manner as they would sling a cask, a box or anything of that nature. Upon their being brought up to the open air some fainted, some died upon deck, and others in the boat before they reached the shore. When come on shore many were not able to walk, to stand or to stir themselves in the least, hence some were led by others. Some creeped upon their hands and knees, and some were carried on the backs of others.

Source 1: Chaplain of the prison colony, Richard Johnson, described the state of the convicts on the arrival of the Second Fleet in Sydney Cove in 1790.

Convict demographics

Three-quarters of the convict population were English, with the remainder Irish, Scottish or from the rest of the British Empire. Transportees were mostly men, but there were also some women and children. Approximately 166 000 convicts were sent to Australia from 1788 to 1868.

Crime and punishment

Most convicts were sentenced to crimes related to poverty, such as stealing food and goods, selling stolen goods, highway robbery and 'indecent public displays of affection'. A few convicts were soldiers who had committed military offences.

Skilled criminals, who could write important documents or had learned a trade, were put to work. Some were given a 'Ticket of Leave' (Source 3), which let them move relatively freely around the colony, or were pardoned when they finished their sentences.

Some convicts who completed their sentences became freed men and women known as **emancipists**.

Source 2: A group of convicts pull a cart while others labour on the road under military guard on Norfolk Island in 1847. [National Library of Australia.]

Female convicts

British women in the colonial period were treated as second-class citizens, and married women had no legal status as separate entities to their husbands. Women were expected to obey their husbands and to bear children. In contrast, the women of the First Nations of Australia held equal status and power in their communities from the distant past until today.

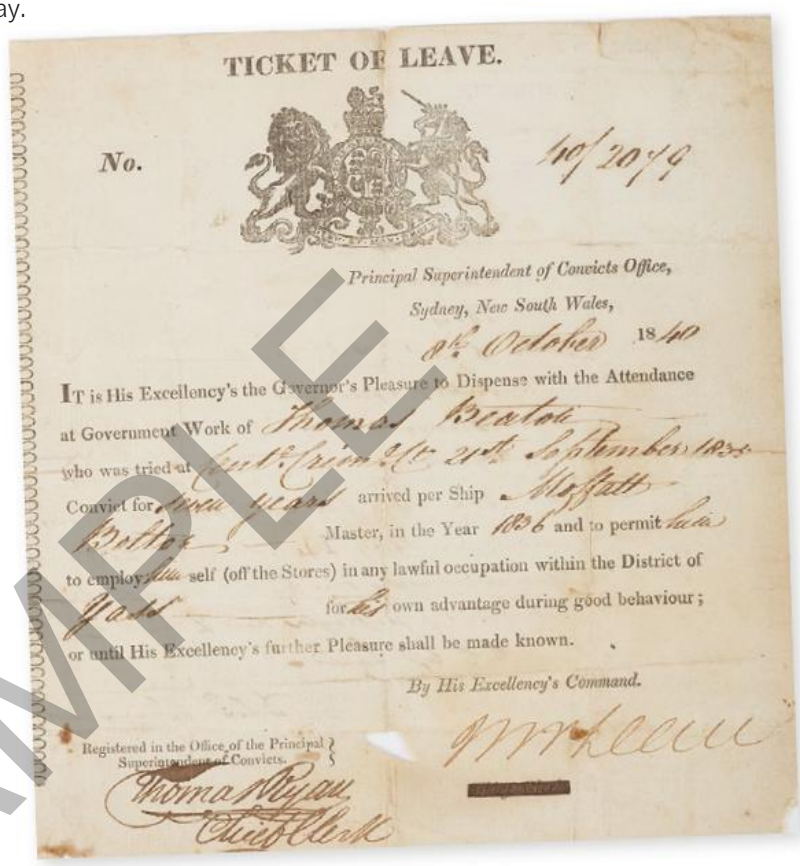
From 1788–1853, 29 960 women were transported; some were convicts while others were convicts' wives. They could not vote or hold positions of authority, and were not encouraged to get an education.

As legal divorce was only an option for the wealthy, poorer people conducted wife-selling auctions to dissolve their marriages. Many women insisted on this illegitimate means of divorce, as it was placed on public record. Governor Macquarie of New South Wales ended the practice of wife-selling in 1811.

Currency lads and lasses

The 'currency lads and lasses' were the new generation of children born in the colony, known collectively as the 'currency'. This negative label was used to distinguish British-born 'sterling' children from the colony-born children.

'The currency' were apparently fitter, taller and healthier than most children from England. They and their parents embraced the freedom that the colony offered and wanted to leave their convict pasts behind. They even developed their own unique Australian accent within a generation, a fusion of southeast English and Irish accents.



TICKET OF LEAVE.

No. 40/2079

Principal Superintendent of Convicts Office,
Sydney, New South Wales,
9th October 1840

It is His Excellency's the Governor's Pleasure to Dispense with the Attendance at Government Work of Thomas Beaton who was tried at Cumb. C.C. 20th September 1838 Convict for seven years arrived per Ship Moffatt Master, in the Year 1836 and to permit him to employ himself (off the Stores) in any lawful occupation within the District of Yass for his own advantage during good behaviour; or until His Excellency's further Pleasure shall be made known.

By His Excellency's Command.

Registered in the Office of the Principal Superintendent of Convicts.

Thomas Ryan
Chief Clerk

Source 3: With a Ticket of Leave, you were free to work, marry and move around the colony, while still serving your sentence.

Learning ladder H1.9

Significant people, ideas and events

1. Identify the approximate number of convicts transported to Australia.
2. Describe the types of crimes that led to transportation.
3. Explain how the Ticket of Leave system affected convicts' lives.
4. Source 1: Explain the significance of Richard Johnson's account of the Second Fleet.
5. Evaluate how convict experiences shaped early colonial society.

Perspectives

1. Identify a perspective held by 'currency' children about their place in the colony.
2. Describe how British society viewed convict women compared to men.
3. Explain why some women saw wife-selling as an attractive option for divorce.
4. Explain how First Nations perspectives on gender roles differed from those of the British.
5. Evaluate how different groups in the colony may have viewed convict labour and punishment.

HOW TO Perspectives, page xxx

What were the experiences of free settlers?

British colonists who chose to start a new life in New South Wales were known as free settlers. Believing themselves to be superior to convicts and emancipists, they viewed themselves as near the top of the developing colonial social order.

Squatters and exclusives

First arriving in 1793, the free settlers were granted the largest and best landholdings, were elected to government, had links to the military and had connections to people of influence in England. Also known as 'exclusives' and 'squatters', the free settlers tried to create a class system in which they enjoyed a higher status to former convicts.

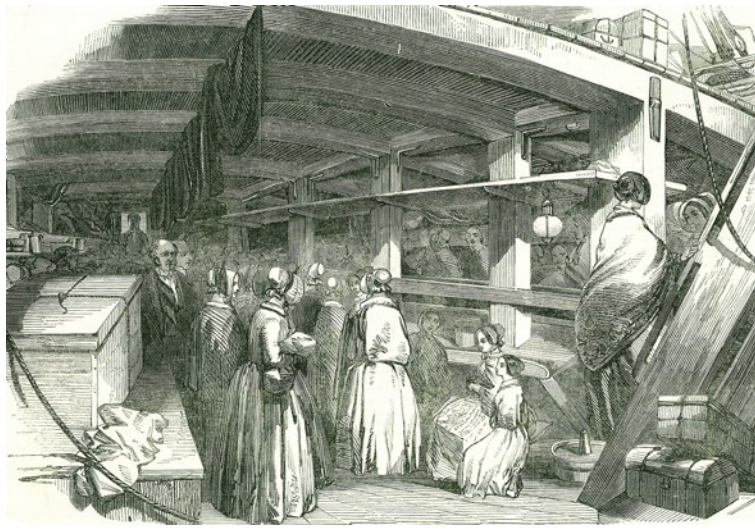
In addition to receiving large tracts of land seized from the First Nations Peoples of Australia, free settlers could 'squat' (rent and run livestock) on other Crown Land in addition to their own, were supplied with food until they could be self-sufficient, were given seeds and farming implements, and were provided with convicts as free labour.

Source 1: Frederick McCubbin's *The Pioneer* (1904) is one of the most famous depictions of early Australian colonial life. In the background, the development of the colony of NSW is shown through the progression from wagon to cottage to city.

John Macarthur: Hero of the fleece

Squatter John Macarthur was a prominent soldier, entrepreneur and politician. He is best known as the pioneer of the Australian wool industry. His high-quality wool won numerous awards and earned him the title, 'the hero of the fleece'. Macarthur wanted to establish the free settlers as the 'landed gentry' of the colony, proposing a government structure like that of Britain's House of Lords.

Macarthur significantly developed the wool industry by introducing more Merino sheep to Australia. High-quality wool exports, along with whaling, sealing and coal industries, established New South Wales' role as a primary resource for nations undergoing industrialisation. The success of agriculturalists such as Macarthur led the colony closer to food and economic security. His house, Elizabeth Farm, still exists to this day as a national trust. This indicates his importance to colonial history.



Source 2: Only 10 per cent of emigrants could afford the price of a cabin. The others spent the four-month journey in steerage quarters converted from cargo spaces. *Illustrated London News*, 1850.

Caroline Chisholm: Free settler and philanthropist

Caroline Chisholm and her husband travelled to NSW in 1838 and found the colony's single women in a deplorable state. Many young girls were homeless, surviving via begging or prostitution. In 1841, Chisholm successfully petitioned Governor George Gipps to provide an old barracks, where she housed, fed and taught women. She also petitioned Gipps to write letters recommending immigrants for farm labour, and even escorted them into regional parts of the colony.

Chisholm's attempts to obtain land for immigrants disturbed other free settlers, who harnessed anti-Catholic sentiment against her. She spent 1846–1854 in England, where she presented to the House of Lords on the colony and Irish matters.

In 1854, Chisholm went to Victoria, where she assisted immigrants travelling to the goldfields and advocated for reforms to unlock land for smaller farmers. She was able to challenge the existing 'squattocracy' in her push for a fairer vision of Australian society.

Learning ladder H1.10

Significant people, ideas and events

1. Identify the free settler who developed the Australian wool industry.
2. Describe the support Caroline Chisholm provided to immigrant women.
3. Explain how squatters gained access to large tracts of land.
4. Explain why the free settlers wanted to create a class system in the colony.
5. Evaluate how Caroline Chisholm and John Macarthur each influenced colonial society.

Significance

1. Source 1: Identify what is being shown about colonial development in this image.
2. Describe the significance of sheep grazing in the colonial economy.
3. Explain why land access was significant to free settlers and squatters.
4. Explain why Caroline Chisholm's work was significant in both New South Wales and Victoria.
5. Evaluate the historical significance of the wool industry in shaping Australia's economy and society.

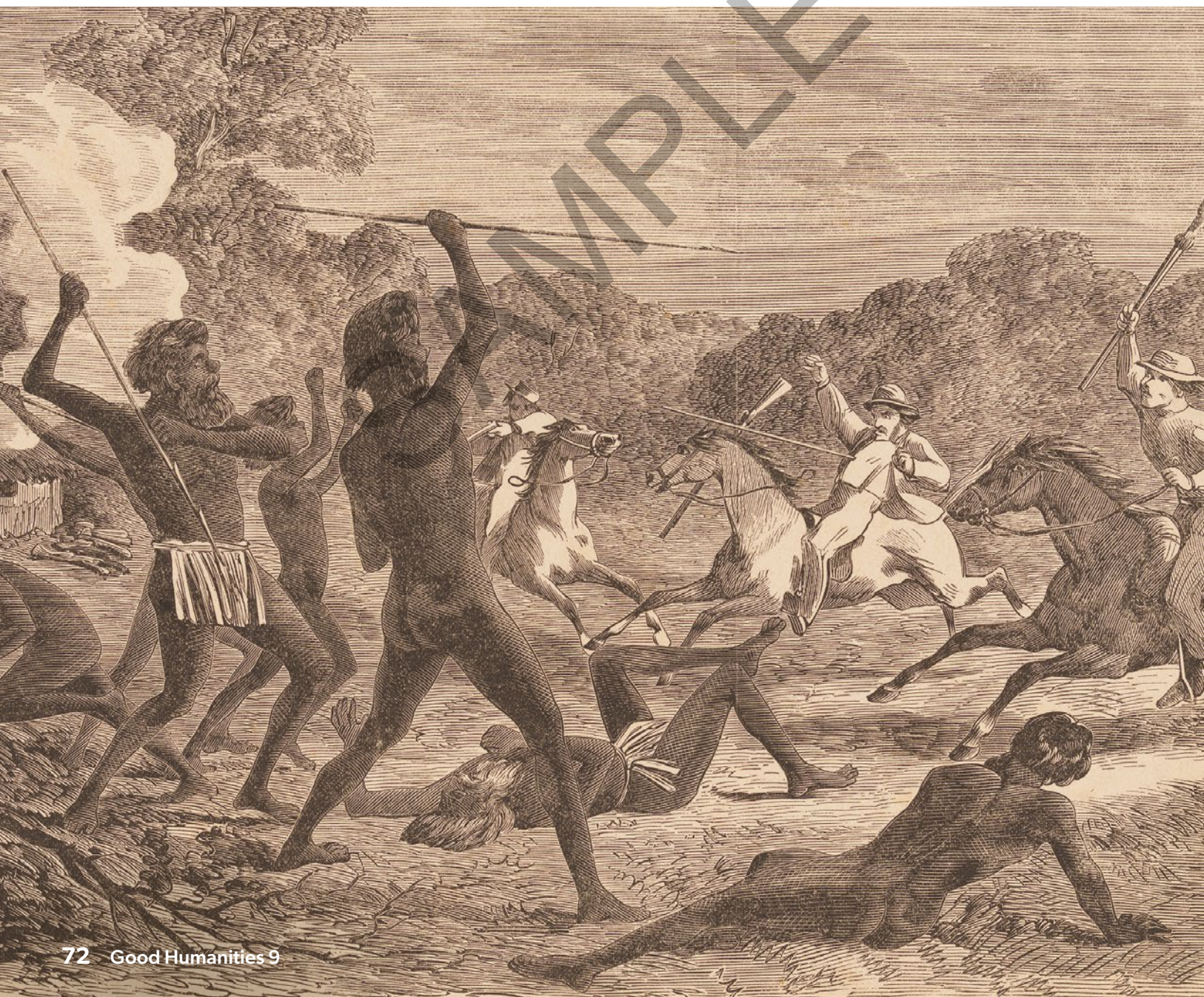
HOW TO Significance, page xxx

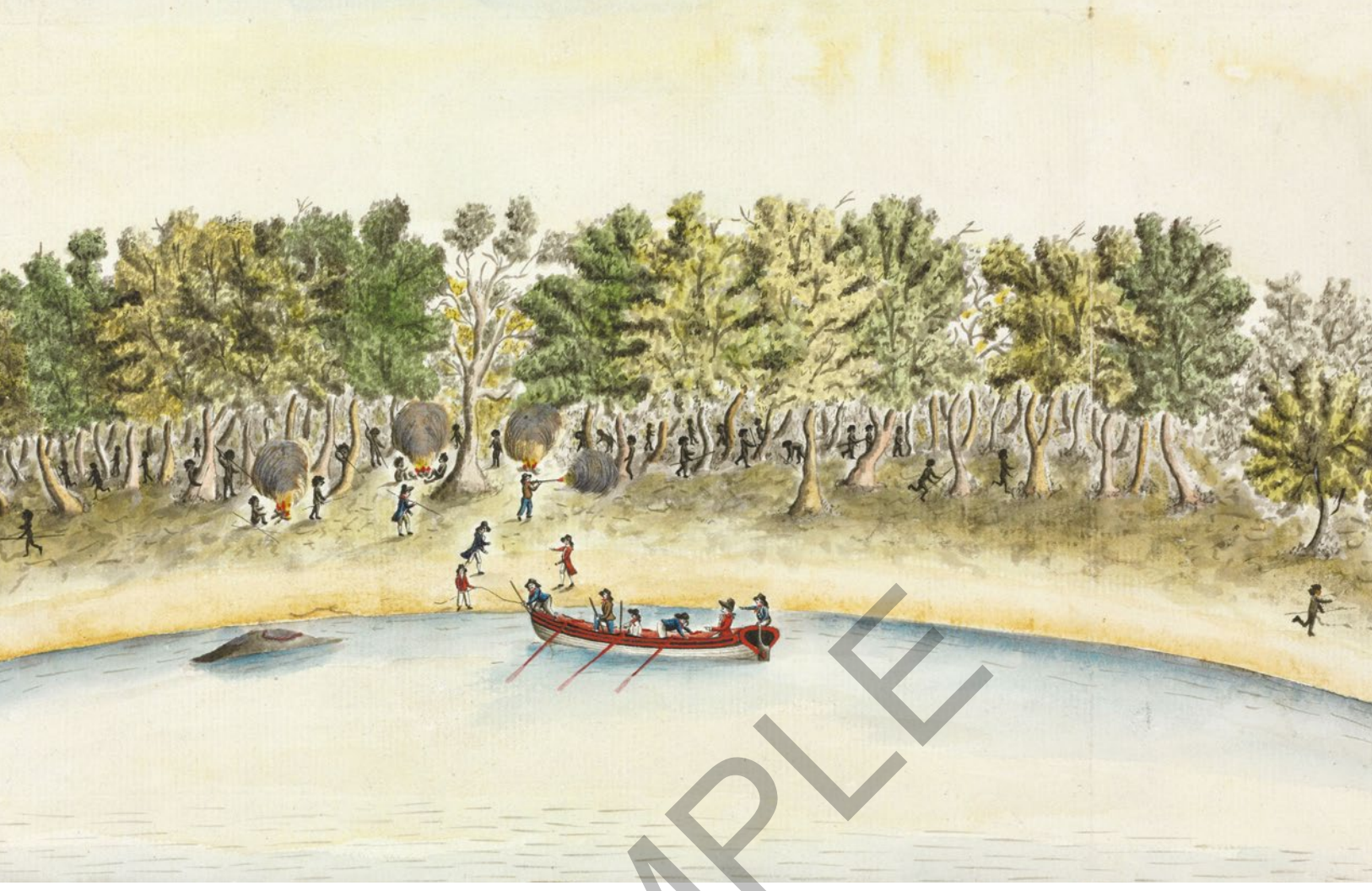
H1.11

What were the Frontier Wars?

As the colonies grew, tensions escalated between the colonists and the First Nations Peoples of Australia, resulting in many violent conflicts. The resistance of First Nations Peoples took many forms, such as taking livestock, burning crops, attacking colonists and continuing their society, laws and languages as a surviving resistance. The ongoing conflict between the colonists and the First Nations Peoples is now referred to as the Frontier Wars.

Source 1: This image, titled 'Australian Aborigines – War', appeared in the *Melbourne Post* on 27 May 1867.





Source 2: Governor Arthur Phillip was speared as 'payback' for kidnapping Bennelong and forcing him to live as a prisoner. Phillip prevented his soldiers from retaliating. [Detail from Drawing 23 of the Watling Collection, by the Port Jackson Painter, c. 1790.]

Conflict and resistance

Governor Arthur Phillip initially aimed to establish good relations with First Nations Peoples and ordered that they be treated well, punishing colonists who disobeyed. However, as the colony expanded, land and resources were taken without consent, sparking resistance. First Nations Peoples responded in various ways, including attempts to reclaim animals and food, or through violent retaliation.

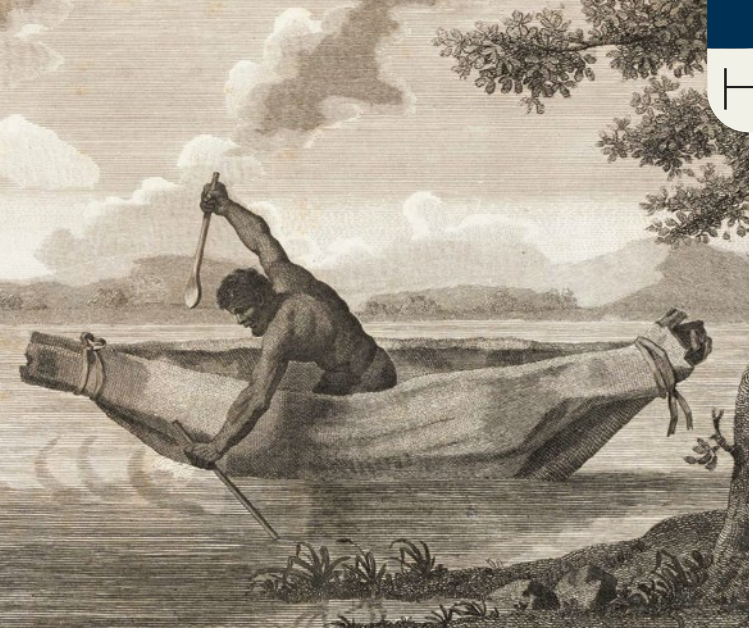
From the 1790s onwards, conflict escalated. Convicts and colonists raided Aboriginal lands, killing warriors and sexually assaulting women. First Nations warriors, often led by a *Carradhy* or 'clever man', retaliated under Aboriginal Customary Law by spearing those responsible. Spears thrown by skilled warriors could be deadlier than the inaccurate firearms of the time.

As colonists took over land and cleared native species for grazing, First Nations communities lost access to traditional food sources. In response, some speared livestock for food, prompting further retaliation. Colonists often responded with extreme violence – shooting people on sight, poisoning waterholes, and carrying out massacres. Innocent people were often targeted simply because they were nearby or easier to find.

These clashes, often referred to as the **Frontier Wars**, continued across Australia from 1788 into the 1930s. Far from isolated events, they formed a long, violent struggle over land, law and survival.

Eumeralla War

The Eumeralla War was a long conflict between European colonists and the Gunditjmara people in western Victoria. Violence began with the Convincing Ground Massacre (1833–1834), where up to 60 Gunditjmara people were killed. As colonists took more land and expanded sheep grazing, the Gunditjmara were pushed off Country and sacred sites. They responded with guerrilla tactics, targeting livestock to cause economic damage. In return, colonists carried out violent attacks, killing thousands. Around 80 colonists and up to 6500 Gunditjmara people died. For colonists, it was about land and profit. For the Gunditjmara, it was a fight to survive and protect their people and Country.



Source 3: Pemulwuy was responsible for a number of payback attacks on colonists. He escaped death and incarceration on several occasions, and claimed to have spiritual protection from guns.

Pemulwuy

Pemulwuy was a First Nations *Carradhy* who became famous for his guerrilla warfare against the colonists. Claiming immunity to bullets, he was caught but escaped captivity. He set fire to crops, stole valuable tools and organised resistance forces of Eora men to attack the colonists in multiple raids for over a decade.

In 1790, Pemulwuy used a 'death spear' to kill John McIntyre, Governor Phillip's groundsman, as payback for McIntyre's murder of several First Nations People. In response, Governor Phillip ordered colonial troops to either find Pemulwuy or enact collective punishment on his people.

Pemulwuy continued to lead resistance efforts for more than a decade. In 1795, he was severely wounded by colonial forces, but evaded capture. In 1801, Governor King issued an order to bring Pemulwuy in dead or alive, and he was killed by a British sailor in 1802.

Source 4: 'Death spears' had a special blade made from chips of stone set in resin. The bladed head inflicts a long gash and leaves chips inside the wound.

Truganini – Queen, diplomat and bushranger

The Black War (1824–1831), one of the most violent frontier conflicts, was an attempt by colonists in Tasmania to wipe out the Palawa people. Brutal attacks by colonists and whalers, as well as a program of forced resettlement, almost annihilated the Palawa, who had numbered approximately 4000 before colonisation.

Truganini was a Palawa chieftain's daughter from Bruny Island, south of Hobart. By 1830, when she was 18, most of her people had been murdered or abducted. She was then approached by George Augustus Robinson, a preacher who acted as a **conciliator** between the colonists and the Palawa.

Robinson persuaded Truganini and her people to relocate to a mission on Flinders Island, where he insisted they would be safe. Believing Robinson to be sincere, Truganini travelled with him to meet other Palawa and helped convince them to relocate. By 1835, almost all the surviving Palawa – around 200 people – had moved to Flinders Island. But the mission was not the sanctuary Robinson promised – conditions were harsh and the colonists tried to convert the Palawa to Christianity.

Robinson sailed to Melbourne in 1838 to manage the Port Phillip Protectorate. Truganini went with him to help negotiate with the Kulin Nations, but she no longer trusted Robinson and did little to aid the Protectorate. In fact, she ran away in 1840 to join a gang of bushrangers, which robbed colonists and killed two whalers. They were captured in 1841 and Truginini was sent back to Flinders Island. She was later relocated to Oyster Cove, near Hobart, with the rest of the surviving Palawa – approximately 50 people. She died there in 1876, outliving all of her husbands.

Source 5: Truganini aided the resettlement of the Palawa people, ultimately preventing their complete extermination.

Once believed an extinct cultural group, the Palawa people have recently enjoyed a revival of their community and even their language. This would never have been possible if Truganini had not protected her people from the Europeans' attempted genocide.

Frontier massacres and casulaties

Not every conflict during the Frontier Wars was a battle; many were massacres in which unarmed people – mostly First Nations Peoples – were killed. When the British military or colonists couldn't find the individuals responsible for acts of resistance, they often punished any group they encountered, regardless of involvement. These attacks meet the United Nations definition of genocide: the deliberate killing of a group based on national, ethnic, racial or religious identity.

In 1838, a wave of massacres occurred near Moree in northern New South Wales, including the Waterloo, Slaughterhouse and Myall Creek massacres. The Myall Creek massacre was especially horrific – members of the Wereraі people were raped, burned alive and decapitated. What set these events apart was that they resulted in rare prosecutions: seven of the 10 stockmen charged were hanged for the murder of a child. However, massacres continued afterwards, with perpetrators becoming more discreet, using methods such as poisoned flour and burning bodies to destroy evidence.

The full casualty toll of the Frontier Wars is hard to determine due to widespread under-reporting. Official records by soldiers, colonists and police often omitted violent incidents they deemed 'unpleasant'. Historians have reconstructed parts of the conflict from journals, letters and oral histories, though much remains unknown.

Conservative estimates suggest between 2500 and 5000 colonist deaths, and between 20 000 and 60 000 First Nations deaths. Some historians estimate that the total number of casualties may have approached 100 000 people.

Source 6: Commemorative stone at the site of the Myall Creek massacre. Myall Creek was added to the National Heritage List in 2008.

Learning ladder H1.11

Significant people, ideas and events

1. Identify a First Nations leader who resisted colonisation.
2. Describe the actions taken by Truganini to protect her people.
3. Explain how Pemulwuy used guerrilla tactics in the Frontier Wars.
4. Explain why the concept of 'payback' was significant in Aboriginal resistance.
5. Evaluate the impact of Pemulwuy and Truganini on colonial resistance and survival.

Causes and consequences

1. Identify a cause of the Frontier Wars.
2. Describe how First Nations resistance led to colonial retaliation with reference to the Eumeralla War.
3. Explain how collective punishment escalated violence in the colonies.
4. Source 6: Explain how the Myall Creek Massacre influenced how later massacres were carried out.
5. Evaluate the long-term consequences of the Frontier Wars for First Nations communities and Australian historical memory.

HOW TO
Causes and consequences, page xxx

H1.12

How was the colony of Victoria established?

For over 40 000 years, the First Nations Peoples of Victoria lived in large, semi-permanent groups of over 500 people. The Victorian colonies, first at Sullivan Bay and then at Port Phillip Bay, disrupted these traditional homelands amid the signing of a contentious treaty.

From Naarm to Port Phillip Bay

The region we now call south central Victoria is the traditional home of the Kulin Nations, an alliance of the Wurundjeri, Boonwurrung, Wathaurong, Taungurung and Dja Dja Wurrung Peoples. Those living around Melbourne spoke the Woiwurrung language, and what we know as Port Phillip Bay, they called Naarm. Boonwurrung was spoken along the Mornington Peninsula and Wathaurong was spoken around Geelong.

Source 1: Sullivan Bay was the site of Victoria's first penal colony from 1803–4, which was located in Port Phillip Bay, near what is known today as Sorrento.

Source 2: Rock art from Bunjil's sacred cave in the Grampians

According to the Boonwurrung People, the sea became angry because the people broke the laws of the land, and rose to flood the plains. The people asked the powerful Creation spirit Bunjil (the Sea Eagle) to help, but he only intervened once they promised to return to their traditional way of life. Bunjil then walked into the sea and reversed the flooding, creating the bay called Naarm in the process.

Thousands of years later, in 1802, British explorer John Murray became the first European to sail into the bay. He named it Port King, after Governor Philip Gidley King. Three years later, King renamed it Port Phillip Bay in honour of Captain Arthur Phillip, the First Fleet Captain and colonial governor.

First colonisation attempts

Commercial and political reasons were behind Governor King's push to set up a colony in the newly discovered port, including the desire to:

- establish a seal trade
- use the region's plentiful natural resources
- claim and secure Bass Strait for the British, as King was worried the French could claim it.

The British Government approved the establishment of a new colony in 1803, and an expedition of about 400 soldiers and convicts, led by Lieutenant-Governor David Collins, set sail from England. However, Collins was not happy with the site, named Sullivan Bay, because it lacked timber and enough water. He obtained King George III's approval to transfer the colony to Van Diemen's Land (Tasmania), and eventually settled in a place he named Hobart Town.

By 1836, Van Diemen's Land was independent from NSW, but the new colony was struggling. The farm land was suffering from overuse and there had been food shortages. The colonists shot kangaroos to supplement their diet, which was one of the causes of the 'Black War' with the Palawa. Governor Richard Bourke obtained approval to establish a new colony, and two men – John Batman and John Pascoe Fawkner – led efforts to colonise Port Phillip Bay.

John Batman

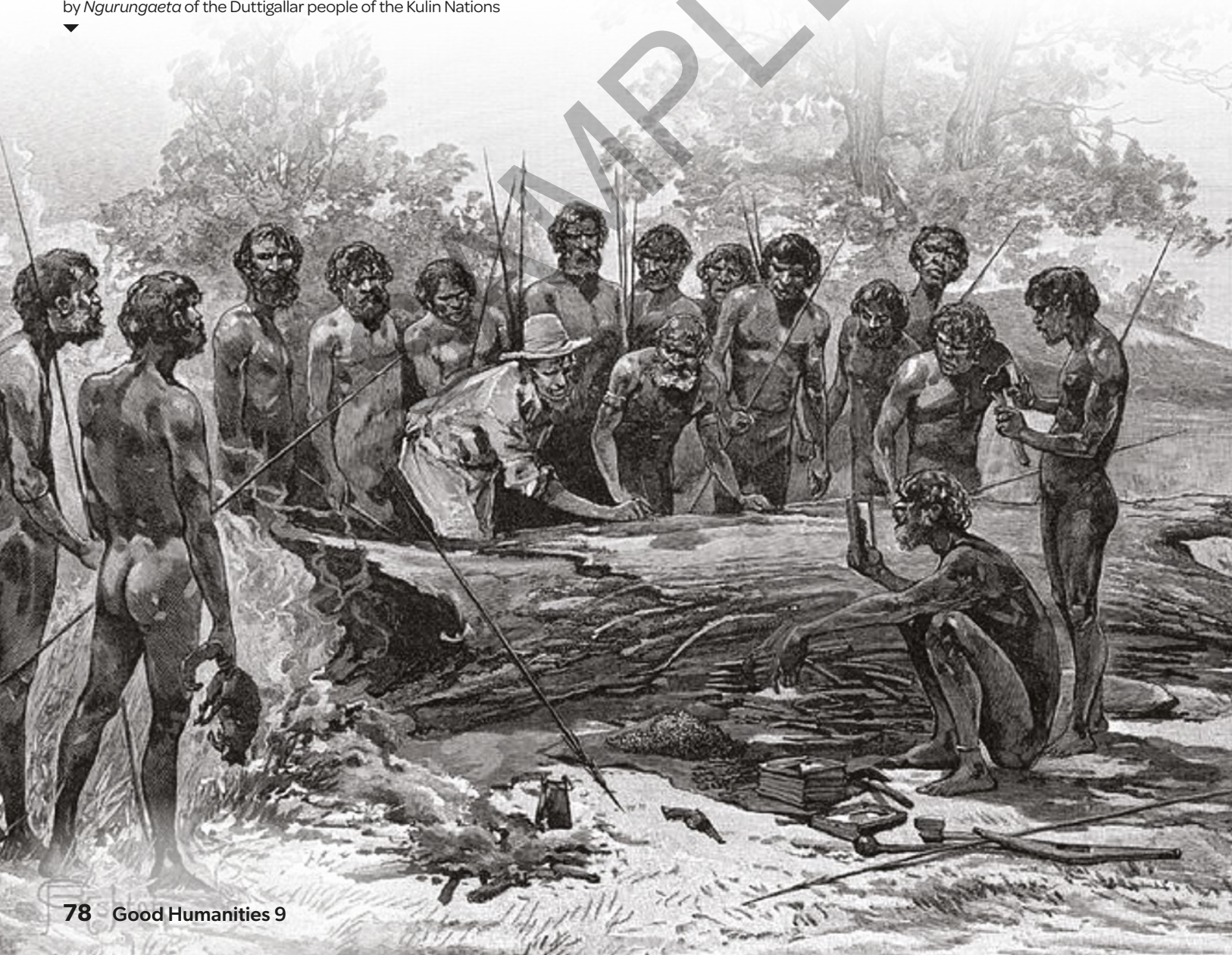
John Batman was a farmer and bounty hunter who had attacked the Palawa during Tasmania's Black War. Despite this, Batman was considered progressive for his era, and was willing to employ and negotiate with First Nations Peoples. The need for farmable land spurred Batman to travel to Port Phillip Bay to stake a claim. In 1835, he had lawyers draft a treaty, which was very unusual for the period, and he set sail for the mainland.

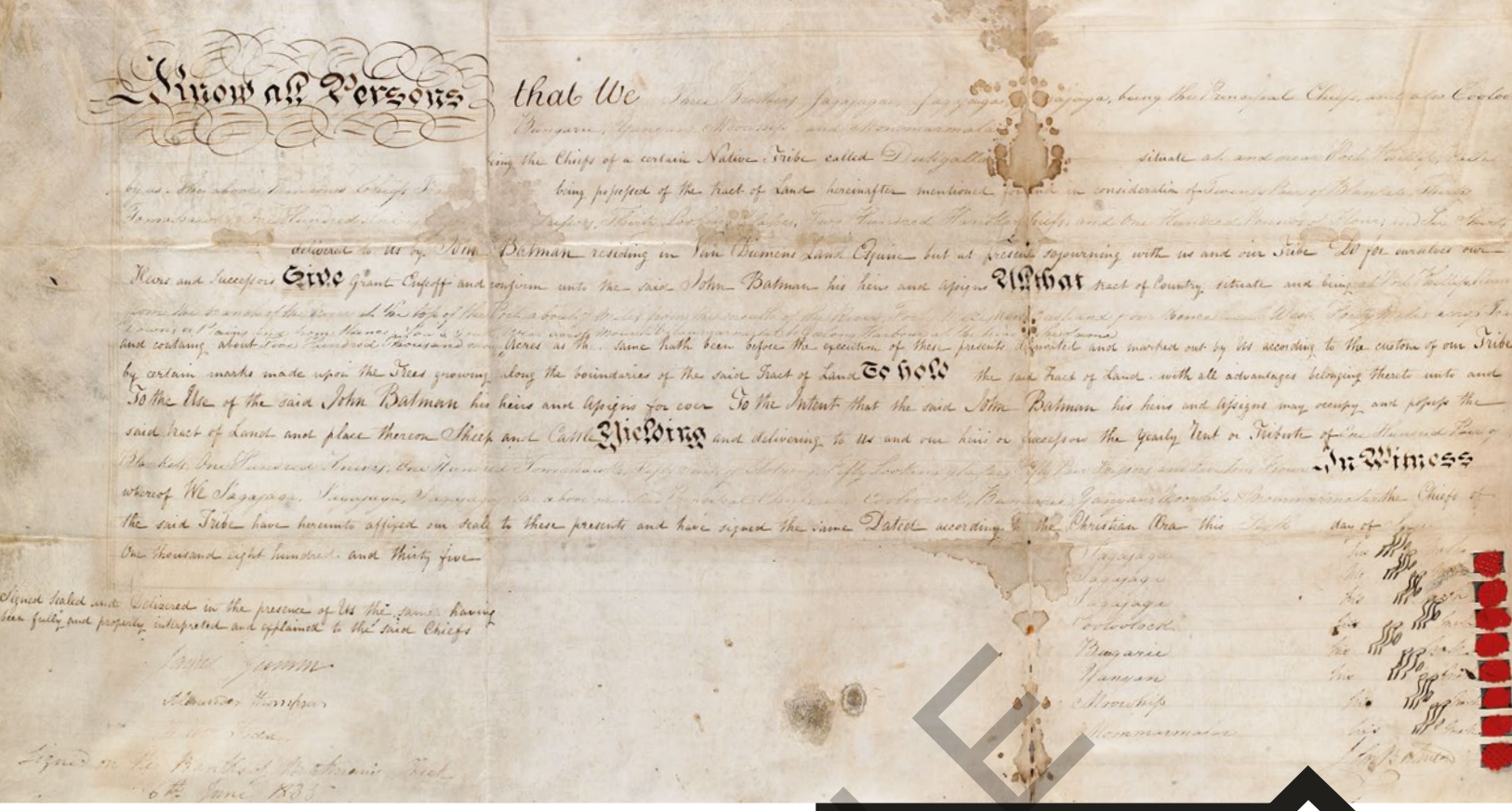
Batman met with a group of *Ngurungaeta* (headmen or leaders) from several tribes of the Kulin Nations, including the Duttigallar tribe, whose lands he hoped to claim. He apparently negotiated terms with them, and the treaty was 'signed' with a ritual pouring of sand through hands somewhere near the junction of the Merri Creek and the Yarra River.

Source 3: An artist's impression of the signing of Batman's treaty by *Ngurungaeta* of the Duttigallar people of the Kulin Nations

The treaty was one of the largest claims in all the colonies, for 600 000 acres from the Yarra River to Djilong (Geelong) and beyond. In exchange, Batman gave the *Ngurungaeta* '20 pairs of blankets, 12 tomahawks, 30 knives, 12 pairs of scissors, 10 looking glasses, 50 handkerchiefs, 12 shirts, 4 flannel jackets, 4 suits of clothes and 50 pounds of flour' as stated in the treaty.

Debate continues over the signing of the treaty between Batman and the *Ngurungaeta*. Some historians argue that the Kulin saw the ceremony as a gift, and did not realise the Europeans wanted to claim the land. However, First Nations oral history suggests that the *Ngurungaeta* were well aware of what they were doing, and signed the treaty to limit the spread of the colonists onto their lands. This position argues that the Kulin Nation entered a *tanderrum* with the colonists – a ceremonial agreement that allows safe passage and a temporary sharing of land.

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Source 4: Reproduction of a transcript of John Batman's treaty with the Kulin Nation *Ngurungaeta*.

Problems with Batman's treaty

The Batman treaty was legally problematic for a number of reasons.

- It did not include representatives of peoples from Djilong, which meant a second treaty with the Wathaurong was needed.
- It did not have the approval of the British Crown, parliament or the governor.
- It did not align with the British legal definition of Australia as a 'settlement', and the declaration of the land as *terra nullius*. A treaty was only required if the land was conquered in battle.

The treaty was therefore declared void, and an act of 'trespass' on vacant Crown land, by NSW Governor Richard Bourke on 26 August 1835.

Batman's treaty acknowledged the prior rights of the First Nations Peoples to Australian land. It even offered to pay them rent. Today, there are requests by First Nations Peoples for their own treaties with the Australian Government.

Learning ladder H1.12

Significant people, ideas and events

1. Identify the Kulin Nations whose land included Naarm (Port Phillip Bay).
2. Describe John Batman's role in the establishment of the Port Phillip settlement.
3. Explain how Collins' dissatisfaction with Sullivan Bay led to changes in settlement.
4. Explain why the Batman treaty was significant in the context of colonial expansion.
5. Evaluate the impact of John Batman's actions on relations between settlers and First Nations Peoples.

Interpretations

1. Identify how the creation of Naarm is explained in Boonwurrung oral history.
2. Source 3: Describe how the Batman treaty signing is represented in this artwork.
3. Explain how *tanderrum* differs from European ideas of land ownership and treaty.
4. Source 4: Explain why the treaty was considered invalid under British law.
5. Evaluate how First Nations and colonial perspectives differ on the meaning and impact of Batman's treaty.

HOW TO Interpretations, page xxx

How was Melbourne founded?

Governor Bourke nullified Batman's treaty with the Duttigallar people in 1836, and the new colony came under the control of NSW. Melbourne was set up as the colony's southern outpost by surveying land, dividing it into plots and selling it off.

John Pascoe Fawkner

John Pascoe Fawkner was the child of a British convict. He set up in Van Diemen's Land and became an entrepreneur: publishing, baking, transporting, building and selling alcohol without a licence.

In the race to colonise Port Philip Bay, Fawkner formed a syndicate in Launceston to purchase the *Enterprize*, a large coal schooner capable of carrying 55 tons of cargo. On 29 August 1835, they sailed the *Enterprize* up the Yarra before landing and erecting what was to become Melbourne's first building.

Tensions arose when Batman and his followers returned from Van Diemen's Land to discover that Fawkner had already started building. The two men eventually agreed to parcel out land in order to avoid conflict. Fawkner went on to become a major Melbourne businessman and one of the founding members of Victoria's first parliament in 1851.

Source 1: An artist's impression of John Pascoe Fawkner's landing in Port Phillip Bay in 1835, near what is now Melbourne's Docklands.

Source 2: The First Nations Peoples of Victoria are shown overlooking Collins Street, Melbourne, in this 1839 picture.

Establishing Melbourne

Melbourne's streets were laid out in a grid pattern by surveyor Robert Hoddle, who wanted the new city to have an organised structure. However, the city began as a sprawl of tents and huts on the banks of the Yarra River, and it took several years for the 'Hoddle grid' to be completed.

Governor Bourke visited the outpost in March 1837, as Hoddle was surveying, and sanctioned the new town. He also officially named it after the Second Viscount Melbourne – before this the town had several unofficial names, including Bearbrass, Bareport and Batmania. Melbourne was legally incorporated as a 'town' in 1842, and as a city in 1847.

Conflict with First Nations Peoples

As the colonists spread out and began to clear land to graze livestock, the First Nations People lost their hunting grounds, murnong pastures, traditional lands and sacred sites. They speared livestock for food, as well as in retaliation. This not only threatened the squatters' incomes, but meant they ran low on food. This created a culture of fear, as had happened in Van Diemen's Land.

Once again, this led to violence. Many First Nations people were killed in the colonists' extra-judicial reprisals and collective punishments. The conflict was so bad that the British Parliament established the Port Phillip Protectorate in 1838, in response to the violence committed against Victoria's First Nations Peoples.

Learning ladder H1.13

Background and origins

1. Identify the name of the ship used by Fawkner's party to reach Melbourne.
2. Describe how Melbourne's site was first settled by Fawkner's group.
3. Explain how Governor Bourke contributed to the establishment of Melbourne.
4. Explain why conflict arose with First Nations Peoples during Melbourne's founding.
5. Evaluate the different contributions of Fawkner, Batman and Hoddle in the early development of Melbourne.

Continuity and change

1. Identify one feature of Melbourne's original design that still exists today.
2. Describe how Melbourne's founding differed from the founding of Sydney.
3. Explain how the Hoddle grid influenced the growth of modern Melbourne.
4. Source 2: Explain what this image suggests about the changes experienced by First Nations Peoples.
5. Evaluate how the founding of Melbourne reflects broader patterns of continuity and change in Australian colonial expansion.

HOW TO Continuity and change, page xxx

What was life like during the Victorian gold rush?

The discovery of gold in Australia in 1851 caused a huge influx of people to the goldfields. Thousands of miners worked claims, enduring tough conditions in the hopes of striking it rich. Population shifts created a cultural melting pot, Victoria's economy was supercharged, and the lands and food sources of Victoria's First Nations Peoples were devastated.

The gold rush in Victoria

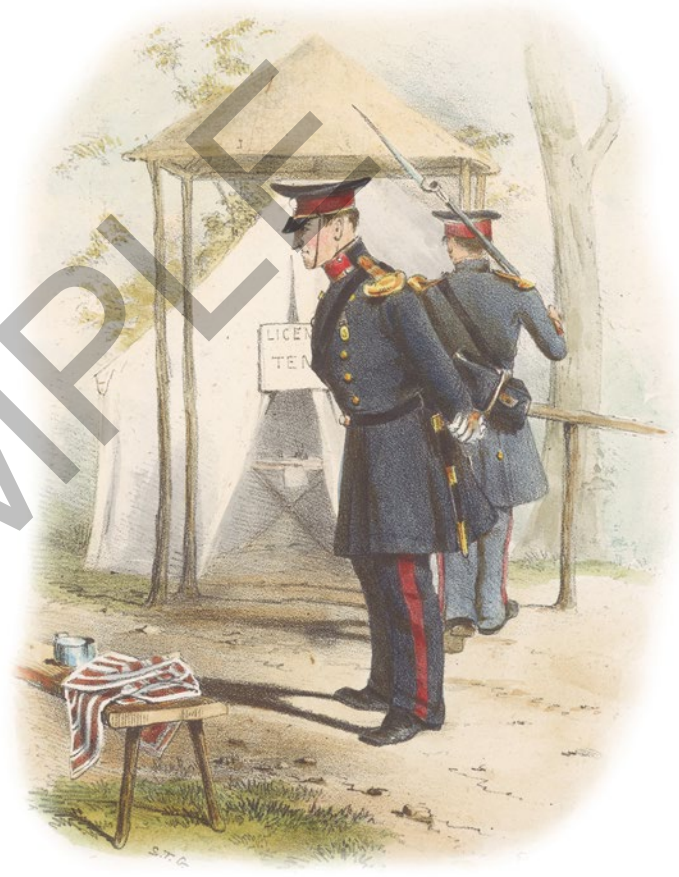
Following finds in NSW in 1851, gold was also discovered in Victoria around Warrandyte, Clunes and Ballarat. Miner James Esmond sent news to the *Geelong Advertiser* that Clunes was rich in gold. The story was published on 22 July and, with that, the Victorian gold rush had begun.

Soon there was a flood of people arriving from Europe, Asia and America, all hoping to cash in. Every month, 10 000–20 000 people arrived in Victoria with no idea of how to mine or how to live in the bush. By 1852, the population of the colony soared to 168 231.

Once again, the colonists' activities profoundly affected the lives of the local First Nations Peoples, the Wathaurong and the Dja Dja Wurrung. Mining desecrated sacred sites, hunting grounds were lost and traditional food sources moved to other areas. Poorly marked tunnels and shafts entombed people during the night. Increased contact with Europeans brought violence, alcoholism and disease. However, mining also brought business opportunities for First Nations Peoples, as their knowledge of the land was of great assistance to people seeking claims.

Traps and diggers

Governors FitzRoy and LaTrobe were dismayed at the exodus of people from the cities and farms to the goldfields, which left Australia's pastoral industries short of labour. To help retain labour, and bring in more revenue, they set a gold-mining licence fee of 30 shillings a month. The governors also recruited an order of police known as 'traps', who wore a distinctive blue uniform, to check that miners carried valid licences and documentation.



Source 2: Victorian police officers of the 1860s

Many of the miners, known as 'diggers', hid their valuable licences to prevent them from becoming damaged by their wet, messy work. However, this meant that when traps went on licence raids, many diggers were fined for not being able to produce their licence on the spot. Traps were allowed to keep half the fines they collected, so they frequently went on 'digger hunts'. The traps were violent during these raids, and miners might be flogged, have their tents burned or be chained to a log for a day or a night without access to food, water or a toilet.

The traps performed other police duties on the goldfields, such as breaking up fights or protecting gold shipments. Some of them were ex-convicts, with a reputation for brutality, which made them ideal for fending off bushrangers while gold was transported from the diggings to the ports.

The hard mining life

Miners endured tough living conditions. By day, they worked in hard, wet and frequently dark conditions, while by night they lived in canvas tents or other very basic accommodation. Mining work offered no guarantee of turning up enough gold to pay the monthly licence fee; so many miners took their chances to mine without one. Miners would dig a claim until any gold ran out, before starting again elsewhere. Unethical prospectors would mine at an angle into another person's claim, or find out about a pending claim and try to 'jump' it first.

To maximise efficiency, industrialised mining companies used steam-powered drilling, crushing and smelting machines. Once these machines were developed, many single or small-operation miners were put out of work. A number of First Nations people also worked on the goldfields. Some became wealthy from guarding transports, from guiding miners through their lands or from their own gold discoveries.

Source 1: Prospectors in Dargo, in the Gippsland region of Victoria. Prospectors would build huts over their claim, making them easier to watch and protect.

Source 3: Ballarat during the Victorian gold rush

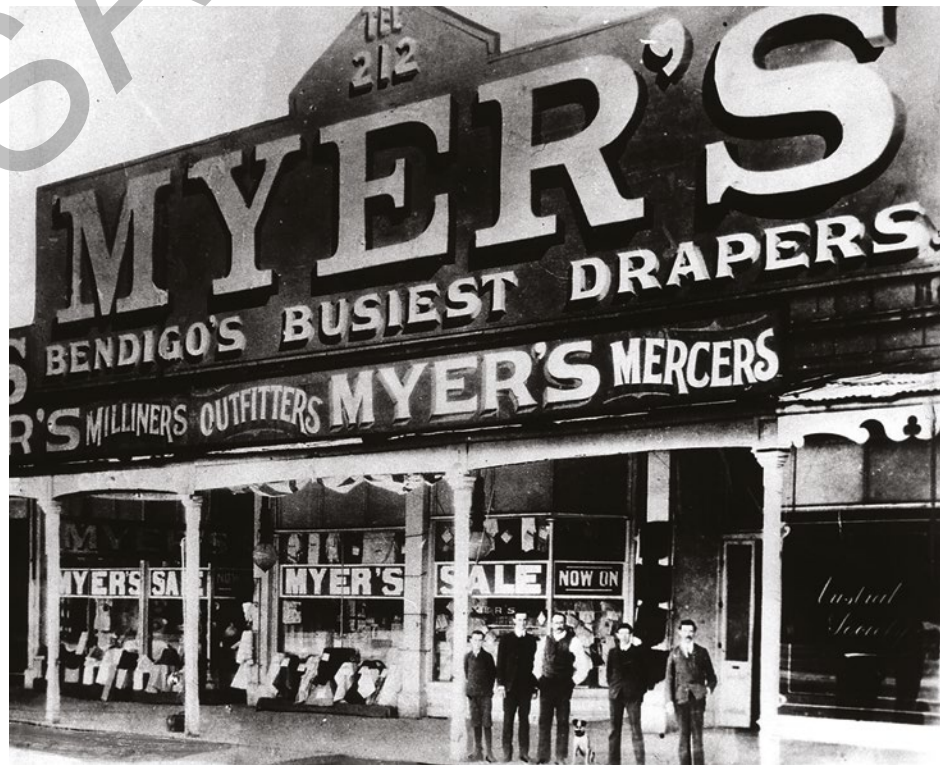
Victoria's economic boom

Gold from the mines earned Victoria a lot of money. In 1852, the gross domestic product of Victoria was £16.1 million, making it the most profitable Australian colony at the time. The government revenues in 1853 were £3.2 million, which enabled the colony to build infrastructure, such as trains, and to become industrialised.

During the decade of the gold rush, mining was the second largest income source for the colonial economy, although this also included coal and other minerals. When mining dried up after a decade, the economy transitioned back to wool and other commodities.

The population boom on the goldfields led to a dramatic rise in food production to feed the miners. Subsidiary industries emerged to serve the miners, such as general stores, carpenters, doctors, dentists, lawyers and wagon makers. Merchants and professionals of all kinds flocked to the goldfields. The large population of Chinese miners brought with them food stalls, professional laundries, 'joss houses' (temples) and opium dens.

In the cities, the wealthy middle classes enjoyed a new innovation from England – department stores, which offered shopping as a leisure activity. Australia's first department store was Appleton & Jones, established in Sydney in 1835, which became David Jones in 1838. Melbourne's first department store was the Coles Book Arcade, established in 1873; it included a monkey exhibit, a band, a library and a portrait studio among many other 'departments'.



Source 4: In 1899, the Baevski brothers set up the first Myer's store in Bendigo (they changed their surname to Myer soon after arriving in Australia from Russia). After success in regional Victoria, they bought land in Melbourne and opened an eight-storey store in Bourke Street, called Myer Emporium, in 1914.

Cultural change and ethnic tension

At its foundation, Victoria was chiefly populated by people of British descent, in addition to the resident First Nations Peoples. The population exploded during the gold rush – from roughly 4000 people in 1839 to 12 000 in 1841 and 328 000 by 1861. Victoria's ethnic diversity expanded too; people from Africa, Asia and Europe came to the goldfields and made Victoria their new home.

A large number of Chinese immigrants followed the discovery of gold to Australia, which they named *Xin Jin Shan*, or New Gold Mountain. Some were men looking to provide for their families back in China, and left as soon as they had earned sufficient funds; others stayed in Australia and established families. Arriving in the tens of thousands, Chinese-born immigrants constituted 3.3 per cent of the total colonial Australian population (note that First Nations Peoples were not included in census population counting).

The Chinese immigrants tended to keep to themselves and recreated a Southern Chinese way of life. Their foreign religions, customs, strong work ethic and mining successes attracted hostility from other miners and white settlers.

Source 5: A family of Chinese immigrants in Australia, circa 1891

In 1855, the *Chinese Immigration Act* limited the number of Chinese immigrants allowed to enter Victoria; undeterred, Chinese travellers landed in New South Wales and walked to the Victorian goldfields.

Chinese miners were harassed by both officials and other miners. They were required to pay a residency licence, in addition to the standard gold licence, and their claims might be 'jumped' by other miners if their residence papers weren't produced upon request. Acts of violence were common. In 1857, a full-scale riot against the Chinese erupted at Buckland River, with evictions, beatings, mine dispossessions and deaths.

Tensions between white settlers and other ethnic groups shaped the first Act made by the Australian Government – the *Immigration Restriction Act 1901*, which became known as 'the White Australia Policy'.

Learning ladder H1.14

Impact and legacies

1. Identify one way the gold rush affected Victoria's First Nations Peoples.
2. Describe how gold mining changed Victoria's economy.
3. Explain how the gold rush led to increased ethnic diversity in Victoria.
4. Source 5: Explain how Chinese families contributed to life on the goldfields.
5. Evaluate how the Victorian gold rush shaped modern Australia's population, economy and race relations.

Causes and consequences

1. Identify a cause and a consequence of the *Chinese Immigration Act* of 1855.
2. Describe how the traps' licence enforcement created tensions on the goldfields.
3. Explain how industrial mining affected smaller prospectors.
4. Explain how the gold rush contributed to the development of towns and services.
5. Evaluate the long-term consequences of the gold rush for Australia's immigration and social policies.

HOW TO Causes and consequences, page xxx

What were the experiences of Balochi cameleers and South Sea Islanders?

In the late 1800s, Australia's expansion depended heavily on two very different groups of migrant workers. Balochi cameleers led camel trains across the harsh central deserts to link inland goldfields with coastal towns, while South Sea Islanders toiled in sugar and cotton plantations under brutal, enslaving conditions. Both communities endured severe hardship and discrimination, yet their skills, resilience and cultural contributions became woven into Australia's story.

Cameleers' experiences

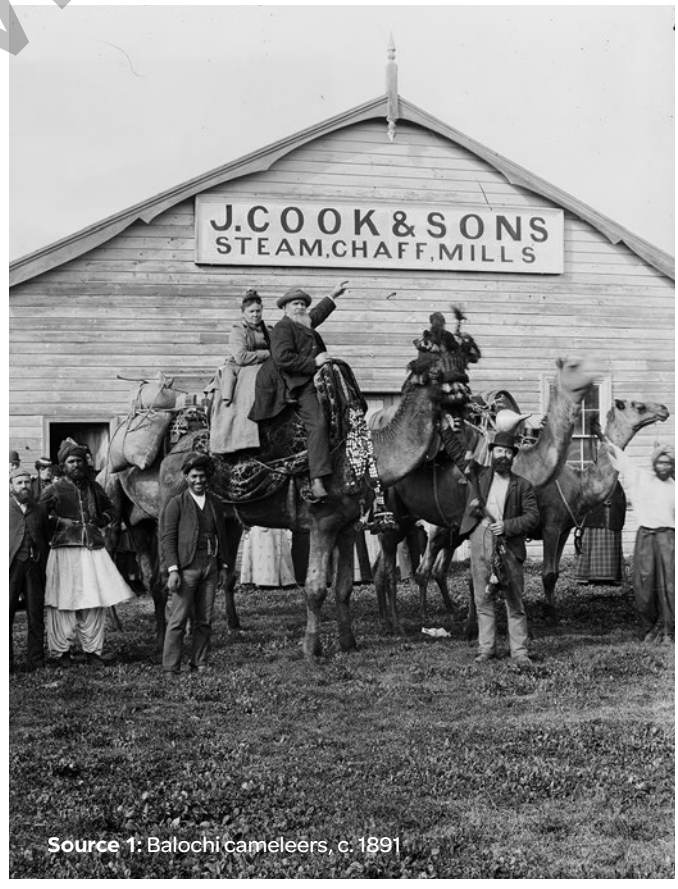
As the European invasion of the Australian continent expanded, the conflict spread to all areas including the once impenetrable central desert regions. As European squatters and 'explorers' began to move through these areas, they were met with often hostile conditions such as:

- a lack of water
- guerilla warfare from First Nations warriors defending their Countries
- the unsuitability of horses in the hot, dry conditions

To colonise the interior of Australia, these challenges would need to be overcome.

The difficult conditions did not prevent gold from being discovered in large deposits at Kalgoorlie and Coolgardie in Western Australia in the 1890s. This triggered another gold rush to Australia just 40 years after the Victorian goldrush. As the new miners moved across the arid landscape, it soon became clear that new ways of travelling across the deserts were needed.

As word got out about the gold, so too did word about the harsh conditions. This sparked interest around the world, particularly in the Balochistan region – now part of Iran, Pakistan and Afghanistan. Camel drivers and traders in this region knew they had the knowledge and skills to make money during the Western Australian gold rush. This began a second rush to Australia, with Balochi cameleers arriving with their animals to work the expanding trade routes between the newly established Western Australian inland goldfields and townships and the growing coastal trade hubs.



Source 1: Balochi cameleers, c. 1891

Source 2: This image represents the partnership between Balochi cameleers, First Nations guides and Europeans. It was taken between 1892 and 1900 at Coolgardie during the Western Australian goldrush.

The cameleers who arrived faced more than just challenging arid conditions. They were forced to leave their families at home and became targets of racial and religious discrimination. In many white communities, the cameleers – like the local First Nations Peoples – were banned from certain areas. Despite these restrictions, the cameleers actively contributed to the communities they worked in, including establishing the first mosque in Marree in South Australia. They were often seen as successful, astute and trustworthy business figures in these communities.

The cameleers also recognised the importance of working with and supporting local First Nations people, who were often employed as guides to help direct the camel trains across the desert to various waterholes where they could replenish their supplies. Their shared experience of discrimination meant that many cameleers met and fell in love with First Nations women; a few even married in the newly established mosques, even though the racist policies of the day did not legally recognise the marriage.

After only a few decades, the wealth generated by the gold rush enabled the building of extensive rail networks and mechanised transportation across the deserts. For many cameleers, this marked the end of their time in Australia; for others, it was just the beginning.

Source 3: Adelaide mosque, built in 1883, is the oldest mosque still in use in Australia. The minarets were added in 1903.

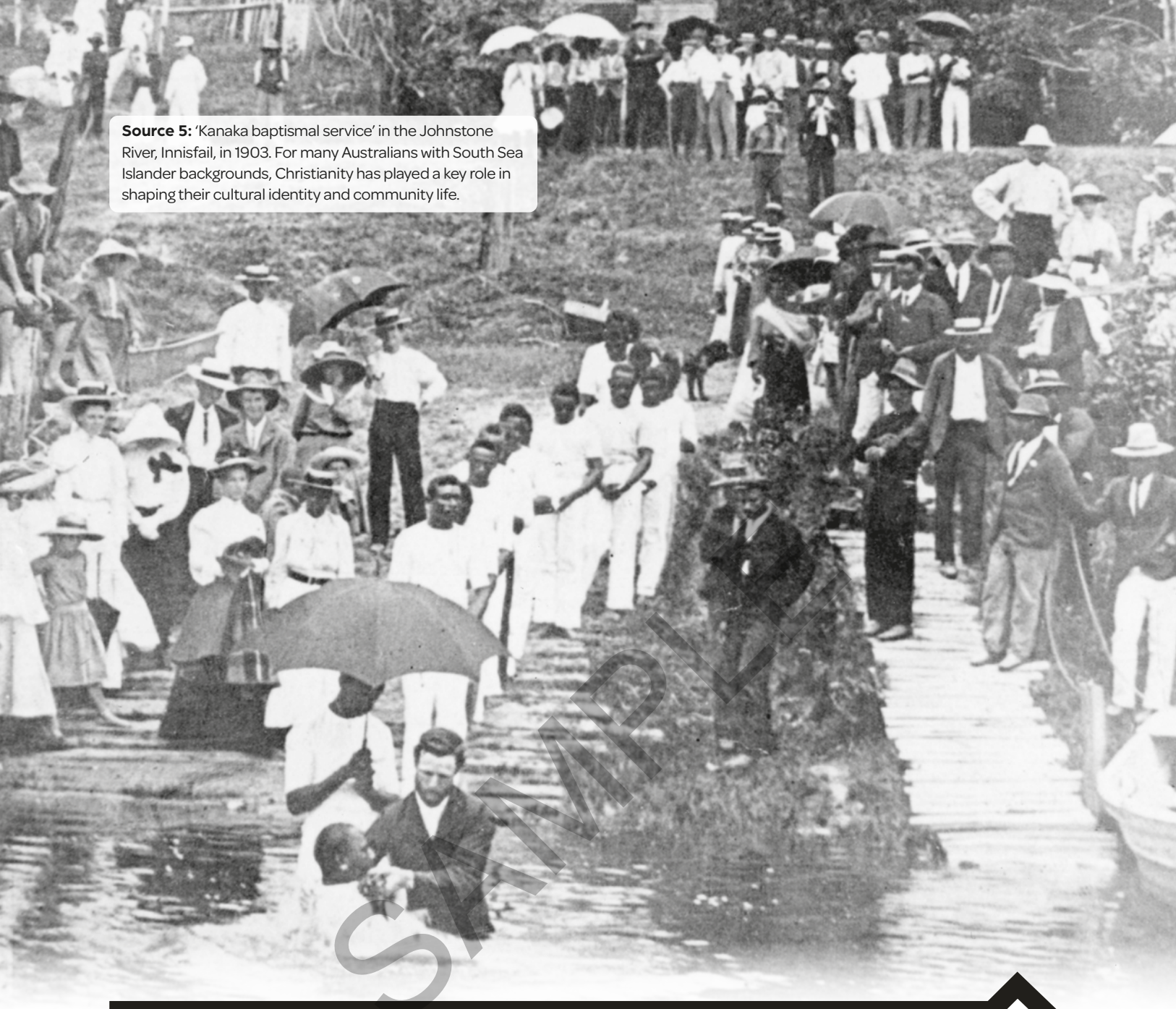
South Sea Islanders' experiences

On the other side of the Australian continent, the conditions were very different. Rather than being arid, they were tropical and ideal for growing sugar and cotton. Europeans were well aware of the transatlantic slave trade, which had been in effect for several centuries by the time South Sea Islanders were enslaved in Australia, and of the impact slavery had on the sugar and cotton industries in the United States. These newly established industries in Australia were labour intensive and required a large workforce to support the expansion of sugar and cotton into large-scale sectors.

In 1863, the first group of 67 South Sea Islander slaves – often called 'Kanakas' – were transported to Australia and forced to work in the sugar and cotton fields for little or no pay and in extremely harsh conditions. Over the next 40 years, it is estimated that over 62 000 men, women and children were forced to Australia and exploited as slave labour. In some cases, the Islanders were kidnapped – a practice known as 'blackbirding'.

After Federation and the introduction of the group of laws known as the White Australia Policy, South Sea Islander slaves were forced to leave Australia with no compensation or recognition of their important contribution to Australia's agricultural wealth. Despite the forced deportation, around 2500 Islanders remained in Australia, where they contributed to agriculture and business in their communities. It was only in 2000 that the Queensland Government officially recognised the South Sea Islander community as a distinct cultural group and acknowledged the discrimination and injustice they experienced.

Source 4: This image shows a group of South Sea Islander women slaves working in a sugar plantation around 1891.



Source 5: 'Kanaka baptismal service' in the Johnstone River, Innisfail, in 1903. For many Australians with South Sea Islander backgrounds, Christianity has played a key role in shaping their cultural identity and community life.

Learning ladder H1.15

Impact and legacies

1. What were two agricultural industries for which South Sea Islanders provided slave labour?
2. Describe one lasting legacy of the cameleers in Western Australia.
3. Explain the impact of the White Australia Policy on South Sea Islander people.
4. Explain how both the Balochi cameleers and the South Sea Islander slaves contributed to modern Australia.
5. Evaluate why the legacies of the cameleers and South Sea Islander slaves are not well known in contemporary Australia.

Causes and consequences

1. Identify a cause for cameleers arriving in Australia.
2. Describe why South Sea Islanders were enslaved in Australia.
3. Explain how South Sea Islanders were 'blackbirded' to Australia.
4. Explain why cameleers stopped being used to transport goods.
4. Analyse the impact of the White Australia Policy on both the South Sea Islanders and the cameleers.

Causes and consequences, page xxx

HOW TO

H1.16

How did Australia become industrialised?

Industry in the Australian colony was initially dependent on human and wind power. However, that soon changed as Australia benefited from the rapid technological advances being made in Britain.

Australian manufacturing

The first steam engine to be used in Australia powered a flour mill in Sydney in 1813. Reliant at first on British technology, steam engines began to be manufactured in Australia from the 1830s.

A number of factors encouraged the development of Australian manufacturing: the length of time it took for manufactured goods to reach Australia, machines needing to be adapted to Australian conditions, and a lack of interest from the British government in responding to the colonies' needs forced colonists to develop their own industries to meet local demands.

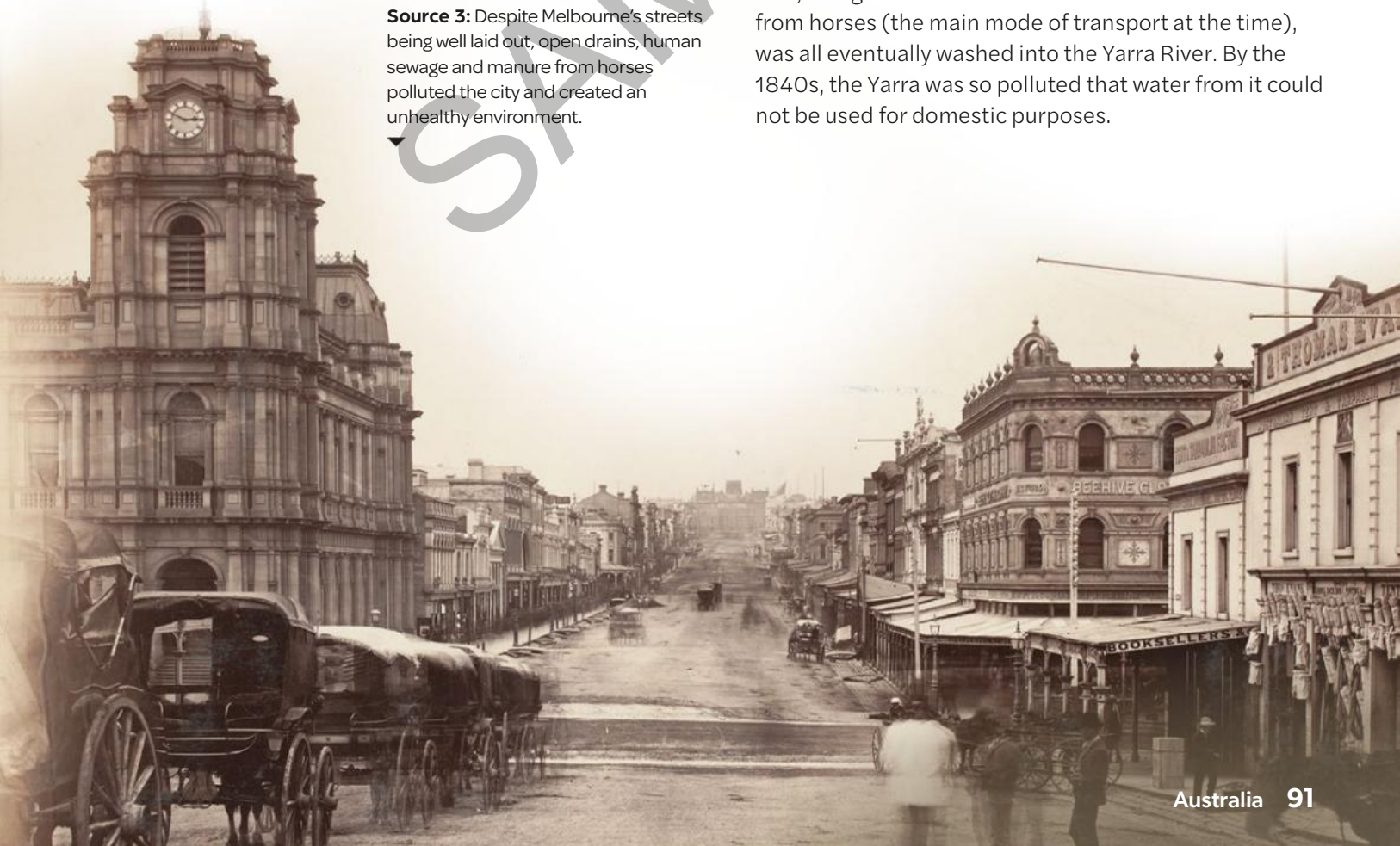
Source 1: Ex-convict George Howell and his son George Jr. built Howells' Mill in Parramatta in 1828. The combined wind and water mill was the largest in the area at the time.

Source 2: Slums were common in inner-city suburbs such as Fitzroy and Collingwood.

In contrast to Britain, there was no shift from rural to urban areas. Factories using steam power could be established anywhere, so manufacturing industries were established in capital cities, where communications and infrastructure were already beginning to develop.

Although Melbourne had been laid out in a wide street grid by Robert Hoddle, its rapid growth meant that slums developed next to the factories of inner Melbourne. These houses were squalid and ramshackle, with no running water, toilets or sewers. Waste was thrown onto the streets and flowed into street channels. This, along with the waste from factories and manure from horses (the main mode of transport at the time), was all eventually washed into the Yarra River. By the 1840s, the Yarra was so polluted that water from it could not be used for domestic purposes.

Source 3: Despite Melbourne's streets being well laid out, open drains, human sewage and manure from horses polluted the city and created an unhealthy environment.



Gold and industry

The discovery of gold brought a flood of prospectors to Australia in the mid-19th century. As surface gold dwindled, miners used steam engines to reach gold deeper underground. Those who had profited from the gold rush also began to invest. This aided the development of local industry and manufacturing. This sustained cities such as Ballarat and Bendigo, which no longer needed to rely on gold to continue to thrive.

The wool industry

Pastoralist John Macarthur introduced merino sheep to Australia in 1797. These sheep, used to the warm climates of Spain, flourished in Australia. By 1849, Australia was exporting around 14 800 tonnes of wool per year. The prosperity brought by wool exports gave rise to the expression that Australia was 'riding on the sheep's back'.

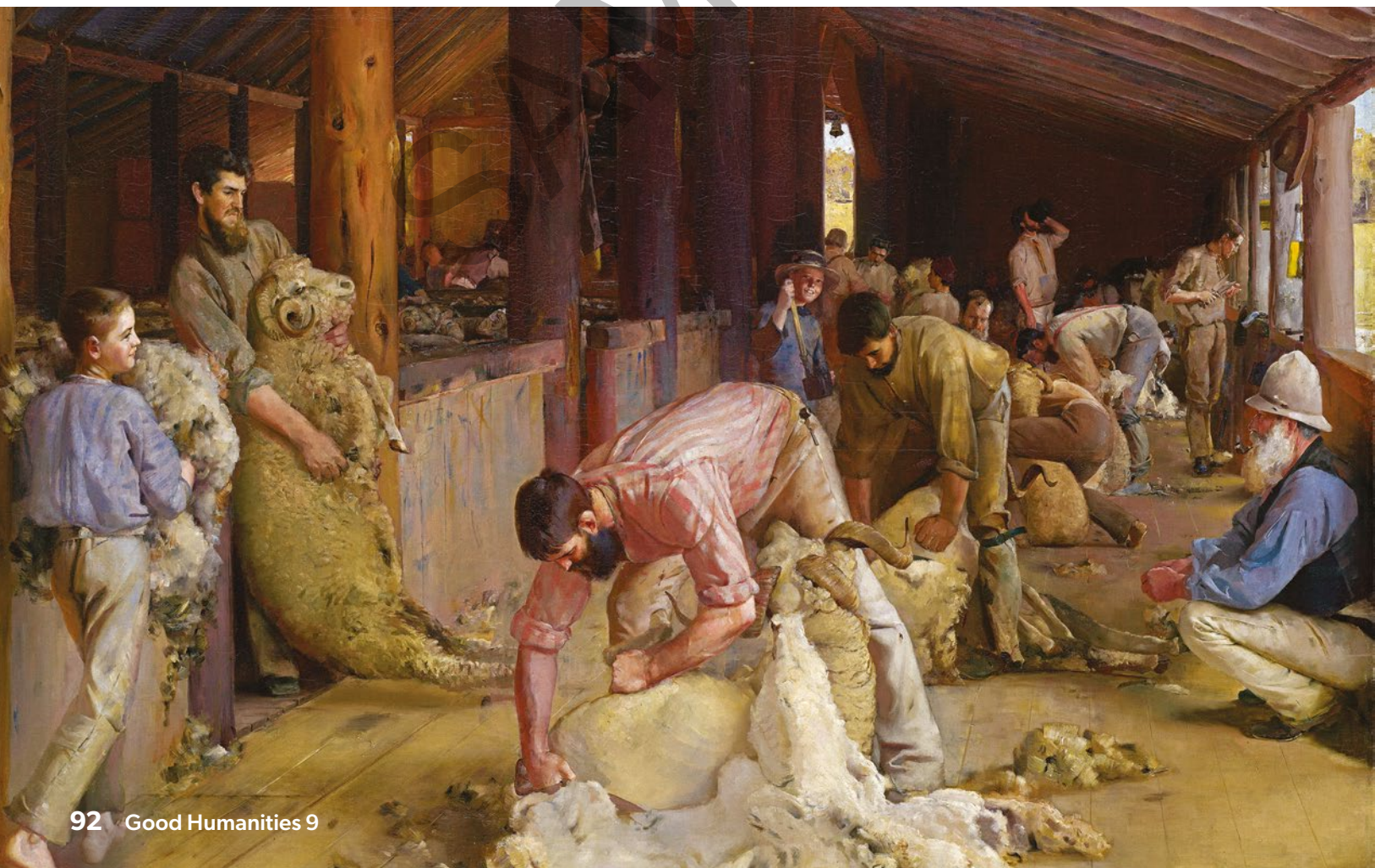
The growth of the sheep industry was also supported by enclosure. Enclosure had become necessary during the gold rush years, as shepherds left farms to seek their fortunes on the gold fields. By enclosing farms with fences, farmers could have more sheep per worker. Developments in mechanical sheep-shearing also played a role. By 1887, it took just a few days to learn how to shear a sheep. These mechanical shears were powered first by steam and later by electricity.

Railways in Australia

Victoria was the first colony in Australia to open a railway line. It opened on 12 September 1854, and was a short track linking Flinders Street with Port Melbourne. The first railway in NSW soon followed, with the Sydney to Parramatta Junction line opening on 26 September 1855. The development of railways in Australia brought the same benefits that it had in Britain. Where railways went, towns prospered, and social and economic links developed between rural and urban Australia.

Although a national rail network had been planned from 1855, this was hampered by each colony using different gauge systems for their railway tracks. This meant that passengers and freight had to transfer from one train to another at state borders. Australia's mainland interstate track was finally standardised in 1955.

Source 4: Tom Roberts' famous *Shearing the Rams*, painted in 1890.



Source 5: Workers pressing wool into bales and stencilling them.

Eight Hours movement

The movement for the eight-hour work day started in Victoria in 1856. Stonemasons stopped work and marched to Parliament House, demanding that the work day be limited to eight hours. The government agreed to this without reducing wages.

This step forward in workers' rights, achieved without loss of wages, is the reason that Labour Day is celebrated as a public holiday. However, the concept of an eight-hour work day did not become widespread across the rest of Australia until the 1920s.

Source 6: The Eight Hours Movement Monument in Melbourne. Built in 1903, it was first located in Spring Street near the Parliament buildings before being moved in 1923 to the corner of Russell and Victoria Streets.

Learning ladder H1.16

Impact and legacies

1. Identify when steam engines were first used in Australia.
2. Source 2: Describe living conditions in inner-city slums during industrialisation.
3. Explain why manufacturing developed rapidly in Australia.
4. Source 5: Explain how technology changed wool production in the late 1800s.
5. Source 6: Evaluate how the Eight Hours movement changed working life in Australia.

Continuity and change

1. Identify one way industrialisation changed living conditions in Australian cities.
2. Describe how urban pollution affected daily life in Melbourne.
3. Explain the issues faced in establishing a national rail network.
4. Explain how industrialisation both changed and preserved aspects of Australian working life.
5. Evaluate how Tom Roberts' painting reflects changing views of rural labour in industrial Australia.

HOW TO Continuity and change, page xxx

H1.17

How is Coranderrk a symbol of success and resistance?

One of the outcomes of the colonisation of Victoria, and the genocide committed against its First Nations Peoples, was a growing discontent among First Nations communities. They wanted to resist government control over their lives, but were willing to work with the colonists to prevent further loss of life and culture.

Coranderrk

Coranderrk was a reserve (settlement), intended as a 'new home' for displaced First Nations People. In 1863, 931 hectares of land were allocated at the junction of the Yarra River and Badger Creek, roughly 65 km northeast of Melbourne. William Barak and Simon Wonga, two Wurundjeri leaders, led their people across the Dandenong Ranges to the site, and built Coranderrk Aboriginal Station.

Coranderrk was initially home to 40 Kulin people, but within 12 years its population had tripled. Its First Nations community combined their traditional knowledge of Country with the new plants, animals and farming techniques introduced by the Europeans. For a time, Coranderrk was the most productive agricultural land in Victoria; it even won an agricultural prize at the Melbourne International Exhibition in 1881. Coranderrk became a popular tourist destination for Victorian colonists, who purchased goods such as woven baskets, boomerangs and possum skin rugs.

The success of Coranderrk was supported by John Green, the Protector of Aboriginal Peoples in Victoria. Progressive for the time, Green encouraged self-governance and autonomy for Coranderrk's community.

Simon Wonga

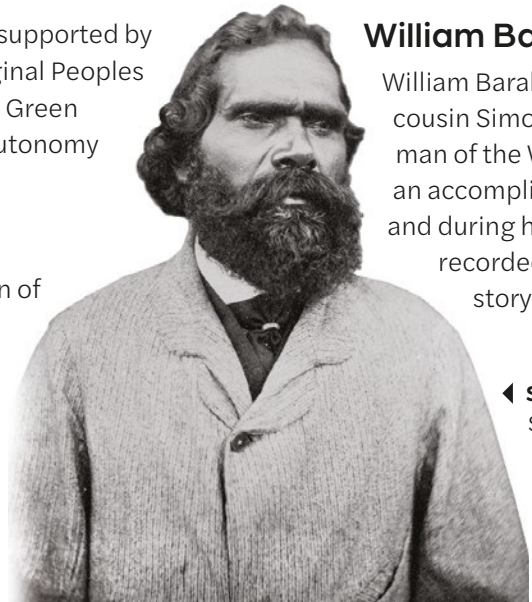
Simon Wonga was a Wurundjeri man of the Woiwurrung Clan, born around 1824; as a boy, he witnessed his father Billibellary signing the Batman Treaty. When he was 19, he badly injured his foot, and was taken in by the Assistant Protector of Aborigines for treatment. During his recovery, he tried to learn all he could about the colonists and their ways.

Billibellary died in 1846, making Simon the *Ngurungeata* of his clan. Instead of taking up this role, he continued working for the colonists to learn about their culture. Once Wonga had learned as much as he could, he accepted his role as *Ngurungaeta* and began campaigning for a home for his displaced people. He successfully argued for the establishment of Coranderrk, with the help of some progressive colonists.

Wonga was a central figure within the Coranderrk community. He continued to campaign for his people's rights, often walking to Melbourne to petition for more support. With the help of John Green, he was able to protect the hard-won gains of his people; for a time, the residents at Coranderrk were able to live in peace. Wonga passed away in 1874 and was succeeded as *Ngurungaeta* by William Barak.

William Barak

William Barak was born in 1824 and, like his cousin Simon Wonga, he was a Wurundjeri man of the Woiwurrung Clan. He became an accomplished negotiator and leader, and during his time at Coranderrk he also recorded First Nations culture through story and art.



Source 1: Simon Wonga

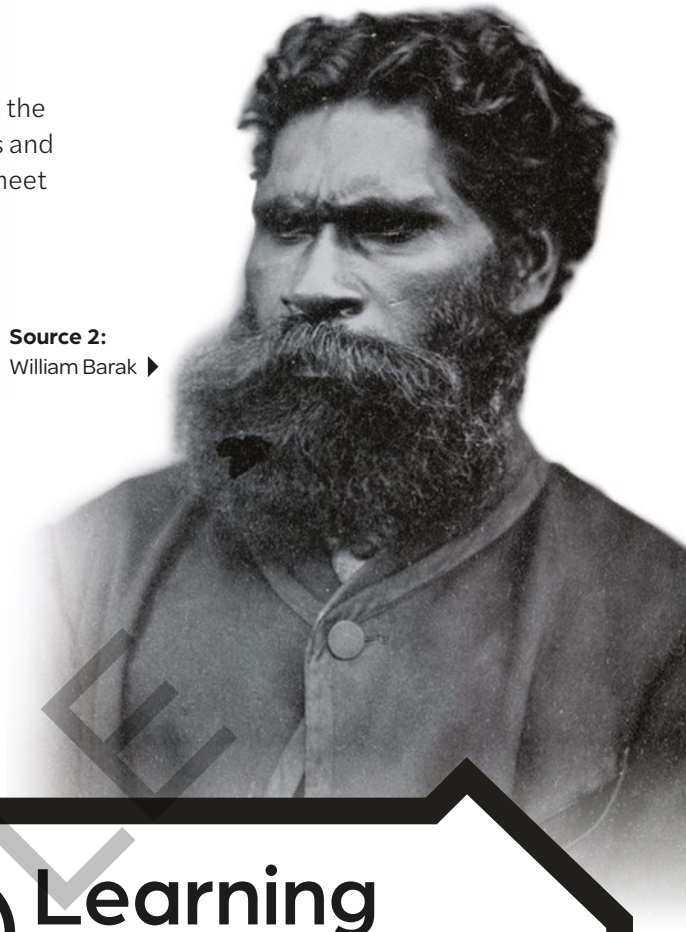
When Barak became the clan leader in 1874, he tried to address the deteriorating living conditions at the reserve. He wrote many letters and petitions and, like his cousin, he walked to Melbourne and back to meet with politicians, including the premier.

Closure and impact

By the 1870s, colonists wanted to take over the land at Coranderrk. They undermined John Green, who resigned in 1874. With Green gone, living conditions at Coranderrk deteriorated; the government cut off food supplies, refused to maintain housing and no longer supplied medicines.

In 1886, the Victorian Government passed the *Aboriginal Protection Law Amendment Act*. This forced all First Nations People aged 15–35 with any European ancestors to vacate government reserves. The Act tore apart Coranderrk's community, and further mismanagement reduced the population to only 31 by 1893. The residents could not overcome the growing pressure from colonial farmers and developers, and Coranderrk officially closed in 1924.

The story of Coranderrk is not one of failure, but of resistance. Its success, and the political achievements of its leaders, laid the foundations for the Victorian First Nations political activism of the 20th century. Barak, the last recognised *Ngurungaeta* of the Wurundjeri people, left a powerful legacy that continues to inspire First Nations leaders today.



Source 2: William Barak

Source 3: William Barak's grave at Coranderrk cemetery. The cemetery was returned to the Wurundjeri people in 1991.

Learning ladder H1.17

Background and origins

1. Identify the year Coranderrk Aboriginal Station was established.
2. Describe how the Wurundjeri leaders chose the site for Coranderrk.
3. Explain how traditional knowledge helped Coranderrk become a successful settlement.
4. Explain why Coranderrk was created as a 'new home' for displaced First Nations Peoples.
5. Evaluate the origins and early development of Coranderrk as a response to colonisation.

Significance

1. Source 3: Identify why William Barak's grave at Coranderrk remains significant today.
2. Describe why Coranderrk's combination of tradition and European farming was significant.
3. Explain why the leadership of Wonga and Barak was significant to First Nations resistance.
4. Explain the significance of the *Aboriginal Protection Law Amendment Act* of 1886.
5. Evaluate how Coranderrk's story symbolises both success and resistance in First Nations history.

HOW TO

Significance, page xxx

How did First Nations people navigate colonial exploitation?

The colonisation of Australia brought genocide, massacres, disease and dispossession to First Nations Peoples, fuelled by a racist belief that their cultures would simply 'die out'. Despite this violence, many First Nations people found ways to survive and adapt to the rapidly changing world.

Engagement with new industries

Although governments tried to force First Nations people into missions and reserves, many resisted. Some hid, escaped, sought exemptions or walked off in large groups. After 1901, when direct control from the Protector of Aborigines weakened, many First Nations people turned to emerging industries to support themselves.

Agriculture was one area where they made major contributions. At the Coranderrk Mission (see H1.17), they successfully combined deep knowledge of Country with colonial farming techniques, creating some of the most productive land in Victoria. Many non-Indigenous landowners relied on First Nations people for labour.

David Unaipon, a Ngarrindjeri man, was a prominent figure in this period. He invented the mechanical sheep shears, which revolutionised the wool industry. However, because of his race, he was denied funding and the chance to patent his invention. Others profited while he lived and died in poverty. Today, he is honoured on the Australian $50 note.

Despite their skills, First Nations agricultural workers were paid poorly – sometimes only in rations – and were often not allowed to leave their jobs, effectively making the work a form of slavery. These injustices contributed to later resistance movements like the Pilbara Strike and the Wave Hill Walk-off (see Year 10).

Source1: David Unaipon

Engagement with new religions

Colonisers saw Christianity as a way to 'civilise' First Nations people and dismantle their cultures. Many missions were run by churches aiming to convert Aboriginal people and replace their traditional beliefs. Life on these missions was often harsh, especially for children, who were subjected to violence and, in some cases, sexual abuse.

Despite this, some First Nations people engaged with Christianity in ways that gave them strength and purpose. Uncle Pastor Sir Doug Nicholls was one such figure. A Yorta Yorta man and VFL footballer, he experienced racism even from his own teammates. After retiring from sport, he became a preacher at the Gore Street Mission Centre in Fitzroy, where he worked as a social worker, community leader and minister.

Source 3: Gore Street Mission Centre Fitzroy, 13 October 1950. Parishioners join Paster Nicholls (back right) in a rousing hymn, accompanied by a pedal organ and a gum-leaf player (far left).

> There was another priest, but he's dead. The rest of the mob that were on the Island are all dead. He's the only one that's kicking and he should have been the one that's bloody dead for what he did. He not only did it to girls, he did it to boys as well. There was six of 'em involved. Nuns were assaulting the young fellas as well as the priest assaulting the young fellas and the girls.

Source 2: Confidential evidence 557 from the *Bringing Them Home* report detailing abuse within a Church-run children's home.

He founded the Aboriginal Church of Christ and encouraged non-Indigenous people to attend, using shared faith to bridge cultural divides. He also worked with the Aborigines Advancement League to fight for justice and equality. His leadership showed how some First Nations people used religion to resist racism and support their communities.

Learning ladder H1.18

Significant people, ideas and events

1. Identify one industry in which First Nations people made a significant contribution.
2. Describe the belief that was used to justify the mistreatment of First Nations people during colonisation.
3. Explain how Uncle Pastor Sir Doug Nicholls used religion to reduce racism and support his community.
4. Source 4: Why were the experiences of Christianity negative for some First Nations people?
5. Source 5: Analyse why Uncle Pastor Sir Doug Nicholls encouraged non-Indigenous people to attend his church.

Causes and consequences

1. Identify one reason why some First Nations people engaged with new industries during colonisation.
2. Describe why David Unaipon was not able to profit from his invention.
3. Explain how First Nations workers were treated unfairly in agriculture and describe one consequence of this.
4. Explain one reason why Christian missions were established and one impact they had on First Nations people.
5. Evaluate the long-term impact of First Nations people's contributions to colonial industries on their communities and Australian society.

HOW TO
Causes and consequences, page xxx

H1.19

How were the Torres Strait Islands colonised?

When European ships first charted the narrow waters between Australia and New Guinea, they encountered thriving island communities with their own languages, trade routes and customs. Over the 19th century, missionaries, colonial administrators and pearling entrepreneurs gradually extended Christian faith, British law and economic control across the Torres Strait, transforming island life through annexation, new industries and the creation of Torres Strait Creole.

Mapping the strait

The Torres Strait Islands were formed over 12 000 years ago at the end of the last Ice Age. During this time, the land bridge known as the Arafura Plain became submerged, marking the split between the Australian continent and the island of New Guinea. Current archaeological evidence dates human habitation of these islands to 2500 years ago; however, given their location on an important trade route, it is thought that they have been inhabited for much longer.

The strait was named by Europeans in 1606 when Spanish Captain Luís Vaz de Torres sailed through it on his way to the Philippines. At the time, Europeans saw little value in the islands and they remained unrecorded until 1762, when they began to appear on European maps of the region. During this period, other European navigators – including Cook, Bligh and Flinders – also charted passages through the strait.

Source 1: A Coming of the Light celebration. This celebration commemorates the arrival of the first Christian missionaries to the Torres Strait and remains an important event for many Torres Strait Islanders.

Source 2: This image features pearl divers and their lugger (boat) from around 1921. By this time, pearling had been a key industry for about 50 years and the divers still used the same techniques and equipment as the first Torres Strait divers in the late 1800s.

Conversion and annexation

A key moment for the region was the arrival of members of the London Missionary Society led by Rev. Samuel MacFarlane. This group was keen to convert and 'civilise' the people of the region, including New Guinea, and they travelled to the Torres Strait to convert the population. They arrived on 1 July 1871 on Erub (Darnley Island).

The missionaries quickly introduced Christianity to the islanders, significantly disrupting the traditions and customs already in place. This changed many aspects of life, including marriage, death and funerals, birth, and various ceremonies and worship practices. Most Torres Strait Islanders view the Coming of the Light as a positive event, and it is celebrated every year. Some positive changes that resulted from the arrival of the missionaries included a reduction in the inter-island conflicts that had long plagued the region and the creation of written languages for the islands.

What also set the colonisation of the Torres Strait apart from that of mainland Australia was the much lower level of violence and massacres committed by Europeans. By 1879, when the Torres Strait Islanders were formally annexed into the Queensland colony, Christianity was becoming widely accepted across the islands.

The pearling industry

As colonisation continued across the Australian continent and the Indonesian archipelago, the numbers of European, Papuan, Polynesian and Indonesian ships travelling and trading through the region steadily increased. This meant that local people were always looking for new and profitable goods to trade for the exotic items passing through the strait.

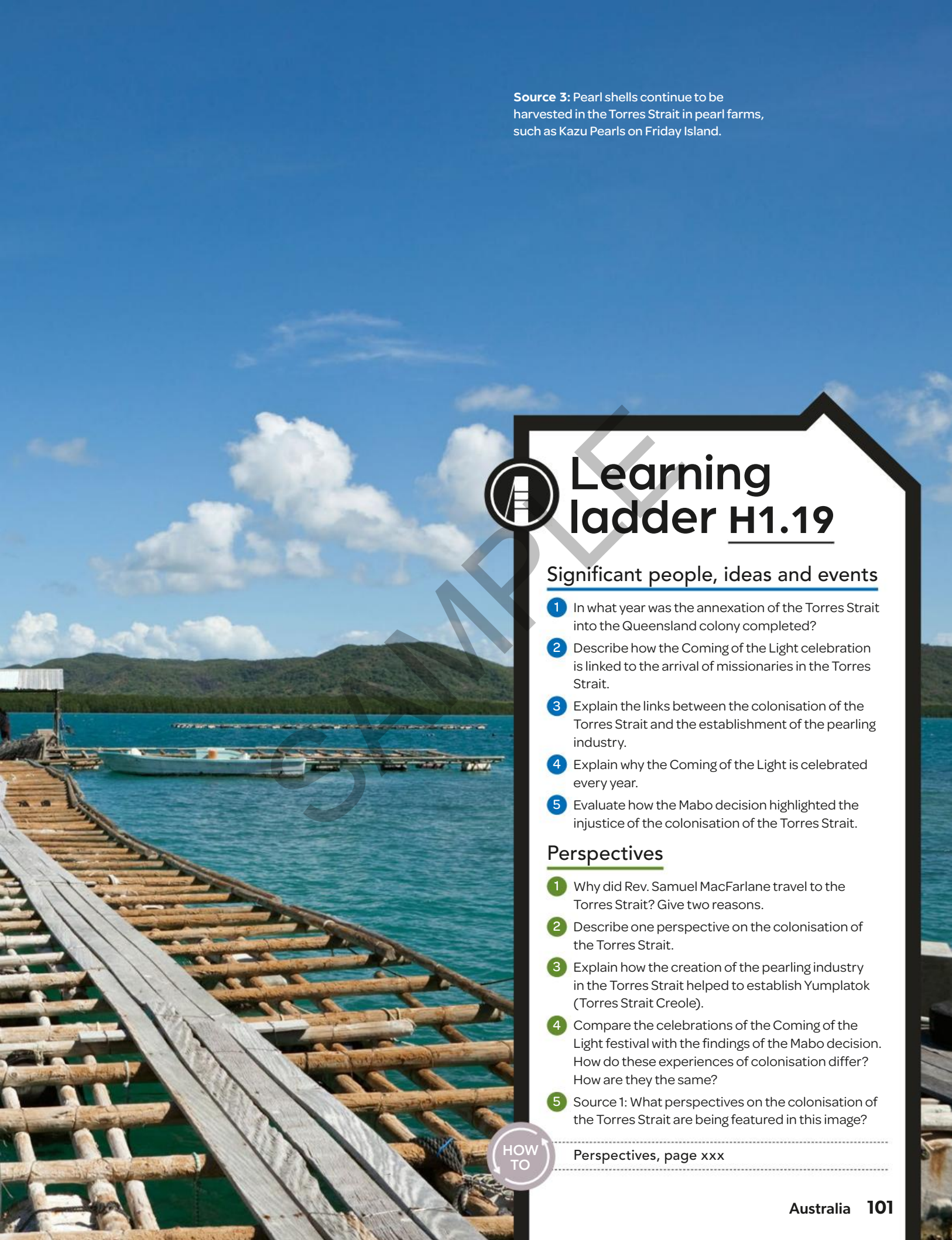
Initially, the growing trade was driven by lower profit goods such as sea cucumber and sandalwood destined for markets in China, mostly traded by Polynesian merchants. This changed in 1869 when a Tudu Islander showed Tongutapu Joe – a Polynesian man working for a European called Captain William Banner – a rich patch of pearl shell on the Warrior Reefs.

Sharing news of this patch sparked what is considered a small pearl shell rush in the region, attracting many local and Polynesian pearlers. Within three years, over 500 people were drawn to the area, actively harvesting the pearl shells for this rapidly growing industry.

Besides the growth in wealth throughout the region, one important outcome of the pearling industry was the creation of what is now known as Yumplatok or Torres Strait Creole. This creole language enabled people from different islands to communicate easily, and it has close ties with other creoles spoken in Papua New Guinea and northern Cape York.

Despite the relatively peaceful colonisation of the Torres Strait Islands, the process still severely disrupted the languages, knowledge, customs and traditions of the local people. The landmark Mabo decision in 1992 also highlighted that even the peaceful colonisation of the islands resulted in many generations of Torres Strait Islanders being dispossessed of their rightful lands and waters.

Source 4: Pearls form when an irritant (e.g. a grain of sand) gets inside an oyster and the oyster covers it with smooth layers of mother-of-pearl, creating a pearl.



Source 3: Pearl shells continue to be harvested in the Torres Strait in pearl farms, such as Kazu Pearls on Friday Island.

Learning ladder H1.19

Significant people, ideas and events

1. In what year was the annexation of the Torres Strait into the Queensland colony completed?
2. Describe how the Coming of the Light celebration is linked to the arrival of missionaries in the Torres Strait.
3. Explain the links between the colonisation of the Torres Strait and the establishment of the pearling industry.
4. Explain why the Coming of the Light is celebrated every year.
5. Evaluate how the Mabo decision highlighted the injustice of the colonisation of the Torres Strait.

Perspectives

1. Why did Rev. Samuel MacFarlane travel to the Torres Strait? Give two reasons.
2. Describe one perspective on the colonisation of the Torres Strait.
3. Explain how the creation of the pearling industry in the Torres Strait helped to establish Yumplatok (Torres Strait Creole).
4. Compare the celebrations of the Coming of the Light festival with the findings of the Mabo decision. How do these experiences of colonisation differ? How are they the same?
5. Source 1: What perspectives on the colonisation of the Torres Strait are being featured in this image?

HOW TO Perspectives, page xxx

Part III: Federation (1901–1914 and beyond)

Why did the colonies become a federation?

As an Australian identity began to emerge, issues such as immigration, tariffs, the need for a national army and even different sized rail gauges drove political movements to create a federal government. Legislators such as Henry Parkes argued for a federated Australia, which was realised in 1901 to great celebration.

Independent colonies

By 1900 – the dawn of the 20th century – six British colonies existed in Australia: New South Wales, Victoria, Queensland, Tasmania, South Australia and Western Australia. All were independent, self-governing bodies with their own militias. They were no longer answerable to the Governor-General of New South Wales, but instead reported to the British Parliament. The notion of being 'Australian' – rather than a British colonist – started to be celebrated in popular songs and poetry.

Source 1: This was possibly the first cartoon supporting an Australian federation. Featured in *Melbourne Punch*, 1860, it shows all of the Australasian colonies (including New Zealand) banding together.

key ideas timeline.

- 1880–1900 — Calls for federation begin; conventions are held to debate a new constitution
- 1900 — The *Commonwealth of Australia Constitution Act* is presented to the British Parliament, passed on 5 July
- 1901 — The government passes its first Act, the *The Immigration Restriction Act*
- 1901 — The Constitution of Australia begins on 1 January
- 1908 — Agreement reached to establish a new capital at Canberra
- 1913 — The foundation stone of the Australian Parliament House is laid

1869–1970s the Stolen Generations suffer forced removals from their families

Source 2: This 1888 cartoon urges women, symbolising the different colonies, to use federation as a means to deport the Chinese. While acceptable at the time, it is racist and offensive by modern standards.

Calls to bring the colonies together as a federation – a single country with a national government – began in 1880, when NSW Premier Henry Parkes proposed a federal council to manage matters that were relevant to all the colonies. The Federal Council of Australasia was formed in 1886, with representatives of all of the mainland colonies except for New South Wales; it also included representatives from Fiji and New Zealand. Henry Parkes and other early legislators, such as Victorian politician Alfred Deakin, continued to promote the idea of federation and a national government.

Support for a new federation

The colonies held conventions throughout the 1890s, which debated the form a national **constitution** might take and how it would be governed. A series of legislators drew from both the British and American government systems to devise a middle path between Westminster and Washington, known as the 'Washminster' system.

Many people who supported federation saw economic benefits from removing inter-colonial trade tariffs, and hoped that measurement and transport would be standardised. For example, every colony used a different track gauge for its railways, so trains could not travel from one colony to another; passengers had to get out and change trains at the border. Military considerations included a perceived need for national armed forces. Federation would help solve these problems.

There were other, less positive arguments for federation. In the 1880s, following the end of the gold rush, there was a rise in anti-Chinese and anti-immigrant sentiment. One of the most persuasive arguments for federation was that a united immigration policy would strengthen all borders against non-white foreigners. First Nations Peoples were not included in the federation debate at all.

The Australian flag

The competition to design the new Australian flag was held by the journal *Review of Reviews*, which offered a £200 prize to the winners. The 32 823 entries gathered over eight months were displayed in the Royal Exhibition Building, and five winners were selected by Prime Minister Sir Edmund Barton and Lady Hopetoun, the Governor-General's wife.

The Australian flag bears the Union Jack, the Commonwealth seven-pointed star (which replaced the original six-pointed star) and the Southern Cross on a blue background. The Union Jack represents Australia's British colonial heritage, while the star points represent its seven states and territories. The symbol of the Southern Cross is also sacred to many of Australia's First Nations Peoples. Today the blue flag is one of three internationally recognised Australian flags, along with the Aboriginal and Torres Strait Islander flags.

Source 3: The Australian flag owes its design to a public competition.

Opposition to federation

Not everyone supported federation. Politicians in NSW and Victoria, who had profited from an earlier start and economic prosperity from the gold rushes, feared losing prestige and were reluctant to share their wealth with their poorer counterparts. Western Australia stalled on offering a referendum, until gold miners in the region threatened a rebellion similar to the Eureka Stockade.

Queensland's government was also reluctant; as a young colony, it feared domination by the more established and wealthier colonies. There was also concern that a national government might prohibit the importation and exploitation of workers from the Pacific Islands, who were central to Queensland's sugar cane industry.

Some figures in the powerful labour movement supported federation, but others were against it. There was concern within the movement that a national government would reinforce the power of banks and wealthy landowners, rather than give power to workers. There was also religious opposition; many pro-federation leaders were Protestants, which meant some Catholic leaders were automatically opposed to federation.

Who could vote?

From 1891 to 1893, it was decided by popular vote that **referenda** would decide the form of the national constitution, and would also be the means by which it could be later changed. The referenda did not include all Australians. Voting was optional, and there were restrictions based on ownership of property; Queensland and Western Australia even restricted Indigenous people who owned property from voting.

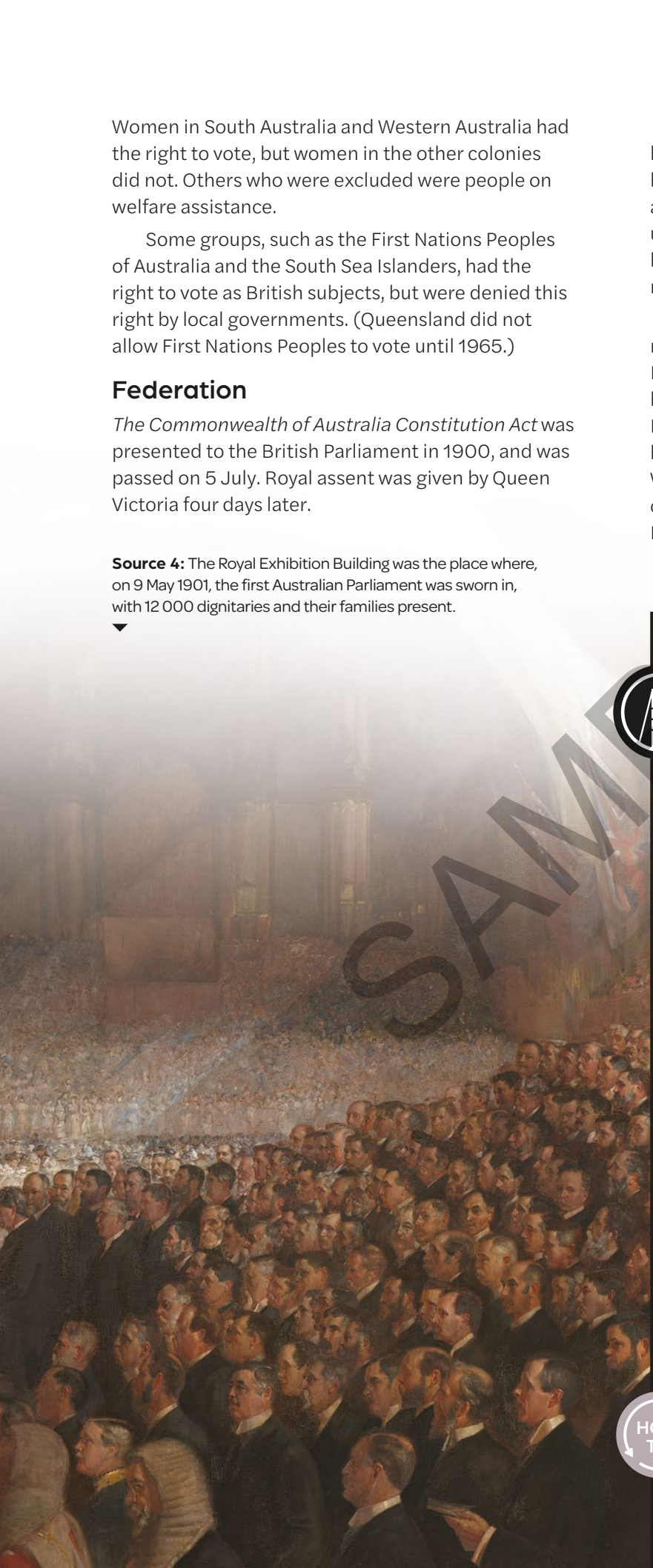
Women in South Australia and Western Australia had the right to vote, but women in the other colonies did not. Others who were excluded were people on welfare assistance.

Some groups, such as the First Nations Peoples of Australia and the South Sea Islanders, had the right to vote as British subjects, but were denied this right by local governments. (Queensland did not allow First Nations Peoples to vote until 1965.)

Federation

The Commonwealth of Australia Constitution Act was presented to the British Parliament in 1900, and was passed on 5 July. Royal assent was given by Queen Victoria four days later.

Source 4: The Royal Exhibition Building was the place where, on 9 May 1901, the first Australian Parliament was sworn in, with 12 000 dignitaries and their families present.



On 1 January 1901, the Constitution of Australia began, with the new territories and states combining to become the Commonwealth of Australia. Australia was a constitutional monarchy with a bicameral system of an upper house and a lower house, both elected by secret ballot. The Governor-General represented the British monarch, and this position came to be seen as symbolic.

For 27 years, NSW and Victoria debated whether the nation's capital city should be Melbourne or Sydney. In 1908 it was decided that Australia's capital would be Canberra (meaning 'meeting place' in the local Ngunnawal language), and that it would be placed between Sydney and Melbourne. American architect Walter Burley-Griffin won a competition to design the city in 1912, and the first foundation stone of Australia's Parliament House was laid in 1913.

Learning ladder H1.20

Background and origins

1. Identify the year the Commonwealth of Australia was established.
2. Source 1: Describe the argument for federation shown in this cartoon.
3. Explain how intercolonial trade and transport issues influenced calls for federation.
4. Explain why some colonies and groups opposed federation.
5. Evaluate the key factors that led to the creation of a federated Australia in 1901.

Continuity and change

1. Source 4: Identify a symbol of British monarchy visible at the first Parliament.
2. Describe how the gold rush influenced support for federation.
3. Explain how voting rights in the federation referenda changed between colonies.
4. Explain why some Catholic leaders opposed federation in the 1890s.
5. Evaluate how British influence continued in Australia's government after federation.

HOW TO Continuity and change, page xxx

H1.21

How were workers' rights protected?

Discoveries of gold transformed the colonies economically, socially and politically. Unlike in Europe and the Americas, there were no revolutions and civil wars in Australia. But many Australians felt isolated and threatened by surrounding Asian countries. People wanted their way of life and jobs protected.

The rise of trade unions

As the gold rushes faded, and many people found work in the factories emerging in Melbourne and Sydney during the second half of the 19th century, difficult working conditions and low wages gave rise to the trade union movement. Labour Day would first be celebrated in 1879, but by 1885 more than half the workers in Victoria worked more than 60 hours per week.

Smaller unions began to amalgamate (Source 1) and these 'new unions' used industrial action to advocate for improvements to pay and conditions. Unions empowered workers at a time when factories and automation were increasingly replacing traditional artisanal skills and jobs. When a series of strike actions was defeated in the 1890s, unionists sought alternatives to effect change, entering politics. The Australian Labor Party was formed in May 1901.

Source 1: Trade union banner for the New South Wales branch of the Federated Miscellaneous Workers' Union of Australia. [Edgar Whitbread (1910), Sydney Trades Hall]

The *Immigration Restriction Act*

The arrival of Chinese migrants during the gold rushes, along with Japanese Pearl Divers in Broome and **hawkers** from the Ottoman Empire led to increasing tensions in the colonies, with many feeling that cheap 'foreign' labour would erode their opportunities. Although Chinese community members also sought to improve their conditions, unions rejected them, preventing them from marching in the May 1901 Trade Union procession.

Authorities sought to restrict the entry or activities of non-white migrants and, following Federation, the *Immigration Restriction Act 1901* and the *Pacific Island Laborers Act 1901* would further consolidate these limitations and assuage fears of an influx of 'cheap labour'. The 'working man's paradise' would, it seemed, be restricted primarily to those of European ancestry (Source 2). Some non-European migrants with special skills or those who had been sponsored held certificates of exemption from the **dictation test**, although these generally did not apply to family members, meaning few remained in Australia in the long term.

> The continued influx of aliens, such as Syrians, Afghans, and other Asiatics, was a menace and danger to the peace and welfare of the European and native-born population, and that immediate steps be taken to prevent further arrivals of these people, and that separate quarters be allocated to those already here.

Source 2: Letter to the Editor, *The Argus*, 18 January 1893, p. 6

Source 3: An eight-hour day procession along Bourke Street, Melbourne, 1907

Legislating workers' rights

The movement for workers' rights had gained momentum in the post-gold rush era (Source 3). In the early years of Federation, workers' rights were protected by a range of legislation passed to establish egalitarian working conditions that supported and protected workers (see Table 2.1).

Table 2.1: Acts that established egalitarian working conditions

Customs, Tariff and Excise Acts	A series of Acts designed to protect Australian industry and production by placing tariffs on cheaper imported goods, regulating producers and ensuring appropriate **excise** on goods.
Conciliation & Arbitration Act 1904	Gave the Commonwealth the power to settle industrial action, this would minimise the impacts of strikes and **lock-outs**.
Invalid & Old Age Pensions Act 1908	Entitled older people and those with disabilities to a maximum of £26 per annum (around $3500 per year today). This was the beginning of Australia as a **welfare state**.
Maternity Allowance Act 1912	Provided a payment of £5 (the equivalent of two weeks' wages) to new mothers. Indigenous, Papuan, Asian or Pacific Islander mothers were not eligible for the payment.

These Acts of parliament would soon be tested, most famously by the Harvester Judgement (1907), in which the basis for 'a fair and reasonable wage' for a man supporting a family would be established by the courts. This paved the way for a consistent minimum wage. In line with the overarching vision of Federation itself, working life in Australia was continuing to improve.

Learning ladder H1.21

Significant people, ideas and events

1. Identify when the Australian Labor Party was formed.
2. Describe the purpose of the Harvester Judgement.
3. Explain how early 20th-century legislation helped protect Australian workers.
4. Explain why the idea of a 'working man's paradise' excluded many non-European migrants.
5. Evaluate the significance of trade unions and early labour laws in shaping Australian working life.

Chronology

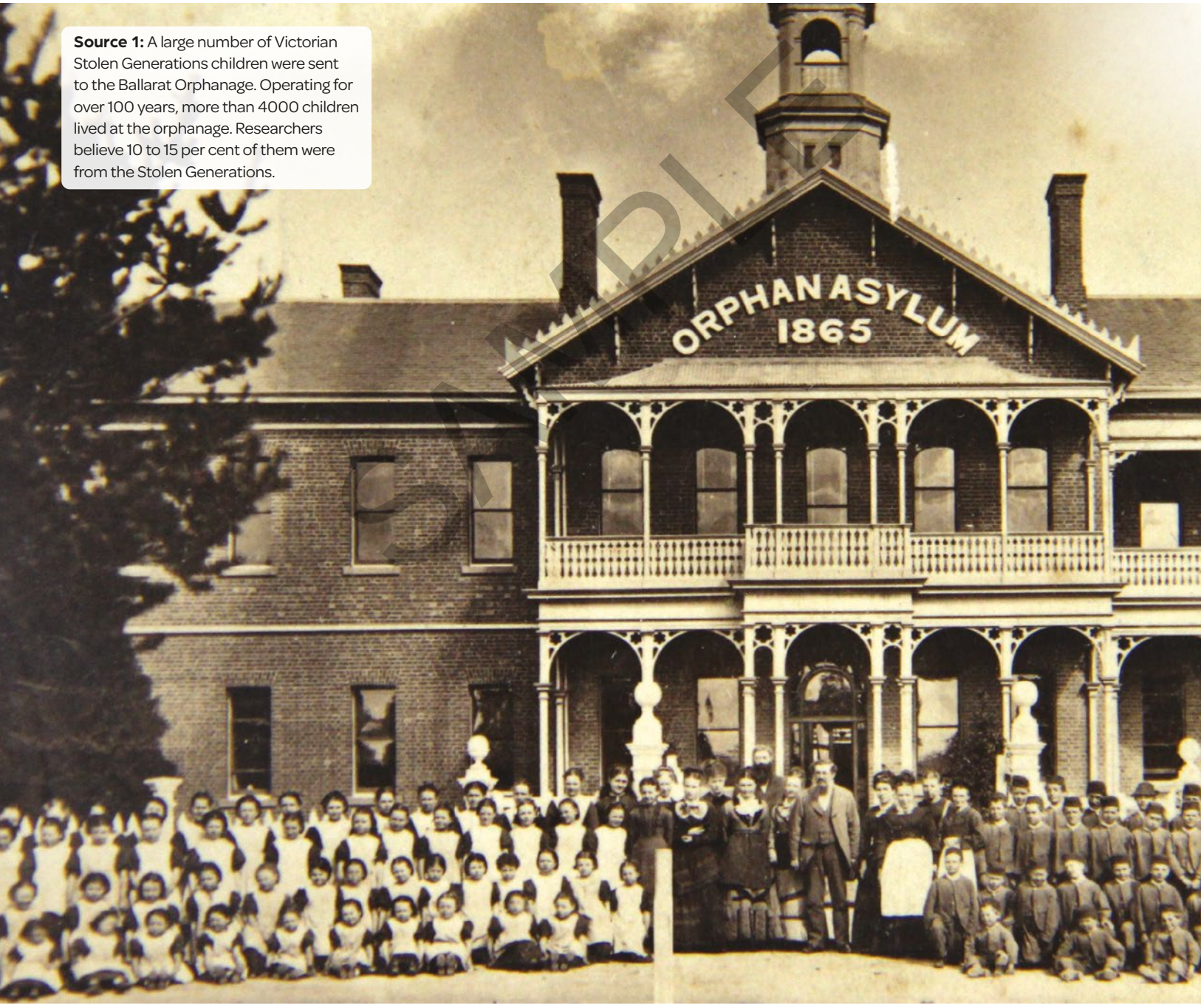
1. Construct a timeline and place these dates on it: 1879, 1901, 1904, 1907, 1908 and 1912.
2. Under each date, write a summary of the event that occurred at this time.
3. Construct a timeline that includes the following events: First Labour Day celebrated, Federated Miscellaneous Workers Union established; Chinese workers prevented from marching in trade union procession.
4. How useful are the timelines you have created in explaining changes to workers' rights?

HOW TO

Chronology, page XX

Who are the Stolen Generations?

From Federation up until the 1970s, Australian Government agencies and church missions forcibly removed many First Nations children in an attempt at assimilating them into 'white society'. These children later became known as the Stolen Generations. The United Nations defines the forcible transfer of children as genocide.



Source 1: A large number of Victorian Stolen Generations children were sent to the Ballarat Orphanage. Operating for over 100 years, more than 4000 children lived at the orphanage. Researchers believe 10 to 15 per cent of them were from the Stolen Generations.

Aboriginal 'protection'

In a continuation of one of Australia's most atrocious periods, the *Victorian Aboriginal Protection Act 1869* (as well as a later Act in 1886) began a nationwide policy of child removal, carried out under various state and territory acts.

The Act focused on removing mixed-race and fair-skinned Aboriginal and Torres Strait Islander children away from their families, so that they could be brought up in missions and other institutions, fostered out or adopted by white families. Named 'half-castes', 'quarter-castes' or 'octaroons' (terms now understood to be racist and insulting), it was thought that these children would fit into white society easily due to their lighter skin.

Homes Are Sought For These Children

A GROUP OF TINY HALF-CASTE AND QUADROON CHILDREN at the Darwin half-caste home. The Minister for the Interior (Mr Perkins) recently appealed to charitable organisations in Melbourne and Sydney to find homes for the children and rescue them from becoming outcasts.

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 blond

Source 2: A note from a potential adoptive parent on an advertisement for foster homes for the children of First Nations Peoples. The advertisement sought homes for these children, in an attempt to 'rescue them from becoming outcasts'.

Underpinning this policy of **assimilation** was the racist belief that First Nations Peoples were incapable of surviving on their own in modern, British Australia. Another motive was to instil a strong work ethic through education and the Christian faith. This was meant to prepare the children for lives of menial labour, as First Nations boys were considered suitable only for manual labour, and girls only for domestic labour.

Broken families

The policy of child removal spread throughout Australia by the early 20th century, and was actively upheld for over six decades. Each state passed similar acts, and appointed Protection Boards and commissioners to oversee the separation of First Nations families. These officials assumed the right to determine a person's Indigeneity.

Children from a very young age were taken from many different family structures. Police raided happy and loving 'mixed' families just as often as they raided encampments on the fringes of white society. During these raids, children endured the trauma of being forcibly removed from their parents, or hiding from the police while their parents lied about their whereabouts. Parents had to witness their children being arrested and taken away by the police.

Decades later, these experiences were retold by First Nations artists, such as in Archie Roach's song 'Took the children away' and Doris Pilkington Garimara's book *Follow the Rabbit Proof Fence*, which was later turned into an award-winning film.

Transgenerational trauma

Once children had been forcibly removed from their families, they were cut off from their culture. They were forbidden from using their traditional names and language; parents who tried to contact their children were charged exorbitant fees for their children's removal and accommodation.

Source 3: Stolen Generations children attending a school at Mornington Island, Queensland, 1950

This process of cultural dislocation had profound ongoing physical, mental and social effects upon entire communities. This is known as **transgenerational trauma** – pain that affects multiple generations. A national report, conducted in 1997, included confidential testimony from a number of Stolen Generations children. John, who was removed from his family as an infant in the 1940s and sent to the Bomaderry Children's Home at Nowra, said:

> I was definitely not told that I was Aboriginal. What the Sisters told us was that we had to be white. It was drummed into our heads that we were white. It didn't matter what shade you were. We thought we were white. They said you can't talk to any of them coloured people because you're white.

Source 4: Extract from *Bringing them Home: The Report of the National Inquiry into the Separation of Aboriginal and Torres Strait Islander Children from Their Families*, p. 144.
[Confidential evidence 436, New South Wales, Cultural Heritage of the Stolen Generations]

THREE GENERATIONS
(Reading from Right to Left)

1. Half-blood—(Irish-Australian father; full-blood Aboriginal mother).
2. Quadroon Daughter—(Father Australian born of Scottish parents; Mother No. 1).
3. Octaroon Grandson—(Father Australian of Irish descent; Mother No. 2).

Source 5: Stolen children were classed according to anthropological principles that are now understood to be racist and unscientific. Calipers were used to measure children's skulls and noses. They were also classed according to their skin colour, from lightest- to darkest-skinned.

Source 6: Kevin Rudd's apology to the Stolen Generations in 2008 (left), during which two First Nations women express their sadness (right).

An ongoing legacy

From a modern perspective, it is difficult to appreciate the extent to which 'protection' policies damaged the lives and societies of the First Nations Peoples of Australia. Protection Boards had almost total control over the lives of these people, including their movement, fostering, access to healthcare and education, and later their marriages, wages and travel. For over six decades, children were not only removed from the love and care of their families, but also were wholly denied access to their culture and heritage, as well as often being subjected to abuse and terrible conditions.

This cultural dislocation was catastrophic and caused immeasurable harm to the estimated 50 000–100 000 infants and children who are now known as the Stolen Generations. Many of the social problems facing the First Nations Peoples of Australia, which affect mental health, alcohol and other addictions and high rates of suicide, are directly related to the policy of child removal.

Former Australian Prime Minister Kevin Rudd officially apologised to the Stolen Generations on 13 February 2008. On June 11 that same year, Canadian Prime Minister Stephen Harper apologised for a similar policy enacted from 1870, in which the children of the First Nations Peoples of Canada were forced into Residential Schools.

Learning ladder H1.22

Impact and legacies

1. Identify the estimated number of children removed during the Stolen Generations.
2. Describe how the policy of child removal affected First Nations families.
3. Explain how the policy of assimilation created transgenerational trauma.
4. Source 6: Explain how Kevin Rudd's 2008 Apology responded to the legacy of the Stolen Generations.
5. Evaluate the long-term impact of the Stolen Generations on First Nations communities today.

Interpretations

1. Source 5: Identify what the terms 'half-caste', 'quadroon' and 'octaroon' were used to represent.
2. Source 2: Describe how foster parents' preferences reflected attitudes of the time.
3. Explain how Source 4 reflects the way institutions justified child removal.
4. Explain how government and church views of 'protection' contrast with survivors' experiences.
5. Evaluate how Kevin Rudd's Apology challenges earlier understandings of 'protection' policies.

HOW TO

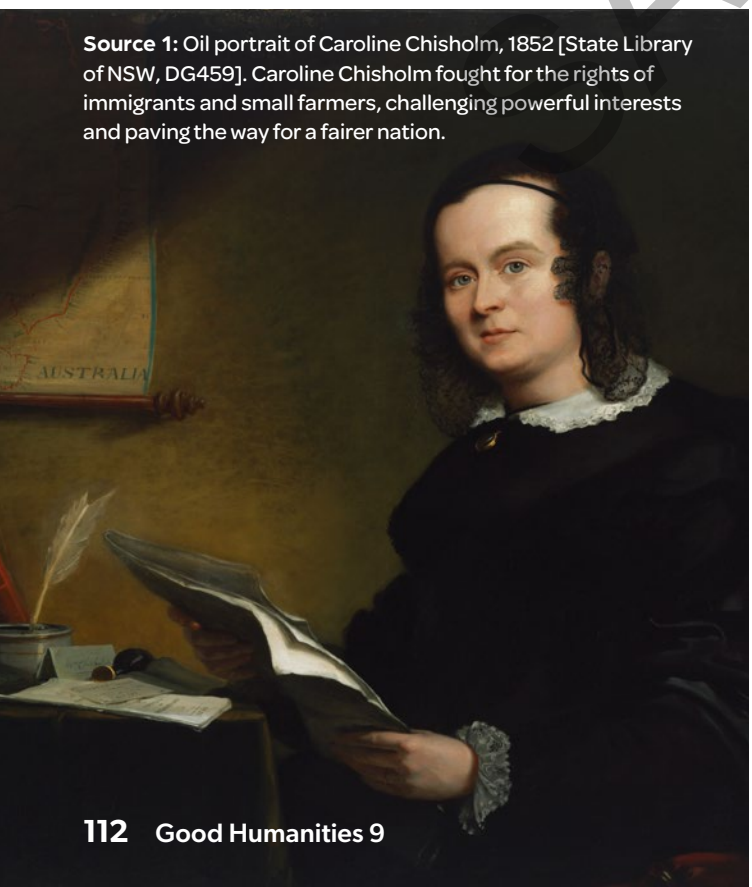
Interpretations, page XX

How was Australia a social laboratory?

With the colonisation of Australia and the arrival of large numbers of Europeans, debates emerged about what kind of country Australia could become. These debates began long before Federation in 1901, as people experimented with and challenged established systems to create a new society. Importantly, the rest of the world was watching, and many of Australia's innovations – both positive and negative – would later be adopted by other nations.

Tensions at the heart of the nation

From the landing of the First Fleet in 1788, tensions were evident between convicts and free settlers who travelled to the colonies to seek their fortune. These tensions arose because each group had different visions for the 'blank canvas' of the new colonies. Many wealthier colonists and those who made fortunes in Australia wanted to recreate the political and social systems of Britain, where people were judged by their sex, birth and wealth. In contrast, those who had not been treated well in Britain sought to create a fairer society where people were judged by their character, with better political representation and opportunities for upward mobility.



Source 1: Oil portrait of Caroline Chisholm, 1852 [State Library of NSW, DG459]. Caroline Chisholm fought for the rights of immigrants and small farmers, challenging powerful interests and paving the way for a fairer nation.

Positive social innovations of Australia

The group that fought for fairness successfully lobbied for progressive and reformed social structures. As a result, Australia became a society that – unlike Britain and many European countries – did not have a class of people who inherited power simply by birth. In theory, anyone born in Australia could rise to the highest office in the country, whereas in Britain only those of noble birth could become head of state.

An important figure in Australia's social experiment was Caroline Chisholm. She played a key role in challenging the rising power of the squattocracy (see H1.10), and she campaigned for land reform on behalf of small and medium-sized farming families. Her work demonstrated that a fairer society was possible, an idea that helped to shape Australia's future.

Another innovation was women's suffrage. In 1902, while nearly all other democracies at the time did not allow women to vote or stand for office, the Australian Government passed legislation to give women the vote. (New Zealand was the first self-governing country to give all women the right to vote in 1893.)

In 1913, Australia became the first country to offer free public education from primary school through to university. Australia was also a key site for the development of high-quality early childhood education. In 1913, Dr Maria Montessori held her first international teacher-training course in Rome, which included Sydney kindergarten teachers. They brought this knowledge back to Australia, laying the foundation for today's world-class early childhood education system.

Source 2: This image shows Aboriginal prisoners posing with prison guards on Wadjemup (Rottnest Island), c. 1883. It is unknown how many Aboriginal people were murdered here, but 373 unmarked graves of Aboriginal prisoners have been found so far.

Negative social innovations of Australia

Despite the positive reforms Australia showcased to the world, there were also less positive innovations that were later adopted by other nations. One example is the mission and reserve system established to control the movements and lives of First Nations people – a system that later became a model for concentration camps around the world. For example, Wadjemup (Rottnest Island) – which today is a popular tourist destination – was used as a prison and forced labour camp for Aboriginal people from Western Australia.

Another example of the use of camps comes from the Boer War. During this conflict, the British military, fighting a non-conventional war much like the resistance conflicts of the Frontier Wars in Australia, used the same methods from Australia to force the Boers from their lands into camps with extremely poor conditions, where they died in their thousands. Similar camps were later used during World War II to facilitate the murder of over 6 million Jewish, LGBTIQA+ and Romani people, as well as communists and disabled people.

Source 3: This image shows Vida Goldstein, a prominent Australian suffragette and social reformer who also campaigned against conscription in World War I. Today, the federal electorate of Goldstein in beachside Naarm (Melbourne) is named in her honour.

Another negative innovation adopted overseas was the White Australia Policy – the group of laws that made it nearly impossible for people from 'undesirable' countries to migrate to Australia. This approach was later adopted in other parts of the world and is still used in many places today to restrict migration by specific groups of people.

Learning ladder H1.23

Impact and legacies

1. Source 3: Identify one legacy of Vida Goldstein.
2. Describe a legacy of the White Australia Policy.
3. Explain the impact in the Boer War of the history of missions and reserves in Australia.
4. On balance, Australia has a legacy of not discriminating based on sex, wealth or birth. Compare the impact of this on different groups or sectors of society. Why is this legacy important?
5. Evaluate the overall positives and negatives of Australia's legacy as a social laboratory. Are they positive, negative or both? Why?

Interpretations

1. Identify a debate about Australia as a social laboratory.
2. Describe an interpretation of Wadjemup (Rottnest Island).
3. Explain the tensions at the heart of Australia's formation as a social laboratory.
4. Compare the positive and negative social innovations Australia provided to the rest of the world.

HOW TO

Interpretations, page XX

How do I conduct a good inquiry?

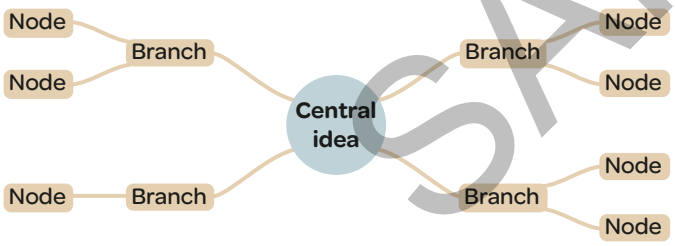
As you have progressed through this chapter, you have expanded your existing knowledge and deepened it by exploring perspectives, identifying patterns and relationships and linking causes and consequences. Along the way, you have developed your skills in analysing and interrogating sources, asking critical questions and framing well-supported arguments. You will now apply these skills to crafting a well-reasoned response to an inquiry question of your choosing related to Australia during the period 1750–1914.

1 **Choose your topic: Identify a question.**

Which of the following would you like to investigate in greater depth?

- First Nations before colonisation, page xx
- Establishment of colonies, page xx
- Convict and settler experiences, page xx
- Victorian gold rush, page xx
- Federation, page xx
- Stolen Generations, page xx

2 **Briefing: Brainstorm what you already know and what you want to know about this topic.**



3 **Field report: Gather your information.**

- Look back at the chapter and find all the information and sources relevant to your topic.
- Identify and locate additional sources (see How-to, p. xx).
- Analyse your sources as you go. You can use the **'Connect, Extend, Challenge'** thinking routine below to help you.
- Take careful notes as you work, including recording source details, clearly indicating quoted material and jotting down further questions as they arise.

4 **Exclusive: Review your findings to form and answer your big question.**

5 **Present: Organise and synthesise your findings into an engaging narrative (see How-to, p. xx)**

Connect

- How does the information **relate** to what you already know?
- In what ways does this account **align** with other sources or narratives you've encountered?
- What background or context do you have that might **support** the information presented?
- How does the source's origin **connect** with its intended message or audience?

Extend

- How does this source **expand** or **complicate** your understanding?
- Does the information **challenge** your previous assumptions, and if so, in what way?
- What aspects of the source's presentation (language, imagery, emphasis) **extend** your thinking about its possible biases or intentions?

Challenge

- In what ways might the source be incomplete, selective, or influenced by the author's **perspective**?
- What further evidence would you need to corroborate or refute the **claims** made in this source?
- Are there **discrepancies** between this source and other contemporary accounts that raise questions about its reliability?

World War I (1914–1918)

H2

WHAT HAPPENED AT GALLIPOLI? xx

WHAT WAS TRENCH WARFARE? xx

WHAT HAPPENED AFTER COMING HOME? xx

How can we understand World War I?

World War I was a global conflict involving many nations. It changed the course of modern history and touched the lives of millions. Understanding its scale and impact is a broad task – one that begins well before the war itself.

Learning ladder

The Learning ladder lists the knowledge and skills you will learn. Each has five levels of difficulty. Learning skills at the bottom of the ladder will help you to master the skills at the top of the ladder.

Steps in knowledge progression	Background and origins	Significant people, ideas and events	Impact and legacies	Continuity and change	Causes and consequences
5	I can evaluate the origins of a historical development or movement.	I can evaluate the influence of significant people and ideas.	I can evaluate the legacy of a historical development or movement.	I can evaluate patterns of continuity and/or change.	I can analyse causes and consequences.
4	I can explain why a historical development or movement emerged.	I can explain why ideas influenced people and events.	I can explain why a historical development or movement has a legacy.	I can explain patterns of continuity and/or change.	I can explain why something was caused or why it led to certain consequences.
3	I can explain how a historical development or movement emerged.	I can explain how ideas influenced people and events.	I can explain the impact of one historical development on another.	I can explain continuity and change.	I can explain how something was caused or its consequence.
2	I can describe the origins and context of a historical development or movement.	I can describe key people, ideas and events.	I can describe the legacy of a historical development or movement.	I can describe continuity and change.	I can describe causes and consequences.
1	I can identify the origins of a historical development or movement.	I can identify key people, ideas and events.	I can identify the legacy of a historical development or movement.	I can identify continuity and change.	I can identify a cause and a consequence.

Knowledge and understanding

Historical concepts and skills

Steps in skills progression

Perspectives	Significance	Interpretations	Chronology	Sources	
I can identify the perspective of a person from the past.	I can identify something historically significant.	I can identify a historical debate.	I can read a timeline.	I can identify the origin of a source.	1
I can describe perspectives.	I can describe something historically significant.	I can describe an interpretation of history.	I can place events on a timeline chronologically.	I can describe a source.	2
I can explain a perspective.	I can explain something historically significant.	I can explain an interpretation of history.	I can follow timeline conventions.	I can apply historical knowledge to explain sources.	3
I can compare perspectives.	I can explain why something is historically significant.	I can compare historical interpretations.	I can summarise the events on a timeline.	I can explain the historical context of a source.	4
I can evaluate historical perspectives.	I can evaluate historical significance.	I can evaluate the evidence supporting a historical interpretation.	I can explain change or causality from a timeline.	I can evaluate sources to determine their accuracy, usefulness and reliability.	5

What was Australia like at the beginning of WWI?

A decade after Federation, Australia was a young, confident nation, enriched by the gold rushes of the 19th century. It was also a conservative country that often looked to the 'mother country', Britain, as a model to emulate.

Political position

Although Federation had made Australia into an independent nation, it was still part of the British Empire, and did not make its own decisions on foreign policy. The economy used British currency until 1910, and the Australian Government had strong ties to its British counterpart. The Australian military supported the British Empire in conflicts such as the Boer War in South Africa and the Boxer Rebellion in China. Australian soldiers followed a tradition of military service inherited from the British.

Society

In 1911, the first national census recorded Australia's population as 4 455 005, with the average age being 24 years. Men aged between 15 and 64 made up nearly two-thirds of the population. As Indigenous Australians were not counted, the number of First Nations Australians was unknown.

The average life expectancy for a white male in the early 1900s was around 55 years, while for females it was around 59 years. It was significantly lower for First Nations people. The leading cause of death in children was infectious diseases.

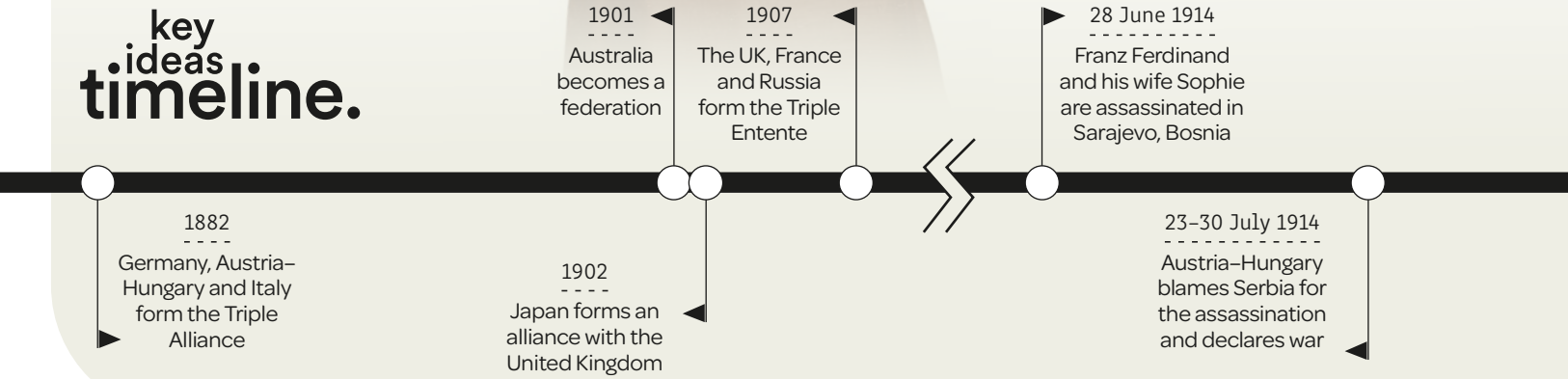
Nearly 96 per cent of Australians identified as Christian, with 38 per cent belonging to the Church of England and 21 per cent to the Roman Catholic Church.

Agriculture, particularly the pastoral industry, was the main economic activity generating wealth for the country. With the introduction of steamships and refrigeration, exports to Britain increased. The basic wage, following the Harvester Judgement, was eight shillings a day (about $43 in today's money).

The two major cities were Sydney and Melbourne. Shopping arcades and large department stores were expanding at this time. In April 1914, the first Coles store opened in Melbourne.

Source 1: Australian fashions closely followed those popular in Britain.

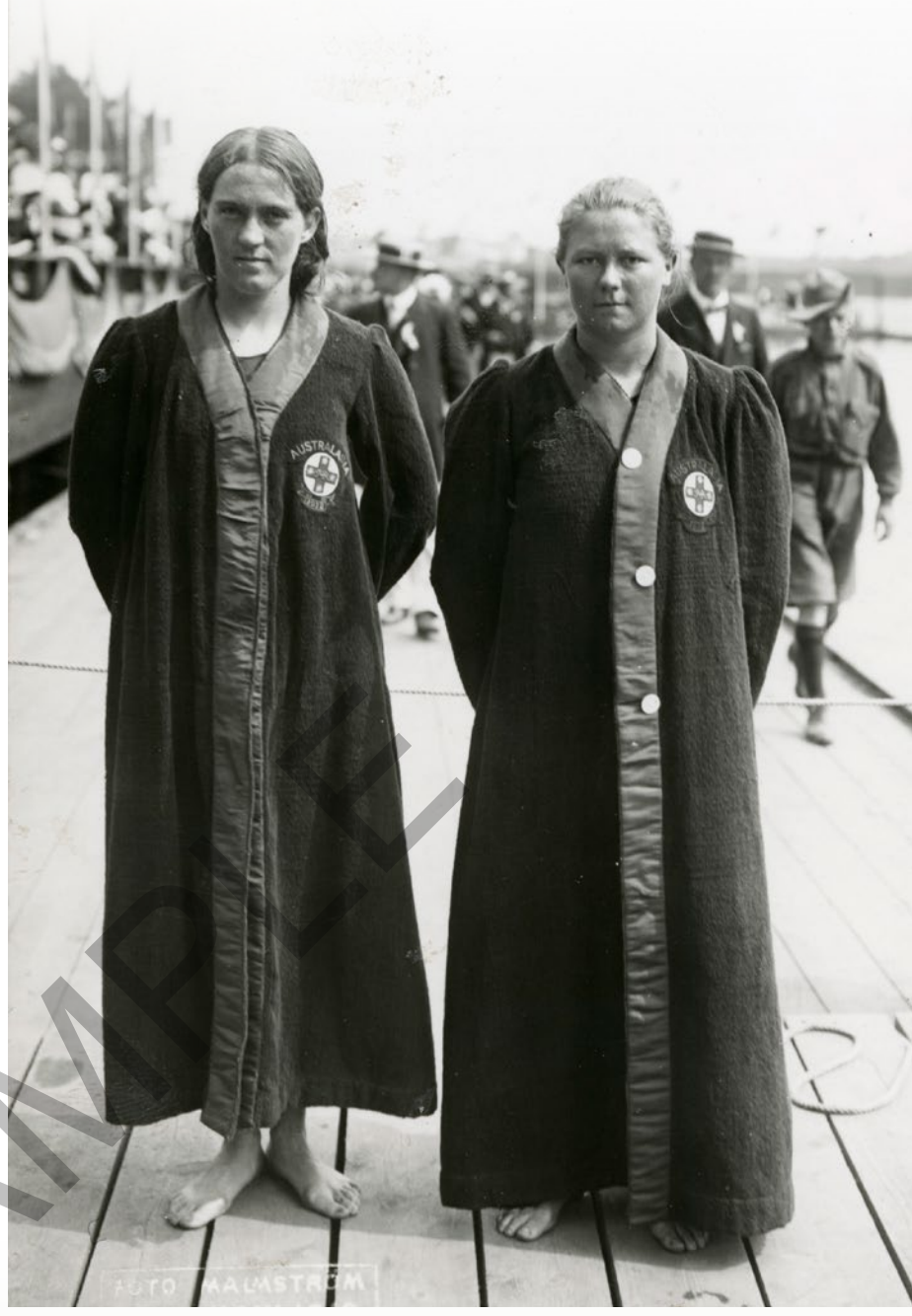
key ideas timeline.



Most people in cities lived in small houses, despite often having large families. They lived close to their workplaces and had little or no opportunity to travel overseas.

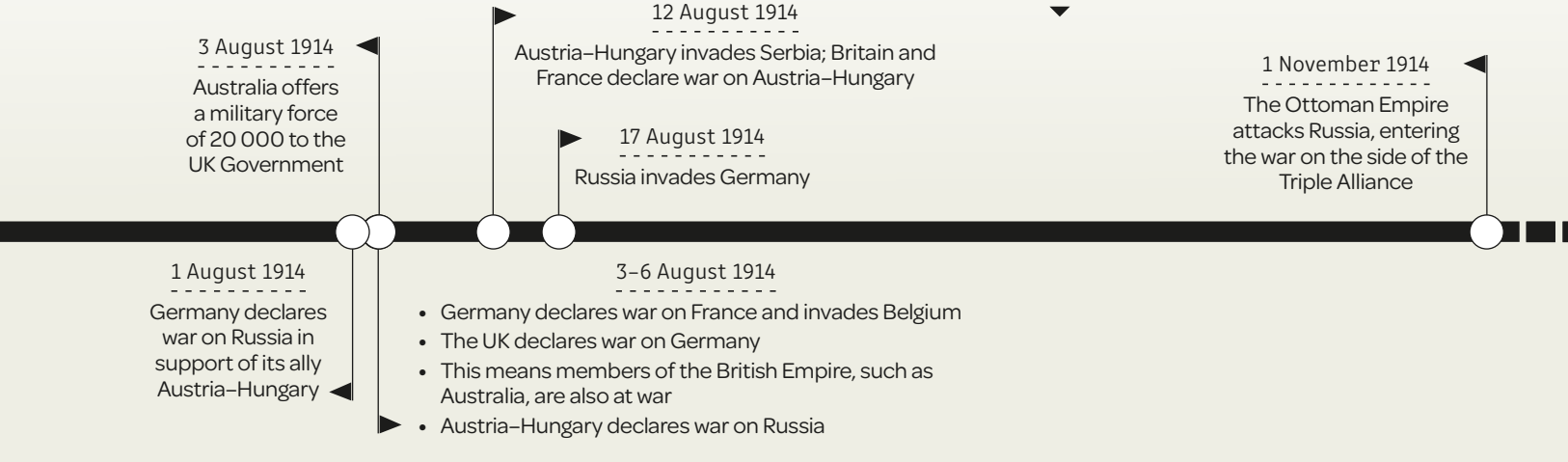
Sport had become part of the fabric of Australian society. Reginald 'Snowy' Baker was an all-round athlete who played Rugby Union against Great Britain in 1904, boxed in the 1908 Olympics and gained celebrity status. In 1908, the first full season of Rugby League was played in Australia. At the 1912 Stockholm Olympic Games, swimmers Fanny Durack and Mina Wylie won gold and silver medals for Australia in the 100-metre freestyle final, building on the success of Frederic Lane, who had won two gold medals at the 1900 Paris Olympics. Australia's surfing culture was influenced by a demonstration of surfboard riding at Freshwater Beach by Duke Kahanamoku, a champion Hawaiian swimmer and surfer, in December 1914.

Following Federation and the merging of the Australian colonial forces to create an Australian army (the Commonwealth Military Forces), compulsory military training was introduced in 1911 under the **Universal Service Scheme**. For the first time in Australia, males aged 14–26 were assigned to cadet or Citizens Military Force units. The Australian Government established the **Australian Imperial Force (AIF)** in August 1914 and immediately began recruiting men to serve the British Empire in World War I.



Source 2: Fanny Durack and Mina Wylie were Australia's first women Olympians, winning gold and silver in the 100-metre freestyle, Stockholm, 1912.

Source 3: Major events of the period 1882–1914



Source 3: Melbourne was Australia's cultural and shopping capital in 1914, and boasted electrical lights and trains.

Communications and technology

Given Australia's size, the remoteness of many of its communities and its distance from Europe, communications technology played an important role in the country's development.

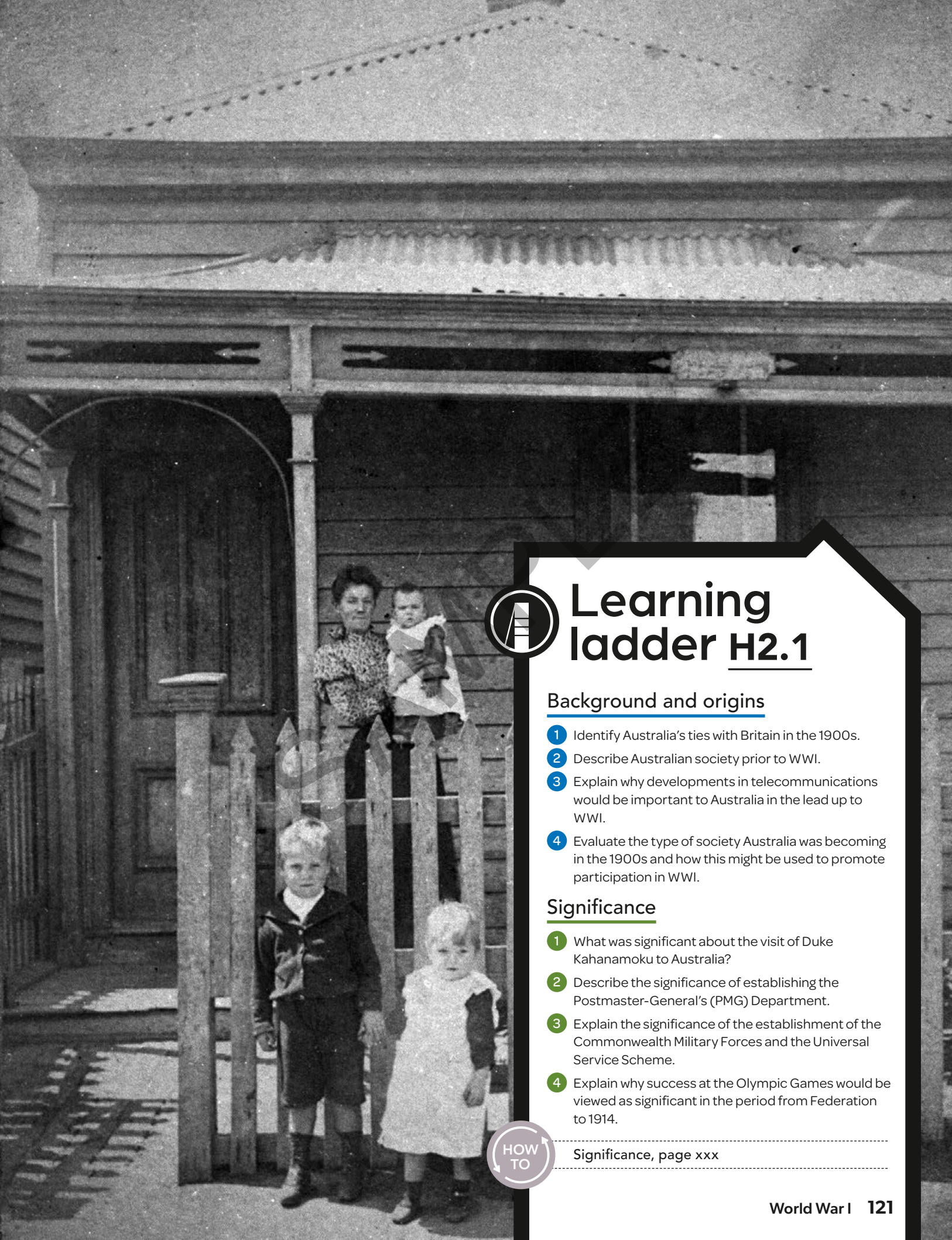
With Federation, communications became a federal responsibility under the Australian Constitution, leading to the creation of the Postmaster-General's (PMG) Department in 1901 to manage all postal and telegraph services in Australia. The first Australian postage stamp was issued in 1913 and featured a kangaroo in front of a map of Australia. The first airmail delivery between Melbourne and Sydney took place in July 1914, involving a nine-hour flight.

A telegraph cable across the Pacific between Canada and Australia was completed in October 1902. The Marconi wireless radio system was introduced to Australia in 1905. A 'trunk' (long-distance) telephone line between Sydney and Melbourne was established in 1907.

The earliest feature-length film in the world was the Australian-produced The Story of the Kelly Gang in 1906. Written and directed by Charles Tait, it was also shown in the United Kingdom in January 1908.

These developments helped bring Australians closer together, reducing isolation and making it easier to share news and ideas. Improved communication was also important for national identity, as it helped unify people across different colonies. As technology advanced, Australia became more connected to the rest of the world through radio, film and mail.

Source 4: Most of the working classes in the cities lived in cottages close to the ports and factories where they worked. This photograph was taken in Port Melbourne in 1906.



Learning ladder H2.1

Background and origins

1. Identify Australia's ties with Britain in the 1900s.
2. Describe Australian society prior to WWI.
3. Explain why developments in telecommunications would be important to Australia in the lead up to WWI.
4. Evaluate the type of society Australia was becoming in the 1900s and how this might be used to promote participation in WWI.

Significance

1. What was significant about the visit of Duke Kahanamoku to Australia?
2. Describe the significance of establishing the Postmaster-General's (PMG) Department.
3. Explain the significance of the establishment of the Commonwealth Military Forces and the Universal Service Scheme.
4. Explain why success at the Olympic Games would be viewed as significant in the period from Federation to 1914.

HOW TO Significance, page xxx

What were the causes of World War I?

In 1914, the world erupted into its first world war. Like all wars, World War I was caused by a combination of long-term, slow-moving societal causes, suddenly triggered by short-term events. The long-term factors behind the outbreak of World War I included the key countries' militarism, imperialism and nationalism, as well as their various contemporary alliances.

The short-term event that triggered World War I was the **assassination** of Franz Ferdinand, heir to the Austrian throne, and the subsequent political crisis the shooting caused. The long-term causes are more complex. You can understand these causes – militarism, alliances, nationalism and imperialism – using the acronym MANIAC.

Militarism

Militarism is the idea that a country should maintain a strong army to defend or promote its national interests. At the turn of the 20th century, the major powers tried to stay ahead of the others by investing in their military and navy.

An 'arms race' broke out between Germany and Britain. Wary of Germany's growing navy, Britain built the HMS *Dreadnought* in 1906, the largest, fastest and most modern battleship of its time. Soon Germany started to build its own dreadnoughts.

Alliances

In the years before World War I, European nations formed strategic military agreements (**alliances**) with each other. The most important of these were the Triple Alliance (known as the Central Powers) and the Triple Entente (known as the Allies or Allied Powers).

The Triple Alliance

The Triple Alliance was an agreement between Germany, Austria-Hungary and Italy. These nations promised to support each other if one was attacked. However, when Austria-Hungary declared war in July 1914, Italy claimed to be neutral and did not enter the war.

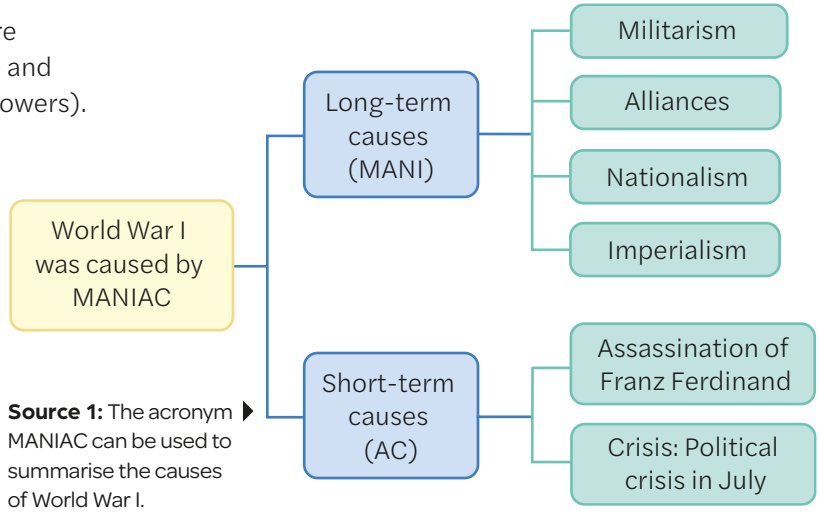
The Triple Entente

The word **entente** is French for 'friendly understanding'. In 1904, France and England formed an alliance called 'the Entente Cordiale'. Russia joined the agreement in 1907, and it became the Triple Entente. These agreements brought the countries together and solved arguments about territories in Asia and Africa.

Nationalism

Nationalism is a feeling of extreme loyalty to your nation-state, its people and culture, and involves promoting these interests ahead of other nations. The nation-state was relatively new to Europe. Austria–Hungary had become a nation in 1867, Italy unified in 1870 and Germany unified in 1871. Romania, Bulgaria and Serbia became sovereign nations in the late 1800s when the Ottoman Empire weakened its hold on eastern Europe.

By 1914, many of Europe's young nations were looking for a national identity to bind their peoples together. People were encouraged to be loyal to their own nation, so when war broke out, many enthusiastically enlisted to support and defend their country.



Source 1: The acronym MANIAC can be used to summarise the causes of World War I.

Source 2: Powerful new ships, such as the HMS *Dreadnought*, could easily outgun and outrun older vessels.

Imperialism

Imperialism is the expansion of a country's power and influence by colonising other countries, often by force. By 1900, France, Britain and Germany had large overseas empires. The size of their empires was a badge of honour for the major European powers, as well as an important engine to keep their economies going.

Source 3: Propaganda in WWI used iconic national figures to promote patriotism. Here, 'the Motherland', draped in flags, is welcoming home a soldier who has been successful in battle.

Learning ladder H2.2

Background and origins

1. What were the short-term causes of World War I
2. Source 2: Which long-term cause of war is represented by the building of the Dreadnought?
3. Source 3: Explain why nationalism might have encouraged nations to join the war.
4. Evaluate the causes of World War I and decide if it was inevitable.

Causes and consequences

1. Define the term 'arms race'. What problems did it cause?
2. Describe the four main long-term causes of World War I.
3. Explain how each of the following factors contributed to the outbreak of war: militarism, alliances, nationalism, imperialism.
4. By analysing the causes of World War I, is any one factor more significant than the others? Give reasons for your answer.

HOW TO
Causes and consequences, page XXX

H2.3

What triggered World War I?

The assassination of the Austro-Hungarian Archduke Franz Ferdinand in Sarajevo by a Serbian-nationalist terrorist group called the Black Hand triggered a political crisis in the Balkans. When Austria-Hungary declared war on Serbia following Ferdinand's assassination, the tensions on the existing chains of alliances escalated, ultimately leading to a global war.

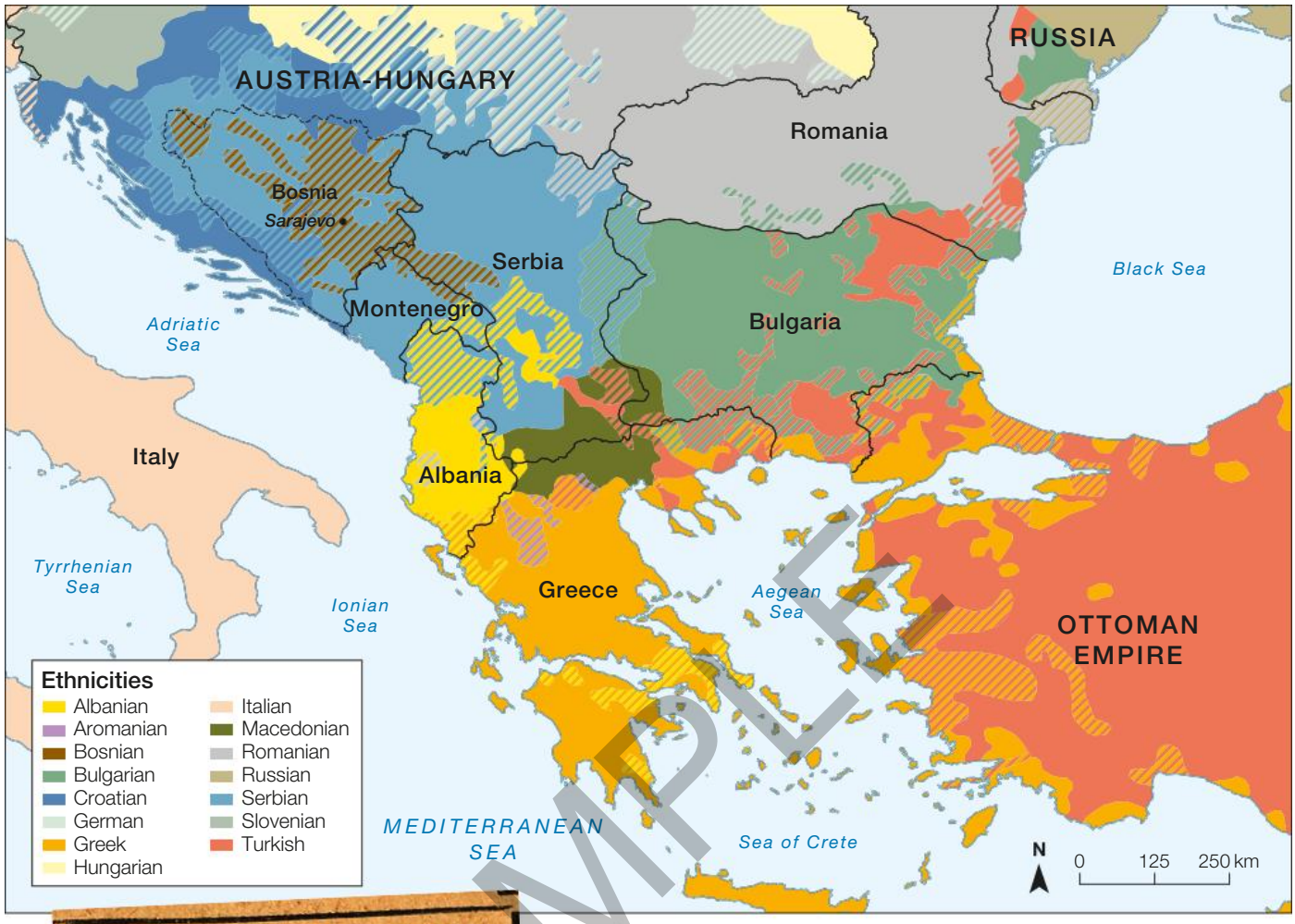
Tensions in the Balkans

The Balkans, a region in south-eastern Europe, had been ruled by different empires for hundreds of years. The most recent power in the area was the Ottoman Empire, but it had started to crumble in the late 1800s. This caused the different nationalities in the Balkans to start declaring independence, often through war. Other empires, such as Russia and the Austro-Hungarian Empire, saw this as an opportunity to exert their influence.

In mid-1914, Serbia was a growing power in the Balkans. It was also dealing with ethnic and political tensions in the territories it had annexed during the Balkan Wars.

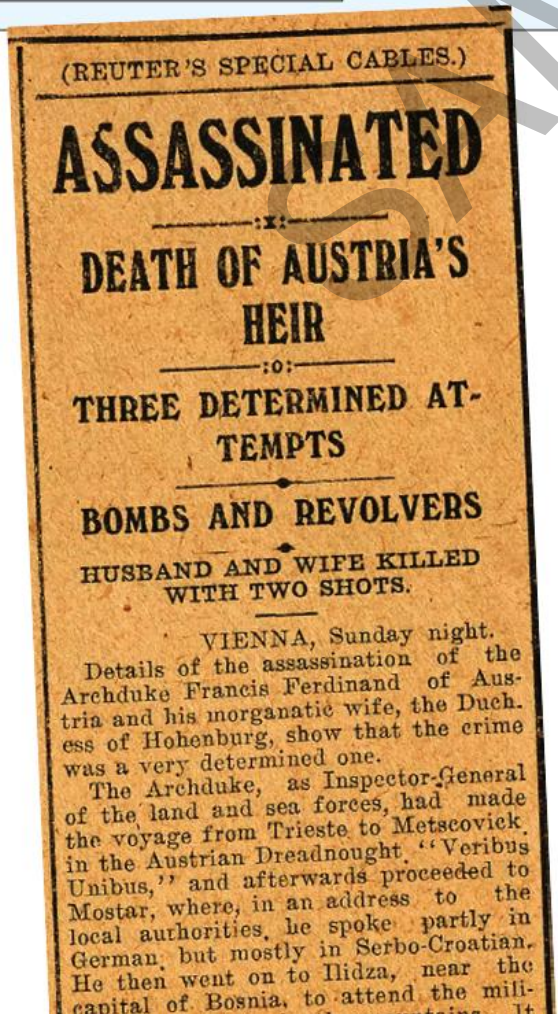
Source 1: Franz Ferdinand and his family in 1910. Ferdinand and his wife Sophie were using their trip to Sarajevo to celebrate their 14th wedding anniversary.

Ethnic diversity of the Balkans region



Source: Matilda Education Australia

Source 2: The Balkans is one of the most ethnically and culturally diverse regions of Europe.



(REUTER'S SPECIAL CABLES.)

ASSASSINATED

DEATH OF AUSTRIA'S HEIR

THREE DETERMINED ATTEMPTS

BOMBS AND REVOLVERS

HUSBAND AND WIFE KILLED WITH TWO SHOTS.

VIENNA, Sunday night.

Details of the assassination of the Archduke Francis Ferdinand of Austria and his morganatic wife, the Duchess of Hohenburg, show that the crime was a very determined one.

The Archduke, as Inspector-General of the land and sea forces, had made the voyage from Trieste to Metscovick in the Austrian Dreadnought "Veribus Unibus," and afterwards proceeded to Mostar, where, in an address to the local authorities, he spoke partly in German, but mostly in Serbo-Croatian. He then went on to Ilidza, near the capital of Bosnia, to attend the mili-

Source 3: The assassination of Archduke Franz Ferdinand made headlines around the world, including in Australia. This story appeared in the *Ballarat Evening Echo*, 29 June 1914.

The shot heard around the world

Archduke Franz Ferdinand was the 55-year-old heir to the Austro-Hungarian throne and Inspector-General of the Austro-Hungarian army. In June 1914, he and his wife Sophie went to Bosnia to inspect the army's training and manoeuvres. This small country had recently been claimed by Austria-Hungary as part of its empire. Serbian ministers warned the Austrian Government that it might be dangerous to visit Bosnia, but the Austrians did not take the warning seriously.

On 28 June 1914, in the Bosnian city of Sarajevo, Franz Ferdinand and his wife were shot and killed. The assassin, Gavrilo Princip, was a Bosnian-Serb nationalist and a member of the Black Hand, an organisation that wanted to unite all Serbians into one nation. The assassination – called 'the shot heard round the world' in the newspapers of the day – led to a **diplomatic crisis**.

Source 5: Austrian and Serbian forces in conflict during the first days of the invasion of Serbia, near the bridge over the Sava River. [Illustration by Achille Beltrame, from *La Domenica del Corriere*, 9 August 1914]

Weather Forecast: Cloudy Tonight and Wednesday

The Washington Times

HOME EDITION

NUMBER 8244. WASHINGTON, TUESDAY EVENING, JULY 28, 1914. PRICE ONE CENT.

AUSTRIA HAS CHOSEN WAR

TYPICAL SERVIAN SOLDIERS AND THEIR ANTIQUATED EQUIPMENT

At the left is shown a detachment of Serbs ready for action. These men have seen service in both the Balkan wars and have demonstrated their courage and discipline.

At the right is shown a group of artillery officers placing an old-time field piece in position, as a protection in one of the border towns against invasion. Servia's artillery has not kept pace with modern tendencies in military equipment.

MEDIATION REJECTED, EXCEPT TO PREVENT SPREAD OF CONFLICT

Occupation of Belgrade Unofficially Reported—Servians Said to Have Withdrawn Without Contest—England Told Events Have Gone Too Far to Permit Turning Back.

LONDON, July 28—Austria today formally declared war against Servia, according to Vienna dispatches received here.

It is understood that Belgrade has already been occupied by the Austrians.

This announcement of war quickly followed the refusal of Austria to suspend hostilities at England's suggestion, pending mediation.

Foreign Minister Berchtold, of Austria, made it

MME. CAILLAUX, IN Letters to McAdoo Newsies Ask Friends Help District to Share

Source 6: Austria-Hungary declared war on Serbia when it failed to meet only one of the 10 conditions of the Austro-Hungarian ultimatum.

Crisis

Austria-Hungary blamed Serbia for the assassination and issued a harsh **ultimatum** –10 demands that would have politically embarrassed Serbia's rulers and drastically reduced its power in the Balkans. Serbia complied with all but one of the 10 demands – it refused to allow Austro-Hungarian agents to manage the assassination investigation. Because Serbia did not bow to all its demands, Austria-Hungary declared war on Serbia on 28 July 1914 and invaded the country two weeks later.

Serbia's minor refusal was used by Austria-Hungary as an excuse to declare war with the aim of expanding its power in the Balkans. Austro–Hungarian leaders felt confident because their ally Germany had declared it would support them with a '**blank cheque**', meaning it would support Austria-Hungary both militarily and politically, without placing limits on the amount of assistance.

The first response to the declaration of war came from Russia, which backed its ally Serbia. As hostilities escalated, more allies entered the battle on both sides. Within four months, all the great powers of Europe were at war.

Learning ladder H2.3

Background and origins

1. What was the Black Hand group?
2. Describe the tensions that existed in the Balkans.
3. Explain what Austria-Hungary hoped to gain by declaring war on Serbia.
4. Explain how the crisis developed after the assassination of Archduke Franz Ferdinand.

Causes and consequences

1. Use the timeline to identify when the assassination of Archduke Franz Ferdinand and his wife occurred.
2. Describe the effect of Serbia refusing to allow Austro-Hungarian agents to manage the assassination investigation.
3. Explain how the assassination of one man caused so many nations to enter into the conflict.
4. Explain the effect of Germany giving Austria a 'blank cheque'.

HOW TO

Causes and consequences, page XXX

Why did World War I become a global war?

The world was divided into a complex network of alliances long before the assassination of Franz Ferdinand. This meant the dispute soon escalated into a global war between the Allies and the Central Powers. Australia was drawn into the dispute due to its relationship with Britain, one of the Allies.

A global war

A local European quarrel quickly turned into a global war. The world became divided between the Allies (the Triple Entente, their colonies and territories and independent nations) and the Central Powers (Germany, Austria-Hungary and their allies). Not all countries sent troops, but many provided resources such as coal, oil, iron and food.

Although the war began in Europe, conflicts broke out across the world. Battles were fought in the colonies of the major empires, such as in German East Africa (modern-day Burundi, Rwanda and Tanzania) and Shandong in China. In India, the German Navy bombed British oil storage tanks in Madras (modern-day Chennai), and the coast of Chile was the site of several naval battles.

Nations in conflict

As the war continued, more nations took sides. The United States did not join the war until April 1917, but proved to be a key participant on the Allied side. Other nations played smaller roles, only providing resources or information – enough so that, if their side won, they might be rewarded. A few countries had little choice, as they were colonies or 'client states' of more powerful empires that ordered them to become involved.

Countries involved in World War I

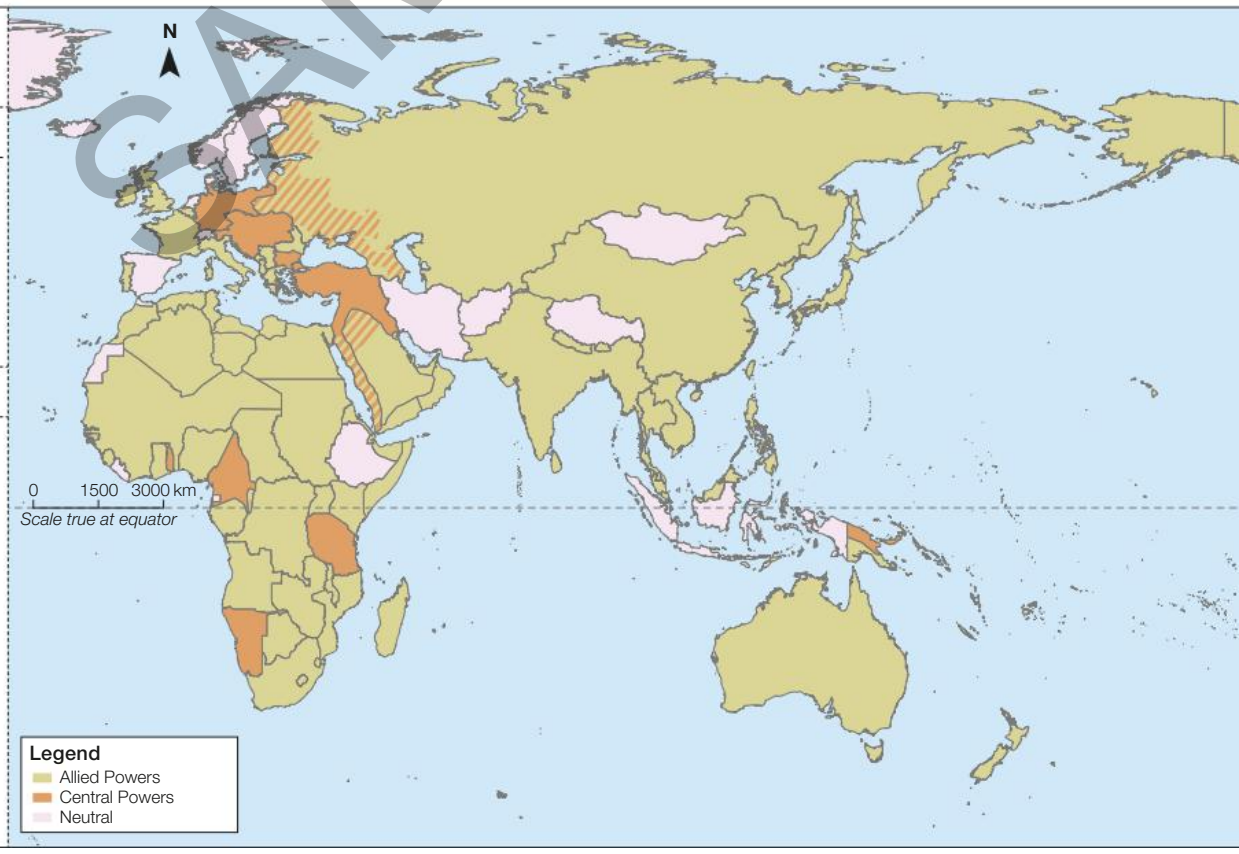
THE ALLIES

Principal members

France
The British Empire
Russia
Japan (August 1914)
Italy (April 1915)
United States (April 1917)

Other members

Serbia
Belgium
Montenegro
Emirate of Asir
Emirate of Nejd and Hasa
Portugal
Romania
Hejaz
Greece
China
Siam
Brazil
Albania
Armenia



International armies

Britain deployed units from across its empire. Soldiers from Canada, New Zealand and Australia were used in active combat. Men from the West Indies were not allowed to fight alongside white troops, and were mainly used in support roles.

More than 1 million Muslim, Sikh and Hindu soldiers from India and Gurkhas from Nepal volunteered for the British Indian Army. At the Battle of Gallipoli, about 16 000 troops from the Indian subcontinent fought alongside British, French and Anzac soldiers.

While the British colonial troops consisted of volunteers, the French colonial army included some men who were forced to fight. Soldiers from Morocco, Tunisia, Algeria, Madagascar and Somalia were conscripted by the French, and they too were mainly used in non-combat roles.

28 July 1914	Austria–Hungary declares war on Serbia.
1 August 1914	Germany declares war on Russia.
3 August 1914	Germany declares war on France.
4 August 1914	Britain declares war on Germany.
6 August 1914	Austria declares war on Russia.
23 August 1914	Japan declares war on Germany.
25 August 1914	Austria declares war on Japan.
6 April 1917	The US declares war on Germany.
7 December 1917	The US declares war on Austria–Hungary.

Source 2: Timeline of entry into World War I by the world's most powerful countries and empires.

Source 1: What began as a conflict between European powers soon drew in most of the world, as colonies such as Australia sent forces to support the Allies and battles broke out in the colonies of the major empires.

THE CENTRAL POWERS

Principal members

German
Austria–Hungary
Ottoman Empire
Bulgaria

Other members

Azerbaijan
Belarus
Courland and Semigallia
Crimea
Don
Finland
Georgia
Jabal Shammar
Kuban
Lithuania
Northern Caucasus
Poland
Ukraine

Source: Matilda Education Australia

Learning ladder H2.4

Background and origins

1. Source 1: On which side was Australia in World War I?
2. Describe how Britain used its colonies as part of its war effort
3. Explain how France's use of its colonial troops differed from Britain's.
4. Explain how a European quarrel became a world war.

Chronology

1. Source 2: Create a timeline using the information in this source.
2. Use your timeline to answer true or false to the following:
   - Austria declared war on Russia before it declared war on Japan.
   - Germany declared war on Japan.
   - Germany declared war on Britain before declaring war on Russia.
   - Britain declared war on Russia.
3. Source 2 does not show when Australia entered the war. How would you determine when this occurred?
4. How does your timeline help to explain how quickly the war escalated?

HOW TO Chronology, page XXX

Why did Australia become involved in the war?

During the early 20th century, Australia's ties to Britain were very strong. When Britain entered the war, Australia also joined by extension. Spurred by propaganda, large numbers of people enlisted to fight or support the troops. However, as the war continued, attitudes towards the conflict became less positive.

Initial response

When Britain declared war on Germany on 4 August 1914, Australia considered itself at war with Germany too. Reactions to the war varied; some people believed that it would be 'over by Christmas', while others were more sceptical and concerned. Most Australians believed that it was right to enter the war and support 'Mother England' in its hour of need.

Australia's combined state armies were small, and by law these Commonwealth Military Forces could not fight outside of Australia. Therefore, when war broke out, the Australian Imperial Force (AIF) was created. This was a volunteer 'expeditionary force', which meant it could fight overseas. The calls for enlistment started straight away.

> Whatever happens, Australia is part of the Empire right to the full. Remember that when the Empire is at war, so is Australia at war. That being so, you will see how grave is the situation. So far as the defences go here and now in Australia, I want to make it quite clear that all our resources in Australia are in the Empire and for the Empire and for the preservation and security of the Empire.

Source 1: Extract from Prime Minister Joseph Cook's speech, given in Horsham, Victoria, on 1 August 1914.

Australia's population was around 4 million people in 1914, which meant that there were about 820 000 men of fighting age (between 19 and 38). Australia offered 20 000 soldiers to the British Government; the offer was accepted immediately.

AUSTRALIA'S OFFER ACCEPTED

TWENTY THOUSAND MEN WANTED

PRIME MINISTER RECEIVES MESSAGE

Official acceptance by the Imperial Government of the offer of the Commonwealth Government to provide a force of 20,000 men was announced by the Prime Minister today.

Mr Cook said that he had received the following message, through the Governor-General, from the Secretary of State for the Colonies:—

"His Majesty's Government gratefully accepts the offer of your Ministers to send a force of 20,000 men to this country."

The Prime Minister added: "We propose to send them at the earliest possible moment." He said that he could not say at this stage what the composition of the force would be.

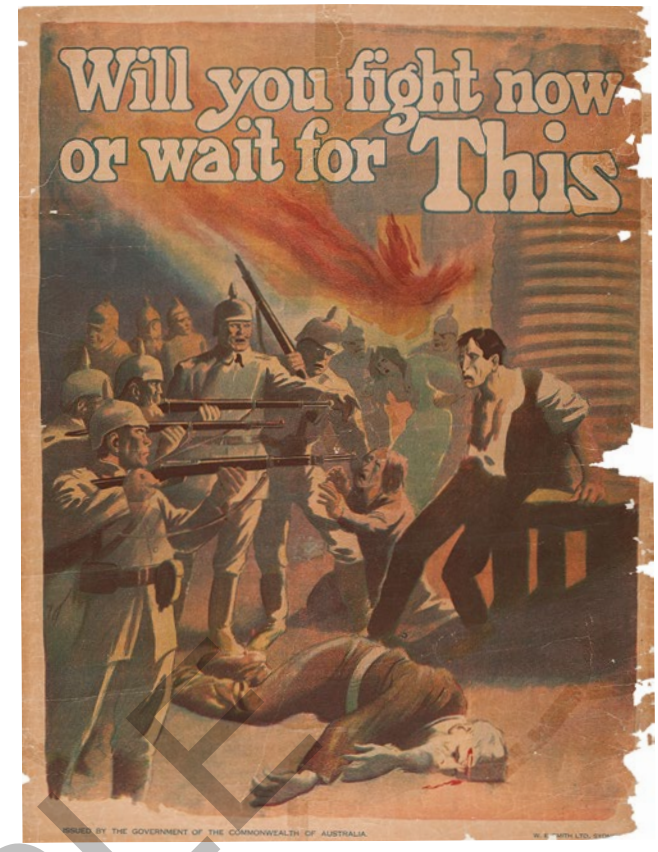
Source 2: The ties between Britain and Australia remained strong, and Australian troops were sent to support the British abroad, as shown in this clipping from the *Melbourne Herald*, 7 August 1914.

Reasons for enlisting

Thousands of Australians rushed to enlist for a variety of reasons.

- Many Australians still held strong familial and cultural ties to England, so fighting to protect the 'Mother Country' felt important.
- Australians were proud of their new nation; they wanted to represent their country overseas and show Europeans what Australians could do.
- Australia, a mostly rural nation, was very isolated. Travelling to Europe or the Middle East was an exciting idea.
- There was a lot of social pressure. Army **propaganda** posters were everywhere and enlistment became the main topic of conversation. Eligible men who did not enlist might find a white feather in their letterbox, suggesting that they were cowards.
- Football teams, cricket teams and groups from small towns would often all sign up together – keen to share the adventure.

Women signed up as nurses, with more than 2200 serving overseas. They also filled vital roles on the **home front**, doing the work of men who had gone abroad.



Source 3: Some propaganda posters appealed to a sense of duty and moral obligation. This poster is from 1918.

Source 4: Sport is often seen as a metaphor for war. Good sportsmen – men of bravery and action – were believed to make good soldiers.

Learning ladder H2.5

Background and origins

1. What was the origin of Australia's involvement in World War I?
2. Describe the background to the creation of the AIF.
3. Explain why Australian men enlisted to fight in World War I.
4. Explain why the Australian Government offered Britain 20 000 soldiers at the outbreak of the war.

Sources

1. Source 1: What is the origin of this source?
2. Source 2: Describe the historical context of this source.
3. Sources 3 and 4: Explain how useful these sources are for understanding how the government tried to convince Australian men to enlist.
4. Source 3: How reliable and accurate is this source in portraying how the war would affect Australia?

HOW TO Sources, page XXX

How did World War I shape Australian democracy?

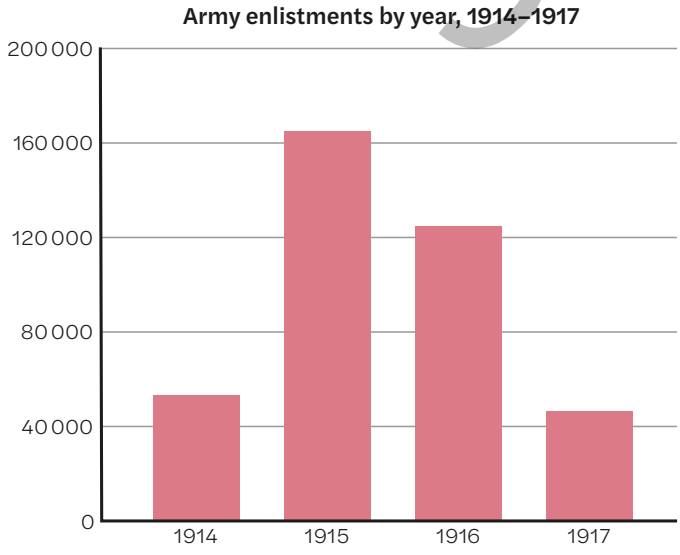
World War I placed Australia's democratic system under pressure. Despite the scale of the conflict and the deep divisions it caused, Australia continued to use democratic processes to make decisions about the war effort.

Voting rights

Two federal elections were held during World War I, one in 1914 and one in 1917. Two plebiscites were also held, to give the public a say in the issue of conscription (in 1916 and 1917). To allow people serving overseas to vote, absentee voting was introduced in 1914. Servicemen received simplified ballot papers, which they could complete ahead of election day, to ensure their votes were counted.

This right did not extend to First Nations servicemen. First Nations Australians would not gain the right to vote in federal elections until 1962.

Source 1: Members of the 7th Light Horse Regiment vote in the 1917 Federal Election at a desert outpost in Weli Sheikh Nuran, Palestine. [Australian War Memorial, P09606.003]



Source 2: After an initial rush in 1915, Australia simply could not meet British calls for more troops. [Data from Australian War Memorial, 1943]

Physical requirements

In 1914, about 33 per cent of volunteers were rejected because of age, height and health restrictions. As the war went on, these restrictions were relaxed to take in more men.

Period	Age requirement	Minimum height requirement
August 1914	19–38 years	5 ft 6 in (170 cm)
June 1915	18–45 years	5 ft 2 in (158 cm)
April 1917	18–45 years	5 ft (152 cm)

Source 3: The physical requirements for enlisting changed over the course of the war.

Source 4: Propaganda was used by both sides during the conscription plebiscites. [Poster on left: 'The Voice of the Tempter', David Low, Hector Lamond and F J Thomas John Sands Ltd; Courtesy of Australian War Memorial, ARTV10140]

Conscription debate

After the initial excitement, the number of recruits declined as the war went on and casualty rates increased. As news filtered back to Australia of the brutal nature of trench warfare, these numbers declined further.

By 1916 there was a shortage of people volunteering to enlist, and the Australian Government was not able to provide the troops needed by Britain. Prime Minister Billy Hughes proposed that Australia create an army based on **conscription**, meaning that eligible men would be forced to enter the army for a certain period.

The government had the power to introduce conscription laws, but Hughes needed to demonstrate public support in order to pass legislation in the Senate. He used democratic processes to do this, rather than raw political power. Hughes conducted two **plebiscites** during the war to try to bring in conscription. Like the 2017 marriage equality plebiscite, held a century later, these were non-binding national votes. (At the time, they were often incorrectly referred to as referendums.)

The first plebiscite to introduce conscription was held on 28 October 1916. It was narrowly rejected – 51 per cent of Australians voted against conscription. When Hughes was re-elected in 1917, he called for another plebiscite on conscription to solve the problem. On 20 December 1917 the plebiscite was rejected again, this time with a larger majority (54 per cent). The government did not try to implement conscription again during World War I.

The conscription debates were passionate and heated on both sides. Those in favour argued that Australia had a moral duty to support England, and that if the war was lost, Australia might also be invaded by Germany. There were various arguments against conscription; some were against war completely, while others supported the war effort but believed it was wrong to force men to become soldiers. The union movement argued against conscription because jobs would be taken by women or foreigners while men were on the frontlines.

Some arguments were along religious lines. Daniel Mannix, the Catholic Archbishop of Melbourne, declared that he was opposed to conscription. The Protestant majority then accused Australian Irish-Catholics of being anti-war and anti-empire.

Learning ladder H2.6

Impact and legacies

1. Source 1: Identify how Australia made it possible for soldiers overseas to take part in the democratic process.
2. Source 2: Describe the impact of the horrors of the war on enlistments.
3. Explain how differences of opinion of conscription resulted in divisions among Australians.
4. Evaluate the legacy of World War I on Australia's democratic system.

Continuity and change

1. Identify one way Australian citizens were included in decisions about the war.
2. Explain how the use of plebiscites can influence continuity or change in governing Australia.
3. Source 3: Explain why changes were made to enlistment requirements between 1914 and 1917.
4. Describe how First Nations Australians were excluded from democratic rights during World War I.

HOW TO
Continuity and change, page XX

Where did Australian soldiers serve?

As the global conflict escalated, Australian soldiers were drawn into battle in many different settings. With waves of volunteers drawn from across the nation, the Australians were keen to do themselves and their country proud.

Initial deployment

Australia's first active participation in combat actually occurred in Rabaul, a township in what is now Papua New Guinea. From the late 19th century, Germany had built a presence in the South Pacific with colonies in New Guinea, New Britain, the Solomon Islands, Palau, Nauru, Micronesia and the Marshall Islands.

The battle cruiser HMAS *Australia* of the Royal Australian Navy was sent to capture German New Guinea in September 1914. On 11 September, the Australian Naval and Military Expeditionary Force attacked a wireless radio station. Six Australians lost their lives in that attack – the first Australian casualties of the war. By 21 September, all German forces in the colony surrendered. It remained under Australian occupation until the end of the war.

Formation of the Australian and New Zealand Army Corps

The Australian Imperial Force (AIF) was a volunteer army. By September 1914, it consisted of 20 000 men, organised into a Light Horse Brigade and a 1st Infantry Division. By the end of the year they were in Egypt, training and getting to know the 10 000 soldiers from New Zealand who had joined them.

Together, these soldiers were known as the Australian and New Zealand Army Corps (ANZAC). Despite this title, the Corps also included a small number of British and Indian units.

Deployment

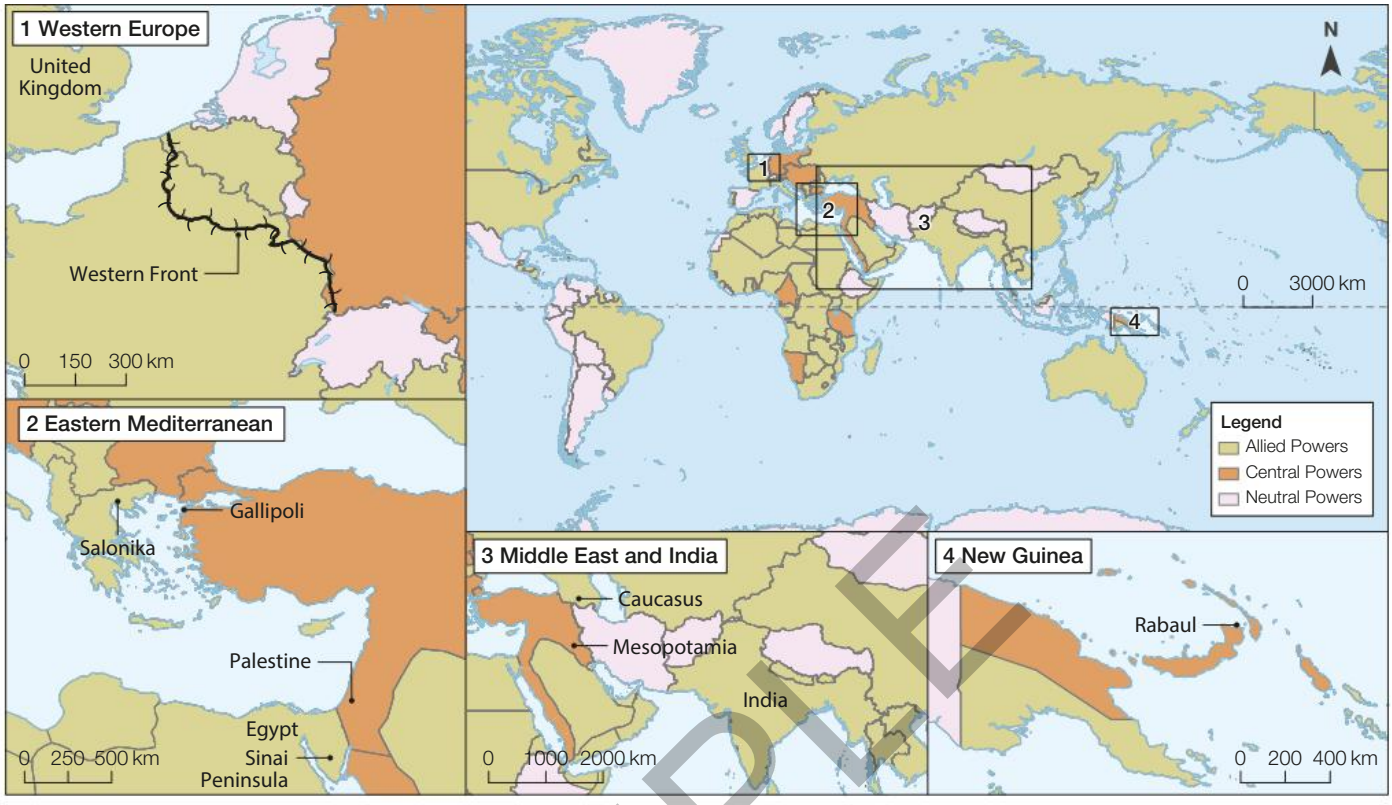
By November 1914, the Anzacs had completed their training in Egypt, which had previously been part of the Ottoman Empire but was declared a British protectorate once the war began. From here, they travelled to Gallipoli and then on to the Western Front.

Between 1916 and 1918, the Anzacs also participated in battles within both Egypt and Palestine – a period known as the Sinai and Palestine Campaign – in support of British forces fighting against Turkey. Australian troops also supported the British in the Mesopotamian Campaign. Australian nurses served in Salonika and India, and the Australian Flying Corps flew in both France and the Middle East.

In total, 416 809 Australian men enlisted in World War I, of whom 331 781 served overseas. Of these, 61 720 died during the war and 137 013 were wounded.

Source 1: Australian troops training in Egypt, 1914. Several soldiers smuggled kangaroos into Egypt, where they were mascots and pets to the troops. [Photo from Australian War Memorial, C02588]

Regions where Australian servicemen and women were involved abroad in WWI



Source: Matilda Education Australia

Source 2: Australian forces served in locations across the world.

Learning ladder H2.7

Significant people, ideas and events

1. What is the significance of 11 September 1914?
2. Describe the formation of the ANZACs.
3. Source 1: Explain how Australian soldiers developed an identity as being from Australia.
4. Source 2: Explain the places where Australian soldiers served during World War I.

Significance

1. Describe the significance of being part of the British Empire for Australian soldiers.
2. Explain the significance of Australia's involvement in Rabaul.
3. Explain why the AIF would have been sent to Egypt in 1914 rather than into battle.
4. Explain the significance of the number of Australian soldiers who were killed or wounded during World War I.

HOW TO Significance, page XXX

How did Australian soldiers serve at Gallipoli?

Australian soldiers played a key role in the Battle of Gallipoli. In one of the bloodiest battles of World War I, 8700 Australian men died in the fight to control the Dardanelles. Allied forces ultimately withdrew, and the Ottoman Army declared victory.

The Gallipoli **peninsula** is a coastal region in Turkey. It runs along a narrow sea passage called 'the Dardanelles', which opens up to the Sea of Marmara, leading ultimately to the Black Sea. This was a key transport route as well as a communications link with Russia.

When the Ottoman Empire joined the war, it closed the Dardanelles and the Bosporus Strait to ships from Russia, France and the UK. This meant that Russia could not easily receive supplies. To support its ally, the British Navy planned an attack to gain control of this strategic sea passage.

Landing of the Anzacs

After training in Egypt, the Anzac troops were transported to Gallipoli at short notice, landing before dawn on 25 April 1915. Anzac and Indian, British and French troops engaged with the defending Turks. They came under heavy fire from Turkish artillery and struggled to gain ground. Despite the Turks holding the higher terrain, the Allies managed to establish a foothold; a few square kilometres of cliffs, gullies and beach. Here, they dug in.

A long campaign

The quick, decisive victory envisioned by the Allies did not occur. Fighting dragged on for months, as the Allies sought to gain more territory and the Turks attempted to drive them back.

As the death toll rose, so did the risk of diseases such as typhoid and dysentery; the corpses of soldiers, rotting in the hot sun, attracted swarms of flies. Occasional breaks in fighting allowed both sides to clear their dead and attend to the wounded soldiers in No Man's Land. Such breaks often followed attacks and counterattacks, such as the massive Turkish push on 18–19 May, in which 42 000 Turks attempted to rush the Allies. The attempt was unsuccessful and more than 10 000 Turkish lives were lost.

Anzac forces played a major role in two key battles.

- The Battle of Lone Pine: the Anzacs created a diversion to distract the Turks, allowing Allied troops to land at Suvla Bay and threaten the high ridges.
- The Battle of the Nek: Australian Light Horse troops attempted to storm a ridge and capture the Turkish positions. An early naval bombardment was meant to disrupt Turkish troops, but too much time elapsed between the bombing and the charge. Turkish troops returned to their trenches and bombarded the Australians with machine-gun fire.

Withdrawal

By November 1915, Allied leaders decided to withdraw and redeploy the remaining soldiers to the Western Front. Under cover of darkness, the Anzacs withdrew without further loss.

Source 1: This photograph shows men of the Royal Naval Division and Australians in the same trench. One is using a 'sniperscope' and another a periscope.

The Battle of Gallipoli was lost. Of the approximately 44 250 Allied troops who died during the campaign, 8700 were Australian. Approximately 100 000 Allies were injured. The Ottoman Empire lost approximately 86 700 men, with hundreds of thousands injured. Australia's experience at Gallipoli is seen by many as the nation's 'baptism of fire', which helped to forge the national identity of the newly federated country.

Source 2: The Dardanelles was a shipping passage of the utmost importance. Whoever controlled Gallipoli would control the Dardanelles.

Learning ladder H2.8

Significant people, ideas and events

1. Describe how the landing at Gallipoli became the foundation of the Anzac legacy.
2. Explain how the Turkish defence of the Gallipoli peninsula contributed to the creation of the Anzac legacy.
3. Australia and Turkey (Türkiye) were enemies during World War I but now jointly commemorate Anzac Day. Explain how the events at Gallipoli have resulted in a shared legacy.
4. The Gallipoli campaign was a defeat, yet the Anzac legacy is a positive one. Evaluate the impact on the Australian national identity of the Anzacs at Gallipoli.

Causes and consequences

1. What caused the increased risk of disease at Gallipoli?
2. Describe the effect of the delay between the ending of naval bombing and the charge at the Battle of the Nek.
3. Explain how both the Anzacs and the Turkish soldiers suffered such high casualties.
4. Explain why the Ottoman Army was successful at Gallipoli.

HOW TO

Causes and consequences, page XXX

How did Australian soldiers serve on the Western Front?

The Western Front was the most renowned and deadliest battleground of the war. Close to half the Australians who fought there died.

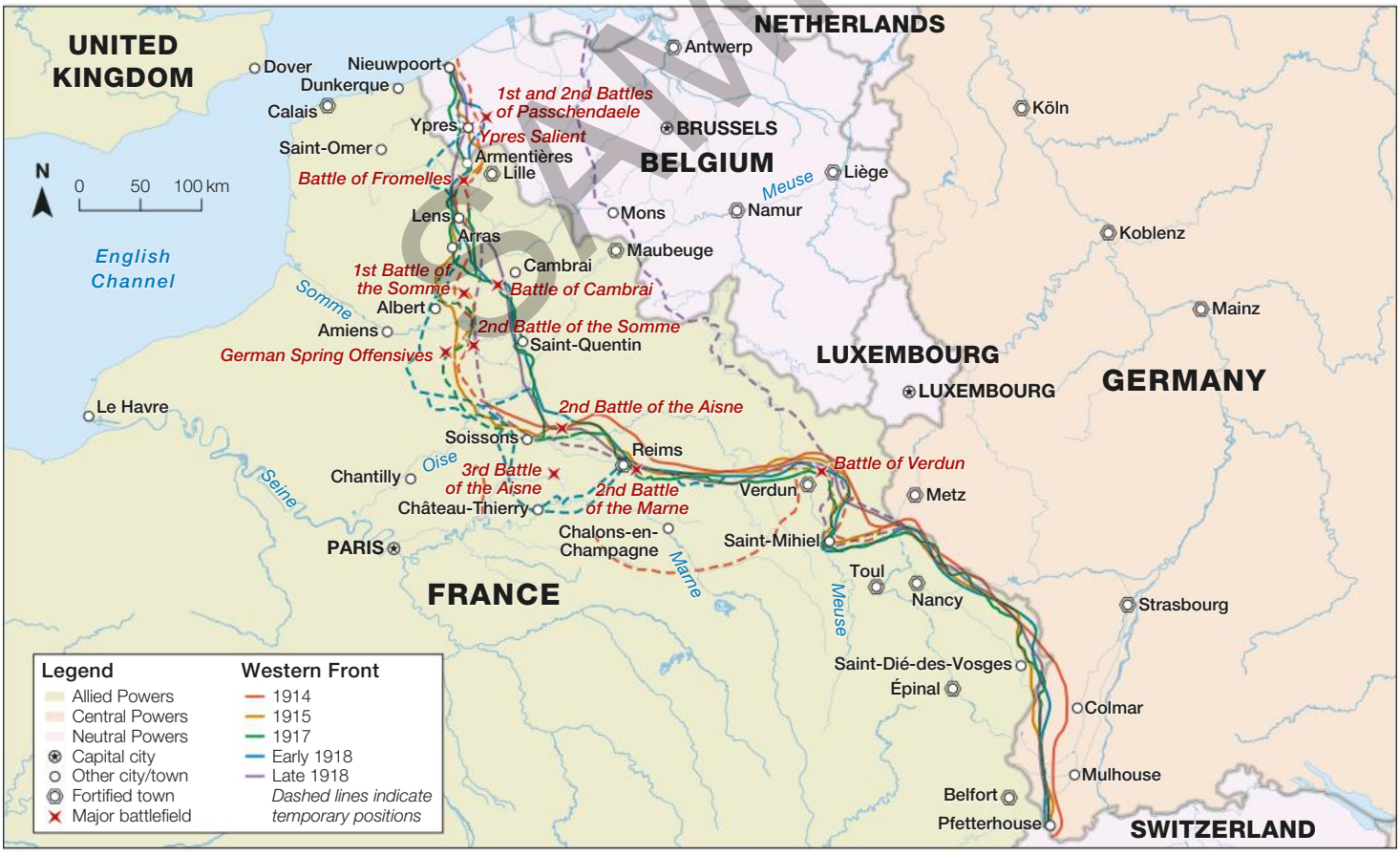
Establishment of the Front

The Western Front was a stretch of land over 600 kilometres long, situated between the North Sea coast in the north of France and the German-Swiss border. Many of the worst and bloodiest battles of World War I were fought along this front.

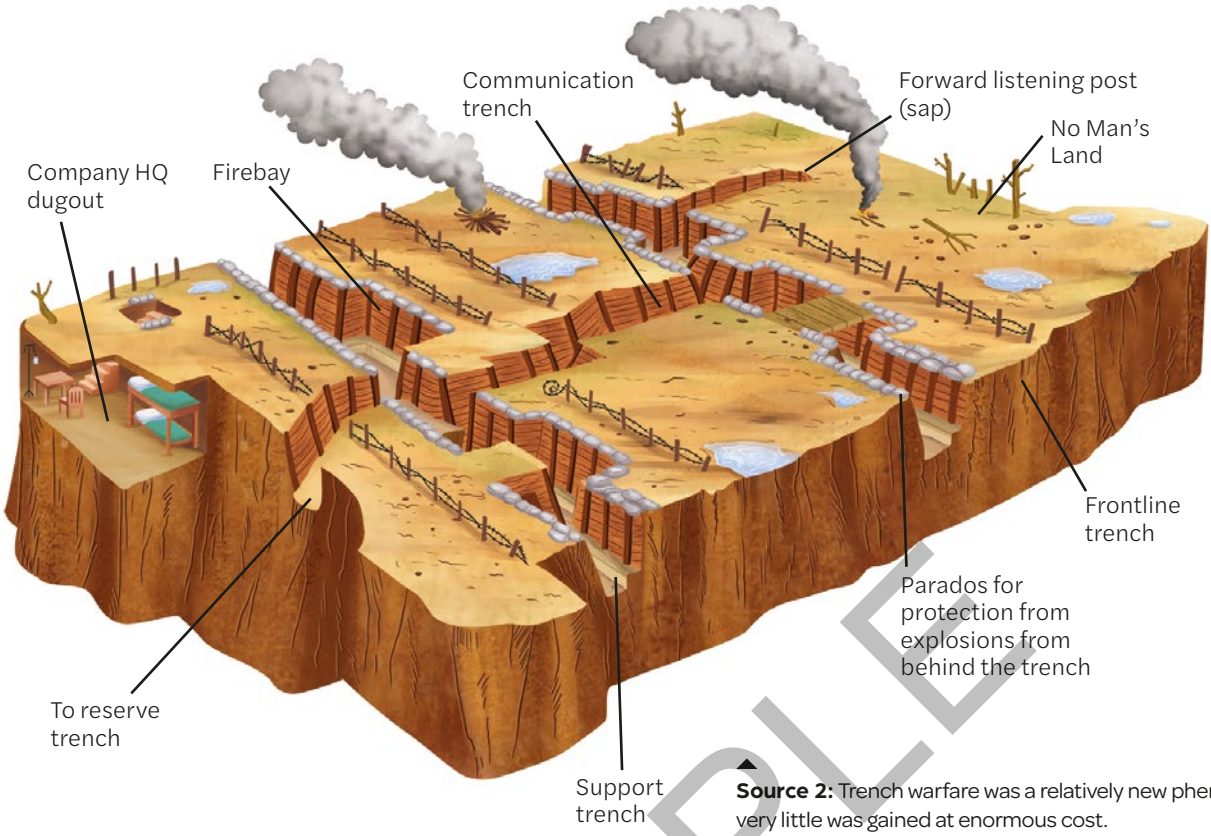
The Western Front became a battleground early in the war, when Germany invaded Belgium on 3 August 1914. The German plan was to race through Belgium and conquer France within six weeks, and to then focus on fighting the Russians in the east. However, the small Belgian Army slowed the advance long enough for the Allies to mobilise and meet the Germans in the north of France. Both sides began to dig in – literally, as they dug defensive trenches – for a long conflict.

Location of the 1914–1918 battlefields of the Western Front

Source: Matilda Education Australia



▲ **Source 1:** The Western Front saw Belgium and northern France turned into a series of trenches and devastated battlefields.



Source 2: Trench warfare was a relatively new phenomenon; very little was gained at enormous cost.

Stalemate

Hastily dug defensive trenches quickly developed into a sophisticated system of frontline and supply trenches. The Western Front ended up with 40 000 kilometres of trenches dug – enough to stretch around Australia's coastline 1.3 times.

From the North Sea to the Swiss border, the Western Front became the stage for four years of brutal and bloody battles, often for little gain and at the expense of many lives.

The Allies had more soldiers on the Front, but the German trenches were better defended and protected, so neither side made much progress. This stalemate would not be broken until 1918, when new offensive weaponry was used in more effective ways, most notably by the Australian general John Monash.

Australians on the Western Front

Australian soldiers were sent to the Western Front in March 1916. They were involved in almost 30 battles, including at the Somme, Fromelles, Pozieres and Villers-Bretonneux. More than 295 000 Australians served on the Front, and around 46 000 soldiers died there. Another 132 000 were wounded.

Learning ladder H2.9

Significant people, ideas and events

1. What led to the creation of the Western Front?
2. List the battles in which Australians were involved on the Western Front.
3. Explain trench warfare.
4. Explain why a stalemate occurred and how it was eventually broken.

Causes and consequences

1. What was the effect of the Belgium Army slowing the German advance?
2. Describe what led to Australian soldiers being sent to the Western Front.
3. Explain what led to Germany having to fight on two fronts.
4. Explain why the Australian casualty rate was so high on the Western Front.

HOW TO
Causes and consequences, page XXX

What was trench warfare?

Trench warfare was a new fighting technique that was used heavily during World War I. The romantic ideas of sword fighting and cavalry of old armies were gone. The promises of glory and excitement that drew volunteers were replaced by the reality of life in the trenches, where boredom, disease and trauma proved worse than combat itself.

Trench warfare

In **trench** warfare, soldiers on the frontlines dug and occupied extensive trenches on the battlefield. Within the trenches, the soldiers were protected against enemy artillery. However, to take territory, the soldiers had to advance out of the trenches, where they could easily be shot.

The Western Front (see page 222) was the main region of trench warfare. Both sides created extensive networks of trenches, along with underground tunnels and **foxholes**. These were surrounded by barbed wire, mines, traps and obstacles. The deadly zone between the opposing trenches was called No Man's Land.

Life in the trenches

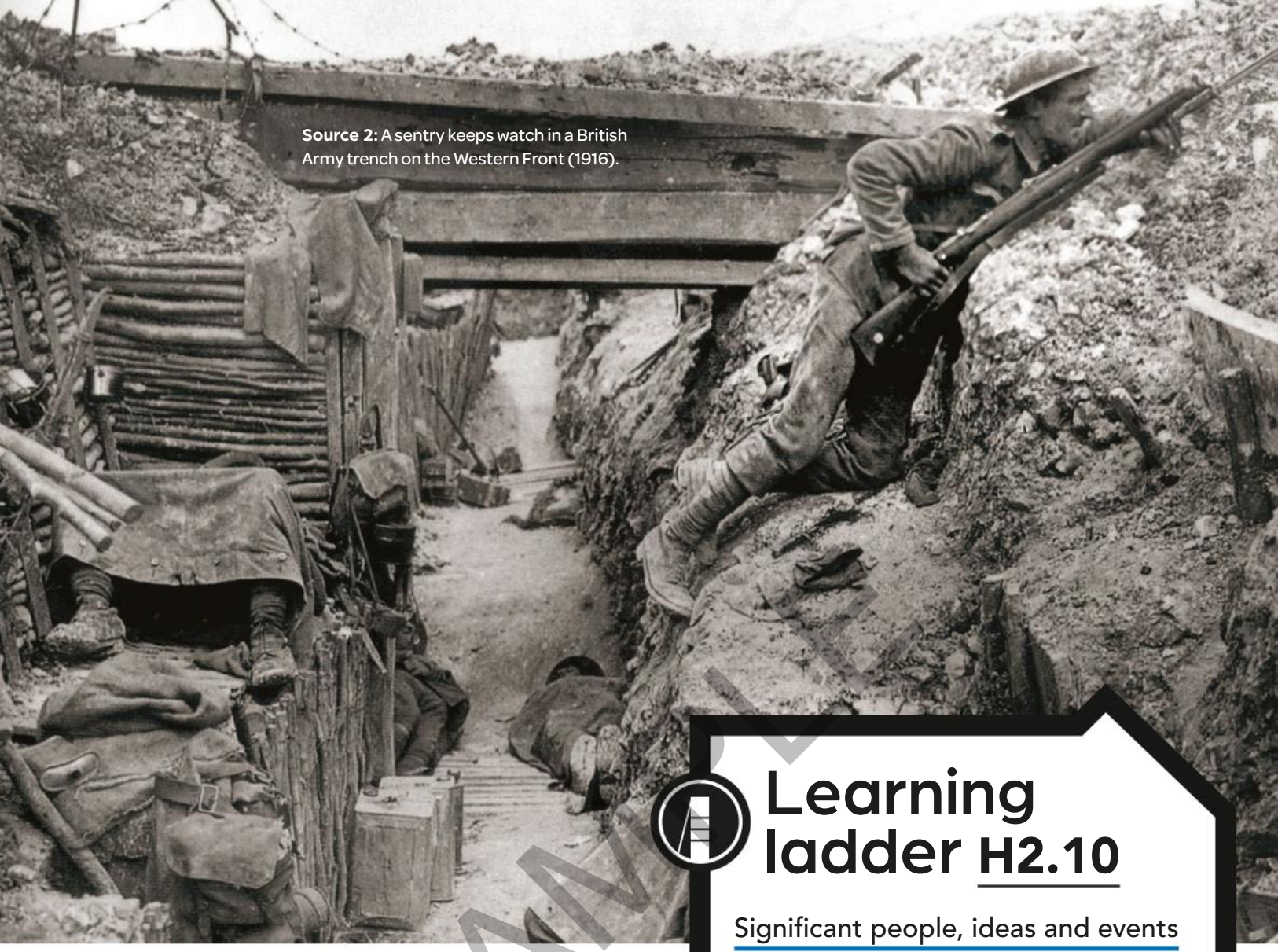
Life on the frontline was a confusing mix of monotony and sudden action. Raids on the enemy's trenches were conducted at night; during the day, officers kept their soldiers busy with a strict routine of cleaning, training, repairing and building trenches.

A typical day in the trenches

5 am	'Stand-to' (high alert for enemy attack): half an hour before daylight
5.30 am	Rum ration
6 am	Stand-to half an hour after daylight
7 am	Breakfast
After 8 am	Wash self and weapons; tidy trench
Noon	Lunch
Afternoon	Sleep and downtime (for every 10 men, one still on duty)
5 pm	Dinner
6 pm	Stand-to half an hour before dusk
6.30 pm	Stand-down half an hour after dusk
Overnight	Patrols: digging trenches, placing barbed wire, getting stores, night watch, some time for rest

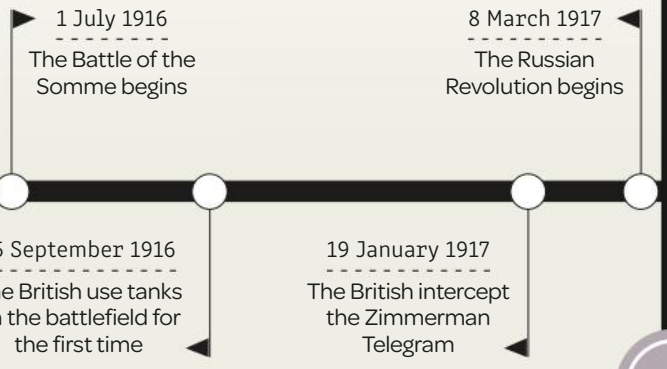
key ideas **timeline.**

Source 1: Major events of the period 1915–1917



Source 2: A sentry keeps watch in a British Army trench on the Western Front (1916).

Soldiers usually spent about five days per month in frontline trenches – five days of bombardment, knee-deep in freezing water and surrounded by corpses, rats and other vermin. After a short rest period away from the trenches, soldiers would move to the supply and support trenches, and then back to the frontlines for their next five-day stint.



Learning ladder H2.10

Significant people, ideas and events

1. Identify when Germany first used poison gas.
2. Describe how trench warfare differed from earlier tactics.
3. Explain how trench routines would have affected combat readiness.
4. Explain why extensive trench networks were built instead of using mobile warfare.
5. Evaluate which trench hazard most harmed soldiers' health and why.

Chronology

1. When did Gallipoli begin?
2. Order these events chronologically: poison gas first used, tanks first used, Gallipoli.
3. On the timeline, what interval is used between each timeline marker?
4. Summarise trench warfare changes between 1915 and 1916.
5. Which 1915–1916 event most changed trench warfare? Why?

HOW TO Chronology, page xxx

Why was World War I known as the 'machine-age war'?

World War I was the first 'machine-age' war of the modern era. New weapons, such as the machine-gun, came to typify this new kind of warfare. World War I was also the first war fought in the air, as well as on the seas and on land.

War on land

World War I was the first modern war, and nowhere was this more devastatingly clear than in the development of **artillery**, large calibre guns such as howitzers and railway guns, along with other weaponry such as automatic machine guns, mortars and grenades.

Artillery was the most destructive weapon on the Western Front. Shells were filled with shrapnel – small bits of iron, nails or pellets. Even if a soldier was not killed by the impact of a shell, he could be killed or seriously wounded by shrapnel that flew around at incredibly high speeds. On the Western Front, big battles would often start with an enormous artillery barrage.

After the guns fell silent, soldiers would 'go over the top' (get out of the trenches) and advance through the treacherous No Man's Land (the deadly zone between the two opposing trenches). This area was riddled with bomb craters and barbed wire. Early in World War I, millions of kilometres of barbed wire were rolled out in No Man's Land in order to slow advancing troops. Men would get caught in knots of barbed wire, unable to escape while bullets rained down on them.

Tanks also represented a new challenge on the battlefield – heavily armoured, terrifying and capable of causing significant damage. Early tanks were slow and risked getting stuck, particularly in trenches, but they became increasingly deadly as designs improved.

Source 1: French 'Saint-Chamond' tanks. Both sides fielded a variety of tank designs over the course of the war.

Source 2: Soldiers carried masks to protect themselves from poison gas attacks. These Australian troops have gas masks that connect to small respirator boxes on their chests.

Other new weapons on the battlefield included flamethrowers and poison gas. Volatile and leaking fuel, flamethrowers were often as dangerous for the person wielding them as they were for the soldiers subjected to the flames. Mustard gas (so-called because of its smell) was fired at enemy lines in special shells. The dangerous vapour flowed through the trenches, burning the eyes and lungs of soldiers who could not escape it. Sometimes the wind would blow the gas back over the soldiers who had just fired the gas shells. Gas killed many soldiers and left survivors with lifelong injuries; its use was banned by many post-war treaties.

Source 3: Powerful new weapons, such as grenades, were a hallmark of the war.

Source 4: The plane of Manfred von Richthofen, Germany's infamous 'Red Baron', 1918. He is considered the greatest pilot in the war, with 80 air combat victories. Like most other pilots, his days were numbered, and the Red Baron was shot down and killed over the Somme River in April 1918.

War in the air

The first aeroplane was invented in 1903 by American brothers Wilbur and Orville Wright. Just over a decade later, the technology of flight had improved to the point where powered aircraft became vehicles of war.

At the start of World War I, planes were only used for reconnaissance. Pilots would fly over enemy territory and sketch or photograph enemy positions. They did not go into battle; German and Allied pilots would greet each other in the air and fly on.

This soon changed. By 1915, planes were faster, could fly for longer and were more agile, which meant they could be used for air combat. Initially, pilots would shoot at each other with pistols, or drop bombs by hand on enemy positions. The invention of the 'interrupter' gear in mid-1915 allowed planes to mount machine guns; pilots could now shoot at planes in front of them without hitting their own propeller.

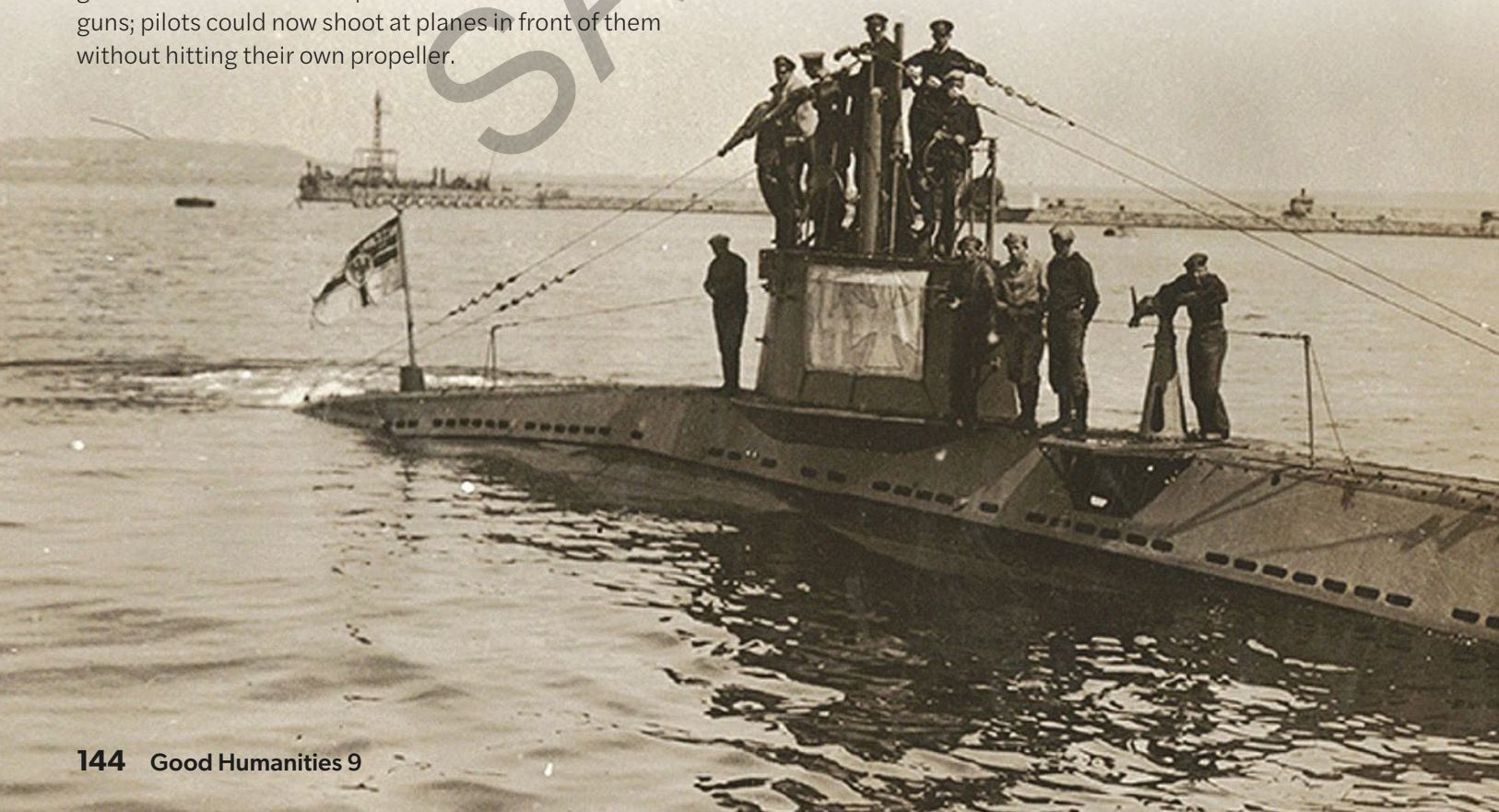
Skilled pilots often became famous. Manfred von Richthofen, the 'Red Baron', was a hero in Germany and was seen by some Britons as a 'noble enemy'. Films and books made life as a pilot seem romantic and exciting. In reality, planes were unreliable and air battles were deadly. In 1915, the average 'life expectancy' for an Allied pilot was just 11 days.

Planes were not the only air vehicles used in the war. Germany used zeppelins – airships that used hydrogen for lift – to conduct reconnaissance over the sea and for bombing raids on Britain, which killed many civilians.

War at sea

The naval arms race between Britain and Germany led to the development of armoured dreadnoughts and battleships. However, World War I actually involved less naval warfare than the major conflicts of previous centuries. Battleships only came into direct conflict once, during the Battle of Jutland in June 1916, in which 14 British and 11 German ships sank.

As the frontlines of the conflict were on land, ships were primarily used to transport troops and supplies, or to attack enemy transport ships. British ships implemented a naval **blockade**, which stopped all supplies reaching Germany via the North Sea. This had a major impact on the German people; hundreds of thousands died of starvation and disease. The situation was made worse by bad harvests and mismanagement of existing food supplies.



The Germans responded with their newest invention – the submarine. While both sides developed submarines, and Britain had far more than Germany, the German U-boats were faster and more advanced. Germany's policy of 'unrestricted submarine warfare' meant their submarines would attack any ship they suspected of aiding the Allies, including civilian ships.

Soldiers and their weapons

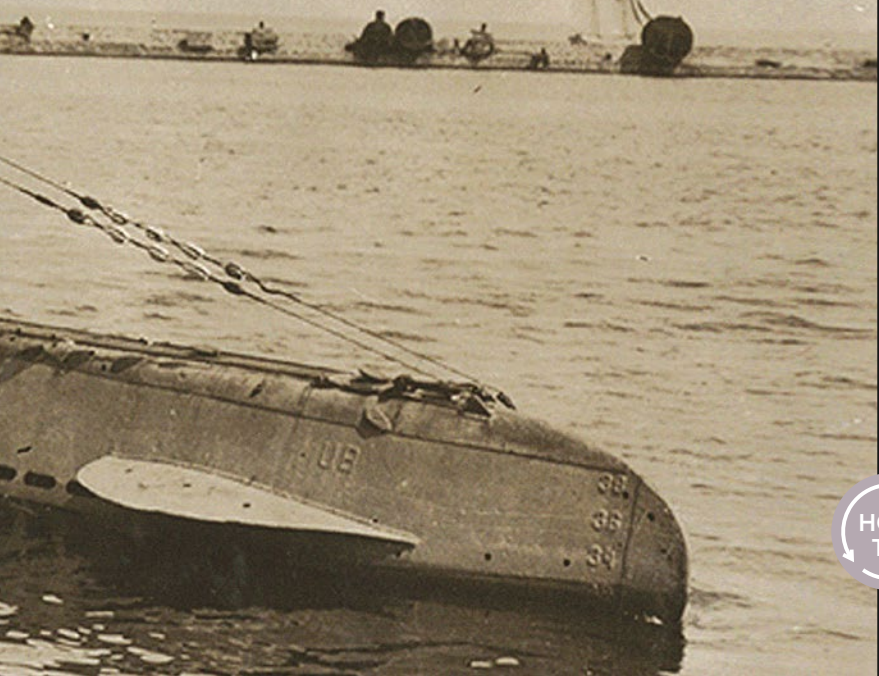
Because vehicles and artillery dominated the battlefield, commanders considered individual soldiers to be less important. Armies deployed large numbers of soldiers onto Western Front battlefields, but most were cut down by artillery or machine-gun fire long before they could come into contact with the enemy.

Most soldiers on both sides were armed with bolt-action rifles; these could only fire one shot at a time, but had a magazine of 5–6 rounds. Often these were tipped with **bayonets** for soldiers to use on the rare occasion they came to blows with the enemy. Armour was almost non-existent, apart from metal or leather helmets that might occasionally deflect a bullet.

World War I was also the last time that horse-mounted cavalry played a major role in war. While cavalry units on both sides had some successes early in the war, horses were no match for machine guns or tanks, and they were soon removed from battle.

Source 6: A British 'Type A' helmet, which was worn by field medics (left); A German Pickelhaube (spiked helmet), which was worn by infantrymen (right). Helmets were the only form of protection available to individual soldiers.

Source 5: A German U-boat (submarine) and its crew. U-boats armed with torpedos might attack any ship they encountered, whether or not it was a military vessel. The main targets of the U-boats were the merchant convoys bringing supplies for the Allies. In World War I, U-boats destroyed 5708 merchant and fishing vessels, 10 battleships and 18 cruisers.



Learning ladder H2.11

Significant people, ideas and events

1. Who was the 'Red Baron'?
2. Describe how interrupter gear improved air combat.
3. Explain how machine guns changed infantry tactics.
4. Explain how continual innovations changed the nature of battle over the course of the war.
5. Evaluate which innovation most transformed WWI warfare, justifying your response.

Causes and consequences

1. What was 'No Man's Land'?
2. Describe why horses became obsolete.
3. Explain how soldiers were treated by their commanders.
4. Explain why U-boats targeted civilian ships.
5. Evaluate why so many returning servicemen experienced lifelong physical and mental conditions related to their time on the battlefield.

HOW TO Causes and consequences, page xx

What was Australia's First Nations Peoples' experience of war?

When war began, approximately 90 000 First Nations people lived in Australia. Although they did not have equal rights under Australian law (which would not come until 1967), more than 1000 First Nations men served in World War I. A quarter of them gave their lives.

First Nations men enlist

In 1903, the *Defence Act* was passed by the federal parliament: it ruled that First Nations men could not enlist in the defence forces, even though they had served in the Boer War. The white colonial values that had directed immigration policy from 1901 now applied to Australia's armed forces.

In 1917, with demand for soldiers high and enlistment numbers falling, the *Defence Act* was amended. Volunteers from the First Nations could be accepted, provided they had one parent of European descent. Some men had actually enlisted before this, as recruiters often turned a blind eye to policy, particularly in rural and remote areas.

Why did these men volunteer to fight for a country that did not consider them equals? Many probably did so for the same reasons as other volunteers – loyalty to their friends and community, or a sense of duty. Others might have joined for financial reasons: privates were paid six shillings a day, which is more than they would have received working in Australia.

First Nations on the frontlines

Approximately 1000–1300 First Nations soldiers served in World War I. At least 70 of them saw action at Gallipoli, and 13 lost their lives there. Information about these soldiers is difficult to uncover. Military records often did not record Indigenous status on the records of individual soldiers, describing them instead by their physical features.

Contemporary research suggests that around 100 First Nations men served in the Australian Light Horse Brigade. One Light Horse troop, which consisted of 26 First Nations soldiers, was active in the Sinai and Palestine Campaign.

Source 1: An unidentified First Nations soldier from the 20th Battalion [Australian War Memorial, P01703.001]

Source 2: A group of recruits for the 9th Battalion in front of one of the huts at Enoggera Barracks, Brisbane. This group includes an unknown Aboriginal soldier, centre row, holding an accordion. [Australian War Memorial, P00889.010]

After the war

When the war ended, many First Nations soldiers returned to their lives as second-class citizens. They were often not invited to join Anzac Day marches, and were prevented from entering Returned Servicemen's League (RSL) facilities. Some First Nations soldiers returned home to find that their children had been taken as part of the **Stolen Generations** or their land seized from reserves to give to non-Indigenous returned servicemen as farm land.

As a minority group in their own homeland, the contribution of these soldiers long went almost completely unrecognised. Only in recent years has their service been celebrated and their stories told.

Men such as Douglas Grant, Harry Thorpe, Edmund Bilney, brothers Richard, Robert and George Kirby, Richard Martin and Chris Saunders are just some of the brave First Nations Anzacs. Marion Leane Smith, a First Nations woman from NSW, also served in World War I; she served in France in 1917 on an ambulance train, as part of the Canadian nursing division.

Learning ladder H2.12

Significant people, ideas and events

1. How many First Nations people joined the AIF during World War I?
2. Describe what prevented First Nations people from joining up in 1914.
3. Explain why First Nations people were able to volunteer.
4. Explain why military records did not identify First Nations soldiers

Continuity and change

1. Identify the change to the Defence Act in 1917.
2. Describe the changes in policy towards First Nations people joining the AIF.
3. Explain how First Nations soldiers were treated after World War I.
4. Explain why the service of First Nations people to Australia went unrecognised until recently.

HOW TO Continuity and change, page XXX

How did women and German–Australians experience the war?

For women, World War I created new opportunities, laying the foundations for the change that would come in the following decades. For German–Australians, their wartime experiences were characterised by suspicion, with their loyalty to Australia coming into question.

Changing roles for women

At the beginning of the 20th century, most women worked in the home or in jobs such as domestic service, cooking, nursing or teaching. When the war broke out, many women wanted to support the war effort, so thousands of women volunteered for local organisations. They sent packages to the frontlines, raised funds to support soldiers, sent food to soldiers and volunteered at hospitals.

The only way women could serve in the army during World War I was to become a nurse, and more than 2200 women signed up with the Australian Army Nursing Service. The nurses had to be 25 years or older, and be unmarried or widowed. Many women lied to get through the recruitment process, so some 21-year-olds signed up, as well as married women. They served on transport and hospital ships, as well as in war zones. During the war, 46 Australian women lost their lives. These included nurses, munition workers, stewardesses and a doctor.

Not all women supported the war. Adela Pankhurst, daughter of famous British suffragette Emmeline Pankhurst, migrated to Australia in 1914. She took up an active role with the Women's Peace Army, a movement against war and conscription, alongside Melbourne suffragette Vida Goldstein. Both were leading proponents of peace and staunch advocates for women's rights.

Persecution of German–Australians

In 1914, Australia had a small German population of about 100 000 people, or 2 per cent of the population. Life changed drastically for these people when war broke out. All Germans were required to report to the local police station weekly, sometimes daily. The police would then fill out a secret report, stating whether this person could be trusted or if they were 'anti-British'.

Internment camps were established in some states, such as Holsworthy Army Barracks in NSW and Langwarrin Camp in Victoria. Many German and Austrian men were put into these camps for the duration of the war; they were joined by others who had been detained in Asia by the British. Some voluntarily went into camps to ensure that their wives and children would receive a government allowance. Women and children were kept at Molonglo in NSW.

▲ **Source 1:** Women could not join the Australian military until World War II, and could not operate in combat roles until 1990. Most Australian women who served in World War I were nurses.

▲ **Source 2:** The Molonglo Internment Camp held more than 150 families of German descent. They attended school, played tennis and interacted well with the local community. In 1919, after the war, they were deported to Europe. [Australian War Memorial, H17413]

War Precautions Act 1914

Many people in Australia were on high alert for spies and enemy agents, despite the war being thousands of kilometres away. A significant minority of Australians could trace their roots to continental Europe, particularly Germany. Despite being born in Australia, or having lived in Australia for some time, they attracted suspicion.

Suspicion also fell on trade unions, pacifists, socialists and anti-conscriptionists, who were seen as dangerous to the war effort or critical of the government. Many were investigated and sometimes even prosecuted. Passed in August 1914, the *War Precautions Act* gave the government wide-ranging powers to control all aspects of daily life. It remained in place until 1920, and aimed to:

- prevent acts of espionage
- prevent activity or communication that could jeopardise military operations
- prevent the spread of reports that might cause alarm
- prohibit foreign nationals and naturalised citizens from entering Australia, and allow the deportation of those already present
- prohibit foreign nationals and naturalised citizens from living in certain areas
- control the registration, movements, work and place of residence of foreign nationals and naturalised citizens in Australia
- prevent money or materials being shipped out of Australia without permission.

Learning ladder H2.13

Significant people, ideas and events

1. Describe the ways women supported the war effort.
2. Describe the requirements for joining up as a nurse.
3. Explain the impact of the war on Germans living in Australia during World War I.
4. Explain the significance of the War Precautions Act and how it affected those living in Australia at the time.

Perspectives

1. Describe the perspective prior to World War I on 'women's work'.
2. Explain why nursing would have been viewed as a suitable role for women in the war.
3. Explain why the perspective on Germans living in Australia changed after 1914.
4. Compare the perspectives on the war of women who supported the war effort and those such as Emmeline Pankhurst and Vida Goldstein who did not.

HOW TO
Perspectives, page XXX

How was peace achieved to end WWI?

World War I was an unprecedented event. It destroyed more human life and infrastructure than any conflict ever before. Dealing with the effects of this disaster was almost as large a challenge as fighting the war itself.

The surrender of Germany

When Germany's Spring Offensive in 1918 failed to break the stalemate, the country found itself facing exhaustion, starvation and collapse. Added to this was America's entry into the war, which had brought fresh troops and supplies to the Allies. The German Government requested an armistice in September 1918, and this was signed on 11 November 1918.

The aftermath of war

After four brutal years of slaughter and hardship, the Allies were looking for ways to settle the score. The armistice of 11 November may have ended the fighting, but loss and damage was widespread, particularly across continental Europe.

Trench warfare and new weapons technology had left significant environmental destruction, in addition to the huge death tolls, injuries and economic devastation. The empires of central and eastern Europe were broken, with new nations clawing for their own freedom amid widespread social unrest.

Treaties and agreements

Five treaties were signed in 1919 and 1920. They redrew borders, created new nations, restricted military capacities, forbade further alliances and provided restitution to the Allies.

Perhaps the most important was the Treaty of Versailles, signed at the Palace of Versailles on 28 June 1919 by the Allied Powers and Germany during the Paris Peace Conference. It imposed punitive measures on Germany. The new German Government had to give up around 10 per cent of its pre-war territory and surrender all of its overseas possessions. Saarland, rich in coal, and Danzig's busy harbour (now Gdansk) were put under the control of the League of Nations, which was founded in January 1920.

European political borders after World War I

Source: Matilda Education Australia

▲ **Source 1:** The political borders of Europe shifted dramatically in only a decade.

Source 2: The signing of the Treaty of Versailles. Australian Prime Minister Billy Hughes was present at the negotiations, and argued successfully for reparations for Australia. [Joseph Finnemore (1919), *Key to the Signing of the Treaty of Peace at Versailles*.]

H58054
too small

In the words of famous British economist John Maynard Keynes, the treaty gave Germany a 'Carthaginian peace' – one that imposed peace by crushing the enemy. The resulting economic hardships in Germany led to a bitterness that would, in time, contribute to the rise in power of Adolf Hitler.

Australia after the war

At war's end, more than a quarter of a million Australians needed to be returned to their country. But because of a lack of available ships, it took some up to 18 months to get home.

Unfortunately, returning to a 'normal' life was almost impossible. There was widespread unemployment, so many soldiers could not find jobs. The government gave pensions to returning soldiers, nurses and war widows. This provided support, but was a massive drain on the Australian economy.

Health was also a major post-war problem. As some soldiers had been exposed to the deadly influenza that swept through Europe in 1918–1919, they needed to be quarantined upon their return home. Despite this, the disease entered the country and caused almost 12 000 deaths. Despite this, Australia rose in stature and prominence politically as a result of its involvement in the war. Other countries now took the young nation much more seriously.

Learning ladder H2.14

Impact and legacies

1. Why was World War I described as 'an unprecedented war'?
2. Describe the impact of World War I.
3. Describe the impact of the peace treaty on Germany.
4. Explain the impact of the war on returning soldiers.

Continuity and change

1. Identify the change that led to the end of the war.
2. Describe the changes to Europe because of the treaties signed in 1919 and 1920.
3. Explain the effect of the 'Carthaginian peace' imposed on Germany for peace in Europe after World War I.
4. Compare Source 1 with a map of Europe from 1914. Evaluate the patterns of continuity and change from 1914 to 1919.

HOW TO

Continuity and change, page XXX

How did WWI affect Australia's development?

The disruption to shipping and international trade caused by World War I brought home the importance of developing local Australian manufacturing industries. At the Paris Peace Conference after the war, Australia took its first steps towards independence from Britain and being considered a nation in its own right.

Industry

At the time of World War I, Australia's main wealth came from farming and other **primary industries** such as mining. Most of Australia's exports of wool, wheat and minerals were bought by Britain. There was very little manufacturing (known as **secondary industry**), which meant Australia relied on imported of goods, including for its heavy machinery. Industrialisation was occurring in Australia before the war, but the war highlighted the need to become self sufficient.

The war hastened the development of Australia's heavy industry. In 1915 the first steel producing works was build by BHP at Newcastle. Prime Minister WM (Billy) Hughes believed Australia's industrial methods were inferior to those of the developed countries of Europe and America, and that the nation was too dependent on agriculture. In 1916 Hughes called together prominent scientists and industrialists. This resulted in the establishment of an Advisory Council of Science and Industry, which would eventually become the Commonwealth Scientific and Industrial Research Organisation (CSIRO).

Protectionism

To protect Australia's new manufacturing industries from the competition of cheaper imports, **tariffs** (a tax on goods coming into the country) were imposed by the Federal government. After the war, tariffs were increased and the number of imports affected rose from 57 per cent before the war to 71 per cent.

Farmers wanted to receive the same benefits as manufacturers. They formed the Australian Country Party in order to get representatives in Federal parliament. In the 1922 election, the party was able to hold the balance of power and would remain a force in Australian politics in the decades that followed.

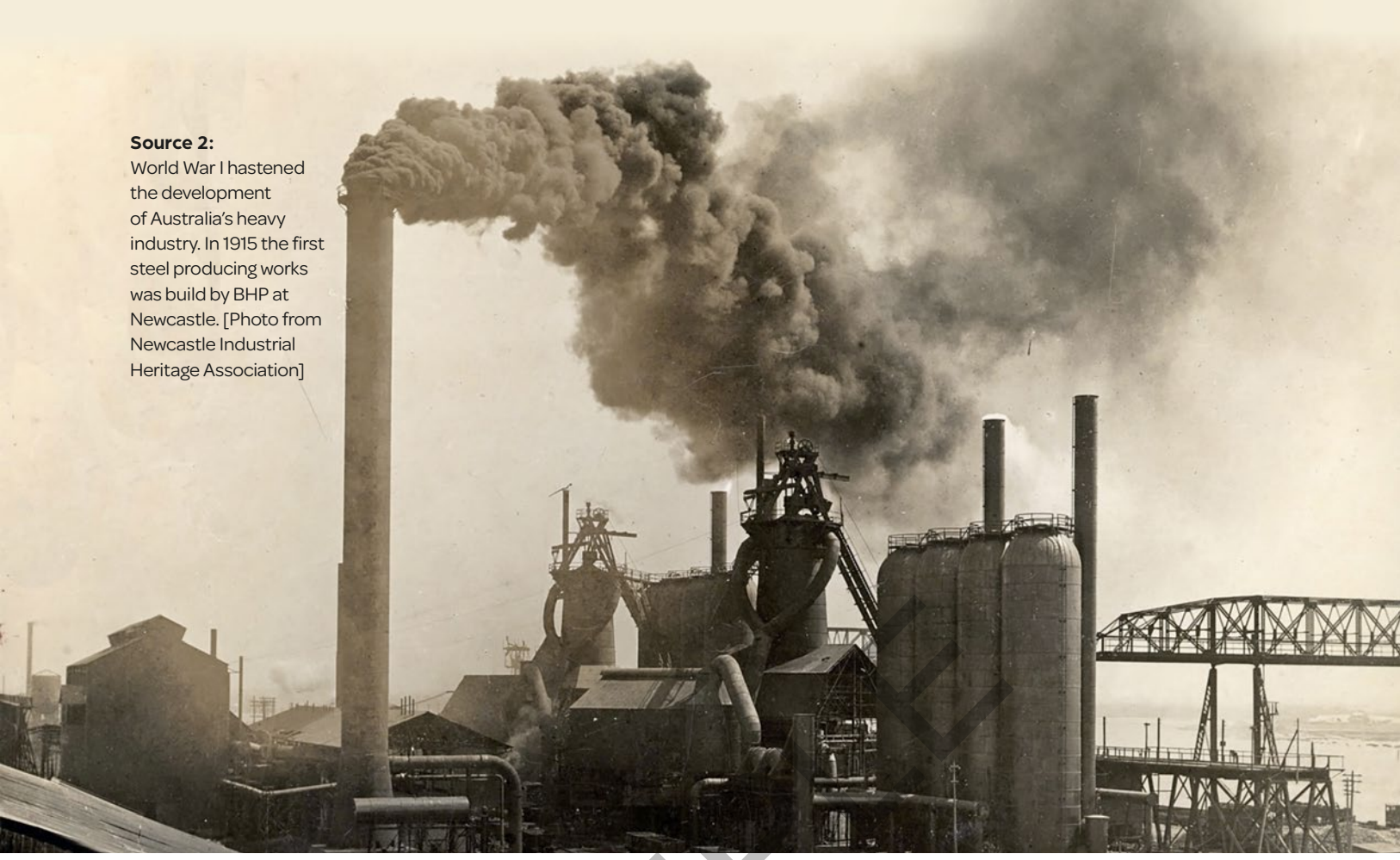
> Science can make rural industries commercially profitable, making the desert bloom like a rose; it can make rural life pleasant as well as profitable … Science will lead the manufacturer into green pastures by solving for him problems that seemed to him insoluble. It will open up a thousand new avenues for capital and labour.
>
> **Source 1:** Australian Prime Minister WM (Billy) Hughes, 1916

Modern life

During the war, resources were focused on the war effort and little money was available for public works. The years following the war saw new, modern ways of living. New suburbs were created, with homes equipped with appliances such as electric kettles, irons, vacuum cleaners and radios. This drove a need for more electricity supply, transport systems and services to support urban development. In Victoria, work began on the Great Ocean Road in 1919. This project served two significant purposes. It connected the isolated coastal communities of southwestern Victoria and it provided work to returned servicemen. The Great Ocean Road is dedicated to the memory of those lost in combat, making it the world's largest war memorial.

Relying on loans

To fund the war effort, Australia borrowed heavily from Britain. At the end of the war, Australia had a debt of almost £100 million to pay back. Both the Federal and state governments had to spend much of their revenue on welfare and services for those affected by the war. Again, loans were taken out to cover these costs. If the Australian economy was strong and exports received good prices, then the loans could be repaid. But, if things went bad, the economy could collapse – and this is what happened in 1929.



Source 2:
World War I hastened the development of Australia's heavy industry. In 1915 the first steel producing works was build by BHP at Newcastle. [Photo from Newcastle Industrial Heritage Association]

International relations

At the Paris Peace Conference after the war, Australia's Prime Minister Hughes pushed hard to have Australia recognised as a country in its own right rather than as represented by Britain. Hughes successfully argued to have Australia take control of the territory of German New Guinea and stood up to America's President Wilson. However, Hughes recognised the importance of establishing good trade relations with America and in 1918 he appointed the first Australian government trade representative in New York.

When Australia became a founding member of the League of Nations, formed as part of the Treaty of Versailles, Hughes said 'Australia became a nation'. Britain remained Australia's most important trading partner, but exports to the 'Mother Country' declined from 52 per cent of total exports in the early 1920s to around 37 per cent after 1925.

Post–WWI immigration

The Australian government was keen to increase the population after the war. Britain was the main source of migrants and between 1921 and 1929, around 221 000 British migrants emigrated to Australia. The White Australia Policy prevented any migration from non-European (particularly Asian) countries.

Learning ladder H2.15

Impact and legacies

1. List three ways in which WWI had an impact on Australia's development.
2. Source 2: Why was it important for Australia to develop its own heavy industries, such as steel manufacturing?
3. Describe the benefits of tariffs for local industries.
4. Explain how Australia reduced its reliance on Britain and established its own identity on the world stage.

Causes and consequences

1. Source 1: What were some effects of using science according to Prime Minister Hughes?
2. Why did Australia want to quickly increase manufacturing after WWI?
3. Source 1: Explain how Australia's growth was held back by a reliance on loans. How could this improve?

HOW TO
Causes and consequences, page XXX

What were the experiences of returning soldiers?

During World War I, 330 000 Australian men and 2000 women served overseas. While many returned soldiers went back to everyday life, others found themselves restless, unemployed and feeling misunderstood. Tens of thousands of soldiers returned home wounded and suffering 'shell shock' – their life would never be the same as it was prior to joining up.

Repatriation

The process for bringing soldiers home is called **repatriation**. This occurred both during and at the end of the war. Around 170 000 Australian soldiers were wounded, affected by gas, permanently disabled or suffered psychological injury. To manage repatriation, the Australian Government created the Repatriation Department in 1918 to assist returned soldiers settle back into the community and receive medical care. The department was also responsible for war pensions and loans, vocational training and employment assistance for **veterans**.

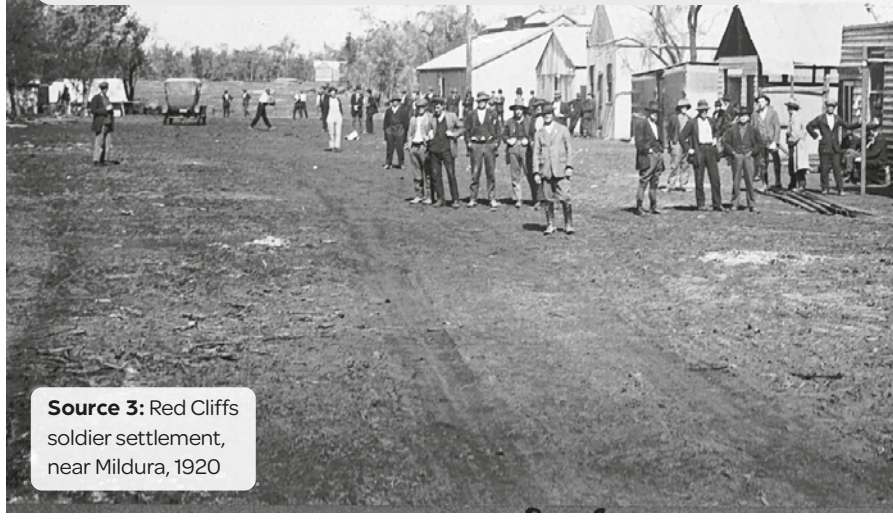
The word 'repat' became a common term in Australia at this time For those ex-soldiers who were permanently incapacitated, their life was spent in repatriation hospitals such as the Randwick Military Hospital. Many returned soldiers had to rely on repat or volunteer services such as the Red Cross and the Returned Sailors and Soldiers Imperial League of Australia (today known as the RSL) for care and support.

Shell shock

It was not uncommon for soldiers who had experienced the terror of new weapons and witnessed the deaths of their mates to be left traumatised. Today we would call this PTSD (Post Traumatic Stress Disorder) but at the time of World War I it was known as **shell shock**. It was first thought to be caused by being near exploding shells on the battlefield. The symptoms included tiredness, 'the shakes', confusion, nightmares, headaches and nervousness. Unlike people with physical injuries that could be seen, those suffering from shell shock did not always receive the care and treatment they needed. Some turned to alcohol, some were placed in asylums for the insane and some took their own lives.

Arthur Campbell Robinson was wounded at Villers-Bretonneux in France by a German explosive bullet, which shattered the right side of his head. He was repatriated to Australia in 1918 and took up a block on Mullumbimby Soldier Settlement on 24 February 1919. The block was of poor quality on a clay ridge. His banana crop became diseased and he was unable to continue – his poor health a terrible disadvantage. By January 1925, Arthur was suffering from 'pains in the head ... at times very bad ... he was not following any occupation ... existing on his pension'. His mother believed that the 'only way her son's health would improve would be to have freedom from worry'. He vacated the block on 10 July 1923 with a debt of £230. He stated on 18 January 1924 that he was earning nothing and had no assets.

Source 1: 'Arthur Campbell Robinson', A Land Fit for Heroes? A History of Soldier Settlement in New South Wales, 1916–1939 [website], NSW State Archives Project, 2011.



Source 3: Red Cliffs soldier settlement, near Mildura, 1920

This is as large as this photo can be placed, so upped size of top photo. Paul

Source 2: Members of the Red Cross Society providing 'comforts' to returned troops at Randwick Military Hospital, later known as the Prince of Wales Hospital, Sydney, NSW [Australian War Memorial, H16130]

Soldier settlement scheme

In order to give work and an income to unemployed returned soldiers, a Soldier Settlement Scheme was established by each of the states. Under this scheme, returned soldiers were given small blocks of land to farm. Around 40 000 returned men took up the scheme, however few were able to make a living due to the small size of the blocks and the low quality of the land.

The Victorian Government began providing Crown land in rural areas to returned soldiers in 1916. Loans were made available to make improvements to the land or buy equipment. Settlements for groups were also set up where former soldiers worked together with the support of a farming expert. Clearing land was hard work and those without knowledge of farming had little success.

Learning ladder H2.16

Significant people, ideas and events

1. Source 1: Who was Arthur Robinson.
2. Describe how shell shock affected soldiers.
3. Describe the Soldier Settlement Scheme.
4. Explain the actions taken by the Australian Government to repatriate returned soldiers. Suggest how successful these schemes were.

Causes and consequences

1. Describe what led to shell shock.
2. Source 2: Describe the experiences of the returned soldiers shown in this source.
3. Explain why many of the soldier settlers' farms failed.
4. Source 1: How does this source help to explain why some ex-soldiers were unable to return to a normal life after the war?

HOW TO Causes and consequences, page XXX

H2.17

What does 'Anzac' mean today?

Even before World War I had ended, Australians began commemorating the landing at Gallipoli and this began the tradition of Anzac Day. By the time the war was over, nearly every town had experienced losing people on the battlefronts. Remembering their sacrifice became important and various ways were developed to ensure this would not be forgotten by future generations.

Anzac Day

The most well known and important **commemoration** of World War I by Australians is Anzac Day. The first Anzac Day was held in 1916. In 1927, for the first time, every state observed some form of formal public holiday on the 25 April.

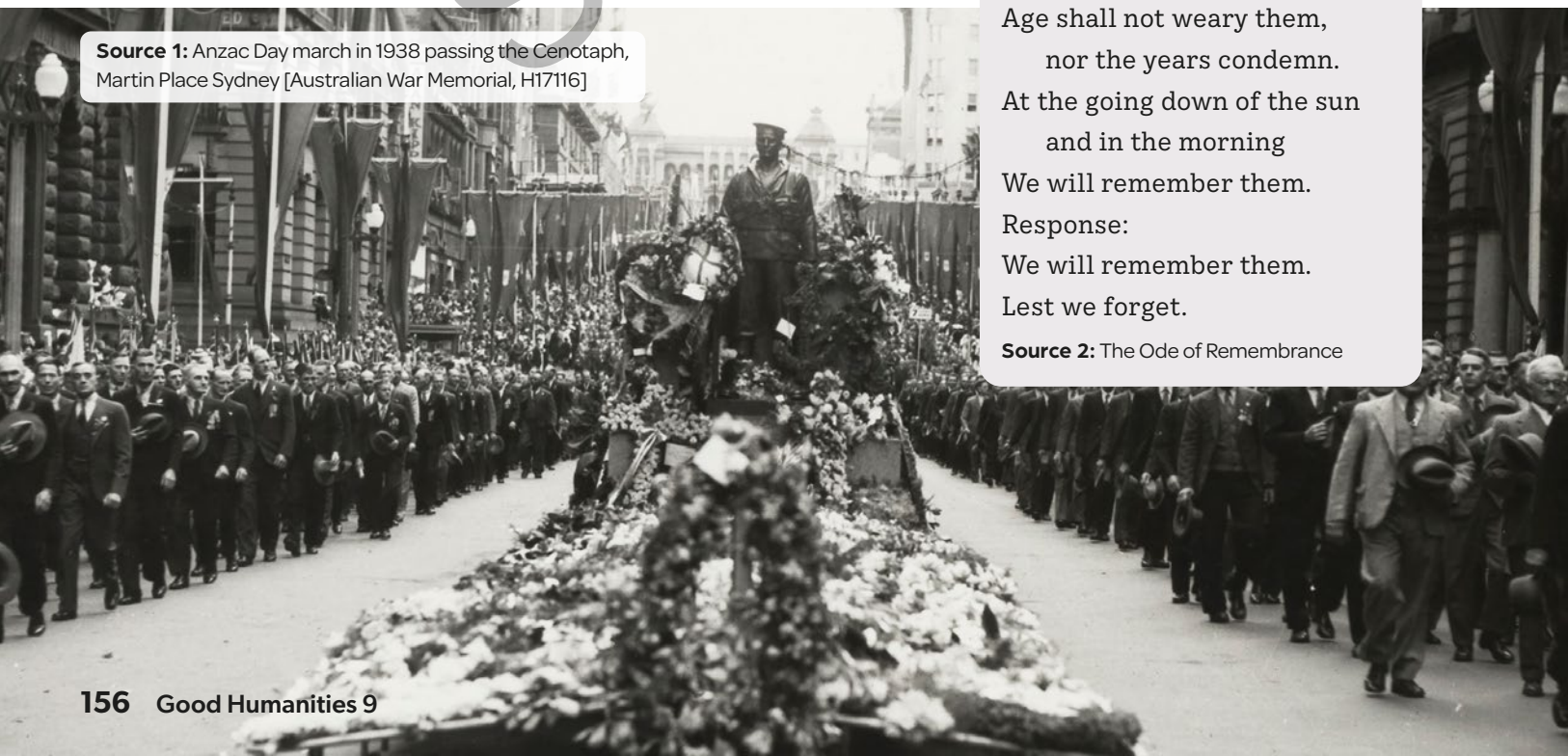
By the mid-1930s the program for commemorating Anzac Day included a dawn service, marches, one or two minutes of silence, wreath laying and reunions of military units. The Ode of Remembrance is also recited on Anzac Day. This verse comes from a poem by the English poet Laurence Binyon and was first used in Anzac Day services in 1921. In RSL clubs, the Ode continues to be recited every evening. Following World War II, Anzac Day became a commemoration for everyone who has served during wartime. A sprig of rosemary is traditionally worn as a symbol of remembrance on Anzac Day.

While Anzac Day is a popular and well-attended event today, it became less popular in the mid-1960s to the 1980s due to a strong anti-war feeling related to Australia's involvement in the Vietnam War. It was also viewed by some as a day when men got drunk and played two-up rather than showing respect to the war dead. This attitude changed in the later 1980s as new generations learned about the original Anzacs. In 1990, Bob Hawke became the first prime minister to spend Anzac Day at Gallipoli.

In 2007 First Nations communities began organising Anzac Day marches to commemorate the lives of First Nations soldiers who had served in the armed forces.

They shall grow not old,
as we that are left grow old:
Age shall not weary them,
nor the years condemn.
At the going down of the sun
and in the morning
We will remember them.
Response:
We will remember them.
Lest we forget.

Source 2: The Ode of Remembrance



Source 1: Anzac Day march in 1938 passing the Cenotaph, Martin Place Sydney [Australian War Memorial, H17116]

▲ **Source 3:** Traditionally, a red poppy is worn on Remembrance Day as these flowers grew on WWI battlefields.

◀ **Source 4:** Aerial view of the dedication ceremony for the Shrine of Remembrance, Melbourne, Australia, 11 November 1934. Over 300 000 people attended.

War memorials

More than 60 000 Australians died during World War I and their bodies were never returned to Australia. Families therefore did not have a local grave to visit. This led to public memorials being built as sites for remembering those killed and honouring those who had served. These memorials became the place for Anzac Day and Remembrance Day ceremonies. They were often built at busy locations to be a daily reminder to people to never forget those who died for their country. War memorials typically commemorated fighting men, so the contribution of the 2200 Australian women who served in the Australian Army Nursing Service in World War I is hardly recognised.

The Australian War Memorial in Canberra is the nation's major memorial. It also serves as a museum and depository of records and artefacts. The main memorials in Melbourne are the Shrine of Remembrance in Kings Domain, the Victorian Anzac Centenary Memorial Walk along St Kilda Road and the King's Domain Resting Place. Many suburbs and towns built their own memorials, with the names of local men who served. Other forms of memorial included community halls, hospitals or an avenue of trees.

Memorials were designed to honour those who died or served their country during wartime. However, people who oppose war can view them as monuments glorifying war, making them targets for vandalism.

◀ **Source 5:** Victoria Park war memorial, Dubbo

Source 6: George Lambert, Charles E W Bean (1924, oil on canvas, 90.7 x 71.1 cm) [Australian War Memorial, ART07545]

Origins of the Anzac legend

By far the most influential person in creating the Anzac legend was C.E.W. (Charles) Bean (1879–1968). Bean was a lawyer turned journalist, and worked as the leader writer for the *Sydney Morning Herald* from 1908. In 1914, he was appointed official war correspondent to the AIF, becoming a household name over the course of the war. His reporting played a significant role in shaping the image of the Australia 'digger' as resourceful, courageous and egalitarian. After the war, he wrote six volumes of the official histories of Australia in WWI and edited the other six. This took 20 years. He was also a key champion of the Australian War Memorial and became its first Chairman of the Board in 1952.

Bean loved England and its Empire but he was also an ardent nationalist. He declined a knighthood on more than one occasion. He also thought that Anglo-Saxon heritage and qualities had been enhanced by the Australian environment and way of life. Bean's writing focused on the values and spirit of the Australian soldier; however, there is no mention of the 23 000 men who deserted their posts or went 'AWOL' (absent without official leave), or those who wounded themselves to avoid the dangerous frontlines.

Source 7: Frank Crozier, Sketch for painting 'Anzac Cove' (1919, 50.4 x 61 cm) [Australian War Memorial, ART16637]. By 1919, the Anzac mythology had become a cornerstone of Australian identity. In his painting of Anzac Cove, done a few years after the Gallipoli Campaign (1915), Crozier shows no active fighting. Instead the focus appears to be on remembering the place and those that fought there.

Contesting the Anzac legend

The 1960s and the Vietnam war saw the national consciousness once again turn to the issues of conscription, the nature of war and national identity. Unsurprisingly, World War I and its legacies, including the Anzac legend, became the centre of renewed research and debate by academics. Historians began to question the origins of the Anzac legend and the implications of this.

The notion that the 'Anzac legend' was 'created' by C.E.W. Bean [historian and editor of the official history of Australia in World War I] or was a figment of his imagination seems to be becoming fashionable among a younger generation of historian ... The creators of the Anzac legend were, of course, the men themselves.

Source 8: John Robertson (1990), *Anzac and Empire: The Tragedy and Glory of Gallipoli*, Hamlyn

Recent critics of the 'Anzac legend' have not sought to belittle the Australian soldiers. Rather, we have argued that, by explaining the Australian experience of war in terms of national character and achievement, Bean and his successors have narrowed the range of our understanding of Anzac, and have excluded or marginalised individual experiences that do not fit the homogeneous national legend ... these historians [also] neglect the ways in which the soldiers' story was regulated and shaped in particular ways by Anzac legend-makers.

Source 9: Alistair Thomson (1985), *Anzac Memories: Living with the Legend*, Oxford University Press

Learning ladder H2.17

Impact and legacies

1. What role did C.E.W. Bean play in creating the Anzac legend?
2. Describe how Anzac Day has evolved since 1916.
3. Explain how war memorials help to keep a legacy alive.
4. Evaluate the importance of Anzac Day as a legacy and as part of Australia's history.

Interpretations

1. What led to a decline in popularity of Anzac Day in the 1960–1980s?
2. Describe what led to a change in attitude towards Anzac Day in the 1980s–1990s.
3. Explain the differing views on war memorials.
4. Evaluate the interpretation of the Anzacs by C.E.W Bean and the 'Anzac legend'. Can Bean's interpretation be contested by evidence?

HOW TO Interpretations, page XXX

Site study

What is the Australian War Memorial?

The Australian War Memorial in Canberra was opened in 1941 to honour those who have served and died for our nation in wars. There are many collections in the memorial that commemorate members of the armed forces.

The Hall of Valour

One of the significant rooms within the Australian War Memorial is the Hall of Valour. It is the mustard coloured room on the map in Source 1. It honours the nine Australian Defence personnel who have directly received the George Cross and the 101 Australians who have received the Victoria Cross.

The Victoria Cross is awarded for acts of extreme bravery in the presence of the enemy to members of the British Armed Forces and the armed forces of the Commonwealth countries, including Australia. In 1991, it was replaced for Australians by the Victoria Cross for Australia.

Source 1: Hall of Valour

Source 2: The Victoria Cross. The Hall of Valour honours the 101 Australians who have received the Victoria Cross, the highest award for bravery in the face of the enemy.

Source 3: Trench marker from Gallipoli. Originally painted red, the tin shows the text 'Q5 To Firing Line'. Q5 was a trench leading to the firing line. A door has been cut in the side of the tin for a candle to illuminate the text at night. [Australian War Memorial, RELAWM00418]

Source 4: Gunner Frank Lemmon sent this hardtack biscuit home to Australia from Gallipoli as a postcard, c. 1915. [Australian War Memorial, REL/00915]

Source 5: Commemorative service being held at the Australian War Memorial, with the Hall of Valour in the background.

Source 6: Fromelles from the air, c. 1916. The Australian line of trenches is closest to the camera and the German line lies above it. The Australian 5th Division were the first involved in action on the Western Front. The Allies were forced to withdraw from Fromelles, with the Australian 5th Division suffering 5533 casualties and around 2000 fatalities. An additional 500 Allied troops were taken as prisoner. This was Australia's worst military defeat. [Australian War Memorial, E05990]

Learning ladder H2.18

Impact and legacies

1. What is the purpose of the Australian War Memorial?
2. Describe how the Hall of Valour records the impact of individual soldiers in a war.
3. Explain how the Australian War Memorial reflects the impact wars have had on Australia.
4. Evaluate the importance of the Australian War Memorial in ensuring the legacy of those who served Australia is not forgotten.

Continuity and change

1. Describe how the Australian War Memorial would provide continuity in commemorating Australians who served their country in wartimes.
2. Describe the change to the Victoria Cross in 1991.
3. Explain why you think the Australian War Memorial chose to exhibit the items shown in Sources 2, 3, 4 and 6. What items should be on permanent display?
4. A $550 million redevelopment of the Australian War Memorial is taking place between 2021 and 2028. Explain why the memorial would require change.

HOW TO Continuity and change, page XXX

How do I conduct a good inquiry?

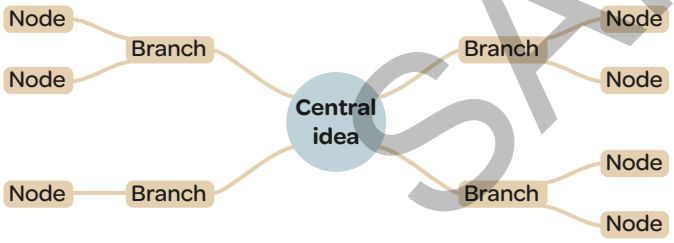
As you have progressed through this chapter, you have expanded your existing knowledge and deepened it by exploring perspectives, identifying patterns and relationships and linking causes and consequences. Along the way, you have developed your skills in analysing and interrogating sources, asking critical questions and framing well-supported arguments. You will now apply these skills to crafting a well-reasoned response to an inquiry question of your choosing related to World War I.

1 **Choose your topic: Identify a question.**

Which of the following would you like to investigate in greater depth?

- Causes of WWI, page xx
- Australian experiences in Gallipoli, page xx
- Australian experiences on Western front, page xx
- Life on the home front, page xx
- Postwar Australia, page xx
- Development of the Anzac legend, page x

2 **Briefing: Brainstorm what you already know and what you want to know about this topic.**



3 **Field report: Gather your information.**

- Look back at the chapter and find all the information and sources relevant to your topic.
- Identify and locate additional sources (see How-to, p. xx).
- Analyse your sources as you go. You can use the **'Connect, Extend, Challenge'** thinking routine below to help you.
- Take careful notes as you work, including recording source details, clearly indicating quoted material and jotting down further questions as they arise.

4 **Exclusive: Review your findings to form and answer your big question.**

5 **Present: Organise and synthesise your findings into an engaging narrative (see How-to, p. xx)**

Connect

- How does the information **relate** to what you already know?
- In what ways does this account **align** with other sources or narratives you've encountered?
- What background or context do you have that might **support** the information presented?
- How does the source's origin **connect** with its intended message or audience?

Extend

- How does this source **expand** or **complicate** your understanding?
- Does the information **challenge** your previous assumptions, and if so, in what way?
- What aspects of the source's presentation (language, imagery, emphasis) **extend** your thinking about its possible biases or intentions?

Challenge

- In what ways might the source be incomplete, selective, or influenced by the author's **perspective**?
- What further evidence would you need to corroborate or refute the **claims** made in this source?
- Are there **discrepancies** between this source and other contemporary accounts that raise questions about its reliability?

Asia
(1750–present)

H3

China

How can we understand modern China?

China was never fully colonised but was forced into unequal treaties that eroded its economic and political sovereignty. Foreign powers carved out spheres of influence, imposing social and political control and extracting concessions. The legacies of these interventions – alongside internal reforms, revolution and rapid economic growth – have left deep imprints on modern China.

Learning ladder

The Learning ladder lists the knowledge and skills you will learn. Each has five levels of difficulty. Learning skills at the bottom of the ladder will help you to master the skills at the top of the ladder.

Steps in knowledge progression	Background and origins	Significant people, ideas and events	Impact and legacies	Continuity and change	Causes and consequences
5	I can evaluate the origins of a historical development or movement.	I can evaluate the influence of significant people and ideas.	I can evaluate the legacy of a historical development or movement.	I can evaluate patterns of continuity and/or change.	I can analyse causes and consequences.
4	I can explain why a historical development or movement emerged.	I can explain why ideas influenced people and events.	I can explain why a historical development or movement has a legacy.	I can explain patterns of continuity and/or change.	I can explain why something was caused or why it led to certain consequences.
3	I can explain how a historical development or movement emerged.	I can explain how ideas influenced people and events.	I can explain the impact of one historical development on another.	I can explain continuity and change.	I can explain how something was caused or its consequence.
2	I can describe the origins and context of a historical development or movement.	I can describe key people, ideas and events.	I can describe the legacy of a historical development or movement.	I can describe continuity and change.	I can describe causes and consequences.
1	I can identify the origins of a historical development or movement.	I can identify key people, ideas and events.	I can identify the legacy of a historical development or movement.	I can identify continuity and change.	I can identify a cause and a consequence.

Knowledge and understanding

Source 1: This statue of Mao's Peasant Warriors, located in Tiananmen Square, Beijing, reflects the revolutionary ideals promoted during the Cultural Revolution.

Historical concepts and skills

Steps in skills progression

Perspectives	Significance	Interpretations	Chronology	Sources	
I can evaluate historical perspectives.	I can evaluate historical significance.	I can evaluate the evidence supporting a historical interpretation.	I can explain change or causality from a timeline.	I can evaluate sources to determine their accuracy, usefulness and reliability.	5
I can compare perspectives.	I can explain why something is historically significant.	I can compare historical interpretations.	I can summarise the events on a timeline.	I can explain the historical context of a source.	4
I can explain a perspective.	I can explain something historically significant.	I can explain an interpretation of history.	I can follow timeline conventions.	I can apply historical knowledge to explain sources.	3
I can describe perspectives.	I can describe something historically significant.	I can describe an interpretation of history.	I can place events on a timeline chronologically.	I can describe a source.	2
I can identify the perspective of a person from the past.	I can identify something historically significant.	I can identify a historical debate.	I can read a timeline.	I can identify the origin of a source.	1

What was life like in China's Qing dynasty?

In the middle of the 17th century, China was a vast and powerful nation. Emperor Qianlong ruled over 250 million people in a wealthy empire that included Mongolia, Xinjiang and Tibet. Emperor Qianlong, the absolute ruler of this empire, was the richest person in the world.

The Qing dynasty

The Qing dynasty – also known as the Manchu dynasty – ruled China from 1644 to 1911. The Qing (pronounced Ch'ing, meaning 'pure') had come from the north and conquered the Ming dynasty of the Han Chinese.

The Chinese did not believe in the 'divine right of kings'. Rather, they believed that an emperor had to be an exceptional person who could control the cosmic forces. The right to rule was called the 'mandate of heaven'. If this control was lost, the emperor could be overthrown, and this would be considered fair. If this occurred, it was believed that the emperor had lost the mandate of heaven. When a new dynasty was established, it was believed that the mandate of heaven had passed to the new rulers. Therefore, the Ming dynasty officially lost the mandate of heaven when the Manchus sacked the Ming capital of Beijing and established the Qing dynasty.

The Qing took many Buddhist religious beliefs from the Han Chinese. They made offerings to ancestors in small shrines on the west side of their bedrooms. They believed the dead travelled to another world. Corpses traditionally were removed through windows, as doorways were only for the living.

However, the Qing also kept themselves apart from the Han Chinese. They banned marriage between themselves and the Chinese, they continued to speak their own language and they did not make their documents available to the Chinese. The Qing also maintained military strength over the Chinese by separating the duties of the Chinese troops from those of their own troops. To keep the Chinese weak, they were not trained as an attacking force.

Source 1: A 1758 portrait of Emperor Qianlong by Giuseppe Castiglione, depicting him as a monarch riding into battle – a theme from European painting traditions

The Qing dynasty, China, 1644–1911

Source: Matilda Education Australia

▲ **Source 2:** By the 1750, the Qing dynasty controlled most of what is currently understood as 'China'.

Under the Qing, women were allowed more freedoms, such as riding horses and practising archery. The Manchu emperor also forbade women from binding their feet, starting the gradual demise of this practice. Men were required to wear a Manchu-style pigtail haircut, with decapitation the punishment for not complying.

The Qing expanded into Central and South-East Asia in the 17th century, and by the middle of the 18th century they had also brought outer regions such as Mongolia and Tibet under Qing control. China's size nearly doubled, and Manchu people were encouraged to migrate to different regions.

In the years between 1762 and 1830, the population of China nearly doubled, from 200 million people to 395 million people.

Emperor Qianlong

In 1736, Emperor Qianlong commenced his 60-year reign and became the longest serving monarch in Chinese history. He came to the throne at the age of 26. As well as running government business, Qianlong enjoyed calligraphy, painting and writing poems. He made six tours to the south of China to inspect building projects and to observe ordinary people's lives. During the tours, he composed many poems and had the royal artists record them through paintings.

Qianlong administered China by ensuring strong internal government and protecting the country's borders. He won 10 military victories during his reign. His approach to foreign diplomats was to generously welcome them, and then turn down all their requests.

The emperor reduced rents, cut taxes, encouraged new agricultural methods, implemented flood-control measures on rivers, secured China's borders, maintained peace and travelled widely.

Emperor Qianlong and the arts

As a ruler, Emperor Qianlong was a scholar who tried to embody Confucian values. He loved beautiful objects and artworks, and collected works from throughout China. He also admired the works of European artists and even recruited the Italian artist Giuseppe Castiglione to serve as a painter in his court. Creativity flourished under Emperor Qianlong, and he became a major patron of the arts. Aside from being a prolific poet and essayist – he wrote over 44 000 poems and thousands of essays – he also painted, did calligraphy and loved music.

Emperor Qianlong had scholars to organise and catalogue his collections of art, which included ceramics, jade, enamel, bronze and other metal work. Many of the paintings and sculptures he collected have his poems written directly onto them.

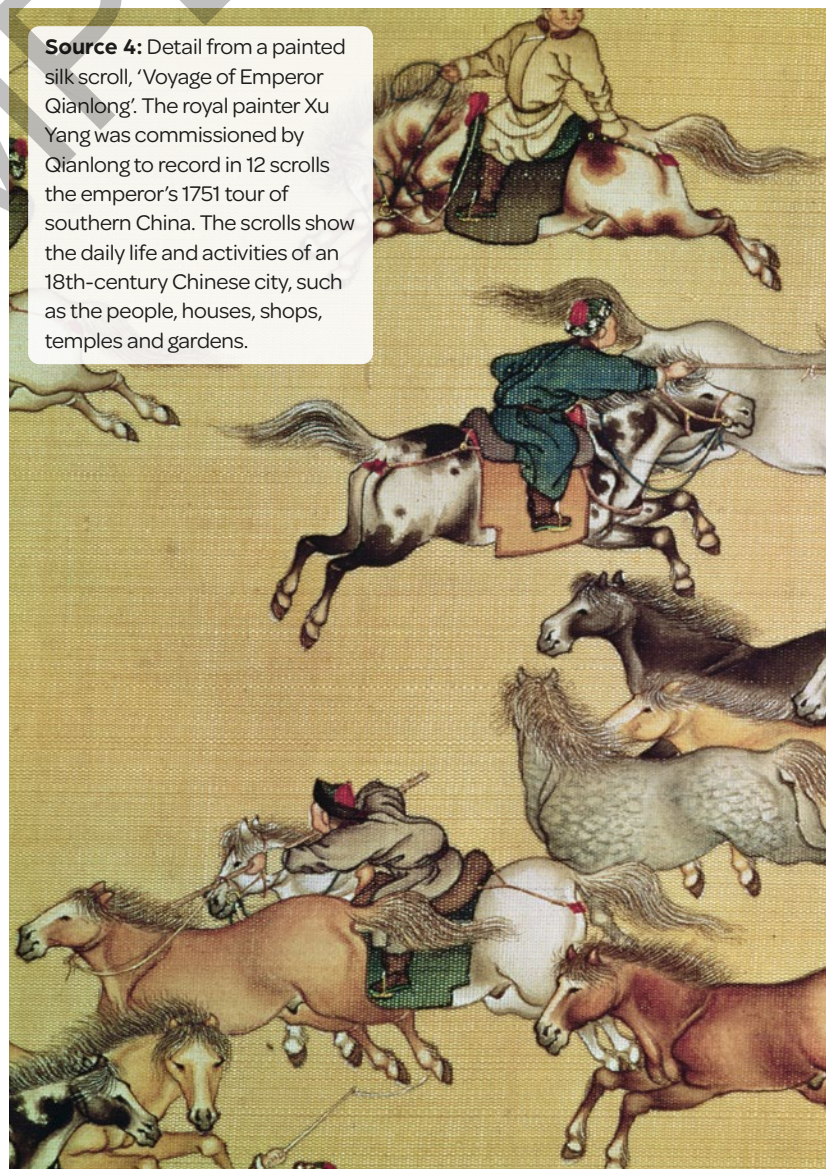
The emperor conducted a project to copy all surviving Chinese writing. This task took over 300 scholars and roughly 3600 scribes 10 years to complete, producing 2.3 million pages. However, at the same time, he destroyed almost as many books as he saved, by banning and ordering the burning of books that he viewed as anti-Qing or morally unfit.

In China, paintings were thought to be a way to communicate with dead relatives. The Chinese believed the dead did not die; they just went to a different world where they could be contacted by the living.

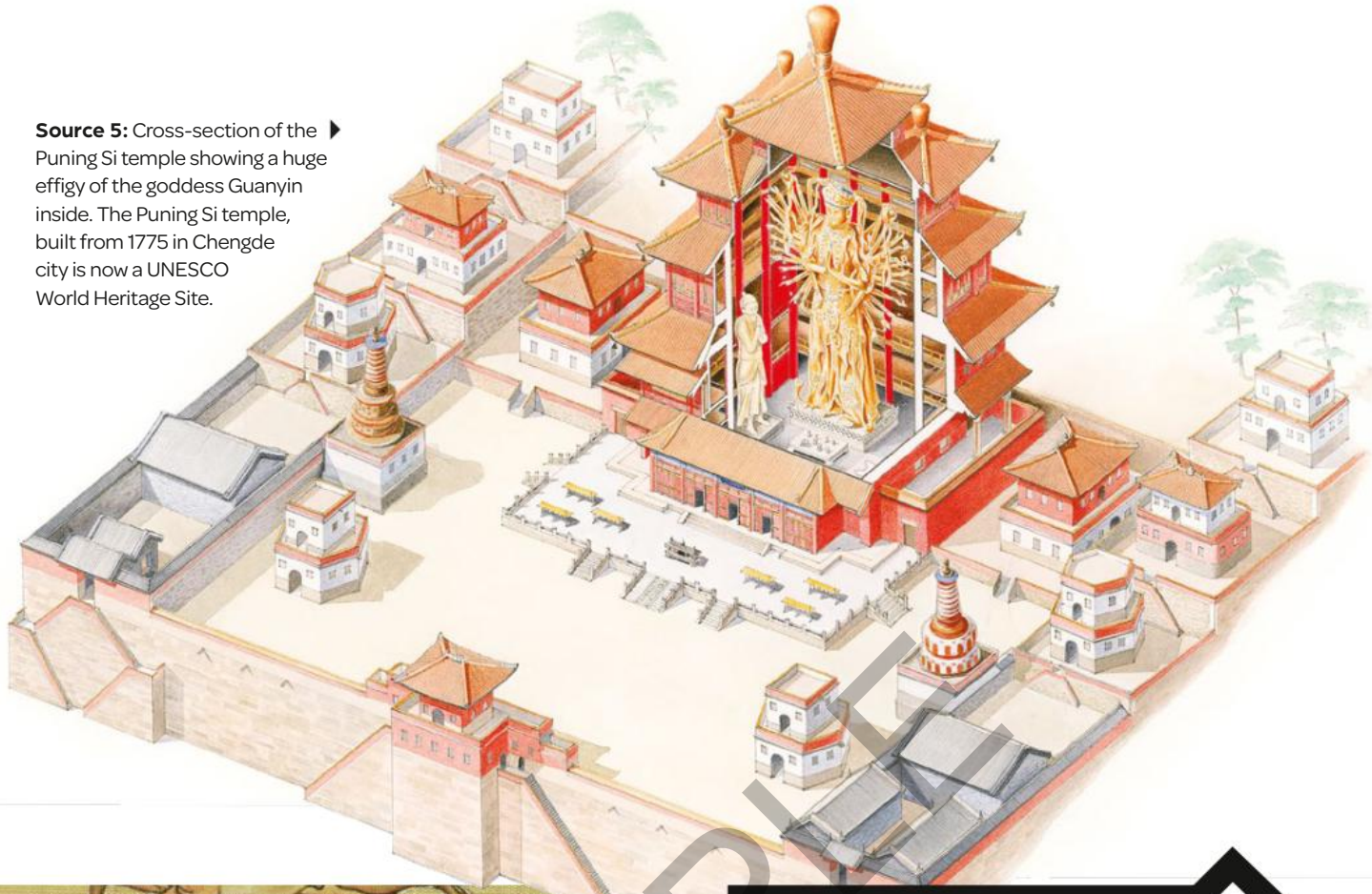
The impressive temple of Puning Si was one of eight temples built by Qianlong outside the Imperial Summer Villa. Combining Han and Tibetan architectural styles, Puning Si demonstrates the strong influence of Tibetan Buddhism on Chinese culture. The temple houses the world's largest wooden statue – of Guanyin, the Buddhist goddess of mercy – and several towers, pavilions and halls containing inscriptions, paintings and statues.

The Chinese believed good things would happen to them if they drew symbols of good fortune such as birds, flowers and fine weather conditions. The crane was a symbol of a lucky bird, often shown in embroideries and paintings. Animals, celestial bodies and landscape features, among other things, made up the 12 symbols of sovereignty. These symbols had appeared on the five-clawed dragon robes of the emperor since the Western Zhou dynasty (1050–771 BCE). They were a symbolic interpretation of the universe and symbols of Chinese imperial authority.

▲ **Source 3:** Dragon robe from 18th century China



Source 4: Detail from a painted silk scroll, 'Voyage of Emperor Qianlong'. The royal painter Xu Yang was commissioned by Qianlong to record in 12 scrolls the emperor's 1751 tour of southern China. The scrolls show the daily life and activities of an 18th-century Chinese city, such as the people, houses, shops, temples and gardens.



Source 5: Cross-section of the Puning Si temple showing a huge effigy of the goddess Guanyin inside. The Puning Si temple, built from 1775 in Chengde city is now a UNESCO World Heritage Site.

Learning ladder H3.1

Background and origins

1. Who were the Qing and how long did their dynasty last?
2. Describe what the Chinese believed about their rulers.
3. Source 2: Explain how the Qing Empire expanded.
4. Explain, using examples, how the Qing dynasty maintained its power?

Sources

1. Source 3: Who would have worn the garment shown in this source? What is important about the symbols shown on it?
2. Source 4: Explain this source using your knowledge of the Qing dynasty.
3. Source 5: How does this source help in understanding the Qing dynasty?
4. Assess the value and usefulness of each of the sources for gaining knowledge about the Qing dynasty.

HOW TO Sources, page 5

How did foreign powers interact with China?

China developed relationships with countries such as Britain and Russia, but imposed limits and taxes on foreign trade. The Western nations, in particular Britain, destabilised the Qing dynasty and provoked China into wars over opium.

China had been governed by successive **dynasties** for thousands of years, ever since the mythical Xia dynasty allegedly claimed power around 2070 BCE. The Qing (pronounced 'Ch'ing') dynasty took power in 1636, and ruled China until the early 20th century. The Qing promoted Confucian principles in order to organise Chinese society.

Emperor Qianlong

In the middle of the 17th century, China was a vast and powerful nation. Emperor Qianlong ruled over 250 million people in a wealthy empire that included Mongolia, Xinjiang and Tibet. There were also **vassal** kingdoms that paid tribute to the emperor, such as Annam (Vietnam), Cambodia, Japan, Korea and Thailand. Emperor Qianlong, the absolute ruler of this empire, was the richest person in the world.

However, Qianlong was less friendly towards European diplomats, and implemented business and bureaucratic reforms that favoured China.

Christianity

Reports by explorers inspired Christian missionaries to go out into 'heathen' countries. In 1750, French Catholic missionary Jean Joseph Marie Amiot persuaded Emperor Qianlong to allow Christian missionaries to come to China, effectively opening up the empire to the West.

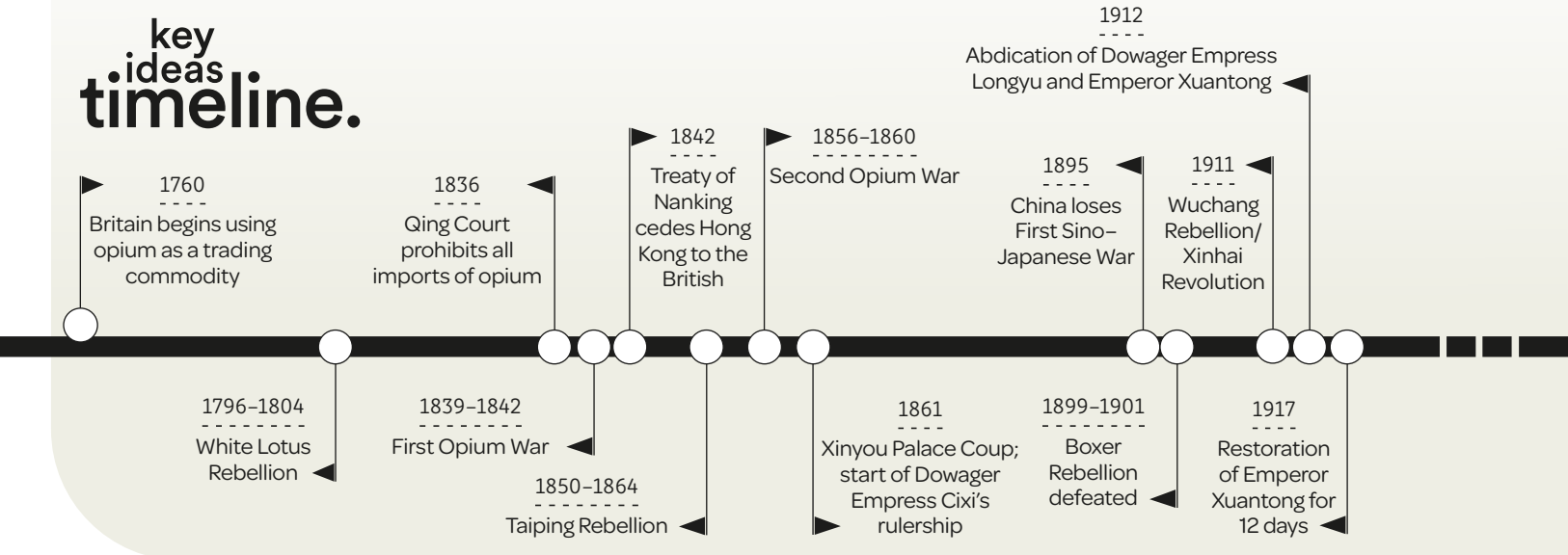
Initially, foreign missionaries were only allowed in the port cities of Canton (modern-day Guangzhou) and Macau. Over time, their access was extended to Shanghai and other ports. The Christian missions in the port cities introduced Western languages and customs to China, and helped foreign traders deal with Chinese officials.

Trade

As successive Chinese emperors feared foreign traders may exploit their country, only the port of Canton was opened to foreign trade from 1684. In 1711, the British East India Company established a trading post in Macau.

Source 1: Major events for the period 1760–1917

key ideas timeline.



Source 2: The Western compound in Canton. Each foreign country had a 'factory' in the compound and a Chinese merchant agent responsible for them. [*The Hongs of Canton*, artist unknown, c. 1805]

Trade was heavily regulated. Foreign traders were effectively locked inside a compound, known as a *hong* or a 'factory', and they could not venture out without a Chinese escort. All foreign traders had to have a Chinese merchant act as their agent, collecting customs duties and taxes. Traders protested at the taxes, shipping tolls (called 'chops') and prices for goods, but persisted in trading because it was so lucrative.

Britain became China's largest foreign trading partner. Tea was incredibly popular in England, and British companies also bought luxury goods such as silk and porcelain. However, Chinese markets were uninterested in British goods, and Britain had a huge trade deficit with China. This lasted until British traders developed a new strategy – they started to smuggle smokable opium, an illegal drug, into China. This proved so profitable that, when the Qing tried to prohibit this trade, it sparked war.

Source 3: Emperor Qianlong accepts a horse as tribute from Tartar (Russian) envoys. The envoys had to kowtow (bow) nine times in front of the emperor and provide a gift, known as a tribute. This ceremony was a public demonstration of the superiority of China and its emperor. This image was painted by Giuseppe Castiglione, an Italian missionary in China, where he became a painter at the court of Emperor Qianlong.

Learning ladder H3.2

Significant people, ideas and events

1. Where and when were ports first opened to foreign traders?
2. Describe the empire of Emperor Qianlong.
3. Explain what was a `hong' and how trade was controlled.
4. Explain what led Britain to trade opium with the Chinese.

Causes and consequences

1. What was the effect of Emperor Qianlong allowing Christian missionaries to come to China?
2. Source 3: Why is the person kowtowing to Emperor Qianlong in this source?
3. Explain why foreign countries continued to trade with China even though it was highly regulated and taxed.
4. Explain what caused war between Britain and China in 1839.

HOW TO Causes and consequences, page 5

What were the Opium Wars?

Foreign traders had to pay for Chinese goods in silver, rather than in foreign currency. The lack of desire for Western goods in China resulted in large debts to the Chinese and difficulties in obtaining enough silver to pay them. To counter this imbalance, the British East India Company grew opium in India and smuggled it into China.

Opium

Opium is a narcotic extracted from poppy plants. While it had been used for centuries as a painkiller, it is also an addictive drug. Opium was already known in China for its medical properties. During the 16th and 17th centuries, Portuguese and Dutch traders combined opium with smokable tobacco and supplied a growing Chinese market. Smokable opium was officially banned in China in 1637, but its use spread despite being illegal.

Opium use was illegal in Britain, but it was legal for the British to sell it to other countries, and Indian smokable opium was a popular trading commodity. The British East India Company developed a monopoly over the opium trade through Bengal. Using 'private traders' to circumvent official bans and edicts, they bribed key officials and smuggled opium into China. With the money from these illicit sales, the company now had enough silver to purchase goods at the official ports.

Source 1: Opium smokers in a Chinese den, c. 1880. These dens became common across China as addiction spread despite government bans.

A huge demand for smokable opium soon grew within China. 'Opium dens', houses where men could stay and smoke opium all day, sprang up in almost every Chinese town and city. The rise of opium addiction caused significant damage to China's society and economy. Earlier emperors had banned its importation and distribution, and in 1796 Emperor Jiaqing added a ban to smoking opium, but these edicts had little effect.

The First Opium War (1839–1842)

By 1838, the British were selling almost 1300 tonnes of opium per year to China. The trade was so lucrative that it paid for the British Raj in India. Because of this, the British government was determined that the opium trade must continue.

In China, Special Imperial Commissioner Lin Zexu was appointed by the emperor to eradicate the opium trade. Lin led the arrests of more than 1500 addicts and the confiscation of tens of millions of pipes. He also wrote a letter to Queen Victoria, which was later published in the London *Times*, urging her to put a stop to the opium trade. The letter never reached her.

Source 2: Opium is a highly addictive drug that is extracted from the milky fluid that pours from the poppy pod when it is cut.

In 1839, Lin confiscated 1000 tonnes of opium from British ships in Canton. In response, the British Superintendent of Trade declared the British government **guarantor** of the confiscated opium. This meant that traders could hand over their opium to Chinese officials, confident that they would be compensated by the British government. When Lin destroyed the opium, this gave Britain an excuse to declare war and send naval forces to China.

The war continued until 1842, and was primarily a naval conflict around port cities and major rivers. While the Chinese defending forces vastly outnumbered the invading army, the British Royal Navy's long-range weapons were far superior to the **antiquated** cannons, muskets and martial-arts weapons of the Chinese.

The invaders also had the *Nemesis,* a **paddle steamer** far more advanced than any Chinese boat. Its flat bottom allowed it to traverse rivers, regardless of wind or tide, and its iron armour resisted the Chinese cannons.

After British forces occupied major trading ports, and were poised to capture the city of Jiangning (Nanjing), Chinese commanders admitted defeat.

The defeat led to the signing of the Treaty of Nanking (1842). The Articles of the treaty:

- allowed Consuls appointed by Queen Victoria to collect dues, taxes and tariffs
- opened the cities of Amoy, Foochow, Ningpo and Shanghai to foreigners
- **indemnified** any Chinese people who worked on behalf of foreign traders, meaning they could not be punished for helping the British
- ceded the island of Hong Kong to the British, making it part of their empire; it soon became the centre of British activity in China.

A year later, the Treaty of the Bogue (1843) granted British citizens further rights, such as the right to be tried in British courts if they committed crimes in China. It also granted Britain 'most favoured nation' status for trading with China. These and other treaties with European and Asian countries (such as Japan) became known in Chinese history as the 'unequal treaties'.

The Second Opium War (1856–1860)

In the years after the First Opium War, opium remained illegal in China, but the British East India Company continued to smuggle it into the country and make huge profits. The British Empire grew during this period, and the British government was determined to gain more power within Asia.

In October 1856, Chinese forces in Canton seized a cargo ship called *The Arrow* on suspicion of piracy. *The Arrow* was a Chinese ship, but it had been sold to British traders and flew a British flag. The British demanded the crew be released without charge; when Qing officials didn't comply, a British warship attacked sites on the Pearl River. Locals in Canton set fire to the foreign trade warehouses, which was answered by military force – a second Opium War had begun.

A large number of British forces were deployed in India, so a coalition of British, US and French forces attacked China. Once again, superior technology and experience in modern warfare prevailed. Although they were outnumbered 10 to 1, the Western infantry and naval forces bombed river ports and routed the Chinese army.

Qing officials were forced to sign the Treaty of Tianjin (1858). Under the terms of this treaty:

- more ports were opened for Western use
- trading rights were granted to all Western nations, including the United States and Russia
- the Kowloon Peninsula near Hong Kong was ceded to Britain
- opium was legalised.

The treaty was signed in 1858 but Chinese military resistance continued, which led to retaliation on the part of the Western allies. Western forces advanced through China to Beijing. They stopped short of entering the Forbidden City, but destroyed part of the Summer Palace instead.

At the end of the war, more trading rights and land were ceded to Britain. Traders and Christian missions gained access to the interior of the country, not just the port cities, and the foreigners offered Chinese people opportunities and passage on their boats. The Western powers established foreign **envoys** in Beijing, and China's isolationist policy was effectively finished.

Source 3: This 1843 painting by Edward Duncan shows the *Nemesis* (on the right) destroying Chinese junks (ships) during the First Opium War.

Source 4: An illustration of Qing officials taking down the British flag on *The Arrow*, the trigger for the Second Opium War.

Learning ladder H3.3

Significant people, ideas and events

1. Who initially introduced smokable opium to China?
2. Who was Commissioner Lin? Describe how he attempted to end the opium trade.
3. Explain how the British East India Company got around the emperors' measures. What consequences did this have?
4. Source 3: Explain the event shown in this source and the outcome.

Significance

1. Describe the treaties signed after the Opium Wars.
2. Explain the historical significance of the First and Second Opium Wars.
3. Explain the historical significance of the Treaty of Tianjin.
4. Evaluate the significance of technology in determining the outcomes of the First and Second Opium Wars.

HOW TO Significance, page 5

How did China change politically in the 19th century?

After the reign of Emperor Qianlong, the power of the Qing dynasty began to wane. In the aftermath of the Opium Wars, China owed massive amounts of money to Britain, France and the United States. The Western powers now had much greater influence over China's economy and infrastructure and could demand political concessions from the country's leaders.

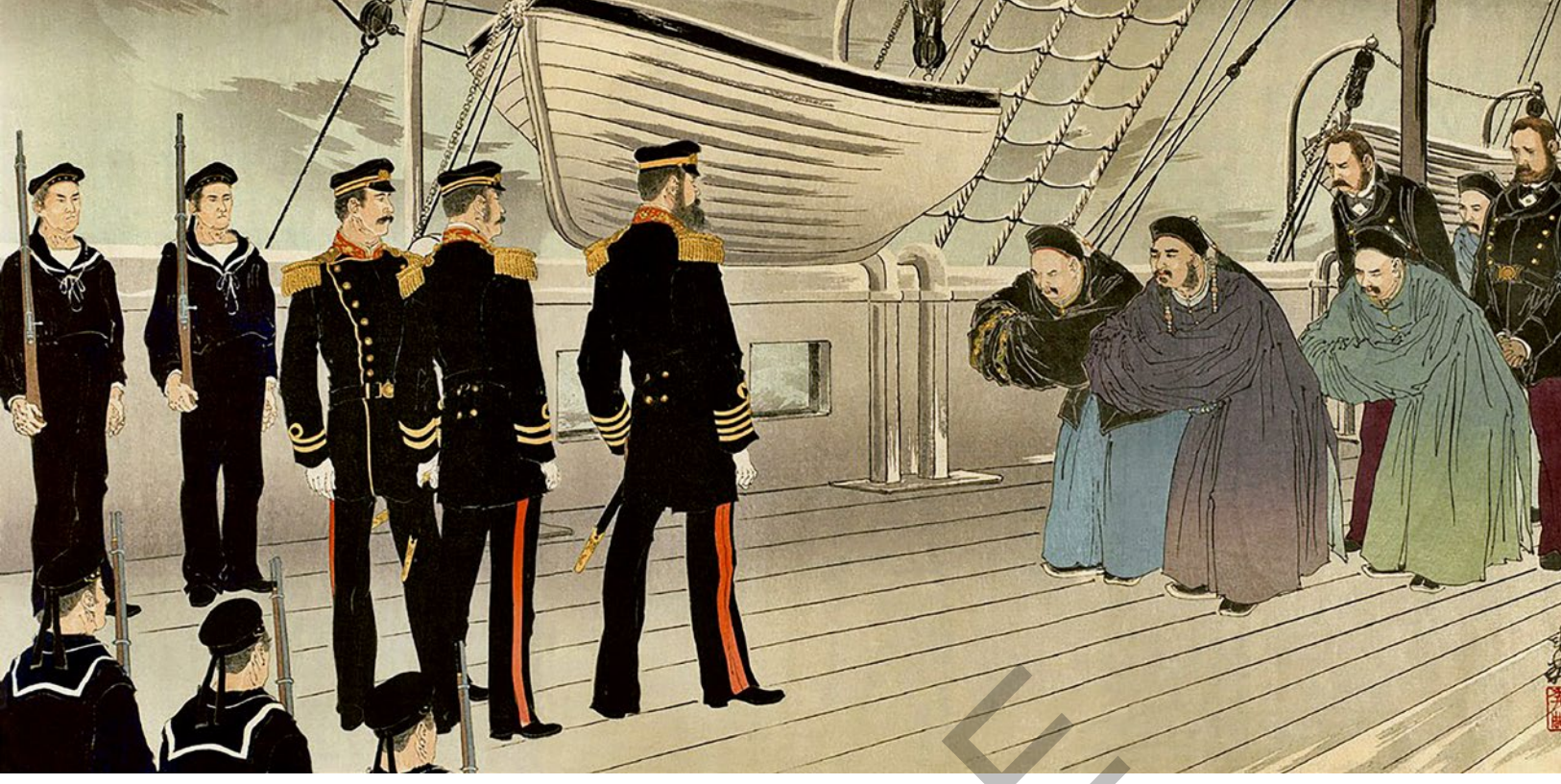
The decline of the Qing dynasty

Emperor Qianlong officially stepped down as emperor in 1796, but in truth he maintained control over China until his death in 1799.

While his reign seemed like one of peace and prosperity, Qianlong had turned a blind eye to extensive corruption in the imperial bureaucracy. During his rule there had also been a period of huge population growth in China, which led to shortages of land, resources and food for almost 300 million peasants.

His son, Emperor Jiaqing, inherited these problems, as did the emperors that followed. While the Qing emperors attempted to address these issues, they had limited levels of success. A number of rebellions and popular uprisings, such as the White Lotus Rebellion (1796–1804) and the Eight Trigrams Uprising (1813), tested the dynasty's ability to control Chinese society. Although these rebellions were suppressed, anti-Qing sentiment began to increase around the country.

Source 1: The signing of the unequal treaties forced China to make massive trade concessions to Western nations.



Source 2: The Chinese commander Ding Ruchang surrenders to Japan's Admiral Ito after the Battle of Weihaiwei in the First Sino-Japanese War. By surrendering, Ding Ruchang was, in fact, committing suicide. Japanese woodblock print by Mizuno Toshikata, 1895.

Western interference also damaged the power of the Qing dynasty. The opium trade shifted the balance of power and trade, making the British wealthier and the Chinese poorer. Widespread opium addiction damaged the fabric of Chinese society, and the imperial government's failed attempts to outlaw the trade only made them look ineffectual. Ultimately, this culminated in the Opium Wars, which left the Chinese imperial court deeply in debt and greatly reduced in political power.

The Century of Humiliation

The period beginning with the First Opium War has come to be known by some as the 'Century of Humiliation'. This was a period of continued loss and embarrassment for the Qing dynasty.

A number of significant Chinese losses and setbacks occurred during this time, including:

- defeat in the First Opium War
- the 'unequal treaties', which made massive trade concessions to Britain and other Western countries
- the Taiping Rebellion (1850–1864)
- defeat in the Second Opium War
- defeat in the Sino–French War (1884–1885), in which France took control over the Tonkin region, which would later become modern Vietnam
- defeat in the First Sino–Japanese War (1894–1895), in which Japan took control of Korea.

Source 3: An 1898 *Punch* magazine cartoon showing foreign nations carving out their own spheres of influence in China. Britain (John Bull) holds the body (China), while France, Germany and Russia grab the limbs to make sure they get their piece of China.

This was also a period in which foreign nations negotiated their own 'spheres of influence' in China, often dealing with regional powerbrokers rather than the Qing bureaucracy. Multiple foreign enclaves were established within China, and these enclaves followed their own laws rather than Chinese law.

Finally, it was a period of natural disasters, including floods and droughts. A famine in northern China from 1876 to 1879 resulted in the deaths of between 9 and 13 million people. The famine also caused great economic distress, which led to further civil unrest.

These events raised difficult questions over whether the Qing dynasty had lost the 'mandate of heaven'.

Reign of the Dowager Empress

While officially only acting as **regent** on behalf of underage male emperors, the true ruler of China in the second half of the 19th century was **Dowager** Empress Cixi, who ran the Qing court from 1861 until her death in 1908.

The woman who became the Dowager Empress was named Yehenara. She entered Emperor Xianfeng's court as one of his **concubines** in 1851, and gave birth to his only son in 1856. When Xianfeng died in 1860, he nominated their five-year-old son as Emperor Tongzhi and eight prince regents to rule until he had come of age. Lady Yehenara orchestrated the Xinyou Palace Coup in 1861, in which all eight regents were killed or forced to commit suicide. Her ally Prince Gong became sole regent, and she assumed the title Dowager Empress Cixi.

Empress Cixi began to rule 'behind the curtain' as the real decision-maker, with Prince-Regent Gong as her agent in the *Junchichu*, or Grand Council. In 1873, Emperor Tongzhi was put in charge of state affairs, but in name only, and in 1874 he died. Empress Cixi nominated her three-year-old nephew to become heir, Emperor Guangxu, and she continued to rule China until officially retiring in 1889.

Source 4: Oil painting, by Dutch painter Hubert Vos, of the Dowager Empress Cixi of the Qing dynasty, 1906

Source 5: Queen's Road in Hong Kong, 1902. Ceded to Britain after the First Opium War, Hong Kong was controlled by a British governor rather than the Qing dynasty of Empress Cixi.

Her retirement did not last long, however. Emperor Guangxu signed edicts to implement a reform agenda, such as building more railways and forming a national budget. Empress Cixi was not happy with the rapid pace of change. She arrested the emperor within the palace, squashed the reforms and did not allow Guangxu to reign. She took back control over China and remained in power until 1908; she died one day after the death of Emperor Guangxu (under possibly suspicious circumstances).

Known for her conservatism, cultivation of palace intrigues and the murder of a number of people (including one of Emperor Guangxu's favourite concubines), Cixi has often been portrayed as a **despot**. Such over-simplifications obscure her brilliance as a tactician who overcame traditional male power structures. Cixi did advocate for some modernisation, such as developing railways, but not if they ran through sensitive cultural places. She refused to introduce widespread industrialisation at any cost, as it would crush cottage industries such as spinning, but she also removed medieval punishments from the law codes.

She trod a difficult path. Each decision she made was complicated by maintaining a lopsided relationship with foreign powers, multiple internal rebellions and trying to develop the empire from within the Forbidden City. Critiques of her as a sinful poisoner and instigator of palace intrigues overlook the extent of the challenges and crises that she had to overcome.

Learning ladder H3.4

Background and origins

1. Who was the Dowager Empress?
2. Describe the events that weakened the Qing dynasty in the 19th century.
3. Explain why historians refer to the period after the First Opium War as the `Century of Humiliation'.
4. Explain why ruling China was a complicated task for Empress Cixi.

Causes and consequences

1. Source 5: What change took place in Hong Kong?
2. Source 2: Describe the change referred to in this cartoon.
3. Explain how natural disasters added to the problems faced by the Chinese emperors and their administrations.
4. Explain the changes in dominance over China by foreign powers and why it was difficult for China to respond.
5. Evaluate why this came to be known as the Century of Humiliation, and the effect this had on China.

HOW TO Causes and consequences, page 5

How did Chinese technology change during the 19th century?

For most Chinese peasants, life during the tumultuous 19th century wasn't very different to that of their grandparents. China did not industrialise until relatively late, and the technology of daily life changed very little. Things were different in the port cities, where Western inventions and ideas began to dominate society.

Market towns and trade

The Qing dynasty promoted a primarily agricultural economy, in which small farmers and market gardeners were given incentives to develop land for agricultural use. Emperor Qianlong's reign saw the construction of weirs and canals. These opened up more land to farming, which led to a proliferation of market towns. In these towns, the money that changed hands for goods became the taxes paid to Qing officials, so taxation drove **monetisation** and economic growth.

Markets were initially held in central towns (usually a day's journey away) on certain days of the week. Under the Qing dynasty, sections of towns became permanent markets and merchant classes emerged to sell goods. Trade networks were sufficiently organised for goods to travel freely across provinces. Medicines from the north went south; cotton went from the periphery of the empire to be made into fabric in the centre.

A system of banks called the *Piaohao* would take deposits in one location, issue a remittance certificate and allow the redemption of goods in other towns and cities. One of the fastest ways to modernise a country is to monetise it, and this is what happened during the Qing dynasty.

Early Chinese coins were 'cast' by pouring metal into a mould. This led to a problem of people smelting the coins to make utensils. Emperor Qianlong devised a plan to make coins out of alloys, which made them more valuable as coins than as raw metals. He also offered incentives for mints to buy back utensils for metal to make coins during metal shortages. Copper coins (called *wen*) had a hole in the centre, so they could be put on strings and tied to a belt. The value of a silver ingot (or *tael*) varied, from 1000 wen (before 1820) to 2000 wen (after 1840).

New crops were introduced from Europe and the United States, such as corn, chilli, pepper, peanuts, potatoes and tomatoes. These allowed farmers to plant beyond their staple crops of rice and other vegetables, and expanded the repertoire of recipes and menus that can still be found today.

Source 1: Bronze coins from the Qing dynasty stamped with the name of Emperor Qianlong

Source 2: A full mahjong set could be very expensive. The tiles were crafted from bone, often backed with bamboo, and they were usually carried in ornate wood or metal cases.

Under the Qing dynasty, the population increased fourfold. The increase in mouths to feed was supported by increasing the amount of fertile land. This was made possible by managing water resources and offering incentives to farmers. Embracing these reforms meant that food production could increase; however, droughts and warfare (which prevented seed planting) still affected food security. These food shortage pressures sometimes led to insurrections and rebellions.

The wealthy and the Westernised

Life was less difficult for the wealthy nobles of the court and for the officials of the Chinese imperial bureaucracy. The Qing dynasty introduced a variety of new noble titles and positions, meaning that the Qing court became larger and busier. These nobles had administrative roles to play in the imperial bureaucracy and had to contribute a portion of their wealth to the emperor's coffers. Many nobles developed their own networks of power in regional areas and used these to negotiate deals with Western traders to make more money.

One way nobles passed the time was by playing *mahjong*, a tile-laying game. The exact origins of *mahjong* are unknown; it likely developed from a variety of games, including a card game called *ya pei* and another game called *madiao*. No matter its origin, *mahjong* became a popular pastime among those who could afford a set of playing pieces.

After the Opium Wars, a third way of life developed for some Chinese citizens. The British influence in port cities such as Shanghai, not to mention direct British control in Hong Kong, meant that Western dress, education and culture became much more common. Some Chinese locals were forced to adopt Western ways in order to find work; others chose to adopt these ways to gain social advantages. Western styles of dress, such as suits, ties and hats, became common, and some men cut off their plaits and grew their hair in Western styles. Hong Kong in particular became dominated by British culture, with the Chinese locals segregated from their new English rulers. The east portion of Hong Kong was mostly occupied by the British, who built racecourses, mansions and polo fields – and barracks to house large numbers of British soldiers.

Tea and other exports

Tea was so popular as a stimulant and a medicine that it became the national drink of China, and was taxed during the Tang dynasty (618–907 CE). Tea houses existed in every city and town, and were popular places to meet, gossip and socialise for peasants and nobles alike. Unhappily for the Qing dynasty, tea houses were also places where the social classes mixed, providing opportunities for everyone to share their discontent with the current political order.

Tea was also one of China's primary exports, especially to Britain, where it became incredibly popular. The popularity of tea, along with items such as porcelain tea sets, was one of the factors that led to Britain's massive trade deficit with China, which Britain ultimately addressed through the sale of opium and the Opium Wars. The British East India Company also worked to break China's monopoly over tea. One of the company's agents, botanist Robert Fortune, stole tea plants and seedlings during trips to China and took them to India's Darjeeling region to develop India's tea industry.

Chinese artisans had been making porcelain and ceramics for thousands of years using various techniques and materials. Under the Qing dynasty, there was an emphasis on developing more colours, rather than just the blue and white designs popular during the Ming dynasty. Thanks in part to its connection to tea, porcelain became another major Chinese export – to the point that it became known as 'china' in many parts of the British Empire. For many British families, tea services (sets of matching cups, plates, bowls and tea pots) were often collected, treasured and handed down to successive generations. China (porcelain) also diversified into figurines, vases, statuettes and other art objects, which also became popular and valuable collectables.

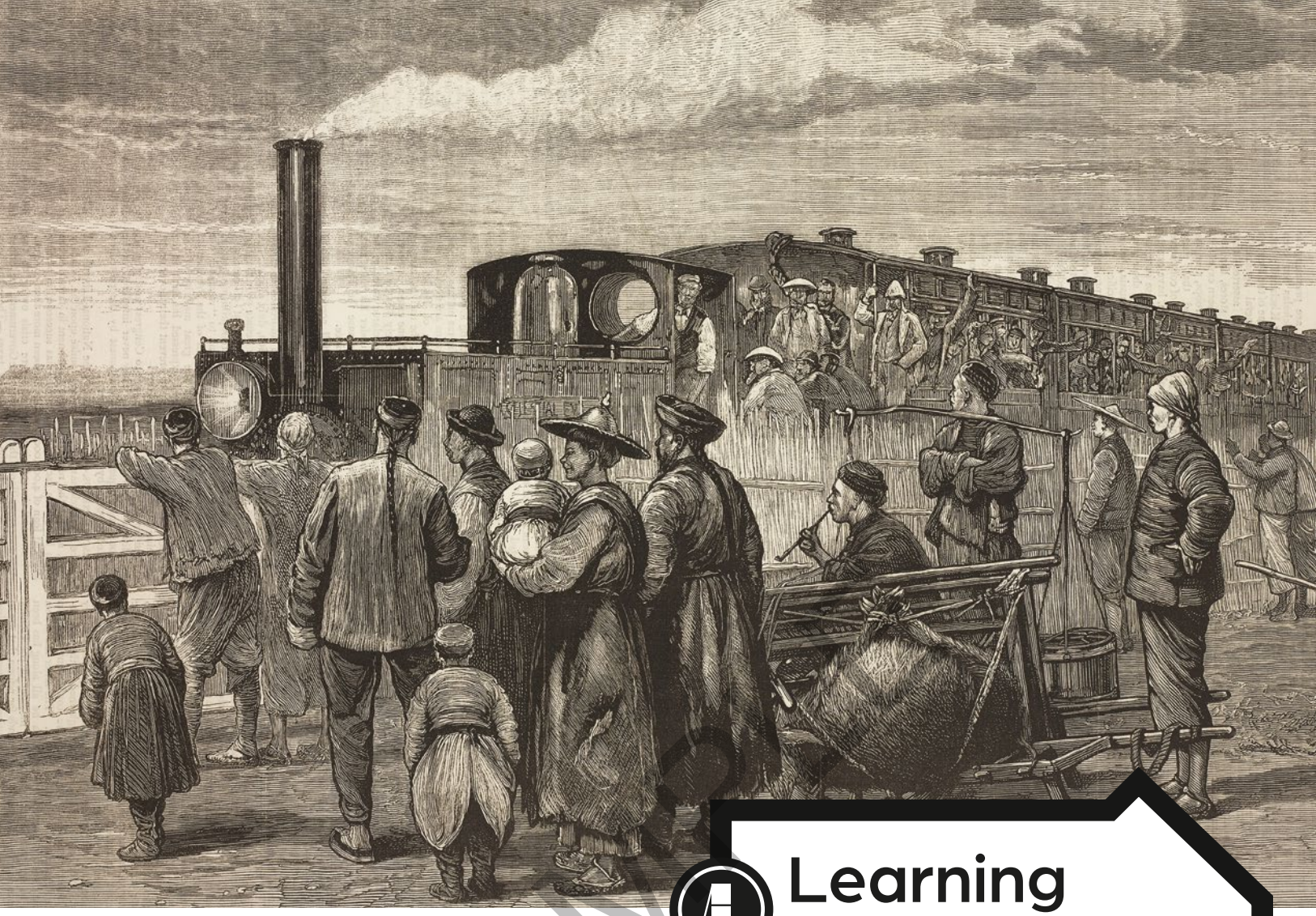
Silk was another luxury export, not just to the British, but around the world. For 6000 years, silk had been part of China's export economy; it's what gave the 'Silk Road' trading network its name. Sericulture (silk production) had been a closely guarded secret all that time. Silk was usually sold as fabric, rather than as Chinese clothing, so it could be used to create clothing in the styles popular in other countries. Within China, only nobles had been allowed to wear silk. Under Qing rule, peasants were also permitted to wear it. Silk was also used for decoration, fishing and making bows.

Industrialisation

The Industrial Revolution that changed Britain, the United States and other nations did not occur in China at the same time. The controls that Emperor Qianlong and his successors placed on foreign traders also prevented many foreign innovations and inventions from entering China. During an audience with foreign ambassadors Qianlong said, 'I set no value on objects strange or ingenious, and have no use for your country's manufactures'. This demonstrated his unwillingness to allow foreign technology into his country.

Resistance to industrialisation also affected the militarisation of the Qing dynasty. The most advanced weapons in China at this time were gunpowder-fired cannons, which had been introduced during the previous Ming dynasty. The Qing emperors did not allow their armies to use guns or rifles, preferring traditional weapons, such as bows and arrows, swords and spears. These weapons failed when they faced the technologically superior munitions of the British during the First Opium War.

Source 3: This valuable Dragon jar is from the Ming dynasty and was created c. 1403–1424.



Source 4: The grand opening of the Woosung railway, China's first railway line, in 1876. It was dismantled in 1877. [From *The Graphic* magazine, 23 December 1876]

After the Opium Wars, more foreign technology was imported into China, and a desire for industrialisation began to grow. There was a demand not only for foreign weaponry and munitions, but also for steam power, mining equipment and better agricultural technology. The Qing authorities remained reluctant to allow new technology, so Chinese officials and traders often worked around them, dealing directly with foreigners and leaving out the bureaucracy.

Trains are a good example of the slow process of industrialisation in China. The first Chinese railway was built by the British in 1876 and operated near Shanghai, but it was closed and then destroyed by Qing authorities in 1877. Emperor Guangxu wanted to implement reforms and build more railways, but the conservative Dowager Empress Cixi deposed him and cancelled the reforms. By 1894, only around 480 kilometres of railway tracks had been built throughout China – far less than existed in England, a much smaller country.

Learning ladder H3.5

Impact and legacies

1. What was the impact of the Qing dynasty monetising the Chinese economy?
2. Describe the impact of British influence in port cities after the Opium Wars.
3. Describe the legacy of Chinese artisans.
4. Explain the legacy of Empress Cixi on China as a result of her anti-industrialisation attitude.

Continuity and change

1. What caused sections of some towns to become permanent markets?
2. Describe the effect of the introduction of new crops from Europe and the United States.
3. Explain why resistance to industrialisation caused military weakness for China.
4. Analyse the cause and effect of the trade deficit on tea, porcelain and silk on relations between Western European nations and the Qing Empire.

HOW TO Continuity and change, page 5

How did rebellions and revolutions change China?

Growing discontent with the rule of the Qing dynasty led to a number of rebellions and uprisings. In order to defeat them, the Qing brutally suppressed their own citizens, which weakened them politically. The 1911 revolution ended the reign of the Qing and the dynastic system, creating an entirely new government.

The White Lotus Rebellion (1796–1804)

The *Bai Lian Jiao* (White Lotus Society) was a **populist** Chinese secret society, based on a mixture of Taoist and Buddhist ideas, with a long history that stretched back to the Song dynasty. Secret societies were fairly common during this period; people from the lower classes, who bore the real hardships of agricultural failures and government corruption, joined such societies in order to vent their discontent.

The White Lotus Society didn't have much support until 1796, when high levels of immigration into Sichuan province from other provinces upset the local populace. Inadequate resources and high taxation angered the locals, who joined the White Lotus Society to express that anger. The people rallied beneath a banner that was openly anti-Qing and called for the return of the Ming dynasty.

Military forces struggled to suppress the growing rebellion. Local nobility had to recruit and pay exorbitant fees to mercenaries and bribe White Lotus members to change sides; the cost of fighting the rebellion ran to 100–200 million *taels* of silver. The mercenaries also required training, as they struggled to counter the White Lotus's **guerrilla** tactics of attacking and then disappearing.

The White Lotus Society members were eventually routed in 1804, after the deaths of around 100 000 rebels. While the rebellion was suppressed, the damage had been done to the Qing dynasty. Poor people had shown their dissent openly to their rulers, which inspired others to do the same.

Source 1: The White Lotus Society. [Handscroll; ink on paper, unidentified artist, c. 1041–1106]

Source 2: Wu Youru's 1886 painting *Regaining Jinling* from the book, *A Scene of the Taiping Rebellion, 1850–1864*.

The Taiping Rebellion (1850–1864)

A change of reign occurred in 1850, from Emperor Daoguang to Emperor Xianfeng; in the same year, a famine and other economic hardships affected the lower levels of society. During this period, a group called the *Bai Shangdi Hui* (God Worshipping Society) instigated a four-year rebellion that led to the occupation of the city of Jiangning and the death of 20–70 million people.

It began with a man named Hong Xiuquan. Fusing Christian ideas with Chinese thought, he convinced a large number of followers that he was either a **messiah** or the emperor of a future dynasty, with a mandate to vanquish the Qing. In 1850, Hong amassed approximately two million followers into military units and began to purchase weapons and supplies. Initial victories were seen as a sign from Heaven, and Hong declared the 'Taiping Heavenly Kingdom' as a new state.

Hong captured the major cities of Wuchan and Anqing but was met by Qing military forces at Beijing. The forces of the *Bai Shangdi Hui* forced Emperor Xianfeng and his troops to retreat during the attack on Tianjing. They then occupied the city of Nanjing in 1853; however, corruption set in among Hong's officials and advisers.

After the Treaty of Tianjin was signed following the Second Opium War, the British helped Emperor Xianfeng to crush the Taiping Rebellion as a show of good faith. The army besieged Nanjing in May 1862, and it fell in July 1864, a few weeks after Hong Xiuquan died of food poisoning.

Source 3: Hong Xiuquan, self-proclaimed 'Brother of Jesus' and leader of the Taiping Rebellion

Source 4: Qing troops escort and protect foreigners at the conclusion of the Boxer Rebellion. [Illustration by Oswaldo Tofani, *Le Petit Journal,* 15 July 1900]

The Boxer Rebellion (1899–1901)

In the north of China, secret societies stirred up nationalist discontent and began training rebellion troops. The largest of these societies was the Society of the Righteous and Harmonious Fists, or *I-ho ch'uan* ('The Boxers'). The Boxers called for a return to the 'traditional source' of Chinese warfare, such as spirituality and martial arts prowess; some even claimed (or truly believed) that they were immune to swords and bullets. Their war cry – 'Support the Qing, death to all foreigners' – united a people fed up with defeat after defeat.

The Boxers began their rebellion with attacks on Christian missionaries in 1899 and the destruction of railways and telegraphs in 1900. These attacks earned the love of the Chinese people but angered Western governments, who implored Emperor Guangxu to suppress the Boxers. Instead, Empress Dowager Cixi actually supported the Boxer campaign because of its popularity.

To protect their diplomatic missions in Beijing from the Boxers, and the Qing Army that supported them, the Western powers sent more than 50 000 troops to China. The Eight-Nation Alliance was formed, made up of Austria–Hungary, Britain, France, Germany, Italy, Japan, Russia and the United States. (The British forces included Indian *sepoys* and Australian colonial militias.)

On 12 August 1900, Boxers and Qing troops attacked the diplomatic missions; on 14 August, Eight-Nation Alliance forces divided and attacked each gate of Beijing. Over the following months, tens of thousands of Chinese people (mostly civilians) were killed. Empress Cixi changed course, and ordered the Qing Army to assist the Western forces and arrest the Boxers. However, it was too late and, as the allied forces invaded, she left the Forbidden City in disguise. Meanwhile thieves sacked the city, taking palace antiques by the cartload.

Most of Chinese society had unified to reject the foreigners, and they had lost. The result was another 'unequal treaty': The Boxer Protocol of 1901. Under the terms of the treaty, the Chinese government had to pay 450 million *taels* of silver to the Eight-Nation Alliance countries and participation in anti-foreigner secret societies became a capital offence.

The Xinhai Revolution (1911)

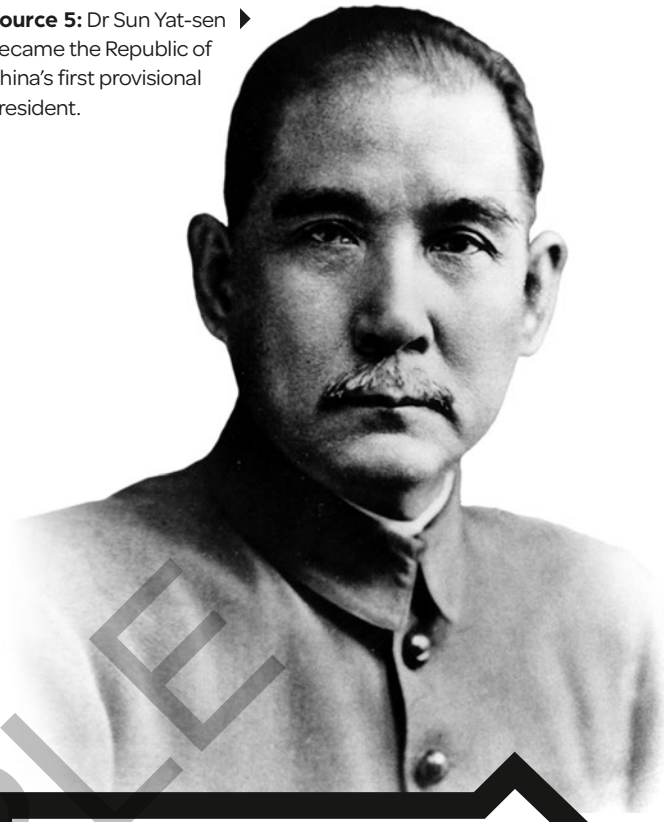
Annoyed at government corruption and the Qing dynasty's inability to prevent invasions, many people in China felt that their country was in decline. A young leader called Sun Yat-sen organised his own revolution in 1895. It was suppressed, but from this experience he learned to use secret society networks across China and formed his own league, the *Tongmenghui*.

When the imperial court ordered the suppression of the Wuchang Rebellion in October 1911, the Qing Army refused to obey. The rebellion grew into a full-blown revolution, named the Xinhai Revolution; the army seized power from the Qing rulers and declared a new Chinese **republic**.

Sun Yat-sen returned from exile to become the first provisional president of the republic. Without armed forces to support him, Sun gave power to General Yuan Shikai, who recommended that the Empress Dowager Longyu, Prince Regent and three-year-old Emperor Xuantong abdicate, which they did on 12 February 1912.

Elections in February 1913 saw the election of the Chinese Nationalist Party, the Kuomintang (also spelled 'Guomindang'), which remains active to this day in Taiwan. Extraordinary events saw Yuan Shikai declared as the Hongxian Emperor for 83 days before being removed from office; he died in 1916. Emperor Xuantong was reinstated for 12 days in 1917 by a coup, which was defeated by other Chinese republican forces.

The **abdication** of Emperor Xuantong in 1912 brought an end to the Qing dynasty, as well as to the institution of imperial rule in China, which had lasted for more than two millennia.



Source 5: Dr Sun Yat-sen became the Republic of China's first provisional president.

Learning ladder H3.6

Significant people, ideas and events

1. Describe the significance of the White Lotus Rebellion.
2. Describe the significance of Hong Xiuquan to the Taiping Rebellion.
3. Explain the significance of the Boxer Rebellion in influencing Chinese people to oppose Western control.
4. Explain the significance of Sun Yat-sen to ending the Qing dynasty.

Causes and consequences

1. What caused the White Lotus Rebellion?
2. Describe the effect of the Treaty of Tianjin on the Taiping Rebellion.
3. Explain the effect of the Boxer Rebellion on Chinese society.
4. Analyse the causes of the White Lotus Rebellion, Taiping Rebellion, Boxer Rebellion and Xinhai Revolution. Explain how the causes were similar and different.

HOW TO Causes and consequences, page 5

What was the Second Sino-Japanese War?

In the early decades of the 20th century, imperialist Japan sought to expand its influence in East Asia by taking control of Chinese resources and territory. For the Chinese people, Japan's continuous encroachment was a threat to China's culture and society. The Second Sino-Japanese War broke out in 1937 as a result of these ongoing tensions.

In early 1937, Japan's aggressive moves – beginning with a false flag incident in Manchuria (an attack staged to mislead by appearing to be carried out by Chinese forces) – increased regional tensions. The situation escalated when a clash near Beijing, known as the Marco Polo Bridge Incident, broke out between Japanese and Chinese troops.

The Nanjing Massacre

After the Marco Polo Bridge Incident, hostilities between China and Japan escalated quickly. Following a decisive win for Japan in the Battle of Shanghai in August 1937, the Chinese retreated west, which allowed Japan to move towards Nanjing, the capital of the Republic of China at the time. By early December, Japanese soldiers had reached Nanjing. Leaders of Chiang Kai-shek's Nationalist government (the Kuomintang or KMT) quickly evacuated the city, leaving the remaining Chinese soldiers and civilians to mount a limited defence; by December 13 the capital was lost to Japan.

Between December 1937 and January 1938, the Japanese pillaged Nanjing, looting businesses and houses and committing acts of torture and sexual violence against the Chinese population. During the siege – now known as the Nanjing Massacre – around 200 000 to 300 000 Chinese soldiers and civilians were killed.

Source 2: Japanese troops file into the city after the fall of Nanjing

Source 1: Key events of the Sino-Japanese war

key ideas timeline.

1931
Japan stages a false flag attack on a railway in Manchuria, claiming it was carried out by the Chinese.

1932
Japan takes control of Manchuria and establishes the puppet state of Manchukuo under the leadership of Puyi, the last Qing emperor.

July 7, 1937
Fighting between Chinese and Japanese forces near the Marco Polo Bridge sparks the beginning of the Second Sino-Japanese War.

September 1937
Chinese Communist troops successfully ambush Japanese forces in the Battle of Pingxingguan using guerrilla warfare.

August–November 1937
Japan gains control of Shanghai after months of fighting in the Battle of Shanghai.

December 1937
Thousands of Chinese civilians are killed as Japan seizes the city of Nanjing.

December 7 1941
Japan bombs the United States at Pearl Harbour, forcing the United States to join World War II.

Japanese-controlled areas of China, 1941

By 1939, however, Chiang Kai-shek's troops were withdrawn from the frontlines amid fears of heavy casualties. As the CCP continued to resist the Japanese, the KMT began to fear the growing support for Mao and his followers. Clashes broke out between the CCP and the KMT as Chiang Kai-shek's forces obstructed the Communists. By the end of World War II in 1945, the Second United Front had collapsed, and the stage was set for the Chinese Civil War.

Source 3: The Japanese seized Manchuria in 1931 and occupied much of the coast and North China Plain by 1941.

Chinese resistance

In response to the outbreak of the war, the KMT, led by Chiang Kai-shek, and the Chinese Communist Party (CCP), led by Mao Zedong, joined forces to form the Second United Front against Japan in 1937. Despite long-standing animosity between the two groups, their cooperation led to stronger resistance against the Japanese. While KMT forces fought along battlelines in towns and cities, the Communists operated in rural areas using guerrilla tactics and by encouraging local people to take up arms.

1943
British Prime Minister Winston Churchill and United States President Franklin D. Roosevelt meet with Chiang Kai-shek.

1945
Atomic bombs are dropped on Hiroshima and Nagasaki, ending years of Japanese aggression and forcing their surrender.

Learning ladder H3.7

Background and origins

1. Which country controlled Chinese territory leading up to World War II?
2. Describe the Second United Front.
3. Explain how KMT–CCP infighting weakened Chinese resistance.
4. Explain why Chiang Kai-shek turned against the CCP during the war.
5. Evaluate the Nanjing Massacre's social and cultural impact on China.

Chronology

1. When did the Second Sino-Japanese War start?
2. List in order two events that occurred before the war began.
3. Name a timeline convention used and explain its purpose.
4. Summarise the key events leading to the Second Sino-Japanese War.
5. Explain how Japan's early actions in Manchuria escalated tensions before 1937.

HOW TO

Chronology, page xx

H3.8

What is the Chinese Communist Party?

By the end of World War II, China had suffered under the control of foreign powers for much of the 20th century. In 1921 the Chinese Communist Party was established amid a growing sense of nationalism. It aimed to abolish capitalism, promote equality and mobilised millions to resist foreign domination and internal conflict.

The CCP was founded by revolutionaries influenced by the Bolsheviks' rise during the Russian Revolution in 1917, including Mao Zedong, Chen Duxiu and Li Dazhao. The key aims of communism are to:

- eliminate social classes and create an equal society
- distribute a country's resources and services among the people based on need rather than profit
- remove private ownership of industries and land and give control over to the people
- put an end to capitalism.

The movement resonated with China's largely peasant population, drawing on Marxist–Leninist ideology as members such as Mao began establishing labour unions in cities during the 1920s. Early cooperation between the CCP and the KMT resulted in an alliance from 1924 to 1927 and again from 1937 to 1945. At the same time, continued violence between the two groups forced the CCP to operate underground by the late 1920s. By the end of World War II, the CCP had gathered support from around 100 million people and its role in fighting Japanese imperialism cemented its position in Chinese politics.

Mao Zedong

Born a peasant in 1893, Mao Zedong became one of the most influential – and controversial – figures in 20th-century China. Persecuted by the KMT, Mao and others in the CCP spent much of the late 1920s in the countryside gathering support from farmers and peasants. By 1931, the Chinese Soviet Republic was established in southern China with around 9 million members. During conflicts with the Japanese in the 1920s and 1930s, Mao organised guerrilla attacks and helped build the Chinese Red Army.

Fearing the growing popularity of the CCP, the KMT launched several military campaigns against the Communists. To escape this persecution, the CCP travelled 10 000 kilometres from their base in the south to Yan'an in northern China between 1934 and 1935. At the end of this journey, known as the Long March, Mao was declared leader of the CCP.

Source 1: Red Army soldiers during the Long March

The Chinese Civil War

Between 1945 and 1949, the KMT and the CCP fought for control of China, plunging the country into a bloody civil war. Peace talks at the end of World War II failed to maintain the fragile alliance between the Nationalists and the Communists that had been formed during the fight against Japan. Clashes quickly erupted between the two parties in 1945, sparking the Chinese Civil War. This war was a key battleground for political ideologies not only in China but also globally. The United States, fearing the spread of communism, supplied food, medicine, weapons and other military equipment to the KMT. The CCP, in contrast, were supported by the Soviet Union, which provided crucial military training, strategic advice and money for the war effort. In the context of the emerging Cold War, the Chinese Civil War became a focal point in the global conflict between communism and capitalism. By early December 1949, Mao had led the CCP to victory, establishing a communist China and founding the People's Republic of China.

> We are all convinced that our work will go down in the history of mankind, demonstrating that the Chinese people, comprising one quarter of humanity, have now stood up.
>
> **Source 3:** Mao Zedong, Opening address at the First Plenary Session of the Chinese People's Political Consultative Conference, 21 September 1949.

Source 2: Propaganda poster celebrating Sino-Soviet Friendship, c. 1955. The text at the bottom of the poster reads, 'Our friendship is unbreakable!'

Learning ladder H3.8

Significant people, ideas and events

1. Who were the leaders of the two opposing sides during the Chinese Civil War?
2. Describe one key aim of communism.
3. Explain how Mao's rural experiences bolstered CCP support.
4. Explain why early CCP–KMT cooperation later collapsed.
5. Evaluate how the CCP's role in fighting Japanese imperialism affected its political rise.

Significance

1. Identify the global conflict referenced during the Civil War.
2. Describe how the Russian Revolution influenced the CCP.
3. Explain why the CCP–KMT alliance eventually failed.
4. Explain why the United States supported the Nationalists.
5. Evaluate the Long March's significance in consolidating CCP leadership.

HOW TO Significance, page xx

H3.9

How did the Cultural Revolution change Chinese society?

In the 1960s and 1970s, Mao's campaign against traditional customs and class divisions transformed China's politics, culture and economy, replacing long-held symbols and practices with new Maoist ideals.

The People's Republic of China

The CCP's victory at the end of the Civil War quickly ended diplomatic relations with the United States. Tensions worsened with the outbreak of the Korean War. In December 1949 the People's Republic of China (PRC) signed a treaty with the Soviet Union. This alliance ensured China's involvement in the Korean War. By supporting the Soviet Union – and, by extension, North Korea – the PRC deepened its rift with the United States, which backed South Korea.

During the 1950s, Mao aimed to reshape China into an industrial powerhouse through initiatives such as the Great Leap Forward. Land reform gave peasants control over most of the country's land while former farmers began producing steel. In this period a series of political campaigns led to the persecution and execution of many groups, including landlords, the elite and intellectuals. Because the Great Leap Forward focused on industrialisation, crops were neglected and eventually rotted, leading to the Great Chinese Famine from 1959 to 1961. In the wake of these failures, Mao sought to solidify the CCP's control over China through further revolution.

The Cultural Revolution

Throughout the 1960s and 1970s, China experienced a Cultural Revolution that forever altered the country's social, cultural and political fabric. To consolidate his own position and that of the CCP, Mao urged the Chinese people to rise up against the 'Four Olds': old ideas, old customs, old culture and old habits. This was a direct attack on China's history, cultural traditions and expression, and capitalism. Ancient structures – including temples and tombs, the remains of past emperors, ancient texts and artworks – were destroyed during the movement.

As the 'Four Olds' were closely linked with China's upper class and intellectuals, Mao framed the revolution as a battle between classes, encouraging the peasant majority to take part in the destruction and persecution. Cultural expression became a means of advancing Maoist ideology through 'propaganda art' on household items, while more traditional art was seen as counter-revolutionary. In doing so, Mao was able to control and recreate China's cultural landscape to promote the values and ideology of the Communist Party.

Key to Mao's campaign was his book *Quotations from Chairman Mao Zedong* – better known as *The Little Red Book*. First published in 1964, it contained hundreds of Mao's thoughts and sayings on communism, class struggle, revolution, society, politics and culture.

Source 1: Chinese propaganda poster from the 1960s showing workers holding *The Little Red Book,* trampling underfoot other political and religious beliefs.

Source 2: Chinese leaders viewing the body of Chairman Mao Tse-Tung lying in state in Peking, September 1976. Printed after the 1st anniversary of his death on 19 September 1977.

The Little Red Book was widely distributed throughout China and became a symbol of support for the CCP during the Cultural Revolution. Anyone without a copy or unable to quote from it was regarded with suspicion and often persecuted by the communist Red Guards.

> A revolution is not a dinner party, or writing an essay, or painting a picture, or doing embroidery... A revolution is an insurrection, an act of violence by which one class overthrows another.

Source 3: Mao Zedong, *Quotations from Chairman Mao Zedong*, 1964.

By the 1970s, as Mao's health declined and questions of succession troubled the CCP, the party became riddled with infighting and factional dissent. The Cultural Revolution, which claimed the lives of an estimated 500 000 to 2 million people, ended in 1976 with Mao's death and Deng Xiaoping's rise to power. In the following years, Deng set about restoring China's economy through modernisation and reform.

Learning ladder H3.9

Impact and legacies

1. What was the Great Leap Forward?
2. Describe one impact of China's focus on industrialisation.
3. How did the Great Chinese Famine influence CCP support?
4. Explain how China's Soviet alliance affected its US relations.
5. Evaluate The *Little Red Book*'s role in consolidating Mao's power.

Continuity and change

1. Identify one change to China's class system during the Cultural Revolution.
2. Describe how Mao aimed to transform Chinese culture during the Cultural Revolution.
3. Explain how propaganda art advanced Maoist ideology.
4. Analyse changes in land ownership after the Civil War.
5. Evaluate the CCP's state at the end of the Cultural Revolution.

HOW TO

Continuity and change , page xx

H3.10

How has China changed since the Cultural Revolution?

The decades immediately after the Cultural Revolution saw great social, political and economic change in China. The death of Mao and the removal of his key supporters, known as the 'Gang of Four', ended the radical ideology of the revolution. In the 40 years since, China has become one of the largest economies and the biggest trading nation in the world.

Economic reform and social upheaval

In 1978, Deng Xiaoping introduced several policies to improve China's economic standing. Known as the Four Modernisations, these policies focused on industry, agriculture, the military and science and technology. The Four Modernisations aimed to:

- improve productivity through modern farming practices
- promote foreign investment in Chinese markets and participation in the global economy
- modernise existing industries with updated technology
- invest in education nationwide and encourage greater engagement in global research
- improve China's military equipment, resources and training to strengthen the country's defence.

Source 1: Shanghai, China, October 1996. Cranes show the amount of ongoing construction. Shanghai's distinctive Oriental Pearl Radio and Television Tower had been completed only a year earlier, in 1995.

Through this period of development, Xiaoping and subsequent leaders adapted communist ideals to better suit Chinese needs. Known as communism or socialism with 'Chinese characteristics', this approach recognised the country's need for more open economic policies than traditional communism allows. By implementing reforms over a longer period of time, this system also encouraged greater national stability.

As a result, poverty rates in China dropped from 88 per cent in 1981 to six per cent by 2017. This focus on reform and modernisation shifted China away from the Cultural Revolution's emphasis on ideology and class struggle to prioritise economic development. Through the Four Modernisations, China not only improved its economy but also its international relationships.

Source 2: Shanghai, China, c. 2020. Skyscrapers now crowd the skyline. With a population of 25 million people, Shanghai is one of the largest cities by population in the world.

> One of our shortcomings after the founding of the People's Republic was that we didn't pay enough attention to developing the productive forces. Socialism means eliminating poverty. Pauperism is not socialism, still less communism.
>
> **Source 3:** Deng Xiaoping, *Build Socialism with Chinese Characteristics*, 30 June 1984.

At the same time, education policies from the Cultural Revolution that banned participation in higher education were scrapped and the National Higher Education Entrance Examination was reinstated. Despite this new direction, a divide remained between the generation who had taken part in the revolution and been denied an education as teenagers and young adults, and the younger generation who had access to education and a more open society.

As people became more aware of the western world, growing disquiet emerged over the lack of political transparency and personal freedoms in China, including freedom of the press and speech. In April 1989, Chinese students protested in cities across the country, demanding democratic reform and an end to widespread political corruption. The protests continued for months, gaining momentum until a violent government suppression in June – now known as the Tiananmen Square Massacre. China faced criticism from foreign powers for its handling of the protests and suffered both diplomatic and economic sanctions from the United States. Despite this setback, China continued to strengthen its economic and political position on the global stage over the following decades.

China in the 21st century

Since 2000, China has continued to expand its global influence through ongoing economic growth and active participation in international affairs. Over the last two decades, mass production and significant foreign investment boosted China's economy, while rapid population growth led to swift urbanisation. In 2001, China joined the World Trade Organisation (WTO) and, over the next decade, focused on developing new technologies including renewable energy, e-commerce and artificial intelligence. At the same time, efforts to consolidate the CCP's power internally and China's global position resulted in increased censorship and reduced political and social freedoms.

Source 4: A Chinese man temporarily blocking a line of tanks on 5 June 1989, the day after demonstrators were cleared from Beijing's Tiananmen Square. This unknown protestor has come to be known as 'Tank Man' in the Western media.

Extent of China's Belt and Road Initiative

Source 5: The Belt and Road Initiative is a key part of China's 21st-century strategy to expand its global influence.

After rising from General Secretary of the Communist Party to President of China in 2013, Xi Jinping has become one of the country's most important political figures. Throughout his leadership, Xi has worked to re-establish the CCP's dominance in Chinese politics and to strengthen China's role in global geopolitics. Political rivals and corrupt officials were removed or punished while Xi consolidated his power by amending the constitution to eliminate presidential term limits. His power was further enhanced by his designation as 'core leader' of China – a title previously given only to Mao Zedong, Deng Xiaoping and Jiang Zemin.

Since taking power, Xi has pushed China's global position through assertive military expansion and initiatives such as the Belt and Road Initiative (BRI). On the surface, the BRI aims to boost global trade routes by connecting Asia, Africa and Europe. However, concerns about China's influence in the Asia-Pacific region and the economic reliance of participating countries on China have overshadowed the potential benefits of the initiative. In 2021 Australia's federal government cancelled the Victorian agreement with China to join the BRI, citing concerns that the scheme was 'inconsistent with the Australian government's policy'. Despite pushback from Australia and the United States, more than 100 countries now participate in the BRI, reinforcing China's power and influence in global geopolitics and economics.

Learning ladder H3.10

Significant people, ideas and events

1. Identify one reform from Deng's Four Modernisations.
2. Describe the Four Modernisations.
3. Explain one key difference between China's older and younger generations.
4. Explain one advantage and one disadvantage of the Belt and Road Initiative.
5. Evaluate how Xi Jinping's leadership has transformed China.

Perspectives

1. Identify one effect of Western influence on China from the text.
2. Describe one country's opposition to the Belt and Road Initiative and why.
3. Source 4: Explain why Chinese students protested in 1989
4. Explain one benefit and one risk for countries joining the Belt and Road Initiative.
5. Evaluate the significance of the title 'core leader' for China's political identity.

HOW TO
Perspectives, page xx

How have China's territorial claims shaped regional stability since 1949?

Since the end of the Chinese Civil War, China's territorial and maritime claims have destabilised the region and caused tension with neighbouring countries. The increasing use of military might and intimidation to extend borders and control nearby territories such as Taiwan and the South China Sea has resulted in conflicts and military standoffs.

Taiwan

Following the end of the Chinese Civil War, the Nationalists retreated to Taiwan and established a government they claimed was the legitimate government of China. This quickly led to friction with the CCP's government in mainland China as both sides competed for international recognition as the true leader of China.

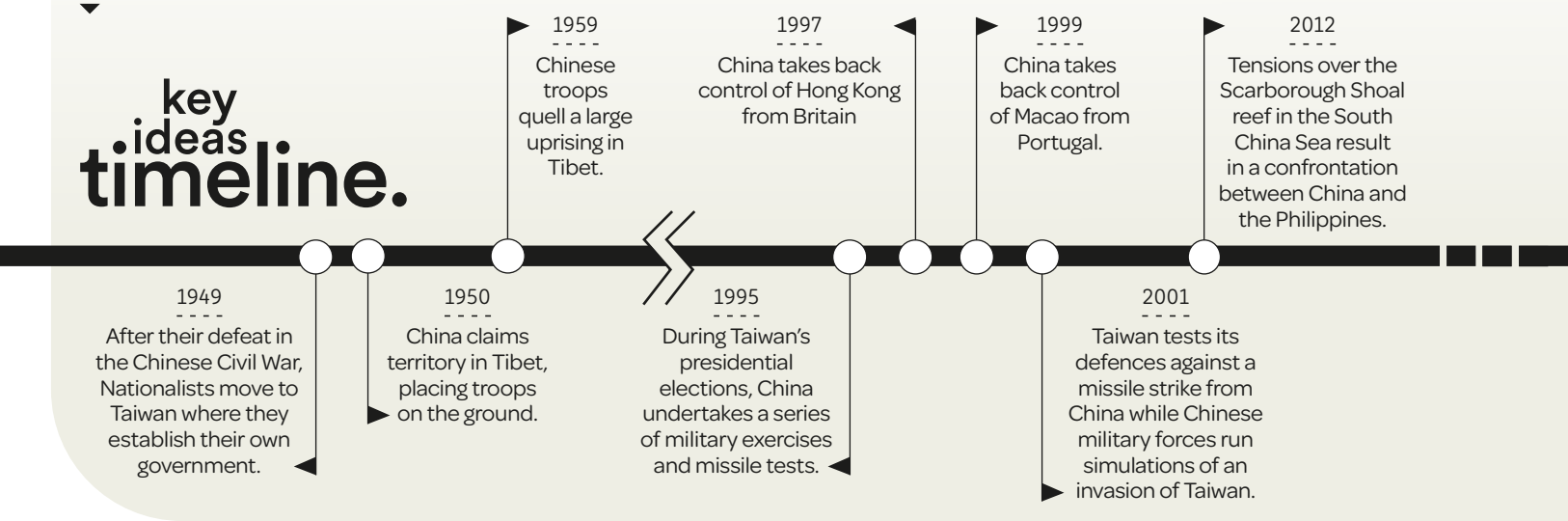
The ongoing struggle between the United States and the Soviet Union during the Cold War (1947–1991) escalated tensions between Taiwan and China. With the backing of the Soviet Union, the CCP maintained that Taiwan was part of Chinese territory. Taiwan, on the other hand, was supported by the United States as an anti-communist ally and asserted its independence from China.

Despite the ongoing Cold War conflict, in 1971 Taiwan's seat at the United Nations was given to China, thereby acknowledging the CCP as the legitimate global representative of China. Other countries soon followed suit, and by 1979 the United States had formally recognised the CCP's government.

Although Taiwan established more democratic, multiparty elections during the 1980s and 1990s, its increased efforts to assert independence since 2000 have been met with political and military actions by the CCP, which maintains control over the region.

Source 1: Key events since 1949

key ideas timeline.



There is only one China. Taiwan is not independent. It does not enjoy sovereignty as a nation.

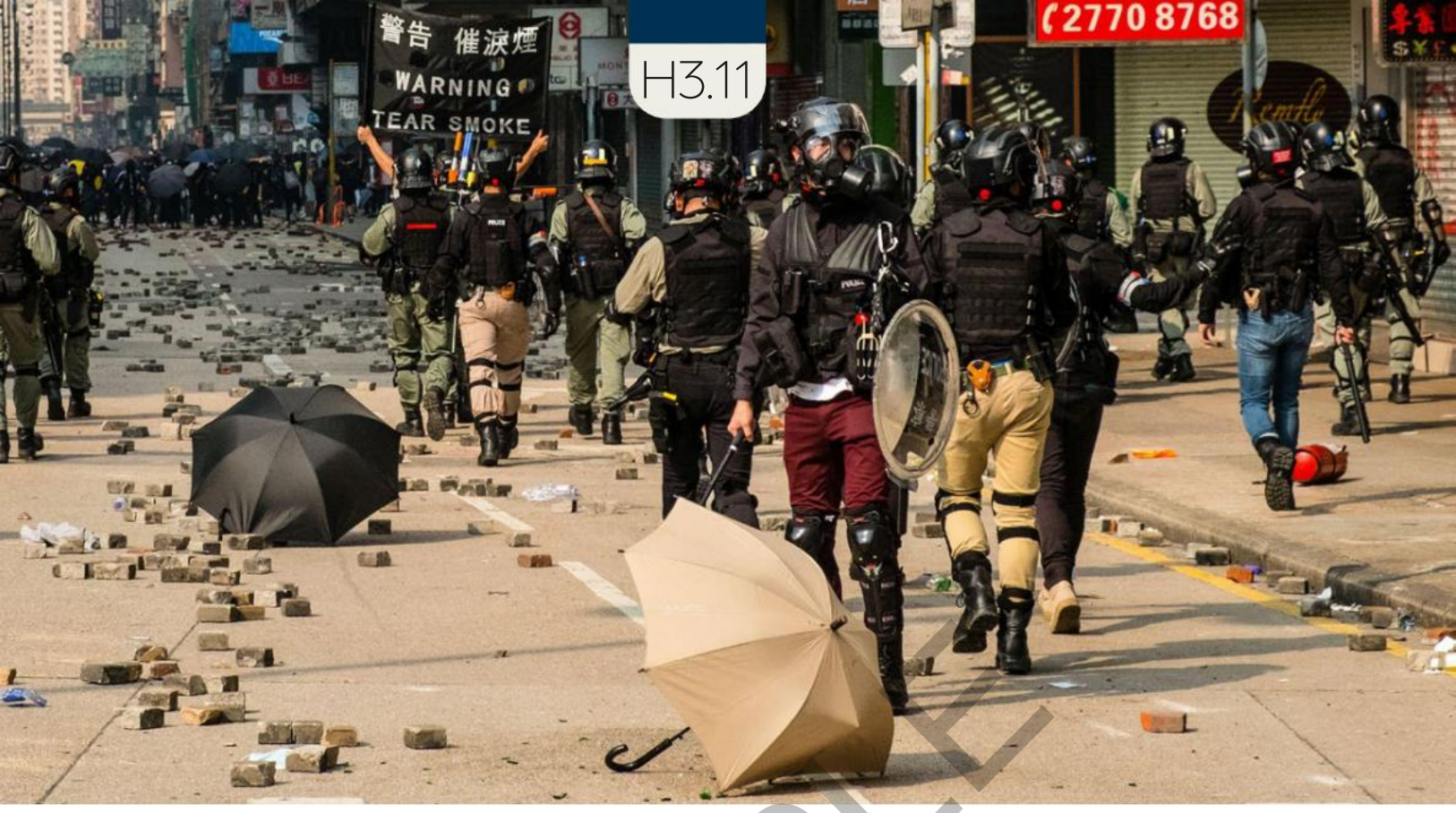
Source 2: Former Secretary of State, Colin L. Powell, *The New York Times*, 27 October 2004.

Source 3: Supporters display pro-independence banners during the 2016 inauguration of Taiwan's first female president, Tsai Ing-wen.

Hong Kong

By the end of the 19th century, after having already ceded control of Hong Kong Island in 1842 and the Kowloon Peninsula in 1960 to Britain, and under heavy military pressure from Britain, China signed a 99-year lease ensuring British control of the territory. This lease – which lasted until 1997 – symbolised colonial power and expansion, and it was met with increasing Chinese resentment and resistance in the 20th century.

Hong Kong became an important outpost of the British Empire and was well-positioned for trade and maritime control in the region. Under British rule, Hong Kong developed its own capitalist economy in contrast to China's communist policies and its own legal system. By the end of Britain's lease in 1997, the 'one country, two systems' framework was introduced to protect Hong Kong's autonomy by maintaining its own economy, legal system and freedoms, including freedom of speech and democratic rights, for 50 years as a Special Administrative Region of China.



Source 4: Umbrellas and bricks litter the street after clashes between protesters and riot police during the 2019 Hong Kong protests.

In defiance of the 'one country, two systems' framework, Hong Kong has faced increasing political pressure from China, resulting in large-scale protests in 2014 and 2019. In response, in 2020 China further tightened control over Hong Kong with new national security laws. Since the end of the 99-year lease, Hong Kong has maintained its autonomy while becoming a flashpoint for international relations in the region.

The South China Sea

Since 1949, China has attempted to claim authority over much of the South China Sea, including areas controlled by neighbouring nations such as Vietnam, Brunei, the Philippines and Malaysia. Based on an old map, in the early 1950s China outlined its boundaries within the South China Sea. This demarcation placed the majority of the South China Sea under Chinese control and became known as the Nine-Dash Line map.

China's Nine-Dash Line

Source 5: China's Nine-Dash Line in the South China Sea. The coloured lines show which countries lay claim to which islands or areas. For example, China, Vietnam and Taiwan all lay claim to the Paracel Islands. In addition, China lays claim to the entire area inside the dashed red line.

Source 6: Chinese military outpost on an artificially expanded island within the Spratly Island chain.

Due to the South China Sea's critical shipping routes and rich natural resources – including oil and natural gas reserves – China's claim became a contentious geopolitical issue during the 1970s. China's activities in the South China Sea continued to spark international concern throughout the 1990s and 2000s. During that time, China built several artificial islands in the area, establishing military outposts and increasing its military presence. In contradiction to a 2016 international ruling by the Permanent Court of Arbitration disputing China's territorial claims, China has continued to assert its military presence, thereby creating instability in the region.

Learning ladder H3.11

Interpretation

1. Identify one key debate about China's territorial claims since 1949.
2. Describe how different regional actors view China's territorial claims.
3. Explain how the Chinese Civil War's end influenced control over Taiwan.
4. Compare interpretations of the significance of the Nine-Dash Line.
5. Identify and evaluate claims that China's territorial assertions destabilise the region.

Impact and legacies

1. Identify one significant impact of colonisation on Hong Kong.
2. Describe how the United Nations decision affected Taiwan.
3. Explain how China's military presence affects neighbouring countries.
4. Explain why 'one country, two systems' was established for Hong Kong.
5. Evaluate the long-term impact of China's territorial claims on regional stability.

HOW TO Impact and legacies, page xx

How do I conduct a good inquiry?

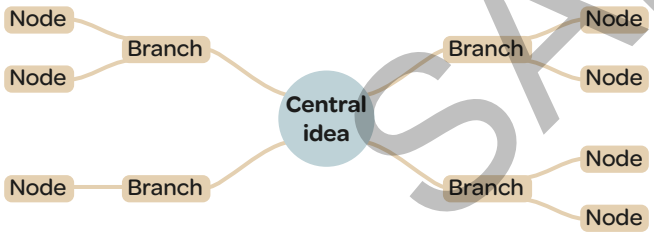
As you have progressed through this chapter, you have expanded your existing knowledge and deepened it by exploring perspectives, identifying patterns and relationships and linking causes and consequences. Along the way, you have developed your skills in analysing and interrogating sources, asking critical questions and framing well-supported arguments. You will now apply these skills to crafting a well-reasoned response to an inquiry question of your choosing related to China.

1 **Choose your topic: Identify a question.**

Which of the following would you like to investigate in greater depth?

- Opium Wars, page xx
- Rule of Empress Cixi, page xx
- Boxer Rebellion, page xx
- Sino-Japanese War, page xx
- Cultural Revolution, page xx
- Territorial claims, page xx

2 **Briefing: Brainstorm what you already know and what you want to know about this topic.**



3 **Field report: Gather your information.**

- Look back at the chapter and find all the information and sources relevant to your topic.
- Identify and locate additional sources (see How-to, p. xx).
- Analyse your sources as you go. You can use the **'Connect, Extend, Challenge'** thinking routine below to help you.
- Take careful notes as you work, including recording source details, clearly indicating quoted material and jotting down further questions as they arise.

4 **Exclusive: Review your findings to form and answer your big question.**

5 **Present: Organise and synthesise your findings into an engaging narrative (see How-to, p. xx)**

Connect

- How does the information **relate** to what you already know?
- In what ways does this account **align** with other sources or narratives you've encountered?
- What background or context do you have that might **support** the information presented?
- How does the source's origin **connect** with its intended message or audience?

Extend

- How does this source **expand** or **complicate** your understanding?
- Does the information **challenge** your previous assumptions, and if so, in what way?
- What aspects of the source's presentation (language, imagery, emphasis) **extend** your thinking about its possible biases or intentions?

Challenge

- In what ways might the source be incomplete, selective, or influenced by the author's **perspective**?
- What further evidence would you need to corroborate or refute the **claims** made in this source?
- Are there **discrepancies** between this source and other contemporary accounts that raise questions about its reliability?

Asia
(1750–present)

H4

India

HOW DID BRITISH RULE CHANGE INDIA? xx

WHAT WAS THE INDIAN REBELLION? xx

HOW DID INDIA GAIN INDEPENDENCE? xx

How can we understand modern India?

India was celebrated for its wealth, diversity and strategic importance. Through conquest and treaties, Britain imposed direct political control under the Raj, reshaping India's governance, economy and society. The structures and divisions established during colonial rule – alongside India's struggle for independence and its post–1947 transformations – have left enduring legacies that continue to influence the region.

Learning ladder

The Learning ladder lists the knowledge and skills you will learn. Each has five levels of difficulty. Learning skills at the bottom of the ladder will help you to master the skills at the top of the ladder.

Steps in knowledge progression	Background and origins	Significant people, ideas and events	Impact and legacies	Continuity and change	Causes and consequences
5	I can evaluate the origins of a historical development or movement.	I can evaluate the influence of significant people and ideas.	I can evaluate the legacy of a historical development or movement.	I can evaluate patterns of continuity and/or change.	I can analyse causes and consequences.
4	I can explain why a historical development or movement emerged.	I can explain why ideas influenced people and events.	I can explain why a historical development or movement has a legacy.	I can explain patterns of continuity and/or change.	I can explain why something was caused or why it led to certain consequences.
3	I can explain how a historical development or movement emerged.	I can explain how ideas influenced people and events.	I can explain the impact of one historical development on another.	I can explain continuity and change.	I can explain how something was caused or its consequence.
2	I can describe the origins and context of a historical development or movement.	I can describe key people, ideas and events.	I can describe the legacy of a historical development or movement.	I can describe continuity and change.	I can describe causes and consequences.
1	I can identify the origins of a historical development or movement.	I can identify key people, ideas and events.	I can identify the legacy of a historical development or movement.	I can identify continuity and change.	I can identify a cause and a consequence.

Knowledge and understanding

Source 1: Victoria Terminus Station was built in 19th century Bombay (now Mumbai) by the British. This railway hub connected trade and communication across British India. It also stands as a lasting reminder of the enormous colonial power of Britain, and the profound transformations their influence brought to India.

Perspectives	Significance	Interpretations	Chronology	Sources	Steps in skills progression
I can evaluate historical perspectives.	I can evaluate historical significance.	I can evaluate the evidence supporting a historical interpretation.	I can explain change or causality from a timeline.	I can evaluate sources to determine their accuracy, usefulness and reliability.	5
I can compare perspectives.	I can explain why something is historically significant.	I can compare historical interpretations.	I can summarise the events on a timeline.	I can explain the historical context of a source.	4
I can explain a perspective.	I can explain something historically significant.	I can explain an interpretation of history.	I can follow timeline conventions.	I can apply historical knowledge to explain sources.	3
I can describe perspectives.	I can describe something historically significant.	I can describe an interpretation of history.	I can place events on a timeline chronologically.	I can describe a source.	2
I can identify the perspective of a person from the past.	I can identify something historically significant.	I can identify a historical debate.	I can read a timeline.	I can identify the origin of a source.	1

Historical concepts and skills

What was life like in India prior to British rule?

Much of the area we call India was part of the Mughal Empire from 1526 onwards. In this society, social class was important, and life was influenced by different cultures and religious beliefs. By the time the British colonised India in the mid–19th century, internal conflicts and external forces had caused the empire to decline. However, much evidence of society during this time has survived, especially in the form of art and buildings, providing insight into what life was like in India prior to British rule.

The Mughal Empire

By the early 16th century, most of the northern parts of India had been conquered by the Mughals, who came from the area around Persia (Iran) and Turkey. Other parts of India were divided into various Rajput kingdoms, several independent Hindu states and the Ahom Kingdom. The first Mughal ruler of India was Zahiruddin Muhammad Babur, a Muslim from Persia. He captured Delhi in 1526 thanks to superior military strategy. This left northern India, which was mostly Hindu, under Muslim control. Babur believed in religious tolerance, so long as there was no resistance to his rule, and this helped establish Mughal rule over India.

Babur was followed by his son Humayun then, in 1556, Akbar the Great became ruler until 1605. Under Akbar, the empire expanded and new religious policies were introduced that helped create a more tolerant society. Akbar also established a structure to efficiently govern the country and created great wealth through trade and the textile industry.

Under this government structure, both Muslims and Hindus could become officials called *mansabdars*. As part of being appointed to office, *mansabdars* were given land, the power to collect taxes and permission to maintain an army. Over the next 150 years, this group became more powerful to the point that they could challenge central rule. During the reign of the fifth Moghul emperor, Shah Jahan, from 1628 to 1658, many monuments were built, including the famous Taj Mahal at Agra.

In 1658, Shah Jahan's son, Aurangzeb, became emperor. Over the next 49 years peace was rare as he led campaigns to conquer territory or defeat his internal enemies. He expanded the Mughal Empire to its greatest extent, but he also imposed strict Islamic policies that enraged Hindus and Sikhs. It is estimated that millions of people died as the result of battles or from natural disasters during his rule. The death of Aurangzeb in 1707 marked the end of the Mughal Empire's **golden age**.

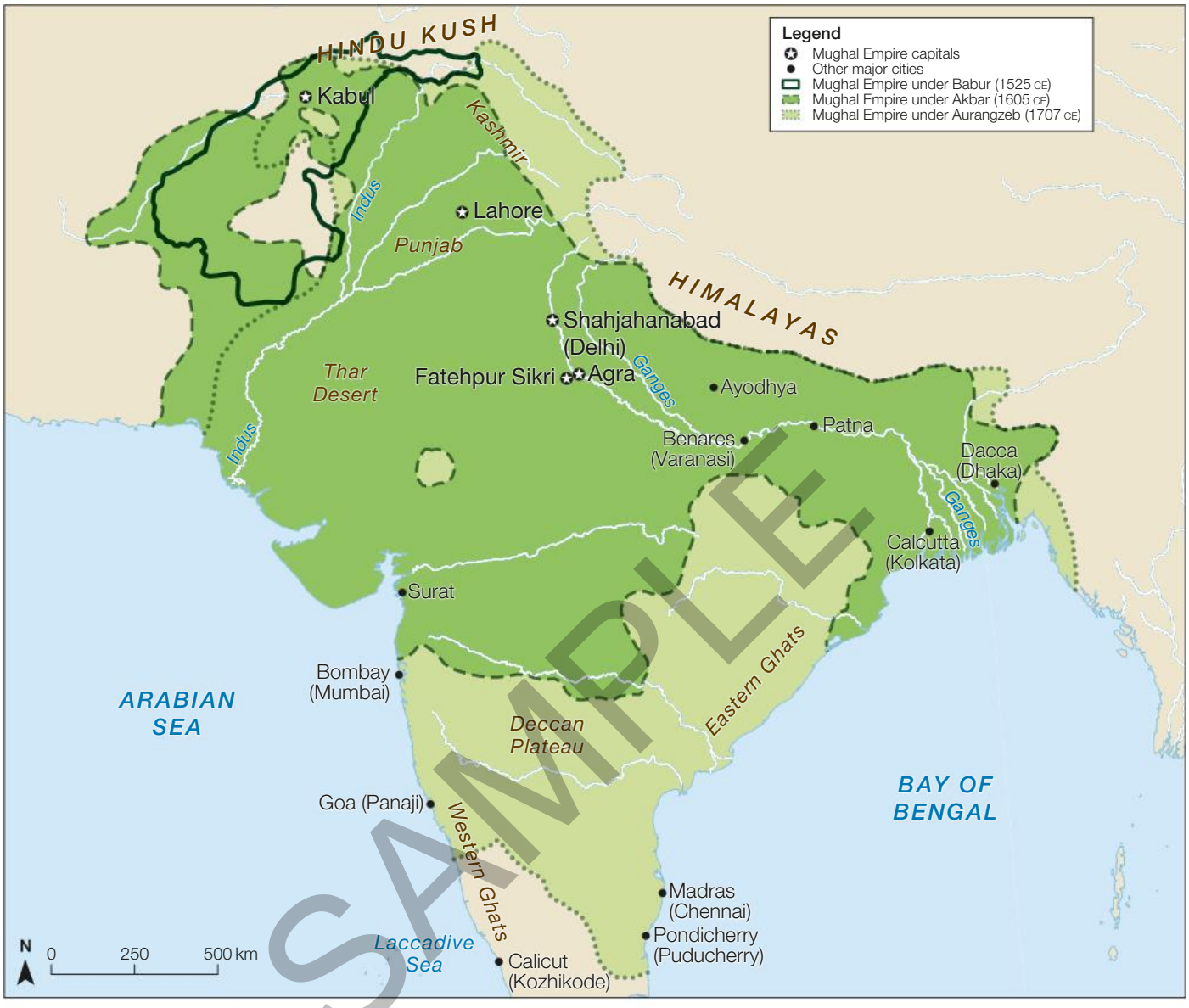
Society and culture

India prior to British rule was a combination of Persian, Mongol and Indian culture. The Mughals had brought with them the Persian culture. This mixed with Hindi culture, particularly in art, music and poetry. Generally, until the reign of Aurangzeb, there was tolerance of Hinduism by the Islamic Mughals.

The structure of society was similar to that of European countries at the time and was divided into different classes. At the top was the emperor, under the emperor was a noble class (*mansabdars*) and below this was a middle class made up of professionals, merchants and traders. At the bottom of the social pyramid were the 'common people' – peasants and workers who made up the majority of the population.

The common people were often poor and had limited access to education, employment and political power. They were divided into different castes, with each caste occupying a particular place in the social hierarchy. The lower **castes**, such as the Dalits or untouchables, faced discrimination and were often excluded from the mainstream of society. A culture of **child marriage**, brides requiring a **dowry** and prohibition of second marriage was strongly embedded.

Growth of the Mughal Empire, 1526–1707



Source: Matilda Education Australia

Source 1: The Mughal Empire, at its height, covered much of modern-day India.

Women in the royal and upper classes had access to education and the right to inherit property. However, for women of the lower classes, there were strict gender roles and work was restricted to domestic tasks. Most people living in India at the time were poor, but that does not mean the country was poor. The middle and upper classes had great wealth, which they used to purse higher learning and the arts.

> Before the British occupation, India was not a poor backwater, but a culturally and economically prosperous civilisation that had existed for millennia. India was home to the oldest university in the world, had originated our numerical system, had produced countless thinkers, philosophers, poets, and scientists. It had given the world Buddhism and Hinduism.'

Source 2: Omer Aziz (2018), *Blighted by Empire: What the British Did to India*.

Source 3: The Mughal Emperor Aurangzeb leads his final expedition (1705). Metropolitan Museum of Art.

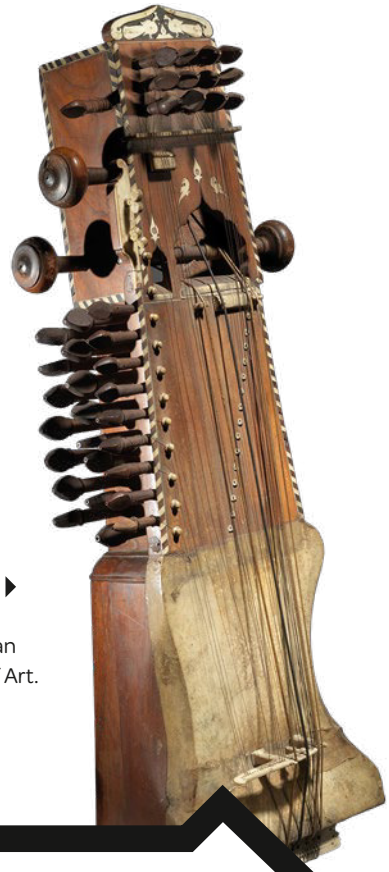
The arts and architecture

The Mughal emperors were great supporters of the arts. Paintings at the time depicted scenes from royal life such as hunting, portraits of the emperors and their families, and religious images. The style of painting was a blend of Persian and Indian styles.

Music was an important an part of life in the Mughal court. It was played in ceremonies and for entertaining visitors to royal palaces. During the Mughal period new instruments were invented such as the sarangi, a stringed instrument that became widely used in Indian classical music. Dance was also an important part of the culture of the privileged.

From 1526 to 1707, architecture and building monuments flourished. Designs combined Indian and Islamic elements. Common features were arches, domes and the minaret, with intricate details such as calligraphy and geometric patterns (see the Taj Mahal in Source 1, H4.2).

Source 4: Man's robe (Jama) with poppies, from the 17th century. Sometimes individual nobles were given robes by the emperor as a sign of honour. Metropolitan Museum of Art.



Source 5: A sarangi. Metropolitan Museum of Art.

Learning ladder H4.1

Background and origins

1. Source 1: Describe how the Mughal Empire expanded from 1525 to 1707.
2. Describe the social classes in India by using a diagram.
3. Explain the different cultures in India before British rule.
4. Explain how Indian society was similar to that in Europe at the time.

Perspectives

1. Source 2: Describe the perspective of India given in this source.
2. Sources 4 and 5: Describe the perspective of India given by these sources.
3. Source 3: Explain the perspective of the Mughal Emperor Aurangzeb presented in this source.
4. Compare the perspective you had of India before its colonisation with that presented in the sources and text.

HOW TO Perspectives, page 5

How did India become part of the British Empire?

The Mughal Empire had ruled India for centuries, but was in decline by the mid–18th century. The British East India Company, a powerful international trading business, made deals with regional rulers, took over provinces and established a government that applied British laws.

Decline of the Mughal Empire

By 1750 the Mughal Empire was in decline. Expensive wars, high taxes and conflict over succession had resulted in the emperor, based in Delhi, having little control. Rulers of local provinces sought to increase their own territory and power. This decline can be traced to Emperor Aurangzeb's introduction of religious restrictions, which led to thousands of Hindu temples being destroyed. Aurangzeb's intolerant and warlike attitude led to revolts. In southern India, the governor rebelled and reintroduced religious toleration. Other Hindu provinces also resisted, often assisted by British and French forces.

From this power struggle, the Marathas, who were Hindu warlords from Maharashtra, emerged victorious. The resulting Maratha Empire covered a large part of the Indian subcontinent. At the same time, the power and influence in the region of European countries, who had been trading with India since the mid-16th century, began to grow.

Source 1: The Taj Mahal was built as a mausoleum for the favourite wife of Mughal Emperor Shah Jahan. Completed in 1653, it shows the architectural styles and influence of the Mughal Empire.

Source 2: Major events for the period 1757–1885

key ideas timeline.

- 1757 — British East India Company forces the defeat of the Nawab of Bengal at the Battle of Plassey
- 1765 — Robert Clive declares himself Governor of Bengal
- 1833 — The first *Government of India Act* establishes British rule
- 1857 — The Indian Rebellion
- 1877 — Queen Victoria declared Empress of India
- 1885 — Indian National Congress (INC) formed

Source 3: The pink areas on the two maps show the Indian territory controlled by the British East India Company in 1765 (left) and 1805 (right).

The British East India Company

The British East India Company, a massive international trading and shipping business, entered India in 1600 and began to influence local politics in the region. The company helped to undermine the Mughal Empire, making separate deals with local rulers.

In 1756, as part of the Seven Years' War, the British East India Company was able to drive its French rivals out of India. A year later, the company took military control of the Bengal region in the Battle of Plassey. In 1765 Lord Robert Clive, a high-ranking member of the company, declared himself Governor of Bengal.

The company expanded its control over the next decade, taking over more provinces and cities. It introduced British law, replacing *maharajahs* (local rulers) with its own governors, as part of the Company **Raj** (a Hindi word meaning 'rule'). After he took office in 1774, Warren Hastings, the first Governor-General of India, tried to make the company into a political institution, not just a commercial one.

Following financial difficulties and allegations of corruption, in 1833 the British Parliament turned the company into a managing agency for the British government of India. This forced it to focus on governing. By 1857, unrest and resentment at the British East India Company had grown to the point of rebellion.

Learning ladder H4.2

Background and origins

1. Identify who won in the struggle for power after the decline of the Mughal Empire.
2. Describe why the Mughal Empire was in decline by 1750.
3. Explain the likely role of the British East India Company in Hindu resistance against the Mughal Empire.
4. Explain why control of India was taken away from the British East India Company, making India part of the British Empire.

Continuity and change

1. Identify the key events that led to India becoming part of the British Empire.
2. Source 3: Describe the changes in the British East India Company's territory between 1765 and 1805.
3. Explain how Aurangzeb contributed to the downfall of the Mughal Empire.
4. Explain how the power of the Mughal Empire declined.

HOW TO

Continuity and change, page 5

What impact did British rule have on India?

The presence of British rule had many economic, social and political impacts, both positive and negative. While the British Empire was motivated primarily by economic factors, it was also driven by the belief that the English were the superior race.

Land ownership changes

Before British colonisation, the Indian people had the right to use the land under collective ownership, while the ruling *zamindars* collected tax from peasant farmers. However, the Company Raj introduced a system of private property in 1793, which gave *zamindars* private property rights. This changed communities, as the rights to land had passed from one generation to the next under the Mughal Empire. Wealthier *zamindars* became powerful as they increased their land holdings, while peasant farmers lost their collective rights to land.

The higher land taxes demanded by the company meant that little improvement was made to land, and many *zamindars* turned to new crops that would generate greater profit. Farmland previously used for food production was instead used for growing cash crops such as cotton, **indigo** and tea. This, coupled with poor weather, caused a series of devastating famines in 1876–1877 and 1899–1900.

Agriculture

Opium and tea became essential crops in British India. While Britain bought many goods from China, the Chinese had little demand for British goods. In order to change this trading imbalance, the Company Raj began to sell Indian opium to China. This highly addictive drug was very lucrative, and the company's monopoly on opium contributed to as much as 20 per cent of British India's income.

There was also an incredibly high demand for tea in England. Prior to British colonisation, no tea trade existed in India, although wild tea grew in Assam. In 1833, the British East India Company began commercial tea growing in this region; by the early 20th century, Assam had become the largest tea-producing region in the world.

Darjeeling in West Bengal also became an important tea-growing area, with Darjeeling tea known as the 'champagne of teas'. Much of the tea grown in this region was actually cultivated from plants smuggled out of China.

Source 1: An 1850 photograph of workers weighing harvested tea in Assam. The British East India Company drove the development of the tea industry in Assam and by the early 1900s it had become the largest tea-producing region in the world. The modern state of Assam is in far north-east India, on the Brahmaputra River. Assam borders Bhutan, Bangladesh, Myanmar and is very close to China. Assam remains the world's largest tea-growing region by production today.

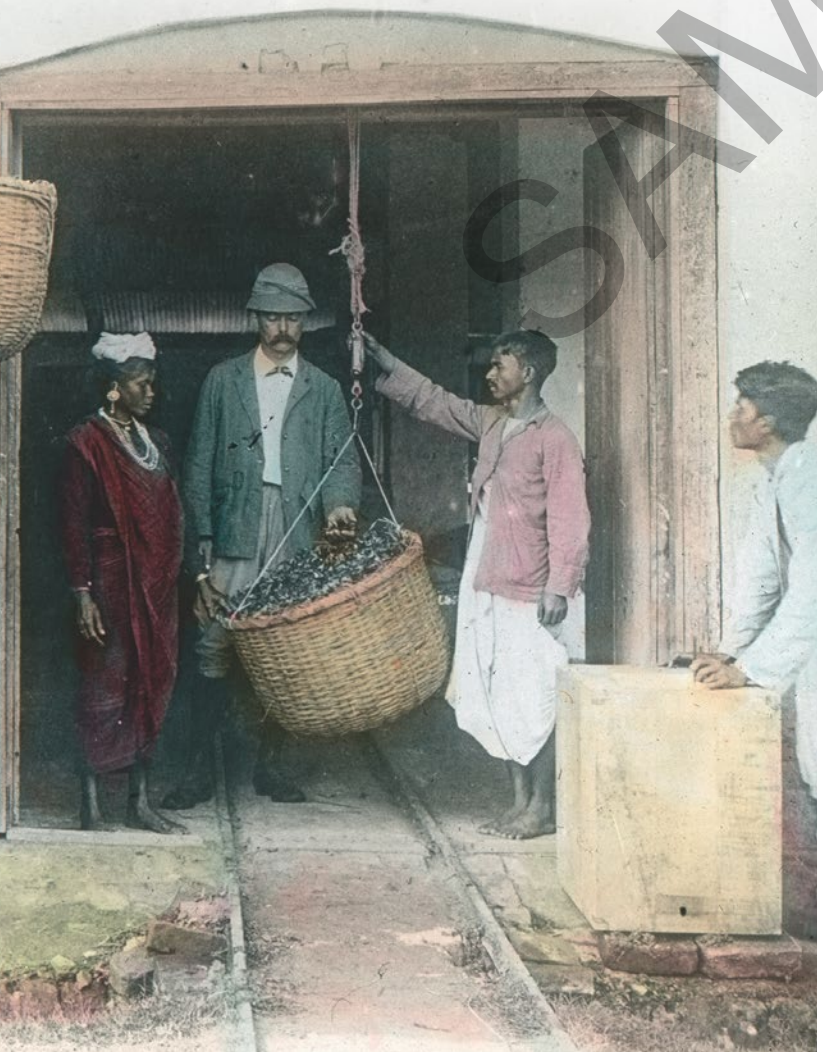
Destruction of the textile economy

Unlike previous rulers, who had made few changes to the country's economic structure, the British changed India's traditional trading practices. Many rural economies relied on making and selling **handicrafts**, especially textiles and clothing, for nobles and *maharajahs*. The British East India Company introduced mechanised looms and encouraged *maharajahs* to buy British manufactured textiles. As a result, demand for locally produced, hand-woven cotton garments fell, and the Indian textile market suffered.

The disruption caused by agricultural changes also altered rural economic patterns, and the introduction of railways disrupted traditional Indian industries. Silk and woollen textile production suffered the same fate as cotton-weaving, as it became cheaper and politically safer to buy British fabrics. Formerly a world-leading exporter of clothes, India became an exporter of raw cotton.

The introduction of import duties and restrictions on Indian goods, along with administration costs, further served to weaken the Indian economy.

Source 2: India's weavers were famed across the world for their light muslins. Production of these hand-made textiles declined following the arrival of the British.



Britain's rise for 200 years was financed by its depredations in India. In fact, Britain's industrial revolution was actually premised upon the de-industrialisation of India.

The handloom weavers, for example, famed across the world whose products were exported around the world, Britain came right in. There were actually these weavers making fine muslin as light as woven air, it was said, and Britain came right in, smashed their thumbs, broke their looms, imposed tariffs and duties on their cloth and products and started, of course, taking their raw material from India and shipping back manufactured cloth flooding the world's markets with what became the products of the dark and satanic mills of Victorian England.

Source 3: Extract from a 2015 speech by Indian politician Shashi Tharoor, arguing that Britain owed India reparations to make up for 200 years of colonial rule.

Religion

India has been a land of diverse religious beliefs for thousands of years, and is the place where four of the world's major religions – Hinduism, Buddhism, Sikhism and Jainism – were founded. While Hinduism was the dominant religion at the time of British colonisation, many other faiths also thrived in India – particularly Islam, as the Mughals were Muslims.

The British did not bring Christianity to India; missionaries had visited India since the time of the Mughals. In fact, the British East India Company actually banned Christian missionaries from coming to India! The company had a policy of 'religious neutrality', but not for moral or ethical reasons – its leaders simply wanted to avoid religious protests and uprisings. Fearing that an increased Christian presence would cause unrest, they banned missionaries and instead supported Hindu festivals.

Britain's rulers disapproved of this, and by the 1830s the company was forced to stop promoting Hinduism and to let missionaries in. Christianity started to develop a larger presence within India, which, as predicted, contributed to growing unrest within the Hindu community.

The Indian Rebellion

The domination of India by the British East India Company resulted in previously independent kingdoms falling under company control. In 1833, the company lost its trade monopoly, which led it to increase the size of its army to protect its interests. The company employed professional Indian soldiers, known as *sepoys*. By 1852, the army of *sepoys* numbered 233 000.

However, the lack of respect given to Indian soldiers, and the British belief that their own civilisation was superior, contributed to growing feelings of resentment among the Indian soldiers. In May 1857, the *sepoy* forces started a rebellion. This rebellion is known by many names, including the Indian Rebellion or the Sepoy Mutiny.

Source 4: An 1859 illustration by George Francklin Anderson of *sepoy* troops during the failed Indian Rebellion.

The immediate cause of the uprising was the introduction of the new Lee Enfield rifle. These rifles were loaded with paper cartridges that contained a bullet and gunpowder, and were sealed with grease to keep the powder dry. In order to load the rifle, the end of the greased cartridge had to be bitten off. While there is little evidence to support the claim, a rumour spread that the grease was made from a mix of pig and cow fat. This caused offence to both Muslim and Hindu *sepoys*.

The longer-term causes of the rebellion were the policies used by the company to increase its power and territory in India, such as the 'doctrine of lapse'. This allowed them to annex land if a Hindu ruler had no natural heir and replace the traditional rulers with their own officials. Hindus were also concerned about the spread of Christianity in India.

The uprising spread across India. Both elites and commoners joined the rebellion, united in their dislike of British rule, as did landlords who had been left impoverished by the company's economic policies. The British government sent troops and, amid atrocities on both sides, eventually defeated the *sepoys* in November 1858.

Source 5: Queen Victoria, engraving, c. 1887

The British Raj

In June 1858, during the uprising, the British government took over control of India from the company, replacing the Company Raj with the British Raj. This meant that Britain now ruled India directly without the British East India Company's involvement. Some regions remained under the control of native princes, but these 'princely states' were fundamentally vassal states of the Raj.

In November 1858, Queen Victoria made promises to rule India for the good of its people. Indian subjects would be protected under British law and the land rights of native princes would be acknowledged. The Viceroy of India was to be responsible for both British India and Princely India, while the Governor-General ruled over British India.

In order to further strengthen political ties, Benjamin Disraeli, the British Prime Minister, and Lord Lytton, the Viceroy of India, declared Queen Victoria to be Empress of India in January 1877. Britain's ability to control India made it powerful, both economically and politically. Prime Minister Disraeli called India 'the brightest jewel in the crown'.

Learning ladder H4.3

Significant people, ideas and events

1. Who became the Empress of India in 1877?
2. Describe the significance of the introduction of tea growing in India.
3. Explain the cause of the Indian Rebellion.
4. Explain why British Prime Minister Disraeli would have called India 'the brightest jewel in the crown'.

Sources

1. Source 3: What is the origin of this source?
2. Describe the purpose of this source.
3. How does Shashi Tharoor endeavour to convince his audience to share his perspective on British colonial rule in India?
4. Assess the value and limitations of this source for understanding British rule in India.

HOW TO

Sources, page 5

H4.4

What was life like under the British Raj?

British rule in India brought technological and cultural change. Social reforms often conflicted with traditional Indian practices and began to change Indian society. However, some reforms were also supported by Indian citizens.

Britons abroad

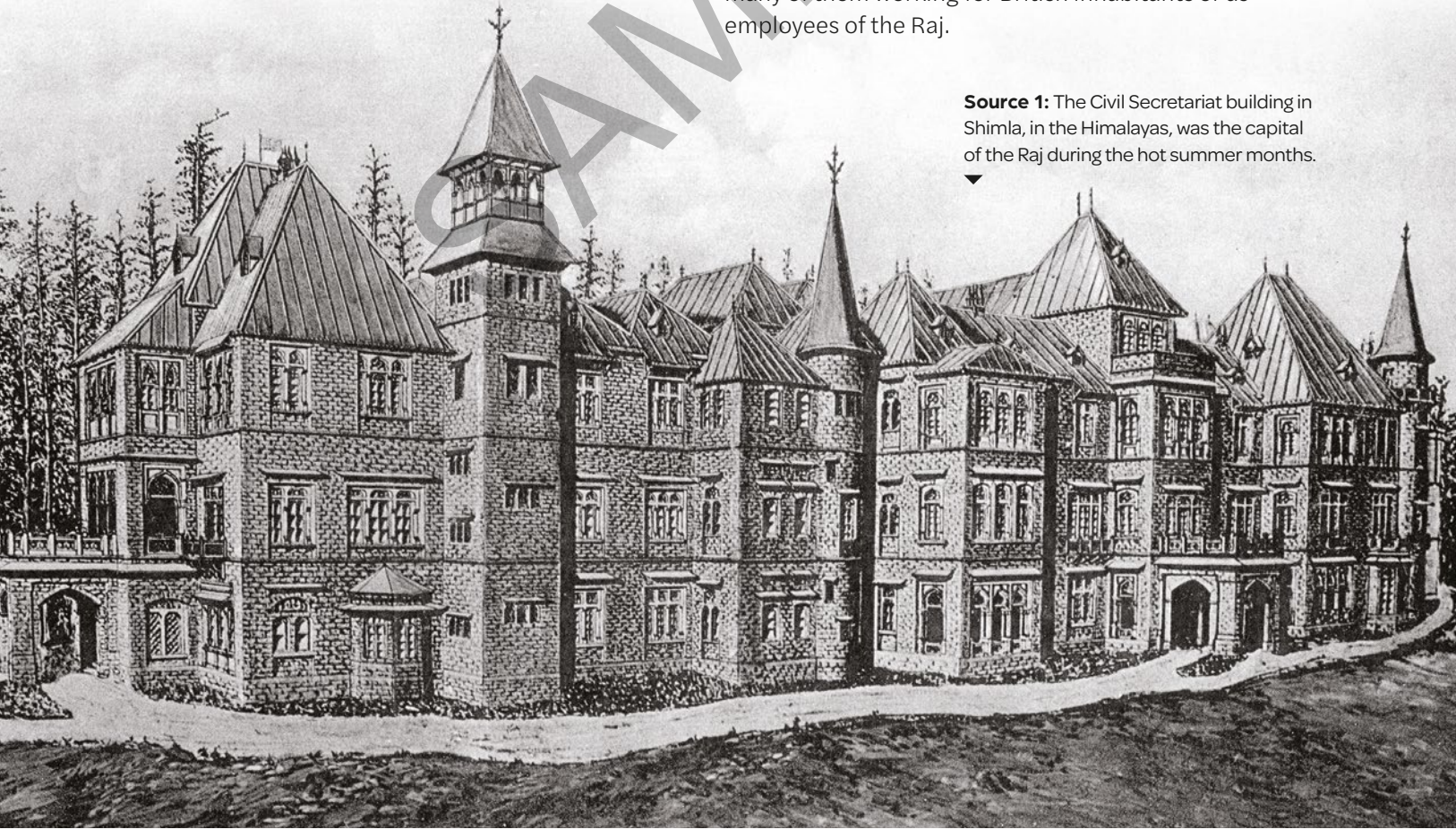
The British population of India was small; there were never more than 100 000 Britons living there at one time. The wealthiest of them – politicians, businessmen and highly educated civil servants – lived lives of luxury on palatial estates with small armies of servants. However, the majority of Britons were workers, soldiers or Raj employees; they lived simpler lives, but still enjoyed a more privileged status than most indigenous Indians.

The British built leisure facilities to make India more enjoyable for them, such as racetracks, private clubs, golf courses and even ski resorts.

Hill stations, such as Shimla (Source 1), were built in the cooler mountainous areas. Originally built by the British East India Company for civil servants and their families, these served as a retreat from the hot, overcrowded cities. They also reinforced the belief in British superiority; for example, no Indians were allowed on the mall (the main street) in Shimla during the day.

Indians at home

The British held the first census of India in 1871; by 1881, there were estimated to be 255 million people living in the country. The majority lived in rural areas, working on farms held by *zamindars*. Others lived in urban centres, many of them working for British inhabitants or as employees of the Raj.



Source 1: The Civil Secretariat building in Shimla, in the Himalayas, was the capital of the Raj during the hot summer months.

Source 2: Coronation portrait of the Nizam of Hyderabad in 1911. Indian rulers in 19th-century paintings wore loose garments like the man on the left. Under the rule of the British Raj, the garments of royals became more fitted. The rest of the men shown here are wearing sherwanis, a combination of English and Indian styles. Sherwanis are popular wedding attire today.

Exposure to Western ideas did not cause Indians to jettison their culture as liberal reformers had anticipated. Rather, they reinvented and reinvigorated it, synthesising the differing cultures and creating new approaches. Western ideas and social models were adapted by a people operating within their own powerful traditions.

At the same time, the British deliberately used a divide and rule policy to widen existing differences. This meant that in daily life, laws and administrative practices often treated Hindus, Muslims and other communities differently, reinforcing separate identities and communal boundaries. For example, separate electorates and varying legal privileges deepened these divisions, affecting everything from voting rights to access to services.

The legal system

The Raj implemented a system of Anglo–Hindu law, primarily based on British rather than Indian laws. A penal code was introduced in 1861, and other laws followed. One of them, passed in 1872, sanctioned inter-caste and inter-communal marriages. This challenged the caste system that existed within India.

The caste system, which divided Indian Hindus into four groups, was seen as contrary to the ideas of liberty and equality that Britain brought to India. Individuals, such as reformer Raja Mohan Roy, began to criticise the rigid caste system and social practices such as *sati* (the ritual burning of a widow at her husband's funeral). This practice was banned in 1829.

Other changes to laws, such as the *Hindu Widows Remarriage Act* in 1856, also helped to improve the status of women in Indian society. Female **infanticide** was banned, and attempts were made to prevent child marriage (although this did not happen until the *Sharda Act* of 1926).

However, there was significant inequality within the legal system. Poor people found it difficult to access the law courts, and Europeans received preferential sentences and decisions compared with Indians.

Education

British politician Thomas Macaulay introduced a national system of education to India, something that didn't even exist in Britain at the time. A British supremacist, Macaulay argued that an education that stressed the value of British rule would result in Indians who were more English in their outlook, and that students should be taught in English.

Although schools were established across India, only 5 per cent of the Indian population could read by the end of the 19th century. In 1857 the first universities in India were founded in Bombay, Bengal and Madras. The children of wealthier Indians attended English-speaking universities in the hope that they would be able to enter the British civil service.

Education resulted in a new Indian middle class who, rather than being 'English in taste, in opinions, in morals and in intellect' as Macaulay proposed, began to challenge British rule in India.

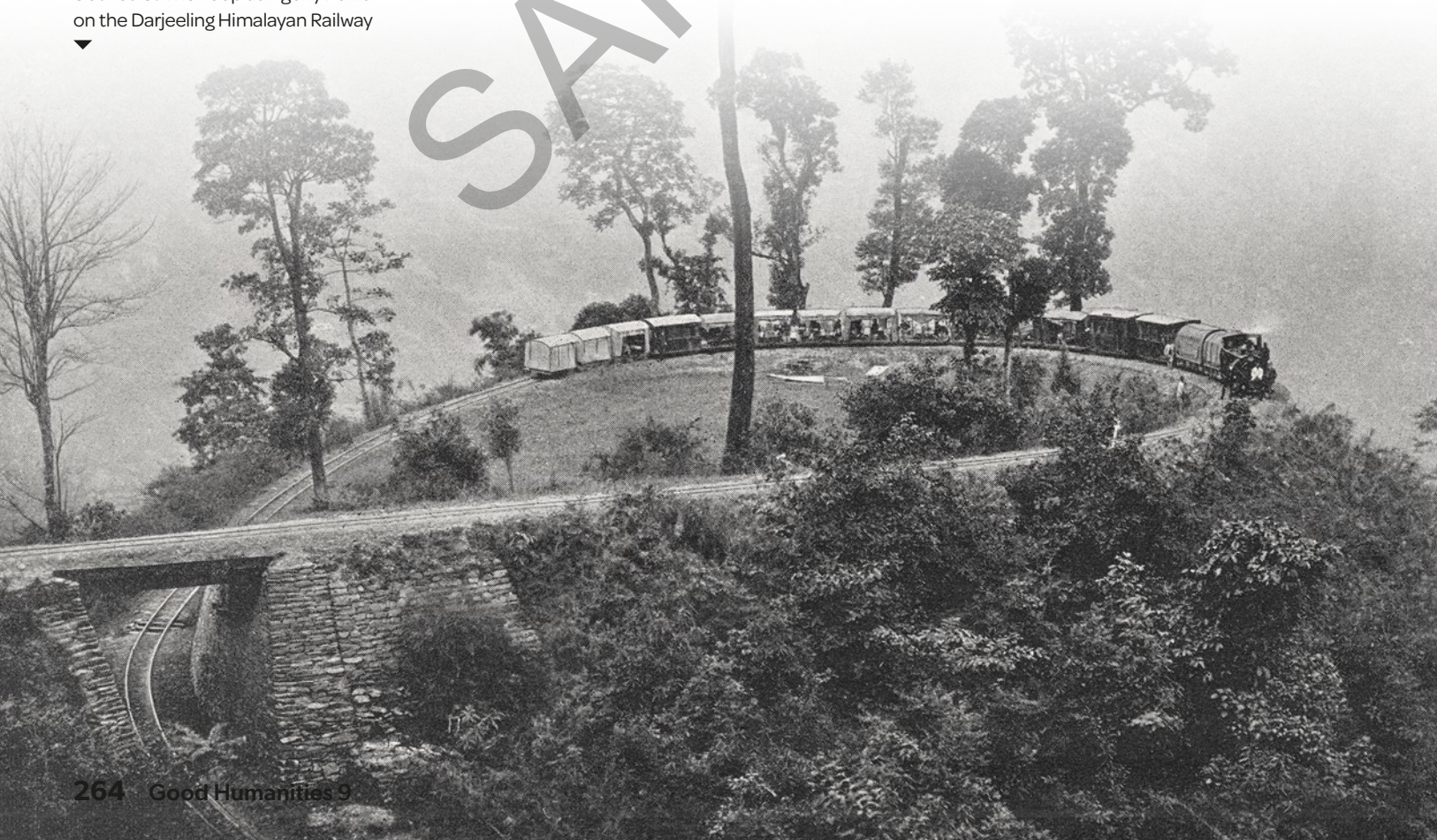
New technologies

Prompted by the need for faster transportation of cotton, Lord Dalhousie (Governor-General of India from 1848 to 1856) pushed for the development of railways in India. The railways were intended to meet the Raj's economic and administrative needs; travel between cities by Indians was a by-product. The first railway opened in India in 1851, while the first passenger train ran from Bombay to Thane in April 1853 and carried about 400 passengers. Most of the passengers travelled in third class, as only about 10 per cent could afford first- or second-class travel. By 1890, India's largest cities were linked by approximately 14 500 kilometres of rail; by 1904, 45 000 kilometres of track had been laid.

Newspapers and print media were also popular in India at this time. By 1885 there were almost 100 English-language newspapers published within India, with a circulation of nearly 60 000 copies each week. There were also many Indian newspapers and journals, in native languages and with small print runs, circulating thanks to the rail network and an efficient postal system.

The first recorded game of cricket played in India was in 1721, when sailors from the British East India Company played in western India. However, it wasn't until 100 years later that the sport became popular in India, as British colonists brought the game with them. The first Indian community to adopt cricket was the Parsi community of Bombay (now Mumbai), who established the Oriental Cricket Club in 1848. Cricket's popularity grew exponentially from that date, to the point where it is now considered the unofficial national sport of India.

Source 3: The Loop at 'Agony Point' on the Darjeeling Himalayan Railway



Source 4: A hand-coloured photograph of soldiers of different Indian cavalry units, 1901

The military

The British Raj abolished the company armies and created a new British Indian Army. *Sepoys* were banned from some divisions and could not become officers. Most regiments consisted of soldiers from a single religious group – Hindus, Sikhs, Christians or Muslims.

During World War I, approximately 1.2 million Indians served in the Indian and British Army – more than the combined numbers of Australians, New Zealanders, Canadians and South Africans. Of these, around 74 000 were killed during the fighting.

Indian soldiers served across all theatres of war. These included 700 000 *sepoys*, the majority of whom were Muslim; they served in Mesopotamia, fighting against fellow Muslims in defence of the British Empire. Five thousand Indian soldiers lost their lives at Gallipoli. Indian soldiers won numerous medals, including nine Victoria Crosses – the highest accolade that can be won in the British armed forces in the battlefield.

The names of 412 Indian soldiers who have no known graves are inscribed on the Menin Gate in Belgium. However, for those soldiers that survived World War I, their heroism was ignored or denigrated back at home because Indian nationalists felt they had fought in the service of a foreign master.

Learning ladder H4.4

Impact and legacies

1. Describe the impact on traditional Indian culture of the British.
2. Describe the legacy of the Raj on the Indian legal system.
3. Explain the legacy of Thomas Macaulay's national system of education.
4. Explain the impact of new technologies on India.

Continuity and change

1. Describe the change to reading following the establishment of a national school system.
2. Describe continuity and change in Indian culture following exposure to Western ideas.
3. Explain how British ideas of liberty and equality impacted the continuity of the caste system.
4. Explain the changes to the military under the British Raj.

HOW TO Continuity and change, page 5

H4.5

How did nationalist movements gain influence in India?

Concepts such as liberty, equality and self-government resonated with Indians who felt oppressed by the policies of the British Empire. Indian identity was promoted by individuals who revived a sense of pride in Indian culture and heritage. Nationalist groups led, sometimes violent, political campaigns against British rule.

Communication and unity

The British introduced new communications technologies and platforms to India, such as newspapers, railways and national and international telegraph networks. However, the colonialists of the Raj did not foresee that these new technologies would actually help **nationalist** movements gain influence across India.

Source 1: A modern-day Ganesh Chaturthi festival. Bal Gangadhar Tilak popularised this and other festivals in the late 19th century as a platform for anti-British protests.

India was (and still is) a vast country, containing many different cultures and languages. The lack of a single common language caused communication issues throughout India's history and, during the Raj, it made it harder for those who opposed British rule to coordinate with allies or connect with supporters. This changed once the British introduced the national education system. Indians who received a Western education now had a means of communicating across the country, not only thanks to new technologies but because they spoke a common language – English.

Similarly, while the British introduced railways and telegraphs for their own convenience, Indian citizens used these technologies to exchange information. This helped to support a growing sense of Indian unity. Across the country, groups formed to discuss political issues and express their unhappiness with British rule.

The Indian Congress Party

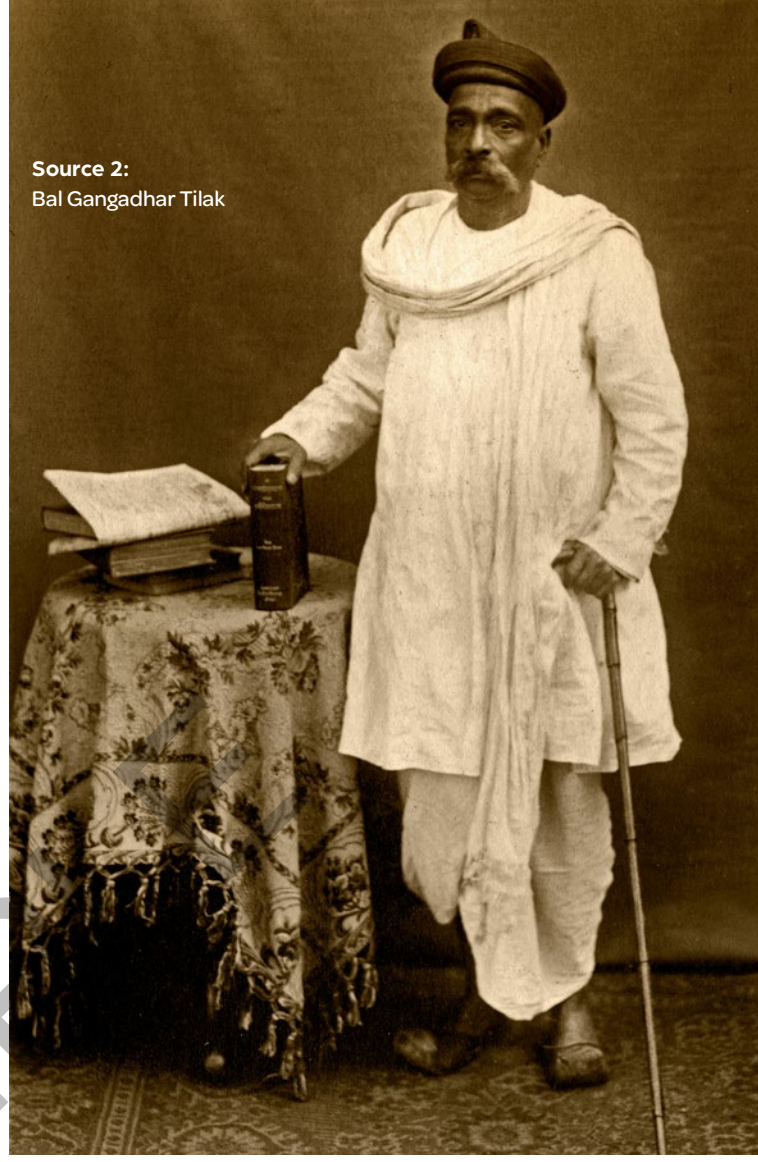
The Indian Congress Party was one of the most prominent nationalist groups. In 1885 it established the Indian National Congress (INC) and began lobbying for Indian involvement in government. However, the prevailing British attitude was that Indians were unfit to run their own country.

Indian nationalists promoted the idea of *swaraj*, or self-rule. Individuals such as Dadabhai Naoroji, who became the first Indian member of parliament in 1892, argued that the British ruled in order to further their interests, rather than for the good of Indians.

The early nationalists were highly critical of the economic exploitation that had occurred under the Raj, and sought constitutional changes so that India could be governed by Indians but remain part of the British Empire. They favoured protest and petition as methods of trying to effect change in India. However, following the famine of 1899–1900, the INC adopted more direct methods in their attempts to achieve *swaraj*. Leaders advocated **boycotting** British goods and passive resistance.

Bal Gangadhar Tilak

Bal Gangadhar Tilak was a key independence activist who wanted to spread the idea of nationalism beyond those elite Indians who had received a British education. The British authorities banned protests, so Tilak used Hindu religious festivals such as Ganesh Chaturthi (a celebration of the god Ganesh) as opportunities to promote Indian nationalism to large numbers of people.



Source 2:
Bal Gangadhar Tilak

Tilak split with the INC in 1907, as he believed that Indians should use whatever means necessary to achieve self-rule, whereas moderates in the party believed in using only non-violent methods. In July 1908, following his public support of two men who had failed in their attempt to assassinate the chief presidency magistrate, Tilak was imprisoned by the British government for **sedition**. British officials realised how Tilak was using festivals to gain influence and labelled him 'the father of Indian unrest' in 1910.

In 1916, Tilak formed a radical party, the All India Home Rule League, in conjunction with British activist Annie Besant and fellow Indian activist G.S. Khaparde. The League promoted **home rule** – the promise of an India governed by Indians, not the British – and had more than 30 000 members by 1917. It promoted the idea of home rule through education and propaganda.

While the Home Rule Movement ultimately failed to reach the masses, it created links between urban and rural areas that were later used by Mahatma Gandhi, whose leadership was able to propel the Indian nationalist movement forward.

Post–war protests

Following the end of World War I, protests in favour of Indian self-rule became more frequent. It was felt that India's sacrifice during the war should be rewarded. Britain felt differently and, despite high expectations in India, clamped down on protests. In 1919, the British Parliament passed the *Rowlatt Act*, a law that gave authorities the power to crack down on what they considered **subversive** activities.

An example of the *Rowlatt Act* in action was the Amritsar Massacre of 1919. A crowd of over 10 000 people had gathered at Jallianwala Bagh for a protest meeting. General Reginald Dyer, commander of the local British Indian Army, ordered his troops to open fire without warning on the peaceful crowd. Over 400 men, women and children were killed and 1200 more were wounded.

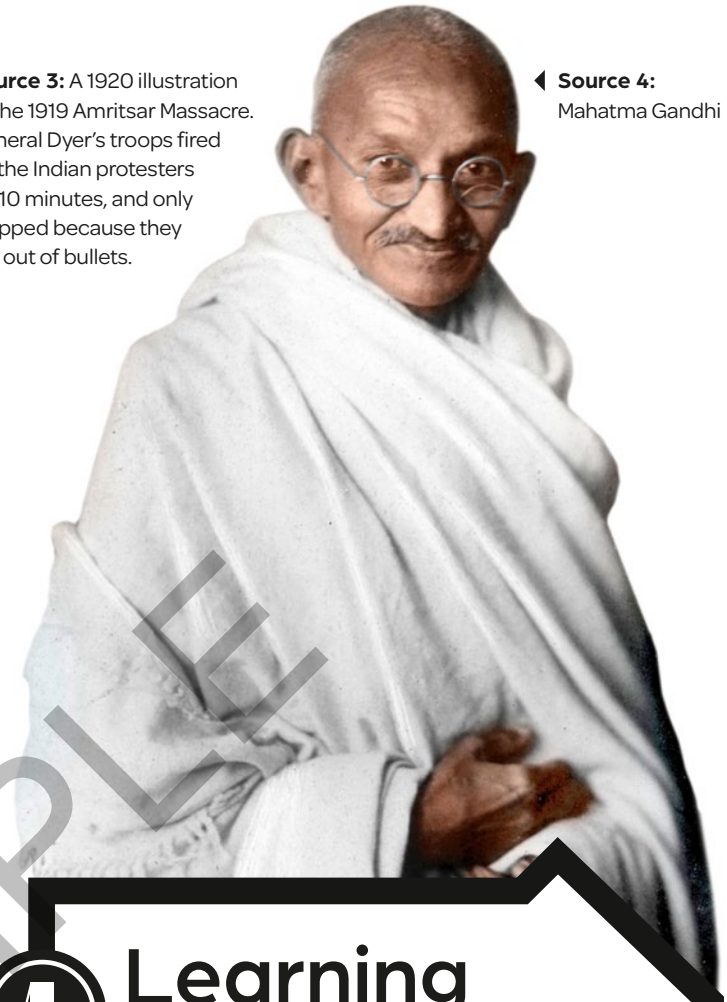
While some British leaders were horrified by the massacre, others applauded Dyer for taking decisive action. Rather than stifling dissent, the brutality of the killings and lack of remorse from the British only increased the sense of anger and nationalist sentiment in the Indian community.

Mahatma Gandhi

One of the most important figures in the campaign for Indian independence made his political debut during World War I, but would not rise to global prominence for another decade

Mohandas Karamchand Gandhi was an Indian lawyer living in South Africa, where he became known as a civil rights activist for his work helping Indian **expatriates**.

Source 3: A 1920 illustration of the 1919 Amritsar Massacre. General Dyer's troops fired on the Indian protesters for 10 minutes, and only stopped because they ran out of bullets.



Source 4: Mahatma Gandhi

The Indian community in South Africa gave him the **honorific** *Mahatma* (a Sanskrit word meaning 'the great souled one'), which stayed with him throughout his life.

Gandhi returned to India in 1915 and became involved in the nationalist movement. While he supported Britain's war effort, and the deployment of Indian soldiers, he was critical of inequality and injustice against Indians living under the Raj. Gandhi promoted a form of **civil disobedience** called *satyagraha* ('truth force'). This non-violent protest movement involved boycotting British goods and institutions, among other methods.

Gandhi went on to lead the INC in the 1920s and became the most prominent figure in the Indian independence movement, as well as one of the most recognised people in the world.

Learning ladder H4.5

Significant people, ideas and events

1. What was the Indian National Congress and when did it form?
2. Who was Bal Gangadhar Tilak and how did he encourage nationalism?
3. Describe the events of the Amritsar Massacre.
4. Explain which protest methods were most effective in the Indian Home Rule campaign.

Significance

1. What was the significance of new communications technologies for nationalism in India?
2. Describe the significance of the Indian National Congress to the nationalist movement.
3. Explain the significance of Mohandas Gandhi to the nationalist movement.
4. Explain the most important factors in the campaign for Indian self-rule.

HOW TO Significance, page 5

What was the legacy of British rule in India?

An assessment of whether a legacy is a good or bad one will depend on a person's perspective. Views on the legacy of British rule in India written from a pro-colonial perspective have been contested in recent times. So, was India left better or worse as the result of being governed by Britain between 1858 and 1947?

British colonist perspective

The attitude of many British colonists towards the Indian population is reflected in the poem *The White Man's Burden* written by the British imperialist poet Rudyard Kipling in 1899. The poet expresses the view that people from non-white countries are inferior to the British and it is the duty of 'the white man' to civilise these 'half-devil and half-child' natives.

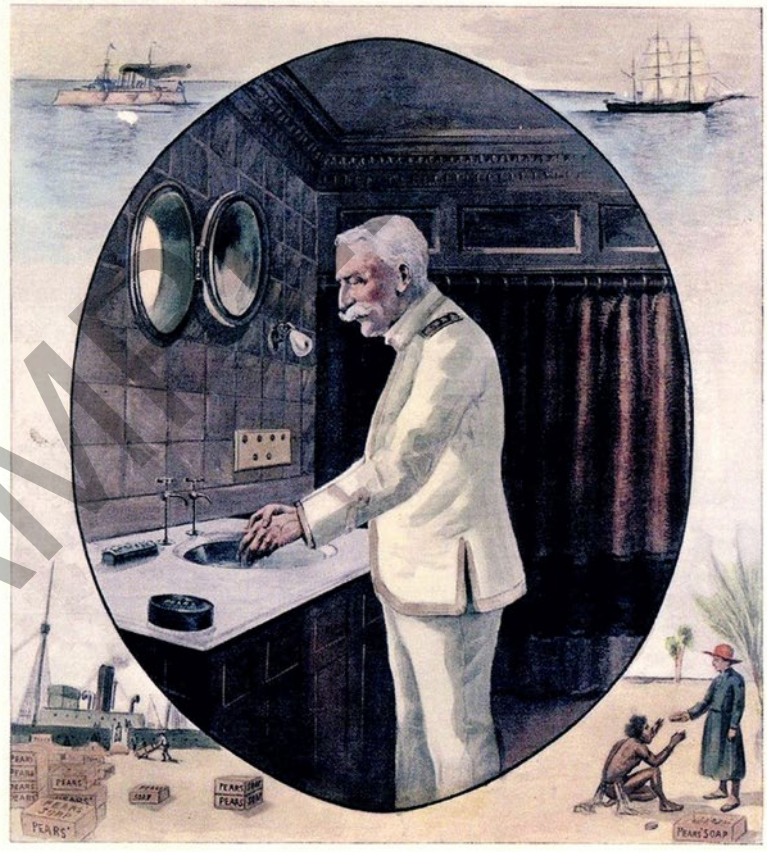
Those with a pro-British Empire perspective see a positive legacy of British rule in India by noting the 'good' things India gained; for example, Britain built and left behind a system of railways and roads, gave India democracy and a fair legal system, established the tea industry, introduced the game of cricket which remains a major national sport in India today, and embedded the English language.

It would be argued that India was a more developed and 'civilised' country at the end of British rule in 1947 compared to what it was in 1858.

A different perspective

The pro-British Empire perspective is contested by those historians who view the legacy of British rule as having damaged India, disrupting traditional Indian life and deepening social inequalities and divisions. In this view, India was exploited by the British and whatever benefits were left, these were at a significant cost both economically and socially.

It is argued it is not valid to compare conditions in India in 1858 with those in 1947, as this falsely assumes there would have been no development without the British.



Source 1: An English advertisement from c.1900 based on the poem, *The White Man's Burden*, by Rudyard Kipling

Source 2: Poverty, famine and disease went unchecked during the British Raj – a reflection of the colonial power's attitude to 'the natives'.

To consider India prior to the British as uncivilised is to ignore the great achievements in India's history in mathematics, literature, arts, architecture, music, medicine and astronomy.

Whatever one's perspective, the push for India's independence by the Indian people themselves suggests that the conditions of British rule sowed the seeds for a national awakening.

> Unemployment, famine, poor sanitary conditions, lack of access to education and healthcare, caste-based oppression, religious violence and gender-based violence are all a part of the legacy of colonialism. In 40 years, between 1880 and 1920, British colonialism killed 100 million Indians and, according to research by economic historian, Robert Allen, extreme poverty in India increased under British rule, from 23% in 1810 to more than 50% in the mid-20th century.

Source 3: Mirha Butt (2023, 12 July), *Beyond the Raj: How British Colonialism Continues to Impact Human Rights in India*, London School of Economics and Political Science.

Learning ladder H4.6

Impact and legacies

1. List two positive and two negative impacts of British rule in India.
2. Describe the legacy of British rule from a British perspective.
3. Source 3: Describe the legacy of British rule expressed in this source.
4. Evaluate the legacy of British rule.

Perspectives

1. Describe the perspective of Rudyard Kipling towards 'natives'.
2. Source 1: Describe the attitudes present in this source.
3. Source 3: Explain the perspective on British colonialism presented in this source.
4. Compare the pro-British perspective with that of Mirha Butt.

HOW TO Perspectives, page 5

H4.7

How did India pave its road to independence

India threw off the British yoke thanks to the hard work of two great Indian leaders, Mahatma Gandhi and Jawaharlal Nehru; but in the process, the country lost a large part of its territory. The subcontinent was split into Muslim West Pakistan (now simply Pakistan), Muslim East Pakistan (now Bangladesh) and mainly Hindu India in the middle.

Independence and Partition

The two most important Indians involved in independence and Partition were Mohammed Jinnah, who stood for the rights of Muslims, and Mahatma Gandhi who was Hindu, but who also sought to protect the rights of Muslims.

In 1922, the All-India Muslim League was founded, led by Jinnah. Jinnah believed in dealing directly with the British and negotiating with them rather than appealing to the people. It was Jinnah who demanded that India lose territory to form west and east Pakistan.

> It is alarming and also nauseating to see Mr Gandhi ... striding half-naked up the steps of the Vice-regal palace ... to parley on equal terms with the representative of the King.

Source 2: Winston Churchill in the House of Commons in 1931

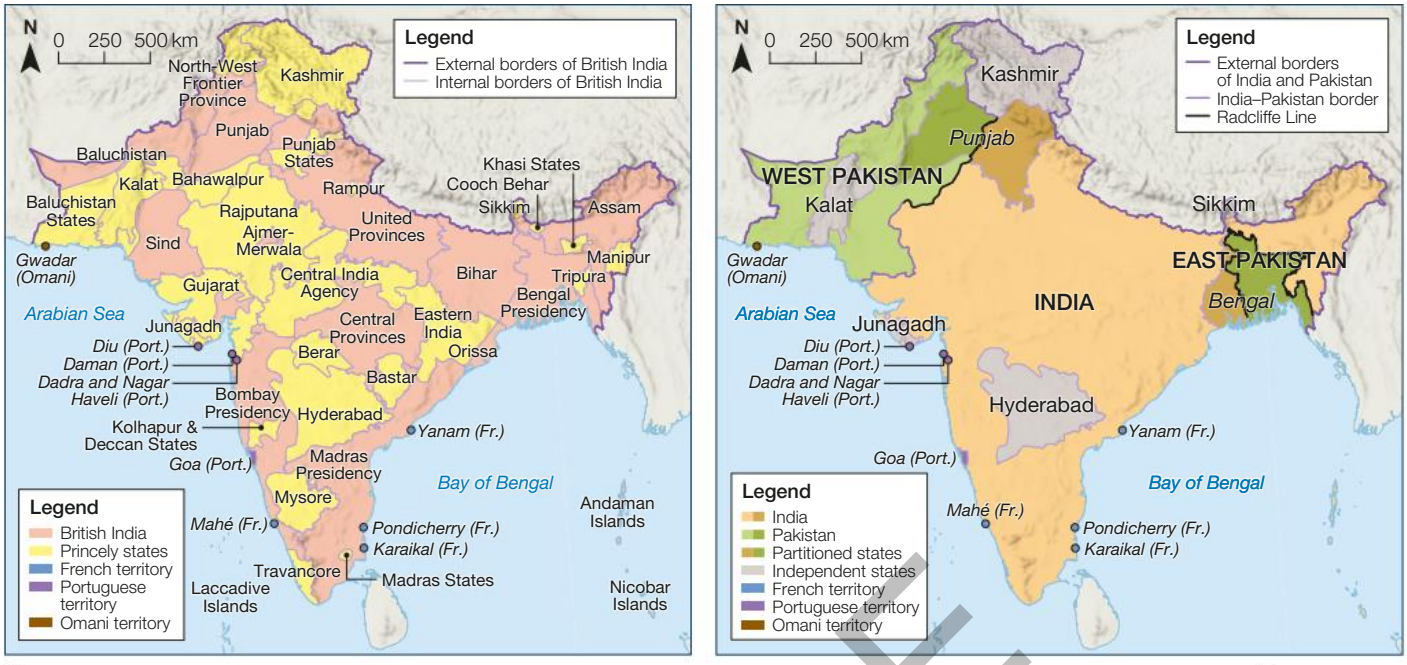
Gandhi wanted independence from Britain, with religious freedom for all and the Indian territory left intact. Gandhi and Jinnah met but were unable to resolve their differences.

In 1942 Gandhi made a speech called 'Quit India' and was sent to prison. Because of his imprisonment, Indians attacked railway stations, police stations and telegraph wires. More unrest occurred when Jinnah proclaimed a Direct Action Day on 16 August 1946, but instead of being peaceful, Muslim Indians murdered Hindus. In turn, Hindus murdered Muslims. It was probably then that the British decided partition was the only way to solve India's religious problems.

On 14 August 1947, independence was declared in Pakistan by Viceroy Mountbatten, with Jinnah becoming Governor General of Pakistan. On 15 August, independence was declared in India, with Mountbatten as Governor General initially, soon to be replaced by Rajagopalachari.

Source 1: Gandhi spinning cloth as a protest against the British raj and its products.

India before and after independence



Source 3: Maps showing the changes to the subcontinent after Partition and the end of princedoms

Even after independence, Gandhi fought for the rights of Muslims, pressing the British Government to pay money that was owed to Pakistan. On 30 January 1948, Gandhi was shot three times by an extreme Hindu, angry at Gandhi's continued support for Muslims.

Gandhi's birthday on 2 October is celebrated in India as a national holiday. There are statues of Gandhi all over the world. There is even one in Brisbane, unveiled by Prime Minister Modi in 2014.

The problem of the princely states

There were 565 princely states in India in 1947, each with individual treaties with Britain. Britain controlled external matters – such as defence – while the princes managed internal affairs like finances. Viceroy Mountbatten realised during the independence negotiations that the princes might refuse to join India or Pakistan when those countries became independent, as they feared the new government would take over everything, including their wealth and palaces.

Mountbatten saw the princes one at a time. He told them that the governments of India and Pakistan would handle external matters – as had been done under British rule – and would let them control their own internal affairs. Most of them immediately agreed to sign the Instrument of Accession, which allowed them to join either India or Pakistan. Only three princes refused to sign. In 1948, the Indian army invaded the state of Hyderabad to force it to join India. The other two states eventually submitted – one joining India, the other Pakistan.

Learning ladder H4.7

Significant people, ideas and events

1. Why were Jennah's actions and ideas so important?
2. Describe Gandhi's attitude towards Muslims and why that was significant for him personally.
3. Explain how the princely states challenged the process of Indian independence.
4. Explain what Mountbatten did to solve the problem of the princes.
5. Evaluate the importance of the events that caused Britain to partition India.

Sources

1. Source 1: Describe the photograph of Gandhi.
2. Source 1: Explain what this photograph tells us about Gandhi as a person and his ideas.
3. Source 2: What does this source show about Gandhi's attitude towards the Viceroy and the British?
4. Source 2: What does this source tell us about the attitude of the British Government towards Indians?
5. Source 3: Evaluate how the two maps help explain the political and territorial changes caused by the Partition of India. How useful is this source for understanding the impact of Partition?

HOW TO
Sources, page xx

H4.8

What part did Nehru play before and after the independence of India?

Nehru was an important Indian leader. He became Prime Minister after independence and played an active role both within and outside India. He helped the non-aligned nations, and balanced India's allegiance to both western and eastern nations. Within India, he modernised attitudes to women, founded education institutes and invested in industries.

Independence and the Constitution

The evening before Independence Day, Nehru gave a great speech called 'Tryst with Destiny', in which he said: 'At the stroke of the midnight hour, when the world sleeps, India will awake to life and freedom. A moment comes, which comes but rarely in history when we step out from the old to the new when an age ends, and when the soul of a nation, long suppressed finds utterance. It is fitting that at this solemn moment we take the pledge of dedication to India and to her humanity.'

On 15 August 1947, Nehru became India's interim Prime Minister. Just as the flag was raised at the Red Fort in Delhi, a beautiful rainbow appeared behind it – a sign of hope that was later destroyed in the clash between religions after Partition. In India, Muslims jammed trains to cross to Pakistan; in Pakistan, Hindus raced to catch any form of transport they could to reach Indian territory. At least one million people were slaughtered by members of the opposite religion as they travelled. They were pulled out of trains and killed with swords and bullets.

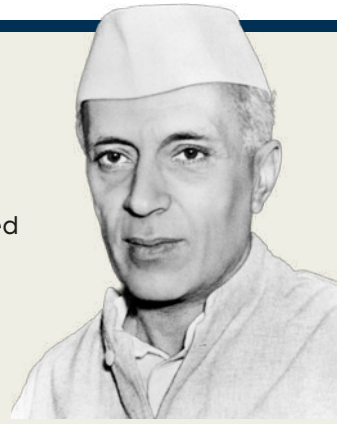
However, despite this carnage, the transfer of power from Britain to India was peaceful. A third of Muslims stayed in India. In 1950, Nehru signed the Indian constitution, and India became a sovereign democratic republic with universal rights for all. In 1952, India held its first elections, with Nehru becoming the first Prime Minister – a position he held for 16 years over several elections.

Nehru's achievements within India

Nehru was determined to unify and modernise the country. India was finally unified in 1961 when Nehru sent the army into Goa, a small Portuguese colony in the south of India. He improved health, literacy and life expectancy. His changes to Hindu law – introduced gradually to not upset traditional Hindus – gave women rights such as the ability to request a divorce and to inherit property and money. Nehru considered helping women his greatest achievement.

Who was Nehru?

Jawaharlal Nehru was born on 14 November 1889 to a wealthy family in Allahabad. Because of their wealth, Nehru was sent to Harrow school in England, then to Cambridge University where he read widely in politics, economics, history and literature. After Cambridge, he moved to London to study law. When Nehru returned to India in August 1912, he decided that he could do much more for India by being involved in politics rather than practising law. In 1929, Nehru became president of the Congress Party and started to work closely with Gandhi, who saw him as his successor. Gandhi became the spiritual head of the independence movement, and Nehru was seen as the political leader. Because of his activities, Nehru was imprisoned eight times.



Source 1: Nehru in 1948

Another major achievement was in education for all. Primary education was free, and the children received free milk and meals at lunchtime. This action is celebrated annually on Nehru's birthday, 14 February, in a festival called Children's Day, or Bal Divas. Nehru also established adult education centres and technical schools for adults in rural areas. Numerous universities were founded to support advancements in technology and agriculture.

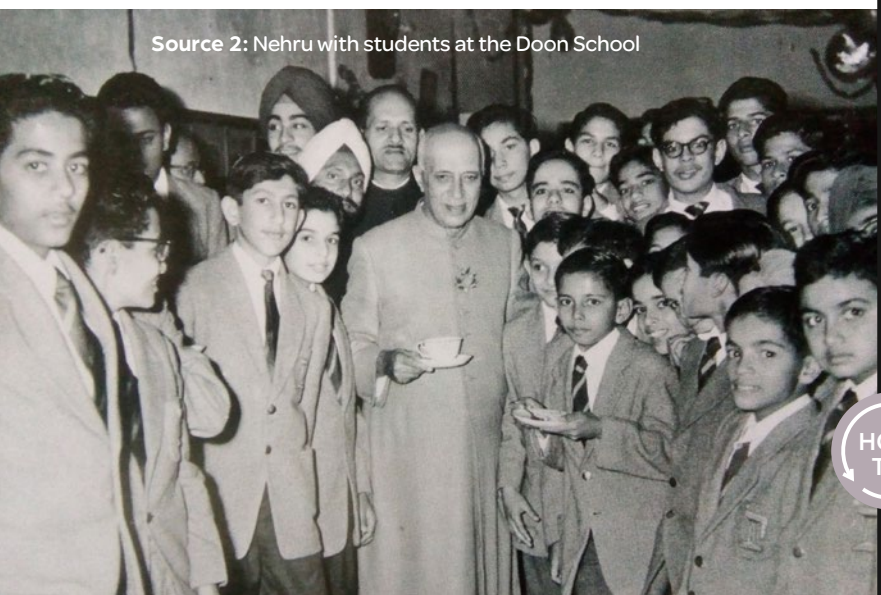
In agriculture, Nehru was not as successful as he would have liked, as his changes were blocked by wealthy landowners. Still, agricultural production did expand – partly due to the work of the universities in improving crop production. Nehru developed a strong economy by investing heavily in coal excavation and the production of iron, steel and power. India's exports expanded.

Nehru's achievements outside India

Nehru became the leader of nonaligned countries – those wishing to remain neutral in any battles between the West and Russia. He invited both Russia and Germany to invest in India when he founded the steel and power industries. In 1955, Nehru organised the Bandung Conference, which brought together 29 newly independent countries from Asia and Africa.

Nehru signed an agreement with the emerging great power China in 1950 in an attempt to keep the borders between them safe, and a treaty in 1954 which recognised China's sovereignty over Tibet. However, at the end of his time as Prime Minister, Nehru had to endure China's increasing assertiveness on India's borders. A border war broke out in 1962, and India lost territory. Nehru suffered ill health from that time onwards and died on 27 May 1964.

As Prime Minister, he left a great legacy: a stable democracy, a strong education system and protection for minorities in India, including Muslims. Outside India, both world powers and nonaligned nations mourned his passing.



Source 2: Nehru with students at the Doon School

Source 3: Nehru and Indira Gandhi with Mikoyan, the First Deputy Premier of Russia

Nikita Khrushchev, the Russian premier, said: 'He was a passionate fighter for peace in the world... He was the inspirer of the nonalignment policy ... This reasonable policy won India respect and, due to it, India is now occupying a worthy place in the international arena.'

Learning ladder H4.8

Significant people, ideas and events

1. Identify the political role that Nehru held in India after independence.
2. Explain why that was so important for the future of India.
3. Explain how his ideas influenced countries outside India.
4. Explain why Nehru is regarded as a great leader by Khrushchev.
5. Evaluate which of Nehru's actions had the greatest long-term impact on India.

Perspectives

1. Why did Nehru decide to be a politician rather than a lawyer?
2. Explain what the Tryst speech reveals about Nehru's political perspectives.
3. Explain how his social actions in India reveal his perspectives.
4. What do his actions outside India reveal about his perspectives?
5. Evaluate the importance of Nehru's role as Prime Minister for the future of India.

HOW TO Perspectives, page xx

H4.9

How has Modi impacted and shaped India?

Today, India is seen as a rising power equal to other countries such as America and China. This is partly due to the actions of the present Prime Minister, Narendra Modi, who steers a delicate path between eastern and western powers.

Modi, like Gandhi and Nehru, was imprisoned for his political beliefs. Like Gandhi, he travelled around India for twJo years, mainly in the north. He then lived with his uncle and gained handson practical experience working for him in the canteen at the Gujarat State Transport Corporation. From 1971, he campaigned for the RSS but was forced to go underground – once disguised as a monk – because the RSS had been banned by Prime Minister Indira Gandhi. The ban ended in 1977, and in 1979, Modi worked for the RSS in Delhi until they sent him to organise the BJP's campaigns.

Modi's actions as Chief Minister of Gujarat

In 2001, he became Chief Minister of Gujarat. Shortly after, when a train carrying Hindu pilgrims was burned, Modi blamed local Muslims for the attack. This led to anti-Muslim riots and Modi was criticised for not protecting Muslims. He offered to resign, but his offer was refused.

As Chief Minister, Modi did a great deal to help Gujarat. He established financial and technological bodies, created groundwater conservation projects and encouraged the production of cotton and the building of cars. Every village was supplied with electricity.

Modi's actions as Prime Minister of India

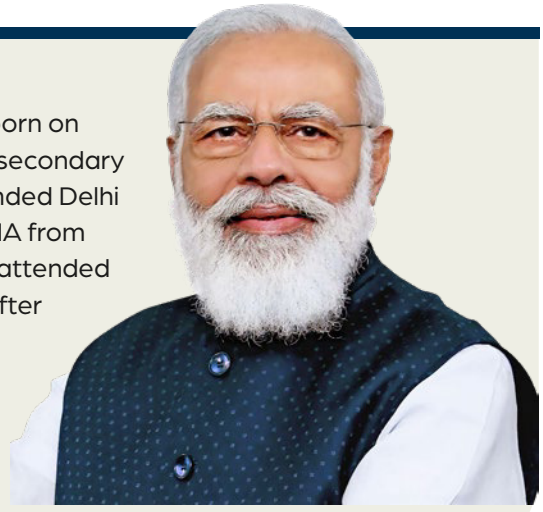
Modi became Prime Minister in 2014, 2019 and 2024. Under Modi, India is no longer as democratic, secular and equal as it was in the time of Nehru and as required by the constitution. Fortunately, the BJP's loss of majority rule in 2024 means that Modi has not been able to push through a Hindunationalist agenda. Modi undermined India's secular status by taking an active role in the consecration of a Hindu temple built on the site of an ancient mosque. Modi has centralised government power and curtailed press and academic freedom. Criticising him is seen as sedition.

In the 77 years since independence, the lives of the 80 per cent of the population living in rural areas have barely changed. One positive action by Modi for the rural population was the improvement of sanitation by installing toilets all over India, which has dramatically reduced deaths from diarrhoea.

Who is Modi?

Narendra Modi, the present Prime Minister of India since 2014, was born on 17 September 1950 to a poor Hindu family in Vadnagar, Gujarat. His secondary school education was in Vadnagar. It was not until 1978 that he attended Delhi University through the School of Open Learning, and he gained an MA from Gujarat University in 1983. What is certain, however, is that he never attended a British University. He is the first Prime Minister to have been born after independence.

Modi's main ideas have been inspired by leaders of the RSS (Rashtriya Swayamsevak Sangh), with whom he trained from the age of eight. The RSS is a right-wing nationalist paramilitary movement which has influenced the BJP (Bharatiya Janata Party), to which Modi belongs.



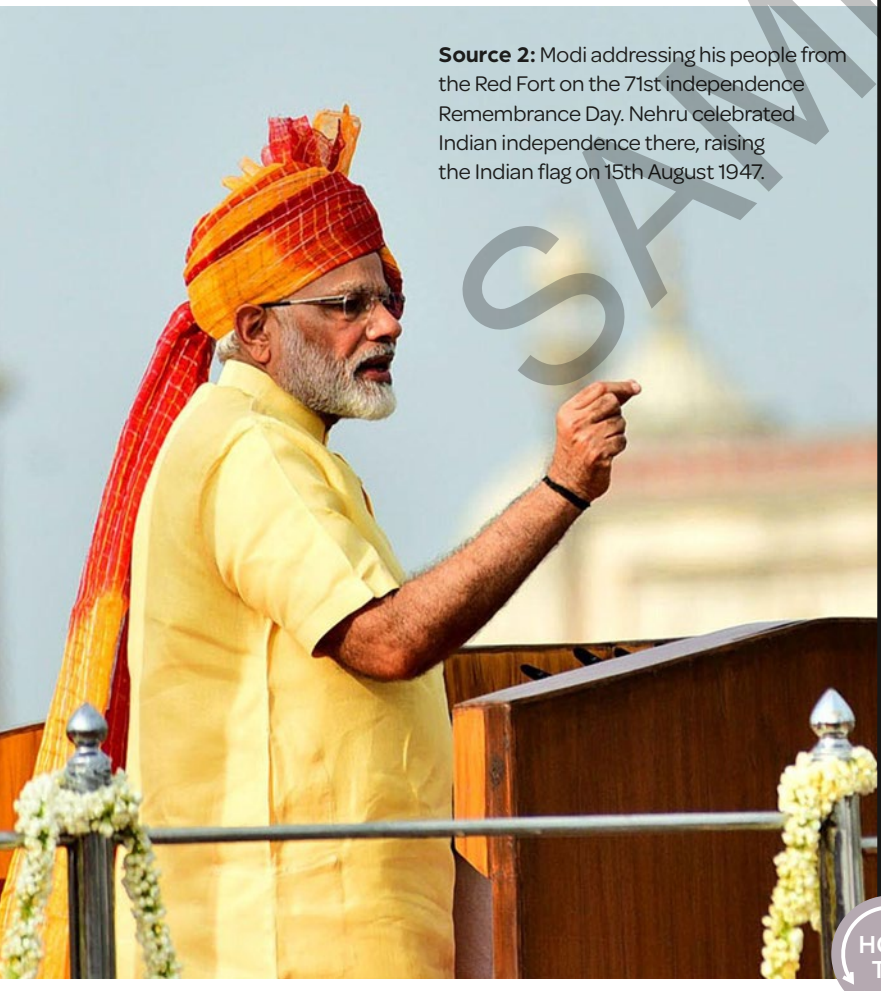
Source 1: Narendra Modi's official portrait

Modi's 'Make in India' policy has encouraged foreign investment, as he wants to make India a global manufacturing hub. He has financed solar energy, new roads, airports, ports and metros, as well as sending a rocket to the Moon's south pole. The digital revolution and improvements in power supply have aided the poor. Despite having the largest population in the world, India is managing to feed its people and has imported hardly any grain in the last four years. However, at the same time, Modi has halved expenditure on social welfare, education and health, and income inequality and unemployment have both risen.

Modi's actions outside India

India is finally a world power. Modi has developed an independent foreign policy, managing to balance east and west. In addition to being a member of the Quad (India, Japan, US and Australia), India also belongs to the Shanghai Cooperative Organisation (which includes China, Russia, Pakistan and Iran among others). Modi meets with IBSA members (India, Brazil and South Africa), and recently he was welcomed to Nigeria and given their second highest award.

Source 3: Modi with the then President of the United States, Joe Biden



Source 2: Modi addressing his people from the Red Fort on the 71st independence Remembrance Day. Nehru celebrated Indian independence there, raising the Indian flag on 15th August 1947.

Learning ladder H4.8

Impact and legacies

1. Identify one belief or idea that has influenced Modi's leadership.
2. Describe one of Modi's long-term impacts on rural or urban life in India.
3. Explain how Modi's time as Prime Minister has changed India's government or society.
4. Explain how Modi has shaped India's position on the world stage.
5. Evaluate the overall legacy of Modi's leadership, considering both positive and negative consequences for India.

Continuity and change

1. Identify things that have stayed the same in India during Modi's time as Prime Minister.
2. Describe the changes Modi has made to India's government or international role.
3. Explain how life in India has changed or stayed the same under Modi's leadership.
4. Explain why some parts of Indian society have experienced more change than others since 2014.
5. Evaluate the patterns of continuity and change in India during Modi's leadership.

HOW TO Continuity and change, page xx

H4.10

How has life in India changed since Independence?

Modern India is a special place, full of life and a vibrant culture that can be seen in dynamic Bollywood films. The cities are the centre of industry, media, major universities, science and technology and business, but the countryside has barely changed. There are also ongoing problems caused by Hindu nationalism and the difficult relationship between Pakistan and India.

Indian culture today

Indian culture is an intricate tapestry of ancient traditions and modern influences that have evolved since independence. Classical music – ranging from Hindustani to Carnatic traditions – thrives alongside folk, rock, and pop genres, each reflecting regional identities and evolving ways of life. Instruments such as the sitar, celebrated by Ravi Shankar, and the tabla (Source 1) remain vital in both traditional and contemporary settings.

Source 1: The tabla, or double drum, has been used in various styles of Indian music since the 18th century.

Bollywood, rooted in Mumbai, has played a key role in shaping India's cultural narrative. Emerging from silent, black-and-white films in the early 20th century, the industry has transformed into a global phenomenon known for its lavish musical productions and dynamic storytelling. Today India produces more films than even America. These films mirror the continuities and changes in Indian living conditions, capturing shifts in social norms and aspirations while preserving cultural expressions like dance, music and folklore.

Source 2: Performers showcase Bollywood dance on stage – a vibrant example of the global popularity of Indian culture, which has reached international audiences through film, music and performance.

Source 3: The Dharavi slum, in Mumbai. India's slums are disproportionately inhabited by people of the Dalit (untouchable) caste.

The significance of Hinduism in India

Approximately 80 per cent of Indian people are Hindu. The remaining 20 per cent include Muslims (14.2 per cent), Christians (2.3 per cent), Sikhs (1.72 per cent) and Buddhists (0.7 per cent). According to the 2011 census, only 0.2 per cent of Indians identify as having no religion. Clearly, religion remains extremely important in India, and the majority of Indians are Hindu.

Hinduism is unlike Christianity or Islam in that there is no holy book for the average person to read, no holy prophet who founded the religion and supposedly no belief in one God. However, some Indians worship one god called Brahma, who they claim contains all the other gods, and others worship a trinity: Brahma, the creator; Vishnu, the preserver; and Shiva, the destroyer. Most Indians believe in their local god and visit their temple regularly to worship them. The three basic ideas of Hinduism are karma, which determines a person's status in life; dharma, the duties they have to carry out in that social position; and reincarnation, or rebirth.

Hindu festivals play a large role in Hinduism. Indians believe that the festival of bathing in the sacred Ganges River, held every 12 years and attended by Indians from all over the subcontinent, clears sins and brings salvation.

The caste system, consisting of four castes, was formed around 1500 BCE, with the untouchables (Dalits) outside the system. The Dalits are condemned to lead their lives cleaning up after other people. Dalits are often educated in Christian schools, where they are treated as equals – one reason for Christian schools being attacked by RSS (Hindu nationalist) followers. The caste system was outlawed by an act of Parliament in 1950, but it still exists as it is almost impossible to separate it from Hinduism.

The popularity of Hindu nationalism since independence

Since independence, Hindu nationalism has steadily gained ground. Often called Hindutva, the ideology was first promoted by Savarkar in 1922, who argued that India's true adversaries were not the British but Muslims. His ideas influenced the RSS, formed in 1925, which later helped shape the BJP's platform.

Source 4: Supporters of the Bharatiya Janata Party (BJP) cheer at an election rally of Narendra Modi in Uttar Pradesh, 2014. The BJP has grown considerably in popularity under Modi.

After Partition, many Hindus felt alienated by the Congress Party's policies and shifted their support to right-wing parties. In 1984, the BJP won just two seats, but by 2024 it secured over 200 seats compared to Congress's 99. This dramatic shift is driven by lingering resentment over Partition, a growing backlash against perceived leniency towards Muslims, and the cultural significance of protecting sacred symbols like cattle. These factors have combined to fuel the rise of Hindu nationalism and the BJP's increasing popularity in India.

Source 5: Indian Army soldiers patrol along the India–Pakistan border, about 128 kilometres northwest of Jammu, India, in 2006. In 2021, there were several clashes in Jammu and Kashmir along this border, with both Indian and Pakistani forces firing guns and artillery at each other, raising tensions in the region

Partition and its problems today

Some argue that Partition was inevitable due to deep-rooted religious differences, while others blame Congress for not addressing the Muslim League's demands for greater representation. Not all Congress members supported Partition; even Gandhi opposed it. Today, Prime Minister Modi criticises Congress for agreeing to Partition, calling it a 'sin' and designating a day of mourning for the country.

The Sikhs in northern India suffered the most. Partition split the Punjab in two – one half became part of Pakistan, the other remained with India – leaving many Sikhs feeling betrayed and abandoned. This division ignited violent revolts and left a legacy of deep-seated resentment that still lingers among the community.

Meanwhile, Pakistan and India have engaged in several wars from 1947 to 1999 and continue to have frequent border skirmishes, most recently between 2020 and 2021. The fact that both nations now possess atomic weapons further intensifies the enduring conflict.

Learning ladder H4.10

Impact and legacies

1. Identify one way Hindu nationalism has continued to influence Indian politics since independence.
2. Describe how Partition has affected India's relationship with Pakistan since 1947.
3. Explain how Partition contributed to the rise of Hindu nationalism and the BJP in India.
4. Explain why the caste system continues to affect Indian society, even though it was outlawed in 1950.
5. Analyse the extent to which independence has improved life for all groups in India.

Interpretations

1. Identify a modern cultural feature that could be interpreted as showing India's global influence.
2. Describe one interpretation of the role Hinduism plays in shaping Indian society today.
3. Explain how Bollywood can be interpreted as a reflection of both continuity and change in India.
4. Compare two different interpretations of Hindu nationalism – one positive and one negative.
5. Evaluate which interpretation of modern India you find most convincing: a vibrant, modern democracy or a society still shaped by deep religious and social divisions.

HOW TO Interpretations, page xx

How do I conduct a good inquiry?

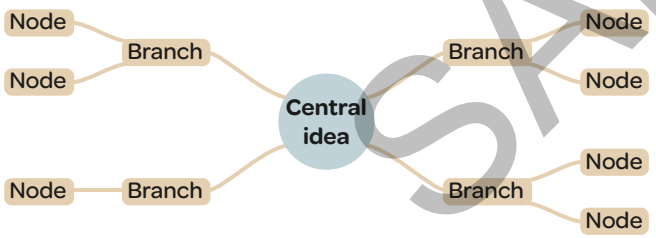
As you have progressed through this chapter, you have expanded your existing knowledge and deepened it by exploring perspectives, identifying patterns and relationships and linking causes and consequences. Along the way, you have developed your skills in analysing and interrogating sources, asking critical questions and framing well-supported arguments. You will now apply these skills to crafting a well-reasoned response to an inquiry question of your choosing related to India.

1 **Choose your topic: Identify a question.**

Which of the following would you like to investigate in greater depth?

- Indian Rebellion, page xx
- British Raj, page xx
- Mahatma Gandhi, page xx
- Nationalist movements, page xx
- Partition, page xx
- Hindu nationalism, page xx

2 **Briefing: Brainstorm what you already know and what you want to know about this topic.**



3 **Field report: Gather your information.**

- Look back at the chapter and find all the information and sources relevant to your topic.
- Identify and locate additional sources (see How-to, p. xx).
- Analyse your sources as you go. You can use the **'Connect, Extend, Challenge'** thinking routine below to help you.
- Take careful notes as you work, including recording source details, clearly indicating quoted material and jotting down further questions as they arise.

4 **Exclusive: Review your findings to form and answer your big question.**

5 **Present: Organise and synthesise your findings into an engaging narrative (see How-to, p. xx)**

Connect

- How does the information **relate** to what you already know?
- In what ways does this account **align** with other sources or narratives you've encountered?
- What background or context do you have that might **support** the information presented?
- How does the source's origin **connect** with its intended message or audience?

Extend

- How does this source **expand** or **complicate** your understanding?
- Does the information **challenge** your previous assumptions, and if so, in what way?
- What aspects of the source's presentation (language, imagery, emphasis) **extend** your thinking about its possible biases or intentions?

Challenge

- In what ways might the source be incomplete, selective, or influenced by the author's **perspective**?
- What further evidence would you need to corroborate or refute the **claims** made in this source?
- Are there **discrepancies** between this source and other contemporary accounts that raise questions about its reliability?

Asia
(1750–present)

H5

Indonesia

WHAT WAS THE JAVA WAR? xx

WHAT IS PANCASILA? xx

WHAT WAS THE NEW ORDER? xx

H5.0

How can we understand modern Indonesia?

United under the Dutch East Indies, Indonesia's rich mosaic of cultures and spices was exploited for colonial profit – a legacy that still shapes its politics and economy. After Japanese occupation and Sukarno's nationalist struggle secured independence, Suharto's New Order forged stability before *reformasi* opened democratic space. Today Indonesia continues evolving – balancing diverse identities, economic growth and democratic reform in the shadow of its colonial past.

Learning ladder

The Learning ladder lists the knowledge and skills you will learn. Each has five levels of difficulty. Learning skills at the bottom of the ladder will help you to master the skills at the top of the ladder.

Steps in knowledge progression	Background and origins	Significant people, ideas and events	Impact and legacies	Continuity and change	Causes and consequences
5	I can evaluate the origins of a historical development or movement.	I can evaluate the influence of significant people and ideas.	I can evaluate the legacy of a historical development or movement.	I can evaluate patterns of continuity and/or change.	I can analyse causes and consequences.
4	I can explain why a historical development or movement emerged.	I can explain why ideas influenced people and events.	I can explain why a historical development or movement has a legacy.	I can explain patterns of continuity and/or change.	I can explain why something was caused or why it led to certain consequences.
3	I can explain how a historical development or movement emerged.	I can explain how ideas influenced people and events.	I can explain the impact of one historical development on another.	I can explain continuity and change.	I can explain how something was caused or its consequence.
2	I can describe the origins and context of a historical development or movement.	I can describe key people, ideas and events.	I can describe the legacy of a historical development or movement.	I can describe continuity and change.	I can describe causes and consequences.
1	I can identify the origins of a historical development or movement.	I can identify key people, ideas and events.	I can identify the legacy of a historical development or movement.	I can identify continuity and change.	I can identify a cause and a consequence.

Knowledge and understanding

Source 1: East Indian Market Stall in Batavia ('Dutch East Indies'), painting by Albert Eckhout (attributed), c. 1640-1666. By the time it was colonised, the Indonesian archipelago had long been known as rich in fruits and spices.

Historical concepts and skills

Steps in skills progression

Perspectives	Significance	Interpretations	Chronology	Sources	
I can evaluate historical perspectives.	I can evaluate historical significance.	I can evaluate the evidence supporting a historical interpretation.	I can explain change or causality from a timeline.	I can evaluate sources to determine their accuracy, usefulness and reliability.	5
I can compare perspectives.	I can explain why something is historically significant.	I can compare historical interpretations.	I can summarise the events on a timeline.	I can explain the historical context of a source.	4
I can explain a perspective.	I can explain something historically significant.	I can explain an interpretation of history.	I can follow timeline conventions.	I can apply historical knowledge to explain sources.	3
I can describe perspectives.	I can describe something historically significant.	I can describe an interpretation of history.	I can place events on a timeline chronologically.	I can describe a source.	2
I can identify the perspective of a person from the past.	I can identify something historically significant.	I can identify a historical debate.	I can read a timeline.	I can identify the origin of a source.	1

How did the spice trade lead to imperialism in Indonesia?

Indonesia's history before 1750 is closely tied to its role in the global spice trade. Initially fragmented into various kingdoms, the region came under Dutch control through the United Dutch East India Company (VOC), which combined trade and colonial power to establish dominance, setting the stage for centuries of imperialism.

Indonesia, as a united country, did not exist at the time Europeans began exploration and trade in the region known as the East Indies. The archipelago, or chain of islands, which makes up Indonesia contains over 14 000 islands, with the largest being New Guinea, Borneo, Sumatra, Sulawesi (formerly Celebes) and Java. Within these islands were many kingdoms, often with different social customs and religious beliefs. The history of Indonesia prior to 1750 is much tied to the **spice trade**.

During medieval times, the spices grown in this region, particularly nutmeg, cloves and cinnamon, attracted Arab and Ottoman traders. Parts of the Indonesian islands became known as the Spice Islands (Moluccas today). Spices were transported overland via China, India, the Red Sea and Türkiye to Venice, as there was no known direct sea route before 1498. From Venice, the spices were then distributed throughout Europe. Each merchant along the way

Source 1: The spices of Indonesia were highly sought after by Europeans both prior to and during theAge of Imperialism

Source 2: Ottoman (Turkish) map of the Indian Ocean and China Sea. showing the islands of Indonesia, Engraved in 1728 by Ibrahim Müteferrika.

added their profit, so by the time the spices were sold in London, Paris and Amsterdam, only the very rich could afford them. Spices were said to be worth their weight in gold. Spices were prized because they made bland food tastier, and some were considered to have medicinal properties.

In 1498, the Portuguese explorer Vasco da Gama navigated a sea route between Europe to India, thereby connecting the West with Asia. Further exploration by the Portuguese led to them establishing direct trade links with the Spice Islands in 1512. Soon British, Dutch (the Netherlands) and Spanish traders were competing with the Portuguese for control of the islands. Control of the spice trade made countries rich, and led to conflicts. The Dutch emerged as victorious in Indonesia.

The flow of spices from one part of the world to another sparked the need to develop extensive infrastructure on land and by the coast. This began in the Roman period, extending through the middle ages and is very much the start of globalisation. The result was a lasting change to people's diets in Europe, which became a lot less bland and monotonous. But more importantly, spices became another way to define what it meant to be wealthy and powerful. As a result, the hunger for spices went well beyond their aromatic flavour. In Europe they became a new symbol of high social status.

Source 3: Professor Marijke van der Veen, University of Leicester, 2019, on the importance of the spice trade.

Source 4: Map of Netherlands (Dutch) East Indies, produced by the American Central Intelligence Agency, 1946

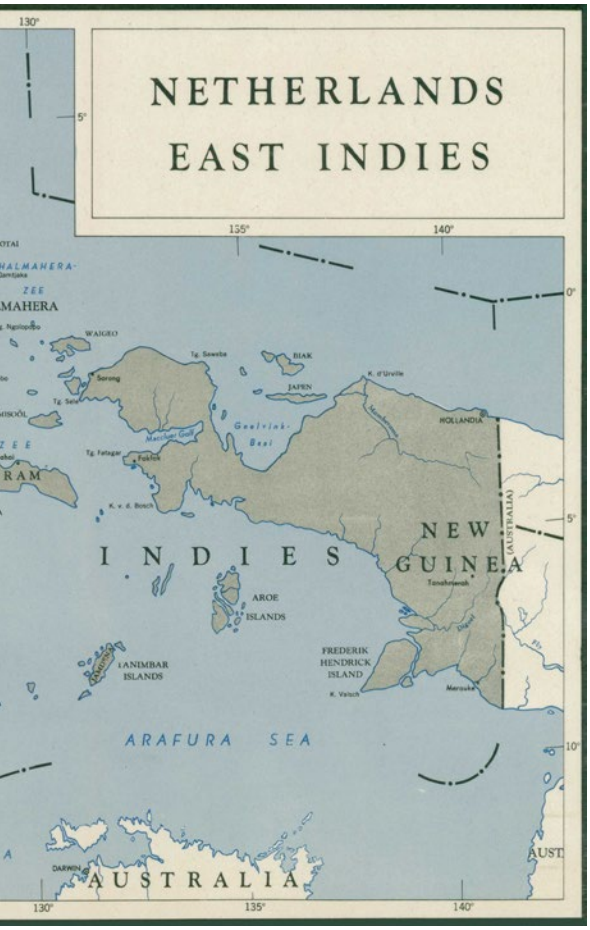
The arrival of the Dutch East India Company (VOC)

In 1579, the provinces of Holland, Zeeland, Utrecht, Gelderland, Overijssel, Friesland and Groningen joined together as the Republic of the United Netherlands in an effort to gain independence from Spain. This strengthened their maritime ability, and in 1599 the first Dutch fleet set sail to the East Indies to try to break the Portuguese **monopoly** over the spice trade. Although not successful, it did lead to further attempts by several Dutch trading companies, each with their own fleet and competing with each other, to take control of Indonesian islands from the Portuguese.

In 1602, the Netherlands government issued an order to all the Dutch trading companies that they must merge into one company called the United Dutch East India Company (Vereenigde Oost-Indische Compagnie abbreviated to VOC) so that trading could be carried out more efficiently. Only the VOC was allowed to carry out trade in Asia. It also had the power to start wars with island leaders who would not cooperate, create new colonies, set up government, built ports and fortifications, make treaties and even issue its own currency. It had its own army of 10 000 soldiers and 150 ships by 1650.

The VOC defeated the Portuguese at Amboina (now Ambon) in 1605 and established their headquarters there. In 1619, the VOC Governor-General, Jan Pieterszoon Coen, moved the VOC headquarters to Jayakerta (Jakarta today) in Java and renamed the city Batavia. Coen imposed harsh rule on the indigenous population, including a massacre in 1622. When there were not enough local workers, the VOC brought in slaves from West Africa. Although the company's main purpose was trade, it became a colonial power.

Throughout the 17th century, the VOC produced great profits for its shareholders and the Dutch government. Its success during this time was the foundation of ongoing imperialism by the Netherlands in Indonesia.



Source 6: Coins issued by the Dutch East India Company (VOC) between 1700 and 1799

Source 5: VOC soldiers in uniform, 1783

Learning ladder H5.1

Background and origins

1. Source 4: Identify four islands that were part of the Netherlands (Dutch) East Indies.
2. Describe the origins of the spice trade.
3. Explain why the Dutch East India Company (VOC) was formed.
4. Explain the powers of the VOC and how they impacted the indigenous populations of Indonesia.

Causes and consequences

1. Source 2: In the opinion of Professor van der Veen, what impact did spices have on Europeans?
2. Describe the effect of the 1408 voyage of Vasco da Gama on the spice trade.
3. Explain how the formation of the Republic of the United Netherlands led to Dutch attempts to enter the spice trade in the East Indies.
4. Analyse the effects of the arrival of the VOC in the East Indies.

HOW TO Causes and consequences, page xx

How did colonialism develop in Indonesia under the Dutch?

Dutch colonial rule in Indonesia evolved through several stages. When the VOC collapsed into bankruptcy in the 19th century, the Dutch government took over control of the colony, exploiting its wealth to support its own flagging economy. Although some efforts were made by the more liberal elements of the Dutch government to improve the conditions of the indigenous population, these reforms ultimately failed to end the rampant exploitation.

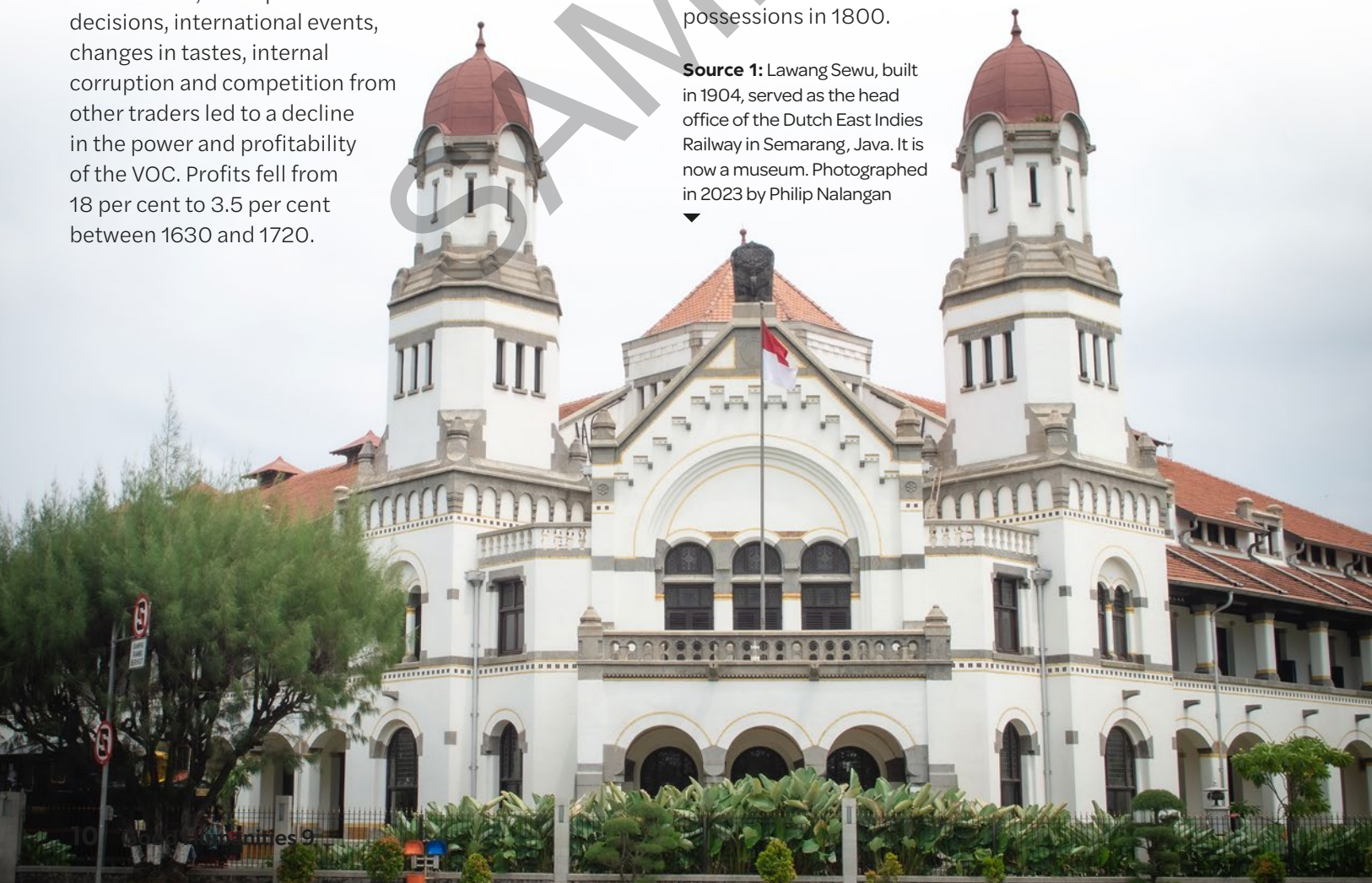
The collapse of the VOC

The VOC began to extend its dominance over the islands of Indonesia – particularly in Java – using force where necessary. By 1669, the VOC was the wealthiest company in the world and its shareholders in the Netherlands were receiving substantial dividends (payments) from the profits.

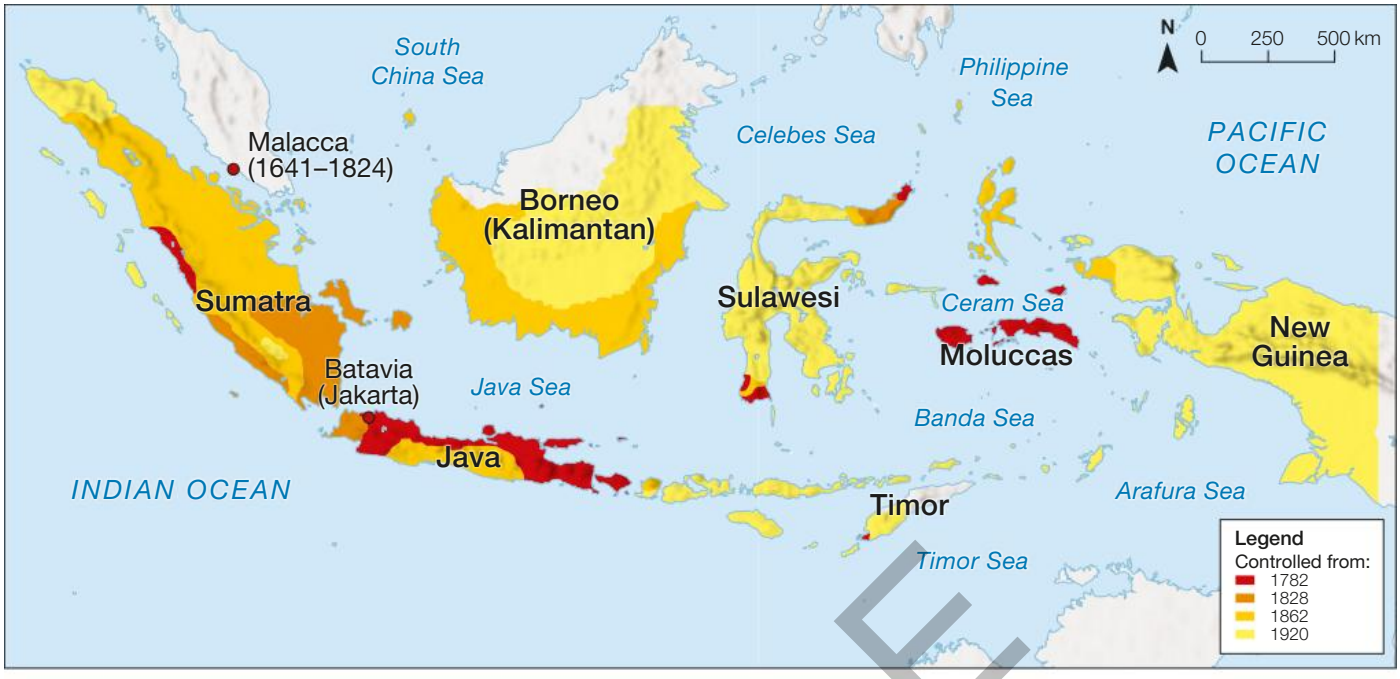
However, some poor business decisions, international events, changes in tastes, internal corruption and competition from other traders led to a decline in the power and profitability of the VOC. Profits fell from 18 per cent to 3.5 per cent between 1630 and 1720.

Between 1730 and 1799 the VOC started to lose its power and eventually went bankrupt. Its financial situation was severely worsened by the Fourth Anglo-Dutch War (1780–1784) when the British Royal Navy attacked VOC settlements and interrupted trade. The VOC's board of directors was sacked in 1796 and in 1799 the Dutch government cancelled the company's monopoly agreement in the East Indies, taking over its possessions in 1800.

Source 1: Lawang Sewu, built in 1904, served as the head office of the Dutch East Indies Railway in Semarang, Java. It is now a museum. Photographed in 2023 by Philip Nalangan



The colonisation of Indonesia by the Dutch, 1782–1920



Source: Matilda Education Australia

Dutch imperialism

At the time the Dutch government took control of the East Indies from the VOC, Napoleon of France was conquering Europe. Herman Daendels – although Dutch – was appointed by Napoleon as Governor-General of Java from 1808 to 1811. During this time, Daendels divided Java into districts and appointed Dutch administrators in each, who were responsible for laws, public affairs and agriculture.

The British, who were fighting Napoleon, took possession of Java and installed their own Governor-General, Sir Stamford Raffles, from 1811 to 1816. Raffles continued the reorganisation of Java's administration and introduced a land tax that required the Javanese to pay approximately two-fifths of the value of their annual harvests to the British colonial government. Following Napoleon's defeat, the British returned possession of the Dutch East Indies to the Netherlands in 1816. The administrative systems set up by Daendels and Raffles ensured the Dutch had an effective way of imposing colonial rule over the indigenous population and local leaders.

The Cultivation System

By the 1830s, the Dutch government was facing financial difficulties. They looked to Java to become a major source of income for the Netherlands, which they aimed to achieve by controlling what crops were grown and the prices that Javanese peasant farmers would be paid for them. This was known as the **Cultivation System** and led to oppressive conditions for those working on their own farms or on plantations. Not all the harshness inflicted under the Cultivation System was caused by the Dutch; local Javanese upper classes also profited from this approach to agriculture, price fixing and taxation.

A further restructuring of the Cultivation System occurred in 1850. Up until this time, profits from the Dutch East Indies provided 19 per cent of the Netherlands' total income; after 1850, this grew to 33 per cent.

Source 2: Initially, the Dutch only controlled small (but important) parts of the archipelago. Outside the Dutch-controlled areas of Java and the Moluccas, many regions of Indonesia were governed by indigenous kingdoms and sultanates. These native states often retained a high degree of autonomy, even as the Dutch expanded their influence in other regions.

Source 3: 'The sorting of coffee', postcard, 1910 (from a photograph taken c. 1905)

Source 4: Sumatran family drying coffee on a plantation, c. 1920

Value of exports from the Dutch East Indies (in Australian dollars)

Period	Sugar	Coffee	Rubber	Petroleum
1823 –1825	374 000	7 643 000	0	0
1841–1845	9 944 000	17 948 000	0	0
1871–1873	34 094 000	30 046 000	0	0
1901–1905	55 907 000	17 714 000	1 414 000	11 954 000
1918	135 482 000	2 361 000	53 942 000	139 835 000

▲ **Source 5:** Adapted from Hiroyoshi Kano (2008), *Indonesian Exports, Peasant Agriculture, and the World Economy, 1850–2000*, Ohio University Press.

Source 6: Dutch colonial families at a celebratory dinner on a coffee and rubber plantation on Sumatra, c. 1910–1915

The Liberal Period

By 1870, the Dutch parliament in the Netherlands was being influenced by its more liberal members. They believed the Cultivation System was unfair, and they introduced reforms intended to make life better for the indigenous population. This became known as the Liberal Period (c. 1870–1900). In practice, Javanese farmers and workers continued to endure foreign exploitation and control. Private enterprise also expanded.

Colonial expansion

A surge of European imperialism in the region in the later 19th century led the Dutch to expand their territory in the East Indies to prevent other nations from making a claim. Resistance to Dutch colonial expansion varied across Indonesia. In some regions, such as Aceh in Sumatra, rulers waged prolonged armed conflicts against the Dutch, sometimes lasting for decades (see H5 in this chapter). In other areas, local leaders opted for negotiation or limited non-cooperation with the Dutch. These efforts were ultimately no match for Dutch military and administrative efficiency, and by the early 20th century the incorporation of Java and other neighbouring islands into a single colonial entity had essentially been completed.

Sugar, coffee, pepper and tobacco continued to be common exports from the Dutch East Indies, but by 1900 petroleum, rubber, copra, palm oil and fibres were increasing in production as greater profit could be made. Agricultural exports were grown on large-scale European-owned plantations (called estates) and by indigenous farmers on small plots of land. This meant that crops like rice for the local food supply were grown on poor-quality land, often leading to starvation. When oil became profitable, the Shell Group became the main producer of petroleum.

The Ethical Policy

From 1900 onwards, further concerns were expressed in the Netherlands about the poor treatment of the indigenous population under Dutch colonialism. It was felt the Dutch owed a debt to Indonesia for the wealth they had extracted over the preceding decades. In her annual speech in 1901, Queen Wilhelmina of the Netherlands announced that a new policy – the Ethical Policy – would be launched to raise living standards, including by establishing schools and hospitals. This policy was largely a failure; education did not reach the majority of the population and death rates remained high. However, it did contribute to the growth of nationalism among educated Indonesians, although Indonesian independence would not come until after World War II.

> The history of Dutch colonial administration is one of the most extraordinary relations of treachery, bribery, massacre, and meanness … Wherever [the Dutch] set foot, devastation and depopulation followed. Banjuwangi, a province of Java, in 1750 numbered over 80 000 inhabitants, in 1811 only 18 000.
>
> **Source 7:** Karl Marx (1867), *Capital*, Vol. 1.

Learning ladder H5.2

Impact and legacies

1. Identify one enduring legacy of Dutch colonial rule in Indonesia mentioned in the text.
2. Describe how the Cultivation System represents a legacy of Dutch rule in Indonesia.
3. Explain how the introduction of the Cultivation System affected the economic and social conditions of indigenous Indonesians.
4. Why did the Dutch government's liberal reforms fail to end exploitation of the Indonesian people?
5. Evaluate whether the overall legacy of Dutch colonialism was primarily beneficial or harmful to Indonesia.

Perspectives

1. Identify one historical figure or group mentioned in the text that held a particular viewpoint on Dutch colonial rule.
2. Describe the perspective of the Dutch authorities on colonial expansion or economic control in Indonesia.
3. Source 7: Explain Karl Marx's viewpoint on Dutch colonialism. How did he perceive the Dutch role in Indonesia?
4. Compare the perspectives of the Dutch colonial government and local Indonesian elites on the introduction of the Cultivation System.
5. Evaluate which perspective (Dutch government, liberal reformers or local Indonesians) you find most convincing, using evidence from the text to support your judgement.

HOW TO Perspectives, page xx

What was the significance of the Java War?

The Java War arose from economic exploitation, political interference and religious tensions under Dutch rule. Despite heavy casualties and Diponegoro's efforts, the uprising failed, strengthening Dutch control and leading to the exploitative Cultivation System. Diponegoro has since been honoured as a National Hero.

Source 1: Portrait of Prince Diponegoro by Carel Christiaan Anthony Last, 1835

Background to the war

The Java War was a major uprising led by Prince Diponegoro, a member of the royal family of Yogyakarta, against Dutch colonial rule between 1825 and 1830. The immediate cause of the conflict was a plan by the Dutch to build a road across land owned by Diponegoro where the tomb of his parents was situated.

Like most wars, there were background causes that created the conditions for a relatively minor event to trigger a large-scale effect. In the case of the Java War:

- the indigenous Javanese population opposed being economically exploited by the Dutch, including through high taxes, low wages and being forced to grow the crops required by the Dutch
- members of the Javanese aristocracy resented the Dutch government's control over local decision making and increased taxation of their wealth
- there were religious differences between the Javanese followers of Islam and the Christian Dutch colonial rulers.

How was the war fought?

The war began with a spontaneous outburst of violence against the Dutch in rural areas in central Java. Coffee plantations, tax offices and toll gates were attacked, and the Chinese community was targeted. (The Chinese were viewed as outsiders, aligned with the Dutch colonisers, but there was also a long-standing history in the region of anti-Chinese prejudice.)

Prince Diponegoro emerged as a popular leader as he was able to appeal to both the upper class aristocracy and the common people. Fifteen of the Javanese 29 princes joined with him and villagers fought alongside local soldiers in an attempt to drive out all signs of Dutch colonialism. Also joining Diponegoro was Kyai Maja, an Islamic leader, and his followers; this group viewed the conflict as a holy war to establish an Islamic government rather than as an anti-colonial uprising against the Dutch.

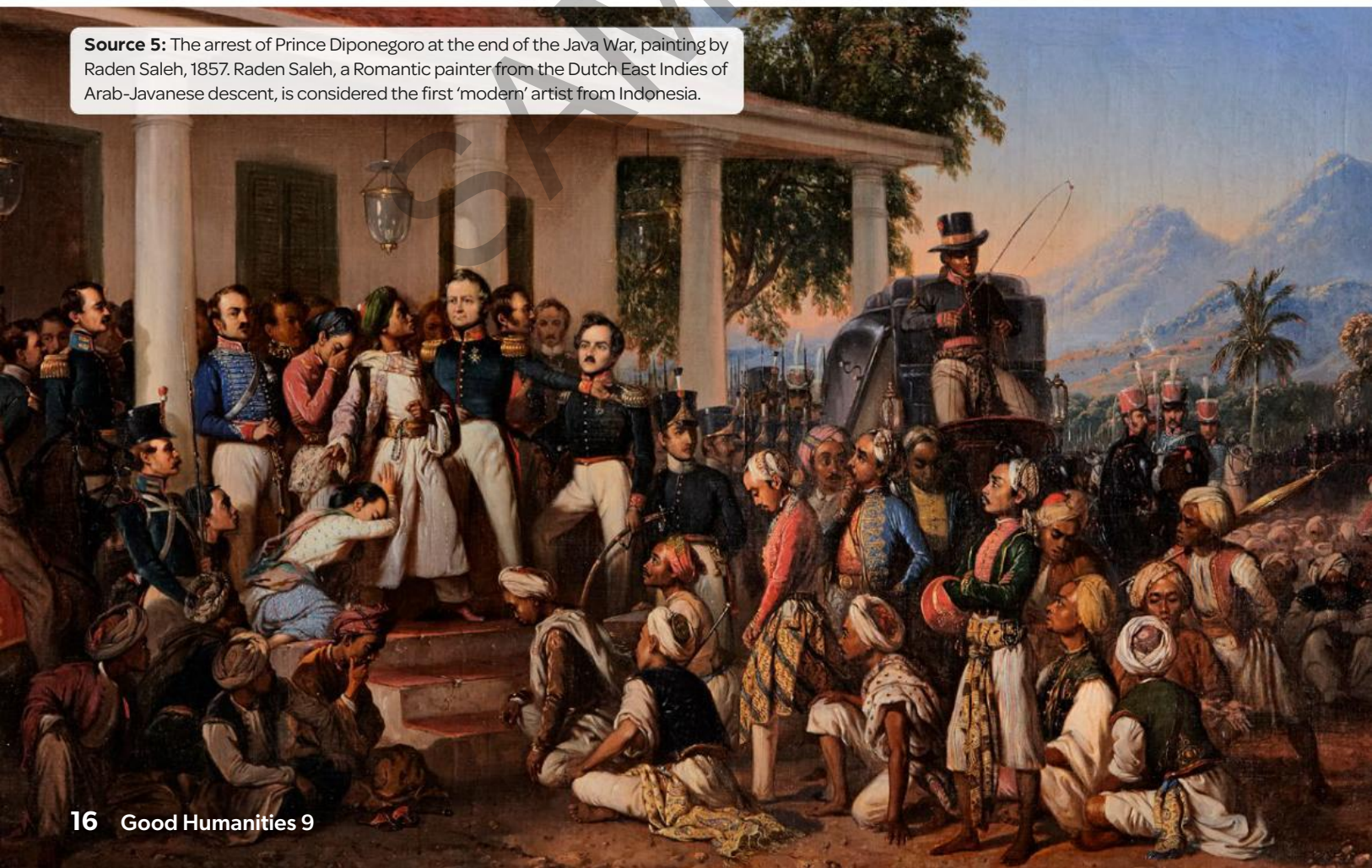
Source 2: Prince Diponegoro riding his horse. Statue by sculptor Munir Pamuntjak, 2005

The fighting strategy of Diponegoro's forces was **guerrilla warfare**. Rather than face the Dutch in a head-on battle, they used hit-and-run tactics and local knowledge to achieve victories in 1825. Villagers were recruited to block roads and burn bridges to prevent the Dutch from advancing. Despite early successes, Diponegoro's progress had stalled by the end of 1826, although he maintained control of central Java.

The Dutch realised their method of fighting was not effective. A new commander, Hendrik Merkus de Kock, was appointed who adopted a new fighting method known as the benteng strategy. This involved establishing a system of small, closely spaced forts that could support each other if under attack. Once the Dutch captured a piece of territory, they would gradually move to the next, then the next. Slowly, Diponegoro's forces became isolated, unable to receive the local support they needed to keep fighting. In November 1828 a further blow was struck when Kyai Maja and other Islamic leaders surrendered to the Dutch.

Source 3: Portrait of Hendrik Merkus, Baron de Kock, Army Commandant and after 1826 Lieutenant Governor-General of the Dutch East Indies by Cornelis Kruseman

Source 4: The submission of Diponegoro to Lieutenant-General Hendrik Merkus Baron de Kock by Dutch painter, Nicolaas Pieneman



Source 5: The arrest of Prince Diponegoro at the end of the Java War, painting by Raden Saleh, 1857. Raden Saleh, a Romantic painter from the Dutch East Indies of Arab-Javanese descent, is considered the first 'modern' artist from Indonesia.

Throughout 1829, the situation further worsened for Diponegoro. His uncle, Pangeran Mangkubumi, surrendered in September and was able to return to Yogyakarta and rejoin the Dutch-controlled aristocracy. The following month, his chief commander also surrendered after being promised a senior officer's role in the colonial army.

By 1830, Prince Diponegoro was on the run and his uprising was all but defeated. He was tricked into attending peace talks in Dutch-controlled territory. Here he was arrested and exiled to Manado, then later to Makassar, where he died in 1855.

Impact of the war

By the end of the Java War, 20 000 of those fighting on the side of Prince Diponegoro against Dutch colonialism had been killed. On the other side, 8000 Dutch soldiers along with 7000 local troops lay dead. The largest loss was the estimated 200 000 civilians who died from starvation, disease or other causes.

In terms of breaking free from Dutch colonial rule, nothing was achieved – in fact the princes in the kingdoms of Surakarta and Yogyakarta lost any of the political independence they had enjoyed before the Java War.

The war had been financially costly to the Dutch and would lead to the introduction of the Cultivation System, in which villagers were forced to grow export crops such as coffee, sugar, tea, cinnamon, pepper, tobacco, cotton and silk and sell these for fixed prices to the Dutch government. This system became very profitable for the Dutch and would allow them to continue to control the East Indies for more than another century.

In 1973, Prince Diponegoro was made a National Hero of Indonesia in recognition of his fight for independence of Dutch colonial rule.

> The Java War was not a modern anti-colonial movement. Diponegoro and his followers probably did not want to restore an idealized, precolonial past. Nor did they envision an independent, modern nation. Rather they sought a Javanese heartland free of Dutch rule. Because of his anti-Dutch role, Diponegoro is one of modern Indonesia's national heroes.
>
> **Source 6:** William H. Fredrick and Robert L. Worden (eds.) (1993), *Indonesia: A Country Study*, 5th edn, Library of Congress, p. 36.

Learning ladder H8.3

Significant people, ideas and events

1. Prince Diponegoro was not successful in the Java War. Why could he still be considered a significant individual?
2. Describe how Prince Diponegoro was able to gain mass support in 1825.
3. Explain what caused the Dutch to change their method of fighting and why this was successful.
4. Source 6: How does this help explain why Prince Diponegoro was made a National Hero in 1975?
5. Source 2: What feelings about Prince Diponegoro do you think the sculptor who created this statue wanted to communicate?

Perspectives

1. Source 2: Describe how Prince Diponegoro is portrayed by the artist and the perspective being presented.
2. Source 3: Describe how Hendrik Merkus de Kock is portrayed by the artist and the perspective being presented.
3. Sources 4 and 5: These paintings offer different artistic perspectives of the capture of Prince Diponegoro. Which one is more likely to be pro-Dutch? Give reasons for your answer.
4. Source 6: Explain the writer's perspective of Prince Diponegoro.

Perspectives, page xx

HOW TO

H5.4

How was imperialism resisted in Indonesia?

Although 'Indonesia' at the time of Dutch colonisation was in fact 300 separate societies speaking over 700 languages, the islands' shared experiences of Dutch rule would lead to the rise of Indonesian nationalism, particularly in the 20th century. Despite numerous local uprisings to resist foreign control, unity and independence would not be achieved until after World War II.

Growth of nationalist movements

The beginnings of nationalist movements can be found in the actions of Dutch colonial governors who merged or 'reconciled' neighbouring states and small kingdoms as part of maintaining order and control, particularly in the islands outside of Java and Sumatra. Under the rule of Governor-General van der Wijck (served 1893–1899) and Governor-General van Heutz (served 1904–1909), reconciling was undertaken in Kalimantan (Borneo), Sulawesi and other eastern parts of the Dutch East Indies.

In May 1908, the Budi Utomo (meaning 'noble endeavour') organisation was founded in Batavia (now Jakarta) with the aim of developing the Javanese people. This is considered the first Indonesian nationalist movement; however, it was more of a Javanese cultural group comprised of upper class males than a political party aimed at overthrowing the Dutch. For these reasons, it never gained mass appeal and was tolerated by the Dutch.

Around the same time, journalist Tirto Adisuryo established the nationalist newspaper, Medan Prijaji, and used a Malay dialect as a common language for Indonesians to communicate with each other. He was critical of Dutch colonial rule and promoted his newspaper as an 'organ for the subjugated people in the Dutch East Indies' and 'a place for the native voices'. In 1912, the Dutch closed the paper down.

In 1909, Adisuryo founded Sarekat Dagang Islam (Islamic Association), which later merged into the Islamic Society three years later. Its aims were self-government free from the Dutch and the establishment of an Islamic state. By 1916, it had 80 branches and 350 000 members.

The Dutch socialist Henk Sneevliet established the Indies Social Democratic Party in 1914, which introduced communism to Indonesia. The party worked in partnership with the Islamic Society for a period, as both were anti-Dutch colonialism.

Ki Hajar Dewantara (Soewardi Soerjaningrat), 1889–1959

Ki Hajar Dewantara was born into the Javanese nobility. He began his working life as a journalist and developed an interest in political movements that aimed to weaken Dutch control. He joined Budi Utomo and wrote many newspaper articles with anti-colonial themes.

In 1913, the Dutch were planning celebrations to mark the 100-year anniversary of gaining independence from French control. Dewantara published an article titled 'If I Were a Dutchman' that criticised the Dutch plan to collect payments from the indigenous population to finance the anniversary festivities. It also called for independence from colonial rule.

The Dutch authorities feared Dewantara's writings might cause a nationalist revolt among the indigenous population. Dewantara and his colleagues were subsequently arrested and exiled to the Netherlands.

Due to the work of organisations such as the Budi Utomo and Islamic Society, and individuals such as Tirto Adisuryo and Ki Hajar Dewantara, the **Indonesian National Awakening** occurred in the early part of the 20th century.

Really, if I were Dutch, then I would never have wanted to celebrate a commemoration party like that here in a country we colonised. First give the oppressed people freedom, only after that we will commemorate our own independence!

Source 1: Ki Hajar Dewantara (1913), 'If I were a Dutchman', *De Expres*.

Source 2: Statue of Ki Hadjar Dewantara

1780–1802	Seram Islanders, under the leadership of Prince Nuku, fought to unite North and South Maluku (Moluccas) and gain independence from Dutch control
1816	Battle between Dutch colonial forces and Moluccan rebels on Saparua Island
1825	Battle of Sulit Air in Sumatra; the Padri defeated the Dutch and expelled them from the area as part of spreading a form of Islam
1877–1904	Ongoing attempts to resist Dutch control of Aceh
1894	Lombok War; Balinese and Sasak people, led by the island's rulers, resisted the establishment of Dutch control of Lombok.

Source 3: Examples of resistance

Source 4: *Lombok*, 1894, painting by J. Hoynck van Papendrecht (1858–1933), created in 1915

Resistance

As there was no unified country of Indonesia in the period 1750–1918, there was no national mass opposition to Dutch control. However, that does not mean there were not rebellions by the indigenous population to resist suppression by the colonial power.

The resistance efforts were typically local uprisings to either prevent Dutch occupation or seek freedom from oppression. There were also battles fought with religious motives.

The Aceh War and Tjut Nja Dhien

When the Dutch attempted to take control of Aceh in 1873, a series of wars broke out that would last until 1912. During this time, three major battles were fought, along with ongoing guerrilla warfare by local Acehnese resistance.

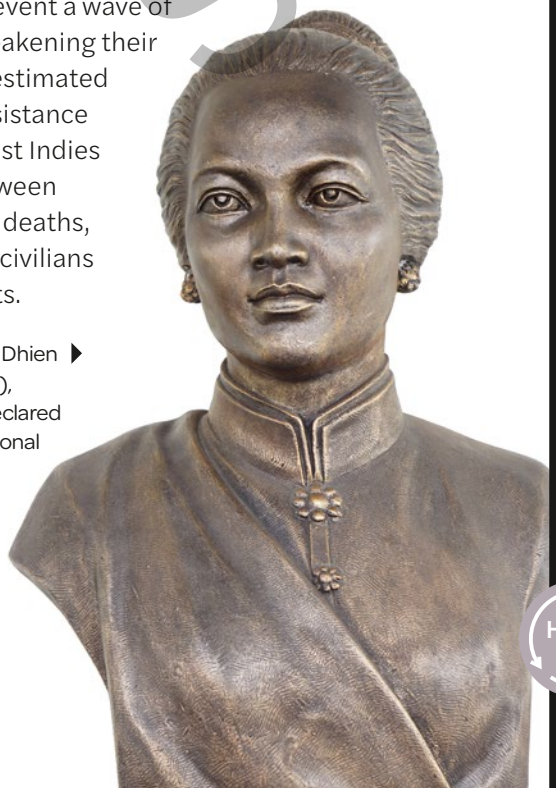
An increasing number of women became resistance fighters, including Tjut Nja Dhien (or Cut Nyak Dhien), the daughter of an aristocrat, who would lead an Acehnese guerrilla army.

Source 5: *Dutch–Aceh War – the Battle of Samalanga, 26 August 1877*

Dhien's direct involvement was motivated by the killing of her father and first husband by Dutch colonial forces. She began leading her own fighters and eventually merged her army with that of Teuku Umar, a leader of the Aceh guerilla campaign. Dhien married Umar in 1880 on the condition that he would not stop her from continuing to fight.

Dhien was the chief strategist of the combined army and later would lead it, following the death of Umar in 1899. Despite major losses inflicted by the Dutch, she refused to surrender and maintained leadership of her guerrilla forces until 1905, when she was captured. Dhien was exiled to Java, where she continued to express anti-Dutch sentiment until her death in 1908.

The Dutch were able to consolidate their colonial rule throughout Indonesia from 1901 to 1918 and temporarily prevent a wave of nationalism weakening their authority. It is estimated that wars of resistance in the Dutch East Indies resulted in between 3 and 4 million deaths, including both civilians and combatants.



Source 6: Tjut Nja Dhien (or Cut Nyak Dhien), 1848–1908, was declared an Indonesian National Hero in 1964.

Learning ladder H8.4

Impact and legacies

1. Identify whether Budi Utomo was a nationalist movement. Why or why not?
2. Describe how Ki Hajar Dewantara and Tirto Adisuryo contributed to the Indonesian National Awakening.
3. Source 4: Starting in 1873, the Dutch attempted to 'reconcile' Aceh, to bring it under Dutch control. Explain the impact of this policy for Aceh and local resistance efforts.
4. Explain why the Islamic Society gained a larger following compared to Budi Utomo, despite both being nationalist movements.
5. Evaluate the legacy of Tjut Nja Dhien and Ki Hajar Dewantara, who resisted Dutch control in different ways, to the eventual formation of a unified Indonesian identity.

Interpretations

1. Identify the different interpretations of Budi Utomo as the first Indonesian nationalist organisation.
2. Source 1: Explain why Dutch authorities may have considered Ki Hajar Dewantara's article, 'If I Were a Dutchman', a threat, while some Indonesians saw it as an important call for independence?
3. Explain how the accounts of resistance fighters like Tjut Nja Dhien and their role in the Aceh War could be contested by different historians or sources.
4. Source 4: Explain how the Dutch perspective shapes this portrayal of the Lombok War, and how might Indonesian nationalists contest it?
5. Considering the varying perspectives of the Dutch colonial government, the Indonesian nationalist movements and modern historians, how can we determine which historical accounts of the Dutch East Indies are most reliable?

HOW TO Interpretations, page xx

H5.5

How did Indonesia overcome colonial and wartime challenges to achieve independence?

Indonesia's struggle for independence began under Dutch colonial rule and was strengthened during the Japanese occupation. National leaders united and declared independence on 17 August 1945. Intense fighting and negotiations forced the Dutch to withdraw in 1949.

Colonial rule and the seed of nationalism

In 1918, Indonesia remained under Dutch control. The Dutch administered large regions through Residents under the Governor-General and allowed local rulers, such as sultans and bupati, to govern peripheral areas – as long as they acknowledged Dutch dominance.

The colonial system divided society along ethnic and religious lines, which the regime used to divert public ire towards groups like Arabs, Indians and Chinese Indonesians. Although Queen Wilhelmina's Ethical Policy (announced 17 September 1901) aimed to 'civilise' the indigenous peoples, it did little to alter the reality of exploitation (Source 1). However, as more Indonesians received an education – often in the Netherlands – ideas of **self-determination** began to take root.

Source 1: Despite the introduction of the Ethical Policy, exploitation of Indonesia's people and resources continued, with little change.

Early nationalist movements

By the early 1920s, diverse nationalist and youth movements had emerged. Radical socialists, secular nationalists and Islamic groups – despite their differing ideologies – all sought to end Dutch exploitation. Key figures such as Hendricus Sneevliet (Source 2) and Oemar Said Tjokroaminoto symbolised these efforts. A pivotal moment came on 28 October 1928, when the second youth congress, known as Sampa Pemuda, was held in Batavia (now Jakarta). Delegates from across the archipelago pledged 'One Motherland, One Nation, One Language', adopting Bahasa Indonesia as a unifying language that transcended the region's hundreds of local languages.

Source 2: Hendricus (Henk) Sneevliet (third from the left) meeting Lenin (centre) and other key communists at the second World Congress of the 3rd Communist International in 1920

The impact of Japanese occupation

The outbreak of World War II changed the landscape. In 1942, Japan invaded and occupied Indonesia, displacing the Dutch. At first, many Indonesians viewed the Japanese as liberators, hoping for a break from centuries of colonial rule. The Japanese used **pan–Asianism** to justify their presence, promising an Asian civilisation free from Western dominance. Nationalist leaders such as Sukarno and Mohammad Hatta were released from prison and given positions of influence. However, the occupation was not a genuine transfer of power. The Japanese exploited Indonesian resources for their war effort, and while they replaced Dutch officials with locals, these leaders soon realised they were merely serving another colonial master.

Source 3: The Japanese trained local auxiliaries to help in the Japanese war effort.

Mobilising for Independence

During the occupation, Indonesian leaders seized the opportunity to prepare for independence. Sukarno established PUTERA (Pusat Tenaga Rakjat – the Centre of the People's Power) to organise and galvanise support. The Japanese trained local youth in military units such as Heiho and Giyūgun. Although serving under the occupiers risked accusations of collaboration, it provided valuable military experience and a network that later became the core of the revolutionary forces.

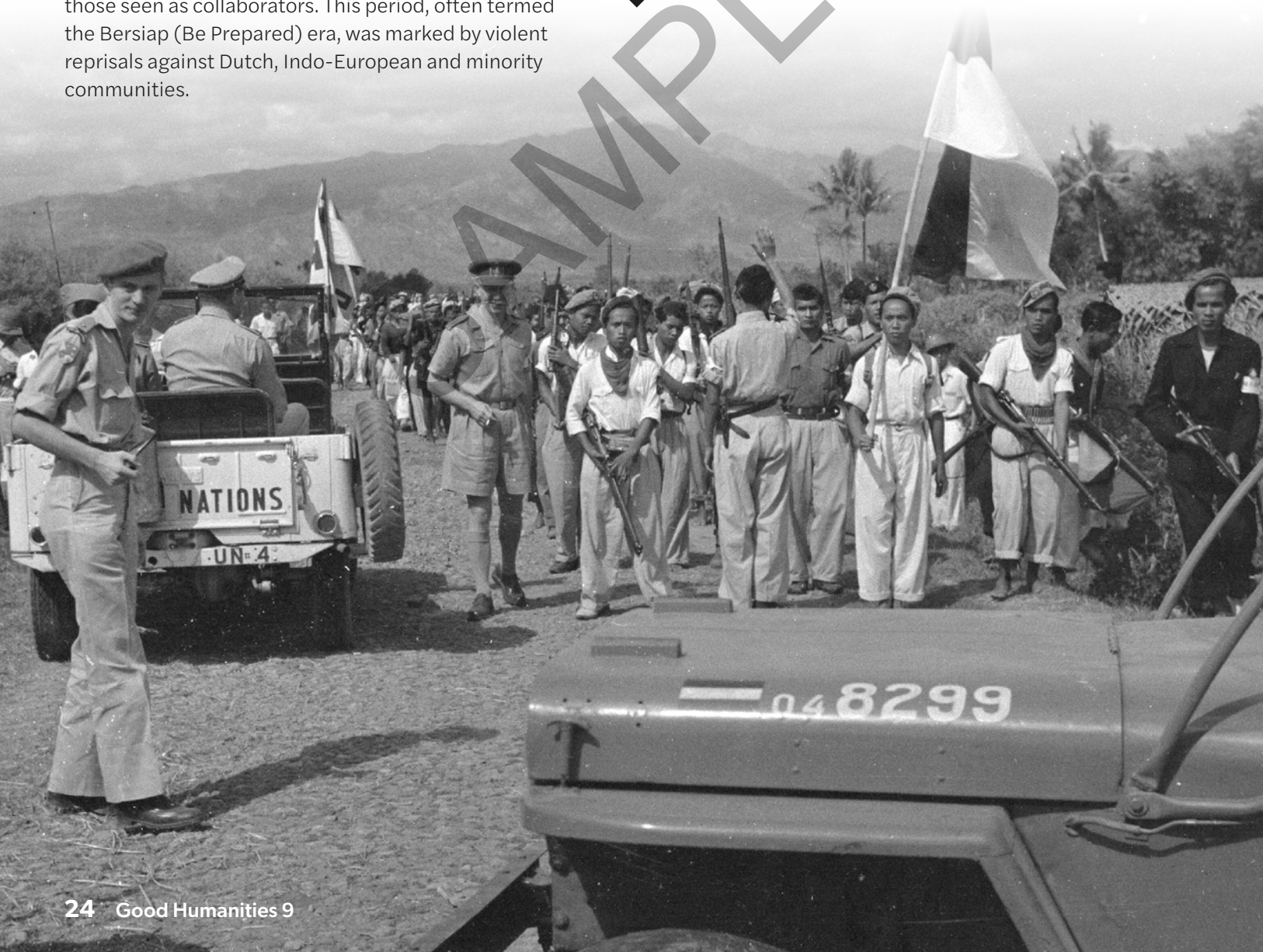
The declaration and its aftermath

On 17 August 1945, Sukarno and Hatta boldly declared the independence of the Republic of Indonesia. This declaration, a powerful symbol of unity despite ideological differences, is celebrated every year as Independence Day. Yet, independence did not immediately bring peace. In the chaotic months that followed, Indonesian youth groups – known as Pemuda – clashed with returning Dutch forces and those seen as collaborators. This period, often termed the Bersiap (Be Prepared) era, was marked by violent reprisals against Dutch, Indo-European and minority communities.

The struggle to secure independence

Between 1945 and 1949, Indonesian fighters, armed and organised from experiences under both Dutch and Japanese rule, engaged in a determined guerrilla war. Battles such as the one at Surabaya inflicted heavy casualties on the better-equipped Dutch forces. The struggle was fought on both military and diplomatic fronts. Through a series of negotiations and military confrontations – sometimes called 'police actions' by the Dutch – the conflict culminated in the Round Table Conference in The Hague. On 27 December 1949, the Dutch formally ceded sovereignty to the United States of Indonesia (Source 5), marking the end of more than 350 years of colonial rule.

Source4: Dutch and Indonesian Army forces meet under the supervision of the United Nations, October 1949.



Source 5: On 2 November 1949, at the end of the Dutch–Indonesian Round Table Conference, the Netherlands formally transferred sovereignty to the United States of Indonesia. As part of the agreement, Dutch investors were promised 4.3 billion guilders for their leases and investments, but in 1950 the nationalisation of Dutch assets cancelled these debts.

Learning ladder H5.5

Significant people, ideas and events

1. Name two nationalist leaders significant in Indonesia's independence.
2. Describe how Sampa Pemuda united nationalist movements.
3. Explain how the Japanese occupation helped mobilise independence support.
4. Explain why the 17 August 1945 declaration led to conflict.
5. Evaluate military and diplomatic efforts in winning independence.

Chronology

1. List these events in order: 1918 Dutch rule, 28 October 1928 Sampa Pemuda congress, 1942 Japanese invasion, 17 August 1945 Declaration of Independence, 27 December 1949 sovereignty transfer.
2. Add 'Sukarno establishes PUTERA' to your timeline with its correct date.
3. Check your timeline: are events in correct order and dates clear?
4. Summarise key events from 1942 to 1949 in a short paragraph.
5. Explain how events from 1918–1949 show Indonesia's transition to independence.

HOW TO Chronology, page xxx

How did Sukarno and the ideology of Pancasila forge a unified Indonesian identity?

Sukarno developed Pancasila – a set of five guiding principles – to unite Indonesia's diverse peoples. The principles focused on unity, belief in one God and social justice, forming a national identity that overcame cultural and religious divisions.

The birth of a national ideology

Sukarno is widely recognised as the father of Indonesian independence and the architect behind the national ideology of **Pancasila**. In the tumultuous years surrounding independence, he recognised the need for a unifying set of principles that could bind the archipelago's diverse peoples. Pancasila – which translates to 'five principles' (Source 2) – was crafted as an ideological foundation capable of transcending ethnic, religious and cultural divisions. These principles were designed not only to inspire a sense of national identity but also to serve as a practical framework for governing a newly independent nation.

1. Belief in the one and only God
2. Just and civilized humanity
3. The unity of Indonesia
4. Democracy guided by the inner wisdom in the unanimity arising out of deliberations among representatives
5. Social justice for all the people of Indonesia.

Source 2: The five principles of Pancasila

Source 1: Dr Sukarno, Indonesia's founding president, visiting Washington, DC. This photo captures a pivotal moment in early post-colonial Indonesia as he forged diplomatic ties amid the Cold War to assert his nation's identity and independence.

Source 3: In the late 1950s and early 1960s, Sukarno shifted from a liberal parliamentary democracy to 'Guided Democracy', consolidating power, curtailing opposition and promoting a blend of nationalism, religion and communism. Fears of authoritarian rule and lost regional autonomy sparked protests like this one in Batu Sankar, Sumatra.

Sukarno's role in establishing Pancasila

Sukarno's charismatic leadership and oratory skills helped galvanise support for independence. Even during the Japanese occupation, he was invited to speak at meetings such as the Pbuki Committee on 1 June 1945. In his address, he outlined the core values that would later be enshrined in Pancasila. His speech, filled with idealism and coded messages, was aimed at both rallying the Indonesian people and setting a clear ideological agenda for the future. Sukarno believed that by uniting the many disparate nationalist movements under one banner, Indonesia could overcome the divisive tactics that had long been used to maintain colonial rule.

Sukarno's vision was not merely theoretical. As president, he worked to institutionalise Pancasila as the foundation of the Indonesian state. This involved embedding the ideology into the nation's legal and educational systems, ensuring that future generations would be instilled with a sense of shared purpose and unity. His efforts laid the groundwork for a collective identity that was crucial during the early years of nation-building.

Pancasila as a tool for unity and control

The adoption of Pancasila was a strategic move that resonated deeply with a society that had been divided by colonial policies. By elevating a set of values that all Indonesians could claim as their own, Sukarno managed to bridge the gap between various ethnic, religious and political groups. Yet, Pancasila was also used as a tool by the government to maintain control. The ideology was presented as the supreme law of the land – a measure designed to supersede all other political views. In practice, this meant that any alternative ideologies, including those promoted by opposition parties or left-wing groups, were often suppressed in the name of national unity.

This centralisation of ideology helped to prevent the resurgence of the deep-seated divisions that had been exploited during colonial times. However, it also meant that cultural expression was tightly regulated. Art, literature and public discourse were expected to conform to the ideals of Pancasila. While this fostered a shared sense of national identity, it sometimes stifled dissent and limited the creative expression of those who felt marginalised or in opposition to the government's views.

Enduring and evolving ideals

Over time, the ideals of Pancasila have endured even as Indonesia has undergone significant political and social change. In the early years of independence, Pancasila symbolised hope and unity. Its emphasis on social justice and democratic values provided a moral compass for the young nation. However, as political realities shifted, the interpretation of these principles evolved. Successive governments, from Sukarno's own presidency through to the New Order and the Reformasi period, have all sought to invoke Pancasila – sometimes as a genuine expression of national values, and other times as a means of consolidating power.

Cultural expression and minority treatment

Sukarno's era saw a complex interplay between the promotion of national unity and the suppression of dissent. The government actively supported cultural initiatives that celebrated Indonesian traditions and aimed to forge a common national culture. Yet, at the same time, any cultural expression that challenged the official narrative was often curtailed. This tension was particularly evident in the treatment of minority groups, including Chinese Indonesians. While the ideals of Pancasila were meant to be inclusive, in practice, Chinese cultural expression sometimes faced restrictions and discriminatory practices. Sukarno's administration was aware of the sensitivities surrounding the Chinese community, which had long been marginalised under Dutch rule. Efforts were made to incorporate Chinese Indonesians into the broader national narrative, yet the legacy of colonial-era stereotyping and economic rivalry meant that their full integration was an ongoing challenge.

Source 4: Pancasila remains a reference point for debates about Indonesian identity. Its symbols – from the star representing the one supreme God to the tree symbolising unity – continue to be a constant in a nation that is continually balancing tradition with modernity.

Source 5: Under the ideology of Pancasila, the Indonesian government actively promoted certain forms of art, such as *wayang kulit* (shadow puppetry), as 'uniquely Indonesian'.

Learning ladder H5.6

Significant people, ideas and events

1. Name the ideology Sukarno created and two of its main principles.
2. Describe how Sukarno's speeches promoted Pancasila.
3. Explain how Pancasila bridged cultural and religious divides.
4. Explain why Pancasila was adopted as supreme law.
5. Evaluate Sukarno's use of Pancasila to unite Indonesia.

Significance

1. Identify one key Pancasila idea that united Indonesia.
2. Describe how Sukarno's government reflected Pancasila values.
3. Explain how Sukarno made Pancasila a lasting foundation for Indonesian national identity.
4. Explain why integrating Pancasila into law and education was significant.

HOW TO

Significance, page xx

H5.7

How did Suharto establish, maintain and eventually lose power in Indonesia?

After Sukarno's reign, military leader Suharto seized power amid political instability. His New Order regime controlled elections, media and the economy. Economic growth followed until the Asian financial crisis triggered protests, forcing his resignation in 1998.

The ascent to power

After many years of Sukarno's colourful but often chaotic rule, Indonesia was ready for a change. In 1965, the 30th September Coup – where six top officers were killed – combined with growing anti-Chinese violence that widened social divides, set the scene for a new leader. Suharto, a career soldier who had served with both the Dutch and Japanese-era Indonesian forces, took his chance. With Sukarno's government already weakened by economic troubles and internal conflict, Suharto quickly restored order, often using harsh methods. This climate of fear and unrest, partly driven by anti-Chinese sentiment, helped bring down Sukarno's regime and start what became known as the New Order.

Source 1: As part of Suharto's rise, Sukarno was deposed on 10 January 1967 and stripped of his 'President-for-Life' title by the People's Consultative Assembly. He spent his final four years under house arrest at Bogor Palace until his death in 1970.

Consolidating power and establishing the New Order

Once in control, Suharto moved quickly to consolidate power. Although elections were held from 1971, these were little more than a façade for an **authoritarian** state. Suharto's party – the Partai Golongan Karya (Functional Groups Party) – dominated the political landscape, ensuring that any opposition was marginalised or outright silenced. Under the New Order, Suharto established strict control over the media and political institutions. Free speech was curtailed and dissent was met with heavy-handed suppression. This tight grip on power was maintained through a network of **patronage**, **corruption** and the extensive use of the military to monitor and control society.

The nature of democracy under Suharto

Democracy during Suharto's rule was markedly different from the democratic ideals that many Indonesians had fought for during the independence struggle. In practice, the political system under the New Order was an authoritarian regime masked by the trappings of democratic elections. Although voting was allowed, the electoral process was **rigged** to ensure that Suharto's allies always remained in power. The political arena was tightly controlled, with independent parties and voices of dissent being systematically suppressed. This led to a situation where true democratic participation was severely limited, and the appearance of democracy was used to bolster the legitimacy of an increasingly autocratic government.

Source 2: Indonesian troops inspect the damaged interior of the Chinese Embassy on 15 April after pro-Suharto Chinese Indonesians attacked the building to demonstrate their support for Lt Gen Suharto's new regime.

Cultural expression under an authoritarian regime

Suharto's government was also concerned with regulating cultural expression. While it supported traditional arts that reinforced national unity and economic modernisation, all cultural output was strictly monitored. The state promoted art and media echoing progress, stability and national strength, but any expression questioning the regime or recalling the revolutionary spirit was swiftly suppressed. This censorship extended to literature, film and the performing arts, which were forced to conform to state-approved messages.

Minority treatment under Suharto also reflected his authoritarian rule. The Chinese Indonesian community, for example, faced discrimination and targeted policies. Despite their long-standing contributions to trade and commerce, they were often viewed with suspicion and subjected to restrictions on cultural and economic activities. These policies fostered a climate in which Chinese Indonesians felt increasingly marginalised, with their cultural practices and languages at risk of being diluted by the dominant narrative of national unity.

Maintaining stability and economic growth

One of the key pillars of Suharto's long rule was the promise of economic stability and growth. Despite the repressive political environment, the New Order period saw steady economic development. Suharto's administration implemented policies that supported manufacturing and industrialisation, which in turn raised per capita incomes and reduced poverty levels. The regime's focus on economic progress was used to justify the suppression of political dissent, with the argument that stability was necessary for the nation's development. However, while economic growth was achieved, the benefits were unevenly distributed. Wealth tended to flow towards central regions and the elite, worsening regional disparities and reinforcing a cycle of patronage and corruption.

The fall of Suharto

By the late 1990s, the seeds of discontent had taken root. The Asian financial crisis of 1997–1998 hit Indonesia hard, triggering a collapse in the value of the rupiah, soaring inflation and widespread public discontent. The economic turmoil exposed the vulnerabilities of Suharto's regime, fuelling mass protests and a surge in demands for reform.

Source 3: Protesters on the roof of the Indonesian Parliament, May 1998

Source 4: President Suharto (left) reads his resignation on 21 May 1998.

Students, workers and ordinary citizens took to the streets in an outpouring of anger against a government that had long been seen as corrupt and disconnected from the people's needs. The chants of 'Reformasi Total' (total reform) echoed through the nation as protesters demanded an end to the authoritarian rule that had stifled both democracy and cultural expression.

Under mounting pressure from widespread unrest and economic collapse, Suharto was forced to resign on 21 May 1998 (Source 4). His departure marked the end of an era that had lasted for more than three decades. In the aftermath, Indonesia embarked on a process of political reform – known as Reformasi – aimed at dismantling the remnants of Suharto's authoritarian system and establishing a more transparent and participatory democracy. The fall of Suharto opened the door for the restructuring of the political landscape and a reassertion of democratic principles.

Learning ladder H5.7

Significant people, ideas and events

1. Name one event that helped Suharto rise to power.
2. Describe the main features of Suharto's New Order.
3. Explain how Suharto maintained control of Indonesia.
4. Explain why the Asian financial crisis weakened Suharto's regime.
5. Evaluate Suharto's policies on Indonesia's economy and dissent.

Causes and consequences

1. Identify one cause of public discontent against Suharto.
2. Describe how Suharto's economic policies created urban–rural inequalities.
3. Explain how media suppression eroded public trust.
4. Explain why rigged elections increased opposition.
5. Evaluate the long-term impact of Suharto's New Order policies.

HOW TO
Causes and consequences, page xx

How does modern Indonesia balance tradition and change?

In modern Indonesia, traditional culture coexists with rapid development. Rural communities preserve long-standing customs, while major cities like Jakarta grow quickly. A shared language and ongoing reforms help balance heritage with progress in a diverse society.

Everyday life and cultural expression

Modern Indonesia is a nation defined by both continuity and transformation. While historical traditions remain at the heart of daily life, rapid modernisation has brought new ways of living and working. Rural communities continue to follow age-old customs and social structures, yet urban centres such as Jakarta and Surabaya are hubs of economic activity and cultural innovation. In these cities, traditional art forms coexist with contemporary music, film and literature; and government policies and local initiatives support public cultural events that aim to preserve Indonesia's diverse heritage.

Source 1: Traditional celebrations , such as this one in North Kalimantan, highlight the vibrant cultural tapestry of Indonesia.

Religion, language and identity

Religion continues to play a central role in Indonesian society. The majority of Indonesians are Muslim, and religious practices and values influence everything from family life to public policy. At the same time, the country remains a pluralistic society, home to significant communities of Christians, Hindus, Buddhists and other faiths. Bahasa Indonesia, the national language, serves as a unifying medium across over 700 local languages and dialects. This linguistic unity – a legacy of the independence movement – is vital to the country's national identity, even as regional languages and expressions thrive locally.

Living conditions and urban change

In recent decades, living conditions have improved markedly, with economic growth supporting the modernisation of infrastructure and services. However, these benefits are not uniformly distributed. Urban areas enjoy enhanced public transport, healthcare and education, whereas many rural communities continue to face challenges such as limited access to clean water and modern amenities. This urban–rural divide is a significant aspect of contemporary Indonesian society, highlighting both the successes and ongoing struggles in achieving balanced development.

Chinese Indonesians: Past and present

The status of Chinese Indonesians has evolved considerably over time. Historically, this community faced legal and social discrimination under both Dutch colonial rule and during the early post-independence period. Restrictive policies and periodic outbreaks of violence meant that Chinese cultural expression was often suppressed. Today, however, Chinese Indonesians have gradually gained recognition and acceptance.

Source 2: (left) Jakarta is a large, modern city, although like in many large cities, informal settlements **(right)** (called 'kampungs' in Indonesia) have sprung up to accommodate low-income families.

Legal reforms and social programs have aimed to redress past injustices, although challenges remain. In urban areas, Chinese Indonesians are well integrated into the broader economic and cultural life, contributing significantly to business, art and public life. Their heritage is increasingly celebrated as an integral part of Indonesia's multifaceted identity (Source 3).

Source 3: A crowd watches the Barongsai (lion dance) during the Gotong Toapekong ritual in Tangerang, Banten (near Jakarta), on 21 September 2024. Held every 12 years, this event celebrates the rich cultural traditions of Chinese Indonesians, reflecting their freedom in present-day Indonesia to express their heritage.

Learning ladder H5.8

Impact and legacies

1. Identify one example of cultural heritage preservation.
2. Describe one impact of rapid development on Indonesia today.
3. Explain how reforms improved Chinese Indonesians' status.
4. Explain why the urban–rural divide remains a challenge.

Continuity and change

1. Identify one improvement in the status of Chinese Indonesians.
2. Describe which areas show most change and most continuity.
3. Explain how Bahasa Indonesia reflects both continuity and change.
4. Source 3: Explain how cultural events have been influenced by changes in society.
5. Evaluate whether social change has strenthened or weakened cultural identity.

HOW TO Continuity and change, page xx

How do I conduct a good inquiry?

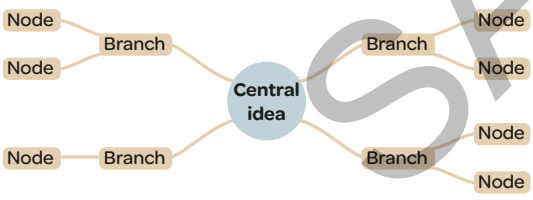
As you have progressed through this chapter, you have expanded your existing knowledge and deepened it by exploring perspectives, identifying patterns and relationships and linking causes and consequences. Along the way, you have developed your skills in analysing and interrogating sources, asking critical questions and framing well-supported arguments. You will now apply these skills to crafting a well-reasoned response to an inquiry question of your choosing related to Indonesia.

1 **Choose your topic: Identify a question.**

Which of the following would you like to investigate in greater depth?

- Dutch East India Company, page xx
- Java War, page xx
- Nationalist movements, page xx
- Tjut Nja Dhien, page xx
- Japanese occupation, page xx
- Pancasila, page xx
- Suharto's New Order, page xx

2 **Briefing: Brainstorm what you already know and what you want to know about this topic.**



3 **Field report: Gather your information.**

- Look back at the chapter and find all the information and sources relevant to your topic.
- Identify and locate additional sources (see How-to, p. xx).
- Analyse your sources as you go. You can use the **'Connect, Extend, Challenge'** thinking routine below to help you.
- Take careful notes as you work, including recording source details, clearly indicating quoted material and jotting down further questions as they arise.

4 **Exclusive: Review your findings to form and answer your big question.**

5 **Present: Organise and synthesise your findings into an engaging narrative (see How-to, p. xx)**

Connect

- How does the information **relate** to what you already know?
- In what ways does this account **align** with other sources or narratives you've encountered?
- What background or context do you have that might **support** the information presented?
- How does the source's origin **connect** with its intended message or audience?

Extend

- How does this source **expand** or **complicate** your understanding?
- Does the information **challenge** your previous assumptions, and if so, in what way?
- What aspects of the source's presentation (language, imagery, emphasis) **extend** your thinking about its possible biases or intentions?

Challenge

- In what ways might the source be incomplete, selective, or influenced by the author's **perspective**?
- What further evidence would you need to corroborate or refute the **claims** made in this source?
- Are there **discrepancies** between this source and other contemporary accounts that raise questions about its reliability?

Asia
(1750–present)

H6

Japan

HOW DID JAPAN MODERNISE? xx

WHAT HAPPENED DURING WWII? xx

WHAT WAS JAPAN'S 'ECONOMIC MIRACLE'? xx

How can we understand modern Japan?

After being forced open to international trade by unequal treaties with the United States, Japan channelled that pressure into Meiji modernisation and imperial expansion – a path halted by defeat in World War II and Allied occupation. Its postwar 'economic miracle' and democratic reforms propelled it onto the global stage. Today, grappling with demographic decline, modern Japan balances tradition and change under the enduring influence of its past.

Learning ladder

The Learning ladder lists the knowledge and skills you will learn. Each has five levels of difficulty. Learning skills at the bottom of the ladder will help you to master the skills at the top of the ladder.

Steps in knowledge progression	Background and origins	Significant people, ideas and events	Impact and legacies	Continuity and change	Causes and consequences
5	I can evaluate the origins of a historical development or movement.	I can evaluate the influence of significant people and ideas.	I can evaluate the legacy of a historical development or movement.	I can evaluate patterns of continuity and/or change.	I can analyse causes and consequences.
4	I can explain why a historical development or movement emerged.	I can explain why ideas influenced people and events.	I can explain why a historical development or movement has a legacy.	I can explain patterns of continuity and/or change.	I can explain why something was caused or why it led to certain consequences.
3	I can explain how a historical development or movement emerged.	I can explain how ideas influenced people and events.	I can explain the impact of one historical development on another.	I can explain continuity and change.	I can explain how something was caused or its consequence.
2	I can describe the origins and context of a historical development or movement.	I can describe key people, ideas and events.	I can describe the legacy of a historical development or movement.	I can describe continuity and change.	I can describe causes and consequences.
1	I can identify the origins of a historical development or movement.	I can identify key people, ideas and events.	I can identify the legacy of a historical development or movement.	I can identify continuity and change.	I can identify a cause and a consequence.

Knowledge and understanding

Source 1: 'Sketches from Japan: The customs house at Yokohama', Illustrated London News, 1861. This sketch reflects Japan's early steps into international trade and the growing influence of Western powers following its forced opening to the world in the 1850s.

Historical concepts and skills

Steps in skills progression

Perspectives	Significance	Interpretations	Chronology	Sources	
I can evaluate historical perspectives.	I can evaluate historical significance.	I can evaluate the evidence supporting a historical interpretation.	I can explain change or causality from a timeline.	I can evaluate sources to determine their accuracy, usefulness and reliability.	5
I can compare perspectives.	I can explain why something is historically significant.	I can compare historical interpretations.	I can summarise the events on a timeline.	I can explain the historical context of a source.	4
I can explain a perspective.	I can explain something historically significant.	I can explain an interpretation of history.	I can follow timeline conventions.	I can apply historical knowledge to explain sources.	3
I can describe perspectives.	I can describe something historically significant.	I can describe an interpretation of history.	I can place events on a timeline chronologically.	I can describe a source.	2
I can identify the perspective of a person from the past.	I can identify something historically significant.	I can identify a historical debate.	I can read a timeline.	I can identify the origin of a source.	1

H6.1

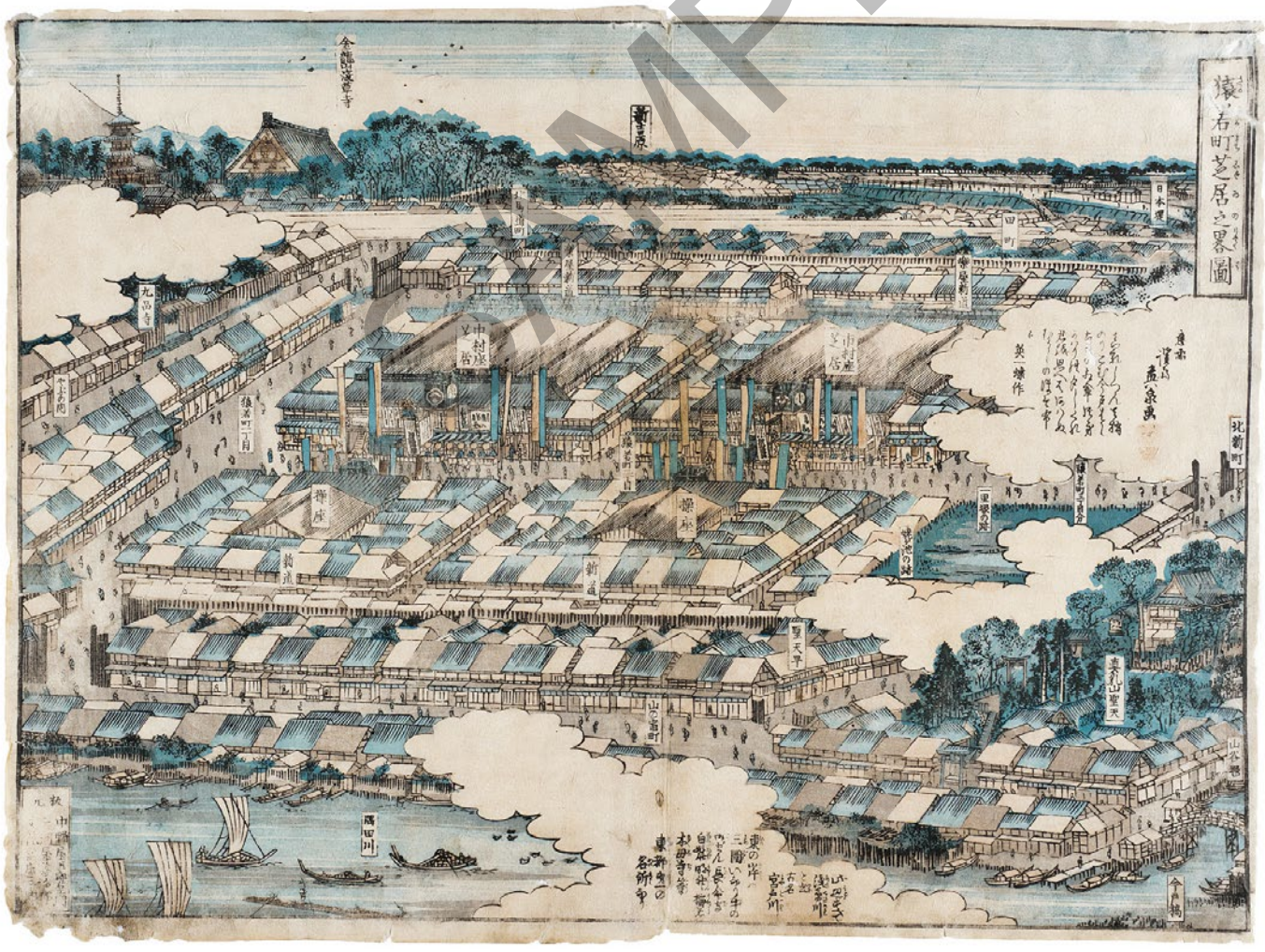
What were the key features of Japanese society around 1750?

By 1750, Edo (modern – day Tokyo) was the world's largest city, with more than one million inhabitants. When it was chosen by the Tokugawa shogunate as their capital in 1603, Edo had been a small fishing village. The Edo period was one of peace and isolation from the world.

Society and politics

Japanese society in 1750 was organised as a **feudal system**. Although the head of the society was an emperor, real power was with the shogun (military dictator). From 1603 onwards, the Tokugawa shogunate had ruled Japan. The shogun ruled from the city of Edo, known now as Tokyo.

Source 1: Colour woodblock print of a Kabuki theatre district in Edo, 1820. Kabuki theatre, which has its roots in this period, mixes dramatic performances with traditional dance. Edo grew to become the largest city in the world by 1750.



Japanese government in the Edo period was a confederation. Different powers were given to the *daimyo* (feudal warlords who lived in castle-towns) and the shogun (the most powerful warlords). *Daimyos* and shoguns were given specific areas. Villagers in the area paid them taxes. Only the shogun could deal with external countries. This stopped *daimyos* from making alliances that might have threatened the central government.

The Tokugawa government also insisted that *daimyo* stay a part of the year in the capital, Edo. When they went back to their province, their family had to stay in Edo as hostages.

Edo became a major urban area. By 1750 it had a population of around 1.22 million people. Merchants in the city and surrounds became very wealthy.

Social classes in feudal Japan

Life in Tokugawa Japan was based on a strict class system.

Emperor: The emperor and his family had the highest social status in Japanese society, but the emperor had little actual power. The people of all other classes provided for the emperor and the imperial family.

Shogun: The shogun was the commander of the military and the leader of the most powerful clan. The clans often fought for their leader to gain this high social status. The shogun held the real political control in Japan.

Daimyos: *Daimyos* were the territorial lords, and the most powerful leaders under the shogun. Within their territory they held military and economic power, but they had to follow the shogun's rules. As top members of the warrior class they lived in large castles.

Samurai: Samurai were professional warriors and were loyal to the shogun and *daimyos*. They had a higher social status than common people, and enjoyed additional privileges.

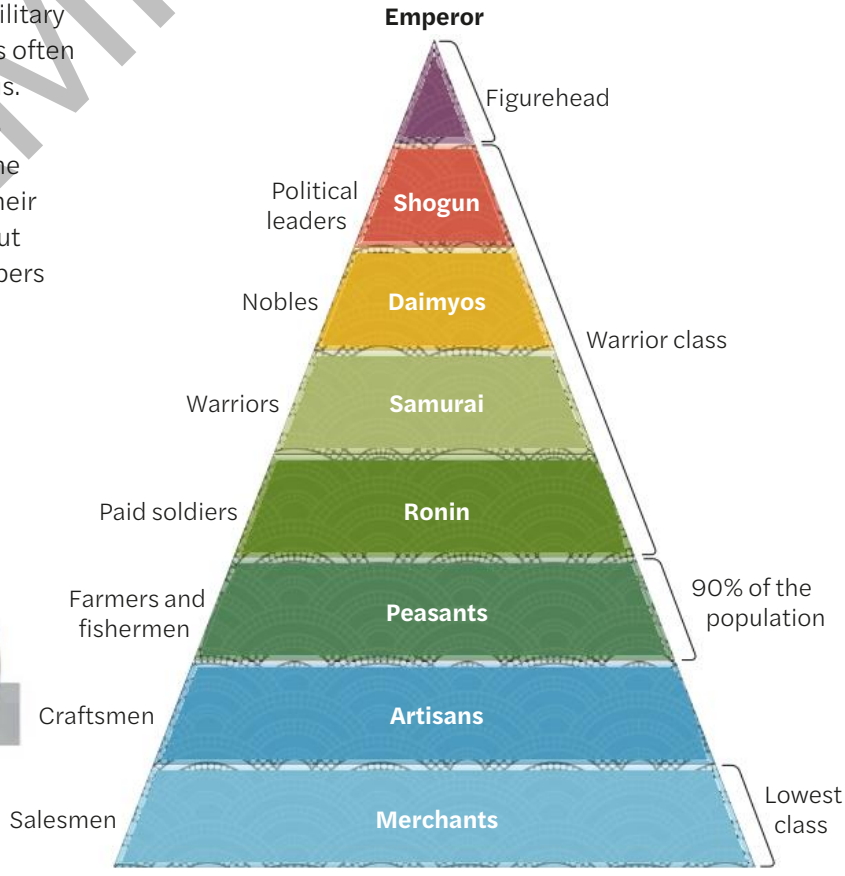
Ronin: Ronin were masterless samurai who had no *daimyo*. They had low social status and had to depend on others for their income. They typically worked as **mercenaries** because they could not legally work without a *daimyo*.

Peasants: Peasants, who made up 90 per cent of the population, included farmers and fishers. Their social status was low but they could be landowners, and they were respected because they produced the food for all other classes. They had to pay high taxes to the *daimyos*.

Artisans: Artisans, or craftspeople, lived in the cities and made a variety of products for the higher-ranking classes, such as farm tools, utensils and swords. They were below peasants in ranking because they did not make or grow their own food.

Merchants: Merchants were seen as profiting off other people's work, so they had the lowest social status. They had to live in their own quarters in the city, and were only allowed to mix with others for business.

Source ?: Copper mon coins used in Tokugawa Japan. Despite their low social status, merchants became wealthy through trade and taxation.



Source 2: The eight social classes of Japan's feudal system, c. 1750

The Edo period was characterised by almost 250 years of uninterrupted peace and relative isolation from the outside world. These factors contributed to the rise in wealth of a merchant class, *chonin*, who had no political power. Their aspirations and desires were expressed in a lively and carefree urban culture. To represent their new aesthetic, the Edo townsmen borrowed the ancient Buddhist term *ukiyo*. It originally meant the impermanence of life, but was used to denote a 'floating world' unfettered by daily concerns ...

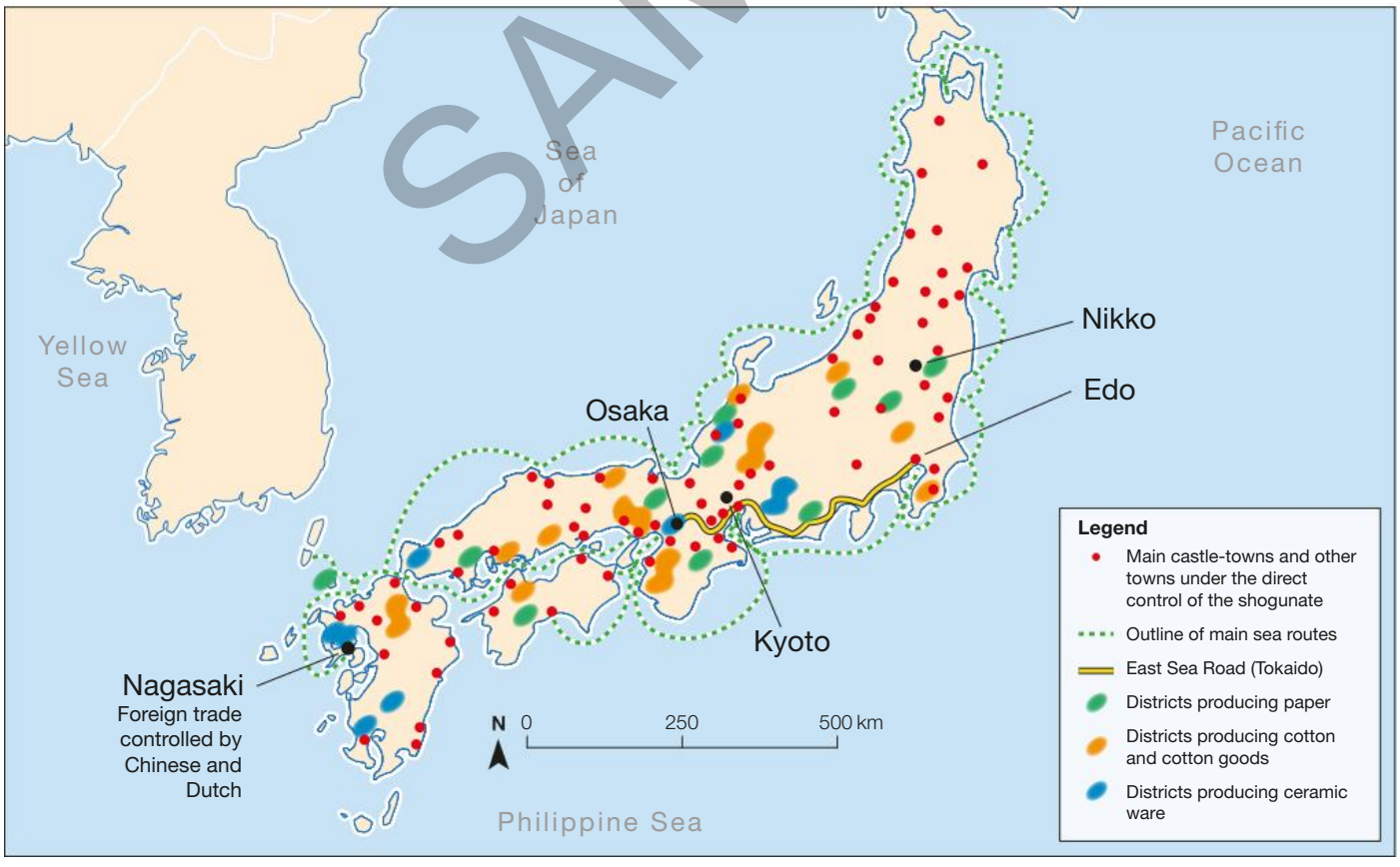
New egalitarian ideals demanded a more accessible art, so the ancient technique of woodblock printing was revived. Courtesans, sporting outrageous hair styles and dressed in the latest kimono designs, represented the height of Edo aesthetic taste. Parading in festivals, parodied in the theatre by the female impersonators, or depicted in erotic works, these women became the main subject matter for the *ukiyo-e* artists.

Source 3: National Gallery of Australia (1998), *Beauty and Desire in Edo Period Japan*.

Source 4: Tokugawa Ieyasu, late 19th – early 20th century (woodcut), Ashmolean Museum

Source 5: Towns and commerce in the Edo period from 1635, when Japan closed its borders to the outside world.

Edo period Japan



Source: Matilda Education Australia

Source 6: People on the Nihonbashi Bridge in Edo in 1786. The girl in the green kimono is returning from a visit to the shrine at Enoshima. The woman with the black hood – popular at the time – is married and from the wealthy merchant class. Her maid is beside her. She is carrying a child's kite and a bunch of plum blossoms. The woman wearing the black *uchikake* (outer kimono) is from a samurai family. She is talking to her maids and a young boy. The *ageböshi* (hat) she is wearing indicates her military-class status. The image shows the city's main centre of distribution, with storehouses along the river. Edo Castle is shown in the middle and Mt Fuji is behind the castle.

Economy

After 1700, Japan experienced major growth throughout its villages in the production of items for the home, including ceramics and cotton goods. While rice and fish remained an important part of the Japanese diet, industrial crops such as fruit, tea and mulberries increased significantly. (Mulberry leaves were used to feed silkworms in the production of silk.) This meant that Japan developed a **proto-industrial** economy, which laid the basis for Japan's later industrial expansion.

Learning ladder H6.1

Background and origins

1. How was Japanese society organised in 1750?
2. Describe the Japanese economy after 1750.
3. Explain how the Japanese government operated during the Edo period.
4. Explain why peasants had a higher social status than artisans and merchants.

Sources

1. Source 3: What is the origin of this source?
2. Source 6: Describe this source.
3. Sources 2, 3 and 6: How do these sources help in understanding social classes in Edo Japan?
4. Sources 1, 4 and 6: Assess the value and limitations of these sources in undertaking a historical enquiry into life in Edo Japan.

HOW TO Sources, page 5

Why did the Tokugawa shogunate close Japan's borders?

The Tokugawa shogun, Japan's effective ruler, outlawed travel in and out of Japan in 1635. This prevented foreign ideas and religion from influencing Japanese society, and reduced the power and wealth of the shogun's rivals.

In 1600, Tokugawa Ieyasu became the nation's military leader, or shogun, beginning a dynasty that would last for almost three centuries.

While the emperor was Japan's official ruler, real power lay with the shogun, who oversaw national matters, including trade and defence. For the most part, peace reigned in Japan, although conflict persisted with the indigenous Ainu people of Ezo (modern-day Hokkaido), who clashed with Japanese settler colonies on the south of the island. Provincial lords, known as *daimyo*, retained their own samurai and controlled their lands in exchange for tribute and loyalty to the shogun.

Source 1: This map shows Japan's proximity to China (the Qing Empire) and the Korean (Joseon) Peninsula (independent but under the Chinese tributary system).

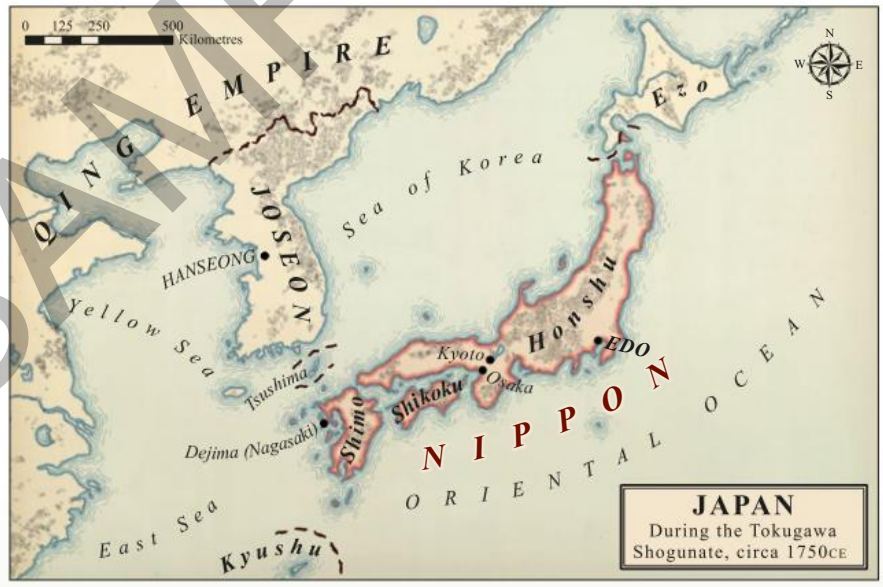
Source 2: Major events for the period 1600–1918

Sakoku

In 1635, the shogunate implanted a policy of *sakoku* ('closed country'), which severely limited Japanese contact and trade with other countries.

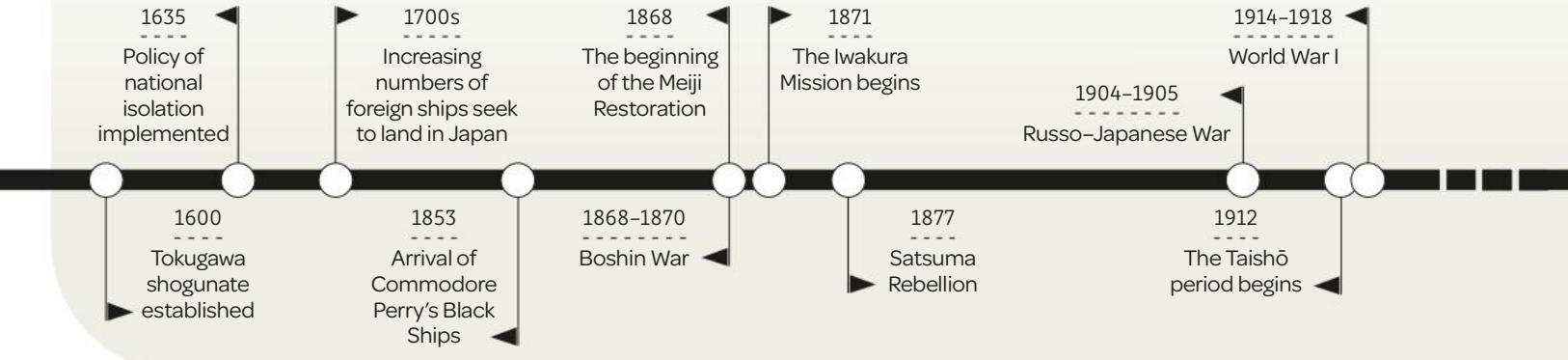
Before *sakoku*, international trade and travel were largely unrestricted. Japanese sailors traded throughout Asia, and official envoys visited nations in Asia,

18th-century Japan



Source: Matilda Education Australia

key ideas timeline.



Source 3: A Dutch ship at the Dejima trading post in the bay of Nagasaki. [*Nagasaki: Dejima Island* (1804), painting]

South America and Europe. Large numbers of foreign traders lived in Japan, and foreign pirate ships were active in the seas surrounding the island.

Sakoku was a response to growing concern about the threat of these foreign traders and pirates. Christian missionaries were also seen as a danger to Japanese religion and *kokutai*, the national essence; the Catholic Portuguese and Spanish were seen as especially zealous in this regard.

Under *sakoku*, the shogun officially forbade all foreigners from entering Japan or Japanese waters. Japanese citizens who returned from abroad were to be executed. For more than 200 years, Japan would remain isolated from the rest of the world.

Exceptions to the policy

Two exceptions to the *sakoku* restrictions existed in Nagasaki: a small community of Chinese traders could operate and Dutch traders were allowed on Dejima, an artificial island in Nagasaki harbour, although they could not set foot on Japanese soil.

Controlling trade in this way not only prevented creeping foreign influence, but also stopped regional *daimyo* from growing too wealthy by trading with outsiders. In turn, this restricted their ability to raise large armies and present any kind of threat to the Tokugawa dynasty.

Through official channels Japan maintained *tongsinsa*, or goodwill embassies, which facilitated trade and contact between Joseon Korea and Imperial China, along with the Ryukyu Islands to the south. Silver proved a particularly valuable export, and Chinese goods, developments and technology flowed into Japan in return.

Learning ladder H6.2

Significant people, ideas and events

1. What was the *sakoku* policy?
2. Describe what led to the *sakoku* policy.?
3. Explain the exceptions to the *sakoku* restrictions.
4. Evaluate the benefits and weaknesses of the *sakoku* policy. How might it have impacted the development of Japan?
5. How significant was the threat of Christianity in prompting the sakoku policy, compared with other foreign influences?

Continuity and change

1. Describe Japanese trade and travel before and after *sakoku*.
2. Explain how *sakoku* prevented change to the power of the Tokugawa dynasty.
3. Explain why Christianity was seen as a threat to national unity in Japan.
4. The policy of *sakoku* isolated Japan from the rest of the world for 200 years. In your view, how important is isolation in ensuring continuity and preventing change in a society?
5. Evaluate whether isolation was a sustainable strategy for managing internal threats such as *daimyo* power and foreign religion.

HOW TO Continuity and change, page 5

What was life like during the Tokugawa shogunate?

Japan during the Tokugawa shogunate operated under a feudal system. Everyone belonged to a particular class, with which came specific obligations and expectations. Japan's closed borders prevented foreign influences from changing society.

The feudal system

The Japanese emperor stood at the very top of the system and was considered to be a descendant of Amaterasu, the sun goddess. During the Tokugawa shogunate, he was considered to be a spiritual head who held little real power or influence. His court was supported by *kuge*: nobles, aristocrats and bureaucrats.

Real power lay with the shogun, the emperor's leading general, who lived in Edo and ran the nation's domestic welfare and foreign affairs. The Tokugawa family held this role for centuries, primarily because of their large wealth and landholdings across key trade routes.

The nation was divided into approximately 250 *han* (domains), each ruled by a local hereditary lord (*daimyo*), who retained a private army and controlled laws and taxes. In order to ensure the *daimyo* could not become wealthy and pose any potential threat, the shogun spied on them and placed controls on their behaviour. He demanded they regularly upgrade roads and seawalls, regularly required them to live in Edo and prohibited alliances between *daimyo*, including those created through marriage.

The samurai were the warriors who made up the army of each *daimyo*. They commanded significant respect and lower classes were expected to show deference to them. They carried swords and lived according to the *bushido* (warrior code). By 1750, Japan had been relatively peaceful for more than a century, and the role of the samurai had become more administrative. Some had fallen on hard times and taken to gambling and other vices.

Everyone else was broadly classified according to the *shinokosho* (the four divisions of society): *shi* (samurai), *no* (farmers/peasants), *ko* (artisans/craftspeople) and *sho* (merchants/traders). Confucian traditions valued the role of farmers, who produced goods essential to society, over that of craftspeople. Merchants were considered of less value, as they generated wealth without producing goods.

Source 1: A 19th-century depiction of women in the Ooku quarters of Edo Castle. These women included the wives and concubines of current and former shoguns; they were not allowed to have relationships with other men. [Hashimoto Chikanobu, *Ukiyo-e depiction of the Ōoku*, 2 March 1895]

Some groups fell outside the feudal system, notably the *eta* (those who worked in 'tainted' industries such as leather-working, undertaking or animal slaughter) and *hinin* (people in indentured labour, ex-convicts, beggars and vagrants). These groups were considered untouchable and discrimination against them was widespread.

The role of women

Life for women in Tokugawa Japan was very different from that of men and depended greatly on their social status. They were expected to adhere to the Confucian tradition of the *Three Obediences*:

- as a maiden daughter
- as a chaste wife
- as a dedicated widow.

Marriages were generally arranged by parents and women held few rights. Female illiteracy was widespread; a woman could not own property and could be killed by her own husband if she were perceived to be lazy or unfaithful. Some were retained in entertainment and service, such as the *Ooku* women of Edo Castle. Some women also trained as warriors; known as *onna-musha*, they prepared to defend their household and their honour. In times of war, they also fought alongside men.

Limited change

Through contact with Imperial China, new ideas, developments and technologies entered Japan, although the *sakoku* restrictions meant that the nation remained less open to change. *Rangaku* (Dutch studies) was a notable exception; books and texts obtained from Dutch traders at Dejima introduced new ideas around science, astronomy, medicine, languages and the natural world.

As swampland was filled and marshes drained, Edo grew during this period to become one of the largest cities in the world, although the crowded conditions and widespread use of wood created a risk of fires. Devastating fires proved a regular occurrence throughout the 16th and 17th centuries. As a result, thatched roofs were banned in favour of tiles and fire-prevention laws were enacted.

As urban centres grew, lifestyles began to change for many. The rise of *ukiyo* ('floating worlds', or urban culture) saw a growth in new forms of entertainment, art (such as *ukiyo-e*) and business, and a gradual blurring of many of the older social hierarchies.

Source 2: A map of the city of Edo (modern-day Tokyo) from the 1840s. Edo was the location of the shogun's palace.

Learning ladder H6.3

Background and origins

1. What was the *shinokosho*?
2. Describe the groups who fell outside the feudal system.
3. Explain life for women during the Tokugawa shogunate.
4. Explain how rangaku influenced ideas in Japan at the time.

Perspectives

1. Describe what you think a merchant's perspective of their status in the feudal system might have been.
2. Source 2: Describe the perspective we are given of women in this source.
3. Explain how the shogun's view of the *daimyo* influenced his treatment of them.
4. Explain why views about the *eta* and *hinin* would have led to discrimination against them.

HOW TO

Perspectives, page 5

What caused Japan to re-engage with the West?

The arrival of US forces in 1853 marked a significant turning point in Japan's political outlook. It ended the *sakoku* period and began a growing internal push to modernise Japan. The Western powers clamoured to help accelerate this process.

Commodore Perry's Black Ships

By the mid-19th century, the United States was building its own empire of trade and vassal states, and was looking for ways to take power from its European rivals. Japan was seen as a strong potential trading partner within Asia, and the United States had made multiple unsuccessful attempts to establish diplomatic and trading ties with the isolated nation.

In 1853, the United States government sent Commodore Matthew Perry, commanding four steam-powered warships, to present a letter from President Filmore to the Japanese Emperor. Perry's fleet of 'black ships' sailed around Japan, intimidating local *daimyos* who had never seen such advanced technology before. Arriving at the shogun's palace in Edo, Perry showed off the fleet's military power, firing cannons and making threats of force before delivering the President's letter to the shogun's aide. When the fleet left, Perry made it clear that the United States demanded Japan re-open its borders, and promised to return in a year's time for their reply.

Shogun Ieyoshi died a few days after Perry left, and his successor was in poor health, so it was left to the court's Council of Elders to decide how to respond to the threat. However, they were paralysed by indecision, unsure how to handle this new threat.

Perry returned in 1854 after only six months, this time with a fleet of 10 steamships and 1600 men. The Elders gave in to almost all of the US demands, and the Convention of Kanagawa was signed. This treaty opened the ports of Shimoda and Hakodate, established a US embassy and gave the United States preferential trading rights. It effectively ended the policy of *sakoku* and forced Japan to open its borders to the rest of the world.

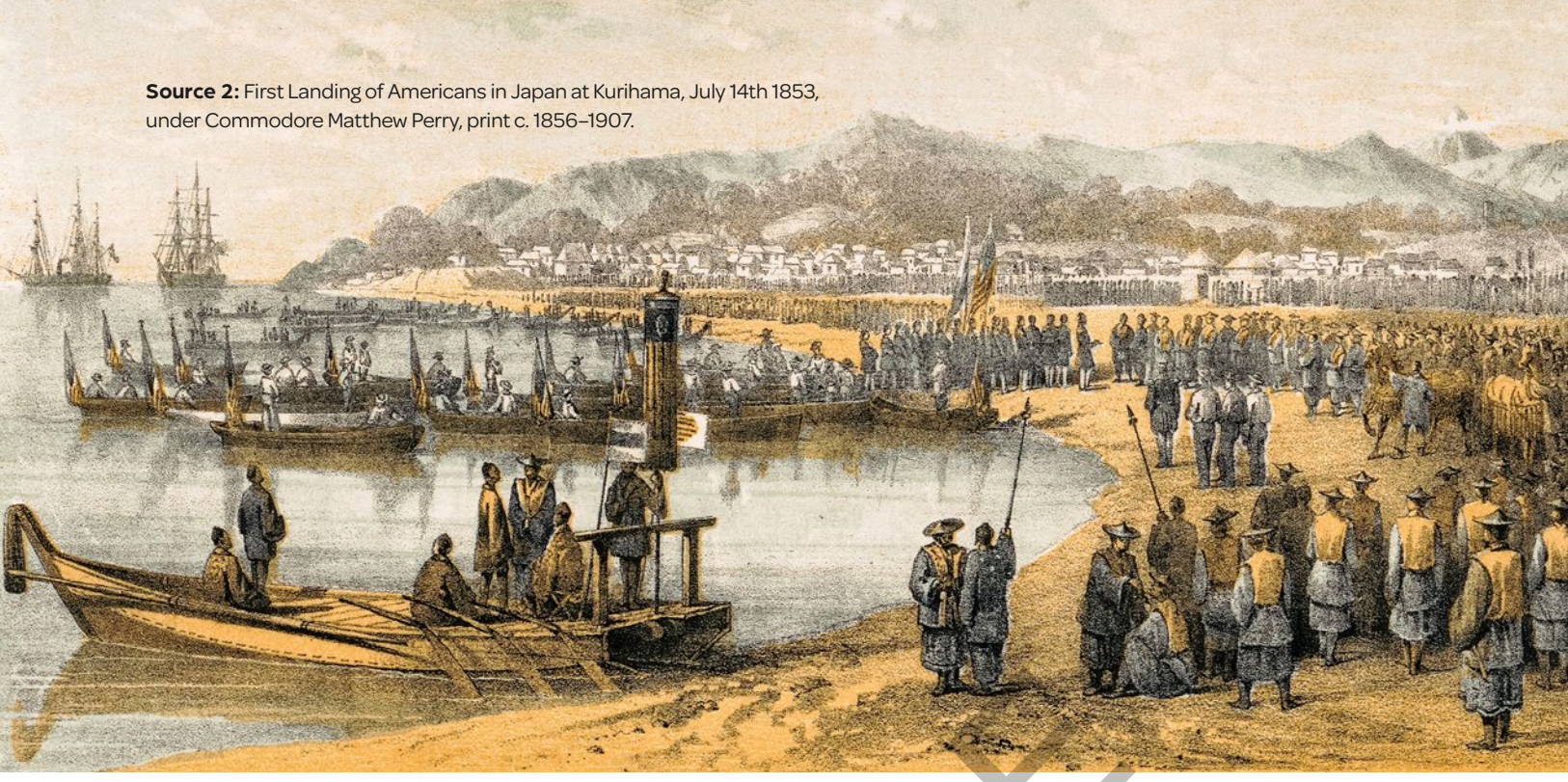
Still, unrest lingered and, in August 1863, this erupted into the three-day Anglo-Satsuma War, during which British ships bombarding the city of Kagoshima in response to being fired upon by coastal batteries.

Source 1: Detail from a depiction of Commodore Perry's flagship by Tsukioka Yoshitoshi, 1876. The Japanese were unfamiliar with industrial technology, and Perry's ships were far more powerful than the shogun's.

The Meiji Restoration

The capitulation cost the shogunate a great deal of power and respect, and its control over Japanese society slipped. In late 1867, Shogun Yoshinobu was forced to resign, allowing Emperor Meiji to take back political control of the country. For the first time in centuries, Japan's emperor was a ruler rather than a figurehead. The period from 1868 is thus called the Meiji Restoration, and was a period of enormous change.

Source 2: First Landing of Americans in Japan at Kurihama, July 14th 1853, under Commodore Matthew Perry, print c. 1856–1907.



Japan began to define its own future. The emperor moved the capital city from Kyoto to Edo, which was renamed Tokyo, and the feudal domains ended in favour of a national government. In 1889, a new constitution created the imperial *diet* (parliament), sidelining the emperor and putting decision-making powers into the hands of the *genro*, older oligarchic advisors.

Renewed trade with the West brought modernisation and prosperity. Industrial development and foreign investment brought greater wealth, particularly to the *zaibutsu*, the large business **conglomerates** that dominated industry. Japan's overseas colonies delivered raw materials, such as coal and iron. These were particularly valuable for the growing Japanese military, which greatly increased Japan's presence in Manchuria, a region of north-eastern China.

Military expansion

The modernisation of Japan's military was a top priority during the Meiji Restoration. The Sino–Japanese war (1894–1895) resulted in Japan's victory over Qing dynasty China, which established Japan as a regional power and handed them control of Korea and some Chinese territories. The 1905 Eulsa Treaty formalised the Japanese sphere of influence on the Korean Peninsula, depriving Korea of its independence.

Growing tension between Japan and Russia over China brought the two nations into conflict. The Russo–Japanese War (1904–1905) was a comprehensive victory for Japan, the first victory by an Asian power over a European power in modern times.

The outcome effectively announced Japan as a growing power, and European nations, particularly Britain, clamoured to build mutually beneficial agreements.

Learning ladder H6.4

Significant people, ideas and events

1. Describe Matthew Perry's interaction with Japan.
2. Describe how the Treaty of Kanagawa impacted Japan.
3. Explain why Emperor Meiji can be considered a significant person.
4. Evaluate the influence of the events following the arrival of Matthew Perry in 1853 on Japan's future.

Significance

1. Describe why trading with Japan was so significant for the Americans.
2. Describe the significance of Emperor Meiji taking back control from the shogunate.
3. Explain the historical significance of the Sino-Japanese War and the Russo-Japanese War.
4. Evaluate the historical significance of the Meiji Restoration and Japan resuming trade with the West.

HOW TO
Significance, page 5

H6.5

How was Japan involved in World War I?

When Emperor Meiji died in 1912, Japan was seen as a strong country. Not only had it remained free from imperial domination, but it had also recently defeated Russia in the Russo-Japanese War (1904–1905). With the outbreak of World War I in 1914, Japan entered on the side of Britain and its allies, quickly seizing German territory in China.

After the death of the Emperor Meiji in 1912, the Taishō period began in Japan. Although the economy was stable, there was conflict between the government, the military and the imperial court over rights and freedoms. Japan was also keen to build on its success in gaining control in southern Manchuria and Korea following the Russo-Japanese War.

Source 1: Banzai, banzai, the fall of Tsingtao, colour lithograph, 1914. The Siege of Tsingtao was the first battle between Japanese and German forces, and also the first joint British-Japanese operation during World War I.

Source 2: National assembly in Tokyo to celebrate victory over the Germans at Tsingtao, 1914

The Siege of Tsingtao (Qingdao)

The outbreak of World War I gave Japan an opportunity to expand into German territories in China and the Pacific. This arose in August 1914 when Britain made a request to Japan to attack the German navy based in Asia. Japan gladly accepted and declared war on Germany. On 31 October, the Japanese military, together with a small British force, attacked the Chinese port city of Tsingtao (now Qingdao), which was under German control.

Fierce fighting took place both on land and sea. The Germans in Tsingtao were surrounded and their supplies were cut off. The Japanese began bombing the city and, through a series of trenches, were able to get close enough to the German stronghold to launch an infantry attack. By the evening of 6 November 1914, the German defence of Tsingtao could not hold out any longer and the following day the Siege of Tsingtao was over. Japan took control of the area.

Other involvement in 1914

Japan used its involvement in World War I to take over German colonies in the Pacific, including the Mariana Islands, Caroline Islands and Marshall Islands. The Japanese forces also took control of German New Guinea. This was possible because Germany was concentrating on the battlefields of Europe.

The Japanese Navy gave support to the Allies' war effort by deterring German warships operating in the Indian and Pacific Oceans. It also protected merchant ships from German attack in the Asia-Pacific region, which allowed Britain to focus its naval power elsewhere. The Japanese warship Ibuki provided an escort to ANZACs sailing from Western Australia to Egypt.

Japanese industry supplied warships and munitions to the Allies, along with merchant ships. The Japanese Red Cross provided doctors and nurses to assist with Allied casualties on both the eastern and western fronts.

The Twenty-One Demands

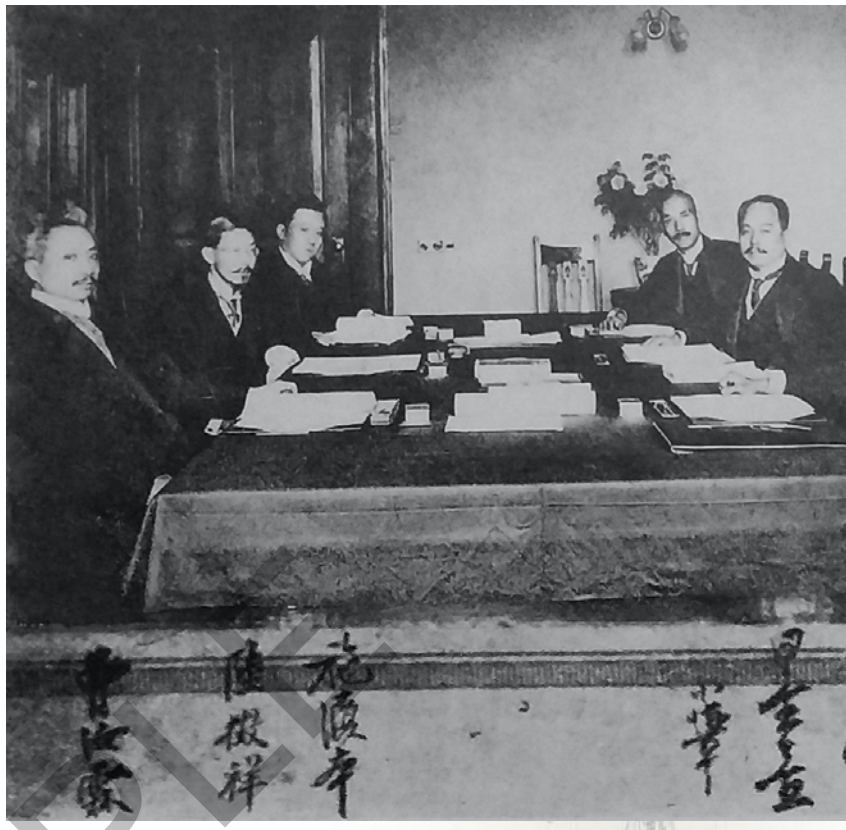
In 1915, Japan secretly presented the Chinese government with a set of demands, the Twenty-One Demands, aimed at extending Japan's control over China. The demands included:

- increased Japanese rights in areas such as Manchuria
- a prohibition on China leasing territory to other countries
- Japan being given control over railways and mining in Shandong province
- China agreeing to have Japanese 'advisors' make decisions for the Chinese government.

If China refused the demands, it faced being attacked by Japan.

The Chinese government made these demands known to the British and Americans, hoping to gain their support. This led to a series of negotiations on what the final demands should be. Japan dropped some of the demands but was able to gain more control over China.

The Chinese were humiliated by the imposition of the demands, leading to a growth in nationalism and anti-Japanese feeling in China. America also became wary of Japanese ambitions in the Asia-Pacific region.



Source 3: Representatives from China and Japan after signing the Twenty-One Demands, 1915

1916–1918

Although Japan had fought a war against Russia in 1905, this did not prevent cooperation between the two nations in 1916 in dividing up German-occupied territory in China. Also in 1916, Japan deployed ships from its navy to assist the British in the Mediterranean.

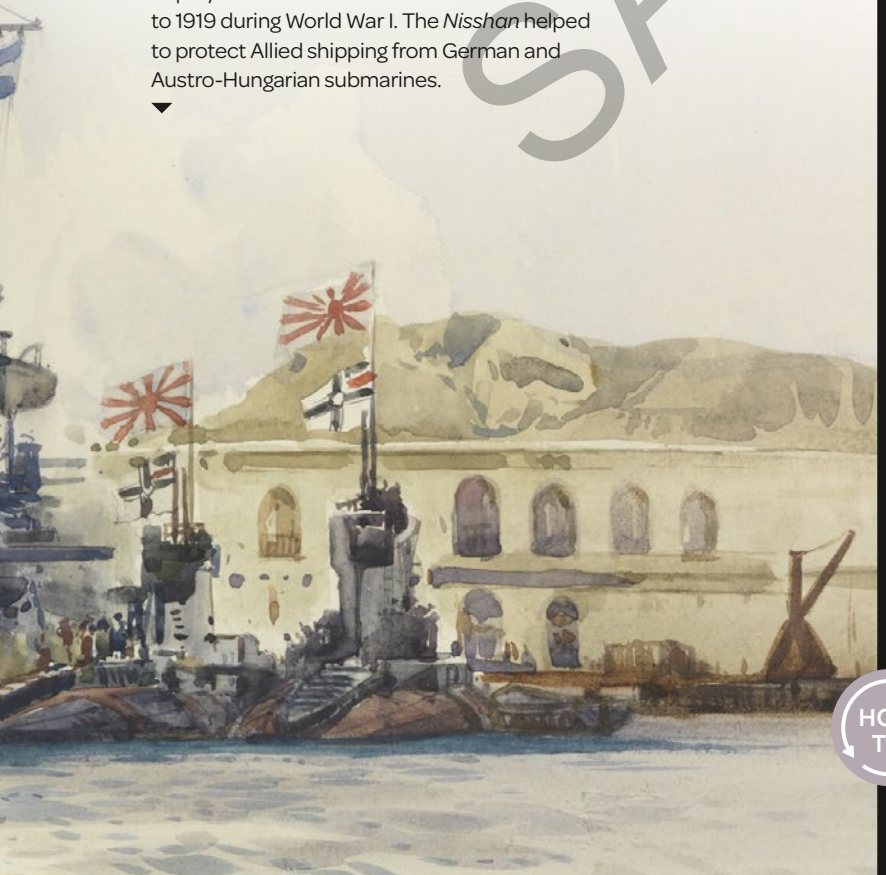
American concerns about Japan's territorial ambitions following the Twenty-One Demands were heightened in 1917. That year, the United States joined the war and found itself fighting with the Japanese. Both countries were keen to increase their strategic position in the Pacific and this led to tension between them. An agreement was reached that demonstrated Japan's position as a major force in international relations.

Involvement with the Allies during World War I provided Japan a further opportunity in 1918 to be part of world political events. When the monarchy in Russia was overthrow by the Bolsheviks (communists), the Japanese Army deployed troops to Siberia to assist the anti-Bolsheviks.

> Germany renounces, in favour of Japan, all her rights, title and privileges [...] concerning the territory of Kiaochow, railways, mines and submarine cables [...] relative to the Province of Shantung. All German rights in the Tsingtao-Tsinanfu Railway [...] are and remain acquired by Japan.

Source 5: Extract from Article 156 of the Treaty of Versailles, 1919. After Germany's defeat, China expected to regain control of Shandong. Instead, the treaty gave it to Japan, confirming what Japan had pushed for in the Twenty-One Demands. This decision sparked outrage in China and led to the May Fourth Movement.

Source 4: The Japanese cruiser *Nisshin* was deployed in the Mediterranean Sea from 1917 to 1919 during World War I. The *Nisshan* helped to protect Allied shipping from German and Austro-Hungarian submarines.



Learning ladder H6.5

Impact and legacies

1. List the territories Japan was able to take control of during World War I.
2. Describe the impact of Japanese involvement in the Siege of Tsingtao.
3. Explain the legacy of the Twenty-One Demands on Japanese-Chinese relations.
4. Explain the impact of Japan's involvement in World War I on the efforts of the Allies to win the war.
5. Source 5: Evaluate the impact of the decision to give Shandong to Japan.

Causes and consequences

1. How did World War I give Japan an opportunity to expand?
2. Describe the effect of the Twenty-One Demands on China.
3. Explain the cause of tensions between America and Japan, even though they were fighting on the same side.
4. Explain what led to Japan being able to play a significant role in the Asia-Pacific region during World War I.

HOW TO Causes and consequences, page 5

H6.5

How did Japan modernise during the Taishō period?

The Taishō period began in 1912 and marked significant social change, particularly for women, following the end of World War I in 1918. Sometimes referred to as Japan's 'Jazz Age', a wave of prosperity, liberalism and intellectualism swept through urban centres.

The Meiji period ended with the death of Emperor Meiji. He was succeeded by his son, Prince Yoshihito, who declared his reign would be known as the Taishō ('great righteousness') period. To begin with, however, the Taishō period was one of upheaval and conflict. Japan had three different prime ministers between 1912 and 1913 because of conflicts between the civilian government, the military and the imperial court. Not long after the government stabilised, Japan entered World War I, allying with the United Kingdom against its enemies China and Germany.

Source 1: A steam engine at Tokyo in 1870. Railway lines increased from just 29 kilometres of track in 1872 to more than 11 000 kilometres of track by 1914. [Utagawa Kuniteru (1870), *The Takanawa Steam Railway, Tokyo,* Edo-Tokyo Museum]

Social change

In the post-war world, things changed dramatically for Japan, both at home and internationally. The country was granted a permanent seat on the Council of the League of Nations (the precursor to the modern United Nations) and was recognised as a world power.

In Japan's urban centres, a thriving film, music and literary culture rose to prominence, as did consumerism. *Moga* ('modern girl') and *mobo* ('modern boy') trends – heavily influenced by the West – became popular, and challenged traditional roles, fashions and expectations. People started to embrace the idea of the country becoming a democracy.

Source 2: A *moga*, or 'modern girl' – young people in Japan's urban centres were sophisticates heavily influenced by Western culture. [Kobayakawa Kiyoshi (1930), *Tipsy*, woodcut print]

However, life was different in rural areas: spiralling inflation, rising national debt and increased military spending drove up the price of rice and led to violent clashes in July 1918. The *Kome Sodo* ('Rice Riots') indicated growing discontent, and martial law soon followed. Landless farmers, riots and union activity saw an increased interest in socialism and Marxism.

To quell discontent and prevent the spread of dangerous ideas, the *Peace Preservation Act of 1925* banned anything that could be perceived as dangerous to *kokutai*, or 'the national essence'. Tightening government controls, growing military influence and concern over the liberal direction of urban areas increased national and regional tensions.

Technological change

Before the Meiji period, Japan had been a medieval society. A great industrial revolution began during the 1870s. Railroads, shipping, gas lighting, textile manufacturing and banking reforms were widespread. Japan went from having 26 steamships in 1873 to more than 1500 by 1913; and from 29 kilometres of train tracks in 1872 to more than 11 000 kilometres by 1914.

This rapid industrialisation was primarily due to the government's policy of *o-yatoi gaikokujin* (hired foreigners). Under this Meiji-era policy, up to 3000 foreign experts were brought into Japan to improve education, the sciences, engineering and the military. Japanese students were also sent to Europe and North America to acquire knowledge under an initiative known as the Iwakura Mission. The skills these students brought back shaped the advances of the Taishō period.

The Taishō Period was one of tremendous change, but some historians, such as Frederick Dickinson (2018) believe that the seeds of modernisation were planted decades before, during the Meiji Period; an era 'vital to the global project for economic, political, and imperial development and ... Japan's critical contribution ... [as an] internationalist and integrated' society.

Learning ladder H6.6

Impact and legacies

1. Describe what caused instability in Japan at the beginning of the Taishō period.
2. Describe the legacy of the Meiji era which carried through to the Taishō period.
3. Explain the legacy of Japan's rapid industrialisation for the rural population.
4. Explain the legacy of the *o-yatoi* gaikokujin policy.

Perspectives

1. Describe the Japanese perspective on foreign education, science, engineering and the military.
2. Source 2: Describe how the *moga*'s perspective on Western culture has influenced her appearance.
3. Explain how the perspective of those living in rural areas may have differed from those involved in the military and industry.
4. Source 1: Explain the perspective of Japan presented in this source.

HOW TO
Perspectives, page 5

How did the military rise to power in Japan?

Under Emperor Hirohito, the Shōwa Era saw a move away from Taishō Democracy and towards a more authoritarian and militaristic state. Economic struggles during the Great Depression and the collapse of major conglomerates spurred unrest, leading Japan to seek resources through territorial expansion. Key events like the Mukden and May 15 Incidents enabled the military to gain power and shape national policy.

Militarism and expansion

The Shōwa Era began in 1926 with the death of Emperor Taishō and the ascension of his son, Emperor Hirohito (Shōwa), signalling a major shift in Japan's political landscape. This transition marked the end of the Taishō Democracy, which had been characterised by political liberalism and democratic reforms, and the rise of a more authoritarian and militaristic state. As the military gained influence, the government moved away from democratic institutions and the military played an increasingly dominant role in shaping national policy.

The Great Depression had a profound impact on Japan's economy, leading to widespread unemployment, social unrest and the collapse of the **zaibatsu** system (major business conglomerates such as Mitsubishi) that had previously controlled the country's major industries. Commodities such as rice, once in high demand by export markets, plummeted in value, sparking protests and riots. In response, Japan adopted policies of economic nationalism, focusing on self-sufficiency and territorial expansion – especially in China and Manchuria – to secure vital resources such as oil and rubber (Source 1). These policies were seen as essential for Japan's survival and economic growth during this turbulent period and involved growing trade and investment by Japanese businesses in Manchuria.

Militarism grew significantly during the 1930s and political violence became more frequent. In 1932, Prime Minister Inukai Tsuyoshi was assassinated by a group of young naval officers in the May 15 Incident – an act that symbolised the military's increasing role in politics. Tsuyoshi had sought to negotiate with authorities in China and M anchuria rather than authorise an increased Japanese military presence.

Japanese expansion in the Asia-Pacific, 1895–1942

Source 1: During the Shōwa Era, Japan expanded its empire in pursuit of land, resources and manpower.

Source 2: *Kempeitai* officers wore visible uniforms that marked a tremendous shift from the free-flowing fashions of the Taishō period a decade earlier.

The actions of the Kwantung Army – Japan's military presence in mainland Asia at the time – in Manchuria, including the Mukden Incident of 1931, led to Japan's occupation of the region and the creation of the **puppet state** of Manchukuo, marking a major step in Japan's imperial expansion. The Mukden Incident, a terrorist 'bombing' on Japanese business interests, was widely condemned as a staged event used as an excuse to invade. Japan's aggressive actions were met with international condemnation but its leaders were determined to pursue their goals regardless of global opposition.

The road to war

Japan's withdrawal from the League of Nations in 1933 was directly related to the League's condemnation of its invasion of Manchuria and its refusal to recognise the legitimacy of Manchukuo. Japan felt that the League – dominated by Western powers – was unfairly critical and interfered with its sovereignty and imperial ambitions. In response to the League's censure and its inability to assert real influence, Japan left the organisation, signalling its growing isolation from the international community. This departure, along with Japan's increasing aggression towards China and Korea, foreshadowed the outbreak of the Second Sino-Japanese War in 1937 and further solidified Japan's path towards militarism and expansion. The 1937–1938 Nanjing Massacre and further actions by the ***Kempeitai*** (Source 2) – Japan's feared military police – created both further outrage and fear. Japan also sought to tap into growing nationalist sentiment across the region through a proposed Greater East Asia Co-Prosperity Sphere, where countries would be liberated from their colonial oppressors in a pan-Asian union of mutual economic benefit.

Despite the best efforts of Japanese propaganda, the proposal failed to gain widespread momentum or support (Source 3).

> The militarists saw everything only from a Japanese perspective and, even worse, they insisted that all others dealing with them should do the same. For them, there was only one way to do a thing, the Japanese way; only one goal and interest, the Japanese interest; only one destiny for the East Asian countries, to become so many Manchukuos or Koreas tied forever to Japan. This racial impositions ... made any real understanding between the Japanese militarists and the people of our region virtually impossible.
>
> **Source 3:** Ba Maw, wartime President of Burma. In Joyce C. Lebra, *Japan's Greater East Asia Co-Prosperity Sphere in World War II: Selected Readings and Documents*, 1975, p. 157.

Learning ladder H6.7

Background and origins

1. Why did the Taishō Period end and the Shōwa Period begin?
2. Source 1: Why did Japan begin to expand its empire?
3. Explain how the military played an increasing role in Shōwa Japan.
4. Explain why Japan withdrew from the League of Nations.

Causes and consequences

1. How did the Great Depression affect Japan?
2. Why was Prime Minister Tsuyoshi assassinated?
3. Source 2: Suggest why the military became increasingly feared.
4. Source 3: Explain why the Greater East Asia Co-Prosperity Sphere failed.

HOW TO Causes and consequences, page xx

What happened in Japan after the war ended?

In 1945, Japan surrendered after the atomic attacks on Hiroshima and Nagasaki, ending a devastating war that left the country in ruins. Under General MacArthur's leadership, Allied forces demilitarised Japan and introduced sweeping constitutional and economic reforms. These changes paved the way for a remarkable postwar recovery, transforming Japan both socially and economically.

Occupation and reform

World War II ended and Japan surrendered in 1945 after the atomic bombings of Hiroshima and Nagasaki in August that year. These bombings caused catastrophic destruction and loss of life, leading Japan to formally surrender on 2 September 1945 (Source 1) and officially ending the war. In the immediate aftermath, Japan lay in ruins – its cities were devastated by bombing raids and its economy had collapsed. The country was occupied by Allied forces, mainly led by the United States under General Douglas MacArthur, who oversaw the occupation, rebuilding of Japan and the disbanding of its military.

Under MacArthur's leadership, the American-led occupation aimed to **demilitarise** Japan and transform it into a peaceful democratic nation. MacArthur insisted that Emperor Hirohito remain in power to secure support for the Allied presence and objectives. Hirohito's role as Emperor was now essentially as a mere symbol of an empire that once was – a sharp contrast to historical Emperors such as Meiji. Hirohito's ceremonial and symbolic purpose in the new Japan would also be continued by his later successor, Akihito.

One of the most important actions of this period was the drafting of a new constitution in 1947, which included Article 9 – a clause that renounced war and prohibited Japan from maintaining a military force. This constitution provided civil rights and political freedoms and introduced significant reforms such as universal suffrage, granting women the right to vote. In addition, land reforms redistributed land from large landlords to peasants, reducing the power of the traditional elite and encouraging a more equitable society. The Red Purge also saw efforts to prevent communism from gaining support nationwide.

Source 1: Japanese foreign affairs minister Mamoru Shigemitsu signs the Japanese Instrument of Surrender aboard the USS *Missouri* as General Richard K. Sutherland watches, September 2, 1945.

Economically, the occupation led to the dismantling of the *zaibatsu* system, which had concentrated industrial power in the hands of a few powerful families. This move was intended to democratise Japan's economy and make it less susceptible to military influence. The United States also provided substantial aid to stabilise the economy, notably through the Dodge Plan (Source 2) – named after Detroit banker Joseph Dodge, the consultant who created it – which aimed to control inflation and restructure Japan's finances. This period laid the groundwork for Japan's postwar economic recovery. Known as the 'economic miracle', Japan's industrial production and exports surged, particularly in sectors such as automobiles and electronics.

1. Balancing the national budget to reduce inflation
2. More efficient tax collection
3. Dissolving the Reconstruction Finance Bank because of its uneconomical loans
4. Decreasing the scope of government intervention
5. Fixing the exchange rate to 360 yen to one US dollar to keep Japanese export prices low

Source 2: The Dodge Plan (also known as the Dodge Line) tamed rising inflation and opened pathways for Japanese exports; it soon allowed the nation not only to stand on its own feet economically, but to flourish.

Independence and global reintegration

The presence of Allied forces in Japan also led to many relationships with local women. More than 45 000 women emigrated from Japan to the United States as 'war brides' of American servicemen. By 1965, over 650 Japanese women had come to Australia as wives and girlfriends of Australian servicemen. This tested the White Australia Policy that was in place at the time. Within Australia, attitudes towards Japanese people were strained because of wartime hostility. In time, these women helped change public attitudes and support growing calls to end racial restrictions on immigration.

Japan formally regained its sovereignty in 1952 with the signing of the Treaty of Peace with Japan (Treaty of San Francisco) in 1951, which officially ended the occupation. However, this peace treaty was accompanied by the US–Japan Security Treaty, ensuring the continued presence of American military forces on Japanese soil for defence purposes.

While Japan regained independence, the security arrangement with the United States remained crucial throughout the Cold War. The postwar period also saw important social changes, such as the granting of voting rights to women in 1945, and the country began a process of both deindustrialisation and re-industrialisation. By the 1960s, Japan had transformed into one of the world's leading economic powers, driven by technological innovation and strong export growth.

Source 3: 'Mikiko Casey (née Murakami) arrived in Australia in 1953 as the wife of an Australian servicemen. As postwar Japan emerged, it directly and indirectly contributed to social and economic change around the world.

Learning ladder H6.8

Significant people, ideas and events

1. Who was General MacArthur?
2. Describe the significance of *Article 9*.
3. Source 2: How did the Dodge Plan affect Japan's economy?
4. Compare postwar Japan in 1945 and by the 1960s.

Continuity and change

1. Source 1: What happened on 2 September 1945?
2. Describe why Hirohito remained as Emperor of Japan after the war.
3. Source 3: Explain how the migration of war brides contributed to change in Australia.
4. Describe five ways that Japan changed after the war.

HOW TO Continuity and change, page xx

What was Japan's 'economic miracle'?

Japan's post–1950 economic miracle was driven by rapid industrialisation and technological innovation. Export–led manufacturing and supportive government policies boosted industries like automobiles and electronics, while the *keiretsu* system enhanced corporate collaboration. As a key US ally during the Cold War, Japan secured stability and global market access, and its expanding pop culture further spread Japanese influence worldwide.

Economic recovery and industrial growth

Japan's post-1950 economic recovery – often called the 'economic miracle' – was driven by rapid industrialisation, technological innovation (Source 1) and a strong export-oriented economy. Japan's emphasis on manufacturing became a key factor in its growth, particularly in industries such as automobiles, electronics and steel. The government played a crucial role in this recovery, guiding economic development through industrial policies that promoted growth. One key feature of this period was the rise of the ***keiretsu*** system, a network of interlinked corporate groups that facilitated collaboration, resource-sharing and long-term investment across major companies. This structure helped Japanese firms achieve efficiency and international competitiveness, contributing to Japan's emergence as an economic powerhouse by the 1970s.

Source 1: Throughout the 1970s, Japan became synonymous with innovative and quality electronic products, changing the face of global consumerism.

Cold War alliances and strategic security

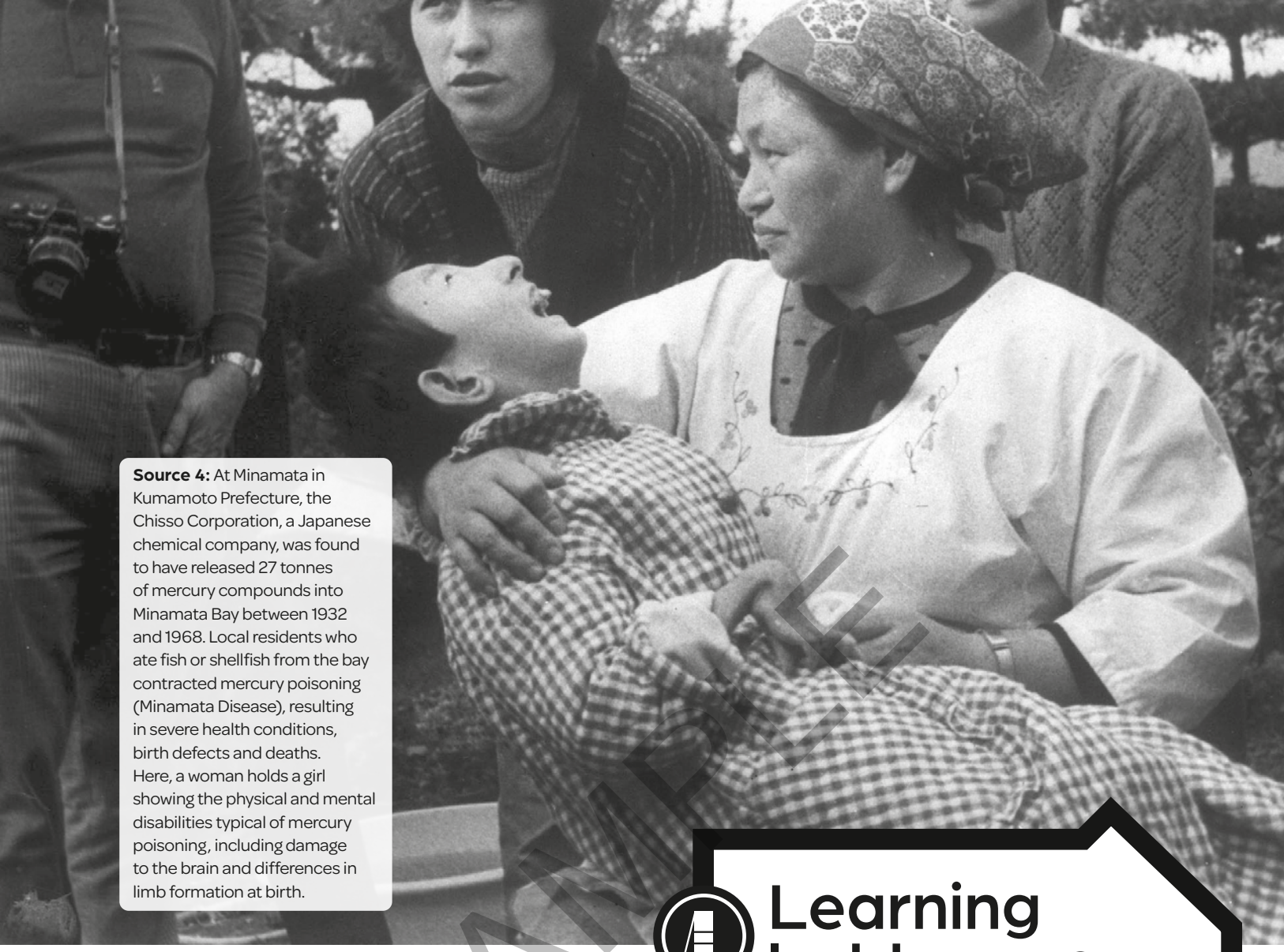
Japan's role during the Cold War had a significant influence on both its security and economic development. As a close ally of the United States, Japan became an integral part of the US security perimeter in Asia. This alignment with the US brought both political and economic benefits, providing Japan with security and stability amid growing tensions in the region. The Korean War (1950–1953) played a key role in Japan's economic recovery, as the conflict created a surge in demand for Japanese goods, particularly in manufacturing and textiles. This demand helped revitalise Japan's industrial sector. In 1960, Japan and the United States revised the US–Japan Security Treaty, ensuring the continued presence of American military forces in Japan – notably in Yokosuka (Source 2) and Okinawa. However, this revision sparked significant domestic opposition, with many Japanese citizens resenting the ongoing foreign military presence and questioning Japan's sovereignty. The United States, however, recognised the key strategic location of its bases and was keen to ensure they remained operational.

Political stability and party dominance

Politically, the Liberal Democratic Party (LDP) maintained a dominant role in Japan's government throughout the postwar period, controlling the political landscape for nearly four decades. This dominance ensured a period of political stability, allowing Japan to focus on rebuilding its economy and society. The political system was largely peaceful and democratic, though the LDP's long rule meant limited competition from opposition parties. Despite this, the LDP's rule was not without controversy, as corruption scandals and political issues – such as the Lockheed scandal in the 1970s – occasionally undermined public trust and sparked demands for reform. In 1976, former Prime Minister Kakuei Tanaka was investigated for allegedly receiving significant personal payments to ensure that the national carrier, All Nippon Airlines, bought their planes from Lockheed.

Source 2: The US Navy base at Yokosuka became a vital supply point in the region, supporting US forces during both the Korean War and Vietnam War.

Source 3: *Godzilla: King of Monsters* was released in 1956 and paved the way for global interest in Japan's unique pop culture scene.



Source 4: At Minamata in Kumamoto Prefecture, the Chisso Corporation, a Japanese chemical company, was found to have released 27 tonnes of mercury compounds into Minamata Bay between 1932 and 1968. Local residents who ate fish or shellfish from the bay contracted mercury poisoning (Minamata Disease), resulting in severe health conditions, birth defects and deaths. Here, a woman holds a girl showing the physical and mental disabilities typical of mercury poisoning, including damage to the brain and differences in limb formation at birth.

Social change and environmental challenges

The social landscape of postwar Japan also saw significant changes as the country experienced rapid urbanisation and the rise of a consumer-driven society. A growing middle class, fuelled by improved living standards, spurred demand for consumer goods and Japan became increasingly urbanised as people moved to cities for better jobs and education. Japan's educational system expanded and the country placed a high value on technology and innovation, producing a skilled workforce. Meanwhile, Japan's cultural influence grew internationally, with Japanese films (Source 3), anime and fashion gaining popularity in global markets. However, the rapid pace of industrialisation brought serious environmental challenges. Pollution, labour strikes and environmental disasters – such as Minamata disease (Source 4), caused by mercury poisoning in the 1950s and 1960s – highlighted the environmental cost of unchecked industrialisation.

Learning ladder H6.9

Impacts and legacies

1. Describe the *keiretsu* system.
2. Source 1: How did Japanese exports influence the world?
3. In what ways did the continuing US military presence affect Japan?
4. Explain how the highs and lows of the 'economic miracle' period have shaped Japan.

Sources

1. What is the origin of Source 1?
2. Describe the Yokosuka base in Source 2. Why was it contentious?
3. Source 3: Suggest why Japanese pop culture found success abroad.
4. Source 4: Explain what has caused the disability of the girl in the photo.

HOW TO

Sources, page xx

How has Japan changed since the 1990s?

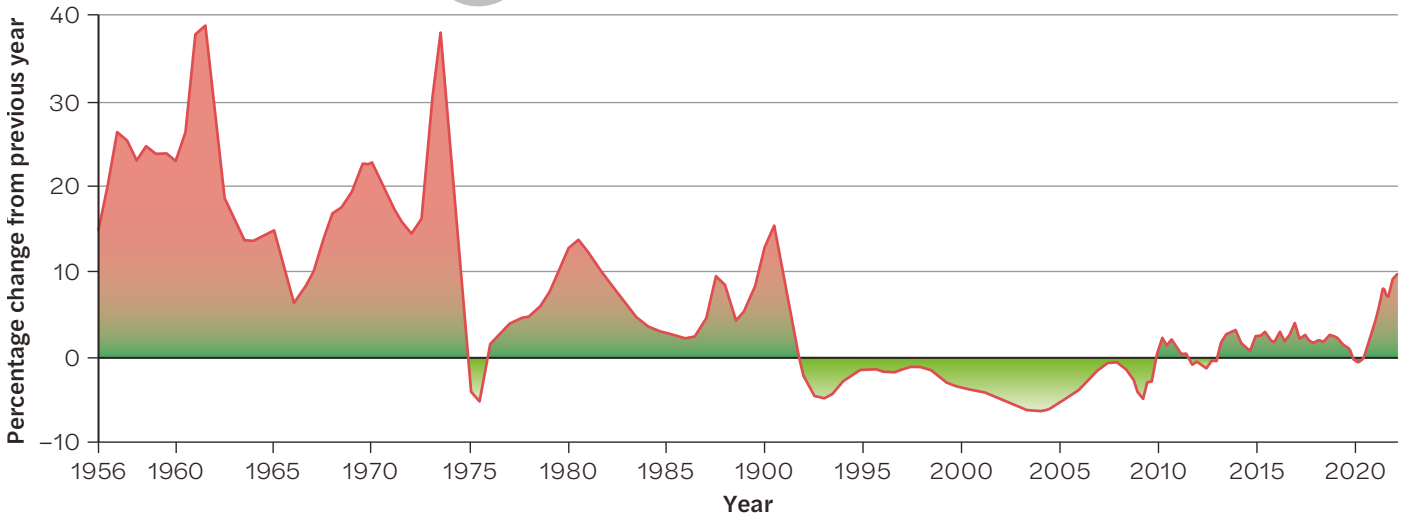
Following an asset bubble burst in the 1980s, the 1990s in Japan was a period of slow growth, falling prices and mounting debt. Political uncertainty and major natural disasters, including the Kobe and Tōhoku events, worsened the situation. Reforms by leaders like Koizumi and Abe sought to revive the economy, yet challenges such as an aging population continue to impact Japan.

The 'Lost Decade'

In the 1980s, Japan experienced a rapid **asset bubble** in real estate and stocks, driven by speculative investment and easy credit. When the bubble burst in 1990 it triggered the 'Lost Decade' of the 1990s, marked by economic stagnation, low growth, deflation and mounting government debt. Despite efforts by the Bank of Japan to stimulate recovery through measures such as lowering interest rates, these policies failed to revive the economy. The collapse of the asset bubble (Source 1) created long-lasting economic challenges, with Japan struggling with low consumer spending, limited investment and an overall lack of economic momentum – a stark contrast to the booming growth of previous decades.

During this period, Japan's political landscape also saw significant instability. A series of short-lived prime ministers and weak leadership led to political paralysis, making it difficult to address the nation's pressing economic and social problems. In 2001, Junichiro Koizumi became prime minister and pushed for economic reforms aimed at addressing Japan's fiscal and institutional inefficiencies. His administration introduced privatisation measures – including the national postal system – and pushed for structural change in the banking sector. Koizumi's reforms aimed to reduce the influence of entrenched bureaucratic interests, but the political and economic environment remained turbulent. Meanwhile, the opposition Democratic Party of Japan (DPJ) gained prominence and eventually won the 2009 general elections, ending the Liberal Democratic Party's long hold on power.

Property prices in Japan



Source 1: Graph showing property prices in Japan. When Japanese property values began to fall in the early 90s, the economy quickly stagnated.

Source 2: Abandoned houses in Arakawa City, Tokyo. Economic stagnation and an ageing population have left many homes vacant, reflecting broader challenges facing modern Japan.

Demographic crisis

Shinzo Abe's return to power in 2012 marked the beginning of 'Abenomics', a series of economic policies designed to revive Japan's stagnating economy. Abenomics focused on three policy 'arrows': aggressive monetary easing by the Bank of Japan, fiscal stimulus through increased government spending and structural reforms aimed at improving Japan's long-term economic competitiveness. Initially these policies yielded some positive results, such as a weaker yen and increased exports, but Japan continued to face persistent challenges. The country's aging population and low birth rates created a shrinking workforce, placing additional strain on social welfare systems and economic growth. In response, Japan started to take tentative steps towards increasing immigration, although it remained cautious about fully opening its doors to foreign workers due to cultural and political concerns. Immigration became a more prominent issue in the 2010s as the need for labour to sustain the economy grew.

Disasters

Japan also experienced significant natural disasters that tested the nation's resilience. In 1995, the Kobe earthquake killed over 6000 people and caused widespread damage, underscoring Japan's vulnerability to such events. Then, in 2011 the Tōhoku earthquake and tsunami (Source 2) triggered a nuclear crisis at the Fukushima Daiichi power plant, leading to a re-evaluation of Japan's energy policies and a decline in public support for nuclear power. The Fukushima disaster not only had a profound impact on Japan's energy strategy but also damaged its international reputation. In the aftermath, Japan became more focused on diversifying its energy sources and public discussion around energy independence grew.

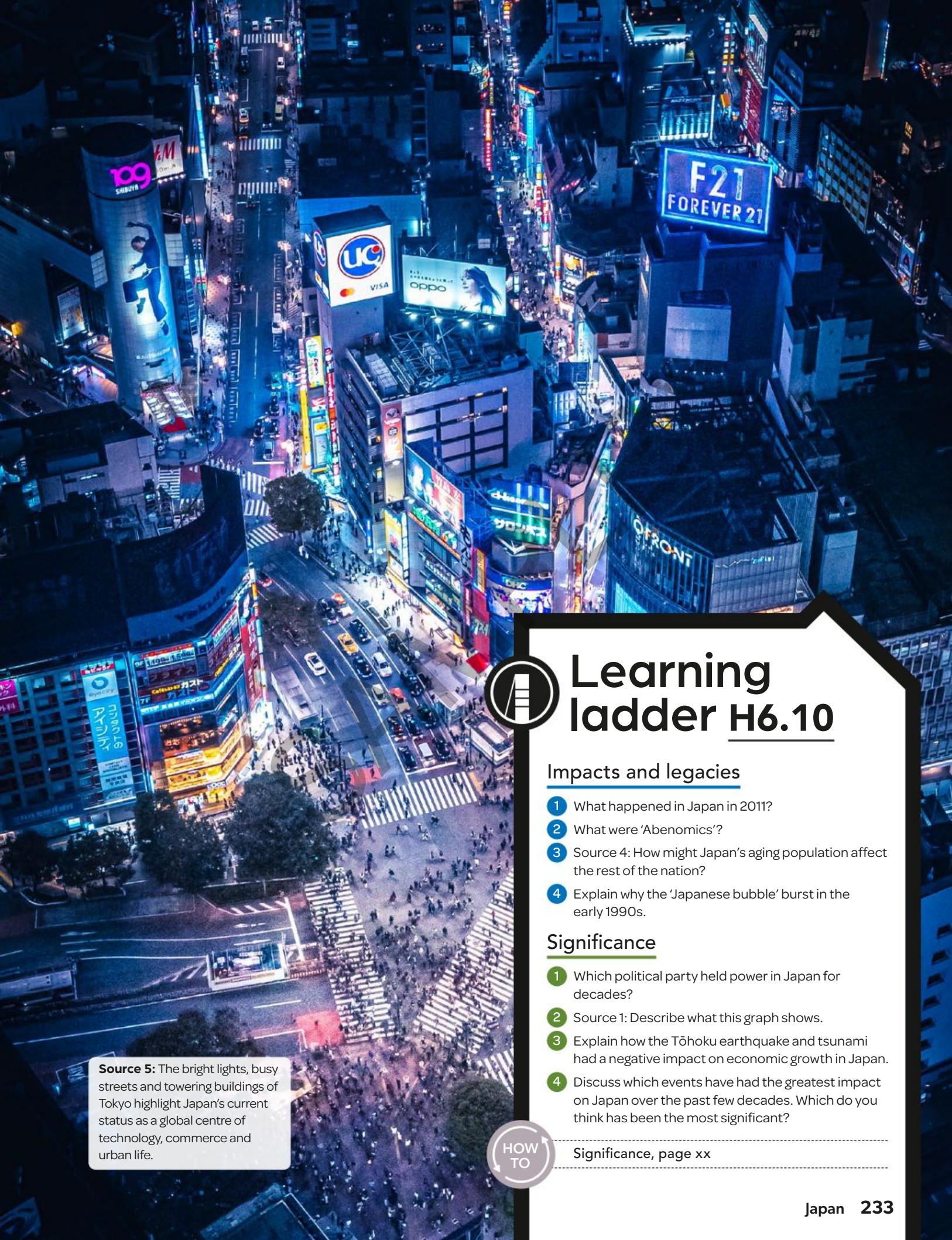
Source 3: A resident surveys the devastation in Kesennuma, Miyagi Prefecture, following the Tōhoku earthquake and tsunami of March 11, 2011. The disaster caused extensive damage to the city, including widespread destruction of infrastructure and loss of life.

Global role and future challenges

Despite being an important player in international politics and maintaining strong economic relationships worldwide, the legacy of Japanese colonialism and wartime aggression still lingers in parts of the Asia-Pacific, notably in China and the Koreas where right-wing nationalists continue to call for formal apologies and restitution for wrongdoings. Nevertheless, the Japanese government continues to advocate for ongoing peace – indeed, since the revision of the national constitution following World War II, Article 9 explicitly prohibits the Japanese military from engaging in war except in self-defence. In addition, the government is fostering closer ties with South-East Asian and Pacific nations to enhance its geopolitical influence.

Japan's aging population (Source 4) is posing significant challenges for the country, particularly in the form of workforce shortages and the rising costs of healthcare and social welfare; in the early 1970s, government spending on the elderly comprised about 6 per cent of the national gross domestic product (GDP), but by 2025 it is expected to be around 28 per cent. Technologically, Japan remains a global leader, with companies such as Sony, Toyota and Nintendo maintaining a strong presence worldwide. However, the rise of China and other emerging economies created new competitive pressures, forcing Japan to rethink its position in the global market. These ongoing demographic challenges underscore the need for Japan to adapt to a shifting global landscape while balancing economic growth and social stability.

Source 4: Japan has the fastest aging population in the world; around one in every three citizens is over the age of 65, creating tremendous pressure on national spending and economic activity.



Source 5: The bright lights, busy streets and towering buildings of Tokyo highlight Japan's current status as a global centre of technology, commerce and urban life.

Learning ladder H6.10

Impacts and legacies

1. What happened in Japan in 2011?
2. What were 'Abenomics'?
3. Source 4: How might Japan's aging population affect the rest of the nation?
4. Explain why the 'Japanese bubble' burst in the early 1990s.

Significance

1. Which political party held power in Japan for decades?
2. Source 1: Describe what this graph shows.
3. Explain how the Tōhoku earthquake and tsunami had a negative impact on economic growth in Japan.
4. Discuss which events have had the greatest impact on Japan over the past few decades. Which do you think has been the most significant?

HOW TO

Significance, page xx

How do I conduct a good inquiry?

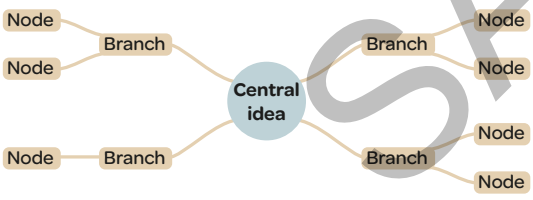
As you have progressed through this chapter, you have expanded your existing knowledge and deepened it by exploring perspectives, identifying patterns and relationships and linking causes and consequences. Along the way, you have developed your skills in analysing and interrogating sources, asking critical questions and framing well-supported arguments. You will now apply these skills to crafting a well-reasoned response to an inquiry question of your choosing related to Japan.

1 **Choose your topic: Identify a question.**

Which of the following would you like to investigate in greater depth?

- Tokugawa shogunate, page xx
- Meiji Restoration, page xx
- Japan in World War I, page xx
- Japan in World War II, page xx
- Japan's 'economic miracle', page xx
- Problems facing modern Japan, page xx

2 **Briefing: Brainstorm what you already know and what you want to know about this topic.**



3 **Field report: Gather your information.**

- Look back at the chapter and find all the information and sources relevant to your topic.
- Identify and locate additional sources (see How-to, p. xx).
- Analyse your sources as you go. You can use the **'Connect, Extend, Challenge'** thinking routine below to help you.
- Take careful notes as you work, including recording source details, clearly indicating quoted material and jotting down further questions as they arise.

4 **Exclusive: Review your findings to form and answer your big question.**

5 **Present: Organise and synthesise your findings into an engaging narrative (see How-to, p. xx)**

Connect

- How does the information **relate** to what you already know?
- In what ways does this account **align** with other sources or narratives you've encountered?
- What background or context do you have that might **support** the information presented?
- How does the source's origin **connect** with its intended message or audience?

Extend

- How does this source **expand** or **complicate** your understanding?
- Does the information **challenge** your previous assumptions, and if so, in what way?
- What aspects of the source's presentation (language, imagery, emphasis) **extend** your thinking about its possible biases or intentions?

Challenge

- In what ways might the source be incomplete, selective, or influenced by the author's **perspective**?
- What further evidence would you need to corroborate or refute the **claims** made in this source?
- Are there **discrepancies** between this source and other contemporary accounts that raise questions about its reliability?

Asia
(1750–present)

H7

Vietnam

How can we understand modern Vietnam?

Integrated into French Indochina, Vietnam's landscapes and labour were reshaped by colonial exploitation for rubber and rice – a legacy still evident in its economy and society. After resisting French rule and enduring Japanese occupation, nationalist fighters secured independence, paving the way for reunification, socialist reform and economic liberalisation. Today Vietnam navigates rapid growth, global trade and social change while confronting the enduring imprint of imperialism.

Learning ladder

The Learning ladder lists the knowledge and skills you will learn. Each has five levels of difficulty. Learning skills at the bottom of the ladder will help you to master the skills at the top of the ladder.

Steps in knowledge progression	Background and origins	Significant people, ideas and events	Impact and legacies	Continuity and change	Causes and consequences
5	I can evaluate the origins of a historical development or movement.	I can evaluate the influence of significant people and ideas.	I can evaluate the legacy of a historical development or movement.	I can evaluate patterns of continuity and/or change.	I can analyse causes and consequences.
4	I can explain why a historical development or movement emerged.	I can explain why ideas influenced people and events.	I can explain why a historical development or movement has a legacy.	I can explain patterns of continuity and/or change.	I can explain why something was caused or why it led to certain consequences.
3	I can explain how a historical development or movement emerged.	I can explain how ideas influenced people and events.	I can explain the impact of one historical development on another.	I can explain continuity and change.	I can explain how something was caused or its consequence.
2	I can describe the origins and context of a historical development or movement.	I can describe key people, ideas and events.	I can describe the legacy of a historical development or movement.	I can describe continuity and change.	I can describe causes and consequences.
1	I can identify the origins of a historical development or movement.	I can identify key people, ideas and events.	I can identify the legacy of a historical development or movement.	I can identify continuity and change.	I can identify a cause and a consequence.

Knowledge and understanding

Source 1: 'Imaginary scene featuring Vietnamese, Khmer and Siamese ethnic people all side by side, probably in a Mekong valley village. Engraving by Louis Delaporte, c. 1866-1868 during his travels with the Mekong Exploration Commission, which gathered information to support the expansion of French colonies in Indochina..

Historical concepts and skills

Steps in skills progression

Perspectives	Significance	Interpretations	Chronology	Sources	
I can evaluate historical perspectives.	I can evaluate historical significance.	I can evaluate the evidence supporting a historical interpretation.	I can explain change or causality from a timeline.	I can evaluate sources to determine their accuracy, usefulness and reliability.	5
I can compare perspectives.	I can explain why something is historically significant.	I can compare historical interpretations.	I can summarise the events on a timeline.	I can explain the historical context of a source.	4
I can explain a perspective.	I can explain something historically significant.	I can explain an interpretation of history.	I can follow timeline conventions.	I can apply historical knowledge to explain sources.	3
I can describe perspectives.	I can describe something historically significant.	I can describe an interpretation of history.	I can place events on a timeline chronologically.	I can describe a source.	2
I can identify the perspective of a person from the past.	I can identify something historically significant.	I can identify a historical debate.	I can read a timeline.	I can identify the origin of a source.	1

Who unified Vietnam?

Under the leadership of Gia Long, Vietnam was united for the first time. His reign saw a number of important developments for the country.

Gia Long (Source 1), born Nguyễn Phúc Ánh, united the lands of modern-day Vietnam into one nation for the first time in 1802. This marked the end of almost 25 years of conflict and negotiation, known as the Tây Sơn wars. Gia Long became the first emperor to rule over the country from China's southern border all the way to the Gulf of Siam (Thailand), and he gained official recognition from Qing dynasty China. Gia Long named the new country Việt Nam, a composition of the ancient Chinese names for the northern (An Nam) and southern (Việt Thường) lands of the Indochina Peninsula.

During this period, foreign trade was dwindling and external influence from China, European powers and the Catholic Church was falling increasingly under suspicion. The brothers Nguyễn Nhạc and Nguyễn Huệ, rulers of the Tây Sơn, exploited existing tensions between ethnic Vietnamese, Khmer, Cham and Chinese across the lands to build their power. Meanwhile, the Nguyễn clan, led by Nguyễn Phúc Ánh, looked to the growing regional power of France for support.

From their settlement in Pondicherry, the French provided Nguyễn Ánh with muskets and soldiers. They also trained local soldiers (Source 3), equipped the navy and built key infrastructure, such as citadels.

Source 1: Nguyễn Phúc Ánh, known as Nguyễn Ánh, gained the imperial name of Gia Long after unifying Vietnam.

Vietnam at the end of the 18th century

Source: Matilda Education Australia

Source 2: In 1792, Vietnam was a land divided; the Nguyễn clan ruled the south (green), while the brothers Nguyễn Huệ and Nguyễn Nhạc ruled the north (grey) and centre (yellow), respectively.

After consolidating power, Nguyễn Ánh, now known as Gia Long, undertook a range of initiatives, including relocating the capital city from Hanoi in the north to central Hue, reimposing Confucian education and civil service systems, and permitting the activities of French missionaries. He built highways to connect the country, introduced a postal service and initiated projects to support the growing population. He continued to strengthen the military and turned Cambodia into a **vassal** state, using it as a **buffer** against the Kingdom of Siam (modern-day Thailand). Despite the presence in the country of French officers and missionaries, Gia Long rebuffed attempts to establish strong commercial trade, first with the French, then with other European powers, including the British East India Company and the Netherlands. The growing importance of Vietnamese sovereignty meant that foreign influence was largely unwelcome.

Source 3: Vietnamese *tirailleur* (light infantry) of the Nguyễn dynasty; such soldiers were trained and equipped by the French.

French Catholic missionaries and merchants, who had been active in the region for decades, helped to build further support for Nguyễn Ánh. Most prominent among these was Monsignor Pigneau de Bihaine, who had sheltered the young Nguyễn Ánh when he fled a Tây Sơn offensive in 1777 and who would go on to mentor and support him as he rose to prominence and power. In 1787, Pigneau travelled back to France, taking with him Prince Cảnh, Nguyễn Ánh's son, to seek support and funding for further French influence in the region. As he suggested to King Louis XVI himself, a strong French presence in Vietnam would put them in a position to dominate the sea trade of China, an area until then open primarily to the Portuguese via Macao.

Learning ladder H7.1

Background and origins

1. What was the origin of Vietnam?
2. Describe how France helped Nguyễn Ánh gain power.
3. Describe how Gia Long changed the country.
4. Explain why the French would have supported Nguyễn Ánh.

Significance

1. What were the Tây San wars?
2. Describe the significance of the Nguyễn clan.
3. Explain the significance of Gia Long in unifying Vietnam.
4. Evaluate the significance of French involvement in shaping Vietnam's history.

HOW TO

Significance, page xx

What was French Indochina?

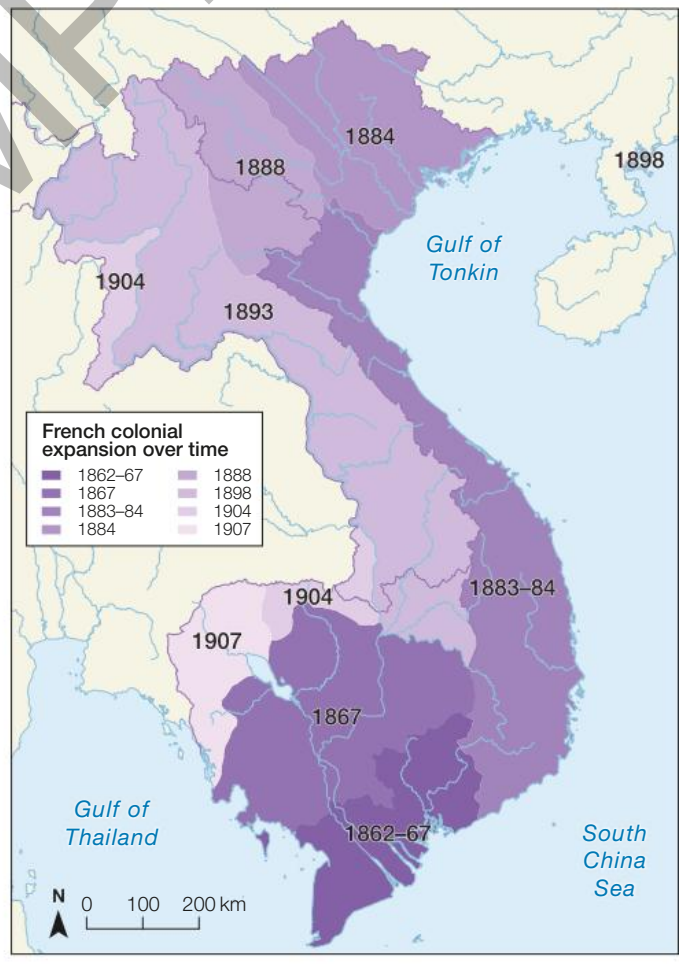
Although France had maintained a presence in Vietnam for hundreds of years through missionary work and military interventions, control and influence remained in Vietnamese hands through Gia Long from the turn of the 19th century. As the wheels of the Industrial Revolution began to turn across Europe, so too did French **mercantile interest** in the lands of Vietnam. While rice, tea and coffee had proven commercially viable, rubber and coal would be of particular economic and strategic importance for France.

Across the 1800s, a growing pattern emerged as French influence grew. Both the French East India Company and the Paris Foreign Missions Society were active in Vietnam. The Nguyễn dynasty sought to mitigate and remove external threats to their way of life, such as Catholicism, but misunderstandings and disagreements were met by military intervention and political manoeuvring, with French diplomats appointed to replace local leaders and increasing amounts of territory falling under French control. By 1925, a bureaucracy of around 5000 French nationals effectively ruled over almost 30 million people across the lands of Laos, Cambodia and Vietnam, in an area now known as French Indochina.

In 1858, the unity of the Nguyễn dynasty that began with Gia Long was ended when, under the orders of Napoleon III, the French attacked Da Nang and Saigon in 1859. By 1862 they had taken much of the Mekong Delta region in the south and negotiated increasingly favourable concessions across the country for themselves. Over the next few decades, negotiations and military superiority saw the establishment of French Indochina in 1887, a union of Cambodia and the three provinces of Tonkin (northern Vietnam), Annam (central Vietnam) and Cochinchina (southern Vietnam) under French control. In 1893, Laos was added to the union.

The French built railroads to connect the cities of the region, as well as widespread roads and electricity networks. Parks, public spaces, wide streets, boulevards and European architecture were all established, particularly in Saigon, and institutions for higher education in law and modern medicine were created. The new legal system was based on the French Napoleonic Code, with cases heard on trial or before a judge; previous local capital punishments, such as the beheading of robbers, were abolished. The French language gained increasing prominence and usage, and many children of prominent Vietnamese individuals were sent to France to further their education.

Expansion of French influence in Vietnam



Source: Matilda Education Australia

▲ **Source 1:** From the mid-19th century, French control increased, and French Indochina continued to expand.

From the first days it was recognized that the Chinese language was a barrier between us and the natives; the education provided by means of the hieroglyphic characters was completely beyond us; this writing makes possible only with difficulty transmitting to the population the diverse ideas which are necessary for them at the level of their new political and commercial situation. Consequently we are obliged to follow the traditions of our own system of education; it is the only one which can bring close to us the Annamites of the colony by inculcating in them the principles of European civilization and isolating them from the hostile influence of our neighbors.

Source 2: Paulin Vial, Directeur du Cabinet du Gouverneur de la Cochinchine, in a letter dated 15 January 1866.

Source 3: An advertisement in France for French Indochina (1889)

The Vietnamese language itself was changed to use the Roman alphabet, a marked departure from the historical system of writing based on Chinese characters. Although this romanised form of written Vietnamese developed over centuries through the work of missionaries and local Catholics, it remained a minority script until becoming standardised under the French (Source 2).

The experience of life in French Indochina was broadly divided into distinct groups: the French colonists, the local elites and the local masses. For the French colonists, life was often indulgent and exotic (Source 3). For the elites, the French period offered a Western education and opportunities for collaboration and power, along with positions of privilege in modernising cities like Saigon.

For the masses, the benefits of colonialism often remained relatively distant as farmers and labourers toiled in rural areas to support the growing population and economy. In time, the rising inequality bred tensions, and resistance against the French occupation arose. In response, dissenters were imprisoned or punished with increasing brutality, and thousands of political prisoners were held on Côn Sơn Island. As the wealth of the colony grew, the gap between these social groups continued to expand, but money and resources were not the only benefit that Indochina brought to France; during World War I (1914–1918), more than 50 000 Indochinese soldiers were conscripted into the French Army and sent to fight on the battlefields of Europe.

Learning ladder H7.2

Significant people, ideas and events

1. Which five regions made up French Indochina?
2. Describe how the French took control of the region.
3. Explain how French rule changed the country.
4. Explain the differences in French Indochina for the French colonists, the Vietnamese elite and the Vietnamese masses.

Sources

1. Source 3: Where is this source from?
2. Describe what is shown on Source 3.
3. Explain the historical context of Source 3.
4. Source 3: How accurate and useful is this source in understanding life in Vietnam at the time?

HOW TO

Sources, page xx

What were the plantations?

The French considered their presence in Vietnam to be a *mission civilisatrice* (a 'civilising mission'). The French equivalent of the English 'White Man's Burden', the *mission* was the sense that 'privileged' France had a moral duty to modernise and support the peoples of Asia and Africa. Nevertheless, the underlying motives for colonisation were self-serving political and economic factors.

The rapid global rise of the automobile industry saw insatiable demand for rubber; in 1880, more than 25 large-scale rubber plantations had been established across southern Vietnam alone, and by the 1930s, the country was producing more than 60 000 tonnes of rubber annually, with major companies like Michelin well-established within the burgeoning industry. Mines for coal, zinc and tin had also been built and the extraction of these raw minerals proved wildly lucrative for France. The French also benefited from taxing existing agricultural industries, most notably salt, pepper, rice wine and opium. By the 1930s, 80 tonnes of opium were produced annually; not only did this bring in more the 600 million francs annually (the equivalent of $5 billion today), but the stupefying effects of opium helped to dull local resistance to colonial rule.

For the French colonists and their families, life on the plantations was idyllic. At the Societe des Caoutchoucs d'Extrême-Orient plantation in southern Vietnam, the red-roofed villas of the Europeans looked down over the hills and surrounding areas, with facilities including clay tennis courts and a swimming pool. Near Quan Loi, in central Vietnam, European villas, complete with wine cellars, had beautiful bougainvillea flowers alongside similarly extravagant swimming facilities. When time permitted, they travelled to Saigon or Hue by motor car, and they sent their children to France for a traditional education.

Source 1: Conditions on rubber plantations, such as Xatrach, were difficult and dangerous.

Source 2: *A Family of Lice Eaters* (1910) was a prominent postcard from French Indochina. It showed the French public the dreadful local conditions that French colonialism was valiantly trying to overcome.

While plantation owners grew wealthy, locals toiled under appalling conditions. Known as '**coolies**', they worked up to 15 hours a day in debilitating heat and humidity with limited breaks and access to fresh water (Source 1). Pay was very low and, often, workers were paid with rice rather than money. The death of workers was a daily occurrence; one Michelin-owned rubber plantation recorded more than 17 000 deaths over a 20-year period. Still, the plantations had a steady supply of workers: under French law, rural workers outside the plantations had to complete a ***corvée*** (unpaid public work). All adult males had to 'volunteer' 30 days of labour for the government; an essentially medieval lord–vassal system that had been created by colonialism (Source 2).

As forest land cover was converted to agricultural land use during the colonial era, environmental degradation increased. Soil erosion led to more silt in local waterways, leading to downstream flooding, and the loss of habitats reduced biodiversity, particularly for larger species, such as elephants. By 1929, more than 90 000 hectares of land had been cleared for rubber plantations in southern Vietnam alone. This change in land use creating ideal conditions for mosquitos, which spread malaria among the **malnourished** workers.

Learning ladder H7.3

Impact and legacies

1. Describe the impact of the European Industrial Revolution on Vietnam.
2. Describe how the plantations benefited France.
3. Explain the legacy of the plantations on Vietnamese workers and the landscape.
4. Evaluate the extent to which the intended French legacy of 'mission civilisatrice' was achieved.

Causes and consequences

1. What were France's motives for establishing plantations?
2. Describe the short-term and long-term impacts of the plantations.
3. Explain how the corvée ensured a constant supply of workers.
4. Explain the cause of hardship for the Vietnamese people under French colonialism.

HOW TO Causes and consequences, page xx

H7.4

How did the Vietnamese resist?

Opposition to the French in Vietnam, a constant theme since their arrival, grew increasingly stronger during the colonial period. Despite the modernisation of infrastructure and increased wealth, only a minority of Vietnamese benefited, and those who did were seen by many of their compatriots as collaborators.

Historical tensions between north and south, along with diverse religious and cultural views, created an uneasy mix that was made worse by the sense that the country was going backwards. Prior to French governance, it is estimated that more than 80 per cent of the population were literate and subsistence agriculture supported entire communities. By the 20th century, literacy had dropped to around 20 per cent and many villages struggled with malnutrition, their farmland now converted to French-owned plantations.

Voices for Vietnamese **nationalism** grew increasingly stronger. During the 19th century, the scholarly Văn Thân movement advocated for a return to Vietnamese and Confucian values with the motto: 'Demolish the Westerners; kill the heretics'. Throughout the 1860s–1880s, the movement targeted Catholic Vietnamese in villages across central Vietnam, claiming they had been stockpiling weapons.

The Cần Vương movement was even more widespread, drawing in larger cross-sections of Vietnamese society, including the 17-year-old Annamese Emperor Hàm Nghi, who refused to be a puppet of the French and led complaints against their presence and intentions. As French authorities sought direct rule, the movement pushed to restore the Nguyễn dynasty's power and expel French forces from Vietnam. They gained significant support from the Vietnamese people, particularly in rural areas, and engaged in **guerrilla warfare** tactics against the French. Movement members sought to challenge French troops in Annam, but given their relatively low numbers compared to other regions of Vietnam, the movement turned its anger to local Christians, massacring more than 40 000 people.

Source 1: *Apotheosis of the Conquest of Tonkin* (c. 1885)

▲ **Source 2:** Phan Bội Châu (right) with Cường Để, c. 1907

After a series of French military interventions, Hàm Nghi was captured in 1888 and exiled to Algeria, where he died in 1944. Although largely defeated, the movement continued to resist the French until almost the turn of the century, particularly across rural northern and central Vietnam.

Despite the end of the movement, nationalist voices lingered and Phan Bội Châu and Prince Cường Để (Source 2) founded the Duy Tân Hội (Association for Modernisation) in 1904 with the aim of defeating the invaders, restoring the Vietnamese State, and establishing an independent government. Well-educated and thoughtful, Phan saw that the infrastructure the French had built was a platform for potential nationhood (Source 3).

He sent Vietnamese students to Japan through the Đông Du (travel East) movement, helping them to understand how a new modern country might emerge without the French; the future didn't have to be a return to the past. Phan knew that independence required both organisation and finance, and from exile in Japan and China, he sought revolutionary change. He was inspired by the nationalism he saw in both countries, as Japan defeated Russia in the Russo-Japanese War (1904–1905) and Sun Yat-sen transitioned from monarchy to democracy. He realised that a new Vietnam should be independent and progressive. By 1912, the Việt Nam Quang Phục Hội (Vietnam Restoration League) had been formed and the push for self-determination continued. Phan later noted that for the movement to be truly successful, the hearts and minds of the peasants – who formed the overwhelming majority of society – would be needed.

> L'oppression nous vient de France, mais l'esprit de libération aussi. [Oppression comes from France, but also the spirit of liberation.]
>
> **Source 3:** Phan Bội Châu, in a letter to his friend Léon Werth, 1926

Despite the growing enthusiasm for independence, French colonial rule continued well into the 20th century. The Great Depression and labour strikes would see troubling times for the plantations following World War I, but the regional ambitions of Japan during the late 1930s, combined with France's own internal struggles during World War II, would see the situation drastically change as the century progressed.

Learning ladder H7.4

Significant people, ideas and events

1. Describe the Văn Thân movement.
2. Describe Phan Bội Châu's vision for his country.
3. Explain why the Cần Vương movement was popular.
4. Explain how Phan Bội Châu's ideas were different from those of previous movements.

Perspectives

1. What was the aim of the Duy Tân Hội?
2. Describe the changes to clothing worn by the Vietnamese people shown in Sources 1 and 2.
3. Explain what 'the future didn't have to be a return to the past' meant for bringing about change in Vietnam.
4. Evaluate the extent of change to Vietnam as a result of resistance movements in the period to 1912.

HOW TO
Perspectives, page xx

How did the colonial period end?

After World War I, Vietnam remained part of French Indochina, but resistance grew. In 1930, the Indochinese Communist Party was formed by Ho Chi Minh, adopting Marxist–Leninist ideals to achieve independence. During World War II, Japanese occupation weakened French control, allowing the Viet Minh to rise, declare independence in 1945 and later defeat French forces in the First Indochina War.

After World War I, Vietnam remained part of French Indochina – which also included modern-day Cambodia and Laos (Source 1) – but resistance continued to grow. In 1930 the Indochinese Communist Party (ICP) was formed by revolutionary leaders, including Ho Chi Minh, who sought to achieve Vietnamese independence through **Marxist–Leninist** principles.

French Indochina in 1913

Source 1: French Indochina in 1913, made up of modern-day Vietnam, Cambodia and Laos.

This was a significant shift from earlier, more moderate nationalist movements; the formation of the ICP marked a clear turn towards a more radical, communist approach. The party's main aim was not only to free Vietnam from French rule but also to promote a socialist revolution across South-East Asia. Ho Chi Minh, who had been active in international communist movements, soon became a central figure in the struggle for national liberation and in establishing a communist state.

Japanese occupation

During World War II, Japan occupied Vietnam from 1940 to 1945, which weakened the French colonial government – France was also heavily involved in events in Europe at the time. This created an opportunity for the Viet Minh, a communist-led nationalist organisation founded by Ho Chi Minh and others, to gain momentum. The Viet Minh capitalised on the instability caused by the occupation, building a strong base among the Vietnamese people. They called for independence from both French and Japanese rule, presenting themselves as the leading force for national liberation. Operating in the shadows of the Japanese occupation helped them strengthen their military and political influence and prepared them to take advantage of any power shifts after the war.

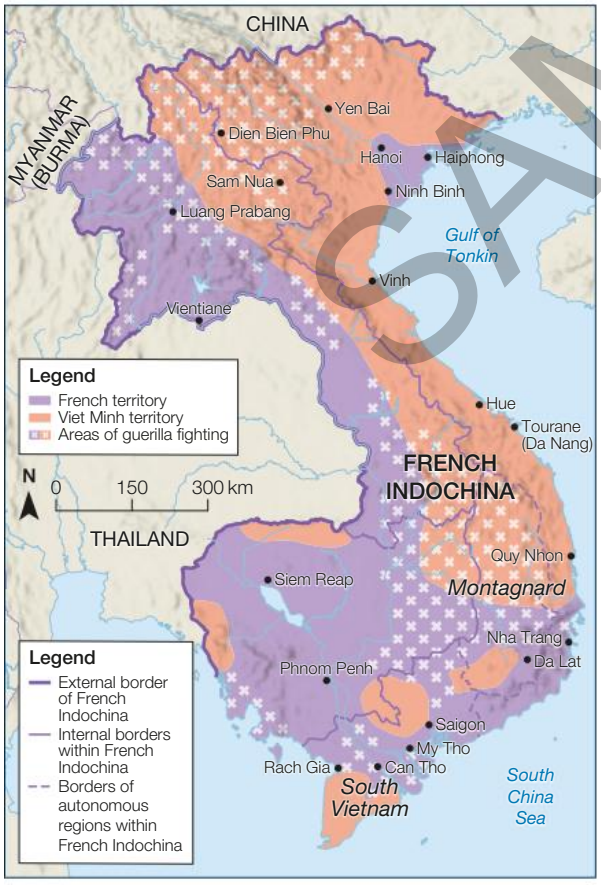
The surrender of Japan in 1945 (Source 2) was a major turning point in Vietnam's fight for independence. With the Japanese defeat, the Viet Minh seized the chance to assert their authority. In August 1945, Ho Chi Minh and his forces led a successful uprising – known as the August Revolution – and captured key northern cities, including Hanoi. By September 1945, the Viet Minh declared the establishment of the Democratic Republic of Vietnam, with Ho Chi Minh as president.

This marked the formal start of Vietnam's modern history as a nation free from colonial rule. The Viet Minh's rise to power came from their ability to unite different groups under the banner of independence and communism, capitalising on both the Japanese withdrawal and the weakening of French control.

First Indochina War

Despite the declaration of independence, France wanted to reassert control over Vietnam, which led to the First Indochina War (1946–1954). The French were determined to restore their colonial empire in South-East Asia but faced fierce resistance from the Viet Minh, who had become a formidable military force – especially in northern Vietnam. The war escalated into full-scale conflict (Source 3) and the Viet Minh, under Ho Chi Minh's leadership, used both **guerrilla warfare** and conventional warfare against the better-equipped French forces. The conflict ended with the French defeat at the Battle of Dien Bien Phu in 1954, a decisive moment that ended French colonial rule in Vietnam. After the battle, the Geneva Accords were signed, dividing Vietnam into North and South and setting the stage for the later Vietnam War.

Indochina during the First Indochina War, early 1954



Source 2: Map showing which areas were controlled by the sides in the Indochina War, as well as the areas of guerrilla warfare.

Source 3: Japanese troops lay down their arms to British troops in a ceremony in Saigon after the surrender of Japan in 1945.

Learning ladder H7.5

Background and origins

1. Who controlled Vietnam after World War I?
2. Describe how the Indochinese Communist Party was different to previous nationalist movements.
3. Explain how Japan's presence in Vietnam weakened French rule.
4. Discuss why Marxism–Leninism might have appealed to many Vietnamese people at the time.

Significance

1. Who was Ho Chi Minh?
2. What were the aims of the Indochinese Communist Party?
3. Compare Sources 1 and 3: Which regions of French Indochina most actively resisted French rule? How successfully do you think the Viet Mich use guerrilla warfare tactics?
4. Source 3: How widely did the Viet Minh use guerrilla tactics? How successful was this approach, and why?
5. Source 2: Explain why the surrender of Japanese forces created an opportunity for change.

HOW TO Significance, page xx

What was the Vietnam War?

After the First Indochina War, South Vietnam was established in 1955 under Ngo Dinh Diem, becoming a US ally against communism. Escalated US involvement – sparked by the Gulf of Tonkin incident – led to a brutal, protracted conflict. The war ended in 1975 with the Fall of Saigon, resulting in Vietnam's reunification under communist rule.

In 1955, the Republic of Vietnam, or South Vietnam, was officially established under the leadership of Ngo Dinh Diem. Diem's government was strongly anti-communist and positioned South Vietnam as a key ally of the United States during the Cold War. South Vietnam was created after the division of the country following the First Indochina War and the Geneva Accords of 1954. While the United States saw South Vietnam as a **bulwark** against the spread of communism in Southeast Asia, the communist North – led by Ho Chi Minh – was determined to reunite the country under a single communist regime. This division set the stage for decades of conflict, creating a **proxy war** between the global powers of the time, with North Vietnam receiving support from the Soviet Union and China, and South Vietnam aligning with the West.

In the 1960s, the United States began to escalate its military involvement in South Vietnam, driven by the **domino theory** and the fear of communism spreading across South-East Asia (Source 1). Initially, US involvement was limited to providing financial and military aid to the South Vietnamese government; sending combat troops was seen as potentially problematic (Source 2). However, this changed dramatically after the Gulf of Tonkin incident in 1964, when US naval vessels were allegedly attacked by North Vietnamese forces. This incident gave the US Congress a pretext to pass the Gulf of Tonkin Resolution, which granted President Lyndon B. Johnson the authority to use military force in Vietnam – marking the start of direct American military intervention.

> It remains a stubborn fact that the percentage of the countryside which is dominated or threatened by the Viet Cong continues to grow.

Source 1: McGeorge Bundy, White House security advisor, 1965

> The white-faced soldier cannot be assimilated by the population; he cannot distinguish between friendly and unfriendly Vietnamese.

Source 2: Maxwell Taylor, US ambassador to South Vietnam, advising against the use of combat troops, February 1965

From 1965 to 1973, the Vietnam War (also less commonly known as the Second Indochina War) became one of the most significant and controversial conflicts of the Cold War. The war pitted North Vietnam – supported by communist allies such as the Soviet Union and China – against South Vietnam, which received extensive military and financial support from the United States. The US military's involvement escalated rapidly, with over half a million American troops deployed by the late 1960s. The conflict was marked by brutal warfare, including intense bombing campaigns, the use of chemical agents like Agent Orange (Source 3) – which caused widespread defoliation and birth defects – and guerrilla tactics used by the North Vietnamese and the Viet Cong in the South.

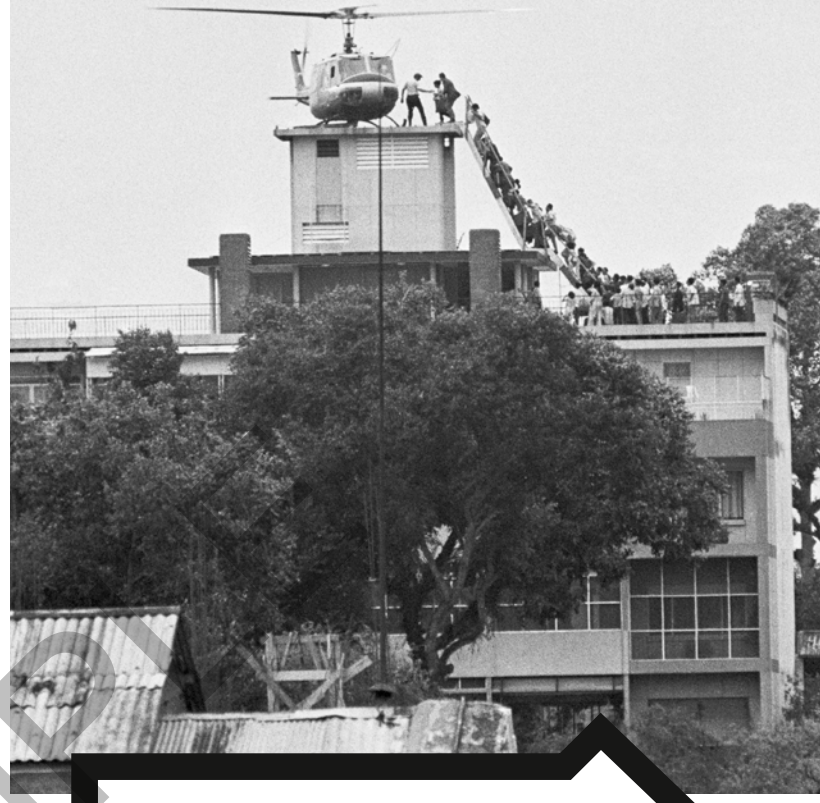
Source 3: An American helicopter spraying chemicals across a rural area in Vietnam in 1969. These chemicals were designed to kill the plants and trees, thereby removing the Viet Cong's ability to hide troops and weapons in the jungles.

The Tet Offensive of 30 January 1968 saw a dramatic escalation in the scale and violence of the conflict (Source 4), leading to heavy civilian casualties and widespread destruction. This, in turn, fuelled growing anti-war sentiment both in Vietnam and across the United States, especially as details of events like the My Lai Massacre of 1968 – when American forces killed hundreds of civilians – became public.

The war ended in 1975 with the Fall of Saigon (Source 5), a decisive moment that brought the conflict to a close. After years of heavy fighting and American withdrawal following the Paris Peace Accords of 1973, North Vietnamese forces launched a final offensive in the spring of 1975. The rapid advance of North Vietnamese troops overwhelmed the weakened South Vietnamese military, and on 30 April 1975, Saigon – the capital of South Vietnam – fell to communist forces. The collapse of the South Vietnamese government led to the reunification of Vietnam under communist rule, with the country officially renamed the Socialist Republic of Vietnam. The Fall of Saigon not only marked the end of the Vietnam War but also symbolised the failure of US efforts to contain communism in South-East Asia. The event had profound consequences for both the Vietnamese people and American foreign policy, signalling a dramatic shift in Cold War geopolitics.

Source 4: South Vietnamese brigadier general Nguyen Ngoc Loan shooting Viet Cong captain Nguyen Van Lem near the An Quang Pagoda in Saigon during the Tet Offensive of 1968.

Source 5: As Saigon fell to Communist forces, citizens fled in fear by any means possible.



Learning ladder H7.6

Significant people, ideas and events

1. What was the Gulf of Tonkin Resolution?
2. With reference to Source 1, describe the significance of the term 'domino theory'.
3. Why was the Vietnam War considered a proxy war?
4. Source 2: Explain why the presence of foreign troops in a civil war created further issues.

Causes and consequences

1. Source 5: What was the Fall of Saigon?
2. Source 3: What were the impacts of the use of chemicals such as Agent Orange? Why was it considered necessary?
3. Explain why the Vietnam War involved the United States and its allies.
4. Provide three reasons why the Vietnam War can be considered a failure for the United States and its allies.

HOW TO

Causes and consequences, page xx

How did Vietnam unite after the war?

Vietnam was reunified in 1975 as the Socialist Republic of Vietnam. The country then faced the daunting task of rebuilding a divided, war-ravaged nation. The communist government implemented socialist economic policies that led to severe hardships, sparked mass emigration and strained international relations, especially following its intervention in Cambodia.

After the Fall of Saigon in April 1975, Vietnam was officially reunified under the communist government of the North, with Hanoi as the capital of the new country. The collapse of the South Vietnamese government ended decades of conflict and division. The Communist Party of Vietnam, led by the North's political leadership, began the process of integrating the two regions, which had been split since the 1954 Geneva Accords. The reunification was celebrated by the government as a victory for national independence and socialism, but it also posed significant challenges in rebuilding a war-torn country and creating a cohesive national identity.

Mass emigration

Across the former Indochina, many people fled the advancing communist forces – including Cambodians escaping the Khmer Rouge, ethnic minorities such as the Hoa (ethnic Chinese) in Vietnam or the Hmong in Laos, and those who had fought alongside the Americans or their allies. Fear led millions to flee with little more than the clothes on their backs, cramming into fishing boats (Source 2) and seeking asylum abroad. The resulting '**boat people**' crisis would have major regional ramifications for many years.

Agricultural and economic reforms

From 1975 to 1986, Vietnam faced severe economic difficulties as the government tried to implement socialist economic policies, including **collectivisation** and central planning. Many in the South were soon replaced by northern counterparts and sent to re-education camps, where sentences ranged from brief periods (Source 2) to many years of forced labour, with some people disappearing completely. It is estimated that more than a million people were 're-educated' in the new political system.

> ... communist cadre carefully explained to his listeners their errors [and] provided them with the fundamentals of a new communist society, peppering his lecture with liberal citations from the internationalist Marxist canon and Ho Chi Minh. He then repeated the importance of following the correct path before letting everyone go.
>
> **Source 1:** Christopher Goscha, *The Penguin History of Modern Vietnam*, London, UK: Penguin UK, 2016, p. 383.

Source 2: The Fall of Saigon triggered a mass exodus of around 800 000 people from Vietnam in dangerous conditions; approximately one quarter died at sea.

The state took control of key sectors of the economy and redistributed land in an effort to establish collective farming and state-run industries. However, these policies led to widespread inefficiencies and economic stagnation. Inflation soared, food shortages became common and the country's international isolation deepened, limiting access to foreign markets and aid. The government's attempt to impose a socialist economic model without sufficient infrastructure or foreign support contributed to the hardships faced by the Vietnamese people during this period.

Intervention in Cambodia

In 1978, Vietnam's government took military action in neighbouring Cambodia after a series of border incursions and skirmishes. They invaded to overthrow the brutal Khmer Rouge regime, which had been responsible for the deaths of nearly two million people during its genocidal campaign (Source 3). The Vietnamese military quickly toppled the Khmer Rouge, but the invasion led to a direct confrontation with China, which had supported the Khmer Rouge. The conflict with China escalated into a brief border war in 1979 when Chinese forces invaded northern Vietnam.

Source 3: Under the Khmer Rouge almost one quarter of Cambodia's population was killed. They were removed from power after Vietnamese military intervention in 1978.

Although the border war ended in a stalemate, Vietnam's intervention in Cambodia worsened relations with China and further strained its international standing. Vietnamese forces remained in Cambodia until 1989.

Increasing isolation

As a result of its invasion of Cambodia and its increasingly close ties with the Soviet Union, Vietnam became politically and economically isolated on the world stage, particularly from the United States and China. Both countries imposed sanctions on Vietnam, worsening the country's economic struggles. The United States cut off trade and aid, while China imposed its own embargo, making it even harder for Vietnam to secure international trade and investment. This period of isolation continued into the 1980s, leaving Vietnam economically vulnerable and heavily reliant on Soviet support – which became less certain with the collapse of the Soviet Union at the end of the decade.

Learning ladder H7.7

Impacts and legacies

1. What was 're-education'?
2. What policies and changes did the new unified government introduce?
3. How did the exodus of Vietnamese boat people impact other nations like Australia?
4. Why was reunification often dangerous for people from South Vietnam?

Continuity and change

1. Describe how Vietnam changed after the Fall of Saigon.
2. Source 3: How did Vietnam affect Cambodia in 1978?
3. Source 1: Why were some Vietnamese 're-educated'?
4. Explain how communist collectivisation led to economic issues in Vietnam.

HOW TO Continuity and change, page xx

How has Vietnam modernised?

In 1986, Vietnam launched Doi Moi reforms to shift from a centrally planned system to a socialist-oriented market economy, spurring rapid industrialisation and global integration. Normalised US–Vietnam relations in 1995 and joining the WTO in 2007 further boosted growth. Yet challenges persist, including corruption, environmental degradation, social inequality, political restrictions and regional tensions.

Reforms

To boost the economy, the Communist Party of Vietnam introduced a series of major economic reforms known as **Doi Moi** (Renovation) in 1986, which shifted the economy from a centrally planned system to a socialist-oriented market economy. These reforms included liberalising trade, encouraging private enterprise and attracting foreign investment. The government allowed greater market mechanisms to operate while retaining control over key sectors of the economy. As a result, Vietnam experienced rapid economic growth, with these changes spurring industrialisation, improving agricultural productivity and expanding trade. The Doi Moi reforms laid the foundation for Vietnam's integration into the global economy and set the country on a path towards modernisation and economic development.

The normalisation of US–Vietnam relations in 1995 was another landmark in Vietnam's post-war history. After decades of conflict and political estrangement, diplomatic ties between the two countries were formally restored. This opened the door to increased trade and economic cooperation, benefiting both nations. The United States became an important trading partner for Vietnam, and the country gradually integrated into global trade systems. In 2007, Vietnam took another major step by joining the World Trade Organisation (WTO), further confirming its commitment to economic reform and globalisation. These developments marked a turning point, as Vietnam's economy became more connected to international markets and foreign investors. Tourism also played a key role, with prominent sites like Ha Long Bay attracting more than six million visitors each year.

Source 1: The Paracel Islands are disputed territories in the South China Sea, claimed by several nations, including Vietnam. The Chinese government has occupied and developed several of them, including Woody Island (pictured).

From the 1990s to the present, Vietnam's economy has grown at an impressive rate, with the manufacturing sector – especially textiles and electronics – becoming a major driver of exports. National Gross Domestic Product (GDP) grew from US$6.472 billion in 1990 to US$31.173 billion in 2000. The country became an attractive destination for foreign investment, particularly from multinational companies seeking low-cost labour and access to emerging markets in South-East Asia. Exports surged, and manufacturing expanded, making Vietnam one of the fastest-growing economies in the region. The government's continued emphasis on market-oriented reforms, combined with its integration into the global economy, has allowed Vietnam to maintain strong growth, reduce poverty and improve living standards – with literacy rates now exceeding 95 per cent nationwide.

Ongoing challenges

However, despite significant economic progress, Vietnam still faces many challenges. Corruption remains a persistent issue, with government transparency and accountability often questioned. Environmental problems – such as air pollution (which contributes to around 60 000 deaths annually in Vietnam) and deforestation – have been worsened by rapid industrialisation and urbanisation. Income inequality has also increased, as wealth generation has been uneven, leaving some regions and social groups behind. In addition, Vietnam's political system, controlled by the Communist Party, continues to limit political freedoms and suppress dissent. Tensions with China over disputed territories in the South China Sea erupted into protests in 2014 when China installed an offshore oil rig in the disputed waters (Source 2), creating a potential regional **flashpoint** for future issues. These challenges make it hard to achieve sustainable and inclusive growth while balancing economic development with the need for political reform and social equity.

Modern Vietnamese culture

Vietnamese culture today is a vibrant blend of historical influences and rich local traditions. The enduring legacy of French imperialism is visible in the country's architecture and cuisine and its people's refined taste for art and literature. At the same time, communism has shaped social structures and political life, emphasising collective welfare and community solidarity. Alongside this, deeply rooted traditions – such as the celebration of Lunar New Year and the Mid-Autum Festival – continue to thrive, preserving Vietnam's unique cultural identity.

Source 2: In 2014, there were widespread protests in Vietnam against Chinese activity in the South China Sea.

Learning ladder H7.8

Significant people, ideas and events

1. How did Vietnam's relationship with the United States change?
2. Describe how Vietnam's GDP has changed over time.
3. Explain how Doi Moi transformed the economy of Vietnam.
4. Compare the positives and negatives of the changes in Vietnam over the past few decades.
5. Evaluate how Vietnam's cultural identity has been shaped by its global reintegration.

Perspectives

1. How was the economy controlled before Doi Moi?
2. How might some environmentalists feel about modern Vietnam?
3. Source 2: Why are these people protesting?
1. Sources 1 and 2: Compare the perspectives of China and Vietnam regarding the South China Sea.

HOW TO

Perspectives, page xx

How do I conduct a good inquiry?

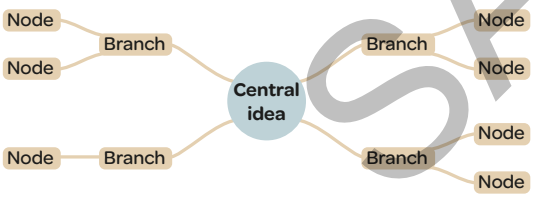
As you have progressed through this chapter, you have expanded your existing knowledge and deepened it by exploring perspectives, identifying patterns and relationships and linking causes and consequences. Along the way, you have developed your skills in analysing and interrogating sources, asking critical questions and framing well-supported arguments. You will now apply these skills to crafting a well-reasoned response to an inquiry question of your choosing related to Vietnam.

1 **Choose your topic: Identify a question.**

Which of the following would you like to investigate in greater depth?

- Plantation system, page xx
- Nationalist movements, page xx
- Japanese occupation, page xx
- Vietnam War, page xx
- Socialist Republic of Vietnam, page xx
- Doi Moi reforms, page xx

2 **Briefing: Brainstorm what you already know and what you want to know about this topic.**



3 **Field report: Gather your information.**

- Look back at the chapter and find all the information and sources relevant to your topic.
- Identify and locate additional sources (see How-to, p. xx).
- Analyse your sources as you go. You can use the **'Connect, Extend, Challenge'** thinking routine below to help you.
- Take careful notes as you work, including recording source details, clearly indicating quoted material and jotting down further questions as they arise.

4 **Exclusive: Review your findings to form and answer your big question.**

5 **Present: Organise and synthesise your findings into an engaging narrative (see How-to, p. xx)**

Connect

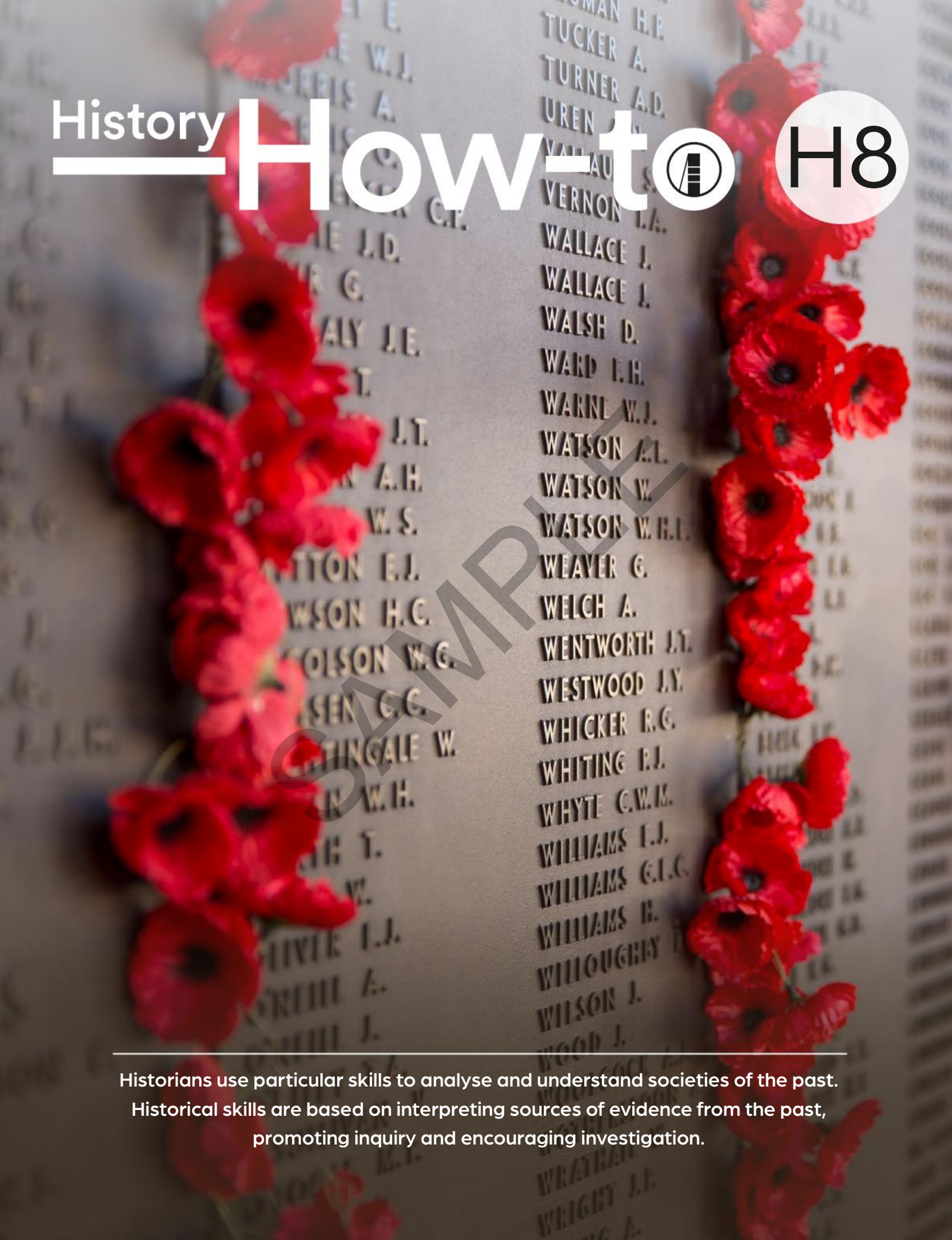
- How does the information **relate** to what you already know?
- In what ways does this account **align** with other sources or narratives you've encountered?
- What background or context do you have that might **support** the information presented?
- How does the source's origin **connect** with its intended message or audience?

Extend

- How does this source **expand** or **complicate** your understanding?
- Does the information **challenge** your previous assumptions, and if so, in what way?
- What aspects of the source's presentation (language, imagery, emphasis) **extend** your thinking about its possible biases or intentions?

Challenge

- In what ways might the source be incomplete, selective, or influenced by the author's **perspective**?
- What further evidence would you need to corroborate or refute the **claims** made in this source?
- Are there **discrepancies** between this source and other contemporary accounts that raise questions about its reliability?



Historians use particular skills to analyse and understand societies of the past. Historical skills are based on interpreting sources of evidence from the past, promoting inquiry and encouraging investigation.

How to develop history skills

The skills described in this How-to are important skills that historians use to understand the past. There are five levels of difficulty for each skill. Each skill is described and a model provided that demonstrates how to master the skill at each level. Learning skills at the lowest level of difficulty will help you to master the skills at the highest level.

Chronology

Chronology is the arrangement of events into the order in which they happened. Historians put events in order, from the oldest or earliest event to the most recent event.

Here are some key terms relating to chronology:

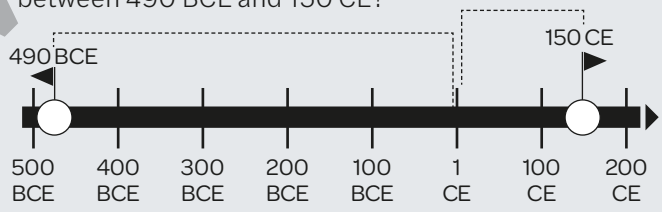
- **ancient:** relating to the time between c. 3000 BCE and c. 500 CE
- **Anno Domini (AD):** a Latin term meaning 'in the year of our Lord'; modern historians do not use this term but many other people do
- **Before Christ (BC):** the years before the birth of Jesus Christ; modern historians do not use this term but many other people do
- **BCE (Before Common Era):** the years before the common era (BC)
- **CE (Common Era):** the years after the common era (AD)
- **century:** 100 years
- **decade:** 10 years
- **era:** a distinct period with significant historical characteristics
- **medieval:** the 5th to 15th centuries CE
- **millennium:** 1000 years
- **modern:** the years from c. 1789 CE to the present
- **prehistoric:** the time before written records.

1 I can read a timeline

Timelines list key events and the years those events happened in the order they occurred. A one-off event is shown as a vertical line. A period of time is shown as a horizontal line, with the ends of the line showing the start and end of the period.

When answering questions about chronology, include part of the question in your answer. For example, if a question asks, 'When did India gain independence from Britain?' you should answer with, 'India gained independence from Britain in 1947', rather than just '1947'.

For example, how many years were there between 490 BCE and 150 CE?

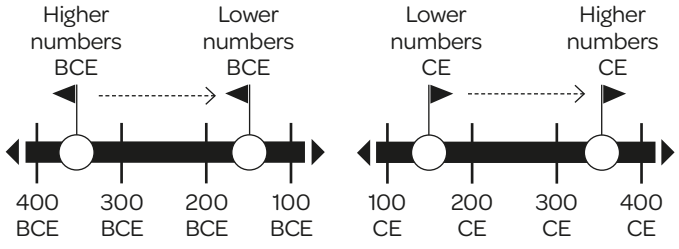


The difference in years between 490 BCE and 150 CE is:

490 + 150 = 640 years

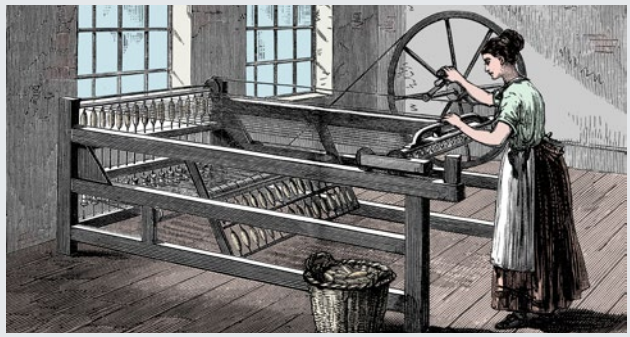
2 I can place events on a timeline chronologically

Placing events on a timeline involves putting them in chronological order, from the earliest event to the most recent event. The order goes like this:



Source 1: The Taj Mahal was built as a mausoleum for the favourite wife of Mughal Emperor Shah Jahan.

Source 2: The spinning jenny greatly increased the amount of textiles that could be produced.



It is similar to positive and negative numbers used in mathematics. A period of time that lasts 10 years in BCE starts with a higher number and goes *down*. A period of time that lasted 10 years in CE starts with a lower number and goes *up*.

For example:

700–690 BCE: an event taking 10 years

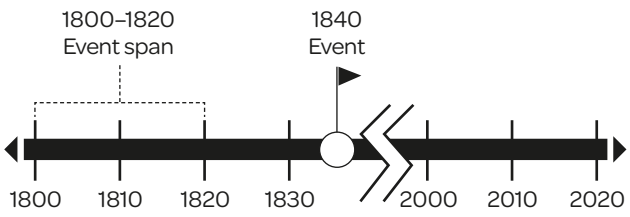
700–710 CE: an event taking 10 years

3 I can follow timeline conventions

Follow these steps to make a timeline:

1. Select events to include on your timeline.
2. Put the events in chronological order: from the earliest event to the latest event.
3. Work out the earliest and latest dates you want to include on your timeline.
4. Pick a span of years that your timeline will cover; this span should include the earliest and most recent dates.
5. Choose the unit of time you want to use: years, decades or centuries.
6. Work out how many segments your timeline needs.
7. Draw a straight line and divide it into segments. Figure out the size of each segment based on how much space you have on your sheet of paper.
8. Number the segments into the units you selected in Step 5.
9. Add the events to your timeline.

If an event goes over many years, add it as a span rather than a line. If there is a large gap between the events on your timeline, add a zigzag line to show there has been a jump in time. For example:

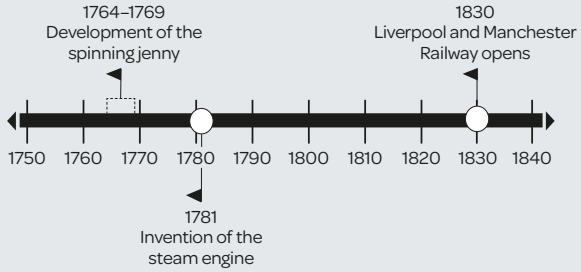


Example of creating a timeline

1. Select events to include on your timeline.
   Invention of the steam engine (1781); Liverpool and Manchester Railway opens (1830); Development of the spinning jenny (1764–1769)
2. Put the events in chronological order.
   Development of the spinning jenny (1764–1769); Invention of the steam engine (1781); Liverpool and Manchester Railway opens (1830)
3. Work out the earliest and latest dates you want to include on your timeline.
   1764 is the earliest date and 1830 is the latest
4. Pick a span of years that your timeline will cover; this span should include the earliest and most recent dates.
   1750–1840 (90 years)
5. Choose the unit of time you want to use: years, decades or centuries.
   Segments of 10 years
6. Work out how many segments your timeline needs.
   Nine blocks of 10 years. I am using an A4 exercise book. I have about 20 cm to draw in. Nine blocks at 2 cm per block gives me 18 cm.
7. Draw a straight line and divide it into segments. Figure out the size of each segment based on how much space you have on your sheet of paper.

   Nine blocks with 2 cm per block
8. Number the segments into the units you selected in Step 5.

9. Add the events to your timeline.



4 I can summarise the events on a timeline

Summarising information from a timeline involves condensing the key events into a brief, focused overview. This requires looking critically at the timeline to determine which points are most important and how they fit together. To summarise effectively, follow these steps:

- **Identify the most significant events:** Not all events on a timeline are of equal importance. Focus on the events that represent major turning points or milestones in history. These are often the moments that led to significant change or shaped future developments.
- **Look for patterns or connections:** Summarising is not just about listing events. Instead, try to understand how the events relate to one another. Are they part of a broader trend, such as the rise of empires? Grouping related events can help you to find patterns and connections between events.
- **Determine the overall theme or progression:** Timelines often illustrate change over time. In your summary, aim to describe this progression, whether it's a series of conflicts, the spread of ideas or periods of stability followed by upheaval. Think about what story the timeline is telling and convey this in your summary.

Source 3: Eureka Stockade riot, Ballarat, 1854; painting by James Black Henderson

5 I can explain change or causality from a timeline

Explaining change or causality using a timeline means understanding how events are connected and how one event leads to another. To do this, follow these steps:

- **Find important events:** Look for key events on the timeline that caused big changes or had lasting effects. Focus on events that seemed to trigger shifts in areas such as politics, society or the economy.
- **Understand how events are connected:** To explain causality, think about how one event might lead to another. For example, a war could result in a change of government, or a new invention could change the way people live. Finding these connections helps you to understand why things changed.
- **Identify the type of change:** Consider how the change happened. Was it a sudden, major change or did it happen slowly over time? Changes in history can be quick, like revolutions, or gradual, like technological developments.
- **Look for multiple causes:** Changes in history often have more than one **cause**. For example, a revolution could be caused by a mix of economic problems, political issues and social unrest. Explaining change means thinking about all these reasons, not just one.
- **Compare with later times:** To better explain the change, you can compare the events on the timeline to a later period, such as today, to show how the changes continued to shape history.

Sources

Detectives use clues to solve mysteries. Historians use sources to understand the past. Source analysis involves looking at **evidence** and asking, 'How do we know what we know about the past?' A good source analysis interprets and explains the meaning of the source.

First, you need to ask good questions of a source. These questions include:

- Who created it?
- When was it created?
- What was the author's or creator's purpose? Why was it made?
- What is the historical **context** of the source?

The more sources you use, the better your understanding of the past will be.

This is a poster, designed by Mary Lowndes in 1909, as part of the suffrage movement in Britain.

The image shows Justice, holding tilted scales, standing alongside a young woman – perhaps a suffragist. In the foreground are what appears to be a poor woman with a baby and a middle class or wealthy woman.

The theme of poor women and wealthy women alike standing to benefit from suffrage, and so working together, was a common one at this time. Similarly, Justice as on the side of women was a recurring theme.

▲ **Source 4:** How to describe a source

1 I can identify the origin of a source

Sometimes, if you're looking at a photo of a source in a text, there may be a caption that provides information about the origin of a source (see Source 3). This caption tells you who made the source, the name of the source and when it was made. Sometimes we don't know the creator of the source. In this case we state that the source was made by an 'unknown creator'.

2 I can describe a source

Describing a source is when you describe its features. This involves more than listing facts about the source. Describing a visual source might involve relating what is in the image. Describing a written source might involve summarising the main things that the text states. For example:

Type of source	Source description
Visual source	This poster uses familiar themes, such as women's moral authority, civic virtue and judicial symbolism, to argue the case for women's right to vote.
Written source	David Marr's book *Killing for Country: A Family Story* (2023) explores the violent history of colonial Australia through the lens of his own ancestors. In one chapter, he examines the role of the Native Police in frontier conflict, drawing on sources such as official government records and personal correspondence.

3 I can apply historical knowledge to explain sources

Sources can tell us a lot about a period of time in history. You can also use your knowledge of a period to explain a source. These are two different skills. They both help us to understand, but they should not be confused.

Evidence from a source → **helps us to understand** → **time in the past**

Outside knowledge about a period of time → **helps us to understand** → **the source**

The more you know about the past, the better you will be at explaining sources. So, having lots of knowledge about the past is important for this skill.

What is in a source?	Outside knowledge that might help to understand it
Painting	Knowing the dominant schools of art and key political and philosophical ideas
Brass medal	Knowing what wars were being fought at the time, and why medals were generally awarded
Family photograph	Knowing the country and cultural context in which the family lived
Photograph of strike action	Knowing how common union membership was at the time

4 I can explain the historical context of a source

Explaining the historical context of a source involves identifying and describing the important factors of the period in which a source was made. To help you think of important factors, use the acronym SHEEPT.

SHEEPT factor	Example from Australia	How this might influence a source from the time
Social: how people lived, traditions, customs …	The class system	A source could show **bias** against a class
Historical: past events that influenced what was happening in that period of time …	The British Empire	A source might show the impacts of imperialism
Economic: how the economy influenced people's lives …	Trade, both domestic and international	A source might show the impact of trade on standards of living
Environmental: the impact of weather, climate, natural disasters and resources such as water …	The importance of cycles of drought	A source might mention the influence of drought on an agricultural area
Political: how people were governed, who had power, what the laws were …	Development of trade unions	A source might reflect the political views of the time
Technological: the influence of tools and machines; for example, wheels and computers …	Introduction of new technologies	The technology may itself be a historical source

5 I can evaluate sources to determine their accuracy, usefulness and reliability

The more sources you evaluate, the better your understanding of the past will be. Evaluating **primary** and **secondary sources** helps you judge how accurate, useful and reliable they are for understanding history.

Here is an example of an evaluation of sources based on photographs and cartoons.

Category	Photographs	Cartoons
Accuracy	More accurate: reveal the appearance of specific places and periods	Less accurate: usually reflect one perspective
Usefulness	Useful for capturing a specific moment in time	Useful for highlighting key issues
Reliability	Generally reliable but can be manipulated by cropping and other techniques	Less reliable because they have a limited perspective

To evaluate **accuracy**, check whether the source provides specific, verifiable details, such as dates, names or events, and whether it aligns with other known historical facts.

For **usefulness**, a source should help you understand history and be easy to find. For high school students, useful sources should be easy to understand and directly related to class topics. They should be available in accessible places, such as textbooks or online resources.

When evaluating **reliability**, think about who created the source, their purpose and how objective or biased they might have been. Reliable sources are trustworthy and less likely to mix fact with myth or exaggeration.

Continuity and change

On our quest to understand history, we need to grasp both **continuity** and change. Continuity refers to things that have stayed the same over time. Change refers to things that have altered over time.

Continuity and change can exist at the same time: some things stay the same, while others change. Change can be fast or slow, happen gradually or in a burst.

No change at all (e.g. human DNA) | A bit different (e.g. food) | Quite different (e.g. attitudes to race, gender and sexuality) | Completely different (e.g. transportation technology)

1 I can identify continuity and change

Identifying continuity and change involves seeing what has remained the same and what has changed. The easiest kind of continuity or change to notice is from a historical period to the present, because we know a lot about the present. The table below shows examples of continuity and change from historical societies to the present.

To help you identify continuity and change, ask:

1. Did it exist in the past and did it remain throughout the period, or does it still exist now? If yes, that is continuity. You can say: 'This situation remained and shows continuity'.
2. Did it exist in the past but changed during the period, or does not exist now? If yes, that is change. You can say: 'This situation represents a change'.

Historical society	Continuity	Change
Australia	Sexism	Anti-discrimination legislation
Europe	Some countries still have a monarchy	Technology (true for most societies)
Japan	Language	Now a constitutional monarchy

Source number out of sequence (was swapped with source 5, two spreads further on)

Source 10: Powerful new ships, such as the HMS *Dreadnought*, could easily outgun and outrun older vessels..

2 I can describe continuity and change

Describing continuity and change involves identifying in detail what has remained the same and what has changed, or both.

Society	Earlier time	Later time	Continuity between these times	Change between these times
Britain	1600: People walked or used horses for transport.	2020: People use cars for transport.	People travel.	People travel further and faster.
Australia	1850: Cattle weighed an average of 170 kg.	2020: Cattle weigh an average of 370 kg.	Cattle are used for hides and food.	Technology has changed cattle breeding.

3 I can explain continuity and change

When you explain *how*, you are saying what happened to make the change. or what happened to ensure something stayed the same. Let us consider how we could explain how political institutions changed in Australia and how they stayed the same:

Explaining how change occurred	Economic, ideological and other factors led to the creation of a federal government in Australia.
Explaining how continuity occurred	When the Australian colonies became states, they continued to have their own parliaments and elections.

Source 6: AWAS personnel arriving in New Guinea in July 1945. They would go on to perform administrative, logistics and communications work, providing essential support for troops in New Guinea.

4 I can explain patterns of continuity and/or change

Explaining patterns of continuity and change requires you to find a trend or pattern of something that has stayed the same or has changed over time. Many patterns of continuity and change are similar across different societies and time periods.

Common examples of **patterns of continuity** include:

- close family bonds
- the importance of food
- the influence of religion
- trade.

Common examples of **patterns of change** include:

- the improvement in technology
- the increase in population
- the spread of new ideas
- the development of new political systems.

Here are some patterns of continuity and change from Australian history:

Aspect of society	Pattern of continuity	Pattern of change
Art and culture	Importance of sport	Artistic styles
Social structure	Class structure	Egalitarianism
Politics	Male dominated	Female politicians

Source 7: Vida Goldstein was the first women to stand for national parliament in Australia, in 1903.

Source 8: Pope Francis waves to large crowds at the Vatican in Rome in 2022. The Catholic Church is an example of continuity as it remains an important part in the lives of millions of people today.

5 I can evaluate patterns of continuity and/or change

To evaluate patterns of continuity and/or change in history, you need to make a judgement about whether the change or continuity was positive or negative using evidence and logical reasoning.

Follow these steps to evaluate patterns of change:

- **Identify the change:** What changed over time?
- **Examine the effects:** Were the impacts positive or negative?
- **Assess the advantages and disadvantages:** What improved? What challenges arose?
- **Consider the broader context:** How does this change fit within the larger historical picture?
- **Make a value judgement:** Based on the evidence, decide whether the change was overall positive or negative. Remember that value judgements are not always 'right' or 'wrong' but depend on how well the evidence supports your judgement.

Here's an example of evaluating the change of extending the vote to women in Australian federal elections.:

Step	Example: Women gain the vote in Australia (1902)
Identify the change	In 1902, women in Australia gained the right to vote in federal elections.
Examine the effects	Women could now participate in national politics, influencing laws and representation.
Assess the advantages and disadvantages	**Advantage:** Improved democratic representation and political equality. **Disadvantage:** First Nations women (and men) were still excluded.
Consider the broader context	Australia was one of the first countries in the world to give women both the vote and the right to stand for parliament.
Make a value judgement	Overall, this change was a significant step toward political equality, even though it excluded some groups.

Causes and consequences

Cause and consequence relationships are all around us. For instance, when you water plants, they grow taller and healthier. In this case, watering is the cause, and the consequence is the plants' growth. Similarly, when you press a button, the television turns on.

The cause is pressing the button, and the consequence is the television turning on. Understanding causes and consequences will help you to make sense of how actions lead to specific outcomes. It is essential to understanding many aspects of our world.

Source 9: A statue of Robert E. Lee, a general in the Confederate army that fought to retain slavery, unveiled in 1890 and the first memorial on Monument Avenue. In 2021 his memorial became a focus on the Black Lives Matter protests which erupted in many countries.

To understand cause and consequence relationships (also known as cause and effect), you need to identify which events are linked and understand why they are connected. When things are linked by cause and effect, they have a *causal link*. This means that one thing *caused* the other.

Most things that happen have multiple causes and effects, some of which are more important than others.

Two main types of causes are:

- **historical actors**: the individuals or groups involved – for example, Karl Marx, Adolph Hitler and Eleanor Roosevelt
- **historical conditions**: the social, political, economic, cultural and environmental factors – for example, mass unemployment, drought, economic downturn and war.

However, just because one event occurred after another does not always mean that the first event caused the second event; for example, when the rooster crows in the morning, we do not think it makes the sun rise.

You also need to be able to provide a logical reason about why something caused a consequence. Events in history are not inevitable. When we study cause and effect, it can seem like things were always going to work out in a certain way. Yet, change a few conditions and things could have happened differently. If Karl Marx and Frederick Engels had not written about capitalism, would communism and socialism have developed differently across the world? It is easy, with hindsight, to think our cause-and-effect explanations are perfect, so we need to be cautious when making claims about causes and consequences.

1 I can identify a cause and a consequence

Recognising a cause and its a consequence means correctly choosing from a list of possibilities. Consider the outbreak of World War I (1914). Which of the following options is most likely to be an immediate cause of the war?

A Russia invades Germany.

B Franz Ferdinand and his wife Sophie are assassinated in Sarajevo, Bosnia.

C Austria-Hungry and Italy form the Triple Alliance.

D First dreadnought battleship is launched, revolutionising naval warfare.

The only option linked to the outbreak of World War I is B. Option A happened after the outbreak of war. Option C was not an immediate cause of the war. And option D was not a cause as such.

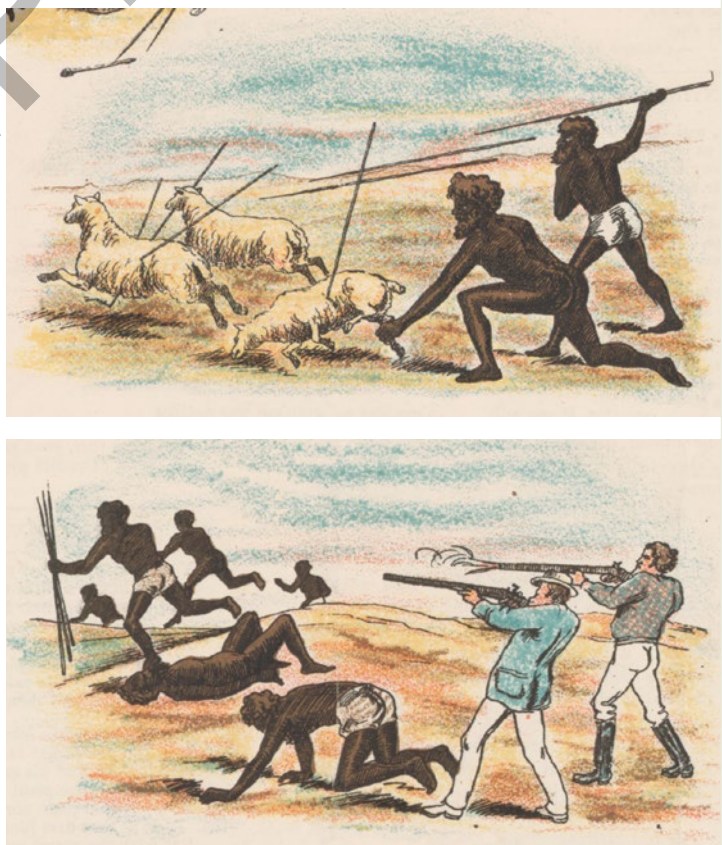
For events to be causally linked:

- one event must come before the other
- you must be able to provide a logical reason for why one event caused the other
- if possible, you should have evidence that one event caused the other.

2 I can describe causes and consequences

Describing a cause and its effects requires you to give detailed information. Describing involves more than identifying. For this step in the skill, you could describe the cause or the consequence or both. For example:

Description of the cause	Description of the short-term effect	Description of the long-term effect
The Monument Avenue statue of Robert E. Lee was seen by many to be a symbol of racism.	The monument was covered with graffiti in protest.	The monument and others like it were removed, and these sorts of monuments were not erected again.



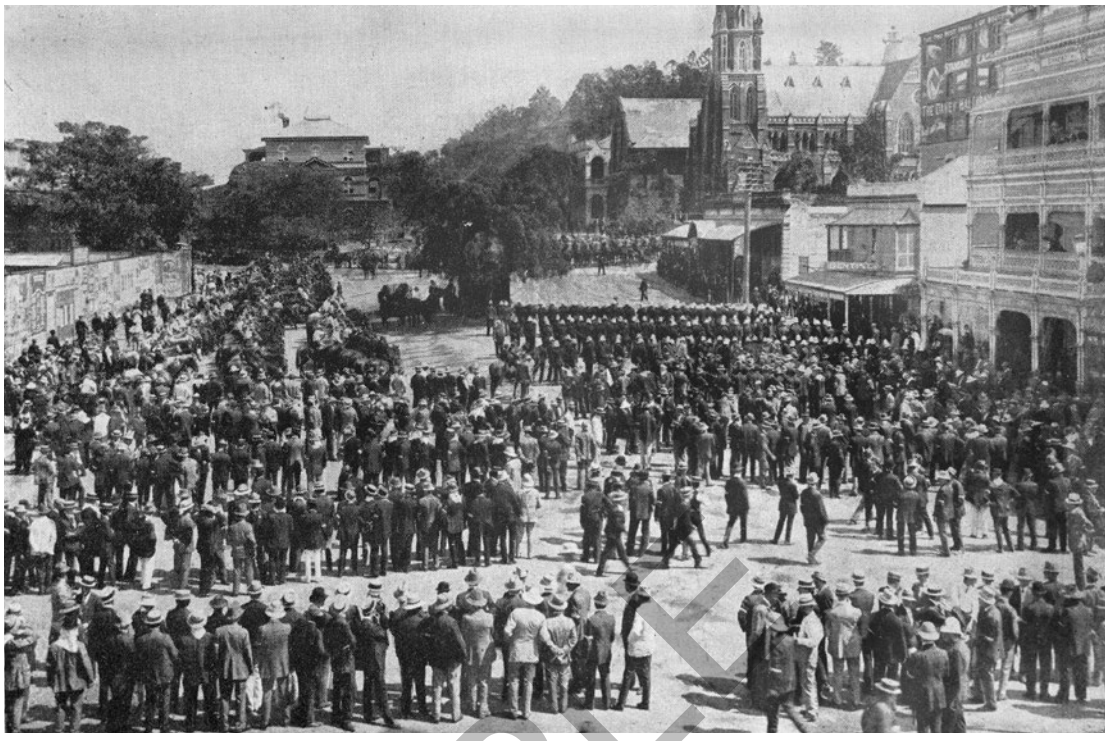
Source 5: A.S. Broad (1886), *Aboriginal Life of Australia*. The illustrations clearly show the connection between the cause (on the left) and the effect (on the right) of colonisation on First Nations Peoples and settlers.

(Note from Hist NSW 5)

Source number out of sequence (was swapped with source 10, as instructed by markup in pdf)

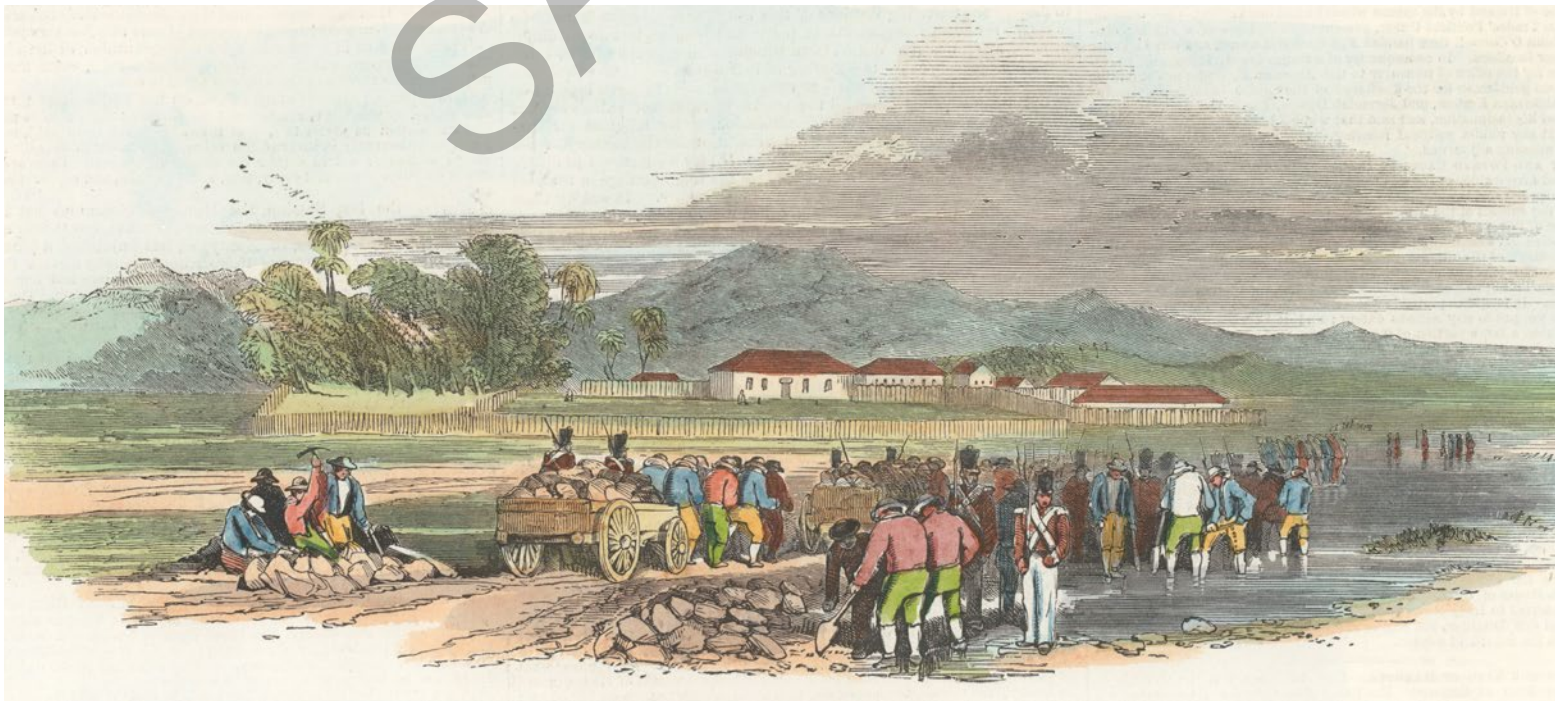
3 I can explain how something was caused or its consequence

'Explaining how' involves writing about the process by which something was caused or its consequence. This type of explanation is about the steps, the sequence or the process.



Source 11: The Brisbane Tramways Company's refusal to allow employees to form industrial unions and wear union badges (cause), led to the 1912 Brisbane general strike (effect) – a widespread strike for the right to unionise and organise for better conditions.

Cause	Consequence	Explaining how the cause led to the consequence
British prisons became overcrowded.	Convicts were transported to Australia.	Changing economic and social conditions led to a rise in crime. British prisons and prison hulks (ships) became overcrowded and by the 1770s over 50 000 convicts had been sent to the American colonies. New South Wales was chosen as a new destination for convicts. The first convicts arrived in Sydney in 1788.



▲ **Source 12:** A group of convicts pull a cart while others labour on the road under military guard on Norfolk Island in 1847. [National Library of Australia.]

4 I can explain why something was caused or why it led to certain consequences

Explaining how focuses on the sequence of events – describing what happened and how one event led to another. Explaining *why* goes deeper by identifying the reasons an event occurred or identifying why it had a range of effects. You need to look at the intentions or circumstances that caused people or societies to act, or the circumstances that ensured a cause produced certain effects. Typical motivations for change in history include:

- **political power:** wanting to gain or maintain control
- **economic gain:** wanting wealth, trade opportunities or resources
- **social equality:** pursuing justice, human rights or societal reform
- **religious beliefs:** wanting to spread or reform a particular belief system
- **technological advancement:** needing to innovate to solve problems or gain advantages
- **military security:** needing to defend existing lands or conquer new lands for protection.

Cause (motivation)	Consequence
Political power in Nazi Germany: Adolf Hitler sought to consolidate power.	In 1933, the Enabling Act started the process of turning the Weimar Republic into a single-party dictatorship driven by totalitarianism and Nazi ideology, with Hitler as its all-powerful leader.
Social equality: First wave feminists strove to obtain equal rights for women.	Campaigns run by women like Vida Goldstein saw women gain the right to vote in countries like Australia, New Zealand and Britain from the 1890s.

5 I can analyse causes and consequences

'Analysing' means breaking down something into its separate parts. If you can identify the different parts, and explain how together they make up the whole, you are analysing. If you can explain the rules or theories that show how these parts are organised, you are analysing.

The first step is being able to break down something into its parts. For example, what led Britain to colonise what is now Australia? We can break down the cause into four parts:

Cause 1: Britain had superior military forces.

Cause 2: Britain wanted a new colony to send convicts to.

Cause 3: Britain saw potential economic advantages in colonising Australia.

Cause 4: Britain saw strategic advantages in colonising Australia.

Breaking down the cause is the first part of the analysis. Now we can explain how these combined causes led to Britain colonising Australia:

Britain needed a place to send its excess convict population. Because the British had superior weapons, it was able to colonise Aboriginal lands. Britain was also concerned that imperial rivals, like France, might colonise the country before them.

Here, we have linked Causes 1, 2 and 4 together. Next, you need to decide how strong the causal link is.

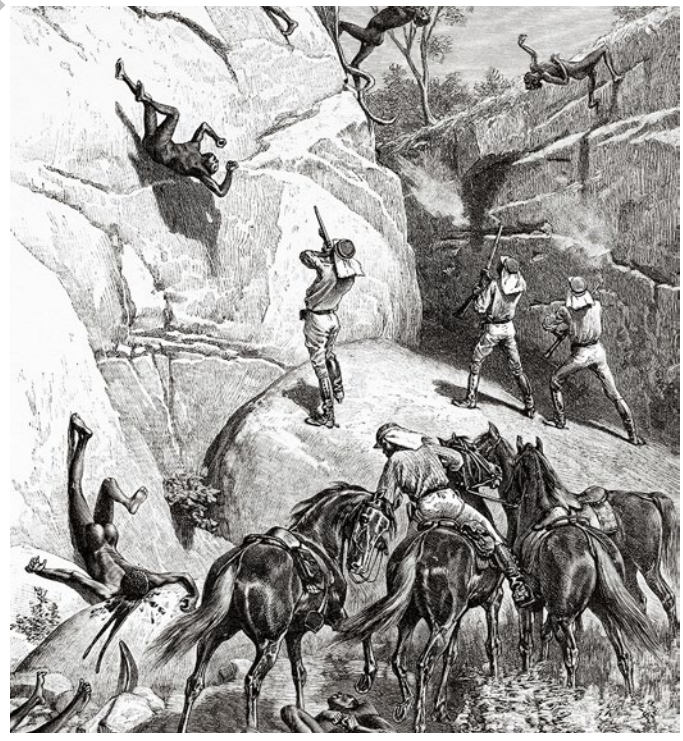
Less — **More**

Small causal link
Gradual, minor, almost no part, short-lived, partly, partial, to some extent, small extent

Large causal link
Radical, powerful, significant, important, to a great extent, considerable, main, crucial

Once you have decided how strong the causal link is, here are some words you can use to describe it:

- If something had a minor effect, you could say:
  The lives of First Nations Peoples were only affected to a small extent by the introduction of rabbits.
- If something had a major effect, you could say:
  The lives of First Nations Peoples were significantly affected by European colonisation.



▲ **Source 13:** There was a large causal link between hardships faced by First Nations Peoples in Australia and the arrival of colonisers in 1788. This illustration from the 19th century shows policemen on horseback shooting First Nations Peoples. [This illustration by Carl Lumholtz appeared in *Le Tour du Monde* in 1889.]

Perspectives

Perspectives are different ways of looking at the world or different points of view. A person's **perspective** is influenced by their culture, social class, wealth, where they live and their gender. It is important for historians to understand the perspectives of people who lived in the past. This helps us to avoid 'presentism', which is when we mistakenly see the past from our own modern point of view, which can be very different from the perspectives of the people who lived at the time.

1 I can identify the perspective of a person from the past

To identify the perspective of a person who lived in a particular period in the past, imagine what that person might have thought. Try putting yourself in their shoes.

Here are some examples of the points of view of people from the past:

Example	Perspective they might have
Late 19th-century capitalist	Nothing should get in the way of progress.
Imperial nationalist	We are proudly part of the British Imperial family.
Nun	We must trust in God.

2 I can describe perspectives

'Describing' is when you explain something in detail. Describing a perspective from the past is when you learn about a person's views and then use key details to paint a vivid picture of life from their perspective. For example, you watch a documentary about the life of socialist William Lane who established a utopian settlement in Paraguay. You can then describe their perspective by writing, 'William Lane believed that his followers would have better lives if they lived in a commune under his care and guidance'.

3 I can explain a perspective

'Explaining a perspective' is when you say why a person from the past had a certain point of view. People in the past often held very different views to those held by people today. For example, in Australia around Federation, many people believed that Aboriginal and Torres Strait Islander Peoples were a 'dying race' and were not worthy of citizenship.

In addition, like today, there were different perspectives on the future of Australia:

- Some people believed in a 'White Australia', while others supported immigration from non-European countries.
- Trade unions wanted to protect workers' rights, but business owners often opposed new labour laws.

Source 14: Ned Kelly was a bushranger and convicted murderer who was hanged at Old Melbourne goal on 11 November 1880. Some people, however, saw him as a hero of the people who defied the authorities, the rich squatters and the banks and fought for independence.

Perspective	Historical context	Explanation
Queen Victoria	The Victorian era (1837–1901) saw the acceleration of movements for rights and freedoms. However, it was generally a conservative time and many people, especially elites, opposed liberalisation (i.e. making things more equal), including Queen Victoria.	Queen Victoria was the monarch in a patriarchal society and had come to the throne after a long line of male monarchs. The system of government was also patriarchal and hierarchical. She opposed what she called 'this dangerous … unchristian and unnatural cry and movement of women's rights'. She considered women 'a helpmate for a man'.
First wave feminist	The first women's rights movement from the mid-19th century focussed on legal rights. The women involved lobbied mainly for the right to vote. They were called suffragists.	The 19th century saw the rise of the modern middle classes. Articulate women who could read and write began to create networks and organise themselves into lobby groups usually linked to Christian and temperance movements. They began to gain political rights from the mid-1890s.

4 I can compare perspectives

'Comparing' is when you look at two things and identify what is the same and what is different. A good comparison makes an overall statement about how similar or different the two things are. Here are two examples:

Example	Similarities	Differences	Overall comparison statement
• Squatter • Selector	• Language • Male	• Squatters were wealthy. • Selectors were poor.	Squatters were the rural elite and they were mainly engaged in pastoralism. Life on selections was difficult and involved cropping. There were tensions between the two groups.
• Sydney Chinese worker • Waterside worker	• Male • Working class	• Religion • Race	White workers often had ill feelings towards Chinese migrant workers, who were seen as taking jobs from Australians.

5 I can evaluate historical perspectives

To evaluate historical perspectives, you need to understand the social and cultural settings that influenced people's beliefs and actions.

Evaluating historical perspectives involves thinking about why people made the choices they did. By looking at different viewpoints, you can gain a deeper understanding of historical events and actions.

Here are some steps you could follow to evaluate a perspective:

1 **Understand the historical context:** Identify the social and cultural settings that influenced people's beliefs and actions during the period you are studying.

2 **Examine evidence:** Use primary sources from the period, such as artefacts or written historical records, to gather information about people's perspectives.

3 **Consider multiple viewpoints:** Explore the differences between the perspectives held by different groups of people (e.g. from different social classes). Use your understanding of these differences to form a more complete understanding of the historical situation.

Here's an example from the history of socialism.

Perspective: Karl Marx's three-volume analysis of capitalism, titled *Capital* (vol 1, 1867), greatly influenced political leaders, unionists and intellectuals.

Millions of copies of his books were sold and read. Marxism became the dominant political ideology in countries including Russia and Cuba. Statues of Marx have been erected in many countries.

Many working-class people read Marx's work in the 19th century. But perhaps most were more concerned about their working conditions and families rather than Marxist political economy.

Significance

How do we decide which events or time periods in the past are important? Not all events, people or developments hold the same weight. By understanding historical significance, you can prioritise information and make sense of the huge amount of historical evidence.

1 I can identify something historically significant

'Significant' means important – something worth noting. So 'identifying something historically significant' means deciding whether an event, person or development is important.

To identify if something is significant, ask yourself: Was it important back then? Were people deeply affected? Did it affect a lot of people for a long time? Is it still relevant to modern times? If you answer 'yes' to these questions, the event, person or development is likely to be historically significant.

2 I can describe something historically significant

'Describing historical significance' involves writing in detail about the importance of an event, person or development. For example:

Event	Meiji Restoration in 1868, when power was restored to the emperor and Japan began major reforms.
Immediate impact	The feudal system was abolished, and Japan rapidly industrialised and modernised its military, education and economy.
Long-term impact	Japan emerged as a global power, defeating China (1895) and Russia (1905), and began expanding its empire across Asia.
Description of historical significance	The Meiji Restoration transformed Japan from a closed, feudal society into a modern, industrialised nation and major imperial power, influencing the balance of power in Asia and setting the stage for 20th-century conflict.

3 I can explain something historically significant

Explaining historical significance means describing how or why something is important.

To help you explain why something (such as an event) was historically significant, you can ask a series of questions, such as how many people were affected and how long were they affected? The answers will help you formulate your answer. The example below uses these questions to explain the historical significance of the Indian Rebellion of 1857.

Question	Example: The Indian Rebellion of 1857
How important was it to people at the time?	It was hugely important to Indians who wanted to resist British rule, and to the British who feared losing control of the colony.
How deeply were people affected?	It led to widespread violence and harsh reprisals. Thousands of soldiers and civilians were killed, and trust between Indians and the British broke down.
How many people were affected?	Millions across northern and central India were directly impacted by the fighting, and all of India felt the political consequences.
For how long were they affected?	The rebellion reshaped British policies in India for the next 90 years, ending the East India Company's rule and starting direct rule by the British Crown.
How does the event help us understand the modern world?	It helps us understand the foundations of Indian nationalism and the long struggle for independence from colonial powers.
Did the event change people's ideas or beliefs?	It changed both British and Indian views – the British became more authoritarian, while many Indians became more determined to fight for freedom.
Does the event reveal any important themes or patterns in history?	It reveals themes of resistance to imperialism, the impact of colonial policies, and the role of violence in shaping empire.

4 I can explain why something is historically significant

You can use primary and secondary sources to help you explain why something is historically significant. The steps in this process include finding sources, identifying what those sources say about an event, then using that information to determine the significance of the event. For example:

Event	The opening of the Suez Canal, 1869
Relevant sources	• Primary sources such as maps, political speeches, trade records and 19th-century newspaper articles • Secondary sources including historical accounts of British imperialism, Indian trade networks and global shipping
What the sources say about the event	The Suez Canal drastically shortened the sea route between Britain and India. It allowed faster military and commercial access, making India more strategically and economically important to the British Empire. Control of the canal became a key focus of European imperial competition.
Determine the historical significance of the event from the sources	The Suez Canal is historically significant because it strengthened Britain's hold over India, expanded global trade, and reshaped colonial power dynamics in Asia and the Middle East. It remained strategically vital in world conflicts and is still important today.

Source 15: The Suez Canal, a man-made waterway that connects the Mediterranean and Red Seas, shortened travel to India by avoiding the route around Africa.

5 I can evaluate historical significance

Historical significance is not black and white; it can be shown on a scale, like this one:

Question	Example of low historical significance	Example of high historical significance
Event	The construction of a headstone for a drowned sailor	The construction of Old Parliament House
Importance at the time	Only important to family and fellow sailors	The building had national and international importance as the seat of Australia's Federal Government
Depth of impact	Limited to a small group of people directly involved	Old Parliament House was a national focal point at the time
Quantity affected	Affected a handful of local workers, family members and friends	Affected the entire nation in different ways
Duration of impact	The headstone's significance faded over time	Old Parliament House continues to be highly important but its significance has changed over time, especially since the construction of New Parliament House
Relevance to today	Little relevance today beyond local and family historical interest	The building remains highly significant and functions as the Museum of Australian Democracy
Extent of significance	The impact was minor and localised, with no lasting influence	Old Parliament House had a significant and enduring impact on the Australian nation due to its role in our democracy

Interpretations

History is not just a list of facts. What we think we know about the past changes all the time as we uncover more information and interpret things in different ways. Historical knowledge is always being contested, or questioned and challenged. **Contestability** refers to determining the validity of different **interpretations**.

2 I can identify a historical debate

Historians do not always agree on exactly what happened in the past. Even though they are looking at the same evidence, they might interpret this evidence differently.

One historian might interpret the federation of the Australian colonies as mainly a product of economic circumstances. Another might emphasise the power of the White Australia policy. Both historians use the same facts but provide different interpretations of what caused the colonies to federate.

Source 17: Thomas Nast's celebration of the emancipation of Southern slaves with the end of the Civil War. Wood engraving, 1865.

Source 16: Memorial to William Wilberforce (1759–1833), champion of the abolition of slavery, situated in the gardens of William Wilberforce House, Hull, England.

2 I can describe an interpretation of history

Describing a historical interpretation involves outlining the main ideas and arguments of a historian's viewpoint on a particular event or period. It is a good idea to use evidence from the interpretation to support your description. For example:

Topic	Historical interpretation	Describing the historical interpretation
Why was slavery abolished in Britain?	One argument is that evangelical politicians brought about the abolition of slavery.	William Wilberforce (1759–1833) was an evangelical Anglican member of the British parliament and a leader of the abolitionist movement. He believed that God had called him to end the immoral practice.

Source 18: Ordinary German workers helped build Auschwitz, often treating it as routine employment. Their involvement shows how everyday people contributed to the Holocaust through choices shaped by fear, obedience or personal gain.

Some Europeans acted out of hatred for Jews, but many others weighed various pressures and incentives in responding to the plight of the victims. Amid war and upheaval, a range of motivations – fear, greed, opportunity – led people to make choices that often had deadly impact.

Source 19: United States Holocaust Memorial Museum, *Some were Neighbors: Choice, Human Behaviour and the Holocaust*, Special exhibition website, 2013

3 I can explain an interpretation of history

When explaining a historical interpretation you need to think about what evidence has led to this interpretation. Use primary and secondary sources to help you explain how an interpretation has been formed.

Topic	Historical interpretation	Explaining the interpretation using the source
Who was responsible for the Holocaust?	Responsibility extended beyond Nazi leaders to ordinary citizens.	Many everyday people contributed to the Holocaust, not just high-ranking officials. For example, without the workers who helped to build camps like Auschwitz, would so many people have been killed? Their choices, shaped by fear, conformity or personal interest, had deadly consequences.

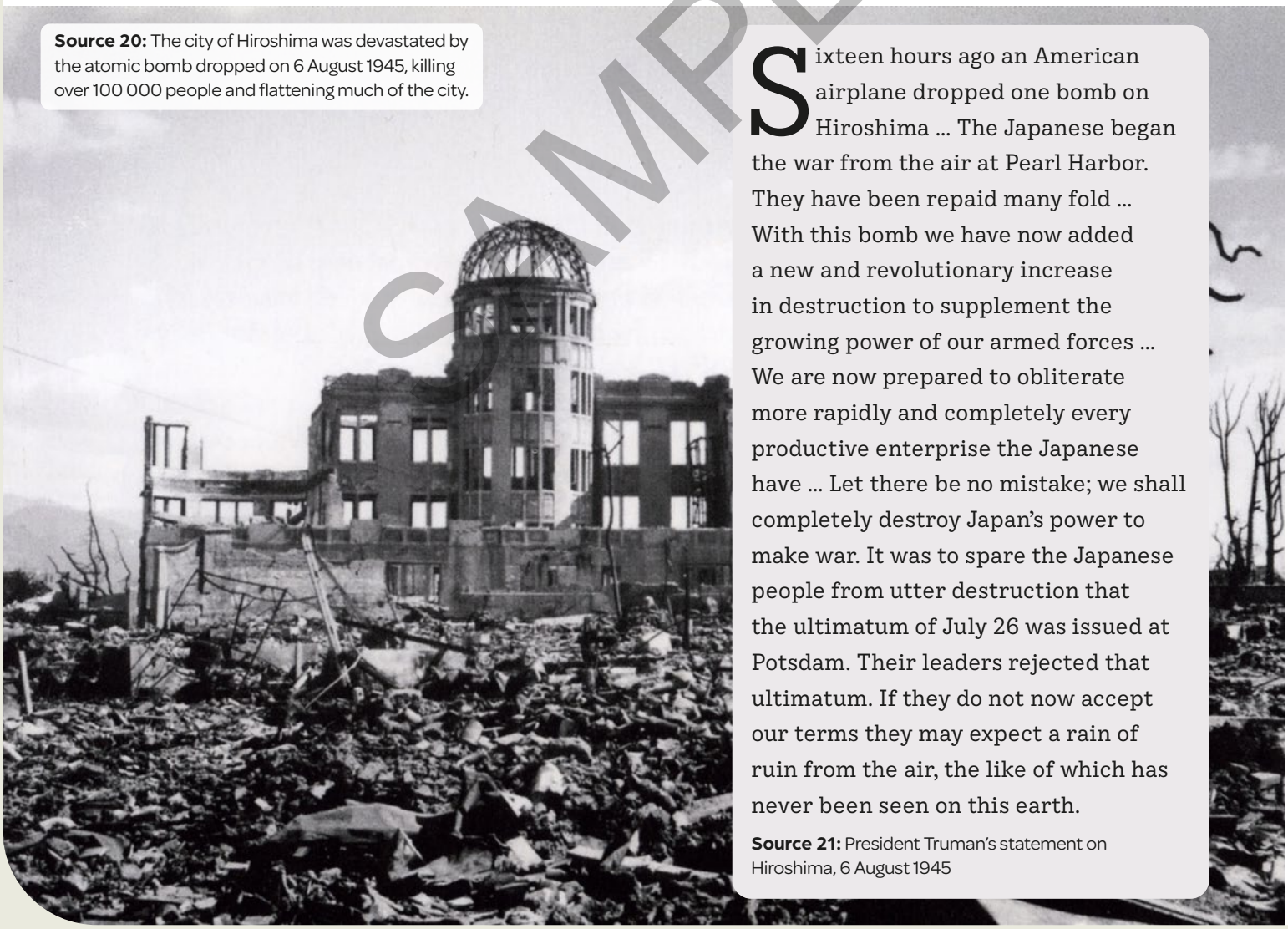
4 I can compare historical interpretations

When comparing historical interpretations, you need to explain the similarities and differences between historical interpretations. Are the interpretations completely different or are there some similarities?

Topic	Historical interpretation	Comparing the interpretations
Why was slavery abolished?	Humanitarian, moral and religious issues brought about the end of slavery.	Thomas Clarkson and William Wilberforce were the most prominent abolitionists in Britain. Both were brilliant publicists. In 1883 a strong campaign began in Britain to abolish the slave trade. Humanitarian, moral and religious argument found increasing support. Opinion was also changing in Europe.
	Economic factors were important to the abolition of slavery.	Economic factors were important in abolishing the slave trade. British merchants based in Liverpool were developing the palm oil trade with West Africa. Cuba and Brazil were major competitors to British West Indian sugar production and the merchants were concerned that their business would be harmed by illegal slaving.

5 I can evaluate the evidence supporting a historical interpretation

Evaluating the evidence supporting a historical interpretation is the final and most complex step. This involves assessing the quality, relevance and reliability of the evidence used to support a historical interpretation.



Source 20: The city of Hiroshima was devastated by the atomic bomb dropped on 6 August 1945, killing over 100 000 people and flattening much of the city.

Sixteen hours ago an American airplane dropped one bomb on Hiroshima ... The Japanese began the war from the air at Pearl Harbor. They have been repaid many fold ... With this bomb we have now added a new and revolutionary increase in destruction to supplement the growing power of our armed forces ... We are now prepared to obliterate more rapidly and completely every productive enterprise the Japanese have ... Let there be no mistake; we shall completely destroy Japan's power to make war. It was to spare the Japanese people from utter destruction that the ultimatum of July 26 was issued at Potsdam. Their leaders rejected that ultimatum. If they do not now accept our terms they may expect a rain of ruin from the air, the like of which has never been seen on this earth.

Source 21: President Truman's statement on Hiroshima, 6 August 1945

For example, let us evaluate evaluate evidence related to the interpretation: 'The bombing of Hiroshima and Nagasaki was necessary to end World War II'.

Quality of the evidence	Consider the reliability of the source. For example, is it authentic? Has it been accurately interpreted. Evaluate the credibility and reliability of the historians studying and writing about them.
Relevance of the evidence	Does the evidence directly support the historical interpretation that the bombings were necessary? Are there other explanations?
Reliability of the evidence	Has the evidence been corroborated by multiple independent studies?
Evaluation	Based on your evaluation of the quality, relevance and reliability of the evidence, form your own judgement about whether the bombings of Hiroshima and Nagasaki were necessary to end World War II.

An evaluation of the evidence supporting a historical interpretation also considers the pros and the cons and then makes an 'on balance' judgement, taking the pros and cons into account. For example:

Evidence	Pro	Con	Evaluation
Quality of the evidence	Primary sources such as Truman's public statement support the claim that the bombs aimed to end the war quickly.	Some sources may reflect political justifications rather than objective assessments.	These sources are useful but require consideration of bias and context.
Relevance of the evidence	Documents and testimonies show the bombings led to Japan's surrender shortly afterward.	Other historians argue Japan was already close to surrender and the Soviet entry into the war was more decisive.	The evidence is relevant but must be weighed alongside other causes of Japan's surrender.
Reliability of the evidence	Secondary sources from both Western and Japanese historians explore a range of motives and outcomes.	Some interpretations vary widely based on national perspective or hindsight.	The evidence is reliable when multiple perspectives and corroborating sources are used.

Source 22: Japanese officials signed the formal surrender aboard the USS *Missouri* on 2 September 1945, officially ending World War II.

How to develop a historical inquiry

Historians develop their knowledge of history by posing questions, finding new sources, weighing up the evidence and then forming their own interpretation. This process is known as historical inquiry.

What is a historical inquiry?

A historical inquiry allows you to research an aspect of a topic that you have studied and want to know more about. You begin by examining a range of resources, including books, websites, documentaries and films, to explore ideas relating to your specific topic area. You then start to form 'small' questions to develop your focus, such as:

- 'Who played a key role?'
- 'What events occurred beforehand?'
- 'In what ways did society change?'

Once you have started to develop the small questions, you then conduct more detailed research. You can use this to help you form a 'big' question, such as 'What factors led to change?' or 'Why did the new ideology become popular?'

You need to have evidence from primary and secondary sources to support your view.

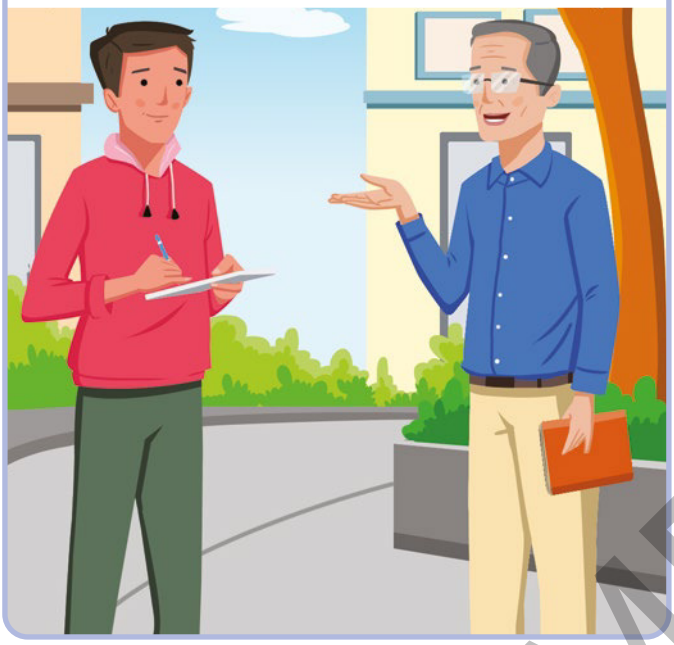
Conducting a historical inquiry is a bit like researching for an investigative podcast. Follow these steps to uncover your answers:

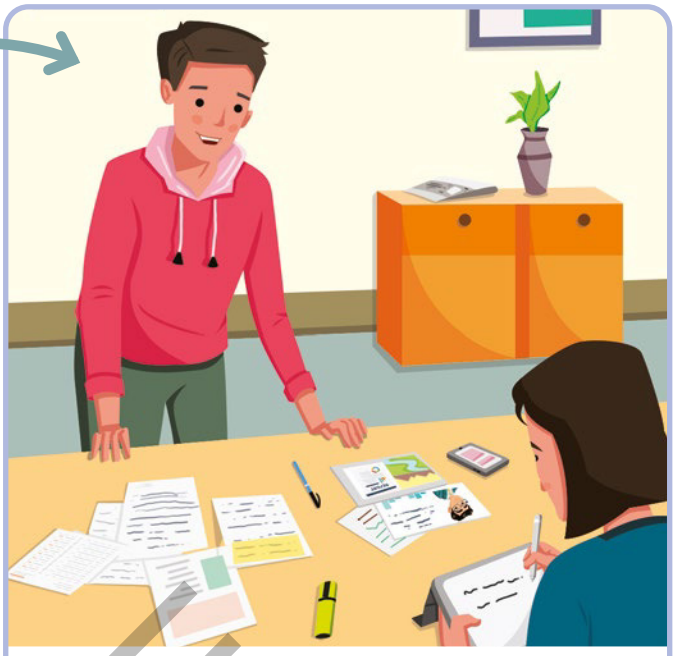
Step 1: Briefing

Start with a quick news briefing: list the key events, figures and issues you know about your topic. Brainstorm basic questions like 'What happened?', 'Who was involved?' and 'Why did it matter?' to pinpoint areas for further investigation.

Step 2: Field report

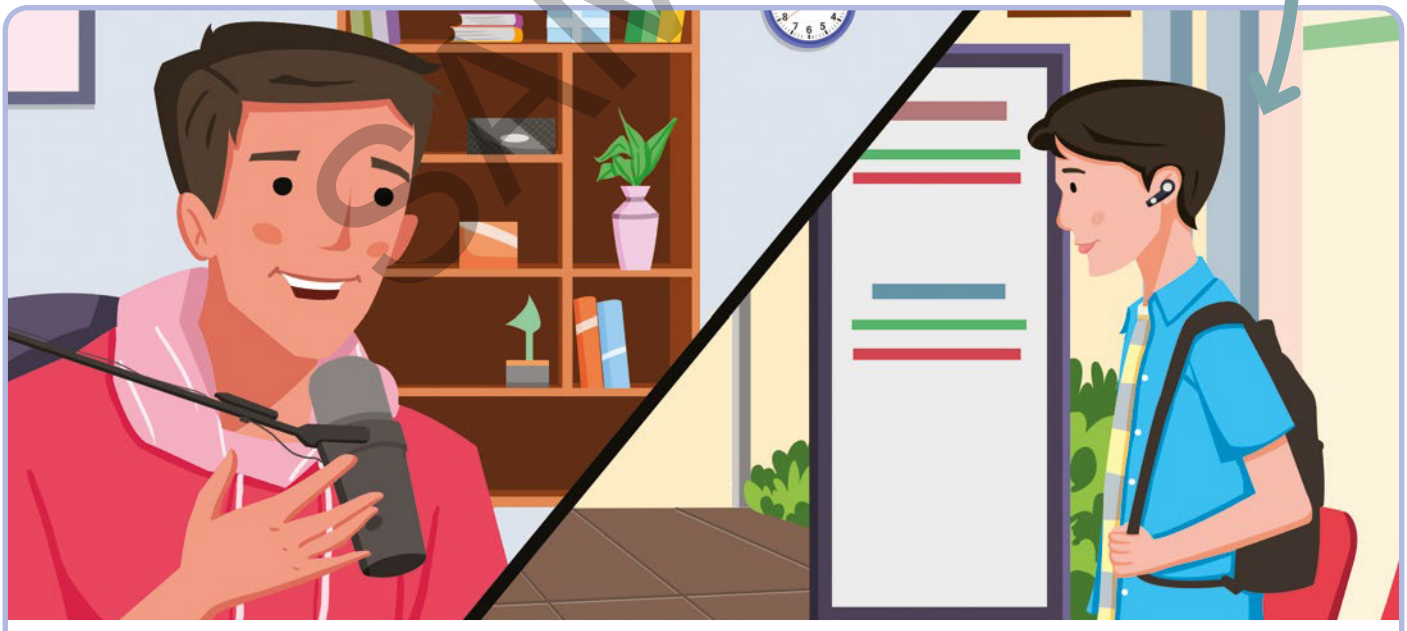
Step into an investigative reporter's role by exploring diverse primary and secondary sources. Jot down notes, record quotes and collect images or clips that add context, just as you would gather material for a podcast.





Step 3: Exclusive

Review your evidence to find the key insights – your 'exclusive scoop'. Identify the turning points or major trends and determine the big question your investigation reveals. This is the main story behind the headlines.



Step 4: Presenting

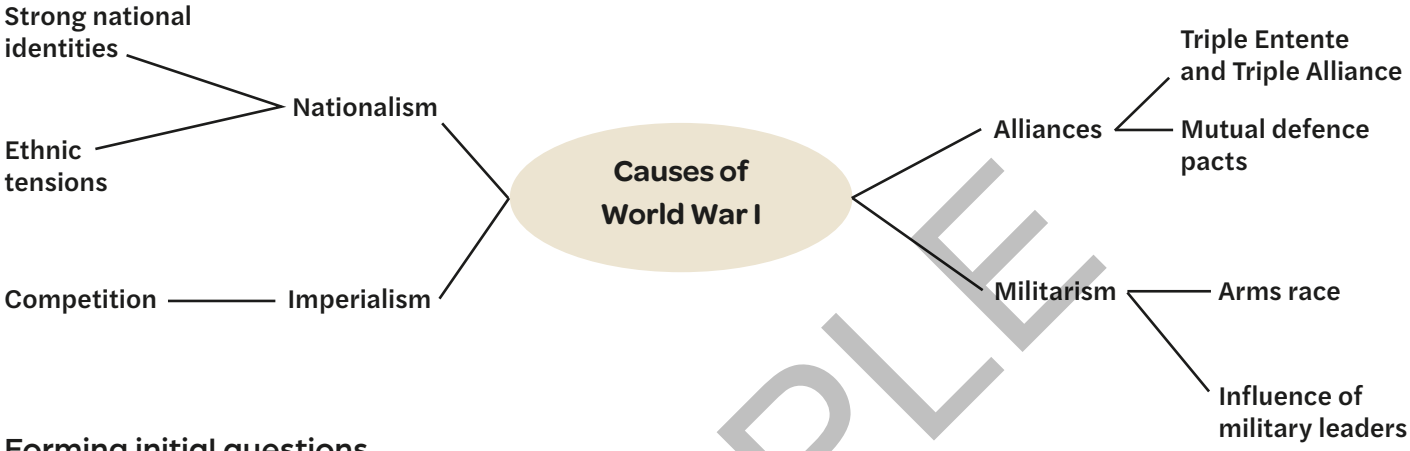
Finally, organise your findings into a clear and engaging narrative. Whether you record a podcast, produce a report or create a digital presentation, make sure you explain your evidence and show why your inquiry matters in modern history.

Step 1: Briefing

Rationale

To begin your inquiry, think about which aspects of modern history interest you the most – was it the politics of World War I, the technological innovations, the experiences of soldiers and civilians, or perhaps the social changes that followed? Why is it interesting to you and why is it important to learn about this topic?

Next, draw a simple mind map or compile a list of what you already know. Then highlight the areas you would like to know more about.



Forming initial questions

Now that you have summarised the knowledge you already know, you need to devise some questions to guide your next steps. These questions should start with the words *who*, *what*, *when*, *where*, *why* and *how*.

For example, suppose you are interested in mechanised warfare in WWI:

Who	What	When	Where	Why	How
Who pioneered mechanised warfare in WWI?	What are some examples of mechanised warfare in WWI?	When were these new technologies developed?	Where did mechanised warfare have the largest impact?	Why were these new technologies so important?	How did mechanised warfare change WWI battles?

Or in the rise of nationalist movements in Indonesia:

Who	What	When	Where	Why	How
Who were the leaders of Indonesia's nationalist movements?	What were the goals of these movements?	When did Indonesian nationalism first emerge?	Where were the movements located?	Why did Indonesians embrace nationalism?	How did Indonesians challenge colonial rule?

Step 2: Field Report

Conducting research to find your evidence

Once you have your initial questions, you need to gather more evidence. Go back to the relevant pages in the chapter and select the information that answers your small questions.

Then begin your research. Go to the research section of this chapter (page 498) to guide your selection of research sources. These can include primary sources (from the time) and secondary sources (made after the time).

It is also important to consider perspectives (which show what different people thought at the time) and modern interpretations (what different historians have said about that time).

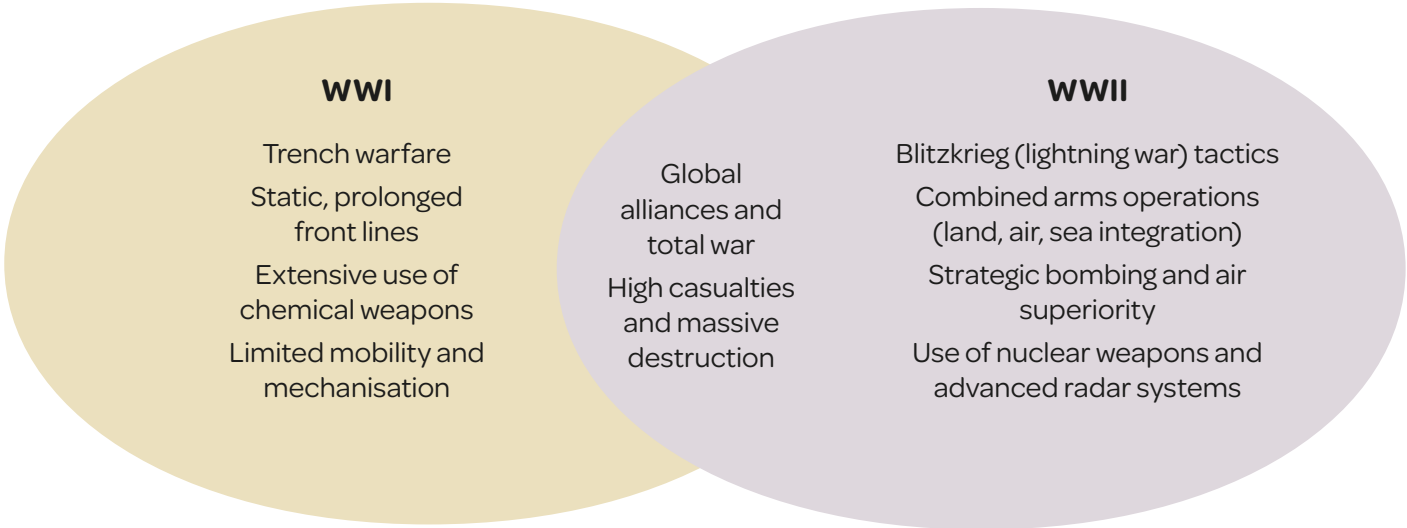
As you locate sources, organise them using the headings and/or table below. This can help determine whether the source is useful (gives you relevant information) and reliable (you can trust it).

Type of source? Primary or secondary?	Origin and purpose of source	Is this source reliable? Does it give you a perspective from the time or an interpretation of the time?	Which question(s) can it help to answer?
Example: Declaration of Independence (primary source)  	**Example:** 1776 Used to declare independence, assert inherent rights and justify separation from Britain.	**Example:** Reliable. Provides a genuine contemporary perspective, not a retrospective interpretation.	**Example:** • How does the document justify separation from Britain? • What Enlightenment ideas are evident in the language?

Sorting your evidence

Having collected the relevant information and source evidence, make notes to help you form your big question. Summarise or list the key points – this includes 'quotes' from written sources and descriptions of visual sources. You can use a graphic organiser such as a table, mind map, Venn diagram and/or colour coding to sort your evidence.

Here is an example of a Venn diagram comparing the nature of warfare in WWI compared to WWII.



Here is an example of an analysis table to evaluate the impact of Gandhi on Indian independence.

What was Gandhi's impact on Indian independence?	Positive impacts	Negative impacts
 • Led India's non-violent struggle for independence from British rule • Inspired global civil rights movements through his philosophy of non-violent resistance (*satyagraha*) **Source 23:** Mahatma Gandhi	• United Indians across religious and class lines through a non-violent independence movement • Used civil disobedience and mass protest to challenge British laws (e.g. Salt March, Quit India Movement) • Inspired a global movement for non-violent resistance and civil rights • Rejected caste discrimination and promoted inclusion of Dalits • Played a key role in turning Indian nationalism into a mass movement	• Critics argue Gandhi's focus on non-violence may have delayed independence or limited more assertive resistance • Gandhi's leadership style sometimes sidelined more radical voices within the Indian independence movement • His vision for post-independence India was not shared by all, particularly some Muslim leaders • Some Dalits felt Gandhi didn't go far enough in addressing structural inequality and caste oppression • His attempt to keep India united failed – the country was partitioned in 1947, leading to mass violence

Step 3: Exclusive

Forming and answering your 'big' question

Once you have collected and analysed your evidence, you are ready to form and answer your big question.

This can be a 'what', 'how' or 'why' question. It could also be an evaluative question that requires you to make a judgement. Have a look at the Learning ladder below to find the type of question that is right for you. Can you challenge yourself to try the next level?

	Command term	Definition	Question type	Sample question
5	Evaluate	Make a judgement based on criteria	Evaluate	Evaluate the long-term impact of the Frontier Wars on First Nations communities.
4	Explain	Show the relationship between things (such as cause and effect)	Why	Why did colonial government policies escalate frontier conflicts?
3	Explain	Provide an explanation of how something happened	How	How did European settlement escalate conflict during the Frontier Wars?
2	Describe	Provide characteristics and features	What (describe)	What were the main characteristics of frontier warfare in Australia?
1	Identify	Recognise and name	What	What First Nations groups were involved in the Frontier Wars?

Discuss your ideas with a class member or your teacher. You may find there is more than one answer, or that your answer is different from others in your class.

This is fine, as long as you have the evidence to support your view.

Step 4: Present

Communicating your findings

It can be tempting to present every piece of evidence you have found; however, a historian has to consider what information is most useful in answering their question. You are presenting an explanation or an argument about history, so you need to make it engaging and relevant to your audience.

Use the presentation rubric below to select a suitable way to communicate your findings. Again, consider challenging yourself to try the next level.

Once you have selected an appropriate format and level, organise your findings into a clear narrative that explains your evidence, highlights your exclusive insights and shows why your inquiry matters. You can refer to the section 'How to write in history' in this chapter (pp. xxx–xxx) for guidance.

Presentation rubric

	Written response	Film	Podcast	Diorama	Museum display
5	I can write an extended response to evaluate the causes or effects of an event or the motivations of a key individual.	I can create a film that includes relevant images, footage, music and narration to evaluate the accuracy of a historical feature film.	I can create a 5-minute podcast that evaluates the causes or effects of an event or the motivations of a key individual.	I can create a diorama using primary sources and evaluate it for its representation of significance or perspectives.	I can evaluate my choice of artefacts for a museum display for how significance or perspectives is communicated.
4	I can write an extended response to explain why an event occurred or the motivations of a key individual.	I can create a film that includes relevant images, footage, music and narration to explain why an event occurred, or the motivations of a key individual.	I can create a 5-minute podcast that explains why an event occurred or the motivations of a key individual.	I can use primary sources to create a diorama of a key site or event and write a rationale to explain my decisions.	I can explain why I have chosen these artefacts to represent cause and consequence.
3	I can write an extended response to explain how an event occurred or the role of a key individual.	I can create a film that includes relevant images, footage and narration to explain an event or key individual.	I can create a 3- to 4-minute podcast that explains an event or the role of a key individual.	I can use primary sources to create a diorama of a key site or event.	I can explain how these artefacts demonstrate significance or continuity and change.
2	I can write a paragraph to describe an event or key individual.	I can create a film that includes relevant images, footage and narration to describe an event or key individual.	I can create a 3-minute podcast that describes an event or key individual.	I can create a diorama of a key event using secondary source images and include descriptive labels.	I can label and describe artefacts for a virtual museum.
1	I can write descriptive sentences about an event or key individual.	I can create a film that includes relevant images and subtitles about an event or key individual.	I can create a 2-minute podcast about an event or key individual.	I can use secondary source images to create and label a diorama of a key event.	I can identify and label artefacts for a virtual museum.
	Presentation format				

How to develop research skills

I can define the research topic

When researching a historical topic, a good place to start is to write a list of keywords for the subject. To do this, think of different ways of saying the topic, or search 'synonyms of ...' and insert the topic. Refer also to the section 'Developing a historical inquiry'. Pay particular attention to the 'Briefing' section, which is when you form your initial questions to guide your next steps (page xx). To come.

I know how to find the evidence and information I need

What type of evidence do you need?

Include these words in your search:

- facts, examples, definitions, quotes, artefacts, images, data, statistics
- primary sources, secondary sources
- databases, links, archives, collections, references, research, museums, journals, graphs, tables and letters.

Where is your evidence?

There are many different types of websites to look at: scholarly works, databases, archives, reference sources and information pages.

How do you decide if evidence is credible?

Ask yourself the following questions:

- Is the content relevant? Is it useful for my purpose? Does it contain links to other relevant sources? Is it at an appropriate reading level?
- Is the source believable? What type of source is it? (Published or official sources are better.) Who is the author? (Experts are better.) When was it published? (Newer is usually better.) Is the source biased?
- Is the source true? Is it backed up by other sources?
- Does the source state where its information comes from? This means it is more likely to be credible (able to be believed).

Online search strategies

Following are some search strategies:

- After you search a term, scan the first page of results. If they are not relevant, change your search term.
- Start with a wide search, then get more specific.
- Learn from your search. Change what you are searching for based on what you learn after you start searching.
- Be ready to stop a search if it is taking you in the wrong direction.

Source 24: The Australian War Memorial at https:// www.awm.gov.au has an amazing range of primary sources, along with virtual tours of the collections.

Tips for searching using Google

- Every word matters.
- The order of the words matters.
- Capitalisation does not matter.
- Punctuation does not matter.
- Specific search terms are better.
- Use these terms to narrow your search: AND, OR, NOT.
- A search with 'filetype:' will find specific files. For example, 'Vida Goldstein filetype:ppt' will find PowerPoint files about Vida Goldstein.
- A search with 'site:' will find things *within* a website. For example, 'boomerang site: nma.gov.au' will find boomerang-related material from the National Museum of Australia website.
- Use the tabs along the top for different types of results such as images, news, videos, maps and books.
- Use a hyphen to exclude words and narrow your search. For example, 'Great Wall-takeaways' will find information about the Great Wall of China, not a fast-food outlet.
- Search for a range of numbers using two full stops between speech marks: '..' For example:
  - '2021..2024' searches between 2021 and 2024
  - '..2024' searches before 2024
  - '2024..' searches after 2024.
- An asterisk acts as a wildcard. For example, 'teen*' will return results with any of the words *teen, teens, teenager* in them.
- Use exact phrase searching by putting speech marks around a search phrase to find exact text.

I can extract information

This stage involves the 'Field report' and 'Exclusive' steps in the 'Developing a historical inquiry' section (see pages xxx and xxx). You need to gather your evidence and then form and answer your 'big' question. To come.

I can organise and present information

This is when you communicate your findings to your audience. Refer to the 'Present' section on page xxx for guidance. To come.

I can evaluate my research

You can improve every time you conduct research by asking yourself these questions after you finish:

- What worked? What did not work?
- How could I work smarter next time?
- Can I apply what I have learned to other situations?
- How could I have improved:
  - the project?
  - the way I worked on my project?
  - the way I managed my time?

How to write in history

I can organise information to convey understanding

Before starting to write, take a moment to visualise the bigger picture and plan your structure. The type of question you are responding to will determine the structure you use. Consider:

- What is the command term (e.g. discuss, compare, evaluate, explain) asking me to do?
- What kinds of paragraphs will best address the question?
- Should I structure my body paragraphs to compare different perspectives, analyse cause and effect or evaluate evidence?

For example, imagine you want to communicate your findings on the topic:

> **'Discuss how significant the establishment of the Australian Federation was for national identity'.**

This is a 'discuss' type question, so you will need to present both supporting and opposing arguments, then make a judgement. The body paragraphs could be structured as follows:

1. Explain how Federation created a single government and national institutions (e.g. the Commonwealth Constitution, federal parliament) that fostered national identity, noting limitations (e.g. persistent regional loyalties).
2. Discuss how national symbols (e.g. the flag, anthem, Australia Day) emerged to promote a shared sense of belonging. Consider how these symbols did not fully represent regional diversity.
3. Evaluate Federation's influence on Australian identity, comparing its strengths with ongoing regional and cultural debates. Conclude with a balanced judgement reflecting both sides.

Source 25: In the wake of Federation, the Australian flag was chosen through a public contest. It was first flown, in its original form, on 3 September 1901. Its design was later modified slightly to account for the Territories, and it was officially adopted in that form as the Australian flag in 1954.

Other historical writing structures you might encounter include:

Analysing	Comparing and contrasting	Evaluating
Break down the causes and effects (e.g. analyse how early convict experiences contributed to later political developments).	Look at similarities and differences (e.g. compare the experiences of different colonies leading to Federation).	Weigh the evidence to judge significance (e.g. evaluate the long-term impact of Federation on national identity).

This step helps you structure your ideas in a way that directly matches the demands of your question, ensuring your final response is organised and focused.

I can write a draft

Begin by writing your paragraphs to get your ideas down. Don't worry about perfection at first; your draft is for organising your thoughts.

- Focus on answering the question directly.
- Don't stress over punctuation or grammar – you'll fix these later.
- If possible, type your draft so you can easily rearrange and edit your work.
- Write the body paragraphs first, then the introduction and conclusion.

I can synthesis and organise ideas

Your historical writing should have a clear structure, with an introduction, body paragraphs and a conclusion.

Introduction

The purpose of the introduction is to:

- show you understand the question
- state your overall response
- introduce your main points.

Model

In 1901, the Australian colonies united to form a Federation. This landmark event not only established a national government but also fostered a shared national identity through common symbols and ideals. However, regional differences mean that the impact of Federation remains debated.

Body paragraphs

A useful method to structure your body paragraphs is TEEL: **T**opic sentence, **E**vidence, **E**xplanation, **L**ink.

Topic sentence
Summarise the main idea of the paragraph.

Evidence
Provide specific examples (e.g. quotes from convicts' journals, details of the Eureka Stockade or Federation debates).

Model

Political unification through Federation was crucial for forging a national identity. For example, the adoption of a single Constitution and the formation of national institutions brought disparate colonies together under one legal framework. This unification enabled citizens to view themselves as part of one nation rather than separate colonies. Thus, the political structures established at Federation laid the groundwork for a collective Australian identity.

Explanation
Explain how the evidence supports your point.

Link
Connect the paragraph back to the main question.

Conclusion

- The purpose of the conclusion is to:
- summarise your main points
- restate your answer to the question.

Model

The establishment of the Australian Federation was highly significant for national identity. Through political unification and the creation of national symbols, Federation laid the foundation for modern Australia, even though regional differences persist.

I can cite my sources

Accurate referencing is essential in historical writing to show where your evidence comes from and to give credit to original sources. When you include quotes, data or ideas from a source, always cite it using the required format. This not only strengthens your argument but also helps avoid plagiarism.

Remember to include a bibliography at the end of your work and double-check that all references match your in-text citations. Accurate referencing ensures your work is reliable and academically honest.

Chicago Author–Date referencing style examples

Journal article

Author name/s | Title (part) | Volume(Issue number)

Ashton, Paul. 2021. 'Statue Wars'. *Public History Review* 28(1), 1–18.

Year | Title (whole) | Page range

Book

Author name/s | Year | Title | Edition

Anderson, Mark, Paul Ashton, and Annika Fawcett. 2025. *Good History: NSW Stage 5* (2nd ed.). Melbourne, Vic: Matilda Education.

Place of publication: Publisher

Book chapter

Author name/s | Year | Title (part) | Title (whole)

Fricker, Aleryk. 2024. 'Challenging the Great Australian Silence'. In *Decolonising Australian History Education: Fresh Perspectives from beyond the 'History Wars'*, edited by Rebecca Cairns, Aleryk Fricker and Sara Weuffen, pp. 53–68. London, UK: Routledge.

Editor name/s | Page range | Place of publication: Publisher

Webpage

Author name/s | Year* | Title(part) | Title (whole)† | Access date

Australian War Memorial. n.d. 'The Story of ANZAC'. Australian War Memorial. Accessed 25 April 2024. https://www.awm.gov.au/articles/anzac.

URL

* n.d. means no date is given. This is quite common for webpages that are updated frequently.

† Website titles are not italicised, unlike book and journal titles.

In-text citations

In the body of your text, give the author surname and date. You may also want to give a page number: (Ashton 2021, 11)

If you want to cite multiple sources, arrange them alphabetically: (Ashton, 2021; Australian War Memorial n.d.; Fricker 2024)

If you use the name in your writing, you just need to give the year and page number (if using one): According to Aleryk Fricker (2024, 35) ...

I can edit and proofread my work

The aim of writing is to communicate your ideas clearly. Editing and proofreading are essential to refine your work.

Editing checklist

- ☐ Check that your text answers the question and meets all task requirements (e.g. does it include a bibliography, are pictures labelled if required?)
- ☐ Delete any words, sentences or paragraphs that do not contribute to your argument.
- ☐ Compare your work against the task criteria or rubric.
- ☐ Ask yourself: Does this paragraph clearly support my main point?

Proofreading checklist

- ☐ Look for errors in grammar, spelling and punctuation.
- ☐ Read your work aloud or ask someone else to review it.
- ☐ Use strategies like reading sentences backwards to spot mistakes.
- ☐ Print your draft if possible to catch errors you might miss on screen.

Run-on sentence

Two independent ideas are jammed together without proper punctuation.

Edit: Split at however: ... trade. However, ...

Missing citation

Direct quotations need a citation.

Edit: Add (Brett 2016, 22) immediately after the quote (using the source's actual year + page).

Off-topic detail

The cricket fact predates 1901 and doesn't support the argument about Federation's impact.

Edit: Delete, or replace with a symbol that emerged because of Federation.

Model

The new Constitution in 1901 pulled the six colonies into one county so they could make laws about defence and trade however many people felt nervous about losing their own state rules. According to one historian, the first Commonwealth Parliament helped people 'think as Australians, not just as Victorians or Queenslanders'. It also gave men and women the same voting rules across the country.

New symbols backed up these legal changes. The brand-new flag was soon flying over schools and post offices, and the coat of arms turned up on coins by 1912. Australians still loved weekend cricket matches, which had been popular since the 1800s. A student in Melbourne commented, 'seeing the flag in class made me feel part of something bigger' (Smith 1903, 14). These shared symbols therefore reinforced the way Federation helped Australians see themselves as one people.

Spelling

Incorrect spelling that would likely be missed by a spell check program. Reading aloud helps to catch these.

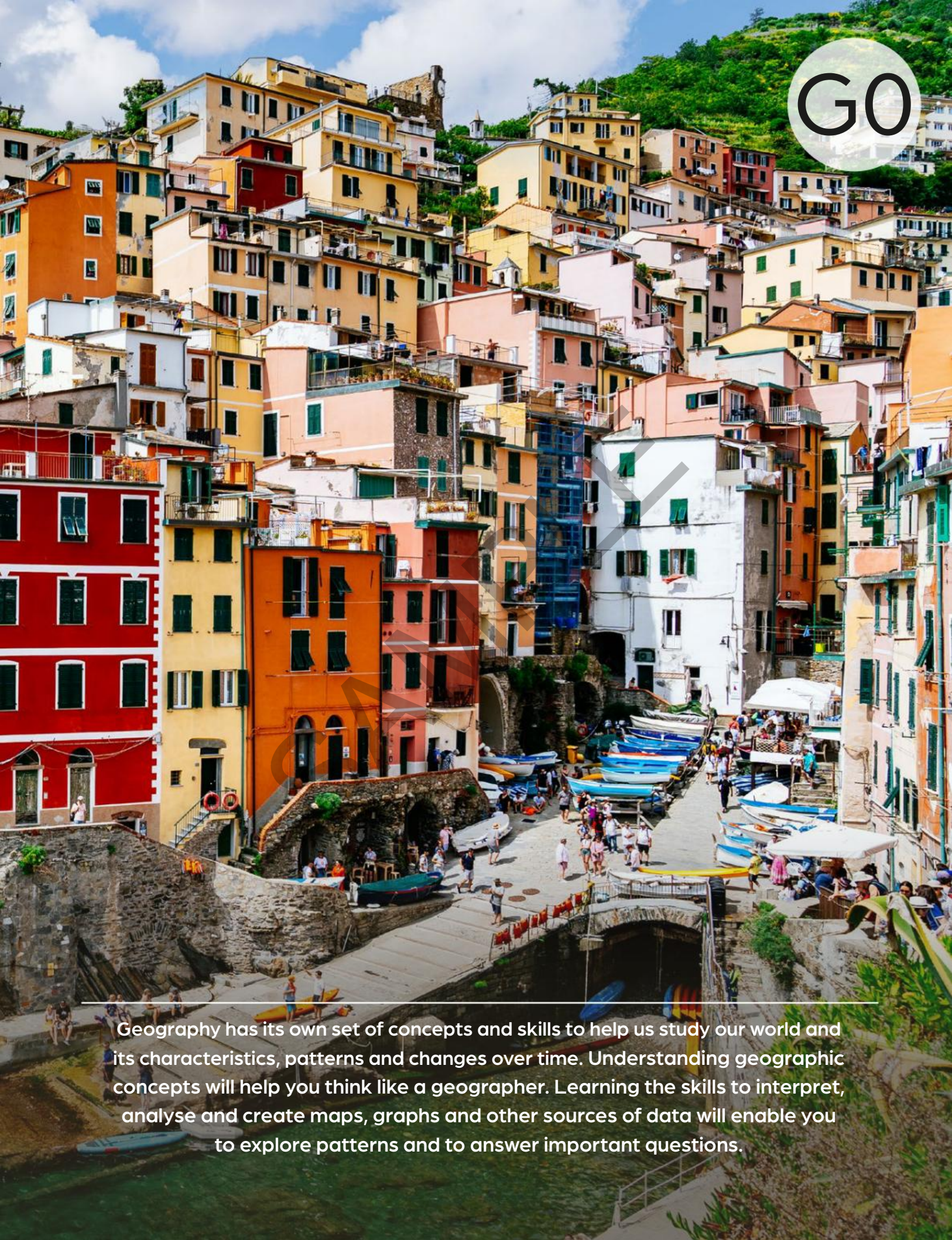
Edit: Change to 'country'.

Missing link sentence

This paragraph ends without reconnecting to the essay question.

Edit: Add a final sentence, such as 'These changes laid the foundation for a shared Australian identity.'

Geo Overview



G0

Geography has its own set of concepts and skills to help us study our world and its characteristics, patterns and changes over time. Understanding geographic concepts will help you think like a geographer. Learning the skills to interpret, analyse and create maps, graphs and other sources of data will enable you to explore patterns and to answer important questions.

Why does Geography matter?

Geography is the study of our world and its characteristics, patterns and changes over time. In Geography, we focus on two main ideas: human activity and natural processes. We are interested in how humans influence the *space* in which they live and, in return, how the natural *environment* influences how we as humans live. Geographers are respectful of different people's perspectives, values and connections to place. Geographers use ethical practices to conduct fieldwork and analyse observations, maps, information, photographs and other data to understand patterns and answer questions. Geography is key to understanding the world around us, because without Geography, you are nowhere!

Thinking like a geographer

As a Year 9 Geography student, you have already studied and practised many geographical concepts and skills, and you have a rich bank of geographical knowledge to draw from. You have explored how humans influence the space in which they live and, in return, how the natural environment influences how we as humans live. You may have practised 'thinking like a geographer' while you engaged with important issues, such as climate change and the construction of new coal mines in Australia, as well as positive initiatives such as the clean-up of the Great Pacific Garbage Patch.

This year you will continue to explore contemporary geographical issues using maps, images, graphs and other sources of data. You will explore spatial patterns. You will also conduct your own fieldwork to answer inquiry questions about different phenomena and interconnections. You will consider how your own choices and actions can result in positive changes in our increasingly interconnected world.

Source 1: Some people visit and take photos at cultural sites for Instagram likes

Four reasons why Geography matters

1 Exploring Geography will help you develop powerful skills

Throughout this year you will continue to work on developing your Geography skill set. These skills will remain with you and will help you in many aspects of your life. Some of these valuable new are:

- asking questions
- planning inquiry investigations and fieldwork
- critical thinking and problem-solving
- reading, interpreting and creating maps
- analysing and evaluating data
- creating visual representations
- developing communication skills
- building respect for people, cultures and places.

2 Exploring Geography lets you see the world (sometimes without leaving your desk!)

Do you want to visit the Sahara Desert? Are you concerned about the impact of climate change on the canals of Venice? Do you daydream about purchasing a round the world plane ticket?

The study of Geography allows you to access every corner of the world: either on a fieldtrip, or at your desk using geographical information systems such as Esri or Google Earth. Through this process you will come to understand the *interconnected* nature of our world and the roles we all play as custodians of our planet.

3 Exploring Geography makes us informed global citizens

Studying Geography helps us to understand ourselves and our planet. It helps us develop respect for social and cultural diversity, and develop an understanding of environmental sustainability. You will explore:

- physical (natural) Geography
- human (built) Geography.

Physical Geography is the study of the Earth's landscapes, landforms and natural processes, some which have been occurring for hundreds of thousands of years. Human Geography is the study of how we interact with this natural world.

This year, you will investigate the Earth's environments and how these environments sustain life; how humans change these environments for food production; the impacts of globalisation on people and places; and the role of tourism, trade and technology in our interconnected world. The study of Geography will empower you to be an active global citizen who makes informed decisions.

4 Future careers and pathways

Studying Geography doesn't mean you have to become a cartographer (someone who draws maps). Geography opens doors to a huge range of potential study and career options from politician to travel agent!

Learning Ladder G0.1

1. Brainstorm all the skills and concepts you have learnt in Geography so far. Discuss as a class.
2. Discuss the difference between geographical knowledge and geographical skills with a partner. Provide examples of each.
3. Consider how your Geography skills have helped you in different subject areas. Hint: Did you need to read maps on camp? Have you used your knowledge of processes in science?
4. 'Being able to think like a geographer today is more important than at any other time in human history.' Hold an informal class debate on this topic. Remember to respect all of your classmates as they express their opinions.

Where can Geography take me?

As you begin to think about your future career pathways, you may be surprised how studying Geography provides you with a variety of knowledge and skills that can be used across industries and sectors.

Source 1: Geography can lead to a large range of careers possibilities.

Biomes and food security

Agronomist: Specialise in crop production and soil management to improve food security and sustainable farming practices.

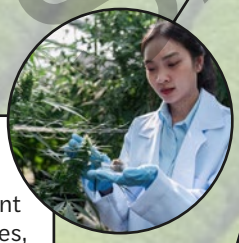
Ecologist: Study ecosystems and biomes to understand biodiversity and the impact of environmental changes on food resources.

Sustainable agriculture consultant: Advise farmers on sustainable practices that conserve resources while improving crop yields.

Food systems analyst: Analyse food supply chains to improve efficiency and sustainability, ensuring access to nutritious food.

Climate adaptation specialist: Help communities adapt agricultural practices in response to climate-change impacts on biomes and food supply.

Conservation biologist: Work to protect and restore natural habitats, focusing on the relationship between ecosystems and agricultural practices.



Plant geneticist: Research plant genetics to develop disease-resistant and high-yield crop varieties, enhancing food security.

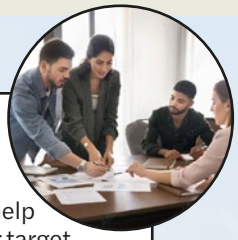
Fisheries biologist: Study aquatic ecosystems and fish populations to promote sustainable fishing practices and food security.

Soil scientist: Research soil health and management to promote sustainable agriculture and enhance crop productivity.

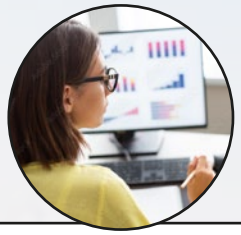
Agroforestry specialist: Integrate trees and shrubs into agricultural landscapes to enhance biodiversity and improve food production.

Geographical careers

Geography of interconnections



Market research analyst:
Study market trends and consumer behaviour, using geographical data to help businesses understand their target audiences and optimise their strategies.



E-commerce specialist:
Analyse global trade patterns and consumer behaviors in online markets, utilising geographical data to optimise supply chains and marketing strategies.

Cultural tourism specialist:
Focus on promoting tourism that highlights local culture and heritage, analysing how geography influences tourist experiences and preferences.

Tour guide:
Lead groups of tourists through specific locations, sharing information about the area's history, culture and geography, while ensuring an enjoyable experience for visitors.

Tourism development officer:
Work to promote sustainable tourism by analysing geographical trends and developing strategies to enhance local economies through tourism.

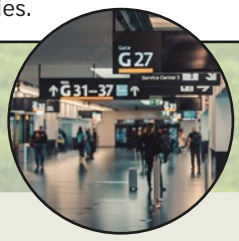
Supply chain manager:
Manage logistics and transportation networks, analysing geographical factors that affect the movement of goods and services in trade.

Geospatial analyst:
Utilise geographic information systems (GIS) to analyse data related to location, helping businesses and governments make informed decisions about technology and infrastructure.

Music trend analyst:
Study global music trends and regional preferences, analysing how Geography influences music consumption and cultural exchanges.

Influencer:
Create content on social media platforms focused on travel experiences, sharing insights about destinations and tourism trends, and often collaborating with brands for marketing opportunities.

Travel agent:
Assist clients with planning and booking travel arrangements, using knowledge of destinations, trade routes, and tourism trends to create customised itineraries.



How to think like a geographer

Geographic concepts

Use the acronym **SPICESS** to help you remember the seven geographic concepts:

1. **S**pace
2. **P**lace
3. **I**nterconnection
4. **C**hange
5. **E**nvironment
6. **S**cale
7. **S**ustainability.

Geographical concepts will help you to think like a geographer. Using geographic language is important when writing your responses. Remember, you do not have to use the exact terms in your responses. Instead, try to use the concept to make your writing more geographical. For example: 'Food is grown all over the world. Agricultural practices change over time and vary in scale. Considering environmental impacts of farming in places is important for long-term food sustainability.'

Source 1: Terraced rice fields in Mù Cang Chài, Yên Bái Province, Vietnam

S Space

Geographical concepts will help you to think like a geographer. Using geographic language is important when writing your responses. Remember, you do not have to use the exact terms in your responses. Instead, try to use the concept to make your writing more geographical. For example: 'Food is grown all over the world. Agricultural practices change over time and vary in scale. Considering environmental impacts of farming in places is important for long-term food sustainability.'

P Place

The concept of place can be described using characteristics and human meaning. Farmland can be managed by the same families for generations, building emotional and physical attachment to place.

I Interconnection

Interconnection is the idea that two things or phenomena are related, interact or are linked in some way. For example, there is an interconnection between the success of an agricultural harvest and the economy of the local region.

C Change

Change refers to how a *place* is altered due to shifts in the environment or to meet the needs of humans. Change can be positive or negative, and can occur over short or long time periods. In this place, we can observe a change over time from the natural mountainous landscape to extensive rice terraces and farmland.

E Environment

An *environment* can be defined by its **geographical characteristics**. Some environments are largely natural and are untouched by humans, such as coastlines, islands and forests. Other environments have undergone significant change and are largely unnatural, such as cities and other urban areas. Within environments we can observe processes, interconnections between **phenomena** and change over time. This image is an example of tourists visiting a natural environment.

S Scale

Scale usually refers to the size of something. Scale can be literal, such as a scale on a map using data to show you how big something is in real life. It can also be used as a qualitative word, such as when describing a region. For example, patterns can exist on a local, regional, national or global scale. This is an example of large-scale agriculture.

S Sustainability

Sustainability is the concept of maintaining and preserving resources and environments for future generations. This could be through the use of sustainable, renewable energy, such as solar power or wind-generated electricity. Small-scale farming can be sustainable; however, when we overuse the Earth's resources we degrade its nutrients and alter natural processes.

Space

The concept of space involves looking at the way things are arranged on Earth. The study of space has two key components:

1. location – where a space is found on Earth
2. spatial distribution – the arrangements and patterns of natural and human features on the surface of the Earth.

Understanding location

Location is recognising where a space is found on Earth. When you are trying to recognise location, ask: How can I describe the location? Where on Earth is it found? What does the environment look like?

Location can be relative or absolute. A relative location is a description where a place is in comparison to another place. You may describe a relative location using characteristics of the land, political territories (such as countries) and the points of a compass. For example, Source 2 shows that the soybean farms are located in the state of Mato Grosso, Brazil. Mato Grosso is in the central-west region of Brazil, and the farms are situated in the fertile plains of the Cerrado region. The state of Mato Grosso is approximately 500 kilometres (by road) north of the city of São Paulo, and borders the countries of Bolivia and Paraguay to the west.

A more accurate way to pinpoint the location of a place is to use a grid. On maps of large areas, such as countries of the world, we use the lines of latitude and longitude to give the absolute location of places. Detailed topographic maps also use grid system to find the absolute location of places (discussed on page xx). For example, if you are traveling to Brazil to study soybean farming in the state of Mato Grosso, you may land at Marechal Rondon International Airport, located at 15°39'51"S 056°05'52"W.

Absolute location can also be an address or other fixed-point reference on Earth. For example, you may live at 1 Sunhill Avenue in Ringwood North, Victoria, Australia.

Source 2: Aerial view of a soybean farm in Mato Grosso, located in central-western Brazil. Large-scale agricultural operations like soybean farms can be observed from the air using planes, drones and satellites. Aerial surveys of soybean fields help us understand the extent of crop cultivation, land-use patterns and farming practices. Understanding the spatial distribution of these crops is essential for geographers and agricultural experts to develop strategies for sustainable farming, manage resources efficiently, and address environmental impacts, such as deforestation and soil degradation.

Understanding spatial distribution

When you describe a spatial distribution, ask: Can I see a pattern? Is the feature I am looking at spread out in a line or bunched together? Can I see and patterns? Are there any examples or data to help quantify what I see?

For example, the aerial view (from above) in Source 2 helps us see that the crops form a linear pattern (they are in a line).

Source 3: Geographers describe the distribution or movement of phenomena within a space such as shipping container ships moving into a port.

Spatial distributions can help us develop strategies for action to improve or manage a situation. For example, by carefully analyzing satellite images of soybean farms in Mato Grosso, Brazil, it becomes clear that large areas are dedicated to monoculture farming, with vast fields of soybeans occupying much of the land. Actions suggested by the findings could include promoting crop diversification, encouraging sustainable farming practices, and implementing policies to reduce the environmental impacts of monoculture, such as soil degradation and deforestation. These strategies aim to balance agricultural productivity with environmental sustainability.

Place

The concept of place can be described using characteristics and human meaning. Places can range in size. The Sahara Desert, the world's largest hot desert, is a place that covers 9.2 million square kilometres. Your home is also a place. Places can be natural (shaped by the environment) or built (made by humans).

Characteristics of a place

Describing the characteristics of a place means recognising features in the landscape and detail in them. Satellite images (Source 4) show physical features such as the desert, creeks and the gulf; and human features such as buildings, roads and reclaimed land. Map legends may also help identify the physical and human features of a place.

Source 4: Place has a much deeper meaning for First Nations peoples. They have a deep spiritual, physical, social and cultural connection to the land, often described as **connection to Country**. Palyku woman Ambelin Kwaymullina explains: 'For Aboriginal peoples, Country is much more than a place. Rock, tree, river, hill, animal, human – all were formed of the same substance by the ancestors who continue to live in land, water, sky. Country is filled with relations speaking language and following Law, no matter whether the shape of that relation is human, rock, crow, wattle. Country is loved, needed and cared for, and Country loves, needs and cares for her peoples in turn. Country is family, culture, identity. Country is self.'

Places have meaning

A location becomes a place when humans attach emotion or meaning to it. People have different experiences in places and feel connections to them. Consider the sense of security you have when visiting a close relative's house or the sense of belonging you feel when attending your church or local sporting club. We describe this connection to a place in Geography as 'sense of place'. A person's attachment to a place helps form their identity and can connect them to other people, their ancestors or culture.

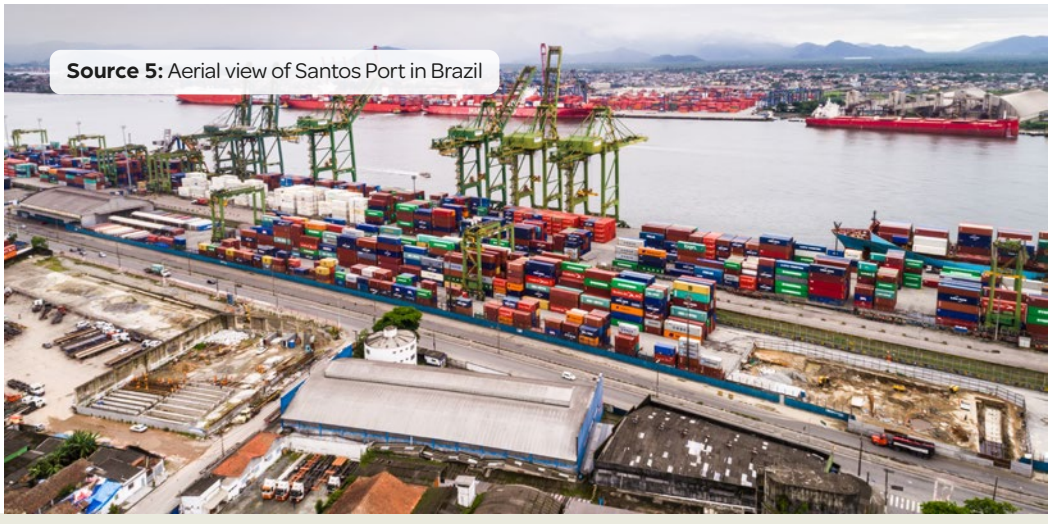
In Source 5, the relationship between the human and physical characteristics is a close one. For First Nations Peoples, Country is much more that a place. People are a part of their Country and their Country is part of them.

Places can be as small as your bedroom or as big as a country or region. Places are dynamic and are constantly changing due to environmental processes and human influences.

Places are connected

It is difficult to study one place in isolation. Places are connected through social, economic, environmental, and political factors. For example, the strategic location of the Port of Santos in Brazil (Source 4) provides significant opportunities for trade with countries around the world. As one of the busiest trade ports in South America, it serves as a key hub for the export of goods such as soybeans, sugar, and coffee.

Places can also be compared, and similarities and differences can be studied. You might compare the Port of Santos to the Port of Rotterdam, which serves as a major trade gateway in Europe, to explore how both ports support global trade networks. Alternatively, you could compare Santos to other major port cities like Singapore or Shanghai to analyse how their location and infrastructure have driven economic growth and urban development.



Source 5: Aerial view of Santos Port in Brazil

Interconnection

The concept of interconnection helps geographers understand the connections between two or more things and how these interactions affect environments and the way we live. Interconnection is the idea that two things, or phenomena, are related, interact or affect one another. For example, heavy rainfall in one area may affect people who live on floodplains hundreds of kilometres away.

Describing interconnection

The first step in understanding interconnection is to recognise that things are connected. For example, imagine you have bought new jeans made in China. There are links between the farms that grow the materials, the company that designs the jeans and the manufacturer in China. A further connection happens when the jeans are transported from China to where you buy them in Australia.

Phenomena are things we observe happening in an environment. A change or action of one phenomenon can affect another. For example, heavy rainfall increases water flow in river systems, causing rivers to overflow. This overflow can lead to flooding in surrounding areas, affecting farmland and local townships. In Lismore, NSW, the Wilsons River and Leycester Creek drain to the north and north-east. When these areas experience high rainfall, the water discharges downstream through Lismore forming a flood 'choke point', resulting in city inundation. Extreme rainfall in February and March 2022, along with already saturated soils from a wet season, deforestation in the area, and lack of preparation resulted in a significant flooding disaster. Many of Lismore's residents live in the low-lying basin region which is prone to flooding events.

Interconnections and taking action

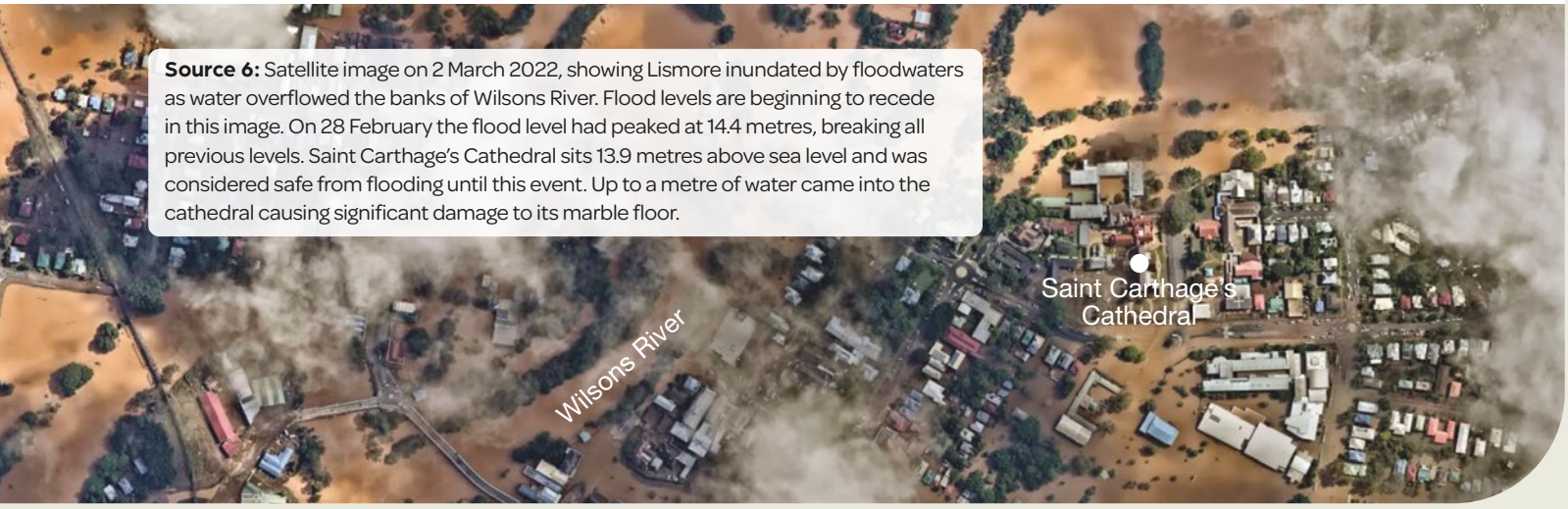
Understanding interconnections can help you answer questions about geographical challenges and consider strategies for action. For example, for Source 2 (spread 3.7) you could ask the following questions:

- How can we use our understanding of interconnections to help prepare for geographical challenges in Lismore?
- How can governments help respond to flooding events?

Recommendations for improved flood mitigation and responses in Lismore include:

- raising levees and using pipelines to divert floodwater away from Lismore
- relocating the city centre and rezoning the worst affected residential and commercial areas
- reforestation of the river valleys and the re-establishment of wetlands drained for farming to reduce water in the river in times of flood.

In Australia most disaster funding is spent on helping flood victims, repairing the impacts of floods and building infrastructure to divert floodwaters away from human settlements. Disaster relief, recovery centres, recovery packages and pod villages were among the responses to the 2021–22 eastern Australia floods.



Source 6: Satellite image on 2 March 2022, showing Lismore inundated by floodwaters as water overflowed the banks of Wilsons River. Flood levels are beginning to recede in this image. On 28 February the flood level had peaked at 14.4 metres, breaking all previous levels. Saint Carthage's Cathedral sits 13.9 metres above sea level and was considered safe from flooding until this event. Up to a metre of water came into the cathedral causing significant damage to its marble floor.

Change

Change refers to how a *place* is altered due to shifts in the environment or to meet the needs of humans. Change is easy to see when it occurs rapidly, such as a flood, landslide or clearing a forest. Changes over a long period of time, such as climate change or the movement of landmasses, are more difficult to observe. Change can be positive or negative, and geographers play a role in helping to manage change.

The scale of change

Change occurs all around us and on different scales. You might notice a new building or road in your area, or you could see a seasonal change such as blossoms appearing on trees. Maps and graphs can help us identify change across larger areas. For example, the rapid urbanisation of Victoria's outer suburbs in recent years has resulted in significant population growth and increased infrastructure development, such as new housing estates and road networks (Source 8).

Change can also occur over different time scales. Identifying short-term change is usually easier than recognising changes over the long term. We can often see the immediate results of small-scale construction projects. Sources 6 and 7 show the expansion of residential areas in Melbourne's outer suburb of Officer over time, as farmland has been replaced by new developments. Longer-term changes, such as shifts in population density or land-use patterns, are harder to observe as they take place over decades or even centuries. Geographers look for evidence of change, such as shifts in land use and the growth of urban areas, to understand how places evolve over time.

Source 7: Victoria's outer suburbs are changing over time to cater for growing populations.

Changes and taking action

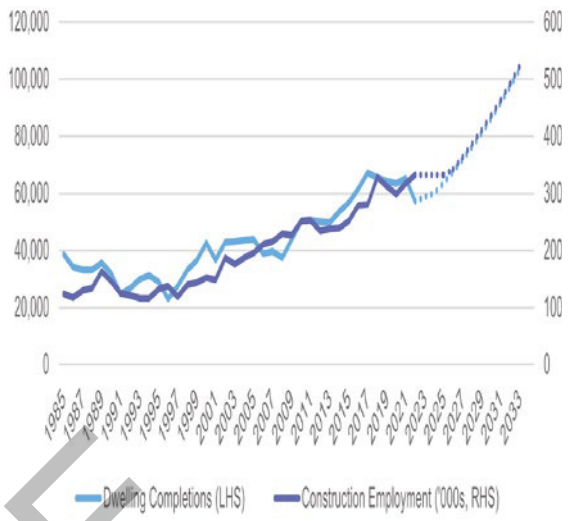
Explaining how change occurs requires a higher level of understanding. For example, Why is urbanisation happening so rapidly in Officer, Victoria?

Officer, located in the outer suburbs of Melbourne, has seen significant growth in recent years. This rapid urbanisation is driven by factors such as increased population demand, affordable housing, and better transport links to Melbourne's city centre. Over the past decade, farming land has been replaced with new housing estates, shopping centres and road networks to accommodate the growing population.

Once you explain why a change has occurred, you can analyse the implications of that change. Analysis involves deeper research and consideration of how to manage the change sustainably. For example, an analysis of the urbanisation of Officer might involve asking:

- Which areas of Officer are most affected by urban sprawl?
- What measures are in place to manage traffic congestion?
- What strategies can be implemented to protect local biodiversity?
- How can the community balance growth with environmental sustainability?

Homes built and construction employment in Victoria, 1985–2033



Source: XXX

Source 8: The number of new homes and associated construction jobs available have changed over time, and look likely to keep increasing.

Environment

Environments are defined by their **geographical characteristics**. Natural or physical environments are those that are largely untouched by humans, such as forests, deserts and mountains. Human or built environments have undergone significant change, such as cities, towns, mines and farms. Studying the concept of environment helps geographers understand the processes driving the formation of natural environments and manage changes humans are making to it.

Value and impacts

The physical and built characteristics of environments help provide humans with resources; for example, providing a place to live, grow food, access water, collect materials and recycle waste. Environments also provide cultural, spiritual and aesthetic value. Technology helps us change our surroundings to allow for growing populations, and changing needs and economies, but it also brings new problems. To manage changes in the environment effectively, we need to understand how both nature and human activities influence it, and apply geographical knowledge to handle risks and build stronger, safer communities.

Each environment presents some risk or hazards to humans such as floods, drought or bushfire. Human actions like deforestation and poor infrastructure can worsen these impacts. While we can reduce risks of hazards through prevention and preparedness, we cannot eliminate them.

Source 9: Palm oil production is a huge driver for deforestation in Borneo, Indonesia. Studies have suggested that less than half of Borneo's forest cover remains today.

A topographic map of Darwin, NT and surrounds

Source 10: Topography is the study of the surface of the land. Topographic maps show the different environments present on the Earth's surface. This topographic map is of the tropical region around Darwin. It shows few contour lines, indicating the land is very flat. Built environments shown include the cities of Darwin and Palmerston (shown in pink) and the suburban areas of Howard Springs and McMinnis Lagoon (black squares). Natural environments include forests (light green), mangroves (dark green) and swamp (blue dashed lines).

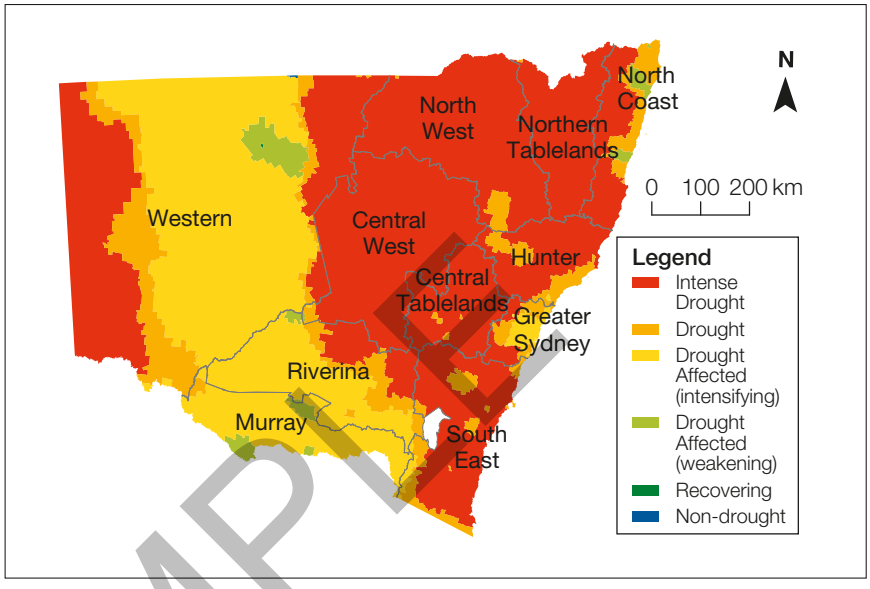
Source:
Commonwealth of Australia (Geoscience Australia)

Scale

Geographers study phenomena and patterns at a range of different scales. Different outcomes and explanations can be achieved at local, regional, national or global scales. For example, drought conditions may make it difficult for your garden to grow at a local scale or be part of a global climatic pattern such as El Niño.

In Geography, we use two key types of scale: spatial scale and temporal scale. Spatial scale refers to the physical size or extent of a phenomenon or process. For example, an urban block is smaller in spatial scale compared to an agricultural property. Temporal scale refers to the measurement of time, such as a period of 20 years. These two scales are closely connected. For instance, over the past 10 years, urban blocks in the suburb of Officer, Victoria, have decreased in size to accommodate high-density urban development.

NSW drought 31 Jan 2019 to 31 Jan 2020



Source: Matilda Education Australia

Source 11: Local scale is a specific place such as a neighbourhood, farm or town. At the local scale, geographers recognize that every place on Earth has unique natural and human features. This farm in Queensland faced severe drought in November 2021, and the sheep had nothing to eat.

Source 12: Regional scale refers to a geographical area that is larger than a single community but smaller than a nation. This map shows how the region of New South Wales and smaller regions within it were all facing drought in the 12 months to 31 January 2020. The regions in eastern New South Wales, such as the Northern Tablelands, were facing intense drought conditions.

Geographers can use various levels of spatial scale to help guide their investigations:

Local scale is a small space on Earth such as a community, town or farm. Studying a geographical theme at the local scale helps identify outcomes for people. For example, the farmer in Source 11 had to purchase grain and hay to feed his sheep because the drought destroyed the pasture on the farm.

Regional scale refers to spaces that are larger than a local scale, but smaller than a national (whole country) scale. Examples of regional scales studied in Geography include the states of Australia; large natural areas such as deserts, forests and alpine areas; and large administrative areas such as Australian Antarctic Territory or the Murray–Darling Basin. Source 14 shows examples of the level of drought in regional areas in New South Wales. The state itself is also an example of a regional scale.

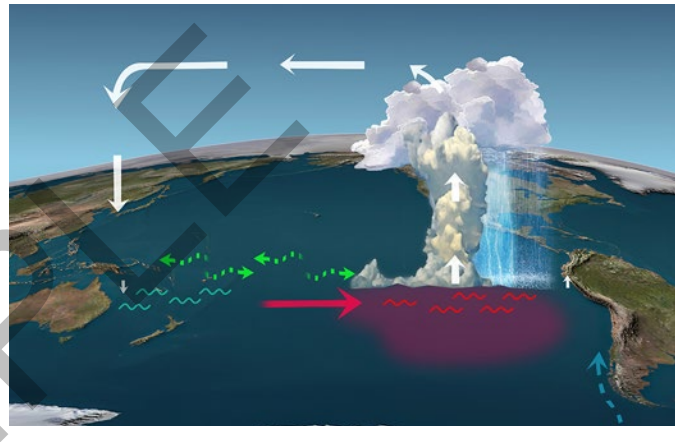
National scale refers to a country or nation. Geographical issues at a national scale affect the entire country. Source 15 shows the Australian rainfall patterns that caused the drought conditions occurring at a national scale in Australia in 2017–20. Australia's government had to help farmers during this period and ration the water available in regions suffering drought. During periods of drought, countries also produce less crops and reduce livestock, which impacts.

Global scale studies patterns that occur across the whole world. Global phenomena and issues can help explain conditions occurring at other scales. Source 16 shows that Australia's drought in 2017–20 was driven by a global climate phenomenon known as El Niño.

Impacts across scales

Often geographers need to ask 'why' an event or pattern is occurring and compare its effects at a range of scales. For example, Sources 11 and 12 refer to the drought that occurred in Australia in the 2017–20 period:

At the global scale, the El Niño climate pattern delivered high rainfall in the Americas in the eastern Pacific and low rainfall to Australia in the western Pacific. At a national scale, Australia had to deal with drought conditions impacting the south-east of the nation. Intense drought was particularly felt throughout eastern New South Wales, where water supplies were threatened. At the local level, residents had their water rationed and farmers lost crops and had to buy feed for livestock.



▲ **Source 13:** Global scale refers to broad patterns that occur across the world. This diagram shows the impact of the global climate system known as El Niño. It sometimes occurs in the Pacific Ocean, but El Niño affects weather all over the world. In El Niño years, very high rainfall is experienced in the Americas while Australia and other parts of the world suffer drought.

Sustainability

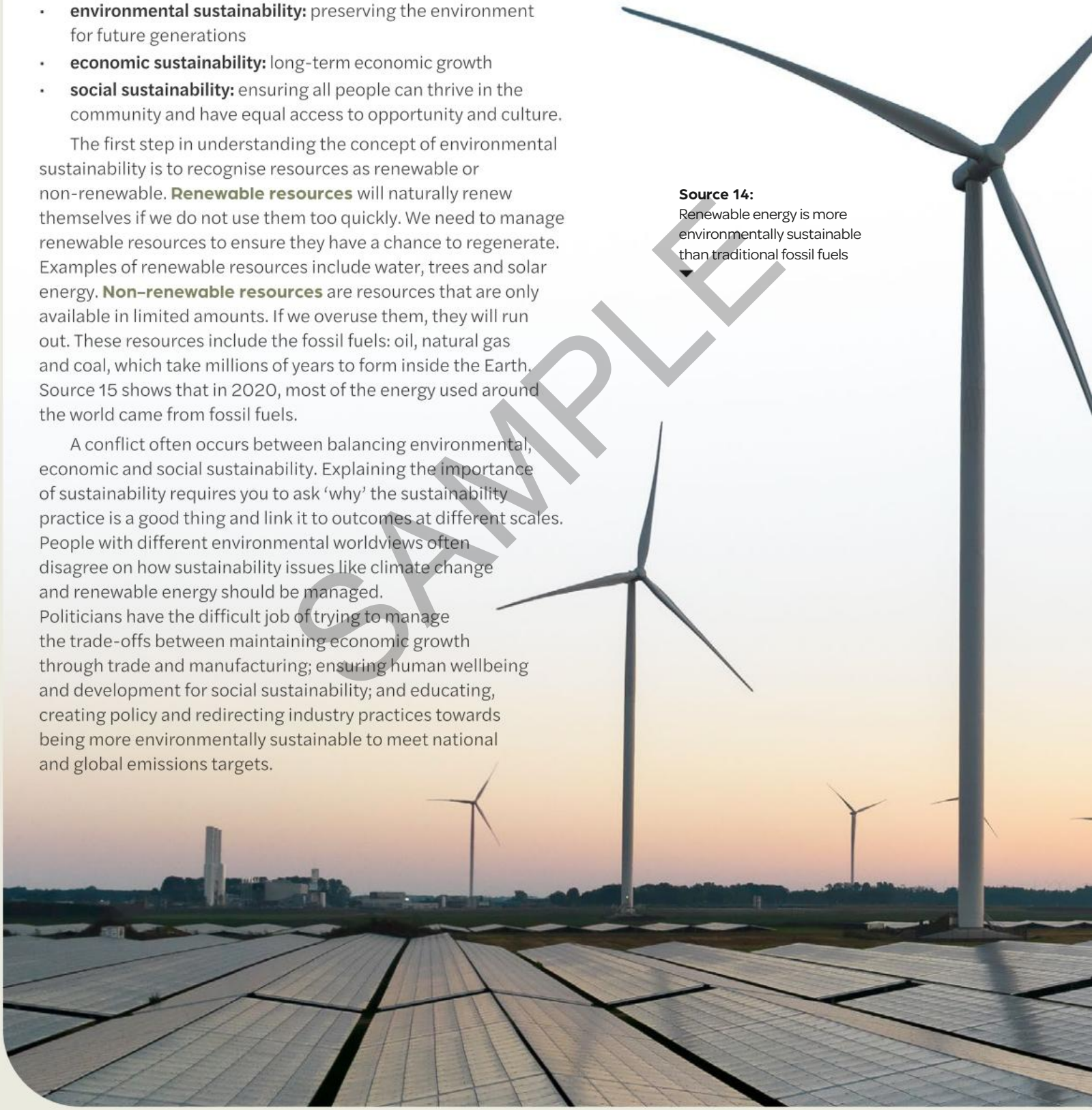
Sustainability is the concept of maintaining and preserving resources and environments for future generations.

In Geography we can discuss the concept of sustainability in multiple ways:

- **environmental sustainability:** preserving the environment for future generations
- **economic sustainability:** long-term economic growth
- **social sustainability:** ensuring all people can thrive in the community and have equal access to opportunity and culture.

The first step in understanding the concept of environmental sustainability is to recognise resources as renewable or non-renewable. **Renewable resources** will naturally renew themselves if we do not use them too quickly. We need to manage renewable resources to ensure they have a chance to regenerate. Examples of renewable resources include water, trees and solar energy. **Non-renewable resources** are resources that are only available in limited amounts. If we overuse them, they will run out. These resources include the fossil fuels: oil, natural gas and coal, which take millions of years to form inside the Earth. Source 15 shows that in 2020, most of the energy used around the world came from fossil fuels.

A conflict often occurs between balancing environmental, economic and social sustainability. Explaining the importance of sustainability requires you to ask 'why' the sustainability practice is a good thing and link it to outcomes at different scales. People with different environmental worldviews often disagree on how sustainability issues like climate change and renewable energy should be managed. Politicians have the difficult job of trying to manage the trade-offs between maintaining economic growth through trade and manufacturing; ensuring human wellbeing and development for social sustainability; and educating, creating policy and redirecting industry practices towards being more environmentally sustainable to meet national and global emissions targets.



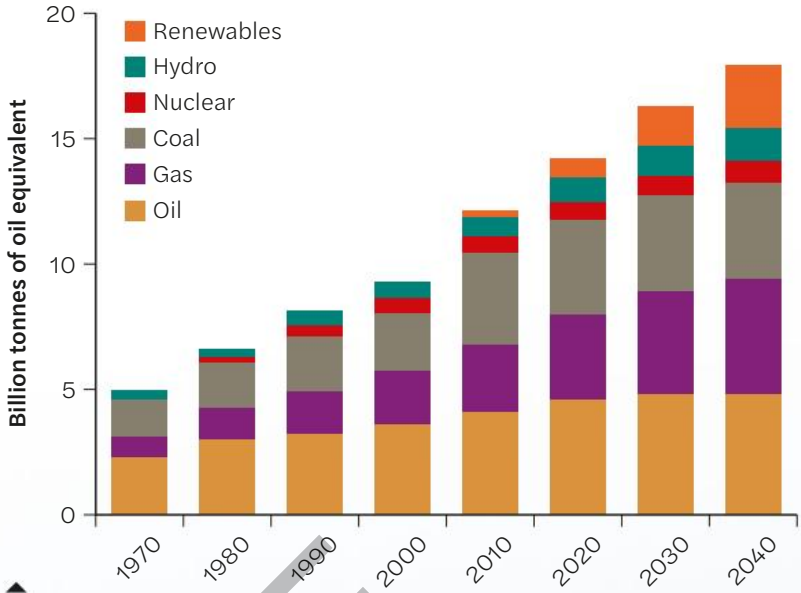
Source 14: Renewable energy is more environmentally sustainable than traditional fossil fuels

Sustainable practices

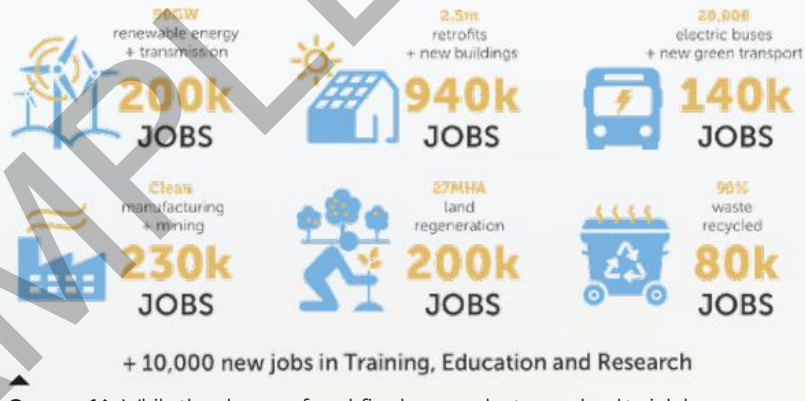
We need to ensure there will be adequate resources left for future generations. Some examples of environmentally sustainable practices:

- **Reduce, reuse, recycle:** Reduce the amount of waste by reusing bags for shopping and refilling drink, soap and shampoo bottles rather than disposing of them; and using washable cloth wipes and nappies in place of disposable nappies and paper towels.
- **Use renewable energy:** Use renewable energy such as hydroelectricity and wind power. Install solar panels on the roof to provide renewable energy to your home and choose an electric car that uses fewer fossil fuels.
- **Use fewer resources:** Reduce your impact by changing your everyday choices: turn off appliances when you are not using them, dress warmly rather than using heating, and walk, cycle or use public transport when you can.

Worldwide energy consumption, 1970–40



Source 15: This graph shows global energy consumption by energy type (projected to 2040).



Source 16: While the closure of coal-fired power plants may lead to job losses, the shift toward renewable energy is expected to generate thousands of new jobs and create significant opportunities in emerging industries.

Productive biomes

G1

WHAT IS MEANT BY BIOMASS? xx

HOW DO ENVIRONMENTAL FACTORS IMPACT FOOD PRODUCTION? xx

HOW DO AUSTRALIAN BIOMES SUPPORT AGRICULTURE? xx

HOW HAS INNOVATION OVERCOME AGRICULTURAL CHALLENGES? xx

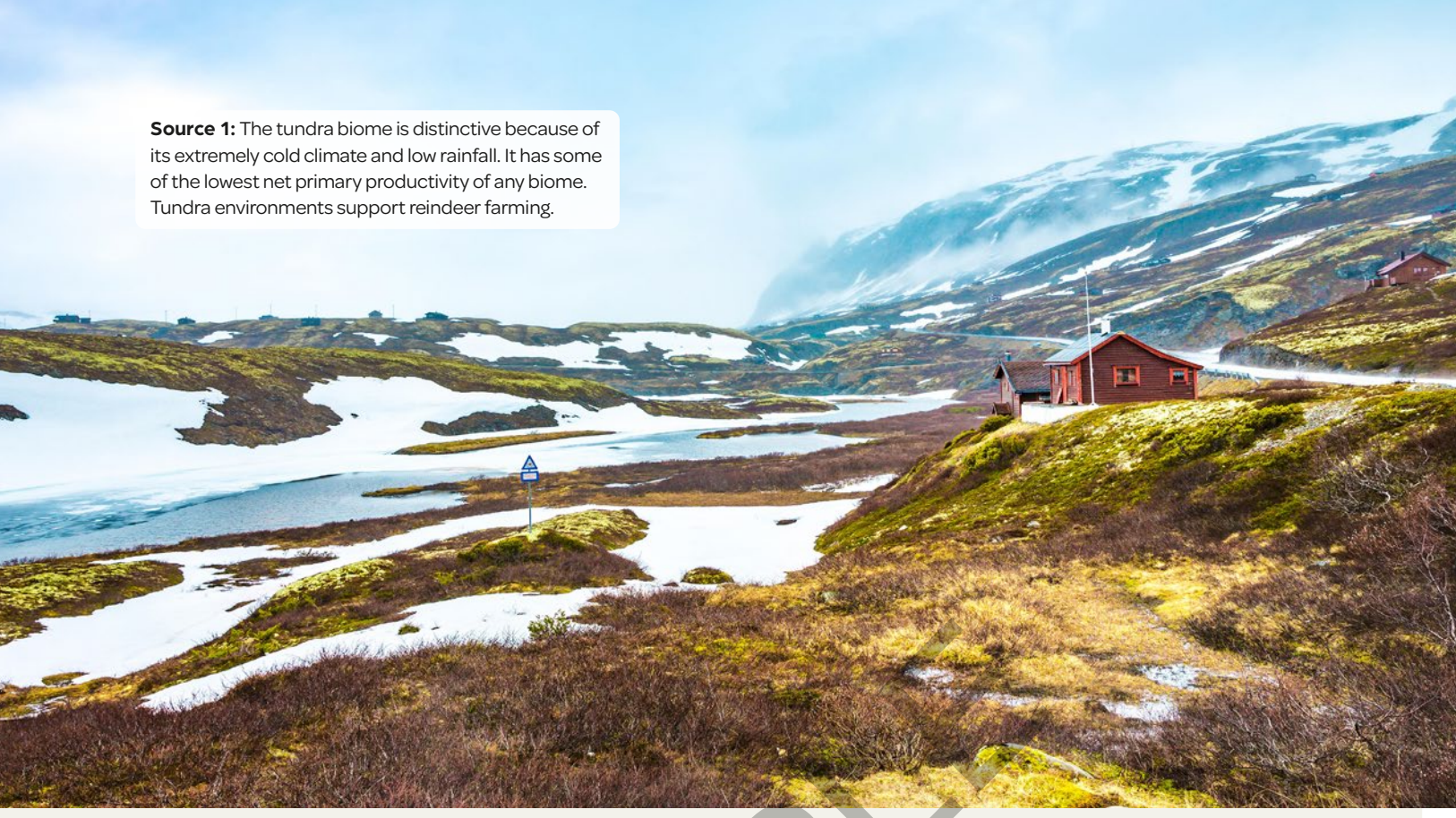
How can I understand biomes and food production?

Geographers divide the planet into distinct areas known as biomes. Each biome has its own unique climates, soils, vegetation and levels of productivity. Humans use biomes to support food production throughout the world. Introduced crops and grazing animals, and new farming and production methods, have led to improved human wellbeing, but also contributed to the degradation of important ecosystems.

Learning ladder

The Learning Ladder lists the geographical content, concepts and skills you learn in this chapter. Each area has five levels of progression. To progress to higher levels, you need to practise activities at the earlier levels. This will help you develop abilities to complete tasks that are more involved.

Steps in knowledge progression	Biomes	Human impacts	Crop production	Planning and collecting	Representing information
5	I can assess the extent to which biomes support food production.	I can evaluate strategies for balancing environmental and social sustainability.	I can evaluate the sustainability of agricultural technology.	I can use geospatial technology to record data.	I can follow ethical practices when working with data.
4	I can predict changes to biome productivity.	I can assess the sustainability of practices that modify biomes.	I can predict how agricultural technology will change productivity.	I can gather primary data.	I can use geospatial technologies to create maps.
3	I can compare biomes.	I can compare biome management methods.	I can compare agricultural technologies.	I can gather information from secondary sources.	I can use geographic conventions to construct maps.
2	I can explain factors that influence the productivity of biomes.	I can explain the impacts of modifying biomes for agriculture.	I can explain how agricultural productivity is interconnected with various factors.	I can plan an inquiry.	I can represent data and information.
1	I can describe biomes.	I can describe methods used to modify biomes.	I can describe factors that impact agricultural productivity.	I can ask open-ended questions.	I can select data relevant to a question.
	Productive biomes			Geographical inquiry	



Source 1: The tundra biome is distinctive because of its extremely cold climate and low rainfall. It has some of the lowest net primary productivity of any biome. Tundra environments support reindeer farming.

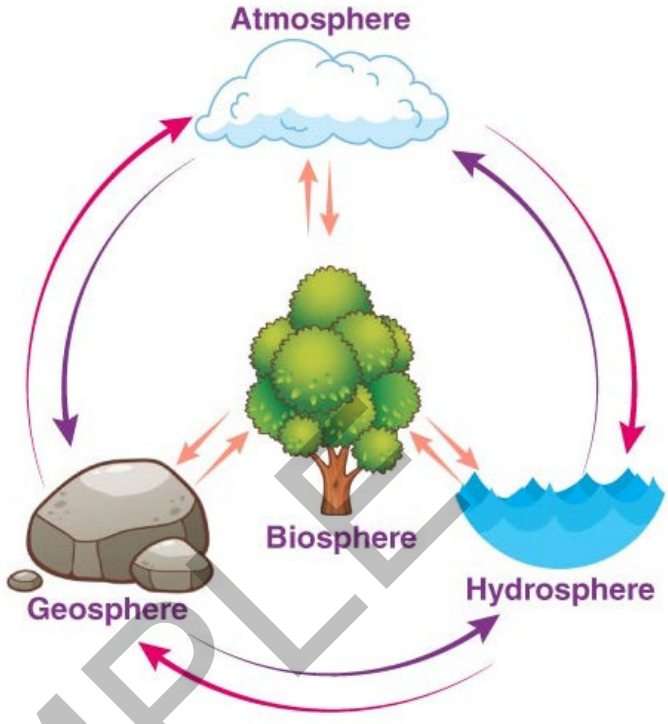
Interpreting information	Making conclusions	Strategies	Presenting ideas	Steps in skill progression
I can use geographical concepts to structure data analysis.	I can evaluate ethical considerations.	I can consider perspectives to evaluate strategies.	I can analyse the implications of phenomena.	5
I can predict change to patterns.	I can assess the reliability of data.	I can design strategies.	I can explain interconnections with data.	4
I can explain distributions and patterns.	I can write evidence-based conclusions.	I can predict the impact of a strategy.	I can support explanations with data.	3
I can describe distributions and patterns.	I can describe the impact of geographical phenomena.	I can explain a strategy.	I can explain the relevance of information.	2
I can read graphs and maps.	I can answer geography questions.	I can describe a strategy.	I can describe phenomena using geographical terms.	1
	Concluding and decision-making		Communicating	

What is a biome?

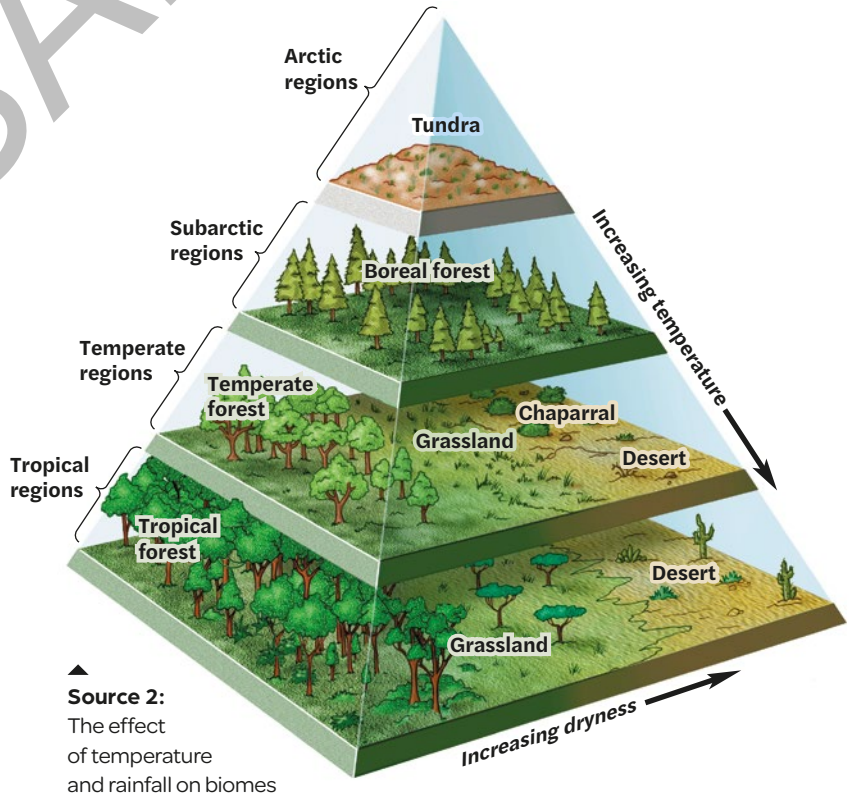
The biosphere comprises all living things on Earth. It is one component of the Earth's four natural systems: the biosphere, lithosphere, atmosphere and hydrosphere. These systems work together to create the natural environment around us.

The biosphere can be broken up into subgroups called biomes. Biomes vary depending on location, climate (average temperature and precipitation), soil type and human interaction. There is no set number of biomes on Earth. Some geographers simply divide Earth into five main biomes – aquatic, grassland, forest, desert and tundra – while other geographers use a much more detailed set of biomes. Temperature and rainfall are the main factors that determine biomes. High temperatures and low rainfall lead to deserts, while low temperatures and high rainfall create tundra.

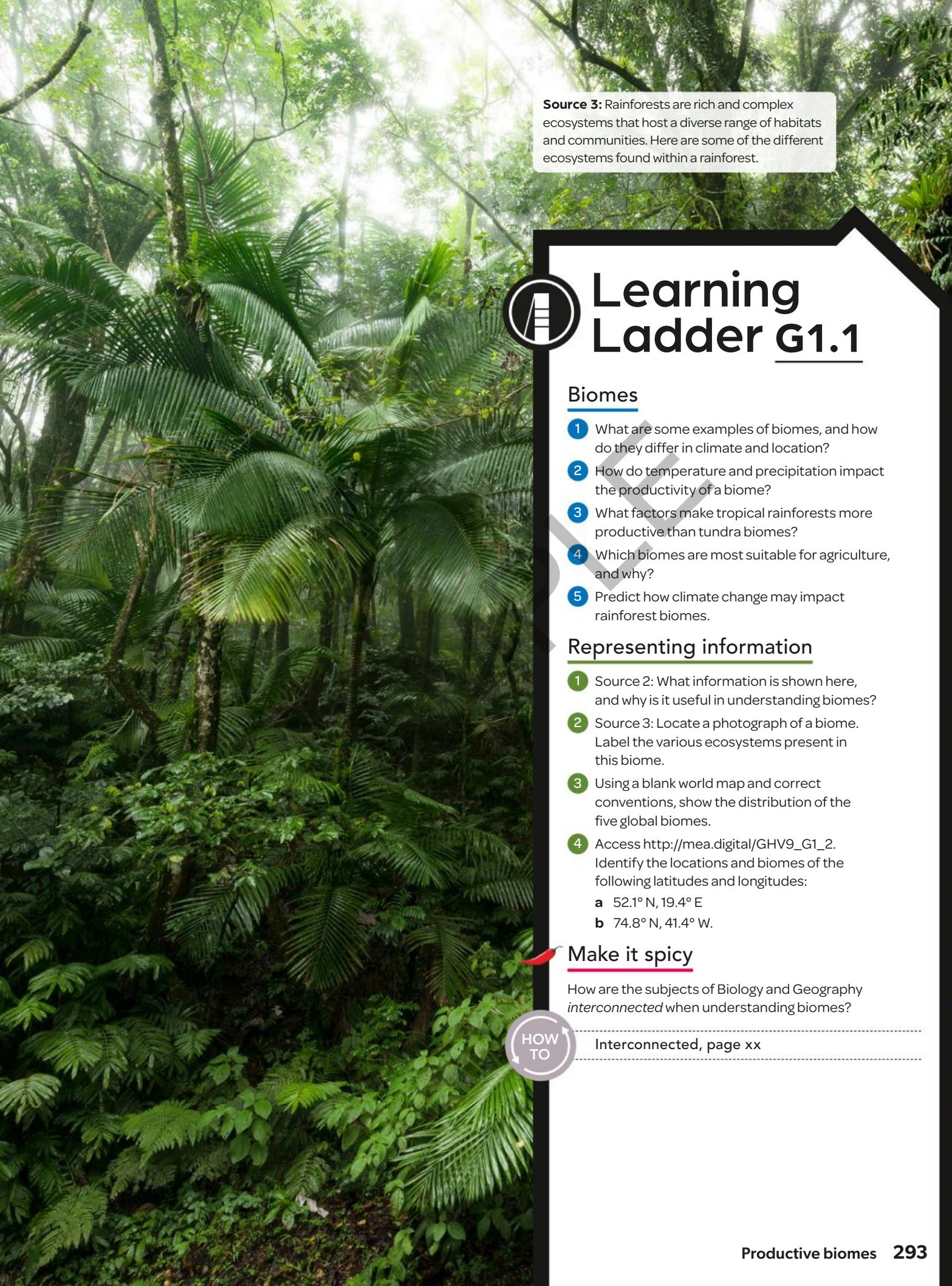
Geographers study **ecosystems** to understand how the biosphere, lithosphere, atmosphere and hydrosphere interact in a specific location. Each biome comprises various ecosystems. **Habitats** within these ecosystems provide plants and animals with essential resources such as food, water and shelter.



Source 1: Earth can be divided into four main spheres: the atmosphere (gases that surround Earth), hydrosphere (all water), lithosphere (soil, rock and earth) and biosphere. The biosphere encompasses any living thing, from bacteria and plants to all animals and humans.



Source 2: The effect of temperature and rainfall on biomes



Source 3: Rainforests are rich and complex ecosystems that host a diverse range of habitats and communities. Here are some of the different ecosystems found within a rainforest.

Learning Ladder G1.1

Biomes

1. What are some examples of biomes, and how do they differ in climate and location?
2. How do temperature and precipitation impact the productivity of a biome?
3. What factors make tropical rainforests more productive than tundra biomes?
4. Which biomes are most suitable for agriculture, and why?
5. Predict how climate change may impact rainforest biomes.

Representing information

1. Source 2: What information is shown here, and why is it useful in understanding biomes?
2. Source 3: Locate a photograph of a biome. Label the various ecosystems present in this biome.
3. Using a blank world map and correct conventions, show the distribution of the five global biomes.
4. Access http://mea.digital/GHV9_G1_2. Identify the locations and biomes of the following latitudes and longitudes:
   - **a** 52.1° N, 19.4° E
   - **b** 74.8° N, 41.4° W.

Make it spicy

How are the subjects of Biology and Geography *interconnected* when understanding biomes?

HOW TO Interconnected, page xx

What is meant by biomass?

Biomes can be characterised based on how productive they are. Biomass is often used as a way of understanding the productivity of a biome. Biomass is the total quantity or weight of all living things in a region. Lush, tropical rainforest biomes have a higher levels of biomass productivity than tundra biomes with their extremely cold, dry climates. Biomass is measured using net primary productivity.

Producers and primary productivity

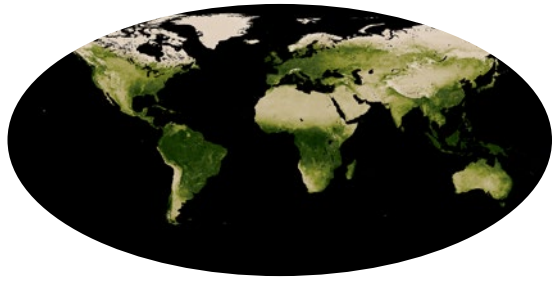
Producers are organisms that use sunlight, water and carbon dioxide to photosynthesise and produce their own energy. Green plants, such as trees or aquatic algae, are typical examples of producers. Plants tend to grow best in wet, tropical regions that allow maximum access to the Sun's rays.

As plants produce their own energy, they are classified as **primary producers**. Plants use some of the energy they create to grow, and the rest is stored. When an animal consumes a plant, it gains that stored energy and uses it for its own growth. The amount of energy a plant uses minus the amount they store is referred to as **net primary productivity (NPP)** and is usually measured as increases in **biomass** per unit of land over time. NPP is a **quantitative** measure of how efficient a biome is.

Rates of productivity

The biomes with the highest NPP are wetlands, tropical rainforests and coral reefs. High productivity supports a range of consumer species, while extreme climates like deserts and tundra lead to low productivity due to limited plant growth. Comparing climatic features across biomes increases our understanding of productivity variations. Climate change impacts, such as hotter or drier conditions, will likely affect productivity levels in ecosystems.

Source 3: Visualising global primary productivity. The green areas show global vegetation.



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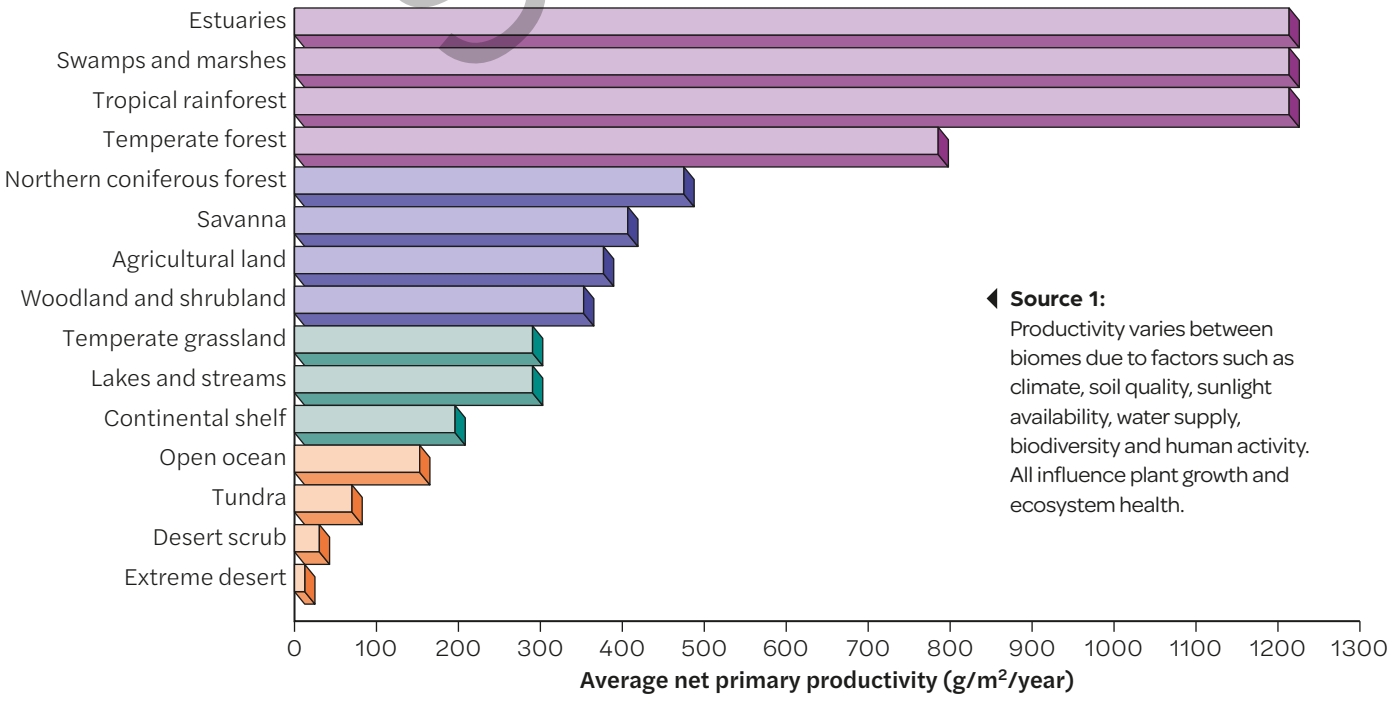
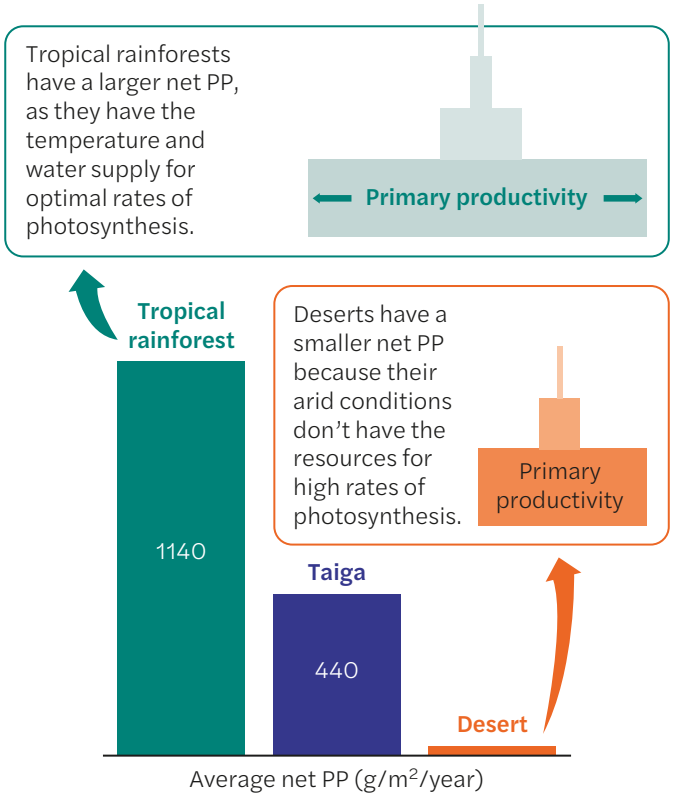
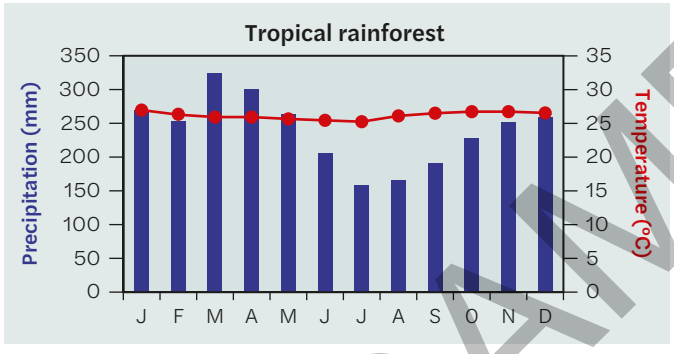
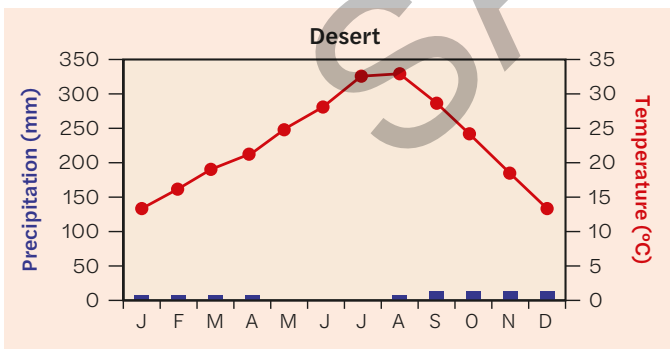


Source 1: Productivity varies between biomes due to factors such as climate, soil quality, sunlight availability, water supply, biodiversity and human activity. All influence plant growth and ecosystem health.

Source 2: Comparing productivity between rainforests and deserts

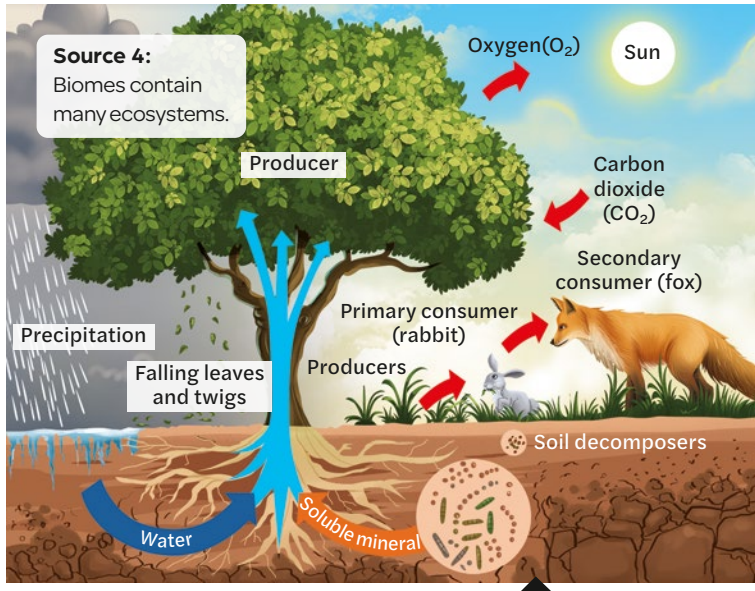






Satellite monitoring reveals productivity

Biome productivity changes with the seasons. Satellites are used to monitor biome productivity by showing how 'green' different parts of the planet are and how greenness changes over time. In Source 3, dark green shows land areas with high productivity – plenty of leafy green vegetation – such as the Amazon rainforest. Beige to white areas have little or no vegetation, including deserts and Arctic tundra areas. Areas with moderate amounts of vegetation such as grasslands are pale green.



Learning Ladder G1.2

Biome

1. What factors contribute to the formation of different biomes?
2. What role do producers play in determining the biomass productivity of an ecosystem?
3. In what ways do desert biomes differ from grassland biomes in terms of biomass levels?
4. Suggest why some biomes are better suited for food production than others.

Representing information

1. Source 1: Explain what data is being displayed.
2. Source 4: Create a similar diagram for animals in a local biome.
3. Create an overlay map to compare the distributions of net primary productivity and forest biomes.
   - **a** On a blank world map, complete BOLTSS and highlight the regions of the world with highest net primary productivity.
   - **b** Lay tracing paper over your base map. Using the outline, annotate the main locations of forest biomes on a global scale.
   - **c** How are the distributions interconnected?
4. Visit the NASA Earth Observatory website at http://mea.digital/GHV9_G1_4 and search for 'net primary productivity'. Use the materials provided to comment on how net primary productivity changes in a particular region between seasons.

Make it spicy

How can biome productivity be measured on a local *scale*?

HOW TO Scale, page xx

Is there a pattern to biome distribution?

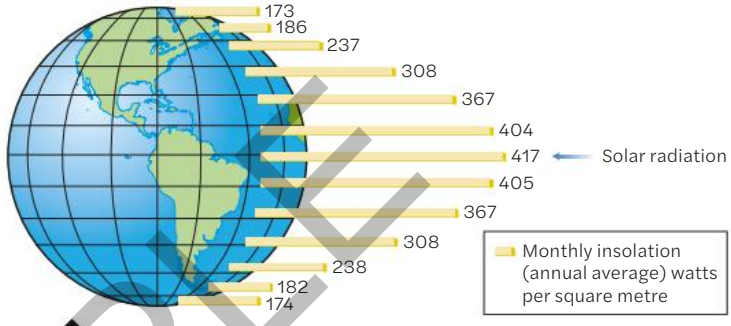
The types of biome in an environment vary depending on where you are in the world. Biome distribution is influenced by natural and human factors. In general, there is a pattern to the way biomes are distributed on the planet, and we can use this information to make predictions. As the climate changes, the pattern of biome distribution may continue to change.

Solar radiation and the latitudinal effect

The Sun's rays are a critically important input for processes within biomes, such as **photosynthesis** in plants. Plants use photosynthesis to create energy to grow. Animals, in turn, feed on plants to support complex ecosystems.

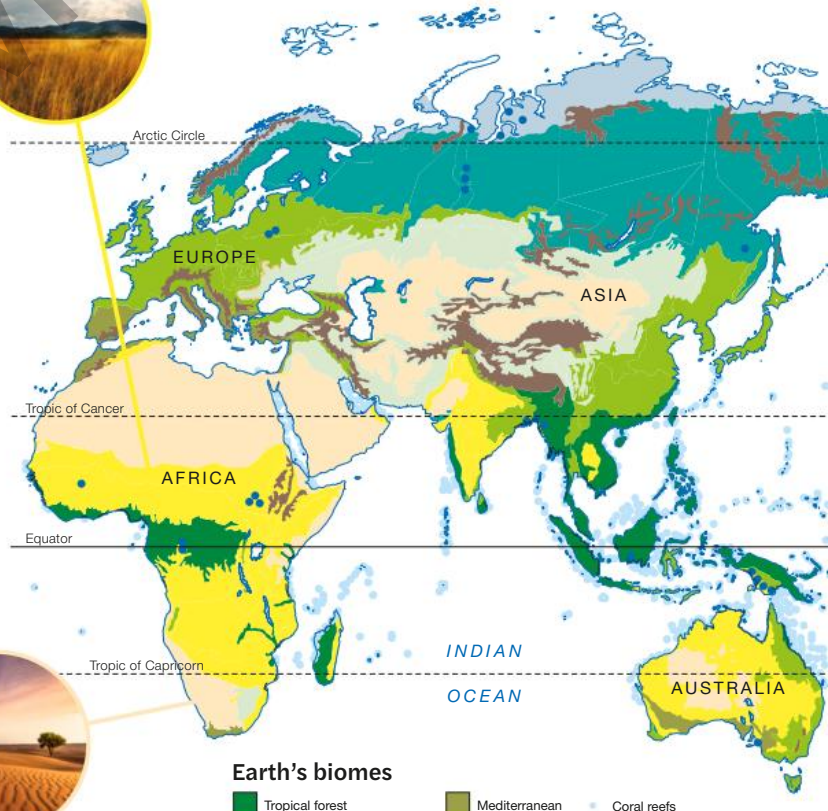
On Earth, the **equator** (zero degrees latitude) receives most of the Sun's rays (see Source 2), while the poles (90 degrees north and south of the equator) receive the least. Therefore, the equator tends to be associated with biomes such as forests and grasslands, where lush vegetation requires vast amounts of sunlight to grow. As you move away from the equator, the reduced energy provided by the Sun results in lower vegetation density, and biomes such as savannas, deserts and taigas (snow forests) are more common. At 90 degrees north and south of the equator, the poles are characterised by tundras, polar ice and snow.

Ecosystems are examined when geographers want to study the way that the biosphere, lithosphere, atmosphere and hydrosphere interact at a specific place. There are many ecosystems within each biome. For example, places within the rainforest biome generally experience hot, wet and humid climates that support dense forests with thousands of species of plants and animals. Within the rainforest biome, the Amazon Rainforest in South America and the Congo Rainforest in Africa have very different ecosystems. The interactions between climate, soils, plants and animals are unique to each place. Source 2 shows the many interconnections of an ecosystem.



Source 2: Sunlight intensity differs depending on latitude.

Grassland/savanna:
Over 50 per cent of land surface in Africa is grassland.



Desert:
Home to 13 per cent of the world's population.

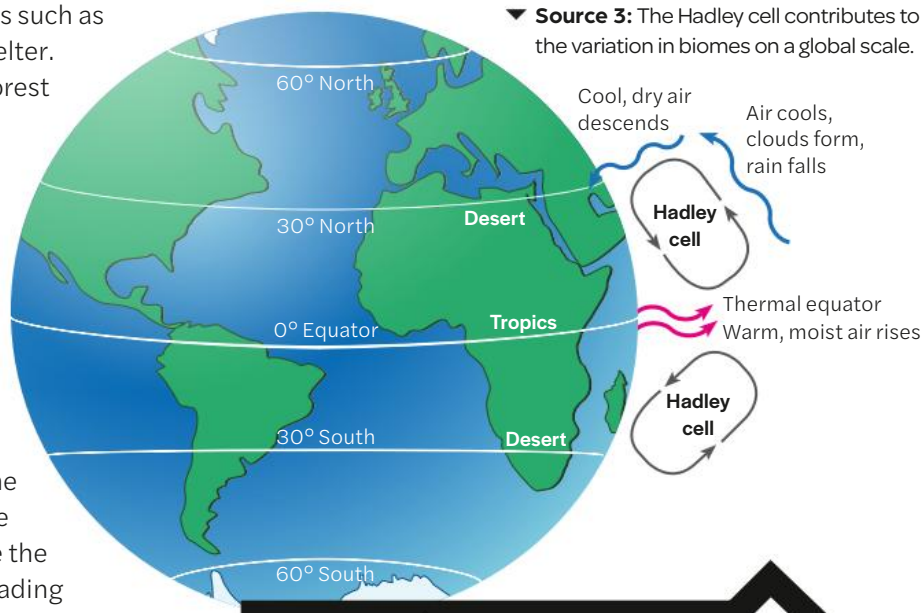
Source 1: There is a wide distribution of biomes on a global scale, thanks to variations in temperature and rainfall. The equatorial regions tend to be more densely vegetated, while polar regions are cold and characterised by ice and snow. Biomes are usually named after the dominant vegetation or climate type within that region, such as 'rainforest' or 'polar ice'.

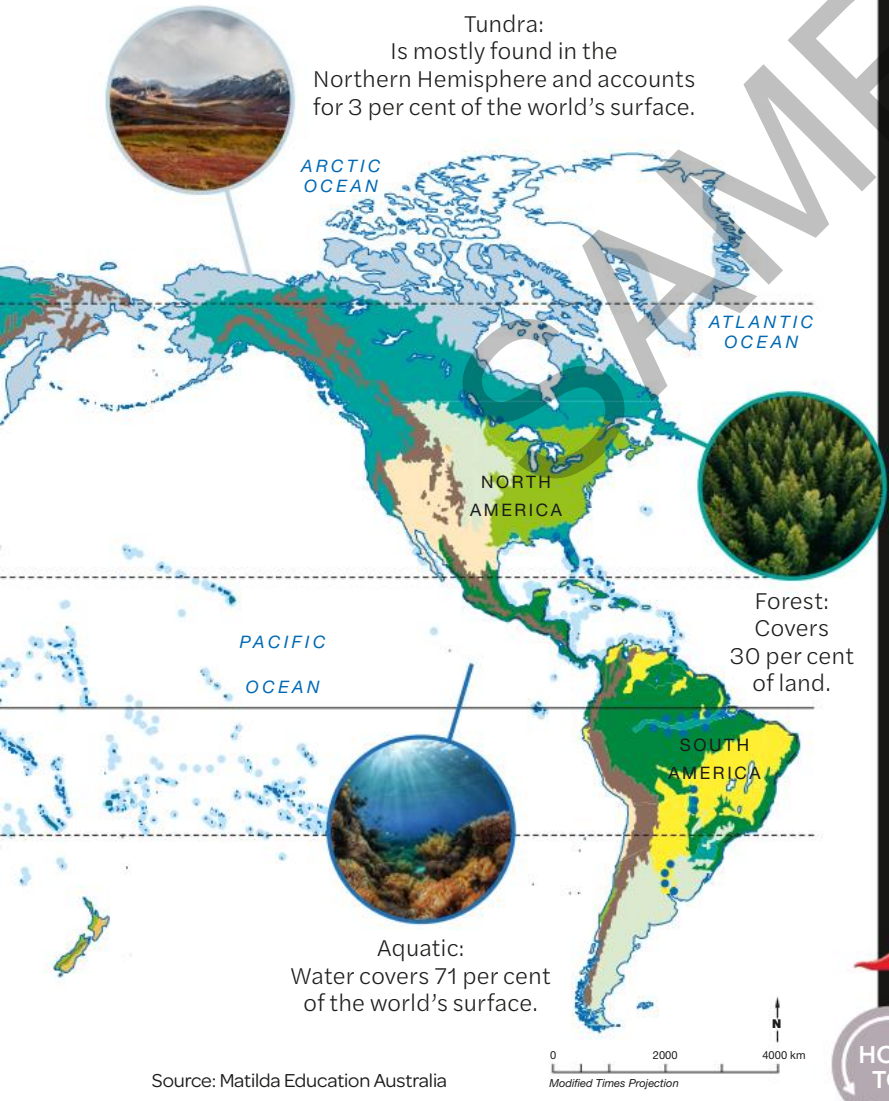
Habitats provide individual organisms such as plants or animals with food, water and shelter. The habitat of the panda is the bamboo forest ecosystem within the mountain biome of China's Minshan Mountains. Ecosystems and biomes contain many habitats.

Atmospheric circulation

Precipitation is just as important as the Sun's energy for plant growth and the development of ecosystems. Like the Sun's rays, precipitation can also vary depending on latitude. The **Hadley cell** (see Source 3) is the name for the circulation of air in the atmosphere near the equator. At zero degrees latitude the warm air rises and water is evaporated, leading to cloud formation and large amounts of rainfall. This precipitation also contributes to the dense vegetation found near the equator. At approximately 30 degrees north and south the air descends, meaning there is less precipitation, less vegetation and more dry biomes, such as deserts.

Source 3: The Hadley cell contributes to the variation in biomes on a global scale.





Source: Matilda Education Australia

Learning Ladder G1.3

Biomes

1. Describe two natural factors that affect the distribution of biomes on a global scale.
2. Explain the process of the Hadley cell and its impacts on environments in different regions.
3. Identify three places that are currently undergoing environmental change, then locate an image to illustrate each change.
4. Using the images you collected in question 3, provide one reason for environmental change at each location selected. Consider climate, atmospheric circulation and human needs.
5. Evaluate how the human population's increased need for resources may play a role in altering the world's biomes over time.

Planning and collecting

1. As a class, discuss why deserts are home to 13 per cent of the world's population.
2. Source 1: How could a geographer use geospatial technology to map the spatial pattern of biomes on a global scale?
3. Research two ways geographers collect primary data to understand the natural processes that influence biome distribution?
4. Research two ways geographers collect primary data to understand the natural processes that influence biome distribution?

Make it spicy

How are biomes distributed on a global *scale*?

HOW TO

Scale, page xx

Case Study

Why are Australia's biomes so varied?

Australia has a vast array of biomes. This is largely due to the size of Australia's landmass, which stretches from approximately 11 degrees to 44 degrees south of the equator. Australia's biomes are largely dependent on climate and human interaction.

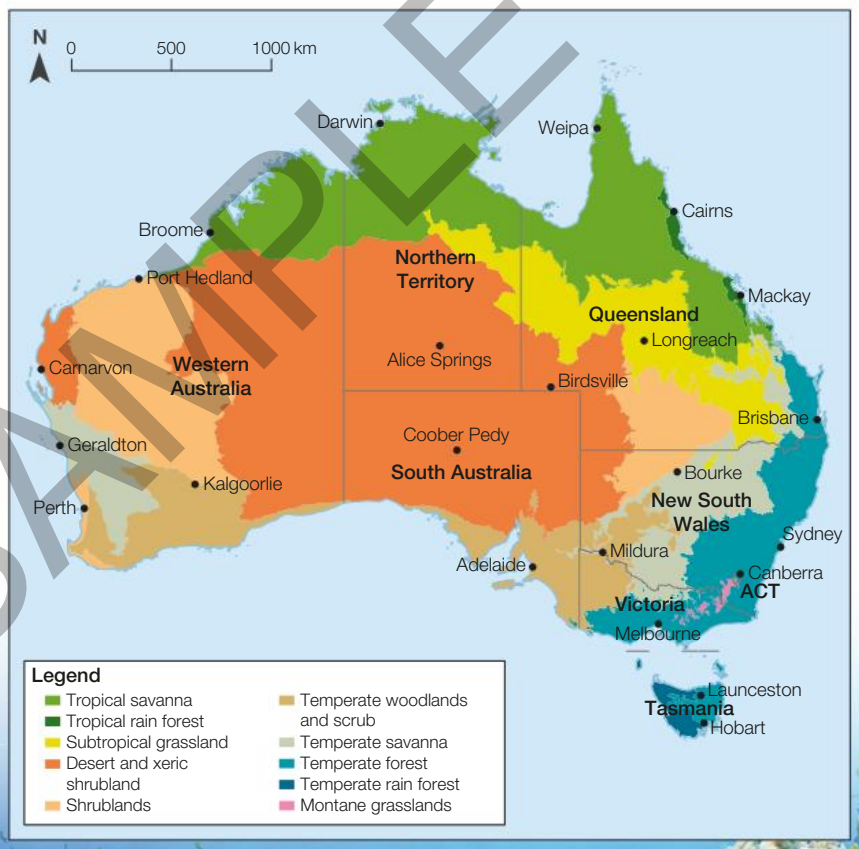
Distinctive climates

Unlike weather, which changes daily, climate is the average temperature and average precipitation in a region usually measured over a year. As the growth of plant life and success of animal communities largely depends on the availability of sunlight and water, the latitudinal effect and Hadley cell play a major role in determining the local climate and type of biomes present in any given place on Earth.

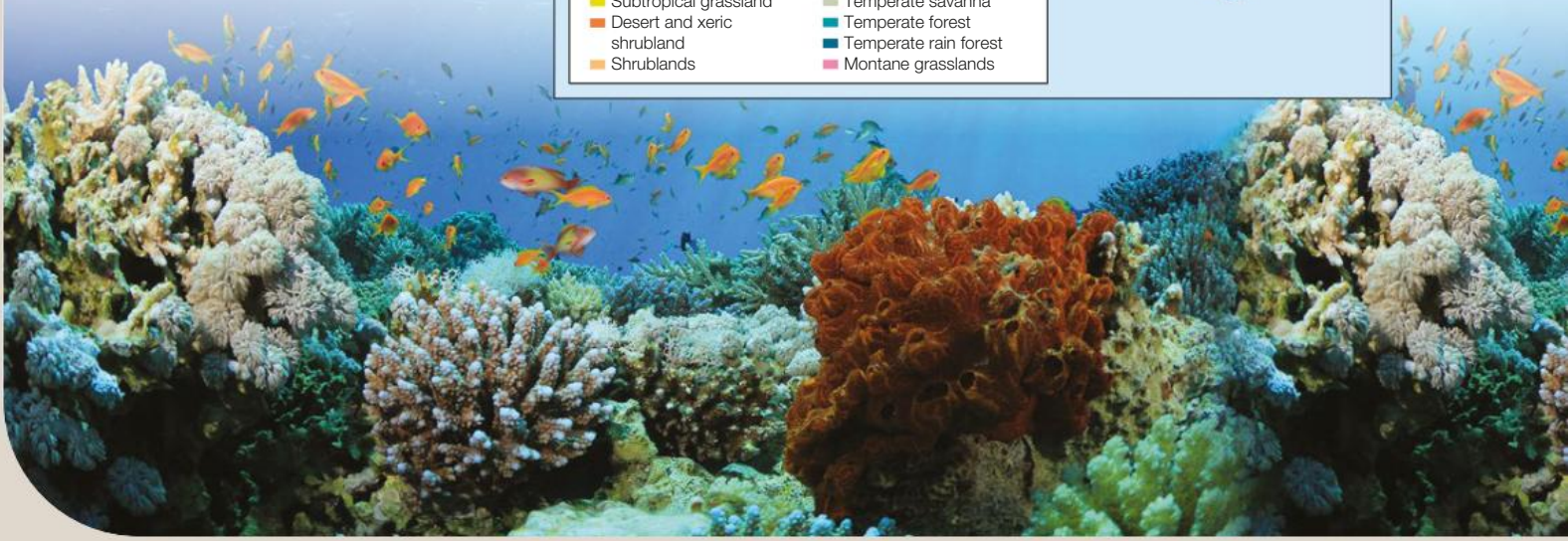
We then classify each biome based on the type of vegetation or local climate. For example, the term 'tropical' tends to be associated with warm average temperatures and high precipitation. People like to visit tropical locations as they tend to be warm holiday spots, with lush forests and extensive wildlife to explore.

Source 1: Biomes vary on a regional scale within Australia.

Biomes of Australia



Source: Matilda Education Australia, Wikipedia, Commonwealth of Australia 2019



Rainfall

Australia's rainfall is heavy in the tropical regions in the north of the country and in Tasmania, but much of the inland regions receive less that 200 millimetres of rain annually.

Along the coast of Australia, rainfall is between 800 and 1600 millimetres per year.

Temperature

Australia's temperature heavily affects it's biomes. Nearly the whole country has an average daily maximum over 15 degrees Celsius, while the far north of Australia is regularly higher than 27 degrees.

Only along the Great Dividing Range and in Tasmania do average daily maximums reach less than 10 degrees.

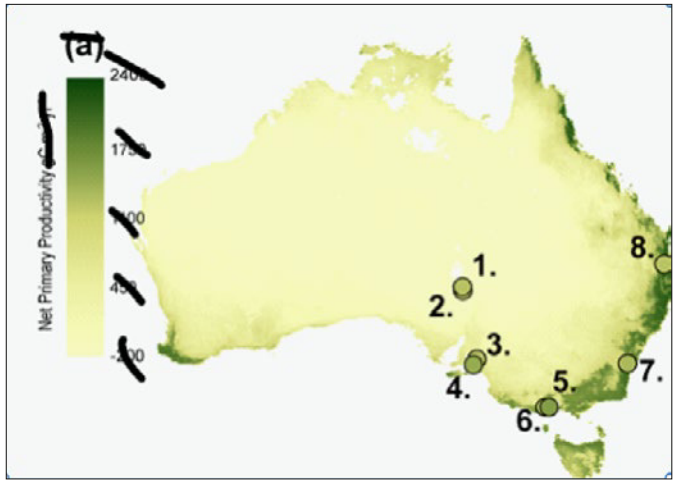
Variation in soil

Soil type varies depending on location and can be influenced by climate through **weathering**, **leaching** and **erosion**. Soil is a **non-renewable resource**; it can take up to 500 years to develop a new 1-centimetre layer of fertile top soil. The soil in biomes that have a high density of deciduous vegetation tends to be some of the most fertile in the world. This is because seasonal falling leaves act as compost improving soil matter.

Australia has regions of both fertile and infertile soils. Generally, the eastern coastal regions and areas with volcanic soils, such as parts of Victoria and New South Wales, have more fertile soils. In contrast, many areas, particularly in the interior and western regions, have less fertile, sandy or nutrient-poor soils.

Source 2: Tropical coral reef ecosystems rank among the most productive ecosystems on the planet, even though they exist in nutrient-poor environments. The high productivity of coral reefs is largely due to their complex structure, which provides habitats for various species, and the symbiotic relationship between corals and zooxanthellae, algae that photosynthesise.

Title: XXX Source: XXX



Source 3: Net primary productivity varies across Australia, depending on soil and climate patterns.

Learning Ladder G1.4

Biomes

1. Create a list of the biomes present in Australia.
2. Provide a brief explanation of Australia's biome distribution with reference to its climate.
3. Using SHEEPT, explain why the biome types inΩAustralia differ from those in Antartica.
4. Source 1: How might the distribution of Australian biomes change in the future?
5. Analyse why soil is critical to understanding Australia's biomes productivity.

Interpreting information

1. Source 1: Using the scale on Source 1, calculate the width of the desert and shrub biome in the centre of Australia from Carnarvon to Birdsville.
2. Source 3: Using PQE, describe the distribution of productive regions in Australia.
3. Sources 1 and 3: Explain why some biomes in Australia are more productive than others.
4. How might reef biomes change in the future as a result of human activity and climate change?

Make it spicy

Explain the *interconnection* between biome distribution and climate in Australia.

HOW TO

Interconnection, page xx, SHEEPT, page xx

G1.5

Which biomes produce the world's food?

Highly productive biomes such as swamps, marshes, rainforests and coral reefs are vital for the success of many animal communities. It is estimated that tropical forests are home to more than two-thirds of the world's known animal and plant species. These places also are important for humans as a source of food, timber and other resources that are traded around the world.

The capacity of biomes to produce food

The biomes that support the most food production include temperate and tropical grasslands, which are ideal for growing wheat, corn and soybeans due to their fertile soils; temperate forests, which produce fruits, vegetables and grains; and Mediterranean biomes, which are known for crops like grapes, olives and citrus fruits. Some tropical rainforest areas grow high-demand crops like coffee, cocoa and bananas.

Harvest and capture

For thousands of years, humans practised **subsistence farming**, where food is hunted and gathered to maintain communities, with little surplus for trade or sale. The number of people practising subsistence farming is declining due to increasing pressure from development, conservation, agricultural expansion and changing climates. The Hadza, who hunt wildlife using traditional methods such as bows and arrows, and forage for food such as tubers, berries and fruit in the acacia forests of northern Tanzania, are one of the last groups of true hunters and gatherers. Today, fewer than 300 people live this way.

Small-scale (artisanal) fishing provides livelihoods and food security for nearly half a billion people globally – mostly in small coastal villages– and is responsible for nearly half of global seafood catches. Commercial fishing operations such as the wild Atlantic salmon fisheries of Canada and Alaska supply the world markets with seafood. Since the 1980s, the volume of fish 'captured' from the aquatic biomes has been between 86 million tonnes and 93 million tonnes per year.

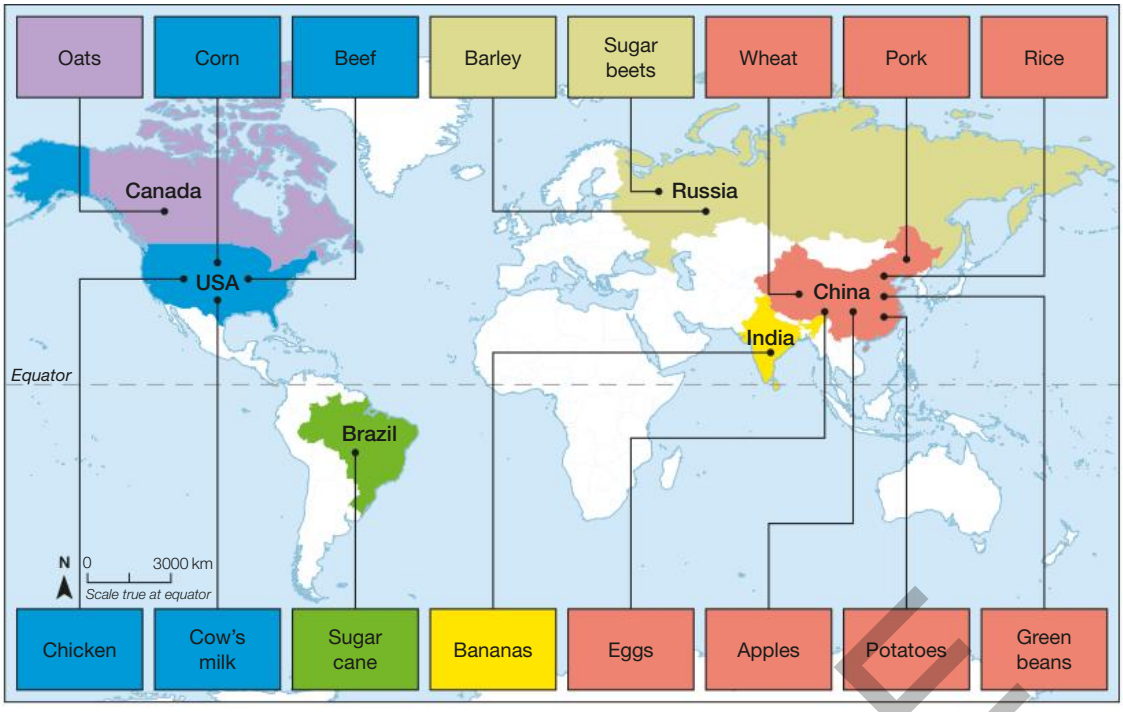
Grazing native pastures

In some parts of the world, animals are herded between available pastures by nomadic or **semi-nomadic** peoples such as the reindeer herders in Siberia and Scandinavia and the Masai of people in Kenya, who herd cattle. Nomadic grazing is practised in climates with limited or no arable land and in dry or cold biomes such as grasslands and tundra in Africa, the Middle East and Central Asia.

Commercial pastoralists graze livestock such as sheep, cattle and goats on natural vegetation (grasses, herbs and shrubs), usually on large, often unfenced properties. The **carrying capacity** (the number of animals per hectare) of the land is low so farms need to be large. Australia and Argentina have some of the largest cattle stations in the world on semi-arid country. This is known as **extensive farming**.

Source 1: Traditional Anangu owner sucks nectar from desert ▶ or honeysuckle grevillea flower near Uluru. Increasing recognition of Traditional Ecological Knowledge has increased the number of indigenous people practicing traditional methods of food production and gathering 'bush foods' for personal and commercial use.

Largest producers of agricultural commodities



Source 2: The world's leading producers of key commodities. The production of these crops is influenced by the climate, the soil, the technology and government investment in each country.

Source 3: Reindeer herding in the tundra biome in Stora Sjofallet National Park, Lapland, Sweden. Reindeer are the only semi-domesticated animal which naturally belongs to the tundra biomes of the northern hemisphere. Reindeer herding takes place nine countries – Norway, Finland, Sweden, Russia, Greenland, Alaska, Mongolia, China, and Canada – by 30 reindeer herding peoples herding 3.4 million reindeer.

Learning Ladder G1.5

Human impacts

1. What farming methods are used to maximise crop production in natural biomes?
2. Suggest what impacts commercial farming practices may have on natural biomes.
3. Explain how biome management for food production varies between places.
4. What sustainable practices could help balance food production biomes with high biomass?

Interpreting information

1. Describe how humans have altered biomes for the production of food.
2. Explain the ways in which biomes support the production of food.
3. Source 2: This farming activity is taking place in a national park. What changes have been made to the natural environment to accommodate farming? What impact does it have?
4. Explain the interconnection between environment, climate and food production.

Make it spicy

Why is important to understand the geography of biomes when investigating the sustainability of future food production?

HOW TO Sustainability, page xx

How do environmental factors impact food production?

The the success of food production is often determined by climate, water availability and suitable land, including its elevation and soil. All plants require basic resources from the physical environment including light, temperature, water and nutrition.

Environmental factors

The natural environment influences where food can be grown and affects how sustainable and productive farming will be. Every organism needs both biotic and abiotic elements from its surroundings to thrive. Biotic elements include living things like plants, animals and bacteria, while abiotic elements are non-living factors such as sunlight, temperature, water, air and soil.

Climate

Areas with extreme temperatures or low rainfall can only sustain limited agricultural activity. Each crop has specific climate needs that determine the range of environments where it can thrive.

Solar radiation

Plants undergo a process called photosynthesis, where they use sunlight and water to transform carbon dioxide into glucose (food). This fuels the growth of leaves, stems, and fruit while also storing carbon.

Availability of sunlight, changes with the seasons, especially in regions that experience extended periods without sunlight throughout the winter months. This impacts crop growth and the species of plants that can be produced in those regions.

Temperature

Crops require a minimum temperature of 6°C for growth and at least 250–500 millimetres of annual rainfall. Temperature and precipitation determine the types of crops that can thrive; for example, hot and wet monsoon climates are ideal for rice, while cooler, drier climates are more suitable for wheat.

Precipitation and humidity

The amount and consistency of precipitation directly affect yields, with low rainfall supporting dryland farming of drought-resistant crops like millet and sorghum. Most crops grow best in environments with 40–60 per cent relative humidity. However, high humidity increases the risk of pests and diseases, impacting crop health.

Seasonality

Seasonal changes and local climate variations in temperature and precipitation patterns influence planting and harvesting schedules. For example, snow in the winter may impact crop planting and growth.

Wind

Strong winds can damage crops, particularly during flowering or fruiting stages. Some winds can can help with pollination naturally carrying seeds and pollen to new areas. Wind erosion can impact agricultural fields, especially those that are open and have low vegetation cover.

Soil quality

Adequate levels of essential nutrients (nitrogen, phosphorus, potassium, etc.) are important for healthy crop establishment and growth. The makeup of the soil (sand, silt, clay) affects how much water it holds, drainage, and how easy it is for plant roots to grow into the soil. The pH level (acidity or alkalinity) of soil affects nutrient availability and microbial activity, which affect plant growth.

Source 1: All plants require basic resources from the physical environment to grow.

Pests and diseases

Pests, bacteria and diseases can spread between farms and crops and impact food production.

Topography

Elevation can impact drainage, soil erosion, and microclimates, influencing crop choice.

Learning Ladder G1.6

Biomes

1. Outline the associated environmental conditions for two selected biomes.
2. What is the relationship between plants and soil?
3. Explain how weather and climate impact food production on a daily to yearly time scale and influence farm decision-making.
4. Explain how hilly topography influences livestock farming and crop production.

Planning and collecting

1. Suggest three questions farmers or governments might consider when determining the location of a new farm.
2. Brainstorm two local places that may be suitable to carry out fieldwork exploring how environmental conditions impact food production. Justify your selections.
3. Research the the processes behind the formation of soil and outline why it is so important in food production.
4. List three ways farmers can collect data on their local environment to determine its potential to produce food.

Make it spicy

How do Australian *environments* differ from other world regions?

HOW TO Environment, page xx

Case Study

How do Australian biomes support agriculture?

Australia's diverse biomes are shaped by variations in climate and water availability, making it a highly productive agricultural nation. Agriculture contributes 12 per cent to the country's gross domestic product and provides employment for one in seven people.

Agriculture covers 55 per cent of Australia's land and is both socially and economically important. It accounts for 72 per cent of Australia's exports, valued at approximately $76 billion in 2022, and supports over 239 000 jobs.

Wheat

Wheat is Australia's most important crop, generating over $13.1 billion annually. With many drought-tolerant varieties, wheat thrives in temperate to semi-arid climates that experience low rainfall and high evaporation, such as the wheatbelt in southern Western Australia and the Riverina in southern New South Wales. These areas are also well suited for other grains like barley and oats, and cool-climate fruits such as apples and pears.

Horticulture

Australia grows a wide range of **horticultural** products, including fruits, vegetables, flowers and medicinal plants. The tropical and sub-tropical climates in northern Queensland and the Northern Territory, with higher temperatures and rainfall, are ideal for crops like bananas, sugarcane, mangoes and papayas. In contrast, southern Australia and Tasmania, with cooler temperate and Mediterranean climates, support the growth of cool-climate produce such as citrus fruits, cherries and apples. These regions are also home to world-renowned wine regions, including the Barossa Valley, Coonawarra, the Yarra Valley and Margaret River.

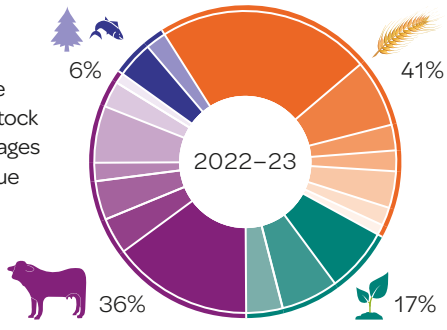
Dairying

Australia produces a wide range of dairy products, including 8.8 billion litres of milk annually, as well as milk powders, butter and cheese. Dairy cows perform best in cooler environments, as heat and humidity negatively affect their feed intake and milk production. Therefore, most dairy farms are located in the cooler pasturelands along the south-eastern seaboard, in Victoria, New South Wales and Tasmania.

Livestock grazing

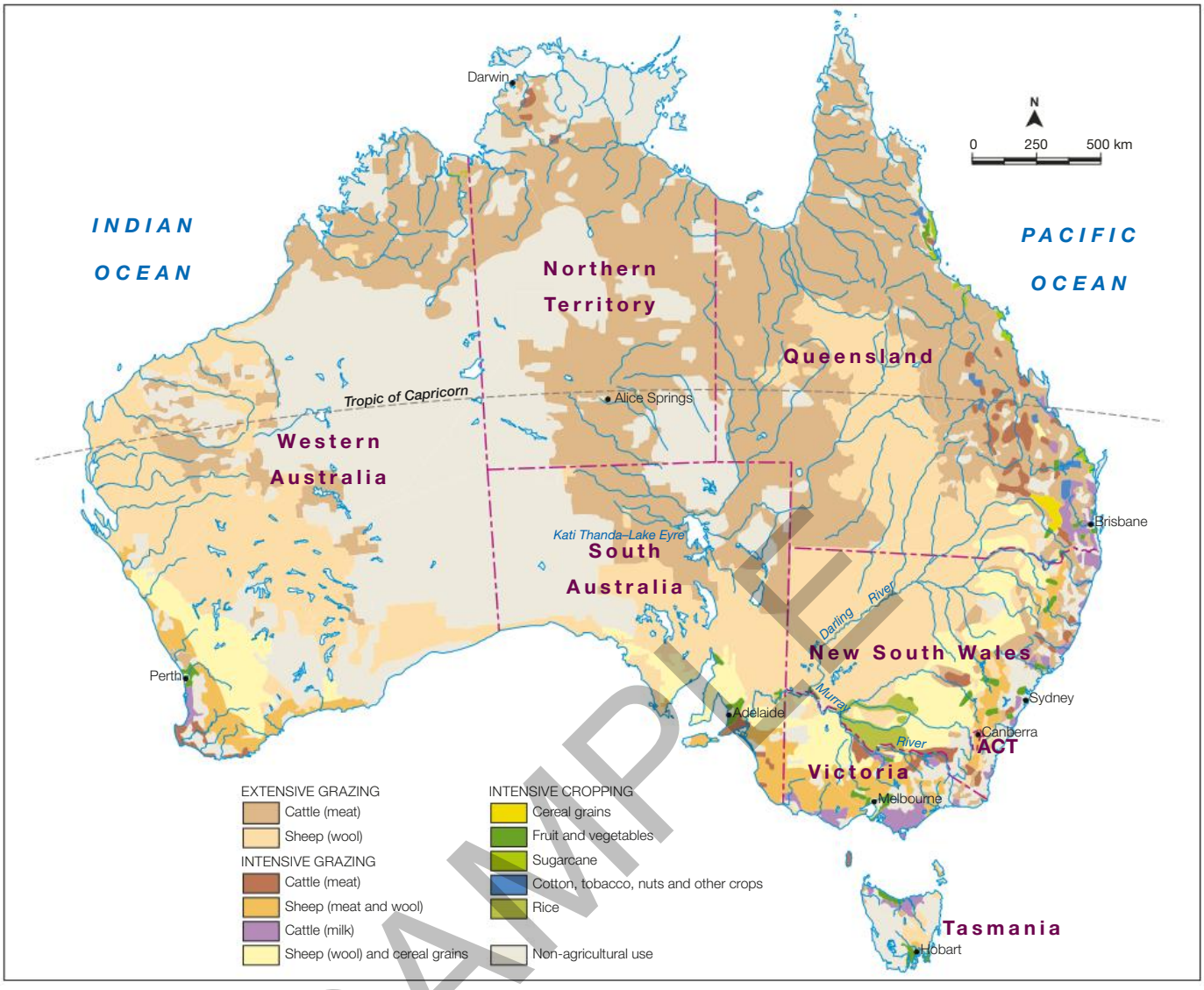
Livestock grazing is widespread across Australia due to the vast **pastoral**, temperate and tropical grasslands that provide ideal conditions for cattle and sheep. Given Australia's frequent **water shortages**, many farmers prefer grazing livestock over growing crops, as it requires less water. **Extensive livestock farming** takes place in the drier regions, where animals graze on native vegetation. Sheep and cattle farming is common in New South Wales, South Australia and the Northern Territory. Australia is also the second-largest exporter of beef, with the industry valued at around $8.4 billion annually.

Source 1: ▶
Australia's agricultural, fisheries and forestry sectors produce a wide range of crop and livestock products. The percentages shown here are the value of the product at the farm gate before they are processed.



Cereal grains	23%	Cattle & calves	15%
Oilseeds	7%	Sheep & lambs	4%
Pulses	3%	Poultry	4%
Hay and pasture crops	2%	Pigs	2%
Cotton	4%	Milk	6%
Sugar cane	2%	Wool	3%
Wine grapes	1%	Other livestock products	1%
Fruit and nuts	7%	Fisheries	4%
Vegetables	6%	Forestry	2%
Other horticulture	4%		

Australia's agricultural production zones



Source: Matilda Education Australia, Wikipedia, Commonwealth of Australia 2019

▲ **Source 2:** Australia's agricultural production zones

Learning Ladder G1.7

Crop production

1. What factors contribute to the high productivity of wheat in Australia?
2. Explain why Australians is able to grow a wide variety of crops.
3. Suggest how technology may help overcome agricultural challeneges in Australia's driest biomes.
4. Source 2: Predict the how the distribution of crop production in Australia might change in the future.

Interpreting information

1. Outline where one food product is produced in Australia and why.
2. Source 2: Describe the location of the wheat-sheep zone in Australia.
3. Source 2: Use examples to explain how biomes influence where agriculture is produced in Australia.
4. Predict how climate change will impact Australia's farming productivity.

Make it spicy

How do Australian *environments* differ from other world regions?

HOW TO Place, page xx

How did First Nations peoples historically manage food security?

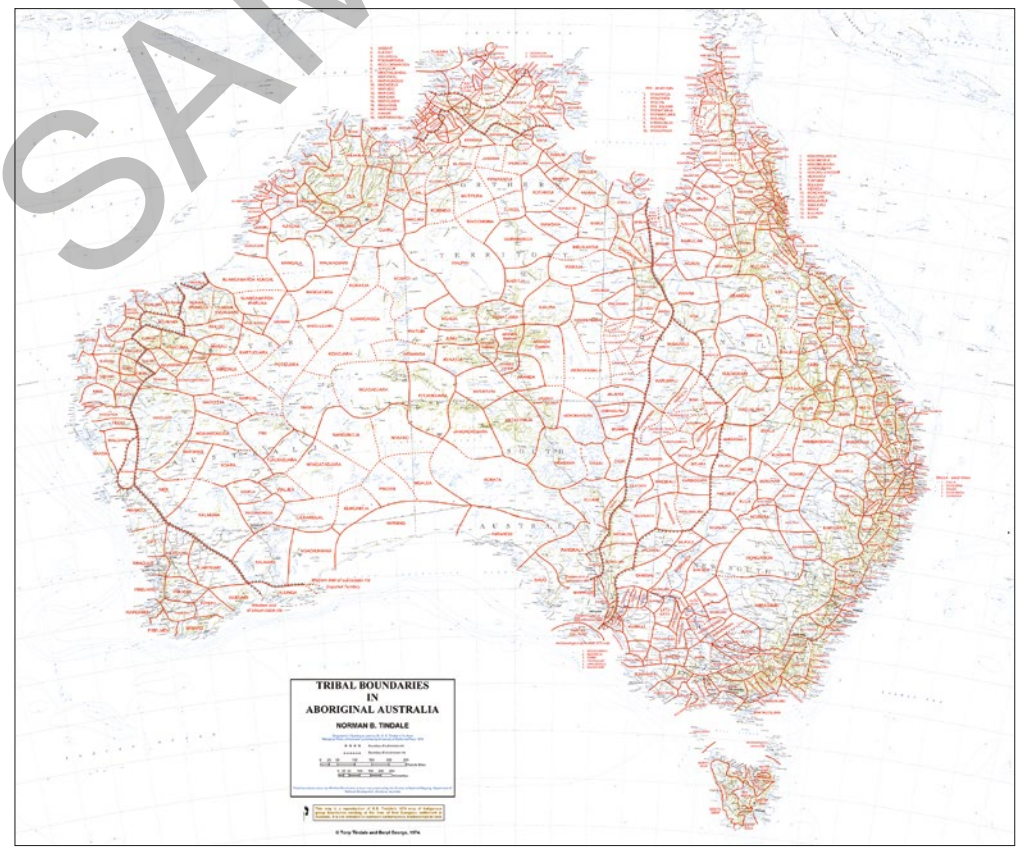
The continent and adjacent islands of Australia have always had wide-ranging and diverse climates. These variations combined with the unique flora and fauna has meant that the practices of caring for Country, and land and water management, have also had to be varied and flexible to respond to, at times, challenging climate conditions.

Farming and fire

There is a growing body of research and historical accounts detailing the advanced and complex ways that First Nations people have been caring for Country for millennia. These accounts are also increasingly being validated by First Nations knowledge and history, which is finally beginning to take its rightful place alongside Western history in Australia.

One of the common ways that Country was cared for was through the application of fire as an agricultural tool. Cool burning can be used to both manage the undergrowth and prevent larger destructive bushfires, as well as support the soil health and the life cycles of pyroendemic plants. The regrowth on the trunks of eucalyptus trees is succulent and sweet to larger marsupials, who would be attracted to the areas recently burned for farming. The regrowth provides them with important protein, vitamins and minerals as part of the nutritious diet.

Tribal boundaries in Aboriginal Australia, Norman B. Tindale, 1974



Source 1: The First Nations had boundaries that were vastly different to Australia's current political state boundaries.

Source: South Australian Museum, ©Tony Tindale and Beryl George, 1974

Source 2: Fire was used to manage the land, hunt and allow for easy harvest.

Caring for the water

The Australian continent is one of the most arid places in the world and this means that fresh water is vital to the landscape. Part of being able to ensure there was plenty of fresh water staying in the environment required the building of weirs and dams in the riverine systems. This slowed the water flow and forced it to move in a zig-zag pattern. This meant that the water stayed in the system for longer, and more of it was able to infiltrate into the surrounding soil to support the growth of plants and the broader ecosystem.

Storing a food surplus

Caring for Country meant that First Nations people would not farm with the intention of creating a food surplus. To do this regularly could potentially risk becoming unsustainable and impacting future harvests. Despite this, to waste perfectly good food would dishonour the Dreaming of the food and as such, occasionally the surplus food would have to be preserved and stored. For some perishables, the foods would be smoked and then kept covered in a living tree hollow. The water in the tree would keep the food cool and at a near constant temperature, much like a refrigerator. In other places, dry foods like grains would be stored off the ground in granaries made from dried and hardened clay. This meant that the grain would be stored to ensure that there was access to bread throughout the year. By managing foods in these ways, it meant that the populations could move across Country as part of a seasonable migration to ensure that all parts of Country were being cared for.

Learning Ladder G1.8

Crop production

1. Describe how seasonal changes affect the availability of food resources.
2. Explain why traditional food management practices reflect a deep understanding of seasonal cycles.
3. How do traditional methods like controlled burning compare to modern agricultural techniques in terms of productivity?
4. Suggest how traditional agricultural practices can be adapted to modern contexts to improve sustainability.

Strategies

1. Describe what is meant by 'cool burning'.
2. Explain how water can be cared for.
3. Predict the potential impact on ecosystem stability if First Nations methods of seasonal migration and food management were applied to contemporary land and water conservation efforts.
4. Write a letter to your local council explaining how traditional practices could be combined with current management strategies to improve local biome sustainability.

Make it spicy

How has food production in Australia *changed* over time?

HOW TO Change, page xx

How do humans change biomes for food?

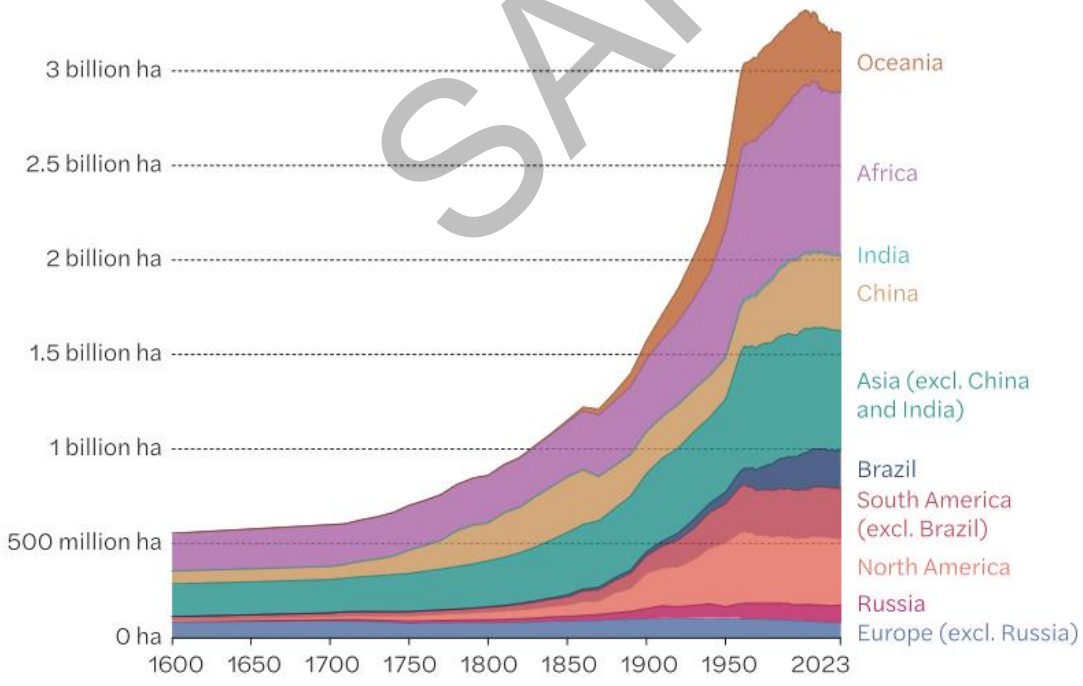
Farmers alter the environment to mitigate against challenges and to increase the quality and yield of their crops. These alterations can maximise food production by improving growing conditions and increasing the carrying capacity.

Controlling climate

Farmers in biomes with temperature extremes, such as arid and sub-polar environments, or temperate forests and grasslands, which experience seasonal variations, can choose to alter the environment to support crop growth in varying temperatures and climatic conditions. These can include:

- **greenhouses:** structures that absorb and trap solar heat, enabling the structure to stay consistently warm and vegetation to grow through cool climatic conditions
- **hydroponics:** a method of growing plants without soil, using nutrient-rich water solutions to deliver essential minerals to the plant root. This enables precise control over water, nutrients and climate, leading to faster growth and higher yields. Some places also implement *aquaponics*, where fish are used in the water to provide the nutrients to plants, enabling the farming of both fish and crops
- **vertical farming:** a technique used in urban settings, as plants grow vertically on walls, enabling high-density food production in little space.

Grazing land use over the long-term, 1600 to 2023
Total land used for grazing, measured in hectares.



Source 1: A graph displaying the changes to biomes in different regions, to create agricultural land over time. This highlights the fast rate of change for land use change.

Source: Our World in Data

Source 2: An aerial photograph of rice terraces in China. Farmers develop terraces in mountainous regions to create flat spaces to grow crops. This reduces soil erosion, catches water for crop growth, and increases the amount of food produced.

Maintaining soil health

Farmers in biomes that experience large amounts of precipitation or excessive arid conditions, such as mountainous tropical biomes or savannas, can encounter high rates of soil erosion. This can reduce the nutrients in soils, as they are leached and run into local water sources. Strategies to overcome this include:

- **terracing:** an agricultural practice that involves creating stepped, flat areas on hilly or sloped terrain. these terraces reduce soil erosion, retain water, and make the land more suitable for farming by providing level surfaces for planting crops
- **fertilisers:** with core nutrients required to improve soil health, including phosphorus and nitrogen, which can increase the yield and quality of crops produced. however, the type and amount of fertilisers needs to be managed appropriately to reduce the chances of excessive nutrients running into and impacting local water sources
- **crop rotation:** rotating crops between paddocks by harvesting crops and then replanting them for a different season in a different paddock. This helps to maintain soil health, as soils are less likely to experience waterlogging from irrigation or soil degradation caused by mechanisation during harvesting over long periods of time
- **monoculture:** planting large areas with a single crop can alter the biomes biodiversity. farmers do this to increase efficiency, as they are able to harvest larger amounts of crops with less labour intensity or output. This can increase the vulnerability of crops to disease and pests, which can spread through the singular crop and remove all viable products for farmers to sell.

Learning Ladder G1.9

Human impacts

1. Describe vertical farming.
2. Why might farmers choose to use greenhouses or hydroponics in areas with extreme temperatures?
3. Discuss as a class how vertical farming in urban areas might be seen as both an opportunity and a challenge by different stakeholders, such as city planners and local communities.
4. Assess the sustainability of two alterations that can be made to biomes, and suggest alternatives that could reduce their environmental impact.

Presenting ideas

1. How does crop rotation contribute to the sustainability of farming practices?
2. Why is it important to consider a range of perspectives when altering biomes for food production?
3. Source 1: How does the rapid increase of agricultural changes to biomes impact sustainability?
4. Explain how the use of hydroponics and vertical farming can support sustainable agriculture in urban environments.

Make it spicy

How do humans *change* biomes for food production?

HOW TO
Change, page xx

G1.10

What are the consequences of changing biomes for food production?

There are many changes made to the environment in order to produce food. These changes have significant consequences for ecosystems and natural resources.

Greenhouse gas emissions

Agriculture accounts for 11 per cent of greenhouse gas emissions worldwide. Every year, 14.6 per cent of Australia's greenhouse gas emissions are driven by agriculture. This is due to several factors:

- Machinery used for harvesting and land clearing emits carbon dioxide.
- Synthetic fertilisers release nitrous oxide.
- Livestock farming, particularly cattle, produces methane.

While these gases naturally occur in the atmosphere, excessive levels trap more heat, causing average temperatures to rise. These emissions accelerate climate change, leading to more frequent extreme weather events, rising sea levels and disruptions in ecosystems.

Water degradation

Agricultural practices contribute significantly to water pollution, creating a cycle that harms both natural ecosystems and farming itself. When farmers use fertilisers and pesticides containing nutrients like nitrogen and phosphorus, these substances often wash into rivers, lakes and coastal areas, particularly after rainfall. This runoff can lead to eutrophication, where excessive nutrients fuel the growth of algal blooms on the water's surface. These blooms deplete oxygen in the water as bacteria feed on decaying algae, which can cause large-scale fish deaths and disrupt the food chain by blocking sunlight from reaching essential underwater plants.

This degradation not only harms aquatic ecosystems, affecting fish, birds and other animals, but also impacts the water quality that farms rely on. As these polluted water sources cycle back into agricultural irrigation, they can reduce crop yields and necessitate even more fertiliser use, worsening the pollution problem. This creates a destructive loop where agriculture degrades water sources, which in turn affects both ecosystems and farming itself, highlighting the need for sustainable practices to protect both water quality and agricultural productivity.

Source 1: Increases in the use of pesticides and fertilisers has increased the threat of eutrophication in the Great Meander River's delta in Anatolia, Turkey.

Source 3: Cotton is a versatile crop that can be used for materials and food. Currently, cotton production provides work for more than 7 per cent of people in low-income countries. However, cotton requires a lot of water: 20 000 litres are needed for enough cotton to make a Tshirt and a pair of jeans. Of all crops, cotton consumes the largest amount of pesticides (11 per cent of all pesticides globally), which eventually make their way into the natural land and water systems.

Land degradation

Deforestation for agricultural expansion occurs because farmers need large areas of land to cultivate crops and raise livestock. By removing trees, they can clear space for fields and grazing areas, allowing for more extensive farming operations. Over time, the rate of deforestation has accelerated due to increasing global demand for food, fuel and raw materials. As a result, vast tracts of forests and grasslands have been cleared, leading to a significant reduction in biodiversity, habitat loss and ecosystem disruption.

In places like Borneo, forests are cleared primarily to establish palm oil plantations. This practice not only eliminates native vegetation but also fragments wildlife habitats and disrupts critical ecological processes. Similarly, in Australia, over 50 per cent of forests have been cleared for agriculture over the past two centuries, with consequences including soil erosion, nutrient loss and decreased soil fertility, which all threaten the sustainability of future agricultural production.

▲ **Source 2:** Before and after deforestation

Learning Ladder G1.10

Human impacts

1. Describe the main agricultural practices used to modify biomes.
2. Explain the ecological impacts of water degradation.
3. Compare the management of agricultural biomes in Borneo and in Australia.
4. In what ways could reducing deforestation for agriculture improve the sustainability of global food production systems?

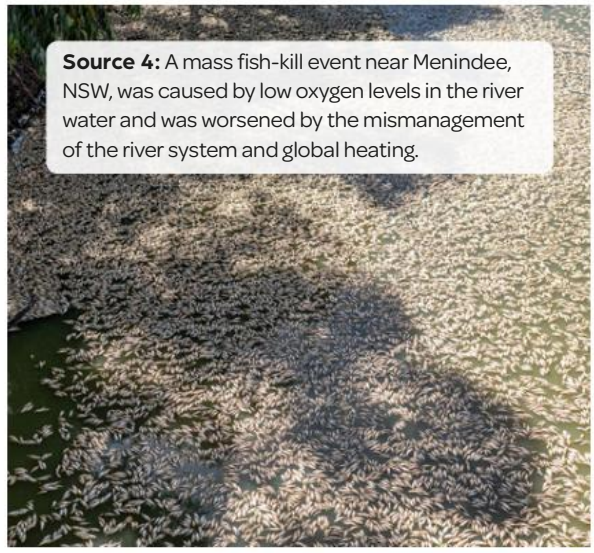
Making conclusions

1. How does agriculture contribute to greenhouse gas emissions and what are the potential consequences for global climate?
2. Describe how eutrophication, caused by nutrient runoff, affects both aquatic life and agricultural productivity.
3. Using the provided data on water pollution and eutrophication, write a conclusion on the impact of fertilisers and pesticides on aquatic ecosystems.
4. How reliable are the data sources on the percentage of greenhouse gas emissions attributed to agriculture, and what factors could influence their accuracy?

Make it spicy

What are the *environmental* impacts of food production?

HOW TO Environment, page xx



Source 4: A mass fish-kill event near Menindee, NSW, was caused by low oxygen levels in the river water and was worsened by the mismanagement of the river system and global heating.

Why is water so important for agriculture?

Approximately 70 per cent of the world's freshwater extracted from rivers, lakes and aquifers is used for agriculture. The global demand for water for agriculture continues to grow, with a predicted increase of 19 per cent by 2050 just for irrigation.

Water for food production comes from three sources determined by what happens to water when it rains.

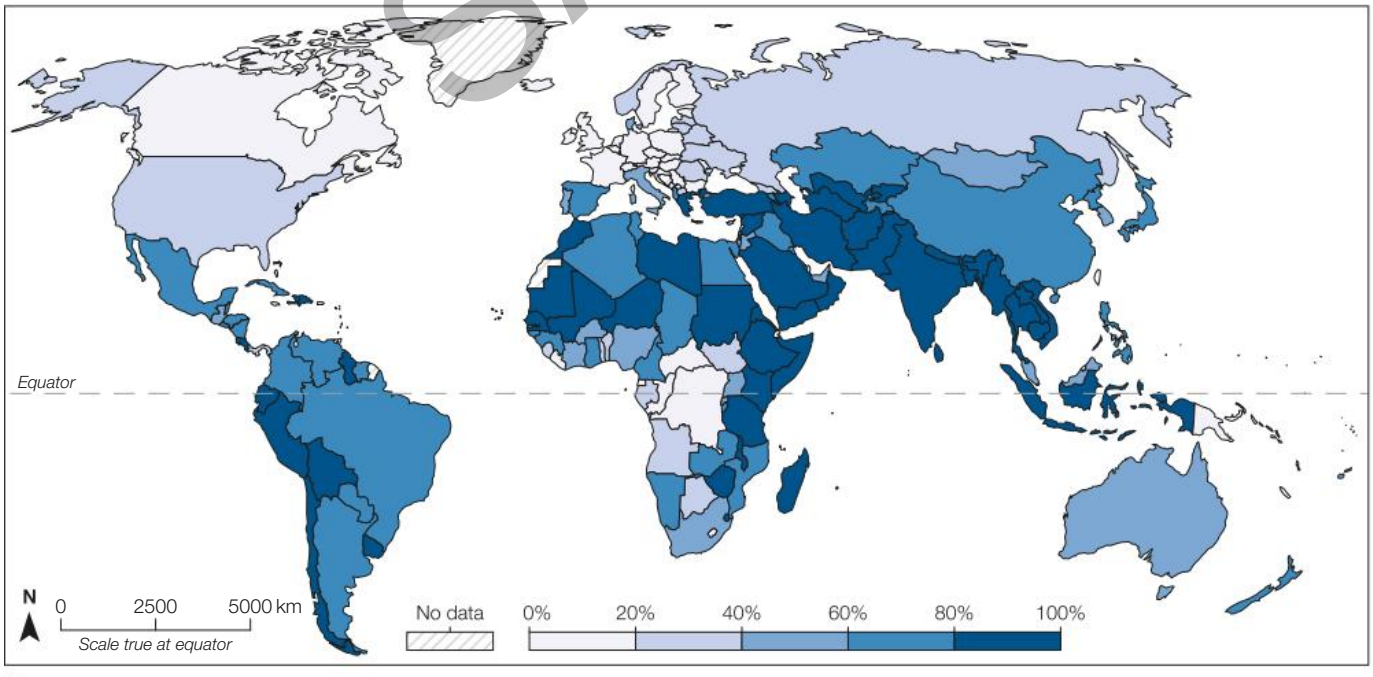
- **Green water** is stored in the soil where it evaporates or is absorbed and transpired by plants; it makes up approximately 60 per cent of precipitation.
- **Blue water** is surface run-off and percolation that flows into freshwater storages such as rivers, lakes, wetlands and groundwater; it represents the remaining proportion of precipitation and is stored or evaporated back into the atmosphere.
- **Grey water** is waste water that has been used for another purpose and needs treatment for reuse in agriculture.

Rainfed agriculture, farming that relies on rainfall for water, uses green water. Farmers who use some irrigation to supplement natural rainfall are using blue and green water. In arid areas like Saudi Arabia mainly blue water makes food production possible. Grey water is becoming more important in countries facing water scarcity.

About 80 per cent of the land farmed around the world is rainfed and contributes nearly 60 per cent of global food production. These regions are vulnerable to natural variations in precipitation and fluctuations caused by climate change causing water and food scarcity.

Source 1: Large-scale, aquifer-fed, centre-pivot irrigation systems in Saudi Arabia have increased food production and self-sufficiency. Since the 1980s Saudi deserts have transformed into patchworks of green circles such as those at Wadi ad-Dawasir. The country has become self-sufficient for many foods and an exporter of products to global markets. To be sustainable, aquifers need to recharge, a process not possible in Saudi Arabia where natural rainfall is low and extraction rates are high. Saudi Arabia's aquifer water resources are predicted to only last 25 years.

Water withdrawn for agriculture as percentage of total water withdrawal, 2017



Source: Our World in Data

▲ **Source 2:** Agricultural water as a share of total water withdrawals in 2017

Source 1: The expansion of centre-pivot irrigation around the town of Wadi ad-Dawasir in Saudi Arabia between 2000 and 2017 hides the issue of unsustainable groundwater extraction to produce crops such as wheat, alfalfa, and vegetables. Hydraulic pumps powered by powerful engines draw 'fossil' water from deep below the ground. Each pivot irrigates an area of more than 50 hectares. The water table here has dropped up to 6 metres per year since the 1980s. The water resource could be fully depleted within a few decades.

Irrigation

Irrigation is artificial application of water to the land. The prime role of irrigation is to increase food production by providing greater access to water. Irrigation, primarily using blue water, supports 40 per cent of global food production. Irrigation accounts for 80 per cent of Pakistan's and 70 per cent of China's food production. Pakistan, Bangladesh and South Korea irrigate more than half of their agricultural area. Generally, irrigated land is twice as productive as land growing rainfed crops. However, crop yield is affected by the degradation of irrigated land through waterlogging and **salinisation** of soils.

Unlike coastal dairy farms, rain in Australia's Murray-Darling Basin (MDB), is highly variable, and farmers need to use irrigation to grow the feed. Around 17 per cent of MDB irrigation water is supplied through irrigation pipes, canals and sprinklers to dairy farms. Water scarcity, worsened by droughts, climate change and competition for use, has led to a 50 per cent reduction in river flows from 1900 levels, forcing farmers to use more water than they are allocated and reduce the quality of their livestock feed, decrease herd sizes or leave the industry in search of more profitable stock.

Source 3: The ancient World Heritage Al-Ahsa Oasis in Saudi Arabia is the largest oasis in the world, with 10 000 hectares of farmland producing dates, vegetables, fruit and rice. Traditional techniques such as spring fed canals and subterranean channels have been used to produce food sustainably.

Learning Ladder G1.11

Crop production

1. How does the efficiency of irrigation systems affect productivity in water-scarce regions like the Murray–Darling Basin?
2. Explain how the reliance on fresh water from rivers and aquifers connects agricultural practices to water scarcity issues globally.
3. Compare irrigation methods in arid regions like Saudi Arabia to other regions.
4. Predict how global food production may change by 2050 due to predicted increases in water demand for irrigation.

Strategies

1. Describe the process of using green, blue and grey water in agriculture and their specific uses.
2. Explain the role of grey water treatment and reuse in enhancing agricultural productivity during water scarcity.
3. How would transitioning from rainfed agriculture to partially irrigated systems likely affect food production in water-limited areas?
5. Design a way of balancing sustainable environmental and agricultural water use?

Make it spicy

Why is *sustainable* management of water important?

HOW TO Sustainability, page xx

How are Asian biomes used for food?

The diverse climates in Asia play a significant role in sustaining agriculture across the continent. Tropical and subtropical regions, particularly in South-East Asia, offer ideal conditions for growing essential crops, such as rice. The warm temperatures, high rainfall, fertile soils and seasonal monsoons make these regions highly productive.

Rice production in Asia

Rice is one of the most important crops globally and has been cultivated in Asia for over 12 000 years. It is a staple food in more than 100 countries and is critical to the food security of over half the world's population. Traditionally, rice farming ('padi') required temperatures between 20°C and 34°C, along with annual rainfall exceeding 1800 millimetres. These conditions limited rice cultivation to tropical regions with seasonal monsoon rains. Today, 85 per cent of rice is grown using irrigation, expanding production beyond traditional tropical areas with the help of modern farming technologies.

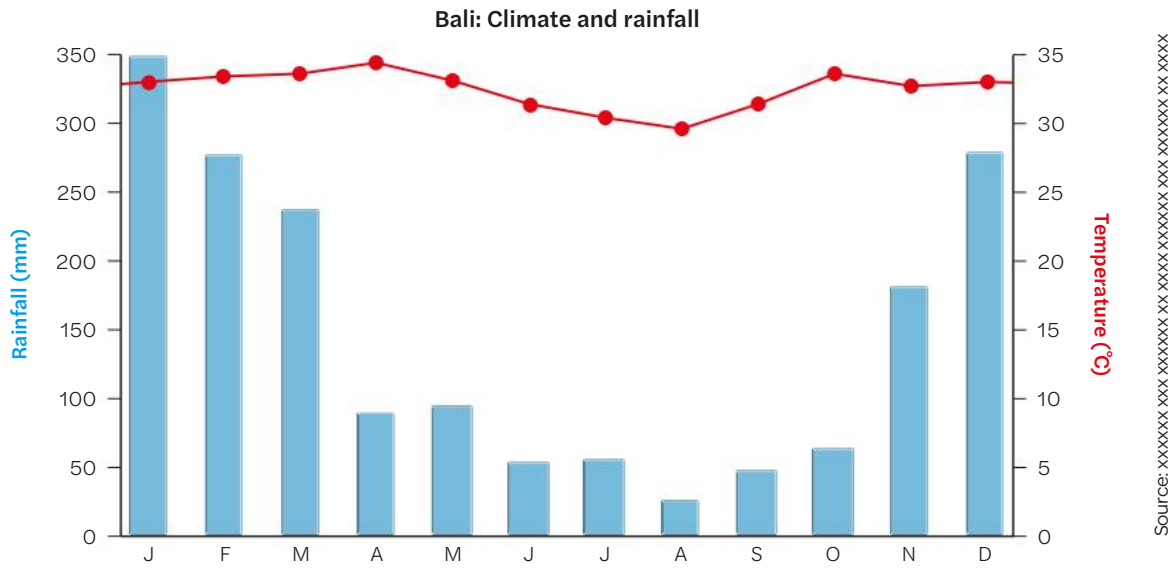
The remaining 15 per cent of rice relies on natural rainfall and is grown in higher-altitude or drier regions. Fertile plains along major rivers, like the Ganges and Indus Deltas in India, are ideal for rice cultivation, with terracing and bunds (low walls) used to manage water in hilly areas. This adaptability of rice farming to various biomes across Asia has made it central to global food production and security.

Balinese biomes and rice production

Bali, a small Indonesian island 8 degrees south of the equator, has fertile volcanic soil, tropical climate, and access to both rain-fed and irrigated water sources, enabling high rice yields. Although rainfall is seasonal, Bali's 150 rivers and frequent wet-season thunderstorms provide ample water for irrigation. Terraced farming has been developed to utilise the steep landscape.

A unique aspect of Balinese rice farming is the Subak irrigation system, where farmers cooperate to manage water resources. Each Subak, covering roughly 100 hectares, connects to local water sources and is maintained by a group of up to 400 farmers. Gravity helps water flow through a network of channels and bamboo pipes to irrigate the terraced fields. The Subak system efficiently manages water, land use, pests and conflicts, ensuring the community shares resources.

Source 1:
Bali climate graph

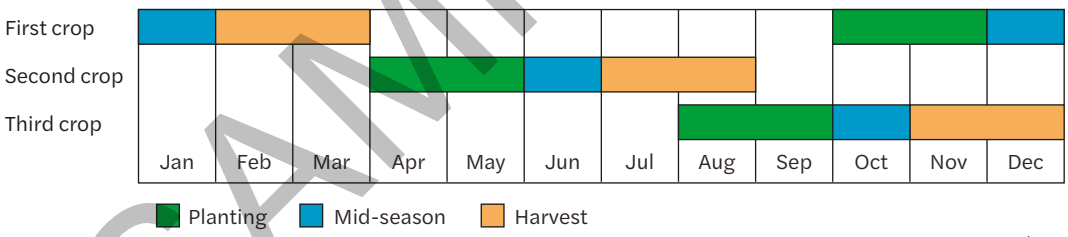


Source 2: Traditional rice farming using terraced rice paddies. The terraces create flat rice fields with walls (bunds) around them. After ploughing, the paddies are flooded. Rice seedlings are planted in rows by hand, and rainfall and irrigation is used to keep the paddies flooded for four months. When the rice plants begin to turn yellow, the water level is lowered and the rice plants are harvested by hand.

Source 3: Bali rice calendar. Balinese farmers produce three rice crops per year.

Seasonal rice crop calendar

Source: Matilda Education Australia



Learning Ladder G1.12

Crop production

1. Source 2: Identify features of traditional rice farming in Asia.
2. Describe how the farming of rice has changed over time.
3. Describe how the farming of rice has changed over time.
4. 'Most rice farming in the world will continue to use traditional methods of cultivation into the future.' Propose arguments to refute this statement.

Making conclusions

1. Explain the role of technology in changing global rice production.
2. 'Rice is thirsty crop.' Analyse the implications of this statement in relation to climate change.
3. Sources 1 and 3: Explain the connection between seasonal rainfall distribution in Bali and the need for irrigation.
4. Sources 1 and 3: Is climate a reliable indicator of rice-growing capacity in a place?

Make it spicy

Why has rice production *changed* over time?

Change, page 20

What role do exotic species play in agriculture?

Deforestation is the conversion of forest to another land use. Most deforestation is happening in tropical forests, and more than 80 per cent is linked to agriculture, particularly the production of beef, soybeans, timber and palm oil.

Palm oil trees are native to African regions. Over 100 years ago they were brought to South-East Asia as an ornamental tree crop. Since then, the rapid expansion of the highly productive and profitable palm oil industry, has seen the rapid retreat of tropical rainforest in South-Rast Asia and alarming declines in endangered species such as the orangutan.

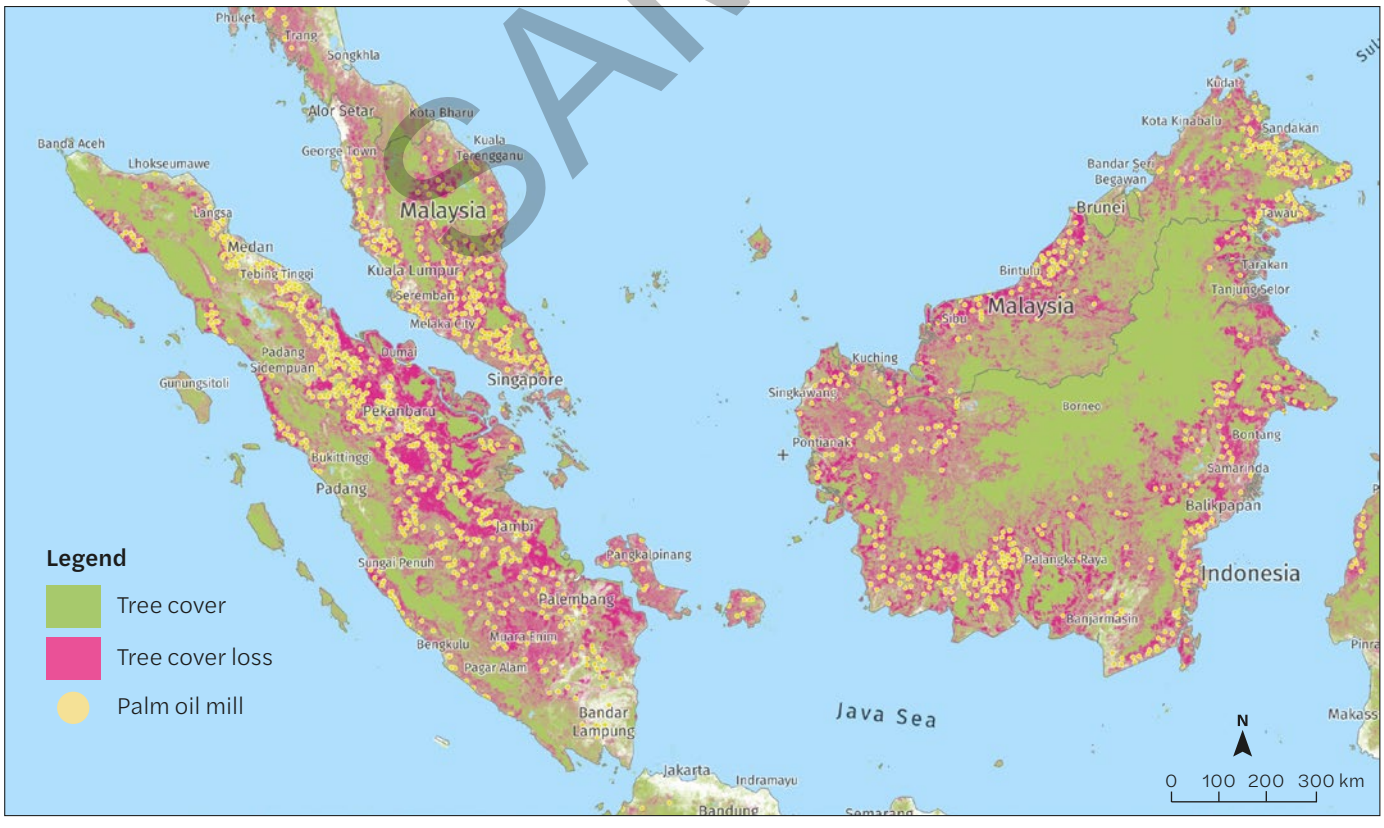
Why is palm oil popular?

Palm oil is a very efficient crop, producing more oil per land area than any other vegetable oil crop. Oil palm trees produce high grade oil that is mainly used for cooking, but is also found in many food products, cosmetics, detergents and even biofuel. Grown only in tropical regions, oil palms produce a much higher yield at a lower production cost than other oils. Palm oil is now an ingredient in half of packaged products found in supermarkets.

Why is palm oil threatening forests?

As demand for palm oil grows, land is cleared for oil palm plantations in the tropical areas of Asia, Africa and Latin America. The expansion of the palm oil industry has seen a dramatic decline in tropical forests and many endangered species and indigenous peoples that call the forests home.

Change in tree cover in Indonesia, 2016



Source: Global Forest Watch

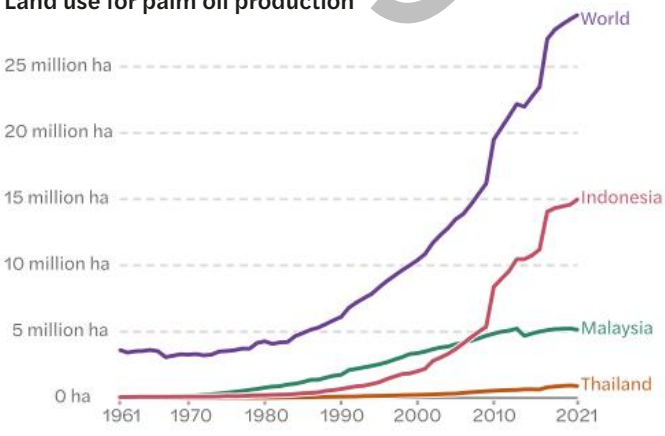
▲ **Source 1:** Change in tree cover in Indonesia in 2016

Source 2: Jenny McCracken street art mural, "Beneficiaries of the Palm Oil Estates" on display in Benalla.

Millions of hectares of rainforests cleared in South-East Asia have been replaced by oil palms for the production of palm oil. Conversion from natural forests to oil palm plantations destroys native foods and the habitats of endangered species such as orangutans. Approximately 80 per cent of orangutan habitat has been cleared for oil palms. In the last decade orangutan numbers have halved in the wild. Thousands of indigenous hunter-gatherers such as the Penan (Sarawak) and Oayaks (Borneo), who depend on the rainforest, have been forced off their land.

In recent years, large organisations like Nestlé have committed to sourcing sustainable palm oil that has been farmed, processed, distributed, and sold responsibly to reduce deforestation and exploitation of workers.

Land use for palm oil production



Source: Our World in Data

▲ **Source 3:** Between 1980 and 1921, the amount of land used to grow oil palms increased from 4 million to 29 million hectares. The world devotes more than 330 million hectares for the production of oil crops. Palm oil accounts for 9 per cent of this land use, which is small when we consider that it produces 40 per cent of all global vegetable oil.

Learning Ladder G1.13

Human impacts

1. What change has occurred to the natural environment from the growth in palm oil use?
2. Source 3: Explain the impacts of palm oil production in Indonesia, Malaysia and Thailand.
3. Given that palm oil is so high yielding compared to other vegetable oils, what action should we take to reduce its environmental impact?
4. Sources 1 and 3: Analyse the impact of palm oil production in Indonesia on wildlife and humans.

Interpreting information

1. Source 2: What is this artwork saying about the issues arising from palm oil production?
2. Source 3: Use the PQE tool to describe the loss of tree cover by 2016.
3. Source 1: Explain the reasons behind the changes shown in this source.
4. Source 1: What are the implications of the change shown here for orangutans? What action are major users of palm oil such as Nestlé taking?

Make it spicy

Is palm oil a *sustainable* product?

HOW TO

Sustainability, page 10; PQE, page 24

What economic factors affect food production?

In commercial agriculture the supply and demand for food products is controlled by conditions in the market such as demand, natural disasters and political conflicts along with government policies such as subsidies, tariffs and Free Trade Agreements.

Subsistence or commercial

Subsistence farmers in low-income countries who produce food for their own needs are not influenced by global economic factors. Farming takes place on small plots of land, using hand labour and few inputs resulting in low yields. Surpluses may be sold at local markets and farmers may have access to **microloans** to improve yields by purchasing high yielding seeds or fertilisers.

In contrast, commercial agriculture, whether large or small scale, is influenced by a complex mix of economic factors that influence decisions about what crops to grow, how they are grown, where they are sold and their market value. Access to finance enables farmers to purchase capital equipment and new technologies that increase productivity, often replacing the cost of human labour. Yields must be high for farms to be profitable.

Supply, demand and markets

Demand is created by consumers who want a particular food crop or product. Demand comes from people purchasing food to eat as well as industries processing crops for food and non-food related products such as cheese, canned vegetables, and biofuels. The demand for food changes according to the tastes and preferences of consumers and affects the amount and type of crops produced. The increasing demand for meat protein in China has benefits Australia. In April 2022 China was the largest single export destination for Australian beef (20 per cent of the market), lamb, mutton, and goat.

Source 1: The economic impact of the war between Russia and Ukraine that began in 2022 is felt around the world. More than 70 per cent of Madagascar's wheat exports come from Russia and Ukraine. Shortage of supply has driven up grain prices and combined with drought in southern Madagascar has led to critical food shortages leading to the malnutrition of hundreds of thousands of people.

Global commodity prices

Commodity crops are crops grown in large volume specifically for sale to large local and export markets. Farmers who grow commodity crops earn or lose money based on the price that buyers will pay. Farmers are competing in a global market where prices are affected by international influences such as natural disasters, political conflicts and the weakness or strength of a country's currency.

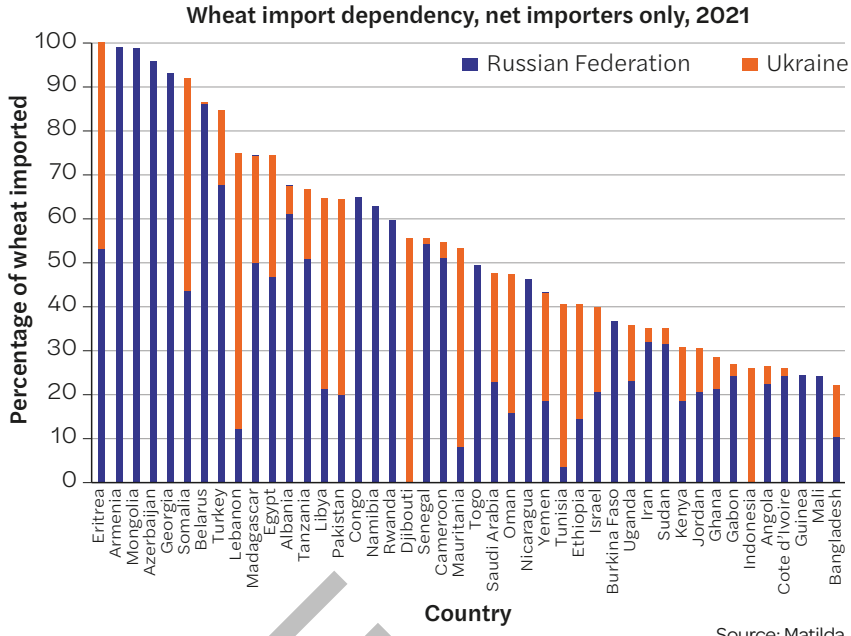
Australian farmers benefit when there is a decline in production in a region due to drought or war as this increases demand overseas for Australian producers, usually at higher prices. The Ukraine war disrupted grain and oilseed supply chains from Russia and Ukraine due the war disrupting production plus economic sanctions against Russia from nations supporting Ukraine. This provided an opportunity for Australian farmers to meet some of the unmet global demand.

Government policy

Subsidies are paid by governments to farmers to continue producing crops often on the assumption that agricultural mass production benefits the economy by keeping food prices low. This policy often causes an oversupply of a few crops regardless of current market conditions because farmers are paid to grow these foods. Farmers in the European Union and the USA receive government subsidies to grow crops such as soybeans for stockfeed, corn for fuel and canola instead of wheat.

Tariffs are duties placed on imported goods. They are used to protect local growers from cheaper imported foods, however they can work against farmers trying to access overseas markets for their produce. China imposed tariffs of 80.5 per cent on Australian barley during a period of diplomatic tensions in 2020. The tariff wiped out any chance of Australia exporting barly to China, previously worth $1.2 billion a year.

Trade agreements are international treaties between two or more economies that reduce or eliminates barriers to trade and foreign investment. Australia negotiates **Free Trade Agreements** (FTA's) that benefit Australian food producers, i.e. Japan can access tariff free or low tariff produce from Australia, including including oranges, cherries and grapes, dairy products, beef and seafood.



▲ **Source 2:** Some countries are heavily reliant on wheat imports from Russia and Ukraine.

Source: Matilda Education Australia

Learning Ladder G1.14

Production

1. What is the difference between a subsidy and a tariff?
2. Source 2: Explain how war can affect food production and food prices.
3. Compare the influence of economic factors on smallholder and commercial food producers.
4. Source 2: Explain the link between the war Ukraine and implications for consumers of foods produced in Ukraine and Russia and Australian producers of grain and oilseeds.

Interpreting information

1. Source 2: Identify the country most impacted by the loss of wheat imports from Ukraine.
2. Source 2: Describe the wheat dependency of world regions.
3. Source 1: Explain how economic factors have led to the situation shown here.
4. Predict how government trade policies may affect food production in the future.

Make it spicy

How is the economy *interconnected* with farming?

HOW TO
Interconnection, page 20

How has innovation overcome agricultural challenges?

Innovations in science and technology have enabled farmers to overcome agricultural challenges by significantly boosting crop yields, helping to meet the growing global demand for food, fuel and resources. These advancements have had positive social, economic and environmental impacts, such as improving soil health, increasing productivity and reducing the need to expand agricultural land.

Source 1: Traditional rice farming involved manual ploughing and harvesting. The Green Revolution introduced high-yielding rice varieties requiring fertilisers, pesticides and irrigation. High-income countries like Australia are now the most productive rice growers, using large farms with advanced machinery to maximise water efficiency and yield.

The Green Revolution, which began in the mid-twentieth century, was characterised by the introduction of a range of innovations that shifted farming away from traditional, labour-intensive practices to more efficient, high-yielding systems.

Mechanisation is one way of addressing labour shortages by automating tasks such as planting and harvesting, which improves productivity and reduces costs. In regions with poor soil quality, machines like ploughs can help improve soil ready for planting. Mechanised irrigation systems like drip irrigation and pivot sprinklers deliver water efficiently to crops in arid regions, reducing runoff.

Artificial pollination involves manually or mechanically transferring pollen to plants to ensure successful crop production. This method is particularly valuable in areas facing pollinator decline due to habitat loss, pesticides or disease. Techniques can include using brushes to transfer pollen, and more advanced methods like drones in large-scale agriculture.

Monitoring climate and weather

Weather and climate monitoring are important for food production, especially in predicting extreme weather events. The Bureau of Meteorology provides agricultural observations for farming areas, including data on temperature, precipitation, evaporation, humidity, wind speed, solar radiation and soil temperature. It also forecasts events like frost, fog and thunderstorms that can impact crops. Farmers use weather forecasts and climate models to plan their activities on a daily, monthly and seasonal basis.

Source 2: An oblique aerial image of a lettuce farm in Spain. To reduce the impact of weeds on their crops, farmers have placed a tarp-material membrane over the land and cut holes for the crops to grow.

Source 3: In apple and pear orchards of the Hanyuan County in China, bee populations have diminished significantly due to pesticide use. Farmers in these areas use handheld tools to manually pollinate flowers, ensuring continued fruit production despite the lack of natural pollinators.

Learning Ladder G1.15

Crop production

1. What are the main components of the Green Revolution that led to changes in agricultural practices and crop yields?
2. How does the modification of biomes through practices like drip irrigation affect local water resources?
3. Explain how different countries implement various strategies to address agricultural challenges related to climate and weather.
4. In what ways can the introduction of high-yielding crop varieties influence soil health and sustainability?

Strategies

1. How does monitoring climate and weather patterns help farmers mitigate risks associated with extreme weather?
2. Explain the strategy of integrating technology, such as drones for pollination, into traditional farming practices.
3. What could be the long-term effects on biodiversity if artificial pollination becomes the primary method of crop pollination?
4. How can farmers implement crop rotation and diversification to improve soil health and resilience?

Make it spicy

How do humans overcome *environmental* challenges to food production?

HOW TO

Environment, page xx

Sustainable food futures

G2

WHAT IS FOOD SECURITY? xx

HOW HAS COLONISATION IMPACTED INDIGENOUS FOOD SOURCES? xx

WHAT IS SUSTAINABLE FARMING? xx

WHATS THE DEAL WITH DIRT? xx

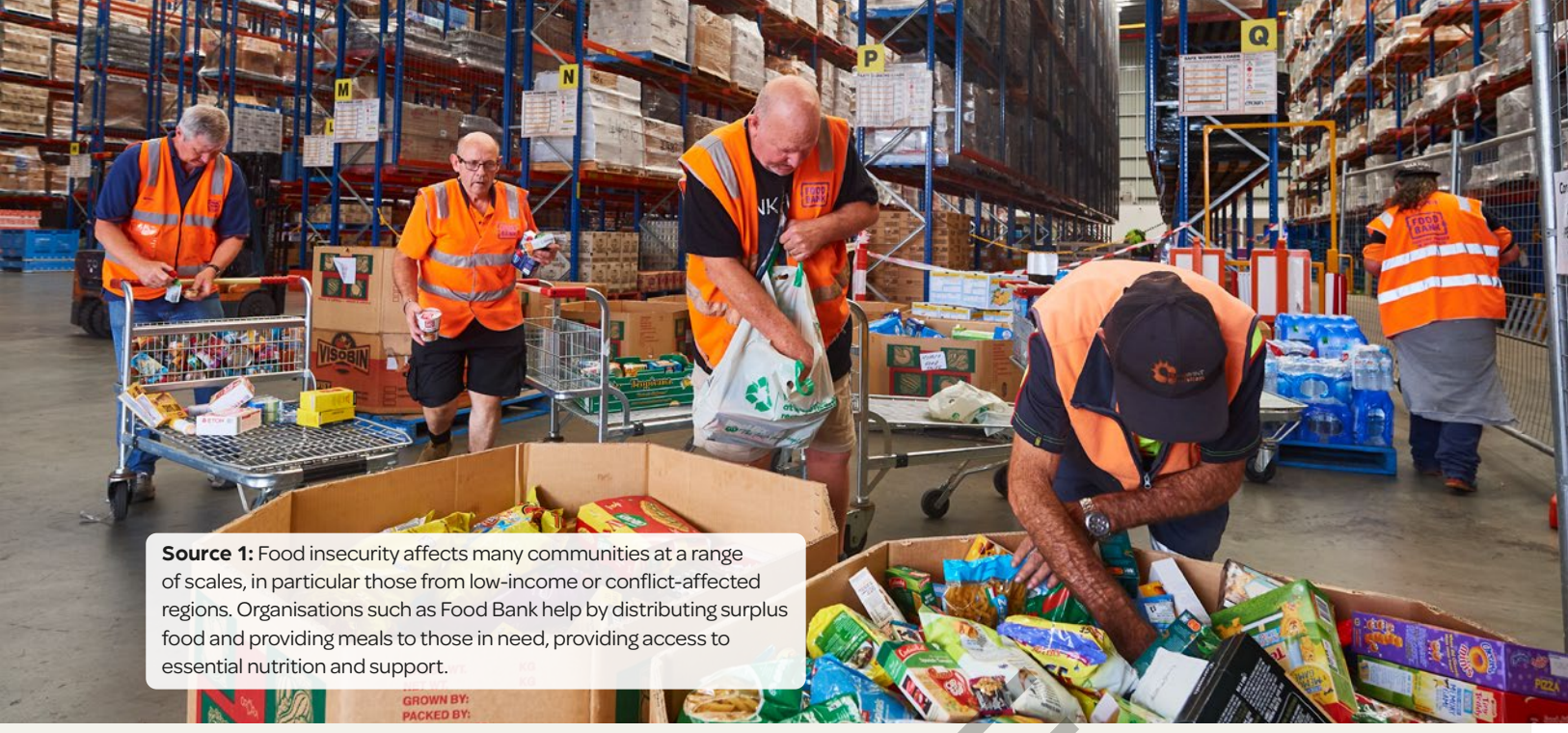
How can I understand sustainable food futures?

According to the Food and Agriculture Organization (FAO), food security is achieved when everyone has consistent physical, social and economic access to enough safe and nutritious food to meet their dietary needs and preferences for a healthy, active life. In 2023, nearly 30 per cent of the global population experienced moderate or severe food insecurity.

Learning ladder

The Learning Ladder lists the geographical content, concepts and skills you learn in this chapter. Each area has five levels of progression. To progress to higher levels, you need to practise activities at the earlier levels. This will help you develop abilities to complete tasks that are more involved.

Steps in knowledge progression	Farming in Australia	Constraints to farming	Future food production	Planning and collecting	Representing information
5	I can evaluate the sustainability of current farming practices.	I can analyse challenges to global food production.	I can use criteria to evaluate the success of farming practices.	I can use geospatial technology to record data.	I can follow ethical practices when working with data.
4	I can compare sustainable farming practices.	I can assess how politics influences food production.	I can predict how climate change will affect food production.	I can gather primary data.	I can use geospatial technologies to create maps.
3	I can explain sustainable farming methods.	I can explain how competing land uses impact food production.	I can explain how agricultural management impacts productivity.	I can gather information from secondary sources.	I can use geographic conventions to construct maps.
2	I can describe agricultural innovations.	I can describe impacts on farming productivity.	I can describe sustainable food production strategies to sustain future food production.	I can plan an inquiry.	I can represent data and information.
1	I can identify sustainable farming practices.	I can identify food production limitations.	I can identify ways to increase food production.	I can ask open-ended questions.	I can select data relevant to a question.
	Productive biomes			**Geographical inquiry**	



Source 1: Food insecurity affects many communities at a range of scales, in particular those from low-income or conflict-affected regions. Organisations such as Food Bank help by distributing surplus food and providing meals to those in need, providing access to essential nutrition and support.

Interpreting information	Making conclusions	Strategies	Presenting ideas	Steps in skill progression
I can use geographical concepts to structure data analysis.	I can evaluate ethical considerations.	I can consider perspectives to evaluate strategies.	I can analyse the implications of phenomena.	5
I can predict change to patterns.	I can assess the reliability of data.	I can design s trategies.	I can explain interconnections with data.	4
I can explain distributions and patterns.	I can write evidence-based conclusions.	I can predict the impact of a strategy.	I can support explanations with data.	3
I can describe distributions and patterns.	I can describe the impact of geographical phenomena.	I can explain a strategy.	I can explain the relevance of information.	2
I can read graphs and maps.	I can answer geography questions.	I can describe a strategy.	I can describe phenomena using geographical terms.	1
	Concluding and decision-making		Communicating	

What is food security?

As the population of the world grows, so does our need for resources, such as food, water and housing. Since the 1700s, the human population has been increasing rapidly, especially in Asia and Africa. Improvements in medical knowledge and technology have also increased human life expectancy, so we also require more food per person across a human life span.

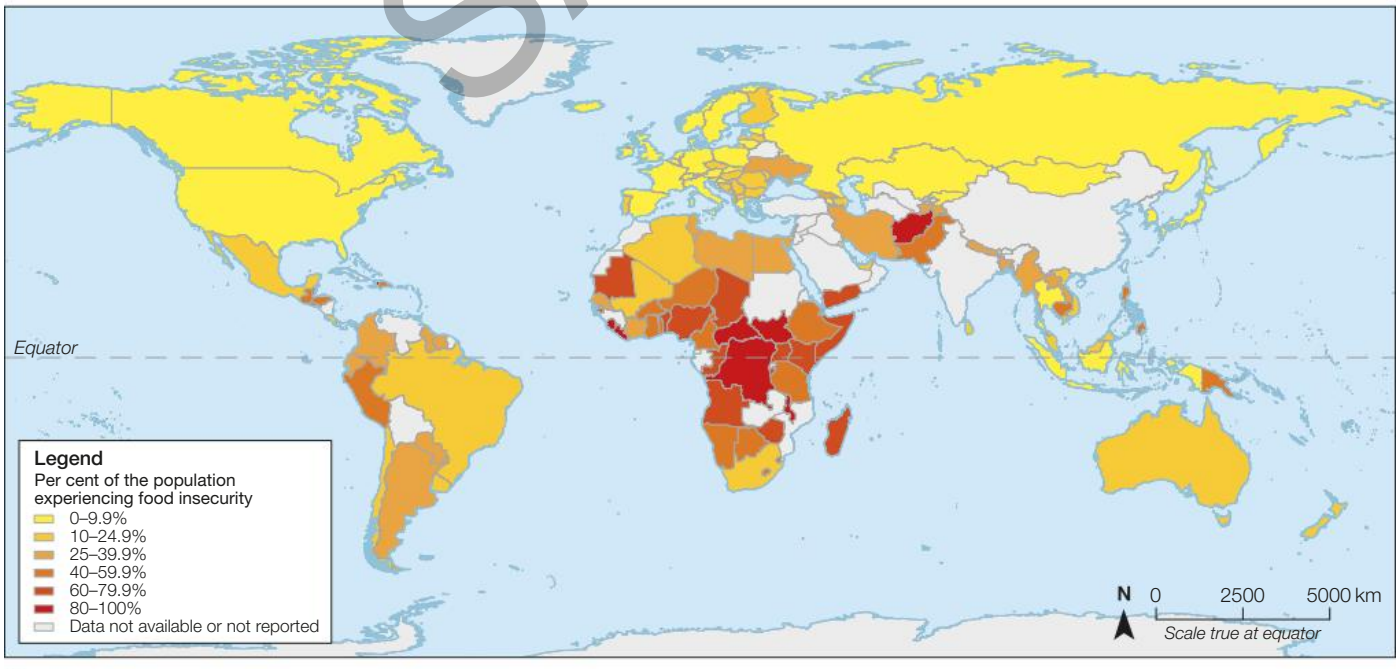
According to the World Food Summit (1996), '**Food security** exists when all people, at all times, have physical and economic access to sufficient, safe and nutritious food that meets their dietary needs and food preferences for an active and healthy life'. It is estimated that around nearly one in three people don't have access to sufficient food supplies. This is known as **food insecurity**. Food security is impacted by:

- **Access**: People need to either grow food or have enough money to buy food locally or travel to purchase it.
- **Availability:** Sufficient nutritious food must be available. Natural disasters and conflicts can destroy crops, livestock, infrastructure, and supply chains, reducing access.
- **Quality and safety:** Food must be nutritious and safe to eat. Contaminated food can lead to health risks and diseases.
- **Stability and resilience:** There must be a reliable food supply and reserves for emergencies. Events like the COVID-19 pandemic disrupted access, availability, and affordability globally.

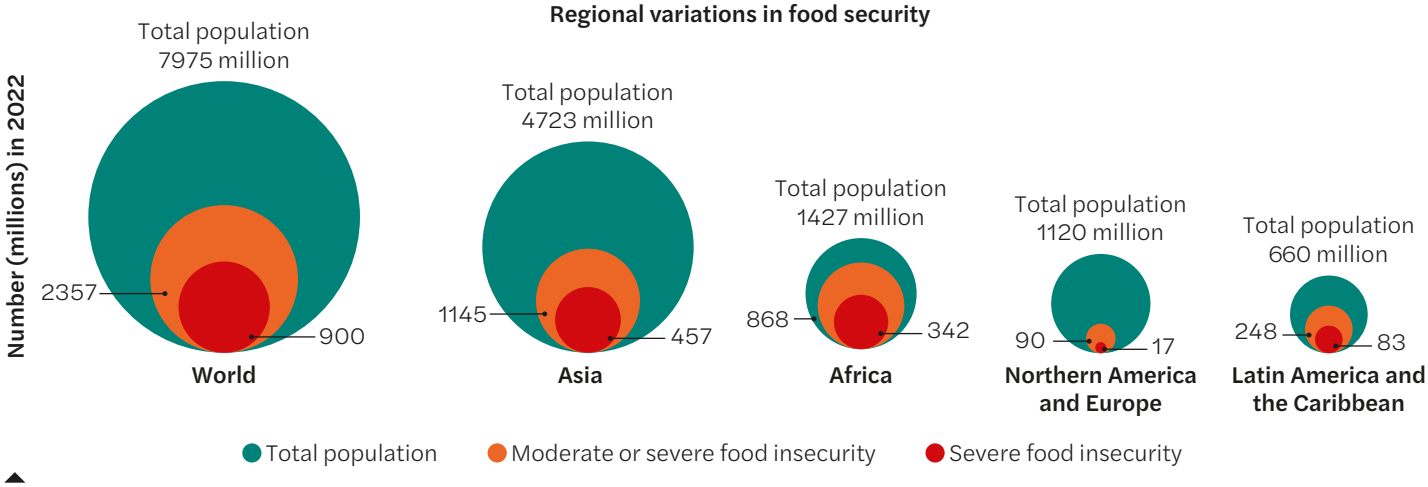
Food security is not evenly distributed. Regions with higher population densities or rapidly growing populations tend to have lower food security, as there is more competition for available resources. High-income nations, such as the USA and Australia, tend to have higher overall food security, but also higher levels of obesity and food wastage. Still, within these richer nations there are marginalised communities that suffer malnutrition, as food security can also vary on a regional and local scale. In nearly 60 per cent of countries, women are more likely to suffer hunger and malnutrition because they eat last and eat the least. According to the FAO, the majority of the world's food insecure people live in countries prone to natural hazards and climate change.

Food insecurity, 2021–23

Source: FAO



▲ **Source 1:** Global food insecurity 2020–22.

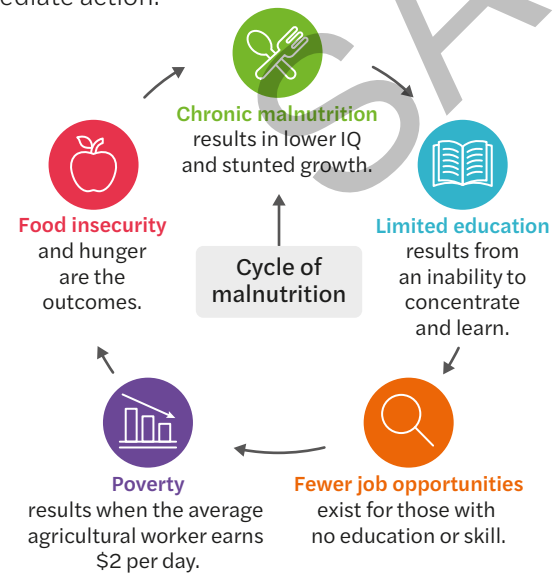


Source 2: Regional variations in food security. Not included in this graphic is Australia, which at a national scale is one the world's most food secure nations with very low levels of undernourishment. As a high income country, most (but not all) Australians can buy basic foods and receive adequate nutrition from a diversity of affordable, high quality foods grown in Australia and / or imported from overseas.

Source: Matilda Education Australia

Long-term food insecurity can lead to widespread hunger, or **undernourishment**, which in turn can result in malnutrition, wasting, stunting in children and even famine. In 2023, half of Somalia's children faced malnutrition. Stunted children are four times more likely to die, suffer higher rates of disease and illness and suffer long-term developmental impacts. Globally, 149.2 million children under five are stunted, with 90 per cent in Africa and Asia.

Many parts of the worlds are at risk of **famine**, an acute episode of extreme hunger that results in high mortality rates due to starvation or disease. It is estimated that globally, 80 million people are at a crisis level of food insecurity that could result in famine without immediate action.



Source 3: A shortage of food and good nutrition within a household can lead to a cycle of intergenerational poverty and food insecurity that is difficult to escape. If a mother does not receive adequate nutrition, stunting begins before a baby is born. Poor health in adulthood results in reduced job and educational performance, increased rates of disease and lower incomes, further reducing the capacity to access adequate nutritious food. Feeding stations target the malnutrition of children and maternal health.

Learning Ladder G2.1

Future food production

1. Is growing more food the only solution to food insecurity?
2. Describe how prioritising food access in areas with high population densities may contribute to sustainable food production practices.
3. Explain how managing resources can improve access and availability of food.
4. Predict how climate-related events may affect food security across world regions.

Planning and collecting

1. Outline the challenges communities face in accessing nutritious and safe food on a daily basis.
2. What information would you gather to explore the impact of natural disasters on food availability?
3. List three secondary resources you could use to find reliable data on the number of children facing malnutrition in world regions.
4. Describe three methods you would use to collect information on the economic barriers to food access for different households.

Make it spicy

How does food insecurity *impact* places?

HOW TO

Place, page xx

What are the limits of expanding food production?

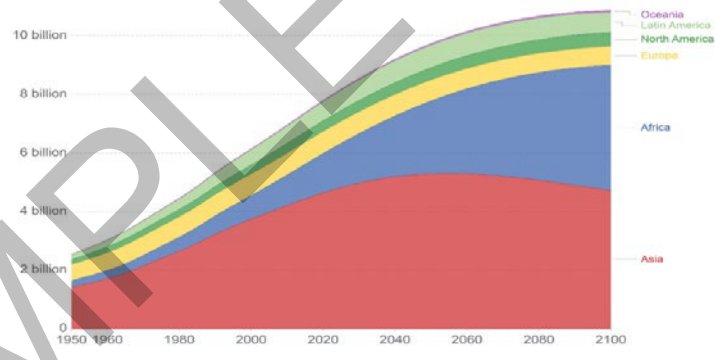
Recent studies suggest that fertility rates (number of children per woman in a population) are decreasing on a global scale. As a result, even though global population numbers keep rising, they are growing at a much slower pace than previous decades. Researchers predict that by 2100, the human population will plateau at around 11 billion people.

Some projections indicate that agricultural productivity must increase threefold by 2100. Providing food for these additional people is not as simple as just increasing the amount of farming we do. Food security will depend on how populations use, distribute and price food. **Sustainable** production of resources is also vital, as climate change will alter crop yields and cause potentially disastrous climate events such as flooding rains or prolonged droughts. There are two main ways humans can expand food production:

Extensification refers to increasing agricultural production by expanding the land area used for farming. This approach is limited by the availability of **arable land** (land that is suitable for growing crops) and government policy. **Deforestation** in the Amazon rainforest for cattle grazing and crop production contributes to biodiversity loss, soil degradation and climate change, making it unsustainable in the long-term. As suitable cropland becomes limited due to urbanisation in the region and extensive environmental degradation from tree loss, the capacity to continue extensification is reducing.

Intensification involves increasing crop yields on existing farmland through the use of technology such as fertilisers and irrigation. During the Green Revolution, high-yielding crop varieties, chemical fertilisers and mechanisation were introduced to dramatically enhance global food production. While intensification can be successful in raising yields, it also has environmental costs. Excessive use of fertilisers and pesticides can lead to **soil depletion**, water contamination and pesticide resistance. Increased use of irrigation can also lead to water shortages, soil salinisation and soil nutrient reduction.

World population by region, projected to 2100

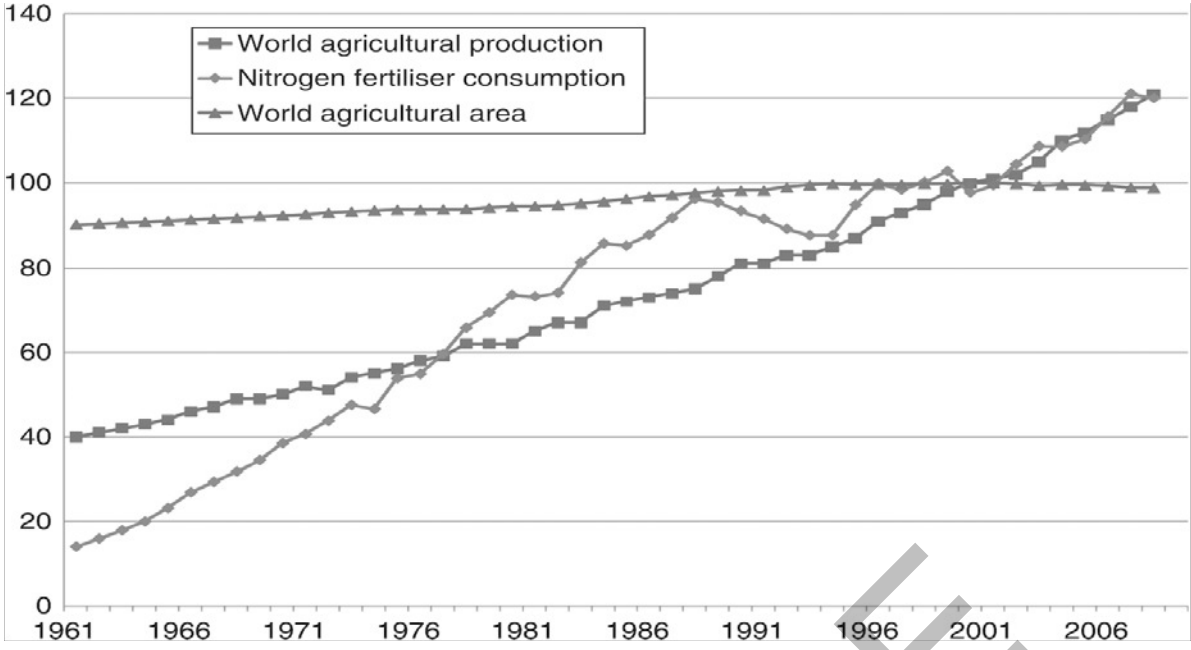


Source: Our World in Data

Source 1: This graph shows population growth in each of the world's regions. While the human population continues to increase over time, the growth rate is slowing.

Source 2: Since 1985, Brazil's agricultural expansion in the Amazon has replaced 65 million hectares of forest with pastures and croplands, notably for soy and beef production. Many researchers are exploring sustainable intensification strategies, which include eliminating land grabbing, enforcing environmental laws, boosting productivity on medium and large farms, and providing technical assistance to small farmers, which could reduce rates of deforestation and help restore environmental health.

Title: XXX



Source 3: Intensification through use of innovations such as fertilisers have led to more productive use of agricultural spaces. However, use of synthetic chemicals can impact the environment and lead to water degradation on local and regional scales.

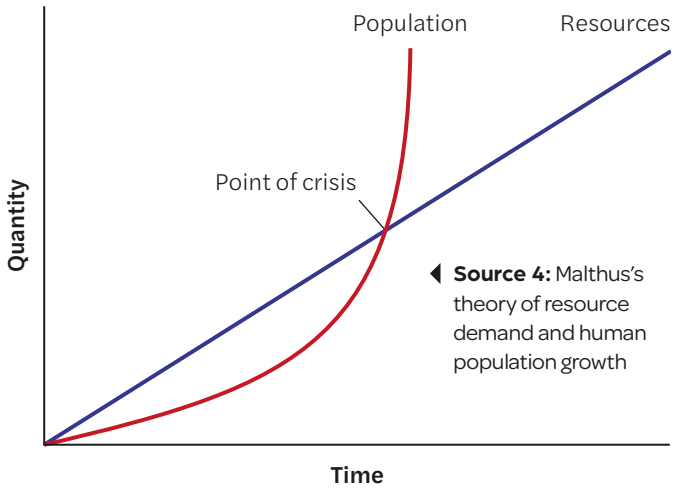
Source: XXX

Who was Thomas Malthus?

Thomas Malthus, a professor of history and political economy, published a book in 1798 called *An Essay on the Principle of Population*. This work outlined his theory that the human population grows **exponentially**, while food production can only increase **arithmetically**. In other words, as our population continues to grow, there will be a 'point of crisis' where we no longer have enough food to feed all the people in the world.

Many modern scientists now debate this hypothesis, given advancements in technology and farming techniques. However, because of the uneven distribution of wealth and resources, some communities continue to live in poverty. The United Nations estimates that more than 25 000 people die from hunger-related causes every day.

Malthus's basic theory



Source 4: Malthus's theory of resource demand and human population growth

Learning Ladder G2.2

Constraints to farming

1. How are humans restricted in their ability to produce food?
2. Explain the ways humans try and increase food production.
3. How does the availability of arable land affect the potential for expanding food production?
4. Assess how extensification may be limited by government policy.

Interpreting information

1. Source 1: Which world regions have the highest current populations?
2. Source 3: Describe how world agricultural production has changed over time.
3. Source 3: Explain the interconnection between fertiliser use and rates of agricultural production over time.
4. Sources 1, 3 and 4: Predict how agricultural production will change in the future based on population requirements and available arable land.

Make it spicy

How does the *environment* influence food security?

HOW TO

Environment, page xx

Case Study

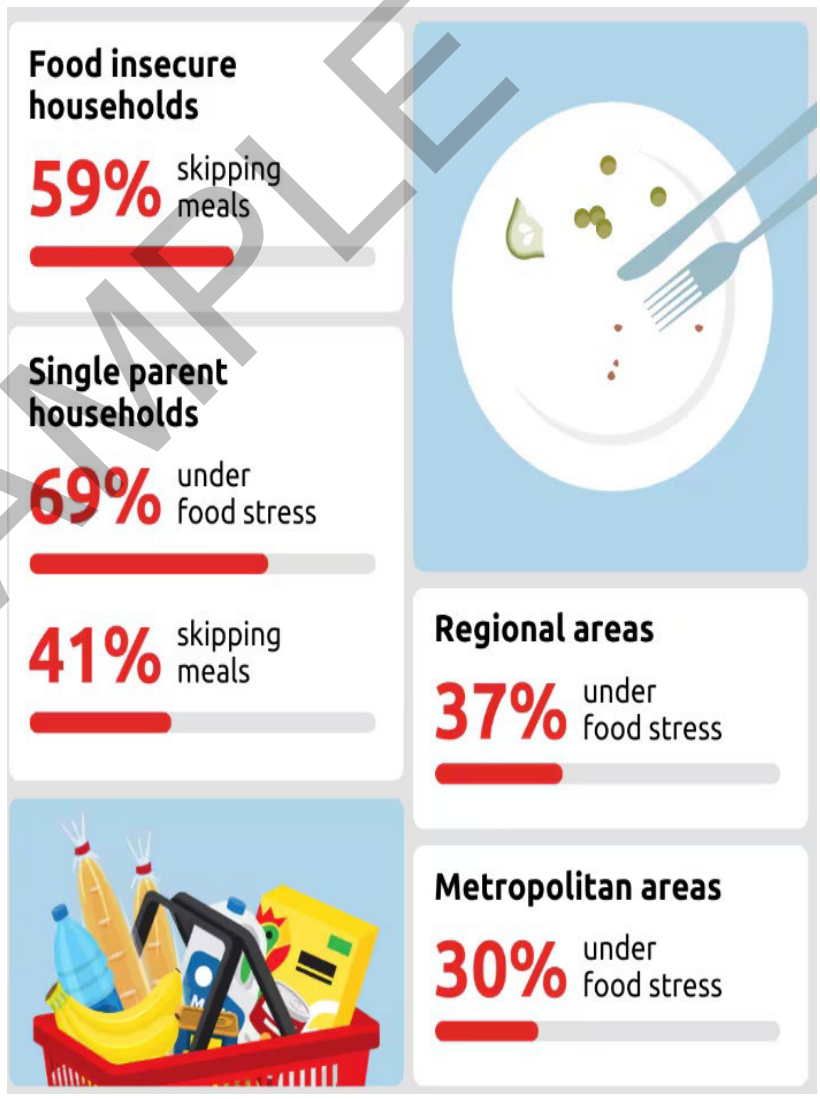
Do Australians face food insecurity?

Australia is largely considered a food-secure nation, ranking among the most food-secure countries globally, alongside Canada, Germany and France. Australia ranks 12th in the world for per capita income, however approximately 12.9 per cent of Australians experienced moderate to severe food insecurity from 2021 to 2023.

Australia produces significantly more food than it consumes, exporting about 70 per cent of its agricultural output, which enhances food availability and affordability on a national scale.

However, regional variations exist in food security across Australia. Urban areas generally have better access to food resources. The gap in food security between Indigenous and non-Indigenous Australians is significant. Estimates suggest that between 4 per cent and 13 per cent of the general population experiences food insecurity, while rates among the Indigenous population range from 22 per cent to 32 per cent, depending on location. This difference highlights systemic issues that must be addressed to improve food access for Indigenous communities.

Several factors contribute to food insecurity in Australia. Lower education levels, single-parent households, unemployment and social isolation are all associated with higher rates of food insecurity. Additionally, middle-income families experiencing a recent decline in income, such as from job loss, or those facing high living costs may face food insecurity due to insufficient funds for food purchases. The Foodbank Hunger Report 2023 revealed that 3.7 million households in Australia have run out of food in the last year, which is more than the number of households in Sydney and Melbourne combined.



▲ **Source 1:** Food insecurity in Australia

Title: XXX

Source: XXX

Source 2: In 2022, The Food Bank reported that one reasons for food insecurity among Australian families is the rise in cost of living.

Source 3: In 2022, around 306 000 Australian households received food relief on any given day.

Learning Ladder G2.3

XXX

1. Would re-allocating a portion of exported Australian food increase food security in Australia?
2. What strategies could Australia adopt to ensure food security during times of economic hardship, such as increased cost of living?
3. Is agricultural output interconnected with local-scale food security in Australia?
4. In what ways could climate-driven challenges impact regional differences in food security within Australia?

XX

1. Source 2: What is meant by 'cost of living'?
2. Source 2: Describe the impact of cost of living for food security in different Australian regions.
3. Source 2: Research and explain possible reasons why NSW and Victoria may have higher household food insecurity than South Australia and Tasmania.
4. Source 1: Predict how food security may change in Australia over time.

Make it spicy

How is trade *interconnected* with food security?

HOW TO Interconnection, page xx

How does climate change impact food production?

The impacts of climate change range from an increase in disastrous climatic events to altered agricultural production and ecosystem structures. Climate change is expected to change productivity on a global scale, and this will have flowon effects on agricultural yields, food security and poverty.

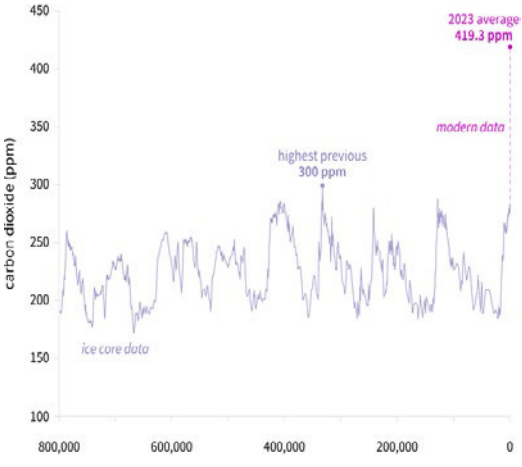
What is climate change?

Climate change can refer to the human-caused or natural changes in the Earth's climate over a long period of time. Natural changes to the Earth's climate have been occurring for its 4.54-billion-year history. Global average temperatures fluctuate due to a range of natural processes such as changes in sunlight, volcanic eruptions, variations in the Earth's orbit and levels of carbon dioxide in the atmosphere. Natural climate change is responsible for the cycle of very cold glacial periods known as **ice ages** and warm periods known as interglacials.

Industrialisation has dramatically increased the amount of greenhouse gases in the atmosphere over time. A greenhouse gas is a type of gas that traps and releases heat. Unlike oxygen and nitrogen, which make up most of the atmosphere, greenhouse gases such as carbon dioxide absorb heat from the Earth's surface and send it out in all directions, including back towards the Earth. Recent studies have revealed that levels of carbon dioxide in the atmosphere are at their highest in 400 000 years; this has led to an average global temperature increase of 0.8°C since 1880. Temperatures are predicted to increase by 2–6°C in the next century, which is 20 times faster than increases in historical records.

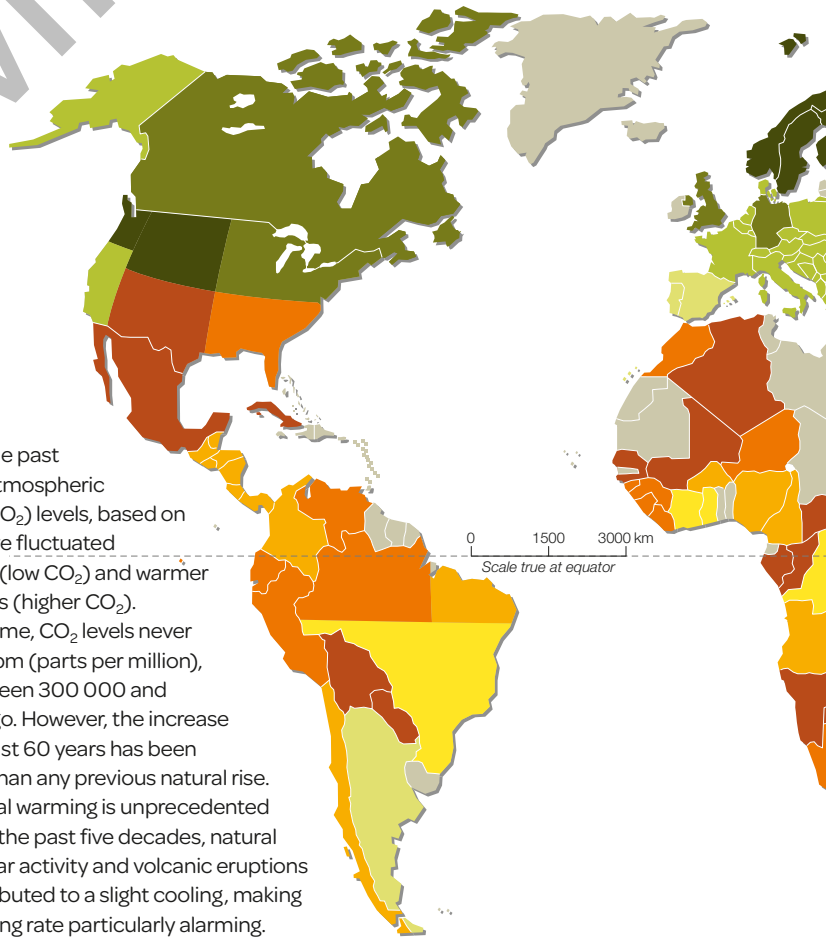
When leaders refer to **global warming** they are referring to the Earth's rising surface temperature as a direct result of human processes (e.g. burning fossil fuels). Anthropogenic or human-caused climate change refers to both the warming of the Earth and the impacts of this warming, such as melting glaciers, and more frequent and intense hazardous weather events. In Geography, we often discuss the causes and consequences of the Earth's warming and so the process is referred to more consistently as 'climate change'.

Carbon dioxide levels over 800 000 years



Source 1: Over the past 800 000 years, atmospheric carbon dioxide (CO_2) levels, based on ice-core data, have fluctuated between ice ages (low CO_2) and warmer interglacial periods (higher CO_2). Throughout this time, CO_2 levels never surpassed 300 ppm (parts per million), as observed between 300 000 and 400 000 years ago. However, the increase in CO_2 over the past 60 years has been 100 times faster than any previous natural rise. This modern global warming is unprecedented in its speed. Over the past five decades, natural influences like solar activity and volcanic eruptions would have contributed to a slight cooling, making the current warming rate particularly alarming.

Projected impact of climate change on agricultural yields

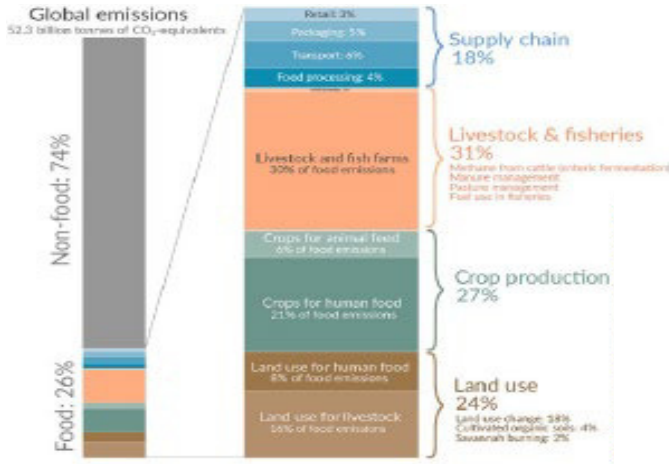


What are the implications for food production?

Climate change significantly impacts food production by altering temperatures and rainfall patterns, and increasing extreme weather events such as floods, droughts and heat waves. These changes can lead to crop diseases and pest outbreaks, like East Africa's 2019–20 locust plague, which devastated food supplies.

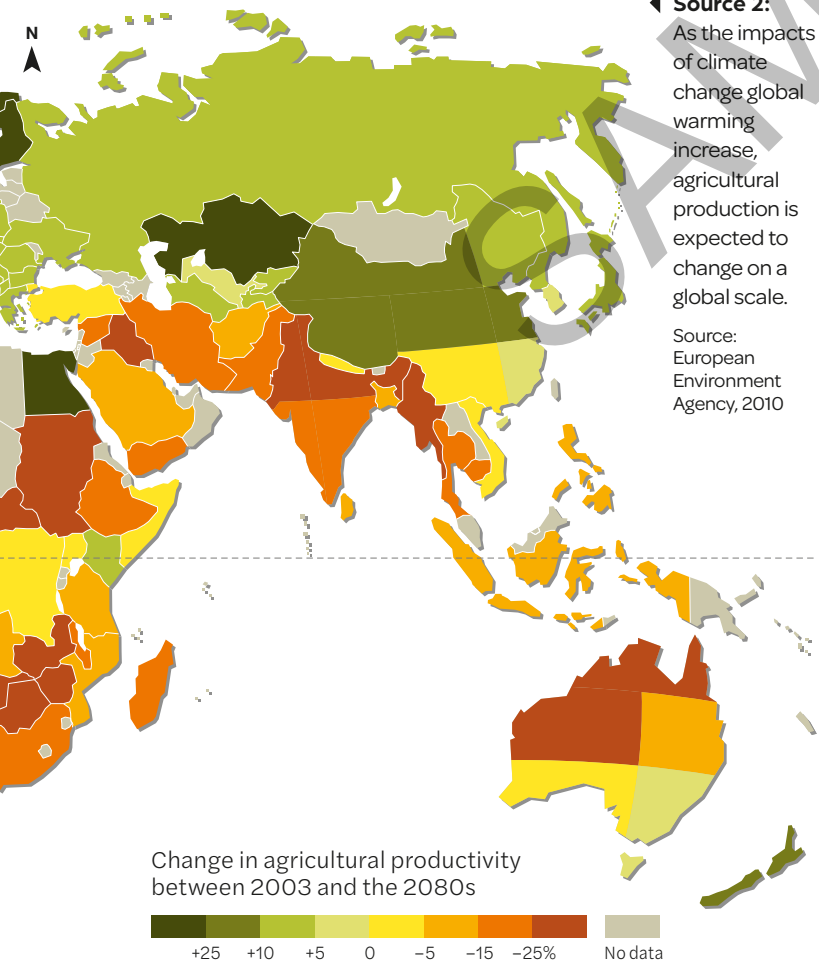
The unpredictability of climate and weather patterns makes it challenging to forecast future impacts. Warming will not affect all regions equally – some areas may benefit, while others will suffer. For example, rising sea levels threaten arable land through coastal erosion and saltwater intrusion, particularly in low-lying nations like Kiribati and the Maldives. Bangladesh faces intensified cyclones, floods and droughts, which could slash rice production and raise GDP losses from 2 per cent to 17 per cent by 2050, worsening food insecurity. On the other hand, in higher-latitude regions like Europe, warmer temperatures may lengthen the growing season, boosting agricultural output. This uneven impact illustrates the varied effects of climate change on global food production.

Global greenhouse gas emissions from food production



Source: Our World in Data

Source 3: Food production contributes to 26 per cent of global greenhouse gas emissions; much greater than all transportation emissions.



Change in agricultural productivity between 2003 and the 2080s

Source 2: As the impacts of climate change global warming increase, agricultural production is expected to change on a global scale.

Source: European Environment Agency, 2010

Learning Ladder G2.4

Constraints to farming

1. Identify one way climate change constrains current farming practices.
2. Source 1: Could investing in greenhouse gas reduction strategies contribute to more stable agricultural productivity?
3. How does managing soil health and water use become more critical with the predicted increases in drought and heat waves?
4. Predict how increased temperatures and altered rainfall patterns may impact agricultural productivity in different world regions.

Presenting ideas

1. Source 1: Why is data on global carbon dioxide levels relevant to understanding climate predictions?
2. How can you use data on global temperature trends to explain the impacts on agricultural productivity?
3. Source 2: Using data, explain how Australia's agricultural productivity is predicted to change.
4. Source 2: Other than climate change, what other natural or human processes may lead to changes in agricultural productivity over time? Consider various scales.

Make it spicy

How does climate change impact food security on a variety of *scales*?

HOW TO

Scale, page xx

Case Study

How do competing land uses impact future food production?

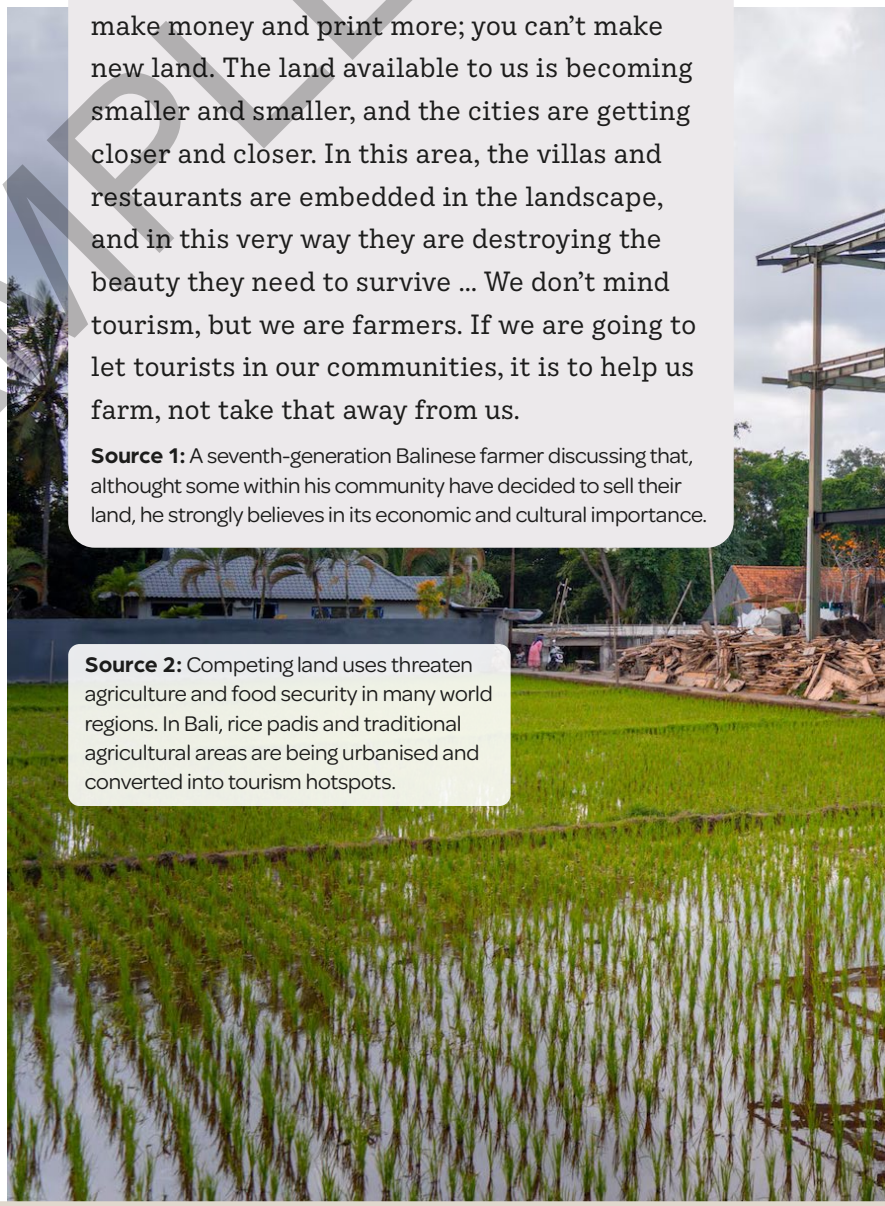
Land uses such as urban growth and tourism often compete with agriculture for 'available' land within a region. Bali is facing increasing pressure to convert arable farmland to industrialised spaces or tourist resorts.

Tourism contributes up to 80 per cent of Bali's GDP. The rapid expansion of the tourism industry has led to large-scale land acquisitions, particularly for luxury hotels and resorts. These developments have driven up land values and taxes, making it harder for farmers to maintain their land. Land taxes in Bali are calculated based on the economic value, not its agricultural potential. When resort developments occur near farms, land values surge, and farmers are often forced to sell and even shift from agriculture to tourism-related employment. There have been some efforts in regions such as Badung, to form a **moratorium** on land taxes to prevent the loss of agriculture, but so far there has been limited outcomes.

Bali's agricultural practices depend on its natural water sources. Bali's Subak system (see page xx) has been central to the production of high rice yields. However, in recent decades, the rapid growth of tourism has shifted water and land use priorities. The tourism industry consumes an unequal share of natural water resources. It is estimated that 65 per cent of the island's water is used by tourism facilities, with luxury hotels and resorts consuming up to 35 times more water per person than residents. To meet tourist water demands, resorts often dig underground wells to access groundwater, further reducing the water reserves available for agriculture.

> I have been asked to sell. Everybody here has been asked to sell. There isn't one of us that hasn't. Some of us have sold in the past, but we have collectively decided that the rest of us are not going to. You can always make money and print more; you can't make new land. The land available to us is becoming smaller and smaller, and the cities are getting closer and closer. In this area, the villas and restaurants are embedded in the landscape, and in this very way they are destroying the beauty they need to survive ... We don't mind tourism, but we are farmers. If we are going to let tourists in our communities, it is to help us farm, not take that away from us.

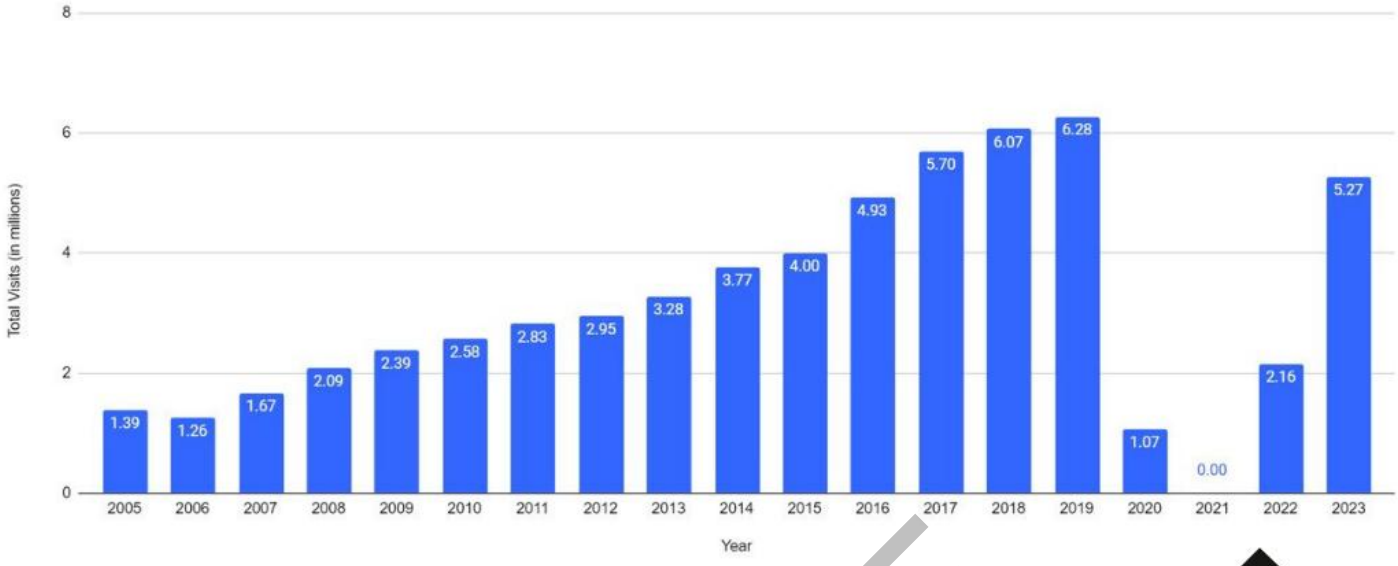
Source 1: A seventh-generation Balinese farmer discussing that, althought some within his community have decided to sell their land, he strongly believes in its economic and cultural importance.



Source 2: Competing land uses threaten agriculture and food security in many world regions. In Bali, rice padis and traditional agricultural areas are being urbanised and converted into tourism hotspots.

Title: XXX

Source: XXX



Source 3: Bali has seen a rapid increase in international tourism over time.

Learning Ladder G2.5

Constraints to farming

1. What challenges do Balinese farmers face in preserving their land for agriculture amid increasing tourism demands?
2. How has tourism-related groundwater extraction impacted water availability for rice farming in Bali?
3. How does increased tourism and urban development impact traditional agricultural practices, such as the Subak system, in Bali?
4. In what ways might policies impact the long-term food production capacity of Bali?

Presenting ideas

1. Describe how the characteristics of Bali make it suitable for both farming and tourism.
2. Source 3: Suggest how tourism impacts may have changed over time in Bali.
3. Based on the information provided, what conclusions can be drawn about the impact of tourism on Bali's agricultural sector?
4. How reliable is the claim that 65 per cent of Bali's water is used by tourism facilities? What sources could be used to verify this data?

Make it spicy

How has agricultural *space* in Bali *changed* over time?

HOW TO

Space, page xx; change, page xx

How has colonisation impacted Indigenous food sources?

With the colonisation of the Australian continent and the arrival of Europeans, non-native plants and animals were also intentionally introduced to the Australian environment. Since colonisation, these introduced plants and animals have caused significant damage to Country and directly impacted the availability of native foods.

Source 1: The murnong (yam daisy)

The murnong

The murnong (yam daisy) was a main staple food in the south-eastern part of the Australian continent prior to colonisation. Each plant was able to produce several tubers in the earth that were harvested, cooked and eaten by First Nations people in this region. With the colonisation of Victoria and the founding of Melbourne in 1835, the newly arrived colonists introduced sheep and cattle. These animals enjoyed the taste of the murnong's flowers, leaves and stems, and their cloven hooves compacted the soil making it impossible for the plant to form its tubers. Within 150 years, the introduced livestock had nearly destroyed the murnong and its habitat and it very nearly became extinct.

In more recent times, the murnong was thought to have become extinct until it was rediscovered in a railway cutting and a cemetery. Since it's rediscovery, scientists and Traditional Owners have been using First Nations knowledge and contemporary science to bring this plant back from the brink of extinction.

Native grains

There is no doubt that First Nations Peoples in Australia were some of the world's earliest known bakers. There is a growing amount of evidence showing the technology used to create flour, including grinding stones and earth ovens. Interestingly, there is also evidence that the geographical regions capable of sustaining grain production were also much larger before colonisation than they are today. First Nations Peoples were able to produce grain over such a large and arid area because of the thousands of years of knowledge of cultivation and how to care for Country which had been passed down through generations. With the colonisation of Australia, many First Nations Peoples were forced from their land and into Missions and Reserves. This meant that they were no longer able to care for Country, and with the European strains of wheat and grain being introduced, as well as unsuitable land management practices, the centre of the continent became even drier and could no longer support the pre-colonial large-scale grain production.

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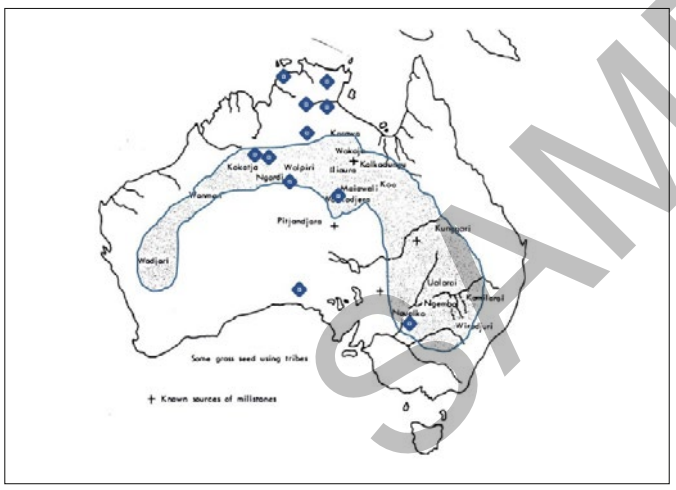
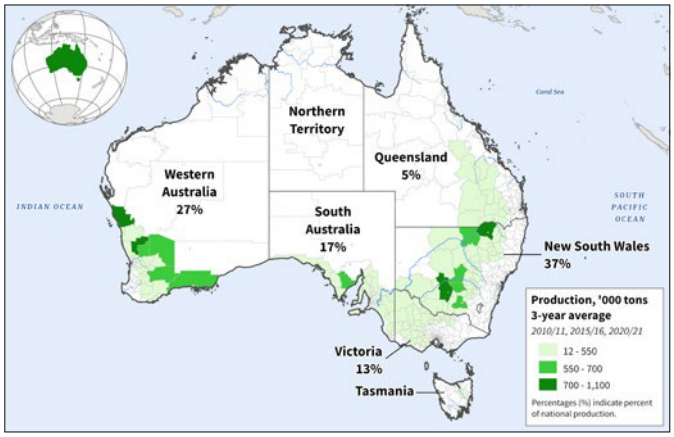


Source: XXX

▲ **Source 2:** Historical grain-growing regions in Australia

Title: XXX



Source: XXX

▲ **Source 3:** Contemporary grain-growing regions in Australia

Learning Ladder G2.6

Farming in Australia

1. What traditional practices did First Nations people use to cultivate and sustain the murnong plant?
2. In what ways did First Nations grinding stones and earth ovens demonstrate agricultural innovation in pre-colonial grain production?
3. How did European farming practices, such as introducing non-native plants and animals, affect the long-term sustainability of Australia's natural resources?
4. Sources 2 and 3: How does the pre-colonial cultivation of grains in arid regions contrast with contemporary wheat farming in terms of environmental impact?

Representing information

1. What data would be relevant if you needed to map the environmental changes that have impacted the sustainability of native grains since colonisation?
2. Create a photo essay illustrating native food sources in Australia.
3. Sources 2 and 3: Using tracing paper, reproduce Source 3 and overlay it on Source 2. What are the similarities and differences between growth regions for grain in Australia?
4. Access The Atlas of Living Australia (https://www.ala.org.au/) and search for 'yam daisy'. How are this map and data important in conservation efforts of important native species?

Make it spicy

How have eating habits *changed* in Australia over time?

HOW TO Change, page xx

How do government policies influence food security?

Government policies can impact food security by influencing agricultural productivity, land use, and access to and prices of food. Effective policies can help increase food security, and reduce the impacts of hunger, malnutrition and stunting. However, there are a range of complex interconnecting factors that influence the success of policies.

Source 1: The Public Distribution System (PDS) aims to improve food security for vulnerable communities in India.

Food insecurity in India is largely driven by urban migration and climate change resulting in serious malnutrition, especially among children where one in three are reportedly **stunted**. The Public Distribution System (PDS) is a government-run program that aims to improve food security by procuring staple foods like rice and wheat and distributing them at reduced costs to low-income households. After a restructure in 1997, the policy aimed to provide 60 million poverty-stricken households with over 7 million tonnes of food. Since the policy's implementation, issues have been reported around corruption and poor infrastructure hindering effectiveness, and mis-targeting and under-coverage reducing its effectives in improving child health.

Venezuela, in South America, is rich in oil resources, which historically provided substantial revenue for its government. Former socialist leader President Hugo Chávez believed in redistributing wealth to reduce poverty and guarantee access to basic needs, such as food and healthcare. In 2003, he enforced price controls on key foods and restricted private imports. However during this time, the government relied heavily on oil revenues, which accounted for 93 per cent of exports in 2008. When oil prices increased, the government overspent, leaving Venezuela in a vulnerable financial situation. After oil prices crashed, Chávez's replacement, Nicolás Maduro, significantly reduced food imports to manage national debt, leading to widespread food scarcity. In 2014, Maduro extended price limits and implemented the Law for Fair Costs and Prices, which further controlled production and pricing. As private production became less profitable, the country faced increased food shortages. By 2020, the Food and Agriculture Organization (FAO) reported that the occurrence of undernourishment in Venezuela had surged from 2.5 per cent to 22.9 per cent.

Source 2: The Land Act of 2001 in Venezuela aimed to boost domestic food production by redistributing over 2.5 million hectares of land from large landholders to poorer citizens. Unfortunately, many recipients lacked the funds and knowledge to manage their new farms efficiently, leading to a decline in agricultural output. The Act was amended in 2010 to allow landless tenant farmers to acquire land and convert more land into productive farms.

Learning Ladder G2.7

Constraints to farming

1. What challenges to governments face in managing food security?
2. What effect did Venezuela's government policies, such as price controls and land redistribution, have on the productivity of its agricultural sector?
3. How do the changes in land ownership in Venezuela reflect a shift in land-use priorities that impact food security?
4. In what ways has the PDS in India faced political challenges that limit its effectiveness in addressing malnutrition?

Strategies

1. What are the main elements of Venezuela's Law for Fair Costs and Prices, and how does it aim to stabilise food costs?
2. Explain how India's PDS distributes staple foods to improve access for low-income households.
3. How would a focus on farmer training programs for recipients of redistributed land in Venezuela potentially affect agricultural output?
4. What changes could be made to improve the resilience of food distribution systems in both India and Venezuela during economic or environmental challenges?
5. Consider the different perspectives in the Venezuelan community when the price controls and land distributions were enforced. Write a diary entry for one of these community members explaining how the controls impact them and what they would like done differently.

Make it spicy

How do governments impact the *sustainability* of food production?

HOW TO
Sustainability, page xx

Case Study

Why is there a food security crisis in Yemen?

Yemen relies on imported food, humanitarian aid and some locally produced food to feed its population. Food security will remain an issue for Yemen until it can reduce conflict in the country and sustainably grow more food locally.

Food insecurity

Yemen is one of the poorest nations in the Middle East and one of the world's most food insecure nations. In 2023 **malnutrition** was reaching emergency crisis level, with some locations on the brink of famine. For children under five years of age, 2.2 million suffered wasting and 45 per cent were stunted. The cause of the food crisis in Yemen is the intersection of multiple crises – political, economic, agricultural and environmental.

The political crisis

A violent civil war since 2015 increased already high food insecurity in Yemen. Over four million people displaced by the conflict live in camps for **internally displaced people**, where they rely on aid instead of producing or buying food. Some of the key events in the political crisis include:

- blockades of air and sea ports interrupted food and agricultural supply chains
- the destruction of infrastructure reduced physical access to food and markets
- conflict interrupted farming and caused an exodus of rural people to safer places
- the bombing, blockade and closure of the Port of Hodeida between 2015 and 2021 interrupted humanitarian aid, food imports and fuel supplies.

The economic crisis

Yemen depended on its oil and gas resources for revenue that was used to finance and subsidise the import of food, medicine and basic commodities. Declining crude oil prices and dwindling oil reserves in Yemen have reduced revenue and caused the cancellation of many development projects for infrastructure, water and agriculture needed to improve food security. High unemployment caused by political conflict has added to the food crisis.

The food production crisis

Yemen's agriculture was once dominated by small, **subsistence** farmers using traditional irrigation to produce drought resistant crops such barley and sorghum. Yields were low; however, 60 per cent of households relied on farming as their main source of food or income. Money from oil made it easy to import food so farmers stopped growing crops that could not compete with cheap imports. They shifted crops like fruits and vegetables that required much more water from scarce underground acquifer reserves

Limited agricultural production meant Yemen increasingly relied on expensive imported food. In 2022 Yemen was importing 85 per cent of its food requirements and with the food supply chain interrupted by conflict, local food producers struggled to fill the gap.

The environmental crisis

Climate change is affecting weather patterns around the world. Seven major floods, five cyclones and a landslide have hit Yemen since the conflict started, causing a further the loss of crops, livestock and infrastructure and worsening water security. Extreme weather events in 2022 included moderate-to-severe drought and unprecedented high temperatures. Crop growers were challenged by lack of rainfall and irrigation water that resulted in a 37 per cent reduction in the area sown to crops. Locusts are historically a major cause of crop losses in Yemen. The conflict has interrupted efforts to control the hatching of locusts.

Source 2: In 2023 Yemen was listed among the five worst food crises in the world due to increasing numbers of people in Crisis or Emergency levels on the Food Security Classification. Households have food consumption gaps with high malnutrition and are in need of urgent support.

Source 1: Yemenis collect water for a camp for internally displaced people in the Haijah province in northern Yemen in 2023. Yemen was one of the world's most water-stressed countries even before conflict broke out in 2015. Internal conflict and disasters induced by climate change have exacerbated Yemen's water and food crisis.

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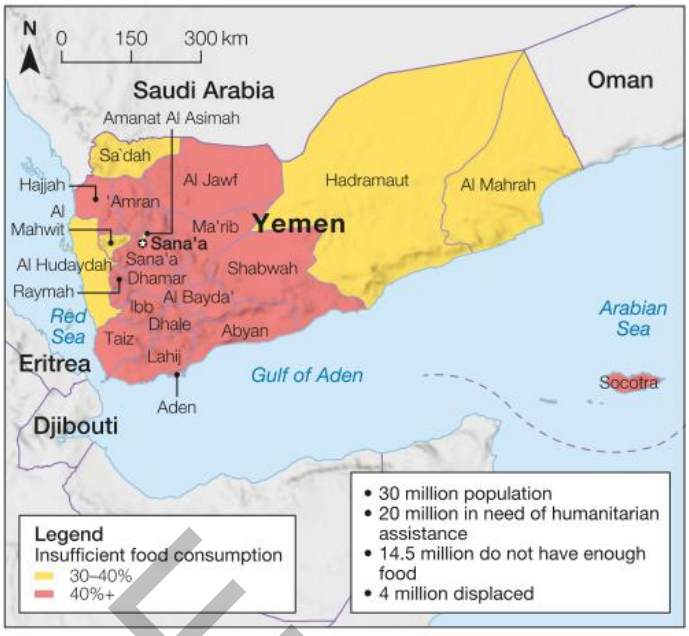


Learning Ladder G2.8

Constraints to farming

1. What economic factors are impacting Yemen's food security?
2. Describe the factors impacting food production in Yemen.
3. How are environmental challenges impacting food security in the region?
4. Explain how the political crisis in Yemen is impacting its ability to feed its population.
5. Analyse the influence of climate change on current and future food production in Yemen.

Interpreting information

1. Source 2: Describe the location of Yemen in the Middle East. Use geographical terminology in your response.
2. Source 1: Describe the physical characteristics of region shown in the photograph.
3. Explain the pattern of food consumption in Yemen.
4. Predict the impact of four connected crises on food insecurity in Yemen.

Make it spicy

How do human processes impact this *place*?

HOW TO Place, page 20

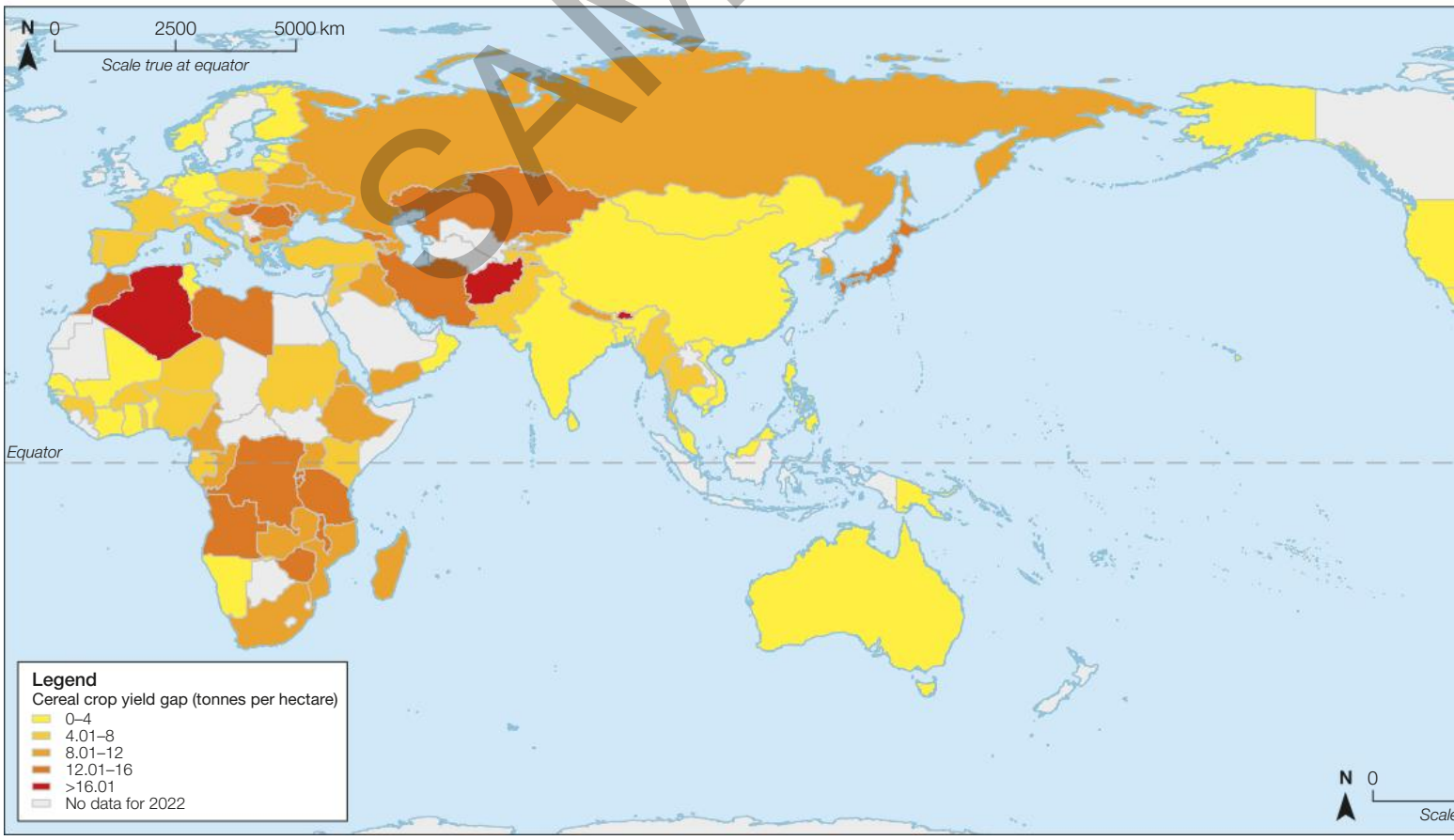
How can we improve food security?

Food security means a community or nation have their nutritional needs met. Food security increases resilience, promotes economic turnover, decreases conflict and it reduces mortality rates and other health conditions.

Close the yield gap

The yield gap is the difference between crops that are produced in a region and the amount that could have been produced if more sustainable and effective farming techniques had been used. Currently, the world's agricultural land only produces an average of 50 per cent of what it is capable of. By implementing technologies and practices that improve crop selection and diversification, improving pest control, decreasing water use and enhancing the quality and quantity of crops produced, the yield gap could be closed. This would enable farms to meet the food needs of a rapidly growing population and would prevent the need to clear approximately 120 million hectares of land for farms by 2050. International organisations and national governments can work collaboratively to share knowledge, technologies and resources around sustainable farming practices and provide incentives for farmers to implement them.

Percentage of the attainable crop yield achieved



Implement food security reserves

Food security reserves are stored and maintained by governments and aid organisations. They help provide a stable food supply for communities during crises or drought. In Burkina Faso in Africa, crops are collected by the Aidons l'Afrique Ensemble (AAAE) organisation after harvest in January to March. The AAAE then stores these crops, such as maize and sorghum, until the lean season of June to September when they sell them at low prices to vulnerable communities or donate them to families in most need. The lean season occurs when crops cannot be harvested, due to climate or environment, resulting in low availability and thus a rapid increase in prices. This allows families to access food, improves living conditions and prevents families from needing to migrate to search for food and work.

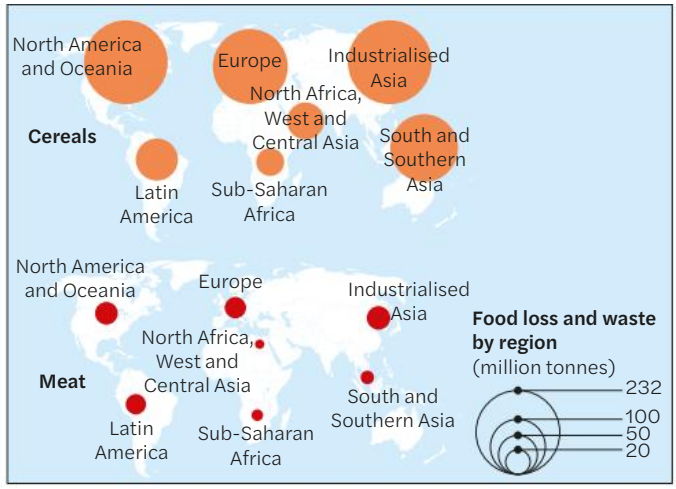
Reduce food waste

Food waste is a significant contributor to **food insecurity**. About one third of the world's food ends up as waste. This occurs as a result of poor food storage post-harvest, over-selective customers, large food portions, and difficulties transporting food in a timely manner. The United Nations Sustainable Development Goals include an initiative to halve food waste by 2030, leading to nations such as Australia implementing the National Food Waste strategy. This aims to educate people about food waste, divert more food to food rescue, improve storage and transportation of crops and fund initiatives to minimise post-harvest losses.

Source: Matilda Education Australia

Source 1: Global food gaps, showing the possible yield that could be achieved for major cereal crops such as wheat and barley

Proportional amounts of waste produced in food production



Source 2: Proportional circle maps display the amount of waste produced by different regions. The larger the circle, the greater the waste in that location. About one-third of all food produced for human consumption is lost or wasted every year.

Learning Ladder G2.9

Future food production

1. Outline the concept of the yield gap.
2. Describe the importance of food security and its impact on community resilience, economic turnover, conflict reduction and health outcomes.
3. Explain the role of food waste in contributing to food insecurity.
4. Analyse the social and economic benefits of improving food security for people and places in a world facing climate change..

Strategies

1. Identify one global, one national and one local strategy to improve food security.
2. Explain how international organisations can influence change on national and local scales.
3. Source 2: Predict the influence of food waste patterns on future food security strategy development.
4. Design a strategy to improve regional food security.

Make it spicy

Why is it important to consider food wastage patterns on a global *scale*?

HOW TO Scale, page 20

How can food aid support First Nations communities?

First Nations Peoples in remote communities suffer a food insecurity rate of 43 per cent, contributing to the higher rates of cardiovascular and chronic disease.

What causes this disproportionate food insecurity?

Many socio-economic factors contribute to the higher rates of food insecurity for First Nations Peoples in Australia. These communities are three times more likely to be unemployed, and as a result are 2.5 times more likely to be in the lower income brackets compared to non-Aboriginal Australians. This results in higher rates of financial stress, making it more challenging to afford nutritious food.

These challenges are made even more difficult for Aboriginal communities in remote areas, where long distances between towns make it difficult for stores to stock high quality fresh fruit and vegetables, with up to 55 per cent of remote communities not accessing fresh food for extended periods of time. Further, the high transportation rates to remote communities and the low competition amongst stores make food prices excessively high. This results in remote stores often relying on frozen and pre-packaged food, such as noodles, which are less nutritious. The combination of higher unemployment and higher food prices mean many remote Aboriginal families are forced to spend a larger percentage of their income on food, increasing food insecurity.

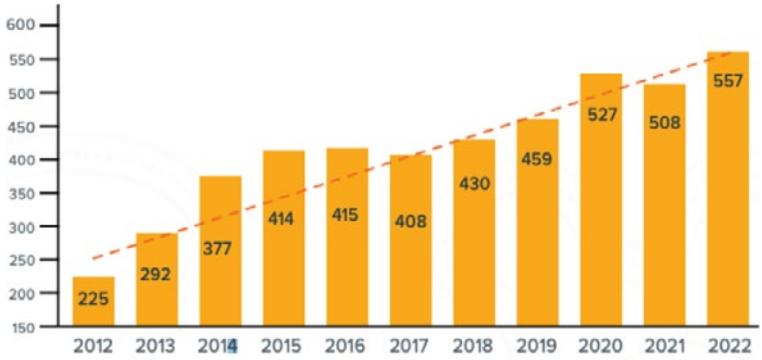
How can aid help food insecurity?

Outback stores

Outback Stores are a not-for-profit and federally funded grocery store chain. This organisation has established 47 retail stores in remote communities and financially support struggling stores. They establish consistent food supplies and transport networks, enabling them to provide more regular and affordable fresh fruit in stores. This has resulted in 36 per cent more fruit and vegetables being consumed by these remote communities (Source 2).

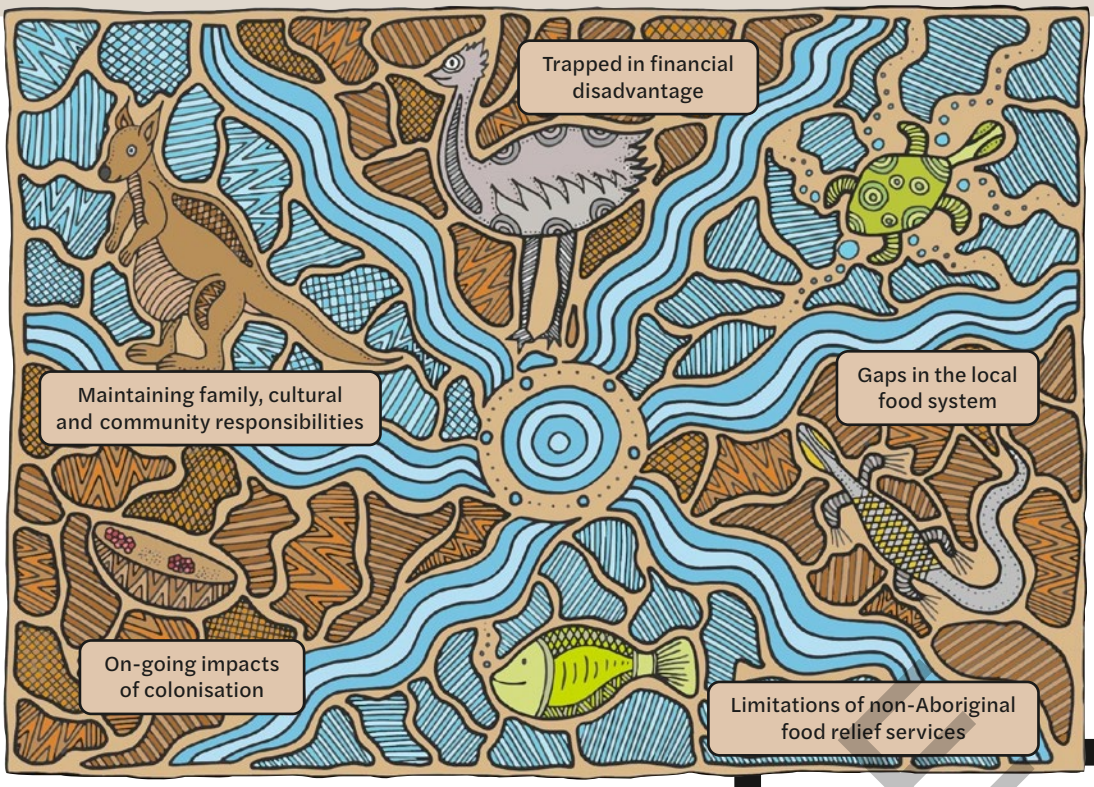
Outback stores also promote food awareness campaigns to promote healthier eating, contributing to 144 788 less litres of sugary drinks being consumed in these communities. They also reduce the financial pressure in communities by donating any profits to local communities and providing over 313 jobs a year. This has resulted in over $48 million in real wages being provide to these communities since 2006. However, rising costs of food, natural disasters and difficulty finding transport drivers have impacted the effectiveness of food prices in some stores, with some locals arguing prices are still too high with 'baby formula and a single pack of diapers [costing] $50 each'.

Total volume of fruit and vegetables sold in Outback Stores



Source: Matilda Education Australia

▲ **Source 2:** The total volume of fruit and vegetables sold in Outback Stores, a not-for-profit government initiative to improve fresh food access in remote Aboriginal communities



Source 3: This artwork completed by Gunditjmara artist Shakara Montalto uses an Aboriginal lens to explain the issue of food security for Aboriginal Australians. The browns and orange patterns represent the land, and the strong connection Aboriginal people have to Country (traditional lands), and the blue swirls and circles represent the rivers and water ways that sweep throughout Australia. The artwork depicts bush tucker including the Kangaroo, Emu, Turtle, Goanna and Fish.

Tharawal Aboriginal Corporation

The Tharawal Aboriginal Corporation, located in Airds NSW, run a series of community events aimed at improving food security for local Aboriginal families. One initiative they fund and manage is the 'Good Tucker All Round program', which provides a subsidised fruit and vegetable box to be delivered weekly to disadvantaged Aboriginal families. In addition to this, The Tharawal Aboriginal Corporation has established a Koori community garden for Aboriginal community members to come together and learn how to grow nutritious foods. Fresh vegetables grown in the garden and used in the Community Kitchen as part of healthy, tasty meals that are made and shared together. The Corporation is funded by the government, who promised an additional $520 000 to them in 2022. This funding is substantial in supporting the corporation in delivering services to local disadvantaged Aboriginal communities. However, the reliance on government funding can impact on the long-term planning and sustainability of these initiatives.

Source 1: Aboriginal community members enjoying fresh fruit and vegetables.

Learning Ladder G2.10

Future food production

1. Outline two reasons why Aboriginal communities in remote regions experience increased food insecurity.
2. Describe how the Tarawal Aboriginal Corporation assists the sustainable management of food resources.
3. Explain how the physical environment and location of remote communities contribute to their higher rates of food insecurity.
4. Explain the difference of food insecurity in Australia between Aboriginal and Torres Strait Islander and non-Aboriginal communities. How might climate change impact this disparity?

Making conclusions

1. How do Outback Stores help the food security of outback communities?
2. Source 1: What are the challenges to sustainable food security for remote Aboriginal communities?
3. Write a conclusion for the following inquiry question, 'Is food security evenly distrubuted in Australia?'
4. Source 3: Are artworks a reliable source of information for explaining the issue of food security for First Nations Peoples?

Make it spicy

How is the distribution of supermarkets in a *space interconnected* with food security?

HOW TO

Space, page xx; interconnection, page xx

What is sustainable farming?

Sustainability is the ability to use resources, such as land and food, while ensuring that development today does not negatively affect future generations. By using more sustainable farming practices, we are able to reduce the demand for food, limit food waste, protect the environment from degradation and maintain ongoing food production.

Sustainable farming

Sustainable farming promotes agricultural practices and technology to:

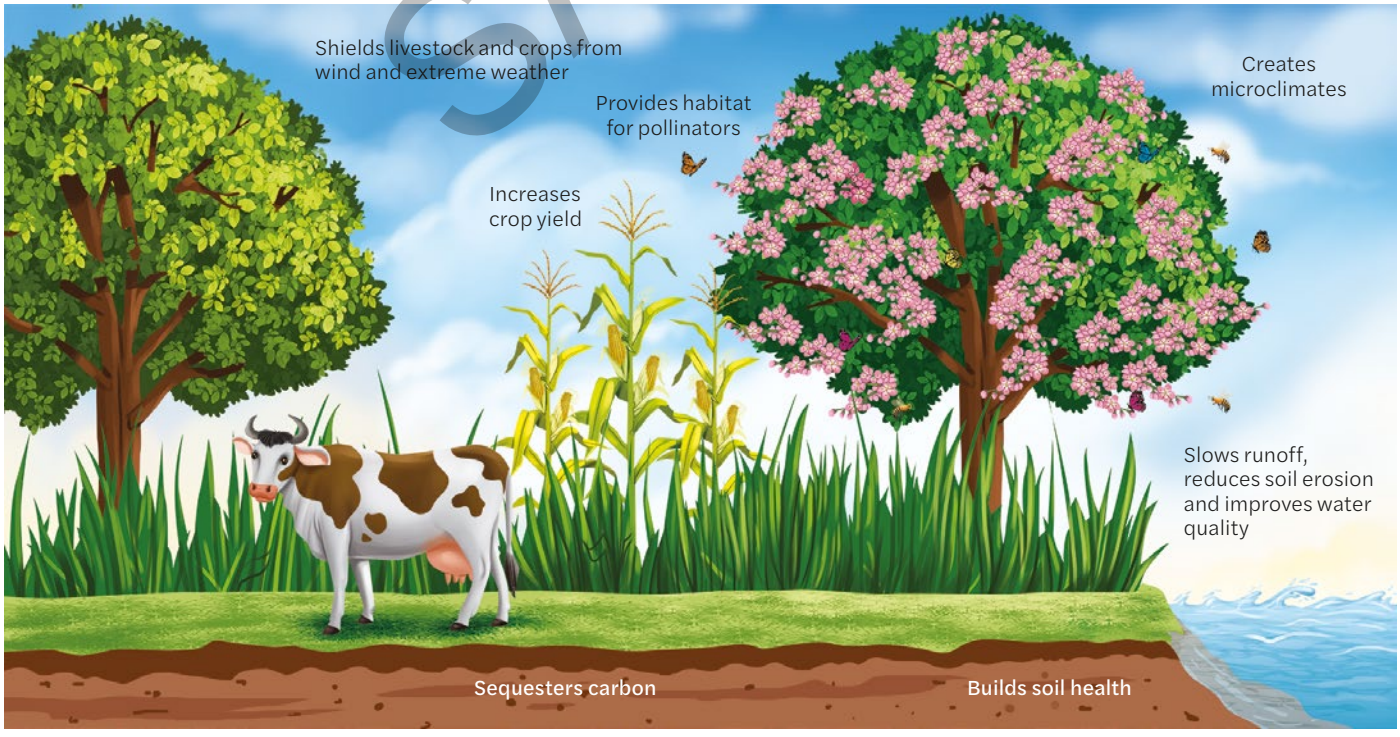
- use less water through drip irrigation or rainwater harvesting to avoid water wastage
- reduce land degradation and soil erosion by rotating crops between fields
- preserve biodiversity by planting diverse, resilient crops to overcome changes in climate or disease
- use eco-friendly pesticides and fertilisers to avoid polluting local water systems.

Agroforestry

Agroforestry is the practice of combining the local environment and trees with farming. For example, animals can graze under fruit, legume or timber trees. The animals are provided with fodder and shelter, whilst their manure enriches the soil. This not only provides multiple income sources for farmers, but when implemented correctly it increases animal welfare, the biodiversity of native animals and improves dairy and meat production for farmers.

Crops can also be paired with trees. This is particularly done in coffee producing countries such as Ethiopia, Indonesia and Colombia, who use fruit, timber and legume trees to shade their coffee crops. This has proven to increase biodiversity and pollination and reduce pests. The trees also help to stabilise soil, enrich the soil through litter fall, and **sequester** (capture and store) a large amounts of carbon above ground in the vegetation and below ground in the roots.

Source 1: Agroforestry can improve sustainable farming practices, with good outcomes for the farmer and the environment.



Source 2: Agroforestry system with coffee bushes being shaded by taller trees on the western slope of the Andes Mountains in Ecuador, South America

Sustainable use of ugly food

As a result of strict cosmetic standards of food, approximately 20 per cent of harvested produce gets discarded before reaching the shops because of its size, colour or look. This unnecessarily contributes to food waste. Recently there has been a trend of supermarkets and businesses selling boxes of 'ugly' fruit and vegetables to consumers at a smaller price; sometimes as low as 50 per cent. This is sustainable, as it reduces the amount of food wasted and promotes the affordability of food for more people. Companies are now also being established to reuse these unsightly produce in food donations, in other products such as soups and juices and for food composting.

Source 3: A pile of 'ugly' vegetables that would not meet the cosmetic standard required for supermarkets. Many of these types of fruits and vegetables end up as waste.

Learning Ladder G2.11

Farming in Australia

1. Outline how sustainable agriculture can be used to improve food security.
2. Describe how sustainable agriculture is different from traditional farming.
3. Explain the methods and practices used in sustainable agriculture to conserve water, reduce land degradation, prevent soil erosion and preserve biodiversity.
4. Explain how cultural changes to the way we see food can improve food security, referring to ugly food.
5. Assess the capacity for all farmers in Australia to implement sustainable agriculture. What would be the advantages and limitations?

Planning and collecting

1. Brainstorm two open-ended questions that could be used to inquire about sustainable farming practices.
2. What locations in your region would be appropriate fieldwork sites to investigate sustainable farming practices?
3. Source 2: Analyse with further research why coffee growers obtain benefits from agroforestry.
4. Create some photo flash cards depicting 'shop quality' vegetables and some 'ugly' alternatives. Survey your peers as to which option they would choose when purchasing groceries. Consider the results you collect and their impact on food security in Australia.

Make it spicy

Assess how the use of ugly foods can promote long-term *sustainability* for food security.

HOW TO Sustainability, page xx

Case Study

What's the deal with dirt?

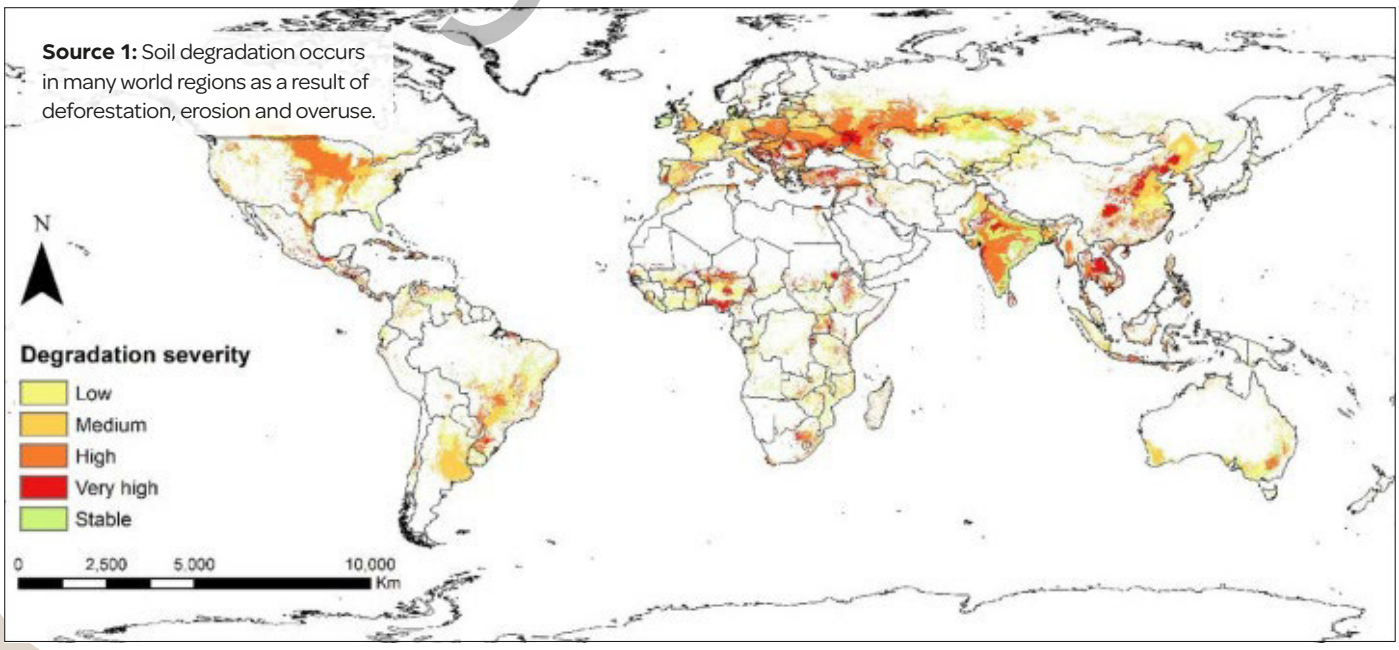
Soil is fundamental to food security. It provides essential nutrients and minerals, such as nitrogen, phosphorus and potassium, which are vital for plant growth.

For more than 12 000 years, humans have managed soils for agriculture. Approximately 40 per cent of the Earth's land is use for farming, of which 12 per cent is used for crop agriculture and 25 per cent for grazing lands. Soil security and food security are interconnected. Healthy soils contain microorganisms that enhance fertility by decomposing organic matter and cycling nutrients. Healthy soil retains up to 50 per cent more water, vital for crop growth, and stores more carbon than the atmosphere, sequestering more than 1.5 billion tonnes of carbon dioxide annually, helping to reduce climate change.

Soil quality directly influences agricultural productivity and human health. Healthy soils can enhance crop yields by up to 50 per cent and are essential for sustaining the food supply of nearly one billion people who rely on **smallholder farmers**. However, as food production has increased over the past 50 years, **soil degradation** is now widespread across much of the world's agricultural land, affecting both intensive commercial and subsistence farming practices.

Soil degradation is the decline in soil quality due to factors like erosion, compaction, nutrient depletion, pollution and unsustainable agricultural practices, leading to reduced fertility and productivity. Currently, 33 per cent of the world's soil is degraded, leading to a 10–20 per cent decline in agricultural productivity. When soils are **overexploited** and not sustainably managed, essential nutrients can become depleted, meaning that crops grown in such conditions offer reduced nutritional benefits to those who consume them. **Micronutrient deficiencies** affect approximately 50 per cent of the global population. Insufficient levels of soil nutrients including zinc, copper and manganese are associated with increased child mortality rates. These deficiencies are most common in areas where grains, which typically provide limited nutritional value, are dietary staples or in low-income countries where access to fertilisers can be restricted. Climate change exacerbates these issues, with recent research showing that crops grown in higher carbon dioxide levels exhibit 3–17 per cent lower levels of zinc, iron and protein.

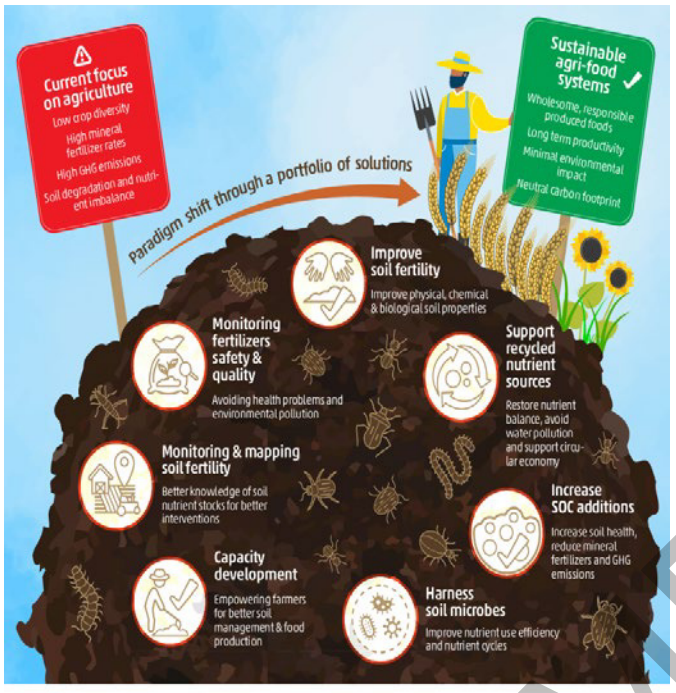
Global soil degradation



Source 1: Soil degradation occurs in many world regions as a result of deforestation, erosion and overuse.

Source: XXX

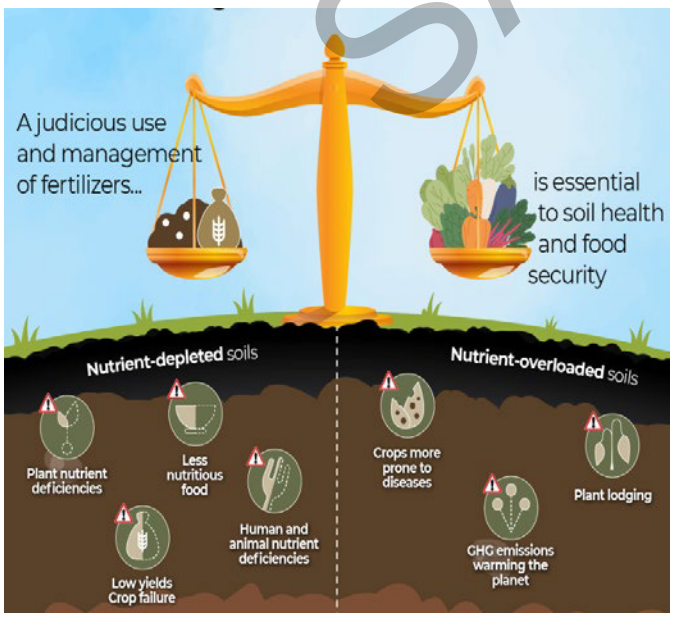
It can take over 1000 years to produce just 2–3 centimetres of topsoil. Experts warn that we may only have about 60 years of topsoil left because of current practices. Implementing sustainable soil management practices is vital for preserving soil health, ensuring food security, and maintaining ecosystem stability for future generations.



Food and Agriculture Organization of the United Nations

GLOBAL SOIL PARTNERSHIP

Source 2: A range of strategies that can be used to increase soil sustainability, productivity and health.



Source 3: There is a fine balance to consider when managing soil health and nutrients.

Learning Ladder G2.12

Future food production

1. Why is preserving topsoil important for increasing food production?
2. Describe how adding organic matter to soil might help sustain food production in degraded agricultural areas.
3. Describe how adding organic matter to soil might help sustain food production in degraded agricultural areas.
4. How might climate change alter the effectiveness of current soil management practices?

Representing information

1. What specific soil health indicators would be important to consider when assessing food security risks for a region?
2. Create an infographic explaining the importance of managing soils for food security.
3. Locate a map illustrating agricultural regions on a global scale. Using tracing paper, reproduce this map and overlay it on Source 2. Consider the interconnection between agriculture and soil degradation patterns.
4. Access 'Soil health knowledgebase' and click on 'Maps'. Under 'Soil threats', add 'Erosion' layers to the map. Using the legend (found in the top menu), comment on the distribution of erosion susceptibility in south-west Victoria.

Make it spicy

How is the health of soil *interconnected* with human health?

HOW TO

Interconnection, page xx

What innovations have improved environmental sustainability?

Agricultural innovations are working to improve environmental sustainability in Australian agriculture. A key advancement is the development of high-yielding, genetically engineered, pest-resistant crop species. These innovations enable farmers to increase food production on existing land while reducing dependence on chemical pesticides.

Agricultural biotechnology

Agricultural biotechnology can benefit Australian farmers by improving productivity through enhanced yield and biomass, reduced need for chemicals, and effective management of pests, weeds and diseases. **Genetic modification** (GM) of crops is a technology where scientists insert DNA into the genome of an organism and then grow these cells into a plant. The new seeds of the plant will inherit the DNA. Scientists and farmers do this to create genetically modified crop species that are more tolerant of herbicides, resistant to insects or disease, more drought-tolerant or increase the biomass production. Only four crops have been approved for genetic modification in Australia: canola, cotton, safflower and Indian mustard.

GM crops like Bt cotton and Bt corn incorporate a gene from the bacterium *Bacillus thuringiensis* (Bt), making these plants resistant to specific pests. Since the introduction of GM cotton in Australia in 1996, there has been a 92 per cent reduction in insecticide use. Around 98 per cent of the cotton planted in Australia is the GM variety, reducing the overall production costs and contamination of soils and groundwater from chemical pesticide use.

While these innovations have many positive implications, there is still a need for further research on how GM crops may impact the long-term health of ecosystems. When GM crops breakdown, the Bt toxins are added to the surrounding soil. It is still largely unknown what effects this may have on soil biodiversity and ecological health.

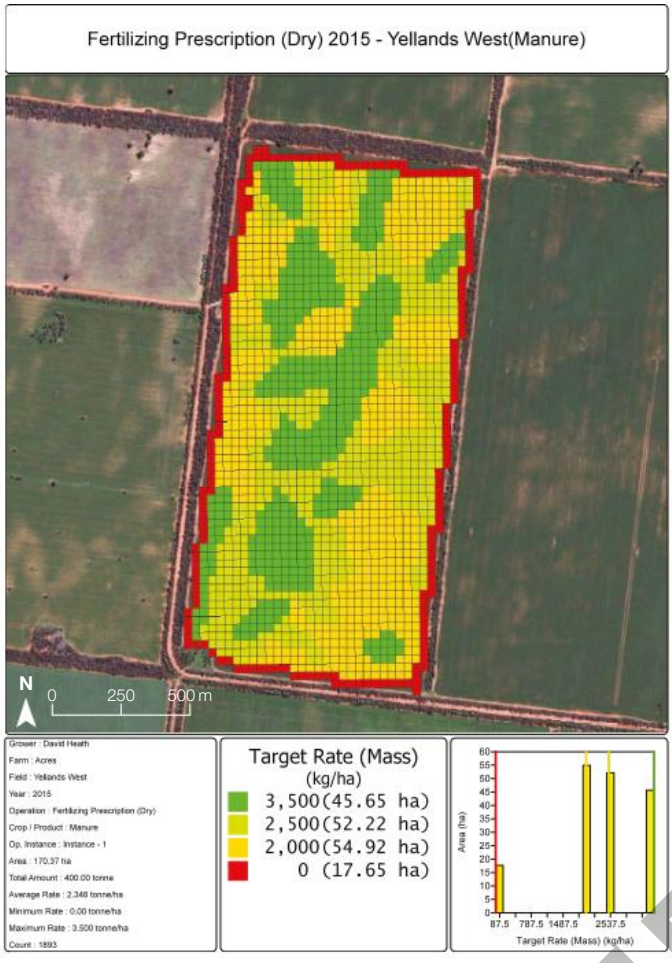
Source 1: Twenty-six per cent of canola grown in Australia has been genetically modified to be tolerant to different herbicides.

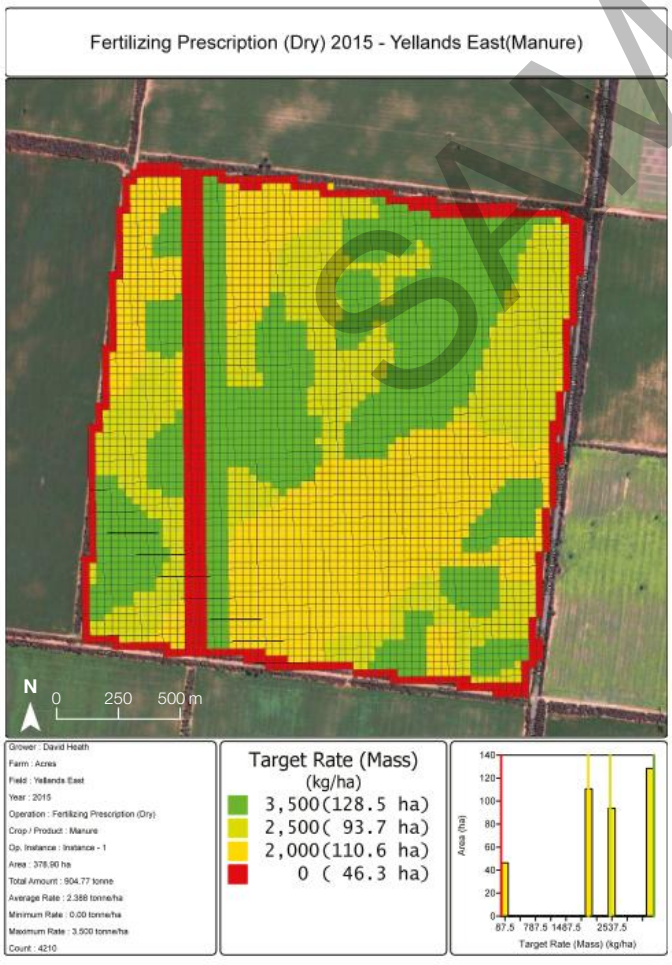
Geospatial technology in action

Precision agriculture uses technology like drones and GPS systems to assess, plant, fertilise, use pesticides and harvest crops more precisely. Farmers use these technologies to collect and act on data about crop or livestock performance, identify water-stressed areas, set specific irrigation systems, distribute pesticides, plan seed placement, assess soil health and apply fertilisers. These targeted techniques reduce water, fertiliser and pesticide waste while improving crop yields and quality. However, these technologies are expensive to establish and maintain.

David owns an 8000acre property north of Griffith in New South Wales. He primarily farms wheat, barley, canola and legumes, such as chickpeas and lupins. David relies solely on natural rainfall to water his crops; therefore, he needs to pay close attention to the local climate and any changes in rainfall and weather patterns. In order to ensure successful yields, David plants crops that he knows are better adapted to drier climates. He also employs GPS and other mapping systems to manage soil quality, chemical use and rotation of crops.

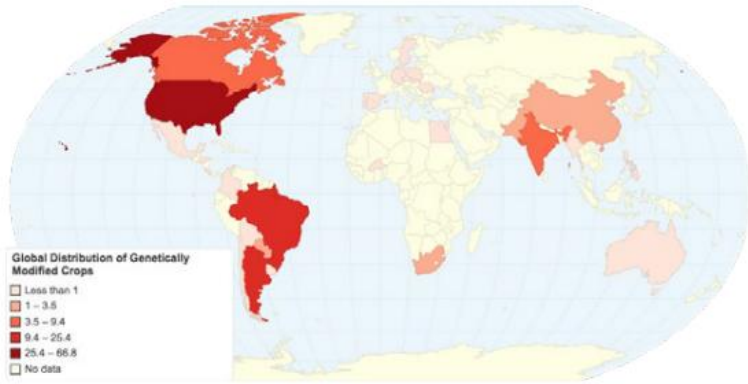
The machinery used in this industry is highly sophisticated. David's tractors operate with a GPS tracker that has a 2centimetre accuracy steering system to ensure minimal overlap when planting, which reduces fuel and fertiliser waste. Harvesters are also fitted with GPS tracking and yield monitors so maps can later be produced to understand which areas on the property are most productive and which may require soil testing or more fertilisers. Using technologies such as these can help farmers like David to use the land more sustainably, and allow them to monitor and increase the productivity of their farmland over time.





Source 3: Mapping outputs from David's farm. These allow him to assess and monitor the land, and increase its fertility and the viability of his crops.

Global distribution of genetically modified crop use



Source 2: Global distribution of genetically modified crop use
Source: Matilda Education Australia

Learning Ladder G2.13

Farming in Australia

1. How does the adoption of genetically engineered crops contribute to more sustainable pest control on farms?
2. Describe how yield monitors and GPS tracking improve farming efficiency and environmental sustainability.
3. Explain the potential ecological impacts of Bt toxins from genetically modified crops on soil biodiversity and long-term farming sustainability.
4. What are the differences in environmental impact between precision agriculture techniques and conventional farming practices?

Presenting ideas

1. How does the concept of 'ecosystem stability' relate to agricultural sustainability?
2. Why is the decline in agricultural productivity due to soil degradation a critical issue for global foodΩsecurity?
3. It takes 1000 years to produce just 2–3 centimetres of topsoil. How does this fact support arguments for sustainable soil management practices?
4. Explain the interconnection between soil health and food security.

Make it spicy

Is genetically modified food *sustainable*?

HOW TO Sustainability, page xx

Case Study

How do farms contribute to rural communities?

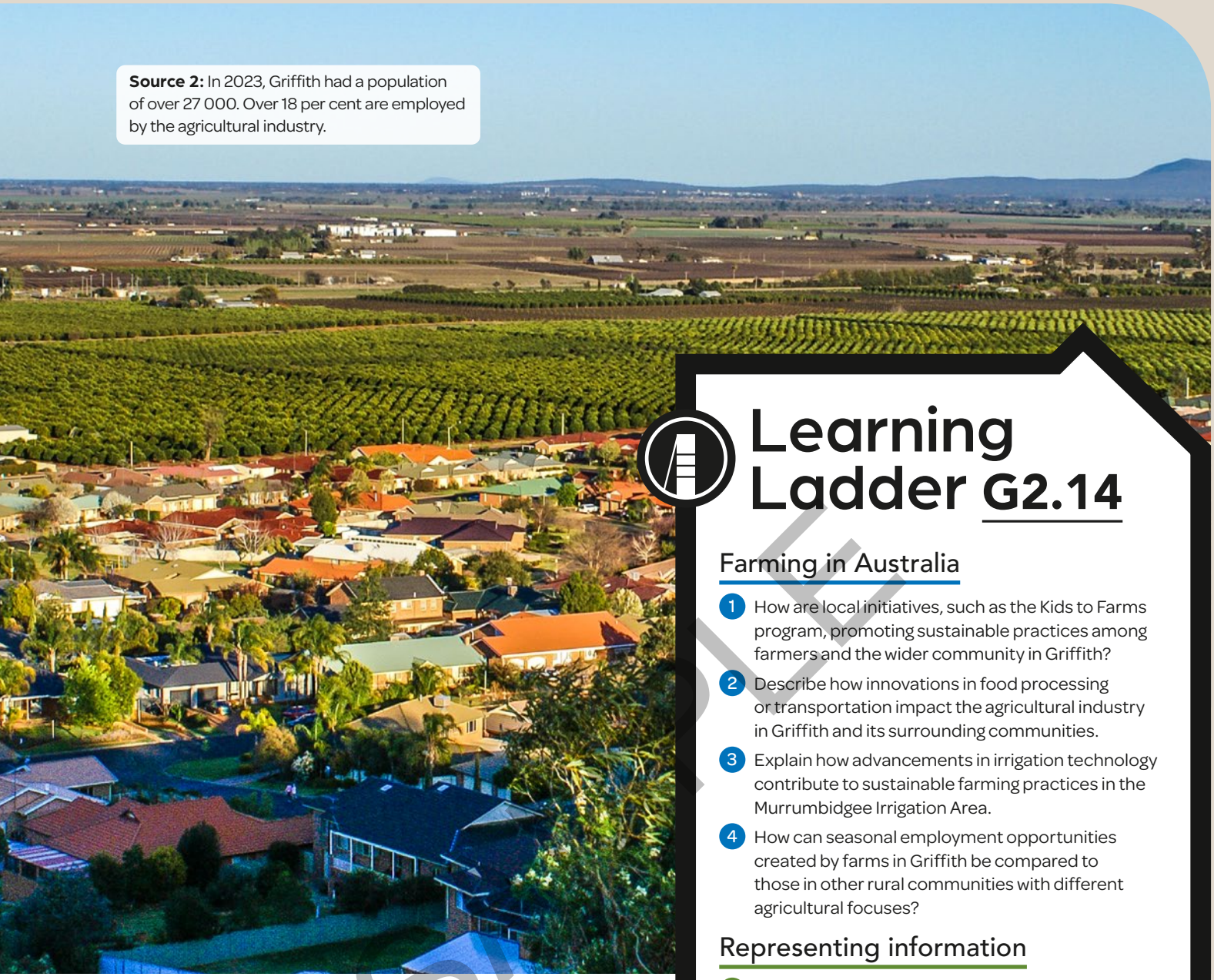
Farms not only provide food for global communities, they are also vital for local economies, especially in rural Australian towns. Griffith is a regional city in New South Wales known for its viticulture, rice production and citrus growing.

Griffith is located in the Riverina region of New South Wales, approximately 570 kilometres west of Sydney. Griffith is part of the Murrumbidgee Irrigation Area, which helps support more than 80 000 hectares of local farmland. Griffith is highly productive producing around 75 per cent of NSW's wine grapes and over 90 per cent of Australia's rice. Agriculture in Griffith directly employs over 20 per cent of the local workforce. Direct employment may include fruit-picking labour or machinery operation, while indirect employment may involve food processing, transportation and equipment supply. Farms also generate seasonal employment during harvest periods, providing opportunities for temporary and migrant workers. In 2021, the agricultural output in Griffith was reported to be over $148 million.

The revenue from agriculture helps support local services and infrastructure, such as schools, healthcare facilities and roads. The Kids to Farms program aims to link school students with active farm experience to educate children about the land and the importance of the regions agricultural industry. Tourism is also prevalent in Griffith, with tours offered to educate groups about the agricultural history of the town. In 2022, Griffith Tours was voted in the top 10 per cent of attractions worldwide by website Trip Adviser.

Source 1: Griffith accounts for over 70 per cent of citrus grown in NSW.

Source 2: In 2023, Griffith had a population of over 27 000. Over 18 per cent are employed by the agricultural industry.



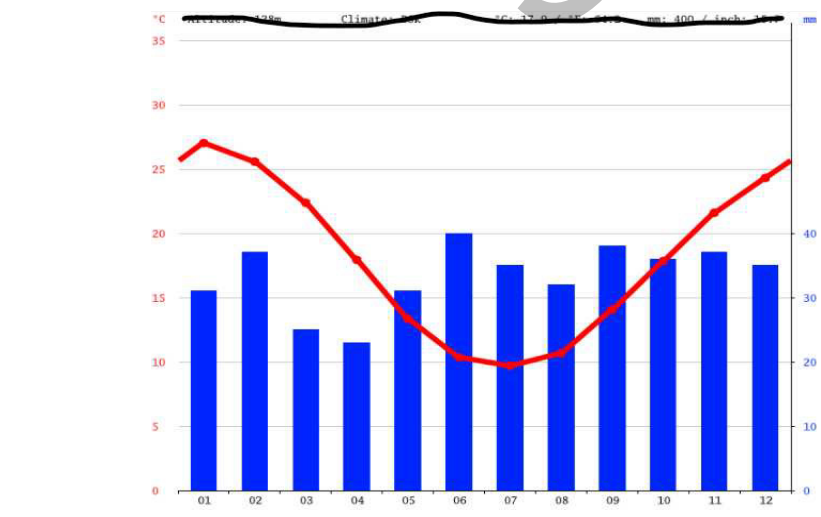
Learning Ladder G2.14

Farming in Australia

1. How are local initiatives, such as the Kids to Farms program, promoting sustainable practices among farmers and the wider community in Griffith?
2. Describe how innovations in food processing or transportation impact the agricultural industry in Griffith and its surrounding communities.
3. Explain how advancements in irrigation technology contribute to sustainable farming practices in the Murrumbidgee Irrigation Area.
4. How can seasonal employment opportunities created by farms in Griffith be compared to those in other rural communities with different agricultural focuses?

Representing information

1. Select data to analyse the contribution of agriculture to Griffith's local economy.
2. Source 3: Why are climate graphs important for understanding the suitability of a region for agriculture?
3. Using a map of Australia, locate the town of Griffith, surrounding key regions and geographical characteristics such as lakes, rivers and mountain ranges.
4. Access https://visitgriffith.com.au/taste/local-produce/. Using Google My Maps, illustrate the distribution of key farms in the Griffith region and annotate the map with comments on how these places contribute to the local and national economy.



Source 3: Climate in Griffith. The average annual temperature is 17.9°C, with around 400 millimetres of precipitation annually.

Make it spicy

How are agriculture and tourism *interconnected*?

HOW TO

Interconnection, page xx

What forms of traditional agriculture are still used today?

Traditional agriculture involves small-scale farming, where farmers use manual labour and simple tools to carry out tasks. Indigenous peoples around the world have used sustainable traditional forms of agriculture over thousands of years.

Traditional agriculture in Australia

Aboriginal and Torres Strait Islander communities have developed and implemented farming practices over thousands of years. These practices reflect a deep understanding of the land and local ecosystems and prioritise **sustainability** and **stewardship**. This is because Aboriginal Peoples saw their role as caretakers of the land, who aimed to preserve the health of **Country**. Their farming practices hold immense cultural significance and have been embedded and passed down through generations in cultural rituals, ceremonies and stories. Today farmers and land management industries are recognising the importance and effectiveness of using the long history of traditional knowledge and farming practices to develop more sustainable agricultural approaches.

Traditional agriculture strategies

Traditional agricultural practices have promoted **biodiversity**. Detailed seasonal calendars and a knowledge of the environmental conditions required to grow different native seeds have meant that Aboriginal Peoples can more effectively plan the ideal location to plant and harvest native crops. Communities historically would also save and exchange seeds, to promote a diversity of crops across seasons and locations.

These communities would also use their knowledge to assess the soil, moisture levels and distribution of species in an environment before implementing 'firestick farming' – setting 'cool' fires to reduce the dry vegetation that contributed to extreme fires. Firestick farming also promoted the growth of some vegetation and grasses, fertilised soils and prevented some perennial species from smothering other staple foods, such as murnong. This shaped the land by increasing the diversity of native grasses and plants across grasslands and this would produce new food for animals. Firestick farming is now widely recognised and used today as a sustainable land management technique, with over 80 cultural burns in savannas across northern Australia each year.

Traditional aquaculture: eel farming

Aboriginal Peoples built some of the world's oldest traditional **aquaculture** systems. Aquaculture is farming and breeding of water species, such as fish, eels and shellfish. Over the last 6000 years, the Gunditjmara people in south western Victoria built over 75 square kilometres of weirs and dams around the lakes to create ponds, channels, stone-walled traps and woven baskets that could be used to breed and trap short-finned eels to eat and trade.

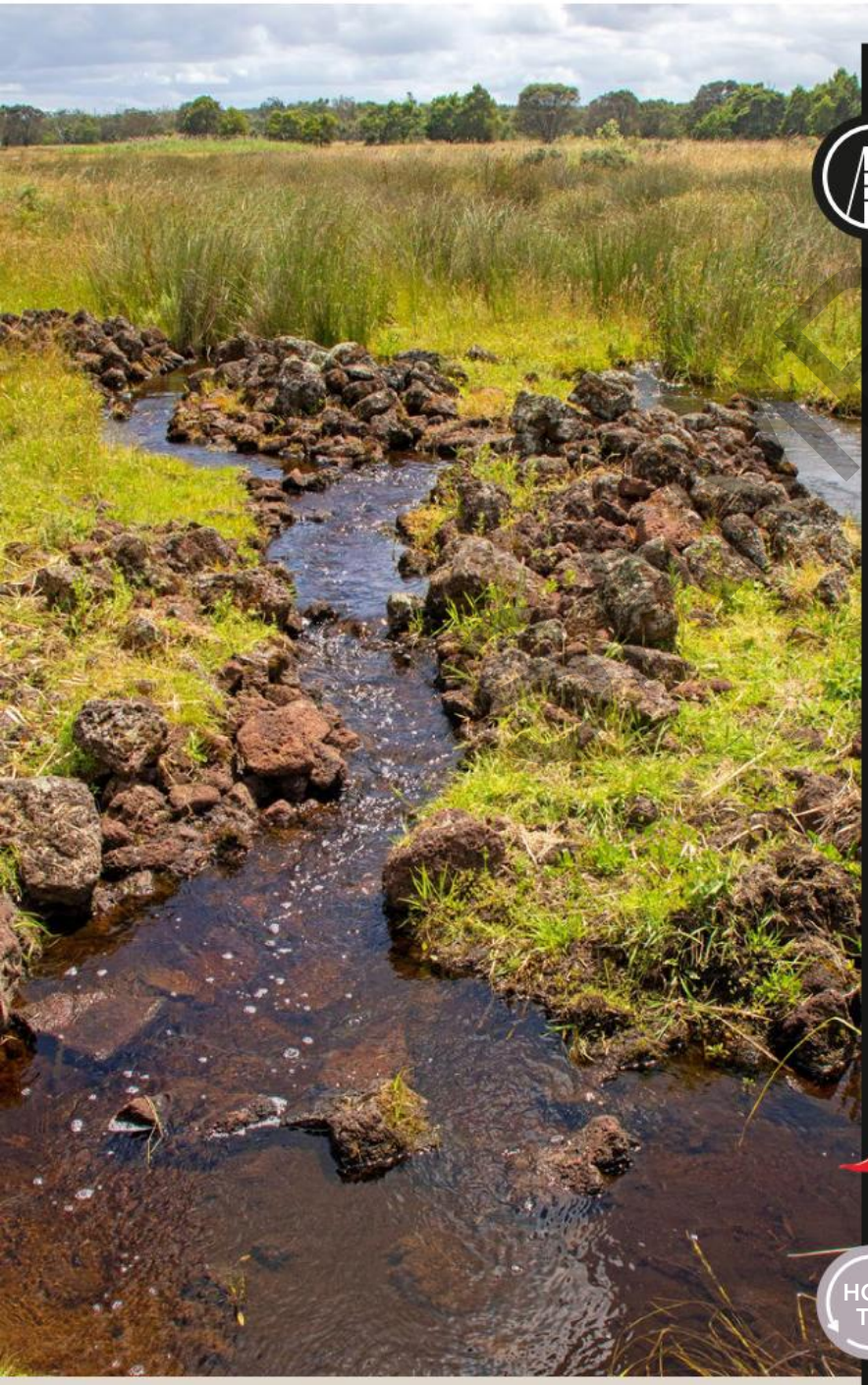
These highly complex systems promote sustainability, as many of the baskets used to catch eels have small pockets for young eels to swim through, ensuring they are not fished until they are an edible size. In the areas there are also traditional smoking trees, which were used to preserve the eels for trade These aquaculture systems are estimated to have been so efficient that they were feeding up to 10 000 people.

The Budj Bim Cultural Landscape is a World Heritage Site due to its historical and cultural significance to the Gunditjmara people. A restoration project has led to the eel traps being reused productively today.

Source 1: The tubers of the murnong are an Australian bush food.

Source 3: An Aboriginal craftswoman in Arnhem land splitting pandanus for weaving. This is one way Aboriginal People have harvested native vegetation for use in culture and traditions.

Source 2: Eel channels built by the Gunditjmara people in the Budj Bim Cultural Landscape. These eel channels were part of a complex aquaculture system used by Aboriginal People to feed over 10 000 people and trade with other Aboriginal groups.



Learning Ladder G2.15

Farming in Australia

1. Source 2: Identify why pandanus was harvested.
2. Describe one farming strategy used by Aboriginal Peoples.
3. Explain how the use of traditional farming is important to Aboriginal Peoples.
4. Assess the importance of Aboriginal knowledges in improving food production in Australia.
5. Conduct research into the farming of native Kakadu Plums. Use your research to justify why Aboriginal Peoples should lead the development of this growing industry.

Presenting ideas

1. Source 1: Describe how the eel channels and nets worked.
2. Explain how Aboriginal knowledge can increase sustainability of modern farming.
3. Using examples as evidence, explain why First Nations strategies are seen as sustainable.
4. Explain the interconnection between biodiversity and environment and agricultural sustainability.
5. Evaluate the impact of different worldviews on the use of Aboriginal farming methods in the future.

Make it spicy

Could *sustainable* small-scale farming help resolve food insecurity in some regions?

HOW TO Sustainability, page 30

G3

Transport, trade and technology

HOW ARE WE VIRTUALLY CONNECTED TO PEOPLE AND PLACES? xxx

HOW DOES THE DISTRIBUTION OF GOODS CONNECT PLACES? xx

WHAT IS EMBODIED CARBON? xx

WHY IS WASTE MANAGEMENT AN IMPORTANT PART OF SUSTAINABLE TRADING? xx

G3.0

How can I understand transport, trade and technology

All of us are connected to places. Your home, your school, the place you like to sit at lunch, your favourite holiday location – the concept of 'place' is evident in all of our lives. The production and consumption of goods connects people to places, and trading between places creates regional and global connections via imports and exports of goods and services.

Learning Ladder

The Learning Ladder lists the geographical content, concepts and skills you will learn in this chapter. Each area has five levels of progression. To move to higher levels, you need to practise activities at the earlier levels. This will help you develop the ability to complete tasks that are more involved.

Steps in skill progression	Transport and technology	International trade	Impacts of trade	Planning and collecting	Representing information
5	I can analyse the implications of access to technology and transport.	I can evaluate how policies alter trade relationships.	I can evaluate strategies to reduce trade impacts.	I can use geospatial technology to record data.	I can follow ethical practices when working with data.
4	I can predict changes in transport and technology.	I can analyse how trade shapes communities.	I can predict change to trade impacts.	I can gather primary data.	I can use geospatial technologies to create maps.
3	I can compare access to transport and technology.	I can compare differences in trade.	I can compare trade impacts.	I can gather information from secondary sources.	I can use geographic conventions to construct maps.
2	I can explain what impacts people's connectivity.	I can explain how trade affects development.	I can explain trade impacts.	I can plan an inquiry.	I can represent data and information.
1	I can describe ways people connect.	I can describe how trade connects places.	I can describe trade impacts.	I can ask open-ended questions.	I can select data relevant to a question.
	Transport, trade and technology			Geographical inquiry	

Source 1: A cargo ship full of containers enters the port of Melbourne, escorted by pilot boats.

Interpreting information	Making conclusions	Strategies	Presenting ideas	Steps in skill progression
I can use geographical concepts to structure data analysis.	I can evaluate ethical considerations.	I can consider perspectives to evaluate strategies.	I can analyse the implications of phenomena.	5
I can predict change to patterns.	I can assess the reliability of data.	I can design strategies.	I can explain interconnections with data.	4
I can explain distributions and patterns.	I can write evidence-based conclusions.	I can predict the impact of a strategy.	I can support explanations with data.	3
I can describe distributions and patterns.	I can describe the impact of geographical phenomena.	I can explain a strategy.	I can explain the relevance of information.	2
I can read graphs and maps.	I can answer geography questions.	I can describe a strategy.	I can describe phenomena using geographical terms.	1
	Concluding and decision-making		Communicating	

How are different places physically connected?

Places are parts of the Earth's surface that are identified and given meaning by people. People form connections to places that help shape their identity, their values and their sense of belonging. This is often referred to as 'sense of place'. These places can be as small as your bedroom or as large as a county. By recognising connections, places can be developed to be sustainable and meet the needs of the population.

Perceptions of place

Each person will have a different opinion about, or attachment to, a place. Your perceptions of a place develop over time and depend on many factors, such as your gender, family history or even tolerance levels. If you don't like loud noises or large groups of people, you may not like major cities. On the other hand, people who grew up in a city might find the busyness, lights and street noise comforting, but struggle with the quiet of rural areas.

Sometimes our perceptions are based on personal experience, such as our connection to home. At other times, our perceptions are influenced by hearing stories from other people. Suburbs or cities can develop negative reputations over time if they are portrayed in the media as areas with high levels of crime and violence.

Source 1: In March 2021, the Suez Canal was blocked for six days by the *Ever Given*. The 400-metre-long container ship had run aground, blocking the entire canal. The Suez Canal is one of the world's busiest trade routes and the incident delayed the movement of 369 ships with an estimated US$9.6 billion of goods.

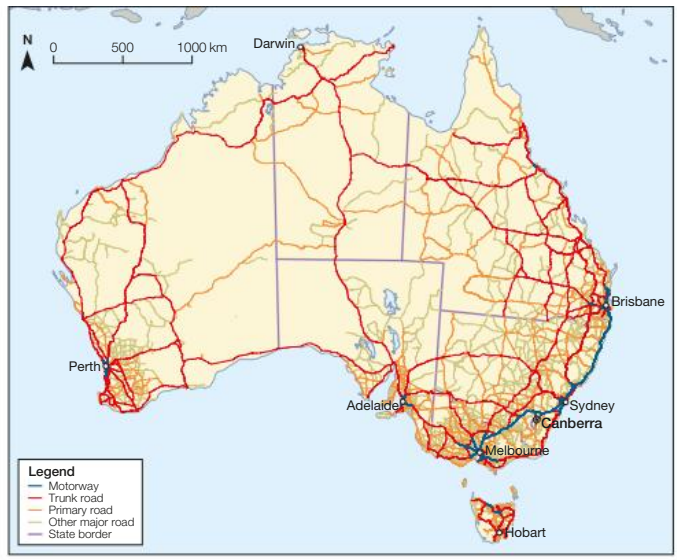
Source 2: Major global shipping routes, straits, canals and choke points

Physical connections

All places are interconnected. When we discuss how places are connected, we usually think about physical connection such as the roads, transport and trade routes between and within regions. There is an estimated 874 500 kilometres of road in Australia, and around 55 per cent of surface travel (the movement of people or goods by road, train or ship) between places occurs in our capital cities. As petrol prices and the costs of running private vehicles increase, public transport provides a more sustainable and economical solution for local travel needs. Public transport routes and networks are constantly being upgraded as more advanced technologies emerge and new communities are formed in the outer suburbs of cities. In Melbourne, the use of trains to get to work has risen by 27 per cent since 2011, which is comparable to an additional 57 trains' worth of passengers.

The world's shipping routes are used to transport 90 per cent of the goods moved and traded between countries, making maritime transport critical to international trade. Bulky goods are transported in tankers and cargo ships, and other goods in increasingly large container ships. Today here are more than 50 000 container ships operating across the world's oceans. The largest, MSC Irina, is 400 metres long, 61.3 metres wide, and can carry 24 346 containers. Cargo planes can also transport goods, but shipping is four to five times cheaper than air freight for bulkier items.

Main roads and highways around Australia, 2021



Source: Matilda Education Australia

Source 3: In 2021, 20.1 million motor vehicles were registered in Australia. Road and transport routes tend to be clustered along the coastlines of Australia to service the major capital cities.

Learning Ladder G3.1

Transport and technology

1. Describe the terms 'place' and 'space' using examples.
2. What factors influence how well people are connected to their communities?
3. In what ways does the availability of advanced transport technologies influence economic opportunities in different regions?
4. What potential changes in shipping technology could affect the efficiency of global trade in the next decade?

Planning and collecting

1. What are some ways that public transport can enhance the sense of community in urban areas?
2. What steps would you take to investigate how transportation access affects the connectivity of different communities?
3. Can secondary data be used to inquire about people's 'sense of place'?
4. Collect data on how your local community is physically connected to others.

Make it spicy

How does physical connection between regions influence a person's sense of *place*?

HOW TO Place, page xx

G3.2

How does transport influence our access to opportunities?

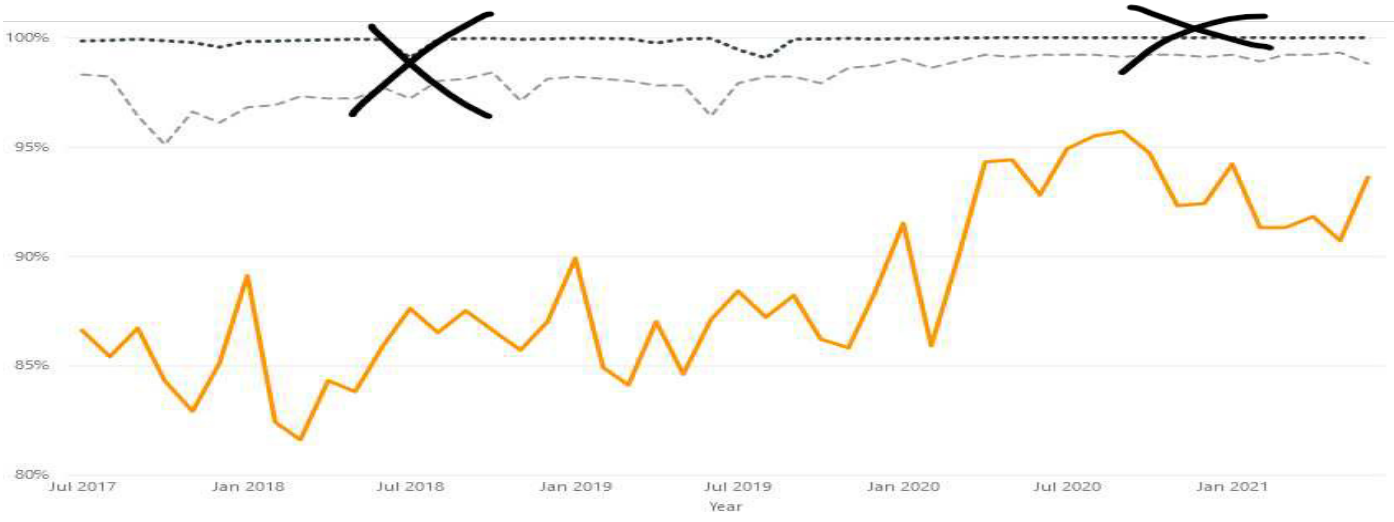
Transport is interconnected with access to jobs, education, healthcare and social activities. Public transport is especially important because it provides an affordable and sustainable way for people to move between places.

Public transport

Public transport provides access to facilities and services within and between places. Trains, buses and trams allow movement between places, particularly for people who cannot afford private vehicles, are too young to drive, or have issues with mobility. Public transport reduces reliance on single-occupancy vehicles (SOV), a privately owned vehicle with only the driver inside. Around 41 per cent of transportation-related greenhouse gas emissions comes from cars and SOV, which also increase road congestion and travel times.

Source 1: People are more likely to use public transport if the service is cost-effective, frequent and follows direct routes. A public transport stop is considered convenient if it has at least one service every 30 minutes during the day.

Percentage of Melbourne buses that ran on time



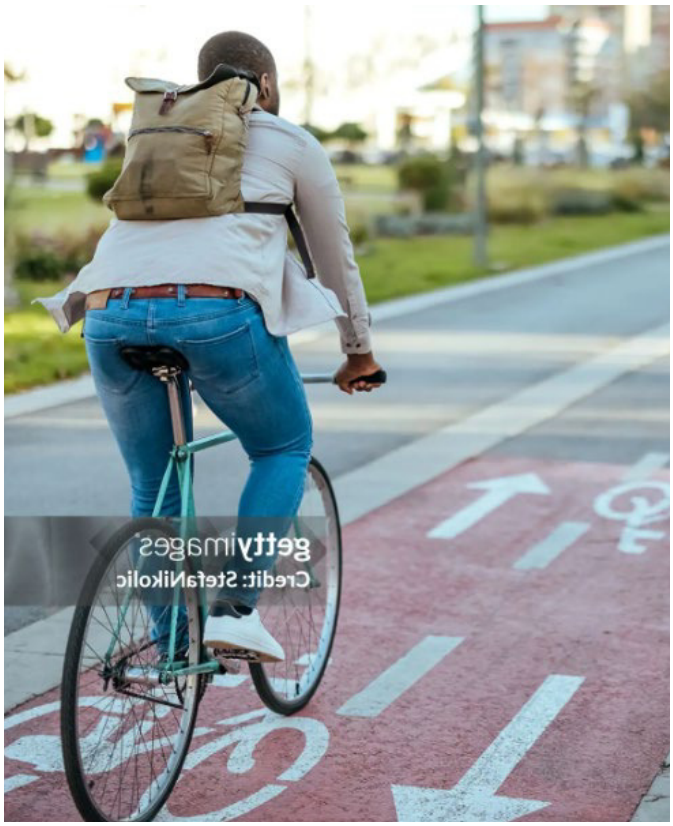
Source: Matilda Education Australia

Car ownership and access to public transport has been found to significantly increase individual employment probabilities. For those seeking employment, good access to public transport means they have more job opportunities available, which can help them find work faster. On the other hand, those with poor access face higher costs for commuting privately, reducing the potential opportunities of work available.

Transport disadvantage

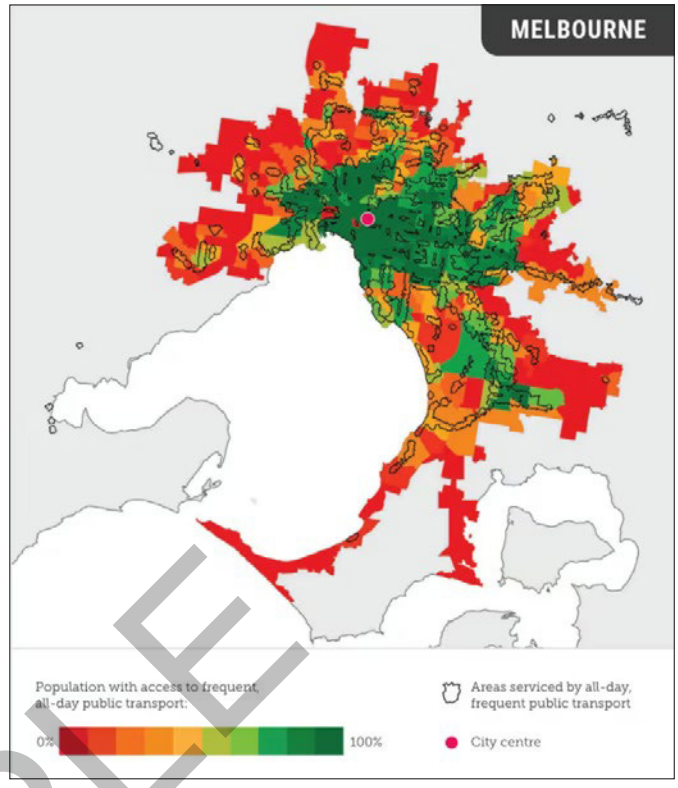
Transport disadvantage occurs when limited or expensive transport options restrict people's access to essential services and opportunities. Access to public transport tends to be clustered around city centres. In rural and remote regions, public transport is limited, and car ownership is often a necessity. Maintaining a private vehicle can be expensive due to high insurance costs, more petrol required for longer trips and maintenance costs due to dirt or lower quality roads.

Public transport still has some way to go to ensure that it meets the broad needs of the community. Often the elderly, those with mobility impairments, people travelling with young children, people on low incomes and those who are socially excluded struggle to access or use public transport and therefore are disadvantaged in accessing opportunities. Governments put in place policies such as the Accessible Public Transport in Victoria Action Plan 2020–24 to try and address these issues and ensure more equal access for all.



Source 2: Proximity to public transport influences physical activity. People are four times more likely to walk or cycle when public transport stops are within 800 metres from their house.

Public transport service around Melbourne



Source: Matilda Education Australia

Source 3: Access to public transport is not evenly distributed in Melbourne, with more regular and reliable services being clustered towards the city.

Learning Ladder G3.2

Transport and technology

1. How does public transport facilitate social interactions and community engagement among residents?
2. What role does the frequency and reliability of public transport services play in connecting individuals to job opportunities?
3. Compare the access to public transport in urban areas to that in rural regions.
4. What advancements in public transport technology might improve accessibility for individuals with mobility impairments in the future?

Representing information

1. Which data on this spread would best help address the inquiry question, 'How does transport influence our access to opportunities?'
2. Create a photo essay illustrating different transport options in your community. Compare these to other Victorian regions.
3. Locate a blank map of your local area. Annotate the transport networks that allow connection between you and other places.
4. Locate your house on Google Maps. Identify any major roads, highways or freeways nearby. Using the scale, calculate how far they are in kilometres from your house. Discuss how these kinds of roads provide greater physical connection to other places than smaller suburban roads.

Make it spicy

How could the rise of electric vehicles impact urban commuting patterns and *environmental sustainability* over the next decade?

Environment, page xx; sustainability, page xx

HOW TO

G3.3

How are we virtually connected to place?

Places are not only connected via physical roads, public transport networks and landscapes, but also via virtual pathways, such as social media, internet platforms and other technologies.

Everyday virtual connections

Over time, improvements in technology have altered the way we communicate and connect with places. While your grandparents may have used paper mail to communicate with relatives in different places, it is likely that the only thing you receive in the post now are parcels from online shopping. Social media and photo-sharing applications allow people to travel virtually and develop perceptions about places without physically visiting them. Access to mobile devices, such as phones, tablets and laptops, means that we can connect to almost anyone at any place at any time. These new technologies have allowed for advancements in trade, the launch of online shopping and instant answers to questions about our world.

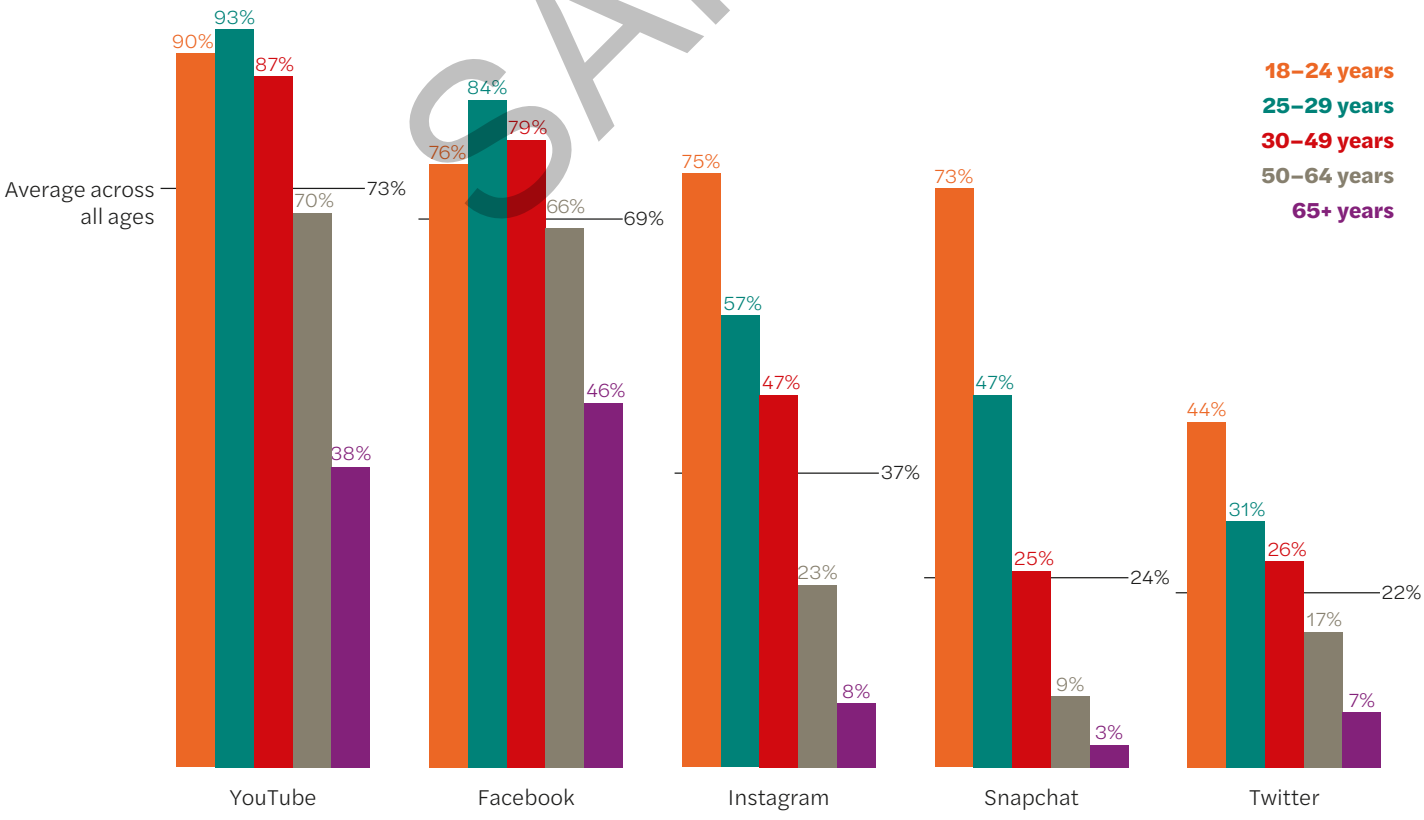
The way we access news and events is now mostly digital, with even newspapers and magazines converting to online platforms.

Digital learning is becoming more prominent in classrooms and entire schools are now being developed around supporting remote teaching and learning.

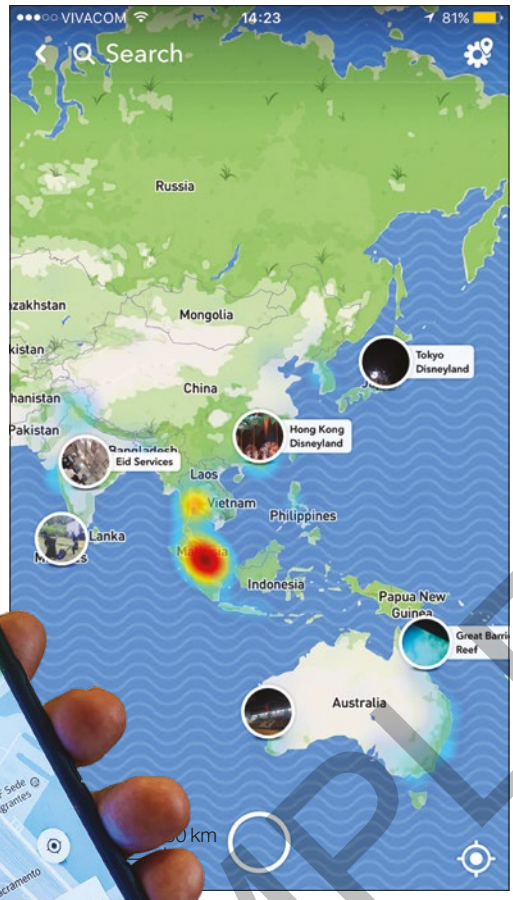
These new technologies have also changed how we learn, with access to almost any information (both accurate and inaccurate) available online or curated through artificial intelligence.

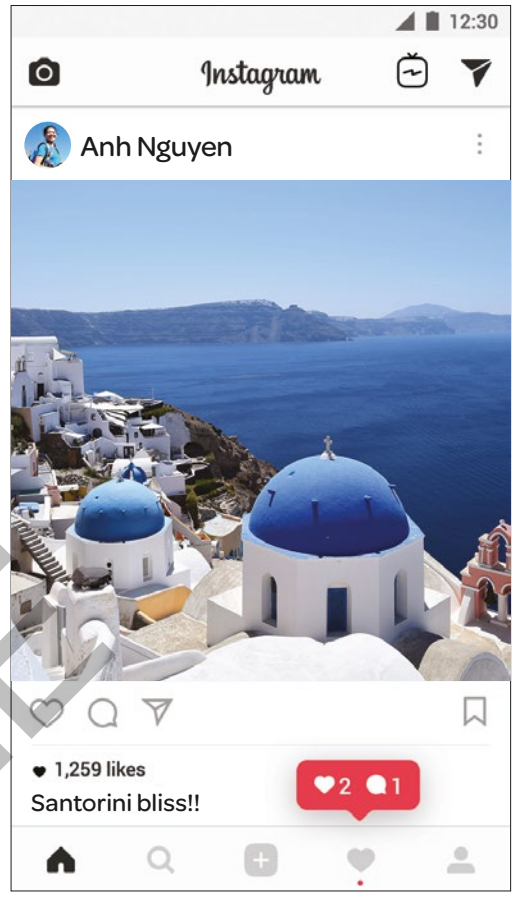
Source 1: The use of social media platforms by different age groups in the United States of America in 2019

Percentage of people in different age groups in the USA who use social media platforms, 2019



Source 2: An output from Snap Map – this feature within the Snapchat app allows users to see where their friends are. While you can tag your location on other social media apps, Snap Map turns sharing your location into a visual experience.





Source 4: Social media, such as Instagram, connects us to places we may have never visited.

Source 3: GPS tracking allows us to watch our food being delivered in real time. It can be used to track our fitness and help us find our way.

Learning Ladder G3.3

Transport and technology

1. How could virtual connection change people's sense of place?
2. Can you be truly connected to a place through technology, or do you need physical access to feel a true connection?
3. In two groups, debate the following topic: 'Virtual connection to a place is better than physical connection.'
4. Predict how technology may alter people's access to services and information in other places.

Planning and collecting

1. Write two potential inquiry questions that investigate the impacts of digital tools on peoples' lives and places.
2. Consider the following research question: 'Which app do students use the most to connect to their school environment?' List two primary methods you would use to collect data to answer this question.
3. Research how artificial intelligence may alter access to medical services in rural or remote communities.
4. List the apps you use that allow you to connect to other places virtually. As a class, discuss what apps you use and why you use them.

Make it spicy

Access Google Maps. Consider how this technology allows us to feel physically connected to *place*. How does it help us to more easily move around a *space*?

Place, page 8

HOW TO

G3.4

How is technology reducing temporal scale?

As technology has improved, our ability to connect with people and places on the other side of the world has become easier and almost instantaneous. You can now video chat with a family member in Australia when travelling overseas. You can buy the latest fashion online from a shop in the USA and have it land on your doorstep within a week or two. Our ability to connect virtually to place has shortened the **temporal distance** between locations. What once may have taken weeks or even months may now take less than a second.

Temporal scale

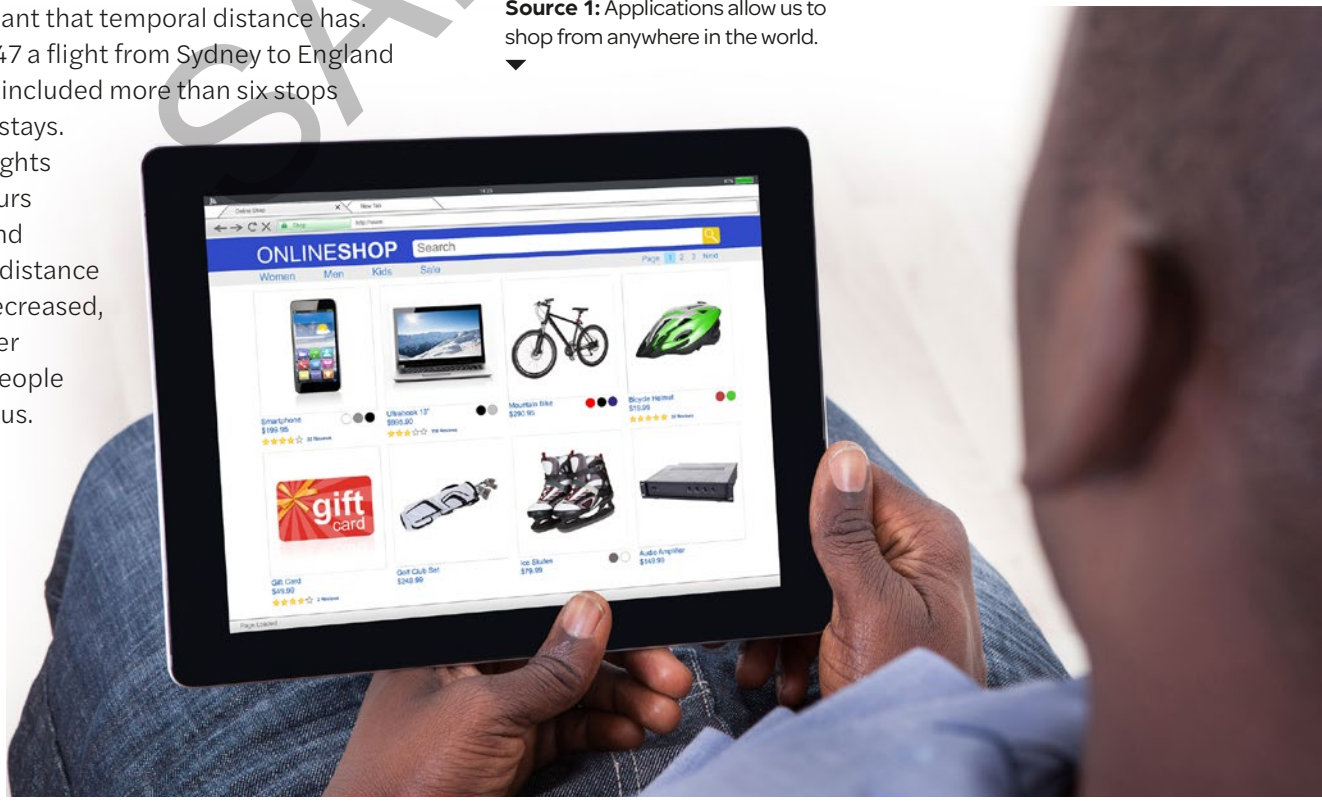
In Geography we refer to two main types of scale: spatial scale and temporal scale. Spatial scale refers to the physical size or distribution of a phenomena or process. For example, an urban block is smaller than an agricultural property in spatial scale. Temporal scale is the measurement of time, such as a period of 20 years.

Temporal and spatial scale are inherently linked. For example, urban blocks in the suburb of Officer in Victoria have become smaller over the past 10 years to allow for high-density urban development. While the spatial distance between countries has not changed, technology has meant that temporal distance has. For example, in 1947 a flight from Sydney to England took four days and included more than six stops and two overnight stays. Today, non-stop flights take around 20 hours between Sydney and London. Temporal distance has significantly decreased, allowing us to better connect with the people and places around us.

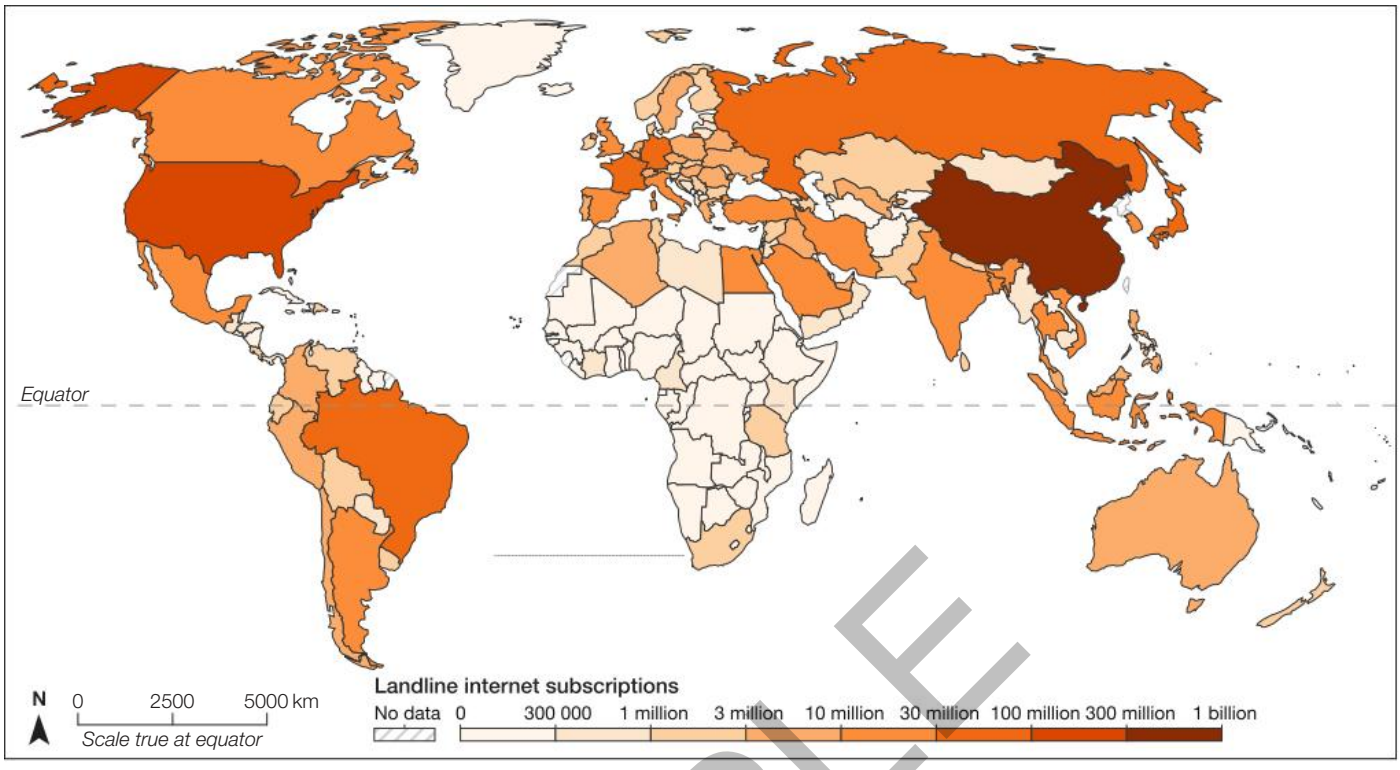
Reducing the urban–rural divide

The reduction in temporal distance through technology has meant that people in rural or marginalised communities now have better access to resources enjoyed by residents in more urbanised regions. Historically, rural communities were isolated and often lacked access to higher education opportunities or a range of medical professionals. Thanks to the growth of online education, telehealth and video conferencing, these communities are now able to access these services from their own homes.

Source 1: Applications allow us to shop from anywhere in the world.



Number of landline internet subscriptions, 2021



Source: Our World in Data

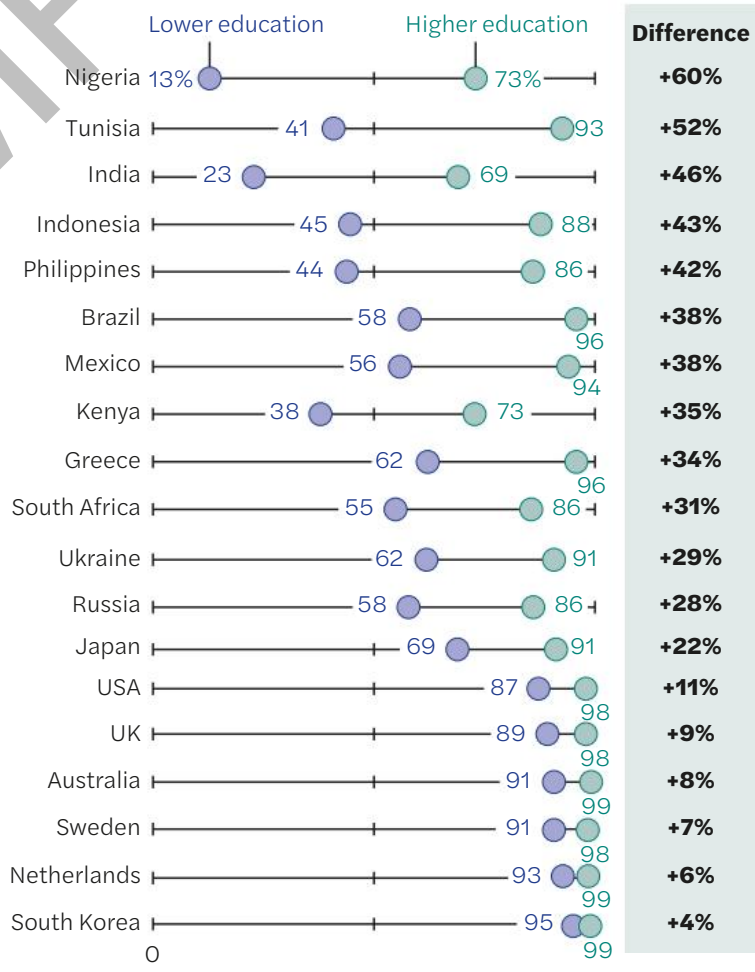
Source 2: Access to to the internet from homes and businesses on a global scale. While many of us can't imagine lives without the internet, only 60 per cent of the world's population was online in 2021. Regions such as Africa and South Asia have poor digital access.

Global access to the internet

Despite the range of benefits brought about by technology, access to technology is not evenly distributed on a global scale. There is a significant **digital divide** between places. It is estimated that 94 per cent of youth have access to the internet in high-income countries compared with 30–67 per cent in low-income countries. Many countries monitor internet use and restrict access to social media platforms. People in low-income countries may not have the financial capacity to purchase devices, or maintain an internet presence, and therefore are less able to access global opportunities to connect to places, people, services and resources. However, while differences are clear, low-income countries are catching up and their access to technology is improving.

Source 3: People's use of the internet varies greatly, particularly in low-income countries. For example, only 13 per cent of people with a lower education in Nigeria said they used the internet, compared with 73 per cent with a higher education. In high-income countries like Australia, the education makes less of a difference – 91 per cent with a lower level of completed education in Australia had internet access compared to 99 per cent of those with a higher education.

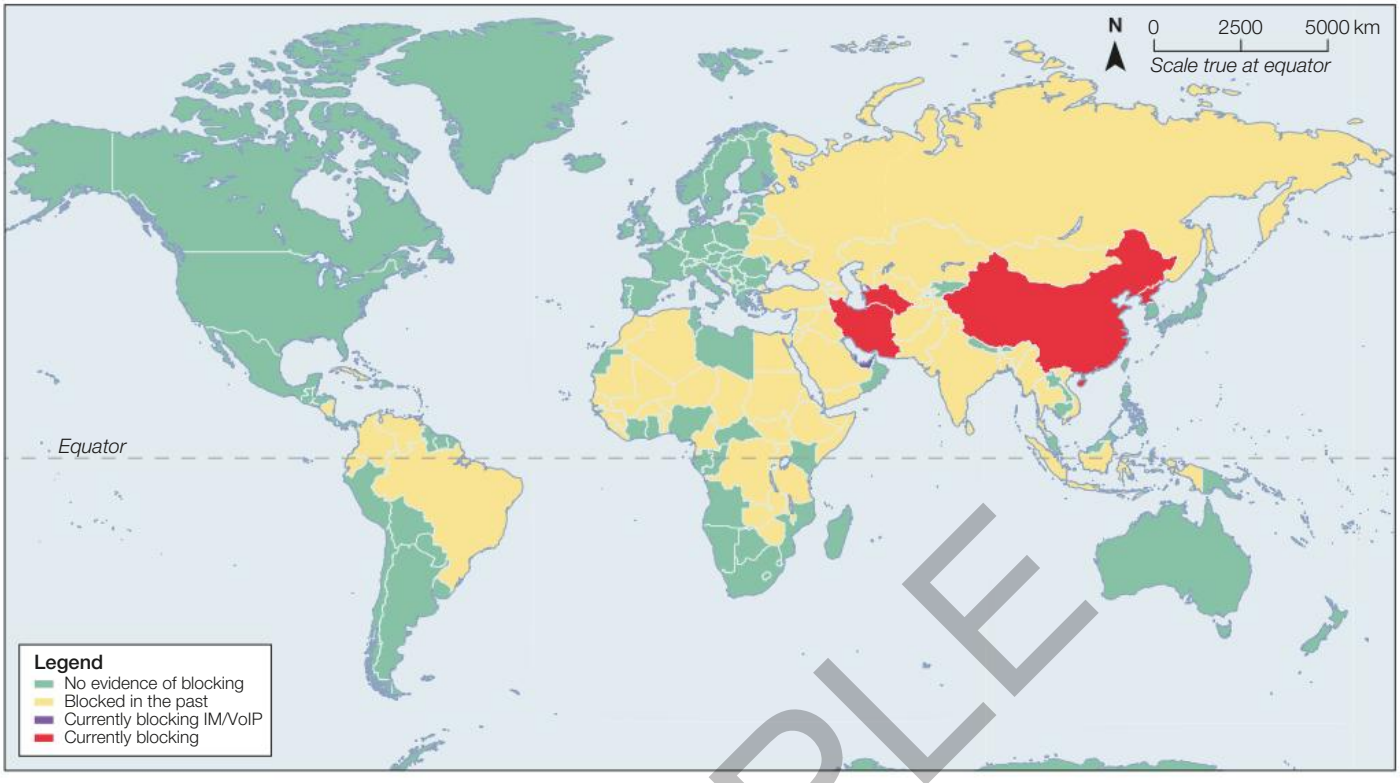
Level of education and internet usage, 2019 (selected countries)



Source: Matilda Education Australia

Countries where social media is blocked, 2022

Source: Statista



▲ **Source 4:** Some countries block or limit access to the internet, including social media sites.

◀ **Source 5:** Technology has made remote learning accessible to nearly all students.

Source 6: Historically, students that needed to travel long spatial distances to access an education would tune into School of the Air to complete their learning. ▶

Remote learning

Not only does technology increase our ability to interact with other places and people, it also allows us to access education. Fifty years ago, if you lived in a remote rural community, going to school or university required you either to board at the institution or to travel long distances every day. For some students, the only way they could get their education was via the School of the Air. This remote learning school provided young people with access to teachers and resources by using CB radio connections and broadcasts.

In the present day, remote learning via technology and virtual spaces has developed dramatically, meaning students can complete their HSC online and attend university lectures and seminars virtually.

During the recent COVID-19 crisis, remote learning became vital to help young Australians continue their learning. Students of all ages from pre-school to Year 12 needed to be highly adaptable and to access learning via online platforms during the restrictions. Some students reported that online learning fostered independent learning, while allowing them to stay home and learn in their own environment. Others reported that virtual connection for schooling did not allow for the same level of discussion, interaction, class involvement and teacher communication as traditional face-to-face learning. In addition, while remote learning meant that lessons could still take place, school events such as sport days, dances and performances could not, reinforcing that school is more than just what happens in the classroom.

Learning Ladder G3.4

Transport and technology

1. Compare spatial scale and temporal scale.
2. Explain how virtual connection has narrowed the divide between urban and rural regions.
3. Source 3: Explain why people with higher levels of education are more likely to use the internet. Consider the skills you learn at school that are linked to internet usage.
4. Source 4: Evaluate how the level of internet censorship in countries may impact access to goods and services in our increasingly technological world.

Interpreting information

1. Source 4: Use an atlas or online resource to help you identify three countries that once blocked social media, but no longer do.
2. Source 5: Describe how access to education and other services has changed for people in rural or isolated communities.
3. Source 2: Explain the pattern of access to the internet from homes and businesses on a global scale.
4. Predict what education might look like in 2100. How might technology continue to reduce temporal scale and connectivity? How might it negatively impact learning on various scales?

Make it spicy

How is technology *interconnected* with linking between people and places?

HOW TO Interconnection, page xx

How does the distribution of goods connect places?

'Global trade' is the term now used for the import and export of goods and services within and between countries.

The benefits of trade

Countries are interconnected through trade. **Trade** is the buying and selling of goods between and within countries. We use planes, ships and trains to move goods and services on various scales. Without realising it, you are involved in supporting trade everyday by purchasing clothes online, buying produce grown overseas from your local supermarket, or putting petrol in your car.

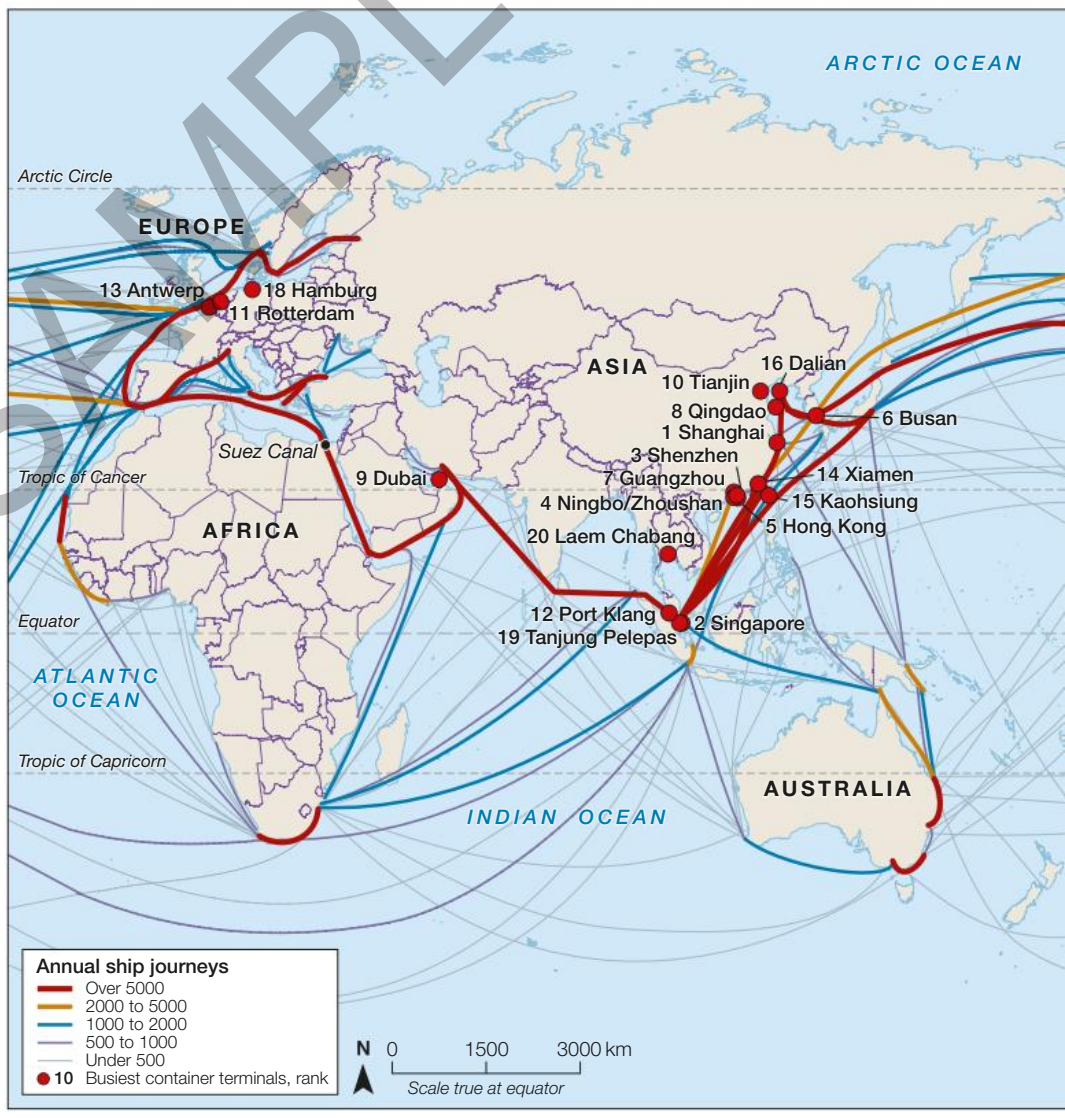
Trade is often described using imports and exports. An **import** is a good or service that a country brings in from the country that produced it. For example, Australia's top imports in 2021 were refined fuels worth around $30.3 billion, and cars worth around $29.1 billion. In 2019, Australia imported over one million vehicles from counties such as Japan, Thailand, Germany and Korea.

An **export** is a good or service produced in one country, which is sold to another country. In 2022, Australia's biggest exports were iron ore worth over $48.1 billion, and petroleum gas worth over $17.6 billion. China is Australia's biggest export partner.

Today, 25 per cent of all products produced globally are exported. Trade is good for a country's **gross domestic product (GDP)**. The GDP is the amount of money that a country earns from all its goods and services, and is often measured over a year. GDP is also measured per head of population to allow comparisons between countries.

If a country exports more goods than it imports, the value of its GDP increases. GDP is often used by economists as a way of assessing how well a country's economy is doing. In other words, if the GDP is increasing, it is thought that a country's economy is healthy.

World shipping routes



Source 1: Trade routes on a global scale

Source 2: Shipping containers full of goods for export waiting to be loaded on a dock

Source: Matilda Education Australia

Learning Ladder G3.5

Transport and technology

1. Outline why trade is important for connecting people and places.
2. Explain the difference between an import and and export.
3. Source 2: Suggest two technological advancements at container terminals that could lead to increased trading capacity of countries.
4. Predict how trade may change in the future.

Interpreting information

1. What are Australia's top imports and exports?
2. Source 1:
   - **a** How far do container ships travel from Singapore to Sydney with goods for Australian customers?
   - **b** How many ships leave Singapore each year bound for Australia?
3. Source 1: Using SHEEPT factors, explain why so many of the top 20 busiest container terminals are in China.
4. Research how the reliance on China for manufacturing may impact world trade. Research some data or examples to support your answer.

Make it spicy

Australia's last car manufacturer closed in 2017. What is the *interconnection* between trade and regional job opportunities. Consider opportunities both in Australia and overseas.

HOW TO

Interconnection, page xx

Case Study

How does Amazon connect customers to goods?

Amazon has developed a sophisticated distribution system to supply goods to its customers. In 2023, around 5.6 million Australian households shopped online every month and over 9.4 million, or 82 per cent of, households purchased goods online.

Distribution of goods from Amazon

Amazon is the world's largest online store. In 1995, Amazon opened as an online bookseller, but now has over 12 million goods available such as books, electrical items and alcohol. It also offers services such as artificial intelligence and and movie streaming.

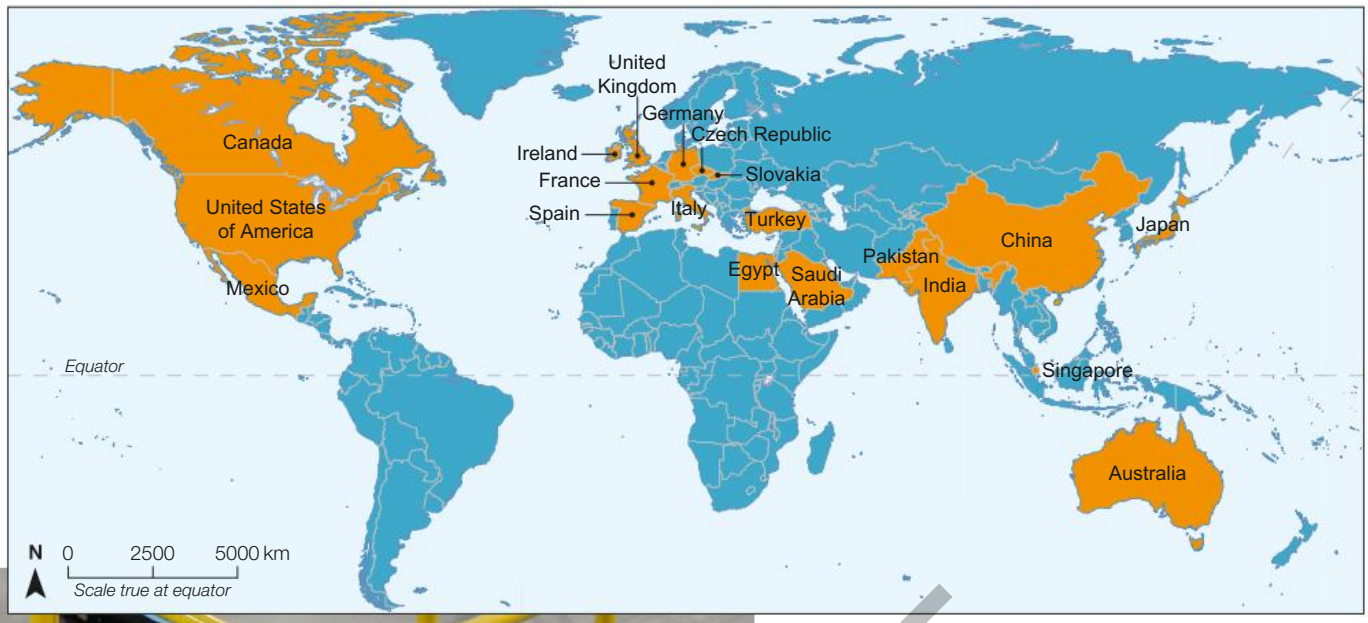
Amazon's head offices are in Seattle, USA, and many of its warehouses, where products are stored and shipped (known as fulfilment centres) are clustered in North America. As the popularity of Amazon has increased, fulfilment infrastructure has been expanded around the world to over 175 locations in Europe, Asia, South America, Africa and, more recently, Australia. This allows for local storage of products and fast shipping to customers.

When you buy a product from Amazon's online website and receive a confirmation of purchase, Amazon employees then select and box your item at a fulfilment centre. If your item is located overseas, it will be transported along with many other customer orders to an Amazon Air Site, where is it flown to Australia. From there packages are sorted according to region or postcode and delivered by truck to partner facilities like Australia Post. Once packages are sorted according to a local delivery route, a driver collects your order and you are then notified that your order is on its way to you. Your package can be delivered to your door or a parcel locker.

Source 2: Amazon has enlisted the use of robots in warehouses and has recently been trialling the use of drones that fly at over 80 kilometres per hour to increase the efficiency of item packing and delivery. The robotics fulfilment centre in Kemps Creek in Western Sydney is Australia's largest warehouse, covering an area of 200 000 square metres and capable of holding 20 million items.

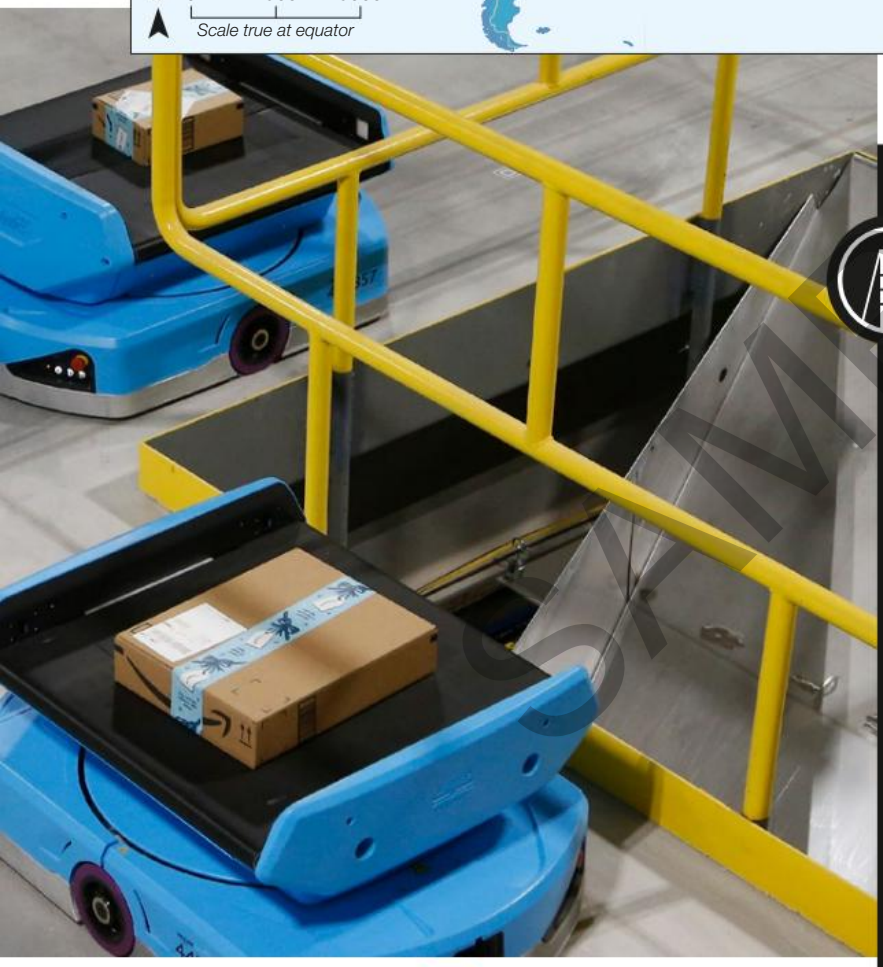
▼ **Source 1:** Flow diagram of Amazon's fulfillment process

Amazon fulfilment centres around the world



Source: Matilda Education Australia

▲ **Source 3:** Countries containing Amazon fulfilment centres. Most are found in the USA.



6 Customer receives an order confirmation.

7 Amazon ships the order.

8 Customer receives their package.

Learning Ladder G3.6

International trade

1. Source 3: Suggest why even though Amazon has its headquarters in the USA, it would have distribution facilities and infrastructure all around the world.
2. What are Amazon Air Sites and how do they link different places?
3. Source 2: Explain how technology is changing the functioning of warehouses and connection to customers.
4. Source 1: Analyse how connections between places take place through Amazon's fulfilment process.

Presenting ideas

1. Provide two examples of how e-commerce businesses such as Amazon connect people and place.
2. Source 3: Are there any world regions that are not serviced by Amazon?
3. Consider the data that suggests that Amazon will account for 20 per cent of all internet sales in Australia by 2026. Explain what this means for people's connections to traditional walk-in stores.
4. Analyse the impact Amazon has on individuals, services, and information across various locations.

Make it spicy

What other companies operate on a global *scale*?

HOW TO

Scale, page xx

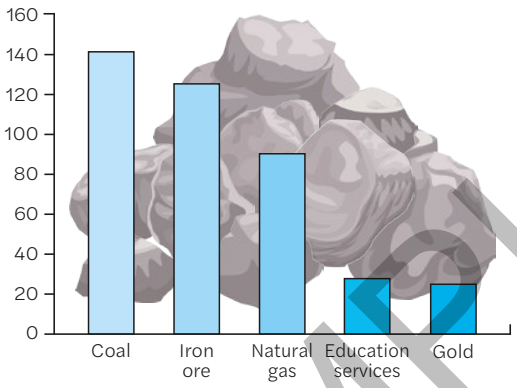
Who are Australia's biggest trading partners?

Trade is one of Australia's biggest economic contributors – the country earned $637 billion in 2022 from goods exports alone. As demand for goods increases globally, the value of Australia's goods grows. In 1990 trade (imports and exports) contributed 32 per cent to Australia's GDP; by 2022 it accounted for 46 per cent of GDP.

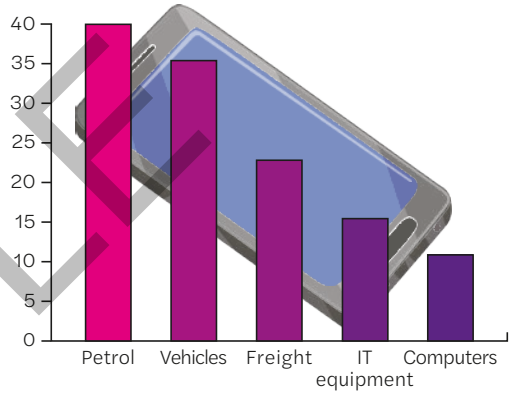
Trade partners

In Australia, our top five trading partners are China, Japan, the United States, South Korea and India. Australia is China's seventh largest trading partner. In 2016–17, our largest import was tourism and travel; Australians spent more than $28.6 billion overseas. Iron ore was our largest export and earned the country $66 billion.

Top five Australian exports, 2021–22



Top five Australian imports, 2021–22

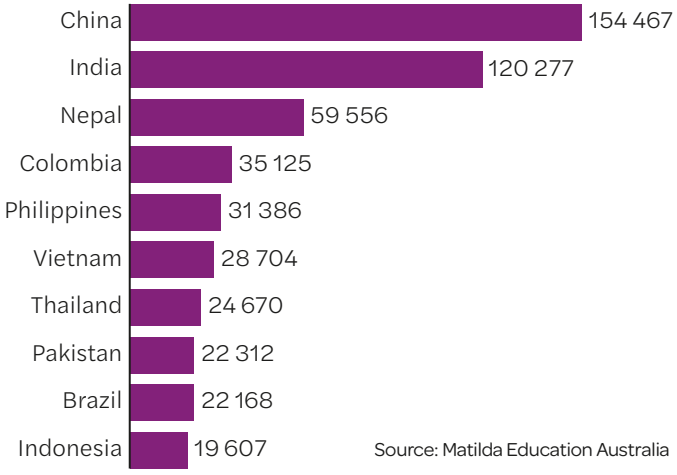


▲ **Source 1:** Australia's top import and export goods and services in billions of dollars Source: DFAT

Education as an export

Education is said to the Australia's strongest export that "isn't dug up". Educating international students earned Australia $27 billion in 2022. In 2023 there were 725 582 international students studying in Australia.

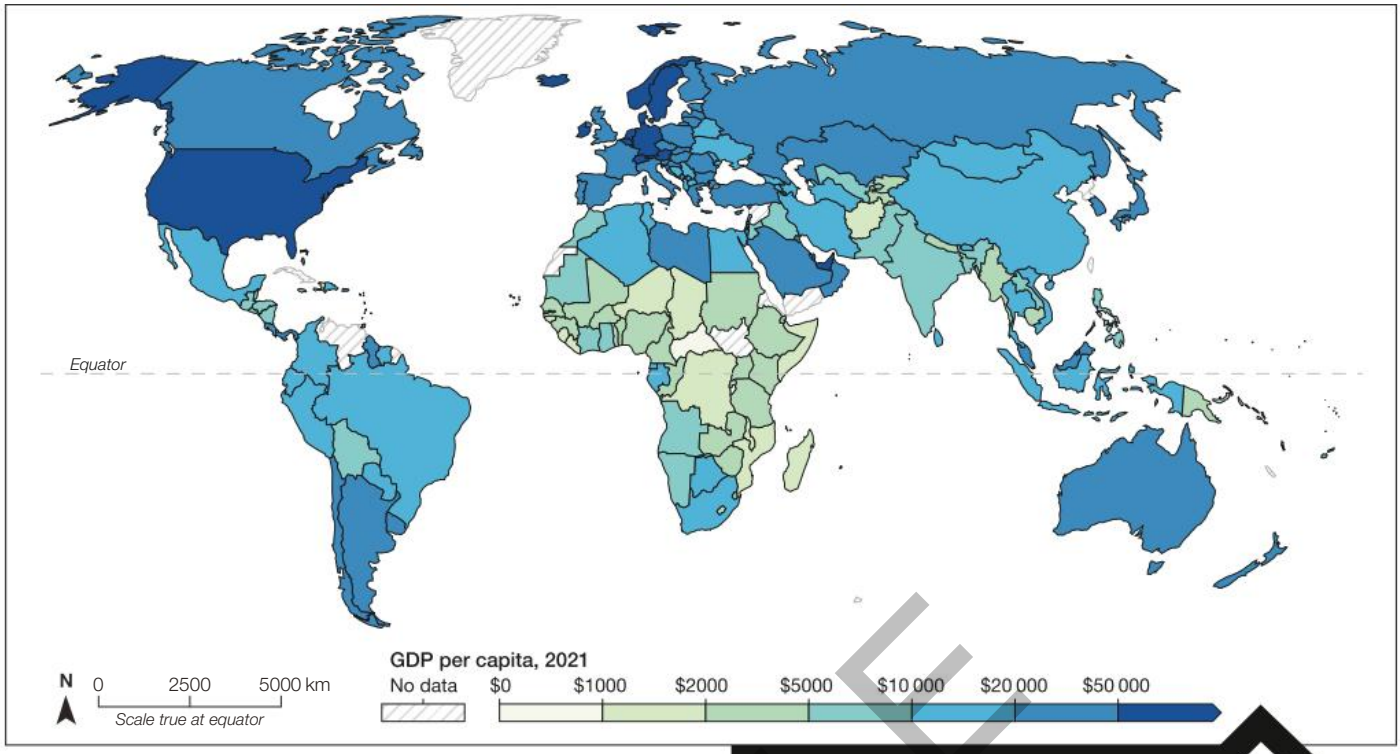
International students in Australia, 2023



Source: Matilda Education Australia

▲ **Source 2:** Top 10 source countries of international students in Australia in 2023. There were 31% fewer student in 2022 due to disruption from the COVID-19 pandemic.

GDP per capita, 2021



Source: Our World in Data

Source 3: Gross domestic product (GDP) for the world's countries in 2021. DP per capita is a measure of the total value of goods produced and services provided in a country during one year divided by the size of the population.

Source 4: An enormous bucket wheel excavator operating at one of Australia's many open-cut coal mines. Coal is currently Australia's most valuable export and Australia is the largest exporter of coal in the world, accounting for 35 per cent of all coal exports. Japan is the largest importer of Australian coal.

Learning Ladder G3.7

International trade

1. Outline how GDP changes over time in a country. Use the key terms; 'economy' and 'trade' in your response.
2. Source 2: How did the COVID-19 pandemic influence international student numbers in Australia?
3. Source 1: Explain why Australia imports and exports the products we do.
4. Source 4: How do you think Australian coal exports will change in the future? Justify your position.

Interpreting information

1. Source 1: What is the one service in Australia's top five exports?
2. Source 3: Use PQE to describe the global pattern of GDP.
3. Source 2: Where do most of Australia's international students come from? What factors do you think influenced them to study in Australia?
4. Australia is the world's largest exporter of coal, but coal-fired electricity generation accounts for 30 per cent of global carbon-dioxide emissions. What can the government do to overcome this issue?

Make it spicy

How might Australia's trading partner change over time?

HOW TO Change, page 10

How does manufacturing impact places?

The products you use or consume each day have been processed or manufactured. The impact of this activity on the workers and the natural environment depends on the laws in place to protect them and the type of product manufactured.

Manufacturing

Manufacturing refers to the assembly of parts into finished goods through the use of human labour, tools, machinery, and chemical processing. Large-scale manufacturing allows for the mass production of goods using assembly lines and advanced technology. Small-scale manufacturing is dominant in many developing countries, where capital investment is low and labour is the key resource.

China is the world's largest manufacturing nation, accounting for 29 per cent of the world's output. The growth of manufacturing in China has been driven by the modernisation of factories and distribution networks, and the **rural–to–urban migration** of workers. In 1992, just 28 per cent of people in China lived in urban areas. By 2022, 64 per cent of all Chinese lived in urban centres and 29 per cent of all workers were involved in manufacturing.

Impact on the environment

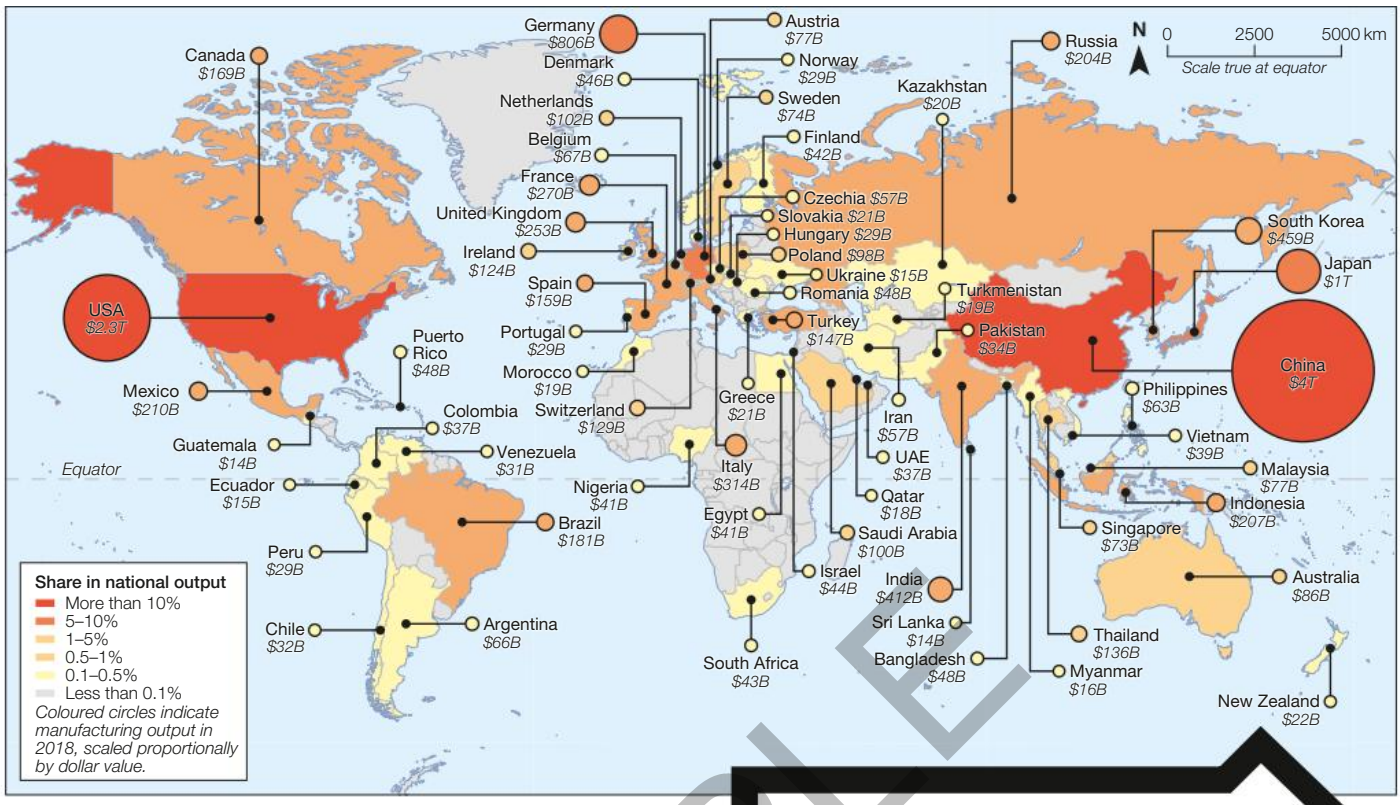
Air pollution, toxic waste disposal and water contamination are negative impacts of manufacturing industries. China's poor air quality leads to 1.2 million deaths each year. The large increase in coal-powered industries and upsurge in electricity demand, have led to increased pollution. It is estimated that 48 per cent of Chinese carbon dioxide emissions come from the manufacturing sector, and 40 per cent from the power needed to generate them. Nearly all of China's groundwater has been contaminated by toxic human and industrial waste dumping, and 70 per cent of water in rivers and lakes is considered to be unsafe for human use.

The worst ever industrial spill occurred at Bhopal in India in 1984 when a leak at the Union Carbide pesticide plant exposed 500 000 people in the towns surrounding the plant to a highly toxic gas. At least 16 000 people died along with thousands of animals and plants. Hundreds of thousands of survivors have suffered cancer, stillbirths, miscarriages, and lung and heart disease from the Bhopal disaster.

Impact on workers

Manufacturing creates jobs for people involved in making and assembling components, along with those who market, sell and distribute the goods. Growth in manufacturing in China has led to improved levels of wellbeing for millions of workers. In Australia employment in manufacturing industries has declined from 25 per cent of all workers in 1970 to just 5 per cent today. In countries such as Bangladesh, expoitation of child workers is an issue. More than 1.7 million children are forced to work to help their poverty-stricken families.

Title: XXX



Source: XXX

▲ **Source 1:** World manufacturing output by country in 2018

Source 2: This young girl is one of thousands of child workers in Bangladesh who work in factories supplying designer clothes for sale in affluent countries.

Learning Ladder G3.8

Impacts of trade

1. Source 1: Which three countries had the greatest manufacturing output in 2019?
2. How has China's manufacturing growth impacted rural-to-urban migration?
3. Compare the negative impacts of manufacturing on the environment to other forms of industry.
4. What reasons can you think of to explain the declining importance of manufacturing in the Australian economy?

Making conclusions

1. Source 2: Explain where and why a 15-year-old girl is working in a garment factory.
2. Source 2: Describe the impact manufacturing has had on the population of China.
3. What was the impact of the Bhopal leak in India in 1984?
4. How reliable is data from workers on the conditions of factories?

Make it spicy

How does manufacturing impact *places*?

HOW TO Place, page 10

What are the demographic impacts of manufacturing?

The manufacturing industry accounts for 13 per cent of the world's total workforce and produces over $14 trillion worth of products each year. It is vital for many national and local economies, and allows a range of workers to access employment.

Positive impacts

The manufacturing industry has a range of positive impacts on people. It creates employment opportunities, which can lead to population growth in areas with industrial factories. In 2018, the average age of employees in the Australian manufacturing sector was 42.0 years compared to 39.8 years across all industries. Manufacturing offers a range of jobs for people with different skill and education levels. Unskilled labour often requires employees to perform manual tasks such as assembly line work, packaging and basic machine operation. Skilled labour positions involve more specialised roles, such as operating complex machinery, quality control or engineering, and typically require higher levels of education, training or technical expertise.

Negative impacts

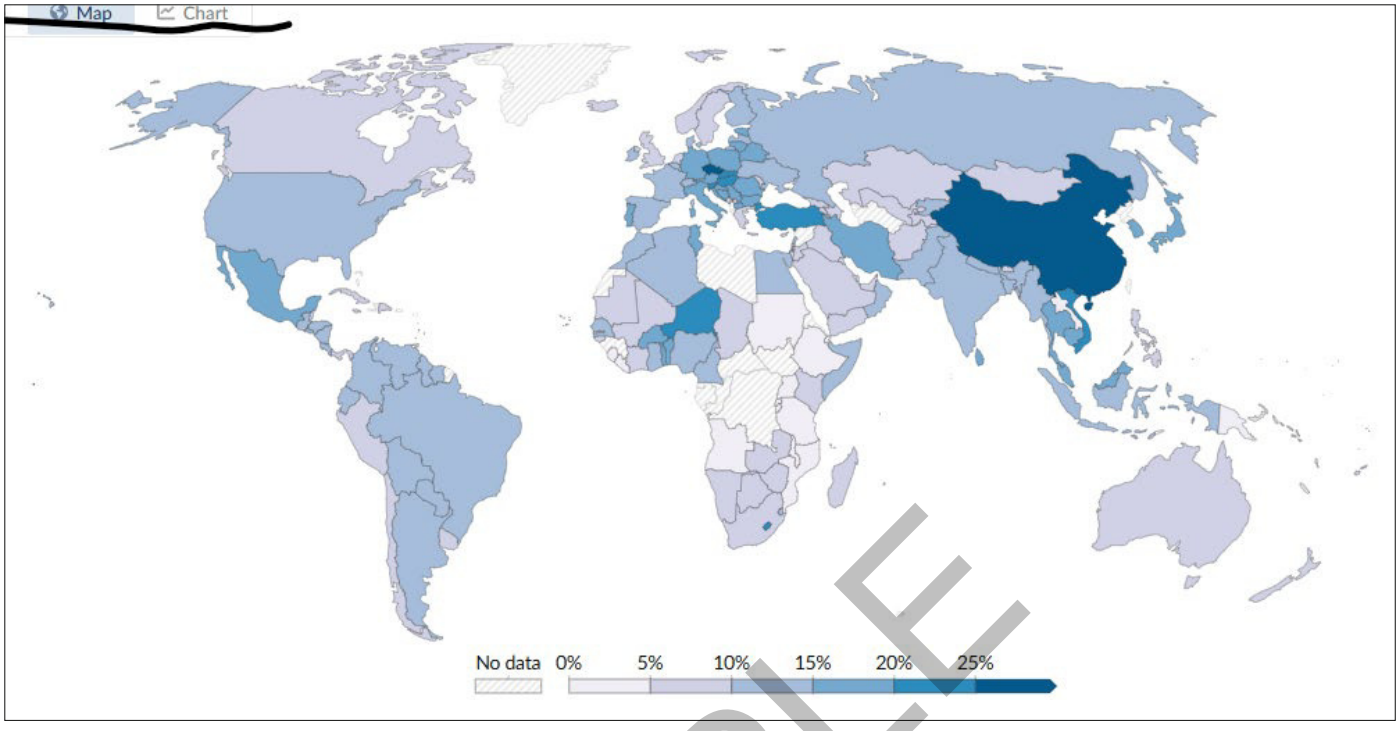
Manufacturing often leads to the development of industrial hubs in urban areas, attracting rural migrants to cities. Rural-to-urban migration can put a strain on local resources and cause overcrowding, housing shortages and changes in social dynamics. Manufacturing sectors also often rely on international immigrants, especially in areas with labour shortages. While this can lead to an increased diversity of the population, sometimes conditions for immigrants, especially those who are forced migrants or asylum seekers, tend to be poor, with low pay and minimal access to culturally appropriate facilities and services.

Average work hours in manufacturing tend to be longer than other jobs. In Australia, average work hours per week in manufacturing were 37.3 hours compared to 33.0 hours for the other occupations. Median earnings in manufacturing are around $1500 per week, lower than cross-industry earnings of $1600.

▲ **Source 1:** Industrial pollution and hazardous working conditions can lead to health problems, reducing life expectancy or leading to migration away from polluted areas.

▲ **Source 2:** Workers in garment factories in Bangladesh work long hours for low pay, sometimes in unpleasant or unsafe conditions.

Manufacturing jobs as a share of total employment, 2023



Source: Matilda Education Australia

Source 3: More than 28 per cent of Chinese residents are employed in the manufacturing industry.

Learning Ladder G3.9

Impacts of trade

1. What are the key trade impacts of the manufacturing industry on local economies and labour markets?
2. In what ways does the manufacturing sector influence employment and economic growth?
3. How do the trade impacts of manufacturing differ between high-income and low-income countries?
4. What potential changes in the manufacturing industry could affect international trade patterns?

Presenting ideas

1. Describe what is meant by 'manufacturing'.
2. Why is it important to investigate the demographic impacts of manufacturing when discussing urban planning and resource distribution?
3. How do figures on industrial pollution and health problems support the argument that manufacturing can have negative demographic impacts?
4. Explain the interconnection between employment in the manufacturing sector and population growth in industrial regions.

Make it spicy

How does the geographical concept of *space* help us understand the distribution of manufacturing industries and their impact on population density in urban areas?

Space, page xx

HOW TO

Case Study

How do imported goods impact Australians?

In 2022, Australia ranked 12th globally by GDP. Its top imports included refined petroleum, cars and electronics, primarily from China, the USA and South Korea. Australia was also the largest importer of sodium or potassium peroxides, with $1.39 billion spent on these chemicals.

Australia imports and exports **goods** and **services**. Goods are tangible products such as food, machinery and raw materials, while services are intangible like healthcare, education and tourism. Australia has a positive **trade balance**; in other words, we export (sell to other countries) more than we import (buy from other countries). A positive trade balance generally indicates a stable economy and efficiency in resource allocation.

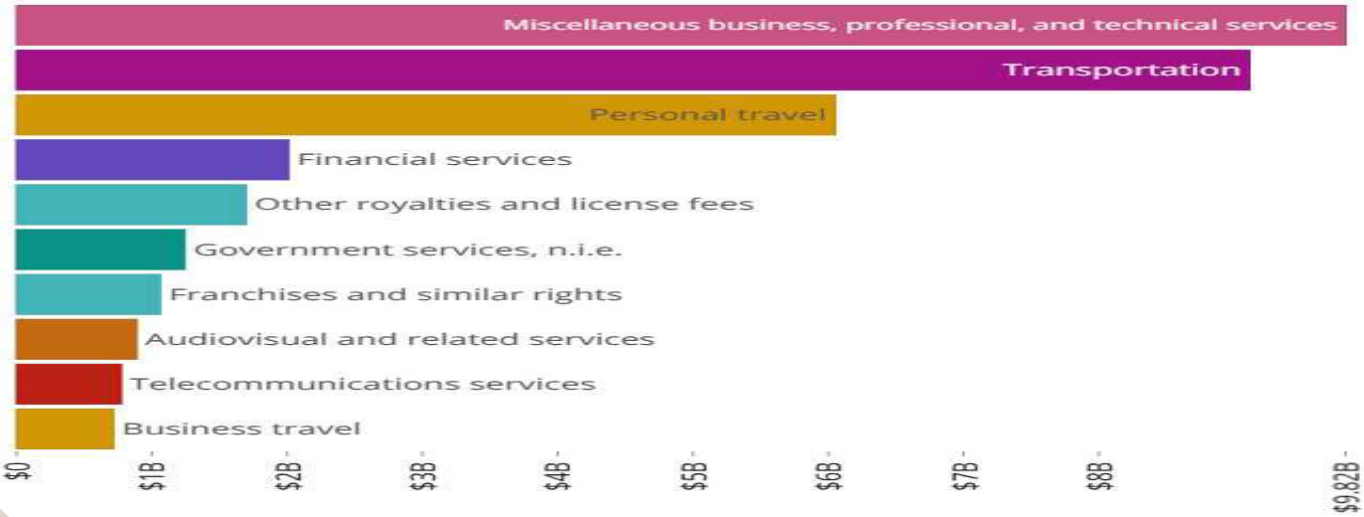
Australia imports goods that can be manufactured more cheaply overseas. Australia has a strong trading relationship with Asia, in particular, China, Japan and South Korea. Trade agreements and imports strengthen these economic links, increasing **gross domestic product (GDP)** and local job opportunities in shipping, retail and logistics.

Imported goods provide Australians with a range of products at competitive prices. While this can help affordability for households and businesses, it can impact local manufacturing where labour costs are higher and as a result, products cost consumers more. Buying Australian-made products benefits local workers and businesses.

Australia imports most of its manufactured goods like electronics, textiles and machinery from Asia. This partnership benefits Asian countries such as China by creating demand and supporting their economic growth. In turn, this benefits Australia by giving customers access to affordable products and materials that are mass-produced and may not be available from domestic factories. Reliance on imports from Asia, however, can sometimes negatively affect customers and businesses, who become reliant on global supply chains. When these logistics are disrupted, like during the COVID-19 pandemic or as a result of geopolitical tensions, local economies and communities can suffer.

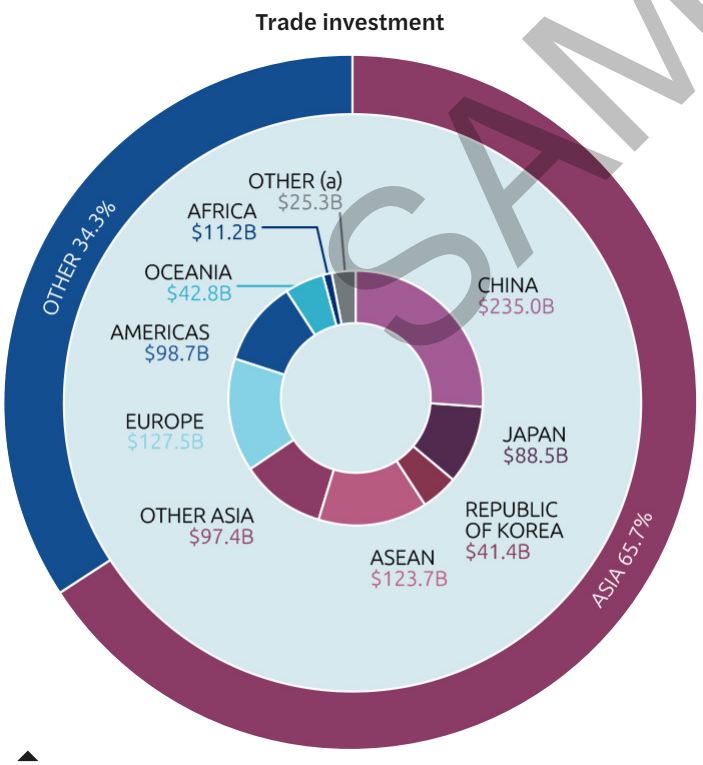
Source 1:
Australia imports a range of services from other countries. In 2020, service imports were worth $33.4B.

Australia's service imports



Source: Matilda Education Australia

Source 3: Australia exports the metal lithium to China who manufactures electric vehicle car batteries. Australia then imports these batteries and electric vehicles.



Source 2:
Australia has a two-way trade agreement (imports and exports) with a range of countries, particularly in Asia.

Source: Matilda Education Australia

Learning Ladder G3.10

Impacts of trade

1. How do imported goods affect the competitive pricing of products available to Australian consumers?
2. How do trade agreements with Asia contribute to job growth in Australia's shipping, retail and logistics sectors?
3. What are the differences in employment opportunities generated by imported goods versus locally manufactured products in Australia?
4. In what ways might shifts in consumer preferences towards locally made products change the import patterns in Australia?

Representing information

1. Source 1: List the top three service imports for Australia.
2. Source 2: Map the Asian countries with whom Australia has a two-way trade agreement.
3. Access Freight Australia's 'Data Hub'. Under 'Interactives', click on 'Imports and Exports'. Explore and create a map illustrating the different imports and exports for Australia.

Make it spicy

As a class, discuss in what ways the *places* of origin for imported goods may affect the economic conditions and consumer choices in Australia.

HOW TO
Place, page xx

What are the benefits of fair trade?

You may have noticed the Fairtrade mark (Source 1) on some products you buy, such as coffee or chocolate. This mark means that the products have been made by smallscale companies that meet Fairtrade Australia and New Zealand's standards for workers' rights, environmental standards and pay.

Source 1: Fairtrade mark

The Fairtrade program is an international initiative that promotes education and awareness about fair trade in the broader community. In Australia and New Zealand, the foundation also helps marginalised and rural communities, especially those in the Pacific Islands, to earn a sustainable income and move out of the poverty cycle.

According to fairtrade, 'Producers have an equal say in how Fairtrade is run and are included in all our decision-making. For farmers and workers, Fairtrade means: prices that aim to cover the average costs of producing their crop sustainably – a vital safety net when market prices drop.'

Fairtrade has put in place a range of policies and strategies to protect biodiversity and water sources on registered farms. Fairtrade bans the use of harmful chemicals on certified farms and requires organisations to track pesticide use. Plantations must monitor pest species, and use sustainable pest management methods and fertilisers responsibly. Buffer zones are required around water resources like lakes and rivers to safeguard health and biodiversity. Sustainable water management and waste reduction plans are also required, promoting efficient use of resources and recycling. Lastly, Fairtrade bans the collection of rare species and aims to prevent invasive species from being introduced.

Source 2: Fairtrade aims to assist people in low-income countries.

Distribution of Fairtrade (FT) producers and purchasers on a global scale

Source: Matilda Education Australia

▲ **Source 3:** Countries that produce or buy Fairtrade (FT) products

Learning Ladder G3.11

Impacts of trade

1. What are the economic and environmental benefits of Fairtrade certification for small-scale farmers?
2. Explain how the Fairtrade certification process impacts the environmental practices of certified farms.
3. How does fair trade differ from conventional trade?
4. Predict how an increase in Fairtrade-certified products may influence global trade practices and the welfare of small-scale producers.

Making conclusions

1. Why might the fair trade model be important for geographically isolated communities?
2. How might the presence of Fairtrade-certified farms impact the geographical spread of invasive species?
3. What evidence would you use to conclude that Fairtrade improves working conditions and pay standards for small-scale producers?
4. How would you assess the reliability of claims about the environmental benefits of Fairtrade-certified products?

Make it spicy

How reliable is Fairtrade Australia and New Zealand's data on income improvements for small-*scale* farmers?

Scale, page xx

HOW TO

How has global trade changed over time?

Changes in technology has changed the way we trade goods and services over time. Access to roads, rail, air and seaports has meant that products are able to be moved more efficiently between places. Political relationships and tensions continue to be a driving force behind the sustainability of global trade.

Over the past few centuries, the world economy has grown steadily, and trade has become increasingly important. Up until 1870, global exports were less than 10 per cent of the world's economic output. Trade expanded during two main periods, known as 'waves of globalisation'. The first wave began in the nineteenth century and continued until World War I, when trade declined during the war. After World War II, a second wave of globalisation began, and international trade grew rapidly, now representing more than 50 per cent of total global output.

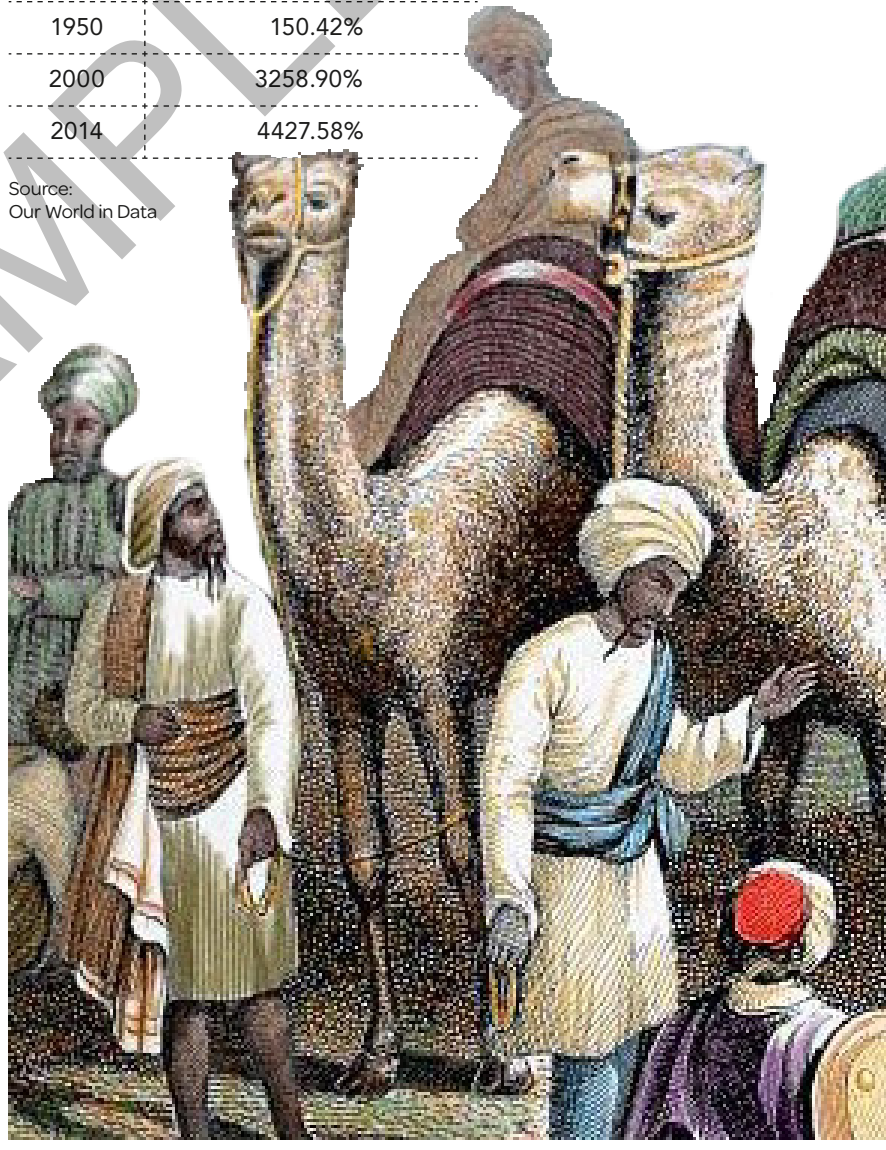
Transportation has been key to the increase in trade and development of international relationships by supporting connections within and between regions. Early trade routes formed the basis for modern shipping networks. With the rapid development of technology, long-distance shipping, railways and roads have boosted economies by enabling workforce migration and easier resource distribution. In the second half of the twentieth century, global air travel and communication networks grew alongside economic globalisation. While sea transport remains essential for global trade, air travel and digital markets make trade easier and allow specialised goods and important information to move quickly around the world.

As trade has become more globalised, critics argue that it favours wealthy countries, and that low-income countries are used as a source of cheap labour and raw materials. Larger, more powerful countries can control relationships with smaller trading partners by imposing **tariffs**, a type of tax or levy added to the cost of imported goods. The cost of imported goods are made artificially high. In 2020, China put tariffs on coal, barley, wine and lobsters from Australia, reducing our exports by $6.6 billion as a result.

Year	Value of world trade (relative to 1913)
1800	2.14%
1850	10.14%
1900	60.40%
1950	150.42%
2000	3258.90%
2014	4427.58%

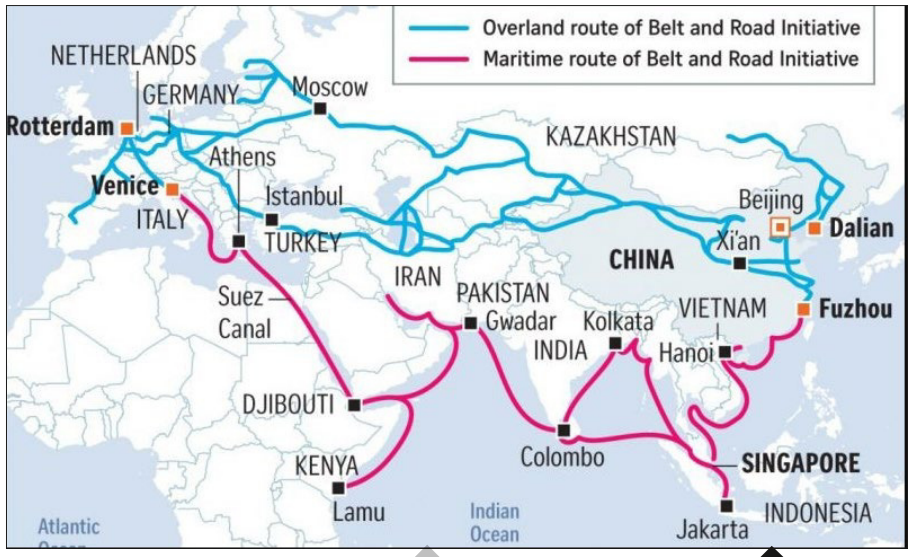
Source:
Our World in Data

Source 1: The value of exports has increased rapidly over time on a global scale.



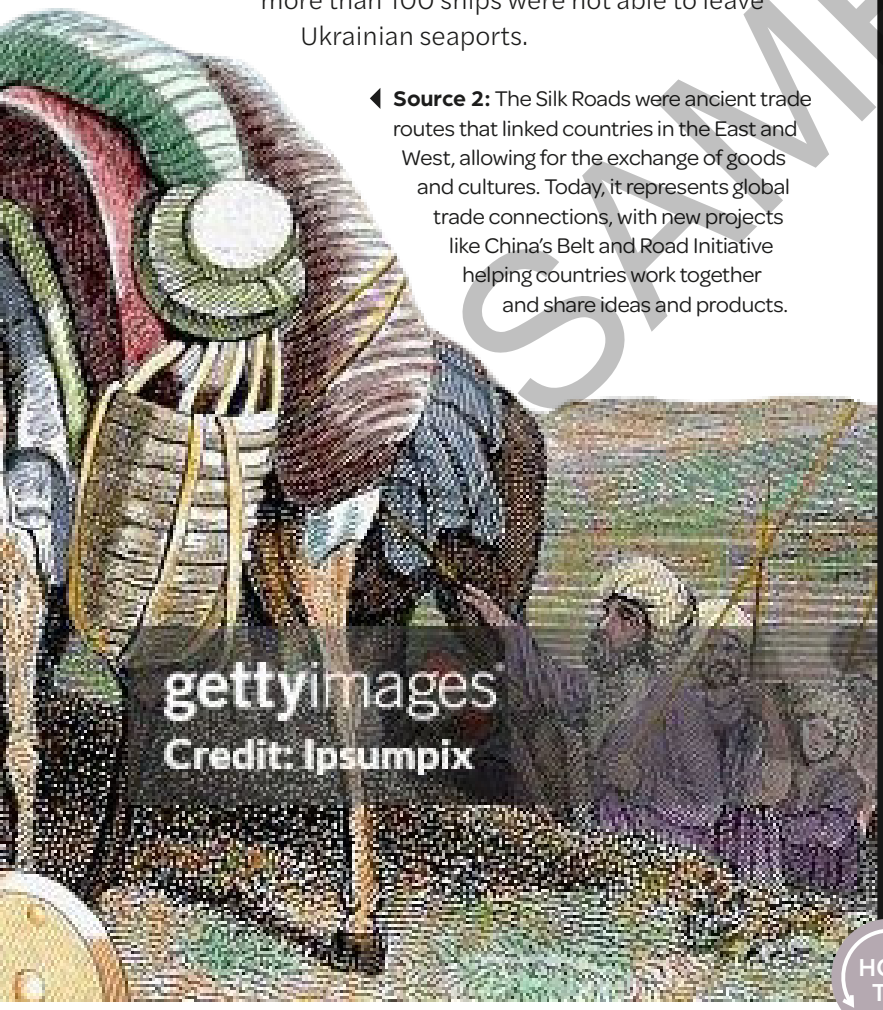
Source 3: China's Belt and Road Initiative is a development strategy launched in 2013. It aims to improve trade and investment by building infrastructure, such as roads and railways, connecting China with other countries. This initiative aims to improve economic cooperation, promote cultural exchange, and strengthen trade partnerships across Asia, Europe and Africa.

Routes of China's Belt and Road Initiative



Souce: XXX

Geopolitical tensions and wars also put strain on trading relationships and block major trade routes, altering global access to goods and services. The war in Ukraine, for example, has had major impacts on global supply chains. Before the war, Ukraine exported a range of agricultural goods (46 per cent) and manufactured products (42 per cent). When the war began, Russian forces blocked shipping access in the Black Sea, resulting in the restricted movement of these goods. Countries in Africa that rely on Ukrainian and Russian trade of grain for more than 50 per cent of their domestic consumption struggled with sudden exacerbated food insecurity and inflated prices when more than 100 ships were not able to leave Ukrainian seaports.



Source 2: The Silk Roads were ancient trade routes that linked countries in the East and West, allowing for the exchange of goods and cultures. Today, it represents global trade connections, with new projects like China's Belt and Road Initiative helping countries work together and share ideas and products.

Learning Ladder G3.12

International trade

1. Describe how modern geopolitical conflicts, such as the Ukraine–Russia conflict, disrupt trade connections between nations.
2. How has the modernisation of transport affected the development of global trade?
3. Sources 2 and 3: Research and compare how China's Belt and Road Initiative differs from traditional trade routes like the ancient Silk Roads.
4. Analyse the following statement: 'Changes in global trade and technology have influenced local communities' economies and access to goods.'

Representing information

1. How does shipping data provide us with information on how trade has changed over time?
2. Source 1: Create a line graph to better visualise change in world trade export value over time.
3. Map the Silk Roads trade routes. Why was this an important physical connection between places?
4. Access www.marinetraffic.com. Make a digital map that illustrates up-to-date shipping movement data for one world region. Explore the various vessel types and locations of various ports by turning layers on and off and viewing photographs.

Make it spicy

How has trade connected different *places* over time?

HOW TO

Scale, page xx

What is embodied carbon?

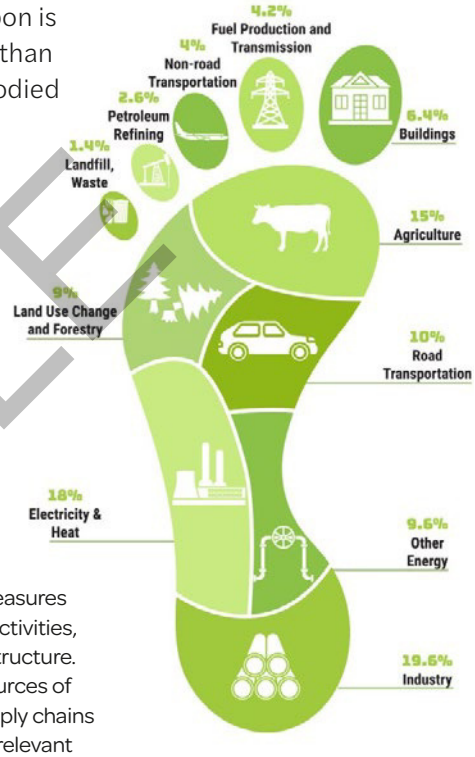
Embodied carbon refers to the carbon dioxide emissions produced during the lifecycle of a product.

Embodied carbon reflects the total **carbon footprint** embedded in a product. In other words, it is the greenhouse emissions produced from the extraction of raw materials and manufacturing of these materials to make the product, transportation of the product to sell, and the disposal the product at the end of its use.

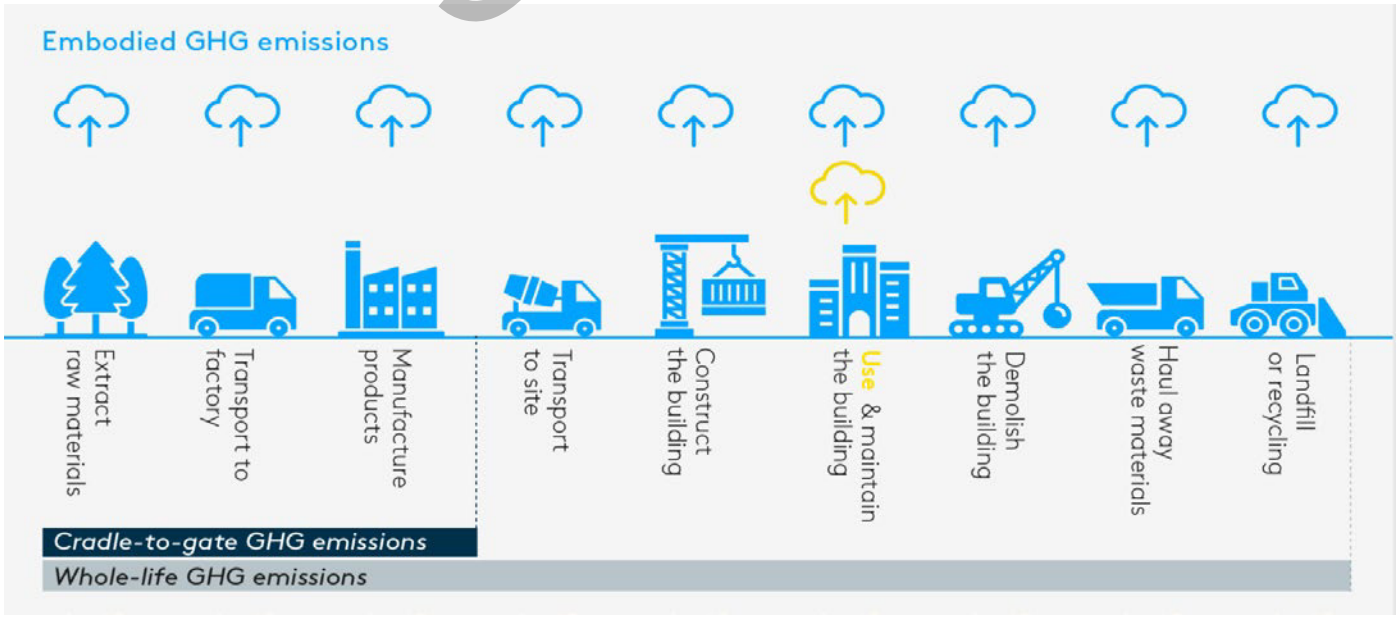
Embodied carbon is not only linked with products, but also the construction of factories and buildings. It is predicted that the number of buildings worldwide will double by 2060, increasing the need to focus on the impacts of embodied carbon and sustainable trade, building and manufacturing practices. Concrete is one of the most widely used human-made materials and is a major contributor to embodied carbon. The manufacturing of cement, a key ingredient in concrete, is responsible for about 7 per cent of global carbon emissions. Buildings and infrastructure account for nearly one-third of Australia's total carbon emissions. In 2023, embodied carbon from construction activities contributed 10 per cent to national carbon emissions.

▼ **Source 1:** Embodied carbon is calculated by calculating all of the emissions from the beginning to the end of a product or buildings life.

Operational carbon refers to the emissions generated while a building is being used, such as energy consumed for heating, cooling and lighting. Measuring operational carbon is generally easier than measuring embodied carbon because there are fewer variables to consider, and so there tends to be more focus on these emissions by governments.



Source 2: ▶
Carbon footprint measures the impacts of our activities, products and infrastructure. Identifying major sources of emissions in the supply chains can allow us to take relevant actions to reduce our impact on the environment.



Source 3: The embodied carbon emissions from the infrastructure development in Australia could be around 250 metric tonnes of carbon dioxide over the next five years unless strategies are implemented to reduce this.

Learning Ladder G3.13

Impacts of trade

1. What is 'embodied carbon'?
2. How does the construction industry influence global greenhouse gas emissions?
3. Compare the potential embodied carbon produced from importing versus locally sourcing construction materials.
4. How might future policies addressing embodied carbon affect trade between countries with different environmental standards?

Strategies

1. Describe a strategy that focuses on minimising embodied carbon.
2. How could adopting low-carbon standards for imported goods help reduce a nation's embodied carbon footprint?
3. Predict the likely outcome of implementing strict embodied carbon regulations on the trade of high-emission materials.
4. What approach could be created to track and reduce the embodied carbon in imported products?

Make it spicy

Why is embodied carbon an important consideration for *sustainable* trade?

Sustainability, page xx

HOW TO

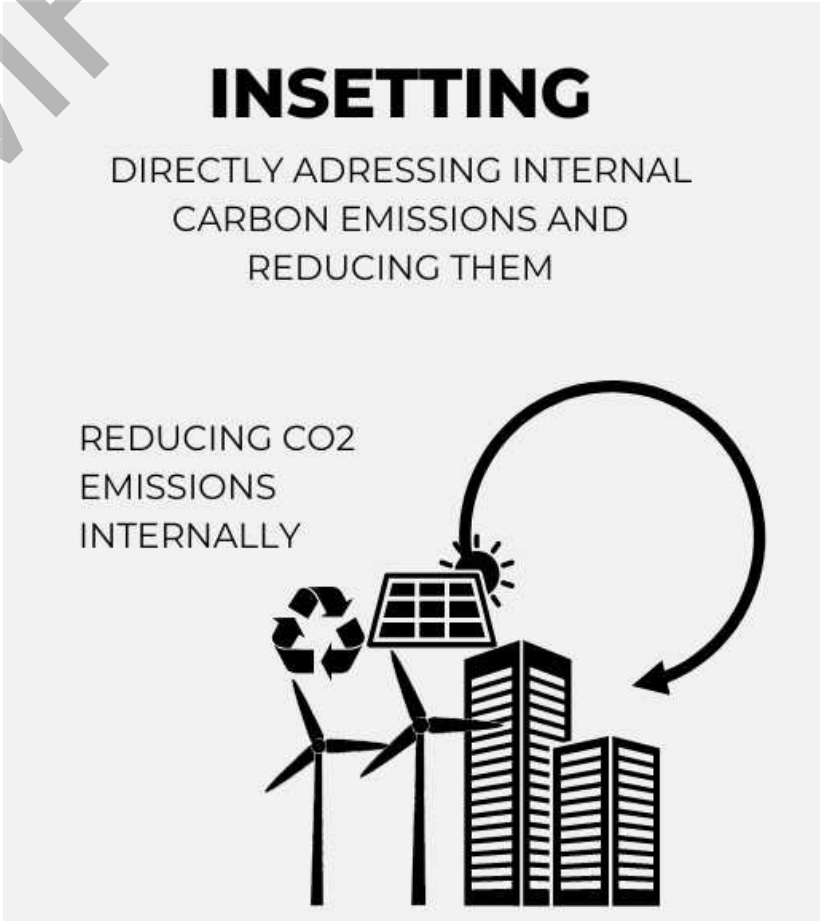
Case Study

Can moving production help improve sustainability?

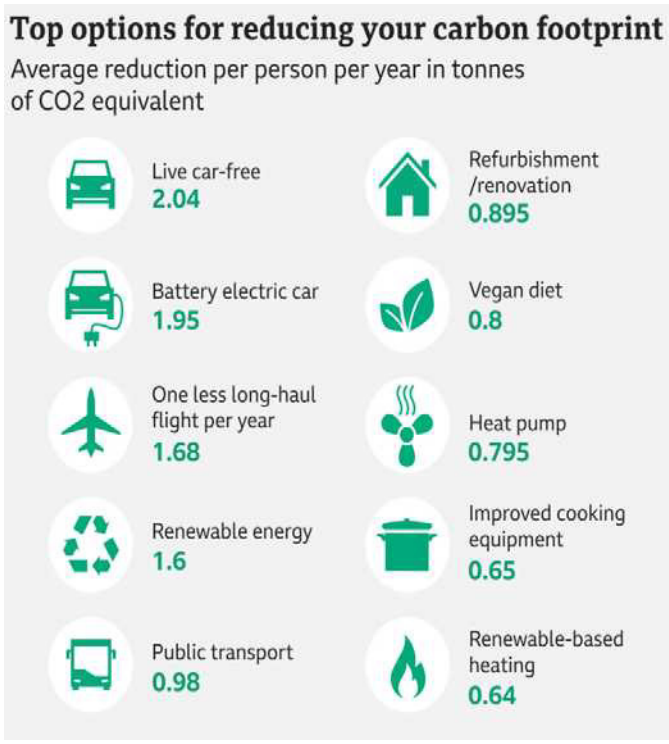
To reduce the impacts of climate change, research has indicated that the global temperature rise must be limited to 1.5°C above pre-industrial levels. To make this happen, global carbon emissions need to be reduced. More than 140 countries have now signed a pledge to achieve 'net zero' by 2030, including the biggest polluters – China, the USA and India.

There is much debate about how to reduce national carbon emissions. While operational carbon can be reduced in buildings through sustainability measures such as using efficient appliances, improving building insulation and shifting to renewable energy sources, embodied carbon reduction requires a shift in process for the entire supply chain. This means, that multiple countries responsible for the extraction of raw materials, the development and manufacturing, the transport, the selling and then the recycling of waste, must review their procedures and consider more sustainable options.

In many situations, companies look to **carbon offsets** as a way of compensating for emissions and to try to achieve net zero. Carbon offsetting is when a company pays to support projects that reduce carbon emissions or remove carbon from the atmosphere and store it. Carbon-offsetting projects can include planting trees or developing renewable energy sources. However, many carbon-offset projects are not efficient and have been found not to deliver on emissions promises. As a result, if a company does not directly alter its processes, offsetting alone will not reduce the amount of fossil fuels being burnt, which is one of the fundamental drivers of climate change. It is important to focus on moving towards **carbon insetting**, the development of sustainable practices within a company's own supply chain or operations. In the UK, the annual greenhouse gas emissions are estimated to be 450 metric tonnes of carbon dioxide equivalent per year. To offset these carbon emissions by tree planting, an area three times larger than the UK landmass would be required.



Source 1: While carbon offsets can play a role in achieving net zero, it is important for companies to consider each step of their own supply chain and how they can practise more sustainably in the long-term.



Source 2: You can reduce your carbon footprint by considering your everyday activities.

Learning Ladder G3.14

Impacts of trade

1. Describe the impact that carbon offsetting.
2. Explain how carbon insetting in a company's supply chain affects its trade.
3. Compare the trade impacts of countries that focus on green products with those that rely on high-carbon goods.
4. If major countries reduce carbon emissions, what might happen to the trade of high-carbon products?

Strategies

1. How can countries work together to reach global net zero goals through trade?
2. Explain how planting trees as a carbon offset helps reduce a company's carbon footprint.
3. What could be the impact of countries prioritising net zero production methods on their exports?
4. How could a company reduce its carbon footprint without relying on offsets?

Make it spicy

Explain the interconnection between carbon insetting and achieving net zero.

HOW TO Interconnection, page xx

Geographies of interconnection

G4

Travel and trends

HOW DO TRAVEL CHOICES IMPACT PLACES?

xx

CAN TOURISM BE SUSTAINABLE? xx

HOW DO PEOPLE CONNECT THROUGH TRENDS? xx

HOW HAS THE DIGITISATION OF MUSIC INFLUENCED TRENDS? xx

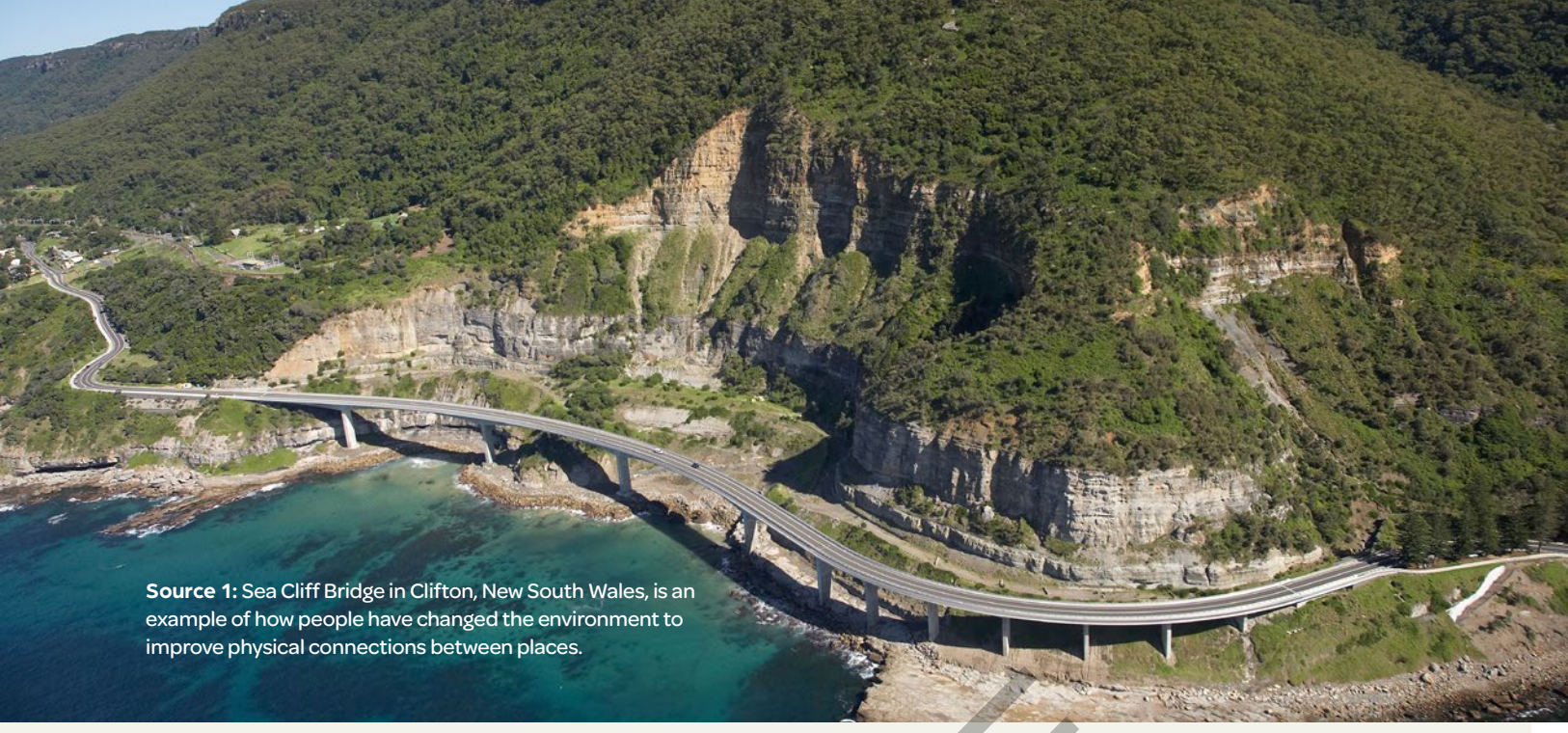
How can I understand travel and trends

The choices we make about what we eat, what technology we use and where we travel have huge implications for people and places. We need to ensure that we are making sustainable choices, so that future generations can enjoy the same experiences we do today.

Learning Ladder

The Learning Ladder lists the knowledge and skills you will develop throughout the year, with five levels of increasing difficulty. By mastering foundational knowledge and skills at the lower levels, you will build a solid understanding that prepares you to tackle more advanced concepts and skills as you progress toward the top.

Steps in skill progression	Tourism	Impacts of travel	Trends	Planning and collecting	Representing information
5	I can analyse how tourism changes places.	I can evaluate the sustainability of tourism management.	I can analyse the long-term impacts of trends.	I can use geospatial technology to record data.	I can follow ethical practices when working with data.
4	I can predict changes in tourism patterns.	I can predict tourist management changes.	I can compare the impact of trends across regions.	I can gather primary data.	I can use geospatial technologies to create maps.
3	I can explain how tourism has changed over time.	I can compare tourism management strategies.	I can explain how technology spreads trends.	I can gather information from secondary sources.	I can use geographic conventions to construct maps
2	I can describe how tourism changes places.	I can explain tourism impacts.	I can describe how trends are interconnected.	I can plan an inquiry.	I can represent data and information.
1	I can identify tourist destinations.	I can describe tourism impacts.	I can identify trends.	I can ask open-ended questions.	I can select data relevant to a question.
	Travel and trends			Geographical inquiry	



Source 1: Sea Cliff Bridge in Clifton, New South Wales, is an example of how people have changed the environment to improve physical connections between places.

Interpreting information	Making conclusions	Strategies	Presenting ideas	Steps in skill progression
I can use geographical concepts to structure data analysis.	I can evaluate ethical considerations.	I can consider perspectives to evaluate strategies.	I can analyse the implications of phenomena.	5
I can predict change to patterns.	I can assess the reliability of data.	I can design strategies.	I can explain interconnections with data.	4
I can explain distributions and patterns.	I can write evidence-based conclusions.	I can predict the impact of a strategy.	I can support explanations with data.	3
I can describe distributions and patterns.	I can describe the impact of geographical phenomena.	I can explain a strategy.	I can explain the relevance of information.	2
I can read graphs and maps.	I can answer geography questions.	I can describe a strategy.	I can describe phenomena using geographical terms.	1
	Concluding and decision-making		Communicating	

How do people connect through tourism?

Tourism is defined as a person, or group of people, visiting a place other than where they live or work, for more than 24 hours and less than 12 months. Tourism encourages movement of people from place to place to explore new environments, visit friends or family, and experience other cultures.

Domestic tourism

Domestic tourism is the movement of people within their own country. For example, you may visit the theme parks in Queensland for a family holiday. In 2022, the north and aouth coasts of NSW received around 5.7 million domestic overnight tourists. Sydney was ranked the top destination for domestic travel in Australia for 2022 with over three million visitors recorded. Given the size of Australia, air travel still remains popular, with over five million people travelling domestically across Australia by plane in August 2023 alone.

International tourism

International tourism is when you travel to a different country from where you live or work. The country that you travel to is referred to as the host country. You may travel to a host country by plane or on a cruise ship. More and more international visitors were travelling to Australia each year between 2010 and 2019. However, when the COVID-19 pandemic hit in 2020, it restricted international movement and visitor numbers dropped from 8.6 million in 2019 to 140 000 people in 2021. As restrictions have now eased, we are seeing a slow rise again in international tourists. In 2023, over five million people came to visit Australia.

Region of stay	Aug 2023	12-month change (%)
NSW	230 460	90.7
Victoria	146 660	67.9
Queensland	141 410	71.0
SA	14 860	43.0
WA	54 240	57.7
Tasmania	4 140	51.6
NT	4 960	-10.9
ACT	6 640	48.9
Australia	603 360	73.2

Source 1: International tourists in Australian states and territories in 2023. International travel was restricted during the COVID-19 pandemic crisis from 2020 to 2022, but is showing signs of recovery.

International tourists to Australia, 2013–23

Source: Australian Bureau of Statistics

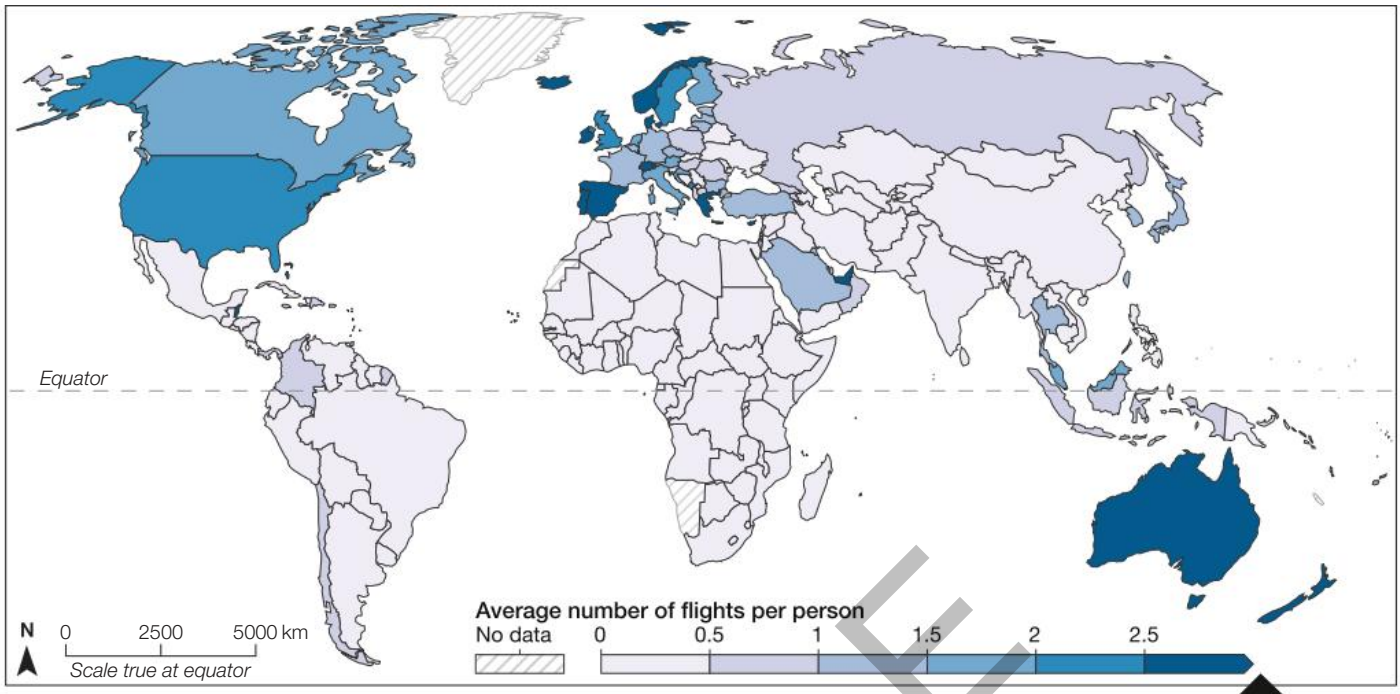
Source 2: The number of international tourists to Australia from 2013 to 2023

Tourist connections in the world

Through tourism, people are able to connect to places and different environments, engage in new traditions, consume new foods, and develop a deeper appreciation of the many cultures in the world. For example, Cappadocia in Turkey attracts millions of tourists annually. Tourists can hike the unique landscapes, engage in tradition by visiting historical sites, share experiences such as the famous balloon rides, and develop an appreciation for Turkey culture by trying the foods and learning the customs. This increased sense of connection with places in the world improves global cultural understanding.

Source 3: Tourists can experience hot-air ballooining over the famous valleys in Cappadocia, Turkey.

Air trips per head of population, 2019



Source: Our World in Data

Source 4: The number of domestic and international air trips per head of population in 2019

Source 5: The Sydney Opera House is Australia's most visited tourist destination, with 10.9 million visitors annually.

Learning Ladder G4.1

Tourism

1. Identify three tourist destinations.
2. Source 5: How has tourism shaped places like Sydney?
3. Source 1: How did the COVID-19 pandemic impact tourism?
4. Source 1: Predict how tourism patterns may change in the coming years.

Interpreting information

1. Source 1: Which state has the most international visitors?
2. Source 2: Describe the change in the number of international tourists to Australia between 2013 and 2023.
3. Source 1: Explain reasons for the pattern shown.
4. Source 4: Predict how air travel may change per head in the future.

Make it spicy

How can we use the concept of *space* to explore tourism?

HOW TO Space, page xx

How do travel choices impact places?

Tourism can have positive and negative effects on places. Positive impacts include contributing to the local economy; negative impacts include increased carbon emissions from your flight or disrespecting local cutures and traditions.

Positive impacts on people and place

Tourism is a huge global industry. It is estimated that in 2023, tourism employed over 320 million people worldwide. Tourism can support places by creating jobs, encouraging the construction of **infrastructure** and spreading understanding and appreciation of local cultures and environments. Tourists can also provide a short-term workforce to the host country. Prior to the pandemic, backpackers visting Australia accounted for 80 per cent of the country's fruit picking and harvest jobs.

Travel gives tourists the opportunity to experience different cultures, taste new foods and meet new people. Consuming local foods and drinks, buying handcrafts, and watching local cultural performances of music, theatre and dance helps support local employment, preserve traditional customs and improve cultural understanding.

Negative impacts on people and place

One of the largest negative impacts tourism has is on the environment. Whether it is **biodiversity** loss as a result of land clearing for development, creating physical disturbance to natural areas or overcrowding. Unfortunately, while plane travel has resulted in reduced **temporal distance** between places, it is also one of the biggest greenhouse gas emitters. Around 8–11 per cent of global emissions are linked to tourism – more than the construction industry. Around 17 per cent of emissions are linked with aviation.

It is predicted that by 2030, two billion people will travel internationally each year. As influencers advertise trips to exotic and 'untouched' locations on social media, it can create a sudden influx of visitors to a place that is not built to cater for masses of people. In some instances that can mean there are not enough toilets, roads are not safe for travel, or there may not be safety barriers or infrastructure in place to prevent accidents.

Source 1: Mount Everest is suffering from overtourism, with long lines to the summit and waste-management issues creating challenges for local and national governments.

The term **overtourism** is used to describe the sudden and dramatic increase in numbers to a place. For example, in Venice, Italy, around 20 million people visit annually. The number of visitors has had a huge impact on Venetian locals, the historical city, and the water quality from increased pollution and waste output. To combat overtourism, as of January 2023, tourists travelling to Venice have to register their visit and in some instances pay an entry fee.

Source 2: Overtourism dramatically impacted Maya Bay in Thailand. Tourist numbers skyrocketed following the release of the movie *The Beach* in 2000, about a group of backpackers staying at beautiful Maya Bay in Thailand. Tourist numbers increased from less than 1000 to as many as 8000 visitors a day, with up to 100 boats in the bay at the same time. The boats' propellers pushed sand over the coral, and their anchors broke the delicate coral. Soon just 8 per cent of the bay's reef remained undamaged. The bay was closed to tourism in 2018 to replant coral and help wildlife such as clownfish, lobsters and sharks to regenerate. It has reopened with strict conditions on the number of tourists and the areas they can go.

Overtourism

Tourism to Mount Everest generates $300 million annually for Nepal, but it comes with significant challenges. Since 1953, over 300 people have died on the mountain, and expeditions have surged from 3600 in 1979 to over 58 000 in 2019. Climbing Everest used to require years of mountaineering experience, but commercialisation has changed this. Climbers can now pay between $32 000 and $200 000 to attempt the summit, with 463 permits issued in 2023 alone. Waste management is a growing issue, with around 30 tonnes of garbage littering Everest. A 2014 government scheme now requires climbers to deposit $4000, which is refundable if they bring back at least 8 kilograms of waste to Base Camp.

Learning Ladder G4.2

Impacts of travel

1. Define the term 'overtourism'.
2. How can tourism provide a short-term workforce?
3. How can tourism be managed in different places?
4. Source 2: Predict what might have happened to the environment of Maya Bay if no action had been taken to protect it.

Planning and collecting

1. Source 1 or 2: Write two open-ended questions you could use to investigate over-tourism in these places.
2. How do photographs help us understand places and the impacts people have on them?
3. Source 1 or 2: For one of these places, collect data that explores the positive and negative impacts tourism has had on local communities and environments.
4. Design and conduct a survey to explore the question, 'Does tourism have more negative impacts than positive impacts on a place?'

Make it spicy

How has overtourism *changed* Mount Everest?

HOW TO Change, page xx

Case Study

What impact is tourism having on Venice?

Venice is a famous island city in Italy that was built on top of a marshy lagoon. It attracts more than 25 million tourists every year, who come to seek out its unique canal architecture and culture. Tourism has a significant impact on the local environment.

Water degradation

Millions of tourists in Venice generate large amounts of pollution, such as plastic bottles, food scraps and litter. Most of Venice's sewerage flows directly into the canals. Increasing tourist numbers has resulted in more untreated wastewater being released into the lagoon. This can release harmful bacteria, pathogens and nutrients, increasing the growth of algae and decreasing local wildlife.

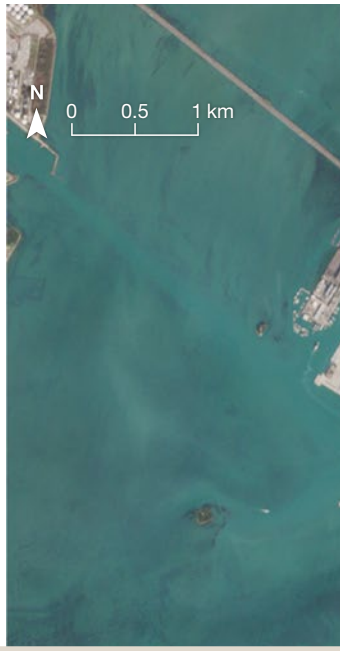
The boats that transport tourists around Venice release boat fuels and oils, and the protective paint on the underneath of boats can leak toxins and heavy metals into the water. This affects the quality of the water and impacts local fish species and the birds that feed on them. The large number of boats can also erode the banks of the lagoon and canals, releasing sediments into the water and decreasing the clarity of the water. This limits the ability of the underwater seagrass meadows and seaweed to photosynthesise.

Through the lockdowns during the COVID-19 pandemic, the reduction of tourists in Venice resulted in clearer waters and higher water quality, as seen in Source 2.

Wildlife

The construction of infrastructure, hotels and transportation for tourists in Venice has impacted and fragmented natural habitats and vegetation. This reduces access to food, breeding grounds and shelter for local species such as crabs, sea bream and black-headed gulls. The loud noise and bright lights of the island city can stress species and affect their normal behaviours.

Discarded food and litter from tourists, along with tourist infrastructure providing a great site for nests, has contributed to a pigeon population in excess of 100 000 in Venice. Pigeons disrupt native species by increasing competition for food, and the excessive pigeon faeces can contaminate water sources and soil.



Source 1: Venice's crowded waterways increase water **turbidity** and pollution in the lagoon.

Source 2: A satellite image taken on 13 April 2020 during Italy's COVID-19 lockdown shows the impact of tourism on the clarity of Venice's water. This image shows darker blue water as sediment has been allowed to settle on the floor of the lagoon. The same scene a year earlier shows busy boat traffic and milky waters full of sediment stirred up by boats in the canals and waterways.

Learning Ladder G4.3

Impacts of travel

1. Source 2: Describe the change in water quality and water traffic shown in the two satellite images.
2. Source 2: Explain how lockdowns during the pandemic influenced the environment in Venice.
3. Suggest how technology could improve the environmental impacts in Venice.
4. Research current management practices in Venice and predict how these may change in the future.

Making conclusions

1. Source 2: Describe the the natural and built characteristics of this environment.
2. Describe three different threats to the natural environment of Venice.
3. Explain the impact of high pigeon numbers in Venice.
4. How reliable is the change observed during the pandemic for attributing water quality in Venice to tourist numbers?

Make it spicy

How has tourism in Venice *changed* over time?

HOW TO

Change, page xx

How has tourism changed Phillip Island?

Victoria's Phillip Island has long been a holiday destination for domestic and international tourists. The island is widely recognised for its beaches, natural landscapes and wildlife.

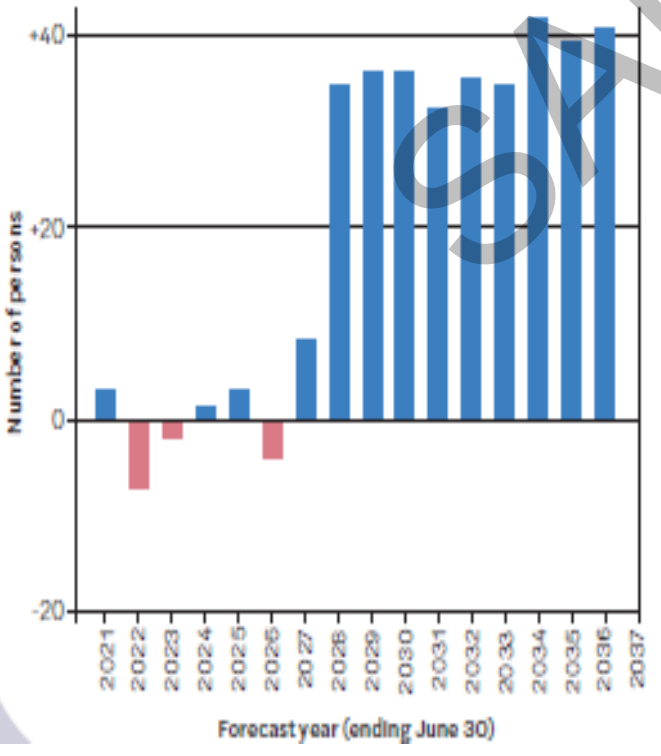
Phillip Island has been marketed as a natural tourist site since around 1840, when wealthy families would sail to the island from the mainland. These visitors introduced invasive species such as rabbits, pheasants and foxes in order to hunt them for sport.

In 1940, a bridge connecting Phillip Island to the mainland was built, which led to an increasing influx of tourists. Currently, Phillip Island hosts more than four million visitors annually. Natural tourism attractions are highly developed, with advanced viewing platforms and an education centre.

Phillip Island has a small community of 7000 permanent residents. The local council has predicted that the population will be stable over the next few years, and increase slowly from 2028 (Source 1). However, the island has four major supermarkets and many restaurants open year-round. This imbalance between the local population's needs and infrastructure for visitors is another example of how seasonal tourism can have a large impact on how a place changes over time.

Tourism to the region has grown rapidly over time. By the end of 2022, tourists had spent over $753 million in the Phillip Island/Bass Coast region. Tourism on Phillip Island employs around 6000 people. Tourism spending has increased by 36 per cent and more people are choosing to stay overnight, rather than just visit for the day. In 2022, Phillip Island received over 22 million domestic and international visitors.

Phillip Island forecast population change



Source: id, the population experts, November 2017

Source 1: Forecast of local population change on Phillip Island: from 2028, the local population is predicted to increase by 30–40 people per year, while visitor numbers will continue to boom.

Source 2: Overlooking the penguin reserve at Summerland Beach, Phillip Island, c. 1920–54

Source 3: People wait for the penguin parade at Phillip Island in 2017. How is the infrastructure different from what is shown in Source 2?

Source 4: A travel poster from the 1930s for Victorian Railways

Learning Ladder G4.4

Tourism

1. Identify the absolute location of Phillip Island.
2. Source 1: How has the population changed over time on the island?
3. Source 1: How might the local population growth be interconnected with tourism?
4. Create a timeline showing the changes over time in tourism and the infrastructure of the island. Add a 'future' section to the timeline and predict what changes may occur in the next 10 years.

Representing information

1. Source 2: How are historical photographs helpful to answering inquiry questions?
2. Using Google Maps, outline the directions to travel by car from your school to Phillip Island.
3. During the summer months, the bridge to Phillip Island can be choked with traffic. Ferries and additional bridges have been suggested as ways to address this. Construct a sketch map to illustrate an idea you think could solve this problem.
4. Search for Phillip Island using Google Earth. Using the timelapse function, comment on how the island has changed since 1984. Pause the panel at the bottom of the screen to study different years. When do you think Phillip Island experienced the most change?

Make it spicy

Describe the relative *location* of Phillip Island.

HOW TO Place, page xx

Can tourism be sustainable?

Ecotourism helps to protect the wellbeing of local people and the environment. It encourages nature-based activities that increase the tourist's appreciation and understanding of natural environments and cultural values.

Ecotourism

Tourists now are becoming more aware of their impacts and are working to travel more sustainably. One way to travel more sustainably is to engage in ecotourism. The primary aim of **ecotourism** is to experience the natural world and learn how to protect, sustain and conserve the environment for future generations. In order to be considered an ecotourism destination, tours or resorts must meet the following criteria:

- protection of the environment through habitat, species and traditional culture conservation and the minimisation of waste
- presentation of information that educates tourists about local values, heritage and culture
- honesty in marketing, reporting of pollution, managing protected areas and supporting local Indigenous communities.

▲ **Source 2:** Do you agree with this cartoon?

Source 1:
A safari tour in a national park in Tanzania

Source 3: Ecotourism does not require you to camp or 'rough it'. In fact, some luxury resorts have been certified as ecotourism destinations in Australia. The way they operate, educate and market are seen to meet the requirements for ECO certification.

On a global scale, in 2022 it was estimated that the ecotourism market was worth US$172.4 billion and it is projected to more than double by 2028. Countries such as Iceland, Kenya and Nepal were some of the most popular ecotourism destinations. Increased popularity is due to more affordable sustainable travel options, increasing climate change awareness, and social media influence in highlighting ecotourism locations and activities. Unfortunately, in many regions, political instability remains a limiting factor to the expansion of ecotourism, and **overtourism** is a problem in some areas.

Learning Ladder G4.5

Tourism

1. Using the definition of ecotourism, list two examples of ecotourism destinations that you have visited or would like to visit.
2. One of the ecotourism criteria is education. Suggest why this is important for encouraging sustainable travel.
3. Source 1: Write a list of five rules that tourists must obey on a safari to follow ecotourism guidelines.
4. Consider one of your favourite or dream holiday destinations. Does this location meet the three criteria to be an ecotourism destination? How could it change in the future to meet the criteria?

Strategies

1. List the criteria tours or resorts must meet to be classified as 'ecotourism'.
2. Source 2: Explain what this cartoon is trying to say. Do you agree with it?
3. Research ecotourism destinations in Australia. Critically investigate the activities offered at one of these places and discuss as a class whether it is a true ecotourism destination.
4. Prepare a brochure to advertise your own ecotourist resort or adventure.

Make it spicy

How can ecotourism change *places*?

HOW TO

Change, page xx; place, page xx

What is culturally responsible tourism?

Culturally responsible tourism empowers Indigenous communities to share knowledge with tourists to help provide a more meaningful understanding of local cultural, social and environmental issues.

Culturally responsible tourism

Responsible cultural tourism, when developed in close consultation with, or led by, First Nations people, can empower and elevate the voices of their communities. By shedding light on their ancestral knowledge, land and water management practices, as well as their relationship with Country, cultural tourism has the potential to disrupt colonial myths and misconceptions. It can serve as a powerful medium to impart the rich history and wisdom of First Nations to the world.

Culturally responsible tourism in Byron Bay

The Bundjalung of Byron Bay people hold a rich history spanning thousands of years. They are the traditional Custodians of land and waters and their presence holds profound significance in the region.

Acknowledging the ability of cultural tourism to empower First Nations communities, *Explore Byron Bay* took the initiative to introduce tours led by Delta Kay, a Byron Bay Bundjalung woman. She is deeply passionate about sharing her cultural heritage, while making positive behaviour change with travellers coming to Byron Bay. Through these tours, visitors experience a profound personal connection with the land, so they learn and understand to be part of nature and not separate from it.

Delving into pre-colonial history and witnessing ongoing sustainable land management practices shows visitors how First Nation Peoples have always acted to protect the health of the environment for generations to come.

Delta Kay's personal stories play a vital role in these tours, shedding light on the historical impact of colonisation and displacement on her people. She shares their journey towards securing Native Title, which further enriches the understanding of visitors about the struggles and resilience of the Byron Bay Bundjalung community.

Source 1: Delta Kay is a tour guide around Cape Byron who shares her knowledge of local bush tucker, medicine, tools and weapons

> Being in and part of Country keeps us connected to our culture and our ancestors. In traditional ways of managing the health of Country, there is no strict separation of water, land, air, plants and animals, as all are perceived as interconnected. They are managed as a whole to keep Country healthy.

Source 2: Delta Kay is a proud Bundjalung woman who offers an experience for tourists to Byron Bay to learn about the importance of connection to culture and Country.

At the heart of the tour is the preservation of the Bundjalung language, as participants are encouraged to learn Bundjalung phrases, fostering cross-cultural communication and appreciation for kinship ties to the wider Bundjalung Nation. Additionally, the tour provides bushfood tasting and medicinal practices, fostering appreciation for the relationship with the land in First Nations customs and culture.

Delta Kay's teachings, alongside these immersive experiences, empower visitors and uplift the voices of the Bundjalung community to protect traditional knowledge and land sovereignty.

Culturally irresponsible practices in the First Nations art industry

The First Nations art industry is an important part of cultural tourism and economic self-sufficiency. First Nations art galleries, exhibitions and workshops attract tourists interested in Indigenous cultures and art. Millions of other visitors go to tourist shops selling boomerangs, digeridoos and other 'Aboriginal' souvenirs, with no genuine connection to First Nations communities or their cultures. It is estimated that up to 80 per cent of stores offering these items are selling fakes made overseas.

Birubi Art Pty Ltd, a company supplying products featuring First Nations art symbols and designs, engaged in culturally irresponsible practices by falsely claiming that the items were handpainted by First Nations artists and made in Australia. Following action by the Australian Competition & Consumer Commission (ACCC), the Federal Court found the company guilty of misleading consumers, revealing that the products were manufactured in Indonesia, not by First Nations artists. As a result of the court's findings, Birubi Art was ordered to pay a significant penalty of $2.3 million, emphasising the gravity of misleading practices that harm First Nations communities.

Source 3:
Producing fake products is a culturally irresponsible practice that exploits First Nations Peoples.

Learning Ladder G4.6

Impacts of travel

1. Source 2: Describe how Delta Kay shows tourists how Bundjalung people use resources on Country.
2. Source 3: Explain why the production of fake Aboriginal items does not help the sustainability of First Nations businesses.
3. What is meant by the following sentence: 'Cultural tourism has the potential to disrupt colonial myths and misconceptions.'
4. Given the close connection of First Nations Peoples to Country, what other actions might be considered culturally irresponsible?

Presenting ideas

1. What is culturally responsible tourism?
2. Source 2: How does Delta Kay explain the importance of being a part of Country?
3. Source 2: How does Delta Kay explain how her people have always managed the environment?
4. How is tourism interconnected with cross-cultural communication?

Make it spicy

How can tourism help empower and *sustain* communities?

Sustainability, page 16

HOW TO

How can Uluru–Kata Tjuta National Park be sustainably managed?

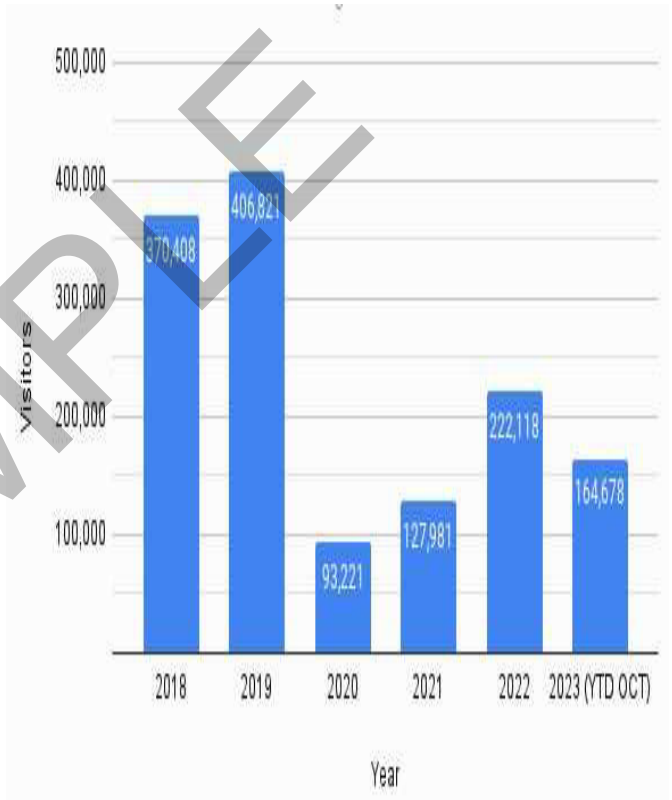
One of the intentional outcomes of the colonisation of the Australian continent and the adjacent islands was the dispossession of First Nations Peoples from their respective territories. Part of this dispossession often included renaming landmarks and places to justify the illegal seizure of the land. An outcome was that First Nations Traditional Owners had no power to make decisions, access or care for Country in the ways that the ancestors have done for many tens of thousands of years.

Joint management

After almost 200 years of colonisation, the Uluru–Kata Tjuta National Park was handed back to the Traditional Owners in 1985. This was a landmark moment.

Like all national parks in Australia, the Uluru–Kata Tjuta National Park requires constant care to ensure that the biome is supported so it continues to thrive. By handing the national park back to the Anangu Traditional Owners, one of Australia's most important joint management model was established. This means that at any given time, there are 12 people who make up the park's board of management. Eight are Aboriginal members nominated by the Traditional Owners, one member is nominated by the Federal Tourism Minister, one by the Federal Environment minister, one by the Northern Territory government, and one is the director of Parks Australia, the organisation responsible for all national parks.

Number of visitors to Uluru



Source: XXXXXX

Source 1: Uluru is a popular tourist destination and requires careful management.

Every member of the board except the director of Parks Australia must be accepted by the Anangu Traditional Owners and this ensures that the board understands the importance of caring for Country and the cultural significance of the place. By having the Anangu Traditional Owners leading the park's board, they are able to ensure that the park is cared for through the application of Tjukurpa; the law, knowledge and Dreaming philosophy of the Anangu Peoples.

Source 2: Some of the reasons for banning the climb were that tourists would disrespect the sacredness of Uluru by defecating on it or leaving discarded nappies, and this waste would then be washed off Uluru in the next rains and would contaminate essential waterholes used by birds and animals around the base.

Banning the climb

Traditional Owners had protested against the climbing of Uluru for over 30 years, and finally, in October 2019, it was banned. This was due to the consistent drop in numbers of tourists choosing to climb Uluru and was voted by the board in a unanimous decision.

Source 3: Despite the falling popularity of the climb, the ban proved to be a controversial decision, and sparked a short resurgence of climbers and some high-profile political stunts by conservative politicians like Pauline Hanson, where she attempted to climb Uluru but got stuck part way up.

Learning Ladder G4.7

Impacts of travel

1. Describe the positive and negative impacts of tourism on the Uluru–Kata Tjuta National Park ecosystem.
2. Explain how the ban on climbing Uluru has impacted tourism in the national park.
3. How does the joint management strategy for Uluru–Kata Tjuta National Park compare to other national parks in Australia?
4. Predict how tourism management may change at Uluru–Kata Tjuta National Park now that climbing is banned.

Presenting ideas

1. Describe how the joint management of Uluru–Kata Tjuta National Park demonstrates the concept of 'sustainable tourism'.
2. Why is it relevant to consider the Traditional Owners' perspective when discussing the management of Uluru–Kata Tjuta National Park?
3. What data can you use to support the claim that banning the climb is important for preserving Uluru's cultural significance?
4. Source 1: How does the data on visitor numbers relate to the decision to ban climbing Uluru?

Make it spicy

Why is Uluru–Kata Tjuta National Park an important *place*?

HOW TO

Place, page xx

How do people connect through trends?

Travel destinations along with fashion, technology, social behaviour and even language are influenced by trends. Trends can be defined as the popularity of a particular thing or place that gains momentum in society. Trends can occur over short or long time periods, and can cycle in and out as people's attitudes and interests change.

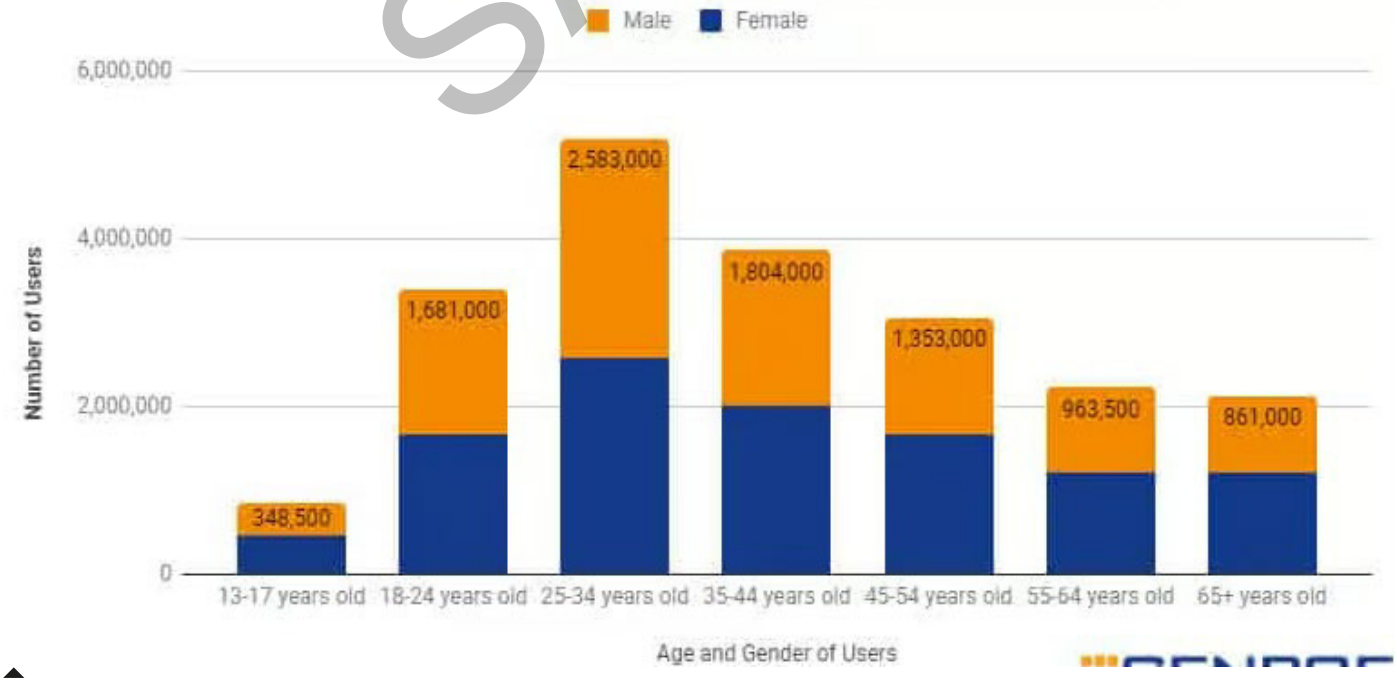
Trends are often prompted by industries, which use advertising and influential people to promote products, places or behaviours. Trends can alter society, impact traditions and shape the way we live, work and interact.

Social media is a huge trend that has dramatically impacted the way people interact and form relationships. Globally, over 350 million people worldwide now use dating apps to find a partner. Reports have found that around 70 per cent of individuals who meet online form romantic relationships. Instagram is now the world's most popular app, with more than 696 million downloads in 2023 and 39 per cent of users opening it at least once per day.

While digital connectivity helps connect people, it also has a range of dangers. Research suggests that engagement with social media reduces the ability to focus, empathise and engage deeply with other people. It is also highly addictive, with an estimated 210 million people globally reporting the feeling of compulsions to log in or use social media regularly throughout the day. In 2024, the Australian Government made plans to legislate a minimum age to social media access to reduce social harm, the impacts of online bullying and screen addiction.

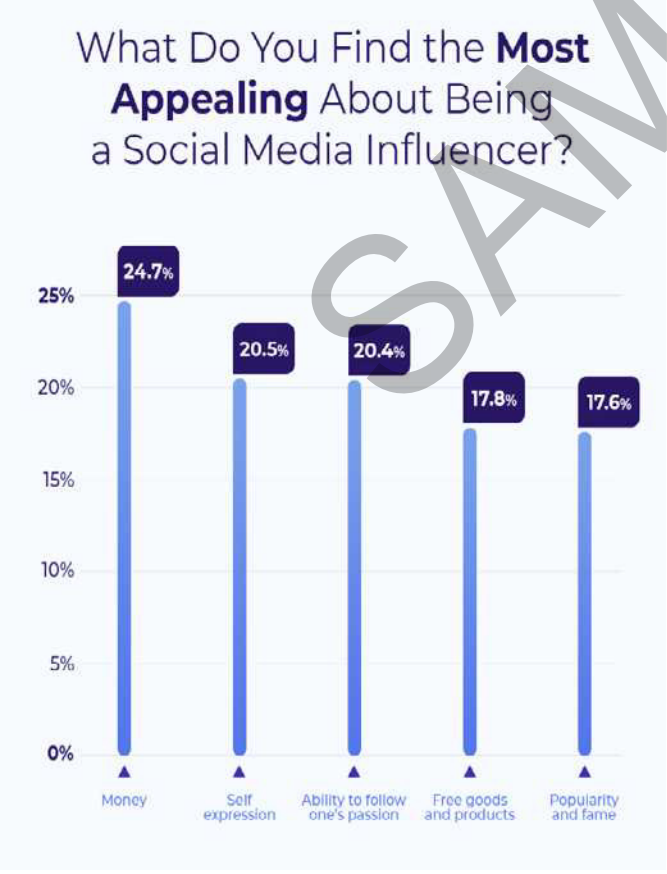
Trends have long been set by influencers. Historically these were political figures, fashion designers or celebrities; however, digital technology has made way for the official job title of 'Influencer' or 'Content creator'. Around 9 in 10 young Americans follow at least one influencer on social media. In a world full of distractions and instant content, influencers generate sales and build brand awareness by connecting with people's desire to following others. The global advertising industry is now worth over $853 billion.

Australian social media usage by age and gender



Source 1: Social media allows people of all ages to connect.

Source 3: Hashtags, likes and shares all increase the spread of information and connect people to various trends and fads.



Source: XXX

Source 2: People connect to brands and trends through other people like influencers who get paid to provide content and advice on particular products or services.

Learning Ladder G4.8

Trends

1. What are some current trends in your community?
2. What trends have emerged due to the rise of social media?
3. How do trends in social media, fashion and travel influence modern culture?
4. Explain how trends become global sensations.

Planning and collecting

1. What factors do you think contribute to the rise and fall of certain trends in society?
2. How would you design an inquiry to investigate the relationship between influencers and consumer behaviour in fashion trends?
3. What secondary sources could you use to find data on the impact of social media on trends in various regions?
4. Design and conduct a survey to explore the question, 'How are people's travel preferences influenced by trends?'

Make it spicy

How is the internet *interconnected* with modern trend development and spread?

HOW TO Interconnection, page xx

Case Study

How can geotagging change a place?

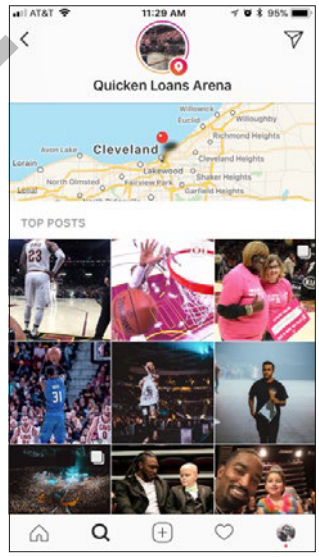
Historically, travellers relied on guidebooks and word of mouth to plan trips and discover new holiday destinations. While guidebooks are still popular, websites, blogs and social media now dominate travel advertising. When influencers or celebrities post pictures of themselves in particular places online, these destinations can go viral, impacting local communities and the environment.

Geotagging is the process of adding GPS location data to media, including photos or videos. It can be done through hashtagging, checking in or sharing location in the app settings on platforms such as Instagram and Facebook. By attaching a location to a social media post, it allows the photo to be found anytime when another user clicks on the same geotag. It can also be done through search engines like Google, where companies geotag their business, or facilities like petrol stations or healthcare clinics are marked, allowing people to find infrastructure on a map.

Geotagging can have both positive and negative impacts on people, place and the environment. Apps like Wheelmap help locate wheelchair-accessible routes, enabling travel while conservation efforts benefit from data on wildlife and environmental monitoring. Additionally, geotagging has social benefits, such as highlighting forgotten Black history through apps like Mapping Blackness.

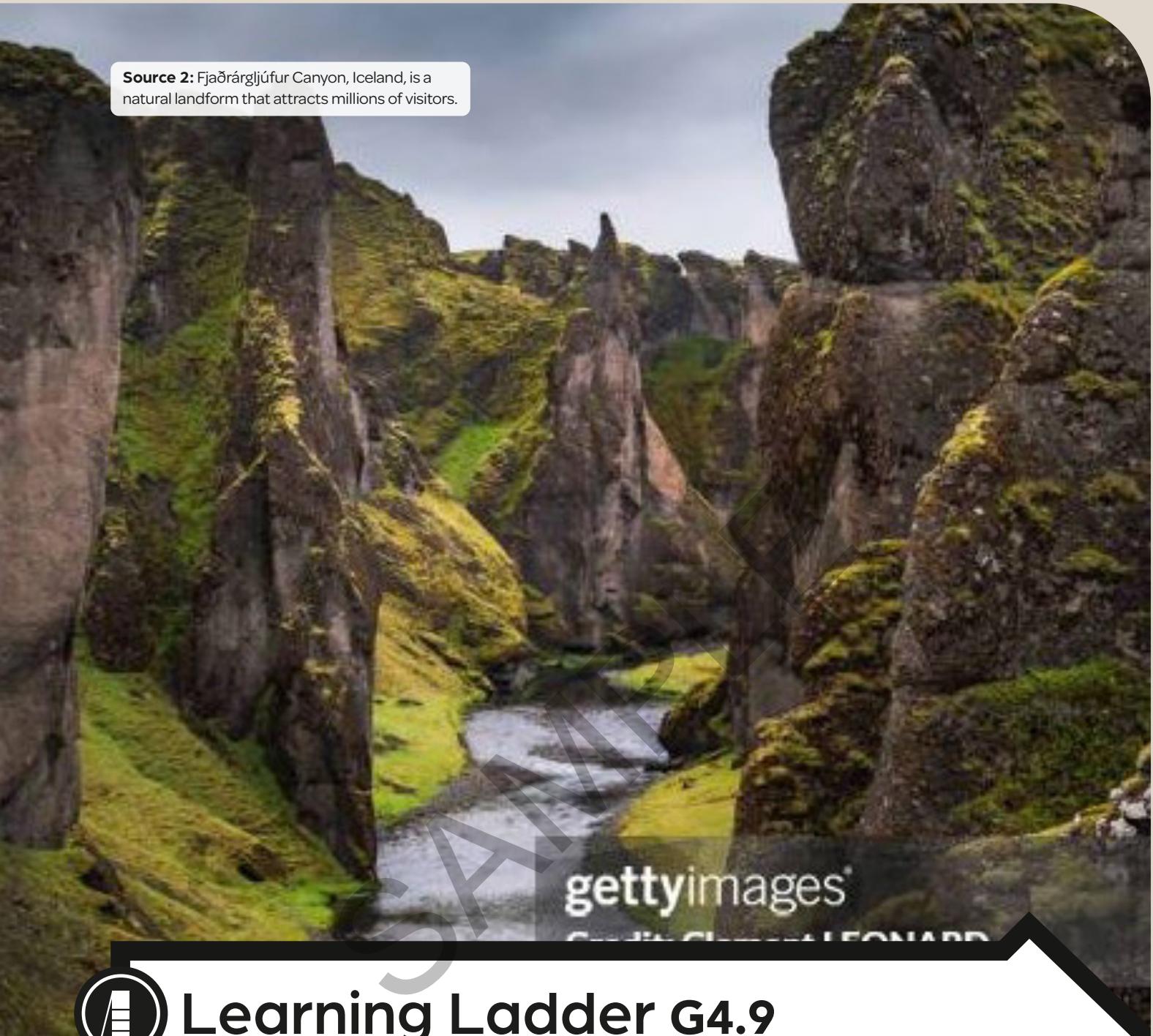
Geotagging can also start trends and make a place instantly famous. After singer and celebrity Justin Bieber filmed his music video at Fjaðrárgljúfur Canyon, Iceland, tourism to the site increased dramatically. The Fjaðrárgljúfur or 'feather river canyon' site was not designed to cater for large numbers of tourists, and so concerns were raised about vegetation and trail degradation. In 2020, the Environmental Agency of Iceland announced that Fjaðrárgljúfur would only be open five weeks out of the year to help protect local fragile ecosystems.

After the early rise of social media, Horseshoe Bend in Arizona saw a 100 per cent increase in visitors from 2010 to 2019. It now receives over two million visitors every year. In order to get the best photos and access various parts of the site, crowds created a maze of unofficial trails near the scenic lookout, degrading local environments, and people have died when reportedly crossing over safety rails. Infrastructure has now been built to cope with tourism popularity with a safe-viewing platform, new trails and signage reminding visitors to bring water and respect the local place.



Source 1: Geotagging encourages travel trends to go viral, impacting local people and place.

Source 3: Bogle Seeds Farm, Ontario, Canada, is a farm that went viral due to influencers tagging themselves in huge sunflower fields. The trend went viral and overwhelming crowds forced the farm to temporarily close.



Source 2: Fjaðrárgljúfur Canyon, Iceland, is a natural landform that attracts millions of visitors.

Learning Ladder G4.9

Trends

1. Identify three travel destinations that are currently trending.
2. How is social media interconnected with travel trends?
3. What is geotagging and how does it explain the popularity of particular sites?
4. Research and compare the popularity of one trending site over time. What impacts has geotagging had on this place?th different environmental standards?

Strategies

1. How is Fjaðrárgljúfur being managed?
2. Explain why the management of tourist sites is important.
3. Predict the impact developing infrastructure will have at Horseshoe Bend.
4. Design a strategy that aims to balance environmental, social and economic sustainability of a popular tourist destination.

Make it spicy

How do trends impact *places*?

Place, page xx

HOW TO

Case Study

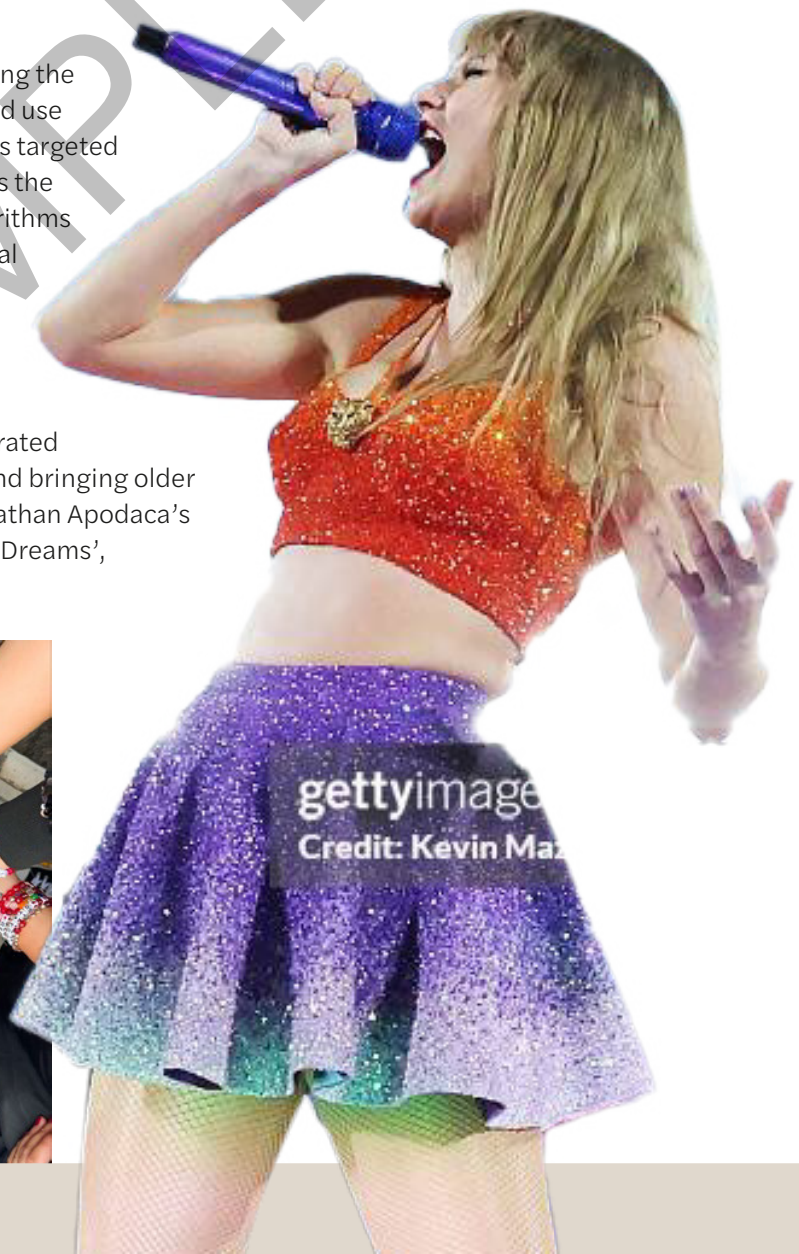
How has the digitisation of music influenced trends?

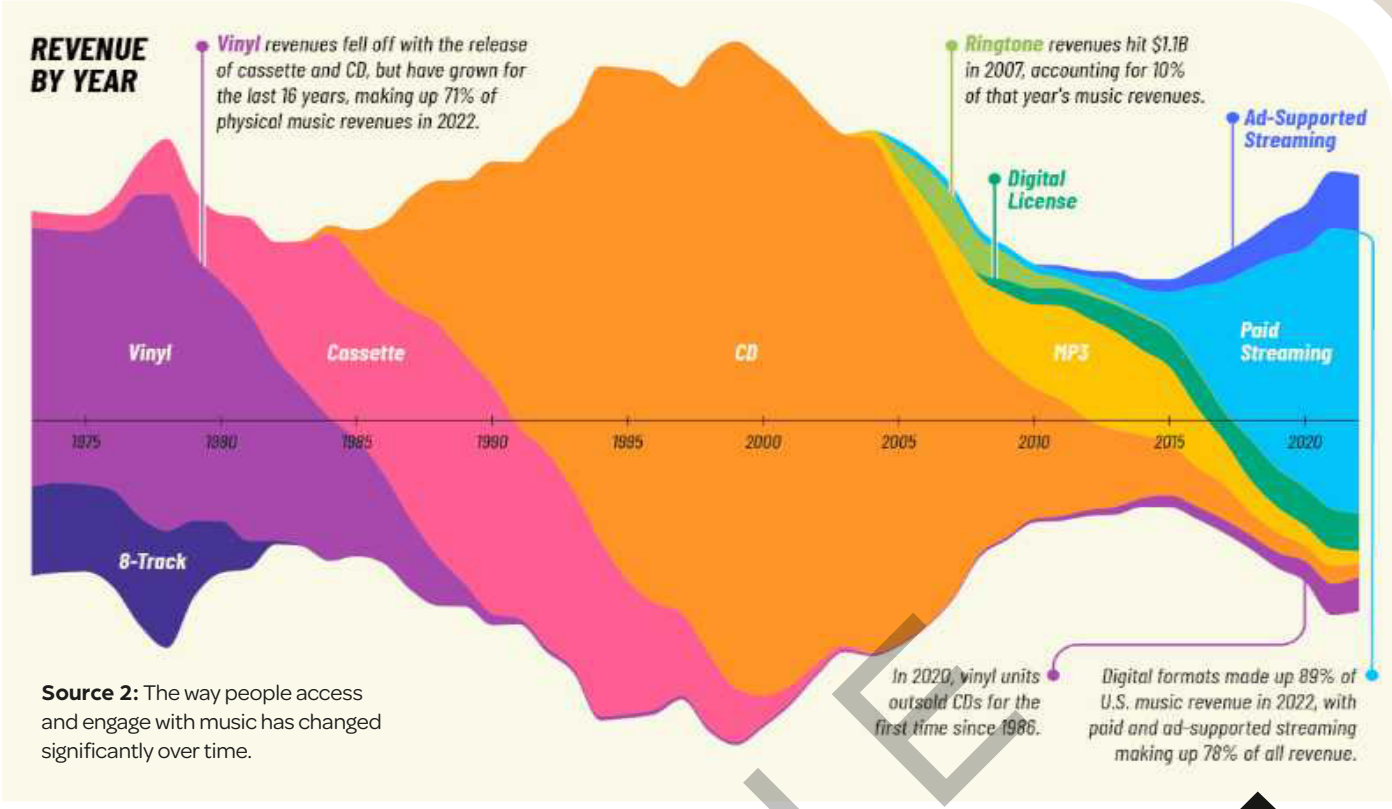
The digitisation of music, especially with the rise of streaming platforms like Spotify, Apple Music and YouTube, has transformed the way we listen to, share and connect through music. In 2021, music streaming accounted for 84 per cent of the industry's revenue. New music is now accessible anywhere, anytime, allowing people to explore a wide range of genres and artists, and connect with other people around the world.

Researchers now have the ability to analyse the emotions of populations based on their music-listening behaviours, which can significantly influence digital marketing. By studying the features of popular songs, platforms can track downloads and use **algorithms** to create detailed customer profiles. This enables targeted advertising, optimises song release schedules, and facilitates the planning of live events. Streaming services also employ algorithms to offer custom music recommendations, reflecting individual tastes and preferences, which strengthens the connection between artists and fans.

Social media and music streaming have not only reshaped listening patterns but also broadened listener engagement. Social media platforms, like TikTok, have integrated music trends into daily interactions, helping songs go viral and bringing older tracks back into the spotlight. One well-known example is Nathan Apodaca's viral TikTok video of him skateboarding to Fleetwood Mac's 'Dreams', which revived the song decades after its original release.

Source 1: Taylor Swift's 2024 Eras Tour sparked a viral trend among fans to make and trade friendship bracelets, with thousands of crafting tutorials and TikTok videos emerging. A bead company in Brisbane sold over 20 000 bracelets when Swift's Australian tour was announced. Swift herself has a massive following of over 400 million on platforms like Instagram, TikTok and X (formerly Twitter).





Source 2: The way people access and engage with music has changed significantly over time.

Music artists are no longer solely reliant on record labels promoting their work and interacting with their audience. Artists can use social media to engage directly with their fans, sharing new songs, personal stories, sponsored products, live updates and personal moments. Fans can also connect with each other all around the world, forming huge followings for artists and sharing commentary on their lives.

Vinyl records have seen a revival in recent years, with Australia reporting a $37 million revenue from vinyl sales in 2022, making up over 63 per cent of physical music sales. However, digital music remains a dominant force with over $1 billion in revenue for 2024.

Source 3: Young artists can use music streaming to create new content and develop a presence without the need for an agent or record label.

Learning Ladder G4.10

Trends

1. Outline reasons why vinyl records might be popular again.
2. How have streaming services changed music trends?
3. In what ways do platforms like TikTok and Spotify use technology to help music trends go viral?
4. How does music connect people and places?

Interpreting information

1. How can people connect with music and artists?
2. Describe how music listening has changed over time.
3. Explain what factors are interconnected with changing music trends.
4. Predict how music trends will change in the future. For example, how might artificial intelligence change the industry?

Make it spicy

How do artists connect with fans on local and global scales?

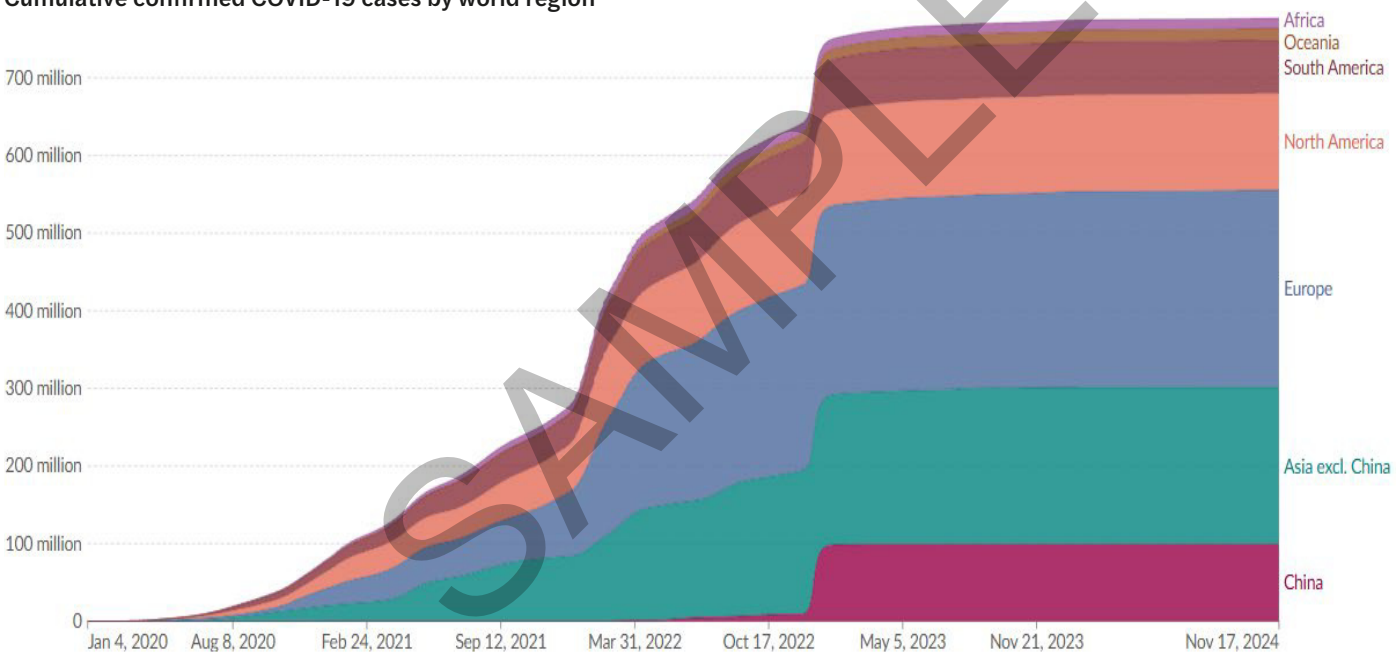
HOW TO Scale, page xx

Case Study

Why did the COVID–19 pandemic spread across countries?

The COVID–19 pandemic swept across the world in 2020, affecting global liveability by affecting health, employment, and access to goods and services. Governments scrambled to slow the spread of the virus for which there was no cure.

Cumulative confirmed COVID-19 cases by world region



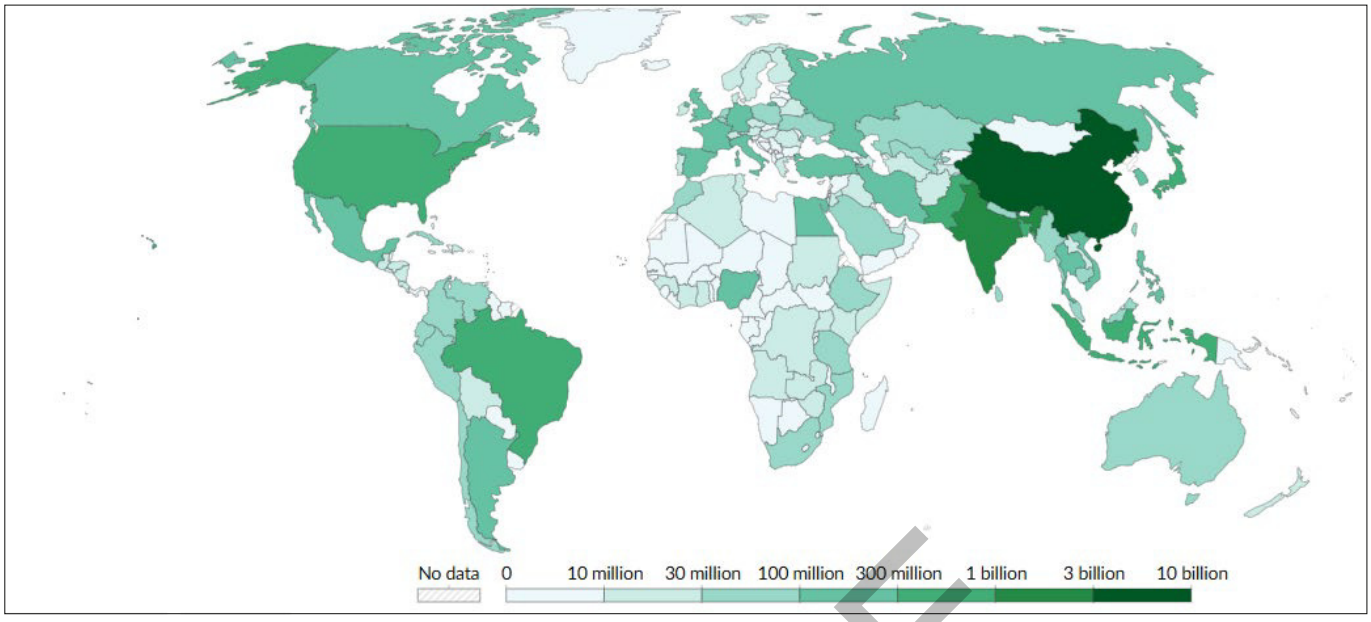
Source: XXX

On 11 March 2020, the World Health Organization (WHO) declared COVID-19 a pandemic, a global disease outbreak affecting multiple countries simultaneously. COVID-19, caused by the coronavirus SARS-CoV-2, is believed to have originated in a wildlife market in Wuhan, China, in late 2019. By mid-March 2020, China had reported around 80 000 cases and over 3000 deaths, but the virus quickly spread due to the interconnected nature of global travel and trade. Europe became the epicentre after significant outbreaks in Italy and Spain, while the USA, South Korea and Iran also experienced large surges in infections. By this time, over 60 000 cases and 2500 deaths had been reported outside China.

Source 1: COVID-19 and its variants continue to spread on a global scale.

In response to the global public health emergency, governments worldwide imposed strict lockdowns, restricted travel and enforced social distancing measures to slow the virus's spread and prevent healthcare systems from being overwhelmed. In Australia, travel bans were implemented, public gatherings were prohibited, and individuals who had been overseas or in contact with COVID-19 cases had to quarantine for 14 days.

Total COVID-19 vaccine doses administered by August 2024



Source: XXX

▲ **Source 3:** Total number of COVID-19 vaccines administered on a global scale as of August 2024

The vaccine movement and global distribution

Developing and distributing vaccines against COVID-19 became the next key stage in managing global outbreaks. By late 2020, a range of vaccines received authorisations from health authorities. WHO's COVAX initiative distributed vaccines to remote and rural areas in low- and middle-income countries.

The world continues to adapt to living with COVID-19. Governments have shifted to endemic management – treating COVID-19 as an ongoing, but manageable health challenge. A combination of vaccines and boosters, as well as mask-wearing and good hygiene, remain part of daily life to protect those most vulnerable.

▼ **Source 2:** Press conferences with then Victorian Premier Daniel Andrews became important viewing for Melbournians as restrictions to movement, daily activity and work arrangements altered regularly in response to case numbers.

Learning Ladder G4.11

Trends

1. Summarise the COVID-19 pandemic for a student in school 20 years from now.
2. How do pandemics illustrate how the world is interconnected?
3. How did technology lead to the spread and management of COVID-19?
4. Compare the impact of COVID-19 between regions.

Interpreting information

1. Source 3: How many vaccines have been administered in Australia as of 2024.
2. Source 3: Describe the distribution of vaccine administration on a global scale.
3. Source 1: Explain the pattern of COVID-19 cases across world regions.
4. Source 1: Predict how the number of COVID-19 cases may change in the next 10 years.

Make it spicy

How were government actions interconnected with the spread of COVID-19 during the pandemic?

HOW TO

Interconnection, page xx

G4.12

Why do financial crises have global impacts?

A financial crisis can occur when an economy faces major difficulties, like stock markets crashing, or a large number of people and businesses not able to repay loans or debts. These events can cause panic, reduce economic activity and lead to job losses.

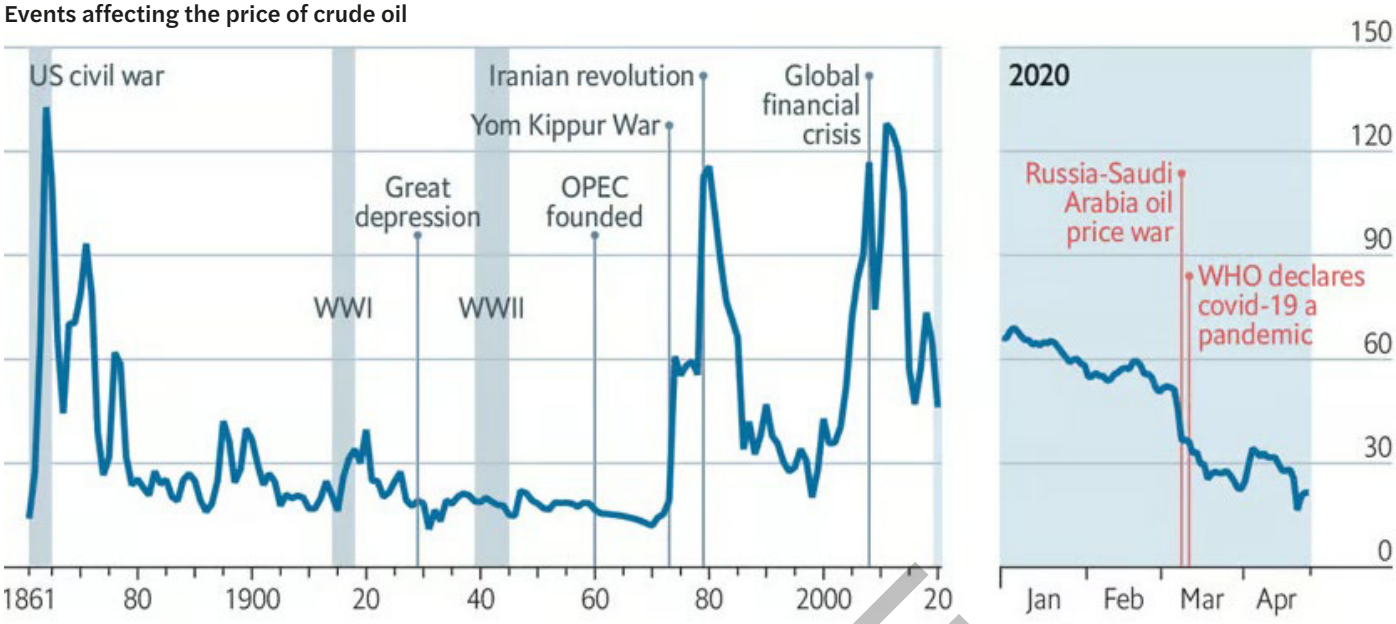
A **stock market** is a place where people buy and sell pieces of companies. These pieces are called **stocks** and **shares**. When you own a share, you own a tiny part of that company. The value of shares can change, with prices increasing, particularly if the company is profiting and doing well. When this happens, you can sell your stock for a profit. But if the company or national economy does badly, the stock price can go down. A **stock market crash** happens when people foresee changes in the market and panic, selling all their stocks all at once. A crash in the stock market can lead to a wider **financial crisis**. As companies lose value, they may shut down or reduce staff, causing widespread unemployment. Banks may also lose money, making it more difficult for individuals and businesses to obtain loans.

Financial crises in one country can often spread globally due to the connection of economies through trade and financial systems. Major countries in the northern hemisphere are centres for international commerce. For example, the stock market crash in the USA in 1929 contributed to the spread of the Great Depression throughout the 1930s.

The global banking system is also highly interconnected. Major financial institutions run across domestic and international borders. A crash in one country can lead to losses for these banks, affecting their ability to lend in other regions. Many countries carry significant levels of debt from stimulating economic growth, funding major projects or maintaining services. Countries borrow money to undertake long-term projects and respond to emergencies such as the COVID-19 pandemic or climate-related disaster. When there is a financial crisis in one place, banks may increase borrowing costs, making it more expensive for these countries to service their debts. This can lead to further crises, political strain and public pressure.

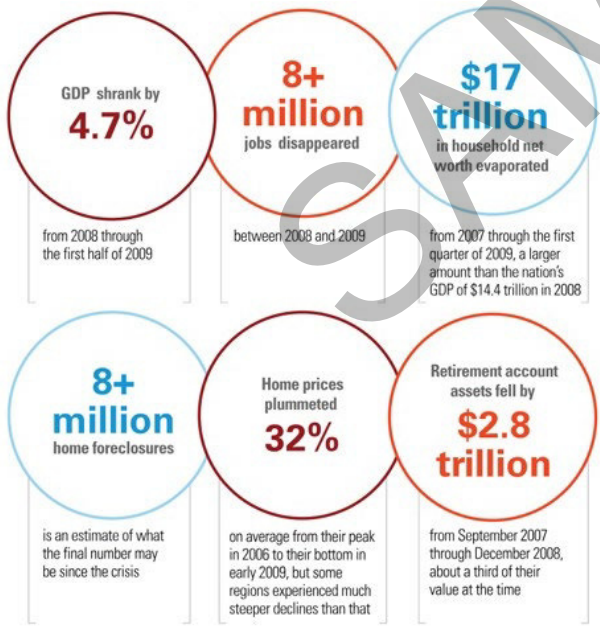
Source 1: Wall Street in New York, USA, is home to many major financial institutions, including the New York Stock Exchange.

Events affecting the price of crude oil



Source 3: Major exporters of commodities like metals, energy and agricultural products in the southern hemisphere, such as Australia, rely on international trade for their national economy. A financial crisis in the northern hemisphere can cause a decrease in global commodity prices due to reduced industrial demand, resulting in major economic impacts.

Some of the financial damage in the USA caused by the Global Financial Crisis



Source 2: The Global Financial Crisis of 2007–08 was caused by American banks awarding risky mortgages and a range of other complex financial products. Weak policies allowed banks to lend to people who couldn't afford to repay loans. When borrowers failed to pay, banks lost money, leading to a loss of trust, a credit freeze and a worldwide economic downturn. During this time, Australia avoided a technical recession by lowering interest rates, offering government incentives and the export demand remaining high from China for our goods and services.

Learning Ladder G4.12

Trends

1. What trends led to the Global Financial Crisis?
2. Describe how the interconnectedness of global financial systems can affect local issues.
3. How does technology contribute to the rapid spread of financial crises?
4. How do global financial crises impact economies across regions?

Making conclusions

1. What is the stock market?
2. What was the impact of the Global Financial Crisis?
3. What conclusion can you make about how stock market crashes affect job loss based on the information provided?
4. Discuss the following statement: 'Stock value is an accurate representation of how well a company is doing.'

Make it spicy

How can *environmental* disasters lead to economic issues?

HOW TO Environment, page xx

Mastering geographical concepts helps you think like a geographer, while developing skills in using maps, images, graphs and other data sources allows you to analyse patterns and distributions effectively. These skills are fundamental for exploring spatial relationships and conducting fieldwork, enabling you to answer important questions about how different factors interact with and affect the environment.

Geographical inquiry

This section will enhance your Geography skills by offering explanations and practical examples. Some examples will address real-world challenges and solutions, while others will use Happy Town, a fictional place that illustrates issues and processes that could occur in your own community.

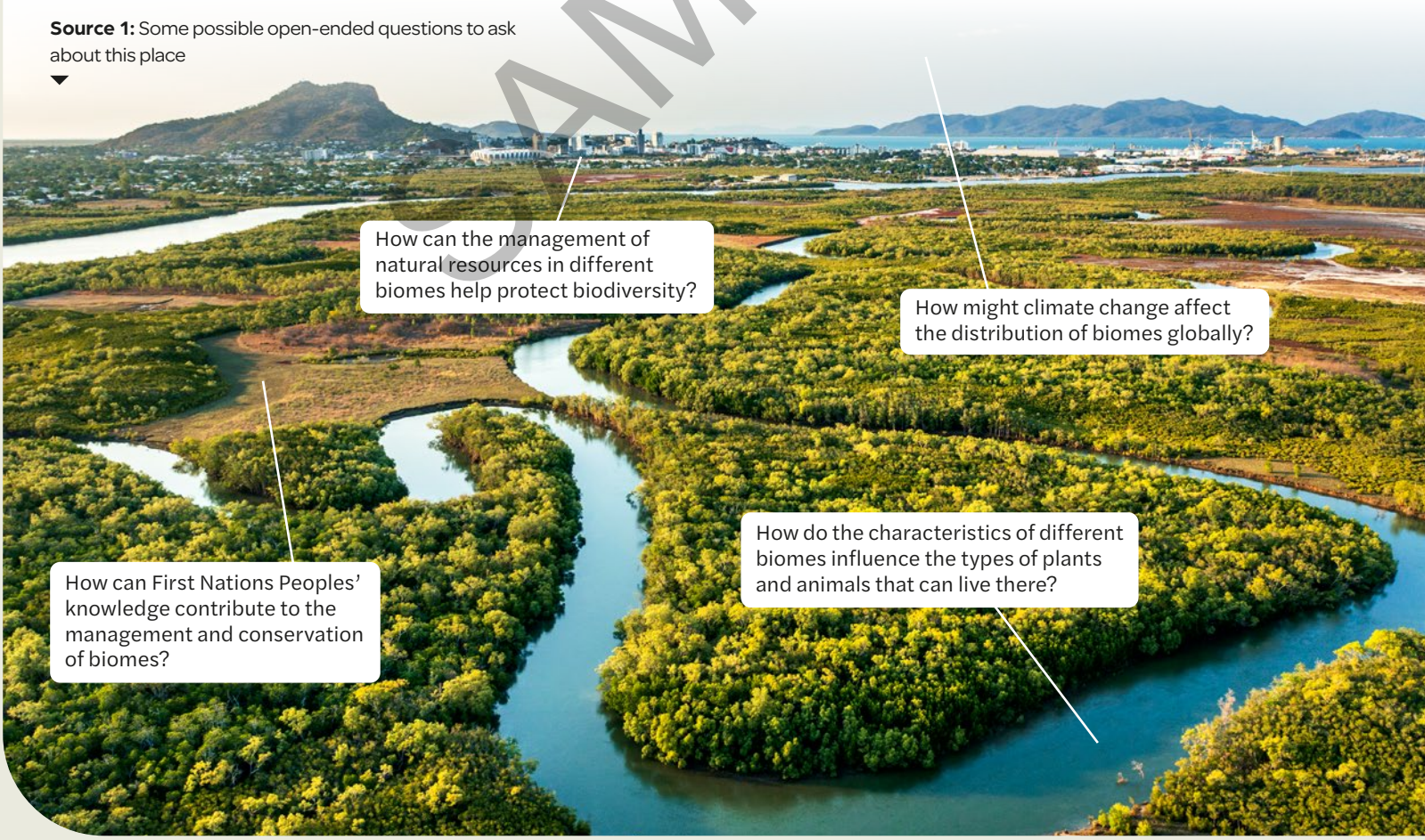
Planning and collecting

1 I can ask open-ended questions.

Open-ended questions cannot be answered with a simple 'yes' or 'no'. They often begin with words like 'how', 'why' or 'what'. These questions make us think and we may need to conduct some further research in order to answer them fully. Using the SPICESS terms is a good way to create focus and ensure your inquiry incorporates geographical concepts.

Some examples of open ended-questions are shown in Source 1:

Source 1: Some possible open-ended questions to ask about this place



2 I can plan an inquiry.

Inquiry projects in Geography help you explore real-world issues, develop critical thinking and improve research skills. Careful planning is important because it makes sure you collect reliable and useful resources, prepares you for challenges you may face and supports clear communication of your findings.

Before you start an inquiry complete the following three steps:

1 Select a topic that interests you or is relevant to your surroundings.

When thinking about what topic you would like to investigate you may:

- Review the case studies and data presented throughout this book. Do any of these ideas spark curiosity and make you want to investigate an idea or challenge further?
- Explore local scale issues; for example, look at current issues in your community, such as pollution, drought or housing affordability.
- Explore recent news articles and reports.
- Use digital maps to explore patterns.
- Investigate historical changes and what factors contributed to these changes.
- Consider the scale of your investigation. Will you explore locally or regionally, or will you conduct a national or global study? You may even choose to explore the same idea over a range of scales to explore interconnections and patterns across spaces.

2 Choose your inquiry question.

Identify the key aspects of the topic, issue or challenge you want to explore. Write a clear and concise inquiry question. An **inquiry question** is an overarching idea that you or your class wants to investigate. A good inquiry question is one that is measurable and quantifiable. You need to be able to collect data and answer the question within the limitations you are presented with. For example, will you have to conduct your fieldwork at school? Will you be able to survey members of the public? How much time will you have to complete your inquiry?

You may wish to create some sub-questions for your big inquiry questions to help you frame your research (Source 3).

Source 2: Some examples of inquiry questions

How sustainable are the environmental practices of urban areas compared to those of rural communities, in terms of long-term ecological health?

What steps can farmers take to make their food production systems more sustainable?

What factors affect the wellbeing of my neighbourhood?

What factors determine the distribution of biomes across the globe?

Source 3: For the question 'How do humans change environments?' you may ask a range of sub-questions to help you find an answer.

How do humans change environments?

What role do transportation and infrastructure development play in altering landscapes and ecosystems?

How does industrialisation impact natural ecosystems and biodiversity?

How do human activities contribute to climate change and its effects on the environment?

What are the long-term consequences of human-induced environmental changes on natural resources and human societies?

3 Plan how you will answer your inquiry question.

Next you need to plan ways to find information to discover answers to your inquiry question. You may consider:

- What do I know already about this topic?
- What do I need to find out?
- Where/how/from who can we find that out?

There are two main kinds of data:

- **quantitative data**
- **qualitative data**.

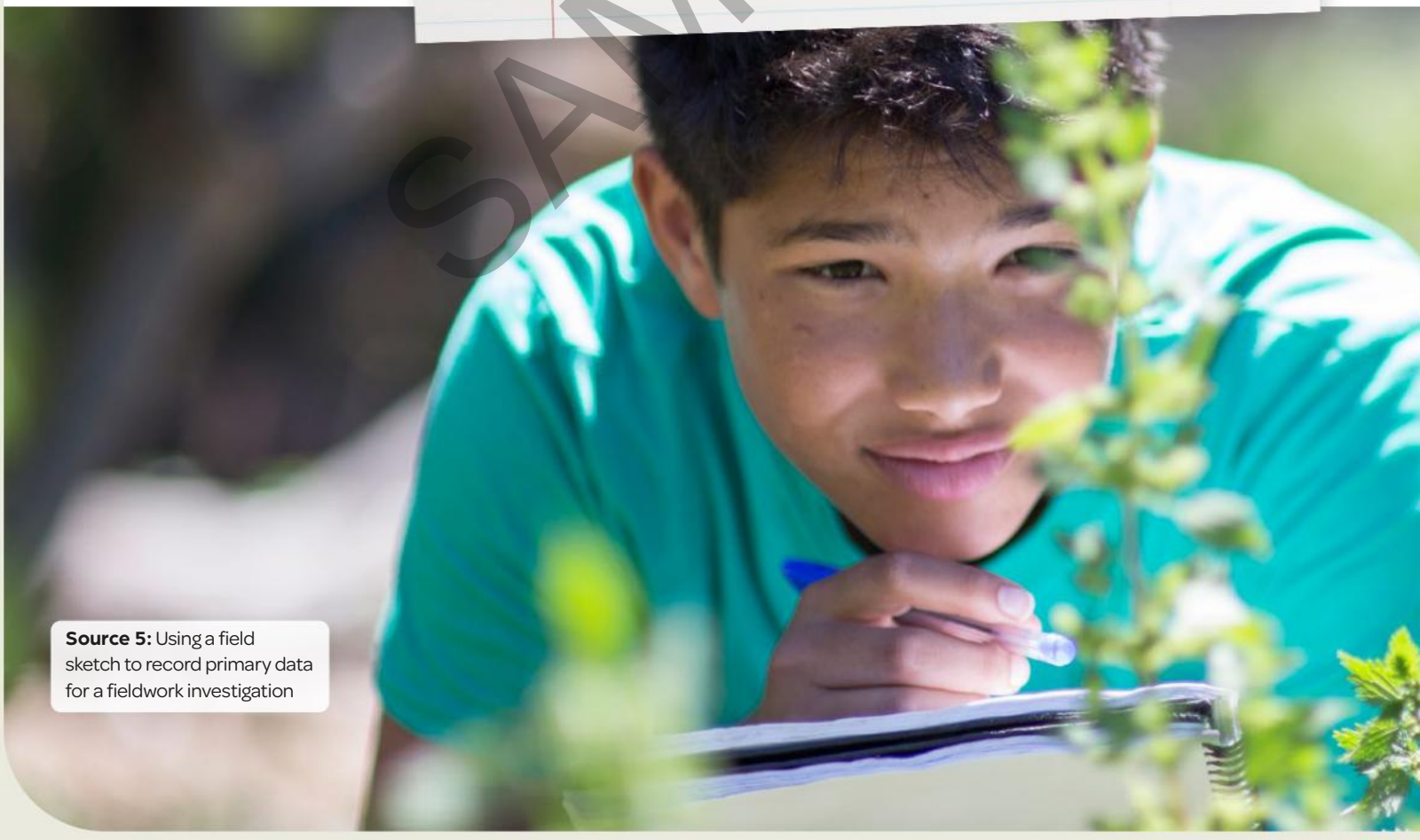
Quantitative data is recorded in numbers; for example, the height of a building, the number of plants on a sand dune, the number of people in a population or the flow rate of a river. Qualitative data tends to be more observational. You might write down descriptions of a place, conduct a field sketch or take photos as evidence to answer your inquiry question.

Data is collected in two main ways:

1. **Primary methods** are tasks that you will do while conducting field work
2. **Secondary methods** are ways that you can collect data back in the classroom to help you answer the question; for example, researching websites, books or other publications.

Source 4: Record your selected methods and use this as a checklist as you begin to collect and gather data.

Primary methods	Secondary methods	Information required for my inquiry
Surveys		Collect perspectives of the local community.
Sketches		Identify processes within my local area.
	Good Humanities textbook	Gain background information and understanding.
	Australian Bureau of Statistics	Collect up-to-date and useful data.



Source 5: Using a field sketch to record primary data for a fieldwork investigation

3 I can gather information from secondary sources.

Collecting reliable secondary data is important for conducting accurate and relevant geographical research. Secondary data refers to information that has already been collected by others and is available for analysis. It is also useful to do some background research before you conduct any fieldwork so that you can select a relevant area, understand your chosen field site, and explore its characteristics and any other relevant information prior to collecting primary data.

Secondary data can come from various sources, including academic journals, government reports and reputable databases. These are some reliable online sources:

- Government and official reports: Data from government agencies and international organisations (e.g. the World Bank, United Nations).
- Databases and organisations: Use databases like Google Scholar or non-government organisations (NGOs) and research institutes such as the Australian Bureau of Statistics (ABS).

In the past, you may have relied on government or education sites and books for reliable data. In addition to these, you may also wish to start exploring academic, peer-reviewed articles to gain more up-to-date and advanced datasets. When professional geographers and other scientists complete research, they write articles (similar to fieldwork reports) and submit them to academic journals. Peers or other professionals who are in the same field then review their work and provide suggestions on how they could improve their research process or add to their analysis. Once approved, the peer-reviewed article is published for other geographers and scientists, such as yourself, to read and use in their own investigations. While sites such as Google Scholar are good starting points, you may want to talk to your librarian about the kind of access your school has to peer-reviewed journal articles.

4 I can gather primary data.

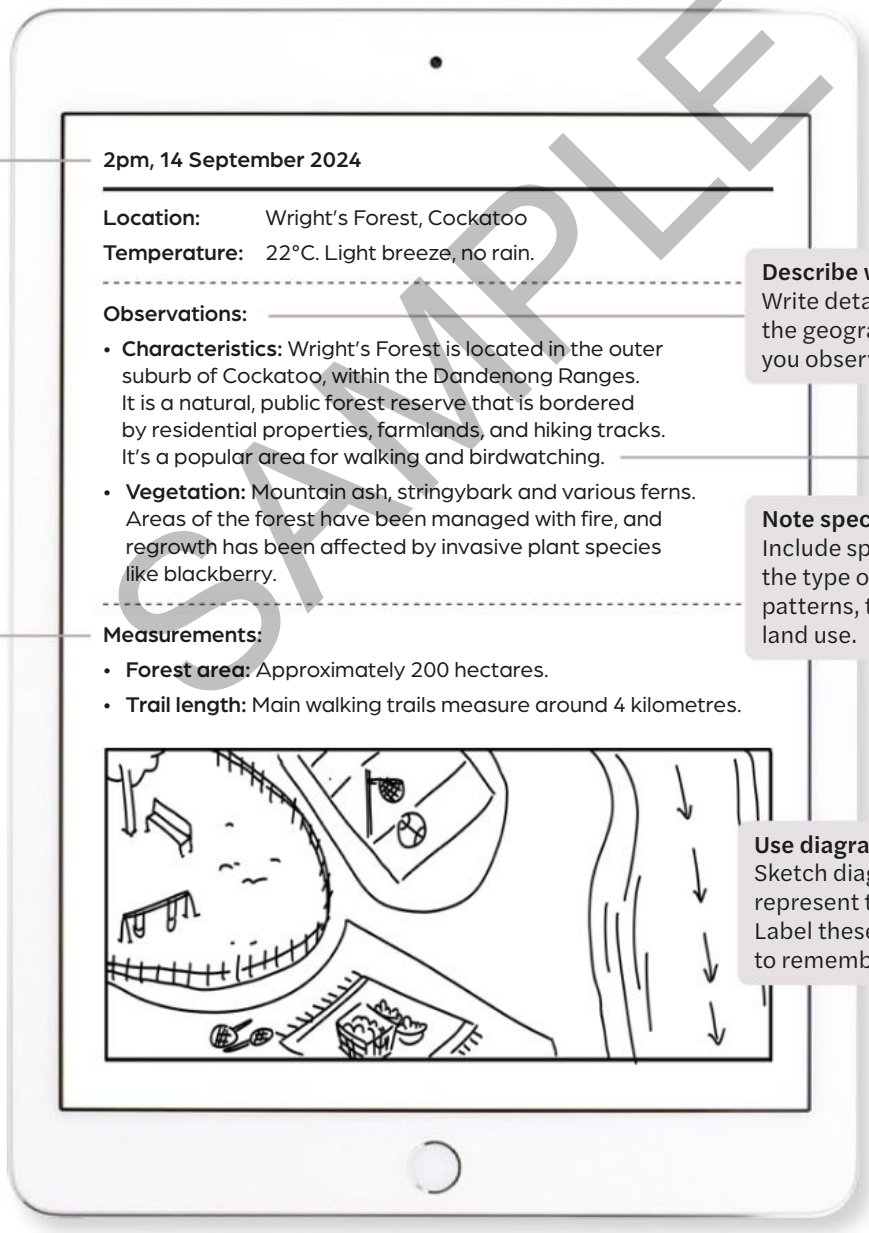
Primary methods are tasks that you will do to find evidence to answer your inquiry question.

Fieldwork is a fundamental part of being a geographer. While collecting secondary data gives us a broad perspective and understanding, fieldwork provides us with primary data and perspectives. It gives us real-time understanding of spatial patterns and processes, while also improving our observation skills, and ability to connect what we learn in class to what is happening in our community. The most common fieldwork methodologies are recording observations, conducting surveys, taking photographs and sketching.

Recording observations

Observations are a great way to record what you see and hear while out in the field. Divide your notebook into sections for different types of observations (e.g. physical features, human activities, and environmental conditions).

Source 6: You can record your observations in a table or digitally using a phone or tablet.



Date and time: Start each set of observations with the date, time and location.

Describe what you see: Write detailed descriptions of the geographical characteristics you observe.

Note specifics: Include specific details such as the type of vegetaion, water flow patterns, types of buildings or land use.

Quantitative data: Record any meaurements, such as distances, sizes or quantities.

Use diagrams: Sketch diagrams or maps to represent the layout of the area. Label these diagrams with details to remember later.

You can also document your observations using different kinds of media:

- **photographs:** take photos to provide a visualisation of your notes. Use a smartphone to capture images of significant features, changes or areas of interest. Label each photo with a brief description and its location.
- **audio notes:** consider using an audio recorder to capture verbal descriptions or insights that you may not have time to write down.

Source 7: Photos are a great way to record what you have seen. Remember to provide clear annotations and captions to explain the relevance of the image captured.

Conducting surveys

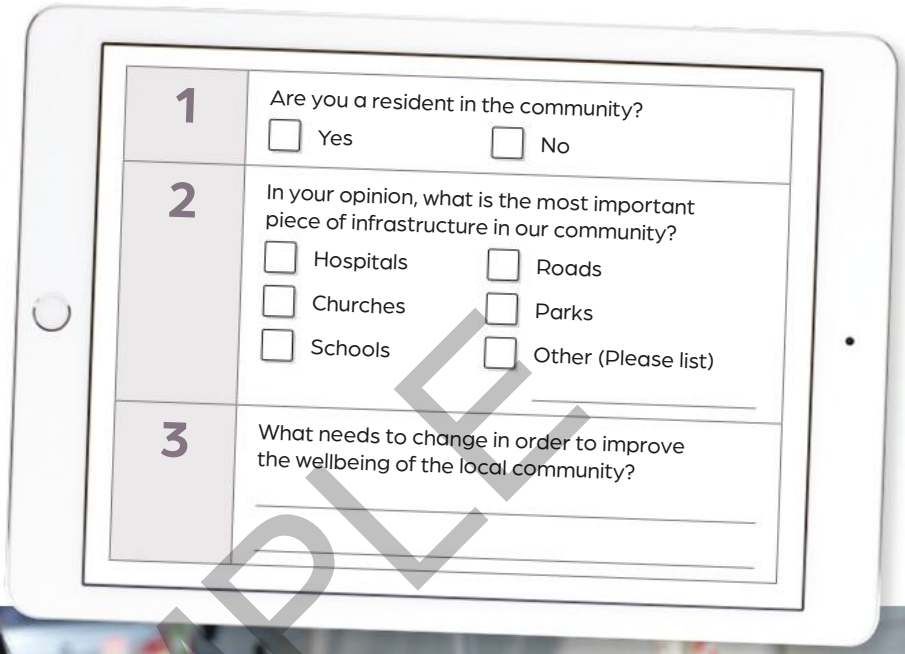
In Geography, surveys are useful ways to collect data in the field. Surveys could be in the form of a questionnaire, where you ask questions about a topic to better understand people's views.

Questionnaire surveys in Geography are useful for gathering detailed data on people's behaviours and perceptions, understanding human–environment interactions, and comparing regions.

Questionnaire surveys are best when they are multiple choice and provide a few short, clear options for participants to choose from. You can also do a vehicle survey, where you tally the number of vehicles that pass in a particular amount of time. Surveys provide you with a sample of what is occurring in a natural or human *environment*.

Surveys can be written by hand or prepared on software such as Survey Monkey or Google Forms (see level 5). Some sample questions for a questionnaire are shown in Source 8.

▼ **Source 8:** A sample questionnaire survey



Source 9: Traffic surveys are another way to collect data. Stand in a set location for a particular amount of time, on different days, and tally the number and types of vehicles that pass. This data can help us understand infrastructure use, busy commute times and the preferences of the local community for transport.

Interviews

Interviews occur when a researcher asks specific questions of a group of people or an individual to gain more detailed insights to their perspectives and understandings.

Interviews are particularly useful in gaining information of people's histories and connections to place. Some example of interview questions:

- What does this place mean to you personally?
- What do you think should be improved or protected in this place?
- What do you think are the biggest challenges facing this place?
- How do you think this place is viewed by people who don't live here?
- How does this place connect to your cultural, family, or community history?

Transects

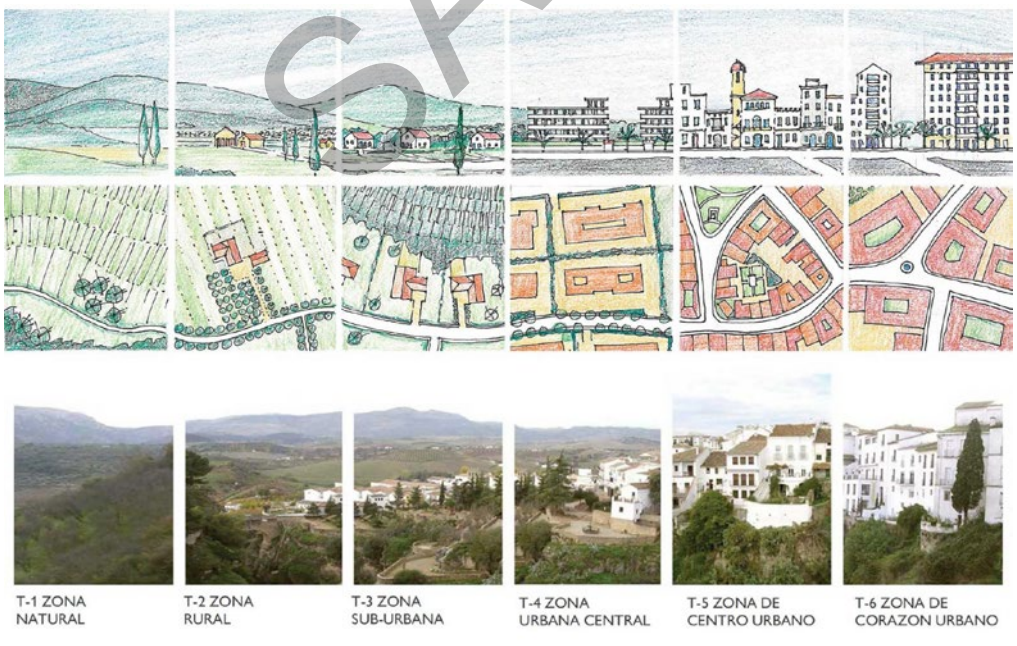
Transects are straight lines created on a surface (often with measurements marked on them like rulers) that help us observe a sample of the surface environment. They are useful tools for collecting information about biodiversity and investigating the characteristics of places.

Transects can be created both on land and underwater. Researchers and surveyors often use transects as a way to measure change over time in reefs or monitor biodiversity, as shown in Source 10. As a student, you will most likely undertake transects on land.

To complete a transect, first select a suitable location. For example, if you are investigating how urbanisation has affected the natural environment in your local area, you might lay down a 1-metre ruler in a field, then count the different species of plant you identify along the ruler transect. You would then repeat this transect technique in other random places within your study site, to create a more accurate picture of the impact of urbanisation.

You can also use transects to analyse photographs and consider how a place changes over a set distance (Source 11).

▲ **Source 10:** Amphibian researchers conduct a transect in a gallery forest in the savanna to identify amphibian biodiversity.



◀ **Source 11:** An urban transect analyses land use along a line for a specified distance. These are helpful for exploring urban growth and illustrating land use change over time. Urban transects show the landscape in two different ways, ground level and aerial or drawn plans, to show different perspectives of the same place.

Sketching and annotating

Field sketches are an excellent way to record data when you are investigating an inquiry question. Sketches allow you to annotate movement, patterns or any interconnections you see. Field sketching is not a test of your artistic skills – the idea is to record a simplified version of what you can see.

When you are making a field sketch, you need to remember TOASTIE!

TOASTIE will help you remember the key skills when making a field sketch. It stands for Title, Orientation, Annotations, Scale, Time, Information and Edge.

T Title

Provide a heading for your sketch that tells readers what it is and where it is located. You might wish to record both the absolute and relative locations.

1

O Orientation

An orientation shows the direction that you were facing when you made your sketch. You need to use a compass so you can record a correct orientation.

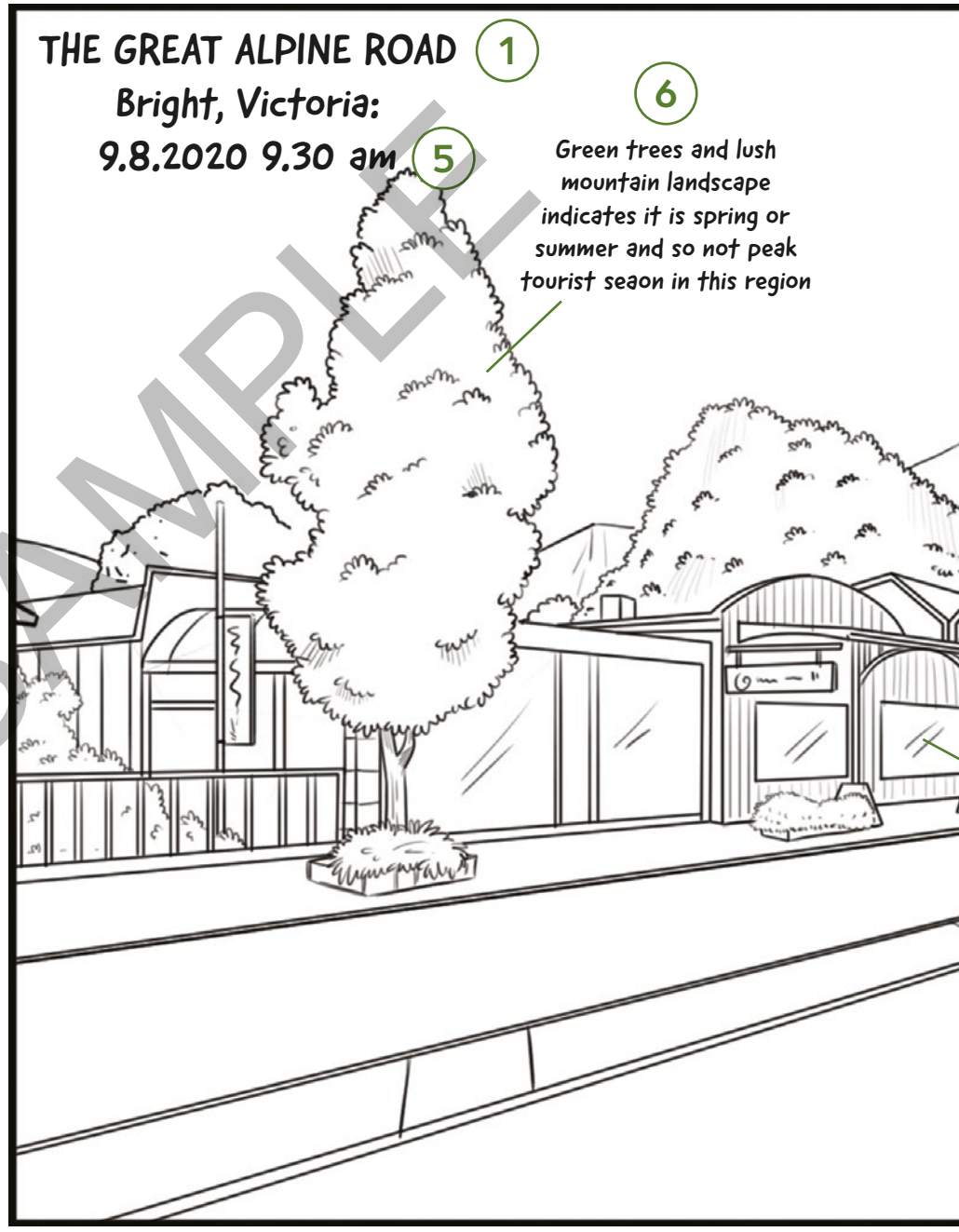
2

A Annotations

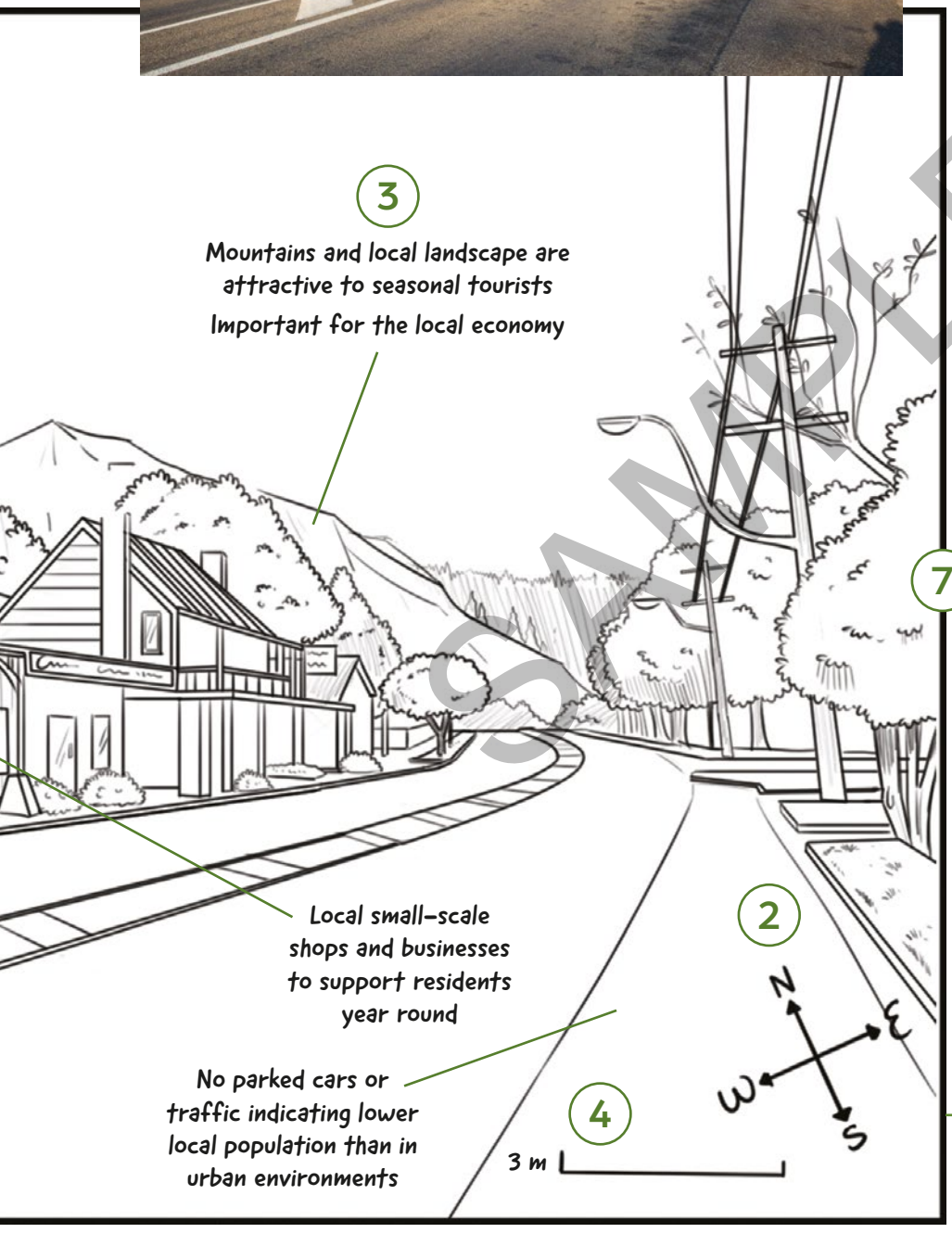
Annotations (or notes) are the most important thing to complete when drawing a field sketch.

Annotations allow you to record details about what you see, and explain how elements of your drawing relate back to the inquiry question. Make sure that the lines to your annotations are made with a ruler – and that they do not overlap.

3



▲ **Source 12:** An annotated field sketch with accompanying photo



S Scale

5

Most sketches are not made to scale. However, all geographical maps and sketches require a scale to give the reader some indication of size.

To estimate a scale, use a ruler or pace out the area you have sketched. Then measure how large the same area is on your drawing.

For example, you might estimate that the path you have drawn is 1 metre wide, and when you measure your drawing of the path it is 1 centimetre wide. So your rough estimated scale is 1 cm = 1 m.

T Time

5

By recording the time your sketch was completed, you can analyse how the environment changes over the course of a day, a month or even years.

I Information

6

The annotations on your sketch need to be longer than one word. Annotations should be at least one sentence, and they should inform the reader and help them to identify patterns.

E Edge

7

Always include a border so it is clear where your sketch starts and ends.

Ethical considerations when conducting fieldwork

When conducting fieldwork, you should be mindful of ethical considerations to ensure respectful and responsible research practices.

- **Informed consent:** Always get permission from survey participants before collecting data from them. Ensure they fully understand the purpose of your inquiry, how their data will be used, and that participation is voluntary (they choose to do it and are not forced).
- **Confidentiality:** Protect the privacy of participants by not taking photos of people's faces, recording names or other personal information without consent.
- **Respect for people:** Treat all community members with respect and sensitivity. Ensure you are being culturally respectful if you visit places of significance.
- **Accuracy and honesty:** Report findings honestly and accurately. Avoid making data up (like survey results) or misrepresenting results so it better answers your inquiry question. As a student you can be limited in the types of data you can collect. Report this rather than inventing data to fill these gaps.

Source 13: Remember to always use allocated pathways and tracks. Avoid damaging habitats during fieldwork activities and follow local guidelines for sustainable travel.

5 I can use geospatial technology to record data.

Geospatial technology is an effective way to record data and enhance your data analysis. There are a range of programs and apps you can use to help you collect and record data. Many of these are free for schools to use.

Global positioning system (GPS)

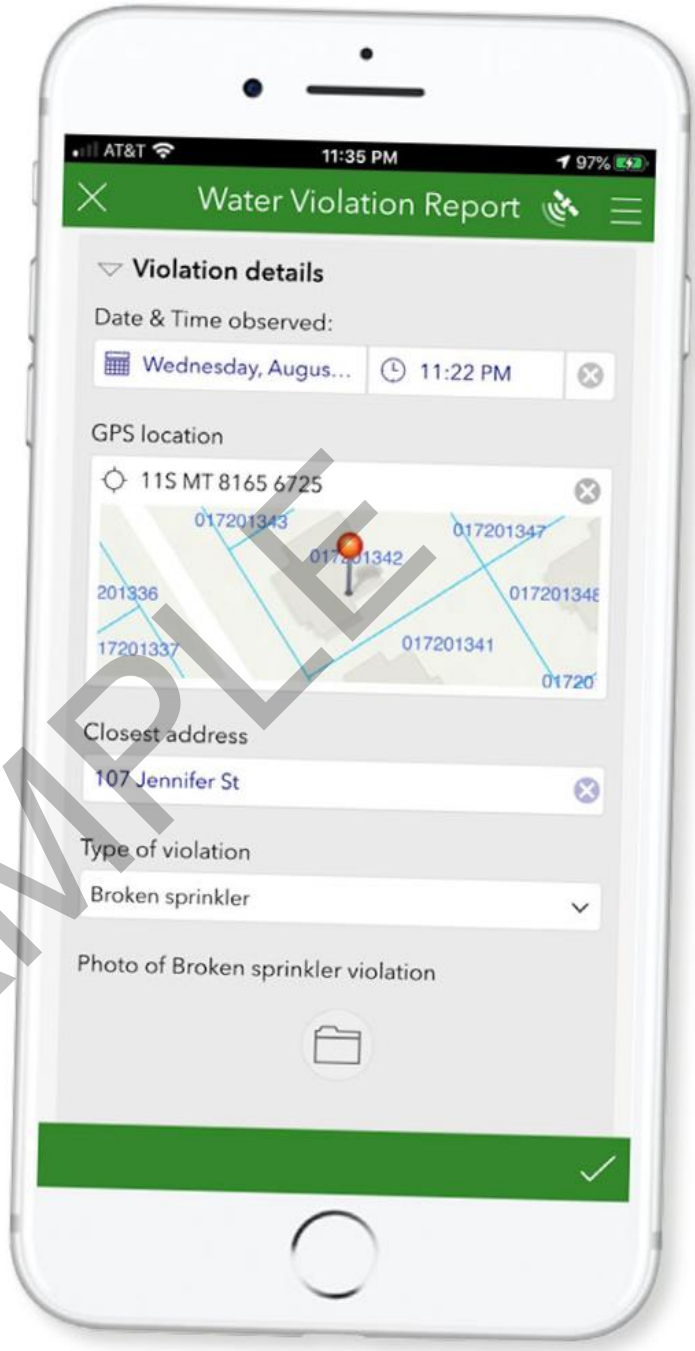
GPS devices or smartphone apps can record absolute locations of where data is collected. This may help you with mapping the exact coordinates of observations, such as the locations of environmental features or infrastructure.

Mobile apps and tools

Mobile apps like ArcGIS Collector, Survey123, or QField allow you to collect data in the field using your smartphone or tablet. These apps allow you to record various types of data, including survey results, observations, photos and GPS coordinates. They make data representation and interpretation much easier when you are conducting analysis later in your inquiry.

Digital survey tools

Online survey platforms such as Google Forms or SurveyMonkey can be used to create digital questionnaires, rather than the traditional paper ones you may have used in primary school. They allow you to create location-based questions and gather geographical information related to specific areas. They also help you create graphs, tables and maps later when you need to represent the data.



▲ **Source 14:** ESRI Survey123 is free for schools and allows you to collect, record and display a range of useful primary data.

Representing information

Imagine you have completed a paper survey with over 100 participants as part of your fieldwork. Would you take a photo of all 100 surveys and include them in your report? Imagine how much time it would take! Plus, it doesn't give your audience a good understanding of what patterns you have discovered. In Geography, we can represent data using maps, graphs, tables and diagrams.

1 I can select data relevant to a question.

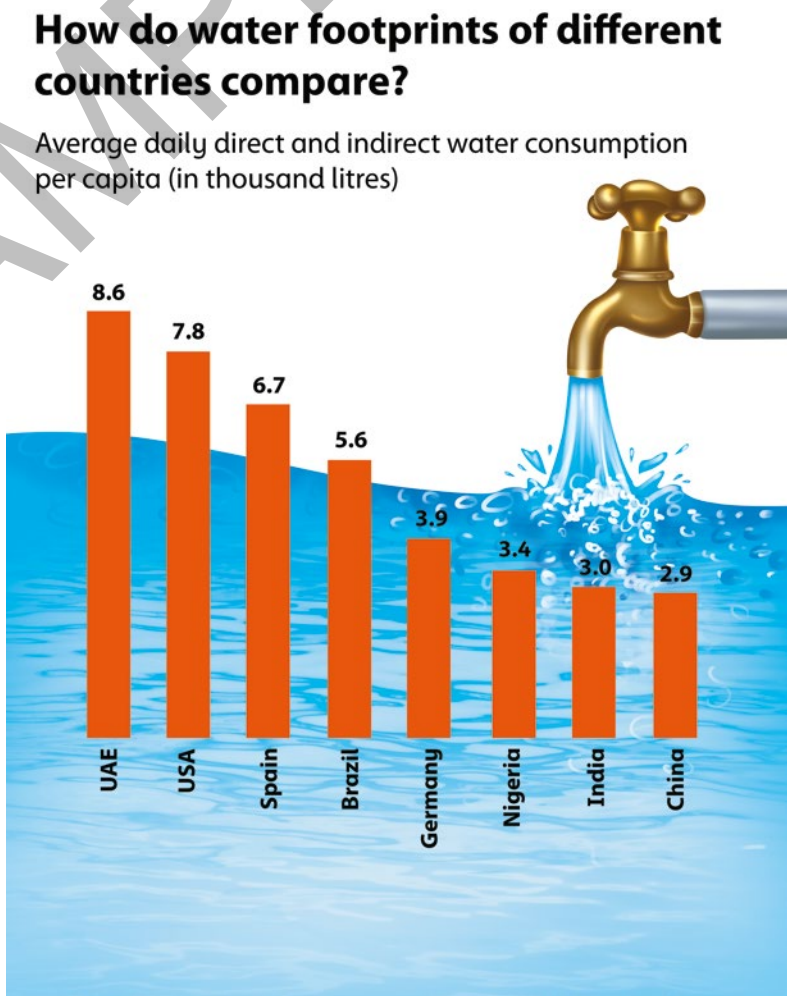
Not all information and data you collect will be useful in answering your inquiry question. The first step is selecting the information or data you have collected which best tells the story of your inquiry.

Example

To answer the question: 'How does water usage impact urban liveability in a city?' you need to select data that focuses on both water use and its effects on quality of life. Helpful data may include:

- **water consumption:** data on the volume of water used per capita or by residential, industrial and agricultural sectors
- **water use practices:** information on how water is allocated and used, including any restrictions or conservation measures in place
- **policies and regulations:** details on local water management policies, water pricing and conservation programs
- **liveability indicators:** measures such as housing quality, access to facilities and services, public health statistics and access to open, green spaces.

Source 15: Water use per capita for a range of countries. Data like this may be useful in answering your inquiry question by showing how much water is used per person and providing a comparison between places.



2 I can represent data and information.

There are various ways you can represent information using diagrams, graphs and maps. You need to select which style is best for the information you have collected.

Visual communication

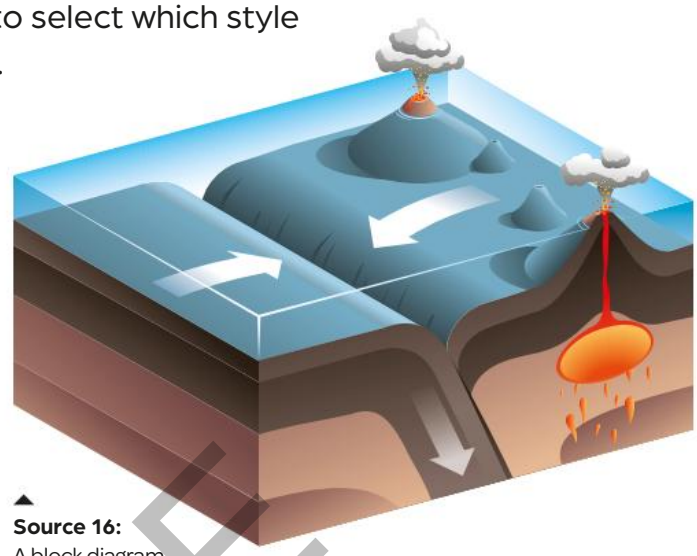
Block diagrams

Block diagrams give a three-dimensional (3D) view of the land and can show what is happening above and below ground.

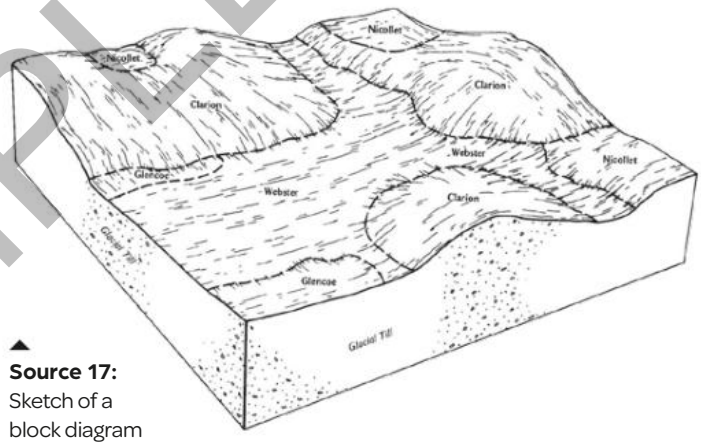
For instance, block diagrams can help us visualise how water can move from the atmosphere to the surface of Earth through rivers, oceans and streams – and also how it can move under the ground.

When you create a block diagram, make sure you draw a 3D object that has an equal amount of drawing room both above and below the surface of Earth.

Labels and annotations are important on a block diagram, as they help your audience to interpret your drawing.



Source 16: A block diagram

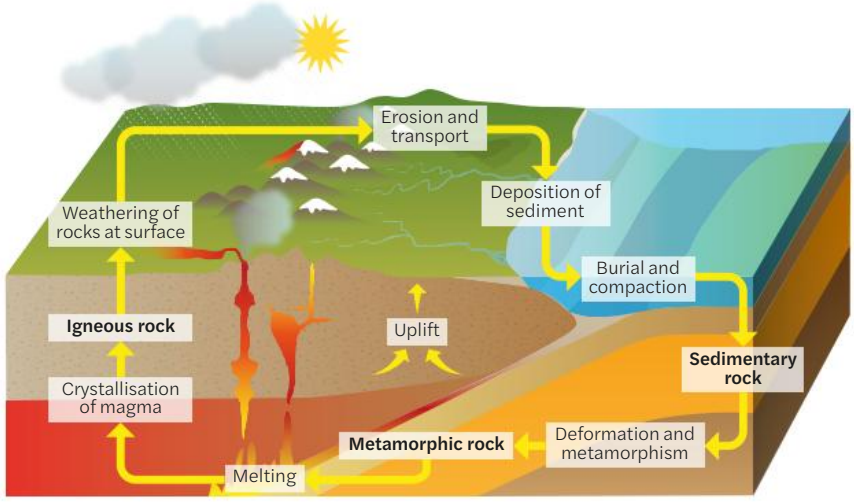


Source 17: Sketch of a block diagram

Flow diagrams

Flow diagrams are helpful to show processes or to show how different parts of the environment are interconnected.

Arrows show the movement between stages or how different items are connected. Flow diagrams can be linear, can illustrate a cycle and can be overlaid on other visuals like block diagrams (Source 16).



Source 18: A flow diagram

Using photographs

Photos are useful in Geography for visualising places and understanding characteristics and interactions. When using photographs as data, it is important that they have clear, detailed captions. Captions may explain where the photograph was taken (for context), when it was taken (as places change over time), who took the photograph (especially if it was not you) and how it helps answer the inquiry question.

A **photo essay** is a way of presenting information visually. It is ideal for showing characteristics of a place or a process.

A photo essay usually includes a series of photos with specific annotations or captions that help tell a story or explain a geographical challenge. The captions provide brief background information about the key features of the image, or the meaning behind the selected image.

Source 19:
A photo essay

Example

An open field that has been altered by humans for agriculture

Evidence of vehicles and human interaction

Cleared and maintained for agriculture and farming

This is a mountainous biome. Due to the height of the mountains, snow may fall at their peaks.

Vegetation grows around the base and in the valleys.

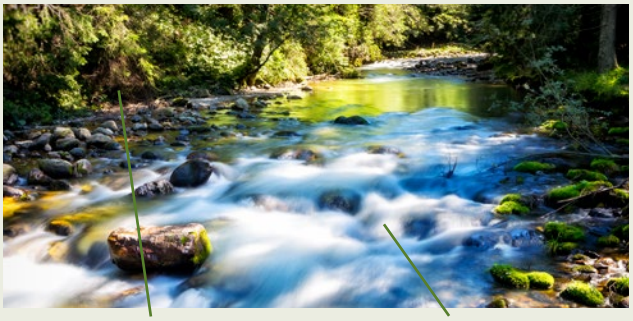
Meltwater from the mountains runs off and forms a lake at the base in low-lying landscapes.

A coastal biome that contains a series of islands and rocky formations

Evidence of human interaction with this biome for recreation or fishing

These formations may have been formed by weathering and erosion over many years.

A riverine biome bordered by lush vegetation, which creates a range of suitable habitats for animal life



Vegetation uses the river for water to grow and photosynthesise.

The river provides water and habitat to animals living in this biome.

Graphing

Simple graphs

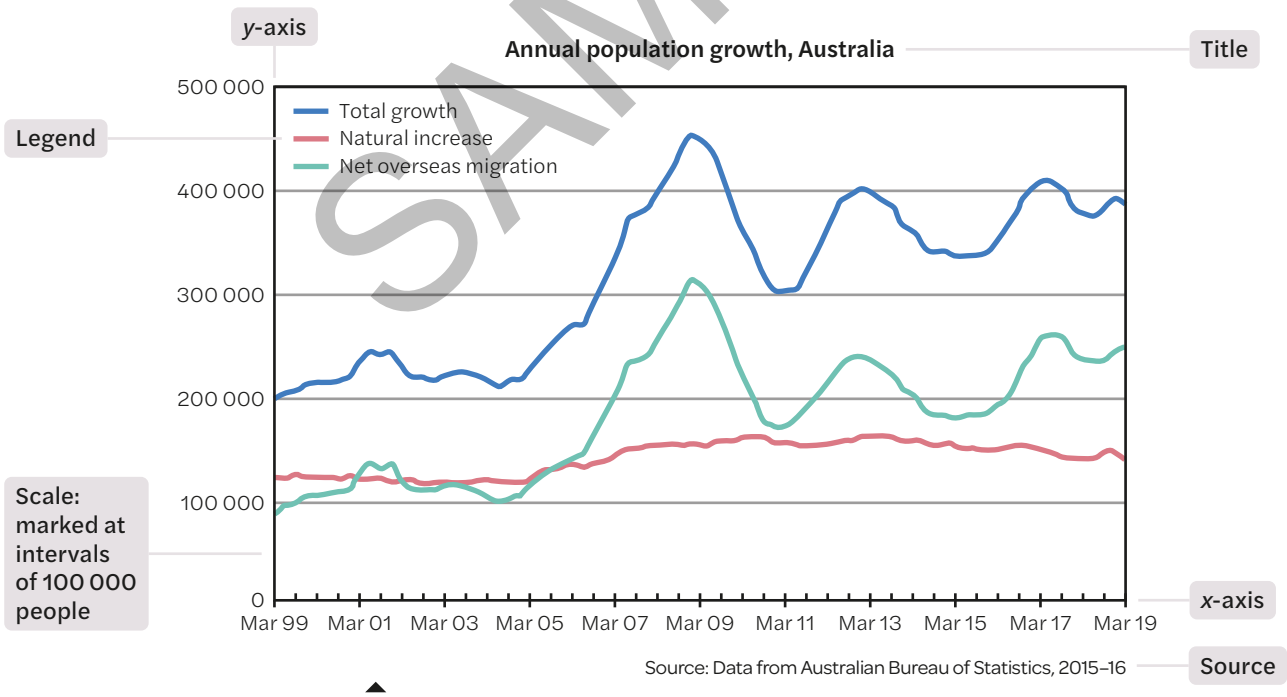
Bar graphs are most suitable for comparing small changes over time that are harder to interpret on a line graph. For example, in Source 20, precipitation is represented in bars as it only ranges from 45–80 millimetres over the year.

Line graphs are more suitable to show and compare larger changes that occur over longer time periods. For example, in Source 20, temperature is shown to be coolest from June to August, reaching around 10 degrees on average.

Pie charts are best used when you want to show proportions. These charts are not suitable for showing change over time.

When you are creating a graph, the word to remember is SALTS. SALTS is an acronym based on the first letters of five key things about graphs: Scale, Axis, Legend, Title and Source.

- **S**cale: The scale of your graph will depend on the data you are trying to visualise. To choose your axis scale, identify the lowest and highest value (range), then fill in the numbers in between to mark your data points.
- **A**xis: Each graph has an *x*-axis and *y*-axis. The *x*-axis is the horizontal axis and the *y*-axis is the vertical. Make sure you label each axis!
- **L**egend: A graph often uses colours to represent data. A legend indicates to the audience what these colours mean and how to read the data.
- **T**itle: A title lets your audience know what your graph is showing.
- **S**ource: When you graph information, you must acknowledge where you obtained your data. By stating the source of your information, the reader knows how reliable it is.



Source 20: This is a climate graph. Here we are using both bars and lines to display two different patterns that are interconnected over a year. Temperature (degrees Celsius) on the left *y*-axis relates to the red average temperature line; and the amount of precipitation (mm) is shown on the right *y*-axis, which relates to the blue columns. The horizontal axis, or *x*-axis, shows us the months of the year.

3 I can use geographic conventions to construct maps.

Geographers use specialist tools to assist in geographical inquiry. Developing skills in understanding and using these tools helps us display and analyse data effectively. Geographers use the following conventions when constructing a map to ensure it is clear for their audience to read and interpret.

Mapping with BOLTSS (NA)

Source 21: This map features all aspects of BOLTSS

B Border

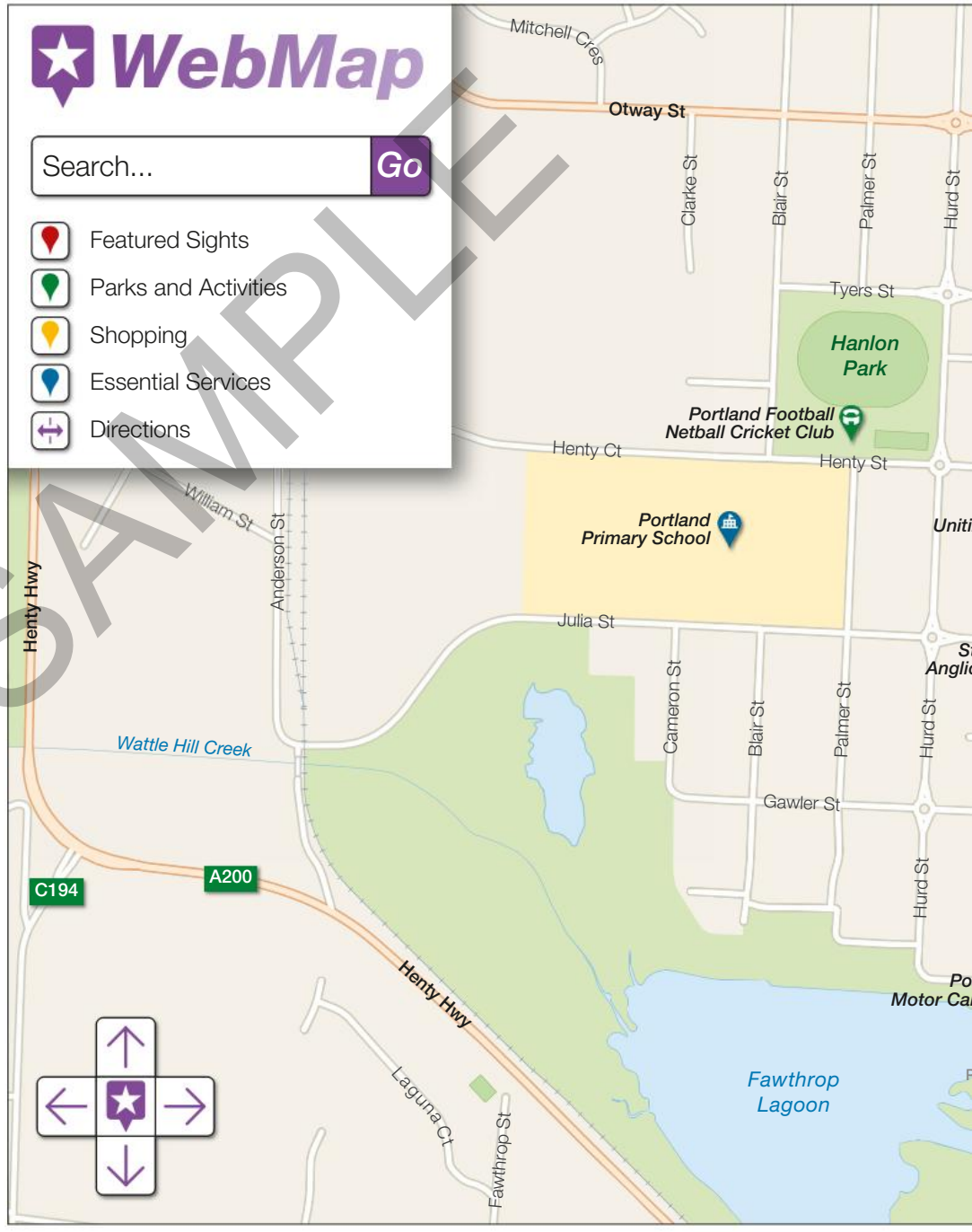
Borders are important, because they show the edges of the mapping field. A border provides a clear area for you to construct your map, and makes it look clear and neat.

O Orientation

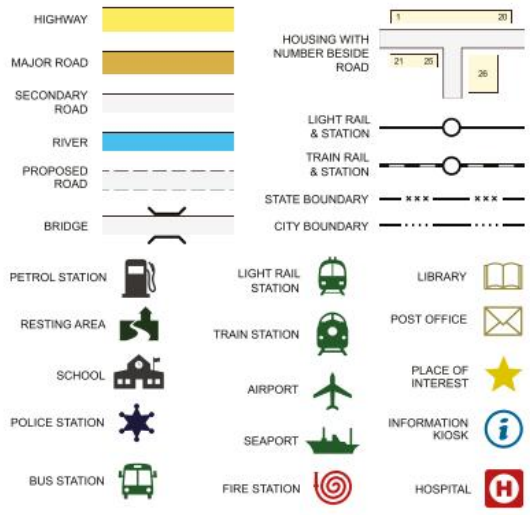
Orientation refers to the compass direction. The four cardinal points on a compass are north, east, south and west. The points in between, such as north-east, give more accurate directions.

Source 22: Cardinal points of the compass

Urban growth in Melbourne



Source: Matilda Education Australia



Source 23:
A sample legend

L Legend

A legend or 'key' – explains what the colours and symbols stand for. The map in Source 1 uses lines to show rivers and roads and colour to show lakes and parks. It also uses colour to produce a pattern of how Melbourne's urban area has grown.

T Title

A title tells us what the map shows, and gives us some understanding about it. Make sure you always add the date and the time to your sketch maps – this will allow you to monitor change over time in a location. The title of this map is 'Urban growth in Melbourne'.

S Scale

The scale gives us information about how big something is in real life. Scale can be expressed in three ways:

1. Scale statement describes the scale: 1 centimetre on the map represents 2 kilometres on the ground.
2. Representative fraction uses units to show scale: 1:100 000 means 1 centimetre on the map represents 100 000 centimetres on the ground.
3. Linear scale

S Source

It is important to let the reader know where you obtained the information for your map – which is known as your source. The source can also indicate whether the map is trustworthy.

(NA) Neatness and Accuracy

When we read a map, we rely on it being neat and easy to read – but we also expect that the data has been displayed accurately. When you construct a map, it is important to correctly show the patterns and distributions you see in the data.

Source XX: Which sketch map is easier to read?

Overlay maps

Overlay maps are a way of creating layers on a paper map. Usually layers are presented digitally on software such as geographic information systems (GIS). Layers are put over the top of a base map, which might be an outline map of the world or place, or even a terrain map. Each layer contains a different set of information or data that provides an insight into a process or spatial distribution occurring on that scale. By viewing multiple layers at the same time, you can observe interconnections between spatial patterns.

To create a layered paper map, you require the correct base map and some tracing or baking paper. Your base map should contain all elements of BOLTSS except for a legend. Place a piece of paper over the top of the base map and colour in your first distribution. You do not need to trace the outlines of the countries, as this is what the base map is for.

Each layer requires a border (so you can line it up correctly with the base map) and a legend so it is clear what the layer is showing. You can create multiple layers and then overlay them all to observe patterns and trends.

4 I can use geospatial technologies to create maps.

While paper maps provide good practise to develop understanding about place and distributions, they are limited in what data they can represent.

Imagine you were given an Excel spreadsheet with over one million data points, all stating the latitude and longitude of McDonald's locations around the world. How would you analyse this data and explain or describe patterns or trends? Geographers use geospatial technology such as GIS, a digital mapping platform that helps us visualise data.

Geospatial technology is used every day. You probably are not even aware that you are using it! Google Maps (GPS) is a prime example, where you can visualise your location and destination and be guided along the shortest route. Uber Eats, Snap Maps, Instagram and other location services all use geospatial technology to give their apps location data.

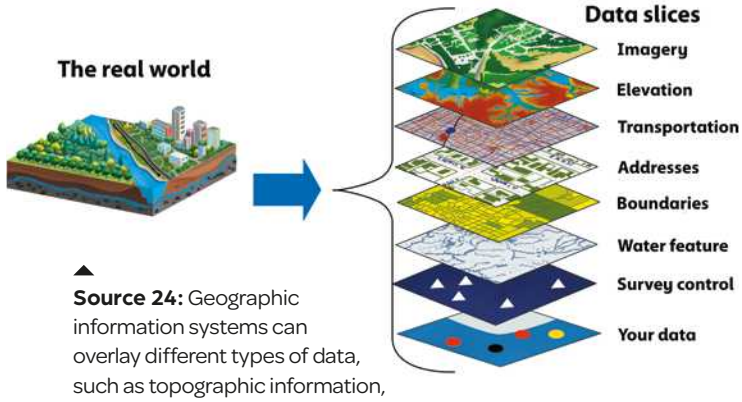
There are a variety of options available that allow you to create maps using your own or existing datasets:

- geographic information system (GIS) software (e.g., ArcGIS, QGIS)
- online mapping platforms (e.g. Google Maps, Google My Maps, Google Earth Pro, Digital Twin).

Example

There are some key words you may come across when creating a digital map. They may include:

- **geospatial data:** information about locations and geographic features
- **layers:** different types of information stacked on top of each other. Each map layer is a different dataset and can be 'turned on' or 'turned off' so geographers can compare specific relationships
- **datasets:** collections of data on a particular topic. For example, one dataset might contain information about river locations, while another might contain data on water use.



▲ **Source 24:** Geographic information systems can overlay different types of data, such as topographic information, population information and satellite imagery, to allow geographers to find relationships between them.

Layers

Imagine you have a big sheet of clear plastic, and you use different coloured markers to draw on it. Each colour represents a different type of dataset. When you stack these sheets, you can see all the information at once: the city layout, the parks, and the schools. Each layer gives you different details and can be added or removed as needed. Layers are helpful for displaying **multi-variate** data (displaying more than one type of information).

Source 25: You can use layers so that you can see all the information at once, or only particular sections.

Water usage

Another layer could show where people use the water, such as for farming, drinking or industry. This might be represented with icons or colour codes to show different types of water use.

Water quality

On a separate layer, you could add information about the water quality in different parts of the rivers and lakes; for example, some areas might be marked with a red dot to indicate polluted water, while green dots show clean water.

Water bodies

Imagine a map where the base layer shows geospatial data such as locations of rivers, lakes and oceans. This layer outlines where all the major bodies of water are in an area.

Data collection

You may choose to map your own data that you collect in the field. However, there are also lots of freely available datasets available online for you to use to create map layers. ArcGIS provides the Living Atlas with a huge variety of data freely available for public use. The Australian Atlas of biodiversity is another free Australian dataset. You can explore the websites of ArcGIS and Google Earth Pro. Instructions on how to create a digital map will depend on what program you choose to use.

5 I can follow ethical practices when working with data.

When working with geographical data, it's important to think about making decisions that are fair and respectful. You need to ensure you are considering different perspectives, impacts on people and place, ensuring the right to peoples' privacy and equal representation.

1 Consider different perspectives

- Formulate questions: Your own perspectives and interests are important for designing your inquiry and forming your inquiry question. However, ensure your question is open-ended and neutral and there are possibilities for multiple perspectives to be investigated. For example, 'What are the environmental impacts of urban expansion?' allows you to explore both positive and negative effects.
- Ensure you have researched different groups to consider varying opinions on the issue. Urban planners might prioritise new housing developments for economic growth, whereas long-time residents might be more concerned about the loss of green spaces and its impact on their quality of life.
- Consider how people's beliefs and values might shape their views.

  First Nations Peoples may recognise a place of significant spiritual and cultural value. This influence land-use planning and urban development projects.

2 Ethical decision-making

- Reflect on the potential outcomes of your data analysis. How might your findings impact people and the environment? Evaluating how a new high-rise building will impact local traffic congestion and the accessibility of public spaces.
- Have you presented unbiased and truthful information? Based on your own perspectives, you may unconsciously select information that best represents your beliefs and understanding, and ignore data that doesn't. This is known as confirmation bias. Aim to present a balanced view of your findings. Be transparent about both the positive and negative impacts that your data shows.

3 Reflect on your own perspectives

- Consider how your own experiences might affect your perspective.

  If you've previously lived in an area with frequent water shortages, be mindful of how this might influence your analysis of water supply issues.
- Stay open-minded to different opinions and experiences.

  Consider both the benefits of increased housing density for urban growth and the concerns of current residents about losing community spaces.

Interpreting information

Maps and graphs are only useful in an inquiry if the geographer explains them and puts them into context for the audience.

1 I can read graphs and maps.

Graphs and maps use different colours and symbols to represent data. In order to be able to read a map or graph, you first need to be able to understand what these things mean.

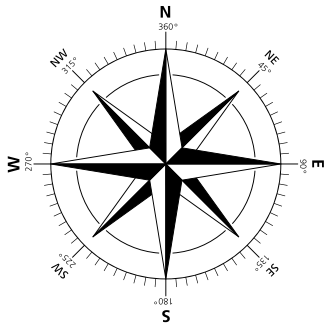
Direction

Geographers use compass points to give accurate directions because these points do not change. No matter where you are, the hand on a magnetic compass will always point towards the Magnetic North Pole.

The four cardinal points on a compass are north, east, south and west. The points in between, such as north-east and north-north-east, give more accurate directions. A bearing is the angle measured in degrees clockwise from north to a direction line: a bearing of 90° is due east and a bearing of 180° is due south. Bearings give you 360 points of direction. They are used where highly accurate direction is important, such as in air, sea and land navigation.

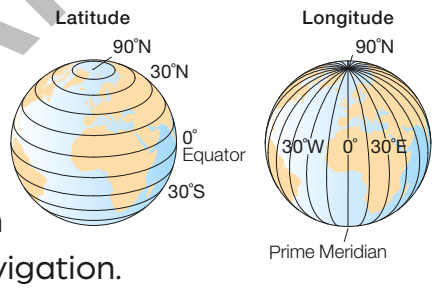
On the map of Australia in Source 27, the compass reading for Halls Creek (C4) is east of Broome. Port Hedland (B3) is located south-west of Broome.

Source 26: Cardinal and intercardinal points of the compass



Latitude and longitude

We can use latitude and longitude to pinpoint any place in the world with great accuracy. This grid system is used in maps for long-distance navigation.

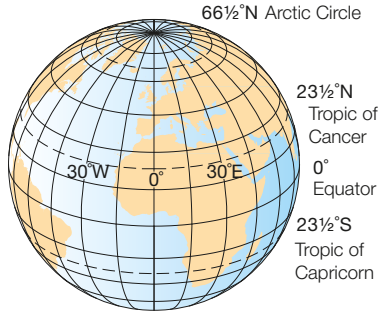


Parallels of latitude are imaginary lines drawn around the Earth from east to west. Lines of latitude are parallel to one another and are measured in degrees north and south of the equator (0° latitude). The Tropic of Cancer (23.5°N) is the most northerly and the Tropic of Capricorn (23.5°S) is the most southerly parallel of latitude at which the Sun can be directly overhead. The Arctic Circle in the northern hemisphere and the Antarctic Circle in the southern hemisphere mark the point that the Sun will not rise in winter on the shortest day of the year and the Sun won't set on the longest day of the year.

Meridians of longitude are imaginary lines that run from the North Pole to the South Pole. Degrees of longitude increase to the east and west of the prime meridian (0°), which runs through Greenwich, near London. The International Date Line (180°) marks the division point of the western and eastern hemispheres.

We can locate any place in the world at the point where latitude and longitude intersect. Latitude is stated before longitude.

Latitude and longitude with the tropics and the circles



Source 27: To give an accurate location of a place, a geographical grid consisting of imaginary lines of latitude and longitude is used.

Scale

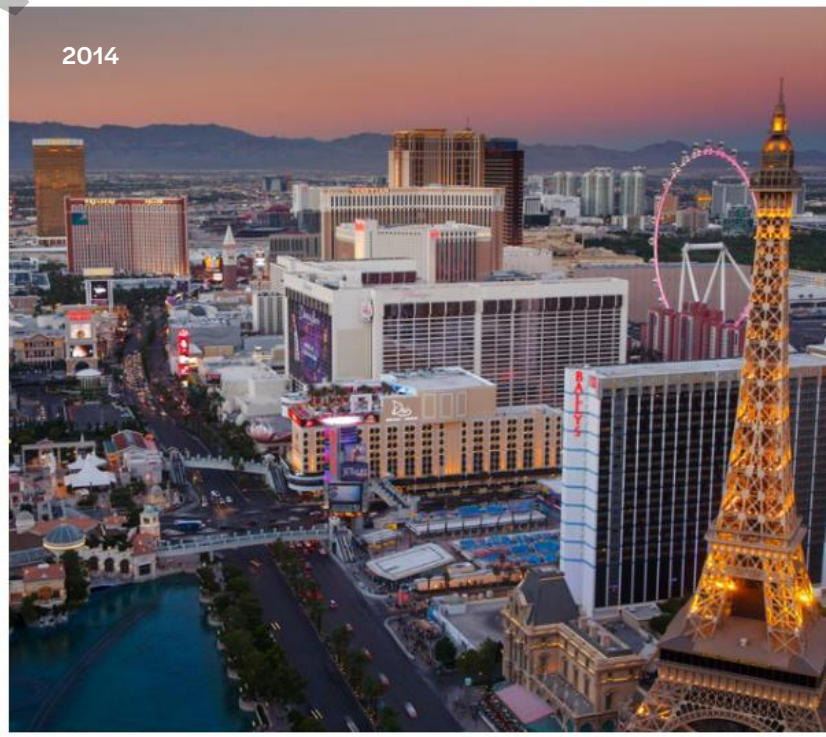
Scale is important in Geography as it allows us to make maps and other images, and shrink them down to a size where we can see patterns, distributions and changes over time.

Scale is the ratio between the distance shown on the map and the real distance. To calculate the real distance between Sydney (F2) and Canberra (E2) in Source 27, mark the distance between the cities on the edge of a piece of paper, then place the edge of the paper under the linear scale. You will find the distance is about 250 kilometres. In the source, the scale is shown in three different ways:

- the linear scale is like a ruler for you to measure distances on the map
- the scale statement uses words to say 1 centimetre on the map represents 230 kilometres on the ground
- as a representative fraction – 1:23 000 000 (1 cm = 23 000 000 cm).

South Korea Source: xxx

▲ **Source 28:** A large area has been shrunk down to fit on this page. The scale on this map helps us determine how big things are in real life.



▲ **Source 29:** Change over time to Las Vegas, 1967 to 2014

Types of maps

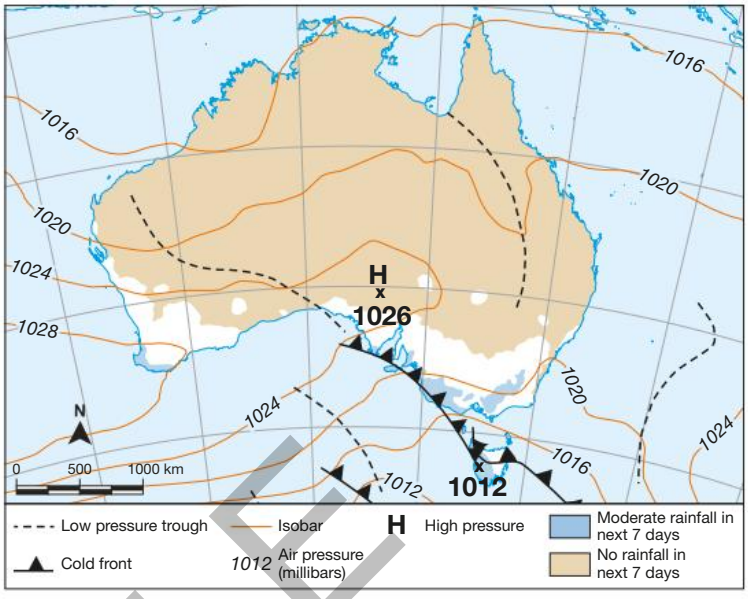
Weather maps

Weather maps show conditions in the atmosphere.

The curved lines you see on a weather map are called isobars, and they join areas of the same barometric pressure. Air circulates around high pressure in a clockwise direction and low pressure in an anticlockwise direction, so isobars also indicate the direction of the wind. When isobars are close together, this indicates strong winds. When they are far apart, winds are light.

A cold front line marks the forward boundary of a cold air mass and the triangles point in the direction the cold front is moving. Clouds and rain are expected with a cold front.

Weather map – Australia, 23 August 2017



Source: Mapgraphics/Bureau of Meteorology

Source 30: A weather map, also known as a synoptic chart, showing Australia on 23 August 2017

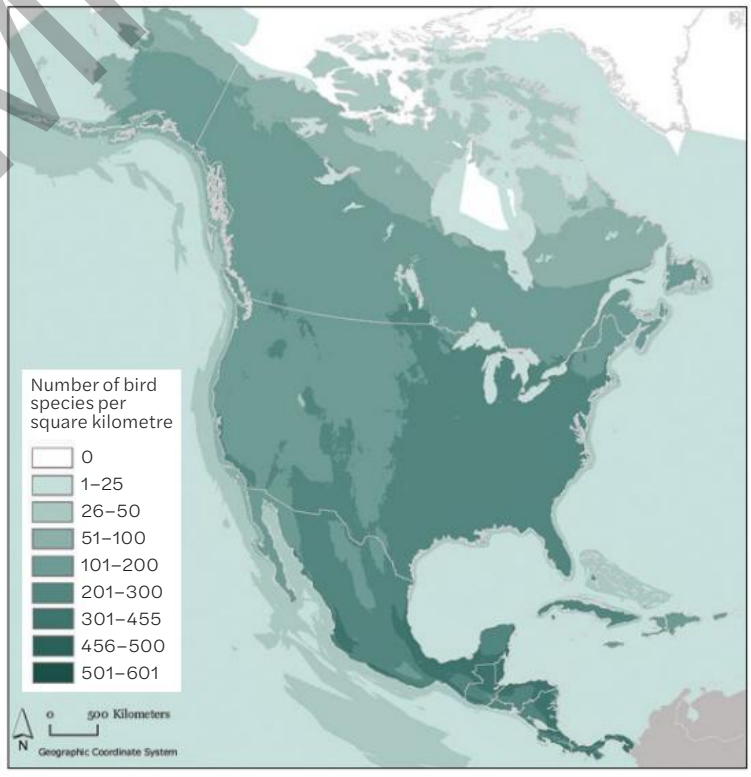
Chloropleth maps

Choropleth maps use colour to show the spatial distribution of data.

To enable the viewer to quickly make sense of a pattern, choropleth maps use different shades of the same colour to reflect a pattern. Darker shades show 'the most' of something and lighter shades show 'the least'.

The choropleth map in Source 31 uses darker shades to represent the areas with the highest areas of species richness and the lighter shades represent the areas with the lowest levels of species richness. It is best to use the same colour in different shades, such as light to dark green, to clearly show the pattern.

Bird species richness in North America



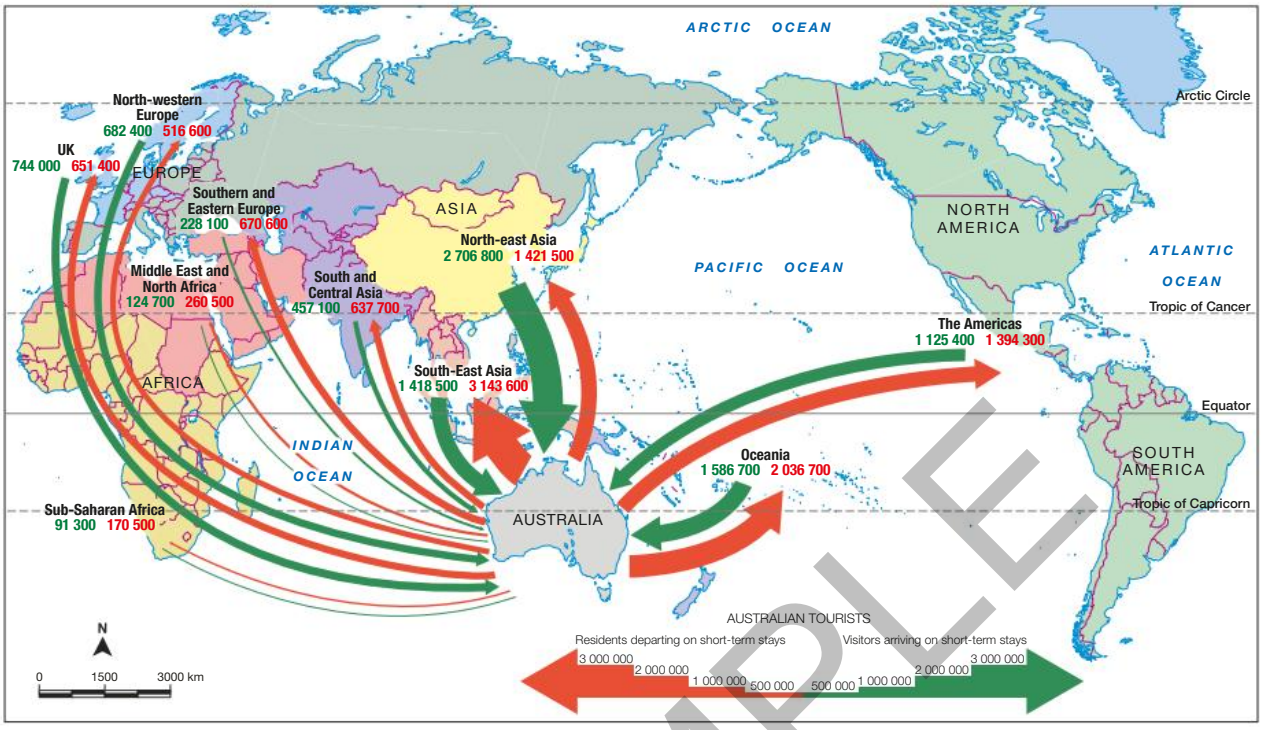
Source: SEDAC

Source 31: A choropleth map showing species richness (birds) in North America

Flow maps

Arrows show direction of movement and thickness shows size of movement.

Australian tourism: Arrivals and departures



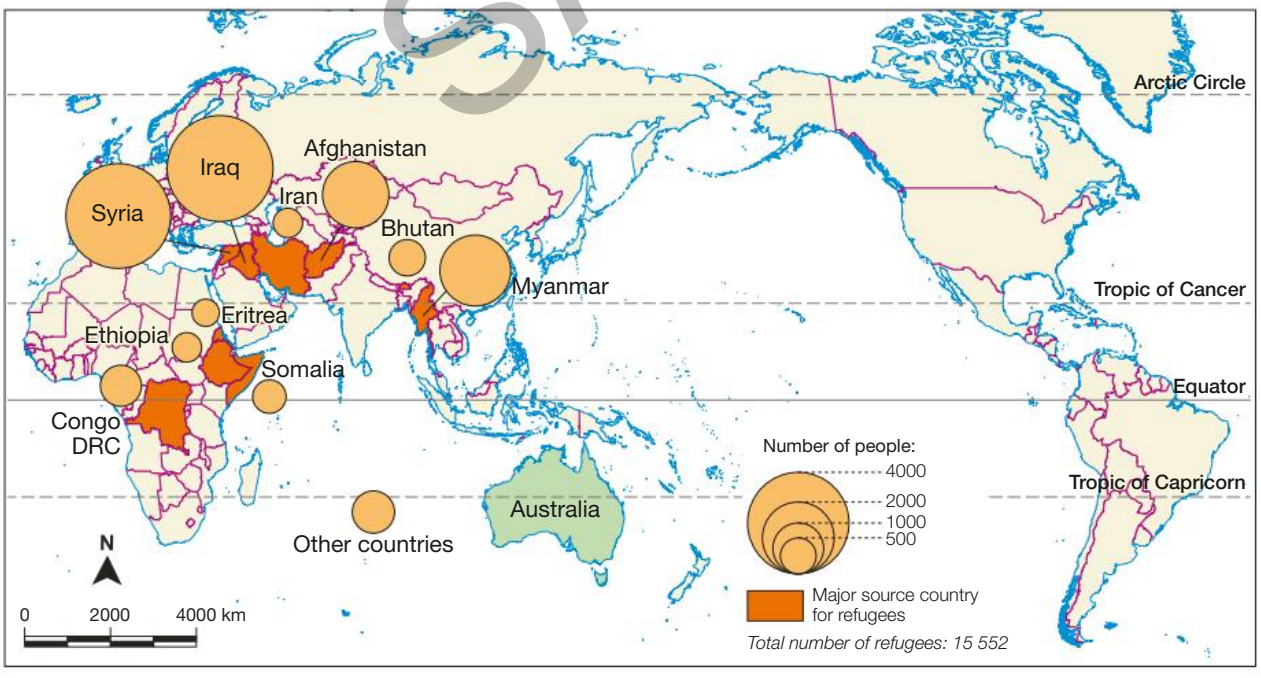
Source 32: Flow map showing Australia's international tourist arrivals and departures

Source: Mapgraphics

Proportional symbol maps

A proportional symbol map uses map symbols (such as circles) that vary in size to represent the data value. The larger the symbol, the greater the value.

Refugee arrivals to Australia, 2016



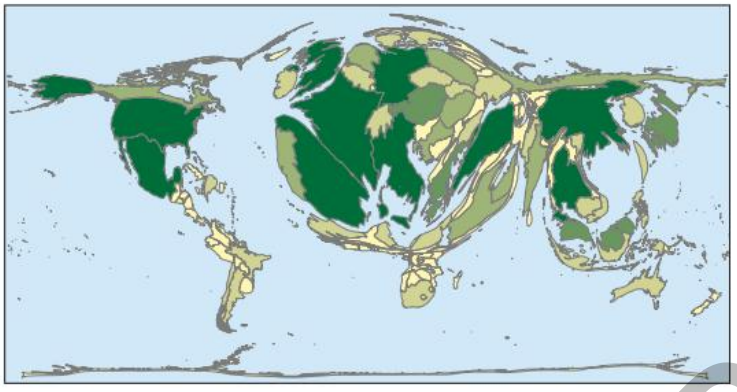
Source 33: Proportional symbol map showing the number of refugees coming to Australia in 2016

Source: Mapgraphics

Cartograms

Cartograms are maps that have been distorted by data. For example, in the map in Source 33, countries that are larger in size are those that are the most popular with tourists, while narrow, squished-looking countries are those that have far fewer visitors. The UK and Europe are large because they are very popular tourist destinations, while Australia is narrow because it is less popular.

Popularity of different destinations for tourists, 2017



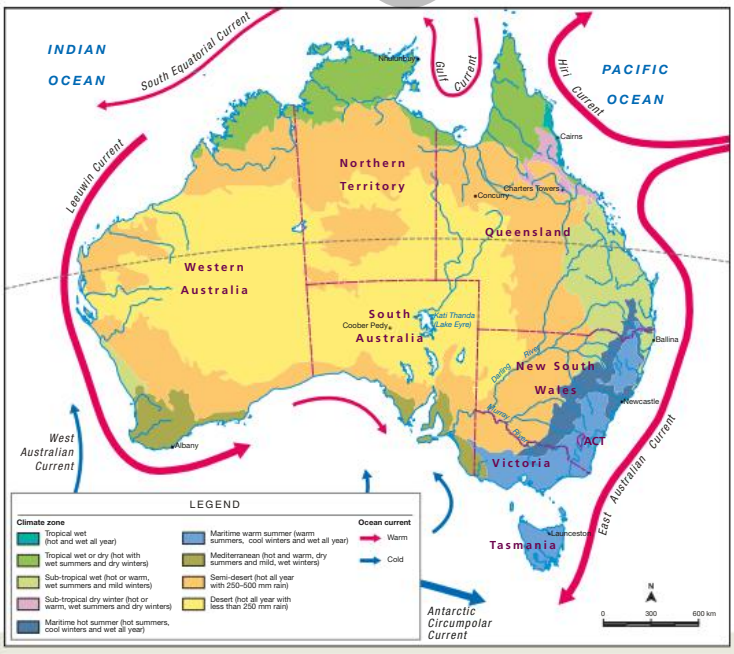
Source 33: The cartogram is another way to represent data; for example, how popular particular countries are as tourist destinations.

Source: Matilda Education Australia, UN World Tourism Organisation

Climate zone maps

In Geography, **climate** is important for determining land cover and how liveable a place is. While weather is what we observe day to day through our classroom window, climate is the average conditions (usually temperature and **precipitation**) within a region over a period of time. Climate is important when studying Geography as it gives us an indication of expected rainfall. In the map in Source 34 we can clearly see different climate zones on the continent of Australia.

Australia's climate zones and ocean currents



Source 34: A climate map of Australia

Source: Matilda Education Australia

Topographic maps

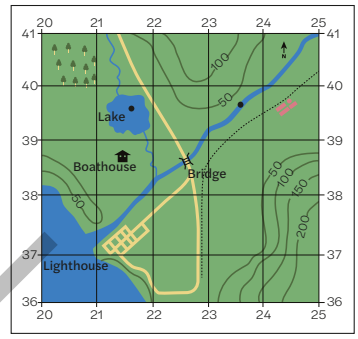
Topography is the study of land surface. Topographic maps show the different human and natural features on the ground, such as towns, roads, railways, forests, lakes and rivers. Topographic maps use contour lines to show different heights, helping you identify the shape of the land and features such as hills, valleys and ridges. A grid over the topographic map allows you to find relative and absolute locations.

Contour lines

Contour lines are imaginary lines on a map that join points of the same height above sea level.

When contour lines are close together, the land is steeper and when they are spaced further apart, the land is flatter. On the contour map in Source 35, the town of Tully (86°E, 16°N) is located in a flat valley between steep mountain ranges that surround it. The contour lines in the valley are widely spaced. The contour interval is the difference in height between the contour lines. For example, the contour interval used in Source 33 is 50 metres.

A sample topographic map



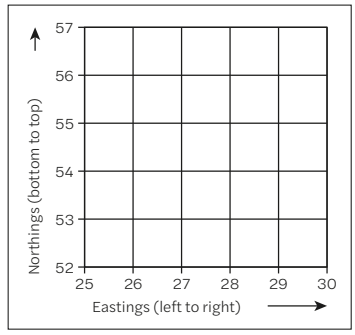
Source 33: This simple maps shows contour lines and grid references.

Grid referencing

It is not always easy to describe a specific point on a map using directional terms. Instead, you can use the grid references, also called the area reference (AR), to show the exact or **absolute location** of that place.

For example, you may want to highlight the exact position of the boathouse using the map in Source 33. If you spent time explaining where this was, you would be describing the relative location of that place. You might say, 'It is north-north-east of the lighthouse and west of the bridge'.

To read an area reference, we first look at the numbers (or letters) associated with the vertical lines, reading from left to right – these are called 'eastings'. We then look at the numbers associated with the horizontal lines, reading from the bottom of the map to the top – these are called 'northings'.



▲ **Source 34:** An example of grid references

Example

In Source 33, the boathouse is located at the four-figure grid reference AR2138. This reference takes us to the bottom left-hand corner of the grid square that the boathouse is located in. The lake is located at AR2139 and the bridge is located at AR2238.

Gradient

Contour lines and spot heights, such as those shown at the top of mountains, can be used to calculate gradient and local relief. Gradient and local relief are important influences on land use.

The formula used to calculate gradient is Vertical Rise (VR; the change in height between two points – use the contour lines) divided by Horizontal Run (HR; the horizontal distance between two points – use the scale map). Make sure that they are using the same unit of measurement.

For example, if the VR is 100 and the HR is 1000 the gradient is 100/1000 or 1/10. This means that for every 10 metre you travel across the land you have walked uphill by 1 metre.

▲ **Source 35:** Tully 1:50 000 topographic map

Climate graphs

A climate graph shows two types of data on one graph. It shows both the average temperature and rainfall that a region usually receives over a year.

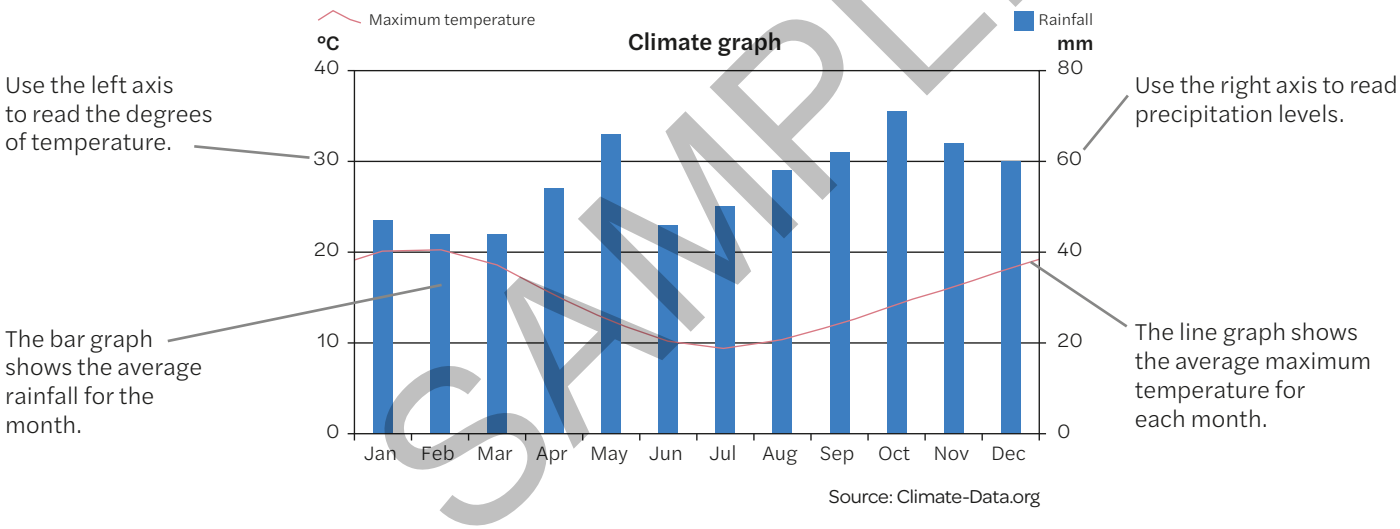
How do I read climate graphs?

This **climate graph** shows:

- maximum temperature (in degrees Celsius) on the left *y*-axis
- rainfall (in millimetres) on the right *y*-axis
- the months of the year on the *x*-axis
- the red line (or maximum temperature) varying throughout the year, peaking December to March and decreasing from April to July in the southern hemisphere
- the amount of precipitation varying, shown with the blue bars. In Australia, it tends to be highest in spring from August to November – with the exception of another peak in May.

The best way to describe the patterns we can see in a climate graph is by using two PQE analyses (page 30) – one for temperature and one for precipitation.

Source 36: A climate graph



Source: Climate-Data.org

What is the difference between weather and climate?

Look outside your window and describe today's temperature and the amount of rainfall there has been. Is it cloudy? Has there been a thunderstorm or is the Sun shining? What you have just described is the weather. Weather changes daily and is usually predictable up to 10 days in advance. Apps on your smartphone and the last five minutes of the television news show you these predictions of daily weather.

Now close your eyes and describe the climate of Australia. Do you imagine Australia being hot and dry? Just because we can describe Australia as hot and dry, does not mean it is like this everywhere, all year round. Unlike the weather, climate helps us describe the yearly (annual) average temperature and level of precipitation (rainfall and snow) in a region or country.

Climate graphs help us visualise the climate of a region or country. Climate change describes how the average temperature and precipitation levels of a location are changing over time.

Population profiles

Population profiles are graphs that show the percentage of females and males in particular age groups in a population.

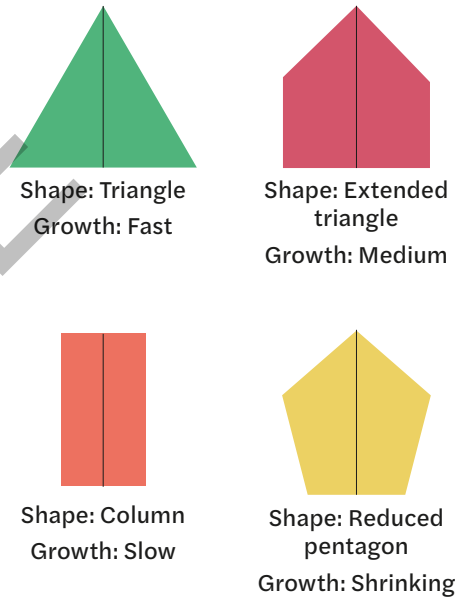
Population profile can be made on a local, national or global scale. On a population profile, female data is normally shown on the right side and male data on the left. The length of each bar represents the number or percentage of males or females in that age group. Source 38 shows the percentage. To calculate the number, use the total population of the place.

The shape of the profile tells us a lot about the population

Population profiles come in different shapes: triangles, columns, pentagons and so on. The shape tells you about the population. If the shape is:

- a triangle: growing population, with more young people than old people
- a box: slow or stable growth, with equal numbers of old and young people
- an upside-down profile: aging or declining population, with more old people than young people.

Source 37: Various population profiles. The shape of the profile tells you about the population.



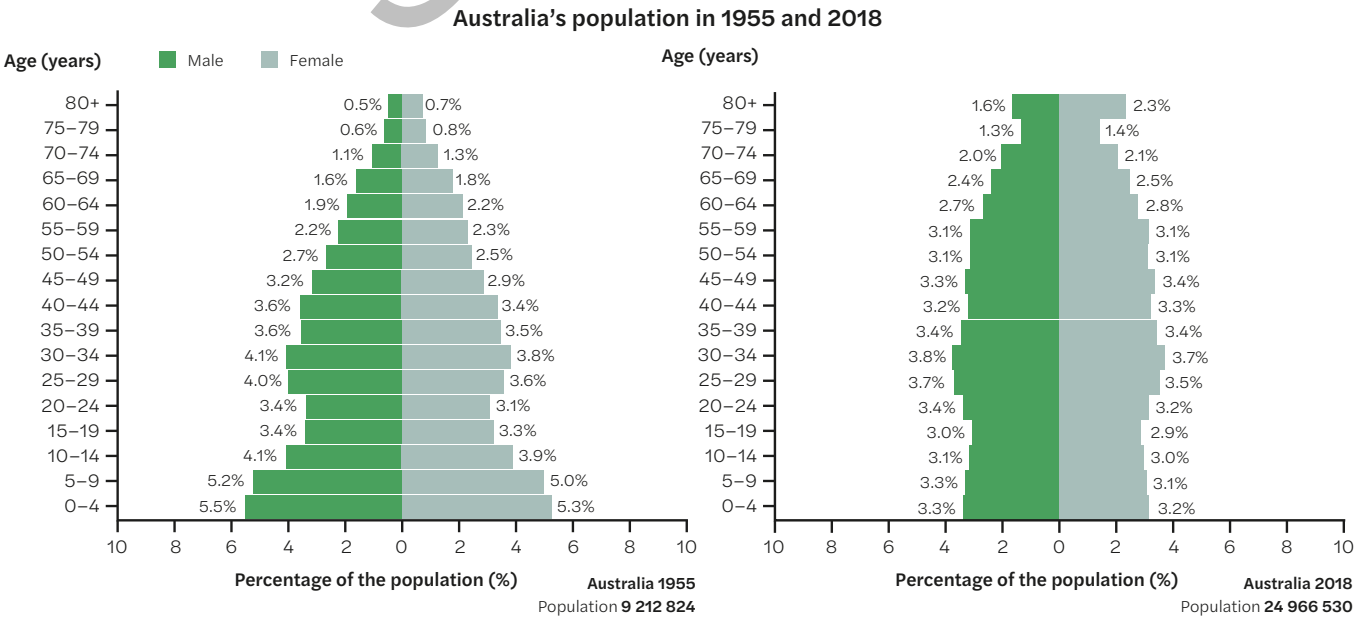
Example

How do I interpret a population profile?

The population profiles in Source 38 show Australia's population in 1955 and 2018. In 1955, many people were in the age range 0–14. Approximately 5.5 per cent of the population were males aged 0–4 years old, and 5.3 per cent were females aged 0–4 years old. We also had many working-age people. For example, 4.1 per cent of the population were males aged 30–34, and 3.8 per cent were females aged 30–34.

In 2018, the percentage of younger people in the population is significantly lower and there are more people in the older age ranges. The total population also grew to 25 million people.

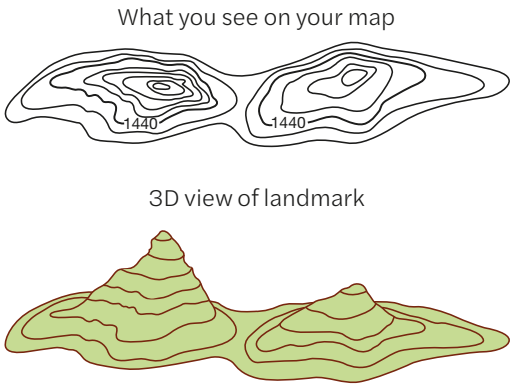
Source 38: Population profiles showing Australia's population in 1955 (left) and 2018 (right)



Cross-sections

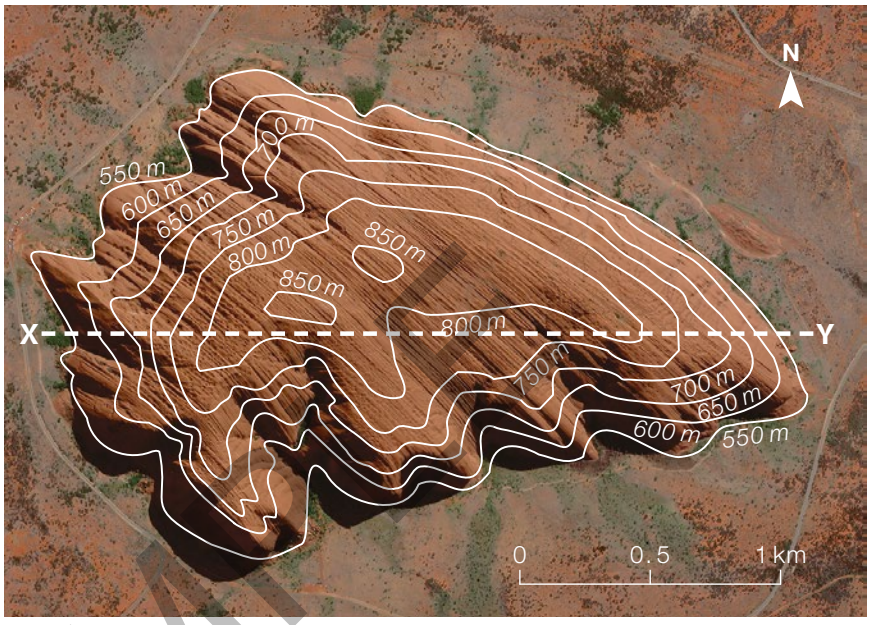
A cross-section shows the shape of a geographical landscape or landform from the side, as if it had been sliced by a knife. This type of drawing can be helpful in visualising landforms from different perspectives.

When drawing a cross-section by hand, we finish with a two-dimensional (2D) side-on view of the terrain; however, computer programs can create three-dimensional (3D) representations to enhance our understanding, as shown in Source 15.

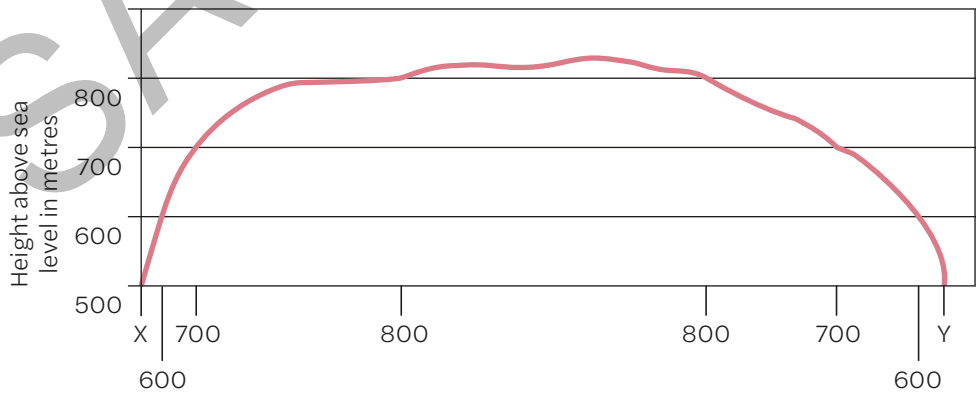


Source 15: The difference between what you see on a cross-section versus the 3D view of a landmark

Source 16: An aerial photo of Uluru with contour lines overlaid.



Contour lines are used to construct a cross-section. The overlay on the aerial photograph of Uluru in Source 16 is a contour map. The contour lines are the numbered lines that join places of equal height. Close contour lines indicate a steep slope and widely spaced contours mean a gentle slope.

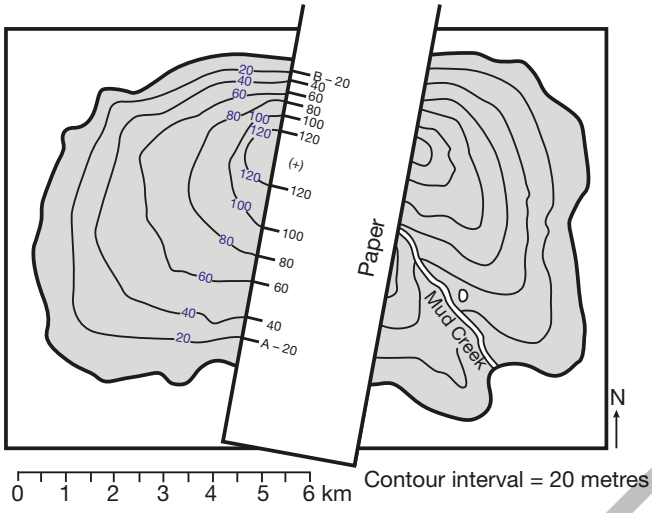


Source 17: A simple cross-section of Uluru, x and y are matched to the transect line in Source 16.

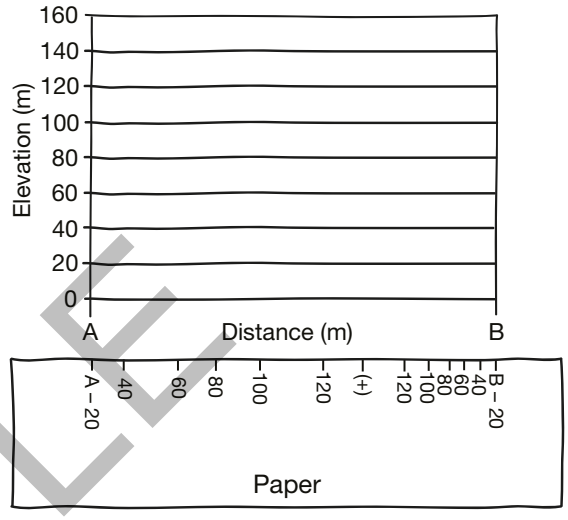
Source: Contour map from Matilda Education Australia, Geoscience Australia

How to draw a cross-section

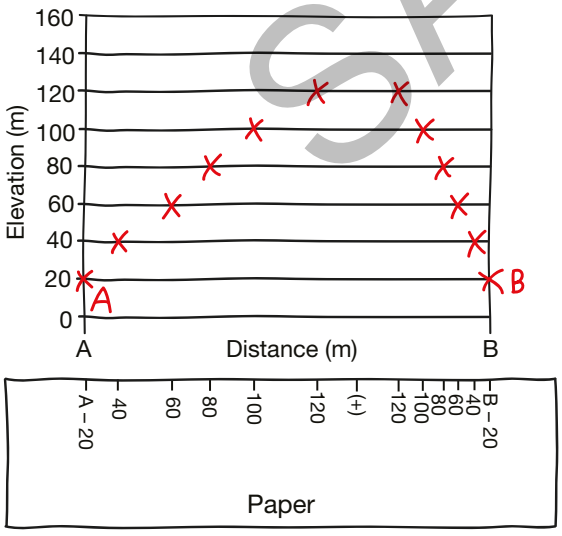
a Place a straight edge along the line between points A and B. Mark each contour line at the point it touches the edge of the paper and record the height.



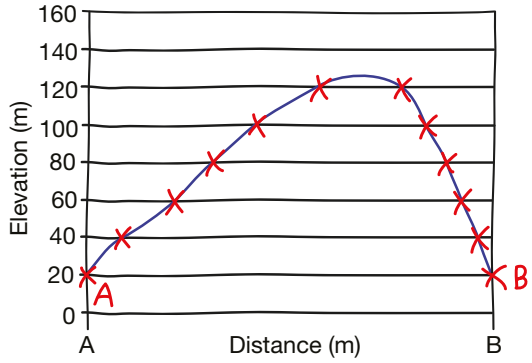
b Draw a vertical scale like the one below. You need to decide on a scale depending on the range of elevations presented on the contour map. For example, for the Uluru cross-section in Source 17, 1 centimetre represents 100 metres.



c Place the marked edge of the paper underneath the vertical scale and mark the appropriate height directly above with a dot.



d Join the dots with a smooth line to create your 2D image



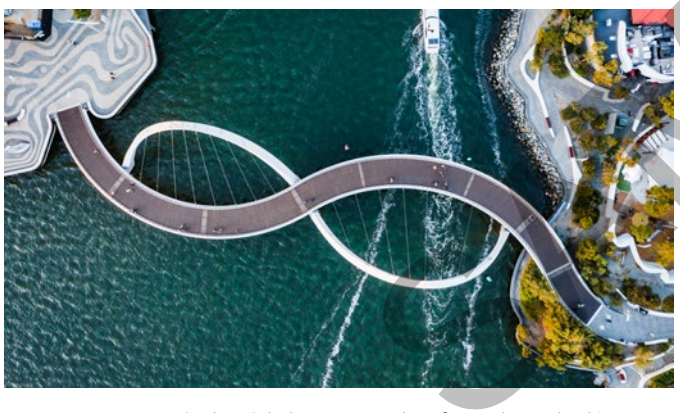
Photographs

Photographs are a valuable tool in Geography. They help capture a moment in time and can provide a greater level of visual detail that is difficult to capture in a quick field sketch. Taking photos is part of modern culture, with the average person taking at least 20 photo per day.

Photographs are often taken for a specific purpose and only show selected perspectives. In Geography there are four main types of photographs: ground-level, oblique aerial, vertical aerial and satellite.

▲ **Source 39:** Ground-level photos are taken at eye level. You probably take these most often using your phone. These photos can show details like landscapes, people and activities.

▲ **Source 40:** Oblique aerial photos are taken from an angle and are often used to show relationships or interconnections between phenomena.



▲ **Source 41:** Vertical aerial photos are taken from above, looking straight down. These are photos can show patterns over large areas and help viewers understand spatial distributions and patterns.

▲ **Source 42:** Satellite images are taken from space showing a wide view of the Earth.

How do I interpret a photograph?

1. **Look closely:** Start by examining the photograph. What do you see? Identify specific features in the image, such as people, buildings or natural landscapes.
2. **Consider the purpose:** Think about why the photograph was taken. What message or story is it trying to convey? This can change how you understand the image. What can you infer from the photograph? What guesses can you make?
3. **Think about the context:** Remember that photographs show only part of a bigger picture. Try to understand the broader context of what's happening around the image. What information do you need to understand the photograph and its purpose?
4. **Use prior knowledge:** Draw on what you already know about the topic. This will help you make informed guesses or predictions about what the photograph is showing.
5. **Ask questions:** Ask yourself questions about the photograph. What details stand out? What might be missing from the image? What other images do you need to understand the whole story?

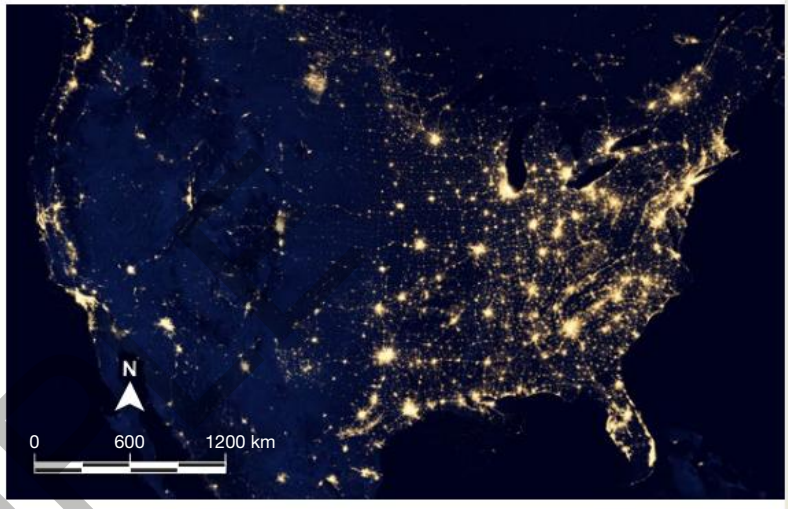
Satellite images

Satellite images are pictures of Earth taken from space. Satellites orbit the Earth and record images of the Earth's surface. We can use this data to see an event, such as a volcanic eruption, or to observe a change in land cover or other spatial patterns over time. Satellite images taken in daylight provide the most information.

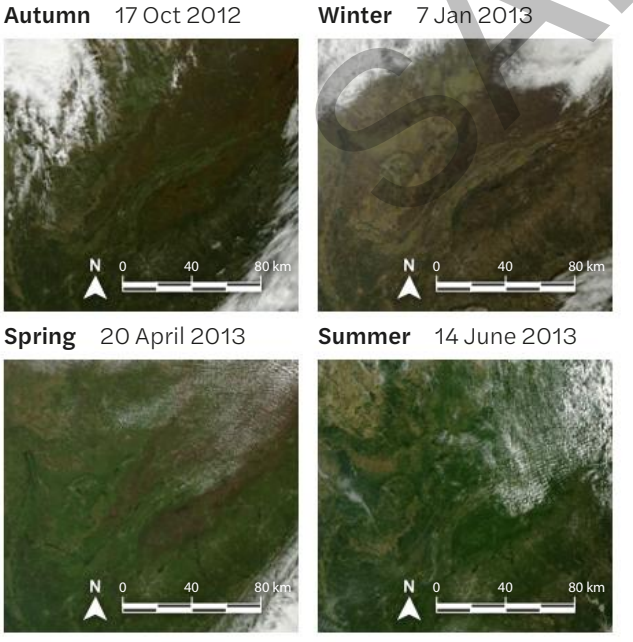
How can I use colour to interpret satellite images?

When you are trying to interpret a satellite image, look for colours and shapes. Colour will normally give you some idea about land cover. For example, in naturally coloured satellite images green usually indicates vegetation, blue is the colour of water and brown is usually desert or barren land. False colour satellite images substitute colours to make patterns clearer to see. For example, Source 44 substitutes red for green to show vegetation.

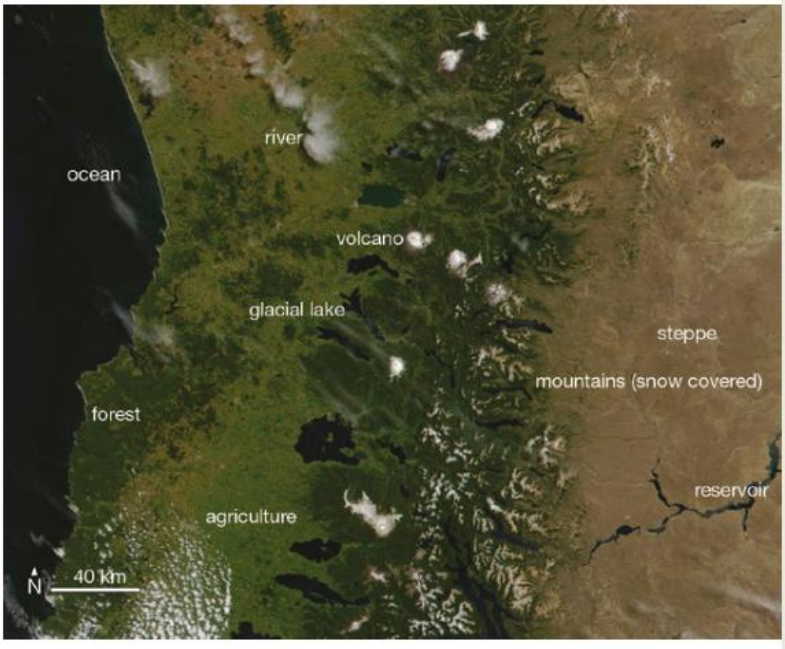
White can indicate snow or clouds, so here you need look at shapes. Clouds tend to look fluffy and, depending on the time of day, can cast a shadow onto the ground. Snow is usually on the tops of mountains, and you can see where it is melting or following the slopes. Looking for shapes is also helpful when you are trying to identify rivers or reservoirs, which can be seen as blue lines.



Source 43: Satellite images taken at night provide different information than those taken during the day. This photo of the US shows the extent of its urban areas.



Source X: These satellite images show the forests covering the Great Smoky Mountains of the southeastern US over four seasons. Satellite images are useful for seeing change over time.



Source X: This satellite image shows the various geographical features of central Chile and Argentina. We can use this information to answer geographical questions and understand spatial patterns

2 I can describe distributions and patterns.

In Geography, we use maps and graphs to understand what is happening in the world around us. In many cases, these maps and graphs provide us with information about patterns and the location or distribution of specific items.

The formula PQE helps us to describe these patterns and their distribution. **P** stands for pattern, **Q** stands for quantify (or 'how many') and **E** stands for exception.

P Pattern

A pattern is a trend in the data. When you look for a pattern, you need to read the legend and interpret what the colours or symbols mean.

On a graph or map, you might notice data points are clustered in one spot, or you might see the opposite, that they are distributed unevenly. You can then use compass points or the names of places to describe where the data clusters appear.

Descriptive words you can use include: *clustered, even, uneven, highly distributed, north, south, east, west, increase, decrease* and *fluctuate.*

Q Quantify

When we quantify our pattern, we need to use numerical data to provide evidence of what we see.

You could obtain data by using the legend, by using the scale to measure or by conducting a count. You need to ensure that the data you provide relates directly to the pattern you recorded earlier.

E Exception

An exception is a piece of data on the map or graph that doesn't 'fit in' with the general pattern. When you spot an exception on a map or graph, it is good to quantify it to provide a comparison to your original pattern description.

What is the difference between qualifying data and quantifying data?

PQE helps us describe patterns and distributions. When we describe, we 'say what we see'. In a PQE analysis, we do not explain or give a reason why we see patterns, this is done in a SHEEPT analysis (page 32).

To quantify means to use percentages, counts, ratios or data from the legend to provide more details about the different patterns you are writing about. To qualify a statement means you use general descriptive words such as 'large', 'many', 'small scale', 'enormous', 'broad' or 'tiny' to describe a pattern or change.

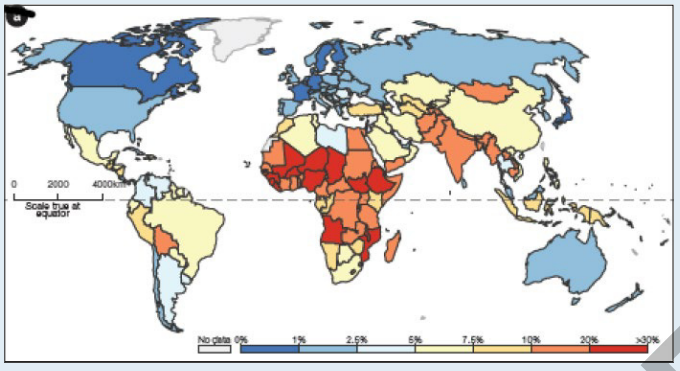
By using quantifiable data, we can more easily see key differences between locations or even monitor change over time.

Comparative PQEs

As you move towards VCE you may be presented with two maps or graphs and asked to compare patterns and distributions or observe changes over time. We can still use the PQE formula in this case to help us structure a geographical response. There are a number of ways you can form comparisons using PQE, but no matter what approach you choose, you must include examples and quantifiable data in your response.

The most efficient way to form comparisons is to directly compare data within each section of the PQE. In other words, you would use the pattern section of your analysis to highlight key differences in distributions, use data from the map or graph as evidence in your quantification section and then, finally, in the exceptions section, highlight any similarities in the data.

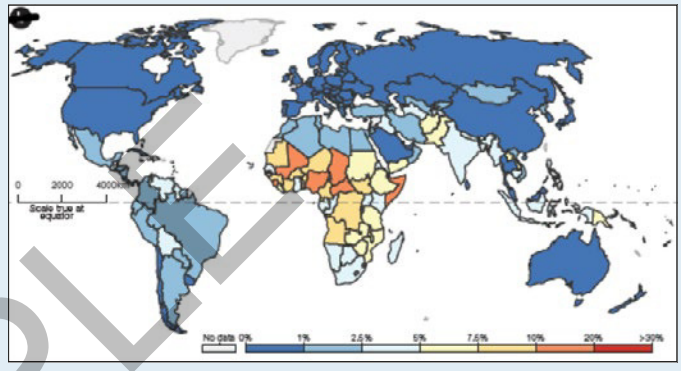
Rates of child mortality, 1987



Source: Our World in Data

▲ **Source x:** Rates of child mortality, 1987

Rates of child mortality, 2017



Source: Our World in Data

▲ **Source x:** Rates of child mortality, 2017

Example

If we were asked:
'Sources x and y: With reference to at least one world region, describe the differences in child mortality rates between 1987 and 2017', you may answer:

- **Pattern:**
  Overall, the child mortality rate has decreased between 1987 and 2017 in all world regions.
- **Quantify:**
  Asia has seen one of the largest improvements in child mortality rates. For example, China has seen a reduction from more than 5 per cent to less than 1 per cent child mortality and India has shifted from over 10 per cent to under 5 per cent child mortality.
- **Exception:**
  High-income countries have consistently had lower child mortality rates over time in comparison to low-income countries. This is particularly true in some African nations where, despite dramatic improvements, child mortality rates are still over 10 per cent in places such as Mali, Chad and Somalia.

Example

If we were asked to:
'Refer to Source y: Describe the distribution of child mortality rates in 2017'. We could answer:

- **Pattern:**
  Overall in 2017, low-income countries tend to have higher rates of child mortality than high-income countries.
- **Quantify:**
  For example, Chad has a child mortality rate of over 10 per cent, while Australia has a child mortality rate of less than 1 per cent.
- **Exception:**
  However, patterns of child mortality vary between low-income countries with places such as Madagascar having a lower child mortality rate (less than 5 per cent) than other nearby countries.

3 I can explain distributions and patterns.

SHEEPT is an acronym that helps you explain the reasons why a spatial pattern occurs. This acronym stands for: Social, Historical, Economic, Environmental, Political and Technological.

SHEEPT

S Social

Social factors are anything to do with people. Social factors include population, culture, language and religion.

H Historical

Historical factors are anything to do with our past. Historical events, buildings, people and changes to climate all influence what we see in our world today.

E Economic

Economic factors are those relating to money. In Geography, how much people earn, how much things cost and how much money is spent can provide us with information about a place. Tourism is a huge economic factor for many regions.

E Environmental

Environmental factors are those relating to the natural or human environments on Earth. Humans can manipulate the environment to suit their needs.

How do I write a SHEEPT analysis?

SHEEPT is usually used to explain why patterns or distributions may occur in a particular region. It can also be used to expand our thinking when annotating images or considering new geographical content. The text below and on the right is an example of how to write a SHEEPT analysis for an image. The highlighted terms indicate the use of a SHEEPT term. Can you identify all of them? (The analysis does not need to include every term.)

Source 46: Sydney, NSW

Example

Source 46 is an image of the Sydney CBD and its famous landmarks. The Sydney Harbour Bridge is a *historical site* that took eight years to *construct* and was opened by Premier Jack Lang in 1932. Today, the bridge is a *major tollway* and thoroughfare, with *eight car lanes, train tracks and paths* for bikes and foot traffic. The bridge is also a *tourism site*, with tourists paying to climb the structure and see the speculator views of the city, h*arbour and surrounding environment* from the top.

P Political

Political factors are those to do with the government or leading groups, and these factors usually involve laws and policies.

T Technological

Technological factors relate to the different types of technology used. It could relate to transport or building technologies or even geospatial technologies.

4 I can predict change to patterns.

Once you understand what has happened in the past and in the present, you can make evidence driven predictions and suggest how patterns may change in the future.

The following steps can be used to help guide you to make predictions in Geography.

1. Start by gathering current and past data about the topic; for example, past and current air-quality data for a region.
2. Look for trends or changes in the data; for example, air quality in a region may have decreased over time due to increased pollution from a growing population.
3. Think about other things that might affect the future, such as local policies or environmental factors. The SHEEPT factors may help you think more broadly; for example, a new environmental regulation (political) or advancements in clean technology (technological) could improve air quality.

5 I can use geographical concepts to structure data analysis.

The geographical concepts, SPICESS can be used to help you structure data analysis. You do not need to specifically mention each concept. Highly skilled analyses will use the meaning of the concepts to help think more broadly about a topic.

The seven geographical concepts – *place, space, environment, interconnection, sustainability, scale, and change* – are fundamental for structuring geographical analysis. The following shows you an example using biomes for context.

- **Space** refers to the way that we use, *change* and distribute things on the Earth's surface. Using space, you may evaluate how the arrangement of different biomes across the Earth impacts ecosystems. For example, how does the proximity of a forest biome to a desert biome influence biodiversity and species distribution?
- **Place** helps in examining the unique characteristics and significance of specific locations. By focusing on place, you may assess how a biome's unique characteristics, such as climate or vegetation, contribute to the overall health and diversity of that biome.
- **Interconnection** is the idea that two things or phenomena are related, interact or are linked in some way. Recognising these links may help you understanding how various factors, such as climate patterns, human activities, or natural events, influence the structure and function of biomes.

▲ **Source 47:** Rainforests are highly productive places.

- **Change** refers to how a place is altered due to shifts in the *environment* or to meet the needs of humans. You may predict the of specific biomes based on current data and historical patterns, such as how deforestation could impact tropical rainforest biomes in the coming decades.
- **Environment** explores the built and physical features of the Earth. Interconnection may help you consider how *environmental* quality, such as air and soil health, impacts the *sustainability* of biomes, including the types of species they can support.
- **Sustainability** focuses on maintaining and preserving resources and *environments* for future generations. You may consider how current policies or conservation efforts can ensure the long-term preservation of biomes, such as protecting coral reef biomes from the impacts of climate change.
- **Scale** usually refers to the size of something or describes different spatial levels. You may consider how *environmental* issues and conservation solutions vary across different scales, such as local, national or global efforts to protect endangered biomes.

Concluding and decision-making

Making conclusions

Drawing conclusions in Geography involves interpreting and summarising the findings from your research or data analysis in order to answer a specific question or address an issue or challenge.

1 I can answer Geography questions.

The first step to writing a conclusion is thinking about a simple answer to your inquiry question. From all the things you have read and done to collect information, what have you found out?

2 I can describe the impact of geographical phenomena.

In Geography, an impact is the effect a phenomenon, action, or change has on people, places, or the environment.

Impacts can be either positive or negative and occur at a range of scales.

When drawing conclusions for your own inquiry question, consider the positive or negative impacts you have researched.

Example

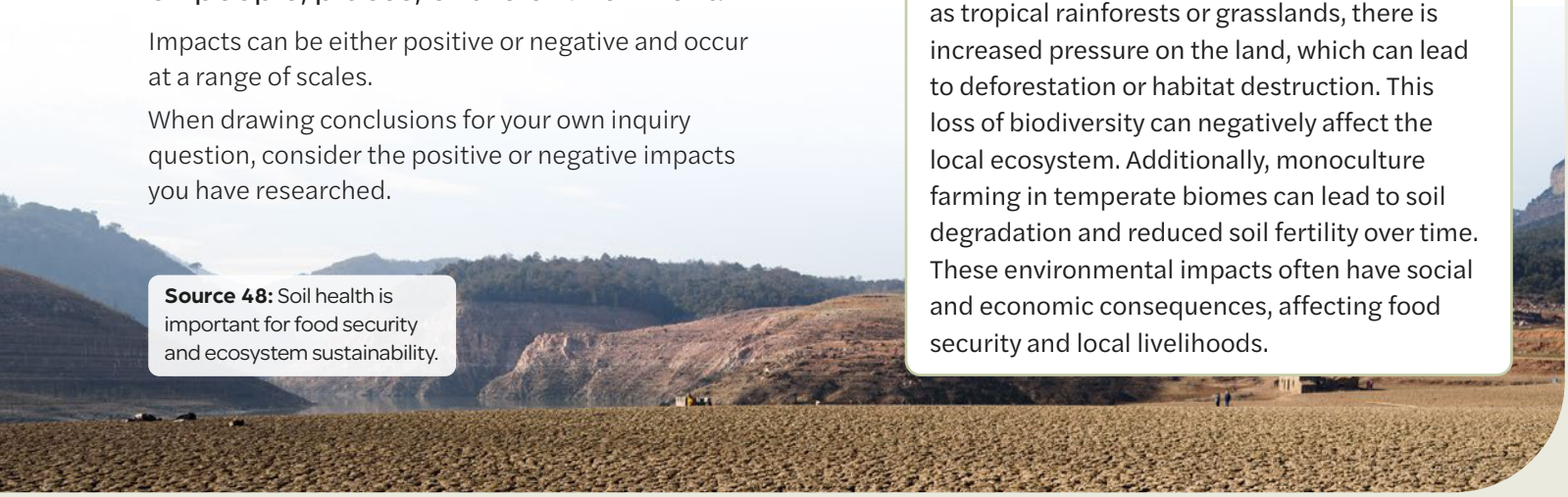
Consider the question, 'Why has global trade increased in recent years?'

Answer: Global trade has increased due to factors such as advancements in transportation and technology, the rise of global supply chains, reduced trade barriers through agreements, and the growth of digital tools that facilitate international business transactions.

Example

Consider the question, 'How are biomes used for food production?'

The use of biomes for food production has led to several significant impacts. For example, as agriculture expands in certain biomes, such as tropical rainforests or grasslands, there is increased pressure on the land, which can lead to deforestation or habitat destruction. This loss of biodiversity can negatively affect the local ecosystem. Additionally, monoculture farming in temperate biomes can lead to soil degradation and reduced soil fertility over time. These environmental impacts often have social and economic consequences, affecting food security and local livelihoods.



Source 48: Soil health is important for food security and ecosystem sustainability.

3 I can write evidence-based conclusions.

A conclusion is written when you have reviewed all the information. It is a summary of your results and outlines the key findings of your research. No new ideas should be raised in a conclusion.

Example

Consider the question, 'Why has human wellbeing changed in our area?'

A conclusion could read something like this for the fictional suburb of Happy Town:

This inquiry aimed to understand why human wellbeing has changed in our area. Our research reveals that the decline in human wellbeing in Happy Town is closely linked to factors such as increased unemployment rates and reduced access to mental health services. Survey participants noted a rise in feelings of stress and anxiety, particularly among younger residents. Economic challenges, including job insecurity, have been identified as key drivers of lower wellbeing in the community. Local environmental changes, such as reduced access to green spaces and increased pollution, have also contributed to a decline in physical and mental health.

Although our inquiry faced some limitations, such as a small sample size and limited access to local government data, our findings suggest that improving access to services and addressing economic inequality could improve wellbeing outcomes. Enhancing the availability of mental health resources and creating more green spaces could help promote a healthier community overall. Addressing these challenges is essential for improving the overall wellbeing of Happy Town's residents and ensuring a sustainable future for the community.

4 I can assess the reliability of data.

While data may appear useful, it is not always reliable. Reliability means information is consistent and dependable, in other words, you can trust it to be accurate.

To ensure the data you use is reliable, ask yourself these questions:

- When was the information written? If the data is more than ten years old, it may not be reliable to represent current patterns and distributions.
- Check who wrote the information: Sites like Wikipedia can be updated by the public. Rely on peer-reviewed information written by authoritative voices. Peer-reviewed means other experts in the field have checked and approved the work before it's published, making sure it's accurate and reliable.

Evaluating your fieldwork process

It is important to critically reflect on your own data collection methods – sometimes the methods you select are not successful, and need to be improved to help you collect more valuable data. Your evaluation should focus on the following questions.

- What was the most successful **primary method** used, and why? What was the least successful, and why?
- What was the most successful secondary method used, and why? What was the least successful, and why?
- If you were to repeat this study, what would you do differently next time?

Note: Do not comment on your time management, how much fun you had or what you learnt in general. This should be a formal reflection that other professionals could read and learn from.

1. Begin by revisiting the inquiry question or topic to remind your audience of the focus of your investigation.
2. Briefly summarise your main findings, highlighting the most important data or insights that help provide answers the inquiry question.
3. Acknowledge any limitations in your research. Did it rain on your field day so there weren't many people to survey? Was there a topic you could not find any data on?
4. Finish your conclusion with a clear, concise statement that emphasises the importance of your inquiry.

▲ **Source 49:** How to write an evidence based conclusion.

5 I can evaluate ethical considerations.

There are several ethical considerations when drawing conclusions in Geography. They involve properly referencing materials used and ensuring a range of perspectives have been studied.

Perspectives and bias

In Geography, it is important to consider a range of perspectives and understandings on a topic. You need to ensure you present data honestly without altering its meaning or context (Source 48).

Copyright

Ensure you have cited the secondary data you have collected. While copying and pasting is a good way to start collecting general ideas, the real skill is in reading, interpreting and applying the information you have found to your inquiry question, using your own words and interpretations. Remember to acknowledge the original sources by using a bibliography.

Bibliographies

There are a range of styles and formats to create a bibliography. Quality bibliographies do not a simply copy and paste URLs onto a page; they provide the information required to properly reference the material you accessed and used. The following bibliography formats are in line with APA styling. While bibliographies are important to show your reader the source of your information and reduce the risk of plagiarism, as you move towards being a senior geographer you may need to start completing in-text citations and reference lists as part of your work. While different schools require different styles of citation, the basic idea is still the same.

Example

1. At the end of the sentence or paragraph where you have used a study's or website's data or information, before you conclude with a full stop, insert a set of brackets; for example, 'The current Australian population exceeds 25 million people (...).'
2. Inside the brackets you need to list the last names of the author or authors who provided the information or the name of the company or government body, if the author names are not available, followed by the year this information was published. For example, 'The current Australian population exceeds 25 million people (Australian Bureau of Statistics, 2020).'
3. You then need to complete a full reference list containing all your cited references at the end of your report (see Example 1).

Source 50: Consider how your own personal beliefs, values and understandings influence your perspective.

The in-text citations act as little bookmarks to indicate to your reader where your information is sourced from, or where to find out more. The reference list at the end provides the full list of references for the reader to be able to find the location of the studies or data you used and complete their own investigations.

List all entries in alphabetical order by the last name of the first author. If there's no author, use the title of the work.

Example 1

- **For books:**
  Author, A. A. (Year). *Title of the book*. Publisher.
  Example: Smith, J. A. (2020). *Understanding psychology*. Academic Press.
- **For journal articles:**
  Author, A. A. (Year). Title of the article. *Title of the Journal, volume number*(issue number), page range. https://doi.org/xx.xxx/yyyy
  Example: Doe, J. (2019). Cognitive development in children. *Journal of Child Psychology, 15*(3), 234–245. https://doi.org/10.1234/jcp.2019.6789
- **For websites:**
  Author, A. A. (Year, Month Day). Title of the webpage. *Website Name*. URL
  Example: Johnson, M. (2021, March 5). The effects of climate change. *Environmental News*. https://www.environmentalnews.com/effects-of-climate-change

Strategies

A geographical strategy is a planned set of actions to overcome a specific issue or challenge. A strategy is developed by identifying the problem, assessing impacts, and implementing solutions.

1 I can describe a strategy.

You can structure your description of a geographical strategy by considering these three questions:

1 **What are the goals?**
Describe the strategy being used to address a specific geographical issue.

2 **What actions are being taken?**
List the key steps or measures involved in the strategy.

3 **How are they doing it?**
Explain how the strategy is put into practice.

Example

For the fictional suburb of Happy Town, the Environmental Change Mitigation Program is being planned.

What are the goals?
The Environmental Change Mitigation Program aims to reduce local environmental degradation in Happy Town by 20 per cent over the next two years, focusing on reducing pollution and promoting sustainable land use practices.

What actions are being taken?
The program includes initiatives such as planting native vegetation, enhancing recycling and waste reduction efforts, and encouraging the use of eco-friendly transportation options like biking and public transit. Public education campaigns will raise awareness about reducing carbon footprints and protecting local ecosystems.

How are they doing it?
The program is being implemented through partnerships with local businesses, environmental groups, and schools. A series of community workshops, tree-planting events, and educational resources on sustainable practices are provided to residents. Additionally, incentives for businesses that adopt green technologies and sustainable practices are being introduced.

2 I can explain a strategy.

When explaining a strategy, you may consider the following steps:

1. Outline what they are doing to undertake this strategy. What are the aims? Who is involved? What scale is it addressing (local, regional, national)? What do they need to successfully carry it out?
2. List the steps taken to carry out the strategy. This includes the methods or systems used.
3. Explain how these actions are organised and carried out, and who is responsible for each step.
4. How is the strategy managed? Discuss the roles of various **stakeholders** and how tasks are assigned and monitored. A stakeholder is someone who is affected or interested in the strategy; for example, individuals, communities, businesses, governments and organisations.

Source 51: Ecotourism supports social, economic and environmental sustainability.

Example

Ecotourism is a strategy that promotes sustainable tourism by encouraging responsible travel to natural environments. The goals are to increase environmental sustainability, help support local economies and communities, and educate tourists about biodiversity, culture and conservation. The people involved in the ecotourism industry include local businesses, governments, local communities, and environmental groups. Local businesses, like tour companies and hotels, try to be eco-friendly by reducing waste and saving energy. Governments design policy and legislation to increase sustainable practices and protect the environment. Local communities help by providing services and protecting nature, while environmental groups support conservation and teach tourists about the area. Together, these groups make sure ecotourism benefits both people and place.

3 I can predict the impact of a strategy.

In Geography, predicting means guessing what might happen in the future based on current information and past events. This can include things like how populations might grow, how water use may change or what effects climate change could have. Predictions help decision-makers prepare for possible future scenarios.

To predict the impact of a strategy, first you need to collect data and information on current patterns. Is the population in a place currently increasing? Is the local area increasing its access to facilities and services to cater to these growing needs? Then you need to consider these patterns and, using your understanding of the topic, suggest what might happen in the future.

Example

When planning for the COVID-19 vaccination roll out, what might planners may have predicted?

- **Improved public health outcomes:** As more people are vaccinated, Australia is likely to see a significant reduction in COVID-19 cases, hospitalisations, and deaths, leading to improved overall public health and fewer disruptions to daily life.
- **Economic recovery:** With the population becoming more immune to the virus, the economy is expected to recover more quickly, with increased confidence in businesses, tourism, and international trade, leading to job creation and economic growth.
- **Increased vaccine awareness:** The successful rollout of the COVID-19 vaccine could lead to increased public trust in vaccines and health measures, potentially improving vaccination rates for other diseases and strengthening Australia's preparedness for future health challenges.

4 I can design strategies.

Recommending strategies not only allows you to apply your understanding of people and place, but it also enables you to take real action and make a difference in your local community.

These steps can help you design your strategy.

1 First you need to clearly define the geographical issue or challenge you want to address. Think about how you might gather information to understand the challenges and brainstorm what is already being done to try and overcome these issues.
2 You then need to create specific, measurable, achievable, relevant and timely (SMART) goals that outline what you hope to achieve with your strategy.
3 Consider the community members, organisations, and experts that may be impacted by this strategy. How might they feel about what you are planning to do?
4 Create a set of steps that will help you carry out your strategy.
5 How will you measure if your strategy is successful? Consider how you will measure whether your strategy has met its SMART goals.

Example

Strategy to reduce local pollution emissions

The local area has been facing increased pollution emissions. The main sources of pollution are car emissions and local factories that rely on fossil fuels. Data can be gathered through air quality monitoring stations, surveys, and by consulting experts in environmental science and urban planning.

1 SMART Goals

- **Specific:** Reduce local pollution emissions by 20 per cent over the next two years through a combination of transportation changes and energy-efficient technologies.
- **Measurable:** Monitor air-quality levels regularly and track the number of electric vehicles on the roads, as well as industrial emissions.
- **Achievable:** Achieve this goal by incentivising electric-vehicle usage, introducing cleaner energy sources for industries, and improving public transportation options.
- **Relevant:** This goal addresses the urgent need for better air quality and healthier living conditions in our community.
- **Timely:** The goal will be reviewed and measured within a two-year period, with quarterly progress checks.

Source 52: Design your goals to be SMART.

2 Consider the stakeholders

Residents, especially those with respiratory conditions, will benefit from cleaner air. However, local businesses, especially those in transportation and industrial sectors, may be concerned about the costs of transitioning to more sustainable practices. Local governments will play a key role in implementing policies and providing financial incentives for clean energy and transportation.

3 Steps to carry out the strategy

- **Step 1:** Launch a public awareness campaign about the dangers of air pollution.
- **Step 2:** Provide incentives for local businesses to switch to renewable energy sources.
- **Step 3:** Partner with local government to develop and promote public transportation systems that reduce the need for private cars.
- **Step 4:** Work with the community to establish 'car-free days' or carpooling initiatives, reducing the number of vehicles on the road.
- **Step 5:** Provide financial incentives for residents to purchase electric vehicles
- **Step 6:** Monitor progress using air quality sensors and traffic data.

4 Measure success

The success of the strategy will be measured by:

- a reduction in air pollution levels
- an increase in the number of electric vehicles on the roads
- increased public transportation ridership
- the successful reduction of industrial emissions.

5 I can consider perspectives to evaluate strategies.

In Geography, perspectives are the different ways people see and understand the world. These views can be influenced by things like culture, personal experiences, money and the environment. By learning about these different perspectives, geographers can better understand how groups of people interact with their surroundings and with one another.

When evaluating the success of strategies, it's important to consider that different people may have different expectations of outcomes. Recognising these varying perspectives ensures that we take everyone's views into account.

- Consider various viewpoints related to the strategy. Think about how personal values, cultural beliefs, and economic needs might influence how different groups perceive the strategy. For example, how do local businesses and First Nations peoples view the strategy?
- Reflect on how your own values and attitudes shape your understanding of the strategy. Think about what you value, and how your family's attitudes or beliefs impact how you think about a strategy. Your perspective may be different from those of others.
- Look at the possible impacts of the strategy from multiple angles. SHEEPT factors may help you broaden your thinking. For example, how might the strategy benefit some groups while causing challenges for others?
- Consider the strengths and weaknesses of the strategy based on the range of perspectives you explored. Think about how understanding these different views can lead to better and more inclusive decision-making.

Source 53:
Different people have different perspectives.

Evaluating the overall effectiveness

When you are looking at a solution to a problem, or perhaps a strategy or policy, we can use SWOT to evaluate the effectiveness of that strategy. SHEEPT (pages xx–xx) can also help you to expand your ideas here.

- **Strengths:**
  What are the positive outcomes of the strategy? What does it do well? What are the achievable aims?
- **Weaknesses:**
  Is there something that the policy does not cover? Are there any clear gaps that need to be addressed? How long will it take to implement?
- **Opportunities:**
  What improvements could be made? How could it be more effective? What other resources are needed? How sustainable is this policy (economic, environmental and community sustainability)?
- **Threats:**
  What hurdles need to be overcome (SHEEPT)? What issues might this solution face? How will success be measured? Is it achievable?

Example

Evaluate the *effectiveness* of the Fijian government's relocation strategy as a way of protecting local villagers from the impacts of global warming.

Answer: Depending on our management of emissions and future actions, researchers estimate that by 2050, up to one billion people worldwide could be displaced as a result of global warming. Fiji is characterised by its 1129 kilometres of coastline, coral reefs and small traditional villages. Fiji is particularly susceptible to sea-level rise due to its connection to coastal regions for traditions, housing and income. NOAA recently reported that global sea level has risen by 16–21 centimetres between 1900 and 2016. As a result, in February 2014, the village of Vunidogoloa was instructed to relocate 2 kilometres inland. Vunidogoloa was the first village to move and, since then another three have been relocated as a result of inundation risk.

While relocation meant that villagers were out of the flood zone and gained access to solar power, rainwater tanks and better facilities, houses were reported to have been built quickly and, therefore, to leak in high-rainfall months. Studies have found that the move has also had a significant impact on the community's sense of place. People have been disconnected from their traditional and sacred lands, and denied access to fishing sites, one of the dominant local food sources.

Further, it is estimated that Fiji will lose up to 5 per cent of its GDP each year as a result of the changing environment, with extreme weather events such as Tropical Cyclone Winston in 2016 only making things worse. After the relocation of Vunidogoloa, the Fijian government established relocation guidelines and identified over 830 communities that will be vulnerable to the impacts of global warming, with 45 of these being earmarked for future relocation.

While Fiji emits less than 1 per cent of the world's carbon output, research has estimated that 4.5 per cent of Fiji's buildings will be flooded by a further 22-centimetre sea-level rise. Therefore, while a strategy of local relocation may be beneficial for some villages in the short term, this may not be an ongoing effective or sustainable solution and, ultimately, if sea levels continue to rise, large Fijian populations may become climate refugees.

Communicating

Presenting ideas

Communicating findings in Geography is important because it helps us understand the information, make decisions, raise awareness of issues, take action, and work together to solve geographical challenges.

1 I can describe phenomena using geographical terms.

In Geography, 'phenomena' means things or events that we can see and study in the world. This includes natural events like weather, mountains, and plants, as well as human activities like building cities or moving from one place to another.

Geographers look at these phenomena to understand what causes them, how they affect the world and how everything is connected. We can describe phenomena using a range of geographical terms. The glossary provides you with a range of geographical terms you may like to use. Some examples may be:

- **distribution:** refers to how things are spread out in a geographic area
- **density:** how close things are together in an area
- **patterns:** how things are organised in an area or trends we might observe on a map
- **scale:** the level of detail of an observation (e.g. local, regional, national, global)
- **spatial interaction:** the way phenomena are linked to each other
- **topography:** the physical features of a landscape or area, such as hills or valleys
- **climate zones:** areas with similar long-term weather conditions (e.g. tropical, arid, temperate zones)
- **region:** an area characterised by common features (e.g. cultural region, economic region).

Example

This example uses some geographical terms:

In Brazil, crops like soybeans and sugarcane are grown using monoculture farming. Monoculture farming is concentrated in specific regions, particularly in the central and southern parts of the country, where large-scale plantations are located. Monoculture requires extensive land clearing, irrigation, and the use of chemical fertilisers and pesticides to maintain high crop yields. The scale of the environmental impacts of monoculture farming ranges from local soil degradation and loss of biodiversity to national concerns about deforestation and sustainability.

Source 54: Monoculture creates 'green deserts' where there is low biodiversity.

2 I can explain the relevance of information.

While there is lots of information available, not all the data you collect will be relevant to your investigation. It is important to be able to sort out and categorise the information you collect.

- Does the information connect to your inquiry question?
- Does the information help show important patterns? For example, data on rainfall patterns can show areas at risk of drought.
- Can we use the information to inform decisions and planning? For example, population density data helps with planning facilities and services in a region.
- Does the information help provide examples or illustrate real-world issues or challenges? For example, long-term climate data is important for understanding and addressing the effects of climate change.

3 I can support explanations with data.

Providing evidence makes your geographical explanations stronger and gives your audience a better understanding of the issues and challenges you are investigating. When writing explanations, use quantifiable data like percentages to emphasise your ideas.

Example

Explanation without quantifiable data:
Water is unevenly distributed around the world. While a large portion of the Earth's surface is covered in water, only a small amount is fresh water available for human use, and much of that is trapped in ice caps.

Explanation with quantifiable data:
Around the world, water is unevenly distributed. Even though 70 per cent of the Earth's surface is covered in water, only 2.5 per cent is fresh water, and most of that is in ice caps, leaving around 1 per cent available for human use.

4 I can explain interconnections with data.

Interconnection is the idea that two things or phenomena are related, interact or are linked in some way.

These are some steps when considering the interconnection between things.

1. **Identify key ideas:** Start by identifying the main ideas associated with the geographical issue or phenomenon you are studying, such as places, people, environments and processes.
2. **Describe relationships:** Explain how these ideas are related to each other. Consider how changes in one element can affect another, such as how climate impacts agriculture or how urban development influences local environments.
3. **Use examples:** Provide specific examples to illustrate these interconnections. This could include real-world scenarios, case studies or personal observations that highlight the relationships.

Example

There is an interconnection between the climate change, sea level rise and coastal flooding, which can be demonstrated in a paragraph like this.

Climate change is strongly connected to an increase in flooding events around the world. As global temperatures rise, polar ice caps and glaciers are melting, causing sea levels to rise. This process, known as global sea-level rise, makes coastal areas more vulnerable to flooding, particularly during storms or periods of heavy rainfall. In cities like Miami, Florida, rising sea levels have caused sunny-day flooding, where flooding occurs even without storms, simply due to high tides. This phenomenon is becoming more frequent and causes significant damage to homes, roads and local businesses. For instance, roads that were once safe to drive on are now often submerged, and many properties are at risk of being damaged or destroyed by persistent flooding. These increased flooding events are not only a threat to property but also disrupt local economies and communities, forcing governments to look for long-term solutions to manage the rising water levels and reduce the impacts of climate change.

5 I can analyse the implications of phenomena.

In Geography, the 'implications of phenomena' refers to the effects that your inquiry might have on how people think, make decisions or conduct future research. When conducting an analysis, you need to identify the key findings and communicate their importance and any relationships or interconnections between them. These are some questions to consider:

- How do your findings enhance or change understanding of a geographical issue or phenomenon? Did you find any new patterns, processes, perspectives or relationships?
- How could your findings affect decision-making processes?
- How might your findings impact local communities or environments? Consider the SHEEPT factors to broaden your analysis.
- How might your findings help provide ideas for further research or investigation? Has your inquiry found any gaps in our knowledge or new patterns that require more information?

Source 57: Climate change may impact Australian ecosystems as a result of changing precipitation patterns.

Example

In my geographical inquiry project, I investigated whether sustainable farming practices can reduce soil degradation. My findings revealed several important insights that improve our understanding of this issue.

First, I discovered that sustainable farming methods, such as crop rotation, reduced tillage and organic farming, can help improve soil health by preventing erosion and maintaining soil fertility. These practices work by enhancing soil structure, increasing organic matter and promoting biodiversity in the soil, which all contribute to reducing soil degradation over time. This finding shows the positive relationship between sustainable farming practices and healthier soils.

My findings could influence decision-making processes. For example, research suggests that when local farmers and agricultural policymakers adopt more sustainable farming practices, they can preserve the land for future use and also improve the resilience of farms to climate change. Understanding sustainable farming practices can lead to better management strategies and a long-term approach to land care.

My inquiry revealed some gaps in knowledge, particularly regarding the long-term effectiveness of these practices in different regions or on specific crops. Further research is needed to explore how various farming techniques impact soil health across diverse climates and environments. This could help improve and develop new sustainable farming strategies and make them more widely affordable and achievable in regions experiencing severe soil degradation.

Civics and citizenship

CC1

Government and democracy

HOW DOES THE AUSTRALIAN CONSTITUTION GUIDE OUR SYSTEM OF GOVERNMENT? xx

HOW ARE LAWS AND POLICIES CREATED? xx

HOW DOES AUSTRALIA'S SYSTEM OF GOVERNMENT DIFFER FROM OTHER SYSTEMS OF GOVERNMENT? xx

WHAT ARE AUSTRALIA'S OBLIGATIONS UNDER INTERNATIONAL LAW? xx

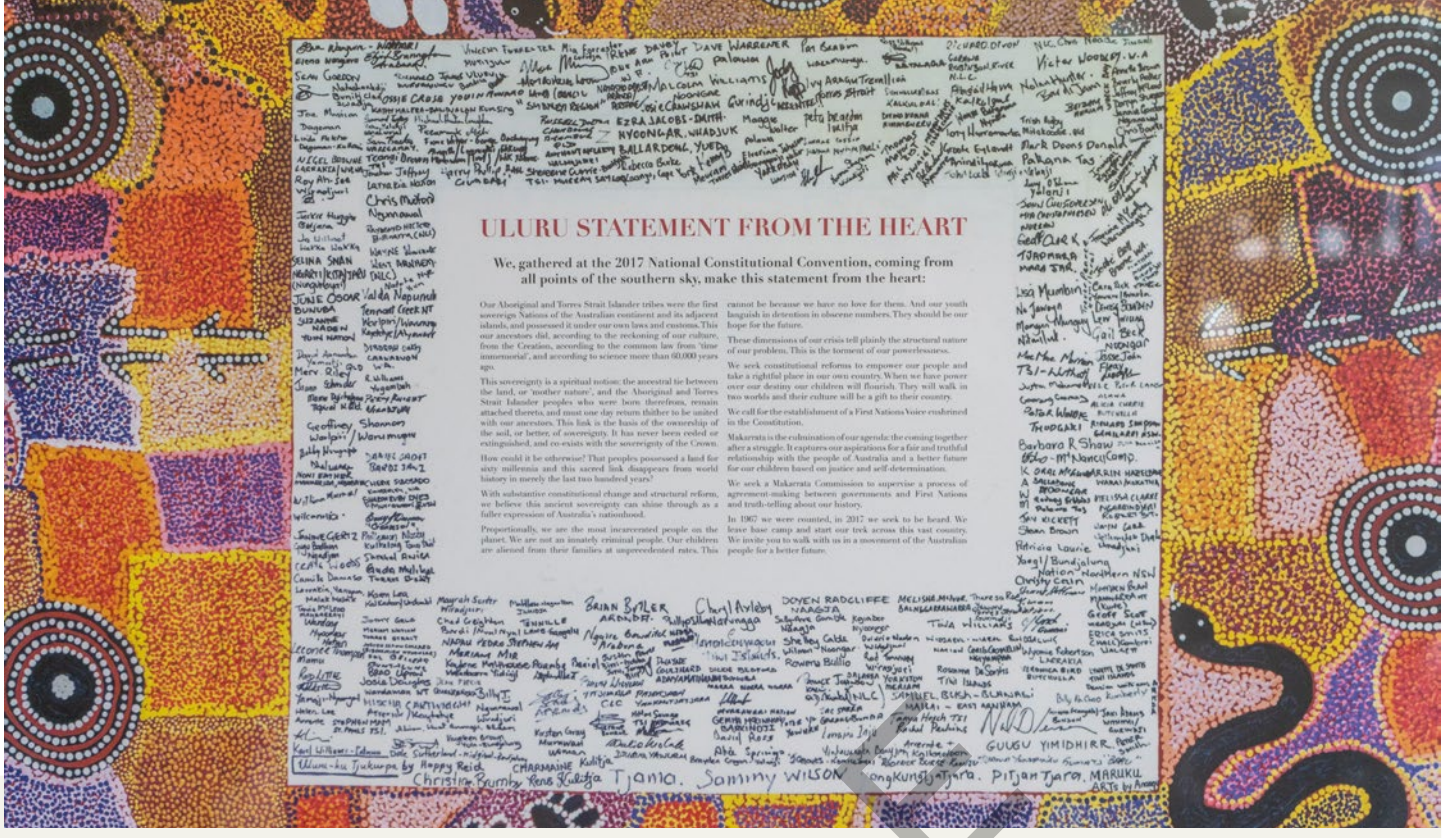
How can I study government and democracy?

The Australian Constitution guides our system of government. It is important to understand how the government creates policy that impacts all Australians and the various factors it has to consider during this process. Governments must also consider their role on the global stage, and the Australian Government must contend with countries that have different systems of government to our own.

learning ladder

The Learning Ladder lists the civics and citizenship content, concepts and skills you learn in this chapter. Each area has five levels of progression. To progress to higher levels, you need to practise activities at the earlier levels. This will help you develop abilities to complete tasks that are more involved.

Steps in knowledge progression	Comparative government	Shaping government policy	Australian Constitution and government	Australia's regional and global responsibilities
5	I can assess the ability of governments to meet the needs of its citizens.	I can evaluate policy effectiveness.	I can assess the effectiveness of political institutions and figures.	I can evaluate the effectiveness of Australia's regional and global engagement.
4	I can explain different expressions of democracy in the Asia-Pacific region.	I can compare different viewpoints.	I can explain the interaction between the government and political figures.	I can explain the impacts of regional and global issues on Australia's identity.
3	I can explain possible reforms to Australia's system of government.	I can explain the policy development process.	I can explain how governments operate.	I can explain Australia's rationale for regional and global engagement.
2	I can describe key differences between government systems.	I can describe how policy is developed.	I can describe roles in a democracy.	I can describe Australia's responsibilities and commitments to international treaties and organisations.
1	I can identify the key features of one other system of government.	I can identify key steps involved in the policy-making process.	I can identify parts of the Constitution.	I can list how Australia contributes to its region and the global community.
	Knowledge			



Source 1: The 2017 Uluru Statement from the Heart called for a constitutionally enshrined voice for First Nations Australians in Parliament and a treaty-making process.

I can evaluate information from a range of sources.	I can evaluate how institutions enhance democracy.	I can evaluate the strategies used to make decisions.	I can use sources to construct evidence-based arguments.	5
I can sort and represent data and information.	I can analyse the reliability of information.	I can design strategies to achieve outcomes.	I can explain different perspectives using data.	4
I can gather information from secondary sources.	I can write evidence-based conclusions.	I can discuss the impact of a strategy.	I can compare different methods of communication.	3
I can plan an investigation.	I can describe different interpretations.	I can describe a strategy to achieve outcomes.	I can reflect on my own and others' perspectives.	2
I can ask open-ended questions.	I can identify data relevant to a question.	I can identify outcomes.	I can describe civics and citizenship issues.	1
Investigating	**Evaluating**	**Participating**	**Communicating ideas**	Steps in skill progression
Skills				

CC1.1

How does the Australian Constitution guide our system of government?

The Australian Constitution took effect on 1 January 1901. It establishes a federal system of government and balances power between national and state levels to ensure the country is governed democratically and individual rights are protected. It also outlines the process for amending the Constitution through referendums and highlights the roles of democratic institutions in maintaining a stable political framework.

The Australian Constitution

The Australian **Constitution** was designed to establish a federal system of government, balancing power between the national and state governments. Its drafters aimed to create a stable framework for governing the nation that ensured **democracy**, protection of individual rights, and accountability through a **separation of powers**. They sought to promote unity among the diverse Australian colonies while also allowing for local autonomy. Additionally, the Constitution aimed to facilitate economic growth and development in Australia by providing a common legal and political structure.

The Constitution outlines which area of the law are governed by which **jurisdiction**. Some areas, such as defence and immigration, fall under federal jurisdiction, while other areas, such as education and health, are governed by the states. This division allows the states to maintain control over state matters, addressing regional differences and interests. The arrangements between state and federal governments in Australia reflect a need for compromise by balancing the powers and responsibilities of each level of government. Collaboration is encouraged between the two levels of government, fostering a spirit of negotiation and agreement to effectively govern the nation.

Referendums

Referendums to change the Australian Constitution are initiated by the Federal Government, usually following a proposal from **Parliament**. Once a proposal is agreed upon by both houses of Parliament, it is put to a national vote where the **electorate** must approve it by achieving both a majority of 'yes' votes nationwide and a majority of 'yes' votes in at least four of the six states. If both of these criteria are met, the proposed change is made to the Constitution.

The Australian Electoral Commission (AEC) oversees the conduct of referendums, ensuring that they are fair, transparent and compliant with electoral laws. The AEC is responsible for educating voters about the proposed changes, managing the voting process and counting the votes to determine the outcome.

There are advantages and disadvantages of having a constitution that can only be amended by referendum, as shown in Source 1.

Source 1: Advantages and disadvantages of needing a referendum to amend the Constitution

Advantages	Disadvantages
Public engagement: Referendums allow citizens to directly participate in constitutional changes, enhancing democratic involvement.	**Voter apathy:** Many voters may be disengaged or uninformed about the issues, leading to low voter turnout and questionable legitimacy of outcomes.
Flexibility: The ability to amend the Constitution through referendums enables the legal framework to adapt to changing societal values and needs.	**Polarisation:** Referendums can lead to divisive campaigns and heightened tensions within a society, particularly on contentious issues.

Democratic institutions in Australia

In Australia's **constitutional monarchy** the monarch's powers are largely ceremonial and symbolic, with the real political authority resting with elected

representatives such as the **prime minister**. This system fosters continuity and tradition while allowing for democratic processes, such as regular elections, to guide governance. Additionally, the separation of powers and the **rule of law** within this framework help protect individual rights and freedoms.

In Australia's federal system, state rights are upheld through the Constitution, which grants states significant powers over matters such as education, health and transportation. However, these rights can be undermined when the federal government exercises its constitutional powers, particularly in areas like taxation and trade, leading to conflicts over jurisdiction. Additionally, the High Court's interpretations of the Constitution can sometimes favour federal authority over state authority, limiting states' autonomy and their ability to **legislate** independently.

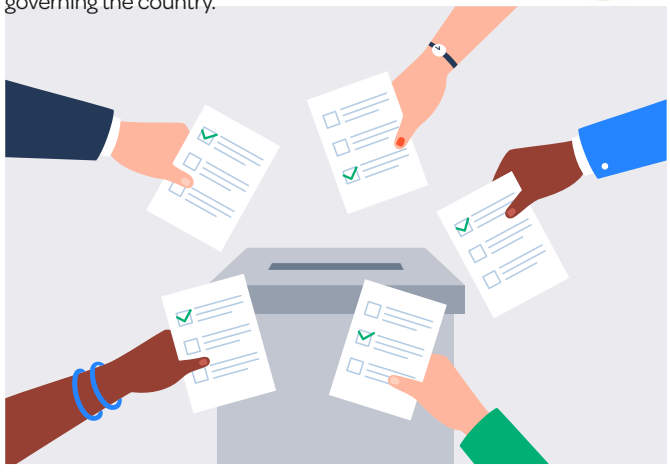
Case study

Constitution Alteration (Establishment of Republic) 1999

In 1999 a national referendum was held to vote on the Constitution Alteration (Establishment of Republic) 1999, which proposed to replace the monarchy with a republic. This would have meant that Australia would adopt a presidential republic system of government similar to that of the United States and would relinquish all ties to Britain. Despite significant public debate and campaigns advocating for the change, the proposal was ultimately rejected, with 54.87 per cent voting 'No' to the republic.

This referendum demonstrated the democratic principle that significant constitutional changes require the explicit consent of the population, and highlighted the importance of public opinion in shaping the nation's governance.

Source 2: The Australian Constitution provides a framework for democratically governing the country.



Source 3: Referendum proposals are put to a national vote to determine whether the Constitution can be amended.

Learning Ladder CC1.1

Australian Constitution and government

1. What are the specific areas of federal jurisdiction outlined in the Australian Constitution?
2. Describe the role of the Australian Electoral Commission (AEC) in the referendum process.
3. Explain the division of powers between federal and state governments in Australia.
4. How do referendums initiated by the federal government demonstrate the interaction between Parliament and the electorate?
5. Assess the advantages and disadvantages of having a constitution that can only be amended by referendum.

Participating

1. What was the outcome of the 1999 referendum, and what does it reveal about public engagement with constitutional change in Australia?
2. What steps are involved in successfully passing a referendum?
3. What impact might voter education by the AEC have on the legitimacy and fairness of a referendum process?
4. Design a strategy to increase voter participation in future referendums, considering the disadvantages listed in Source 1.
5. How effective was the 1999 referendum process in demonstrating democratic values, and what could have been done to improve public engagement and understanding?

I think source 2 is too crushed below. Can we remove it and just make the table deeper? Though that would mean no photo on this spread. Paul

How are laws and policies created?

Policies are formed in Australia using a process of research, consultation and parliamentary debate to transform ideas into legislation. This process ensures that multiple perspectives are considered before a policy becomes law.

Policy making

In Australia, the **policy** formation process is a structured and collaborative effort to transform initial ideas into enacted **legislation**. The process involves various stages including research, consultation with stakeholders and parliamentary debate. This ensures that multiple perspectives are considered and various stakeholders influence policy development and implementation. Source 1 outlines the key steps involved, using examples to illustrate how policies are developed and implemented in practice.

Step	Description	Example
1. Identifying issue	A social, economic, or political problem is recognised that needs to be addressed.	There are rising concerns about climate change.
2. Research and consultation	Research is conducted on the issue and stakeholders, including experts and the community, are consulted.	Government inquiries into renewable energy are held.
3. Drafting policy proposals	Potential solutions or policy options are developed based on research findings and input from stakeholders.	A national emissions trading scheme is proposed.
4. **Cabinet** approvals	The policy proposal is presented to the Cabinet for discussion and approval before moving forward.	Cabinet approves a climate policy framework.
5. Legislation drafting	The legislative bill that outlines the proposed law is drafted.	The Climate Change (Emissions Reduction) Bill is drafted.
6. Parliamentary process	The bill is introduced in Parliament, followed by debate, amendments, and voting in both houses.	The bill is debated and amended in the House of Representatives and the Senate.
7. Royal assent	Once passed by both houses, the bill is sent to the Governor-General for royal assent to become law.	The Governor-General gives assent to the bill.
8. Implementation	The new law is implemented, and relevant government departments take necessary actions to enforce it.	Programs are launched to promote renewable energy adoption.
9. Evaluation and review	The policy is monitored and the effectiveness of the policy is assessed over time, leading to potential adjustments.	The impact of the programs is reviewed after a few years.

Source 1: Key steps in policy making

Source 2: Environmental Justice Australia is an organisation that advocates for policies that prioritise environmental protection and social equity.

Viewpoints of stakeholders

Any policy issue inevitably involves a range of stakeholders who have varying interests and perspectives. Political parties may either cooperate with each other on a policy issue or have strongly opposing views, depending on their political position and the nature of the issue. Contrasting viewpoints are common when discussing issues such as public spending, migration and the environment.

For example, the Liberal Party and the National Party in Australia generally support native forest logging, viewing it as a vital industry that contributes to the **economy**, job creation and local communities. They argue that sustainable logging practices can coexist with environmental protection and that the forestry sector plays a crucial role in managing and maintaining healthy forests. The Victorian State Labor Government has taken a more restrictive stance on native forest logging. It emphasises environmental protection and the preservation of biodiversity, and argues for a total ban on native forest logging in Victoria.

Some interest groups, including **non-government organisations** like Environmental Justice Australia, advocate for policies that prioritise environmental protection and social equity, and often oppose activities such as native forest logging and fossil fuel extraction. Their viewpoints influence Australian politics by mobilising public opinion, raising awareness of environmental issues and lobbying policymakers to adopt sustainable practices and stronger regulations.

Finally, media organisations such as News Corp and Nine Entertainment can hold particular viewpoints that influence Australian politics through their editorial choices and framing of news stories. For instance, News Corp often supports conservative policies and political parties, while Nine Entertainment may focus on a broader range of perspectives, including progressive viewpoints. This can shape public perceptions and **political discourse** and impact the narrative around key political issues.

Case study

Evaluating whether policy can effectively resolve a contemporary issue

An important policy issue in Australia in the mid-2020s is the housing affordability crisis. Rising property prices and rental costs have made it increasingly difficult for many Australians, particularly first-time buyers and low-income families, to secure affordable housing. This issue has sparked debates around government intervention, including policies to increase housing supply, support for social housing and potential reforms to taxation and planning regulations, as policymakers seek solutions to improve housing accessibility and affordability.

Learning Ladder CC1.2

Shaping government policy

1. Identify three stages involved in developing and implementing policy.
2. Describe the role of research and consultation in the development of a policy proposal.
3. Explain the steps involved in transforming a policy proposal into enacted legislation, including the role of the Cabinet and parliamentary debate.
4. Compare the viewpoints of the Liberal Party and the Victorian State Labor Government on native forest logging. How do these viewpoints reflect their broader political and environmental priorities?
5. Evaluate the effectiveness of current government policies in addressing the housing affordability crisis in Australia. What are the potential strengths and weaknesses of these policies?

Investigating

1. How does stakeholder consultation shape the development of policies in Australia?
2. To investigate how housing affordability policies are developed, what steps would you take to gather perspectives from different stakeholders?
3. What secondary sources could provide information on how the Victorian State Government has addressed native forest logging through policy?
4. Create a flowchart or visual diagram of the nine steps of the policy-making process to show their sequence and purpose.
5. How would you compare the perspectives of political parties, NGOs, and media outlets to evaluate their influence on environmental policy?

How does Australia's system of government differ from other systems of government?

Different forms of government, such as democracy and communism, shape the political and economic structures of countries like Australia, the United States, China and Cuba. While Australia explores democratic reforms to enhance the rights of First Nations peoples, communist countries maintain centralised control over both government and economic resources.

Multi-party democracy and one-party states

Many different forms of government exist in our world. While countries such as Australia and the United States are **democratic**, countries such as China and Cuba use a different government system and ideology known as **communism**.

Communism is based on the theories of German philosopher Karl Marx. Communist countries traditionally have centralised governments that have complete control over both the **legislature** and the **executive**. They tend to be **authoritarian**, with a **single-party system** that does not allow opposing political parties or views. As political opposition is not permitted, communist governments have been known to suppress activities that could interfere with their ability to maintain absolute power. In some cases, the military have been called in to quell uprisings. A well-known example of this was the 1989 Tiananmen Square protests in China, where the use of the military to suppress opposition to the government resulted in many deaths.

Communism is also an economic system. In communist countries, nearly everything is owned by the state rather than by individuals, except for some personal belongings. As such, economic resources are controlled by the government. The government also takes control of supplying its citizens with their needs and wants. The government distributes goods and services where they think these should go. There is technically no 'class' system in communist societies, as theoretically everything is 'owned' and 'shared' by the people. This is in stark contrast to **capitalist** societies, where a person's status is far more dependent on the amount of money they have.

Reforming Australian democracy

While Australia's democracy scores highly on international assessments of democratic standards, there are many opportunities for further reform. After the failed Voice to Parliament referendum in 2023, Australia can look to the features of another democratic system in the hopes of reforming attempts to improve the rights and freedoms of First Nations Australians.

Source 1: China is one of five communist countries in the world today.

	Australia	People's Republic of China
Type of government	Democratic government	Communist government
Branches of government	• Three branches (the legislature, the executive, and the judiciary) • Separate to ensure that law-making power is not abused	• Five branches (legislative branch, executive branch, military branch, supervisory branch, judicial branch and procuratorial branch) • All branches controlled by the government
Leader	Prime Minister	President
Political parties	Many political parties including Labor, Liberal and Greens	Only one political party – the China Communist Party (CCP)
Elections and voting rights	Elections are held at regular intervals. Voting is compulsory for all those aged over 18 who are Australian citizens.	The Chinese people do not vote in elections to choose their president. The government places people in positions of its choosing.
Citizen voice	Political discourse is encouraged and is a right implied by the Australian Constitution.	Citizens must be careful not to criticise the government. They risk punishment if they do.
Military control	Military serves its citizens	Uses its military to maintain order

Source 2: A comparison of the Australian and Chinese systems of government

In New Zealand, First Nations peoples, primarily represented by the Māori, are involved in democracy through mechanisms like the Māori electorates, which allow Māori voters to elect their own representatives to Parliament. Additionally, the Treaty of Waitangi, signed in 1840, serves as a foundational document that recognises Māori rights and interests, and influences legislation and government policies. Various Māori organisations and iwi (tribes) also engage in political advocacy, contributing to discussions on issues affecting their communities and ensuring their voices are heard in the democratic process.

The prospect of a **treaty**, similar to the Treaty of Waitangi, has been a proposal in Australian politics for many decades. The conversation has gained traction in recent years, particularly following the 2017 Uluru Statement from the Heart, which called for a constitutionally enshrined voice for First Nations Australians in Parliament and a treaty-making process. While some states, like Victoria and Queensland, have begun exploring treaty processes, there is still ongoing debate at the national level regarding the framework, implementation and potential impacts of such treaties.

Source 3: Maori warriors perform the haka on Waitangi Day, New Zealand's national day, which commemorates the signing of the Treaty of Waitangi.

Learning Ladder CC1.3

Comparative government

1. Identify two characteristics of a communist government.
2. Describe the key differences between Australia's democratic system and China's communist system.
3. Explain the proposed reforms to Australia's system of government aimed at improving the rights and freedoms of First Nations Australians.
4. How does New Zealand's approach to First Nations representation through the Māori electorates differ from Australia's current system?
5. Assess the effectiveness of communist governments in meeting the needs of their citizens compared to democratic governments like Australia. What are the strengths and weaknesses of each system?

Communicating ideas

1. What are the key differences between democratic and communist systems of government?
2. Why might some Australians support a treaty process while others remain uncertain or opposed?
3. How might government media in China and public discourse in Australia differ in the way they communicate political issues to the public?
4. How does the comparison of voting rights and political party systems help explain the contrast between Australia and China's political structures?
5. Using the comparison of Australia and China, construct an argument for the importance of democracy in maintaining individual freedoms.

Is Australia a good global citizen?

Australia promotes security, economic growth and diplomatic ties in the Asia–Pacific region, while also addressing regional challenges such as China's rising influence. Internationally, Australia influences global affairs through its participation in organisations like the United Nations and the G20.

Australia's regional relationships

Australia plays a significant role in the Asia-Pacific region by promoting regional security and stability through strategic defence partnerships and **multilateral** collaborations. It actively engages in economic initiatives, such as those through the Asia-Pacific Economic Cooperation (APEC), to drive regional economic growth and integration. Additionally, Australia strengthens diplomatic ties and supports **development** projects within the region, particularly with South-East Asian and Pacific nations.

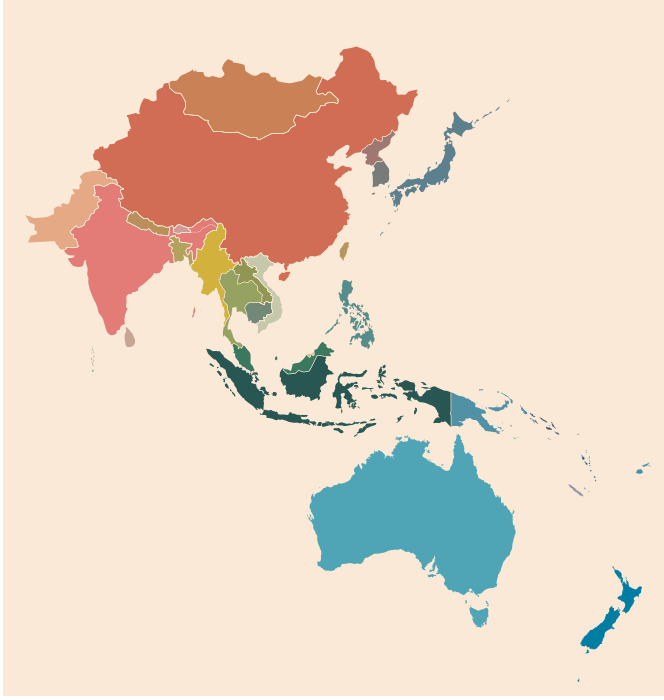
Australia has made important contributions to regional stability by supporting peacekeeping missions in Timor-Leste, Solomon Islands and Bougainville. It has also supported election monitoring in countries like Papua New Guinea and Fiji to ensure fair and transparent electoral processes. Australia has provided significant development **aid** to improve health systems in the Pacific, including efforts to reduce malaria in Vanuatu and Solomon Islands. Additionally, Australia has been active in disaster management, offering rapid response and aid during natural disasters such as cyclones and tsunamis in the region.

While adopting a **humanitarian** stance in some areas, Australia also has a number of security and economic interests in the region which it seeks to protect. Australia's national interest in the Asia-Pacific region includes maintaining regional stability, promoting economic growth and ensuring open and predictable trading arrangements. A specific success of its actions is the establishment of a comprehensive strategic partnership with **ASEAN**, which has strengthened diplomatic ties and regional cooperation. However, a significant challenge to Australia's work in the region is the rising influence of China, which has led to increased geopolitical tensions and competition for influence. This challenge is compounded by China's economic coercion (using economic threats or actions to make other countries change their policies) and its efforts to expand its Belt and Road Initiative in the Pacific.

Australia's international standing

Australia is considered a **middle power** due to its ability to influence regional and global affairs through diplomatic, economic and strategic initiatives that exceed its relatively modest military and economic size. It uses **multilateralism** and coalition-building to address global challenges, positioning itself as a key player in international organisations like the United Nations and the G20.

Australia served a two-year term as a non-permanent member of the UN Security Council from January 2013 to December 2014. During this period, Australia played



Source 1: Map of the Asia-Pacific region

▲ **Source 2:** The United Nations building in New York City

a key role in addressing global security and humanitarian crises, including leading the Council's response to the downing of Malaysia Airlines flight MH17 by Russian-backed separatists. Australia also supported initiatives on **counter-terrorism**, humanitarian aid in Syria and the regulation of small arms and light weapons. During Australia's term on the Council, it had a reputation for being active, practical and focused on building consensus to tackle complex international issues. Australia is again running for a non-permanent seat on the Council for the 2029–2030 term.

Department of Foreign Affairs and Trade (DFAT)

DFAT is the Australian government department responsible for managing Australia's international relations, trade and development assistance. It works to advance Australia's national interests by promoting security, prosperity and stability both regionally and globally. DFAT also provides consular services to Australians overseas and supports international cooperation on global challenges.

Internationally, DFAT manages Australia's network of over 120 embassies, high commissions, consulates-general, and representative offices across five continents. These embassies and consulates facilitate diplomatic relations, provide consular services and promote Australian interests abroad. Australian ambassadors and high commissioners, appointed by DFAT, represent Australia in foreign countries, engaging in diplomacy and negotiations to strengthen **bilateral** and multilateral ties. Additionally, DFAT actively participates in multilateral organisations like the United Nations and the World Trade Organization, working to address global challenges and promote international cooperation.

Learning Ladder CC1.4

Australia's regional and global responsibilities

1. Identify an example of Australia contributing to stability and development in the Asia-Pacific region.
2. Describe Australia's role and responsibilities during its term as a non-permanent member of the UN Security Council from 2013 to 2014.
3. Explain the reasons behind Australia's strategic partnerships and multilateral collaborations in the Asia-Pacific region. How effective have these efforts been in promoting regional stability?
4. How has Australia's involvement in peacekeeping missions and disaster management in the Asia-Pacific region impacted its national identity and international standing?
5. Evaluate the effectiveness of Australia's diplomatic and economic initiatives in addressing global challenges. What are the strengths and weaknesses of Australia's approach?

Evaluating

1. What information in this topic is most useful in answering the question: 'How does Australia contribute to regional security?'
2. How might Australian officials and Chinese government representatives interpret Australia's actions in the Pacific differently?
3. Based on the information given, what conclusion can be drawn about how Australia uses multilateralism to address global challenges?
4. When reading about Australia's international relations, how would you judge whether a source such as a DFAT report or a media article is reliable and unbiased?
5. In what ways does DFAT promote democratic values through its diplomatic and development work internationally?

What are Australia's obligations under international law?

Australia is committed to various international treaties, including those addressing human rights and climate change, such as the Paris Agreement. Despite its support for the UN Declaration on the Rights of Indigenous Peoples, there are challenges in fully implementing these standards in Australia, particularly regarding the over-representation of First Nations Australians in the criminal justice system.

UNFCCC and the Paris Agreement

Australia is committed to a range of international treaties that reflect its dedication to global peace, security and human rights. It is a party to key human rights treaties, including the International Covenant on Civil and Political Rights (ICCPR) and the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW). Additionally, it actively participates in environmental treaties such as the Paris Agreement, demonstrating its commitment to addressing **climate change**.

The United Nations Framework Convention on Climate Change (UNFCCC) was established in 1992 as a global framework for addressing climate change, leading to the adoption of the Kyoto Protocol in 1997 and the Paris Agreement in 2015. The Paris Agreement, adopted at COP21 in Paris, aims to limit global warming to well below 2°C above **pre-industrial** levels, with efforts to limit it to 1.5°C above pre-industrial levels.

Source 1: The most recent United Nations Climate Change Conference, COP29, was held in Baku, Azerbaijan, in 2024.

As a signatory to both the UNFCCC and the Paris Agreement, Australia has committed to reducing its greenhouse gas emissions and enhancing climate resilience. The Paris Agreement emphasises nationally determined contributions (NDCs), where each country sets its own targets and reports on progress. Under the Agreement, Australia initially pledged to cut emissions by 26–28 per cent from 2005 levels by 2030 and achieve net-zero emissions by 2050.

Australia submitted an updated version of its NDC to the UNFCCC in 2022. The Albanese Government's Climate Change Bill, passed in 2022, enshrines into law Australia's commitment to reduce greenhouse gas emissions by 43 per cent from 2005 levels by 2030 and achieve net-zero emissions by 2050. This legislation aims to foster economic growth through renewable energy initiatives. It requires annual progress updates to Parliament and empowers the Climate Change Authority to advise on future targets. The bill represents a significant shift in Australia's climate policy, aiming to align the country more closely with global climate action efforts.

UN Declaration on the Rights of Indigenous Peoples

After initially opposing it, Australia formally supported the UN Declaration on the Rights of Indigenous Peoples (UNDRIP) in 2009. Despite this support, the implementation of UNDRIP's standards in Australia has been inconsistent. The Law Council of Australia has called for the Declaration to be comprehensively adopted in order to better protect the rights of First Nations peoples. There are continuing efforts to align

Australia's policies with the principles of UNDRIP, but significant challenges remain in fully achieving this.

One challenge in implementing the Declaration in Australia is the disproportionate representation of First Nations peoples in the criminal justice system. First Nations Australians are incarcerated at much higher rates than non-Indigenous Australians, with systemic issues such as racial discrimination, socioeconomic disadvantage and historical injustices contributing to this disparity. Despite various initiatives and reforms, progress has been slow, and this over-representation remains a critical issue. This challenge demonstrates the need for comprehensive policy changes and targeted interventions to address the root causes of inequality and ensure the rights of First Nations peoples are fully realised.

▼ **Source 2:** Australia is aiming to reduce greenhouse gas emissions by 43 per cent from 2005 levels by 2030.

Step	Description
1. Proposal	An idea for a treaty is proposed, often by a member state or international organisation.
2. Negotiation	Countries negotiate the terms of the treaty.
3. Signature	Representatives sign the treaty, indicating initial consent.
4. Ratification	Each country formally agrees to be bound by the treaty, often requiring legislative approval.
5. Implementation	Countries take steps to implement the treaty's provisions.
6. Entry into force	The treaty becomes legally binding once a specified number of countries ratify it.
7. Domestic ratification	The treaty is ratified into domestic law, often requiring additional legislative action.
8. Domestic implementation	The treaty's provisions are enacted and enforced within the country.

▲ **Source 3:** How international treaties become law

Learning Ladder CC1.5

Australia's regional and global responsibilities

1. Identify one important international agreement Australia is a party to.
2. Describe Australia's commitments under the Paris Agreement and the specific targets it has set for reducing greenhouse gas emissions.
3. Explain the reasons behind Australia's participation in the UNFCCC and the Paris Agreement. How effective has Australia been in meeting its climate change commitments?
4. How has Australia's support for the UN Declaration on the Rights of Indigenous Peoples impacted its international reputation?
5. Evaluate the effectiveness of Australia's legislative measures, such as the Climate Change Bill, in aligning with global climate action efforts.

Communicating ideas

1. What are the key legal and ethical responsibilities Australia has under international human rights and environmental treaties?
2. Why might some Australians support stronger domestic implementation of UNDRIP while others raise concerns about sovereignty or legal complexity?
3. How do legal documents, government reports and media coverage differ in how they explain Australia's international obligations?
4. How could you use Australia's climate targets and Australia's approach to UNDRIP to explain differing views on Australia's global responsibilities?
5. Using examples, construct an argument for or against the claim that Australia is meeting its international legal obligations effectively.

How do I conduct an investigation?

Olive asked for this investigation page to be copied from Hums 8. It needs to be adapted to this chapter.

Now that you've finished the chapter, it is time to conduct your own investigation on government and democracy. Throughout the chapter you have developed knowledge and understanding of xxxxxxxxxx xxxxxxxxxx xxxxxxxxxx. Background knowledge is important because it helps you make connections to new information, ask better questions and consider different perspectives. As you progressed through the chapter, you have gathered information through classroom discussion, highlighting, note taking and answering questions. Now you are ready to start planning your own investigation into contemporary issues!

An investigation gives you the opportunity to be an active participant in contemporary civics and citizenship issues: investigating, evaluating and communicating your findings.

The chapter has covered xxxxxx xxx xxxxxx xx xxxxxx xxx xxxxxx xx xxxxxx xxx xxxxxx xx xxxxxx xxx xxxxxx xx xxxxxx xxx xxxxxx xx. What would you like to know more about?

- Xxxxxx xxx xxxxxx xxxx xxx xxxxxx xx, page XXX
- Xxxxxx xxx xxxxxx xxxx xxx xxxxxx xx, page XXX
- Xxxxxx xxx xxxxxx xxxx xxx xxxxxx xx, page XXX
- Xxxxxx xxx xxxxxx xxxx xxx xxxxxx xx, page XXX
- Xxxxxx xxx xxxxxx xxxx xxx xxxxxx xx, page XXX

Return to the relevant pages in the chapter and read them again.

Next, complete the 'see, think, wonder' process to help develop ideas you might cover in your inquiry.

Jot down your answers to these questions. Your answers will help you to formulate your own research ideas. Once you have worked through this process, you are ready to start your investigation.

Refer to pages XXX–X of the How-to chapter for a step-by-step guide to this process.

Photo from this chapter to go here

Level up!

Throughout the chapter, you have been working to move up the Learning ladder. An investigation is a great opportunity to expand your knowledge and attempt new skills. When planning your investigation, consider how you can gather and evaluate data from a range of sources and use data to construct a strong argument. Use the How-to chapter to support your planning and research.

CC2

Citizenship, diversity and identity

HOW IS DIVERSITY REFLECTED WITHIN COMMUNITY ORGANISATIONS? xx

HOW DOES POWER DIFFER AMONG DIFFERENT GROUPS IN AUSTRALIAN SOCIETY? xx

WHAT ARE THE KEY CHARACTERISTICS OF A COHESIVE SOCIETY? xx

WHAT CHALLENGES DO DEMOCRATIC SOCIETIES FACE? xx

How can I study citizenship, diversity, and identity?

Australia is a diverse society that celebrates its multiculturalism. However, some challenges remain for various groups within society. Power is still largely concentrated in the hands of a minority, and democratic societies face some key challenges over the coming decades if they are to remain prosperous, free and diverse. These challenges include increasing polarisation and attempts to remove particular groups from the political process.

learning ladder

The Learning Ladder lists the civics and citizenship content, concepts and skills you learn in this chapter. Each area has five levels of progression. To progress to higher levels, you need to practise activities at the earlier levels. This will help you develop abilities to complete tasks that are more involved.

Steps in knowledge progression	Diversity	Values	Identity
5	I can analyse changes to Australian society.	I can analyse the relationship between social cohesion and democracy.	I can analyse the influence that different types of media have on community cohesiveness.
4	I can compare the influence of different groups.	I can explain threats to the resilience of democracy.	I can explain how the media represents different groups in society.
3	I can explain cultural hybridity.	I can explain the importance of upholding shared values.	I can explain the impact of media representation on community cohesiveness.
2	I can describe Australian social diversity.	I can describe threats to democracy.	I can describe misinformation and disinformation.
1	I can use diversity vocabulary.	I can identify key characteristics of a cohesive society.	I can recognise expressions of identity in the media.
	Knowledge		

Source 1: Community festivals such as White Night in Melbourne allow communities to come together and celebrate unity and diversity.

Investigating	Evaluating	Participating	Communicating ideas	Steps in skill progression
I can ask open-ended questions.	I can identify data relevant to a question.	I can identify outcomes.	I can describe civics and citizenship issues.	1
I can plan an investigation.	I can describe different interpretations.	I can describe a strategy to achieve outcomes.	I can reflect on my own and others' perspectives.	2
I can gather information from secondary sources.	I can write evidence-based conclusions.	I can discuss the impact of a strategy.	I can compare different methods of communication.	3
I can sort and represent data and information.	I can analyse the reliability of information.	I can design strategies to achieve outcomes.	I can explain different perspectives using data.	4
I can evaluate information from a range of sources.	I can evaluate how institutions enhance democracy.	I can evaluate the strategies used to make decisions.	I can use sources to construct evidence-based arguments.	5

Skills

How is diversity reflected within community organisations?

Australia's diverse population, with a significant portion born overseas, actively participates in civic life through various religious and cultural groups. While migrant communities do sometimes face challenges, other groups such as those in rural areas can also struggle with limited resources impacting their civic engagement.

Active participation in civic life

Over 29 per cent of Australia's population was born overseas and 48 per cent of Australians have a parent who was born overseas. More than one in five Australians speak a language other than English at home. This diversity is reflected in a number of religious and cultural groups that participate in both local and global civic life.

Sikhism is the fifth-largest religion in Australia, with the 2021 census recording more than 210 000 Sikhs. The Australian Sikh Association (ASA) is a prominent non-profit organisation based in Glenwood, New South Wales. It manages the Sikh Centre, which serves as a hub for the spiritual, religious, cultural and social needs of the Sikh community. The ASA is involved in various community services, including:

- Langar (community kitchen): providing free meals to anyone, regardless of background, promoting the Sikh principle of equality
- Educational programs: offering Punjabi language classes and Sikh history lessons to preserve and promote Sikh culture
- Humanitarian efforts: engaging in disaster relief and other charitable activities both locally and globally.

The ASA also organises events like the Australian Sikh Games, which are a major cultural and sporting event attracting participants from across Australia and overseas.

The influence of migrant and diaspora communities on Australian society

Migrant communities have significantly enriched Australian culture through vibrant festivals, diverse cuisine and the arts. Events like the Lunar New Year celebrations and Diwali festivals across the country showcase the rich cultural heritage of these communities and foster **multiculturalism**. These celebrations not only preserve cultural traditions but also promote social cohesion and understanding among different communities.

Migrant communities have also made substantial economic contributions through entrepreneurship and participation in various industries. For instance, migrant-owned businesses such as restaurants, retail stores and tech startups have created numerous jobs and driven economic growth. The success of businesses like the bakery chain Breadtop, founded by a Hong Kong immigrant, and the Indian grocery store chain Patel Brothers highlights the vital role migrants play in Australia's economy. These enterprises not only boost local economies but also bring unique products and services to the broader Australian market.

Source 1: The Gurdwara Sahib Glenwood Sikh Temple in Glenwood, New South Wales

Challenges faced by migrant and rural communities

Migrants in Australia often face challenges related to integration and discrimination, including language barriers, cultural differences and social exclusion. Despite these obstacles, many migrant-led initiatives, such as the Asylum Seeker Resource Centre and the Migrant Workers Centre, work tirelessly to support integration and combat discrimination. These organisations provide essential services such as language classes, legal assistance and advocacy to help migrants navigate their new environment and foster a more inclusive society.

Rural areas often lack the infrastructure and resources that support civic engagement, such as community centres, libraries and civic organisations. This results in fewer opportunities for residents to participate in civic activities and political processes. Internet connectivity issues in some rural areas exacerbate the problem. Limited access to reliable internet in some rural areas means that residents often miss out on digital civic engagement opportunities, such as online voter registration and virtual town halls. This digital divide can further isolate rural communities from broader civic participation.

Learning Ladder CC2.1

Diversity

1. Identify the percentage of Australia's population that was born overseas and the percentage of Australians who have a parent born overseas.
2. Describe the role of the Australian Sikh Association (ASA) in supporting the Sikh community in Australia.
3. Describe the challenges faced by migrants in Australia and the initiatives that support their integration.
4. Explain how limited infrastructure and internet connectivity in some rural areas of Australia can affect civic engagement and participation.
5. Analyse how migrant communities have contributed to Australian society economically and culturally.

Participating

1. What are some civic outcomes of the ASA's work, such as hosting langar and organising the Sikh Games?
2. Describe a strategy used by community organisations to promote cultural preservation and civic participation among migrant groups.
3. What impact do cultural events like Diwali and Lunar New Year festivals have on social cohesion in multicultural Australia?
4. Design a strategy that could help improve civic engagement in rural communities affected by poor internet access.
5. Evaluate the effectiveness of initiatives like language classes and humanitarian efforts in encouraging community participation among migrants.

How does power differ among different groups in Australian society?

Power in Australian society is unevenly distributed. Political and economic power is concentrated among individuals from Anglo-Celtic backgrounds and wealthy families, while First Nations peoples and migrant communities face systemic barriers to influence and decision-making. Cultural hybridity in Australia is shaped by the blending of various cultural influences, creating a unique national identity that celebrates diversity.

Distribution of power in Australian society

In Australian society, power is often influenced by **socioeconomic** status, political connections and cultural background, and is distributed unevenly among different groups and individuals. For example, political power is predominantly held by people from Anglo-Celtic backgrounds, as evidenced by the composition of the Australian Parliament, where minority representation remains limited. Economic power is similarly concentrated, with a small number of wealthy families and corporations exerting significant influence over policy and public opinion.

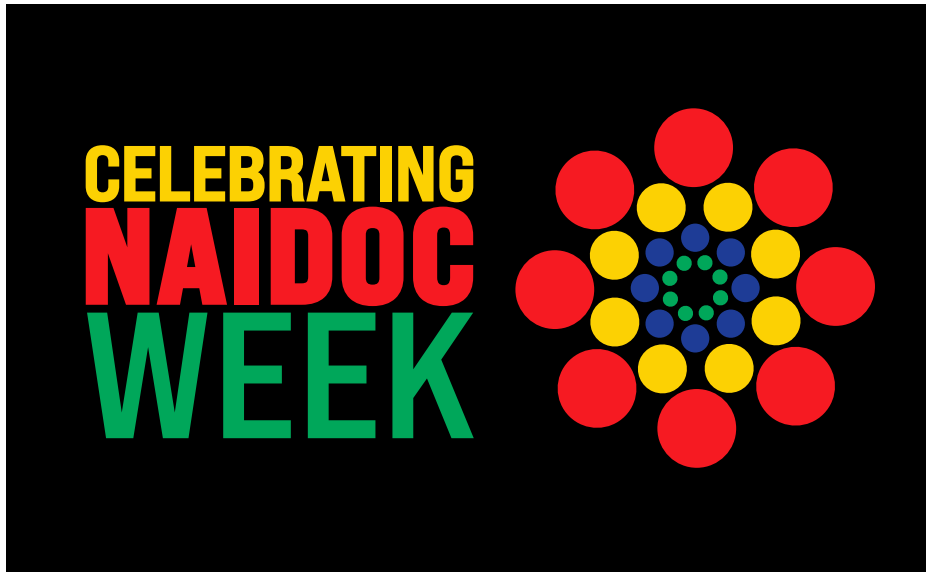
This concentration of power contrasts sharply with the experiences of First Nations peoples and migrant communities, who often face **systemic** barriers to accessing the same levels of influence and decision-making. Despite efforts to promote **diversity** and **inclusion**, these groups frequently encounter obstacles that limit their participation in the political and economic spheres.

What is cultural hybridity?

Cultural hybridity is the cultural exchange and integration that occurs when elements from different cultures are combined, creating a new cultural identity. Cultural hybridity in Australia is a dynamic and evolving phenomenon that is shaped by the interplay of various cultural influences and the ongoing process of integration and adaptation. This hybridity is evident in the blending of traditions and practices from different cultures, creating a unique Australian identity that celebrates diversity while also fostering a sense of national unity.

However, the journey towards cultural hybridity is not without its challenges. **Discrimination** remains a significant issue, with many individuals from minority backgrounds experiencing racism and exclusion. Despite these challenges, there are numerous examples of cultural pride and inclusion, such as the annual NAIDOC Week, which celebrates the history, culture and achievements of First Nations peoples.

Source 1: NAIDOC week, held in July each year, celebrates First Nations history, culture and achievements.



Festivals like the National Multicultural Festival, held in Canberra each year, showcase the rich tapestry of cultures that make up Australian society, promoting understanding and acceptance.

A notable example of cultural hybridity in Australia is the celebration of the Lunar New Year. This event, originally a traditional East Asian festival, has been embraced by Australians of various backgrounds, blending East Asian customs with local Australian elements. The festivities often include a mix of traditional dragon dances and contemporary Australian music performances, showcasing a unique fusion of cultures that highlights Australia's multicultural identity.

The roles of discrimination, pride and inclusion in shaping cultural hybridity in Australia cannot be overstated. Discrimination often acts as a barrier to full participation in society, but it also galvanises communities to assert their cultural identities and fight for their rights. The rise of anti-racism movements and advocacy groups has brought greater awareness to issues of inequality and has led to significant policy changes aimed at promoting inclusion. At the same time, cultural pride initiatives such as the celebration of Harmony Day encourage Australians to embrace their diverse backgrounds and foster a sense of belonging. These efforts are crucial in building an inclusive society where all individuals, regardless of their cultural background, can contribute to and benefit from the nation's prosperity. Through these combined efforts, Australia continues to evolve as a culturally hybrid society that values diversity and strives for equality.

Learning Ladder CC2.2

Diversity

1. Identify the groups that predominantly hold political power in Australian society.
2. Describe how economic power is concentrated in Australia and its impact on policy and public opinion.
3. Explain the concept of cultural hybridity and provide an example of how it manifests in Australian society.
4. Explain the roles of discrimination, pride and inclusion in shaping cultural hybridity in Australia.
5. Analyse the systemic barriers faced by First Nations peoples and migrant communities in accessing political and economic power.

Communicating ideas

1. What issues are raised in this topic about inequality in power and access in Australian society?
2. Why might someone from a migrant background have a different view on cultural hybridity than someone from a dominant cultural group?
3. How do Harmony Day events and anti-racism campaigns differ in how they communicate messages of inclusion and equality?
4. How could you use census data on cultural background and parliamentary representation to explain perspectives on inclusion in politics?
5. Using examples such as NAIDOC Week, advocacy efforts and multicultural festivals, construct an argument that cultural hybridity strengthens Australian democracy.

What are the key characteristics of a cohesive society?

Cohesive, democratic societies are marked by high levels of cooperation, inclusion, respect for diversity and peaceful conflict resolution, which fosters social harmony and trust in institutions. These societies encourage active civic engagement, ensuring all members have equal opportunities to participate in social, economic and political life, which promotes sustained economic growth and social cohesion.

Characteristics of cohesive societies

An important characteristic of a cohesive society is that individual citizens and groups work together towards common goals and the greater good of the society. Inclusion is another fundamental trait, ensuring that all members of society, regardless of their background, have equal opportunities to participate in social, economic and political life. Respect for diversity and individual rights fosters an environment where different perspectives and cultures are valued and protected.

Cohesive societies resolve conflicts peacefully, using dialogue, negotiation and legal frameworks to solve disputes, rather than violence. This approach not only maintains social harmony but also strengthens trust in democratic institutions. Additionally, active civic engagement and participation are encouraged, allowing citizens to have a voice in decision-making processes and hold their leaders accountable.

Economists Daron Acemoğlu and James A. Robinson, in their book Why Nations Fail, explore the characteristics of cohesive, democratic societies. Their research emphasises the importance of inclusive political and economic institutions in fostering prosperity and stability. They argue that societies with **inclusive institutions**, which promote cooperation, inclusion, respect and peaceful conflict resolution, are more likely to achieve sustained economic growth and social cohesion. In contrast, **extractive institutions**, where power is concentrated in the hands of a few, often lead to inequality, corruption and social unrest.

The principles highlighted in their work underscore the need for democratic governance and the rule of law, which are essential for creating environments where diverse groups can thrive and contribute to the common good. By demonstrating how inclusive institutions lead to better outcomes, their research provides a framework for understanding why some nations succeed while others fail, reinforcing the importance of the key characteristics of cohesive, democratic societies.

Source 1: After a history of political instability and a period of military dictatorship, Brazil is now a democratic federal republic.

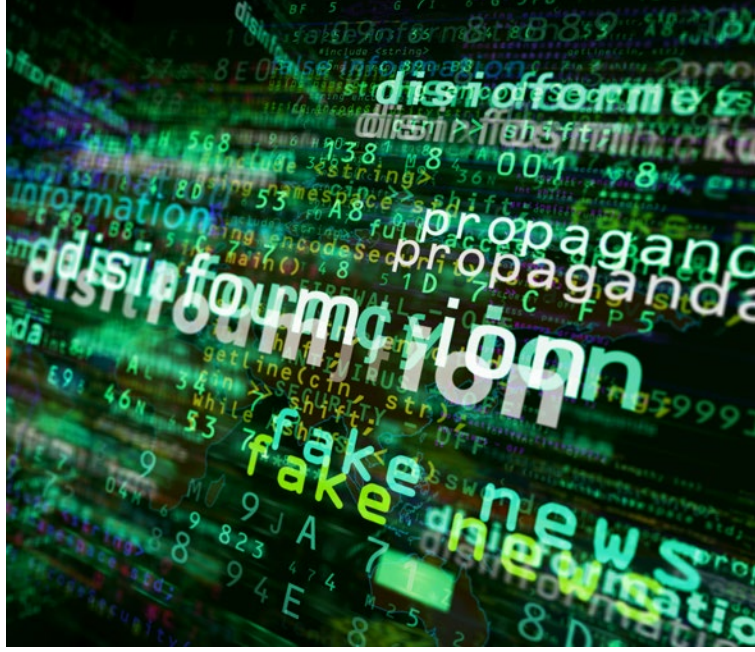
Threats to Australian democracy

The influence of **vested interests** poses a significant threat to Australian democracy by undermining the principles of fairness and equality in the political process. Powerful interest groups, such as those from the fossil fuel, tobacco, and gambling industries, often use their financial resources to sway political decisions in their favour, prioritising profits over public welfare. This can lead to policies that do not reflect the broader interests of the population, eroding public trust in democratic institutions.

The phenomenon of '**regulatory capture**' occurs when regulatory agencies (government bodies that enforce laws to maintain fairness) are overly influenced by the industries they are supposed to regulate, further skewing policies towards the interests of a few. This concentration of power among a small number of wealthy entities can drown out the voices of ordinary citizens and smaller interest groups, giving the perception that the government is run for a few big interests rather than for the people. This can lead to increased public disillusionment and disengagement from the political process.

Social media has significantly impacted the quality of civic debate in Australian politics, often amplifying both positive and negative aspects of public discourse. On one hand, platforms like X and Facebook have allowed a broader range of voices to participate in political discussions. For example, during the marriage equality debate in 2017, social media played a crucial role in mobilising support and spreading awareness, ultimately contributing to the successful 'Yes' vote. However, the same platforms can also foster echo chambers and **polarisation**, where users are exposed primarily to viewpoints that reinforce their own beliefs, which reduces the likelihood of constructive dialogue and compromise.

Moreover, the rapid spread of misinformation and the prevalence of hostile interactions on social media can degrade the quality of civic debate. High-profile political issues such as climate change and immigration often see debates devolve into personal attacks and **misinformation** campaigns, which can obscure facts and hinder informed decision-making. For instance, during recent federal and state elections, social media was rife with misleading advertisements and posts, which complicated voters' ability to identify accurate information. Despite these challenges, efforts to improve digital literacy and promote respectful online discourse are essential to enhancing the quality of civic debate in the digital age.



Source 2: Social media can encourage wider discussion of political and social issues, but can also spread disinformation and propaganda.

Learning Ladder CC2.3

Values

1. Identify the fundamental traits of cohesive, democratic societies.
2. Describe how the peaceful resolution of conflicts contributes to social harmony and trust in democratic institutions.
3. Describe the impact of vested interests and regulatory capture on Australian democracy.
4. Explain how social media has both positively and negatively affected civic debate in Australian politics.
5. Analyse the arguments presented by Daron Acemoğlu and James A. Robinson regarding the importance of inclusive institutions.

Investigating

1. How do inclusion and respect for diversity contribute to a cohesive society in Australia?
2. If you were investigating the impact of social media on civic debate, what data, case studies and sources would you include?
3. What secondary sources could you use to explore how vested interests influence Australian politics?
4. Create a table or chart to visually compare the features of inclusive and extractive institutions.
5. How would you assess the reliability of social media content versus academic studies like Acemoğlu and Robinson's research on democracy?

What challenges do democratic societies face?

Extreme political polarisation and erosion of trust in democratic institutions are significant threats to the resilience of democratic societies, as seen in the United States, the United Kingdom and Australia. Additionally, the rise of non-democratic forces and extremist groups, which is often fuelled by social media and economic instability, further challenges social cohesion and democratic governance.

Polarisation of views

One significant threat to the resilience of democratic societies is the extreme polarisation of views, which can lead to a breakdown in social consensus. In the United States, political polarisation has reached unprecedented levels, with stark divisions between the two major political parties and their supporters. This polarisation is often exacerbated by social media, where echo chambers and misinformation can deepen divides and reduce the likelihood of constructive dialogue. Similarly, in the United Kingdom, the Brexit referendum highlighted deep societal rifts, with ongoing debates about national identity and economic policy continuing to polarise the population. In Australia, issues such as climate change and immigration have also led to polarised public debates, challenging the ability of political leaders to find common ground.

Erosion of trust

Another threat to democratic resilience is the erosion of trust in democratic institutions and processes. In many democratic societies, including the United States, the United Kingdom and Australia, there is growing scepticism about the integrity of elections, the impartiality of the **judiciary** and the accountability of elected officials. This distrust can be fuelled by perceived or actual corruption, lack of transparency and the influence of vested interests.

A notable example of perceived corruption in Australian politics is the 'sports rorts' scandal. This controversy involved the allocation of sports grants by the federal government, where it was alleged that funds were disproportionately directed to marginal and target seats ahead of the 2019 federal election. The Australian National Audit Office found that the allocation of funds lacked transparency and was influenced by political considerations rather than merit. This scandal significantly eroded public trust in the fairness and integrity of government funding processes, and highlighted concerns about the misuse of taxpayer money for political gain.

In the United States, allegations of electoral fraud and **partisan gerrymandering** (setting boundaries of electoral districts to favour a particular party) have undermined confidence in the electoral system. In the United Kingdom, the handling of the Brexit process and subsequent political turmoil have led to questions about the effectiveness of parliamentary democracy. In Australia, the influence of powerful lobby groups and concerns about media bias have similarly eroded public trust. Addressing these threats requires concerted efforts to enhance transparency, accountability and public engagement in democratic processes.

Rise of non-democratic forces

The rise of non-democratic forces globally is often driven by political polarisation, economic instability and social unrest. In the United States, far-right **extremist** groups like the Oath Keepers and the Proud Boys have gained prominence, particularly after their involvement in the January 6 Capitol insurrection in 2021, where the US Capitol building was attacked by a mob of 2000 supporters of then-president Donald Trump, who had recently been defeated in the US federal election. Similarly, in Europe, far-right parties and movements such as the Alternative for Germany (AfD) and the National Rally in France have capitalised on anti-immigrant sentiments and economic anxieties.

Source 2: An antifascist protest in Sofia, Bulgaria

Source 1: On 6 January 2021, the US Capitol building in Washington, D.C. was stormed by a mob of more than 2000 supporters of then-president Donald Trump. They were attempting to stop the counting of the Electoral College votes from the recent presidential election, which would result in Trump losing the election. Over the course of several hours the rioters vandalised and looted parts of the building and assaulted police officers and journalists. Once the building was cleared of rioters, the counting of votes resumed, and early on 7 January Joe Biden was declared the winner of the election, defeating Trump.

In Australia, the rise of groups like the United Patriots Front reflects growing **nationalist** and anti-immigrant sentiments. These groups often use social media to spread their **ideologies** and recruit members, further polarising societies and undermining democratic norms. The increasing visibility and influence of such extremist groups poses significant challenges to maintaining social cohesion and democratic governance. Addressing these threats requires robust counter-extremism strategies and efforts to promote inclusive and resilient democratic institutions.

Radicalisation into extreme causes is often driven by a mix of personal, social and environmental factors. Individuals who feel isolated, experience identity crises or struggle with mental health issues are more vulnerable to extremist ideologies. Social networks play a crucial role, as connections to violent extremists or exposure to extremist narratives through family, friends or online communities can increase the risk. Additionally, grievances and perceived injustices, where individuals feel marginalised or oppressed by societal structures, can drive them towards radical beliefs as they seek a cause or community to be a part of. The internet and social media further exacerbate this by providing platforms for extremist material and recruitment.

Learning Ladder CC2.4

Values

1. Identify the main reasons for extreme political polarisation in democratic societies.
2. Describe how the 'sports rorts' scandal affected public trust in Australian politics.
3. Explain how social media makes political polarisation worse.
4. Explain the role of far-right extremist groups in weakening democracy in the United States and Europe.
5. Explain what personal and social factors lead to radicalisation into extreme beliefs.

Evaluating

1. Which information is most relevant to answering the question: 'What are the effects of misinformation on democratic debate?'
2. How can people become susceptible to extreme views?
3. How can social media contribute to democratic challenges?
4. How would you evaluate the credibility of a source that downplays the impact of extremist groups on democratic institutions?
5. How can stronger transparency and accountability mechanisms in government institutions restore public trust in democratic processes?

How does media representation differ between different groups in Australia?

First Nations peoples have historically been underrepresented in Australian media, often portrayed through stereotypes or negative lenses, but initiatives like NITV and increased representation on the ABC are improving this. Similarly, immigrant groups and female athletes face biased portrayals, though efforts to promote diversity and gender equality in media are gradually gaining traction, as seen with the positive coverage of the Matildas in the 2023 Women's World Cup.

First Nations peoples' representation in the media

Historically, First Nations peoples have been underrepresented in Australian media, and **representations** often resort to stereotypes or negative portrayals, such as focusing on issues like crime and poverty. However, recent initiatives have endeavoured to increase positive representation of First Nations peoples. The National Indigenous Television (NITV) channel, launched by SBS in 2012, provides a dedicated platform for First Nations voices and stories. The ABC has also increased First Nations representation in its programming and news teams. Despite these improvements, First Nations journalists and presenters are still a small minority in the Australian media, and their perspectives are often underrepresented in mainstream media discussions.

Media representation and immigrant groups

Immigrant groups in Australia are represented in various ways, reflecting the country's **multicultural** society, but the quality and quantity of this representation can vary significantly. Similar to First Nations representation, immigrant groups often face stereotyping and biased portrayals, with media coverage sometimes focusing on negative aspects such as crime or cultural differences rather than positive contributions. However, there have been efforts to improve the representation of immigrant groups, as media organisations increasingly recognise the importance of diversity and inclusion, and some have implemented policies to ensure more balanced and fair coverage.

Representation of athletes in the media

In Australian media, male and female athletes are often represented differently. Male athletes typically receive more coverage, and their sports are often portrayed as being more competitive and prestigious. This disparity is evident in the amount of airtime they receive and the prominence of male sports in news and sports programs. Female athletes, on the other hand, are frequently underrepresented and their achievements can be overshadowed by their male counterparts. When female athletes are covered by the media, the focus can sometimes shift to their appearance or personal lives rather than their athletic prowess. However, there have been positive changes, with increasing efforts to promote gender equality in sports media. Initiatives aimed at providing more balanced coverage and highlighting the achievements of female athletes are gradually gaining traction.

A shining example of positive representation is the story of Australia's national women's soccer team, the Matildas, in the 2023 FIFA Women's World Cup. The Matildas captured the hearts of the nation with their incredible performance, particularly in their quarterfinal match against France. In a dramatic penalty shootout, the Matildas triumphed 7–6, with goalkeeper

Mackenzie Arnold making crucial saves and Cortnee Vine scoring the decisive penalty. This historic victory propelled the Matildas into the World Cup semifinals for the first time, showcasing their skill and determination and the growing recognition of women's sports in Australia. Their journey in the tournament was a testament to the progress being made in the representation of female athletes and inspired many across the country.

Source 1: The Matildas inspired many with their performance at the 2023 FIFA Women's World Cup.

The impact that media representation can have on community cohesiveness

Media representation can significantly impact community cohesiveness. Positive and accurate portrayals foster understanding, empathy and unity, while negative or stereotypical representations can reinforce biases and create social divisions. The success of the Matildas in the 2023 FIFA Women's World Cup is an example of how positive media coverage can bring people together and promote national pride. Overall, balanced media representation is crucial for building a cohesive and inclusive society.

Case study

Human rights campaigns and social media: Amnesty International

Amnesty International is a global organisation that campaigns against abuses of human rights. It uses social media platforms like X, Facebook, and YouTube to raise awareness and enhance public engagement in human rights issues. For example, Amnesty has played a key role in monitoring human rights abuses that have occurred in the long-running Syrian civil war. It also uses YouTube to share impactful videos, such as those documenting human rights violations, which help to educate and engage a broader audience.

Amnesty International's social media campaigns often include calls to action, such as signing petitions or participating in virtual events, which empower individuals to contribute to human rights causes. Through these efforts, Amnesty International effectively amplifies its message and fosters a global community of human rights advocates.

Learning Ladder CC2.5

Identity

1. Describe the historical representation of First Nations peoples in Australian media.
2. Compare the media representation of immigrant groups to that of First Nations peoples.
3. Explain the differences in media coverage between male and female athletes in Australia.
4. Discuss the impact of positive media representation on community cohesiveness, using the Matildas' 2023 FIFA Women's World Cup performance as an example.
5. Discuss how Amnesty International uses social media to engage the public in human rights issues.

Participating

1. What outcomes have emerged from increased positive media coverage of female athletes like the Matildas?
2. Describe the strategy used by Amnesty International to raise awareness and mobilise action on human rights issues via social media.
3. What impact do calls to action on social media (such as petitions or online events) have on public engagement with human rights campaigns?
4. Design a strategy for a community media outlet to improve the representation of migrant communities in its news coverage.
5. Evaluate the effectiveness of policies implemented by media organisations to promote diversity and fair coverage of underrepresented groups.

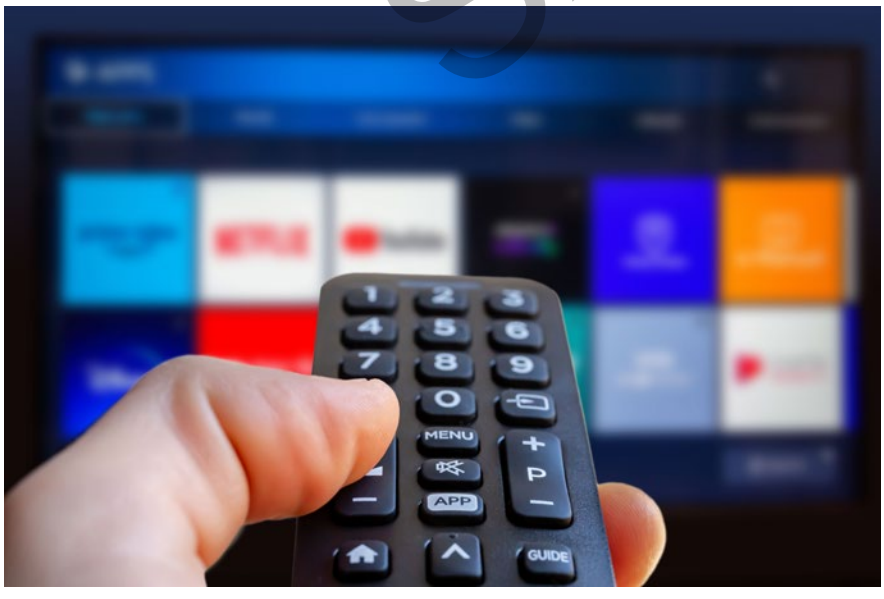
How does media ownership influence public opinion?

Australia's media landscape has transformed significantly due to digital platforms and changing consumer habits. Traditional media are facing declining audiences, while social and new media are rising in prominence. This shift has brought challenges like misinformation and concentrated media ownership, which can limit diverse viewpoints and influence public opinion, thus highlighting the need for media freedom and integrity.

Australia's media landscape

The rise of digital platforms has changed consumer habits and led to a significant transformation in the media landscape in Australia. Traditional media such as newspapers, television and radio still play a crucial role, but their audiences are declining. While free-to-air television remains popular, more Australians are turning to online streaming services like Netflix and catch-up television. Newspapers have also seen a decline in physical sales, with many newspapers moving to digital formats to retain readership. Radio, although still widely listened to, has seen a decline in traditional FM listenership, with more people opting for digital and streaming services.

Social and **new media** have dramatically reshaped how Australians consume news and information. Platforms like Facebook, YouTube and Instagram are now major sources of news for many Australians, with **social media** allowing for rapid sharing of information and engagement. This shift has also given rise to new media outlets and independent journalism, providing diverse perspectives and challenging traditional media dominance. However, this digital shift also brings challenges, such as the spread of misinformation and the need for robust digital literacy. Organisations like Reporters Without Borders, a Paris-based NGO that promotes media freedom, highlight the importance of maintaining media freedom and integrity in this evolving landscape, ensuring that traditional and new media can coexist and both contribute to a well-informed public.



Source 1: Online streaming services have become a popular way for Australians to watch television programs.

Media ownership

Internationally, Reporters Without Borders ranks Australia 39th in the world in terms of press freedom. Some key concerns outlined by the organisation include the concentration of media ownership in Australia, with most media outlets being owned by one of three organisations (not including the ABC, which is Australia's public broadcaster).

Concentration of media ownership can significantly influence public opinion by limiting the diversity of viewpoints available to the public.

When a few corporations control a large share of media outlets, they can shape the narrative by promoting specific agendas and perspectives while marginalising alternative voices. For example, in Australia, the dominance of media companies like News Corp Australia has led to concerns about **biased** reporting and the **homogenisation** of news content.

This concentration can result in selective reporting, where certain stories are emphasised or omitted based on the interests of the media owners. It can also lead to a lack of critical journalism, as media outlets may avoid publishing content that could negatively impact their owners or advertisers. Consequently, the public may receive a skewed version of events, which can influence their perceptions and opinions on important social and political issues. This underscores the importance of maintaining a diverse and independent media landscape to ensure a well-informed and democratic society.

INDEX 2024		GLOBAL SCORE
1	Norway	91.89
2	Denmark	89.6
3	Sweden	88.32
4	Netherlands	87.73
5	Finland	86.55
6	Estonia	86.44
7	Portugal	85.9
8	Ireland	85.59
9	Switzerland	84.01
10	Germany	83.84
11	Luxembourg	83.8
12	Latvia	82.9
13	Lithuania	81.73
14	Canada	81.7
15	Liechtenstein	81.52

Source 2: The top 15 countries in the 2024 World Press Freedom Index. (Source: Reporters Without Borders.)

Misinformation and disinformation

Misinformation refers to false or inaccurate information that is spread without the intent to deceive. For example, during the COVID-19 pandemic, many people shared incorrect information about home remedies to treat the virus, believing the information to be true and helpful. This spread of false information, though unintentional, led to widespread confusion and potentially harmful practices.

Disinformation, on the other hand, is deliberately false or misleading information spread with the intent to deceive. An example of disinformation is the deliberate creation and dissemination of fake news stories during elections to manipulate public opinion and influence voting behaviour. These stories are crafted to mislead readers and often contain fabricated facts or distorted truths to achieve a specific agenda. An example of disinformation is the spread of false information during the 2016 United States presidential election. Fake news stories claiming that Pope Francis had endorsed Donald Trump were deliberately created and shared on social media platforms. This story was entirely fabricated but was widely circulated to influence voters' opinions and sway the election outcome. The intent behind this disinformation was to deceive the public and manipulate political perceptions for specific agendas.

Learning Ladder CC2.6

Identity

1. Describe how the rise of digital platforms has transformed the media landscape in Australia.
2. Explain the challenges that come with the shift to social and new media in Australia.
3. Explain the main concerns about media ownership concentration in Australia.
4. Compare misinformation and disinformation, providing examples of each.
5. Discuss the impact of media ownership concentration on public opinion and journalism in Australia.

Investigating

1. How does the concentration of media ownership in Australia affect the diversity of viewpoints in public discourse?
2. If you were investigating the impact of misinformation, what sources and events would you include in your research plan?
3. What secondary sources could help you examine the role of companies like News Corp in shaping media narratives in Australia?
4. Create a two-column chart to represent the differences between misinformation and disinformation, including examples.
5. How would you assess the reliability of content from traditional newspapers and social media posts when investigating a current news issue?

How do I conduct an investigation?

Olive asked for this investigation page to be copied from Hums 8. It needs to be adapted to this chapter.

Now that you've finished the chapter, it is time to conduct your own investigation on government and democracy. Throughout the chapter you have developed knowledge and understanding of xxxxxxxxxx xxxxxxxxxx xxxxxxxxxx. Background knowledge is important because it helps you make connections to new information, ask better questions and consider different perspectives. As you progressed through the chapter, you have gathered information through classroom discussion, highlighting, note taking and answering questions. Now you are ready to start planning your own investigation into contemporary issues!

An investigation gives you the opportunity to be an active participant in contemporary civics and citizenship issues: investigating, evaluating and communicating your findings.

The chapter has covered xxxxxx xxx xxxxxx xx xxxxxx xxx xxxxxx xx xxxxxx xxx xxxxxx xx xxxxxx xxx xxxxxx xx xxxxxx xxx xxxxxx xx. What would you like to know more about?

- Xxxxxx xxx xxxxxx xxxx xxx xxxxxx xx, page XXX
- Xxxxxx xxx xxxxxx xxxx xxx xxxxxx xx, page XXX
- Xxxxxx xxx xxxxxx xxxx xxx xxxxxx xx, page XXX
- Xxxxxx xxx xxxxxx xxxx xxx xxxxxx xx, page XXX
- Xxxxxx xxx xxxxxx xxxx xxx xxxxxx xx, page XXX

Return to the relevant pages in the chapter and read them again.

Next, complete the 'see, think, wonder' process to help develop ideas you might cover in your inquiry.

Jot down your answers to these questions. Your answers will help you to formulate your own research ideas. Once you have worked through this process, you are ready to start your investigation.

Refer to pages XXX–X of the How-to chapter for a step-by-step guide to this process.

Photo from this chapter to go here

Level up!

Throughout the chapter, you have been working to move up the Learning ladder. An investigation is a great opportunity to expand your knowledge and attempt new skills. When planning your investigation, consider how you can gather and evaluate data from a range of sources and use data to construct a strong argument. Use the How-to chapter to support your planning and research.

Civics & Citizenship How-to

CC2

Civics and citizenship skills are based on investigating issues to evaluate different perspectives, actively engaging in democratic decision-making, and effectively communicating ideas.

How to develop civics and citizenship skills

The skills described in this How-to will help you participate in Australia's democracy as an active and informed citizen who questions, understands and contributes to your community and beyond. There are five levels of difficulty for each skill. Each skill is described and a model is provided that demonstrates how to master the skill at each level. Learning skills at the lowest level of difficulty will help you to master the skills at the highest level.

Investigating

Investigating is an important skill in civics and citizenship. It allows us to ask questions, gather information and evaluate different perspectives. By developing strong investigative skills, we can understand how democracy works, how people express their identities, and how to assess issues such as diversity, inclusion and active citizenship.

1 I can ask open-ended questions

Open-ended questions help us explore issues in detail. They do not have a simple 'yes' or 'no' answer. Instead, they begin with words like *why*, *how*, *what* or *to what extent* and encourage discussion and deeper research.

Example

Instead of asking 'Is Australia a multicultural country?' (which can be answered with yes or no), you could ask:

- How has multiculturalism shaped Australian identity?
- What challenges do migrants face when integrating into Australian society?
- In what ways does the Australian citizenship pledge reflect the country's values?

2 I can plan an investigation

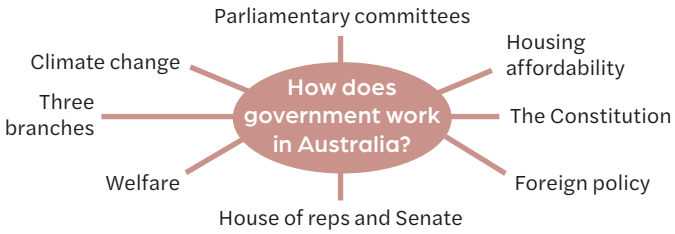
Planning an investigation involves selecting a topic, deciding what information you need and choosing where to find it. A well-planned investigation ensures you gather relevant and reliable data.

Example

Inquiry question: How does active citizenship improve social cohesion?

Planning steps:

1. Identify key aspects of the question (e.g. what is active citizenship, what is social cohesion, and how are they linked?).
2. Consider sources:
   - primary sources: government websites, interviews with community leaders.
   - secondary sources: news articles, reports, academic studies.
3. Develop sub-questions:
   - What examples of active citizenship exist in Australia?
   - How do community groups help to build inclusion?



Source 1: Jot down key information in a brainstorm cloud.

3 I can gather information from secondary sources

Secondary sources are sources that have already been created by someone else. These include books, articles, government reports and databases.

Example

Inquiry question: Why do migrants become Australian citizens?

You might gather information from:

- the Australian Bureau of Statistics (ABS) for migration trends
- government websites explaining the citizenship process
- news articles about recent citizenship ceremonies.

Tip: Always check if your sources are up to date and come from trustworthy organisations.

4 I can sort and represent data and information

Once you gather information, you need to organise it in a way that makes sense. This may include using tables, graphs, charts or summaries to present key findings.

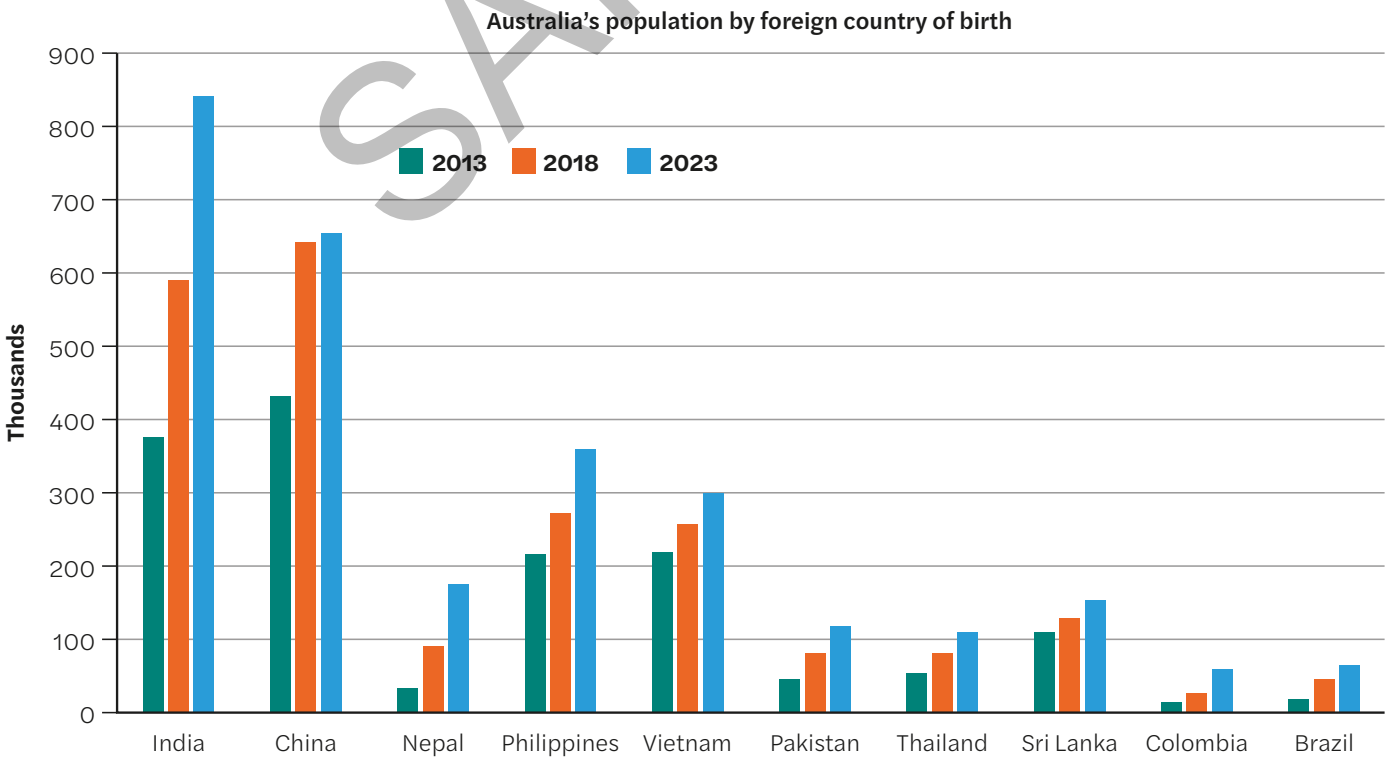
Source 2 shows the top 10 countries of birth for migrants to Australia from 2013, 2018 and 2023. This information could be represented as:

- a bar graph comparing migration numbers over time
- a table listing the top countries and their population changes
- a short summary explaining trends (e.g. 'Migration from Nepal has increased significantly in the last decade').

5 I can evaluate information from a range of sources

Evaluating sources means checking whether information is reliable, biased or outdated. It also involves comparing different perspectives to form a balanced understanding of an issue. Reliable information comes from trustworthy sources, is supported by evidence and is as up-to-date as possible.

Bias occurs when information is presented in a way that favours a particular viewpoint. This can happen deliberately (to persuade or influence) or unintentionally (due to personal experiences shaping the way someone interprets information). Even researchers must be aware of their own personal bias when evaluating sources, as our background, beliefs and experiences influence how we interpret information.



▲ **Source 2:** Top 10 countries of birth for migrants to Australia, 2013–2023

Source: Australian Bureau of Statistics

Example

Inquiry question: Is First Nations identity represented in Australian identity?

To evaluate this issue, you need to assess different types of sources:

- statements from First Nations leaders (perspective from First Nations peoples)
- government policies on reconciliation and recognition
- public opinions from social cohesion reports.

Each source has different levels of reliability and potential bias.

How to evaluate bias and reliability in sources

When analysing sources, you can ask the following questions:

1 Who wrote this?
   - Was it created by the government, an academic, an activist group or a journalist?
   - Does the author have a particular agenda or motivation?
   - Are they an expert in the field, or are they expressing a personal opinion?

2 What is their perspective?
   - Every source is influenced by the author's background, values and beliefs.
   - Government sources may present official policies in a way that highlights achievements while downplaying ongoing issues.
   - Activist groups may focus on problems that still exist and argue that more action is needed.
   - First Nations leaders may provide first-hand perspectives, but different individuals and communities may have varying views on identity and representation.

3 Is the information current?
   - Policies and public attitudes change over time, so older sources may not reflect the current situation.
   - Checking publication dates helps determine if information is still relevant.

Personal bias

Even when evaluating sources objectively, you must recognise your own personal bias.

- Background and experiences: Someone with strong connections to First Nations communities may be more understanding to First Nations perspectives, while someone without personal experience may struggle to fully appreciate the issue.
- Preconceived beliefs: Someone who already believes that First Nations identity is not represented in Australia may only focus on evidence that supports their view and ignore sources that suggest otherwise (this is called confirmation bias).
- Choice of sources: The selection of sources influences the conclusion. For example, using only government reports on a land management issue without First Nations perspectives may not give a balanced view.

Example

Source type	Strengths	Potential biases and limitations
First Nations leader statement	First-hand perspective from a First Nations person. Represents lived experience.	May focus on a specific viewpoint within First Nations communities. Different leaders may have different opinions.
Government policy on First Nations recognition	Official stance of Australia's legal and political system. Shows what laws or policies are in place.	May be written to make the government look successful in addressing issues, downplaying criticisms.
Public opinion poll on First Nations identity	Reflects the feelings of a broad section of society. Can show trends in changing attitudes.	People's opinions can be influenced by media, misinformation or lack of knowledge. Some voices may be overrepresented or underrepresented.

Evaluating

Evaluating information is an essential skill for understanding government decisions, foreign policy and international relations. By developing this skill, you can assess key ideas such as Australia's role in the Asia–Pacific region, determine the reliability of sources and form well-supported conclusions about how Australia engages with the world.

1 I can identify data relevant to a question

Not all information is useful for answering a question. This skill helps you choose relevant data from sources such as government reports, statistics and expert analysis. Being selective about data ensures you focus only on what answers the question.

Example

Inquiry question: How does Australia support Pacific nations through foreign aid?

Relevant data includes:

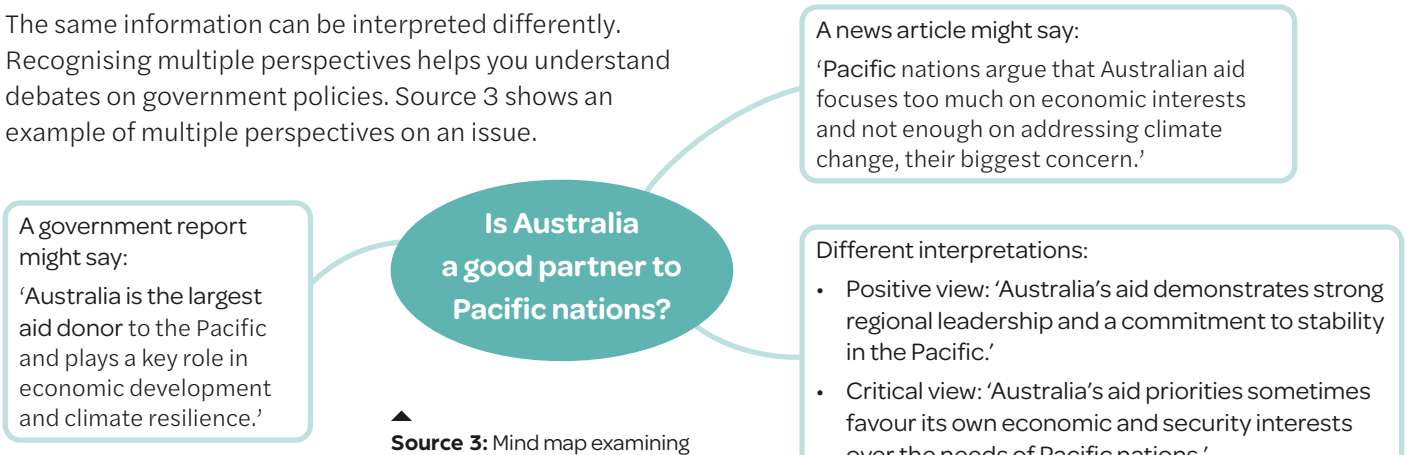
- the total amount of aid Australia gives to Pacific nations
- specific projects funded, such as infrastructure, education and disaster relief
- statements from the Department of Foreign Affairs and Trade (DFAT) about aid priorities.

Irrelevant data might include:

- Australia's domestic welfare policies (which are not related to international aid)
- military spending that is unrelated to aid programs.

2 I can describe different interpretations

The same information can be interpreted differently. Recognising multiple perspectives helps you understand debates on government policies. Source 3 shows an example of multiple perspectives on an issue.



Source 3: Mind map examining multiple perspectives on an issue

3 I can write evidence-based conclusions

Evidence-based conclusions are supported by facts, rather than opinions or assumptions. A strong conclusion summarises key findings and is backed by data.

Example

Inquiry question: How does Australia contribute to regional security through ASEAN?

Evidence

- Australia has been a dialogue partner of ASEAN (Association of Southeast Asian Nations) since 1974.
- It supports counter-terrorism, cybersecurity and maritime security programs.
- It participates in joint military training and disaster response initiatives.

Conclusion

Australia plays a key role in strengthening security in the Asia–Pacific region by working with ASEAN on counter-terrorism and disaster response. While this strengthens regional partnerships, some critics argue that Australia should also prioritise human rights and environmental issues in its ASEAN engagement.

4 I can analyse the reliability of information

Not all sources are reliable. Being critical of sources helps avoid misinformation. Analysing credibility involves checking:

- Who wrote it? (Government, academic, media, social media?)
- Is it recent? (Outdated data can be misleading.)
- Does it present bias? (Does the author have a particular agenda?)

Example

Inquiry question: How does Australia's trade relationship with China impact diplomacy?

Sources:

- Australian Government website: highlights benefits of trade with China, such as economic growth.
- Independent think tank report: examines both positive and negative aspects, such as trade disputes and political tensions.
- Social media post: claims 'Australia is too dependent on China', but provides no data.

Which source is most reliable?

- The think tank report is likely the most balanced.
- The government website may be reliable but could be biased in promoting only positive aspects.
- The social media post lacks evidence and should be fact-checked.

5 I can evaluate how institutions enhance democratic values and participation

Democratic institutions (such as parliaments, courts and foreign affairs agencies) help uphold Australia's role in global diplomacy and regional stability. Evaluating them means assessing how well they support democratic values.

Example

Inquiry question: How does Australia support democratic values through the United Nations (UN)?

Australia's contributions:

- Human Rights Council: advocates for freedom of speech and gender equality
- UN peacekeeping missions: sends personnel to help stabilise conflict zones
- Climate agreements: signs global agreements, but faces criticism for domestic policies.

'Australia plays an active role in the UN by promoting democratic values and human rights. However, its global leadership is sometimes questioned due to its environmental policies and stance on refugee issues.'

Participating

Participation in civics and citizenship involves actively engaging in democratic decision-making, such as reaching consensus, voting and contributing to civic discussions. It means taking part in processes that shape laws, policies and community decisions at the local, state and national levels.

Participation can include:

- voting in elections to choose representatives
- engaging in discussions and debates about civic issues
- reaching consensus through collaboration and compromise
- taking action on community concerns, such as signing petitions or attending public meetings.

By participating, you can help shape society and influence decisions that impact your life and the wider community.

1 I can identify outcomes

Identifying outcomes means understanding how democratic participation – such as reaching consensus and voting – affects decision-making on civic issues. This involves recognising the results of different methods of civic engagement at local, state and national levels.

Example

Inquiry question: How has social media influenced public attitudes towards multiculturalism in Australia?

Outcomes of social media influence:

- ✓ Positive: platforms like TikTok and Instagram celebrate multicultural festivals (e.g. Lunar New Year, Diwali), increasing public awareness of cultural diversity.
- ✓ Positive: campaigns like #RacismNotWelcome highlight discrimination and promote inclusion.
- ✗ Negative: misinformation spreads quickly, reinforcing stereotypes and fuelling division.
- ✗ Negative: some online platforms allow the spread of hate speech and extremist views.

By identifying these outcomes, you can assess whether social media is helping or harming attitudes towards diversity.

2 I can describe a strategy to achieve outcomes

A strategy is a planned action to influence attitudes or behaviours. Describing a strategy involves explaining how a media campaign or initiative works. By describing the impact, you can begin to determine whether a strategy is truly effective or needs improvement.

Example

Inquiry question: How can media platforms help prevent misinformation about migrants and refugees?

Strategy used:

- Fact-checking partnerships: Facebook works with fact-checkers to flag false posts.
- Educational content: NGOs and government agencies share real stories of migrants to combat stereotypes.
- Community guidelines and moderation: social media companies remove hate speech and misinformation.

Why this strategy?

- ✓ Helps people identify and reject false information.
- ✓ Encourages more positive and fact-based discussions about migration.
- ✓ Reduces online harassment and hate speech.

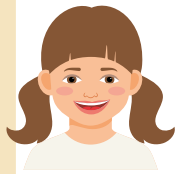
3 I can discuss the impact of a strategy

The impact of a strategy is measured by how much it changes attitudes or behaviour.

Does positive social media representation change attitudes towards diverse communities?

There was a range of positive impacts:

- ✓ There is increased visibility of diverse voices and stories in the media.
- ✓ More young Australians are engaging with multicultural content.
- ✓ There are reports of lower levels of discrimination in online spaces.



There was a range of challenges:

- ✗ Some users still face online hate and cyberbullying.
- ✗ Not all platforms enforce community guidelines effectively.

4 I can design strategies to achieve outcomes

Designing a strategy means developing a plan to respond to an issue and its effects. You need to think about what has already happened, what needs to change and how to make that change happen. A strong strategy is clear, realistic and based on good information, not just opinions.

When you design a strategy, ask yourself:

- What is the issue I'm trying to fix?
- What has already happened because of this issue?
- Who is affected, and what do they need?
- What actions will actually make a difference?
- How will I know if my strategy is working?

Example

Inquiry question: How can media better represent diverse identities in Australia?

Proposed strategy:

- diversity quotas in TV, film and newsrooms to ensure different communities are represented
- public campaigns encouraging brands and influencers to feature diverse voices
- educational programs teaching media literacy in schools to help students spot bias
- government policies that support diverse and inclusive media content.

Expected outcomes:

- greater representation of different cultural backgrounds in media
- reduction in harmful stereotypes and biases
- more inclusive content reflecting diversity.

5 I can evaluate the strategies used to make decisions

Evaluating strategies means assessing their effectiveness, strengths and weaknesses.

Example

Inquiry question: Has TikTok successfully reduced racist content and promoted diversity?

Key strategies used:

- Banning hate speech: TikTok removes racist and harmful content.
- Promoting diverse creators: TikTok's algorithm highlights content from minority voices.
- Collaborating with advocacy groups: groups advise TikTok on anti-racism policies.

Evaluation:

- ✓ Many users feel safer and more included.
- ✓ Positive campaigns like #BlackVoices and #IndigenousTok have increased awareness.
- ✗ Some racist content still slips through moderation.
- ✗ Algorithm bias may still exist, limiting exposure for minority voices.

While TikTok has taken important steps to reduce racism and promote diversity, there is still work to be done in improving content moderation and addressing bias.

Communicating ideas

Communication is a key part of being an active citizen. Whether you are discussing a legal issue, debating a civic topic or analysing political decisions, how you communicate your ideas matters. It is important to be able to describe, reflect, compare, explain and construct arguments.

1 I can describe civics and citizenship issues

Being able to describe civics and citizenship issues means explaining what a legal or political issue is, who it affects and why it matters. A good description is clear, factual and based on reliable sources.

Example

What are the key differences between criminal and civil law in Australia?

- Criminal law deals with offences against society (such as theft, assault or murder). The government prosecutes the accused, and punishments can include fines, community service or imprisonment.
- Civil law deals with disputes between individuals or organisations (such as contract disputes, property damage or defamation). The goal is usually compensation, not punishment.

2 I can reflect on my own and others' perspectives

Reflecting on perspectives means thinking about how different people see the same issue. It helps you understand why people have different views and how your own experiences shape your opinions. Reflecting on these perspectives helps you see the bigger picture, avoid bias (see page 498) and engage in more informed discussions.

Inquiry question: Should Aboriginal and Torres Strait Islander customary law be recognised alongside Australian law?

I think it's important to recognise customary law because it respects Indigenous traditions and allows First Nations peoples to have a justice system that reflects their cultural values.

I think some Indigenous leaders argue that customary law helps resolve conflicts in culturally appropriate ways.

I think others worry that it could conflict with national laws, especially in cases involving human rights.

Some legal experts believe that elements of customary law should be included in sentencing decisions, but within the framework of Australian law.

3 I can compare different methods of communication

Different legal and civic issues are communicated in different ways – some formal, some informal. Comparing these methods helps us understand how information is shared, who it reaches and whether it is effective.

Example

Inquiry question: How do courts and the media communicate legal issues differently?

Method of communi-cation	Strengths	Weaknesses
Court judgment (official legal document)	Provides detailed, factual and legally accurate information	Uses technical legal language that may be hard to understand
News article	Translates legal language into simpler terms for the public	May focus on dramatic details instead of facts, leading to bias
Social media posts	Quick and easy to share Can spread awareness about legal issues	Often lacks full context Can spread misinformation

A high-profile criminal trial may be explained in a judge's sentencing remarks, summarised in a news article and debated on X. Each format influences public perception differently.

4 I can explain different perspectives using data

Instead of relying on opinions, strong communication uses facts to explain why different people see an issue in different ways. By using real data, you can explain perspectives fairly, without bias, and let the audience draw their own conclusions.

Example

Controversial topic: Should Australia introduce tougher penalties for youth offenders?

One perspective: Harsher penalties reduce crime.
Data:

- Data from government crime reports shows that increasing police presence has lowered youth crime rates in some areas.
- Surveys indicate that many Australians believe tougher sentences deter crime.

Another perspective: Rehabilitation is more effective than punishment.
Data:

- Studies show that countries focusing on rehabilitation (like Norway) have lower reoffending rates.
- Youth diversion programs in Australia have reduced repeat offences in some communities.

5 I can use sources to construct evidence-based arguments

An evidence-based argument uses facts, legal cases and statistics to support a claim. It is not just about stating an opinion – it is about proving your point with reliable information. By using reliable sources, you can create a convincing, fact-based argument that can be used in debates, essays or civic discussions.

Example

Inquiry question: Should Australia raise the age of criminal responsibility from 10 to 14?

Claim: 'Australia should raise the age of criminal responsibility to 14 because scientific and legal evidence shows that young children lack the capacity for full criminal responsibility.'
Evidence:

- Medical research: Studies show that children's brains are still developing, affecting decision-making.
- International law: The UN recommends 14 as the minimum age for criminal responsibility.
- Legal precedent: Countries like Germany and Sweden have already raised their criminal responsibility age.

Economics and business

EB1

Economic literacy

HOW CAN POLICY INFLUENCE THE ECONOMY? xx

WHAT IS THE ROLE OF THE RESERVE BANK OF AUSTRALIA IN THE ECONOMY? xx

WHAT IMPACT DOES THE ECONOMY HAVE ON LIVING STANDARDS? xx

WHAT ARE THE ECONOMIC COSTS AND BENEFITS OF GLOBAL TRADE? xx

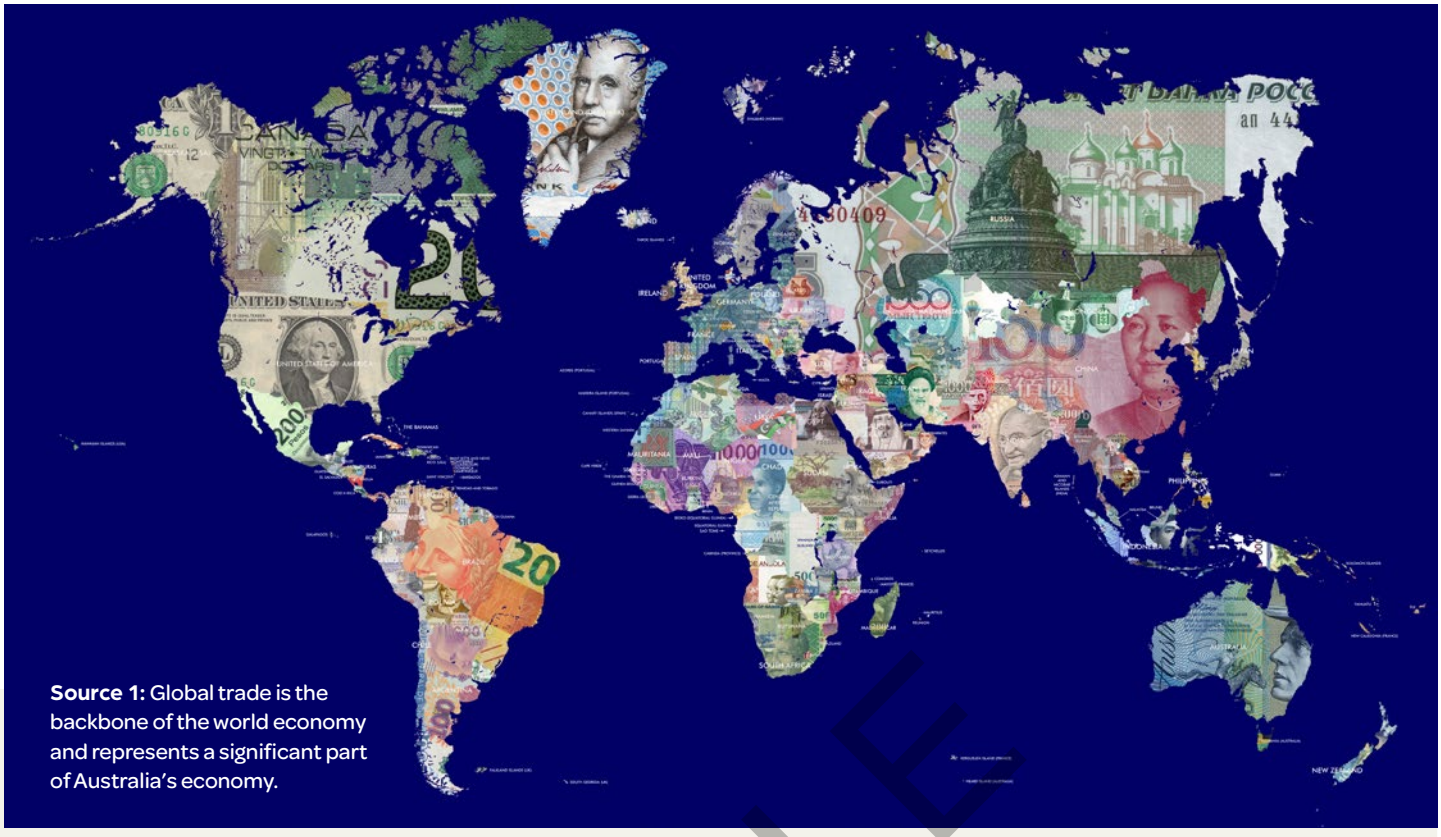
How can I study economic literacy?

Australia's economy is a complex mix of dynamic business decision-making and robust government oversight which ensures a relatively stable and inclusive economic system. Our market-based economy is managed through economic policy enacted by both the government and the Reserve Bank of Australia (RBA) as well as other important institutions. Together they must consider a range of factors and measures in the hopes of improving economic outcomes at a local, regional and national scale.

learning ladder

The Learning Ladder lists the economics and business content, concepts and skills you learn in this chapter. Each area has five levels of progression. To progress to higher levels, you need to practise activities at the earlier levels. This will help you develop abilities to complete tasks that are more involved

Steps in knowledge progression	Economics	Living standards	International trade
5	I can analyse how economic indicators impact policy.	I can analyse government intervention in the economy.	I can evaluate the overall costs and benefits of trade for Australia as a trading nation.
4	I can explain what each economic indicator shows about the economy.	I can explain different reasons for government intervention in the economy.	I can analyse patterns of trade between Australia and its trade partners.
3	I can explain the circular flow.	I can explain forces that affect variations in living standards.	I can explain patterns of trade between Australia and its trade partners.
2	I can describe how key economic indicators measure economic performance.	I can describe key measures of living standards.	I can explain the costs and benefits of international trade including ethical considerations.
1	I can identify key economic indicators.	I can identify factors that determine living standards.	I can identify the costs and benefits of international trade.
		Knowledge	



Source 1: Global trade is the backbone of the world economy and represents a significant part of Australia's economy.

Investigating	Interpreting	Decision-making	Communicating ideas	Steps in skill progression
I can evaluate information from a range of sources.	I can evaluate data and data sources for authenticity and validity.	I can draw conclusions and justify responses.	I can use sources to construct evidence-based arguments.	5
I can sort and represent data and information.	I can predict change to patterns.	I can evaluate responses using cost-benefit analysis or other criteria.	I can explain different perspectives using data.	4
I can gather information from secondary sources.	I can explain cause-and-effect relationships.	I can develop responses to economic and business issues.	I can compare different methods of communication.	3
I can plan an investigation.	I can describe trends.	I can describe the criteria to respond to an issue.	I can reflect on my own and others' perspectives.	2
I can ask open-ended questions.	I can read tabulated data and graphs.	I can identify a economic and business issue.	I can describe economic and business issues.	1

Skills

How can policy influence the economy?

Fiscal policy is the use of government spending and taxation to influence economic growth. Expansionary measures like tax cuts and increased spending stimulate demand, while contractionary measures aim to control inflation. Monetary policy, managed by the Reserve Bank of Australia, adjusts interest rates to stabilise the economy, with lower rates encouraging spending and investment, and higher rates cooling down an overheating economy.

Fiscal and monetary policy

Fiscal policy in Australia influences the economy through the government's use of spending and taxation. Expanding fiscal policy is designed to stimulate economic growth by increasing overall demand. This can be achieved through measures such as increased government spending on **infrastructure** projects or **tax cuts**, which put more money into the hands of consumers and businesses, encouraging them to spend and invest more. For example, in the 2024 federal budget, the government introduced tax cuts for every taxpayer and provided a $300 payment towards energy bills for every household to ease **cost-of-living** pressures. Additionally, the budget allocated $1.9 billion to increase Commonwealth Rent Assistance, helping renters manage housing costs.

Contracting fiscal policy aims to slow down economic growth to prevent **overheating** and control **inflation**. This can involve reducing government spending or increasing taxes, which decreases the amount of money available for consumers and businesses to spend. An example of contractionary fiscal policy in Australia is the government's decision to reduce spending on public services or increase taxes to control inflation. For instance, in 2013, the Abbott Government implemented contractionary fiscal policies aimed at reducing the **budget deficit** and controlling public **debt**.

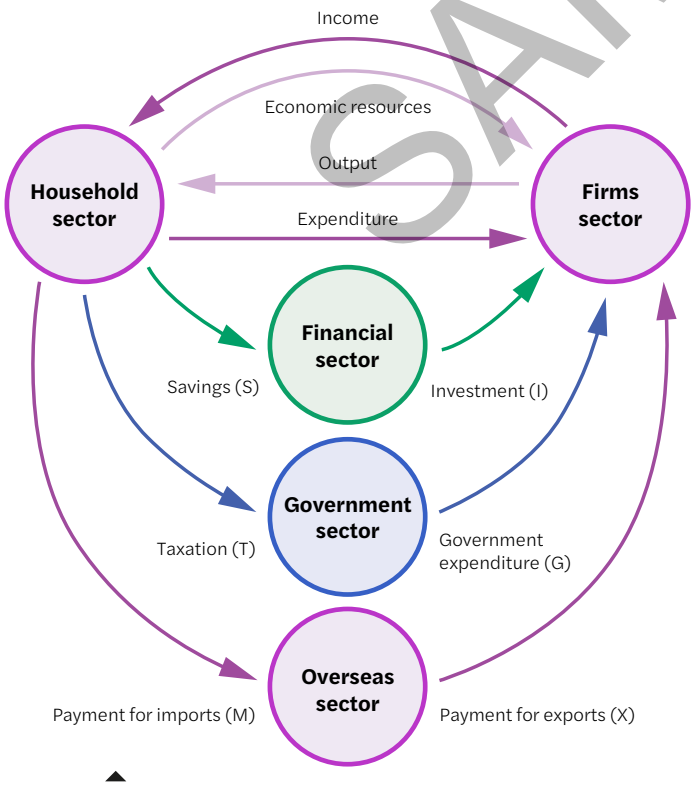
Source 1: The Reserve Bank of Australia manages monetary policy and controls interest rates.

Monetary policy is the process by which a country's central bank, such as the Reserve Bank of Australia (RBA), manages the supply of money and interest rates to achieve economic objectives like controlling inflation, stabilising the **currency** and promoting employment. Monetary policy directly influences **interest rates**, which are a key tool used by central banks like the RBA. When the RBA wants to stimulate the economy, it may lower the **cash rate**. This makes it cheaper to borrow money, encouraging spending and **investment**. Conversely, to cool down an overheating economy and control inflation, the RBA might raise the cash rate, making loans more expensive and reducing spending. By influencing the cost and availability of money, monetary policy aims to maintain economic stability and growth.

A significant example of the RBA's intervention in the economy is the inflation crisis of the mid-2020s, which was caused by a range of factors including **supply chain** disruptions and rising energy costs. By raising interest rates, the RBA aimed to reduce **consumer** spending and borrowing, which helps to cool down the economy and bring inflation under control.

The circular flow of the economy

The **circular flow model** (see Source 2) illustrates the continuous movement of money, **goods** and **services** between different sectors within an economy. It demonstrates how money moves through society.



Source 2: The circular flow model of the economy. (Source: Reserve Bank of Australia)

Money flows from **producers** to workers as wages and then flows back to producers as payment for products. In short, an economy is an endless circular flow of money.

Changes at different stages of the circular flow of the economy can have significant ripple effects throughout the entire model. For example, if households experience an increase in income, perhaps due to wage hikes or tax cuts, they will likely spend more money on goods and services. This increased **consumption** boosts business **revenues**, leading to higher **production** and potentially more employment opportunities.

If the government decides to increase spending on infrastructure projects, it injects money into the economy, creating jobs and boosting demand for materials and services. This can lead to higher incomes for households and increased business activity.

Learning Ladder EB1.1

Economics

1. What are two examples of fiscal policy measures?
2. Describe how the government can use fiscal policy to influence the economy.
3. Describe how an increase in household income can impact the circular flow of the economy.
4. Explain how the Reserve Bank of Australia uses monetary policy to control inflation.
5. Evaluate the potential benefits and drawbacks of the fiscal policy measures in the 2024 federal budget.

Interpreting

1. Source 2: What does the circular flow model show about the relationship between households and businesses?
2. What trend did the RBA respond to in the mid-2020s, and how did it shape monetary policy decisions?
3. How do tax cuts for households lead to increased business activity, according to the circular flow model?
4. If interest rates continue to rise, what effects might this have on consumer borrowing and business investment?
5. Why might data from the RBA be more reliable for analysing interest rates than a commercial blog or social media post?

How can we measure the impact of economic policy?

To assess the strength of the national economy, the Australian government and agencies like the Australian Bureau of Statistics (ABS) measure indicators such as the unemployment rate, gross domestic product (GDP), the consumer price index (CPI) and the balance of trade. These indicators provide insights into economic growth, inflation, employment levels and trade balances, helping policymakers and economists make informed decisions.

Unemployment rate

The **unemployment rate** is defined as the number of unemployed persons expressed as a percentage of the **labour force**. The labour force is defined as the total number of people who are either employed or actively seeking employment. This includes individuals who are working (employed) and those who are not working but are available and actively looking for work (unemployed). In September 2024, Australia recorded an unemployment rate of 4.1 per cent and a labour force participation rate of 67.2 per cent. This means that 67.2 per cent of the total working-age population were either employed or seeking employment.

Source 1: The unemployment rate is one indicator of the strength of the economy.

Gross domestic product (GDP)

GDP measures the monetary value of final goods and services – that is, those that are bought by the final user – produced in a country in a given period of time (such as a quarter or a year). A growing GDP indicates that the economy is expanding, with businesses producing more goods and services, leading to higher employment and income levels. A declining GDP suggests economic contraction, which can result in higher unemployment and lower income levels. Policymakers, investors and economists use GDP data to make informed decisions about economic policies, investments and business strategies.

Over the ten years to the mid-2020s, Australia's GDP experienced both growth and contraction, reflecting various economic challenges and recoveries. From 2014 to 2019, GDP generally grew at a steady pace, with annual growth rates averaging around 2–3 per cent. However, in 2020, the COVID-19 pandemic caused a significant contraction, with GDP declining quarter-on-quarter before returning to positive growth once the national economy had completely reopened. In 2023, the Australian economy grew by about 2 per cent.

Consumer Price Index (CPI) and inflation

CPI is a measure of the average change over time in the prices paid by households for a fixed basket of goods and services. The RBA aims to keep CPI inflation within a target band of 2–3 per cent per year. Australia's inflation has fluctuated significantly between the mid-2010s and the mid-2020s, reflecting various economic conditions and challenges, and the CPI has been particularly volatile.

Source 2: GDP is an indicator of whether a nation's economy is expanding or contracting.

From 2014 to 2019, inflation generally remained within or close to the RBA's target band. However, in 2020, the COVID-19 pandemic caused a sharp decline in inflation due to reduced consumer demand and economic activity. Inflation then rebounded in 2021, and surged further in 2022 to a peak of 6.6 per cent – far beyond the acceptable range.

Measuring our trade with other nations

Another important measure of the health of the economy is the **balance of trade**. This is typically measured as the difference in value between a country's **exports** and **imports** of goods. To calculate the balance of trade, you would subtract the value of a country's imports from the value of its exports. Imports are goods or services bought in one country that were produced in another country. Exports are goods and services that are produced in one country and sold to buyers in another country.

Every year, Australia exports hundreds of billions of dollars' worth of goods and services to its trading partners. Australia's top exports include **commodities** such as iron ore and wheat, education and professional services to our top trading partners such as China, Japan, the United States and South Korea. In return, Australia mostly imports refined petroleum, cars, and consumer electronics such as computers.

Once the total values of imports and exports are accounted for, agencies like the ABS and the Reserve Bank of Australia can then calculate Australia's balance of trade.

Learning Ladder EB1.2

Economics

1. Identify four key economic indicators mentioned in the text that are used to assess the strength of the national economy.
2. Describe how a growing GDP can impact employment and income levels.
3. Explain how the unemployment rate is calculated.
4. Explain the role that the Consumer Price Index (CPI) plays in understanding economic conditions. How has it fluctuated in recent years?
5. Evaluate the significance of the balance of trade as an economic indicator. How does it reflect the health of the economy?

Investigating

1. How do indicators like GDP, CPI, unemployment rate and balance of trade help governments understand the performance of the economy?
2. Design a plan to investigate how inflation changes in response to different global and local events, using CPI data from the ABS.
3. What type of information would you expect to find in a report from the Reserve Bank of Australia about interest rates and inflation trends?
4. Create a visual timeline showing changes in Australia's GDP, unemployment rate and CPI from 2014 to 2024 based on the trends described.
5. How might ABS data on unemployment differ in reliability and detail from a newspaper article discussing job losses?

What is the role of the Reserve Bank of Australia in the economy?

The Reserve Bank of Australia (RBA) works towards achieving currency stability, full employment and economic prosperity through monetary policy, financial system stability and managing banknotes. Government intervention in the economy promotes fair competition, prevents monopolies and encourages income redistribution through progressive taxation and social welfare programs, creating a more equitable society.

The role and function of the RBA

The RBA is the central bank of the country. Its main goals are to ensure the stability of the currency, maintain full employment and promote the economic prosperity and welfare of Australians. It achieves these objectives through a few key functions:

- **Monetary policy**: The RBA sets the cash rate, which influences interest rates across the economy. This helps control inflation and supports sustainable economic growth.
- Financial system stability: The RBA works to maintain a stable and efficient financial system by overseeing the banking sector and managing risks that could threaten financial stability.
- Money: The RBA is responsible for issuing and managing Australia's banknotes, ensuring they are secure and trusted by the public.

These roles collectively help the RBA support economic stability and growth, which contributes to the overall well-being of the Australian economy.

The RBA sets the cash rate to influence interest rates, aiming to control inflation and support economic growth. For example, by lowering the cash rate, the RBA makes borrowing cheaper, encouraging spending and investment. The RBA also ensures the stability of financial systems by overseeing banks and managing risks. During times of economic instability it provides **liquidity** to the banking sector, which means it gives banks extra money to ensure they can continue to operate smoothly. Imagine a bank running low on cash, much like a store running out of stock. The Reserve Bank of Australia steps in to lend money to these banks so they have enough money to meet their customers' needs, such as withdrawals and loans. This helps keep the financial system stable and prevents banks from running into trouble.

The role and function of government intervention in the economy

It is important for the government to **regulate** markets to ensure fair competition because it promotes efficiency, innovation and consumer welfare. In Australia, the government enforces regulations through the Australian Competition and Consumer Commission (ACCC), which oversees the *Competition and Consumer Act 2010*. This act prohibits anti-competitive practices such as **cartels**, price-fixing and monopolistic behaviours.

The government regulates **mergers** and **acquisitions** to prevent companies from forming **monopolies** that could harm consumers by reducing choices and increasing prices. These regulations help maintain a dynamic and competitive market, which benefits both consumers and businesses.

The government also intervenes in the economy to try to encourage income redistribution through various policies and programs aimed at reducing economic inequality and supporting those in need. One primary method is through **progressive taxation**. Australia's tax system includes higher tax rates for higher income brackets, which helps redistribute wealth. Taxes help fund social welfare programs provided by the government such as pensions, unemployment benefits and family payments to support low-income individuals and families. These programs help reduce poverty

and provide a safety net for those who are unemployed or unable to work. Public services such as healthcare and education are also funded by taxes and are available to all citizens, ensuring that everyone has access to essential services regardless of their income level. These interventions collectively help create a more **equitable** society by redistributing resources and opportunities.

There are many reasons that the government and RBA might intervene in the economy. These interventions have costs and benefits. Some of these are outlined in the table below.

Reason for intervention	Means of intervention	Example	Costs	Benefits
Maintain competition	Antitrust laws	Breaking up monopolies	Legal costs	Ensures fair market practices
Public goods and services	Government funding	Public education	High expenditure	Universal access to essential services
Income redistribution	Welfare programs	Pensions, unemployment benefits	Budgetary impact	Reduces poverty and inequality
Economic stability	Fiscal and monetary policies	Interest rate adjustments by RBA	Potential short-term economic disruption	Long-term economic growth and stability

▲ **Source 1:** Reasons and means for government and RBA intervention

Learning Ladder EB1.3

Living standards

1. Identify the main goals and two key functions of the RBA.
2. Describe how economic indicators such as inflation can influence the RBA's policies.
3. Describe the two key ways the Reserve Bank of Australia uses monetary policy to manage the economy.
4. Explain the different reasons for government intervention in the economy.
5. Analyse the costs and benefits of government intervention in the economy.

Decision-making

1. What economic problem is the RBA trying to solve?
2. Source 1: Compare two reasons for government and RBA intervention in the economy.
3. What actions could the government take if rising monopolies start limiting consumer choice and raising prices?
4. Evaluate the pros and cons of using welfare programs to reduce poverty.
5. Based on what you have learned, do you believe that the RBA's role in adjusting interest rates is the most effective tool for maintaining economic stability? Justify your answer.

What impact does the economy have on living standards?

Living standards refers to quality of life and access to necessities like income, education, healthcare and housing. Both material and non-material aspects, including environmental quality and social connections, are crucial for assessing and improving the well-being of communities, with government support like Youth Allowance and the Age Pension helping to reduce poverty and inequality.

Measuring living standards

Living standards is the term used to refer to the quality of life and level of wealth and comfort, available to individuals or populations. Other important measures include access to education, healthcare and quality housing. Living standards can be measured using various indicators such as income, GDP per capita and the Human Development Index (HDI). These metrics help assess and improve the well-being of communities.

Living standards encompass both material and non-material aspects of life. Material aspects include tangible items like income, which allows people to buy goods and services, and housing quality, such as having a safe and comfortable home. Healthcare and education are also crucial material factors, ensuring people can stay healthy and gain knowledge. Non-material aspects include environmental quality, such as clean air and water, and social connections, such as strong relationships with family and friends. Additionally, personal safety and work–life balance, which allows for leisure and personal activities, are important non-material components of living standards.

Human Development Index (HDI)

The Human Development Index (HDI) takes important dimensions of living standards into account. HDI is calculated using three key dimensions:

- Life expectancy: This measures the average lifespan of a population, reflecting the health and longevity of its people.

Source 1: Living standards encompass both material aspects, such as having a safe and comfortable home, and non-material aspects, such as having strong relationships with family and friends.

- Education: This dimension is assessed by combining the mean years of schooling for adults aged 25 and older with the expected years of schooling for children entering school.
- Income: This is measured using Gross National Income (GNI) per capita, adjusted for purchasing power parity (PPP) to account for differences in cost of living and inflation rates between countries.

Gross Domestic Product (GDP) per capita

GDP per capita measures living standards by dividing a country's GDP by its population, providing an average economic output per person. This metric helps indicate the average wealth and economic well-being of individuals in a country. For example, higher GDP per capita generally suggests that people have more income to spend on goods and services, which can improve their quality of life. However, it does not account for income inequality or non-economic factors like environmental quality and social well-being, which are also important for overall living standards.

Government support to improve living standards

Like most advanced economies, Australia experiences levels of **income inequality**. Unemployment and poverty lead to financial stress, making it hard for people to afford basic necessities like food and housing. These issues are linked to poorer health outcomes and limited access to healthcare, contributing to both physical and mental health problems. Children from impoverished families often have fewer educational opportunities, which affects their future prospects. Additionally, unemployment and poverty can cause social exclusion and **housing instability**, further diminishing overall living standards.

To address these diminishing living standards, the government can provide income transfers such as youth allowance, pensions and job search allowances. The Age Pension is designed to support the basic living standards of older Australians. It is paid to people who meet age and residency requirements. It is means tested to target those who need it most. Youth Allowance is a form of financial assistance provided by Services Australia. It is available to young people aged 16 to 24 who are engaged in full-time study of an approved course or Australian apprenticeship. This allowance helps cover the costs associated with living and studying, such as accommodation, food and transportation, and does not need to be paid back.

Allowances like Youth Allowance and the Age Pension provide essential financial support to vulnerable groups, helping them to afford basic necessities and reducing poverty. These income transfers promote education and employment opportunities for young people and ensure that older adults maintain a decent standard of living. By redistributing wealth, these allowances help reduce income inequality and improve overall living standards. The political debate around Youth Allowance and the Age Pension often centres on whether to increase or cut these payments. Advocates argue for increases to address cost-of-living pressures and reduce poverty, while opponents cite budget constraints and the need to manage public spending. Recent budgets have seen modest increases, but many believe these are insufficient to meet the needs of recipients.

Learning Ladder EB1.4

Living standards

1. Identify one important measure of living standards.
2. Describe how living standards vary across different segments of the population.
3. Explain how HDI is calculated.
4. Explain what a high GDP per capita suggests about a country's economy.
5. Analyse the factors that lead to an increased need for income transfers in an economy.

Decision-making

1. What economic problems are addressed by income support measures like the Age Pension and Youth Allowance?
2. What criteria should the government consider when deciding whether to increase Youth Allowance payments?
3. Suggest a policy the government could introduce to improve non-material living standards, such as environmental quality or social inclusion.
4. Evaluate the potential benefits and drawbacks of increasing the Age Pension for Australia's economy and budget.
5. Do you think financial allowances are an effective way to reduce inequality and improve living standards? Justify your response using examples.

EB1.5

How do economic outcomes vary at a local and regional scale within Australia?

Economic outcomes vary across Australian states and territories. Measures such as income, unemployment and house prices vary at a national, regional and local scale, and can even differ to a large degree between different suburbs of the same city or town.

Economic outcomes in different states and territories

Most Australians live in the eastern states, particularly in New South Wales, Victoria, Queensland and the Australian Capital Territory. These areas collectively account for about 80 per cent of the country's population. Major cities like Sydney, Melbourne and Brisbane have the highest populations, with significant growth in recent years. This concentration of population in urban areas reflects the availability of jobs, services and amenities that attract people to these re gions. Adelaide and Perth account for the remaining urban population, totalling close to 1.45 and 2.3 million residents respectively.

Source 1: Much of Australia's population is concentrated in urban areas.

Most wealth in Australia is concentrated in its major cities. For example, Sydney and Melbourne are home to a significant proportion of the country's **high-net-worth** individuals. Research shows that as cities grow, income and wealth tend to increase disproportionately in higher income categories. This means that larger cities like Sydney, Melbourne and Brisbane not only generate more wealth but also have greater income inequality among their residents compared to smaller cities and rural areas.

Socio-Economic Indexes for Areas (SEIFA), developed by the Australian Bureau of Statistics, assesses relative advantage and disadvantage for LGAs around the country using census data. At a national scale, six of the 10 most disadvantaged Local Government Areas (LGAs) in Australia are located in Queensland. Woorabinda, west of Gladstone, was ranked the most disadvantaged LGA in the country, followed by Cherbourg, about an hour west of Gympie in the state's south.

Of the 10 most advantaged LGAs, six are in New South Wales, three are in Western Australia and one is in the Northern Territory (Darwin Waterfront Precinct).

	Melbourne	Darwin
Population	5,207,145	148,116
GDP	$356 billion	$13.211 billion
Average weekly earnings	$1,923	$1,950
Unemployment rate	4.2%	3.4%

Source 2: A comparison of economic outcomes in two cities: Melbourne and Darwin. (Source: Australian Bureau of Statistics)

	Preston – East	Yarraville	Malvern
Population	22,012	16,020	21,348
Median house price	$1,107,500	$1,147,000	$2,880,000
Median income	$54,282	$71,512	$70,298

Source 3: Economic disparities also exist within cities, such as the Melbourne suburbs of Preston, Yarraville and Malvern. (Source: Australian Bureau of Statistics)

Differing economic outcomes within Melbourne

At a state regional scale, Cremorne and East Melbourne are the most advantaged suburbs in Victoria, while Dallas, Coolaroo and Broadmeadows are the most disadvantaged suburbs in Melbourne. The list of the most advantaged suburbs is dominated by locations in Melbourne's inner east, such as Toorak, Brighton and Malvern.

Learning Ladder EB1.5

Living standards

1. What are some key economic indicators mentioned in the text, and how are they used to assess the economic conditions of different regions in Australia?
2. Source 2: How do indicators such as unemployment rate and average weekly earnings help measure economic performance in different regions of Australia? Use the examples of Melbourne and Darwin to explain their significance.
3. Source 2: Based on the information about Melbourne and Darwin, describe how economic data can vary between different regions of Australia.
4. Source 3: Explain what the key indicators, such as median income and median house price, show about the economic conditions in different suburbs of Melbourne. How do these indicators reflect the differences between suburbs?
5. Analyse the influence that economic indicators might have on an individual or family decision when deciding which state and/or suburb to live in. What other factors might they consider?

Communicating ideas

1. Describe how income inequality can affect social and economic outcomes in different parts of Australia.
2. Why might residents of Broadmeadows and Toorak have different views on government spending and development priorities?
3. How would a local government report and a news article present economic data about disadvantaged suburbs differently?
4. Source 3: Use the house price and income data to explain why some suburbs may require more government support than others.
5. Using SEIFA data and census results, construct an argument for increasing investment in Queensland's most disadvantaged LGAs.

EB1.

What are the economic costs and benefits of global trade?

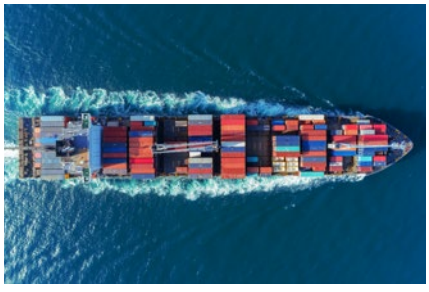
Global trade has become an integral part of Australia's economic well-being. This trade, representing a significant proportion of Australia's economy, links Australia with global supply chains. International trade is the backbone of the world economy, but it is subject to constant change from economic, political and environmental forces.

The scale of global trade

Global trade provides the goods and services that are traded across borders to bring wealth and prosperity to nations. Trade flows along hugely complex supply chains from nations that source raw materials to manufacturing countries that make and process them, and then on to consumer nations, which put the final products to use.

When trade is allowed to flourish, the complex connection of supply routes, suppliers, processors and consumers behaves like a living thing. When change happens at any one link in the chain – say, a company mining iron ore goes bust, or the price of the metal suddenly rises – the effects of that change will reverberate along the chain.

A notable example of how changes in international trade can impact supply chains is the Ever Given incident in March 2021. The large container ship ran aground in the Suez Canal, blocking one of the world's most critical maritime trade routes for nearly a week. This disruption caused significant delays and economic impacts globally, affecting the flow of goods from raw materials to finished products. The incident highlighted the interconnectedness of global supply chains and how a single event can have an impact through the entire system, affecting suppliers, manufacturers, and consumers alike.



Source 1: Shipping is one element of the interconnectedness of global supply chains.

The economic benefits of global trade

Trade leads to faster **productivity growth**, especially for sectors and countries engaged in the global supply chain. These links allow developing countries to specialise in making a single component of a product, like a keyboard, rather than a finished product, like a personal computer. Supply chains give them access to foreign technology, know-how and investment.

Trade can provide greater access to technologies that reduce greenhouse gas emissions and support adaptation, such as solar panels and wind turbines or drought-resistant seeds.

Global trade allows consumers to enjoy a greater variety of goods and services at lower cost, though some firms and workers in individual sectors may see their livelihoods at risk through increased competitive pressures.

Source 2 explains some of the benefits of global trade.

The economic costs of global trade

Critics blame trade for the loss of manufacturing jobs in advanced economies, environmental degradation and disruptions to supplies of vital goods like vaccines. These concerns, combined with geopolitical tensions, are prompting major players to raise barriers to international trade and investment and to subsidise the domestic production of goods that are considered to be essential and strategic. In 2022, many countries reacted to disruptions of food supplies from Ukraine by restricting exports of wheat, corn and other foods. This only drove prices higher, briefly threatening a global food crisis.

Source 3 explains some of the disadvantages of global trade.

Benefit of trade	Explanation	Example
Faster productivity growth	Trade helps countries produce more efficiently.	China: Specialises in manufacturing electronics, boosting productivity.
Access to foreign technology	Countries can use advanced technologies from other nations.	India: Gains technology for software development from the USA.
Economic specialisation	Countries focus on producing specific goods or components.	Vietnam: Specialises in making parts for smartphones.
Environmental benefits	Trade spreads green technologies that reduce emissions.	Germany: Exports solar panels to many countries.
Greater variety of goods	Consumers have more choices and lower prices.	Australia: Imports a wide range of cars from Japan and Europe.
Investment opportunities	Trade attracts foreign investment, boosting local economies.	Brazil: Receives investment in agriculture from multinational companies.
Job creation	Trade can create jobs in export-oriented industries.	Mexico: Creates jobs in car manufacturing for export.
Risk sharing	Countries can rely on trade partners during local crises.	Japan: Imports food after natural disasters disrupt local production.

▲ **Source 2:** Benefits of global trade

Disadvantage of trade	Explanation	Example
Loss of manufacturing jobs	Advanced economies lose jobs to countries with cheaper labour.	United States: Many manufacturing jobs moved to China due to lower labour costs.
Environmental degradation	Increased production and transportation lead to pollution and resource depletion.	Brazil: Deforestation in the Amazon occurs for agricultural exports.
Supply disruptions	Global events can disrupt the supply of vital goods.	COVID-19 pandemic: Global supply chains for medical supplies were disrupted.
Geopolitical tensions	Trade barriers and tariffs can escalate tensions between countries.	US–China trade war: Tariffs were imposed on various goods, affecting global trade.
Export restrictions	Countries may restrict exports during crises, leading to shortages and price hikes.	Ukraine conflict: Export restrictions on wheat and corn led to global food price increases.
Economic dependency	Over-reliance on global trade can make economies vulnerable to external shocks.	Japan: Heavy reliance on imported energy makes it vulnerable to supply disruptions.

▲ **Source 3:** Disadvantages of global trade

Learning Ladder EB1.6

International trade

1. Identify one cost of global trade.
2. Using examples, explain one benefit of trade.
3. Explain how global trade flows along complex supply chains, and the role of Australia in these chains.
4. Analyse how disruptions, such as geopolitical tensions or supply chain interruptions, affect Australia's trade with its major partners.
5. Evaluate the overall costs and benefits of global trade for Australia. In your answer, consider the impact of disruptions like the Ever Given incident and the economic benefits such as increased productivity and access to foreign technology.

Communicating ideas

1. Describe how international trade impacts job creation and job loss in different industries.
2. Imagine you are a worker in a car manufacturing plant affected by trade. How might your view differ from a consumer enjoying cheaper imported goods?
3. Compare the effectiveness of text explanations and data tables in communicating the effects of trade disruptions.
4. Sources 2 and 3: Explain why some people support free trade while others oppose it.
5. Using evidence, write a short argument in support of or against increasing Australia's reliance on global trade.

What are the ethical considerations involved in global trade?

Ethics are the moral principles such as honesty, fairness and integrity that guide behaviour and decision-making. In global trade, ethical concerns include poor working conditions, environmental impact and fair treatment of workers, with initiatives like Fairtrade International promoting justice and equity to address these issues.

Defining ethics

Ethics are the set of moral principles that govern a person's behaviour or the way an activity is conducted. Common moral principles include honesty, fairness, respect, responsibility, compassion and integrity. These principles guide individuals in making ethical decisions and leading a moral life.

Ethical concerns in global trade often revolve around labour standards, environmental impact and fair treatment of workers.

Ethical considerations of global trade

Poor working conditions are a significant concern in global trade, particularly in the context of **multinational companies** (MNCs). These companies often outsource production to countries with lower wages and weaker labour protections to reduce costs. This can lead to exploitation, where workers endure long hours, unsafe environments and inadequate pay.

For example, China's 'Xinjiang Aid' program has been implicated in forced labour practices involving Uyghur workers, affecting numerous multinational companies. Reports indicate that Uyghur workers have been transferred from Xinjiang to factories across China under conditions that suggest **forced labour**. The Australian Strategic Policy Institute identified more than 80 companies that are potentially benefiting from these labour transfers. This has raised significant ethical concerns about the exploitation of Uyghur workers and the responsibilities of these companies in ensuring fair labour practices within their supply chains and their role in global trade.

Source 1: Labour standards and fair treatment of workers are some of the ethical concerns in global trade.

Source 2: Bananas bearing a Fairtrade sticker, showing that they have been grown in accordance with the internationally agreed Fairtrade standards.

Similarly, recent investigations have highlighted the significant role global trade plays in environmental degradation. A 2021 report titled 'Disaster Trade' revealed that international trade contributes to a 'disaster footprint', where emissions and environmental impacts are outsourced to developing countries. This means that while wealthier nations may show reduced emissions domestically, the production of the goods they consume often results in increased pollution and resource depletion abroad.

Trade and economic growth can exacerbate environmental degradation, particularly through increased **carbon emissions** and natural resource depletion. These findings demonstrate the need for more sustainable trade practices and stricter environmental regulations to reduce the negative impacts of global trade.

Fair trade practices

Fair trade practices address ethical concerns in global trade by promoting principles of justice, equity and respect. Fair trade can tackle issues such as safe working conditions by advocating for safe and healthy work environments while ensuring producers receive a fair price for their product. Not-for-profit organisations like Fairtrade International play a role in facilitating this advocacy.

Fairtrade International is a multi-stakeholder, non-profit organisation focusing on the empowerment of producers and workers in developing countries through trade. Fairtrade represents more than 1.9 million farmers and workers in 71 countries around the world. The key pillars of Fairtrade's practices are:

- prices that aim to cover the average costs for the farmer of producing their crop sustainably – a vital safety net when market prices drop
- the Fairtrade Premium – extra money paid on top of the selling price for the farmer to invest in business or community projects of their choice
- decent working conditions and a ban on discrimination, forced labour and child labour
- being able to plan more for the future with more security and stronger relationships with buyers.

Source 3: Fairtrade International empowers producers in developing countries such as Colombia, where this farmer is growing coffee.

Learning Ladder EB1.7

International trade

1. Identify one ethical concern related to global trade.
2. Using examples, explain ethical concerns related to global trade.
3. Explain one potential response to ethical concerns related to global trade. Consider Fairtrade as an example.
4. Explain why Australia may need to consider ethical issues when considering its international trade partners.
5. Evaluate whether global trade is ethical or unethical. Use examples from the text to support your argument.

Investigating

1. What are the ethical challenges faced by companies involved in global trade, and how might these be addressed?
2. Imagine you are planning an investigation into the impact of Fairtrade on local communities in developing countries. What steps would you take and what data would you need?
3. Find and summarise two different sources that describe working conditions in global supply chains. What ethical concerns do they raise?
4. Create a chart that compares ethical trade practices (e.g., Fairtrade) with unethical practices (e.g., forced labour), based on the features described in the text.
5. Consider two sources: a company's report defending its labour practices, and a human rights organisation's report criticising them. Which is more reliable, and why?

How are Australia's trade relationships changing over time?

Australia's trade relationships have evolved from being heavily reliant on the United Kingdom to diversifying significantly, with major trading partners now including China, Japan, the United States and South Korea. Economic deregulation and global demand have driven this shift over time, leading to increased trade with Asia and a broader range of export commodities.

Australia and the global economy

Australia is a player in the world market. We import and export resources to our many trade partners. Imports are products or resources that are created overseas and brought into Australia, whereas exports are products or resources that are created in Australia and sold overseas. In economics, resources can be divided into different categories. These include **capital resources** such as tools and machinery; **labour resources**, meaning the work of people (also known as human capital); and **natural resources** such as land, commodities and livestock. Australia is known for its natural resources and regularly exports iron ore, coal and meat. It regularly imports machines, vehicles, petroleum and even pharmaceuticals.

To promote international trade, Australia has entered into a number of free trade agreements with other nations.

Source 1: Australia is known for its natural resources , such as iron ore.

These free trade agreements remove or reduce trade barriers (such as **tariffs** and **embargoes**) and allow for greater foreign investment. Such agreements also allow countries to save on import and export costs and increase the amounts of goods that can be traded.

A historical overview of Australia's trade relationships

Australia's trading relationships evolved significantly in the 20th century, reflecting broader global economic and political changes. Early in the century, Australia's trade was heavily oriented towards the United Kingdom, a legacy of colonial ties. By the 1920s, the United Kingdom accounted for more than half of Australia's trade, with exports primarily consisting of agricultural products like wool, wheat and meat.

After the Second World War, Australia's trade began to diversify. The 1950s and 1960s saw increased trade with Japan, driven by Japan's rapid **industrialisation** and demand for raw materials. This period marked the beginning of Australia's shift towards Asia as a key trading partner.

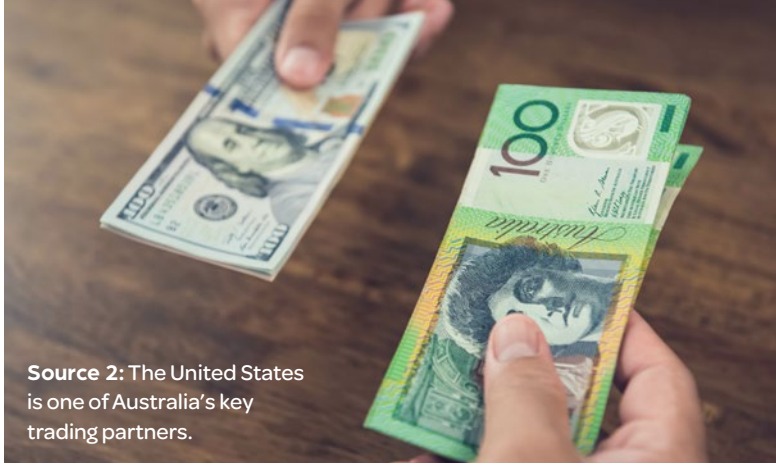
The 1970s and 1980s were characterised by **economic deregulation** and the reduction of trade barriers, which opened up the Australian economy to global markets. This era saw significant growth in trade with other Asian countries, including China and South Korea. By the end of the 20th century, Asia had overtaken Europe as Australia's primary trading region.

Australia's trade relationships today

Australia has many trade agreements in operation, including agreements with China (ChAFTA), the US (AUSFTA), and Japan (JAEPA). Accordingly, these countries are among Australia's top four trading partners, along with South Korea.

China is Australia's largest trading partner, accounting for a substantial portion of both exports and imports. In 2023, two-way trade between the two countries totalled $327.2 billion. Australia's trading relationship with China is characterised by significant economic interdependence and mutual benefits. The relationship is driven by Australia's exports of minerals, energy and agricultural products, while China supplies a wide range of manufactured goods.

Japan is also a key trading partner for Australia. In 2023, it was the second-largest trading partner after China, with trade between Australia and Japan worth $120.7 billion. Japan was also the second-largest market for Australian exports. Major exports to Japan included coal, natural gas, iron ore, beef and aluminium.



Source 2: The United States is one of Australia's key trading partners.

The United States is the largest and most significant investor in Australia, with investment in Australia standing at $1.17 trillion in 2023. The United States is also by far Australia's largest foreign investment destination, with investment in the United States standing at $1.20 trillion in 2023.

Learning Ladder EB1.8

International trade

1. Identify one key trade partner of Australia.
2. Explain the nature of Australia's imports and exports.
3. Suggest reasons why Australia's reliance on particular imports and exports may sometimes be problematic for the economy.
4. Explain how Australia's trading relationships have changed over time.
5. Evaluate the importance of each of Australia's key trading relationships.

Interpreting

1. Construct a table showing the value of two-way trade between Australia and its major trade partners: China, Japan and the US.
2. Describe the trend in Australia's shift from European to Asian trade partners. What does this indicate about global economic patterns?
3. Explain how economic deregulation in the 1970s and 1980s contributed to Australia's increased trade.
4. If China's demand for natural resources decreases significantly, how might this affect Australia's trade balance and economic priorities?
5. When researching Australia's imports and exports, what indicators would help you determine if a data source is reliable?

How do I conduct an investigation?

Now that you've finished the chapter, it is time to conduct your own investigation on government and democracy. Throughout the chapter you have developed knowledge and understanding of xxxxxxxxxx xxxxxxxxxx xxxxxxxxxx. Background knowledge is important because it helps you make connections to new information, ask better questions and consider different perspectives. As you progressed through the chapter, you have gathered information through classroom discussion, highlighting, note taking and answering questions. Now you are ready to start planning your own investigation into contemporary issues!

An investigation gives you the opportunity to be an active participant in contemporary civics and citizenship issues: investigating, evaluating and communicating your findings.

The chapter has covered xxxxxx xxx xxxxxx xx xxxxxx xxx xxxxxx xx xxxxxx xxx xxxxxx xx xxxxxx xxx xxxxxx xx xxxxxx xxx xxxxxx xx. What would you like to know more about?

- Xxxxxx xxx xxxxxx xxxx xxx xxxxxx xx, page XXX
- Xxxxxx xxx xxxxxx xxxx xxx xxxxxx xx, page XXX
- Xxxxxx xxx xxxxxx xxxx xxx xxxxxx xx, page XXX
- Xxxxxx xxx xxxxxx xxxx xxx xxxxxx xx, page XXX
- Xxxxxx xxx xxxxxx xxxx xxx xxxxxx xx, page XXX

Return to the relevant pages in the chapter and read them again.

Next, complete the 'see, think, wonder' process to help develop ideas you might cover in your inquiry.

Jot down your answers to these questions. Your answers will help you to formulate your own research ideas. Once you have worked through this process, you are ready to start your investigation.

Refer to pages XXX–X of the How-to chapter for a step-by-step guide to this process.

Level up!

Throughout the chapter, you have been working to move up the Learning ladder. An investigation is a great opportunity to expand your knowledge and attempt new skills. When planning your investigation, consider how you can gather and evaluate data from a range of sources and use data to construct a strong argument. Use the How-to chapter to support your planning and research.

EB2

Consumer and financial literacy

WHAT FACTORS SHOULD YOU CONSIDER WHEN MAKING MINOR AND MAJOR FINANCIAL DECISIONS? xx

WHAT ARE THE COSTS AND BENEFITS OF DIFFERENT TYPES OF INSURANCE? xx

HOW CAN YOU AVOID FINANCIAL SCAMS? xx

WHAT ARE THE POTENTIAL BENEFITS OF AUSTRALIA'S SUPERANNUATION SCHEME? xx

How can I study consumer and financial literacy?

As consumers, we should consider a range of factors when making both minor and major financial decisions to protect ourselves from financial stress. Understanding financial risks and rewards can enhance human wellbeing when considering important decisions. These key decisions include investment decisions, buying insurance, avoiding scams and planning for life after work using superannuation. When weighing up different options, consumers must understand the complex nature of financial products.

learning ladder

The Learning Ladder lists the economics and business content, concepts and skills you learn in this chapter. Each area has five levels of progression. To progress to higher levels, you need to practise activities at the earlier levels. This will help you develop abilities to complete tasks that are more involved

Steps in knowledge progression	Decision-making	Superannuation	Investigating
5	I can evaluate the outcomes of financial decisions.	I can evaluate different types of superannuation funds.	I can evaluate information from a range of sources.
4	I can analyse the risks and rewards of particular financial decisions.	I can analyse the costs and benefits of using superannuation in various ways.	I can sort and represent data and information.
3	I can explain the costs and benefits of financial decisions.	I can explain the importance of Australia's superannuation scheme.	I can gather information from secondary sources.
2	I can describe factors involved in financial decisions.	I can describe Australia's superannuation system.	I can plan an investigation.
1	I can identify factors involved in financial decisions.	I can identify the purpose of superannuation.	I can ask open-ended questions.
	Knowledge		

Source 1: Buying a home is one of the most significant financial decisions a person will make. Good financial literacy is essential in order to make good choices.

Interpreting	Decision-making	Communicating ideas	Steps in skill progression
I can evaluate data and data sources for authenticity and validity.	I can draw conclusions and justify responses.	I can use sources to construct evidence-based arguments.	5
I can predict change to patterns.	I can evaluate responses using cost-benefit analysis or other criteria.	I can explain different perspectives using data.	4
I can explain cause-and-effect relationships.	I can develop responses to economic and business issues.	I can compare different methods of communication.	3
I can describe trends.	I can describe the criteria to respond to an issue.	I can reflect on my own and others' perspectives.	2
I can read tabulated data and graphs.	I can identify an economic and business issue.	I can describe economic and business issues.	1

Skills

What factors should you consider when making minor and major financial decisions?

Budgeting is an important part of money management as it helps individuals and businesses plan their finances, ensuring they can meet their expenses, save for future goals and avoid debt. Borrowing, when done responsibly, allows for investments in opportunities like education, housing or business ventures, which can lead to long-term financial growth and stability.

Managing your money

Managing your money is an incredibly important skill. There are many different ways you can manage your financial resources; however, the main way to do this is through **budgeting**. Budgeting involves estimating future **income** and **expenditures** and balancing one against the other by allocating the money you earn to specific upcoming **expenses**. Effective budgeting also allows you to put money aside for other uses, such as adding regular small **deposits** to a **savings account**, or saving up to buy items that you really want or need.

Both individuals and businesses benefit from budgeting. Budgeting requires setting both short-term and long-term financial goals. Note that budgets need to be created using accurate information. Businesses need to use realistic earnings forecasts to create usable budgets.

Many people and businesses will make decisions based on their budget. Businesses, for example, may use a budget to track **profits**. If the business is profitable, an organisation may choose to increase the amount it is spending in a particular area in order to benefit the business; for example, it may decide to invest more in research.

It is important to note that budgets can change over time due to various circumstances. For example, a person's lifestyle may change dramatically after the birth of a child, as they now have a dependent to support and they may also take time away from the paid workforce, so they would have to adjust their budget accordingly. Many Australian businesses revised their budgets in the wake of the COVID-19 pandemic, when spending decreased and many business activities were restricted.

Source 1: Budgeting is an important financial management tool for both individuals and businesses.

Saving money is another important aspect of financial management. Many individuals choose to put any extra money they have in a savings account. Banks in Australia offer a number of different bank accounts, each of which has its own features and benefits. One feature that distinguishes these accounts is the amount of **interest** offered. Interest refers to a payment made for the use of, or storage of, someone else's money. Banks that offer higher **interest rates** for savings accounts are more beneficial for people trying to save money, because they will receive higher interest payments for the money they save.

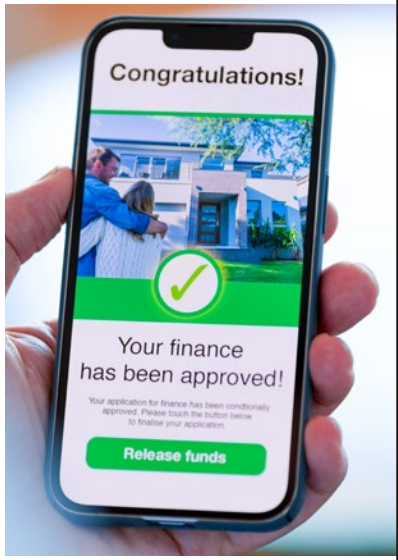
Source 2: Savings accounts can help your money grow by accumulating interest.

Borrowing money

There may come a time where you have to borrow money from a bank or another lending institution. Australian banks offer many different kinds of loans. However, before borrowing money it is very important that you understand the term and conditions of the loan. This is especially true of interest rates. The higher the interest rate, the higher the amount of money you will have to pay back. Other terms and conditions could include a payment schedule that you must follow.

When a person takes on a loan, they are assuming a **debt**. Debt can be good or bad. Good debt has the potential to increase a person's wealth or enhance their way of life as time passes; for example, taking on a loan (known as a **mortgage**) to purchase a house that will later increase in value.

Bad debt, on the other hand, involves borrowing money to purchase **assets** that **depreciate** or to pay for items that will not permanently enhance one's way of life; for example, taking on credit card debt to buy the latest fashions. Failure to manage one's financial resources effectively could result in a number of hardships, including an inability to pay bills, **bankruptcy** or even homelessness. Poor finances can also affect a person's health, as many people experience heightened anxiety when they are unable to pay back their debts.



Source 3: A home loan is an example of good debt.

Learning Ladder EB2.1

Decision making

1. Identify the main method suggested for managing financial resources.
2. Explain why it is important to use accurate information when creating a budget.
3. Explain how a budget can benefit a business's decision making.
4. Analyse the costs and benefits of saving versus borrowing money. Present your findings in a table.
5. 'Debt is always detrimental to the financial health of both businesses and individuals.' Evaluate the truth of this statement with reference to examples.

Investigating

1. Why is budgeting important when making financial decisions for both individuals and businesses?
2. Plan an investigation of how interest rates on savings accounts vary across different banks. What data would you need and how would you gather it?
3. Find and summarise two examples of how Australian businesses adjusted their budgets during the COVID-19 pandemic, using secondary sources.
4. Organise the key features of good debt and bad debt into a visual format, such as a Venn diagram or comparison chart.
5. Evaluate two online resources that offer advice on borrowing. Which one is more reliable and why?

How can you balance financial risks and rewards when making investment decisions?

There is a variety of ways to invest money in Australia, each of which comes with its own risks and rewards. Investing in property is a popular choice for many Australians, offering substantial returns but requiring significant capital and management. Other investment options include trading shares on the Australian Stock Exchange (ASX), which offers high returns and liquidity but comes with risks, and investing in index funds, savings accounts or cryptocurrencies, each of which has varying levels of risk and return potential.

Property investment

Direct **property investment** in Australia involves purchasing residential or **commercial** properties to generate rental income or achieve **capital growth**. **Investors** can buy properties to rent out, benefiting from steady rental yields, or they can renovate and sell properties for a profit. This investment strategy requires significant **capital** and involves managing the property, but it can offer substantial returns over time.

Investing in property in Australia offers capital growth, as seen in cities such as Sydney and Melbourne where property values have risen significantly over time. Rental properties provide a steady income stream, especially in high-demand areas such as Brisbane. Additionally, investors benefit from **tax deductions** on property-related expenses, making property a financially attractive option for investment.

Investing in property also involves significant upfront costs, such as **stamp duty**, which is a tax imposed by the state government. Ongoing costs include mortgage repayments, property maintenance and council rates, which can add up over time. Investors must also consider expenses like landlord insurance and property management fees to ensure the property is well-maintained and protected.

Australian Stock Exchange (ASX)

Another form of investment is the Australian Stock Exchange (ASX). The ASX is like a big marketplace where people buy and sell **shares** of companies, similar to how you might trade cards or items with your friends. The ASX helps people trade not only shares, but also other financial products such as **bonds** and **futures**, making it an important part of Australia's economy. Share trading has become a significant part of popular culture in recent years, largely due to the rise of online trading platforms and social media. Events such as the GameStop and AMC stock surges in 2021, driven by retail investors coordinating on platforms like Reddit, highlighted how everyday people can influence financial markets.

Trading shares can offer high returns, as seen with companies such as Apple, whose stock price has significantly increased over the years. It also provides regular income through **dividends**. Additionally, shares are easy to buy and sell, offering **liquidity** that allows investors to quickly access their money if needed.

Trading shares can be risky. Stock prices can fluctuate significantly, leading to potential losses during market downturns such as the 2008 global financial crisis. The stock market's volatility can cause emotional stress, as seen with the rapid price changes during events like the COVID-19 pandemic. Trading can incur costs like **brokerage** fees and taxes on profits, which can reduce overall returns.

Index funds

Index funds are less volatile and potentially more attractive than individual stocks because they spread investments across a wide range of companies, reducing the impact of any single stock's poor performance. Index funds are like a big basket of different stocks: instead of buying shares in just one company, you buy a little piece of many companies, so if one company does poorly, it doesn't hurt your investment as much. This **diversification** helps to stabilise returns and is lower risk compared to investing in individual stocks, which can be highly volatile.

Savings accounts

Interest-earning investments such as savings accounts are one of the safest types of investments. To invest in a savings account you simply need to open an account at a bank or credit union and deposit your money, and you will start earning interest on your balance. Many banks offer online applications, making it easy to open an account from home. You can also visit a local branch to open an account in person.

Savings accounts are highly accessible because they usually require a low minimum deposit to open the account, often as little as $1. They also provide easy access to your funds, allowing you to withdraw money whenever you need it without penalties. This makes them a convenient and safe option for saving money.

On the other hand, savings accounts have low interest rates, meaning your money won't grow much over time. They may not keep up with inflation, reducing the purchasing power of your savings. Additionally, some accounts have withdrawal limits and fees if you don't maintain a minimum balance, which can be inconvenient.

Cryptocurrency

Cryptocurrencies are an increasingly important part of global financial markets. Digital currencies like Bitcoin and Ethereum offer potential for high returns on investment, as seen with Bitcoin's significant price increases over the years. Additionally, cryptocurrencies provide greater privacy and independence from traditional financial systems, allowing for **decentralised** transactions without the need for banks.

However, cryptocurrency investments are highly volatile, meaning their prices can change rapidly and unpredictably, leading to potential significant gains or losses. Additionally, they face regulatory uncertainty and security risks, such as hacking and fraud, which can result in investors losing their investment.

Source 2: The Australian Stock Exchange allows people to trade shares and other financial products such as bonds and futures.

Learning Ladder EB2.2

Decision making

1. Identify the two main types of direct property investment mentioned in the text.
2. Describe the benefits of investing in rental properties in high-demand areas like Brisbane.
3. Explain the significance of the Australian Stock Exchange (ASX) in the context of investment.
4. Analyse the risks and benefits of trading shares compared to investing in index funds.
5. Evaluate the potential advantages and disadvantages of investing in each of the options outlined in the text.

Decision-making

1. Identify the financial risk associated with investing in cryptocurrencies.
2. What criteria should you consider when deciding whether to invest in shares or index funds?
3. Develop an investment plan for a teenager with $1000 to invest. Justify your chosen investment method.
4. Evaluate the costs and benefits of investing in property versus trading shares for someone planning to build wealth over 10 years.
5. Based on the risks and rewards outlined, should a cautious investor consider cryptocurrency? Justify your position using evidence.

What are the costs and benefits of different types of insurance?

Insurance is a financial arrangement where the customer pays a regular fee, called a premium, to an insurance company in exchange for protection against potential future financial losses. If something bad happens, like an accident or damage to their property, the insurance company will cover the costs up to the policy's limits. This helps manage risks and provides peace of mind for the customer, knowing they are protected from unexpected expenses.

Common types of insurance

Health insurance

Health **insurance** is a contract between you and an insurance company where you pay a monthly fee, called a **premium**, and in return the company helps cover your medical expenses. This can include costs for doctor visits, hospital stays, surgeries and preventive care like vaccinations. Health insurance helps protect you from high medical costs and ensures you can get the care you need when you need it.

Health insurance in Australia operates through a combination of public and private systems. The public system, known as Medicare, provides free or subsidised healthcare to all Australian residents, covering services like doctor visits, public hospital stays and some prescription medications. Private health insurance offers additional benefits, such as shorter wait times for elective surgeries, choice of doctors and hospitals, and coverage for services not included in Medicare, like dental and physiotherapy.

Australians can choose to purchase private health insurance to complement Medicare, and there are government incentives, such as the Private Health Insurance Rebate, to encourage this. Additionally, the Medicare Levy Surcharge applies to higher-income earners who do not have private hospital cover, further promoting the uptake of private insurance.

Car insurance

Car insurance operates in a similar fashion to health insurance. Car insurance is a contract between you and an insurance company that provides financial protection if you are involved in a car accident or your vehicle is damaged or stolen. You pay a regular fee and in return, the insurance company helps cover the costs of repairs, medical bills, and other expenses related to the incident. To use your car insurance, you must file a claim after an accident, and the insurance company evaluates the damage and pays out according to your policy's terms.

Home insurance

Another common form of insurance is home and contents insurance, which operates in a similar fashion to car insurance. A regular premium is paid and the policy holder is paid accordingly if their home or some or all of its contents are damaged or stolen. There are different forms of home insurance to insure just the building, just its contents, or both, depending on the needs of the policy holder. For example, if you are

Source 1: Car insurance provides financial protection if the insured car is stolen or damaged in an accident.

renting your home, the building will be insured by the landlord and you will only need to insure your own possessions, so contents insurance would be the most appropriate insurance in these circumstances.

Life insurance

Life insurance is an insurance designed to provide financial support to your loved ones if you pass away. Life insurance can also cover you if you become seriously injured or are diagnosed with a terminal illness.

Costs and benefits of insurance

All types of insurance involve similar costs and benefits. Insurance can come with several disadvantages that are important to consider. Health insurance, for instance, often involves high premiums and out-of-pocket costs, and not all treatments or medications may be covered, leading to unexpected expenses. Car insurance premiums can increase significantly after an accident or traffic violation, and some policies may not cover all types of damage, such as those caused by natural disasters. Home insurance frequently excludes certain types of damage, like floods or earthquakes, necessitating additional policies, and premiums can be particularly high in disaster-prone areas. Life insurance policies can be complex and difficult to understand, and missing a payment might cause the policy to lapse, leaving a person without coverage when they need it most. These drawbacks highlight the importance of carefully reviewing and understanding insurance policies.

Insurance offers several significant benefits that can provide peace of mind and financial security. Health insurance helps cover the cost of medical treatments, doctor visits and medications, reducing the financial burden of healthcare expenses. Car insurance protects you from the high costs associated with car accidents, including repairs, medical bills and liability claims. Home insurance safeguards your home and personal belongings against damage or loss due to events like fire, theft or natural disasters, ensuring you can recover and rebuild. Life insurance provides financial support to your loved ones in the event of your death, helping to cover expenses such as funeral costs, debts and living expenses. These benefits highlight the importance of having insurance to protect against unexpected financial hardships.

When taking out insurance, there are three important things to consider:

- **Coverage needs:** Assess what you need to protect and ensure the policy covers those specific needs. For example, if you live in an area prone to floods, make sure your home insurance includes flood coverage.
- **Cost:** Evaluate the premiums, **deductibles** and out-of-pocket expenses to ensure the insurance is affordable and fits within your budget. It is important to balance cost with the level of coverage provided.
- **Policy terms and conditions:** Carefully read and understand the terms, conditions and exclusions of the policy. Knowing what is and isn't covered can prevent unpleasant surprises when you need to make a claim.

Learning Ladder EB2.3

Decision making

1. Identify the fee paid to an insurance company for protection against potential future financial losses.
2. Describe the main difference between public and private health insurance in Australia, and provide examples of the benefits each type of insurance offers.
3. Explain how car insurance operates similarly to health insurance, including the process of filing a claim and the types of costs covered.
4. Analyse the potential disadvantages of the different types of insurance mentioned in the text, such as high premiums, out-of-pocket costs and exclusions, and discuss how these might impact policyholders.
5. Evaluate the importance of understanding policy terms and conditions when taking out insurance, and discuss how this knowledge can prevent unpleasant surprises when making a claim.

Communicating ideas

1. Describe the purpose of insurance and how it helps people manage financial risk.
2. Why might a young single person and a parent of three children view health insurance differently?
3. Compare the way a government website and an insurance company's brochure communicate information about life insurance.
4. Using cost and coverage data, explain why some people choose not to buy private health insurance even when they can afford it.
5. Construct an argument for why car insurance should be mandatory, using evidence from the text.

How can you avoid financial scams?

A scam is a scheme that is designed to deceive and swindle an unsuspecting victim out of their money. Scams are a type of fraud. Hundreds of thousands of people are scammed each year, with many victims losing significant amounts. Scams can take many forms and have become more and more sophisticated in recent years because of the rise of new technologies. Consumers must be wary of both the old and the new scamming methods criminals use.

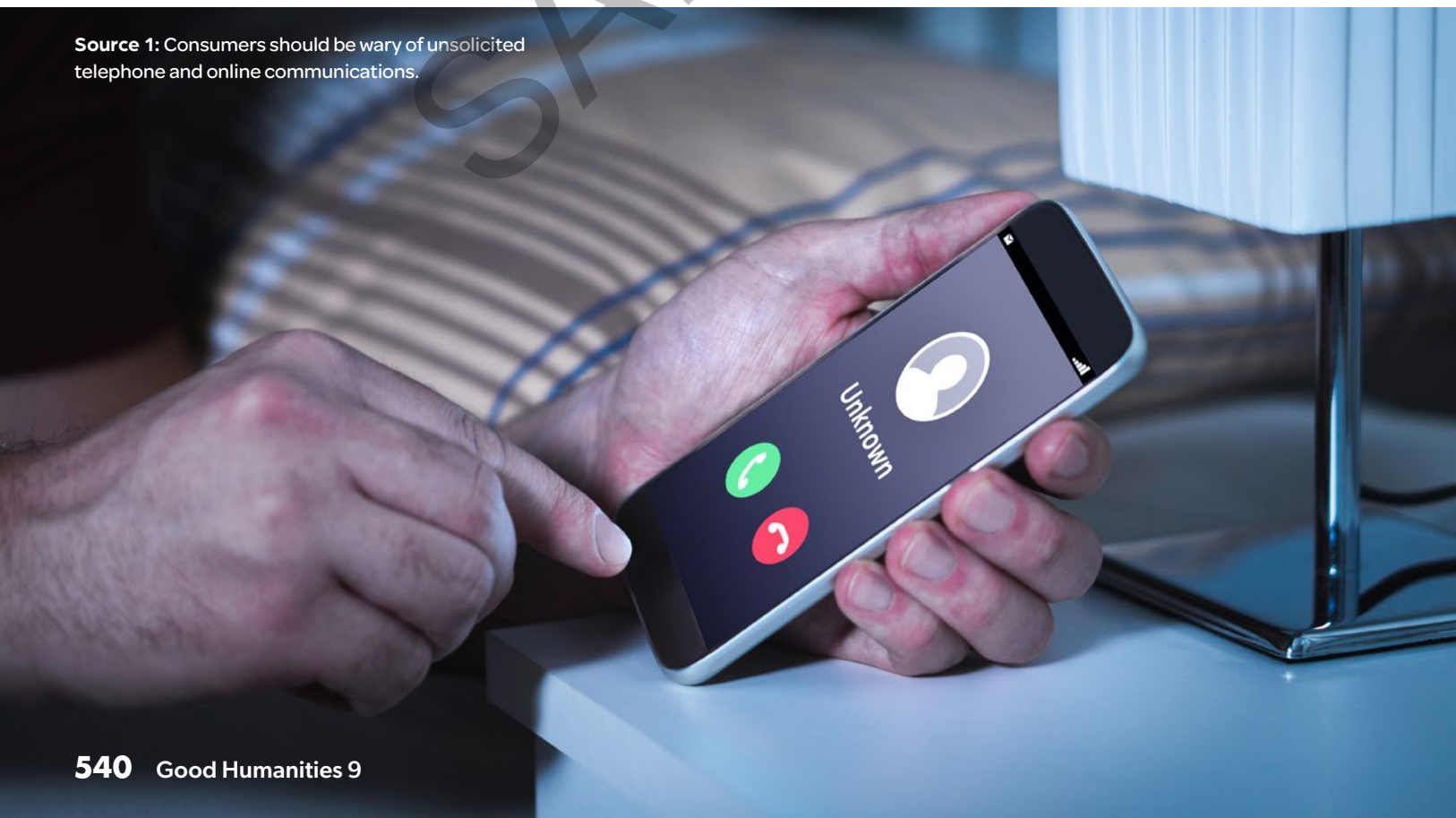
Scams in Australia

Scamwatch, a website operated by the Australian Competition and Consumer Commission (ACCC), estimates that in 2020 Australians lost more than $170 million to various **scams**. They expect this amount to increase significantly in the following years.

There are many types of scams, and the methods being used by scammers are constantly evolving. To avoid being taken in by scams, consumers should educate themselves about common scams and remain vigilant in any online transactions. Some of the most popular scams are described below.

Ponzi scheme

A Ponzi scheme is an investment-based scam. These schemes lure people into investing significant amounts of money via a non-existent enterprise that promises quick returns and strong financial gains. In a Ponzi scheme, early investors are paid with the money gained from new investors. As the enterprise does not actually exist, profits are never generated. As such, the scheme will collapse when new investors cannot be found, or existing investors try to withdraw their money. When this happens, members of the scheme will lose everything they invested.



Source 1: Consumers should be wary of unsolicited telephone and online communications.

'Pump and dump' scheme

The 'pump and dump' scheme is another investment-based scam. In this scheme, the scammer spreads **misinformation** and recommendations about a business's performance in an attempt to increase the value of that business's share price. The information used to do this is often false, misleading or exaggerated. Those conducting the scam will already own a significant portion of the business's stock and will sell their shares once they have reached an inflated price. Buyers lose significant amounts of money when the stock returns to its original value. The rise of social media has made it much easier for scammers to spread misinformation about stocks and their performance.

Phishing and malware schemes

With the rise of technology, **phishing** and **malware** schemes are becoming increasingly common, as scammers can use technology to target victims who were once out of their reach. These scams occur when a scammer masquerades as a reputable entity.

By using emails, text messages and other forms of communication that look like they come from reputable organisations, scammers will attempt to steal and use people's personal details. Phishing messages will ask victims to confirm personal information, such as credit card and bank details or passwords, by requesting the victim fill out forms or answer seemingly innocuous questions. With malware scams, such messages serve as bait, and invite people to click on a link to access further information. Clicking on these links often results in malicious software (malware) being downloaded onto the person's device. This program then collects passwords and other information. Both of these scams are used to access a victim's funds or steal their identity.

Learning Ladder EB2.4

Decision making

1. Identify two potential scams.
2. Describe the role of Scamwatch and the estimated financial impact of scams on Australians in 2020.
3. Explain how a Ponzi scheme operates and why it eventually collapses.
4. Analyse the methods used in 'pump and dump' schemes and the role of social media in facilitating these scams.
5. Evaluate various steps consumers can take to avoid different types of scams. In your evaluation, rank them from most to least important.

Decision-making

1. What economic risks do scams pose for individuals and the broader economy?
2. What criteria should you use to decide whether to invest in an online opportunity?
3. Suggest a list of actions schools can take to help students protect themselves from scams.
4. Rank different scam-prevention strategies (e.g. using strong passwords, enabling two-factor authentication, ignoring unknown messages) from most to least effective, and justify your ranking.
5. Should individuals be held responsible for falling victim to financial scams, or should more responsibility lie with regulators and businesses? Explain your view.

What are the potential benefits of Australia's superannuation scheme?

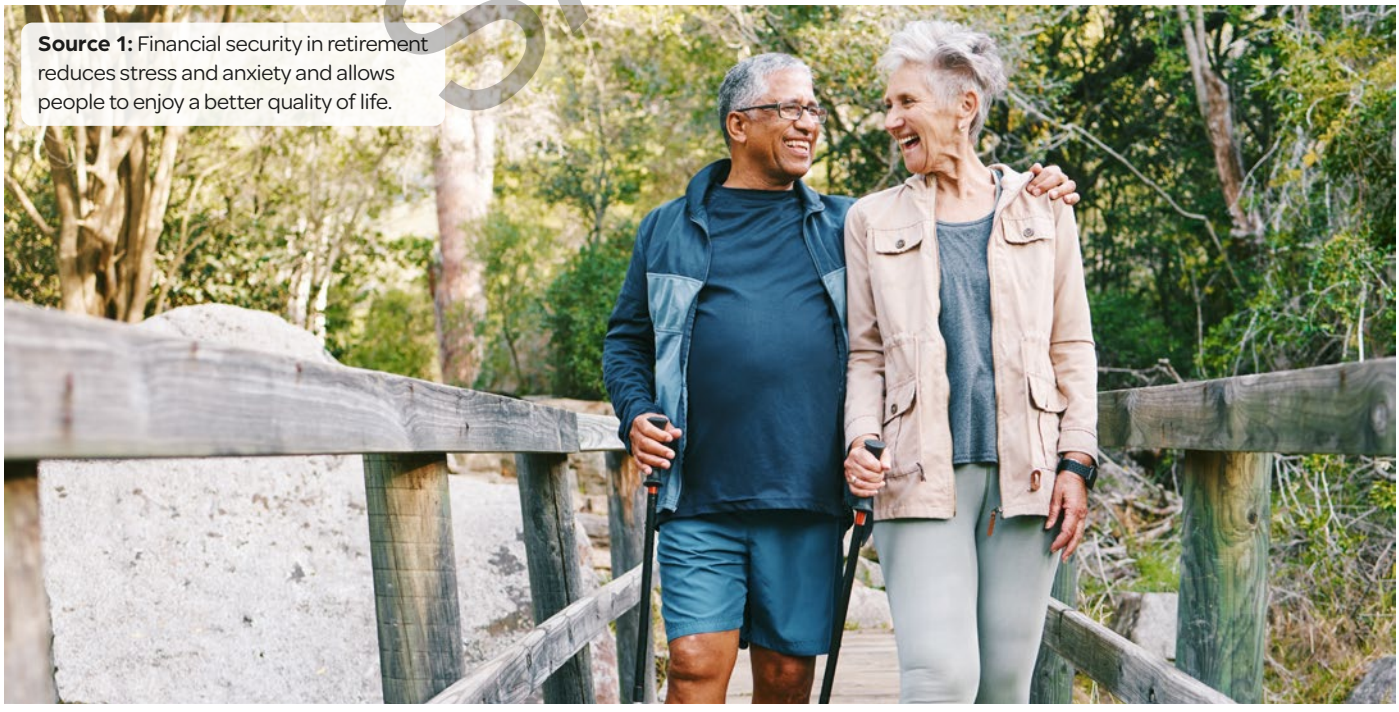
Superannuation funds are accounts that are set up to support people when they retire. Businesses are required to deposit money into their employee's superannuation fund in addition to their regular wage or salary. This money builds over time and becomes accessible once a person reaches retirement age. People who are self-employed must actively put money aside to support their retirement.

Superannuation in Australia

Australia's **superannuation** system is a mandatory retirement savings scheme where employers contribute a percentage of an employee's earnings into a superannuation fund. The compulsory contribution rate is set to rise to 12 per cent in 2025. Employees can also make additional voluntary contributions. The funds are invested and managed until retirement, providing financial security for retirees. This system aims to reduce reliance on the public pension system and promote **self-funded retirement**.

Impact on wellbeing

If managed appropriately by the large industry that controls superannuation funds, the superannuation system can significantly enhance overall human wellbeing by ensuring financial security in retirement. It reduces the stress and anxiety associated with financial instability in old age, allowing individuals to enjoy a better quality of life. By providing a steady income stream after retirement, it supports mental and physical health, as retirees can afford necessary healthcare and maintain a comfortable lifestyle. Additionally, it contributes to societal wellbeing by reducing the burden on public welfare systems.



Source 1: Financial security in retirement reduces stress and anxiety and allows people to enjoy a better quality of life.

If regulated appropriately to ensure the system isn't designed to enrich those who are running the investment funds, the superannuation system can positively impact financial wellbeing by encouraging long-term savings and investment. It helps individuals accumulate substantial retirement savings, providing financial independence and security. The system's **tax concessions** on contributions and earnings further enhance financial outcomes for retirees. By promoting disciplined saving habits, it also fosters better financial literacy and planning among Australians.

Types of funds

Australia's superannuation system includes various types of funds: industry funds, retail funds, public sector funds, corporate funds and self-managed super funds (SMSFs). Industry funds are typically not-for-profit and cater to specific industries. Retail funds are run by financial institutions and are for-profit. Public sector funds serve government employees, while corporate funds are established by companies for their employees. SMSFs are managed by individuals, offering greater control but requiring significant time and expertise to manage.

Superannuation risks and scams

Some superannuation funds can erode financial wellbeing by charging high management fees, which reduces the overall returns on investments. These fees can accumulate over time, significantly diminishing the amount of money available at retirement. Additionally, hidden costs such as exit fees, insurance premiums and transaction fees can further deplete savings without the account holder's full awareness. Poorly performing funds with high fees can result in lower net returns compared to low-fee, high-performing alternatives. This erosion of savings can undermine the financial security that superannuation is meant to provide, leaving individuals with less money for their retirement years.

Superannuation scams involve fraudulent schemes targeting individuals' retirement savings. Scammers may pose as financial advisors or representatives from super funds, using phishing emails or fake websites to steal personal information. They might also offer to transfer super to self-managed super funds (SMSFs) with promises of high returns. Victims can lose significant amounts of money, highlighting the importance of vigilance and verifying the legitimacy of any super-related communications.

Case study

Early access to superannuation

Superannuation can be accessed before retirement in certain limited circumstances. The First Home Super Saver Scheme (FHSSS) allows individuals to withdraw voluntary superannuation contributions to buy their first home. During the COVID-19 pandemic, the Australian government permitted early access to superannuation to alleviate financial hardship. While this provided immediate financial relief, it also had long-term costs, such as reduced retirement savings and potential tax implications. However, for many, the benefits included avoiding debt, covering essential expenses and maintaining financial stability during the crisis.

Learning Ladder EB2.5

Superannuation

1. Identify the purpose of superannuation.
2. How does the superannuation system in Australia aim to enhance overall human wellbeing and reduce reliance on the public pension system?
3. Describe the different types of superannuation funds mentioned in the text.
4. Analyse the benefits and risks associated with superannuation funds. How can these risks and benefits impact an individual's financial wellbeing?
5. Use the MoneySmart website to research the various types of superannuation accounts. Use your research to evaluate different options and arrive at an informed choice.

Interpreting

1. Imagine a graph showing the growth of superannuation balances over time. What could cause one line to grow faster than another?
2. Describe the trend in employer super contributions and explain how the increase to 12% in 2025 might affect retirement savings.
3. How do high management fees affect the overall return on superannuation investments?
4. Predict how Australia's reliance on the Age Pension might change if more people actively manage their superannuation.
5. What factors would you check to determine if information from a financial advisor about superannuation is trustworthy?

How do I conduct an investigation?

Now that you've finished the chapter, it is time to conduct your own investigation on government and democracy. Throughout the chapter you have developed knowledge and understanding of xxxxxxxxxx xxxxxxxxxx xxxxxxxxxx. Background knowledge is important because it helps you make connections to new information, ask better questions and consider different perspectives. As you progressed through the chapter, you have gathered information through classroom discussion, highlighting, note taking and answering questions. Now you are ready to start planning your own investigation into contemporary issues!

An investigation gives you the opportunity to be an active participant in contemporary civics and citizenship issues: investigating, evaluating and communicating your findings.

The chapter has covered xxxxxx xxx xxxxxx xx xxxxxx xxx xxxxxx xx xxxxxx xxx xxxxxx xx xxxxxx xxx xxxxxx xx xxxxxx xxx xxxxxx xx. What would you like to know more about?

- Xxxxxx xxx xxxxxx xxxx xxx xxxxxx xx, page XXX
- Xxxxxx xxx xxxxxx xxxx xxx xxxxxx xx, page XXX
- Xxxxxx xxx xxxxxx xxxx xxx xxxxxx xx, page XXX
- Xxxxxx xxx xxxxxx xxxx xxx xxxxxx xx, page XXX
- Xxxxxx xxx xxxxxx xxxx xxx xxxxxx xx, page XXX

Return to the relevant pages in the chapter and read them again.

Next, complete the 'see, think, wonder' process to help develop ideas you might cover in your inquiry.

Jot down your answers to these questions. Your answers will help you to formulate your own research ideas. Once you have worked through this process, you are ready to start your investigation.

Refer to pages XXX–X of the How-to chapter for a step-by-step guide to this process.

Level up!

Throughout the chapter, you have been working to move up the Learning ladder. An investigation is a great opportunity to expand your knowledge and attempt new skills. When planning your investigation, consider how you can gather and evaluate data from a range of sources and use data to construct a strong argument. Use the How-to chapter to support your planning and research.

Economics & Business

EB3

How-to

Economic and business skills are based on gathering, interpreting and evaluating data to make informed decisions about business and financial matters, and communicating economic ideas effectively.

How to develop economic and business skills

The skills described in this How-to will help you to lead a productive and financially stable life as an Australian citizen, voter and participant in the economy. There are five levels of difficulty for each skill. Each skill is described and a model provided that demonstrates how to master the skill at each level. Learning skills at the lowest level of difficulty will help you to master the skills at the highest level.

Investigating

Developing strong investigative skills in economics and business enables you to ask meaningful questions, locate reliable information and analyse data effectively. These skills are essential for understanding economic and financial systems, evaluating business decisions and recognising market trends.

1 I can ask open-ended questions

Open-ended questions encourage deeper thinking and cannot be answered with a simple 'yes' or 'no'. They require explanation, reasoning or further investigation. Well-structured questions guide research and help you explore complex economic and business issues.

Example

If you are investigating supermarket success, you might ask:

- What factors influence consumer choices in grocery shopping?
- How do pricing strategies impact customer loyalty?

2 I can plan an investigation

Planning an investigation ensures that your research is structured and relevant. This process includes defining a clear research question, identifying key variables and selecting appropriate research methods.

Example

If you are examining the effects of inflation on young consumers, your plan might include the following elements:

- Research question: How does inflation affect the spending habits of teenagers?
- Key factors to consider: inflation rates, disposable income levels, spending patterns
- Methods of data collection: surveying peers, analysing consumer spending reports, reviewing news articles.

3 I can gather information from secondary sources

Reliable sources provide accurate and objective information. These sources may include government reports, economic research and reputable news organisations.

Example

If you are researching fuel price fluctuations, you may refer to:

- Australian Bureau of Statistics (ABS) for historical fuel price data
- Reserve Bank of Australia (RBA) for insights on inflation and interest rate influences
- news publications such as the ABC or *The Age* to examine recent economic developments.

4 I can sort and represent data and information

Organising data effectively helps you identify patterns, trends and relationships in economics and business studies. Sorting data involves categorising and structuring information so that it is easier to analyse. Representing data visually, through graphs, charts or tables, makes complex information clearer and more accessible. Collecting data from multiple sources allows you to compare perspectives and draw more reliable conclusions.

How do you sort economic data?

Economic data can be sorted in various ways.

- **Categorise by time period:** arrange data chronologically to identify trends over time, such as inflation rates or employment figures.
- **Group by economic sector:** separate data into relevant sectors, such as retail, finance and manufacturing, to compare industry performance.
- **Use statistical measures:** calculate averages, percentages and growth rates to summarise key findings.
- **Compare across regions:** identify economic differences between locations, such as city and rural employment rates.
- **Analyse different sources:** collect and compare data from multiple sources, such as official inflation rates as well as personal experiences of price changes, to highlight differences in perspectives.

How do you represent economic data?

There are multiple ways of representing economic data visually:

- **Line graphs** show changes over time, such as trends in petrol prices or consumer spending habits.
- **Bar charts** compare different categories, such as GDP per industry or company profits.
- **Pie charts** illustrate proportions, such as household spending on various expenses.
- **Tables** present precise numerical data, such as exchange rates or inflation figures.
- **Scatter plots** show relationships between two variables, such as income and savings rates.

Example

If you are investigating price rises for a group of products, you might:

- collect data from multiple sources, such as government reports, news articles and personal observations
- present this information in a table to compare price changes over different time periods or between locations
- identify patterns or differences, such as higher price increases in urban areas compared with rural areas
- use a line graph to show the trend of price changes over time
- compare official inflation rates with personal experiences and highlight these differences in a visual representation.

5 I can evaluate information from a range of sources

Ensuring that the data and information you use is accurate, up to date and reliable is crucial in economics and business research. Different sources may present varying viewpoints, so it is important to check for consistency and bias. Evaluating sources helps you make informed judgements about the credibility of the information and prevents misinformation from influencing your conclusions.

How do you evaluate economic and business sources?

There are several important factors to consider when evaluating resources.

- **Check the source's credibility:** identify whether the source is a government report, academic research, a reputable news outlet or a commercial blog. Government and academic sources are generally more reliable than opinion-based sources.
- **Assess for bias:** consider whether the source has a particular agenda. For example, a business advocating for deregulation may present data in a way that favours its position.

- **Compare multiple sources:** cross-check data from different sources to ensure consistency. If one report claims inflation is 3 per cent while another source says it is 6 per cent, investigate why there is a discrepancy.
- **Verify statistical data:** look at how data was collected, who conducted the research and whether the methodology is sound. Data from independent research institutes is generally more reliable than data from social media or informal reports.
- **Consider timeliness:** ensure that the data is recent and relevant to your investigation. Economic trends and business conditions change quickly, and outdated data may not reflect current realities.

How do you compare data from different sources?

Data from different sources can be compared using the following methods:

- Collect data on an issue such as property price changes over time from different sources (for example, government housing reports, real estate websites and newspaper articles).
- Present the information in a table to highlight similarities and differences in the data.
- Identify patterns, such as there being price increases in some areas while other areas remain stable.
- Compare official statistics with personal experiences, such as inflation rates reported by government agencies versus individual perceptions of price rises.

Example

If you are analysing the impact of fast fashion on small businesses, you might review:

- a government trade report on retail sector trends – offering objective economic data
- an industry journal article from an independent economic research institute – providing analysis and expert opinion
- a blog post from a fashion retailer – potentially biased in favour of the industry.

By comparing these sources, you can determine which information is most reliable.

Interpreting

Interpreting economic and business information is a key skill that helps us make sense of the world around us. It allows us to examine data, understand trends and make informed decisions about financial and business matters. Whether you are looking at a supermarket price comparison, analysing how consumer behaviour shifts over time or evaluating the impact of government policies, the ability to interpret information effectively is essential.

This section will guide you through five levels of interpreting economic data, from basic comprehension to advanced analysis. By mastering these skills, you will be better equipped to understand market forces, business strategies and economic policies that affect individuals and society as a whole.

1 I can read tabulated data and graphs

Understanding economic information often starts with interpreting data in tables and graphs. These can show economic indicators such as inflation rates, employment figures and supply and demand patterns.

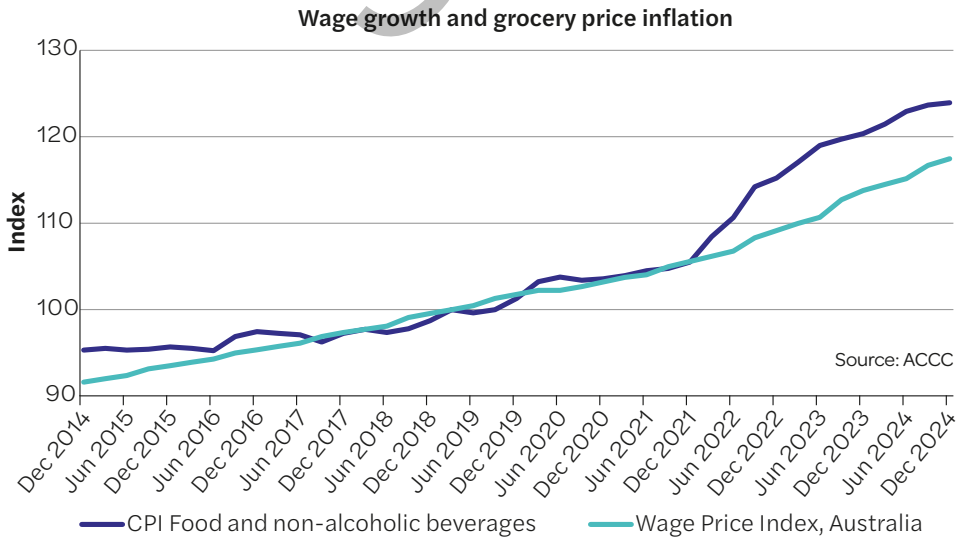
To effectively read data, follow these steps:

1. **Identify the data source.** Is the table or graph from a reliable source, such as the Australian Bureau of Statistics (ABS) or the Australian Competition and Consumer Commission (ACCC)?
2. **Understand labels and units.** Check the title, axes labels and units of measurement.
3. **Look for key figures and comparisons.** Identify the highest and lowest values, as well as any averages or totals.
4. **Note patterns and outliers.** Are there any unusual data points?

Example

This graph shows how grocery prices and wages have changed over time from 2014 to 2024. From 2014 to 2021, both lines move up at about the same speed. This means that as food prices increased, wages also increased at a similar rate. People could still afford groceries without a big change in their budgets.

In 2024, the grocery price line is not rising as quickly as it did in 2022; however, grocery prices are still much higher than they were before 2022, while wages have not increased at the same rate, meaning that food is now more expensive compared to wages.



▲ **Source 1:** Wages have not kept up with grocery price inflation since late 2021.

These sentence starters may help you structure a response:

- 'This table shows that ...'
- 'According to the graph, the trend in prices suggests ...'
- 'The highest/lowest value recorded is ...'

2 I can describe trends

A trend is a pattern in data that shows how something changes over time. Describing trends involves identifying increases, decreases, fluctuations or stability. To do this effectively, follow these steps:

1. **Identify the general direction of change.** Is it increasing, decreasing, fluctuating or remaining stable?
2. **Use specific time periods.** Mention whether the trend occurs over months, years or decades.
3. **Compare different categories.** Are there differences between groups or regions?
4. **Identify key drivers of the trend.** What factors are influencing the change?

Example

Over the past five years, the cost of nearly everything in Australia has increased. The cost of food and drinks (measured by something called the Consumer Price Index, or CPI) has increased even more than other goods, and is about 24 per cent higher than five years ago. However, wages (how much people earn) haven't increased as quickly. From 2018 to 2021, food prices and wages were increasing at a similar pace. But after that, food prices started rising much more quickly than wages – more than double the rate of wage growth by 2022–2023. While price increases have slowed slightly since 2024, groceries are still much more expensive compared with wages than they were a few years ago.

These sentence starters may help you structure a response:

- 'Over time, the data shows ...'
- 'There is a clear upward/downward trend in ...'
- 'The data fluctuates between ... and ...'

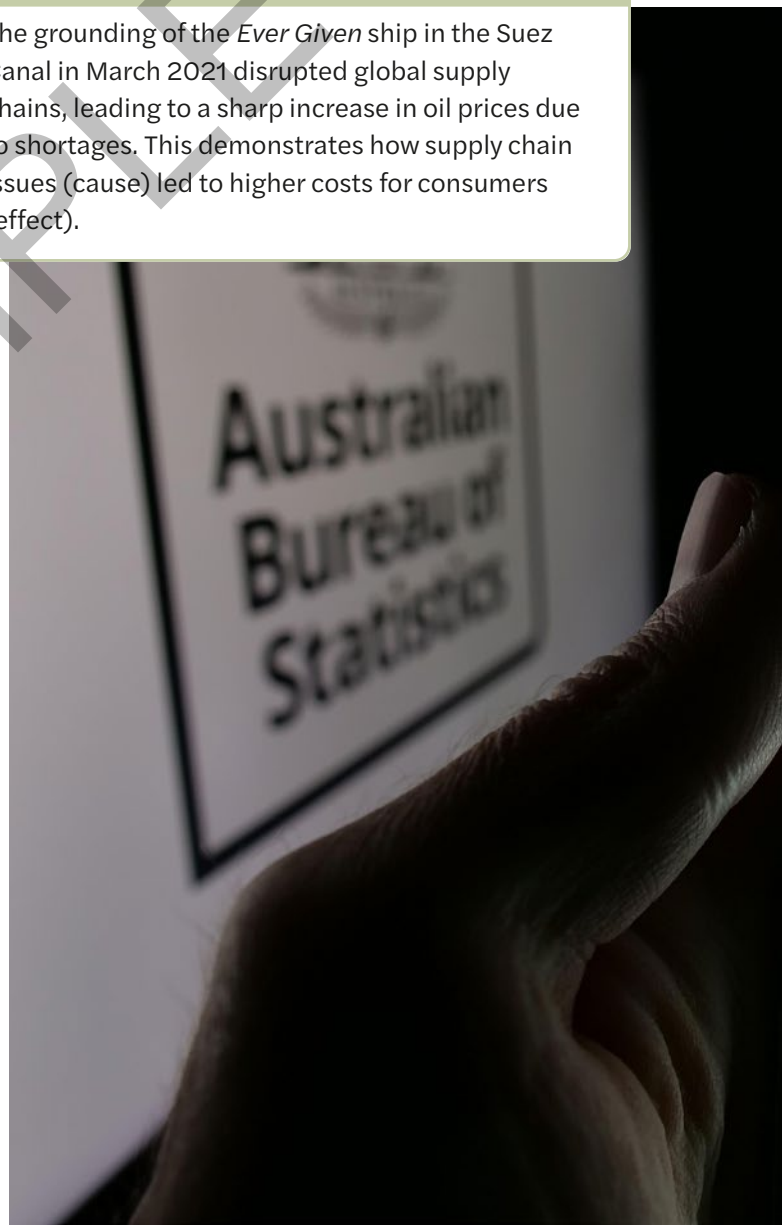
3 I can explain cause-and-effect relationships

Economic changes often have identifiable causes and consequences. Understanding these relationships helps explain why certain patterns occur. To do this, follow these steps:

1. **Identify the cause (why the change happened).** What factors contributed to this change?
2. **Identify the effect (what happened as a result).** What were the consequences of this change?
3. **Use real-world examples.** Refer to case studies or news reports.
4. **Support with data.** Use numbers or graphs to justify explanations.

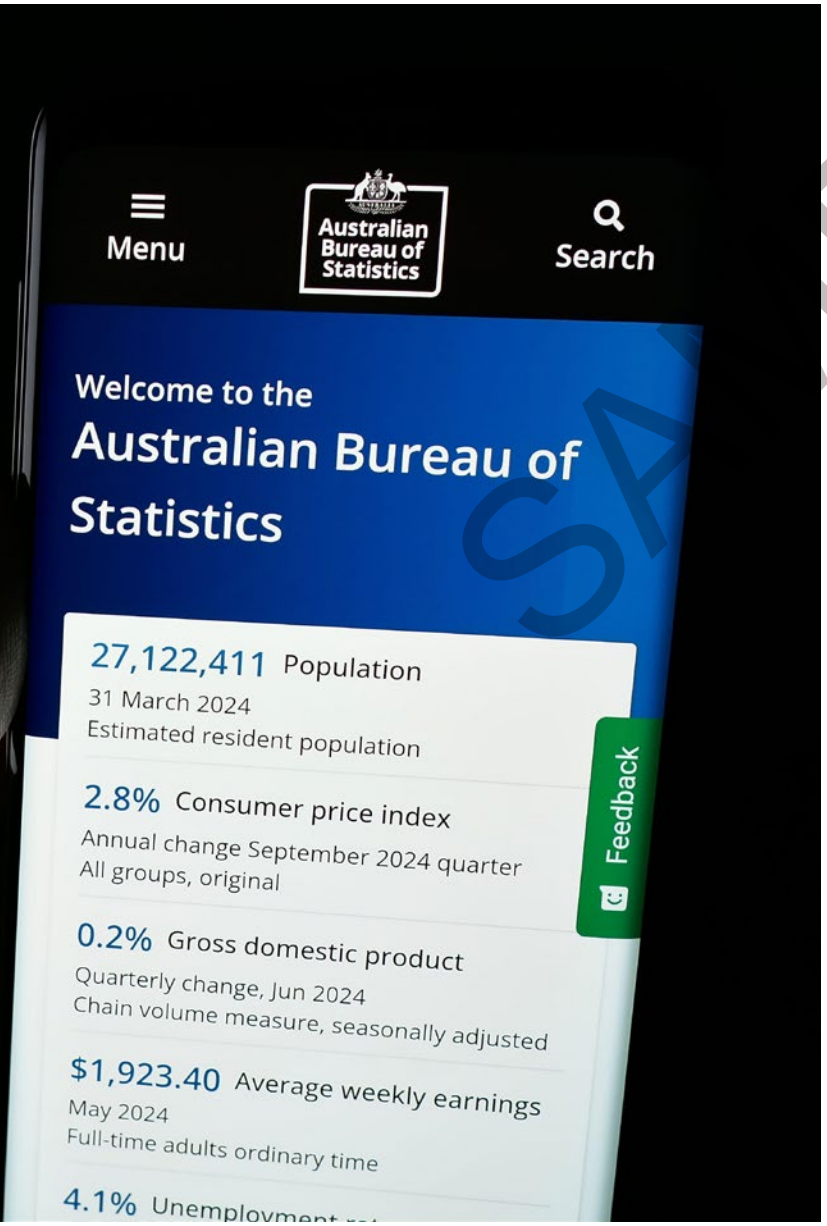
Example

The grounding of the *Ever Given* ship in the Suez Canal in March 2021 disrupted global supply chains, leading to a sharp increase in oil prices due to shortages. This demonstrates how supply chain issues (cause) led to higher costs for consumers (effect).



These sentence starters may help you structure a response:

- 'If this trend continues, we can expect ...'
- 'Based on past data, it is likely that ..."
- 'An increase in ... may result in ...'



4 I can predict change to patterns

By analysing past trends and current data, we can make informed predictions about future economic changes. To do this effectively, follow these steps:

1. **Review historical trends.** What has happened in the past in similar situations?
2. **Consider influencing factors.** Look at government policies, technological advancements and global events.
3. **Use models or theories.** Economic principles such as supply and demand can help predict changes.
4. **Account for uncertainty.** Acknowledge that multiple factors can influence predictions.

Example

If grocery prices continue rising at their current rate, many consumers will switch to discount supermarkets like Aldi. A consumer trend graph already shows increasing market share for Aldi in response to higher food costs.

5 I can evaluate data and data sources for authenticity and validity

Evaluating sources ensures that economic information is reliable, unbiased and based on accurate data. To evaluate sources, follow these steps:

1. **Check the publisher.** Government agencies, academic institutions and reputable organisations are more trustworthy than unknown blogs.
2. **Look for bias.** Is the source funded by a company that benefits from the data?
3. **Compare multiple sources.** Are other reports showing similar findings?
4. **Check the date.** Economic data changes quickly; outdated data may no longer be relevant.

Example

A report from the Australian Bureau of Statistics on employment trends is more reliable than a social media post about job losses. The ABS provides regularly updated data based on national surveys.

Decision-making

Economic and business decision-making involves analysing information, assessing options and making choices that impact individuals, businesses and governments. Every decision has consequences, and understanding how to approach decision-making systematically is crucial.

1 I can identify an economic and business issue

The first step in decision-making is recognising an issue that affects individuals, businesses or governments. Economic and business issues often arise from factors such as changing consumer behaviour, shifts in market conditions, or government policies.

1. **Observe real-world economic events.** Look for headlines about inflation, employment, business closures, or new government regulations.
2. **Identify who is affected.** Consider whether consumers, workers, businesses or policymakers are involved.
3. **Recognise the cause of the issue.** Determine what factors are influencing the problem, such as supply chain disruptions, changing consumer preferences or new competitors.
4. **Use data to confirm the issue.** Economic issues often have supporting evidence, such as unemployment statistics or sales figures.

Example

A fast-food chain notices that fewer people are buying its meals. After analysing the market, it realises a new health-conscious competitor is attracting its customers. This highlights how businesses must adapt to changing consumer preferences to stay competitive.

2 I can describe the criteria to respond to an issue

It is important to establish criteria to evaluate possible responses. Criteria help in comparing different options based on their impact, cost and feasibility.

1. **Consider economic efficiency.** Will the response make the best use of resources?
2. **Evaluate financial impact.** How much will it cost, and who will pay for it?
3. **Assess social and ethical implications.** Will it benefit people fairly?
4. **Look at sustainability.** Will it have long-term positive or negative effects?

Example

To compete with a new healthy food trend, a fast-food company decides whether to add more nutritious menu items or invest in a marketing campaign to improve its image. A key criterion would be whether the strategy attracts health-conscious consumers without losing existing customers.

3 I can develop responses to economic and business issues

Solutions should address the problem effectively while considering potential trade-offs.

1. **List possible solutions.** Consider different ways to address the issue.
2. **Weigh advantages and disadvantages.** Compare the benefits and drawbacks of each response.
3. **Consider short-term and long-term effects.** Will the response be effective immediately, or will it take time?
4. **Use real-world examples.** Refer to case studies or economic principles that support the response.

Example

A business facing competition could:

- improve its marketing by using social media influencers to reach younger customers
- offer discounts or loyalty rewards to attract returning customers
- expand its product range to include healthier options.

Each response has trade-offs. While marketing increases visibility, it requires a large budget. Discounts may attract customers but reduce profits.

4 I can evaluate responses using cost–benefit analysis or other criteria

Economic and business decisions require careful evaluation of responses. Cost–benefit analysis (CBA) is a common tool used to compare the advantages and disadvantages of each option.

1. **Identify costs.** What are the financial, social or environmental costs?
2. **Identify benefits.** What are the positive outcomes, and who benefits?
3. **Use quantitative data.** If possible, assign monetary values to the costs and benefits.
4. **Compare options.** Which response provides the greatest overall benefit?

Example

A clothing brand wants to increase sales and considers two strategies: launching a new eco-friendly clothing line or offering a major sale on existing stock.

Response	Costs	Benefits
Launching an eco-friendly clothing line	New product development requires research and sustainable materials.	Eco-friendly products appeal to environmentally conscious customers.
Offering a major sale on existing stock	Sales reduce profit margins.	Discounts attract budget shoppers.

Evaluating these factors helps determine which strategy provides the best long-term advantage.

5 I can draw conclusions and justify responses

A strong conclusion should be supported by data and logical reasoning. This structured approach to decision-making will help you analyse economic and business issues critically, particularly in understanding how businesses create and maintain a competitive advantage.

1. **Summarise findings.** What did the evaluation reveal about the best response?
2. **Justify the decision.** Use data, economic principles or case studies to explain why this is the preferred response.
3. **Acknowledge limitations.** Recognise any uncertainties or challenges in implementing the decision.
4. **Consider alternative perspectives.** Would different groups (for example, businesses, consumers, government) see this decision differently?

After evaluating strategies, a company may decide that investing in marketing is the best way to attract new customers and maintain a competitive advantage.

Communicating ideas

Communicating economic ideas clearly and effectively is a crucial skill in economics and business. It involves using correct terminology and structured reasoning, and supporting your points with evidence. Whether presenting an argument, writing a report or participating in a class debate, strong communication skills help you explain economic issues with confidence and credibility.

1 I can describe economic and business issues

The first step is being able to describe what is happening in the economy or a business context using clear and accurate language.

1. **Identify the issue.** What is the economic or business problem?
2. **Use economic vocabulary.** Use terms appropriate to the topic you are discussing, such as 'inflation', 'unemployment', 'monetary policy', 'interest rates' and 'subsidies'.
3. **State who is affected.** This might be individuals, businesses, governments or communities.
4. **Use real examples.** Refer to current events or textbook case studies.

Example

The Reserve Bank of Australia (RBA) increased interest rates to combat inflation. This policy affected households with mortgages, as their mortgage repayments increased, leading to reduced spending in the economy.

These sentence starters may help you structure a response:

- 'An economic issue that is currently affecting people is ...'
- 'This issue is important because ...'
- 'The key people or groups affected are ...'

2 I can explain arguments

Explaining arguments means giving reasons for why an issue is occurring or why a response may or may not work.

1. **Give logical reasons.** Explain why something is happening.
2. **Link to economic principles.** Use ideas such as supply and demand, inflation control or fiscal policy.
3. **Develop both sides of the argument.** What are the benefits and potential drawbacks?

Example

One argument in favour of the government offering rebates for solar panel installation is that it encourages clean energy use and reduces long-term electricity bills. A counter-argument is that such schemes cost taxpayers money and may not reach low-income households effectively.

- What is the reasoning behind this argument?
- Who benefits from this policy, and who might be disadvantaged?
- Are there alternative viewpoints or opposing arguments?

3 I can support explanations with data

Adding evidence makes your argument stronger and more convincing.

1. **Use statistics and examples.** Find relevant graphs, tables or real-world data.
2. **Quote credible sources.** Use reports from the Australian Bureau of Statistics (ABS), the Reserve Bank of Australia (RBA) or Treasury.
3. **Show how the data supports your argument.** Explain what the numbers mean.

Example

According to ABS data, inflation reached 7.8 per cent in late 2022. In response, the RBA raised the cash rate multiple times in 2023. This data supports the idea that the RBA uses monetary policy to reduce inflation and stabilise prices.

4 I can explain arguments using data

It's not enough to have an opinion – you need to back it up with facts. Being able to explain arguments using data means you can take complex information, such as statistics, graphs or tables, and use it to strengthen your reasoning. This shows that your conclusions are not just guesses but are supported by real-world evidence.

Explain what the data shows using the following steps.

1. **Spot the pattern or trend**. Instead of just saying 'unemployment was 7 per cent', you might say: 'Unemployment rose from 5 per cent to 7 per cent between March and July, which shows a sharp increase that was likely caused by business closures during the COVID-19 lockdowns.'
2. **Explain the cause or effect**. Link the data to what's happening in the economy. For example: 'The rise in unemployment suggests that fewer people were working, which would reduce household income and impact living standards.'
3. **Make a judgement or comparison**. Use the data to compare different time periods, policies or options. For example: 'After the JobKeeper program started, unemployment fell from 7 per cent to 6 per cent. This suggests that the policy helped people stay employed.'
4. **Connect to a bigger idea**. Show why the data matters in context. For instance: 'Lower unemployment helps maintain living standards and supports economic stability, so the JobKeeper program played an important role in economic recovery after the COVID-19 pandemic.'

You may also use data to compare options – how does the data support one response over another?

Example

During the COVID-19 pandemic, the Australian Government introduced the JobKeeper wage subsidy to protect employment. ABS data shows that unemployment remained lower than expected in 2020 due to this support. A line graph comparing unemployment rates before and after JobKeeper was introduced supports the argument that government fiscal intervention helped maintain economic performance and protect living standards. Similarly, RBA cash rate charts from 2022 to 2024, alongside consumer spending data, help explain how monetary policy was used to slow inflation.

5 I can use evidence from sources to evaluate economic and business issues

In the real world, economic and business decisions are rarely simple. There are usually multiple viewpoints, conflicting data and different priorities involved. Being able to assess all of this information and come to a balanced conclusion is a powerful skill. It shows that you can think critically, consider different perspectives, and communicate clearly based on the *quality* of the evidence – not just the quantity.

Example

In 2023, in response to the rising cost of living, the government introduced targeted energy bill relief. To evaluate its effectiveness, you could examine ABS data on energy price trends, a Treasury report on household savings and an article from the ABC summarising public responses. If all sources indicate a reduction in pressure on low-income households, you can conclude the policy improved living standards for those most affected.

Use this table to help structure your evaluation of an economic or business issue. It guides you through collecting evidence, comparing sources, checking reliability and drawing a well-reasoned conclusion.

Step	What to do	Helpful prompts	Example
1 Identify the issue.	Clearly state the economic or business issue you are evaluating.	What is the key question or problem?	Is the government's energy bill relief effective in reducing cost of living pressures?
2 Gather sources.	Find at least 2–3 different types of sources (e.g. data, reports, media).	Are the sources recent, reliable and relevant?	ABS energy prices data, Treasury report, ABC News article on public opinion
3 Summarise each source.	Briefly explain what each source says about the issue.	What is the key message from each source?	ABS data: energy prices stabilised in 2023. Treasury: household savings slightly improved.
4 Compare the evidence.	Look for similarities or differences between sources.	Do they agree? Do any contradict each other?	All sources suggest reduced pressure on low-income households.
5 Assess reliability.	Evaluate how trustworthy each source is.	Who created it? Is there bias? Is it up to date?	ABS and Treasury are government sources (highly reliable), ABC is a reputable news outlet.
6 Draw a conclusion.	Decide which argument is best supported and explain why.	What does the strongest evidence show?	Based on all sources, the energy bill relief appears to have improved living standards for vulnerable households.

Key questions:

- How reliable and up to date are the sources used?
- What evidence supports each point of view?
- Does the data from different sources agree or conflict?