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HUMANITIES ALIVE 10

VICTORIAN CURRICULUM | SECOND EDITION

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ROBERT DARLINGTON

JILL PRICE

SIMON PHELAN

MATTHEW RICHARDSON

LUKE JACKSON

DENISE MILES

CATHY BEDSON

KINGSLEY HEAD

JANE WILSON

BENJAMIN ROOD

GRAEME SMITHIES

CONTRIBUTING AUTHORS

ALLAN KERR | ALEX ROSSIMEL | TRISH DOUGLAS

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HOW TO USE

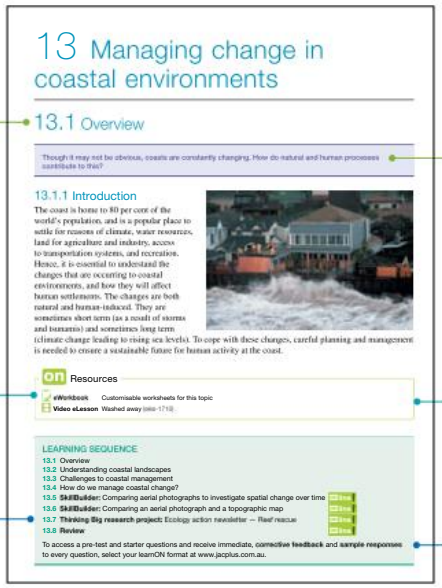
the *Jacaranda Humanities Alive* resource suite

The ever-popular *Jacaranda Humanities Alive 10* has been re-published for the Victorian Curriculum. It is available as a single 4-in-1 title and as subject-specific titles: *Jacaranda History Alive 10, Jacaranda Geography Alive 10*, *Jacaranda Civics and Citizenship Alive 10* and *Jacaranda Economics and Business Alive 10*. The series is available across a number of digital formats: learnON, eBookPLUS, eGuidePLUS, PDF and iPad app.

Skills development is integrated throughout, and explicitly targeted through SkillBuilders and dedicated skills topics for History and Geography.

This suite of resources is designed to allow for differentiation, flexible teaching and multiple entry and exit points so teachers can *teach their class their way*.

Features



All topics start with an **Overview** which includes a pre-test to gauge students' readiness to begin.

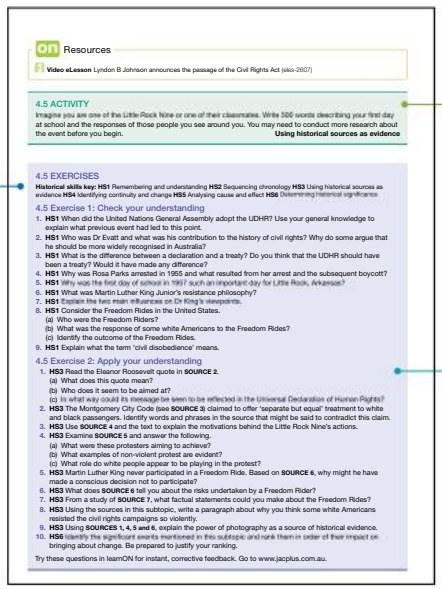
Topics open with an **inquiry question** to spark students' curiosity about the topic.

An online **workbook** is available for customisation and printing.

OnResources feature boxes provide guidance about additional resources online.

SkillBuilders, **Thinking Big research projects** and **Reviews** are available online for every topic.

Corrective feedback and **sample responses** are available online for every question.



Skills keys identify each question according to the skill targeted, providing insights into skills development. Progress and results can be tracked and filtered by skill online.

A range of activities is provided to promote deeper inquiry, encourage collaboration and help students to develop their research skills.

Exercise sets at the end of each subtopic allow students to **check** and **apply** their understanding.

Content is presented using age-appropriate language, and a wide range of engaging sources, diagrams and images support concept learning.

Skillbuilders model and develop key skills in context.

23.11 SkillBuilder: Analysing a business case study

Why are business case studies important?

Business people use case studies to understand the strategies that other businesses have introduced and to identify which ones have succeeded or failed. When you have identified the elements of a case study, you will be able to better understand business concepts.

Select your learnON format to access:

- an explanation of the skill (Tell me)
- a step-by-step process to develop the skill, with an example (Show me)
- an activity to allow you to practise the skill (Let me do it).

23.12 Thinking Big research project: Hitting the target — multimedia advertising campaign

SCENARIO

Advertising is designed to influence consumer decisions and, as with many things, it has undergone changes as society and technology have changed — from posters, billboards and newspapers to radio, television and now social media. You will create and adapt a product advertisement for use across different media types, aiming to hit the target market of each medium

Select your learnON format to access:

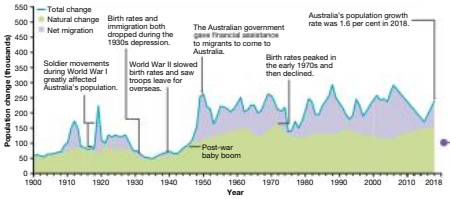
- the full project scenario
- details of the project task
- resources to guide your project work
- an assessment rubric.

Resources

projectsPLUS Thinking Big research project: Hitting the target — multimedia advertising campaign (pro-0224)

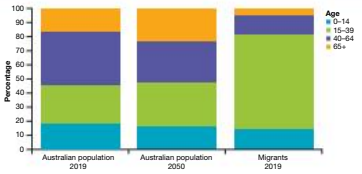
In each topic, a **Thinking Big research project** provides opportunities for students to delve deeper, think creatively and work collaboratively.

FIGURE 5 Australia's changing population growth



The decline in fertility and increased life expectancy has resulted in an ageing population (see **FIGURE 6**). The proportion of the population aged 65 years and over increased from 11.3 per cent to 16 per cent between 30 June 1991 and 30 June 2018.

FIGURE 6 Australia's changing population structure: age distribution of Australian population and migrants



DISCUSS

Australia is one of the world's most multicultural nations. Identify some of the challenges and benefits of living and working in our multicultural society. **[Intercultural Capability]**

17.8 INQUIRY ACTIVITY

a. Use the Australian Bureau of Statistics website to access statistics on four demographic characteristics of your Local Government Area.
b. How do the statistics for your Local Government Area compare to those for Australia as a whole and those of your state? **Examining, analysing, interpreting**

Discuss features explicitly address Curriculum Capabilities.

SOURCE 4 Europe at the beginning of 1942

Source: Map by Spatial Vision.

Explore more with myWorldHistoryAtlas

Deepen and check your understanding of the topic with the following resources and auto-marked questions.

- World War Two > **World War II in Europe**

3.3.2 The Pacific War

Japan was Germany's Axis partner, but with a million troops engaged in China it did not widen its role until December 1941. Japan sought an Asian and Pacific empire, or what it described as the 'Greater East Asian Co-prosperity Sphere'. Its first step was the occupation of French Indochina in July 1941 with the cooperation of Vichy French authorities.

On 7 December 1941 waves of Japanese planes from aircraft carriers struck the US naval base at Pearl Harbor in Hawaii, destroying half the US fleet. US president Franklin D. Roosevelt had strongly sympathised with the Allies, but many Americans opposed America's involvement in the war. The attack ensured public support when Roosevelt declared war the very next day. Britain had gained another powerful ally.

SOURCE 5 US battleships burn after the Japanese attack on Pearl Harbor

Links to the **myWorld Atlas** and **myWorldHistory Atlas** are provided throughout.

20.11 Review

20.11.1 Key knowledge summary

Use this dot point summary to review the content covered in this topic.

20.11.2 Reflection

Reflect on your learning using the activities and resources provided.

Resources

eWorkbooks Reflection (doc-31780)
Crossword (doc-31784)

Interactivity Regional government and global citizenship crossword (int-7676)

KEY TERMS

absolute majority half the number of votes received in an election plus one
absolute monarchy a form of government where the monarch (a king, queen or emperor) wields unrestricted political power over his or her sovereign state and its people
authoritarian a form of government characterised by absolute obedience to the state, an authority figure or group
bicameral a parliament consisting of two legislative houses, or chambers
ceasefire a temporary or permanent suspension of fighting
charter an official document describing the goals and principles of an organisation
colonised describes a country or region whose government has been replaced by one from another country
constitution a set of fundamental principles according to which a nation or state is governed
constitutional monarchy a type of government based on a constitution with a queen or king as its head of state
Crown the Queen's authority in the Australian parliament, represented by the governor-general at the federal level and a governor at the state level
executive another name for the government
federation the joining of the six Australian colonies to establish the federal and state parliaments
first-past-the-post a voting system where a candidate wins by receiving more votes than any other candidate
formal vote a ballot paper that has been filled out correctly
humanitarian concerned with the welfare of a social group
infrastructure the basic physical and organisational structures and facilities (e.g. buildings, roads, power supplies) needed for the operation of a society
international sanctions actions or penalties — usually economic but also diplomatic or military — imposed on a country by a group of other countries
judiciary the collective name given to the judges who preside over law courts
multilateral describes a policy or program that involves three or more countries or parties
multinational describes an organisation operating in several countries
preferential system a system in which voters are required to number all candidates on the ballot paper in order of preference. If no candidate wins more than 50 per cent of the vote, the preferences are distributed until one candidate has a majority of votes.
proportional representation a system where candidates are elected according to the proportion (or quota) of the vote achieved by their party
republic a form of government where supreme power is held by the people and their elected representatives rather than by a monarch
separation of powers the division of government into the legislature (parliament), executive (ministers and the public service) and judiciary with the aim of providing a system of checks and balances that prevents the excessive concentration of power in one group
sovereignty of the people the principle that a government's authority resides with its people through their elected representatives
unicameral a parliament consisting of one legislative house, or chamber
Westminster system the democratic parliamentary system based on the British system of parliament

A range of questions and a post-test are available online to test students' understanding of the topic.

Key terms are available in every topic review.

learnON

Jacaranda Humanities Alive learnON is an immersive digital learning platform that enables student and teacher connections, and tracks, monitors and reports progress for immediate insights into student learning and understanding.

It includes:

- a wide variety of embedded videos and interactivities
- questions that can be answered online, with sample responses and immediate, corrective feedback
- additional resources such as activities, an eWorkbook , worksheets, and more
- Thinking Big research projects
- SkillBuilders
- teachON, providing teachers with practical teaching advice, teacher-led videos and lesson plans.

teachON

Conveniently situated within the learnON format, teachON includes practical teaching advice, teacher-led videos and lesson plans, designed to support, save time and provide inspiration for teachers.

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HISTORY

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1 Historical skills and concepts

1.1 Overview

1.1.1 Links with our times

The people pictured here are participating in a 1940s weekend at Pickering in North Yorkshire, England. Many people attended the event dressed in military or civilian clothing and styling to contribute to the realism. These men are dressed as United States soldiers during World War II.

The Second World War was fought between the Allied powers (Britain, the USA, the USSR, France, Australia, Belgium, Brazil, Canada, China, Denmark, Greece, the Netherlands, New Zealand, Norway, Poland, South Africa and Yugoslavia) and the Axis powers (Germany, Italy and Japan). It took more lives and destroyed more property across the world than any other war in human history. World War II started in 1939 when Germany's invasion of Poland led France and Great Britain to declare war on Germany. Nazi Germany quickly overwhelmed Western Europe in 1940. In 1944, Allied forces invaded France and pushed back the Germans. The war in Europe ended with Germany's surrender on 7 May 1945. The war ended in the Pacific when Japan surrendered on 2 September 1945.

We know these things because historians use clues like archives, letters and weapons as well as many other historical sources to bring the past to life. History uses evidence that includes all kinds of traces, from skeletons to newspapers, photographs and film. History involves using such evidence in an attempt to find the truth about what happened in former times.

on Resources

eWorkbook Customisable worksheets for this topic

Video eLesson Investigating the past (eles-1057)

LEARNING SEQUENCE

1.1 Overview
1.2 Why we study history
1.3 Historical skills
1.4 Perspectives and empathy
1.5 **SkillBuilder:** Sequencing events in chronological order online only
1.6 **Review** online only

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1.2 Why we study history

1.2.1 How and why do we study history?

History is a journey of discovery through time. Often it will excite you, and sometimes it will shock and amaze you. Sometimes it will seem as though the people of past societies were from another planet. At other times their actions and ideas will be as familiar to you as those of your friends and neighbours.

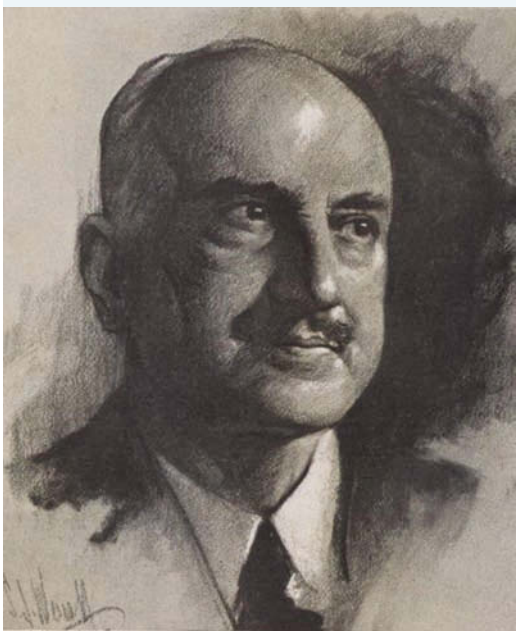
What is a historian?

A historian is a person who researches, interprets and writes about the past, including the history of countries, people, periods of time, and particular events and issues. Historians research into past civilisations, cultures and societies. They try to build up a picture of how people in other times lived and acted. Historians try to make sense of past ideas, customs and beliefs, the ways people were ruled and how they made their living. Historians inquire into the past by examining sources, including archives, diaries, books and artefacts. Historians also try to understand and explain how people's lives were shaped by other people and events, what they thought about their times and how they brought about changes in their own world.

1.2.2 The value of history

History involves the study of the past and why events occurred. The term comes from the ancient Greek word *historia*, which originally referred to inquiry, or the act of acquiring knowledge through inquiry. Some people question the need to understand the past, but there are many very good reasons for studying history. Knowledge of history helps us to understand our heritage. We start to understand where our ideas, languages, laws and many other aspects of our lives came from. We can also develop more open minds and learn to appreciate cultures that are different from our own.

SOURCE 1 A drawing of the philosopher George Santayana (1863–1952) from the cover of *Time* magazine in February 1936. He is popularly known for the aphorism 'Those who cannot remember the past are condemned to repeat it.'



History, the present and the future

Perhaps you already know that we can never understand the time we live in or what the future may hold if we do not understand the journey that brought us to this point. Human societies did not appear in the present as if from nowhere. They developed over many thousands of years. By understanding the past, we might just be able to avoid repeating past mistakes and make our world a better place in the future.

History, work and leisure

The kinds of skills you will learn while studying history are also important in many careers. These skills will help you to:

- carry out research
- organise information and check it to determine its accuracy
- draw conclusions and make decisions based on **evidence**
- recognise the difference between fact and opinion
- understand that there is usually more than one way of thinking about any problem
- think critically
- communicate effectively
- present findings and conclusions through reports, the media, books, lectures and exhibitions.

A person trained in history may conduct research and analysis for governments, businesses, individuals, historical associations and other organisations. They may work in administrative or policy roles where they can make use of their research and analysis skills. A person trained in history may be involved in preserving artefacts or historic records. Conservation work similar to that shown in **SOURCE 2** is one of the key responsibilities of historians and archaeologists.

There are a number of other careers related to historians. These include:

- anthropologists and archaeologists
- archivists, curators and museum workers
- curators
- documentary and film makers
- economists
- history teachers
- lawyers
- lecturers, tutors and researchers
- police and armed forces
- political scientists
- sociologists
- writers and authors.

SOURCE 2 Visitors in front of room 306 at the National Civil Rights Museum in Memphis, Tennessee (in the United States). The museum is built around the former Lorraine Motel, which was one of only a few hotels for black people. The motel was where civil rights campaigner Martin Luther King Jr. was assassinated. While staying in room 306 in April 1968, King was fatally shot on the balcony outside the room. A local not-for-profit group saved the site for use as a civil rights museum.

A knowledge of history is also important in our everyday lives, and history gives many people great personal pleasure. How much more enjoyment do people experience from travel, books and movies when they know about the history that shaped the places they visit or the stories they read or watch on a screen?

History and democracy

In Australia we live in a democratic society. This means we have the right to choose our political representatives and leaders through voting. However, we cannot vote responsibly unless we can make our own judgements about the ideas these leaders put forward. To do that, we need to know something about the past.

DISCUSS

How may understanding our past help us avoid repeating mistakes in the future? **[Ethical Capability]**

1.2 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

1.2 Exercise 1: Check your understanding

1. **HS1** What is history?
2. **HS1** Complete the following paragraph by choosing words from the box below.

civilisations	beliefs	cultures	events	research	sources	people

Historians conduct _____ into past _____, _____ and societies. Historians try to build up a picture of the ideas and _____ of people in the past, how they lived and acted and how their lives were shaped by other _____ and _____. They inquire into the past by examining _____, including archives, diaries, books and artefacts.

3. **HS1** Why is it important to learn historical skills?
4. **HS1** Who might a person trained in history work for?
5. **HS4** Identify five careers related to learning about history.

1.2 Exercise 2: Apply your understanding

1. **HS3** Looking at **SOURCE 1**, read George Santayana's quote.
   (a) Rewrite this quote in your own words.
   (b) How does this quote show that the study of history is important?
2. **HS3** Look closely at **SOURCE 2**. The National Civil Rights Museum in Memphis was the first civil rights museum in the USA. Room 306 has been kept just as it was when Martin Luther King was assassinated in 1968. Why do you think so much effort goes into conserving such traces of the past?
3. **HS5** Think of at least one event from the past where the people involved have *not* learned from earlier experiences and events. Explain what happened.
4. **HS5** Today we live in a world where people are sometimes killed over differences in religion. How might a knowledge of history help bring understanding between different religions?
5. **HS1** What can we gain from understanding our heritage?
6. **HS6** Suggest why any one of the following possible events might have historical significance in the future for a historian researching and writing about the age we are living in.
   (a) There was an increase in the number of Australians who did not practise religion.
   (b) Inequality (the gap between rich and poor) increased in Australia.
   (c) The Australian government took in more refugees.

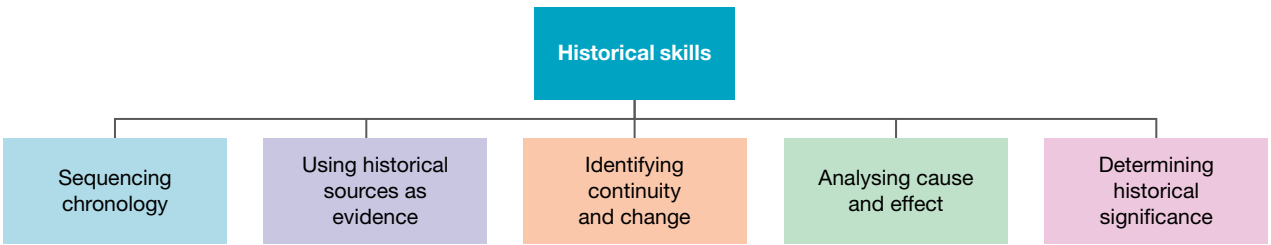
Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

1.3 Historical skills

1.3.1 What are historical skills?

There are a number of historical skills, shown in **SOURCE 1**, that you will develop throughout your study of history. These skills are integral to studying history and are vital for engaging in an historical inquiry. You should recognise most of these skills from your previous studies in history, and you will become more proficient in them as you explore the topics throughout this course. Each historical skill is explained in more detail below.

SOURCE 1 A diagram showing the five historical skills

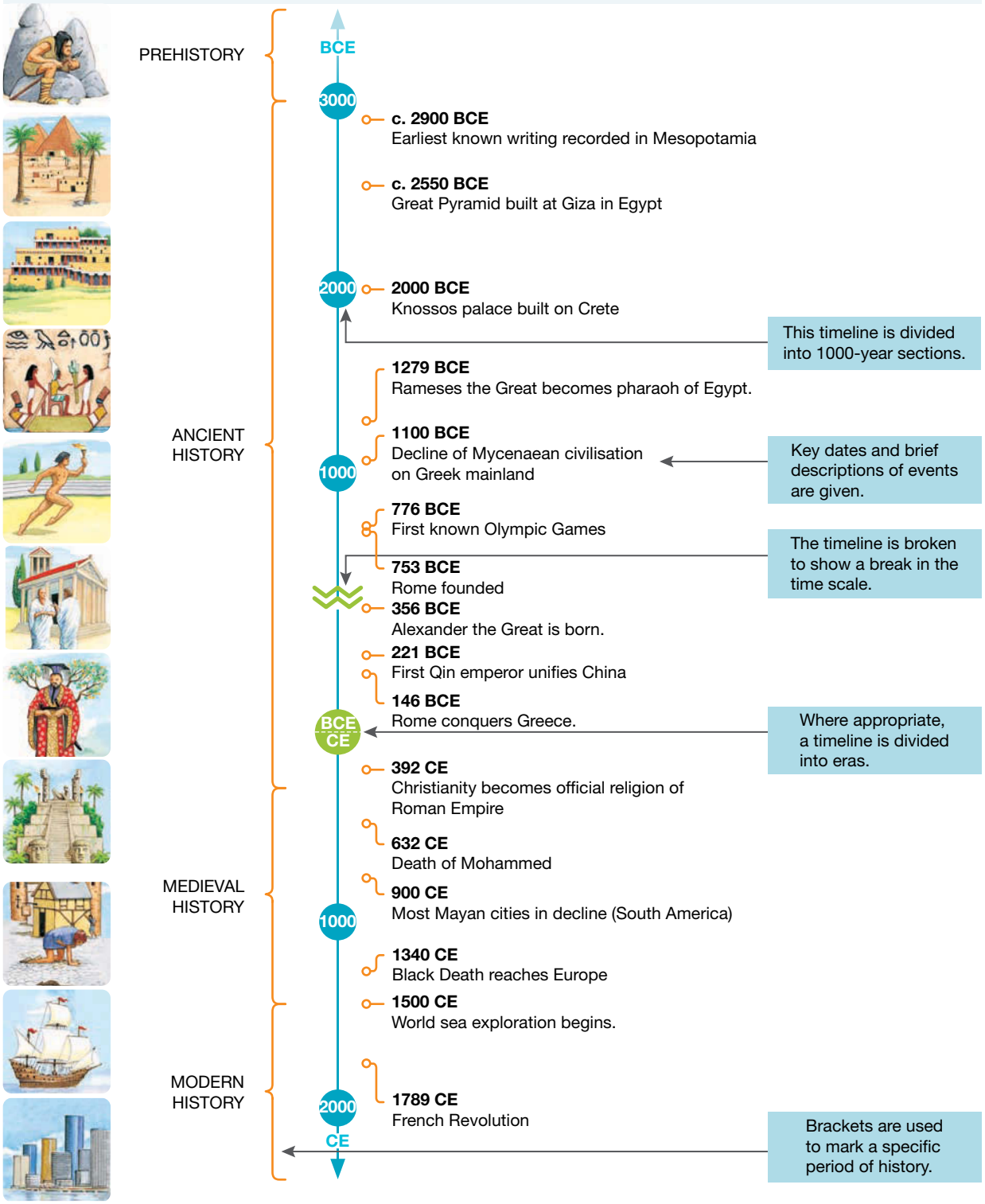


1.3.2 Sequencing chronology

Chronology involves recording events in order of time. It is an important skill in history because historians need to know the sequence of how things occurred in order to make sense of what happened. A story will make more sense if we start at the beginning and work towards the end. For example, your morning routine is likely to consist of waking up in the morning, getting dressed, eating breakfast, then brushing your teeth. After this you might travel to school, then attend your first class for the day. This is an example of chronology; it is your sequence of events in order of time for your morning.

A historian will use a **timeline** to see how one event might have contributed to another. A timeline representing some events from 3000 BCE to modern times can be seen in **SOURCE 2**. You should be familiar with the creation of timelines from your previous studies in history. Timelines can cover very short or very long periods of time, and can look very different; for example, they can be horizontal (across the page) or vertical (down the page). However, they always place events in chronological order.

SOURCE 2 A timeline showing some events from 3000 BCE to modern times



Dividing the past

To make sense of the past we divide it into ages or periods that have something in common. Prehistory is the prehistoric period (the time before people invented writing as a means of recording activities and events). It ended at different times in different parts of the world. For example, in China it ended thousands of years ago, while in Australia it ended a little over 200 years ago. We also use the terms Stone Age, Bronze Age and Iron Age. These refer to materials that people had learned to shape into tools and weapons in prehistoric and ancient times. Ancient history covers the time from the earliest civilisations around 3000 BCE to around 650 CE. The Middle Ages, or medieval history, covers the time from around 590 CE to around 1500 CE. In Year 10 we will be investigating the modern world and Australia, including World War II (1939–1945), rights and freedoms (1945 – the present), and the globalising world.

Counting time

In Australia, the system we have traditionally used to count years is one that was first used in Christian countries in AD 525. In this system, AD stands for *anno Domini* (Latin for 'in the year of our Lord'). The year AD 2012 means 2012 years since the birth of Christ. However, although this system is still commonly used throughout the world, many historians now use the term CE (Common Era) instead of AD. The dates are the same: 2012 CE is the same year as AD 2012. We count forward, so 50 years later the year would be AD 2062 (or 2062 CE). BC means 'before Christ', and for these years we count backwards. Therefore, 500 BC would be 300 years earlier than 200 BC. Historians now commonly use the term BCE (Before Common Era) in place of BC.

When dates are uncertain we put 'c.' before them because it stands for *circa* (Latin for 'around').

DID YOU KNOW?

There is an easy way of getting it right with centuries. The first 100 years after the birth of Christ is called the first century CE. The first 100 years before the birth of Christ is called the first century BCE. To work out what century a date is in, you simply add one (1) to the number of hundreds in a date. So the year 2011 is in the twenty-first century CE. The year 705 BCE is in the eighth century BCE.

Other ways of counting time

There are other ways to count time. For example, Islamic countries start counting from the time of the flight of the prophet Mohammed from Mecca. This occurred in the year Christian countries call 622 CE.

Creating timelines

Creating a timeline from the sources that a historian locates can be a difficult task. Historical sources do not always come with the time and date provided, so they may need to be researched further to identify their historical relevance, as well as who produced the source and where it came from. However, there is much more to history than putting events in order and understanding the sequence and flow of events. As a history student, you will also need to be aware of continuity and change, cause and effect, and long-term causes and short-term triggers.

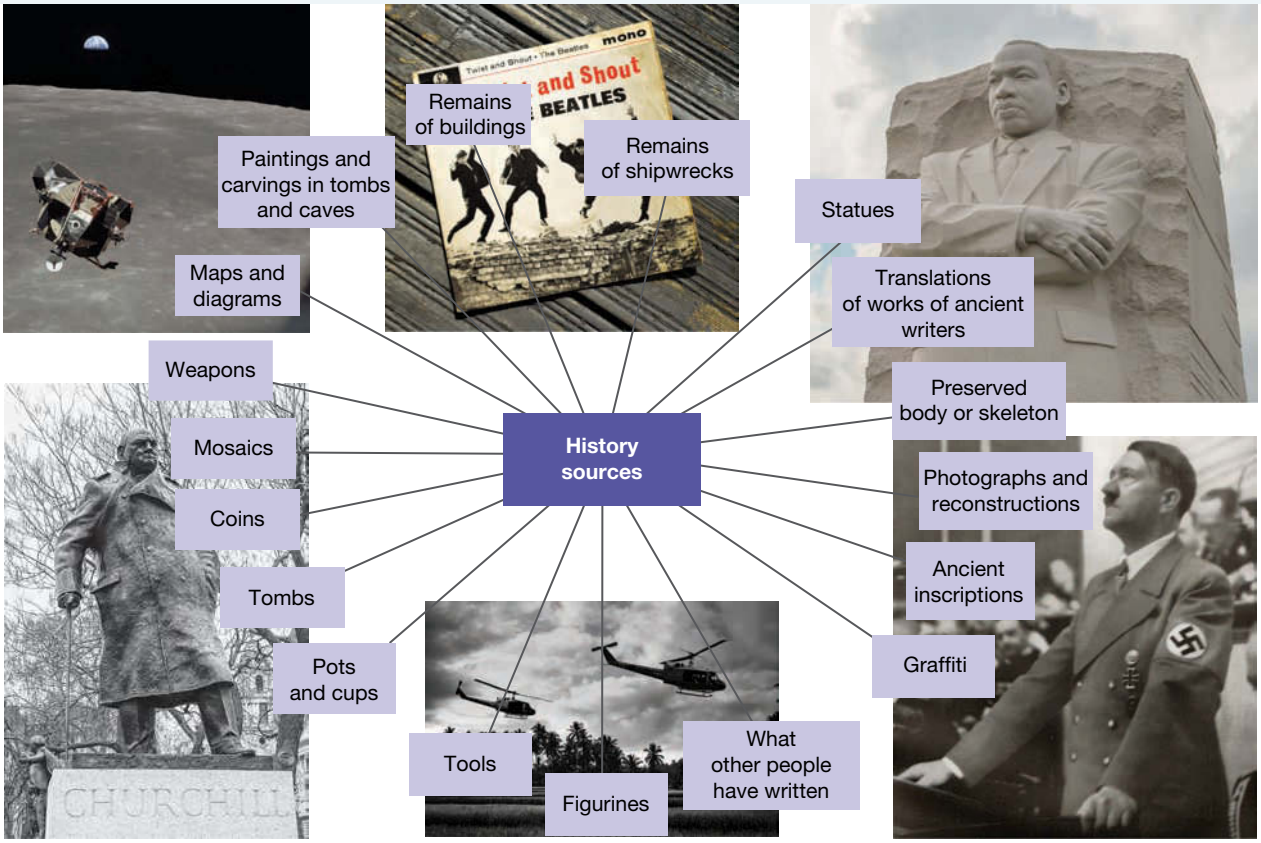
1.3.3 Using historical sources as evidence

It is important to analyse sources from the time we are studying to judge how reliable they are and explore the different points of view, or perspectives, of people from the past. This also involves questioning later sources that are interpretations of that time.

Primary and secondary sources

Evidence refers to the available facts or information that indicate whether something is true or really happened. Evidence can come from two types of sources: **primary sources** and **secondary sources**. Primary sources were created or written in the period of time that the historian is investigating. Secondary sources are reconstructions of the past written or created by people living at a time after the period that the historian is studying.

SOURCE 3 Some types of primary sources



Depending on the event and place, primary sources might include weapons, letters, newspapers, art, photographs or many other traces. For most periods of history we can divide primary sources into written and archaeological sources. Written primary sources can include such things as poems, songs, letters, myths and legends. Archaeological sources are objects that were made in the past. They include many kinds of artefacts such as tools, weapons, pottery, coins, games, toys and jewellery. Some **artefacts** have written sources inscribed on them. Archaeological sources also include works of art such as sculptures and paintings, and constructions such as tombs, temples and sometimes entire cities.

Secondary sources include books and articles. They can also include websites, models, timelines, computer software and documentary films. To create secondary sources, historians often:

- locate information in primary sources
- interpret that information
- use it to explain what happened.

Analysing and evaluating sources

Historical sources are valuable but they do not explain themselves. When using historical sources as evidence, historians will need to ask questions of each source, such as where did the source come from (origin) and why was it created (purpose). A source may be fact or someone's opinion — that is, it could be **biased**. One way to test sources for reliability is to compare them with other sources. If this evidence leads to the same conclusion, we call it supporting evidence. If it leads to different conclusions, we have contradictory evidence. When we use sources to try to find out about the past, we have to ask some questions. For example:

- What type of source is this?
- Who wrote or created this source and when was it written or created?
- Why was this source written or created?

- What evidence does the source provide?
- What was happening at the time the source was written or created?
- Can I trust the source?

Using evidence from sources, historians form a **hypothesis** (a possible theory to explain what happened). To test the hypothesis we look for evidence that supports it. We also look for other evidence that contradicts it. We need to be careful. We have to ask: what other information do I need to support my theory?

Just as in the investigation of a modern crime, we look at what contributed to an event and how those things fit together. We ask questions that begin with who, what, where, when, how and why. In this way, history is like any other kind of investigation, but it is more difficult because there are often gaps in our evidence. We usually cannot find all the clues we need. It can be like trying to solve a jigsaw puzzle when many pieces have been lost.

Wherever historians find sources and whatever methods they use to test their hypotheses and interpret the past, there will always be differing interpretations that are debated and contested. The issue of **contestability** is a very important concept in the study of history. Historical debates are ongoing. They occur when, for example, there is a lack of evidence or when different perspectives (points of view) lead to different conclusions. There are ongoing debates on many things, including the causes of particular wars and the roles of particular individuals, groups and ideas in bringing about significant changes.

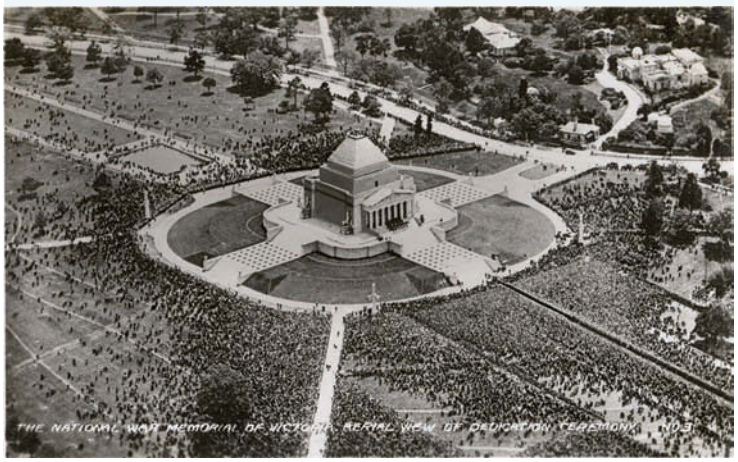
1.3.4 Identifying continuity and change

Historians study the changes that have occurred over time. However, some things remain constant over periods of time. It is important to be able to identify when a change has occurred and when things have continued unchanged. This ability is known as identifying **continuity and change**.

Change refers to something that is different from what has occurred in the past. This may occur over a long period of time, and it may be difficult to detect the precise moment of change. Change can also occur dramatically or suddenly. Such changes are often associated with single events and are referred to as turning points in history. Continuity refers to the things that endure, relatively unchanged, over time. You will find that many things remain the same across long periods of time in history. Sometimes these continuities last into the modern world.

We can make comparisons between and among historical events occurring at the same time, between and among historical periods, and between present time and the past. The use of timelines can help to understand the sequence of historical events, which should therefore assist in identifying turning points that produced change.

SOURCE 4 An aerial view of the ceremony dedicating the Shrine of Remembrance in Melbourne, 1934. The shrine was built in remembrance of the men and women of Victoria who served, and those who died, in World War I.



SOURCE 5 An aerial view of the Shrine of Remembrance, Melbourne, present day

1.3.5 Analysing cause and effect

In history, events do not simply occur without reason. Every event will have a cause and is likely to be the cause of subsequent effects or consequences. Being able to identify patterns of **cause and effect** is an essential skill for historians that allows them to explain how and why things happened in the past. This skill can also make it possible to predict what may take place in the future.

Causes may include people, societies, politics, beliefs, economics or any other historical factor. Likewise, effects can include impacts on people, societies, politics, beliefs, economics or any other historical factor. It is important to understand that not all causes leading to a specific event are as equally significant as each other — some causes may have more influence than others.

The ability to analyse cause and effect requires a good understanding of sequencing chronology. We can identify series of historical events and developments over time, both in the short term and in the long term. Some causes occur immediately before an event began, while others may have existed for several years, decades or centuries before they caused the event. Some effects occur immediately after an event or action, while other may occur years, decades or centuries following the event or action. Causes and effects may be organised using chronology. For example, a timeline may be used to put events, ideas, movements and turning points in order to identify possible links between the causes and effects and to distinguish between what are long-term and short-term causes and effects.

An example of a series of historical events that has a number of causes and effects, both short term and long term, is the Cold War. This was a period of conflict and ideological competition between the blocs of countries led by the United States and the USSR (or the Soviet Union), which took place from the end of World War II until the early 1990s. During this time, global politics was dominated by the rivalry between these two world powers. The war was described as 'cold' because the two main antagonists did not engage in direct military campaigns against each other. Rather, the war was waged on political and economic grounds, using weapons such as propaganda and espionage.

SOURCE 6 The remains of the Berlin Wall in Berlin, Germany. The Berlin Wall separated West Berlin from the communist-controlled surrounding East Germany. Construction of the wall began in 1961 and its demolition commenced in 1990. Officially, the wall was built to protect East Germany from western 'fascists'. However, its main purpose was to stem the mass defections of East Germans to West Germany. The wall came to symbolise the Cold War's division of eastern Europe from the west.

The Cold War that began after World War II had a number of causes. One major cause was the feeling of suspicion existing between the two superpowers, the United States and the USSR, which led to mutual distrust. Western democracies, including the USA, were hostile to the idea of communism and feared a

communist attack. The USSR believed in communism and aimed to promote it across the world. The USSR feared an American attack. As well as conflicting ideologies, there were economic differences between the two countries. For example, the USA wanted to promote free trade across the world, whereas the USSR wanted to shut themselves off from international trade. Other causes of the Cold War included:

- the USSR's fear of the USA's nuclear weapons and refusal to share their nuclear secrets
- the USSR's actions in the Soviet zone in East Germany
- the USSR's expansion into eastern European countries such as Poland, Hungary, and Czechoslovakia and its failure to keep its promises to hold free elections
- the USSR's need to secure its western border by using eastern Europe as a buffer zone
- differences between US President Harry S. Truman and Soviet dictator Joseph Stalin
- the USA's refusal to help in the USSR's post-war economic reconstruction.

The Cold War also resulted in a number of effects on society, both in the short term and long term. Although the war was not a 'hot war', there were still a number of conflicts that resulted in people dying. Huge amounts of money were invested in building up military inventories, including nuclear weapons. In the longer term, the communist governments in the USSR and the Eastern Bloc collapsed in the late 1980s and 1990s. Germany was reunified and the Soviet Union was dissolved to form a number of new countries. The largest part of the Soviet Union became the Russian Federation. Many other countries around the world also abandoned communism. However, there continues to be an element of distrust between the USA and the Russian Federation today. Other effects of the Cold War include:

- the expectation that countries would support either the USA or the USSR — in many cases this involved both sides paying money to governments to ensure that they did not support the other side. Although many countries tried to remain neutral, the world was polarised into east and west.
- indirect conflicts, including the Korean War and the Vietnam War
- the space race
- a 'red scare' in many countries — a widespread fear of communists infiltrating the country or government. This resulted in, for example, the requirement for loyalty oaths and the blacklisting of many people in the television and film industries for their assumed leftist views.

SOURCE 7 American children practise taking shelter under their desks during an air raid drill at a middle school in Brooklyn, New York. The 'duck and cover' drills were a reminder of the threat of nuclear war during the period of the Cold War.

1.3.6 Determining historical significance

Historical **significance** relates to the importance that is assigned to particular aspects of the past. These aspects may include events, individuals or groups, developments in the past, ideas or movements, and historical sites. There is far too much history for us to study or learn all of it. We need to make judgements about what is important and what is less important. For this reason, this is an essential, yet challenging historical skill.

When we try to establish the significance of an aspect of the past, we have to consider a number of questions. For example:

- How relevant was it to people living at that time?
- How many people were affected?
- How did it change people's lives?
- How long were people's lives affected?
- How important and long lasting were the consequences?
- How relevant is it to the contemporary world?

It is worth noting that historical significance needs to be established. That is, the importance or meaning of the aspect of the past must be explained. The historian must be able to justify why the aspect has significance. Furthermore, significance can change over time and can vary between groups of people. For example, although the Korean War is historically significant, it has greater significance for people living in Korea than it does for people living in a western country such as Australia (see **SOURCE 8**).

SOURCE 8 The Korean War, a war between North Korea (supported by China and the USSR) and South Korea (supported by the United Nations, including the USA) lasted from 1950 to 1953. Here, South Korean military forces are evacuating Suwon Air Base as a result of the rapid advance of communist North Korean troops in 1950. The fighting received little public attention in western countries, such as the USA and Australia, particularly in comparison to the war that preceded it (World War II) and the war that came after it (the Vietnam War). For this reason, the Korean War is often referred to as 'The Forgotten War'. However, millions of people lost their lives during the conflict, including soldiers and civilians, and the war had a long-term detrimental effect on all of Korea. North Korea and South Korea remain divided.

1.3 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

1.3 Exercise 1: Check your understanding

1. **HS1** Identify the five historical skills.
2. **HS1** Explain what is involved in sequencing chronology.
3. **HS2** Write the meaning of the following terms: ages, BC, AD, BCE and CE.
4. **HS1** Describe the difference between primary sources and secondary sources.
5. **HS1** Provide two examples of written sources and two examples of archaeological sources.
6. **HS1** How do historians create secondary sources?
7. **HS1** Explain what the term 'bias' means and why we might not be able to trust a primary source.
8. **HS1** Describe a way to test primary sources for reliability.
9. **HS1** Complete the following sentences by choosing words from the box below.

contestability	theory	debate	contradict	evidence

   (a) A hypothesis is a _____ or possible explanation that has to be tested by looking for _____ that might support it and other evidence that might _____ it.
   (b) _____ is the situation when particular interpretations of the past are open to _____ .
10. **HS1** Explain what a historian is doing when identifying continuity and change.
11. **HS1** Outline the difference between short-term causes and effects and long-term causes and effects.
12. **HS1** Describe a way to establish the significance of an aspect of the past.

1.3 Exercise 2: Apply your understanding

1. **HS2** Using **SOURCE 2** as a model, make a timeline of your life up to the present. On it, write the important events of your life. Use the terms AD or CE, century and decade. Then explain how your timeline helps you to present an overall picture of your life so far.
2. **HS3** Look at the mind map in **SOURCE 3** and describe each of the sources pictured around the mind map.
3. **HS3** Suggest what we might learn about the past from graffiti or one of the other types of primary sources listed in the mind map in **SOURCE 3**.
4. **HS3** Why would it be wrong to think that primary sources are more reliable than secondary sources?
5. **HS3** Make a list of types of primary sources that could be used to create a history of your school (a secondary source). Beside each source in your list, write what you think you could find out by using it as evidence.
6. **HS4** Examine **SOURCES 4** and **5** closely. Identify (a) the changes and (b) the similarities (or continuities) that you can see that have occurred between Melbourne in 1934 and the present.
7. **HS5** After looking at the image of the remains of the Berlin Wall seen in **SOURCE 6** and the image of the school children seen in **SOURCE 7**, imagine that you have travelled back in time to meet the children. Explain to them the causes of the Cold War and the effects of this historical period.
8. **HS6** After examining **SOURCE 8**, consider the Korean War and then answer the following questions. Explain your answer for each question.
   (a) How significant was this war to you?
   (b) How significant do you think this war would be to a person your age living in Korea?
   (c) How significant do you think this war would be to an older person living in Korea?

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

1.4 Perspectives and empathy

1.4.1 Understanding how they thought and felt

It is very important for historians to empathise with those they study. This means trying to understand how people thought and felt at different times in the past. In other words, **empathy** can be defined as imagining what someone else might be thinking or feeling. At different points throughout your study of history you will be asked to put yourself in the situation of someone in the past. This is not a creative writing task, in which you can let your imagination run wild. Rather, you will be using *historical* imagination. This requires using your imagination, but basing your ideas on evidence.

We try to understand the **perspective** of people in the past through exploring their points of view, attitudes and values. Often we can get a sense of the way people thought and felt through primary sources such as diaries or through visiting museums and historical sites. Using empathy, we work with all the evidence we have in order to imagine what the past was like for people who were there at the time. We need to consider questions such as:

- Who were these people?
- Where did they live?
- How did they live?
- What mattered to them?
- What did they believe in?
- What did they see, hear, taste, smell and feel?
- What did they fear and what did they hope for?
- Did they have feelings similar to or different from ours?
- Did they all think and feel the same as one another, or did they have differing perspectives?

How should we judge people in the past?

When we learn about some of the things people did in the past, it is natural that we make moral judgements. For example, we naturally see slavery as wrong. What we should try to avoid is judging people in the past by beliefs or standards that did not exist in their time. It would be wrong, for example, to judge the Australian government or the community in the 1940s and 1950s for seeking to increase migration to Australia, but being reluctant to open the borders to people who were not white or European. This had been government policy for some time. World War II had also only recently concluded and there were examples of racial tensions in other countries, such as the United States, South Africa and England, resulting in escalating conflict. Furthermore, many Australians were afraid that migrants would take their jobs and would be unable to accept the Australian way of life. Sometimes recognising a worldview, even a racist one, can help us to comprehend (but not condone) the actions of people in the past. We should also remember that in the future, people may think that many kinds of behaviour we consider normal are, by their standards, wrong. For example, imagine that Australian people living 100 years in the future are all vegetarian or vegan. Would it be reasonable for them to judge people living in our present who enjoy eating hamburgers, fried chicken or hot dogs? We need to be very cautious about judging the past using the beliefs or standards of today.

SOURCE 1 A British family of 15 at Southampton docks at the start of their journey to Australia in 1968

SOURCE 2 Refugees in a boat from Vietnam that sailed into Darwin in 1977

DISCUSS

Working in small groups, think of something that happens in our own time that some people believe is wrong. An example could be the way some countries are wealthy while in others children die of starvation and preventable diseases. Do you think that at some time in the future people might consider ours to have been an unjust age?

[Ethical Capability]

1.4 ACTIVITY

Using the internet and/or other information sources, find the meaning of the word 'sympathy'. Explain how empathy is different from sympathy. **Remembering and understanding**

1.4 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

1.4 Exercise 1: Check your understanding

1. **HS1** What does it mean to empathise with people you study?
2. **HS1** How is historical imagination different to just letting your imagination run wild?
3. **HS1** What is historical perspective?
4. **HS1** Identify the questions that might be asked when using empathy in order to imagine what the past was like for people who were there at the time.
5. **HS1** Why could it be wrong to judge people from past times by the standards of our times?

1.4 Exercise 2: Apply your understanding

1. **HS3** Compare **SOURCES 1** and **2**. What are the similarities and differences between these sources?
2. **HS3** Imagine you are one of the adults shown in **SOURCE 1** and describe:
   (a) what you can see, hear, taste and smell
   (b) how you feel about what is happening and your future
   (c) how you feel about the impending trip to Australia.
3. **HS3** Imagine you are one of the children shown in **SOURCE 1**. Would you be likely to consider what is happening as fun, exciting or scary, or would you have some other emotion? Explain.
4. **HS3** Imagine you are one of the people shown in **SOURCE 2** and describe:
   (a) what you can see, hear, taste and smell
   (b) how you feel about arriving in Darwin.
5. **HS6** Why do you think that it is important for historians to empathise with the people that they study?

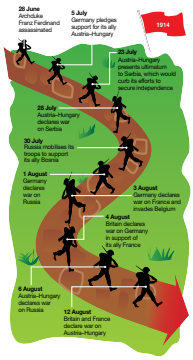
Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

1.5 SkillBuilder: Sequencing events in chronological order

online only

What is a timeline?

A timeline is a diagrammatic tool for placing events in *chronological order* (the order in which they happened). A simple chronology would be one, for example, that showed in sequence, or time order, key events of a day in your life. Generally, timelines are constructed using a sequence of dates with the addition of descriptive labels. A timeline may cover a short period or many centuries. Timelines may be as simple as a horizontal or vertical line, or highly visual with use of colour and images.



Select your learnON format to access:

- an explanation of the skill (Tell me)
- a step-by-step process to develop the skill, with an example (Show me)
- an activity to allow you to practise the skill (Let me do it)
- questions to consolidate your understanding of the skill.

1.6 Review

online only

1.6.1 Key knowledge summary

Use this dot point summary to review the content covered in this topic.
Select your learnON format to complete review questions for this topic.

on Resources

eWorkbook Crossword (doc-31746)

Interactivities Time out: Sources (int-0782)

Historical skills and concepts crossword (int-7660)

KEY TERMS

artefact an object made or changed by humans
biased one-sided or prejudiced, seeing something from just one point of view
cause and effect the concept that every historical event will have a cause, and every event or action is likely to be the cause of subsequent effects or consequences
chronology a record of past events in order of time, from Greek *chronos*, meaning time, and *logos*, meaning logic or reasoning
contestability when particular interpretations of the past are open to debate
continuity and change the concept that while many changes occur over time, some things remain constant
empathy the ability to understand and share another person's thoughts and feelings
evidence information that indicates whether something is true or really happened
hypothesis (plural: hypotheses) a theory or possible explanation
perspective point of view or attitude
primary sources objects and documents that were created or written in the period that the historian is investigating
secondary sources reconstructions of the past written or created by people living at a time after the period that the historian is studying
significance the importance assigned to particular aspects of the past; for example, events, developments, movements and historical sites
timeline a diagrammatic tool representing a period of time, on which events are placed in chronological order

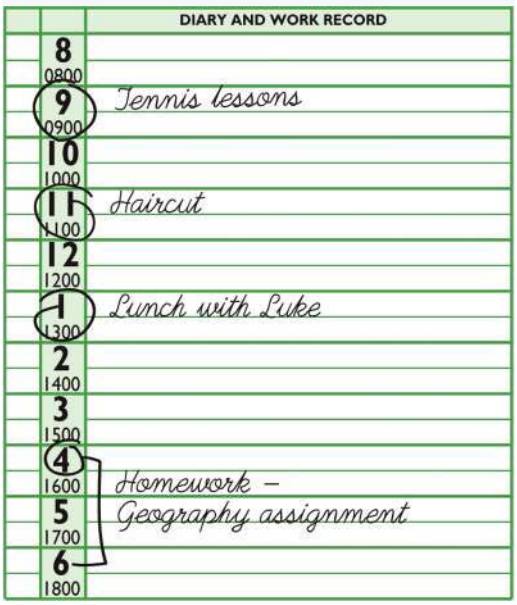
1.5 SkillBuilder: Sequencing events in chronological order

1.5.1 Tell me

What is a timeline?

A timeline is a diagrammatic tool for placing events in *chronological order* (the order in which they happened). A simple chronology would be, for example, one that showed in sequence, or time order, key events of a day in your life.

SOURCE 1 A simple chronology



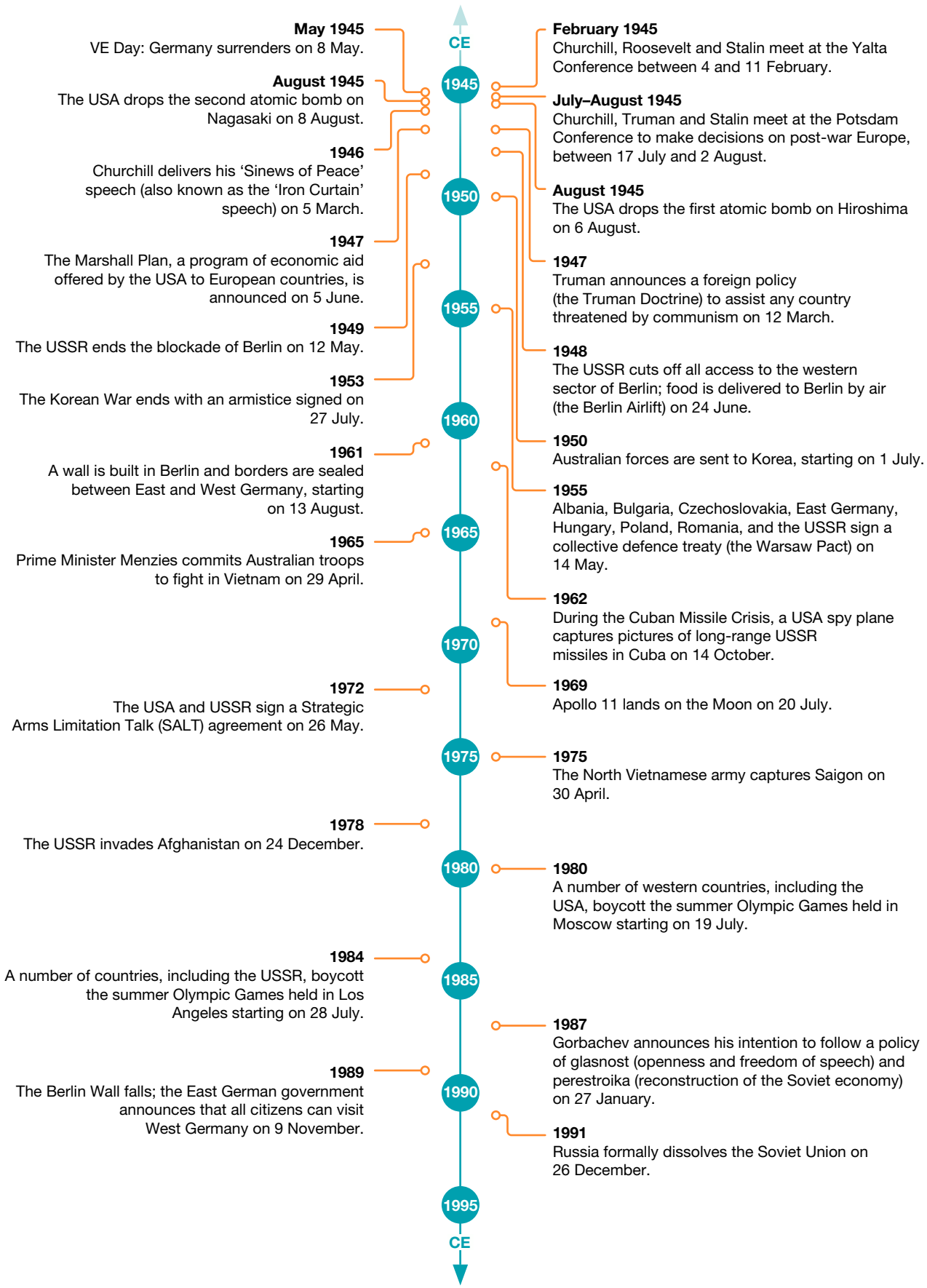
Why are timelines useful?

Timelines are useful because they can help us make sense of events in the past. Timelines are particularly useful in the study of history. Creating a history timeline will help us to:

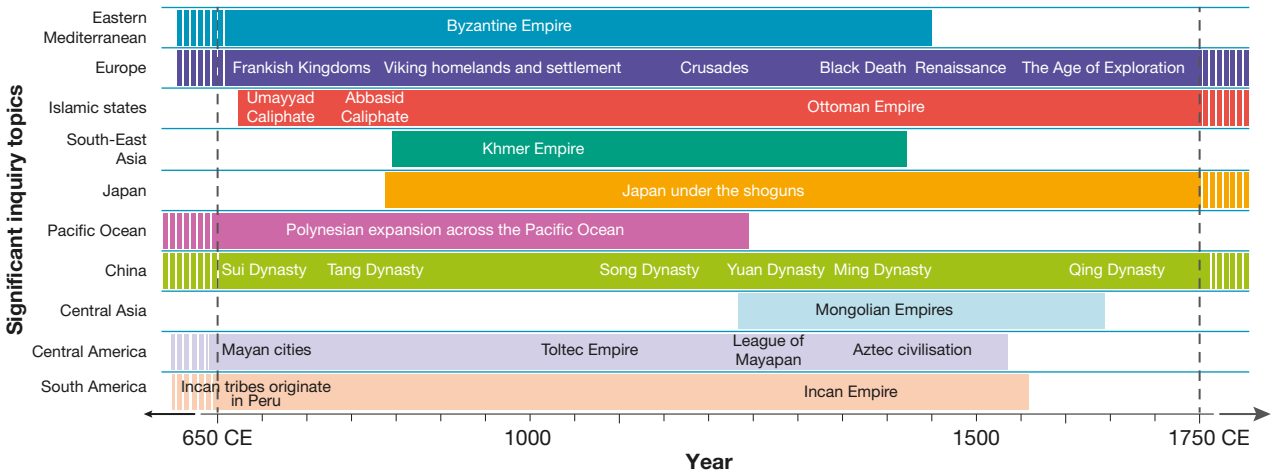
- understand the order in which events occurred
- describe the time distances between events
- identify what has changed over time
- identify what has stayed the same over time
- analyse how one event might relate to other events
- compare what might have been happening in different places at the same time
- assess if one event might have led to another event (cause and effect).

Generally, timelines are constructed using a sequence of dates with the addition of descriptive labels. The timeline may cover a short period (see **SOURCE 2**) or many centuries (see **SOURCE 3**). In print, timelines may be as simple as a horizontal or vertical line, or highly visual with use of colour and images. Using digital technology, online timelines can be interactive, where users can click on a date and see a descriptive label or an image, or even hear an audio narrative or sound effects.

SOURCE 2 Timeline of the Cold War between 1945 and 1991



SOURCE 3 An example of a horizontal timeline that uses coloured bars to compare significant events in different places at the same point in time



1.5.2 Show me

How to create a timeline

Timelines can cover very short or very long periods of time.

- They can focus on just a few months or years.
- They can focus on big, sweeping changes over thousands of years.
- In most cases, they are divided up into equal blocks of time, such as decades or centuries. This is not essential but it helps us to see not only the order of events but how close or how far apart they were.
- A break in the timeline (using a zigzag line, for instance) can show a long span of time between one date and the next.
- To make equal blocks of time you need to use a scale — for example, 1 centimetre = 10 years.
- Timelines can be horizontal (across the page) with the earliest dates on the left and later dates to the right.
- Alternatively, they can be vertical (down the page), in which case the dates usually run from the earliest at the top to the latest at the bottom.
- Often we have only approximate dates for events in ancient history. In those cases, we put 'c.' in front of the date. This stands for the Latin word *circa*, which is Latin for 'around' or 'about'.

Step 1

Study the source timelines in this subtopic. Look at the way they have been constructed. When creating a timeline you need to consider:

- will it be vertical or horizontal?
- will you use images and a diagrammatic approach or a simple ruler structure?
- what will the time division be?
- what scale will you use to represent time periods?

Step 2

Mark events alongside the appropriate time period of the timeline. Use pointers to indicate the exact location on the timeline where the event belongs.

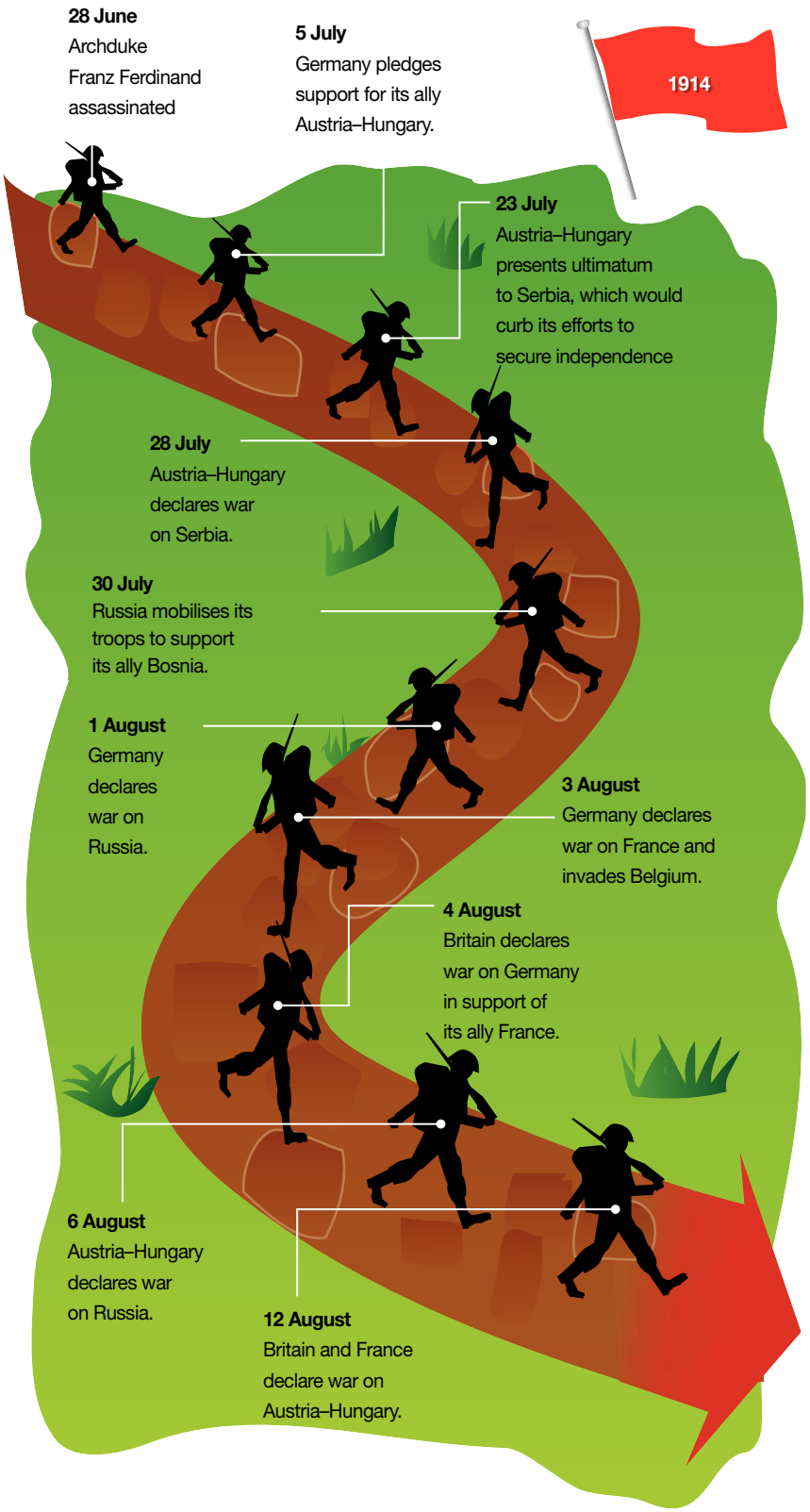
Step 3

Make sure your completed timeline has a clear title. The title should state:

- the time period covered
- the subject or theme
- the beginning and end dates.

Model

SOURCE 4 The steps by which countries were drawn into World War I



1.5.3 Let me do it

Complete the following activities to practise this skill.

1.5 ACTIVITIES

1. Construct a timeline of key events relating to the modern world and Australia during the period 1939–2016.
   - Use a vertical or horizontal timeline.
   - Decide on the scale you will use.

Key events for your timeline:

1939 Britain declares war on Germany.
1940 The Battle of Britain prevents a German invasion of Britain.
1941 Australians hold out for months against German forces in the Tobruk siege.
1942 Australians turn back the Japanese advance in Papua.
1944 The 'D Day' landings take place in France.
1945 Germany surrenders on 7 May.
1945 Japan formally surrenders on 2 September.
1948 The UN adopts the Universal Declaration of Human Rights.
1949 Immigrants from many European nations are employed in the Snowy Mountains Hydro-electric Scheme.
1950 North Korea invades South Korea on 25 June.
1953 The Korean armistice is signed.
1954 Pro-French forces defeated in Vietnam; the Geneva Conference divides Vietnam into North and South.
1956 Australia airs its first television broadcast on 16 September.
1956 Melbourne hosts the Summer Olympics, starting on 22 November.
1962 Australia sends military advisers to South Vietnam.
1967 In a referendum, more than 90 per cent of Australians vote for Aboriginal and Torres Strait Islander peoples to be included in determinations of population.
1973 Australia's voting age is lowered from 21 to 18.
1975 The North Vietnamese army captures Saigon on 30 April.
1975 The Whitlam government is dismissed on 11 November.
1983 A High Court ruling blocks the damming of Tasmania's Franklin River.
1992 In the Mabo case, the High Court recognises Indigenous ownership of the land for the first time.
2000 Sydney hosts the Summer Olympics.
2008 Prime Minister Kevin Rudd delivers a formal apology to the members of the Stolen Generations.
2015 In Paris, 150 countries sign a draft Agreement at the United Nations Framework Convention on Climate Change to work towards capping global temperature rise to 1.5 degrees Celsius.
2016 The High Court dismisses a challenge to the legality of the Immigration Detention centre on Nauru.

Your timeline will help you to analyse and compare events. For example, you could use it to answer questions such as the following:

- When did World War II begin and end?
- Which city first hosted the Summer Olympic Games in Australia?

2. Apply your skills to answer the following questions.
   (a) What time span does your timeline cover (i.e. how many years in total are covered by your timeline)?
   (b) How many years elapsed between the end of World War II and the start of the Korean War?
   (c) Which came first — the High Court's recognition of Indigenous ownership of the land or Kevin Rudd's formal apology to the members of the Stolen Generations?
   (d) Identify five events that were significant for Australia during the period of time illustrated on the timeline.
   (e) What events of significance for Australia occurred during the period of the Vietnam War?
   (f) What was the consequence of the defeat of the French Union forces in 1954 and the decision to divide Vietnam into North and South? (*Hint*: Look for the events that happened after these events.)

1.6 Review

1.6.1 Key knowledge summary

1.2 Why we study history

- Historians investigate and interpret the past.
- History helps us to understand our heritage and appreciate other cultures.
- History helps us to understand the present and what the future may hold.
- History provides us with essential skills.

1.3 Historical skills

- Sequencing chronology refers to recording past events in order of time.
- Using historical sources as evidence relates to analysing sources to judge how reliable they are and explore the different points of view, or perspectives, of people from the past.
- Identifying continuity and change is the ability to recognise that while many changes occur over time, some things remain constant.
- Analysing cause and effect relates to understanding that every historical event will have a cause, and every event or action is likely to be the cause of subsequent effects or consequences.
- Determining historical significance is the ability to make judgements about the importance assigned to particular aspects of the past, for example, events, developments, movements and historical sites.

1.4 Perspectives and empathy

- Historians try to discover how people thought and felt at different times in the past.
- Using historical imagination requires using your imagination but basing your ideas on evidence.
- We should avoid judging people from the past by the standards of our own age.

on Resources

eWorkbook Crossword (doc-31746)

Interactivity Historical skills and concepts crossword (int-7660)

KEY TERMS

artefact an object made or changed by humans
biased one-sided or prejudiced, seeing something from just one point of view
cause and effect the concept that every historical event will have a cause, and every event or action is likely to be the cause of subsequent effects or consequences
chronology a record of past events in order of time, from Greek *chronos* meaning time and *logos*, meaning to work out
contestability when particular interpretations of the past are open to debate
continuity and change the concept that while many changes occur over time, some things remain constant
empathy the ability to understand and share another person's thoughts and feelings
evidence information that indicates whether something is true or really happened
hypothesis (plural: hypotheses) a theory or possible explanation
perspective point of view or attitude
primary sources objects and documents that were created or written in the period that the historian is investigating
secondary sources reconstructions of the past written or created by people living at a time after the period that the historian is studying
significance the importance assigned to particular aspects of the past, for example, events, developments, movements and historical sites.
timeline a diagrammatic tool representing a period of time, on which events are placed in chronological order

2 Causes of World War II

2.1 Overview

After the horrors of World War I, what could possibly have happened to spark another global war?

2.1.1 Links with our times

On 9 August 2015, bells tolled in Nagasaki Peace Park in the Japanese city of Nagasaki as Japan and the world marked the 70th anniversary of the dropping of a US atomic bomb on the city in 1945. The exact time of the bomb's detonation is shown on the base of the statue *Hymn to life*, which depicts a mother holding her baby, a universal symbol of love and peace.

Approximately 74 000 people died in the Nagasaki bomb blast or from radiation sickness and other after-effects. That bomb followed just three days after the first atomic bomb was dropped on another Japanese city, Hiroshima. On 15 August 1945, Japan surrendered and World War II was finally over. As horrific as the death toll from these two atomic bombs was, this was but one of many terrible events in a war that claimed far more lives than any other conflict in human history.

The origins and causes of World War II go back to the months following World War I and, as you will discover in this topic, they are to be found in changes that shaped the world during the inter-war years.

on Resources

eWorkbook Customisable worksheets for this topic

Video eLesson The inter-war years (eles-2598)

LEARNING SEQUENCE

2.1 Overview
2.2 Examining the evidence
2.3 The peace treaties and the League of Nations
2.4 The 'Roaring Twenties'
2.5 The Great Depression
2.6 Communism — dream or nightmare?
2.7 The rise of facism
2.8 The Nazis take power in Germany
2.9 Japanese militarism
2.10 The road to war in Europe
2.11 **SkillBuilder:** Analysing cause and effect with graphic organisers online only
2.12 **Thinking Big research project:** TV Quizmaster online only
2.13 **Review** online only

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A timeline of the causes of World War II

CE

1918

1919
The Treaty of Versailles is signed.
Revolutionary outbreaks occur across Europe.

1920

1921
The Bolsheviks win the Russian Civil War.

1922

1922
Mussolini and his fascists take power in Italy. The former Russian Tsarist Empire becomes the Union of Soviet Socialist Republics (USSR).

1923
Hitler attempts to seize power in Germany in the unsuccessful Munich Putsch.

1924

1924
The Nazis win only 3 per cent of votes in German elections.

1926

1928

1929
The Great Depression begins.

1930

1931
Japan invades Manchuria.

1932

1932
Unemployment reaches its peak in the worst year of the Great Depression.

1933
Hitler and the Nazis gain power in Germany. Germany and Japan withdraw from the League of Nations.

1934

1935
Germany announces rearmament and conscription.
Fascist Italy invades Abyssinia (Ethiopia).

1936

1936
German troops re-enter the Rhineland. Germany and Italy support Franco in the Spanish Civil War and become allies. Germany and Japan become allies. Stalin purges his opponents in the Communist Party and the military in the USSR.

1937
Japan invades China.

1938

1938
Germany annexes Austria. At the Munich Conference, Germany gains the Sudetenland from Czechoslovakia.

1939
Germany invades and takes the remainder of Czechoslovakia.
Germany invades Poland and World War II begins.

1940

CE

2.2 Examining the evidence

2.2.1 How do we know about the causes of World War II?

In this topic we will survey some of the big political, economic and social changes that shaped the world and Australia between the end of World War I in 1918 and the outbreak of World War II in 1939. The most significant changes include the growing influence of communism, the unprecedented economic crisis of the Great Depression and the rise of fascism.

We have an enormous number and variety of primary sources for the period often described as the inter-war years, that is, the period of history between World War I and World War II. These sources include those created by governments, the mass media and individuals. When considered together, these sources give historians a comprehensive picture of what it was like to live in the inter-war years and experience the changes that characterised the period.

Official sources

By this period, governments and parliaments were keeping thorough records of their decisions, policies and debates. Public servants were also required to keep records. So, for most countries, we have official records of matters to do with trade, health, employment, housing, foreign policy, education and every aspect of society for which governments had responsibility. In fact, it is often possible to know more about how political parties and governments made decisions then than about political decision making today. In Australia, for example, the records of Cabinet meetings (top-level meetings of governments) are kept secret for 30 years, and many other countries have similar rules.

Mass media

In most countries there were far more daily newspapers published during this period than there are today. Political parties of all kinds also published their own newspapers to spread their views. Back issues of newspapers provide day-to-day reports and images of events from those times, but they are not always reliable sources. Photography had also become more widely used.

SOURCE 1 A group of Americans eat lunch on the running board of a Model T Ford during the 1920s. By then mass production had enabled the price of a Model T to drop to about a third of what it had been in 1909.

SOURCE 2 Japanese tanks terrorising the people of Nanjing, China. The Japanese Imperial Army slaughtered over 200 000 people between December 1937 and January 1938.

Two new forms of mass media also gained huge influence during this period. They were radio, which Australians called the 'wireless', and film, which many called the 'flicks'. Film had an enormous influence. By the end of the 1920s, when Australia's population was just 6.5 million, 2.75 million movie tickets were being sold every week. Around 95 per cent of these movies were American, and they contributed to the

spread of American influences. Film also became an important medium for recording world events and social changes. And political parties were quick to recognise that film provided new opportunities for propaganda in an age when many people believed that the camera did not lie.

Personal records

Many people who lived through the Great Depression and other events of the inter-war years kept diaries or wrote letters about their experiences. Some wrote and published memoirs, providing first-hand accounts of those times.

SOURCE 3 Three young children with their dolls sharing one bed in a Melbourne slum around 1935

SOURCE 4 A charity worker's account of poverty in the 1930s, from Greig Smith, Secretary, Charity Organisation Society, in the Melbourne *Argus*, 7 March 1931.

The other day a social worker ... visited a home in an outer suburb ... The door was opened by a neatly dressed woman who had clearly been weeping ... she broke down in a distressing manner when she told of her husband's daily heart-breaking search for work. Two years ago he had lost a steady job ... Never since has he been able to get anything better than intermittent work — casual jobs which have become fewer as the Depression has deepened. In recent months he has walked the streets ... from early morn till setting sun in a fruitless search for a job of any kind or any duration. His clothing has become shabby, his boots are worn nearly off his feet, and his wife is well-nigh distracted as daily she sees his spirit slowly breaking. The children are hungry, their clothing is threadbare, and the loss of the home is an imminent probability.

2.2 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

2.2 Exercise 1: Check your understanding

1. **HS1** Why can we often learn more about government decisions in the inter-war years than those of today?
2. **HS1** Why do we have more newspaper sources for this period than for the present?
3. **HS1** What were three of the most significant changes that took place between 1918 and 1939?
4. **HS1** List four areas of government responsibility during the inter-war years for which we have evidence from official records.
5. **HS1** What two new forms of mass media gained much influence during the inter-war years?

2.2 Exercise 2: Apply your understanding

1. **HS3** If the people in **SOURCE 1** were first-time car owners, as almost 20 per cent of Americans were at this time, how do you think they would feel about the age they were living in and about their future prospects?
2. **HS3** Look closely at **SOURCE 2**. What evidence does it provide of Japanese aggression in China?
3. **HS3** Study **SOURCE 3**.
   (a) Describe what you see in the image.
   (b) How useful is the source as evidence of poverty in the 1930s?
4. **HS3** Read **SOURCE 4**.
   (a) What has happened to the family?
   (b) How do you think the family members would feel about their situation?
5. **HS4** Using the four sources in this subtopic, write a short paragraph describing some general features of the changes that took place in the 1920s and 1930s.

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2.3 The peace treaties and the League of Nations

2.3.1 The peace treaties

On 11 November 1918, the German government accepted an **armistice**, which ended all fighting in World War I. German troops were exhausted and their morale was broken. The army had run out of reserves, many German people were starving and food supplies were low. The Allies had won the war but they now had the task of creating peace. Would they make treaties that took revenge for Allied losses and suffering or would they seek a peace that would last?

Five million Allied troops had died to achieve victory in World War I. Another 13 million had been wounded, many of them permanently disabled. The financial cost was also enormous, and France had suffered the destruction of farmland as well as entire towns and villages. Germany and the other Central Powers had also suffered terribly. They had lost 3.5 million troops and another 8 million were wounded. However, as many people on the Allied side saw it, the Central Powers, especially Germany, had caused the war and should be made to pay.

SOURCE 1 The ruins of the Cloth Hall in Ypres, Belgium, in 1917. This structure was devastated by artillery fire during World War I.

Source: AWM E00720

The Treaty of Versailles

On 28 June 1919, after five months of negotiations, delegates from the Allied countries and Germany signed the Treaty of Versailles. Germany's National Assembly regarded many of the terms set out in the treaty's 440 articles as so harsh that at first they had refused to sign. Penalties imposed on Germany included restrictions on the size of its military forces as well as **reparations** payments to the **Allies** and loss of territory.

Territorial losses

All German overseas colonies were seized. The provinces of Alsace and Lorraine were returned to France. German territory in the east was given to Poland, and **plebiscites** were to be held in German East Prussia and Silesia to enable their people to choose between remaining part of Germany or being absorbed into Poland. The German Rhineland was to be occupied for 15 years.

SOURCE 2 A map showing how Europe was changed by the peace treaties

Source: Map by Spatial Vision.

Military and economic terms

Military terms: Germany was permitted to maintain a volunteer army of no more than 100 000, but it was not allowed to use conscription or to possess an air force or submarines. Its navy was to be reduced in size and it was barred from manufacturing or trading in war materials.

Economic terms: Germany's rich Saar coalfields were to be controlled by France for 15 years. German railway stock and large ships were to be handed over and Germany was to build a further million tonnes of ships for the Allies. Huge quantities of coal, steel and other raw materials were also to be given to the Allies. In addition, Germany was required to pay for all civilian damage suffered by the Allies. Under Clause 231, Germany had to accept blame for causing the war.

The other peace treaties

Each of the other defeated Central Powers was also made to sign a treaty.

- *The Treaty of Saint-Germain* dismantled the Austro-Hungarian Empire and required Austria to pay reparations. The south-western parts of the empire were united with Serbia and Montenegro to form the new nation-state of Yugoslavia.
- *The Treaty of Trianon* took more than 70 per cent of Hungary's territory to create the new nation-state of Czechoslovakia.

- *The Treaty of Neuilly* transferred parts of Bulgaria's territory to Greece, Romania and Yugoslavia.
- *The Treaty of Sevres* took away Turkey's Middle East territories. These states were divided between Britain and France to administer as League of Nations **mandates**.

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- Overview > **The interwar period**

2.3.2 The League of Nations

Germany's Kaiser had been overthrown in a revolution in November 1918. US president Woodrow Wilson had wanted a more lenient treaty that would have strengthened democracy in Germany and created conditions more likely to preserve peace. France and Britain, however, wanted to weaken Germany and make it pay for their losses. The Treaty of Versailles created intense bitterness in Germany, but one hope for lasting peace was the formation of the League of Nations. It was Wilson's idea and when it was formed it held promise as a guardian of world peace. Had it worked, it might have made up for the weaknesses of the rest of the peace settlement.

SOURCE 3 Some Articles from the Covenant of the League of Nations

Article 8
The Members recognise the maintenance of peace requires the reduction of national armaments to the lowest point consistent with national safety.
Article 10
The Members of the League undertake to respect, and preserve against external aggression, the territorial integrity and existing political independence of all Members of the League ...
Article 11
Any war or threat of war, whether immediately affecting any of the members or not, is hereby declared a matter of concern to the Whole League, and the League shall take any action that may be deemed wise and effectual to safeguard the peace of nations.

The League's main task was to prevent wars. The Covenant of the League was approved at the Versailles Conference in 1919. At first the League had 42 member states, including Australia. It was made up of a General Assembly (of all member states) and a Council. The Assembly met once a year but the Council met more frequently to deal with urgent problems. It consisted of Permanent Members and Non-Permanent Members. The major powers (Britain, France, Italy and Japan) were the Permanent Members. The Non-Permanent Members were elected from the other member states.

The League also had several special organisations. For example, the Permanent Court of Justice was set up to resolve international legal disputes, the Health Organization was formed to combat epidemics and the International Labour Organization was concerned with industrial and economic problems. The peace treaties had given Allied countries, mainly Britain and France, mandates to administer Turkey's Middle Eastern territories and Germany's overseas colonies. As these territories were not considered to be colonies that belonged to those countries, the League's Mandates Commission was set up to ensure that the administering powers carried out their responsibilities.

Weaknesses of the League

The League never had the power to achieve its aim of preventing major wars. It could order parties in a conflict to negotiate in the Assembly, where aggressors could be warned. If that failed, the League could take steps such as ordering a trade embargo to hurt the aggressor nation's economy. The League

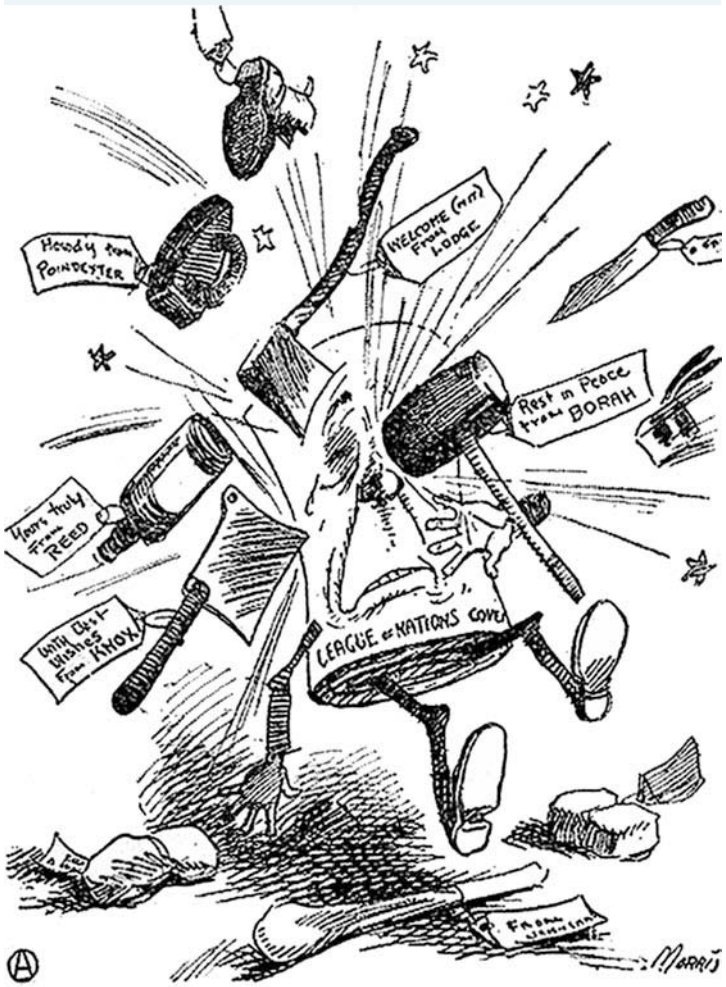
could threaten military action against an aggressor. But it had no military force of its own and could not compel its members to provide forces. In any case, under the League's rules, any decision of the Council or Assembly had to be unanimous, so any country could prevent the League taking action to solve a crisis.

A further major weakness was that some important nations were not League members. The US Congress refused to endorse the Treaty of Versailles, so the United States did not join the League. Germany was not allowed to join until 1926 and Russia did not join until 1934. Germany and Japan both left in 1933 and Italy quit in 1937. Despite its failure, the League was an important first attempt to design a world organisation to prevent war.

Faith in the League of Nations

After the great suffering caused by World War I, there was worldwide public support for the idealistic aims of the League. A League of Nations Union was formed to encourage people to support those aims and to counter the previously held belief that war was glorious. The League of Nations Union had branches in many countries, including Australia, where its members included politicians from the major political parties. With such support, the organisation was able to introduce League of Nations ceremonies and ideas into public schools ,and junior branches formed in those schools. A special League of Nations Day was first observed in Australian schools in 1930. Such activities encouraged great hope that there would never be another world war.

SOURCE 4 A political cartoon about The League of Nations from *Literary Digest* at the time, titled 'Can it survive?'



SOURCE 5 A League of Nations Union Junior Branch certificate, published in *Education*, the journal of the New South Wales Public School Teachers' Federation, 15 November 1934

2.3 ACTIVITY

Imagine that you are a school student in 1934. Your school has been awarded the certificate for forming a junior branch of the League of Nations Union (see **SOURCE 5**). You have been asked to give a short speech explaining why you and your fellow students are proud to be members and why your generation supports the work of the League of Nations for world peace.

Write the speech you would give. Be sure that your speech explains the significance of the formation of the League as an attempt to maintain world peace. **Determining historical significance**

2.3 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

2.3 Exercise 1: Check your understanding

1. **HS1** Explain what you understand each of the following terms to mean: reparations; plebiscites; mandates.
2. **HS1** Name the four treaties between the Allies and the defeated Central Powers.
3. **HS1** Explain why Germany's National Assembly at first refused to sign the Treaty of Versailles.
4. **HS1** Write a short summary or create a graphic organiser to show the military and economic terms of the Treaty of Versailles.
5. **HS1** What became of Turkey's Middle Eastern territories under the Treaty of Sevres?
6. **HS1** Whose idea was the League of Nations?
7. **HS1** Which major nations were not League members and how would this have weakened the League?
8. **HS1** Which countries were Permanent Members of the Council of the League of Nations?

2.3 Exercise 2: Apply your understanding

1. **HS3** Describe what you see in **SOURCE 1** and explain how it helps you to understand why there was strong support for a very harsh treaty with Germany.
2. **HS3** Using **SOURCE 2** as your evidence, describe the territorial losses suffered in Europe by:
   (a) Germany
   (b) Austria–Hungary

(c) Bulgaria
(d) The Union of Soviet Socialist Republics (USSR, the former Russian Empire).

3. **HS3** As the USSR was not one of the defeated powers, why do you think its territorial losses (shown in **SOURCE 2**) were endorsed by the Peace Treaties?
4. **HS3** Using the information in this subtopic and **SOURCE 3**:
   (a) describe the main aim of the League of Nations
   (b) outline three reasons why the League of Nations had little real power to prevent wars.
5. **HS3** Look closely at **SOURCE 4**.
   (a) Describe the way the League of Nations is depicted in this cartoon.
   (b) Explain the message of the cartoon.
   (c) Given that the League of Nations was a peacekeeping organisation, why is this cartoon ironic?
6. **HS3** Which of the sources in this subtopic give you the clearest evidence of why the harsh terms of the peace treaties after World War I were likely to cause further trouble in Europe? Explain your choice.
7. **HS6** Supporters of the Treaty of Versailles have argued that it was less harsh than the Treaty of Brest-Litovsk, which Germany imposed on the Russians when they withdrew from the war. Do you think this fact justified a harsh treaty? How fair and realistic do you think it was to expect Germany to pay huge compensation?

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2.4 The 'Roaring Twenties'

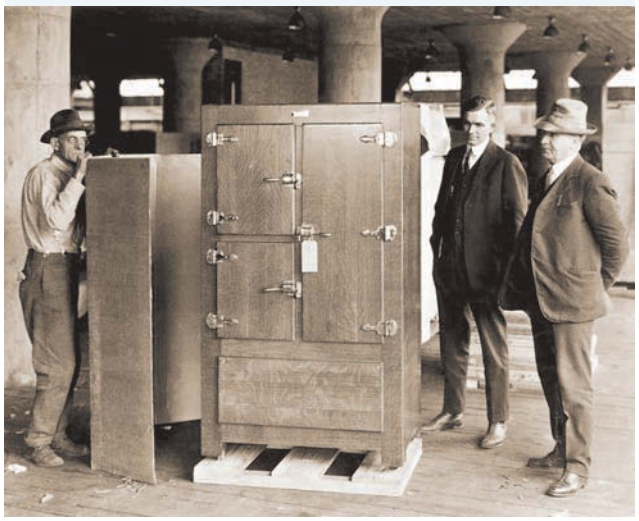
2.4.1 New technologies and changing values

During the 1920s, few people realised that forces that would bring another war were already taking shape. The decade of the 1920s has often been described as a carefree time when people put the gloom of the war years behind them. The wealth that some people had and the influence of jazz music, new dance crazes, motion pictures (movies), motorcars, new technologies and mass production all contributed to the decade being called the 'Roaring Twenties'. However, while for some it was an age of prosperity, confidence and fun, for most people around the world, the 1920s was anything but 'roaring'.

New technologies created new consumer goods. In the 1920s manufacturing was stimulated by the post-war demand for goods such as telephones, household appliances and cars (see **SOURCES 1** and **2**). The greatest growth occurred in the United States, where industrial output doubled between 1921 and 1929. How did this happen? In 1913, Henry Ford had introduced the **assembly line** to manufacture his Model T automobile. Assembly lines made manufacturing much cheaper and led to big increases in production and sales. Other manufacturers soon followed Ford's example.

Mass-produced goods had to find mass markets, so advertising was used to encourage mass consumption. The introduction of **hire purchase** encouraged people to buy new goods because they no longer had to save up their full cost before buying. As more people bought goods, more jobs were created so even more people had money to spend. By 1929 there was one car for every five Americans; in comparison, there was only one car for every 43 people in Britain and fewer still in most of Europe.

SOURCE 1 One of the first self-contained refrigerators, made by the US company Frigidaire. The photograph was taken around 1921.



Manufacturing also grew in Australia as British and American companies set up Australian branches. General Electric made toasters, irons and heaters and General Motors and Ford opened motor vehicle assembly plants in Australia in the mid 1920s. For those who could afford it, the consumer age had arrived. However, real wages barely improved in Australia through the 1920s.

Changing values

The mood of the 1920s was expressed in music, fashions and entertainment. Jazz had been created by African Americans. It became widely popular in the US and around the world, especially through musicians such as Louis Armstrong and Duke Ellington. New dances such as the Charleston were performed at music halls and dance clubs. The United States had introduced **prohibition** in 1920 and it remained illegal to sell alcohol until 1933. But millions of Americans defied the law by drinking in illegal bars called 'speakeasies' that were often operated by gangsters.

People also became obsessed by aviation, which combined speed, thrills and novelty. When Bert Hinkler made his record-breaking England to Australia flight, 80 000 people turned out to cheer him as he landed in Melbourne.

SOURCE 2 Advertisement for electrical appliances, published in *Aussie* magazine, 15 December 1920

Reacting to change

Women were gaining more freedom and independence in this age. Some, called 'flappers', shocked conservatives by wearing short dresses, smoking cigarettes and drinking alcohol in public. But many people were horrified by such changes in values and behaviour. Mixed bathing on beaches, even in neck-to-knee costumes, was seen as another sign of declining morals. Women received most blame for a suspected increase in sexual relations outside marriage. In Australia, churches warned of the evils of alcohol and called for a return to traditional values (see **SOURCE 4**).

SOURCE 3 A typical 'flapper' of the 1920s

SOURCE 4 From the Catholic newspaper the *Freeman's Journal*, 25 March 1925

There is the sensual and barbaric music, the modern sexual dances, and alcoholic refreshments, and a general acceptance of the standards and conversation that obtain among an irresponsible and jazzing generation.

on Resources

Weblink The Roaring Twenties experience

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- Overview > **Post-world war peace**

2.4.2 The other side of the 1920s

The image of the 1920s as an age of prosperity and excitement ignores the experiences of most people. In the United States, rural workers gained little and African Americans especially suffered poverty and discrimination. Although the US had suffered much less in the war than other Allied nations, there were problems readjusting to peace. Many demobilised soldiers were unemployed while the cost of living doubled in two years. When workers went on strike for better pay they were violently suppressed.

Intolerance in the United States

African Americans, migrants and political **radicals** experienced the hatred of many white Americans. The Ku Klux Klan grew rapidly in the 1920s. By 1925 this violent racist movement had five million members (see **SOURCE 5**). It incited **lynchings** and other atrocities against black Americans and preached hatred of blacks, Catholics, Jews, non-English migrants and socialists. There were race riots in many cities.

SOURCE 5 A Ku Klux Klan initiation ceremony during the 1920s

Conservative politicians and the press convinced many Americans that there was a 'Red' conspiracy to overthrow the US. In 1919 and 1920 more than 10 000 suspected communists and **anarchists** were arrested. On 15 April 1920, two men were shot dead in a payroll robbery. Two Italian Americans, Nicola Sacco and Bartolomeo Vanzetti, were charged with these murders even though they had sound alibis and there was

no evidence against them. Sacco and Vanzetti were found guilty and sentenced to death because they were anarchists. In 1925, another man confessed to being a member of the gang that carried out the killings. Despite this, Sacco and Vanzetti were executed on 23 August 1927. On that day more than 250 000 people protested in Boston.

Division in Europe

After the war there were bitter social divisions in Europe. Many French socialists believed that revolution was near. British society was also deeply divided. No longer the 'workshop of the world', Britain experienced widespread poverty and unemployment. In the early 1920s, working-class unrest was violently suppressed. Mounted police attacked hunger marches led by demobilised soldiers. In Ireland, British forces conducted a savage campaign against Irish rebels.

Italy came close to a socialist revolution after the war. Demobilised peasant soldiers seized land from wealthy landowners, while in towns and cities workers took over the factories. The rich and the middle classes, who feared that Italy would follow the path of Russia, turned to the fascists to save them. Similar conflicts erupted in Germany and parts of the former Austro-Hungarian Empire.

Unrest in the colonies

Independence movements grew in many colonies of the European powers immediately after the war. Many revolutionaries were inspired by the example of the Russian Revolution. In 1919 in the Dutch East Indies (modern Indonesia) the Islamic Union called for independence. In 1920 the Indies Communist Party was formed. It attempted an uprising against the Dutch in 1926–27, but its leaders were hanged and thousands of others were imprisoned. In French Indochina, the French Foreign Legion terrorised the people to crush dissent against French rule. But the Legion's brutality drove many Vietnamese to support movements such as the Viet Nam Quoc Dan Dang, which was formed in 1927 to fight for Vietnam's independence (see **SOURCE 6**).

SOURCE 6 An eyewitness description of the behaviour of troops of the French Foreign Legion in Indochina during the 1920s, from Walter G. Langlois, *Andre Malraux: The Indochina Adventure*, London, 1966

An unleashed soldiery ... now terrorises the entire country. They steal, rape, condemn to death, and execute ... Legionnaires enter homes, take what catches their fancy, indulge in outrages against women and young girls. For trifles, without proof, men and youths are arrested and shot in cold blood without trial ... and the region lives under a real reign of military terror ... If it is with such methods that we intend to pacify the country, we are gravely mistaken.

DID YOU KNOW?

In British India in 1919, an unarmed Indian crowd was fired upon by troops commanded by General Reginald Dyer in the town of Amritsar. In this massacre, 372 people were killed and at least 1000 were wounded. In the following years the Indian National Congress became a mass movement dedicated to ending British rule.

DISCUSS

In groups, discuss the following topic: 'The 1920s — why we owe it a debt today'.

Determining historical significance

2.4 ACTIVITY

Study **SOURCE 5**. Use the internet to prepare a report on the racist activities of the Ku Klux Klan during the 1920s. Explain how its extreme ideology was similar to that of European fascist movements.

Using historical sources as evidence

2.4 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

2.4 Exercise 1: Check your understanding

1. **HS1** What is an assembly line?
2. **HS5** Describe the impact in the United States of mass production and hire purchase.
3. **HS4** Describe the social changes that led to the 1920s being called the 'Roaring Twenties'.
4. **HS1** Identify the groups in the United States who suffered poverty, intolerance and discrimination during the 1920s.
5. **HS1** Explain why there was deep division and conflict in Europe and the US during the 1920s.
6. **HS1** Describe the responses of Dutch, British and French colonial powers to independence movements in their colonies.
7. **HS1** Why might oppressed groups generally have considered this period to be anything but the 'Roaring Twenties'?

2.4 Exercise 2: Apply your understanding

1. **HS3** Look at the appearance of the refrigerator in **SOURCE 1**. Describe ways in which it differs from a modern refrigerator and explain what differences such an appliance would have made to people's lives.
2. **HS3** Study **SOURCE 2**.
   (a) Describe the aim of this advertisement.
   (b) To what aspirations is it appealing?
   (c) Explain what this source tells us about new technologies, marketing and consumers in the 1920s.
3. **HS3** Explain how **SOURCES 3** and **4** can be used as evidence of conflicting values in the 1920s.
4. **HS3** Explain how **SOURCE 6** provides evidence of reasons why colonised peoples resisted European rule after World War I.
5. **HS4** Referring to the sources in this subtopic, identify ways in which the 1920s was a decade of change and ways in which it was a period of reaction to change.
6. **HS4** Write a brief paragraph in which you consider how accurately the term 'Roaring Twenties' describes the decade of the 1920s.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

2.5 The Great Depression

2.5.1 The coming of the Great Depression

There are reasons to believe that World War II might not have occurred but for the Great Depression. Problems had been developing in the world economy since at least the mid 1920s, and in October 1929 the New York **stock exchange** collapsed (see **SOURCE 1**). Panicking investors sold shares as prices continued to fall. By the end of December 1929, $40 billion had been wiped off the value of US shares. Many shareholders, **stockbrokers** and business owners lost everything. The effects of the crash spread rapidly. Millions of people lost their jobs and the world was plunged into its worst crisis since World War I. This was the Great Depression and for many people it was worse than the war.

SOURCE 1 Traders gather in growing panic outside the New York Stock Exchange on 24 October 1929.

Two problems arose from the enormous growth in production of goods and prices of shares in the United States during the 1920s. First, companies produced more goods than they could sell, while most Americans were too poor to buy them, and many products could not find foreign markets. The second problem was speculation: investors used borrowed money to buy shares, expecting to sell them for quick profits when share prices rose. By the late 1920s this had caused share prices to reach unrealistic levels. When investors lost confidence and rushed to sell shares, their prices collapsed.

The result was a huge fall in demand for goods and services, so production was cut and employees were sacked. As unemployment spread, people spent less and more jobs were lost. Banks closed and poverty spread (see **SOURCE 2**). Millions of desperate Americans wandered the country seeking any work they could find. Because the US was the most important centre of the world economy, the Depression quickly spread to other countries.

Germany was hit particularly hard. Its industry depended on foreign loans as did the German government to meet reparations payments. By 1929 the German economy had only just reached its pre-war levels. Foreign loans dried up and German exports collapsed. By 1932, six million Germans were unemployed.

SOURCE 2 An extract from the *New Republic* by Edmund Wilson, 1933, showing poverty during the Depression

There is not a garbage-dump in Chicago which is not diligently haunted by the hungry. Last summer [in] the hot weather, when the smell was sickening and the flies were thick, there were a hundred people a day coming to one of the dumps. A widow who used to do housework and laundry, but now had no work at all, fed herself and her fourteen-year-old son on garbage. Before she picked up the meat, she would always take off her glasses so that she couldn't see the maggots.

DID YOU KNOW?

Extremes of wealth and poverty helped to trigger the Great Depression. During the 1920s, the 36 000 wealthiest families in the US received as much income as all of the 12 million people in the nation's poorest families. Low-paid workers could not afford to buy the goods produced in US factories. Today, the top 20 per cent of US households has more than 90 per cent of the country's financial wealth; economic inequality remains an enormous problem.

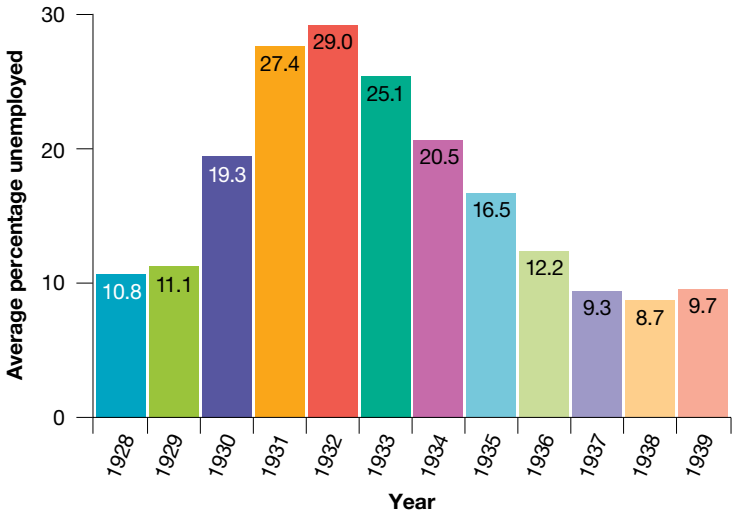
The Great Depression in Australia

Australians had experienced some of the changes associated with the 'Roaring Twenties', such as Hollywood movies, new fashions, and jazz and dance music, but unemployment reached 11 per cent during the decade and there was much industrial conflict, including a police strike in Melbourne in 1923. Australia had not had a booming economy during the 1920s, but it was among the nations that were hardest hit by the Depression.

To understand why Australia was badly affected, we need to look at how the economy was structured. Australia's prosperity was based on high prices for increasing exports of primary products and the inflow of foreign investment. But Australia owed a large and increasing amount of interest to overseas lenders. Any big fall in exports or export prices and any reduction of overseas loan funds would cause problems.

When the Great Depression struck, world prices of primary products collapsed and loan funds dried up. With loans no longer available to pay for public works and construction projects, many workers lost their jobs. This reduced demand for goods produced in other industries. By 1930 nearly 20 per cent of Australian workers were unemployed and many others had only part-time work. In 1932, unemployment reached almost 30 per cent.

SOURCE 3 Australian unemployment rates from 1928 to 1939



Source: Based on Australian Bureau of Census and Statistics, *Labour Reports*, 1920–40.

As Australia could no longer borrow to pay for imports and to keep up interest payments on debts, the Australian government raised tariffs to make imports dearer. Australia's imports fell and exports increased, but prices for them fell so steeply that they barely increased Australia's earnings.

Dealing with the Depression

Because the Depression was a world problem, Australian governments felt powerless to end it. They thought they should treat their budgets in the same way a family would: when times were hard they should spend less. But as governments cut spending, more workers lost their jobs, people had less to spend and the situation worsened. At first the United States followed a similar course, but under President Roosevelt's New Deal the US expanded **welfare** and funded public works programs that helped the country to recover.

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- Overview > **The Great Depression**

2.5.2 Living through the Great Depression

Few rich Australians were affected by the Depression, and some of them profited from it. Life went on for Australia's high society. The social pages of newspapers reported on rounds of balls, garden parties, shopping sprees and overseas trips proceeding much as they had before the Depression. In contrast, many small farmers were already in debt by 1929 as a result of droughts and falling prices. At first, banks evicted farmers who could not meet loan repayments, but most farmers were saved by government relief and by legislation that froze their debts until conditions improved.

Workers suffered the most. At first governments relied on charities to provide for the unemployed. But charities could not deal with poverty on such a vast scale, and accepting charity was a bitter blow to people's pride. State governments provided some relief work for the unemployed but it was paid at less than the basic wage (see **SOURCE 4**). Unemployed workers were further humiliated by having to queue for the **dole** or sustenance payments, which became known as the 'susso'. Men tramped the streets in search of work. Many people went hungry, and malnourished children sometimes collapsed at school. Some people scavenged scraps from garbage bins. A survey in Melbourne found that almost 10 per cent of children suffered malnutrition and/or preventable diseases by the age of six.

In most cases no government support was provided for rent or clothing, so many faced eviction and homelessness when they could not pay their rent. Families were forced to live in shantytowns built on wasteland (see **SOURCES 5** and **7**). In these desperate times people banded together to help each other and joined demonstrations to protest against unemployment and evictions. But many felt a terrible sense of helplessness.

SOURCE 4 Unemployed workers constructing the Yarra Boulevard, known as 'Susso Drive', in order to receive sustenance payments during the 1930s Depression

SOURCE 5 A shantytown home during the Great Depression

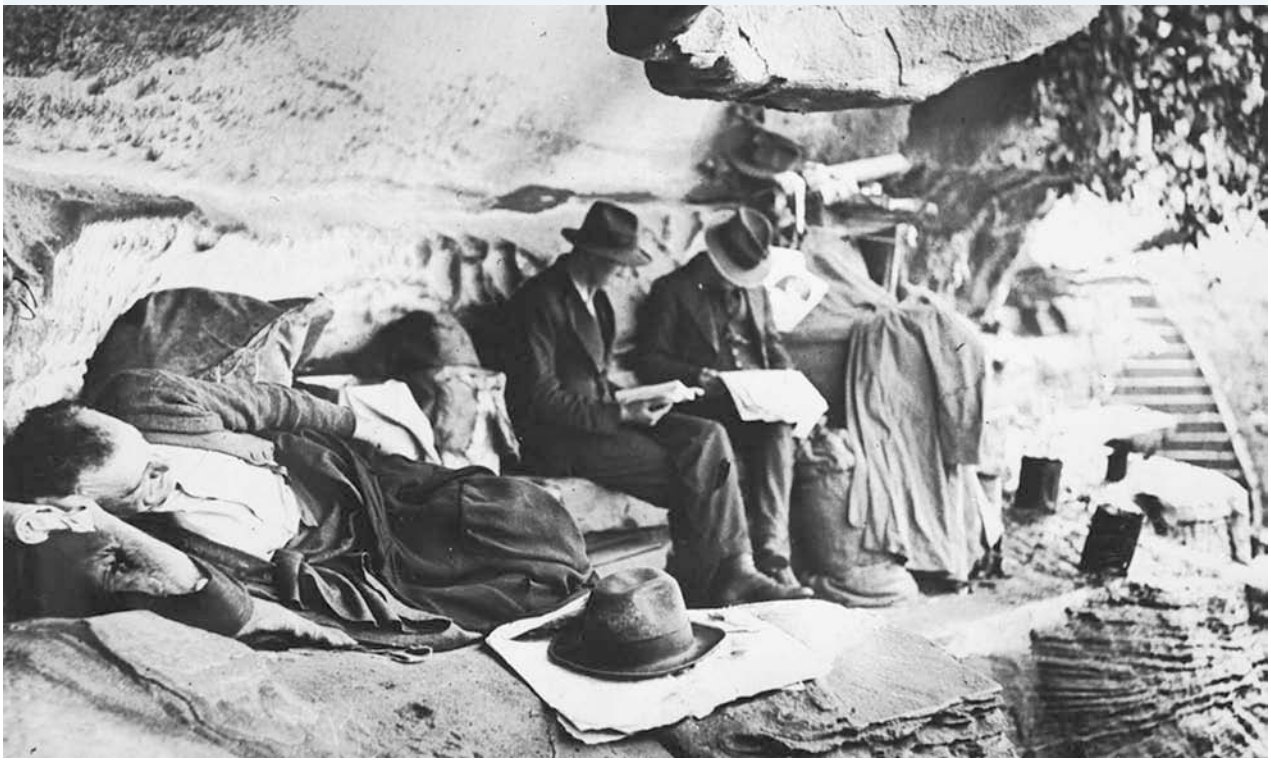
DID YOU KNOW?

According to the 1933 census, 40 000 Australians were living in shantytowns in makeshift shelters of old iron, canvas and other scrap materials.

SOURCE 6 A newspaper article describing fierce job competition in 1930 from *The Sydney Morning Herald*, 13 February 1930

In answer to a three-line advertisement offering employment to two girls experienced in bottling and labeling, 200 girls stormed the offices of Mr Knight, toilet preparations agent ... yesterday morning. Many were well educated and carried references from leading city firms ... Some told pitiful tales of privations their families have been through owing to unemployment, and almost begged for the position.

SOURCE 7 Unemployed workers sheltering in a cave in the Sydney Domain, 25 June 1930



Plans to help Australia through the crisis

The most radical plan was proposed by Jack Lang, the Labor premier of New South Wales. Lang wanted a temporary halt to interest payments to British lenders so more help could be given to the unemployed. All other Australian governments rejected this proposal, seeing it as an act of disloyalty to Britain.

Another plan was proposed by Labor federal treasurer E.G. Theodore. He believed that instead of cutting spending, the government should print more money to encourage spending and stimulate industry. This plan was abandoned because the banks were against it.

Instead, through the Melbourne Agreement, the Commonwealth and states agreed with the advice of Sir Otto Niemeyer of the Bank of England that Australian governments had to cut costs and begin to pay back their loans. In June 1931, the Commonwealth and states agreed to cut government spending, including government wages, salaries and pensions. The basic wage was reduced by 10 per cent and

rates of interest on government debts were reduced. Taxes were raised to increase revenue. At the same time, the Commonwealth Bank was to provide credit to finance public works and create paid work for the unemployed.

In Australia, improvement came slowly after August 1932, but it had more to do with the recovery of the world economy than with government policies. Even in 1939 nearly 10 per cent of Australian workers were unemployed.

2.5 ACTIVITY

Working in small groups, use all the sources in this subtopic to write and perform a short play that conveys what people experienced during the Great Depression. Your script could focus on one aspect, such as unemployment and poverty. Create characters based on information gleaned from the sources. Use your imagination to add more detail about their lives before and during the Depression years. **Using historical sources as evidence**

2.5 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

2.5 Exercise 1: Check your understanding

1. **HS1** Describe the problems that were caused in the United States by overproduction of goods and by inequality.
2. **HS1** Draw a flow chart showing how each problem associated with the economic crash caused further problems.
3. **HS1** Explain why Germany and Australia were particularly badly affected by the Great Depression.
4. **HS1** Outline the main ideas of the three plans that were suggested to deal with Australia's economic problems.
5. **HS1** Explain why some sections of society suffered greatly during the Great Depression while others hardly suffered at all.

2.5 Exercise 2: Apply your understanding

1. **HS3** Explain what you can tell about the economic crash of October 1929 from **SOURCE 1**.
2. **HS3** Describe what **SOURCE 2** reveals about the desperation of unemployed Americans in 1932.
3. **HS3** Referring to **SOURCE 3**, describe the trends in Australian unemployment between 1928 and 1939.
4. **HS3** Imagine you are a newspaper reporter in the 1930s. Use **SOURCES 4, 5, 6** and **7** as your evidence to write a report on problems facing unemployed workers during the Great Depression.
5. **HS5** Use the words provided in the box below to complete the following paragraph about the impact of the Great Depression on Australia.

export	1950s	dropped	import	employment
unemployment	rose	government	tariffs	1930s

By the mid _____, the world economy began to improve and _____ prices for Australia's wool and wheat _____. The improvement in business confidence gradually led to increased _____ and Australians were able to leave the worst of the Depression behind them. Thousands of families had battled their way through the Great Depression. At the end of it, Australians had been forced to examine their beliefs and to look more critically at their _____ and society.

6. **HS5** Create a flow diagram to show how overproduction and inequality in the United States contributed to a stockmarket crash there and how the effects spread to other countries causing further consequences.

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2.6 Communism — dream or nightmare?

2.6.1 The drift to dictatorship in Russia

With the 1917 Revolution in Russia, there was an expectation among the Bolsheviks that revolutions of workers and peasants in other countries would also be triggered. In the chaos that followed the war there were several attempted revolutions in Europe. These uprisings failed but the Bolshevik Revolution continued to inspire many workers and other disadvantaged groups, especially during the hardships of the Great Depression. However, the system that developed in the USSR was not the workers' paradise that many revolutionaries had dreamed of.

The Bolshevik Revolution was based on the idea of creating a communist society in which everyone would be equal. At first the Bolshevik government, headed by Lenin, handed control of factories and other businesses to committees of workers and land was given to peasant **soviets** to redistribute. But when production slumped, the Bolsheviks appointed managers to run enterprises. To hold on to power, the Bolsheviks abolished all other political parties, including other **socialist** parties. The Bolsheviks had to be ruthless to survive, especially during the Civil War from 1918, in which they fought against armies of **White Russians**, who were aided by the armed intervention of Britain, France, the United States and Japan.

SOURCE 1 A Bolshevik propaganda poster from 1920, titled 'Comrade Lenin cleans the Earth of scum'

When the Civil War ended in 1921, the Bolsheviks controlled most of the former Russian Empire. In that year they crushed a revolt by sailors of the Kronstadt Naval Base who demanded an end to one-party rule. These sailors had once been among the Bolsheviks' strongest supporters. Faced with such discontent, the Bolsheviks took a temporary step backwards, relaxing economic controls. But there was no relaxation of Bolshevik political control.

2.6.2 Stalin's dictatorship

In 1924, Lenin died of a stroke. Joseph Stalin was the General Secretary of the Communist Party, as the Bolshevik Party was now called. Stalin used this position to outmanoeuvre his rivals, including Leon Trotsky, who had been the main organiser of the 1917 Revolution. Trotsky was exiled in 1928 and by the end of 1929 Stalin was the **USSR**'s undisputed dictator.

Under Stalin's collectivisation policy, peasant farms were combined into huge collective farms between 1929 and 1935. Peasants who resisted were executed or sent to slave labour camps. Thirteen million peasants starved to death as their grain was confiscated and distributed to the cities or exported to fund the growth of manufacturing in 1932–33. In 1928, Stalin launched the first of a series of Five-Year Plans to develop industries. The successes of these plans were achieved by harsh workplace discipline and forced labour by political prisoners. Stalin's labour camps were soon full of such prisoners as his secret police arrested suspected **dissidents**.

In the Great Purge from 1936 to 1938, Stalin unleashed a wave of terror in which all of his critics in the Communist Party and several Red Army generals were killed. In a series of show trials, former leading Bolsheviks were forced to confess to crimes such as treason and sabotage. Russia was now a state in which people's lives were controlled by terror, strict censorship and propaganda that portrayed Stalin almost as a god.

SOURCE 2 Starving children at Samara Camp during the famine in Russia. During the Civil War, under the policy called War Communism, the Bolsheviks seized grain from peasants to feed soldiers and workers. There were terrible famines and many peasant uprisings against the Bolsheviks.

SOURCE 3 From a poem in the Soviet Communist Party newspaper *Pravda* in 1931

Great Stalin, O Leader of the Peoples,
Thou who didst give birth to man,
Thou who didst make fertile the earth,
Thou who didst rejuvenate the centuries,
Thou who givest blossom to the spring,
Thou who movest the chords of harmony,
Thou splendour of my spring,
O Thou
Sun reflected in a million hearts.

Communism and anti-communism

Despite the horrors of Stalin's rule, the idea of communist revolution continued to find supporters in **capitalist** countries where workers were exploited and oppressed. It also inspired fear and hatred among people who dreaded any kind of working-class revolt. The ideas of communism and anti-communism would influence almost every political conflict for decades.

2.6 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

2.6 Exercise 1: Check your understanding

1. **HS1** Describe the original measures undertaken by the Bolsheviks to give control of production to workers and peasants.
2. **HS1** Explain why they soon abandoned those measures.
3. **HS1** Describe how the Bolsheviks treated other political parties.
4. **HS1** What event prompted the Bolsheviks to relax economic controls?
5. **HS1** How did Stalin rise to power?
6. **HS1** Explain the main features of the collectivisation of agriculture.
7. **HS1** Describe the methods used by Stalin to eliminate his rivals, both real and potential.
8. **HS2** Create a timeline of developments in post-revolution Russia to show the drift to dictatorship and the consolidation of Stalin's rule.

2.6 Exercise 2: Apply your understanding

1. **HS3** Look closely at **SOURCE 1**. Identify the sections of Russian society represented by each of the figures Lenin is sweeping away.
2. **HS3** Explain the policy of War Communism. To what extent does the **SOURCE 2** photograph provide evidence of the harsh consequences of that policy?
3. **HS3** Describe the way that Stalin is portrayed in **SOURCE 3** and discuss how Soviet citizens who had pinned their hopes on the revolution might have felt about such propaganda.
4. **HS3 SOURCES 1** and **2** conjure up very different images of life under Lenin.
   (a) Which source makes its point most effectively and why?
   (b) What other types of sources would help a historian arrive at a more balanced assessment of life under Lenin?
5. **HS4** Some historians have observed that, while the Bolsheviks had claimed to be establishing a society that would be based on equality and democracy, under Stalin's rule Soviet society became as unequal as it had been under the Tsars, and power had become even more concentrated. How much had really changed in the former Russian Empire? Explain your response.

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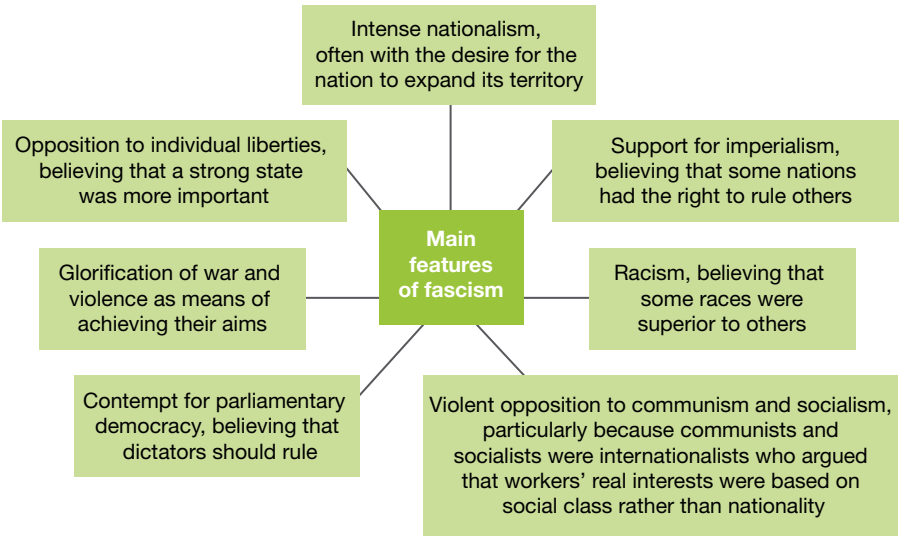
2.7 The rise of fascism

2.7.1 The nature of fascism

The Great Depression caused mass unemployment, poverty and misery around the world. But in the longer term it had even worse consequences. It led to the rise of fascism, which would present the greatest threat to human rights and world peace in the inter-war years. This extremist movement arose from the deep social divisions that followed World War I, but it gained most backing during the Depression years of the early 1930s. Support came not from those who suffered most in the Depression but from those who feared that communist or socialist workers might seize power.

Fascist movements developed in many countries in the 1920s and 1930s. While they aimed to appeal to all social classes, fascists found most support among middle-class people who feared the influence of socialism and communism. Although there were significant local differences, fascist movements shared many common characteristics (see **SOURCE 1**).

SOURCE 1 Main features of fascism



Significant fascist movements arose in the inter-war years in many European countries, including Italy, Austria, Hungary, Finland, France, Belgium, Spain, Romania and Britain. There were also fascist or extreme right movements in the United States and in Australia.

2.7.2 Fascism in Italy

Italy was the first country in which fascists gained power. During World War I there had been heavy fighting in Italy's own territory. The war's end brought rising prices, high unemployment and nationalist resentment that Italy had not gained more from the peace treaties. Italy experienced great social conflict after the war. Its strong communist movement was inspired to follow the example of the Bolsheviks in Russia and **foment** a revolution.

However, by 1919 fascism was also a powerful movement in Italy. Italian fascist thugs, called 'blackshirts', fought trade unionists, socialists and communists in street battles. Fascists bashed their political opponents and burned the offices of newspapers that dared to criticise them. They gained support from the middle classes and the rich by violently breaking up strikes. In 1922, their leader, Benito Mussolini (see **SOURCE 6**), organised a fascist march on the capital, Rome. The Italian king regarded Mussolini as an ally against the communists and socialists and invited him to become prime minister.

Once Mussolini was in power, he suspended elections and banned other political parties. Mussolini was now a dictator. As Il Duce (the leader) he turned Italy into the world's first fascist state. Workers' rights were destroyed while employers were protected. Mussolini dreamed of recreating the might of ancient Rome. Fascists controlled the mass media and the education system and they used them to **indoctrinate** a generation.

SOURCE 2 In ancient Rome, the annually elected leader carried a bundle of sticks wrapped around an axe. It was called the *fasces* and it symbolised strength and power. Mussolini revived it in 1919 as the symbol of Italian fascism.

SOURCE 3 Education was used as a powerful tool of indoctrination in fascist Italy. This extract from a compulsory textbook issued to eight-year-olds argues the need for blind obedience and loyalty to the leader.

The eyes of the Duce are on every one of you. No-one can say what is the meaning of that look on his face. It is an eagle opening its wings and rising into space. It is a flame that searches out your heart to light there a fire. Who can resist that burning eye, darting out its arrows? But do not be afraid; for you those arrows will change into rays of joy. A child, who, even while not refusing to obey, asks 'Why?', is like a bayonet made of milk ... 'You must obey because you must,' said Mussolini, when explaining the reasons for obedience.

DID YOU KNOW?

Although all fascist movements were racist, Italian fascism was not anti-Semitic (anti-Jewish) until it came under the influence of German Nazism. When Mussolini first seized power, his Fascist Party had wealthy Jewish Italians among its supporters and members.

2.7.3 Fascism in Australia

Extreme right-wing movements in Australia included the King and Empire Alliance, which was launched in Melbourne in 1920 by conservative politicians, businessmen and ex-servicemen. Its intention appears to have been to seize power if a Labor government tried to introduce socialism. Similar groups in the 1920s included the Melbourne-based White Guard and the Sane Democracy League. During the Depression era, more organisations of this nature emerged in Australia and several of them formed secret armies to fight any threat of socialism.

The New Guard movement

The best known and largest of these Australian groups was the New Guard. It was formed in 1931 and at its height had 36 000 members. It was strongly influenced by fascist movements in Europe, and it attracted many middle-class supporters. Its leader, Eric Campbell, was an admirer of Mussolini. The New Guard fought street battles with Labor and Communist supporters. At the opening of the Sydney Harbour Bridge in 1932, a mounted New Guard member, Frances De Groot, succeeded in cutting the ribbon ahead of Labor premier Jack Lang. Slashing the ribbon with his sword, he declared the bridge open 'in the name of the decent and respectable people of New South Wales'. De Groot had fought with the 15th Hussars on the Western Front in World War I, when he earned his sword. De Groot's upstaging of Lang at the ceremony was not only a security blunder, but it also gave the New Guard strong publicity.

The New Guard even planned to overthrow the Lang government in New South Wales. An armed revolt was avoided when the New South Wales governor dismissed Lang from office in May 1932. However, support for such extremist movements declined quickly as Australia recovered from the Depression.

SOURCE 4 Frances De Groot, on horseback and in military uniform, uses his sword to cut the ribbon at the opening of the Sydney Harbour Bridge in 1932.

2.7.4 Fascism in Germany and Spain

The most significant result of the rise of fascism was felt in Germany. At the end of World War I the country was bitterly divided. Following the abdication of the Kaiser, Germany became a democratic republic. However, the German Spartacists (communists) wanted to follow the Bolsheviks' example and establish a socialist republic based on workers' soviets. The moderate socialists wanted to reform Germany through parliamentary democracy.

The republic was first threatened when the left attempted a Bolshevik-style revolution in 1919. But a much greater danger came from the extreme right. Fascist groups, composed mostly of ex-soldiers, blamed Germany's defeat and humiliation on socialists, communists and Jews. The government used groups of fascist ex-soldiers, called *Freikorps*, armed with artillery, machine guns, grenades and flame-throwers, to crush the Spartacist uprisings of 1919.

In March 1920, these fascist ex-soldiers tried to seize power in the Kapp **Putsch**, but they were thwarted by resistance from the German socialist trade unions. The next fascist attempt to seize power was made by Adolf Hitler, who had become the leader of the National Socialist German Workers' (Nazi) Party in 1921. Hitler first attempted to seize power in the Munich Putsch of 1923. The putsch was defeated. Hitler's rise was then delayed by growing German prosperity during the late 1920s. Hitler consolidated his position in the party, building up his private armies and refining terror tactics and propaganda. Eventually, the Nazi rise to power was made possible by the Great Depression. In just ten turbulent years following the Munich Putsch, Hitler's Nazis were to gain control of Germany and lead the country towards another world war.

SOURCE 5 Mussolini (left), giving the fascist salute, with Adolf Hitler on a visit to Germany in 1937. The swastika (on Hitler's sleeve) was adopted as the symbol of Nazism.

Fascism in Spain

Fascists also gained power in Spain. In 1936, General Francisco Franco and other Spanish military leaders started a rebellion against Spain's democratically elected republican government. In the three-year Spanish Civil War, Franco was supported by the Spanish fascists (Falange), the wealthy Spanish landowners, the leaders of the Catholic Church, Spanish monarchists and, most importantly, by forces from Fascist Italy and Nazi Germany. The German Luftwaffe (air force) used Spain to test the tactics they would later use in World War II.

The Spanish Republic received some aid from the Soviet Union and Mexico and from idealistic international volunteers (see **SOURCE 6**), including about 60 Australians. However, Franco triumphed. This was partly because of the assistance provided by Hitler and Mussolini and partly because the Western democracies turned a blind eye to fascist aggression while preventing much aid from reaching the Spanish Republic. With Franco's victory in 1939, Spain became another fascist dictatorship.

SOURCE 6 A group of British anti-fascist volunteers who fought in Spain in 1936

Source: Tom Mann Centuria Inglesa Antifascista. From the collection of the Noel Butlin Archive Centre.

2.7 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

2.7 Exercise 1: Check your understanding

1. **HS1** Among which social class did fascism find the most support?
2. **HS1** What fears drove many members of that class to support fascism?
3. **HS1** What factors in Italy after World War I created conditions for change?
4. **HS1** Who were 'blackshirts' and how did they behave?
5. **HS1** What means did fascists in Italy use to influence Italian society?
6. **HS1** Describe the tactics used by Mussolini to gain power in Italy.
7. **HS1** Name some right-wing movements active in Australia in the 1920s.
8. **HS1** Which social classes in Australia were attracted to these right-wing movements?
9. **HS1** Why did support decline after the Depression?
10. **HS1** In what way did the New Guard gain attention?
11. **HS1** Describe two unsuccessful attempts by German fascists to seize power in the 1920s.
12. **HS1** With whose assistance did fascism triumph in Spain by 1939?

2.7 Exercise 2: Apply your understanding

1. **HS3** How would you classify **SOURCE 1**? Is it a historical source? Explain.
2. **HS3** Referring to **SOURCE 1**, write a brief description of the main features of fascism.
3. **HS3** Describe the Italian fascist symbol in **SOURCE 2** and identify reasons why Italian fascists would have chosen a symbol from ancient Rome.
4. **HS3** Analyse **SOURCE 3** using the following questions:
   (a) Who would have produced the textbook from which this extract is taken?
   (b) For what readers was it intended?
   (c) Why was such material produced?
   (d) What beliefs and values was it attempting to instil?
   (e) How effective might it have been as propaganda in a situation where fascists also controlled the mass media?

5. **HS3** Study **SOURCE 4**.
   (a) Why do you think De Groot took this action? Consider his own words to help you with your answer.
   (b) What aspects of this image might be considered frightening or alarming to a member of the Australian public at that time if they saw it in a newspaper?
6. **HS3** Describe the dress of both fascist leaders in **SOURCE 5** and explain what aspect of their ideology would have led them to wear military-style outfits.
7. **HS3** **SOURCE 6** provides a clue as to why some British volunteers went to Spain to fight fascism in the 1930s. Support for what political ideal is represented in the source?
8. **HS5** Why did fascism appeal to people during the 1920s and 1930s? If similar economic conditions existed today, do you believe that fascist movements could gain popularity? Explain.
9. **HS6** Using the sources and other information in this subtopic, evaluate the historical significance of the rise of fascism. In your answer you should consider its influence at the time, how many people and countries were affected, and its consequences.

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2.8 The Nazis take power in Germany

2.8.1 The *Dolchstosslegende* and economic woes

The main cause of World War II was aggression by the Nazi regime that controlled Germany from 1933 to 1945. This fascist party, headed by Adolf Hitler, led Germany into war in 1939. But how did it gain power? Three factors in particular helped the rise of the Nazis: resentment of the Treaty of Versailles; the myth that Germany had been betrayed; and the Great Depression.

Many Germans bitterly resented the harsh terms of the Treaty of Versailles and its humiliating clause blaming Germany for the war. German **right-wingers** reacted with the *Dolchstosslegende*, the 'stab in the back' myth. It held that Germany had not been defeated but was betrayed by the 'November criminals', the democratic socialists who created the republic, signed the armistice and accepted the hated treaty. This myth undermined the **Weimar Republic** from the beginning.

SOURCE 1 During the hyperinflation of the early 1920s, German Deutschmarks lost so much of their value that, as shown here, they were used as waste paper, insulation and fuel for heating. Middle-class people saw their savings wiped out.

The impact of the 1930s Depression

In the early 1920s, Germany suffered **hyperinflation**, which wiped out the value of its currency (see **SOURCE 1**). However, from 1924 to 1929 the government managed to improve Germany's finances and international relations. Under the 1924 Dawes Plan, reparations payments were spread over a longer period and Germany was given loans to help rebuild its economy. Under the Locarno Treaty of 1925, Germany accepted its western borders set by the Treaty of Versailles, and in 1926 Germany was admitted to the League of Nations. However, as the Great Depression spread through industrialised countries from 1929, Germany was most severely affected. As foreign loans dried up, investment fell and by 1932 six million Germans were unemployed.

DID YOU KNOW?

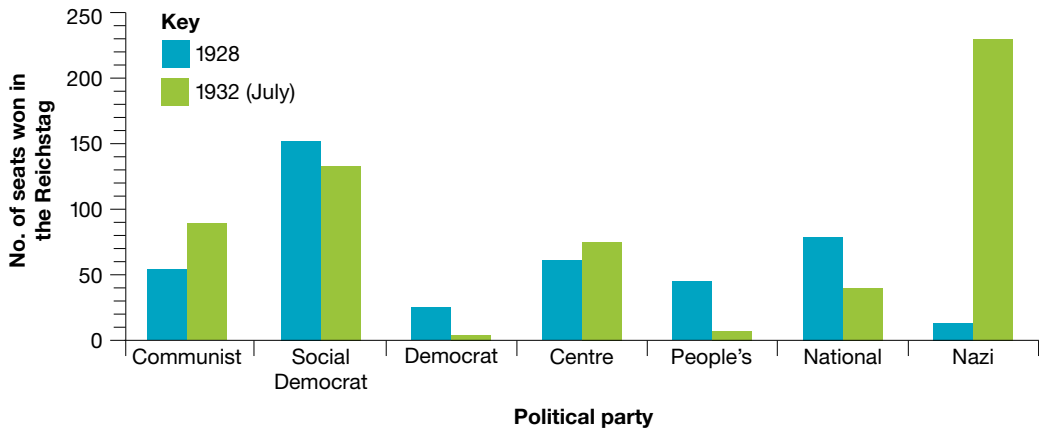
In September 1918, General Ludendorff, who had almost dictatorial powers in Germany, persuaded the Kaiser to transfer power to a civilian government and demand that it seek an armistice. Germany's military leaders then shifted the blame for the nation's defeat and humiliation from the military and the old order to the new democratic government.

2.8.2 The fall of democratic government

When the Depression hit, Germany had a coalition government headed by the Social Democratic Party (SPD). The SPD wanted to raise taxes on the rich to maintain payments to the unemployed. The non-socialist parties opposed this, so the coalition split and the government collapsed. President Hindenburg used the crisis to appoint an authoritarian Centre Party government that lacked support in the **Reichstag**. When elections were held in September 1930, moderate parties lost ground. The Communist Party increased its percentage of votes from 10.6 to 13.1, but the Nazi Party climbed from just 2.6 to 18.3 per cent.

Hindenburg still refused to appoint a government that had majority support, so new elections were scheduled for 27 July 1932. Before the elections, the Nazis' **paramilitary** wing, the *Sturmabteiling* (known as the SA), launched a wave of street violence against the **left-wing** parties. In the elections the Nazis gained 37.3 per cent of the vote to become the largest party in the Reichstag. Following a Reichstag vote of no confidence in the government, further elections were held in November. Although the Nazi vote fell by 4 per cent, on 30 January 1933 Hindenburg invited Hitler to become Chancellor (prime minister) of a right-wing coalition government. In less than two months Germany would be transformed into a Nazi dictatorship.

SOURCE 2 Numbers of seats won by parties in the Reichstag in 1928 and 1932



Nazi ideology and tactics

How did the Nazis get so far? In 1921 Hitler had become their first president, and the SA was created to terrorise socialists and communists. By 1923 the party had support from several army officers.

The basic ideas of Nazi ideology were:

- only the strong survive
- communism is a Jewish ideology
- the Germanic master race must defeat its racial enemies, especially the Jews
- Germany must gain *Lebensraum* (living room) for its expanding population by taking land from non-**Aryan** races
- the *Führerprinzip* (leader principle) dictates that all opposition must be crushed and there must be total obedience to the leader.

After a failed attempt to seize power in 1923, Hitler focused on building support. The Hitler Youth was founded in 1926 to indoctrinate young Germans. The Nazis gained supporters through public spectacles such as the Nuremberg rallies, through the support of influential individuals, such as Alfred Hugenberg, who controlled 700 newspapers, and through propaganda blaming Germany's problems on communists and Jews. Joseph Goebbels was appointed to head the Nazi propaganda unit in 1929. He organised the party's election campaigns and won over many middle-class voters, who turned from other conservative parties to the Nazis out of fear of communism.

SOURCE 3 The text on this Nazi poster translates as 'In the deepest need Hindenburg chose Adolf Hitler for Reich Chancellor. You too should vote for List 1'.

2.8.3 Consolidating power

A month after Hitler became Chancellor, the Reichstag was severely damaged by fire and the Nazis stirred up fears of a communist uprising. Hitler persuaded Hindenburg to issue a Decree for the Protection of People and State. This allowed for imprisonment without trial and the abolition of freedom of the press, speech and assembly. During the weeks preceding the March 1933 elections, the Nazis used the decree to restrict campaigning by other parties. Despite their intimidation of voters, the Nazis won only 43.9 per cent of the vote, so they formed a coalition with the small Nationalist Party and barred the Communists from taking the seats they had won.

The Enabling Act of 23 March 1933 gave Hitler dictatorial powers and gave his government the power to make laws and change the Constitution as it wished. In the Reichstag, only the SPD had the courage to vote against the Act.

Nazification of Germany

By 1934 the Nazis controlled German social, political, economic and cultural life.

- Nazi courts were established to try 'political criminals'.
- Anti-Nazis and Jews were forced out of jobs in the civil service.
- Trade unions were abolished and the German Labour Front was established to control workers.
- 'Un-German' books were publicly burned.
- Like the Communist Party, the SPD was banned. Other parties dissolved themselves.
- German communists, socialists and other anti-Nazis were sent to **concentration camps**.
- Education was made a tool of Nazi propaganda.
- The Nazis organised attacks against Jews and Jewish property and a boycott of Jewish businesses; they also banned Jews from the civil service and professions.
- Under the Nuremberg Laws of 1935, Jews lost their German citizenship and political rights. Marriage and sexual relations between Jews and Aryans were banned.

To prepare for war, Hitler needed the support of the army leaders so he eliminated Ernst Röhm and other SA leaders, who wanted the regular army to be amalgamated with the SA under SA leadership. On the 'Night of the Long Knives', 30 June 1934, Hitler used the other Nazi paramilitary force, the *Schutzstaffel* (or SS), to murder around 180 leading SA members and more than 200 other political opponents. To justify this, Hitler claimed that the SA was planning an uprising. The murders created a close relationship between the Nazi regime and the army, and led to the dominance of the SS in the Nazi state.

When Hindenburg died on 2 August 1934, Hitler assumed total power as *Führer* (absolute ruler) of Germany. He became commander-in-chief and all soldiers were required to take a personal oath of loyalty to him.

SOURCE 4 A modern artist's impression of a Nazi rally

A Hitler appealed to almost all members of society. He promised to take care of the workers and farmers, and to return the middle class to the good fortune and peace they remembered from childhood.

B Hitler saw himself as a symbol of Germany. Before every speech, he studied pictures of himself to perfect his movements and signals. Before speaking, he paused for a long time, forcing the crowd to wait, hushed, for him to begin. Then he spoke passionately, often spitting with the effort.

C By the mid 1930s, six out of every ten young German people had joined the Hitler Youth. They could join when they were ten years old, with separate organisations for boys and girls. As Hitler Youth members, they were brainwashed with Nazi Party ideology, particularly anti-Semitism (anti-Jewish views). By 1936 there were about four million members.

D Hitler was the first world leader to make political use of film-makers. Films demonstrated to his supporters that he was moving with the times, but they did something more important: if the Third Reich was to last for 1000 years, as he promised, these films would be kept for future generations.

DISCUSS

Could the Nazis have gained power in Germany without Adolf Hitler? Is there a Hitler in every great leader who seeks power? **[Critical and Creative Thinking Capability]**

Explore more with myWorldHistoryAtlas

Deepen and check your understanding of this topic with related case studies and auto-marked questions.

- World War II > **Causes of World War II**

2.8 ACTIVITY

Use the internet and other resources to find out what happened on *Kristallnacht* (the 'Night of the Broken Glass'), 7 November 1938. **Using historical sources as evidence**

2.8 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

2.8 Exercise 1: Check your understanding

1. **HS1** Explain the meaning of the German term *Dolchstosslegende*.
2. **HS1** Why was the *Dolchstosslegende* myth so damaging to democratic government in Germany?
3. **HS1** Describe how Germany's economy had improved before the Great Depression.
4. **HS1** Identify the main ideas of Nazi ideology.
5. **HS1** Describe the tactics the Nazis used to gain power.
6. **HS1** Describe methods the Nazis used to eliminate their opponents between 1933 and 1934.
7. **HS1** Explain why Hitler was willing to murder members of his own party.
8. **HS1** What anti-Jewish measures did the Nazis adopt in 1934 and 1935?
9. **HS2** Create a timeline of events from 1919 to 1934 that contributed to Germany becoming a Nazi dictatorship.

2.8 Exercise 2: Apply your understanding

1. **HS3** Explain how the situation shown in **SOURCE 1** could have driven many middle-class Germans into supporting extreme right-wing parties.
2. **HS3** Use **SOURCE 2** to work out which parties gained votes and which lost votes between 1928 and 1932. Explain the reasons for these changes.
3. **HS3** Analyse **SOURCE 3** as an example of Nazi propaganda.
   (a) Consider its use of persuasive techniques.
   (b) Evaluate why or why not the poster would appeal to middle-class voters.
4. **HS3** Study **SOURCE 4** and explain how the Nazis used slogans, film and public rallies as part of their tactics to take over Germany.
5. **HS5** Create a concept map to graphically show how a number of different causes contributed to the fall of German democracy and the rise of the Nazi dictatorship.
6. **HS6** Consider the historical significance of Adolf Hitler for the Nazis' success in gaining power in Germany and transforming that country. Do you think the Nazi victory could have been achieved without Hitler? Did it depend on him as an individual? Outline your views.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

2.9 Japanese militarism

2.9.1 Japanese imperialism

Fascist regimes in Germany and Italy would soon threaten world peace. However, peace was already threatened by **militarism** and extreme nationalism in Japan. World War II began in 1939, but for the Chinese people the war began with a Japanese invasion in 1931 and expanded with a further invasion in 1937. This was the beginning of Japan's attempt to create an Asia–Pacific empire.

Since the late nineteenth century, Japan had wanted to follow the European powers' example by creating an empire. In the Sino-Japanese War (1894–95) Japan invaded Korea and took Formosa (modern Taiwan) and the Ryuku Islands from China. In the Russo-Japanese War (1904–05) Japan gained control of much of Manchuria. Then, in 1910, Japan annexed Korea. During World War I Japan sided with the Allies to gain Germany's territorial rights in China and German colonies in the north Pacific.

Aggression in Manchuria

The Great Depression contributed to the rise of Japanese militarism, as economic hardship led to growing support for the military and nationalists who wanted Japan to gain colonies for raw materials and export markets. Japan's military soon had more power than its civilian government. When the Japanese prime minister opposed an aggressive foreign policy in 1930 he was shot by an extreme nationalist.

In the following year an explosion on the Japanese-owned South Manchurian railway line was used as a pretext for an invasion of Manchuria. By early 1932 the Japanese military, acting against instructions from Japan's government, had occupied all of Manchuria, changed its name to Manchukuo and claimed it was not part of China. In the same year, the Japanese bombed Shanghai and occupied parts of northern China. China protested to the League of Nations but, when it censured Japan in 1933, the Japanese withdrew from the League. Because they were more concerned with threats to peace in Europe, the Western powers and the League took no effective action.

SOURCE 1 Location of Japanese aggression in north-east Asia, 1894–1938

Source: Map by Spatial Vision.

DID YOU KNOW?

On 12 December 1937 Japanese aircraft deliberately sank a US gunboat that was escorting oil tankers in China. Japan apologised for this 'accident' and paid compensation. The US did not retaliate.

Explore more with myWorldHistoryAtlas

Deepen and check your understanding of this topic with related case studies and auto-marked questions.

- World War II > **Causes of World War II**

2.9.2 Fascist alliances and the second Sino-Japanese War

Japanese ultra-nationalist societies had much in common with European fascists. They encouraged fanatical devotion to military values and to the emperor, who was considered to be divine. These societies were violently nationalist, racist, anti-communist and anti-democratic. They assassinated their political opponents or frightened them into silence. In 1932 a new Japanese prime minister was assassinated for speaking out against the military. By 1937, Japanese schoolchildren were being indoctrinated in extreme nationalist values and forced to take part in military training.

The Axis and the invasion of China

Japan and Germany became allies through the Anti-Comintern Pact in November 1936. When Italy joined the pact in 1937, these three powers were united in the Rome–Berlin–Tokyo Axis.

In July 1937 Japan launched a full-scale attack against China, quickly taking the cities of Beijing, Guangzhou and Nanjing. The Chinese Communists and Nationalists had been fighting a civil war since 1927, but in 1937 they agreed to an armistice to enable them to form a united front. For the next eight years they fought back against the Japanese from their country's vast interior.

The Rape of Nanjing

The most appalling Japanese atrocities took place in the Chinese city of Nanjing (formerly called Nanking). There, between December 1937 and January 1938, the Japanese slaughtered between 200 000 and 300 000 Chinese civilians and prisoners of war. There were mass rapes of Chinese women and other atrocities including burying or burning people alive and using prisoners for bayonet practice.

SOURCE 2 A Japanese soldier about to behead a Chinese prisoner during the massacre known as the 'Rape of Nanjing'. This photograph is one of several that were preserved by a Chinese employee of a photo studio.

SOURCE 3 This photo, taken in Nanjing in 1937, shows Japanese soldiers watching as Chinese civilian prisoners are placed in a pit to be buried alive.

SOURCE 4 From American journalist Edgar Snow's eyewitness description of Japanese atrocities in Nanjing in 1937

Mothers had to watch their babies beheaded then submit to raping ... Thousands of men were lined up and machine gunned. Sometimes groups were used for bayonet exercises. When the [Japanese] victors grew bored ... they tied their victims, poured kerosene on their heads and cremated them alive.

DISCUSS

Even wars are supposed to have rules. So why did soldiers like those described in section 2.9.2 and **SOURCE 4** commit atrocities? Are soldiers more ethical in today's wars? **[Ethical Capability: Understanding Concepts]**

2.9 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

2.9 Exercise 1: Check your understanding

1. **HS1** Explain how the Great Depression led to the rise of militarism in Japan.
2. **HS1** Describe the relationship between the Japanese military and the Japanese civilian government in the early 1930s.
3. **HS2** Create a timeline matching each of the following events with the year in which it occurred.
   Event:
   - Japan invades Manchuria.
   - Japan withdraws from the League of Nations.
   - Japan bombs Shanghai and occupies parts of northern China.
   - The Japanese prime minister is shot for opposing an aggressive foreign policy.

   Year:
   1930 1931 1932 1933
4. **HS1** Identify and describe the similarities between Japanese extreme militarism and European fascism.
5. **HS1** World War II is usually described as taking place between 1939 and 1945, but when did it begin for China?

2.9 Exercise 2: Apply your understanding

1. **HS3** Use **SOURCE 1** to identify the sites of Japanese aggressive imperialism from 1894 to 1933. Why might Japan have chosen these areas as targets for imperialist expansion?
2. **HS3** **SOURCE 4** is described as an 'eyewitness description'. Does this make it more reliable as a historical source? Explain.
3. **HS3** How might the validity of **SOURCE 4** be questioned by a historian?
4. **HS3** For many decades after World War II, Japanese nationalists continued to deny that the Rape of Nanjing took place. Explain how the evidence in **SOURCES 2**, **3** and **4** provides proof of Japanese atrocities.
5. **HS6** The Western powers condemned Japanese aggression but took no effective action against it. Imagine you are a Western newspaper journalist in 1937. Write an article supported by the sources in this subtopic to convince your readers that action should be taken.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

2.10 The road to war in Europe

2.10.1 Aggression and appeasement

Germany, Italy and Japan all threatened world peace, and in 1936–37 the danger increased when they became allies. The world's best hope for preserving peace was the League of Nations, but it proved to be ineffective. By 1939, the world was once more on the brink of war.

Hitler wanted alliances with Britain (as a fellow Aryan nation) and Italy (as a fellow fascist nation). The main foreign policy aims of Nazi Germany were to:

- overturn the Treaty of Versailles and reclaim territory lost under the treaty
- take territory from the Slavic 'racial inferiors' of the Soviet Union
- destroy world communism
- control sources of raw materials for Germany's economy and for rearmament
- unite all German people in the **Third Reich**.

Mussolini also wanted to gain territory. In the 1920s Italy had established control over Albania and waged military campaigns to assert control over two of its North African colonies — Somalia and Libya. Until 1936, however, Italy and Germany were potential enemies. Mussolini saw Germany as a danger to Austria's independence and therefore to the stability of Italy's northern frontier. In April 1935 Italy joined Britain and France in protesting against German rearmament in defiance of the Treaty of Versailles.

Italy invades Abyssinia

Mussolini ordered Italian military attacks on **Abyssinia** in October 1935. Italy used poison gas and extremely brutal tactics to overcome the poorly armed Abyssinians. Italian forces captured the capital, Addis Ababa, in May 1936, but the Abyssinians continued to wage a guerrilla war.

As a League member, Abyssinia demanded action against Italy. In November 1935 the League voted for economic sanctions (no arms sales to Italy and a ban on importing Italian goods) to force an Italian withdrawal. But in December, Britain and France made a secret agreement to hand part of Abyssinia to Italy. Public outrage forced them to abandon this agreement. However, the League's sanctions were ineffective because Germany, Japan and the United States did not support them and because oil was not embargoed. With Britain and France supporting League sanctions, Mussolini moved closer to Hitler.

Appeasement

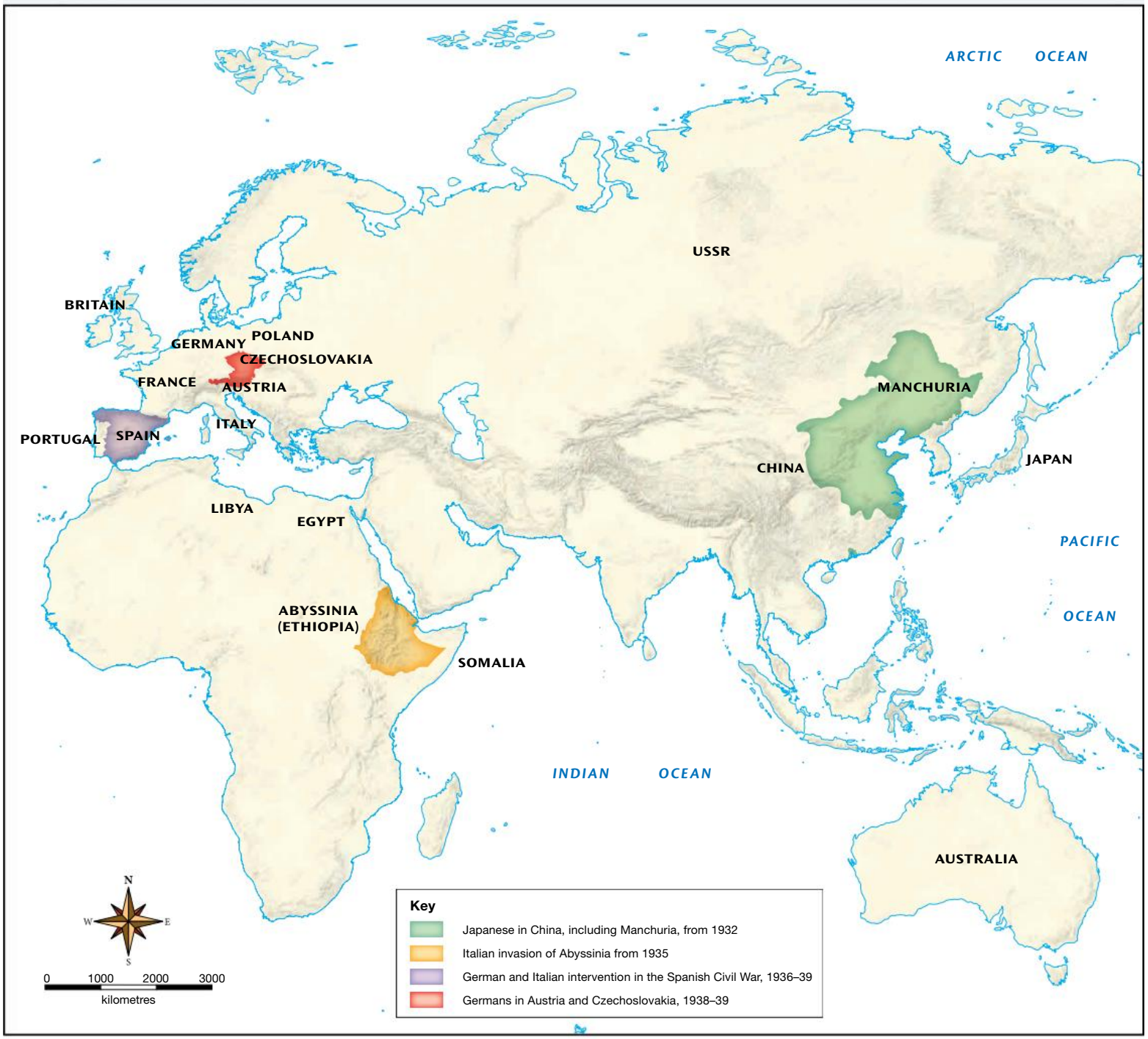
After the terrible human cost of World War I, there was very little support in the Western democracies for risking another war by standing up to fascist aggression. The United States could not be counted on for support because it had adopted an **isolationist** foreign policy to avoid being drawn into Europe's conflicts. Also, there was much sympathy for fascism among many British conservatives, who saw Hitler as a bulwark against communism. France feared to take a stand without British support so the Western democracies followed a policy of appeasement. This meant giving in to Japan, Germany and Italy, hoping they would be satisfied and war would be avoided.

Steps in appeasement

The Western democracies took no effective action against several German breaches of the terms of the Treaty of Versailles:

- In March 1935 Hitler announced that Germany had an air force and was reintroducing conscription. Britain and France protested but did nothing more.
- In June 1935 the Anglo-German Naval Agreement allowed Germany a navy 35 per cent the size of Britain's Royal Navy.
- In March 1936 Britain and France failed to act when Hitler marched 20 000 troops into the demilitarised Rhineland.

SOURCE 1 Aggression by fascist powers in the 1930s



Source: Map by Spatial Vision.

Uniting the fascists

The Spanish Civil War (see subtopic 2.7) brought Germany and Italy together as allies. Many British conservatives also sympathised with General Franco's fascists in Spain. Britain and France failed to aid the elected Spanish Republic and even denied it the right to buy arms to defend itself.

From 1934 the Soviet Union had adopted a policy of building **United Fronts** with the Western democracies against fascist aggression. After Germany and Italy sent military aid to Franco, the Soviets sent aid to the Spanish Republic. But by the end of 1938, when it was clear that Britain was willing to accept

a pro-fascist victory in Spain, the Soviet Union abandoned Spain and the aim of building an alliance with the democracies. The defeat of the Spanish Republic meant the end of any hope of a united front against fascism, the strengthening of the fascist alliance and encouragement of further aggression.

Explore more with myWorldHistoryAtlas

Deepen and check your understanding of this topic with related case studies and auto-marked questions.

- World War II > **Causes of World War II**

2.10.2 The final steps to war

At the Hossbach Conference of November 1937, Hitler told his generals to prepare for a major war in the mid 1940s. Between 1938 and 1939 Germany and Italy committed more acts of aggression. The Treaty of Versailles banned any *Anschluss* (union) of Germany and Austria, but on 12 March 1938 the German army invaded Austria and received a warm welcome. Germany then annexed Austria. In April Britain recognised the enlarged Germany.

Hitler used false claims that Germans were being persecuted in Czechoslovakia to destroy that country in 1938–39. When Czechoslovakia was created in 1919, it included the mainly German population of the Sudetenland. From March 1938 Hitler encouraged Sudeten Germans to cause unrest. In October 1938 at the Munich Conference, after Hitler had prepared for war, British prime minister Neville Chamberlain agreed to Hitler's demand for immediate control of the Sudetenland. In March 1939, in breach of the Munich Agreement, Hitler invaded and dismembered what remained of Czechoslovakia.

Britain and France now saw that appeasement had failed and resolved to resist any further Nazi aggression. When Hitler demanded territory from Lithuania and Poland at the end of March 1939, Britain and France gave guarantees to Poland of aid against aggression. In April Italy annexed Albania and in May Germany and Italy signed the Pact of Steel, promising military support if either of them was at war.

SOURCE 2 This composite photograph was made soon after the 1938 Munich Conference. It shows the four leaders who signed the Munich Agreement playing cards. They are from left to right: Hitler; Edouard Daladier, the French president; Neville Chamberlain, the British prime minister; and Mussolini.

Source: AWM P02436.001

SOURCE 3 A Sudeten woman tearfully salutes Hitler as he rides through territory taken from Czechoslovakia under the Munich Agreement

SOURCE 4 From a speech by Australian prime minister Robert Menzies, in *The Sydney Morning Herald*, 26 August 1939

It may well be that Germany still has some grievances which would be all the better for ... discussion. But if, instead of entering into discussion, instead of going into friendly conference, instead of recognising that there are, after all, two sides to most questions, the attitude of Germany is to be, 'We will take whatever our military strength will permit us to take, and we will not negotiate with our military inferiors', there is obviously an end to all law and order among the nations, and the absorption of Poland would lead to attacks upon other smaller European countries, upon one ground or another, until a vast dominion of force has been established ... the British and French Governments have given their pledge to Poland and to several other European countries ... those pledges will be honoured.

We in Australia are involved, because the destruction or defeat of Great Britain would be the destruction or defeat of the British Empire, and leave us with a precarious tenure on our own independence.

DID YOU KNOW?

From 1923 the **dominions** of the British Empire had the right to decide their own foreign policies. This was recognised in British law under the Statute of Westminster in 1931. But while Canada, Ireland and South Africa took up this independence, Australia continued to defer to Britain on matters of foreign policy. Australia supported appeasement because it feared that Britain would be unable to defend Australia if war broke out in both Europe and the Pacific.

World War II begins

On 23 August 1939, after failing to make progress towards a military alliance with Britain and France, the Soviet Union did a complete about-face, signing a non-aggression pact with Hitler. The pact provided for a secret carve-up of Poland and the Baltic states. The Soviet dictator, Joseph Stalin, thought this pact removed the danger of being isolated in a war against Germany.

Germany could now invade western Poland without risking Soviet opposition. On 1 September 1939 the German invasion of Poland began. Britain responded by declaring war on Germany on 3 September. Hitler was surprised that this invasion provoked Britain and France into declaring war. He had wanted a war of conquest in eastern Europe. Instead he had provoked a war with the western European powers.

SOURCE 5 Soviet dictator Joseph Stalin in 1938

on Resources

Video eLesson Hitler at the Nuremburg rally (eles-2599)

2.10 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

2.10 Exercise 1: Check your understanding

1. **HS1** Describe the aims of German and Italian foreign policies.
2. **HS1** Identify and list the reasons Italy changed from opposing German rearmament to becoming Germany's ally.
3. **HS1** Explain the motives for appeasement in:
   (a) Britain
   (b) France.
4. **HS1** Explain why the annexation of Austria was an act of aggression even though most Austrians welcomed it.
5. **HS1** How did Britain and France betray Czechoslovakia at the Munich Conference?
6. **HS2** Make a timeline of steps towards war in Europe from 1935 to 1939.

2.10 Exercise 2: Apply your understanding

1. **HS3** Use **SOURCE 1** to locate and list the sites of fascist aggression in the 1930s.
2. **HS3** A composite photograph is an image made up of several photographs. What do you think the creator of the composite photograph in **SOURCE 2** was saying about the role of these four leaders in the 1938 agreement that destroyed Czechoslovakia? Consider the following questions in your response:
   (a) Why are the leaders depicted as card players?
   (b) Which leaders have laid their cards on the table?
   (c) Which leaders are still holding their cards?
   (d) What do each of the actions listed above symbolise?
3. **HS3** Suggest two possible reasons for the tears of the woman in **SOURCE 3**.
4. **HS3** Explain why Stalin (pictured in **SOURCE 5**) wanted a united front with the Western democracies. Why did he finally settle on a pact with Hitler?
5. **HS3** Using **SOURCE 4** and other information in this subtopic, explain why appeasement failed to prevent war.
6. **HS5** Make a list of sources and other information from this subtopic that would support an argument that appeasement should be regarded as a significant cause of World War II.

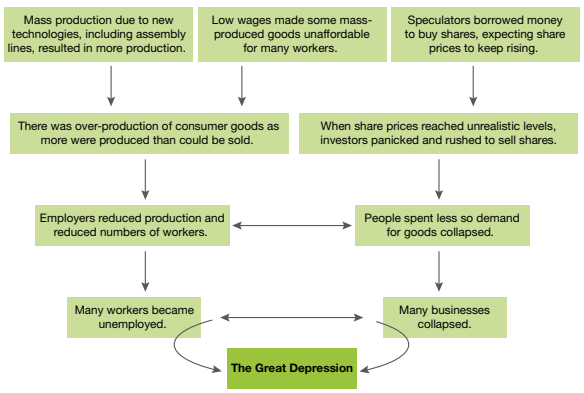
Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

2.11 SkillBuilder: Analysing cause and effect with graphic organisers

online only

What are graphic organisers and how can they be used to analyse cause and effect?

A graphic organiser is a visual or diagrammatic way of representing facts and concepts, for example, an analysis of historical causes and effects.



Select your learnON format to access:

- an explanation of the skill (Tell me)
- a step-by-step process to develop the skill, with an example (Show me)
- an activity to allow you to practise the skill (Let me do it)
- questions to consolidate your understanding of the skill.

2.12 Thinking Big research project: TV Quizmaster

online only

SCENARIO

As a historian specialising in the World War II period, the producers of a television quiz show have commissioned you to prepare multiple-choice questions for a contestant whose special subject is Japan from 1894 to 1941.

Select your learnON format to access:

- the full project scenario
- details of the project task
- resources to guide your project work
- an assessment rubric.

on Resources

ProjectsPLUS Thinking Big research project: TV Quizmaster (pro-0204)

2.13 Review

online only

2.13.1 Key knowledge summary

Use this dot point summary to review the content covered in this topic.

2.13.2 Reflection

Reflect on your learning using the activities and resources provided.

on Resources

eWorkbook Reflection (doc-31747)
Crossword (doc-31748)

Interactivity Causes of World War II crossword (int-7661)

KEY TERMS

Abyssinia the only independent African state in 1935, now called Ethiopia
Allies Britain, France and the other states on the winning side in World War I
anarchists revolutionaries who want an equal society based on cooperation rather than government or coercive laws
armistice a ceasefire or truce that ends fighting in a conflict, so terms for permanent peace can be discussed
Aryan term used by the Nazis to describe 'pure-blooded' Germanic peoples
assembly line mass production method in which each worker completes the same operation over and over
capitalist economic system based on private ownership of capital, free markets and competition
concentration camps prison camps where people were beaten, tortured, starved and used as slave labour

dissidents people who publicly disagree with government policy or actions
dole payments to the unemployed, usually in the form of coupons to exchange for food
dominions the British Empire's self-governing settler colonies
foment encourage or foster (rebellion)
hire purchase buying and using a product while paying for it in instalments
hyperinflation such an extreme rise in prices that a currency loses any real value
indoctrinate to teach or instruct in a way that is almost brainwashing
isolationist foreign policy based on avoiding involvement in the affairs of other countries
left-wing support for progressive beliefs, such as the intervention of government in society to create greater equality
lynching the execution of a person without authority or process of law
mandate commission to act on behalf of the League of Nations to govern a people considered not ready to govern themselves
militarism excessive influence of military values and pro-war ideas
paramilitary armed forces outside the official military
plebiscite direct vote in which electors give their opinion on an issue
prohibition 1920s nationwide ban in the US on the making, transporting or selling of alcoholic drinks
putsch an attempt to seize political power by force
radical a person who advocates fundamental or revolutionary changes in current practices, conditions or institutions
Reichstag the German Parliament
reparations payment of money or materials by a nation defeated in war, as compensation for damage caused
right-wingers supporters of conservative beliefs, such as individual enterprise, and the belief that government should not intervene in the economy
socialist supporting an economic system based on public ownership of industry to create greater equality
soviets councils, originally elected by workers or peasants
stockbroker someone whose job is to buy and sell shares on behalf of others
stock exchange a place where stocks (shares in companies) are bought and sold
Third Reich the Nazi name for their regime in Germany. Reich means empire.
United Fronts policy of communist parties forming alliances with other parties to combat fascism
USSR the Union of Soviet Socialist Republics, or Soviet Union, the name of the former Russian Empire from 1922
Weimar Republic the democratic system of government in Germany from 1919 to early 1933, so called because its constitution was written in the city of Weimar
welfare government system to provide help to members of society who need support
White Russians those who wanted to crush the revolution and restore the old Russian order

2.11 SkillBuilder: Analysing cause and effect with graphic organisers

2.11.1 Tell me

What are graphic organisers and how can they be used to analyse cause and effect?

Graphic organisers are visual ways of representing many things including cause and effect. They can be used to show:

- who or what made something happen or change
- who supported the change and who opposed it
- which effects were intended and which were unintended
- how an event affected individuals and the wider world.

Graphic organisers are particularly useful where:

- there are multiple causes that could have led to the one event
- there is a chain of causes in which some factors lead to events that then contribute to causing a further event
- there are multiple effects flowing from an event.

Different types of graphic organisers are suitable for showing causes and effects. These include cause and effect chains, T-charts and fishbone diagrams. Some types are suitable only when there are a small number of causes of an event or when there are only a few effects. Some types can be modified where the causes or effects are more complex.

Why is it important to analyse causes and effects?

Historians analyse cause and effect to understand why events happened as they did and the consequences of the events. If we understand the causes of devastating events, such as the Great Depression and World War I, we have a better chance of avoiding them in future. However, it is important to recognise that identifying sequences of events does not in itself prove cause and effect and that sometimes a range of factors might have contributed to an event.

The following example can be used to illustrate this point. An intoxicated driver crashes his or her car into a tree. In such an event it might at first seem that cause and effect are very easy to explain. The driver was drunk and therefore the driver caused the crash. However, what if there were other possible causes? Suppose the road was slippery because of heavy rain? Suppose also that the car's steering or brakes were found to be faulty? Suppose the driver had to swerve towards the tree to avoid an oncoming vehicle that was on the wrong side of the road. In such circumstances, the driver's state of intoxication may not have been the cause of the crash. However, it might still have contributed to the event if a sober driver could have controlled the car and avoided the crash. Using graphic organisers will not necessarily prove one explanation to be better than another, but it will help us to see the different factors at play and to weigh up the evidence.

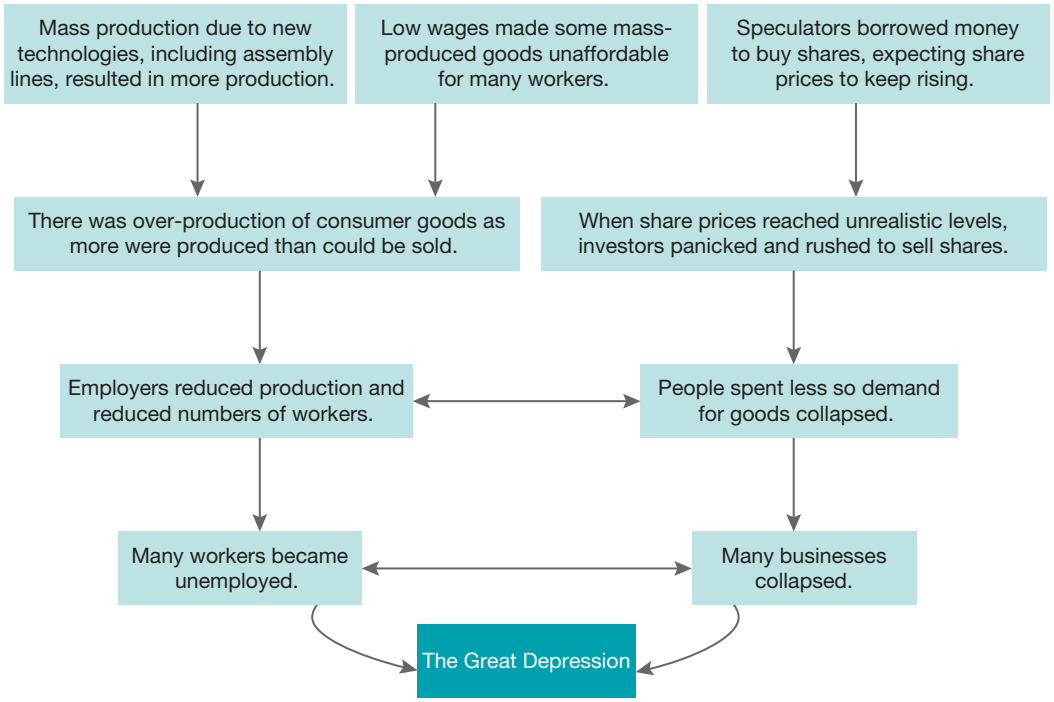
2.11.2 Show me

In this topic, we have examined many developments that contributed to the outbreak of World War II. These include the peace treaties that followed World War I, the weaknesses of the League of Nations, the Great Depression and the rise of European fascism and Japanese militarism. These events can be considered to be causes of World War II, but they were also effects of other causes. We can use graphic organisers to show what caused each of these events.

Example 1: Causes of the Great Depression

Using the following graphic organiser we can see how a chain of causes led to the Great Depression.

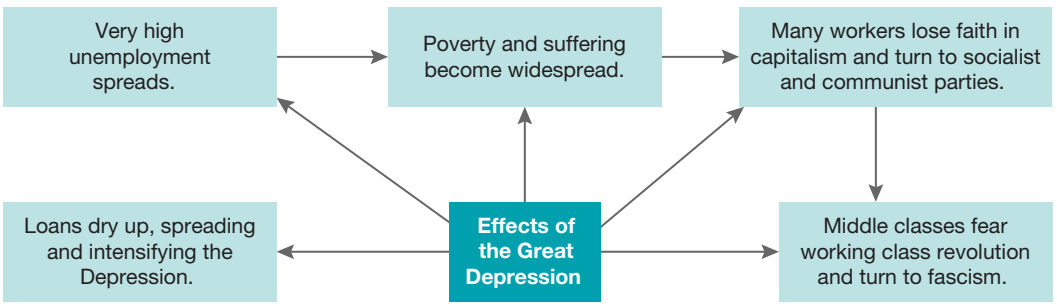
SOURCE 1 Causes of the Great Depression



Example 2: Effects of the Great Depression

When an event has multiple effects a different type of graphic organiser can be useful. The following example could be used to show the effects of the Great Depression.

SOURCE 2 Effects of the Great Depression



2.11.3 Let me do it

Complete the following activities to practise this skill.

2.11 ACTIVITIES

1. Design and complete an appropriate graphic organiser to analyse the causes of World War II. You should aim to demonstrate the relationships between the following factors in your graphic organiser:
   - the peace treaties that followed World War I
   - the effects of the weaknesses of the League of Nations
   - the Great Depression
   - the rise of European fascism
   - the rise of Japanese militarism
   - Japanese aggression in China
   - Nazi Germany's defiance of the Treaty of Versailles
   - aggression by Nazi Germany and fascist Italy
   - appeasement.
2. Use your graphic organiser for the causes of World War II to answer the following questions analysing cause and effect.
   (a) Explain how the terms of the World War I peace treaties contributed to the rise of European fascism.
   (b) Explain how the Great Depression contributed to the rise of European fascism.
   (c) How did the weakness of the League of Nations encourage aggression by the fascist powers?
   (d) How did the Western policy of appeasement encourage aggression by the fascist powers?
   (e) How did the rise of militarism lead to Japanese aggression?
   (f) Identify the consequences of unchecked Japanese aggression in China.

2.12 Thinking Big research project: TV Quizmaster

2.12.1 Scenario

Because you are a historian specialising in the World War II period, the producers of a television quiz show have commissioned you to prepare multiple-choice questions for a contestant whose special subject is Japan from 1894 to 1941, particularly the rise of extreme nationalism and militarism in Japan from the late nineteenth century, the similarities between Japanese ultra-nationalism and European fascist movements, and Japanese aggression that contributed to Japan joining the fascist powers in World War II.

2.12.2 Task

You are to research and write 12 multiple-choice questions that will be used in the quiz show, ensuring that your questions cover the following aspects of Japanese history in the period from 1894 to 1941. Ensure that you write at least one multiple-choice question on each of the following:

- The Sino-Japanese war of 1894–95
- Japan's motives for siding with the Allies in World War I
- How the Great Depression contributed to the rise of extreme nationalism and militarism in Japan
- Japanese military aggression in Manchuria and northern China from 1932
- The similarities between Japanese ultra-nationalism and European fascism
- The Rome–Berlin–Tokyo Axis
- The Rape of Nanjing
- Why Japan confined its aggression to China until 1941
- Where Japanese aggression occurred in 1941
- Why Japan attacked Pearl Harbour in 1941

SOURCE 1 Japanese solders celebrate the capture of Nanjing, China

2.12.3 Process

- Open the ProjectsPLUS application in the Resources for this topic. Open the **Project set-up** tab to enter the project due date and set up your project group so you can work collaboratively. Working in groups of two will enable you to swap ideas and share responsibility for the project. Save your settings and the project will be launched.
- Navigate to the **Research forum**, where you will find starter topics (the dot points in the task section) loaded to guide your research. You can add further topics to the Research forum if you wish.
- Start by revisiting the content in subtopics 2.7 The rise of fascism and 2.9 Japanese militarism. (You could also look ahead to topic 3, subtopic 3.3 Overview of World War II to 1944.)
- Supplement your knowledge by conducting further research using the library or the internet. The weblinks in the **Media centre** will provide a useful starting point. Remember to record details of your sources so you can create a bibliography to submit with your quiz questions.
- Add your research notes and source details to the relevant topic pages in the Research forum. You can view, share and comment on research findings with your partner. When you have completed your research, you can print out the **Research report** in the Research forum to easily view all the information you have gathered, if you wish.
- When you are satisfied with your research, write your 12 multiple-choice questions. You should provide four possible responses, and identify the correct answer, for each question. Ensure that your questions are difficult enough to challenge the quiz contestant!
- Submit your multiple-choice questions and your bibliography to your teacher for assessment and feedback.

SOURCE 2 Stricken US battleships during the attack on Pearl Harbour

on Resources

projectsPLUS Thinking Big research project: TV Quizmaster (pro-0204)

2.13 Review

2.13.1 Key knowledge summary

2.2 Examining the evidence

- We have vast amounts of sources for this period.
- They include official records, mass media reports and personal records such as diaries, letters and memoirs.

2.3 The peace treaties and the League of Nations

- At the peace conferences after World War I, harsh terms were imposed by the victors on the defeated powers; this caused great bitterness.
- The League of Nations offered the only hope of preventing further wars but it lacked any effective powers to stop aggression.

2.4 The 'Roaring Twenties'

- The 1920s was an age of mass production, mass consumption and changing values.
- It was also an age of intolerance, discrimination, poverty, deep social divisions and political unrest.

2.5 The Great Depression

- The 1930s depression was caused by overproduction, speculation and extreme inequality.
- It quickly spread around much of the world.
- Some countries, including Australia and Germany, were particularly badly affected.

2.6 Communism — dream or nightmare?

- The Bolshevik (communist) Revolution soon became a one-party dictatorship.
- The one-party dictatorship was turned into a one-man dictatorship under Joseph Stalin.
- Although it had turned into a nightmare in the USSR, the communist dream continued to find followers in the capitalist world.

2.7 The rise of fascism

- Fascism first came to power in Italy.
- This ideology was violently nationalist, racist, anti-communist, anti-socialist and anti-democratic.
- Fascist movements formed in many countries, including Australia, Germany and Spain.

2.8 The Nazis take power in Germany

- The rise to power of the German fascists, the Nazis, was aided by the Great Depression and middle-class fears of communism.
- Hitler consolidated Nazi power through violence and propaganda.
- From 1934, the Nazi regime controlled all aspects of German political, economic, social and cultural life.

2.9 Japanese militarism

- Extreme nationalists in Japan shared most traits with European fascists.
- The Japanese military used terror against their opponents at home and committed aggression in Manchuria from 1932.
- From 1937, Japan launched a full-scale invasion of China and committed terrible atrocities.

2.10 The road to war in Europe

- During the 1930s, Italy and Germany committed acts of aggression in Europe and Africa.
- The Western powers adopted policies of appeasement, which only encouraged further fascist aggression.
- The West finally took a stand over threats to Poland.
- After Germany invaded Poland on 1 September 1939, Britain and France declared war on Germany.

SOURCE 1 A timeline of the causes of World War II

CE

1918

1919
The Treaty of Versailles is signed.
Revolutionary outbreaks occur across Europe.

1920

1921
The Bolsheviks win the Russian Civil War.

1922

1922
Mussolini and his fascists take power in Italy. The former Russian Tsarist Empire becomes the Union of Soviet Socialist Republics (USSR).

1923
Hitler attempts to seize power in Germany in the unsuccessful Munich Putsch.

1924

1924
The Nazis win only 3 per cent of votes in German elections.

1926

1929
The Great Depression begins.

1928

1930

1931
Japan invades Manchuria.

1932
Unemployment reaches its peak in the worst year of the Great Depression.

1932

1933
Hitler and the Nazis gain power in Germany. Germany and Japan withdraw from the League of Nations.

1934

1935
Germany announces rearmament and conscription.
Fascist Italy invades Abyssinia (Ethiopia).

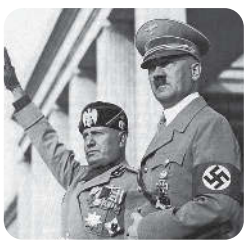
1936
German troops re-enter the Rhineland. Germany and Italy support Franco in the Spanish Civil War and become allies. Germany and Japan become allies. Stalin purges his opponents in the Communist Party and the military in the USSR.

1936

1937
Japan invades China.

1938

1938
Germany annexes Austria. At the Munich Conference, Germany gains the Sudetenland from Czechoslovakia.



1939
Germany invades and takes the remainder of Czechoslovakia. Germany invades Poland and World War II begins.

1940

CE

2.13.2 Reflection

Complete the following to reflect on your learning.

2.13 ACTIVITIES

Revisit the inquiry question posed in the Overview:

After the horrors of World War I, what could possibly have happened to spark another global war?

1. Now that you have completed this topic, what is your view on the question? Discuss with a partner. Has your learning in this topic changed your view? If so, how?
2. Write a paragraph in response to the inquiry question outlining your views.

on Resources

eWorkbooks Reflection (doc-31747)
Crossword (doc-31748)

Interactivity Origins of World War II crossword (int-7661)

KEY TERMS

Abyssinia the only independent African state in 1935, now called Ethiopia
Allies Britain, France and the other states on the winning side in World War I
anarchists revolutionaries who want an equal society based on cooperation rather than government or coercive laws
armistice a ceasefire or truce that ends fighting in a conflict, so terms for permanent peace can be discussed
Aryan term used by the Nazis to describe 'pure-blooded' Germanic peoples
assembly line mass production method in which each worker completes the same operation over and over
capitalist economic system based on private ownership of capital, free markets and competition
concentration camps prison camps where people were beaten, tortured, starved and used as slave labour
dissidents people who publicly disagree with government policy or actions
dole payments to the unemployed, usually in the form of coupons to exchange for food
dominions the British Empire's self-governing settler colonies
foment encourage or foster (rebellion)
hire purchase buying and using a product while paying for it in instalments
hyperinflation such an extreme rise in prices that a currency loses any real value
indoctrinate to teach or instruct in a way that is almost brainwashing
isolationist foreign policy based on avoiding involvement in the affairs of other countries
left-wing support for progressive beliefs, such as the intervention of government in society to create greater equality
lynching the execution of a person without authority or process of law
mandates commission to act on behalf of the League of Nations to govern a people considered not ready to govern themselves
militarism excessive influence of military values and pro-war ideas
paramilitary armed forces outside the official military
plebiscites direct vote in which electors give their opinion on an issue
prohibition 1920s nationwide ban in the US on the making, transporting or selling of alcoholic drinks
Putsch an attempt to seize political power by force
radicals a person who advocates fundamental or revolutionary changes in current practices, conditions or institutions
reparations payments as compensation for damage caused
Reichstag the German Parliament
right-wingers supporters of conservative beliefs, such as individual enterprise and the belief that government should not intervene in the economy
socialist an economic system based on public ownership of industry to create greater equality
soviets councils, originally elected by workers or peasants

stock exchange a place where stocks (shares in companies) are bought and sold
stockbroker someone whose job is to buy and sell shares on behalf of others
Third Reich the Nazi name for their regime in Germany. Reich means empire.
United Fronts policy of communist parties forming alliances with other parties to combat fascism
USSR the Union of Soviet Socialist Republics, or Soviet Union, the name of the former Russian Empire from 1922
Weimar Republic the democratic system of government in Germany from 1919 to early 1933, so called because its constitution was written in the city of Weimar
welfare government system to provide help to members of society who need support
White Russians those who wanted to crush the revolution and restore the old Russian order

3 The course and consequences of World War II

3.1 Overview

What was Australia's role in the deadliest conflict in human history? Why did we join the fight?

3.1.1 Links with our times

During the twentieth century more than 230 million people died in wars, and many others have been killed since the beginning of this century. After World War I, people were horrified to learn that almost nine million troops had died on both sides in that terrible conflict. Yet World War II cost the lives of many times more. Historians' estimates of the numbers of dead vary from over 50 million to over 70 million. Whatever the correct figure, World War II was by far the deadliest conflict in human history. In this war the number of civilian deaths was approximately double the number of military deaths, and more than a third of the civilian deaths were deliberate killings in Japanese, Nazi and other fascist war crimes.

on Resources

eWorkbook Customisable worksheets for this topic

Video eLesson World War II (eles-2600)

LEARNING SEQUENCE

3.1 Overview
3.2 Examining the evidence
3.3 Overview of World War II to 1944
3.4 Australians at war: enlistment and the Mediterranean battles
3.5 Australia under threat
3.6 Australians in the Pacific War: Kokoda
3.7 Australians in the Pacific War: beyond Kokoda
3.8 Australian prisoners of war
3.9 The Australian home front
3.10 Australian women at war
3.11 Australia's relations with the US
3.12 The end of the war
3.13 War crimes and retribution
3.14 Changing international relations
3.15 Commemoration and contested debates
3.16 **SkillBuilder:** Analysing political cartoons and propaganda posters online only
3.17 **Thinking Big research project:** Honouring Indigenous Australians' service online only
3.18 **Review** online only

To access a pre-test and starter questions, and receive immediate, **corrective feedback** and **sample responses** to every question, select your learnON format at www.jacplus.com.au.

A timeline of the course and consequences of World War II

BCE

1938
German troops occupy Austria. Czechoslovakia is weakened as the Sudetenland is ceded to Germany at the Munich Conference.

1939
Britain declares war on Germany. Australia forms the 2nd AIF.

1940
Germany overruns Western Europe. The Battle of Britain prevents a German invasion of Britain. British and Australian forces inflict defeats on Italian troops in North Africa.

1941
The AIF achieves victories over Italian forces in Libya and over the Vichy French in Syria. Germany invades Yugoslavia, Greece and the USSR. Australians hold out for months against German forces in the Tobruk siege. Japan enters the war on the side of the fascist powers with attacks on the US naval base at Pearl Harbour and on British Malaya. The USA enters the war.

1942
Japanese conquer most of South-East Asia. Singapore falls. Darwin is bombed. The Battles of the Coral Sea and Midway are setbacks for Japan. Japanese submarines raid Sydney Harbour. Australians turn back the Japanese advance in Papua. German forces are defeated in El Alamein.

1943
Australians defeat Japanese forces in New Guinea. The Russian Red Army defeats Germans at Stalingrad and in the Battle of Kursk. Mussolini is overthrown in Italy.

1944
The 'D Day' landings take place in France. British and Indian forces drive the Japanese back in Burma. The US defeats Japanese forces on Pacific islands.

1945
Germany surrenders in May. Atomic bombs are dropped on Hiroshima and Nagasaki in August. Japan formally surrenders in September. The United Nations is formed.

CE

3.2 Examining the evidence

3.2.1 How do we know about World War II?

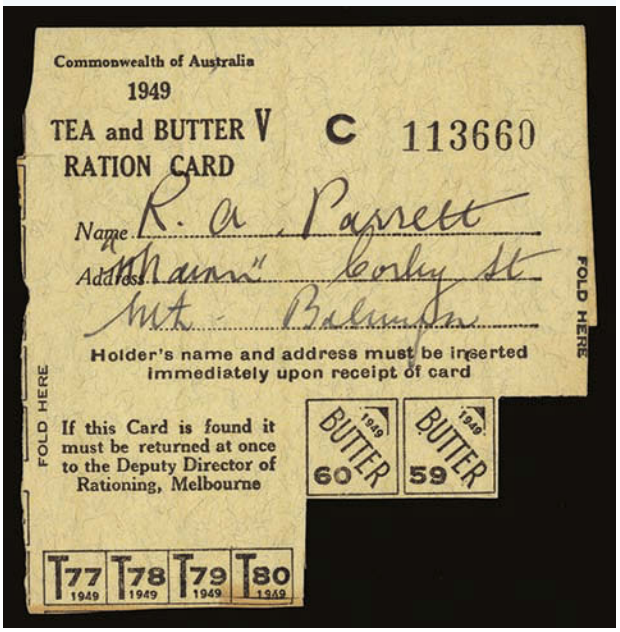
In this topic we will be investigating World War II, especially Australia's involvement in this terrible conflict. Nearly 40 000 Australians died on active service, including almost 8000 Australian prisoners of war who died mostly from malnutrition, diseases and mistreatment. The human cost of World War II was even more horrific for many other nations.

Because of its global scale and its impact, the range of sources of evidence for World War II is truly enormous. These sources include artefacts as well as written and visual sources.

Written sources and artefacts

Many thousands of books and articles have been written about World War II. Vast quantities of written primary sources and material remains are held in museums, archives and libraries. They include military records, campaign maps, soldiers' letters, diaries and memoirs, propaganda and weapons, as well as other kinds of evidence. Australia has extensive collections of such sources, including military equipment and dioramas depicting specific battles. Many can be viewed online through the Australian War Memorial website.

SOURCE 1 A 1949 ration card for tea and butter



SOURCE 2 Tom Uren was a former minister in the Whitlam Labor Government (1972–75). In this extract from his memoirs he describes events before his unit became prisoners of war on 23 February 1942.

All the blokes in our unit were excited and couldn't wait to go ... A brigadier gave a talk about what the Japanese were doing in the countries they had overrun, such as China; we were told they were raping women and bayoneting children ... We disembarked at Koepang on the western side of Timor on 12 December 1941 ... From 19 January 1942 we endured almost daily bombing raids by the Japanese ... On 20 February 1942 we heard a rumour that the Japanese had landed on the other side of the island and most of our troops were sent around to engage them ... Our first engagement was with Japanese paratroops who had landed on the outskirts of a village called Babaoe ... We got on the last truck pulling out of the village just as the Japanese paratroops came up the main street firing at us. It was a pretty narrow escape ... The Japanese were not taking prisoners.

About 500 paratroopers had landed and in the four days of intense fighting that ensued, we killed almost all of them. During those four days of the battle, brutal things were done on both sides. Some of our stretcher-bearers had their throats cut [by the Japanese] and were hung up by their feet ... In the heat of war, man is capable of the most barbaric and inhumane actions.

Visual sources

World War II was the first major conflict in which movie cameras were used extensively to document events and to make propaganda films. The best-known Nazi propaganda films were made by Leni Riefenstahl. In her first documentary *Der Sieg des Glaubens* (Victory of Faith), Riefenstahl recorded the 1933 Nuremberg Nazi Party rally to portray Adolf Hitler as a great German statesman rather than the cruel dictator he was. Film was also used by the Allies both for propaganda and to record events. American director John Ford filmed battles in which US Marines overcame fierce Japanese resistance in the Pacific in 1944 and 1945. Art and still photography were also widely used to record wartime events, as they had been during World War I. Art and photographs provide some of the starkest evidence of this conflict.

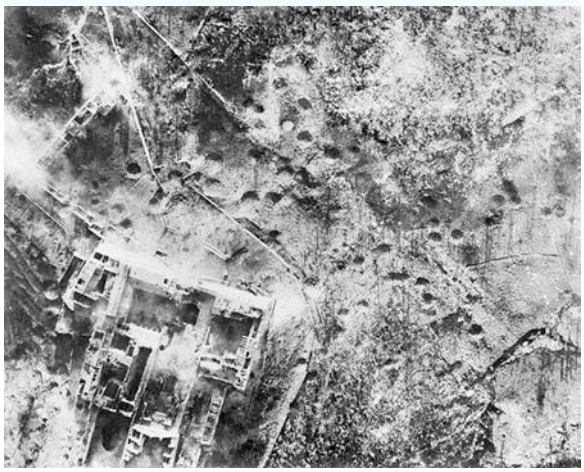
SOURCE 3 Nurses searching through rubble after German bombers struck a children's hospital in London in 1940

Source: AWM 003288

SOURCE 4 During the German siege of Stalingrad in the USSR in 1942, Russian women risked their lives carrying supplies to the city's defenders.

Source: AWM P02018.133

SOURCE 5 This aerial view shows the results of the Allied bombing of the ancient monastery of Montecassino in Italy on 29 February 1944. The Germans had used the monastery as a position for firing down upon advancing Allied soldiers.



Source: AWM MED1826

SOURCE 6 The central figure in this painting is a blind prisoner struggling through a concentration camp just after it was liberated by the Allies.

Source: Moore, Alan
Blind man in Belsen (1947)
Oil on canvas, 51.2 × 61.4 cm
Australian War Memorial ART27620

on Resources

Video eLesson The Blitz in Britain (eles-2601)

3.2 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

3.2 Exercise 1: Check your understanding

1. **HS1** Where would you find written primary sources from World War II?
2. **HS1** Explain how the use of movie cameras expanded the kinds of evidence that we have for World War II.
3. **HS1** Make a list of the visual primary sources that can provide evidence for World War II.
4. **HS1** Who made the best known Nazi propaganda films?
5. **HS1** In what theatre of World War II did John Ford direct films?

3.2 Exercise 2: Apply your understanding

1. **HS3** Why do you think the card shown in **SOURCE 1** would have been issued to Australians at home during World War II?
2. **HS3** Read **SOURCE 2**.
   (a) Why were the men in Tom Uren's unit eager to fight the Japanese?
   (b) When and where did they fight?
   (c) What was Tom Uren's view of the way this part of the war was fought?
3. **HS3** What do **SOURCES 3** and **4** reveal about some reasons why civilians made up so many of the casualties of World War II?
4. **HS3** Look closely at **SOURCE 5**.
   (a) Why was it thought necessary for the Allies to destroy this historic monastery?
   (b) What are the advantages of aerial photographs as sources?
5. **HS3** Describe the details in **SOURCE 6** and explain how this artwork conveys the horror of the Nazis' persecution of their victims.
6. **HS5** Using all of the sources in this subtopic as your evidence, write a short account of the ways in which large numbers of people suffered and died in World War II

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

3.3 Overview of World War II to 1944

3.3.1 The war in Europe and North Africa

World War II began in Europe but soon spread to North Africa and then to Asia and the Pacific. Its battles were fought on land, in the air and at sea, and its combatants included **partisans** as well as regular forces. Unlike World War I, it really was a war of **ideologies**, a war the Allies fought to stop the expansion of fascist rule.

Germany invaded Poland on 1 September 1939 using a new tactic — *blitzkrieg*. This method of high-speed attack used tanks supported by fighter planes and dive-bombers. Britain, Australia, New Zealand and France declared war on 3 September. However, British and French troops were too far away to provide any help to the Poles. Despite heroic resistance, western Poland fell to the Nazis and eastern Poland was occupied by the Soviet Union. In April 1940 Germany overran Norway and Denmark to secure iron-ore supplies. In May it again used *blitzkrieg* tactics to invade the Netherlands, Belgium and France. In late May Belgium surrendered. France was defeated by 17 June.

DID YOU KNOW?

'Blitzkrieg' means 'lightning war'. The term was invented by *Time* magazine reporters rather than German commanders.

As the Germans advanced, 340 000 Allied soldiers were pushed back to the beaches of Dunkirk in northern France. Had it not been for the crews of more than 800 hastily assembled British boats that rescued troops, Britain would have suffered terrible losses. Instead, Britain was able to evacuate most of its troops, as well as many French, Dutch and Belgian soldiers.

SOURCE 1 A modern artist's impression of the Dunkirk evacuation

The British Empire stands alone

While Germany occupied most of France, a right-wing, pro-German French government was set up under Marshal Pétain in the south. Vichy France, as this regime was known, was now Germany's ally. The British Empire stood alone, facing German-occupied Europe. With the US and USSR remaining neutral, Britain's only allies were the defeated European nations' governments-in-exile.

The Battle of Britain

When the new British prime minister, Winston Churchill, made it clear that his country would not negotiate for peace, Hitler planned Operation Sea Lion, the invasion of Britain, in which devastating air attacks were to be followed by landings of German troops.

For a seaborne invasion to succeed, Germany first had to win control of the air. On 10 July 1940 the **Luftwaffe** struck convoys of ships in the English Channel. It then targeted airfields, military installations, ports and cities, killing 15 000 British civilians. But the **Royal Air Force (RAF)** fighter aircraft fought the Luftwaffe tenaciously during the Battle of Britain. Over 500 airmen lost their lives, but they denied the Nazis control of the air and the invasion was prevented.

SOURCE 2 From speeches by Prime Minister Winston Churchill in 1940

We ... shall defend our island whatever the cost may be, we shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the hills; we shall never surrender ...

I expect that the Battle of Britain is about to begin. Upon this battle depends the survival of Christian civilisation ... Hitler knows that he will have to break us in this island or lose the war. If we stand up to him all Europe may be free ...

New battlefields after 1940

By the end of 1940 the war had reached a stalemate. Germany had failed to crush Britain, but Britain lacked the capacity to invade Europe. Direct battles could and did take place in North Africa and the Balkans, however. Italy had entered the war as Germany's ally in June 1940, and within a month Italian forces had captured British Somaliland and parts of Egypt. In November 1940 the British struck back with a devastating air attack on the Italian fleet and a land attack that forced an Italian retreat. German forces came to Italy's aid and the British were pushed back into Egypt in February 1941. Germany then attacked Yugoslavia and Greece, conquering those countries in April and May 1941. With their nations overrun, Yugoslav and Greek partisans continued to fight behind German lines.

Germany invades Russia

In June 1941 Hitler betrayed Stalin by launching Operation Barbarossa to achieve his original aim, the conquest of the Soviet Union. The invasion force included three-quarters of Germany's armed forces, as well as Hungarian, Romanian, Finnish and Italian troops and 'volunteers' from 'neutral' Spain. Partly because Stalin failed to respond quickly, many Soviet planes were destroyed on the ground and the Axis forces were at first able to advance quickly. But *blitzkrieg* tactics were ineffective on Russia's vast plains. As rain turned the roads to mud the German advance slowed. By December it was halted by the harsh Russian winter and by fresh Soviet divisions from Siberia who drove the invaders back from Moscow. The attack on the USSR gave the British Empire a powerful ally.

SOURCE 3 From a letter from Hitler to Mussolini explaining the reasons for the German invasion of the USSR

The martial spirit to make war, after all, lives only on hopes. These hopes [of the British] are based solely on two assumptions: Russia and America. We have no chance of eliminating America. But it does lie in our power to exclude Russia. The elimination of Russia means, at the same time, a tremendous relief for Japan in East Asia, and thereby the possibility of a much stronger threat to American activities through Japanese intervention.

SOURCE 4 Europe at the beginning of 1942

Source: Map by Spatial Vision.

Explore more with myWorldHistoryAtlas

Deepen and check your understanding of the topic with related case studies and auto-marked questions.

- World War Two > **World War II in Europe**

3.3.2 The Pacific War

Japan was Germany's Axis partner, but with a million troops engaged in China it did not widen its role until December 1941. Japan sought an Asian and Pacific empire, or what it described as the 'Greater East Asian Co-prosperity Sphere'. Its first step was the occupation of French Indochina in July 1941 with the cooperation of Vichy French authorities.

On 7 December 1941 waves of Japanese planes from aircraft carriers struck the US naval base at Pearl Harbor in Hawaii, destroying half the US fleet. US president Franklin D. Roosevelt had strongly sympathised with the Allies, but many Americans opposed America's involvement in the war. The attack ensured public support when Roosevelt declared war the very next day. Britain had gained another powerful ally.

SOURCE 5 US battleships burn after the Japanese attack on Pearl Harbor

On 8 December the Japanese invaded Malaya and attacked other British, Dutch and US colonies in Asia. By April 1942 the Japanese had taken Hong Kong, the Philippines, Malaya, Singapore, the Dutch East Indies and much of Burma. However, in May 1942, in the Battle of the Coral Sea, a US aircraft carrier force engaged Japanese warships and troopships heading for Port Moresby in Papua. Although both sides suffered heavy damage, the Japanese were prevented from taking Port Moresby by sea.

SOURCE 6 The extent of the Asia–Pacific region controlled by Japan by July 1942

Source: Map by Spatial Vision.

DID YOU KNOW?

The Battle of the Coral Sea in May 1942 marked the first time US and Australian forces halted the Japanese advance in the Pacific.

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- World War Two > **World War II in the Pacific**

3.3.3 Turning points and counter-offensives

Crucial land, air and sea battles in 1942 and 1943 represented turning points in the European and Pacific wars. Counter-offensives against the Axis powers and Japan began to inflict serious defeats on both these enemies.

- In the Battle of Midway in June 1942 Japan lost its aircraft carriers, inflicting serious damage to its naval strength.
- In October 1942 British Empire forces defeated German forces at El Alamein in Egypt. By November the Germans were retreating in North Africa, and in May 1943 they were forced to surrender.
- From November 1942 Soviet Red Army troops fought back ferociously at Stalingrad. On 2 February 1943 the German 6th Army surrendered. In July 1943, in the Battle of Kursk, the biggest tank battle of World War II, Germany's tank force was almost completely destroyed.

SOURCE 7 Soviet troops advancing on German positions during winter fighting on the Eastern front

The Allied counter-offensives

- By 1943 the Axis powers were clearly losing the war. Bombing raids by US and British Empire aircraft were destroying German cities and industry.
- After British and US troops invaded Italy in July 1943, Mussolini was killed by Italian anti-fascists and the Allies fought a bloody campaign against German forces in Italy's north.
- On 'D-Day', 6 June 1944, British, US and Canadian troops landed on the beaches of Normandy in France and began driving the Germans out of western Europe.
- By the end of 1943 the Germans were retreating before the Red Army all along the Eastern Front.
- In the Pacific War, Australian troops defeated the Japanese in Papua between July 1942 and January 1943, and then fought them in New Guinea. In November 1942 the US inflicted another big naval defeat on the Japanese, and by March 1944 British and Indian troops were turning the Japanese back in Burma while US forces were destroying Japanese bases in the islands of the Pacific.

3.3 ACTIVITIES

1. Conduct research into the battles of Stalingrad and Kursk and prepare a report on whether or not they should be regarded as the major turning points in the war in 1943. **Determining historical significance**
2. Make a timeline of all the dates and events referred to in this subtopic. Which of these events led to other events, in your opinion? Create a consequences diagram to show this. **Sequencing chronology**

3.3 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

3.3 Exercise 1: Check your understanding

1. **HS1** Where were *blitzkrieg* tactics used by Germany in 1939 and 1940 and how effective were they?
2. **HS1** Describe the situation facing the British Empire after 17 June 1940.
3. **HS1** Explain why the war had reached a stalemate by the end of 1940.
4. **HS1** Explain how the war expanded to North Africa, the Balkans and the Soviet Union (USSR) in 1940–41.

5. **HS1** Explain Japan's motives for widening its role in the war from China to the wider Asia–Pacific region from December 1941.
6. **HS1** Explain how Japanese aggression enabled US President Roosevelt to overcome American opposition to involvement in the war.
7. **HS1** What events can be regarded as the main turning points in:
   (a) the war in Europe and North Africa between October 1942 and June 1944
   (b) the war in Asia and the Pacific between June 1942 and March 1944?

3.3 Exercise 2: Apply your understanding

1. **HS3** Referring to **SOURCE 1**, explain why the Dunkirk evacuation was vital for Britain's ability to keep fighting.
2. **HS3** Read **SOURCE 2**.
   (a) According to Churchill, what was at stake in the Battle of Britain?
   (b) Explain how such speeches would have helped to strengthen the will of the British people to fight.
3. **HS3** Read **SOURCE 3**.
   (a) Identify two reasons Hitler gave for attacking Russia (the USSR) and state them in your own words.
   (b) Explain why this might be regarded as a poor decision on Hitler's part.
4. **HS3** Study **SOURCE 4**. Identify and list:
   (a) Nazi Germany's allies in Europe by 1942
   (b) countries occupied by Germany by 1942
   (c) countries occupied by Italy by 1942
   (d) countries that were neutral.
5. **HS3** Describe what is shown in **SOURCE 5** and explain how such images would have convinced US citizens to support Roosevelt's declaration of war.
6. **HS3** Using **SOURCE 6**, identify and list the countries attacked and occupied by Japan by 1942. Why might Australia have cause to be concerned by Japan's occupation of these countries?
7. **HS3** Soviet Red Army troops, like those shown in **SOURCE 7**, played a vital role in turning the tide of war in favour of the Allies. What advantages might they have had over their Axis enemies?
8. **HS4** Why were there two main theatres of war from December 1941?
9. **HS4** Outline the events of the Battles of Stalingrad and Kursk.

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3.4 Australians at war: enlistment and the Mediterranean battles

3.4.1 Enlisting for the war

On 3 September 1939 Prime Minister Robert Menzies announced in a radio broadcast that, because Britain had declared war on Germany, 'Australia is also at war'. While most Australians agreed it was their duty to support Britain, they no longer imagined that war was a glorious adventure.

Menzies' statement was a continuation of Australia's adherence to a common British Empire foreign policy and it was immediately supported by the Labor Party. Yet, Australia was ill-prepared for another world war. The Royal Australian Navy (RAN) had been equipped to assist the Royal Navy, so it was better prepared than the other services. But the Royal Australian Air Force (RAAF) had only 3500 personnel in 1939 and no modern warplanes, while the army had only a small core of professional soldiers and a militia of part-time reserves, who met once a week for training.

DID YOU KNOW?

Approximately 39 800 Australian soldiers, sailors and airmen and 700 civilians were killed in World War II from a population of almost seven million, compared with around 60 000 out of fewer than five million in World War I.

Much larger land forces had to be recruited but the Australian government was at first reluctant to send troops to Europe, as it feared that Japan might suddenly enter the war and threaten Australia. However, many Australians believed that their government had a duty to help Britain as quickly as possible. The result was that Australia formed two separate land forces. The militia, or Citizen Military Forces, was expanded by voluntary and compulsory service for the defence of Australia. A second Australian Imperial Force (2nd AIF) was raised by voluntary enlistment for service overseas.

Recruiting the Second AIF

Recruiting for the 2nd AIF began in October, but there was no great rush to enlist. This was partly because there was little action at this stage of the war, which came to be called the 'phoney war'. Hitler had completed the invasion of Poland, but the Allies took no effective steps against him. It was not until the lightning fast German advances of April–June 1940 that most Australians realised how serious the war situation was.

At least two other factors impeded recruiting. One was that Australia still discriminated against Indigenous volunteers through the requirement that recruits must be 'substantially of European origin', although Indigenous Australians were soon to be fighting in the overseas campaigns of 1940–41. Another reason was that the Great War had shattered the myth of war as a glorious adventure. People now understood that victory, if it could be won at all, would come at a high cost in lives.

There was, however, a rush to enlist in the RAAF, as many young men realised that this would be an aerial war. But the RAAF was initially prepared to accept only a tiny fraction of the almost 70 000 who had applied to join by March 1940.

SOURCE 1 Extract from Michael McKernan, *All In! Australia During the Second World War*, Thomas Nelson, Melbourne, 1983. Michael McKernan was a senior lecturer in history and an assistant director of the Australian War Memorial.

Unfortunately for the patriots, recruiting proved to be a great disappointment. Instead of a flood there was a trickle in all centres ...

Uncertainty over the use of the special force and rates of pay influenced some 'eligibles' not to enlist ...

Many of the early recruits testified that their army pay was the first wage they had ever received, moving from school to the dole to the army.

Recruiting in 1939 was, therefore, utterly different from the wild, excited scenes enacted outside army depots in 1914 ...

The failure of recruiting ... alarmed the government ...

3.4.2 The Second AIF goes to war

Four divisions were raised for the Second AIF. As there had been five divisions in the First AIF, these new divisions were called the 6th to the 9th divisions. The 6th, 7th and 9th Divisions were sent to the Middle East. The 8th was sent to Malaya. Early in 1940 the 6th Division was trained in Palestine. In battles in Libya, between January and March 1941, the 6th Division achieved spectacular victories over the Italians. By March, 10 Italian divisions had been destroyed, tens of thousands of Italian troops had surrendered and British Empire forces had gained their first victory of the war.

Greece and Crete, March–May 1941

The next campaign, in Greece, saw a tragic defeat. The Australian 6th Division fought alongside Greek, British and New Zealand troops to halt the German invasion. But the Germans used tanks supported by dive-bombers, and the under-equipped Allied defenders were forced to retreat to Crete, where they fought a **rearguard action**. While the main army was evacuated, the Australian 2/7th Battalion held the Germans back. More than 3000 Australians were taken prisoner.

SOURCE 2 Theatres of war involving Australian forces in North Africa, the Middle East and Greece, 1941–42

Source: Map by Spatial Vision.

SOURCE 3 From the diary of Major Henry G. Quinn of the Australian 2/7th Battalion, written during the fighting in Crete

30 May 41
FOOD SHORTAGE ACUTE and plane not yet arrived, as arranged ...
High ridge on right fwd flank occupied by enemy — from here he directed fire onto our posns [positions]. Our fire unable to reach them ...
Heat terrific and nerves straining under the terrific hammering. All troops anxious to be allowed to attack ...
31 May 41
ORDERS TO HOLD ON for another 24 hrs ... position hopeless, and the fact that no further ammn [ammunition] is arriving, makes it necessary to safeguard every round.
NO AIR SUPPORT is rendering our position untenable ... orders to withdraw received ... a nightmare trip down the cliffs to the beach.
BN [BATTALION] PERSONNEL EMBARK BUT MAJORITY LEFT 12 Bn personnel got aboard a barge, but nothing seen of the rest ... there were no more barges left.
4 Jun 41

	OFFICERS	ORs [other ranks]
Unit strength, as at 10 Apr 41, when Bn sailed for GREECE	33	726
Lost in Greece	2	150
Bn strength on landing on CRETE	31	576
Lost on CRETE	24	511
Total of the remaining members of the Bn.....	7	65

Tobruk and El Alamein

In June 1941 two brigades of the Australian 7th Division took part in a campaign to defeat Vichy French forces in Syria. The Australians captured several forts and defeated the experienced French Foreign Legion.

Meanwhile, the defeat of the Italians in Libya had forced Hitler to send in German forces in February 1941. The Allies were pushed back to Tobruk, on Libya's coast, where an epic siege began. The Allied troops were ordered to hold Tobruk to delay the German advance on the Suez Canal and the Persian Gulf oilfields. The garrison of 24 000 included 14 000 Australians, mostly of the 9th Division. The siege of Tobruk lasted from April to December 1941. The defenders suffered from disease, flies, fleas, intense heat and insufficient water. They sustained 3000 casualties during daily German air raids and ground attacks led by tanks. The defenders were caught in a trap so the Germans called them the 'Rats of Tobruk'. The Australians adopted that name with pride.

SOURCE 4 Australian defenders using a captured Italian anti-aircraft gun to ward off German planes during the siege of Tobruk

Source: AWM 040609

DID YOU KNOW?

The English-language German radio program called 'Germany calling' that described the Allied troops as 'poor desert rats in a trap' was not a propaganda success in this case. Thumbing their nose at the suggestion, the Australian soldiers even cast an unofficial medal for themselves depicting a rat. The metal used to make the medals came from a German bomber the Australians had shot down with captured German guns.

When Japan entered the war in December 1941, the AIF divisions, except for the 9th, were shipped home to face the new danger. The 9th Division **spearheaded** the British infantry attack in the first major Allied victory over the Germans. This was the 12-day-long Battle of El Alamein in October 1942.

3.4 ACTIVITIES

1. Write a script of a dialogue between two potential recruits, one whose father suffered terrible injuries in the Great War and the other who has been unemployed since leaving school. Their dialogue should be discussing whether or not to enlist. **Using historical sources as evidence**
2. Evaluate the significance of the feats of the 'Rats of Tobruk' in giving Australia a World War II legend to rival the original Anzac legend. You will need to conduct further research for this task. **Determining historical significance**

3.4 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

3.4 Exercise 1: Check your understanding

1. **HS1** Describe the state of Australia's readiness for war in September 1939.
2. **HS1** Explain how attitudes to enlistment were affected by:
   (a) the experience of World War I
   (b) discrimination against Indigenous volunteers
   (c) the 'phoney war'.
3. **HS1** Explain why the new AIF divisions were called the 6th, 7th, 8th and 9th.
4. **HS1** Why did the Australian government send only three of the four AIF divisions to the Middle East?
5. **HS1** Describe the strength of the Royal Australian Air Force (RAAF) in 1939.

3.4 Exercise 2: Apply your understanding

1. **HS3** Read **SOURCE 1**.
   (a) Explain why this source can be regarded as reliable and thoroughly researched.
   (b) Why was recruiting a 'great disappointment'?
   (c) Describe how economic considerations influenced some to enlist and others not to enlist.
2. **HS3** Using **SOURCE 2** and other information in this subtopic, briefly outline the campaigns in which Australians fought around the Mediterranean in 1941–42.
3. **HS3** Read **SOURCE 3**.
   (a) Explain why this diary should be considered a reliable source.
   (b) Using the diary extract as your evidence, describe the problems endured by 2/7th Battalion and explain why its losses were so great.
4. **HS3** Suggest why the Australians in **SOURCE 4** were using Italian weapons and how they had acquired them.
5. **HS3** Imagine you are a war correspondent reporting on the AIF in the Middle East. Use the sources in this subtopic to write a short paragraph about Australians in that theatre of war.

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3.5 Australia under threat

3.5.1 A major turning point in the war for Australia

Australia's deepest fear became reality when Japan entered the war in December 1941. Australia's most experienced troops, three of the four AIF divisions, were far away, fighting alongside British forces. Australians had hoped that, if Japan entered the war, the British would defend Australia. But Britain was fighting for its own survival and lacked the resources to protect Australia and the Asia–Pacific region.

On 27 December 1941 Japanese troops were advancing quickly down the Malay peninsula towards Singapore. On that day John Curtin, Australia's recently elected Labor prime minister, declared that Australia would look beyond Britain to shape its own foreign policy.

SOURCE 1 Curtin's call for American help against Japan

The Australian government ... regards the Pacific struggle as one in which the United States and Australia must have the fullest say in the direction of the Democracies' fighting plan ... Australia looks to America, free of any pangs as to our traditional kinship with the United Kingdom.

We know the problems that the United Kingdom faces. We know the constant threat of invasion ... But we know too that Australia can go, and Britain can still hold on.

We are therefore determined that Australia shall not go, and we shall exert all our energies towards shaping a plan, with the United States as its keystone, which will give to our country some confidence of being able to hold out until the tide of battle swings against the enemy.

'Fortress Singapore' falls

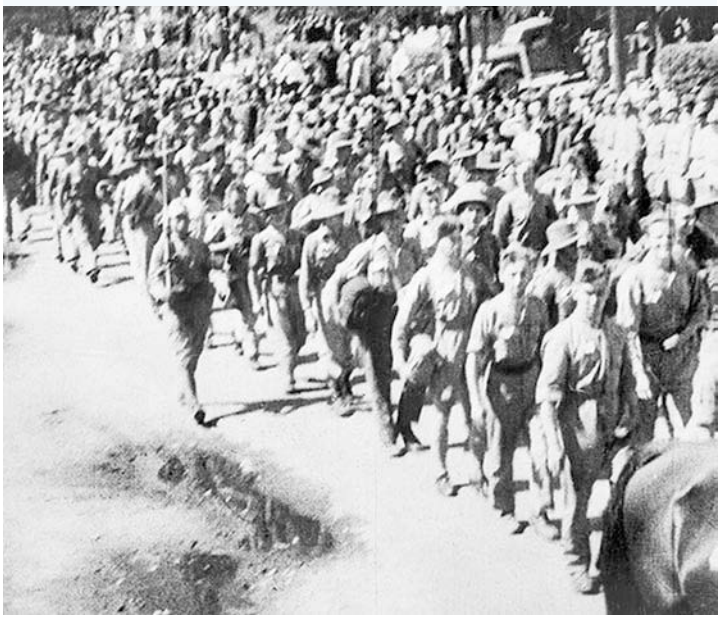
To Australia's near north, Malaya and Singapore were defended by more than 130 000 British Empire troops, consisting of Indian and British forces and the Australian 8th Division. It was said that Singapore, with its British naval base, could not be taken, but by the end of January 1942 Malaya had fallen and Singapore was directly threatened. Japanese bombers had sunk two British battleships sent to Singapore within a few days of the attack on Pearl Harbor.

Singapore's defence was poorly organised and, on 15 February 1942, the British commander surrendered his army to a Japanese force that was less than half its size and would soon have run out of ammunition. Singapore's defenders, including 15 000 Australians, became prisoners of war (POWs).

SOURCE 2 Japanese troops advancing during the invasion of Malaya on 14 January 1942

Source: AWM 127894

SOURCE 3 British and Australian POWs in Korea on 24 October 1942. These soldiers were transported to Korea after being captured at the fall of Singapore.



Source: AWM 041103

Australia exposed

When Singapore fell, Australians felt even more exposed. Their fears were justified when, on 19 February, Darwin was hit in two Japanese air raids by about 90 bombers with fighter escorts. At least 243 people were killed and there was widespread panic. Many more air raids followed throughout 1942 and 1943. The Japanese had overrun Rabaul, in New Britain, on 23 January, and captured the small Australian forces on Java, Ambon and Timor in February. However, 'Sparrow Force', an independent Australian company, waged guerrilla warfare on Timor with the help of Timorese people until 1943.

DID YOU KNOW?

On 1 June 1942 the war came even closer when two Japanese midget submarines were sunk in Sydney Harbour. Although it is now clear that Japan did not have the resources to invade Australia in 1942, the threat was frighteningly real at the time.

Despite Australia's concerns, both Winston Churchill and the US government wanted the Australian 7th Division, returning from the Middle East, to be sent to Burma. Curtin, however, angrily insisted that these men return to Australia. They were later to fight in the New Guinea campaigns.

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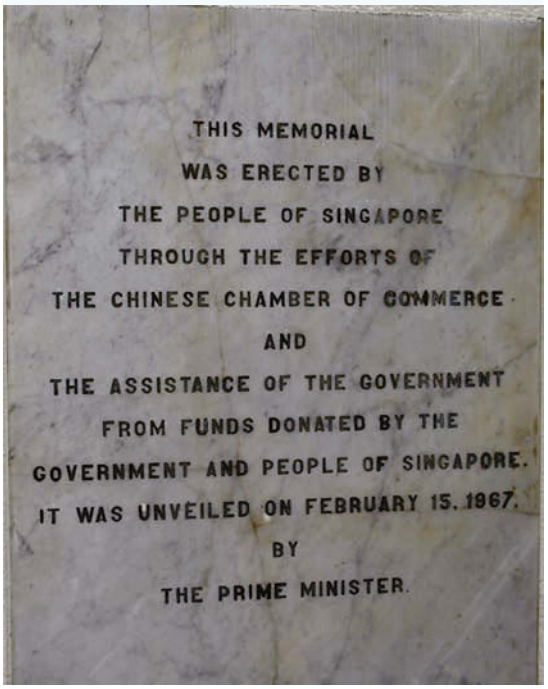
- World War Two > **World War II at home**

3.5.2 The cruel fate of the people of Singapore

Australian historians have tended to focus their research on the consequences of the fall of Singapore for Australia and particularly for the POWs. However, vast numbers of Singaporeans were also to die as a result of the Japanese occupation that followed the British surrender. As it had done in China from 1937, the Japanese Imperial Army unleashed a reign of terror against the ethnic Chinese in Singapore. The main aim appears to have been to destroy ethnic Chinese resistance before it could begin. Under a system called *Sook Ching*, the *Kempeitai*, the Japanese military police, rounded up ethnic Chinese civilians, took them to isolated spots and slaughtered them. Estimates of the numbers killed this way range between 25 000 and 50 000. In 1962, the unidentified remains of many of the victims were unearthed and in the following year they were buried beneath the site where a memorial was to be erected (see **SOURCES 4** and **5**).

SOURCE 4 The Memorial to the Civilian Victims of the Japanese Occupation, in Singapore

SOURCE 5 The inscription on the Memorial to the Civilian Victims of the Japanese Occupation



During the remaining years of the occupation, the *Kempeitai* maintained control through a network of informers who reported on any signs of resistance among the ethnic Chinese population. Singaporean schoolchildren were forced to learn Japanese and to sing the Japanese national anthem, and the people lived in constant fear of further Japanese atrocities.

3.5 ACTIVITY

Conduct a roleplay of an argument between Labor and anti-Labor politicians on this issue at the time. Try to convey their different perspectives and, especially, reasons for their opposing positions.

Determining historical significance

3.5 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

3.5 Exercise 1: Check your understanding

1. **HS1** What events in December 1941 aroused great fears in Australia?
2. **HS1** Identify reasons Australia lacked troops for its defence in December 1941 and reasons for Britain's inability to assist Australia.
3. **HS1** Explain why the Australian government clashed with Britain over the redeployment of the Australian 7th Division.
4. **HS1** Who were the *Kempeitai*?
5. **HS1** Describe the methods used by the Japanese to control the ethnic Chinese population of Singapore.
6. **HS1** Explain the Japanese motives for such acts.
7. **HS1** Why might estimates of the number of Chinese killed vary so widely?
8. **HS1** What groups comprised the British Empire troops defending Malaya and Singapore?

3.5 Exercise 2: Apply your understanding

1. **HS3** Read **SOURCE 1**.
   (a) What did John Curtin say about the danger to Australia and the need to seek support other than what could be provided by Britain?
   (b) Explain what Curtin meant when he said, 'But we know too that Australia can go, and Britain can still hold on. We are therefore determined that Australia shall not go.'
2. **HS3** **SOURCES 2** and **3** depict Japanese troops advancing through Malaya and British and Australian prisoners of war. What effects do you think such scenes would have had on the morale of both sides and on their attitudes to each other?
3. **HS3** Look closely at **SOURCES 4** and **5** and suggest what the memorial reveals about Japanese treatment of Chinese civilians in Singapore and about Singaporean feelings about those experiences.
4. **HS3** Referring to all sources in subtopic 3.5, identify why the fall of Singapore, the bombings on the Australian mainland and the Japanese capture of islands to Australia's north should be regarded as a turning point in the war.
5. **HS6** During the two decades following the Paris Peace Conferences of 1919, Australia had shown almost no independence from Britain. Curtin's speech of 27 December 1941 is regarded by many historians as a turning point in Australian foreign policy. Curtin was criticised by former Prime Minister Robert Menzies, who was intensely pro-British, and by other conservative politicians, who called the speech 'deplorable'. How significant was Curtin's 'Australia looks to America' speech given Australia's history up to that point?

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

3.6 Australians in the Pacific War: Kokoda

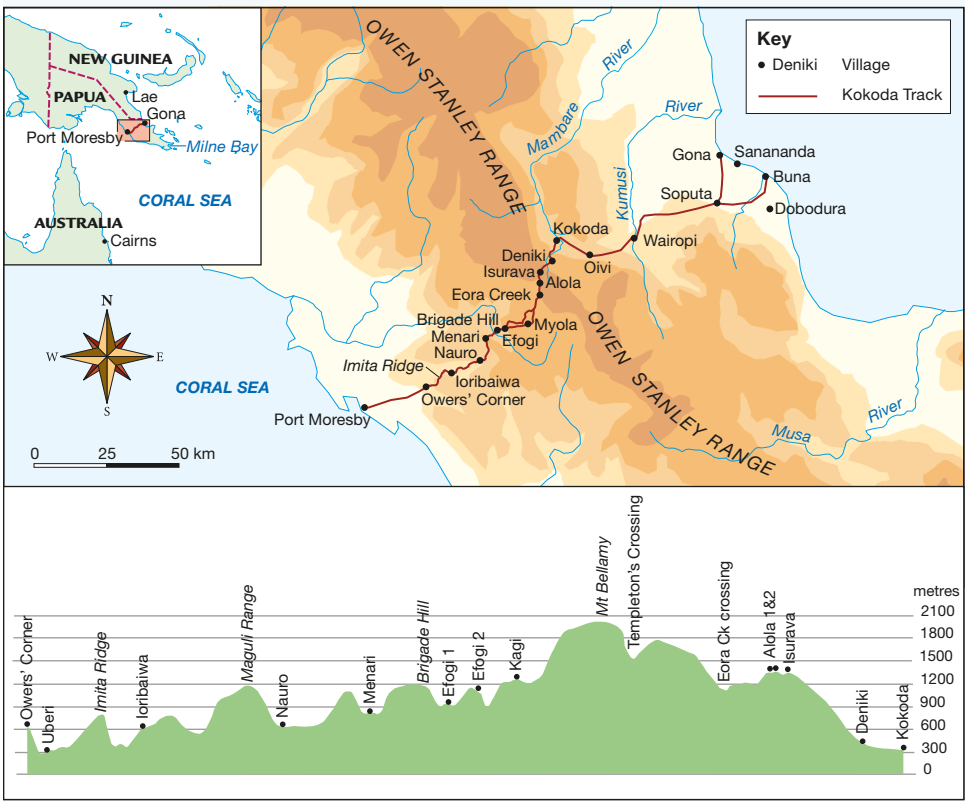
3.6.1 The Kokoda Track

In early 1942 Japan's advances in the Pacific seemed unstoppable. Australia lacked the ships and planes to prevent a Japanese landing on the north or west of the Australian mainland. If that happened, a '**scorched earth**' policy was to be adopted. In fact, by March the Japanese had insufficient ships and troops to invade Australia. However, their fortress at Rabaul was crucial for their Pacific operations and they wanted to occupy Papua and New Guinea to strengthen their hold on it. A Japanese invasion force was sent to take Port Moresby, in Papua. But between July and November 1942 Australian troops repelled them on the Kokoda Track.

With the AIF 6th and 7th Divisions not yet available, the 8th Division in captivity and the 9th Division in the Middle East, the only Australian troops standing in the way of a Japanese invasion of Papua were three **militia** battalions stationed in Port Moresby. The Kokoda Track was a steep and muddy trail that wound from Port Moresby through the dense jungle, across the rivers and over the mountains of the rugged Owen Stanley Range (see **SOURCE 1**). In June 1942 militiamen of the 39th Battalion were ordered to advance with troops of the Papuan Infantry Brigade (PBI) along this track to stop any Japanese advance towards Port Moresby from Papua's north coast.

Japan's attempt to take Port Moresby by sea had already been prevented by the Battle of the Coral Sea in May. So the Japanese planned to capture it by two land attacks. The first was to be across the Kokoda Track; the second was to follow a landing at Milne Bay. For their Kokoda advance, almost 6000 Japanese troops were landed near Gona on Papua's north coast on 19 July.

SOURCE 1 Map and cross-section of the Kokoda Track



Source: MAPgraphics Pty Ltd, Brisbane.

DID YOU KNOW?

The Kokoda campaign is sometimes called the 'Battle for Australia'. Had the Japanese captured Port Moresby, they would have been able to dominate the Coral Sea and bomb Queensland, almost at will.

3.6.2 The Kokoda battles

The men of the 39th Battalion were mostly 18- and 19-year-old Victorian conscripts. They were barely trained, under-equipped, poorly supplied and at times outnumbered. They reached Kokoda village on 15 July and on 23 July they first clashed with the Japanese at Awala. The Australians and Papuans were forced back to Kokoda village and then further back to Deniki. After more than two weeks of attacks and counterattacks, the defenders were carrying out a fighting retreat. On 14 August they fell back to Isurava.

It was not until late August that reinforcements from the 53rd Battalion of militia and the 7th Division AIF began to reach them. But even with these reinforcements, the Australians were forced back to Imita Ridge, just 50 kilometres from Port Moresby, on 17 September. They were ordered to hold that position at any cost. On 24 September lack of supplies forced the Japanese to withdraw in a fighting retreat. The tide of the battle had turned. On 2 November the Australians regained Kokoda. During the campaign, 607 Australian troops lost their lives and 1015 were wounded. There is no accurate record of the numbers of Papuans who gave their lives in this crucial campaign.

SOURCE 2 An account of Japanese tactics in the Kokoda campaign

[Japanese] tactics appeared to follow a definite pattern. A mobile spearhead advanced rapidly ... While the spearhead deployed and engaged the opposition, support troops would site a machine-gun ... Feint or deliberate attacks disclosed the width and strength of the defensive positions by drawing the enemy's fire ... The stronger support elements, coming forward, cut their way round their opponents' flanks, either to force a withdrawal or to annihilate the defenders in a surprise attack from the rear.

SOURCE 3 From the war diary of the 39th Battalion for 29 July 1942

ENEMY were reported to be advancing on our posns [positions] from the NORTH. Lt. Col. OWEN ... was hit just above the right eye by a sniper ... By this time (0320 hrs) the ENEMY were firing from our rear and closing in on the flanks ... Our line then broke completely and orders were given for a hasty withdrawal ... Our tps [troops] retired to DENEKI where they again took up defensive posns. They were very tired and morale was low.

DISCUSS

Hold a class discussion on whether the Kokoda campaign should be regarded as of such significance that it should rank alongside Gallipoli in Australian military history. In your discussion, you could consider such factors as the youth and inexperience of the 39th Battalion and the importance of the Kokoda battles in the overall outcomes of the Pacific War. **[Critical and Creative Thinking Capability]**

on Resources

Weblink The Kokoda Track

SOURCE 4 Members of 39th Battalion after fighting at Isurava, September 1942

Source: AWM 013288

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3.6 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

3.6 Exercise 1: Check your understanding

1. **HS1** Explain why and how the Japanese aimed to capture Port Moresby.
2. **HS1** Identify reasons the Australian government would have considered it vital to hold Port Moresby.
3. **HS1** Why were the Australian 39th Battalion and Papuan Infantry Brigade disadvantaged in the Kokoda battles?
4. **HS1** Describe the assistance they received from late August 1942.
5. **HS1** How many Australian troops were killed or wounded during the Kokoda campaign?

3.6 Exercise 2: Apply your understanding

1. **HS3** Using the scale and other information from **SOURCE 1**, explain what difficulties soldiers would have experienced fighting along the Kokoda Track.
2. **HS3** Draw a diagram to illustrate the Japanese tactics described in **SOURCE 2**.
3. **HS3** Explain how **SOURCE 3** provides supporting evidence for the description in **SOURCE 2**.
4. **HS3** Describe the conditions shown in the photograph in **SOURCE 4** and explain how such conditions would have added to the hardships of the Kokoda campaign.
5. **HS5** Make a timeline of the events of the Kokoda battles from July to November 1942. What do you consider to be short-term effects and long-term effects of the outcome of the battles?
6. **HS4** Before Kokoda, the militia was popularly regarded as inferior to the AIF. Explain how its achievements on the Kokoda Track would have changed that view.
7. **HS6** How different might the outcomes for Australia in the Pacific War have been if the Japanese had captured Port Moresby?

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3.7 Australians in the Pacific War: beyond Kokoda

3.7.1 Papua and New Guinea and the 'unnecessary campaigns'

During the remainder of the war Australian soldiers fought the Japanese in several parts of the southwest Pacific. The Royal Australian Navy (RAN) and RAAF played a wider role, being involved in both theatres of the war.

While the Kokoda campaign was being fought, 9000 Australian and US troops stopped the Japanese force that landed at Milne Bay on the night of 25–26 August 1942. RAAF Kittyhawk fighter planes destroyed many Japanese landing barges, and by 6 September the outnumbered survivors were defeated. During December and January, Australian and US troops defeated the Japanese in their well-prepared positions at Gona, Buna and Sanananda. The fighting and tropical diseases took a heavy toll on both armies. The Papuan campaign ended on 22 January 1943 with the surrender of those Japanese who had not fought to the death.

Australia's next and biggest campaigns were in the soaking jungles of New Guinea. In March 1943, in the Battle of the Bismarck Sea, the Japanese lost eight troop transports and four destroyers, so only 850 Japanese reinforcements were able to land at Lae. From then on they received few supplies. By September 1943 the Australians had captured Lae and Salamaua, and by April 1944 they had defeated most of the Japanese in New Guinea.

SOURCE 1 This painting shows Australian infantry, supported by tanks, breaking through Japanese **bunkers** and **foxholes** at Buna.

Source: Mainwaring, Geoffrey, *Australian Action at Buna* (1932)
Oil on canvas, 274 × 137 cm,
Australian War Memorial ART27547

DID YOU KNOW?

The casualty rate in the RAAF was higher than in the Army or Navy. Of more than 10 500 Australian airmen who lost their lives, three-quarters were killed in Europe fighting against Germany and Italy.

‘Unnecessary campaigns’

After 1944 Australia expected that its troops would join with US forces in recapturing the Philippines. Instead they were used in wasteful campaigns against isolated Japanese garrisons in New Guinea, New Britain, Bougainville and Borneo. The 6th Division fought to clear the remaining Japanese from New Guinea. On New Britain, where the Japanese had 90 000 troops around their base at Rabaul, militia divisions recaptured three-quarters of the island. On Bougainville the militia fought a Japanese garrison of 40 000 troops. Three campaigns in Borneo were fought by the AIF 7th and 9th Divisions. These six campaigns cost more than 1000 Australian lives but had no influence on the outcome of the war.

3.7.2 The RAAF and RAN

The RAAF

During the war the RAAF grew from 3500 personnel to a peak of 184 000, including 18 000 women. In the war’s early stages, the RAAF trained Australians to serve in Britain’s RAF. About 100 Australian airmen fought with the RAF in the Battle of Britain. Australian airmen fought in the Middle East, India, Burma and Italy and in the strategic bombing offensive over German-occupied Europe. Throughout 1943 and 1944, RAAF squadrons raided Japanese positions and helped to destroy Japanese air and sea power at Rabaul. They also helped to protect the US Army during its drive into the Philippines.

DID YOU KNOW?

Despite official discrimination against them at the point of enlistment, Indigenous Australians served in both theatres of the war and some rose through the military ranks. The best known is Sergeant Reg Saunders, who was commissioned lieutenant after serving in North Africa and Greece. There were several Indigenous airmen in the RAAF, including Flight Sergeant Arnold Lockyer, who was shot down over the Celebes (in what is now Indonesia) and killed by his Japanese captors just days after the Japanese surrender.

SOURCE 2 An RAAF recruiting poster, from 1940

Source: RAAF (publisher)
Coming? Then hurry! (1940)
Photolithograph, 100.5 × 73.2 cm
Australian War Memorial ARTV04297

SOURCE 3 HMAS *Sydney* is shown steaming past the crippled Italian cruiser *Bartolomeo Colleoni*, which sank in the Mediterranean on 19 July 1940. The *Sydney* sank with no survivors during an encounter with the German raider *Kormoran* off Western Australia on 19 November 1941.

Source: Norton, Frank
HMAS Sydney in action against Italian cruisers (1941)
Oil on artist’s board, 30.5 × 37.4 cm
Australian War Memorial ART30095

The RAN

When Japan entered the war the Royal Australian Navy was fighting in the Mediterranean. Its ships were ordered back home to face the threat, and several were sunk fighting the Japanese. By 1942 the RAN had 68 ships and nearly 20 000 men. It supported US landings in the Solomon Islands and helped the Royal Navy against the Germans and Italians, and against the Japanese in Burma and Japan's home islands in the final months of the war.

3.7 ACTIVITY

Use the internet to locate at least two other photographs depicting Australian experiences during campaigns in 1944–45. Frame a series of questions to investigate what these photographs reveal about the nature of these campaigns. **Using historical sources as evidence**

3.7 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

3.7 Exercise 1: Check your understanding

1. **HS1** List the places where Australians fought the Japanese between late August 1942 and April 1944.
2. **HS1** Describe the outcomes of those battles and the reasons for those outcomes.
3. **HS1** Why have the campaigns against isolated Japanese garrisons in the closing stage of the war been called the 'unnecessary campaigns'?
4. **HS1** Describe some of the work of the RAN in World War II.
5. **HS1** Recount some achievements of the RAAF in World War II.
6. **HS3** Study **SOURCE 3**. What does it reveal about the specific types of dangers faced by sailors?

3.7 Exercise 2: Apply your understanding

1. **HS3** Examine **SOURCE 1**.
   (a) Describe the details you can see in this painting.
   (b) Explain what the painting reveals about tactics on both sides.
   (c) Why would it be almost impossible for a war photographer to have taken a photograph of this event?
   (d) List the types of primary sources that the artist would have had to use to ensure the painting's accuracy.
   (e) Identify types of sources that could be used to corroborate the accuracy of the painting.
2. **HS3** Do you think **SOURCE 2** would have been effective in recruiting for the RAAF? In your answer, consider whether this poster conveys a sense of glamour and excitement.
3. **HS4** Identify the ways in which Australia's armed services changed due to the demands of the war.
4. **HS6** Evaluate the contribution of Australia's three armed services to the war effort in both theatres of the war.
5. **HS3** Propaganda was used during WWI and WWII to shape public opinion and unify the country behind the war effort. Appealing to fear and racial stereotyping were common tools of propaganda. Consider the sources in this subtopic and then write your own analysis describing the subject and what you consider the purpose of the poster was in wartime Australia.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

3.8 Australian prisoners of war

3.8.1 Contrasting motives for treatment of POWs

Among the most appalling atrocities of the war was the brutal treatment inflicted upon many prisoners. Over 30 000 Australians became POWs. Of the 8591 Australians captured by the Germans, 97 per cent survived the war, despite inadequate food and illness. A total of 21 467 Australians, over two-thirds of all Australian POWs, were taken prisoner by the Japanese, mostly in Singapore and the Dutch East Indies at the beginning of 1942. Almost 8000 of those prisoners died in captivity due to disease, malnutrition and

mistreatment. Historians view the fact that the remaining Australian POWs survived as an achievement that owed much to their tradition of mateship and the sharing of what little they had.

Why were Australian POWs generally treated so much worse by Japanese captors compared with German captors? Much can be explained by differing ideas about race, about conquered peoples and about soldiers who surrendered. Small numbers of Australian POWs were placed in Nazi slave labour camps and those prisoners suffered terrible conditions. However, because of Nazi racial ideas, the vast majority of Australian POWs, like British, American and Western European POWs, rarely suffered the kinds of brutalities, including genocide, that the Germans inflicted on Jews and Slavs (see subtopic 3.13).

The main victims of Japanese racism were the Chinese, who were slaughtered in their millions. But the Imperial Japanese Army had little respect for the rights of conquered peoples generally. Some South-East Asian nationalists at first looked upon the Japanese as liberators from colonial rule, but they soon found that the Japanese treated them with brutality as conquered subjects. Soldiers of the Japanese army were told to fight to the death and had contempt for soldiers who surrendered. Most POWs suffered years of starvation, disease, brutal treatment and forced labour.

SOURCE 1 From John Robertson, *Australia Goes to War 1939–1945*, Doubleday Australia, Lane Cove, 1984, p. 206

Hundreds of Australians, including some women, were massacred by the Japanese upon capture. Thousands more endured forced labour, brutality and near starvation. They had grossly inadequate medical facilities to treat their diseases. They were virtually denied mailing rights and the Japanese also refused to distribute supplies from Allied Red Cross societies ...

Germany and Italy informed the Allies of the names of their prisoners of war, who were allowed some meagre correspondence with their relatives. Photographs were published in Australia of groups of Australians in German prison camps ...

Prisoners of the Japanese just disappeared ... For long periods, families in Australia had no knowledge of [their] fate or whereabouts.

3.8.2 Experiences of Australian prisoners of the Japanese

Nearly all Australian prisoners of the Japanese spent the remainder of the war as slave labourers in camps in Singapore, Malaya, Borneo, Timor, Burma, the Dutch East Indies, Thailand, the Philippines, China, Korea and Japan. All suffered but not all in the same ways.

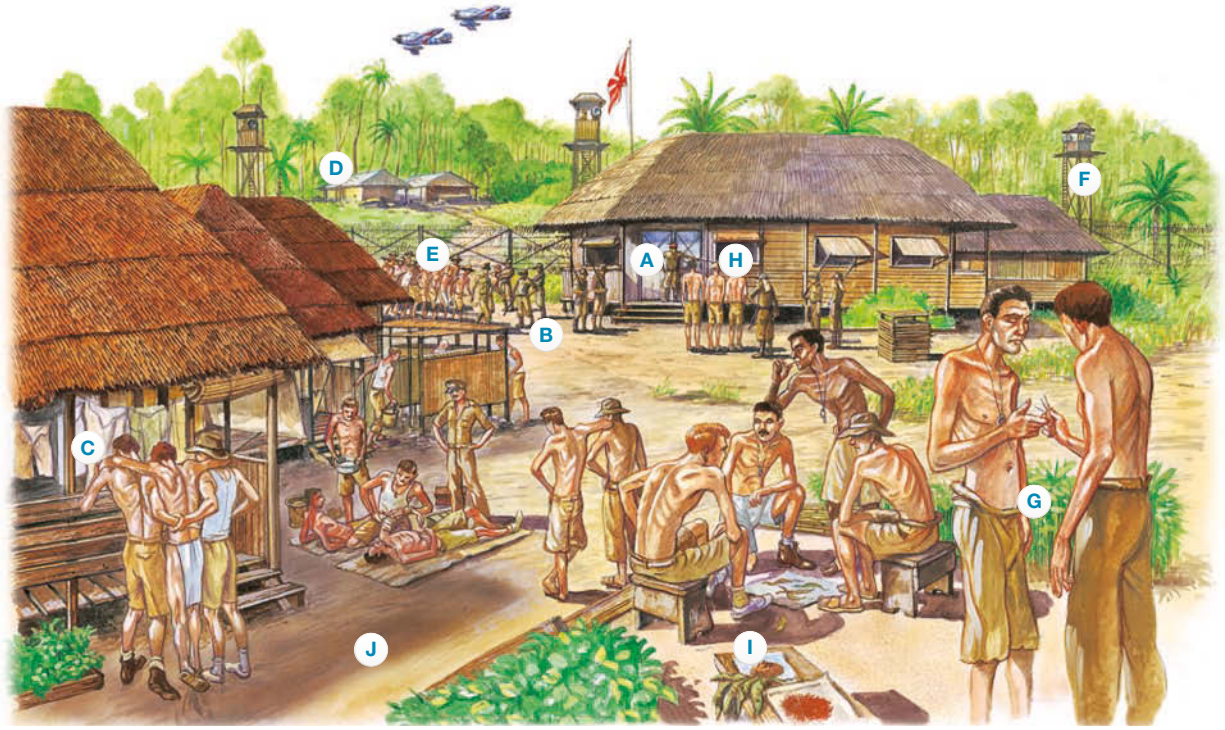
During the war, the Japanese executed some 600 Australian POWs. About another 1500 died when the US Navy sank ships transporting them to Japan. Many thousands of POWs were used along with many more conscripted Asians to build the Burma–Thailand railway. Here, men who looked like living skeletons were forced to work in the jungles for 12 hours a day and sometimes longer. Many suffered severely from tropical diseases, such as dysentery, malaria and cholera, as well as tropical ulcers and malnutrition. Often, terribly sick men went out to do hard labour in the place of others who were even sicker. For POWS who tried to escape, there was the Japanese prison at Outram Road in Singapore that was run by the dreaded *Kempeitai*. POWs held there were not even allowed to move about or talk in their tiny cells and were sometimes brutally beaten.

The Sandakan Death Marches

The worst single atrocity against Australian POWs took place in North Borneo. In 1942 and 1943, the Japanese shipped almost 3000 POWs, of whom almost two-thirds were Australians, to North Borneo to construct an airfield at Sandakan. There they were beaten, starved and overworked. Ten men died under torture when they were caught stealing food. On 2 March 1944, Captain Lionel Matthews and eight other men, including six Chinese, were executed following the discovery of two secret radios.

During the Allied offensive in January 1945, a group of 470 of the Sandakan POWs were marched 260 kilometres west to Ranau but only 350 survived the ordeal. At the end of May, a second death march was ordered for the remainder of the surviving POWs at Sandakan. These POWs had almost no food and those who collapsed with exhaustion were shot. On 26 June, the survivors arrived at their destination. From the 500 who began the second march, only 142 Australian and 61 British POWs reached Ranau. There they met five Australians and one British POW, the only men remaining alive from the 350 survivors of the first death march. At the end of July, only 30 POWs survived at Ranau. Those who remained were shot on 1 August.

SOURCE 2 A modern artist's impression of life in a Japanese POW camp in South-East Asia



A Japanese officers believed in the bushido code of the Japanese warrior, which states that prisoners are disgraced persons. Hence, there was seldom any compassion shown for the lot of the prisoners.

B Food was scarce. Each prisoner was allowed some water and a small portion of corn, soy meal or rice each day. There was no meat, fruit or vegetables. Towards the end of the war, rations were halved.

C The Japanese denied nurses rights, such as Red Cross packages and the supplies needed to write home. Some women were treated very brutally.

D Camps were rife with diseases caused by malnutrition, mosquitoes, poor sanitation and overwork. Many soldiers arrived at the camp suffering combat injuries. Those POWs with medical training cared for the sick and injured as best they could. There were few medical supplies.

E At least 12 Indigenous Australian servicemen were among the Australian POWs captured by the Japanese.

F Escape was difficult, but not impossible. Any escapee who was recaptured was usually executed.

G Forced labour tasks ranged from clearing land to building railroads and bridges.

H Punishment — in the form of withdrawing food, forcing the sick or injured to work, being locked in a bamboo box placed in the sun, being beaten, or even killed — was meant to deter further disobedience.

I Mateship was maintained by Australian soldiers, even under the most difficult circumstances. Soldiers shared the workload, as well as the food and money.

J POWs were sometimes paid in cigarettes for the work they did. This system helped to establish a black market within the camps.

Only six of the original Sandakan POWs survived. Two had escaped into the jungle during the second march and been cared for by villagers. Five others had escaped from Ranau and had hidden in the jungle, but one died before they were rescued by Australian guerrilla units. The survivors included Warrant Officer William Sticpewich, who was warned by a sympathetic Japanese guard to get away or be shot.

SOURCE 3 From the memoirs of former POW and Labor Member of Parliament, Tom Uren, in *Straight Left*, Random House, Sydney, 1994, p. 40

Japanese military discipline was sadistic ... This was also carried out on their own troops, but when it was administered to prisoners it was particularly vicious and brutal ... Whilst I was in Fukuoka camp I met a young Aboriginal who had no legs. He had been punished [by the Japanese] by being made to kneel on a piece of bamboo for several days. The bamboo cut into his knees and gangrene set in. In the end they had to amputate both his legs.

SOURCE 4 From an interview with Sylvia McGregor, a former member of the Australian Army Nursing Service who became a POW when Singapore fell to the Japanese

You cannot explain to anybody what it is to be hungry and there is nothing to eat and no way of getting any ... some of the Indonesian women showed us what plants you could eat ... In some camps they would bring you in food and put it outside the barbed wire. Now, if you went out, there were guards there all the time and you were shot ...

DID YOU KNOW?

Thousands of civilians — men, women and children — also became prisoners of the Japanese. By the war's end, some young children had spent almost their entire lives in prison camps.

3.8 ACTIVITY

Research at least two accounts about their experiences by Australia prisoners of war in Japanese POW camps during the Pacific War. To what extent do they support the sources in this subtopic?

Using historical sources as evidence

3.8 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

3.8 Exercise 1: Check your understanding

1. **HS1** Approximately how many Australians were POWs during World War II?
2. **HS1** Explain how German treatment of different groups of prisoners was influenced by Nazi racial ideas.
3. **HS1** Explain how Japanese treatment of prisoners was influenced by racial ideas and beliefs about the rights of those who surrendered.
4. **HS1** How do historians believe POWs managed to survive imprisonment?
5. **HS1** Describe conditions for prisoners working on the Burma–Thailand railway and in the Outram Road prison in Singapore.
6. **HS1** Explain why the Sandakan Death March is considered the worst single atrocity committed by the Japanese Imperial Army against Australian POWs.

3.8 Exercise 2: Apply your understanding

1. **HS3** Read **SOURCE 1**.
   (a) John Robertson was an Associate Professor of History in the Faculty of Military Studies at the Royal Military College, Duntroon. In your view, should this make his account a reliable source? Why?

(b) Describe the examples that Robertson gives of contrasting German and Japanese treatment of Australian POWs.
(c) Explain what difference it might have made to POWs and their families to have at least some contact by mail.

2. **HS3** Study **SOURCES 2**, **3** and **4**.
   (a) How reliable would you judge each of these sources to be? Justify your opinions.
   (b) Explain what you can learn about the experiences of Australian POWs from each of these sources.
   (c) Identify evidence in each of these sources to explain why so many Australian prisoners of the Japanese died.
3. **HS5** Explain how the experiences of Australian POWs would have affected attitudes of many Australians to Japan after the war.
4. **HS3** Find evidence in **SOURCES 1** and **2** to support the accepted belief that Australian prisoners of the Japanese were often starving.
5. **HS5** Several Australian historians have attributed the survival of almost two thirds of Australian POWs under such terrible conditions to Australian traditions of mateship and sharing. Explain why you would agree or disagree with this view and the reasons for your opinion.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

3.9 The Australian home front

3.9.1 Homeland defence

Thanks to the efforts of Australia and the United States in the Pacific, the Japanese launched very few attacks against the Australian mainland. However, the war caused changes politically, financially and socially, the effects of which we still feel today.

While Australian forces were fighting in Pacific battles, thoughts of those at home turned to defending Australia itself, including its thousands of kilometres of vulnerable coastline. Protecting vital infrastructure such as public utilities also became a priority for citizen volunteers.

Coastwatchers

When an invasion of Australia by the Japanese seemed likely, it was decided to station small groups of highly trained soldiers, called coastwatchers, at key points along the coast. If the Japanese invaded, their task was to travel alongside the enemy, undetected, and monitor their movements. They would then report back to the army, who would arrive and, it was hoped, repel the invasion.

Most coastwatchers never saw the Japanese. Their enemy, instead, was loneliness. One of Morrie Vane's fellow 'knackeroos' (as they were known) cracked under the strain of having to remain constantly alert in case of invasion. He kept a rifle under his bed just in case, and started firing it one night, shouting, 'They're here!'

SOURCE 1 Morrie Vane was a signaller in north-west Western Australia. His group of coastwatchers was taught to live off the land with the help of local Aboriginal people. From D. Connell, *The War at Home*, ABC, Crows Nest, NSW, 1988, p. 69.

If the Japanese had been there, we wouldn't have been able to light a fire and cook the food. That meant we had to be able to eat the food raw ... to eat a bird raw is quite an experience. I think you've got to be very hungry, and you need to be physically tired. When it comes to eating the whole lot — I mean the gizzards and things like that — you've got to be out in the bush with ants, snakes and mosquitoes and nothing else in your pack except salt. We used salt a lot ... when we looked like cracking up, after two or three days on raw animals, the Aborigines produced these tins [of canned meat]. We opened them and ate the meat and that gave us enough energy to ride back.

The Volunteer Defence Corps

As the war continued, many citizens, including World War I veterans, became increasingly anxious about the idea of sabotage from within Australia. They wanted to do something to protect public utilities such as water, energy and public transport systems. These citizens met publicly, giving speeches, running drills and taking oaths of allegiance. The government quickly realised that it was not good for public law and order to have citizens taking things into their own hands, and so the Volunteer Defence Corps was established. Its responsibilities were to 'preserve law and order, protect public utilities and prevent subversive activities by **aliens** or disaffected persons'. This charter effectively restricted what the volunteers could do, while still encouraging their contributions. Many became air-raid wardens, teaching others what to do in case Australian cities were bombed.

SOURCE 2 Australian air-raid wardens practise bomb removal in 1940. Other precautionary measures taken included installing air-raid sirens and distributing tin helmets and respirators.

Source: AWM 027451

Before the Japanese threat to Australia, during the period of 'business as usual', many Australians felt the war, although serious, had no direct impact on them. For many this was entirely the case. But the situation changed with the attack on Pearl Harbor and, particularly, with the fall of Singapore. People started digging air-raid trenches and building shelters. They filled sandbags to help brace buildings in an air attack, blackened or bricked up windows to dim lights, and removed any public signs or street names that might help an enemy.

3.9.2 Government powers for the war effort

As the war effort increased after the Pacific War began, supplying both troops abroad and citizens at home placed an ever-increasing burden on the government. At a security level, peacetime laws would not suffice in a time of war. The government of Australia needed increased powers.

Rationing

In order to maintain supplies for the people at home and for the troops, **rationing** was introduced in 1942. Ration tickets were issued to every household, but they were useless without money; just as money was useless without the tickets. Because supply of so many items was restricted, people had to put their name down on a list if they wanted common household goods such as lamps, irons and radios. Petrol was also rationed. People learned to go without, or to use their imaginations. Garments were cut down to make other clothes, women drew lines up the backs of their calves to look like stocking seams, and plants such as the maidenhair fern were used to make tea.

Internment

The slogans 'loose lips sink ships' and 'even the walls have ears' were devised to make ordinary people careful about what they said and what they wrote in letters. However, this campaign also made many Australians suspicious of their neighbours.

For the second time in 25 years, recent immigrants to Australia (and even some Australian citizens of foreign origin) were locked up in **internment** camps. These people, often respected members of the community, were targeted because they were of German, Italian or Japanese descent. People with particular

political or religious beliefs were also interned. The Australian Communist Party was banned, and many of its members were locked up. The Jehovah's Witnesses were targeted because their refusal to bear arms was seen as a show of support for the Nazis.

Widening powers

The dangers and hardships of World War II generally helped to unite Australians. The Curtin government convinced the people to accept a war effort that affected the lives of almost everyone. During World War I the burdens had been borne mainly by the workers, so Curtin wanted to ensure that this time there would be equality of sacrifice. To achieve that aim, the government introduced controls over wages, profits, rents and prices. Besides rationing essentials, interning 'enemy aliens' and banning organisations that might hinder the war effort, the Commonwealth Government assumed wide powers to:

- declare any goods to be essential for the war effort
- require factories to manufacture war materials
- compel people to work in jobs necessary for the war effort
- control banks and shipping
- increase taxation on high incomes
- censor newspapers
- ban public meetings and acts that might hinder the war effort
- restrict sporting events and non-essential travel
- extend conscription to include overseas service.

SOURCE 3 Every effort was made to conserve resources, recycling wherever possible. This photograph shows scouts collecting tyres and hoses for recycling.

Source: AWM 027451

SOURCE 4 Australians at home were encouraged to support the war effort.

DID YOU KNOW?

John Curtin led Australia through its time of greatest danger, but from mid-1944 his health was failing under the strain of work. He died on 5 July 1945, two months before the final Allied victory, and his death was mourned by the nation.

Conscription

Introducing limited conscription for overseas service was one of the government's most difficult decisions. Curtin himself had been imprisoned for opposing conscription during World War I, but he recognised that defending Australia against Japan meant fighting outside Australian territory (then defined as Australia and Papua). The conscription issue had torn Labor apart during World War I, and Curtin had a hard task convincing many Labor Party members that it was now necessary. The Militia Bill that was passed on 3 February 1943 enabled the government to send conscripts to any area within the **South-West Pacific Zone**.

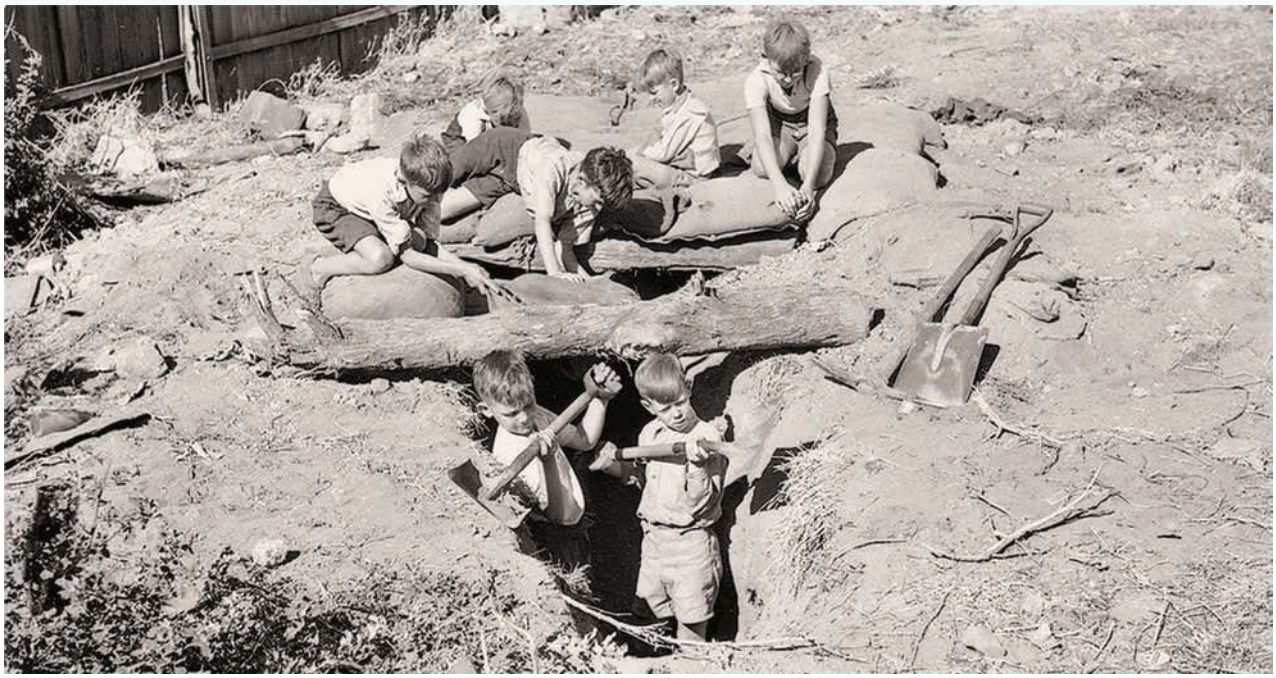
3.9.3 The effects of the war on children

The war was a tough time for all family members, but it was particularly tough for children. It was confusing for them to deal with the fact that their father (and possibly one or more of their brothers) was, perhaps, many thousands of kilometres away fighting a war, and it would have been hard for them to see family members being constantly unhappy and worried. Some children had to cope with their pets being put down, rather than allowing them to starve to death because of the severe rationing. For Christmas 1942, wording such as 'Christmas', 'yuletide' and 'festive season' was forbidden in advertising, to discourage people from purchasing non-essential items such as toys, dolls, sporting goods and musical instruments.

SOURCE 5 John Spencer recalls his schooldays during the war. From D. Connell, *The War at Home*, ABC, Crows Nest, NSW, 1988, p. 35.

Every child had to carry across his or her shoulder a small calico bag, usually made by the mother, in which had to be a set of ear-plugs, a clothes peg, a number of bandages and some dehydrated food, usually in Aspro-sized pellets. These bags were not to be opened except during the regular drills, which we had every day. A particular type of bell ring meant that everyone should evacuate the building. Each class would evacuate in order [to the air-raid trenches] ... We used to practise this and it was considered deadly serious. What they didn't do, of course, was put in a drainage system, so when we had the normal Sydney rain the trenches were about three feet deep in water. We just had to wait till it drained away before we could have air-raid drill again.

SOURCE 6 Children during these times had to do more than just schoolwork. They had to know how to move into the trenches dug on school grounds (in the event of an air raid). Some even dug trenches at home. Wastage of almost anything was severely frowned on. Children also helped the war effort by collecting small metal items (such as tins and saucepans) as scrap.



Source: AWM 045120

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3.9 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

3.9 Exercise 1: Check your understanding

1. **HS1** Describe the purpose and role of coastwatchers.
2. **HS1** Explain what motivated members of the Volunteer Defence Corps.
3. **HS1** Give three examples of ways in which people learned to go without items that were restricted by rationing.
4. **HS1** List the groups who fell victim to the policy of internment.
5. **HS1** Explain why the Australian government assumed wider powers, including limited conscription for overseas service.
6. **HS1** Make a list of examples of ways in which the war was a tough time for children.
7. **HS1** Which of these examples do you think would have been toughest to deal with as a child?

3.9 Exercise 2: Apply your understanding

1. **HS3** Using **SOURCE 1**, describe the hardships faced by coastwatchers in remote areas.
2. **HS3** Look at the details in **SOURCE 2**.
   (a) Describe what is being done.
   (b) Explain why this practice would have been undertaken even though no bombs had fallen on Australia by 1940.
3. **HS3** Using **SOURCES 3** and **4** as evidence, describe ways in which civilians helped the war effort while helping themselves to cope with wartime shortages.
4. **HS3** Compare **SOURCES 5** and **6**. Describe the activities in these sources and explain why children might have seen such activities as adventures as well as hardships.
5. **HS3** Evaluate the extent to which the activities shown or described in **SOURCES 2**, **3**, **4**, **5** and **6** might have helped in maintaining morale on the home front.
6. **HS4** The policy of interning 'enemy aliens' was a continuation of the policy that had been adopted in Australia during World War I. However, during World War II, the 'enemy aliens' who were interned included anti-fascists, including several who had struggled against fascism in Europe and who had come to Australia to escape fascist rule. Discuss whether the government could have recognised such changes and distinguished between supporters and opponents of fascism.
7. **HS5** Does the evidence presented in this subtopic support the statement 'The dangers and hardships of World War II generally helped to unite Australians'? Explain your view.

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3.10 Australian women at war

3.10.1 The role of women at home

Most Australian women wanted to do whatever they could to help the war effort. When war was declared in September 1939, few people could have predicted its effects on the roles of women. During World War I traditional roles hardly changed at all in Australia. Some women had entered the paid workforce for the first time during World War I, but the activities of most women were confined to charity work and fund raising. During World War II many women demanded to be much more directly involved.

Women eagerly joined voluntary organisations in which they learned new skills that would be valuable if the war reached Australia. Some voluntary war work followed traditional patterns, but new organisations also trained women in air-raid precautions, first aid, military drill and skills such as shooting, signalling, driving and mechanical work.

Women in industry

A significant social change brought by World War II was the huge increase in the paid employment of women. In munitions and other war materials production, the number of men employed rose from 11 000 in 1939 to 459 000 in 1943. During the same period the number of women employed in such work jumped from 1000 to 145 000.

Increasingly women were needed in traditionally male jobs because of increased wartime production and the need to replace men who had enlisted. Women worked in jobs as varied as aircraft maintenance, truck and bus driving and bread and postal deliveries. Yet, for doing the same work as men, women were paid much less. Despite this, women in cities were soon found in factories and steel mills. In rural areas they took on shearing, dairying, crop planting and harvesting.

SOURCE 1 Women loading bullets at the Government Munitions Factory in Footscray, Victoria, in 1940

Opposition

The federal government began an intensive campaign from 1942 to encourage more women to join the workforce, but this change encountered hostility from some sections of society. At first, several newspapers ridiculed women who took on factory work. Sections of the Catholic Church warned against the consequences of such social change. Some trade unions feared that the employment of women would lead to a reduction in men's wages as women took on jobs that had traditionally been for men only.

SOURCE 2 Despite the crucial role women played during the war, they were sometimes ridiculed by newspaper cartoonists.

SOURCE 3 Australian average weekly wages in shillings (s) and pence (d)

Year	Wages	
	Males	Females
1939	95s 3d	52s 8d
1940	98s 1d	54s 3d
1941	104s 3d	58s 2d
1942	115s 8d	64s 4d
1943	119s 5d	68s 4d
1944	119s 6d	71s 11d
1945	120s 4d	72s 0d

Source: S. J. Butlin and C. B. Schedvin, *War Economy 1941–45*, Australian War Memorial, Canberra, 1977, p. 561.

The Women's Land Army

An important part of the war effort was the creation of the Australian Women's Land Army (AWLA). Early in the war, land armies operated in some Australian states. In 1942 the official Women's Land Army was formed under Australian government control. By December 1943 it had almost 3000 members doing the jobs of country men who had joined the services. Frequently these women were sent to work and live in bush camps in remote areas and many farmers developed a strong respect for their achievements. Yet when the war was over the government neglected to provide Land Army members with any ex-service benefits.

SOURCE 4 An artist's depiction of women in the Australian Women's Land Army taking a break from farm work.

Source: Taylor, Grace
Smoko time with the AWLA (1945)
Oil on hardboard, 45.7 × 55.8 cm
Australian War Memorial ART29758

3.10.2 Women's war services

During World War I, nurses were the only women permitted to serve with the Australian armed forces. During World War II, prejudice in Australia against women joining the armed services was still strong. However, it was overcome by pressure from the voluntary organisations, the scale of Australia's involvement in the war and the perceived threat of invasion, which forced both government and service chiefs to follow the example of Britain. Around 78 000 Australian women enlisted in the various services, including the AWLA. Almost 4000 of those women served overseas. Yet women were often admitted grudgingly, denied interesting jobs and rewarded with only half to two-thirds the pay of servicemen doing the same jobs.

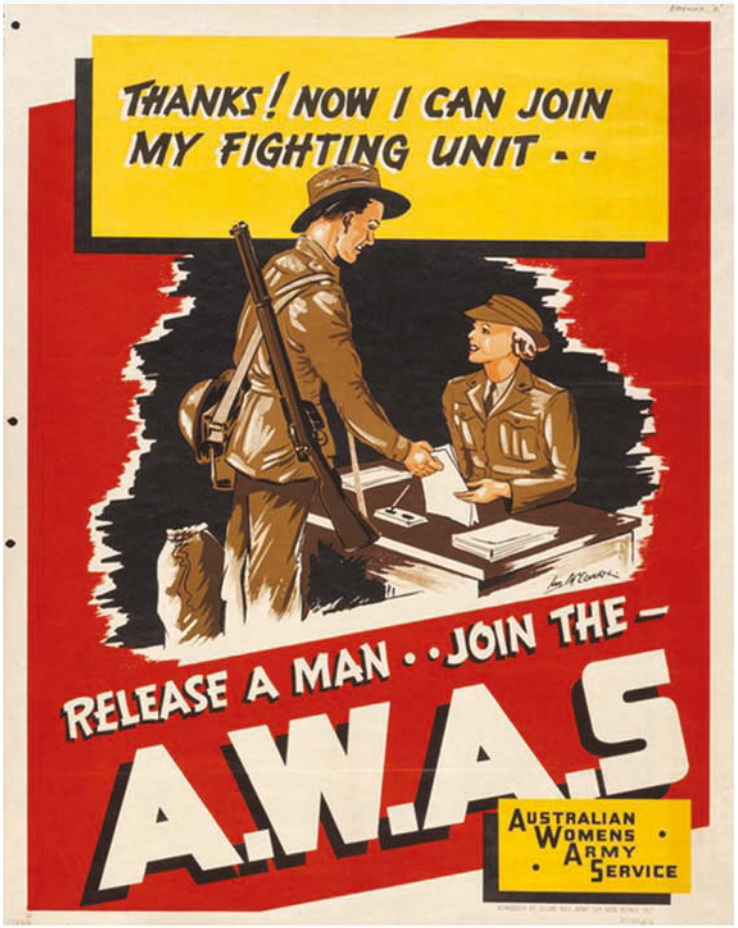
The AWAS, WAAAF and WRANS

The largest of the women's services was the Australian Women's Army Service (AWAS). It was not an auxiliary but was fully incorporated into the Army. It trained women to take over in transport, communications, maintenance and other areas. It also trained them for combat, in case Australia was invaded. The AWAS had a total enlistment during the war of 31 000.

Perhaps because it was the newest of the services and therefore less tied to tradition, the RAAF was the first of the Australian services to enlist women. By 1944 there were over 18 000 women in the Women's Auxiliary Australian Air Force (WAAAF).

The Naval Board fought against accepting women and, although as many as 3000 women enlisted in the Women's Royal Australian Naval Service (WRANS), none was allowed to go to sea. WRANS carried out essential work in dozens of areas including education, interpreting, signalling and code work. One of the most outstanding women to wear the WRANS uniform was an honorary WRAN, Ruby Boye, the only woman among the silent army of coastwatchers scattered behind Japanese lines through the islands of the Pacific. She lived in constant danger of capture, reporting enemy movements with her short-wave radio from the Solomon Islands.

SOURCE 5 *Release a Man. Join the A.W.A.S.*, a recruiting poster for the Australian Women's Army Service



Source: AWM ARTV01049

DID YOU KNOW?

In 1943, Ruby Boye was air-dropped a WRANS uniform by parachute and appointed an honorary third officer. This was so that she would not be executed as a spy if captured. However, she was also given a revolver to take her own life rather than be interrogated by the Japanese. She received several decorations but no payment for her lonely and heroic work.

3.10.3 Women in medical and nursing services

Some 10 000 women served in the Australian Army Medical Women's Service (AAMWS) after it was formed in December 1942. Many of its members had already served as members of the Voluntary Aid Detachments of the Red Cross (VADs). They carried out a vast range of jobs in Army hospitals. Another 3500 women served in the Australian Army Nursing Service (AANS). Nurses served in every theatre of war in which the Australian Army was involved. The Navy and Air Force also formed nursing services, but these were much smaller organisations.

SOURCE 6 Extract from an account by Matron Kathleen Best of the 5th Army General Hospital, staffed by members of the AANS during the ill-fated campaigns in Greece and Crete in 1941. Her account describes the response of her nurses when the hospital had to be evacuated but 39 of the nurses were needed to stay with those of the wounded who could not be moved.

I told the Sisters ... that those who volunteered would stay behind with the Hospital and that they would in all probability be captured [by the Germans]. I asked them to write, on a slip of paper, their names and either 'stay' or 'go' and hand them in to me ... not one sister wrote 'go' on her paper. I then selected thirty-nine Sisters to remain. The task was an extremely difficult one ... I suggested that if anyone wished to change her mind that both myself and everybody else would understand and that I would be in my room for about ten minutes if anyone wished to come and discuss the situation with me. No one came.

As the account by Matron Kathleen Best of the 5th Army General Hospital (**SOURCE 6**) shows, for nurses serving overseas, conditions could be as dangerous as for many servicemen. When the tiny ship *Vyner Brooke* fled Singapore early in February 1942, its passengers included 65 members of the AANS. Fifty-three managed to swim ashore when Japanese bombers sank the ship. Twenty-two were machine-gunned on the beach after surrendering to the Japanese. The remainder became POWs but only 24 survived the war.

SOURCE 7 Memorial plaque in St Andrew's Cathedral, Singapore, for Australian nurses killed in and following the sinking of the *Vyner Brooke*

on Resources

Weblink Australia's war

3.10 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

3.10 Exercise 1: Check your understanding

1. **HS1** Describe the new types of voluntary work and paid work undertaken by Australian women during World War II.
2. **HS1** Explain the reasons for the formation of the AWLA.
3. **HS1** What were the AWAS, WAAAF and WRANS?
4. **HS1** Explain the probable reasons for the willingness of the RAAF to enlist women and the reluctance of the RAN to do the same.
5. **HS1** Explain what was outstanding about the wartime service of Ruby Boye.

6. **HS1** Describe the roles undertaken by the Australian Army Medical Women's Service (AAMWS), the Voluntary Aid Detachments of the Red Cross (VADs) and the Australian Army Nursing Service (AANS).
7. **HS1** Explain what the fate of the nurses on the *Vyner Brooke* shows about the dangers for nurses who served overseas.

3.10 Exercise 2: Apply your understanding

1. **HS3** Explain what evidence **SOURCES 1** and **4** provide for a study of women's contributions to the war effort.
2. **HS3** Analyse **SOURCE 2** using the following questions:
   (a) When was this cartoon created?
   (b) What was happening at the time?
   (c) Who would most likely be its intended audience?
   (d) What situation is depicted in the cartoon?
   (e) What is its intended message?
   (f) Why might some Australians have agreed with that message at the time?
   (g) Why might other Australians have been appalled by that message?
3. **HS3** Using **SOURCE 3** as your evidence, calculate what percentage of average male pay was paid to women in 1939 and 1945.
4. **HS3** Describe the scene in **SOURCE 5** and explain:
   (a) the aim of the poster
   (b) what the poster reveals about some types of work given to AWAS recruits and the likely effects on the types of work that could be undertaken by male soldiers.
5. **HS3** Study **SOURCES 6** and **7**.
   (a) What is 'the cause of humanity' referred to in **SOURCE 7**?
   (b) Explain what **SOURCES 6** and **7** reveal about the sacrifice and dedication of the nurses.
   (c) Write a letter from one of the nurses in **SOURCE 6** to her parents explaining why she chose to stay behind.
6. **HS3** Using all of the sources in this subtopic, explain why it was necessary to involve Australian women in World War II and in what ways the war changed women's traditional roles.
7. **HS4** There were no plans to maintain women's services permanently, and the Australian government intended to replace women workers with men as soon as they were available. Towards the end of the war, women were more frequently reminded of their traditional roles by churches and the press. How would women, who had proved what they could do, have felt about being expected to return to those roles, whether they wished to or not?
8. **HS5** What do you consider were the short-term and long-term effects for Australian society of the involvement of women in World War II?

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3.11 Australia's relations with the US

3.11.1 The US alliance

Prime Minister Curtin's 'call to America' on 27 December 1941 is often seen as a turning point in Australia's foreign relations. This was partly because Australia did not have an independent foreign policy until the Curtin Labor government asserted that right. It is also because Australia worked closely with the United States through most of the remainder of the war and because the US, rather than Britain, became Australia's closest ally after the war. Many Australians believed the US had saved Australia from a Japanese invasion. However, Australia's wartime relationship with the US was more complicated than that and it did not always run smoothly.

US forces needed a base from which to direct operations against the Japanese in the south-west Pacific. The Curtin government was grateful that Australia was to become that base because it assured Australia's security at a time when Britain could not do so. When Britain agreed, in March 1942, that Allied operations against Japan should be under US direction, Curtin accepted US General Douglas McArthur as commander of all Allied troops in the south-west Pacific. However, the Australian government retained the right to decide where Australian troops could serve and the right to refuse to have them used in operations it regarded as unwise.

Image and reality

MacArthur and Curtin respected each other. Unlike his own government and the British government, MacArthur shared Curtin's view of the importance of defeating Japan before Germany. Publicly, the US–Australia relationship was warm. But there were underlying tensions: racism was strong in the US and its segregated army meant African Americans could not serve alongside white Americans. While this appalled some Australians, others were grateful for the US policy of stationing black soldiers away from cities. Tensions between Australian and US troops led to several riots because American soldiers were boastful, had more money and attracted Australian girls.

DID YOU KNOW?

In Brisbane on the night of 26 November 1942, in the most violent of many clashes, one Australian was killed and eight were wounded when an American opened fire during a brawl between Australian and US troops. On the following night, bands of Australians hit Brisbane's streets seeking revenge.

SOURCE 1 Prime Minister Curtin (far right) introducing US General Douglas MacArthur to Robert Menzies, the leader of the Opposition in federal parliament, at a dinner given in MacArthur's honour on 18 March 1943

Source: AWM 140631

3.11.2 Growing tensions in the alliance

Australian and American priorities were not always the same, and the Australian government soon found it had very little influence on MacArthur's decisions. Although Australian troops did most of the fighting in the Papua and New Guinea campaigns, MacArthur used his censorship powers to glorify his own achievements and to deny credit to Australian soldiers. MacArthur also excluded Australian troops from his campaign to free the Philippines. That was why the AIF and militia spent the war's closing stages fighting unnecessary battles in Borneo, New Guinea, New Britain and Bougainville. Curtin knew the US wanted to dominate the Pacific after the war, and from 1944 he was calling for closer relations between the countries of the British Commonwealth.

SOURCE 2 A military historian's view of what Curtin thought of the US alliance. From Michael McKernan, *All In! Australia During the Second World War*, 1983.

Curtin acted because Australia was at risk ... Curtin turned increasingly to America to convince Australia's newest ally [the US] that Australia must be preserved if the Japanese were to be driven back from territory already won ... Australian priorities centred on Australia ... therefore Australian and British priorities were in conflict.

SOURCE 3 A different view of what Curtin thought of the US alliance. From Clem Lloyd and Richard Hall, *Background Briefings, John Curtin's War*, National Library of Australia, 1997, pp. 32, 35.

Curtin may have looked to America without inhibition, but there is no evidence that he did so with any enthusiasm ... Twice in his final briefings, Curtin went out of his way to insist that Australia would not be pushed around by America in negotiations over a post-war civil aviation scheme ... Clearly, Curtin resented the manner in which he had been made to sweat it out at the height of the war.

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- World War Two > **World War II in the Pacific**

3.11 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

3.11 Exercise 1: Check your understanding

1. **HS1** Explain the reasons Australia and the US agreed that US troops should be based in Australia.
2. **HS1** While agreeing to place Australian troops under US direction, what rights did Australia retain regarding troop deployment?
3. **HS1** Identify the priority that was shared by Curtin and MacArthur.
4. **HS1** Describe the reasons for tensions between US troops and Australians.
5. **HS1** Explain why Australia would have had very little power to influence MacArthur's decisions.
6. **HS1** Identify three reasons for growing tensions between MacArthur and the Australian government.

3.11 Exercise 2: Apply your understanding

1. **HS3** Look closely at **SOURCE 1**.
   (a) Describe what this photograph indicates about the relationship between Curtin and MacArthur.
   (b) Explain why the value of such photographs might be limited as historical evidence.
2. **HS3** Analyse **SOURCES 2** and **3**, identifying:
   (a) the main point of the historian's argument
   (b) the details used to support the argument.
3. **HS3** Explain how these two arguments differ on Australia's wartime relationship with the US.
4. **HS3** Using all three sources in this subtopic, explain what factors strengthened the Australia–US alliance from 1942 to 1945 and what factors weakened it.
5. **HS5** Discuss whether or not the Australia–US alliance would have been formed had it not been for Britain's inability to help Australia when it was most at risk.

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3.12 The end of the war

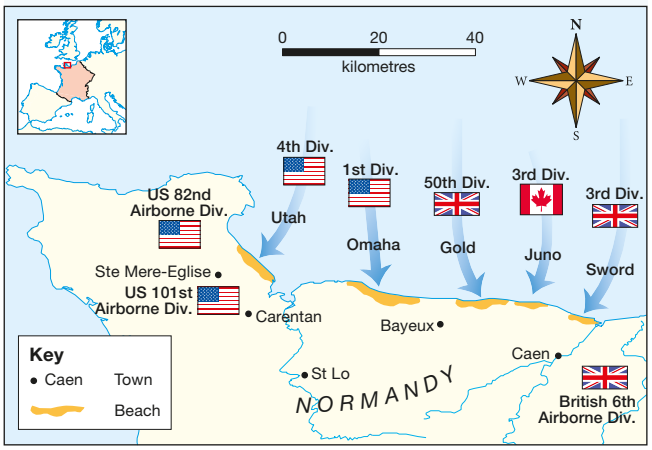
3.12.1 Victory in Europe

The last year of the war, in both Europe and the Pacific, saw some of the most desperate and vicious fighting of the entire conflict. For the first time both Germany and Japan were now fighting in the defence of their very homelands. Neither would capitulate easily.

Since mid 1943 the Axis powers had been steadily in retreat. Italy had surrendered, and the German army had been turned back at Stalingrad, in Russia.

The Allies realised that the key to success was to open a second front in western Europe, but invading Hitler's '**Fortress Europa**' would be no easy task. On 6 June 1944 the largest invasion fleet of all time set sail from the southern coast of England to land an invasion force on the coast of **Normandy**. Codenamed Operation Overlord, the 'D-Day' landings took place on five key beaches along the French coast — codenamed Gold, Juno, Sword, Omaha and Utah. Despite American losses at Omaha being heavy, the majority of troops from Britain, Canada and the United States managed to establish a foothold in Europe and began to drive the Germans back. Paris was liberated on 25 August and the Allied commanders were eager to maintain the momentum.

SOURCE 1 The D-Day beaches on the coast of Normandy, in France



Source: Map by Spatial Vision.

Hoping to capitalise on the success of the D-Day landings, another massive operation was launched over the Netherlands, named Operation Market Garden. Unfortunately it did not meet with the same success as Operation Overlord, as there was fierce German resistance, particularly in the Dutch town of Arnhem. In December 1944 the Germans launched their last major offensive of the war through the Ardennes Forest in Belgium. The American soldiers were caught by such surprise that maps of the front line positions showed a massive bulge where the Germans had broken through. The ensuing battle became known as the Battle of the Bulge.

SOURCE 2 US soldiers wading ashore on Omaha Beach

The year 1945 saw the Allies regain the initiative; they crossed the border into Germany and began the advance on Berlin. With the Soviets advancing from the east it was only a matter of time before the capital would fall, and fall it did, with Soviet troops capturing the Reichstag on 30 April 1945, the same day that Hitler committed suicide in his underground bunker. One week later, on 7 May, Germany signed an unconditional surrender. After six years of bloody conflict, the war in Europe was over.

SOURCE 3 Soviet soldiers raising the flag over the Reichstag in Berlin

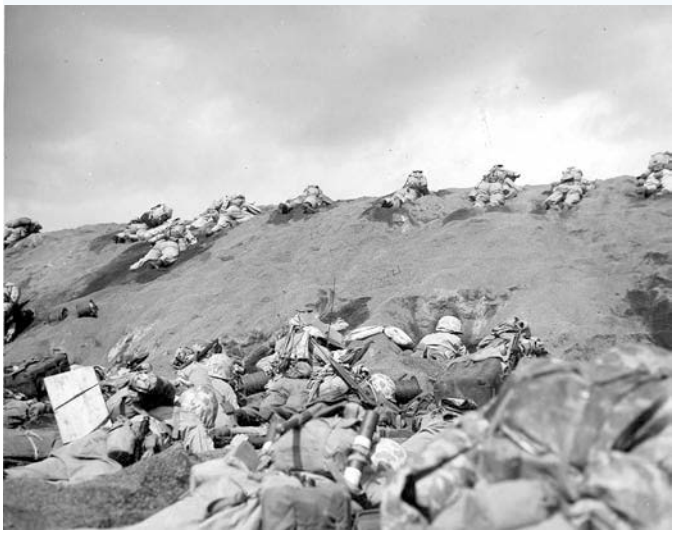
3.12.2 Victory in the Pacific

From late 1943 the US adopted a two-pronged strategy in the Pacific. While MacArthur's forces advanced to the Philippines, Admiral Nimitz's forces fought their way towards Japan in an 'island-hopping' campaign. Isolated Japanese garrisons that were unable to contribute to resisting the Allied advance were bypassed.

However, on islands that had to be captured, such as Saipan, Iwo Jima and Okinawa, most Japanese troops fought to the death and US Marines paid a high price for each victory. The island-hopping campaigns gave the US island bases from which it could bomb Japan. From October 1944 the Japanese adopted a last desperate tactic as kamikaze pilots sacrificed their own lives to crash their planes into US warships.

Between November 1944 and August 1945 the Allies flew over 30 000 bombing raids on Japan, causing more than 660 000 civilian deaths. Japan's government opposed acceptance of the Allies' demand for Japan's unconditional surrender. US forces suffered very heavy losses capturing Okinawa and it was clear that enormous casualties would be suffered in any invasion of Japan. However, there was another option to force the Japanese to surrender.

SOURCE 4 US Marines inch their way up the beach at Iwo Jima.



Nuclear bombs

In the top secret 'Manhattan Project', scientists in the US had been racing to develop a nuclear weapon, fearing that Nazi Germany might beat them to it. The first US test of a nuclear weapon on 16 July 1945 marked the beginning of the nuclear age. Several US scientists and political and military leaders recommended that the power of nuclear bombs be demonstrated to Japan rather than used on people without warning. However, the US government decided that its two remaining nuclear bombs would be used. On 6 August the first atomic bomb was dropped on the city of Hiroshima and the US warned Japan of 'ruin from the air' if it did not surrender. On 9 August the second atomic bomb was dropped on Nagasaki. Japan accepted unconditional surrender on 14 August and signed the formal surrender on 2 September. Close to 115 000 Japanese were killed by the initial blasts of the two bombs, and years later many more were still dying from radiation sickness. Other victims included children who were born with terrible deformities because their parents had been exposed to radiation.

SOURCE 5 The remains of Hiroshima after the bombing in 1945

There is little doubt that the Allies would have suffered enormous casualties in an invasion of Japan or that in such an invasion Japan's losses would have been greater than those in Hiroshima and Nagasaki. However, many historians argue that the use of nuclear bombs was unnecessary because the Japanese were already seeking ways to negotiate for peace, and a demonstration of the power of nuclear bombs would have convinced them to surrender. In any case, the Japanese were given little time to reach a decision before the second bomb was dropped on the city of Nagasaki.

SOURCE 6 The Japanese surrender on board the USS *Missouri*

But using the bomb also served another purpose. World War II changed the old balance of world power. Just two great powers emerged from the conflict: the United States and the Soviet Union. World War II had made them temporary allies, but even before its end tensions were rising over which power would be the dominant influence. Bombing Hiroshima and Nagasaki was one way of demonstrating US power to the Soviets, at least until they too acquired nuclear weapons.

DISCUSS

Hold a class discussion on the significance of the use of atomic bombs in 1945 in ending World War II and ushering in the nuclear age. **[Ethical Capability]**

3.12 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

3.12 Exercise 1: Check your understanding

1. **HS1** Describe the role played by the D-Day landings in ending the war in Europe.
2. **HS1** Describe the role played by the Soviet advance on the eastern front in ending the war in Europe.
3. **HS1** Describe the two-pronged strategy used by the US in the Pacific.
4. **HS1** Explain possible reasons for the US decision to use atomic bombs in Japan.
5. **HS1** How many Japanese died in the initial blasts of the atomic bombs dropped on Hiroshima and Nagasaki? Why did many more die later?

3.12 Exercise 2: Apply your understanding

1. **HS3** Study **SOURCES 1** and **2**.
   (a) Describe the scene in **SOURCE 2** and explain why soldiers in such a landing would suffer very high casualties.
   (b) Explain why the D-Day landings had to involve several beach landings as well as airborne divisions landing behind German lines.
2. **HS3** The Soviet forces had turned retreat into attack from the Battle of Stalingrad in 1942–43. Evaluate the importance of the scene in **SOURCE 3** in ending Germany's will to continue fighting.
3. **HS3** Look closely at **SOURCE 4**. Explain why US forces paid a high price for their victories in the islands of the Pacific.
4. **HS5** Study **SOURCES 5** and **6** and explain how the destruction shown in **SOURCE 5** contributed to the Japanese surrender in **SOURCE 6**.
5. **HS3** Imagine that you are a newspaper reporter writing an article in 1945. Choose two of the photographs in this subtopic and write captions and a short news article to accompany your chosen images.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

3.13 War crimes and retribution

3.13.1 Japanese war crimes

In almost every armed conflict throughout history, terrible things have been done. There have been times in most wars when soldiers on both sides killed enemy troops when they could have taken prisoners. Civilians have always been among war's victims. But from the late nineteenth century, attempts were made to reduce suffering by putting legal limits on what could be done during wars. The Geneva Conventions of 1864, 1906 and 1929 attempted to frame rules to protect civilians and prisoners of war. Despite this, during World War II many atrocities were committed. The overwhelming majority and the most cruel and horrific of these were the deliberate work of the Japanese military and the German Nazis. The Geneva Conventions made it possible for at least some of the perpetrators to be tried and punished for war crimes.

SOURCE 1 At Rabaul, New Britain, on 15 November 1945, Japanese POWs were paraded to enable victims to identify suspected war criminals.

Source: AWM 098776

In earlier subtopics you learned about horrific Japanese atrocities in China and the brutal Japanese treatment of POWs, including many Australians. Throughout occupied China and in South-East Asia, the Japanese military killed millions of civilians. Millions more died as a result of exhausting slave labour or starvation as their food was confiscated to supply the Japanese. Most victims were Chinese. Among the vast numbers of Chinese whom the Japanese killed, many were executed, tortured to death or deliberately infected with diseases.

The Allies determined that those responsible for Japanese war crimes would be punished. The trials were overseen by the newly formed International Military Tribunal for the Far East. They were conducted in Japan and throughout South-East Asia and the Pacific. Of 25 Japanese wartime leaders who were tried and found guilty, seven were condemned to death and executed. Approximately 5700 Japanese, including many military officers, were tried for committing atrocities against civilians and POWs. Nine hundred were convicted. Many were executed and the others received prison sentences.

3.13.2 Nazi and other fascist war crimes

During the war's closing stages, the Allied leaders agreed to replace the failed League of Nations with a new world body, the United Nations (UN), to settle disputes between countries and to work towards the kind of freedom and prosperity that might prevent future wars. In 1945 the UN Charter asserted its determination 'to save succeeding generations from the scourge of war'. The UN supported the Allies' decision in August 1945 to put leading Nazis and others on trial for war crimes, crimes against humanity, crimes against peace, and conspiracy to commit these crimes.

How the Germans and their European fascist allies treated conquered peoples and POWs was largely determined by Nazi ideas about race. In most cases, western European, British and American POWs were treated reasonably well, unless they tried to escape. However, racism always played a role. When France surrendered, the Germans shot North African troops serving in the French military. In western Europe, acts of resistance also brought savage reprisals. For example, if even one German soldier was killed by partisans, ten or more civilians would be executed.

German forces were completely ruthless towards the peoples of eastern Europe, who were described in Nazi ideology as 'racial inferiors'. When the Axis invaded the Soviet Union, Hitler demanded total brutality towards the Slavic 'sub-humans' and their 'Jewish-Bolshevik' leaders. Special SS task forces called *Einsatzgruppen* were ordered to kill all Jews, communists and partisans. Around nine million Soviet soldiers and twice as many Soviet civilians died during the war, and many of these were killed deliberately. Of the 5.7 million Soviet POWs in Nazi hands, almost two-thirds were murdered, starved or worked to death in concentration camps. Where Soviet or other Slavic civilians resisted, the populations of entire towns and villages were massacred.

The Holocaust

The Holocaust was the most systematic of all Nazi war crimes. It was an act of genocide intended to wipe out European Jews. Nazi persecution of Jews intensified after the outbreak of the war and the mass murder of Jews began in 1941. When the Nazis invaded Poland and the Soviet Union they killed anyone who might resist, but all Jews were singled out for destruction. Poland's Jews were forced into enclosed ghettoes where survival was a struggle. During the invasion of the Soviet Union, the Germans carried out mass shootings of communists and Jews. In Latvia in 1941, 327 000 Jewish men, women and children were murdered in two mass shootings. The SS also conducted experimental gassings of Jews and Soviet POWs in specially converted vans.

In 1941 Hitler decided that the 'final solution to the Jewish problem' would be mass extermination in SS-run concentration camps. Auschwitz concentration camp was ordered to prepare for mass gassings. On 20 January 1942 an SS document called *Final Solution to the European Jewish Question* stated that healthy Jews would be exterminated through slave labour. Throughout the remainder of the war, Jews from all over Nazi-controlled Europe were transported to death camps. The sick, young children and elderly people were immediately forced into gas chambers disguised as showers. There they were gassed to death and their

bodies were then incinerated in gas ovens. Others who were fit were selected for slave labour and killed later when they became too weak to work. In the largest camps thousands of prisoners could be gassed in a day. Altogether, around six million Jews were murdered.

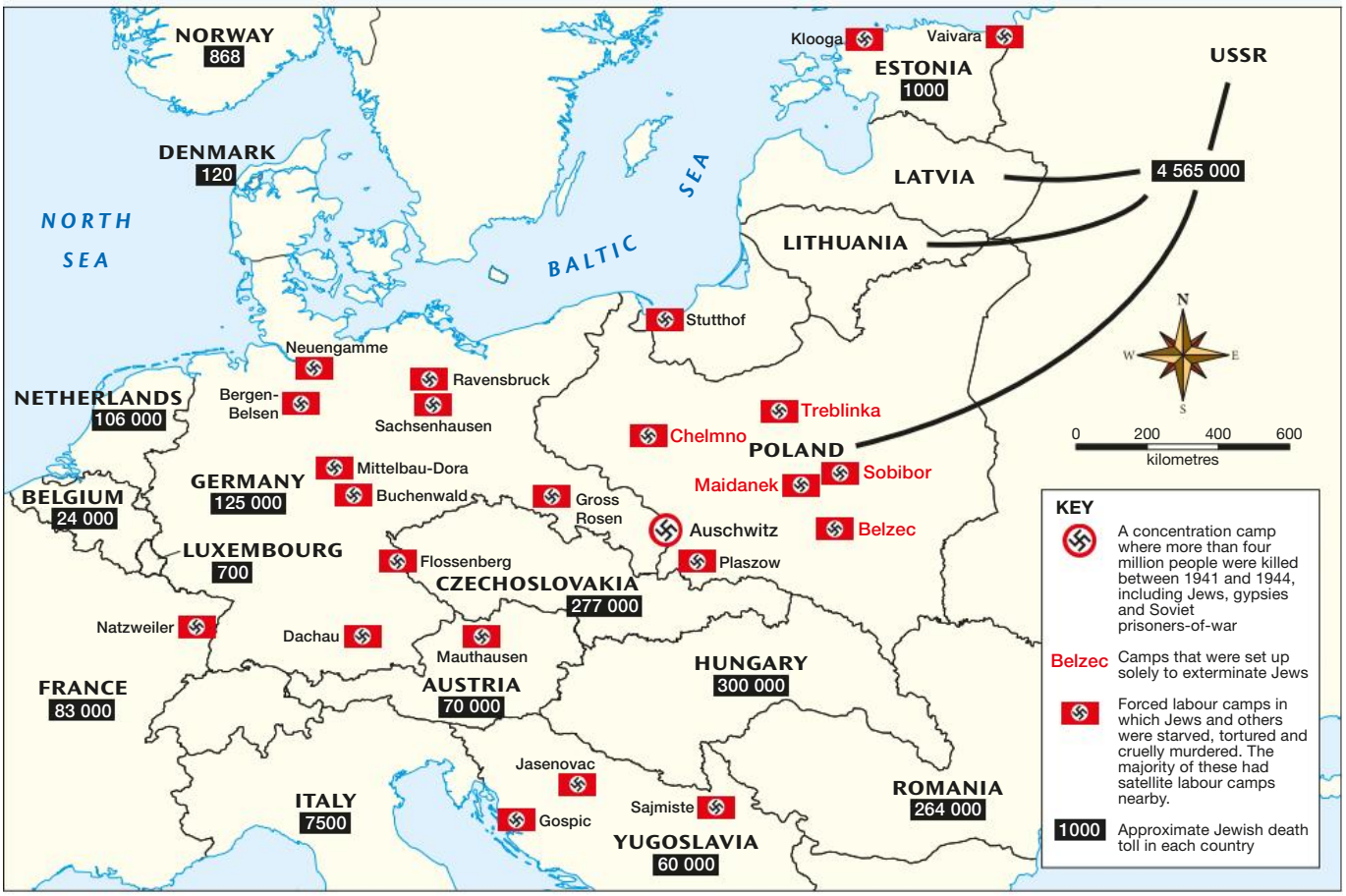
SOURCE 2 Members of a British Parliamentary delegation view piles of bodies at Buchenwald concentration camp, near Weimar, in Germany, in July 1945.

Source: AWM P02018.390

SOURCE 3 This carriage is a replica of one used by prisoners to haul stone at Buchenwald concentration camp. The surrounding ground marks the site of demolished prisoners' barracks. Buchenwald was established in 1937. Over the next eight years it held over 250 000 inmates, including communists and socialists, Jews, Jehovah's Witnesses, mentally ill people, homosexuals, gypsies, and Polish and Soviet POWs. From 1958 much of the site was preserved as a memorial to remind people of the horrors of Nazism.

SOURCE 4 These gas ovens at Buchenwald were used to burn bodies. Buchenwald was not a planned extermination camp like Auschwitz. Its prisoners were used as slave labour in the camp and surrounding armaments factories. Nevertheless, there were mass killings of prisoners, especially Soviet and Polish POWs. Many inmates died during Nazi medical experiments and others were sent on from Buchenwald to be killed at Auschwitz.

SOURCE 5 Concentration camps and Jewish deaths in Europe during World War II



Source: Map by Spatial Vision.

The Nuremberg war crimes trials

At the war's end, the Allies put the leading Nazis and concentration camp commandants on trial. To conduct trials of the surviving Nazi leaders, the International Military Tribunal was formed with judges from Britain, France, the United States and the Soviet Union. Hitler and several other Nazi leaders had already committed suicide. Among leading Nazis who received death sentences were Joachim von Ribbentrop, Hitler's Foreign Minister; Alfred Rosenberg, Minister for Occupied Territories; and Hermann Goering, Luftwaffe Commander-in-Chief from 1936 and Economics Minister from 1937. Goering committed suicide the day before he was to be hanged.

A significant number of Nazi war criminals, along with many Nazi collaborators who committed war crimes in occupied countries and in Axis satellite states such as Croatia, managed to avoid arrest. Some adopted new identities and escaped from Europe. Martin Bormann, Hitler's secretary and the second most powerful person in Nazi Germany, vanished; he was **tried in absentia** and sentenced to death. Adolf Eichmann, who played a leading role in the Holocaust, was captured by Israeli agents in Argentina in 1960, tried in Israel and hanged in 1962.

SOURCE 6 A twisted pile of corpses lies in a burial pit at Bergen-Belsen concentration camp. When British troops liberated the camp on 15 April 1945 they found 10 000 dead inmates, mainly Jews, who needed to be buried quickly to stop the spread of typhus and other deadly diseases. The camp's former SS guards were forced to bury them. This photograph was taken by Alan Moore, an official Australian war artist.

Source: AWM P03007.015

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- World War Two > **World War II in Europe**

SOURCE 7 *SS guards burying dead, Belsen*, painted in 1947 by Australian official war artist Alan Moore, who witnessed the liberation of Belsen

Source: Moore, Alan, *SS guards burying dead, Belsen* (1947)
Oil on canvas, 46.2 × 61.4 cm, Australian War Memorial ART27621

on Resources

Weblink Interactive map of Auschwitz

3.13 ACTIVITIES

1. Conduct a 'four corners' activity on the following statement: 'Those who committed war crimes during World War II were only following orders.'
   First of all divide into four groups according to whether you strongly agree, agree, disagree or strongly disagree with the statement. In your group, discuss your perspectives on the issue to discover why you hold this view. Now swap with someone in an opposing corner (e.g. strongly agree with strongly disagree) and discuss your differing perspectives. Try to discover why you hold opposing views.
   Then answer these questions:
   (a) How did it feel to discuss the issue with someone who held the same view as you?
   (b) How did it feel to discuss the issue with someone who held the opposing view?
   (c) How well were you able to understand and appreciate the opposing view?
   [Critical and Creative Thinking Capability]
2. Many people regard the war crimes trials at the end of World War II as inadequate because many fascist war criminals escaped justice and only totally defeated powers could be held to account for war crimes.
   Conduct research to find out what steps have been taken since World War II to punish war crimes and how successful such measures have been. **Identifying continuity and change**

3.13 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

3.13 Exercise 1: Check your understanding

1. **HS1** Describe the nature of Japanese war crimes.
2. **HS1** What was the role of the International Military Tribunal for the Far East?
3. **HS1** Explain how Nazi racism influenced the way that the German military and SS treated different groups of POWs and civilians.
4. **HS1** Describe the consequences of Nazi policies for Soviet POWs and Soviet and other Slavic civilians.
5. **HS1** Describe Nazi policies towards Jews and explain the consequences of the Holocaust.

3.13 Exercise 2: Apply your understanding

1. **HS3** Imagine you are one of the POWs called on to identify the suspected Japanese war criminal in **SOURCE 1**.
   (a) Describe how you would feel if you recognised the suspect.
   (b) Describe how the suspect would be feeling.
2. **HS3** Examine **SOURCE 5**.
   (a) List, in descending order, the countries in which there were the most concentration camps.
   (b) Explain why Auschwitz was the most notorious of all concentration camps.
3. **HS3** Frame at least three questions you would ask about each of **SOURCES 2**, **3**, **4**, **6** and **7** in an investigation of Nazi atrocities.
4. **HS6** Evaluate the significance of the war crimes trials following World War II as a turning point in attitudes to wartime atrocities.
5. **HS5** Explain why it can be soundly argued that the extent of the Holocaust, for which evidence is provided in **SOURCES 2**, **3**, **4**, **5**, **6** and **7**, was directly caused by the policies of Hitler and the leading Nazis.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

3.14 Changing international relations

3.14.1 Australia and the United Nations

The end of World War II was not to bring lasting peace. Instead it ushered in the era of the Cold War, which was to last until the late 1980s. This was an age of tension and sometimes of confrontation between blocs of countries led by the Soviet Union (USSR) and the USA, the two world powers that had contributed most to winning World War II. It was also an age of wars in developing countries in which opposing sides were backed by the communist and anti-communist blocs. How would Australia shape its international relationships in this new and hazardous world?

Because of the horrors of World War II, the United Nations Organization (UN) was formed in 1945 to replace the failed League of Nations in the quest for world peace, freedom and prosperity. Australia's Labor government strongly supported the UN. As leader of Australia's delegation to the San Francisco Conference in April–June 1945, Dr H.V. Evatt, known to his friends as 'Doc Evatt', gave Australia its first progressive voice in world affairs (see **SOURCE 1**). Evatt clashed with the big powers when he spoke on behalf of the world's small nations, the poor and the oppressed. He played

SOURCE 1 Dr H.V. Evatt (second from left) was Minister for External Affairs and Attorney-General in the Curtin Labor government. Here Evatt is receiving a vote of thanks as 'the champion of small nations' at the 1945 conference which established the United Nations and framed its charter.

a leading role in shaping the Charter of the United Nations. The charter was endorsed by the UN's original 51 member states in October.

The UN had (and still has) three main organisations: the Secretariat, which handles its administration; the Security Council, which acts to preserve international peace and security; and the General Assembly, in which all member states vote. Evatt was elected President of the General Assembly in 1948 and in that year he presided over the UN's adoption of the Universal Declaration of Human Rights. Evatt's influence is evident in the opening statement of the Declaration, which states that recognition of equal and inalienable human rights is 'the foundation of freedom, justice and peace in the world'.

3.14.2 Australia and Asia

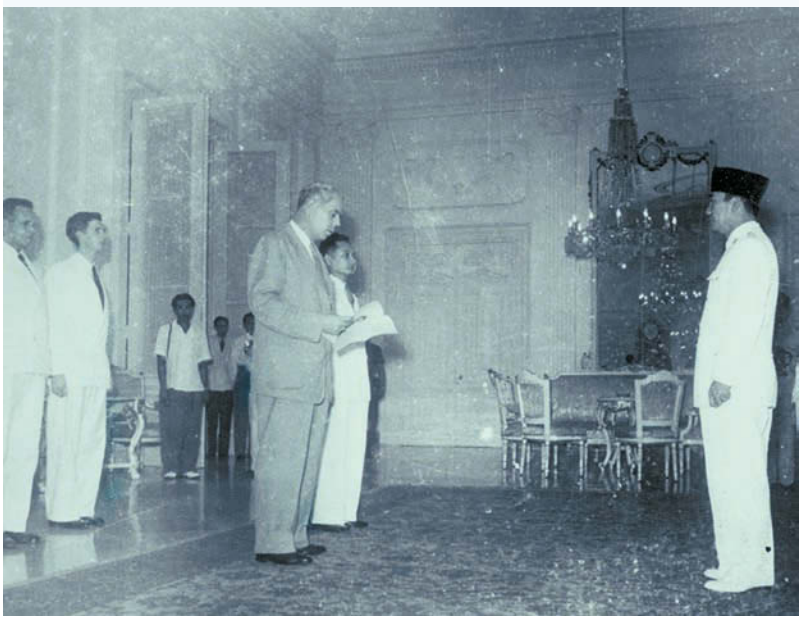
Australia's relations with Asian countries were influenced by the emergence of Asian movements for independence from colonial rule. When World War II ended, European colonial powers tried to resume ruling their Asian colonies as if nothing had been changed by the war. Such attempts conflicted with the hopes of Asian independence movements. In Singapore, where Britain's Asian subjects had witnessed the humiliating spectacle of a huge British army surrendering to a smaller force of Japanese, the British assumed that they could return and rule as before the war. While some Asian leaders had collaborated with the Japanese, others, particularly those led by communists, had helped the Allies by waging guerrilla warfare behind Japanese lines. In Vietnam, for example, communist guerrillas had fought the Japanese. But, when the war ended, the French returned, and Britain supported their return. This caused the Indochina War, which ended with French defeat in 1954.

Australia and Indonesia

In the Australian labour movement there was strong support for Asian independence and for the Australian Labor government's independent foreign policy. On 17 August 1945, in the Japanese-occupied Dutch East Indies, Indonesian nationalists clashed with the Japanese and declared their country's independence. From late 1945, after Japan's surrender, Indonesians resisted Dutch attempts to regain their former colony. The Australian government supported Indonesian independence and recognised the newly proclaimed Republic of Indonesia on 9 July 1947. But on 20 July the Dutch launched a major offensive so Australia called on the UN Security Council, which ordered a cease-fire. Australia served on the UN committee that worked for a negotiated peace. Despite further clashes, Indonesian independence was granted in August 1949. Australia appointed its first ambassador to Indonesia and sponsored Indonesian membership of the UN in 1950.

SOURCE 2 An Indonesian family crowds into the one remaining room of their bullet-riddled home in 1945

SOURCE 3 Australia's Ambassador J. Hood handing his credentials to Indonesian President Sukarno on 19 February 1950



3.14.3 Relations with Britain and the United States

Australians had fought in Britain's colonial wars and in World War I out of loyalty and because they believed that if they defended the Empire, then Britain would always protect Australia from any invasion from Asia. However, when the Japanese swept south in 1942, Britain was struggling for its own survival. As you learned in earlier subtopics, Australia turned to the US, and this has often been seen as a turning point in Australia's foreign relations.

Although Japan did not have plans to invade Australia and, after May 1942, it lacked the capacity to invade, a majority of Australians believed that the US had saved Australia from invasion, and so they came to believe that Australia must give the same loyalty to its new powerful friend as it had previously given to Britain. Thus, along with a short-term legacy of hatred towards Japan, the war left a longer legacy of trust in the United States.

Cold War tensions increased after China's communists won power in 1949. Under the conservative governments that ruled Australia from December 1949, Australia recognised that Britain's power was declining. Despite this, Australia retained ties, sending troops to Malaya from 1955 to 1958 to help the British suppress a communist uprising. Increasingly, however, Australia looked to the US as its new protector.

SOURCE 4 From the late 1950s, Australian–Indonesian relations deteriorated, and from 1963 to 1965 Australia sent troops to Borneo to help stop a small-scale Indonesian invasion of Malayan territory. In this 1964 photograph, Australian troops are holding weapons captured from Indonesians.

Fears and treaties

Although it had made some moves towards close relations with Asia under the Labor government, Australia retained the White Australia policy, which excluded Asians from migrating to Australia. If anything the wartime experience had increased fears of Asia in the minds of many Australians. During the 1950s, fear of the 'Yellow peril' would merge with fear of communism, the 'Red peril'. Such thinking would lead Australia into the ANZUS pact in 1951 (a military alliance of Australia, New Zealand and the United States) and into the South-East Asian Treaty Organization (SEATO) in 1954. Despite its title, SEATO's only Asian members were dictatorial governments in Pakistan, Thailand and the Philippines. Both treaties were anti-communist, not pro-democratic. Tragically, such fear also led Australia into the Vietnam War in the 1960s. Until the 1970s, only a small minority warned that fighting America's wars in return for protection could be just as misguided as the much older faith in the British Empire.

3.14 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

3.14 Exercise 1: Check your understanding

1. **HS1** Explain why the United Nations was formed.
2. **HS1** Describe Australia's role in the formation of the United Nations.
3. **HS1** Compare and contrast the differing attitudes of the Australian post-war Labor government and the colonial powers (Britain, France and the Netherlands) to Asian independence movements.
4. **HS1** Identify crucial steps in Australia's support for Indonesian independence.
5. **HS1** Identify reasons why trust in the United States was a legacy of World War II for many Australians.
6. **HS1** Explain why Cold War tensions increased from 1949.

3.14 Exercise 2: Apply your understanding

1. **HS3** Explain what evidence **SOURCE 1** provides for Dr H.V. Evatt's leading role and influence in shaping the United Nations.
2. **HS3** Explain what evidence **SOURCE 2** provides for hardships experienced by ordinary Indonesians in their struggle for independence.
3. **HS3** Describe **SOURCE 3** and explain what it reveals about Australian–Indonesian relations in 1950.
4. **HS3** Explain what evidence **SOURCE 4** provides for the roles of Australian troops in Malaya/Borneo.
5. **HS3** Using **SOURCES 2**, **3** and **4** as supporting evidence, explain how events changed Australia's relationship with Indonesia between 1945 and 1964.
6. **HS4** Explain Australia's changing relationships with Britain and the USA during and after World War II.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

3.15 Commemoration and contested debates

3.15.1 Commemorating World War II

On 14 August 1945, Japan accepted US terms for unconditional surrender. The following day was called VP Day (Victory in the Pacific). On that day, 15 August, Australians celebrated wildly. The fear of a future under tyranny was now just a memory and so, they hoped, were the long years of hardship. But almost 40 000 Australians had given their lives in this brutal conflict and, as in World War I, Australians were determined that their sacrifice would not be forgotten. Historians were also determined to understand what had happened. How have Australians commemorated World War II and what aspects of the war have been the subject of contested debates?

During World War I, Anzac Day had quickly been adopted as the national day for remembrance of those who served and, particularly, those who died in the Great War. Rather than have a separate day of remembrance, Anzac Day also became the day for remembering those who fought and died in World War II. Veterans marched with their World War II units each Anzac Day in Australian cities and towns, and Anzac Day speeches paid tribute to them along with Great War veterans. As the numbers of surviving World War I veterans dwindled over the later decades of the twentieth century, Anzac Day marchers were then mostly from World War II until their ranks too were thinned by age and death.

After World War II, new memorials were not constructed in Australian cities and towns as they had been after World War I. Rather, new sections were added to existing memorials with the names of local people who had lost their lives in World War II. The Australian War Memorial in Canberra developed a new section dedicated to World War II. It commemorates the sacrifices of all branches of World War II services. As the casualty rate in the RAAF was the highest of the three services, it is fitting that the Australian War Memorial has paid a special tribute to the RAAF in its displays (see **SOURCE 1**).

Battle for Australia Day

It was not until the 1990s that any significant movement began for a specific day to commemorate Australia's role in World War II. In 2008 the RSL finally achieved success in a decade-long campaign to commemorate the 'Battle for Australia', a series of separate battles in 1942 that included the Battle of the Coral Sea, the Battle of Milne Bay and the Kokoda Track. The Australian government proclaimed in 2008 that 'Battle for Australia Day' would be observed each year on the first Wednesday in September. However, several historians were critical of the idea that there ever was a battle for Australia. They argued that these were separate battles and there was no co-ordinated Japanese campaign to invade Australia.

DISCUSS

Hold a class discussion on the question of why 'Battle for Australia Day' has failed to capture the public imagination in anything like the way that Anzac Day has done. **[Critical and Creative Thinking Capability]**

SOURCE 1 Avro Lancaster Mk I bomber 'G for George', 460 Squadron, RAAF on display at the Australian War Memorial. This plane flew 90 operations over occupied Europe with 27 crews, mostly Australians, between December 1940 and April 1944. During these operations, the aircraft was damaged by enemy fire more than 20 times.

3.15.2 Contested debates about World War II

Many aspects of World War II have been the subject of ongoing debates between historians. As you have seen, historians have given conflicting interpretations of the meaning and significance of Prime Minister John Curtin's 'call to America', and the concept of a 'Battle for Australia' has also been contested.

Historical debate over the European theatre of the war

Controversy has surrounded several aspects of the war in Europe, including the reasons for early Axis successes, the collapse of the French Republic in 1940, the significance of various battles and the decision making that shaped the course of the war. Some historians have argued that the conflict did not become a world war until Germany invaded the Soviet Union in June 1941 and Japan bombed Pearl Harbor in December 1941. There has also been debate about the responsibility of different factors in the European war — the Treaty of Versailles; fascism; appeasement; and the extent to which the war was caused by Nazi plans for conquest or by miscalculation.

Controversy over the Holocaust

There is probably no modern historical issue that has created more controversy than the Holocaust. Issues include how far most of the German people supported Nazi policies and to what extent ordinary Germans knew what went on in the concentration camps and death camps. Most historians distinguish between Nazis who supported the crimes committed during the Holocaust, including those who actually took part in them, and the great majority of Germans who took no part in such atrocities or were not aware that they were taking place. Historians have pointed out that major death camps like Auschwitz were outside Germany, while others have stressed that, due to the involvement of police, soldiers, guards, railway staff and bureaucrats, there had to be widespread knowledge of atrocities.

Debates about the Pacific theatre of the war

There has been ongoing historical debate about many aspects of the Pacific War. Controversial topics include the quality of military leaders, especially MacArthur; the decisions of political leaders, including Churchill, Curtin, Roosevelt and his successor Truman; the conduct of specific campaigns and battles, and many other aspects of the war. Here we will look at two debates that are ongoing or current.

The debate on whether Australian troops were outnumbered on the Kokoda Track

Until very recently, Australian historians and Australians generally believed that the men of the 39th Battalion and the Papuan infantry were vastly outnumbered by Japanese troops along the Kokoda Track from July to September 1942. However, in 2012 that assumption was challenged when the book *The Kokoda Campaign 1942: Myth and Reality*, by Peter Williams, was published following extensive research using Japanese sources. Williams conducted extensive research in the records of the Japanese units of the *Nankai Shitai* (South Seas Detachment). What he found was that the Australian forces were never outnumbered by as much as they believed and from mid-September the Australians outnumbered the Japanese.

SOURCE 2 From *Inside History Magazine* blog: Author Q&A: The Kokoda Campaign 1942 by Peter Williams

IHM: What resources did you come across when researching your book that have not been widely used by others?
Peter: I went to Tokyo and spent a month in their military archives looking at Imperial Japanese Army documents from 1942. I don't know of any other Kokoda author who has done that, which is possibly why other books on Kokoda have got much of the story wrong.

Debates over the use of atomic bombs to force Japan's surrender

Probably no issue has been more controversial than the use of atomic bombs to force Japan's surrender. Here are three examples of historians arguing that it was not necessary to use those horrific weapons to end the war.

In *Japan's Decision to Surrender* (1954), the US historian Robert J. Butow argued that the US made it impossible for Japan to surrender without losing face. He argued that the Japanese would have been much more willing to surrender if the Allied terms had been transmitted to them without publicity.

In *Brighter than a Thousand Suns* (1965), Robert Jungk pointed out that the Japanese were attempting to have the Soviet Union help them in negotiating peace. Jungk argued that, as it had captured all vital islands near the Japanese home islands, the US could have maintained the blockade of Japan and used diplomatic pressure to end the war without the need for more casualties.

SOURCE 3 A sculpture depicting the horrors of the atomic bomb in Nagasaki Peace Park

In *A History of Modern Japan* (1976), the British historian Richard Storry argued that the Japanese leaders could have been persuaded to surrender had the US demonstrated its power by dropping the bomb on open country. Storry argues that the US knew that the Japanese were trying to seek peace and that the entry of the Soviet Union into the Asia–Pacific War with an attack on Japan on 8 August was just as important a factor in leading to the Japanese surrender as was the atomic bomb.

Other historians have argued that any alternative to the atomic bombs would have caused even more suffering (see **SOURCE 4**).

SOURCE 4 From 'Nightmares beyond Atomic Bombs', in *Wartime*, the official magazine of the Australian War Memorial, Winter 2015, by Richard Frank

The advent of the reality of nuclear weapons will continue to focus the attention of later generations on the end of the Asia–Pacific War. Yet ... With the evidence now available, the nightmare recognised at the time — that an invasion of the Japanese home islands would produce stupendous casualties on both sides — is more than validated.

3.15 ACTIVITY

Research the Battle of Isurava, its course and its outcome. Consider why it has been described by some commentators as 'Australia's Thermopylae' as well as the statement by some veterans of the battle that its importance was second only to Gallipoli in 1915 in Australian military history. Evaluate the validity of such claims.

Determining historical significance

3.15 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

3.15 Exercise 1: Check your understanding

1. **HS1** Identify the main day of the year on which Australians who served in World War II are remembered.
2. **HS1** Describe other ways in which Australians commemorate World War II.
3. **HS1** Explain why the idea of 'Battle for Australia Day' has been controversial.
4. **HS3** Explain why 'G for George' is considered a fitting memorial for Australian participation in World War II.
5. **HS1** Identify two aspects of the war in Europe that have been the subject of historical debates.
6. **HS1** Describe two opposing arguments in debates on the war in Europe.

3.15 Exercise 2: Apply your understanding

1. **HS3** Explain how *The Kokoda Campaign 1942: Myth and Reality* by Peter Williams has challenged long-accepted interpretations of the Kokoda campaign.
2. **HS3** Read **SOURCE 2** and explain what new evidence Peter Williams used in his analysis of the Kokoda campaign.
3. **HS3** Look closely at **SOURCE 3** and identify features of this sculpture that express the horrors inflicted by the atomic bombs.
4. **HS3** Explain the main arguments used by Butow, Jungk and Storry against the idea that the use of atomic bombs was necessary to force Japan to surrender.
5. **HS3** Read **SOURCE 4** and identify the main point of Richard Frank's argument.
6. **HS3** Using sources in this subtopic identify one example where a contested debate has sprung from research that has produced new evidence and another example where a contested debate is based on conflicting interpretations of the same evidence.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

3.16 SkillBuilder: Analysing political cartoons and propaganda posters

online only

What are political cartoons and propaganda posters?

Political cartoons are drawings cartoonists make to comment on the political issues of the time. They use a range of techniques including humour to make serious points about these issues.

Propaganda posters use images and text with the aim of influencing people's attitudes or behaviour. What is presented may be true or false, according to the poster's target audience and its purpose.

Select your learnON title to access:

- an explanation of the skill (Tell me)
- a step-by-step process to develop the skill, with an example (Show me)
- an activity to allow you to practise the skill (Let me do it)
- questions to consolidate your understanding of the skill.

3.17 Thinking Big research project: Honouring Indigenous Australians' service

online only

SCENARIO

You have been asked to give a speech during your school's Anzac Day commemoration. You are to research, write and deliver a speech describing and honouring the contributions of Indigenous Australians to Australia's war effort during World War II.

Select your learnON format to access:

- the full project scenario
- details of the project task
- resources to guide your project work
- an assessment rubric.

on Resources

ProjectsPLUS Thinking Big research project: Honouring Indigenous Australians' service (pro-0205)

3.18 Review

online only

3.18.1 Key knowledge summary

Use this dot point summary to review the content covered in this topic.

3.18.2 Reflection

Reflect on your learning using the activities and resources provided.

on Resources

eWorkbook Reflection (doc-31749)
Crossword (doc-31750)

Interactivity The course and consequences of World War II crossword (int-7662)

KEY TERMS

alien a person born in another country who is not yet a citizen of the country in which they live
bunker a fortified underground shelter, usually with openings from which to fire at enemies
Fortress Europa the term used by Hitler to describe the defences along the coastline of Europe from Denmark to southern France
foxhole a concealed dugout or pit used by one person to shelter from and shoot at the enemy
ideologies sets of ideas or beliefs that guide an individual, group, society or nation and provide the basis of political systems
internment to be put in prison for political or military reasons, either real or perceived
Luftwaffe the German air force during World War II
militia a body of men called up for military service only in emergencies
Normandy a region of France on the Atlantic coast
partisans irregular fighters using guerrilla tactics behind enemy lines
rationing controlling the distribution of something when supplies are low
rearguard action direct engagement with the enemy by troops protecting a retreating force
Royal Air Force (RAF) Britain's Royal Air Force
'scorched earth' military strategy of destroying or removing everything that could be used by an advancing enemy
South-West Pacific Zone area, including New Guinea and what is now Indonesia, within which Australian conscripts could be sent to fight after February 1943
spearhead to lead an attack
tried in absentia tried even though the accused is not present in court

3.16 SkillBuilder: Analysing political cartoons and propaganda posters

3.16.1 Tell me

What are political cartoons and propaganda posters?

Political cartoons are drawings made by cartoonists to comment on the political issues of the time. They often use humour to make serious points about these issues. They are usually published in newspapers or magazines, in print or, more recently, online.

Propaganda posters also use images. They aim to influence people's attitudes or behaviour. Some propaganda aims to spread false information. Propaganda can also present the truth, but it presents facts selectively, which makes it biased.

Why is it important to analyse political cartoons and propaganda posters?

Both propaganda posters and political cartoons can be very useful primary sources. Analysing them is therefore an important skill when studying the history of periods in which they were created. During World War II, propaganda posters and cartoons used several techniques, including playing on people's fears or prejudices. Their aims were varied, from urging people to grow their own food to encouraging them to enlist. These posters and cartoons can tell us a great deal about the time and give us insights into people's perspectives, as well as helping us to evaluate how their perspectives were influenced by events, ideas and beliefs.

3.16.2 Show me

When you study a propaganda poster or political cartoon you need to think carefully about its subject matter, aims and techniques. You need to ask questions such as:

1. Who created the poster or cartoon (if known)? Where and when and for what organisation was it created? What was happening at the time the poster or cartoon was produced?
2. What is the main subject of the image? What background and minor details are shown?
3. What techniques are used? For example, does it use symbols or specific colours and, if so, then what is their effect? Does it use caricature (exaggerating features) of figures to ridicule them?
4. If there is text in the cartoon or poster, what does it suggest?
5. Why would the cartoon or poster have been created and who is its intended audience? What are its perspective and message?
6. For what aspect of the topic does the poster or cartoon provide useful evidence and to what extent is it accurate and reliable?

These questions have been applied to **SOURCES 1** and **2**, which are examples of World War II posters and cartoons.

SOURCE 1 This is the Enemy, a poster produced in the USA by artists Karl Koehler and Victor Ancona in 1942 for the Artists for Victory Campaign

AUSTRALIAN WAR MEMORIAL ARTV10464

SOURCE 2 *What's Cookin'?*, a cartoon produced in Australia by artist Noel Counihan in 1944

AUSTRALIAN WAR MEMORIAL ART90007

Source: Australian War Memorial ART90007

Questions about SOURCE 1	Answers
1. Who created the poster or cartoon (if known) and where, when and for what organisation was it created? What was happening at the time the poster was produced?	It was created by Karl Koehler and Victor Ancona in the United States in 1942 for the Artist for Victory Campaign. The United States had entered World War II the day after the Japanese attack on Pearl Harbor on 7 December 1941.
1. What is the main subject of the image? What background and minor details are shown?	The main subject of the image is the face of a Nazi officer. There are no background details but reflected in the officer's monocle (eye glass) is a victim of Nazism hanging from a gallows.
1. What techniques are used? For example, does it use symbols or specific colours and, if so, then what is their effect? Does it use caricature (exaggerating features) of figures to ridicule them?	The gallows is used as a symbol of Nazi atrocities. Its stark use of black and white rather than colour symbolises death. The way the officer's face is drawn is a caricature, with downturned lips and a sharp nose suggesting extreme harshness and cruelty.
1. If there is text in the cartoon or poster, what does it suggest?	The only text is 'This is the enemy', which reinforces the idea that everything this man represents is a threat to humanity.

Questions about SOURCE 1	Answers
1. Why would the cartoon or poster have been created and who is its intended audience? What are its perspective and message?	The USA entered the war in late 1941 after the Japanese attack on Pearl Harbor so the cartoon would have been created to help rally support for the US war effort against Nazi Germany as well as Japan. Its intended audience is the US public, particularly those who may have had doubts about the reasons for US involvement in the war against Nazi Germany. Its perspective is strongly anti-Nazi and its message is that Nazi Germany is an evil, cruel enemy.
1. For what aspect of the topic does the poster or cartoon provide useful evidence and to what extent is it accurate and reliable?	The poster provides useful evidence for US commitment to the war in 1942 and the US government's efforts to influence public opinion in favour of the war effort by portraying Nazis as evil murderers. The accuracy and reliability of that message are overwhelmingly supported by other evidence.

Questions about SOURCE 2	Answers
1. Who created the poster or cartoon (if known) and where, when and for what organisation was it created? What was happening at the time the cartoon was produced?	It was created by Noel Counihan in Australia in 1944. We do not know what organisation it was created for. By 1944 the tide of war had turned firmly against Nazi Germany.
1. What is the main subject of the image? What background and minor details are shown?	The main subject of the image is Adolf Hitler. He is depicted sitting on a huge bomb with a burning fuse that does not have long to go before it explodes.
1. What techniques are used? For example, does it use symbols or specific colours and if so then what is their effect? Does it use caricature (exaggerating features) of figures to ridicule them?	The bomb is a symbol of the destructive power unleashed by the war. The cartoon caricatures Hitler by depicting him looking ridiculous as he sits forlornly wringing his hands, unable to avoid Nazism's coming fate.
1. If there is text in the cartoon or poster, what does it suggest?	The only text is 'What's cookin'?', which means 'What is happening?' Clearly Hitler is about to be 'cooked'. This reinforces the idea that the days of Nazism are numbered.
1. Why would the cartoon or poster have been created and who is its intended audience? What are its perspective and message?	By 1944 the tide of war had turned firmly against Nazi Germany so the cartoon was probably created to give people hope and some pleasure after years of hardship and sacrifice. Its intended audience is the Australian public. Its perspective is strongly anti-Nazi and its message is that Hitler will soon suffer the fate he deserves.
1. For what aspect of the topic does the poster or cartoon provide useful evidence and to what extent is it accurate and reliable?	The poster provides very useful evidence for attitudes in Australia in 1944, at the time when it was clear that the Axis was losing the war. It is probably accurate and reliable in representing Australian attitudes at the time. However, as we know that Germany was not defeated until May 1945, we can say that the cartoon was not necessarily accurate or reliable in its representation of the actual war situation.

3.16.3 Let me do it

Complete the following activities to practise this skill.

3.16 ACTIVITIES

1. Now that you have seen two examples, you can use the questions in the examples above to analyse **SOURCES 3** and **4**.

SOURCE 3 *This is the Most Important Job you Ever did: Australian Textile Industry, and that Means You*, a poster issued by the Department of War Organisation and Industry in Australia in 1942

Source: Australian War Memorial ARTV02161

SOURCE 4 *Which Way?*, a poster created by Daryl Lindsay and issued by the Australian Commonwealth Military Forces Southern Command in Australia between 1939 and 1943

Source: Australian War Memorial ARTV06721

2. Based on your analysis of **SOURCES 3** and **4**:
   (a) How are Australian women depicted in **SOURCE 3** and why?
   (b) In what two ways are Australian men depicted in **SOURCE 4** and why?
   (c) Describe the different aims of these two propaganda posters.
   (d) What aims do the two posters share?
   (e) Why might these posters have been effective or ineffective in achieving their aims?
   (f) Write a general statement summarising reasons why propaganda posters can be very useful evidence for historians investigating World War II.

3.17 Thinking Big research project: Honouring Indigenous Australians' service

3.17.1 Scenario

You have been asked to deliver a speech at your school's Anzac Day commemoration. As Anzac Day does not only commemorate World War I, but all wars in which Australians have served, you have been asked to focus on World War II, and particularly on a service contribution that has only recently been given the attention it deserves – that of Indigenous Australians.

3.17.2 Task

You are to research, write and deliver a speech describing and honouring the contributions of Indigenous Australians to Australia's war effort during World War II. Your speech should take approximately 10 minutes to deliver. You may present images, diagrams and maps as part of your speech if you wish.

3.17.3 Process

- Open the ProjectsPLUS application in the Resources for this topic. Open the **Project set-up** tab to enter the project due date and set up your project group so you can work collaboratively. Working in groups of two will enable you to swap ideas and share responsibility for the project. Save your settings and the project will be launched.
- Navigate to the **Research forum**, where you will find starter topics loaded to guide your research. You can add further topics to the Research forum if you wish.
- Conduct research to find information and make notes about the contributions of Indigenous people to Australia's war effort during World War II. The weblinks in the **Media centre** will provide a useful starting point. Remember to record details of your sources so you can create a bibliography to submit with your printed speech.

- Add your research notes and source details to the relevant topic pages in the Research forum. You can view, share and comment on research findings with your partner. When you have completed your research, you can print out the **Research report** in the Research forum to easily view all the information you have gathered, if you wish.
- Organise your notes by dividing the speech into headings for general information and subheadings for examples of individual experiences.
- Write your speech and, with your partner, decide how you will share the presentation. Practise and then deliver your speech in class for assessment. Print out your completed speech and submit to your teacher, along with your bibliography.

on Resources

ProjectsPLUS Thinking Big research project: Honouring Indigenous Australians' service (pro-0205)

3.18 Review

3.18.1 Key knowledge summary

3.2 Examining the evidence

- We have enormous amounts of written primary sources and artefacts from World War II in museums and archives.
- World War II was the first major conflict in which movie cameras were used extensively and there are many visual sources that were created for propaganda or to document events.

3.3 Overview of World War II to 1944

- Nazi Germany quickly overran Western Europe in 1940, leaving the British Empire standing alone.
- The Axis invasion of the USSR gave Britain a powerful new ally.
- The beginning of the Pacific War brought the war close to Australia, but it also brought the USA into the conflict.
- There were several turning points in the war in Europe and the Pacific in 1942.
- From 1943, the Axis powers were losing the war.

3.4 Australians at war: enlistment and the Mediterranean battles

- Australia was unprepared for war and, unlike in World War I, there was no enthusiastic rush to enlist.
- Australians achieved victories in the Middle East and suffered defeat in Greece and Crete in 1941.
- After Japan entered the war in December 1941, only the 9th Division of the AIF was kept in the Middle East.

3.5 Australia under threat

- In December 1941, Curtin issued his 'call to America'.
- 'Fortress Singapore' fell to the Japanese in February 1942 and soldiers of the 8th Division AIF became POWs.
- Japanese bombing raids took place over northern Australia.
- Curtin clashed with the British over deployment of the Australian 7th Division.

3.6 Australians in the Pacific War: Kokoda

- Australians feared invasion in 1942, although it later became known that Japan had no plans nor the capability to invade Australia.
- Australian militia and Papuan infantry struggled to hold the Japanese on the Kokoda Track until they were reinforced.
- Lack of supplies forced a Japanese retreat from late September.

3.7 Australians in the Pacific War: beyond Kokoda

- Australians fought the Japanese in Papua and New Guinea from 1942 to 1944.
- In the closing stages of the war, Australians were deployed in 'unnecessary campaigns' in New Guinea, New Britain, Bougainville and Borneo.
- The RAAF and RAN both played wider roles in the war in Europe, Asia and the Pacific.

3.8 Australian prisoners of war

- Australians experienced different kinds of treatment in the hands of the Germans and Japanese.
- More than two-thirds of Australian POWs were prisoners of the Japanese and more than one-third of those prisoners died due to brutal treatment, overwork, starvation and diseases.
- Conquered Asians, especially Chinese, suffered terribly at the hands of the Japanese.

3.9 The Australian home front

- The Australian government assumed sweeping powers in order to direct the war effort, including limited conscription.
- Civilians were heavily involved in the war effort through war work and volunteer activities.

3.10 Australian women at war

- Australian women helped the war effort through voluntary work, taking jobs in munitions and replacing men who had enlisted in the services.
- The Women's Land Army had around 3000 members who carried out rural jobs in place of men who had enlisted.
- Tens of thousands of women served in the AWAS, WAAAF and WRANS and the medical and nursing services.

3.11 Australia's relations with the US

- The alliance between Australia and the US has been seen as a turning point in Australia's foreign relations.
- It was convenient in 1942 for both countries.
- There were underlying tensions and conflicting priorities.

3.12 The end of the war

- In 1944 the Allies opened a new front with the D-Day landings in France while the Red Army advanced against Germany along the eastern front.
- Soviet troops captured Berlin in 1945.
- Hitler committed suicide and one week later, on 7 May 1945, Germany surrendered, ending the war in Europe.
- The Pacific War was ended in August 1945 following the dropping of two US atomic bombs on Japanese cities.

3.13 War crimes and retribution

- The decision of the Allies to put Nazi and Japanese war criminals on trial was supported by the newly formed United Nations Organization (UN).
- Japanese war criminals were prosecuted though the International Military Tribunal for the Far East.
- Nazi war criminals were prosecuted through the International Military Tribunal at the Nuremburg War Crimes trials.

3.14 Changing international relations

- Australia's Labor government was a strong supporter of the UN.
- Dr H.V. Evatt played a leading role in shaping the UN Charter.
- Under Labor, Australia supported Indonesia's quest for independence.
- Australia realised that it could not depend on British protection and it moved closer to the US, expecting it to take the place of Britain as Australia's new protector.

3.15 Commemoration and contested debates

- Anzac Day became a day for the remembrance of sacrifice in World War II as well as World War I.
- The concept of a 'Battle for Australia Day' was advanced in the 1990s and adopted in 2008, but it was and is still controversial.
- There have been many contested debates about crucial aspects of World War II and they are ongoing.

3.18.2 Reflection

Complete the following to reflect on your learning.

3.18 ACTIVITIES

Revisit the inquiry question posed in the Overview:

What was Australia's role in the deadliest conflict in human history? Why did we join the fight?

1. Now that you have completed this topic, what is your view on the question? Discuss with a partner. Has your learning in this topic changed your view? If so, how?
2. Write a paragraph in response to the inquiry question, outlining your views.

on Resources

eWorkbook Reflection (doc-xxxx)
Crossword (doc-xxxx)

Interactivity The course and consequences of World War II crossword (int-xxxx)

KEY TERMS

alien a person born in another country who is not yet a citizen of the country in which they live
Fortress Europa the term used by Hitler to describe the defences along the coastline of Europe from Denmark to southern France
internment to be put in prison for political or military reasons, either real or perceived
ideologies set of ideas or beliefs that guide an individual, group, society or nation and provide the basis of political systems
Luftwaffe the German air force during World War II
militia a body of men called up for military service only in emergencies
Normandy a region of France on the Atlantic coast
partisans irregular fighters using guerrilla tactics behind enemy lines
rationing controlling the distribution of something when supplies are low
rearguard action direct engagement with the enemy by troops protecting a retreating force
Royal Air Force (RAF) Britain's Royal Air Force
'scorched earth' military strategy of destroying or removing everything that could be used by an advancing enemy
spearhead to lead an attack
South-West Pacific Zone area, including New Guinea and what is now Indonesia, within which Australian conscripts could be sent to fight after February 1943
tried in absentia tried even though the accused is not present in court

4 Rights and freedoms (1945–present)

4.1 Overview

What does it take to change the hearts and minds of a nation, so they don't just tolerate the Indigenous population but respect and value them?

4.1.1 Links with our times

It was 1983, 82 years after federation and 21 years after Aboriginal and Torres Strait Islander peoples won the right to vote, before Australia elected its first Indigenous parliamentarian, Neville Bonner. After the 2019 federal election, a small group of Indigenous representatives took their place in Australia's forty-sixth parliament, including Linda Burney, the first Indigenous woman to win a House of Representatives seat, and Senators Ken Wyatt, Pat Dodson and Malarndirri McCarthy.

As the nation progresses towards a referendum to formally recognise Aboriginal and Torres Strait Islander Australians in the Constitution, hopeful signs are emerging from a history marked by struggle. Real and meaningful progress must continue towards an Australian society where rights and freedoms are upheld for all, including for Australia's First Peoples.

on Resources

eWorkbook Customisable worksheets for this topic

Video eLesson Rights and freedoms (eles-2605)

LEARNING SEQUENCE

4.1 Overview
4.2 Examining the evidence
4.3 The beginnings of an Aboriginal protest movement
4.4 The Stolen Generations
4.5 Influence on Australia of civil rights movements abroad
4.6 The Freedom Ride in Australia
4.7 Being counted
4.8 Torres Strait Islander rights and freedoms
4.9 The Aboriginal Tent Embassy
4.10 Land rights and protests
4.11 Reconciliation
4.12 Fighting for equity
4.13 The struggle continues
4.14 **SkillBuilder:** Historical debate (online only)
4.15 **Thinking Big research project:** Needed: Social media guru! (online only)
4.16 **Review** (online only)

To access a pre-test and starter questions and receive immediate, **corrective feedback** and **sample responses** to every question, select your learnON format at www.jacplus.com.au.

A timeline of the struggle for rights and freedoms (1945–present)

CE

1925

1924
Fred Maynard founds the Australian Aboriginal Progressive Association (AAPA).

1930

1935

1938
Aboriginal and Torres Strait Islander peoples proclaim the 150th anniversary of settlement a 'Day of Mourning'.

1939
Indigenous men enlist for World War II.

1940

1939
The *Torres Strait Islander Act* recognises Torres Strait Islanders as a separate people.

1945

1948
The UN adopts the Universal Declaration of Human Rights.

1950

1955

1960

1965

1966
Indigenous workers walk off Vestey's cattle station at Wave Hill, demanding better pay and conditions.

1967
In a national referendum, 90 per cent of voters vote for Aboriginal and Torres Strait Islander peoples to be included in the national census.

1970

1975

1980

1992
In the Mabo case, the High Court of Australia recognises Indigenous ownership of the land for the first time.

1985

1990

1998
Pauline Hanson's One Nation Party, which believes that Aboriginal and Torres Strait Islander peoples are favoured over non-Indigenous Australians, picks up 22 per cent of the vote in the Queensland election.

1995

1997
The *Bringing Them Home* report, tabled in Parliament, outlines the damage done to the Stolen Generations.

2000

2002
Historian Keith Windschuttle causes controversy by challenging other historians' accounts of the mass slaughter of Aborigines by white settlers.

2005

2007
The Howard government approves an emergency 'Intervention' to protect the children of remote Indigenous communities in the Northern Territory.

2008
Prime Minister Kevin Rudd delivers a formal apology to the members of the Stolen Generations.

2010

2010
The United Nations Special Rapporteur on the Rights of Indigenous Peoples expresses grave concerns over the continuing Intervention in the Northern Territory.

2015

CE

2016
Discussions continue around a referendum to change Australia's Constitution to formally recognise Aboriginal and Torres Strait Islander peoples.

4.2 Examining the evidence

4.2.1 How do we know about Aboriginal and Torres Strait Islander peoples' struggle for rights and freedoms?

Until the latter half of the twentieth century the voices of **Australia's First Peoples** were noticeably absent from discussions about Australian history. Today it is possible to access reports, commentary and stories that encompass a wide range of Indigenous experiences. Many of these focus on the struggle for rights and freedoms.

The views of non-Indigenous people, such as academics and journalists, about the Aboriginal and Torres Strait Islander experience can only ever be second-hand. To find primary evidence about what it is like to be an Indigenous Australian person, we must consult Aboriginal and Torres Strait Islander people. This may mean listening to oral histories; or we may have access to written accounts. Not all Aboriginal and Torres Strait Islander perspectives on the fight for rights and freedoms relate to times past; some fights, such as land rights and the fight for equality, continue to this day. Stories of lived experiences may add to our understanding of such a complex issue.

SOURCE 1 In 1999, at the 50th Anniversary of Australian Citizenship Conference, ATSIC Commissioner Colin Dillon talked about his experience as an Aboriginal Australian and police officer during the mid 1960s.

On entering police training in 1965, two years before the referendum, I found it frightening to realise that I was the only Aboriginal person on the police force. The only others were the Black Trackers, universally regarded as inferior with no police powers.

It was conveyed to me — informally but very bluntly — that I had entered the wrong profession, that there was no place for a black man as a sworn officer in an all-white police force. I persevered and endured the **unfettered** racism and hard training and was eventually formally sworn in as a Constable.

Yet even as I stood in the parade that day for the ceremonial swearing in of constables — a moment that should have been the proudest in my life — I remember the Commissioner as he made his inspection. On coming to me he commented to the parade Sergeant 'He's a bit on the dark side.'

My troubles continued — not only was I not wanted within the Police Force but my chosen profession and its associated tasks **alienated** me from my own people. Even the enactment of the Racial Discrimination Act in 1975 offered no respite, as it would have been sheer **folly** to formally complain in a work environment that quite openly tolerated racial and discriminatory practices.

Popular films

Although Aboriginal and Torres Strait Islander Australians have been depicted in films since the 1920s, many early portrayals were stereotypical, portraying them as 'savages'. By the mid 1950s a more balanced portrayal emerged in *Jedda*, in which an Aboriginal girl raised by Europeans sought to rediscover her roots. In the 1970s, films such as *Walkabout* and *Stormboy* depicted Aboriginal people as helpful and knowledgeable about the land. In 1978 Indigenous filmmaker Essie Coffey released *My Life as an Aboriginal*, in which she demonstrated the differences between Aboriginal knowledge and the kind of knowledge that Aboriginal children were getting in school. Coffey's film raised awareness about the number of Aboriginal children losing touch with their **heritage**. Since the 1980s, depictions of Aboriginal and Torres Strait Islander people on screen have been more well rounded, while films such as *Rabbit-Proof Fence* (2002) and documentaries such as *First Australians*

SOURCE 2 Many Aboriginal children, particularly those with one European parent, were forcibly removed from their families, and raised in institutions or by white families. The film *Rabbit-Proof Fence* (2002) tells the story of three such children, Mollie, Gracie and Daisy, in Western Australia.

(2008) have explored the difficult and often violent struggle for survival that Aboriginal and Torres Strait Islander people have endured. The 2006 movie *Ten Canoes* used only Aboriginal languages to tell its story. It is a valuable, if imaginative, reference point for what life may have been like for Aboriginal peoples before European settlement irrevocably changed Aboriginal culture.

Political and other commentary

Since Australia was settled, politicians have been involved in designing policies concerning Aboriginal and Torres Strait Islander peoples. They have justified these policies in parliament and in the press. This has led to commentary by political insiders, journalists and cartoonists. It is a commentator's job to cut through the **rhetoric**, highlighting important or controversial aspects of the politician's position in a way that will be accessible to the public.

Aboriginal and Torres Strait Islander leaders such as Noel Pearson and Pat Dodson, along with educators such as Marcia Langton and Chris Sara, have been influential in contributing to the commentary. Other individuals such as actor Leah Purcell, filmmaker Rachel Perkins and visual artist Vernon Ah Kee present artistic perspectives that are equally valid.

SOURCE 3 Throughout his prime ministership, John Howard adhered to a positive view of Australian history and refused to acknowledge the pain caused to Indigenous peoples by previous governments, particularly in relation to the Stolen Generations.

Official documentation

The international fight for rights and freedoms was formalised in 1948 with the signing by many countries, Australia included, of the United Nations' Universal Declaration of Human Rights. Today the UN reports on the degree to which countries are adhering to the Declaration. A negative assessment from the United Nations carries great weight within the international community.

SOURCE 4 In 2010 the UN's Special Rapporteur on the Rights of Indigenous Peoples, James Anaya, finished an 11-day tour of Australia. While he praised certain aspects of the way Australia had dealt with its Indigenous population, he was highly critical of the ongoing intervention (see section 4.12).

During my time in Australia, I have been impressed with demonstrations of strong and vibrant Indigenous cultures and have been inspired by the strength, resilience and vision of Indigenous communities determined to move toward a better future despite having endured tremendous suffering at the hands of historical forces and entrenched racism. It is clear that these historical forces continue to make their presence known today, manifesting themselves in serious disparities between Indigenous and non-Indigenous parts of society, including in terms of life expectancy, basic health, education, unemployment, **incarceration**, children placed under care and protection orders, and access to basic services.

Given these disparities, the Government has developed and implemented a number of important initiatives in order to 'close the gap' of Indigenous disadvantage within a wide range of social and economic areas, with a stated emphasis on women and children, and these programmes must continue to be improved and strengthened... Aspects of the Government's initiatives to remedy situations of Indigenous disadvantage, however, raise concerns. Of particular concern is the Northern Territory Emergency Response...

4.2 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

4.2 Exercise 1: Check your understanding

1. **HS3** These days, we have access to a range of primary and secondary sources to better understand Indigenous experiences. Identify whether the following are primary or secondary sources.
   (a) Official reports
   (b) Media commentary
   (c) Indigenous stories
2. **HS6** What are the strengths and limitations of the views of non-Indigenous Australians, such as journalists and academics, about the experience of Australia's First Peoples?
3. **HS6** In what way could the film *Jedda* be seen as a 'turning point' in the depiction of Indigenous Australians on screen?
4. **HS1** Explain the role of a political commentator in your own words.
5. **HS1** What role does the United Nations play in monitoring the treatment of Indigenous peoples?

4.2 Exercise 2: Apply your understanding

1. **HS3** **SOURCE 1** presents an Aboriginal perspective on a particular event — the swearing-in ceremony for police constables. Why would you regard **SOURCE 1** as a primary source? What might be its strengths and weaknesses as a historical source?
2. **HS3** What primary sources do you think the producers of *Rabbit-Proof Fence* (see **SOURCE 2**) would have consulted when making the film? What different biases do you think such filmmakers would need to guard against to ensure their depiction of events was factual?
3. **HS3** What statement is the cartoonist trying to make in **SOURCE 3**? What images support this message? Is it an effective statement? Why or why not?
4. **HS3** In **SOURCE 4**, UN representative James Anaya praises certain aspects of Australia's treatment of Aboriginal and Torres Strait Islander peoples and criticises others. What are they?
5. **HS3** What primary and secondary sources do you imagine that James Anaya, the author of **SOURCE 4**, would have taken into account before making his determination and recommendations to the United Nations?

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

4.3 The beginnings of an Aboriginal protest movement

4.3.1 Protests during the 1920s

When Captain James Cook claimed Australia's east coast on behalf of Britain in 1770, the principle of ***terra nullius*** that was applied meant that no treaty was ever made with Australia's First Peoples. The arrival of the First Fleet in Sydney Cove on 26 January 1788 marked the beginning of European settlement or, from an Aboriginal perspective, the European invasion of a land they had lived in continuously for thousands of years. Early protests in the first century and a half of European control were overwhelmed by a system that recognised neither Aboriginal law and customs nor their custodianship of the land. But as the twentieth century progressed, a more organised and formal protest movement began to take shape.

The first Aboriginal political organisations were formed in the 1920s. Foremost among these was the Australian Aboriginal Progressive Association (AAPA) formed by Fred Maynard in New South Wales in 1924. Maynard had been inspired by black activists in the United States. At the forefront of the Association's goals was the right for Aboriginal self-determination, including a right to land and an end to children being forcibly removed from their families. Street rallies, well publicised meetings, letter writing campaigns and petitions gained public attention. Jane Duren, a member of the Association, wrote a letter to King George V about conditions for Aboriginal people. In 1927, Fred Maynard wrote a letter of protest to

the Premier of New South Wales, Jack Lang, calling for the restitution of Aboriginal land (see **SOURCE 1**) By late 1927, the Association had disbanded after a concerted campaign against Maynard and the Association by the Aboriginal Protection Board which administered the *Aborigines Protection Act*.

SOURCE 1 Fred Maynard's letter of protest to the New South Wales Premier in 1927

I wish to make it perfectly clear on behalf of our people, that we accept no condition of inferiority as compared with European people. Two distinct civilisations are represented by the respective races... That the European people by the arts of war destroyed our more ancient civilisation is freely admitted, and that by their vices and diseases our people have been decimated is also patent. But neither of these facts are evidence of superiority. Quite the contrary is the case. Furthermore, I may refer in passing, to the fact that your present scheme of old age pensions was obtained from our more ancient code, as likewise your child endowment scheme and widows pensions. Our divorce laws may yet find a place on the Statute Book. The members of the Board [the AAPA] have also noticed the strenuous efforts of the trade union leaders to attain the conditions which existed in our country at the time of the invasion by Europeans — the men only worked when necessary, we called no man 'master' and we had no king. We are therefore, striving to obtain full recognition of our citizen rights on terms of absolute equality with all other people in our land. The request made by this Association for sufficient land for each eligible family is justly based. The Australian people are the original owners of this land and have a prior right over all other people in this respect. Our request to supervise our own affairs is no innovation. The Catholic people in our country possess the right to control their own schools and homes, and take pride in the fact that they possess this privilege. The Chinese, Greeks, Jews and Lutherans are similarly favoured and our people are entitled to precisely the same conditions.

4.3.2 A day of mourning

In an echo of the earlier AAPA, in 1937 the Aborigines Progressive Association was formed in New South Wales with three main aims: full citizenship rights for Aboriginal Australians, Aboriginal representation in parliament and abolition of the New South Wales Aborigines' Protection Board. For the newly formed Association, Australia Day 1938 became a focus for action. 26 January 1938 was the 150th anniversary of the day Captain Arthur Phillip planted the British flag at Port Jackson. All six state premiers had arrived in Sydney; the finishing touches were being put on 120 street floats, and the crowds were gathering as the city prepared for a spectacular show. Having been denied access to Sydney Town Hall, Indigenous activists and community members, led by William Cooper and Jack Patten, walked in silent protest to Australia Hall, which they had to enter via the back door. So began Australia Day 1938: for the country's mostly white population, this was a day to celebrate; for Australia's First Peoples, it was a day of mourning.

SOURCE 2 As dignitaries watched on, Indigenous people, brought to Sydney especially for the event, re-enacted the landing of the First Fleet at Farm Cove 150 years earlier.

Source: Mitchell Library, State Library of NSW. Call no. Home & Away – 17963.

SOURCE 3 The Day of Mourning was the first organised civil rights protest by Aboriginal and Torres Strait Islander peoples. Two of the day's organisers, William Ferguson and Jack Patten, are pictured at far left and right respectively.

DID YOU KNOW?

The Aboriginal persons brought by the federal government from country New South Wales as forced participants in a re-enactment ceremony were kept locked in the stables at the Redfern police station until the ceremony.

Building a movement

In the months leading up to January 1938, Jack Patten, the first president of the Aborigines' Progressive Association (APA), and William Cooper, secretary for the Australian Aborigines League, had visited missions and reserves to gain support for the Day of Mourning protest. Patten had also worked with William Ferguson, founder of the APA, to put together a 12-page document entitled 'Aborigines Claim Citizenship Rights', which ran in many national newspapers. Despite widespread support for the event within the Aboriginal community, only about 100 people would attend, because Australian law forbade Aboriginal people from gathering to protest. Despite the printed warning that 'Aborigines and persons of Aboriginal blood only are invited to attend', four non-Aboriginal people attended the gathering. Two were police officers; the others were representatives from *Man Magazine*, who would document the day's events for a story entitled 'Aborigines Meet, Mourn while White-Man Nation Celebrates'.

4.3.3 Results of the Day of Mourning

As the Day of Mourning protest began, telegrams of support from around Australia were read out. Then Jack Patten read the following resolution (see **SOURCE 4**):

> We, representing the Aborigines of Australia... on the... 150th anniversary of the whitemen's seizure of our country, hereby make protest against the callous treatment of our people... and we appeal to the Australia nation of today... for... full citizen status and equality within the community.

SOURCE 4 APA President Jack Patten (right) reads the resolution.

Source: Mitchell Library, State Library of NSW. Call no. MLQ 059/9.

During the protest, the group discussed the brutal treatment of Aboriginal people by the Aboriginal Protection Board and the unfair removal of children from the reserves, as well as the need for equal rights. The protest culminated in the formation and approval of a 10-point plan for equality. The plan outlined the importance of giving Aboriginal and Torres Strait Islander peoples full citizenship status, as well as access to education, health services and employment. The plan also demanded that Aboriginal and Torres Strait Islander peoples be allowed to own property, possess a bank account and receive a pension — rights automatically granted to Australia's white population. The day ended with members of the protest walking to La Perouse, one of the original landing spots for the First Fleet, where they released funeral wreaths into the sea.

Following the success of the Day of Mourning protest, a delegation of 20 Indigenous persons led by Jack Patten and William Ferguson presented the Australian Prime Minister, Joseph Lyons, with the 10-point plan for equality. Despite the prime minister's willingness to listen to the delegation, it would take another 30 years and another generation of activists before Indigenous peoples would even be counted in the national census.

SOURCE 5 Following the Day of Mourning, Australia's Indigenous community began publishing its first newspaper, *Abo Call*, edited by Jack Patten.

To all Aborigines!

'The Abo Call' is our own paper.

It has been established to present the case for Aborigines, from the point of view of the Aborigines themselves.

This paper has nothing to do with missionaries, or anthropologists, or with anybody who looks down on Aborigines as an 'inferior' race.

We are NOT an inferior race, we have merely been refused the chance of education that whites receive. 'The Abo Call' will show that we do not want to go back to the Stone Age.

Representing 60 000 Full Bloods and 20 000 Halfcastes in Australia, we raise our voice to ask for Education, Equal Opportunity, and Full Citizen Rights.

'The Abo Call' will be published once a month. Price 3d [3 pence].

The Editor asks all Aborigines and Halfcastes to support the paper, by buying it and also by acting as agents for sale to white friends and supporters.

4.3 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

4.3 Exercise 1: Check your understanding

1. **HS1** When was the Australian Aboriginal Progressive Association formed and by whom?
2. **HS1** List the goals of the Association.
3. **HS1** How did the Association attempt to achieve these goals?
4. **HS1** How did the leaders of the Day of Mourning Protest build up support in the months leading up to January 1938?
5. **HS1** How many people attended and why were the numbers low?
6. **HS1** What examples of inequality between white Australians and Aboriginal Australians could be seen on Australia Day 1938?
7. **HS1** Name three things that Aboriginal activists wanted the government to change in 1938.
8. **HS1** What was the 10-point plan?
9. **HS1** Why did Aboriginal activists release funeral wreaths into the sea following their protest?

4.3 Exercise 2: Apply your understanding

1. **HS3** Study **SOURCE 1** and answer the following questions.
   (a) What does Fred Maynard suggest is contrary evidence to the superiority of European people?
   (b) Who are the 'Australian people' referred to in this letter? How do you know this?
   (c) What arguments are presented for the rights of Aborigines to supervise their own affairs?
   (d) What assumptions might you make about the writer of this letter? Justify these.
2. **HS3** Based on **SOURCES 2** and**3**, how did white Australia view Aboriginal people in 1938? How did Aboriginal people view themselves?
3. **HS3** Examine the introduction to the *Abo Call* (see **SOURCE 5**) and answer the following questions.
   (a) What was the purpose of the paper? How can you tell?
   (b) In what ways did the *Abo Call* seek to challenge white preconceptions about Indigenous people?
   (c) In what ways did it encourage Indigenous people to think for themselves?
4. **HS3 SOURCES 2** and **4** show contrasting depictions of Aboriginal people. Comment on this contrast.
5. **HS3** Examine **SOURCES 4** and **5**. Analyse what the main grievances are that were felt by Jack Patten and his supporters and list them in dot points.
6. **HS4** Describe why you think Aboriginal activists such as William Ferguson, William Cooper and Jack Patten decided to use the theme of 'mourning' for 26 January 1938. How else could they have presented their protest to create a different effect? Do you think this would have been more or less effective than the protest they made?
7. **HS4** Identify what changes in politics and society you think would need to have taken place before Aboriginal and Torres Strait Islander peoples would be given citizenship. Are you surprised that gaining citizenship took almost 30 years after the Day of Mourning?

8. **HS6** Based on what you have read in this subtopic, explore whether you consider the Day of Mourning a turning point for Aboriginal Australia. Write 150 words explaining your position.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

4.4 The Stolen Generations

4.4.1 Government policy: from 'protection' to assimilation

During the 1800s the colonial authorities believed that a protection system was the best way to look after Aboriginal peoples. This meant setting up special communities for them where they could farm the land and live off the produce. However, Aboriginal peoples moved across their country on a seasonal basis and many could not get used to this new way of life. The *Aborigines Protection Act 1909* gave the authorities licence to 'provide for the custody, maintenance and education of the children of aborigines'. By 1911 the Northern Territory, along with all states except Tasmania, had given the Board of Protection control over Indigenous people. The Board was also made the legal guardian of all Indigenous children. Enforcing this legislation was left to 'protectors', who were usually police officers. Those children who were taken from their families would become known as the 'Stolen Generations'.

Governments believed the best way to ensure that Indigenous children (especially those of mixed descent) were **assimilated** into European society was to remove them — forcibly, if necessary — from their families and raise them in institutions or foster homes. Paul Hasluck, who was appointed Federal Minister for Territories in 1951, articulated the thinking behind this strategy: 'Assimilation means, in practical terms, that, in the course of time, it is expected that all persons of aboriginal blood or mixed blood in Australia will live like other white Australians do.'

The *Child Welfare Act 1939* had provided parents with the right to contest the removal of their children. However, with many Children's Courts located far from the Indigenous communities from which the children had been taken, and with no legal assistance provided for parents, it was extremely difficult for

SOURCE 1 Extract from *Aborigines Protection Act, Act No 25, 1909*

144 Act No. 25, 1909.

Aborigines Protection.

Act No. 25, 1909.

Aborigines Protection.

An Act to provide for the protection and care of aborigines; to repeal the Supply of Liquors to Aborigines Prevention Act; to amend the Vagrancy Act, 1902, and the Police Offences (Amendment) Act, 1908; and for purposes consequent thereon or incidental thereto. [*20th December*, 1909.]

BE it enacted by the King's Most Excellent Majesty, by and with the advice and consent of the Legislative Council and Legislative Assembly of New South Wales in Parliament assembled, and by the authority of the same, as follows:—

Short title.

1. This Act may be cited as the "Aborigines Protection Act, 1909," and shall come into force on a date to be fixed by proclamation of the Governor in the Gazette.

Repeal.

2. The Acts specified in the Schedule hereto are, to the extent indicated, repealed.

Interpretation.

3. In this Act, unless the context or subject matter otherwise indicates or requires:—

"Aborigine" means any full-blooded aboriginal native of Australia, and any person apparently having an admixture of aboriginal blood who applies for or is in receipt of rations or aid from the board or is residing on a reserve.

"Board" means board for protection of aborigines constituted under this Act.

"Liquor" means and includes wine, spirits, beer, porter, stout, ale, cider, perry, or any spirituous or fermented fluid whatever capable of producing intoxication.

"Local Committee" means committee appointed by the board to act in conjunction with the board under this Act.

"Prescribed" means prescribed by this Act or the regulations.

"Reserve" means area of land heretofore or hereafter reserved from sale or lease by the Governor, or given by or acquired from any private person, for the use of aborigines.

"Regulations" means regulations in force under this Act.

"Stations" means stations on reserves.

Constitution of board.

4. (1) There shall be a board, to be styled "The Board for Protection of Aborigines," to consist of the Inspector-General of Police,

parents to get their children back. Once they had been removed, many Indigenous children were sexually exploited or physically abused, and were denied any contact with their families. Between 1910 and 1970 it is estimated that 10–30 per cent of Indigenous children were forcibly removed from their families in the name of assimilation. This means that many Indigenous families, from every state and territory, were directly affected by the forced removal of one or more children.

SOURCE 2 An extract from the 1989 book *Wanamurraganya: The Story of Jack McPhee*. The narrator is being shown around a compound for Aboriginal children.

'This part is called the compound,' he told me, 'there's the church, sewing room, dormitories where they keep all the kids, store, you've seen the office and the hospital.'

'Whose kids are they?'

'Anybody's. Some got their names changed. You know whitefellas, if they can't get their tongue around your name they call you something else. No one be able to find these kids now.'

I was thinking to myself, to take a child from its mother is a cruel thing. The mother has given the life, suffered for it, it's not right that life is taken from her.

'When a family comes in,' said Jack, 'the kids live in dormitories, others down in the camp.'...

'Jeez, Jack, is this a prison?'

He laughed. 'Trackers here too. Bring you back if you run away.'

'Can't you do something?'

'Who will listen, brother? Boss reads all the mail that goes out and comes in.'

4.4.2 Life in the Homes

At Kinchela Boys Home on the mid-north coast of New South Wales, Aboriginal boys were taught to farm the land and operate heavy machinery such as tractors. Between 1924 and 1970, 600 boys were taken to Kinchela, where they were stripped of their names and given numbers instead, were forbidden from speaking their own language and were severely punished by the staff for disobedience. According to Cecil Bowden, a former resident, the most brutal punishment was being sent 'down the line': 'They'd have to walk the line and 60 or 70 boys would have to punch them, punch that person as hard as they could, just to satisfy those people who were running the home.'

SOURCE 3 An extract from the *Bringing Them Home* report. Rose lost contact with her brothers and sisters in 1958, when she was 9 years old.

The kids was glad to see Mum and Dad at court. They were jumping all over them. Glad to see them. When the Welfare took the kids off Mum and Dad they were holding out their arms trying to stay with Mum and Dad. Everyone was crying sad. Sad. Sad. After the kids had gone to the home Mum and Dad hit the grog hard as they had done everything in their power and in their hearts to keep us away from the (predators) the Welfare. But they sniffed us out of the bush like dogs.

My parents couldn't handle the trauma of not having the closest warmth loving caring family we were. They separated. My Mum went one way; my Dad went his way.

And I was 9 years of age left to go my way. I didn't know anyone. So I lived with Koori families who took me in. And in return I would look after their kids while they went picking just so I had some sort of family caring. I done this for years. Still not knowing where my brothers and sisters were. I tried hard to find them but couldn't.

The families that took me in I have a lot of respect for them because they tried to mend a 9 year old's broken heart...

The Cootamundra Domestic Training Home for Aboriginal Girls was the destination for generations of Aboriginal girls removed from their families between 1911 and 1969. The girls would stay at Cootamundra in the South West Slopes region of New South Wales until the age of 14, when they would be sent to work as domestic servants in the homes and farms of New South Wales' middle class. Once in domestic service, many girls became pregnant, only to have their own children removed and placed with white families.

SOURCE 4 Residents of the Cootamundra Domestic Training Home for Aboriginal Girls

4.4 ACTIVITY

You have been asked to design a museum exhibit about the Stolen Generations. What objects will you include? Using your library and the internet for reference, either draw or collect pictures of your selected objects, together with a descriptive label explaining why each is significant. **Using historical sources as evidence**

4.4 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

4.4 Exercise 1: Check your understanding

1. **HS1** What power did the Board of Protection have over Aboriginal people?
2. **HS1** Explain the concept of assimilation, in your own words.
3. **HS1** What was the purpose of the assimilation strategy?
4. **HS1** Why were Aboriginal children taken from their families? Give as many reasons as you can.
5. **HS1** Why was it so difficult for Aboriginal parents to contest the removal of their children?
6. **HS1** Using the information in this section, describe how boys and girls were treated once they were removed from their families.
7. **HS1** Why do you think the estimated numbers of children removed from their families varies so markedly between one in three and one in ten?

4.4 Exercise 2: Apply your understanding

1. **HS3** **SOURCE 1** is the beginning of *The Aborigines Protection Act 1909*. After reading it carefully, what do you think the purpose of the Act was? What beliefs about Aboriginal people do you think the people who wrote the Act held?
2. **HS3** It is the morning after four Aboriginal children have escaped from the compound described in **SOURCE 2**. What do you think might happen to the children still in the compound?
3. **HS3** Study **SOURCE 3** and answer the following questions.
   (a) From the clues provided in Rose's story, why do you believe her brothers and sisters were removed?
   (b) Why do you think Rose may have been left behind?
   (c) Which people were directly or indirectly affected in a negative way by the welfare workers' decision to remove Rose's brothers and sisters from the family?

4. **HS3** The girls pictured in **SOURCE 4** were being prepared specifically for domestic work. What does this suggest about the sorts of jobs that the Aboriginal Protection Board believed Aboriginal children were best suited for?
5. **HS3** Evaluate the usefulness of using individual stories such as **SOURCE 2** and **SOURCE 3** as evidence to assist our understanding of the impact of the government policy of child removal on Indigenous people.
6. **HS3** Do **SOURCES 2, 3** and **4** offer support for each other? Explain your answer fully.
7. **HS5** Use a fishbone diagram to identify the causes of why children were 'stolen' and the consequent effects.
8. **HS5** Identify who you think were more fortunate, the girls in Cootamundra or the girls left behind, such as Rose **(SOURCE 3)**? Explain your view, using information and quotes from this subtopic.
9. **HS5** Imagine you are a 9-year-old Aboriginal or Torres Strait Islander girl or boy and have just been taken into the custody of the state. Which would be hardest to leave behind: your family, your language or your culture? Explain your choice.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

4.5 Influence on Australia of civil rights movements abroad

4.5.1 International call for civil rights

In the 1940s, many of the rights and freedoms enjoyed by white people in settler nations such as America and Australia were not shared by the nations' minorities. To many people this seemed wrong, but it would be the mid 1950s before leaders would emerge to challenge this widespread inequity and mistreatment. They were part of the civil rights movement. This movement would build during the 1960s, generating a worldwide demand for change.

On 10 December 1948 the United Nations General Assembly adopted the Universal Declaration of Human Rights (UDHR), an international agreement that outlined the rights and freedoms that should be accorded to all people. As a founding member of the UN, Australia played a prominent role in establishing the Declaration under the guidance of Dr Herbert Vere Evatt, who became the president of the United Nations General Assembly in 1948. Dr Evatt, a former High Court judge, Attorney General and Minister for External Affairs, was known for defending civil liberties. The Declaration began by recognising that 'the inherent dignity and the equal and **inalienable** rights of all members of the human family is the foundation of freedom, justice and peace in the world'. Although it was not a **treaty**, the Declaration was seen as an international call for civil rights.

SOURCE 1 A photograph of Eleanor Roosevelt holding the Declaration of Human Rights

SOURCE 2 Eleanor Roosevelt became the First Lady of the United States when her husband, Franklin Delano Roosevelt, was elected president in 1933. An author and activist in her own right, Eleanor Roosevelt was a US delegate to the United Nations General Assembly from 1945 to 1952. One of the UN's most highly regarded statespeople, she played a crucial role in developing the Universal Declaration of Human Rights.

Where, after all, do human rights begin? In small places — close to home — so close and so small that they cannot be seen on any maps of the world. Such are the places where every man, woman and child seeks equal justice, equal opportunity, and equal dignity, without discrimination. Unless these rights have meaning there, they have little meaning anywhere.

4.5.2 Civil rights in America — desegregation

On 1 December 1955 an African-American seamstress named Rosa Parks sat halfway down a bus in Montgomery, Alabama, just behind the section reserved for white passengers (see **SOURCE 3**). When a white man got on the bus, the driver asked her to stand to make room for him, but Rosa Parks politely refused. 'When I made that decision,' she said later, 'I knew that I had the strength of my ancestors with me.'

For her refusal to give up her seat, Rosa Parks was arrested and charged with breaking the segregation laws. At the time, the African-American community made up the majority of Montgomery's bus passengers. Sparked by Rosa Parks's defiance, they began to refuse to take the bus. The boycott lasted 381 days until the politicians caved in and abolished the bus segregation laws.

SOURCE 3 This excerpt from the Montgomery City Code refers to segregation of black and white people on the buses, which was the basis of Rosa Parks's protest.

Sec. 10. Separation of races — Required.
Every person operating a bus line in the city shall provide equal but separate accommodations for white people and negroes on his buses, by requiring the employees in charge thereof to assign passengers seats on the vehicle under their charge in such manner as to separate the white people from the negroes, where there are both white and negroes on the same car; provided, however, that negro nurses having in charge white children or sick or infirm white persons, may be assigned seats among white people.

Nothing in this section shall be construed as prohibiting the operators of such bus lines from separating the races by means of separate vehicles if they see fit.

DID YOU KNOW?

Racism is based on the belief that a person's race determines their ability and attributes, and that some people are inherently inferior to others. In the 1930s Hitler invoked racist theories to justify his persecution of the Jewish people. The same theories were used to justify racial segregation in the United States, South Africa and Australia.

Little Rock, Arkansas

On 17 May 1954 the US Supreme Court had ruled that segregation of public schools was **unconstitutional**. Later that year the Little Rock, Arkansas, school board had agreed to gradually desegregate its schools. Desegregation began on the first day of the school year, 1957. That morning, the nine African-American students enrolled at Little Rock Central High, thereafter known as the 'Little Rock Nine', were met by an angry mob, 1200 soldiers sent to the school for their protection and the world's media.

During the year she attended Little Rock Central High, Minnijean Brown-Trickey was verbally abused, pushed down the stairs and spat on. Not all the white students were hostile towards the new arrivals, but those who showed them kindness were liable to be beaten up themselves. Later she would recall, 'There were 100 bad kids and 1900 silent witnesses'. Her story, and those of the other eight students, would go on to inspire a generation of black Americans.

SOURCE 4 On 4 September 1957 the Little Rock Nine attended their first day of school. This simple act would change America forever.

Looking back on her year at Little Rock Central High, Minnijean Brown Trickey said, 'History holds up a mirror showing the good things about us and the bad things about us. We have to choose. Do we want to be part of the mob attacking children or the children walking with dignity?'

4.5.3 Protests in the United States gain momentum

As the civil rights movement in America grew, particularly in the southern states where segregation was worse, there was great potential for violence. Although violence did erupt in states like Alabama, there were other voices preaching another way.

Martin Luther King

The Montgomery bus boycott had been organised by the Montgomery Improvement Association. Made up of ministers and activists, the group was led by a charismatic young civil rights campaigner named Martin Luther King Jr. His philosophy was simple: anything could be achieved by using non-violent resistance, so long as you could convince enough people to join the cause.

This philosophy was based on both his training as a minister and his interest in the work of Mohandas (Mahatma) Gandhi, whose non-violent protests had successfully challenged the British and won independence in India. Dr King summed up his philosophy by suggesting that 'the Christian doctrine of love operating through the Gandhian method of non-violence was one of the most potent weapons available to oppressed people in their struggle for freedom'. One of Dr King's most well known actions was the March on Washington for Jobs and Freedom (1963), where he delivered his most famous speech, remembered by the words, 'I have a dream...'

SOURCE 5 Dr Martin Luther King Jr (centre) in the March on Washington for Jobs and Freedom, August 1963

on Resources

Video eLesson Martin Luther King at the Washington civil rights rally (eles-2606)

4.5.4 Freedom Rides in the United States

The Freedom Rides in America began in May 1961. The riders were volunteers — 13 activists from the Congress of Racial Equality (CORE) and the Student Nonviolent Coordinating Committee (SNCC). The activists set out from Washington DC to journey through the southern states of Virginia, North and South Carolina, Georgia, Alabama and Missouri to a planned rally in Louisiana. The white response in the states through which the two buses journeyed was often violent and full of hate. White mobs wielded baseball bats, bicycle chains and iron bars. Near Anniston, Alabama, on 14 May 1961, a white mob smashed the bus windows, slashed the tyres and later firebombed the bus. Several Freedom Riders were badly injured. Violence continued over subsequent rides with state authorities doing little to intervene.

SOURCE 6 Freedom Riders sit beside their burned out bus near Anniston, Alabama, 14 May 1961

Although Martin Luther King never joined the Freedom Riders' campaign, he became one of their major spokespeople. When a 3000-strong mob blockaded the First Baptist Church in Montgomery, Alabama, where King was rallying support for the campaign, authorities responded only when US Attorney-General Robert Kennedy mobilised the National Guard who dispersed the mob with tear gas.

SOURCE 7 Map showing the routes taken by the Freedom Riders

Source: Spatial Vision.

Results of the Freedom Rides

The Freedom Rides and the violent responses to them resulted in international media attention, embarrassing the US government. Although federal laws existed that ruled segregation illegal, state administrations, particularly in the south, ignored them. The Freedom Rides continued until the Interstate Commerce Commission (ICC) forced bus companies to introduce desegregation. The goals of the campaign — to create headline news internationally and to gain publicity for the civil rights movement — were in large part achieved. Civil disobedience had proved a powerful way to protest against racist policies and effect change.

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- Rights and freedoms > **Civil rights movements**

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Video eLesson Lyndon B Johnson announces the passage of the Civil Rights Act (eles-2607)

4.5 ACTIVITY

Imagine you are one of the Little Rock Nine or one of their classmates. Write 500 words describing your first day at school and the responses of those people you see around you. You may need to conduct more research about the event before you begin. **Using historical sources as evidence**

4.5 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

4.5 Exercise 1: Check your understanding

1. **HS1** When did the United Nations General Assembly adopt the UDHR? Use your general knowledge to explain what previous event had led to this point.
2. **HS1** Who was Dr Evatt and what was his contribution to the history of civil rights? Why do some argue that he should be more widely recognised in Australia?
3. **HS1** What is the difference between a declaration and a treaty? Do you think that the UDHR should have been a treaty? Would it have made any difference?
4. **HS1** Why was Rosa Parks arrested in 1955 and what resulted from her arrest and the subsequent boycott?
5. **HS1** Why was the first day of school in 1957 such an important day for Little Rock, Arkansas?
6. **HS1** What was Martin Luther King Junior's resistance philosophy?
7. **HS1** Explain the two main influences on Dr King's viewpoints.
8. **HS1** Consider the Freedom Rides in the United States.
   (a) Who were the Freedom Riders?
   (b) What was the response of some white Americans to the Freedom Rides?
   (c) Identify the outcome of the Freedom Rides.
9. **HS1** Explain what the term 'civil disobedience' means.

4.5 Exercise 2: Apply your understanding

1. **HS3** Read the Eleanor Roosevelt quote in **SOURCE 2**.
   (a) What does this quote mean?
   (b) Who does it seem to be aimed at?
   (c) In what way could its message be seen to be reflected in the Universal Declaration of Human Rights?
2. **HS3** The Montgomery City Code (see **SOURCE 3**) claimed to offer 'separate but equal' treatment to white and black passengers. Identify words and phrases in the source that might be said to contradict this claim.
3. **HS3** Use **SOURCE 4** and the text to explain the motivations behind the Little Rock Nine's actions.
4. **HS3** Examine **SOURCE 5** and answer the following.
   (a) What were these protesters aiming to achieve?
   (b) What examples of non-violent protest are evident?
   (c) What role do white people appear to be playing in the protest?
5. **HS3** Martin Luther King never participated in a Freedom Ride. Based on **SOURCE 6**, why might he have made a conscious decision not to participate?
6. **HS3** What does **SOURCE 6** tell you about the risks undertaken by a Freedom Rider?
7. **HS3** From a study of **SOURCE 7**, what factual statements could you make about the Freedom Rides?
8. **HS3** Using the sources in this subtopic, write a paragraph about why you think some white Americans resisted the civil rights campaigns so violently.
9. **HS3** Using **SOURCES 1, 4, 5 and 6**, explain the power of photography as a source of historical evidence.
10. **HS6** Identify the significant events mentioned in this subtopic and rank them in order of their impact on bringing about change. Be prepared to justify your ranking.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

4.6 The Freedom Ride in Australia

4.6.1 Charles Perkins — activist

Aboriginal and Torres Strait Islander peoples won the right to vote in federal elections in 1962; but even then they were not counted in the census and their affairs were still managed by the state governments. But growing awareness of human rights issues, specifically relating to racial discrimination, was beginning to turn the tide for Indigenous people in Australia. All the issue needed, it seemed, was a voice.

Charles Perkins was born in 1936 in the Alice Springs Telegraph Station Aboriginal Reserve. When he was 10, his mother arranged for him to be taken to an Anglican Boys' Hostel in Adelaide to have, in his words, 'the colour washed out of him'. His sporting talent as a soccer player opened doors of opportunity for him: in 1965 he became the first Aboriginal person to graduate from university. By then he was already a strong campaigner for Indigenous rights.

Inspired by a similar civil rights action in America, Perkins organised the Freedom Ride of 1965, in which a group of 30 white university students from Student Action for Aborigines (SAFA) would take a bus tour of outback New South Wales. The journey was intended to be a 'study tour' of race relations in Australia.

As the bus readied to leave on 12 February 1965, the Reverend Ted Noffs said a prayer: 'Almighty God... we ask now that Thy blessing will rest upon these Australians as they journey out and endeavour to bring reconciliation and healing among people who have been divided because of the colour of their skin.' Over the following two weeks, the group saw the desperate poverty and often unsanitary living conditions experienced by Indigenous people and witnessed the racial discrimination directed against them. In the town of Moree Indigenous children were banned from using the public swimming pool. In Bowraville the cinema was partitioned. And in Walgett Indigenous veterans were allowed into the Returned Soldiers' League only on Anzac Day.

SOURCE 1 As a young man, Charles Perkins regularly took the bus from Sydney University to his home in Bondi. Photojournalist Robert McFarlane captured this image in 1961, when Perkins was just beginning to gain attention for his activism.

SOURCE 2 The Freedom Riders prepare to set out in 1965, unsure of what awaits them.

DISCUSS

The image of Charles Perkins in **SOURCE 1** has been described as '**iconic**'. In what ways is it iconic? Discuss.

[Critical and Creative Thinking Capability]

A hostile reception

As they drove 2300 kilometres around New South Wales, the Freedom Riders were subjected to a number of attacks. In Moree white women jeered and spat at the female students, while Jim Spiegelman was hit by a local. Perkins was threatened, punched in the back of the head and had an egg thrown down the back of his shirt. On a lonely country road, late at night, the students' bus was rammed by a farmer. Despite the physical toll taken on many Freedom Riders, the trip was an enormous success, attracting national and international media attention, and forcing Australians to confront the racial tensions and inequity that were still rife in many parts of the country. Perkins would later write, 'What we gave Aboriginal people in the towns we visited was hope. We stirred their imagination, their desire for human rights'.

SOURCE 3 The route the Freedom Riders followed

Source: Spatial Vision.

SOURCE 4 Diary entry from the Freedom Ride, Wellington

Went to settlement outside reserve. Police warned us not to go into reserve. Interviewed about ten tin shacks of people. Most of us found the questionnaires unsuitable. Houses of tin, mud floors, very overcrowded, kids had eye diseases, had to cart water (very unhealthy) from river. People fairly easy to talk to, kids quite friendly. General picture of extreme poverty but not a great deal of social discrimination. Got seven interviews on the settlement just outside the reserve, and two in the town. General picture of scarcity of jobs. Mainly garden work, which is very seasonal. Average of three months for year out of work. Some working on a dam nearby. Some did shearing jobs. Did not encounter or hear of any women with jobs at all. Did not seem to know much about social services etc.

Lunch 1.30. Apparently Jim S and a few others came across some discrimination in a pub. An aboriginal was allowed in only because he was with us. The publican said he only prevented aborigines from coming in 'if they were disorderly'. Charlie went in and there was some discussion between the barmaid and the publican before they served him. Some aborigines told us they had been kicked out of this pub, the 'Courthouse'. Left Wellington and arrived in Dubbo about 6.30 pm. Had tea, went for a swim, then to the Dubbo hotel. We noticed a sign above the doorway of the halfway hotel — 'Aborigines not allowed in the Lounge without the Licensee's permission'. We didn't do anything. Slept in the Methodist Church...

4.6.2 The legacy of the Freedom Ride

Newspaper and television coverage of the Freedom Ride created awareness and discussion in Australia about the racist injustices faced by Australia's First Peoples. This media attention and debate aided the campaign for removal of discrimination in the Australian Constitution, with the referendum in 1967 being carried. Charles Perkins had emerged as a national leader for Aboriginal Australians, and a role model for prosecuting a cause using non-violent means.

Charles Perkins's commitment to the Australian community was recognised at various points in his life. He became the Jaycees Young Man of the Year in 1966 and Aborigine of the Year in 1993; he was awarded the Order of Australia in 1987. He was elected to the Aboriginal and Torres Strait Islander Commission (ATSIC), serving as its deputy chairman in 1994 and 1995, and remained committed to Indigenous activism until his death in October 2000.

Perkins was not the only Freedom Rider whose life would be dedicated to social justice. Jim Spiegelman would later become Chief Justice of the NSW Supreme Court. For his contribution to bringing about a fairer and more equitable society he would be appointed a Companion of the Order of Australia. Former medical student Andrew Refshauge would become the Minister for Aboriginal Affairs. The Freedom Ride itself was an important event in the fight for Indigenous rights and freedoms and inspired a number of further 'freedom rides'.

SOURCE 5 In 2005, on the fortieth anniversary of Perkins's Freedom Ride, the bus set out again, filled with around 30 students and supported by the group reconciliACTION, who hoped to investigate how far country Australia had come in improving race relations since 1965.

4.6 ACTIVITIES

1. Using your local library or the internet, find out as much as you can about one of the towns visited by the Freedom Riders, including information about the Aboriginal population at the time of their visit.
   (a) Why do you think the group might have chosen to visit this town, based on what you have learned?
   (b) What do you think their impressions of the town would have been?
   (c) How might the locals have responded to them?
   Justify your claims using evidence such as facts, figures and photographs.
   Using historical sources as evidence
2. One of the significant elements of the Freedom Ride was that much of it was captured on film. What role do you think this played in the campaign? Research the incident in Walgett, NSW, where the vice-president of the Walgett Returned Service League Club was captured making racist comments on film.
   Using historical sources as evidence

4.6 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

4.6 Exercise 1: Check your understanding

1. **HS1** What was Charles Perkins's background?
2. **HS1** What inspired Perkins to organise the bus ride in 1965?
3. **HS1** In what ways was the Freedom Ride about 'freedom'?
4. **HS1** What else was the trip about? How can you tell?
5. **HS1** What forms of resistance did the Freedom Riders encounter, and how did they combat them?
6. **HS1** Use evidence from this section to support the statement that Charles Perkins devoted his life to social justice for Indigenous people.

4.6 Exercise 2: Apply your understanding

1. **HS3** What aspects of **SOURCE 1** might have led to its becoming an iconic image of Charles Perkins?
2. **HS3** Based on the body language and clothing worn by the students in **SOURCE 2**, what words would you use to describe them? Do you think they were prepared for what they would find on their Freedom Ride? Explain your answer.
3. **HS3** Use **SOURCE 3** to work out on average, the amount of time the Freedom Riders spent in each location.
4. **HS3** Using the same diary format as **SOURCE 4**, write a short entry from the perspective of a Freedom Rider after visiting the town of Moree. Your diary entry should include events, thoughts and feelings.
5. **HS3** How do the people shown in **SOURCE 5** appear to be paying respect to Charles Perkins and his role in the Freedom Rides of the 1960s?
6. **HS3** What improvements to race relations do you think that the 2005 Freedom Ride from **SOURCE 5** would have discovered?
7. **HS5** Identify both the short-term and long-term effects of the Freedom Ride of 1965. Display these in diagrammatic form.
8. **HS5** Do you think controversy and civil disturbance are good ways to attract media publicity to a cause? Why or why not?
9. **HS5** Can you think of any other ways in which the plight of Aboriginal people could have been publicised in 1965? Think creatively and take risks in offering possible solutions.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

4.7 Being counted

4.7.1 The right to vote

In the early 1960s, following challenges to racial segregation overseas, many Australians were becoming increasingly uncomfortable with the unfair treatment of Australia's Indigenous peoples. The government was also under international pressure to make their policies more inclusive.

In 1961 a parliamentary panel recommended that Indigenous people be allowed to vote in federal elections. In March 1962 the *Commonwealth Electoral Act* was amended to provide that Indigenous people could enrol to vote in federal elections. While it was compulsory for other Australians to enrol, this was not the case for Aboriginal and Torres Strait Islander peoples. It was an offence for anyone to use undue influence or pressure to induce them to enrol. Once enrolled, however, voting was compulsory. It was not until 1971 that voting in state elections was made compulsory for Aboriginal and Torres Strait Islander peoples.

In 1962 the right to vote in state/territory elections was also extended to Indigenous people in the Northern Territory and Western Australia. It would take another three years before Queensland would join other states in permitting Aboriginal and Torres Strait Islander peoples to vote in state elections.

SOURCE 1 Aboriginal people exercise their democratic right to vote at a polling booth in Bagot Settlement, Northern Territory, in 1962. Prior to this, all Territory Aborigines had been deemed wards of the state and therefore denied the right to vote.

4.7.2 The 1967 Referendum

In 1967 there remained one area in which Aboriginal and Torres Strait Islander peoples were treated very differently from every other member of the Australian population: they were not counted in the national **census**. The census is a tool used by the government to count its citizens and extract important demographic information, such as their age and gender and where they live. This information can then be used to make appropriate plans for providing community services such as schooling, healthcare and housing.

The Australian Constitution stated, 'In reckoning the numbers of the people of the Commonwealth, or of a State or other part of the Commonwealth, aboriginal natives shall not be counted.' To Aboriginal activist Chicka Dixon, the message the Constitution conveyed was quite clear: 'It said the Australian Commonwealth Government would recognise all races of people other than Aboriginal — in other words, we didn't exist ... '

The only way to change the Constitution is to hold a **referendum**. Before 1967 there had been 26 referenda in Australia, only four of which had been carried (approved). For a proposal to succeed, a majority of voters must say 'yes'; also, the majority 'yes' vote must occur in a majority of states (that is, at least four).

SOURCE 2 A poster for the 'yes' vote

The referendum planned for 27 May 1967 would put two proposals to the Australian people:

- that Aboriginal people should be counted in the census
- that Aboriginal people should be placed under the jurisdiction of the Commonwealth, not state governments, so that laws affecting them could be implemented consistently and fairly across Australia.

Before the vote a publicity campaign was organised and all eligible voters were sent a booklet spelling out the 'yes' and 'no' cases. Both proposals received overwhelming **bipartisan** support, with a staggering 90.7 per cent of votes in favour, the highest 'yes' vote ever recorded in a referendum in Australia.

SOURCE 3 This table was featured in an informative pamphlet provided to voters by the Federal Council for the Advancement of Aborigines (FCAA) prior to the referendum. It summarises the rights that Indigenous people had in different states at the time.

Right	NSW	VIC	SA	WA	NT	QLD
Voting rights (state)	Yes	Yes	Yes	No	Yes	No
Marry freely	Yes	Yes	Yes	No	No	No
Control own children	Yes	Yes	No	No	No	No
Move freely	Yes	No	No	No	No	No
Own property freely	Yes	No	Yes	No	No	No
Receive award wages	Yes	No	No	No	No	No
Alcohol allowed	No	No	No	No	No	No

4.7.3 From assimilation to integration

After Aboriginal and Torres Strait Islander peoples had gained the rights to vote in federal elections and to be counted in the census, institutional discrimination began to soften. But the shift in policy from 'assimilation' to 'integration' was due, in large part, to the hundreds of thousands of new migrants who had entered the country since the end of World War II and were trying to find the balance between honouring their traditional beliefs, language and culture, and adopting the Australian way of life.

Unlike assimilation, **integration** policy did not require a person to deny their cultural background, including their language, in order to become a valuable member of society. Yet while integration was a step in the right direction, it fell short of recognising the true value of other cultures. Integration policy, like assimilation before it, still expected citizens to adapt to the needs of the country, rather than the other way around.

SOURCE 4 Pat O'Shane's reaction to the result of the 1967 referendum. From Pat O'Shane, 'Aboriginal People and Political Power', quoted in C. Cunneen and T. Libesman 1995, *Indigenous People and the Law in Australia*, Butterworth, Sydney, pp. 214–5.

My reaction to the referendum result was one of exhilaration. I thought that it was really going to sweep away the past, I suppose. I think probably to one degree or another we all felt that. I think those who had been really active in the campaign — certainly Aborigines and Islanders in the north, where I came from — felt that this was our liberation. Of course, it wasn't; it didn't work like that at all. The Queensland Act stayed there and the change to the Constitution didn't do anything to alter that situation. But it was liberating to this extent: the people actually knew, felt, believed that they were citizens of Australia. I think that made a very significant psychological difference to how we operated, because then it wasn't a question of our campaigns being directed at being recognised as Australian citizens but being able to fight other fights, wage other campaigns. So, it was an exhilarating experience for me and certainly for a lot of people that I worked with at that time.

4.7 ACTIVITY

Using your local library or the internet, learn more about the activists Chicka Dixon or Faith Bandler and their role in convincing Australians to vote 'yes' in 1967. Concentrate your research on your chosen activist's background and what might have motivated them to fight for this cause. **Using historical sources as evidence**

4.7 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

4.7 Exercise 1: Check your understanding

1. **HS1** Indicate whether each of the following statements is true or false.
   (a) The 1962 Electoral Act amendment was responsible for giving Aboriginal and Torres Strait Islander peoples the right to vote in state elections.
   (b) Queensland extended the right to vote in state elections to its Aboriginal and Torres Strait Islander population in 1965.
   (c) Under the 1962 Electoral Amendment Act, Aboriginal and Torres Strait Islander peoples were compelled to enrol to vote.
   (d) The census is an important tool in understanding the needs of a population.
   (e) The referendum of 1967 made Aboriginal and Torres Strait Islander peoples Australian citizens.
   (f) The proposals in the 1967 referendum were agreed to by the two major political parties.
2. **HS2** Construct a timeline to show all the dates and events outlined in section 4.7.1.
3. **HS1** What result is required for a referendum proposal to be successful?
4. **HS1** In what way was the Australian Constitution amended as a result of the 1967 referendum? Why was this important?
5. **HS1** As an official policy, do you think that integration was an improvement on assimilation? Explain your answer.
6. **HS1** Why was the integration policy still not ideal?

4.7 Exercise 2: Apply your understanding

1. **HS3** Is **SOURCE 1** a primary or secondary source? Explain your choice.
2. **HS3** Study **SOURCE 2**.
   (a) What 'play on words' is used in the poster in **SOURCE 2**? Do you consider it an effective way of getting the message across?
   (b) Who authorised this poster? Would you regard this as a reliable source based on this authorisation?
   (c) What do you think the message on a poster in favour of a 'No' vote might be?
3. **HS3** After reading **SOURCE 4** about Pat O'Shane's recollections of the time around the referendum, explain what her reaction to the referendum result was. What were they celebrating?
4. **HS3** Do you believe that Chicka Dixon was justified in his comments about the Australian Constitution? Why or why not?
5. **HS3** Using **SOURCE 3**, based on the rights held by Aboriginal people in Victoria, New South Wales and South Australia before the referendum, rank the states from best to worst. Why would you make this choice?
6. **HS5** Explain any differences between the two policies of assimilation and integration.
7. **HS5** Why did the shift from assimilation to integration happen?
8. **HS5** What was the impact of the shift?
9. **HS6** Evaluate the impact of the referendum on the move towards equal rights for Aboriginal and Torres Strait Islander peoples.

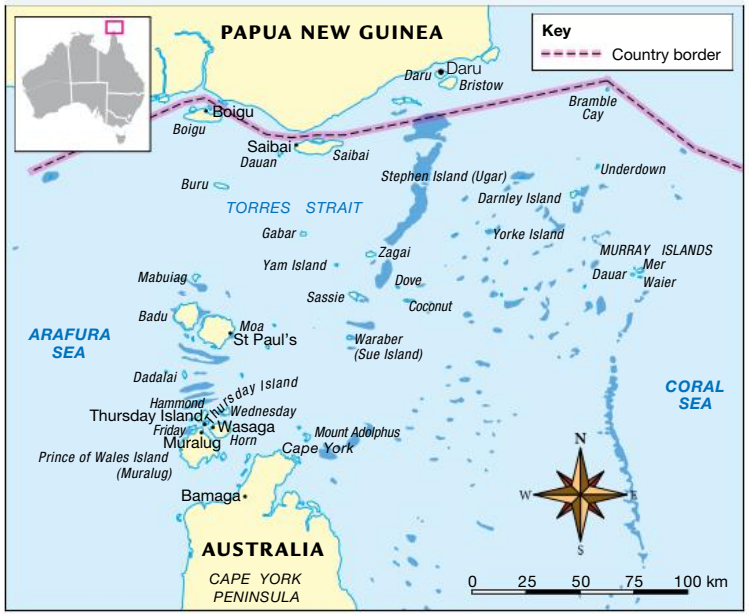
Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

4.8 Torres Strait Islander rights and freedoms

4.8.1 The Torres Strait Islander community today

Torres Strait Islander peoples are a separate people in origin, history and culture from Australia's mainland Aboriginal peoples. Traditionally, they lived on over 100 islands of the Torres Strait, close to the larger island of New Guinea. The islands became legally part of the state of Queensland in 1879.

SOURCE 1 A map showing the location of the Torres Strait Islands. Australia's border is shown by the pink dotted line. The administrative centre is Thursday Island.

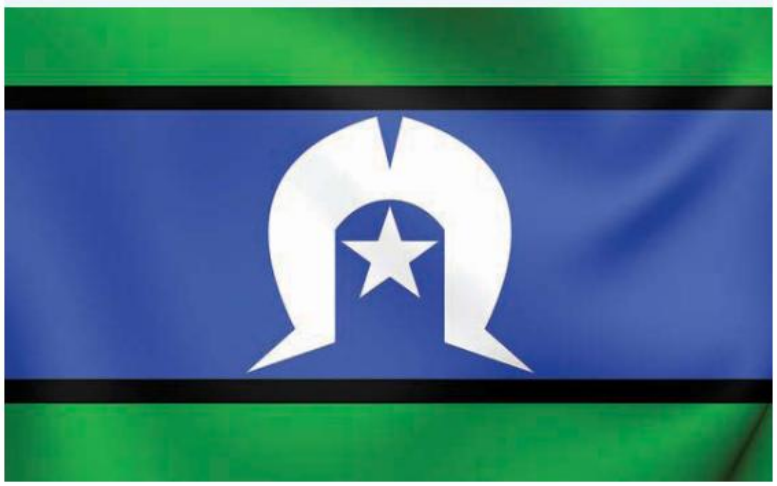


Source: MAPgraphics Pty Ltd, Brisbane.

The 2016 census recorded Australia's Aboriginal and Torres Strait Islander population at 649 200, comprising 2.8 per cent of Australia's total population. Of these 649 200 citizens, 4.1 per cent (26 600) reported being of both Aboriginal and Torres Strait Islander origin, and 5 per cent (32 400) were of Torres Strait Islander origin only. Thus, they can be regarded as a minority within a minority. Approximately 4000 live in the Torres Strait Islands, with the remainder of the population living in mainland Australia, predominantly Queensland.

While many of the causes identified by Aboriginal Australians historically and today are also relevant to Torres Strait Islanders, there remain specific issues that relate to their unique geographical and historical context.

SOURCE 2 The flag of the Torres Strait Islands portrays a white headdress (Dari) which is a symbol of the peoples who identify as Torres Strait Islanders. The five-pointed star symbolises the five major island groups. The green stripes represent the land, the black stripes the people and the blue the sea. In 1995, the federal government proclaimed the flag as a 'Flag of Australia', giving it legal recognition.



4.8.2 Struggles for recognition and rights

In the period from 1897, the Torres Strait Islander peoples were subject to the Queensland Aboriginals Protection and Restriction of the Sale of Opium Acts. Reserves were established from 1912 and a curfew and pass system controlled the lives of the people.

The *Torres Strait Islanders Act 1939* recognised Torres Strait Islanders as a separate people after a maritime strike that protested for Islanders' rights to control wages and their own affairs under the Protection Acts. However, the Department of Native Affairs established under the Queensland Department of Health and Home Affairs continued to control many aspects of island life.

SOURCE 3 An extract from the *Torres Strait Islanders Act 1939,* which recognised, in its definitions, the separate status of Torres Strait Islanders.

Definitions. **3.** In this Act, unless the context otherwise indicates, the following terms have the meanings set against them respectively, that is to say :—

Council. "Council"—The island council constituted under this Act ;

Director. "Director"—The Director of Native Affairs appointed under †"*The Aboriginals Preservation and Protection Act of* 1939" and charged with the administration of this Act : the term also includes the Deputy Director of Native Affairs or any officer who may be appointed as Assistant Director of Native Affairs ;

Islander. "Islander"—Any person who is—

(*a*) One of the native race of the Torres Strait islands,

(*b*) A descendant of the native race of the Torres Strait islands and is habitually associating with islanders as defined in paragraph (*a*) of this definition, or

TORRES STRAIT ISLANDERS. 17803

1939. *Torres Strait Islanders Act.* PART I.—PRELIMINARY.

(*c*) A person other than an islander as defined in paragraph (*a*) or (*b*) of this definition who is living on a reserve with an islander as so defined as wife or husband or any such person other than an official or person authorised by the protector who habitually associates on a reserve with islanders as so defined ;

Minister. "Minister"—The Secretary for Health and Home Affairs or other Minister of the Crown charged for the time being with the administration of this Act ;

Prescribed. "Prescribed"—Prescribed by this Act ;

Protector. "Protector"—The Protector of Islanders : the term shall also include the Deputy Protector of Islanders ;

Regulations. "Regulations"—Regulations made under this Act ;

Reserve. "Reserve"—Any Torres Strait island or part of a Torres Strait island heretofore or hereafter granted in trust or reserved from sale or lease by the Governor in Council for the benefit of islanders under the provision of any law in force in Queensland relating to Crown lands ;

This Act. "This Act"—This Act and all Proclamations, Orders in Council, regulations and by-laws thereunder ;

Torres Strait island. "Torres Strait island"—Any island north of eleven degrees south latitude which is part of the State of Queensland.

PART II.—

World War II discrimination

During World War II, more than 700 Torres Strait Islanders served in the Torres Strait Light Infantry Battalion. Others served in support roles in the defence forces, although none were initially permitted to advance beyond the rank of corporal. They were paid only one-third of the European rate and were given no family allowance. Torres Strait Islander soldiers staged sit-down strikes in 1943 and 1944, with the result that the army authorities raised their pay rate to two-thirds the European rate, but lowering what had been full **repatriation** benefits by a third. It was not until 1983 that the federal government repaid the full amount to those who had served. In 2015, Australia's prime minister at the time, Tony Abbott, awarded medals to three surviving Torres Strait Islander war veterans (see **SOURCE 4**).

SOURCE 4 Former Prime Minister Tony Abbott awards a medal to Bamia Mast, a veteran of World War II service in the Torres Strait Light Infantry Battalion.

Gaining the vote

As was the case for Aboriginal Australians, Torres Strait Islanders were not able to vote in federal elections until the passing of the Electoral Amendment Act in 1962. Torres Strait Islanders were denied the right to vote in state elections irrespective of whether they lived on island reserves in the Torres Strait or on the Queensland mainland. On 17 December 1965, the Elections Amendment Act was passed, extending voting rights to all Aboriginal and Torres Strait Islander people resident in Queensland. The first state election in which they were able to vote was held on 28 May 1966.

Torres Strait Islanders in national organisations

Torres Strait Islanders played an active role in national campaigns and organisations, particularly in the lead-up to the 1967 Referendum. The Federal Council for Aboriginal Advancement became the Federal Council for the Advancement of Aborigines and Torres Strait Islanders (FCAATSI) in 1964 as a result of the work of Islanders such as Dulcie Flowers and Elia Ware. Elia Ware, a Torres Strait Islander from Moa, had served in the Torres Strait Light Infantry Battalion (see above) and became a foundation member of the Cairns Advancement League after moving there in the late 1950s. He was also active in the ongoing campaign to redress the discrimination against the Torres Strait Islander men who had served in the Light Infantry Batallion.

The Torres Strait Regional Authority

The Torres Strait Regional Authority (TSRA) was established on 1 July 1994 in response to local demands for greater autonomy. It is a Commonwealth statutory authority governed by the *Aboriginal and Torres Strait Islander Act 2005*. Torres Strait Islanders felt that they needed a separate organisation to deal with issues specifically relevant to their culture and their region (**ailan kastom**).

Today, the Authority has a Board consisting of 20 elected members who are all Torres Strait Islander or Aboriginal persons living in the region. They are elected every four years by their individual communities. The TSRA administers a Torres Strait Development Plan which contributes to closing the gap between Torres Strait Islander and Aboriginal peoples in the Torres Strait region and non-Indigenous people in mainland Australia.

SOURCE 5 An extract from the *Aboriginal and Torres Strait Islander Act 2005*

142A Functions of TSRA

Functions

1. The TSRA has the following functions:
   a. to recognise and maintain the special and unique Ailan Kastom of Torres Strait Islanders living in the Torres Strait area;
   b. to formulate and implement programs for Torres Strait Islanders, and Aboriginal persons, living in the Torres Strait area;
   c. to monitor the effectiveness of programs for Torres Strait Islanders, and Aboriginal persons, living in the Torres Strait area, including programs conducted by other bodies;
   d. to develop policy proposals to meet national, State and regional needs and priorities of Torres Strait Islanders, and Aboriginal persons, living in the Torres Strait area;
   e. to assist, advise and co-operate with Torres Strait Islander and Aboriginal communities, organisations and individuals at national, State, Territory and regional levels;
   f. to advise the Minister on:
      i. matters relating to Torres Strait Islander affairs, and Aboriginal affairs, in the Torres Strait area, including the administration of legislation;
      ii. the co-ordination of the activities of other Commonwealth bodies that affect Torres Strait Islanders, or Aboriginal persons, living in the Torres Strait area;
   g. when requested by the Minister, to provide information or advice to the Minister on any matter specified by the Minister;
   h. to take such reasonable action as it considers necessary to protect Torres Strait Islander and Aboriginal cultural material and information relating to the Torres Strait area if the material or information is considered sacred or otherwise significant by Torres Strait Islanders or Aboriginal persons;...

4.8 ACTIVITY

Undertake some research into the current issues that are of importance to Torres Strait Islander peoples. Do they have any similarities with the issues of importance to Aboriginal Australians? **Identifying continuity and change**

4.8 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

4.8 Exercise 1: Check your understanding

1. **HS1** Why can Torres Strait Islanders be described as 'a minority within a minority'?
2. **HS1** Do all Torres Strait Islanders live in the Torres Strait Islands? Explain.
3. **HS1** Do Torres Strait Islanders share a common origin and culture with Aboriginal peoples on the Australian mainland? Explain.

4. **HS1** What was the outcome of the *Torres Strait Islanders Act 1939*?
5. **HS1** Identify examples of discrimination against Torres Strait Islander men who served in World War II.
6. **HS1** When did Torres Strait Islander peoples gain the right to vote in:
   (a) federal elections
   (b) state elections?
7. **HS1** Who was Elia Ware and what were his achievements?
8. **HS1** Explain *ailan kastom.*

4.8 Exercise 2: Apply your understanding

1. **HS3** Study the map in **SOURCE 1**. How does this map show how geography might have influenced the identity, history and culture of Torres Strait Islander peoples?
2. **HS3** How could the Torres Strait Island flag shown in **SOURCE 2** be considered a historical source?
3. **HS3** According to the extract from the *Torres Strait Islanders Act 1939* (**SOURCE 3**), what was the definition of an Islander? Why was this definition of legal and historical significance?
4. **HS3** Study **SOURCE 4** and describe what is taking place. Why was this of historical significance to Torres Strait Islander peoples?
5. **HS3** Is **SOURCE 5** a primary or secondary source? How does it provide evidence for the recognition of *ailan kastom* in the Torres Strait Islands?
6. **HS3** Consider whether the sources in this subtopic support or deny a claim that Torres Strait Islanders have the right to be considered a separate Indigenous group within Australia. What might be the advantages and disadvantages of such separateness?
7. **HS4** Create a timeline to show the significant milestones covered in this subtopic in the history of Torres Strait Islander peoples' journey towards rights and freedoms.
8. **HS6** In the light of Australia's honouring of non-Indigenous men and women who served in World War II, how significant is it for Torres Strait Islander service to be recognised? Write a paragraph expressing your view.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

4.9 The Aboriginal Tent Embassy

4.9.1 The Yirrkala petition

In the late eighteenth century, proof of sovereignty (exclusive rights) over land, under European law, required evidence of fencing, farming or settlement. Captain James Cook saw no such evidence when exploring the east coast of Australia, and proclaimed the country *terra nullius*. Believing that the land belonged to no one, he legally claimed it for the British Crown in 1770. It would be almost 200 years before this claim would be challenged in Australia's courts.

The **land rights** movement began in 1963 when the Yolngu people from Yirrkala (in the Northern Territory) sent a bark petition to federal parliament. Signed by 17 Aboriginal leaders, it protested the government's decision to allow a mining company to mine bauxite on their traditional land. Encouraged by the support they received for this action, the Yolngu lodged a challenge in the Northern Territory Supreme Court in 1968. Three years later, Justice Blackburn ruled that, while the Indigenous system of law and the people's longstanding association with the land were recognised, British law had replaced these after 1788. This decision angered many Indigenous people, whose expectations had been raised by the outcome of the 1967 referendum. On Australia Day 1972, Prime Minister William McMahon proclaimed that 'land rights would threaten the **tenure** of every Australian'.

SOURCE 1 The Yirrkala bark petition, sent to federal parliament in 1963. A transcript of the text is shown in **SOURCE 2**.

SOURCE 2 Transcript of the text of the Yirrkala petition

TO THE HONOURABLE SPEAKER AND MEMBERS OF THE HOUSE OF REPRESENTATIVES IN PARLIAMENT ASSEMBLED.

The Humble Petition of the Undersigned aboriginal people of Yirrkala, being members of the Balamumu, Narrkala, Gapiny, Miliwurrwurr people and Djapu, Mangalili, Madarrpa, Magarrwanalmirri, Djambarrpuynu, Gumaitj, Marrakulu, Galpu, Dhaluangu, Wangurri, Warramirri, Naymil, Riritjingu, tribes respectfully showeth.

1. That nearly 500 people of the above tribes are residents of the land excised from the Aboriginal Reserve in Arnhem Land.
2. That the procedures of the excision of this land and the fate of the people on it were never explained to them beforehand, and were kept secret from them.
3. That when Welfare Officers and Government officials came to inform them of decisions taken without them and against them, they did not undertake to convey to the Government in Canberra the views and feelings of the Yirrkala aboriginal people.
4. That the land in question has been hunting and food gathering land for the Yirrkala tribes from time immemorial: we were all born here.
5. That places sacred to the Yirrkala people, as well as vital to their livelihood are in the excised land, especially Melville Bay.
6. That the people of this area fear that their needs and interests will be completely ignored as they have been ignored in the past, and they fear that the fate which has overtaken the Larrakeah tribe will overtake them.
7. And they humbly pray that the Honourable the House of Representatives will appoint a Committee, accompanied by competent interpreters, to hear the views of the people of Yirrkala before permitting the excision of this land.
8. They humbly pray that no arrangements be entered into with any company which will destroy the livelihood and independence of the Yirrkala people.

And your petitioners as in duty bound will ever pray God to help you and us.

4.9.2 The Tent Embassy

On the day of Prime Minister McMahon's announcement in 1972, Aboriginal activists erected a beach umbrella on the lawn outside Parliament House. The umbrella was accompanied by a sign that read 'Aboriginal **Embassy**'. Soon the grounds were filled with tents and activists as Aboriginal and Torres Strait Islander peoples asserted their right to occupy their traditional lands. The Aboriginal Tent Embassy, as it became known, quickly drew media attention along with further support and controversy. It was a visible demonstration of Australian Indigenous peoples' desire to move beyond the policies of assimilation and integration, towards an official recognition of their right to determine their own future.

SOURCE 3 An artist's impression of the Aboriginal Tent Embassy, 1972

A The Embassy flew the Aboriginal flag, which had recently been designed by Luritja man and artist Harold Thomas.

B While most of the 2000 supporters demonstrated peacefully, throughout 1972 some protesters scuffled with police, leading to a number of arrests.

C In 1972, members of the national and international press began to take notice. Their coverage helped to make the Tent Embassy a symbol of the worldwide struggle for civil rights.

D Placards were a constant reminder of what the group was fighting for.

4.9 ACTIVITIES

1. Discuss the following with a classmate:
   (a) Why might the activists have chosen to call their camp an 'embassy'?
   (b) How might events have turned out differently if they had not placed that sign above their tents?

   Analysing cause and effect

2. Using **SOURCE 3** and your own research, write a newspaper article that could have been written in 1972 explaining the purpose of the Aboriginal Tent Embassy and the public response to it. In your article, engage the reader by making them feel as if they're there with you. **Using historical sources as evidence**

4.9 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

4.9 Exercise 1: Check your understanding

1. **HS1** Why did Captain Cook believe Australia belonged to no-one?
2. **HS1** Why did the Yolngu people want to control their own land?
3. **HS1** What, according to Prime Minister McMahon, was the major reason for not granting the Yolngu people rights over their land?
4. **HS1** What did the Aboriginal Tent Embassy represent?
5. **HS1** What was controversial about it?

4.9 Exercise 2: Apply your understanding

1. **HS3** What does the Yirrkala petition (see **SOURCES 1** and **2**) represent about the Yolngu people and Aboriginal Australians more generally? In your answer, refer to what you know of the content of the document, as well as its physical form.
2. **HS3** Study **SOURCE 3**.
   (a) How useful is a source like this? Evaluate its importance.
   (b) Would a photograph be more or less useful in its place? Explain your answer.
3. **HS5** Create a timeline titled 'The struggle for land rights' that begins in 1770 and ends in the present. Include on your timeline all the important dates from this subtopic. Make sure to annotate them so you will remember why these dates are important.
4. **HS6** The Tent Embassy has been removed and rebuilt several times, but still exists on the lawns of Old Parliament House. Some people believe it is a cultural icon and should be preserved, while others view it as an eyesore and believe it should be removed. Which perspective do you agree with, and why? What other perspectives might be relevant to this discussion?
5. **HS6** The Aboriginal Tent Embassy flew the Aboriginal flag. What was so significant about flying this flag at the time? Does it still have the same significance today?

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

4.10 Land rights and protests

4.10.1 The Gurindji Strike

After the Yolngu people's unsuccessful bid to regain their land in 1963, it seemed to many that Indigenous land rights might never be recognised by the government. Then in 1966, fed up with their poor treatment, a group of Indigenous workers walked off the Wave Hill cattle station, owned by the British aristocrat Lord Vestey. This simple act of defiance, which began as a strike, would eventually become the first successful land rights case in Australia, setting the **precedent** for many others.

Since 1914 the Vestey family had owned the Wave Hill cattle station, which covered the traditional lands of the Gurindji people. Working conditions on the station were hard. Aboriginal workers complained of low pay, disrespectful treatment by white workers and poor living conditions — claims that had been confirmed by official reports. Dissatisfaction with these conditions had already led to at least three strikes or protests on the property — in 1949, 1952 and 1955.

On 23 August 1966, about 200 Aboriginal stockmen, domestic servants and their families walked off the property. Under the leadership of a Gurindji elder named Vincent Lingiari, the group moved to Wattie Creek (known as Daguragu to the Gurindji people), an area also officially owned by Lord Vestey. Daguragu was chosen as a suitable place to camp both because it contained a number of sacred Gurindji sites and because it provided a reliable source of fresh drinking water.

Vestey sent a member of the Anti-Slavery Society in London to visit Wave Hill and assess the situation. On recommendation, the Vestey company volunteered to surrender half the Wave Hill lease area. However, the government did not allow the transfer because Indigenous land rights were not recognised at that time.

Instead, the government offered Indigenous workers a raise in wages and new houses that would be built at Wave Hill. The protesters refused, insisting that they should be given the same wages as white employees. As the 'Wave Hill mob' set up camp, it became clear that this would be a struggle not only for better working conditions, but for ownership of their traditional lands.

SOURCE 1 Ted Egan was a supporter of the Gurindji people's battle to take ownership of their traditional lands. During the Wave Hill walk-off, he interviewed Gurindji leader Vincent Lingiari and told his story through the song 'Gurindji Blues', which was recorded in 1969. The sales of the single helped finance the Aboriginal Tent Embassy for its first six months.

Gurindji Blues

My name is Vincent Lingiari, came
from Daguragu, Wattie Creek Station.
Poor bugger me Gurindji
Me bin sit down this country
Long time before the Lord Vestey
Allabout land belongin' to We
Oh poor bugger me, Gurindji.
Poor bugger blackfeller; Gurindji
Long time work no wages, we,
Work for the good old Lord Vestey
Little bit flour; sugar and tea
For the Gurindji, from Lord Vestey
Oh poor bugger me.
Poor bugger me, Gurindji,
Man called Vincent Lingiari
Talk long allabout Gurindji
'Daguragu place for we,
Home for we, Gurindji:
But poor bugger blackfeller, Gurindji
Government boss him talk long we
'We'll build you house with electricity
But at Wave Hill, for can't you see
Wattie Creek belong to Lord Vestey'
Oh poor bugger me.
Poor bugger me, Gurindji
Up come Mr. Frank Hardy
ABSCHOL too and talk long we
Givit hand long Gurindji
Buildim house and plantim tree
Longa Wattie Creek for Gurindji
But poor bugger blackfeller Gurindji
Government Law him talk long we
'Can't givit land long blackfeller, see
Only spoilim Gurindji'
Oh poor bugger me.
Poor bugger me, Gurindji
Peter Nixon talk long we:
'Buy you own land, Gurindji
Buyim back from the Lord Vestey'
Oh poor bugger me, Gurindji.
Poor bugger blackfeller Gurindji
Suppose we buyim back country
What you reckon proper fee?
Might be flour, sugar and tea
From the Gurindji to Lord Vestey?
Oh poor bugger me.
Oh ngaiyu luyurr ngura-u
Sorry my country, Gurindji.

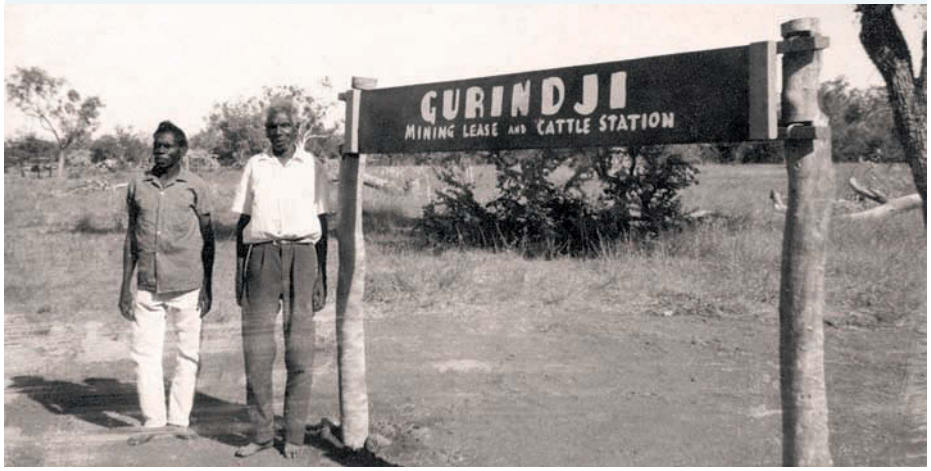
From little things, big things grow

Within the Aboriginal community, word of the walk-off spread quickly. In 1966 and 1967 strikes and protests sprung up at stations across the Northern Territory, led in part by organisers of the Wave Hill protest.

Australian author Frank Hardy had left Sydney in 1967 to undertake a radical project: he wanted to find the 'real Australia' — the Australia celebrated in the poetry of earlier writers such as Banjo Paterson. Instead, he found Indigenous people being mistreated and living in what he referred to as an 'unofficial apartheid'. After spending time with the organisers of the Wave Hill walk-off, he went back to the city, where he arranged press conferences and lobbied politicians in an attempt to bring the plight of the Gurindji people to their attention.

As the national press picked up the story, the broader Australian community began to support the action, some even making the journey to Wave Hill to offer their support to the strikers. Finally the Gurindji people were no longer alone in their cry to take back their land.

SOURCE 2 Protesters Vincent Lingiari (right) and Mick Rangiari (left) stand beside a sign made for them by the author Frank Hardy.



On 16 August 1975 Prime Minister Gough Whitlam 'handed back' 300 000 square kilometres of the Gurindji people's traditional lands, declaring, 'I want to acknowledge that we Australians have still much to do to redress the injustice and oppression that has for so long been the lot of Black Australians.' As a symbolic gesture, he poured sand from the river bank at Daguragu into Vincent Lingiari's hands.

SOURCE 3 In this photograph, captured by Australia's first Aboriginal press photographer, Mervyn Bishop, Prime Minister Gough Whitlam pours sand into the hands of Vincent Lingiari to mark the return of the Gurindji people's traditional lands.

4.10.2 Moves towards land rights and native title

The most significant decision on land rights and native title came from what might have seemed an unlikely place, the Torres Strait Islands. Throughout the 1970s, the Queensland government, which administered the Torres Strait Islands, had indicated to Islanders that although they occupied their traditional lands, they were not the legal owners of them.

The Mabo decision

In 1982 a group of Indigenous people from Mer Island, in the eastern part of the Torres Strait, challenged the right of the government to prevent Islanders from using their lands. They took their case to the Queensland Supreme Court. The group was led by Eddie Koiki Mabo. After the court ruled against them, the Meriam Islanders appealed to the High Court of Australia. On 3 June 1992 the High Court made a historic ruling: the Meriam people of the Torres Strait *did* have **native title** over their traditional lands. The 'Mabo decision', as it became known, was important for all Australian Aboriginal and Torres Strait Islander peoples because it recognised under law that European settlement of Australia did not automatically wipe out native title. At the same time, it created some confusion as to how decisions on native title should be made.

SOURCE 4 Mer Island, the traditional land of the Meriam people, and subject of the Mabo case, was known as Murray Island to white settlers.

Who was Eddie Mabo?

The man who led the Meriam Islanders to victory was born on Mer Island in 1936 and had no formal education beyond primary school. He had become politically active in the 1970s, but his views on the importance of native title only became clear during a conference he attended at James Cook University in 1981. At this conference, titled Land Rights and the Future of Australian Race Relations, Mabo was exposed to some of the leading minds dealing with the complexities of native title, many of whom would become his supporters after he launched his landmark case in 1982. He would continue fighting for land rights until his death a decade later.

SOURCE 5 In this 'manifesto', Eddie Mabo states some of his aims in launching a native title case against the Queensland government in 1981.

My name is Edward Mabo, but my island name is Koiki. My family has occupied the land here for hundreds of years before Captain Cook was born. They are now trying to say I cannot own it. The present Queensland Government is a friendly enemy of the black people as they like to give you the bible and take away your land. We should stop calling them boss. We must be proud to live in our own palm leaf houses like our fathers before us.

DID YOU KNOW?

The Mabo decision meant that the High Court recognised that native title existed under Aboriginal and Torres Strait Islander peoples' customary law that had existed in Australia prior to 1788.

Native title

The *Native Title Act 1993* was the federal government's way of clarifying the law relating to the Mabo case and providing the legal means to deal with future land rights claims. To succeed in a claim, Aboriginal and Torres Strait Islander peoples had to prove they have had a 'traditional connection' with the land since 1788, and that their interests had not been 'extinguished' (overridden) by the granting of other rights. According to the Act, those who believed they had a valid claim must apply to the Native Title Tribunal, which would work with Aboriginal representative bodies, as well as land councils, mining companies and other interested parties, to negotiate claims under the direction of the Federal Court.

DID YOU KNOW?

To date, around 15 per cent of Australia has been legally recognised as belonging to Indigenous peoples under native title claims.

The Wik case

Since settlement, the Australian government had granted leases to **pastoralists** so they could raise herds of cattle or sheep on large tracts of land. These leases meant that the pastoralists could use the land but they did not, in many cases, stop other people, many of them Indigenous, from using the land as well.

In *Wik Peoples vs Queensland*, the High Court ruled that a pastoral lease did not necessarily extinguish native title. Rather, native title rights could coexist with pastoral leases but, if Indigenous rights conflicted with pastoralists' activities, these pastoralists' rights would prevail. This was a major blow to the Wik people, and to other Indigenous groups seeking land rights. However, it was a coup for many politicians, who had been voted in by non-Indigenous Australians concerned that they might lose their land through native title claims.

SOURCE 6 Conservative politician Pauline Hanson was voted into the Queensland seat of Oxley in the 1996 federal election. She was one of the leading voices calling for land rights to be repealed following the Wik decision. In this excerpt from her first speech to Parliament in 1996, she focuses on what she saw as an unfair granting of land to people under native title.

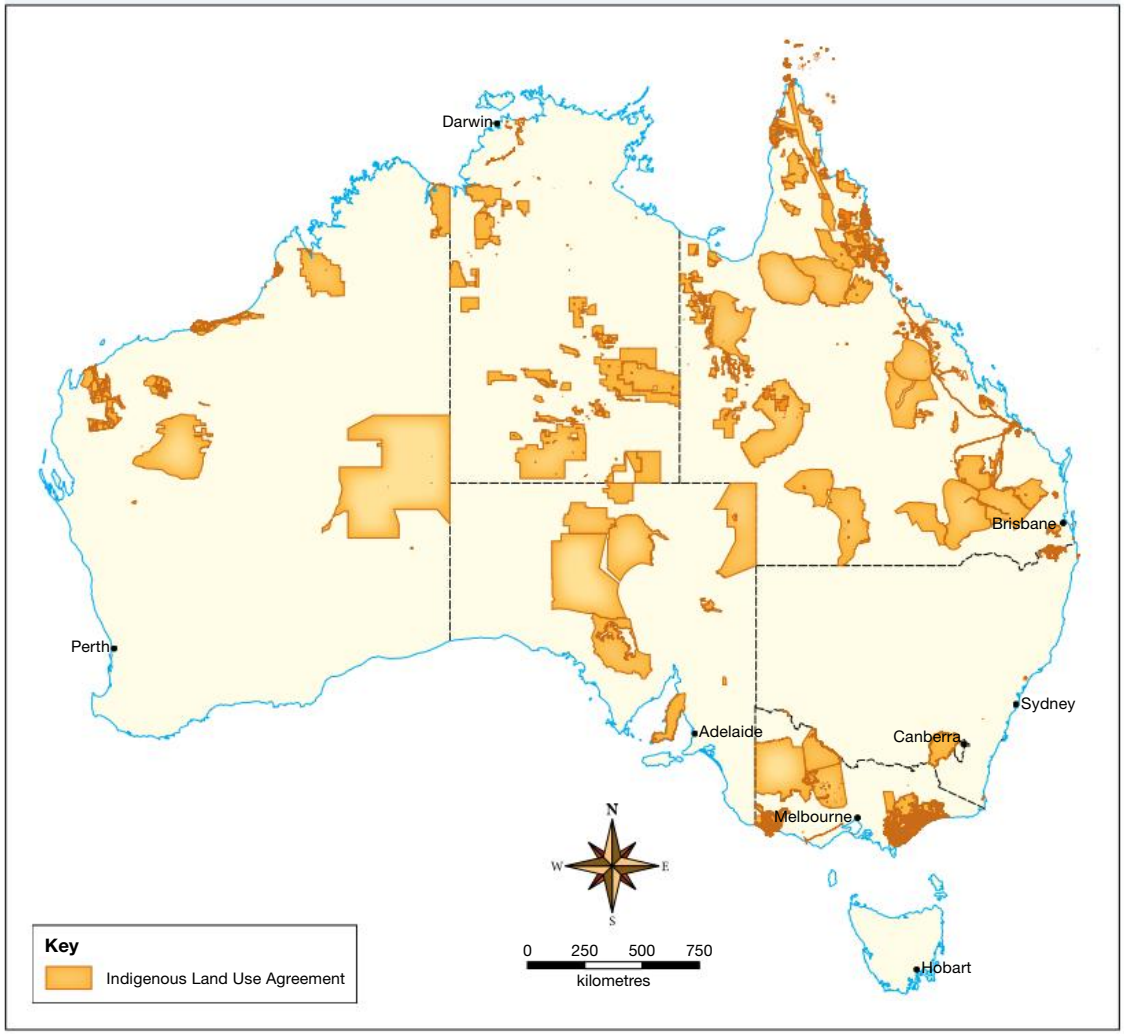
... This nation is being divided into black and white, and the present system encourages this. I am fed up with being told, 'This is our land.' Well, where the hell do I go? I was born here, and so were my parents and children. I will work beside anyone and they will be my equal but I draw the line when told I must pay and continue paying for something that happened over 200 years ago. Like most Australians, I worked for my land; no-one gave it to me.

Prime Minister John Howard, declaring that 'the pendulum has swung too far the way of Aborigines in the argument', was ready to deliver a 10-point plan to alter the Native Title Act that would see a greater number of native title claims extinguished. Labor, the Greens and the Democrats argued that the plan needed to be softened. Both sides needed the support of Independent Senator Brian Harradine. Finally, after one of the longest debates federal parliament has ever seen, the senator threw his support behind Labor, the Greens and the Democrats. The plan was passed, but with a number of conditions, including that it would be subject to the Racial Discrimination Act, Australia's protection against racist legislation.

Beginning in 1998, the Native Title Tribunal was given responsibility for working with native title holders and other interested parties to negotiate Indigenous Land Use Agreements (ILUAs). These agreements would allow use of the land based on terms that suited both parties. From a slow start, with only six ILUAs registered up to 2000, by 2011 more than 500 had been put in place across the country.

The distribution of these first agreements is shown in **SOURCE 7**. Since 2011, agreement numbers have increased significantly. In 2019, there were nearly 1300 registered agreements, covering almost one-third of the country.

SOURCE 7 Distribution of Indigenous Land Use Agreements established from 1998 to 2011. Since 2011, the number of agreements has more than doubled, with over 2.5 million square kilometres of land and nearly 40 000 square kilometres of sea area now registered under an agreement of some kind.



Source: Map by Spatial Vision, based on National Native Title Tribunal Indigenous Land Uste Agreements map © Commonwealth of Australia 2008–2011.

DISCUSS

Which of the events in this subtopic do you think was most significant to the land rights movement? Why do you think this is so? Do other people in your class have different opinions? **[Personal and Social Capability]**

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- Rights and freedoms > **Indigenous rights**

4.10 ACTIVITIES

1. Many Indigenous and non-Indigenous artists and writers have supported the land rights movement. Using research, find a variety of these texts and explain how they persuade their audience to agree with their point of view. **Using historical sources as evidence**
2. Write your own narrative poem or song, based on 'Gurindji Blues', that tells the story of one of the other struggles for land rights mentioned in this subtopic. You may need to conduct further research to develop your ideas more fully. **Identifying continuity and change**

4.10 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

4.10 Exercise 1: Check your understanding

1. **HS1** Why did the Gurindji people walk off the Wave Hill cattle station in 1966?
2. **HS1** Who was Vincent Lingiari? Why is he considered a significant person in the struggle for Aboriginal rights?
3. **HS1** Why did the government refuse to allow the land transfer that the Vestey family offered?
4. **HS1** What did the protesters do as a result?
5. **HS1** What was the 'Mabo Decision'?
6. **HS1** Who was Eddie Mabo?
7. **HS1** In what way might it be ironic that Eddie Mabo decided to launch his native title claim at a university named after the explorer James Cook?
8. **HS1** What was the importance of the *Native Title Act 1993*?
9. **HS1** What was the finding of the *Wik Peoples vs Queensland* case in the High Court? How was this finding a blow to Aboriginal and Torres Strait Islander peoples?

4.10 Exercise 2: Apply your understanding

1. **HS3 SOURCE 1** is a ballad written by Ted Egan. It tells the story of the reasons behind the Wave Hill walk-off.
   (a) What were the main problems that the Gurindji had with their treatment at Wave Hill?
   (b) Why do you think the artist suggests buying back Gurindji land with 'flour, sugar and tea'?
   (c) Do you think this is a useful source for historians studying the Wave Hill walk-off? Explain.
2. **HS3** Explain the symbolism inherent in **SOURCES 2** and **3**. How could both acts be said to represent the changing perceptions of white Australia towards the rights of Aboriginal and Torres Strait Islander peoples in the late 1960s?
3. **HS3** What do the two names of Mer/Murray Island in **SOURCE 4** symbolise?
4. **HS3 SOURCES 5** and **6** express contrasting views of Aboriginal and Torres Strait Islander peoples' struggle for native title. Based on these sources, who do you believe makes a stronger case? Explain your view.
5. **HS3 SOURCE 7** depicts the Indigenous Land Use Agreements across Australia as of 2011. Where are the greatest number of ILUAs situated? Where are the fewest? What might this suggest about Indigenous peoples in these areas? Discuss with a classmate.
6. **HS4** The Mabo case is considered a turning point in the struggle by Aboriginal and Torres Strait Islander peoples to secure land rights. Explain why it was so significant.
7. **HS4** Why might it be difficult for Aboriginal and Torres Strait Islander peoples to show they have a 'traditional connection' to the land? Think of the type of evidence usually required to prove a case in court. Why might Aboriginal and Torres Strait Islander peoples not have this type of evidence?
8. **HS3** Examine all the sources in this subtopic. Which one do you think is the most effective in conveying its message? Explain why.

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4.11 Reconciliation

4.11.1 Perspectives on the road to reconciliation

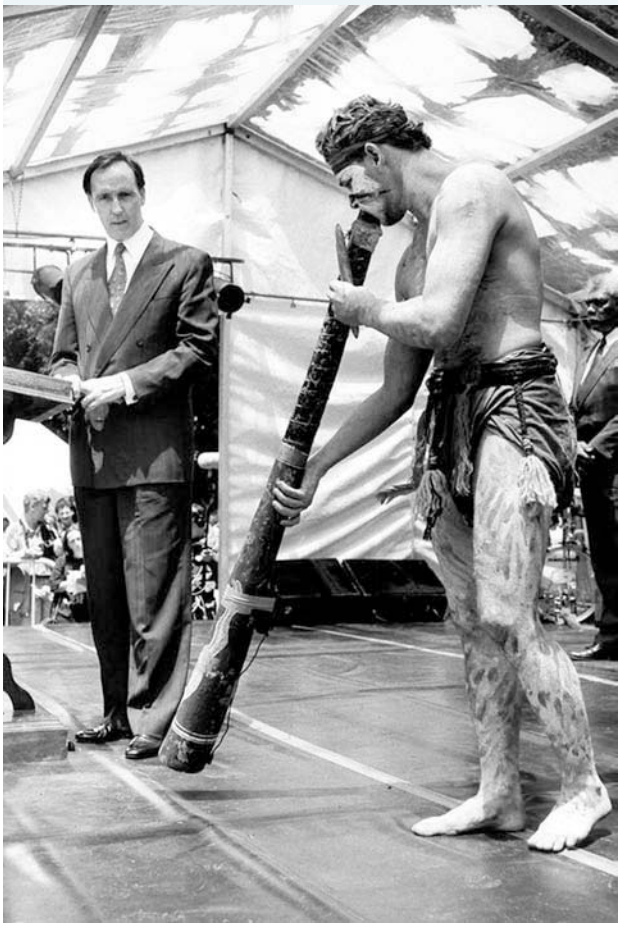
Reconciliation — the coming together of parties divided by difference — is rarely a single event; rather, it is based on the sum of many special moments that together heal the hurt. This is particularly so when the reconciliation involves two groups of citizens separated by a long history of injustice, misunderstanding and resentment, as has been the case for Australia's Aboriginal and Torres Strait Islander peoples and those who came here after 1788.

In 1991, the federal parliament passed the Council for Reconciliation Act. As a result, the Council for Aboriginal Reconciliation was formed with representatives from Aboriginal and Torres Strait Islander groups.

The Redfern Speech

Labor Prime Minister Paul Keating was known for his skill as a public speaker. In 1992, at the Australian launch of the International Year of the World's Indigenous People in Redfern, a Sydney suburb that was home to a large Aboriginal and Torres Strait Islander peoples community, he made one of the greatest speeches of his career. In this speech, he spoke of the need for the nation to acknowledge the harm caused to Aboriginal and Torres Strait Islander peoples through the policies of previous governments. He said that there was nothing to fear or lose by recognising 'historical truth', and that social democracy should be extended to Aboriginal and Torres Strait Islander Australians. The Redfern Speech, as it was known, would be — for many — the first step in the long road to reconciliation between Australia's Indigenous and non-Indigenous peoples.

SOURCE 1 Prime Minister Paul Keating delivers the Redfern Speech on 10 December 1992, to mark the beginning of the International Year of the World's Indigenous People.



Bringing Them Home

In 1995 Prime Minister Keating commissioned a report into Australia's Stolen Generations. Titled *Bringing Them Home*, the 'Report of the National Inquiry into the Separation of Aboriginal and Torres Strait Islander Children from Their Families' (1997) outlined the process by which Indigenous children were taken from their families in the name of protection. These children would become known as the Stolen Generations (see subtopic 4.4). Through the voices of those who had experienced separation, and the organisations established to represent Australia's Aboriginal and Torres Strait Islander peoples, the report painted a stark picture of the mistreatment of Aboriginal and Torres Strait Islander children and their families by the Aborigines Welfare Board. The report also revealed the ongoing effects of forced removal on the Stolen Generations and their families. These included a higher incidence of depression, poverty and crime, and a lower level of education. A lack of role models had also made it difficult for many members of the Stolen Generations to raise their own families. On the first anniversary of the day the report was tabled, 26 May was declared National Sorry Day.

Refusing to say sorry

While all state and territory governments and the churches publicly apologised to the Stolen Generations following the release of *Bringing Them Home*, the federal government — then led by Prime Minister John Howard — refused to apologise. This could, in part, be explained by the government's fear that admitting **culpability** would lead to a landslide of claims for compensation. But it also reflected the reluctance of many Australians to accept **moral** responsibility for the acts of previous generations. This view was shared by Howard, who claimed to support reconciliation but 'not of the apologetic, shame-laden, guilt-ridden type'. He said that millions of Australians would never entertain the notion of apologising to Australia's Aboriginal and Torres Strait Islander peoples because they would refuse to accept responsibility for past events.

SOURCE 2 Sir William Deane, a former High Court judge who had presided over the Mabo case, was appointed to the office of governor-general in 1996. In August the same year he made a passionate plea to the Australian people. It forms part of the introduction to the *Bringing Them Home* report.

It should, I think, be apparent to all well-meaning people that true reconciliation between the Australian nation and its Indigenous peoples is not achievable in the absence of acknowledgement by the nation of the wrongfulness of the past dispossession, oppression and degradation of the Aboriginal peoples. That is not to say that individual Australians who had no part in what was done in the past should feel or acknowledge personal guilt. It is simply to assert our identity as a nation and the basic fact that national shame, as well as national pride, can and should exist in relation to past acts and omissions, at least when done or made in the name of the community or with the authority of government...

One key difference between those who were prepared to say sorry to Australia's Aboriginal and Torres Strait Islander peoples and those who were not was the way in which they viewed Australia's past. Some people believed that the arrival of white people in Australia symbolised the beginning of civilisation and progress in Australia (known as the 'three cheers' view of history), while others viewed it as the start of a brutal invasion (the 'black armband' view of history). In relation to the Stolen Generations, the former believed that the government had removed Aboriginal and Torres Strait Islander children from their homes for their own good, while the latter often claimed that this was another attempt to **eradicate** Aboriginal and Torres Strait Islander Australians.

SOURCE 3 John Howard presented his views on Australian history in parliament, under a motion on the topic of racial tolerance, on 30 October 1996. He would reiterate these views over the months that followed.

I profoundly reject... what others have described, and I have adopted the description, as the black armband view of Australian history. I believe the balance sheet of Australian history is a very generous and benign one. I believe that, like any other nation, we have black marks upon our history but amongst the nations of the world we have a remarkably positive history. I think there is a yearning in the Australian community right across the political divide for its leaders to enunciate more pride and sense of achievement in what has gone before us. I think we have been too apologetic about our history in the past. I think we have been far too self-conscious about what this country has achieved and I believe it is tremendously important that we understand, particularly as we approach the centenary of the Federation of Australia, that the Australian achievement has been a heroic one, a courageous one and a humanitarian one.

4.11.2 Positive moves forward

The United Nations' Convention on the Rights of the Child (CRC) was designed to legally protect the rights of all children. Australia signed the Convention in 1990. The Convention granted Indigenous children the right to life, health and education (including education about the child's own cultural identity, language

and values), and the right to family. The Convention also prohibited discrimination against Indigenous children, and granted them protection from physical or mental violence, injury, abuse, maltreatment or exploitation. In 2005, the UN Committee on the Rights of the Child congratulated the authors of *Bringing Them Home* for illuminating the hardships faced by members of the Stolen Generations, but made a number of recommendations for continuing to improve life for Aboriginal and Torres Strait Islander children. The Committee also recommended that the nation address issues including the disproportionately high number of Aboriginal and Torres Strait Islander children in out of home care (such as orphanages and foster homes) and in juvenile detention centres.

Australia offers an apology

In 2007 the federal Labor Party gained power under the leadership of Kevin Rudd. In his acceptance speech, he vowed to be a 'Prime Minister for all Australians'. Immediately, plans were made to offer the nation's Aboriginal and Torres Strait Islander peoples a formal apology. The parliamentary year began with politicians being treated to a 'Welcome to Country' ceremony, the first ever held at Parliament House. As the sounds of a didgeridoo echoed through the halls of Parliament House, Matilda House-Williams, a Ngambri elder, welcomed both the Prime Minister and the Opposition Leader to her traditional lands.

On 13 February 2008, in front of parliamentarians as well as members of the public, including members of the Stolen Generations, the prime minister acknowledged the harm caused to Aboriginal and Torres Strait Islander peoples and the unfairness of past government policies. He pledged that Australia would never again allow such injustice to occur. Then he encouraged both sides of the house to work together to 'close the gap' between Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians. The speech received a standing ovation, both from those within the parliament, and from the crowds watching the broadcast on large screens in every capital city. Rudd's speech was regarded by many as a great step towards achieving reconciliation. Of the 360 words that made up his apology that day, however, the crowds had come to hear only one — 'Sorry'.

SOURCE 4 Ngambri elder Matilda House-Williams welcomes Prime Minister Rudd and Opposition Leader Brendan Nelson to parliament.

Following the prime minister's speech, Dr Brendan Nelson, the leader of the Opposition, reiterated his party's position, stating, 'Our generation does not own these actions, nor should it feel guilt for what was done in many, but certainly not all cases, with the best intentions.' In many of the nation's capital cities, his words were drowned out by boos and hisses from the crowd.

Aboriginal leader Pat Dodson, regarded by many as the father of reconciliation, described the apology as 'a **seminal** moment in the nation's history'. While many Aboriginal and Torres Strait Islander peoples welcomed the apology, there were those who felt that the prime minister hadn't gone far enough. John Moriarty, a successful businessman who has held positions in Aboriginal Affairs departments at state and federal levels, said, 'It doesn't get down to the real crux of the issue, in my view, that people like me were taken away from their full-blooded mothers to breed out the culture. It doesn't come to that. It doesn't hit home with me.'

SOURCE 5 Prime Minister Kevin Rudd's formal apology to members of the Stolen Generations in February 2008. This speech is viewed as a key moment in the struggle for reconciliation.

Today we honour the Indigenous peoples of this land, the oldest continuing cultures in human history.

We reflect on their past mistreatment.

We reflect in particular on the mistreatment of those who were Stolen Generations — this blemished chapter in our nation's history.

The time has now come for the nation to turn a new page in Australia's history by righting the wrongs of the past and so moving forward with confidence to the future.

We apologise for the laws and policies of successive Parliaments and governments that have inflicted profound grief, suffering and loss on these our fellow Australians.

We apologise especially for the removal of Aboriginal and Torres Strait Islander children from their families, their communities and their country.

For the pain, suffering and hurt of these Stolen Generations, their descendants and for their families left behind, we say sorry.

To the mothers and the fathers, the brothers and the sisters, for the breaking up of families and communities, we say sorry.

And for the indignity and degradation thus inflicted on a proud people and a proud culture, we say sorry.

We the Parliament of Australia respectfully request that this apology be received in the spirit in which it is offered as part of the healing of the nation.

For the future we take heart; resolving that this new page in the history of our great continent can now be written.

We today take this first step by acknowledging the past and laying claim to a future that embraces all Australians.

A future where this Parliament resolves that the injustices of the past must never, never happen again.

A future where we harness the determination of all Australians, Indigenous and non-Indigenous, to close the gap that lies between us in life expectancy, educational achievement and economic opportunity.

A future where we embrace the possibility of new solutions to enduring problems where old approaches have failed.

A future based on mutual respect, mutual resolve and mutual responsibility.

A future where all Australians, whatever their origins, are truly equal partners, with equal opportunities and with an equal stake in shaping the next chapter in the history of this great country, Australia.

While much is still to be done to achieve lasting reconciliation, gestures such as the federal government's willingness to say sorry symbolise Australians' growing appreciation of this country's checkered past and their acknowledgement of the rich culture of its First Peoples.

SOURCE 6 Tom Calma, Aboriginal and Torres Strait Islander Social Justice Commissioner at the Human Rights and Equal Opportunity Commission, responds to the apology on behalf of the National Sorry Day Committee and the Stolen Generations Alliance, the two national bodies representing the Stolen Generations and their families.

Let me tell you what this apology means to me. For many years, my family has been searching in vain to find information about my great-grandmother on my father's side, who was taken at the turn of the twentieth century.

Recently, Link Up in Darwin located some information in the Archives. In a document titled 'list of half-castes in the NT' dated 2 December 1899, a government official named George Thompson wrote the following about my great-grandmother:

Half caste May is a well grown girl, is living with her mother in the black's camp at Woolwonga, her mother will not part with her, she mixes up a great deal with the Chinamen...

My great-grandmother's ordeal was not uncommon and nor was the chilling account — 'her mother will not part with her'.

This is not about black armbands and guilt. It never was.

It is about belonging.

SOURCE 7 Prime Minister Kevin Rudd's formal apology to members of the Stolen Generations in February 2008

SOURCE 8 In Melbourne, angry crowd members turn their backs on the Opposition leader in silent protest at his refusal to say sorry.

4.11 ACTIVITY

Using all the sources in this subtopic and the information given, develop a reconciliation chronology. You can represent it as creatively as you like, but make sure you provide dates and clear annotations for the major events on the journey towards reconciliation. **Using historical sources as evidence**

4.11 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

4.11 Exercise 1: Check your understanding

1. **HS1** What was the importance of Paul Keating's Redfern speech in 1992?
2. **HS1** Why was it significant that it was made in Redfern?
3. **HS1** What did the 1997 *Bringing Them Home* report reveal?
4. **HS1** Explain the significance of 26 May 1996.
5. **HS1** Why did the federal government, led by John Howard, refuse to apologise to the Stolen Generations?
6. **HS1** What legal impact did The *United Nations' Convention on the Rights of the Child* have on Aboriginal and Torres Strait Islander children?
7. **HS1** What recommendations did the Committee on the Rights of the Child make regarding Aboriginal and Torres Strait Islander children in Australia?
8. **HS1**
   (a) What great step towards reconciliation did Kevin Rudd take in 2008 while prime minister?
   (b) Did everyone agree with his position? How do you explain a divergence of views?

4.11 Exercise 2: Apply your understanding

1. **HS3** What evidence in **SOURCE 1** indicates Prime Minister Paul Keating's commitment to the reconciliation process?
2. **HS3** Based on the excerpt from *Bringing Them Home* provided in **SOURCE 2**, do you consider it is important for a country such as Australia to acknowledge its past wrongdoings? Explain your view.
3. **HS3** In your own words, and using the text in section 4.11.1 and **SOURCE 3**, define the 'three cheers' and 'black armband' views of history.

4. **HS3** Using **SOURCE 4**, explain the symbolic significance of beginning the year with a 'Welcome to Country'.
5. **HS3** Read **SOURCE 5** carefully. Explain what Kevin Rudd is apologising for and who he is representing when he says 'we'.
6. **HS3** Why did those watching Kevin Rudd's apology turn their backs when Brendan Nelson spoke (**SOURCE 8**)?
7. **HS3** What does the fact that the Sorry speech was broadcast in many public spaces in all capital cities demonstrate about its significance? (See **SOURCES 7** and **8**.)
8. **HS3** Analyse the apology (see **SOURCE 5**). Using one colour, write down the *people* he apologises to. In another colour, write down the *actions* he apologises for. In a third colour, write down any words or phrases relating to the *reasons* behind the apology. And in a fourth colour, outline *recommendations* for moving forward. Having completed this activity, decide whether, in your view, this represented a full apology, or whether there were other issues you believe Prime Minister Rudd should have addressed. Explain your opinion using some of the words you have highlighted.
9. **HS3** Tom Calma's response to the apology (see **SOURCE 6**) was delivered on behalf of the Stolen Generations.
   (a) Who do you think his comments were aimed at?
   (b) Which lines were particularly significant? Explain your answers.
10. **HS4** Do you think Kevin Rudd's apology is the sort of thing Paul Keating had in mind when he gave his speech at Redfern more than a decade earlier? Explain your view.
11. **HS4** Write a journal article expressing your own views about the reconciliation issue. Respond to the following prompts, explaining each of your answers in detail:
   (a) Do you think the Australian government owed Aboriginal and Torres Strait Islander peoples an apology?
   (b) Was the Howard government's refusal to apologise the right decision or the wrong decision?
   (c) Did Kevin Rudd's apology go far enough? Did it go too far?
   (d) What barriers need to be broken down before reconciliation can truly be said to have been achieved?
12. **HS3** Using evidence from a range of sources in this subtopic, construct a case that argues that the road to reconciliation has not been not an easy one.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

4.12 Fighting for equity

4.12.1 The Northern Territory National Emergency Response

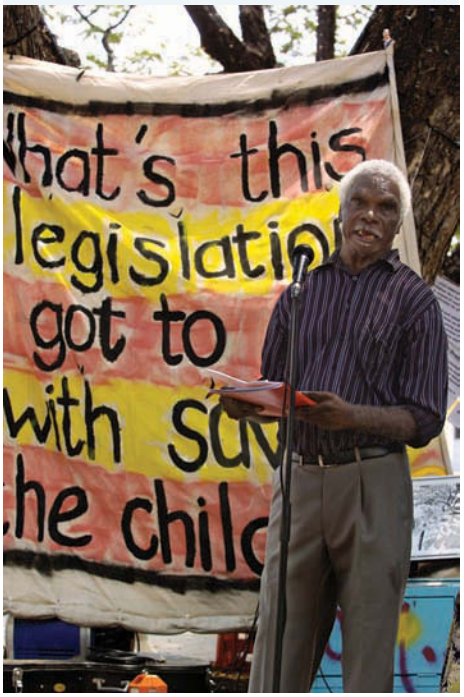
Australia's Aboriginal and Torres Strait Islander peoples lost much of what they had considered to be theirs with the arrival of European settlers in 1788 and beyond. Over the next 150 or so years, Aboriginal and Torres Strait Islander peoples became used to injustice, even racist hostility, from those who had taken their land and denied them their civil and human rights. While federal government policies such as Closing the Gap are slowly redressing many inequities, legislation such as that in 2007 to intervene in Aboriginal peoples' lives was still placing restrictions on their rights and freedoms.

On 15 June 2007 the Board of Inquiry into the Protection of Aboriginal Children from Sexual Abuse released a report titled *Little Children Are Sacred*, which indicated that child sexual abuse was rampant in many remote Indigenous communities. The Howard government responded by suspending the Racial Discrimination Act in relation to these communities and announcing emergency measures designed to protect Indigenous children. The Northern Territory Emergency Response (NTER) included sending soldiers and police into the Northern Territory, banning alcohol and restricting the ways in which community members could spend their welfare cheques (a practice known as income management). The 'intervention', as it came to be known, was supported by the Australian Labor Party but caused controversy within the wider Australian community. Supporters claimed that such strict measures were required to protect children within remote communities while others claimed that it was a racist policy and another 'invasion' of Indigenous lands.

The complexities of this issue highlight many of the difficulties that still accompany decisions made by the Australian government in relation to the country's Indigenous peoples.

Opinions on the worth of the intervention remain divided. As shown in **SOURCE 2**, many Aboriginal elders and other Australians abhorred the lack of consultation with Aboriginal people, especially those directly affected.

SOURCE 1 The government's intervention in the Northern Territory: a necessary step to protect children or racial discrimination? This photograph, taken in 2007, shows Bagot (Darwin) council chairman James Gaykamangu speaking against the policy at the National Day of Action.



SOURCE 2 A statement by Aboriginal elders to the people of Australia on 7 February 2011

TO THE PEOPLE OF AUSTRALIA 7 FEBRUARY 2011

We are the people of the land. The land is our mother. For more than 40 000 years we have been caring for this land. We are its natural farmers.

Now, after so many years of dispossession, we find once again we are being thrust towards a new dispossession. Our pain and our fear are real. Our people are again being shamed.

Under the intervention we lost our rights as human beings, as Australians citizens, as the First People of the Land. We feel very deeply the threat to our languages, our culture and our heritage. Through harsh changes we have had removed from us all control over our communities and our lives. Our lands have been compulsorily taken from us. We have been left with nothing.

The legislation under which we now live does not comply with international law. It is discriminatory. We are no longer equal to other Australians. We are no longer equal to you.

As people in our own land, we are shocked by the failure of democratic processes, of the failure to consult with us and of the total disregard for us as human beings. We demand the return of our rights, our freedom to live our traditional lives, support to develop our economic enterprises to develop jobs and to work towards a better future for all our peoples.

So extreme have been the actions against our people that we must appeal to all people of Australia to walk with us in true equality. Speak out and help to put an end to the nightmare that Northern Territory Aboriginal people are experiencing on a daily basis.

Some Aboriginal commentators and activists gave their conditional support to the policy, citing its benefits for women and children against a 'wrong-headed Aboriginal male ideology'. In 2011, after more than three years of the intervention, Central Australian Indigenous leader Bess Price told ABC television:

> I am for the intervention because I've seen progress. I've seen women who now have voices. They can speak for themselves and they are standing up for their rights. Children are being fed and young people more or less know how to manage their lives. That's what's happened since the intervention.

Cape York Aboriginal leader Noel Pearson said:

> I'm in agreement with the emphasis on grog and policing. I'm in agreement with attaching conditions to welfare payments. But the difference between the proposals that we've put forward to the Government and the proposals announced by Minister Brough ... a difference in that we would be concerned that those people who are acting responsibly in relation to the payments they receive, should continue to exercise their freedoms and their decisions ... we should only target cases of responsibility failure.

In terms of human rights, Australian organisations such as Australians for Native Title and Reconciliation (ANTaR) criticised the suspension of the Racial Discrimination Act, arguing the protection of children

could have been achieved without its suspension. Despite some amendments made in 2010, concerns remained about the implementation of 'special measures' taken by the government to 'protect' communities at the heart of the intervention. A delegation of Northern Territory Aboriginal leaders met with the United Nations High Commissioner for Human Rights in 2011 to express their view on the discrimination that had ensued under the implementation of the intervention, and found a sympathetic ear. Despite this, the Rudd–Gillard government continued much of the work done in the Howard government years when they introduced the Stronger Futures Act. Beginning in 2012, this Act was designed to maintain tight controls over Aboriginal people's use of alcohol and money. Like its predecessor, it has been criticised for not taking into account the principles of the Declaration on the Rights of Indigenous Peoples, particularly the principle of self-determination. The Stronger Futures Act will remain in force until 2022.

4.12.2 Closing the gap

In March 2008, the then Australian government and Opposition signed the Close the Gap Statement of Intent, committing to closing the health and life expectancy gap between Aboriginal and Torres Strait Islander people and non-Indigenous Australians by 2030. The 2019 Closing the Gap report, like those before it, revealed a mixed bag in terms of progress towards the targets set in 2008. While gains had been made in the life expectancy for both men and women over this period, the goal of 'closing the gap' between Indigenous and non-Indigenous Australians was not on track, with Indigenous Australians living in remote and very remote parts of the country showing the poorest health outcomes.

In March 2019, the Council of Australian Governments (GOAG) entered into a formal partnership with the Aboriginal and Torres Strait Islander Peak Organisations, and agreed to form the Joint Council on Closing the Gap. It is hoped that this council will be able to more effectively develop solutions for closing the gap by better understanding the needs of Indigenous communities.

SOURCE 3 Extract from Close the Gap statement 2008

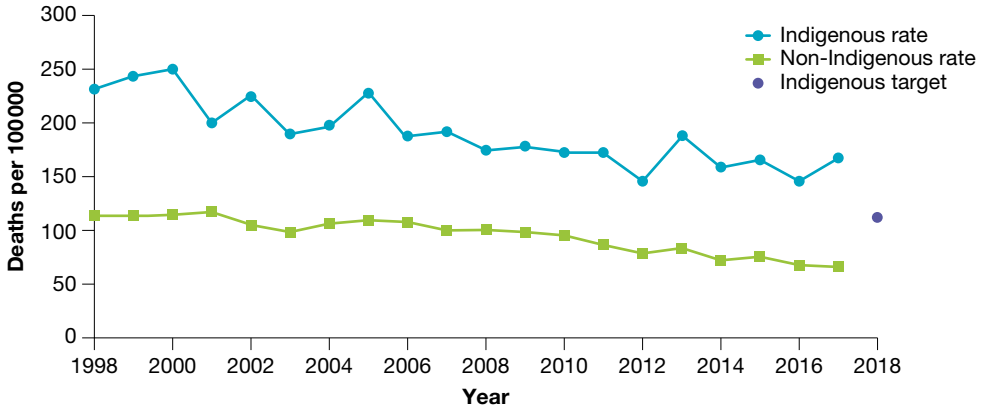
Our challenge for the future is to embrace a new partnership between Indigenous and non-Indigenous Australians. The core of this partnership for the future is closing the gap between Indigenous and non-Indigenous Australians on life expectancy, educational achievement and employment opportunities. This new partnership on closing the gap will set concrete targets for the future: within a decade to halve the widening gap in literacy, numeracy and employment outcomes and opportunities for Indigenous children, within a decade to halve the appalling gap in infant mortality rates between Indigenous and non-Indigenous children and, within a generation, to close the equally appalling 17-year life gap between Indigenous and non-Indigenous when it comes to overall life expectancy.

Life expectancy and child mortality

The target to close the gap in life expectancy between Aboriginal and Torres Strait Islander peoples and other Australians by 2031 is not on track. Life expectancy for Indigenous men born between 2015 and 2017 is estimated to be 71.6 years, 8.6 years less than non-Indigenous men. For Indigenous women, life expectancy is 75.6, which is 7.8 years less than non-Indigenous women. On a positive note, mortality rates from chronic and circulatory diseases have declined significantly in the Aboriginal and Torres Strait Islander population since 1998, but cancer mortality rates are rising: between 2006 and 2017, there was a 25 per cent increase in cancer death rates for Aboriginal and Torres Strait Islander patients, with deaths from cancer exceeding those for circulatory diseases within this population for the first time in 2017.

The target to halve the gap in the infant mortality rate among the Aboriginal and Torres Strait Islander population by 2018 was not achieved. While the rate of infant mortality within this population has declined by 10 per cent since 2008, it has declined at a slower rate than within the non-Indigenous population. However, as a result of health campaigns, immunisation rates for Aboriginal and Torres Strait Islander children by the age of five have continued to rise, and in 2018 were higher than rates of immunisation of non-Indigenous children.

SOURCE 4 Child mortality rates by Indigenous status: NSW, Qld, WA, SA and the NT combined, 1998–2017. This graph shows the decline in Aboriginal and Torres Strait Islander infant mortality since 1998.

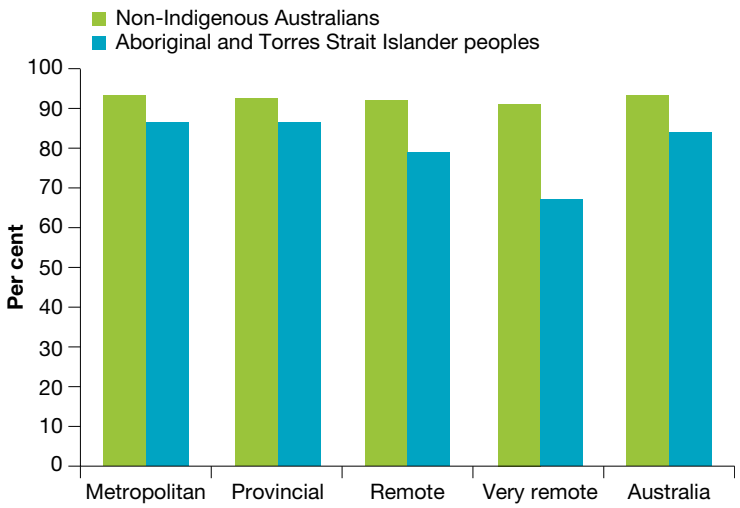


Source: ABS and AIHW analysis of National Mortality Database.

Education and employment

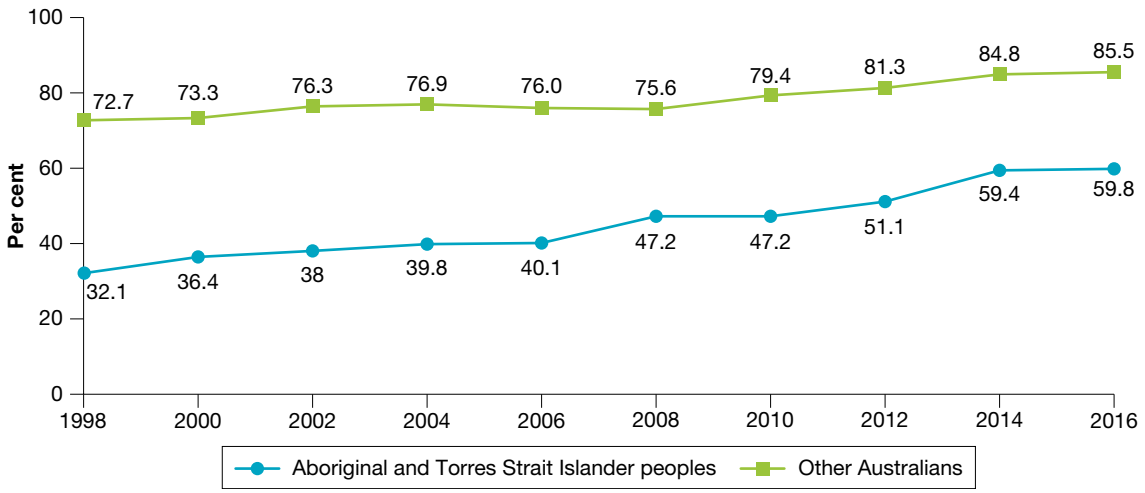
Progress is mixed in the key target areas of education and employment. The share of Indigenous children at or above minimum standards in reading at Years 3 and 5, and in numeracy at Years 7 and 9, has improved and the gap has narrowed between 2008 and 2017, although the target of halving the gap was not met. Attendance at school is also lower than expected, with the attendance of Indigenous students in Year 10 at 73 per cent, compared with 90 per cent attendance for non-Indigenous students at the same year level. However, an increasing proportion of Aboriginal and Torres Strait Islander people are completing Year 12 or its equivalent across all states and territories, up by 15 per cent in major cities to 74 per cent in 2016, with the largest gains seen in remote and very remote areas. In very remote areas, Indigenous Australians' rate of attainment increased from just 23 per cent in 2006 to 43 per cent in 2016. The overall retention rate was 59.8 per cent, compared with 85.5 per cent for non-Indigenous Australians. In 2017, this increased again to 62.4 per cent for Indigenous Australians, compared with 86 per cent for the non-Indigenous population. This success in completion rates means that the target to halve the gap by 2020 is on track. However, the target to halve the gap in employment by 2018 was not met, with the employment rate showing no improvement, and the gap between Indigenous and non-Indigenous Australians widening by 1.5 per cent between 2008 and 2018.

SOURCE 5 Graph showing student attendance rates of Aboriginal and Torres Strait Islander peoples compared to non-Indigenous Australians



Source: Australian Curriculum, Assessment and Reporting Authority.

SOURCE 6 Graph of retention rates of Aboriginal and Torres Strait Islander peoples for Year 7 to Year 12



Source: ABS Schools, 2014.

4.12.3 Responding to inequity

It can be demonstrated from the Closing the Gap Reports since 2008 that Aboriginal and Torres Strait Islander peoples' quality of life lags behind that which non-Indigenous Australians enjoy. The interrelated elements of health, education and employment have an impact on the cultural, physical and social wellbeing of Australia's First Peoples and thus their rights and freedoms. The federal and state governments of Australia must work in partnership with Aboriginal and Torres Strait Islander bodies and other organisations to effect change. The federal government cites its Indigenous Advancement Strategy, its Better Start to Life approach, its Remote School Attendance Strategy and its Community Development Programme as positive strategies and programs for improvement. Other government-funded schemes and not-for-profit organisations can all play a role.

SOURCE 7 The Australian government's Visiting Optometrist Scheme (VOS) works in remote communities in the Northern Territory performing eye checks. While Indigenous children are five times less likely to have eye problems than non-Indigenous children, by the time they reach adulthood, Indigenous people are six times more likely to have vision problems than other Australians.

SOURCE 8 Programs such as the NT School Nutrition Program seen in action here at Papunya School in the Northern Territory aim to improve both the nutritional health and the school attendance rate of Aboriginal children.

4.12 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

4.12 Exercise 1: Check your understanding

1. **HS1** What was the initial trigger for the intervention?
2. **HS1** Which part of Australia did the intervention affect?
3. **HS1** Which existing legislation had to be suspended in order for the intervention to proceed?
4. **HS1** What were some of the provisions of the new legislation?
5. **HS1** Who supported the intervention?
6. **HS1** When was the Close the Gap Statement of Intent signed and what commitment did it make?
7. **HS1** What is the 'gap' that must be closed?
8. **HS1** Are the following statements true or false?
   (a) Aboriginal and Torres Strait Islander peoples' life expectancy is lower than that of non-Indigenous Australians.
   (b) The infant mortality rate of Aboriginal and Torres Strait Islander infants met its target to halve by 2018.
   (c) The proportion of Aboriginal and Torres Strait Islander people completing Year 12 is decreasing.
9. **HS1** What interrelated elements have an impact on the cultural, physical and social wellbeing of Australia's First Peoples?
10. **HS1** List some of the different government strategies and programs that form part of the Australian government's response to reducing inequities for Aboriginal and Torres Strait Islander peoples.

4.12 Exercise 2: Apply your understanding

1. **HS3** A criticism was made that the Northern Territory National Emergency Response Bill contained over 200 pages but did not mention the word 'child' or 'children' once. How does **SOURCE 1** relate to this fact?
2. **HS3** What arguments are put in **SOURCE 2** against the intervention?
3. **HS3** What other evidence would you need to gain a balanced view of the intervention?
4. **HS3** Study **SOURCE 3**. Which parties were involved in the Closing the Gap Statement of Intent?
5. **HS3** Which state of Australia is not captured in the data in **SOURCE 4**? How might this affect its validity in terms of the representative nature of its data?
6. **HS3** What are three statements you could justify making based on the data shown in **SOURCE 5**?
7. **HS3** What trend is visible in the graph shown in **SOURCE 6**?
8. **HS3** The images in **SOURCES 7** and **8** show different aspects of health inequity that relate to Aboriginal and Torres Strait Islander groups.
   (a) What are these aspects?
   (b) What impact might these images have on non-Aboriginal and Torres Strait Islanders who view them?
   (c) What impact do they have on you?
9. **HS4** To what extent do you believe that the Northern Territory intervention represents a continuation of the restriction of Aboriginal peoples' rights and freedoms?
10. **HS4** Using what you have learned in this subtopic, create a mind map that shows the challenges faced by Aboriginal and Torres Strait Islander peoples today. Consider aspects such as health, education and employment and show how they are interrelated.
11. **HS5** Based on continuing increased rates of Aboriginal and Torres Strait Islander students completing year 12, what are some of the possible effects for the future of Aboriginal and Torres Strait Islander peoples?
12. **HS4** Using the information and sources in this subtopic, write 400 words on the trends and patterns that are evident in the Closing the Gap initiative.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

4.13 The struggle continues

4.13.1 Aboriginal and Torres Strait Islander peoples in the twenty-first century

The struggle for Australia's Aboriginal and Torres Strait Islander peoples is far from over. Major inequities still exist between Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians, and the nation continues to debate fundamental issues, from land rights to the treatment of Aboriginal and Torres Strait Islander prisoners and what it means to be Indigenous. In recent years, however, there have been major improvements in the recognition of the rights of Indigenous people both in Australia and in the rest of the world. This is thanks to the work of Aboriginal and Torres Strait Islander leaders and activists, past and present, whose words and actions continue to influence policymakers.

Australia's Aboriginal and Torres Strait Islander population is projected to increase by more than one-third to reach between 907 800 and 945 600 people by 2026, according to the Australian Bureau of Statistics (ABS). Projected figures are based on assumed higher than average levels of fertility and improvements in life expectancy. This represents a 2.2 per cent projected growth per year compared to a projected annual growth rate of 1.6 per cent for the total Australian population over the same period.

Like the total Australian population, the Aboriginal and Torres Strait Islander population is ageing. The proportion of Aboriginal and Torres Strait Islander children aged 0–14 years is projected to decline from 36 per cent of the population in 2011 to between 31 per cent and 33 per cent in 2026, while the proportion of persons aged 65 years and over is projected to increase from 3 per cent to between 6 per cent and 7 per cent. These projections will need to be taken into account in future government policies.

What does it mean to be Indigenous today?

The definition of an Indigenous Australian has changed over time. Older definitions referred to skin colour or the amount of Aboriginal blood a person was said to have. Today, a person is entitled to be identified as Indigenous if they:

- are of Aboriginal or Torres Strait Islander descent
- identify themselves as being of Aboriginal or Torres Strait Islander origin
- are accepted as such by the community with which they associate.

SOURCE 1 Author Nicole Watson describes what it was like to grow up as a light-skinned Indigenous person.

I belong to the Birri Gubba People of central Queensland, even though I live in Sydney. I have blonde hair and blue eyes; characteristics that are irrelevant to my identity as an Aboriginal person. I never chose that identity. Rather, it was a bequest from the people who reared me — my strong-willed European Australian mother and my fiery Aboriginal father...

... Throughout my teens, more than one observer casually raised the apparent clash between my light features and my Aboriginal identity. Such comments always drew a flash of pain on my father's face. As an adult, I can only imagine how horrible it must have been for Dad to hear the paternity of his child being questioned so audaciously. I still marvel at the incredible privilege that lurked behind those obtuse comments.

When strangers question my identity, they question the adults who grew me. They question the choices that were made for me and perhaps, even the love that my family gave to me, and continue to give. As painful as such interrogations have been, they will never shake my identity. I know who I am. But I do wonder what motivates the likes of Andrew Bolt [a journalist who was found guilty of discrimination for criticising people who appear Caucasian but identify primarily as Indigenous]. What dark insecurities fester in his psyche that he has a desperate need to assault the humanity of strangers?

Between 1991 and 2001 the number of people who identified as Aboriginal or Torres Strait Islander (or both) on the national census rose dramatically — from 351 000 to 517 000. This increase then was due, it is believed, to census officers' increased access to Indigenous communities and to the greater levels of acceptance for people to identify as Indigenous.

Some people view the growing number of people who identify themselves as Aboriginal and Torres Strait Islander as a positive sign. They believe it represents a growing pride in Indigenous Australia. However, there are those who have questioned the motives of people who identify as Indigenous when they have a mixed heritage. These critics have implied that identifying as Indigenous may be based on a desire to profit from this identity — a claim that is rejected by Aboriginal and Torres Strait Islander leaders. Articles written by journalist Andrew Bolt, which criticised people who appear Caucasian but identify as Aboriginal, were the subject of a racial discrimination trial in 2010, launched by nine prominent Aboriginal people mentioned in the articles.

SOURCE 2 Indigenous plaintiffs celebrate victory after journalist Andrew Bolt is found guilty of breaching the Racial Discrimination Act in the articles 'It's so hip to be black' and 'White fellas in the black'.

DID YOU KNOW

According to legal historian John McCorquodale, since the time of white settlement, governments have used 67 classifications, definitions or descriptions to decide who is Aboriginal.

4.13.2 The rights of Indigenous peoples

In the twenty-first century the United Nations has taken a more active interest in supporting the rights and freedoms of Indigenous people around the world. Of particular importance are agreements such as the International Covenant on Civil and Political Rights (ICCPR) and the Committee on the Elimination of Racial Discrimination (CERD), which has made it very clear that a 'hands-off' approach to Indigenous rights is no longer enough. In some cases, CERD has used an 'Urgent Action Procedure' to pressure countries, including New Zealand and the United States, to recognise and respect the land rights of their Indigenous peoples.

The most decisive action taken by the United Nations in relation to Indigenous people was the creation of the Declaration of the Rights of Indigenous Peoples in 2007 (see **SOURCE 3**). The Declaration was developed, over two decades, with the input of Indigenous representatives from around the world, and in direct response to requests brought to the UN Working Group on Indigenous Populations (WGIP). It embodies the rights and freedoms fought for by the world's Indigenous people throughout the twentieth century. Although the articles of the Declaration are not legally binding, the Declaration is a very important symbol, particularly for nations attempting to reconcile with their Indigenous peoples.

The right to self-determination

Importantly, the Declaration of the Rights of Indigenous Peoples officially recognised **self-determination** as a basic right for Indigenous peoples. Signatories agreed to allow their Indigenous communities to govern themselves and take charge of their own economic, social and cultural matters.

Only four UN countries voted against the Declaration in 2007. They were the United States, Canada, New Zealand and Australia. Mal Brough, Australia's federal Indigenous Affairs Minister at the time, explained:

> We haven't wiped our hands of it, but as it currently stands at the moment, it would provide rights to a group of people which would be to the exclusion of others... The best way of putting it is, it's outside what we as Australians believe to be fair.

It would take a change in government before Australia, under the leadership of Kevin Rudd, would sign the Declaration in 2009. This would finally give Aboriginal and Torres Strait Islander peoples the opportunity to determine their own future.

SOURCE 3 Articles 1–5 of the Declaration of the Rights of Indigenous Peoples, 2007

Article 1
Indigenous peoples have the right to the full enjoyment, as a collective or as individuals, of all human rights and fundamental freedoms as recognized in the Charter of the United Nations, the Universal Declaration of Human Rights and international human rights law.

Article 2
Indigenous peoples and individuals are free and equal to all other peoples and individuals and have the right to be free from any kind of discrimination, in the exercise of their rights, in particular that based on their Indigenous origin or identity.

Article 3
Indigenous peoples have the right to self-determination. By virtue of that right they freely determine their political status and freely pursue their economic, social and cultural development.

Article 4
Indigenous peoples, in exercising their right to self-determination, have the right to autonomy or self-government in matters relating to their internal and local affairs, as well as ways and means for financing their autonomous functions.

Article 5
Indigenous peoples have the right to maintain and strengthen their distinct political, legal, economic, social and cultural institutions, while retaining their right to participate fully, if they so choose, in the political, economic, social and cultural life of the State.

SOURCE 4 Some of the things Indigenous people believe are essential for a national organisation that represents them

'... the National Representative Body should primarily act as an **advocacy** and negotiation body, arguing independently from a considered and well researched base, for the domestic implementation of the Declaration on the Rights of Indigenous Peoples and other relevant and binding human rights provisions...' (Public Submission 2)

'The outcomes must be our own and we cannot feel like our funding will be cut if we stand up and speak out against a government policy or program.' (Public Submission 8)

'Any national body should collaborate effectively with the Indigenous Dialogue — the Dialogue should be the key vehicle to facilitate constitutional reform and that this process be carried out under the principles of the UN Declaration such as free, prior and informed consent...' (Public Submission 77)

'We need a balance of young people as representatives on our peak body also. It's always easy to presume we know best for our kids, but don't take the time to ask. I would like to see a balance of 50/50 men and women represented.' (Public Submission 16)

Our future in our hands

Building on the promise of the Declaration of the Rights of Indigenous Peoples, the Australian government supported the establishment of a National Congress of Australia's First Peoples. While this Congress is not the first organisation designed to represent the interests of Indigenous people, it differs in some key ways. Based on a model proposed in the *Our Future in Our Hands* report (2009), the Congress is made up of Indigenous people, with equal numbers of men and women, and representation from young people and members of both urban and rural communities. It is a private, not-for-profit company, meaning it does not rely on government funding.

Tom Calma, who chaired the committee charged with designing the Congress, explained, 'It is time for Aboriginal and Torres Strait Islander people to take control and set the agenda', Establishment of the Congress was praised by national Indigenous leaders, as well as international organisations such as the United Nations and Amnesty International.

SOURCE 5 On 19 April 2010, at the ninth session of the United Nations' Permanent Forum on Indigenous Issues, the New Zealand government announced its support for the Declaration of the Rights of Indigenous Peoples and received a chorus of cheers from 2000 Indigenous delegates in response. The announcement was followed by a traditional Maori song of thanks.

4.13.3 The next steps — recognition in the Constitution

The Australian government has given a commitment to work towards the recognition of Aboriginal and Torres Strait Islander peoples in the Australian Constitution. This recognition is about acknowledging that an Indigenous culture was flourishing on this continent many thousands of years before Europeans arrived and continues today.

The journey to constitutional change

An expert panel, which included Indigenous and community leaders, constitutional experts and parliamentarians, consulted extensively across Australia, reporting their recommendations to the prime minister in January 2012. In 2015, a Referendum Council was established to lead a national discussion on how this might be achieved. Consultations will be undertaken with both Aboriginal and Torres Strait Islander peoples and non-Indigenous groups to ensure community engagement. Partners in the

campaign include diverse groups in Australian society such as the Australian Broadcasting Commission, the Commonwealth Bank, BHP, Uniting Church of Australia, Amnesty International, and Carlton and Richmond Football Clubs. At the time of writing, the final form of the referendums that would be needed to add this recognition to the Constitution and a date for it to be put to the Australian people has not been finalised.

SOURCE 6 A summary of the recommendations made by the expert panel in their report of 2012

- **Remove Section 25** — which says the States can ban people from voting based on their race;
- **Remove section 51**(xxvi) — which can be used to pass laws that discriminate against people based on their race;
- **Insert** a new section 51A — to recognise Aboriginal and Torres Strait Islander peoples and to preserve the Australian Government's ability to pass laws for the benefit of Aboriginal and Torres Strait Islander peoples;
- **Insert** a new section 116A, banning racial discrimination by government; and
- **Insert** a new section 127A, recognising Aboriginal and Torres Strait Islander languages were this country's first tongues, while confirming that English is Australia's national language.

SOURCE 7 A quote from Noel Pearson, member of the expert panel and a descendant of the Bagaarrmugu and Guggu Yalani peoples. He is a key advocate for constitutional recognition.

The original Constitution of 1901 established a negative citizenship of the country's original peoples. The reforms undertaken in 1967, which resulted in the counting of Indigenous Australians in the national census and the extension of the races power to Indigenous Australians, can be viewed as providing a neutral citizenship for the original Australians. What is still needed is a positive recognition of our status as the country's Indigenous peoples, and yet sharing a common citizenship with all other Australians.

SOURCE 8 Sydney Swans AFL team Indigenous players Lance Franklin, Adam Goodes and Lewis Jetta stand in the centre circle next to the letter 'R' for Recognise at the Sydney Cricket Ground ahead of the Indigenous Round in 2014.

4.13 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

4.13 Exercise 1: Check your understanding

1. **HS1** What is the projected population of Aboriginal and Torres Strait Islander peoples by 2026? What are the likely causes of this increase?
2. **HS1** For a person to be considered as Indigenous, they have to meet three criteria. What are these?
3. **HS1** What crime was journalist Andrew Bolt accused and found guilty of in 2009? By whom was he accused?
4. **HS1** Who created the Declaration of the Rights of Indigenous Peoples 2007 and what is its purpose?
5. **HS1** In your own words, explain why the Minister for Indigenous Affairs, Mal Brough, believed that Australia should not sign the Declaration of the Rights of Indigenous Peoples in 2007.
6. **HS1** Did Australia eventually sign the Declaration? If so, what made the difference?
7. **HS1** Explain why the National Congress of Australia's First Peoples was created.
8. **HS1** Why is it important that the National Congress is not government funded?
9. **HS1** Explain the constitutional recognition journey in your own words.

4.13 Exercise 2: Apply your understanding

1. **HS3** In **SOURCE 1**, author Nicole Watson reflects upon the experience of being a light-skinned Aboriginal Australian.
   (a) In what ways was this experience difficult for her and for her parents?
   (b) Why do you think she chose to begin this piece with the words, 'I belong to the Birri Gubba People of central Queensland, even though I live in Sydney'?
2. **HS3 SOURCE 2** depicts some of the prominent Aboriginal Australians who filed charges against journalist Andrew Bolt. Their case was ultimately successful.
   (a) How might this photograph have looked if a similar case — in which Aboriginal Australians challenged the words of a white journalist — had been held in the 1950s or 1960s?
   (b) List some of the social changes that have occurred over the past 50 years that might have contributed to the ultimate success of the case.
3. **HS3** Evaluate what points in **SOURCE 3** could have given people like Mal Brough enough concern to cause him to be against signing the Declaration.
4. **HS3** After reading **SOURCE 4**, make a list of ideas that Indigenous people wanted to come out of the creation of a body that represents them as a people.
5. **HS3** What is the significance of the inclusion of **SOURCE 5** in this subtopic?
6. **HS3** Study **SOURCE 6**. What key words emerge and how do they sum up the movement for recognition?
7. **HS3** According to Noel Pearson (**SOURCE 7**) what would be the difference between the 1967 reform to the Constitution and the proposed recognition reform?
8. **HS3** Analyse **SOURCES 3** and **4** and select the sections that relate to self-determination. If these recommendations were followed, how might the lives of Aboriginal and Torres Strait Islander peoples change over the next decade?
9. **HS3** Study **SOURCE 8**.
   (a) How effective is the choice of an 'R' as a symbol for the recognition campaign?
   (b) What might be the advantages and disadvantages of displaying it in this way at a popular sporting event, accompanied by Indigenous sporting stars?
10. **HS4** As the Declaration of the Rights of Indigenous Peoples 2007 is not legally binding, do you think that it has any value? Explain your view.
11. **HS4** Imagine that you are the new chairman of the Board of the National Congress of Australia's First People. Write the speech that you would give in the opening meeting. It will give your motivations and set the agenda for your leadership.
12. **HS4** Write a 250-word report that explores the significance of Australia's signing the Declaration of the Rights of Indigenous Peoples and how the Declaration relates to the rights and freedoms strived for by at least one Indigenous activist, such as Charles Perkins (subtopic 4.6), Faith Bandler or Eddie Mabo.
13. **HS6** Rank all the sources presented in this subtopic in order of what you consider to be their historical significance in the struggle of Aboriginal and Torres Strait Islanders for rights and freedoms in the twenty-first century.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

4.14 SkillBuilder: Historical debate

online only

What is a historical debate?

A historical debate is an argument that reflects opposing or contesting views on an event or a period in time, the historical evidence for which may be interpreted in different ways.

Select your learnON format to access:

- an explanation of the skill (Tell me)
- a step-by-step process to develop the skill, with an example (Show me)
- an activity to allow you to practise the skill (Let me do it)
- questions to consolidate your understanding of the skill.

4.15 Thinking Big research project: Needed: Social media guru!

online only

SCENARIO

You have been given a once-in-a-lifetime opportunity, and all the technology you require, to change history. Selecting a protest movement of the past and using what you know about grassroots activism today, you will develop the first protest movement ever to go online.

Select your learnON format to access:

- the full project scenario
- details of the project task
- resources to guide your project work
- an assessment rubric.

on Resources

ProjectsPLUS Thinking Big research project: Needed: Social media guru (pro-0206)

4.16 Review

online only

4.16.1 Key knowledge summary

Use this dot point summary to review the content covered in this topic.

4.16.2 Reflection

Reflect on your learning using the activities and resources provided.

on Resources

eWorkbook Reflection (doc-31751)
Crossword (doc-31752)

Interactivity Rights and freedoms crossword (int-7663)

KEY TERMS

advocacy active support
ailan kastom (island custom) the body of customs, traditions, observances and beliefs of some or all of the Torres Strait Islanders living in the Torres Strait area
alienate to cause someone to feel isolated or separated
assimilation the process by which a minority group gives up its own customs and traditions and adopts those of the dominant culture
Australia's First Peoples an inclusive term used to refer to groups that make up the Aboriginal and Torres Strait islander community
bipartisan supported by the two major political parties
census an official, usually periodic count of a population
culpability state of guilt; being responsible or blameworthy
embassy the residence or place of official business of an ambassador, who represents a foreign country
eradicate wipe out, obliterate
folly foolishness; lack of good sense
heritage cultural traditions
inalienable belonging to a thing by its nature; not able to be taken away
incarceration imprisonment
integration policy requiring immigrants to publicly adopt the new country's culture while still being able to celebrate their own culture privately; a policy that recognised the value of Aboriginal culture and the right of Aboriginal peoples to retain their languages and customs and maintain their own distinctive communities
land rights the rights of Indigenous peoples to possess land they traditionally owned and occupied
moral relating to right and wrong behaviour
native title a 'bundle of rights' of Indigenous people to possess land they traditionally owned and continue to occupy
pastoralist a person who runs sheep or cattle on a property
precedent an action or decision on which later actions or decisions might be based; a law made by a superior court that must be applied by lower courts in future cases with the same or similar facts
referendum a ballot in which people decide on an important political issue
repatriation assistance given to ex-service men and women returning to a civilian way of life
rhetoric effective and persuasive language, sometimes used to mislead
self-determination the freedom for a people to determine their own course of action
seminal original and influential
terra nullius ('land belonging to no-one') in Australia, the legal idea that since no-one was 'using' the land when the first Europeans arrived, it could be claimed by the British Crown
treaty an agreement between two or more sovereign states (countries) to undertake a particular course of action. It usually involves matters such as human rights, the environment or trade.
unconstitutional not in accord with the principles set forth in the Constitution
unfettered unrestricted

4.14 SkillBuilder: Historical debate

4.14.1 Tell me

What is a historical debate?

A debate is an argument between two or more people in which opposing views are expressed about a particular issue. Its purpose is both to reveal the 'truth' and, in the case of a public debate, to influence public opinion. In some cases, a debate may be conducted face to face. In others, the debate may be conducted through a range of media such as newspapers and magazines.

Why is a debate a valuable source of information?

Debate is important to historians because it reveals information, not only about the issue at its centre, but about those involved in the debate as participants and audience members. In this case, you will be analysing a national debate that came to be known as the 'History Wars'. While it was sparked by the views of historian Keith Windschuttle, as expressed in his book *The Fabrication of Aboriginal History* (2002), the debate would eventually engulf university academics, writers, journalists and politicians and, of course, the Australian public.

4.14.2 Show me

How to analyse a historical debate — a step-by-step approach

One of the most challenging aspects of analysing a debate is working out what is fact and what is simply designed to 'score points' with the readers, listeners or viewers. Examine each view in turn, asking the following questions:

a. What are the major arguments made?
b. Are there any obvious flaws in the arguments presented — for example, are they simplistic, unrealistic or irrelevant?
c. What supporting evidence is given for each argument, and how accurate do you think this evidence is?
d. Are some points skimmed over or ignored? If so, why might this be?
e. Does the writer/speaker criticise the character of his or her opponent(s)? If so, what words/phrases are used to characterise them?
f. Is there any evidence of bias? If so, what is it?

The final stage of your analysis involves drawing conclusions about the validity of the arguments presented. The conclusions you draw are always open to challenge and should be revised if you find compelling evidence to the contrary.

SOURCE 1 In this excerpt from a paper presented at the Conference on Frontier Conflict (2001), Keith Windschuttle restates his belief that much of accepted Aboriginal history since settlement is a fabrication.

. . . When it is closely examined, the evidence for the claims of widespread mass killings of Aborigines turns out to be highly suspect. Much of it is very poorly founded, other parts are seriously mistaken, and some of it is outright fabrication . . . Defenders of the orthodoxy attacked my politics, my morals and my ability to do historical research, while at the same time pretending that the academics I had criticised were reliable scholars whose opinions should be trusted . . .

Unfortunately, the fictions and fabrications of our academic historians are more than matched by those created by the Aborigines themselves. Because Aborigines in the colonial period were illiterate and kept no written records, we are urged today to accept the oral history of their descendants as an authentic account of what happened in the past. My view is that Aboriginal oral history, when uncorroborated by original documents, is completely unreliable, just like the oral history of white people. Let me illustrate this with an account of the

infamous Mistake Creek Massacre in the Kimberley district . . . There are at least four versions of Aboriginal oral history about this incident . . . and all of them are different . . .

The colonial authorities wanted to civilise and modernise the Aborigines, not exterminate them. Their intentions were not to foster violence towards the Aborigines but to prevent it. They responded to violence by the Aborigines towards white settlers cautiously and reluctantly, and their overriding concern was to prevent retaliatory violence by settlers and convicts from getting out of hand.

Model

SOURCE 1 reflects the views of Keith Windschuttle. It has been used as the basis for answering questions a–f.

a. *What are the major arguments made?*
   Keith Windschuttle claims that much of what we know about Indigenous history after Australia was settled — particularly claims of massacres by white settlers — is based on poor research.
b. *Are there any obvious flaws in the arguments presented — for example, are they simplistic, unrealistic or irrelevant?*
   Windschuttle states that 'Aboriginal oral history, when uncorroborated by original documents, is completely unreliable', but he himself points out that the Aboriginal people were illiterate and were therefore unable to keep these sorts of documents.
c. *What supporting evidence is given for each argument, and how accurate do you think this evidence is?*
   The claim that Aboriginal oral history cannot be trusted is supported by an example — the Mistake Creek Massacre. According to Windschuttle, four different versions of this story have been passed down.
d. *Are some points skimmed over or ignored? If so, why might this be?*
   Windschuttle characterises the settlers in a very positive way, suggesting they wanted to 'civilise and modernise the Aborigines, not exterminate them'. He seems to ignore the idea that forcing European 'civilisation' on a community that already has its own culture may have had a negative impact on that community.
e. *Does the writer/speaker criticise the character of his or her opponent(s)? If so, what words/phrases are used to characterise them?*
   Windschuttle suggests that the historical claims made by academic historians and Indigenous Australians are 'fictions and fabrications'. He also hits back at his detractors, calling them 'defenders of the orthodoxy'.
f. *Is there any evidence of bias? If so, what is it?*
   It seems from this excerpt that Keith Windschuttle may be biased towards viewing white settlers in a positive light, and viewing both Indigenous people and many historians quite negatively.

4.14.3 Let me do it

Complete the following activity to practise this skill.

4.14 ACTIVITY

Analyse **SOURCE 2** using questions a–f detailed in the **Show me** section.

SOURCE 2 Robert Manne, a writer and academic at Melbourne's Latrobe University, has been a vocal critic of Keith Windschuttle and those who suggest that there is little proof of the deliberate mistreatment of Indigenous Australians following settlement. This excerpt is from the introduction to *Whitewash: On Keith Windschuttle's Fabrication of Aboriginal History*, a collection of essays edited by Manne and released in 2003.

. . . Windschuttle had never previously written at any length about Aborigines or the Australian frontier. In his *Quadrant* essay his starting point, for reasons that were never satisfactorily explained, was four massacres mentioned by the journalist Phillip Knightley in his new portrait of Australia. In three of these cases Windschuttle attempted to show, either by drawing on others' work or by a far from convincing chain of evidentiary reasoning, that no massacres had taken place. He also attempted to show that the tentative estimates of 20 000 Aboriginal killings on the frontier between the late 1780s and the late 1920s which had been independently arrived at by Henry Reynolds and Richard Broome, and which had been regarded as a reasonable guess by the most conservative of all contemporary Australian historians, Geoffrey Blainey, was a vast exaggeration and, indeed, a 'fabrication'.

Windschuttle, who had at that time done no systematic historical research on settler–Indigenous relations (or on anything else), claimed to know for certain that the number of Aborigines killed at the frontier had been very small. How did he know this? Windschuttle argued that because of the British settlers' Christian faith and because of their civilisation's fidelity to the idea of the rule of law, large numbers of killings could be excluded in advance as a cultural impossibility. He expressed astonishment at the discovery that Henry Reynolds' estimate of 20 000 killings, which he had previously accepted on trust, was not even based on a tabulated list of every occasion on which Aborigines had been killed. For Windschuttle, it appeared clear that a death which was unreported and thus undocumented was a death which had not occurred. (By the use of a methodology equivalent to Windschuttle's it would be possible to prove that virtually no sexual abuse of children occurred in Western societies before the 1970s.)

Windschuttle apparently could not imagine the kind of rough frontier society where settlers killed Aborigines who threatened their livestock or their lives; where such deaths went officially unidentified; and where government officials tacitly agreed, in regard to settler violence, to turn a blind eye . . .

4.15 Thinking Big research project: Needed: Social media guru!

4.15.1 Scenario

In this topic, you have seen how the internet has allowed ideas to spread quickly, with grassroots protests going national, or even global, very rapidly. We can only imagine how some of the movements for rights and freedoms of the past might have benefited from this sort of widespread, rapid promotion online.

You have been given a once-in-a-lifetime opportunity, and all the technology you require, to change history. Selecting a protest movement of the past and using what you know about grassroots activism today, you will develop the first protest movement ever to go online.

SOURCE 1 Technology allows for the easy mobilisation of huge numbers of people in support of a cause.

4.15.2 Task

Your task is to build a website for one of the following pre-internet (i.e. pre-1991) protest movements:

- The struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1962, as considered in this topic
- The 1962 right to vote federally
- The 1967 referendum

You will need to learn enough about this protest movement to be able to develop a website that is both informative and engaging for would-be protesters. This means that you must also understand who these would-be protesters could be, and what would interest and motivate them to get involved.

SOURCE 2 Indigenous rights protesters march in Melbourne, 26 January 2018

4.15.3 Process

- Open the ProjectsPLUS application in the Resources for this topic. Open the **Project set-up** tab to enter the project due date and set up your project group so you can work collaboratively. Working in groups of two or three will enable you to swap ideas and share responsibility for the project. Save your settings and the project will be launched.
- Navigate to the **Research forum**, where you will find starter topics loaded to guide your research. You can add further topics to the Research forum if you wish.
- Conduct research to find information and make notes to answer the following questions:
  - What was this protest movement designed to change?
  - Who were its leaders/instigators?
  - Who were its most enthusiastic followers?
  - What motivated people to join the movement?
  - What debates surround the movement, and what does this tell you about those who choose one side of the debate over the other?
  - What techniques have you used to try to corroborate your information and ensure that it is valid?

    The weblinks in the **Media centre** will provide a useful starting point. Remember to record details of your sources so you can create a bibliography.
- Add your research notes and source details to the relevant topic pages in the Research forum. You can view, share and comment on research findings with your group members. When you have completed your research, you can print out the **Research report** in the Research forum to easily view all the information you have gathered, if you wish.

- When you have completed your research, study some current protest websites aimed at the same target audience, and consider how they use the following elements to engage and influence the potential supporter:
  - Words
  - Pictures
  - Colour
  - Blank space
  - Any other design elements you can see
- Now design your own protest movement website, using any available web design software. Use creative design elements to create interest on your pages and ensure that information is clear and easy to follow. Your site should contain at least six pages:
  - *Home* — This is the site's landing page. It should be designed to appeal to your target demographic (that is, future protesters).
  - *Background* — This is where you need to give the potential protester a sense of when and why the protest movement began.
  - *Actions so far* — Here you should outline anything that has been fought for, and achieved, as well as other things protesters should know, such as how many people have been arrested.
  - *Future actions* — This is what the protest movement hopes to achieve in future, particularly if it grows at a rapid rate. This page gives you another chance to talk about the aims of the protest movement.
  - *Get involved* — Now that you've got your potential protesters interested, you need to give them a way to get involved. This might include sending them to a particular venue, telling them about upcoming events, or putting them in touch with the protest movement's leaders.
  - *Bibliography* — Create a reference page to detail all your source material used for the project.
- Share your completed website with your classmates and explore their websites in turn.

on Resources

ProjectsPLUS Thinking Big research project: Needed: Social media guru! (pro-0206)

4.16 Review

4.16.1 Key knowledge summary

4.2 Examining the evidence

- Until the latter half of the twentieth century the voices of Aboriginal and Torres Strait Islander peoples were largely absent from discussions about Australian history.
- Attempts have been made to address this through the inclusion of a wide range of Aboriginal and Torres Strait Islander voices from a range of sources, including oral histories and accounts, reports, commentaries and stories, as well as many other sources.
- Aboriginal and Torres Strait Islander peoples as well as non-Indigenous people have contributed to the range of resources used to examine the struggle for rights and freedoms.
- Primary and secondary sources such as films, documentaries, political commentary and official documentation are all rich sources of information to examine and interrogate.

4.3 The beginnings of an Aboriginal protest movement

- During the nineteenth and most of the twentieth centuries, Australia's Aboriginal and Torres Strait Islander peoples struggled to gain rights.
- From the early twentieth century Aboriginal protest movements became more organised with the first Aboriginal political organisations formed in the 1920s.
- The AAPA was formed by Fred Maynard to campaign for the right for Aboriginal self-determination.
- By 1937 the Aborigines Progressive Association was formed with the intention of pushing for full citizenship and parliamentary representation. It set 26 January 1938 as the Day of Mourning protest to focus concerns about the treatment of Aboriginal peoples and to set the agenda for change for the future through a 10-point plan. This was successfully received by the prime minister, although it would be a long time before the points were turned into action.

4.4 The Stolen Generations

- During the 1800s the government believed that Aboriginal and Torres Strait Islander peoples needed to be 'protected' and the policies of this time reflected this attitude.
- The *Aborigines Protection Act 1909* gave legal control of Aboriginal and Torres Strait Islander peoples to the Boards of Protection around the country, including legal guardianship over the children.
- This policy became one of assimilation, where the government believed that the best way for Aboriginal and Torres Strait Islander peoples to assimilate, or become more like other Australians, was to remove children, sometimes forcibly, from their families and raise them in institutions or foster families. This practice continued from 1910 to 1970 and adversely affected a large number of Aboriginal and Torres Strait Islander peoples, now called the Stolen Generations.

4.5 Influence on Australia of civil rights movements abroad

- The United Nations General Assembly adopted the Universal Declaration of Human Rights (UDHR) in 1948, outlining the rights and freedoms that should be enjoyed by all people. Civil libertarian and president of the United Nations General Assembly, Australian Dr Herbert Vere Evatt, was instrumental in contributing to the UDHR.
- This declaration established the international call for universal civil rights.
- The Civil Rights Movement of the 1950s and 1960s in the United States was a program of protest against racist policies that denied African Americans their civil rights.
- Aboriginal and Torres Strait Islander peoples found much in this movement to support and inspire them, especially non-violent methods of protest.
- Significant individuals such as Martin Luther King provided a role model for Aboriginal and Torres Strait Islander activists.
- Campaigns such as the Freedom Rides in the 1960s in the United States were adopted by people fighting for civil rights in Australia.

4.6 The Freedom Ride in Australia

- In 1965 Charles Perkins led a Freedom Ride in rural New South Wales where issues of racial discrimination had been identified.
- The media coverage of this event stimulated national and international pressure for reform, as well as launching Perkins and his colleagues as significant civil rights campaigners.

4.7 Being counted

- In 1962, due to continued pressure from civil rights campaigners and a growing awareness from the general population, a parliamentary amendment to the Electoral Act allowed Aboriginal and Torres Strait Islander peoples to vote, although it was three more years before Queensland put this into practice.
- The final area for constitutional discrimination was that Aboriginal and Torres Strait Islander peoples were still not counted in the national census and the only way to make constitutional change was to hold a referendum. In 1967 a referendum was held and there was overwhelming support for Aboriginal and Torres Strait Islander peoples to be counted in the census.

4.8 Torres Strait Islander rights and freedoms

- Torres Strait Islander people were recognised as a separate people after the *Torres Strait Islanders Act 1939*.
- Like the Aboriginal people, Torres Strait Islander people were not able to vote in federal elections until the passing of the Electoral Amendment Act in 1962 and not able to vote in state elections until 17 December 1965, when the Elections Amendment Act was passed, extending voting rights to all Aboriginal and Torres Strait Islander peoples resident in Queensland.
- Discrimination in rates of pay for Torres Strait Islanders who had served in World War II was finally redressed in 1983.
- The Torres Strait Regional Authority, established in 1994, deals with issues of special relevance to Torres Strait Islander culture and heritage, as well as the administration of a Torres Strait Development Plan.

4.9 The Aboriginal Tent Embassy

- In 1963 the Yolngu people from Yirrkala in the Northern Territory sent a bark petition to the federal parliament, starting the land rights movement which fought for the rights of Indigenous peoples to possess the traditional lands they had owned and occupied.
- Initially the Yolngu people received support for their claim protesting the government's decision to allow a mining company to mine on their traditional lands; however, a few years later they had their challenge turned down, a decision supported by the then prime minister. This angered many Aboriginal and Torres Strait Islander peoples.
- Aboriginal and Torres Strait Islander activists set up an umbrella outside parliament house in Canberra, with a sign labelling it the 'Aboriginal Embassy'.
- It was soon followed by a number of tents and came to represent Aboriginal and Torres Strait Islander peoples' desire to have the rights to determine their own futures.

4.10 Land rights and protests

- Despite the lack of success by the Yolngu people, a group of Gurindji workers from the Wave Hill cattle station went on strike to protest their working and living conditions. Led by Vincent Lingari, a Gurindji elder, they pushed for the return of the land to their ownership.
- This picked up public support and in 1975, Prime Minister Gough Whitlam handed back 300 000 km^2 of the Gurindji's peoples traditional lands.
- In 1982 a group of Mer Island people from the Torres Strait, led by Eddie Mabo, challenged the right of the government to prevent islanders from using their own lands. In 1992, the Australian High Court made a historic ruling that the Meriam people of the Torres Strait did have native title. This 'Mabo decision' was extremely significant for all Aboriginal and Torres Strait Islander peoples because it recognised that European settlement did not automatically wipe out native title.

- The *Native Title Act 1993* clarified any confusion following this. It was later challenged by the Wik case and the subsequent attempt by Prime Minister John Howard to alter the Native Title Act, but this was only passed with the proviso that it is subject to the Racial Discrimination Act.

4.11 Reconciliation

- In 1992 Prime Minister Paul Keating gave what is known as the 'Redfern Speech' launching the International Year of the World's Indigenous People in Redfern, Sydney. He pledged to recognise the harm caused to Aboriginal and Torres Strait Islander peoples by previous governments and to extend them social democracy.
- In 1995 Keating commissioned a report into the Stolen Generations called *Bringing Them Home* (1997), which outlined the damage done to individuals, families and communities because of the so-called protection policies.
- Despite the creation of National Sorry Day, 26 May, and the apologies of the state governments and churches, the federal government, led by John Howard by that stage, refused to apologise.
- It was not until 2008 that the federal Labor Party Prime Minister, Kevin Rudd, made a formal apology in Parliament House in Canberra, acknowledging the harm caused to Aboriginal and Torres Strait Islander peoples because of past government's policies and pledged for Australia to ensure that such injustices would not happen again.

4.12 Fighting for equity

- The struggle for equity continues for Aboriginal and Torres Strait Islander peoples.
- In 2007 the Howard government suspended the Racial Discrimination Act in the Northern Territory (NT) in response to a report indicating that child sexual abuse was rampant in many remote communities in the NT. Alcohol was banned from these communities and the spending of welfare cheques was restricted.
- The 'intervention' received mixed support, with some saying that it was a racist policy and others saying that it was needed.
- Other studies and reports, such as Closing the Gap, show that Aboriginal and Torres Strait Islander peoples are still far behind other Australians in lifestyle issues, such as life expectancy, drug and alcohol abuse, infant mortality and imprisonment rates. There have been some improvements but they are still behind the hoped-for outcomes. Education and employment data show similar gaps.
- While there have been some improvements, such as increased high school retention rates, these are still significantly behind those of non-Indigenous Australians. The government is still working to address these longstanding inequities in Aboriginal and Torres Strait Islander peoples.

4.13 The struggle continues

- The number of Aboriginal and Torres Strait Islander peoples is increasing due to higher than average fertility rates and improvements in life expectancy.
- In 2007 the United Nations created the Declaration of the Rights of Indigenous Peoples which embodies the rights and freedoms fought for by Indigenous peoples throughout the world in the twentieth century. Significantly it recognises the right to self-determination. Initially Australia refused to sign this Declaration but eventually signed in 2009.
- Currently the Australian government is working toward a referendum on changing the Constitution to recognise that an Indigenous culture was flourishing on this continent many thousands of years before Europeans arrived and that culture continues today, as opposed to *terra nullius*. This will be another step forward in the struggle for the rights and freedoms of Aboriginal and Torres Strait Islander peoples.

Timeline of the struggle for rights and freedoms (1945–present)

CE

1925 · 1930 · 1935 · 1940 · 1945 · 1950 · 1955 · 1960 · 1965 · 1970 · 1975 · 1980 · 1985 · 1990 · 1995 · 2000 · 2005 · 2010 · 2015

CE

1924
Fred Maynard founds the Australian Aboriginal Progressive Association (AAPA).

1938
Aboriginal and Torres Strait Islander peoples proclaim the 150th anniversary of settlement a 'Day of Mourning'.

1939
Indigenous men enlist for World War II.

1939
The Torres Strait Islander Act recognises Torres Strait Islanders as a separate people.

1948
The UN adopts the Universal Declaration of Human Rights.

1967
In a national referendum, 90 per cent of voters vote for Aboriginal and Torres Strait Islander peoples to be included in the national census.

1966
Indigenous workers walk off Vestey's cattle station at Wave Hill, demanding better pay and conditions.

1992
In the Mabo case, the High Court of Australia recognises Indigenous ownership of the land for the first time.

1998
Pauline Hanson's One Nation Party, which believes that Aboriginal and Torres Strait Islander peoples are favoured over non-Indigenous Australians, picks up 22 percent of the vote in the Queensland election.

1997
The Bringing Them Home report, tabled in Parliament, outlines the damage done to the Stolen Generations.

2002
Historian Keith Windschuttle causes controversy by challenging other historians' accounts of the mass slaughter of Aborigines by white settlers.

2007
The Howard government approves an emergency 'Intervention' to protect the children of remote Indigenous communities in the Northern Territory.

2008
Prime Minister Kevin Rudd delivers a formal apology to the members of the Stolen Generations.

2010
The United Nations Special Rapporteur on the Rights of Indigenous Peoples expresses grave concerns over the continuing Intervention in the Northern Territory.

2016
Discussions continue around a referendum to change Australia's Constitution to formally recognise Aboriginal and Torres Strait Islander peoples.

4.16.2 Reflection

Complete the following to reflect on your learning.

4.16 ACTIVITIES

Revisit the inquiry question posed in the Overview:

What does it take to change the hearts and minds of a nation, so they don't just tolerate the Indigenous population but respect and value them?

1. Now that you have completed this topic, what is your view on the question? Discuss with a partner. Has your learning in this topic changed your view? If so, how?
2. Write a paragraph in response to the inquiry question, outlining your views.

on Resources

eWorkbook Reflection (doc-31751)
Crossword (doc-31752)

Interactivity Rights and freedoms crossword (int-7663)

KEY TERMS

advocacy active support
ailan kastom (island custom) the body of customs, traditions, observances and beliefs of some or all of the Torres Strait Islanders living in the Torres Strait area
alienate to cause someone to feel isolated or separated
assimilation the process by which a minority group gives up its own customs and traditions and adopts those of the dominant culture
Australia's First Peoples an inclusive term used to refer to groups that make up the Aboriginal and Torres Strait islander community
bipartisan supported by the two major political parties
census an official, usually periodic count of a population
culpability state of guilt; being responsible or blameworthy
embassy the residence or place of official business of an ambassador, who represents a foreign country
eradicate wipe out, obliterate
folly foolishness; lack of good sense
heritage cultural traditions
inalienable belonging to a thing by its nature; not able to be taken away
incarceration imprisonment
integration a policy that recognised the value of Aboriginal culture and the right of Aboriginal peoples to retain their languages and customs and maintain their own distinctive communities
land rights the rights of Indigenous peoples to possess land they traditionally owned and occupied
moral relating to right and wrong behaviour
native title a 'bundle of rights' of Indigenous people to possess land they traditionally owned and continue to occupy
pastoralist a person who runs sheep or cattle on a property
precedent an action or decision on which later actions or decisions might be based
referendum a ballot in which people decide on an important political issue
repatriation assistance given to ex-service men and women returning to a civilian way of life
rhetoric effective and persuasive language, sometimes used to mislead
self-determination the freedom for a people to determine their own course of action

seminal original and influential
terra nullius ('land belonging to no-one') in Australia, the legal idea that since no-one was 'using' the land when the first Europeans arrived, it could be claimed by the British Crown
treaty a formal agreement between states
unconstitutional not in accord with the principles set forth in the Constitution
unfettered unrestricted

5 Popular culture (1945–present)

5.1 Overview

What can we discover about people of the past by studying the way they enjoyed their spare time?

5.1.1 Links with our times

Mass culture and mobilisation of young people is a relatively recent phenomenon. In the early and mid-twentieth century, only teenagers from privileged backgrounds had the opportunity to finish school and attend university. This changed after World War II as Australia experienced a period of relative peace and prosperity. A 'baby boom' followed and families were encouraged to buy a home and fill it with the latest consumer goods.

Teenagers of this 'baby boom' generation would help to end the Vietnam War and fight for civil rights, land rights, women's rights and gay rights. They were encouraged by a growing awareness of their own power, best exemplified in popular culture.

on Resources

eWorkbook Customisable worksheets for this topic

Video eLesson Popular culture (eles-2622)

LEARNING SEQUENCE

5.1 Overview
5.2 Examining the evidence
5.3 Post-war Australia — the 1950s
5.4 Sport and society
5.5 The rock'n'roll revolution
5.6 Global political and social influences on popular culture
5.7 The evolution of television as a cultural influence
5.8 The Australian film industry: post-war to today
5.9 Continuity and change in beliefs and values
5.10 **SkillBuilder:** Conducting a historical enquiry (online only)
5.11 **Thinking Big research project:** Pop culture time capsule (online only)
5.12 **Review** (online only)

To access a pre-test and starter questions and receive immediate, **corrective feedback** and **sample responses** to every question, select your learnON format at www.jacplus.com.au.

A timeline of popular culture, 1945–present

CE

1940

1945
World War II ends

1948
General Motors produces Holden, 'Australia's Own Car'.

1950

1946
Arthur Calwell introduces a new immigration scheme that will have a major impact on Australia and its culture.

November 1962
Australia wins 38 medals at the Commonwealth Games, the highest medal tally in the games' history.

1960

September 1956
Australia airs its first television broadcast.

April 1965
Prime Minister Menzies commits Australian troops to fight in Vietnam.

June 1964
Beatlemania touches down in Australia.

1970

April 1968
Dr Martin Luther King Jr is assassinated, triggering riots across America.

May 1967
More than 90 per cent of Australians vote in favour of including Indigenous Australians on the census.

June 1969
Members of New York's gay community riot when the Stonewall Inn is raided by police, sparking a worldwide gay rights movement.

1980

1973
Australia's voting age is lowered from 21 to 18.

1974
Australia qualifies for the FIFA World Cup.

1990

1980
AC/DC release their album *Back in Black*. It is currently the second highest selling album of all time.

2000

2000 Sydney hosts the Olympics.

1985
Neighbours first airs.

2010

2008
Sydney hosts Catholic World Youth Day.

2013
Holden announces it will cease manufacturing in Australia in 2017.

2020

CE

5.2 Examining the evidence

5.2.1 How do we know about popular culture?

Popular culture refers to the beliefs, attitudes and lifestyles shared by a group of people. These are reflected in their actions and in the products they choose to consume. After World War II, improvements to communications technology created a direct connection between the mass media (newspaper, television and radio) and their target audience, many of whom were teenagers. The period after World War II was a time of social turmoil in Australia, as people began to challenge the **status quo**. By analysing popular film, music, television, sport and fashion, we can better understand the sorts of things that preoccupied, motivated and inspired people during this tumultuous period.

First-hand sources

As historians, we can draw on many primary sources produced by people who lived through the events, including photos, songs, film, books, letters, newspaper and magazine articles, and interviews. Because we are considering recent history, many members of our community have lived through and remember this period, making these people a rich source of first-hand information.

SOURCE 1 In the 1960s and 1970s, many teenagers rebelled against their parents' generation by joining the anti-war movement, while others joined the Mods, Rockers or Sharpies. Each group had its own culture, with members following strict rules regarding the way they behaved, the music they listened to and the clothes they wore. In this interview, former Sharpie Alannah describes the pains she went to in order to get the right 'look'.

Cuffed pants, roman sandals were the shoes that were 'in' then — as well as platforms... Cardigans with emblems on either side. Short hair... scissor cut and flat over with one side parted — very Mia Farrow. We didn't go to the hairdressers, we went to the barbers to have our hair cut with the guys. We'd have our hair cut all the same — all on the same Saturday morning. We'd have our hair cut every two weeks because we couldn't let it grow too long.

Historical accounts

The post-war period, especially the 1960s, is widely recognised as a time of great change. Because of this, many secondary sources have been created to explore the events of this time. While some secondary sources, such as history books and documentaries, may generally be considered factual, movies and television shows offer fictitious representations of the period, even if based on true events. Their accuracy needs to be analysed and compared against other sources to identify potential **bias**.

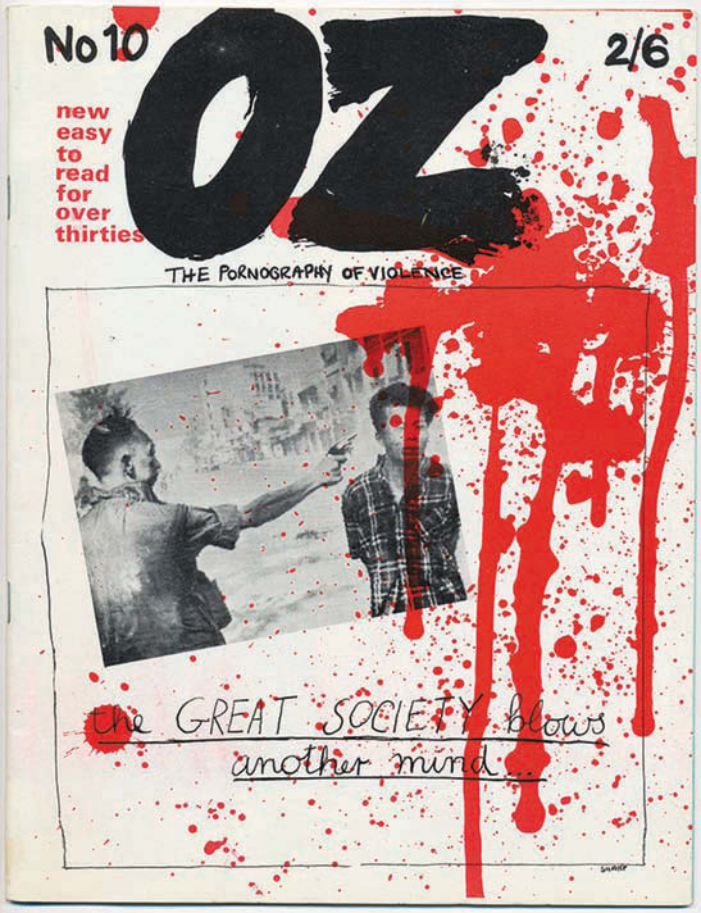
Advertising

Since the mid 1950s, advertising budgets and the range of venues in which you will find advertising, have increased dramatically. For advertising to work, it needs to capture the attention of its target audience. Because advertising is aimed at such a specific target market, it can often reveal important values of the time and place in which it was created. By influencing people to purchase products or think a certain way, advertising can also influence popular culture.

Satire

Satire can be a primary source and can take written, visual or audio forms. In the 1970s, the Sydney Push, a subculture made up of some of Sydney's most well-known young intellectuals, produced a controversial satirical magazine named *Oz*, which was known for its confronting covers and severe criticism of the government (see **SOURCE 2**).

SOURCE 2 This 1968 cover of Oz magazine carries a famous image from the Vietnam War. It shows a **Viet Cong** prisoner being executed by General Nguyen Ngoc Loan, chief of police of the South Vietnamese regime with whom the United States and Australia had allied themselves.



SOURCE 3 This advertisement for the Trans-Australian Railway was designed to entice travellers to see Australia from the comfort of a train. Like much advertising of the time, it paints a cheerful and positive picture of post-war Australia, a period in which wartime rationing and hardship were giving way to enjoyment of leisure time.

DID YOU KNOW?

Oz magazine was the subject of two obscenity trials, one in Australia and the other in England. The latter would become the longest running obscenity case in British legal history.

on Resources

Interactivity Popular culture in the 1960s and 1970s (int-6723)

Weblink *Oz* magazine

5.2 ACTIVITY

Popular satirical magazines such as *Oz* (**SOURCE 2**) were very critical of the government of the time. Research other issues of *Oz* magazine (archived online) and consider what messages the magazine might have for Australians today.

Using historical sources as evidence

5.2 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

5.2 Exercise 1: Check your understanding

1. **HS1** What is popular culture?
2. **HS1** Explain how improvements to communications technology following World War II have helped us better understand the period.
3. **HS1** What is the meaning of the term 'status quo'?
4. **HS1** Why was the period after World War II a time of social turmoil?
5. **HS1** List two important aspects of advertising for popular culture.

5.2 Exercise 2: Apply your understanding

1. **HS3** In **SOURCE 1**, the interviewee, Alannah, says that she and other Sharpie girls were influenced by an actress of the time, Mia Farrow. What does this suggest about the connection between subcultures, like the Sharpies, and mass media such as films?
2. **HS3** In what ways does **SOURCE 2** meet the definition of satire? In what ways might it differ from this definition?
3. **HS3** Which would you expect to give the most accurate depiction of history — first-hand experiences, historical accounts, expert opinion or satire? Explain your response.
4. **HS3** List the kinds of sources available to a historian in the immediate post-war period and those likely to be available to a future historian studying contemporary times.
5. **HS6** Do you believe one era's sources have more value than the other era? Explain your response.
6. **HS4** **SOURCE 3** is a 1950s advertisement for the Trans-Australian Railway. Based on the images and words used in this advertisement, what can this source reveal about:
   (a) the people of the time
   (b) their changing interests
   (c) the importance of technology?
   Use evidence from the advertisement to support your responses.
7. **HS3** How might the advertisement for travel shown in **SOURCE 3** be communicated to an audience today? Consider the style, design and the medium in your answer.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

5.3 Post-war Australia — the 1950s

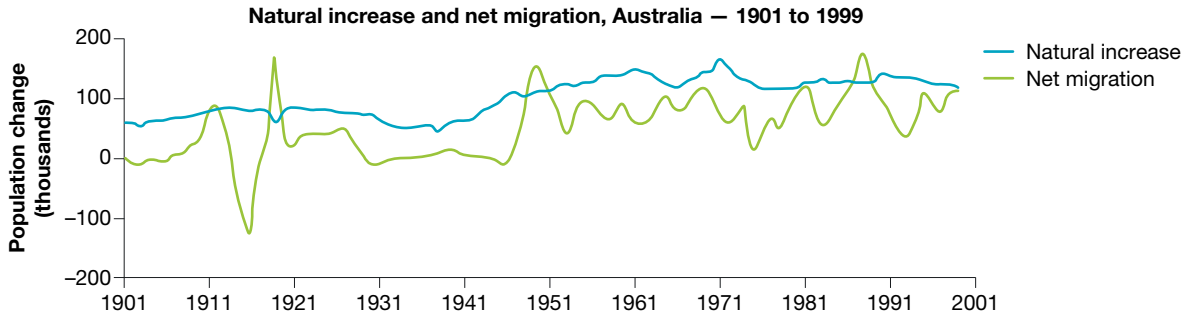
5.3.1 Populating Australia

During the 1930s, Australia had suffered a depression that, at its peak, saw 32 per cent of people out of work. Whole neighbourhoods turned into slums. Then war hit, and the country was plunged into a six-year battle that saw the mainland bombed by the Japanese and enemy submarines make it into Sydney Harbour. Australians, who had always felt great solidarity with the English, found themselves relying upon America for protection while England fought to defend itself against attack from Nazi Germany. This was a time of fear for many Australians: fear of poverty, fear of invasion, and fear that they would never be reunited with their loved ones. When the war ended in 1945, Australia rejoiced, but the soldiers returned to a country that still faced years of hardship.

The Australia to which the soldiers returned could no longer take its security for granted. The federal government, together with much of Australian society, believed that the only protection against foreign invaders was to dramatically increase the population, which at the time stood at only seven million. The ruling Curtin government set the target of increasing Australia's population by 1 per cent per year. This was largely to be accomplished by dramatically increasing the number of immigrants accepted into Australia. While many Australians recognised the need to populate the country, others feared that this would lead to a flood of undesirable immigrants entering the country. The government of the day reassured the populace that only the most suitable immigrants would be chosen and began recruiting Europeans who had been

displaced by the war, such as 'the beautiful Balts' (see **SOURCE 2**). With an influx of immigrants ready to work, the country began building major infrastructure projects such as the Snowy Mountains Scheme. These projects were designed to improve the lives of regular Australians, to supply new suburbs with much-needed power and to make a statement: Australia was on the move.

SOURCE 1 Australia's population increase during the twentieth century



Source: CBCS Demography Bulletins; ABS 1985; ABS Australian Demographic Statistics (3101.0), various issues.

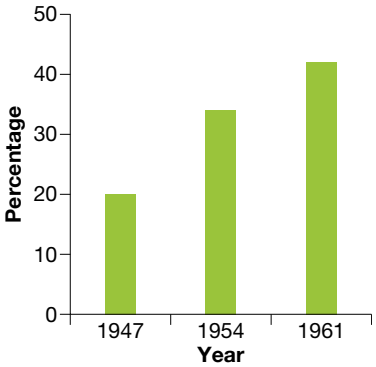
SOURCE 2 One campaign designed to reassure Australians of immigrants' suitability involved offering residency to blond, blue-eyed members of the Baltic states, who were referred to as 'the beautiful Balts'. This photograph of Baltic immigrants was taken in Victoria in 1948.

5.3.2 The nature of Australian society

Women and work

Social and economic changes after the war were slow to be felt by the women of Australia, particularly in relation to work. During the war, many women had found work in industries such as munitions production and nursing, and in the Women's Land Army. Undertaking this work gave many women a new-found sense of independence and pride. When the men returned from war, initially, women were expected to vacate their positions and resume their duties at home. However, an acute labour shortage meant that governments were forced to turn to married women to fill working roles (see **SOURCE 3**). Women in the workforce, married or single, were usually given a lower wage than their male counterparts. In 1949–50, the National Council of Women and the Australian Federation of Business and Professional Clubs petitioned for women to receive equal pay, and they were granted 75 per cent of what a man would earn to undertake the same job. It would be the late 1960s before Australian women would be granted equal pay for equal work, and the 1980s before they would be legally protected from harassment in the workplace.

SOURCE 3 Percentage of married women in the Australian female workforce 1947–61



Prosperity increases in the 1950s

As the 1950s began, unemployment was down, manufacturing was up, and the economy was growing steadily. Despite the recent influx of migrants, Australia was still a predominantly white, Anglo-Saxon society, in which the majority of people sought entertainment in film; bonded over sport and community events such as dinner-dances and church services; and learned about current affairs from radio, newspapers and the *Movietone news*. When this generation finally 'settled down', it was in comfortable, purpose-built suburbs, with quarter-acre blocks complete with a driveway for a new car. Women were not encouraged to work outside the home, but affordable whitegoods, vacuum cleaners and other products promised to make domestic chores less tedious. With this relative peace and prosperity as a backdrop, babies were born in record numbers, leading to a 'baby boom'.

The stability could not last forever. In the coming decades, world politics would once again throw the country into political turmoil, while advances in communications technology would introduce 'baby boomers' to a flood of American popular culture. The combination of these factors would cause many to question the social and political views of their parents, the nation's loyalty to its English roots and the very notion of what it meant to be 'Australian'.

SOURCE 4 In 1954, Queen Elizabeth II became the first monarch to tour Australia. At this time, the majority of Australians still considered themselves loyal subjects of the British crown. Around eight million people turned out to see the Queen during her visit.

DISCUSS

Is the monarchy more or less important to Australians today than it was in the post-war decades? In pairs or small groups, discuss and account for any change in feelings about the monarchy from then to now.

[Critical and Creative Thinking Capability]

5.3.3 Suburban life in the 1960s

By the mid 1960s, many changes were afoot around the world and although the pace of change may have been slower, Australia was no exception. In the next decade, women's rights movements would transform Australian society, but in the 1960s many women still took on traditional roles, working in 'women's jobs' until they married. Australian wages and working conditions, for men at least, were better than ever. In the suburbs, in their kitchens and living rooms, many women reigned over the domestic domain. Families gathered around the television and absorbed a largely imported American culture.

SOURCE 5 A modern artist's impression of an Australian dinner party in the 1960s

- **A** The kitchen was where a woman would spend much of her day. With sleek, modern lines and pastel colours, the kitchen radiated control, hygiene and femininity, and often sported modern appliances.
- **B** Men usually wore a suit and tie to a dinner party while women wore the latest floral designs.
- **C** For many people, the dream home of the 1960s was a brick, single-level modern design that would accommodate a growing family.
- **D** The living room was the pride of the house, with furniture and art that demonstrated the owner's style and sophistication.
- **E** Children were generally expected to remain silent unless spoken to.
- **F** Too old to hang out with the children and too young to sit with the adults, teenagers entertained themselves by listening to music, gossiping or practising the latest dance craze.

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- Overview > **Women's rights**

5.3 ACTIVITY

Investigate the participation of women in the workforce in present-day Australia. Use your research as well as the information in this subtopic to draw a graph showing participation rates from the period 1950 to 2015. Write a paragraph describing the changing trends shown in your graph. **Identifying continuity and change**

5.3 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

5.3 Exercise 1: Check your understanding

1. **HS1** What was Australia's population at the end of World War II? What percentage of today's population does this figure represent?
2. **HS1** What reason was given for Australia's need to increase its population after the war?
3. **HS1** What working roles had women undertaken in World War II?
4. **HS1** Create a timeline for women's progress towards equal pay using the dates mentioned in section 5.3.2. Add appropriate labels next to each date.
5. **HS1** Fill in the missing words in the following passage drawing on information in section 5.3.3. Australian _____ was changing in the 1960s. Men received _____ wages, while women were mostly content to work at _____. Once they were _____, many women were happy to stay at _____ in the _____. An important source of entertainment for families was _____, which transmitted a largely _____ version of culture.

5.3 Exercise 2: Apply your understanding

1. **HS3** What chronological period is covered by the graph in **SOURCE 1**?
2. **HS3** **SOURCE 2** depicts a group of 'beautiful Balts'. What did this immigration campaign suggest about the values of Australia's citizens at the time?
3. **HS3** What two aspects of Australia's population are shown over the period measured in the graph in **SOURCE 2**? Explain what each of these aspects means.
4. **HS3** There are three peaks shown in the net migration line on the graph and one very low trough. Can you explain these in historical terms?
5. **HS3** Write a paragraph explaining the data in the graph in **SOURCE 3**.
6. **HS3** **SOURCE 4** depicts crowds filling the Melbourne Cricket Ground to see the Queen during her historic Australian tour in 1954. What can you tell about Australians at this time from this image alone?
7. **HS3** What sources might the artist who created **SOURCE 5** have used as references for his artwork? Do you consider **SOURCE 5** as a primary or secondary source? Explain.
8. **HS3** Based on the information in this subtopic, briefly explain what life was like during the period of post-war Australia for:
   (a) men
   (b) women.
9. **HS5** Some of you may have grandparents who are part of the 'baby boom' generation.
   (a) Explain how this demographic group received its name.
   (b) This generation is often described collectively as having certain defining characteristics, such as being individualistic, optimistic, high-achieving and acquisitive. How valid is it to classify a whole group in this way?
10. **HS4** **SOURCE 5** is a modern artist's impression of life in the Australian suburbs in the 1960s. Create a table with two columns to compare and contrast the details of life depicted in **SOURCE 5** with details you think are representative of life in the Australian suburbs today.
11. **HS6** Evaluate the following statement: The demographic changes that occurred immediately after World War II were directly responsible for creating the Australia we see today. Use examples in your response.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

5.4 Sport and society

5.4.1 Developing a surfing culture

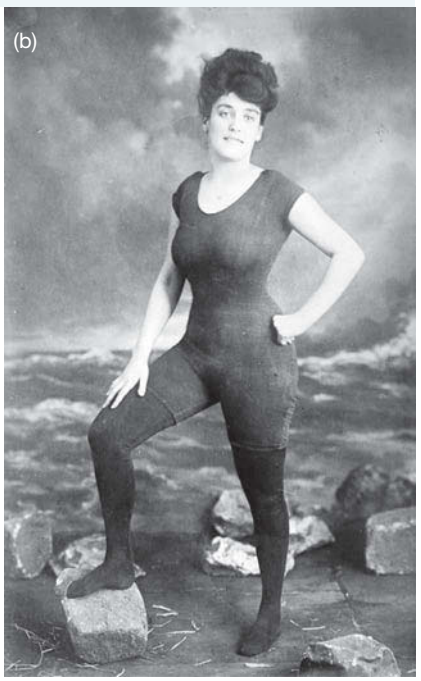
Sport has long been recognised as an important element of national identity. As free settlers arrived in Australia in the second half of the nineteenth century, they built rugby fields, cricket pitches and racetracks in an effort to recreate their English 'homeland'. Yet sport provided more than just a connection to the motherland. Both organised and informal sporting activities helped forge the characteristics of Australian communities. Sport provided a sense of community, identity and social interaction for communities often spread across vast distances. In the post-war era, while many sports teams promoted inclusiveness, others practised social exclusion and even racism.

on Resources

Video eLesson Surfies, clubbies and a changing way of life (eles-2623)

Before 1902, it was illegal to swim on Australian beaches in daylight hours. By the 1970s, Australian beach and surf culture had become a clearly defined movement with a strong focus on freedom of expression and rebellion. In the early twentieth century, mixed swimming at Australian beaches was still rare. Modest and almost full body bathing costumes (as seen in **SOURCE 1**) were still commonplace.

SOURCE 1 (a) Women in traditional bathing suits in New South Wales, 1908 (b) This one-piece suit worn by Australian film and swimming star, Annette Kellerman, was extremely controversial during the early 1900s.



DID YOU KNOW?

In September 1902 at Manly Beach, William Gocher openly defied the local regulations forbidding bathing in daylight hours and entered the water at midday in a neck-to-knee bathing costume. Despite being arrested, no charges were laid and in 1903, all-day bathing was allowed.

It was a visit from American Olympic champion Duke Kahanamokue in 1914 which introduced Australians to modern surfing (see **SOURCE 2**). With his royal Hawaiian heritage, surfing was a skill well known to the swimming champion. While on a post-Olympic tour in 1914, Kahanamokue was persuaded to demonstrate surfing to a group of bathers at Freshwater Beach in Sydney's north.

SOURCE 2 Duke Kahanamoku (pictured centre-right with a long-board over his shoulder) leaves the beach at Freshwater, Sydney, in January 1915.

Australian teenagers soon realised that their coastal beaches provided the perfect conditions for this new pastime. Yet surfing's initial popularity was significantly affected by years of conflict and national economic hardship. It was only after World War II that Australian surf culture began to flourish. The timing of Australian surfing's rise corresponded with a range of social issues which were having a wider and dramatic impact on Australian society. The peace and civil rights movements, together with growing environmental concerns, contributed to the growing popularity of surfing. As such, the sport became a focus for youth counter-culture and rebellion; it became a way for young Australians to make a statement to older generations. A series of local and international films further popularised the archetypal surfer.

SOURCE 3 Directed by Australian surfer and filmmaker Alby Falzon, *Morning of the Earth* (1971) helped popularise surfing and surf culture in Australia.

SOURCE 4 Young Australians preparing to surf in 1967.

on Resources

Video eLesson Surf culture hits Australia in the 1960s (eles-2745)

5.4.2 Going for gold

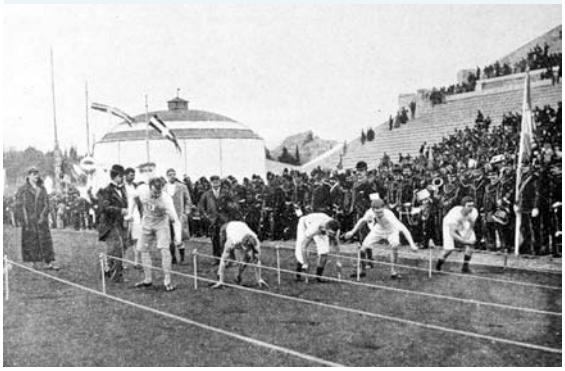
There may be no greater stage in world sport and no greater representation of inclusiveness and tolerance than that of the Olympic Games. Australia has been part of the Olympic movement since the first modern games in 1896. In fact, only Greece and Australia have participated in every Summer Olympics. Only one Australian athlete, Edwin Flack, was sent to Athens in 1896, yet his return with two gold models is, to this day, one of Australia's most successful Olympic track and field performances. Since the inaugural games, Australia's involvement has continued to grow, culminating in hosting the Olympics in 1956 and later in 2000. The games in 1956 corresponded with the official launch of television in Australia.

DID YOU KNOW?

In the 1956 Olympic Games in Melbourne, 325 Australian athletes participated, winning 35 medals: 13 gold, 8 silver and 14 bronze. This resulted in Australia being placed third after the USSR and USA on the overall medal table, an achievement not yet surpassed by an Australian team at the Olympics.

Australia's involvement in the Olympic Games and the wider Olympic movement represents our country's passion for sport but also our commitment to Olympic and Paralympic values of friendship, respect, excellence, determination, inspiration, courage and equality. The Australian government believes that the Olympic Games are an 'opportunity for nations to come together in peace and friendship' and it has a long history of service to the International Olympic Committee (IOC).

SOURCE 5 The start of the 100 metres sprint at the 1896 Athens Olympics. It was won by Thomas Burke (USA) in a time of 12.0s.



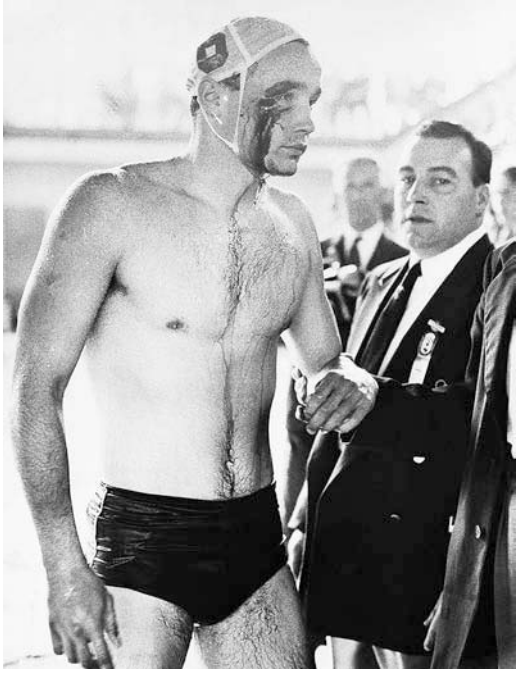
SOURCE 6 The start of the 100 metres sprint at the 2012 London Olympics. It was won by Usain Bolt (Jamaica) in a time of 9.63s.

The Olympics as a platform for political protest

Australia has also featured prominently in some of the most enduring moments of the modern Olympics. At the 1956 Melbourne games, Hungary and the Soviet Union met in a water polo game which came to be known as the 'Blood in the water' match. Just months before the Olympics, Hungarians had revolted over the Soviet control of their country. Tensions exploded during the game, with brutal tactics employed by both sides. Fearing a crowd riot, officials eventually called the game off.

In 1968, Australian athlete Peter Norman found himself embroiled in controversy surrounding a civil rights protest by his American counterparts. On the way to the medal presentation ceremony, first-place getter Tommie Smith and third-place getter John Carlos, informed Norman they intended to make a statement supporting African-American rights by raising their fists in the 'Black Power' salute. From the image in **SOURCE 8**, it may not seem as though Norman was doing much to support his fellow athletes. Yet it was Norman who suggested that Smith and Carlos wear black gloves on the dais. Norman paid a significant price for his actions, being shunned by his peers and overlooked for selection in subsequent games, despite surpassing qualification standards. Only in 2012, six years after his death, did the Australian government issue a formal apology to Norman and his family.

SOURCE 7 Hungarian water polo player Ervin Zador is led from the pool after being punched in the closing moments of the 'Blood in the water' match against the Soviet Union at the 1956 Melbourne Olympics.



SOURCE 8 Peter Norman stands in support while Americans Tommie Smith and John Carlos give the 'Black Power' salute at the 1968 Mexico Olympics.

5.4.3 Immigration, soccer and national identity

Although other codes of football, namely Australian Rules and Rugby, had already become established in Australia, it was soccer, known in Europe as 'football', that was the sport that European migrants to Australia knew and loved.

Between 1947 and 1964, more than two million migrants entered Australia under schemes designed to expand industry, or as **displaced persons** following World War II. Often, they found themselves unwelcome in the established sporting clubs and sought refuge in soccer. The high number of migrants participating in soccer led to it being labelled 'Wogball' by some white Australians.

Throughout the 1950s and 1960s, soccer remained popular with migrant communities in all states. Clubs were run by immigrants and often represented a single ethnicity. The petroleum company Ampol sponsored these competitions and sponsored a national Ampol Cup. In 1974, just one year after the official end of the White Australia policy, Australia qualified for the FIFA World Cup. Although they were beaten by East Germany (2–0), West Germany (3–0), and drew with Chile (0–0), playing at one of the biggest sporting events in the world was a major achievement and reignited interest in establishing an Australian league.

SOURCE 9 Australia play Uruguay in Melbourne (1974) as part of their preparation for the World Cup held in the same year.

SOURCE 10 Australia's soccer team (left), lined up with Chile before their 1974 World Cup match. Hailing from clubs such as Hakoah Melbourne, St George Budapest and Pan Hellenic, the team represented a mixture of ethnicities.

Ethnic tensions

The National Soccer League was established in 1977. For most of its history, it would remain fairly segregated, with players and supporters divided along ethnic lines. Of the 14 teams that competed in the 1991 season, 11 were 'ethnic': three were Italian, four Greek, two Croatian, one Macedonian and one Maltese. The 1991 final was played between South Melbourne Hellas and Preston Makedonia, replicating the tensions felt in the Greek and Macedonian communities over the disputed Macedonian territory. Throughout the match, fans from both sides taunted each other with racial slurs, leading one member of the crowd to describe the match as a 'proxy war'.

In a society that claimed to be embracing multiculturalism, this sort of ethnic intolerance was a cause for major concern. In 1992, the Australian Soccer Federation began a process of 'Australianising' soccer clubs, which included banning any club that carried the name of a foreign country, state, or place, or any name with 'political implications'. This was an attempt to stop the **xenophobia** and racism that had sometimes accompanied the sport, as well as being a business decision designed to attract corporate sponsorship.

SOURCE 11 Fans rioted at a match between Preston and South Melbourne in 2005. Afterwards, both clubs were fined for bringing the game into disrepute, and it was ruled that matches between the two clubs would be played behind 'closed doors' for the next two years.

Establishment of the A-League

The National Soccer League was succeeded by the A-League, which had its inaugural season in 2005–06. Run by Football Federation Australia (FFA), it is the top professional soccer league in Australia. The A-League is associated with the National Youth League, and the W-League for women. One year after the establishment of the A-League, Australian soccer — or football, as it is referred to by many of its fans — had its greatest victory in decades. The Socceroos, Australia's national team, defeated Uruguay to qualify for the World Cup for the first time since 1974. The team would go on to make it into the Round of 16 for the first time. They continued this success in the 2011 AFC Asia Cup, making the final, where they were defeated by Japan 1–0.

SOURCE 12 Harry Kewell tackles Dario Srna and cements his place as man of the match in Australia's win over Croatia in the 2006 World Cup.

5.4 ACTIVITIES

1. Conduct your own research to determine the most socially significant moments in Australian sporting history. Justify your choice. **Determining historical significance**
2. Fan violence at soccer games is a continuing issue in Australia and around the world. Using the internet, find two articles about this issue. Summarise the key arguments used by the respective authors. Can you detect any bias in the two articles you have found? **Using historical sources as evidence**

5.4 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

5.4 Exercise 1: Check your understanding

1. **HS1** Explain how surfing was introduced to Australia.
2. **HS1** Which global events initially restricted the popularity of surfing in Australia? Explain why these events had such an impact.
3. **HS1** Explain why there was a connection between surfing and counter-culture.
4. **HS1** For how many years has Australian been involved in the modern Olympics?
5. **HS1** In which years has Australia been the host nation for staging the Olympic Games?
6. **HS1** What does the Australian government believe about the value of the Olympic Games? Do you agree?
7. **HS1** Describe how Peter Norman demonstrated his support for the American civil rights movement.
8. **HS1** Explain how the popularity of soccer in Australia increased.
9. **HS1** How did the National Soccer League represent the different ethnicities found within Australian society?
10. **HS1** What problems did the cultural background of soccer clubs pose for state and national soccer competitions?

5.4 Exercise 2: Apply your understanding

1. **HS3** Why do you believe Annette Kellerman's bathing suit as shown in **SOURCE 1b** was considered controversial at the time? Would it be considered controversial now?
2. **HS3** Closely examine **SOURCE 2**. Identify and describe three features of interest to a historian in this photograph.
3. **HS3** Which of the sources shown in this section best represents early Australian surf culture? Explain your answer.
4. **HS3** Compare and contrast **SOURCES 5** and **6**. Identify and describe the key similarities and differences of these images.
5. **HS3** Discuss the strengths and weakness of **SOURCE 7** as a piece of historical evidence.
6. **HS3** What emotions does the image in **SOURCE 8** invoke? Are these emotions relevant in evaluating the value of a historical source? Explain your answer.
7. **HS3** Compare the scenes shown in **SOURCES 9** and **10** to those you might see in contemporary Australian soccer. Analyse and describe the key changes (both positive and negative).
8. **HS3** Soccer is often referred to as 'the world game'. Explain what this phrase means. How does **SOURCE 10** support this description?
9. **HS3** What value do photographs and written accounts of sporting events have as historical sources? Consider what else these sources could be used for apart from the documentation of sporting events.
10. **HS3** Examine the images shown throughout this subtopic. What do they tell us about the role sport plays in Australian society?
11. **HS4** Do you believe the role of sport in Australia has changed over time? Use examples to explain your answer.
12. **HS5** Provide examples of sporting events or organisations having one positive or one negative effect on Australian communities.
13. **HS5** Explain how Australian immigration patterns have influenced the development of Australian soccer.

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5.5 The rock'n'roll revolution

5.5.1 The origins of rock'n'roll

Australian popular music of the 1940s and 1950s consisted of jazz, country and big band music, and reflected the mostly conservative tastes of its listeners. Major stars of the day included the crooners Bing Crosby and Frank Sinatra. Radio stations in this era did not specialise in styles, but played a range of popular songs, usually as part of programs that focused on a particular musical genre. In the late 1950s and early 1960s, teenagers were looking for a sound that was riskier and more 'authentic' than the music their parents were listening to. They found it in rock'n'roll, a new genre of music that would take the world by storm.

SOURCE 1 Elvis Presley, the undisputed King of Rock'n'Roll in the late 1950s, was influenced by a wide range of musical traditions and styles including country and western, blues, gospel and rockabilly.

Rock'n'roll began in America and blended country and western music with the beat of rhythm and blues and the vocal power of African-American gospel music. As a blend of traditionally white and black musical styles, rock'n'roll was initially met with controversy and opposition. The prevailing conservatism of the time simultaneously hindered and helped the popularity of rock'n'roll. Teenagers were drawn to rock'n'roll's faster beats and melodies, yet they were also attracted to the social statements made by this new genre of music. In this way, a

demographic division between older and younger generations was created by the rise of rock'n'roll music. This cultural and generational divide continued to grow as the popularity of rock'n'roll increased. The emergence of rock'n'roll also corresponded with technological developments in the musical world. Electric instruments were becoming more commonplace, and radio and television both had significant influences on the popularity of rock'n'roll.

Australian rock'n'roll — the first wave

In Australia, rock'n'roll found fans in **disc jockeys** such as Bob Rogers. Previously, Rogers had achieved some fame by discovering the song 'Pub with no beer' by Australian country and western artist Slim Dusty. Now Rogers would present the first top 40 show in Australia, bringing Australian teenagers the new sounds coming out of America on his weekly radio show.

Australian teenagers had been enthralled with rock'n'roll since the movie *Blackboard Jungle* hit theatres in 1955; its soundtrack featured 'Rock around the clock' by Bill Haley. Before this, most music hits would sell around 50 000 copies in Australia. 'Rock around the clock' sold three times as many copies. For Australian teenagers, rock'n'roll represented new-found freedom and an opportunity to break away from what they saw as the old-fashioned values of their parents. As it was developing in their lifetime, young people saw rock'n'roll as their music. In this way, rock'n'roll became the first musical style to be closely associated with a distinct generation — the baby boomers.

SOURCE 2 Australian singer Lonnie Lee, who would go on to have a string of number 1 hits of his own, recalls the effect that *Blackboard Jungle* had on him when he watched it for the first time.

I can remember walking down George Street with a couple of my friends to go and see it and it was really exciting. I was — I think I was about 16 or 17 and we went into the movie and the music came on and oh, mercy, I swear you could not put it into words the incredible effect that that music had on young people knowing myself how I felt and my friends felt. And the people were thumping on the floor with their feet to the beat of the thing and clapping and yelling, it was like a live performance.

Rock'n'roll was featured across Australia in live shows organised by promoters such as Lee Gordon. Through his 'Big Show' concerts, Gordon brought a number of major rock'n'roll acts to Australia, including Bill Haley and the Comets, Little Richard, and Buddy Holly and the Crickets, and allowed Australian acts to open for them, thereby promoting the local music scene. It was on one of these tours that audiences were introduced to an Australian singer named Johnny O'Keefe (known as 'The Wild One').

O'Keefe, who had modelled himself on Elvis Presley and Little Richard, became the first Australian rock'n'roll performer to tour the United States and to break into the United States top 40. Television would also play a major role in popularising early rock'n'roll, as television shows such as *Six O'Clock Rock*, hosted by O'Keefe, presented rock'n'roll to a predominantly teenage audience.

As the 1950s drew to a close, the American rock'n'roll performers were about to face a challenge from British rock'n'roll bands including the Rolling Stones, the Animals, and, of course, the Beatles. Together, these bands would come to be known as 'The British Invasion'.

SOURCE 3 Australian rock'n'roll singer Johnny O'Keefe performing live during the Lee Gordon show at Milton Tennis Courts in Brisbane, Queensland, 1959.

5.5.2 The rise of the Beatles

The Beatles

The working-class English city of Liverpool was a grim place to grow up in the post-war years. Local teenagers were looking for a creative outlet and many found it in music. Four of the best were John Lennon, Paul McCartney, George Harrison and Ringo Starr, who together became known as the Beatles. After being turned down by all the major record labels in London, the Beatles were finally signed to Parlophone Records, which had previously published classical, jazz and comedy albums. Their first single, 'Love me do', was released in October 1962 and peaked at number 17 on the British charts. In March the following year they made it to number 1 with a song they wrote themselves, 'Please please me'. This would be the first of many hits in the singles and album charts.

The Beatles' musical style was heavily influenced by the emergence of rock'n'roll. Elvis Presley, Little Richard and Chuck Berry were among those listed by the band as formative influences. The Beatles soon developed their own musical style which, in their early years, was characterised by cheerful guitar riffs and well-blended vocal harmonies. Subsequent albums would see the Beatles' musical style evolve and diversify. The band experimented with genres including country, heavy rock and, later, psychedelic rock. Though their physical appearance may not seem outrageous compared to modern standards, the 'moptop' hairstyle worn by all four Beatles in their early days was considered to be an expression of rebellion. This added to their popularity and placed the Beatles at the centre of the rock'n'roll revolution.

SOURCE 4 Fans scream for Paul, one of the 'Fab Four', in Exhibition Street, Melbourne, in 1964.

Beatlemania arrives in Australia

Following a meteoric rise to fame in England and a string of number one hits in the United States, in 1964 the Beatles set off on a World Tour, including Australia. When their plane touched down at Sydney's Mascot International Airport on 11 June 1964, the Fab Four (as the Beatles were known) were greeted by around 2000 screaming fans. Fans' hysterical reaction to the band had become known as 'Beatlemania'.

They would make 15 appearances at venues around the country, but nowhere would they receive a reception like they did in Adelaide. Large crowds of screaming teenage fans had been expected; what wasn't expected was the turnout — estimated at between 250 000–350 000 people — which was more than a quarter of the city's population. After they left Australia, the Beatles were more popular than ever, holding the top six spots on the top 40.

DID YOU KNOW?

When the Beatles toured Australia, the DJs hosting the events failed to stop the fans from screaming through the performance, making it almost impossible to hear the music.

DISCUSS

'The 1964 Beatles tour was the most influential moment in Australian popular music.' What other evidence would you need to evaluate the accuracy of this statement? **[Critical and Creative Thinking Capability]**

SOURCE 5 John Bywaters was an Adelaide-based musician when the Beatles toured in 1964. In this excerpt with reporter Mike Sexton, he explains how he gained popularity in the post-Beatlemania hype with the Twilights.

MIKE SEXTON: But after the Beatles left and the screaming died down, the beat went on. Local musicians inspired by the visit were asking the question — if it could happen to four lads from Liverpool, then why not them?

JOHN BYWATERS: We then became sort of vacuums, or like a sponge if you like, sucking in all this new material that the Beatles started to produce and we sort of had a bit of reflected glory from them as they became popular.

MIKE SEXTON: John Bywaters played in a Beatles cover band called the Twilights which was fronted by a British migrant named Glenn Shorrock. Soon they started writing their own songs and found themselves in the charts alongside their idols.

JOHN BYWATERS: I think it's back to the migrant thing where these hip kids came from mainly England and the north of England. I think, you know, they were already into the influence of that sort of music and they came here and they made Adelaide a very vibey scene with the clubs and such like.

5.5.3 Australian rock goes worldwide

It was not long after rock'n'roll music made its way to Australia that the first home-grown rock bands began to emerge. This first wave of Australian rock was directly influenced by the new sounds coming out of the American music industry. Australian artists such as Johnny O'Keefe were part of this first wave. Although these acts were hugely popular in Australia, they struggled for international recognition. The same could not be said for artists who were part of the second wave of Australian rock. This era of Australian rock'n'roll occurred directly after the Beatles' 1964 Australian tour and its sound was heavily reminiscent of the famous British band. Part of this second wave were the Easybeats, the first Australian band to have an international rock'n'roll hit with the 1966 single, 'Friday on my mind'.

SOURCE 6 AC/DC at a performance in Hollywood in 1977.

A third wave of Australian rock'n'roll developed in the grit and grime of the 'pub rock' scene. The rise in popularity of pub rock was due, in part, to the continuing influence of TV music shows, particularly the ABC's *Countdown*, which ran from 1974 to 1987. Hosted by respected musical personality Ian 'Molly' Meldrum, this enormously popular show promoted Australian musical acts to a local audience. Bands such as Billy Thorpe and the Aztecs and later Cold Chisel, the Angels and AC/DC all emerged during this period. In 1975, members of the Easybeats produced AC/DC's first album, *High Voltage*. Fronted by Bon Scott (who was replaced by Brian Johnson in 1980), AC/DC would become mainstays on *Countdown*, endearing them to Australian audiences before they embarked upon their international career. After signing with Atlantic Records, AC/DC gained a succession of international hits, becoming one of the world's most popular and enduring rock bands over the following decades.

SOURCE 7 John Paul Young ('Squeak') and Ian 'Molly' Meldrum on the set of *Countdown*

on Resources

Interactivity The Beatles (int-6727)

Weblink Rock'n'roll in Australia

5.5 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

5.5 Exercise 1: Check your understanding

1. **HS1** What music styles were major influences on early rock'n'roll?
2. **HS1** Explain how rock'n'roll created a cultural and generational divide between teenagers of the 1950s and 1960s and their parents.
3. **HS1** Through which medium did rock'n'roll enter Australia?
4. **HS1** Using the information available to you in this subtopic, how do you explain the incredible popularity of the Beatles?
5. **HS1** Describe the musical style of the Beatles.
6. **HS1** List the different waves of Australian rock'n'roll and the artists in each wave.
7. **HS1** Explain the role the television show *Countdown* had in increasing the popularity of Australian rock'n'roll.
8. **HS1** Which band released Australia's first international rock'n'roll hit?

5.5 Exercise 2: Apply your understanding

1. **HS3 SOURCE 1** depicts a performance by one of the biggest rock'n'roll artists of all time, Elvis Presley. Based on body language and dress, what can you tell about Elvis at this point in his career? Why do you think he was so popular?
2. **HS3 SOURCE 2** describes Australian teenagers' responses to *Blackboard Jungle*. According to this quote, what was it about the soundtrack that made it so popular?
3. **HS3 SOURCE 3** shows Johnny O'Keefe in concert in 1959.
   (a) What do you notice about the audience?
   (b) What similarities and differences can you discern between this concert and a modern concert?
4. **HS3** Compare Johnny O'Keefe (**SOURCE 3**) to Elvis Presley (**SOURCE 1**). What are the similarities and differences between each source?
5. **HS3** Based upon **SOURCE 4**, who do you think the Beatles were trying to appeal to? What makes you say this?
6. **HS3** Based upon **SOURCE 5** as well as other information in this subtopic, do you think that the Beatles' 1964 tour promoted or stifled the creativity of Australian rock'n'roll?
7. **HS3 SOURCE 6** depicts a performance from one of Australia's most successful rock'n'roll bands, AC/DC, who are well known for staging exhilarating and theatrical performances. What similarities and differences do you see between AC/DC and the earlier rock acts depicted in this subtopic?
8. **HS3** Discuss the strengths and weaknesses of using song lyrics as historical sources.
9. **HS4** Explain how rock'n'roll created generational conflict in the 1950s and 1960s.
10. **HS4** Describe the development of rock'n'roll in Australia. Include references to artists and bands.
11. **HS5** Why were Australian audiences and musicians so open to influence from American musicians in the late 1950s and early 1960s? How did this change after the Beatlemania tour of 1964?
12. **HS5** How might the development of Australian rock'n'roll have helped with the development of Australia's post-war identity?
13. **HS6** In 1966, John Lennon of The Beatles caused controversy when he said 'We're more popular than Jesus now; I don't know which will go first — rock'n'roll or Christianity'. Do you agree with his statement? Justify your answer.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

5.6 Global political and social influences on popular culture

5.6.1 Music and the power of protest

The 1960s was a time of political and social upheaval. The country went to war in Vietnam. Battles sprung up at home against Australia's participation in the war and in the name of civil rights, and in support of Indigenous land rights and women's liberation. Around the world, many people took to the streets in protest, while others were inspired to create music that expressed their concerns. Musicians began to recognise that through their songs, they had an opportunity to educate and inform their listeners about political and social issues. This music became known as 'protest music'.

In 1964, Prime Minister Robert Menzies announced that the government would begin selective **conscription** of 20-year-old Australian men. While all young men of eligible age were required to register, only those whose birth dates were selected by lottery would be required for National Service. The following year, Menzies announced that Australia would send troops to assist the South Vietnamese government in combating the threat posed by the communists. The new conscripts could now be sent to Vietnam.

While many people who disagreed with Australia's presence in Vietnam took to the streets in protest, others — inspired by members of America's folk-music revival movement — put pen to paper to create protest music. Written by Johnny Young and sung by Ronnie Burns in 1969, 'Smiley' was inspired by the experiences of Normie Rowe, an Australian pop singer who was highly disturbed by the experience of fighting in Vietnam. The lyrics tell a story: *'Smiley / You're off to the Asian War / And we won't see you smile no more'*. The Vietnam War and the horrors experienced by its young soldiers would continue to inspire musicians for decades. In 1983, Australian folk group Redgum released 'I was only nineteen', in which they wrote, *'Frankie kicked a mine the day that mankind kicked the moon. God help me, he was going home in June'*.

SOURCE 1 Normie Rowe in Vietnam

Another major issue that preoccupied protest singers of the 1960s was **civil rights**. During this era, the protest against Vietnam and for civil rights went hand-in-hand. In America Bob Dylan led the musical protests around civil rights for African Americans. Many Australians supported Indigenous Australians' right to own their traditional lands (also known as 'land rights').

Protest music continued to hold a strong place in the Australian rock'n'roll scene through the 1970s and 1980s. Bands such as Midnight Oil proved that it was possible to have commercial success with socially responsible music. Contemporary Australian bands such as the John Butler Trio and hip-hop act The Herd continue to produce protest music.

SOURCE 2 On 28 August 1963, Bob Dylan, widely recognised as the pioneer of the folk-rock music style, and singer-activist Joan Baez, played in front of an estimated 250 000 people who had gathered in America's capital in support of economic and civil rights for African Americans. His song 'Blowin' in the wind' became a protest anthem.

5.6.2 The hippie movement

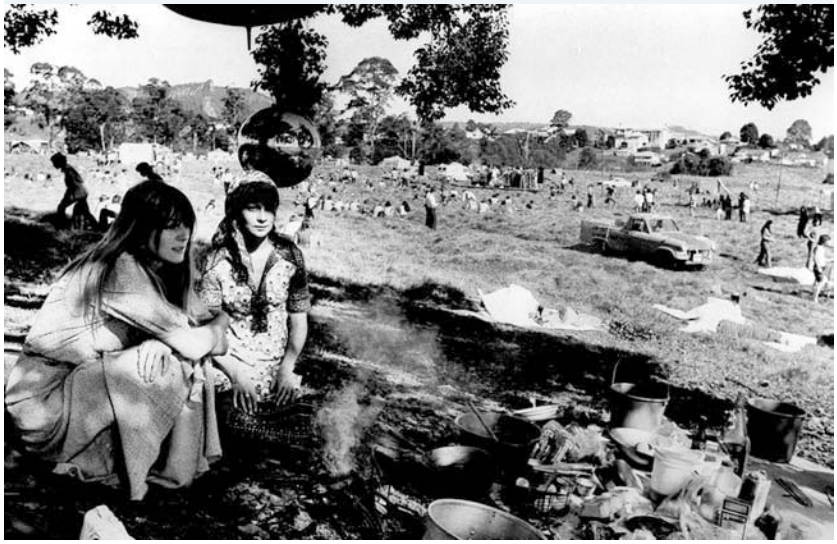
The hippie subculture emerged out of the **beat generation** of the 1950s in America, Australia, England and elsewhere. Rather than protesting as stridently as those who had come before them, hippies aimed to challenge the conventional values of regular, mainstream society by embracing a less materialistic, more communal lifestyle, and promoting a peaceful, compassionate and sustainable way of life. It could be said that they were attempting to create a **utopia**.

America's hippies and other like-minded people came together at Woodstock, a three-day, free music festival held outside Bethel, New York, in August 1969. Thirty-two musical acts performed for half a million people who danced in the rain and mud. The festival would come to be synonymous with the values of peace, love and communal living. Many of the values that underpinned Woodstock were also represented by Australia's **Aquarius** Festival, which was held in Nimbin in 1973, and attended by between 5000 and 10 000 young people from around the country. This festival was advertised with the slogan, 'From our hearts, with our hands, for the Earth, all the world together'. Many hippies decided to stay on in the Nimbin area after the festival and continue its counter-culture lifestyle philosophy.

Music festivals in Australia

In Australia, between 1970 and 1975, many outdoor music festivals were staged. The first Sunbury Music Festival in January of 1972 is often referred to as 'Australia's Woodstock'. The inaugural festival drew an audience of 35 000, all of whom camped out and lived communally for three days listening to rock, blues, soul and r'n'b (rhythm and blues) music. However, as far as music and mood was concerned, the hippie movement of peace and love was giving way to the essential Australian ingredients of sun, beer and gritty rock. Performers like Billy Thorpe and the Aztecs, Max Merritt and the Meteors and Chain showcased Australian contemporary music. The festival eventually folded in 1975 after financial difficulties that arose from the concert being rained out.

SOURCE 3 The Aquarius Festival, held in Nimbin in 1973, was designed to celebrate freedom of mind, body and spirit.



5.6 ACTIVITY

Choose a decade of the twentieth century (the 1960s, 1970s or 1980s) and conduct research into protest music from that decade. Find an example of lyrics that could be classified as 'protest' and write a persuasive essay of 400 words showing how it represents a protest against events of its time. **Analysing cause and effect**

5.6 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

5.6 Exercise 1: Check your understanding

1. **HS1** Write your own definition of protest music.
2. **HS1** What was the purpose of conscription? Which group of Australians faced conscription?
3. **HS1** List the aims of the 'hippie' movement.
4. **HS1** What values were represented at the Woodstock music festival?
5. **HS1** List the festivals mentioned in this section in order of occurrence. How did Australia's Sunbury Music Festival differ:
   (a) from Woodstock
   (b) from the Aquarius Festival?

5.6 Exercise 2: Apply your understanding

1. **HS3** What do you think the respective photographers are trying to capture in **SOURCES 1** and **2**? How are you positioned to view the subjects in the photographs?
2. **HS3** What could a historian learn from studying the photograph (**SOURCE 3**)? In your response, consider:
   (a) the gender of those shown
   (b) the age of those shown.
3. **HS3** How would you categorise the sources included in this subtopic?
4. **HS4** Are music festivals held today in Australia? Are they based on a particular philosophy or set of values as Woodstock was? If so, what are they? If not, does this suggest music is no longer a means of protest? Outline your views.
5. **HS5** What is it about protest music that has made it such a powerful form of protest? Could another form of protest have replicated the success of protest music in the second half of the twentieth century? Why or why not?

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

5.7 The evolution of television as a cultural influence

5.7.1 Welcome to television

Since it arrived in Australia in 1956, no form of mass media has been more influential in establishing and reinforcing popular culture than television. From humble beginnings, the television would become a pivotal cultural and political tool, and would help to transform the country forever. In recent years, television has gone digital, offering viewers more choice than ever, and forcing television producers to think of new ways to attract and maintain their audience.

Bruce Gyngell, a presenter on Australia's first commercial television network TCN-9, officially introduced television to the Australian public on 16 September 1956 with the words 'Good evening, and welcome to television'. The release date coincided with the Melbourne Olympics, which were held from 22 November to 8 December 1956. By the time the Olympics was broadcast, TCN-9 had been joined by HSV Melbourne and ABN-2. Other stations sprung up in the following years, including stations based in major metropolitan areas and regional or rural areas. The most popular programs of the day were produced overseas, where higher budgets allowed studios to create shows with higher production values. Local productions included quiz and musical variety shows, which had been popular during the radio era, as well as news and current affairs shows.

SOURCE 1 *In Melbourne Tonight*, one of the most popular musical variety shows of the 1950s and 1960s, was hosted by former radio star Graham Kennedy. He introduced celebrities, presided over comedy sketches and read product advertisements.

Vietnam — the first 'television war'

By 1966, only ten years after it was released in Australia, the television had become a common household item, and could be found in 95 per cent of homes in Sydney and Melbourne. Before television, listening to the radio was a family event, with a large radio found in the living rooms of most Australian homes. This trend was kept when household televisions replaced radios, with entire families huddled around a small screen. The Vietnam War was the first war to be shown on Australian television and gained the name 'the television war'. Early coverage of the war was upbeat, containing few images of the dead and focusing instead on the military's progress. However, as the conflict dragged on, and public opinion began to turn against the war, television opened a window into the more troubling stories. This culminated in the coverage of a South Vietnamese **napalm** strike on an enemy stronghold in the summer of 1972. During the attack, South Vietnamese bombers bombed their own citizens and soldiers as they ran for their lives. One of the most striking images of this event is of Phan Th Kim Phúc, a young girl burned by napalm, running down the middle of a road surrounded by American soldiers.

SOURCE 2 Neil Davis, an Australian war correspondent, captured footage from the front line throughout the Vietnam War. These stories were seen by millions of people around the world and contributed to shaping public opinion. This photograph, taken in 1973, shows him injured while in Cambodia.

Channel 0/28 — multiculturalism on screen

In 1980, Australia made history when it established Channel 0/28, the world's first ethnic television channel. The Fraser government supported the station because it believed the channel would assist immigrants in understanding Australia and would better reflect their interests. This was part of a deliberate strategy to develop a more **multicultural** nation, one that respected its residents' cultural heritage rather than attempting to force a dominant culture upon them.

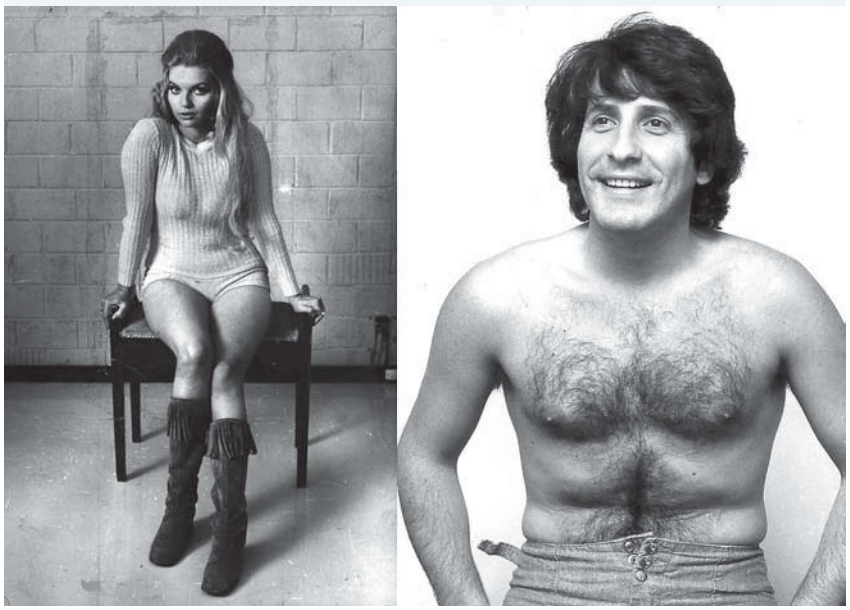
From the start, the Channel 0/28 broadcast was designed to offer a broad range of programming that would appeal to people whose interests weren't adequately covered by the other networks. On its first night, it screened the documentary *Who are we?*, which traced the history of immigration to Australia. This set the tone for the new channel, which would become known for screening movies from around the world and for covering international issues in depth within its news programs. In 1985 the channel changed its name to the Special Broadcasting Service (SBS).

5.7.2 From soapies to reality

Australia has produced a number of dramatic serials, or 'soap operas'. They typically feature an open storyline, which continues from one episode to the next, seemingly indefinitely. Early Australian soap operas included *Number 96* (1972), *The Sullivans* (1976) and *Sons and Daughters* (1982), all of which ran in prime-time slots and were important in reflecting changing social attitudes.

Number 96 was one show that courted controversy on a number of occasions. Launched in 1972 by an ailing 0–10 Network (now Channel 10), *Number 96* focused on the relationships of a group of people living in one apartment complex. The show featured a multiracial cast, frequent nudity, sex scenes, homosexuality and drug use. These racy storylines and themes had never been seen on television before. The impact of *Number 96* was exaggerated by its contrast to more conventional Australian 'soapies' such as *The Sullivans*. Viewers were confronted with representations of a changing world and this shocked and scared many Australian households.

SOURCE 3 These images of Abigail (left) and Joe Hasham (right), who were stars of the controversial television program *Number 96*, show why it may have been compelling viewing for Australians in the 1970s. At the peak of its popularity, *The Daily Mirror* newspaper claimed that 1.8 million Australian viewers had tuned in to watch. In 1977, after 1218 episodes, the show was cancelled because of falling ratings.



The genre reached new heights with *Neighbours* (1985) and *Home and Away* (1988) gaining huge popularity with predominantly teenage audiences in Australia. *Neighbours* and *Home and Away* also performed well overseas, particularly in England, because they represented a very different lifestyle than that of the British. Some Australian soap opera stars, most notably Kylie Minogue, used their new-found international stardom to become successful pop singers, while others, such as Russell Crowe, Margot Robbie, Liam Hemsworth and Chris Hemsworth, became A-list movie and television actors.

SOURCE 4 Domestic and international tourists continue to make the pilgrimage to the sets of *Home and Away* and *Neighbours* each year, where they can view the Summer Bay Surf Lifesaving Club, Alf's Bait Shop and Ramsay Street up close.

DID YOU KNOW?

The original dramatic serials were broadcast on radio during the week in daytime slots, when most listeners would be women. When the serials needed sponsorship, they approached the makers of cleaning products, including soap. This is why, even during the television era, these shows were known as 'soap operas' or 'soapies'.

Reality television 'gets real'

In the late 1990s, a new genre of television emerged from England and America known as 'reality television'. This genre took audience participation far beyond the competition of game shows or the (usually) strictly controlled documentaries of the past. *Big Brother*, once referred to as 'the mother of all reality shows', promised contestants a large cash prize if they could escape elimination by the audience over a number of weeks. Some people viewed the show as an interesting social experiment or reflection of our times, while others viewed it as degrading to participants.

Most reality television consists of a group of people put into a challenging situation and offered a substantial prize if they can survive a process of elimination. Since it requires no professional actors and can be shot entirely on location, reality television is quite cheap to produce, making it attractive to television stations. The popularity of reality television is largely due to viewers relating better to participants than to paid actors. Viewers enjoy watching normal people faced with abnormal situations. They are fascinated by flawed personality traits and are intrigued by the potential of conflict. In fact, some reality television shows have been criticised for deliberately misrepresenting participants and manufacturing conflict. Examples of popular reality TV shows include *Australian Survivor, Australian Idol, Australia's Next Top Model, The Voice* and *MasterChef*, all of which were based upon concepts developed in other countries.

The technology of television

Ever since the first television signal was broadcast in Australia, technology has dictated what Australians watch and how they watch it. In 1966, Australia received its first satellite images from the United States, a technology that would eventually allow television companies to show events live rather than waiting to broadcast recorded footage. On 20 July 1969, satellite images allowed Australians to watch Neil Armstrong

and Buzz Aldrin walk on the moon. This immediate access to information became even more important when Australian soldiers entered the Vietnam War. In 1975, colour television arrived in Australia, leading to a growing popularity in this medium, and further establishing its dominance over radio.

SOURCE 5 Australia fell in love with *MasterChef* when it was broadcast on Network Ten in April 2009. It would go on to be one of the top rating programs of the year, with an estimated 3.7 million people tuning in to the finale. The *MasterChef* format was originally developed for English television. Australia is one of more than 25 countries to have localised the show.

SOURCE 6 When it was first broadcast in 1968, *Skippy the Bush Kangaroo* was the most expensive Australian television production ever made, costing around $6000 per episode. It was the first Australian show to be widely screened in the United States, as well as 80 other countries worldwide. However, Australians would have to wait until 1975 to view *Skippy* in colour.

In recent decades, Australians have been given access to a broader range of television stations via cable television, which they pay for on a subscription basis. In 2010, Australia began the complex process of shifting from analogue to digital TV, which allows for an increasing number of television channels. However, many people, including content producers, worry that, rather than promoting a greater amount of local television production, these channels will become yet more venues for broadcasting American re-runs. The increase of internet pirates illegally downloading television shows and the rise of streaming services such as Netflix and Stan, also pose a significant threat to the future of television in Australia and around the world.

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- The globalising world > **Film and television**

on Resources

Weblink History of the ABC

5.7 ACTIVITIES

1. What do you believe has been the most significant moment in Australian television? You may need to conduct your own research in order to answer this question. Be sure to explain the reason for your choice.
Determining historical significance
2. Conduct your own research on the issue of illegal downloading of television shows. Find two articles with opposing views on the issue. Compare and contrast their main arguments.
Using historical sources as evidence

5.7 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

5.7 Exercise 1: Check your understanding

1. **HS1** With what global event did the launch of television in Australia correspond?
2. **HS1** Explain how the television could be seen as a tool for family cohesion.
3. **HS1** What impact did televised updates from the Vietnam War have on Australian families and communities?
4. **HS1** Why was the establishment of Channel 0/28 seen as a milestone for Australia?
5. **HS1** Explain the origins of the term 'soapie'.
6. **HS1** Discuss the impact of *Number 96* on Australian society.
7. **HS1** Identify and explain the reasons viewers often prefer to watch reality television rather than 'soapies'.
8. **HS1** Describe the ways in which technological changes have improved television in the period from 1956 to the present.

5.7 Exercise 2: Apply your understanding

1. **HS3** Graham Kennedy, a former radio star, was one of Australian television's first big stars. Looking at **SOURCE 1**, describe what you see, including the set, Kennedy's costume and overall 'look', and anything else that strikes you about the picture.
2. **HS3 SOURCE 2** depicts Australian investigative journalist Neil Davis. What can you tell about his style of reporting based upon this image? How might this style of reporting have given him an advantage during the Vietnam War?
3. **HS3** As you can see from **SOURCE 4**, some tourists include a tour of a soap opera set when they travel to Australia. What does this suggest about the importance of Australian soap operas to our image internationally? What sort of impression do you think that the major soap operas, *Neighbours* and *Home and Away*, give of Australia? Is this an accurate impression?
4. **HS3** Study **SOURCE 3**.
   (a) How do these images and the popularity of the television program *Number 96* support or refute the idea of Australia as a conservative society in the early 1970s?
   (b) *The Daily Mirror* newspaper that reported the 'amazing figures' of '1.8 million viewers' every night is considered a tabloid newspaper. Why might a historian be reluctant to use a tabloid newspaper as a reliable source?
   (c) Can you think of any television programs today that draw 'amazing' numbers of viewers? What explanation about the interests and views of Australian society can you offer for this popularity?
5. **HS3 SOURCES 5** and **6** represent very different television programs and television viewing habits over time. What does this change demonstrate about changes in Australian popular culture?
6. **HS3** Can all genres of television be used as historical sources? Are there some genres that are more reliable than others?
7. **HS4** Identify and explain the key changes in Australian television programs since its launch in 1956.
8. **HS4** Identify and explain the key changes in Australian television technology since its launch in 1956.
9. **HS5** How might illegal downloading affect Australian television broadcasting?
10. **HS3** Compare and contrast the images of early Australian television shown in this subtopic with those that are familiar to you from contemporary television. Make a table that summarises the main similarities and differences (include references to genre and content).

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

5.8 The Australian film industry: post-war to today

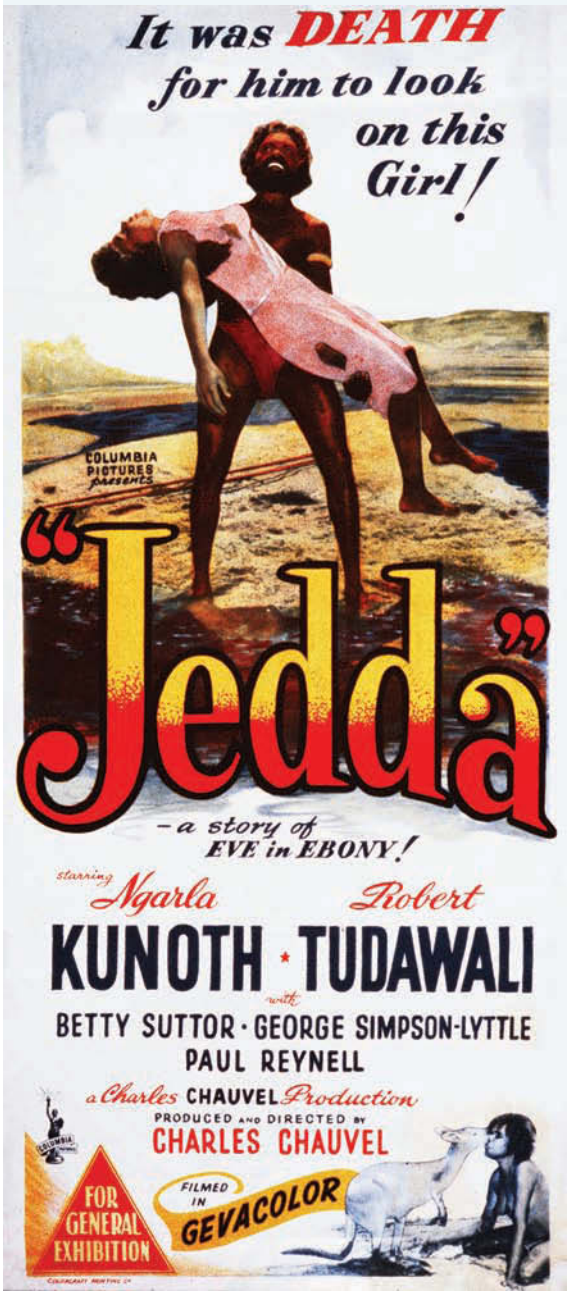
5.8.1 The growth of the Australian film industry

The Australian film industry has a long and proud history. Australian filmmakers the Tait brothers created the world's first feature film in 1906 with *The Story of the Kelly Gang*. Throughout the rest of the silent era, filmmakers would continue to create films that reflected Australia's colonial past. In the 1940s and 1950s, the industry was neglected by the government, and major productions were made possible only with investment from large British and American studios. In the 1970s, the Australian government began to invest heavily in its film industry, starting a boom period that would last for two decades. This cinematic 'new wave' would launch the careers of many of the country's best-known actors, filmmakers and on-screen personalities, and would underpin Australia's contribution to the global film industry in the decades to follow.

After the early success of the Australian silent movie industry, World War I and the Great Depression stymied further development in this new art form. Despite the disruption caused by World War II, some important films were made during this period. In the 1930s, film studio Cinesound was active producing newsreels and short documentary films. They were also responsible for the hugely popular *Dad and Dave* series of comedies. The first Australian feature film to be produced in colour was the groundbreaking movie *Jedda* (1955). Still one of the most debated Australian films, *Jedda* tells the story of a young Aboriginal girl who is brought up by a European family after her mother dies. Representing themes that are still deeply relevant in Australian society today, *Jedda* was also a film of firsts. It was the first Australian film to feature Indigenous lead actors and the first to debut at the prestigious Cannes Film Festival. After this time, however, the Australian film industry went into a decline that was almost terminal. It was only saved by tax concessions introduced by the Gorton and Whitlam governments in the early 1970s.

From 1970 to 1985, the nation produced about 400 movies, more films than had been made since film production began in Australia. During this period, the Australian government threw its support behind the industry by offering large tax breaks to encourage investment in film production, and establishing both the Australian Film Development Corporation (later renamed Film Australia) and the Australian Film Television and Radio School (AFTRS). This growth in the film industry allowed local audiences to watch films that felt truly Australian, created by home-grown directors. Popular films of the period included *Sunday Too Far Away* and *Picnic at Hanging Rock* (1975), and *Mad Max* (1979).

SOURCE 1 A movie poster for *Jedda* (1955)



SOURCE 2 *Mad Max* (1979) tells the story of a police officer in a post-apocalyptic Australian future. It was immensely popular in Australia and around the world, leading to a number of sequels and establishing Mel Gibson as an international movie star.

DID YOU KNOW?

In 2015, the fourth in the *Mad Max* film series, *Mad Max*: *Fury Road*, became the highest grossing Australian film ever, surpassing *Crocodile Dundee, Australia* and *Babe*. It also won six Oscars (from ten nominations) at the 2016 Academy Awards.

5.8.2 The Australian character in film

Since *The Story of the Kelly Gang*, Australian audiences have enjoyed watching characters test the boundaries of acceptable behaviour. Rogues, larrikins and scoundrels depicted on screen seem to have an enduring appeal for both Australian filmmakers and filmgoers. One of the first films financed by the newly established Australian Film Development Corporation was *The Adventures of Barry McKenzie* (1972). The film was written by Barry Humphries and directed by Bruce Beresford, and cost $250 000 to produce. *The Adventures of Barry McKenzie* told the story of Bazza, an ill-mannered, hard-drinking 'hero', and his 'shameless adventures in Pommyland'. The movie relied heavily upon stereotypes of Australians and the English for its humour, pitting Bazza against a cast of uptight British characters. The **ocker** comedy was a hit in Australia and Britain, and was the first Australian film to earn more than $1 million at the box office.

SOURCE 3 *The Adventures of Barry McKenzie*, made in 1972, relied heavily on Australian and British stereotypes for its humour.

SOURCE 4 Crocodile Dundee makes his entrance wrestling the crocodile that almost took his life, which is now dead and stuffed, but still makes a great impression on the tourists.

In *Crocodile Dundee* (1986), Sue Charlton, a reporter from the 'big apple' visits the Australian bush in an attempt to meet a famed crocodile hunter. Michael J 'Crocodile' Dundee is unrefined with a good sense of humour, but, unlike Barry McKenzie, he demonstrates a number of features associated with the traditional hero, such as bravery and the willingness to protect his friends. After Mick rescues Sue from a crocodile attack, she takes him back to New York, where his straightforward manner and lack of pretences charm the people he meets. A worldwide smash hit, *Crocodile Dundee* still holds the number one box office record for an Australian movie.

In 2010's *Animal Kingdom*, Jackie Weaver plays crime family matriarch Janine 'Smurf' Cody, who is willing to do anything to protect 'her boys', a criminal gang targeted by the police. A critical sensation, *Animal Kingdom* picked up numerous awards including the AFI's Best Australian Film of 2010, while Weaver received an Academy Award nomination for Best Actress. Interestingly, the success of *Animal Kingdom* both at home and abroad mirrors the success of Australia's first feature film, another crime drama, more than 100 years earlier.

SOURCE 5 In this scene from *Animal Kingdom*, Janine 'Smurf' Cody offers guidance to her criminal son Craig.

5.8.3 Influences on Australian film and the future

The Australian film industry has been entwined with Hollywood for decades. Following World War II, many films shot in Australia, such as 1959's *On the Beach*, were financed at least in part by American studios, and feature foreign actors in major roles. This practice has been heavily criticised by some people, who claim that Australian stories would be better served by using local talent. However, others claim that major international productions shot locally, including *The Matrix* (1999), *Australia* (2008), *Where the Wild Things Are* (2009) and *The Wolverine* (2013), have given Australian actors and film crews experience that would be almost impossible for them to get otherwise.

Many Australians have made it big in Hollywood in front of, and behind, the camera. These days, it is not uncommon to see an Australian actor headlining an American film (usually with an American accent), while Australian directors such as Peter Weir and Bruce Beresford have had long, successful careers in Hollywood. Since the advent of computer-generated imagery (CGI), Australian special effects studios have contributed special effects to American films such as *Finding Nemo* (2003) and *The Lego Movie* (2014) and television series including multi-Emmy Award winner *The Pacific* (2010).

SOURCE 6 The Australian government supports the idea of movies being shot in Australia, in part because of the money that can be generated through promoting Australia as a travel destination. *Australia* (2008) was shot in various locations throughout Australia and was tied to a tourism campaign titled, 'See the movie, see the country'.

The Australian film industry has also recently developed strong ties with Bollywood. The largest and most successful film industry in the world, Bollywood is the name given to the Indian film industry. Since the 1990s, the link between the two industries has become closer. Increased Indian immigration, a changing Australian diplomatic and economic focus in Asia and strong cultural links, including a shared colonial heritage, have assisted the development of this relationship. Many Bollywood films have been shot in Australia and several Australian actors and personalities have featured in them. Even former Australian Test cricketer Brett Lee has starred in Bollywood movies!

SOURCE 7 In 2015, former Australian cricketer Brett Lee starred in the Bollywood-style feature film *UNindian*. The movie was set in Australia and funded by the Australia India Film Fund, whose aim is to 'fund India-centric films for a global audience'. Its box office takings were $133 910.

Cinema versus living rooms

In the five years following the introduction of television to Australia in 1956, cinema ticket sales fell drastically, resulting in the closure of many cinemas. Film studios, film distributors and cinemas responded by offering audiences productions that were shot and exhibited in Cinema Scope, a format that was twice as wide as it was tall, creating a very different experience to watching a television screen. Another important innovation was the drive-in — an open-air cinema designed to accommodate cars full of people. Throughout the 1960s, drive-ins grew in popularity by bringing together two things that suburban families loved: cars and films. By the end of the 1960s, there were 230 drive-ins in Australia.

In 1975, Australia's first Multiplex, the Hoyts Entertainment Centre, opened in George Street, Sydney, with movies showing on seven screens. This signalled the development of multiplexes around the country and the gradual decline of single-screen cinemas. Despite this major innovation, in 1975 Australian cinemas faced another threat from television as black and white went colour. Within three years, around two-thirds of homes in Melbourne and Sydney had a new colour television, and cinema attendance had fallen by more than 30 per cent. This pattern was repeated with the release of the video recorder, which grew in popularity throughout the 1980s.

Today, movie studios and cinemas continue to search for new and innovative ways to package their product in order to bring audiences into the cinema. Some strategies that have become popular in recent years have been to release films in 3D, and to appeal to cinema goers' sense of occasion by serving food and drinks within the movies, and offering customers a more luxurious experience. Cinemas have also experimented with showing live events such as theatrical performances, opera and ballet. In 2010, Hoyts formed a partnership with television station SBS, the official broadcaster of the FIFA World Cup, and showed a series of live matches, in 3D, in Australia and New Zealand.

SOURCE 8 Hundreds of cars parked at the Sundown Drive-In in Canberra, 1970

SOURCE 9 Cinemas have tried to entice people to go out to see films by offering a more luxurious experience, serving food and drink in a smaller, more intimate theatre with larger seats.

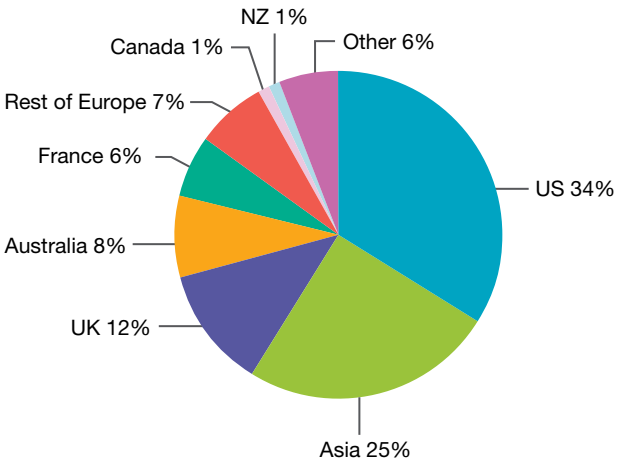
The future of Australian films

The future of Australian film (as well as the film industries of other countries) is under threat from the recent rise of illegal downloading. Making **bootleg** copies of movies has occurred for years in cinemas across the world. Most recently, bootlegged DVDs were commonly sold at markets around Australia. It is now even easier to find high quality copies of newly released movies online. These movies can be downloaded for free and watched in the comfort of your own home. The rates of illegal downloading have increased so dramatically in Australia that the federal government introduced the Copyright Amendment (Online Infringement) Bill (2015). This legislation seeks to implement tighter regulations on the downloading of music, television and movies. Such controls are necessary if the Australian film industry is to survive. Box office tickets and official DVD sales are two of the main forms of revenue for film studios. If Australians are downloading movies instead of paying to see them either in a cinema or at home, then less money will be earned by film studios. This will significantly reduce their ability to create films in the future.

More than half (57 per cent) of the films released in Australian cinemas over the past 31 years have come from the US. However, 2007 marked the beginning of a downward trend, with the US share falling below 50 per cent for the first time in 27 years in 2010 and reaching an historical low of 34 per cent in 2014. Nevertheless, US films earned 88 per cent ($883.7 million) of the total box office ($998.0 million) for all films released in Australia during 2013.

Recent data from Screen Australia suggests that Australians are returning to the cinema and that Australian films are increasing their share of box office takings. In 2018 box office takings were $1.245 billion (an increase of 3.1 per cent from the previous year). Box office earnings for Australian films were up by 13.8 per cent at $56.2 million.

SOURCE 10 Origin of films released, 2014



DISCUSS

'The Australian film industry is doomed unless the illegal downloading of movies is stopped.' Do you agree or disagree with this statement? Explain your response. **[Ethical Capability]**

Explore more with myWorldHistoryAtlas

Deepen and check your understanding of the topic with related case studies and auto-marked questions.

- The globalising world > **Global media**

on Resources

Weblink Australian Screen

5.8 ACTIVITY

Individually or as a group, design a new, more appropriate, poster for the movie *Jedda*.

Using historical sources as evidence

5.8 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

5.8 Exercise 1: Check your understanding

1. **HS1** Cinesound was an early Australian film studio. Upon which style of film did the studio focus?
2. **HS1** What was unique about the 1955 film *Jedda*?
3. **HS1** Explain how the Gorton and Whitlam governments saved the ailing Australian film industry in the early 1970s.
4. **HS1** Study the characters mentioned in this subtopic. For each of them, describe their personalities and explain how they represent members of Australian society.
   (a) Barry McKenzie
   (b) Mick 'Crocodile' Dundee
   (c) Janine 'Smurf' Cody
5. **HS1** Based on the descriptions provided in this subtopic, which movie provides the most accurate representation of Australian culture?
6. **HS1** Stereotypes are frequently used to depict characters in film. Why do you believe this is so?
7. **HS1** Explain how the relationship between American and Australian film studios developed.
8. **HS1** How do Australian companies currently contribute to the American film industry?
9. **HS1** What recent developments have assisted the formation of a close relationship between the Indian and Australian film industries?
10. **HS1** Explain how the rise of television influenced the popularity of cinema.
11. **HS5** Does illegal downloading of films have a positive, negative or neutral effect on the Australian film industry?

5.8 Exercise 2: Apply your understanding

1. **HS3** Examine the movie poster for *Jedda*.
   (a) How are Indigenous Australians represented in this poster?
   (b) How does this representation reflect the understanding of Indigenous Australian culture during the 1950s?
2. **HS3** Based upon the scenes depicted in **SOURCES 3** and **4**, what do Barry McKenzie and Crocodile Dundee have in common? How might they differ? What might their depictions suggest about the way Australia changed between 1972 and 1986?
3. **HS3** Compare the movies referred to in **SOURCES 6** and **7**. Which film do you think filmgoers might prefer to visit a cinema to watch and why?
4. **HS3** Compare **SOURCES 8** and **9**.
   (a) Which cinematic experience would you prefer and why?
   (b) Which cinematic experience do you believe would appeal more to Australian cinema goers?
   (c) More than 230 drive-ins were once located across Australia. What factors have contributed to the decline of drive-ins?
5. **HS3** Referring to **SOURCE 10**, answer the following questions:
   (a) What was the country of origin of (i) most films released in Australia in 2014? (ii) the fewest number of films released in Australia? Can you suggest a reason for both figures?
   (b) Based upon this graph and caption, can you make any prediction about the future of the Australian film industry?
6. **HS3** Evaluate the following statement: 'As movies are mostly works of fiction, they have no use as historical sources.'
7. **HS3** Using the sources in the subtopic, as well as your knowledge of Australian cinema, construct a graphical representation (flow chart or similar) showing the major developments in Australian post-war film.
8. **HS4** The Australian film industry has been forced to change to suit the habits of the Australian people. Discuss these changes and how they have influenced Australian cinematic experiences.
9. **HS4** What do you think is the appeal of rogues, larrikins and scoundrels to the Australian filmmaker and filmgoer, and will this appeal continue?
10. **HS5** What do you believe is the greatest threat to the future of the Australian film industry?
11. **HS5** Why do you think the rate of illegal downloading of movies in Australia has increased so dramatically?
12. **HS5** Identify and explain any policies or strategies governments can implement to support the Australian film industry.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

5.9 Continuity and change in beliefs and values

5.9.1 Advance Australia fair?

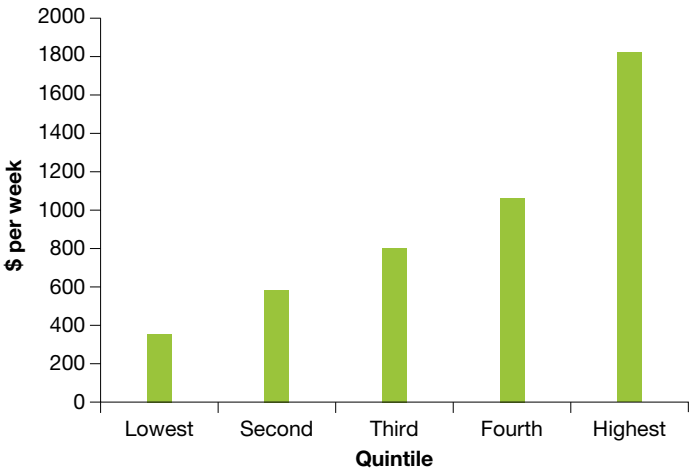
From 1945, as the British Empire lost its influence in Asia, Australia began forging closer ties with its Asian neighbours and the United States. Australia also changed its immigration policies between the late 1940s and the last decades of the twentieth century. From the 1960s onward, it responded to major social changes that were sweeping much of the world. These moves would have major implications for Australia — socially, politically and culturally. Although Australia had traditionally considered itself to be an egalitarian nation, this period of social upheaval would force many people to question just how fair the nation was towards all its citizens. Events, particularly in the 1970s, would lead many Australians to question the extent to which Australia was a truly democratic nation. And it was also during this turmoil that the country would finally break free from some long-held religious prejudices.

Australians have traditionally considered our nation to be an **egalitarian** society; that is, one that values equality and fairness. Some people have even referred to Australia as a 'classless society' because every member of society, in theory, has the opportunity to succeed. However, in 1945, there were a great number of people whose voices were left out of the national debate, including Indigenous Australians, non-white immigrants, homosexuals and many women. It would take decades for Australia to become a society that would truly value citizens of any colour, sexual orientation, religion and gender.

But in some ways Australians have become less equal since 1945. Today, while it is possible for people from a range of backgrounds to get an education, gain employment and become productive members of society, many Australians still live in poverty, and lack access to education, healthcare and other essential services. In the past 70 years, Australia has also seen the gap widen between its poorest and richest citizens (see **SOURCE 1**). For those living in poverty, the concept of egalitarianism can seem more myth than reality.

Recent statistics from the Australian Bureau of Statistics (ABS) reveal that although average weekly incomes have increased significantly since 2005 (from $843 to $1009 in 2016), average household debt has almost doubled since 2003–04. This is due to increasing house prices in the major capital cities.

SOURCE 1 Australian income inequality $ per week, by quintile



Source: ABS (2013) Household income and income distribution, Australia, 2011–12.

SOURCE 2 This extract from the article 'Still working for the man? Women's employment experiences in Australia since 1950' suggests gender inequality in work remains an issue for women in Australia.

The changes in Australian society since 1950 have been profound. From a minority of women in paid work in 1950, it is now the norm to combine both paid work and family care across the life course. The reality of the male breadwinner exists in a minority of families, as both women and men contribute to the family funds in the majority of households. Major changes have occurred in the conditions of work for women. Whereas lower wages for women were the law in 1950, this is now forbidden through anti-discrimination and industrial legislation. Equal opportunity at work and equality of conditions and rewards are now the law.

What kind of working world do the grand-daughters of those women of the 1950s face? They are the most highly educated cohort with more women than men possessing university degrees. They will spend longer than their grandmothers in the paid workforce and can enter any occupation and industry and expect equal pay with

their male co-workers. They can expect organisations (at least those with more than 100 employees as set out in the legislation) to have employment equity programs that consider and address equity issues. What is the current reality at work? There are many more opportunities for women to enter the workforce but these opportunities decrease if women choose to move to managerial ranks. Most managers are men. Women may be constrained in their choices by hostile organisational cultures and lack of practices that assist with managing both paid work and family care. Are women still working for a man? Most probably.

The power of democracy

A democratic society is one in which the people have the power to determine the laws and actions of the state. Australia has one of the oldest continuous democracies in the world. In 1945, all white Australian adults over 21 were entitled to vote in the federal election. This right did not extend to most Indigenous Australians. In 1962, as the civil rights movement built up momentum in Australia and overseas, the Menzies government extended the vote to all Aboriginals and Torres Strait Islanders (see subtopic 4.7). In 1971, Liberal senator Neville Bonner became the first Indigenous person to sit in Parliament. It was not until 2016 that Linda Burney became the first Indigenous woman to be elected to the House of Representatives.

In 1975, Australian democracy was put to the test when the Labor prime minister, Gough Whitlam, was dismissed by the Governor-General, Sir John Kerr (see topic 8). This dismissal was due to many reasons. One reason was because the government's supply of money had been frozen by the Opposition in the Senate. This made it impossible for the prime minister to govern the country.

The Whitlam dismissal was significant because it was the first time that many Australians realised that the governor-general (who was appointed by the prime minister to represent the Queen) could sack an elected prime minister. Despite the unsettling nature of this decision, the response by all parties demonstrated the strength of Australian democracy. All parties, including the Labor Party and trade unions, agreed to resolve their issues though the established democratic process.

SOURCE 3 Gough Whitlam watches on as the Governor-General's secretary reads the notice dismissing him in November 1975.

Today, all Australians aged 18 and over are required to vote in state/territory and federal elections. Each person's vote is cast in secret and recorded on a ballot (list of candidates); ballots are counted by independent monitors. Donations to political parties above a certain level must be disclosed. The whole electoral process is designed to be as fair and inclusive as possible, and is a great source of pride for many Australians.

5.9.2 Religious tolerance in a changing society

Technically, Australia is a secular society. This means that there is no official religion in Australia and governments are forbidden to promote one religion above others. Despite this, religious observance is still an important part of Australian society. In the 1940s, most of Australia's **Anglo-Celtic** population identified themselves as Christian (either Protestant or Catholic). It was expected that these people would attend church at least once a week. Followers of these faiths wore their 'Sunday best', and church-sponsored events, including dances, were a common meeting place for girls and boys. However, there was still a large religious divide between these denominations.

When World War II ended, most Australians considered themselves loyal to England, the 'mother country'. Many of these people viewed Catholics, who had traditionally immigrated from Ireland rather than England, as unreliable, superstitious and even disloyal to Australia. It was not uncommon for a job to be advertised accompanied by the disclaimer, 'Catholics need not apply'. At this time, a 'mixed marriage' referred to marriage between a Protestant and a Catholic. It was an act that could break families apart. Catholics who were married in a Protestant church were excommunicated, which meant they were denied membership to the Catholic Church, a fate that befell Ben Chifley, who was prime minister in the late 1940s. Despite the potential damage that it could cause, one in five people chose to marry outside their faith prior to 1960.

SOURCE 4 In an opinion piece written for the *National Times* in 2009, Siobhan McHugh reports on the Protestant/Catholic divide that was ever-present in Australia during much of the early twentieth century.

HOW THE IRISH ROSE ABOVE AUSTRALIA'S SOCIAL APARTHEID

Religion in 'Anglo-Celtic' Australia was code for identity: it branded you as part of the Protestant Ascendancy or the Catholic 'Bog Irish'. To marry across these entrenched divides was nothing short of consorting with the enemy for many...

One Randwick man was cut out of three wills for marrying a Catholic — yet his nominally Anglican parents did not even attend church regularly. It was all about upholding Englishness and Empire, about fealty [loyalty] not faith. On the Catholic side, the hatred was just as strong, fuelled by memories of the Irish famine of the 1840s, which halved the population through death, disease and emigration, as the English exported food from Ireland. After one Maitland woman, Julia O'Brien, eloped with her Protestant lover, her father forbade the mention of her name and spurned her deathbed visit. When Julia died in childbirth, neither side would help with the children, who had to be placed in an orphanage. The eldest went on to reject all religion...

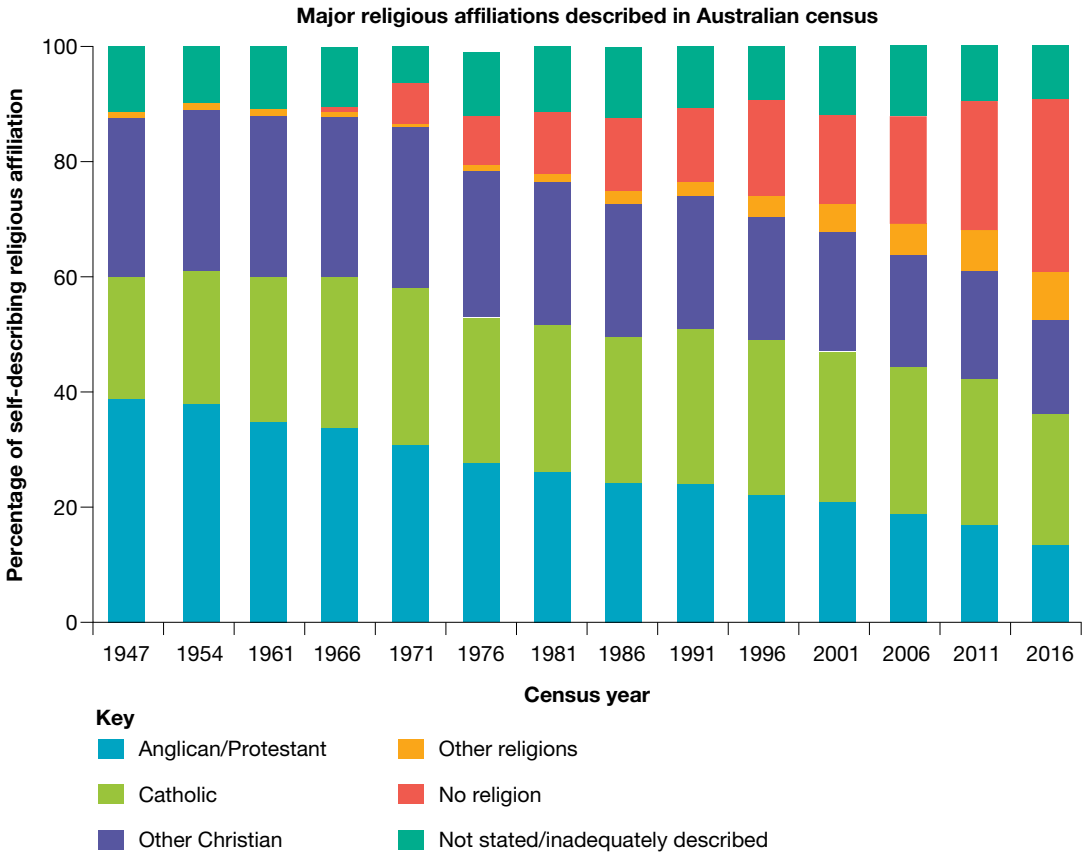
Changing attitudes to religious practice

Some of these long-held prejudices would start to be broken down as a tide of European migrants reached Australia's shores following World War II. Suddenly, the number of Roman Catholics (many from Italy) increased dramatically, along with members of other Christian denominations, such as the Greek Orthodox church, which challenged the supremacy of the Anglican church. Another significant milestone occurred following the 1963 federal election. The largely Protestant Coalition government approved state aid for Catholic schools (and other non-government schools). Labor Prime Minister Gough Whitlam consolidated this in 1972 when he tripled the amount of state aid given to all schools. From this point onwards, it could be said that the religious intolerance that had marked much of Australia's early history had finally begun to crumble.

With Whitlam's abolition of the White Australia policy in 1973, the nation opened its arms, and its borders, to people from across Asia, greatly increasing the number of practising Buddhists, Hindus and Sikhs in Australia. Between the 1980s and the present, an influx of immigrants from the Middle East and, more recently, Africa has led to an increase in the number of practising Muslims. Throughout this era, growing support for multiculturalism has led to an increasing level of religious tolerance within the community.

In recent years, it has also become more common to hear some political leaders referring to their faith in election campaigns and other interviews. This has become a point of debate for some people, who fear that such religious politicians may be unable to choose between their religion and the needs of the country, particularly when dealing with controversial issues. The recent debate over marriage equality is an example of how social and political issues can be influenced by religious beliefs.

SOURCE 5 This graph shows the proportion of the Australian population that identifies with various religions according to census data collected since 1947.



5.9 ACTIVITIES

1. Conduct a 'four corners' activity on the following statement: 'Religion in Australia is a unifying force, not a divisive force.'

   To do this, first of all divide into four groups according to whether you strongly agree, agree, disagree or strongly disagree with the statement. In your group, discuss your perspectives on the issue to discover why you hold this view. Now swap with someone in an opposing corner (e.g. strongly agree with strongly disagree) and discuss your differing perspectives. Try to discover why you hold opposing views.

   Then answer these questions:

   (a) How did it feel to discuss the issue with someone who held the same view as you?
   (b) How did it feel to discuss the issue with someone who held the opposing view?
   (c) How well were you able to understand and appreciate the opposing view?

   [Intercultural Capability]; [Personal and Social Capability]

2. Complete an image search for 'marriage equality rallies' using an internet browser. Examine these images and make a list of the slogans written on placards held by protesters.

   (a) According to the placards, what did protesters want to change?
   (b) Are any political organisations represented in the crowds? If so, which ones are present and why do you think they attended these rallies?

   What do you see as the historical significance of this debate around marriage equality?

   Using historical sources as evidence

3. 'Religion in Australia is a unifying force, not a divisive force.' Discuss this contention in small groups and develop for and against arguments. Conduct some research on religious forces in Australia after World War II to support your arguments. **Analysing cause and effect**

5.9 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

5.9 Exercise 1: Check your understanding

1. **HS1** In your own words, define the terms 'egalitarianism' and 'democracy'.
2. **HS1** Explain the ways in which Australia both is and is not an example of an egalitarian society.
3. **HS1** To the best of your knowledge, explain how it might be possible for inequality between a country's rich and poor populations to develop.
4. **HS1** Prime Minister Gough Whitlam was sensationally sacked by Governor-General Sir John Kerr in 1975. If Whitlam was elected by the Australian people, explain how his sacking was an example of democracy in action.
5. **HS1** In 1940, what was the predominant religion in Australia?
6. **HS1** After World War II, a distinct anti-Catholic sentiment existed in Australia. What was the origin of this ill-feeling towards Catholics?
7. **HS1** Explain how the abolition of the White Australia Policy led to increased religious freedom and tolerance in Australian communities.
8. **HS1** Provide an example of how the religious beliefs of politicians can increase policy decisions.

5.9 Exercise 2: Apply your understanding

1. **HS3** Using the graph in **SOURCE 1**:
   (a) compute the difference between the weekly income of Australians in the lowest and highest quintile
   (b) compute this as an annual income. What statement can you make about the results you obtain in relation to income equality between Australians?
2. **HS3** What issue is being explored in **SOURCE 2**? What changes in Australian society are outlined in the source? Can you detect any bias in this source? What would you need to know in order to establish whether the source was biased?
3. **HS3** Examine **SOURCE 5**. What were the largest religions at the middle of each decade between 1945 and 2006?
4. **HS4** Based on your answer to question 3 and your current knowledge, how do these changes reflect Australia's changing immigrant intake? What do these changes suggest about Australia's changing attitude toward religion since 1945?
5. **HS3** How reliable are statistics as a source for showing broad patterns of change over time? What might be their limitations?
6. **HS5** Based on this subtopic and your own observations, do you think it is accurate to describe Australia as a classless society? What factors have contributed to this description of Australia by historians and commentators?

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

5.10 SkillBuilder: Conducting a historical inquiry

online only

What is a historical inquiry?

Historical inquiry is a process that involves formulating inquiry questions, identifying evidence such as primary and secondary sources, then interrogating, interpreting, analysing and evaluating those sources in order to reach conclusions about an event or events from the past.

Select your learnON format to access:

- an explanation of the skill (Tell me)
- a step-by-step process to develop the skill, with an example (Show me)
- an activity to allow you to practise the skill (Let me do it)
- questions to consolidate your understanding of the skill.

5.11 Thinking Big research project: Pop culture time capsule

online only

SCENARIO

You have bought a one-day time-travel pass to a decade of your choice from 1945–2000. On your trip, you must put together a time capsule containing ten items that will give people today an understanding of what it felt like to be there — items that reflect the popular culture of the time. Which items will you choose?

Select your learnON format to access:

- the full project scenario
- details of the project task
- resources to guide your project work
- an assessment rubric.

on Resources

ProjectsPLUS Thinking Big research project: Pop culture time capsule (pro-0207)

5.12 Review

online only

5.12.1 Key knowledge summary

Use this dot point summary to review the content covered in this topic.

5.12.2 Reflection

Reflect on your learning using the activities and resources provided.

on Resources

eWorkbook Reflection (doc-31753)
Crossword (doc-31754)

Interactivity Popular culture (1945–present) crossword (int-7664)

KEY TERMS

Anglo-Celtic having ancestry originating in the British Isles, including England, Ireland, Scotland and Wales
Aquarius relating to the Age of Aquarius — a period of transition, according to astrologers
beat generation a subculture, first associated with American writers and poets, that rejected conventional work, possessions, clothing and lifestyle, and promoted radical ideas
bias prejudice, leaning towards just one view of things; showing favouritism towards one entity over another
bootleg an illegal copy of copyright material, such as a movie
civil rights the rights belonging to an individual by virtue of citizenship
conscription compulsory enlistment, especially in the armed forces; also called the draft
disc jockey also known as a DJ, a disc jockey announces and plays music on the radio

displaced person a person driven from their homeland by war or political upheaval
egalitarian having the belief that all people are equal and deserve equal rights
multiculturalism policy recognising an immigrant's right to practise whichever culture they wish to, so long as they do not break the law; respect for, and appreciation of, cultural diversity
napalm a highly flammable, sticky jelly used in incendiary bombs and flamethrowers
ocker (slang) a boorish or uncultivated Australian
satire use of humour or ridicule to expose weaknesses or criticise something, often with the intent of changing an aspect of society
status quo the existing state of affairs
utopia an ideal, perfect place, especially in its social, political and moral aspects
Viet Cong a political and military organisation that fought against the South Vietnamese government and its US allies
xenophobia the fear or hatred of foreigners or strangers

5.10 SkillBuilder: Conducting a historical inquiry

5.10.1 Tell me

What is historical inquiry?

Historians investigate events that have happened in the past and try to explain them. They do this through a process of inquiry.

Why is inquiry important?

One of the most valuable skills we can develop as a student of history is the ability and willingness to *inquire* about important events, and the people involved in those events. Engaging in historical inquiry involves asking rich questions; locating and evaluating primary and secondary sources of evidence; and drawing conclusions based on your findings. This involves recognising that what came before is important, not only because it affected the lives of the people involved but because it has a lasting effect on our lives today.

5.10.2 Show me

How to conduct a historical inquiry — a step-by-step approach

First you have to formulate the questions you want to answer. These should require more than a simple 'yes' or 'no' answer or a single date. A rich question may be puzzling at first, but sparks the imagination. Based upon the sources presented in this spread, it is your task to decide, 'Does America have too much influence on Australian popular culture?'

To answer this question, you must locate and evaluate sources of evidence. One of the most challenging aspects of finding reliable evidence is that different people will offer different accounts of the same event. Accounts tend to differ based on whether the person experienced the event *directly* or *indirectly*, whether their information was *complete* or *incomplete*, and their *role* in the event. Some accounts may also suggest *bias*. To decide which historical account is most accurate, you need to gather a range of sources and establish how reliable they are through a process of corroboration — that is, comparing them against each other.

Once you have located a number of sources, choose those that seem most relevant. Examine each in turn, asking the following questions:

a. What 'answers' does the source offer to your major question?
b. When was the source created and how does the source fit the chronology of the event under investigation? (*Hint:* You may sometimes need to complete further research to complete this question.)
c. Who created this source and why?
d. Are the views expressed reliable or unreliable?
e. Do you see any evidence of bias?
f. Whose views or experiences are *not* represented?
g. Does the source support the general patterns of change suggested by other evidence?

The final stage of investigation involves drawing conclusions based on the evidence you have collected. The conclusions you draw are always open to challenge and should be revised if you find compelling evidence to the contrary.

SOURCE 1 An excerpt from an academic article entitled 'Globalisation: a threat to Australian culture?' by Jonathan Pickering, a university student. The article appears on an educational website promoting multiculturalism.

In recent decades, globalisation has ploughed deep furrows across Australia's cultural landscape. Developments in communication and transportation technologies have allowed for new forms of cultural production, consumption and exchange, while the changing nature of global markets has resulted in the consolidation of media and entertainment ownership, and increased flows of cultural products into and out of Australia. Concerns abound that our leisure time is becoming increasingly commodified [made into a business] and emblazoned with

corporate logos, and that the popularity of cultural products originating in the United States signals the demise of Australian culture. However, fears of cultural imperialism [promoting one culture over another] often fail to take into account salient [prominent] aspects of Australia's cultural history, the nature of cultural transmission, andthe vitality and breadth of contemporary Australian popular culture.

Australian culture has always been influenced by imported cultural products, and indeed has been largely built on selective adoption of overseas cultural practices . . . The mixed origins of contemporary Australian culture suggest that the dynamic of overseas cultural influence cannot be explained purely in terms of cultural imperialism, with larger, more established powers prevailing over their younger, apparently more impressionable counterpart.

Model

SOURCE 1 has been used as the basis for answering questions a–g.

a. *What 'answers' does the source offer to your question?* The author suggests that, although American television and other media is heavily broadcast in Australia, it is a two-way street, with Australian 'cultural products' being sent overseas as well. He also suggests that the claim that American media has a negative effect on Australian culture is simplistic.
b. *When was the source created and how does the source fit the chronology of the event under investigation?* This article was written by University of Sydney student, Jonathan Pickering in 2001. The article is part of a long-held debate regarding the influence of American culture on Australian society.
c. *Who created this source and why?* This source was created by a university student as part of a paper looking at the influence of American media on Australia's popular and political culture.
d. *Are the views expressed reliable or unreliable?* Although the author's views appear quite balanced, this is an essay and does not come from a recognised publication such as a newspaper or academic journal. Therefore, it is hard to know how reliable his claims are.
e. *Do you see any evidence of bias?* There is little evidence of bias in the author's tone, although this excerpt does not reference actual evidence.
f. *Whose views/experiences are not represented here?* In this excerpt, there are no quotes from the opposition, who claim that American culture dominates Australian culture. Instead, these views are dealt with quite generally by the author.
g. *Does the source support the general patterns of change suggested by other evidence?* The source does fit the patterns of change suggested by other evidence. Pickering agrees that American culture is influencing Australians, an argument which is in many ways undeniable. He continues to say that this influence need not be entirely negative.

5.10.3 Let me do it

Complete the following activities to practise this skill.

5.10 ACTIVITIES

1. Analyse **SOURCE 2** using questions a–g detailed in the **Show me** section.
2. Once you have analysed the evidence, offer a possible answer to the question, 'Does America have too much influence on Australian popular culture?'
3. Suggest other evidence that would need to be found and examined before you could come to a definitive conclusion for this historical inquiry.

SOURCE 2 An excerpt from an opinion piece titled 'Does Aussie culture need protection from US cultural imperialism?' written by Brendan O'Connor, Associate Professor at the United States Studies Centre at The University of Sydney and editor of the four-volume series *Anti-Americanism*

American culture is part of Australian mass consumer culture, like it or not, dude! It dominates our television, radio stations, movie theatres, fashion and our imagination. We are effectively governed from Washington DC with our cultural menu set by producers in Los Angeles and designers in New York. Resistance is futile and likely to mean you are totally uncool. In short, we are all Americans now.

This summary of affairs is, of course, an exaggerated view of reality, although plenty of Australians probably watch American sitcoms, own American CDs and DVDs, and dress in American fashion labels right down to their Calvin Klein underwear . . .

. . . Global and Australian culture clearly has been Americanised, particularly since World War II. Although put-downs of American culture often run roughshod [without careful consideration] over the sheer diversity of American cultural output, it is entirely understandable that people worry about local business and art being overrun by American cultural icons such as McDonald's, Coca-Cola, Time AOL and so on.

Others worry about our obsession with middle-class American life via the tube. The world of TV viewers often knows far more about American high schools and colleges, American court rooms and police precincts, and American hospitals and office life than they know about their own society. I worry that Australians are familiar with Frasier's Seattle and Ally McBeal's Boston but have no popular equivalents set in Darwin, let alone Jakarta . . .

SOURCE 3 The author of **SOURCE 2** worries that the saturation of American culture has made Australians more familiar with cities such as Seattle than with closer cities such as Jakarta, pictured.

5.11 Thinking Big research project: Pop culture time capsule

5.11.1 Scenario

You have bought a one-day time-travel pass to a decade of your choice from 1945 to 2000. On your trip, you must put together a time capsule containing ten items that will give people today an understanding of what it felt like to be there — items that reflect the popular culture of the time. Which items will you choose?

SOURCE 1 Different periods in time are often characterised by the fashions and technology of the era.

5.11.2 Task

Usually designed to be buried and then dug up decades into the future, a time capsule is a container filled with items that are significant to the people who created the capsule. Each item needs to 'tell a story' about when and where it was created, including the thoughts, beliefs, and hopes of the people of the time. As such, it can provide a poignant reminder of times gone by.

The period from 1945 to the present day has been a tumultuous one, with enormous changes to our social, political and environmental frameworks, which inevitably are reflected in the popular culture of the times. You will use your imagination and creativity to select ten items from any decade from the 1940s through to the 1990s (inclusive) that best exemplify the changes within Australia during this period.

SOURCE 2 A 50-year time capsule in Toronto, Canada

5.11.3 Process

- Open the ProjectsPLUS application in the Resources for this topic. Open the **Project set-up** tab to enter the project due date and set up your project group so you can work collaboratively. Working in groups of two or three will enable you to swap ideas and share responsibility for the project. Save your settings and the project will be launched.
- Navigate to the **Research forum**, where you will find starter topics loaded to guide your research. You can add further topics to the Research forum if you wish.
- Research your chosen decade and create an introduction to your final presentation in which you describe Australia at the time, including the major concerns of the era, the demographic make-up of the country, and other important social and political factors. Also include information about aspects of popular culture at this time. The weblinks in the **Media centre** will provide a useful starting point. Remember to record details of your sources so you can create a bibliography.
- Add your research notes and source details to the relevant topic pages in the Research forum. You can view, share and comment on research findings with your group members. When you have completed your research, you can print out the **Research report** in the Research forum to easily view all the information you have gathered, if you wish.
- Now select the ten items to include in your time capsule. Each item should be:
  - something that could have been created or purchased within your chosen decade
  - a clear reflection of popular culture of the time — i.e. it should be related to music, entertainment, sport, or another aspect of popular (usually youth-oriented) culture
  - representative of something more meaningful about the beliefs at the heart of Australian culture during this period.

    Note that it is not necessary for you to have access to actual items to complete this task. You may include physical items if they are available, but you can also use images you collect online or create yourself. You can create your time capsule either physically or digitally.
- Create a research report containing your justification for choosing each item. For each, you will need to answer the following questions:
  - When and where was the item created, and by whom?
  - What function was it designed to serve (i.e. what did it do)?
  - Why do you believe it was of cultural significance at the time?
  - For whom was it significant?
  - What role, if any, did technology play in its development, construction or use?
  - Were there differing opinions or debates about this item? If so, what were they?

    At the end of your report, be sure to include your source bibliography, and how you judged the sources to be a reliable guide when making your choice of items.
- Share your final time capsule with the rest of the class, justifying your choice of items and answering any questions your classmates might have about their significance.

SOURCE 3 A time capsule buried in County Kerry, Ireland. What surprises away when the capsule is opened in 2100?

on Resources

ProjectsPLUS Thinking Big research project: Pop culture time capsule (pro-0207)

5.12 Review

5.12.1 Key knowledge summary

5.2 Examining the evidence

- Since World War II, improvements in technology have resulted in a mass media.
- By analysing sources such as films, music, television, sport and fashion, we can understand the phenomenon of popular culture since 1945.

5.3 Post-war Australia — the 1950s

- In post-war Australia, the population was predominantly white and Anglo-Saxon.
- Labour shortages meant immigration was encouraged. As well, women were needed in the workforce although they did not receive equal pay.
- Prosperity increased in the 1950s as the economy grew. Life in the suburbs and affordable consumer goods became the norm, along with a 'baby boom'.
- Advances in communications technology brought American popular culture to Australia.

5.4 Sport and society

- Sport is an important element of national identity and Australia has developed a strong sporting culture.
- A surfing culture developed in Australia after World War II, taking advantage of Australia's coastal features and sunny climate.
- Participation in the Olympics was seen as part of Australia's commitment to its values, and Australian athletes enjoyed great success. World events intruded into the Olympics in the form of political protests.
- Immigration from Europe encouraged the growth of soccer as a sport, although ethnic tensions sometimes created divisions rather than unity. Australia's national men's team, the Socceroos, have had increasing success in world soccer.

5.5 The rock'n'roll revolution

- Australian popular music immediately after World War II included jazz, country and big band music and catered to conservative tastes.
- Rock'n'roll was a new form of music which appealed to the 'baby boom' teenagers. It originated in America and its popularity quickly grew around the world.
- Australian rock'n'roll performers such as Johnny O'Keefe emerged and Australia joined the rock'n'roll craze. Performers from America toured Australia and were seen by a largely teenage audience.
- British music arrived in the 1960s, with the Beatles as its foremost exponents. The group toured Australia in 1964 and were met by large crowds of screaming fans.
- A second and third wave of Australian rock'n'roll acts achieved success overseas. Groups such as The Easybeats and AC/DC had international hit songs.

5.6 Global political and social influences on popular culture

- Some of the most significant cultural changes in Australia have developed in response to our evolving relationships with other countries.
- Australia's connection to its colonial past has formed the basis of our cultural identity. From cricket pitches to the houses of Parliament, much of Australian modern identity stems from British roots.
- Our connection to Britain began to wane after World War II. In its place arose a new partner in the United States of America. New trends in music, television and film soon found their way into mainstream Australian society. Along with these cultural areas, social and political movements popular in America were seen in Australia as well.
- The civil rights, peace, environmental and hippie movements all entered Australia through its new cultural partner. In recent years, Australian culture and identity has seen another change due to our closer relationship with our Asian neighbours.

5.7 The evolution of television as a cultural influence

- Television arrived in Australia in 1956 and soon became a dominant cultural force.
- The events of the Vietnam War were able to be seen in Australian households and this influenced public opinion against the war.
- Multiculturalism found a place in television with the establishment of Channel O, later SBS. This was the world's first ethnic television channel.
- Australian television programs have been varied in genre, but 'soap operas' have been particularly successful. Reality television has been popular with some demographics.
- Technology has influenced what Australians watch and the range of channels available has increased via cable, satellite and internet streaming services.
- Illegal downloading and internet streaming services pose a threat to the future of Australian television.

5.8 The Australian film industry: post-war to today

- As Australia's global relationships changed, so too did Australian music, film and television. New global trends and influences led to different genres of entertainment developing within Australia. As a result, the quality of Australian-made music, film and television began to improve. As it did, it began to have an influence on global audiences.
- A particular view of the Australian character was often depicted in Australian-made films with portrayals of larrikins, rogues and scoundrels.
- Australian films enjoyed increasing popularity overseas, feeding money back into the emerging Australian arts industry. This enabled further growth in these areas and also contributed to the development of Australian identity.
- The future of the Australian film industry is uncertain as American films continue to dominate Australian cinema releases. Australians also download many films — legally or illegally — rather than attend movie theatres.

5.9 Continuity and change in beliefs and values

- Australia now looks towards Asia and America rather than Britain.
- The vision of Australia as a democratic and egalitarian society has been questioned by some. Some Australians still live in poverty, and lack access to education and healthcare. This is particularly true for Indigenous peoples.
- Democracy, however, remains strong, with all Australians over the age of 18 being required to vote in federal and state or territory elections.
- As a secular society, Australia has no official religion. Multiculturalism has resulted in a growth in the different religions present within society. However, social and political issues can still be influenced by religious groups.

A timeline of popular culture, 1945–present

CE

1940

1945
World War II ends

1948
General Motors produces Holden, 'Australia's Own Car'.

1950

1946
Arthur Calwell introduces a new immigration scheme that will have a major impact on Australia and its culture.

September 1956
Australia airs its first television broadcast.

November 1962
Australia wins 38 medals at the Commonwealth Games, the highest medal tally in the games' history.

1960

June 1964
Beatlemania touches down in Australia.

April 1965
Prime Minister Menzies commits Australian troops to fight in Vietnam.

1970

May 1967
More than 90 per cent of Australians vote in favour of including Indigenous Australians on the census.

April 1968
Dr Martin Luther King Jr is assassinated, triggering riots across America.

June 1969
Members of New York's gay community riot when the Stonewall Inn is raided by police, sparking a worldwide gay rights movement.

1980

1973
Australia's voting age is lowered from 21 to 18.

1990

1980
AC/DC release their album *Back in Black*. It is currently the second highest selling album of all time.

2000

1974
Australia qualifies for the FIFA World Cup

1985
Neighbours first airs.

2000
Sydney hosts the Olympics.

2010

2008
Sydney hosts Catholic World Youth Day

2013
Holden announces it will cease manufacturing in Australia in 2017

2020

CE

5.12.2 Reflection

Complete the following to reflect on your learning.

5.12 ACTIVITIES

Revisit the inquiry question posed in the Overview:

What can we discover about people of the past by studying the way they enjoyed their spare time?

1. Now that you have completed this topic, what is your view on the question? Discuss with a partner. Has your learning in this topic changed your view? If so, how?
2. Write a paragraph in response to the inquiry question, outlining your views.

on Resources

eWorkbook Reflection (doc-31753)
Crossword (doc-31754)

Interactivity Popular culture (1945–present) crossword (int-7664)

KEY TERMS

Anglo-Celtic having ancestry originating in the British Isles, including England, Ireland, Scotland and Wales
Aquarius relating to the Age of Aquarius — a period of transition, according to astrologers
beat generation a subculture, first associated with American writers and poets, that rejected conventional work, possessions, clothing and lifestyle, and promoted radical ideas
bias prejudice, leaning towards just one view of things
bootleg an illegal copy of copyright material, such as a movie
civil rights the rights belonging to an individual by virtue of citizenship
conscription compulsory enlistment, especially in the armed forces; also called the draft
disc jockey also known as a DJ, a disc jockey announces and plays music on the radio
displaced person a person driven from their homeland by war or political upheaval
egalitarian having the belief that all people are equal and deserve equal rights
multiculturalism respect for, and appreciation of, cultural diversity
napalm a highly flammable, sticky jelly used in incendiary bombs and flamethrowers
ocker (slang) a boorish or uncultivated Australian
satire use of humour or ridicule to expose weaknesses or criticise something, often with the intent of changing an aspect of society
status quo the existing state of affairs
utopia an ideal, perfect place, especially in its social, political and moral aspects
Viet Cong a political and military organisation that fought against the South Vietnamese government and its US allies
xenophobia the fear or hatred of foreigners or strangers

6 The environment movement

6.1 Overview

Earth is very big. Why does it need people to fight on its behalf to protect the environment?

6.1.1 Links with our times

Since the early 1900s, more visionary world leaders, as well as organisations and individuals, have taken an increasing interest in the environment, recognising a need to preserve it for future generations. This awareness of the vulnerability of Earth's environments to human impact intensified in the 1960s as the modern globalised world began to take shape. The dramatic photographs sent back to Earth from the Apollo 8 moon mission in 1968 showed a beautiful but fragile planet from a perspective never seen before by humankind, mobilising many to change their thinking. Astronomer Carl Sagan echoed this new awareness when he said in 1994, 'Our planet is a lonely speck in the great enveloping cosmic dark. In our obscurity — in all this vastness — there is no hint that help will come from elsewhere to save us from ourselves. It is up to us.'

on Resources

eWorkbook Customisable worksheets for this topic

Video eLesson The Green movement (eles-2618)

LEARNING SEQUENCE

6.1 Overview
6.2 Examining the evidence
6.3 The national park movement
6.4 Growing impacts on the environment
6.5 The contemporary environment movement
6.6 Defending the environment
6.7 The Atomic Age
6.8 Global environmental issues: responses
6.9 Australia's environmental future
6.10 **SkillBuilder:** Conducting a historical inquiry (online only)
6.11 **Thinking Big research project:** Climate change action — the view from 2120 (online only)
6.12 **Review** (online only)

To access a pre-test and starter questions, and receive immediate, **corrective feedback** and **sample responses** to every question, select your learnON format at www.jacplus.com.au.

A timeline of the environment movement from the 1870s to the present

CE

1872

March 1872
In recognition of the importance of parkland, US Congress approves the establishment of Yellowstone National Park.

1879
Australia creates the world's second national park 32 km outside Sydney, known simply as 'The National Park'.

1882

1962

September 1962
In her book *Silent Spring*, Rachel Carson argued that irresponsible industrial and farming practices were having a direct negative impact on the natural world.

September 1969
Protesters abseil 300 m down the side of an office block to protest the proposed mining of the Colong Caves in New South Wales.

June 1971
Sydney's Builders Labourers Federation impose the first 'green ban', refusing to allow AV Jennings to begin construction on the last remaining bushland on the Parramatta foreshore.

1972

1972
Months of protest end in failure when the Hydro-Electric Commission floods Tasmania's Lake Pedder.

1976
Conservationists win a major battle when a decision by the courts forces US company Dillingham-Murphyores to stop sand mining on Fraser Island.

1974
The federal government releases the *National Parks and Wildlife Act 1974*, outlining the types of environments suitable for conservation and the methods by which they would be conserved.

1982

1978
The *Sea Shepherd* makes its maiden voyage, establishing itself as an aggressive protector of marine wildlife.

July 1983
Peaceful protest and clever use of national newspapers culminate in a Federal Court ruling to block the damming of Tasmania's Franklin River.

1992

2002

September 2008
Professor Ross Garnaut releases his much-anticipated report on the effects of climate change on the Australian economy.

June 2010
Prime Minister Kevin Rudd loses the Labor leadership after failing in the eyes of many to tackle climate change, which he had called 'the greatest moral challenge of our generation'.

August 2010
The Australian Greens receive 13 per cent of the national vote, giving each of the six states a representative in the Senate, a first for any minor party.

2012

2015
In July, the United Nations World Heritage Committee decides against declaring the Great Barrier Reef endangered.

2015
In December in Paris, 150 countries sign a draft Agreement at the United Nations Framework Convention on Climate Change to work towards capping global temperature rise to 1.5 degrees Celsius.

2022

CE

6.2 Examining the evidence

6.2.1 How do we know about the environment movement?

Around the turn of the twentieth century, with the **Industrial Revolution** in full swing, environmentalists attempted to gain support for wilderness preservation. However, it would be the 1960s before the broader public would begin to seriously re-examine their relationship with the natural world. This change was largely due to the influence of scientists, writers and artists, who shed light on the damage humans were doing to the environment. As the modern environment movement grew, organisations were established to promote the preservation, restoration and improvement of the natural environment. The record of their protests and actions, as well as works inspired by this awareness of the importance of the environment, offer us many sources to investigate when we seek to know about the environment movement.

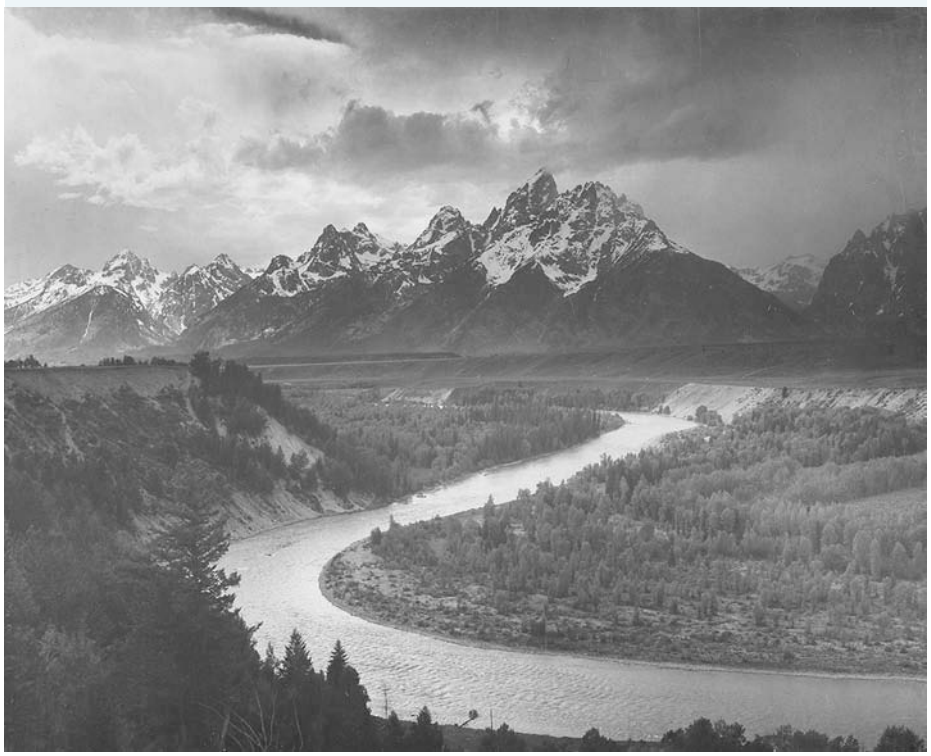
6.2.2 Visual and text sources

Many dedicated individuals, groups and organisations have contributed to the range of sources available for a study of the rise of the environment movement.

Photographs

As visual sources, photographs have the power to change people's perceptions in a way that words rarely can. The environment movement has benefited from the keen eye and compassion of photographers such as the American Ansell Adams, Lithuanian-Australian Olegas Truchanas and his protégé Peter Dombrovskis. Viewers are free to examine photographs and interpret the feelings they invoke. As Ansel Adams said, 'there are two people in every photograph: the photographer and the viewer'. In this way, photography has had a significant impact on environmental awareness and the environmental movement itself, becoming part of a historical record.

SOURCE 1 Taken by famous American photographer and environmentalist, Ansel Adams, in 1942, this image is one of many that captured the raw beauty of nature. Adams's work helped expand the American national park program.



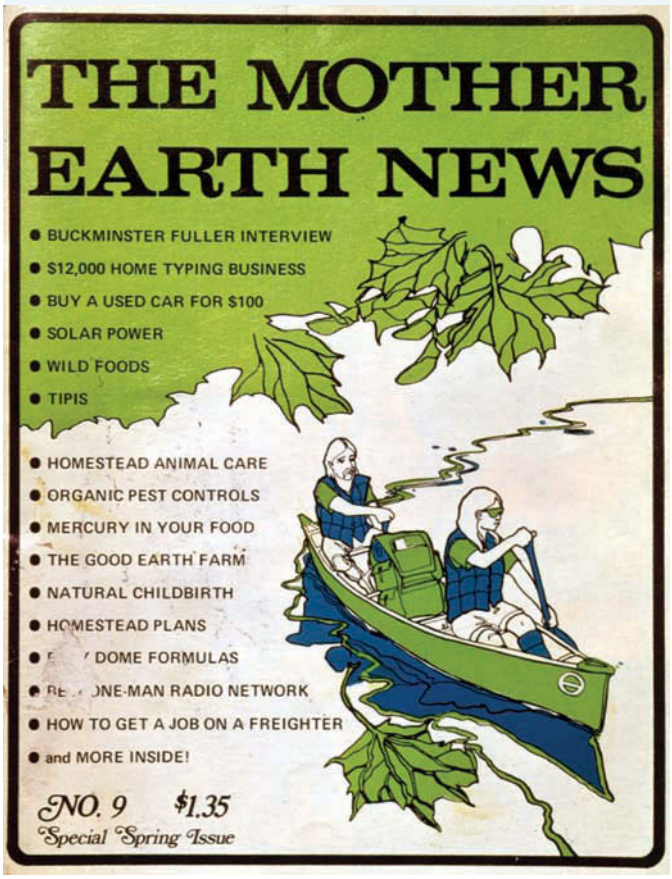
Text sources

Since the environment movement began, public perceptions of our relationship with the natural world have also been influenced by academic and popular writers, who have expressed their views in fiction and non-fiction, books, articles, letters, poems and songs.

Official reports

As important as creative expression has been in inspiring people to change their attitudes towards the environment, changes to government policy are often guided by official reports by trustworthy sources. These reports contain facts and figures; sometimes they may include quotes from people directly affected by the situation being investigated. If the report is to be considered reliable, it should be written by an independent organisation, while any contributors must be qualified to examine the evidence. Official reports that meet these criteria are useful not only to government, but to academics, reporters, historians and the general public.

SOURCE 2 Launched in 1970, *The Mother Earth News* offered concerned citizens practical advice on how to live a more sustainable life. From humble beginnings, it would go on to influence generations of do-it-yourself environmentalists and grassroots activists with its 'advice for wiser living'.



SOURCE 3 The United Nations Office for the Coordination of Humanitarian Affairs (OCHA) oversees the Joint Environment Unit. Since its inception in 1996, this unit has been responsible for investigating and reporting on environmental emergencies and natural disasters. This is an excerpt from the unit's report into the Philippines' Marinduque Island Mine Disaster.

The U.N. Mission team arrived in the Philippines on 26–27 April 1996. During five days, the team remained in the area to carry out the assessment. The team inspected the affected areas, interviewed local residents and government officials and collected samples for chemical and physical analysis. It met subsequently with the various involved actors to discuss the results of their findings ... Based on the assessment, the U.N. Mission team concluded that:

- The Makulapnit and Boac River system has been so significantly degraded as to be considered an environmental disaster;
- The aquatic life, productivity and beneficial use of the rivers for domestic and agricultural purposes are totally lost as a result of the physical process of sedimentation;
- The coastal bottom communities adjacent to the mouth of the Boac River are also significantly degraded as a direct result of smothering by the mine **tailings**;
- There is no evidence of acute poisoning in the exposed population due to the mine tailings;
- There is an increased health and safety risk due to immersion and flooding as a result of the very large volume and physical properties of the mine tailings, should they be mobilized during the wet season; and,
- Concentrations of trace metals in the mine tailings were not sufficiently high to represent an immediate toxicological threat.

DISCUSS

'Visual sources such as photographs have more influence on public perception of environmental issues than the written word.' Discuss whether you agree or disagree with this statement. **[Critical and Creative Thinking]**

6.2 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

6.2 Exercise 1: Check your understanding

1. **HS1** List as many examples of sources that you can think of that would provide evidence about the history of the environment movement.
2. **HS1** What revolution was in full swing around the turn of the twentieth century?
3. **HS1** What did Ansel Adams mean by this statement: 'There are two people in every photograph: the photographer and the viewer.'
4. **HS1** What did *The Mother Earth News* provide its readers?
5. **HS1** Read **SOURCE 3** and fill in the missing words to complete the paragraph below.
   In order to assess the extent of damage caused by the Marinduque Island Mine Disaster, the UN Mission team spent _____ days in the affected area. During this time, they _____ affected areas; spoke to _____ and government officials and collected samples for _____ and physical analysis. Based on their assessment, they concluded that the river system had been so significantly _____ that the situation could be considered an environmental _____.

6.2 Exercise 2: Apply your understanding

1. **HS3** Examine **SOURCE 1**. What emotions does the image invoke? How could images such as this have benefited the environmental movement?
2. **HS3** Examine **SOURCE 2**. What elements (text and visual design) of the cover tell you the magazine deals with the subject of the environment?
3. **HS3 SOURCE 3** describes the process by which a UN Mission team assessed the extent of the Marinduque Island Mine Disaster. According to its findings, what do you think would have been the largest impacts on the local people and wildlife?
4. **HS5** Explain how academic papers and reports from government and non-government organisations might influence environmental policy and public behaviours.
5. **HS6 SOURCE 1** is a black and white photograph. Consider why a black and white photograph of a natural environment taken in 1942 might remain relevant to the environment movement more than 70 years later.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

6.3 The national park movement

6.3.1 America leads the way

Each year, more than 100 million visits are recorded at the 500 national parks scattered across Australia. On bush walks or camping trips, both Australian and international tourists spend hours experiencing the unique natural features of our continent. In the United States of America, the home of the national park, visitor statistics are even more impressive. As designated areas focused on environmental protection, national parks play a crucial role for the plants and animals protected within them. Yet these parks also have a strong influence on people and communities, providing rare havens of natural beauty and tranquillity.

National parks first emerged in North America. Since settling in America, the population had moved westward from the Atlantic coast, shedding much of their European heritage as they went. By the mid 1800s, the majority of America's indigenous people had been driven out of their traditional lands and placed on **reservations**. America's wilderness was conquered; its trees felled on a previously unimaginable scale to be sold for construction and to make way for agricultural development; and millions of wild bison hunted almost to extinction. In 1864, George P. Marsh released his groundbreaking work *Man and nature*, in which he argued that humans were a destructive force upon the environment, and that they must stop land clearance in the name of industrialisation and work to restore 'wild nature'.

Yellowstone, the world's first national park

Yellowstone National Park was signed into law by United States (US) President Ulysses S. Grant on 1 March 1872. Comprising more than two million acres of land in Montana and Wyoming, much of Yellowstone falls within an ancient volcanic caldera, a natural cauldron formed by the collapse of land after a volcanic eruption. It contains spectacular mountains, petrified forests, waterfalls, **geysers** and North America's largest high-altitude lake. It is also home to a huge range of fish, birds, insects and animals, including black bears, grizzly bears, buffalo, mountain lions and grey wolves.

With such a vast range of flora and fauna (plants and animals), the park truly embodied what George Marsh had referred to as 'wild nature'. However, Yellowstone was not set aside merely to protect these natural wonders. The world's first national park was heavily promoted by the American railroad industry, which had made a major financial investment in linking the country by rail, and saw tourism as one way to recoup its costs. The public responded enthusiastically, with about 50 000 tourists making the trip to Yellowstone each year, an early example of **ecotourism**.

After witnessing the impact of humans upon the environment as a boy, Wisconsin-born John Muir believed that the battle to conserve the natural world was a battle between right and wrong. In 1867, he set out on foot to explore America's wilderness. Of California's Yosemite, he wrote, 'No temple made of hands can compare'. But Yosemite was under threat from logging. Through his letters and articles, Muir successfully lobbied the government to establish Yosemite National Park in 1890. Two years later, he would also found the Sierra Club, one of America's most important wilderness societies.

SOURCE 1 Preservationists such as John Muir objected to the logging of majestic trees like this one, a giant sequoia, the first of which was felled in 1853.

6.3.2 Australia and other countries follow

In 1879, Australia attempted to follow the Yellowstone model by setting aside about 18 000 acres of bushland outside Sydney to create the world's second national park. The National Park (renamed Royal National Park in 1955) interpreted Marsh's concept of 'preservation' very loosely, however. Native trees and mangroves were removed to make way for thousands of ornamental trees, and rabbits, foxes and deer were released for hunting. In the decades that followed, Sydneysiders made the 32-kilometre journey from the city to enjoy the amusements offered, use the dance hall or take a boat ride around the lake. The park was affectionately referred to as 'the lungs of Sydney'.

Today, tourists have found new ways to enjoy Royal National Park, albeit sometimes at considerable risk to their lives, as **SOURCE 2** details.

SOURCE 2 'Social media obsession risks lives at Figure 8 Pools in Sydney's Royal National Park', *ABC News*, January 2016

Instagram and tourism campaigns have led to ill-prepared visitors 'inundating' Sydney's Royal National Park, arriving with no knowledge of surf conditions or bushwalking, a local resident has warned.

Three people were treated for minor injuries after being knocked over by a large wave that crashed over the rock shelf at the popular Figure 8 rock pool in the national park on Saturday afternoon.

It is a scene that Royal National Park residents saw coming.

‘It [Royal National Park] was dedicated for a small population of Sydney as a small recreational area, but we now have 2.5 million people coming to the park [each year]’, Coastal Cabins Protection League and resident Helen Voysey said.

‘There is limited access and now we’re inundated by car visitors who are not serious bush walkers and who don’t understand what a national park is about or the surf.’

‘They want to get to the place that’s advertised and they don’t have the understanding of how dangerous the coastal fringe is.’

The Figure 8 Pools are on a rock ledge south of Burning Palms Beach and are accessed via a steep 3.5 km walking track.

The showpiece rock pool is a perfectly formed figure eight shape, roughly six metres in length.

Information online stresses the importance of visiting the site at low tide, but waves can still break over the ledge during high surf like that seen over the weekend.

With Instagram, areas that were once secret spots are now repeatedly published with a map location, and the Figure 8 Pools has been a social media sensation.

Like fellow Royal National Park attraction Wedding Cake Rock, Figure 8 Pools has become a fashionable but risky spot to visit and share photos of.

Kane Weeks, from the National Parks and Wildlife Service, said social media had had a significant influence on how the organisation managed the site.

‘The visitation to Figure 8 has increased over the last 12 months, but in the last month we’ve seen a dramatic increase at the site’, he said.

‘We’ve had to upgrade parking and try to limit the amount of people going to the site because of the risks.’

Mr Weeks said a visit to the site would take about four hours return over challenging terrain.

‘We’ve got information on the national parks website that clearly indicates you need to go at low tide, but it was the swell and height of the wave that people got caught out with [at the weekend].’

‘[Social media] brings a whole new demographic to the Royal National Park with young people and international visitors, but they need to understand the safety concerns for the site.’

DID YOU KNOW?

The traditional Indigenous owners of the land on which Royal National Park was established are the Dharawal (Tharawal) people. Together with other tribes in the area, they were known as the ‘Eora’ people, meaning ‘here’ or ‘from this place’. Rock engravings in the park highlight the Dharawal’s connection to the land.

SOURCE 3 In 1968, German dignitaries Otto Kersten (right) and Mr and Mrs Brueckmann (centre) discuss an Indigenous rock carving of a kangaroo in Royal National Park with one of the park’s guides (left).

Other parks were established around the world to preserve the wilderness. In Canada, 6641 square kilometres were set aside by the government in 1885 for the Banff National Park. Since this time, Banff has been grouped with other parks in the area to form the Canadian Rocky Mountain Parks. In New Zealand, Ngāti Tūwharetoa, a Maori tribe whose tribal lands covered the central North Island, gifted to the Crown the mountain summits of Tongariro, Ngauruhoe and Ruapehu in 1887 as a way of saving these sites from being sold to European settlers. By donating these areas to the British government, the tribe protected their use for future generations. These peaks were of major significance to the belief system of the Ngāti Tūwharetoa, one of whose sayings is, 'Te ha o taku maunga ko taku manawa' ('The breath of my mountain is my heart'). These words are now inscribed upon the entrance to the park for all visitors to see. This gift would become the basis for Tongariro National Park, the country's first national park, and the world's fourth.

SOURCE 4 On 23 September 1887, this letter was sent to the Honourable John Ballance (the Native Minister) by chief Te Heuheu, confirming that the mountains would be given to the Crown in order to make a national park.

Friend I have signed the deed laid before me by Mr Lewis for the purpose of confirming the gift of the land as a national park in accordance with the wish of the Government, and to fulfil my word spoken to you at Rotorua. I have however, two words to make known to you.

First — my father Te Heuheu Tukino, who was overwhelmed at Te Rapa, is laid on the mountain, and it is my wish that he be removed to some other place. He was, as you know, a chief of very high rank, and it is right that the Government should erect a tomb for him, because both my people and I are unable to do so. Your friend Mr Lewis has agreed to this word of mine, subject to your approval.

The second word is, that I am an old man, and the affairs of my people are conducted by my only son, Tureiti Te Heuheu Tukino. It is my wish that he be authorised, that is to say his name be inserted in the National Park Act; ... These are my requests to the Government on my signing the deed giving Tongariro and Ruapehu to the Government as a National park, for the use of both Natives and Europeans.

6.3 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

6.3 Exercise 1: Check your understanding

1. **HS1** List some of the effects of the westward movement of America's population in the 1800s.
2. **HS1** Explain the geographical location and features of Yellowstone National Park.
3. **HS1** How did the American railroad industry assist the development of Yellowstone National Park?
4. **HS2** Was Yosemite National Park founded before or after the establishment of Yellowstone National Park?
5. **HS2** Construct a timeline to show the chronological sequence of the establishment of the national parks mentioned in this section.
6. **HS1** The Ngāti Tūwharetoa tribe gave the Tongariro and other mountain peaks to the British government. Identify and explain why they made this gift.

6.3 Exercise 2: Apply your understanding

1. **HS3** Study **SOURCE 1**.
   (a) What does the source suggest about what the natural world meant to America's early industrialists?
   (b) What techniques were used to fell trees such as the one pictured in this source? What evidence is there in the photograph to support your observations?
2. **HS3** After reading **SOURCE 2**, consider how the historical uses of Sydney's Royal National Park might differ from the ways in which it is used today. In your opinion, does the type of activity described in **SOURCE 2** protect or endanger the environmental status of the park?
3. **HS3** **SOURCE 3** shows visitors standing on top of and touching ancient Indigenous rock engravings.
   (a) Why were these visitors shown these engravings?
   (b) Do you believe this behaviour is appropriate? Why or why not?
   (c) Do you believe this would be allowed today?

4. **HS3** Read **SOURCE 4**.
   (a) Explain the two requests made by Chief Te Heuheu. What do his requests suggest about the balance of power between the Ngāti Tūwharetoa and the Europeans?
   (b) What evidence is there to indicate how Chief Te Heuheu felt about gifting his land to the British government? Look for key words and consider language choice and tone.
5. **HS3** From the sources in this subtopic, what conclusions can you draw about the differing ways in which people viewed the environment in the late 1800s? Use specific examples in your response.
6. **HS4** How did the national park movement change the way in which natural environments were regarded by the public?
7. **HS5** Explain how the national park movement in the 1800s might have been influential in the development of modern environmentalism.
8. **HS4** Both the American and Canadian railroad industries were heavily involved in the national park movement. Do you think there are similar relationships between developers and environmental movements today?
9. **HS6** Was the National Park in New South Wales a good example of George P. Marsh's vision of preservation? Explain your response.
10. **HS6** Explain why the gifting of the peaks and the two requests made by Chief Te Heuheu in **SOURCE 4** have historical significance.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

6.4 Growing impacts on the environment

6.4.1 Impacts resulting from the Industrial Revolution

The Industrial Revolution brought many economic and social changes. Inevitably, rapid and ongoing industrialisation and urbanisation had a significant and transformative effect on many environments that had remained largely unchanged for many generations.

While George P. Marsh, John Muir and others (see subtopic 6.3) were effective in raising awareness of the need to set aside and protect unspoiled tracts of land and water, the world's urban centres were growing at an unprecedented rate as a result of rapid industrialisation and population growth. In 1800, only 3 per cent of the world's population lived in cities; just a century later, that number had risen to 14 per cent, with 12 cities of more than one million people. Although London had the highest population with almost seven million, three of the world's largest cities were located in America, the 'land of opportunity'. The impacts of industrialisation and urbanisation were being felt around the world. Today, these impacts are intensified many times, with 54 per cent of the world's population living in cities. There are over 300 cities with at least one million inhabitants.

The cost of urbanisation

As the cities of the world swelled, factories (and later cars) spewed toxins into the atmosphere, while biological and industrial waste was commonly discharged directly into waterways, sometimes the very waterways that were meant to serve the people of the city. This gave rise to a number of water-borne epidemics including typhoid and cholera.

Following the Meat Cutters strike of 1904 in America, during which 56 000 members of the Amalgamated Meat Cutters Union battled with the 'Beef Trust' (a small group of powerful companies) for fair pay, Upton Sinclair wrote *The Jungle*, a novel that examined life for workers in Chicago's meatpacking district. Its bleak depiction of city life was an eye-opener for its readers, and raised awareness about some of the social and environmental costs of the industrial revolution.

After reading *The Jungle*, President Theodore Roosevelt sent a commission to investigate its claims; less than six months later, he signed into law two Acts designed to clean up the industry, the Pure Food and Drug Act and the Meat Inspection Act.

SOURCE 1 In this excerpt from Upton Sinclair's novel *The Jungle,* Jurgis Rudkus and his family, recent immigrants from Lithuania, are transported by train to Chicago's meatpacking district, where they become, in Sinclair's words, 'wage slaves of the beef trust'.

A full hour before the party reached the city they had begun to note the perplexing changes in the atmosphere. It grew darker all the time, and upon the earth the grass seemed to grow less green. Every minute, as the train sped on, the colors of things became dingier; the fields were grown parched and yellow, the landscape hideous and bare. And along with the thickening smoke they began to notice another circumstance, a strange, pungent odor. They were not sure that it was unpleasant, this odor; some might have called it sickening, but their taste in odors was not developed, and they were only sure that it was curious. Now, sitting in the trolley car, they realised that they were on their way to the home of it — that they had traveled all the way from Lithuania to it. It was now no longer something far off and faint, that you caught in whiffs; you could literally taste it, as well as smell it — you could take hold of it, almost, and examine it at your leisure. They were divided in their opinions about it. It was an elemental odor, raw and crude; it was rich, almost rancid, sensual, and strong. There were some who drank it in as if it were an intoxicant; there were others who put their handkerchiefs to their faces. The new emigrants were still tasting it, lost in wonder, when suddenly the car came to a halt, and the door was flung open, and a voice shouted — 'Stockyards.'

6.4.2 Exploiting the developing world for resources

The damage caused by rampant industrialisation was illustrated most clearly in places that were exploited for their natural resources in the name of increasing industrial production and trade. In many cases, this exploitation was carried out by powerful **colonial nations** in their Asian or African colonies. Many of these colonial powers lacked sufficient access to natural resources to fuel their industrial growth. To alleviate resource shortages at home, they sought to exploit their respective colonies abroad where an abundance of highly sought-after raw materials might be found.

The experience of the Congo Free State in Africa can be used as an example of colonial resource exploitation. Between 1855 and 1908, the Congo Free State (now known as the Democratic Republic of Congo) was controlled by Belgium's King Leopold II. The king claimed that he wanted to bring infrastructure, laws and religion to Central Africa in order to 'civilise' it. Instead, over more than half a century, the king's forces plundered the country for resources, including ivory, copper and rubber. The latter was used to feed the growing rubber boom, which was brought about by the world's growing need for automobile tyres and elastic to be used in clothing. As they exploited the Congo, Leopold's forces tortured and killed much of the native population. They also exploited the natural environment. In the Congo, rubber came from jungle vines; as these were cut down, the vines died, leading the resource to become more scarce. Similarly, in Peru, Brazil, Ecuador and Columbia, large swathes of rainforest were cleared to make way for rubber-tree plantations. Rubber barons grew rich by using the native Indian population as slaves and punished them harshly for failing to meet quotas. In some places, this led to the death of large parts of the indigenous population, meaning that whole cultures died due to this industry.

SOURCE 2 In this *Punch* cartoon from November 1906, a Congolese man is entangled by the rubbery coils of a snake with the head of King Leopold II.

IN THE RUBBER COILS.

SCENE—The Congo "Free" State.

Sir Roger Casement, a former British consul in the Congo, worked hard to publicise these crimes in a series of reports to the British government between 1904 and 1911. The industry was changed as a result of international pressure. However, exploitation of the developing world continues to plague international

trade to this day, with smaller, weaker countries often exploited for their environmental riches or cheaper workforce. Recent examples include logging of the Amazon rainforest by domestic and multinational corporations; Multinational corporations' exploitation of workers in 'sweatshops' throughout Asia; and China's exploitation of the South-East Asian region in its hunt for energy, including the development of 40 hydro-electric plants along the Mekong River in nations with lax environmental and labour laws, such as Burma and Thailand.

DID YOU KNOW?

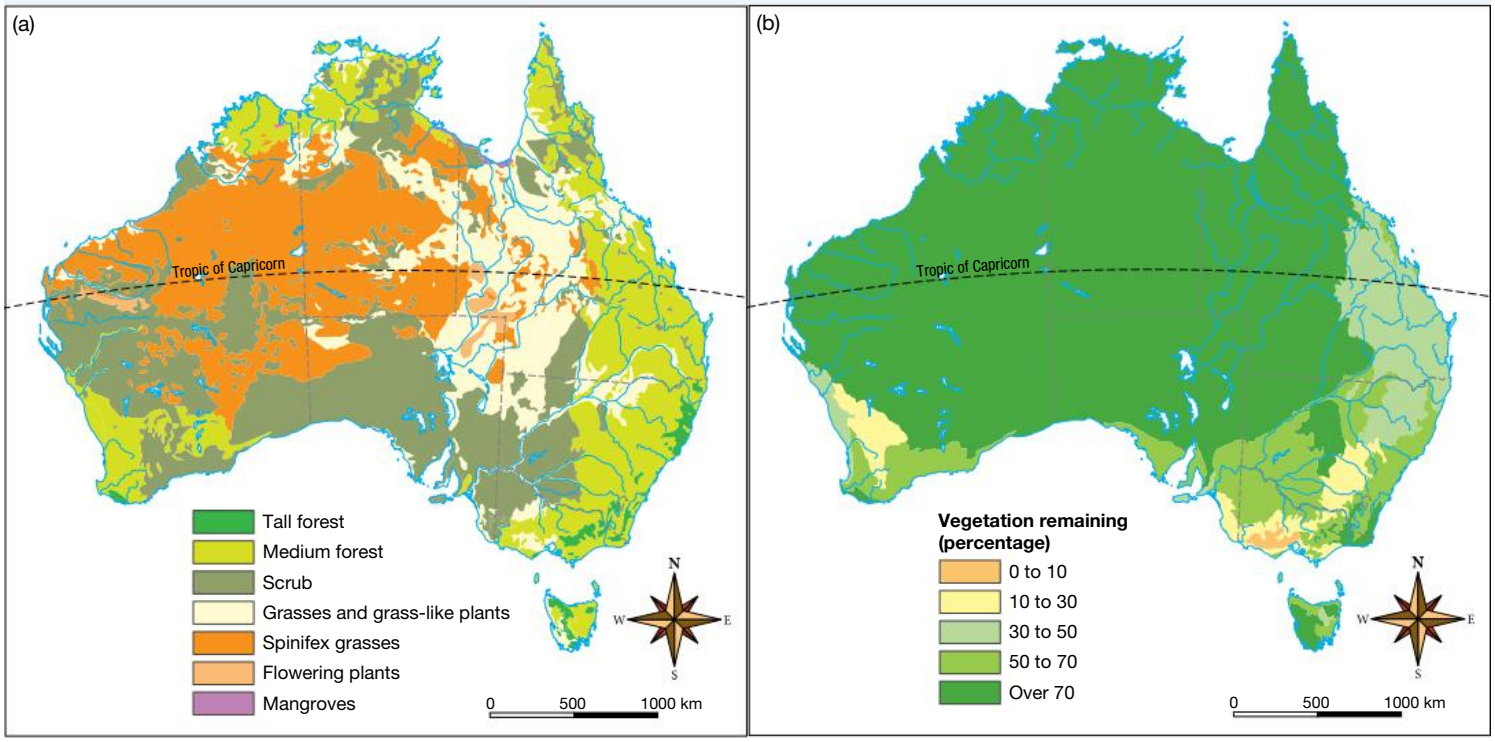
According to some estimates, during Leopold's rule of the Congo from 1885 to 1908, the country's population fell from 25 million to 10 million. These estimates are difficult to verify because records were not accurately kept. Starvation, war, disease and a falling birth rate are suggested as reasons for the drop in population.

6.4.3 The impact of industrialisation and urbanisation on Australia

Vegetation

Before European settlement, most of Australia was covered by native species of vegetation, including shrubland, heath, grassland, woodland and forest. Since European settlement, around 13 per cent of this natural vegetation has been cleared to make way for our farms, cities and industries.

SOURCE 3 These maps show (a) a comparison of the vegetation on the Australian continent in 1788 when Europeans arrived and (b) the percentage of that vegetation remaining today.



Source: MAPgraphics Pty Ltd Brisbane. ***Source:*** MAPgraphics Pty Ltd Brisbane.

Forests, for example, not only provide a habitat for many species of native flora and fauna, but also contribute to water catchment. In Victoria, for instance, vegetation cover dropped over a period of 100 years from 88 per cent to less than 35 per cent of the state. According to the Department of Sustainability, Environment, Water, Population and Communities, between 1972 and 2004, around 8.4 million hectares of forest were cleared across the country. Today, nationwide, over half a million hectares of native vegetation is still being cleared each year. The largest percentage of this is in Queensland.

Another negative effect of **deforestation** has been fully appreciated only in recent decades. Because of our use of fossil fuels to power our homes and factories and to run cars, the amount of carbon dioxide in the atmosphere has been steadily increasing since the Industrial Revolution began. This is dangerous because carbon dioxide is a greenhouse gas, a gas that becomes trapped in the atmosphere and does not allow heat to escape, leading to a rise in global temperatures. Trees are natural carbon sequestrators, meaning that they have the ability to remove carbon dioxide from the atmosphere and store it within themselves. When trees are cut down, this ability is lost.

Conservational agriculture

In response to the key environmental issues of land clearance, deforestation and pollution, Australian farmers adopted a number of strategies from the 1960s onwards that demonstrated the advantages of environmentally friendly farming practices over industrialised farming. These included the back-to-the-land movement, permaculture and organic farming.

Back-to-the-land began in the United States at the beginning of the twentieth century, where it was popularised by the activist and author Bolton Hall. It relates to being self-sufficient and promotes practices such as growing your own food. In Australia, the movement appealed to members of the counter-culture movement of the 1960s, including hippies. Having set up farms in areas such as Nimbin in northern New South Wales, people farmed the land in an attempt to become self-sufficient.

SOURCE 4 Quotation from Bolton Hall (1854–1938) in *Three Acres and Liberty*, written in 1907

The time is not far distant when the builders of homes in our American cities will be compelled to leave room for a garden, in order to meet the requirements of the people. In the mad rush for wealth we have overlooked the natural state, but we see a healthy reaction setting in. With the improvements in steam and electricity, the revolutionizing of transportation, the cutting of the arbitrary telephone charges, it is becoming possible to live at a distance from our business. May we not expect in the near future to see one portion of our cities devoted entirely to business, with the homes of the people so separated as to give light, sunshine, and air to all, besides a piece of ground for a garden sufficient to supply the table with vegetables?

You raise more than vegetables in your garden: you raise your expectation of life.

As a pioneer of the Australian environment movement, Bill Mollison's concern for the state of Australian habitats was sparked when he began to notice rapid environmental changes in his native state of Tasmania. After studying psychology and environmental science, Mollison realised humankind needed to live in balance with the natural world. Together with one of his research students, David Holmgren, Mollison founded the **permaculture** movement. In recent years, the permaculture movement has grown significantly in Australia and across the world.

SOURCE 5 From *Introduction to Permaculture*, 1991, by Bill Mollison

Sitting at our back doorsteps, all we need to live a good life lies about us. Sun, wind, people, buildings, stones, sea, birds and plants surround us. Cooperation with all these things brings harmony, opposition to them brings disaster and chaos.

SOURCE 6 From *Permaculture: A Designer's Manual,* 1988, by Bill Mollison

... every society that grows extensive lawns could produce all its food on the same area, using the same resources, and ... world famine could be totally relieved if we devoted the same resources of lawn culture to food culture in poor areas. These facts are before us. Thus, we can look at lawns, like double garages and large guard dogs, [and Humvees and SUVs] as a badge of wilful waste, conspicuous consumption, and lack of care for the earth or its people. Most lawns are purely cosmetic in function. Thus, affluent societies have, all unnoticed, developed an agriculture which produces a polluted waste product, in the presence of famine and erosion elsewhere, and the threat of water shortages at home.

Organic farming developed as a natural extension of the principles of permaculture, as it focused on working in harmony with nature rather than against it. It involves growing food that is pesticide-free, using natural fertilisers and pest controllers, and conserving water. The Organic Federation of Australia was established in 1998 to 'work in co-operation with all sectors of industry and government to develop the Australian Organic Industry from a niche industry into a major component of Australian agriculture and deliver benefits to consumers, producers and the Australian environment'. In recent years, organic farming requirements have expanded to include products that have not been genetically modified.

6.4 ACTIVITIES

1. Use your library and the internet to find out more about one of the current forms of exploitation of the developing world mentioned in this subtopic. Then compare it to what you have learned about Leopold II's exploitation of the Congo Free State. Based upon your research, decide how much has changed in the exploitation of the developing world for economic reasons in between the rule of King Leopold II and today. **Identifying continuity and change**
2. 'Increasing urbanisation is the single most important environmental threat faced by the modern world.' Evaluate the accuracy of this statement in a persuasive essay of 600 words. You will need to conduct further research to find evidence. Ensure you evaluate each source for bias before formulating your own view. You could also conduct a class debate to explore the proposition. **Determining historical significance**

6.4 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

6.4 Exercise 1: Check your understanding

1. **HS1** Identify and explain the ways in which urbanisation began to threaten natural environments during the early twentieth century.
2. **HS1** What was the outcome of President Roosevelt's commission to investigate the meatpacking industry in Chicago after the Meat Cutter's strike of 1904?
3. **HS1** Why did colonial powers take resources from their overseas colonies?
4. **HS1** The period of Belgian control of the Congo Free State in Africa can be used as an example of colonial resource exploitation.
   (a) What was the main resource wanted by Belgium's King Leopold II?
   (b) What was this resource used for in the industrialising western world?
   (c) List two ways in which taking this resource could result in an impact on the natural environment.
5. **HS1** Is **SOURCE 2** a primary or secondary source? Explain.
6. **HS1** Identify and explain three strategies Australian farmers used after 1960 to initiate environmentally friendly farming practices.
7. **HS1** Why should we be concerned about loss of forests, both in Australia and other parts of the world?

6.4 Exercise 2: Apply your understanding

1. **HS2** Create a table listing the historical sources used in this subtopic in chronological order. In a second column, identify the theme or main idea presented in each source. Then in a paragraph, discuss what these themes have in common.
2. **HS3** Read **SOURCE 1**.
   (a) Whose perspective is detailed in the source?
   (b) The source is taken from a work of fiction. What might affect the validity of a work of fiction as a historical source?
   (c) To which of the human senses does this source particularly appeal?
   (d) Provide two examples of the sensual language used by the writer to describe the effect of the local environment on the immigrants.
   (e) How might this language indicate an attempt to position the reader to a particular viewpoint?
3. **HS3** Study **SOURCE 2**.
   (a) Where is the image depicted in the cartoon set? What element/s in the cartoon tell you this?
   (b) Identify and explain three elements (for example, use of symbols, appeal to the emotions) used by the cartoonist to convey their point of view.

(c) What do you believe the cartoon says about King Leopold II and his impact upon the Congo Free State?
(d) What might be depicted in a cartoon that represented King Leopold's point of view?
(e) What are the strengths and weaknesses of this cartoon as a historical source?

4. **HS3** Study the maps in **SOURCE 3**.
   (a) Estimate the percentage of Australia covered by forest in 1788.
   (b) Identify which areas of Australia have fewer than 10 per cent of original forest remaining. Suggest reasons for this.
   (c) Identify which areas of Australia have had the least change to their 1788 vegetation. Suggest reasons for this.
5. **HS3** Using the quotations in **SOURCES 4, 5** and **6,** summarise the views expressed by Bolton Hall and Bill Mollison. In what ways are these views similar and different?
6. **HS3** Why are political cartoons useful historical sources? What might be their limitations?
7. **HS5** To what extent do you consider the Industrial Revolution the cause of the world's environmental issues? Draw a consequences wheel to show some effects of the Industrial Revolution on global environments.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

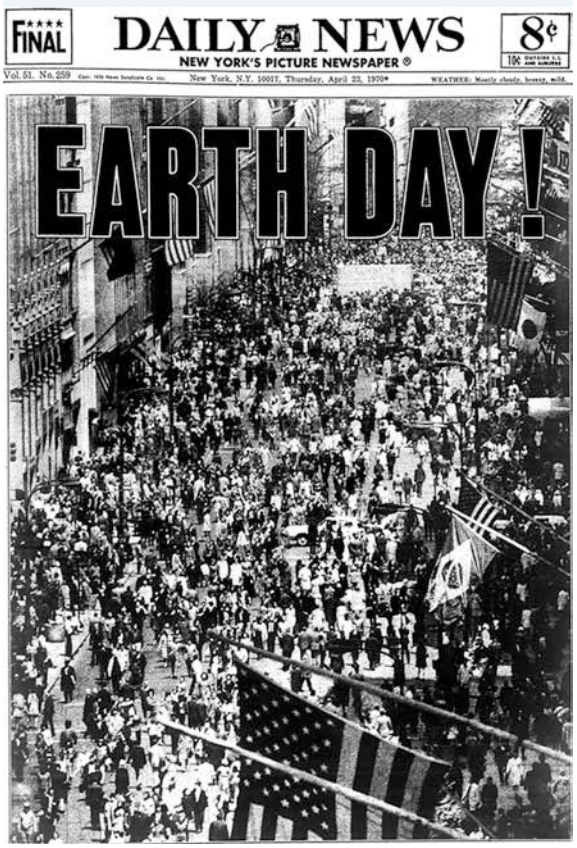
6.5 The contemporary environment movement

6.5.1 World events

The contemporary environment movement began in response to a wide range of issues, such as wilderness protection, anti-nuclear protests and chemical warfare in Vietnam. The movement also benefited greatly from the worldwide civil rights and anti-war movements of the 1960s and 1970s. During this period, there were widespread protest movements in favour of equal treatment of races, particularly in the United States. From 1962 to 1972, some countries faced social upheaval in response to what many people felt was an unjust war in Vietnam. These well-organised protest movements crossed social boundaries, bringing together people of all ages and walks of life. Consequently, people from different countries, including Australia, found themselves united in common causes, forming an organisational basis for powerful citizens' movements.

On 22 April 1970, the world celebrated its first Earth Day. In the United States, 20 million people, many of them students, turned out for a day of peaceful demonstrations to show policy-makers that the people wanted them to legislate to protect the environment. **SOURCE 1** shows protesters marching in New York.

SOURCE 1 New York, 22 April 1970. The caption reads: 'Making their feelings about pollution perfectly clear, throngs take over auto-free Fifth Ave.'



6.5.2 The influence of popular culture

As interest in the environment grew, conservationists such as Jacques-Yves Cousteau and American lawyer and politician Ralph Nader gave a public face to the environmental movement, becoming celebrities for the cause. Popular culture began to have an increasing effect on the rapid growth of the environmental movement as singers, photographers and writers highlighted the issue in mainstream popular culture.

Song lyrics

Growing awareness of negative environmental change formed the basis of songs such as 'Don't it make you want to go home' by Joe South and Marvin Gaye's 'Mercy mercy me (the ecology)' (1971). Gaye's song was both a critical and commercial hit, helping to raise the profile of the environmental movement. In the song, Gaye bemoans the impact humankind has on the natural world. 'Big yellow taxi' by Joni Mitchell, 'Eve of destruction' by Barry McGuire and 'Where do the children play?' by Cat Stevens are further examples of lyrics that expressed concern for the detrimental effects on the environment by development. This message was echoed by many other artists during the 1960s and 1970s, especially by folk singers who embedded important social messages in their lyrics.

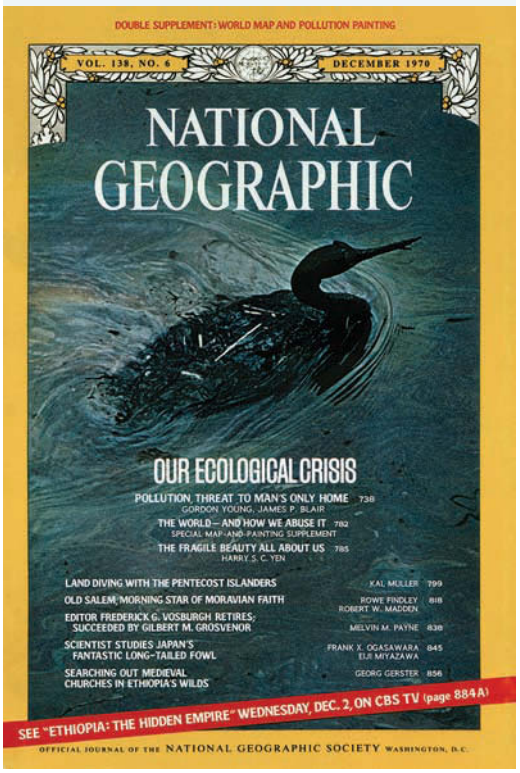
on Resources

Weblink 'Mercy mercy me' lyrics

Magazines

Magazines also played an important role in disseminating information about environmental issues. *Wildlife Australia* (launched in June 1963) featured thought-provoking pieces on environmental topics. In December 1970, *National Geographic* magazine included a special report titled 'Our ecological crisis', made up of three feature stories that captured the mood of the time: 'Pollution, threat to man's only home'; 'The world — and how we abuse it' and 'The fragile beauty all about us'.

SOURCE 2 The December 1970 issue of *National Geographic* put the issue of the environment on the agenda with its special report.



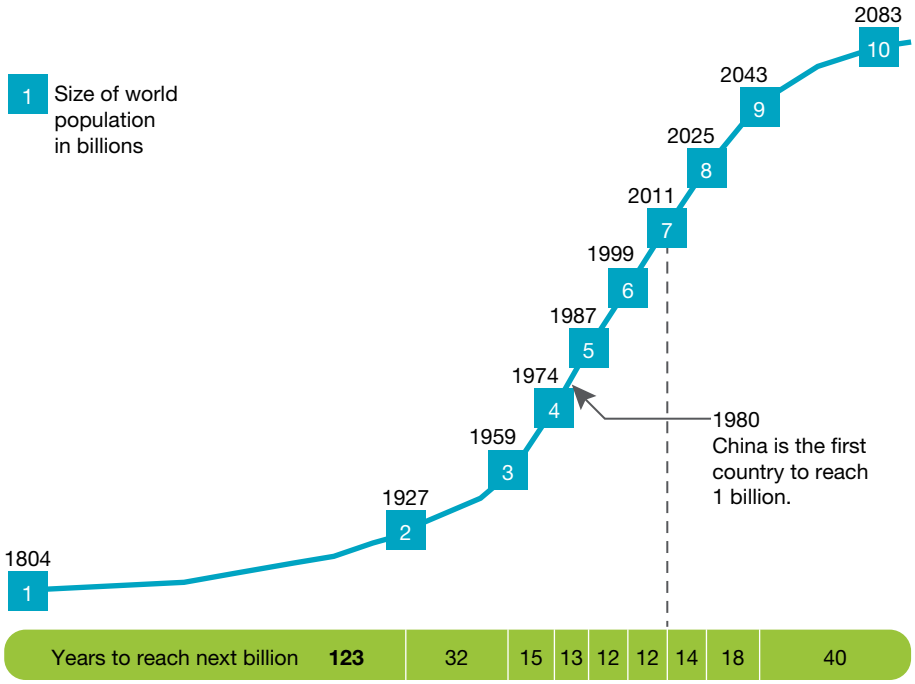
Books

While the protest movements of the 1960s and 1970s acted as a foundation for the contemporary environment movement, the written word was very influential in bringing major environmental problems to the attention of the broader public. In *Silent Spring* (1962), American marine biologist and nature writer Rachel Carson's warnings of the damage that human beings were doing to nature led to a nationwide ban on DDT and other harmful pesticides. *The Population Bomb* (1968) by Paul and Anne Ehrlich took a controversial and extreme position on population control, suggesting that, if population growth went unchecked, the world would face famine on a never-before-seen scale in the 1970s and 1980s. In 1973, respected English economist E. F. Schumacher challenged the industrial-age notion that 'bigger is better' in his collection of essays *Small is Beautiful: A Study of Economics as if People Mattered*.

The ideas that underpinned the new environment movement included:

- unlimited growth is unsustainable
- biological systems need to remain diverse and productive
- the natural world has inherent rights
- the Earth and its creatures are all part of the same living being.

SOURCE 3 Seven billion and beyond: the growth of the world population and future predictions



Source: The United Nations Population Division, United States Census Bureau.

SOURCE 4 Rachel Carson's book *Silent Spring* had a tremendous impact worldwide, raising consciousness in the public about the balance that must be maintained between humans and the environment if both are to remain healthy. She begins the book by describing a fictional town in the US and the fate that befalls it as a result of irresponsible farming practices. (From *Silent Spring,* 1962, Houghton Mifflin, Boston, p. 21)

There was once a town in the heart of America where all life seemed to live in harmony with its surroundings. The town lay in the midst of a checkerboard of prosperous farms, with fields of grain and hillsides of orchards where, in spring, white clouds of bloom drifted above the green fields. In autumn, oak and maple and birch set up a blaze of colour that flamed and flickered across a backdrop of pines. The foxes barked in the hills and deer silently crossed the fields, half hidden in the mists of the autumn mornings ... Even in winter the roadsides were places of beauty, where countless birds came to feed on the berries and on the seed heads of the dried weeds rising above the snow ...

Then a strange blight crept over the area and everything began to change. Some evil spell had settled on the community: mysterious maladies swept the flocks of chickens; the cattle and sheep sickened and died. Everywhere was a shadow of death. The farmers spoke of much illness among their families. In the town the doctors had become more and more puzzled by new kinds of sickness appearing among their patients. There had been several sudden and unexplained deaths, not only among adults but even among children, who would be stricken suddenly while at play and die within a few hours.

New ideas

One idea to come out of the growing environment movement was the concept that the Earth and its **biosphere** are all part of the same **organism**. This was known as the **Gaia hypothesis**, a theory originally formulated in the 1970s by chemist James Lovelock and microbiologist Lynn Margulis. In Australia, the theory's proponents include the Gaia Foundation (founded in Perth in 1987). The foundation's members attempt to adhere to three basic commitments:

- personal growth; healing and empowering the self to fulfil personal, community and planetary potential
- community building through development and education
- service to the Earth to enhance the wellbeing and flourishing of all life.

Another concept to come out of this era was that nature has inherent rights. Rights of Nature is 'a worldwide movement creating human communities that respect and defend the rights of nature'. According to this school of thought, nature should be thought of as more than 'property' to be exploited by those who own it.

SOURCE 5 An official statement from the Global Alliance for the Rights of Nature

Rights of Nature is the recognition and honoring that Nature has rights. It is the recognition that our ecosystems — including trees, oceans, animals, mountains — have rights just as human beings have rights. Rights of Nature is about balancing what is good for human beings against what is good for other species, what is good for the planet as a world. It is the holistic recognition that all life, all ecosystems on our planet are deeply intertwined.

Rather than treating nature as property under the law, rights of nature acknowledges that nature in all its life forms has the right to exist, persist, maintain and regenerate its vital cycles.

And we — the people — have the legal authority and responsibility to enforce these rights on behalf of ecosystems. The ecosystem itself can be named as the defendant.

6.5.3 The environment movement in Australia

The Australian environmental movement has an extensive history. While many European settlers were at a loss to understand their new environment upon arrival in Australia, others immediately began to study and learn about the unique flora and fauna of this country. Botanists and naturalists such as Joseph Banks came to Australia on the First Fleet and began cataloguing the species they encountered. However, it was not until the late nineteenth century that organised environmental societies, such as the Field Naturalist Club of Victoria (1880), began to arise. Later, as railways expanded across the country, and the Depression made car travel expensive, bushwalking societies, such as the Sydney Bushwalkers Club and the Mountain Trails Club, gained popularity. Around this time, conservation societies also became popular, accompanying the public outcry against the culling of native species, particularly koalas. In the mid twentieth century, when World War II dominated the political and social landscape, the environment movement was relatively inactive, but it re-emerged in the 1960s as the notion of conservation experienced growing support at home and around the world.

Australian Greens lead the world

The world's first Green parties were founded from 1972 onwards, and included New Zealand's Values Party (1972), Europe's Popular Movement for the Environment (1972) and Britain's PEOPLE (1973), all of which would go on to have a lasting impact on their local political scene in the decades to come.

However, the first environment party to contest an election was the United Tasmania Group (UTG), which formed during the failed 1972 campaign to save Lake Pedder. During the 1970s and 1980s, environmental political parties emerged in every state and territory of Australia, while, in 1989, three Green Party members were elected to state parliament in Tasmania, where they held the balance of power, meaning that the presiding ALP government had to gain the support of the Greens before passing laws. In 1992, state parties joined to form a national Greens party. The rise of the Australian Greens was at the forefront of the corresponding rise of Green parties around the world.

SOURCE 6 The charter of the United Tasmania Group, known as the New Ethic, would go on to influence many international Green documents of the following decades, including the Global Greens Charter of 2001. Its principles relate not only to the environment, but to social justice as well, as can be seen in this excerpt.

And we shall:

- Create new institutions so that all who wish may participate in making laws and decisions at all levels concerning the social, cultural, political, and economic life of the community;
- Provide institutions for the peaceful and unimpeded evolution of the community and for the maintenance of justice and equal opportunity for all people;

- Change our society and our culture to prevent a tyranny of rationality, at the expense of values, by which we may lose the unique adaptability of our species for meeting cultural and environmental change;
- Prevent alienation of people in their social and work roles and functions while making scientific, technical and vocational knowledge and practice free and open to all;
- Create a new community in which men and women shall be valued for their personal skills, for the material and non-material worth of these skills to groups and the whole community, for their service to the community, and for their noncompetitive achievement in all aspects of life;
- Live as equal members of our society to maintain a community governed by rational non-sectional law;
- Preserve specific areas of private and group life where private thought, speech and action is of group importance and does not interfere unreasonably, with others;
- And vest our individual and communal rights in a parliament of representatives chosen by all to enforce our law for as long as that power is not used unfairly to advantage or disadvantage any individual or group in the community.

The core values of Green parties

A Green party is one that has adopted a set of six principles outlined in the Global Greens Charter, which was signed by 800 delegates from the Green parties of 72 countries in Canberra in 2001. These principles were based upon those outlined in the policies of Green parties from Australia, Europe, Britain, Mexico, Brazil, Canada, Taiwan and elsewhere. The principles are:

- ecological wisdom
- social justice
- participatory democracy
- non-violence
- sustainability
- respect for diversity.

SOURCE 7 From the Preamble of the Global Greens Charter, as adopted in Canberra in 2001 and updated in Dakar in 2012.

We, as citizens of the planet and members of the Global Greens ...

Assert the need for fundamental changes in people's attitudes, values, and ways of producing and living

Declare that the new millennium provides a defining point to begin that transformation

Resolve to promote a comprehensive concept of sustainability which:

- protects and restores the integrity of the Earth's ecosystems, with special concern for biodiversity and the natural processes that sustain life
- acknowledges the interrelatedness of all ecological, social and economic processes
- balances individual interests with the common good
- harmonises freedom with responsibility
- welcomes diversity within unity
- reconciles short term objectives with long term goals
- ensures that future generations have the same right as the present generation to natural and cultural benefits.

Affirm our responsibility to one another, to the greater community of life, and to future generations

Commit ourselves as Green parties and political movements from around the world to implement these interrelated principles and to create a global partnership in support of their fulfilment.

on Resources

Weblink The Australian Greens

6.5 ACTIVITIES

1. Rachel Carson is considered by some historians and commentators to be one of the most significant individual voices in the contemporary environmental movement. Use the library or internet to research her life and work and write a 300-word response assessing whether this claim is justified.

   Determining historical significance

2. Research subsequent Earth Days in 1990 and 2000 and create a graph to show the growth of participation since the first Earth Day. (The next global Earth Day will take place in 2050.)

   Identifying continuity and change

6.5 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

6.5 Exercise 1: Check your understanding

1. **HS1** List some of the world issues that were the subject of protest movements in the 1960s and 1970s.
2. **HS1** Why did people in countries such as the United States and Australia protest against the Vietnam War?
3. **HS1** What forms of popular culture helped to bring the issue of the environment to public awareness?
4. **HS1** What prediction did Paul and Anne Ehrlich make in their book *The Population Bomb*? How accurate was it?
5. **HS1** What four key ideas underpinned the new environment movement?
6. **HS1** Explain the Gaia hypothesis in your own words.
7. **HS1** List three examples of early environmental activity in Australia.
8. **HS1** Explain why the Australian environment movement was relatively inactive in the mid twentieth century.
9. **HS1** What environmental issue led to the United Tasmania Group being the first 'Green' political party to contest an election?

6.5 Exercise 2: Apply your understanding

1. **HS3** What does **SOURCE 1** tell you about popular support for the environment in 1970?
2. **HS3** Using **SOURCE 3**, answer the following questions.
   (a) When did the world population reach one billion?
   (b) When Ehrlich wrote *The Population Bomb* in 1968, what was the approximate world population?
   (c) The figures for 2025, 2043 and 2083 are predictions. What ongoing information could have been used to make these predictions?
3. **HS3** Study **SOURCE 2**. Explain how the image used relates to the environment.
4. **HS3** Refer to **SOURCE 4**.
   (a) What are some of the examples of beauty that once existed in Rachel Carson's fictional town?
   (b) How did the 'evil spell' manifest itself in the town?
   (c) How valid or effective is her description in drawing attention to environmental changes?
5. **HS3** What analogy is used to explain Rights of Nature in **SOURCE 5**?
6. **HS3** Compare **SOURCES 6** and **7.**
   (a) Are these primary or secondary sources?
   (b) In what respects are they (i) similar and (ii) different?
   (c) Which source do you consider expresses its message most clearly? Explain your opinion.
7. **HS3** Choose two sources from this subtopic and write a paragraph discussing the reliability of each as a historical document. Consider the perspective from which each source originated and any bias that might affect its reliability.
8. **HS4** Explain how concern for the environment has changed in Australia from early European settlement until the present time. Use as many examples as possible from both time periods in your response.
9. **HS5** Explain how popular culture was able to influence and promote the development of the environmental movement.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

6.6 Defending the environment

6.6.1 Environmental activism

Borrowing tactics from the successful civil rights and anti-war movements, throughout the 1960s and 1970s environmental activists took to the streets to protest a range of issues. They would become increasingly sophisticated as they took on some of the world's largest and most powerful companies. The protests raised conservation awareness within the broader community in a way that conferences and official environmental education campaigns rarely had.

Greenpeace

The organisation that would become linked with the environment movement began in 1971 as a concerned citizens' group in Vancouver, Canada. They had come together to protest American nuclear testing off the coast of Alaska. This organisation began without an official **manifesto** or unified purpose. Instead, because they represented both the ecological and peace movements, the group members chose a name that combined the two aims: Greenpeace. Although their boat was stopped before it reached the test site, Greenpeace quickly became well known and would go on to become one of the world's leading environmental organisations, launching protests against many issues, including pollution, deforestation and nuclear testings, and establishing offices around the world.

SOURCE 1 As they approached Amchitka in 1971, crew member Ben Metcalf called CBC Radio. His statement would serve as a basis for the organisation that would later become known as Greenpeace.

We call our ship the *Greenpeace* because that's the best name we can think of to join the two great issues of our times, the survival of our environment and the peace of the world. Our goal is a simple, clear, and direct one — to bring about a confrontation between the people of death and the people of life. We do not consider ourselves to be **radicals**. We are conservatives, who insist upon conserving the environment for our children and future generations. If there are radicals in this story, they are the fanatical **technocrats** who believe they have the power to play with this world like an infinitely fascinating toy.

The message of the *Greenpeace* is this: The world is our place. And we insist on our basic human right to occupy it without danger from any power group. This is ... a sense and idea that we share with every ordinary citizen of the world.

DID YOU KNOW?

Today Greenpeace has over 2.8 million members worldwide. The organisation is funded largely through contributions from members. It conducts its campaigns using volunteers.

Ecological interdependence

In 1976, Greenpeace signed a Declaration of Interdependence, stating, 'With nuclear reactors proliferating [growing rapidly] and over 900 species on the endangered list, there can be no further delay or our children will be denied their future ...' The declaration stated the organisation's position on 'ecological interdependence' (being dependent on each other), the relationship between the Earth and its inhabitants, a concept of growing interest to many members of the broader public at the time. Greenpeace has succeeded in its aim to 'merge ecology, peace, post-industrialism and media strategy into a vision of cultural transformation'.

SOURCE 2 This excerpt from Greenpeace's Declaration of Interdependence (1976) outlines the organisation's three laws of ecology.

First Law of Ecology: All forms of life are interdependent. The prey is as dependent on the predator for the control of its population as the predator is on the prey for a supply of food.

Second Law of Ecology: The stability (unity, security, harmony, togetherness) of ecosystems is dependent on diversity (complexity). An ecosystem that contains 100 different species is more stable than an ecosystem that has only three species. Thus, the complex tropical rainforest is more stable than the fragile Arctic tundra.

Third Law of Ecology: All resources (food, water, air, minerals, energy) are finite and there are limits to the growth of all living systems. These limits are finally dictated by the finite size of the Earth and the finite input of energy from the sun.

Since its establishment, Greenpeace has lived up to its mission as the world's leading environmental activist organisation, involving itself in many campaigns. The most famous symbol of Greenpeace's peaceful protest and environmental activism is the ship *Rainbow Warrior*. The original *Rainbow Warrior* was sunk by French nationals when it was docked in Auckland Harbour in 1985. It was on its way to a nuclear protest in Mururoa. Kumi Naidoo, Greenpeace International's Executive Director, has described the ship as 'an icon of non-violent direct action and a beacon of hope for millions of people around the world'.

SOURCE 3 Greenpeace's ship *Rainbow Warrior*. This ship, registered in The Netherlands, is the third to bear the name and was launched in 2011. It was built to environmentally friendly specifications and uses mainly wind power.

The first Australian action under the Greenpeace banner was in 1977, when Australian activists joined with Canadian Greenpeace co-founder Robert Hunter to protest Australia's last whaling station in Albany, Western Australia. More than a year later, after a successful campaign, Australia ended its whaling program.

on Resources

Video eLesson The Green movement (eles-2618)

6.6.2 Environmental activism in Australia

Union activism and 'green bans'

Environmental activism took a grass roots, economic form in Australia in the 1970s through the union movement.

Unions have traditionally been a formidable force in Australia. With thousands of paying members, unions had the power to influence political decisions by bringing industry to a halt. In 1971, the New South Wales branch of the Builders' Labourers Federation (BLF) objected to plans to redevelop one of Sydney's historic suburbs, Hunter's Hill, and refused to begin construction. This was the first 'green ban'. By 1974, unions placed bans on more than 40 sites worth an estimated $3 billion. These bans saved some of Sydney's most historically and environmentally significant areas, including Woolloomooloo, Glebe and The Rocks, from inappropriate development.

SOURCE 4 With a force of 11 000 union members behind him, New South Wales BLF Secretary Jack Mundey (quoted in a later interview below) led the green bans, which challenged the belief, then held by many politicians and real estate developers, that 'all development was good'.

... Before the green bans there was a notion that the environment was the preserve of the better educated, well to do or middle upper classes and mainly about forests, or lakes or about the Barrier Reef or things like nature conservation. But, of course, the point is that we are one of the most urbanised countries on Earth. So the damage that this was doing to the city, this over-development was doing to the city, the progressive segment of the population were right on side with the green ban, and were really instrumental in the green ban.

Environmental campaigns in Tasmania

The fight for Lake Pedder

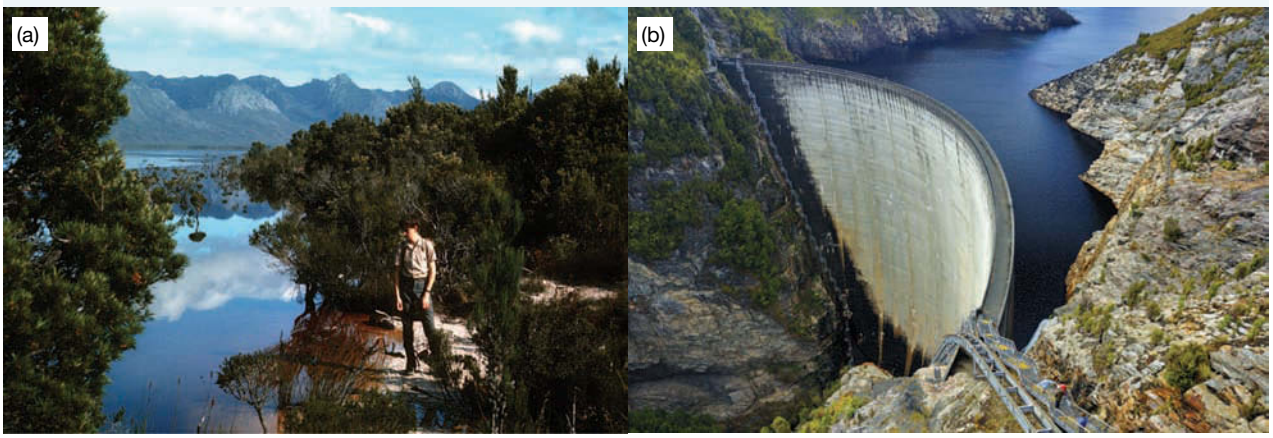
In 1967 the Tasmanian Labor government, along with the Hydro-Electric Commission, made plans to build three dams on the Gordon River to generate cheap, clean electricity. This would involve flooding Lake Pedder, which had received National Park status in 1955.

Environmental activists objected to the plan, recognising that it would have catastrophic consequences for the lake and its surroundings. They collected 10 000 signatures from around Tasmania for a petition to stop construction of the dams and compiled photographs that highlighted the natural beauty of the lake. As they came to recognise the lake's environmental significance, people from around Australia marched in support of the conservationists.

Their efforts were in vain. Lake Pedder was flooded in 1972. The loss to Australia's environmental and cultural heritage was summed up by environment movement analyst Dr Peter Hay, who said, 'Had it still existed, it would have the same sort of status in Australian mythology as other landscape icons like Uluru and Kakadu and the Great Barrier Reef.'

The country may have lost one of its greatest natural assets, but it had gained something very powerful. The campaign to save Lake Pedder had been spearheaded by the United Tasmania Group, the world's first Green party.

SOURCE 5 These two images show (a) Lake Pedder's pristine values in 1968 before its inundation in 1972 and (b) the Gordon Dam which was constructed after the inundation of Lake Pedder.



DID YOU KNOW?

A Lake Pedder Restoration Committee is campaigning to have Lake Pedder drained and restored. Doing so would cost in excess of $100 million. Divers have established that its original features such as pink sand dunes remain intact.

on Resources

Video eLesson Lake Pedder's future (eles-2619)

The fight for the Franklin River

Another major challenge came for Australian environmentalists in 1983, when the federal government nominated Western Tasmania Wilderness National Parks for inclusion on the World Heritage List. However, before this could be finalised the Tasmanian government passed the *Gordon River Hydro-Electric Power Development Act 1982*. This meant that a dam would be constructed on the Franklin River — the state's last 'wild river' — within this heritage area.

In 1983, thousands of protesters from around Australia took part in the Wilderness Society's blockade of the construction site, designed to protect the Franklin River and the wilderness environment of south-west Tasmania. As the campaign gained momentum through public awareness activities, such as slide nights, information stalls and media interviews, more and more concerned Australians added their voices to the protest. The federal government moved to prevent the project by passing the *World Heritage Properties Conservation Act 1983*. The issue ended up in the High Court, with the Tasmanian government arguing that the matter was outside the powers of the Commonwealth. The High Court did not agree. It decided that the international treaty the federal government had signed in 1974 gave it the right to protect this pristine wilderness area for future generations. The dam was not built. Franklin River was saved. In 1990, Bob Brown won the prestigious Goldman Award for his work in leading the campaign to save the Franklin River. He would go on to lead the Australian Greens from 1992.

SOURCE 6 Peter Dombrovskis was born in Germany in 1945 to Latvian parents and migrated to Australia in 1950. Dombrovskis took this photograph of the Franklin River in 1979. Entitled *Morning Mist, Rock Island Bend*, the photograph became instrumental in the successful campaign to save the Franklin River. The Wilderness Society ran a series of full-colour advertisements (extremely rare at this time) in *The Sydney Morning Herald* and *The Age* newspapers featuring the photograph. Underneath the image were the words, 'Could you vote for a party that would destroy this?'

SOURCE 7 Protesters blocking an access road to the Franklin dam site in December 1982

Significance of the Franklin campaign

The campaign to save Lake Pedder was a failure, but the campaign to prevent the damming of the Franklin was successful. In the 11 years between those two events, significant progress had been made in environmental activism in Australia. Using direct action and other highly organised methods, including enlisting the media, activists and their supporters had created a new public awareness of the environment movement and its aims. A new value on the worth of wilderness emerged, as well as the

establishment of an ecotourism industry for Tasmania. The Franklin campaign also showed that federal governments, through use of international treaties, could override state governments.

on Resources

Video eLesson Franklin River campaign (eles-2620)

DISCUSS

At times, some environmental protesters employ controversial tactics to achieve their goals. Do you believe these tactics are justified? What effect can such tactics have on environmental issues? **[Ethical Capability]**

6.6 ACTIVITY

A stated aim of Greenpeace was to 'merge ecology, peace, post-industrialism and media strategy into a vision of cultural transformation'. Research one early and one recent Greenpeace mission and evaluate the success of each in relation to this aim. **Identifying continuity and change**

6.6 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

6.6 Exercise 1: Check your understanding

1. **HS1** Explain in your own words how the organisation Greenpeace came to be named.
2. **HS1** Fill in the missing words in the paragraph below.
   Greenpeace signed a Declaration of _____ in _____, _____years after the organisation was formed. The Declaration was based on _____ _____: the concept that the _____ and its inhabitants were _____ on each other.
3. **HS1** Explain the concept of a 'green ban'. Name some areas of Sydney saved from inappropriate development by these bans.
4. **HS1** Why was a proposal put forward to dam the Gordon River (and flood Lake Pedder)?
5. **HS2** Create a timeline of all the dates and events mentioned in the text under the main heading *Environmental campaigns in Tasmania*.

6.6 Exercise 2: Apply your understanding

1. **HS3** Refer to **SOURCE 1**.
   (a) Greenpeace crew member Ben Metcalf clearly describes two groups of people who are in confrontation. Identify the two groups.
   (b) Explain the two groups' perspectives (according to Greenpeace).
   (c) According to the source, in 1971 what was Greenpeace's essential message?
2. **HS3** Read **SOURCE 2**.
   (a) According to the source, why is a complex tropical rainforest ecosystem more stable than the fragile Arctic tundra ecosystem?
   (b) Explore the ecological relationship stated in 'First Law of Ecology'. According to Greenpeace, how can prey and predators be dependent on each other?
3. **HS3** Consider **SOURCES 1** and **2**. Which source best explains Greenpeace's perspective? Justify your choice.
4. **HS3** In **SOURCE 4**, Builders' Labourers Federation (BLF) Secretary Jack Mundey brought social class issues into his speech. Why would Mundey have done this?
5. **HS3** Study **SOURCES 5a** and **5b**. What aspects of the natural environment evident in **SOURCE 5a** appear altered in **SOURCE 5b**?
6. **HS3** Examine **SOURCE 6**.
   (a) How did the image shown in the source become so important in the success of the Franklin River campaign?
   (b) Describe the imagery used in the photograph and explain what effect it might have had on the public.

7. **HS3** What does **SOURCE 7** tell you about the methods employed by the activists depicted? What impressions can you gain about those shown protesting in this photograph?
8. **HS3** Examine **SOURCES 1** and **2** and the information in this subtopic.
   (a) Summarise the views of Greenpeace as described by Ben Metcalf in his manifesto of 1971.
   (b) In what ways were these views similar to, and different from, those expressed in the Declaration of Interdependence of 1976?
   (c) From the evidence presented in section 6.6.2, how well do the concerns raised by Lake Pedder protesters match the views held by Greenpeace as presented in section 6.6.1?
9. **HS3** Compare the visual sources used in this subtopic. Explain the techniques used by photographers to carry their intended messages.
10. **HS4** Answer the following questions to compare the Lake Pedder and Franklin Dam protests.
    (a) List the similarities and differences between the two events.
    (b) How did the Franklin Dam protesters learn from their counterparts at Lake Pedder? What evidence of this continuity exists in environmental campaigns that you are aware of today?
11. **HS5** Why was the outcome so different in the cases of Lake Pedder and the Franklin River?
12. **HS6** What do you consider to be the historical significance of the success of the campaign to prevent the damming of the Franklin River?

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

6.7 The Atomic Age

6.7.1 Fears of nuclear war

With the explosion of the first atomic bomb in 1945, the world entered a new era that would become known as the Atomic Age. The United States' sole possession of nuclear weapons seemed to guarantee the world's security, while atomic energy promised to become the clean, cheap power source of the future. After the Soviet Union tested its first nuclear weapon in 1949, however, the two superpowers entered a nuclear 'arms race', in which each tried to develop the largest nuclear stockpile. Many people worried that a nuclear war could break out. Around the same time, environmentalists raised concerns about the safety of nuclear power plants and the toxic waste this supposedly 'clean' power source generated.

The **Cold War** that dominated international superpower politics after World War II resulted in, at best, an uneasy truce. This truce was sustained by a concept known as mutually assured destruction (MAD). This was the notion that in the event that nuclear warfare between the two countries did eventuate, both sides would be completely annihilated. Having seen the calamitous impacts nuclear warfare had on Japan's people and environment at the close of World War II, people across the world lived in serious fear of full-scale nuclear war.

SOURCE 1 A cartoon drawn by famed American political commentator, Herbert Block (aka Herblock). The cartoon was published immediately after the Cuban Missile Crisis between the US and USSR ended in October 1962.

SOURCE 2 An excerpt from US Secretary of State, Robert McNamara's 'No cities' speech delivered in Ann Arbour on 9 July 1962. The controversial speech outlined the government's nuclear war policies and strategies.

Let us look at the situation today. First, given the current balance of nuclear power, which we confidently expect to maintain in the years ahead, a surprise nuclear attack is simply not a rational act for any enemy. Nor would it be rational for an enemy to take the initiative in the use of nuclear weapons as an outgrowth of a limited engagement in Europe or elsewhere. I think we are entitled to conclude that either of these actions has been made highly unlikely.

Second, and equally important, the mere fact that no nation could rationally take steps leading to a nuclear war does not guarantee that a nuclear war cannot take place. Not only do nations sometimes act in ways that are hard to explain on a rational basis, but even when acting in a 'rational' way they sometimes, indeed disturbingly often, act on the basis of misunderstandings of the true facts of a situation. They misjudge the way others will react, and the way others will interpret what they are doing. We must hope, indeed I think we have good reason to hope, that all sides will understand this danger, and will refrain from steps that even raise the possibility of such a mutually disastrous misunderstanding. We have taken unilateral steps to reduce the likelihood of such an occurrence. We look forward to the prospect that through arms control, the actual use of these terrible weapons may be completely avoided. It is a problem not just for us in the West, but for all nations that are involved in this struggle we call the Cold War.

6.7.2 Nuclear power and the Chernobyl disaster

Nuclear war was not the only means by which the Earth's environment and people's lives could be devastated. The Chernobyl Power Complex was a nuclear power plant located in the Ukrainian SSR (now the Ukraine), on the border of Belarus and the USSR.

The plant consisted of four reactors, which were completed between 1970 and 1983. On 26 April 1986, Reactor 4 exploded, discharging approximately 5 per cent of its nuclear reactor core into the atmosphere and downwind. The disaster would lead to the death of hundreds of people, the ongoing illness of thousands and widespread contamination. No event symbolised the potential danger of nuclear power, or was more important to anti-uranium campaigners, than the Chernobyl disaster.

SOURCE 3 Location of the Chernobyl Power Complex in the Ukraine

SOURCE 4 An artist's impression of the chaotic scenes during the Chernobyl disaster

- **A** On 26 April 1986, a reactor at the Chernobyl Power Complex experienced a sudden power surge. Official records attribute about 64 deaths as a direct result of the accident. However, the spreading radiation would claim the lives of an estimated 200 000 people in the decades to come, as well as cause cancers and genetic abnormalities in future generations of children.
- **B** An army of liquidators consisting of firemen, nuclear power professionals, soldiers and civilians was sent in to clean up the site. They sealed the reactor inside a concrete sarcophagus (tomb). Most would later develop cancer and other life-threatening conditions as a result of the radiation.
- **C** The government initially downplayed the extent of the disaster. It was only because of mounting international pressure that, days later, people within a 30-kilometre exclusion zone were evacuated. This exclusion zone is still enforced today.
- **D** The radioactive fallout spread far across Europe. Some animals as far away as the United Kingdom have been discovered to contain unusually high levels of radiation attributed to the Chernobyl disaster.
- **E** Local media were allowed to film the event. Many of them did not know the dangers and wore minimal or no protective equipment.

DID YOU KNOW?

Calder Hall, the world's first commercial nuclear electric power plant, was opened at Sellafield in England in 1952. Although it was seen by many as the beginning of an exciting new 'atomic age', the plant supplied more than cheap electricity. It produced plutonium to feed Britain's nuclear weapons program.

6.7.3 Nuclear testing on Australian soil

Although environmental campaigners and anti-nuclear protesters were convinced of the threats that nuclear power and energy presented for the planet, others had more positive views on its potential for peaceful purposes. At the International Conference on Atomic Energy convened by the United Nations in Geneva in 1955, 25 000 participants came together to advance non-military uses of nuclear technology. President Eisenhower had delivered his 'Atoms for Peace' speech two years earlier and many leaders and their governments wanted to support the cause. In 1954, the United Kingdom established the United Kingdom Atomic Energy Authority (UKAEA), although it had already been carrying out nuclear testing, notably on Australian soil.

From 1952 to 1957, the United Kingdom conducted a series of 12 nuclear tests at Emu Junction, Monte Bello Islands and Maralinga. Although these tests had been approved by Australia's Commonwealth government, it is likely this was done without consideration of the true environmental impacts of the testing program. In fact, some sources from the time (such as newspaper headlines and articles) document the pride that Australians felt about our participation in the British nuclear testing program.

The testing sites were chosen primarily for their remote locations. The Monte Bello Islands, for example, are an isolated chain of small islands off the coast of far north Western Australia. The British Navy could easily access the site and could conduct their testing away from prying international eyes. The desert locations of Maralinga (see **SOURCE 6**) and Emu Junction were chosen for similar reasons.

An Australian royal commission in 1985 revealed that, as they tried to develop their nuclear weapons, the British had unwittingly exposed Australian and English troops, as well as Indigenous communities, to nuclear **fallout**. Scientists testified that they had found high levels of nuclear contamination at Maralinga but acknowledged that the human cost of the tests would be impossible to prove. This was partly because, at the time of the tests, few records were kept of the Indigenous people living on the land, and partly because of Indigenous taboos involving naming the dead. In 1985, the South Australian government returned ownership of the land to its traditional owners under the Maralinga Tjarutja Land Rights Act; however, it would take another ten years to clean up the contamination.

SOURCE 5 Two years before the more well-known nuclear tests at Maralinga, a bomb was detonated at Emu Junction, South Australia. Many of the local Indigenous people were not warned of the impending blast.

EILEEN KAMPAKUTA BROWN (translated): We noticed a very red, red colour in the sky in the west there, and we thought, hey. And it was that boom, that blast, and then that mushroom that we could see. That next morning when we all woke up, that was when we noticed sickness happening then.

Yami got up that morning and we saw, you know, red eyes, sore red eyes, real phlegmy in the nose, coughs, bad coughs as well, and so we were starting to think maybe it was to do with that bomb.

That morning when we woke up was when we found out about Kelly's father who passed away. Day Two we lost Kelly's sister then. So Day Three was when we lost Kelly's mother.

SOURCE 6 A sign declaring a prohibited area on the road to the Maralinga test site, taken in 1974

on Resources

Video eLesson Nuclear tests at Maralinga (eles-2621)

Protests at Jabiluka

In 1996, with the clean-up of Maralinga finished and the traditional owners returning to their land, a new controversy was brewing over Jabiluka, a proposed **uranium** mine in the middle of the Northern Territory's Kakadu National Park. On 8 October 1997, the Australian government had approved the Jabiluka uranium mining project. Following a plea by representatives of the Mirarr people, who believed that mining at the site would destroy their land and culture, activists from around Australia **blockaded** Jabiluka. In addition to the concerns raised by the Mirarr people about the immediate danger that the mine posed to their community, many environmentalists feared the long-term cost of mining uranium for power generation: nuclear waste.

Challenging the mine owners and the government, protesters blocked access to the proposed mining site. Around 500 protesters were arrested, but the blockade succeeded in promoting the claims of the Mirarr people and raising awareness of the human and environmental cost of uranium mining within the broader Australian community.

SOURCE 7 This press release by the Greens Party outlines why party leader Bob Brown viewed Jabiluka as one of the major issues of 1998.

Media Release/Spokesperson Bob Brown
Monday, 1 June 1998, 12:00 am
Greens Senator Bob Brown arrives in Darwin today to travel to the Jabiluka protest blockade.

On Tuesday morning Senator Brown will breakfast at the blockade with grandmother and anti-Jabiluka uranium mine protester Ethel Reynolds. Ethel, 85, from Melbourne, has travelled to Kakadu to be part of the blockade. Ethel is staying at the blockade camp with her granddaughter.

'I am going to show total support for the Mirrar people and to the blockaders,' said Senator Brown.

'The combined issues of the Mirrar people's right to determine the future of their country and the issue of Australia exporting uranium to be part of the nuclear fuel cycle, make this the pre-eminent environmental issue for 1998.

'It will be a major issue in the upcoming federal election,' said Senator Brown.

In 1998, the United Nations World Heritage Committee assessed the plans to mine uranium within Kakadu National Park (particularly at Jabiluka) and expressed 'grave concern' at the potential dangers to the National Park if the plans were to go ahead. This assertion was confirmed by the Australian Senate committee set up to investigate the potential impact of mining. Despite these criticisms, the Australian government did not order Energy Resources of Australia Ltd (ERA) to stop its plans to mine at Jabiluka.

It would take almost ten years before the protesters and the Mirarr people would get the outcome they had fought for. On 25 February 2005, Rio Tinto, which now owned the mining site, signed the Jabiluka Long-term Care and Maintenance Agreement, in which they agreed to secure the permission of the Mirarr people before beginning any future mining at Jabiluka.

DISCUSS

'The potential benefits of the use of nuclear power far outweigh all social and environmental impacts.' Do you agree or disagree with this statement? Justify your view. **[Ethical Capability]**

6.7 ACTIVITIES

1. Research the French government's nuclear testing on Mururoa Atoll in the 1980s. Find out about the mission of the *Rainbow Warrior*, Greenpeace's flagship protest boat and the death of a crew member in 1985. Establish the cause of his death and the effects that this tragedy had. **Analysing cause and effect**

2. Research the Fukushima nuclear disaster in 2011 and compare and contrast the impacts of this disaster with those of Chernobyl. Based on the long-term impacts on the environment and the population around Chernobyl, what is the future likely to hold for Fukushima? **Identifying continuity and change**

6.7 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

6.7 Exercise 1: Check your understanding

1. **HS1** Why was the Atomic Age so called?
2. **HS1** Using your own words, explain the concept of mutually assured destruction (MAD).
3. **HS1** In what ways would a nuclear war be calamitous for the environment?
4. **HS1** Explain the response of the following people in the Chernobyl disaster:
   - locals
   - liquidators
   - government officials
   - local media.
5. **HS1** Why might the USSR government have been reluctant to admit that the Chernobyl disaster had taken place?
6. **HS1** Why was the Chernobyl disaster such a rallying symbol for anti-nuclear protestors?
7. **HS1** Why did some people feel nuclear technology could be a positive force?
8. **HS1** Answer the following questions about nuclear testing in Australia.
   (a) List the sites in Australia where the United Kingdom carried out nuclear testing.
   (b) How were they able to conduct these tests in Australia?
   (c) What was significant about the location of these sites?
   (d) Had environmental impact studies been conducted?
9. **HS1** The Jabiluka mine would potentially have been extremely profitable to the Mirarr people. If this is true, why would they have been so opposed to the mine's development?
10. **HS1** What were the results of the successful protests against the Jabiluka mine?

6.7 Exercise 2: Apply your understanding

1. **HS3** Examine **SOURCE 2**.
   (a) Who are the 'we' and 'I' referred to in the source?
   (b) What two related points about the prospects of a nuclear war are made in this extract? Are these points in harmony or at odds? Explain.
   (c) According to Robert McNamara, what might lead to an outbreak of nuclear war?
2. **HS3** Examine **SOURCES 1** and **2**.
   (a) Which source was chronologically first to be created?
   (b) Which two countries are represented by their leaders shown in **SOURCE 1**?
   (c) How does the message of **SOURCE 1** support Robert McNamara's message in **SOURCE 2**?
   (d) In **SOURCE 1**, the cartoonist uses an analogy of the Greek myth of Pandora, who opened a box that contained all the evils of the world. How apt is this analogy with relation to the threat of nuclear war to the world?
3. **HS3** Examine **SOURCE 4**.
   (a) The source represents an artist's impression of the aftermath at Chernobyl. What limitations might it have as an accurate historical source?
   (b) What other types of sources could a historian draw on to ensure an accurate account of the disaster could be given? Given the nature of the times, why might access to such sources be restricted or difficult to obtain?
4. **HS3** Read **SOURCE 5** carefully.
   (a) According to the source, what was seen and heard on the day of nuclear testing at Emu Junction?
   (b) Is this an eyewitness account? Explain.
   (c) How reliable do you consider this account? Why?
5. **HS3** **SOURCE 6** is a photograph taken in 1974.
   (a) How many years previously had nuclear testing taken place?
   (b) What can you deduce about the location of the site from this photograph?
6. **HS3** According to **SOURCE 7**, why does Bob Brown consider it important to meet with protesters at Jabiluka? In what way might his presence assist in their demonstration?

7. **HS3** Copy and complete the table below to complete an analysis of the different types of historical sources used in this subtopic.

Type of source	Example	Strengths	Weaknesses
Speech			
Political cartoon			
Artist's recreation of an event			
Photograph			
Eyewitness accounts			

8. **HS3** Political cartoons, such as the one shown in **SOURCE 2**, are valuable historical sources. At the time of their creation, why might they be more successful in influencing opinions on an issue as opposed to, for example, a government report or a newspaper editorial?
9. **HS4** Outline the similarities and differences between the treatment of Indigenous people at Maralinga and Jabiluka. Explain what these similarities and differences might suggest about the Australian government's attitude towards Indigenous peoples from 1950 to the present.
10. **HS4** Initially, the Australian public was proud of its involvement in the British nuclear testing program. Why do you think these views began to change once the testing began? How do you think the Australian government and the Australian people would react today if the United Kingdom proposed further nuclear testing in Australia?

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

6.8 Global environmental issues: responses

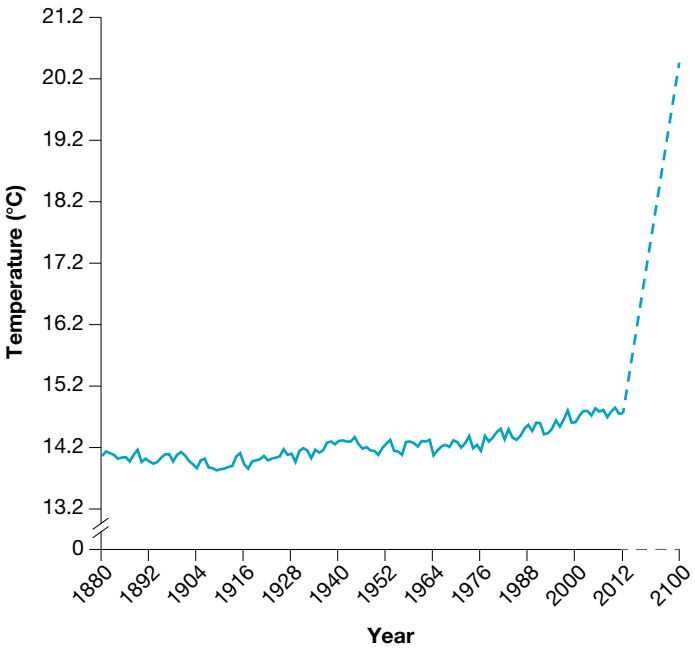
6.8.1 Responding to the global challenge of climate change

Many global issues today require global responses and international cooperation. Pollution, endangered environments and hazardous waste all demand attention. On one particular issue, however, the environment movement is increasingly vocal. That voice is being added to by scientists, politicians and citizens across the globe.

Despite controversial debates about whether **global warming** and climate change is the result of human activity, science has become settled on the issue, pointing to human activities, particularly our output of carbon dioxide emissions as a very likely cause.

The United Nations World Meteorological Organization announced in January 2016 that, according to its data, 15 of the 16 hottest years on record have all been this century, with 2015 being significantly warmer than the record-level temperatures recorded in 2014. Underlining the long-term trend, 2011–15 is the warmest five-year period on record. Most scientists expect this upward trend to continue.

SOURCE 1 Average global temperature, 1880–2012, with projection to 2100



By the end of the twenty-first century the Earth's average temperature might be up to 5.8 °C warmer than today, if greenhouse gas concentration continues to increase. But it is not just the temperature that might change — storms might be more extreme, sea levels might rise, and floods and drought might also become more frequent. Sea levels have risen 10 to 20 centimetres over the past century, affecting many low-lying regions such as Papua New Guinea's Carteret Islands, which are slowly being covered by the sea. They and other low-lying island groups, such as the Marshall Islands and Kiribati in the Pacific, and the Maldives in the Indian Ocean, may eventually be entirely submerged.

SOURCE 2 An aerial view of Kiritimati (Christmas Island), Kiribati, in the Pacific Ocean. This low-lying island is threatened by sea level increases caused by global warming.

Already governments are planning for below average rainfall levels to become more commonplace. Around Australia, desalination plants have been built to help meet the future water needs of growing populations. It has also been predicted that the extreme weather that led to the Victorian bushfires on Black Saturday in February 2009 will be exceeded in bushfire seasons to come. While individual governments may plan to deal with the specific issues they face on the home front, it is widely acknowledged that international cooperation is essential for long-term gains to be made in the effort to reverse the effects of global warming.

Kyoto Protocols and climate change conferences

In 1992, the United Nations Framework Convention on Climate Change (UNFCCC), an international environmental treaty, was negotiated at the United Nations Earth Summit held in Rio de Janeiro. Since 1995, parties to the UNFCCC have met annually at the Conference of the Parties (COP) to assess progress in dealing with climate change. Formulated at COP3, held in Kyoto, Japan, the Kyoto Protocols (1997) called for a 15 per cent reduction in carbon dioxide emission by 2012. However, the differing priorities of some countries soon became apparent, with large producers such as China claiming an exemption from any targets because of their growing industrial development. The Australian government was also reluctant to accept these targets, arguing that they would have a negative impact on the Australian economy because of our high dependence on fossil fuels. The Kyoto Protocol was finally ratified (approved) by the Australian government in December 2007 and came into effect in March 2008. In ratifying the agreement, Australia committed to reducing greenhouse gas emissions by 60 per cent of year 2000 levels by 2050.

Ten years later, more than 10 000 participants, including government representatives and non-governmental organisations representing 180 nations, gathered at the Bali Climate Conference to develop the Bali Road Map, a document intended as a guide to reducing carbon emissions beyond 2012. When the United States delegates suggested developing nations should take more responsibility for carbon emissions, frustration with the United States boiled over, with a delegate from Papua New Guinea saying, 'If you

cannot lead, leave it to the rest of us. Please get out of the way.' Following the Bali conference, many people hoped for a stronger plan for cutting carbon emissions.

At COP15 held in Copenhagen, Denmark (2009), world leaders officially recognised the need to keep the global temperature rise to less than 2 degrees Celsius. However, the agreement did not contain specific commitments for reaching that goal. At subsequent global climate change meetings, the lack of concrete strategies continued to frustrate politicians and UN representatives. In Paris in 2015, COP21 focused on developing a binding agreement from all nations regarding practical solutions to climate change. The key outcomes of this meeting, the Paris Agreement, are listed in **SOURCE 3**.

SOURCE 3 Agreed outcomes from the 2015 United Nations Climate Change Conference held in Paris

Governments agreed:

- on a long-term goal of keeping the increase in global average temperature to well below 2 °C above pre-industrial levels
- to aim to limit the increase to 1.5 °C, since this would significantly reduce risks and the impacts of climate change
- on the need for global emissions to peak as soon as possible, recognising that this will take longer for developing countries
- to undertake rapid reductions thereafter in accordance with the best available science
- to come together every 5 years to set more ambitious targets as required by science
- to report to each other and the public on how well they are doing to implement their targets
- to track progress towards the long-term goal through a robust transparency and accountability system
- to strengthen societies' ability to deal with the impacts of climate change
- to provide continued and enhanced international support for adaptation to developing countries.

In Katowice, Poland in 2018, COP24 formulated rules for implementation of the 2015 Paris Agreement,which outline how governments will measure and report on their efforts to cut carbon emissions. The Australian government has ratified the Paris Agreement and committed to reducing emissions and increasing renewable energy capacity to meet targets set for 2030 and beyond. The issue remains contentious, however, with many people believing more needs to be done now to protect the planet for the future. In March 2019, thousands of students across Australia went on strike — missing school to protest perceived government inaction on climate change.

SOURCE 4 'School Strike 4 Climate' supporters protest outside their local Member of Parliament's electoral office in Melbourne, March 2019.

DISCUSS

'Global climate conferences such as those held at Kyoto, Copenhagen and Paris have done little to further real action on global change issues.' To what extent do you agree with this statement?

[Critical and Creative Thinking Capability]

6.8.2 Responses to other environmental issues

Opinion polls in Australia and across the world have confirmed that governments can no longer ignore environmental issues. In the build-up to the 2016 US election, 51 per cent of people listed the environment as a key determining factor in their voting preferences (for a reference point, the most significant listed was terrorism, with 78 per cent). The rise of the Australian Greens as a legitimate alternative party has also forced our country's politicians to carefully consider environmental policies.These changes have resulted in several examples of positive government responses to environmental issues.

In the United States, growing concern regarding the treatment of hazardous material in the 1970s–1980s led to the creation of the *Comprehensive Environmental Response, Compensation, and Liability Act* (1980). Referred to as CERCLA or simply Superfund, the Act gives the government the authority to clean sites that are deemed unsafe. The Act was developed after a long series of tragic environmental disasters in the late 1970s, including the deaths of five workers at a chemical treatment plant in Bridgeport, New Jersey. Today, more than 1300 hazardous sites have been cleaned as a result of this legislation.

Closer to home, the Great Barrier Reef Outlook Report can be seen as another example of a government response to an environmental concern. As one of the most ecologically significant sites in the world, the protection of the Great Barrier Reef is of the utmost importance. Every five years, a detailed assessment into the health of the reef is conducted. This data is then developed into management strategies implemented by the federal and Queensland governments. **SOURCE 5** presents a summary of the risks to the Reef that were identified in the 2014 report.

SOURCE 5 The risks to the Great Barrier Reef of various threats as shown in the 2014 Great Barrier Reef Outlook Report

	Threat	Risk: Ecosystem	Risk: Heritage values	Timing	Influencing factors: Climate change	Influencing factors: Coastal developement	Influencing factors: Land-based run-off	Influencing factors: Direct use
Region-wide	Altered weather patterns	Very high	Very high	Now	●			
	Sea temperature increase	Very high	Very high	Now	●			
	Ocean acidification	Very high	Very high	10+	●			
	Sea level rise	Very high	Very high	10+	●			
	Modifying coastal habitats	Very high	Very high	Now		●		
	Nutrient run-off	Very high	Very high	Now			●	
	Sediment run-off	Very high	Very high	Now			●	
	Outbreak of crown-of-thorns starfish	Very high	Very high	Now			●	
	Illegal fishing and poaching	Very high	Very high	Now				●
	Incidental catch of species of conservation concern	Very high	Very high	Now				●
	Barriers to flow	High	High	Now		●		
	Marine debris	High	High	Now			●	●
	Incompatible uses		High	Now				●
	Discarded catch	High	High	Now				●
	Extraction of predators	High	High	Now				●
	Extraction of particle feeders	Medium	Medium	Now				●
	Altered ocean currents	Medium	Medium	10+	●			
Local or regional	Pesticide run-off	High	High	Now			●	
	Disposal of dredge material	High	High	Now		●		●
	Extraction from spawning aggregations	High	High	Now				●
	Outbreak of disease	High	High	Now	*Cumulative effect of many factors*			
	Outbreak of other species	Medium	Medium	Now	*Cumulative effect of many factors*			
	Terrestrial discharge	Medium	Medium	Now			●	
	Acid sulphate soils	Medium	Medium	Now		●	●	
	Artificial light	Medium	Medium	Now		●		●
	Damage to reef structure	Medium	Medium	Now				●
	Damage to seafloor	Medium	Medium	Now				●
	Dredging	Medium	Medium	Now		●		●
	Exotic species	Medium	Medium	Now			●	●
	Extraction of herbivores	Medium	Medium	Now				●
	Grounding large vessel	Medium	Medium	Now				●
	Illegal activities – other	Medium	Medium	Now				●
	Noise pollution	Medium	Medium	Now		●		●
	Spill – large chemical	Medium	Medium	Now				●
	Spill – large oil	Medium	Medium	Now				●
	Vessel strike	Medium	Medium	Now				●
	Vessel waste discharge	Medium	Medium	Now				●
	Wildlife disturbance	Low	Medium	Now				●
	Grounding small vessel	Low	Low	Now				●
	Spill – small	Low	Low	Now				●
	Atmospheric pollution	Low	Low	Now		●		●

Risk: Low, Medium, High, Very high

Timing: Now, 10+ More than 10 years

DISCUSS

With a partner, decide whether you agree or disagree with the following statement: 'Australia has a responsibility to cut its carbon emissions, even if other nations are not doing so'.

Justify your opinion using information from this subtopic and other sources you may find.

[Personal and Social Capability]

Explore more with myWorldHistoryAtlas

Deepen and check your understanding of the topic with related case studies and auto-marked questions.

- The globalising world > **Green politics**

on Resources

Weblink Climate protests

6.8 ACTIVITIES

1. With a partner, study **SOURCE 5** and answer the following questions.
   (a) What are (i) the two risk categories and (ii) the four influencing factors shown in the source?
   (b) List the threats that are linked to the influencing factor of climate change.
   (c) Which three threats will come into play in ten years or more?
   (d) Of the threats that present a very high risk to the ecosystem and heritage values of the Great Barrier Reef, which can (i) Australia's governments, (ii) environment groups and (iii) individual citizens do most about?
   (e) What responses can government and non-government organisations implement to help address the threats?

   Using historical sources as evidence
2. Create a flow chart or other graphic to present your views on the global environmental issue of climate change. Use the following questions to guide you in your thinking and planning.
   (a) Situation: What is the issue?
   (b) Background: Why has it happened?
   (c) Solutions: What are all the possible solutions you can think of? What are the consequences, good and bad, of each solution?
   (d) Choices: What are the best possible solutions?
   (e) Actions: What can we do about the issue? How can we influence decisions in the future?

   Analysing cause and effect
3. Use the **Climate protests** weblink in the Resources tab to watch the video. Would you participate in a protest of this kind? Do you think this sort of action is likely to be effective? Why or why not? What else could you do to express your views on climate change? Discuss as a class.

   [Creative and Critical Thinking Capability]

6.8 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

6.8 Exercise 1: Check your understanding

1. **HS1** Global warming is simply one element of climate change. To which other environmental impacts does this phrase refer?
2. **HS1** What is the most significant cause of climate change?
3. **HS1** Create a visual representation of the global climate conferences that have occurred since Kyoto. Include a description of the outcomes of these various meetings in your work.
4. **HS1** How did the outcome from the Paris Climate Conference differ from those that came before?

5. **HS1** What evidence demonstrates the growing environmental concerns held by people in the United States and Australia?
6. **HS1** Why are government organisations such as the American CERCLA so important to communities?
7. **HS1** How is the data that is collected during the five-yearly Great Barrier Reef Outlook Report used?

6.8 Exercise 2: Apply your understanding

1. **HS3** **SOURCE 1** graphically illustrates the rise in global temperatures. Why might the data on which this graph is based be a driving force for change at the highest (governmental) level?
2. **HS3** Describe the features of the natural landscape visible in **SOURCE 2**. Why will such an environment be vulnerable as a result of climate change?
3. **HS3** Study **SOURCE 3**.
   (a) List the types of international cooperation mentioned.
   (b) How is the role of science given importance in the source?
4. **HS3** What does **SOURCE 4** suggest about who is concerned about the impact of climate change?
5. **HS3** To what extent can the sources presented in this subtopic be considered 'historical'? Assess each of them for their usefulness and reliability as a historical source on the topic of global environmental issues.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

6.9 Australia's environmental future

6.9.1 Change over time in environmental concern

In the future, it is likely that population increase, economic growth and climate change will see increasing pressures on Australia's natural environment. How the nation responds, including the sacrifices people are prepared to make, will affect our environmental future.

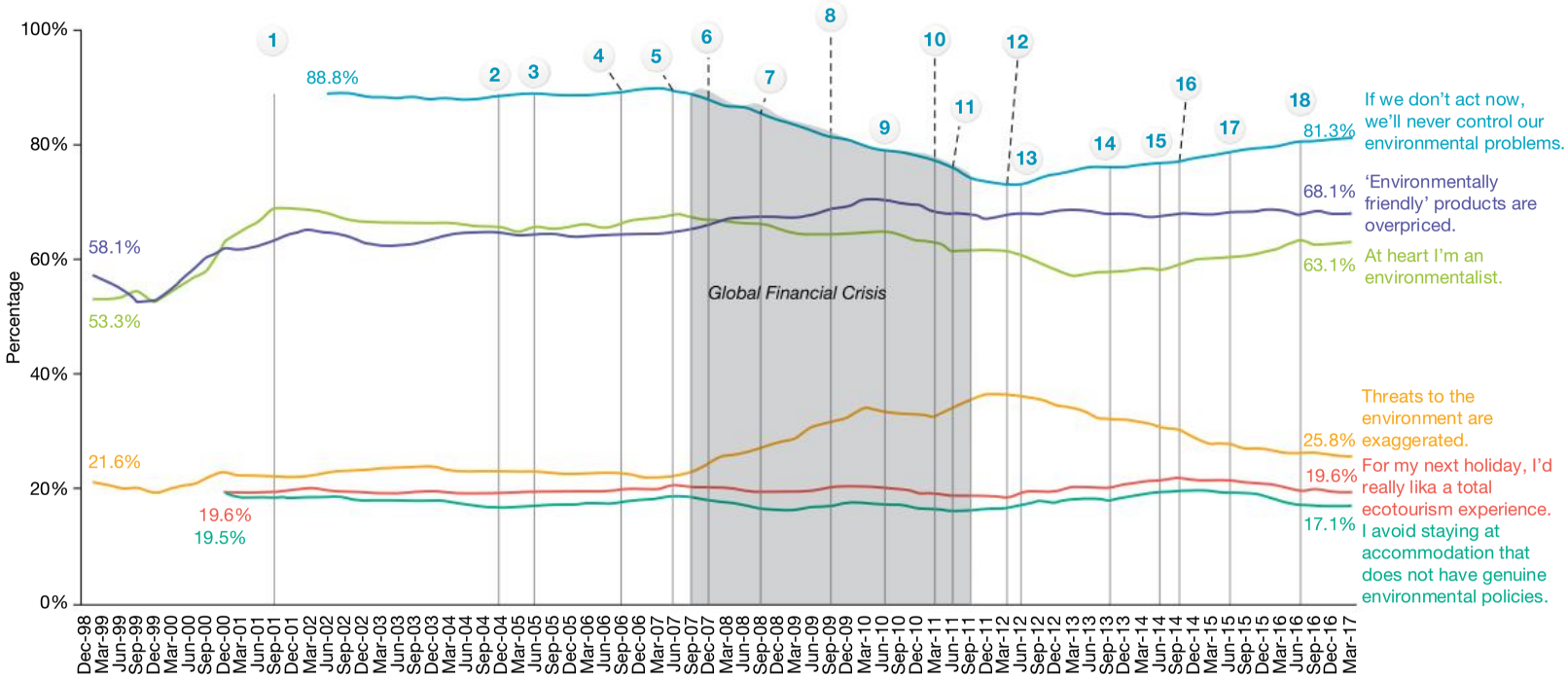
It is interesting to note the fluctuations in Australians' concern about the environment over the past few decades, and to see how these align with other national and global issues. In the early 1990s, a time of relative prosperity in Australia, concern about the environment was extremely high. Our biggest environmental concerns back then were air pollution, destruction of trees and ecosystems, ocean pollution and the depletion of the ozone layer. However, statistics gathered in 2007–08 saw a reduction in concern. Since then, Australians' levels of concern for the environment have returned to close to where they were at the turn of the millennium.

In 2017, Roy Morgan Research prepared a report for WWF-Australia based on 20 years' worth of data. This data included a recent survey of 1800 Australians aged 14 and above about their attitudes towards environmental issues. They found that, although 86 per cent of the population agreed that climate change was of concern, they were more concerned by other environmental issues. Their biggest concern was protecting oceans and marine life, including the Great Barrier Reef, which 94 per cent of people agreed was important. Almost 70 per cent of those interviewed felt that a healthy environment and a prosperous economy go hand in hand.

Variations according to location, age and gender

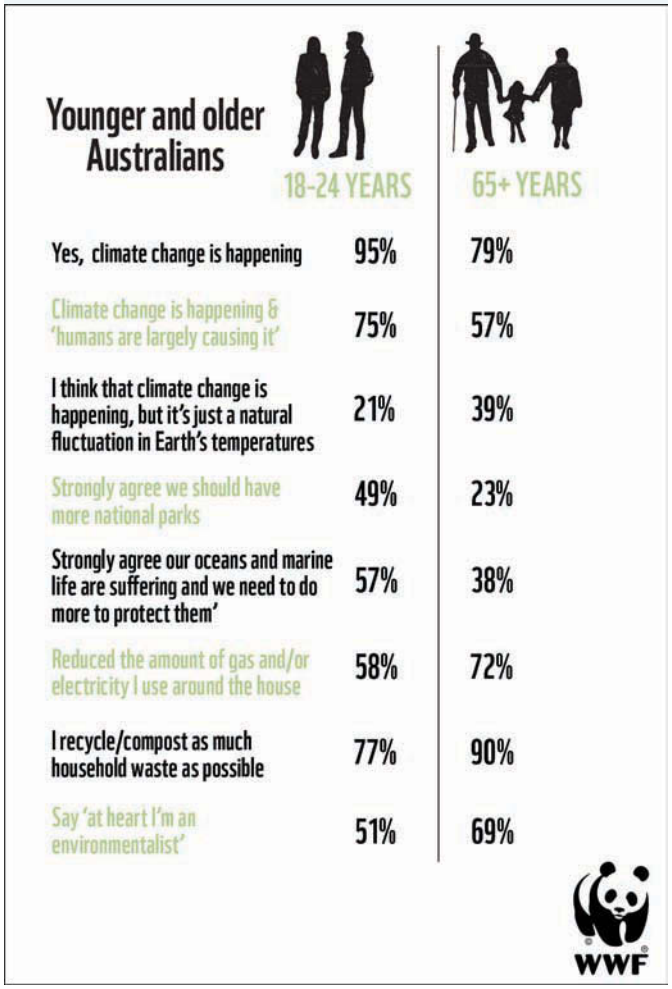
In 2017, more Australians who lived in capital cities reported concern about climate change (60 per cent) compared with people living outside capital city areas (52 per cent). The proportion of people concerned about environmental issues increased steadily with age, reaching a peak of 70 per cent in the age range 55–64 years, then declining to 54 per cent among Australians aged 65 years and over. Interestingly, similar proportions of 18- to 24-year-olds (53 per cent) and those aged over 75 (54 per cent) reported being concerned about environmental issues in general. On the specific issue of climate change, however, this younger age group (18–24) was the most concerned of all age groups, at 61 per cent. More females were concerned about water shortages (68 per cent), accumulation and disposal of household waste (67 per cent), and climate change (61 per cent) than males (61 per cent, 60 per cent and 53 per cent respectively).

SOURCE 1 This graph shows the change over time in Australians' attitudes towards environmental issues, as reflected in their responses to stimulus belief statements.



1. September 11 attacks; Ansett collapse
2. Boxing Day tsunami, Indonesia
3. London bombings
4. *An Inconvenient Truth* released
5. Howard proposes ETS
6. Rudd ratifies Kyoto Protocol
7. Rudd announces CPRS details
8. CPRS voted down in parliament
9. Resource super profits tax introduced; Gillard replaces Rudd
10. Earthquake/tsunami/nuclear event Japan
11. Anti-carbon tax campaign advertised
12. Miners launch new anti-tax ad campaign
13. Carbon and mining tax introduced
14. Abbott wins election
15. Carbon tax repealed
16. Mining tax repealed
17. Turnbull replaces Abbott
18. Brexit

SOURCE 2 Persons concerned about environmental issues in Australia, by age group



Aspirations for the environment

Consultations have shown that Australians believe that since the natural environment affects everyone, all people, groups, businesses and nations have a responsibility to participate in protecting it. Further, they hope that collective efforts and measures by governments, non-government organisations and individuals will work for positive environmental outcomes for the future. In caring for and sustaining the environment, alignment between the different levels of government, collaboration and linking across public and private activities and initiatives, and international cooperation is seen as imperative.

SOURCE 3 shows a summary of the hopes of Australians for the environment in 2012, which was gathered through extensive consultations.

SOURCE 3 An extract from the Australian Bureau of Statistics *Measures of Australia's Progress: themes and aspirations report 2012*

Environment

Healthy natural environment

Australians aspire to a healthy natural environment.

Appreciating the environment

Australians aspire to appreciate the natural environment and people's connection with it.

Protecting the environment

Australians aspire to care for and protect our natural environment.

Sustaining the environment
Australians aspire to manage the environment sustainably for future generations.
Healthy built environments
Australians aspire to healthy built environments.
Working together
Australians aspire for government, business and communities to work together locally and globally for a healthy environment.

6.9.2 Think global, act local

As the environment movement continues to inspire large-scale action worldwide, many people direct their efforts to making a difference in their local area. Growing community awareness of environmental issues is reflected in the rise of online and print publications that celebrate sustainability, going green and local activism. Countless small yet effective local projects focus on things that regular people can do to assist the environment every day, including buying products that are farmed organically, and participating in food swaps and community gardens. Many of these organisations believe that there is more opportunity to effect change at this grassroots level than there is through governments and political systems.

Sustainable neighbourhoods

In 2009, Melbourne's Yarra Council held its first Yarra Sustainability Awards, awarding prizes in the categories of 'Sustainable Business', 'Innovation in Sustainable Design', 'Community Action', 'Environment Group', 'Sustainable Garden' and 'Sustainable Household'. The Dame Nellie Melba Early Learning and Vision for Environmental Sustainability (ELVES) program won first place in the 'Community Action' category. Each term the kindergarten runs a 'no waste lunch week', during which they encourage parents and children to create as little waste as possible at lunchtime by reducing packaging and composting food scraps. The compost is used on the kindy's gardens, or bottled and sent home with the children, where it can be used on domestic gardens. Not only is the ELVES program successful in making the kindergarten's children and their families aware of being less wasteful, it also acts as a model for other communities wanting to develop a more environmentally sustainable lifestyle.

SOURCE 4 At Collingwood Children's Farm in Melbourne, the philosophies of permaculture, Landcare and organic farming guide farm activities. The farm was established by the community in 1979.

Grassroots organisations take the lead

Government departments and local councils have an important role to play in protecting the environment, but they cannot win the fight for the environment alone. Many non-government organisations (NGOs) represent the interests of those who want to protect the environment, working with local communities to run campaigns on issues such as the anti-nuclear movement, sustainability, healthy rivers and oceans, Indigenous land rights and climate change. In many cases, these **grassroots** movements give a voice to those who would otherwise go unheard. Popular grassroots environmental organisations include Friends of the Earth (FOE) Australia, which runs numerous campaigns on a range of issues; the Australian Network of Environmental Defenders' Offices (ANEDO), which represents independent community environmental law centres around Australia; and Watermark Australia, which encourages citizens to discuss water use and management and other water issues facing Australia.

Action on climate change

While many environmental NGOs welcome participation by young people, the Australian Youth Climate Coalition (AYCC) was specifically designed to give Australian environmentalists aged 30 and under a real voice in the climate change debate. This youth-run and youth-led organisation grew from 5000 members at the beginning of 2009 to more than 50 000 members by the end of the year. In 2009, the organisation focused on three major projects, which involved running the first Australian youth climate summit; working with World Vision to hold the world's first national youth vote on climate change; and establishing AYCC International to send a **delegation** to the United Nations Climate Conference. They have also sent delegates into schools to talk about climate change and to mentor students, and have established the Youth Climate Leadership Program. In 2010, the AYCC was one of 20 NGOs chosen to represent the community's interests in the Non-Government Organisation Roundtable on Climate Change.

Based in inner Melbourne, the Yarra Climate Action Now (YCAN) is a community group made up of people concerned about climate change. Their aim is to work to achieve collective responses to climate change. Lobbying all levels of government, media campaigns, stalls at events and festivals, participating in organised events such as 100% Renewables and doorknocking all form part of their act local, think global philosophy. Other campaigns include involvement in 350, a global grassroots climate action organisation, Yarra Community Solar, Trains not Toll Roads and Lock the Gate.

SOURCE 5 The figure '350' is formed by people holding umbrellas at a mass environmental awareness event at the Sydney Opera House. 350 Australia is part of a global grassroots movement that aims to hold governments accountable to 'the realities of science and the principles of justice' through mass public action and online campaigns. The number 350 refers to the recommendation by scientists that the amount of CO_2 in the atmosphere must be reduced from its current level of 400 parts per million to below 350 parts per million.

SOURCE 6 On 8 May 2014, the Queensland Government gave preliminary approval for the creation of Australia's biggest mining project, the Carmichael coal mine, which would be owned by the Adani family. Environmental groups protested because of concerns about the CO_2 generated through the burning of coal, the detrimental environmental effects to the land and forest around the mine itself, and the longer-term effects on the water supply in the Great Artesian Basin. This set up a years-long fight in the courts and on the streets. In this image, taken in December 2018, protesters in Melbourne stage a 'Funeral for our Future', which organisers hoped would shame politicians into taking action to stop the Adani mine and start the transition away from fossil fuels.

DISCUSS

The future health of the environment is arguably the greatest challenge for present day individuals, groups and governments. **[Ethical Capability]**

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Deepen and check your understanding of the topic with related case studies and auto-marked questions.

- The globalising world > **Green politics**

6.9 ACTIVITY

Using all the sources in this subtopic as evidence, write an essay on the following topic:
'Australia's environmental future is in good hands'. **Using historical sources as evidence**

6.9 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

6.9 Exercise 1: Check your understanding

1. **HS1** Overall, is the concern of Australians about environmental issues increasing or decreasing?
2. **HS1** Examine Australian attitudes to environmental issues in the years 2007–11. What is different about their concerns at this time compared to the years before and after this period? Can you suggest a reason for this change?
3. **HS1** In recent years, which (a) gender and (b) age group has been identified as having the most concern about climate change?
4. **HS1** Explain in your own words the meaning of the slogan 'Think global, act local'.
5. **HS1** Why might sustainable projects involving young children lead to a more environmentally sustainable community?
6. **HS1** How would you define a 'grassroots' organisation?
7. **HS1** What does the growth in membership of the AYCC suggest to you?
8. **HS1** List some of the projects the (a) AYCC and (b) YCAN have been involved in. What do you see as the similarities and differences between these two organisations?
9. **HS1** Why should caring for the environment be a collective effort? Which of the aspirations in **SOURCE 3** relates to this?

6.9 Exercise 2: Apply your understanding

1. **HS3** Refer to **SOURCE 1** and/or **SOURCE 2** to answer the following questions.
   (a) Write 2–3 sentences about the trends shown in the **SOURCE 1** graph, including what you predict might happen in this data over coming years.
   (b) According to the **SOURCE 2** infographic, what particular environmental issues concern both young and older Australians the most? Why do you think these issues might be of paramount concern?
   (c) Which issues do these two segments of Australian society disagree on, and why might this be the case?
   (d) How could the evidence in these two sources be a valuable starting point for (i) an education campaign about the environmental issues faced by Australia and (ii) the focus of government policy aimed at making all Australians more concerned and active when it comes to protecting our environment?
2. **HS3** What aspects of sustainability can be seen in **SOURCE 4**?
3. **HS3** Examine **SOURCE 6**.
   (a) What issue are the people shown in the source campaigning for?
   (b) What can you say about the demographics of the protesters based on the people in this photograph?
4. **HS4** Suggest what might be the biggest environmental concern of Australians in 20 years. Justify your opinion.
5. **HS5** To what extent can grassroots movements have more success than more formal government policies? Explain your view.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

6.10 SkillBuilder: Conducting a historical inquiry

online only

What is a historical inquiry?

Historical inquiry is a process that involves formulating inquiry questions, identifying evidence such as primary and secondary sources, then interrogating, interpreting, analysing and evaluating those sources in order to reach conclusions about an event or events from the past.

Select your learnON format to access:

- an explanation of the skill (Tell me)
- a step-by-step process to develop the skill, with an example (Show me)
- an activity to allow you to practise the skill (Let me do it)
- questions to consolidate your understanding of the skill.

6.11 Thinking Big research project: Climate change action — the view from 2120

online only

SCENARIO

It is the year 2120. You are a historian working for the UN's IPCC — the panel who warned back in 2018 that we must keep global temperature rise to 1.5 °C above pre-industrial levels in order to avoid the worst outcomes of climate change. Did we act to save our planet?

Select your learnON format to access:

- the full project scenario
- details of the project task
- resources to guide your project work
- an assessment rubric.

on Resources

ProjectsPLUS Thinking Big research project: Climate change action — the view from 2120 (pro-0208)

6.12 Review

online only

6.12.1 Key knowledge summary

Use this dot point summary to review the content covered in this topic.

6.12.2 Reflection

Reflect on your learning using the activities and resources provided.

on Resources

eWorkbook Reflection (doc-31755)
Crossword (doc-31756)

Interactivity The environment movement crossword (int-7665)

KEY TERMS

biosphere the part of the Earth and its atmosphere in which living organisms exist or that is capable of supporting life
blockade to block the movement of something
Cold War a power struggle and battle of ideologies, after World War II, between the Western bloc nations led by the superpower United States and the Eastern Bloc nations led by the superpower USSR
colonial nation a nation that has foreign settlements, or colonies, under its control
deforestation the removal of trees or forest
delegation a person or group appointed to represent others
ecotourism tourism to places with unspoiled natural resources
fallout the fall of radioactive particles after a nuclear explosion
Gaia hypothesis the idea that all living organisms and inorganic matter are part of a dynamic system that regulates the biosphere
geyser a natural hot spring that intermittently ejects a column of water and steam into the air
global warming the observable rising trend in the Earth's atmospheric temperatures, generally attributed to the enhanced greenhouse effect
grassroots involving ordinary people in a community or organisation
Industrial Revolution the period from the mid 1700s into the 1800s that saw major technological changes in agriculture, manufacturing, mining and transportation, with far-reaching social and economic impacts
manifesto a public declaration of principles, policies or intentions
organism an individual form of life
permaculture landscapes that are designed to mimic the patterns and relationships found in nature and yield an abundance of food, fibre and energy
radical a person who advocates fundamental or revolutionary changes in current practices, conditions or institutions
reservations pieces of land set apart by the federal government for a special purpose, especially to hold and control a Native American people
tailings refuse left over after ore has been processed
technocrat a scientific or technical expert with a high position
uranium a radioactive element used in the construction of nuclear fuels and weapons

6.10 SkillBuilder: Conducting a historical inquiry

6.10.1 Tell me

What is historical inquiry?

Historians investigate events that have happened in the past and try to explain them. They do this through a process of inquiry.

Why is inquiry important?

One of the most valuable skills we can develop as a student of history is the ability and willingness to *inquire* about important events and the people involved in those events. Engaging in historical inquiry involves asking rich questions; locating and evaluating primary and secondary sources of evidence; and drawing conclusions based on your findings. In this case, you will evaluate the actions of an environmental protest group known for its unorthodox and sometimes dangerous tactics, the Sea Shepherd Conservation Society.

6.10.2 Show me

How to conduct a historical inquiry — a step-by-step approach

First you have to formulate the questions you want to answer. These should require more than a simple 'yes' or 'no' answer or a single date. A rich question is puzzling at first but sparks the imagination. As a historian, it is your task to decide, 'Are members of the Sea Shepherd Conservation Society eco-defenders or eco-terrorists?'

To answer this question, you must locate and evaluate sources of evidence. One of the most challenging aspects of finding reliable evidence is that different people will offer different accounts of the same event. Accounts tend to differ based on whether the person experienced the event *directly* or *indirectly*, whether their information was *complete* or *incomplete*, and their *role* in the event. Some accounts may also suggest *bias*. To decide which historical account is most accurate, you need to gather a range of sources and establish how reliable they are through a process of corroboration — that is, comparing them against each other. Once you have located a number of sources, choose those that seem most relevant. Examine each in turn, asking the following questions:

a. What 'answers' does the source offer to your major question?
b. When was the source created and how does the source fit the chronology of the event under investigation? (Hint: you may sometimes need to complete further research to answer this question.)
c. Who created this source and why?
d. Are the views expressed reliable or unreliable?
e. Do you see any evidence of bias?
f. Whose views/experiences are *not* represented?
g. Does the source support the general patterns of change suggested by other evidence?

The final stage of investigation involves drawing conclusions based on the evidence you have collected. The conclusions you draw are always open to challenge and should be revised if you find compelling evidence to the contrary.

SOURCE 1 reflects one view of the actions of the Sea Shepherd Conservation Society. It has been used as the basis for answering questions a–g.

SOURCE 1 In this interview excerpt from *Huck* magazine, a bi-monthly lifestyle magazine published in London and aimed at young males, Sea Shepherd captain and founder Paul Watson explains his views on the illegal destruction of marine life, including whales, and what should be done about it.

Huck: What do you say to people who reason that human welfare should be considered before animal welfare?

PW: I think what people should realise is that what we're doing in the areas of conservation and biodiversity is probably more important to humanity than anything else, whether it's cancer research or helping the poor. If the oceans die, we die. We're interdependent, as is a lot of ecology, on other species . . . We need the fish, they don't need us. We need the bees, they don't need us . . . And if we don't conserve and preserve all this biodiversity in our world we're doomed. I think one of the most important things to be involved in is the conservation of biodiversity on planet Earth.

Huck: The Japanese authorities have labelled you a terrorist. Are you worried what effect that might have on your work?

PW: In a world where the Dalai Lama is officially a terrorist, it doesn't bother me too much. A while back, I was coming into the US and Homeland Security . . . said 'Japan have made an accusation that you're an eco-terrorist.' I asked 'Am I off to Guantánamo?' and they were like 'no it's just a lot of paperwork'. They seem to understand the politics of the situation. Japan have taken out an arrest warrant on me but nobody seems to take it seriously . . . I find it absurd that Japan are breaking all these laws . . . they sank one of our ships and the Captain responsible wasn't even questioned by authorities . . . and they have the audacity to call me a terrorist. We're not killing anybody, we're not injuring anybody, we haven't even been convicted of any crime and the Japanese have shot at us, thrown flash grenades at us, destroyed a £2m ship of ours. It's a very bizarre world where people who inflict terrible violence have the audacity to label people who are non-violent, terrorists.

a. *What 'answers' does the source offer to your major question?*
   Captain Paul Watson defends the society's anti-whaling actions by arguing that they are far less violent than those committed by Japanese whalers. Watson also directly addresses the question of whether he is a terrorist, calling the claim 'bizarre'.
b. *When was the source created and how does the source fit the chronology of the event under investigation?*
   This interview was published in June 2010. Sea Shepherd has been active since 1979, albeit under a different name. The so-called 'Whale Wars' between Sea Shepherd and the whaling activities of Japan began in 2002 and continues today. This brief chronology places the interview in the midst of these activities.
c. *Who created this source and why?*
   This interview was conducted by *Huck* magazine, a bi-monthly lifestyle magazine published in London and aimed mainly at young males. Clearly, Paul Watson is the sort of person the editors thought the magazine's readers would be interested in.
d. *Are the views expressed reliable or unreliable?*
   The views are those of society founder Paul Watson. None of his claims are questioned by the interviewer, indicating that they are a clear statement of Watson's position but do not necessarily reflect a balanced account of the incidents he describes.
e. *Do you see any evidence of bias?*
   Watson has a very one-sided view of the issues he describes, which is to be expected because he is an activist. He appears to view himself as the victim, at one point comparing himself to persecuted spiritual leader the Dalai Lama.
f. *Whose views/experiences are not represented here?*
   The experiences not represented in this article include those of the Japanese whalers, other environment groups such as Greenpeace and those officially charged with protecting the oceans.
g. *Does the source support the general patterns of change suggested by other evidence?*
   Although Captain Walker's views and methods could be described as extreme, they do reflect the growing sense of environmental concern witnessed in the twentieth century and beyond. Sea Shepherd and similar organisations arose because some people believed that more direct and hostile methods were required to combat global environmental issues.

6.10.3 Let me do it

Complete the following activities to practise this skill.

6.10 ACTIVITIES

1. Use questions a–g from the Show me section to analyse **SOURCES 2** and **3**.
2. Having analysed the evidence, offer a possible answer to the question: 'Are members of the Sea Shepherd Conservation Society eco-defenders or eco-terrorists?'
3. Suggest other evidence that would need to be found and examined before you could come to a definitive conclusion for this historical investigation.

SOURCE 2 This photo, taken 15 February 2012, was released by the Institute of Cetacean Research of Japan. It shows Sea Shepherd activists on an inflatable boat preparing to throw a bottle allegedly containing acid toward a Japanese whaling vessel during an encounter in the Antarctic Sea.

SOURCE 3 On 18 February 2011 Japan's foreign minister, Seiji Maehara, announced that the country had decided to bring its harpoon ships home a month early because of fears for the safety of the ships' crews due to the actions of the Sea Shepherd society.

[Today] Japan had no choice but to call off the research whaling mission for the current period from the viewpoint of ensuring the safety of the research vessels and the lives and property of the crew members. While this is due to obstructive acts by the Sea Shepherd, such obstructive acts are dangerous illegal acts that threaten the lives and property of the crew members of our country and the safe navigation of our ships that have been conducting lawful research activities on the open sea, and as such, they cannot be tolerated. Although the Ministry of Foreign Affairs, for its part, has continuously called on the Netherlands, Australia, and New Zealand, which are the flag states of Sea Shepherd's boats, or where the boats make port calls, to take effective measures to prevent acts of violence by Sea Shepherd, it is extremely regrettable that Sea Shepherd still has not been stopped from its obstructive acts ... Although we made the heartrending decision to return home this time for the sake of the crew's safety, we will work on the diplomatic front and since we must not allow ourselves to be prevented from doing what is allowed by law ...

6.11 Thinking Big research project: Climate change action — the view from 2120

6.11.1 Scenario

It is the year 2120. You are a historian working for the UN's Intergovernmental Panel on Climate Change (IPCC). It was this organisation that warned in 2018 that we must limit global temperature rise to no more than 1.5 degrees Celsius above pre-industrial levels, rather than 2 degrees, in order to avoid the worst outcomes of climate change. It is your task to write the official history of one place of importance to people of the early twenty-first century that was either irreparably damaged or saved from irreparable climate-change damage by the actions of the global population.

Whether this important place has been destroyed or saved depends upon whether, in your imagined future, we were able to work together to keep global temperatures beneath the recommended 1.5 degrees Celsius above pre-industrial levels by 2030.

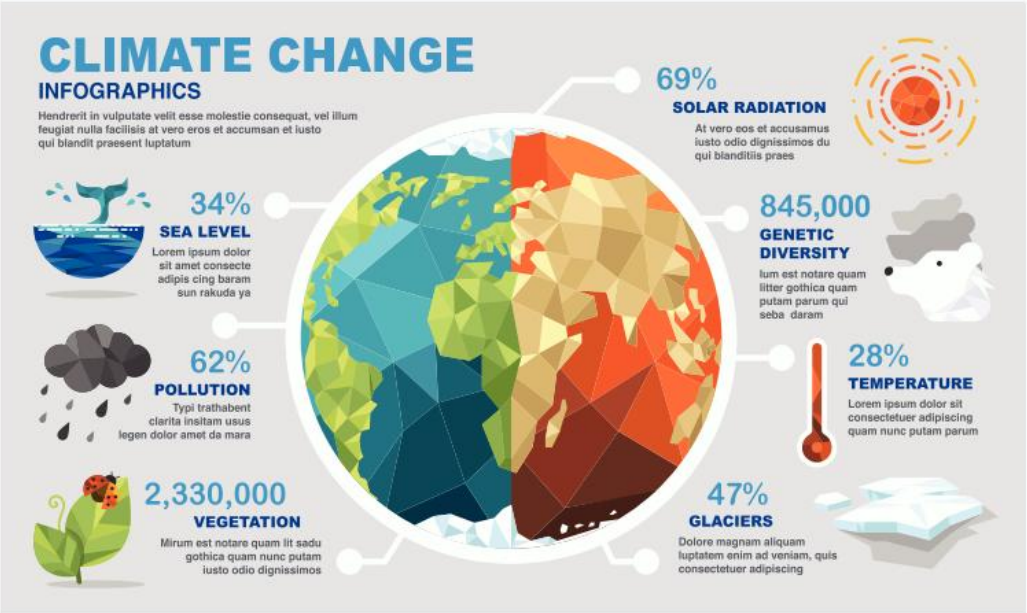
FIGURE 1 Rising sea levels due to climate change are a major concern for the global community.

6.11.2 Task

Use your imagination and your research and design skills to create an informative poster, or infographic, that looks back to the world of the early twenty-first century (the present day) and presents the case for climate-change action by highlighting what could be lost if we do not act quickly.

Informative posters and infographics combine words, images, and other design elements, to grab readers' attention and give them the information that they need in a form that is easily accessible and able to be acted upon. This sort of presentation is not only informative, but can be useful in inspiring change, which is one of the things that many people profiled throughout this topic have sought to do with their knowledge.

FIGURE 2 An infographic contains images and text to present information in an accessible manner.



6.11.3 Process

- Open the ProjectsPLUS application in the Resources for this topic. Open the **Project set-up** tab to enter the project due date and set up your project group so you can work collaboratively. Working in pairs will enable you to swap ideas and share responsibility for the project. Save your settings and the project will be launched.
- Before you design the look and feel of your poster or infographic, you need to collect the information you will require and compile it into a report. This report should:
  - focus on a place of local, national, or global significance
  - explain why this place is significant, and to whom
  - detail the history of the place before and after settlement
  - capture the 'voices' of people who have been interviewed about it, who have written about it, or who have created artwork inspired by it
  - outline what is predicted to happen to this place if global temperatures exceed 1.5 degrees Celsius above pre-industrial levels
  - create a timeline, showing what will be lost if this place succumbs to the predicted climate change–related effects
  - outline the short-term and long-term consequences of the place's deterioration or destruction on the people who believe it is important. Justify your opinion, showing that you have consulted a number of valid sources.
- Navigate to the **Research forum**, where you will find the above points loaded as topics to guide your research. You can add further topics to the Research forum if you wish.
- Add your research notes and source details to the relevant topic pages in the Research forum. You can view, share and comment on research findings with your work partner. When you have completed your research, you can print out the **Research report** in the Research forum to easily view all the information you have gathered, if you wish.
- After completing the research component of your project, you will need to study informative posters and infographics from reputable scientific organisations to gather ideas for how to present your information. The weblinks in the **Media centre** will provide a useful starting point.
- When viewing these informative posters and infographics, make notes about the following aspects of their design, and how they work to engage the viewer:
  - Words
  - Pictures
  - Colour
  - Blank space
  - Any other design elements you can see
- Now create your own poster or infographic design!
  - Make sure that all written and visual elements work together and convey a clear message.
  - Use graphic design software or available art supplies such as cardboard, coloured paper, coloured pencils and pens.
  - Remember that the purpose of your poster/infographic is to engage and inform your audience. You want them to think about big issues, and ultimately take action to halt climate change before we exceed 1.5 degrees Celsius above pre-industrial levels.
- Present your poster or infographic, along with a summary of your report, to the class. With your presentation next to you, or shown onscreen, your words — about the predicted detrimental effects on a place of cultural significance — should inspire your audience to learn more about climate change and/or take action before it is too late!

FIGURE 3 School students strike for climate change action, March 2019

on Resources

ProjectsPLUS Thinking Big research project: Climate change action — the view from 2120 (pro-0208)

6.12 Review

6.12.1 Key knowledge summary

6.2 Examining the evidence

- Since the 1960s the environment movement has grown considerably in strength as both experts and ordinary citizens have become involved.
- There are numerous readily available sources on the environment movement. These include visual sources, such as photographs, and text sources such as books, articles, official reports, letters and songs.

6.3 The national park movement

- North America led the way in establishing the world's first national park, Yellowstone, in 1872.
- In 1879 in Sydney, Australia established the second of the world's national parks, later to be known as Royal National Park.
- Other nations such as Canada and New Zealand followed, also establishing national parks to protect unique environments.

6.4 Growing impacts on the environment

- Impacts arising out of the Industrial Revolution, such as rapid urbanisation and expansion to exploit resources in new colonies, resulted in significant costs to the health of the global environment. In Australia, industrialisation and urbanisation after European settlement led to environmental issues such as land clearance, deforestation and pollution. From the 1960s onward, some Australian farmers pioneered conservational agriculture and organic farming.

6.5 The contemporary environment movement

- The contemporary environment movement grew in response to world events, such as the civil rights and anti-war movements of the 1960s and 1970s. The world's first Earth Day was celebrated in 1970.
- Popular culture played a role in highlighting environmental concerns, through music, books and magazines.
- New ideas such as the Gaia hypothesis were expounded and Green political parties were founded.
- In Australia, the Australian Greens were politically active from the 1970s onward, having electoral success particularly in Tasmania.

6.6 Defending the environment

- Environmental organisations became more sophisticated in the 1970s, with activists protesting a range of issues.
- Greenpeace was formed in 1971 and continues its environmental campaigns today through peaceful protest.
- Environmental activism in Australia took the form of union activism and 'green bans', as well as campaigns by organisations such as the Wilderness Society.
- Key campaigns were in Tasmania to save Lake Pedder from being dammed. This failed, but a campaign to save the Franklin River was successful in 1983.

6.7 The Atomic Age

- Fears of nuclear war followed the detonation of atomic bombs in 1945.
- The Cold War saw the superpowers of the US and the USSR locked in an uneasy nuclear truce.
- The nuclear reactor disaster at Chernobyl in 1986 convinced many people that nuclear power was a threat to humankind and the planet itself.
- Britain conducted nuclear testing on Australian soil at Emu Junction and Maralinga.
- At Jabiluka, a long campaign against proposed uranium mining on the lands of the Mirrar people was finally successful in 2005.

6.8 Global environmental issues: responses

- Climate change is a global environmental problem that requires a coordinated international response.
- The Kyoto Protocol and various climate change conferences under the auspices of the United Nations have attempted to convince countries reduce their greenhouse emissions.
- Other environmental issues, such as the threat to the Great Barrier Reef, are not just Australian environmental issues but international issues.

6.9 Australia's environmental future

- Australia's environmental future is under pressure from population increase, economic growth and climate change.
- In the early 1990s, concern about the environment was extremely high. Our biggest environmental concerns were air pollution, destruction of trees and ecosystems, ocean pollution and the depletion of the ozone layer.
- However, statistics gathered in 2007–08 saw a reduction in concern. Since then, Australians' levels of concern for the environment have returned to close to where they were at the turn of the millennium.
- The strategy of 'think global, act local' finds expression in many grassroots organisations in communities and neighbourhoods.

SOURCE 1 Timeline of the environment movement, 1870s to present

CE

1872

March 1872
In recognition of the importance of parkland, US Congress approves the establishment of Yellowstone National Park.

1879
Australia creates the world's second national park 32 km outside Sydney, known simply as 'The National Park'.

1882

1962

September 1962
In her book *Silent Spring*, Rachel Carson argued that irresponsible industrial and farming practices were having a direct negative impact on the natural world.

September 1969
Protesters abseil 300 m down the side of an office block to protest the proposed mining of the Colong Caves in New South Wales.

June 1971
Sydney's Builders Labourers Federation impose the first 'green ban', refusing to allow AV Jennings to begin construction on the last remaining bushland on the Parramatta foreshore.

1972

1972
Months of protest end in failure when the Hydro-Electric Commission floods Tasmania's Lake Pedder.

1976
Conservationists win a major battle when a decision by the courts forces US company Dillingham-Murphyores to stop sand mining on Fraser Island.

1974
The federal government releases the *National Parks and Wildlife Act 1974*, outlining the types of environments suitable for conservation and the methods by which they would be conserved.

1982

July 1983
Peaceful protest and clever use of national newspapers culminate in a federal court ruling to block the damming of Tasmania's Franklin River.

1978
The *Sea Shepherd* makes its maiden voyage, establishing itself as an aggressive protector of marine wildlife.

1992

September 2008
Professor Ross Garnaut releases his much-anticipated report on the effects of climate change on the Australian economy.

2002

June 2010
Prime Minister Kevin Rudd loses the Labor leadership after failing in the eyes of many to tackle climate change, which he had called 'the greatest moral challenge of our generation'.

August 2010
The Australian Greens receive 13 per cent of the national vote, giving each of the six states a representative in the Senate, a first for any minor party.

2012

2015
In July, the United Nations World Heritage Committee decides against declaring the Great Barrier Reef as endangered.

2015
In December in Paris, 150 countries sign a draft Agreement at the United Nations Framework Convention on Climate Change to work towards capping global temperature rise to 1.5 degrees Celsius

2022

CE

6.12.2 Reflection

Complete the following to reflect on your learning.

6.12 ACTIVITIES

Revisit the inquiry question posed in the Overview:

Earth is very big. Why does it need people to fight on its behalf to protect the environment?

1. Now that you have completed this topic, what is your view on the question? Discuss with a partner. Has your learning in this topic changed your view? If so, how?
2. Write a paragraph in response to the inquiry question outlining your views.

on Resources

eWorkbook Reflection (doc-31755)
Crossword (doc-31756)

Interactivity The environment movement crossword (int-7665)

KEY TERMS

biosphere the part of the Earth and its atmosphere in which living organisms exist or that is capable of supporting life
blockade to block the movement of something
Cold War a battle of ideologies, after World War II, between the Western bloc nations led by the superpower United States and the Eastern Bloc nations led by the superpower USSR
colonial nation a nation that has foreign settlements, or colonies, under its control
deforestation the removal of trees or forest
delegation a person or group appointed to represent others
ecotourism tourism to places with unspoiled natural resources
fallout the fall of radioactive particles after a nuclear explosion
Gaia hypothesis the idea that all living organisms and inorganic matter are part of a dynamic system that regulates the biosphere
geysers a natural hot spring that intermittently ejects a column of water and steam into the air
global warming the observable trend of rising world temperatures over the past century, particularly the last few decades
grassroots involving ordinary people in a community or organisation
Industrial Revolution enormous social and economic changes brought about by the shift from hand manufacturing to large-scale factory production
manifesto a public declaration of principles, policies or intentions
organism an individual form of life
permaculture landscapes that are designed to mimic the patterns and relationships found in nature and yield an abundance of food, fibre and energy
radical a person who advocates fundamental or revolutionary changes in current practices, conditions or institutions
reservations pieces of land set apart by the federal government for a special purpose, especially to hold and control a Native American people
tailings refuse left over after ore has been processed
technocrats a scientific or technical expert with a high position
uranium a radioactive element used in the construction of nuclear fuels and weapons

7 Migration experiences

7.1 Overview

From migrants to asylum seekers, why do people from all over the world leave their homes and come to live in Australia?

7.1.1 Links with our times

The resettlement of refugees and displaced persons is one of the most pressing problems facing the world today. Forced migration from Syria, Afghanistan and other war-torn countries has created a dire situation for the immigrants themselves and a dilemma for the countries in which they seek asylum.

Over its history, Australia has been faced with a similar dilemma: to offer a home to refugees or to 'secure its borders' against them. The case of asylum seekers from Iran and Iraq who attempted to enter Australian territory in December 2010 was particularly tragic: the overcrowded vessel, which had lost its engine, was wrecked and dozens of refugees perished.

Forced migration, however, is only one aspect of the history of migration that Australia has experienced. Not all immigrants to these shores have been seeking asylum — indeed, the vast majority of immigrants to Australia since World War II have been invited, and their industry and presence have enriched Australia both economically and culturally.

on Resources

eWorkbook Customisable worksheets for this topic

Video eLesson Migration experiences (eles-2602)

LEARNING SEQUENCE

7.1 Overview
7.2 Examining the evidence
7.3 Waves of migration
7.4 Changing immigration policy
7.5 New Australians
7.6 Immigration from Asia
7.7 Australia's evolving immigration policy
7.8 Seeking asylum in Australia
7.9 The migrant contribution
7.10 **SkillBuilder:** Conducting a historical inquiry (online only)
7.11 **Thinking Big research project:** Migration story collector (online only)
7.12 **Review** (online only)

To access a pre-test and starter questions and receive immediate, **corrective feedback** and **sample responses** to every question, select your learnON format at www.jacplus.com.au.

A timeline of significant events in the history of migration to Australia since World War II

1945
Arthur Calwell becomes Australia's first immigration minister.

1949
Immigrants from many European nations are employed in the Snowy Mountains Scheme.

1958
The controversial dictation test is abolished.

1967
A referendum allowed Indigenous people to be counted in the census and the federal government to make laws specifically for First Australians.

1975
The *Racial Discrimination Act* prohibits discrimination on the basis of colour, descent, race, ethnicity or religion.

1998
With a platform opposing Aboriginal land claims, multiculturalism and Asian immigration, the One Nation Party gains 9 per cent of the vote in the federal election.

2008
The Rudd ALP government institutes the processing of asylum seekers at Christmas Island.

2012
Over 100 vessels carrying more than 5000 asylum seekers from mainly Afghanistan, Iraq and Sri Lanka arrive on Australian territory. Hundreds fail to complete the journey and perish at sea.

The Gillard ALP government reopens the Manus Island processing centre on PNG and Nauru.

CE

1940

1950

1960

1970

1980

1990

2000

2010

2020

CE

1947
The Australian government agrees to settle 12 000 displaced persons per year.

1955
The millionth post-war immigrant arrives in Australia.

1966
Migration is offered to non-Europeans.

1971
The Bonegilla Reception and Training Centre closes.

1978
The Galbally Report outlines key strategies to promote multiculturalism.

1980
Channel 0/28 begins broadcasting multicultural television in Melbourne

2001
The *Tampa* affair sparks national debate.

2010
15 December, the boat *SEIV 221* crashes against the cliffs of Christmas Island.

2013
The newly elected Abbott Coalition government introduces Operation Sovereign Borders, a border protection policy which significantly reduces the number of illegal entries by boat into Australia.

2016
The Australian High Court dismisses a challenge to the legality of the immigration detention centre on Nauru.

7.2 Examining the evidence

7.2.1 How do we know about migration experiences?

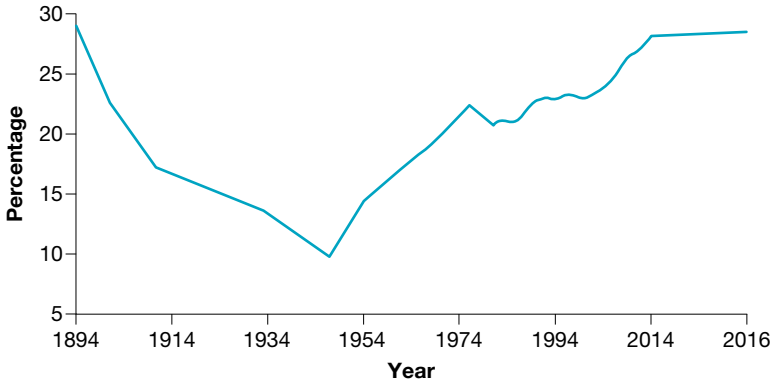
Immigration has been a constant of Australia's history, particularly since Europeans arrived in 1788. There are rich sources of information about Australia's immigration history in museums and libraries, including photographs, individual migrant experiences captured in stories, interviews and artistic works, as well as statistical data.

Statistical data

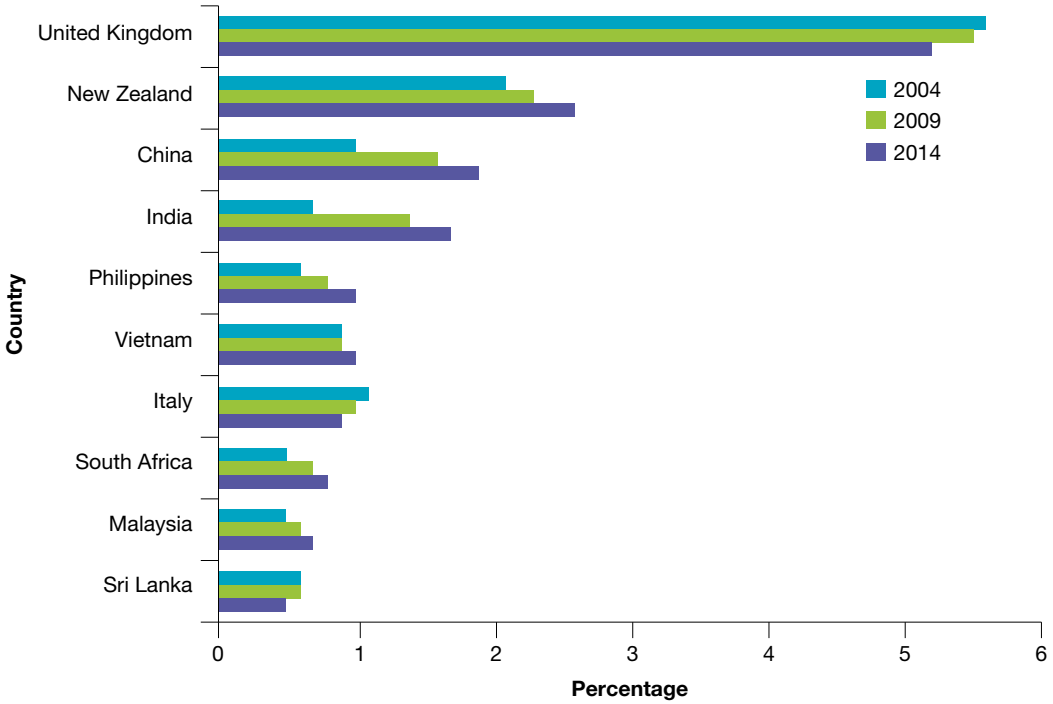
One way to view history is through the lens of a **statistician**, whose job it is to look at trends in the facts and figures that explain how society changes over time. In order to make judgements based on this data, it is essential to make sure that it is reliable by getting it from an official source.

Throughout the twentieth century the Australian Bureau of Statistics collected data on migration to, from and within Australia. This data shows clear trends, including rises and falls in the numbers of immigrants, and changes in the country of origin of immigrants and the types of work immigrants do once they have made Australia their home. From a low of 10 per cent in 1947, the percentage of people born overseas has steadily increased, reaching 28.5 per cent in June 2016, the highest point in 120 years.

SOURCE 1 This graph shows the proportion of Australia's population born overseas in the years 1894–2016.



SOURCE 2 This graph shows the top ten countries of origin for Australians born overseas.



Migrants' stories

As migration to Australia increased following World War II, social workers and policy-makers became increasingly interested in hearing migrants' stories. Some of these stories were collected in official documents and underpinned the government's decisions on how to promote better housing, working conditions, health and education among migrants. Today, the migrant experience is depicted in exhibitions held at locations around the country, including the National Maritime Museum (Sydney), and the Immigration Museum (Melbourne). The Albury Library Museum contains a permanent exhibition space, 'The Bonegilla Story', which focuses on the experiences of migrants who passed through the Bonegilla Reception and Training Centre. Migrants' stories have also formed the basis for recent autobiographies, including *The Happiest Refugee* by Anh Do and *Growing Up Asian in Australia* by Alice Pung. These stories provide primary source evidence of the migrant experience and add 'flesh' to the bare bones of statistical data.

SOURCE 3 Mariam Veiszadeh, a refugee from Afghanistan, and now a lawyer and Muslim community advocate, discusses the benefits and challenges of her experiences in immigrating to Australia.

I was born in Kabul, Afghanistan during the Soviet War in 1984. I, like every other human being living on this Earth, didn't exercise any choice in where, or the circumstances in which I would be born.

Due to the Soviet war my family had to flee Afghanistan in 1988. Our journey took us from Kabul to India, to the Czech Republic, followed by Germany and then finally we were granted asylum in Australia in 1991 under the Refugee and Special Humanitarian program.

I was enrolled in school both in India and Germany, each time making new friends and learning a completely new language. Upon arrival in Australia I was immediately enrolled into English as Second Language (ESL) classes.

Now when I reflect on my humble beginnings, it is still unbelievable to think that I arrived in Australia as a shy 7-year-old who couldn't speak a word of English. I will be forever grateful to Australia for the educational opportunities I have been given and for allowing my family and I, to call Australia our 'home'.

I am often saddened though by the conduct of some of our politicians and media personalities who seem to be peddling people's prejudices rather than challenging them. Multiculturalism is here to stay and not just in the form of Chinese dumplings and Turkish kebabs so let's all work towards ensuring that the Australia that we all call home, doesn't just seek to tolerate diversity, but rather, celebrates it.

Photographs

Another useful source that can assist in revealing the experience of migrants is photographs. The benefits of photographs are twofold. Firstly, they can provide an obvious snapshot of the living or social conditions experienced by migrants. They may reveal facts about affluence, age and gender distribution, among other things. **SOURCE 4** shows Yugoslav, Polish and Latvian displaced persons at Bonegilla, a migrant centre established in 1947. In the costume of their homelands, they contrast with the corrugated iron structures behind them. Closed in 1971, Bonegilla now is the site of a migration museum.

The second benefit of using photographs as sources is that they can balance, augment or even counter other sources of evidence. Often migrants' stories contain personal bias.

SOURCE 4 Yugoslav, Polish and Latvian displaced persons in 1949 at the Bonegilla Migrant Reception and Training Centre

Generally, they are success stories, and the author of the story wants to impress the listener with their tale of hardships overcome. **Oral history**, as this is known, is a complete history as far as the author is concerned, but historians are often wary of the bias that can be present in oral history. Photographs can complement or challenge the version provided.

on Resources

Weblink Australian Bureau of Statistics population data

7.2 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

7.2 Exercise 1: Check your understanding

1. **HS1** List three different types of primary source evidence you would consult when studying the migrant experience.
2. **HS1** Which decade saw the greatest growth in the number of Australians born overseas?
3. **HS1** Consider migrant stories you have heard from someone you know or have met. Outline the advantages of learning about the past from oral history accounts.
4. **HS1** Statistics such as those in **SOURCES 1** and **2** provide a narrow understanding of immigration. List other statistics and facts you would like to know about to gain a fuller understanding of migration experiences.
5. **HS1** Describe, in your own words, the advantages of using photographic sources. Are there any circumstances in which photographs might not show 'the truth'?

7.2 Exercise 2: Apply your understanding

1. **HS3** Identify what trends a statistician might draw from **SOURCES 1** and **2**.
2. **HS3** Read **SOURCE 3**.
   (a) Why do you think the author begins her story with the statement that she didn't 'exercise any choice in where, or the circumstances in which I would be born'?
   (b) Identify what you think the author means by the statement that some people are 'peddling people's prejudices rather than challenging them'.
3. **HS3** In what ways could **SOURCE 4** be used to paint (a) a positive picture or (b) a negative picture of the migration experience?
4. **HS6 SOURCE 1** could be used to argue that immigration is increasing in Australia but it is only a graph about the percentage of overseas-born Australians. What other reasons could explain the increase detected?
5. **HS6** The figures on the horizontal axis of **SOURCE 2** are very low. They represent the percentage of Australians who were born in these countries. Could these figures challenge any of the stereotypes about immigration in Australia? Explain your response.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

7.3 Waves of migration

7.3.1 Australia after World War II

At the end of World War II, Australia's seven million people came from a predominantly **Anglo-Celtic** background and the majority of people — including politicians — wanted to keep it that way. However, the world was changing. In the decades that followed, Australia would be forced to open its borders to waves of immigrants, first from Europe, then from Asia. The different beliefs and attitudes that these immigrants brought with them would both cause conflict and enrich Australian culture.

Facing a significant employment shortage at the end of World War II, Australia needed to supplement its predominantly Anglo-Celtic population of only seven million people. Initially, northern and southern Europeans displaced or destitute because of the war filled the breach. The first 'wave' of post-war immigrants were able to enrich Australia economically by meeting the employment opportunities that were available and culturally by enhancing the diversity of the Australian population. The transition to Australian

life, however, was not always smooth and, for many immigrants, Australia was not a welcoming place. Australian politicians, torn between a need to economically diversify and to placate existing Australian attitudes, manipulated the immigration situation to suit their agenda. This has tended to be a mainstay of political involvement in immigration policy. In the decades that followed the end of World War II and up to the present, Australia has moved from seeking immigration to managing immigration and then to confronting those claiming to be the victims of forced immigration.

Australia emerged from World War II as a small, insular and mostly white population, living mainly at the coastal edges of a vast landmass. Fearing that such a small population would be vulnerable to attack from overseas, Arthur Calwell, the immigration minister at the time, attempted to recruit immigrants from Europe. Once here, these immigrants were put to work as part of the post-war construction effort. During this period, a high level of economic growth, combined with a low level of unemployment, led to the post-war boom. Despite the range of benefits that a larger population offered the country, the immigration minister's welcome initially extended only to those of white European descent.

SOURCE 1 Private Ian Hamilton Clark of the Australian Imperial Force and his Russian wife Olga contemplate a window display in London offering passages to Australia. They met during World War II, and planned to return together to his farm in Ballina, Australia, once her emigration papers were in order.

7.3.2 Economic boom and assimilation

A change of government in 1949 also led to a slight change to Australia's immigration policy. The Menzies government and its immigration minister, Harold Holt, relaxed the conditions facing some non-European immigrants and also permitted Japanese war brides (wartime marriages between soldiers and foreigners) to be admitted. Yet the focus was still on European migration and between 1945 and 1965 some two million European migrants came to Australia as assisted migrants. Assisted migrants had most of their fare paid for them and in return they had to work for at least two years in jobs often chosen by the Australian government for them. Economically, this was a great success and immigration to Australia facilitated the economic boom of the 1950s and 1960s. Socially, however, immigrants were encouraged to become 'New Australians' and to **assimilate**, by which their own culture was surrendered in favour of the Australian way of life. This policy had mixed results.

SOURCE 2 Migration poster from the 1950s distributed in the United Kingdom advertising immigration to Australia for £10

on Resources

Video eLesson A new home on Australia Day (eles-2603)

7.3.3 From integration to multiculturalism and beyond

In the mid 1960s Australia was at a crucial policy and international junction. It had just entered the Vietnam conflict. The **White Australia Policy**, a relic from the nineteenth century, had still not been completely abolished. There was a growing recognition that assimilation was not a policy suitable for any nation, let alone a nation of immigrants.

The first stage of change was brief but important. Hubert Opperman, immigration minister for the Holt Liberal government, announced in 1966 that immigrants would be considered on their suitability as settlers, their ability to integrate and whether they had qualifications useful to Australia. This opened the door for non-European immigration under the policy of **integration**. This was a positive step that marked the beginning of the official end of the White Australia Policy.

Many Australians, however, saw integration as too conservative. Under changes introduced by the new Whitlam Labor Government in 1972, the settlement policy that Australia favoured was labelled **multiculturalism**. The end of the Vietnam conflict and the new policy of multiculturalism saw a period of increased Asian immigration. Al Grassby, the immigration minister in the Whitlam Government, stated in 1973 that 'ethnic pluralism is the most desirable policy for Australia as it moves towards the year 2000, and the most realistic given the experiences of immigration in the past'. Multiculturalism has been embraced by successive governments since that time. In 1999, the Howard Liberal Coalition government approved the National Harmony Day celebration. On 21 March every year, Australians recognise our multicultural heritage by celebrating Harmony Day.

SOURCE 3 This poster advertising Harmony Day conveys the message 'everyone belongs'. Harmony Day celebrates Australia's cultural diversity and promotes inclusiveness.

Skilled migrants, refugees and illegal arrivals

Australia's official immigration policies since the 1970s have been largely administered with two main concerns in mind. The first concern is to admit migrants who fill a gap in our employment market; that is, skilled migrants who can perform jobs that are needed. The second concern is to establish closer relationships in our geographic region. This latter concern has meant that immigrants from Asian countries are beginning to make up the largest group of immigrants to Australia.

Alongside government policy, the last few decades have seen international turmoil on an unprecedented scale. This has resulted in a vast exodus of people from their home countries. Australia was faced with a number of Indochinese refugees in the period after the Vietnam conflict and continues to encounter refugees from this region, as well as Middle Eastern countries such as Syria and Afghanistan. While many people trying to enter Australia are refugees, others are illegally attempting to enter Australia under the guise of refugee status. Like many governments around the world, the Australian government includes accepting legitimate refugees as part of its immigration policy but, like many other countries, is struggling to deal with determining who deserves refugee status. Successive Australian governments have tried a number of different approaches to deal with the situation. These approaches are examined later in this topic.

DID YOU KNOW?

In 2016, Syria was the source of the largest number of refugees worldwide, with more than four million people forced to flee the war in their homeland. Of those, at least 1.6 million are children. Syrian refugees live in Lebanon (1.5 million), Pakistan (1.5 million), Iran (900 000) and Jordan (600 000). Almost one out of every four refugees worldwide is Syrian. Syria also has the largest number of internally displaced people, at 7.6 million. In 2015 Australia pledged to take 12 000 Syrian refugees as part of its humanitarian intake. This number increased in 2018–19 to 18 750.

on Resources

Video eLesson Refugees arriving in Greece (eles-2604)

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- The globalising world > **Post-war migration to Australia**

on Resources

Weblink Home Affairs

7.3 ACTIVITIES

1. Harmony Day coincides with the United Nations International Day for the Elimination of Racial Discrimination. Explore what other countries do to mark this day. **Identifying continuity and change**
2. Go to the **Home Affairs** weblink in the Resources tab to explore Australia's current immigration policy. Describe the nature of that policy and compare it to previous policies. **Identifying continuity and change**
3. In pairs, compile a list of 5–10 things that you think immigrants would like to know about living in Australia that are not shown on the **SOURCE 2** poster. **Using historical sources as evidence**

7.3 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

7.3 Exercise 1: Check your understanding

1. **HS1** For what reason did Australia need to encourage immigration after World War II?
2. **HS1** How did the immigration minister at the time, Arthur Calwell, attempt to appease Australians who were fearful of immigration?
3. **HS1** From the information provided in this subtopic, how would you describe the overall character of Australia's immigration policy in the period 1945–66?
4. **HS1** What conditions were placed on assisted migrants when they chose to immigrate to Australia?
5. **HS1** For what reasons was the policy of assimilation criticised in the period after 1966?
6. **HS1** Identify the critical differences in the immigration policies of the late 1960s and early 1970s compared to earlier immigration policies.
7. **HS1** Identify the two main factors that have driven immigration policy since the 1970s.
8. **HS1** What mitigating factors have influenced immigration policy in the last two decades?

7.3 Exercise 1: Apply your understanding

1. **HS3** Look at **SOURCE 1**. What does the existence of such a window display in London reveal about Australia's immigration policy and needs in the period after World War II?
2. **HS3** In what ways would this image and caption alleviate the concerns of Australians who were not in favour of immigration?
3. **HS3** Look at **SOURCE 2**. What details does it provide about the types of employment and living conditions that will greet prospective immigrants when they arrive in Australia?
4. **HS3** Look at **SOURCE 3**. Who sponsors the concept of Harmony Day? What does this tell you about that sponsor?
5. **HS3** How have the creators of the poster tried to communicate the idea of harmony in **SOURCE 3**?
6. **HS4** Identify the events and factors that have driven Australia's immigration policy since 1945. Make a table under the following column headings:
   - Years
   - Name or description of immigration policy
   - Events/factors that influenced the formation of the policy
   - Impact of the policy.
7. **HS4** Consider what multiculturalism stands for and then write a sentence explaining why events like Harmony Day are important in modern Australia.
8. **HS6** The phrase 'waves of migration' has been used by Australian curriculum writers to describe the different stages of migration that have occurred in Australia. Could you argue that 'waves' is a negative term?
9. **HS6** Identify other terms that could be used to describe the stages of migration that Australia has experienced since 1945.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

7.4 Changing immigration policy

7.4.1 The White Australia policy

Government policy has always been the major factor in determining who was allowed to settle in Australia. In the first half of the twentieth century, the White Australia policy — a discriminatory set of laws designed to keep non-whites out of Australia — was in full force and enjoyed widespread support.

SOURCE 1 The first section of the *Immigration Restriction Act 1901*

252 No. 17. *Immigration Restriction.* 1901.

IMMIGRATION RESTRICTION.

No. 17 of 1901.

An Act to place certain restrictions on Immigration and to provide for the removal from the Commonwealth of prohibited Immigrants.

[Assented to 23rd December, 1901.]

BE it enacted by the King's Most Excellent Majesty the Senate and the House of Representatives of the Commonwealth of Australia as follows :—

Short title.

1. This Act may be cited as the *Immigration Restriction Act* 1901.

Definition.

2. In this Act, unless the contrary intention appears,—

"Officer" means any officer appointed under this Act, or any Officer of Customs;

"The Minister" means the Minister for External Affairs.

Prohibited immigrants. See Natal Act 1897, No. 1, s. 3. W.A. 1897, No. 13, s. 2. N.S.W. 1898, No. 3, s. 3.

3. The immigration into the Commonwealth of the persons described in any of the following paragraphs of this section (hereinafter called "prohibited immigrants") is prohibited, namely :—

(*a*) Any person who when asked to do so by an officer fails to write out at dictation and sign in the presence of the officer a passage of fifty words in length in an European language directed by the officer ;

(*b*) any person likely in the opinion of the Minister or of an officer to become a charge upon the public or upon any public or charitable institution ;

(*c*) any idiot or insane person ;

(*d*) any person suffering from an infectious or contagious disease of a loathsome or dangerous character ;

(*e*) any person who has within three years been convicted of an offence, not being a mere political offence, and has been sentenced to imprisonment for one year or longer therefor, and has not received a pardon ;

(*f*) any prostitute or person living on the prostitution of others ;

(*g*) any persons under a contract or agreement to perform manual labour within the Commonwealth : Provided that this paragraph shall not apply to workmen exempted by the Minister for special skill required in Australia or to persons under contract or agreement to serve as part of the crew of a vessel engaged in the coasting trade in Australian waters if the rates of wages specified therein are not lower than the rates ruling in the Commonwealth.

In the mid nineteenth century, immigrants from Asia and the Pacific Islands had been expelled from Australia in response to white Australians' fear that industrious immigrants would take their jobs by accepting a lower standard of living and working for less money. These actions were reinforced by the *Immigration Restriction Act 1901*, which gave immigration officers greater discretion when deciding whether or not to allow a person entry into the country. One means by which this was done was the dictation test. The dictation test was designed to test whether a potential immigrant was literate. The examiner could ensure that the candidate would fail by testing the immigrant in a language with which he or she was unfamiliar.

SOURCE 2 In the White Australia Game (1914), players are encouraged to 'get the coloured men out and the white men in'.

DID YOU KNOW?

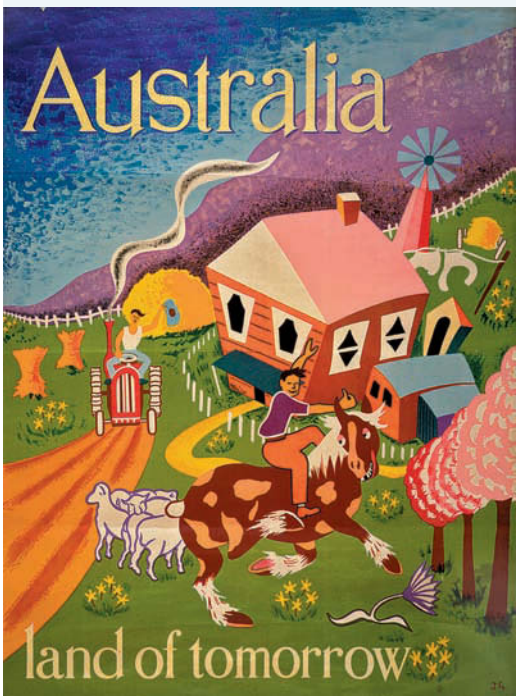
The dictation test was removed from the *Immigration Restriction Act* in 1958. In the six decades since its introduction, it was used barely 2000 times.

7.4.2 Populate or perish

Immediately after World War II, there was much to be done. Labor Prime Minister Ben Chifley wanted to expand Australia's industrial capacity and needed workers with specialist skills to complete major construction works, such as the ambitious Snowy Mountains Scheme, which would usher Australia into a new age. More workers would also mean that the country could become more competitive as an exporter, offering primary goods, manufactured goods and elaborately transformed manufactured goods within the global market. This would be particularly important as Australia shifted its focus away from its traditional trade partners of the United Kingdom and Europe towards the Asia–Pacific.

Even though the war was over, there was a strong fear of the rise of **communism** in Asia, and many people were concerned that Australia's population of seven million was not large enough to resist this threat. These people believed that the way to protect Australia from invasion was to increase the population, a view that had originally been raised by former Prime Minister Billy Hughes in the mid 1930s. Hughes's slogan was 'populate or perish'. One of the greatest supporters of this view was Arthur Calwell, who became the first minister of immigration in 1945.

SOURCE 3 This poster, designed in 1948, was hung in many migration camps throughout Europe.



As immigration minister, it was Arthur Calwell's job to sell a message of hope to potential migrants in Europe. In 1945, he announced to parliament that he would 'embark on an adequate publicity campaign in Britain and in other centres of potential immigration on the European continent'. Calwell ran a publicity campaign using publications, newsreels and radio to paint a picture of Australia's natural beauty and economic wealth to potential migrants abroad. Despite seeking to increase migration to Australia immediately following the war, the government was still reluctant to open the borders to people who were not of Anglo-Celtic or European descent. They claimed that it would be more difficult for non-white immigrants to adapt to the Australian way of life and they would be less easily accepted by the Australian people. To support this argument, they pointed to the examples of the United States, South Africa and England, where racial tension, as well as poverty and prejudice, were causing escalating conflict.

SOURCE 4 This extract from one of Calwell's speeches reflects the concerns of many people at the time about Australia's low population.

If Australians have learned one lesson from the Pacific War ... it is surely that we cannot continue to hold our island continent for ourselves and our descendants unless we greatly increase our numbers ... Our first requirement is additional population. We need it for reasons of defence and for the fullest expansion of our economy. We can increase our seven million by an increased birth rate and by a policy of planned immigration with the limits of our existing legislation. Immigration is, at best, only the counterpart of the most important phase of population building, natural increase.

DISCUSS

Do you think the government's claim that Australia must populate or perish was realistic? Why or why not?

[Critical and Creative Thinking Capability]

7.4.3 Australia's response to 'populate or perish'

Public opinion was divided when it came to the merits of the 'populate or perish' strategy. Most people agreed that Australia needed a larger population in order to protect itself in case of war. However, there was strong anti-migrant sentiment within much of the community. Some feared that a large migrant intake would put Australian jobs at risk. Others worried that migrants would not be able to accept the Australian way of life and would distort or spoil Australian cultural values. Despite these concerns, immigration was set to rise, but it would be done in such a way that — at least for a while — Australia's population could increase at unprecedented levels while accepting only those people deemed most acceptable.

SOURCE 5 In this article from the *Cairns Post* (14 August 1950), the author expresses his support for the government's proposed immigration program.

Our vast, abundantly rich, but empty and undeveloped spaces, constitute an alluring temptation and a standing invitation to our nearby numerous, land hungry and needy neighbours and a correspondingly grave menace to our national existence ... Sufficient population and effective development are the only effective means by which we can make a worthy contribution to the needs of mankind, establish our legal and moral right to the permanent control of Australia, and provide the necessary deterrent to any would-be aggressors. 'Populate or perish,' therefore, is a stark reality grimly and urgently staring at us.

Refugees

Some of the first people to benefit from Australia's loosening of its immigration laws were European refugees. When the war ended, more than 20 million Europeans had been displaced. Many could not return home for fear of persecution due to race, religion, membership of a social group or political belief. In the

late 1940s, the Australian government accepted many Baltic refugees from Latvia, Estonia and Lithuania. After signing the United Nations' Convention Relating to the Status of Refugees in 1951, Australia accepted many more migrants on humanitarian grounds, resettling 170 000 refugees by 1954. Between 1956 and 1968, refugees from Hungary and Czechoslovakia were resettled in Australia as they fled from communism. This meant a large supply of immigrants as Australia sought to increase its population.

SOURCE 6 Many residents in Europe's displaced persons camps dreamed of making a better life for themselves in a far-off place.

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- The globalising world > **Post-war migration to Australia**

7.4 ACTIVITY

The infamous dictation test earned Australia international condemnation. Research the story of Egon Kisch or Mabel Freer, two immigrants who successfully fought against the test. **Determining historical significance**

7.4 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

7.4 Exercise 1: Check your understanding

1. **HS1** For what reasons was the White Australia Policy adopted in the nineteenth century in Australia?
2. **HS1** Why did immigration officials use a dictation test to vet potential immigrants?
3. **HS1** What advantages did Ben Chifley see in increasing Australia's workforce?
4. **HS1** How did the Chifley government justify their selective immigration policy, which favoured white Europeans?
5. **HS1** What were the concerns expressed by Australians who were opposed to immigration in this period?
6. **HS1** Despite their concerns, what was the outcome of Calwell's immigration policy?
7. **HS1** Using the information provided, define the term 'refugee'.
8. **HS1** In what ways did refugees benefit from Australia's post-World War II immigration policy?

7.4 Exercise 2: Apply your understanding

1. **HS3** Look at **SOURCE 1**. What phrases or terms do you find confronting? Explain your response.
2. **HS3** How could section 3a of the Act be manipulated to thwart potential immigrants into Australia?
3. **HS3** Who was the White Australia Game designed for? How can you tell? What statement does it make regarding Australia's immigration policy in the early to mid twentieth century?
4. **HS3** Write a response to the statement, 'The White Australia Game is just a bit of fun. It couldn't hurt anyone'.
5. **HS3** What impression do you think **SOURCE 3** was designed to give Europeans of life in Australia? What makes you say this? Refer to colour, characters and setting in your answer.
6. **HS3** In **SOURCE 4**, Arthur Calwell gave two reasons to explain why Australia needed a larger population after World War II. What were they?

7. **HS3** What do the arguments made by Calwell suggest about the Australian public at this time?
8. **HS3** Why does the author of **SOURCE 5** support the notion of 'populate or perish'? Cite four reasons given.
9. **HS3** Propose two other reasons someone from this part of Australia would be interested in defending the notion of 'populate or perish'.
10. **HS3** Using **SOURCE 6** as evidence, what was life like for residents of displaced persons camps?
11. **HS5** Create a graphic organiser to show how Australia's immigration policy was affected by external events and national needs.
12. **HS5** Compare and contrast the motives of displaced persons from Hungary and Czechoslovakia who came to Australia between 1956 and 1968 to the experiences of displaced persons around the world today.
13. **HS6** The *Immigration Restriction Act* of 1901 was one of the first laws passed in the Commonwealth of Australia's first year of government. What conclusions can you draw about the nature of Australians from this fact?

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

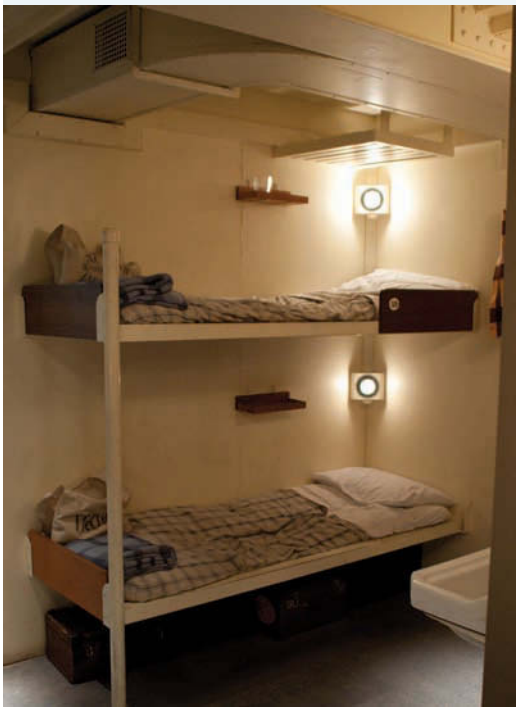
7.5 New Australians

7.5.1 Assisted migration

In the post-war period the government aimed to increase the population by attracting 70 000 migrants per year. They launched an assisted migration scheme to attract the most desirable migrants. Under this scheme, subjects of Great Britain, including England, Ireland, Scotland and Wales, and British territories such as Malta and Cyprus, were given the chance to travel to Australia on a cheap one-way ticket, while their children travelled free. Because they paid just £10 for their ticket, these migrants were known as 'ten-pound Poms' (see **SOURCE 2** in subtopic 7.3).

Those who chose to make the journey to Australia faced an ocean voyage that would take around one month. For some this meant travelling in a ship such as the *Fairsea*, which had been converted from a troop carrier. It was an uncomfortable journey, with cramped bunk spaces and a constant reek of disinfectant. For others, on purpose-built passenger ships like the *Orcades*, the voyage was much more comfortable, with a range of cabin choices, on-board shops, a swimming pool and even a hair salon.

SOURCE 1 While some immigrants made the journey to Australia on comfortable passenger ships designed for the purpose, many faced more austere and cramped conditions as shown below in this model of a typical cabin.



7.5.2 Migrant reception centres

When Australia began accepting large numbers of immigrants after the war, the lack of housing meant that immigrants had to be provided temporary accommodation. Unless they could stay with family who were already in Australia, they would be taken to a transit camp, holding centre, workers' hostel, or reception and training centre, where they would be housed for around six weeks.

The longest running post-war migrant reception centre was at Bonegilla in northern Victoria. Established by the Department of Immigration in 1947 in a former military barracks, Bonegilla Reception and Training Centre had its own hospital, three churches, a primary school and the capacity to house more than 7000 people at any one time. Between 1947 and 1951 around half of the 170 000 displaced persons who migrated to Australia came through the centre. After 1951 Bonegilla received a large proportion of assisted migrants.

On arriving at Bonegilla, men were sent to the men's barracks, and women and children to the women's barracks. These were simple huts that were scorching in summer and freezing in winter. Showers and meals were communal, and the residents had to use pit toilets. Each resident was given their own blankets, cutlery and crockery. Soon after arrival, their English skills were tested and they were enrolled in a language class. To find work, they undertook a job interview. In the morning residents were woken by the sound of a bugle; during the day they attended English-language classes and lessons on Australian culture, and a 'lights-out' policy was enforced each night. Immigrants who were not British citizens had to apply for an alien registration certificate. Their 'alien' status limited their political rights and access to social security, and permitted them to apply for specific jobs only. Immigrants remained 'aliens' until they gained Australian citizenship.

SOURCE 2 Immigrants serve a meal at Bonegilla.

The centre's functional but basic living conditions and longer-than-expected waits for employment led to a feeling of disenchantment among some of the residents. After three migrants committed suicide at the facility in 1952, a riot broke out. This was the first of two riots at the centre, the second of which broke out in 1961.

SOURCE 3 Marie Ashley was a language instructor at Bonegilla in 1949 and observed the residents' differing perceptions of the centre.

> The Bonegilla Centre meant different things to different people — a curate's egg [partly good, partly bad] sort of place. To some it was a place of peace and plenty after years as conscripts in German factories on starvation rations, a place where one could roam at will, where one was close to the sky and Nature. To others it was an isolated place in the middle of nowhere from which they couldn't get away fast enough.

7.5.3 Hardships faced by New Australians

Immigration minister Arthur Calwell had assured the Australian people, 'aliens are and will continue to be admitted only in such numbers and of such classes that they can readily be assimilated'. Assimilation is the process by which a minority group gives up its own customs and attitudes and adopts those of the prevailing culture. In this period, the concept of assimilation not only applied to immigrants, but also to Indigenous Australians.

SOURCE 4 Greek immigrants to Australia attend English language lessons at the Bonegilla Reception and Training Centre in northern Victoria.

Part of the role of a reception centre was to prepare new Australians for the world outside the camp. That meant familiarising them not only with formal written and spoken English, but also with the food, culture, customs and attitudes of the Australian people they would encounter. Many Australians were wary of the high intake of migrants during the post-war years. They were afraid that migrants would take their jobs and would be unable to accept the Australian way of life. Because of this, they were sometimes racist towards new Australians, or attempted to exclude them from everyday life.

SOURCE 5 These perspectives from Italian immigrants who arrived in Western Australia during the post-war years reflect the tension between white Australians and new arrivals.

Giovanni arrived in Fremantle in March 1952, when he was 25. He remembers the discrimination he faced because of his heritage:

In that period, Italians were not well-regarded because of the war. People believed or thought that Italians were fierce ... cruel.

Maria travelled to Australia in 1955, when she was 14. While her father fixed the railway line in Calingiri, Maria and her younger sister attended the local primary school. Sometimes, Maria would accompany her mother to the supermarket, where she experienced discrimination first-hand:

We used to go to the supermarket with my Mum and ... [people] would say, 'Talk in English, don't talk in Italian, go back to your own country'.

Resisting assimilation

As a result of the discrimination and lack of understanding shown to them, many immigrants settled in suburbs alongside their country folk. Here, they could practise their religion, speak their language, practise the trades for which they had originally been trained, play and support the sports that interested them, and socialise with members of their community. These neighbourhoods were pockets of resistance against the policy of assimilation.

7.5.4 The migrant work experience

An important aspect of the assisted migration scheme was that immigrants would be placed into work shortly after arrival. After arriving in Australia, non-British immigrants' professional qualifications were generally not recognised, and most immigrants were placed in the rapidly expanding areas of manufacturing and construction, where conditions were often difficult. Many faced prejudice from Australian co-workers and employers. This experience was very different from the rosy picture that had been painted by those who had encouraged new migrants to Australia.

The majority of non-English speaking (NES) women who migrated to Australia in the years after 1947 found work in factories, with newer immigrants getting work in 'dirtier' industries such as meat and boot industries, some food processing and cold storage; while women who had been in the country longer were able to move on to clothing, food and electrical industries. Difficulties understanding the language, limited job prospects and a lack of familiarity with their rights meant that many migrant women had to accept discriminatory treatment by their bosses, and difficult or even dangerous working conditions.

During this era, some of the trades and occupations that the government needed immigrants to fill included:

- mechanical and electrical engineers
- boilermakers, welders, sheet metal and foundry workers (skilled and unskilled)
- textile and clothing operatives
- brick and pottery workers
- machinists in the clothing, textile, printing, canvas and leather trades
- boot factory operatives (skilled and unskilled)
- building and civil engineers
- general construction workers (skilled and unskilled, required for river, dam and quarrying jobs)
- sawmill and timber workers
- architects, surveyors, pharmaceutical chemists, doctors, dentists, nurses and household servants.

Life was more promising for those who gained work on large-scale projects, such as the Snowy Mountains Scheme, which paid relatively high wages and allowed workers' families to live nearby. Because they were so heavily reliant upon immigrant labour, these projects often allowed immigrants from different nationalities to maintain a semblance of their own culture.

DID YOU KNOW?

The Snowy Mountains Scheme was Australia's largest post-war building project. The scheme was designed to divert water west of the Great Dividing Range to the Murray and Murrumbidgee River catchments to create a reliable water supply for domestic, agricultural and environmental use, and to generate hydro-electricity by harnessing the power provided by the water as it drops some 800 metres down the Snowy Mountains escarpment.

SOURCE 6 This photograph, taken in 1960, shows European migrant workers employed to work on the Snowy Mountains Scheme.

New Australians boost the economy

For Australia, this was a time of great economic growth. There were clear economic benefits in having a larger population — a greater number of workers meant more people to pay tax and to buy products such as houses, cars and washing machines. A larger workforce also allowed the country to become a greater exporter of merchandise, including primary goods (such as meat, wood and cereal grains) and manufactured goods.

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Weblink Snowy Mountains Scheme

7.5 ACTIVITIES

1. Today, third country or offshore processing centres for those seeking to come to Australia exist in Papua New Guinea and Nauru. Using the internet, research one of these centres, then compare and contrast the experiences described in this subtopic about Bonegilla to the experiences of refugees in your chosen centre. **Identifying continuity and change**
2. Using the information provided in this subtopic and your own research, address the following essay question: 'To what extent did assisted migration allow Australia to flourish?' **Determining historical significance**

7.5 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

7.5 Exercise 1: Check your understanding

1. **HS1** What was the assisted migration scheme?
2. **HS1** Which migrants did the Australian government consider the most desirable?
3. **HS1** What was the purpose of migrant reception centres such as Bonegilla?
4. **HS1** Using the text provided, draw a timeline of the history of Bonegilla, outlining the major events that took place there during the period 1947–62.
5. **HS1** Define, using examples from the text, what was meant by the concept of assimilation.
6. **HS1** How did migrant reception centres attempt to assimilate immigrants?
7. **HS1** How did immigrants who did not want to assimilate respond?
8. **HS1** How did the promise of work in Australia differ from the reality for many immigrants?
9. **HS1** Outline and explain some of the workplace practices that discriminated against immigrants in this period.
10. **HS1** Explain the benefits that Australia reaped from the assisted immigration program.

7.5 Exercise 2: Apply your understanding

1. **HS3** Consider **SOURCE 1**.
   (a) What does the model of a typical cabin suggest about the journey from the United Kingdom to Australia?
   (b) How does the image differ to the information provided in the text about assisted migrants who travelled on the *Orcades*?
2. **HS3** Study **SOURCE 2**.
   (a) List the aspects of life at Bonegilla that the photographer wishes to emphasise.
   (b) Do you think this picture is staged or natural? Justify your opinion.
3. **HS3** In **SOURCE 3**, a former language instructor at Bonegilla describes the differing experience of residents and offers reasons for this difference. What other information might help to explain residents' different perceptions of a reception centre?
4. **HS3** Using evidence from **SOURCES 3–5**, explain why it was so hard for many newly arrived immigrants to adjust to life in Australia.
5. **HS3** Compare your classroom to the one shown in **SOURCE 4**. Identify the features in the photograph that would make this classroom a difficult learning environment for the Greek immigrants depicted.
6. **HS3 SOURCE 6** illustrates a group of European migrant workers who participated in the construction of the Snowy Mountains Scheme.
   (a) What physical attributes do these workers appear to have in common?
   (b) What does their physical appearance tell you about the nature of the work undertaken on the Snowy Mountain Scheme?
7. **HS6** Write a paragraph outlining in what ways the Snowy Mountains Scheme can be seen as an important nation-building project.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

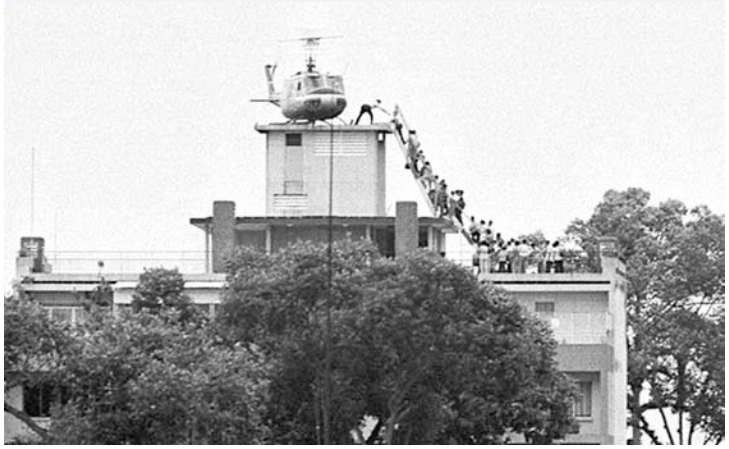
7.6 Immigration from Asia

7.6.1 The fall of Saigon and its repercussions

The Vietnam War began as a conflict between communist North Vietnam and South Vietnam. America feared that, if South Vietnam was allowed to fall to communism, it could lead neighbouring countries such as Laos, Cambodia and Thailand to do the same, creating what was known as the 'domino effect'. After America sent troops to support South Vietnam, Australia followed suit, sending 60 000 personnel between 1962 and 1972. Of these personnel, 3129 would be injured and another 521 would be killed. During this time, many Australians joined the anti-war movement. When Australia and America withdrew from the conflict, a number of Australians felt a new-found sense of duty to protect the Vietnamese people.

On 29 April 1975, after months of heavy American casualties and mass protests around the world, US President Gerald Ford ordered all American personnel out of South Vietnam, effectively declaring defeat. On 30 April the North Vietnamese Army, led by General Vo Nguyen Giap, entered Saigon in tanks and trucks. Earlier that day US helicopters had removed the last of the embassy's staff, but Vietnamese citizens who had supported America's battle against the general's communist forces waited in vain for the choppers to carry them to safety. After more than two decades of war, Vietnam, Cambodia and Laos 'fell' to the communists. This would lead to an unprecedented number of Vietnamese to seek refuge in friendly nations around the world, including Australia.

SOURCE 1 In this well-known photograph taken during the fall of Saigon, people attempt to climb on board an American helicopter, their only chance to escape the city.



7.6.2 The first 'boat people' arrive in Australia

In the months following the fall of Saigon, many South Vietnamese people fled their homelands, fearing persecution from the new communist government.

Escaping Vietnam was a difficult and dangerous experience for refugees. Many were afraid that they would be caught by the army as they attempted to leave and be sent back. There, they faced internment in a 're-education camp', where they might be tortured or killed. Most refugees escaped by buying passage on a large boat (some of which could hold up to 400 people). Others used small fishing boats that were never designed for sailing in open seas. Some were picked up by large trawlers from countries such as China, while many were lost at sea for months at a time. Because of the expense of escape, many families became separated during the process.

Estimates of the number of people who died attempting to flee Indochina in this period vary widely from 30 000 to 250 000. While many boats landed in neighbouring Asian nations, such as Malaysia, Japan, Hong Kong and Thailand, others made it much further.

On 26 April 1976, a worn-out fishing boat named the *Kein Giang* limped along the coast of Darwin. After a two-month journey navigated by means of a page torn from a school atlas, 25-year-old Lam Binh and his four crewmates had reached their destination. The following day their boat was boarded by immigration officials. 'Welcome on my boat,' the captain said. 'My name is Lam Binh and these are my friends from South Vietnam and we would like permission to stay in Australia!' The arrival of this tiny fishing boat and its crew signalled the beginning of an influx of Indochinese 'boat people'.

A moral and legal obligation

As a participant in the Vietnam War and signatory to the United Nations 1951 Convention Relating to the Status of Refugees, Australia had both a moral and legal obligation to accept refugees from Indochina. In 1977, in response to the growing number of refugees throughout Indochina, Australia developed its own refugee policy in which it formally acknowledged its responsibility to resettle a fair proportion of the world's refugees. In 1979, during Vietnam's war with the People's Republic of China, the Vietnamese government targeted ethnic Chinese who had been living in Vietnam. Many fled the country, adding to the flood of Vietnamese refugees who arrived at their neighbouring countries by any means necessary. By 1984, Australia had accepted around 90 000 Indochinese refugees out of a total of two million. Two thousand of these had arrived as boat people, while the others had been processed in camps set up by the United Nations, either in Vietnam or in its neighbouring countries, and arrived by air.

SOURCE 2 Indochinese 'boat people' fleeing their homeland

SOURCE 3 South Australia's Governor, Hieu Van Le, was a Vietnamese refugee. At 21, he set off, along with 50 other people, on a small fishing boat headed for anywhere that would accept them. This is an extract from an article appearing in a university magazine in 2008.

'The skipper, a local fisherman, summoned us together and said he didn't know which way to go or what else to do,' said Mr Le.

'We were mostly people from cities, many of us had never even been in a boat before. I waited for someone to come up with a solution. Nobody had any practical suggestions, neither the older people we deferred to or the professional people — everyone was arguing. Eventually, with youthful exuberance, frustration and some recklessness under the circumstances, I grabbed some paper and drew a map of Vietnam and the region as best I could remember.'

With roughly sketched map in hand, Mr Le announced that the only way to go was west which should bring them to Malaysia or Thailand. Two days later they saw fishing boats with Malaysian flags and Hieu Van Le was their acknowledged leader.

One major hurdle overcome, the next few days were nightmare material with coastguards turning them away, sometimes at gunpoint, every time they tried to land.

'When you escape from one country to another in a fragile boat with very limited supplies, water and fuel, the first thing you want to do is to land at the nearest place you can. But it turned out to be quite impossible,' said Mr Le.

'Mentally we weren't prepared for that. Before we left we were told by the so-called skippers and people in the know that once we'd successfully escaped the Vietnamese shore and made it into international waters there would be plenty of ships — a kind of highway of ships — that would pick us up and bring us to shore. It wasn't happening. Nobody wanted us.'

7.6.3 The Blainey debate

In 1984 Professor Geoffrey Blainey, a well-known historian and history author from the University of Melbourne, ignited a debate within the community and media. In a speech to a Rotary club in Warrnambool, Victoria, he suggested that the pace of Asian migration to Australia was too fast, that Asian immigrants were taking 'Australian' jobs, and that higher immigration rates would lead to racial conflict. The response from Professor Blainey's contemporaries from the University of Melbourne was swift, with 24 academics publicly distancing themselves from what they believed were inflammatory and divisive statements. Students **picketed** his lectures, and he was forced to hire personal security after he and his family received death threats. Despite this negative response within the academic community, Professor Blainey's views on Asian migration struck a chord with some Australians who feared that Vietnamese refugees represented an 'Asian invasion'.

SOURCE 4 Geoffrey Blainey in an extract from the speech he gave to a Rotary meeting at Warrnambool in March 1984 (the full text is in *Blainey: Eye on Australia*, 2001)

The unemployment in many Australian cities, more than any other factor, causes the present unease about the increasing rate of Asian immigration. These are the suburbs where the Asians are most likely to settle. These are the suburbs where they are most likely to work. But these are the suburbs where the rates of unemployment tend to be the highest.

It is easy for me in my secure job to say that I welcome Asian immigrants. I do welcome them, but they don't compete with me for work, and they don't alter the way of life where I live. I am not sure, however, that I would be so welcoming if I was out of work ...

I support the idea, disseminated from Canberra, of a multicultural Australia. But many of the Ministers, backbenchers and civil servants who preach the merits of that society will, in their private life and much of their public life, prefer a one-culture Australia. Multiculturalism is often what is good for other people.

7.6.4 Assimilation and lost identity

With the policy of assimilation having begun to give way to one of integration in the mid 1970s, the country was better prepared to assist refugees to resettle successfully. However, it was still very difficult for people to adapt to their new country and know how they could contribute to Australia while still holding on to the beliefs and practices that were important to them. Common problems experienced by Indochinese refugees included:

- little knowledge of English and, in many cases, little formal education
- few job prospects upon arrival
- being separated from family and friends
- the ongoing effects of physical and mental trauma and torture suffered in their homeland.

One strategy adopted by Indochinese refugees (which had been adopted by European immigrants 25 years earlier) was to form neighbourhoods where they could speak their own language, buy and sell their own food, and worship at their own temples. Suburbs with large Vietnamese populations included Richmond in Victoria, Darra in Brisbane and Cabramatta in New South Wales. Despite the positive attributes of these neighbourhoods, they often had a higher incidence of unemployment, crime and drug use than surrounding neighbourhoods. Because of this, some members of the Australian community and the media referred to Vietnamese neighbourhoods as 'ghettos'. As these refugees fought to make a life for themselves in Australia, they were often subject to racism and social exclusion.

Being Asian Australian today

Despite the attempts of some people to undermine the value of multiculturalism, Australia's Asian communities have continued to grow and thrive. Today, like immigrants from other nations, Asian Australians have made major contributions to all facets of Australian life. However, the lives of second- or third-generation Asian Australians are very different from those of their parents and grandparents.

SOURCE 5 Language is one of the things that makes us who we are. Not understanding English has been very difficult for previous generations of immigrants, while some third-generation immigrants know English but have abandoned the language of their family. This is the situation that Amy Choi wrestles with in this excerpt from her autobiographical story *The Relative Advantages of Learning My Language*.

... My grandfather wrote poetry on great rolls of thin white paper with a paintbrush. He offered to read and explain his poems to me several times over the years, but I only let him do it once. I'd let my Chinese go by then, which made listening to him too much of an effort.

Though I was raised speaking Chinese, it wasn't long before I lost my language skills. I spoke English all day at school, listened to English all night on TV. I didn't see the point of speaking Chinese. We lived in Australia ...

... At [his] funeral, my sadness was overshadowed by a sense of regret. I'd denied my grandfather the commonest of kindnesses. I was sixteen years old.

I am now twenty-six. A few weeks ago, during a family dinner at a Chinese restaurant, the waiter complimented my mum on the fact that I was speaking to her in Chinese. The waiter told Mum with a sigh that his own kids could barely string a sentence together in Chinese. Mum told the waiter I had stopped speaking Chinese a few years into primary school, but that I had suddenly started up again in my late teens.

I have often wondered how aware my mum is of the connection between Grandad's death and my ever improving Chinese. Whenever I am stuck for a word, I ask her. Whenever I am with her, or relatives, or a waiter at a Chinese restaurant, or a sales assistant at a Chinese department store, I practise. I am constantly adding new words to my Chinese vocabulary, and memorising phrases I can throw into a conversation at will.

It is an organic way of relearning a language. Textbooks and teachers are not necessary, since I am only interested in mastering the spoken word. I am not interested in the written word or in the many elements of Chinese culture of which I am ignorant. I am not trying to 'discover my roots'. I am simply trying to ensure that the next time an elderly relative wants me to listen to them, I am not only willing, I am able.

DISCUSS

'Understanding the language is a crucial part of being Australian.' Discuss.

[Critical and Creative Thinking Capability]

7.6 ACTIVITIES

1. Find more extracts from Geoffrey Blainey's original speech. Why were his views seen as controversial? Many of his colleagues at the University of Melbourne dissociated themselves from his views. What reasons might they have had for doing this? **Determining historical significance**
2. Using the internet, research the number of Indochinese 'boat people' who arrived on Australian shores. Compare this number to the intake of immigrants Australia allows every year. **Determining historical significance**

7.6 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

7.6 Exercise 1: Check your understanding

1. **HS1** Describe the nature of Australia's involvement in the Vietnam conflict.
2. **HS1** Why did America retreat and concede their involvement in Vietnam on 29 April 1975?
3. **HS1** Why did so many South Vietnamese and ethnic Chinese people flee Indochina after 1975?
4. **HS1** How did most refugees escape Vietnam?
5. **HS1** Why did many Australians feel a 'moral obligation' to accept Indochinese refugees?
6. **HS1** What other obligations does a country have to refugees once they have been accepted?
7. **HS1** What aspect of Asian immigration did Professor Blainey object to in 1984?
8. **HS1** What conclusions can we draw from the way in which Australians responded to Blainey's comments?
9. **HS1** Using the text, describe why assimilation is problematic for many immigrants.

10. **HS1** Is there any accuracy in using a word like 'ghetto' to describe suburbs like Richmond? Explain.
11. **HS1** Identify the commonalities that exist between second and third generations of European and Asian immigrants.

7.6 Exercise 2: Apply your understanding

1. **HS3 SOURCE 1** appeared on the front page of newspapers across the world in 1975. What aspects of the photograph make it so compelling?
2. **HS3 SOURCE 2** depicts a boatload of Vietnamese who had fled their homeland. What similarities and differences can you find between this image and Hieu Van Le's description of his own sea voyage in **SOURCE 3**?
3. **HS3** Apart from the physical dangers, what mental obstacles did Hieu Van Le and Lam Binh face when escaping Vietnam?
4. **HS3** Identify the assumptions that Professor Blainey made in his 1984 speech about the impact of Asian immigration in Australian cities.
5. **HS3** Professor Blainey argues that 'multiculturalism is often what is good for other people'. What do you think he meant by these comments?
6. **HS3** In **SOURCE 5**, Amy Choi reflects on growing up as a third-generation Asian Australian.
   (a) In what ways did language represent her identity as an Australian?
   (b) Why might she not have listened to her grandfather's stories?
   (c) Why might she have recently begun learning Chinese and what does this suggest about how she views her identity today?
7. **HS6** Write a paragraph suggesting why so much attention is given to the numbers of refugees brought into Australia, as part of our annual immigration.
8. **HS6** It is 2784 nautical miles from the bottom of Vietnam to Darwin (1 nautical mile is equal to 1.8 kilometres). It took Lam Binh and his crew two months to travel the journey. How many nautical miles did they average a day? What does this tell you about their vessel and/or their navigational skills?
9. **HS6** Given that it is now more than 35 years since the Blainey debate, assess whether he was accurate in his concerns about the pace of Asian immigration.
10. **HS4** In what ways were the experiences of Indochinese refugees similar to and different from those of the new arrivals during the post-war migration era? Draw up a table to summarise your findings.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

7.7 Australia's evolving immigration policy

7.7.1 Multiculturalism in Australia

Until 1966, immigrants coming to Australia were expected to assimilate — that is, to behave like the Australians already living here. From 1966 to 1973, the government encouraged immigrants to integrate, meaning that they would have to live like Anglo Australians in public, but could follow their own cultural practices at home. From the mid 1970s on, the policy towards immigrants shifted towards multiculturalism — respect and equality for everybody regardless of their cultural background. However, even as the majority of Australians began to support a shift towards a new, more inclusive Australia, others within the community, the media and politics would oppose it.

DID YOU KNOW?

By the 1970s, more than one-third of Australians were born overseas or were children of parents born overseas.

Within multicultural Australian society, immigrants were still required to respect Australia's laws and become part of the Australian community, while being encouraged to value and maintain the traditions and customs of their countries of origin. Laws such as the *Racial Discrimination Act 1975* made it illegal to discriminate against others on the basis of their race, colour, descent, or national or ethnic origin. In 1977, the Fraser government commissioned a report by Frank Galbally, a Melbourne QC who had defended

Bonegilla 'rioters' in the mid 1960s. In his report, Galbally made a number of recommendations to give immigrants a 'fair go'. These included ensuring that:

- immigrants had equal access to services as did other members of society
- everyone was entitled to maintain their own culture while understanding others'
- while immigrants' needs should eventually be met by mainstream programs and services, in the short term they would require more targeted service provision
- services should assist immigrants to become self-reliant as quickly as possible.

This report led to a number of improvements in migrant services, including creating more ethnic schools, English language tuition and translation services, and migrant resource centres. In 1980 the Australian Institute of Multicultural Affairs (AIMA) was established to conduct research and provide the government with ongoing policy advice. To give the migrant community a 'voice', ethnic radio was extended and the government established an ethnic television review panel.

Multiculturalism and the media: Channel 0/28

Frank Galbally had submitted his report, but still felt there was more he could do for immigrants. In 1975, the government had supported the creation of two multilingual radio stations, 2EA Sydney and 3EA Melbourne, which had achieved real success in giving immigrants access to news and entertainment. Based on their success, Galbally set about trying to introduce a television service that would 'open up Australia' to immigrants.

He found a willing ally in Prime Minister Malcolm Fraser, who established the Ethnic Television Review Panel. It was this committee, and its supporters, that developed Channel 0/28, the first multicultural television service in the world. Bruce Gyngell, who had famously welcomed Australian audiences to the first Australian television broadcast in 1956, officially launched the station on 24 October 1980 with the words, 'Ladies and gentlemen, good evening, and welcome to multicultural television.' From the start, Channel 0/28 promised 'a world of entertainment'. Its first program, the documentary *Who are we?*, explored the history of immigration to Australia.

SOURCE 1 In a speech to the Institute of Multicultural Affairs on 30 November 1981, Prime Minister Malcolm Fraser outlines the importance of Channel 0/28 in representing the interests and reflecting the identity of Australia's migrant community.

... It is very deliberately entitled 'multicultural' not 'ethnic television', because its intended audience is all Australians, whatever languages they speak, whatever their particular ethnic and cultural identity. Multicultural television has screened an impressive range of high-quality international programs and presented aspects of Australian life which other channels have tended to ignore.

Many of the achievements of the first twelve months have been encouraging. The news program, for example, has been widely praised in media circles for the scope of its international coverage. Channel 0/28 has established a viewing audience not just from ethnic communities but from the community at large. Even the sceptics have been impressed. Indeed it was an unusual, but not unpleasant experience to have the *Age* reversing its initial editorial stance by admitting that 'Channel 0/28 is making its critics (ourselves included) eat their words'.

In 1985, the network changed its name to the Special Broadcasting Service (SBS). Through its coverage of news, sport and entertainment, SBS has established a strong foothold in the Australian entertainment industry. SBS has also illustrated the power of television to make the world a smaller place; its annual coverage of the Eurovision Song Contest since 1983 was so well regarded by the organisers that in 2015 they allowed Australia to enter this European competition for the first time. SBS plays a pivotal role in representing Australia as a country that embraces its multiculturalism.

SOURCE 2 Australia's Kate Miller-Heidke performing at Eurovision in 2019

7.7.2 The One Nation Party ignites debate

After more than a decade of recognising and valuing cultural diversity in the name of multiculturalism, in 1989 Australia adopted the National Agenda for a Multicultural Australia. The agenda built on the recommendations of the Galbally Report, outlining the rights and responsibilities of all Australians, whether of Indigenous, Anglo-Celtic or non-English-speaking background, and whether born in Australia or overseas. This was not universally embraced by all Australians and there were those who attacked the very premise of a multicultural country.

Pauline Hanson, a former fish-and-chip shop proprietor and self-proclaimed 'Aussie battler', gained her first major political victory in 1996 when she ran for the House of Representatives as a Liberal candidate in the seat of Oxley. Just before the election, however, she was disendorsed by the Liberal Party after making comments regarding benefits given to Indigenous Australians. With no other Liberal candidate in the running, and her name already on the ballot paper, she was voted in anyway, but was forced to sit as an Independent. Because of her controversial views on multiculturalism and what she perceived as an 'unfair advantage' being given to Indigenous Australians, she quickly captured the attention of the 'far right' of politics. In 1997 Hanson, David Oldfield and David Ettridge founded the One Nation Party, a nationalist party (a party that promotes the interest of its own country ahead of others) that would gain 22 per cent of the vote in Queensland's 1998 state election and 9 per cent of the vote in the federal election. Eighteen years later, in the double dissolution federal election of 2016, Pauline Hanson and One Nation re-emerged as a political force to win four seats in the Senate. In 2019, an Al Jazeera investigation alleged that members of the party were seeking financial assistance from the American gun lobby, the National Rifle Association, in order to change Australia's gun laws. Despite this and other scandals, One Nation remains a force in minority party politics in Australia.

SOURCE 3 In her maiden speech to parliament in 1996, Pauline Hanson makes her views on the rights of Australia's multicultural population very clear.

Immigration and multiculturalism are issues that this government is trying to address, but for far too long ordinary Australians have been kept out of any debate by the major parties. I and most Australians want our immigration policy radically reviewed and that of multiculturalism abolished. I believe we are in danger of being swamped by Asians. Between 1984 and 1995, 40 per cent of all migrants coming into this country were of Asian origin. They have their own culture and religion, form ghettos and do not assimilate. Of course, I will be called racist but, if I can invite whom I want into my home, then I should have the right to have a say in who comes into my country. A truly multicultural country can never be strong or united.

SOURCE 4 In this satirical photographic portrait, photographer Emma Phillips portrays Pauline Hanson as an 'Aussie battler' cleaning up the mess made of Australia.

7.7.3 Multiculturalism today

Prime Minister Malcolm Fraser once called multiculturalism 'the most intelligent and appropriate response to the diversity which characterises our society'. This view is still prevalent today and there is a significant agreement among all major Australian political parties that multiculturalism is an attractive feature of our national identity. Indeed, the Australian government is so committed to multiculturalism that part of the charter of the Department of Social Services is to provide protection for our multicultural nature. **SOURCE 5** is a document produced by the government in 1989 summarising what multiculturalism means. Do you think it is still relevant today?

SOURCE 5 What is multiculturalism?

In a descriptive sense multicultural is simply a term which describes the cultural and ethnic diversity of contemporary Australia. We are, and will remain, a multicultural society.

As a public policy multiculturalism encompasses government measures designed to respond to that diversity. It plays no part in migrant selection. It is a policy for managing the consequences of cultural diversity in the interests of the individual and society as a whole.

The Commonwealth Government has identified three dimensions of multicultural policy:

1. cultural identity: the right of all Australians, within carefully defined limits, to express and share their individual cultural heritage, including their language and religion;
2. social justice: the right of all Australians to equality of treatment and opportunity, and the removal of barriers of race, ethnicity, culture, religion, language, gender or place of birth; and
3. economic efficiency: the need to maintain, develop and utilise effectively the skills and talents of all Australians, regardless of background.

There are also limits to Australian multiculturalism. These may be summarised as follows:

- multicultural policies are based upon the premises that all Australians should have an overriding and unifying commitment to Australia, to its interests and future first and foremost;
- multicultural policies require all Australians to accept the basic structures and principles of Australian society — the Constitution and the rule of law, tolerance and equality, Parliamentary democracy, freedom of speech and religion, English as the national language and equality of the sexes; and
- multicultural policies impose obligations as well as conferring rights: the right to express one's own culture and beliefs involves a reciprocal responsibility to accept the right of others to express their views and values.

As a necessary response to the reality of Australia's cultural diversity, multicultural policies aim to realise a better Australia characterised by an enhanced degree of social justice and economic efficiency.

7.7 ACTIVITIES

1. Conduct a 'four corners' activity on the following statement: 'Australia is a shining example of a successful multicultural society.'

   To do this, first of all divide into four groups according to whether you strongly agree, agree, disagree or strongly disagree with the statement. In your group, discuss your perspectives on the issue to discover why you hold this view. Now swap with someone in an opposing corner (e.g. strongly agree with, strongly disagree) and discuss your differing perspectives. Try to discover why you hold opposing views. Then answer the following questions.

   (a) How did it feel to discuss the issue with someone who held the same view as you?
   (b) How did it feel to discuss the issue with someone who held the opposing view?
   (c) How well were you able to understand and appreciate the opposing view?

   [Critical and Creative Thinking Capability]
2. Research the kinds of programs that SBS broadcasts today. How well does this channel perform in terms of ratings? Do you think this channel still represents the interests and reflects the identity of Australia's migrant community? Explain your response. **Determining historical significance**

7.7 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

7.7 Exercise 1: Check your understanding

1. **HS1** Using the text, explain the difference between integration and multiculturalism as policy positions.
2. **HS1** Identify and explain the legal rights and responsibilities that surrounded the introduction of multiculturalism.
3. **HS1** Outline the improvements in migrant services that resulted from the introduction of multiculturalism as a formal government policy.
4. **HS1** Why was Channel 0/28 (SBS) created? What role was it chartered to have?
5. **HS1** What was unique about this service?
6. **HS1** By 1989, the government was committed to a multicultural Australia. How was this made clear?
7. **HS1** How did Pauline Hanson gain entry into parliament?
8. **HS1** How did the One Nation Party come into existence?
9. **HS1** What are the three rights that Australia's multicultural policy protects?
10. **HS1** What are the three responsibilities it asks for in return?

7.7 Exercise 1: Check your understanding

1. **HS3** In **SOURCE 1**, Malcolm Fraser explains that Channel 0/28 is 'multicultural' rather than 'ethnic'. What do you think is the difference in meaning?
2. **HS3** How, according to Prime Minister Fraser, was SBS providing a service to all Australians?
3. **HS3** What is the *paradox* (an apparent contradiction) of Australians (see **SOURCE 2**) competing in the Eurovision Song Contest?
4. **HS3** Note the language used by Pauline Hanson in **SOURCE 3**. In what ways does she try to include the audience in her argument?
5. **HS3** Write a response to Pauline Hanson where you argue against the claim that Asian immigration leads to the emergence of ghettos in our suburbs because Asian Australians do not share the same cultural beliefs and values as the broader Australian community.
6. **HS3** How else does she try to convince her audience of her argument?
7. **HS3** Consider the satirical image of Pauline Hanson in **SOURCE 4**.
   (a) What statement is the artist trying to make by depicting Pauline Hanson as an old-fashioned 'Aussie battler'?
   (b) Is this representation a positive or negative depiction of Hanson? Justify your response.
8. **HS3** How is Prime Minister Fraser's opinion on multiculturalism replicated in the opening lines of **SOURCE 5**?
9. **HS3** What, according to **SOURCE 5**, is the aim of multicultural policies?
10. **HS4** How do the sources in this subtopic provide evidence for changing attitudes to immigrants over the period 1996–1998?
11. **HS5** Explain the reasons why Australia moved from integration to multiculturalism.
12. **HS5** Outline the advantages that this shift provided for Australians.
13. **HS5** In embracing this shift, was the government ever out of step with the desires and opinions of the Australian people? Justify your response.
14. **HS5** Review Pauline Hanson's maiden speech to parliament **(SOURCE 3)**. Does she have a point? Can a multicultural country be strong or united? Justify your response.
15. **HS5** Write a paragraph explaining why it is so important to avoid racial stereotyping in a modern multicultural society.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

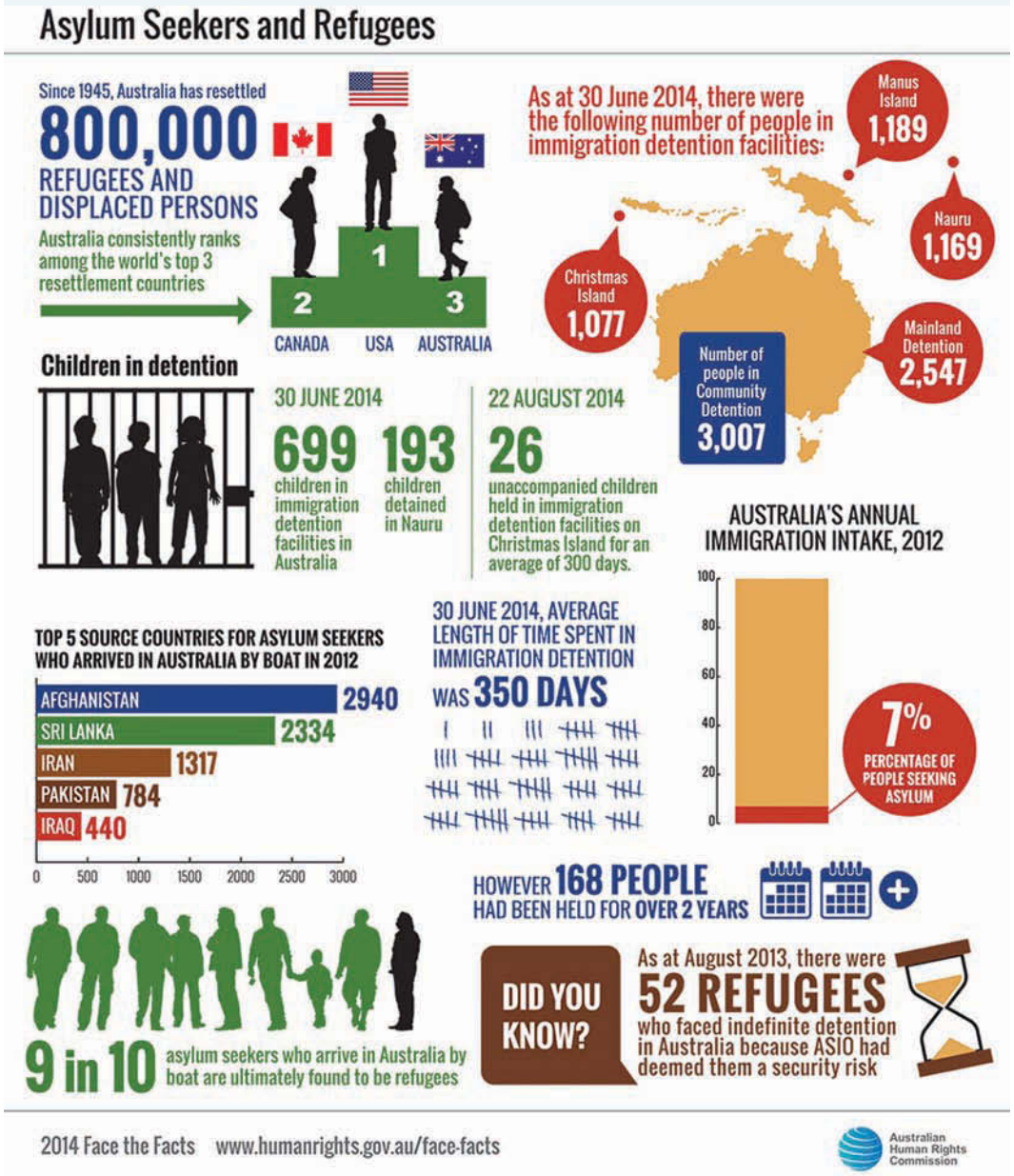
7.8 Seeking asylum in Australia

7.8.1 What is a refugee?

A refugee is a person who has fled their country because they fear they will be persecuted for their race, religion, nationality or beliefs. Global events from the late twentieth century onwards have led to an increase in the number of people from the Middle East and central Asia seeking asylum. In 2018, the United Nations High Commissioner for Refugees (UNHCR) estimated that the number of people displaced by conflict or persecution had reached a record high of 68.5 million globally. Fleeing conflict-ridden areas, refugees have headed for Europe via land routes and towards Australia via Indonesia, often undertaking dangerous sea voyages.

As a member of the UN and a signatory to the UN Convention Relating to the Status of Refugees, Australia is obliged to offer protection to refugees against their forced return and to consider their requests for asylum (protection). It is also obliged to accept a reasonable number of refugees each year.

SOURCE 1 This graphic produced by the Australian Human Rights Commission illustrates the statistics associated with Australia's refugee and asylum-seeker intake.



7.8.2 The *Tampa* incident

Australia recognises two types of refugees. The first type, who resettle under official humanitarian programs are selected overseas and enter Australia with a **visa**. This entitles them to **permanent residency** and the right to apply for citizenship. The second type arrive unofficially, many of them by boat, typically after paying people smugglers thousands of dollars for their passage to Australia. Australia's immigration policies towards boat arrivals have been a source of debate within the Australian community.

In August 2001 a Norwegian cargo vessel, the MV *Tampa*, rescued 438 men, women and children from an overcrowded, sinking fishing vessel 140 kilometres north-west of Christmas Island. Those on board (from Afghanistan, Pakistan and Sri Lanka) had fled an Indonesian refugee camp and were seeking sanctuary in Australia. When the ship's captain radioed to ask Australia for medical assistance for the asylum seekers, the government sent in Australia's Special Air Service (SAS) instead. Opposition Leader Kim Beazley expressed his support for the government's response.

Prime Minister Howard claimed that, as a **sovereign nation**, Australia had a right to protect its borders. He argued that by not going through the formal refugee process, these people were 'queue jumping', and insisted, 'We will decide who comes to this country and the circumstances in which they come'. The Australian government refused to allow the *Tampa* to enter Australian waters. Many Australians opposed the government's position, claiming it was inhumane and against international law.

SOURCE 2 According to statements made by the *Tampa*'s captain, by the time he picked up the asylum seekers many were in poor health. Some were unconscious, while others were suffering from dysentery.

The government's actions were successfully challenged in the federal court, but the government won a subsequent appeal. Some asylum seekers were transferred to New Zealand, but others were sent to Nauru and Papua New Guinea as part of the government's 'Pacific solution', where their applications for asylum often took months or even years to process. Subsequently, the government changed the law to remove its outer islands, including Christmas Island, from Australia's migration zone, meaning that those who sought to enter Australia without following the proper refugee process had to set foot on the Australian mainland before they would be processed. Due, in part, to this hardline stance on asylum seekers, the Coalition won a decisive victory in the federal election of 2001.

Explore more with myWorldHistoryAtlas

Deepen and check your understanding of the topic with related case studies and auto-marked questions.
- The globalising world > **Australia's changing identity (1975–present)**

7.8.3 Mandatory detention

Since the *Tampa* affair of 2001, asylum seekers have continued to play an important role in Australian politics. Discussions tend to focus on the refugees' right to be here and their treatment while in detention. According to Australia's *Migration Act 1958*, people who do not have a valid visa, and are therefore in Australia unlawfully, must be detained. They are not held prisoner, but are under 'administrative detention'. Once placed in detention, occupants are given the opportunity to apply for refugee status through either a protection visa (onshore) or refugee visa (offshore). Once a visa is granted, they can stay in Australia without restrictions; if not, they will be deported from the country as soon as possible. Australian detention facilities have included centres at Villawood, Northam, Sherger, Maribyrnong, Wickham Point and Yongah Hill.

Standards have been developed to ensure that people detained in Australia are treated humanely and in a way that respects their gender, culture, health and age. According to the Department of Immigration, services available at each detention facility include:

- health services
- educational programs, including English-language instruction
- cultural, recreational and sporting activities
- religious services
- availability of telephones, newspapers and television
- culturally appropriate meals and snacks and unlimited access to chilled water, tea, coffee, milk and sugar.

These services may have been provided at Australian detention centres, but as **SOURCE 3** illustrates that is not necessarily the case with offshore detention centres. These centres had been abandoned in 2008 but the tragic crash of SIEV 221 on Christmas Island in December 2010 forced the government to address the people-smuggling trade. It was claimed that, if asylum seekers could be dissuaded from getting on boats, lives could be saved. This caused the Gillard government in 2012 to revert (in the face of much criticism) to the 'Pacific solution' and they re-opened detention facilities on Nauru in September 2012 and on Manus Island some two months later.

SOURCE 3 A room on Manus Island used for the detention of asylum seekers. This photograph comes from an official handout provided by the Australian Department of Immigration and Citizenship.

Once again, treatment of potential immigrants became a political 'hot potato' and decidedly influenced federal elections. In July 2013, Prime Minister Kevin Rudd, in an attempt to retain his party's hold on power, introduced a stricter refugee policy with the cooperation of the government of Papua New Guinea. Under this policy, no asylum seeker who arrived by boat would be granted a visa. This meant that the facilities at Manus Island (approximately 1070 kilometres north of Cape York) would be enlarged. This did not save Prime Minister Rudd, who lost

power in September 2013. His successor, Tony Abbott, through his immigration minister, Scott Morrison, introduced 'Operation Sovereign Borders', which had a significant impact on the number of boats landing on Australian territory. Boats were turned back by the Australian Coast Guard and Navy and the numbers of refugees in offshore facilities increased.

7.8.4 Criticisms of mandatory detention

The major criticisms of mandatory detention include the time taken to process visa applicants, the isolation that many occupants experience while detained and the large number of children held in detention. One of the most controversial sites was the Woomera Immigration Reception and Processing Centre in South Australia. Originally designed in 1997 for 400 occupants, at its peak Woomera held more than twice that number, putting a strain on the centre's facilities. In the summer of 2002, some occupants lit fires in some of the centre's smaller buildings and sewed their own lips shut in protest at what they perceived as inhumane treatment, while around 300 detainees conducted a hunger strike. Thousands of Australians marched in support of the detainees' rights to be heard. In response to the turmoil at Woomera, the United Nations launched an investigation into the conditions at two of Australia's detention centres and concluded that conditions could 'in many ways be considered inhumane and degrading'.

Woomera has been overshadowed by more recent events at Manus Island as Australia has returned to offshore processing of asylum seekers. Manus Island, the largest of the offshore detention centres along with the facility at Nauru, has been the focus of significant outrage. Human rights groups such as Amnesty International have labelled the conditions inhumane, as has Australian Greens' senator Sarah Hanson-Young. There have been riots, hunger strikes and allegations of sexual abuse. Reza Barati, a 23-year-old Iranian asylum seeker, was killed during a riot on Manus Island in February 2014. This set off a rush of protests across Australia within days. Similar protests have been occurring intermittently since then. **SOURCE 4** shows a protest in Melbourne in February 2016 against children in detention.

SOURCE 4 Protestors hold banners outside the Victorian State Library building during a rally in Melbourne on 4 February 2016 after the Australian High Court rejected a challenge to the government's right to hold asylum seekers on Manus Island and Nauru.

7.8.5 The response to asylum seekers

As the number of asylum seekers around the world grows, the Australian government faces a practical and moral dilemma. Election results would seem to suggest that the Australian public wants strict border control, but many Australians have argued for humane reform.

SOURCE 5 illustrates the type of poster that is being used overseas to deter people without visas from getting on boats to come to Australia, but a growing number of Australians, shocked at the world refugee crisis, have influenced government and forced a change of policy. In September 2015, Australia increased its intake of Syrian refugees by 12 000. **SOURCE 6** sums up the problem that is facing both politicians and the public.

DID YOU KNOW?

At the current rate of arrivals, it would take 20 years for asylum seekers to fill the MCG.

SOURCE 5 A warning poster from the Australian government in Arabic. The main caption states, 'No way! You will not make Australia home'. Underneath it adds, 'If you get on a boat without a visa, you will not end up in Australia'.

SOURCE 6 In this article, published in the *Griffith Law Review*, the authors discuss some of the problems with the way the asylum seeker debate has been presented to the Australian public.

The problem is that the issues underlying irregular and forced migration are very complex. In this '**sound bite**' age of instant communication ... there are challenges for those wishing to offer subtle explanations of the asylum seeker issue. In contrast, the 'message' of those pushing for harsh responses is simple and electorally very powerful. Undocumented arrivals are characterised as 'illegal' invaders who pose a threat to society. The ... division of migrants (forced or otherwise) into 'legal' and 'illegal' strips asylum seekers of their stories and of their vulnerabilities weaknesses. It also makes the compassionate response seem foolish, which is aligned in turn with 'threats' to national security.

on Resources

Weblink Against all odds game

7.8 ACTIVITY

Use your library or the internet to research how asylum seekers are treated in the United Kingdom, Canada or the Netherlands, then answer the following questions.

a. How many asylum seekers does the country receive on a yearly basis?
b. What is the country's official policy on asylum seekers?
c. What are the best things about the way the country treats asylum seekers?
d. How could the way the country deals with asylum seekers be improved?
e. What (if anything) could Australia learn from this country's practices? **Determining historical significance**

7.8 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

7.8 Exercise 1: Check your understanding

1. **HS1** Outline the differences between a refugee, an asylum seeker and an immigrant.
2. **HS1** Explain Australia's responsibility to refugees as a member of the United Nations.
3. **HS1** Describe the two categories of refugees recognised by Australia.
4. **HS1** Outline why the *Tampa* incident divided public opinion.
5. **HS1** Why did Australia remove outer islands such as Christmas Island from its migration zone following the *Tampa* incident?
6. **HS1** Under the Australian government's mandatory detention policy, who was detained and for how long?
7. **HS1** According to the government, in what conditions were they detained?
8. **HS1** When and why did Australia return to offshore detention centres for processing asylum seekers?
9. **HS1** For what reasons do Australians criticise mandatory detention?
10. **HS1** Given the criticism, why do governments continue to maintain these centres?
11. **HS1** What similar events have occurred in both domestic and offshore detention centres? What conclusions can you draw from this?
12. **HS1** What is the dilemma facing the Australian government with regard to asylum seekers?
13. **HS1** Given the response to the Syrian crisis in September 2015 by the Australian government, what can you conclude about Australia's ability to accept asylum seekers?

7.8 Exercise 2: Apply your understanding

1. **HS3** Compare the number of refugees held in offshore detention facilities and the number held on the mainland. Which number is greater?
2. **HS3** Choose three facts from **SOURCE 1** that surprise you. Explain your selections to a partner.
3. **HS3** How many asylum seekers are legitimate refugees and how many could be labelled 'economic migrants'? How is it possible to distinguish between them? You might need to do some further research to answer this question.
4. **HS3** Which of these facts could you use to promote the idea that Australia does or does not have a significant refugee problem? Justify your selections.
5. **HS3** Based on **SOURCE 2**, how would you describe the conditions aboard the *Tampa*, the appearance of the asylum seekers and their possessions? What other sources would you need in order to further investigate these aspects of the asylum seekers' voyage?
6. **HS3** What do you think the photographer was trying to emphasise with **SOURCE 2**? Why do you think it has been shot from this height and distance? Has this influenced your previous answer?
7. **HS3** Using **SOURCE 3**, identify what facilities are provided in the rooms for detained asylum seekers. Does this image match the list provided in the text by the Department of Immigration?
8. **HS3** Why would the government allow this photograph in **SOURCE 3** to be used as part of their official handout on detention centre facilities? What would they be trying to emphasise or de-emphasise? Why?
9. **HS3** Given that the **SOURCE 3** photograph is from a government source, how reliable is it for a historian studying this topic?

10. **HS3** What do you notice about the nature and composition of the crowd in **SOURCE 4**?
11. **HS3** Why are the people in **SOURCE 4** protesting? Who do you think is the intended audience for their protest? What appeals are they making?
12. **HS3** Why is **SOURCE 5** written in Arabic? Where and/or in what sorts of places would this poster be displayed?
13. **HS3** Assess the effectiveness of the message of **SOURCE 5**. Do you think it would be successful in stopping asylum seekers? Justify your response.
14. **HS3** In **SOURCE 6**, the authors suggest that 'the "message" of those pushing for harsh responses is simple and electorally very powerful'. How does this relate to what you have read about politicians' statements regarding the *Tampa* incident and the mandatory detention of asylum seekers in places such as Manus Island?
15. **HS4** Do you believe Australians' attitudes towards refugees today compared with after World War II have hardened or softened? On what evidence do you base your view?
16. **HS6** Why do you think some people use border protection as an argument for very strict handling and processing of asylum seekers?
17. **HS6** Refer to the text and sources to write your own suggestion about what Australia's role should be with regard to accommodating the rising number of refugees throughout the world.
18. **HS6** Discuss and determine whether the Australian government should have acted differently with regard to the *Tampa* crisis, the tragedy on Christmas Island in 2010 and the situation in detention centres such as Woomera and Manus Island.

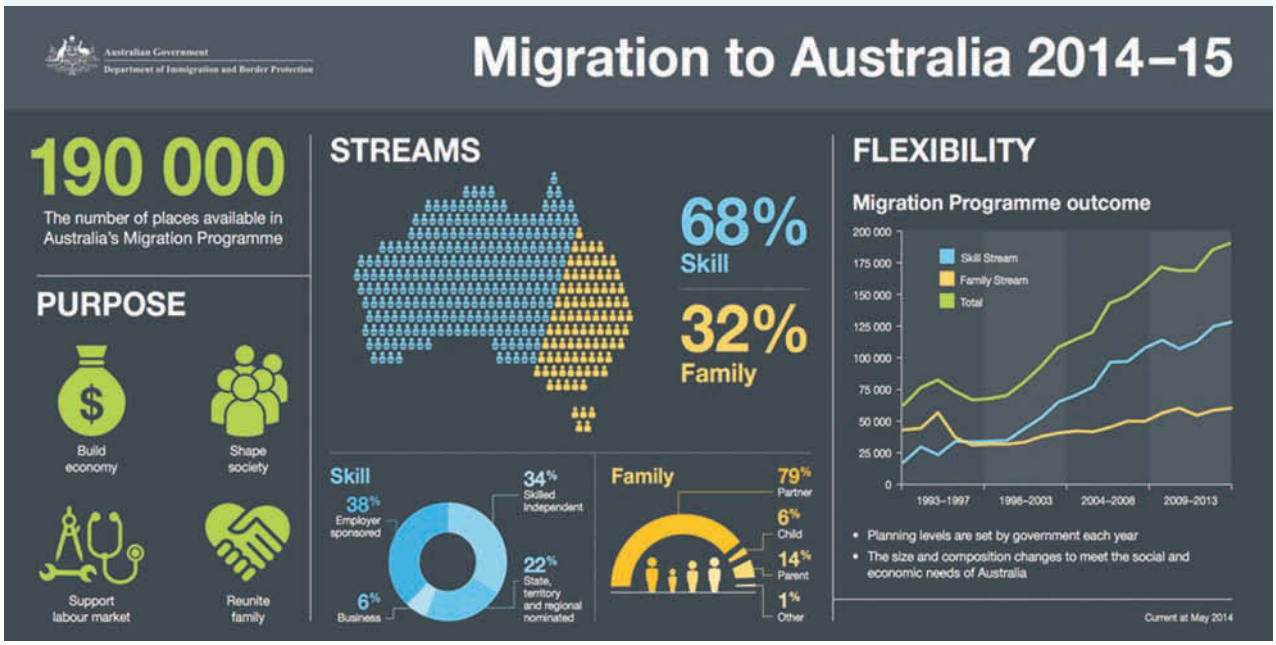
Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

7.9 The migrant contribution

7.9.1 Addressing the 'skills shortage'

Today Australia has a population of over 25 million people, over one-quarter of whom were born overseas. While English is the most commonly spoken language, more than 200 other languages are spoken by Australians, including 62 Indigenous languages. Immigration policies continue to change to reflect political and economic changes within Australia and the rest of the world. Immigrants have added to our cultural heritage by making Australia a more inclusive and cosmopolitan nation.

SOURCE 1 An official government poster that outlines the changing nature of Australia's migration program since 1993



Immigration policy continues to be based on the government's need to fill shortfalls in Australia's skilled workforce. Entry is competitive and is based on a points system designed to 'deliver the best and brightest skilled migrants'. The number of points a potential applicant is 'worth' is based on factors such as age, qualifications, relevant work experience and English proficiency. In 2009, as the global financial crisis squeezed economies around the world, the Australian government gave priority to migrants who were sponsored by Australian businesses, meaning they already had guaranteed work with an employer. This was part of a strategy to increase demand-driven rather than supply-driven immigration.

By 2014 this meant that the number of skilled migrants entering Australia was increasing significantly and more than twice as many migrants came to Australia to fill employment needs than to reunite with family members.

DID YOU KNOW?

The Temporary Skills Shortage Visa (482 visa) is a short-term visa that allows Australian businesses to employ overseas workers. A business can sponsor someone for this visa if they cannot find an Australian citizen or permanent resident to do the skilled work.

7.9.2 Australia's changing relations with its neighbours

Australia's changing approach to immigration has improved the economic and political ties between Australia and its neighbours. When the White Australia policy was in full force, the country saw the United Kingdom and Europe as its major partners in international matters. These links began to loosen as Australia welcomed its first wave of immigrants in the post-war years. However, it was in the 1970s and 1980s, as Australia opened its doors to 90 000 Indochinese refugees, that the country would become a more important player in the Asia–Pacific region. In 1974, Australia became the first 'dialogue partner' of the Association of South East Asian Nations (ASEAN), while Gareth Evans, the Labor government's foreign affairs minister, chaired the first meeting of the Asia Pacific Economic Cooperation (APEC) forum in 1989. Both organisations promote trade and cooperation among member nations and discuss economic, political, social and cultural issues at their annual meetings.

SOURCE 2 World leaders and delegates pose for a photograph at the Group of 20 (G20) summit in Brisbane, Australia, 15 November 2014. The Australian Prime Minister at the time, Tony Abbott, is in the front row between Shinzo Abe, the Japanese Prime Minister, and President Xi Jinping of China. The Indonesian President, Joko Widodo, is just behind on the left of the Australian Prime Minister.

Today, the country's largest migrant intake comes from China and India, while China, Japan and the United States are Australia's largest trade partners. Australia has successfully redefined itself as a valuable member of this region.

Throughout this period of change, immigrants' continuing connections with their countries of origin have deepened ties and understandings between Australia and other countries. Today, Australia's third biggest export (after coal and iron ore) is educational services. In some cases, this involves teachers and/or curriculum being sent around the world, while in others it involves international students studying Australian programs within Australia. International students are entitled to stay in Australia while studying a full-time course and may be accompanied by their spouse and dependent children. When the student returns to their country of origin, the student will convey what they have learned about Australia to family and friends, thereby promoting cross-cultural understanding.

SOURCE 3 Traditional Indian dance performance during Diwali celebrations at Federation Square Melbourne in October 2014

7.9.3 The impact of migration on Australia's cultural heritage

Migration has enhanced the Australian nation across the full range of human endeavours. In education, science, business, artistic expression, sporting pursuits and other areas, the ingenuity and entrepreneurship of migrants has helped the country prosper. In the business world, migrants such as Richard Pratt, Harry Triguboff, Zhenya Tsvetnenko, Maha Sinnathamby and Frank Lowy have created wealth and opportunity for Australians.

Frank Lowy's story is amazing. Born in Czechoslovakia in 1930, he became a refugee during World War II, before travelling to Australia in 1953. Over the following decades, he would establish the Westfield shopping empire in Australia and the United States. To celebrate the fiftieth anniversary of his arrival in Australia in 2003, Lowy donated the funds to establish the Lowy Institute, an independent think tank which aims to 'generate new ideas and dialogue on international developments and Australia's role in the world'. He has also been the chairman of the Football Federation of Australia and he crowned his time overseeing the Australian team with a secure victory in the Asian Cup in 2015.

This victory is captured in **SOURCE 4** where the Australian captain, Mile Jedinak, the son of Croatian immigrants, proudly wears the green and gold. Indeed, the Socceroos and Matildas owe much of their success to the migrant experience. Mark Viduka, Tim Cahill and Emily van Egmond are a few of the stars who have donned the national strip and are all the progeny of immigrants to Australia. Many other sports boast elite athletes from migrant backgrounds, such as boxer Kostya Tszyu, pole vaulter Tatiana Grigorieva, tennis player Mark Philippoussis and golfer Minjee Lee.

SOURCE 4 Mile Jedinak, captain of the Socceroos, and his team celebrate as he lifts the trophy after victory during the 2015 Asian Cup final match between Korea Republic and Australia at ANZ Stadium on 31 January 2015 in Sydney. Frank Lowy, then chairman of the Football Federation of Australia, is pictured bottom right.

DID YOU KNOW?

In 2010, *Business Review Weekly* estimated that Frank Lowy was worth over $5 billion, making him Australia's richest person at the time.

Migrants have also made significant contributions to the arts in Australia. In the design arts, Harry Seidler, an Austrian refugee from Nazi Europe, helped define modern architecture in Australia. Legendary Australian musicians John Farnham and Jimmy Barnes were born in the United Kingdom, as were artists Russell Drysdale and Tom Roberts. All of these artists have produced works that are frequently referred to as quintessentially Australian and it could be argued that their migrant background that has helped them create those iconic works.

DISCUSS

In groups, discuss the following statement: 'The contribution made to Australia by its migrants since World War II has immeasurably enriched of our economy, society and culture.' **[Intercultural Capability]**

7.9 ACTIVITY

In what ways have immigrants contributed to Australia's heritage? In order to answer this question fully, you will need to look back through the topic and identify the most important ways in which immigration has changed Australia. You may also like to use your library or the internet to research certain aspects more fully. Present your response in a written and visual presentation. **Determining historical significance**

7.9 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

7.9 Exercise 1: Check your understanding

1. **HS1** Identify the key fact in section 7.9.1 that illustrates that Australia is a multicultural nation.
2. **HS1** On what grounds are immigrants more likely to be admitted to Australia?
3. **HS1** In what way have changes in trade policy made Australia a more valuable member of the Asia–Pacific region?
4. **HS1** Identify and explain the benefits of 'importing' education.
5. **HS1** Define the term 'heritage'.
6. **HS1** Using the information in this subtopic, could you argue that immigration has enhanced Australia's cultural heritage?

7.9 Exercise 2: Apply your understanding

1. **HS3** Identify the most significant changes to Australia's migration program since 1993.
2. **HS3** According to **SOURCE 1**, how many immigrants in percentage terms have been sponsored to migrate to Australia?
3. **HS3** Identify the facts that the creators of **SOURCE 1** wish to emphasise. How do they do that?
4. **HS3** Could you argue that **SOURCE 1** could be reasonably labelled as propaganda? Justify your response.
5. **HS3** **SOURCE 2** is a carefully posed photograph. What cultural statement is possibly being made by the positioning of the Australian Prime Minister?
6. **HS3** **SOURCE 3** shows an aspect of Diwali celebrations. Diwali is a Hindu festival that celebrates the victory of good over evil, lightness over darkness and knowledge over ignorance. In what ways is this festival an appropriate way to celebrate Australia's migration story?
7. **HS6** In what ways did official government policies about trade and immigration gradually make Australia less a distant partner of the United Kingdom and more a part of Asia?

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

7.10 SkillBuilder: Conducting a historical inquiry

online only

What is a historical inquiry?

Historical inquiry is a process that involves formulating inquiry questions, identifying evidence such as primary and secondary sources, then interrogating, interpreting, analysing and evaluating those sources in order to reach conclusions about an event or events from the past.

Select your learnON format to access:

- an explanation of the skill (Tell me)
- a step-by-step process to develop the skill, with an example (Show me)
- an activity to allow you to practise the skill (Let me do it)
- questions to consolidate your understanding of the skill.

7.11 Thinking Big research project: Migration story collector

online only

SCENARIO

The Immigration Museum has engaged you for a special project that will capture the stories of Australians who have migrated from around the globe since the end of World War II. You will interview a migrant from your local community to better understand their experience and compare it to the migrant experience of today.

Select your learnON format to access:

- the full project scenario
- details of the project task
- resources to guide your project work
- an assessment rubric.

on Resources

ProjectsPLUS Thinking Big research project: Migration story collector (pro-0209)

7.12 Review

online only

7.12.1 Key knowledge summary

Use this dot point summary to review the content covered in this topic.

7.12.2 Reflection

Reflect on your learning using the activities and resources provided.

on Resources

eWorkbook Reflection (doc-31757)
Crossword (doc-31758)

Interactivity Migration experiences crossword (int-7666)

KEY TERMS

Anglo-Celtic having ancestry originating in the British Isles, including England, Ireland, Scotland and Wales
assimilate the process in which individuals or groups of differing origins take on the basic attitudes, habits and lifestyles of another culture
communism a system of government in which the state controls the economy, in an attempt to ensure that all goods are equally shared by the people
integration policy requiring immigrants to publicly adopt the new country's culture while still being able to celebrate their own culture privately; a policy that recognised the value of Aboriginal culture and the right of Aboriginal peoples to retain their languages and customs and maintain their own distinctive communities
multiculturalism policy recognising an immigrant's right to practise whichever culture they wish to, as long as they do not break the law; respect for, and appreciation of, cultural diversity
oral history a method of gathering and preserving historical information through recorded interviews with participants in past events and ways of life
permanent residency status allowing a person to live indefinitely in a country, while retaining citizenship of another country
picket a group of people who try to persuade others from doing something; for example, trade unionists dissuading workers from working during a strike
sound bite a brief statement, as by a politician, taken from an audiotape or videotape and broadcast especially during a news report
sovereign nation a nation that has the right to determine its own laws and future
statistician a compiler of statistical data
visa a government document allowing the holder to enter or exit a country
White Australia Policy an Australian government policy that restricted immigration to Australia to white migrants

7.10 SkillBuilder: Conducting a historical inquiry

7.10.1 Tell me

What is historical inquiry?

Historians investigate events that have happened in the past and try to explain them. They do this through a process of inquiry.

Why is inquiry important?

As we delve into the past, one of the most valuable skills we can develop as a student of history is the ability and willingness to inquire about the past. Engaging in historical inquiry involves asking rich questions; locating and evaluating primary and secondary sources of evidence; and drawing conclusions based on your findings. This involves recognising that what came before is important, not only because it affected the lives of the people involved but also because it has a lasting effect on our lives today.

7.10.2 Show me

How to become a historical investigator — a step-by-step approach

First you have to formulate the questions you want to answer. These should require more than a simple 'yes' or 'no' answer or a single date. A rich question is puzzling at first but sparks the imagination. As a historian, it is your task to decide, 'In what ways have government policies shaped immigration since 1947?'

To answer this question, you must locate and evaluate sources of evidence. One of the most challenging aspects of finding reliable evidence is that different people will offer different accounts of the same event. Accounts tend to differ based on whether the person experienced the event *directly* or *indirectly*, whether their information was *complete* or *incomplete*, and their *role* in the event. Some accounts may also suggest *bias*. In order to decide which historical account is most accurate, we need to gather a range of sources and establish how reliable they are through a process of corroboration — that is, comparing them against each other. Once you have located a number of sources, choose those that seem most relevant. Examine each in turn, asking the following questions:

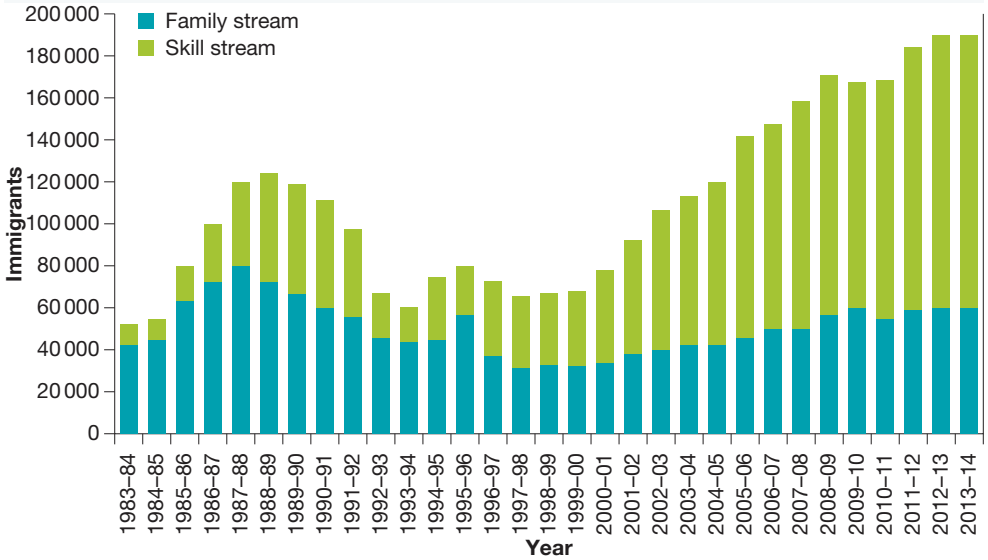
a. What 'answers' does the source offer to your major question?
b. Who created this source and why?
c. Are the views expressed reliable or unreliable?
d. Do you see any evidence of bias?
e. Whose views/experiences are *not* represented? The final stage of investigation involves drawing conclusions based on the evidence you have collected. The conclusions you draw are always open to challenge and should be revised if you find compelling evidence to the contrary.

SOURCE 1 reflects an official view of changes to the immigration system. It has been used as the basis for answering questions a–e.

a. *What 'answers' does the source offer to your major question?*
   The statistics given in this graph show that between 1983 and 2014 the numbers of skilled migrants entering Australia have increased. This suggests the government is favouring skilled migration as a way to bolster the numbers of workers in various industries.
b. *Who created this source and why?*
   This data was collected by the Australian Bureau of Statistics in order to better inform government and community groups.
c. *Are the views expressed reliable or unreliable?*
   The ABS is responsible for providing the Australian government with official statistics. They are very reliable.
d. *Do you see any evidence of bias?*
   No.

e. *Whose views/experiences are not represented here?*
Those of the migrants themselves.

SOURCE 1 Skilled and family as a proportion of the migration program (Parliamentary Library analysis using Department of Immigration and Border Protection (DIBP) and ABS statistics)



7.10.3 Let me do it

Complete the following activities to practise this skill.

7.10 ACTIVITIES

1. Analyse **SOURCES 2**, **3** and **4** using questions a–e detailed in **Show me**.
2. Once you have analysed the evidence, offer a tentative answer to the question 'In what ways have government policies shaped immigration since 1947?'
3. Suggest other evidence that would need to be examined before you could come to a conclusion.

SOURCE 2 In this excerpt from an interview published by the Department of Immigration, George describes the difficulties that led to his immigration to Australia in the mid 2000s. Since arriving in Australia, he has become a prominent member of the Liberian community of South Australia and is recognised as one of the Department of Immigration's success stories.

Born in Liberia in 1978, George had a childhood filled with challenges. His father, a sergeant in the military, was murdered by rebels in the civil war in 1990 and, soon after, the family fled to a refugee camp in Guinea. This placed a heavy burden on George, who, as the eldest son in a family of eight siblings, felt pressure to help his mother raise his brothers and sisters.

'Eventually, I left the refugee camp to work in a photography shop and I sent money to my family in the camp,' George said. 'I felt responsible to look after them.'

Tragedy struck in November 2004, a month before George's migration to Australia on a refugee visa, when George's mother died in a minibus crash. She was returning from a migration health screening in Conakry, the capital city of Guinea, to the refugee camp. The crash exacerbated the mixed emotions he already felt about saying goodbye to his brothers and sisters to start a new life in Australia with his wife, Veronica, and first child, Edna.

SOURCE 3 This photograph, taken in 1948, shows migrant families waving goodbye at London airport as they leave for Australia. Using the assisted passage scheme, run by the Australian government, British migrants paid only £10 to travel to Australia. These families have paid extra to travel by air instead of sea.

SOURCE 4 Approximately 4000 protesters gather at Sydney Town Hall to demonstrate their opposition to the deportation and detention of asylum seekers to the offshore processing centres of Manus Island and Nauru. The protesters called for the abandonment of all offshore detention, demanding 'let them stay'.

7.11 Thinking Big research project: Migration story collector

7.11.1 Scenario

The Immigration Museum has engaged you for a special project that will capture the stories of Australians who have migrated from around the globe since the end of World War II. As well as providing an interesting personal history, the museum wants to explore the larger concepts of similarity and difference. They want you to discover how similar the migrant experience is today to the experience of years gone by. Through this project, the museum hopes to assist Australians in becoming better at welcoming future migrants to the country.

7.11.2 Task

One of the most important things a historian can do is to collect the stories, or 'lived experiences' of the people around them. These lived experiences might sit neatly alongside the 'official' history, offering colour and richness to what we already know about the past, or they may challenge our current beliefs and force us to dig deeper to understand what really happened.

Your task is to interview a migrant from your local community, and to use this as a window into the migrant experience over the past 60 years or so. You will then share your findings with the class to allow you, as a group, to better understand migrants' motivations for leaving the country of their birth, the manner of their journey, the social and political climate in Australia at the time of their arrival, and their efforts to adapt to a new way of life in Australia.

Your interviewee might be an older person, or a younger person; somebody you know well or somebody you've only recently met. It will be your task to record your conversation in order to gain an understanding of their experience. By sharing this migration story with your classmates, you will contribute to a growing tapestry of first-hand accounts that reflect the changing face of Australia due, in part, to migration.

FIGURE 1 Migration stories are many and varied and provide a unique insight into our past.

7.11.3 Process

- Open the ProjectsPLUS application in the Resources for this topic. Open the **Project set-up** tab to enter the project due date and set up your project group so you can work collaboratively. Working in groups of two will enable you to swap ideas and share responsibility for the project. Save your settings and the project will be launched.
- After locating a suitable interviewee and explaining to them the purpose of this interview, ask them the following questions:
    1. Where were you born?
    2. How long have you lived in Australia?
    3. At what age did you set out for Australia?
    4. Why did you leave your country of origin?
    5. How did you travel to Australia?
    6. Who made the journey with you?
    7. Prior to making this journey, what did you know about Australia, and how did you know this?

8. What was your experience in the first days, weeks, and months after your arrival in Australia?
9. Would you describe this country as 'welcoming' to migrants such as yourself at this time?
10. What sort of support did you require to assist you in 'settling in'? Did you feel like you received this support?
11. Do you think the experience for migrants has changed since your arrival? If so, how?
12. What do you think it means to be Australian?
13. Has your view of what it means to be Australian changed over time? If so, how?
14. Do you have anything else you would like to share about your migration experience?

- After conducting your interview, complete the following tasks to add some context to your interviewee's experience.
  1. Use a reliable and up-to-date website, such as that of the Parliament of Australia or the Australian Bureau of Statistics, to track down the migration data for the year your interviewee arrived in Australia. (The weblinks in the **Media centre** will provide a starting point.) Looking at the data, note:
     - how many people migrated to Australia that year
     - which countries they came from.
  2. From the data you have found, create a graph showing what percentage of migrants for this particular year came from which country. Where does your interviewee fit on this graph?
  3. Select the one-week period during the year that your interviewee arrived in Australia and, using your local or state library or the internet, access editions of one of your local city's major newspapers (e.g. *The Age*) for each day of that week. By scanning the headlines for the week, can you spot any stories that hint at Australians' attitudes to migrants and/or migration at this time?

FIGURE 2 How has the migration experience changed over time? Are Australians more welcoming of migrants now than they were in the past?

- Navigate to the **Research forum**, where you will find the above tasks loaded as starter topics to guide your research. You can add further topics to the Research forum if you wish.
- Add your research notes and source details to the relevant topic pages in the Research forum. You can view, share and comment on research findings with your partner. When you have completed your research, you can print out the **Research report** in the Research forum to easily view all the information you have gathered, if you wish.
- Remember to record details of all your sources so you can create a bibliography to submit with your final interview report.
- Write up your interview and your research findings, including diagrams and other evidence — such as photographs — where possible. Present your findings to the class and submit your completed interview and research to your teacher, along with your bibliography.

FIGURE 3 The reasons for migration vary, but usually there is a desire to start life in a place that offers the opportunity for a safe and happy life.

on Resources

ProjectsPLUS Thinking Big research project: Migration story collector (pro-0209)

7.12 Review

7.12.1 Key knowledge summary

7.2 Examining the evidence

- Immigration was a unique and dominant feature of Australian society from the second half of the twentieth century.
- Our knowledge of migration experiences comes from statistical data gathered from government and non-government sources.
- Oral history also plays a part in revealing the impact of immigration on the immigrants themselves and on Australia.
- Photographs and other artefacts help historians understand the migration story, but this evidence needs to be contextualised on the basis of where it has been sourced.

7.3 Waves of migration

- Australia has experienced three identifiable 'waves' of migration in the post-World War II period.
- These included the first wave of displaced persons, European refugees; assisted migrants during the 1950s and 1960s; and the final wave made up immigrants who are supplementing Australia's skill shortage.
- Australia has responded with three immigration policies: assimilation, integration and multiculturalism.
- Alongside these 'waves' there has been an increase in asylum seekers reaching Australian shores since the late 1970s.

7.4 Changing immigration policy

- The legacy of the White Australia Policy has had a significant impact on the Australian outlook and Australia's relationship to its Asian neighbours.
- The impact of World War II created an impetus to build up Australia's population as a means of defence against perceived external threats.
- This facilitated the first wave of immigrants from non-traditional sources; that is, not Anglo-Celtic immigrants.

7.5 New Australians

- Assisted migration increased Australia's population significantly.
- Migrants were initially housed in reception centres such as Bonegilla.
- The experiences of some immigrants at these reception centres was not ideal.
- This indicated that the policy of assimilation was not suitable for many migrants. The policy of integration was introduced, but this too did not suit the reality of the migration experience for people.
- The impact of the assisted migration scheme upon the Australian economy was overwhelmingly positive.

7.6 Immigration from Asia

- Following the Vietnam War there was a significant increase in the number of Indochinese refugees.
- Australia received many of these refugees and this challenged previous immigration policies.
- The experience of immigration moved Australia towards multiculturalism and closer relations with regional neighbours.
- This was not a view shared by all Australians and some people, such as Professor Blainey, queried the speed of Asian immigration in the 1980s.

7.7 Australia's evolving immigration policy

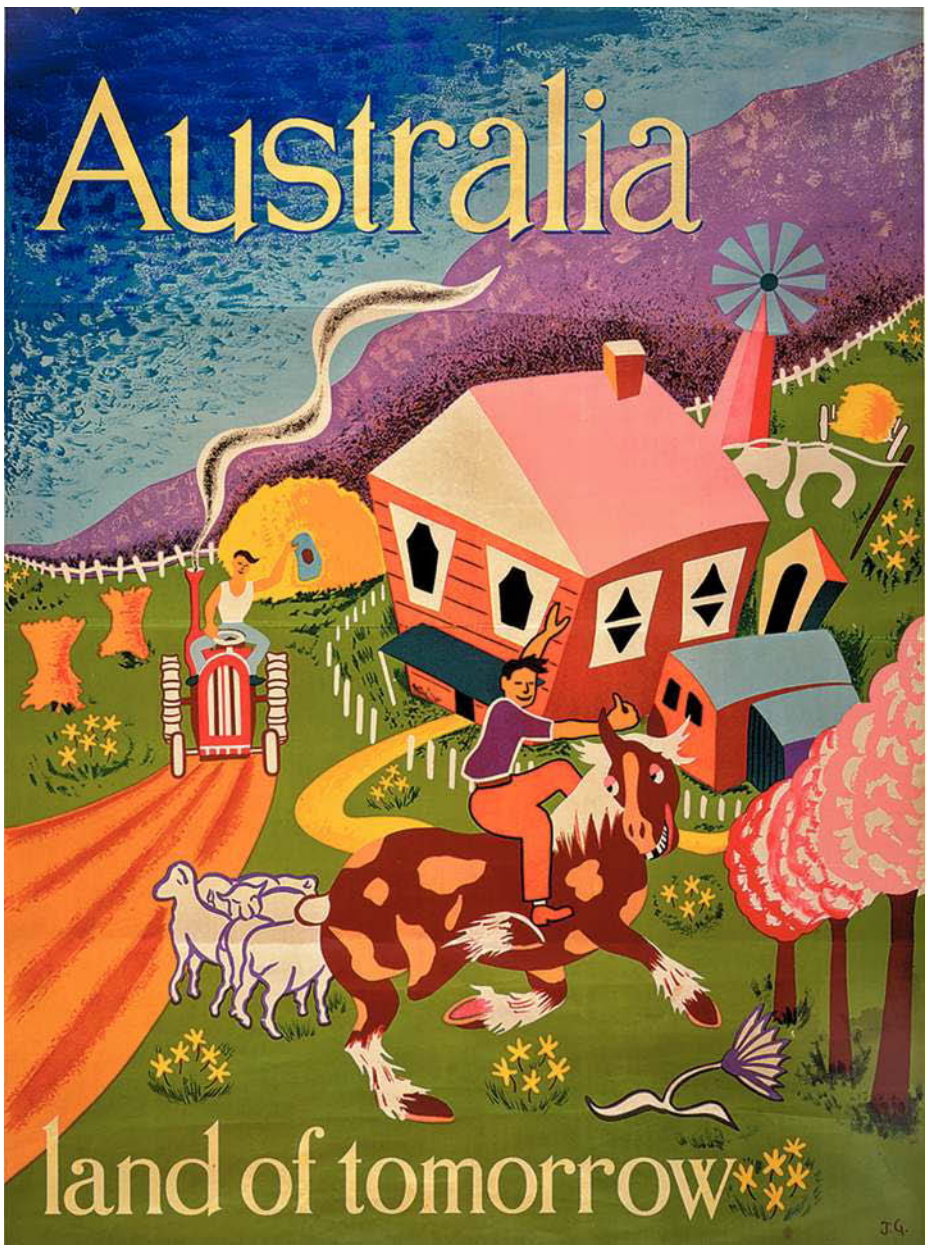
- By the mid-1970s, the White Australia Policy was formally denounced and Australia adopted the encompassing policy of multiculturalism.
- This policy had benefits for both migrants and Australians.
- Once again, this was not universally welcomed by Australians and some advocated a challenge to this policy and a return to integration or assimilation.

7.8 Seeking asylum in Australia

- Australian immigration policy has been challenged by a growth in the number of asylum seekers.
- Responses to this have divided Australians in both public and political life.
- Australia has failed to deliver a humane, successful approach to dealing with asylum seekers.
- This failure has been critical in the selection of governments at a federal level where many Australians have voted for conservative policies while others have protested vehemently for compassionate strategies in dealing with the problem.

7.9 The migrant contribution

- Australia has ultimately gained from its migrant experience.
- This is most obvious in the economic sphere where migrants fill skills shortages in Australia's employment market.
- Immigration has facilitated Australia's relations in the Asian region, particularly through the education of Asian students.
- Australia's cultural heritage is intrinsically linked with the migration experience. The nation is richer because of migration.



Timeline of significant events in the history of migration to Australia since World War II

1945
Arthur Calwell becomes Australia's first immigration minister.

1949
Immigrants from many European nations are employed in the Snowy Mountains Scheme.

1958
The controversial dictation test is abolished.

1967
A referendum allowed Indigenous people to be counted in the census and the federal government to make laws specifically for First Australians.

1975
The *Racial Discrimination Act* prohibits discrimination on the basis of colour, descent, race, ethnicity or religion.

1998
With a platform opposing Aboriginal land claims, multiculturalism and Asian immigration, the One Nation Party gains 9 per cent of the vote in the federal election.

2008
The Rudd ALP government institutes the processing of asylum seekers at Christmas Island.

2012
Over 100 vessels carrying more than 5000 asylum seekers from mainly Afghanistan, Iraq and Sri Lanka arrive on Australian territory. Hundreds fail to complete the journey and perish at sea.

The Gillard ALP government reopens the Manus Island processing centre on PNG and Nauru.

CE

1940

1950

1960

1970

1980

1990

2000

2010

2020

CE

1947
The Australian government agrees to settle 12 000 displaced persons per year.

1955
The millionth post-war immigrant arrives in Australia.

1966
Migration is offered to non-Europeans.

1971
The Bonegilla Reception and Training Centre closes.

1978
The Galbally Report outlines key strategies to promote multiculturalism.

1980
Channel 0/28 begins broadcasting multicultural television in Melbourne

2001
The *Tampa* affair sparks national debate.

2010
15 December, the boat *SEIV 221* crashes against the cliffs of Christmas Island.

2013
The newly elected Abbott Coalition government introduces Operation Sovereign Borders, a border protection policy which significantly reduces the number of illegal entries by boat into Australia.

2016
The Australian High Court dismisses a challenge to the legality of the immigration detention centre on Nauru.

7.12.2 Reflection

Complete the following to reflect on your learning.

7.12 ACTIVITIES

Revisit the inquiry question posed in the Overview:

From migrants to asylum seekers, why do people from all over the world leave their homes and come to live in Australia?

1. Now that you have completed this topic, what is your view on the question? Discuss with a partner. Has your learning in this topic changed your view? If so, how?
2. Write a paragraph in response to the inquiry question, outlining your views.

on Resources

eWorkbook Reflection (doc-31757)
Crossword (doc-31758)

Interactivity Migration experiences crossword (int-7666)

KEY TERMS

Anglo-Celtic having ancestry originating in the British Isles, including England, Ireland, Scotland and Wales
assimilate the process in which individuals or groups of differing origins take on the basic attitudes, habits and lifestyles of another culture
communism a system of government in which the state controls the economy, in an attempt to ensure that all goods are equally shared by the people
integration policy requiring immigrants to publicly adopt the new country's culture while still being able to celebrate their own culture privately
multiculturalism policy recognising an immigrant's right to practise whichever culture they wish so long as they do not break the law
oral history a method of gathering and preserving historical information through recorded interviews with participants in past events and ways of life
permanent residency status allowing a person to live indefinitely in a country, while retaining citizenship of another country
picket a group of people who try to persuade others from doing something; for example, trade unionists dissuading workers from working during a strike
sound bite a brief statement, as by a politician, taken from an audiotape or videotape and broadcast especially during a news report
sovereign nation a nation that has the right to determine its own laws and future
statistician a compiler of statistical data
visa a government document allowing the holder to enter or exit a country
White Australia Policy an Australian government policy that restricted immigration to Australia to white migrants

8 Political crisis

8.1 Overview

In the aftermath of World War II, what tensions, rivalries and movements captivated the world?

8.1.1 Links with our times

The twenty-first century has seen western governments grapple with the threat posed by terrorism. The reaction of governments, including the Australian government, has been to warn citizens of the threat to our way of life. This echoes the period following World War II, when the threat to our security was considered to be communism. The symbols of modern terrorism may have changed from the hammer and sickle of communism, but our attitudes towards today's threats can be illuminated by an understanding of the events and political crises of earlier times.

on Resources

eWorkbook Customisable worksheets for this topic

Video eLesson Political crisis (eles-2625)

LEARNING SEQUENCE

8.1 Overview
8.2 Examining the evidence
8.3 The Cold War in Asia
8.4 Anti-communism in Australia and the US
8.5 The Petrov affair
8.6 The aftermath of the Petrov affair
8.7 War in Vietnam
8.8 Vietnam and Australian politics
8.9 'It's time' — The Whitlam victory in 1972
8.10 The Whitlam dismissal, 1975
8.11 The Whitlam legacy
8.12 **SkillBuilder:** Interpreting historians' perspectives (online only)
8.13 **Thinking Big research project:** Timeline of communism in China (online only)
8.14 **Review** (online only)

To access a pre-test and starter questions and receive immediate, **corrective feedback** and **sample responses** to every question, select your learnON format at www.jacplus.com.au.

A timeline of Australian and international political events, 1945–75

CE

1945
Russian troops occupy northern Korea.
Japanese surrender
Independent Democratic Republic of Vietnam declared

1947
US House Un-American Activities Committee begins investigations

1948
Anti-communist government in South Korea
Outbreak of hostilities in Malaya
Vietnamese war of independence against French rule begins

1949
ASIO established
Menzies wins election

1950
Menzies government attempts to ban the Communist Party

1951
High Court finds Communist Party ban unconstitutional
Australia signs the ANZUS pact

1954
Australia signs the SEATO Treaty.
Vladimir Petrov defects.

1955
Labor Party splits in Victoria

1957
Anti-Communist ALP renamed as DLP
ALP splits in Queensland

1964
Conscription introduced in Australia

1965
Menzies commits Australian combat troops to Vietnam

1966
First Australian conscripts sent to Vietnam
Coalition wins federal election on Vietnam issue

1972
Electoral victory of Labor Party led by Gough Whitlam

1974
Double dissolution election and joint sitting of Parliament

1975
Whitlam government dismissed
Landslide defeat of Labor government

1945 1950 1955 1960 1965 1970 1975

1949
Chinese Communist Party establishes Peoples' Republic of China

1950
North Korea invades South Korea.
Australian forces sent to Korea and Malaya

1953
Korean armistice signed

1954
Pro-French forces defeated; temporary division of Vietnam

1955
Pro-western Republic of Vietnam set up in the south

1962
Australia sends first military advisers to South Vietnam

1964
Gulf of Tonkin incident

1968
US President Johnson announces Vietnam peace talks in Paris.
400 Vietnamese civilians killed in My Lai massacre

1969
President Nixon begins withdrawal of US troops from Vietnam

1973
Vietnam Peace Accord signed in Paris

1975
North Vietnamese and NLF forces enter Saigon as South is defeated

CE

8.2 Examining the evidence

8.2.1 How do we know about Australia in the post-World War II era?

The past 70 years have seen an explosion in the variety of media available to provide evidence of the events of the era after World War II. Before the proliferation of online news sources we have today, print newspapers provided detailed analysis of events as they occurred; news broadcasts on radio, and later television, recorded the events of the day; and governments kept detailed documents related to their decision making. All of these sources can be located in **archives**, and many of the visual sources from the period are now readily available on internet resources such as YouTube. In addition to these sources, Australians aged over 65 have firsthand experience of the events of the post-war era.

Newspaper stories

Although the circulation of print versions of newspapers has declined in recent years, they have been a valuable source for historians for almost two centuries. All capital cities in Australia have had daily newspapers that documented the news and issues of the time. Historical editions of newspapers are being digitised, so it is now possible to see a copy of a paper from many decades ago.

A host of news websites, often with alternative or independent perspectives, are becoming increasingly important as news sources. Australian examples of independent media outlets are Crikey and New Matilda.

Newspapers contain stories that attempt to provide facts on an issue, as well as opinion pieces that seek to interpret these events. Often the two can occur within one story, so it is important to recognise opinion or **bias** within a news story. For these reasons, newspapers may be useful for the historian, but should be cross-checked with other sources. Online blogs and other news and opinion delivered via social media should also be interrogated for bias by any researcher.

SOURCE 1 Front page of *The Age* newspaper reporting on the Whitlam dismissal in November 1975

KERR SACKS WHITLAM

Now Fraser is the PM

The Herald

FINAL

WHITLAM FIGHTS BACK

WHAT SIR JOHN SAID

Warning

Hell! It's incredible

Unions plan strikes

Stack storage costs in your favour.

Cyclone

NEW CAR LIQUIDATION

200 HOLDENS, TORANAS, GEMINIS must be sold

DISSOL dissolves dirt

The frost-tipped look comes to Antoine

SOURCE 2 Images such as this brought the brutality of the Vietnam War into peoples' living rooms.

Film and television

The era since World War II has seen the flowering of film and television as a source of both entertainment and information. Audiovisual resources have been kept, stored and maintained, so that we can see footage from the last 100 years. Television was introduced in Australia in 1956, and since this time, television news and current affairs programs have often provided much of the population with their main source of information on contemporary events. The Vietnam War is often described as the 'first television war' because footage from the war was aired nightly on news broadcasts. Many historians believe that bringing the war into people's living rooms in this way may have contributed to the growing unpopularity of the war during the late 1960s (see **SOURCE 2**).

Before the television era, people gained much of their information about current events from newsreel films. At every cinema film screening a newsreel film would be shown, usually about ten minutes long, giving a summary of important current events. The newsreel died out by the 1970s as television was able to provide more immediate coverage. Much of the newsreel footage of the 1940s and 1950s has been preserved in the National Film and Sound Archive, and can give us insights into that era.

DID YOU KNOW?

The National Film and Sound Archive has more than 4000 Australian newsreels from 1929 to 1975 in its Newsreel Collection. The two main series were the *Cinesound Review* and the *Fox Movietone News*. Each newsreel usually contained up to five different segments, covering many significant events in our political, social and cultural history.

Government documents

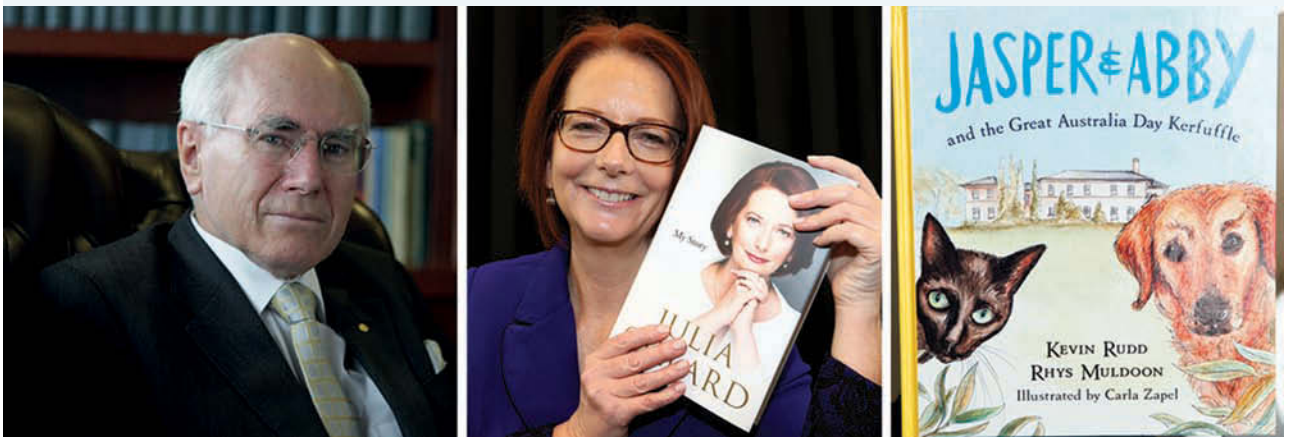
All governments keep large numbers of documents relating to their decision-making processes. Many of these documents are confidential and so are not readily available to the public. However, after a period of time this material is released and becomes available for public scrutiny. Until 2010, Cabinet records became publicly available only after 30 years, but from 2020 records will be available after 20 years.

Another source of information relevant to political decision-making is Hansard, the official record of all parliamentary business. All debates on legislation, ministerial statements and questions asked of ministers are recorded and are publicly available. Hansard records can often give us an idea of government policies at a given time, but reasons and justifications for those policies may also be revealed.

Personal recollections

The past 60 years has seen an explosion in political **autobiographies** and the publication of **memoirs**. Almost every prime minister and many other significant figures have recorded their experiences in politics, and these often give us insight into the reasons particular decisions were made. Individual memoirs, autobiographies and recollections must always be approached with caution. Politicians will always want to ensure that their legacy is viewed in the most positive light, so they will tend to highlight the achievements they are most proud of, while playing down their mistakes.

SOURCE 3 Politicians, both retired and current, regularly publish their political memoirs. Some even write children's books and novels!



on Resources

Weblink National Film and Sound Archive

8.2 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

8.2 Exercise 1: Check your understanding

1. **HS1** Explain why newspapers can be a rich source of information for historians.
2. **HS1** Outline why you should be cautious when using a newspaper story as a source for historical research.
3. **HS1** Why was the Vietnam War described as the 'first television war'?
4. **HS1** In what year was television introduced in Australia?
5. **HS1** Before the television era, how did people gain information on current events?
6. **HS1** Why are Cabinet documents useful to historians?
7. **HS1** Why are Cabinet documents kept confidential for such a long period?
8. **HS1** How can Hansard be a valuable source for historians?
9. **HS1** Why is it significant that so many political figures have chosen to record their memoirs in recent years?
10. **HS3** What might be the strengths and weaknesses of a memoir written by a retired politician, compared with a book written by a journalist about that same politician?

8.2 Exercise 2: Apply your understanding

1. **HS3** What was the main story reported in **SOURCE 1**?
2. **HS3** Name three participants in the events reported who are mentioned on the front page of **SOURCE 1**.
3. **HS3** Describe what appears to be happening in **SOURCE 2**.
4. **HS3** Of the types of evidence discussed in this subtopic, which do you think might be the most reliable, and which do you think the least reliable? Justify your choice.
5. **HS6** When researching a particular event in the recent past, historian A has access to a newspaper story and a newsreel from an archive, both from the period when the event occurred. Historian B has access to the same sources as well as people who lived through the events and are still alive. Explain, in your opinion, which historian would have the better opportunity to determine the historical significance of the event on people's lives.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

8.3 The Cold War in Asia

8.3.1 The aftermath of World War II

The period of post-World War II history known as the **Cold War** had its major expression in the competing **ideologies** of the United States and Union of Soviet Socialist Republics (USSR) and was played out first in Europe. The defeat of the Japanese forces in eastern and south-eastern Asia in 1945 left a **power vacuum** in this region. As competing forces jockeyed to fill this power vacuum, the ideologies of capitalism and communism would soon come into direct conflict, as they had in Europe. This would be watched with growing disquiet by many other nations, including the United States and Australia.

The power vacuum left by the defeat of the Japanese led to many competing groups seeking to exercise power in different parts of eastern and south-eastern Asia. In some cases, colonial rulers sought to re-assert their power over their former colonies. This was the case with the French in Indo-China and the Dutch in what is now Indonesia. The British also sought to re-establish colonial control in Burma (now known as Myanmar), on the Malay Peninsula, and in Singapore and northern Borneo. Some countries were granted or regained independence, while others had temporary administrations established by the victorious **Allied powers**, pending final decisions on future government. In most of the countries of the region, communist parties and sympathisers had been active before and during the war, and many of these now saw an opportunity to fill the power vacuum. This was to lead to Cold War tensions similar to those affecting Europe in the post-war period. Since Australia had been left feeling vulnerable after the Pacific War, the likelihood of armed conflict in the countries to our north was of particular concern to the government and general public.

The status of the countries in the region can be summarised as shown in **SOURCE 1**.

SOURCE 1 The political status of countries in southern, eastern and south-eastern Asia post World War II

China had been in a state of civil war between the Communist Party and Nationalists, or Guomindang, since 1927, although the two sides had formed a truce to fight the Japanese since 1937. With the Japanese defeat, hostilities again broke out between the two sides, each side strongly supported by the Cold War rivals that faced off in Europe.

In Burma, the British also sought to re-establish their pre-war colonial rule, but were met by an independence movement consisting of a number of different parties, including the Communist Party of Burma. The British granted independence to Burma (now Myanmar) in 1947, and a government that included both communists and non-communists was established.

Thailand had been an independent country before the war, and resumed its independent status. Its small communist party had very little influence.

Before the war Britain had administered the Malay Peninsula as a federation of small states, each ruled nominally by a Sultan. After the defeat of the Japanese there were attempts to unify these states into one central nation. These met with varying degrees of success, but were opposed by the Malay Communist Party, which had a strong ethnic Chinese membership. The Malay Peninsula, known at the time as Malaya, gained independence in 1957, and joined with neighbouring former British colonies in 1963 to form the Federation of Malaysia.

Korea had been ruled by Japan since 1910, and so the power vacuum was more pronounced. In August 1945, Russian troops had entered northern Korea from Siberia as part of the allied campaign to defeat Japan. By the time of the Japanese surrender, Russia occupied the area north of the 38th parallel, and Korea was divided, just as Germany had been, with the US administering the southern half of the Korean peninsula, and Russia in charge of the north.

Vietnam, Cambodia and Laos had all been French colonies before the war, and the French sought to re-establish their rule in 1945. They met resistance, however, as local inhabitants in each of these countries saw the defeat of the Japanese as an opportunity to gain independence. In Vietnam and Laos, these independence movements had strong communist sympathies and beliefs, and so were likely to be opposed by western powers.

The Philippines had been under US rule before the war, but had been working towards independence, which they then gained in 1946. Communists who had fought against the Japanese attempted a number of revolts between 1949 and 1954, but these were quickly put down by the government.

In Indonesia, formerly the Dutch East Indies, a strong independence movement had developed before the war, and as soon as the Japanese surrendered, Indonesian leaders declared Indonesian independence. The Dutch attempted to re-assert control, but were met with armed resistance. The Communist Party of Indonesia was an active participant in this resistance. In 1949, the Dutch recognised an independent Indonesia.

Source: © Spatial Vision

It is clear that many of the national independence movements that arose in Asia before, during and after World War II included groups of communist supporters and sympathisers. To the western powers facing up to the Cold War in Europe, the post-war period in Asia was to become a major focus of anti-communist activity. President Harry S. Truman saw it as a responsibility of the United States to protect vulnerable countries from communist influence, and so formulated what has become known as the Truman Doctrine (see **SOURCE 2**).

SOURCE 2 An address before a joint session of US Congress on 12 March 1947 by President Harry S. Truman

I believe that it must be the policy of the United States to support free peoples who are resisting attempted subjugation by armed minorities or by outside pressures.

I believe that we must assist free peoples to work out their own destinies in their own way.

I believe that our help should be primarily through economic and financial aid which is essential to economic stability and orderly political processes.

The world is not static, and the status quo is not sacred. But we cannot allow changes in the status quo in violation of the Charter of the United Nations by such methods as coercion, or by such subterfuges as political infiltration. In helping free and independent nations to maintain their freedom, the United States will be giving effect to the principles of the Charter of the United Nations.

The seeds of totalitarian regimes are nurtured by misery and want. They spread and grow in the evil soil of poverty and strife. They reach their full growth when the hope of a people for a better life has died. We must keep that hope alive.

The free peoples of the world look to us for support in maintaining their freedoms.

If we falter in our leadership, we may endanger the peace of the world — and we shall surely endanger the welfare of our own nation.

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- Overview > **Independence movements in Asia**
- Overview > **The Cold War**

8.3.2 Communist victory in China poses a new threat

The civil war between the Guomindang (Nationalists) and the communists in China had been suspended while both sides worked together to fight the Japanese. With the defeat of the Japanese forces in Asia in 1945, Guomindang leader Chiang Kai-Shek and communist leader Mao Zedong negotiated a truce, but it did not last long. Hostilities broke out in early 1946 as Nationalist troops were airlifted into northern China with the help of US aircraft to battle communist forces that controlled the area. During the Japanese occupation, the communists had managed to gain considerable support from large numbers of landless peasants by promising that they would be granted their own farms under communist rule. By 1945, communist forces outnumbered those of the Guomindang, and many had seized abandoned Japanese weapons and tanks. The US came in strongly to support the Nationalists, as it saw this as an essential part of defeating communism. More than 100 000 American soldiers were deployed to assist in the war against the communists and the Americans helped train over half a million Nationalist troops. Billions of dollars in US military aid was provided during this time.

SOURCE 3 *China Fights On* (c. 1943) — this World War II poster shows a Chinese airman looking up at the sky with small airplanes flying around him.

It was to no avail, as the Communist Party eventually defeated the Guomindang in 1949 and proclaimed the People's Republic of China. Chiang Kai-Shek retreated to the island of Taiwan with his supporters, and continued to claim that his was the legitimate government of China. In line with Cold War politics at the time, Russia and its allies in eastern Europe immediately recognised the communists as the legitimate government of China. The US and its allies refused to recognise the communist government and gave official recognition to the Guomindang government on Taiwan as the legitimate government of China. The communist victory in China served to heighten western fears of the spread of communism in Asia. Because many of the national independence movements in Asia in the late 1940s had communist sympathies, a powerful communist China was seen by the US and its allies as being a potential supporter of many of those movements. On the other side, the Chinese saw the US as another colonial nation trying to take over and prevent Asian nations gaining their independence.

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- Overview > **The rise of China**

8.3.3 Falling dominoes?

The Western Bloc countries, led by the United States, feared that what had occurred in eastern Europe during the latter part of World War II was about to happen in Asia. As Russia had forced the Germans back towards Germany between 1943 and 1945, new governments had been established in countries such as Poland, Czechoslovakia and Hungary. These governments included many local communist party members, and were established with large numbers of Russian advisers. Gradually non-communist members were removed from these governments, and each country became ruled by communists alone. The countries of eastern Europe had become a powerful Communist Bloc, centred around and led by Russia.

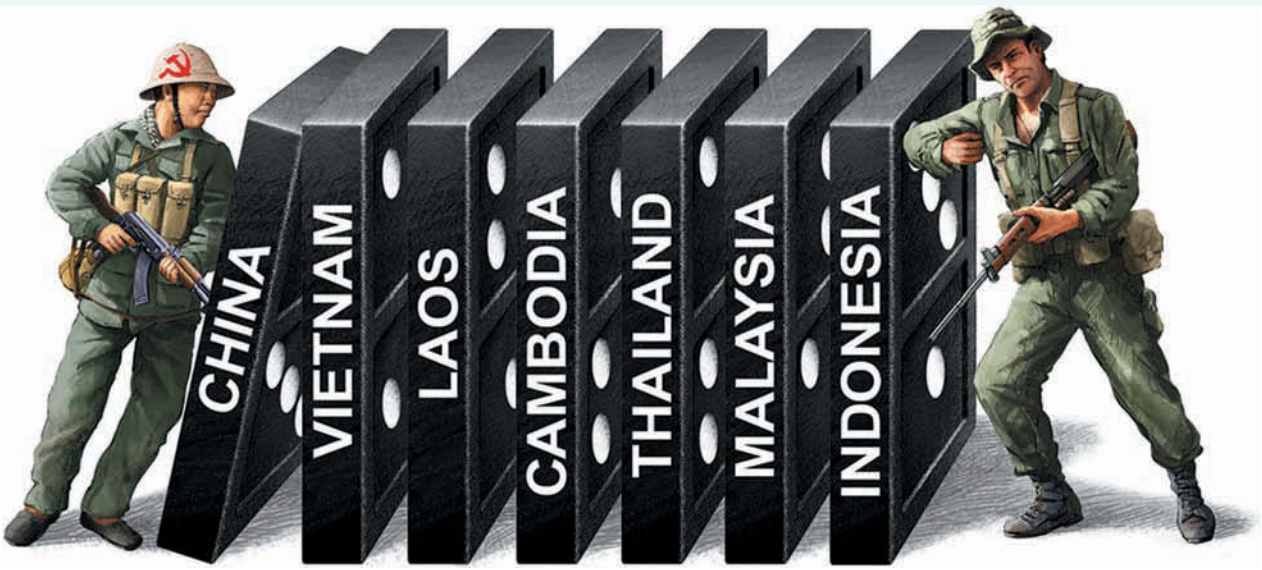
The Americans and their allies feared a similar process would occur in Asia, with China supporting communists in nearby countries to take over government. This fear became particularly strong after the Communist Party victory in China in 1949, as this was seen to be an inspiration to communist groups in other Asian countries. It was believed that once one country fell to communism, neighbouring countries would soon follow, one-by one, like a row of dominoes falling. This belief became known as the 'domino theory' and it became the basis for western policy towards communism in Asia until the 1970s.

The idea came from an answer given by US President Dwight D. Eisenhower to a question at a press conference in 1954 (see **SOURCE 4**). It raised the possibility of communism taking over in each of the countries of South-East Asia in rapid succession (see **SOURCE 5**). If all the dominoes fell in the order suggested, the next country threatened would be Australia. As a consequence, the domino theory was readily accepted in Australia and fear of communist expansion became an important political issue. Successive US governments felt that they would need to intervene at the first and earliest opportunity to prevent the first domino falling and commencing the process, and Australian governments were to become strong supporters of such action.

SOURCE 4 US President Dwight D. Eisenhower, in response to a question at a press conference on 7 April 1954

Finally, you have broader considerations that might follow what you would call 'the falling domino principle'. You have a row of dominoes set up, you knock over the first one, and what will happen to the last one is the certainty that it will go over very quickly. So you could have a beginning of a disintegration that would have the most profound influences.

SOURCE 5 Under the domino theory it was believed that once one country fell to communism, others would follow, like a row of dominoes.



8.3.4 War in Korea

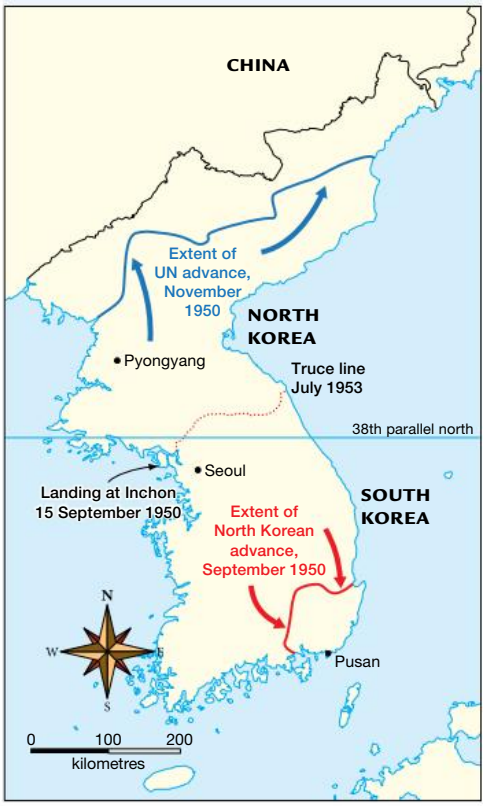
The first major military confrontation in Asia between communism and the western powers came in Korea. Following the partition of the Korean peninsula in 1945, negotiations were held between Russia, the US and the newly formed United Nations (UN) to determine a process for reuniting Korea under one government. The Russians and Americans were unable to agree on the conditions for unification and, in February 1946, a communist-leaning provisional government was set up in the north, with the support of Russia. In 1948, elections were held in the south and a western-leaning government was put in place. Both governments claimed to be the legitimate government of the entire Korean peninsula.

Following several border clashes, and with the backing of China, North Korea invaded the south in June 1950. The UN responded by condemning North Korea for its aggression and called on member nations to send forces to assist South Korea. The US led this force, contributing half the land forces and the vast majority of naval and air forces. US President Harry S. Truman saw the war as a vital action to stop the spread of communism across Asia (see **SOURCE 6**). Fifteen other countries, including Australia, also sent forces. The war was fiercely fought in harsh conditions. The battlefront ebbed and flowed. The initial communist attack nearly captured the entire peninsula by September. Following the US-led landing at Inchon on September 15, the UN counterattacks pushed North Korean forces right back into China by November, but Chinese intervention saw the UN pushed back again (see **SOURCE 7**). When the **armistice** was signed in 1953, the 38th parallel was again the divide between the two sides.

SOURCE 6 President Harry S. Truman, quoted in Robert H. Ferrell, *The Autobiography of Harry S. Truman* (1980)

> I felt certain that if South Korea was allowed to fall, Communist leaders would be emboldened to override nations closer to our own shores. If the Communists were permitted to force their way into the Republic of Korea without opposition from the free world, no small nation would have the courage to resist threat and aggression by stronger Communist neighbours.

SOURCE 7 A map showing the progress of the Korean War



Source: Map by Spatial Vision.

Legacy of the Korean war

The Korean War led to the death of more than 1.5 million South Koreans and an estimated 3.5 million from North Korea and China. Australia contributed ground, air and naval forces; 340 Australians were killed. The US and Australia painted the war as a victory that had stopped the spread of communism. Military intervention, according to this view, had proved to be a good way to stop communism.

Today, the armistice is still in place. No formal peace treaty was ever signed, and Korea remains divided along the 38th parallel.

on Resources

Video eLesson Korean War (eles-2746)

DID YOU KNOW?

Australia contributed ground, air and naval forces to the Korean War between 1950 and 1953. Australian deaths numbered 340, while over 1200 were wounded and over 40 were missing in action.

8.3.5 The Malayan Emergency

The Malay Peninsula became another battleground between communists and anti-communists in the years following World War II. During the Japanese occupation from 1941 to 1945, the Malayan Communist Party (MCP) had been a leading organisation in resisting the Japanese. After the defeat of Japan, Britain reasserted its colonial rule over the Malay Peninsula, but the poor state of the economy led many people to turn towards the MCP. The issues were made worse by racial tensions, particularly between ethnic Malays and people of Chinese and Indian background. Membership of trade unions grew strongly in the post-war period, and many strikes took place between 1945 and 1948. In June 1948, a number of European plantation managers were killed and the MCP was blamed. The party was banned, and its members took to the jungles and formed the Malayan National Liberation Army (MNLA), which aimed to remove the British administration.

The MNLA undertook a **guerrilla** campaign, particularly targeting British and other foreign-owned tin mines and rubber plantations, as well as transport systems. The British could not easily counterattack, as the MNLA had its bases spread throughout impenetrable jungle areas, so they attempted to cut off supplies being taken into the jungle by MNLA supporters. The MNLA had strong support amongst the ethnic Chinese community, who had been denied full citizenship by the British. In 1950, troops from other Commonwealth countries, such as Australia, New Zealand and Fiji came to support British forces. Australian Prime Minister Robert Menzies was strongly anti-communist, and he saw Australian military action as a means of supporting the freedom and independence of emerging Asian nations (see **SOURCE 8**). The MNLA guerrillas were gradually forced deeper and deeper into the jungle, where they were cut off from their community support. By 1953 the MNLA was on the defensive, and by 1955 it had ceased to be a serious threat. Malaya gained independence from Britain in 1957, and the Emergency was declared over by 1960. By this time the MNLA guerrillas were a relatively small group, based near the border with Thailand.

SOURCE 8 Prime Minister Robert Menzies's election speech before the 1955 election

... we have positively set out to improve mutual understanding and friendship with the people of South and South-East Asia; and, I am happy to say, with considerable success. Discussions with Asian leaders proceed in an atmosphere of growing trust. We want the new nations of Asia to preserve their freedom and independence. We welcome the progress of Malaya and Singapore towards self-government. Australian forces, like other British Commonwealth forces in Malaya, are one of the guarantees to Malayans that they will decide their own future in peace, instead of having it decided for them by aggressive Communism.

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- Overview > **Australia and Cold War conflicts**

8.3 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

8.3 Exercise 1: Check your understanding

1. **HS1** Identify two European colonies in Asia in which the former colonial rulers attempted to reassert control after World War II.
2. **HS1** Complete the following sentences by choosing words from the box below.

Australia	conflict	communism	Europe	ideologies	Japan	Truman	vacuum

   At the end of World War II, the defeat of _____ left a power _____ in much of Asia. The competing _____ of capitalism and _____ were soon to lead to tension, as they had in _____. Allied countries such as _____ were particularly concerned at the likelihood of _____ in the region. US President _____ believed that his country had a responsibility to protect Asian countries from the spread of communism.
3. **HS1** Which area of China was the stronghold of the Communist Party at the end of World War II?
4. **HS1** How had the communists been able to become so powerful in this area?
5. **HS1** Outline two ways in which the US attempted to assist the Guomindang in their civil war against the communists.
6. **HS1** What happened to the Guomindang after their defeat in 1949?
7. **HS1** Explain the US attitude towards the People's Republic of China after 1949.
8. **HS1** How did governments in eastern European countries become ruled by communists?
9. **HS1** How did events in Europe in the latter years of World War II influence the views of western governments about the possible dangers to Asia?
10. **HS1** Who developed the 'domino theory'? Explain in your own words what it proposed.
11. **HS1** What events led to the Korean peninsula being divided at the 38th parallel in 1945? (Refer to **SOURCE 1** to assist with your answer.)
12. **HS1** Why were two separate governments formed in Korea in the late 1940s?
13. **HS1** What event actually ignited full-scale hostilities in the Korean War?
14. **HS1** Explain how the fortunes of the two sides ebbed and flowed between 1950 and 1953.
15. **HS1** What was the result of the signing of the armistice in 1953?
16. **HS1** Explain why many people turned to the MCP in the period after the end of World War II.
17. **HS1** How did racial and ethnic tensions contribute to the development of hostilities in Malaya?
18. **HS1** Why was it initially difficult to combat the MNLA?
19. **HS1** What method was used successfully to defeat the communist guerrillas?

8.3 Exercise 2: Apply your understanding

1. **HS3** Examine **SOURCE 1**, and answer the following:
   (a) Identify two countries that were able to gain independence soon after the Japanese defeat.
   (b) Explain why each of these countries was successful in achieving independence so quickly.
   (c) List three countries in which communist parties were active in the independence movements.
   (d) Which was the closest country to Australia that had a communist party active in its independence movement?
   (e) In what way was the situation in Korea similar to that in Germany?
   (f) Name a country in which a communist party was relatively unsuccessful and explain why.
2. **HS3** Read **SOURCE 2**.
   (a) What was President Truman referring to when he used the term 'attempted subjugation by armed minorities or by outside pressures'?
   (b) What did he believe should be the main form of assistance that could be given to emerging nations to help them 'work out their destinies in their own way'?
   (c) In what circumstance did President Truman believe that 'totalitarian regimes' can be successful? What did he mean by the term 'totalitarian regimes'?
   (d) Who is the audience for President Truman's speech? Evaluate the tone and style of the language used by President Truman in this speech. How persuasive would it be to an audience?

3. **HS3** Examine **SOURCE 4**.
   (a) What did President Eisenhower mean by 'what will happen to the last one is the certainty that it will go over very quickly'?
   (b) What is the 'last one' referring to?
4. **HS3** Examine **SOURCES 1** and **5**.
   (a) Identify the suggested nationalities of the soldiers at each end of the row of dominoes in **SOURCE 5**. What evidence supports your choice?
   (b) Why does the possible succession of dominoes in **SOURCE 5** suggest that Australia was under threat from the domino theory? Refer to **SOURCE 1** to guide your answer.
5. **HS3** From **SOURCE 6**, how do we know that President Truman saw the possible defeat of South Korea as a possible threat to the United States?
6. **HS3** Examine **SOURCE 7**.
   (a) Why is it possible to say that South Korea had almost been defeated by September 1950?
   (b) What do you think was the strategic reason for US troops landing at Inchon, rather than at Pusan in the south?
   (c) How do we know that the Inchon landing was successful?
7. **HS3** Examine **SOURCE 8**.
   (a) What were Prime Minister Menzies's aims in Asia?
   (b) What role did Menzies see Australian forces playing in achieving these aims?
   (c) How justified is Menzies in referring to communism as 'aggressive' based on what you have read in this subtopic?
8. **HS4** Why might the success of the Communist Party in China in 1949 be considered a major turning point in the history of the Asian region?
9. **HS4** The US and many other western nations refused to recognise the legitimacy of communist rule in China, and recognised the Guomindang regime on Taiwan as the 'official' government of China until the early 1970s.
   (a) Why do you think many western nations adopted this position?
   (b) Do you think this was a practical position to hold? Give reasons for your answer.
10. **HS5** Explain why events in eastern Europe from 1943 to 1945 could have supported the legitimacy of the domino theory.
11. **HS5** Identify and explain two factors that contributed to the rise of communist-leaning groups in South-East Asia in the years following World War II.
12. **HS6** Do events in Korea and Malaya in the 1950s support the validity of the domino theory, or demonstrate that it was a false concept? Give reasons for your answer.

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8.4 Anti-communism in Australia and the US

8.4.1 McCarthyism in the US

The rise of communism in eastern Europe, and the activities of communist parties and supporters in eastern and south-eastern Asia led to a very strong reaction in the US and other western nations. Communist parties and supporters in these countries were viewed with great suspicion by authorities, as they were suspected of being in league with the Russians, rather than being loyal to their own country. In countries such as the US and Australia, it was believed that communists were actively trying to encourage revolution that would bring down the government.

The US and Russia had been allies in the war to defeat Germany and Japan but, once that war was over, suspicions between the two great powers and their competing ideologies quickly destroyed that alliance. In 1938 the US House of Representatives had established the House Un-American Activities Committee (HUAC), primarily as an anti-communist body. During World War II it had revealed the activities of some Nazi sympathisers, but with the end of the war, it reverted to investigating suspected communists. In 1947 the HUAC set out to investigate communist influence in the Hollywood film industry, and eventually produced a **blacklist** of actors, producers, directors, screenwriters and others that it believed

were communist sympathisers. The film studios were encouraged to ban these people from working for them. Most of those named were never able to work in the entertainment industry again.

In 1950, a US Senator named Joseph McCarthy made a speech in which he alleged that more than 200 employees of the State Department were communists and that they were undermining American foreign policy (see **SOURCE 1**). These allegations caused a sensation at the time, although McCarthy had no proof in relation to any of the accused. A Senate subcommittee later found that there was no evidence of communist subversion in the State Department, but McCarthy continued on his crusade, accusing a variety of government departments of harbouring communists. The HUAC took up the fight to expose alleged communists and interviewed hundreds of suspected communists, destroying many reputations along the way.

SOURCE 1 Speech of Senator Joseph McCarthy, Wheeling, West Virginia, 9 February 1950

The reason why we find ourselves in a position of impotency is not because our only powerful potential enemy has sent men to invade our shores ... but rather because of the traitorous actions of those who have been treated so well by this Nation. It has not been the less fortunate, or members of minority groups who have been traitorous to this Nation, but rather those who have had all the benefits that the wealthiest Nation on earth has had to offer ... the finest homes, the finest college education and the finest jobs in government we can give.

This is glaringly true in the State Department. There the bright young men who are born with silver spoons in their mouths are the ones who have been most traitorous ...

I have here in my hand a list of 205 ... a list of names that were made known to the Secretary of State as being members of the Communist Party and who nevertheless are still working and shaping policy in the State Department ...

In 1953 Senator McCarthy became chairman of the Senate Permanent Subcommittee on Investigations and during the next two years held 169 investigations, interviewing over 650 witnesses. Many of these witnesses refused to answer the questions of the subcommittee, and were often branded as traitors for refusing to do so. The term 'McCarthyism' was soon applied to the practice of making accusations against people without having any real evidence to support those accusations. The fear of communism in the US at the time meant that false accusations often ruined reputations and many had their careers destroyed by McCarthy and his subcommittee. In 1954 McCarthy himself was condemned by a vote of the Senate, and his influence soon waned.

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- Overview > **The Cold War**

8.4.2 Anti-communist measures in Australia

McCarthyist attitudes were not limited to the Unites States. Many US allies, such as Australia, adopted strong measures to expose possible communist influence in a variety of organisations. The Communist Party of Australia (CPA) was founded in the 1920s and had gained support during the Great Depression of the 1930s, when unemployment was very high and many believed that **capitalism** had let them down. The CPA was banned at the outbreak of World War II, but this ban was lifted when Russia joined the war against Germany in 1941. With Cold War tensions rising in the post-war period, conservative politicians warned that the threat of communism came not only from invasion, but also from communists within Australia.

- In the 1949 federal election Liberal Party leader Robert Menzies campaigned on a strong anti-communist platform. He warned that communists had infiltrated the trade union movement and the Australian Labor Party (ALP). He promised to outlaw the CPA and blacklist all its members if elected (see **SOURCE 2**). His party won the election and Menzies became prime minister in December 1949.
- In 1950 the Menzies government passed a law through parliament banning the Communist Party. The Communist Party challenged this law in the High Court of Australia, claiming that it was unconstitutional. In March 1951, the High Court found in favour of the CPA, declaring the law to be invalid under the Australian Constitution.
- Menzies responded by sponsoring a referendum to change the Constitution to give the government the power to outlaw the CPA. This referendum was held in September of 1951, but the vote was lost, so the government was unable to proceed with its plans and ban the Communist Party. The ALP, led by Dr H.V. Evatt, had campaigned against the referendum on the grounds that it was an attack on freedom of association and freedom of speech (see **SOURCE 3**).
- In 1950 Menzies committed Australian troops to fight in Korea against the communist North Koreans. He also sent troops to Malaya to fight against communists there. Menzies continued to speak out against communism and to accuse the ALP and the union movement of harbouring communist sympathies.

SOURCE 2 Robert Menzies, campaign speech, 10 November 1949

Communism in Australia is an alien and destructive pest. If elected, we shall outlaw it. The Communist Party will be declared subversive and unlawful, and dissolved. A receiver will be appointed to deal with its assets. Subject to appeal, the Attorney-General will be empowered to declare other bodies substantially Communist; to follow the party into any new form and attach illegality to that new association.

No person now a member of the Communist Party will be employed or paid a fee by the Commonwealth; nor shall any such person be eligible for any office in a registered industrial organisation. The laws with respect to sedition or other subversive activities will be reviewed and strengthened. Conviction under such laws will disqualify from employment under the Crown or from office in a registered organisation.

SOURCE 3 Dr Herbert Evatt, campaign speech, 9 November 1955

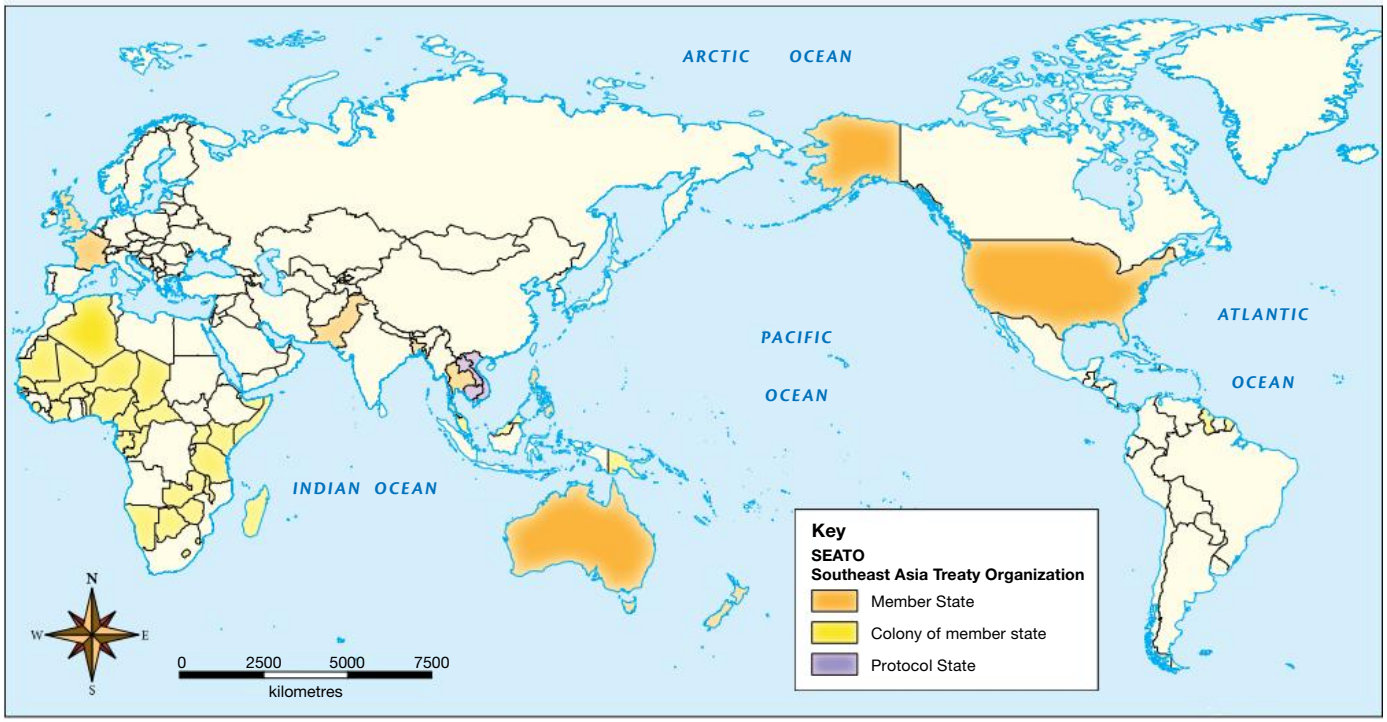
These are the principles which have governed Labor policy and my actions. It is true that I believed the Menzies Police State Bill, called the Anti-Red Bill, to be unconstitutional. But my belief did not make it unconstitutional. Six High Court Judges out of seven declared it was unconstitutional. Are they to be smeared as Communist sympathisers? Is a member of the Bar who defends a person accused of a crime to be accused of being sympathetic with crime? Only the half-wit or the most vicious would regard it. The right of legal defence by counsel in the courts is just as basic a right as freedom of expression itself.

8.4.3 Defence treaties

As part of its campaign against communism, the Menzies government set out to form alliances with other countries that had similar anti-communist policies. Australia had turned to the US as its major ally during the Pacific War against Japan from 1942 onwards. It was natural that the Australian government would align itself with the Americans in their common struggle against the perceived threat of communism. Consequently, Australia signed two major treaties that tied the nation to the US and its foreign policy during the Cold War.

- The ANZUS Pact (1951) was a three-way alliance between Australia, New Zealand and the US, under which each state agreed to cooperate on defence matters and pledged to come to the aid of the other if attacked. Despite New Zealand withdrawing from the treaty in the mid-1980s, ANZUS remains the cornerstone of Australia's foreign policy today.
- The Southeast Asia Treaty Organization (SEATO) was signed in 1954. The members of this alliance were Australia, France, New Zealand, Thailand, Pakistan, the Philippines, the United Kingdom and the US. Intended to complement the anti-communist collective defence role played by NATO in Europe, SEATO proved to be ineffective because of internal disputes and was disbanded in 1977.

SOURCE 4 The signatories to the 1954 SEATO Treaty



Source: Spatial Vision.

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- Overview > **Australia's international relationships**

8.4.4 The ALP, trade unions and anti-communist movements

The Australian Labor Party had been founded in the 1890s by members of the trade union movement. It had maintained its strong links to the unions throughout the first half of the twentieth century. The ALP had also had links to the Catholic Church in Australia, particularly as many unionists at the time of the formation of the Labor Party were of Irish Catholic background. During the 1930s many communists in Australia attempted to move into positions of influence within the trade union movement. By the 1940s, there was a strong communist influence in a number of trade unions, and many believed that this influence extended into the Labor Party. The Catholic Church was very strongly opposed to communism because of its atheistic nature, so the seeds of conflict were sown between those in the union and labour movement with strong Catholic beliefs, and those who did not believe that communist influence was a threat within that movement.

'The movement' and 'industrial groups'

In the early 1940s, Catholic activist B.A. Santamaria founded the Catholic Social Studies Movement, which became known simply as 'The Movement'. At the same time anti-communists within the trade unions were setting up 'Industrial Groups' to fight against communist influence in the union movement. Santamaria published a newspaper called the *News Weekly* in which he presented his views and those of The Movement (see **SOURCE 5**). Over time The Movement and the Industrial Groups effectively merged, as the same people were active in both. They came into direct conflict with the CPA, but also with many ALP members. By the early 1950s two clear factions emerged within the ALP — the conservative, or **right-wing** Catholic Movement and Industrial Groups; and those on the **left-wing** who wanted to see greater social change, and wanted the ALP to more strongly promote **socialist** ideals. Those on the left and within the mainstream of the Labor Party labelled their conservative opponents as 'Groupers', signifying that they were members of the Industrial Groups.

SOURCE 5 B.A. Santamaria in an interview recorded on 23 April 1997 on the Australian Biography website, recalling his activities with The Movement and the Industrial Groups

As far as the work against Communism was concerned, the key was who ran the unions? If the Communist Party ran the unions they would run the Labor Party and the Labor Party would one day become the government ... If, therefore, you intended to do something about taking Communist power out of the unions you had to go into the unions ... you would use the Catholic **parochial** structure, where you had to get the support of the bishops, ... you'd go into the parish and you'd ask the parish priest could he give you six men. He might call a meeting and you'd have to explain what you were about, and you either won them or you didn't win them, and very fortunately, with the support of the church, we did win them in the most cases ... Out of that basic structure you then found out who in Brunswick, North Brunswick, North Melbourne, what was a list of good practical Catholics who were union members ... Then, in order to keep them informed — the daily press wouldn't tell them what was happening — we had to start a paper. We started a paper that we called *Freedom*, which later became *News Weekly*, and that kept them informed on what was happening in the trade union movement. You had to produce that. Then you had to get the money. All of those things you've got to do.

DID YOU KNOW?

Bartholomew Augustine Santamaria was born in Melbourne in 1915 to Italian parents. He became politically active while a student at Melbourne University in the late 1930s, and remained an active political campaigner until his death in 1998. In 1957 he reorganised The Movement as the National Civic Council, which continues to produce the *News Weekly* today. From the 1960s to the 1980s he presented a weekly 10-minute TV commentary program, called 'Point of View' on Channel 9 network stations. He was not required to pay for the timeslot as it was donated by the Packer family, who were the owners of the Nine Network at that time.

8.4 ACTIVITY

Many of the sources in this subtopic are extracts from primary sources, namely speeches. Study each speech and look for any common themes that show the world's preoccupation with communism. You could use Wordle to create a word cloud of each speech to help you see what these themes might be.

Using historical sources as evidence

8.4 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

8.4 Exercise 1: Check your understanding

1. **HS1** What was the purpose of the House Un-American Activities Committee (HUAC)?
2. **HS1** Why did the HUAC become particularly active after 1945?
3. **HS1** What impact did the HUAC have on the entertainment industry?
4. **HS1** How did Senator Joseph McCarthy come to prominence in 1950? For how many years did his influence prevail?
5. **HS1** What was 'McCarthyism'?
6. **HS1** Refer to **SOURCE 2** and the text.
   (a) Why was Menzies' attempt to ban the Communist Party in 1950 unsuccessful?
   (b) What did he attempt to do to get around this obstacle to the banning of the Communist Party?
   (c) What was the attitude of the Labor Party to Menzies' attack on the Communist Party?
   (d) How did Menzies' attitudes towards communism impact on his government's foreign policy?
7. **HS1** What were the provisions of the ANZUS Pact that applied to Australia?
8. **HS1** Explain the proposed role of SEATO. Why was it ineffective?
9. **HS1** Why had there traditionally been a strong connection between the ALP and the Catholic Church?
10. **HS1** What was the attitude of the Catholic Church towards communism? Why?
11. **HS1** Explain the aims of the Industrial Groups. Why did these merge with 'The Movement'?

8.4 Exercise 2: Apply your understanding

1. **HS3** Examine **SOURCE 1**.
   (a) Which group in society was Senator McCarthy accusing of being traitors to the United States?
   (b) What evidence did he claim to have in support of his accusations?
2. **HS3** Examine **SOURCE 2**.
   (a) What procedures was Menzies proposing in order to ban the Communist Party?
   (b) What does he mean when he says that the Attorney-General will 'follow the party into any new form and attach illegality to that new association'?
   (c) How does Menzies propose to deal with members of the Communist Party?
3. **HS3** In **SOURCE 3** how does Dr Evatt explain his reasons for opposing the attempts to ban the Communist Party in 1950 and 1951?
4. **HS3** From an examination of **SOURCE 4**, suggest a potential weakness of the SEATO Treaty.
5. **HS3** From **SOURCE 5**, draw a simple cause and effect diagram to explain Santamaria's fears in relation to the influence of communists in the union movement.
6. **HS3** How did Santamaria and his Movement make use of the Catholic parochial system to gain followers?
7. **HS3** Why did Santamaria believe he had to start his own newspaper?
8. **HS4** While there had been opposition to communism in Australia before World War II, this opposition intensified after 1945. Identify two factors that contributed to the level of anti-communism in this country.
9. **HS6** Joseph McCarthy had four years in the public spotlight, then his influence declined. B.A. Santamaria continued to be influential in Australian politics for many decades after the 1950s. Explain how the difference in their methods of dealing with the perceived threat of communism may have contributed to this variation in long-term influence.

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8.5 The Petrov affair

8.5.1 ASIO, espionage and counter-espionage

As we have seen in preceding subtopics, the post-war period in Australia was characterised by a strong fear of communism, stemming from not only our political leaders but also large numbers of the population. The establishment of communist regimes in eastern Europe and China created the impression that communism was expanding. The Korean War and Malayan Emergency saw Australian armed forces actually fighting communists in Asia. Robert Menzies, prime minister throughout the 1950s, was an ardent anti-communist, who took every opportunity to accuse his main political opponents, the Australian Labor Party, of having

communist sympathies. In this climate of fear and suspicion, any suggestion that communist spies had infiltrated areas of the government would be political dynamite and potentially lead to a significant political crisis.

In the mid to late 1940s, joint American and British spy agencies discovered that some secrets were being passed to the Russians through their Australian embassy in Canberra. Australia's close allies Britain and the US were concerned that Australia's security arrangements were not strong enough. It was believed that there was a spy ring operating in Canberra that was passing secrets to Russia via the Russian embassy. In response, the then ALP government, led by Prime Minister Ben Chifley, established a new security service in March 1949 (see **SOURCE 1**). This organisation became known as the Australian Security Intelligence Organisation or ASIO. Its purpose was to carry out **counter-espionage** operations. ASIO spent its early years attempting to expose Russian spies in government departments in Canberra. Possible suspects were identified, but very little evidence could be found, and there were no prosecutions.

SOURCE 1 Clause 6 of the Directive for the Establishment and Maintenance of a Security Service as presented to its first director by Prime Minister Chifley

You will take especial care to ensure that the work of the Security Service is strictly limited to what is necessary for the purposes of this task and that you are fully aware of the extent of its activities. It is essential that the Security Service should be kept absolutely free from any political bias or influence, and nothing should be done that might lend colour to any suggestion that it is concerned with the interests of any particular section of the community, or with any matters other than the defence of the Commonwealth. You will impress on your staff that they have no connection whatever with any matters of a party political character and that they must be scrupulous to avoid any action which could be so construed.

8.5.2 Petrov — diplomat or spy?

Vladimir Petrov had been a Russian intelligence agent for more than 20 years when he arrived in Australia in 1951 to take up a diplomatic role as Third Secretary of the Russian Embassy. His wife Evdokia was also an intelligence agent, and their mission was to spy on former Russian citizens living in Australia and to establish a spy network here (see **SOURCE 2**). In his attempts to set up such a network, Petrov befriended Dr Michael Bialoguski, a Polish doctor who had been a wartime refugee from Poland. What Petrov did not realise was that Bialoguski was actually working for ASIO and reporting on Petrov's activities. Bialoguski pretended to be spying for Petrov, but in fact he was feeding information back to ASIO.

SOURCE 2 Vladimir and Evdokia Petrov were employed to spy on former Russian citizens in Australia and to establish a spy ring.

Petrov failed to establish a useful spy network, and his superiors in the embassy sent some unflattering reports back to Moscow about his lack of success, as well as his drinking and other habits. Petrov had been appointed during the rule of Joseph Stalin in Russia, and when Stalin died in 1953, power struggles with the Russian Communist Party led to the trials and deaths of a number of Party leaders, including the man who had originally sent the Petrovs to Australia. There was every likelihood that Petrov and his wife would be recalled to Russia and that he would face disciplinary action, or worse, on his return.

8.5.3 The defection

Petrov expressed his fears about returning to Russia to his friend Bialoguski, and Bialoguski reported these fears to his superiors at ASIO. Those superiors became very interested in the kudos that would come from the possible **defection** of a Russian spy, and assigned the codename 'Operation Cabin 12' to a plan to assist

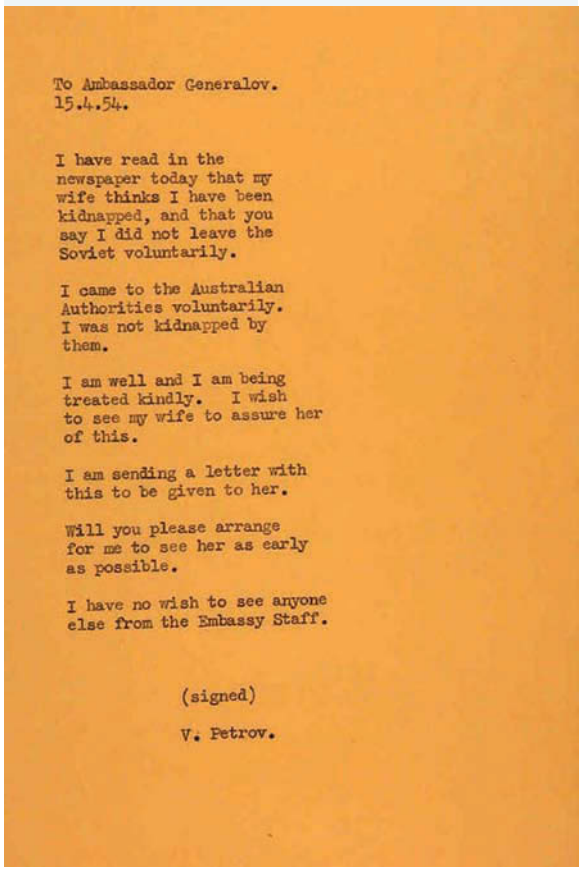
Petrov's defection. For six weeks, ASIO officials carried out negotiations with Petrov in a series of secret meetings. They were keen to obtain details of any Russian spies operating in Australia, particularly as they had been unsuccessful in this quest since 1949. Eventually, on 3 April 1954, Petrov defected to Australia. He brought 10 documents with him, labelled Documents A to J. These were expected to provide ASIO with evidence of Russian spy rings operating in Australia.

The defection was carried out in secret, with only a few ASIO officers aware of it. Even Mrs Petrov did not know of her husband's decision (see **SOURCE 3**). He was taken to a safe house in Sydney and kept there in secret while his documents were examined. Once officials at the Russian embassy found out that Petrov had defected, they took Mrs Petrov from her home in the suburbs of Canberra and kept her at the embassy, effectively under house arrest. Two security officers were sent from Russia to escort her back to Moscow.

A federal election had been called for 29 May 1954, and the parliament was due to rise on 14 April in preparation for the election. On 13 April, 10 days after the defection, Prime Minister Menzies informed the House of Representatives that a Russian spy, Vladimir Petrov, had defected and that he had brought evidence of Russian spy rings operating in Australia. Mr Menzies announced the establishment of a **Royal Commission** to examine the evidence in the documents Petrov had supplied to ASIO.

Six days later on 19 April, Mrs Petrov was taken from the Russian embassy in Canberra to Sydney, where she was to be flown back to Russia, via Darwin. There were fears that once she returned to Russia she would be executed, and a large crowd of protesters gathered at Sydney's Mascot airport. Some believed they were there to save Mrs Petrov and, as she was led across the tarmac towards her plane, the crowd surged forward and surrounded her and the two Russian guards escorting her. Some of the protesters tried to grab Mrs Petrov to prevent her being taken on to the plane, but eventually the two guards were successful in getting her on board. Press photographs of the incident caused a great deal of controversy when they were published in the daily papers.

SOURCE 3 A note from Vladimir Petrov to the Russian ambassador after his defection



To Ambassador Generalov.
15.4.54.

I have read in the newspaper today that my wife thinks I have been kidnapped, and that you say I did not leave the Soviet voluntarily.

I came to the Australian Authorities voluntarily. I was not kidnapped by them.

I am well and I am being treated kindly. I wish to see my wife to assure her of this.

I am sending a letter with this to be given to her.

Will you please arrange for me to see her as early as possible.

I have no wish to see anyone else from the Embassy Staff.

(signed)

V. Petrov.

SOURCE 4 This photograph showing Soviet agents 'escorting' an evidently reluctant Mrs Petrov onto her flight for Moscow was published in most daily newspapers in Australia, and shocked many Australians.

While Mrs Petrov's plane was in the air, the head of ASIO contacted the pilot by radio and arranged to have ASIO agents speak with her when the plane landed in Darwin. They wanted to offer her **political asylum** in Australia. The plane landed in Darwin in the morning of 20 April and Mrs Petrov was separated from the two Russian guards while ASIO agents spoke with her. Initially she was reluctant to seek political asylum because she was afraid that her sister in Russia would be punished. She eventually agreed and was returned to Sydney, where she was reunited with her husband in a secret location. Mr and Mrs Petrov were eventually given new identities and resettled in Melbourne.

DID YOU KNOW?

Mr and Mrs Petrov became Australian citizens in 1956 and were given new identities as Sven and Anna Allyson. They bought a house in the Melbourne suburb of Bentleigh, and Vladimir went to work developing film for a photographic company. He died in 1991. Mrs Petrov worked as a typist for a farm machinery company and eventually died in 2002. Their new names and location were kept secret until each of their deaths. Mrs Petrov was unable to attend her husband's funeral in 1991 because of the large media contingent present.

The immediate political consequences

The Royal Commission on Espionage, as it was called, opened on 17 May, 12 days before the election. At this time, evidence was presented alleging the existence of a Russian spy ring in Australia, although no documents were made public. Prime Minister Menzies used the establishment of the Royal Commission as a means of reinforcing his strong anti-communist credentials, but did not himself make it a major election issue. In fact, Menzies circulated a letter to his party members, urging them not to campaign on the issue of the Petrov defection. Dr Evatt, leader of the Labor Party, believed the whole Petrov affair was a conspiracy involving Menzies, ASIO and the Catholic Movement, designed to help Menzies' Liberal Party win the election (see **SOURCE 5**). The Menzies government had become unpopular due to some tough economic decisions and many experts believed Labor had a chance of winning the 1954 election. Evatt believed that Menzies had engineered the timing of the defection and the announcement of the Royal Commission to gain political advantage. Although the Labor Party gained five seats at the election, the Liberal–Country Party Coalition was re-elected with a reduced majority.

SOURCE 5 Dr Evatt, *Hansard*, 27 October 1954, asserting the Petrov affair was engineered by Menzies for political purposes

History will record that the Petrov defection was carefully and cold-bloodedly timed for April solely because an election was to be held the following month.

DISCUSS

Do you consider it legitimate for governments to run 'scare campaigns' about something in order to win an election? Do you think this is what the government did in Australia in 1954? **[Ethical Capability]**

8.5 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

8.5 Exercise 1: Check your understanding

1. **HS1** Explain the factors that led to the establishment of ASIO.
2. **HS1** What were the aims of ASIO in its early years? How successful was it in achieving those aims?
3. **HS1** What was the official role of the Petrovs as members of the Russian embassy in Canberra? What was their secret mission?
4. **HS1** How did Vladimir Petrov go about achieving his secret mission?

5. **HS1** Outline two reasons why Vladimir Petrov may have felt insecure about his position by late 1953.
6. **HS1** What role did Michael Bialoguski have in the defection of Vladimir Petrov?
7. **HS1** What happened to Petrov immediately after his defection?
8. **HS1** How did the Russians react towards Mrs Petrov once they became aware of the defection?
9. **HS1** Explain the response of the prime minister to the defection of Petrov.
10. **HS1** Outline what happened to Mrs Petrov in the attempt to have her returned to Moscow.
11. **HS2** Create a timeline of the events, starting with Petrov's defection and ending with Mrs Petrov seeking political asylum.
12. **HS1** How might the establishment of the Royal Commission into Espionage have assisted in the re-election of the Menzies government?
13. **HS1** Why did people believe that the Labor Party had a chance of winning the election before the Petrov defection occurred?

8.5 Exercise 2: Apply your understanding

1. **HS3** In his directive to the first director of ASIO, what did Prime Minister Chifley identify as a vital approach to be taken by the organisation?
2. **HS3** What did Chifley mean by the words 'nothing should be done that might lend colour to any suggestion ...'?
3. **HS3** Examine **SOURCE 2**.
   (a) Do Mr and Mrs Petrov conform to the popular impression we have of spies from movies and TV shows?
   (b) Would this be an advantage or disadvantage in their work?
4. **HS3** Examine **SOURCE 3**.
   (a) Was it written before or after Petrov's defection had been made public? Identify two pieces of evidence in the source that tell us this.
   (b) Do you think Petrov's request in **SOURCE 3** was likely to be granted? Give reasons for your answer.
5. **HS3** Examine **SOURCE 4**.
   (a) How do you think people in Australia viewing this photograph would have felt towards Mrs Petrov?
   (b) How might it have influenced attitudes towards the communist government in Russia?
6. **HS3** What does **SOURCE 5** tell us about Dr Evatt's views in relation to the Petrov defection and the Royal Commission?
7. **HS3** **SOURCE 1** contains an instruction to the Director of ASIO to be 'free from any political bias'. Explain why this directive was probably never adhered to by ASIO in the early 1950s.
8. **HS5** Despite Menzies' instruction to his party members not to campaign on the issue of the Petrov defection, many ignored this instruction.
   (a) Do you believe Menzies' instruction was genuine or a political stunt? Give reasons for your answer.
   (b) Do you believe Dr Evatt was justified in believing the timing of the defection and the Royal Commission was carried out purely for Menzies' political advantage? Give reasons for your answer.
9. **HS6** The Petrov affair changed the course of the election campaign in 1954 and probably changed the result. Why do you think such a set of events could have had such an influence on the way people voted in that election?

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8.6 The aftermath of the Petrov affair

8.6.1 Evatt and the Royal Commission

The Petrov affair became the basis of a political crisis for the Australian Labor Party. Not only did it lose an election in 1954, but also the following 18 months saw a deepening of suspicions within the party between The Movement and Industrial Groups on one side, and Evatt and his supporters on the other. This was to lead to a split in the Labor Party that had electoral repercussions for the next 20 years.

Two members of Dr Evatt's staff had been named in the documents provided by Petrov. Before he entered parliament in 1940, Evatt had first been a prominent and successful barrister in the early 1920s and then, in 1930, he was appointed as a Justice on the High Court of Australia. He had resigned from the High Court to stand for parliament in 1940. With his legal background, he determined that he would appear before the Royal Commission as lawyer for his staff members. In September 1954, while appearing

before the Commission, Evatt aired his conspiracy theory relating to Menzies and ASIO having engineered the whole affair to win the 1954 election. He went on the attack throughout the whole Royal Commission process, and eventually the Commission withdrew his right to appear before it.

This only served to heighten Evatt's suspicions of what he believed were links between Menzies, ASIO and the Industrial Groups within the Labor Party. In the press and public eye, Evatt was beginning to appear rather erratic. He wrote to the Russian Foreign Minister to ask about the alleged Russian espionage in Australia, and unsurprisingly the reply denied that there were any Russian spies in Australia. When Evatt attempted to read out this reply in parliament, it was greeted by laughter from both sides of the House. His credibility and reputation were seriously damaged by these outbursts. In October 1954 the Royal Commission issued an interim report in which it found the Petrov documents to be genuine, but ultimately it was unable to recommend prosecutions against any alleged spies (see **SOURCE 1**). In the meantime, Evatt went on the attack against the Industrial Groups and The Movement, accusing them of undermining the Labor Party.

SOURCE 1 Final Report of the Royal Commission on Espionage, August 1955

We believe that the Soviet deliberately refrained from using the Australian Communist Party, as a Party, for espionage purposes lest exposure should lead to its serious political embarrassment ... (p. 298)

The substantive law is such that, when considered in conjunction with the technical legal rules governing the admissibility of evidence in courts of law, it would appear that prosecution of none of the persons whose acts we have considered in our report would be warranted. (p. 301)

8.6.2 The Labor Party splits

The Catholic right wing of the ALP believed that Evatt's performance before the Royal Commission amounted to a defence of communism and, even among Labor members of parliament, an anti-Evatt faction developed. On 5 October 1954, Evatt released a press statement in which he attacked the 'Groupers', accusing them of disloyalty to the Labor Party. He particularly identified members of the Victorian State Executive of the party (see **SOURCE 2**). The Federal Executive of the ALP began an investigation into the running of its Victorian branch. Early in 1955, it dismissed the Victorian State Executive and appointed a replacement Executive.

SOURCE 2 Press statement by Opposition leader Dr H.V. Evatt, 5 October 1954

One factor told heavily against us [in the 1954 election] — the attitude of a small minority group of members, located particularly in the State of Victoria, which has, since 1949, become increasingly disloyal to the Labor movement and the Labor leadership ...

It seems certain that the activities of the small group are largely directed from outside the Labor movement. The Melbourne *News Weekly* appears to act as their organ ... I am bringing this matter before the next meeting of the Federal Executive.

In March 1955, the ALP held its National Conference in Hobart, Tasmania. Members of both the old and the new Victorian State Executives arrived to represent their state membership, but only members of the new Executive were admitted to the Conference (see **SOURCE 3**). The Victorian branch of the ALP was now split into two opposing factions — the pro-Evatt faction and the supporters of the old 'Grouper' influenced State Executive (see **SOURCE 4**). The new State Executive suspended the party membership of 18 of its state parliamentary members that it suspected were in sympathy with the 'Groupers'. This was particularly significant as the ALP held government in the Victorian Parliament. A split government would be unlikely to remain in power for long. Any government in an Australian parliament is required to maintain the 'confidence of the House'; that is, it must be able to command a majority of votes in the lower house of the parliament.

SOURCE 3 Members of the expelled Victorian executive outside the ALP Federal Conference in Hobart, March 1955

SOURCE 4 A political cartoon from the time of the 1955 ALP Conference in Hobart. While in Hobart, Dr Evatt visited the Tasmanian Art Gallery.

Its title Doctor? They call it "Party Unity."

8.6.3 Electoral disaster

On 19 April 1955, Victorian Liberal Opposition leader Henry Bolte moved a vote of no confidence in the Labor government, and most of the 18 suspended Labor members voted with the Opposition to defeat the government. An election for the state parliament was held on 28 May and the suspended members and others stood as members of a newly created Australian Labor Party (Anti-Communist). Members of this party directed their preferences towards Bolte's Liberals, so that in any close seats where these preferences were counted, the Liberals would gain the advantage. Labor lost the election, although only one member of the new ALP (Anti-Communist) was able to hold his seat (see **SOURCE 5**).

SOURCE 5 Front page of *The Argus* newspaper, 30 May 1955, following the state election held on Saturday, 28 May 1955

30 UP, BOLTE WANTS 3 MORE SEATS TO GO IT ALONE

THE Liberal–Country Party is fighting to obtain an absolute majority to form a one-party Government. In the biggest landslide in Victoria's political history, the LCP on Saturday leaped from 11 members to at least 30 in the Legislative Assembly election. It has a fighting chance to win four others: Bendigo, Moonee Ponds, Hawthorn, and Benambra, to give it 34 seats in an Assembly of 66 members. The LCP needs only 33 seats for an absolute majority in the Assembly if the Speaker and chairman of committees are supplied from the Country Party or Labor Party. If the LCP fails to gain an absolute majority, it may be forced into a coalition with the Country Party.

At the federal level, Prime Minister Menzies could see a political opportunity with the Labor Party split. He called an early election for 10 December 1955. The Labor Party suffered a swing of more the 5 per cent against it and lost 10 seats in the House of Representatives. As had happened in the Victorian election earlier that year, members of the Anti-Communist Labor Party campaigned against the mainstream ALP, and directed their preferences towards the Liberal–Country Party Coalition in both the House of Representatives and the Senate. One Anti-Communist ALP Senator was elected from Victoria, and one Tasmanian Labor Senator who was only halfway through his six-year term changed his allegiance to the new Anti-Communist Labor Party, giving the party two seats in the Senate.

The Labor split also spread to Queensland, where the ALP government had been in power since 1932. Vince Gair had been state party leader and premier since 1952, and had become a supporter of Santamaria and the 'Groupers' during the early 1950s. In April 1957 the federal executive of the ALP expelled Gair from the party because of his alliance with the 'Groupers', and 25 ALP members of the state parliament left the party with him and formed the Queensland Labor Party (QLP). This left the Queensland Parliament

with a three-way split of members, with about a third as members of the QLP government, a third as residual ALP members, and a third as members of the Liberal–Country Party Coalition. The ALP and Coalition members voted together to bring down Gair's QLP government, and an election was held on 3 August. With a huge swing, the Coalition won 42 of the Legislative Assembly's 75 seats, forming the first non-Labor government in the Queensland Parliament since 1932 and only the second since 1915.

8.6.4 Ongoing repercussions

The ALP split of 1955 had ongoing repercussions. In 1957, The Australian Labor Party (Anti-Communist) was renamed the Democratic Labor Party (DLP), and it continued to contest elections under this name until the 1970s. Throughout this period it continued to direct preferences in state and federal elections away from the ALP, and usually towards the Liberal and Country (later National) Party candidates. In doing so, it assisted in keeping the Labor Party out of power in the federal parliament and some state parliaments for many years. Some consequences of the split included:

- In Victoria, the ALP was to remain out of power from 1955 until 1982, during which time the Liberal Party or Liberal–National Party (previously Country Party) Coalitions governed with healthy majorities.
- In Queensland, the Labor Party did not win an election until 1989, 32 years after the defeat of the Gair government.
- Labor remained out of office in the federal parliament until 1972. On two occasions, 1961 and 1969, Labor won more than 50 per cent of the popular vote for the House of Representatives, but DLP preferences helped elect Liberal–Country Coalition members in enough marginal seats to allow the Coalition to retain government (see **SOURCE 6**).
- In addition, the system of proportional representation in the Australian Senate allowed a number of DLP Senators to be elected between 1955 and 1974. One such Senator was Vince Gair, whose QLP merged with the DLP in 1962. He was elected as a DLP Senator in 1964, became DLP Senate leader and remained in the Senate until 1974.

SOURCE 6 Arthur Calwell, *Be Just and Fear Not* (1972). Arthur Calwell became federal leader of the ALP in 1960, upon the retirement of Dr Evatt.

I have witnessed three disastrous splits in the Australian Labor Party during the past fifty-six years. ... The first split occurred in 1916 over conscription in World War I; the second in 1931 over the Premiers' Plan for economic recovery in the Great Depression; and the third in 1955 over alleged communist infiltration of the trade union movement. The last was the worst of the three, because the party has not yet healed the wounds that resulted from it.

- With five senators between 1971 and 1974, the DLP held effective balance of power in the Senate. This became an issue after December 1972 when a Labor government came to power in Canberra. The DLP joined with Coalition Senators in blocking some of the new government's reform agenda. All five DLP Senators were defeated in the 1974 election, and the party's influence gradually declined. It voted to disband in all states except Victoria in 1978.
- Other states did not experience the dramatic split in the ALP that occurred in Victoria and Queensland, so the DLP was never as influential in those states. Nevertheless, the party fielded candidates in all states in both state and federal elections, and decided the outcome in some marginal seats by directing its preferences towards non-Labor candidates.

The Petrov defections, the ensuing Royal Commission and the reaction of Labor leader Dr Evatt to both, formed the basis of a political crisis for the ALP that was to last for a generation. H.V. Evatt remained as leader of the ALP until 1960, but the Petrov affair and its aftermath severely damaged his reputation and destroyed his political career.

8.6 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

8.6 Exercise 1: Check your understanding

1. **HS1** What aspects of Dr Evatt's background led him to believe he was well suited to carry out the legal defence of his two accused staff members?
2. **HS1** Why did Evatt eventually have his right to appear before the Royal Commission withdrawn?
3. **HS1** What evidence did Evatt attempt to use in parliament to suggest that there were no Russian spies in Australia?
4. **HS1** Explain the impact of Dr Evatt's October 1954 accusations on the ALP State Executive in Victoria.
5. **HS1** What did the newly appointed Victorian State Executive do that put the future of the Labor state government in Victoria in doubt?
6. **HS1** How did Liberal leader Henry Bolte take advantage of the Labor split to force an election for the Victorian state parliament?
7. **HS1** Explain what the members of the newly created Australian Labor Party (Anti-Communist) did to prevent the Labor government being re-elected.
8. **HS1** What did Robert Menzies do to take political advantage of the split in the Labor Party?
9. **HS1** Outline the impact of the Labor split on the Party in Queensland.
10. **HS1** Explain the effect of the split on the electoral success of the Labor Party after 1955 in:
    (a) Victoria
    (b) Queensland
    (c) the federal parliament.
11. **HS1** How did the split affect Senate elections and the composition of the Senate?

8.6 Exercise 2: Apply your understanding

1. **HS3** Examine **SOURCE 1**.
    (a) Why did the Royal Commission believe that the Russians did not use the Communist Party in Australia for espionage purposes?
    (b) Why did the Royal Commissioners not recommend any prosecutions in their report?
2. **HS3** Read **SOURCE 2**.
    (a) Who did Evatt blame as having contributed heavily to the 1954 election loss?
    (b) What did he propose to do following these accusations?
3. **HS3 SOURCE 3** shows expelled Victorian Executive members outside the Hobart conference. Why do you think these members attended the conference, even after they had been expelled from their positions?
4. **HS3** Examine **SOURCE 4**.
    (a) Who is the person holding the newspaper?
    (b) Describe what appears to be happening in the painting.
    (c) What point is the cartoonist attempting to make?
5. **HS3** Examine **SOURCE 5**.
    (a) How many additional seats had the Liberal Party won in the election?
    (b) How many more did it need to be able to form a government in its own right?
    (c) Why was it clear that the Labor Party could not form a government in this parliament?
6. **HS3** How long after the split was Calwell writing the words in **SOURCE 6**?
7. **HS3** Why did he believe the split of 1955 was worse than the previous two Labor splits?
8. **HS5** Considering the differences between the mainstream of the Labor Party and the 'Groupers' in the 1950s, discuss each of the following, giving reasons for your opinion in each case:
    (a) How important was the Petrov affair as a cause of the split in the Labor Party?
    (b) To what extent did the actions of Dr Evatt increase the likelihood of the split occurring?
    (c) Was a split in the Labor Party inevitable by the mid 1950s, irrespective of the actions of Petrov and/or Evatt?
    (d) What could have been done, if anything, to prevent the split?
9. **HS6** Explain why the Petrov affair and its aftermath can be considered such a significant crisis in the context of Australian political history.

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8.7 War in Vietnam

8.7.1 Background to the war

The Vietnam War became a major focus of the tensions that existed between communist and capitalist countries during the Cold War. As had happened with the Korean War and the Malayan Emergency, forces of the west lined up against local communist fighters in an Asian country. The experiences of those previous conflicts were to influence the views of the US and its allies, including Australia, in becoming involved in yet another war in the jungles of Asia. In common with those previous conflicts, it was seen as an example of the domino theory, requiring intervention to prevent the spread of communism.

As European countries had expanded their empires into Asia and Africa during the nineteenth century, France had taken control of Vietnam, Cambodia and Laos. By the 1890s these countries were under French control as the colonies of French Indochina. Many inhabitants of the colonies opposed French rule, and a number of rebellions had taken place in the late nineteenth and early twentieth centuries. During the 1920s, many of those campaigning for independence for the Indochinese colonies became influenced by communist ideals and not only sought independence from France, but also hoped to establish a communist system of government in their countries once they became independent. One of these leaders was Ho Chi Minh, a Vietnamese man who had been educated in France, and had lived for many years in the Soviet Union during the 1920s and 1930s. In 1940 he returned to Vietnam and formed the Viet Minh, a guerrilla army that fought against the Japanese occupation. During this period, the Viet Minh forces were supported by the US in their fight against the common enemy, Japan.

The war against the French

In September 1945, with the defeat of the Japanese, Ho Chi Minh declared the independence of the Democratic Republic of Vietnam (DRV) in Hanoi. The French were unwilling to grant independence and sought to re-assert colonial control. French troops arrived in 1946 and war continued for the next eight years. In 1948 the French set up an alternative government to that of the DRV, and installed the traditional Vietnamese emperor Bao Dai as head of the 'State of Vietnam', centred on Saigon. In 1950, the State of Vietnam was recognised by western countries including the US and its allies as the legitimate government of Vietnam, while the DRV was recognised by China and the Soviet Union. The State of Vietnam raised its own army to support the French in their battle to regain control of the country. The USA provided significant financial support for the French and the anti-communist State of Vietnam, as it saw this as another important theatre in the battle against the spread of communism in Asia.

After a long struggle, the independence forces militarily defeated the French at the Battle of Dien Bien Phu in 1954. A peace conference was convened in Geneva, Switzerland, to determine the future of Vietnam. At this conference, Vietnam was temporarily divided into two, with a provisional border established at the 17th parallel. Northern Vietnam would remain under the control of the communist DRV, while southern Vietnam would remain in the pro-western hands of Bao Dai and his government. This division was similar to the way Korea had been partitioned at the end of World War II. As was the case in Korea, this partition was not a long-term solution, and would soon lead to renewed hostilities.

on Resources

Video eLesson Indo-China War (eles-2628)

The path to another war

The conference agreed that elections would be held in 1956 to determine a national government for a united Vietnam. For 300 days following partition, civilians were given the right to cross the border to live in the zone of their choice. Under this arrangement, about a million anti-communists, mainly Catholics, migrated south. Over 100 000 southern communists moved north, but most expected to return following the elections

of 1956. Many thousands of communists remained in their homes in the south, anticipating that nationwide elections would result in reunification under a communist government. In 1955 the prime minister of South Vietnam, Ngo Dinh Diem, arranged to hold a referendum to determine the future government of the south. Diem wanted to remove Bao Dai and become president of a new republic. The result of the referendum was rigged. Diem removed Bao Dai and declared himself president of the newly created Republic of Vietnam (ROV). The elections of 1956 were never held, and Diem set out to consolidate his power and establish the ROV as a separate permanent, pro-western, anti-communist state.

Once it became clear that Diem had no intention of facilitating the reunification of the country, armed insurgency broke out in different parts of the south. The United States supported Diem because they saw his government as an ally in the fight to stop the spread of communism. America sent aid and military advisers to assist in the establishment of the ROV army to help put down communist rebellions. In 1960, the various pro-communist groups in the south united to form the National Liberation Front (NLF), known in the west as the Viet Cong. Its aim was to lead armed struggle against the government of Ngo Dinh Diem and reunite the south with the communist north. Many of the communists who had moved north in 1954 returned to the south to join in the battle against the Diem government. The NLF received supplies form the North via a secret route known as the Ho Chi Minh Trail (see **SOURCE 1**).

SOURCE 1 Vietnam was divided in two in 1954. When war resumed, the NLF in the south were supplied via the Ho Chi Minh Trail.

Source: MAPgraphics Pty Ltd.

DID YOU KNOW?

Lyndon Baines Johnson, known widely as 'LBJ', was elected vice-president of the US in 1960, at the time of the election of John F. Kennedy as president. In November 1963, Kennedy was assassinated and LBJ was immediately sworn in as president. He was responsible for promoting civil rights legislation, banning racial discrimination, as well as voting rights legislation designed to give the vote to all African-American citizens. He was re-elected in his own right in 1964 and was responsible for greatly increasing American troop deployment in Vietnam. He was the first serving US president to visit Australia, in 1966.

8.7.2 Western involvement

The activities of the NLF alarmed the anti-communist countries such as United States and Australia, and so from the mid-1950s they sent military advisers to support the government of the South. By 1963, over 16 000 American military personnel were stationed in South Vietnam. They had no specific combat role, but were assigned to advise and train the South Vietnamese army. In 1962 the Australian government sent 30 military advisers to South Vietnam. These men were sent because they had experience in jungle warfare during the Malayan Emergency. It was felt that they would be able to provide valuable training to the South Vietnamese army. The government of Prime Minister Menzies believed that it should support the fight against communism, as it had done in Korea and Malaya. Over the next two years increasing numbers of Australian military personnel were sent to South Vietnam, rising to 200 by late 1964.

During 1963, Diem became increasingly unpopular as he persecuted many members of the **Buddhist** majority in the south. Like many Vietnamese influenced by the previous French occupation, Diem was a Catholic. He appointed Catholics to most important government positions and removed Buddhists from positions of influence. When Buddhists protested against this discrimination, they were ruthlessly attacked. Diem's increasingly unpopular rule came to an end in November 1963 when he was overthrown and executed by leaders of the army. It is generally believed that the US was supportive of this change, as it increasingly found Diem to be an embarrassment. The Americans felt they had to support the ROV as an anti-communist power in Asia, but did not want to be seen to be supporting an increasingly authoritarian dictator. During the next few months, a succession of South Vietnamese military leaders took over leadership of the country, as the NLF forces became more active in the countryside and the South Vietnamese army came under increasing pressure.

Following the assassination of US President Kennedy in November 1963, newly appointed President Lyndon Johnson set out to renew the fight against communist forces in Vietnam (see **SOURCE 2**). The situation escalated in 1964 when an American destroyer falsely claimed it was attacked by the North in what was known as the Gulf of Tonkin Incident. Under this pretext, the United States dramatically increased its troop numbers in Vietnam, and Australia also increased its involvement.

SOURCE 2 Extract from a speech given by Lyndon B. Johnson on 24 November 1963, two days after assuming the US presidency following the death of President Kennedy

We should stop playing cops and robbers and get back to ... winning the war ... tell the generals in Saigon that Lyndon Johnson intends to stand by our word ... [to] win the contest against the externally directed and supported Communist conspiracy.

8.7.3 Escalation of the war

In March 1965, American Air Force bases in South Vietnam were attacked by Viet Cong forces. The US government was increasingly concerned that the local South Vietnamese army was not capable of protecting its bases, so it sent 3500 marines to assist with this task. It was the beginning of the US commitment to sending its troops to undertake a combat role in Vietnam. By early 1965, American combat forces had increased to almost 200 000, and the US changed its strategy from one of supporting the South Vietnamese army, to one of taking the lead in the fight against the NLF. Those who had previously been seen as advisers to the South Vietnamese assumed an active combat role. The US continued to send increasing numbers of combat troops to Vietnam, reaching a peak of over half a million by 1968 (see **SOURCE 3**). More than 58 000 American military personnel were killed in Vietnam, while more than 150 000 were wounded.

SOURCE 3 US troop numbers and deaths in Vietnam 1960–72

Year	Number of troops	Number of deaths
1960	900	5
1961	3200	16
1962	11 300	53
1963	16 300	122
1964	23 300	216
1965	184 300	1928
1966	385 300	6350
1967	485 600	11 363
1968	536 100	16 899
1969	475 200	11 780
1970	334 600	6173
1971	156 800	2414
1972	24 200	759

In April 1965, Prime Minister Menzies announced that Australia would be committing ground troops to the war in Vietnam (see **SOURCES 4** and **5**). Menzies invoked both the ANZUS and SEATO agreements to justify this involvement and claimed that the Australian government had received a request for assistance from the South Vietnamese government. Initially one battalion (just under 1000 soldiers) was sent, but this was soon increased to three battalions. The Australian commitment in Vietnam reached a peak of 8300 troops in January 1969. Over 10 years from 1962 to 1972, almost 60 000 Australians, including ground troops and air force and navy personnel, served in Vietnam; 521 died and more than 3000 were wounded. In November 1964, compulsory military service had been introduced for all 20-year-old males in Australia. Selection was by ballot, so not all were required to serve. In May 1965, the government announced that **conscripts** could be required to serve overseas, and in March 1966 it announced that conscripts would be sent to fight in Vietnam.

SOURCE 4 The front page of *The Australian* newspaper announcing the Australian government's decision to send combat troops to Vietnam

THE AUSTRALIAN

NUMBER 216 FRIDAY APRIL 30 1965 PRICE SIXPENCE

WE SAY SEE PAGE 8

MENZIES SAYS IT – WE FIGHT IN VIETNAM

First Battalion to be flown out

By OUR DIPLOMATIC CORRESPONDENT, KENNETH RANDALL

Australian troops will be fighting alongside the Americans in South Vietnam within a few weeks, the Prime Minister, Sir Robert Menzies, announced last night. About 800 men of the 1st Battalion, Royal Australian Regiment, based at Holsworthy, New South Wales, have been assigned to combat duty in Vietnam, and are expected to be flown out.

Their commitment marks Australia's full entry into two simultaneous Asian wars. The 3rd Battalion, RAR, is already occupying front-line positions against the Indonesians in the Malaysian State of Sarawak in Borneo.

Sir Robert announced the Government's decision to the House of Representatives after a day of speculation in Canberra, London and Washington, where news of the plan had filtered through a tight security screen.

Parliament had no warning and the Senate had risen for the week a few hours earlier. Sir Robert said Australia's decision had been taken following a request from the Government of South Vietnam and in consultation with the United States.

The new commitment is regarded as the most contentious decision taken by the Menzies Government since it called Nasaul Ajit stationed last.

"The House in recent weeks has conducted an important debate on foreign affairs in which the situation in Vietnam was fully and seriously discussed.

"In the first half of 1962 the Government decided, following upon a request from the Government of South Vietnam, that Australia should contribute militarily to the defence of South Vietnam. We sent at that time a group of some 30 military instructors to South Vietnam to assist in training.

"Since then additional military aid has been provided. The strength of the Army training team was, in the first place, doubled and later did, increased to 100. A flight of six Caribou transport aircraft has been provided.

"The Australian Government is now in receipt of a request from the Government of South Vietnam for further military assistance. The request is for a battalion of infantry to be made available with the Government of the United States — to provide an infantry battalion for service in South Vietnam.

"There can be no doubt of the gravity of the situation in South Vietnam. There is ample evidence to show that with the support of the North Vietnamese regime and of other communist powers the South Vietnamese are being subjected to a most unbridled form of terrorism, sabotage and guerrilla warfare designed to destroy South Vietnamese Government control, and to disrupt to endanger the life of the local people.

"The rate of infiltration of guerrillas from North Vietnam has been increasing and last year was to some 10,000. The infiltration of a battalion of the Regular North Vietnamese Army has recently been confirmed.

MOVES TOWARDS AGREEMENT

"We have not of course come to this decision without the closest consultation with the United States government. We do not and do not seek to be the guarantor of any adjustment, as well as providing guarantees and assurances for our security, make demands upon us.

"We have commitments to Malaysia which we are meeting. We have to bear in mind, and make preparations against, the possibility of other developments in the region which could make demands on our defence capacity.

"Taking all these factors into our judgment that the decision to commit a battalion to South Vietnam represents the most useful additional contribution which we can make to the defence of the region at this time. The takeover of South Vietnam would be a direct military threat to Australia and all the countries of South East Asia. It would be a most serious and grievous threat by Communist China between the Indian and Pacific Oceans.

"The task of holding the situation in South Vietnam and reshaping the South Vietnamese is formidable. But we are conscious of the magnitude of the effort being made by the Government and people of South Vietnam in their new defence. In recent months the United States has taken historic decisions to provide more effective military assistance to South Vietnam. South Korea has also committed military forces.

"We have noted and welcomed the attempts to open the way to agreement which have been made, so far unsuccessfully, by President Johnson and by the Prime Minister of Britain through his representative, Mr Gordon Walker. We also welcome President Johnson's proposals for a wide-ranging economic programme. We are prepared to continue to play our part in the economic development of the region.

"I make it clear that the Government has no desire to have Australian forces in Vietnam any longer than necessary to ensure the security of South Vietnam.

"We and our allies are not seeking to take over North Vietnam. The North Vietnamese must not take over South Vietnam by armed force or otherwise."

THANKS FROM LBJ

LATE NEWS

DRAFTEES MAY HAVE TO GO, TOO

By OUR DEFENCE CORRESPONDENT

The Government is temporarily lost of Kim will have the explosive force of conscription if it decides to take the Vietnam war to South Vietnam, Mr Menzies said yesterday.

Preparing for Defence Minister Fairbairn, who is leaving for Vietnam, the Government will make a decision on the sending of the first Australian Regiment, based at Holsworthy, New South Wales, to Vietnam.

UNIT SPLIT

The 1st Battalion, Royal Australian Regiment, is the Regular Army unit of the Australian Army, and is the unit from which the Government is to select the Regiment to be sent to Vietnam.

The Government is to be informed of the Regiment, which is the Regular Army unit, and the Government is to be informed of the Regiment, which is the Regular Army unit, and the Government is to be informed of the Regiment, which is the Regular Army unit, and the

SOURCE 5 Prime Minister Menzies announcing the commitment of Australian ground troops to Vietnam, April 1965

The takeover of South Vietnam would be a direct military threat to Australia and all the countries of south and South-East Asia. It must be seen as part of a thrust by communist China between the Indian and Pacific Oceans.

The Vietnam War was a different type of war for most of the foreign troops sent to fight there. Over 75 per cent of southern Vietnam was covered in jungle, and the Viet Cong were experts at using the terrain to provide cover for their operations. They also developed systems of tunnels that allowed them to hide underground for long periods of time. US and Australian soldiers were regularly sent out in small parties to attempt to track down Viet Cong guerrilla fighters in 'search and destroy' missions, so engagement with the enemy was mostly small-scale exchange of fire, rather than large battles of the type fought in the two world wars (see **SOURCES 6** and **7**).

SOURCE 6 A new type of war for Australia

A Roving bands of Viet Cong guerillas tormented Australian and US troops with ambush and sudden raids. As well as using the natural features of the topography, they hid in vast underground tunnel complexes. These lay hidden behind enemy lines and provided the ideal launching pad for hit-and-run campaigns and sabotage.

B Approximately 75 per cent of the southern part of Vietnam is covered with dense forest and 40 per cent of it is mountainous. The climate is tropical and monsoonal with 84 per cent humidity throughout the year. Troops from both sides used the thick vegetation as a cover.

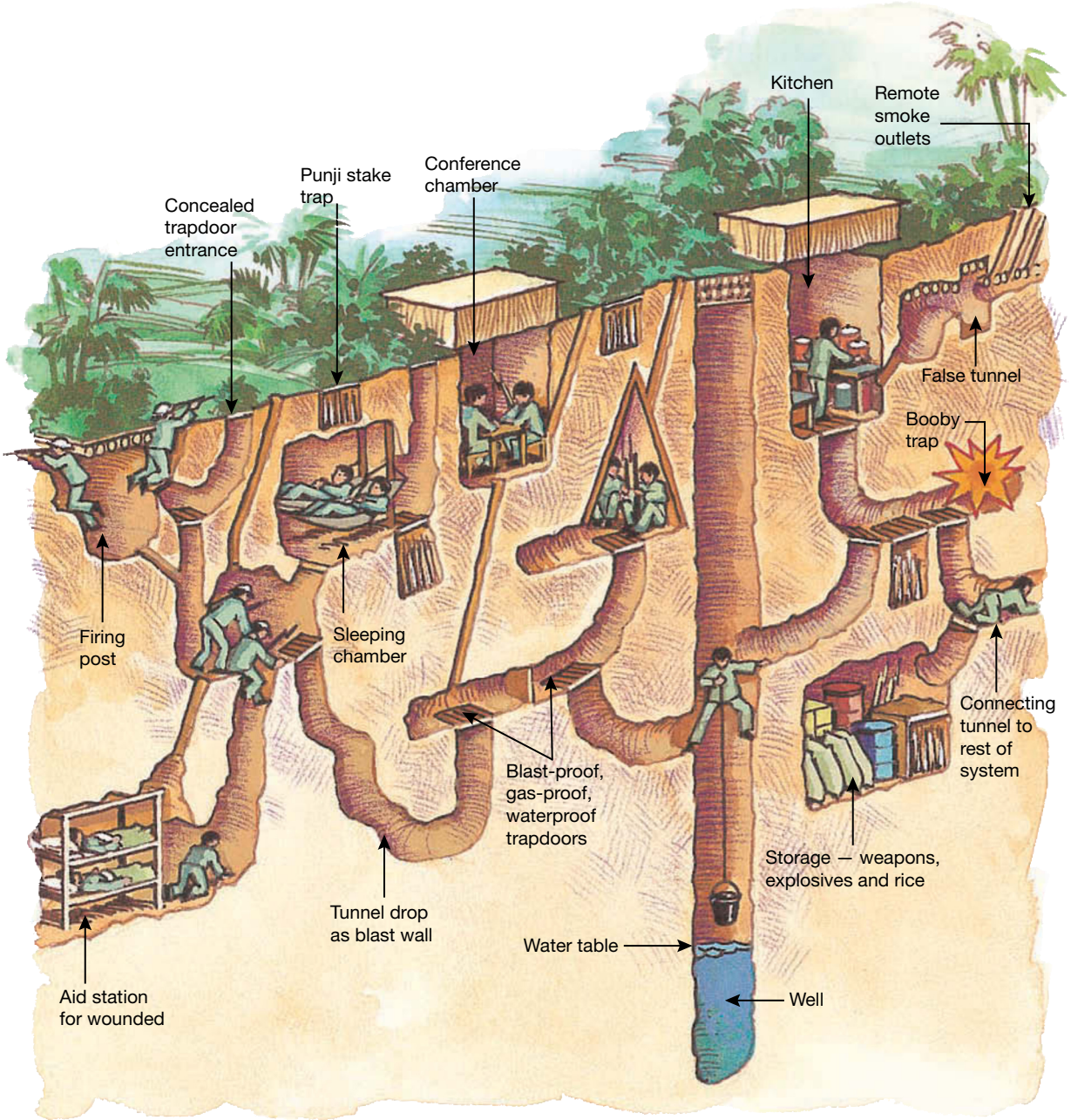
C Agent Orange, a weedkiller, was sprayed over jungles and farms to destroy food crops and to defoliate vegetation that provided cover for Viet Cong. Napalm bombs were dropped. When these bombs burst, they ignite and splatter burning napalm (a jellied gasoline) over a wide area. It clings to everything it touches and burns violently — death results from burns or suffocation.

D Sometimes local villagers would provide information about Viet Cong movements. However, Australian and US troops always approached with caution; often Viet Cong troops were hiding within, ready to mount an ambush. Villagers were punished by the Viet Cong if they were found to have helped foreign soldiers.

E There were many hidden dangers for Australian and US troops within the jungle itself and surrounding terrain. Mines were carefully hidden and booby traps were laid. Sometimes sharpened bamboo spikes were concealed in a pit. When a person stood on the camouflaged lid, it swung down, dropping the man onto the spikes below. It then swung back into position for the next victim.

F The use of chemicals was common. Coloured smoke bombs were used to alert incoming choppers if an area was safe, and to pinpoint bombing targets.

SOURCE 7 Example of Viet Cong tunnel complex



8.7.4 The end of the war

In addition to the Viet Cong guerrilla forces, regular troops from the North Vietnamese army also joined the fight, and the US embarked on a campaign of bombing North Vietnam. By 1969, the war had become very unpopular in the US, and newly elected President Richard Nixon embarked on a policy of attempting to increase the size of the South Vietnamese army to take over from the Americans and their allies. Gradually American and allied forces were to be withdrawn and the major responsibility handed back to the Vietnamese. By late 1970, Australia was decreasing its involvement in Vietnam. By late 1972, only a handful of Australian troops remained there, the last leaving in 1973.

In 1968, President Johnson had supported the establishment of peace talks to be held in Paris, France, involving representatives of the major parties involved. Johnson stopped the bombing of North Vietnam in the hope of encouraging the North Vietnamese to participate. The peace talks dragged on for five years without reaching any firm agreements. When Richard Nixon took over as President in January 1969, he committed to continuing the peace process, but at various times he resumed the bombing of North Vietnam in order to demonstrate his continuing support for the South Vietnamese government. A peace accord was signed in January 1973 that included a period of ceasefire, to allow American combat troops to withdraw. Prisoners of war were to be exchanged between the two sides, and the governments of North and South Vietnam were to begin negotiations to develop a plan for reunification. From this point on, only a small number of American soldiers remained in Vietnam, carrying out duties such as guarding the US embassy in Saigon.

The governments of the two parts of Vietnam failed to reach any agreement on a formula for reunification, and hostilities broke out again between the two sides. Gradually the North Vietnamese army and Viet Cong took over control of the south and in April 1975, North Vietnamese forces entered Saigon and the South Vietnamese government fell (see **SOURCE 8**). Many Vietnamese who had supported the government of the south were evacuated on American ships, and the US embassy was evacuated by helicopter flights to those same ships.

SOURCE 8 A North Vietnamese tank breaks down the gates of the South Vietnamese presidential palace, 30 April 1975.

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8.7 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

8.7 Exercise 1: Check your understanding

1. **HS1** What had been the attitude of the Vietnamese towards French colonial rule in the years before World War II?
2. **HS1** Explain what Ho Chi Minh and his supporters were expecting to happen when the Japanese were defeated.
3. **HS1** How did the French respond to the establishment of the DRV?
4. **HS2** Construct a timeline that traces the sequence of events in Vietnam from the end of World War II in 1945 to the formation of the NLF in 1960.
5. **HS1** Describe the role of the United States in influencing these events.
6. **HS1** Explain the aims of the Vietnamese National Liberation Front.
7. **HS1** Outline the way in which the US and its allies, such as Australia, increased their military presence in Vietnam.
8. **HS1** Why was President Diem overthrown in 1963?
9. **HS1** What event caused President Johnson to increase the American military commitment to Vietnam?
10. **HS1** How did the role of American troops in Vietnam change during 1965?
11. **HS1** In what way did the Australian government support the changing role of the Americans?
12. **HS1** Identify and list the key dates that represent major steps in the escalation of the US and Australian involvement in Vietnam.

13. **HS1** Why did President Nixon embark on a program of withdrawing American troops in 1969?
14. **HS1** Describe the key features of the peace accord signed in January 1973.
15. **HS1** Why did fighting soon break out again between the two sides in Vietnam?

8.7 Exercise 2: Apply your understanding

1. **HS3** Using **SOURCE 1**, explain the route of the Ho Chi Minh Trail.
2. **HS3** Why might the location of the Ho Chi Minh trail have created a problem for the forces of the ROV and its American allies?
3. **HS3** What do you think President Johnson meant by the words 'We should stop playing cops and robbers' in **SOURCE 2**?
4. **HS3** When he uses the words 'externally directed and supported Communist conspiracy', what does this tell us about Johnson's interpretation of the causes of the conflict in Vietnam?
5. **HS3** From the information in **SOURCE 3** identify the two years that saw the greatest increase in the number of American troops sent to fight in Vietnam.
6. **HS3** Of the 13 years of American deaths in Vietnam shown in **SOURCE 3**, just three years saw over two-thirds of those deaths occur.
   (a) Identify the three years in question.
   (b) Calculate the percentage of the total number of deaths that occurred in those three years.
7. **HS3** Use the information in **SOURCE 4** to answer the following questions.
   (a) What was the reaction of the US President to Menzies' announcement?
   (b) What clues were there that conscripts might be sent to Vietnam?
8. **HS3** From **SOURCE 5**, explain what Menzies believed was the cause of the Vietnam War.
9. **HS3** Using **SOURCES 6** and **7**, outline the ways in which American and Australian troops were at a disadvantage in the jungle warfare against the Viet Cong fighters.
10. **HS3** Why would the activity taking place in **SOURCE 8** have been regarded as highly symbolic by both the NLF and the North Vietnamese government?
11. **HS3** **SOURCES 2** and **5** give us insights into what American and Australian political leaders thought were the causes of the war. Do you agree or disagree with their opinions? Give reasons for your answer.
12. **HS5** When examining the causes of any historical event, we can identify long-term or underlying causes or trends, and short-term or immediate causes. The long-term causes are found in the nature and structure of the society. The short-term causes are the immediate actions that led directly to the events in question. From what you have read in this subtopic answer the following questions:
    (a) Identify and explain the long-term causes of the war in Vietnam, in terms of the nature and structure of Vietnamese society.
    (b) What were the immediate or short-term causes that led to the actual outbreak of hostilities? List at least two and explain how each contributed to the outbreak of war.
    (c) What were the long-term causes or trends in Australian and American society that led to these two countries becoming involved in Vietnam?

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

8.8 Vietnam and Australian politics

8.8.1 Initial support for the war

The Vietnam War polarised Australia in a way no other war had. In its early years it was seen as essential to combat the spread of communism and the majority of Australians supported it. In time, however, the unpopularity of sending conscripts to an overseas war, and a growing realisation that we had become enmeshed in a civil war we could not win, was enough to dramatically change the tide of public opinion.

DID YOU KNOW?

When President Johnson stood for election as President in 1964, he used the slogan 'All the way with LBJ'. Australian Prime Minister Harold Holt visited the US in June 1966, and when declaring his support for the Vietnam involvement, he stated that Australia would be 'all the way with LBJ'.

Australia's involvement in Vietnam was strongly supported by the Australian community during the early years of the war. Prime Minister Robert Menzies was intensely anti-communist and a strong supporter of the domino theory, and the majority agreed with him at the time. **SOURCE 1** shows many of the reasons why Australians were prepared to support Australian participation in the Vietnam War.

SOURCE 1 Reasons for supporting Australian military involvement in Vietnam War

- Large numbers of Australians at that time had lived through World War II, when Australia was threatened from the north by Japan. Between 1938 and 1942, the Japanese had swept through South-East Asia, reaching Papua New Guinea by 1942. It was easy to imagine a communist force, supported by China, doing something similar.
- Conflicts between communists and anti-communists in so many areas of South-East Asia seemed to support the basic fears of the domino theory. Australia employed a 'forward defence' policy, by which it was considered better to confront an enemy overseas, rather than wait until they were on our doorstep.
- Australian involvement in Korea, along with the US and other allies, had resulted in a relatively stable division of that country into separate communist and anti-communist regimes. It was felt that a similar result could be achieved in Vietnam and a permanent anti-communist regime established in the south.
- Australia's involvement in Malaya was relatively successful. Communist guerrillas had been defeated and by the early 1960s only a few remained. It was believed that it was possible to achieve a similar result in Vietnam.
- Australia had turned to the USA for support during World War II, and since 1945 had become a signatory to both the ANZUS and SEATO agreements. Under these treaties, the Americans would provide assistance to Australia if it was threatened, but this also meant that Australia had to be prepared to support the United States in return. Australia did so by providing troops for the Korean War and for the war in Vietnam.
- Our own immediate region had experienced instability in the early 1960s. In 1962 armed conflict had occurred between Indonesia and the Dutch who still maintained colonial control over West Papua. The Dutch had supported transition to an independent West Papua, while Indonesia claimed the territory as part of its own country. It was felt that Australia should maintain a strong military presence in our part of the world to deal with possible future instability.
- In 1963, the formation of the Federation of Malaysia, that included Malaya, North Borneo, Sarawak and Singapore (only until 1965) led to a confrontation with Indonesia. At the time it was suspected that Indonesia's President Sukarno had communist sympathies, although he claimed not to be aligned with either the west or any of the communist countries. Australia sent forces to support Malaysia in its conflict with Indonesia, again reinforcing the notion that the area to our north was potentially insecure and needed Australian troops to maintain regional stability.

Despite this strong level of support from large sections of the community, the Labor Party in Australia was opposed to Australian military involvement in Vietnam. When Prime Minister Menzies announced the commitment of Australian troops to a combat role in April 1965, Labor leader Arthur Calwell made it clear that the ALP would not support this (see **SOURCE 2**). In January 1966, Robert Menzies retired from parliament, and was replaced as prime minister by his deputy, Harold Holt. Holt continued Menzies' policies towards Vietnam and, in February 1966, he trebled Australia's deployment to 4500, one-third of which were to be conscripts.

SOURCE 2 Arthur Calwell, *Commonwealth Parliamentary Debates*, House of Representatives, 4 May 1965, vol. 46, pp. 1102–7

We do not think it will help the fight against communism. On the contrary, we believe it will harm that fight in the long term. We do not believe it will promote the welfare of the people of Vietnam. On the contrary, we believe it will prolong and deepen the suffering of that unhappy people ... the government's decision rests on three false assumptions: an erroneous view of the nature of the war in Vietnam; a failure to understand the nature of the communist challenge; and a false notion as to the interests of America and her allies ...

During 1966, opposition to the Vietnam War within Australia became more vocal, with increasingly more public protests by opponents. These groups were still in a minority, however, with the vast majority still in favour of Australia's involvement. The 1966 federal election was held largely on the issue of the Vietnam War, with the Liberal–Country Party Coalition government campaigning in favour, and the Labor Party, led by Arthur Calwell, against Australia's military involvement (see **SOURCES 3** and **4**). The election saw a landslide victory to the government and Arthur Calwell resigned as Labor leader, to be replaced by Gough Whitlam.

SOURCE 3 A Liberal Party election poster from 1966 highlighting the belief that Australia needed to fight in Asia to protect ourselves from communism

SOURCE 4 Peaceful protests, such as this silent vigil outside old Parliament House in Canberra, were typical of the anti-war campaign in 1966.

DISCUSS

What are the advantages and disadvantages of peaceful protest on an important social or political issue?

[Critical and Creative Thinking Capability]

8.8.2 Growing opposition

Despite the 1966 election result, opposition to the war within the Australian community continued to grow. The war had always been presented by its supporters as a means of Australia defending itself against communism, but people began to question this assumption. Many came to realise that the war was primarily a **civil war** between two opposing groups within Vietnam and may not be part of a series of tumbling dominoes. Opponents of the war included many with the following points of view:

- Some people felt that foreign powers had no right to intervene in what was essentially a civil war between two opposing parties within the one country. They believed that the Vietnamese should be left to resolve the issue for themselves.
- Some questioned whether we should be fighting communism in this manner. By the mid 1960s, many of the fears of the late 1940s and early 1950s had not been realised. Communism had not spread into western Europe as had been feared; China had not shown any expansionist tendencies since asserting its sovereignty over Tibet in 1950, and clear ideological divisions between China and Russia meant that communism was no longer seen as a unified threat.
- People began to question why we should be supporting a corrupt and brutal South Vietnamese government. The Diem regime had been replaced by an oppressive military dictatorship in 1963. Presidential elections held in 1967 were widely regarded as rigged, and simply returned the same military government. It was difficult to see that the US and its allies were supporting anything remotely resembling democracy in South Vietnam. The brutality of the South Vietnamese regime was graphically illustrated by footage of the South Vietnamese police chief shooting a Viet Cong prisoner in a Saigon street in 1968 (see **SOURCE 5**).
- Some believed the war could not be won and that it was immoral to waste so many lives in a lost cause. At various times since 1964, American generals had suggested that they were winning the war, but the numbers of dead and wounded kept rising with no apparent military progress.

- Some were appalled by the immense price paid by Vietnam and its people. Millions of Vietnamese were killed, including in massacres of innocent civilians. In one well-known case, in the village of My Lai in 1968, more than 400 civilians, mainly women, children and the elderly, were murdered by US troops.
- The use of weapons such as napalm devastated the Vietnamese environment and caused horrific burns. A photograph of a young Vietnamese girl running away from an explosion with burns on her skin after the napalm had burnt through her clothes was an example of the type of images that began to turn people against the war (see **SOURCE 6**).
- Many Australian soldiers sent to Vietnam were not volunteers but were chosen by conscription. Some people considered it immoral to force someone to fight and kill. At this time the voting age was still 21, yet the age for conscription was 20. Some questioned how a person not yet considered old enough to vote could be considered old enough to fight and kill. The Save Our Sons (SOS) Movement was set up in 1965 by a group of mothers who opposed conscription and became very influential in the development of anti-war sentiment.

SOURCE 5 South Vietnamese General Nguyen Ngoc Loan, chief of the national police, shoots Viet Cong officer Nguyen Van Lem, also known as Bay Lop, on a Saigon street on 1 February 1968

SOURCE 6 This photo of people running from a napalm attack, with the young girl having had her clothes burnt off, was very powerful in turning public opinion against the Vietnam War.

DID YOU KNOW?

One of the founders of the Save our Sons movement was Jean McLean. Ms McLean was one of five SOS members who were arrested and sent to prison in April 1971 on a charge of wilful trespass, after they handed out anti-conscription leaflets at government offices in Melbourne. Ms McLean later became a Labor member of the Victorian Parliament and served from 1985 until 1999.

DISCUSS

Civilians harmed in a war have been euphemistically referred to as 'collateral damage'. Discuss the use of such language to refer to death and injury to innocent civilians caught up in a war zone. **[Ethical Capability]**

8.8.3 Opposition intensifies

Opposition to Australia's involvement in the Vietnam War sprung from two broad sources — opposition to the war itself, and opposition to conscription and the deployment of conscripts to Vietnam. Interestingly enough, opinion polls regularly showed that the majority of Australians were actually against sending conscripts to Vietnam, even though they supported Australia's participation in the war (see **SOURCE 7**). It

would seem that opposition to sending conscripts was not strong enough in the minds of most people to cause them to oppose the war completely.

SOURCE 7 Opinion polls on sending conscripts to Vietnam (figures are rounded to whole numbers)

Poll date	Send to Vietnam (%)	Keep in Australia (%)	Undecided (%)
Dec 1965	37	52	11
Feb 1966	32	57	11
Apr 1966	38	49	13
July 1966	38	52	10
Dec 1966	37	52	11
Aug 1967	42	49	9

Source: Peter Cook, *Australia and Vietnam 1965–1972*, La Trobe University Melbourne, 1991, p. 29.

In addition to the Labor Party and groups such as SOS, many religious groups, trade unions, and university students and academics were opposed to Australia's military involvement in Vietnam. These groups had opposed the war before the 1966 election, but were still small in number at that time. In the early days of anti-war activity, protestors were often characterised as being unpatriotic, un-Australian and communist sympathisers. This attitude was even applied to members of SOS, most of whom were concerned mothers. Many were abused, insulted, sworn at and called 'bad mothers' or 'neglectful wives', despite the fact that their protests were always carried out peacefully.

Throughout the period from 1967 to 1969, the anti-war movement grew in strength and, by August 1969, Australian public opinion appeared to have turned against Australia's military involvement in Vietnam (see **SOURCE 8**). By 1969, groups opposing the war had increased in number and had improved their organisation and coordination to be able to organise nationwide mass protests, known as the **moratorium** marches. These were scheduled to be held in early 1970, and were aimed at having the largest possible numbers participate in a march through the centre of each of the state capital cities.

SOURCE 8 Public opinion polls on attitudes to the war in Vietnam (figures rounded to whole numbers)

Poll date	Continue to fight (%)	Withdraw troops (%)	Undecided (%)
Sept 1965	56	28	16
Sept 1966	61	27	12
May 1967	62	24	14
Oct 1968	54	38	8
Dec 1968	49	37	14
April 1969	48	40	12
Aug 1969	40	55	5
Oct 1969	39	51	10
Oct 1970	42	50	8

In the meantime, the 1969 federal election largely reversed the results of the election of 1966. The ALP, led by Gough Whitlam, went from 41 seats in the House of Representatives to 59, while the

Liberal–Country Party Coalition dropped from 82 seats to 66. The Vietnam War was not as dominant an issue in the election as it had been in 1966, as the Australian government had already begun following the American lead and reducing the number of troops in Vietnam. Nevertheless, it was still a sufficiently important issue to have influenced the decision of many voters. The Labor Party was seen as the major party of opposition to the war, while the Coalition was seen as the party that had committed Australia to an unwinnable and unnecessary conflict. If public opinion had remained strongly in favour of the war, it is unlikely that the election swing of 1969 would have occurred.

In 1970 and 1971, moratorium marches took place across Australia. They are generally regarded as the largest protest marches to have occurred in Australia up to that time. On 8 May 1970, approximately 150 000 people joined protests across all capital cities. It is estimated that the Melbourne march alone drew a crowd of around 100 000 (see **SOURCE 9**). Further marches were held on 18 September 1970, and 30 June 1971, both of which attracted crowds of more than 100 000 nationwide. It is difficult to assess the significance of the moratorium marches as the withdrawal of Australian troops had already begun in 1969, and the last soldiers came home in 1972. Just as Australia had followed the US into Vietnam, when the American government began withdrawing its forces, Australia did likewise. The moratorium marches certainly gave those opposed to the war an opportunity to express their views, and provided the government with good reason to disengage from Vietnam as quickly as possible.

SOURCE 9 Marchers outside the Melbourne Town Hall in May 1970, protesting against Australia's involvement in the Vietnam War

on Resources

Video eLesson Melbourne moratorium against Vietnam War (eles-2624)

8.8.4 The longer-term consequences

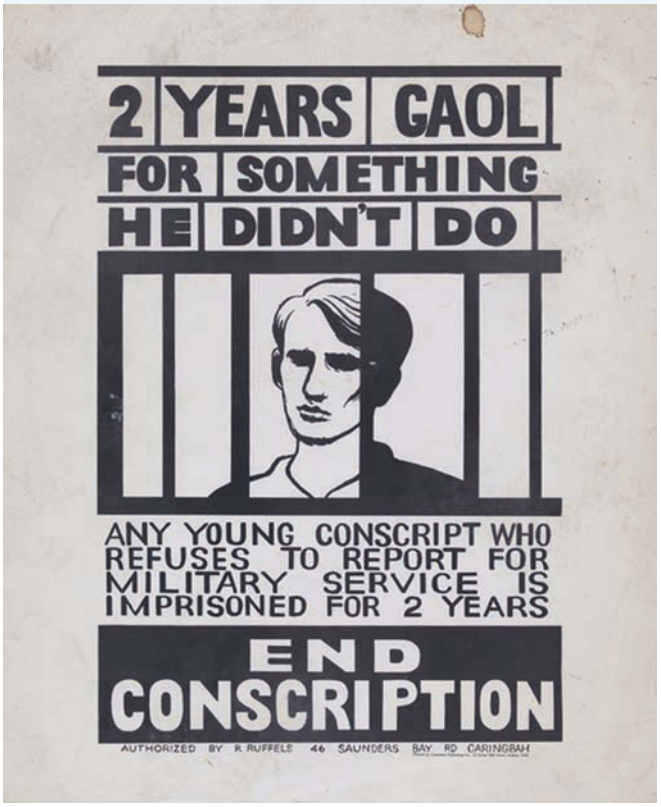
The Vietnam War led many Australians to question old certainties, particularly the need to fight communism. The Communist Party in Australia had split into a number of different parties during the late 1950s and early 1960s, and each one had a relatively small membership. The South-East Asian countries of Vietnam, Laos and Cambodia all gained communist governments in the 1970s, but these were all locally based, and communism did not spread any further as the domino theory had predicted. The threat that had played so heavily on the minds of many since the late 1940s no longer seemed to carry any real danger.

DID YOU KNOW?

In 1968, a young journalist, Simon Townsend, declared himself a conscientious objector to national service. He spent two months in prison before being exempted. He went on to work in television, and is most famous for his children's program *Simon Townsend's Wonder World*, shown on Channel 10 each weekday from 1979 until 1986.

The target group for conscription was the young men of the baby boomer generation — the group born in the period following the end of World War II. This generation was to become the most well-educated group in Australia's history to that time, with larger percentages finishing school and attending university than any previous generation. Much of the music and culture of the 1960s encouraged a questioning of previous values and habits, and many of this generation were more willing to challenge authority than had previously been the case. Some young men defied the law by refusing to register for conscription, in some cases choosing to go to jail rather than participate in the war (see **SOURCE 10**). Young men and women were prepared to challenge authority in a way that had rarely been seen during the twentieth century in Australia. Many who had been active in the anti-war protests became involved in other campaigns for social change, such as the environmental movement, during the 1970s.

SOURCE 10 An anti-conscription poster from the late 1960s



Source: Australian War memorial ARTV09198

A large protest movement developed in opposition to the war, holding some of the largest protest marches ever seen in Australia. Many people who had not been previously particularly interested in politics began to take an active role. Membership of Save Our Sons changed the views of many women. Although they often came from middle-class, Liberal-voting suburbs, many found that their political allegiances changed though their political involvement. Many became involved in political activities for the first time, and gained the confidence and ability to speak out on issues that concerned them (see **SOURCE 11**). The women's movement of the 1970s may well have been boosted by the heightened political activism of women who took part in the anti-war movement.

In April 1995, 20 years after the North Vietnamese victory and 30 years after Prime Minister Menzies had committed the first combat troops to Vietnam, an opinion poll found that 55 per cent of Australians believed that it had been wrong for Australia to become involved in the Vietnam War, while only 30 per cent believed that it had been the correct decision. Malcolm Fraser, who became prime minister in 1975, was Minister for the Army from 1966 to 1968 and Minister for Defence from November 1969 to March 1971. In these roles he had ministerial responsibility for the deployment of Australian troops in Vietnam. In his later years he declared on a number of occasions that the Australian involvement in Vietnam was a mistake that should never have occurred, and even published a book in 2014 questioning the value of Australia's military alliance with the United States.

SOURCE 11 This Save Our Sons float took part in the 1967 May Day parade.

on Resources

Video eLesson Fighting conscription 1966 (eles-2626)

8.8 ACTIVITY

Opposition to the war meant that ex-servicemen returning from Vietnam were not treated as heroes in the way veterans of previous wars had been. The Vietnam Veterans Association of Australia was established in 1980 to lobby the government for financial compensation and political recognition of its members. Research this group and write a report that considers:

a. why such a group was perceived to be needed.
b. what this group has achieved for Vietnam veterans.

Identifying continuity and change

8.8 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

8.8 Exercise 1: Check your understanding

1. **HS1** Why would the alliance with the United States have been an important factor in our involvement in Vietnam?
2. **HS1** In what ways did the issue of Vietnam influence the outcome of the 1966 federal election?
3. **HS1** Identify and explain two reasons why many people were opposed to any Australian involvement in the war in Vietnam.
4. **HS1** In what ways did the issue of conscription influence the views of many in relation to the war?
5. **HS1** Identify three groups in Australian society that took an active role in the anti-war movement in the late 1960s.
6. **HS1** What does the 1969 election result tell us about changing attitudes to Australia's involvement in Vietnam?
7. **HS1** Explain how the consequences of the Vietnam War led to a reassessment of Australia's fears about communism.
8. **HS1** What impact did the Vietnam War and the issue of conscription have on the attitudes of many of the baby boomer generation?

8.8 Exercise 2: Apply your understanding

1. **HS3** From an examination of **SOURCE 1**, outline three reasons why large numbers of people in Australia in the 1960s would have believed that it was possible for our forces to achieve military success in Vietnam.
2. **HS3** From **SOURCE 2**, identify the three false assumptions that Arthur Calwell believed were behind the government's decision to send troops to Vietnam.
3. **HS3** In what ways is the message of **SOURCE 3** similar to the message of the domino theory?
4. **HS3** What message were the participants in the vigil in **SOURCE 4** attempting to convey to government?
5. **HS3** What did the action captured in **SOURCE 5** tell us about the nature of the regime Australia was supporting in South Vietnam? How might this have influenced public opinion in Australia?
6. **HS3** Why might the image in **SOURCE 6** have increased opposition to Australia's involvement in Vietnam?
7. **HS3** Examine **SOURCE 7.**
   (a) At which time was support for sending conscripts to Vietnam at its greatest level?
   (b) At which time was it at its lowest level?
   (c) Despite the fact that these figures show no apparent trend, what would you expect the percentages to show by mid-1969?
8. **HS3** Examine **SOURCE 8**. Identify the period during which public opinion changed from majority support to majority opposition to Australia's involvement in Vietnam.
9. **HS3** How significant was the moratorium march shown in **SOURCE 9** in ending Australia's participation in the Vietnam War?
10. **HS3** Examine **SOURCE 10**. What aspect of the conscription laws is the author using to promote the end of conscription?
11. **HS3** The Save Our Sons movement as depicted in **SOURCE 11** was founded and led by women. How might the participation in activities such as those shown in this source have influenced the political views of these women?

12. **HS4** In what ways did Australia's involvement in the Vietnam War change many of the attitudes that existed in Australia in previous generations?
13. **HS6** Identify and explain two lessons that you believe Australia should have learnt from its involvement in Vietnam.

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8.9 'It's time' — the Whitlam victory in 1972

8.9.1 Australian politics in 1972

In 1972, Australia had been governed by the Liberal–Country Party Coalition for 23 years. In many people's eyes this government had become stale and lacking in ideas for Australia's future direction. On 2 December 1972, the Australian Labor Party, led by Gough Whitlam, was elected to government with a bold platform of social change.

The election of the Whitlam government ushered in a tumultuous period in Australian political history. The government suffered a number of political crises, culminating in the ultimate crisis — being dismissed by the governor-general in November 1975. Whitlam government ministers were impatient in wanting to implement change. The first 18 months of the new government were a time of feverish activity, when many past practices were overturned.

By 1972, Australia had been governed by the Liberal–Country Party Coalition since 1949. Prime Minister William McMahon had held the position only since March 1971. He was the third Liberal prime minister since the retirement of Robert Menzies in January 1966. Prime Minister Harold Holt, who succeeded Menzies, drowned near Portsea south of Melbourne in December 1967. At that time McMahon was deputy leader of the Liberal Party and was expected to become prime minister. Unfortunately for McMahon, the leader of the Country Party, John McEwen, declared that his party would no longer serve in coalition with the Liberal Party if McMahon became prime minister. On Monday, 18 December, the day after Holt disappeared, McEwen gave the Governor-General an ultimatum that he would not serve in a government led by McMahon. McEwen also told McMahon he would not serve under him because he did not trust him. Then, after securing the Country Party ministers' agreement, McEwen made his position public. The Liberal Party selected John Gorton as its leader and he became prime minister in January 1968. The government led by Gorton suffered a huge swing against it in the 1969 election and many in his party began to doubt his leadership abilities. McMahon challenged Gorton for party leadership following the election, but was unsuccessful. When McEwen retired from parliament in 1971, the new leader of the Country Party, Doug Anthony, removed the veto over serving with McMahon. In March 1971, Defence Minister Malcolm Fraser resigned from his ministerial position and stood up in parliament to declare that Gorton was 'not fit to hold the great office of prime minister' (see **SOURCE 1**). This led to a leadership challenge and McMahon became Liberal Party leader and prime minister. Although the Menzies era had been considered a period of great stability in Australian government, by 1972 the government appeared divided, and lacking in direction and leadership. The frequent changes in leadership, tension between the Coalition partners and apparent divisions within the Liberal Party had been reflected in opinion polls throughout 1972, with McMahon's approval rating at only 28 per cent.

SOURCE 1 Malcolm Fraser explains his reasons for resigning from his ministerial position, *Hansard*, 9 March 1971

I have now done so as a result of what I have regarded as the Prime Minister's disloyalty to a senior Minister. The Prime Minister, because of his unreasoned drive to get his own way, his obstinacy, impetuous and emotional reactions, has imposed strains upon the Liberal Party, the Government and the Public Service. I do not believe he is fit to hold the great office of Prime Minister, and I cannot serve in his Government.

8.9.2 The 'It's time' campaign

In contrast to the position of the Liberal–Country Party Coalition, the Labor Party appeared united behind leader Gough Whitlam. Whitlam had spent the period since taking over the leadership in 1967 reforming many parts of the Labor Party to make it more appealing to non-traditional Labor voters. The Labor Party's 1972 campaign slogan, 'It's time', is generally considered to be one of the most effective slogans ever used in an Australian election. The 1972 Labor Party theme song stressed the need for a new direction in politics and promised to tackle issues in a fresh, creative manner to take the country into an exciting future (see **SOURCES 2** and **3**). For many voters, Gough Whitlam was a dynamic, forward-looking leader. He was a brilliant speaker, well educated, with the charisma to inspire confidence and enthusiasm among the voting public. He promised a whole range of sweeping changes that would transform the nation (see **SOURCE 4**). To the elation of its supporters, the Labor Party won the election held on 2 December with 67 seats in the House of Representatives to the Coalition's 58 seats. Twenty-three years of conservative government in Australia had come to an end.

SOURCE 2 Gough Whitlam with entertainer Little Pattie and the message of his party's successful 1972 election campaign: 'It's time'

SOURCE 3 'It's time' jingle, as sung by Allison McCallum

Time for freedom, time for moving,
It's time to begin, yes it's time
Time for old folks, time we loved them,
It's time to care, yes it's time
Time for children, time to teach them,
Time it was free, yes it's time
Time for loving, time for caring,
It's time to move, yes it's time
Time for better days to be here,
It's time we moved, yes it's time

SOURCE 4 Gough Whitlam's campaign speech delivered at Bankstown Civic Centre in western Sydney on 13 November 1972. Quoted by G. Freudenberg Whitlam's speechwriter in *A Certain Grandeur*, Sun Books, 1978, pp. 229–38.

Men and Women of Australia!

The decision we will make for our country on 2 December is a choice between the past and the future, between the habits and fears of the past and the demands and opportunities of the future ... It's time for a new government — a Labor government ...

Our programme has three great aims. They are:

- to promote equality
- to involve the people of Australia in the decision-making processes of our land
- to liberate the talents and uplift the horizons of the Australian people ...

Under a Labor government, Commonwealth spending on schools and teacher training will be the fastest expanding sector of Budget expenditure ... We will abolish fees at universities and colleges of advanced education ... We intend to raise the basic pension rate to 25 per cent of average weekly earnings ... We will establish a universal health insurance system ... We will establish a Prices Justification Tribunal ... We will change the emphasis in migration from government to family reunion and to retaining migrants already here ... We are determined to reverse the trend towards foreign control of Australian resources ... We will abolish conscription forthwith ... We will legislate to give Aborigines land rights ...

DID YOU KNOW?

In addition to Little Pattie, other well-known show business and sporting celebrities of the time participated in the 'It's time' video. They included actors Jack Thompson, Jacki Weaver, Lynette Curran and Terry Norris; TV presenters Graham Kennedy and Bert Newton; and singers Col Joye, Judy Stone and Barry Crocker. As is the case today, it was very rare for well-known entertainers to openly support a political party. The video was also interspersed with photographs of Gough Whitlam at various stage of his life.

on Resources

Weblinks 'It's time' speech
'It's time' jingle

8.9.3 Early successes of the Whitlam government

The election result would not be finalised until 15 December, so it would not be possible to finalise membership of the new ministry until then. Instead of waiting for the final election result, Whitlam and his deputy leader, Lance Barnard, formed a two-person Cabinet, dividing the government **portfolios** between them and implementing a wide variety of decisions to put their program into effect. These included:

- abolishing conscription
- withdrawing the last remaining Australian troops from Vietnam
- release from prison of seven young men who had refused to be conscripted
- banning from South Africa sporting teams that had been selected on racial grounds
- instructing Australia's delegates at the United Nations to vote in favour of sanctions against South Africa for its **apartheid** policies
- official recognition of the People's Republic of China, which the previous government had refused to recognise because it was communist. The Coalition had officially recognised the Guomindang regime on Taiwan as the official government of China for the previous 23 years.
- the establishment of a Commission to investigate Indigenous land rights
- the establishment of an interim Schools Commission
- removal of sales tax on the contraceptive pill, to make it cheaper for women
- re-opening the equal pay case for women before the Arbitration Commission, and the appointment of a woman to that commission.

SOURCE 5 Whitlam and his deputy, Lance Barnard, formed a two-person ministry for the first two weeks of the new government.

DID YOU KNOW?

During the apartheid era in South Africa, sporting teams travelling to other countries were selected on racial grounds. In the winter of 1971, a tour of Australia by the South African rugby team led to protests, demonstrations, and a refusal by six Australian players to compete against the South Africans. The McMahon government refused to act on the issue, but once the Whitlam government was elected, a ban on all official Australian sporting contacts with South Africa was imposed, which lasted until the early 1990s, when apartheid was abolished.

Once the full ministry had been appointed, the new government continued the rapid pace of implementing its program. Over the next year or so, the following policies were implemented:

- the establishment of an ongoing Schools Commission to administer the payment of additional funding to schools through programs such as the Disadvantaged Schools Program
- the abolition of all fees for higher education
- the establishment of the Tertiary Education Assistance Scheme to provide means-tested financial support to tertiary students
- the creation of the first Office of Women's Affairs to promote gender equality, and the appointment of a women's adviser to the prime minister
- the introduction of a supporting mother's benefit for single mothers not entitled to a widow's pension
- the establishment of the Royal Commission on Aboriginal Land Rights in Federal Territories
- the granting of funds to establish the Northern and Central Land Councils and to gain legal support for land rights claims. Whitlam had visited Aboriginal activists protesting in front of Parliament House in February 1972 (see **SOURCE 6**).
- abolition of the death penalty for all federal crimes
- the establishment of Legal Aid offices in all states to assist those who had to go to court, but could not afford a lawyer
- lowering of the voting age for federal elections from 21 to 18 years
- the establishment of the Department of Urban Development to fund the installation of sewerage pipes in outer suburban areas that had previously been unsewered
- setting up a process for providing direct financial grants to local councils for a variety of projects
- the beginnings of multiculturalism in Australia through the abolition of what remained of the White Australia policy and promotion of the idea that people of different backgrounds should not have to abandon their cultural heritage in order to participate in the life of their adopted country
- commencement of legal action in the International Court of Justice to prevent France from testing nuclear weapons in the South Pacific
- granting self-government to Papua New Guinea, which had been governed as an Australian territory since 1920.

DID YOU KNOW?

France began atmospheric testing of nuclear weapons on Mururoa atoll in the Pacific Ocean in 1966. Many nations in the Pacific region objected to this and, in 1973, the Whitlam government in Australia and the Labour government of New Zealand took action in the International Court of Justice to stop the testing. The case was finalised when the French government agreed to stop atmospheric testing in 1974 and only continue with underground tests.

Despite the clear mandate from the voters to implement its promises, the Whitlam Government often met with obstruction in the Senate, where it did not have a majority of seats. By early 1974, the Opposition in the Senate, with the help of the DLP, had blocked 19 pieces of legislation, six of them twice. Before long, it would force the government to an early election.

SOURCE 6 Gough Whitlam and Kep Enderby, federal member for the ACT, meeting with Aboriginal activists in front of Parliament House in February 1972

8.9 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

8.9 Exercise 1: Check your understanding

1. **HS1** Outline two examples of apparent divisions within the Liberal Party in the late 1960s and early 1970s.
2. **HS1** Why might this government have been seen to be lacking in direction?
3. **HS2** Using information in the text, create a timeline showing the events leading from Harold Holt's death to William McMahon becoming prime minister of Australia.
4. **HS1** What actions had Gough Whitlam taken in the late 1960s to make the Labor Party more appealing to traditional non-Labor voters?
5. **HS1** Outline some of the personal characteristics that made Whitlam appear such an effective leader.
6. **HS1** Why might it be so significant for Australia that 23 years of conservative government had come to an end?
7. **HS1** Identify two actions carried out by the two-person ministry of Whitlam and Barnard that were directly related to promises made during the election campaign (refer to **SOURCE 4**).
8. **HS1** What changes did the Whitlam government make in its first 18 months that were of benefit to:
   (a) Australians under 25 years of age
   (b) women
   (c) Aboriginal Australians?

8.9 Exercise 2: Apply your understanding

1. **HS3** What does John McEwan's refusal to serve under William McMahon tell us about potential problems within the Liberal–Country Party in the late 1960s?
2. **HS3** Identify the faults that Malcolm Fraser accused John Gorton of displaying in **SOURCE 1**. In your opinion, what does this suggest about the character of Malcolm Fraser?
3. **HS3** What image was Gough Whitlam trying to convey in the publicity photo shown in **SOURCE 2**?
4. **HS3** Describe the message of the 'It's time' campaign as shown in **SOURCE 3**.
5. **HS3** Study **SOURCE 4**. What were the three 'great aims' Whitlam proposed?
6. **HS1** Identify the significant groups in Australia that Whitlam sought to address in **SOURCE 4**.
7. **HS3** What message would Gough Whitlam have wanted to convey in **SOURCE 6**? Consider how powerful this image is in conveying this message. What is the value of such a source to a historian researching this period of Australian history?
8. **HS4** Outline three actions of the Whitlam government that were directly opposite to the policies of the previous government.
9. **HS4** Identify four ways in which the Whitlam government demonstrated its intention to make further changes to Australian society in the future.
10. **HS5** Discuss three reasons why you believe Whitlam and the Labor Party were successful in winning the 1972 election after 23 years in opposition.

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8.10 The Whitlam dismissal, 1975

8.10.1 The 1974 election

Over time, the Whitlam government experienced mounting problems and, in October 1975, a political crisis erupted when the Senate refused to pass legislation that would allow the government to spend money raised in taxes. After several weeks of drama, on 11 November the Governor-General, Sir John Kerr, dismissed the Whitlam government and appointed Liberal Party leader Malcolm Fraser as caretaker prime minister. Fraser won the election called for 13 December 1975 and the Labor Party lost 30 of its 66 seats.

However, the Whitlam government's problems had started well before the dismissal in 1975. Less than 18 months after the December 1972 election, the Whitlam government found itself going back to the voters to seek support to continue its policies. The election arose through a number of factors.

The senate situation

Australian voters today are used to Senate elections occurring at the same time as House of Representatives elections. This was not the case for much of the 1960s and early 1970s. When Prime Minister Menzies called an election a year early in 1963, only a House of Representatives election was held. This meant that regular half-Senate elections were held in 1964, 1967 and 1970, with new Senators taking up their positions from 1 July of the following year in each case. This meant that a Senate election was due to be held in the first half of 1974, before 1 July, when half the Senators' terms would expire.

The threat to block supply

Under the government budgetary processes that applied at the time, the government's annual budget was presented in August. The budget would allocate money to be spent for the remainder of the financial year, until 30 June of the following year. This meant that the government would have to present legislation to grant it the right to spend money (known as 'supply') for the first months of the new financial year, from 1 July to mid-August. This was usually done in April in preparation for the new financial year. In April 1974, the Liberal–Country Party Opposition in the Senate used its numbers to postpone a vote on these supply bills, in the hope of forcing Whitlam to hold a House of Representatives election along with the half-Senate election.

Double dissolution and joint sitting

Whitlam responded to the threats from the Senate by advising the Sir John Kerr, the Governor-General, to call a **double dissolution**, citing the six bills that had been twice rejected by the Senate as the grounds. The election was scheduled for 18 May and Whitlam campaigned on the basis of not having been given a chance to carry out his program, using the slogan 'Give Gough a Go'. The government was returned with a slightly reduced majority in the House of Representatives, but still no majority in the Senate. Although it had gained three additional Senators, it still only held 29 of the 60 Senate seats. Following the election loss of 1974, Liberal Party leader Billy Snedden was challenged for his position by Malcolm Fraser, but Snedden was able to win the party room vote.

Section 57 of the Australian Constitution allows for a joint sitting of the two houses of parliament to be held if the Senate continues to refuse to pass government legislation after a double dissolution election. Such a joint sitting was held on 6 and 7 August 1974, and it passed all six bills (see **SOURCE 1**). One of these was the legislation that allowed the Australian Capital Territory and Northern Territory to be represented in the Senate, while two other bills established the universal healthcare system, Medibank (now known as Medicare).

SOURCE 1 Gough Whitlam, speaking at the joint sitting of parliament, 6 August 1974

We are witnessing for the first time a Joint Sitting of the House of Representatives and the Senate of Australia. It is the first time that the members of both Houses have sat together as a single legislative body.

... It has come about because of the repeated refusal of the Senate to pass legislation which has been approved by the House of Representatives — the people's House, the House where alone governments are made and unmade. It has come about because despite two successive election victories by the Australian Labor Party, despite the clear endorsement by the Australian people at the elections only 11 weeks ago of the Party's policies and of the specific measures now before us, the Senate and the Opposition are still resolved to obstruct the Government's program and to frustrate the will of the people.

... The repeated rejection of this Bill is part of a pattern of obstruction adopted by the Opposition since the Australian Labor Government came to power. It has been rightly described by Sir Robert Menzies as a falsification of popular democracy. Writing in 1968, Sir Robert said:

It would be a falsification of democracy if on any matter of Government policy approved by the House of Representatives, possibly by a large majority, the Senate representing the States and not the people could reverse the decision.

DID YOU KNOW?

Campaign memorabilia from the Whitlam era has become collectable. T-shirts featuring the 'It's time' slogan (see subtopic 8.9 **SOURCE 2**) are the most sought after and can fetch $100 if in mint condition. Campaign badges for the 1974 election campaign featuring catch cries such as 'We want Gough', 'Give Gough a Go' and 'Shame, Fraser, shame' can be found online. Interest by collectors was stimulated by the death of Gough Whitlam in 2014 and the fortieth anniversary of the dismissal in 2015.

8.10.2 Difficulties and scandals

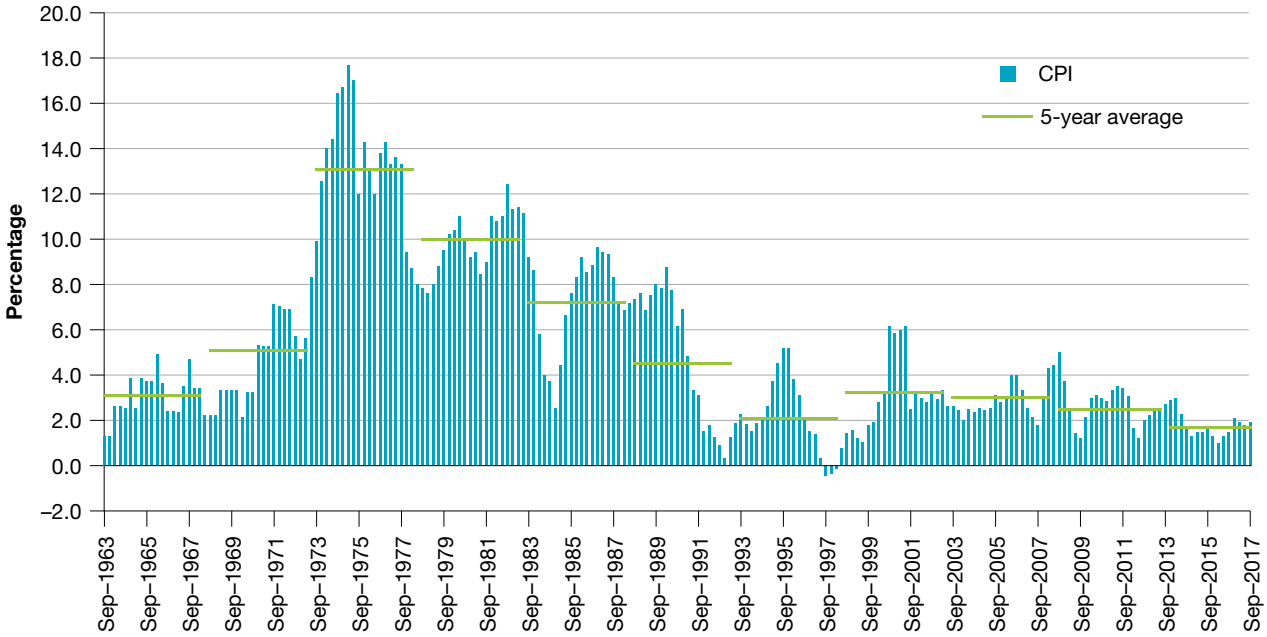
As the Whitlam government settled into its second term, a variety of challenges arose, as well as events regarded by many as government scandals. In March 1975, Malcolm Fraser again challenged Billy Snedden for the Liberal Party leadership and this time he was successful. He was to prove a more formidable opponent for Whitlam and was very successful at highlighting problems within the government.

Economic challenges

In October 1973, members of the Organization of Arab Petroleum Exporting Countries (OAPEC) imposed restrictions on the export of oil to western countries. This was in response to the USA's support of Israel in the Arab–Israeli War of that year. The restrictions on oil supply caused large increases in the international

price of oil so that by March 1974, the price of oil had quadrupled since the previous October. This rapid rise in oil prices led to problems of **inflation** within a number of western countries, including Australia. Australians had been used to an inflation rate of around 5 per cent in the early 1970s, but this rose rapidly after October 1973, eventually reaching as high as 18 per cent by early 1975 (see **SOURCE 2**). This rise in prices led to demands for wage increases, which in turn put pressure on business costs, further pushing up the inflation rate. The continued high rate of spending by the Whitlam government on its social program also contributed to the high inflation rate. Naturally the Opposition in parliament were quick to use these economic difficulties as a weapon against the government.

SOURCE 2 Australia's annual rate of inflation 1963–2017



Source: Source ABS 6401.0, RBA

Claims of 'impropriety'

In late 1974, the government sought to borrow $4 billion from overseas, through a dealer called Tirath Khemlani. The method of borrowing and the dealer engaged to arrange it were outside the normal channels for such a loan, and eventually the idea was abandoned. This became known as the Loans Affair, and it seriously harmed the reputation of the government, because it could be accused of doing secret deals and not following correct procedures. While this was happening, Whitlam was also forced to reshuffle his Cabinet several times. Minister for Minerals and Energy, Rex Connor was forced to resign because he had been the architect of the Loans Affair. In addition, Treasurer Jim Cairns was also required to resign, because he misled parliament over the Loans Affair, and because he was accused of having an extramarital affair with his private secretary. The government was beginning to take on an air of scandal. In early 1975, Whitlam offered his former deputy, Lance Barnard, a diplomatic post in Scandinavia, which led to a by-election in Barnard's seat of Bass in northern Tasmania. The by-election, held in June 1975, saw a swing of over 14 per cent to the Liberals in a seat that had been held by Labor for more than 35 of the previous 40 years.

Stacking the senate

After the 1974 election, the 60-member Senate included 29 ALP government senators, 29 Liberal–Country Party Coalition senators, and two independents, one of whom had previously been a Liberal politician in South Australia, while the other joined the Liberal Party in February 1975. So by early 1975, Whitlam

faced a Senate with half its members opposed to his government. In February 1975, Labor Senator Lionel Murphy resigned from the Senate to take up a position as a Justice on the High Court of Australia, creating a Senate vacancy in New South Wales. It had been accepted practice that when a Senate vacancy occurred, the relevant state government would appoint a person nominated by the same political party to fill the vacancy, but the Liberal Premier of NSW appointed an independent Senator. In June 1975, a Labor senator from Queensland died, and the Country Party premier of that state also refused to accept the nomination of the Labor Party to fill the vacancy. Instead he appointed a man named Albert Field, who was nominally a Labor Party member, but who was known to be anti-Whitlam. The ALP immediately expelled Field from the party, so he was effectively another independent. This meant that by mid 1975, the Labor government had only 27 Senators whose votes it could rely on, while the Opposition had 30.

8.10.3 The dismissal

In August 1975, Treasurer Bill Hayden presented the government's budget for 1975–76 to parliament. In order for the budget to be implemented it has to be voted on by both houses of parliament, so that 'supply' can be granted to the government. When the relevant bills came before the Senate on 16 October 1975, the Opposition decided to postpone a vote on them, hoping to force the government to hold an election. Opinion polling and the result in the Bass by-election in June had given Malcolm Fraser and the Coalition confidence that they could win such an election. The deadlock continued in parliament into early November, until the Governor-General, Sir John Kerr, dismissed the government at around 1 pm on 11 November, appointed Malcolm Fraser as caretaker prime minister and called an election to be held on 13 December. By late afternoon in Canberra, a crowd had gathered outside Parliament House calling 'We want Gough' (see **SOURCE 3**). In other cities of Australia, students and unionists stormed Liberal Party headquarters and staged mass demonstrations protesting the sacking. The election campaign was one of the most bitterly fought in Australia's history. The Labor Party adopted the call from outside parliament on 11 November — 'We want Gough' — as its campaign slogan, and attempted to paint the Coalition as representing big business instead of ordinary people. The Liberal and National–Country Parties ran a campaign highlighting what they saw as the Labor government's failures. In the subsequent election, the Coalition led by Malcolm Fraser won 91 seats to Labor's 36 in the biggest landslide victory in Australia's history.

SOURCE 3 Shortly after the dismissal, Gough Whitlam appeared on the steps of Parliament House to deliver one of the most famous speeches in Australian political history.

Ladies and gentleman, well may we say God Save the Queen because nothing will save the Governor-General. The proclamation which you have just heard read by the Governor-General's official secretary was countersigned 'Malcolm Fraser', who will undoubtedly go down in Australian history from Remembrance Day 1975 as Kerr's cur.

on Resources

Video eLesson Powerful words: Gough Whitlam's dismissal speech (eles-2627)

Weblink Dismissal speech

SOURCE 4 The front pages of *The Courier Mail* and *The Australian* newspapers, 12 November 1975, reporting on the dismissal of Gough Whitlam and the forthcoming election

The Courier-Mail

BRISBANE, WEDNESDAY, NOVEMBER 12, 1975

'Well may we say God save the Queen, because nothing will save the Governor-General' — GOL WHITLAM

'The Governor-General has acted in accordance with his duty under the Constitution' — SIR JOHN KERR

SACKING, FURY, NOW TO ELECTIONS

On Dec. 13

Govt. House gate clash

'Dirty' campaign tip

Group will take charge

'Never by the Queen'

THE AUSTRALIAN

'It is for the people now to decide the issue which the two leaders have failed to settle'

'Well may we say God save the Queen. Because nothing will save the Governor-General'

IT'S DECEMBER 13

That was the day that was

Whitlam fury aimed at Kerr as Fraser takes over

Protesters in fierce brawls with police

Sacking sparks a boom in shares

Strikers defy Hawke call for restraint

8.10.4 Was the dismissal justified?

The dismissal of the Whitlam government was a political crisis that came to be one of the most hotly debated issues in recent Australian history. Was it appropriate for a democratically elected government to be dismissed in this way by an unelected governor-general? On the other hand, were the voters not entitled to pass judgement on a government mired in scandal and controversy? In assessing the different views on the dismissal, the following points can be considered:

- The governor-general has the constitutional power to dismiss a government. Sections 62 and 64 of the Australian Constitution give the governor-general the power to appoint any member of parliament to the position of minister, including prime minister, and to dismiss a member from holding that position. The normal convention is that those holding these positions will be appointed from the party that has a majority of seats in the House of Representatives, although this is not specified in the Constitution.
- The governor-general is expected to act on the advice of his or her ministers. Section 63 of the Constitution refers to the governor-general acting in this way. This would generally mean that the advice of the prime minister or another minister should take precedence over any other advice a governor-general might seek from any other person.
- In order to break the deadlock over supply between the two houses of parliament, Prime Minister Whitlam proposed holding an election for half the Senate, which would have allowed the two new senators from each of the territories to be elected. He advised Governor-General Sir John Kerr of this on 11 November and that he would follow his advice. Instead, John Kerr told Whitlam that he would be withdrawing his commission as prime minister and appointing Malcolm Fraser as caretaker prime minister.
- On 19 October 1975, Kerr contacted Whitlam asking for his approval to consult with the Chief Justice of the High Court, Sir Garfield Barwick, on the constitutional issues arising from the deadlock over

supply. Whitlam refused, believing that the Governor-General was required to follow the advice of his ministers, not that of the Chief Justice. Kerr sought Barwick's opinion anyway, initially in secret, although the Chief Justice released his advice publicly a week after the dismissal. Barwick's position was that the governor-general had a duty to dismiss a prime minister who could not guarantee supply (see **SOURCE 5**).

- In addition to seeking the advice of Chief Justice Barwick, Kerr had for some months also sought the advice of another High Court Justice, Sir Anthony Mason, in relation to the constitutional powers of a governor-general to dismiss a prime minister. Kerr had done this without even seeking Whitlam's approval. Mason later maintained that he had advised Kerr that he had the power to dismiss the prime minister, but that he had an obligation to warn Whitlam beforehand of his intentions (see **SOURCE 6**).
- Kerr was unwilling to warn Whitlam that he was considering dismissing him. The appointment of the governor-general is made by the Queen, acting on the advice of the prime minister of Australia. Kerr feared that if he warned Whitlam of his intentions, Whitlam would request that the Queen withdraw his commission as Governor-General.
- At the time of the dismissal, both Malcolm Fraser and Sir John Kerr claimed that Fraser had not known of Kerr's plan to dismiss Whitlam until the time that it actually happened. This has now been shown to be untrue. Some writers have asserted that Kerr was in contact with Fraser for at least a week before the dismissal. In June 2006, Fraser signed a statutory declaration confirming that he had taken a phone call from Kerr at 9.55 am on 11 November 1975 in which Kerr warned him of his plan to dismiss Whitlam, and discussed the conditions under which he would appoint Fraser as caretaker prime minister (quoted in Kelly, P. and Bramston, T., *The Dismissal*, 2015, p. 23).
- Irrespective of the rights and wrongs of the dismissal, many would argue that the people had the final say on the issue through their votes on 13 December at the election. The huge swing against the government would support the view that Sir John Kerr made the correct decision.
- Others would argue that an election was not due until May 1977, and that the government should have had an opportunity to run its full term before being judged by the voters. It could be argued that the opposition led by Malcolm Fraser was being opportunistic in forcing an election at a time when the government was facing difficulties.

SOURCE 5 Barwick's written advice to Kerr on 9 November 1975

... a Prime Minister who cannot ensure supply to the Crown, including funds for carrying on the ordinary services of Government, must either advise a general election ... or resign. If, being unable to secure supply, he refuses to take either course, Your Excellency has the constitutional authority to withdraw his Commission as Prime Minister.

(Quoted in Kelly, P. and Bramston, T., *The Dismissal*, 2015)

SOURCE 6 Article by Sir Anthony Mason, published in Fairfax newspapers, 27 August 2012

In his writings since 9 November 1975, Sir John has strongly defended his decision not to warn Mr Whitlam. Although he did not discuss his reasons for that decision with me before or after the dismissal, my impression is that Sir John thought that warning the prime minister might lead to Her Majesty becoming embroiled in the Australian constitutional controversy and that he wanted to avoid such an outcome.

Despite my disagreement with Sir John's account of events and his decision not to warn the Prime Minister, I consider that Sir John was subjected to unjustified vilification for making the decision which he made. I consider and have always considered that Sir John acted consistently with his duty except in so far as he had a duty to warn the Prime Minister of his intended action and he did not do so.

Even after more than 40 years, and the deaths of Gough Whitlam in 2014 and Malcolm Fraser in 2015, opinion remains divided on the issue of the dismissal, although most would agree that the events of November 1975 represent a major political crisis in Australian history.

8.10 ACTIVITY

Research the careers of Gough Whitlam, Malcolm Fraser and Sir John Kerr in the years following the dismissal to describe how each was affected in the longer term by their actions at the time.

Determining historical significance

8.10 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

8.10 Exercise 1: Check your understanding

1. **HS1** Why was it necessary to hold a half-Senate election before 30 June 1974?
2. **HS1** What are 'supply' bills?
3. **HS1** What did the Opposition hope to achieve by refusing to pass the supply bills in April 1974?
4. **HS1** Outline two key changes that came about as a result of the joint sitting of parliament in August 1974.
5. **HS1** The Whitlam government was confronted with a major economic challenge during 1974–75.
   (a) What was this challenge?
   (b) Why had this problem arisen?
6. **HS1** Identify and explain two ways in which the Whitlam government appeared to be involved in scandals by 1975.
7. **HS1** Why were Senate numbers a serious problem for the government by mid-1975?
8. **HS1** Refer to section 8.10.1 to answer the following questions.
   (a) Why did the Coalition parties decide to postpone the Senate vote on supply?
   (b) What made the Coalition parties believe they could win an election if one were held at that time?
   (c) How did Governor-General Kerr resolve the deadlock?
9. **HS1** What was the result of the election held in December 1975?
10. **HS1** Identify and explain two arguments that could be put forward in favour of the dismissal of Gough Whitlam by Sir John Kerr in November 1975.
11. **HS1** What are two arguments that could be put against the fairness and legitimacy of the dismissal?

8.10 Exercise 2: Apply your understanding

1. **HS3** Examine **SOURCE 1**.
   (a) What accusation is Whitlam directing at the Opposition parties?
   (b) Why do you think Whitlam quoted Robert Menzies in his speech?
2. **HS3** Examine **SOURCE 2**.
   (a) What was the five-year average rate of inflation at the time of the election of the Whitlam government?
   (b) When did the inflation rate peak at almost 18 per cent?
   (c) What was the inflation rate by September 1975?
   (d) During what period did the five-year average finally drop below 10 per cent?
   (e) Why would soaring inflation rates as shown in the graph represent a problem for a government?
3. **HS3** Study **SOURCE 3**.
   (a) Describe what is happening and explain the significance of this photograph for Australia's political history.
   (b) What do you think Whitlam meant when he declared that 'nothing will save the Governor-General'?
   (c) What is a cur? Why do you think Whitlam used this term in reference to Malcolm Fraser?
4. **HS3** According to **SOURCE 5**, what grounds did Sir Garfield Barwick believe that the Governor-General had to dismiss Whitlam?
5. **HS3** From **SOURCE 6**, explain what Sir Anthony Mason believes Sir John Kerr should have done before dismissing Whitlam.
6. **HS3** Even though Kerr did not follow Mason's advice completely, what is Mason's view of the dismissal?
7. **HS5** It has been argued that leaders of the Liberal Party believed that they were the natural party of government in Australia, and had never been able to accept being defeated in 1972 or 1974. Explain whether or not you agree with this suggestion, and provide reasons and examples to back up your opinion.
8. **HS2** To what extent do you believe that the Whitlam government was ultimately responsible for its own fate and lost government because of its mistakes and scandals? Compile a timeline of the key events of the Whitlam period (1972–75) to assist you with this task.

9. **HS6** Almost every participant in the dismissal of the Whitlam government has written an account from their own point of view. Historians and political journalists have produced dozens of books on the subject, which makes it is one of the most intensely scrutinised events in Australian political history. Consider the following:
   (a) What impact did the dismissal have on the Australian public at the time?
   (b) Was the dismissal of the Whitlam government 'an attack on democracy' as some portrayed it at the time? Give reasons for your answer.
   (c) Since 1981, governments in Australia have held a majority in the Senate for only one brief period, from 2005 to 2008, and yet there has never been another dismissal. What do you think this tells us about the long-term legacy of the events of that time?

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

8.11 The Whitlam legacy

8.11.1 Domestic legacy

After decades of very slow and minimal change in government activity in Australia, the Whitlam era saw almost revolutionary change in almost every aspect of Australian life. To many people, such change was considered unnecessary and possibly even dangerous. When the pace of change is so rapid, mistakes can easily be made, and it may not be so surprising that the Whitlam era ended in political crisis. Nevertheless, many of the changes of the Whitlam government proved to be permanent and have endured to this day.

In addition to the changes mentioned in section 8.9.3, the Whitlam government achieved many other reforms and advances in domestic policy that still influence us today:

- It substantially increased federal government spending on higher education. During its time in government, it increased government grants by 348 per cent and student assistance by 98 per cent. From 1969 until to the end of the Whitlam era, government spending on higher education doubled.
- The funding of universities and colleges of advanced education became a Commonwealth Government responsibility from the beginning of 1974. The Whitlam government began the process of setting up Deakin University in Geelong and put additional funding into a variety of specialised university programs, such as the funding of a pioneering Faculty of Medicine at Newcastle University.
- Whitlam took the view that education was a public benefit and that expenditure on education would not just help individuals get better qualifications, but would provide a boost to the nation as a whole. In the early 1950s, the Commonwealth Government had provided 2 per cent of education funding across the nation, with the balance coming from state governments. By the early 1960s the Commonwealth's contribution had risen to around 9 per cent. The Whitlam government introduced the most dramatic increases to education funding in Australia's history to that time, so that by 1975–76, Commonwealth funding for education had risen to almost 42 per cent.
- The establishment of a universal healthcare system is a lasting legacy of the Whitlam era. The legislation establishing the first scheme was passed by the joint sitting of parliament in August 1974 and was known as Medibank. It saw the introduction of bulk billing for visits to the doctor, the expansion of community health services and treatment for no charge in public hospitals. In 1981, the Fraser government effectively abolished universal health cover by converting Medibank into a medical insurance fund. In 1983, the Labor Party under the leadership of Bob Hawke promised to re-introduce a universal health scheme and was successful in defeating the Fraser government. Universal health cover was reintroduced in 1984 under the name of Medicare, and it has remained as an important part of our health system ever since.
- The Whitlam government ended a number of discriminatory practices related to immigration and citizenship. People from anywhere in the world could apply for a tourist visa to visit Australia, removing the previously discriminatory practice of giving preference to tourists from northern Europe

and North America. The Citizenship Act was reformed to remove the provisions that had given immigrants from the United Kingdom precedence over Asians and other nationalities when applying to take up Australian citizenship. The government also encouraged support for non-English-speaking migrants through the creation of radio programs in community languages, establishing migrant education centres and funding the provision of multilingual welfare officers and interpreters for emergency telephone services.

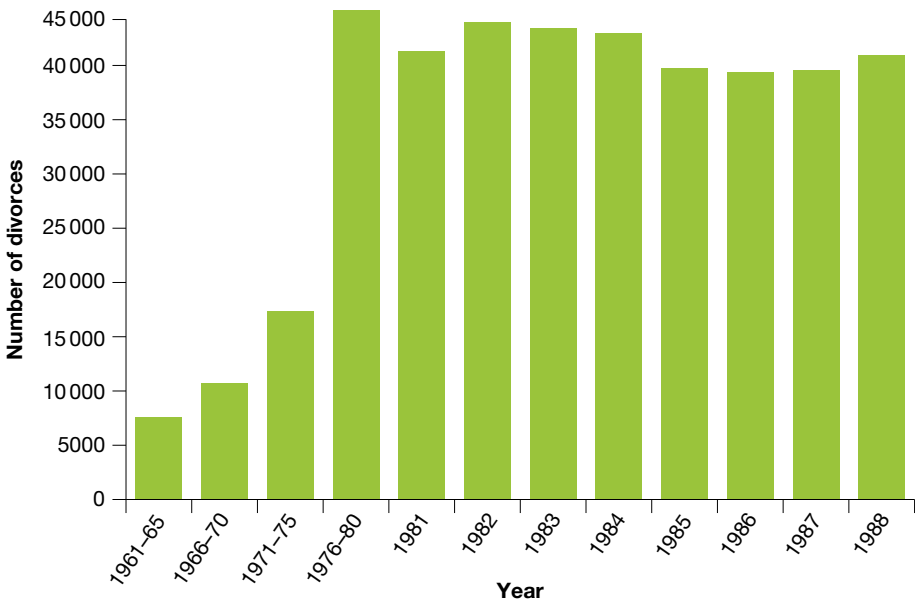
- In 1975 Whitlam formally returned areas of traditional land to the Gurindji people of the Northern Territory. During the period of the Whitlam government, funding for Aboriginal affairs was increased almost sixfold. In the 1971–72 budget, the previous Liberal government had allocated $23 million to Aboriginal affairs. By the time of the 1975–76 budget, this had been increased to $141 million. Whitlam also established the Federal Ministry for Aboriginal Affairs and created the National Aboriginal Consultative Committee (NACC) to provide advice to the minister. The Whitlam government also repealed Section 64 of the old *Migration Act 1958*. Under this provision, Aboriginal people had been required to seek government permission if they wished to leave Australia. Removing this restriction helped provide Aboriginal people with the same rights as other Australian citizens. The *Racial Discrimination Act 1975* came into operation on 11 June 1975 and was the first piece of human rights legislation passed by any Australian government (see **SOURCE 1**).

SOURCE 1 Extract from Gough Whitlam's speech at the launch of the Office of the Commissioner for Community Relations in 1975

The *Racial Discrimination Act* 1975 wrote it firmly into the legislation that Australia is in reality a multicultural nation, in which the linguistic and cultural heritage of the Aboriginal people and of peoples from all parts of the world can find an honoured place ... For the first time Australia affirmed its opposition to all forms of racial discrimination ... The Act, inadequate as it is in many respects, is still the best guarantee that Australians have ever had that the dark forces of bigotry and prejudice which have prevailed so often in the past will never again be able to exercise influences far greater than their numbers in the community.

- The principle of no-fault divorce was introduced with the enactment of the *Family Law Act 1975*. Prior to 1975, there had been 14 different grounds for divorce. Most of these required the person who wanted a divorce to prove fault on the part of their partner. The Family Law Act established the single grounds of irreconcilable breakdown of the relationship as the sole basis for divorce. This led to an immediate increase in the divorce rate, although the rate stabilised during the 1980s (see **SOURCE 2**).

SOURCE 2 Graph showing divorce rate in Australia, 1961–88



- Other significant domestic reform policies of the Whitlam government included the creation of Albury–Wodonga as a significant regional centre designed to encourage decentralisation away from the major capital cities; the re-design of the Australian passport, so that it no longer referred to Australians as British subjects; the establishment of important Australian cultural institutions such as the Australian Film Commission, the Australia Council, the Australian Heritage Commission, the Australian National Parks and Wildlife Service, a National Film and Television School, and the Australian National Gallery; and the creation of important bodies for monitoring and improving legal processes, such as the Trade Practices Commission and the Australian Law Reform Commission.

8.11.2 Foreign policy legacy

Whitlam wanted Australia to have a foreign policy that reflected the particular interests of this nation, particularly in relation to its immediate region. He believed that Australia should pursue its own international priorities, not just reflect its traditional ties to Britain and the United States. He wanted to ensure that Australia would no longer blindly follow its allies into wars such as that in Vietnam, and to remove the notion that our choice of allies should be determined primarily by our traditional racial and English-speaking similarities to countries such as the US and Britain. He had a vision of Australia as a leading international advocate for human rights, justice and tolerance. In order to achieve these aims, the following policies were pursued:

- Whitlam was a strong supporter of international human rights treaties and wanted them to become part of the Australian legal framework. He felt that it was important for Australia to be seen as a leading international leader in this area. The Whitlam government was quick to **ratify** the International Covenant on Civil and Political Rights and the International Covenant on Economic, Social and Cultural Rights. Six other international conventions were ratified during the Whitlam era, and the government also provided international support and advocacy for an additional five international human rights agreements. Whitlam was a strong supporter of the United Nations, and wanted to see Australia take its place as a leading participant in UN activities. To this end, his government committed increased resources to UN bodies such as the World Health Organization (WHO), the International Labour Organization (ILO), and the United Nations Educational, Scientific and Cultural Organization (UNESCO). By enacting the *Racial Discrimination Act 1975*, the government was able to implement the UN's 1965 Convention on the Elimination of All Forms of Racial Discrimination (see **SOURCE 3**).
- Australia established diplomatic relations with China and appointed Dr Stephen Fitzgerald, a well-known expert on China, as Australia's ambassador to Beijing. The Chinese government also agreed to open an embassy in Canberra. Australia's diplomatic recognition of China created a new, friendlier relationship with that country. It provided the basis for an expansion in trade between the two countries, the beginning of a number of cultural exchange programs and a booming two-way tourism trade that has had benefits for both countries (see **SOURCE 4**). Today China is Australia's largest trading partner, providing over 50 per cent of our export income and selling us almost 40 per cent of our imports.
- Australia gained control of British New Guinea in 1906, renaming it the Territory of Papua. In 1920, the League of Nations granted Australia control over the former German colony of New Guinea. After World War II, Australia continued to administer the combined territories of Papua and New Guinea under a UN trusteeship, with the understanding that the territories would eventually gain independence. Previous governments had made very little progress towards this goal, but Whitlam was a strong believer in self-determination for the former colonies of the European imperial powers. His government acted quickly, granting Papua New Guinea self-government in 1973 and independence in 1975.
- The Whitlam government initiated a number of additional foreign policy changes, including instructing Australia's representatives at the UN to support self-determination for the continuing African colonies of Angola, Mozambique and Southern Rhodesia (now Zimbabwe); decreasing the

emphasis on military agreements such as SEATO and looking instead at creating peaceful agreements with countries in the Asian region, such as China and Japan; promoting greater acknowledgement of Australia's national identity and independence by replacing the British national anthem of 'God Save The Queen' with a uniquely Australian anthem; the introduction of the a new system of honours known as the Order of Australia to replace the outdated system of imperial honours; and reinforcing the High Court of Australia's position as the country's highest court, by abolishing legal appeals to the Privy Council in Britain.

SOURCE 3 Whitlam's view of Australia's role in international relations. Australia, House of Representatives, *Debates*, 1973, pp. 2643–4.

Australia's international relations, like those of any other country, must always be directed to maintaining the nation's security and integrity. An approach to foreign policy, however, which is solely an extension of defence policy ... will, in the long run, distort both foreign and defence policies.

The change in the Australian government came at a time of very great changes in international relations ...

The central aim of my government's foreign policy will be to do all we can as a medium-sized power to help all nations, including the great powers and not least our great ally, to make the most of the new opportunities now presenting themselves ...

SOURCE 4 Photograph showing Prime Minister Gough Whitlam with Premier Zhou Enlai during Whitlam's 1973 visit to the People's Republic of China

DID YOU KNOW?

After watching TV coverage of Gough Whitlam's visit to China, a young high school student named Kevin Rudd wrote to Mr Whitlam to ask his advice on how he might become a diplomat. Whitlam's advice was that he should learn a foreign language. Rudd went on to study at the Australian National University in Canberra, gaining first class honours in Chinese language and history. He then spent time as a diplomat at the Australian embassy in Beijing. When he became prime minister of Australia in 2007, he was the only western leader who was fluent in Mandarin.

The Whitlam government came to power at a time when the Liberal–Country Party Coalition was divided, and appeared to lack any appetite to implement the sort of changes the Australian people were seeking. Gough Whitlam himself struck a chord with the voters, and his vision inspired many to see that a new and different future was possible. While the government made mistakes, constant obstruction from an opposition-controlled Senate created a sense of crisis that prevented Whitlam and his government from achieving all of their vision. In the end, the refusal to pass the supply bills and the actions of Governor-General Kerr precipitated a constitutional drama that many believe is the most significant political crisis Australia has experienced. Despite this, much of Whitlam's legacy remains and the three years of his government is widely regarded as a major turning point in Australia's political history.

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8.11 EXERCISES

Historical skills key: HS1 Remembering and understanding **HS2** Sequencing chronology **HS3** Using historical sources as evidence **HS4** Identifying continuity and change **HS5** Analysing cause and effect **HS6** Determining historical significance

8.11 Exercise 1: Check your understanding

1. **HS1** In what ways did the Whitlam government make significant changes to education during its time in government?
2. **HS1** Explain the legacy of the Whitlam government in the area of healthcare.
3. **HS1** How did Whitlam set out to keep his original 1972 promises to Aboriginal people?
4. **HS1** In what ways did the Whitlam government embrace international human rights treaties and agreements?
5. **HS1** Why did Whitlam hasten the process of granting independence to Papua New Guinea?
6. **HS1** How did Whitlam seek to reinforce Australia's independence from Britain?

8.11 Exercise 2: Apply your understanding

1. **HS3** Use **SOURCE 1** to explain Whitlam's view of the value of the Racial Discrimination Act.
2. **HS3** Using **SOURCE 2**, what would you conclude was the impact of the *Family Law Act 1975*?
3. **HS3** Why there were fewer divorces before the Family Law Act than after it came into effect?
4. **HS3** Explain how some people might use **SOURCE 2** as the basis for criticising the Family Law Act.
5. **HS3** What are the two key ideas in **SOURCE 3** that Whitlam thought should form the basis of Australia's international relations?
6. **HS3** What did Whitlam consider to be an approach to foreign policy that would 'distort both foreign and defence policies'?
7. **HS3** Identify the main aim that Whitlam identifies as central to his government's foreign policy.
8. **HS3** Which nation is he referring to with the words 'our great ally'.
9. **HS3** What was the message you believe the photographer of **SOURCE 4** was attempting to convey? Explain how both opponents and supporters of the Whitlam government within Australia might have reacted to a photo such as this.
10. **HS4** Identify and explain two examples of the way in which the Whitlam government changed the direction of Australian foreign policy.
11. **HS4** Despite changes and new initiatives, the government continued at least one broad policy direction that had existed for 30 years. What was that policy?
12. **HS6** The establishment of diplomatic relations with China was an important and significant step for the Whitlam government.
    (a) What impact do you believe it may have had on the attitudes of Australians towards communism at that time?
    (b) In what ways has it affected ordinary Australian and Chinese people in the 40 years since?
    (c) How has it impacted on the Australian economy?
    (d) Would you regard this recognition as having had a major impact on Australia? Justify your answer.

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8.12 SkillBuilder: Interpreting historians' perspectives

online only

What are historians' perspectives?

As you study history in more depth, you will frequently encounter different historians' perspectives and viewpoints of events and issues. When investigating the past, historians do more than just ask what happened and when; they examine more difficult questions, such as why did it happen? And what was its significance?

Select your learnON format to access:

- an explanation of the skill (Tell me)
- a step-by-step process to develop the skill, with an example (Show me)
- an activity to allow you to practise the skill (Let me do it)
- questions to consolidate your understanding of the skill.

8.13 Thinking Big research project: Timeline of communism in China

online only

SCENARIO

In the years following World War II, the most significant development was the Cold War, initially in Europe, but rapidly of increasing concern in Asia. Your task is to construct a timeline that traces the rise of communism in China over the period from the collapse of the Chinese Empire in 1911 to the success of the communist People's Liberation Army in October 1949.

Select your learnON format to access:

- the full project scenario
- details of the project task
- resources to guide your project work
- an assessment rubric.

on Resources

ProjectsPLUS Thinking Big research project: Timeline of communism in China (pro-0210)

8.14 Review

online only

8.14.1 Key knowledge summary

Use this dot point summary to review the content covered in this topic.

8.14.2 Reflection

Reflect on your learning using the activities and resources provided.

on Resources

eWorkbook Reflection (doc-31759)
Crossword (doc-31760)

Interactivity Political crisis crossword (int-7667)

KEY TERMS

Allied powers the allies who fought the Axis powers in World War II were the US, Britain, France, USSR, Australia, Belgium, Brazil, Canada, China, Denmark, Greece, the Netherlands, New Zealand, Norway, Poland, South Africa and Yugoslavia
apartheid the South African policy of racial segregation
archives a collection of public records or historical documents stored together in the one location
armistice a ceasefire or truce that ends fighting in a conflict, so terms for permanent peace can be discussed
autobiography an account of a person's life, written or told by that person
bias prejudice, leaning towards one view of things; showing favouritism towards one entity over another
blacklist a list of people or organisations that are disapproved of and are to be punished or avoided by others
Buddhism an Asian religion that teaches that the path to enlightenment comes from accepting suffering as part of life and overcoming desire through adopting a set of ethical practices
capitalism the economic system under which industries are owned privately, not by the government
civil war a war between two opposing groups within the one country
Cold War a power struggle and battle of ideologies, after World War II, between the Western bloc nations led by the superpower United States and the Eastern Bloc nations led by the superpower USSR
conscripts soldiers recruited through compulsory military service
counter-espionage preventing or stopping enemies from spying on you
defection leaving one's country in order to live in an opposing country, particularly during wartime or during periods of hostile relations
double dissolution occurs when both houses of the Commonwealth parliament are dissolved and all members are required to face an election, unlike a scheduled election when only half the senators are up for re-election
guerrilla a member of an irregular military force that adopts tactics such as harassing the enemy, sabotage, and cutting communication and supply lines
ideology set of ideas or beliefs that guide an individual, group, society or nation
inflation a general rise in the prices of goods and services within an economy
left-wing support for progressive beliefs, such as the intervention of government in society to create greater equality
memoir an account of an author's personal experiences of an event, or series of events
moratorium a suspension of activity. In this case it related to marches calling for the cessation of Australia's involvement in Vietnam.
parochial the system of parishes in the Catholic Church structure
political asylum protection granted to someone who has left their home country and is afraid to return to that country because of fear of persecution
portfolio a department or area for which a minister is responsible
power vacuum a situation when there is no effective government over a country or region
ratify to formally consent to and agree to be bound by a treaty, contract or agreement

right-wing support for conservative beliefs, such as individual enterprise, and a belief that government should not intervene in the economy

Royal Commission a public judicial inquiry into an important issue, with powers to make recommendations to government

socialist supporting an economic system based on public ownership of industry to create greater equality

8.12 SkillBuilder: Interpreting historians' perspectives

8.12.1 Tell me

What are historians' perspectives?

As you study history in more depth, you will frequently encounter different historians' perspectives and viewpoints of events and issues. When investigating the past, historians do more than just ask what happened and when; they examine more difficult questions, such as why did it happen and what was its significance?

Why is it useful to study historians' perspectives?

By studying different historians' perspectives, we are able to gain a deeper understanding of the past. Consider the following two statements:

a. Australia began withdrawing its troops from Vietnam in 1970.
b. When Australia began withdrawing its troops from Vietnam in 1970, the government was admitting that the war could not be won.

Statement A is a simple statement of fact. Statement B contains the same fact, but it also offers an explanation of why the troops may have been withdrawn. Historians, who research an event or issue thoroughly, will ask questions of the evidence and begin to draw conclusions and offer explanations.

Often these conclusions and explanations will vary from historian to historian. It is possible for a number of historians to produce quite different interpretations of the same event for a number of reasons, including their reason for researching the topic, the sources of evidence they relied on and their perspective or point of view. When we have a variety of different interpretations in relation to an issue in history, this is known as contestability.

A contested debate between two historians occurs when each one proposes a different interpretation of the same set of events. An example of contestability in Australian history is the debate over whether or not it was appropriate for Australia to become involved in the Vietnam War in the 1960s. Examining debates between historians can help you to understand how historians use sources to construct historical accounts, and how their approach and interpretation can be shaped by their purpose and perspective, including their political outlook.

In this SkillBuilder we will use the Vietnam War as an example in order to consider some questions you can ask that will help you understand and interpret the perspective offered by a historian.

8.12.2 Show me

How to analyse historians' perspectives

Asking yourself the following questions will help you to interpret the historian's work.

Possible questions	Possible answers/implications
Step 1 — What specific issue is the historian investigating?	• The cause of the conflict or the key issues involved • The reasons why one side won or lost • The significance of the issue • The role or influence of leaders • The short- and long-term implications
Step 2 — What does the historian argue or conclude?	Any of the issues raised above could be addressed and answered by the historian.

(continued)

(continued)

Possible questions	Possible answers/implications
Step 3 — In what form, and for what purpose, was the material published?	It could be a general work or one with a specific purpose. For example, knowing that the extract was published in a Communist Party newspaper might well help you understand its perspective.
Step 4 — When was the work published?	The timing of its publication may reflect the availability of new sources or have some other significance. For example, when the USSR collapsed, historians gained unprecedented access to the Soviet archives, which provided a wealth of new material to use in their analysis.
Step 5 — What message is the historian trying to convey?	It could be an explanation of the past or a warning for the future.
Step 6 — What, if any, evidence does the historian present?	This might include facts, statistics, quotes, anecdotal examples or any number of other sources.
Step 7 — Contestability	Where does this historian stand in any contested debate in relation to this issue?

Model

Consider **SOURCES 1** and **2**. In the table below, these two interpretations of events by historians have been analysed by using the questions set out above. Do you agree with the analysis of these interpretations?

SOURCE 1 From Michael Sexton, 'The war we gatecrashed', *The Age*, 29 April 2005

Vietnam has cast a long shadow over American foreign policy. Since then, the American military has been anxious to avoid a ground war with the potential for large-scale casualties. This was the reason for the lack of intervention in Bosnia and the use of air power in Kosovo. Iraq was undertaken on the basis — which was correct — that there would be almost no battlefield casualties, although there have been subsequent losses.

This is the continuing importance of Vietnam for Australia's relationship with the United States. By encouraging American involvement in the war 40 years ago, the Australian government may have made it more difficult for its successors to obtain American assistance in a time of real crisis. Most of the men — whether politicians or bureaucrats — who organised Australia's entry into the Vietnam War are dead but their cynical and irresponsible conduct might yet prove a problem for this country.

SOURCE 2 From Gregory Pemberton, 'Conclusion' in Pemberton (ed.), *Vietnam Remembered*, 2002, p. 234

Although Australia remained firmly locked in the Western camp, America's defeat and withdrawal from Indochina, combined with Britain's decline, forced greater self-reliance on Australia in defence and foreign policy . . . Australia had to chart a different course, developing its own policies towards its neighbours. It had to accept that its main effective relations were with Asian nations, notwithstanding the great symbolic importance of the American Alliance. A break was made with the white-supremacist South African and Rhodesian [now Zimbabwe] regimes. Notably, immigration laws were relaxed to allow entry of non-Europeans which, although it did not produce any great immediate racial changes in the migrant intake, was of great symbolic importance. Since then the flow of refugees from Indochina has forced Australians to re-examine the notion of preserving an essentially white Australia and has added new meaning to an old platitude — 'Australia, a part of Asia'.

Possible questions	SOURCE 1	SOURCE 2
What specific issue is the historian investigating?	The long-term impact of the Vietnam War on American and Australian policy	The impact of the Vietnam War on Australian policy
What does the historian argue or conclude?	The United States was unwilling to commit to large-scale ground wars.	Australia was forced to change the focus of its foreign policy and, rather than look to the UK or the US, to engage with our Asian neighbours.
In what form, and for what purpose, was the material published?	Newspaper article	Book
When was the work published?	2005	2002
What message is the historian trying to convey?	Our unwise encouragement of the US in Vietnam may make them more hesitant to offer us assistance in the future when we really need their help.	Australia must develop closer relations with our Asian neighbours, acknowledging our geographical position in Asia. Our old racial views need to change.
What, if any, evidence does the historian present?	The examples of the military interventions in Bosnia, Kosovo and Iraq	Changes in immigration policy
Contestability	He regards Australia's involvement as inappropriate and unwise, because it may make the USA unwilling to come to our aid in the future in the way it attempted to come to the aid of the South Vietnamese government in the 1960s.	His view on Australia's involvement is not stated, but he sees the US defeat in Vietnam as providing a positive for Australia, because it has forced us to become more involved in Asia.

8.12.3 Let me do it

Complete the following activities to practise this skill.

8.12 ACTIVITIES

1. Now it's your turn. Using the same questions detailed in the **Show me** section, examine the historians' perspectives evident in **SOURCES 3** and **4**.
2. Suggest why contestability is an important aspect of historical inquiry.
3. Explain why different historians see an event differently.

SOURCE 3 From Dr Paul Strangio, 'Listen up, you warmongers', The Age, 2 August 2002

The most crucial lesson is that the political and military establishment in this country [Australia] is fallible. If that establishment erred in Vietnam, there is no guarantee that it will not bungle things again, now or in the future.

The related lesson is that as a society we should always be prepared to give a reasonable hearing to those who would question the orthodoxy of Australian support for Washington's military expeditions.

The evidence from the Vietnam era and since is that we are not particularly good at this. Too often there is a tendency to treat dissenting opinion as illegitimate and disloyal.

Yet, when the lives of Australian combatants and the soldiers and civilians of other nations are at stake, debate should be encouraged rather than closed down.

Otherwise, we risk being condemned to always relying on hindsight to realise that we got things wrong.

SOURCE 4 From Paul Ham, *Vietnam: The Australian War*, 2007, pp. 657–8

In short, the Domino Theory was a grossly simplistic, unchanging metaphor imposed on a ceaselessly changing, complex world. As Qiang Zhai [a Chinese historian] concluded, in his classic account of China's role — 'Just as dominoes is a game for children, the . . . theory was the stuff of child's play.' If the Domino Theory expressed a real fear of Soviet and Chinese aggression in the 1950s, it failed to justify a strategic case for the American war in Vietnam in 1965. In 1955 the British had largely defeated the Chinese 'communist terrorists' in Malaya, a job completed by the Australians in 1960; and in 1965–66, in Indonesia, a military junta [government] crushed the local Communist party. 'The notion that any of Thailand, Malaysia, Singapore or Indonesia would have gone Communist in the 1960s because Vietnam fell strains credibility,' said Paul Kelly [an Australian historian]. Indeed, even as the Australians beat the domino drums, Washington had lost faith in the theory. LBJ [Lyndon Baines Johnson, President of the United States, 1963–69] later rejected the whole metaphor of toppling dominoes, and Dean Rusk, Secretary of State, never used the phrase. It trivialised a complex situation, he felt.

8.13 Thinking Big research project: Timeline of communism in China

8.13.1 Scenario

In the years following World War II, the most significant development was the Cold War, initially in Europe, but rapidly of increasing concern in Asia. Western powers had seen the expansion of communism throughout eastern Europe, through Russian influence in that part of the world. After the victory of the Communist Party in the Chinese civil war in 1949, China was seen as a power that could sponsor the spread of communism throughout South-East Asia. How did the communists come to power in China?

FIGURE 1 What brought about the rise of the Communist Party in China?

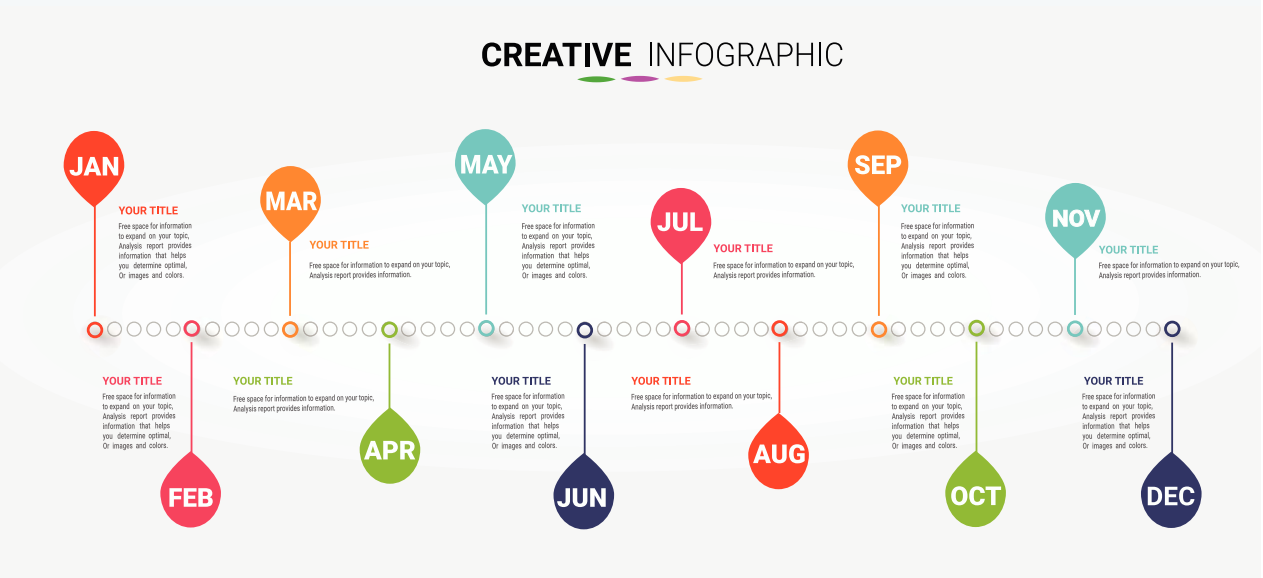
8.13.2 Task

Your task is to construct a timeline that traces the rise of communism in China over the period from the collapse of the Chinese Empire in 1911 to the success of the communist People's Liberation Army in October 1949.

You should select the 12 most significant dates during this period and write a paragraph to accompany each date to explain its importance. Where possible provide an image or illustration to accompany each date.

Be creative with your timeline presentation to make the information engaging and visually appealing to the reader. (See topic 1, SkillBuilder subtopic 1.5 for examples and advice on constructing timelines.)

FIGURE 2 Be creative with your timeline design.



8.13.3 Process

- Open the ProjectsPLUS application in the Resources for this topic. Open the **Project set-up** tab to enter the project due date and set up your project group so you can work collaboratively. Working in pairs will enable you to swap ideas and share responsibility for the project. Save your settings and the project will be launched.
- Navigate to the **Research forum**, where you will find starter topics loaded to guide your research. You can add further topics to the Research forum if you wish.
- Start by revisiting the content in this topic about the Cold War in Asia and the rise of communism.
- Conduct further research online or in your library to gain more information about key dates and events in the rise of Chinese communism. The weblinks in the **Media centre** will provide a useful starting point. Remember to record details of your sources so you can create a bibliography.
- Add your research notes and source details to the relevant topic pages in the Research forum. You can view, share and comment on research findings with your project partner. When you have completed your research, you can print out the **Research report** in the Research forum to easily view all the information you have gathered, if you wish.
- When you have completed your research and identified your 12 key dates and events, create an interesting timeline design to present your information (the **Timeline** design weblink in the Media centre may provide some ideas).
- Remember to include a paragraph outlining the events associated with each date, and their significance. Include images wherever possible.
- Submit your completed timeline, along with your bibliography, to your teacher for assessment.

on Resources

ProjectsPLUS Thinking Big research project: Timeline of communism in China (pro-0210)

8.14 Review

8.14.1 Key knowledge summary

8.2 Examining the evidence

- Newspapers provide us with valuable information about events and opinions from our recent past.
- Film and TV accounts of recent events can provide a source of information for historians.
- Government documents are kept in archives, and are released to the public after a period of confidentiality.
- Many of the participants in political and other events have written their own accounts of these events.

8.3 The Cold War in Asia

- The defeat of the Japanese in Asia in 1945 left a power vacuum that set up conflict between former colonial powers and independence movements.
- Many of these independence movements were influenced by the ideals of communism.
- The US began to see communism in Asia as a threat, and believed that it should fight against the possible spread of communism.
- The victory of the Communist Party in China was seen as a threat because it was believed that China would support communist revolutions in other Asian countries.
- The Korean War saw the first open conflict between communism and the western powers.
- The Malayan Emergency saw British and Commonwealth troops fighting against communist guerrillas on the Malay peninsula.

8.4 Anti-communism in Australia and the US

- In the US, the House Un-American Activities Committee set out to investigate suspected communists in government and the entertainment industry.
- Senator Joseph McCarthy became an outspoken anti-communist campaigner.
- In Australia, Robert Menzies campaigned on an anti-communist platform during the 1949 election.
- Menzies attempted to ban the Communist Party of Australia, but his attempts were found to be unconstitutional.
- Australian troops were sent to fight communists in both Korea and Malaya.
- In the early 1950s, the Menzies government signed treaties designed to combat communism.
- A strong anti-communist movement, led by B.A. Santamaria, began to infiltrate the Australian Labor Party in the 1940s and 1950s.

8.5 The Petrov affair

- ASIO had been established as a counter-espionage body in 1949.
- In 1954, Vladimir Petrov, a diplomat from the Russian embassy in Canberra, approached ASIO, claiming there was a communist spy ring in Australia and that he wished to defect.
- Prime Minister Menzies established a Royal Commission to investigate Petrov's allegations.
- Mrs Petrov sought asylum in Australia after Russian agents attempted to return her to Moscow.
- The immediate aftermath of the establishment of the Royal Commission was the defeat of the Labor Party in an election many believed it had been likely to win.

8.6 The aftermath of the Petrov affair

- Labor leader Evatt defended two of his staff members before the Petrov Royal Commission, and used the opportunity to attack the whole process of investigating Petrov and his allegations.
- The rift between the mainstream of the Labor Party and the anti-communist movement within the party led to Evatt accusing the 'Groupers' of disloyalty.
- Anti-communist members of the ALP in the Victorian State Executive were expelled from the party and refused admittance to the 1955 Federal Conference.
- Suspended anti-communist ALP members of the Victorian parliament supported a vote of no confidence in the state Labor government, leading to a state election, which was won by Henry Bolte's Liberal Party.

- Prime Minister Menzies took advantage of the split in the ALP to call an early election.
- The ALP government in Queensland also split in 1957, leading to the electoral defeat of that government.
- The ALP remained out of power for a long time federally and in a number of states as a result of the DLP directing preferences towards Liberal and Country coalitions.

8.7 War in Vietnam

- Many Vietnamese, including communist leader Ho Chi Minh, had been campaigning for independence from French colonial rule since the 1920s.
- When the Japanese were defeated in 1945, Ho Chi Minh declared Vietnam to be independent, but the French re-imposed colonial rule.
- Vietnamese forces eventually defeated the French in 1954 and a peace conference temporarily divided the country at the 17th parallel.
- When the government of South Vietnam refused to hold elections for the reunification of the country, hostilities broke out between the South, supported by the USA, and the government of the North and its supporters still living in the South.
- From the early 1960s, American forces increased their presence in South Vietnam to support the anti-communist government.
- Australia also sent troops to Vietnam in support of the Americans and the South Vietnamese government.
- Eventually, the unpopularity of the war in countries such as the USA and Australia led to the withdrawal of foreign troops from Vietnam, and the country was eventually reunited under communist rule.

8.8 Vietnam and Australian politics

- Australia's involvement in Vietnam was initially popular with voters and the Liberal–Country Party Coalition won a landslide victory in 1966.
- As Australia committed more and more troops to Vietnam, and more information became available to the public, the war became increasingly unpopular in Australia.
- By mid 1969, a majority of Australians were opposed to the war, and many expressed their view by joining in anti-war protests.
- The Vietnam War and conscription became a defining issue for many in Australia, whose longer-term political views were influenced by these events.

8.9 'It's time' — The Whitlam victory in 1972

- By 1972, the Liberal–Country Party Coalition had been in power for 23 years and appeared to be divided and lacking in direction and leadership.
- In the lead up to the 1972 election, Gough Whitlam and the Labor Party campaigned strongly on a platform of forward-looking policies, under the banner of 'It's Time'.
- The newly elected Whitlam government got to work quickly and was successful in making many significant changes to Australian society.

8.10 The Whitlam dismissal, 1975

- Following obstruction in the Senate, the government was forced to a double dissolution election in 1974.
- Following its election win in 1974, the Labor government held the first joint sitting of both Houses of federal Parliament to pass its legislation.
- The standing of the Whitlam government was undermined by the economic difficulties created by the oil shock of 1973 and the Loans Affair.
- During 1975, casual vacancies in the senate were filled in such a way as to increase the number of Senators opposed to the Whitlam government.
- In October 1975 the Senate voted to postpone a vote on providing supply to the government, creating a constitutional crisis by which the government risked running out of money to carry on its normal processes.

- On 11 November 1975, Governor-General Sir John Kerr sacked the Whitlam government, appointed Malcolm Fraser as caretaker prime minister and approved a double dissolution election for the following month.
- The dismissal of the Whitlam government created enormous controversy at the time and remains one of the greatest political crises of modern Australian history.

8.11 The Whitlam legacy

- The Whitlam government made enormous changes in its three years, many of which are still in place today.
- Domestic policy changes included increased spending on education, the establishment of a universal healthcare system, removal of discriminatory practices in immigration, land rights for Indigenous Australians and the establishment of no-fault divorce.
- In foreign policy, the Whitlam government threw its support behind UN human rights treaties, established diplomatic relations with China, and granted independence to Papua New Guinea.

A timeline of Australian and international political events, 1945–75

CE

1945
Russian troops occupy northern Korea
Japanese surrender
Independent Democratic Republic of Vietnam declared

1947
US House Un-American Activities Committee begins investigations

1948
Anti-communist government in South Korea
Outbreak of hostilities in Malaya
Vietnamese war of independence against French rule begins

1949
ASIO established
Menzies wins election

1950
Menzies government attempts to ban the Communist Party

1951
High Court finds Communist Party ban unconstitutional
Australia signs the ANZUS pact

1954
Australia signs the SEATO Treaty
Vladimir Petrov defects

1955
Labor Party splits in Victoria

1957
Anti-Communist ALP renamed as DLP ALP splits in Queensland

1964
Conscription introduced in Australia

1965
Menzies commits Australian combat troops to Vietnam

1966
First Australian conscripts sent to Vietnam
Coalition wins federal election on Vietnam issue

1972
Electoral victory of Labor Party led by Gough Whitlam

1974
Double dissolution election and joint sitting of Parliament

1975
Whitlam government dismissed
Landslide defeat of Labor government

1949
Chinese Communist Party establishes Peoples' Republic of China

1950
North Korea invades South Korea
Australian forces sent to Korea and Malaya

1953
Korean armistice signed

1954
Pro-French forces defeated; temporary division of Vietnam

1955
Pro-western Republic of Vietnam set up in the south

1962
Australia sends first military advisers to South Vietnam

1964
Gulf of Tonkin incident

1968
US President Johnson announces Vietnam peace talks in Paris
400 Vietnamese civilians killed in My Lai massacre

1969
President Nixon begins withdrawal of US troops from Vietnam

1973
Vietnam Peace Accord signed in Paris

1975
North Vietnamese and NLF forces enter Saigon as South is defeated

CE

8.14.2 Reflection

Complete the following to reflect on your learning.

8.14 ACTIVITIES

Revisit the inquiry question posed in the Overview:

In the aftermath of World War II, what tensions, rivalries and movements captivated the world?

1. Now that you have completed this topic, what is your view on the question? Discuss with a partner. Has your learning in this topic changed your view? If so, how?
2. Write a paragraph in response to the inquiry question outlining your views.

on Resources

eWorkbook Reflection (doc-31759)
Crossword (doc-31760)

Interactivity Political crisis crossword (int-7667)

KEY TERMS

Allied powers the allies who fought the Axis powers in World War II were the US, Britain, France, USSR, Australia, Belgium, Brazil, Canada, China, Denmark, Greece, the Netherlands, New Zealand, Norway, Poland, South Africa and Yugoslavia
apartheid the South African policy of racial segregation
archives a collection of public records or historical documents stored together in the one location
armistice a ceasefire or truce that ends fighting in a conflict, so terms for permanent peace can be discussed
autobiography an account of a person's life, written or told by that person
bias prejudice, leaning towards one view of things
blacklist a list of people or organisations that are disapproved of and are to be punished or avoided by others
Buddhism an Asian religion that teaches that the path to enlightenment comes from accepting suffering as part of life and overcoming desire through adopting a set of ethical practices
capitalism the economic system under which industries are owned privately, not by the government
civil war a war between two opposing groups within the one country
Cold War a power struggle between the superpowers after World War II
conscripts soldiers recruited through compulsory military service
counter-espionage preventing or stopping enemies from spying on you
defection leaving one's country in order to live in an opposing country, particularly during wartime or during periods of hostile relations
double dissolution occurs when both houses of the Commonwealth parliament are dissolved and all members are required to face an election, unlike a scheduled election when only half the senators are up for re-election
guerrilla a member of an irregular military force that adopts tactics such as harassing the enemy, sabotage, and cutting communication and supply lines
ideology set of ideas or beliefs that guide an individual, group, society or nation
inflation a rapid rise in the prices of goods and services bought and sold within the economy
left-wing support for progressive beliefs, such as the intervention of government in society to create greater equality
memoir an account of an author's personal experiences of an event, or series of events
moratorium a suspension of activity. In this case it related to marches calling for the cessation of Australia's involvement in Vietnam.
parochial the system of parishes in the Catholic Church structure
political asylum protection granted to someone who has left their home country and is afraid to return to that country because of fear of persecution
portfolio a department or area for which a minister is responsible

power vacuum a situation when there is no effective government over a country or region
ratify A country is said to ratify an international treaty when its government formally agrees to be bound by that treaty, usually by passing legislation in the parliament.
right-wing support for conservative beliefs, such as individual enterprise, and a belief that government should not intervene in the economy
Royal Commission a public judicial inquiry into an important issue, with powers to make recommendations to government
socialist support for an economic system based on public ownership of industry to create greater equality

GEOGRAPHY

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UNIT 1 ENVIRONMENTAL CHANGE AND MANAGEMENT

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Geographical inquiry: Developing an environmental management plan ..... online only

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Fieldwork inquiry: Comparing wellbeing in the local area ..... online only

9 Geographical skills and concepts

9.1 Overview

9.1.1 Introduction

As a student of Geography, you are building knowledge and skills that will be needed by you and your community now and into the future. The concepts and skills that you use in Geography can also be applied to everyday situations, such as finding your way from one place to another. Studying Geography may even help you in a future career here in Australia or somewhere overseas.

Throughout your study of Geography, you will cover topics that will give you a better understanding of the social and physical aspects of the world around you at both the local and global scale. You will investigate issues that need to be addressed now and for the future.

LEARNING SEQUENCE

9.1 Overview
9.2 Work and careers in Geography
9.3 Concepts and skills used in Geography
9.4 **Review** online only

To access a pre-test and starter questions and receive immediate, **corrective feedback** and **sample responses** to every question, select your learnON format at www.jacplus.com.au.

9.2 Work and careers in Geography

9.2.1 Careers that will help the Earth

As the world's population increases and the impacts of environmental changes affect living conditions, people and organisations will need to adapt and develop strategies to manage and sustain fragile environments and resources. Land degradation, marine pollution and feeding the future world population are just three environmental challenges that will be the focus for many occupations in the future. Which careers will be helpful in managing environmental change?

TABLE 1 Careers that will manage environmental change

Conservationists	Conservationists will work to find solutions to land degradation. They will work for governments, in national parks and on policy development, and with local communities on environmental protection projects.
Oceanographers	Work for oceanographers will mainly involve research and monitoring of the marine environment. They may work for governments, providing data and advice on pollution levels, or they may work for private or not-for-profit organisations, helping to suggest and implement plans for cleaning up the oceans.
Agricultural scientists	Agricultural scientists will be employed by the government, and agricultural and horticultural producers. They will work with farmer groups and agribusiness to carry out research, and with mining companies, working on regeneration projects.

9.2.2 Profile of a geographer

Geographers have a love of learning. They are the explorers of the modern world. Geographers are lifelong learners; they expand their knowledge to adapt their skills to the tasks required.

Expansion of knowledge requires a willingness to learn. How many of these skills and attributes have you developed?

- Willingness to learn
- Curiosity and adaptability
- Active listening
- Good communication
- Critical thinking
- Time management
- Problem solving

You can develop your skills and work attributes by undertaking work experience or volunteering activities while you are still at school.

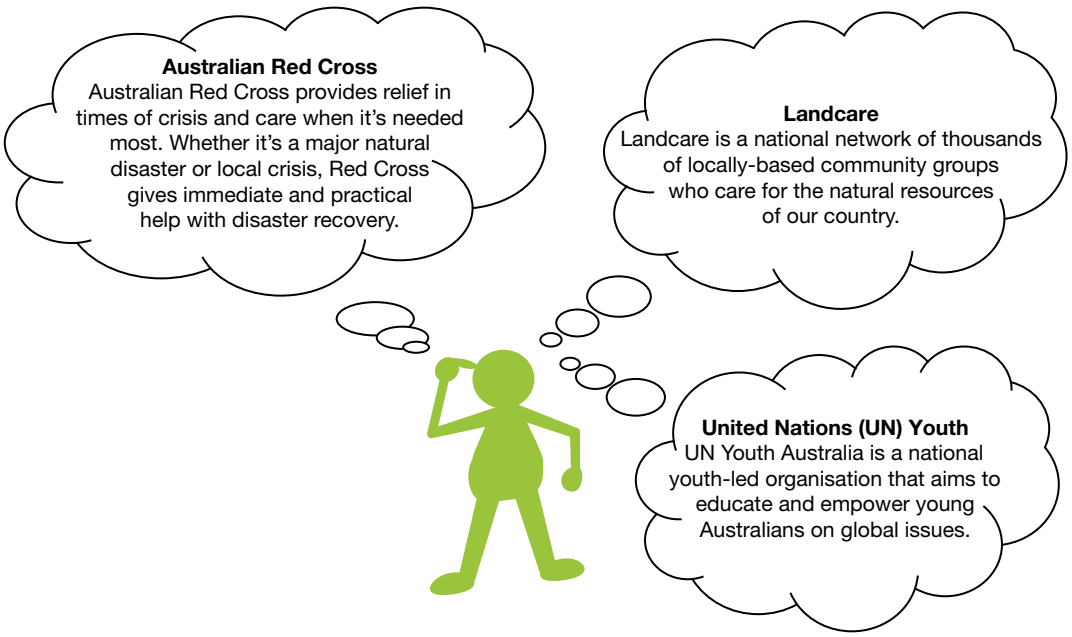
9.2.3 The importance of work experience

The activities you undertake and skills that you develop in Geography will be useful to you in many aspects of your life and your career. In building and managing your career options, it is also helpful to have an understanding of the interconnections between various careers. One way of building your knowledge of these interconnections, particularly in relation to Geography and the career paths that lead from it, is to undertake work experience in the field. Work experience can help you to understand the tasks involved in various roles and the training required to specialise in a particular area. You can gain first-hand experience through observation of and participation in the day-to-day tasks of workplaces.

Volunteering

Volunteering in your community is a great way to find out about different work environments and the things that affect the delivery of the services or programs. Volunteering your time to support local communities and businesses also demonstrates your willingness to learn and support others, and it can provide a great boost to your self-confidence, as well as important skill development. **FIGURE 1** provides some ideas to get you thinking!

FIGURE 1 Some options for volunteering



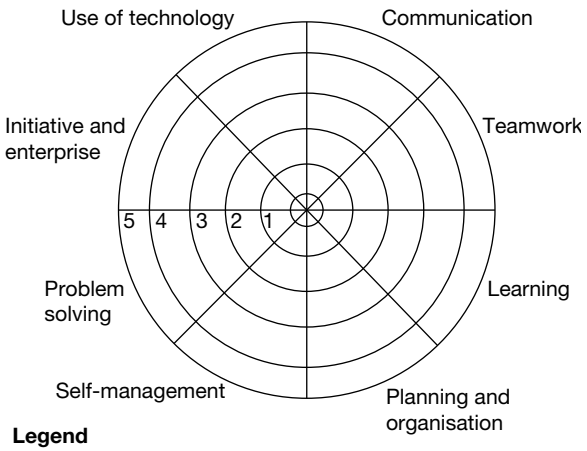
Learning directly from industry experts through volunteering can help you to consolidate your interests while also picking up valuable core skills for work (refer to **TABLE 2**). These core skills are considered the most important component of a career portfolio. The study of Geography also assists in the development of these skills.

TABLE 2 The core skills for work

Communication	Ability to use effective listening and speaking skills
Teamwork	Ability to connect and work with others
Learning	Ability to recognise and utilise diverse perspectives
Planning and organisation	Ability to develop plans and see things through to completion
Self-management	Ability to make decisions
Problem solving	Ability to identify and solve problems
Initiative and enterprise	Ability to create and innovate through new ideas
Use of technology	Ability to work in a digital world

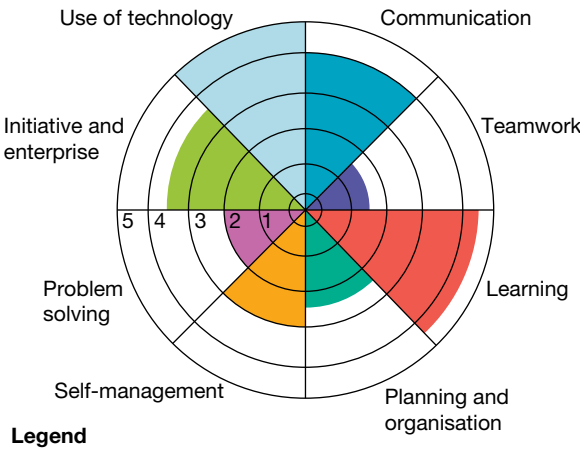
How many of the core skills for work have you developed? Use the **FIGURE 2** chart to help you think about your own skills. You may find you have particular strengths and other areas you need to improve upon. If you do this periodically, you can monitor your progress in this area. **FIGURE 3** is an example of a completed chart.

FIGURE 2 Evaluating my core skills for work



Legend
1 = Poor
2 = Fair
3 = Good
4 = Very good
5 = Excellent

FIGURE 3 Core skills analysis — March 2020



Legend
1 = Poor
2 = Fair
3 = Good
4 = Very good
5 = Excellent

9.2.4 Future careers and Geography

Studies in Geography, along with other Social Science subjects and evidence of your work experience or volunteering, can demonstrate your adaptability, creativity and enterprise skills for future work.

In the future, the type of work that will be available will change in response to the impact of climate change, population growth and decline, and technological innovation. The rapid expansion of world economies will mean that industries will adapt their workforces. Migration and a borderless world will mean that individuals will become global citizens working in large teams around the world. Many of the occupations of this century are yet to be created, while others have been imagined and offer a glimpse into the future.

The hypothetical job advertisement in **FIGURE 4** outlines some of the skills that will be needed to tackle these future roles.

FIGURE 4 Agroecologist — a career of the future

SEEKING AN AGROECOLOGIST…	Job requirements/skills
Agroecologists help restore ecological balance while feeding and fuelling the planet. Agroecologists work with farmers to design and manage agricultural ecosystems whose parts (plants, water, nutrients and insects) work together to create an effective and sustainable means of producing the food and environmentally-friendly biofuel crops of the future. Agroecologists also work with Ecosystem Managers to reintroduce native species and biodiversity to repair the damage done by the ecosystem-disruptive farming techniques of the past.	You will need an undergraduate degree in Agroecology, in which you'll have learned how plants, soil, insects, animals, nutrients, water and weather interact with one another to create the living systems in which crop-based foods are grown. You'll also have learned about the technologies and methods involved in growing food in a sustainable way. To be successful in this role, you will need to be responsive to change, demonstrate adaptability by working as part of a global team, and be creative and enterprising in all elements of the business to ensure that business growth is sustainable.

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Careers 2030

9.2 INQUIRY ACTIVITIES

1. Part-time, casual or vacation work are all useful ways to build your core skills for work. Use the **ACTU Worksite** weblink in the Resources tab to locate information on work experience, volunteering and being ready for your first job. **Examining, analysing, interpreting**
2. Over the coming decades, new careers in geography will emerge. Ecosystem auditors, localisers and rewilders will become commonplace in the future. Exploring these careers today can provide an insight into the type of studies and further training you will need to undertake to ensure that you are ready for the workforce of tomorrow.
   (a) Use the **Careers 2030** weblink in the Resources tab to learn about the work of an ecosystem auditor, a localiser or a rewilder.
   (b) Develop a career profile for this emerging career. Include the following details in your profile:
      i. a definition for this occupation
      ii. the core skills needed in this field
      iii. the study or training required to successfully carry out the tasks of the role
      iv. the industries that will employ these occupations. **Examining, analysing, interpreting**

9.3 Concepts and skills used in Geography

9.3.1 Skills used in studying Geography

As you work through each of the topics in this title, you'll complete a range of exercises to check and apply your understanding of concepts covered. In each of these exercises, you'll use a variety of skills, which are identified using the Geographical skills (GS) key provided at the start of each exercise set. These are:

- **GS1** Remembering and understanding
- **GS2** Describing and explaining
- **GS3** Comparing and contrasting
- **GS4** Classifying, organising, constructing
- **GS5** Examining, analysing, interpreting
- **GS6** Evaluating, predicting, proposing.

In addition to these broad skills, there is a range of essential practical skills that you will learn, practise and master as you study Geography. The SkillBuilder subtopics found throughout this title will tell you about the skill, show you the skill and let you apply the skill to the topics covered.

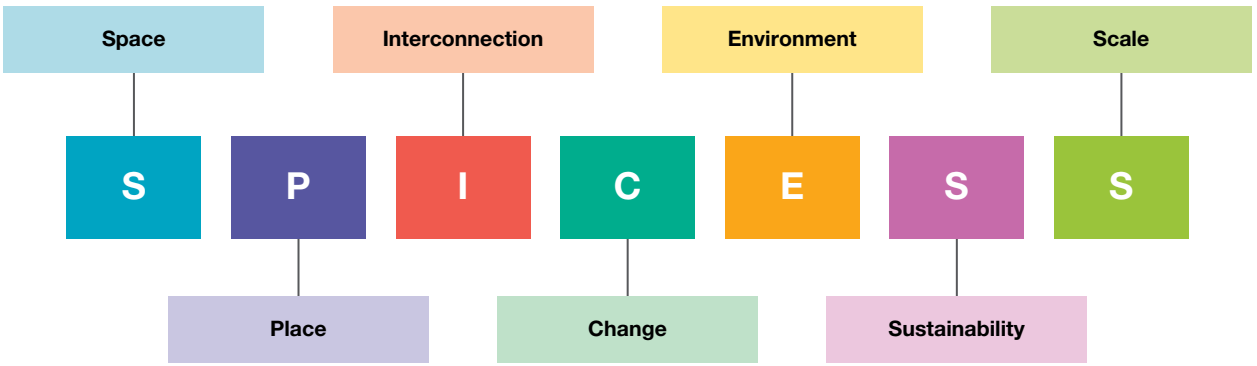
The SkillBuilders you will use in Year 10 are listed below.

- Evaluating alternative responses
- Drawing a futures wheel
- Interpreting a complex block diagram
- Writing a fieldwork report as an annotated visual display (AVD)
- Creating a fishbone diagram
- Reading topographic maps at an advanced level
- Comparing aerial photographs to investigate spatial change over time
- Comparing an aerial photograph and a topographic map
- Using geographic information systems (GIS)
- Describing change over time
- Constructing a land use map
- Building a map with geographic information systems (GIS)
- Constructing and interpreting a scattergraph
- Interpreting a cartogram
- Using Excel to construct population profiles
- How to develop a structured and ethical approach to research
- Understanding policies and strategies
- Using multiple data formats
- Debating like a geographer
- Writing a geographical essay

9.3.2 SPICESS

Geographical concepts help you make sense of your world. By using these concepts you can investigate and understand the world you live in, and you can use them to try to imagine a different world. The concepts help you to think geographically. There are seven major concepts: ***space***, ***place***, ***interconnection***, ***change***, ***environment***, ***sustainability*** and ***scale***. We will explore each of these concepts in detail in the following sections and through the activities and exercises for this subtopic.

FIGURE 1 A way to remember the seven geographical concepts is to think of the term SPICESS.

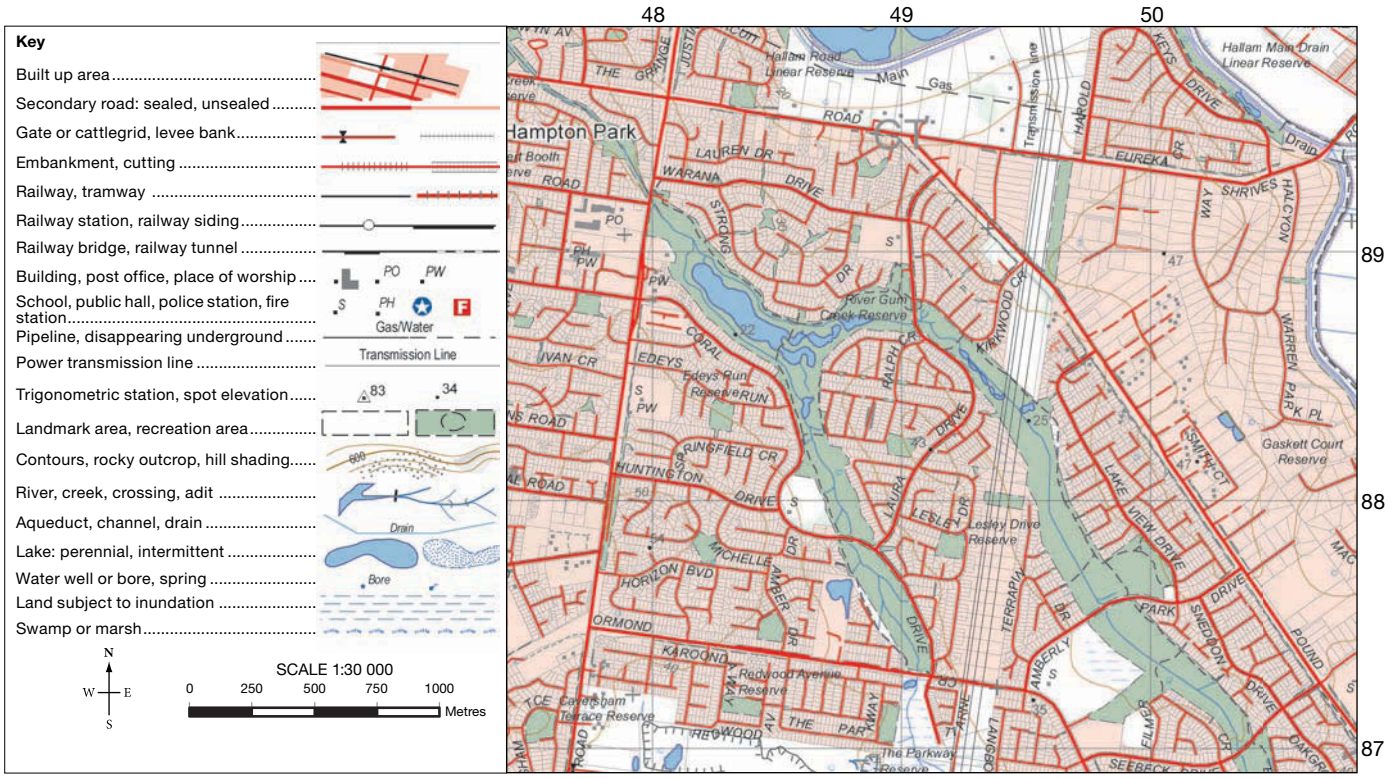


9.3.3 What is space?

Everything has a location on the space that is the surface of the Earth, and studying the effects of location, the distribution of things across this space, and how it is organised and managed by people, helps us to understand why the world is like it is.

A place can be described by its absolute location; for example latitude and longitude, a grid reference, a street directory reference or an address. Alternatively, a place can be described using a relative location — where it is in relation to another place in terms of distance and direction.

FIGURE 2 A topographic map extract of Narre Warren in 2013, a suburb on the rural–urban fringe of Melbourne



Source: © Vicmap Topographic Mapping Program / Department of Environment and Primary Industries.

Geographers also study how features are distributed across space, the patterns they form and how they interconnect with other characteristics. For example, tropical rainforests are distributed in a broad line across tropical regions of the world, in a similar pattern to the distribution of high rainfall and high temperatures.

Explore more with myWorldAtlas

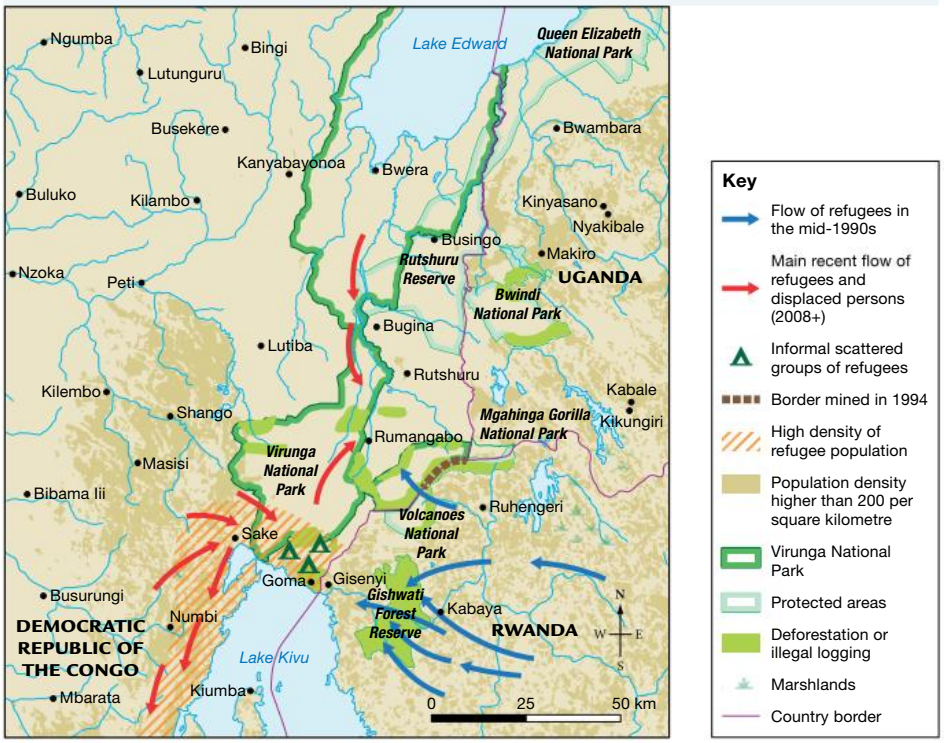
Deepen your understanding of this topic with related case studies and questions.
- Developing Australian Curriculum concepts > **Space**

9.3.4 What is place?

The world is made up of places, so to understand our world we need to understand its places by studying their variety, how they influence our lives and how we create and change them.

Places may be natural (such as an undisturbed wetland) or highly modified (like a large urban conurbation). Places provide us with the services and facilities we need in our everyday life. The physical and human characteristics of places, their location and their environmental quality can influence the quality of life and wellbeing of people living there.

FIGURE 3 The Democratic Republic of the Congo (DRC) has for years been subject to raids by militia groups and the influx of refugees from neighbouring countries. Forests in the country are important places for wildlife habitats and shelter for soldiers. Forests also provide the valuable resources of timber for fuel and building materials for refugees, and cleared land can be planted for food crops.



Source: AfriPop 2013. IUCN and UNEP-WCMC 2013, The World Database on Protected Areas (WDPA) [On-line]. Cambridge, UK: UNEP- WCMC. Available at: www.protectedplanet.net [Accessed 30/07/2013]. Made by Spatial Vision.

Explore more with myWorldAtlas

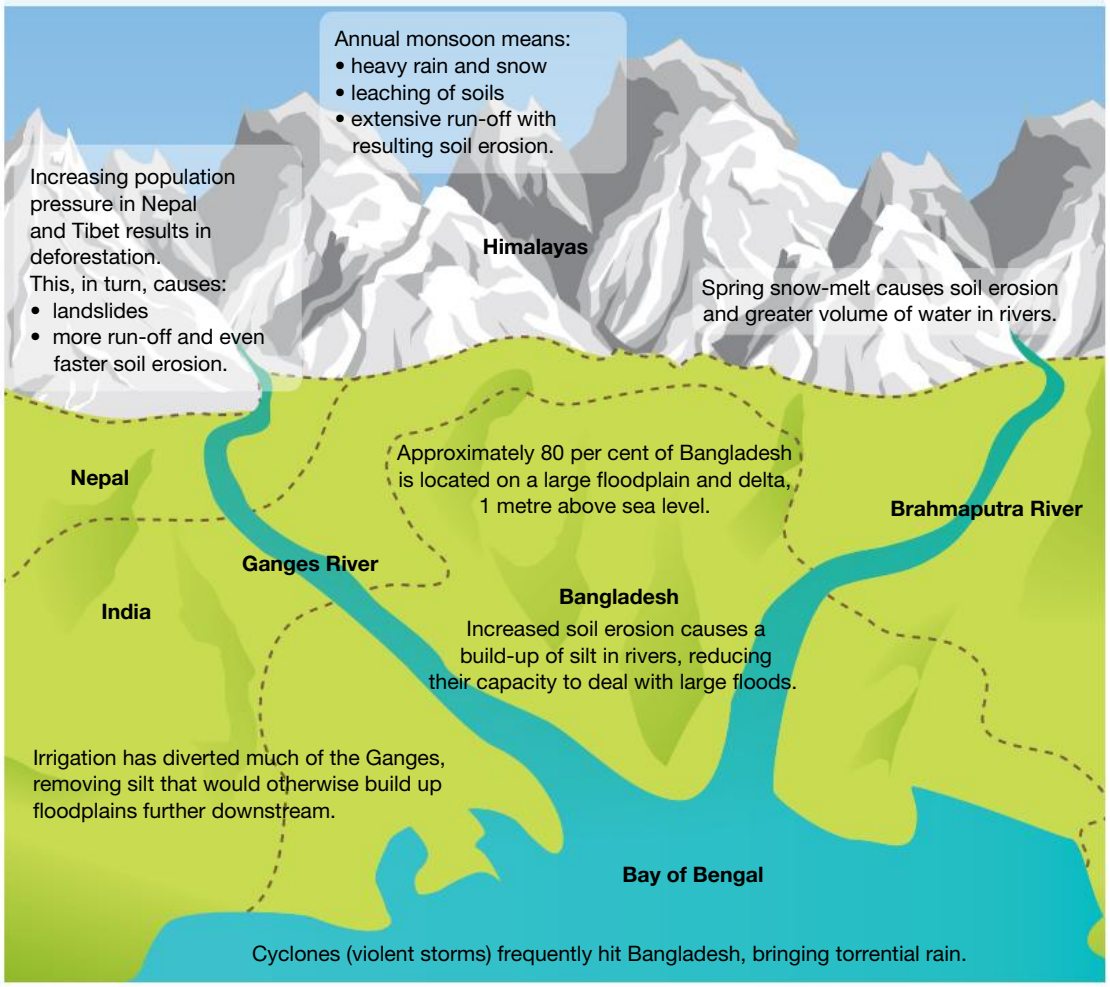
Deepen your understanding of this topic with related case studies and questions.
- Developing Australian Curriculum concepts > **Place**

9.3.5 What is interconnection?

People and things are connected to other people and things in their own and other places, and understanding these connections helps us to understand how and why places are changing.

The interconnection between people and environments in one place can lead to changes in another location. The damming of a river upstream can significantly alter the river environment downstream and affect the people who depend on it. Similarly, the economic development of a place can influence its population characteristics; for example, an isolated mining town will tend to attract a large percentage of young males, while a coastal town with a mild climate will attract retirees who will require different services. The economies and populations of places are interconnected.

FIGURE 4 Bangladesh is one of the most flood-prone countries in the world. This is due to a number of factors. Firstly, it is largely the floodplain for three major rivers (the Ganges, Brahmaputra and Meghna), which all carry large volumes of water and silt. Secondly, being a floodplain, the topography therefore is very flat, which allows for large-scale flooding. In addition, the country is located at the head of the Bay of Bengal, which is susceptible to typhoons and storm surges. It is expected that sea level rises associated with global warming will increase the flooding threat even further in the future.



Explore more with myWorldAtlas

Deepen your understanding of this topic with related case studies and questions.
- Developing Australian Curriculum concepts > **Interconnection**

9.3.6 What is change?

The concept of change is about using time to better understand a place, an environment, a spatial pattern or a geographical problem.

Topics that are studied in Geography are in a constant process of change over time. The scale of time may be a short time period; for example, the issue of traffic congestion in peak hour or the erosion of a beach during a storm. Other changes can take place over a longer period, such as changes in the population structure of a country, or revegetation of degraded lands.

FIGURE 5 Population pyramids for Kenya, showing the predicted changes from 2012 to 2050. The graphs represent the number of males and females in five-year age groups.

Explore more with myWorldAtlas

Deepen your understanding of this topic with related case studies and questions.

- Developing Australian Curriculum concepts > **Change**

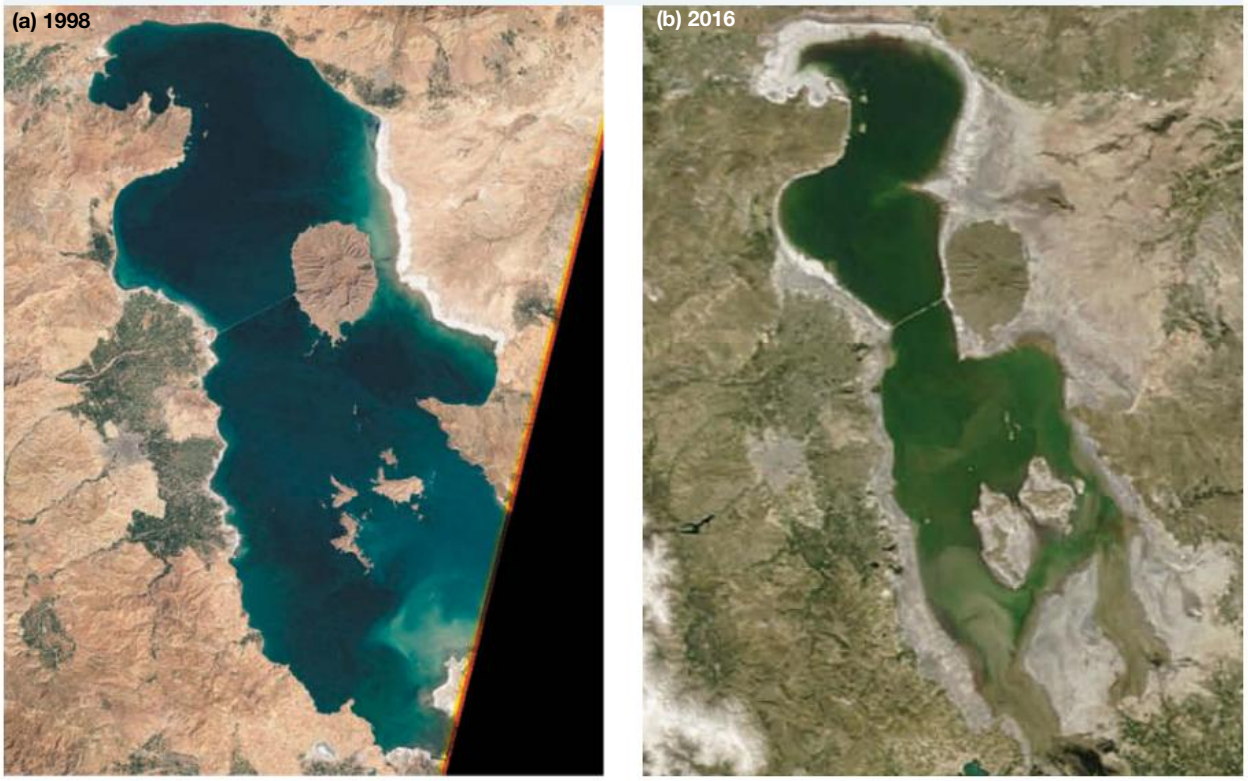
9.3.7 What is environment?

People live and depend on the environment, so it has an important influence on our lives.

There is a strong interrelationship between humans and natural and urban environments. People depend on the environment for the source, sink, spiritual and service functions it provides.

Humans significantly alter environments, causing both positive and negative effects. The building of dams to reduce the risk of flooding, the regular supply of fresh water and the development of large-scale urban environments to improve human wellbeing are examples. On the other hand, mismanagement has created many environmental threats such as soil erosion and global warming, which have the potential to have a negative impact on the quality of life for many people.

FIGURE 6 Lake Urmia is the largest lake in the Middle East and one of the largest landlocked saltwater lakes in the world. Since 2005, the lake has lost over 65 per cent of its surface area due to over-extraction of water for domestic and agricultural needs. The lake and its surrounding wetlands are internationally important as a feeding and breeding ground for migratory birds.



Explore more with myWorldAtlas

Deepen your understanding of this topic with related case studies and questions.
- Developing Australian Curriculum concepts > **Environment**

9.3.8 What is sustainability?

Sustainability is about maintaining the capacity of the environment to support our lives and the lives of other living creatures.

Sustainability ensures that the source, sink, service and spiritual functions of the environment are maintained and managed carefully to ensure they are available for future generations. There can be variations in how people perceive sustainable use of environments and resources. Some people think that technology will provide solutions, while others believe that sustainable management involves environmental benefits and social justice.

This concept can also be applied to the social and economic sustainability of places and their communities, which may be threatened by changes such as the degradation of the environment. Land degradation in the Sahel region of Africa has often forced people, especially young men, off their land and into cities in search of work.

FIGURE 7 Dust storms are an extreme form of land degradation. Dry, unprotected topsoil is easily picked up and carried large distances by wind before being deposited in other places. Drought, deforestation and poor farming techniques are usually the cause of soil being exposed to the erosional forces of wind and water. It may take thousands of years for a new topsoil layer to form. Therefore, any land practices that lead to a loss of topsoil may be considered unsustainable.

Explore more with myWorldAtlas

Deepen your understanding of this topic with related case studies and questions.
- Developing Australian Curriculum concepts > **Sustainability**

9.3.9 What is scale?

When we examine geographical questions at different spatial levels we are using the concept of scale to find more complete answers.

Scale is a useful tool for examining issues from different perspectives; from the personal to the local, regional, national and global. It is also used to look for explanations or compare outcomes. For example, explaining the changing structure of the population in your local area may require an understanding of migration patterns at a national or even global scale.

FIGURE 8 A map of India showing the distribution of literacy levels (percentage) for 2011

Source: Government of India, Ministry of Home Affairs, Office of Registrar General. (*Note*: Most recent data avaiable)

Explore more with myWorldAtlas

Deepen your understanding of this topic with related case studies and questions.

- Developing Australian Curriculum concepts > **Scale**

9.4 Review

online only

9.4.1 Key knowledge summary

Use this dot point summary to review the content covered in this topic.

9.4 Exercise 1: Review

Select your learnON format to complete review questions for this topic.

on Resources

eWorkbook Crossword (doc-31762)

Interactivity Geographical skills and concepts crossword (int-7668)

9.4 Review

9.4.1 Key knowledge summary

9.2 Work and careers in geography

- Many occupations are linked to the study of geography.
- Careers that will be involved in the management of environmental change include conservationists, oceanographers and agricultural scientists.
- Work experience provides an important opportunity to explore career options, to learn what you enjoy and to gain valuable understanding of different careers and work roles.
- Volunteering in the community demonstrates your willingness to learn and to contribute, as well as providing opportunities for skills development.
- There are a number of core skills for work, which you can work on developing over time.
- Future careers will evolve in response to our ever-changing world.

9.3 Geographical skills and concepts

- The acronym SPICESS helps you remember the seven geographical concepts:
  - space
  - place
  - interconnection
  - change
  - environment
  - sustainability
  - scale.

on Resources

eWorkbook Crossword (doc-31762)

Interactivity Geographical skills and concepts crossword (int-7668)

UNIT 1 ENVIRONMENTAL CHANGE AND MANAGEMENT

In the twenty-first century, the world faces many environmental challenges. These challenges can range from a local scale — for example, degradation of a nearby creek — through to a global scale — for example, the threat of global warming. Understanding how people and their environments interconnect is vital for explaining environmental changes and helps in planning effective management for a sustainable future.

The future is in our hands.

10 Introducing environmental change and management 373
11 Land environments under threat 397
12 Inland water — dammed, diverted and drained 443
13 Managing change in coastal environments 475
14 Marine environments — are we trashing our oceans? 505
15 Sustaining urban environments 534

GEOGRAPHICAL INQUIRY: DEVELOPING AN ENVIRONMENTAL MANAGEMENT PLAN (EMP)

online only

Task

Each class team will research and prepare an EMP that deals with a specific environmental threat and then present it to the class. Decide on an environment and the threat it faces and then devise three key inquiry questions you would like to answer.

Select your learnON format to access:

- an overview of the project task
- details of the inquiry process
- resources to guide your inquiry
- an assessment rubric.

on Resources

ProjectsPLUS Geographical inquiry: Developing an environmental management plan (pro-0150)

10 Introducing environmental change and management

10.1 Overview

The Earth is our home and provides us with everything we need to live. What are we doing to it in return?

10.1.1 Introduction

Across the world, humans have caused many environmental changes: pollution, land degradation and damage to aquatic environments. People have different points of view, or world views, on many of these changes. Climate change is a major environmental change as it affects all aspects of the biophysical environment, such as plants and animals; our land; inland water resources; coastal, marine and urban environments. It is vital that we respond intelligently to, and effectively manage, all future environmental changes to minimise negative social and economic impacts.

Human-induced climate change has led to increased severe weather events such as drought. Rivers can dry up, with consequent loss of plant and animal life.

on Resources

eWorkbook Customisable worksheets for this topic

Video eLesson What are we doing? (eles-1707)

LEARNING SEQUENCE

10.1 Overview
10.2 Interacting with the environment
10.3 **SkillBuilder:** Evaluating alternative responses (online only)
10.4 Is climate change heating the Earth?
10.5 Tackling climate change
10.6 Is Australia's climate changing?
10.7 **SkillBuilder:** Drawing a futures wheel (online only)
10.8 **Thinking Big research project:** Wacky weather presentation (online only)
10.9 **Review** (online only)

To access a pre-test and starter questions and receive immediate, **corrective feedback** and **sample responses** to every question, select your learnON format at www.jacplus.com.au.

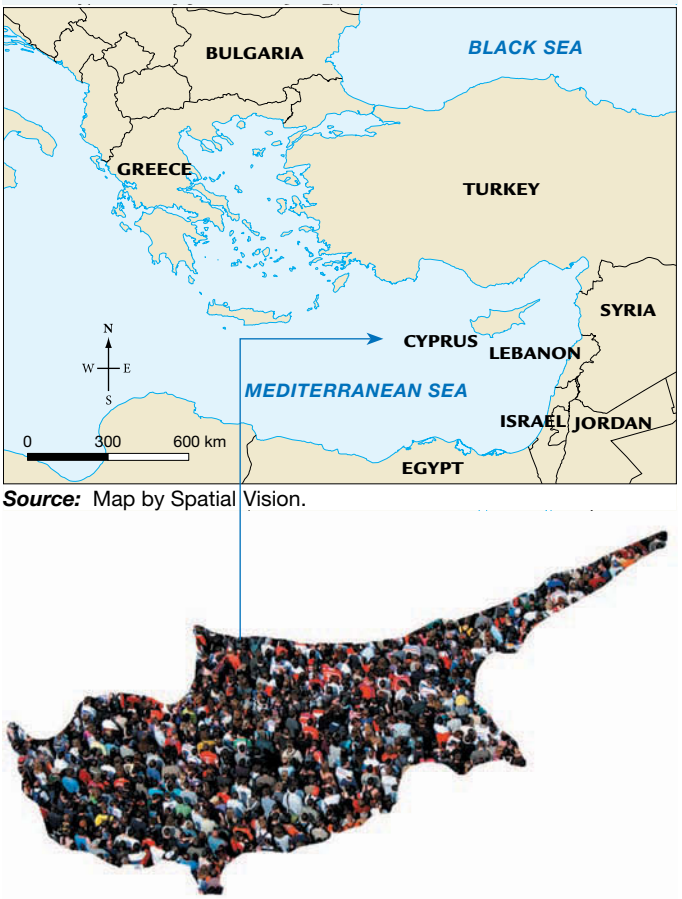
10.2 Interacting with the environment

10.2.1 How much space do we need?

If you gathered together all 7.7 billion humans from around the world and gave each person a space of one square metre, the island of Cyprus, which is approximately 8000 square kilometres, would provide standing room for everyone (see **FIGURE 1**). Clearly this would be impractical, and providing services to ensure human wellbeing in an area with a density of almost 1 000 000 per square kilometre would be impossible.

While it is unrealistic to suggest that 0.005 per cent of the total space on Earth is sufficient for humanity, it suggests we need to think about how little personal space we occupy as an individual and, more importantly, how our needs for the Earth's resources can only be satisfied by major modifications to biomes.

FIGURE 1 Humanity crowded onto the island of Cyprus



Source: Map by Spatial Vision.

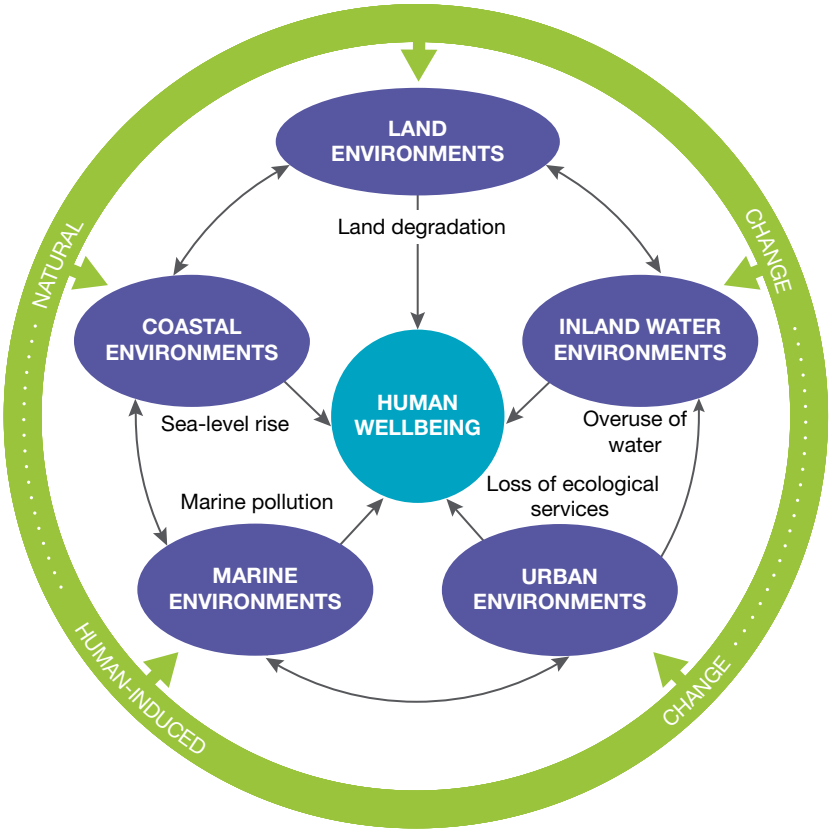
10.2.2 Human interaction with the environment

Over 200 years ago, an English scholar named Thomas Malthus proposed that England's population growth would eventually outstrip agricultural production. Malthus's Earth-centred **environmental world view** foretold of problems with supplies of food and warned that there would be more deaths because of famine and wars over resources. In 1798 he wrote, 'The power of population is so superior to the power in the earth to produce subsistence for man ... ' At the time Malthus wrote his thesis, England was moving into a period known as the Industrial Revolution; a time when the human-centred environmental world view of the government and leaders of industry considered the Earth's resources as limitless and that the development of the economy should take priority over the preservation of the natural world.

Today, many environments have become overloaded with the growing demands for food, land and other resources. This pressure on biomes and ecosystems has led to land degradation, with a consequent loss of habitats and biodiversity. Further consequences of this change are a reduction in human wellbeing and a struggle for social justice as land becomes unproductive because of overuse. Nevertheless, we should remember that change can happen naturally as well as being induced by humans.

Some topics that can help us explore change and the need for careful management include marine environments and coasts, the land, inland waters, and urban or built environments (see **FIGURE 2**).

FIGURE 2 Interaction of environmental change with human wellbeing



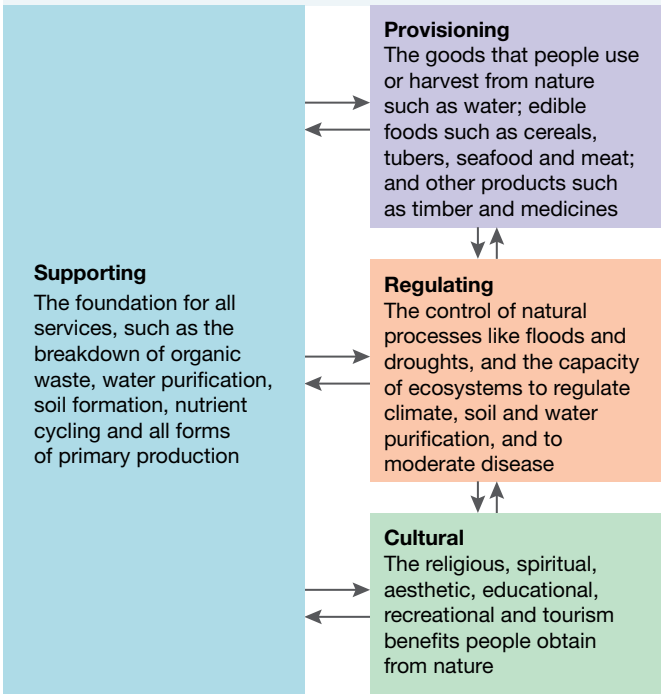
10.2.3 What are ecological services?

A new view of the relationship between the environment and people is one of an **ecological service** or 'what nature provides for humanity'.

Ecological services can be thought of as biological and physical processes that occur in natural or semi-natural ecosystems and maintain the habitability and livelihood of people on the planet. These services are shown in **FIGURE 3**.

Understanding the link (interconnection) between ecological services and human action is important as it can lead to more sustainable practices. The idea of ecological management takes an Earth-centred environmental world view, promoting **stewardship** or custodial management. This view considers caring for the land and the ecological services it provides as paramount. By applying this Earth-centred viewpoint to human uses and management of the environment, future options for human wellbeing will be sustainable. The question is: how do we evaluate human impacts on the environment and what management strategies

FIGURE 3 Ecological services



can be implemented to reverse damage and create a sustainable future? As such, we need to consider the costs and benefits, or more simply, the advantages and disadvantages of changes we make to the environment, as there will be consequences in terms of economic viability and social justice.

What is the ecological footprint?

The **ecological footprint** is one means of measuring human demand for ecological services. The footprint takes into account the regenerative capacities of biomes and ecosystems, which are described as the Earth's **biocapacity**. The footprint is given as a number, in hectares of productive land and sea area, by measuring a total of six factors, as shown in **FIGURE 4**. The ecological footprint is a useful indicator of environmental sustainability.

FIGURE 4 Measuring the Earth's ecological footprint

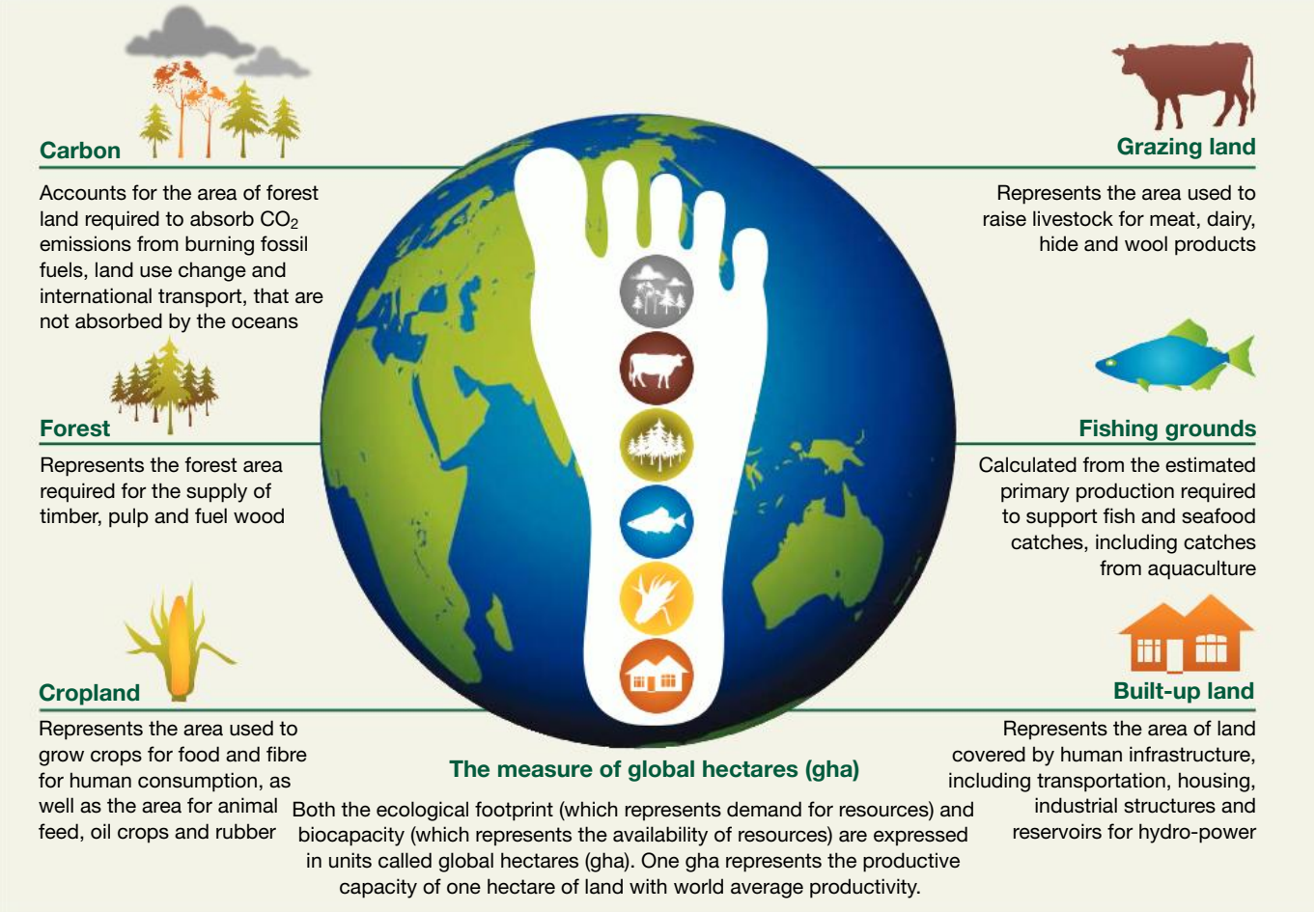


FIGURE 5 compares the ecological footprint with biocapacity. The elephants represent each region's footprint (per capita) and the balancing balls represent the size of the region's biocapacity (per capita). The dark green background represents the gross footprint of regions that exceed their biocapacity, and the light green background represents those regions that use less than their biocapacity.

In 2018 the total ecological footprint was estimated at 1.7 planet Earths, which means that humanity used ecological services at 1.7 times the biocapacity of the Earth to renew them. The 1.7 ecological footprint figure represents an average for all regions of the Earth. However, the United States, which has an ecological footprint of 8.2, is well above this average. This level of resource use is not sustainable into the future, and raises questions of economic viability, environmental benefit and social justice. **FIGURE 6** shows a map of the Earth's ecological debt. Note that there is a strong relationship between ecological

FIGURE 5 Biocapacity and ecological footprint

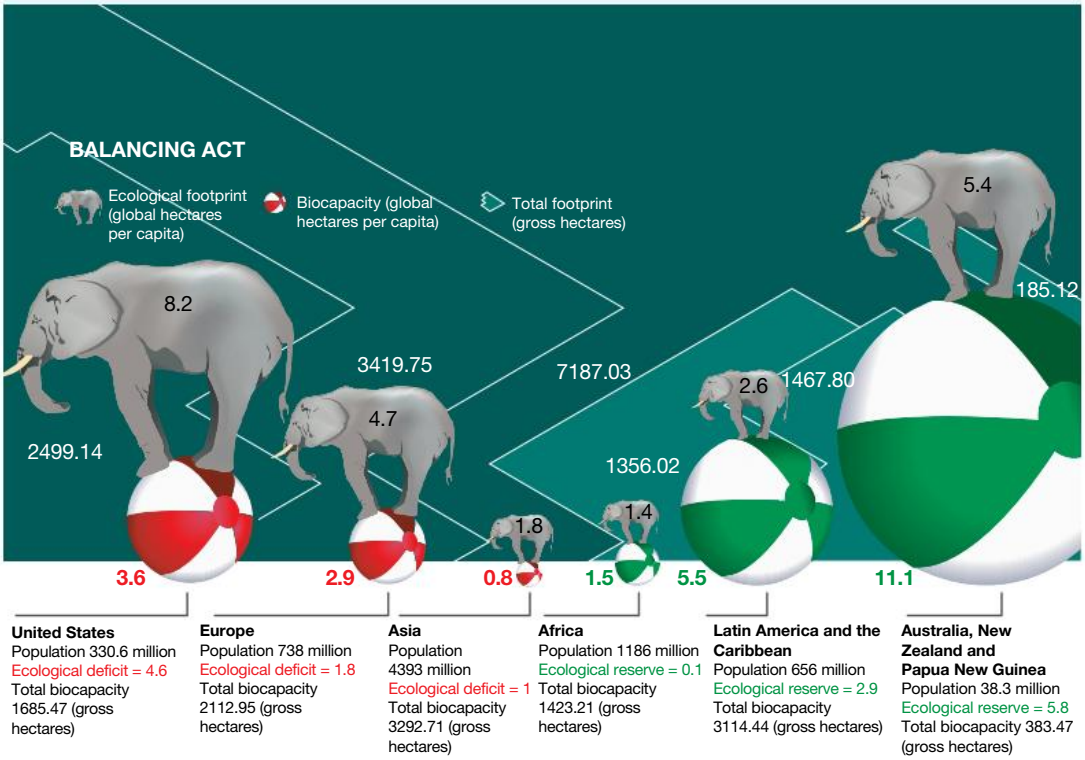
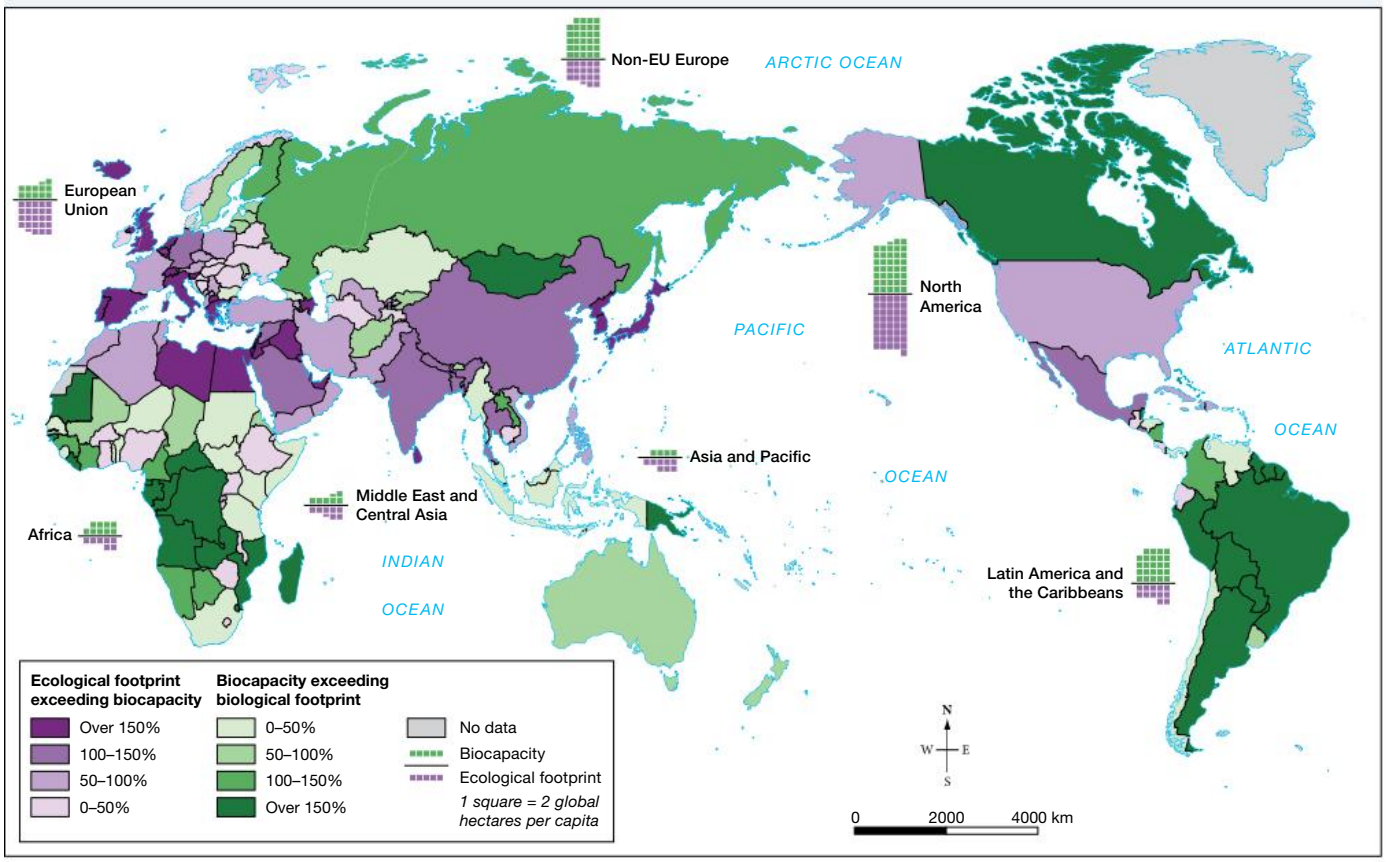


FIGURE 6 Ecological debt map



Source: Global Footprint Network.

footprint and a country's wealth and/or population. For example, the United States and much of Europe and Japan are wealthy countries with large ecological footprints and small biocapacities. China and India are highly populated countries with large ecological footprints and small biocapacities. Australia and New Zealand have minimal ecological footprints because they have relatively small populations and high biocapacities.

What is a sustainable world?

A range of indices have been developed in recent years to examine the link between ecological services, human wellbeing and sustainability. These include the Human Development Index (HDI), the Sustainable Society Index (SSI) and the Happy Planet Index (HPI), and each gives a slightly different perspective on human activity and/or sustainability.

The Sustainable Society Index says that sustainable human action must:

- meet the needs of the present generation yet not compromise the ability of future generations to meet their own needs
- ensure that people have the opportunity to develop themselves in a free, well-balanced society that is in harmony with nature.

The Sustainable Society Index gives values to 21 factors across a range of social, political, economic and environmental considerations. It is worthwhile investigating these indices as they put forward many sound ideas about human wellbeing and the sustainability of the ecological services of the natural world.

Explore more with myWorldAtlas

Deepen your understanding of this topic with related case studies and questions.

- Investigating Australian Curriculum topics > Year 10: Environmental change and management > **Global biodiversity**
- Investigating Australian Curriculum topics > Year 10: Environmental change and management > **Indigenous Australians — Caring for Country**

on Resources

eWorkbook Treading lightly (doc-31761)

Interactivity Nature's bounty (int-3287)

10.2 INQUIRY ACTIVITIES

1. Complete the **Treading lightly** worksheet to explore this subtopic's themes further. **Examining, analysing, interpreting**
2. Indian activist and leader of the movement against British rule in India, Mahatma Gandhi suggested that the Earth provides enough to satisfy everyone's needs, but not everyone's greed. Provide an argument with an Earth-centred viewpoint about this quote and then a counter-argument based on a human-centred viewpoint. Ensure that your arguments are logical, clearly expressed and supported by evidence. Discuss and compare your arguments with a partner. **[Critical and Creative Thinking Capability]**

10.2 EXERCISES

Geographical skills key: GS1 Remembering and understanding **GS2** Describing and explaining **GS3** Comparing and contrasting **GS4** Classifying, organising, constructing **GS5** Examining, analysing, interpreting **GS6** Evaluating, predicting, proposing

10.2 Exercise 1: Check your understanding

1. **GS1** Define 'ecological service'.
2. **GS1** What is an ecological footprint?
3. **GS2** Explain the concept of biocapacity.
4. **GS1** What does one global hectare (gha) represent?
5. **GS2** Outline the four ecological services.

10.2 Exercise 2: Apply your understanding

1. **GS2** Outline six factors that are considered when measuring ecological footprint.
2. **GS2** What are the main criteria that the Sustainable Society Index uses to qualify ***sustainable*** human action?
3. **GS6** Refer to **FIGURE 5**.
   (a) What reasons can you suggest for the United States having such a large ecological deficit?
   (b) Is Australia in ecological deficit or reserve? How might this be explained?
4. **GS5** Study **FIGURE 6**. Name three countries with biocapacity exceeding ecological footprint by over 150 per cent. What features of these countries might account for this position?
5. **GS5** Refer to **FIGURE 6**. Of the world regions identified on the map, which ones have ecological footprint in excess of biocapacity? Why might this be the case?

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

10.3 SkillBuilder: Evaluating alternative responses

online only

What are alternative responses?

Alternative responses are a range of different ideas/opinions on an issue. Evaluating ideas involves weighing up and interpreting your research to reach a judgement or a decision based on the information.

Select your learnON format to access:

- an overview of the skill and its application in Geography (Tell me)
- a video and a step-by-step process to explain the skill (Show me)
- an activity and interactivity for you to practise the skill (Let me do it)
- questions to consolidate your understanding of the skill.

A special environment

The island's special features include:

- long surf beaches and rocky headlands
- about 40 crystal-clear freshwater lakes. Some of these are perched lakes (that is, they sit, or perch, on an impermeable layer of rock or hardened organic matter lying above the watertable). There are also 'window' and barrage lakes. Window lakes appear when depressions in the land surface dip below the watertable, thus exposing part of it. Barrage lakes form when shifting sand dunes block running water and cause it to pool.
- many streams and creeks
- coloured sand cliffs, some 35 kilometres in length
- salt pans, lagoons, mangrove forests and wetlands
- thick rainforests, some of which are so dense that sunlight does not penetrate the canopy
- offshore seagrass beds to support colonies of dugong
- over 25 species of mammals, including dingoes thought to be the purest strain of the species in Australia
- over 350 species of birds. One of Australia's rarest birds, the endangered ground parrot, is found on the island.
- vast sandblows (that is, tracts of sand moved by the wind) and lofty sand dunes.

Past land uses

Fraser Island once had a sand-mining industry (mining its tracts of mineral-rich black sand). This was stopped in 1976 following a federal government inquiry. There was also a timber industry, disbanded in December 1991 by the Queensland Government after a separate inquiry.

Tourists

Hundreds of thousands of tourists now visit the Fraser coast region every year, injecting some $366 million into the region in 1999. It is estimated that 32 per cent of this visitor expenditure was contributed by tourists to Fraser Island itself. The most obvious risks that tourism brings to the national park have to do with land-clearing, waste, increased traffic and disturbance of the islan's flora and fauna.

Ecotourism facilities

The island's Kingfisher Bay Resort and Village has the highest level of accreditation as an ecotourism facility. An environmental impact statement was prepared before the proposed facility was approved for construction.

Dingo management

In the past, many tourists fed the dingoes that roam the island. In April 2001, however, a young boy was tragically killed by dingoes. Tourists are now provided with a 'Dingo Smart' brochure, and are heavily fined if caught feeding a dingo or trying to encourage its attention. Any dingoes known to be a problem are culled.

Managing camping facilities

There are six government-owned camps — at Central Station, Lake Boomanjin (the largest perched lake in the world), Lake McKenzie, Dundubara, Waddy Point and Wathumba — and two that are privately owned. People can also camp on a restricted number of beach areas, but not within 50 metres of a creek, stream or lake. Beach camping areas are temporarily closed sometimes to allow vegetation to regrow or to halt erosion.

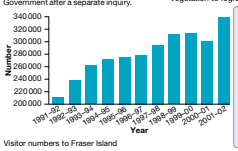
Managing four-wheel drive vehicles

Four-wheel drive vehicles are needed to travel around the island. Left unmanaged, these large vehicles could have a significant impact on the island's flora and fauna and on levels of erosion, especially because touring parties tend to drive in the same areas. It is the most attractive parts of the island that are often the most vulnerable.

All vehicles travelling on the island have to display a purchased permit and, more recently, driving and parking on sand dunes have been made illegal. The Environmental Protection Agency has started a campaign to educate four-wheel drivers about the impacts their vehicles have on the island's environment.

Government funding

In 2004, the Australian government's Natural Heritage Trust granted $300 000 to reduce road-related erosion, provide environmentally friendly amenities and better direct pedestrian movement around Fraser Island. Barriers along the sides of the island's roads and better planning have reduced the degree of erosion from run-off. The idea was partly to make pedestrian travel a more attractive option, as well as draw pedestrians away from the island's vulnerable dunes. To do this, boardwalks were built along the banks of Eli Creek (see the photograph on page 26). Stretches of dunes are also regularly closed for rehabilitation. Although the potential threat from tourism-related erosion remains, the stability of the island's sand dunes is improving.



Visitor numbers to Fraser Island

Please tourists, don't pee in the lake

So, we're sure your momma told you not to pee in the swinning pool — but did she also tell you it's bad to pee in a lake? Down in Australia, the beautiful Basin Lake on Fraser Island off Queensland isn't doing well these days, and one of the causes is high levels of urine in the water. The official word is that too many tourists are using the lake as a toilet and that's led the Queensland Parks and Wildlife Service to consider closing one of the access tracks to reduce visitor numbers. Right now 35 000 people visit the lake every year and since there's no in-or outflow from the lake; whatever goes in, stays in. Our alternative suggestion is to simply stick up a big notice advertising the current urine levels in the lake. We're fairly sure most people would skip the swim.

Source: Fraser Island Travel Guide, 17 October 2008.

on Resources

Video eLesson Evaluating alternative responses (eles-1744)

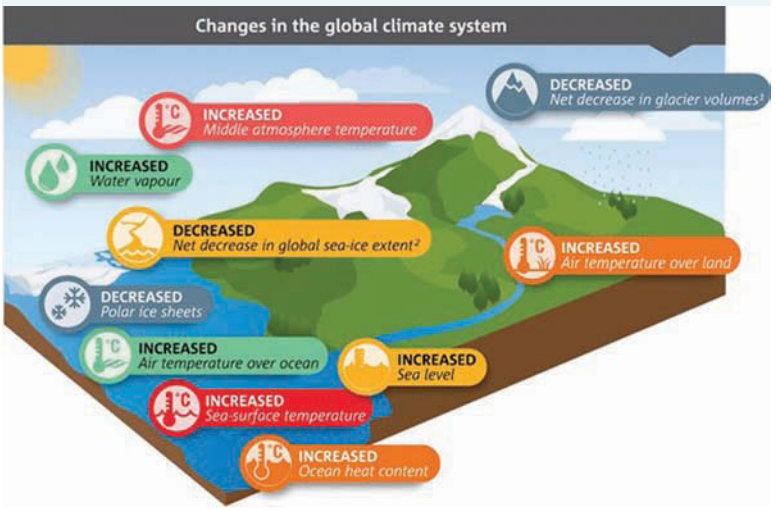
Interactivity Evaluating alternative responses (int-3362)

10.4 Is climate change heating the Earth?

10.4.1 Climate change and global warming

The world's climate has been changing for millions of years but, more recently, the concentration of greenhouse gases in the atmosphere has increased, leading to **global warming**. It is believed that human particularly burning fossil fuels such as coal and oil, have led to what is known as the **enhanced greenhouse effect**, which is heating the Earth and its atmosphere. Despite ongoing debate about the nature and extent of climate change, the majority of the scientific community agrees that global warming and climate change exist and will result in ongoing changes to world weather patterns and the longer-term climates from the equatorial to polar regions. The wider consequences of global warming will also lead to environmental change across a wide range of biophysical systems (see **FIGURE 1**).

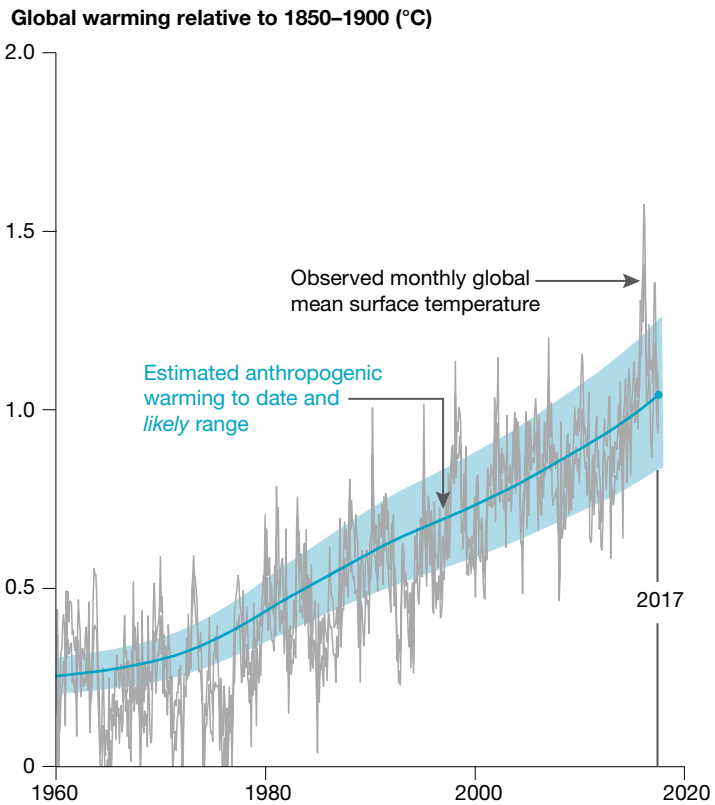
FIGURE 1 Consequences of changes in the global climate



Source: Bureau of Meteorology and CSIRO.

Climate, which can be defined as the long-term weather patterns of a particular area, is highly variable over the Earth's surface. As such, climates in the tropics contrast markedly with climates near the poles. Climate also varies over extensive periods of time, and scientists have described these changes, which date back millions of years, long before the emergence of the human species, as warm periods and ice ages. Currently the Earth is in a warm period, having moved out of ice age conditions as recently as 6000 years ago. Today we realise that human activity is increasing the rate of global warming leading to **climate change**, particularly in the past few hundred years, and this can have serious consequences for the planet (see **FIGURE 2**).

FIGURE 2 Global temperature change to 2017

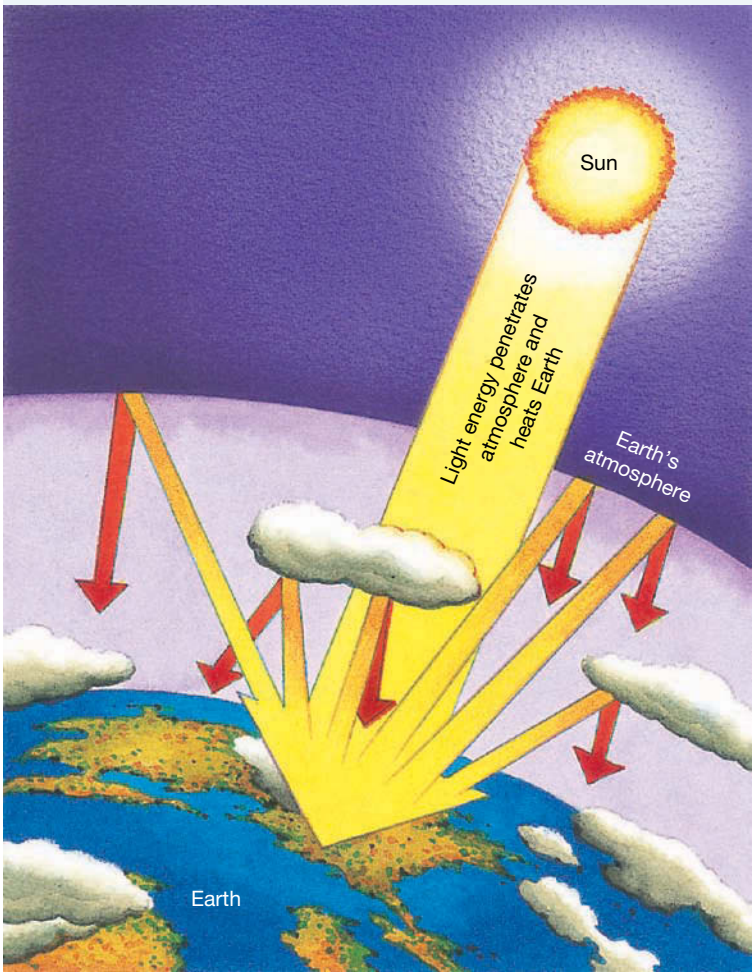


Source: IPCC special report 2018: *Global Warming of 1.5 °C:* Summary for Policymakers, figure a), page 6.

10.4.2 The greenhouse effect

The greenhouse effect is the mechanism where solar energy is trapped by water vapour and gases in the atmosphere, heating the atmosphere and helping to retain this heat, as in a glasshouse (see **FIGURE 3**). The three most important gases responsible for the greenhouse effect are carbon dioxide, nitrous oxide and methane. Without this greenhouse effect, the atmosphere would be much cooler, and ice age conditions would prevail over the planet, making life as we know it impossible.

FIGURE 3 How the greenhouse effect works

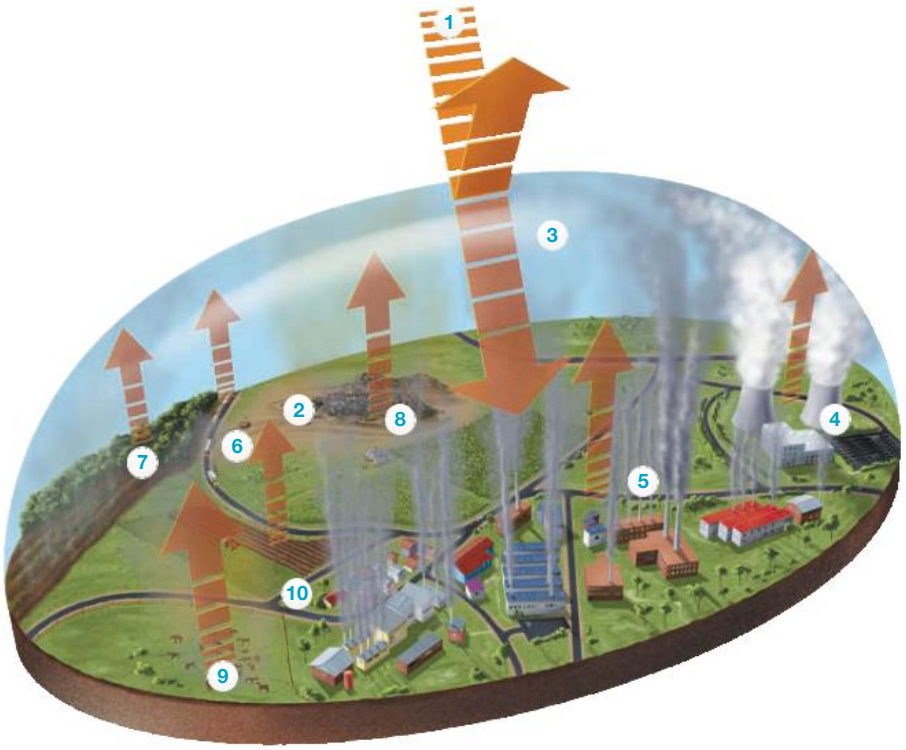


Human activity and the enhanced greenhouse effect

Changes in the balance of the greenhouse gases are a natural event, leading to the different climatic conditions on the planet as experienced over geological time. The issue today is how much impact human activity is having on the natural cycle of events, and how this activity is leading to climate change and global warming.

The term 'the enhanced greenhouse effect' has been developed to show that heating of the atmosphere is moving at a rate that is above what could be expected by natural processes of change (see **FIGURE 4**). Recent research by government and non-government organisations has indicated that all parts of the world are vulnerable to the impacts of the enhanced greenhouse effect and associated climate change. Six key risks that have been identified in Australia alone include higher temperatures, sea-level rise, heavier rainfall, greater wildfire risk, less snow cover, reduced run-off over southern and eastern Australia, and more intense tropical cyclones and storm surges along the coast.

FIGURE 4 The enhanced greenhouse effect



1. Heat from the sun
2. Heat trapped by greenhouse gases
3. Heat radiating back into space
4. Greenhouse gases produced by power stations burning fossil fuels
5. Greenhouse gases produced by industry burning fossil fuels
6. Greenhouse gases produced by transport burning fossil fuels
7. Greenhouse gases released by logging forests and clearing land
8. Methane escaping from waste dumps
9. Methane from ruminant (cud-chewing) livestock, e.g. cattle, sheep
10. Nitrous oxide released from fertilisers and by burning fossil fuels

10.4.3 What can we do?

A switch to renewable energy sources such as solar, wind, water (hydro) and geothermal (heat from inside the Earth's crust) will lead to sustainable energy use in the future, and reduce carbon emissions into the atmosphere, thereby reducing the enhanced greenhouse effect. At the household level, using energy-efficient light bulbs and appliances and installing solar panels to produce hot water and electricity can lead to a significant reduction in greenhouse gas emissions. You could even think of purchasing a new motor vehicle that uses electricity or has a higher fuel efficiency rating.

Explore more with myWorldAtlas

Deepen your understanding of this topic with related case studies and questions.

- Investigate additional topics > Climate change > **Causes of climate change**
- Investigate additional topics > Climate change > **Larsen Ice Shelf break-up**
- Investigate additional topics > Climate change > **Impacts on polar bears**
- Investigate additional topics > Climate change > **Climate change and Australia**
- Investigate additional topics > Climate change > **Global warming and Antarctica**

10.4 INQUIRY ACTIVITIES

1. In groups, prepare a report that explains how the enhanced greenhouse effect operates, based on the information in **FIGURE 4** in section 10.4.2. You may wish to carry out further research also. Prepare a presentation for the class that includes your suggestions about what we can do to reduce the impacts of the enhanced greenhouse effect. **Examining, analysing, interpreting**
2. Research the scientific debate on climate ***change*** and global warming, and present cases for both sides of the argument. **Examining, analysing, interpreting**

10.4 EXERCISES

Geographical skills key: GS1 Remembering and understanding **GS2** Describing and explaining **GS3** Comparing and contrasting **GS4** Classifying, organising, constructing **GS5** Examining, analysing, interpreting **GS6** Evaluating, predicting, proposing

10.4 Exercise 1: Check your understanding

1. **GS1** What are the differences between climate ***change*** and global warming?
2. **GS1** What is the greenhouse effect and what are the three atmospheric gases responsible for this effect?
3. **GS1** What would happen to the Earth if there was no greenhouse effect?
4. **GS2** What ***changes*** have occurred to the Earth's climate over geological time?
5. **GS2** Why would sea levels be much lower in an ice-age period?

10.4 Exercise 2: Apply your understanding

1. **GS2** What role do trees play in the carbon cycle and in controlling the level of greenhouse gases?
2. **GS6** What impacts will global warming, and in particular higher water temperatures, have on a marine ecosystem such as the Great Barrier Reef?
3. **GS6** Refer to **FIGURE 2**.
   (a) What is the time period shown in the graph?
   (b) What is the total temperature increase shown between the start and end points of the graph?
   (c) What is the general trend shown by the graph?
4. **GS5** Why is the greenhouse effect crucial to maintaining life on Earth?
5. **GS6** In what energy-saving actions does your household participate? Suggest other actions that could be taken into the future.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

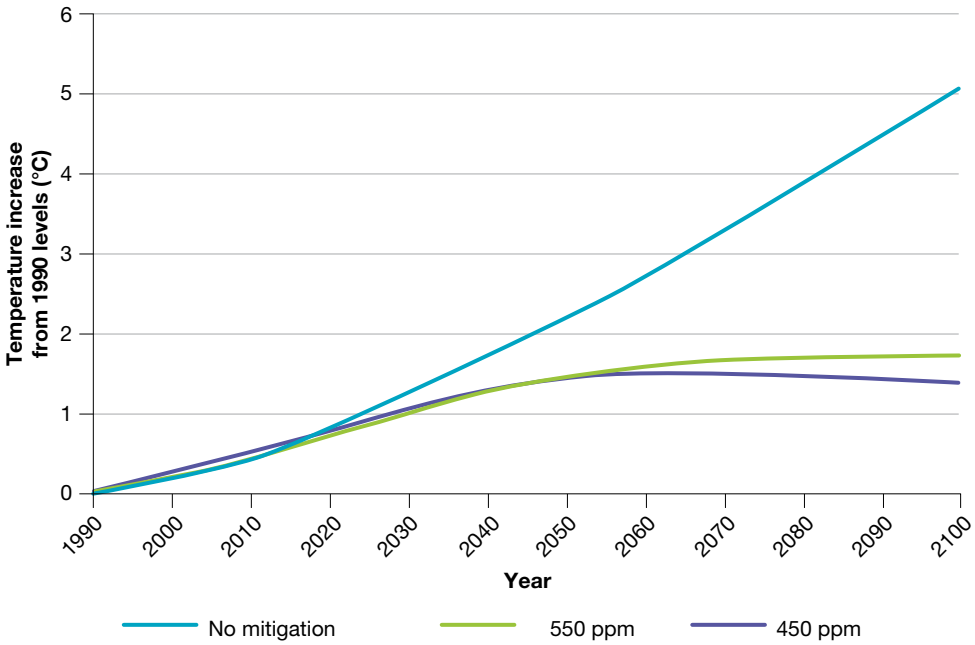
10.5 Tackling climate change

10.5.1 Global action

Climate change is a global phenomenon. The greenhouse gases produced in one country spread through the atmosphere and affect other countries. Action by only a few countries to reduce greenhouse gases will, therefore, have little impact — it requires international cooperation, especially by the largest polluters.

Since the 1990s, countries have met at the United Nations Intergovernmental Panel on Climate Change (IPCC) conferences and agreed to take steps to reduce emissions of greenhouse gases. An early conference developed the **Kyoto Protocol**, an agreement that sets targets to limit greenhouse gas emissions, and 128 countries have agreed to this Protocol. Further conferences in 2009 in Copenhagen, Denmark, 2010 in Cancun, Mexico and in 2015 in Paris led to an important new direction, with all countries agreeing to contain global warming within 2 °C. This means that emissions of CO_2, which were at 395 parts per million (ppm) in 2013, must be kept below 550 ppm to reach this target. If no actions (mitigation measures) are taken, temperatures could increase by 5 °C, as shown in **FIGURE 1**. To date, 192 of the world's 196 countries have signed the Kyoto Protocol, however, close to half have modified their commitment to reach targets for greenhouse emission reductions set for 2020. The United States has signed the Protocol but has not ratified emission targets and Canada has withdrawn from the Protocol.

FIGURE 1 Global average temperature outcomes for three emissions cases, 1990–2100



Source: The Garnaut Climate Change Review 2008, p. 88.

To meet the greenhouse gas emissions targets defined by these agreements, countries must make changes that reduce their level of emissions. They can also meet the targets in two other ways:

1. A country can carry out projects in other countries that reduce greenhouse gas emissions and offset these reductions against their own target.
2. Companies can buy and sell the right to emit carbon gases. For example, a major polluter, such as a coal power station, is allowed to emit a certain amount of greenhouse gases. If it is energy efficient, and emits less than its limit, it gains **carbon credits**. It has the right to sell these credits to another company that is having difficulty reducing its emissions. Companies can also gain credits by investing in projects that reduce greenhouse gases (such as renewable energy), improve energy efficiency, or that act as carbon sinks (such as tree planting and underground storage of CO_2).

10.5.2 Australia's action

The Garnaut Report 2011 and the findings of the 2018 IPCC state that it is in Australia's national interest to do its fair share in a global effort to mitigate climate change (see **TABLE 1**). The findings of the 2011 report were confirmed at the IPCC meeting in Paris in 2015. In 2019, the Australian Government announced the Climate Solutions Package, a $3.5 billion investment to deliver on Australia's 2030 Paris climate commitments. The plan will help Australia meet its Kyoto Protocol commitments by:

- providing a $2 billion Climate Solutions Fund to reduce greenhouse gases across the economy through the existing Emissions Reduction Fund, giving farmers, small businesses and Indigenous communities the chance to improve the environment and benefit from new revenue opportunities
- securing our energy future through investments in a high-tech expansion of the Snowy Mountains Scheme and a second interconnector, Marinus Link, between Victoria and Tasmania
- helping households and businesses improve energy efficiency
- implementing a National Electric Vehicle Strategy to ensure a planned and managed transition to new vehicle technology and infrastructure
- helping create green and clean local environments by supporting local communities.

TABLE 1 Potential impacts for each of the three emissions cases by 2100

Emissions case	450 ppm	550 ppm	No action
Likely range of temperature increase from 1990 level	0.8–2.1 °C	1.1–2.7 °C	3–6.6 °C
Percentage of species at risk of extinction	3–13%	4–25%	33–98%
Area of reefs above critical limits for coral bleaching	34%	65%	99%
Likelihood of starting large-scale melt of the Greenland ice sheet	10%	26%	100%
Threshold for starting accelerated disintegration of the West Antarctic ice sheet	No	No	Yes

Source: The Garnaut Climate Change Review 2008, p. 102.

10.5.3 Taking personal action

Australian households produce about one-fifth of Australia's greenhouse gases through their use of transport, household energy and the decay of household waste in landfill. This amounts to about 15 tonnes of CO_2 per household per year. (A tonne of CO_2 would fill one family home.) The Australian Conservation Foundation has suggested a 10-point plan (see **FIGURE 2**) that every Australian household can follow to reduce its level of greenhouse gas pollution.

FIGURE 2 The Australian Conservation Foundation Plan

1. ***Switch to green power***
   Choose renewable energy from your electricity retailer and support investment in sustainable, more environmentally friendly energies. Make sure it is accredited GreenPower [electricity produced using renewable resources] — see www.greenpower.gov.au for a list of who qualifies.

GreenPower
Accredited Renewable Energy

2. ***Get rid of one car in your household***
   A car produces seven tonnes of greenhouse pollution each year (based on travelling 15 000 km per year). This does not include the energy and water used to build the car — 83 000 litres of water and eight tonnes of greenhouse pollution. So share a car with your family.
3. ***Take fewer air flights***
   A return domestic flight in Australia creates about 1.5 tonnes of greenhouse emissions (based on Melbourne to Sydney return). A return international flight creates about 9 tonnes (based on Melbourne to New York return). Holiday closer to home.
4. ***Use less power to heat your water***
   A conventional electric household water heater produces about 3.2 tonnes of greenhouse pollution in a year. Using less hot water will reduce your pollution. Using the cold cycle on your washing machine will save 3 kg of greenhouse pollution. Switching off your water heater when you're away will also reduce your energy use.
5. ***Eat less meat***
   Meat, particularly beef, has a very high environmental impact, using a lot of water and land to produce it, and creating significant greenhouse pollution. If you reduce your red meat intake by two 150-gram serves a week, you'll save 20 000 litres of water and 600 kg of greenhouse pollution a year.

6. ***Heat and cool your home less***
   Insulate your walls and ceilings. This can cut heating and cooling costs by 10 per cent. Each degree change can save 10 per cent of your energy use. A 10 per cent reduction is 310 kg of greenhouse pollution saved.
7. ***Replace your old showerhead with a water-efficient alternative***
   This will save about 44 000 litres of water a year and up to 1.5 tonnes of greenhouse pollution from hot water heating (on average).
8. ***Turn off standby power***
   Turning appliances off at the wall could reduce your home's greenhouse emissions by up to 700 kg a year.
9. ***Cycle, walk or take public transport rather than drive your car***
   Cycling 10 km to work (or school) and back twice a week instead of driving saves about 500 kg of greenhouse pollution each year and saves you about $770. Besides, it's great for your health and fitness!
10. ***Make your fridge more efficient***
    Ensure the coils of your fridge are clean and well ventilated — that will save around 150 kg of greenhouse pollution a year. Make sure the door seals properly — this saves another 50 kg. Keep fridges and freezers in a cool, well-ventilated spot to save up to another 100 kg a year. If you have a second fridge, turn it off when not in use.

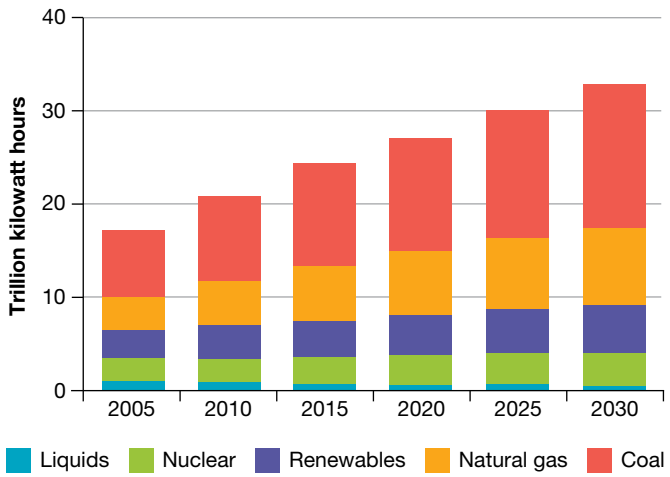
10.5.4 The role of fossil fuels and renewable energy

Climate authorities have declared that global warming is possibly the most important issue affecting life on Earth now and into the future. The burning of **fossil fuels**, which generate greenhouse gases, is causing the atmosphere to heat up, and it is believed that a sustainable future, in terms of energy use, can be achieved only by reducing the consumption of energy and/or switching to renewable energy forms. While use of fossil fuels is a significant factor in global warming, it should also be realised that there are a number of other human activities that lead to greenhouse gas emissions.

Fossil fuels have been widely used for energy production by human societies since the **Industrial Revolution**. Burning of wood in fires was the earliest use of fuels, and today coal, oil and gas are the fossil fuels of choice. Much of the energy used in society today for transport, domestic use and all forms of industry is from electricity generated by power stations that are fired by fossil fuels (see **FIGURES 3** and **4**).

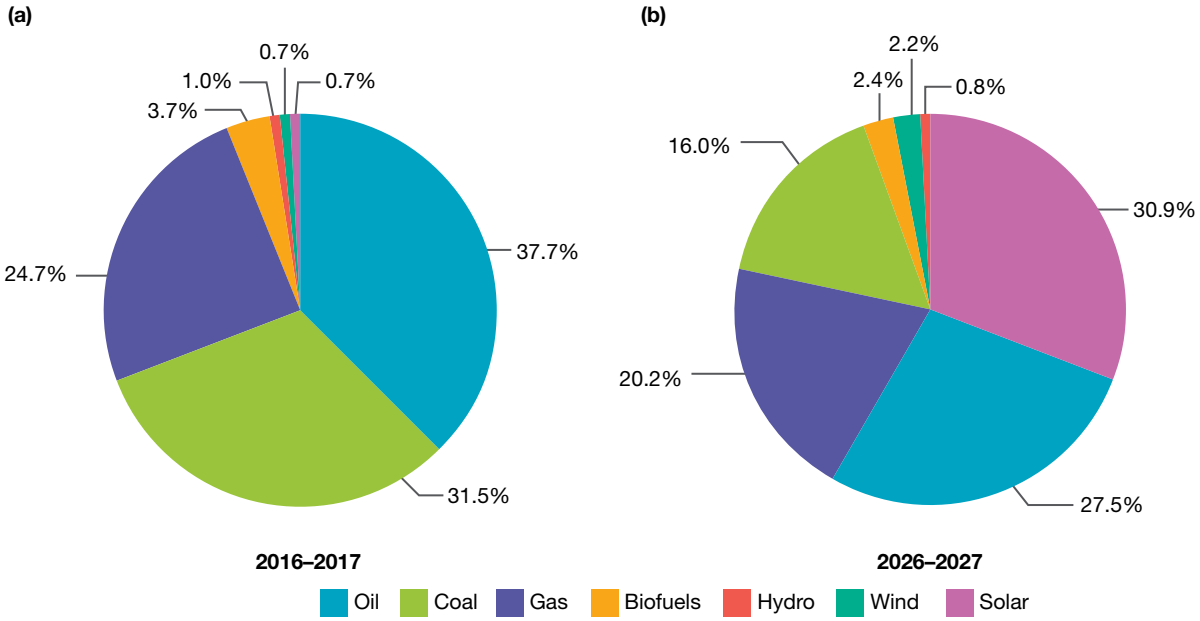
The environmentally friendly alternative to fossil fuels is renewable energy. This includes hydro-power, solar, wind, wave and tidal, **geothermal**, and bioenergy sources to generate electricity. These sources do not produce greenhouse gases and are replenished in relatively short periods of time (see **FIGURE 5**).

FIGURE 3 World electricity generation by fuel, 2005–30



Source: Energy Information Administration (EIA).

FIGURE 4 Australia's primary energy sources, (a) 2016–17 and (b) projected for 2026–27



Source: Department of Environment and Energy, *Australian Energy Update 2018.*

FIGURE 5 Some sources of renewable energy: (a) solar, (b) wind, (c) hydro-electric and (d) geothermal

The movement to environmentally friendly alternative energy fuels will confirm a significant change in thinking, from a human-centred to an Earth-centred world view. This change in thinking will lead to a more sustainable use of energy with a significantly lower impact of greenhouse gas emissions on the environment.

Many countries throughout the world are now using or developing sustainable energy industries. The United States, for example, has established the Clean Energy Plan and currently produces 1.66 per cent of its energy needs from solar power, with renewable energy sources comprising 10 per cent of its total electricity generation. In Europe, Germany has made great progress in harnessing renewable energy sources, which today provide 29.5 per cent of its power generation needs. Wind energy alone provides just over one-third of this amount.

In Australia, with expansive desert regions, there is huge potential to generate solar power. In recent years, the installation of solar panels for domestic households has increased, and this has been supported by a federal government subsidy scheme; however, currently solar energy accounts for only 1.24 per cent of Australia's latest total energy requirements. In other renewable energy fields, wind farms have become more widespread in southern Australia, and there are companies investigating the potential for geothermal energy production.

10.5.5 Future action

In 2015, the IPCC confirmed the 2007 recommendations to reduce greenhouse gas emissions. The recommendations cover a wide range of human activities, with suggestions for management to mitigate global warming (see **TABLE 2**).

For each of the mitigation actions shown in **TABLE 2** there are economic, social and environmental consequences. For example, considering the 'developing safer and cleaner nuclear energy' action, there may be positive economic consequences, such as the creation of energy security and job opportunities, but also negative consequences, such as the cost of waste disposal. Similarly, the social and environmental consequences may be positive, such as reduced air pollution, and negative, such as nuclear accidents.

TABLE 2 Reducing greenhouse gas emissions

	Ways to reduce greenhouse gas emissions
Energy supply	• Increasing use of renewables such as hydro-power, solar, wind, wave and tidal, geothermal and bioenergy • Switching from coal to gas • Carbon capture and storage (CCS) at fossil fuel electricity generating facilities • Developing safer and cleaner nuclear energy (although this is also debated in terms of its sustainability)
Transport	• More fuel-efficient vehicles such as electric, hybrid, clean diesel and biofuels • Changing from road to rail and bus transport systems • Promoting cycling and walking to work
Buildings	• Installing more efficient lighting and day-lighting systems and electrical appliances for heating and cooling, cooking, and washing • Increased use of photovoltaic (PV) solar panels • Improved refrigeration fluids including the recovery and recycling of fluorinated gases
Industry	• More efficient electrical equipment • Heat and power recovery • Material recycling and substitution • Control of gas emissions

(continued)

TABLE 2 Reducing greenhouse gas emissions *(continued)*

	Ways to reduce greenhouse gas emissions
Agriculture	• Improved crop yields and grazing land management • Increased storage of carbon in the soil and reduction of methane gas emissions from livestock manure • Restoration of cultivated soils and degraded lands • Improved nitrogen fertiliser application techniques to reduce nitrous oxide emissions • New bioenergy crops to replace fossil fuels
Forestry/forests	• Planting new forests • Better harvested wood management • Use of forestry products for bioenergy to replace fossil fuel use • Better remote sensing technologies for analysis of vegetation and mapping land-use change
Waste	• Landfill methane recovery • Waste incineration with energy recovery • Composting of organic waste • Controlled waste water treatment • Recycling and waste minimisation

Source: UN IPCC Report 2007.

DISCUSS

Is it the responsibility of the ordinary citizen or the Government to accept the consequences of climate change and do something about it? Discuss your view. **[Ethical Capability]**

10.5 INQUIRY ACTIVITIES

1. Find what the latest *State of the Climate* report, produced by the Australian Government Bureau of Meteorology and the CSIRO, has to say about the impacts of climate ***change*** on Australia's ***environment***. **Examining, analysing, interpreting**
2. Create a poster to communicate the main points of the Australian Conservation Foundation's 10-point strategy to reduce greenhouse gases. **Classifying, organising, constructing**
3. Use the internet to find out about geothermal energy and its potential as a future energy source. **Examining, analysing, interpreting**
4. Considering nuclear power plant accidents from the past and their impacts on the ***environment***, how might nuclear energy be managed as a safe energy source into the future? Is this a ***sustainable*** option? Conduct research into this topic and write a page outlining your findings and your view. **Examining, analysing, interpreting**
5. Use the internet to access and peruse the IPCC's Climate Change Report. Consider the ***environmental***, social and economic impacts of climate ***change*** mitigation for one of the following: transport, buildings, energy systems or industry. **Examining, analysing, interpreting**
6. Complete the **Tackling climate change** worksheet to explore the concepts in this subtopic further. **Examining, analysing, interpreting**

on Resources

eWorkbook Tackling climate change (doc-31745)

Interactivity Small acts, big changes (int-3288)

10.5 EXERCISES

Geographical skills key: GS1 Remembering and understanding **GS2** Describing and explaining **GS3** Comparing and contrasting **GS4** Classifying, organising, constructing **GS5** Examining, analysing, interpreting **GS6** Evaluating, predicting, proposing

10.5 Exercise 1: Check your understanding

1. **GS1** Which arm of the United Nations is involved in formulating measures to tackle climate ***change***?
2. **GS1** What is the Kyoto Protocol?
3. **GS2** Explain why the two basic strategies developed by the Kyoto Protocol can ***sustainably*** reduce the amount of greenhouse gases in the atmosphere.
4. **GS2** Explain why organisations such as the Australian Conservation Foundation would have different views to companies that produce electricity on the topic of 'climate ***change*** and global warming'.
5. **GS1** What is meant by the term *fossil fuel*?
6. **GS1** List some major renewable energy sources.
7. **GS2** What would be the negative impacts if all fossil fuels were banned tomorrow?
8. **GS2** What would be the best renewable energy source for the future? Give reasons for your selection.

10.5 Exercise 2: Apply your understanding

1. **GS6** Refer to **FIGURE 1**. How much will temperatures increase by 2070 with no mitigation? Which action will reduce temperature ***change*** the most by 2100?
2. **GS6** Refer to **TABLE 1** and the 450 ppm case. What is the percentage of species at risk of extinction? What might happen to the Great Barrier Reef under the 550 ppm case?
3. **GS2** What part do international forums play in helping to solve climate ***change***?
4. **GS6** Refer to **FIGURE 4**. What percentage of Australia's energy currently comes from renewable sources, and by how much is this projected to ***change*** by 2026–27?
5. **GS2** Why isn't the use of fossil fuels ***sustainable***?
6. **GS6** What would be the ***environmental***, social and economic consequences of the different management strategies adopted for renewable energy use in Australia, the United States and Germany, outlined in section 10.5.4?

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

10.6 Is Australia's climate changing?

10.6.1 Impacts of climate change in Australia

Research by government and non-government organisations, such as the Bureau of Meteorology (BOM), the Commonwealth Scientific and Industrial Research Organisation (CSIRO) and the IPCC in 2018, has indicated that Australia is particularly vulnerable to climate change. The consequent changes that will affect all Australian biophysical systems have been identified as eight key risks, which are outlined in **FIGURE 1**.

The challenge for the future is how to manage these risks to minimise negative consequences for the Australian environment, economy and social systems.

What changes are we seeing?

Australia's year-by-year climate statistics can be quite variable against long-term climate records, and floods and droughts have always occurred, breaking records in various regions. These variations in weather patterns are often referred to as climatic anomalies. The concern raised by global warming and climate change is the degree of climate variability and the likelihood of more extreme weather events. For instance, will we experience worse floods and droughts and more bushfires and severe cyclones, tornadoes and the like? Scientific evidence supports the view that there have been more extreme weather events in recent years and that the climate of Australia has undergone significant regional change (see **FIGURE 2**).

FIGURE 1 Key climate and severe weather risks for Australia

Source: Bureau of Meteorology and CSIRO.

FIGURE 2 The *State of the Climate 2018* report

The *State of the Climate 2018* report, produced by the BOM and CSIRO made the following summary points.

- Australia's climate has warmed just over 1 °C since 1910, leading to an increase in the frequency of extreme heat events.
- Oceans around Australia have warmed by around 1 °C since 1910, contributing to longer and more frequent marine heatwaves.
- Sea levels are rising around Australia, increasing the risk of inundation.
- The oceans around Australia are acidifying (the pH is decreasing).
- April to October rainfall has decreased in the southwest of Australia. Across the same region May–July rainfall has seen the largest decrease, by around 20 per cent since 1970.
- There has been a decline of around 11 per cent in April–October rainfall in the southeast of Australia since the late 1990s.
- Rainfall has increased across parts of northern Australia since the 1970s.
- Streamflow has decreased across southern Australia. Streamflow has increased in northern Australia where rainfall has increased.
- There has been a long-term increase in extreme fire weather, and in the length of the fire season, across large parts of Australia.

Recent severe weather events

In 2018, in their annual report on Extreme Weather, the Climate Council of Australia wrote:

> Climate change is influencing all extreme weather events as they are occurring in a more energetic climate system. Australia is one of the most vulnerable developed countries in the world to the impacts of climate change. Heatwaves are becoming longer, hotter and starting earlier in the year. In the south of the country, where many Australians live and work, dangerous bushfire weather is increasing and cool season rainfall is dropping off, stretching firefighting resources, putting lives at risk and presenting challenges for the agriculture industry and other sectors, such as tourism.

FIGURE 3 outlines records of climatic change for 2018.

FIGURE 3 Indications of climatic change from the Climate Council of Australia

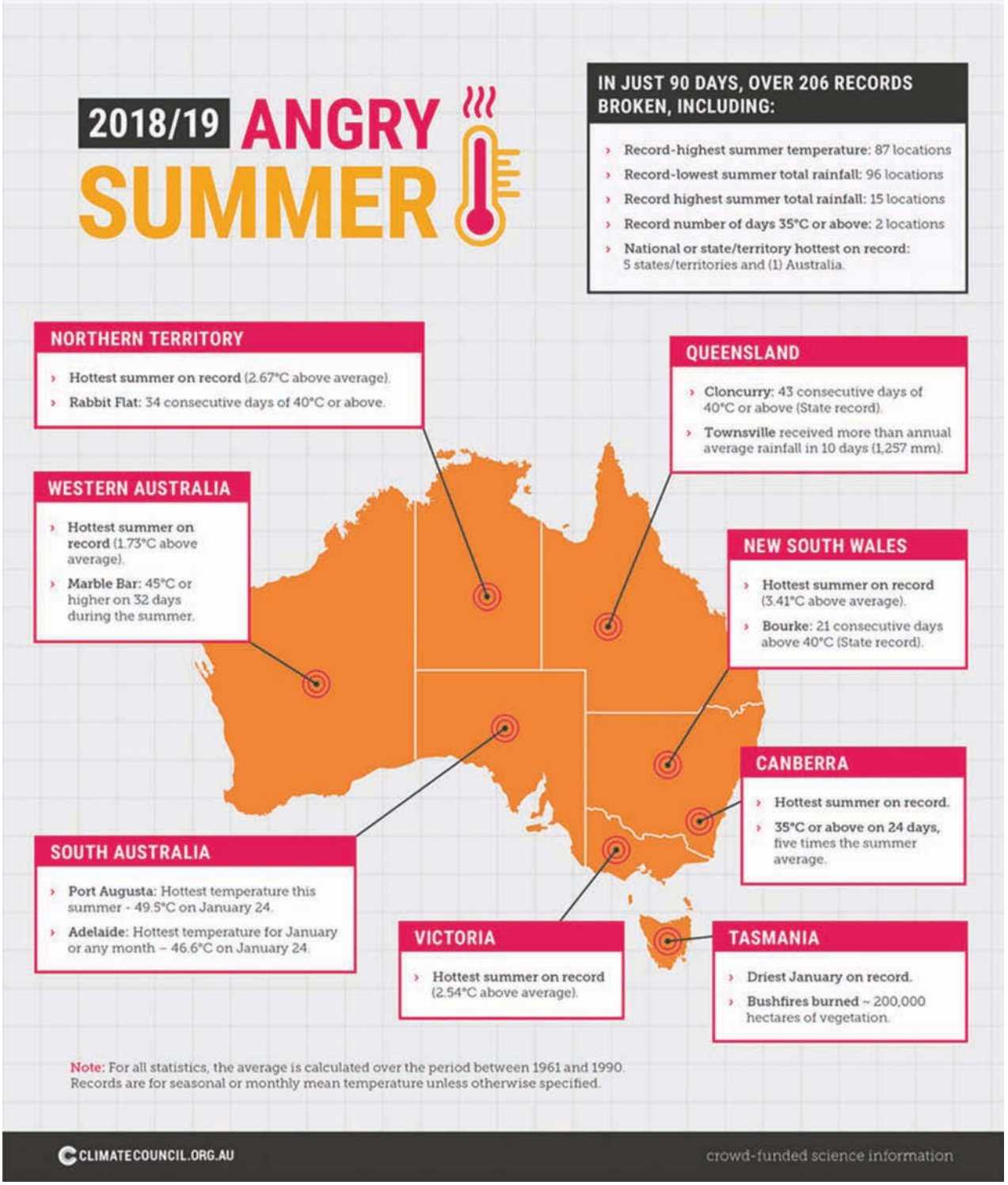


FIGURE 4 Floods in Townsville, February, 2019, due to tropical cyclone Omar

10.6.2 The impact of climate change on the environment, economy and social systems

Some of the impacts of climate change that will require management by governments and communities include:

- impacts on fragile and diverse biomes and ecosystems; for example, the Great Barrier Reef, where warming of 1 °C is expected to have significant impacts on biodiversity, with losses of species and associated coral communities and the potential for up to 97 per cent of the reef to be subject to coral bleaching
- changed temperatures and rainfall regimes affecting the potential of agriculture and forestry to maintain crop yields such as wheat, and timber yields from forests
- reduced river flows in the Murray–Darling Basin with significant impacts on agriculture, industry and urban household use
- more extreme weather events such as heatwave conditions, with an increase in the number of days when the forest fire index rating is very high or extreme
- more severe tropical cyclones, with associated property damage due to strong winds and flooding
- spread of tropical diseases such as dengue fever and malaria to southern regions.

FIGURE 5 The fragile Great Barrier Reef ecosystem may be significantly affected by climate change.

Managing the impact of severe weather

Scientific experts agree that environments will change due to global warming and climate change and this will have a range of economic and social consequences, to which society will need to adapt. Where particular industries such as agriculture and forestry may be affected, there could be a need for governments and other agencies to encourage and facilitate the development of employment opportunities in alternative industries, such as renewable energy.

In dealing with the potential impact of severe weather events, a number of approaches may be taken. The redesign of urban infrastructure to improve storm water drainage is a management strategy to reduce

the threat of flooding. If redesign is not able to solve the problem, there may be a need for some people to consider relocating away from the flood-prone coastal and riverine locations in which they currently live.

Successful management strategies in relation to events such as cyclones and bushfires include the development of improved tropical cyclone warning systems, with monitoring conducted and warnings issued by the Bureau of Meteorology, and bushfire warnings, issued by relevant state fire authorities. National and state-based agencies such as Emergency Management Victoria, Emergency New South Wales and the Department of Community Safety in Queensland provide a range of information and resources aimed at minimising the impacts on communities of severe weather events, and assisting with management strategies such as emergency evacuation planning. Improved building design to withstand these severe weather events is another successful form of management strategy.

Government Disaster Relief programs that offer financial and other assistance to individuals and communities to recover after events such as flood, fire and drought are further examples of impact management.

Perhaps most importantly, the root causes of severe weather events as a consequence of global warming and climate change need to be addressed. The Australian Conservation Foundation's 10-point plan (see **FIGURE 2** in section 10.5.3) suggests a range of personal energy-use management strategies that aim to minimise individuals' contribution to greenhouse gas emissions, such as switching to solar energy and other renewables. If adopted by businesses and the general community, these strategies will go a long way towards reducing the environmental impacts of climate change and global warming, thereby mitigating the social and economic impacts.

10.6 INQUIRY ACTIVITY

Use the internet to find out about Pacific Island nations that are threatened by rising sea levels because of climate ***change***. Where are they located? Are any plans in place to protect these areas? Discuss your findings with a partner. **Examining, analysing, interpreting**

10.6 EXERCISES

Geographical skills key: GS1 Remembering and understanding **GS2** Describing and explaining **GS3** Comparing and contrasting **GS4** Classifying, organising, constructing **GS5** Examining, analysing, interpreting **GS6** Evaluating, predicting, proposing

10.6 Exercise 1: Check your understanding

1. **GS1** How are Australia's temperatures expected to alter because of climate ***change***?
2. **GS1** Name three extreme weather events that are expected to increase in frequency due to climate ***change***.
3. **GS2** Study **FIGURE 3**, which outlines climatic records broken in Australia. Describe the general pattern of temperature and rainfall extreme weather events for the 2018 period outlined.
4. **GS2** From **FIGURE 3**, list the types of temperature and rainfall ***changes*** recently experienced where you live.
5. **GS1** By how much has Australia's climate warmed since 1910?

10.6 Exercise 2: Apply your understanding

1. **GS4** Develop an evacuation plan for a house or town in a bushfire-prone area.
2. **GS6** How might climate ***change*** affect tourism in the Snowy Mountains region of Australia?
3. **GS6** How will rising sea levels affect Australia's state capital cities that are located on the coast?
4. **GS6** What strategies do you think people who live in tropical cyclone-prone areas could adopt to cope with increased severe weather events?
5. **GS6** Identify three key points from the *State of the Climate* report (**FIGURE 2**) that you consider to be of greatest concern. Justify your choices.

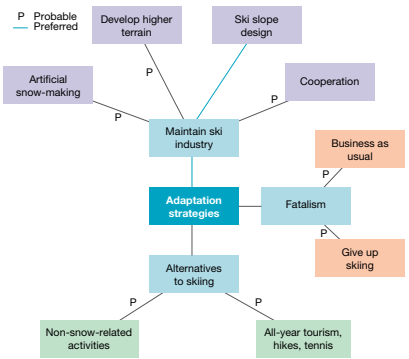
Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

10.7 SkillBuilder: Drawing a futures wheel

online only

What is a futures wheel?

A futures wheel is a series of bubbles or concentric rings with words written inside each to show the increasing impact of change. It helps show the consequences of change.



Select your learnON format to access:

- an overview of the skill and its application in Geography (Tell me)
- a video and a step-by-step process to explain the skill (Show me)
- an activity and interactivity for you to practise the skill (Let me do it)
- questions to consolidate your understanding of the skill.

on Resources

Video eLesson Drawing a futures wheel (eles-1745)

Interactivity Drawing a futures wheel (int-3363)

10.8 Thinking Big research project: Wacky weather presentation

online only

SCENARIO

As the regular weather presenter for an evening news program, you have been asked by the producer to compile a segment on the history of extreme weather events in Australia and to outline the link between these events and climate change.

Select your learnON format to access:

- the full project scenario
- details of the project task
- resources to guide your project work
- an assessment rubric.

on Resources

ProjectsPLUS Thinking Big research project: Wacky weather presentation (pro-0211)

10.9 Review

online only

10.9.1 Key knowledge summary

Use this dot-point summary to review the content covered in this topic.

10.9.2 Reflection

Reflect on your learning using the activities and resources provided.

on Resources

eWorkbook Reflection (doc-31763)
Crossword (doc-31764)

Interactivity Introducing environmental change and management crossword (int-7669)

KEY TERMS

biocapacity the capacity of a biome or ecosystem to generate a renewable and ongoing supply of resources and to process or absorb its wastes

carbon credits term for a tradable certificate representing the right of a company to emit one metric tonne of carbon dioxide into the atmosphere

climate change any change in climate over time, whether due to natural processes or human activities

ecological footprint a measure of human demand on the Earth's natural systems in general and ecosystems in particular; the amount of productive land required by each person for food, water, transport, housing, waste management and other purposes

ecological service the benefits to humanity from the resources and processes that are supplied by natural ecosystems

enhanced greenhouse effect increasing concentrations of greenhouse gases in the Earth's atmosphere, contributing to global warming and climate change

environmental world view varying viewpoints, such as environment-centred as opposed to human-centred, in managing ecological services

fossil fuels carbon-based fuels formed over millions of years, which include coal, petroleum and natural gas. They are called non-renewable fuels as reserves are being depleted at a faster rate than the process of formation.

geothermal (power) describes power that is generated from molten magma at the Earth's core and stored in hot rocks under the surface. It is cost-effective, reliable, sustainable and environmentally friendly.

global warming the observable rising trend in the Earth's atmospheric temperatures, generally attributed to the enhanced greenhouse effect

Industrial Revolution the period from the mid 1700s into the 1800s that saw major technological changes in agriculture, manufacturing, mining and transportation, with far-reaching social and economic impacts

Kyoto Protocol an internationally agreed set of rules developed by the United Nations aiming to reduce climate change through the stabilisation of greenhouse gas emissions into the atmosphere

stewardship the caring and ethical approach to sustainable management of habitats for the benefit of all life on Earth

10.3 SkillBuilder: Evaluating alternative responses

10.3.1 Tell me

What are alternative responses?

Alternative responses are a range of different ideas/opinions on an issue. These ideas may have advantages or disadvantages, be positive or negative, have strengths or weaknesses and costs or benefits. You may or may not agree with the alternative responses. Evaluating ideas involves weighing up and interpreting your research to reach a judgement or a decision based on the information.

Why are alternative responses useful?

Evaluating alternative responses is useful because it ensures that you have thought of a range of possibilities or options and made a judgement about each possibility. To help with your decision making, you can consider ideas from a range of perspectives, such as economic, environmental, social justice, historic, political or technological viewpoints. These perspectives act as thinking tools for your analysis of a topic. They are also useful for:

- providing input to a discussion
- ensuring that all aspects are considered
- assisting in decision making
- justifying an action taken.

A careful evaluation of alternative responses:

- considers a wide range of alternative responses and weighs up the advantages and disadvantages of each
- examines a wide range of data on a topic
- undertakes open-minded discussion
- makes a decision on which is a better option and justifies it.

Consider the question 'Should tourist numbers on Fraser Island be limited?'

Alternative responses to be considered include:

- allowing tourism to develop without restraint
- restricting tourist numbers to the island
- restricting tourist numbers only in the peak season
- banning tourists from the island
- introducing tighter rules on tourist movements on the island.

10.3.2 Show me

Model

The following is an evaluation of the alternative responses to the Fraser Island tourism question. **FIGURE 1** details the data and alternative responses upon which this evaluation is based.

After considering the impacts on Fraser Island by tourists, I consider that tourist numbers should be limited, especially in the peak tourism season (*evaluation*). The risk of damage to the special environment that may be caused by tourists, such as destruction of the rainforest and pollution of lakes, outweighs the economic gains made by the tourism industry. (More than 32 per cent of tourism in the region revolves around Fraser Island.) With the government acknowledging this special environment by making greater funding available, particularly to reduce road-related erosion, I believe that limiting the tourist numbers (340 000 tourists in 2001–02) will ensure that the ecotourism is not put under pressure; that dingoes and people can co-exist along with camping facilities; and that four-wheel drive vehicles can be managed with driver education and specific regulation for Fraser Island. In the past, Fraser Island has not always been well managed but I believe restricting tourism numbers will allow this special environment to be sustained into the future.

FIGURE 1 Alternative responses to the question 'Should tourist numbers on Fraser Island be limited?'

A special environment

The island's special features include:

- long surf beaches and rocky headlands
- about 40 crystal-clear freshwater lakes. Some of these are perched lakes (that is, they sit, or perch, on an impermeable layer of rock or hardened organic matter lying above the watertable). There are also 'window' and barrage lakes. Window lakes appear when depressions in the land surface dip below the watertable, thus exposing part of it. Barrage lakes form when shifting sand dunes block running water and cause it to pool.
- many streams and creeks
- coloured sand cliffs, some 35 kilometres in length
- salt pans, lagoons, mangrove forests and wetlands
- thick rainforests, some of which are so dense that sunlight does not penetrate the canopy
- offshore seagrass beds to support colonies of dugong
- over 25 species of mammals, including dingoes thought to be the purest strain of the species in Australia
- over 350 species of birds. One of Australia's rarest birds, the endangered ground parrot, is found on the island.
- vast sandblows (that is, tracts of sand moved by the wind) and lofty sand dunes.

Past land uses

Fraser Island once had a sand-mining industry (mining its tracts of mineral-rich black sand). This was stopped in 1976 following a federal government inquiry. There was also a timber industry, disbanded in December 1991 by the Queensland Government after a separate inquiry.

Tourists

Hundreds of thousands of tourists now visit the Fraser coast region every year, injecting some $366 million into the region in 1999. It is estimated that 32 per cent of this visitor expenditure was contributed by tourists to Fraser Island itself. The most obvious risks that tourism brings to the national park have to do with land-clearing, waste, increased traffic and disturbance of the islan's flora and fauna.

Ecotourism facilities

The island's Kingfisher Bay Resort and Village has the highest level of accreditation as an ecotourism facility. An environmental impact statement was prepared before the proposed facility was approved for construction.

Dingo management

In the past, many tourists fed the dingoes that roam the island. In April 2001, however, a young boy was tragically killed by dingoes. Tourists are now provided with a 'Dingo Smart' brochure, and are heavily fined if caught feeding a dingo or trying to encourage its attention. Any dingoes known to be a problem are culled.

Managing camping facilities

There are six government-owned camps — at Central Station, Lake Boomanjin (the largest perched lake in the world), Lake McKenzie, Dundubara, Waddy Point and Wathumba — and two that are privately owned. People can also camp on a restricted number of beach areas, but not within 50 metres of a creek, stream or lake. Beach camping areas are temporarily closed sometimes to allow vegetation to regrow or to halt erosion.

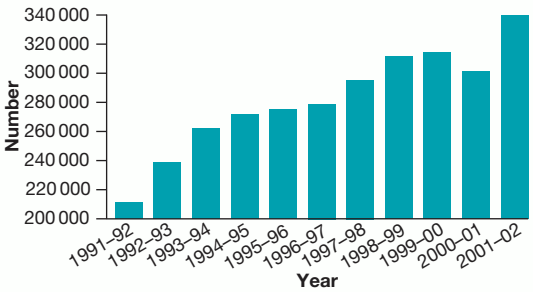
Managing four-wheel drive vehicles

Four-wheel drive vehicles are needed to travel around the island. Left unmanaged, these large vehicles could have a significant impact on the island's flora and fauna and on levels of erosion, especially because touring parties tend to drive in the same areas. It is the most attractive parts of the island that are often the most vulnerable.

All vehicles travelling on the island have to display a purchased permit and, more recently, driving and parking on sand dunes have been made illegal. The Environmental Protection Agency has started a campaign to educate four-wheel drivers about the impacts their vehicles have on the island's environment.

Government funding

In 2004, the Australian government's Natural Heritage Trust granted $300 000 to reduce road-related erosion, provide environmentally friendly amenities and better direct pedestrian movement around Fraser Island. Barriers along the sides of the island's roads and better planning have reduced the degree of erosion from run-off. The idea was partly to make pedestrian travel a more attractive option, as well as draw pedestrians away from the island's vulnerable dunes. To do this, boardwalks were built along the banks of Eli Creek (see the photograph on page 26). Stretches of dunes are also regularly closed for rehabilitation. Although the potential threat from tourism-related erosion remains, the stability of the island's sand dunes is improving.



Visitor numbers to Fraser Island

Please tourists, don't pee in the lake

So, we're sure your momma told you not to pee in the swinning pool—but did she also tell you it's bad to pee in a lake? Down in Australia, the beautiful Basin Lake on Fraser Island off Queensland isn't doing well these days, and one of the causes is high levels of urine in the water. The official word is that too many tourists are using the lake as a toilet and that's led the Queensland Parks and Wildlife Service to consider closing one of the access tracks to reduce visitor numbers. Right now 35 000 people visit the lake every year and since there's no in-or outflow from the lake; whatever goes in, stays in. Our alternative suggestion is to simply stick up a big notice advertising the current urine levels in the lake. We're fairly sure most people would skip the swim.

Source: Fraser Island Travel Guide, 17 October 2008.

You will need:

- a wide range of data on a topic
- a range of responses to an issue involved in that topic.

Procedure

To evaluate alternative responses, you will need a wide range of data on a topic, like that shown in **FIGURE 1** about Fraser Island.

Step 1

You need to read through all the data, seek clarification of ideas, and develop a viewpoint on the information. Read about the environment's special features, past and present uses, including ecotourism, camping and four-wheel-drive vehicles. Consider how the area might be managed, both locally to control dingoes and by the Federal Government with its funding proposals and regulations.

Step 2

Divide a page into two columns and head the columns with Advantages/Disadvantages, Positives/Negatives, Strengths/Weaknesses, Costs/Benefits. In each column, list the information from the data that you believe is important to determine your viewpoint on the issue (the number of tourists visiting Fraser Island).

You need to consider a range of perspectives:

- economic — money is the basis of this viewpoint
- environmental — consider how the environment will be affected
- social justice — consider people and their cultures in a fair and just manner
- historic — look at how the past has affected decision making
- political — governments play a role in community environments
- technological — examine whether there are any technological implications
- sustainable — how the decision will affect the future and provide for people in the long term.

Step 3

Consider your completed columns. Which column outweighs the others? Are there more points in one column than another? Are some arguments stronger than others? Use the answers to these questions to shape your opinion and help you decide which responses are better than others.

TABLE 1 Table of alternative responses

Alternative responses	Advantages	Disadvantages
1. Allow tourism to develop without restraint		
2. Restrict tourist numbers to the island		
3. Restrict tourist numbers only in the peak season		
4. Ban tourists from the island		
5. Introduce tighter rules on tourist movements on the island		

Step 4

Refer to the evaluation that the responses in **FIGURE 1** are based on. This is a considered opinion based on a range of alternative responses to the issue.

on Resources

Video eLesson Evaluating alternative responses (eles-1744)

Interactivity Evaluating alternative responses (int-3362)

10.3.3 Let me do it

Complete the following activity to practise this skill.

10.3 ACTIVITY

Our ecological footprint is one means of measuring human demand for ecological services. Using the information in **FIGURE 4** in subtopic 10.2 evaluate whether all six aspects — carbon, forests, cropland, grazing land, fishing grounds and built-up land — have an equal role in determining the measure of global hectares (gha).

Consider the following questions, and use the checklist to ensure you have covered all aspects of the task.

a. Is there one aspect that is more important to you? Is there any aspect that seems to have little relevance to you? Justify your answer.

b. Which alternative response has the most advantages? Which has the fewest advantages?

c. In which response do the advantages outweigh the disadvantages?

d. What perspectives dominate a consideration of the ecological footprint?

e. Survey the class to see if the class shares an opinion on the ecological footprint idea. Has the class adopted a similar viewpoint to the ecological footprint?

Checklist

I have:

- considered a wide range of alternative responses and weighed up the advantages/disadvantages of each
- examined a wide range of data on the topic
- undertaken open-minded discussion
- made a decision on which is the best option and justified my decision.

10.7 SkillBuilder: Drawing a futures wheel

10.7.1 Tell me

What is a futures wheel?

A futures wheel is a series of bubbles or concentric rings with words written inside each to show the increasing impact of change. It helps show the consequences of change.

Why is a futures wheel useful?

A futures wheel is a thinking tool. It allows you to put down your ideas and to brainstorm or explore widely the implications of each idea or change. It is a method of predicting and evaluating change.

Futures wheels are useful for predicting change when you are:

- considering the implications of actions
- working with groups of people to develop ideas
- implementing policy changes in social issues
- considering impacts of natural disasters
- explaining the consequences of a change.

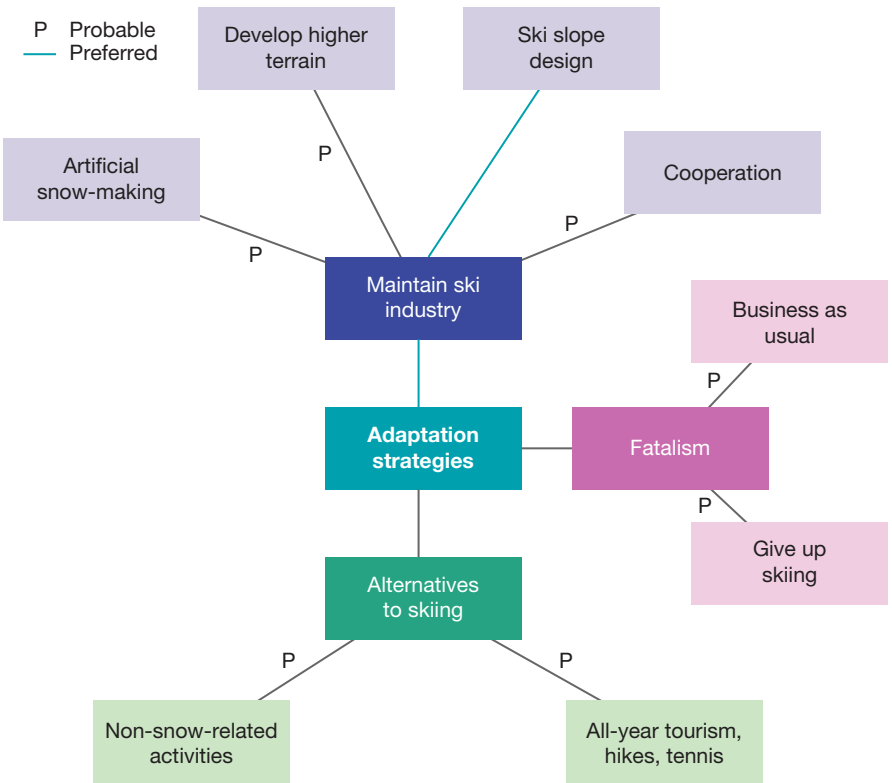
A good futures wheel has:

- a number of concentric rings or bubbles
- more than one idea in each ring or level
- probable and preferred options
- neat presentation
- a clear title.

10.7.2 Show me

Model

FIGURE 1 Possible responses by the ski and alpine resort industry to climate change



You will need:

- a mathematical compass to draw concentric rings, or the **Bubbl.us** weblink in the Resources tab for creating bubbles
- a light-grey lead pencil
- coloured pencils.

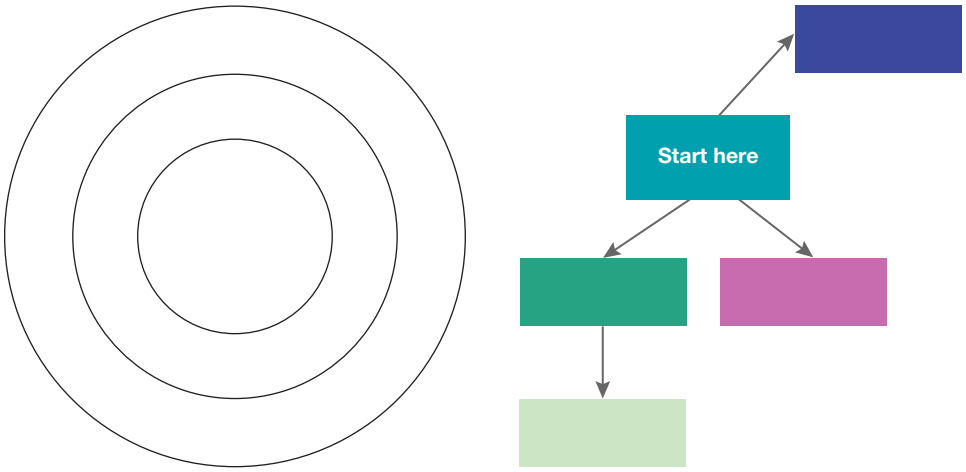
Procedure

To complete a futures wheel, first brainstorm a wide range of ideas in groups or while participating in a class discussion.

Step 1

Draw a number of concentric rings — four is a good starting point. Make sure the inner circle is big enough to write in.

FIGURE 2 Examples of futures wheels



Step 2

In the inner circle or bubble, write the issue that you are considering, such as possible responses by the ski and alpine resort industry to climate change (see **FIGURE 1**).

Step 3

In the first ring out from the centre, write the immediate thoughts that come to mind on the issue. See **FIGURE 3** for examples on the first bubble or concentric ring out from the centre. These thoughts are those that you see as most possible. Draw a square block around these possible ideas.

Step 4

In the next layer out, take each of the points from the previous ring and think of two or more impacts that this change would imply. These thoughts are those that you see as most probable — a view of things that could happen. Label each of these ideas with a P. **FIGURE 4** shows the start of this level.

FIGURE 3 Starting the futures wheel

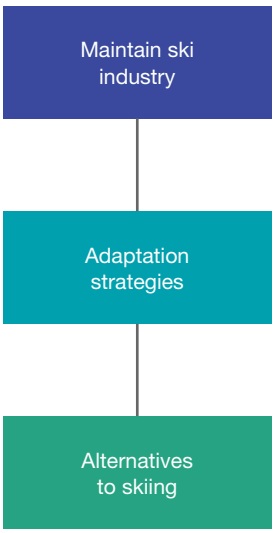
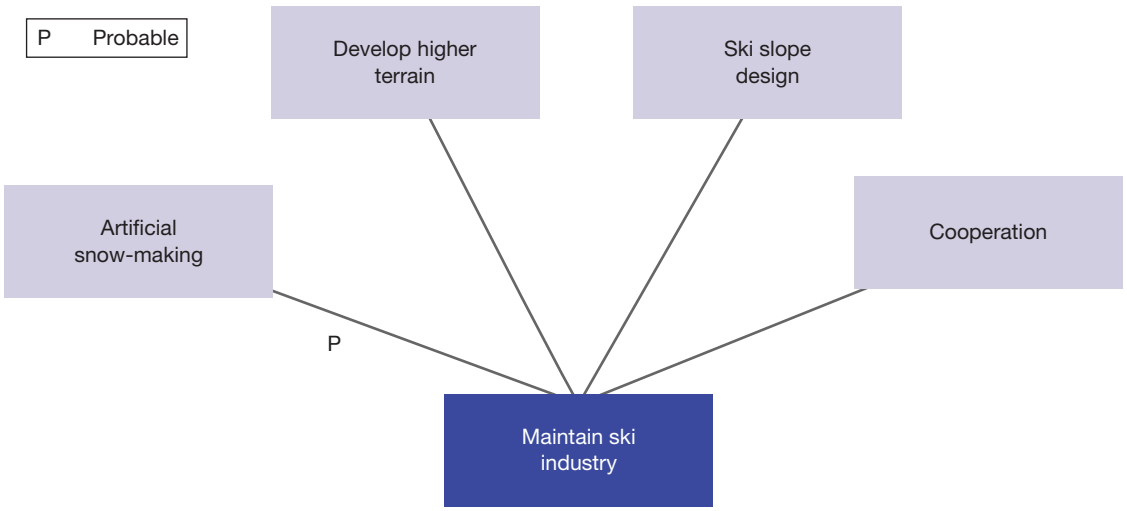


FIGURE 4 Some probable ideas on the futures wheel



Step 5

Continue presenting ideas. The outer ring will have a whole range of ideas, whereas the rings closer to the centre of the wheel will have fewer ideas.

Step 6

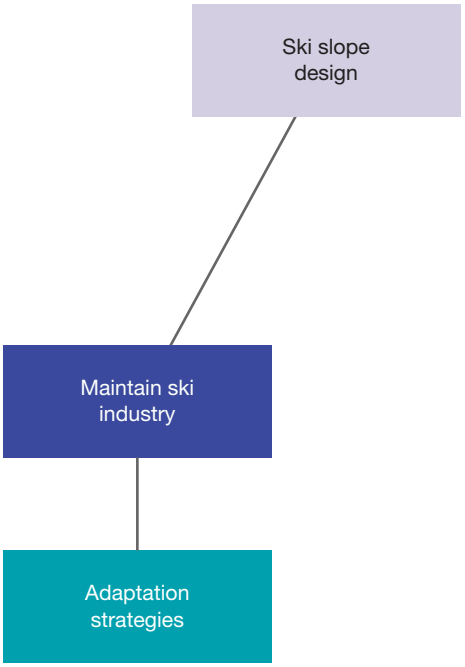
You may notice that there are interconnections between ideas. If you can see a link, you should draw a line between the interconnecting components. In **FIGURE 1**, 'Business as usual' and 'Cooperation' could be linked if this is what you believed.

Consider the different connections that you have made between ideas. Find a route that you consider the preferred option — a view that you see as most desirable. Colour this route in some way to show the thread of ideas. Can you justify your choice?

Step 7

Give your futures wheel a title. In this case, **FIGURE 1** is titled 'Possible responses by the ski and alpine resort industry to climate change'.

FIGURE 5 Identifying a preferred option in the eyes of a ski-lift operator



on Resources

Video eLesson Drawing a futures wheel (eles-1745)
Interactivity Drawing a futures wheel (int-3363)
Weblink Bubbl.us

10.7.3 Let me do it

Complete the following activities to practise this skill.

10.7 ACTIVITIES

1. Using the information on climate ***change*** in this topic, complete a futures wheel to show the consequences of climate ***change***. Identify layers as possible, probable and preferred. Use the checklist to ensure you cover all aspects of the task.
2. Apply your skills to answer the following questions.
   (a) Is the issue explored in the futures wheel a big picture issue or a more specific idea?
   (b) What are two key consequences that you can see on the futures wheel?
   (c) Which of the consequences has been developed in greater depth? Why might this be the case?
   (d) Which of the consequences has been developed in the least depth? Why might this be the case?
   (e) Do you now have a greater understanding of the consequences of ***change***? Explain your answer.

Checklist

I have:

- included a number of concentric rings or bubbles
- put more than one idea in each ring or level
- indicated probable and preferred options
- drawn neatly
- provided a clear title.

10.8 Thinking Big research project: Wacky weather presentation

10.8.1 Scenario

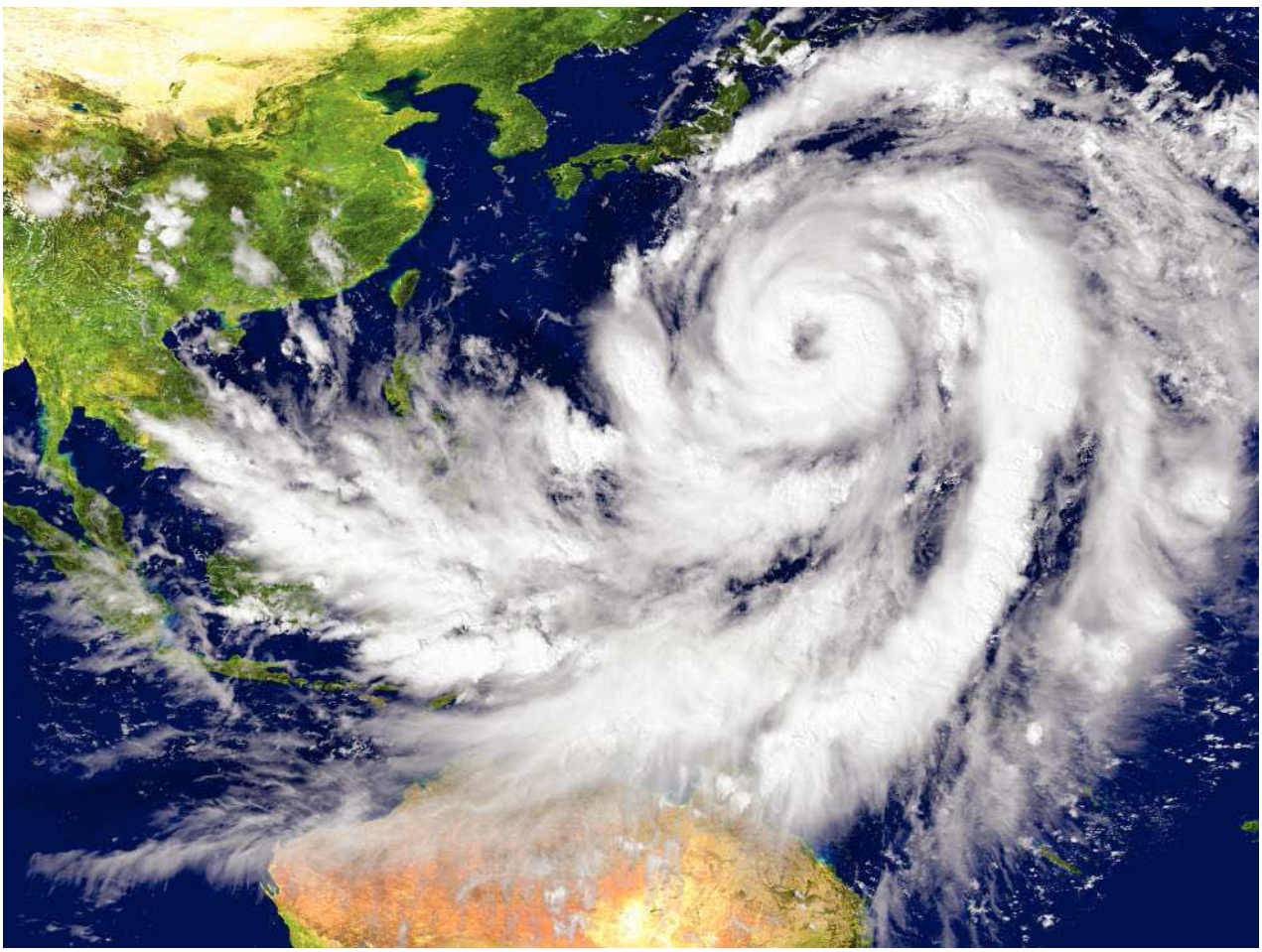
As the regular weather presenter for an evening news program, you have been asked by the producer to compile a segment on the history of extreme weather events in Australia, to outline the link between these events and climate change, and to respond to claims, made by 'climate change sceptics', that climate change is not occurring.

10.8.2 Task

For your segment, you will need to create a PowerPoint presentation and an accompanying speech which:

- addresses the link between extreme weather events and climate change
- outlines what Australia is doing to tackle global warming and climate change
- considers and responds to the views of climate-change sceptics.

The PowerPoint presentation should consist of at least 15 annotated images; your accompanying speech should discuss each image, expanding on the annotations to provide further information.



10.8.3 Process

- Open the ProjectsPLUS application in the Resources for this topic. Open the **Project set-up** tab to enter the project due date and set up your project group so you can work collaboratively. Working in groups of two will enable you to swap ideas and share responsibility for the project. Save your settings and the project will be launched.
- Navigate to the **Research forum**, where you will find starter topics loaded to guide your research. You can add further topics to the Research forum if you wish.
- Conduct research into:
  - recent extreme weather events in Australia. You may also add some events from other places if you wish to provide further examples.
  - the suggested links between extreme weather events and global warming–induced climate change, and the views of climate-change sceptics who reject these links
  - what Australia is doing to tackle global warming and climate change. Consider aspects such as renewable energy and emissions targets, and actions at government, business and individual levels.

    The weblinks in the **Media centre** will provide a useful starting point. Remember to record details of your sources so you can create a bibliography.
- Find or create appropriate images, maps and diagrams to include in your PowerPoint. Annotate these to highlight key points that you can expand upon in your speech. The last slide of your PowerPoint should contain your bibliography.
- Remember to formulate and include a response to the views of climate-change sceptics.
- Write your speech and, with your partner, decide how you will share the presentation. Practise and then deliver your presentation in class for assessment.
- Print out your speech and submit it, along with your PowerPoint file, to your teacher.

on Resources

ProjectsPLUS Thinking Big research project: Wacky weather presentation (pro-0211)

10.9 Review

10.9.1 Key knowledge summary

10.2 Interacting with the environment

- Although the world is a huge space, population increases over the past 200 years have put a strain on the capacity of ecological services to sustain modern day societies.
- Changes in thinking about the environment from a human-centred to earth-centred approach are offering hope that a sustainable world can be achieved by reducing the pressure of human activities on ecological services.

10.4 Is climate change heating the Earth?

- The greenhouse effect has been affected by human activities, particularly activities to produce power, such that an enhanced greenhouse effect is leading to global warming of the Earth's atmosphere and oceans.
- Renewable energy sources such as solar, wind, tidal and hydro for power generation will reduce the level of global warming.

10.5 Tackling climate change

- Meetings of world government bodies such as the United Nations have set goals for reducing greenhouse gas emissions.
- The Australian government, as a signatory to the Kyoto Protocol, which aims to reduce human-induced greenhouse gas emissions, has developed national plans to manage sustainable power sources.
- Fossil fuels are a major source of greenhouse gas emissions and many nations are seeking ways to develop renewable energy sources such as solar, wind, hydro, tidal, biomass and geothermal methods of producing electricity.
- The United Nations Intergovernmental Panel on Climate Change (UNIPCC) has set forth a wide range of management strategies to reduce greenhouse gas emissions.

10.6 Is Australia's climate changing?

- Australia's climate has been changing in the recent past because of the effects of global warming on temperature and precipitation regimes.
- Severe weather events have become more common with wider fluctuations of temperature and rainfall that can be attributed to climate change.
- The impact of climate change on the environment, economy and social systems is a major focus of management strategies for all levels of government in Australia.

10.9.2 Reflection

Complete the following to reflect on your learning.

10.9 ACTIVITIES

Revisit the starter question posed in the Overview:

The Earth is our home and provides us with everything we need to live. What are we doing to it in return?

1. Now that you have completed this topic, what is your view on the questions? Discuss with a partner. Has your learning in this topic changed your view? If so, how?
2. Write a paragraph in response to the starter questions, outlining your views.

on Resources

eWorkbook Reflection (doc-31763)
Crossword (doc-31764)

Interactivity Introducing environmental change and management crossword (int-7669)

KEY TERMS

biocapacity the capacity of a biome or ecosystem to generate a renewable and ongoing supply of resources and to process or absorb its wastes

carbon credits term for a tradable certificate representing the right of a company to emit one metric tonne of carbon dioxide into the atmosphere

climate change any change in climate over time, whether due to natural processes or human activities

ecological footprint a measure of human demand on the Earth's natural systems in general and ecosystems in particular

ecological service the benefits to humanity from the resources and processes that are supplied by natural ecosystems

enhanced greenhouse effect the observable trend of rising world atmospheric temperatures over the past century, due to increased greenhouse gas emissions from activities such as burning fossil fuels

environmental world view varying viewpoints, such as environment-centred as opposed to human-centred, in managing ecological services

fossil fuels carbon-based fuels formed over millions of years, which include coal, petroleum and natural gas. They are called non-renewable fuels as reserves are being depleted at a faster rate than the process of formation.

geothermal (power) describes power that is generated from molten magma at the Earth's core and stored in hot rocks under the surface. It is cost-effective, reliable, sustainable and environmentally friendly.

global warming increased ability of the Earth's atmosphere to trap heat

Industrial Revolution started in approximately 1750 in the United Kingdom, eventually spreading to the rest of the world. It brought major technological changes in agriculture, manufacturing, mining and transportation. A major invention of the era was the application of coal and eventually oil and gas power to industry.

Kyoto Protocol an internationally agreed set of rules developed by the United Nations aiming to reduce climate change through the stabilisation of greenhouse gas emissions into the atmosphere

stewardship the caring and ethical approach to sustainable management of habitats for the benefit of all life on Earth

11 Land environments under threat

11.1 Overview

From housing to food production, we use land for many different things. What impact are we having on this important resource?

11.1.1 Introduction

Land is one of our most valuable resources. Left alone, it exists in a state of balance, and if managed wisely, will continue to do so. However, the land is under increasing pressure as a direct result of population growth; agriculture, mining and expanding settlements all have the potential to interfere with natural processes and cause environmental damage. Our challenge is to balance the needs of our growing population with sustainable land management practices, to protect this precious resource for future generations.

on Resources

eWorkbook Customisable worksheets for this topic

Video eLesson Wasting our land (eles-1708)

LEARNING SEQUENCE

11.1 Overview
11.2 The causes and impacts of land degradation
11.3 **SkillBuilder:** Interpreting a complex block diagram (online only)
11.4 Managing land degradation
11.5 Environmental change and salinity
11.6 Desertification: the drylands are spreading
11.7 Introduced species and land degradation
11.8 Native species and environmental change
11.9 Indigenous communities and sustainable land management
11.10 **SkillBuilder:** Writing a fieldwork report as an annotated visual display (AVD) (online only)
11.11 **Thinking Big research project:** Invasive species *Wanted!* poster (online only)
11.12 **Review** (online only)

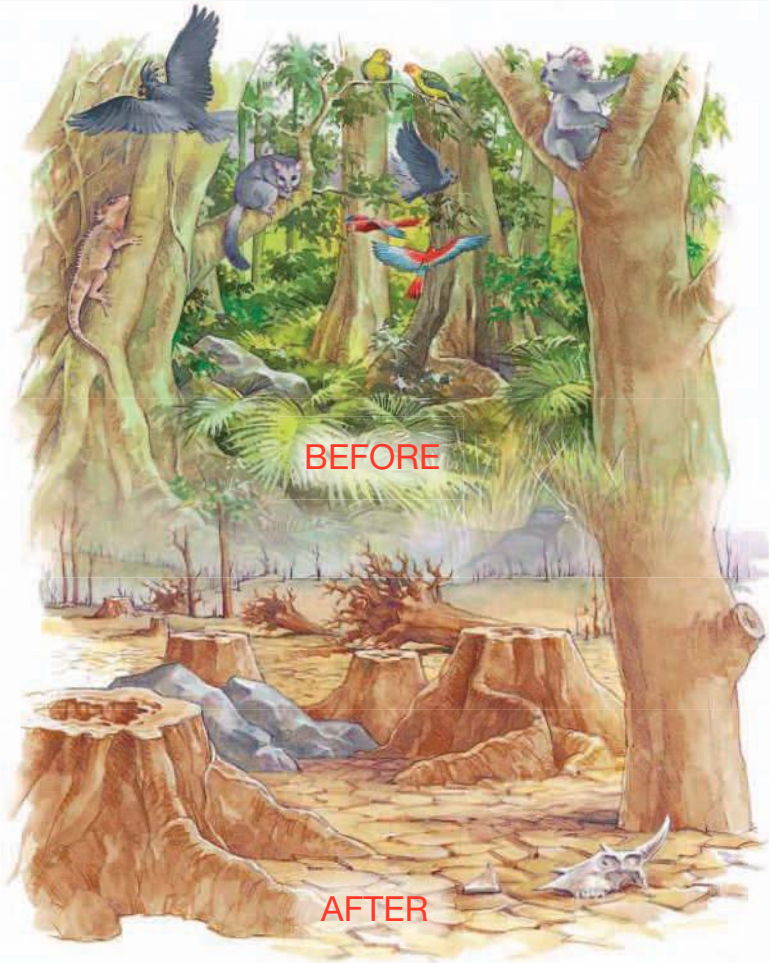
To access a pre-test and starter questions and receive immediate, **corrective feedback** and **sample responses** to every question, select your learnON format at www.jacplus.com.au.

11.2 The causes and impacts of land degradation

11.2.1 Explaining land degradation

Land degradation is the process that reduces the land's capacity to produce crops, support natural vegetation and provide fodder for livestock. Land degradation causes physical, chemical and biological changes; the natural environment deteriorates and the landscape undergoes a dramatic change (see **FIGURE 1**). Common causes of land degradation include soil erosion, increased salinity, pollution and desertification.

FIGURE 1 Land degradation causes physical, chemical and biological changes to the natural environment.



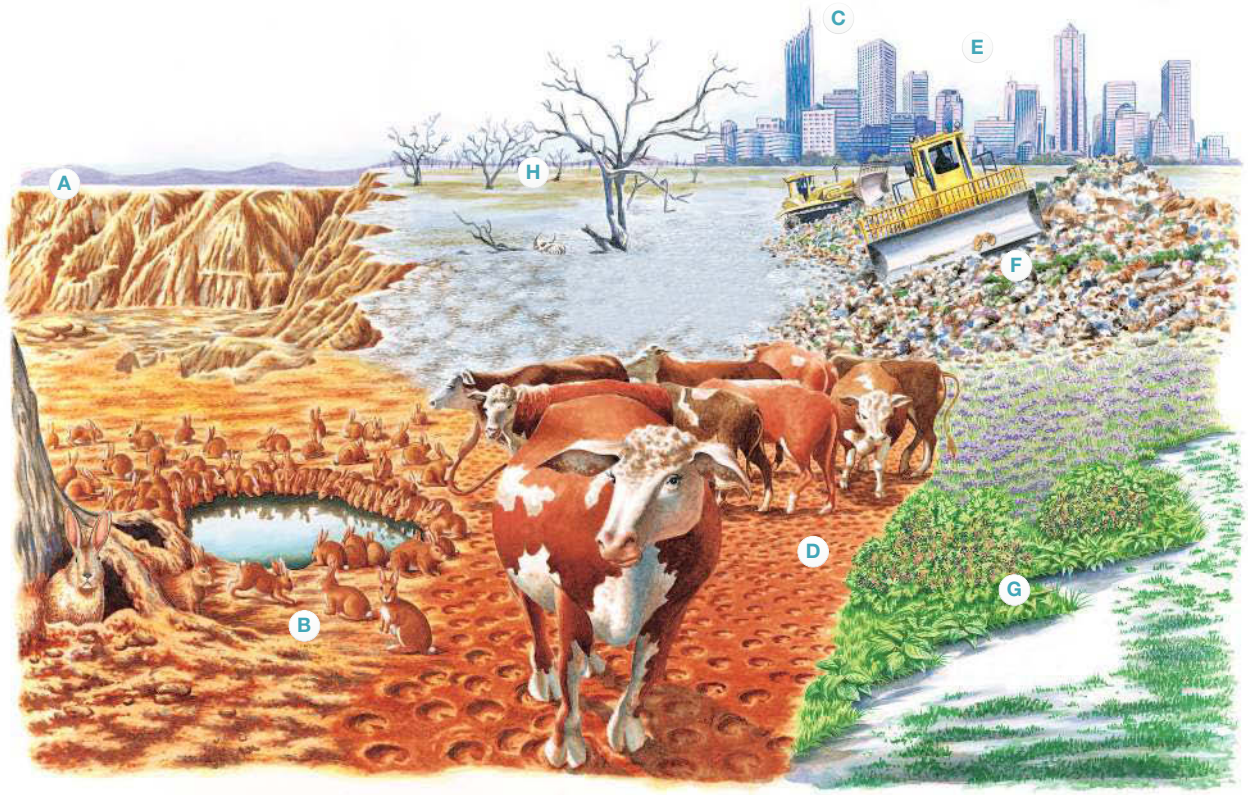
11.2.2 What causes land degradation?

Land can be degraded in many ways, but most of the causes can be traced back to the influences of human activity on the natural environment. **FIGURE 2** outlines these activities and their impacts.

FACTORS THAT CONTRIBUTE TO LAND DEGRADATION

- Poor management leads to the loss of nutrients vital for plan growth.
- Removal of vegetation makes the land vulnerable to erosion by wind and water.
- When urban development encroaches on agricultural land, vegetation is removed and the waste generated is disposed of in landfill.
- Poor agricultural practices, especially related to irrigation and the use of chemical fertilisers, can lead to the soil becoming saline or acidic.

FIGURE 2 Why land degrades



A When land is cleared or overgrazed, it becomes vulnerable to erosion by wind and water. The nutrient-rich soil is either washed or blown away, reducing the quality and quantity of crop yields. Dust storms result and sediment is transported to rivers, where it can smother marine species.

B Introduced species such as rabbits eat grass, shrubs and young trees (saplings) down to the soil, thus exposing it to erosion. Their burrows increase erosion as they destabilise the soil. Rabbits also compete with native animals for food and burrows.

C Tourism encourages the clearing of sand dunes for high-density housing, and mountain slopes for ski runs, leaving the surface exposed to erosion.

D Overgrazing leads to nutrient-rich soil being washed or blown away. Animals with hard hoofs such as sheep and cattle trample vegetation and compact the soil, making it increasingly difficult for native species to grow. This leads to increased run-off after heavy rain.

E Climate change will affect land degradation in the future. Higher sea levels will flood low-lying coastal areas. Expanding cities, removal of vegetation and use of concrete reduces the ability of the land to absorb moisture. This not only increases erosion, but can reduce the amount of rainfall in an area.

F Urban communities produce large quantities of waste, which is deposited in landfills. Much of the rubbish remains toxic or, in the case of plastic bags, takes hundreds of years to break down. Liquid and solid waste seeps into groundwater and runs off into rivers and eventually into the sea, killing marine species.

G Introduced plant species such as blackberries and Paterson's Curse (Salvation Jane) choke the landscape and compete with native vegetation. Their dense groundcover prevents light from reaching the soil.

H Salinity occurs naturally in areas where there is low rainfall and high evaporation and also where the land was below sea level millions of years ago. Salinity is also caused by excess irrigation and clearing natural vegetation. In some cases the watertable rises, bringing salt to the surface.

FIGURES 3 and **4** show that agricultural activities and overgrazing combined account for more than 50 per cent of land degradation in the Asia–Pacific region and globally.

FIGURE 3 Causes of land degradation in the Asia–Pacific region; Australia is ranked fifth in clearing of native vegetation.

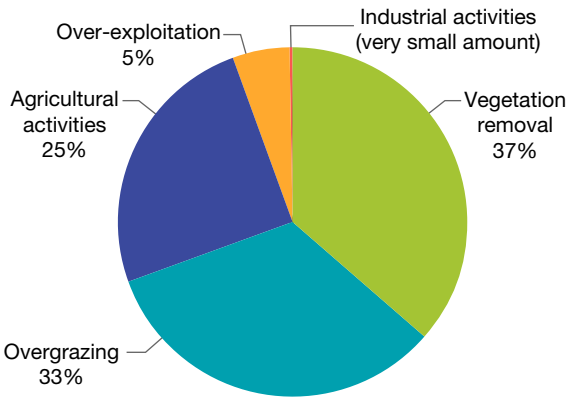
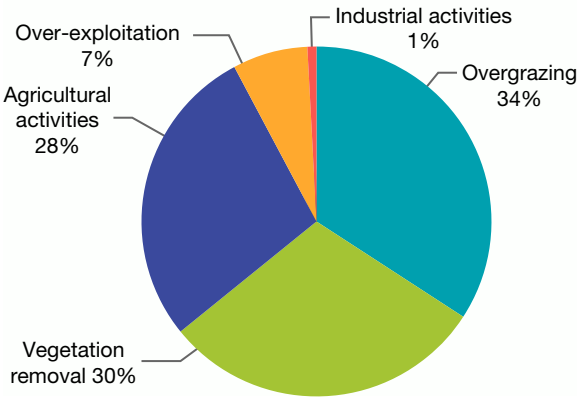


FIGURE 4 Main causes of land degradation globally



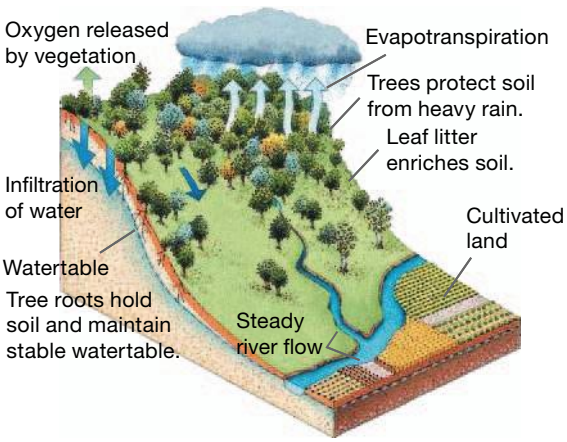
11.2.3 The effects of land degradation

Even small changes can have dramatic effects on the land. The shortcut students take from the oval to the classroom can soon reduce a grassy area to dust. Drought can quickly reduce the productivity of an area used for farming. A farmer who neglects the land after one growing season may still be able to raise a good crop the following season, but if the land is neglected year after year it will eventually become unproductive.

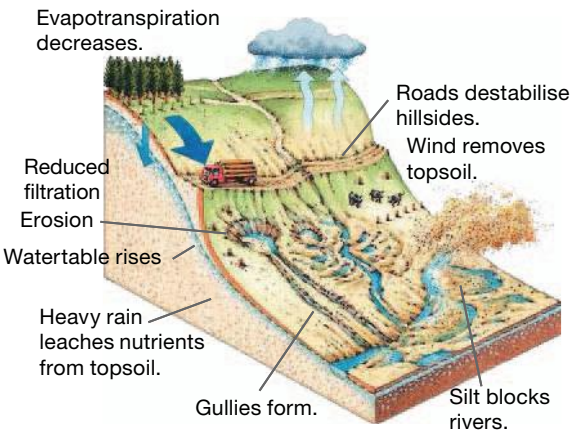
The effects of land degradation are far-reaching. Farmland productivity diminishes and yields drop because the soil becomes exhausted through overuse or deforestation (see **FIGURE 5**). Costs increase, as the land requires more treatment with fertiliser, and **topsoil** and nutrients in the soil need to be replaced. Valuable topsoil is often washed away into rivers and out to sea. Nutrients cause foul-smelling blue–green **algal blooms** that choke waterways. These blooms decrease water quality, poison fish and pose a direct threat to other aquatic life.

FIGURE 5 Land clearing and deforestation leave the land vulnerable to erosion. When rain falls on a well-vegetated hillside, the water is absorbed by plant roots and held in the soil. However, if the vegetation is removed, there is nothing to stabilise the soil and hold it together, especially when it rains. Rills and gullies form (see subtopic 11.4) where the unprotected soil is washed away, and landslides may occur.

Forested hillside



After deforestation



11.2.4 How has agriculture degraded the Australian landscape?

Climate, topography, water supply and soil quality are the major physical factors that determine how land can be used. When white settlers first colonised Australia they brought seeds and hoofed animals from Europe with them. They intended to farm here as they had always done at home; they undertook large-scale clearing of trees and shrubs and planted crops and pasture. However, the Australian landscape is much different from what they had left behind. Australia's soils are naturally low in nutrients and have a poor structure. Much of the vegetation is shallow-rooted and easily disturbed when the land is ploughed and made ready for cultivation. Even in areas where the soil is fertile, over-irrigation and deforestation can raise the **watertable** and bring salt to the surface, decreasing soil fertility. Australia also has variable rainfall, and drought can last for years. This leaves the earth dry, parched, barren and unproductive. Floods can wash away a farmer's livelihood and leave the land flooded.

FIGURE 6 A former freshwater lake affected by salinity. The high salt levels have killed the native eucalypts; the smaller plants are more salt tolerant.

Are kangaroos the answer?

Australia's early economic growth and development depended on the success of agriculture. The first settlers knew they had to be self-sufficient, for their own survival and that of the new colony. They had to learn quickly how to farm soil that was often hard, stony and exposed to a variety of climatic extremes. Overgrazing by heavy, hard-hoofed animals such as sheep and cattle increased the rate of land degradation, especially in arid and semi-arid regions. Kangaroo farming has been presented as an alternative sustainable solution to this problem.

Those in favour of kangaroo farming claim it would be more environmentally friendly as kangaroos are not hard-hoofed; issues such as soil compaction and vegetation trampling would be lessened. There could also be human health benefits as kangaroo meat contains less fat and fewer calories than both lamb and beef. Those against the idea argue that because of various species characteristics, kangaroo farming is not commercially viable in the long term (see **FIGURE 7**).

FIGURE 7 Comparing commercial viability of kangaroo farming with sheep farming

- Young dependent on mother for 14 months
- Cannot be sold live
- One-off use (meat and skin)
- 18 months before meat can be harvested
- A 60 kg kangaroo yields 6 kg of prime meat; the rest is suitable only as pet food.
- Can meet only 0.5 per cent of current needs

- Young dependent on mother for a few months
- Can be sold live
- Multiple uses (wool, meat and skin)
- Breed from 12 months; multiple births possible
- Meat can be harvested from 3–6 months
- Yields 20 kg of prime meat
- Easier to herd and care for

11.2.5 Where is the land degrading?

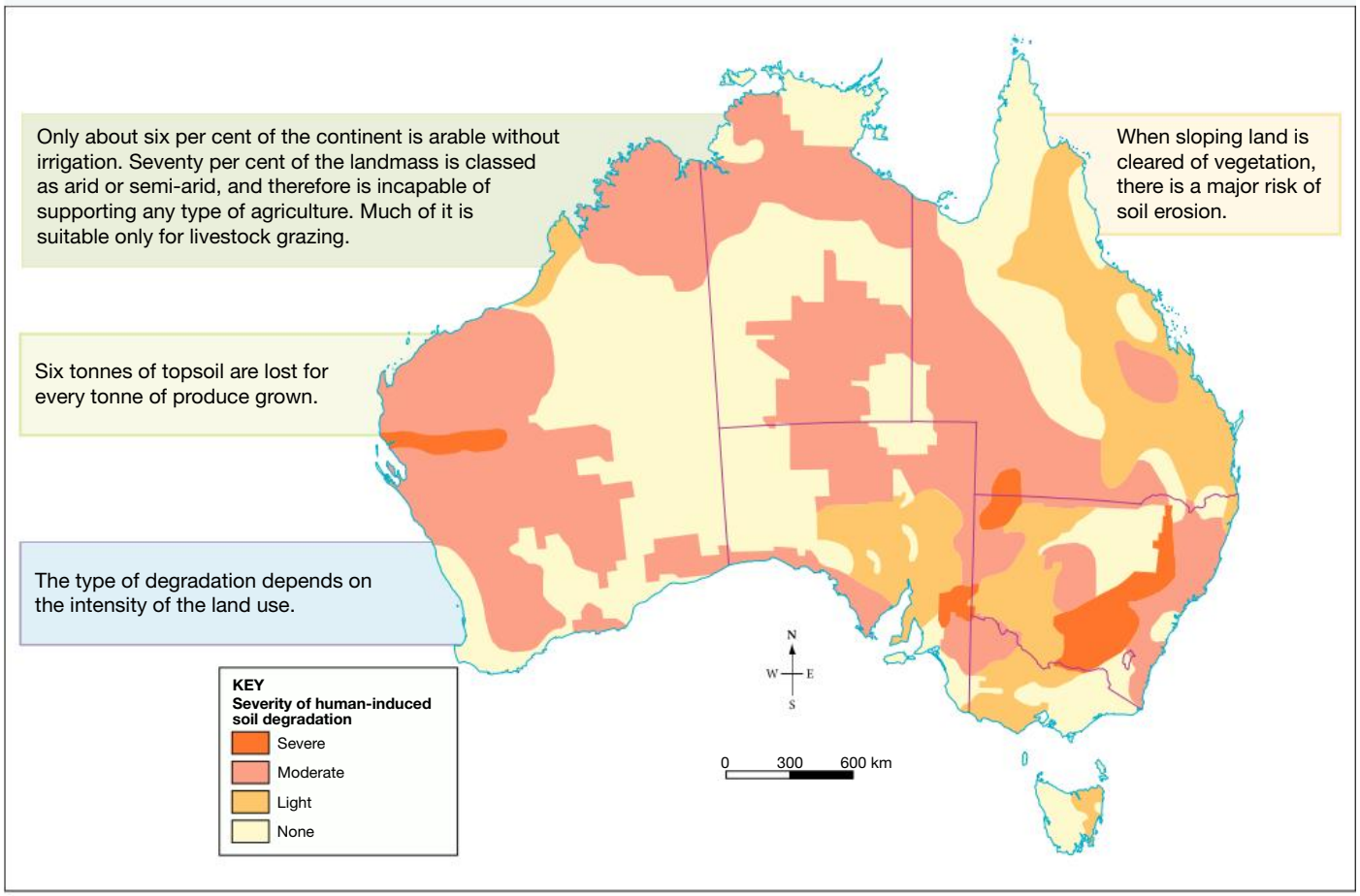
In 1961, globally, there were 0.37 hectares of arable (productive) land available to grow food for every man, woman and child. By 2016, this figure had fallen to 0.19 hectares. **TABLE 1** shows changes to arable land availability over time for Australia and the world. These changes are due to factors such as population growth, urban sprawl, land degradation and climate change. In Australia, approximately two-thirds of the land used for agricultural production is degraded. **FIGURES 8** and **9** show the severity of land degradation in Australia and globally.

TABLE 1 Arable land per person over time

	Arable land per person (hectares)	
Year	Global	Australia
1961	0.37	2.88
1976	0.29	3.0
1991	0.23	2.64
2016	0.19	1.90

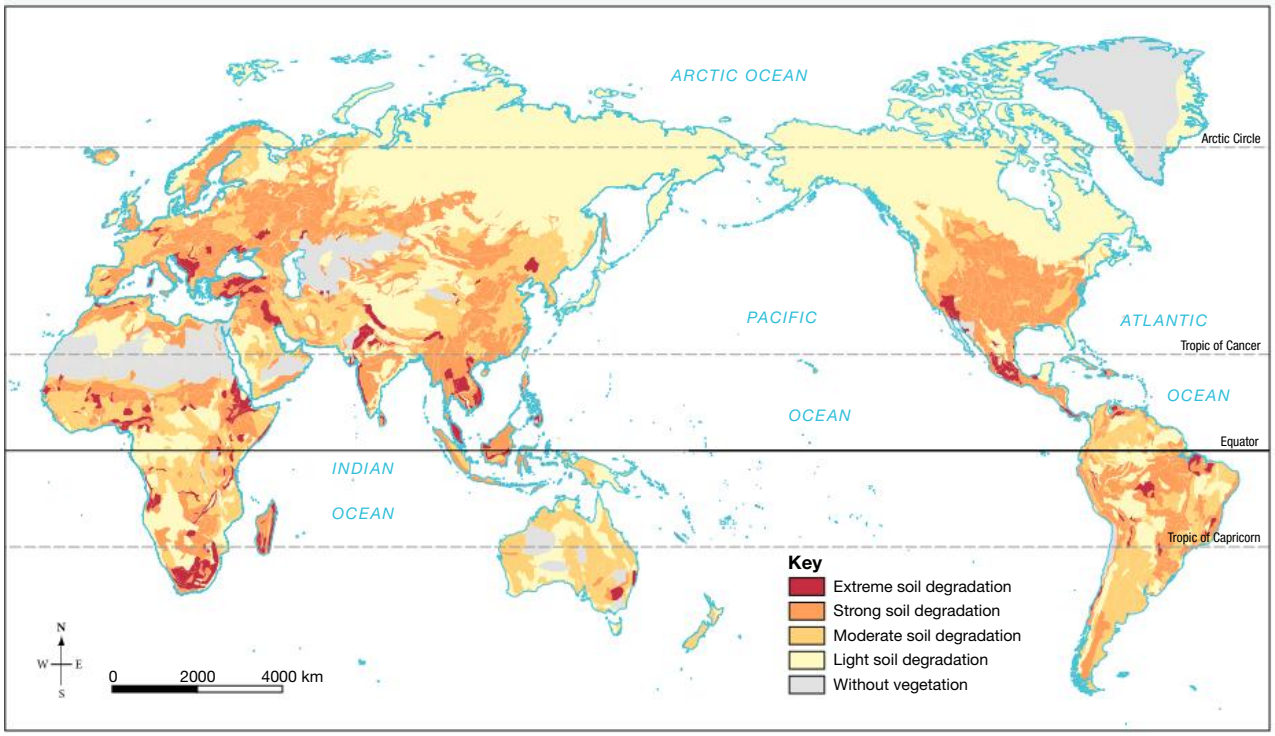
According to the United Nations, around 42 per cent of the world's poorest people live on the most degraded lands. Areas where the land degradation is most rapid are also those where population growth is greatest. In sub-Saharan Africa, for example, the annual rate of population growth is 2.7 per cent annually, significantly higher than the world average of 1.15 per cent. Africa is one of the most vulnerable continents, having lost 65 per cent of its arable lands and 25 per cent of its overall land area to desert. Experts estimate that 10 million hectares of land needs to be rehabilitated each year to reverse the current trends in land degradation.

FIGURE 8 Severity of soil degradation in Australia



Source: MAPgraphics Pty Ltd Brisbane.

FIGURE 9 Soil degradation is a global problem affecting every permanently inhabited continent.



Source: © Commonwealth of Australia Geoscience Australia 2013. © Commonwealth of Australia Department of Sustainability, Environment, Water, Population and Communities 2013. Map by Spatial Vision.

In 1950, about 65 per cent of the world's population lived in developing nations; however, this figure is expected to rise to 85 per cent by the year 2030. These people are dependent on the most fragile environment for their survival.

11.2.6 Challenges to food production

Today, there are more than three times the number of people living on the Earth than in 1950: over 7.7 billion, compared with 2.5 billion. Our primary energy use is five times higher and our use of fertilisers has increased eightfold. In addition, the amount of nitrogen pumped into our oceans has quadrupled. While global population is increasing, the land upon which food is grown to feed this population is degrading.

Everyone on Earth relies on the land. Apart from providing us with a place to live, the land also provides most of our food and products such as oil and timber. Since 1990, the amount of land irrigated for agriculture has doubled and agricultural production has trebled. With the world's population expected to reach 9.8 billion by 2050 and 11.2 billion by the end of the century, the land and its resources will be placed under even more pressure.

Globally, 75 per cent of the Earth's total land area is classed as degraded, and around 60 per cent of this degraded land is used for agricultural production. In 2017 alone, 24 billion tonnes of fertile soil was lost worldwide, with the worst affected areas being in sub-Saharan Africa. Global food production is already being undermined by land degradation and shortages of both farmland and water resources, making feeding the world's rising population even more daunting.

Land degradation is a global problem. If the current trends continue, our ability to feed a growing world population will be threatened. Although we have a better understanding of factors that contribute to land degradation, the challenge is to manage the land sustainably for the future and reverse the trends.

FIGURE 10 Sustainable land use will be important for ensuring the health of the land while increasing our capacity to feed the Earth's growing population.

on Resources

Interactivity Destroying the land (int-3289)

11.2 INQUIRY ACTIVITIES

1. Investigate a particular type of land degradation and produce an annotated visual display to show the parts of Australia affected by it. Cover major contributing factors and possible management strategies. Add an inset diagram that examines a particular ***place***, ***scale*** and rate of ***change*** associated with this type of degradation. Include your own recommendations for ***sustainable*** use of the ***environment*** to combat the issue you have investigated. **Classifying, organising, constructing**
2. (a) In small groups, prepare a fold-out educational pamphlet outlining the damage caused by the waste produced by urban communities each year. Make sure you clearly outline the ***interconnection*** between human activity and ***environmental*** harm. Devise a strategy to reduce this waste and estimate the difference that this would make to the amount of waste generated. **Classifying, organising, constructing**
   (b) In your group, evaluate your own and others' contributions to this group task, critiquing roles including leadership, and provide useful feedback to your peers. Evaluate your group's task achievement and make recommendations for improvements in relation to team goals. **[Personal and Social Capability]**
3. Create an overlay theme map. Prepare a base map that shows the extent of land degradation around the world. Prepare an overlay map showing land use. Annotate your overlay with any similarities and differences between the two maps. **Classifying, organising, constructing**
4. (a) Investigate alternatives to traditional livestock farming of sheep and cattle, such as kangaroos or emus. Use the information presented in this subtopic as a starting point. Present a reasoned argument for or against this type of farming as a ***sustainable*** alternative. **Examining, analysing, interpreting**
   (b) Evaluate emotional responses and the management of emotions in terms of this type of farming. **[Personal and Social Capability]**
5. Working in pairs, create a presentation showing the different ways people use and manage the land in another country.
   (a) Design a suitable symbol for land degradation and use this to highlight any uses you think might result in land degradation.
   (b) Add annotations to explain how highlighted activities might degrade ***environments***, and the ***scale*** of this ***change***.
   (c) Suggest a possible ***sustainable*** solution for each type of degradation identified. **Classifying, organising, constructing**

11.2 EXERCISES

Geographical skills key: GS1 Remembering and understanding **GS2** Describing and explaining **GS3** Comparing and contrasting **GS4** Classifying, organising, constructing **GS5** Examining, analysing, interpreting **GS6** Evaluating, predicting, proposing

11.2 Exercise 1: Check your understanding

1. **GS1** List the different ways in which the land can become degraded.
2. **GS1** Outline the impact of land degradation on water resources.
3. **GS2** Explain why land degradation is a current geographical issue.
4. **GS1** Describe in your own words what land degradation is.
5. **GS1** Why were European farming methods unsuitable for the Australian ***environment***?

11.2 Exercise 2: Apply your understanding

1. **GS2** Do you think land degradation is happening on a small or large ***scale***? Explain.
2. **GS6** Study **FIGURES 1** and **5**.
   (a) In your own words, describe the damage that has occurred to the ***environment***.
   (b) Suggest how these ***changes*** have come about.
   (c) How would you try to restore these ***places*** and manage their resources in a ***sustainable*** manner?
3. **GS5** Study **TABLE 1**.
   (a) What is the difference in arable land per person available in 1961 and 2016 globally and in Australia?
   (b) Arable land per person has decreased since 1961. The table shows an anomaly in this trend in Australia in 1976. Explain this anomaly and suggest why this may have occurred.
4. **GS5** Land degradation is often the result of many little actions and events, the effects of which interact and build up over time. Identify some things that you do, consciously or unconsciously, that might be contributing to land degradation where you live. Explain the impact of these actions.
5. **GS6** Describe an area or ***place*** that is near where you live, that you have visited recently, or that you have heard about in the media, and that you think is degraded. Give reasons for your choice and suggest how and why you think this degradation came about.

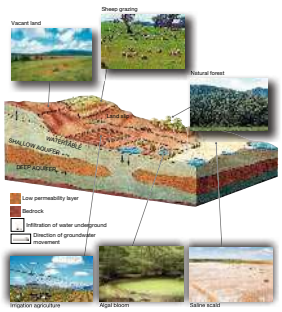
Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

11.3 SkillBuilder: Interpreting a complex block diagram

online only

What is a complex block diagram?

A complex block diagram is a diagram that is made to appear three-dimensional. It shows a great deal of information about a number of aspects on a topic or location. It shows what is happening at the surface of the land or water, what is happening above the land or water, and what is happening beneath the soil or water at a number of different locations across an area.



Select your learnON format to access:

- an overview of the skill and its application in Geography (Tell me)
- a video and a step-by-step process to explain the skill (Show me)
- an activity and interactivity for you to practise the skill (Let me do it)
- questions to consolidate your understanding of the skill.

on Resources

Video eLesson Interpreting a complex block diagram (eles-1746)

Interactivity Interpreting a complex block diagram (int-3364)

11.4 Managing land degradation

11.4.1 The development and importance of soil

Soil is a mixture of broken-down rock particles, living organisms and **humus**. Over time, as surface rock breaks down through the process of **weathering** and mixes with organic material, a thin layer of soil develops and plants are able to take root (see **FIGURE 1**). These plants then attract animals and insects and when these die their dead bodies decay, making the soil rich and thick.

Soil formation is a complex process brought about by the combination of time, climate, landscape and the availability of organic material. In some areas it takes hundreds of years to develop, while in others soil can form in a few decades.

The land is one of our most valuable resources. We depend on it for food, shelter, fibres and the oxygen we breathe. Yet the demands of an ever-increasing population place great pressure on it. To meet our needs, swamps and coastal marshes have been drained, vegetation removed and minerals extracted from the ground. Large-scale clearing and poor agricultural practices have left the land vulnerable. While erosion is a natural process, farming, land clearing and the construction of roads and buildings can accelerate the process.

FIGURE 1 Wild flowers taking root in cracks in the rocks

11.4.2 How is soil being lost?

Sheet erosion

Sheet erosion (see **FIGURE 2**) occurs when water flowing as a flat sheet flows smoothly over a surface, removing a large, thin layer of topsoil. Sheet erosion might happen down a bare slope. It occurs when the amount of water is greater than the soil's ability to absorb it.

Strategies to combat this form of erosion include planting slopes with vegetation and adding **mulch** to the exposed soil so that it can absorb greater volumes of water. Another solution is to 'terrace' the landscape — to form the land into a series of steps rather than a steep slope.

FIGURE 2 What evidence of sheet erosion can you observe?

Rill erosion

Rill erosion (see **FIGURE 3**) often accompanies sheet erosion, occurring where rapidly flowing sheets of water start to concentrate in small channels (or rills). These channels, less than 30 centimetres deep, are often seen in open agricultural areas. With successive downpours, rills can become deeper and wider, as fast-flowing water scours out and carries away more soil.

Strategies to combat rill erosion include tilling the soil (turning it over before planting crops) to slow the development of the rills. Building contours in the soil and planting a covering of grass can help slow the flow of water and hold the soil in place.

FIGURE 3 Rill erosion. In which direction do you think the water is flowing? Why?

Gully erosion

Gully erosion (see **FIGURE 4**) often starts as rill erosion. Over time, one or more rills may deepen and widen as successive flows of water carve deeper into the soil. Gully erosion may also start when a small opening in the surface such as a rabbit burrow or a pothole is opened up over time. Soil is often washed into rivers, dams and reservoirs, muddying the water and killing marine species. Large gullies need bridges or ramps to allow vehicles and livestock to cross.

Strategies to combat gully erosion largely involve stopping large water flows reaching the area at risk, through measures such as planting vegetation or crops to soak up the water. Other strategies include building diversion banks to channel the water away from the area, and constructing dams.

FIGURE 4 Gully erosion. What impact will the falling water have? How could further damage be prevented?

Tunnel erosion

Sometimes water will flow under the soil's surface; for example, under dead tree roots or through rabbit burrows, carving out an underground passage or tunnel (see **FIGURE 5**). The roof of the tunnel may be thin and collapse under the weight of livestock or agricultural machinery. When these tunnels collapse they create a pothole or gully.

Strategies to combat tunnel erosion include planting vegetation both to absorb excess water and to break up its flow. Sometimes major earthworks are needed to repack the soil in badly affected areas.

FIGURE 5 Tunnel erosion. What do you notice about the ground around these tunnels? What do you think will happen if water flows through them?

Wind erosion

When the surface of the land is bare of vegetation, the wind can pick up fine soil particles and blow them away (see **FIGURE 6**). It is more common during periods of drought or if the land has been overgrazed. The soil can be transported large distances and deposited in urban areas.

Strategies to combat wind erosion include planting bare areas with vegetation, mulching, planting wind breaks and avoiding overgrazing.

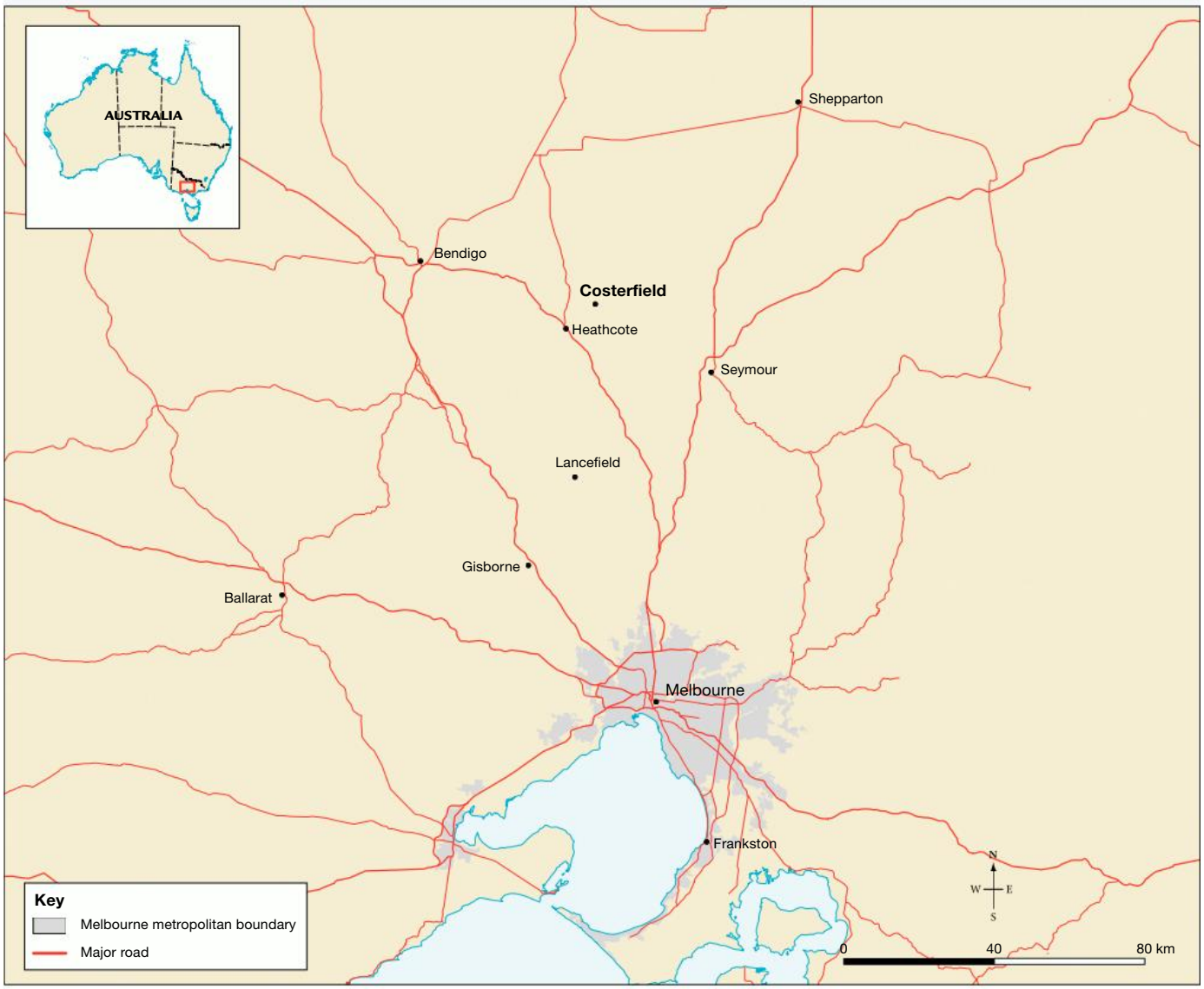
FIGURE 6 Wind erosion results when wind picks up and carries away fine soil particles. Did you know that soil from China has been deposited in the United States?

11.4.3 CASE STUDY: Managing land degradation in Costerfield, Victoria

How has Costerfield changed over time?

Costerfield is around 100 kilometres north of Melbourne (see **FIGURE 7**). The landscape is characterised by gentle slopes with undulating (wavelike) pastures. It has an average annual rainfall of around 575 millimetres, but with relatively high average evaporation rates, the climate is described as semi-arid or **Mediterranean**. Summers are hot and dry, and winters cool and wet. The area is also subject to climate extremes, so heavy rain, drought, frost and dust storms are not uncommon. Costerfield once had a dense covering of trees, predominantly eucalyptus. Native grasses also dominated the area. Soils in the area are generally considered to have a low **carrying capacity** for livestock because of poor fertility levels. Bushfires were a constant threat throughout the nineteenth century.

FIGURE 7 Costerfield lies approximately 100 kilometres north of Melbourne.



Source: © The State of Victoria, Department of Environment and Primary Industries 2013.

The first **pastoral run** was established in 1835, and the land was extensively cleared. Settlers introduced sheep, cattle, rabbits and foxes soon afterwards. Sheep grazing soon became the dominant activity in the region. The lack of native vegetation cover allowed rainfall to flow across the surface, eroding soil and making the run-off **turbid**. It also allowed rainfall to infiltrate the subsoil, leading to sheet, rill, gully and tunnel erosion (see **FIGURES 8** and **9**). The problem was further exacerbated by the rabbit population. Subdivision plans were drawn up in the early 1850s; however, in 1852 gold was discovered at McIvor Creek, which led to an influx of up to 40 000 gold prospectors in the region, causing the land to become even more degraded.

Following the gold rushes and into the twentieth century, the area around Costerfield was largely used for grazing livestock, predominantly sheep. However, there is evidence that both horses and cattle were raised in the region on a much smaller scale.

It is much easier to prevent gully erosion than control it once it has developed. Without intervention, gullies can continue to become larger and larger. A number of measures were introduced by local Landcare groups to tackle the issues in the Costerfield area.

The gullies were stabilised by constructing banks, gully check dams (see **FIGURE 10**) and terracing, all aimed at reducing and redirecting run-off. Other strategies included:

- re-establishing ground cover, especially plants and grasses that are native to the region (see **FIGURE 11**)
- rabbit eradication programs to control the population and reduce burrowing activities that can create access points for run-off to enter the subsoil and promote development of new gullies. In addition, they protect the newly sown grasses from being eaten by the rabbits
- introduction of chemicals such as lime and gypsum to improve soil structure and pH levels to assist in the revegetation process
- protection of revegetated areas by preventing access, especially by livestock, during the restoration process.

FIGURE 8 A dead tree stump or old fence post can allow water to infiltrate the soil.

FIGURE 9 Notice that tunnel erosion forms where the surface of the land is bare. What do you think is likely to happen next?

FIGURE 10 Permanent check dams may be constructed using logs or stone. Sometimes they are lined to prevent seepage into the ground so that the water is trapped and can be used for irrigation purposes. They also trap sediment and prevent it being washed into waterways. Additionally, some are designed to trap nutrients and so help maintain water quality. Outlet pipes allow water to be redirected and control the flow of water across the landscape.

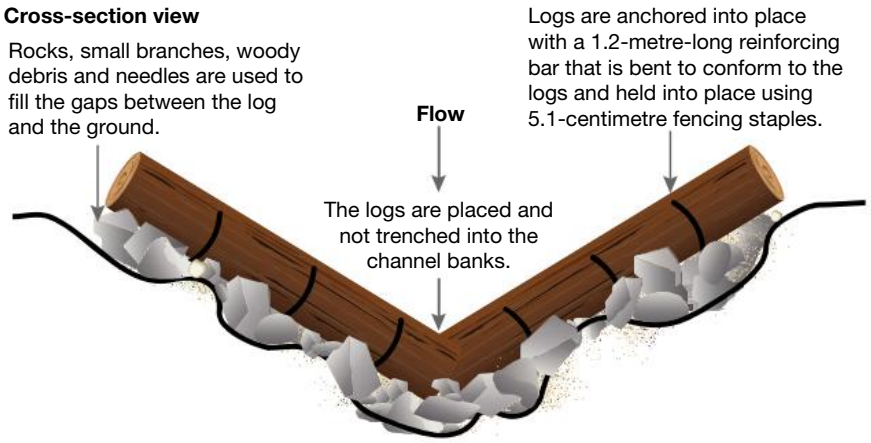


FIGURE 11 Revegetated area near Costerfield

on Resources

Interactivity Down in the dirt (int-3290)

11.4 INQUIRY ACTIVITIES

1. With the aid of a flow diagram, show the ***interconnection*** between sheet, rill and gully erosion. Use the captions and the questions that appear with each image to help you. **Classifying, organising, constructing**
2. Working with a partner, use the internet to investigate an international ***environment***, such as the Dust Bowl in the United States or the Yellow River in China, that has been degraded because of soil erosion.
   (a) Annotate a sketch of this ***environment*** to explain what has happened to the area. Include an inset sketch map that shows the location of this ***place***, and describe the ***scale*** and rate of ***change***.
   (b) Swap your eroded ***environment*** sketch with another pair who will devise a series of management strategies to rehabilitate the ***environment*** and allow it to be used in a ***sustainable*** manner. Add these to your annotated sketch. **Examining, analysing, interpreting** **Classifying, organising, constructing**

11.4 EXERCISES

Geographical skills key: GS1 Remembering and understanding **GS2** Describing and explaining **GS3** Comparing and contrasting **GS4** Classifying, organising, constructing **GS5** Examining, analysing, interpreting **GS6** Evaluating, predicting, proposing

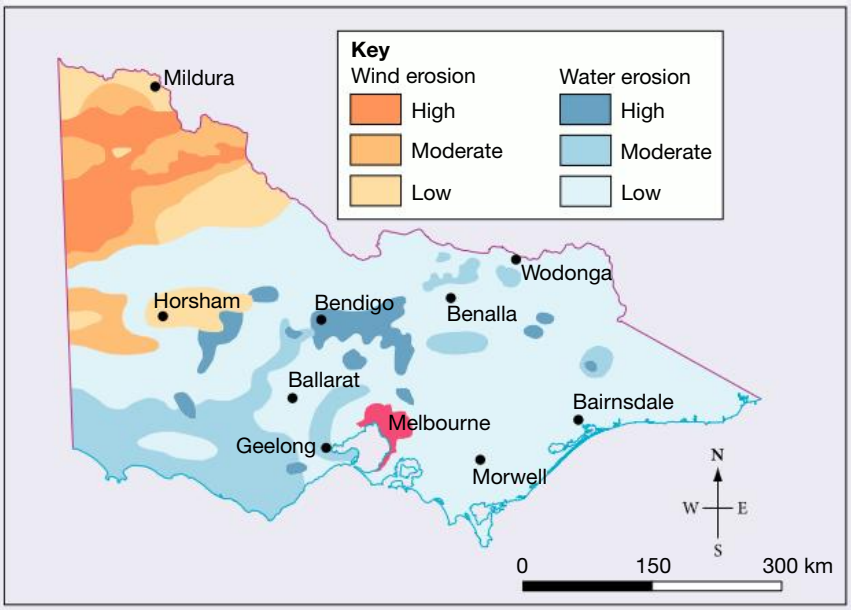
11.4 Exercise 1: Check your understanding

1. **GS2** Explain the ***interconnection*** between the removal of native vegetation and land degradation.
2. **GS2** In your own words, explain how the use of a check dam might reduce the development of gullies.
3. **GS1** Identify the types of soil erosion that occurred in Costerfield.
4. **GS2** Explain what is meant by the phrase 'making the run-off turbid'.
5. **GS2** Explain the term *pastoral run*.

11.4 Exercise 2: Apply your understanding

1. **GS6** Why do you think soil erosion in all its forms is such a significant cause of land degradation?
2. **GS6** How would the arrival of gold prospectors increase land degradation? Explain the type of erosion that would most likely occur and the activities relating to gold mining that might cause these ***changes*** to develop.
3. **GS2** Explain the ***interconnection*** between rill erosion and gully erosion.
4. **GS2** An important part of any land management program is the control of introduced species such as rabbits. Explain why rabbits are a problem in areas where the land has been degraded.
5. **GS5** Look at **FIGURE 12**, which depicts the types and ***scale*** of soil erosion in Victoria.
   (a) In which parts of the state is erosion highest resulting from (i) wind and (ii) water?
   (b) Compare this map with a relief map of Victoria in your atlas. What conclusions can you draw about the ***interconnection*** between topography and erosion caused by water?
   (c) Use your atlas to find a map showing vegetation in Victoria. Explain why wind erosion is more common in north-west Victoria than south-east Victoria.

FIGURE 12 Soil erosion in Victoria.



Source: MAPgraphics Pty Ltd Brisbane.

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11.5 Environmental change and salinity

11.5.1 Where does the salt come from?

Salinity is not a new problem. In fact, it was an environmental issue for the earliest civilisations some 6000 years ago. Historical records indicate that the Sumerians, who farmed the land between the Tigris and Euphrates rivers in the area known as Mesopotamia, ruined their land as a result of their poorly managed irrigation practices.

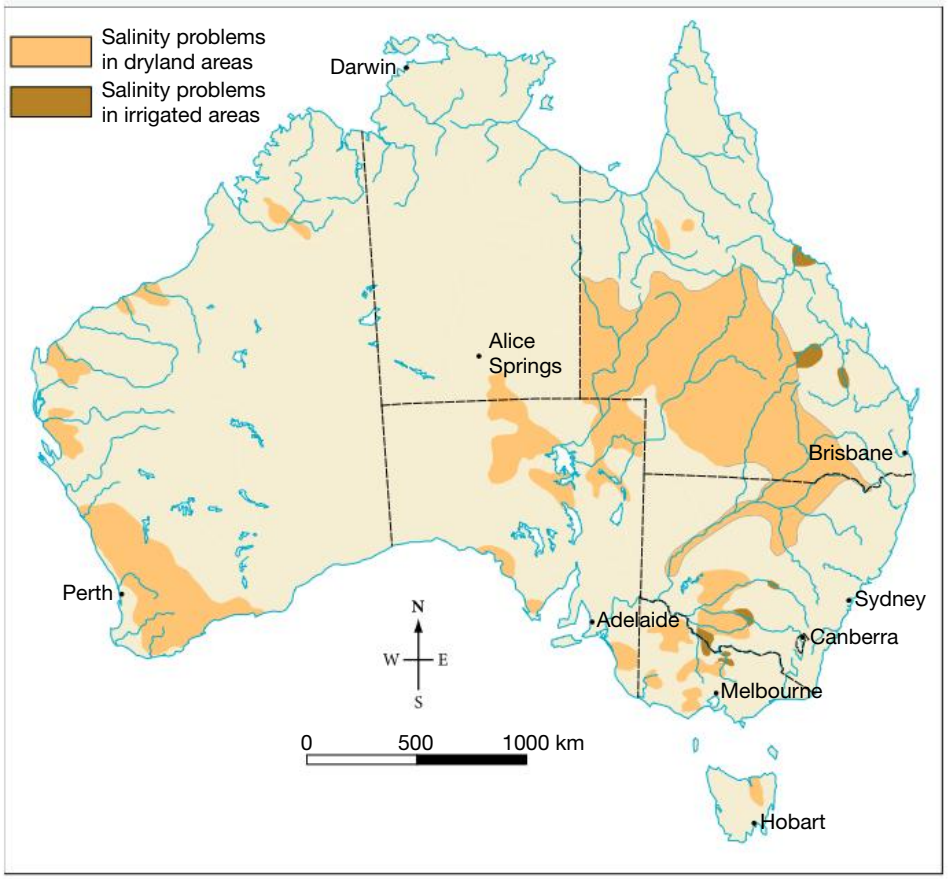
Salt has become a major contributor to land degradation in Australia. Rising up from below the land surface, it is destroying native vegetation and threatening the livelihood of many Australians. As plants die as a result of salinity, other problems emerge: the soil no longer has a protective cover of vegetation, which means it is more easily blown away or eroded.

Some 140 million years ago, parts of the Australian continent were covered by shallow seas and saltwater lakes. The salt stores from these waters have lain dormant below the surface of the land, much of them in the **groundwater**. In addition, salt continues to be deposited on the land's surface by rain and winds blowing in from the oceans, and by the weathering of mineral-carrying rocks.

Australia's native vegetation had built up some tolerance to the salt levels in the soil. The deep-rooted vegetation also soaked up water in the soil before it could seep down into the groundwater. This meant that the watertable stayed at a fairly constant level, and that the concentrated salt stores stayed where they were. This natural balance changed with the arrival of European settlers. The farming and land-clearing practices they introduced were, and still are, according to many experts, unsuited to Australia's generally harsh, dry climate, as well as to its geological history.

Salt has now become a serious problem. There are two ways in which the soil can become too salty: these are called dryland salinity and irrigation salinity. The areas in Australia affected by salinity are shown in **FIGURE 1**.

FIGURE 1 Salinity distribution

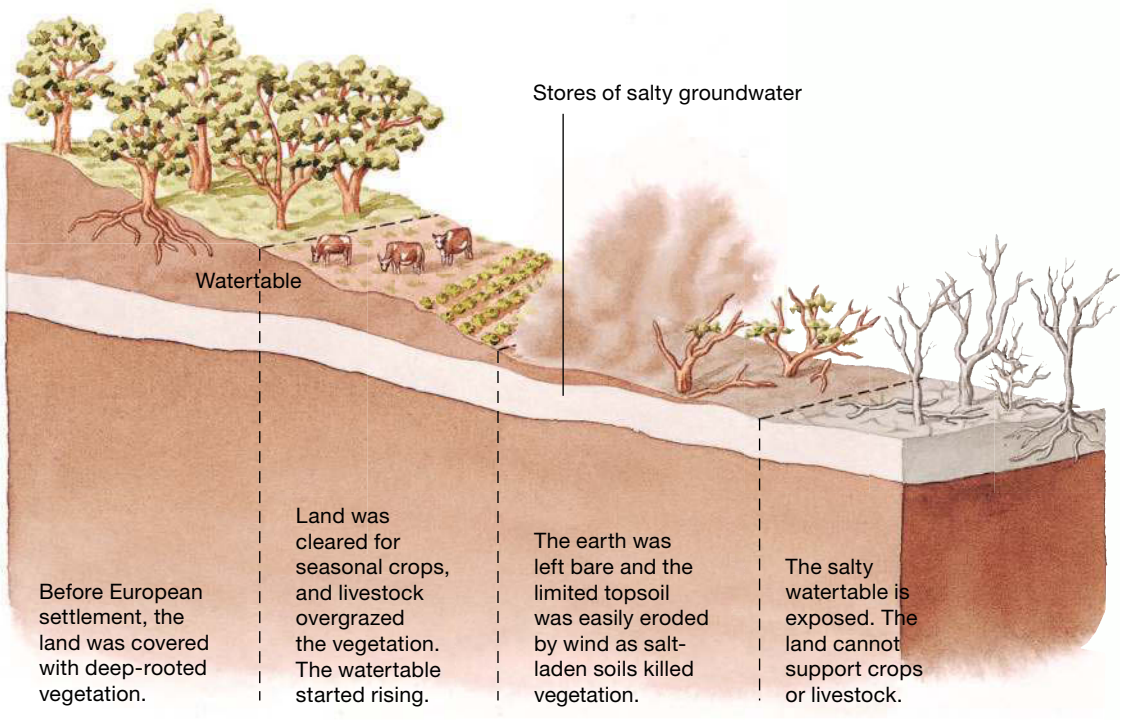


Source: Spatial Vision.

11.5.2 What is dryland salinity?

Dryland salinity occurs in areas that are not irrigated. When settlers cleared the land, they replaced deep-rooted native vegetation with crop and pasture plants. These plants generally have shorter roots and cannot soak up as much rainfall as native vegetation. Excess moisture seeped down into the groundwater, raising the watertable and bringing concentrated saline water into direct contact with plant roots (see **FIGURE 2**). Vegetation, even salt-tolerant plants, started dying as the salt concentrations rose. Once the vegetation dies off, the soil is left bare and is prone to erosion. Often layers of salt, known as **salt scald**, are visible on the surface of the land.

FIGURE 2 The effects of a rising watertable



11.5.3 What is irrigation salinity?

One-third of the world's food is produced on irrigated land. Irrigation salinity occurs in irrigated regions and is a direct result of overwatering. When more water is applied to crops or pasture plants than they can soak up, the excess water seeps down through the soil into the groundwater, causing the salty watertable to rise to the surface. Some of this salt is washed into rivers, either as run-off or groundwater seepage, and transported to other places.

HOW MUCH LAND AROUND THE WORLD IS AFFECTED BY SALINITY?

- Africa: 2 per cent of Africa's landmass
- China: 21 per cent of arid lands or around 30 million hectares of land
- Western Europe: 10 per cent of the land area
- United States: Land across 17 states
- South America: Most countries have areas of land affected
- Australia: 2.5 million hectares
- Worldwide: It is estimated that 10 million hectares of arable land succumb to the effects of irrigation-related salinity each year and that, without intervention, the affected area might triple by 2050.

How do we solve the problem?

Many programs are in place to identify and monitor problem areas. Action being taken includes:

- changing irrigation practices to reduce overwatering
- planting deep-rooted native trees and shrubs in open areas
- developing new crops that are more salt tolerant, such as new strains of wheat
- replacing introduced pasture grasses with native vegetation such as saltbush (see **FIGURE 3**)
- using satellite technology to map areas at risk to enable early intervention.

FIGURE 3 Native plants such as saltbush help solve the problem of salinity on Australian grazing lands.

11.5.4 CASE STUDY: Salinity in the Murray–Darling Basin

The Murray–Darling Basin is Australia's largest **drainage area**. Extending across parts of four states and the entire Australian Capital Territory, it contains the country's three longest rivers: the Murray (2508 kilometres), the Darling (2740 kilometres when including its three main tributaries) and the Murrumbidgee (1690 kilometres). It is also one of the country's most significant agricultural regions, producing close to 45 per cent of the nation's food. Because it receives very little rainfall, the area depends heavily on irrigation. In fact, 70 per cent of Australia's irrigation occurs here.

Over time, human activities in the Murray–Darling Basin have increasingly threatened the basin's **ecology** (see **FIGURE 4**). These activities have included introducing non-native plant and animal species, changing the natural flow of the river for irrigation purposes, clearing the land and over-watering crops. It is the last two activities that have particularly contributed to the region's salinity. (Although, in 1829 when explorer Charles Sturt discovered the Darling River during the dry season, he observed that the water was too salty to drink.) It has been estimated that by 2050, 1.3 million hectares (or 93 per cent) of land in the region could be salt affected.

FIGURE 4 The earliest signs of salinity: the watertable has risen, bringing salt to the root zone. Look carefully at the trees in the background. What do you observe?

Tackling the problems

Over the years, a range of strategies have been investigated to better manage the Murray–Darling Basin and reduce salinity problems. Strategies have included the development of action plans such as revegetation programs and educational programs. In 2008, the Commonwealth Government took control of the region to allow for the implementation of a comprehensive management strategy that would provide for the needs of all states and also be environmentally sustainable. The Murray–Darling Basin Authority (MDBA) was created to oversee the entire project.

As part of the measures to control salinity, salt-interception schemes (see **FIGURE 5**) have been established along the Murray River. Collectively, they remove 500 000 tonnes of salt annually from groundwater and drainage basins (see **FIGURE 6**). Prior to these schemes, the Murray River carried huge amounts of salt; for example, 250 tonnes per day and 100 tonnes a day respectively past Woolpunda and Waikerie, between Renmark and Morgan in South Australia. Recent surveys show that salinity levels have decreased to less than 10 tonnes a day in each area.

FIGURE 5 Salt interception in the Murray–Darling Basin

Source: © Commonwealth of Australia Geoscience Australia 2013. Map by Spatial Vision.

FIGURE 6 Salt harvested from evaporation ponds is exported all around the world.

Murray–Darling Basin Royal Commission 2018

In 2018, a report by the ABC program *Four Corners* levelled serious allegations of inadequate management, negligence and water theft in the Murray–Darling Basin. Following this, the South Australian government ordered a **Royal Commission** into the management of the Basin.

The Royal Commission found that the existing management strategies were in need of a complete overhaul to ensure that more water was diverted from irrigation and back into the environment.

The report was also highly critical of the Menindee Lakes project (in NSW) which involved shrinking and emptying the lakes more often to save water from evaporation — an action that failed to take into account the impact not only on the environment when river flow stopped, but also on those further downstream in Victoria and South Australia.

The report argued the aim of the MDBA should be to share limited water resources and ensure that the needs of the environment, agriculture, Indigenous communities and 2.6 million people who depend on the Murray–Darling River system to supply their water should be considered — especially those who live downstream, and all the way to the mouth of the river where it empties into the sea. The sustainable management of this vital water resource remains an ongoing challenge.

11.5.5 CASE STUDY: Vietnam — adapting to salinity issues

Vietnam's Mekong Delta region (see **FIGURE 8**) is a major exporter of both rice and shrimp. Drought and the early arrival of the dry season, which is being attributed to climate change, is allowing sea water to encroach on valuable farming land.

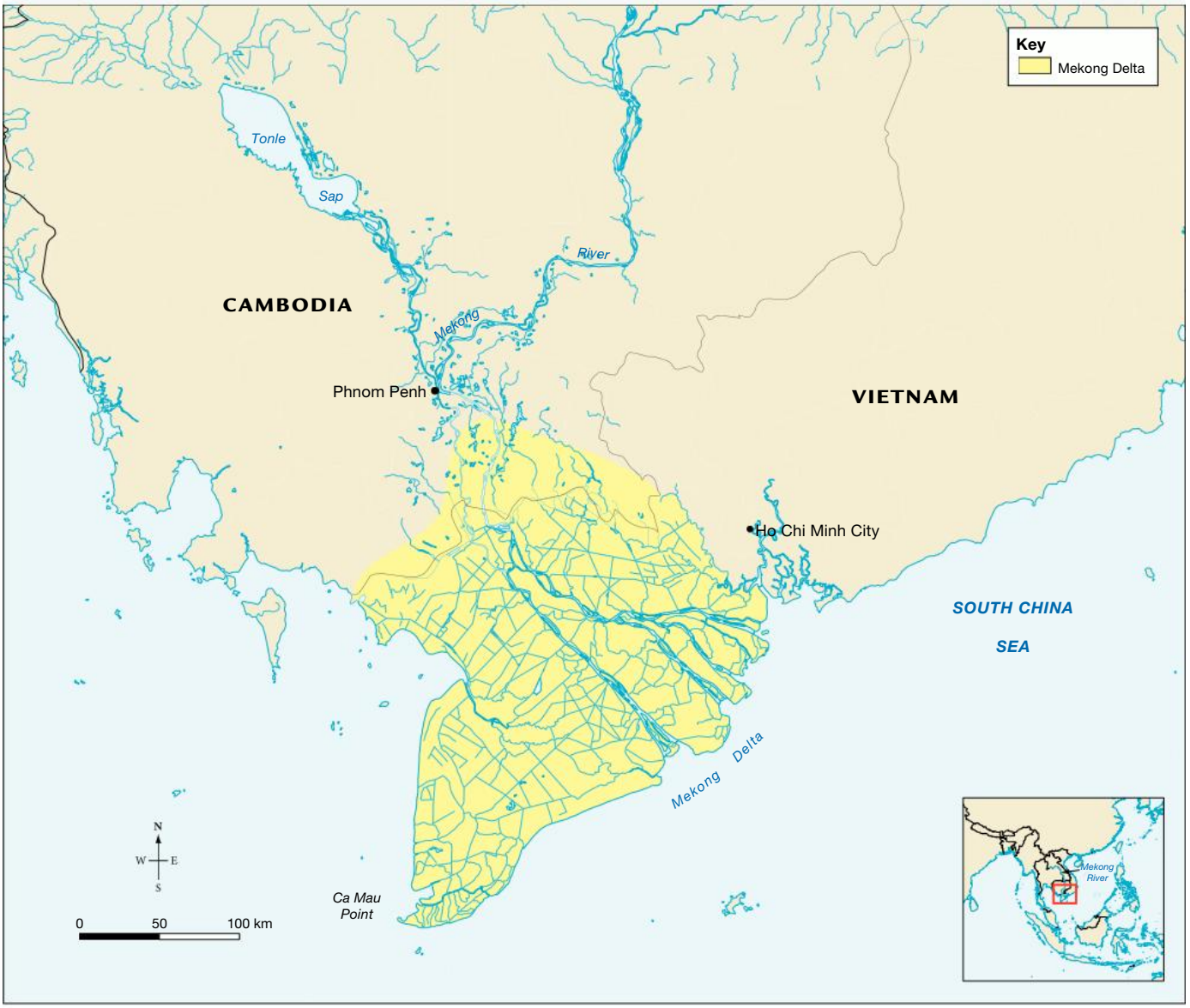
While rice is a water-thirsty crop, it does not like to be completely submerged for its entire growing season. Rice grows best in fertile soils where there is an abundant supply of water that can be controlled throughout the growing season, but it can adapt to a variety of growing conditions.

Scientists are now developing strains of rice that are not only salt-resistant but can also withstand being submerged in water for almost three weeks, whereas traditional strains die within a week of being flooded and fully submerged.

FIGURE 7 Dry rice husks suitable only for poultry are the result of brackish water from the sea flowing inland.

Additionally, in some regions, farmers are making use of the **brackish** water that results from periods of saltwater intrusion. While brackish water is not suited to rice farming, it is ideal for cultivating shrimp. With the onset of the monsoon season, the farmers rely on the heavy rains to flush out the salt water and allow them to plant their rice crops.

FIGURE 8 The Mekong Delta



Source: Vector Map Level 0 Digital Chart of the World. Map by Spatial Vision.

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- Investigating Australian Curriculum topics > Year 10: Environmental change and management > **Salinity in the Murray–Darling Basin**

Resources

Interactivity A pinch of salt (int-3291)

11.5 INQUIRY ACTIVITIES

1. Investigate the history of agriculture in an ancient civilisation, such as Mesopotamia.
   (a) Include a sketch map of the area. Annotate this map to show how the region was affected and why.
   (b) What lessons might modern farmers learn from ancient practices? **Examining, analysing, interpreting**
2. In groups, investigate a method of combating salinity and ***sustainable*** practices that will improve the productivity of agricultural land. Before you begin, decide as a class which groups will cover dryland salinity and which will focus on irrigation salinity. Present your findings as a news report. **Examining, analysing, interpreting**
3. Find out the total land area of Australia and the world. If areas affected by irrigation salinity are expected to triple by 2050, estimate the proportion of land that will be affected on a national and global ***scale***. Use your findings as the basis for writing a letter to the Editor, urging governments to take action and halt this trend. **Examining, analysing, interpreting**
4. In groups, investigate the Mekong River, its delta and its importance to Vietnam.
   (a) Prepare a report on how the river is used and the issue of land degradation. In your report make reference to the ***scale*** of the problem and the rate at which ***change*** is occurring.
   (b) What strategies have been suggested or used to deal with this issue? Are these strategies a ***sustainable*** option for caring for the ***environment***? Why/why not? **Examining, analysing, interpreting**
5. Investigate land use in the Murray–Darling Basin and explain the ***interconnection*** between land use and salinity in this region. **Examining, analysing, interpreting**
6. With a partner, investigate how saltbush may help to reduce salinity. Create an annotated diagram of a saltbush plant and its root system to explain this role. **Examining, analysing, interpreting**

11.5 EXERCISES

Geographical skills key: GS1 Remembering and understanding **GS2** Describing and explaining **GS3** Comparing and contrasting **GS4** Classifying, organising, constructing **GS5** Examining, analysing, interpreting **GS6** Evaluating, predicting, proposing

11.5 Exercise 1: Check your understanding

1. **GS2** Explain the ***interconnection*** between soil salinity and land degradation.
2. **GS2** Why would planting deep-rooted trees help solve the problem of salinity?
3. **GS2** What actions could an irrigation farmer take to reduce the risk of salinity?
4. **GS2** Why is the Murray–Darling Basin a significant part of the Australian ***environment***?
5. **GS2** Refer to **FIGURE 1**. Describe the distribution of dryland salinity areas in Australia.

11.5 Exercise 2: Apply your understanding

1. **GS2** Which general area of the Murray–Darling Basin is most affected by salinity: the north-east, the western region or the south-east? Describe the ***scale*** of the problem.
2. **GS2** With the aid of a diagram, explain what a delta is and why it is important.
3. **GS5** Refer to **FIGURE 5**.
   (a) What is the aim of such salt-interception schemes? Explain.
   (b) Do you think this is a ***sustainable*** management strategy? Explain.
   (c) Discuss the impact of this scheme on river ecosystems.
   (d) What do you think happens to the salt that is extracted?
   (e) Do you think a similar scheme could be developed for the Mekong Delta? Justify your point of view.
4. **GS2** With the aid of a Venn diagram, compare salinity issues that exist in the Murray–Darling Basin and Vietnam's Mekong Delta. Include references to the ***scale*** of the issue and the rate of ***change***.
5. **GS2** What factors have contributed to the degradation of the Murray–Darling Basin's land and water resources since the arrival of Europeans?

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11.6 Desertification: the drylands are spreading

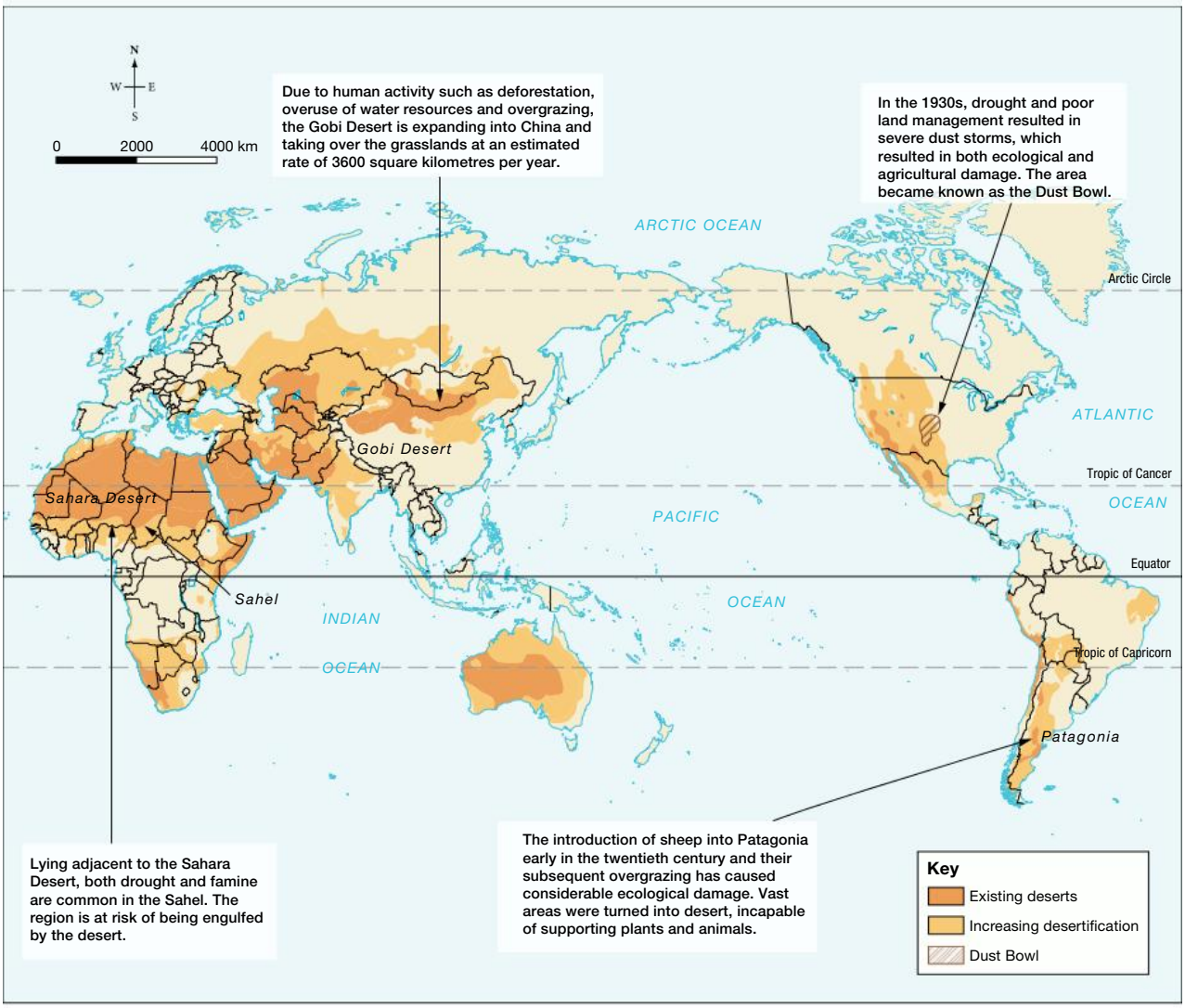
11.6.1 Which regions are most at risk from desertification?

As the Earth's population increases, more pressure is placed on the land to provide both food and shelter. In many parts of the world this has meant that land has been overused and become exhausted. This is especially true in **dryland** regions. Many of these areas have become so degraded that they are at risk of being turned into desert, placing the survival and livelihood of the people who depend on them in jeopardy.

The United Nations estimates that approximately 41 per cent of the Earth's land surface is at risk of turning into desert. This is a process known as **desertification**, an extreme form of land degradation that affects arid, semi-arid and dry sub-humid areas of the Earth. These dryland regions often border existing deserts, but unlike deserts, they support population and agriculture. Drylands are fragile environments that degrade rapidly when the land is not carefully managed.

The areas affected are home to more than two billion people in 168 countries. **FIGURE 1** shows the Earth's desert areas and those places most at risk from desertification.

FIGURE 1 The drylands of the Earth are spreading. It is estimated that 12 million hectares of productive land (an area three times larger than Switzerland) is lost annually due to desertification.



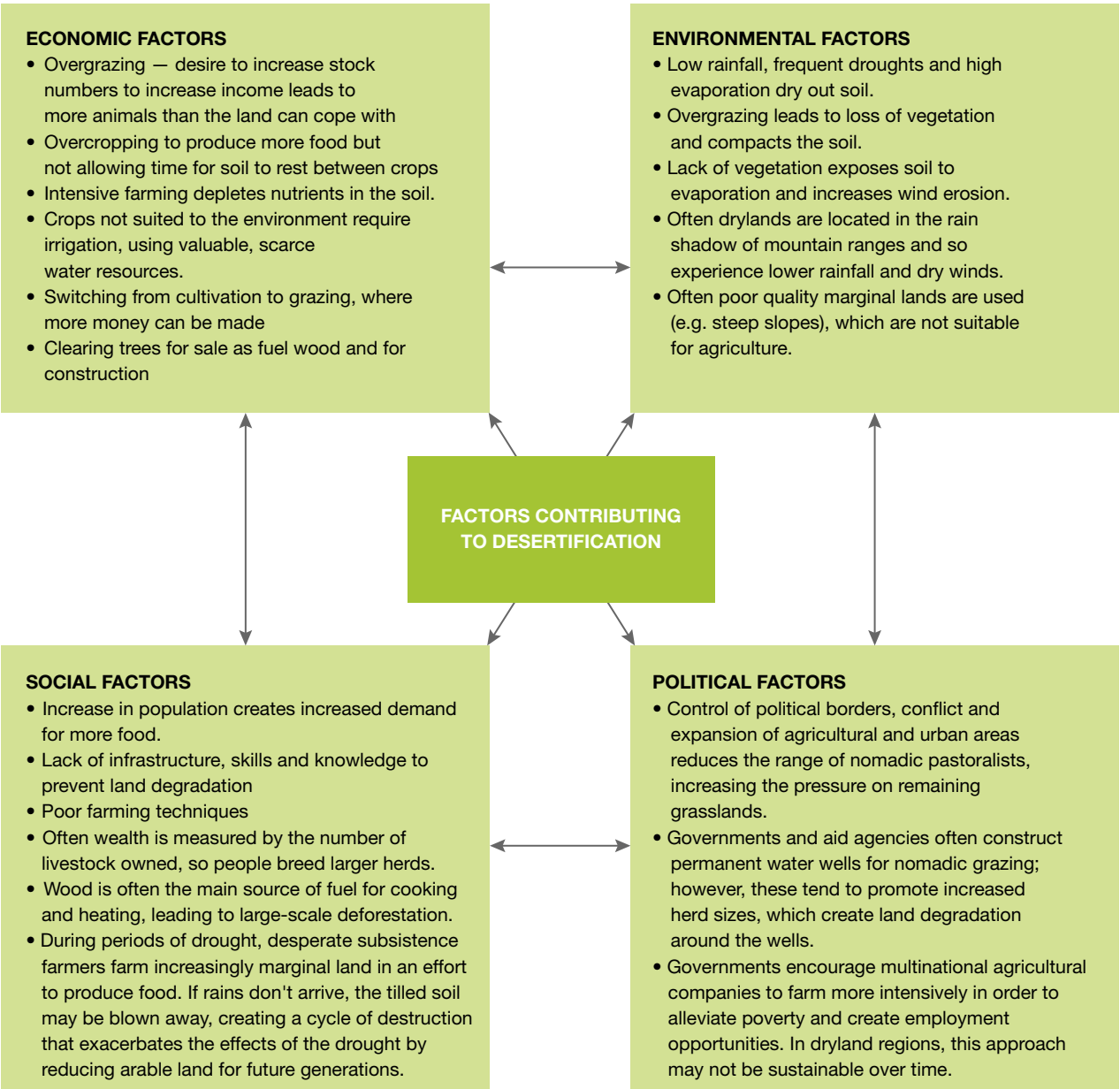
Source: UNEP World Conservation Monitoring Centre.

Estimates predict that by 2025, without intervention, two-thirds of the arable lands in Africa will be lost, along with one-third in Asia and one-fifth in China. Based on current trends, Bangladesh will have no fertile soil available in 50 years. Desertification is a global issue as it is present on all continents in both developed and developing economies.

11.6.2 What causes desertification?

Desertification is largely a result of human-induced environmental change, caused by the complex interconnection of environmental, political, cultural and economic factors. It generally arises from the poor management of dryland environments. Increasing populations, the demand for more agricultural production and overuse of the soil degrades the land to the extent that once productive places turn into wastelands (see **FIGURE 2**).

FIGURE 2 Factors contributing to desertification



11.6.3 The impacts of desertification

Currently, the world loses approximately 12 million hectares of land annually, an area almost three times the size of Switzerland, enough to grow 20 million tonnes of grain. The cost to global economies is estimated to be $490 billion per annum.

Desertification brings about environmental change as the loss of topsoil and protective vegetation enables desert sand dunes to migrate and smother former farmland (see **FIGURE 3**).

FIGURE 3 Fence drowned by a huge sand dune in the United Arab Emirates

Desertification also affects the wellbeing of over one billion people in the world. While poverty can contribute to desertification, it is also a consequence of it, as poverty forces people to over-exploit the land, which can then accelerate land degradation. It can also increase the risk of food insecurity as food production decreases. As the land fails, social and cultural networks become lost as whole villages can effectively be abandoned as people leave farming in search of employment in urban areas.

11.6.4 Tackling the problem

Desertification, climate change and the loss of biodiversity were identified as the greatest challenges to sustainable development during the 1992 Rio Earth Summit. As a result of this, the United Nations developed the United Nations Convention to Combat Desertification (UNCCD), an agreement supported by 193 countries with the aims of:

- improving living conditions for people living in drylands
- maintaining and restoring land and soil productivity
- reducing the impacts of drought.

This worldview encourages cooperation in exchanging knowledge and technology between developed and developing countries and promotes the idea of a ‘bottom-up’ approach to a problem. This means encouraging and supporting people to develop their own solutions rather than a government-led ‘top-down’ approach.

11.6.5 CASE STUDY: Combating desertification in China

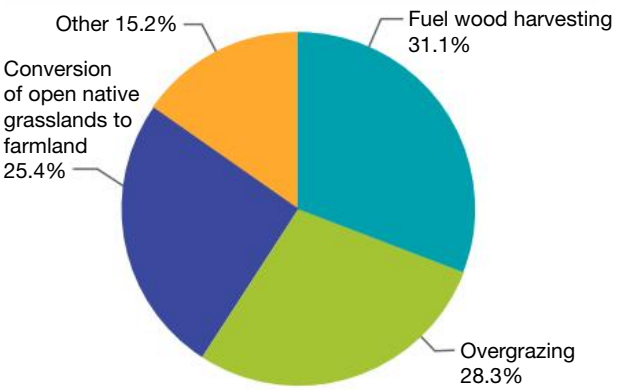
China is one of the countries most severely impacted by desertification, which affects about 25 per cent of its total land area (approximately 3327 million km^2) and negatively affects 400 million people (see **FIGURE 4**).

FIGURE 4 The predicted scale of desertification in China

Source: United States Department of Agriculture, Natural Resources Conservation Service, Soil Survey Division, World Soil Resources; Paul Reich, Geographer. 1998. Global Desertification Vulnerability Map. Washington, D.C.

In the wake of rapid population growth (from 550 million in 1950 to 1.4 billion in 2019), the demand for food, fuel, construction timber and livestock feed surged. With a viewpoint of 'growth at all costs', more farmland was opened up on desert fringes and the number of livestock increased exponentially. This expansion was done without any consideration of the environmental impacts. Thus, human activities in the form of inappropriate land use have magnified the problem of desertification (see **FIGURE 5**).

FIGURE 5 Causes of desertification in China

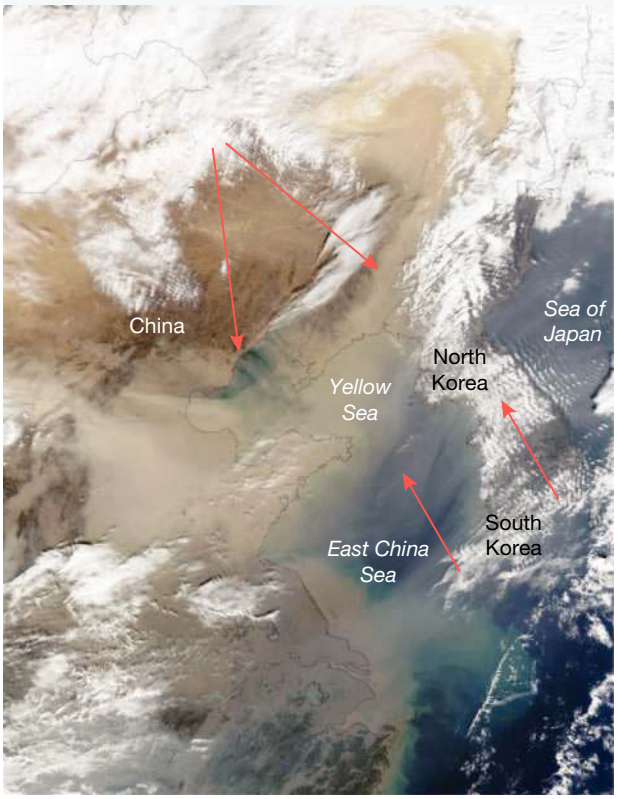


Each year, the Gobi Desert in Mongolia swallows 360 000 hectares of grasslands, and dust storms remove 2000 square kilometres of topsoil. Sand and dust from the desert regions of China is carried eastwards by the prevailing winds, choking the city of Beijing: destroying crops, closing airports and creating a surge in respiratory ailments. The sand storms, or 'Yellow Dragon' as they were traditionally called, continue their journey and affect international communities in South Korea, Japan, Russia and even the United States of America (see **FIGURE 6**).

The Chinese government has been working relentlessly on the problem, implementing a range of schemes, two of which are described in section 11.6.6.

China currently spends $5 billion each year on combating desertification. The aim is to reclaim all the treatable land area by 2050. Already China has slowed the rate of desertification by more than one-third of 1999 levels, making it a world leader in this field.

FIGURE 6 A dust storm from China affecting neighbouring countries



Source: Image courtesy Jacques Descloitres, MODIS Rapid Response Team at NASA GSFC.

11.6.6 The Great Green Wall of China

To halt the spread of deserts and reduce the impacts of climate change, the Chinese government embarked on a plan to create the Great Green Wall of China. Green walls are ambitious initiatives designed to act as a barrier against desert winds and prevent desertification. Both the **Sahel** region in Africa and China have embarked on massive replanting projects that are expected to reduce erosion, enhance biodiversity, provide new grazing lands, boost agriculture and provide employment (see **FIGURE 7**).

FIGURE 7 The Great Green Wall of China: an ambitious attempt to stop the advance of desert sands from the Gobi Desert

The Chinese government envisaged a 4800-kilometre series of forest strips spanning the country from east to west, and stretching 1500 kilometres from the southern edge of the Gobi Desert, to protect valuable farmland and waterways against wind erosion. To make this target a reality, every citizen over the age of 11 was expected to plant at least three saplings each year. Since the start of the millennium, Chinese citizens have planted over 66 billion trees. By 2016, the Chinese State Forestry Commission had succeeded in creating almost 30 million hectares of forest, with the goal of reaching a national forest cover of 42 per cent by 2050. However, an early study done by geographers at the University of Alabama noted that 'the reforestation efforts have done little to abate China's great yellow dust storms' (see **TABLE 1**).

TABLE 1 Impacts of planting green walls

Environmental benefits	Environmental drawbacks
• Mass planting of fast-growing species (known as **monoculture**) helps to slow desertification. • Trees act as windbreak and reduce erosion • Long-term possibility of harvesting trees as a commercial wood crop or for pulp and paper • Growth of trees acts as a carbon store, reducing greenhouse gases.	• Monoculture reduces biodiversity and provides poor habitat for endangered native animal and bird species. • Monoculture is highly susceptible to disease. A pest can wipe out an entire plantation, ruining decades of work. • Many tree species chosen were not native and after initial growth soon died. In some places up to 85 per cent of the plantings failed. • Initial rapid growth of trees used a lot of soil moisture and lowered watertables. • Trees out-competed native grasses, which have a more extensive root system for holding soil. • Plantations generate less leaf litter than native forests, so less nutrients are entering the soil.

While China reports an overall increase in forested areas, from 5 per cent to 12 per cent, Greenpeace reports that only 2 per cent of China's original vegetation remains. Many of the trees planted have a lifespan of only 40 years. Nevertheless, in areas where the local community is prepared to care for the newly planted trees, the spread of the desert appears to have been halted, with the area of land affected by desertification shrinking by almost 2000 square kilometres annually. Sandstorms are now also reported to have decreased by 20 per cent.

As one Chinese ecologist, Jian Gaoming, has stated, there is a need for 'nurturing the land by the land itself'. This is an earth-centred approach to the problem of desertification. His research in Inner Mongolia noted that native grasslands will restore themselves in as little as two years, if protected from grazing animals and human activities.

Restoring grasslands

It is estimated that 80 per cent of China's natural grasslands (42 per cent of its land area) are degraded as a result of overgrazing. A wide range of rehabilitation programs are being introduced. These include:

- *Moving people:* In places especially at risk of desertification, people are being resettled to prevent further damage and halt the spread of the desert. Relentless sandstorms threaten the traditional lifestyles and farming practices of nomads in both Tibet and Mongolia. Failing crops and a lack of pasture for grazing livestock is forcing them to join other climate refugees and move into new settlements (see **FIGURE 8**).
- *Changing land use:* Land use is converted from grazing to tree crops and forests, with farmers receiving compensation for the loss of stock and income.
- *Total grazing bans:* Over the years 2005 to 2010, a total ban was placed on animal grazing on seven million hectares of land (an area twice the size of Germany). This was part of a larger plan to restore more than 660 million hectares of grasslands at an estimated cost of approximately AU$4 billion. This has meant that more than 20 million animals had to be farmed indoors and hand fed. In test projects, after three years of grazing bans the vegetation rate increased from 20 per cent to over 60 per cent, and local sand storms have reduced. The grazing ban has since been extended, with farmers paid a subsidy

to safeguard their livelihood. Additional bans were also put in place banning hunting and declaring some areas national parks. Money received by the traditional nomadic herders has been used to leave the land.

FIGURE 8 Nomadic grazing on grasslands in Mongolia. Why would this area be prone to desertification?

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on Resources

Weblinks Great Green Wall of China (1)
Great Green Wall of China (2)

11.6 INQUIRY ACTIVITIES

1. Investigate one of the causes of desertification outlined in **FIGURE 2** and write a news report that explains the ***interconnection*** between this factor and ***environmental change***. In your report include the following:
   (a) a description of the impact of this factor over ***space***
   (b) an example of a ***place*** that has been ***changed*** as a result of this factor
   (c) the ***scale*** of this ***change***
   (d) a strategy for the ***sustainable*** management of the ***environment*** to combat this factor.
   Classifying, organising, constructing
2. Use the **Great Green Wall of China** weblinks in the Resources tab to find out more about the Great Green Wall of China. With a partner, discuss the actions taken. Do you think the plan will succeed? Why or why not? **Examining, analysing, interpreting**

11.6 EXERCISES

Geographical skills key: GS1 Remembering and understanding **GS2** Describing and explaining **GS3** Comparing and contrasting **GS4** Classifying, organising, constructing **GS5** Examining, analysing, interpreting **GS6** Evaluating, predicting, proposing

11.6 Exercise 1: Check your understanding

1. **GS1** What is the difference between deserts and drylands?
2. **GS1** Why are drylands especially vulnerable to desertification?

3. **GS1** Refer to **FIGURE 1**. Describe the distribution of those ***places*** in the world most at risk of desertification.
4. **GS1** Identify an economic, social and ***environmental*** impact of desertification in China.
5. **GS2** In your own words, explain what is meant by *desertification* and why it is a global issue.

11.6 Exercise 2: Apply your understanding

1. **GS6** How would you envisage the issue of desertification in China in the year 2050? Give reasons for your answer.
2. **GS6** The Chinese ecologist Jian Gaoming's viewpoint on managing desertification is 'nurturing the land by the land itself'. How does this earth-centred viewpoint compare to the green wall scheme, which is a human-centred viewpoint? Which do you think is the more ***sustainable*** approach? Outline and justify your views.
3. **GS2** Explain the difference between a 'top-down' and a 'bottom-up' approach to resolving a problem.
4. **GS6** How effective do you think a top-down approach can be in combating desertification in China? How effective do you think a bottom-up approach might be? Explain your view.
5. **GS2** Evaluate, according to ***environmental***, social and economic impacts, the effectiveness of:
   (a) green walls
   (b) grazing bans for combating desertification in China.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

11.7 Introduced species and land degradation

11.7.1 What is an invasive species?

An invasive species (sometimes referred to as an **exotic species**) is any plant or animal species that colonises areas outside its normal range and becomes a pest. Such species take over the environment at the expense of those that occur naturally in the region, generally causing damage to native habitats and degrading the landscape. Invasive species are a major cause of land degradation. Often introduced for a specific reason, they can soon take over the environment, threatening indigenous plant and animal species and taking over what was once valuable farming land.

Many of the most damaging invasive species were introduced either for sport (rabbits and foxes), as pets (cats) or as livestock (goats) and pack animals (camels and horses). Some, such as the cane toad and mosquito fish, were introduced to control other species (the cane beetle and mosquitoes), and instead became pests themselves. Others, including rats and mice, arrived accidentally as stowaways on ships. Similarly, invasive plants were introduced in a variety of ways: as crops, pasture or garden plants, or to prevent erosion. However, some spread into the bush where they continued to thrive, causing immense damage to the environment.

FIGURE 1 Goats were a food source for early settlers and sailors alike. Their size, hardiness and ability to eat a range of plants made them an ideal source of both meat and milk.

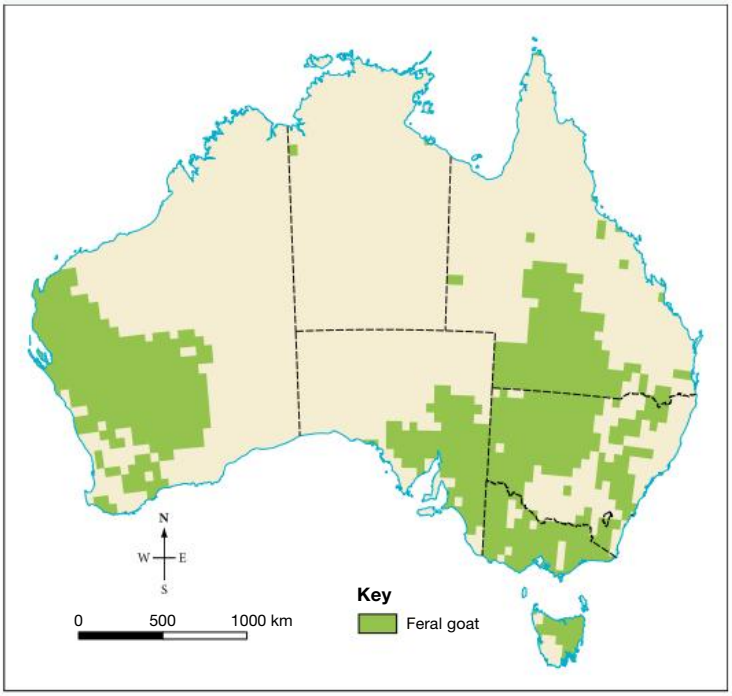
11.7.2 Animal pests — goats, foxes and rabbits

Goats

Goats were introduced into Australia with the arrival of the First Fleet in 1788 as a source of both milk and meat. Some breeds were later introduced for their hair. During the nineteenth century, sailors released goats onto some of the offshore islands and mainland areas as an emergency food source. Over time, however, domestic goats escaped, were abandoned or were deliberately released and became feral, posing a threat to inland pastoral areas and native forests.

It is now estimated that at least 2.6 million feral goats occupy approximately 28 per cent of Australia (see **FIGURE 2**), in concentrations of up to 40 animals per square kilometre. They are found in all states and territories and on offshore islands, but are most common in semi-arid regions. The absence of predators and the establishment of a water supply for sheep grazing has created ideal conditions in which goats can thrive. Their numbers have been adversely affected by drought and eradication programs; however, high fertility levels have meant they are difficult to control.

FIGURE 2 Spread of feral goats in Australia



Source: © Commonwealth of Australia Geoscience Australia 2013. © Commonwealth of Australia Department of Sustainability, Environment, Water, Population and Communities 2013. Map by Spatial Vision.

Feral goats cause widespread damage to native vegetation. They damage the soil and overgraze native grasses, herbs, trees and shrubs, causing erosion and preventing plant regeneration. They introduce weeds through seeds contained in their dung, and pollute water courses. They dramatically increase the rate of erosion on steep hillsides, where widespread gullying can quickly develop. By focusing on a favoured food source and preventing its regrowth, goats can totally remove some species of vegetation from an area, allowing more invasive plant species to take over.

During times of drought they also compete with native wildlife and domestic livestock for food, water and shelter, creating an additional imbalance in the food chain.

The impact of feral goats is worse in regions where rabbits are also out of control; together they can reduce to bedrock what was once a well-vegetated environment, leaving it open to erosion by both wind and water.

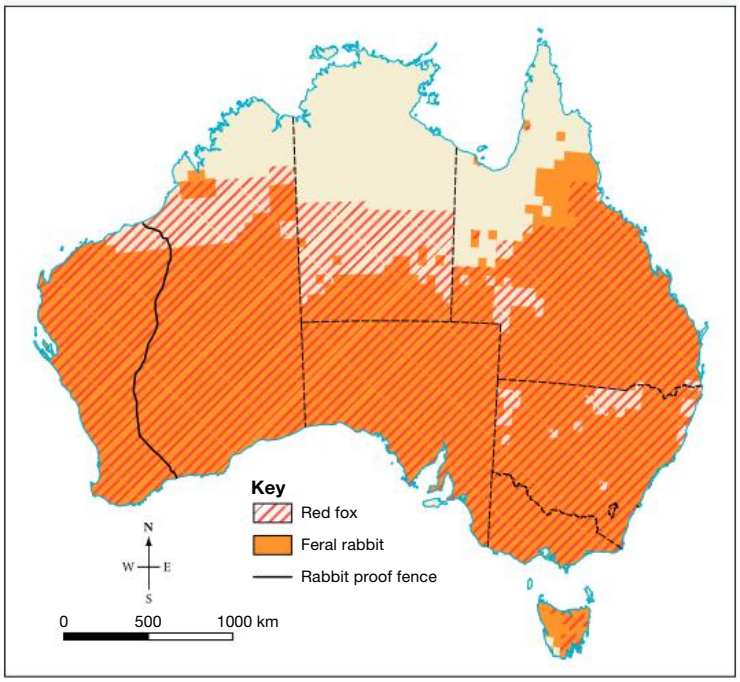
Foxes and rabbits

Both foxes and rabbits were introduced into Australia by the early settlers. With no natural predators, each species spread rapidly.

Left unchecked, foxes pose a significant threat to agriculture and native fauna. Fox predation accounts for one-third of new lamb deaths, and native animals such as the bandicoot are easy prey. Foxes carry a wide range of diseases and parasites such as hepatitis, distemper, mange and rabies.

Rapid-breeding feral rabbits place significant pressure on the environment, competing with native wildlife for food and damaging vegetation. Rabbits eat plant roots as well as foliage. They **ringbark** trees and eat seeds and seedlings, so plants cannot regenerate.

FIGURE 3 Distribution of red foxes and feral European rabbits in Australia



Source: © Commonwealth of Australia Geoscience Australia 2013. © Commonwealth of Australia Department of Sustainability, Environment, Water, Population and Communities 2013. Map by Spatial Vision.

11.7.3 The problem of introduced plants

Invasive plant species are often referred to as **weeds**. Many were introduced as garden plants, but soon spread to other areas and now pose a significant threat to both the natural environment and agricultural industries. Two of the most troublesome introduced plant species are Paterson's Curse and Viper's Bugloss (see **FIGURE 4**), both of which were introduced in the 1850s as garden plants because of their attractive flowers.

Paterson's Curse and Viper's Bugloss look similar, and are often found in similar regions, if not together. As their seeds germinate earlier than native plants, they are able to establish extensive root systems and spreading leaves, which crowd out other plant species. Their seeds can be spread in the fur of livestock or by water in areas where erosion is already present and run-off levels are high. They thrive in areas where

FIGURE 4 (a) Paterson's Curse has two long stamens protruding from the flower plus two shorter ones, and its flowers are more purple. (b) Viper's Bugloss has four long stamens protruding from the flower. Its flowers are more blue, and prickles are visible on the stem.

rainfall is high in winter and have adapted to cope with dry summers. The nutritional value of Paterson's Curse is low, and if livestock eat it in significant quantities it can be toxic, especially horses and small animals. Their stomachs cannot fully process the plant, and this leads to liver damage, loss of condition and, in extreme cases, death.

Contact with these plants can also cause skin irritations and other allergic reactions in humans and livestock. Once Paterson's Curse colonises an area, soil fertility is reduced. It has been estimated that 33 million hectares of land is infested across the nation, and that the cost to Australia's grazing industry is in excess of $250 million annually.

11.7.4 Controlling invasive species

Can one problem be part of the solution for another?

While we might want to remove invasive species from Australia and other parts of the world, in many cases this is not possible. Total eradication may be feasible in island communities where the risk of re-infestation is limited; however, on a large scale such as mainland Australia, control appears to be the best option.

Introduced species pose a serious threat to the productivity of land and diversity of natural environments. In Western Australia, trials have discovered that goats, which themselves pose a threat to both native vegetation and pasture land, can be used to control a wide variety of **invasive plant species**, such as saffron thistle (see **FIGURE 5**).

While we know that some weeds are spread passing through the digestive systems of animals, this is not the case with goats. Less than 1 per cent of the saffron thistle seeds were found in the goat dung, and these would not germinate. Similar results were found in test sites for the control of blackberries (see **FIGURE 6**). Within 12 months of goats being allowed to feed on both weed types, there was a notable reduction in their spread. Goats can also be used to control hundreds of different invasive plant species such as English Ivy, Paterson's Curse and Viper's Bugloss, which are toxic to grazing livestock.

Goats have the added advantage of being an environmentally friendly method of weed control. They eliminate the need for using herbicides and fertilisers. Soil quality is improved naturally by goat droppings. Fossil-fuel-burning machinery is not needed to remove the weeds, and goats can be used in environments where other control methods are not viable, such as on steep slopes. In recent times, they have been used as a method of weed control in plantation forests and in limited numbers on large pastoral runs. They are also still kept as livestock.

FIGURE 5 In Western Australian trials, goats almost completely eradicated saffron thistle within three years. Researchers will monitor the situation carefully, however, as seeds can lie dormant for up to 10 years.

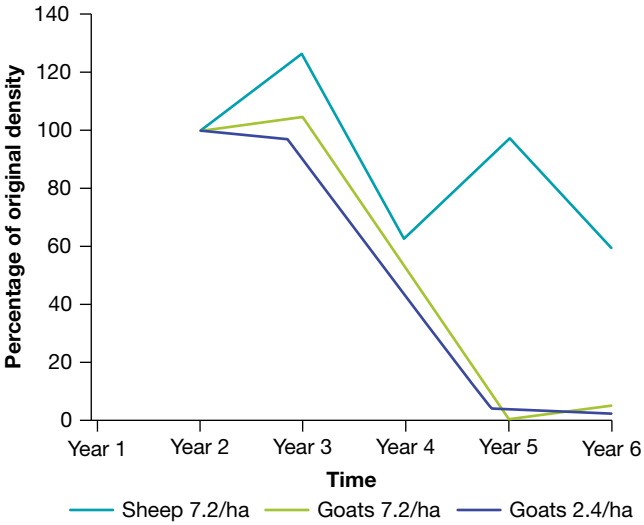


FIGURE 6 Goats have been used successfully in the Tolt River Dam region in Seattle, Washington. There, a herd of 200 goats is used to control the spread of blackberries on ground that is too steep and uneven for mowing by machinery.

Can we control foxes and rabbits?

Both foxes and rabbits have proven difficult to control and pose the same risks today as they did in the past. Foxes are the only natural predator of rabbits. Currently, rabbits are controlled through the following methods:

- biological — introduction of viruses, such as myxomatosis and calicivirus
- chemical — laying poison baits or fumigating warrens
- mechanical — destroying warrens, shooting and laying traps

Rabbits are highly destructive to the environment, but once they are eradicated from an area, the environment can regenerate (see **FIGURE 7**).

FIGURE 7 (a) Rabbits reduced Phillip Island (near Norfolk Island, off the east coast of Australia) to a wasteland. (b) After the rabbits were eradicated, the island's recovery was spectacular.

Hunting, baiting (poisoning) and shooting reduce adult fox populations in the short term; however, their populations soon recover. Scientists are now trialling biological controls and working to develop some form of virus or birth control that will interfere with the reproductive system of the fox, making them infertile and incapable of breeding.

Middle Island Maremma Project

Middle Island, a small rocky island about 2 hectares in size off the Victorian coast near Warrnambool, is home to a Little Penguin colony. At low tide, less than 12 centimetres of water separates the island from the mainland, providing easy access for predators such as foxes.

In 1999, Middle Island had a thriving colony of Little Penguins, comprised of about 600 birds. By 2005, foxes had reduced the population to fewer than 10, with only two breeding pairs remaining. In 2006 an ambitious experiment was launched using Maremma dogs to guard and protect the remaining penguins. This breed of dog has long been used to guard livestock, including chickens, with reports that once the dogs were on duty, fox kills stopped.

After some initial teething problems, the program has proved highly successful. Within a short time, there was evidence of the penguins breeding. By 2013 the Little Penguin population had rebounded to 180. In a cruel twist of fate, however, 70 penguins were killed in a fox attack in 2017, reducing the breeding population to just 14. The dogs had been taken off the island for the winter season due to high tides and bad weather. However, numbers appear to have again rebounded with 60 breeding penguins in residence for the 2018 breeding season.

FIGURE 8 Using Maremma dogs to guard the penguins on Middle Island from fox attacks proved to be a highly successful strategy. The island's penguin population, previously close to extinction, continues to grow under the protection of the dogs.

Explore more with myWorldAtlas

Deepen your understanding of this topic with related case studies and questions.

- Investigate additional topics > Endangered and introduced species > **Introduced species in Australia**

on Resources

Weblink Weed species

11.7 INQUIRY ACTIVITIES

1. Visit a local river or creek near your school and make a field sketch of the area. Survey the area around the creek and annotate your sketch to show the location of areas where there are invasive plant species. Add additional annotations to suggest a ***sustainable*** solution to this problem.
Classifying, organising, constructing
2. (a) Using information in this subtopic and your own general knowledge, copy and complete the table below. List as many species (both plant and animal) that were introduced into Australia as you can, and state why they might have been introduced. Use your atlas and the **Weed species** weblink in the Resources tab as other sources of information.

Introduced species	Reasons for introduction

(b) Refer to the table you completed in part (a). Find an image of one exotic plant and one exotic animal species in your table. Annotate your images with reasons for their introduction, and their impact on the ***environment***. Compare your findings with those of other members of the class.
Classifying, organising, constructing
3. Working in teams, devise your own ***sustainable*** and ***environmentally*** friendly strategy for controlling an invasive species. **Classifying, organising, constructing**
4. Use the **Weed species** weblink in the Resources tab to prepare an educational leaflet that will assist people in recognising one of these plant species. **Classifying, organising, constructing**

11.7 EXERCISES

Geographical skills key: GS1 Remembering and understanding **GS2** Describing and explaining **GS3** Comparing and contrasting **GS4** Classifying, organising, constructing **GS5** Examining, analysing, interpreting **GS6** Evaluating, predicting, proposing

11.7 Exercise 1: Check your understanding

1. **GS1** Why are goats an effective method of controlling invasive plant species?
2. **GS1** Why do people say that rabbits cause the demise of native plant and animal species?
3. **GS1** Describe the distribution over ***space*** of foxes and rabbits in Australia.
4. **GS2** Explain why goats would be considered an ***environmentally*** friendly method of controlling invasive plant species.
5. **GS2** Explain why it is easier to eradicate invasive species from island communities than from mainland Australia.

11.7 Exercise 2: Apply your understanding

1. **GS6** The invasive animal species described in this subtopic have proven more difficult to control than the plant species. Suggest a reason for this.
2. **GS6** Why do you think that foxes are not found in Australia's tropical region?
3. **CS3** Consider the three methods of rabbit control by completing the following tasks.
   (a) Copy the table below. In the second column, write your own definition for each of the control methods.
   (b) Complete the remaining columns, detailing the advantages and disadvantages of the three methods.
   (c) Compare the advantages and disadvantages of the three main methods of rabbit control. Which method do you think is the most effective? Give reasons for your answer.

Method	Definition of method	Advantage	Disadvantage
Biological			
Chemical			
Mechanical			

4. **GS2** Examine **FIGURE 7**. Describe the appearance of the ***environment*** in each image. Do these images represent the same ***place***? Suggest reasons for the ***changes*** that have occurred in this ***environment***.
5. **GS6** Devise your own ***sustainable*** and ***environmentally*** friendly strategy for controlling an invasive species. Outline the steps in your plan and why you think it would be successful.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

11.8 Native species and environmental change

11.8.1 Protecting biodiversity

To protect native species, governments have established **national parks**. The world's first national park was Yellowstone National Park in the United States of America established in 1874. The second, the Royal National Park, was established in Sydney, Australia five years later. These parks are intended to provide safe habitats for native plant and animal species and thus help safeguard **biodiversity**. However, biodiversity is not just under threat from introduced species; left unchecked, native species can also cause widespread damage to the landscape.

11.8.2 Should we cull iconic Australian natives?

Many native Australian species have been threatened by the spread of urban settlements. As human populations expand, the natural range of animals such as koalas, kangaroos and wallabies are diminished. Despite the intricate pattern of National Parks that exist, native species can be found not only on the fringe of urban areas, but also taking refuge in our backyards where they face increasing risk from vehicles, domestic pets and poisons.

In some protected regions, natural increase can put entire colonies at risk. Koalas are preferential feeders and have only one source of food — eucalyptus leaves. In times of drought and following extended favourable breeding conditions, there is simply not enough food to sustain the entire population. In the Otway Ranges and on French Island, for example, the situation has at times become so dire that koalas have faced starvation.

In 2013 and 2014, 700 koalas were killed in what the Victorian government described as humane euthanasia to prevent the animals from starving to death. Opponents of the move described it as a secret **cull**.

FIGURE 1 A koala drinking from a dog's water bowl in a suburban backyard

In late 2015, researchers called for koalas to be culled in parts of Victoria, New South Wales and Queensland, in areas where the local populations were infected with the disease **chlamydia**. In koalas, chlamydia can lead to a range of issues such as conjunctivitis, urinary tract infections, reproductive tract infections and pneumonia. Culling, the researchers suggested, would prevent further spread of the disease to healthy animals and allow the population to rebound over the next 10 years. Others have argued that the disease, in its early stages, can be treated with antibiotics.

In 2019, the koala was listed as vulnerable in Queensland, New South Wales and the ACT, with loss of habitat cited as the major area of concern. Even within remaining habitats, a lack of diversity exists among eucalyptus species. Preferred control methods are sterilisation and relocation. Sterilisation prevents a population outstripping its food source; however, it does not allow the population to rebound after natural disasters such as bushfires. Relocation is only a short-term fix, as shown on Kangaroo Island — koalas relocated there have flourished, mainly because of their proximity to a commercial blue gum plantation; however, the population will once again be decimated once the trees are harvested.

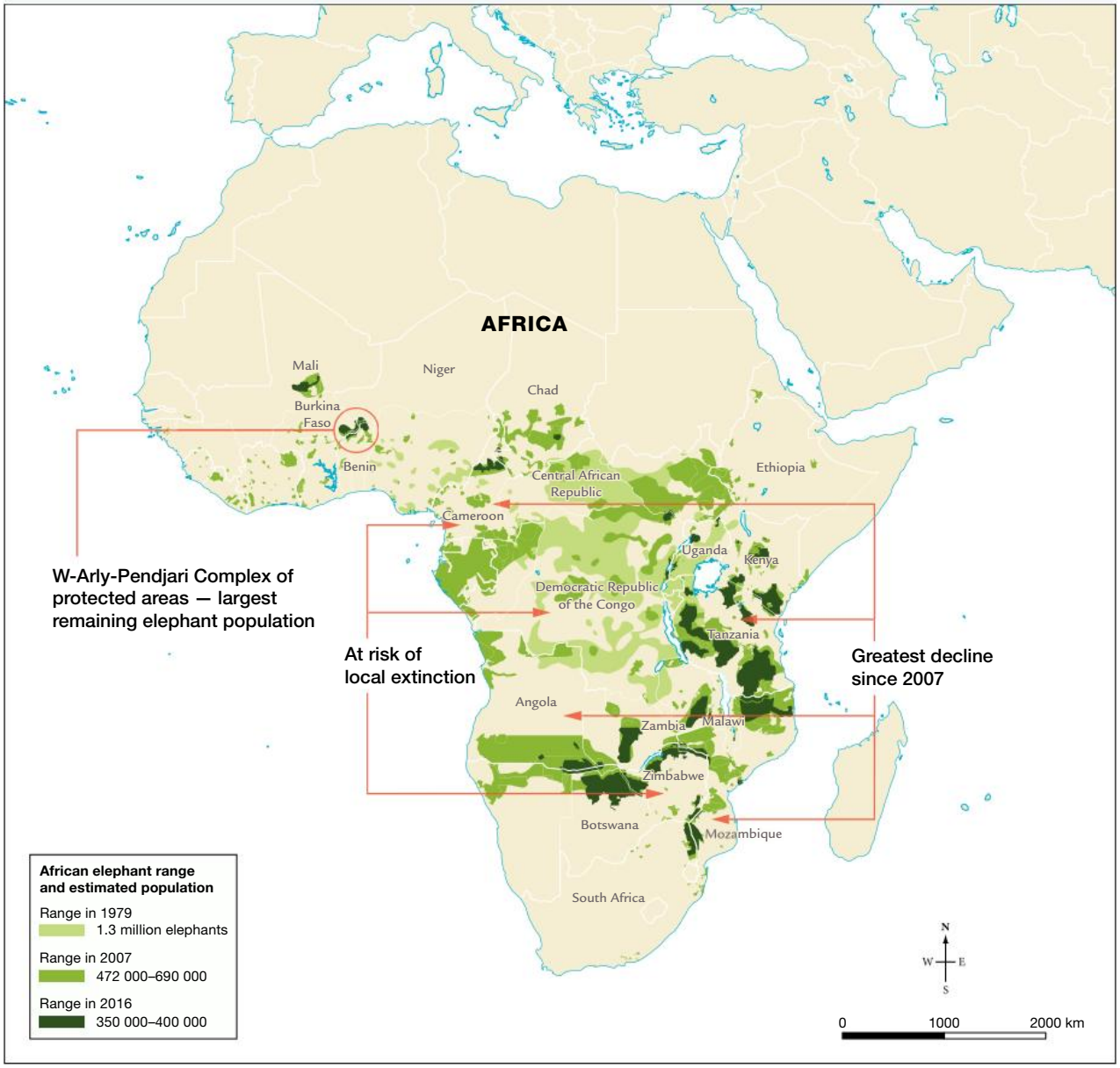
DISCUSS

Conduct a class debate on the issue of culling as a method of controlling different species, both native and introduced. **[Ethical Capability]**

11.8.3 What about the African elephant?

In 1930, some 10 million elephants roamed across 37 countries in Africa. By 1979, almost 90 per cent of the wild elephant population had been wiped out, with their numbers estimated at 1.3 million. By 2007, the estimated range of elephant numbers had declined even further (see **FIGURE 2**). In 2018, the population had continued to decline with numbers down to around 415 000. At this rate, it is possible that they could become extinct in the wild by 2050. Some estimates put the number of animals killed at up to 100 per day, as poachers seek to make their fortune selling meat, ivory and body parts to the lucrative Asian market. From 2011 to 2014 the price of ivory alone tripled in China, peaking at $2100 per kilogram. In 2017, a ban imposed by the Chinese government on ivory saw the price fall to $750 per kilogram.

FIGURE 2 African elephant range and estimated population



Source: National Geographic and IUCN Red List

Elephants are also under threat from expanding human populations. As the number of people increases, so too does their need for land to grow crops and raise livestock, and people encroach further and further into the elephants' rangelands. Struggling farmers can also earn more from a single elephant kill than from a year of toiling on the land. When elephants enter these newly created farmlands and damage crops, the temptation to kill them intensifies.

Elephants are a key ecological species, sometimes referred to as the caretakers of the environment. They create and maintain their ecosystem and in the process create the habitat for a wide range of plant and animal species with which they coexist. Up to 30 per cent of native African tree species, for example, are dependent on elephants to assist with dispersal and germination of their seeds. The loss of elephants poses a significant threat to local ecologies.

However, the practice of confining large animals such as elephants to national parks free from predation and with an abundant water supply can result in a population explosion. An adult elephant consumes up to

136 kilograms of food in a single day. The search for food can see them cover vast distances, in the process stripping bark from, ripping branches off, and pushing over trees. As the process of confining animals to reserves continues, traditional migration paths are interrupted. The population flourishes and the landscape becomes degraded as the rate of change speeds up.

Africa's first national park was established in 1926. Covering almost 20 000 square kilometres, it is one of the largest reserves in Africa. Culling of elephants within the national park was banned in 1994. While elephant numbers are declining elsewhere, within Kruger National Park they are increasing. This has prompted some to suggest that culling as a means of population control should be reinstated to limit numbers to a sustainable level of 7000 to 8000, rather than the current 17 000, which places both the elephants and their habitat in jeopardy.

11.8.4 Is it a pest?

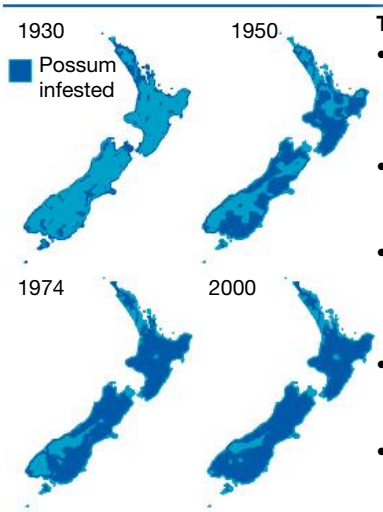
In Australia, the possum is a protected species that can cause considerable damage in urban areas. Because they are protected, control measures are largely centred on possum-proofing homes and gardens. There are strict regulations relating to the trapping of possums, and they generally must be released on the same property on which they were captured, within 50 metres of their capture site. The only exception is in the state of Tasmania, where they can be removed in order to protect crops and trapped for commercial trade in meat and pelts.

In New Zealand, however, possums are considered 'public enemy number one'. Originally introduced in 1837 to establish a fur trade, with no natural predators they spread rapidly and today some 30 million possums occupy 90 per cent of the landmass. The damage they cause to native forests is unmistakable, laying large expanses of new forest growth bare. They compete with native birds for habitat and food and have been observed raiding nests. Additionally, they are known to spread bovine tuberculosis, thus posing a significant threat to dairy and deer farmers (see **FIGURE 3**). The main methods of possum control in New Zealand include trapping, baiting and shooting.

FIGURE 3 The spread of possums in New Zealand

Possum invasion

The introduced species has a population of 30 million in New Zealand, outnumbering humans almost sevenfold



The invasion

- Introduced from Australia in 1830s, to establish a fur industry
- By the 1930s many batches of possums let free
- Damage to environment recognised by the 1950s
- 1951 government puts bounty on animals
- By 1963 had spread to 84% of country

The possum fur fetches around $100 a kilo

Retail fur sales add $150 million to local economies

The damage

Pressure on native species as population thrives with no natural predators

Spread disease: bovine tuberculosis

Damage crops, orchards, eat pasture

Kill or stunt growth of trees by damaging bark, breaking upper branches

Alter habitat of native species

Prey on native birds, insects

DISCUSS

Consider the possible responses of vegetarians, environmentalists and farmers to this statement: 'Culling our native animals is cruel, unethical and unnecessary.' What different positions might each group have on this issue, and what cultural values and beliefs might influence their differing perspectives? **[Ethical Capability]**

11.8 EXERCISES

Geographical skills key: GS1 Remembering and understanding **GS2** Describing and explaining **GS3** Comparing and contrasting **GS4** Classifying, organising, constructing **GS5** Examining, analysing, interpreting **GS6** Evaluating, predicting, proposing

11.8 Exercise 1: Check your understanding

1. **GS1** Describe the spread of possums over time in New Zealand.
2. **GS1** Why do you think possums are considered a pest in New Zealand but are a protected species in Australia?
3. **GS2** Explain how native species can cause the land to be degraded.
4. **GS2** Explain how a national park can act as a safeguard for biodiversity.
5. **GS2** Describe the distribution of elephants in Africa.

11.8 Exercise 2: Apply your understanding

1. **GS2** Explain how human population growth leads to the fragmentation of koala habitats.
2. **GS6** Predict what might happen to the koala population, over time, in the Otway Ranges or on French Island if no action was taken to control the koala population.
3. **GS2** Explain the threats to the African elephant population.
4. **GS5** Referring to the threats to African elephants, what do you consider to be the greatest threat to the long-term survival of this species? Justify your response.
5. **GS6** Do you think that culling is a viable solution to ensure the long-term survival of elephants or koalas? Give reasons for your answer.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

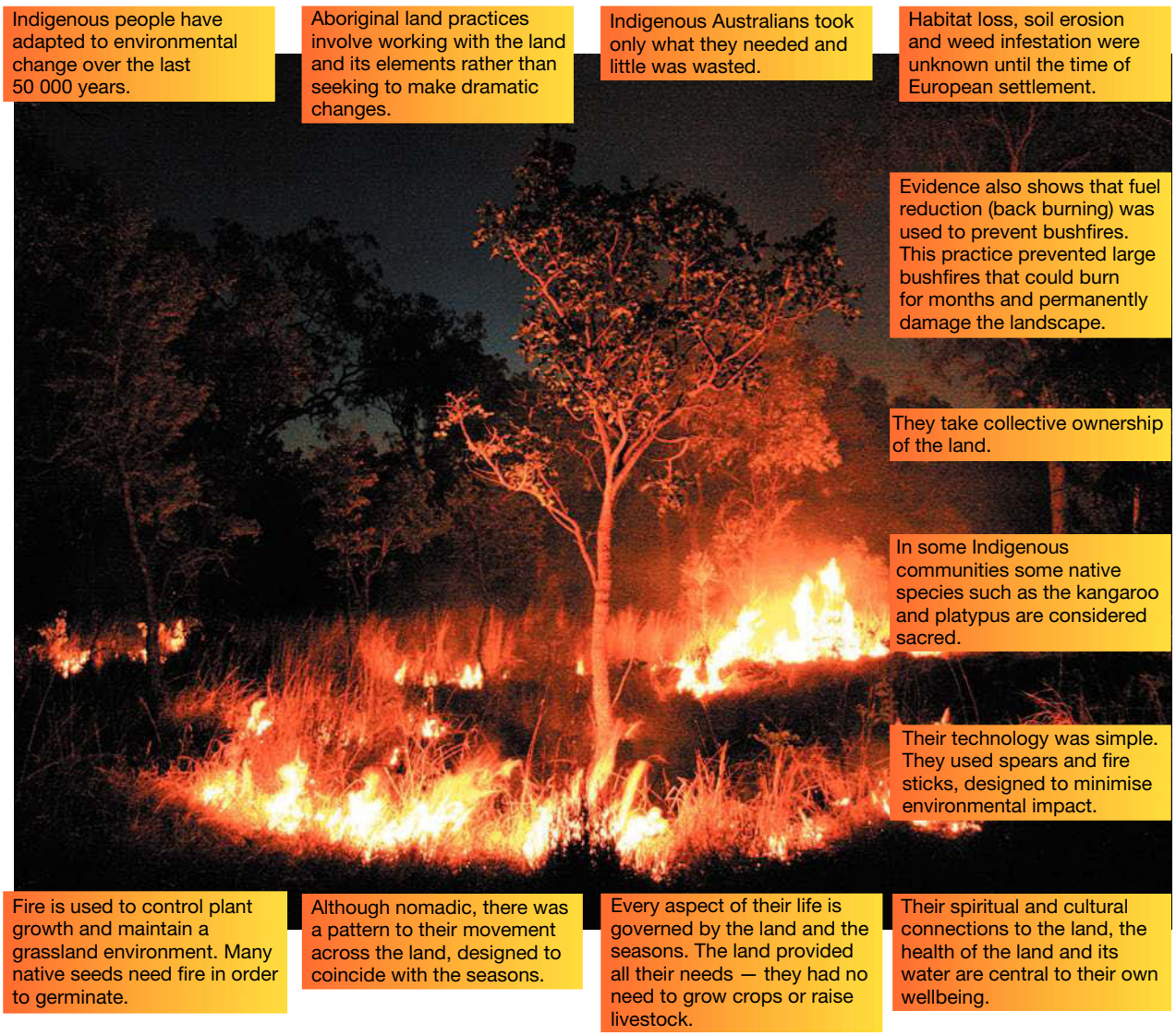
11.9 Indigenous communities and sustainable land management

11.9.1 Traditional land management

Before the arrival of European settlers, Indigenous communities had their own system of land management. They maintained grasslands through the use of fire, which encouraged plant regrowth and attracted a variety of animals. Indigenous peoples' life was governed by the seasons, with each change dictating a change in the use of the land and its management.

Environmental change is not new. Indigenous communities around the world, including the Australian Aborigines, have had to manage their environments carefully. In **FIGURE 1** you can see how fire was used to manage the landscape. It is interesting to note that the use of fire in this way over the past 50 000 years had a significant impact on the species of plants that thrive in Australia today. Those plants that adapted to the use of fire thrived; for example, eucalypts. Using fire was just one of a variety of strategies employed by Indigenous Australians to ensure the land was used in a sustainable manner.

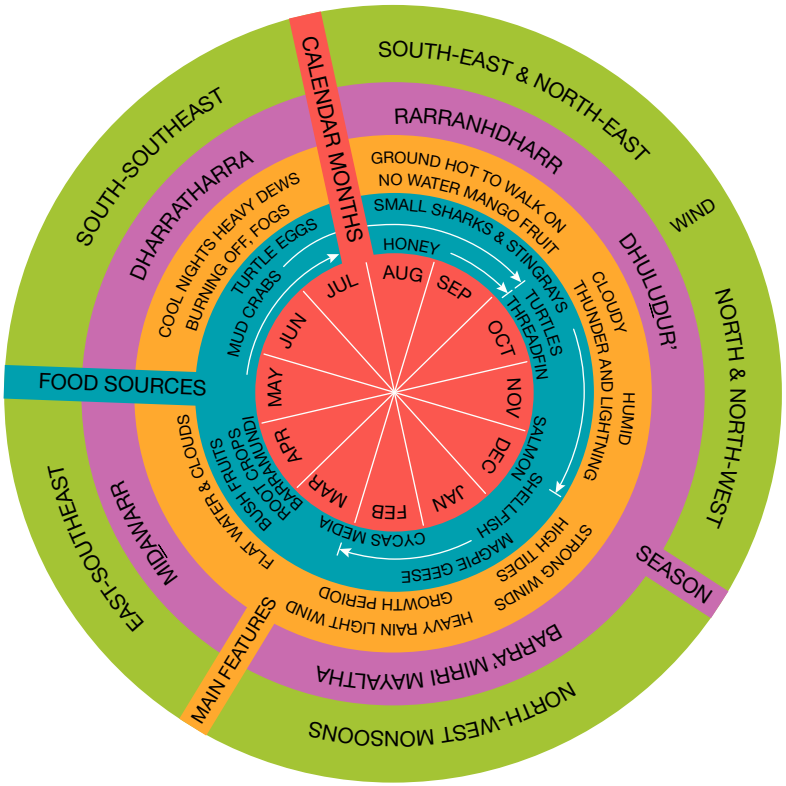
FIGURE 1 Indigenous Australians' traditional land management practices and connection to the land



11.9.2 What happens when?

FIGURE 2 is an example of an Aboriginal seasons calendar. It is for the Yolngu people who live in north-east Arnhem Land. The calendar relates the months of the year to aspects of the environment, although a traditional Indigenous community had no use for the months as we know them. Look carefully and you will see that this particular calendar includes information about the weather and the plants and animals that thrive across the year. Traditional communities were made up of hunters and gatherers. They hunted and fished for particular species and gathered bulbs, fruits and other edible vegetation at different times of the year. The calendar varied from place to place, but whatever the location, it enabled Indigenous people to predict seasonal events; for instance, the arrival of march flies signalled the time to collect crocodile eggs and bush honey.

FIGURE 2 The hunting and gathering activities of Indigenous communities were defined by observable changes in the seasons.



11.9.3 CASE STUDY: Managing Kakadu wetlands

Kakadu is a kaleidoscope of both cultural and ecological biodiversity. The landscape varies from savannah and woodlands to escarpments and ridges as well as wetland, flood plains and tidal flats. The region includes more than 2000 plant species that have provided food, medicine and weaving materials for the Indigenous communities that have inhabited the region for some 50 000 years. Over this time they have defined six distinct seasons, all signalled by subtle changes in the weather patterns that mark the transition from one season to the next. They managed and maintained the landscape through the use of fire.

The arrival of European settlers saw a massive change in the region. Buffalo were introduced in the early- to mid-1800s to serve as a food supply for new settlers. However once these new settlements were abandoned in the mid-1900s the buffalo population expanded from a modest population of less than 100 animals to more than 350 000. The impact on local habitats was extreme.

Natural habitats were devastated. The now feral buffalo took over wetland areas, disturbed native vegetation, caused significant soil erosion and changed the characteristics of the region's floodplains. Saltwater intrusion of freshwater wetlands caused the region to become further degraded, leading to a rapid decline in the flora and fauna including waterbirds that had sustained Indigenous communities.

In the late twentieth century, a massive culling program was commenced to remove the feral buffalo and allow the region to regenerate. However, an invasive native plant species that had once been the main food source of the buffalo spread unchecked. It choked the wetlands and prevented waterbirds from feeding and recolonising the region.

The CSIRO undertook extensive research into the sustainable practices of the region's traditional landowners. A joint management initiative was introduced into the area. At the heart of the initiative was the traditional method of fire management.

The results have been dramatic, and the wetlands are once again home to a rich assortment of flora and fauna. The project provides an internationally recognised example of sustainable land management using the practices carried out by Indigenous communities across multiple generations.

FIGURE 3 Wetlands after removal of buffalo and before burning

FIGURE 4 Wetlands after burning

DISCUSS

There is much to learn from Indigenous Australians' traditional land management practices. Identify and analyse the challenges as well as the benefits of doing this. **[Intercultural Capability]**

Explore more with myWorldAtlas

Deepen your understanding of this topic with related case studies and questions.

- Investigating Australian Curriculum topics > Year 10: Environmental change and management > **Indigenous Australians — Caring for Country**

11.9 INQUIRY ACTIVITIES

1. Land degradation such as salinity was not an ***environmental*** issue in Australia when Indigenous people were its sole inhabitants. With the aid of diagrams, explain how land-use practices have ***changed*** over time. Make sure you include references to Indigenous practices that promoted ***sustainable*** use of the ***environment***. Include links to how these ***changes*** would have resulted in salinity and degraded the ***environment***. **Classifying, organising, constructing**
2. Consider the Aboriginal calendar in **FIGURE 2.** Develop your own calendar that reflects the ***interconnection*** between the seasons and ***changes*** in your life. **Classifying, organising, constructing**

11.9 EXERCISES

Geographical skills key: GS1 Remembering and understanding **GS2** Describing and explaining **GS3** Comparing and contrasting **GS4** Classifying, organising, constructing **GS5** Examining, analysing, interpreting **GS6** Evaluating, predicting, proposing

11.9 Exercise 1: Check your understanding

1. **GS1** Why wasn't land degradation an issue before European settlers arrived?
2. **GS2** Explain how Indigenous people managed the land before the arrival of European settlers.
3. **GS2** How does the Aboriginal calendar demonstrate an ***interconnection*** between Indigenous peoples' connection with the land and ***sustainable*** management of the ***environment***?
4. **GS2** Explain why the use of fire was an important component of managing the land.
5. **GS2** Explain why water buffalo are considered a significant threat to the Kakadu wetlands.

11.9 Exercise 2: Apply your understanding

1. **GS6** The Aboriginal calendar (**FIGURE 2**) demonstrates an intricate understanding of the ***environment***.
   (a) How long do you think it would have taken the Aboriginal people to have developed this understanding?
   (b) How do you think this knowledge would have been passed from generation to generation?
2. **GS6** It has been suggested that the four seasons currently used in Australia do not adequately reflect the changing nature of our seasons.
   (a) Do you agree or disagree with this suggestion? Give reasons for your opinion based upon the area you live in.
   (b) Do you think the Aboriginal seasons calendar should be adopted and used as an additional strategy for the ***sustainable*** management of ***environmental*** issues? Justify your point of view.
3. **GS3** Study **FIGURES 3** and **4**. Describe the ***environment*** shown in **FIGURE 3** and the ***changes*** that have occurred in **FIGURE 4.**
4. **GS5** Describe the steps that might have been taken to turn the landscape shown in **FIGURE 3** to the one shown in **FIGURE 4.**
5. **GS6** Do you think the Indigenous land management practices used in Kakadu could be used in other parts of Australia, including Victoria? Give reasons for your answer.

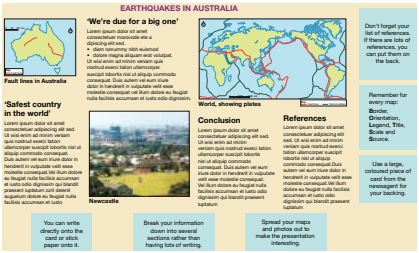
Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

11.10 SkillBuilder: Writing a fieldwork report as an annotated visual display (AVD)

online only

What is a fieldwork report?

A fieldwork report helps you process all the information that you have gathered during fieldwork. You sort your data, create tables and graphs, and select images. You interpret the data as text or annotated images to convey your ideas. To convey your ideas, you synthesise, or pull together, all the data in a logical presentation.



Select your learnON format to access:

- an overview of the skill and its application in Geography (Tell me)
- a video and a step-by-step process to explain the skill (Show me)
- an activity and interactivity for you to practise the skill (Let me do it)
- questions to consolidate your understanding of the skill.

on Resources

Video eLesson Writing a fieldwork report as an annotated visual display (AVD) (eles-1747)

Interactivity Writing a fieldwork report as an annotated visual display (AVD) (int-3365)

11.11 Thinking Big research project: Invasive species *Wanted!* poster

online only

SCENARIO

The time has come to take action and eradicate invasive species before they cause further damage to the environment! You will research an invasive species and create a *Wanted!* poster, to be featured on the Department of Environment's website, to raise community awareness and educate people about the damage this invader causes.

Select your learnON format to access:

- the full project scenario
- details of the project task
- resources to guide your project work
- an assessment rubric.

on Resources

ProjectsPLUS Thinking Big research project: Invasive species *Wanted!* poster (pro-0212)

11.12 Review

online only

11.12.1 Key knowledge summary

Use this dot-point summary to review the content covered in this topic.

11.12.2 Reflection

Reflect on your learning using the activities and resources provided.

on Resources

eWorkbook Reflection (doc-31765)
Crossword (doc-31766)

Interactivity Land environments under threat crossword (int-7670)

KEY TERMS

algal bloom rapid growth of algae caused by high levels of nutrients (particularly phosphates and nitrates) in water
biodiversity the variety of plant and animal life within an area
brackish (water) water that contains more salt than fresh water but not as much as sea water
carrying capacity the ability of the land to support livestock
chlamydia a sexually transmitted disease infecting koalas
cull selective reduction of a species by killing a number of animals
desertification the transformation of land once suitable for agriculture into desert by processes such as climate change or human practices such as deforestation and overgrazing
drainage area (or basin) an area drained by a river and its tributaries

dryland ecosystems characterised by a lack of water. They include cultivated lands, scrublands, shrublands, grasslands, savannas and semi-deserts. The lack of water constrains the production of crops, wood and other ecosystem services.
ecology the environment as it relates to living organisms
exotic species species introduced from a foreign country
groundwater water held underground within water-bearing rocks or aquifers
humus decaying organic matter that is rich in nutrients needed for plant growth
invasive plant species commonly referred to as weeds; any plant species that dominates an area outside its normal region and requires action to control its spread
mediterranean (climate) characterised by hot, dry summers and cool, wet winters
monoculture cultivating a single crop or plant species over a wide area over a prolonged period of time
mulch organic matter such as grass clippings
national park an area set aside for the purpose of conservation
pastoral run an area or tract of land for grazing livestock
ringbark remove the bark from a tree in a ring that goes all the way around the trunk. The tree usually dies because the nutrient-carrying layer is destroyed in the process.
Royal Commission a public judicial inquiry into an important issue, with powers to make recommendations to government
Sahel a semi-arid region in sub-Saharan Africa. It is a transition zone between the Sahara Desert to the north and the wetter tropical regions to the south. It stretches across the continent, west from Senegal to Ethiopia in the east, crossing 11 borders.
salinity an excess of salt in soil or water, making it less useful for agriculture
salt scald the visible presence of salt crystals on the surface of the land, giving it a crust-like appearance
topsoil the top layers of soil that contain the nutrients necessary for healthy plant growth
turbid water that contains sediment and is cloudy rather than clear
watertable upper level of groundwater; the level below which the earth is saturated with water
weathering the breaking down of rocks
weed any plant species that dominates an area outside its normal region and requires action to control its spread

11.3 SkillBuilder: Interpreting a complex block diagram

11.3.1 Tell me

What is a complex block diagram?

A complex block diagram is a diagram made to appear three-dimensional. It shows a great deal of information about a number of aspects on a topic or location. It shows what is happening at the surface of the land or water, what is happening above the land or water, and what is happening beneath the soil or water at a number of different locations across an area.

Why are complex block diagrams useful?

Complex block diagrams are useful because they allow you to see the interconnection between a number of factors affecting an environment. A diagram is a visual representation of a process or processes occurring in the environment.

Complex block diagrams:

- help you understand relationships between things over space
- provide you with an understanding of possible reasons for features or situations by simplifying explanations
- explain a number of factors at the same time
- show the interconnection between factors.

A good interpretation of a complex block diagram:

- helps identify features and patterns and possible reasons for these
- identifies and communicates key features and processes
- seeks to explain interconnection between features and spaces.

11.3.2 Show me

How to interpret a complex block diagram

You will need:

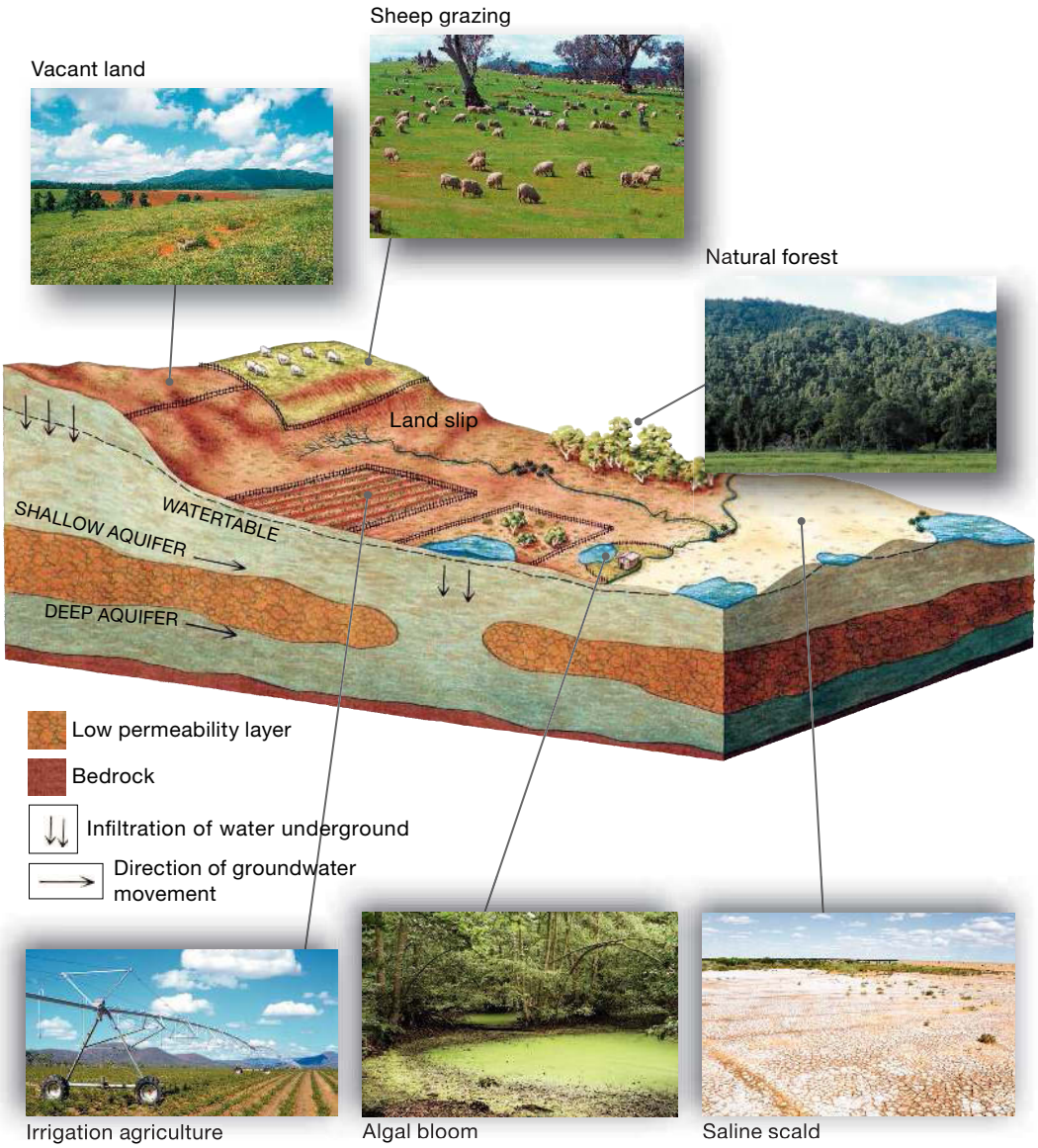
- a complex block diagram
- a geographic dictionary or internet access.

Model

The designer of the **FIGURE 1** block diagram below has translated the photographs into a drawing, shaping the land according to the contours of the area and knowledge of the region, and showing the movement of water taking place in the soil. Our knowledge allows us to interpret the arrows, which show underground water flow, and helps us to explain why the farmer has problems with saline scald on the farm.

The water movement down the slope and through the soil has brought salt to the surface. Water flowing underground, between the layers of impermeable rock, moves to a low-lying part of the farm. Here, water picks up salt and comes to the surface. When the water evaporates, it leaves the salt on the land surface, causing obvious saline scalding.

FIGURE 1 Saltbush Farm, land audit, 2012. Saltbush Farm is in the catchment of the Naangi River, a tributary of the Murray.



Source: CSIRO Land and Water/John Coppi (vacant land), CSIRO Land and Water/Greg Heath (sheep grazing), CSIRO Land and Water (natural forest), Alberto Loyo/Shutterstock (saline scald), CSIRO Land and Water/Willem van Aken (irrigation agriculture), Getty Images/Science Photo Library/Michael Marten (algal bloom).

Procedure

Step 1

Read the title and identify the topic or location being studied. Saltbush Farm in **FIGURE 1** is in the catchment of the Naangi River, a tributary of the Murray River. This complex block diagram was produced as part of a land audit.

Step 2

This complex diagram of Saltbush Farm, with its accompanying photographs, shows you what you would see if you were to visit this farm. Examine the complex diagram, carefully reading any labelling that explains the topic being covered. **FIGURE 1** clearly indicates land uses such as sheep grazing on the higher slopes, irrigation agriculture on the flatter land, and natural forest to one side of the farm. It shows land issues, such as erosion on vacant land, land slips on the higher slopes, and saline scald on the lowest land.

Water movement in the soil is evident, as well as the direction of ground water, which is moving from higher to lower land.

Step 3

If there are any terms on the complex block diagram that you do not understand, you must seek clarification. Do you know these terms: *permeability, bedrock, infiltration, groundwater, algal bloom* and *saline scald*? Use a geographic dictionary or undertake internet research to understand the terms.

Step 4

Saltbush Farm has a major land degradation issue caused by soil salting. A knowledge of soil salting and the movement of water shown in the complex block diagram will help you to write a short paragraph explaining the processes at work on the part of the farm that is prone to saline scald. The text below **FIGURE 1** explains this as: 'The water movement down the slope and through the soil has brought salt to the surface. Water flowing underground, between the layers of impermeable rock, moves to a low-lying part of the farm. Here, water picks up salt and comes to the surface. When the water evaporates, it leaves the salt on the land surface, causing obvious saline scalding.'

on Resources

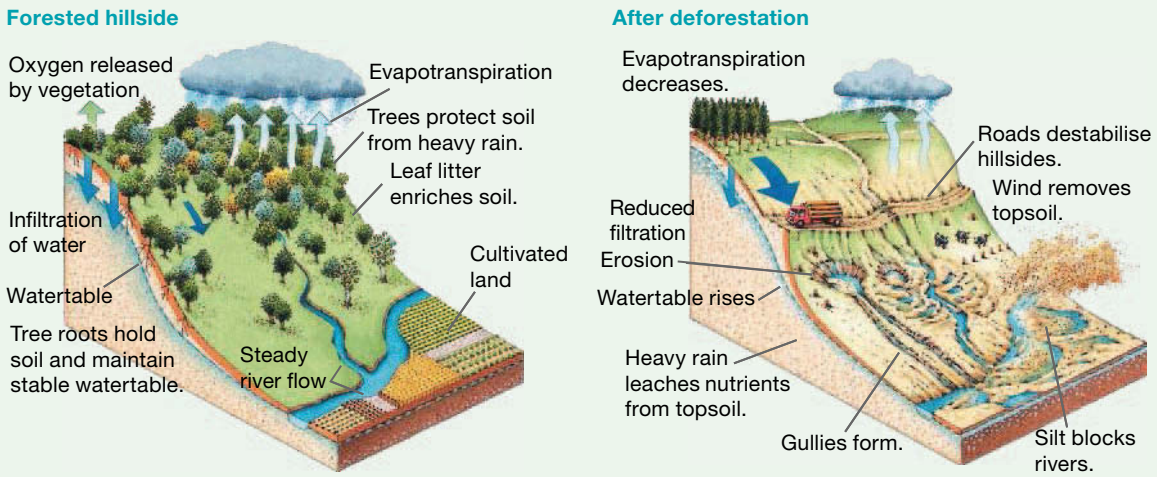
Video eLesson Interpreting a complex block diagram (eles-1746)

Interactivity Interpreting a complex block diagram (int-3364)

11.3.3 Let me do it

Complete the following activities to practise this skill.

1. Using the complex block diagrams below (**FIGURE 5** from subtopic 11.2), write a short paragraph explaining how an area is ***changed*** by deforestation. Use the checklist to ensure you have covered all aspects of the task.



2. Apply your skills in interpreting a complex block diagram to answer the following questions.
   (a) How is the water cycle affected by deforestation of an area?
   (b) How can roads destabilise a hill slope?
   (c) Why does erosion and land slippage occur?
   (d) How can a dust storm pick up topsoil?
   (e) Where does the silt that blocks rivers come from?

Checklist

I have:

- identified features and patterns and possible reasons for these
- identified and communicated key features and processes
- explained the ***interconnection*** of features and ***spaces***.

11.10 SkillBuilder: Writing a fieldwork report as an annotated visual display (AVD)

11.10.1 Tell me

What is a fieldwork report?

A fieldwork report helps you process all the information that you have gathered during fieldwork. You sort your data, create tables and graphs, and select images. You interpret the data as text or annotated images then you synthesise, or pull together, all the data in a logical presentation to convey your ideas. Finally, you summarise all you have learned and collected in your fieldwork-based research in a statement or recommendations on the topic. A fieldwork report may be presented as a word-processed report; a wall-mounted, annotated visual display; an oral presentation, using PowerPoint as support; a podcast; an online publication; or another form of media.

How is a fieldwork report useful?

A fieldwork report is used to summarise the findings from your time in the field. Your fieldwork report will highlight a particular environment, social issue or key inquiry question that you are investigating. You may be presenting this information in order to inform your classmates, to raise community awareness, or to encourage a relevant authority to take action. Many organisations undertake fieldwork investigations to determine future plans.

Fieldwork reports are also useful for:

- synthesising and summarising all the information collected in the field
- displaying your ideas for classmates to see
- resolving land use issues, such as transport infrastructure expansions
- providing input to local and national government planning and strategies
- determining the route of a new bicycle path
- testing for mineral resources.

A good fieldwork report presented as an AVD:

- is clearly structured and has a title
- includes an introduction
- contains statements of findings, which provide a range of data sources, such as graphs (of various types), tables and photographs
- includes evidence that you have identified patterns in the data, been able to describe the current situation, and synthesised data to come up with a clear understanding of the topic
- clearly states limitations and successes
- has a conclusion.

11.10.2 Show me

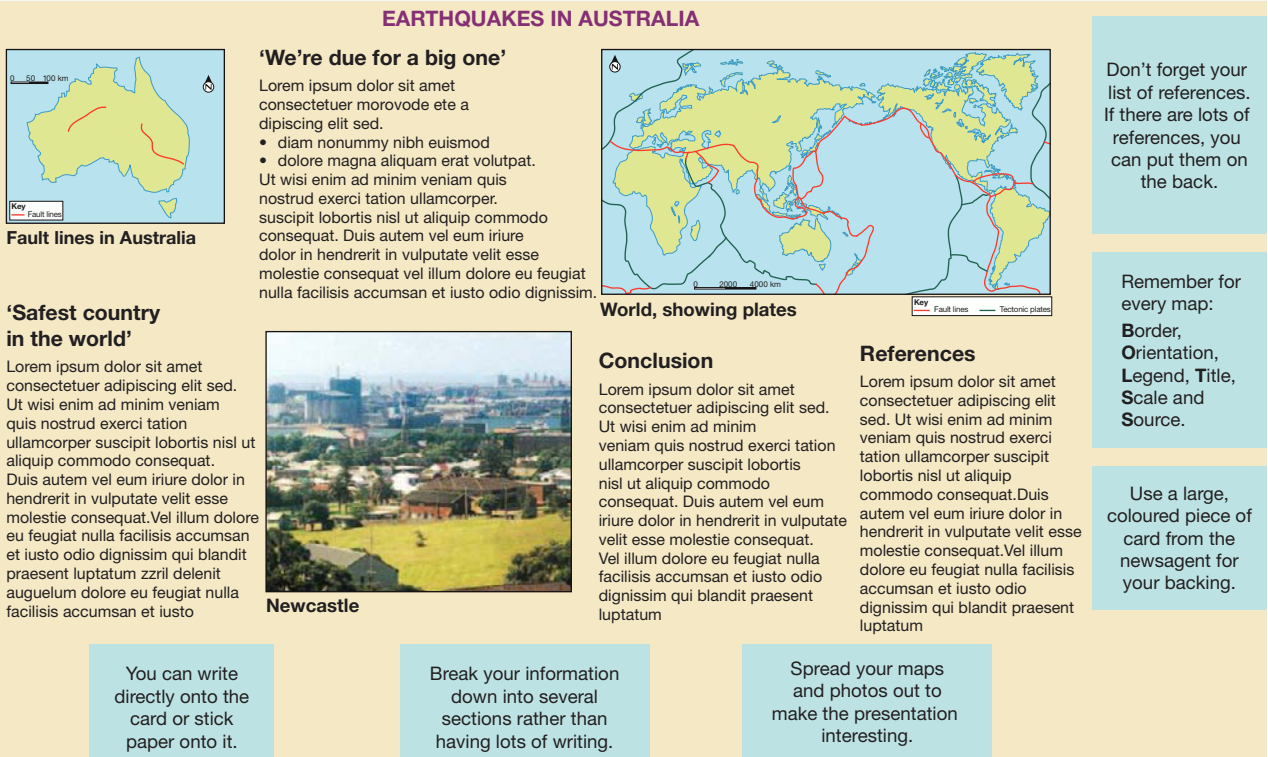
How to create an AVD

You will need:

- a large piece of chart paper on which to present your material
- a piece of A4 paper for planning the layout
- maps of the location
- data collected in the field that has been selected and processed to produce tables and a range of graphs
- photographs that have been selected for relevance and referred to in the text
- relevant secondary data.

Model

FIGURE 1 An annotated visual display (AVD) completed from secondary sources



Procedure

To complete an AVD you need to have all your information readily available.

Step 1

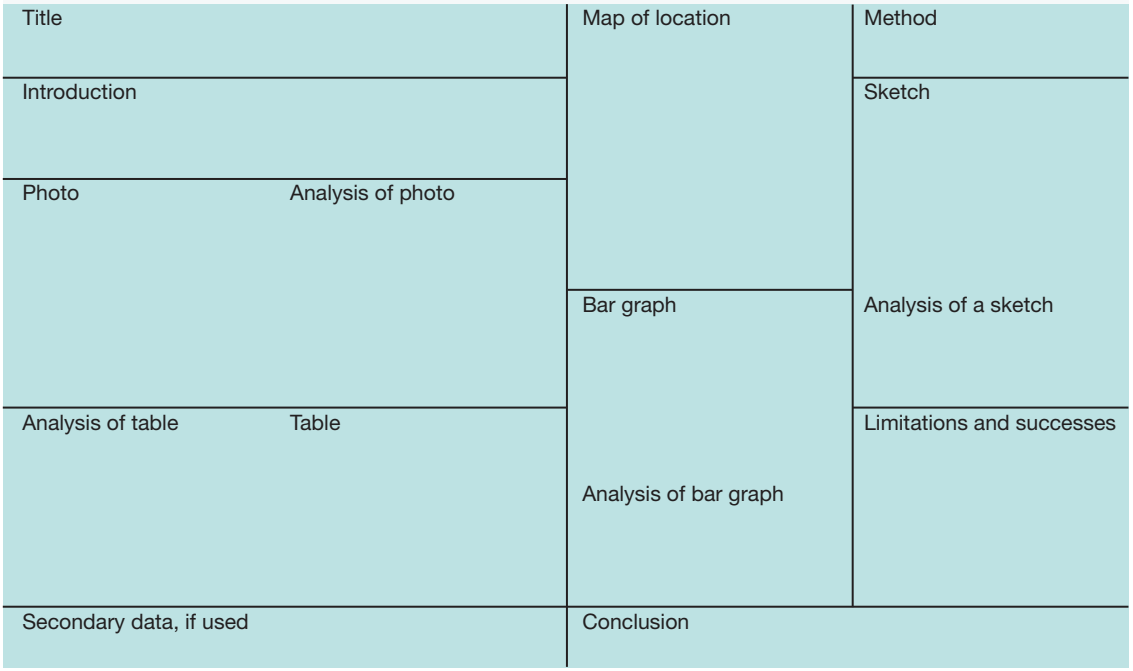
Determine a simple, short and concise title for your fieldwork study.

Step 2

On a separate sheet of paper, sketch a layout for your work. There are a number of things to consider when positioning material.

- A short and precise introduction should appear in the top left corner (see step 3).
- A map showing location should be close to the introduction.
- You need to describe your method (see step 4).
- Findings — the primary data collected — should be presented in tables, graphs and photographs (see step 5).
- If you include secondary data, decide where it fits into the 'story' that is being told (see step 6).
- State the limitations and successes of the fieldwork (step 7).
- Incorporate a conclusion (step 8).

FIGURE 2 Sample layout of an AVD



Step 3

Begin with an introduction. This should be short and should state clearly the aims of the fieldwork and the location of the investigation, shown as a map. For example, 'This fieldwork aims to investigate [topic] and was undertaken at [place] on [dates]'.

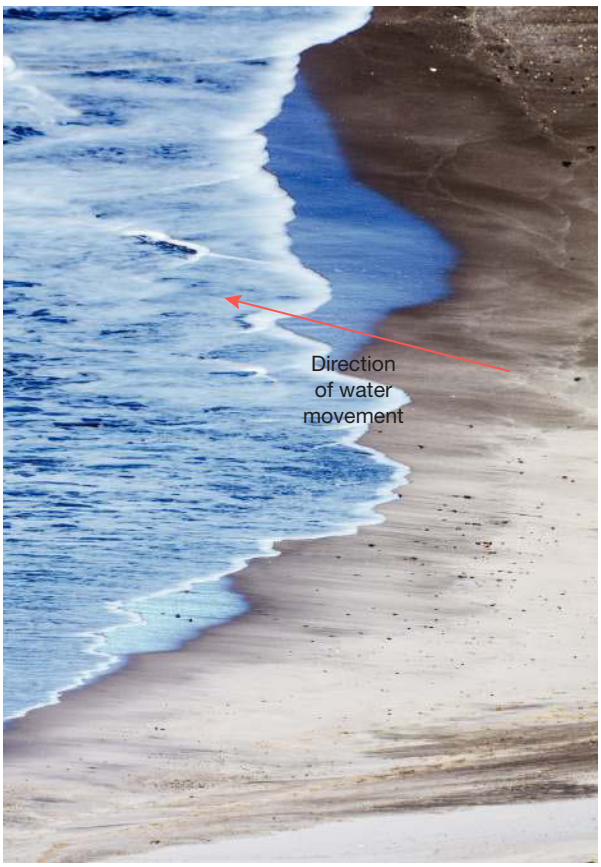
Step 4

The next section is the method. State where you went within the broader location; what information you gathered; the methods you used to gather information; and why you collected that information. This should be a concise paragraph. For example: 'We visited three places along the coastline. One was a bayside beach [name], the second a rocky headland [name] and the third an ocean beach [name]. We observed the waves, counted the tourists and photographed sand build-up at each site. We hoped this data would show ... '

Step 5

The findings are the main focus of the report. This is where you present the information that you gathered in the field. It is important that your work has a clear structure to guide the reader through the development of the ideas. Look for interconnections between the data, and set out the information in an organised manner. **FIGURE 3** shows a section taken from an AVD.

FIGURE 3 Sample section showing text and photograph closely connected



When storms occur and waves are larger, more material is carried away in the backwash to deep water.

Backwash — the movement of water back to the sea is shifting sand, shells, seaweed and other materials down the beach and out to sea.

The various maps, graphs, diagrams and photographs are presented in this section with a discussion of the important findings that each item of data reveals. Place the analysis close to each item of data. It is a good idea to number the items and refer to the numbering system in the text; this ensures the reader is connecting with the appropriate data. For example, 'Figure 2 shows ...' or 'The photograph in figure 5 displays ...'

All data should incorporate the geographic conventions: BOLTSS. Annotations to photographs and diagrams are recommended, because these save space and connect the reader with the data.

Step 6

Consider whether you need to include any information from a secondary source. This is information that is reported by someone else and appears in a magazine, newspaper, journal, government report or the internet, or is spoken (in a talk, speech or interview, for example). This information is not the focus of your work and must only supplement your fieldwork findings. Therefore, it must be very brief. **FIGURE 4** shows how secondary data might be done as a précis in an AVD.

FIGURE 4 A secondary source and a précis of it for the AVD

Residents and beach visitors were treated to a spectacular sight when a large sand dredge began restoring the eroded beach to its former splendour. The beach had gradually been washed away with every winter storm that arrived.

Under a master plan for the area, a total revamp is planned, including recreating the beach. A partnership between council, the community and the state government, will contribute $5.4 million to the project, including adding 180 000 cubic metres of sand reclaimed from the sea. A new 50-metre-wide stretch of sand over a length of 900 metres will appear.

As the area had been neglected for some time, the master plan is extensive with plantings of native trees, enhancement of wetlands, plantings for shade, a foreshore bicycle trail, sealed parking bays and redevelopment of the Life Saving Club building, including a café. An up-and-coming local sculptor has kindly offered to donate a sculpture 'The Wave' to be placed along the foreshore. Council will support this installation.

The renourished beach is a reflection of Council's commitment to continually improving foreshore amenity for residents of the beach-going population.

The Inquirer, August 10, 2012

Précis of article

The recreated beach is 50 metres wide by 900 metres long. A sand dredge took 180 000 cubic metres of sand from the sea. Trees have been planted to hold soil and provide shade, the wetlands have been developed, and community wellbeing has been enhanced by a bicycle path, car parking and a cafe at the revamped surf lifesaving club.

Step 7

Include a statement about the limitations and successes of the fieldwork. The limitations should cover anything that went wrong or ways in which the fieldwork could be improved. The successes should include new things learned and any interest that you may have gained from the investigation, particularly if you want to recommend active citizenship.

Step 8

End your report with a conclusion. This should relate to the aims of the fieldwork. For example, 'From the fieldwork investigation, it is possible to conclude that ... ' Go back to your aims and check you have answered what you set out to discover.

on Resources

Video eLesson Writing a fieldwork report as an annotated visual display (AVD) (eles-1747)

Interactivity Writing a fieldwork report as an annotated visual display (AVD) (int-3365)

11.10.3 Let me do it

Complete the following activities to practise this skill.

11.10 ACTIVITIES

1. During Year 10 Geography, your class should undertake fieldwork. This SkillBuilder can only be completed after that has taken place. Some of the activities in this topic suggest undertaking fieldwork in the school grounds or at a local ***environment***. Practise an AVD layout to report your findings for one of these ***environments***. Use the checklist to ensure you cover all aspects of the task.
2. Apply your skills to answer the following questions.
   (a) What forms of land degradation might you find in this ***environment***?
   (b) How would you rate your local ***environment*** in terms of degradation?
   (c) Can you suggest some activities that could help to improve the ***environment***?
   (d) Which local authorities ought to be concerned about this ***environment***?
   (e) How might you alert the local community to the degradation taking place?

Checklist

I have:

- clearly structured the layout
- included a title and introduction
- provided statements of findings from a range of data sources — various graph types, tables and photographs
- provided evidence that I have identified patterns in the data, been able to describe the current situation, and synthesised data to show a clear understanding of the topic
- clearly stated limitations and successes
- added a conclusion.

11.11 Thinking Big research project: Invasive species *Wanted!* poster

11.11.1 Scenario

The time has come to act, to eradicate invasive species before they cause further damage to the environment! The Department of the Environment has published the following on its website:

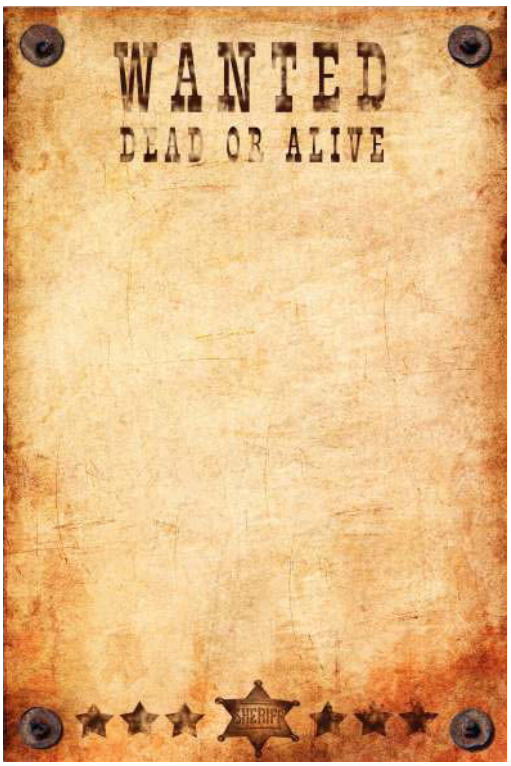
'A number of exotic or invasive species have been introduced into Australia since the arrival of the First Fleet in 1788. The time has come to take action and eradicate these species before they cause further damage to the environment.'

The following species are of particular concern:

Brumbies	European rabbits
Cane toads	Feral cats
Dromedary camels	Red foxes
European carp	Water buffaloes

The Department is planning to publish a series of *Wanted!* posters on its website to raise community awareness and, in particular, to educate upper primary and lower secondary school students about the damage that is caused by invasive species.

11.11.2 Task



Select one of the species listed in the **Scenario** section and create a *Wanted!* poster to be featured on the Department of the Environment website. You should include the following in your poster:

- The name of the species
- When it first arrived in Australia and why it is a problem
- What has been/is being done to try and solve this problem
- A map showing the species distribution throughout Australia
- What people should do if they see this species

Ensure that on your poster you also explain what is meant by the terms 'exotic' and 'invasive' species.

11.11.3 Process

- Open the ProjectsPLUS application in the Resources for this topic. Open the **Project set-up** tab to enter the project due date and, if you wish to, set up your project group so you can work collaboratively. You can complete your poster individually or work with a partner to swap ideas and share responsibility for the project. Save your settings and the project will be launched.
- Navigate to the **Research forum**, where you will find starter topics loaded to guide your research. You can add further topics to the Research forum if you wish.
- In the **Media centre** you will find an assessment rubric and some helpful weblinks that will provide a starting point for your research. Remember to record details of your sources so you can create a bibliography to submit along with your poster.
- Add your research notes and source details to the relevant topic pages in the Research forum. You can view, share and comment on research findings with your partner. When you have completed your research, you can print out the **Research report** in the Research forum to easily view all the information you have gathered, if you wish.
- When you are satisfied with your research, create your poster. Use headings to help organise and break up your information, and images to create interest. Ensure that the species name stands out on your poster, and that you have covered all the dot points listed in the **Task** section.
- Check that all maps follow Geographic conventions (BOLTSS).
- Submit your poster and bibliography to your teacher for assessment and feedback.

on Resources

ProjectsPLUS Thinking Big research project: Invasive species *Wanted!* poster (pro-0212)

11.12 Review

11.12.1 Key knowledge summary

11.2 The causes and impacts of land degradation

- Land degradation is a complex issue; however, most of the causes of this degradation are human induced.
- As the population of the Earth increases the land is under more and more pressure to house and accommodate this growing population.
- The land becomes degraded when we alter its natural state, through vegetation removal and introduced species, predominantly to expand our cities and increase our agricultural land.
- Developing nations, where the population is growing fastest (especially those in sub-Saharan Africa) are most at risk; when the land becomes degraded, they lack the resources to deal with the issue.
- Land degradation presents challenges to future food production.

11.4 Managing land degradation

- A critical issue in land degradation is the loss of fertile soil. This soil has taken decades and, in some areas, hundreds or thousands of years to develop. However, clearing the land of vegetation leaves it vulnerable to erosion.
- Erosion of the topsoil may lead to rill, gully and tunnel erosion that affects the capacity of the land to support vegetation. Strong winds can pick up the soil and carry it large distances; this is a dust storm.
- The only way to repair the damage is through revegetation and programs designed to stabilise the soil.
- Costerfield (in the case study) is an example of how poor land management can have a devastating impact on the environment; however, it is also an example of how improving land management strategies can restore the land, enabling it to be used in a sustainable way.

11.5 Environmental change and salinity

- Salt occurs naturally in the environment; in Australia, it has lain dormant far below the surface in the groundwater.
- Poor irrigation practices and the removal of deep-rooted vegetation have seen this salt rise to the surface, reducing the fertility of the land.
- Salinity is a major issued in the Murray–Darling Basin and also in other parts of the world such as in the Mekong Delta.
- In order for issues related to salinity to be addressed, it is essential to consider the needs of all stakeholders, and especially the needs of the environment.

11.6 Desertification: the drylands are spreading

- Experts estimate that 41 per cent of the Earth's surface is at risk of turning into desert, largely due to poor management of the semi-arid lands on the margins of the desert.
- Desertification is a human-induced problem; population growth and the need to increase food production place drylands under increasing pressure. Once the land has been overrun by the desert, it is difficult to reclaim.
- China is attempting to halt the spread of the desert by planting a massive green wall along the southern border of the Gobi Desert. A similar project is also taking place in the Sahel in Africa to halt the spread of the Sahara Desert.

11.7 Introduced species and land degradation

- Introduced species can have a devastating impact on the environment. Early settlers bought animals and plants with them — animals as a source of food and plants for their gardens.
- Over time, these species can escape and take over the landscape. Goats, for example, have no natural predators, compete with native animals for food, damage the soil and overgraze the land. Introduced plants such as Paterson's Curse choke out natural vegetation and prevent sunlight from reaching the soil.

- Introducing goats to areas that are infested with invasive plant species can assist in reclaiming the land and keeping this pest at bay.
- Other species such as foxes and rabbits have been more difficult to control. However, Maremma dogs have been used to protect colonies of penguins from foxes.

11.8 Native species and environmental change

- Native species can also cause significant environmental change — koalas can literally eat themselves out of house and home. Koalas have, however, lost much of their original habitat, so issues related to food supply are largely caused by fragmented habitats; that is, they have nowhere to go.
- Elephants, because of their size, can cause damage to the environment. However, they are also an ecological species in that they maintain their ecosystem. Elephant numbers are declining in Africa, placing these ecosystems at risk.

11.9 Indigenous communities and sustainable land management

- Before the arrival of European settlers, Indigenous Australians lived in harmony with the land; much of this management involved the use of fire, which maintained a grassland environment, encouraged new vegetation growth and assisted them in hunting animals.
- Indigenous peoples also had their own unique calendar, linked to the environmental and seasonal changes that they observed. These changes governed their nomadic lifestyle and the food they ate throughout the year.
- Management practices were designed to ensure that there would always be a plentiful supply of food from year to year and the land would not be harmed.

11.12.2 Reflection

Complete the following to reflect on your learning.

11.12 ACTIVITIES

Revisit the inquiry question posed in the Overview:

From housing to food production, we use land for many different things. What impact are we having on this important resource?

1. Now that you have completed this topic, what is your view on the question? Discuss with a partner. Has your learning in this topic changed your view? If so, how?
2. Write a paragraph in response to the inquiry question, outlining your views.

on Resources

eWorkbook Reflection (doc-31765)
Crossword (doc-31766)

Interactivity Land environments under threat crossword (int-7670)

KEY TERMS

algal bloom rapid growth of algae caused by high levels of nutrients (particularly phosphates and nitrates) in water
biodiversity the variety of plant and animal life within an area
brackish (water) water that contains more salt than fresh water but not as much as sea water
carrying capacity the ability of the land to support livestock
chlamydia a sexually transmitted disease infecting koalas
cull selective reduction of a species by killing a number of animals

desertification the transformation of land once suitable for agriculture into desert by processes such as climate change or human practices such as deforestation and overgrazing
drainage area (or basin) an area drained by a river and its tributaries
dryland ecosystems characterised by a lack of water. They include cultivated lands, scrublands, shrublands, grasslands, savannas and semi-deserts. The lack of water constrains the production of crops, wood and other ecosystem services.
ecology the environment as it relates to living organisms
exotic species species introduced from a foreign country
groundwater water held underground within water-bearing rocks or aquifers
humus decaying organic matter that is rich in nutrients needed for plant growth
invasive plant species commonly referred to as weeds; any plant species that dominates an area outside its normal region and requires action to control its spread
mediterranean (climate) characterised by hot, dry summers and cool, wet winters
monoculture cultivating a single crop or plant species over a wide area over a prolonged period of time
mulch organic matter such as grass clippings
national park an area set aside for the purpose of conservation
pastoral run an area or tract of land for grazing livestock
ringbark remove the bark from a tree in a ring that goes all the way around the trunk. The tree usually dies because the nutrient-carrying layer is destroyed in the process.
Royal Commission a government inquiry or investigation of an issue that is considered to be significant and in the public interest
Sahel a semi-arid region in sub-Saharan Africa. It is a transition zone between the Sahara Desert to the north and the wetter tropical regions to the south. It stretches across the continent, west from Senegal to Ethiopia in the east, crossing 11 borders.
salinity an excess of salt in soil or water, making it less useful for agriculture
salt scald the visible presence of salt crystals on the surface of the land, giving it a crust-like appearance
topsoil the top layers of soil that contain the nutrients necessary for healthy plant growth
turbid water that contains sediment and is cloudy rather than clear
watertable upper level of groundwater, or level below which the earth is saturated with water
weathering the breaking down of rocks
weed any plant species that dominates an area outside its normal region and requires action to control its spread

12 Inland water — dammed, diverted and drained

12.1 Overview

Humans would find life very hard without healthy inland water sources. Are we being careful with how we use and change them?

12.1.1 Introduction

Water makes life on Earth possible — rivers are like blood running through the veins of a body. Our inland waters are important sources of water for both environments and people.

Over time we have dammed, diverted and drained our water sources, and this has brought about significant environmental change. Careful stewardship of our water resources will help ensure a sustainable future.

on Resources

eWorkbook Customisable worksheets for this topic

Video eLesson Drained away (eles-1709)

LEARNING SEQUENCE

12.1 Overview
12.2 Wet and wonderful — inland water
12.3 Damming rivers — the pros and cons
12.4 Alternatives to damming
12.5 **SkillBuilder:** Creating a fishbone diagram (online only)
12.6 Using our groundwater reserves
12.7 The impacts of drainage and diversion
12.8 **SkillBuilder:** Reading topographic maps at an advanced level (online only)
12.9 Putting water back — managing the Murray–Darling
12.10 **Thinking Big research project:** Menindee Lakes murder! news report (online only)
12.11 **Review** (online only)

To access a pre-test and starter questions and receive immediate, **corrective feedback** and **sample responses** to every question, select your learnON format at www.jacplus.com.au.

12.2 Wet and wonderful — inland water

12.2.1 What is inland water?

Have you ever stopped to think that the water flowing down a river or rippling across a lake is our life-support system? The rivers, lakes and wetlands that make up our inland water then supply our domestic, agricultural, industrial and recreational water use. They also provide important habitats for a wide range of aquatic and terrestrial life.

Inland water systems cover a wide range of landforms and environments, such as lakes, rivers, floodplains and wetlands. The water systems may be **perennial** or **ephemeral**, standing (such as lakes), or flowing (such as rivers — see **FIGURE 1**). There are interconnections between surface water and **groundwater**, and between inland and coastal waters. Inland water is an important link in the water cycle, as water evaporates from its surface into the atmosphere. In return, rainfall can be stored in rivers and lakes, or soak through the soil layers to become groundwater.

FIGURE 1 The Parana River floodplain in northern Argentina shows a variety of different types of inland water.

12.2.2 Why is inland water important?

Inland water provides both the environment and people with fresh water, food and habitats. It provides environmental services; for example, it can filter pollutants, store floodwater and even reduce the impacts of climate change. The economic value of these services cannot easily be measured. Their importance, however, can be taken for granted and not appreciated until the services are lost or degraded.

12.2.3 What are the threats to inland water?

Inland water is extremely vulnerable to change. It has been estimated that in the last century, North America, Europe and Australia have lost over 50 per cent of their inland water (excluding lakes and rivers). Those systems remaining are often shrunken and polluted. This loss is largely a result of human-induced environmental changes. **TABLE 1** illustrates some of the reasons for changes to inland water systems, and their possible impacts on the environment and people. As water is such a valuable resource, much of our inland waterways have been dammed, diverted or drained to meet the needs of people.

TABLE 1 Threats to inland water

Cause of change to inland water systems	Environmental functions threatened	Impacts of change
• Increasing population and increasing demand for water across space	• Most services (e.g. fresh water, food and biodiversity) • Regulatory features such as recharging groundwater and filtering pollutants	• Increased withdrawal of water for human and agricultural use • Large-scale draining of wetlands to create farmland
• Construction of infrastructure including dams, weirs and levee banks, diverting water to other drainage basins	• Services supporting the quality and quantity of water • Biodiversity, habitat, river flow and river landforms	• Changes to the amount and timing of river flow. The transport of sediment can be blocked and dams can restrict fish movements.
• Changing land use (e.g. draining of wetlands, urban development on floodplains)	• Holding back floodwaters and filtering pollutants • Habitats and biodiversity	• Alters run-off and infiltration patterns • Increased risk of erosion and flood
• Excessive water removal for irrigation	• Reduced water quantity and quality • Less water available for groundwater supply	• Reduced water and food security • Loss of habitat and biodiversity in water bodies
• Discharge of pollutants into water or onto land	• Change in water quality, habitat Pollution of groundwater	• Decline in water quality for domestic and agricultural use • Changes ecology of water systems

FIGURE 2 Wetlands are an example of inland water systems that are vulnerable to human-induced damage.

12.2 INQUIRY ACTIVITY

Make a simplified sketch of **FIGURE 1** and clearly label an example of each of the following features: *main channel, tributary, anabranch, meander, oxbow lake (or billabong), floodplain*. A dictionary may help you define the terms. **Classifying, organising, constructing**

12.2 EXERCISES

Geographical skills key: GS1 Remembering and understanding **GS2** Describing and explaining **GS3** Comparing and contrasting **GS4** Classifying, organising, constructing **GS5** Examining, analysing, interpreting **GS6** Evaluating, predicting, proposing

12.2 Exercise 1: Check your understanding

1. **GS2** Match the following terms with their correct definition in the table below: *main channel, tributary, anabranch, meander, oxbow lake (or billabong), floodplain*

Term	Definition
	A smaller stream that flows into a larger stream
	A bend in the river
	An area of relatively flat, fertile land on either side of a river
	A main river
	A cut-off meander bend
	Where a river branches off and joins back into itself

2. **GS4** Make a list of as many inland water storage features as you can think of, and classify them according to whether they are surface or underground, natural or man-made. (Note that some can be both natural and man-made.)
3. **GS2** Explain how groundwater is part of the water cycle.
4. **GS1** What is the difference between a perennial and an ephemeral river?
5. **GS2** Suggest two reasons why a wetland, such as that shown in **FIGURE 2**, might be drained.

12.2 Exercise 2: Apply your understanding

1. **GS5** Refer to **TABLE 1**. Indicate whether each of the following statements is true or false.
   (a) Large-***scale*** draining of wetlands will not affect groundwater.
   (b) The spread of settlement over a floodplain will alter the amount of water available to replenish groundwater.
   (c) Habitat destruction can occur with both draining of wetlands and construction of dams.
   (d) Water that is diverted from one drainage basin to another is lost to the water cycle.
2. **GS6** Suggest two short-term and two long-term examples of human-induced ***changes*** that could have an impact on the wetland in **FIGURE 2**.
3. **GS5** The Parana River is 4880 kilometres long, making it the second longest river in South America. The river flows from the south-east central plateau of Brazil south to Argentina. **FIGURE 1** is a small section of this river. What evidence is there to suggest that this river frequently floods?
4. **GS5** Refer to **FIGURE 1**. The brown shading visible in the water and on the land represents the river's muddy sediment. This is material such as sand and silt carried and deposited by a river.
   (a) Where has this sediment come from?
   (b) How does the sediment get onto the floodplain?
   (c) If the river is dammed upstream, what ***changes*** are likely to happen to the sediment carried and to the floodplain?
5. **GS6** Refer to **FIGURE 1**. Imagine that the Parana River flooded, and the floodwaters have now subsided. Would the floodplain look the same as it does in this image? Explain your answer.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

12.3 Damming rivers — the pros and cons

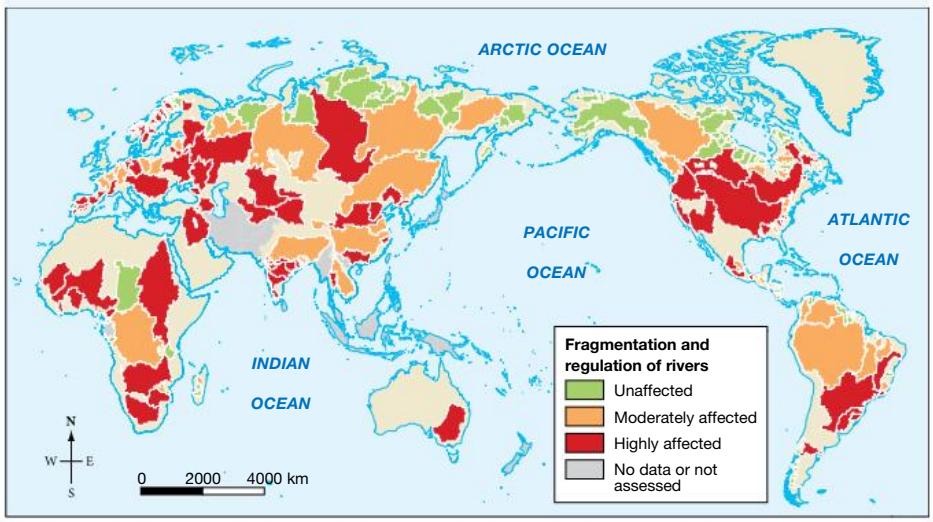
12.3.1 Why dam rivers?

Are dams marvelous feats of modern engineering or environmental nightmares? Without them, we would not have a dependable supply of water or electricity, nor would we feel relatively safe from floods. For many decades, dams have been seen as symbols of a country's progress and economic development. But increasingly, the social, economic and environmental costs are emerging.

A reliable water supply has always been critical for human survival and settlement. The global demand for water has increased by 600 per cent in the last century — more than twice the rate of population growth. If this rate continues, global water demand will exceed supply by 2030. Water is also unevenly distributed across the globe. Some places suffer from regular droughts, while others experience massive floods. As a result, people have learned to store, release and transfer water to meet their water, energy and transport needs. This could be in the form of a small-scale farm dam or a large-scale multi-purpose project such as the Snowy River Scheme. Constructing dams is one of the most important contributors to environmental change in river basins. Globally, over 60 per cent of the world's major rivers are controlled by dams.

FIGURE 1 shows the degree of **river fragmentation**, or interruption, in the world's major drainage basins. River fragmentation is an indicator of the degree to which rivers have been modified by humans. Highly affected rivers have less than 25 per cent of their main channel remaining without dams, and/or the annual flow pattern has changed substantially. Unaffected rivers may have dams only on tributaries but not the main channel, and their discharge has changed by less than 2 per cent. Today, 48 per cent of the world's river volume is moderately to severely affected by dams.

FIGURE 1 Degree of river fragmentation in the world's major drainage basins

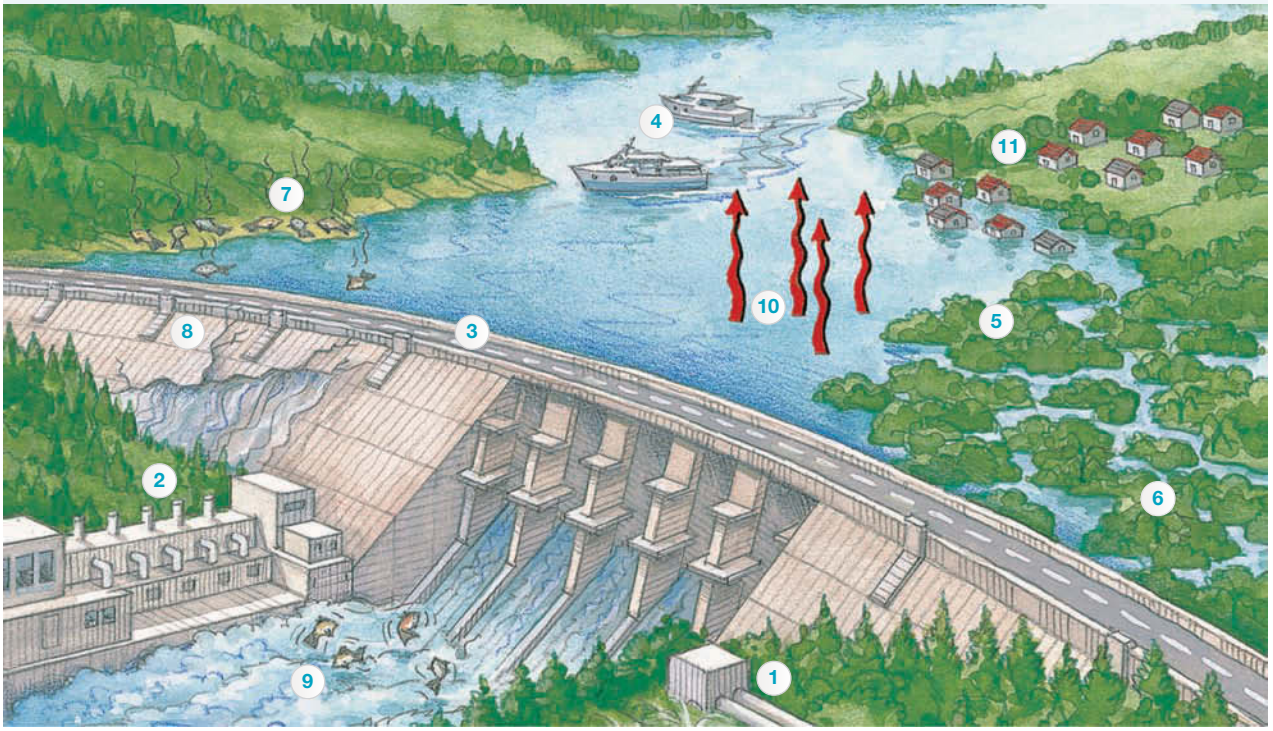


Source: Made with Natural Earth. University of New Hampshire UNH/Global Runoff Data Centre GRDC http://www.grdc.sr.unh.edu/. Map by Spatial Vision.

Dams, **reservoirs** and **weirs** have been constructed to improve human wellbeing by providing reliable water sources for agricultural, domestic and industrial use. Dams can also provide flood protection and generate electricity.

However, while there are many benefits, large-scale or mega dams bring significant changes to the environment and surrounding communities, both positive and negative, as shown in **FIGURE 2**.

FIGURE 2 The advantages and disadvantages of large-scale dams



Positive changes

1. A regular water supply allows for irrigation farming. Only 20 per cent of the world's arable land is irrigated, but it produces over 40 per cent of crop output.
2. Released water can generate hydro-electricity, which accounts for 16 per cent of the world's total electricity and 71 per cent of all renewable energy.
3. Dams can hold back water to reduce flooding and even out seasonal changes in river low.
4. Income can be generated from tourism, recreation and the sale of electricity, water and agricultural products.

Negative changes

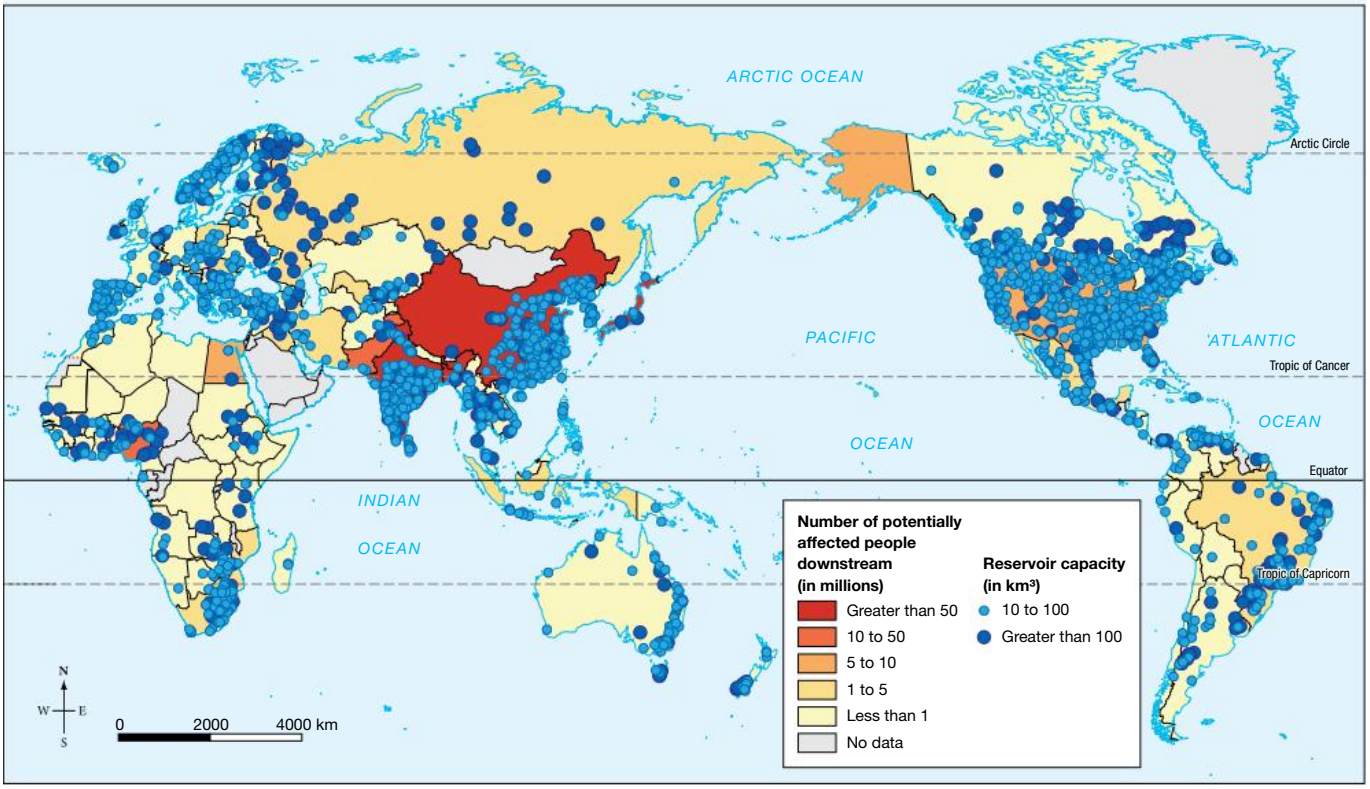
5. Large areas of fertile land upstream become flooded or inundated as water backs up behind the dam wall. Alluvium or silt is deposited in the calm water that previously would have enriched floodplains.
6. Initially, flooded vegetation rots and releases greenhouse gases.
7. The release of cold water from dams creates thermal pollution. Originally the Colorado River had a seasonal fluctuation in temperature of 27 °C. Today, temperatures average 8 °C all year. The water is too cold for native fish reproduction, but is ideal for some introduced species.
8. Some dams are constructed in tectonically unstable areas, which are prone to earthquakes.
9. Dams block the natural migration of fish upstream. Since 1970, the world's freshwater fish population has declined by 80 per cent.
10. Over 7 per cent of the world's fresh water is lost through evaporation from water storages.
11. A conservative estimate has stated that dams have negatively affected 472 million people worldwide. Tens of millions have been relocated from dam sites while other communities both upstream downstream have lost their livelihoods or had their land flooded.

12.3.2 Why should a river flow?

Traditionally, water flowing out to sea was seen as a waste. If it could be stored, then it could be used. Little thought was given to the health of the river and the importance of keeping water in a stream. Governments around the world have favoured damming rivers to make use of water resources. But is this the only solution to our growing water needs?

Mega dams have been linked to economic development and improvement in living standards. Only in recent times have people questioned the real cost of these schemes — environmentally, economically and socially. **FIGURE 3** shows the number of downstream communities in each country that have the potential to be affected by the construction of mega dams.

FIGURE 3 Distribution of downstream communities affected by large dams



Source: Lehner et al.: High resolution mapping of the world's reservoirs and dams for sustainable river flow management. Frontiers in Ecology and the Environment. GWSP Digital Water Atlas (2008). Map 81: GRanD Database (V1.0). Available online at http://atlas.gwsp.org.

There is also the concern that multi-purpose dams have conflicting aims. To generate hydro-electricity you need to release a large volume of stored water. To provide **flood mitigation** you need to keep water levels low. To use water for irrigation you need a large store. So, what do you do?

More than one billion people worldwide lack access to a decent water supply, yet it has been estimated that only 1 per cent of current water use could supply 40 litres of water per person per day, if the water was properly managed. The problem is not so much the quantity or distribution of water resources but the mismanagement of it. During the twentieth century, over $2 trillion was spent on constructing more than 50 000 dams. The emphasis now is to switch from *controlling* river flow to *adapting to* river flow. In other words, shifting from a human-centred to an earth-centred approach. This means building small-scale projects that promote social and environmental sustainability (see subtopic 12.4). In many regions of the world, there are ongoing community protests against the need for mega dams in preference to smaller schemes that benefit local people directly.

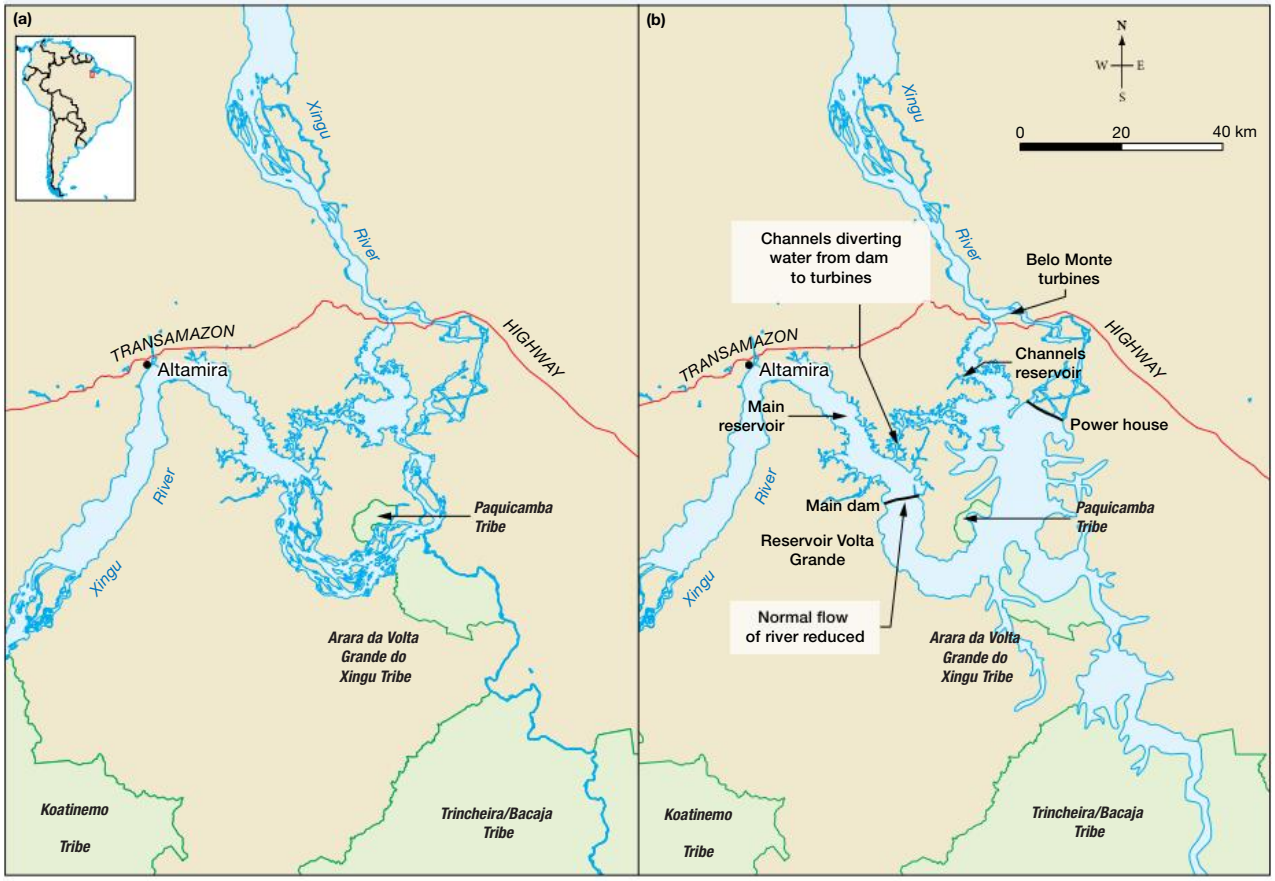
12.3.3 People versus power?

Across the globe, from Africa to Asia to South America, there has been a growing movement of community and environmental groups challenging the construction of mega dams in terms of location, sustainability and the potential social, economic and environmental impacts. Organisations such as International Rivers work with local groups to help restore justice to dam-affected communities, find better alternatives and promote the restoration of rivers through better dam management.

12.3.4 CASE STUDY: Belo Monte Dam, Brazil

For over 20 years, there has been an ongoing protest over the construction of the Belo Monte Dam in Brazil. The original design called for five huge dams on the Xingu River, but after large-scale local and international protests by indigenous groups and environmentalists, the scheme was scaled back to one large dam — the world's third largest (see **FIGURE 4**).

FIGURE 4 (a) Location of the Belo Monte Dam and (b) the related environmental changes



Source: Spatial Vision.

Belo Monte was designed to divert more than 80 per cent of the flow of the Xingu River, drying out over 100 kilometres of river, known as the Big Bend (see **FIGURE 5**). As a result, over 516 km^2 of rainforest was flooded, and between 20 000 and 40 000 indigenous people were displaced from their homelands.

Construction was delayed and battles fought in court over the legality of the **environmental impact assessment**, which was done after work had already started on the project. For the indigenous people, diverting water from the river channel meant a reduction in fish populations. Additionally, because there were few roads in the region, river trading was essential, but has now been reduced. The loss of

FIGURE 5 First stages of the construction of the Belo Monte Dam

rainforest, lowering of watertables and drying out of soils are further predicted impacts. Traditional livelihoods and cultures based on small-scale fishing, floodplain farming and forest management have been threatened.

While the government has claimed the dam will provide **green energy**, the amount of greenhouse gases released from drowned and rotting vegetation behind the dam wall will contribute to global warming for some years. River flow in the region is seasonal, so hydro-electricity can be generated at peak flow for only a few months of the year. During the dry months, only 1000 MW of a potential 11 000 MW will be generated. There is a distinct possibility that another dam will need to be built upstream to supply a more even and continual flow of water for power generation.

Downstream, the small town of Altamira (shown in **FIGURE 4**) rapidly expanded during the three-year construction period, when 60 000 labourers flooded in looking for construction work. Land prices skyrocketed, the cost of living rose, and crime rates soared to create the most dangerous town in the country. Once construction was halted, workers left as jobs disappeared.

FIGURE 6 Protesters at the dam site cut a channel through earthworks to restore flow in the Xingu River. The wording translates as 'Stop Belo Monte'.

In early 2016 the project was suspended and the owners, Norte Energia were fined $317 000 for failing to provide promised protection for local communities. A two-year 'emergency program' established in 2011 was designed to compensate people for the schools and clinics that were promised but not supplied. Each village was allocated 30 000 reais (around $12 500) per month for two years. After centuries of living a subsistence life, local tribes were introduced to the modern world. Fishing and hunting was replaced with supermarket fast food, alcohol and sweets. Motorbikes and outboard motors replaced canoes, and the role of the tribal Elders was pushed aside by younger people who could speak Portuguese with the construction workers. Traditional social activities were replaced by televisions, and plastic and other garbage accumulated as no-one knew what to do with it.

For nearly three decades the Jurana tribe have fought the dam construction and much of their traditional lifestyle activities have been replaced by meetings with government and company officials, environmental activists and journalists. Attitudes towards the native communities have changed. As one dam employee noted, 'In the old days you just gave the Indians a mirror and they were happy. Now they want iPads and four-wheel drives'.

Scientists are now questioning whether large-scale infrastructure projects can balance economic benefits with environmental and social costs. With the increasing threat of climate change and recent drought, which has reduced flow along the Xingu River, the Belo Monte dam may never meet its promised economic or energy-producing goals.

In 2018, the Brazilian government announced that they would cease constructing mega dams in the Amazon. Brazil has the potential to generate 50 gigawatts of energy by 2050 if they built all the dams under design, but 77 per cent of these would to some extent impact indigenous land or federally protected areas. It appears that the ongoing resistance of indigenous peoples and environmentalists, combined with other political and economic influences have led to a hard-won change in policy.

DISCUSS

Does a large company such as Norte Energia have obligations to the people dislocated by such a large-scale scheme? Before deciding, carefully consider the consequences of the company being deemed responsible or not responsible. **[Ethical Capability]**

on Resources

eWorkbook Controversial dams (doc-31695)
Interactivity Dam it (int-3292)

12.3 INQUIRY ACTIVITIES

1. Complete the **Controversial dams** worksheet to explore this topic further. **Examining, analysing, interpreting**
2. Research one other controversial dam site around the world and compare it with the Belo Monte dam in terms of (a) size, (b) purpose and (c) impacts. **Examining, analysing, interpreting**

12.3 EXERCISES

Geographical skills key: GS1 Remembering and understanding **GS2** Describing and explaining **GS3** Comparing and contrasting **GS4** Classifying, organising, constructing **GS5** Examining, analysing, interpreting **GS6** Evaluating, predicting, proposing

12.3 Exercise 1: Check your understanding

1. **GS1** What human activities are responsible for ***changing*** or fragmenting rivers?
2. **GS2** Using **FIGURE 1**, describe the location of ***places*** with rivers that are largely unaffected by river fragmentation.
3. **GS1** Traditionally, why has water flowing out to sea been considered a waste? Is this a human-centred or Earth-centred viewpoint?
4. **GS1** What is the primary aim of an ***environmental*** impact assessment?
5. **GS2** Refer to **FIGURES 4 (a)** and **(b)** to describe the ***environmental changes*** brought to the Xingu River by the dam.

12.3 Exercise 2: Apply your understanding

1. **GS4** Using information from **FIGURE 2** and the text in this subtopic, construct a table with the following headings to classify the impacts of dam building.

Positive effects for people	Negative effects for people
Positive effects for the environment	**Negative effects for the environment**

2. **GS5** Refer to **FIGURE 3**.
   (a) Which countries in the world have the greatest number of people affected by large dams? Suggest a reason why.
   (b) Where are the world's largest (over 100 km^3) dams?
   (c) Would people and ***environments*** upstream of large dams be affected by the dams? Explain.
3. **GS6** Suggest reasons why large-***scale*** dam projects have been seen as indicators of development and progress.
4. **GS6** Suggest reasons that make a ***place*** suitable for a large dam. Consider landforms, climate, soil and rock type.
5. **GS6** Is there a ***sustainable*** future for mega dam projects such as the Belo Monte Dam? Justify your answer.
6. **GS6** 'The positive impacts of large dam-building projects on people outweigh the negative impacts on the ***environment***.' Do you agree or disagree with this statement? Give reasons for your point of view.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

12.4 Alternatives to damming

12.4.1 How can water be saved?

Traditionally, managing water has been focused on exploiting resources rather than conserving them. However, there are viable alternatives to dams that are often cheaper and have fewer social and environmental impacts. The focus has to be, first, on reducing demand for water and, second, on using existing water more efficiently.

Agriculture

Globally, more than 70 per cent of fresh water is used for agriculture. In many expanding economies; for example, India, farming uses more than 85 per cent of available water. Often governments subsidise and encourage farmers to grow water-thirsty crops, such as cotton, in semi-arid regions. Irrigation is often very inefficient, with over half of the water applied not actually reaching the plants. High rates of evaporation and leaking **infrastructure** waste water. Poorly designed and managed irrigation schemes can become unsustainable if they develop waterlogging and salinity problems, but there is often little financial incentive to improve efficiency. For example, a country may have industrial and domestic water users paying up to $3 per cubic metre, while agricultural users pay only $0.10. Such low costs do little to encourage change.

We could save vast amounts of water by improving irrigation methods, switching to less water-consuming crops and taking poor quality land out of production. Pakistan; for example, has one of the most wasteful water systems in the world. With the same quantity of water and an efficient system, Israel produces 70 per cent more food. Globally, if the amount of water consumed by irrigation was reduced by 10 per cent, water available for domestic use could double.

Urban use

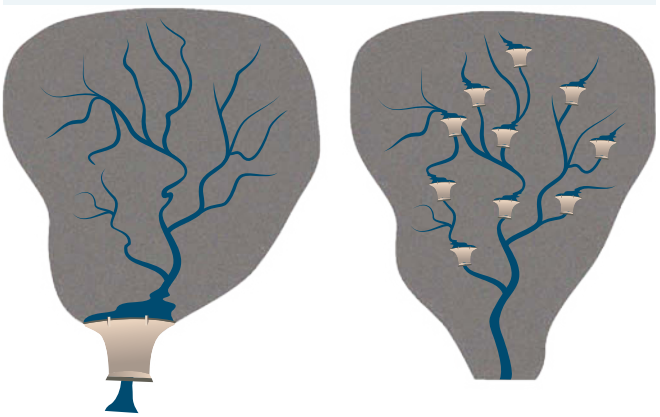
Researchers state that 30 per cent of all clean drinking water is said to be lost through leaking pipes. The United States loses eight trillion litres of water each year through deteriorating infrastructure. Countries could make savings by:

- reducing leaking pipes and improving water delivery infrastructure
- encouraging the use of water- and energy-efficient appliances and fixtures
- changing the pricing of water to a 'the more you use, the more you pay' system
- offering incentives to industry to reduce water waste and recycle
- harvesting rainwater, collecting rainwater off roofs, recycling domestic wastewater and other efficiency schemes. For example, 40 per cent of Singapore's water needs are met using treated wastewater.

Small-scale solutions

Currently, researchers estimate it will cost US$114 billion per year to meet the United Nations' goal of achieving universal access to clean water and adequate sanitation. Hence the growing awareness of investing in small-scale technologies. Rather than one large, expensive dam, smaller projects that benefit local communities can be more desirable (see **FIGURE 1**). These are often constructed and maintained by people who benefit directly from control over their own resources, at a minimal cost.

FIGURE 1 Research in India has shown that 10 micro dams with one-hectare catchments will store more water than one dam of 10 hectares.



12.4.2 How can we reduce the need for dams?

As many countries are actually running out of suitable places to locate large dams, we need to find alternatives. **Rainwater harvesting** schemes, as illustrated in **FIGURE 2 (a)** and **(b)**, can be used for storing water. **Micro hydro-dams** (see **FIGURE 3**) can be used for generating electricity. Both of these schemes are easier and cheaper to build than large dams, and have lower environmental impacts.

FIGURE 2 Two methods for water harvesting: (a) rainwater tank and (b) groundwater recharging

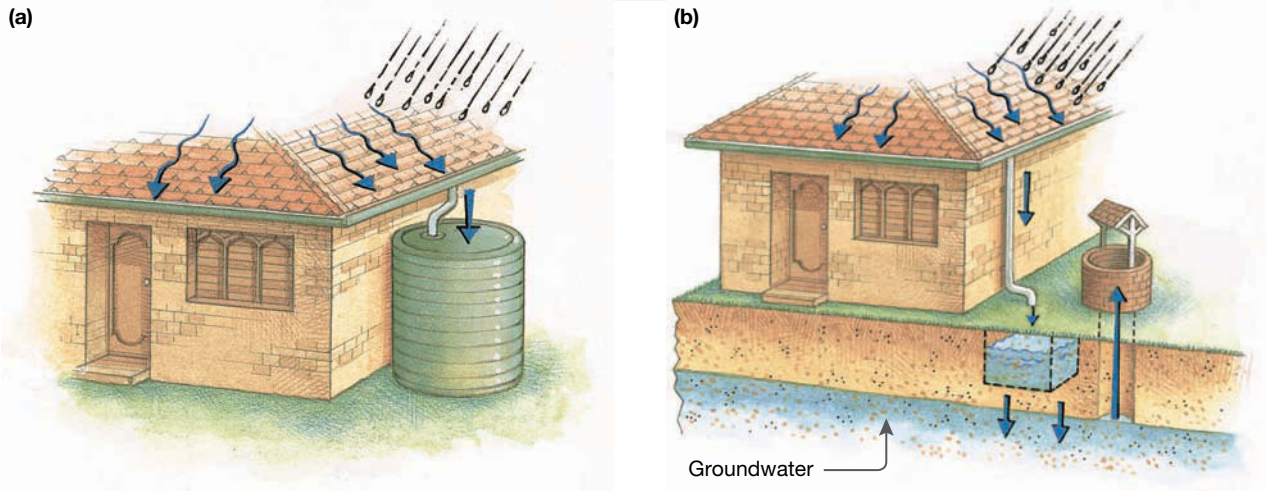


FIGURE 3 Water collected from a stream uphill rushes down the pipe and drives a small turbine in the hut to generate electricity for a local community in the Philippines.

12.4.3 CASE STUDY: Traditional water harvesting in India

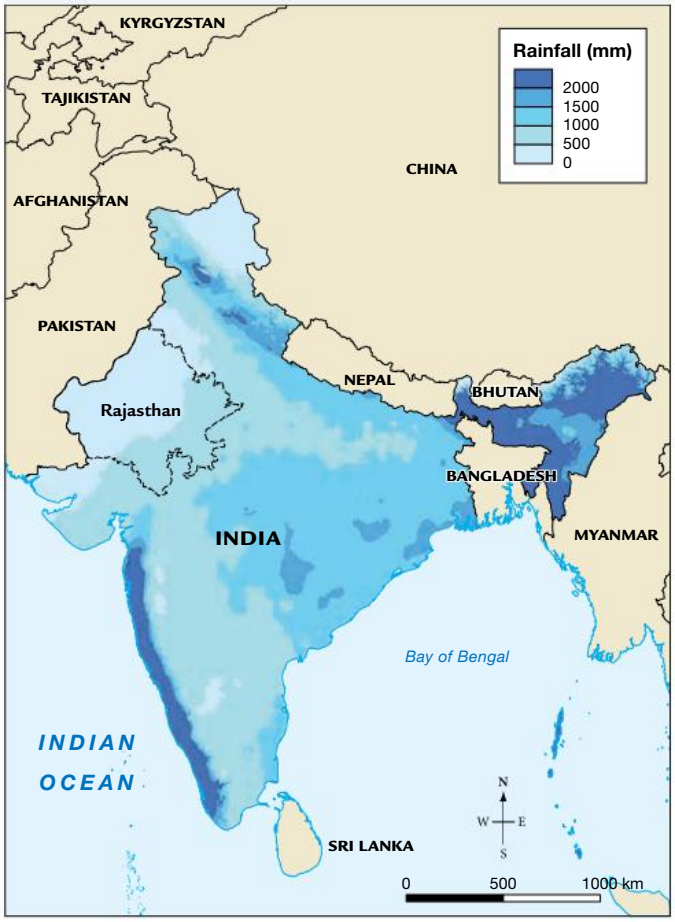
The state of Rajasthan is located in the arid north-west of India (see **FIGURE 4**). The region has only 1 per cent of the country's surface water and a total **fertility rate** of 2.4, compared to the national average of 2.2 (and compared to Australia's 1.74). Rajasthan adds more than one million people to its population every year; by comparison, Victoria added 120 000 people to its population between 2017 and 2018. The largest state in India faces both water scarcity and frequent droughts. Continual pumping of groundwater has seen underground water supplies dropping.

Traditionally, forests, grasslands and animals were considered property to be shared by all, local communities managed them carefully with a strict set of rules. Resources were used sustainably to ensure regeneration of plants and trees to enable farming to continue each year. However, by the mid twentieth century, government initiatives had taken control of local resources and promoted excessive mining and logging in the area. Large-scale deforestation resulted in severe land degradation, which increased the frequency of flash floods and droughts. There was little motivation for villages to maintain traditional water systems, or *johads*, and so there was a gradual decline in people's economic and social wellbeing.

In 1985, aid agency Tarun Bharat Sangh (TBS) set about trying to re-establish traditional water management practices. The basic principle is to capture, hold and store rainfall whenever it occurs, to then be used during dry periods. TBS focused its attention on constructing and repairing some 10 000 johads in over 1000 villages. Johads are often small, dirt embankments that collect rainwater and allow it to soak into the soil and recharge groundwater **aquifers** (see **FIGURE 5**).

Another johad design features small concrete dams across gullies that would seasonally flood, trapping the water and allowing it to infiltrate. Water, stored in aquifers, can later be withdrawn when needed via wells. The benefits have been remarkable, with the estimated average cost around only US$2 or 100 rupees per person. This is compared to over 10 000 rupees per head for water from the Narmada River Dam Project.

FIGURE 4 Distribution of rainfall in India. The state of Rajasthan is outlined.



Source: World Climate – http://www.worldclim.org/ Made with Natural Earth. Map by Spatial Vision.

FIGURE 5 A *johad* or traditional small water harvesting dam in India

What have been the benefits?

Environmental benefits

- Groundwater has risen from depths ranging 10–120 metres up to 3–13 metres below the surface.
- Five rivers that flowed only after the monsoon season now flow all year (fed by **base flow**).
- Revegetation and agroforestry schemes have increased forest cover by from 7 to 40 per cent, which helps improve the soil's ability to hold water and reduce evaporation and erosion.
  - The area under single cropping (one crop grown per year) has increased from 11 to 70 per cent and the area under double cropping (two crops per year) has increased from 3 to 50 per cent.
  - The water is shared among the villagers, and farmers are not allowed to use it to grow water-thirsty crops.

Social benefits

- More than 700 000 people across Rajasthan have benefited from improved access to water for household and farming use.
- There has been a revival of traditional cultural practices in constructing and maintaining johads.
- The role of the village council (Gram Sabha) is promoted for encouraging community participation and social justice.
- With a more reliable water supply, communities became more economically viable.

on Resources

eWorkbook Water harvesting (doc-31712)

12.4 INQUIRY ACTIVITIES

1. Complete the **Water harvesting** worksheet to learn more about traditional water harvesting schemes.
   Examining, analysing, interpreting
2. Investigate the different methods of irrigating crops, such as flood, furrow and drip irrigation.
   (a) What are the advantages and disadvantages of each in terms of water use and waste?
   (b) Which irrigation method would:
      i. be the most economically viable
      ii. have the most ***environmental*** benefit? **Examining, analysing, interpreting**

12.4 EXERCISES

Geographical skills key: GS1 Remembering and understanding **GS2** Describing and explaining **GS3** Comparing and contrasting **GS4** Classifying, organising, constructing **GS5** Examining, analysing, interpreting **GS6** Evaluating, predicting, proposing

12.4 Exercise 1: Check your understanding

1. **GS2** Explain how water can be wasted through poor farming methods.
2. **GS2** List two advantages and two disadvantages of micro hydro-dams (refer to **FIGURE 3**).
3. **GS2** Refer to **FIGURE 4**. Describe the distribution of rainfall in Rajasthan.
4. **GS1** Suggest one ***environmental***, one social and one political factor that have contributed to the decline in water availability in Rajasthan.
5. **GS1** What have been the benefits of revegetation schemes around the villages restoring johads?

12.4 Exercise 2: Apply your understanding

1. **GS6** The two goals of ***sustainable*** water management are first, to reduce the demand for water, and second, to use existing water more efficiently. Propose two methods that your family could use to meet these goals.
2. **GS5** Study the information in **FIGURE 4**. Explain why Rajasthan has water issues. Use data in your answer.

3. **GS6** Some ***places*** in India can receive up to 2500 mm of rainfall per year, but this can all fall in 100 hours. Suggest possible repercussions of this for local communities.
4. **GS6** Have small-***scale*** water management schemes in Rajasthan been successful? Why or why not?
5. **GS6** Do you think the johad method of water harvesting could be used in other ***places*** around the world? Give reasons for your answer.

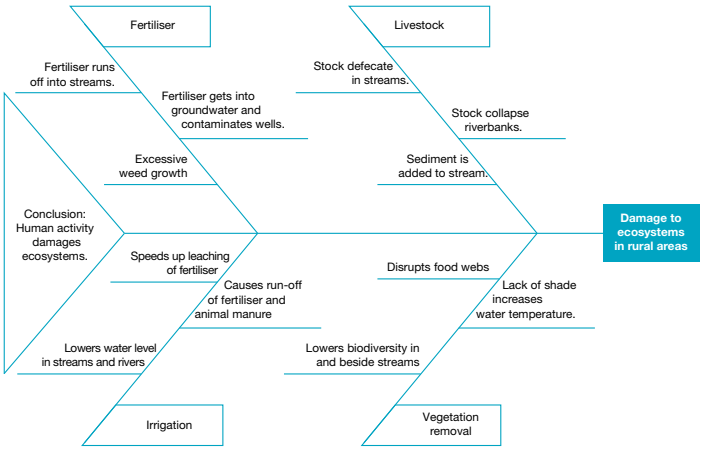
Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

12.5 SkillBuilder: Creating a fishbone diagram

online only

What is a fishbone diagram?

Fishbone diagrams are useful to help visualise a problem or effect, and to show the causes of that problem. Bones above and below the central line are used to identify causes, while the 'head' of the diagram gives the problem or effect. Each major category of cause then flows to other causes and even sub-causes. These are all linked to convey the interconnection of ideas.



Select your learnON format to access:

- an overview of the skill and its application in Geography (Tell me)
- a video and a step-by-step process to explain the skill (Show me)
- an activity and interactivity for you to practise the skill (Let me do it)
- questions to consolidate your understanding of the skill.

on Resources

Video eLesson Creating a fishbone diagram (eles-1748)
Interactivity Creating a fishbone diagram (int-3366)

12.6 Using our groundwater reserves

12.6.1 What is groundwater?

Of all the fresh water in the world not locked up in ice sheets and glaciers, less than 1 per cent is available for us to use — and most of that is groundwater. More than two billion people use groundwater, making it the single most used natural resource in the world. It is also the most reliable of all water sources. Fresh water stored deep underground is essential for life on Earth.

Groundwater is one of the invisible parts of the water cycle, as it lies beneath our feet. Rainfall that does not run off the surface or fill rivers, lakes and oceans will gradually seep into the ground. **FIGURE 1** shows where groundwater is stored in porous rock layers called aquifers. Water is able to move through these aquifers and can be stored for thousands of years. Unlike most other natural resources, groundwater is found everywhere throughout the world.

FIGURE 1 Diagram showing groundwater

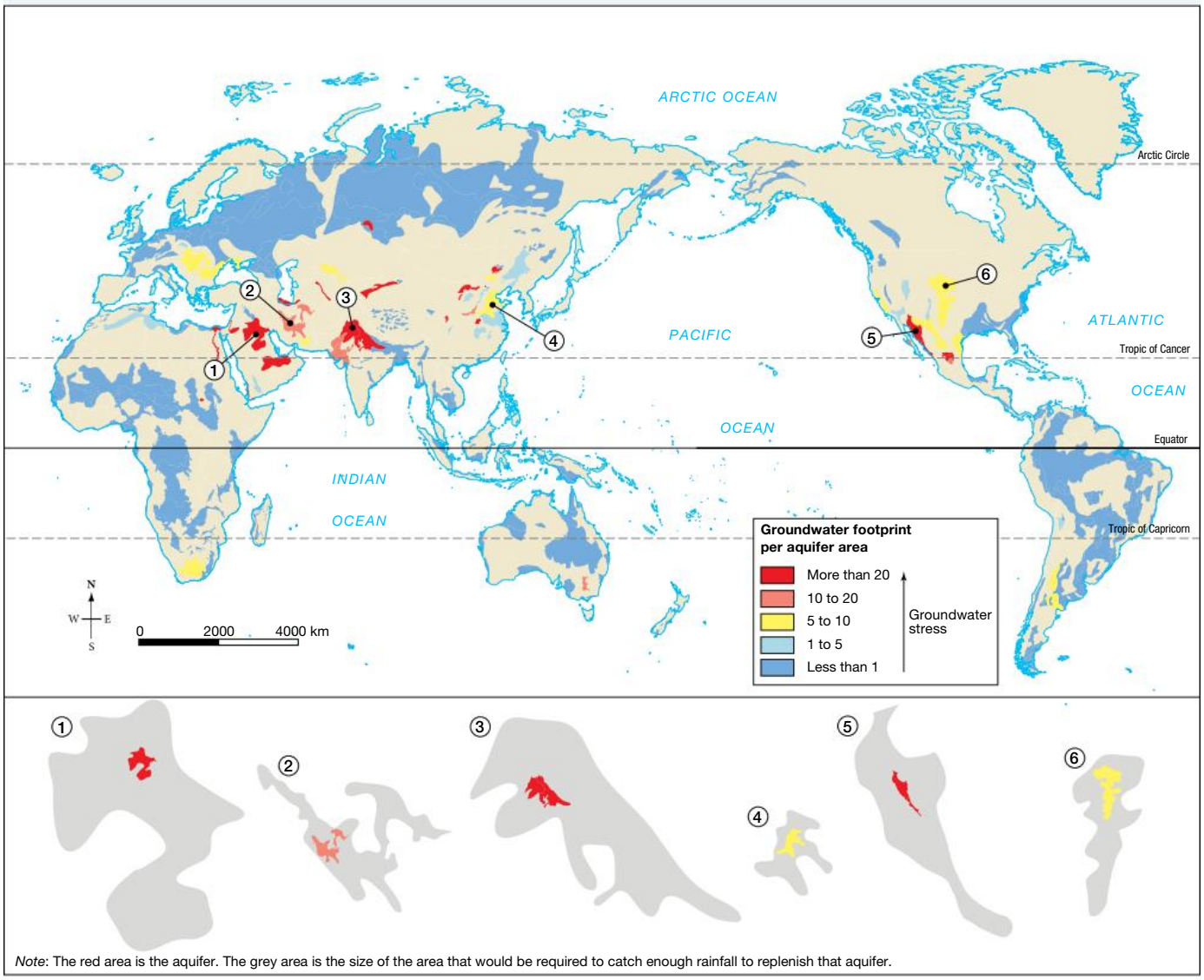
12.6.2 What are the advantages of using groundwater?

Since the mid-twentieth century, advances in drilling and pumping technology have provided people with an alternative to surface water for meeting increasing water demands. Groundwater has many advantages:

- It can be cleaner than surface water.
- It is less subject to seasonal variation and there is less waste through evaporation.
- It requires less and cheaper infrastructure for pumping as opposed to dam construction.
- It has enabled large-scale irrigated farming to take place.
- In arid and semi-arid places, groundwater has become a more reliable water supply, which has led to improved water and food security.

If groundwater is removed unsustainably, that is, at a rate that is greater than is being replenished naturally by rainfall, run-off or underground flow, then **watertables** drop and it becomes harder and more expensive to pump. In areas of low rainfall there is very little **recharge** of groundwater so it may take thousands of years to replace. Over-extraction of groundwater can result in wells running dry, less water seeping into rivers and even land **subsidence** or sinking. **FIGURE 2** identifies those places in the world most at risk of groundwater depletion. Many of these are important food bowls for the world.

FIGURE 2 The world's use of groundwater



Note: The red area is the aquifer. The grey area is the size of the area that would be required to catch enough rainfall to replenish that aquifer.

Source: BGR & UNESCO 2008: Groundwater Resources of the World 1 : 25 000 000. Hannover, Paris. Map by Spatial Vision.

12.6.3 Can we improve our use of groundwater?

In the past, we had limited knowledge of the interconnection between groundwater and surface water. As agriculture is the biggest user of groundwater, any improved efficiencies in water use can reduce the demand to pump more water. Improved irrigation methods and the reuse of treated effluent water are all methods that could reduce our unsustainable use of groundwater. Many countries share aquifers, so pumping in one place can affect water supplies in another. There is a need for more international cooperation and management of the aquifer as a single shared resource.

12.6.4 CASE STUDY: Why is China drying up?

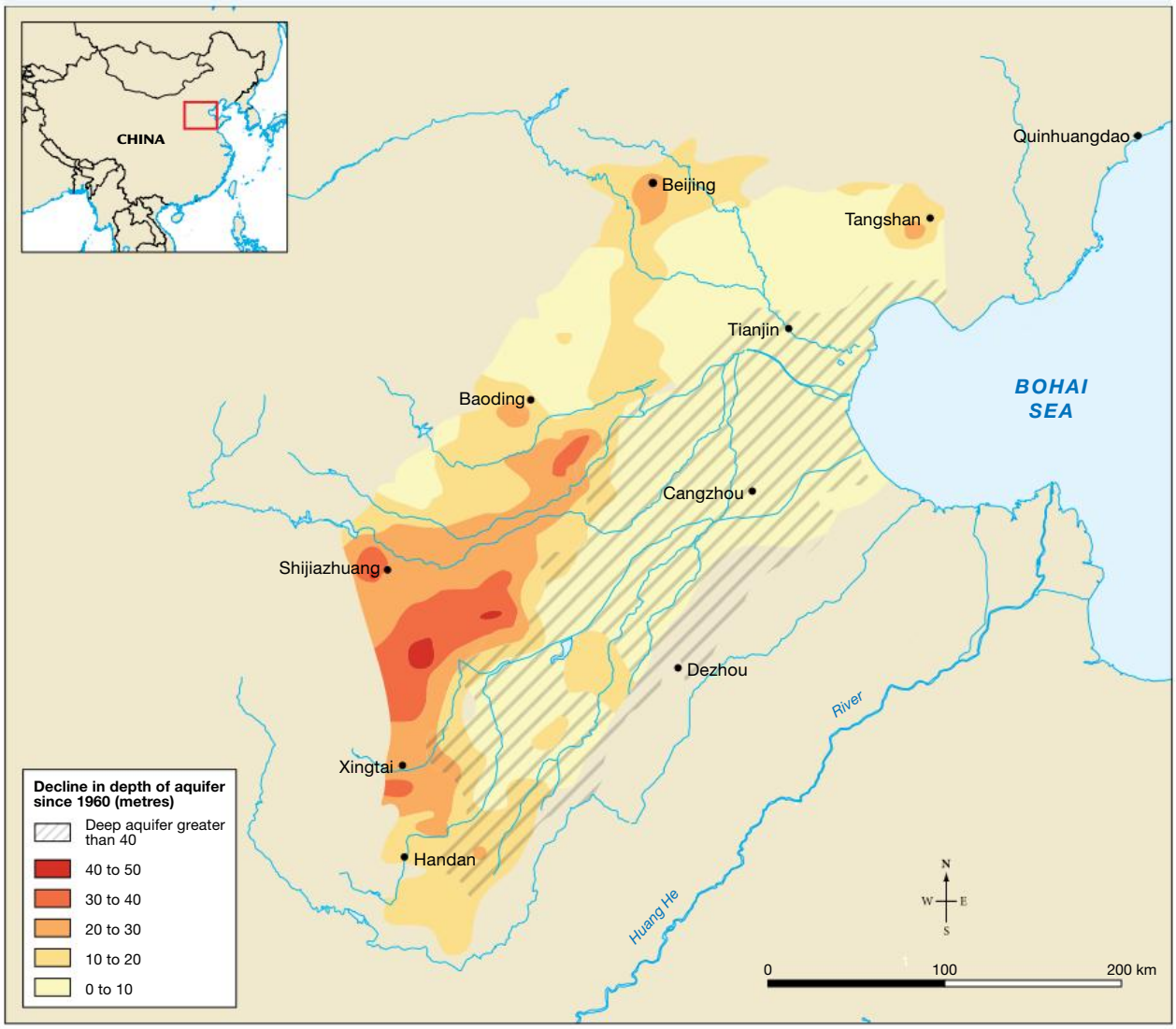
What is happening to groundwater in China?

What do you do if you don't have access to a reliable water source? You do what hundreds of millions of people do around the world every day. You dig for it. Beneath our feet lie vast quantities of fresh water that may have taken thousands of years to slowly work its way deep into rock layers. Since ancient times, people have used groundwater to provide for their water needs.

Rapid growth in both population and irrigated agriculture, combined with increasing demand for water, has seen the increased pumping of groundwater in northern China. As a consequence, the watertable around Beijing has been dropping by 5 metres per year. Groundwater supplies more than 70 per cent of the water needs for over 100 million people living on the North China Plain (see **FIGURE 3**).

The northern regions of China receive only 20 per cent of the country's rainfall. The southern regions, home to about half the population, receive the other 80 per cent. Eleven provinces in the north have less than 100 cubic metres of water per person per year, which officially classifies these places as being 'water stressed'. Eight other provinces in the north have less than 500 cubic metres of water per person per year. To date, management of water resources has been poor and unsustainable. The emphasis has always been on meeting an increasing demand for water using large-scale engineering 'fixes', rather than looking at ways of using water more efficiently, slowing down demand by increasing the cost, reducing irrigation wastage and improving the catchment areas to recharge the aquifers.

FIGURE 3 Decline in the aquifer under the North China Plain



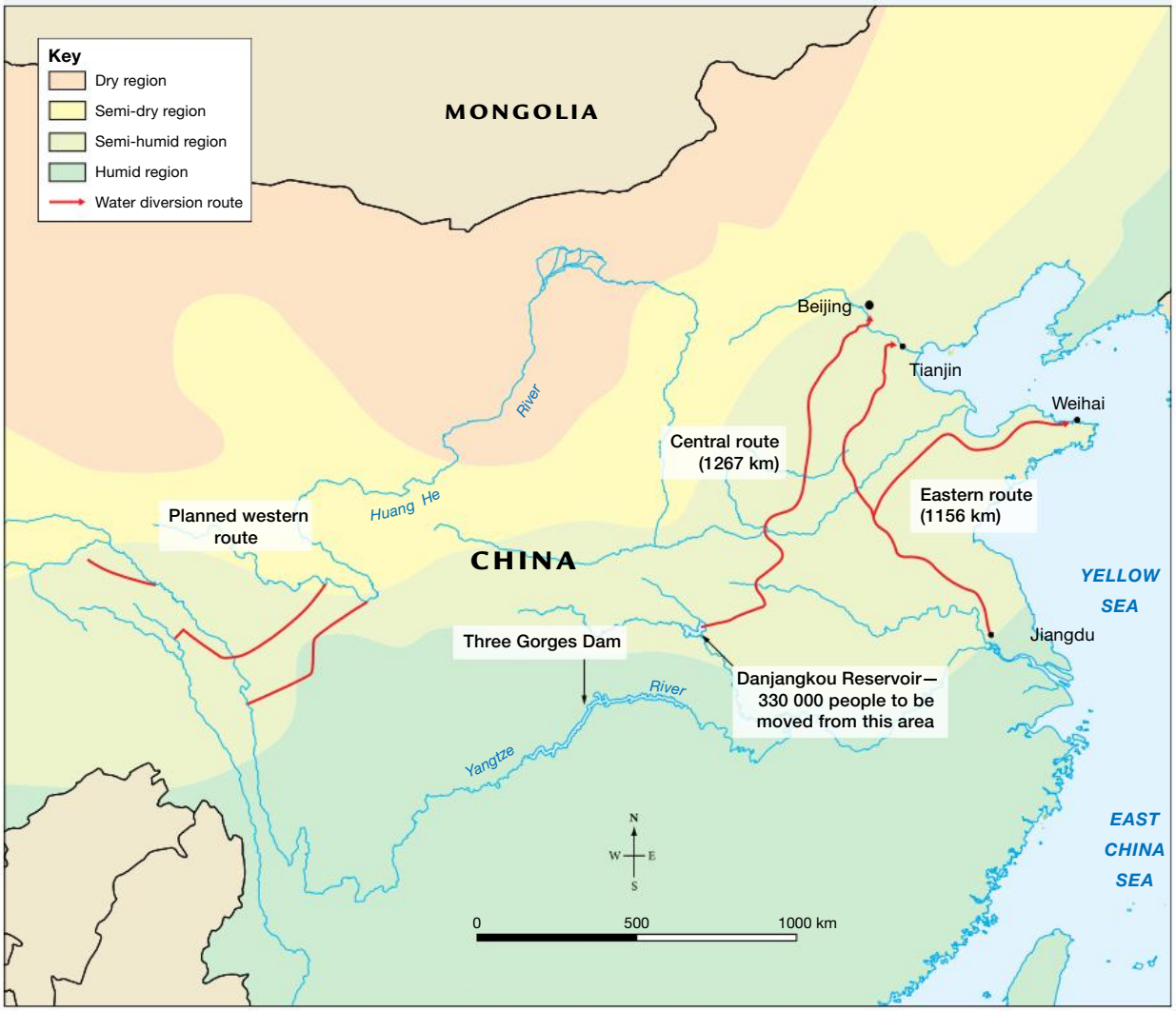
Source: UNEP Global Environmental Alert Service GEAS. Map by Spatial Vision.

After extensive flooding in the 1960s, the government set about building dams and canals to reduce flood impacts and provide water to rapidly growing cities. Farmers were encouraged to increase grain production by drawing on groundwater to irrigate a second crop each year. As cities continued to expand, they too began to pump unsustainable amounts of groundwater for domestic and industrial use. Scientists now also believe that climate change has reduced rainfall in the region, which will only make the situation worse.

The South–North Water Transfer Project

In 2002, an ambitious 50-year project was started to effectively 're-plumb' the country: the South–North Water Transfer Project. At an estimated cost of US$62 billion, over 44.8 billion cubic metres of water per year will be diverted north from the Yangtze River via three canals into the Huang He River Basin in the north of the country (see **FIGURE 4**). Before the transfer project development, the Yangtze River, on average, released 960 billion cubic litres of fresh water into the sea each year. Construction of the central and eastern sections has been completed, but the western route is still being planned. The completed central section now supplies 73 per cent of the Beijing's tap water, to provide for its population of 21.5 million people. The water transfer has reduced the exploitation of groundwater by 800 million cubic metres. As the extra surface water filters into the ground, the watertable has started to rise, with levels increasing by around half a metre.

FIGURE 4 South–North Water Transfer Project for transfer of water from the Yangzte River in the south to the Huang He River in the north

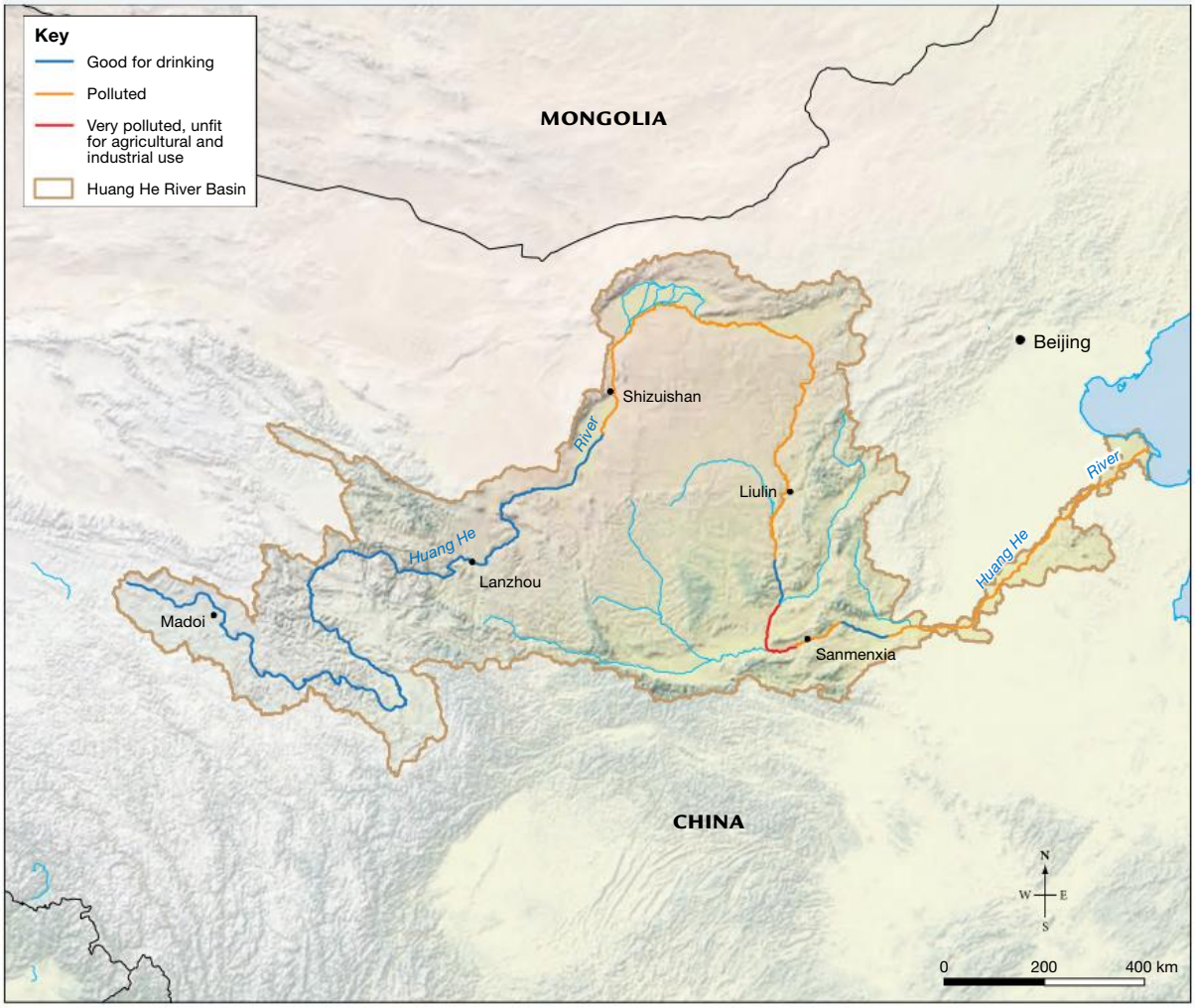


Source: BBC News, http://news.bbc.co.uk/2/hi/8545321.stm

The project's water will largely go to expanding industries and cities such as Beijing and Tianjin. Little of the water will be directed towards food production. Irrespective of the cost and relocation of hundreds of thousands of people, the biggest ongoing concerns of the scheme will be about water quality. The Huang He River collects over 4.29 billion tonnes of waste and sewage each year (see **FIGURE 5**), and over 40 per cent of China's total waste water is dumped in the Yangtze River (see **FIGURE 6**). These figures are likely to increase

as more and more industry moves close to new water sources. With less water to flow downstream, there will be less water available to dilute the polluted water. This will affect river environments and it is possible that the water reaching the north will be too contaminated for human or even agricultural use.

FIGURE 5 Levels of pollution along the Huang He River



Source: Map by Spatial Vision.

The government has pushed hard to maintain water quality for the Danjiangkou Reservoir and its canal system (see **FIGURE 4**), spending over $3 billion on wastewater management and soil and water conservation systems. The most controversial strategy has been to ban two high-polluting industries from practising in the catchment: cage aquaculture (fish farming) and turmeric (a yellow spice) processing. While this may reduce polluted run-off it will also affect the livelihoods of hundreds and thousands of people who work in these industries.

The South–North Water Transfer Project is by far the most ambitious water transfer project in the world, in all taking 50 years and potentially well over the initial $62 billion estimated cost to construct a network of pipes, canals and tunnels that would stretch in a straight line from Melbourne to Fiji. Is it sustainable? Beijing consumes more than 3.6 billion cubic metres of water each year, supplied partially by its own traditional surface and groundwater sources and, increasingly, by the transfer scheme. Predictions are that its needs will soon outstrip the new scheme's capacity to supply. Scientists are already questioning the 'big scheme' approach rather than the use of water recycling, desalination and harvesting more rainwater as more environmentally friendly and sustainable methods of supplying water.

FIGURE 6 Polluted water flows into the Yangtze River.

on Resources

eWorkbook Water transfer (doc-31792)

Interactivity That sinking feeling (int-3293)

12.6 INQUIRY ACTIVITIES

1. Using an atlas, find a map of world food production and compare this with any three ***places*** from **FIGURE 2** in section 12.6.2. Conduct research to determine the following:
   (a) What types of food are produced in those regions of the world where watertables are severely depleted?
   (b) What are the future implications for ***sustainable*** food production in these regions?

   Examining, analysing, interpreting
2. Complete the **Water transfer** worksheet to learn more about the South–North Water Transfer Project.

   Examining, analysing, interpreting

12.6 EXERCISES

Geographical skills key: GS1 Remembering and understanding **GS2** Describing and explaining **GS3** Comparing and contrasting **GS4** Classifying, organising, constructing **GS5** Examining, analysing, interpreting **GS6** Evaluating, predicting, proposing

12.6 Exercise 1: Check your understanding

1. **GS2** What are the advantages and disadvantages of using groundwater for domestic and agricultural purposes?
2. **GS2** Refer to **FIGURE 1**.
   (a) What is the difference between groundwater and the watertable?
   (b) Describe how water can move vertically and horizontally through the ground.
   (c) What is the ***interconnection*** between atmospheric, surface and groundwater?

3. **GS2** Refer to **FIGURE 2**. Describe the location of ***places*** in the world that have the highest groundwater stress. (You may wish to refer to your atlas.)
4. **GS3** Looking at **FIGURE 2**, compare the ***scale*** of the selected aquifers with the ***scale*** of the area needed to recharge them.
5. **GS1** Using **FIGURE 3**, describe the location of the North China Plain. Use distance, direction and place names in your answer.

12.6 Exercise 2: Apply your understanding

1. **GS1** Refer to **FIGURE 4**. Suggest a reason why northern China uses groundwater to supply over 70 per cent of its water needs.
2. **GS6** Suggest possible sources for the pollution you can see entering the river in **FIGURE 6**.
3. **GS6** Is the South–North Water Transfer Project nothing but a pipe dream? Is a human-centred rather than earth-centred viewpoint the best option for water management in northern China? Write a paragraph outlining your views.
4. **GS4** There is often talk about transferring water from the wetter regions of northern Australia to the water-hungry regions further south. What would you need to know before planning a project similar to the one in China? Thinking geographically, write a list of 10 questions to consider before designing such a project.
5. **GS6** Who owns groundwater? How can we manage the resource ***sustainably***? Write a paragraph expressing your viewpoint.

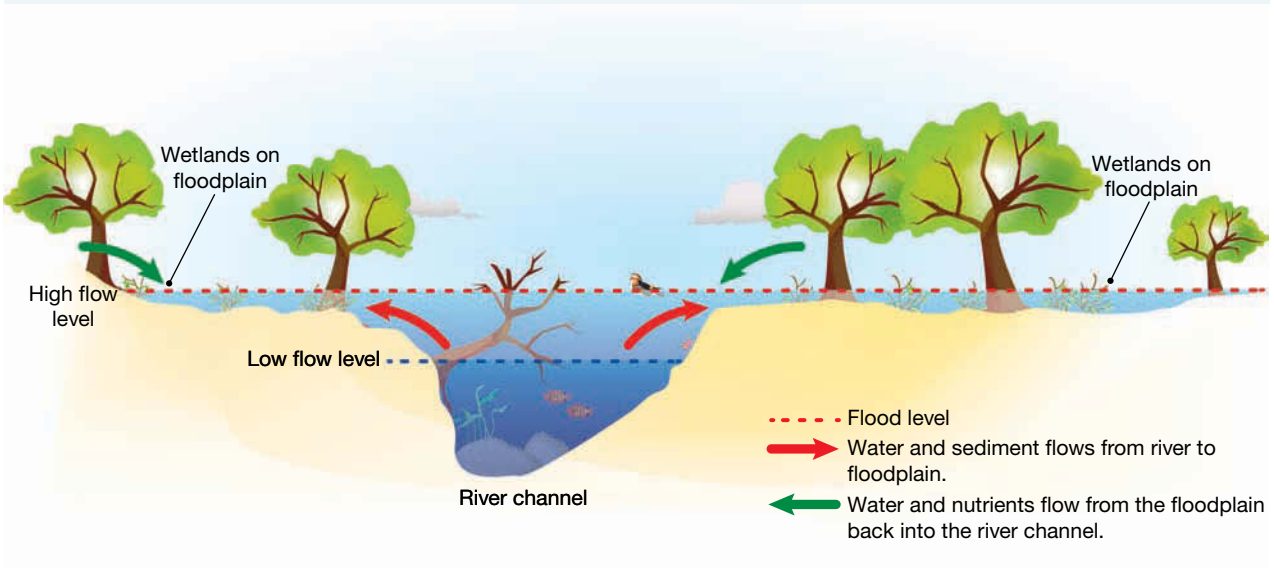
Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

12.7 The impacts of drainage and diversion

12.7.1 What are wetlands?

Often referred to as the area where 'earth and water meet', **wetlands** are one of the most important and valuable biomes in the world. Wetlands are areas that are covered by water permanently, seasonally or ephemerally and can include fresh, salty and brackish waters. They include such things as ponds, bogs, swamps, marshes, rice paddies and coastal lagoons. Wetlands are intricately connected to other elements in the landscape, especially rivers and floodplains as water, nutrients and sediments move between them (see **FIGURE 1**).

FIGURE 1 Interconnections between the river and wetlands on the floodplain



The importance of wetlands

Wetlands perform many important functions. They purify water; for example, much of Melbourne's sewage water is filtered through a series of lagoons and wetlands at the Western Treatment Plant in Werribee, producing high-quality recycled water. Wetlands located along river floodplains reduce the impact and speed of floods by holding vast quantities of flood water and then slowly releasing it back into the river system. Water in wetlands also infiltrates the soil, recharging groundwater reserves. In addition, wetlands provide habitat and breeding grounds for 40 per cent of the world's species, such as aquatic fish, insects, reptiles and birds. Globally, more than one billion people rely on wetlands for a living, for their water and food supply, and for tourism and recreation (see **FIGURE 2**).

FIGURE 2 A wetland in Queensland. What features in this image are typical of a wetland?

12.7.2 What are the threats to wetlands?

The degradation and loss of wetlands and the species that inhabit them, have been more rapid than any other ecosystem, in fact, they are disappearing three times faster than forests. It has been estimated that between 1970 and 2015, the world lost 35 per cent of its wetlands. Competition from other land uses and increasing populations have contributed to the decline.

- Agricultural expansion is the largest contributor to wetland loss and degradation globally. Farming often requires the draining of wetlands to create more land, reducing biodiversity. In addition, the water run-off from agriculture is often polluted with fertilisers and pesticides and increased pumping from aquifers depletes groundwater resources.
- Dams alter seasonal floods and block supply of sediment and nutrients onto the floodplain and deltas. Often, damming means little water and sediment reaches the mouths and deltas of large rivers.
- Loss of wetlands affects populations and the migratory patterns of birds and fish. The introduction of invasive species results in changed ecosystems and loss of biodiversity. For example, 70 per cent of amphibian species are affected by habitat loss.
- Clearing for urban growth, industry, roads and other land uses replaces wetlands with hard **impervious** surfaces, which reduces infiltration and leads to polluted run-off and increased impacts of flooding.

- While wetlands can naturally filter many pollutants, excessive amounts of fertilisers and sewage causes algal blooms and **eutrophication**, depriving aquatic plants and animals of light and oxygen.
- Climate change is expected to increase the rate of wetland degradation and loss.

Wetlands, like all other water resources are prone to over-exploitation and need to be managed carefully to ensure sustainable use.

12.7.3 Why is water diverted?

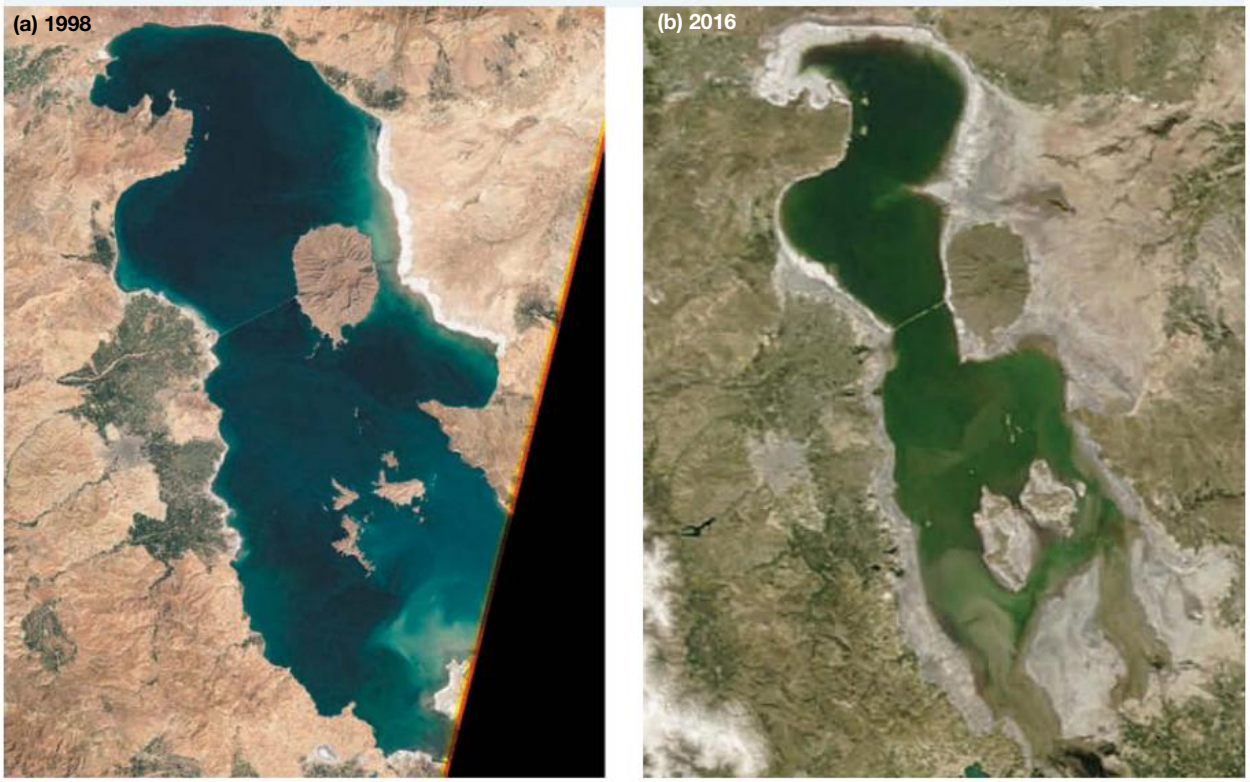
Because populations and water sources are distributed unevenly, we often need to transfer or divert large amounts of water. This means piping or pumping water from one drainage basin to another; for example, in Australia, water from the Snowy River is diverted into the Murray and Murrumbidgee rivers. Diverting water can alleviate water shortages and allows for the development of irrigation and the production of hydro-electricity. Diversions, however, are not always the most sustainable use of water resources.

Many of the world's greatest lakes are shrinking, and large rivers such as the Colorado, Rio Grande, Indus, Ganges, Nile and Murray discharge very little water into the sea for months and even years at a time. Up to one-third of the world's major rivers and lakes are drying up, and the groundwater wells for three billion people are being affected. The overuse and diversion of water is largely to blame.

12.7.4 CASE STUDY: A dying lake in Iran

The largest lake in the Middle East and one of the largest salt lakes in the world is drying up. Since the 1970s, Lake Urmia in northern Iran has shrunk by nearly 90 per cent. In 1999, the lake's volume was 30 billion cubic metres; by 2018, this had reduced to 2 billion cubic metres, exposing extensive areas of salt flats (see **FIGURE 3 (a)** and **(b)**).

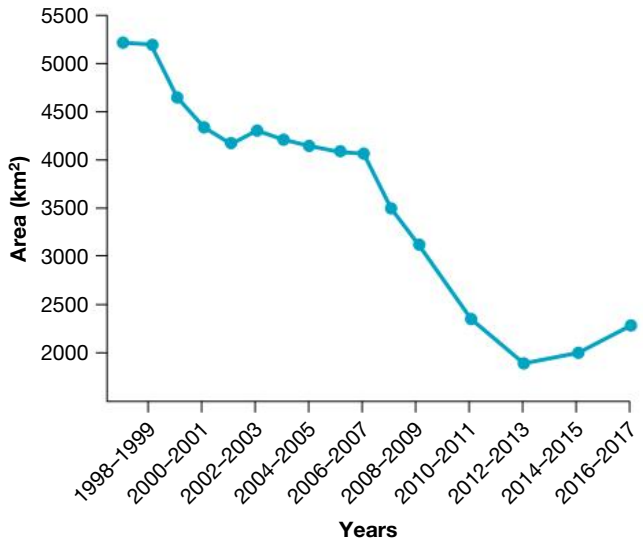
FIGURE 3 Lake Urmia (a) in 1998 and (b) in 2016



The lake was declared a Wetland of International Importance by the Ramsar Convention in 1971, and a UNESCO Biosphere Reserve in 1976. The lake and its surrounding wetlands serve as a seasonal habitat and feeding ground for migratory birds that feed on the lake's shrimp. This shrimp is the only thing, other than plankton, that can live in the salty water.

Lake Urmia is a **terminal lake**; the rivers that flow into the lake (some permanent and some ephemeral) bring naturally occurring salts. Because of the arid climate, high evaporation causes salt crystals to build up around the shoreline. **FIGURE 4** shows the rapid decline in the surface area of Lake Urmia from 2006 to 2013.

FIGURE 4 Surface area of Lake Urmia



Why is the lake drying up?

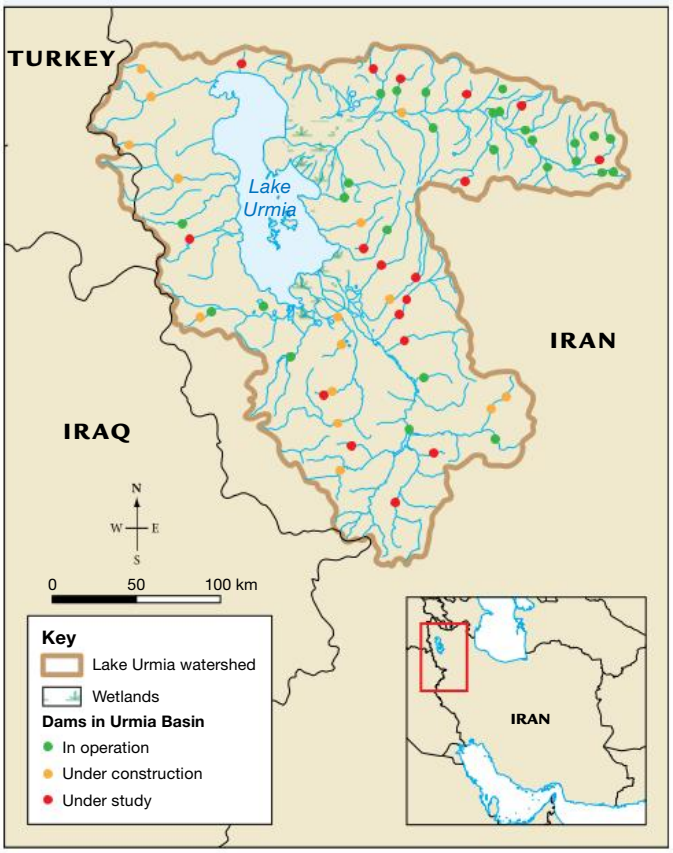
A combination of environmental, economic and social factors has been blamed for the large-scale changes in Lake Urmia. Prolonged drought and the illegal withdrawal of water by farmers who do not pay or who take more than their allocation are minor contributors to the problem.

Researchers have found that 60 per cent of the decline can be attributed to climate changes (increased frequency of drought and higher temperatures) and 40 per cent of the decline relates to water diversions and the increased demand for water in the region as the population has risen and the area under agriculture has tripled. The result is a form of 'socioeconomic drought' — a human-induced drought caused when the demand for water is greater than the available supply.

Impacts of this drought include:

- increased salinity of the shallow lake due to high evaporation (rates of between 600 mm and 1000 mm per year) and reduced freshwater flowing in via rivers (salt levels have increased from 160 g/L to 330 g/L)
- collapse of the lake's ecosystem and food chain (salt levels over 320 g/L are fatal to the shrimp that form the basis of its food chain)
- loss of habitat as surrounding wetlands dry up, which then reduces tourism to view wetland wildlife
- over 400 km^2 of exposed lakebed around its shores is nothing but salty deserts, unable to support native vegetation or food crops

FIGURE 5 Distribution of dams, existing and under construction, in the lake's catchment area. This level of diversions is unsustainable.



Source: United Nations Environment Programme. Vector Map Level 0 Digital Chart of the World.

- salt storms occuring, as wind blows salt and dust from the exposed, dry lakebed; the storms damage crops and are also a potential health hazard
- less water available to produce food crops.

The lake is divided in two by a causeway and bridge constructed to improve access across the lake (the bridge can be seen in **FIGURE 3 (b)**). However, there is concern that the nearly 1.5 km-long bridge does not allow sufficient mixing of water between the north and south sections of the lake. The bridge, completed in 2008, is already rusting as a result of the highly saline water.

The current situation

Lake Urmia and surrounds is an important region supporting a growing population of six million and its associated agricultural industries. Essentially, more water is required to flow into the lake to increase the water level, dilute the salt and maintain an ecological balance. This would require doubling the current water level.

In 2017, the government pledged an annual budget of US$460 million to help restore the lake and its surrounding wetlands. However only about US$5 million has actually been available. Other programs in place include:

- a water transfer scheme moving water from the Little Zab basin through tunnels and channels
- engineering works to help clear sediment clogging many of the rivers that feed into the lake
- releasing water from dams to flow into the lake
- constructing 13 treatment plants in the region to treat wastewater from urban areas and deliver it to the lake
- a development plan launched in 2017 to reduce consumption of potable water by 30 per cent by 2021 and to use desalinated water to meet 30 per cent of the water demands in South Iran
- trials of planting vegetation to reduce wind speed and salt storms
- helping farmers by promoting water-saving techniques and planting less water-thirsty crops, such as olives and saffron, instead of water-intensive sugar beet, as 85 per cent of the water in the region is used for agriculture.

In recent years, water levels have increased but further progress is limited by a lack of funding. In addition, the lake can only support 300 000 hectares of farmland while currently farming uses 680 000 hectares.

on Resources

eWorkbook Wetland mapwork (doc-31791)

Interactivity Wetland wonderlands (int-3294)

12.7 INQUIRY ACTIVITY

Conduct some online research and investigate the decline of either Lake Chad in Africa, Owens Lake in the United States or the Aral Sea in Kazakhstan. Use the following as a research guide for elements to include in your investigative report:

- location
- original size and appearance of the lake/sea
- original uses of the lake/sea and surrounding area
- causes and rate of decline
- ***changes*** that have taken place
- impacts on people and the ***environment***
- possible solutions.

Include annotated images, maps and data where possible.

Examining, analysing, interpreting
Classifying, organising, constructing

12.7 EXERCISES

Geographical skills key: GS1 Remembering and understanding **GS2** Describing and explaining **GS3** Comparing and contrasting **GS4** Classifying, organising, constructing **GS5** Examining, analysing, interpreting **GS6** Evaluating, predicting, proposing

12.7 Exercise 1: Check your understanding

1. **GS1** What are wetlands?
2. **GS1** In what ways are wetlands important?
3. **GS1** Outline three major threats to wetlands.
4. **GS1** Why is it sometimes necessary to divert water?
5. **GS1** Lake Urmia is a terminal lake. What does this mean?

12.7 Exercise 2: Apply your understanding

1. **GS2** Explain eutrophication, its causes, and the impact it has on wetland biomes.
2. **GS5** Discuss the advantages and disadvantages of diverting water from one drainage basin to another.
3. **GS3** Examine **FIGURES 3 (a)** and **(b)**. Compare the appearance of Lake Urmia in 1998 and 2016.
4. **GS5** Refer to **FIGURE 4**. Describe, with the use of data, the ***changes*** in the surface area of Lake Urmia.
5. **GS6** Do you think there is a future for Lake Urmia? How successful will the restoration project be? Explain your view.

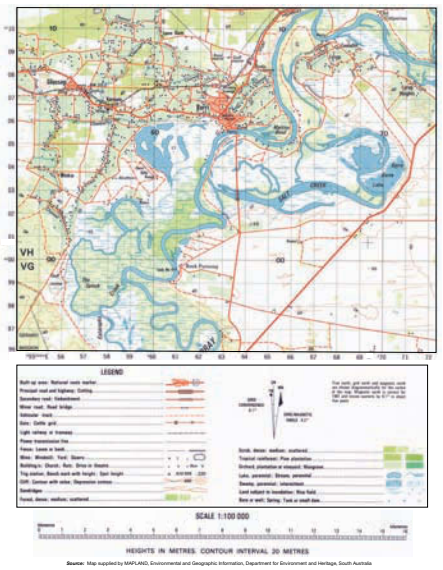
Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

12.8 SkillBuilder: Reading topographic maps at an advanced level

online only

What is reading a topographic map at an advanced level?

Topographic maps are more than just contour maps showing the height and shape of the land. They also include local relief and gradients and allow us to calculate the size of various areas. Reading this information requires more advanced skills.



Source: Map supplied by MAPLAND, Environmental and Geographic Information, Department for Environment and Heritage, South Australia

Select your learnON format to access:

- an overview of the skill and its application in Geography (Tell me)
- a video and a step-by-step process to explain the skill (Show me)
- an activity and interactivity for you to practise the skill (Let me do it)
- questions to consolidate your understanding of the skill.

on Resources

Video eLesson Reading topographic maps at an advanced level (eles-1749)

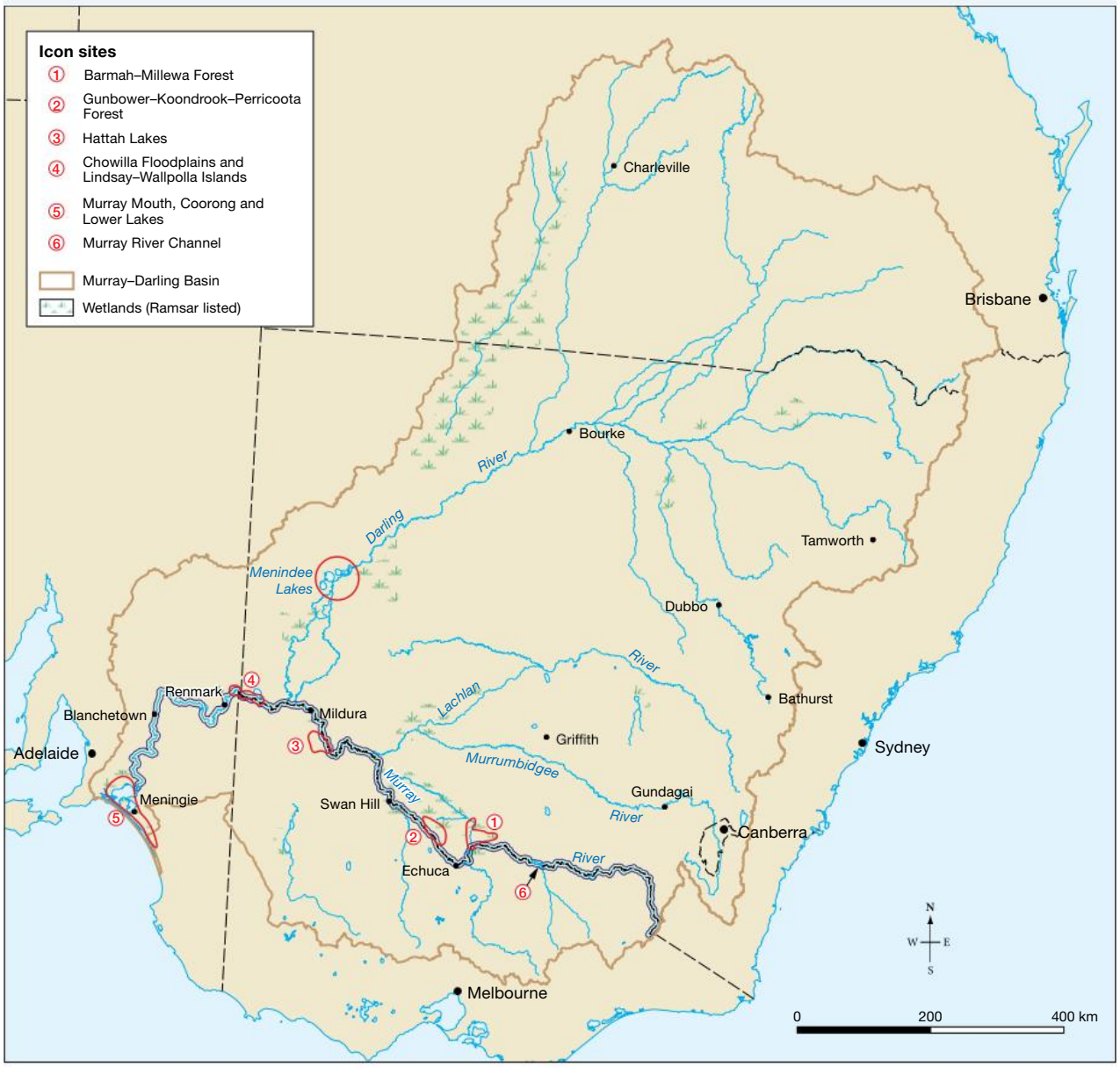
Interactivity Reading topographic maps at an advanced level (int-3367)

12.9 Putting water back — managing the Murray–Darling

12.9.1 Where has the water gone?

The rivers, lakes and wetlands of the Murray–Darling Basin (see **FIGURE 1**) make it Australia's most important inland water body. Decades of continually diverting water from its rivers and prolonged periods of drought have brought significant changes to the rivers, surrounding floodplains and surrounding wetlands. The amount of water taken out of the river system has increased five-fold over the past century. In addition, 90 per cent of floodplain wetlands in the Murray–Darling Basin have been lost because of human-induced changes to **river regimes**. The floodplains of the Murray River are now flooded once every 10–12 years compared to 3–4 years out of every five a century ago. Reduced flow has also meant that the mouth of the river blocks regularly, preventing the flushing out of pollutants and affecting the Lower Lakes wetlands.

FIGURE 1 Key features of the Murray–Darling Basin



Source: © Commonwealth of Australia Geoscience Australia 2013. Murray Darling Basin Commission. Map by Spatial Vision.

12.9.2 Declining river health

One of the difficulties in managing the water resources of the Murray–Darling Basin has been the fact that there are four states and one territory that all use and manage the water in their own way. In the twentieth century, the management of the river switched focus from using the river for transport to expanding agriculture. This period saw a rapid rise in the amount of water withdrawn and a decline in the health of river ecosystems. Consequently, 20 out of 23 catchments within the Basin have 'poor' to 'very poor' ecosystem health. Contributing factors include:

- extensive clearing of native vegetation in the catchments
- introduction of exotic weeds and animals
- run-off of pollutants
- draining of wetlands.

In the twenty-first century we are now working towards a more sustainable approach to managing water, with a greater emphasis on balancing the competing needs of the community and river environments. In essence, it means improving the health of the rivers and wetlands and keeping more water in the system.

12.9.3 Attempts to restore the balance

There have been a number of government initiatives put in place over the years to reduce the amount of water being harvested from the river:

- *The Living Murray Program*. In an effort to try to improve the health of rivers, the Murray–Darling Basin Authority (MDBA) concentrates on maintaining the health of six **icon sites** (see **FIGURE 1**) by providing them with additional water from **environmental flows**. Water 'savings' have to be made elsewhere through improvements in water storage, distribution and irrigation methods. **FIGURES 2(a)**, **(b)** and **(c)** show the effects of an environmental flow on a stressed wetland.

FIGURE 2 Wanganella Swamp (Deniliquin, NSW) (a) before, (b) during and (c) after an environmental flow

- *The Basin Plan*, passed into law in 2012, allows the federal government, rather than four states and one territory to be responsible for the overall management of the Murray–Darling Basin. The Plan's aim is to 'increase the amount of water for the environment of the Murray–Darling Basin and ensure sufficient water for all users'. Thus, the Basin Plan aims to balance out social, economic and environmental demands on the water resources across the entire basin. Central to this aim is the need to provide sufficient water for the health of the river first, and then allocate water for other uses. The following were to be implemented to achieve this aim:
  - limits to the amount of water that could be withdrawn from the river system each year — 10 873 GL, compared with 13 623 GL extracted in 2009 (1 gigalitre equals 1000 Olympic-sized swimming pools)
  - a reduction (of between 27 and 45 per cent) in the amount of water allocated to different regions
  - a limit of 3334 GL of groundwater to be withdrawn each year
  - the establishment of an environmental watering plan to restore and protect the river and wetlands.
- Water is being saved through buying back farmer's water entitlements and through improved storage, distribution and irrigation methods. Long term, the goal is to allow sufficient movement of water to keep the mouth of the river open 90 per cent of the time.

12.9.4 How is the Basin Plan working?

The Basin Plan was formalised in 2012 but it took until 2017 for all state and federal governments to agree to the terms of how environmental water will be returned to the river system. An additional 450 GL (plus the original 2750 GL stated in the Plan) is to be returned, providing it does not have a negative socioeconomic impact on river communities. It may take up to a decade for people to see large-scale environmental changes from the improved flow. It is extremely difficult for water managers to balance the need for natural river flows while also protecting farmers' water needs and preventing large floods.

Menindee Lakes fish kill

The summer of 2019 saw more than one million fish killed by extremely poor water quality in the Menindee Lakes storage system (see **FIGURE 3**). Water levels in the lakes were extremely low and the system had stopped flowing. On average 4000 GL flows into the Barwon–Darling river system and then into the lakes where it can be released to flow downstream into South Australia. The lakes are very shallow and 20 to 30 per cent of the water evaporates each year. Management tries to avoid this by releasing water in a 'use it or lose it' mindset.

FIGURE 3 Fish killed at the Menindee Lakes

High temperatures and calm warm water provided ideal conditions for the growth of blue-green algae, which smothered the water surface turning it quite green. A cold front moved across the region, dropping water temperatures, which served to kill off the algal bloom. The rapid growth of bacteria that feeds off dead algae used all the oxygen in the water, causing the fish to suffocate. Essentially insufficient water was available in the system to provide environmental flow.

Calculating how much water can be diverted from the river system is usually based on 'full rivers'; little planning is done to manage flow in times of drought. Current water licenses are also based on the height of a river. If one person leaves water in the river, the next person downstream can take more.

In 2018, in the wake of ongoing concerns about the management of the Basin, a Royal Commission was held to investigate the operations and effectiveness of the Murray–Darling Basin Plan. The Commission report, released in January 2019, contained 111 findings and 44 recommendations to overhaul the Plan, including adjusting the balance between irrigation and environmental flows, to give more water back to the environment. The nearly 750-page report highlighted the complexities and challenges of balancing environmental, social and economic needs in relation to a water source on which millions of people depend.

12.9 EXERCISES

Geographical skills key: GS1 Remembering and understanding **GS2** Describing and explaining **GS3** Comparing and contrasting **GS4** Classifying, organising, constructing **GS5** Examining, analysing, interpreting **GS6** Evaluating, predicting, proposing

12.9 Exercise 1: Check your understanding

1. **GS1** What are the factors that have contributed to the poor health of the Murray–Darling Basin?
2. **GS2** Describe how the management of water resources has ***changed*** over time.
3. **GS2** Refer to **FIGURE 1**.
   (a) What are icon sites and why are they important?
   (b) Where are they located?
4. **GS2** Why is there a need for ***environmental*** flows in the Murray–Darling Basin?
5. **GS2** Compare the three photographs in **FIGURE 2**. Describe the ***changes*** in the appearance of the wetland before, during and after an ***environmental*** flow.

12.9 Exercise 2: Apply your understanding

1. **GS6** Suggest why both the amount and timing of ***environmental*** flows is important for a healthy river.
2. **GS5** What would be one advantage and one disadvantage of the federal government taking control of the management of the Murray–Darling Basin over the individual states?
3. **GS6** What steps could an irrigation farmer take to adapt to a reduced allocation and more ***sustainable*** use of water?
4. **GS2** Explain how both natural events and human activities contributed to the Menindee Lakes fish kill.
5. **GS6** Suggest one way that water managers could try to prevent a fish kill occurring again.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

12.10 Thinking Big research project: Menindee Lakes murder! news report

online only

SCENARIO

As a reporter for a city newspaper, you have been sent to the small town of Menindee to investigate the recent massive fish kills in the Menindee Lakes. What caused this horrific event and what can be done to stop it happening again? It's your job to uncover the truth!

Select your learnON format to access:

- the full project scenario
- details of the project task
- resources to guide your project work
- and assessment rubric.

on Resources

ProjectsPLUS Thinking Big research project: Menindee Lakes murder! news report (pro-0213)

12.11 Review

online only

12.11.1 Key knowledge summary

Use this dot-point summary to review the content covered in this topic.

12.11.2 Reflection

Reflect on your learning using the activities and resources provided.

on Resources

eWorkbook Reflection (doc-31767)
Crossword (doc-31768)

Interactivity Inland water — dammed, diverted and drained crossword (int-7671)

KEY TERMS

aquifers layers of rock which can hold large quantities of water in the pore spaces
base flow water entering a stream from groundwater seepage, usually through the banks and bed of the stream
environmental flows the quantity, quality and timing of water flows required to sustain freshwater ecosystems
environmental impact assessment a tool used to identify the environmental, social and economic impacts, both positive and negative, of a project prior to decision-making and construction
ephemeral describes a stream or river that flows only occasionally, usually after heavy rain
eutrophication a process where water bodies receive excess nutrients that stimulate excessive plant growth
fertility rate the average number of children born per woman
flood mitigation managing the effects of floods rather than trying to prevent them altogether
green energy sustainable or alternative energy (e.g. wind, solar and tidal)
groundwater water held underground within water-bearing rocks or aquifers
icon sites six sites located in the Murray–Darling Basin that are earmarked for environmental flows. They were chosen for their environmental, cultural and international significance.
impervious a rock layer that does not allow water to move through it due to a lack of cracks and fissures
infrastructure the basic physical and organisational structures and facilities (e.g. buildings, roads, power supplies) needed for the operation of a society
micro hydro-dams produce hydro-electric power on a scale serving a small community (less than 10 MW). They usually require minimal construction and have very little environmental impact.
perennial describes a stream or river that flows permanently
rainwater harvesting the accumulation and storage of rainwater for reuse before it soaks into underground aquifers
recharge the process by which groundwater is replenished by the slow movement of water down through soil and rock layers
reservoir large natural or artificial lake used to store water, created behind a barrier or dam wall
river fragmentation the interruption of a river's natural flow by dams, withdrawals or transfers
river regime the pattern of seasonal variation in the volume of a river
subsidence the gradual sinking of landforms to a lower level as a result of earth movements, mining operations or over-withdrawal of water
terminal lake a lake where the water does not drain into a river or sea. Water can leave only through evaporation, which can increase salt levels in arid regions. Also known as an endorheic lake.
watertable upper level of groundwater; the level below which the earth is saturated with water
weir wall or dam built across a river channel to raise the level of water behind. This can then be used for gravity-fed irrigation.
wetland an area covered by water permanently, seasonally or ephemerally. They include fresh, salt and brackish waters such as rivers, lakes, rice paddies and areas of marine water, the depth of which at low tide does not exceed 6 metres.

12.5 SkillBuilder: Creating a fishbone diagram

12.5.1 Tell me

What is a fishbone diagram?

A fishbone diagram is a graphic representation of the causes of a particular effect.

Why are fishbone diagrams useful?

Fishbone diagrams are useful to help visualise a problem or effect, and to show the causes of that problem. Bones above and below the central line are used to identify causes, while the 'head' of the diagram gives the problem or effect. Each major category of cause then flows to other causes and even sub-causes. These are all linked to convey the interconnection of ideas.

Fishbone diagrams can also be adapted and used to list the positive and negative impacts of an action or event. They are useful when you are:

- brainstorming
- clarifying interconnections
- expanding ideas
- structuring an extended response.

A good fishbone diagram:

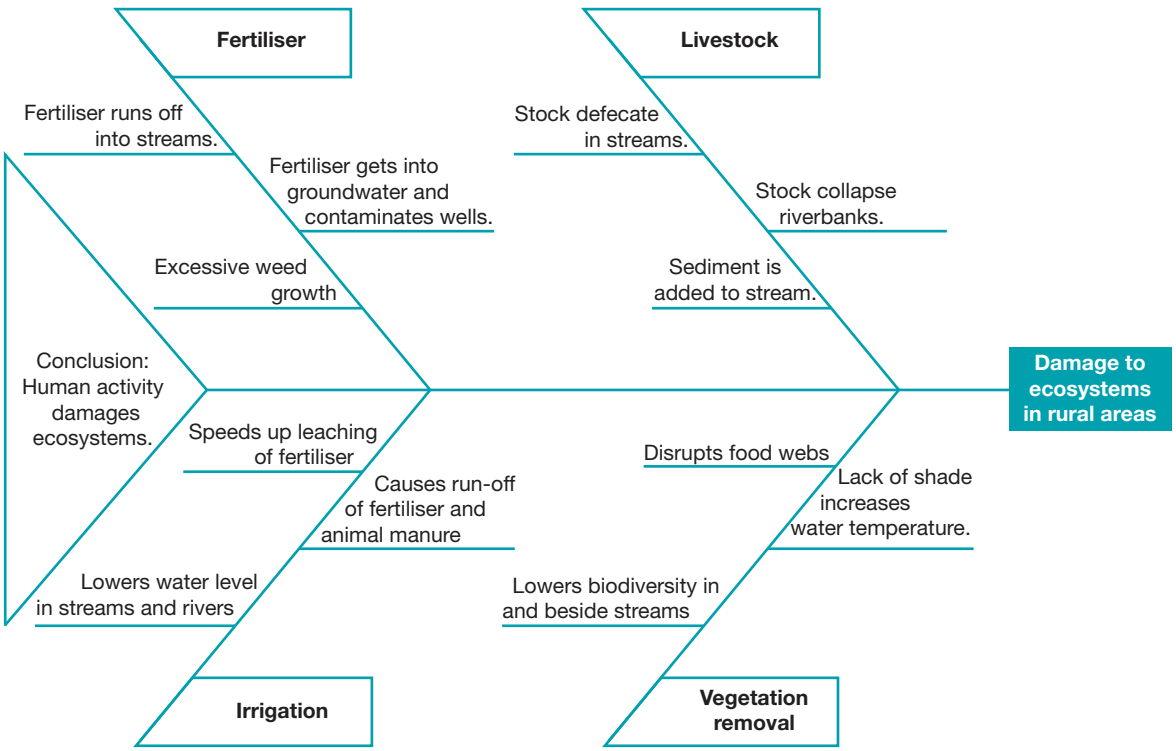
- is drawn in pencil
- has ruled lines
- identifies and labels causes and sub-causes
- identifies and labels the effect
- includes a clear title.

12.5.2 Show me

How to create a fishbone diagram

Model

FIGURE 1 Fishbone diagram that examines the causes of damage to ecosystems in rural areas



You will need:

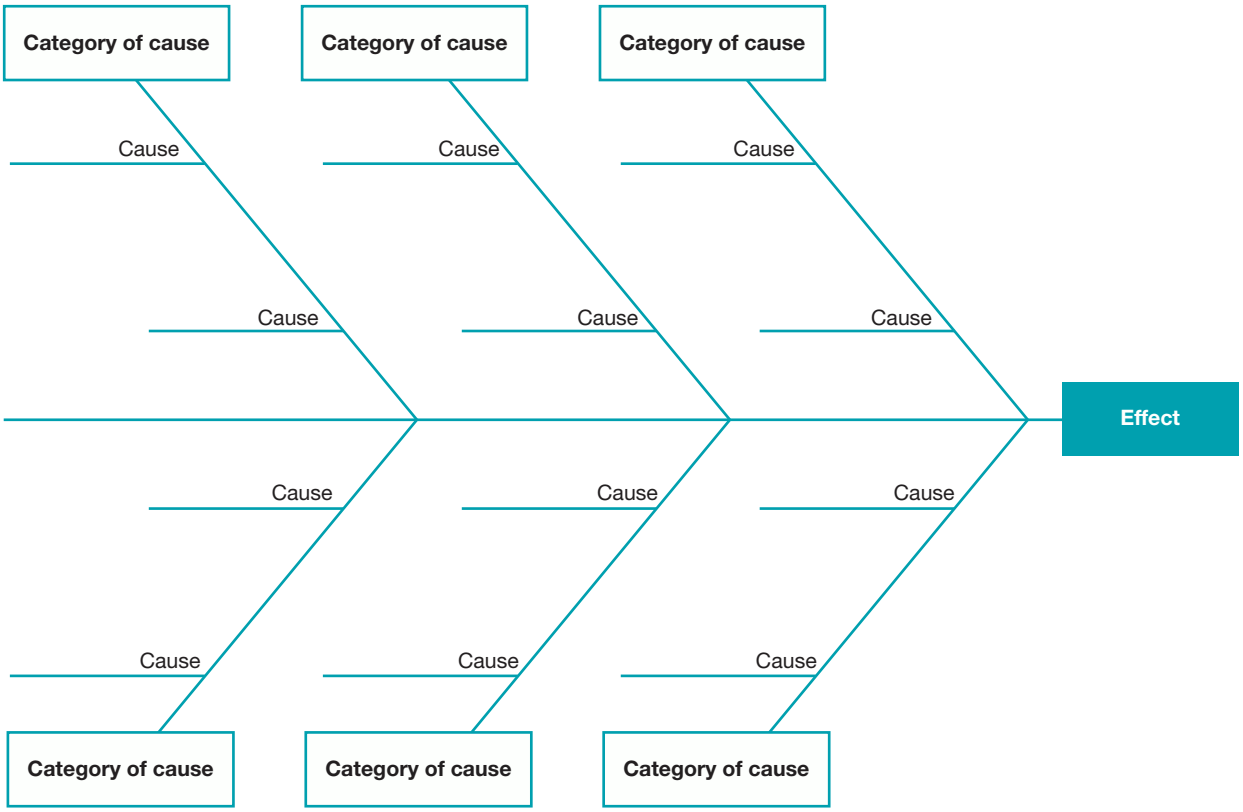
- a template of a fishbone diagram
- a piece of paper
- a ruler
- a light-grey lead pencil.

Procedure

Step 1

To complete a fishbone diagram, obtain a template to work on (see **FIGURE 2**). Determine the problem to be considered — this becomes your 'effect'. Place the effect in the head of the fishbone diagram; for example, 'Damage to ecosystems in rural areas'.

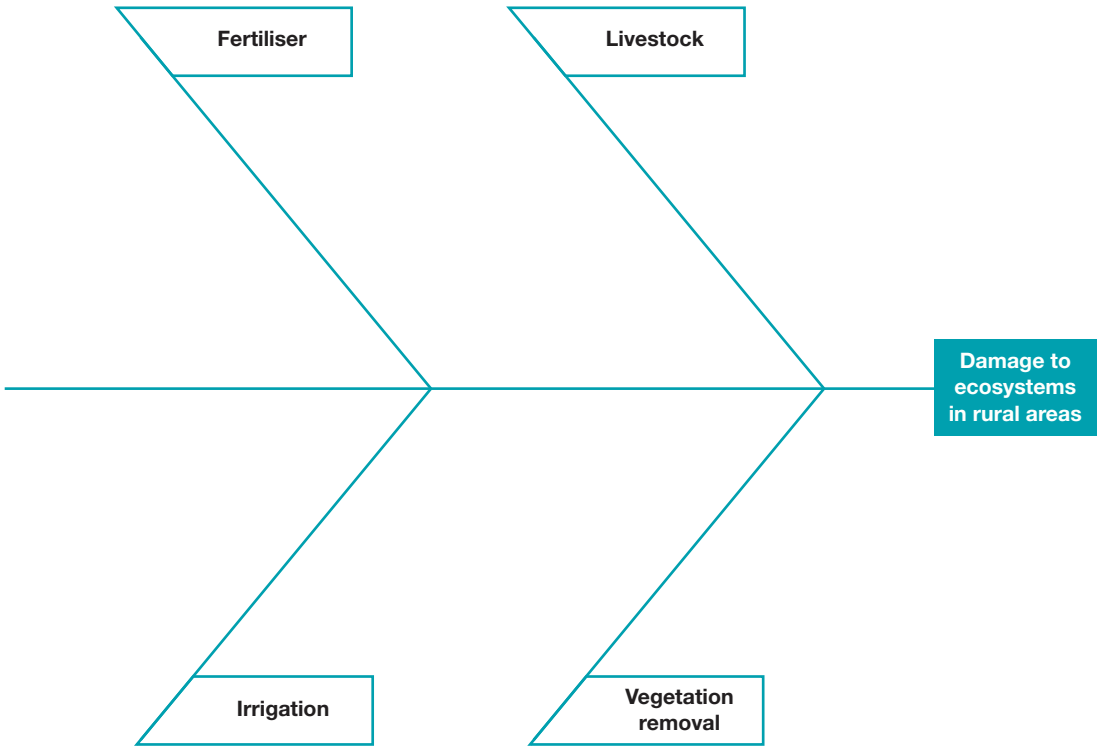
FIGURE 2 Fishbone diagram template



Step 2

Consider all the possible causes of the problem and decide what major categories these fall into. Then decide which of these categories is the most significant, and place them in the category of causes boxes closest to the fish head; place the least important categories of causes close to the fish tail. For example, 'Vegetation removal' and 'Livestock' go closest to the fish head.

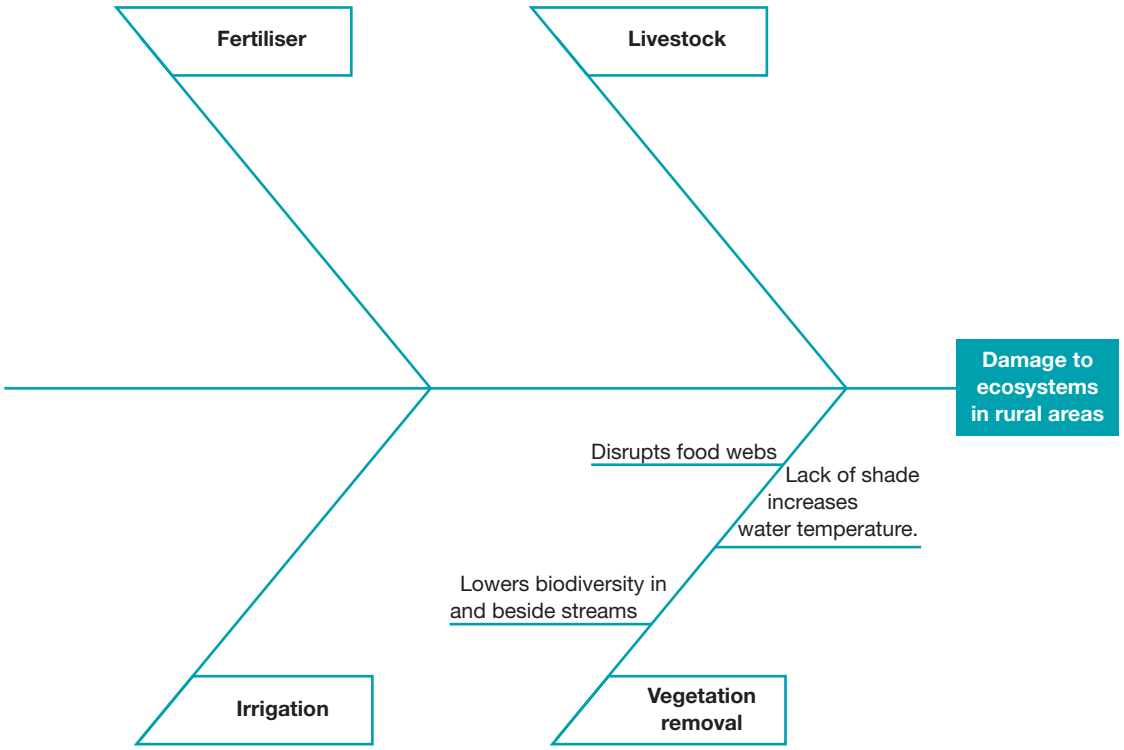
FIGURE 3 A fishbone diagram showing categories of causes



Step 3

For each category of causes, now brainstorm a number of effects within that category. Keep asking 'Why is this a problem?' or 'Why does this happen?' For example, if we ask why vegetation removal damages ecosystems in rural areas, we come up with 'Lowers biodiversity' and 'Increases water temperature'.

FIGURE 4 A fishbone diagram and some effects



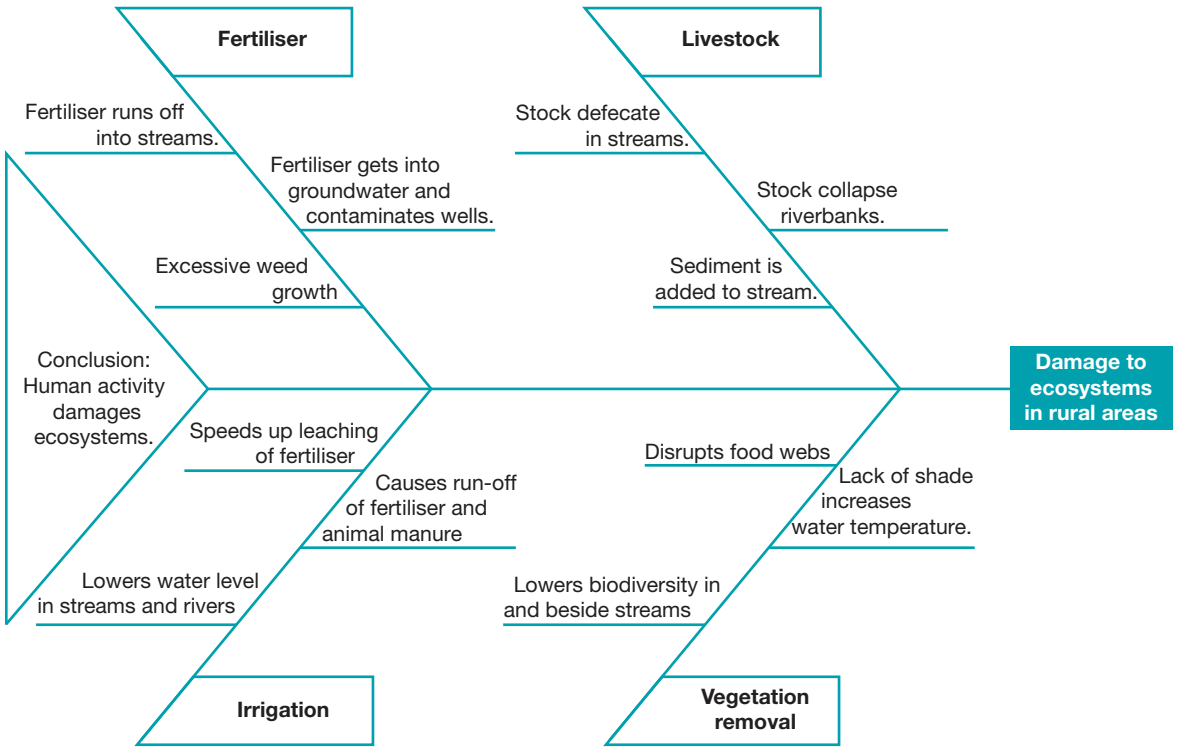
Step 4

Consider another category and its related causes. Complete the bones of the fish with all your ideas.

Step 5

Now in the tail of the fish you can draw your conclusion. How do you assess the causes of damage to rural ecosystems, given the four categories you considered?

FIGURE 5 Conclusion shown on fishbone diagram



on Resources

Video eLesson Creating a fishbone diagram (eles-1748)

Interactivity Creating a fishbone diagram (int-3366)

12.5.3 Let me do it

Complete the following activities to practise this skill.

12.5 ACTIVITIES

1. Referring to subtopics 12.2, 12.3 and 12.4, complete a fishbone diagram on the causes of damage to inland water resources. Use the checklist to ensure you cover all aspects of the task.
2. Apply your skills to answer the following questions.
   (a) What were the four main categories you used? Were your categories the same as those used by others in the class?
   (b) Could you think of more causes than the lines provided?
   (c) Did you share your ideas about possible causes with other class members to build up your responses?
   (d) What did you conclude about the damage to inland water resources?
   (e) Did the fishbone diagram help you to find the causes of the problem? Explain your answer.

Checklist

I have:

- drawn in pencil
- ruled all lines
- identified and labelled causes
- identified and labelled the effect
- provided a clear title.

12.8 SkillBuilder: Reading topographic maps at an advanced level

12.8.1 Tell me

What is reading a topographic map at an advanced level?

Topographic maps are more than just contour maps showing the height and shape of the land. They also include local relief and gradients and allow us to calculate the size of various areas. Reading this information requires more advanced skills.

Why is reading a topographic map at an advanced level useful?

All topographic maps use similar symbols to show the main features in the landscape. These conventional symbols make it easy for map readers to quickly identify the features shown in the legend. Using advanced skills in map reading, you can make inferences about the interconnection of environments, landforms, climate and human activity. You can learn a great deal about an environment with advanced topographic map-reading skills.

Topographic maps are also useful for:

- showing the changing shape of the land
- determining water flows across a region
- considering infrastructure, such as roads and railways
- revealing land use, such as farming.

A good reading of a topographic map at an advanced level uses:

- the key, or legend, to locate features
- grid references to locate places
- spot heights to calculate local relief
- contours to calculate distances, contour interval and gradient
- scale to calculate area.

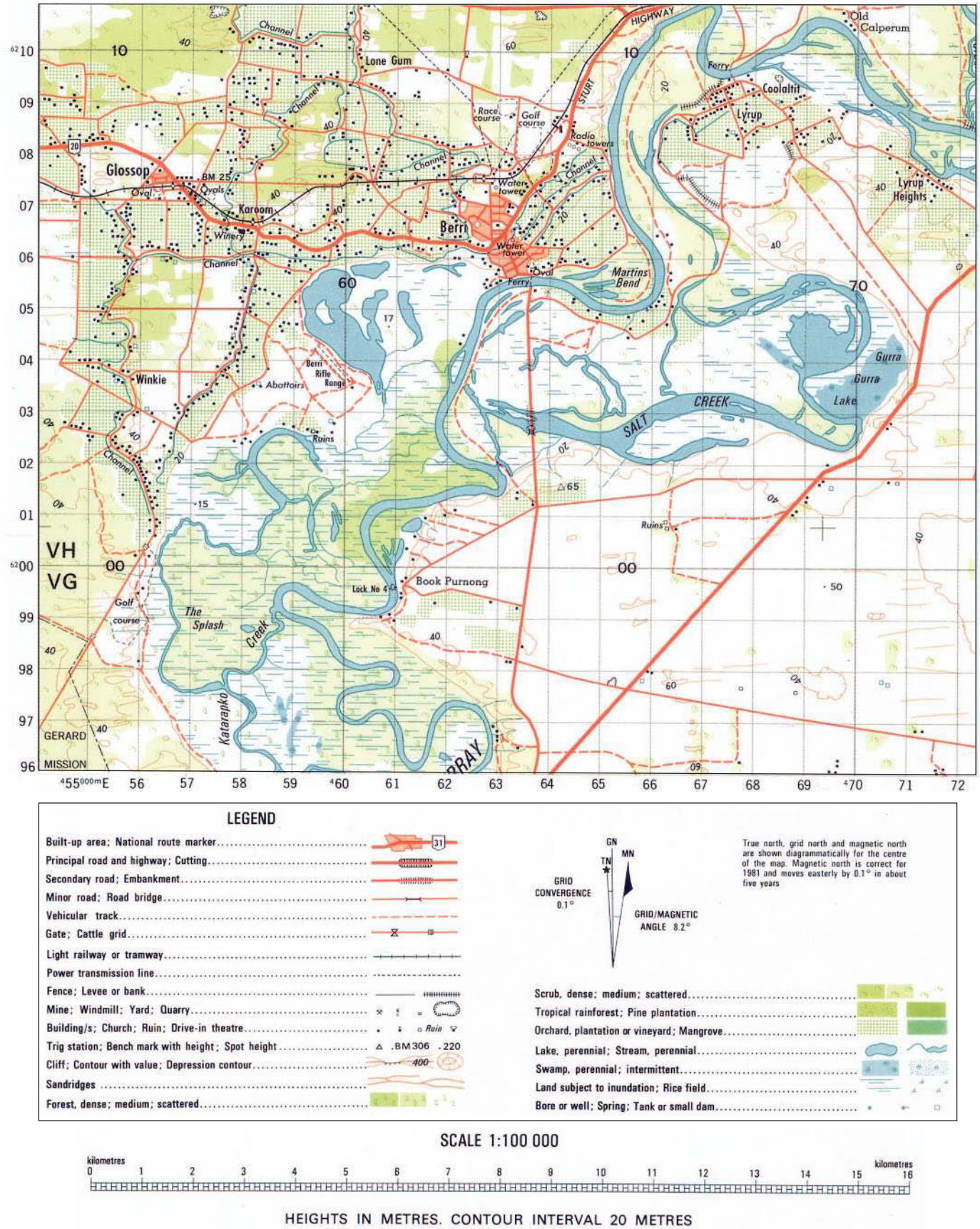
12.8.2 Show me

How to read a topographic map at an advanced level

Model

The local relief between Berri township and the village of Lone Gum (602098) is 20 metres. You will notice there is a 20-metre contour in Berri and a 40-metre contour in Lone Gum, so the local relief is 20 metres. The gradient of the area is 1:200. The area of Gurra Gurra Lake is 1.5 square kilometres, and the township of Berri covers an area of three square kilometres. It is surrounded by an irrigation area to the west and south-west of about 34 square kilometres.

FIGURE 1 Topographic map of Berri, South Australia



Source: Map supplied by MAPLAND, Environmental and Geographic Information, Department for Environment and Heritage, South Australia

You will need:

- a topographic map of the region being considered
- a piece of tracing paper
- a pencil
- a ruler.

Procedure

To calculate local relief, gradient and area, you must have a topographic map and identify an area to study.

Step 1

Revise your skills: check the legend symbols, determine the map scale, and check your grid reference skills. These skills should have been covered in your previous Geography studies.

Step 2

Cast your eye over the map, and make interpretations of the area. What are the obvious features of this map? In **FIGURE 1**, the land is not high and much of the land use is irrigated land. Are there any unusual features as well? In **FIGURE 1** there is a large area that is covered by water with unusual water features. Can the road system tell you anything about the importance of Berri in the region?

Step 3

Look very closely at the map. Discovering the local relief of the area is best done using spot heights. A symbol for spot heights should be included in the key/legend. These are small dots on the map with a number written beside them. Spot heights are used to indicate the highest or lowest point, but can also be given across a map when the land is flat and few contours appear. Find a spot height of 17 metres (grid reference 608047) south-west of Berri township.

Step 4

Calculate the local relief within the region. Local relief is the measure of the difference in height between the highest and lowest points within a relatively small area. In **FIGURE 1**, in the Berri township area, the highest point is 60 metres and the lowest point is 20 metres or less, so the local relief is 40+ metres. Because this is a low number, the change in height across the area is minimal.

Step 5

Gradient is the measurement of the steepness of the land between two places. To calculate the gradient, you need (a) the difference in height between two places — the vertical interval or 'rise'; and (b) the horizontal distance between two places — called the 'run'. The gradient is expressed as a ratio, so both the rise and the run must be expressed in the same units of measurement, generally metres. The example below calculates the gradient between the township of Winkie (40 metres) and the abattoirs at 582035 (20 metres) with a distance of two kilometres (2000 metres) between the places.

$$\frac{\text{Vertical interval (rise)}}{\text{Horizontal distance (run)}}$$

$$= \frac{20}{2000}$$

$$= \frac{1}{500}$$

= The land rises one metre in height for every 100 metres in distance.

Step 6

To calculate the area of an unusual shape on the map, a scaled grid can be placed over the map and the parts can be added up to give a squared area. On a piece of tracing paper, use a pencil and ruler to draw a grid in accordance with the scale of the map. Maps of 1:100 000 mean that each grid square is one square kilometre. That is, each side of the grid square is one square kilometre. If the scale is 1:500 000, then you need to draw a grid with each line two centimetres apart. Each complete square then represents one square kilometre.

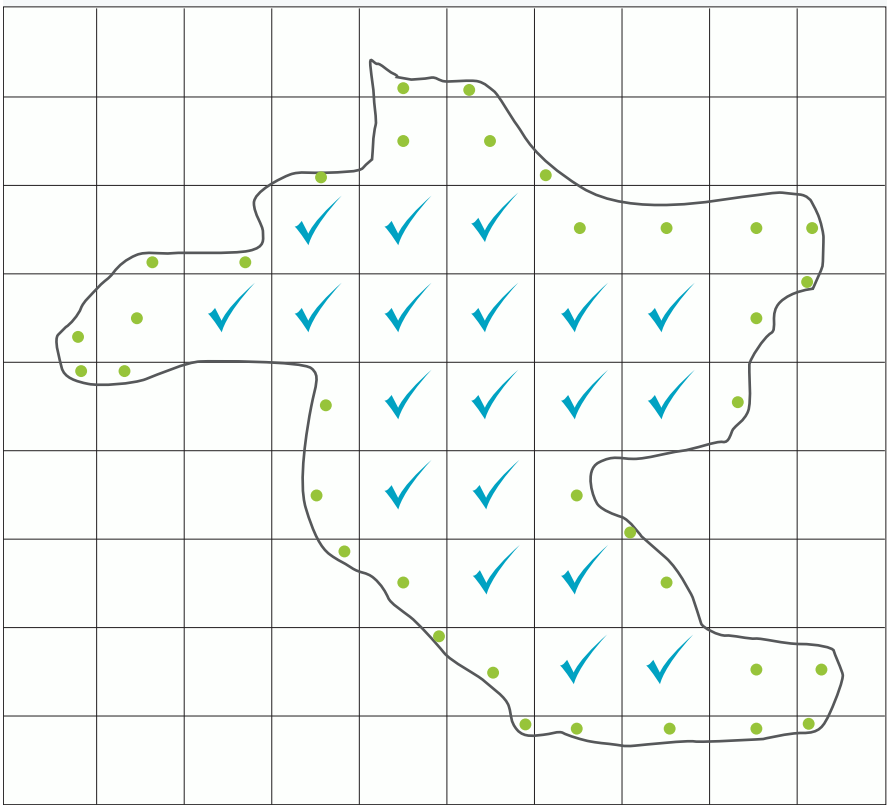
Step 7

Lay the tracing paper over the mapped area and mark the squares that are complete in the mapped area. Add up this number. In the example shown in **FIGURE 2**, there are 19 complete squares — these are shown with a green tick. In the case of Berri township, there is one complete square.

Step 8

Now mark the incomplete squares and count them as half squares. That is, halve the number of incomplete squares. In **FIGURE 2**, there are 35 incomplete squares. When halved, this comes to 17.5. Berri township has two incomplete squares, so when halved, you get one. Add up the number of markings from steps 7 and 8 to obtain the total size of the area identified. For example, Berri township has an area of two square kilometres.

FIGURE 2 In this example, there are 19 complete grid squares and 35 incomplete grid squares. Halving the number of incomplete grid squares and adding this number (17.5) to 19 gives a total of 36.5 complete squares.



on Resources

Video eLesson	Reading topographic maps at an advanced level (eles-1749)
Interactivity	Reading topographic maps at an advanced level (int-3367)
Digital document	Topographic map of Berri, South Australia (doc-11570)
Google Earth	Berri

12.8.3 Let me do it

Complete the following activities to practise this skill.

1. Use the topographic map for the region west of Wentworth provided in the Resources tab (doc-11569) to complete the following calculations. Use the checklist to ensure you cover all aspects of the task.
   (a) Calculate the local relief between Cappits Creek and the Murray River.
   (b) Calculate the local relief between Frenchmans Creek, Bunberoo Creek and the Murray River.
   (c) Calculate the gradient from the top of the map to the bottom of the map.
   (d) Calculate the size of the area of land between Frenchmans Creek and the Murray River.
   (e) Calculate the area of Pink Lake.
2. Apply your skills to answer the following questions.
   (a) How would you describe the topography of the mapped area? Refer to local relief.
   (b) Using your understanding of gradient, why is it necessary to control Frenchmans Creek with levees?
   (c) Calculate the area that is prone to inundation and shown as wetland.
   (d) What time of year would be the best time to drive on the road network of this region? Explain your answer.
   (e) Use grid references to suggest where an oxbow lake might form. Explain what will happen.

Checklist

I have used:

- the key/legend to locate features
- grid references to locate ***places***
- spot heights to calculate local relief
- contours to calculate distances, contour interval and gradient
- ***scale*** to calculate area.

12.10 Thinking Big research project: Menindee Lakes news report

12.10.1 Scenario

During the summer of 2018–19, massive fish kills occurred in the Menindee Lakes in western New South Wales. More than a million native fish died; community outrage ensued.

A 'fish kill' event involves the death of a large number of fish or other aquatic animals (such as crabs or prawns) over a short period of time and often within a defined area.

Such events can occur due to a wide range of factors including:

- natural spawning and migration events
- diseases, including susceptibility to disease due to stress or poor water quality
- low dissolved oxygen, which can be caused by decay of algal blooms, decay of other organic matter, coral spawning, or poor mixing of a water body
- sudden change in water quality, such as salinity, pH, turbidity, dissolved solids or temperature
- contaminants such as hydrogen sulfide, carbon dioxide, ammonia, methane and others, including metals
- physical irritants, such as suspended sediment, algal cells and bacteria that interfere with fish gills
- algal toxins, which are produced by some species under certain conditions.

The Menindee Lakes act as a storage facility for water in the Darling River, part of the extensive Murray–Darling Basin, so the amount of water in the lakes at any one time is actually controlled. There is considerable controversy and blame-laying over the management of the water in the Darling River, especially between upstream users (particularly those irrigating large cotton farms) and the downstream users of water, which include the city of Broken Hill and farmers and towns all the way to the mouth of the Murray–Darling River in South Australia.

As a reporter for a city newspaper, you have been sent to the small town of Menindee to investigate the fish kills. What caused this horrifying event and what can be done to stop it happening again? It's your job to uncover the truth!

12.10.2 Task

You will research the Menindee Lakes fish kills and the surrounding controversy to write a front-page investigative report for your newspaper (print or online edition).

Your front-page report should include:

- mast head (title of paper), a catchy main headline, several sub-headlines and the author's (your) name
- location map of the Menindee Lakes in the Murray–Darling Basin (include clear labelling for the lakes, the Darling and the Murray rivers).
- history and background to the Menindee Lakes
- role of the Menindee Lakes as a water storage facility
- reasons for the 2018–19 fish kills (several factors, including environmental and political [management])
- environmental, social and economic impacts of the fish kills
- possible improvements in water management that could reduce the occurrence of future fish kills
- 1–2 images with captions
- viewpoints and quotes from hypothetical interviews with three relevant people (scientists, local townspeople, irrigators, local tourist operators, mayor, fishers, environmentalists) clearly expressing their opinions

  (*Note:* This is an important part of the task, which requires you to think about the factors contributing to the fish-kill event and the possible impacts, then to 'put yourself in the shoes' of the three people you will 'interview' to be able to express a realistic viewpoint.)
- a concluding statement
- a bibliography.

12.10.3 Process

- Open the ProjectsPLUS application in the Resources for this topic. Open the **Project set-up** tab to enter the project due date and, if you wish to, set up your project group so you can work collaboratively. You can complete your news article individually or work with a partner to swap ideas and share responsibility for the project. Save your settings and the project will be launched.
- Navigate to the **Research forum**, where you will find starter topics loaded to guide your research. You can add further topics to the Research forum if you wish.
- In the **Media centre** you will find an assessment rubric and some helpful weblinks that will provide a starting point for your research. Make notes of your research and remember to record details of your sources so you can create a bibliography.
- Add your research notes and source details to the relevant topic pages in the Research forum. You can view, share and comment on research findings with your partner.
- Decide on the characters you will 'interview' and formulate their opinions for your quotes.
- Research to find suitable images (include captions) and a location map (with full BOLTSS).
- When you have completed your research, you can print out the **Research report** in the Research forum to easily view all the information you have gathered, if you wish.
- Design or search the internet for a suitable template for a newspaper front page and select an appropriate mast head, main headline and sub-headlines.
- Write the article for the newspaper using sub-headlines to break up your content and to ensure that you cover all tasks. Make sure that data is included.
- Review your finished newspaper front page, carefully checking spelling and grammar. Complete your bibliography, listing details of all sources used.
- Ensure that you have completed all elements of the task and, when satisfied, 'deliver' your paper and your bibliography to your teacher for assessment and feedback.

on Resources

ProjectsPLUS Thinking Big research project: Menindee Lakes news report (pro-0213)

12.11 Review

12.11.1 Key knowledge summary

12.2 Wet and wonderful — inland water

- Inland water covers a range of different landforms and environments.
- Water that is stored in rivers, lakes and groundwater provides a wide range of environmental services.
- Changes as a result of human activities can alter the environmental functions of inland water bodies.

12.3 Damming rivers — the pros and cons

- Dams provide many benefits to societies from supplying water and electricity to preventing floods and providing irrigation water.
- At the same time, dams also create river fragmentation, displace communities and change river flows.
- Large-scale mega dams have always been associated with economic development and progress.
- Mega dams have brought significant environmental and social impacts.
- Globally, there are questions about the economic, social and environmental worth of mega dams.
- Indigenous and environmental groups have challenged the construction of a mega dam, the Belo Monte in Brazil.
- Partly as a result of the controversy, costs and corruption involved in the dam's construction, the Brazilian government will cease to build mega dams

12.4 Alternatives to damming

- More attention is now being paid to small-scale, community-based water management schemes.
- Rainwater harvesting schemes and micro hydro-dams are two alternatives.
- Use of traditional small water harvesting dams (*johads*) in India are providing significant benefits – both environmental and social.

12.6 Using our groundwater reserves

- Groundwater is an important section of the watertable used by more than 2 billion people across the world.
- There are many benefits to the use of groundwater, particularly for water and food security.
- It can take up to several thousands of years to replenish groundwater if overused.
- Water availability is unevenly distributed in China with much more water available in the south than the north.
- In China's north, unsustainable use of water is lowering groundwater reserves.
- A large-scale transfer of water from the south to the north of China has been constructed.
- There are many social, economic and environmental impacts from such a scheme.

12.7 The impacts of drainage and diversion

- Wetlands are a very important biome.
- Wetlands are constantly under threat from a range of human activities.
- The overuse and diversion of water is causing over one-third of the world's major surface water supplies to dry up.
- Lake Urmia in Iran is an example of where over-extraction of water has led to the decline in the health and size of the lake.
- It is possible to restore Lake Urmia given enough funds and more sustainable farming practices.

12.9 Putting water back — managing the Murray–Darling

- Environmental changes have developed because of the overuse of water resources in the Murray Darling Basin
- Several government plans have been put in place to provide environmental flows to improve the health of the river, but there are ongoing issues in balancing environmental, economic and social needs.
- Drought and water mismanagement contributed to a major fish kill in the Menindee Lakes.

12.11.2 Reflection

Complete the following to reflect on your learning.

12.11 ACTIVITIES

Revisit the inquiry question posed in the Overview:

Humans would find life very hard without healthy inland water sources. Are we being careful with how we use and change them?

1. Now that you have completed this topic, what is your view on the question? Discuss with a partner. Has your learning in this topic changed your view? If so, how?
2. Write a paragraph in response to the inquiry question, outlining your views.

on Resources

eWorkbook Reflection (doc-31767)
Crossword (doc-31768)

Interactivity Inland water — dammed, diverted and drained crossword (int-7671)

KEY TERMS

aquifers layers of rock which can hold large quantities of water in the pore spaces
base flow water entering a stream from groundwater seepage, usually through the banks and bed of the stream
environmental flows the quantity, quality and timing of water flows required to sustain freshwater ecosystems
environmental impact assessment a tool used to identify the environmental, social and economic impacts, both positive and negative, of a project prior to decision-making and construction
ephemeral describes a stream or river that flows only occasionally, usually after heavy rain
eutrophication: a process where water bodies receive excess nutrients that stimulate excessive plant growth
fertility rate the average number of children born per woman
flood mitigation managing the effects of floods rather than trying to prevent them altogether
green energy sustainable or alternative energy (e.g. wind, solar and tidal)
groundwater water held underground within water-bearing rocks or aquifers
icon sites six sites located in the Murray–Darling Basin that are earmarked for environmental flows. They were chosen for their environmental, cultural and international significance.
impervious a rock layer that does not allow water to move through it due to a lack of cracks and fissures
infrastructure the basic physical and organisational structures and facilities (e.g. buildings, roads, power supplies) needed for the operation of a society
micro hydro-dams produce hydro-electric power on a scale serving a small community (less than 10 MW). They usually require minimal construction and have very little environmental impact.
perennial describes a stream or river that flows permanently
rainwater harvesting the accumulation and storage of rainwater for reuse before it soaks into underground aquifers
recharge the process by which groundwater is replenished by the slow movement of water down through soil and rock layers
reservoir large natural or artificial lake used to store water, created behind a barrier or dam wall
river fragmentation the interruption of a river's natural flow by dams, withdrawals or transfers
river regime the pattern of seasonal variation in the volume of a river
subsidence the gradual sinking of landforms to a lower level as a result of earth movements, mining operations or over-withdrawal of water
terminal lake a lake where the water does not drain into a river or sea. Water can leave only through evaporation, which can increase salt levels in arid regions. Also known as an endorheic lake.
watertable level below which the rock layer is fully saturated with water
weir wall or dam built across a river channel to raise the level of water behind. This can then be used for gravity-fed irrigation.
wetland an area covered by water permanently, seasonally or ephemerally. They include fresh, salt and brackish waters such as rivers, lakes, rice paddies and areas of marine water, the depth of which at low tide does not exceed 6 metres.

13 Managing change in coastal environments

13.1 Overview

Though it may not be obvious, coasts are constantly changing. How do natural and human processes contribute to this?

13.1.1 Introduction

The coast is home to 80 per cent of the world's population, and is a popular place to settle for reasons of climate, water resources, land for agriculture and industry, access to transportation systems, and recreation. Hence, it is essential to understand the changes that are occurring to coastal environments, and how they will affect human settlements. The changes are both natural and human-induced. They are sometimes short term (as a result of storms and tsunamis) and sometimes long term (climate change leading to rising sea levels). To cope with these changes, careful planning and management is needed to ensure a sustainable future for human activity at the coast.

on Resources

eWorkbook Customisable worksheets for this topic

Video eLesson Washed away (eles-1710)

LEARNING SEQUENCE

13.1 Overview
13.2 Understanding coastal landscapes
13.3 Challenges to coastal management
13.4 How do we manage coastal change?
13.5 **SkillBuilder:** Comparing aerial photographs to investigate spatial change over time online only
13.6 **SkillBuilder:** Comparing an aerial photograph and a topographic map online only
13.7 **Thinking Big research project:** Ecology action newsletter — Reef rescue online only
13.8 **Review** online only

To access a pre-test and starter questions and receive immediate, **corrective feedback** and **sample responses** to every question, select your learnON format at www.jacplus.com.au.

13.2 Understanding coastal landscapes

13.2.1 The importance of the coast

Coasts are a dynamic natural system. The forces of nature are constantly at work, either creating new land or wearing it away. Over 85 per cent of Australians live within 50 kilometres of the coast. As well as being a favoured place to live, the coast is the most popular destination for tourists and visitors.

All forms of human activities can have impacts on coastal landforms and the **ecosystems** of plant and animal life. Australia's coasts need to be managed to achieve goals of sustainable living for all who share this common environment. In addition, there is a need to balance the diverse viewpoints of human-induced development with conservation principles.

13.2.2 The coastal zone

The coastal zone may be broadly defined as the zone where the land meets the sea (see **FIGURE 1**). It includes an area of water known as coastal waters (waters within 3 nautical miles of the shore) and an area of land called the **hinterland**, which extends several kilometres inland of the coast. The Australian coast, which is approximately 37 000 kilometres in length, consists of many different environments such as plains, rivers and lakes, rainforests, wetlands, mangrove areas, estuaries, beaches, coral reefs, seagrass beds and all forms of sea life found on the adjoining continental shelf.

FIGURE 1 Typical Australian coastal scenario, Point Danger, Tweed Heads, New South Wales

In these varied coastal environments many of Australia's World Heritage sites are found, such as the Great Barrier Reef (see **FIGURE 2**), Lord Howe Island, Fraser Island and Shark Bay. The coast is also important for human settlement: urban complexes, ports and harbours. Many Aboriginal and Torres Strait

Islander people lived and continue to live in coastal communities. Historical evidence of middens, art sites, fish traps, stone and ochre quarries, and burial and religious sites show the long history of occupation of the Australian coast. It is important that we understand our coastal environments in order to ensure their sustainable management, to maintain marine biodiversity, and so that they may be preserved for the many generations to come.

FIGURE 2 The Great Barrier Reef was placed on the World Heritage List in 1981.

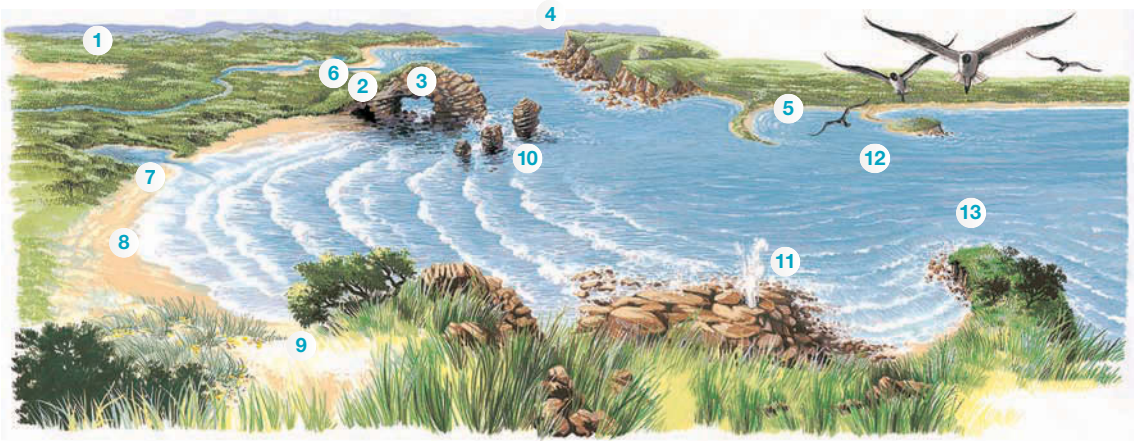
13.2.3 Coasts as natural systems

Coasts are natural systems consisting of landforms such as beaches, dunes and cliffs as well as biotic elements: aquatic and terrestrial plants and animals. Geographers refer to all these things as biophysical elements. Coasts are also said to be in a state of **dynamic equilibrium**, which means they are constantly changing. Examples of small-scale and short-term agents of change are the tides, ocean currents and wave action. Examples of large-scale agents of change (which happen over vast periods of geological time) include continental drift, uplift and sinking of land, movement of sea levels due to ice ages and warm periods, and creation of islands by volcanic activity.

13.2.4 Coastal landforms

There is a wide range of marine and terrestrial structures found at the coast. Many, such as the landforms of beaches, bays, dunes and cliffs, are familiar to us (see **FIGURE 3**). Others such as fiords are unique to polar regions, which were impacted by ice ages. Structures found under the sea are not so widely known and can include the continental shelf, canyons and trenches.

FIGURE 3 The range of coastal landforms



1. Dune blowouts occur when loose sand is blown from the dune because vegetation has been removed.
2. Waves are refracted (bent) towards a headland and release energy either side of it. Caves will be formed where weak rocks are eroded on each side of a headland.
3. Over time the caves will erode on either side of a headland and join to form an arch.
4. Erosion between low and high tides undercuts rocks and a rock platform develops. This undercut section eventually becomes weak and collapses, creating a cliff.
5. Longshore drift moves sand and other material along a beach. If this drift occurs mainly in one direction, sand may extend along the coastline forming a spit.
6. Estuaries are the parts of a river that are tidal and occur at the sea. They catch mud, sand and nutrients.
7. A lagoon is formed when a sandbar begins to develop, eventually closing an estuary.
8. Beaches are formed when material is brought to the shore by waves. The material can be sand, stones or pebbles.
9. Dunes are formed when sand on a beach is stabilised by vegetation.
10. Further erosion of the rock supporting the arch will cause it to collapse, leaving a stack.
11. If caves develop in places exposed to the sea and waves, water rushes in and can cause pressure to build at the back of the cave. If a section of rock in the roof of the cave is weak, part of the roof may collapse and a blowhole is formed.
12. A spit can sometimes join two land areas. This is called a tombolo.
13. Headlands are formed when coastal rocks are very hard and resist erosion from the waves. Softer rocks either side of the headland are eroded and transported elsewhere.

13.2.5 Ocean processes

Waves and the movement of coastal waters caused by tides, currents, rips, storm surges and tsunamis are ongoing processes that mould the coast, creating and destroying landforms and submarine forms. Tides, which are generated by the gravitational pull of the moon and the sun, cause changes in sea level; this can vary between low and high tide by as much as 10 metres, such as is found in Broome, Australia.

Waves are generated by winds out at sea and this creates what is called swell; the larger the fetch area or distance to the coast, the greater the potential height of the wave, particularly in storm conditions. Waves that are generated in storm conditions are called destructive waves, and these lead to increased erosion of coastal forms (see **FIGURE 4**). Waves that are generated in calm conditions are known as constructive waves, and these may build up sediments, giving rise to beaches and dunes (see **FIGURE 5**).

FIGURE 4 Destructive wave. The backwash is more powerful than the swash, and sand is stripped from beaches.

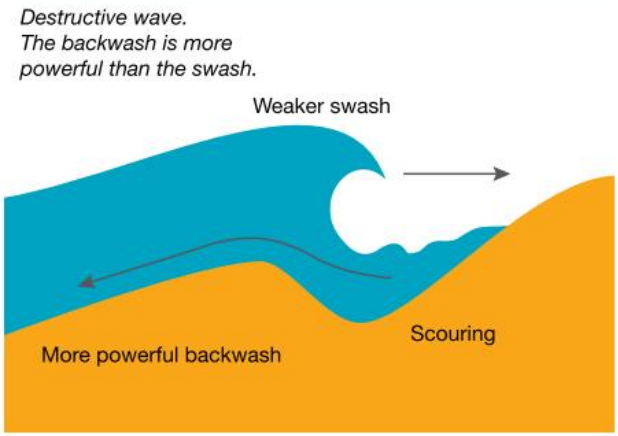
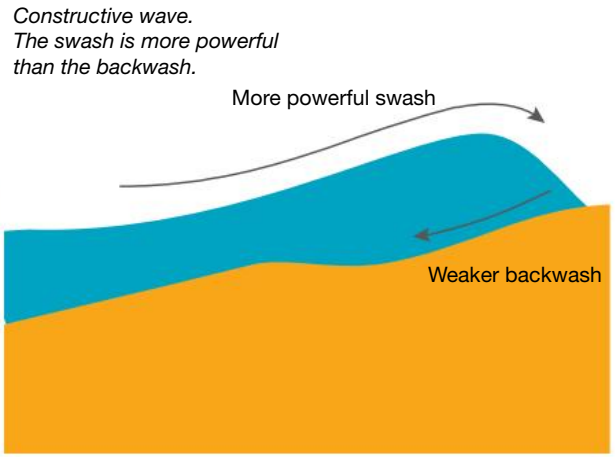


FIGURE 5 Constructive wave. The swash is more powerful than the backwash.



As a wave approaches the coast it translates into a swash or forward movement, and to a backwash or return to the sea after its encounter with the land. Surfers look for the swash element of waves to carry them actively forwards (see **FIGURE 6**). If waves come into the coast at an angle, the swash will move up the beach at that angle, but the backwash returns under the action of gravity directly down the beach. This leads to what is called longshore drift (see **FIGURE 7**), which can move large quantities of sand along the coast and lead to spectacular forms such as spits, bars, barriers and tombolos.

FIGURE 6 How a wave breaks

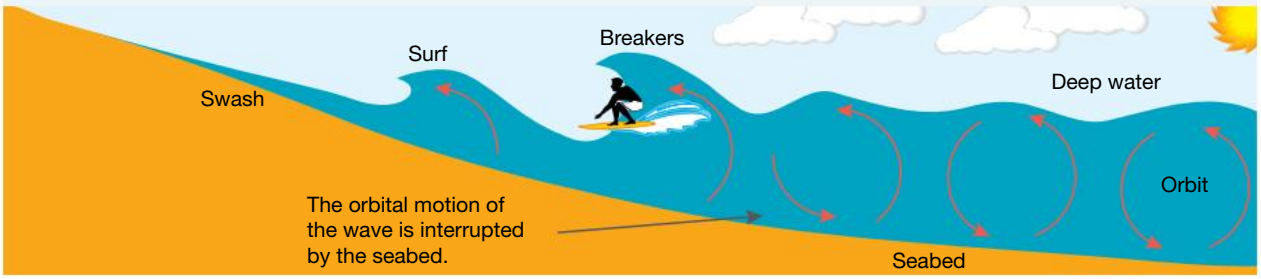
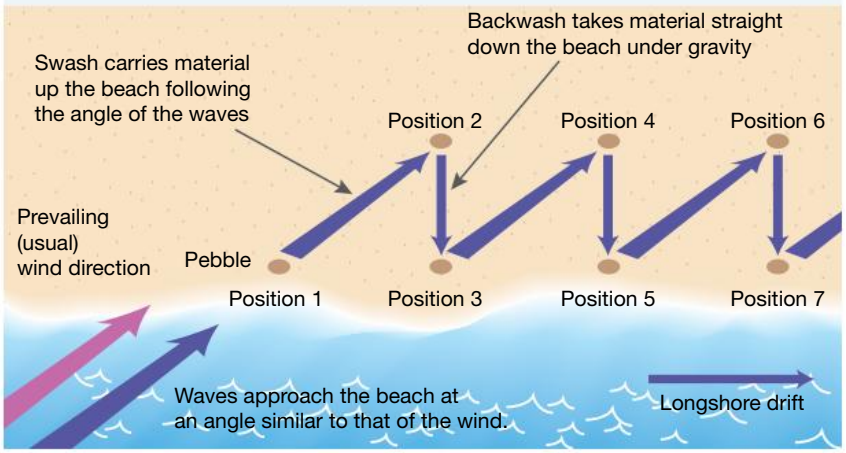


FIGURE 7 Longshore drift



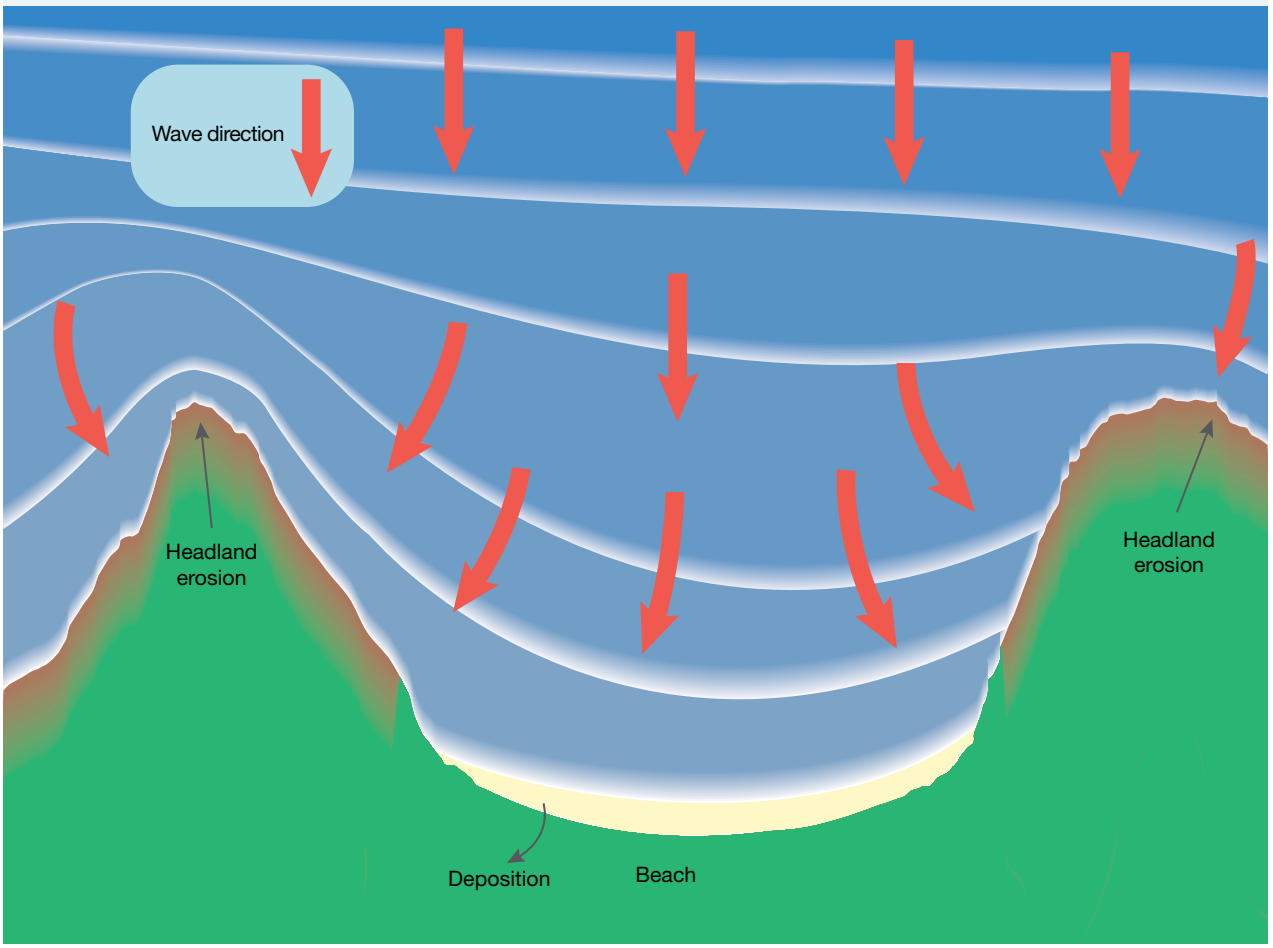
13.2.6 Erosional forms

As noted, erosion through the power of waves is significant in creating coastal landforms. For instance, during storm conditions it has been estimated that the hydraulic action or weight and pressure of water hitting the coast can amount to 10 tonnes per square metre. The mere contact of sea water with coastal rocks can lead to weathering, whereby rocks or loose sediments are either dissolved or abraded or worn away by the action of waves armed with pebbles and sediments. In some cases a section of the coast that is undermined by the sea may collapse; this is referred to as **mass wasting**. Erosional landforms include headlands, bays and bights, cliffs, platforms, caves, arches, blowholes and stacks.

Headlands and bays

Headlands and bays are created by a process of differential erosion. Some parts of the coast may be made of harder rocks or rocks that have fewer fractures, and these areas form headlands that tend to resist erosion. Bays, on the other hand, are composed of softer or more fractured rocks that are more easily eroded, leading to coastline retreat (see **FIGURE 8**).

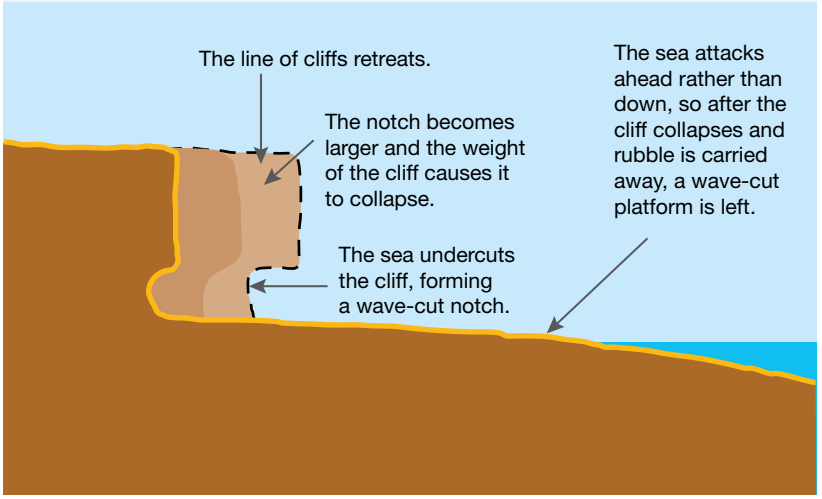
FIGURE 8 Refraction results in a convergence of waves on a headland and divergence in a bay.



Cliffs and platforms

As waves approach the coast, their erosive powers will impact on rock structures. The force of the water acting on any raised rocky structure will create what is called a cliff. A notch, which is a zone where active wave energy is concentrated, will form at the base of the cliff, and this will lead to the cliff collapsing into the sea and the coastline retreating inland. With cliff retreat, as the active wave zone in the ocean waters becomes enlarged, a platform will develop (see **FIGURE 9**).

FIGURE 9 Formation of cliffs and rocky platforms



Caves, arches, blowholes and stacks

Differences in the hardness of rocks and its joints and fractures can be exploited by erosion to create features such as caves, arches (see **FIGURE 10**) and stacks. Caves are parts of the coast that have been more actively eroded from the surrounding rocky area, leaving a hollow in the cliff section. If part of the roof of the cave collapses, in-rushing waves may be channelled up this chimney structure, forcing water and air out at the horizontal land surface above (see **FIGURE 11**). Stacks are simply remnants of cliff areas that have resisted erosion and been left stranded out to sea. The Twelve Apostles and cliffs near Port Campbell in Victoria display many of these coastal forms.

FIGURE 10 Tasman's Arch, Tasmania

FIGURE 11 Blowhole at Quobba Point near Carnarvon, Western Australia

13.2.7 Depositional forms

Depositional coastal forms include beaches, sand dunes, bars and barriers, spits, sand islands, tombolos and lagoons. Processes that create these features are generally associated with constructive waves, movement and accumulation of sands due to longshore drift, and wind blowing sandy sediments onshore.

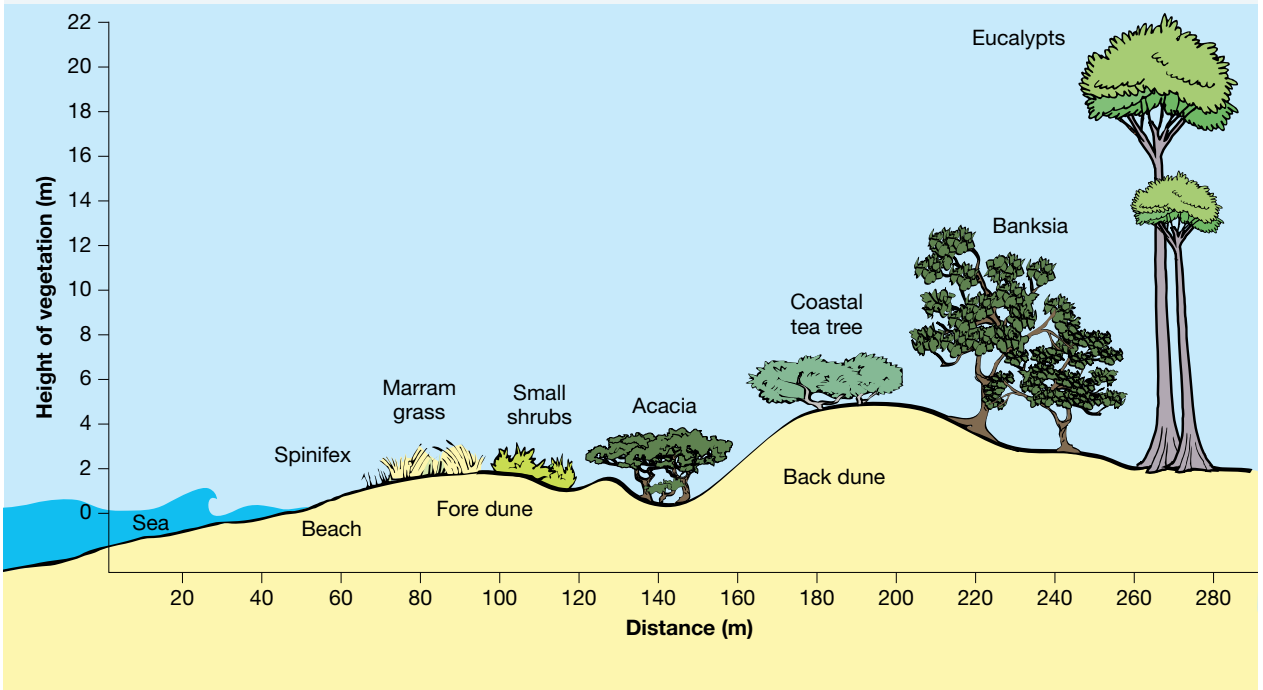
Beaches

Australia has many beaches, and we are all familiar with their structure. Sediments and sands from which beaches are formed come from materials eroded from cliffs and, more particularly, sediments brought down to the coast by rivers. Waves wash these sediments onto shallow sloping coastal platforms. As beaches are composed of soft materials, they are easily eroded in storms, but generally sands that are taken offshore will return when calmer conditions return and constructive waves can move the sediments back.

Dunes

At the back of the beach and in the zones above high tide, sandy sediments dry out. The wind can then pick these up and move them onshore and inland. Usually a fore dune will form (see **FIGURE 12**) and a depression will be found just inland behind it. If sufficient sand is available, a secondary dune may form, and in some cases dune fields may result with many lines of dunes. The development of dune vegetation that has adapted to survive in harsh conditions is important to stabilise dunes. This vegetation becomes larger and more varied as soil and freshwater conditions on the dune improve inland; this process is known as **coastal dune vegetation succession**. Dunes, due to their sandy structure, are particularly fragile and need to be managed carefully so that pedestrian traffic does not disturb stabilising plant life. Fraser Island in Queensland is composed of sandy sediments and covered with dunes that were built up during the last ice age.

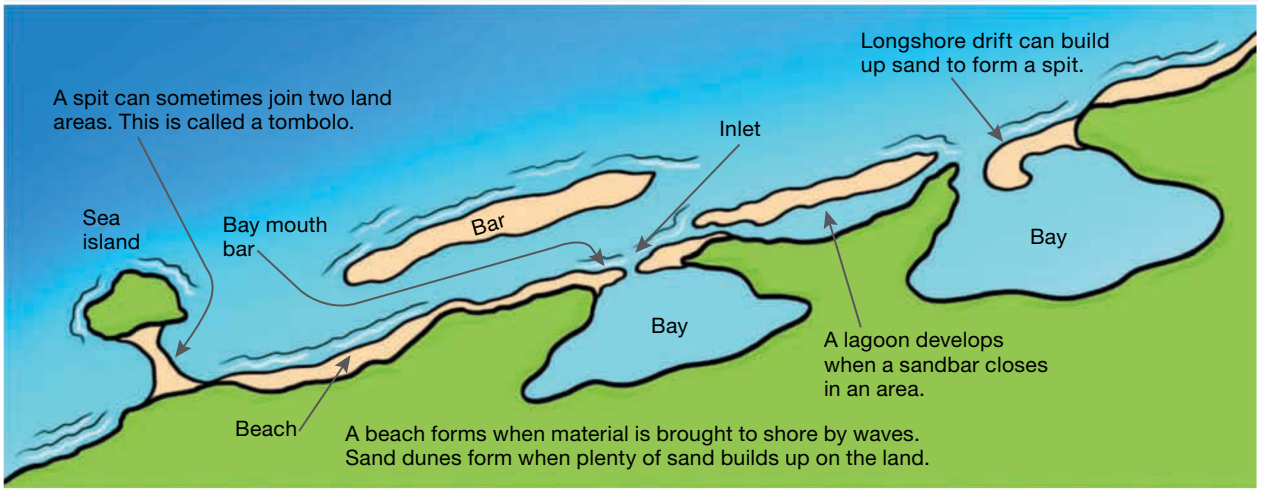
FIGURE 12 Transect showing the beach and stable and well-vegetated dunes



Other depositional coastal forms

Spits are sandy extensions of beaches formed by longshore drift currents (see **FIGURE 13**). There is a large spit at the mouth of the Noosa River in Queensland. Bars and barriers are sandy offshore structures that run parallel to the coast, and lagoons or wetlands may form behind them. The Coorong at the mouth of the Murray River in South Australia is an example of these features.

FIGURE 13 Coastal landforms created by transportation and deposition



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Deepen your understanding of this topic with related case studies and questions.

- Investigate additional topics > Oceans and coasts > **Coastal processes**

13.2 INQUIRY ACTIVITIES

1. Investigate the location of World Heritage sites in the coastal zone. On a world map, label each site and note the reason for its significance. **Classifying, organising, constructing**
2. Coastal landforms can be formed by processes of erosion and deposition. Using the internet, find examples of well-known erosional and depositional landforms and present them as a poster. **Classifying, organising, constructing**
3. Using a series of labelled sketches, explain how a rocky shore platform is formed. **Classifying, organising, constructing**
4. Fraser Island is located off the coast of Queensland. It has been recognised as the largest sand island in the world and contains many specialised landforms and unique coastal ecosystems. Once mined for sand and logged for timber, it has become a popular ecotourism destination. An issue for today is how to sustainably manage the impacts of ecotourism and protect the ***environment*** of this World Heritage listed island.
   (a) Research the past and present uses of Fraser Island.
   (b) When did it become a World Heritage site?
   (c) What are some of its unique features?
   (d) What does the future hold for Fraser Island? **Examining, analysing, interpreting**

13.2 EXERCISES

Geographical skills key: GS1 Remembering and understanding **GS2** Describing and explaining **GS3** Comparing and contrasting **GS4** Classifying, organising, constructing **GS5** Examining, analysing, interpreting **GS6** Evaluating, predicting, proposing

13.2 Exercise 1: Check your understanding

1. **GS2** Why are coasts important to people?
2. **GS2** Refer to **FIGURE 1**. What land use is found at Point Danger? How might this affect the dynamic nature of the coastal zone?
3. **GS1** What are the two main coastal processes that form coastal landforms?
4. **GS3** What are the differences between constructive and destructive waves?

5. **GS2** Refer to the vegetation transect in **FIGURE 12**.
   (a) Why does the vegetation ***change*** as you move inland?
   (b) What adaptations does dune vegetation show in terms of being adapted to dry, windy coastal ***environments***?
   (c) What would happen to the vegetation on the back dune if a blowout removed all the vegetation from the fore dune?
6. **GS2** Explain how longshore drift moves sand along a coastline. What is likely to happen on a beach if a council constructs a rock barrier at right angles to the beach?
7. **GS2** Explain the ***changes*** that high-energy waves can cause on coasts.

13.2 Exercise 2: Apply your understanding

1. **GS2** Explain why ***environmental***, social and economic criteria must be applied to manage a coastal area such as that shown in **FIGURE 1**.
2. **GS6** Predict what might happen to the Great Barrier Reef if it wasn't listed on the World Heritage List.
3. **GS4** Draw and label a sketch of coastal depositional forms such as those shown in **FIGURE 3**. What role has transportation of materials by longshore drift had in the development of these features?
4. **GS6** Refer to the photograph of Tasman's Arch in **FIGURE 10**. What will happen to this coastal feature in the future? Explain how this ***change*** will occur.
5. **GS2** Discuss what happens over millions of years to eroded material that falls into the sea.
6. **GS2** Refer to the **FIGURE 8** wave refraction diagram. Why are headlands more vulnerable to erosion than bays?

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

13.3 Challenges to coastal management

13.3.1 Human impacts on coasts

Human activities along the coast can interfere with natural coastal processes, resulting in significant changes to coastal environments. Our day-to-day lives across the globe contribute to global warming and sea-level rise, which in turn also affect our coastlines.

Human impacts on coastlines include the construction of ports, boat marinas and sea walls; changes in land use (for example, from a natural environment to agricultural or urban environments); and the disposal of waste from coastal and other settlements.

The *World Ocean Review* series is published by a not-for-profit company that seeks to raise awareness of issues relating to marine science and sustainable use of our oceans. The 2015 Review suggested that for oceans and coasts to be sustainably managed into the future, new environmental policies must be implemented. The issues identified in the review that need to be addressed include:

- **Marine pollution**
  - Toxic substances and heavy metals from industrial plants (liquid effluent and gaseous emissions)
  - Nutrients, in particular phosphate and nitrogen, from agricultural sources and untreated wastewater (eutrophication of coastal waters)
  - Ocean noise pollution from shipping and from growing offshore industry (exploitation of oil and natural gas reserves, construction of wind turbines, future mineral extraction)
- **Growing demand for resources**
  - Exploitation of oil and natural gas reserves in inshore areas and increasingly also in deep-sea areas, resulting in smaller or greater amounts of oil being released into the sea
  - Extraction of sand, gravel and rock for construction purposes
  - For the development of new pharmaceuticals: extraction of genetic resources from marine life such as bacteria, sponges and other life forms, the removal of which may result in damage to sea floor habitats
  - Future ocean mining (ore mining at the sea floor) which may damage deep-sea habitats
  - Aquaculture (release of nutrients, pharmaceuticals and pathogens)

- **Overfishing**
  - Industrial-scale fishing and overexploitation of fish stocks; illegal fishing
- **Habitat destruction**
  - Building projects such as port extensions or hotels
  - Clear-felling of mangrove forests
  - Destruction of coral reefs as a result of fishing or tourism
- **Bioinvasion**
  - Inward movement of non-indigenous species as a result of shipping transport or shellfish farming; changes in characteristic habitats
- **Climate change**
  - Ocean warming
  - Sea-level rise
  - Ocean acidification.

***Source**: World Ocean Review* 2015

FIGURE 1 Destruction of mangrove habitats has enormous impacts on biodiversity.

The 2017 *World Ocean Review* explores the coastal habitat and the diverse expectations upon this habitat. It illustrates how the varied ecosystem services rendered by the coasts are being subjected to increasing pressure, and outlines measures that will be necessary in the future to respond effectively to the threats from both climate change and natural disasters.

Coastal environments have not always been managed sustainably. In the past, decision-makers generally had less understanding of the delicately balanced nature of many coastal ecosystems, and they had limited environmental worldviews about the use of coastal areas. Their aim was to develop coastal areas for short-term economic gains. This was based on the belief that nature's resources were limitless. Building apartment blocks and tourist resorts on sand dunes seemed like a good idea — little thought was given to the fragility of the coastline and the long-term suitability of such development in an environment subject to coastal storm erosion and, in more recent times, rising sea levels.

Over time, people have realised that sustainable coastal management requires an understanding of:

- the coastal environment and the effect of physical processes
- the effect of human activities within the coastal zone
- the different perspectives of coastal users
- how to achieve a balance between conservation and development
- how decisions are made about the ways in which coasts will be used
- how to evaluate the success of individuals, groups and the levels of government in managing coastal issues.

13.3.2 The threat of global warming

Perhaps the greatest threat to coasts today is rising sea levels. It is recognised that global warming is a result of the **enhanced greenhouse effect**, which is a human-induced phenomenon that is leading to the melting of polar ice caps and glaciers. Some of the changes to coastal environments that will result due to global warming include:

- increased intensity and frequency of storm surges and coastal flooding
- increased salinity of rivers and groundwaters resulting from salt intrusion
- increased coastal erosion
- inundation of low-lying coastal communities and critical infrastructure
- loss of important mangroves and other wetlands
- impacts on marine ecosystems such as coral reefs.

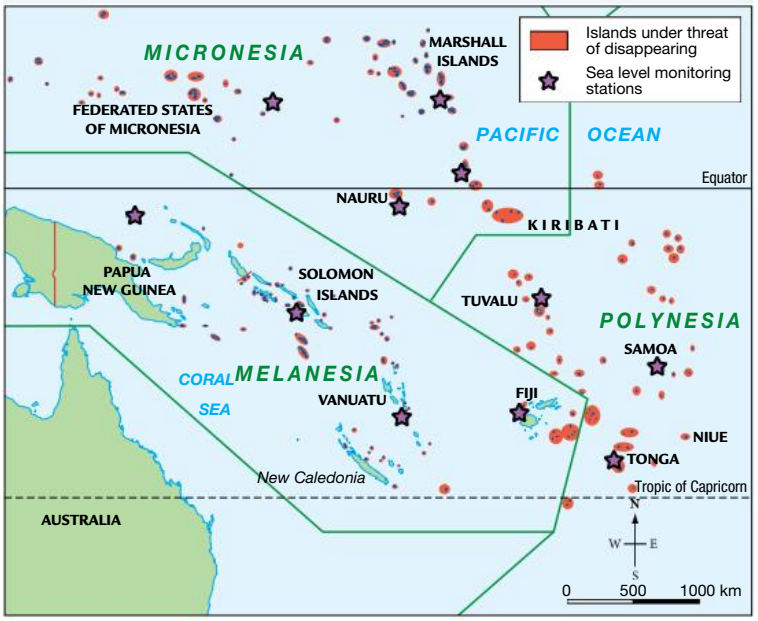
FIGURE 2 To bring attention to issues of global warming, in particular rising sea levels, a meeting was held on the sea floor by government representatives of the Republic of the Maldives.

13.3.3 Our disappearing islands

As a result of climate change, it is currently anticipated that many low-lying islands will be flooded by the sea. Sea levels are currently estimated to be rising by about 2 to 3 millimetres each year. Melting glaciers and polar ice are adding to the water volume of the oceans; also, as the water warms, its volume increases. At current rates, many island groups in the Pacific and Indian Oceans will be almost completely inundated by 2050.

Coastal storms, tsunamis, flooding, inundation, erosion, deposition and saltwater intrusion into freshwater supplies present a combined threat to coastal regions. With stronger windstorms possible, many low-lying communities will be at risk from storm surges (see **FIGURE 3** and **TABLE 1**).

FIGURE 3 Low-lying islands in the Pacific under threat of disappearing due to climate change



Source: MAPgraphics Pty Ltd, Brisbane.

TABLE 1 Selected Pacific Island nations, area and population

Island	Land area (km^2)	National extent (km^2)	Population	Gross income per person per year (US$)	Highest elevation (metres above sea level)
Kiribati	717	3 550 000	116 398	4280	80
Marshall Islands	181	2 131 000	53 127	5590	10
Tuvalu	26	900 000	11 192	5780	5
Australia	7 690 000	7 690 000	24 450 561	47 160	2229

People living on low-lying islands will be among the first wave of 'climate refugees'. Due to environmental change, mainly through rising sea levels, some people have already had to move, and many more could be without a home in our lifetime.

13.3.4 Rising sea levels in the Pacific

Many of the Pacific Islands are small and can in some cases be described as **atolls**. Their national boundaries, which include the waters and economic zones they control, extend over vast distances, but their land area is limited. Islands such as Tuvalu and the Marshall Islands in the south-west Pacific, which are only a few metres above sea level, are particularly vulnerable to rising sea levels and associated severe storm activity due to climate change.

The economies of these Pacific Islands are small-scale and earnings are not high, with a reliance on what limited natural resources occur on the islands and in the surrounding ocean waters. Although rainfall can be plentiful, not much water can be retained, due to sandy soils and low altitudes; streams are few and groundwater is scarce. Hence, any incursion by sea water can be devastating for agricultural produce (see **FIGURE 4**), the urban environment and tourism, which has more recently become a money earner for these islands.

Apart from the predicted rise in sea levels due to global warming, a secondary impact on the life of Pacific Islanders will be increases in the temperature of the sea, which will affect coral reefs and fish stocks that live in that environment. As for the Great Barrier Reef in Australia, bleaching and death of coral reefs can lead to the destruction of the whole aquatic ecosystem, and this will have devastating impacts on the Islanders' main diet, which is fish and other forms of seafood.

FIGURE 4 Poulaka crops killed by salt water due to rising sea levels

What can be done?

If food crops are destroyed by rising sea levels, **storm surges** and saltwater pollution, the Pacific Islanders do not have much scope for importing food due to their remoteness, high transport costs and low earnings of individuals. Combined with loss of seafood stocks, the Islanders will need to move to other islands to find a new home and livelihood. Clearly, this is an outcome that no-one wants to see. The task falls to the global community to instigate change to combat this impending humanitarian and ecological disaster.

The Pacific Islanders are strong advocates for the policies of the **Kyoto Protocol** and the subsequent **Paris Agreement** on climate change. Under the auspices of the United Nations Framework Convention on Climate Change (UNFCCC), these agreements have established a range of measures to reduce the impact of greenhouse gas emissions by introducing carbon trading schemes and energy-efficient forms of technology such as wind and solar power. One hundred and eighty-five countries have signed up to the Paris Agreement, which came into effect in November 2016. Signatories have agreed to ambitious targets for the reduction of greenhouse gas emissions, with an aim of keeping global temperature rise below 2 degrees Celsius, and attempting to limit it further still, to just 1.5 degrees Celsius. All parties are required to report regularly on their progress towards emissions targets. It is hoped that through these measures, the low-lying Pacific Islands can be spared a watery fate.

The leaders of the Pacific nations have spoken at the United Nations and many international climate change forums to raise awareness of their perilous situation and vulnerability to rising sea levels. They have also approached nations such as Australia and New Zealand to discuss the establishment of a future migration policy if global efforts to stem sea-level rise do not succeed.

DISCUSS

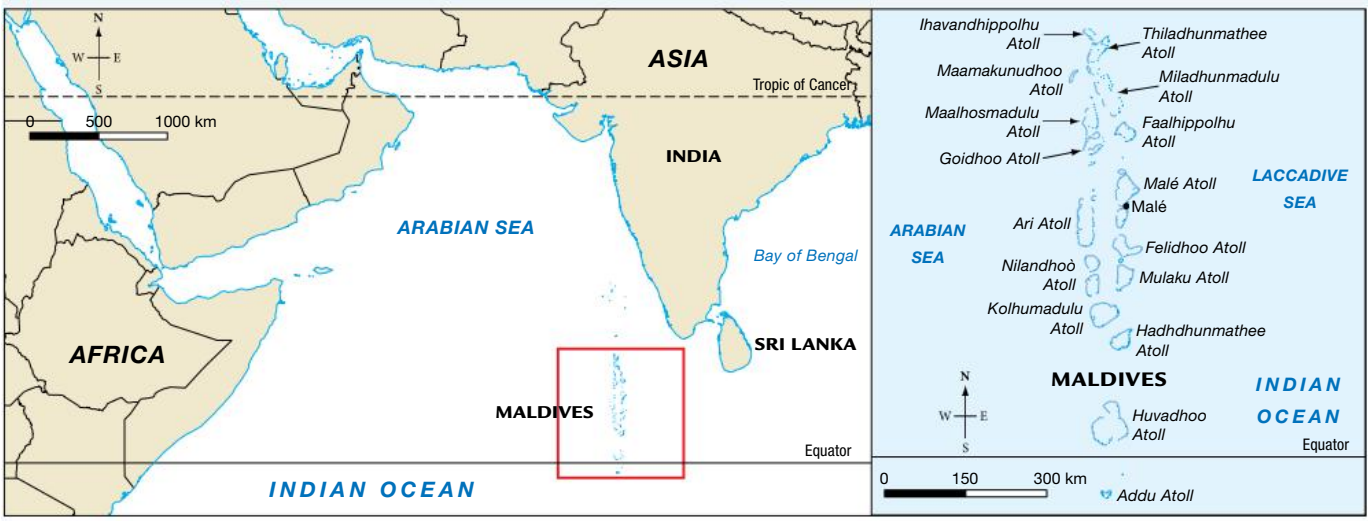
In small groups, consider the following statement: 'As Pacific neighbours, Australia and New Zealand should fulfil a duty and accept environmental refugees from Pacific islands in danger of flooding from sea-level rise'.

[Ethical Capability]

13.3.5 Rising sea levels in the Maldives

The Maldive Islands are located in the Indian Ocean, to the south-west of India (see **FIGURE 5**). There are about 1200 coral islands, grouped into 26 atolls. The average elevation across the islands is around 1.5 metres above sea level (the highest point in the island group is just 2.4 metres above sea level). Economically, the nation depends on tourism and the continuing appeal of its beautiful beaches.

FIGURE 5 Location of the Maldive Islands



Source: Map by Spatial Vision.

The Boxing Day tsunami of 2004 showed how vulnerable the Maldives are, when the wave swept across many low-lying islands, causing widespread destruction of their fruit plantations. Eighty-two people died, while at least another 26 were reported missing, presumed dead. The number of deaths could undoubtedly have been much higher if not for the fact that most of the population lives in Malé, which is protected by a huge sea wall (see **FIGURE 6**).

FIGURE 6 Malé, the capital of the Maldives, occupies an entire island of its own. Why is there a need for a sea wall?

Only nine islands were reported to have escaped any flooding, while 57 islands faced serious damage to critical infrastructure, 14 islands had to be totally evacuated, and six islands were destroyed. A further 21 resort islands were forced to close because of serious damage. The total damage was estimated to be more than US$400 million, or some 62 per cent of the country's **gross domestic product** (GDP).

The impact of climate change

The long-term threat to the Maldives, however, as with the Pacific Island nations, is posed by global warming and the associated rise in sea levels. In 2013, the United Nations Intergovernmental Panel on Climate Change (IPCC) predicted that by 2100 sea levels would rise by up to one metre. A 2019 study by leading ice scientists suggested that the rise could actually be as high as two metres. Even using the more conservative estimate, many areas of the Maldives face significant threat. In the worst case, almost the entire nation of the Maldives would be effectively submerged.

What actions can save the islands?

The application of human–environment systems thinking in the form of various schemes is being examined by the Maldivian government, including moving populations from islands more at risk, building barriers against the rising sea, raising the level of some key islands and even building a completely new island. However, these approaches offer only short-term solutions. The long-term sustainable challenge is to deal with the basic problem: global warming itself. It is perhaps understandable that the Maldives was one of the first countries to sign the Kyoto Protocol and subsequent Paris Agreement, which the government **ratified** on the same day as signing.

Unless the international community agrees to an environmental worldview that incorporates changes to make large cuts in emissions, the problems facing the Islanders will worsen. Thousands will be forced to seek refuge in other countries. Without global action, eventually the Islanders will lose their country.

FIGURE 7 Sandbags protecting a home on the Maldives island Medu Fushi, damaged by the 2004 tsunami

13.3.6 The interconnection of coast and inland waters

Bangladesh's Sundarbans

The country of Bangladesh is a large **alluvial plain** crossed by three rivers: the Ganges, Brahmaputra and Meghna. Each river carries massive volumes of water from its source in the Himalayas, spreads out along the **deltaic plain**, and empties into the world's biggest delta, the Bay of Bengal. This makes Bangladesh's coastline one of the most flood-prone in the world.

Apart from flooding by rivers in the delta, sea-level rises caused by global warming will lead to the expansion of ocean waters and additional inflows from melting Himalayan snow. At current rates, the IPCC predicts rising sea levels will overtake 17 per cent of Bangladesh by 2050, displacing at least 20 million people.

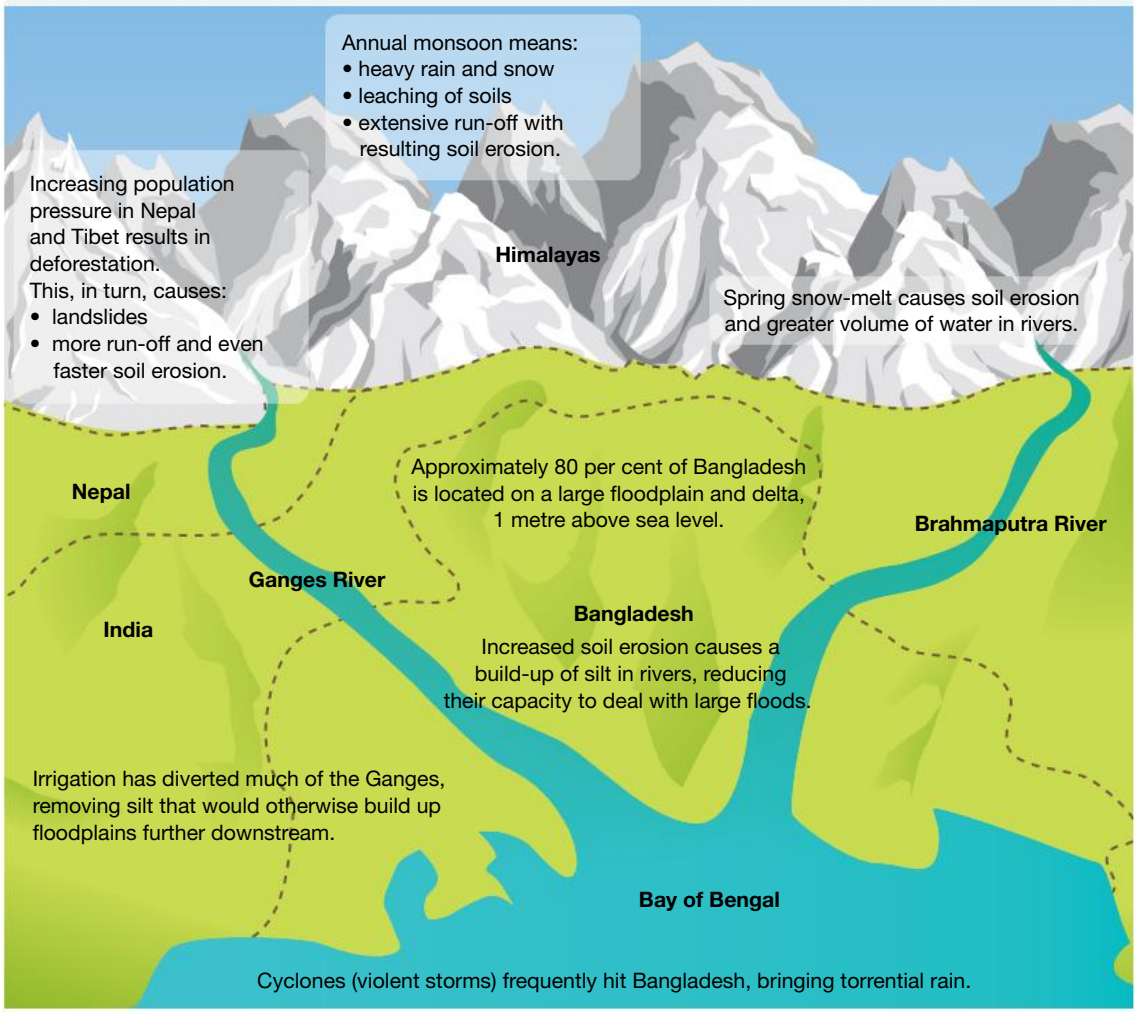
The Sundarbans region, a World Heritage site, is just one area of Bangladesh at risk from increased flooding. The Sundarbans are the largest intact mangrove forests in the world. Mangroves protect against coastal erosion and land loss. They play an important role in flood minimisation because they trap sediment in their extensive root systems. Mangroves also defend against storm surges caused by tropical cyclones or king tides, both common in the Sundarbans.

The Sundarbans also provide a breeding ground for birds and fish, as well as being home to the endangered Royal Bengal tiger. By sheltering juvenile fish, the mangrove forest provides a source of

protein for millions of people in South Asia. Recently, the Sundarbans have also attracted a growing human population as Bangladeshis flee overcrowding in the capital city, Dhaka, or flooding and poverty in rural areas.

Increasing human occupation poses a severe threat to the Sundarbans. Most Bangladeshis rely on wood as a source of energy, and mangroves are being cleared to make charcoal for cooking. Aquaculture industries also have a negative impact. Mangroves are cleared to accommodate huge ponds for fish breeding, which quickly become polluted by antibiotics, waste products and toxic algae. This damage to the Sundarbans destroys Bangladesh's natural defence against flooding.

FIGURE 8 Flooding in Bangladesh — some causes



The impact of flooding

The increase in temperature, which has led to an increased melting of glaciers and snow inland in the Himalayas, will exacerbate the existing problems of flooding in Bangladesh. Climate change also causes shifts in weather patterns. If the monsoon season (from June to October) coincided with an unseasonal snow-melt, flooding would occur on a scale never before seen, especially with the event of tropical cyclones. Land would be lost and people displaced. Many islands fringing the Bay of Bengal are already under water, producing 'climate refugees' — people who have to seek refuge, fleeing their uninhabitable lands.

The 1991 Bangladesh cyclone was among the deadliest tropical cyclones on record (see **FIGURE 9**). The cyclone struck the Chittagong district of south-eastern Bangladesh with winds of around 250 km/h. The storm forced a six-metre storm surge inland over a wide area, killing at least 138 000 people and

leaving as many as 10 million homeless. In 1998, more than 75 per cent of the total area of the country was flooded and 30 million people were made homeless. Over a thousand people were killed and the flooding caused contamination of crops and animals. Unclean water resulted in cholera and typhoid outbreaks. In 2004, the country flooded again. This was similar to the 1998 flood, with two-thirds of the country under water. Again, in early October 2005, dozens of villages were inundated when rain caused the rivers of north-western Bangladesh to burst their banks. Further floods occurred in 2015 and 2017.

FIGURE 9 A village on one of Bangladesh's coastal islands was devastated by a cyclone in 1991. Although people in areas such as these are aware of the risk, overcrowding often prevents them from moving to safer regions.

Because of these risks, Bangladesh needs to plan and implement management strategies based on an understanding of the reasons behind the changes and consideration of interactions between environmental, economic and social factors operating in the region. The government encourages farming methods that avoid deforestation, and new standards relating to vehicle emissions have been set. A proposed economic solution is ecotourism, as it attracts foreign currency while preserving the natural ecosystems and promoting sustainable development and responsible management of its vital environmental resources.

DISCUSS

To what extent do you think economic goals and objectives are important with respect to ***environmental*** goals such as societal ***change*** and reducing greenhouse gas emissions? What policy direction would you push if you were in a position of influence in government? **[Ethical Capability]**

on Resources

Interactivity Bangladesh awash (int-3297)

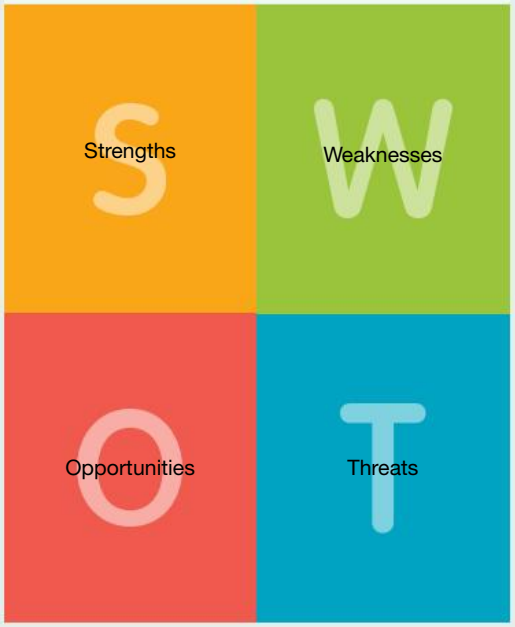
Google Earth The Sundarbans

13.3 INQUIRY ACTIVITY

In groups, discuss the following statements concerning the impacts of climate ***change*** in the Pacific and Indian Oceans using ***environmental***, economic and social criteria. Alternatively, you may wish to use a SWOT analysis to help in evaluating each statement.

- Australia and New Zealand should be prepared to resettle the 100 000 people of the islands of Kiribati if sea level rises create a 'climate refugee' problem.
- Increasing the height of the sea wall around the island of Malé will solve the threats of rising sea levels in the Maldives and ensure tourism into the future. **Evaluating, predicting, proposing**

FIGURE 10 SWOT analysis



13.3 EXERCISES

Geographical skills key: GS1 Remembering and understanding **GS2** Describing and explaining **GS3** Comparing and contrasting **GS4** Classifying, organising, constructing **GS5** Examining, analysing, interpreting **GS6** Evaluating, predicting, proposing

13.3 Exercise 1: Check your understanding

1. **GS1** What are some impacts that people have on coastal areas?
2. **GS2** Select one of the impacts of rising sea levels on coasts identified in this subtopic and explain why this would be a problem for a selected coastal settlement in Australia.
3. **GS2** Many islands in the Pacific and Indian Oceans are under threat from rising sea levels. Why is this so?
4. **GS1** What can the governments and Pacific Island peoples do, both in the short term and long term, to solve the problems they will face due to climate ***change***?
5. **GS1** How is climate ***change*** threatening water supplies and affecting food resources?
6. **GS1** How do mangroves minimise the impact of floods and coastal erosion?
7. **GS1** What are two reasons for mangroves being cleared in the Sundarbans?
8. **GS1** What are 'climate refugees'?

13.3 Exercise 2: Apply your understanding

1. **GS5** Refer to **FIGURE 8**. Explain how the geography of Bangladesh makes it so vulnerable to the threat posed by climate ***change***.
2. **GS2** How can ecotourism play a role in preserving Bangladesh's ecosystems?
3. **GS6** Suggest other parts of the world you can think of that might also be threatened if sea levels were to rise by about one metre over the next 100 years. Justify your views.
4. **GS1** List the factors that are displacing Bangladeshis and forcing them to move to the Sundarbans.

5. **GS5** Refer to **FIGURE 8**.
   (a) Describe how cyclones can contribute towards flooding in Bangladesh.
   (b) List some short-term and long-term actions that neighbouring nations Tibet, India and Nepal could implement to lessen the impact of flooding in ***places*** like Bangladesh.
   (c) Divide a table into three columns with the headings 'Food production', 'Transport' and 'Settlement', and list the consequences of flooding for each category.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

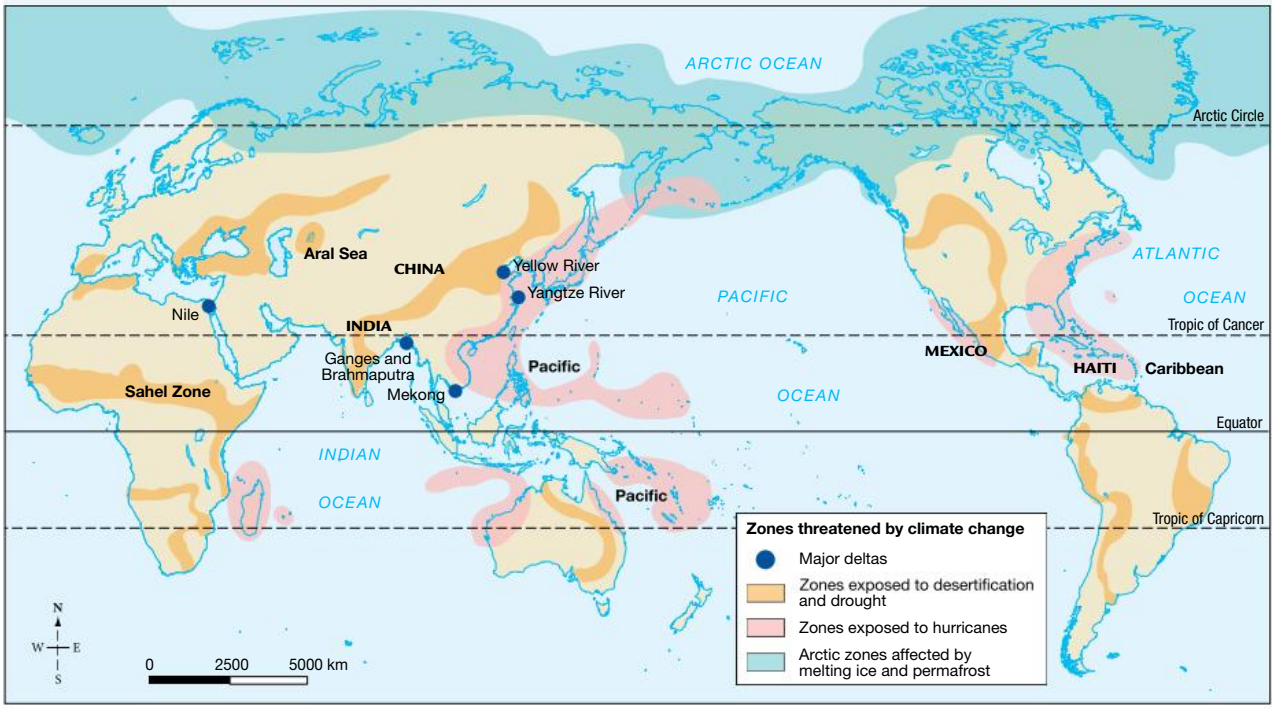
13.4 How do we manage coastal change?

13.4.1 Changing coastlines

Coastal areas are not static or fixed places, and as such they are subject to two main agents of change. These can be defined as natural environmental processes and human-induced processes. In terms of natural environmental processes, where deposition processes dominate, coasts have been growing. However, where erosion processes dominate, coastal land is lost to the sea. Wherever people have imposed their structures, in the form of housing, harbour works and the like on coasts, there is a need to manage or at least moderate the processes of coastal change in a sustainable manner.

In 2016, 41 per cent of the world's population, or some three billion people, lived within 100 kilometres of the coast. Most of the world's megacities are located on the coast. According to predictions made by the *World Ocean Review* in 2010 and more recently in 2015 and 2017, at least one billion people who live in low-lying coastal areas could experience inundation and/or erosion of their lands into the future. This change to coasts is seen as stemming essentially from climate change which, as a largely human-induced event, is leading to rising seas, associated flooding in major delta regions, and more frequent severe storm events, such as hurricanes (see **FIGURE 1**). A consequence will mean an increase in what are known as 'climate refugees' — people who will have to relocate due to coastal changes.

FIGURE 1 Zones across the world subject to threats associated with climate change



Source: UNEP (United Nations Environment Programme).

13.4.2 Protecting the coast

The protection of the coast through management programs is a costly business that aims to overcome problems associated with land loss, waterlogging and incursions of **groundwater salinity**.

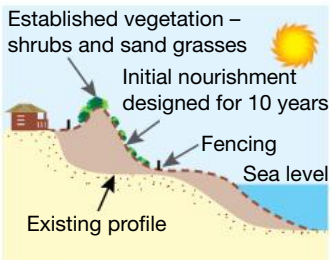
The Netherlands, a country with two-thirds of its land below sea level, has proven that protecting the coastline is possible through a large investment of capital. The most common form of coastal protection in the Netherlands are **dykes** to hold back the sea; however, a recent addition is **floating settlements** that can rise and fall as sea levels change (see **FIGURE 2**).

FIGURE 2 Floating settlements anchored to the embankments along the waterfront at Maasbommel, the Netherlands

13.4.3 Coastal management in Australia

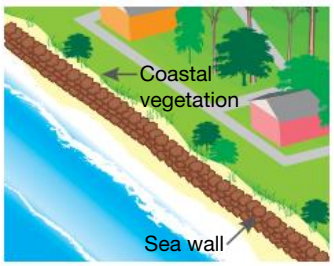
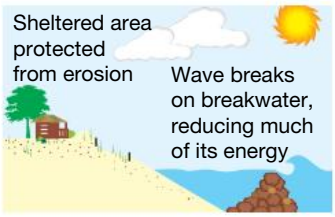
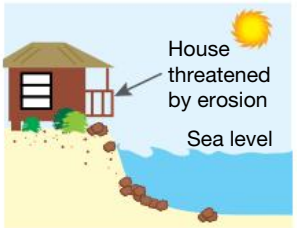
If coastlines are to be protected, a wide range of strategies must be employed to combat changes to the coastline and, in particular, flooding of low-lying areas and increased erosion of beaches and bluffs. The techniques shown in **TABLE 1** are used in Australia.

TABLE 1 Possible management solutions to reduce the impacts of sea level rise and erosion

Solution	Description	Diagram	Advantages	Disadvantages
Beach nourishment	The artificial placement of sand on a beach. This is then spread along the beach by natural processes.		Sand is used that best matches the natural beach material. Low environmental impact at the beach	The sand must come from another beach and may have an environmental impact in that location. Must be carried out on a continuous basis and therefore requires continuous funds

(continued)

TABLE 1 Possible management solutions to reduce the impacts of sea level rise and erosion *(continued)*

Solution	Description	Diagram	Advantages	Disadvantages
Groyne	An artificial structure designed to trap sand being moved by longshore drift, therefore protecting the beach. Groynes can be built using timber, concrete, steel pilings and rock.		Traps sand and maintains the beach	Groynes do not stop sand movement that occurs directly offshore. Visual eyesore
Sea wall	A structure placed parallel to the shoreline to separate the land area from the water		Prevents further erosion of the dune area and protects buildings	The base of the sea wall will be undermined over time. Visual eyesore Will need a sand nourishment program as well High initial cost Ongoing maintenance and cost
Offshore breakwater	A structure parallel to the shore and placed in a water depth of about 10 metres		Waves break in the deeper water, reducing their energy at the shore.	Destroys surfing amenity of the coast Requires large boulders in large quantities Cost would be extremely high
Purchase property	Buy the buildings and remove structures that are threatened by erosion.		Allows easier management of the dune area Allows natural beach processes to continue Increases public access to the beach	Loss of revenue to the local council Possible social problems with residents who must move Exposes the back dune area, which will need protection Cost would be extremely high Does not solve sand loss

13.4.4 CASE STUDY: Shifting sands on the Gold Coast

Have you ever wondered where all the sand on a beach comes from and where it goes? Wind, wave and current action is responsible for moving sand on and off a beach and along a coastline. Human-induced environmental changes along the coast can interrupt these natural processes, often creating long-term problems. One such example is located on the Gold Coast in Queensland where a human-centred — that is, a technical 'we can fix it' — viewpoint was taken.

The sand that ends up on the beach actually comes from inland sources, the weathering and erosion of rock and soils. Sand is then washed into rivers and transported downstream to eventually arrive at the coast. At the mouth of the Tweed River, at the southern end of the Gold Coast, sand would often block the river mouth, making it difficult for boats to pass through. As a result, a pair of **training walls** was constructed (see **FIGURE 3**) 400 metres out to sea, to keep the mouth open.

FIGURE 3 The Tweed River training walls

These, however, effectively interrupted the longshore drift current (see subtopic 13.2), which moves sand along the coast.

Further north from the river mouth, natural wave action, especially during storms, continued to strip sand from the beaches. However, without new sand arriving in the longshore drift current, the beaches eventually eroded. Local residents and tourists had lost their beach (see **FIGURE 4**).

The sand destined for the beach was effectively trapped at the southern end of the training wall, where it built out the Letitia Spit by 250 metres (see **FIGURE 5**).

How was the problem solved?

In response, various attempts have been made to restore the Gold Coast beaches. Rock walls and groynes were built to trap sand further up the coast. However, they made the problem worse by interfering further with the longshore drift.

Eventually a sand bypass system was installed (see **FIGURE 5**). It pumped sand from the build-up on the southern end of the training walls and piped it north to the eroded beaches. Each year, 500 000 cubic metres of sand have to be moved. This has been successful in maintaining the beaches, but it is an expensive and ongoing management technique.

FIGURE 4 The effect of destructive storm waves on Duranbah Beach

Coastal protection works such as groynes, sea walls and training walls are usually built to protect human-built structures such as buildings and roads against erosion. However, they usually reduce the ability of coastal processes to adjust naturally, often exacerbating the problem and actually accelerating erosion!

FIGURE 5 Sand bypass system

Source: Spatial Vision.

13.4.5 CASE STUDY: Sustainable development on the Sapphire Coast

The main pressures on many coastal systems relate to the development of towns and tourist facilities. Careful management can enable growth of urban areas while at the same time protecting the natural coastal features.

The 'Sapphire Coast' in south-east New South Wales is a popular tourist destination because of its array of beautiful beaches, stunning scenery and mild, sunny weather. Merimbula is a coastal resort town in this Sapphire Coast region. Similar to any other popular coastal location, it experiences natural changes as well as the pressures relating to development. **FIGURE 6** clearly shows the settlement areas that have been established close to the ocean and lake in this region.

FIGURE 6 Aerial view over Merimbula Lake

The natural landform features along this coastline include a series of headlands separated by bay head beaches. Merimbula Lake has formed from a slow and gradual build-up of a sand barrier, leaving only a narrow channel for salt water to enter and fresh water to exit. The shallow and sheltered waters of the lake provide an ideal environment for oyster farming and recreation. The **FIGURE 7** topographical map shows the narrow entrance to Merimbula Lake. It also shows the various settlement areas and the geographical elements of the region that have influenced this development.

You can learn more about this area by completing the **Merimbula** worksheet and the **Predict changes around Merimbula** interactivity in the Resources tab.

FIGURE 7 Topographic map extract of Merimbula

Source: © LPI - NSW Department of Finance and Services [2013] Panorama Avenue, Bathurst 2795.

Key

- Built-up area
- Major road: paved, unpaved
- Secondary road: paved, unpaved
- Minor road: paved, unpaved
- Vehicular track
- Walking track
- Bridge
- Werong △ 1215 — Survey landmark (with height)
- • 846 — Spot height
- 1000 — Contours
- 178r — Cliff, with relative height
- Levee or dyke
- Closed forest: 80–100% crown cover. Open forest: 50–8-% crown cover
- Woodland: 20–50% crown cover
- Perennial lake
- Intertidal flat. Sand
- Perennial stream
- Large dam or weir
- Jetty or wharf
- Rocky shoreline
- • Lauren — Building, small. Building, large.
- • A • P • E — Ambulance station. Police station.
- • FS • S • PO — Fire station. Post office.
- Local government
- County

on Resources

eWorkbook	Merimbula (doc-31790)
Digital document	Topographic map extract of Merimbula, New South Wales (doc-11571)
Interactivities	Pumping sand (int-3295)
	Predict changes around Merimbula (int-3296)
Google Earth	Merimbula

13.4 INQUIRY ACTIVITIES

1. In the USA state of North Carolina, it is now illegal to build coastal structures to protect houses close to the shoreline. Structures such as rock walls and groynes may offer protection but disrupt the natural movement of sand along the coast.
   (a) Is this approach fair to those whose houses are threatened by storms and sea-level rising? Why?
   (b) What would be the arguments for and against the idea of using ratepayer or taxpayer funds to build coastal structures to protect the houses threatened by storms and sea level rising?
   (c) Is it equitable for all those people who use the coast? Write a page outlining and explaining your views.
   [Ethical Capability]
2. Compete the **Merimbula** worksheet in the Resources tab to learn more about the ***environmental*** management of this coastal location. **Examining, analysing, interpreting**

13.4 EXERCISES

Geographical skills key: GS1 Remembering and understanding **GS2** Describing and explaining **GS3** Comparing and contrasting **GS4** Classifying, organising, constructing **GS5** Examining, analysing, interpreting **GS6** Evaluating, predicting, proposing

13.4 Exercise 1: Check your understanding

1. **GS2** Refer to **FIGURE 1**. Write a brief description of the particular climate ***change***–related threats faced by various nations and regions of the world.
2. **GS1** Why does the Netherlands spend money on coastal protection?
3. **GS1** List the various ways that sand can be moved in a coastal region.
4. **GS1** What is the purpose of training walls at a river mouth?
5. **GS1** Study **FIGURE 3**. What effect have these training walls had on preventing a sand build-up in the Tweed River mouth?
6. **GS2** Examine **FIGURE 5**. Describe the direction of the longshore drift in this region.
7. **GS5** Refer to **FIGURE 5**. What is the approximate distance that sand has to be pumped from the sand collection jetty to the Kirra outlet?
8. **GS6** One coastal geographer has stated that to manage the beaches along the Gold Coast, 'ecologically, non-intervention would be a better and more ***sustainable*** option'. This is an earth-centred rather than human-centred attitude.
   (a) Do you agree or disagree with this viewpoint?
   (b) How could you manage this stretch of the coast without using engineering methods such as the sand bypass system?
9. **GS6** Refer to the section 13.4.4 case study. How effective has the management of sand along this section of the Gold Coast been in terms of ***environmental*** and economic criteria?

13.4 Exercise 2: Apply your understanding

1. **GS2** Explain how a coastal defence system such as a dyke works.
2. **GS6** What impact would sea level rise and erosion have on future food security?
3. **GS6** What might be the impact of sea level rise and coastal erosion on the tourist industries of the Gold Coast area of Australia? What strategies of coastal protection mentioned in this topic could help solve the problems, and how might they work?
4. **GS3** Evaluate the strengths and weaknesses of two of the management strategies shown in **TABLE 1**.
   (a) Which strategy would have the least ***environmental*** impact?
   (b) Which strategy would have the greatest economic impact or be the most costly to maintain?
   (c) Which strategies could improve social amenities such as tourism and recreation in coastal areas? Give reasons for your answer.
5. **GS6** Refer to **FIGURES 3** and **5**. What ***changes*** would you expect to see along this section of coast if the training walls on the Tweed River were removed?

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

13.5 SkillBuilder: Comparing aerial photographs to investigate spatial change over time

online only

What is an aerial photo?

Aerial photos are images taken above the Earth from an aircraft or satellite. Two images taken at different times, from the same angle, and placed side by side, show change that has occurred over time. Comparing aerial photographs is useful because each photograph captures details about a specific place at a particular time.

Select your learnON format to access:

- an overview of the skill and its application in Geography (Tell me)
- a video and a step-by-step process to explain the skill (Show me)
- an activity and interactivity for you to practise the skill (Let me do it)
- questions to consolidate your understanding of the skill.

on Resources

Video eLesson Comparing aerial photographs to investigate spatial change over time (eles-1750)

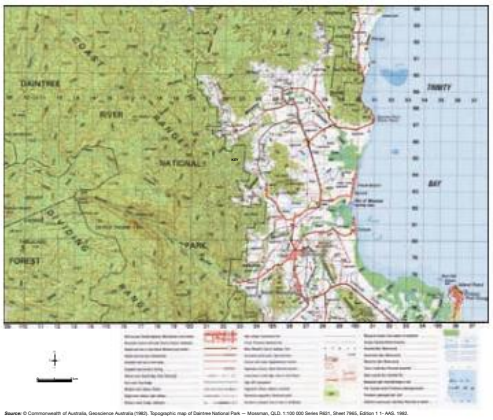
Interactivity Comparing aerial photographs to investigate spatial change over time (int-3368)

13.6 SkillBuilder: Comparing an aerial photograph and a topographic map

online only

What comparisons can be made between aerial photographs and topographic maps?

Comparing an aerial photograph with a topographic map enables us to see what is happening in one place. Photographs and maps may be from the same date but they may also be from different dates, and will thus show different information.



Source: © Commonwealth of Australia, Geoscience Australia (1982). Topographic map of Daintree National Park – Mossman, QLD. 1:100 000 Series R631, Sheet 7565, Edition 1 1– AAS. 1982.

Select your learnON format to access:

- an overview of the skill and its application in Geography (Tell me)
- a video and a step-by-step process to explain the skill (Show me)
- an activity and interactivity for you to practise the skill (Let me do it)
- questions to consolidate your understanding of the skill.

on Resources

Video eLesson Comparing an aerial photograph and a topographic map (eles-1751)

Interactivity Comparing an aerial photograph and a topographic map (int-3369)

13.7 Thinking Big research project: Ecology action newsletter — Reef rescue

online only

SCENARIO

You are a member of your school's ecology action group. Each term the group publishes a newsletter highlighting various environmental issues. This month your focus is on Australia's iconic Great Barrier Reef — how can we protect the reef from environmental threats and ensure its health for now and all time?

Select your learnON format to access:

- the full project scenario
- details of the project task
- resources to guide your project work
- and assessment rubric.

on Resources

ProjectsPLUS Thinking Big research project: Ecology action newsletter — Reef rescue (pro-0214)

13.8 Review

online only

13.8.1 Key knowledge summary

Use this dot point summary to review the content covered in this topic.

13.8.2 Reflection

Reflect on your learning using the activities and resources provided.

on Resources

eWorkbook Reflection (doc-31769)
Crossword (doc-31770)

Interactivity Managing change in coastal environments crossword (int-7672)

KEY TERMS

alluvial plain an area where rich sediments are deposited by flooding
atoll a coral island that encircles a lagoon
coastal dune vegetation succession the process of change in the plant types of a vegetation community over time — moving from pioneering plants in the high-tide zone to fully developed inland area vegetation
deltaic plain flat area where a river(s) empties into a basin
dyke an embankment constructed to prevent flooding by the sea or a river
dynamic equilibrium when the input of a coastal system such as winds and waves moving sediments onshore is equal to the output that moves sediments offshore, the system is said to be in a steady state. It is therefore not unstable and it has a dynamic equilibrium.
ecosystems systems formed by the interactions between the living organisms (plants, animals, humans) and the physical elements of an environment
enhanced greenhouse effect increasing concentrations of greenhouse gases in the Earth's atmosphere, contributing to global warming and climate change
floating settlements anchored buildings that float on water and are able to move up and down with the tides
gross domestic product (GDP) the value of all the goods and services produced within a country in a given period, usually discussed in terms of GDP per capita (total GDP divided by the population of the country)
groundwater salinity presence of salty water that has replaced fresh water in the subsurface layers of soil
hinterland the land behind a coast or shoreline extending a few kilometres inland
Kyoto Protocol an internationally agreed set of rules developed by the United Nations aimed at reducing climate change through the stabilisation of greenhouse gas emissions into the atmosphere
mass wasting the movement of rock and other debris downslope in bulk, due to a destabilising force such as undermining compounded by the pull of gravity
Paris Agreement United Nations Framework Convention on Climate Change (UNFCCC) agreement outlining steps to reduce greenhouse gas emissions and tackle global warming
ratify to formally consent to and agree to be bound by a treaty, contract or agreement
storm surge a temporary increase in sea level from storm activity
training walls a pair of rock walls built at a river's mouth to force the water into a deeper and more stable channel. The walls improve navigation and reduce sand blockages.

13.5 SkillBuilder: Comparing aerial photographs to investigate spatial change over time

13.5.1 Tell me

What is an aerial photo?

Aerial photos are images taken above the Earth from an aircraft or satellite. Aerial photos — either oblique or vertical — record how a place looks at a particular moment in time. They allow a place to be captured in greater detail than is possible with a photo taken at ground level. Some aerial photos are also satellite compilations; that is, they have been created by a number of images transmitted from a satellite.

FIGURE 1 Lake Urmia (a) in 1988 and (b) in 2016

Why is it useful to compare aerial photographs?

Comparing aerial photographs is useful because each aerial photograph captures details about a specific place at a particular time. Two images taken at different times, from the same angle, and placed side by side, show change that has occurred over time. Distribution patterns and the interconnection of different features are readily seen. You will find that the comparison of aerial photographs shows you a lot about places, spaces and environments, as well as change that takes place over time and the interconnection of features.

Aerial photographs are useful for showing:

- changing patterns and the implications of events
- interconnections between events and impacts
- damage caused by hazards such as landslips, cyclones and floods
- the growth of cities, especially on the urban fringe
- degradation of land over time.

A good aerial photograph comparison:

- identifies patterns and features that are similar over time
- identifies patterns and features that have changed over time
- indicates the interconnection of features.

13.5.2 Show me

How to compare aerial photographs

Model

Use the **Hurricane Sandy** weblink in the Resources tab to see how Hurricane Sandy changed the coastline of the United States. By hovering and sliding over the image, you can see the before and after images of Casino Pier and Breakwater Beach Park. Hurricane Sandy destroyed the theme park on the Casino Pier, and the waves removed the sand on the beach, especially on the northern side of the pier. On this side of the pier, debris built up on the sand. Inland, the water spread throughout buildings but very few of them were lost to wave surge. Storm waves have the energy to destroy buildings and move sand.

You will need:

- at least two aerial photographs of the same place taken at different times but at the same angle — oblique or vertical
- or the **Hurricane Sandy** weblink in the Resources tab, which also shows change over time in aerial imagery of other global disasters (such as the Japanese Tsunami).

Procedure

To complete a comparison of aerial photographs, take at least two aerial photographs of the same place, taken at different times, at the same angle, and place them side by side. Alternatively, use the **Hurricane Sandy** weblink in the Resources tab.

Step 1

Identify patterns or features that are similar over time; that is, they appear in both of the aerial photographs being studied. For example, the theme parks are identifiable in both photographs you saw via the **Hurricane Sandy** weblink in the Resources tab. Inland, the water spread throughout the buildings but very few of these buildings were lost to the wave surge. Consider other patterns and features that are similar across the aerial photographs.

Step 2

Identify patterns and features that have changed over time; that is, they appear altered from one photograph to the next, when the photographs were taken at different times. For example, the northern coastline has changed in the 'after' aerial photograph of Breakwater Beach Park. In the earlier photo, the coastline is seen, but in the later photo the coastline is more covered by water. Another example is the end of the pier, which has been destroyed. Consider other patterns and features that have changed across the aerial photographs you are examining.

Step 3

Try to explain the processes at work that have changed the environment. In analysing the images of Breakwater Beach Park, it is necessary to mention the power of the storm and its ability to move sand. For example, you could say: 'Storm waves have the energy to destroy buildings and move sand.'

on Resources

Video eLesson Comparing aerial photographs to investigate spatial change over time (eles-1750)

Interactivity Comparing aerial photographs to investigate spatial change over time (int-3368)

Weblink Hurricane Sandy

13.5.3 Let me do it

Complete the following activities to practise this skill.

ACTIVITIES

1. Use the **Hurricane Sandy** weblink in the Resources tab to view the aerial photograph of the coastal area of Mantoloking, New Jersey. Now write a description of the ***changes*** that can be seen in the coastline after the storm. Use the checklist to ensure you cover all aspects of the task.
2. Apply your skills to answer the following questions.
   (a) What happened to the bridge in the storm?
   (b) How was the land ***changed*** by the storm?
   (c) What happened to the houses on the ocean side of the land?
   (d) Are the boat moorings still useful? Explain your answer.
   (e) On a scale of 1 to 5 (with 1 being 'little damage' and 5 being 'total devastation'), rate the damage caused by Hurricane Sandy to the Mantoloking coastal community. How has the area ***changed***?

Checklist

I have:

- identified patterns and features that are similar over time
- identified patterns and features that have ***changed*** over time
- indicated the ***interconnection*** of features.

13.6 SkillBuilder: Comparing an aerial photograph and a topographic map

13.6.1 Tell me

What comparisons can be made between aerial photographs and topographic maps?

Comparing an aerial photograph with a topographic map enables us to see what is happening in one place. Photographs and maps may be from the same date but they may also be from different dates, and will thus show different information.

Why is comparing an aerial photograph with a topographic map useful?

Comparing an aerial photograph with a topographic map is useful because each format provides different information. The camera captures a place at one moment in time. The realistic colours in a photograph give a clear impression of the activities taking place on the land. Aerial photographs allow us to see beneath the water as well. Topographic maps allow the cartographer to add information that cannot be identified from the air, such as place names and building names.

Comparisons of aerial photographs and topographic maps are useful when:

- you want to create a new map combining elements from both
- you are trying to make comparisons about places over time
- you want to see the interconnection between phenomena on an aerial photograph and a topographic map
- oceanographers need to assess sand movement along a coast
- local councils are handling building permits
- transport authorities are undertaking long-term planning.

A good comparison of an aerial photograph with a topographic map:

- includes dates for the photograph and map
- contains a general statement on the region
- provides specific examples, such as place names
- provides directions when showing change over time
- gives distances when showing the scale of change.

13.6.2 Show me

How to compare an aerial photograph with a topographic map

Model

Use Google Earth or Google Maps to locate an aerial photograph view of the same area shown in the **FIGURE 1** topographic map.

Mossman has changed since 1982, when the map was created. Then, the town was smaller, and we can see that it has developed towards the north, south-east and south-west. By 2011, Cooya, on the coast, had expanded to the south by some 500 metres along the coast. The forested areas on the Cassowary Range and the mangrove coastal area at Port Mossman, however, remain intact. The intertidal flat south of Cooya is evident in the photograph, as are the ledges about a kilometre offshore. The aerial photograph indicates the productivity of the area: some fields contain crops and others have been recently tilled. The topographic map allows us to identify Mt Beaufort and the Cassowary Range as areas within the natural environment. Like many places in coastal areas of Australia, the towns are growing over time.

You will need:

- a topographic map and an aerial photograph of the same place.

FIGURE 1 Topographic map of Mossman and the Daintree River National Park, Queensland, 1982

Source: © Commonwealth of Australia, Geoscience Australia (1982). Topographic map of Daintree National Park — Mossman, QLD. 1:100 000 Series R631, Sheet 7965, Edition 1 1- AAS. 1982.

Procedure

Step 1

Check the titles of both the topographic map and the aerial photograph to ensure they are of the same place. If the titles or areas do not exactly match, work out which part of one relates to the other by identifying common features in both.

Step 2

Confirm the dates of both pieces of information, so that you are aware of any differences that exist between the photograph and the map as a result of being created at different times.

Step 3

Scan back and forth from the map to the photograph, looking for similarities and differences. Clarify any information that you are not sure about. Begin a paragraph by comparing the two sets of data, ensuring you mention place names, dates and any available statistics. For example: ‘Mossman has changed in the 30 years since 1982.’ In some circumstances you could say ‘it has changed significantly’ or ‘it has changed minimally’.

Step 4

Identify the changes that you see. What aspects did you find interesting, and why? Continue your paragraph describing the differences that you see between the two sets of data. For example: 'In 1982, the town was smaller, and we can see that it has developed towards the north, south-east and south-west. By 2011, Cooya, on the coast, had expanded to the south by some 500 metres along the coast.'

Step 5

Conclude your paragraph with a summary sentence. For example: 'The past 30 years have seen major changes in the Mossman area, especially to the towns of Cooya and Newell, which have been infilled and extended north and south along the coast.'

on Resources

Video eLesson	Comparing an aerial photograph and a topographic map (eles-1751)
Interactivity	Comparing an aerial photograph and a topographic map (int-3369)
Digital document	Topographic map of Mossman and the Daintree River National Park, Queensland (doc-11572)
Google Earth	Mossman

13.6.3 Let me do it

Complete the following activities to practise this skill.

ACTIVITIES

1. Using the topographic map and the aerial photograph of Merimbula in subtopic 13.4, write a paragraph comparing the information gained about Merimbula from both data sources. Use the checklist to ensure you cover all aspects of the task.
2. Apply your skills to answer the following questions.
   (a) List three features within Merimbula that can be identified on the map but not on the aerial photograph.
   (b) What information does the aerial photograph give you about boating in the area that is not available on the topographic map?
   (c) Which features of Merimbula Lake, seen on the topographic map, cannot be identified on the aerial photograph? What features in Merimbula Lake are given greater clarity by the aerial photograph?
   (d) What information does the map provide about the airport that cannot be gained from the aerial photograph?
   (e) What details does the topographic map give about the land facing Bar Beach that cannot be seen in the aerial photograph due to the oblique angle of photography?

Checklist

I have:

- included dates for the photograph and map
- provided a general statement on the region
- provided specific examples, such as placenames
- provided directions when showing ***change*** over time
- given distances when showing the ***scale*** of ***change***.

13.7 Thinking Big research project: Ecology action newsletter — Reef rescue

13.7.1 Scenario

Located in the Coral Sea, off Australia's north-east coast, the iconic Great Barrier Reef is the world's largest coral reef system. It supports a wide diversity of marine life. It is composed of over 2900 individual reefs and 900 islands and stretches more than 2300 kilometres in length, across an area of approximately 344 400 square kilometres. The reef was selected as a World Heritage Site in 1981 but, in addition to global warming, is currently threatened by increased shipping and its popularity as a tourism site.

You are a member of your school's ecology action group. Each term the group publishes a newsletter highlighting various environmental issues. This month your focus is on the Great Barrier Reef – how can we protect the reef from environmental threats and ensure its health for now and all time?

13.7.2 Task

You will research and create a newsletter focusing on the Great Barrier Reef and the human activity–related challenges it faces. Your newsletter can be in print or digital form and should include the following elements:

- an overview of the environmental characteristics of the reef, including a location map (with BOLTSS) and appropriate images, annotated to provide relevant information
- interesting facts and figures
- details of threats to the reef from shipping and tourism
- details of social, environmental and economic approaches to tackling the identified threats

- an evaluation of the approaches identified, in terms of:
  - economic viability (affordability)
  - social justice (fairness for all people)
  - environmental benefit (minimal negative environmental impact and with future sustainability)
- concluding recommendations for action at individual, local, national and international levels in response to the threats, based on your research and evaluation.

13.7.3 Process

- Open the ProjectsPLUS application in the Resources for this topic. Open the **Project set-up** tab to enter the project due date and set up your project group so you can work collaboratively. Working in small groups will allow you to swap ideas and share responsibility for the project. Save your settings and the project will be launched.
- Navigate to the **Research forum**, where you will find starter topics loaded to guide your research. You can add further topics to the Research forum if you wish.
- In the **Media centre** you will find an assessment rubric and some weblinks that will provide a useful starting point for your research.
- Investigate the threats to the reef and why sustainability measures are needed. What measures are already in place? What other actions are proposed or may be considered? Consider environmental, social and economic aspects.
- Make notes of your research and remember to record details of your sources so you can create a bibliography. Add your research notes and source details to the relevant topic pages in the Research forum. All members of your project group can view, share and comment on research findings.
- When you have completed your research, you can print out the **Research report** in the Research forum to easily view all the information you have gathered, if you wish.
- Design your newsletter layout. Use headings, annotated images (with captions) and diagrams to break up the content and add interest. Remember to include a location map with full BOLTSS.
- Check the **Task** dot points to ensure that you have completed all elements. Review your completed newsletter, carefully checking spelling and grammar. Complete your bibliography, listing details of all sources used. Once you are satisfied, submit your newsletter and your bibliography to your teacher for assessment and feedback.

on Resources

ProjectsPLUS Thinking Big research project: Ecology action newsletter — Reef rescue (pro-0214)

13.8 Review

13.8.1 Key knowledge summary

13.2 Understanding coastal landscapes

- A large percentage of the world's population lives adjacent to the coast, causing major changes to marine and terrestrial-based biophysical environments.
- The coastal zone is where the land meets the sea, and is comprised of the coastal waters and hinterland.
- Coasts are dynamic systems that are always changing though the process of building up and wearing down by agents such as wind and water.

13.3 Challenges to coastal management

- Rising sea levels due to climatic change and global warming will have dramatic effects on coastal built and natural environments.
- Places close to the coast that are low lying are at the mercy of natural elements such as storms and are vulnerable to rising sea levels that will be the consequence of global warming.
- Some islands will eventually be submerged by rising sea levels, leading to people becoming climate change refugees.
- Delta areas of the South Asian region are home to large populations.
- Settlements and farming lands in areas such as Bangladesh are subject to flooding caused by severe weather events such as typhoons. This flooding will become more likely as sea levels rise and severe weather events increase due to global warming.

13.4 How do we manage coastal change?

- Rises in sea levels associated with global warming will have significant impacts on people who live and work in the coastal zone.
- Governments have responded to coastal erosion and deposition problems through a range of management solutions, such as dredging and building coastal protection structures, including groynes and sea walls.
- Coastal management programs will need to be extended to cope with even higher sea levels due to global warming.
- Beaches along areas such as the New South Wales and Queensland coast are prone to storm conditions, affecting built environments.
- Storms, with consequent high sea levels, must be viewed as part of the natural cycle of erosion and deposition. These natural events can create ongoing management issues.
- Coastal locations are highly attractive places for human settlement.
- People in coastal areas are developing strategies to manage natural and human-induced changes so that their livelihood can be secured.

13.8.2 Reflection

Complete the following to reflect on your learning.

13.8 ACTIVITIES

Revisit the inquiry question posed in the Overview:

Although it may not be obvious, coasts are constantly changing. How do natural and human processes contribute to this?

1. Now that you have completed this topic, what is your view on the question? Discuss with a partner. Has your learning in this topic changed your view? If so, how?
2. Write a paragraph in response to the inquiry question outlining your views.

on Resources

eWorkbook Reflection (doc-31769)
Crossword (doc-31770)

Interactivity Managing change in coastal environments crossword (int-7672)

KEY TERMS

alluvial plain an area where rich sediments are deposited by flooding
atoll a coral island that encircles a lagoon
coastal dune vegetation succession the process of change in the plant types of a vegetation community over time — moving from pioneering plants in the high-tide zone to fully developed inland area vegetation
deltaic plain flat area where a river(s) empties into a basin
dyke an embankment constructed to prevent flooding by the sea or a river
dynamic equilibrium when the input of a coastal system such as winds and waves moving sediments onshore is equal to the output that moves sediments offshore, the system is said to be in a steady state. It is therefore not unstable and it has a dynamic equilibrium.
ecosystems systems formed by the interactions between the living organisms (plants, animals, humans) and the physical elements of an environment
enhanced greenhouse effect the observable trend of rising world atmospheric temperatures over the past century, particularly during the last couple of decades
floating settlements anchored buildings that float on water and are able to move up and down with the tides
groundwater salinity presence of salty water that has replaced fresh water in the subsurface layers of soil
hinterland the land behind a coast or shoreline extending a few kilometres inland
Kyoto Protocol an internationally agreed set of rules developed by the United Nations aimed at reducing climate change through the stabilisation of greenhouse gas emissions into the atmosphere
mass wasting the movement of rock and other debris downslope in bulk, due to a destabilising force such as undermining compounded by the pull of gravity
Paris Agreement United Nations Framework Convention on Climate Change (UNFCCC) agreement outlining steps to reduce greenhouse gas emissions and tackle global warming
ratify to sign or give formal consent to a treaty, contract, or agreement, making it officially valid
storm surge a temporary increase in sea level from storm activity
training walls a pair of rock walls built at a river's mouth to force the water into a deeper and more stable channel. The walls improve navigation and reduce sand blockages.

14 Marine environments — are we trashing our oceans?

14.1 Overview

Exactly how much plastic ends up in oceans and waterways, and why should we care if it does?

14.1.1 Introduction

Imagine you are on a beach. You are looking out to sea at the endless, constantly moving mass of water that stretches to the horizon. Why does it move, how does it move, what lies beneath?

Life on Earth would not be possible without our oceans. Humans are interconnected with the oceans, which provide or regulate our water, oxygen, weather, food, minerals and resources. Oceans also provide a surface for transport and trade and a habitat for 80 per cent of all life on Earth. Our oceans are under threat; as we use them to extract resources and dump waste, we destroy them. This image shows just a tiny fraction of the many thousands of tonnes of marine debris floating at sea. The health of our oceans is at risk. In this topic, we look at this problem in more detail.

on Resources

eWorkbook Customisable worksheets for this topic

Video eLesson Thrown overboard (eles-1711)

LEARNING SEQUENCE

14.1 Overview
14.2 Motion in the ocean
14.3 Travelling trash — marine pollution and debris
14.4 Cleaning up our mess
14.5 **SkillBuilder:** Using geographic information systems (GIS) online only
14.6 Oil and water — a toxic mix
14.7 **SkillBuilder:** Describing change over time online only
14.8 **Thinking Big research project:** 'Plastic not-so-fantastic' media campaign online only
14.9 **Review** online only

To access a pre-test and starter questions and receive immediate, **corrective feedback** and **sample responses** to every question, select your learnON format at www.jacplus.com.au.

14.2 Motion in the ocean

14.2.1 What are ocean currents?

Why doesn't water at the equator get hotter and hotter and water at the poles get colder and colder? The answer is ocean currents. Currents are movements of water from one region to another, often over long distances and time periods. Currents effectively interconnect the world's oceans and seas. They are critically important for 'stirring' the waters and transporting heat, oxygen, carbon dioxide, salts, nutrients, sediments and marine creatures.

In January 1992, a ship sailing from Hong Kong to the United States lost a shipping crate containing 28 000 plastic bath toys at sea during a storm. The toys drifted off in the currents, the first ones eventually reaching the Alaskan coast in November of that year. Nearly 30 years later, many are still floating! Tracking these toys has enabled scientists to improve their understanding of ocean currents.

Knowledge of currents is vital for navigation, shipping, search and rescue, and the dispersal of pollutants. The direction that currents take is influenced by a number of factors, including the Earth's rotation, the shape of the sea floor, water temperature, salinity levels and the wind.

14.2.2 Different types of ocean currents

Surface currents

The action of winds blowing over the surface of the water sets up the movement of water in the top 400 metres of the ocean, creating surface currents. These currents flow in a regular pattern, but they can vary in depth, width and speed. Caused by the rotation of the Earth, the **Coriolis force** deflects currents into large circular patterns called gyres, which flow clockwise in the northern hemisphere and anticlockwise in the southern hemisphere (see **FIGURE 1**). Surface currents make up about 10 per cent of water movements in the ocean; deep water currents powered by **thermohaline** circulation make up the other 90 per cent.

Deep water currents

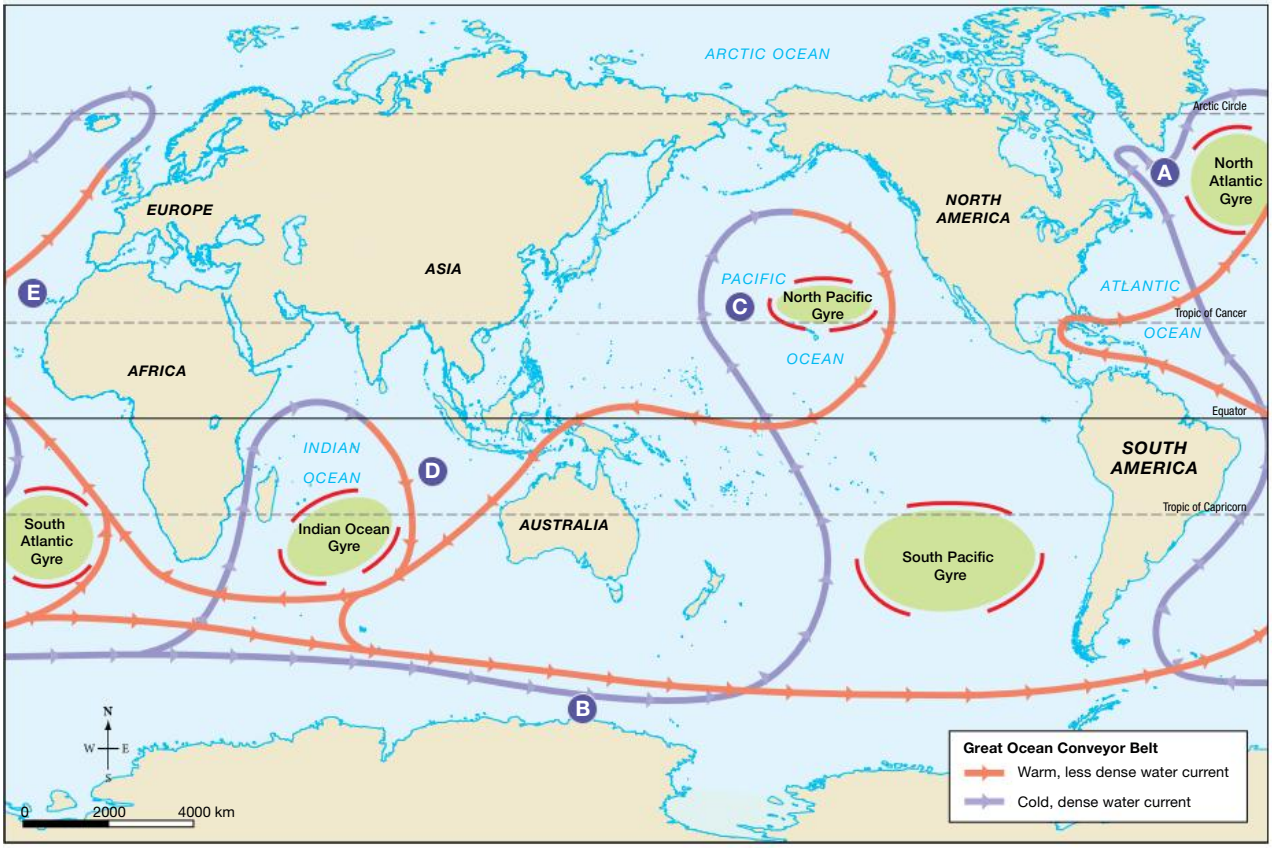
The Global Ocean Conveyor Belt (also known as the Great Ocean Conveyor Belt) is the largest of the thermohaline-driven ocean currents (see **FIGURE 1**). Warm water, which holds less salt and is less dense than cold water, travels from the equator near the surface into higher latitudes. There it loses some of its heat to the atmosphere. The current mixes with colder Arctic waters and this cold, salty water becomes more dense and sinks, flowing as a deep ocean current. This creates a continual looping current that moves at a rate of 100 millimetres per second and may take up to 1000 years to complete one loop. The quantity of water moved in the Global Ocean Conveyor Belt is more than 16 times the water volume of all the world's rivers.

Upwellings and downwellings

The movement of cold-water currents from the deep sea to the surface is called an upwelling. This is shown in **FIGURE 2(a)**. Regions where these occur are very productive fishing grounds as the upwellings bring nutrients from the seabed, which provide food for plankton, which are often the start of marine food chains. Over 50 per cent of the world's fish are caught in these areas.

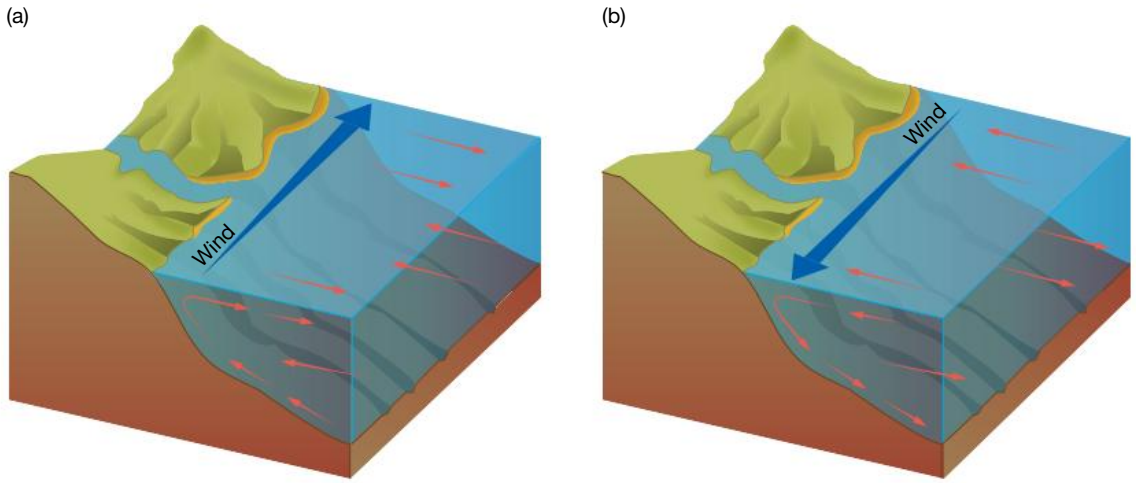
Downwellings, shown in **FIGURE 2(b)**, occur when currents sink, taking oxygen and carbon dioxide from the atmosphere with them. These currents essentially 'stir up' the water and help distribute heat, gases and nutrients.

FIGURE 1 The Global Ocean Conveyor Belt and the five main ocean gyres



Source: Map by Spatial Vision.

FIGURE 2 (a) Upwelling and (b) downwelling



on Resources

Interactivity Motion in the ocean (int-3298)

14.2 INQUIRY ACTIVITY

Research the ***interconnection*** between El Niño events and the Humboldt current (cold upwelling) on the west coast of South America. Summarise your findings. **Examining, analysing, interpreting**

14.2 EXERCISES

Geographical skills key: GS1 Remembering and understanding **GS2** Describing and explaining **GS3** Comparing and contrasting **GS4** Classifying, organising, constructing **GS5** Examining, analysing, interpreting **GS6** Evaluating, predicting, proposing

14.2 Exercise 1: Check your understanding

1. **GS1** Why do ocean currents form? What is the driving force behind surface and thermohaline currents?
2. **GS2** Why are upwellings and downwellings important for marine ***environments***?
3. **GS1** Refer to **FIGURE 1**. Describe the location of the five main ocean gyres.
4. **GS1** What factors influence the direction that ocean currents take?
5. **GS1** Looking at **FIGURE 1**, how does the Global Ocean Conveyor Belt ***interconnect*** the world's oceans?

14.2 Exercise 2: Apply your understanding

1. **GS1** Why do you think ocean currents are described as 'conveyor belts'?
2. **GS6** Suggest what ***changes*** might happen to the Global Ocean Conveyor Belt if there was a significant melting of the polar ice caps.
3. **GS5** Why doesn't water at the equator keep getting hotter and water at the poles keep getting colder? Use your knowledge of currents to write an explanation for a younger student.
4. **GS1** Refer to **FIGURE 1**. Describe the route taken by the Global Ocean Conveyor Belt. At each of the locations marked A–E, name the ocean, the direction the current is taking, the continent it is passing, and its thermohaline features (warm, cold, higher salt content, lower salt content).
5. **GS3** Outline the different processes involved in upwellings and downwellings.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

14.3 Travelling trash — marine pollution and debris

14.3.1 What is marine pollution?

Accidentally or deliberately, the oceans receive millions of tonnes of man-made pollutants each year, which are collected in currents and swirled around the oceans.

Marine pollution is any harmful substance or product that enters the ocean. Most are human pollutants including fertilisers, chemicals, sewage, plastics and other solids, including more than 500 shipping containers per year.

Close to 80 per cent of marine pollutants start off on land and are either washed or deposited into rivers, from where they make their way to the coast. Even industrial air pollution can be returned to the Earth's surface via rainfall (see **FIGURE 1**).

14.3.2 What is marine debris?

What happens to that empty drink can or plastic bag that misses the bin? There's a good chance it might wash down the gutter, into the drain and out to sea, never to be seen again. The world's largest rubbish dump is not on land, it is in the ocean.

Marine debris, the most prolific form of marine pollution, is litter and other solid material that washes or is dumped into the oceans, much of which is plastic (see **FIGURE 2**). The special features of plastic that make it such a useful product — it is light, cheap to produce and disposable — also make it a major problem for the ocean.

Plastics have revolutionised almost every aspect of society; over 320 million tonnes (nearly the weight of the entire human population) are produced each year. On a global scale, less than one-fifth of all plastic is recycled. In Australia in 2018, only 12 per cent was recycled; the rest was either shipped overseas or ended up in landfill. Much is unaccounted for, lost in the environment and eventually washed out to sea, often ending up in the gut or wrapped around the neck of marine creatures, or even buried in Arctic ice.

FIGURE 1 The sources of marine pollution

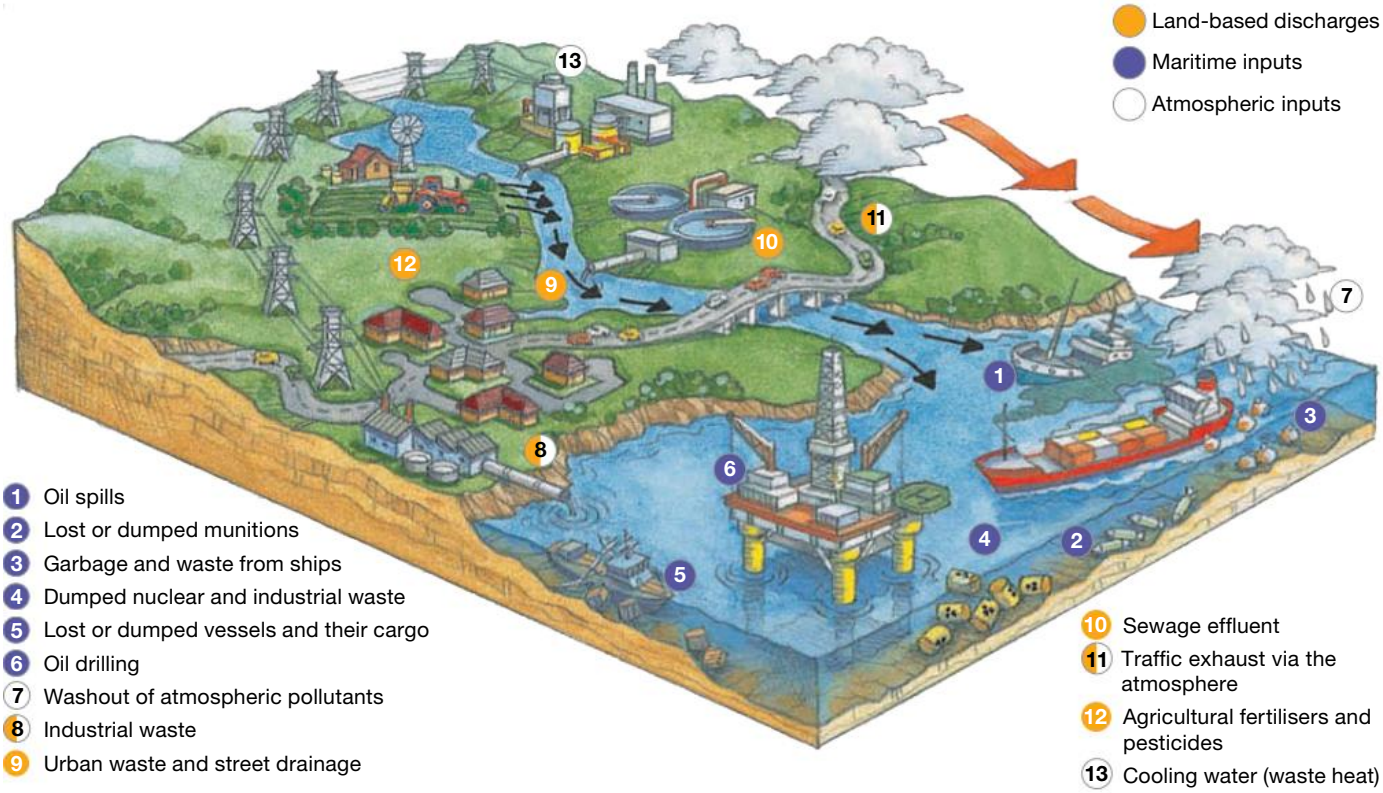
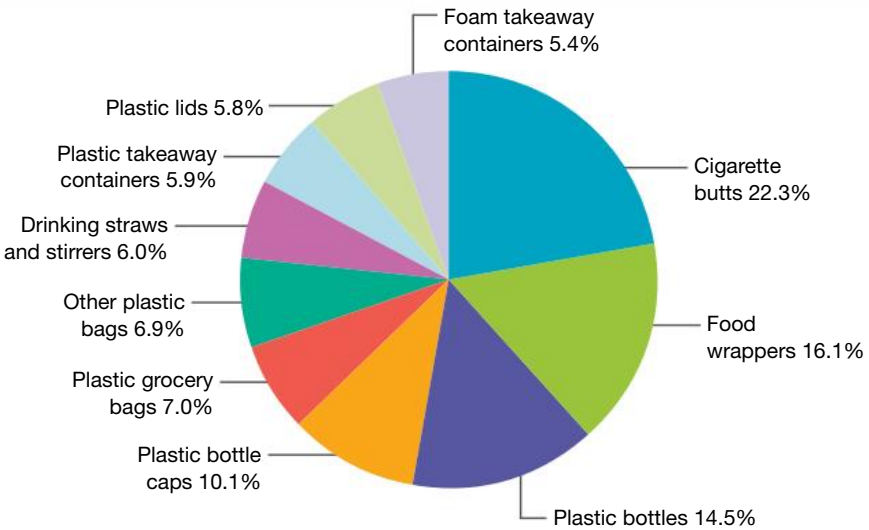


FIGURE 2 Top ten marine debris items



Researchers estimate that 8 million tonnes of plastic end up in the oceans each year — imagine a garbage truck dumping a load of plastic in the ocean every minute of every day of every year. Some 60 per cent of plastic is less dense than sea water. When washed or dumped into the ocean, the buoyant material is easily moved by wind and surface currents, degraded into smaller and smaller pieces, or finally losing buoyancy and sinking. Surface currents and wind can also move debris back on to the coast, where it can become buried in sand or swept out to sea again. A survey of Australia's coastline found that plastics made up 74 per cent of marine litter.

FIGURE 3 Most marine debris starts off on land. Much of the litter in this creek in the Philippines will end up in the sea.

Unlike most other litter, plastics generally are not biodegradable. The technological features of plastic mean that when it is exposed to constant wind, waves, salt and sunlight, it breaks down into tiny fragments known as microplastics (20–50 microns in diameter, thinner than a human hair), which can float or sink to the seabed. Samples taken from selected sites in the Mediterranean Sea and the Atlantic and Indian Oceans have shown microplastics as deep as 3000 metres and in concentrations 1000 times higher than those found floating on the surface. Microplastics make up 85 per cent of plastic wastes along shorelines.

As well as microplastics we also have microbeads and microfibres. Microbeads are tiny solid plastic fragments, less than 5 mm in diameter, intentionally added to exfoliate and cleanse in rinse-off personal care products such as toothpaste, body wash and cleansers. The beads, as many as 100 000 per shower, flow straight down the bathroom drain and into the sewer. Wastewater treatment plants cannot filter such fine particles and so they ultimately end up out at sea. They are easily ingested by even the smallest sea creatures and are passed up through the food chain. Microbeads are not biodegradable and are impossible to remove from the marine environment.

Synthetic textiles pose a similar problem. When clothes made of microfibres such as lycra, acrylic, polarfleece or nylon are washed, between 600 000 and 17.7 million microfibres per wash are shed and end up in wastewater.

14.3.3 What are ghost nets?

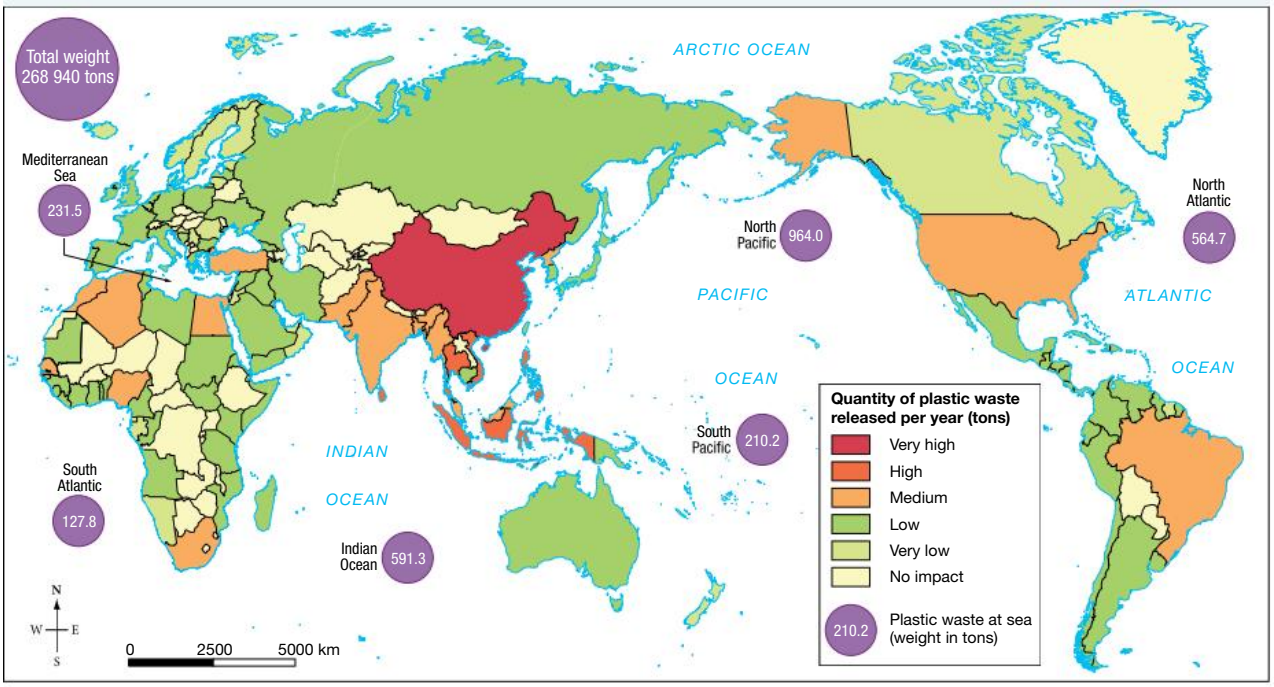
Ghost nets are lost or discarded fishing nets and fishing gear that can drift in the oceans for many years, trapping marine life and sea birds. It is estimated that one tonne of ghost fishing gear is accidently lost or deliberately dumped into the ocean every minute. Nets may be lost because of bad weather, sea conditions, vandalism, or as a result of irresponsible or illegal fishing operations. Discarded fishing gear alone makes up approximately 46 per cent of the plastics found in the Great Pacific Garbage Patch (see section 14.3.4) and is responsible for a large death rate among marine creatures.

14.3.4 Where do we find the most marine debris?

Marine debris can be found in all oceans and along coastlines, from heavily populated regions such as the Caribbean Sea to the isolated Pitcairn Islands territory in the South Pacific. Here on the tiny uninhabited Henderson Island, more than 3000 kilometres from any major population centre, plastic debris has accumulated at a rate of 671 items per square kilometre of beach.

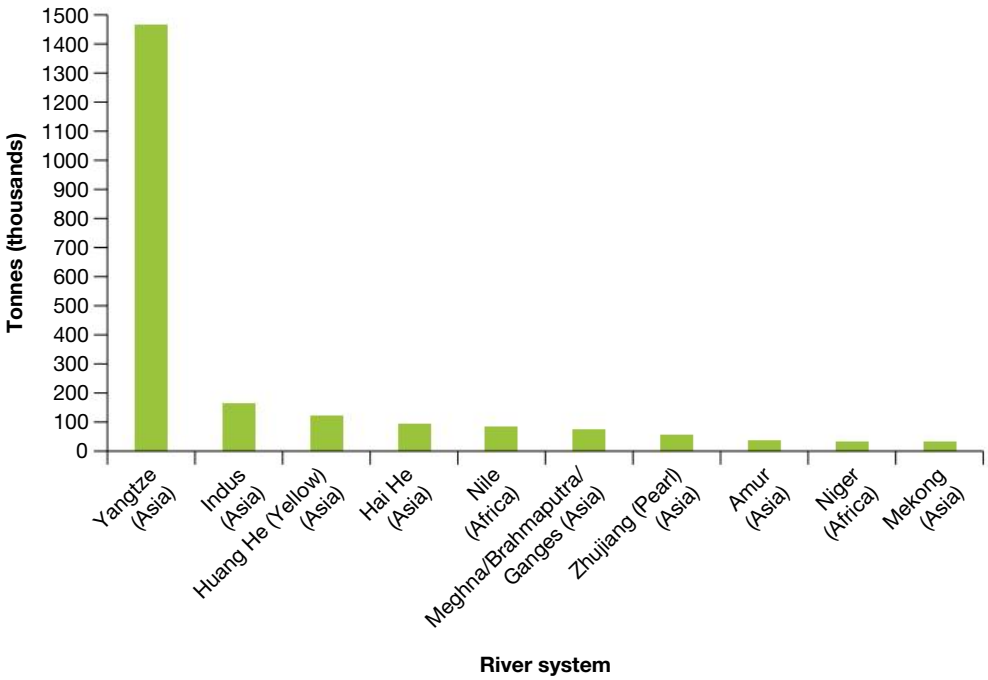
In 2018, the five countries that produced the most marine plastic were located in Asia (see **FIGURE 4**). Research has also found that 90 per cent of all marine plastic pollution originates from just ten river systems, eight of which are located in Asia (see **FIGURE 5**). These rivers all support high populations in their catchment areas and do not necessarily have the infrastructure to collect, recycle and dispose of plastic waste before it enters the sea.

FIGURE 4 Quantity of plastic released into the ocean for selected countries



Source: Ministry of Environment & World Economic Forum; Statista.

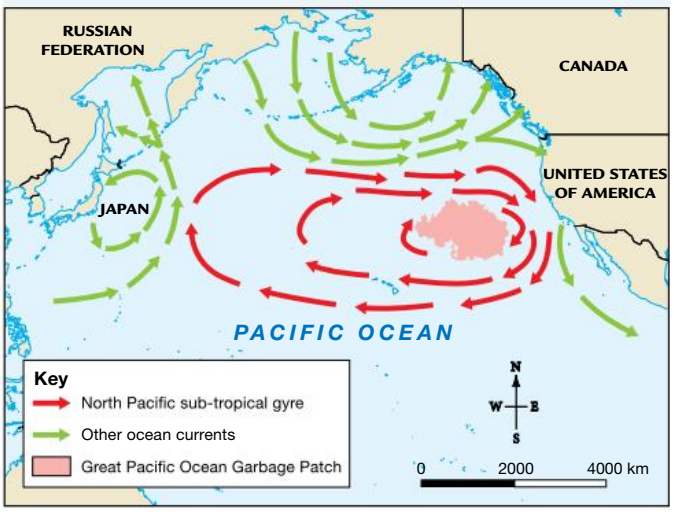
FIGURE 5 River systems producing the most plastic marine litter



The Great Pacific Ocean Garbage Patch

A swirling mass of plastic waste, microplastics and other rubbish has been growing in the middle of the North Pacific Ocean, thousands of kilometres from the nearest coastline. Why is it there and how did it get there? Discarded waste from the east coast of Asia and west coast of the United States gets swept up in the North Pacific gyre. Within the marine environment, the slow-moving currents and winds push material into the calmer centre of the gyre, where it accumulates. It can take a year for material to reach the centre of the gyre from Japan and five years from the United States. The accumulation of debris has earned this region the name the 'Great Pacific Ocean Garbage Patch' (see **FIGURE 6**). It is the largest of the five offshore plastic accumulation zones in the world's oceans, all corresponding with the major gyres. Very little garbage is visible on the surface; rather, it is a thick soupy mass of minute pieces of plastic, with an average depth of 10 metres. The extent of the patch in 2018 was around 1.6 million square kilometres. This is an area almost three times the size of France. Suspended within the patch is an estimated 1.8 trillion plastic pieces — around 250 pieces for every person on Earth!

FIGURE 6 Location of the Great Pacific Ocean Garbage Patch



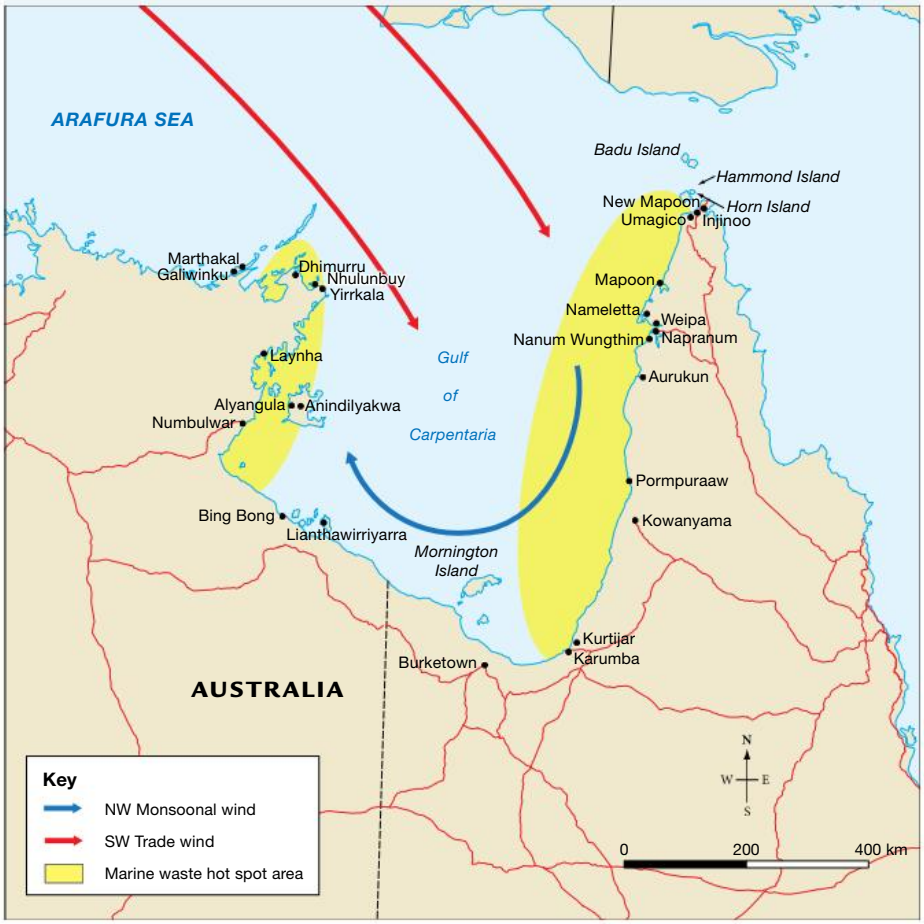
Source: The Ocean Cleanup.

14.3.5 Where are ghost nets a problem around Australia?

Marine debris occurs around all coastlines, including Australia. It is a major problem in northern Australia, particularly in the Gulf of Carpentaria. Here densities of nets can reach up to three tonnes per kilometre per year, among the highest densities in the world. The coastlines in this region are pristine environments and support six of the world's seven marine turtles. Turtles make up 96 per cent of marine creatures captured

in the nets. Over 90 per cent of the debris that collects is derived from the fishing industry, most of it originating from South-East Asia, with the remaining 4 per cent coming from Australia. Most of the nets come from the Arafura Sea, an important fishing ground, especially for the Indonesian fishing industry. More than 62 per cent of the nets are trawling nets — the Arafura Sea being the only region of Indonesian waters where trawling is not banned. Industrial-scale fishing has doubled in this region since 2009. Under the influence of the south-east trade winds and north-west monsoon winds (see **FIGURE 7**), a circular gyre pattern develops, which allows the build-up of ghost nets to develop, similar to the Great Pacific Ocean Garbage Patch.

FIGURE 7 Distribution of ghost net hot spots around northern Australia



Source: © Commonwealth of Australia Geoscience Australia 2013. Ghost Nets Australia, www.ghostnets.com.au/index.html.

Further to Australia's north, the Danajon Banks in the Philippines is an extensive reef system habitat that supports a rich marine life. In recent years, overfishing has depleted fish stocks driving fishers to set more fishing nets to increase their chances of a haul. Discarded fishing nets accumulate on beaches, coral reefs and mangrove swamps or drift in large rafts, trapping marine life.

14.3.6 Impacts of marine debris

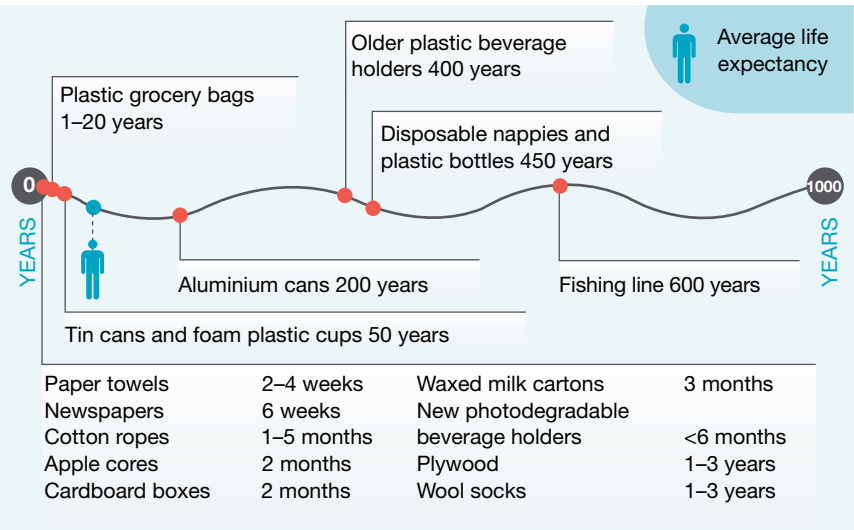
Environmental impacts

FIGURE 8 gives estimates of the length of time some marine debris takes to decompose. Most plastics undergo photodegradation, which happens more slowly in water than on land because of the cooler temperatures and reduced exposure to the sun. As the plastics break down into smaller particles, they 'thicken' the water and can release toxins. If the particles are less than 5 millimetres in diameter, sea creatures can consume them, in turn, these creatures are eaten by bigger creatures and so on up the food

chain. Marine animals such as mussels, which filter seawater, take up the microplastics, which can release toxins into their tissues. Small floating pieces of debris are often mistaken for food and are scooped up by seabirds and fed to their chicks (see **FIGURE 9**).

Plastic pollution is believed to affect at least 800 marine species, with estimates of up to 100 000 marine mammal deaths, including whales, dolphins, porpoises, seals and sea lions, and one million seabird deaths each year. Deaths are mostly caused by eating plastic (see **FIGURE 10**), starvation, suffocation, infection or drowning due to becoming tangled.

FIGURE 8 Time periods for the decomposition of marine litter



Note: Estimated individual item timelines depend on product composition and environmental conditions.

Source: South Carolina Sea Grant Consortium, South Carolina Department of Health and Envrionmental Control (DFHC) — Ocean and Coastal Resource Management, Centers for Ocean Sciences Education Excellence (COSEE) — Southeast and NOAA 2008.

FIGURE 9 Foreign objects found in the stomach of a seabird. How many different items can you identify?

FIGURE 10 Mistaken for jellyfish floating in the ocean, discarded plastic bags are eaten by hundreds of marine species.

Twelve out of 25 of the most important species of fish for human consumption have been discovered to have consumed microplastics. These tend to lodge in the gut rather than being found in the muscle tissue that humans consume.

Small marine creatures, such as barnacles, which normally spend their lives attached to rock, coral or coconut shells, can 'hitch a ride' on marine debris. The arrival of pest species in new locations can seriously affect ecosystems as they compete with native species for food or habitat.

Impacts on people

While the fishing industry contributes to marine debris, the industry itself is also affected by the litter. A survey in northern Scotland found that 92 per cent of fishers had continual problems with marine debris in their nets, snagging nets on rubbish, and that they avoided some fishing grounds because of their high litter concentrations.

Because of the action of currents, garbage discarded in one country can end up on the beaches of another country thousands of kilometres away. Thus the impacts of marine litter on people are mostly found in coastal regions. Impacts include the rising cost of clearing debris from beaches, loss of tourism revenue, and debris interfering with boating and aquaculture.

DISCUSS

The most effective ways of reducing marine pollution have to start on land. What are our obligations and duties as global citizens to reduce waste and pollution? **[Ethical Capability]**

on Resources

Interactivity Garbage patch (int-3299)

14.3 EXERCISES

Geographical skills key: GS1 Remembering and understanding **GS2** Describing and explaining **GS3** Comparing and contrasting **GS4** Classifying, organising, constructing **GS5** Examining, analysing, interpreting **GS6** Evaluating, predicting, proposing

14.3 Exercise 1: Check your understanding

1. **GS1** What are the two biggest contributors to marine pollution across the world's ocean ***space***?
2. **GS5** Refer to **FIGURE 1**.
   (a) Give an example of a pollutant from each of the following sources of marine pollution:
   (i) atmospheric-based, (ii) land-based, (iii) marine-based.
   (b) Which of the three sources makes up the largest component of marine pollution?
3. **GS1** Refer to **FIGURE 5**. Which river carries the greatest amount of plastic waste, and where is it located?
4. **GS5** Refer to **FIGURE 2**. How would these items compare to a survey of marine litter conducted 50 years ago? What do you think has ***changed*** the most?
5. **GS2** Refer to **FIGURE 4**. Describe the distribution of those countries that produce medium to high (pink–red) quantities of plastic marine waste.
6. **GS1** Why are ghost nets a problem in northern Australia?
7. **GS1** Why are fishing nets an ***environmental*** problem?
8. **GS2** Refer to **FIGURE 7**. On which side of the Gulf would you expect ghost nets to build up:
   (a) during the north-west monsoon season
   (b) during the south-east trade wind season?

14.3 Exercise 2: Apply your understanding

1. **GS2** Explain how a plastic bag discarded after a picnic in Los Angeles can end up in the middle of the Pacific Ocean.
2. **GS2** Refer to **FIGURE 8**. Compare the decomposition ***changes*** for natural materials and man-made materials as seen in this timeline. What does this indicate to the packaging industry and consumers?
3. **GS2** Is our use of plastic a ***sustainable*** practice? Justify your answer.
4. **GS2** What are the ***environmental***, economic and technological factors that have created the Great Pacific Ocean Garbage Patch?
5. **GS2** What are the ***environmental changes*** that rubbish brings to oceans?

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

14.4 Cleaning up our mess

14.4.1 Think global ...

The way we consume and discard our resources has created one of the biggest environmental challenges in the world. Our throw-away society has literally thrown all our waste into the oceans! Doug Woodring, a co-founder of ocean clean-up charity Project Kaisei, says, 'The water in our oceans is like blood for our planet. If we continue to fill it with toxic materials such as plastic, it will be to the detriment of life on Earth'.

Marine debris might start as a local issue but it can contribute to a global problem as debris may travel great distances from its original source, crossing both geographic and political boundaries. We will only significantly reduce marine debris if we control its land-based sources. Communities and governments need to develop effective waste reduction schemes if we want to manage our oceans sustainably. It has been suggested that if no action is taken, pieces of plastic in the ocean will outnumber fish by 2050! Every year, people around the world use 500 billion disposable plastic bags — around 65 for every person on Earth. On average, a person uses a plastic bag for just 12 minutes, but it may then take many, many years for it to decompose (if ever). The scale of the waste issue is huge.

FIGURE 1 What message is this advertisement sending?

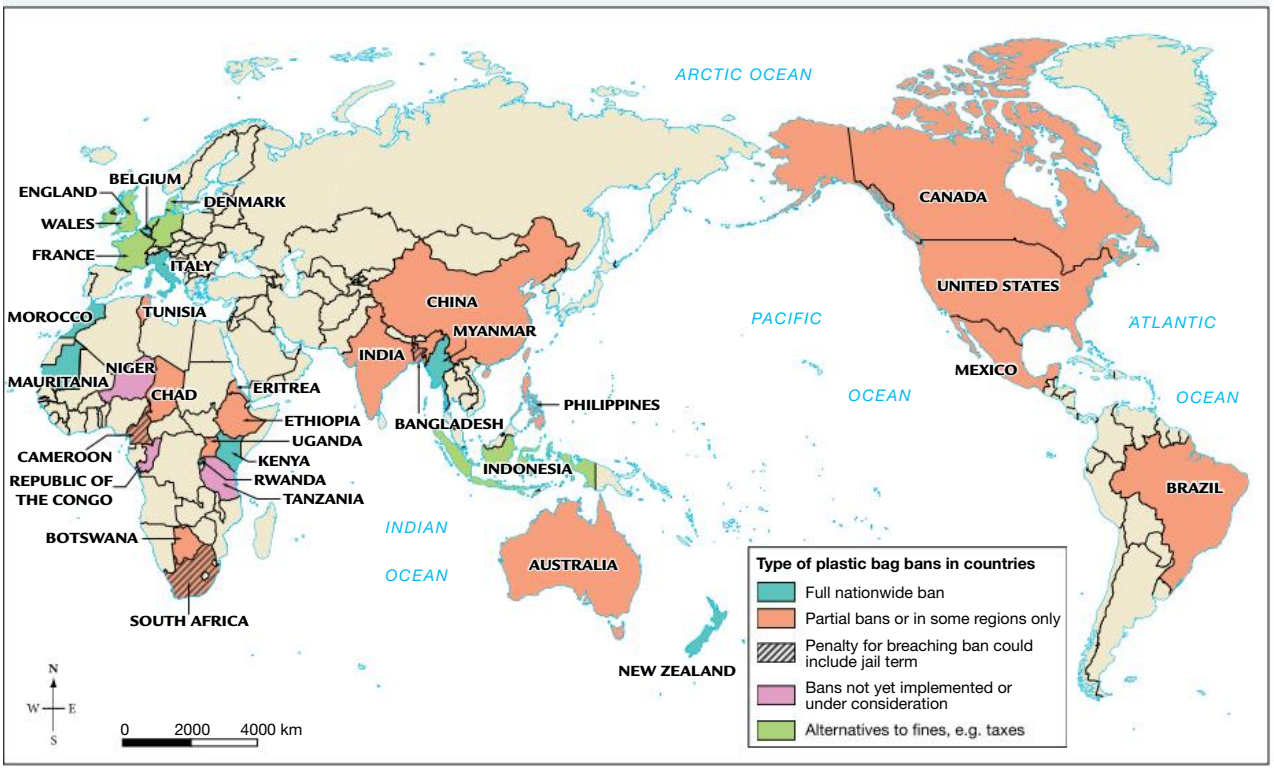
Can't we just scoop it up?

Scooping up marine debris is not as easy as it sounds. Firstly, debris such as that found in the Great Pacific Ocean Garbage Patch is constantly moving in response to shifts in winds and currents. Secondly, much of the garbage is in the form of minute particles that become microplastics, suspended beneath the ocean's surface. One organisation, *Ocean Cleanup* have developed a device that can be towed by ships into the Patch. The device floats in a large U-shape with an impermeable screen draped beneath large floating arms. The debris can be caught up in the screen, while marine life can swim beneath. Winds and waves propel the device forward at a faster rate than the current-driven debris, allowing for it to be collected. The debris can then be brought back to land for processing, recycling or resale. The project is in its early days, with one ocean trial having been completed. Lessons learned from the trial will be incorporated in the system's design, with hopes for improved performance to reach their aim of reducing the amount of larger plastic items in the garbage patch by 50 per cent within five years.

What can be done at the national and international scale?

In 2017, 173 countries signed a United Nations resolution to eliminate plastic pollution in the sea, although this has yet to become a legally binding treaty. As seen in **FIGURE 2**, at least 32 countries have already placed bans on single-use plastic bags. When Ireland first introduced a plastic bag levy back in 2002, bag usage dropped by 90 per cent. Kenya has gone to extremes, with fines of US$40 000 for anyone producing, selling, or even just carrying a plastic bag. This has been successful in terms of creating a cleaner environment, but manufacturers and retailers are struggling to adapt and find affordable and environmentally suitable alternatives.

FIGURE 2 Plastic bag bans around the world



Source: UNEP; Greenpeace, national governments.

Several countries, such as Britain, Canada, the United States and the Netherlands have now banned the use of microbeads in many products, particularly body scrubs and toothpaste. Other products such as sunscreens and lipsticks have not been included in the ban.

In 2017, the UN Environment launched the Clean Seas campaign, with the aim of eliminating the major sources of marine litter by 2022. The focus is single-use plastics and microplastics. The campaign urges governments to introduce policies to reduce plastic waste, encourages companies to reduce plastic packaging and asks citizens to change their consumption and waste practices.

International agreements such as he International Convention for the Prevention of Pollution from Ships (known as MARPOL) forbid ships to dispose of plastic into the sea, and they are not allowed to dispose of food waste within 12 nautical miles of land. Although such regulations are an important step in tackling the issue of marine pollution, they are extremely difficult to police and have no impact on the amount of waste entering the ocean from land-based sources. It is worth noting that in 2019, the world's largest cruise line company, Carnival, was fined A$28 million for knowingly discharging plastic and food waste in the Bahamas and grey water in Alaska's Glacier Bay National Park. The company may be further penalised by being banned from entering ports in the United States.

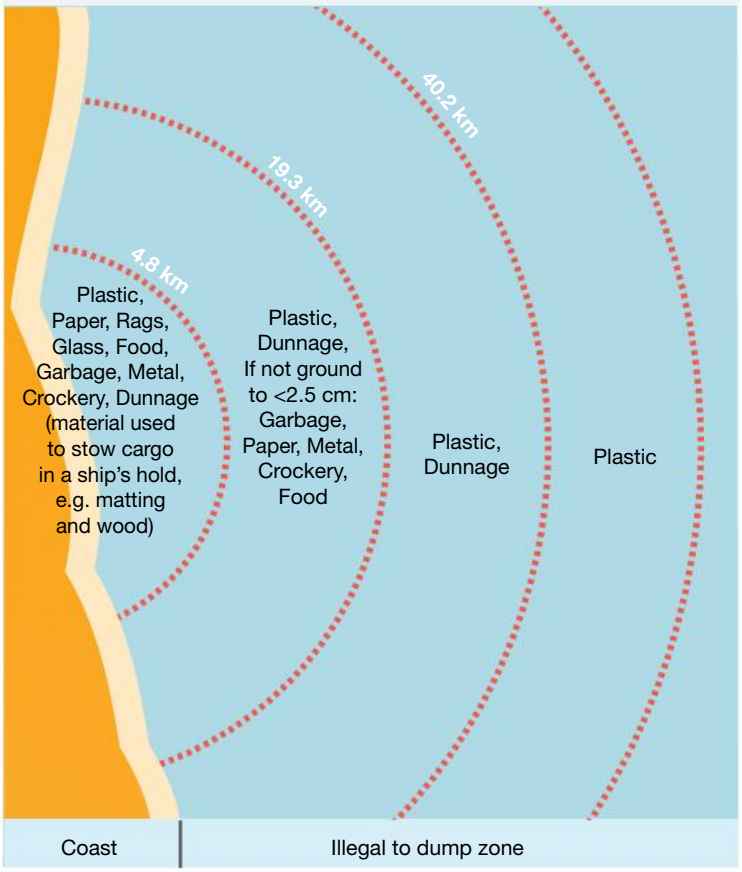
What can communities and organisations do?

Numerous organisations are dedicated to improving our marine environment. These include:

- *Clean Up the World*. Established in 1993, this group works with communities to foster environmental stewardship, through activities such as urban recycling projects, waste recovery, tree planting and habitat restoration projects, education programs, rubbish removal and clean up, and care of marine environment events.
- *Friends of the Earth (FOTE).* As part of their efforts to promote a better and healthier environment by 2030, FOTE promote a 'Plastic Free Friday', where followers join efforts to avoid the use of plastic products for one whole day each week.
- *the Flipflopi expedition*. The founders of this organisation set out to construct a sailing boat ('The FlipFlopi') from ten tonnes of collected marine debris (including many thousands of rubber thongs!). They launched the boat in September 2018, with a 500-kilometre trip along the East African coast from Kenya to Tanzania, aiming to show the potential of reused plastic and to raise awareness of plastic marine pollution in a unique way.
- *Greenpeace.* A global organisation that promotes environmental issues, one of Greenpeace's largest campaigns against plastics is a global petition to encourage government action against single-use plastic.
- *International Coastal Cleanup*. Since the late 1980s, volunteers from around the world have participated in *Cleanup* events – cleaning up and collecting data on debris found along coastlines, lake shores and river banks, to help prevent litter from entering the oceans and to build awareness of the problem of marine pollution. Their 2018 report highlighted the results of global cleanup events held in 2017: across more than 100 countries, 9 285 600 kilograms of waste (a total of 20 824 689 individual items) were collected. The data collected over the years has contributed to new littering laws (see **FIGURE 4** for an example).

FIGURE 3 Thousands of volunteers all around the world participate in Clean Up days in an effort to reduce marine pollution.

FIGURE 4 Marine pollution restrictions in the United States



What can manufacturers do?

In recent years, manufacturers have become much more environmentally aware, with new biodegradable packaging materials and improved recycling methods developed. Several of the large beauty and personal toiletry companies have voluntarily removed plastic microbeads from their products, replacing them with natural, biodegradable 'beads' made from products such as jojoba, coffee, salt and oats.

Examples of individual progress include:

- McDonald's and Swiss food manufacturer Nestlé have pledged to make all their plastic packaging 100 per cent recyclable or reusable by 2025.
- Furniture maker IKEA has pledged to phase out single-use plastic products from its stores and restaurants by 2020.
- Car manufacturer Volvo has pledged that, from 2025, one-quarter of the plastic used in new cars will come from recycled plastic sources.
- Coca-Cola has created a 'World Without Waste' campaign to address its own contribution to much of the increase in global litter. Coca-Cola has stated that, by 2030, it will recycle a used bottle or can for every new one sold. It has also pledged to increase the amount of recycled content in plastic bottles from 13 to 50 per cent by 2030.

FIGURE 5 By 2025 all McDonald's packaging will be recyclable or reusable.

14.4.2 ... act local!

What can fishers do?

Numerous schemes are being trialed around the world to combat the problem of fishing debris. These include:

- a 'Fishing for Litter' scheme set up in Scotland where fishers and port authorities have collaborated to collect all litter caught in nets. Instead of throwing this litter overboard, the debris is collected and brought back to port for managing. Between 2005 and 2015, Scottish fishers collected more than 900 tonnes of marine litter.
- recreational fishers in the United States can recycle fishing lines back to the manufacturer via collection points. Since the scheme started in 1990, it has prevented more than 15 million kilometres of fishing line potentially entangling wildlife.
- on beaches around Port Phillip Bay in Victoria, labelled containers are available for fishers to deposit used fishing lines and other fishing paraphernalia.

What can *you* do?

The Surfrider Foundation in Australia and the United States is responsible for the 'Rise Above Plastics' campaign. The aim of the campaign is to get people to think about how they can make a difference and prevent marine debris. They suggest ten ways to reduce your personal plastic footprint. There are also many innovative ways to recycle plastic products that can be found on YouTube, such as converting plastic bags to rope or handbags.

Ten ways to reduce your personal plastic footprint

1. Choose to reuse when it comes to shopping bags and bottled water. Use cloth bags and metal or glass reusable bottles if possible.
2. Refuse single-serving packaging, excess packaging, straws and other 'disposable' plastics. Carry reusable utensils in your bag, backpack or car.
3. Reduce everyday plastics such as sandwich bags and juice cartons by replacing them with a reusable lunch bag or box that includes a thermos.
4. Bring a reusable cup with you to the café, restaurant or juice bar. This is a great way to reduce the use of lids, plastic cups and/or plastic-lined cups.
5. Go digital! No need for plastic CDs, DVDs and jewel cases when you can buy your music and videos online.
6. Seek alternatives to the plastic items you use.
7. Recycle. If you must use plastic, try to choose #1 (PETE) or #2 (HDPE), which are the most commonly recycled plastics. Avoid plastic bags and polystyrene foam as both typically have very low recycling rates.
8. Volunteer at a beach clean-up. Surfrider Foundation Chapters hold clean-ups monthly or more frequently.
9. Support plastic bag bans, polystyrene foam bans and bottle recycling bills.
10. Spread the word. Talk to your family and friends about why it is important to 'rise above plastics'!

14.4.3 Cleaning up the ghost nets

In the Philippines, 'Networks', an initiative supported by the London Zoological Society, is working with local fishers to harvest discarded nets. Former fishers dive for nets, and then on shore they are compressed into tight cubes and shipped to Slovenia, in Europe, where the nets are turned into nylon yarn and then shipped to the United States to be woven into carpets. Instead of being dumped, the nets have value and can be sold. Jobs are created and an environmental threat is averted.

In Australia, the ghost nets issue is being tackled by GhostNets Australia, an alliance of over 22 Indigenous communities in remote coastal places of Western Australia, Queensland and the Northern Territory, funded by the federal government. Since it was established in 2004, over 13 000 ghost nets have been captured by locally trained rangers (see **FIGURE 6**).

FIGURE 6 Captured trawler nets being collected by rangers

Often, helicopters are used to spot the ghost nets washed ashore, which are then checked for trapped wildlife. Live turtles are tagged and data recorded before they are returned to the sea. Nets are dragged up above the high tide line to be identified, collected and disposed of later. The project works on a '6R' principle:

1. **R**emove ghost nets from waters and coastline of the Gulf of Carpentaria.
2. **R**ecord the number, size, type and location of nets.
3. **R**escue animals trapped in nets.
4. **R**eport the activities that the community has done to increase awareness.
5. **R**educe the number of nets in the Gulf by working together.
6. **R**esearch factors that influence the distribution, movement and impact of ghost nets.

This program is part of a Caring for our Country initiative in the region, which promotes stewardship of Indigenous customary lands and seas.

What can be done with the debris?

Traditionally, fishing nets were made of more eco-friendly materials, such as flax or hemp, but now they are usually made of nylon, which makes them stronger, cheaper and more buoyant. However, this means they take a very long time to break down. Nets can also range in size from 30 cm to 6 km long! There are three options for disposing of the waste: burning, placing in landfill, or recycling. Each, however, has disadvantages, and all methods require the difficult task of collecting the waste.

Disadvantages of burning fishing nets include:

- burning plastic is illegal in most countries
- after burning, the residue is a huge, heavy, immovable mass of melted plastic, which is a visual eyesore
- health risks associated with burning plastic.

Disadvantages of disposing of fishing nets in landfill include:

- expense of transporting the waste over large distances to a landfill site
- often waste is burned in tips, and these tips are close to settlements.

Disadvantages of recycling or reusing fishing nets include:

- remoteness of and distances to recycling plants (South Australia and Taiwan have plants big enough to cope with fishing nets)
- expense of transporting the waste over large distances
- the need for large machinery to chop plastic into manageable pieces
- the need to find a local use for the recycled waste material.

GhostNets Australia's solution

While only a partial solution to the large quantity of nets accumulating, GhostNets Australia promotes the reuse of nets by providing local artists with netting material. The artists use traditional weaving techniques to create artworks (see **FIGURE 7**). This type of cottage industry brings economic and social benefits as well as raising awareness of the problem of marine debris.

FIGURE 7 Woven basket made of recycled fishing nets

14.4 INQUIRY ACTIVITIES

1. If you have access to a beach, walk along the high tide line and see if you can collect and identify different forms of marine litter. Collate and record your findings. What were the most common forms of litter you identified? Where have they come from? **Examining, analysing, interpreting**
2. How can you reduce your school's plastic footprint? Brainstorm ideas as a class and then develop one idea in detail. How can you promote your idea? You may like to create a slogan and poster, address a school group or assembly or write a proposal to the school administration. **Evaluating, predicting, proposing**
3. Undertake a plastic bottle survey at home. Check your kitchen, laundry and bathroom and count the number of plastic bottles, jars and other containers you find (only count containers). Collate your results, in graph form, with other students in your class and then write a summary of your findings. **Examining, analysing, interpreting**
4. Research information on the different types of fishing nets used: gill, purse, seine and trawl nets.
   (a) Construct a table to list the advantages and disadvantages of each from a fishing and an ***environmental*** perspective.
   (b) Which net design might prove to be the most damaging to the ***environment*** if lost or discarded? **Examining, analysing, interpreting**

14.4 EXERCISES

Geographical skills key: GS1 Remembering and understanding **GS2** Describing and explaining **GS3** Comparing and contrasting **GS4** Classifying, organising, constructing **GS5** Examining, analysing, interpreting **GS6** Evaluating, predicting, proposing

14.4 Exercise 1: Check your understanding

1. **GS1** What items is it illegal to dump within a 4.8 km zone of the coast in the United States?
2. **GS1** Identify five ways that you can reduce your plastic footprint.
3. **GS1** What are two important initiatives that have been undertaken at the national or international level to reduce marine pollution?
4. **GS2** Why is an understanding of local wind patterns useful to GhostNets rangers?
5. **GS2** Why is transporting ghost nets to South Australia for recycling not a viable option?
6. **GS2** Evaluate the ***environmental***, economic and social aspects of the GhostNets program.

14.4 Exercise 2: Apply your understanding

1. **GS6** Is the saying, 'Think global, act local' applicable to marine pollution? Justify your answer.
2. **GS6** How successful would an international agreement where all countries decide to reduce land-based marine pollution be? What would be the advantages and disadvantages?
3. **GS4** Construct a table, similar to the one below, to evaluate each of the proposals to help reduce ocean debris.

Response	**Economic criteria** (e.g. cost)	**Social criteria** (e.g. time and effort required)	**Environmental criteria** (e.g. effectiveness)
Individual actions			
Manufacturers			
International community			

4. **GS5** What conclusions can you draw from the table you created in question 3?
5. **GS6** Suggest ways in which you could encourage others to reduce their plastic footprint.

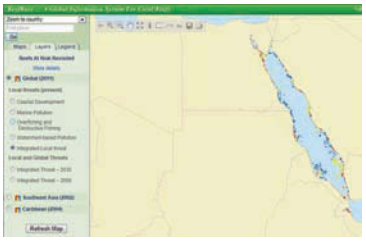
Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

14.5 SkillBuilder: Using geographic information systems (GIS)

online only

What is GIS?

GIS is a computer-based system of layers of geographic data. Just as an overlay map allows you to interchange layers of information, GIS allows you to turn layers on and off to make comparisons between pieces of data.



Select your learnON format to access:

- an overview of the skill and its application in Geography (Tell me)
- a video and a step-by-step process to explain the skill (Show me)
- an activity and interactivity for you to practise the skill (Let me do it)
- questions to consolidate your understanding of the skill.

on Resources

Video eLesson Using geographic information systems (GIS) (eles-1752)

Interactivity Using geographic information systems (GIS) (int-3370)

14.6 Oil and water — a toxic mix

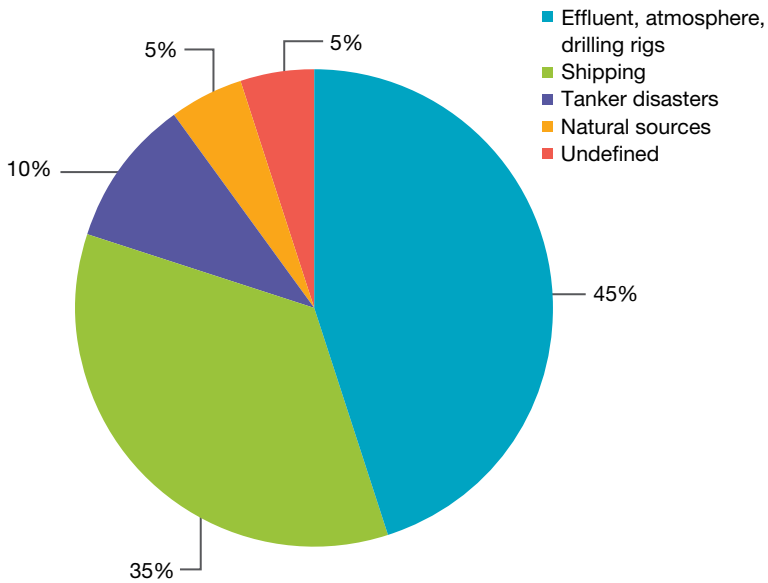
14.6.1 Sources of marine pollution

You have probably seen images of birds covered in sticky oil, usually as a result of the most dramatic type of marine pollution: oil spills and shipping accidents. The impact of oil on ocean and coastal ecosystems is often localised over a relatively small area, but may last for many years.

Almost all of the Earth's supply of oil and natural gas is found in deep underground reservoirs. Reservoirs can be under a landmass, under the seabed and under continental shelves. Extracting oil from the seabed accounts for nearly 30 per cent of the world's production. Offshore drilling takes place on huge floating platforms, in waters up to 2 kilometres deep and as far as 300 kilometres from the coast. More than 50 per cent of countries around the world drill for offshore oil and gas.

The most obvious and visible kinds of marine oil spills usually involve tanker accidents, or leaks from offshore oil rigs. However, oils enter the ocean from a variety of sources, with both natural and land-based sources accounting for a much larger proportion than disasters (see **FIGURE 1**). There has been a decrease in the number of tanker accidents in recent years, mostly due to improved ship design and greater safety methods. However, with more ships and supertankers being built, the potential risk of an accident is still high.

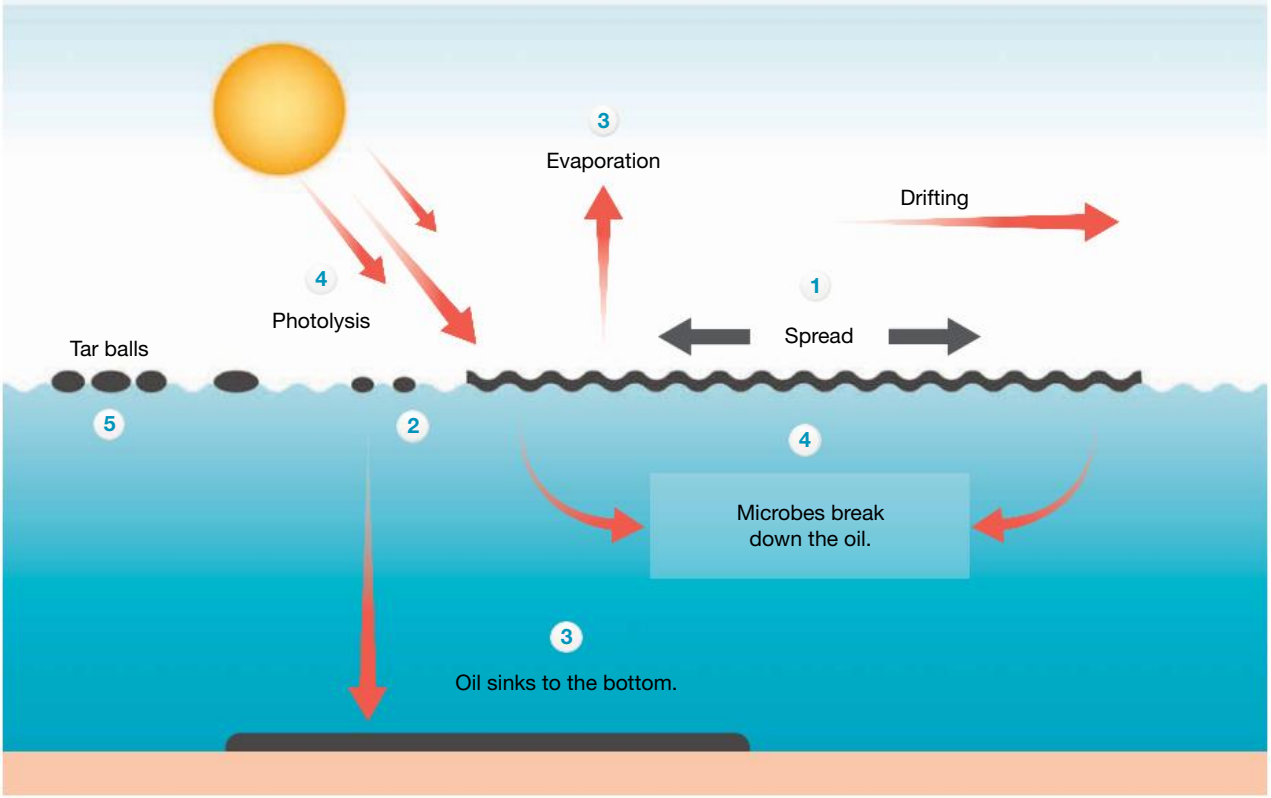
FIGURE 1 Main sources of marine oil pollution



14.6.2 What happens to oil in the ocean?

Each oil spill is different and there are various physical, chemical and biological factors that will influence the behaviour of spilt oil. The type of oil, temperature of the water, wave and current action, and the nutrient content of the water are all critical influences. The stages in the breakdown of oil can be seen in **FIGURE 2**.

FIGURE 2 What happens to oil in the ocean?



1. When oil is released into the ocean it immediately forms large slicks that float on the surface. It can take only 10 minutes for one ton of oil to disperse over a radius of 50 m and be 10 mm thick.
2. After a few hours, weathering by wind and waves breaks down the slick into narrow bands, or windrows, that float parallel to the wind. The oil may be less than 1 mm thick but can now cover 12 km^2. After the slick thins down it breaks up into fragments and fine droplets that can be transported over larger distances.
3. Some of the oil evaporates or sinks.
4. Some of the oil can be chemically broken down by sunlight or bacteria (photolysis).
5. Finally the oil solidifies into tar balls (clumps), which are more resistant to bacterial decomposition.

14.6.3 Impact of oil on the environment

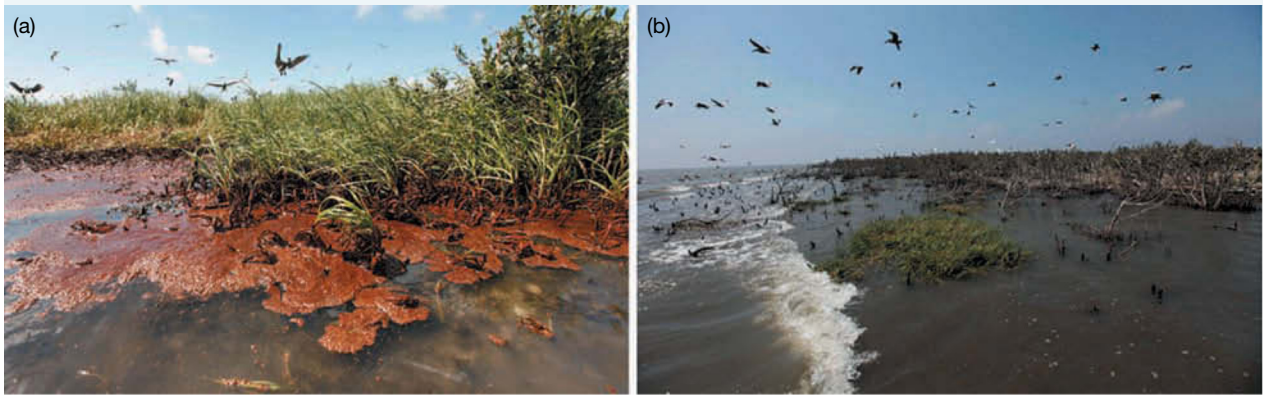
Oil spills can result in both short- and long-term environmental change, with some damage lasting for decades. A spill in open waters is usually less destructive than a spill near coastal waters, where most fish and bird breeding takes place. Oil pollution is less visible in the open ocean, especially once it disappears from the surface, but it is still capable of being moved via ocean currents.

Coastlines

The geography of the coastline can influence the degree of impacts from an oil spill. Impacts are less on exposed coasts due to strong wave action. A long, sheltered, sandy coastline is vulnerable as the oil can

soak into the sand, which is extremely difficult to clean. Mangroves, salt marshes and extensive sandbanks are also sensitive as the oil soaks into the fine sediments and can be taken up by plants. This affects wildlife that live in this habitat, and the loss of vegetation increases the risk of coastal erosion, as shown in **FIGURE 3(a)** and **(b)**. Coral reefs are possibly the most vulnerable to oil spills, and they are extremely slow to recover.

FIGURE 3 (a) Oil damage to wetland habitat (b) The same area of wetlands one year after the oil spill



Wildlife

Any oil on the surface of the sea will kill birds that swim and dive for their food there. Feathers covered in oil rob birds of waterproofing and insulation. Ingesting the oil can poison them. Oil spills also damage coastal nesting and breeding grounds. Oil can block the blow holes of marine mammals such as whales, dolphins and seals, making breathing difficult. If oil coats their fur, they become vulnerable to hypothermia. Animals' food supply is also poisoned by floating oil. Fish, especially shellfish, suffer immediate effects of an oil accident. Reduced reproduction, birth defects and other abnormalities develop in the next generation of wildlife exposed to oil spills, creating a longer-term impact.

14.6.4 Cleaning up oil spills

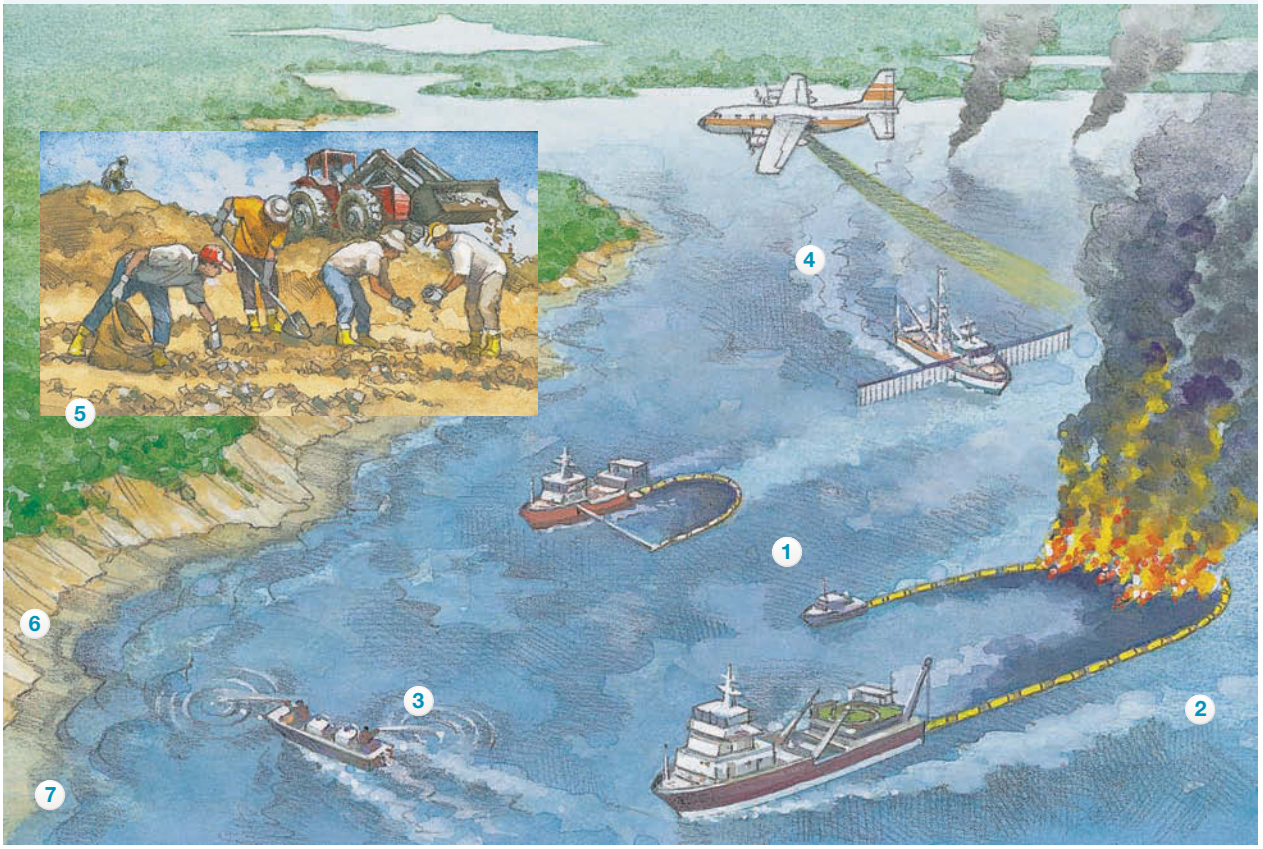
Prevention

The most important way to deal with oil spills is to prevent them from happening in the first place. The UN MARPOL treaty was established in 1983 to deal with the growing problem of marine pollution. Individual countries have also established new rules and regulations. For example, since 2015 all tankers operating in United States waters must be double hulled, so that if the outer hull is damaged, the inner hull can still hold the fuel. The oil industry must also now have detailed response plans for cleaning up any spills.

Remediation

When a spill does occur, the clean-up will generally involve a combination of approaches. Methods will depend on factors such as location, weather and the type of spill. It is extremely difficult to contain and clean up any oil spill, and many early methods often caused more environmental damage than the oil itself. For instance, consider the impact of a high-pressure hose on a fragile ecosystem, or the spraying of toxic chemicals to absorb the oil. A range of remediation methods are used to clean up oil spills (see **FIGURE 4**).

FIGURE 4 Different methods of cleaning up oil spills



1. Boats with **booms** attached skim oil off the water's surface.
2. Oil collected by booms is then burned off the surface of the water.
3. **Bioremediation** techniques use microorganisms and fertilisers to break the oil down into less harmful compounds.
4. Boats and planes spray chemical dispersants, similar to detergents, on the oil to break it down into droplets.
5. Manual/mechanical methods: People with rakes and spades as well as heavy equipment physically remove oil from along beaches.
6. Natural processes: Often the impact of cleaning up is greater than the oil damage itself in fragile environments. Over time, naturally occurring microorganisms, sunlight and wave action will slowly break the oil down.
7. Absorbent material such as hay, wood shavings and even human hair (collected from hairdressers and stuffed into nylon casings) can be used to help mop up oil (see **FIGURE 5**).

14.6.5 CASE STUDY: The Gulf of Mexico oil spill

The Gulf of Mexico is rich in natural resources and, in particular, oil. More than 4000 active offshore oil well platforms are distributed along the northern region, attached to thousands of pipelines delivering oil and gas to the mainland. Ninety per cent of America's offshore drilling takes place here. In 2010, it was the site of the world's second biggest oil spill.

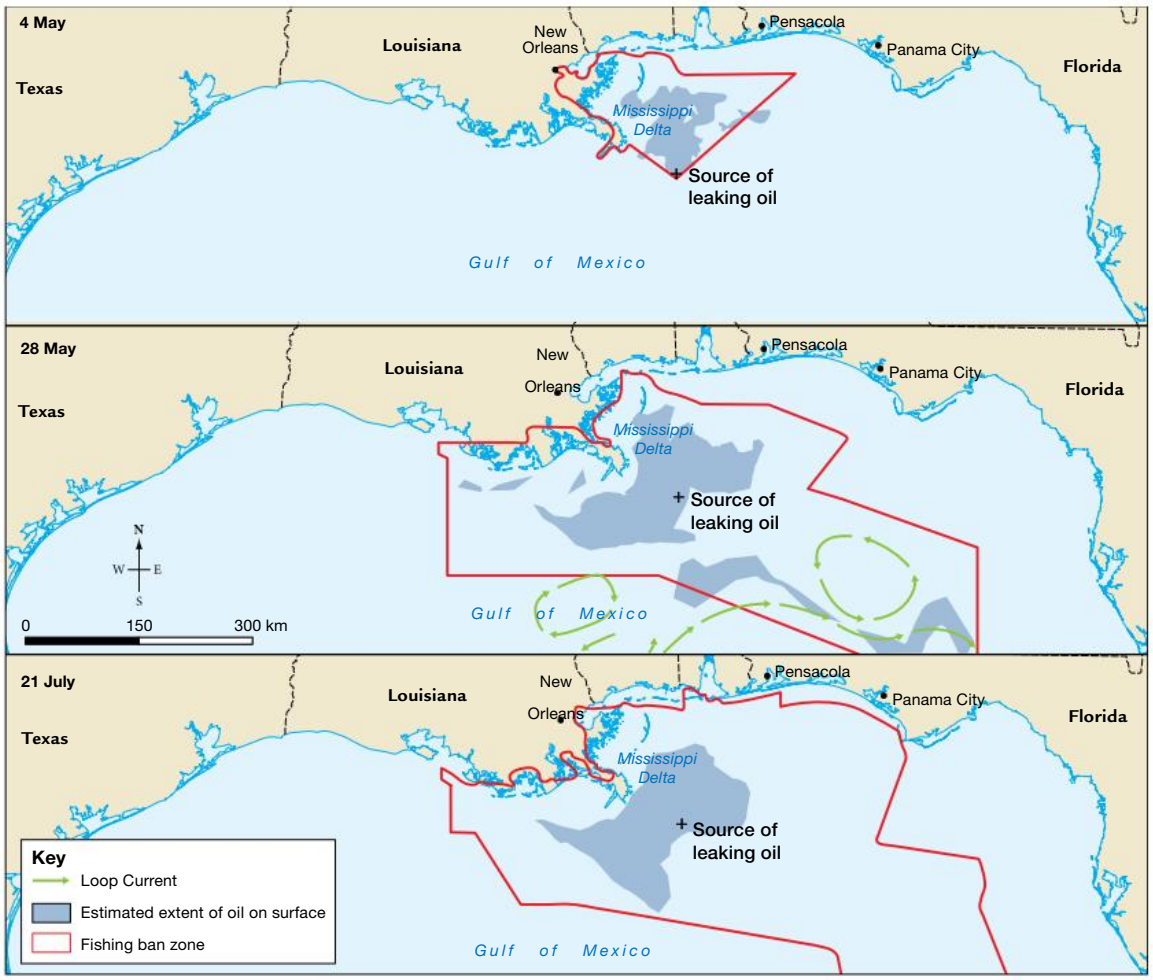
On 20 April 2010, an explosion on the Deepwater Horizon drilling platform, located 74 kilometres off the Gulf coast, caused the rig to burn and sink, killing 11 workers (see **FIGURE 6**).

As a result, oil began leaking into the Gulf from ruptures in the drilling pipe, more than 2000 metres below the surface, creating the largest spill in American history. Over the course of 87 days, an estimated 4.9 billion barrels of oil were released into the sea (see **FIGURE 7**). Over 35 per cent, or 2650 kilometres, of the Gulf coast was fouled.

FIGURE 5 Recycled human hair turned into oil-absorbent logs for soaking up oil spills

FIGURE 6 The Deepwater Horizon oil rig on fire

FIGURE 7 Mapping the extent of the Gulf oil spill (a) 4 May, (b) 28 May and (c) 21 July



Source: Conservation Biology Institute, Publication Date: 7/5/2010 Map by Spatial Vision.

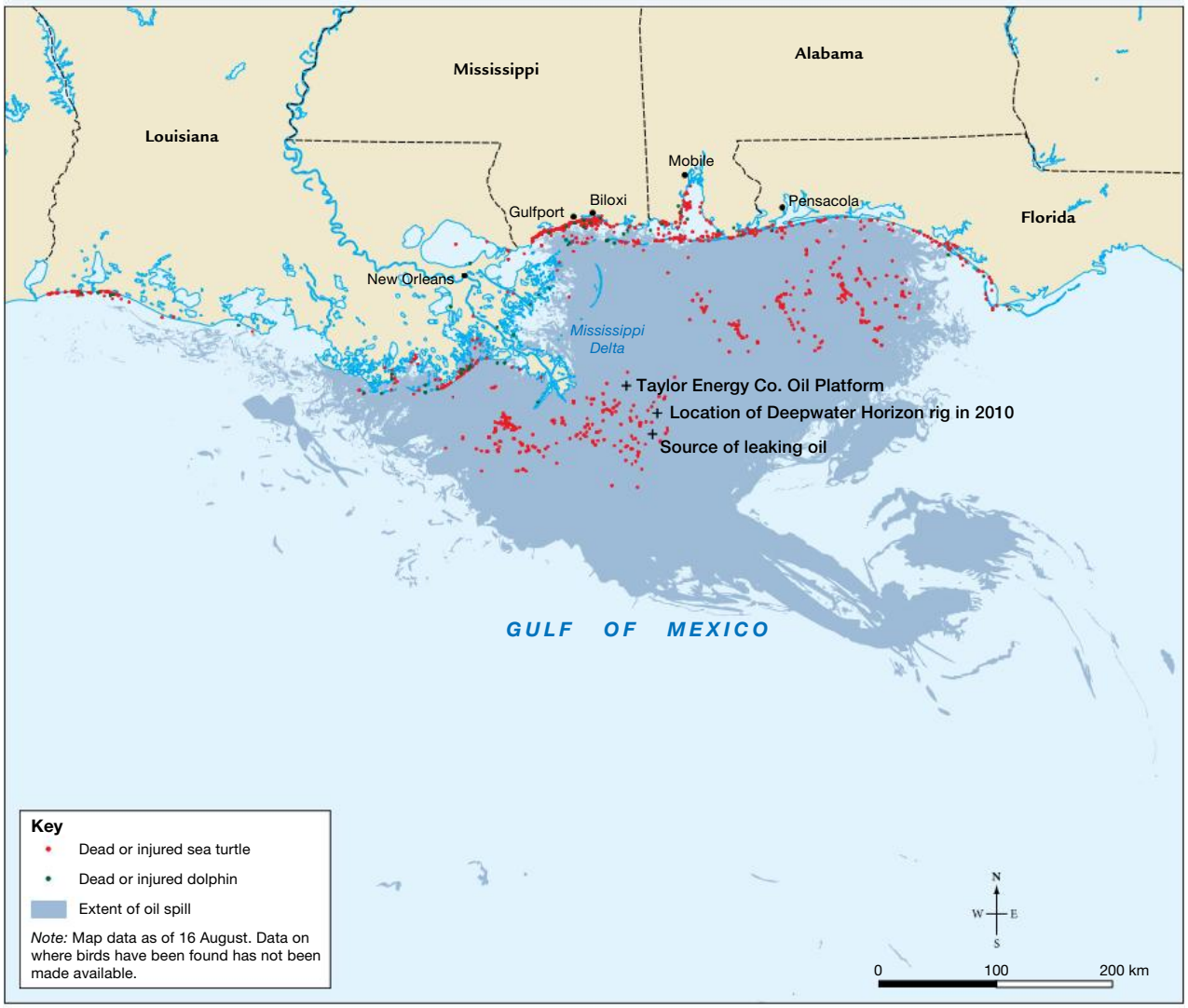
The role of ocean currents

There was a risk of the oil being caught up in the Gulf Loop Current, which then had the potential to feed oil into the Gulf Stream Current, a powerful ocean conveyor belt that carries warm water north along the east coast of America, moving at a rate of approximately 80–160 km/hour. Had this happened, the extensive wetlands of the Florida Keys and important tourist beaches would have been badly affected. The Loop Current is constantly shifting, and fortunately, during the period of the spill, it actually shifted out of the danger area.

What was the damage?

Scientists were able to track and map the oil spill on a daily basis. The distribution of oil changed regularly, largely due to weather and tide conditions and the efforts of clean-up teams. The fact that the oil was leaking in deep water certainly reduced some of the impact, as did the relatively calm weather during this time. For the first month, the oil stayed mostly at sea, but by June, the oil had reached the Louisiana wetlands to the north-west and the Florida coastline to the north-east. Early records of dead or injured turtles and dolphins can be seen in **FIGURE 8** and **TABLE 1**.

FIGURE 8 The effect of the Gulf oil spill on the marine ecosystem, 17 May to 15 August 2010



Source: Conservation Biology Institute, Publication Date: 7/5/2010. Map by Spatial Vision.

TABLE 1 The effect of the Gulf oil spill on sea turtles, dolphins and birds as of 2 November 2010

	Found alive	Found dead	Total found
Sea turtles			
Visibly oiled	456	18	474
Not visibly oiled	79	319	398
Dolphins			
Visibly oiled	2	4	6
Not visibly oiled	7	92	99
Birds			
Visibly oiled	2079	2263	4342
Not visibly oiled	0	3827	3827

Source: © National Oceanic and Atmospheric Administration, www.noaa.gov.

After the accident, the number of dolphin deaths rose from an average of 63 deaths per year to a high of 335 in 2011. Deaths then averaged 200 per year until 2015 and have continued to decline. The long-term impacts on dolphin populations is still unknown.

Animal death counts would have been higher if not for the efforts of rescue teams who collected 25 000 turtle eggs and relocated them to Florida's Atlantic coast. In the same time period, inland flooding of farmland provided alternative wetlands for migratory birds that normally would have inhabited the coastal wetlands. Most of the 1600 kilometres of coastline have now been cleaned up.

Impacts on people

To minimise the risk to humans of eating contaminated seafood, more than 150 000 km^2 of federal waters were closed to fishing. The Gulf fishing industry was estimated to have lost $247 million from the fishing ground closures. The fishing industry is open again and is carefully monitored. Research in 2018 noted that oil contamination in fish has been declining over time but the diversity of fish species was lowest in those areas of the gulf with the greatest number of oil rigs.

The initial loss to the tourism industry in 2013 was US$22.7 million, but the industry quickly picked up and in 2017 the coastal areas of Alabama were earning US$4.4 billion in tourist dollars. Since the spill, BP has paid out more than $20 billion in damages claims to state governments, individuals and businesses, in addition to providing funding for restoration projects.

How was the Gulf cleaned up?

FIGURE 9 shows the results of the clean-up following the Gulf oil spill, 103 days after the accident. Favourable weather conditions at the time enabled authorities to put some defensive measures in place, including more than 4000 kilometres of booms, to protect coastal land.

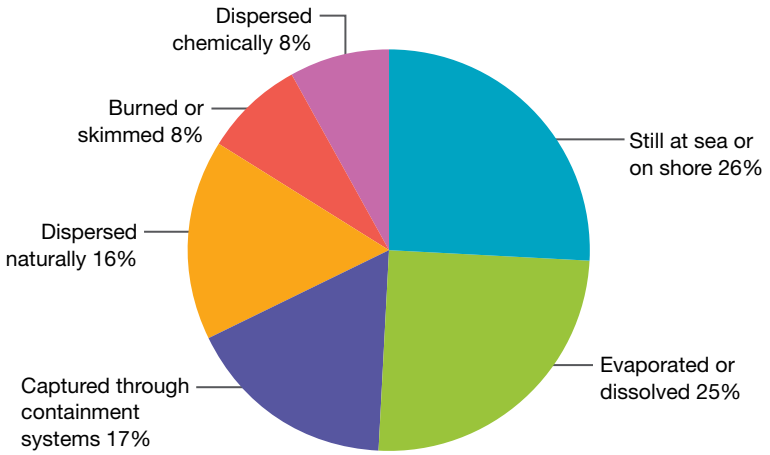
In all, an estimated 6.4 million litres of dispersants were used on the spill. Scientists believe that nearly 50 per cent of the oil spilled and nearly 100 per cent of the methane gas released has stayed deep in the ocean. As much as 3200 square kilometres of ocean floor is thought to be polluted.

A disaster unfolding

Another potential disaster is unfolding in the Gulf of Mexico. In 2004, Hurricane Ivan swept through the region and created an underwater avalanche that buckled and sank an oil rig owned by Taylor Energy, located 19 kilometres off the coast of Louisiana (seen in **FIGURE 8**.) A mixture of steel and leaking oil was buried in 45 metres of mud on the sea bed. Since then it has been leaking up to 700 barrels of oil per day, a rate that will surpass the volume lost in the Deepwater Horizon spill, also making it the longest oil spill

in US history. To date there has not been any evaluation of the environmental consequences. More than US$200 million has been spent on the clean-up but only one-third of the wells have been capped or plugged. The task is near impossible with many of the leaking wells buried in thick mud. Drilling runs the risk of striking a pipe or well, creating a catastrophe. The only other alternative is to build some sort of structure to contain the oil on the surface.

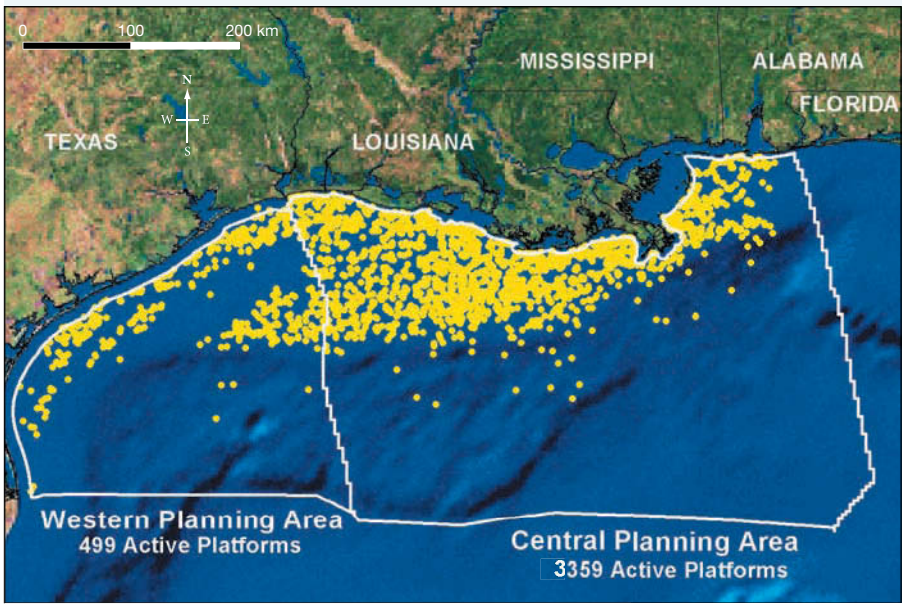
FIGURE 9 The clean-up of the Gulf of Mexico oil spill



An ongoing threat

Because of the high number and distribution of oil wells in the Gulf of Mexico (see **FIGURE 10**), the threat of future accidents remains. In fact, there are more than 4000 oil platforms and nearly 80 000 kilometres of active and inactive pipelines carrying oil across the sea bed to the shore. The frequency of storms and hurricanes in the Gulf region is high; in the four years from 2004 to 2008, 150 oil rigs were battered or destroyed by extreme weather events. Today, the energy companies employ more sophisticated weather forecasting techniques and implement safety programs, closures and evacuation of personnel well in advance of approaching hurricanes.

FIGURE 10 Distribution of oil wells in the northern Gulf of Mexico



Source: National Oceanic and Atmospheric Administration, Office of Ocean Exploration and Research, U.S. Department of Commerce. Adapted by Spatial Vision.

In Florida, it has been estimated that the annual value of tourism and fishing along the state's eastern Gulf coast is three times higher, and considerably more sustainable, than the value of any oil or gas that might be found there.

However, oil continues to be a very important fuel and raw material for many products ranging from asphalt to chemicals, synthetic materials and plastics. The Gulf of Mexico supplies the United States with 17 per cent of its total US crude oil and 5 per cent of its gas. Consequently, oil resources will continue to be explored and developed. Very careful planning and management will be needed to prevent the environmental changes that an oil rig disaster can bring.

DISCUSS

'Oil is an essential part of our modern life. It is worth the risks to the environment to ensure ongoing supply of this important resource.' Discuss your views on this statement in small groups.

[Critical and Creative Thinking Capability]

on Resources

eWorkbook Oil spill (doc-31789)
Interactivity Oil slick (int-3300)
Google Earth Gulf of Mexico

14.6 INQUIRY ACTIVITIES

1. Complete the **Oil spill** worksheet to investigate this topic further. **Examining, analysing, interpreting**
2. Research the potential impact of oil spills on the Great Barrier Reef. How does the Great Barrier Reef Marine Park Authority manage the park ***sustainably*** to prevent oil spills? **Examining, analysing, interpreting**
3. One of the biggest ***environmental*** disasters from a marine oil spill was the spill by the *Exxon Valdez* ship off the Alaskan coast in 1989. Research the disaster and then create a newspaper front page account of the accident. Include a location map, cause of the accident, examples of the impacts and methods used to clean it up. Annotated photographs could be used for illustration. What are the similarities and differences between the *Exxon Valdez* and Gulf oil spills? **Examining, analysing, interpreting**

14.6 EXERCISES

Geographical skills key: GS1 Remembering and understanding **GS2** Describing and explaining **GS3** Comparing and contrasting **GS4** Classifying, organising, constructing **GS5** Examining, analysing, interpreting **GS6** Evaluating, predicting, proposing

14.6 Exercise 1: Check your understanding

1. **GS1** What percentage of the world's oil comes from the seabed?
2. **GS2** Examine **FIGURE 2**. Why is it important that oil spills are treated as quickly as possible?
3. **GS2** Examine **FIGURES 3(a)** and **(b)** and describe the ***changes*** that you can see in the two ***environments***.
4. **GS6** Suggest one ***environmental***, one economic and one technological factor that can contribute to marine oil pollution.
5. **GS1** List the ways in which oil creates ***environmental change*** in the ocean.
6. **GS3** Compare some of the advantages and disadvantages of drilling for oil in the ocean compared to drilling for oil on land.
7. **GS1** List three things that helped reduce the ***environmental changes*** of the Gulf of Mexico oil spill.
8. **GS1** What weather conditions could have worsened the Gulf disaster?
9. **GS2** Why is there is no single solution to cleaning up oil spills?

14.6 Exercise 2: Apply your understanding

1. **GS4** Examine **FIGURE 2**. Select the conditions from those listed below that would be most likely to encourage the rapid breakdown of an oil spill. Justify each of your choices.
   - Cold ocean water/warm ocean water
   - Calm seas/choppy seas
   - Ready supply of bacteria/limited supply of bacteria
   - High level of oxygen in the water/low level of oxygen in the water
   - High number of bacteria-eating organisms/low number of bacteria-eating organisms
2. **GS3** Construct a table to suggest the possible advantages and disadvantages of the seven methods of remediation shown in **FIGURE 4**. Consider the influence of the following factors: weather conditions, timing, location of treatment area (at sea or on coast), size of area to be treated, ***environmental*** impacts, practicality, economic viability and social justice.
3. **GS2** Study the maps in **FIGURE 7**. Why was there a need for a fishing ban in the region?
4. **GS2** Study **FIGURE 8**. What was the furthest distance from the oil source that dead or injured marine creatures were found?
5. **GS5** Study **FIGURE 9**, which shows data about the status of the Gulf oil spill clean-up, 103 days after the incident.
   (a) What percentage of the oil spill had been treated at this time?
   (b) What percentage of the oil had dispersed naturally or evaporated?
   (c) Why do you think only a small percentage was chemically dispersed?
6. **GS2** Imagine that you spill a whole bottle of cooking oil on your kitchen floor. Describe three different remediation methods that you could use to clean up the spill. Select from booms, skimmers, bioremediation, manual/mechanical, dispersants and absorbers. Would one method be more effective than another? Give reasons.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

14.7 SkillBuilder: Describing change over time

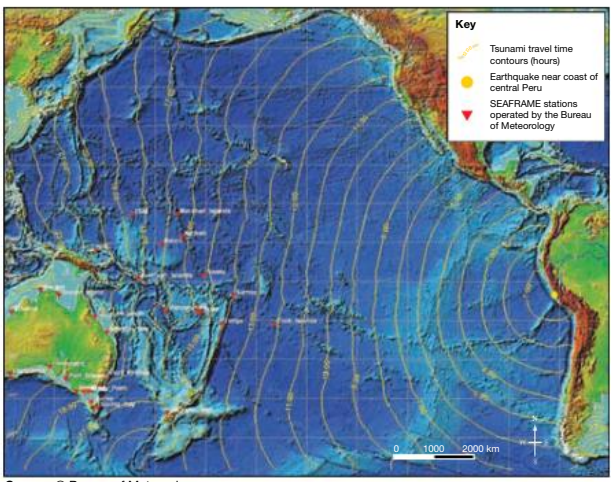
online only

What is a description of change over time?

A description of change over time is a verbal or written description of how far a feature moves, or how much it alters, over an extended period.

Select your learnON format to access:

- an overview of the skill and its application in Geography (Tell me)
- a video and a step-by-step process to explain the skill (Show me)
- an activity and interactivity for you to practise the skill (Let me do it)
- questions to consolidate your understanding of the skill.



Source: © Bureau of Meteorology.

on Resources

Video eLesson Describing change over time (eles-1753)

Interactivity Describing change over time (int-3371)

14.8 Thinking Big research project: 'Plastic not-so-fantastic' media campaign

online only

SCENARIO

As a film producer, you have been asked to produce a 2–3-minute commercial to raise public awareness on the issue of plastic waste in our oceans. The commercial will be shown on prime-time television and across social media platforms.

Select your learnON format to access:

- the full project scenario
- details of the project task
- resources to guide your project work
- and assessment rubric.

on Resources

ProjectsPLUS Thinking Big research project: 'Plastic not-so-fantastic' media campaign (pro-0215)

14.9 Review

online only

14.9.1 Key knowledge summary

Use this dot-point summary to review the content covered in this topic.

14.9.2 Reflection

Reflect on your learning using the activities and resources provided.

on Resources

eWorkbook Reflection (doc-31771)
Crossword (doc-31772)

Interactivity Marine environments crossword (int-7673)

KEY TERMS

Coriolis force force that results from the Earth's rotation. Moving bodies, such as wind and ocean currents, are deflected to the left in the southern hemisphere and to the right in the northern hemisphere.
bioremediation the use of biological agents, such as bacteria, to remove or neutralise pollutants
booms floating devices to trap and contain oil
thermohaline relating to the combined influence of temperature and salinity

14.5 SkillBuilder: Using geographic information systems (GIS)

14.5.1 Tell me

What is GIS?

GIS is a computer-based system of layers of geographic data. Just as an overlay map allows you to interchange layers of information, GIS allows you to turn layers on and off to make comparisons between pieces of data.

Why is GIS useful?

GIS is a sophisticated system of presenting data. The information is based on primary data that has been gathered and mapped. At any one time, you can look at a single series of data or as many as you need in order to see the interconnections between the data. For example, you may turn on one layer to see the topography. Then you might turn on the road system to see if the land has influenced the pattern of roads. To this you might add settlements to see if both the road system and topography have influenced town locations. Then you might turn off the road system to see if the greater influence was indeed the topography.

GIS is useful when:

- you want to see the interconnections between features
- you need to show an overlay of features across a region
- when you want to best locate a business; for example, retailers and fast-food chains use GIS to determine the best location for a new store
- you want to predict risk situations; for example, emergency services can use it to study the spread of bushfires and flood waters
- you need to map global trends, such as the movement of refugees between countries.

Using GIS involves:

- using GIS-mapped geographic data
- interpreting map legends
- interpreting map layers
- looking for interconnections between map layers
- clearly representing and communicating data.

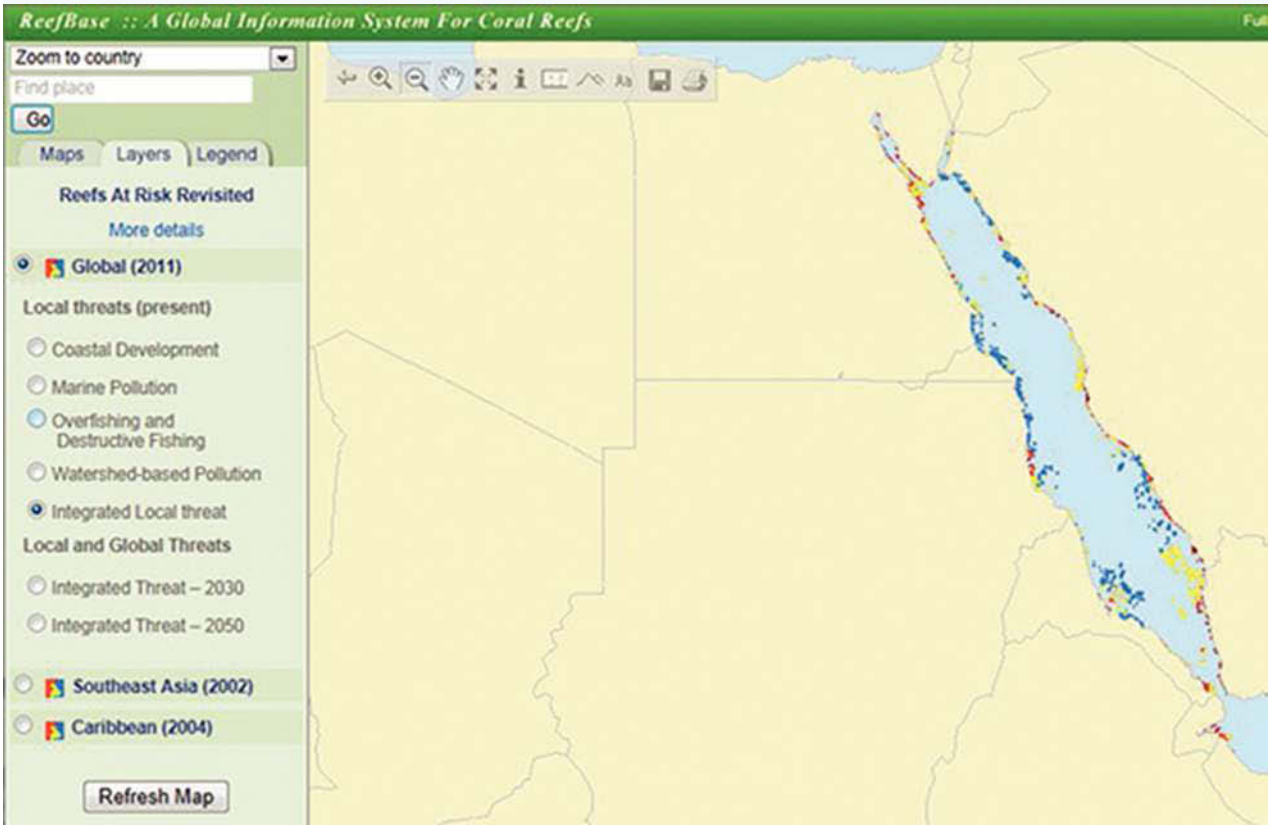
14.5.2 Show me

How to use GIS

Model

Like most reefs across the world, coral reefs in the Red Sea are under threat from natural and human impacts. The Red Sea reefs are fringing reefs, making them prone to a range of diseases, especially in a 1200-kilometre stretch along the east coast. Coral bleaching occurs at only a low level because the number of degree heating weeks is low. (A degree heating week measures thermal stress on a reef. A degree heating week occurs when sea surface temperatures are 1 °C warmer, for one week, than the expected summertime maximum.) The reefs most at risk in the Red Sea appear in the north-west; otherwise, reefs at risk are scattered across the region. Most of the risk is from marine pollution. The risk to the Red Sea coral reefs is expected to increase by 2030, and by 2050 they will show significant impacts. Monitoring of the northern reefs is ongoing, and some areas in the north, in particular, have been set aside as marine protected areas. The coral reefs of the Red Sea need constant management to ensure the sustainability of the environment.

FIGURE 1 Studying marine reefs using GIS on the Red Sea



Source: © Reefbase/Worldfish.

You will need:

- a computer or tablet connected to the internet
- a website developed with GIS techniques
- an atlas.

Procedure

You need to identify a GIS website. Use the **ReefBase GIS** weblink in the Resources tab, for example, to access a great deal of mapped data on coral reefs around the world.

Open the ReefBase site shown in **FIGURE 2**.

FIGURE 2 A base map on the ReefBase website

Source: © Reefbase/Worldfish.

Step 1

As with any map you explore, you need to begin by checking the information provided to assist you to interpret the maps. On the left of the ReefBase website, you will find a table of contents (see **FIGURE 2**). The Maps tab provides a list of 12 maps, including a photo site. Select any of these for the map to open.

Step 2

In the same table of contents, once you open a map, the program lists the different layers available for that map. Choose a map and explore some of these layers. Select one of the circles or boxes to apply an aspect of the layer, and then select Refresh Map at the bottom of the layers panel, so that a new map appears. In **FIGURE 3**, the Location of Coral Reefs map has been selected and the table of contents shows the layers available for this map. The Legend tab will help explain terminology.

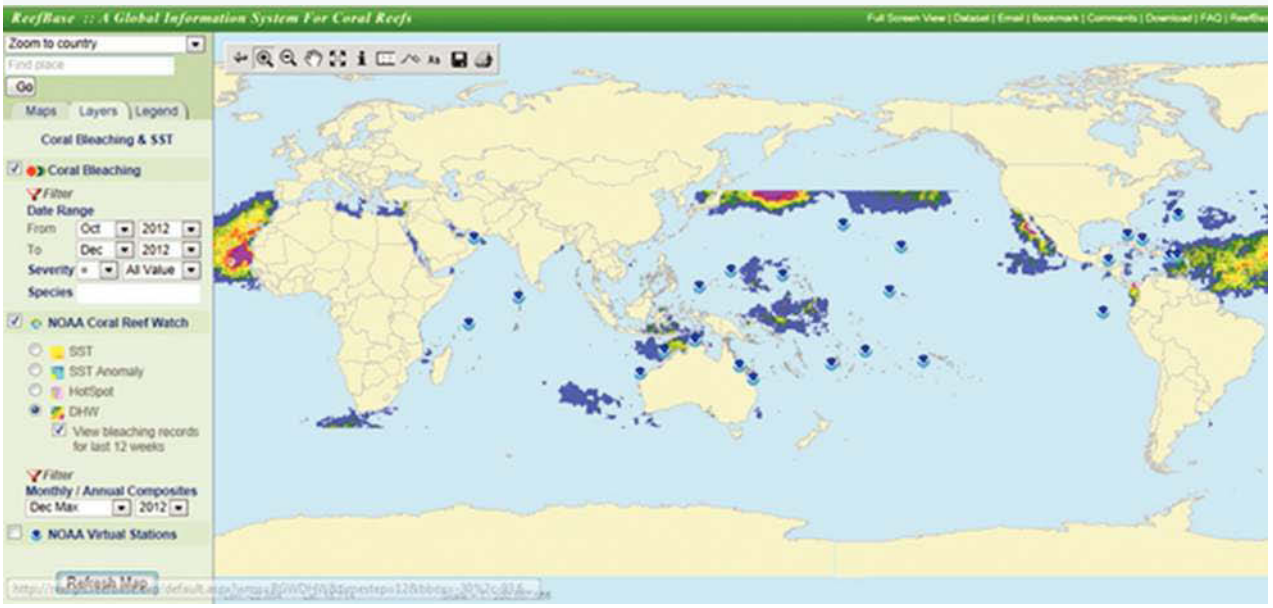
FIGURE 3 Layers available in map of location of coral reefs

Source: © Reefbase/Worldfish.

Between each choice that you make, you need to select Refresh Map to ensure your map updates with the new layers you have selected.

FIGURE 4 shows another example of the material available from the coral bleaching map.

FIGURE 4 Coral bleaching, October to December 2012

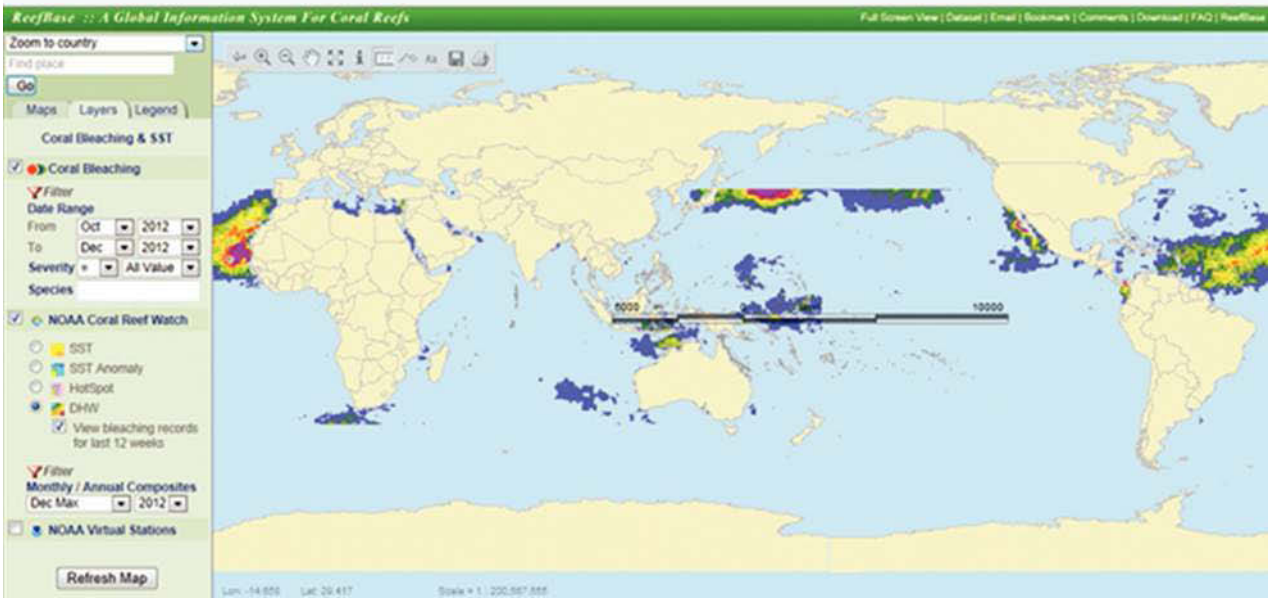


Source: © Reefbase/Worldfish.

Step 3

Along the top of the map, there is also a tool bar to explore (see **FIGURE 5**). Hovering over each symbol, will give you an explanation of its use. The Distance tool is especially useful, because you can use the linear scale that appears at the base of the map to measure distances on the map. It can be moved to wherever you want it.

FIGURE 5 Applying the distance tool on the coral bleaching map



Source: © Reefbase/Worldfish.

Being able to shift the linear scale allows you to calculate distance and area. In this instance, the scale is set to calculate the area of coral bleaching north-east of the Solomon Islands. Alternatively, if you want to calculate a distance between two points, select the Distance tool, move the cursor to the first point and select it; then drag the cursor to the second point, and the number of kilometres will appear on the screen.

Step 4

On the global map, zoom in on the coral reefs of the Red Sea (see **FIGURE 6**). Did you know there were reefs there? Turn the various layers on and off until you have an understanding of the state of the coral in this region. Also consider the layers that show the management of the region.

FIGURE 6 Coral reefs in the Red Sea experiencing diseases, 1970–2013

Source: © Reefbase/Worldfish.

Step 5

You can now develop a description of the natural and human impacts on the Red Sea coral reefs. Then you can discuss the management processes that are in place to ensure the sustainability of the environment. A paragraph should begin with an opening sentence. Where possible, provide evidence of using the site by quoting specific numbers. The paragraph should conclude with a statement about the sustainability of the environment. See the 'Model' paragraph for an example.

on Resources

Video eLesson Using geographic information systems (GIS) (eles-1752)

Interactivity Using geographic information systems (GIS) (int-3370)

Weblink ReefBase GIS

14.5.3 Let me do it

Complete the following activities to practise this skill.

14.5 ACTIVITIES

1. Continue to use the ReefBase site to explore the layers of information about the Great Barrier Reef, using the features and data available in the maps, layers and legend. Write a paragraph describing the natural and human impacts on the reef and the management processes that are in place to ensure the ***sustainability*** of the ***environment***. Use the checklist to ensure you cover all aspects of the task.
2. Apply your skills to answer the following questions. Each question requires you to change maps, layers and legend.
   (a) Name three diseases that have affected the Great Barrier Reef.
   (b) Which part of the Australian coastline has experienced the worst coral bleaching since 2000?
   (c) How do you rate the threats to the Great Barrier Reef? (*Hint:* The legend provides a colour rating.) Turn on the layers for diseases and coral bleaching to see if these threaten the Great Barrier Reef.
   (d) With the aid of an atlas, name the coastal places where the reef is at greatest risk.
   (e) What types of management programs are used on the Great Barrier Reef?
   (f) Turn on all the layers applicable to the Great Barrier Reef. List the range of issues affecting the Great Barrier Reef near Cairns.

Checklist

I have:

- used GIS-mapped geographic data
- used the map legends
- used the map layers
- made ***interconnections*** between map layers
- clearly represented and communicated the data.

14.7 SkillBuilder: Describing change over time

14.7.1 Tell me

What is a description of change over time?

A description of change over time is a verbal or written description of how far a feature moves, or how much it alters, over an extended time period.

Why is a description of change over time useful?

A description of change over time is used to show us the distance that a feature has moved, or the extent to which it has altered, and to alert us to the possible impacts over a wider region. For example, the intensity of earthquake tremors indicates that energy has moved across a region.

The study of change over time is useful for:

- describing cyclones and indicating a potential path
- providing tsunami warnings from one side of an ocean to the other
- anticipating the location of waste in oceans as ocean currents shift the waste
- mapping the spills from mining activities, whether it be in oceans or in rivers.

A good description of change over time:

- refers to a map with timeframes marked
- uses scale to indicate distance
- discusses direction
- clearly represents and communicates the data.

14.7.2 Show me

How to describe change over time

You will need:

- a map with movement timeframes on it
- an atlas to name places and calculate distances
- a piece of paper to help you use scale and calculate distances.

Model

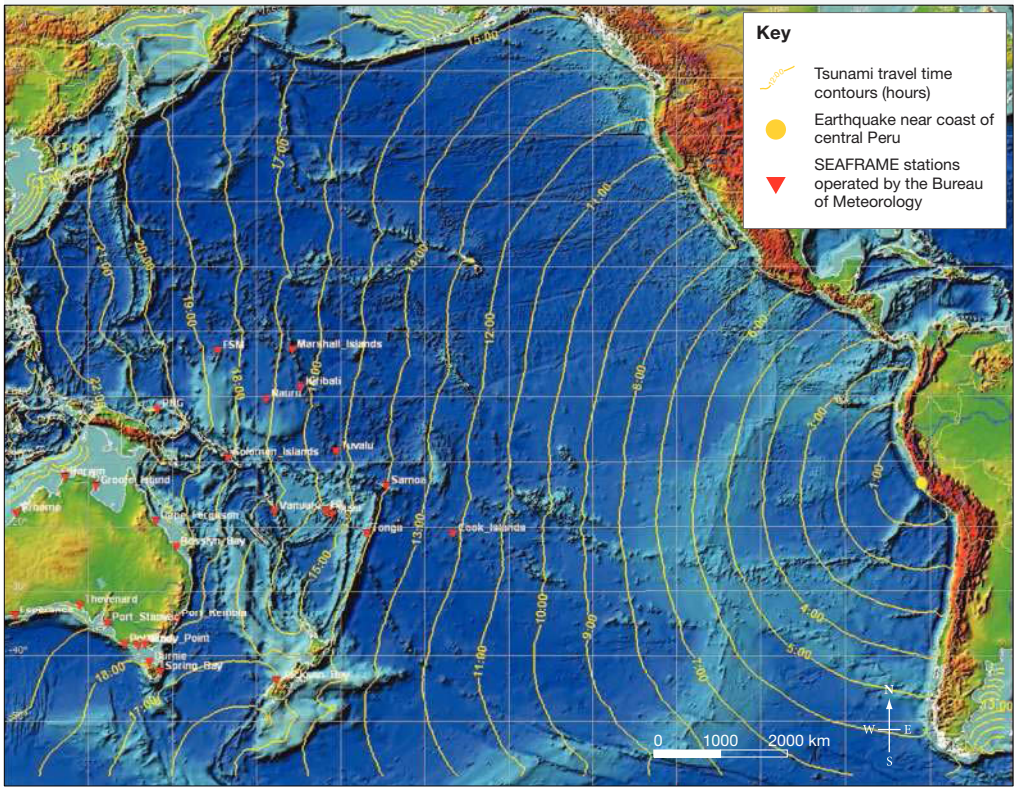
The following paragraph describes change over time as detailed in the **FIGURE 1** map, showing tsunami mapping from Peru on 15 August 2007.

On the 15th of August 2007, a magnitude 8.0 earthquake struck near the coast of Peru. The earthquake was monitored using advanced equipment from SEAFRAME (SEA Level Fine Resolution Acoustic Measuring Equipment) and a warning was sent across the Pacific, based on the timeframes of the tsunami's energy movement. The tsunami began off the coast of Peru. Authorities estimated that within three hours, the wave energy would reach the Galapagos Islands, 1500 kilometres away. The energy continued to spread in concentric circles for nine hours until the energy spread into parallel lines as it neared French Polynesia. The Cook Islands would not expect to see any change in the ocean until 12 hours after the earthquake struck, providing ample time for precautions to be taken. The energy patterns were distorted further by the landmasses they met: the islands throughout the Pacific, New Zealand and Australia. Countries across the Pacific had been monitored in order to decide the likelihood of any impact on Australia. In Port Kembla, New South Wales, more than 11 200 kilometres from the epicentre, a small wave change occurred 18 hours after the Peru earthquake. Although the world watched and waited for a tsunami, the impact was minimal.

Procedure

To track change over time, you need a map constructed by an authorised organisation — that is, a reliable source. **FIGURE 1** was distributed by the Pacific Tsunami Warning Center.

FIGURE 1 Tsunami mapping from Peru, 2007 showing the magnitude 8.0 earthquake that occurred on 15 August. SEAFRAME stations on Pacific islands detected a tsunami.



Source: © Bureau of Meteorology.

Step 1

To understand the topic that has been mapped, read the map title, key or legend, and any captions attached.

Step 2

Study the movement lines across the map and relate these to places, either by name, latitude and longitude, or direction from other places. An atlas will be helpful here. For example, in **FIGURE 1**, the tsunami began off the coast of Peru. Authorities estimated that within three hours the wave energy would reach the Galapagos Islands, a distance of 1500 kilometres.

Step 3

Begin writing an analysis of the map by using an opening statement that generalises about what has been mapped. For example, 'In **FIGURE 1**, the Peru 2007 magnitude 8.0 earthquake was monitored, and a warning was sent across the Pacific based on the timeframes of movement of the tsunami's energy.'

Step 4

Next, focus on some specific statements about places impacted close to the time of origin of the event. For example, within three hours the wave energy would have reached the Galapagos Islands, a distance of 1500 kilometres.

Step 5

From the timeframes discussed in Step 4, infer what impact the event will have on people and places at different times. For example, the Cook Islands would not expect to see any change in the ocean until 12 hours after the earthquake occurred. Another place that you might mention is New Zealand, which would experience tidal movement two hours later, at the same time as Samoa.

Step 6

Conclude your analysis with an overall statement about the level or magnitude of the event.

The 'Model' text has this example: 'Although the world watched and waited for a tsunami, the impact was minimal.'

on Resources

Video eLesson Describing change over time (eles-1753)
Interactivity Describing change over time (int-3371)
Weblink Oil spill

14.7.3 Let me do it

Complete the following activity to practise this skill.

14.7 ACTIVITY

1. Use the **Oil spill** weblink in the Resources tab to view interactive maps showing ***change*** over time, and write an analysis of the event. Answer the following questions to guide your analysis. Use the checklist to ensure you have covered all aspects of the task.
   (a) Which area of the United States was most affected by the oil spill?
   (b) What distance, and in which directions, did the oil spread?
   (c) How long did it take for the Gulf of Mexico to be clear of oil movement?
   (d) What role did ocean currents play in the movement of the oil?
   (e) Did the oil spread further than predicted?

Checklist

I have:
- referred to a map with timeframes marked
- used ***scale*** to indicate distance
- discussed direction
- clearly represented and communicated the data.

14.8 Thinking Big research project: 'Plastic not-so-fantastic' media campaign

14.8.1 Scenario

It has been estimated that by the year 2050 there will be more plastic than fish in the world's oceans. In less than a century, the wonderfully versatile product that is plastic has become an integral part of our daily lives – from the plastic toothbrush to the components in a car. However, its versatility and widespread use have created an enormous environmental problem.

The sheer volume of discarded plastic and inappropriate methods of disposal have meant that each year eight million tonnes end up swirling around the world's oceans, threatening marine life and polluting the water and coastlines, and impacting on industries such as fisheries and tourism. Microplastics, microfibres and microbeads, so small they are nearly invisible, also wash through drains and rivers entering the oceans. There are currently enough discarded single-use plastic bags to circle the globe 4200 times!

While many countries have stringent rules on plastic waste and efficient disposal and recycling methods, there are still two billion people globally who don't have access to such systems but who still purchase, use and discard plastic items daily.

As a film producer, you have been asked to produce a 2–3-minute media advertisement to raise public awareness about the issue of plastic waste in our oceans. The advertisement will be shown on prime-time television and across social media platforms.

14.8.2 Task

Following the guidelines provided in the **Process** section, conduct some background research and then, with your project group, create an informative and visually exciting advertisement which will *provoke thought and promote action by the audience*. The advertisement should include:

- several images that identify the problem of plastic pollution in the ocean
- several images and/or diagrams or maps that explain how plastics are moved via wind/rivers/waves and ocean currents
- a map to show either the pattern of ocean currents, or the distribution of plastic patches, or the countries most responsible for plastic ocean pollution
- an explanation/description of the map(s), diagrams etc., using data where possible
- images that highlight some of the impacts of ocean plastic pollution
- images that can show how people in their everyday life can help reduce the problem of plastic pollution
- a voiceover explaining the issue (as well as a hard copy of the script)
- background music (optional)
- closing credits acknowledging members of the production team and their responsibilities/roles, as well as sources of data, images etc.

Note: If filming the advertising campaign is not possible, this can be done as a PowerPoint presentation instead.

14.8.3 Process

- Open the ProjectsPLUS application in the Resources for this topic. Open the **Project set-up** tab to enter the project due date and set up your project group so you can work collaboratively. Working in small groups of 3–4 will allow you to swap ideas and share responsibility for the project. Save your settings and the project will be launched.

- Discuss and allocate the various required tasks among members of your group. Responsibility for researching the different sections should be shared so that all students help in finding the information. Different group members could be responsible for sourcing images, scriptwriting, preparing the voiceover, editing, and background music.
- Navigate to the **Research forum**, where you will find starter topics loaded to guide your research. You can add further topics to the Research forum if you wish.
- In the **Media centre** you will find an assessment rubric and some helpful weblinks that will provide a starting point for your research and some ideas for your advertisement.
- Make notes of your research and remember to record details of your sources so you can create a bibliography to include in the credits at the end of your advertisement. Add your research notes and source details to the relevant topic pages in the Research forum. You can view, share and comment on research findings with your group members.
- When you have completed your research, you can print out the **Research report** in the Research forum to easily view all the information you have gathered, if you wish.
- Once you have compiled all the elements for your advertisement, conduct your filming (or create your PowerPoint). Check that it meets the aim of educating the viewer and that if flows smoothly within a timeframe of 2–3 minutes.
- Ensure that you have completed all elements of the task and, when you are satisfied, present your commercial to the class and to your teacher for assessment.

on Resources

ProjectsPLUS Thinking Big research project: 'Plastic not-so-fantastic' media campaign (pro-0215)

14.9 Review

14.9.1 Key knowledge summary

14.2 Motion in the ocean

- Ocean currents are responsible for the movement and interconnection of water around the world's seas and oceans.
- Understanding the causes and movement of currents is important for shipping and tracking the movement of nutrients, water temperature and pollutants.
- There are several major currents that influence our oceans both on the surface and in deep water.

14.3 Travelling trash — marine pollution and debris

- Marine pollution is any harmful product or substance that enters the ocean; most are human pollutants and 80 per cent start off on land.
- Debris is largely solid material that ends up in the sea, the most common material being plastic.
- Marine debris is easily moved around the oceans via currents, and tends to accumulate in large ocean gyres in the centre of the main oceans, or it is washed ashore to litter coastlines.
- Countries in Asia are the largest supplier of marine debris, and much of this comes from just eight river systems.
- Plastics do not biodegrade and only slowly break down into minute particles where they can stay suspended or sink, some plastics taking hundreds of years to slowly break down.
- The marine ecosystem is badly affected by marine debris.
- Ghost nets are a form of marine pollution that create vast rafts of fishing debris entrapping marine creatures.
- The Gulf of Carpentaria, while isolated from large urban areas is a major collection region for ghost nets.

14.4 Cleaning up our mess

- To reduce the amount of marine debris in the world we need to reduce land-based sources.
- This can be done by changing people's mindset and behaviour, supporting clean-up organisations and for governments to legislate changes, such as banning single-use plastics. The industrial and retail sectors also need to reduce their waste and promote recycling and alternative products.
- Indigenous groups living in the areas where ghost nets are a problem have taken on the responsibility of collecting and dealing with ghost net debris.

14.6 Oil and water — a toxic mix

- Thirty per cent of the world's oil is extracted from beneath the sea bed.
- What happens to oil that is spilt in the ocean, usually after a tanker or oil rig accident, is dependent on a number of environmental factors such as temperature, wave and current patterns and time.
- An oil spill can have a wide range of impacts on wildlife, marine life and coastlines.
- There are several different techniques used to counter marine oil spills how they are used is dependent on factors such as wind and wave activity.
- One of the world's biggest oil spills occurred in the Gulf of Mexico in 2010, creating extensive environmental damage.
- The Deepwater Horizon spill has been largely cleaned up however another spill is occurring in the region.

14.9.2 Reflection

Complete the following to reflect on your learning.

14.9 ACTIVITIES

Revisit the inquiry question posed in the Overview:

Exactly how much plastic ends up in oceans and waterways, and why should we care if it does?

1. Now that you have completed this topic, what is your view on the question? Discuss with a partner. Has your learning in this topic changed your view? If so, how?
2. Write a paragraph in response to the inquiry question, outlining your views.

on Resources

eWorkbook Reflection (doc-31771)
Crossword (doc-31772)

Interactivity Marine environments crossword (int-7673)

KEY TERMS

Coriolis force force that results from the Earth's rotation. Moving bodies, such as wind and ocean currents, are deflected to the left in the Southern Hemisphere and to the right in the Northern Hemisphere.

bioremediation the use of biological agents, such as bacteria, to remove or neutralise pollutants

booms floating devices to trap and contain oil

15 Sustaining urban environments

15.1 Overview

How far can our urban environments spread before they become unsustainable?

15.1.1 Introduction

Urban environments provide homes, places of work and all the conveniences of modern-day life for their citizens. They are often a magnet for people living in small rural townships, as goods and services abound and social and economic opportunities for a better life are seen as more possible in the big cities.

The complexity of urban environments can be seen in a modern city such as Shanghai, with all its multi-layered buildings, bridges, roadways, electricity, water supplies and services. The need to deal with the huge amounts of waste generated by the population of a city of this size is a concern for its urban planners and managers. To ensure viability into the future, sustainable solutions to the wide range of problems that exist in big cities must be found.

on Resources

eWorkbook Customisable worksheets for this topic

Video eLesson Sprawling cities (eles-1712)

LEARNING SEQUENCE

15.1 Overview
15.2 Cities' impact on the environment
15.3 The development of urban environments
15.4 Case studies in urban growth: Melbourne and Mumbai
15.5 **SkillBuilder:** Constructing a land use map (online only)
15.6 **SkillBuilder:** Building a map with geographic information systems (GIS) (online only)
15.7 Factors in urban decline
15.8 Future challenges for sustainable urban environments
15.9 **Thinking Big research project:** Slum improvement proposal (online only)
15.10 **Review** (online only)

To access a pre-test and starter questions and receive immediate, **corrective feedback** and **sample responses** to every question, select your learnON format at www.jacplus.com.au.

15.2 Cities' impact on the environment

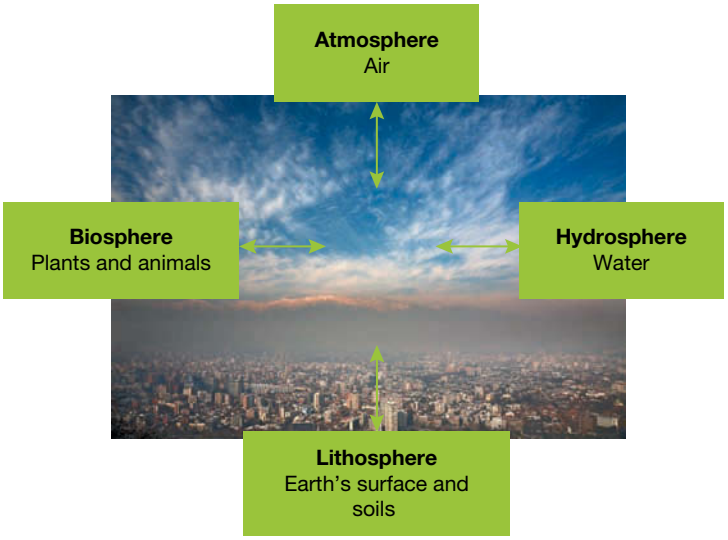
15.2.1 Interconnections between urban and biophysical environments

The earliest forms of **urban environments** consisted of shelters to protect people from the elements and provide security from the attacks of predators. From these simplest forms, the highly complex modern urban environment has developed.

All forms of urban environments are interconnected with the **biophysical environment**. The 'bio' elements are all forms of plant and animal life including people and all their activity and industry. The 'physical' elements are the atmosphere, hydrosphere and lithosphere or Earth's surface.

The biophysical elements impose limits on the development and sustainability of all forms of urban environment. Conversely, the urban environment imposes significant human-induced change on the biophysical world. The understanding of this interconnection is particularly important in a world of increasing human numbers and pressure for resources on the biophysical environment (see **FIGURE 1**).

FIGURE 1 Interaction between the urban environment and the biophysical environment



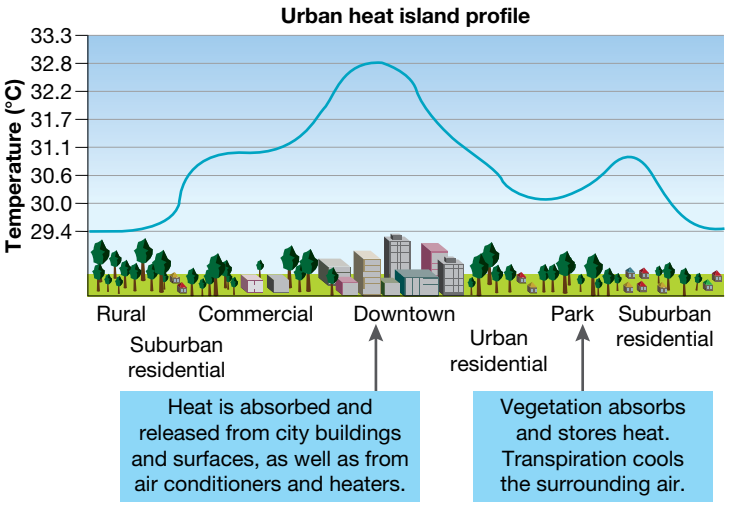
15.2.2 Effects on the atmosphere

Where sources of potentially dangerous gaseous emissions are high, such as from buildings, transport systems and industry, atmospheric pollution can be a problem. Examples such as hazy conditions, photochemical smogs, light and noise pollution, and acid rain are significant problems that need to be addressed. Thus, the development of clean-air policies controlling emissions of gases into the atmosphere is important. Examples of such measures include the introduction of lead-free petrol, banning the burning of household waste, and emission control systems on factory furnaces.

Cities and industries have huge demands for energy, and the by-product of this is heat. The 'heat island effect', whereby urban environment structures such as buildings and roads absorb heat from the sun, raises the temperature of the city environment compared to rural surrounds (see **FIGURE 2**).

The production of greenhouse gases such as carbon dioxide and methane by urban environments is recognised as probably the greatest contemporary climate issue. Global warming leading to climate change is largely the result of emissions of these gases into the atmosphere, particularly in large urban centres.

FIGURE 2 The 'heat island effect' of cities



15.2.3 Effects on the hydrosphere

As the urban environment is closely dependent on the hydrosphere, it is not surprising that **water security** and **water rights** are important management objectives for a sustainable future. One of the most important aims for urban planners is to ensure the supply of clean water and to manage the waste water from cities.

In general, all urban centres are trying to find increasing supplies of water for domestic and industrial consumption from rivers, groundwater and, more recently, desalinisation sources.

Infrastructure in the form of dams, pipelines, and artesian waters at the local level and major water management schemes such as the Snowy Mountains Scheme in Australia are ways that water is gathered. Water pollution caused by urban environments is also important as polluted waters are a risk to all life forms in any environment. Considerations for biomes and ecosystems of rivers, wetlands and swamps in terms of protecting habitats and maintaining biodiversity is also a major management aim.

FIGURE 3 Like those of many rivers in the world, the banks and channel of the Seine River have been heavily modified by people.

15.2.4 Effects on the lithosphere

The 'tar and cement' structures that are our cities often cover vast areas of land (the built-up areas of greater Melbourne, for instance, cover more than 2000 square kilometres, and its overall planning boundary encompasses more than 7500 square kilometres). The associated problems include the disposal of the enormous amount of waste that cities produce, and the impacts on agriculture, plants and animal life in adjacent habitats and ecosystems.

Urban environment surfaces, such as footpaths, roads and carparks, generate two to six times more run-off than a natural surface. Rain that falls on roads and carparks can be contaminated with petroleum residues and other pollutants, which can then find their way into waterways.

FIGURE 4 Dubai International Airport's Terminal 3 is the largest airport terminal in the world; its carpark offers space for 100 000 cars. Consider the run-off generated by this surface.

Explore more with myWorldAtlas

Deepen your understanding of this topic with related case studies and questions.

- Investigating Australian Curriculum topics > Year 7: Place and liveability > **Polluted cities**
- Investigate additional topics > Urbanisation > **Mexico City**

on Resources

Interactivity Urban impacts on the environment (int-3301)

15.2 EXERCISES

Geographical skills key: GS1 Remembering and understanding **GS2** Describing and explaining **GS3** Comparing and contrasting **GS4** Classifying, organising, constructing **GS5** Examining, analysing, interpreting **GS6** Evaluating, predicting, proposing

15.2 Exercise 1: Check your understanding

1. **GS1** What is the 'bio' part of the biophysical ***environment***?
2. **GS2** Give reasons why urban ***environments*** can have such a major impact on the Earth's atmosphere.
3. **GS2** Why do most of the large urban centres of the world have high-rise buildings?
4. **GS2** What is meant by the *heat island effect*?
5. **GS2** Why are water supplies a problem for large cities?

15.2 Exercise 2: Apply your understanding

1. **GS6** How might rising sea levels, predicted to be a result of global warming, affect the ***place*** and ***space*** of a city such as New York?
2. **GS6** How will the supply of fresh water affect the development of cities in the future?
3. **GS5** Consider how the development of extensive public transport systems impacts on the environment. How can such systems lead to a more ***sustainable*** urban ***environment***?
4. **GS3** Contrast the ***sustainability*** of car use with public transport in terms of positive and negative effects on the ***environment***.
5. **GS6** Suggest ways that the biodiversity of plant species might be increased in an urban area.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

15.3 The development of urban environments

15.3.1 Expansion of cities

The earliest cities emerged five to six thousand years ago in Mesopotamia (present-day Iraq), Egypt, India and China. These cities became centres for merchants, craftspeople, traders and government officials, and were dependent on agriculture and domesticated animals from surrounding rural areas.

Before 1800, over 90 per cent of the world's population lived in rural agriculture-based societies. With the **Industrial Revolution**, people began to move from rural areas to find employment in the factories of the rapidly expanding industrialised cities. In 1850, only two cities in the world — London and Paris — had a population above one million. By 1900 there were 12, by 1950 there were 83, and by 1990 there were 286. In 2018, more than 500 cities had populations of a million or more people; over half the global population now lives in urban areas.

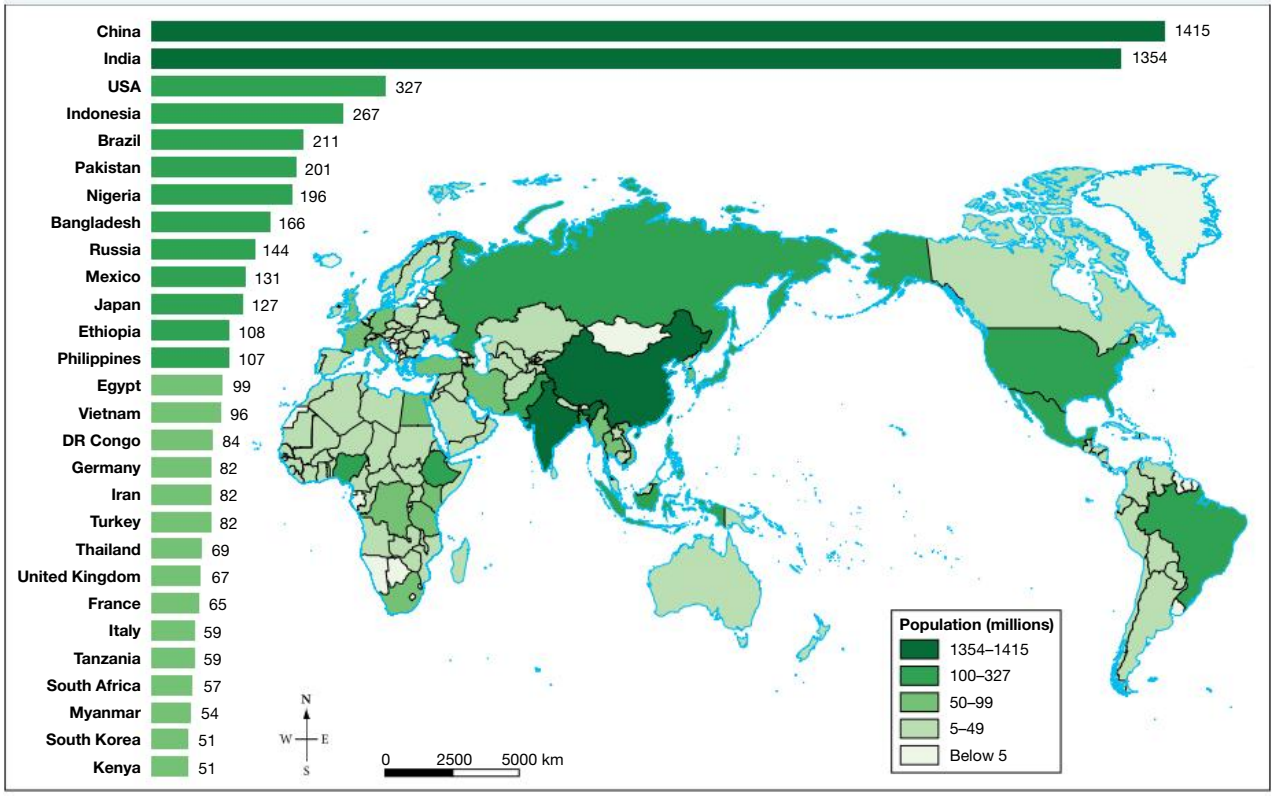
FIGURE 1 The region between the Euphrates and Tigris Rivers in Mesopotamia is often called the 'cradle of civilisation'; it is here that the first urban centres developed.

Megacities

The term '**megacity**' commonly refers to urban settlements of 10 million inhabitants or more. Currently, about 530 million people live in 33 megacities across the world. By 2030, the world is projected to have 43 megacities that will be home to more than 750 million people.

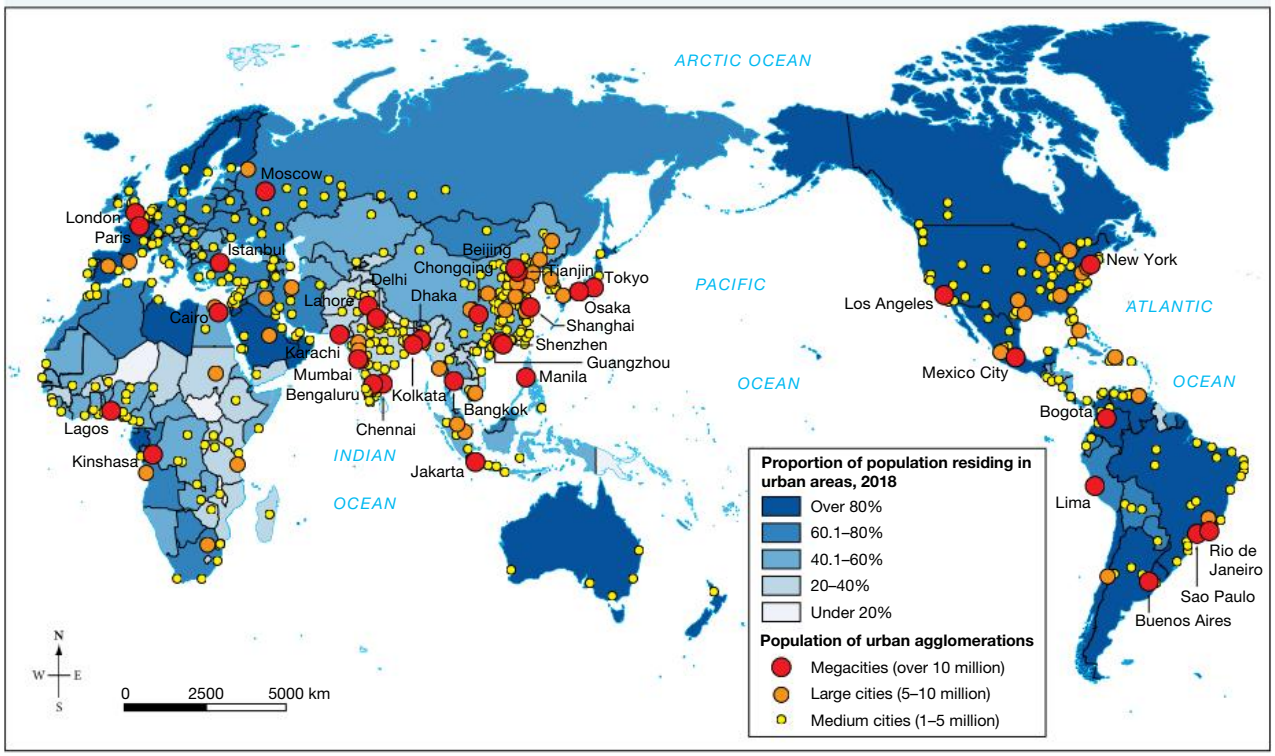
Of the 20 largest megacities, only six are located in highly developed industrialised countries: Tokyo–Yokohama, Seoul–Incheon, New York, Osaka–Kobe–Kyoto, Moscow and Los Angeles. Three-quarters of the world's megacities are in developing countries; they include gigantic **conurbations** such as Jakarta, Manila and Karachi (see **FIGURES 3** and **4**).

FIGURE 2 Distribution of the world's population, 2018



Source: United Nations, Department of Economic and Social Affairs, Population Division (2017). World Population Prospects: The 2017 Revision, Medium Variant.

FIGURE 3 Percentage of urban population and urban agglomerations, 2018



Source: United Nations Department of Economic and Social Affairs; Worldatlas.com.

Asia has by far the greatest proportion of the world's large urban area population. Regions such as Oceania and Africa are less urbanised (see **FIGURES 3, 4** and **5**). For example, in Papua New Guinea (Oceania) and Burundi (East Africa), only 10 per cent of the population is urbanised, whereas in Singapore this figure is 100 per cent.

FIGURE 4 Urban areas with more than 10 million population, 2019

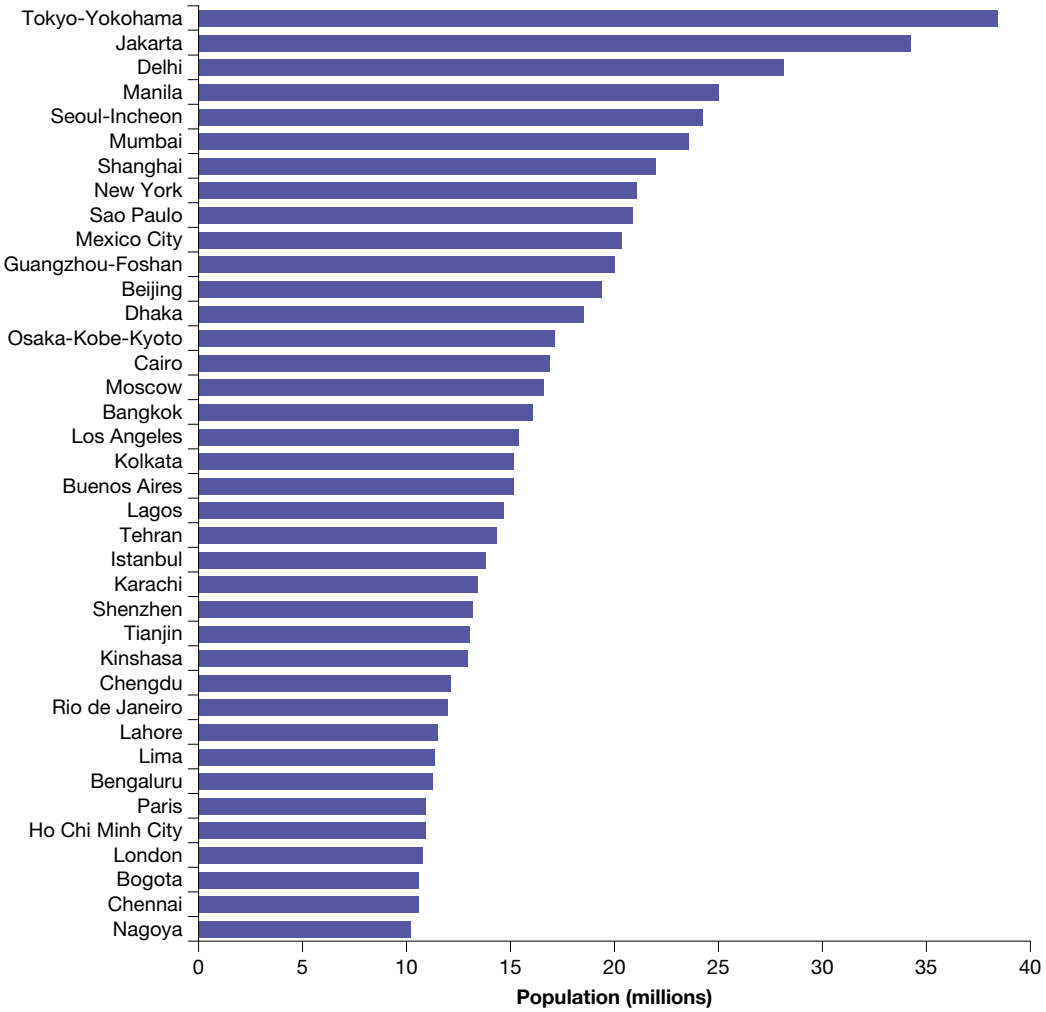
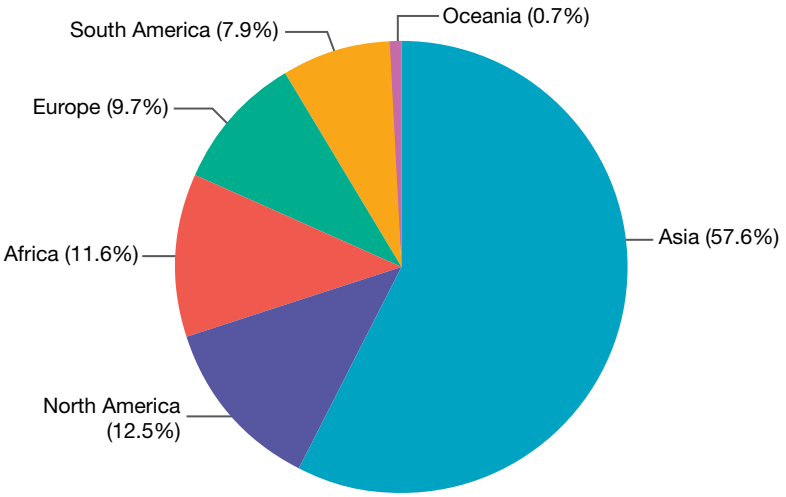


FIGURE 5 Proportion of global built-up urban area population, by region, 2019



15.3.2 Impacts of the growth of urban environments

The United Nations predicts that by the year 2050, 70 per cent of the population in developed nations and 40 per cent in **developing nations** will live in large urban complexes. Rapid growth in city populations has led to problems such as urban sprawl, traffic congestion and air and water pollution, with significant impacts on the natural environment. Social problems such as unemployment; inadequate housing, **infrastructure**, water, sewerage and electricity supplies; pollution; and the spread of slums and crime are further problems. In addition, with prospects of climate change through global warming, many of the world's coastal cities are under threat from rising sea levels. The application of **human–environment systems thinking** will be the key to evaluating and solving these economic and social issues.

The United Nations estimates that a staggering 90 per cent of the worlds' population growth is taking place in the cities of the developing nations. For many people in these countries, pressures such as extreme poverty, famine and civil unrest often 'push' them away from rural areas towards cities, to which they are 'pulled' by the promise of jobs, shelter and protection.

FIGURE 5 Contrasts in urban development in the capital of the Philippines, Manila

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- Investigate additional topics > Urbanisation > **World urbanisation**
- Investigate additional topics > Urbanisation > **Urbanisation in Australia**

15.3 EXERCISES

Geographical skills key: GS1 Remembering and understanding **GS2** Describing and explaining **GS3** Comparing and contrasting **GS4** Classifying, organising, constructing **GS5** Examining, analysing, interpreting **GS6** Evaluating, predicting, proposing

15.3 Exercise 1: Check your understanding

1. **GS1** When and where did the first cities develop?
2. **GS1** Why did cities experience rapid growth and development after the Industrial Revolution?
3. **GS2** What factors are driving the process of urbanisation in the world?
4. **GS2** In which regions of the world is urbanisation occurring most quickly? Why?
5. **GS2** What are some of the major economic and social issues facing rapidly developing cities in the world?

15.3 Exercise 2: Apply your understanding

1. **GS5** Refer to **FIGURE 2**. What are the world's two most populous nations?
2. **GS5** Study **FIGURE 3**. What proportion of the Australian population lives in urban areas? Explain why this is so, despite the fact that Australia has no megacities.
3. **GS6** What impact do you think global warming and rising sea levels will have on coastal cities around the world?
4. **GS6** What are some other urban problems, besides those mentioned in this subtopic, that arise as cities develop?
5. **GS6** What do you think are some of the advantages of living (a) in a large city, (b) in a small town and (c) on a farm? Which would you prefer? Why?

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

15.4 Case studies in urban growth: Melbourne and Mumbai

15.4.1 CASE STUDY: Ever-sprawling Melbourne

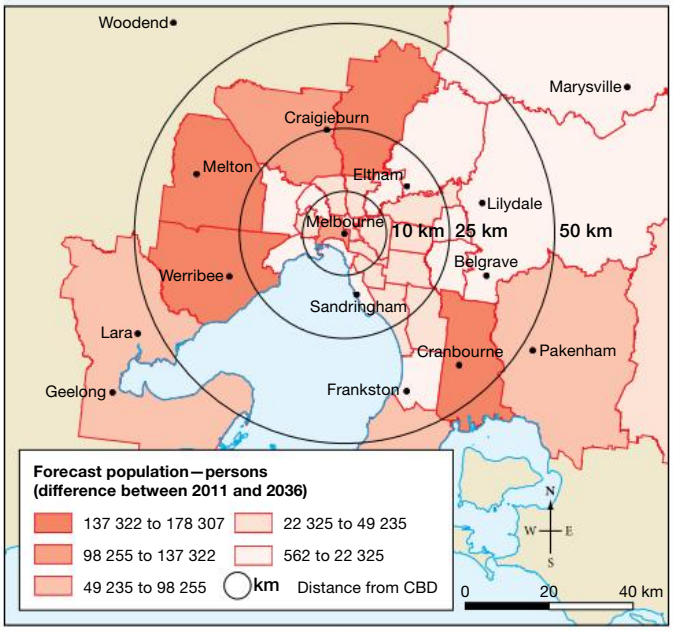
What does a city do when it runs out of room? Across the world cities are expanding at a rapid rate, bringing unprecedented change to the built and natural environments. To accommodate growing populations there is a need for more housing and the infrastructure to support so many people. How can this be done?

Today, the Melbourne metropolitan area sprawls over a huge area of more than 7000 square kilometres and has a population of over 4.9 million. It is the fastest growing Australian capital city, increasing at a rate of 130 000 people per year. By the year 2050, this population will increase to over 8 million, with a need for more than 500 000 additional households. To house this number, urban planners essentially have two choices. One option is the **urban infilling** of land in the inner and middle suburbs. This can be done by dividing older larger blocks into smaller new blocks, by the **urban renewal** of old industrial sites, or by building up and increasing population density with medium- or high-rise apartments, as seen in **FIGURE 1**.

The second option is to expand space by extending the city outwards into a zone known as the **rural–urban fringe**. **FIGURE 2** shows the predicted population growth for Melbourne. Note the location of those suburbs expected to have the greatest population increases.

FIGURE 1 These apartments are an example of high-rise housing in a large-scale urban renewal project at Docklands in Melbourne.

FIGURE 2 Future population growth for Melbourne



Source: © The State of Victoria, Department of Environment and Primary Industries 2013 © Commonwealth of Australia Geoscience Australia 2013.

Increasing density in established suburbs

To increase the density of housing in older suburbs, one concept is to establish activity centres. These consist of higher density housing in specific locations, where people shop, work, meet, relax and live in the local environment. These centres are focused on existing infrastructure, transport networks, popular shopping centres, employment opportunities and community facilities. New housing tends to be medium-rise apartments (three to five storeys) built along main transport routes.

Impacts of changes on the rural–urban fringe

The rural–urban fringe is typically the urban zone that is undergoing the most rapid change. Former farmland, often market gardens and orchards, are sold off and new housing and industrial estates are built. These are usually low-density, planned estates sometimes built around a theme or geographical feature such as a built lake or wetland. Urban expansion into the rural–urban fringe brings environmental, economic and social impacts.

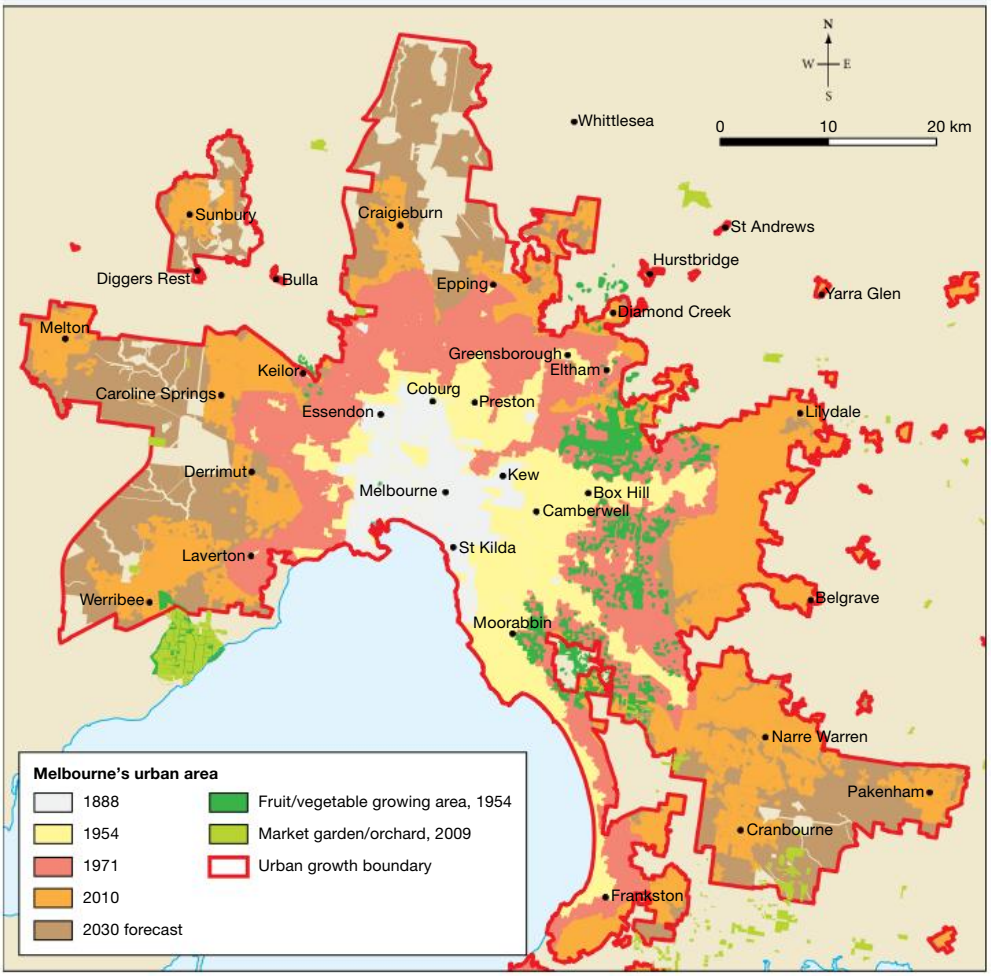
Cost of infrastructure

A major problem of **urban sprawl** is the cost to provide infrastructure (for example, roads and other transport systems and services such as water, gas and electricity) to new areas on the rural–urban fringe. In recent years, new suburbs planned for Melbourne have included Diggers Rest, near Sunbury, Lockerbie, near Greenvale, Manor Lakes, in Wyndham, Merrifield West, in the city of Hume, and Rockbank North, near Melton. In 2019, the Victorian government rezoned yet more land to enable 50 000 new homes to be built in new suburbs across Melbourne's north, north-west and south-east. These new suburbs require the development of infrastructure such as shopping complexes, medical centres, open spaces, schools and recreation facilities.

Loss of fertile farm lands

Arguably the largest issue associated with urban sprawl is the loss of fertile farmlands. The Casey Council, 48 kilometres south-east of Melbourne's city centre, initially resisted moves for subdivision of farmlands at Clyde, arguing that the sandy loam soils that produce most of Melbourne's fruit and vegetables should be set aside for growing food, not houses (see **FIGURE 3**).

FIGURE 3 Growing over our food



Source: © The State of Victoria, Department of Environment and Primary Industries 2013.

As one newspaper article put it: 'We've already built over the best soils in this state — the soils around Melbourne. Why would you keep building over it and subdividing it when in the next 50 years we're facing an era of incredible uncertainty and major changes to climate, to fuel supplies and to energy markets?'

Some local farmers had different viewpoints on this matter because rezoning their properties into the urban boundary immediately boosted the value of their land. These farmers preferred to relocate further out and reap the financial gains from the sale of the land for housing.

Inevitably, the pressure of population and the expansion of nearby suburban development has meant that many of the farms are now gone.

Loss of green spaces

The expansion of urban areas can significantly alter the natural environment. Clearing of vegetation can reduce habitat and biodiversity. Natural drainage and topography can be altered, with streams redirected or even converted to pipes. Today there is a growing awareness of the need to preserve environments for the important functions they provide for wildlife and people. As such, planners now try to incorporate and retain as much of the natural environment as possible when developing housing estates.

'Green zones' are open landscapes set aside to conserve and protect significant natural features as well as resources such as farms, bushland and parks. They ensure habitats for native flora and fauna are preserved.

The construction or expansion of wetlands in the rural–urban fringe can have many benefits, including:

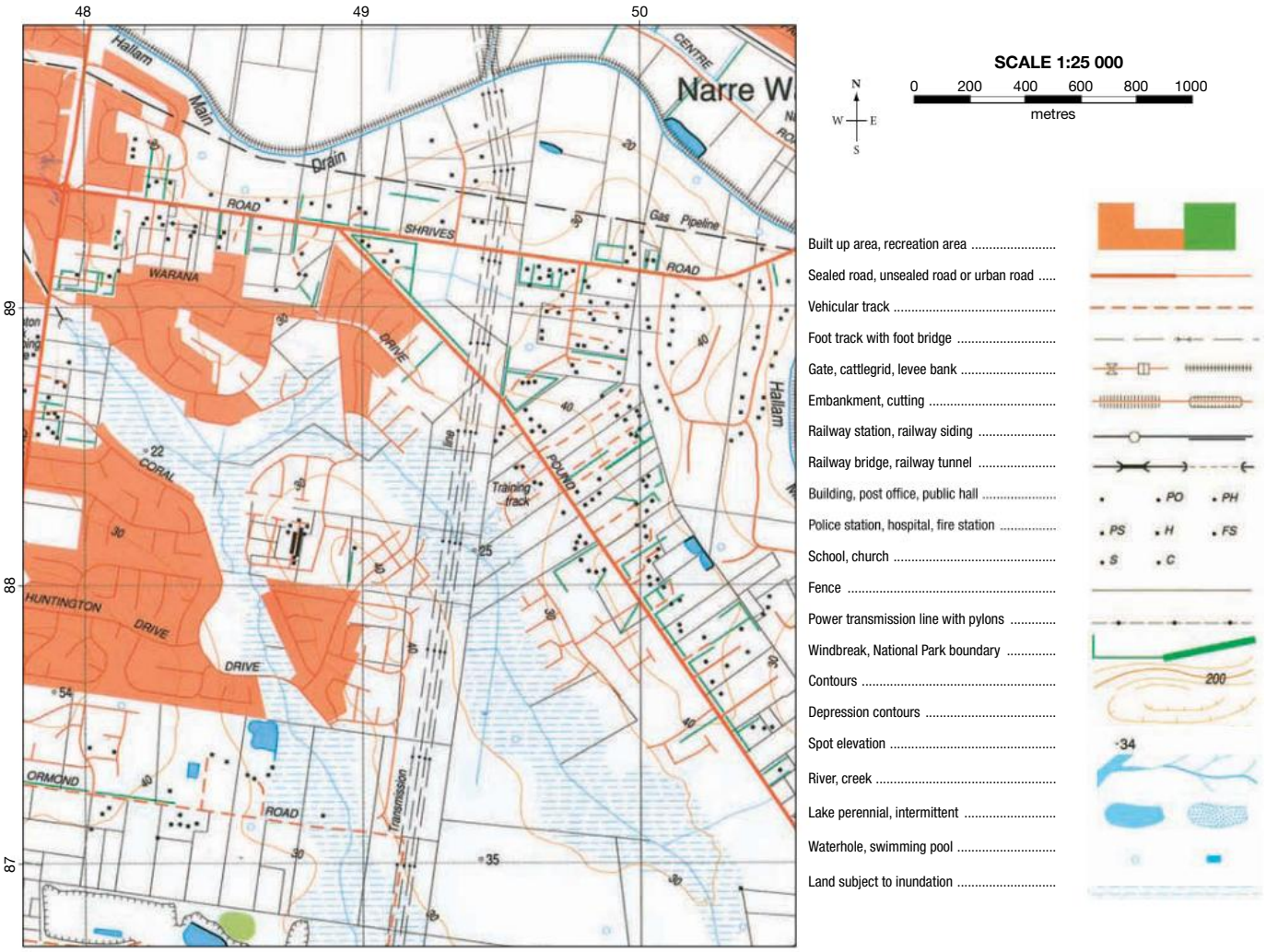
- acting as flood retention basins and receiving and purifying stormwater run-off from residential areas
- providing habitats that can increase plant and animal biodiversity
- providing recreational opportunities.

Rural–urban fringe change: Narre Warren

Narre Warren is a Melbourne suburb located some 40 kilometres south-east of the city centre (shown in **FIGURE 3**). The suburb is an example of urban-fringe development, where blocks vary in size and are more affordable for first-home buyers and young families. This area has seen what was a semi-rural town become part of a major growth corridor to the south-east of Melbourne. The development of this suburb, along with other nearby urban developments, led to the loss of farmlands over the years.

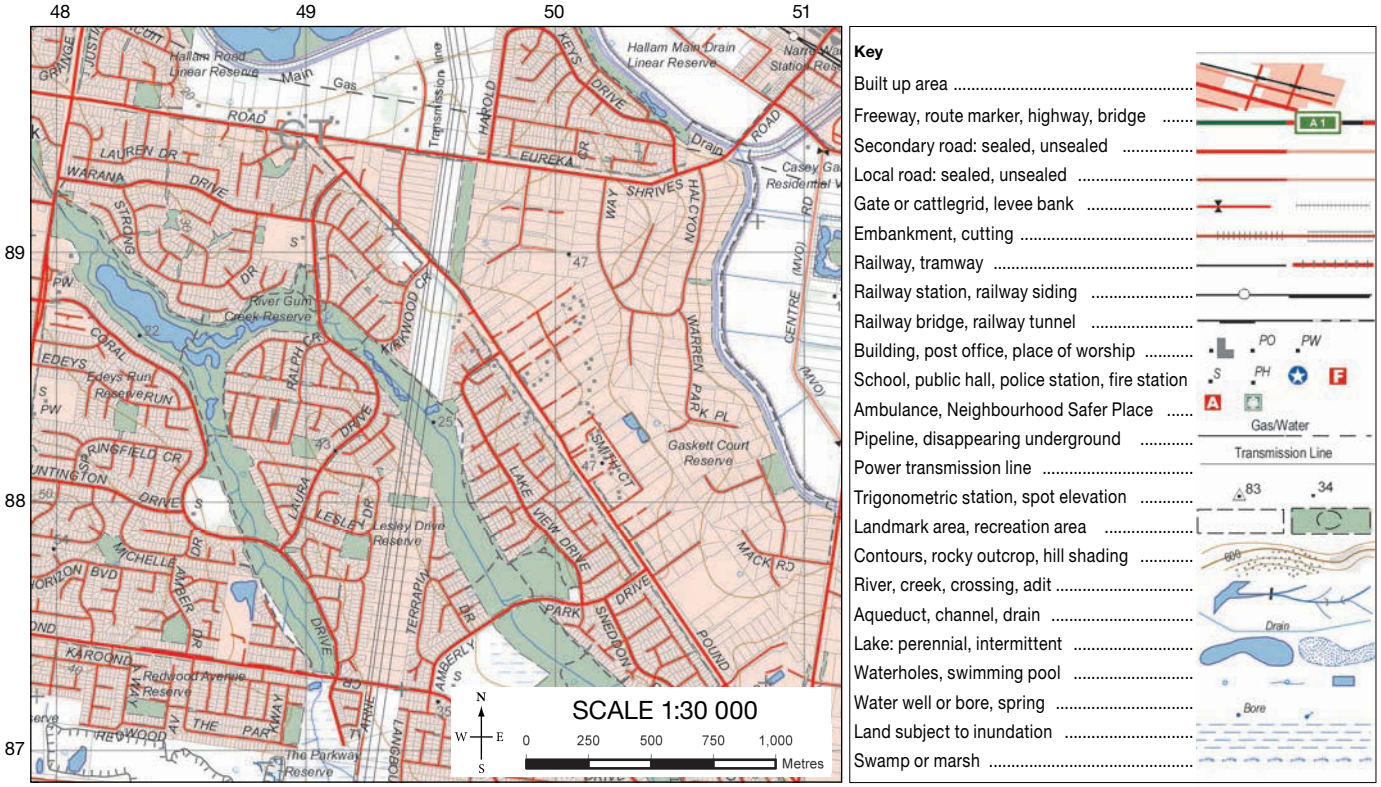
Narre Warren has a population of around 26 600, with an average age of 35 years. According to 2016 census data, there are just over 7200 families and 9500 private dwellings in the suburb. Narre Warren sits within the local government area of the City of Casey. This growing municipality was home to around 314 000 people in 2016, but this figure is expected to grow to more than 549 000 by the year 2041. **FIGURES 4(a)** and **(b)** show the changes to the Narre Warren environment between 1966 and 2013.

FIGURE 4(a) Topographic map extract of Narre Warren, 1966



Source: © Vicmap Topographic Mapping Program / Department of Environment and Primary Industries.

FIGURE 4(b) Topographic map extract of Narre Warren, 2013



Source: © Vicmap Topographic Mapping Program / Department of Environment and Primary Industries.

15.4.2 CASE STUDY: The growth of Mumbai

Located in the western Indian state of Maharashtra, Mumbai is the most populous city in India and the ninth most populous city in the world, with a population of over 20 million in 2019. In 2009, Mumbai was named an **alpha world city**. Although the richest city in India, with the highest **gross domestic product** (GDP) of any city in south, west or central Asia, it also has much sub-standard housing and many of its residents live in squalor.

The large numbers of people and rapid population growth have contributed to serious social, economic and environmental problems for Mumbai. Mumbai's business opportunities, and its potential to offer a higher standard of living, attract migrants from all over India seeking employment and a better way of life. In turn, this has made the city a melting pot of many communities and cultures. In 2019, the population density was estimated to be around 20 000 persons per square kilometre, and the living space just 8 square metres per person.

Despite government attempts to discourage the influx of people, the city's population grew by more than 4 per cent between 2001 and 2011, and by a staggering 61.8 per cent between 2011 and 2019 (see **TABLE 1**). The number of migrants to Mumbai from outside Maharashtra during the ten-year period from 2001 to 2011 was over one million, which amounted to 54.8 per cent of the net addition to the population of Mumbai.

Many newcomers end up in abject poverty, often living in **slums** or sleeping in the

TABLE 1 Population growth in Mumbai

Census	Population	% change
1971	5 970 575	—
1981	8 243 405	38.1
1991	9 925 891	20.4
2001	11 914 398	20.0
2011	12 478 447	4.7
2019*	20 185 064	61.8

Source: *2019 data: Mumbai Metropolitan Region Development Authority. All other data is based on Government of India Census, conducted every 10 years.

streets. By 2017, an estimated 62 per cent of the city's inhabitants lived in slum conditions. Some areas of Mumbai city have population densities of around 46 000 per square kilometre — among the highest in the world.

Challenges

Mumbai suffers from the same major urbanisation problems that are seen in many fast-growing cities in developing countries: widespread poverty and unemployment, urban sprawl, traffic congestion, inadequate sanitation, poor public health, poor civic and educational standards, and pollution. These pose serious threats to the quality of life in the city for a large section of the population. Automobile exhausts and industrial emissions, for example, contribute to serious air pollution, which is reflected in a high incidence of chronic respiratory problems. With available land at a premium, Mumbai residents often reside in cramped, relatively expensive housing, usually far from workplaces and therefore requiring long commutes on crowded public transport or clogged roadways (see **FIGURE 5**). Although many live in close proximity to bus or train stations, suburban residents spend a significant amount of time travelling southwards to the main commercial district.

FIGURE 5 Mumbai train rush hour

The Dharavi slum

Dharavi, Asia's second-largest slum, is located in central Mumbai. Stretching across 220 hectares of land, it is home to more than one million people (see **FIGURE 6**). In Dharavi, it is estimated that there is only one toilet for every 200 people. This results in floods of human excrement during the monsoon season. Much of the water becomes contaminated because of this, and death rates tend to be significantly higher in Mumbai's slums than in upper- and middle-class areas.

FIGURE 6 Dharavi

Dharavi's recycling entrepreneurs

Hidden amid Dharavi's labyrinth of ramshackle huts and squalid open sewers are an estimated 20 000 single-room factories, employing around a quarter of a million people and turning over a staggering US$1 billion each year through recycling and other trades such as the production of pottery, textiles and leather goods.

In developed countries, communities recycle because there is the understanding that it contributes to sustaining the planet's resources. However, for some of the poorest people in the developing world, recycling often isn't a choice, but rather a necessity of life.

In India, it is estimated that anywhere between 1.5 million and 4 million people make their living by recycling waste. At least 300 000 of these live and work in Mumbai. These people are known as 'ragpickers' and are made up of India's poorest and most marginalised groups (see **FIGURE 7**). The ragpickers wade through piles of unwanted goods to salvage easily recyclable materials such as glass, metal and plastic, which are then sold to scrap dealers who process the waste and sell it on either to be recycled or to be used directly by the industry.

Due to the lack of formal systems of waste collection, it falls to Mumbai's ragpickers to provide this basic service for fellow citizens. Without them, solid waste and domestic garbage would not even be collected, let alone sorted or recycled. Despite many of the social and ethical controversies surrounding the recycling industry in India, Dharavi is seen as the 'ecological heart of Mumbai', recycling up to 85 per cent of all waste material produced by the city, an excellent example of human–environment systems thinking in action.

FIGURE 7 Ragpickers

An uncertain future

There are plans to demolish and redevelop Dharavi, as Mumbai is working on a facelift in order to become a world city. This redevelopment would transform the slum into a series of high-rise housing facilities, and each of Dharavi's 57 000 registered families would get 21 square metres of living space.

However, many Dharavi residents do not support this plan, as they are content with their current lifestyle. Most residents of the slum do not mind squatting near Mahim Creek, and prefer not to have their own flush toilets. Most are working and making a living, and many have lived their entire lives in Dharavi and do not want to trade their culture for a redeveloped life.

DISCUSS

Most Australians would probably perceive slums negatively. Comment on whether the role of ragpickers and the recycling that takes place in Dharavi support a more positive perception of slums.

[Critical and Creative Thinking Capability]

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Deepen your understanding of this topic with related case studies and questions.

- Investigating Australian Curriculum topics > Year 8: Changing nations > **Urbanisation in Australia**

on Resources

Interactivity Changes on the rural–urban fringe (int-3302)

15.4 INQUIRY ACTIVITIES

1. Refer to the 'Constructing a land use map' SkillBuilder in subtopic 15.5.
   (a) Create a map to show the main land uses in Narre Warren in 1966. Include other key features such as main roads and railway lines.
   (b) Using tracing paper, make an overlay map of built-up areas from the 2013 map, and attach your overlay to your base map. Complete your map with full BOLTSS.
   (c) Study your completed map and overlay.
      i. What was the main land use in this area in 1966?
      ii. What is the main land use for the area in 2013?
      iii. Study both maps and describe three other ***changes*** in land use in Narre Warren from 1966 to 2013.

Classifying, organising, constructing

2. Working with a partner or in small groups, undertake a fieldwork investigation of your local area in terms of:
   - the types of dwellings
   - transport facilities and issues
   - shopping and other community services available
   - amount of open spaces and parkland, and associated recreation facilities
   - how 'liveable' it is. (Consult your local council or conduct a survey of local residents).

   Document your findings in a report, including maps, photographs and data (e.g. tables, pie charts), and listing any references. **Examining, analysing, interpreting**
3. Search for and watch some of the YouTube videos about Dharavi. Create a one-page infographic detailing life in the slum. Consider questions such as:
   - How many people live there and what are living conditions like?
   - What work is done here?
   - What are the risks to health and what could be done to improve the situation?

   Classifying, organising, constructing
4. Find out more about the natural and human influences on the development of cities. Examples for research could include Canberra, Australia (a planned city); Cape Town, South Africa (a port city); Rotenburg, Germany (a walled city); Geneva, Switzerland (where a river meets a lake); Johannesburg, South Africa (near a mining site); Chicago, United States (where north–south and east–west railway routes cross); Jerusalem, Israel (an ancient religious city); Bath, England (located at the site of a natural supply of mineral waters). **Examining, analysing, interpreting**

15.4 EXERCISES

Geographical skills key: GS1 Remembering and understanding **GS2** Describing and explaining **GS3** Comparing and contrasting **GS4** Classifying, organising, constructing **GS5** Examining, analysing, interpreting **GS6** Evaluating, predicting, proposing

15.4 Exercise 1: Check your understanding

1. **GS1** What are the two main ways that additional housing can be established in an expanding city?
2. **GS2** Study **FIGURE 2**. Describe the location of the suburbs of Melbourne that are expected to show the greatest increase. What is the average distance of these suburbs from Melbourne's CBD?
3. **GS5** Refer to **FIGURE 3**.
   (a) What has happened to the areas of market gardening (fruit and vegetable farming) between 1954 and 2009? Use distances and directions in your answer.
   (b) What would be the benefits of market gardening being located close to urban areas?
   (c) Predict the future location of this land use in Melbourne in 2030.
4. **GS2** Suggest how urban planners can reduce some of the ***environmental***, social and economic impacts of expansion into the rural–urban fringe.
5. **GS5** Study **FIGURE 4(a)**. What evidence is there to suggest that this area is part of the rural–urban fringe?
6. **GS1** Outline the various challenges that Mumbai faces.

15.4 Exercise 2: Apply your understanding

1. **GS3** Construct a table to compare the advantages and disadvantages of living in an inner-city high-rise apartment and a housing estate on the rural–urban fringe.
2. **GS5** Refer to **FIGURE 4(b)**.
   (a) The area at GR485880 is subject to flooding (inundation). Use evidence from the maps to suggest two reasons why it is flood prone.
   (b) How have planners used this flood-prone land when designing this housing estate?
3. **GS5** Study **FIGURE 4(b)**. List and give grid references for any new forms of infrastructure established. Consider schools, shopping centres, parks and transport.
4. **GS6** Suggest one human and one ***environmental*** factor that make Narre Warren suitable for a housing estate.
5. **GS6** What would be the economic, social and ***environmental*** benefits of ragpickers?
6. **GS3** List the advantages and disadvantages of replacing slums with high-rise low-income housing.

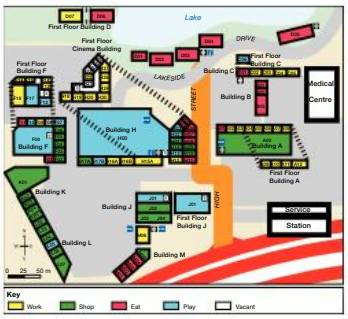
Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

15.5 SkillBuilder: Constructing a land use map

online only

What is a land use map?

A land use map may be drawn from a topographic map, an aerial photograph or a plan, or during fieldwork. It shows simplified information about the uses made of an area of land.



Select your learnON format to access:

- an overview of the skill and its application in Geography (Tell me)
- a video and a step-by-step process to explain the skill (Show me)
- an activity and interactivity for you to practise the skill (Let me do it)
- questions to consolidate your understanding of the skill.

on Resources

Video eLesson Constructing a land use map (eles-1755)

Interactivity Constructing a land use map (int-3373)

15.6 SkillBuilder: Building a map with geographic information systems (GIS)

online only

What is GIS?

A geographic information system (GIS) is a computer-based system that consists of layers of geographic data. Just as an overlay map allows you to interchange layers of information, GIS allows you to turn layers on and off to make comparisons between data.

Select your learnON format to access:

- an overview of the skill and its application in Geography (Tell me)
- a video and a step-by-step process to explain the skill (Show me)
- an activity and interactivity for you to practise the skill (Let me do it)
- questions to consolidate your understanding of the skill.

on Resources

Video eLesson Building a map with geographic information systems (eles-1754)

Interactivity Building a map with geographic information systems (int-3372)

15.7 Factors in urban decline

15.7.1 Environmental factors

Over time, all forms of urban environments will deteriorate with age and require renovation or renewal. Extreme atmospheric events such as cyclones, hurricanes and tornadoes, which exhibit strong winds and flooding rains, can have devastating short-term impacts on urban environments. Longer term events such as **desertification** and climate change can also have negative impacts.

Movements of the earth such as those due to earthquakes and volcanic eruptions can also destroy urban environments. One well-documented example of such events is the eruption of Mt Vesuvius in Italy in 79 CE, which completely buried the cities of Pompeii and Herculaneum under volcanic ash (see **FIGURE 1**).

Tsunamis are also a significant hazard that can lead to the destruction of settlements. On 22 December 2018, for example, the coastline regions of Banten and Lampung in Indonesia were devastated by a 3-metre tsunami triggered by an underwater landslide following the volcanic eruption of Anak Krakatau.

Hundreds of lives were lost and many villages were destroyed. Residents were forced to relocate until restoration works could be completed. Similarly, as a result of a massive earthquake and resultant tsunami in Japan in 2011, towns such as Otsuchi underwent significant change. Thousands of people simply left the region — the lack of employment opportunities and the risk associated with living in a disaster-prone region combining to drive people to move elsewhere.

FIGURE 1 Ruins of the city of Pompeii with Mt Vesuvius in the background

15.7.2 Human factors

Human factors, which include changes in the social, economic and political elements of a region, can also be a cause of the decline of cities and their urban environment. The destructive effects of war on the social fabric and economy of a nation, which have significant impacts on urban environments, are one example.

Angkor, the capital of the Khmer Empire in Cambodia, and thought to be the largest city in the world at the time, was abandoned in the fifteenth century due to a combination of wars and a series of droughts. The destruction of its economy, which was based on management of water and rice production, meant the city was no longer viable. The elaborate Khmer temples constructed in the twelfth century (see **FIGURE 2**) have now become popular tourist attractions; more than two million people visit these sites each year.

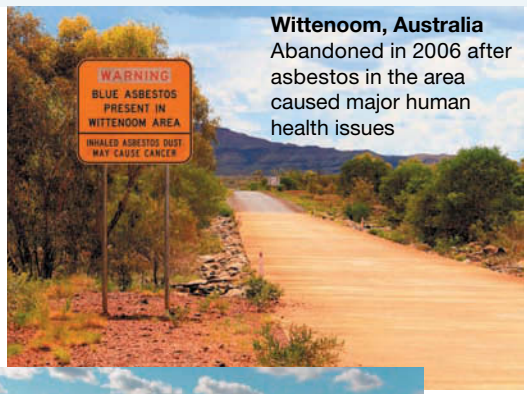
FIGURE 2 Main temple complex, Angkor Wat, Cambodia

In modern times, there are many examples of towns and cities with extensive urban environments that have declined. Some reasons for change include depletion of mineral supplies and mining operations, changes in demand for industrial production and manufactured goods, and **economic downturn**. An example of an urban project that failed due a downturn in the Turkish economy is that of Burg Al Babas. The project started in 2014 but went into bankruptcy in 2018; the chateau-style houses remained unoccupied in 2019 (see **FIGURE 3**).

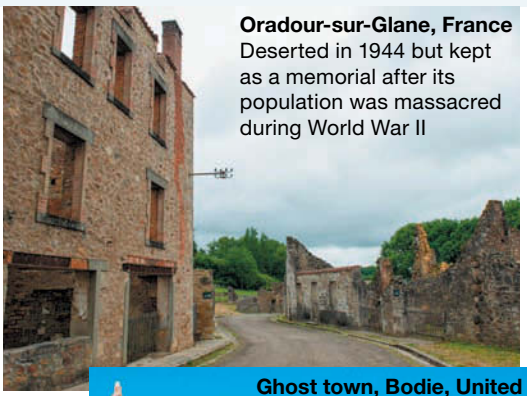
Other examples of urban environments that have declined due to human-induced factors can be seen in **FIGURE 4**.

FIGURE 3 Burj Al Babas, Turkey, is a ghost town due to a downturn in the economy.

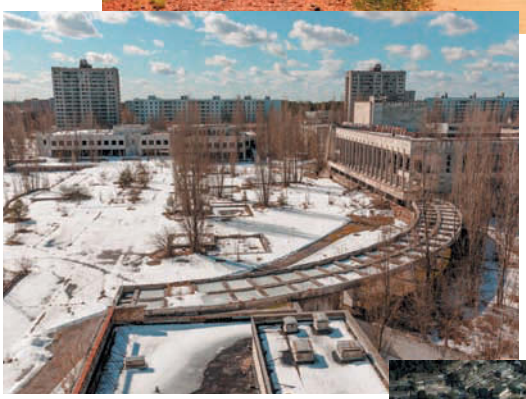
FIGURE 4 Cities abandoned due to changing human and physical factors



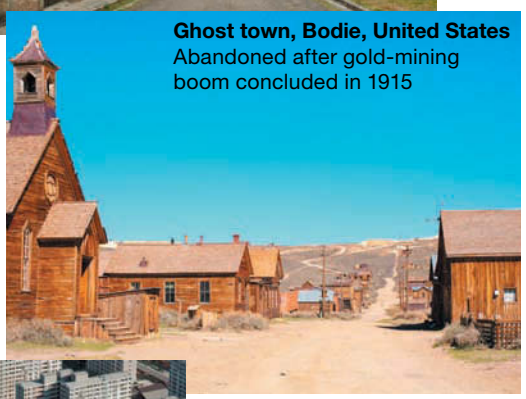
Wittenoom, Australia
Abandoned in 2006 after asbestos in the area caused major human health issues



Oradour-sur-Glane, France
Deserted in 1944 but kept as a memorial after its population was massacred during World War II



Pripyat near Chernobyl, Ukraine
Abandoned in 1986 after nuclear accident and radiation contamination



Ghost town, Bodie, United States
Abandoned after gold-mining boom concluded in 1915

Kowloon (shanty town), Hong Kong
Abandoned and then demolished by government order in 1993 to 'clean up the city, reduce squalor and crime'

Note: This photograph was taken prior to the demolition of Kowloon.

15.7.3 CASE STUDY: Venice, a sinking city

Urban centres that are built on low-lying coastal plains, where features such as **river deltas**, wetlands, lagoons, sand dunes, bars and barriers are found, are susceptible to the environmental impacts of the sea.

Storms and high tides, when added together, can lead to destructive surges that cause erosion and damage to cities. The prospect of rising sea levels as a result global warming-induced ice cap melting will require specialised management techniques such as the construction of coastal defence works to protect property and life.

Venice, Italy, is a city built on mud islands in a coastal **lagoon** at the head of the Adriatic Sea (see **FIGURES 5** and **6**). Although Venice has a population of only around 270 000, its **historical architecture**, life on the canals and cultural events such as Carnevale attract around 20 million tourists per year. Not surprisingly, the Venetians are keen to protect their heritage and manage the impacts of erosion and rising sea levels into the future.

FIGURE 5 Venice and surrounding areas

Source: © OpenStreetMap contributors.

Why is Venice sinking?

When Venice was established almost 2000 years ago, the sea level was two metres lower than current levels and buildings seemed secure from the impacts of the sea. Over time, the sea level has risen, and in more recent times this rate of increase has accelerated due to global warming. Also affecting the stability of buildings was the removal of fresh water from artesian wells near Venice in the 1950s. This practice, which fortunately has stopped, led to building subsidence.

FIGURE 6 Aerial view of Venice showing the built area in the lagoons and the canals

Floods or *aqua alta*

Venetians refer to floods as *aqua alta* or 'high water'. Flooding events occur each year, usually between autumn and spring, and their intensity varies. In October 2018, high sea waters with a depth of 1.56 metres above average sea levels submerged nearly two-thirds of the city. A combination of high tides and winds forced waters over the canal banks and into buildings and public areas (see **FIGURE 7**). These types of flooding events make life difficult for locals and tourists as buildings and public areas are flooded and transport is restricted, with some boats unable to fit under bridges. The actual number of tourists is another significant problem for Venice — in the busy season, tourist numbers can reach 60 000 per day. Management plans and limits to tourist numbers are now under consideration.

FIGURE 7 Flooding in Venice

Reducing the impact of floods

Completed in 2018, the MOSE (MOdulo Sperimentale Elettromeccanico) or Experimental Electromechanical Module Project aims to reduce the impact of floods on Venice. It consists of rows of mobile gates that are able to isolate the lagoon and canals from high tides above 110 centimetres (to a maximum of three metres). The project has been criticised by some who say that flushing of the canals would be reduced and the huge cost of the project cannot be justified as it may only be effective for a few years if sea levels continue to rise.

DISCUSS

'Let it sink. Venice is not worth saving.' Suggest an argument that supports and an argument that would challenge this viewpoint. **[Critical and Creative Thinking Capability]**

15.7 INQUIRY ACTIVITIES

1. Use the internet to find out about the decline of the cities of Gary and Detroit in the United States, and make a list of reasons why these cities have declined and how they might be reinvigorated. **Examining, analysing, interpreting**
2. Use the internet to research and learn more about the MOSE project in Venice. Create a labelled diagram to show how it will work. **Classifying, organising, constructing**
3. Select a capital city in Australia and find out more about the impact of rising sea levels on suburbs close to the coast. How might the social and economic impacts of rising seas be managed? **Examining, analysing, interpreting**

15.7 EXERCISES

Geographical skills key: GS1 Remembering and understanding **GS2** Describing and explaining **GS3** Comparing and contrasting **GS4** Classifying, organising, constructing **GS5** Examining, analysing, interpreting **GS6** Evaluating, predicting, proposing

15.7 Exercise 1: Check your understanding

1. **GS1** What ***environmental*** hazards can lead to destruction or damage to urban ***environments***?
2. **GS1** Why was the town of Pripyat near Chernobyl in the Ukraine abandoned?
3. **GS2** What reasons can you put forward to explain why cities decline over time?
4. **GS2** Why was water essential to the survival and decline of the city of Angkor?
5. **GS1** Where is Venice located?

6. **GS2** What aspects of its landscape make the city of Venice vulnerable to flooding?
7. **GS2** How would you employ human–***environment*** systems thinking to solve the flooding of Venice? (*Hint:* Make a list of ***environmental*** impacts and human management responses.)

15.7 Exercise 2: Apply your understanding

1. **GS6** What impact might a rise in sea level have on a city such as Venice?
2. **GS6** If ore bodies are depleted in the mining town of Broken Hill, how might the town ***sustain*** its existence into the future?
3. **GS6** Is there a future for ghost towns? Explain your view.
4. **GS2** Outline the MOSE Project in Venice and explain how it is expected to work in holding back the sea.
5. **GS5** Evaluate the MOSE Project in terms of its:
   (a) ***environmental*** impact
   (b) social impact (i.e. its value in preserving a unique city with a long history).

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

15.8 Future challenges for sustainable urban environments

15.8.1 The influence of technology

Throughout human history, cities have changed as new forms of technology have developed. For instance, high-rise buildings such as skyscrapers could not exist without modern cement-and-steel methods of construction and the development of high-speed lifts. What will be the nature of cities as technology progresses, and how can the social, economic and environmental elements of cities develop and be managed in a fair and sustainable manner?

15.8.2 Managing urbanisation

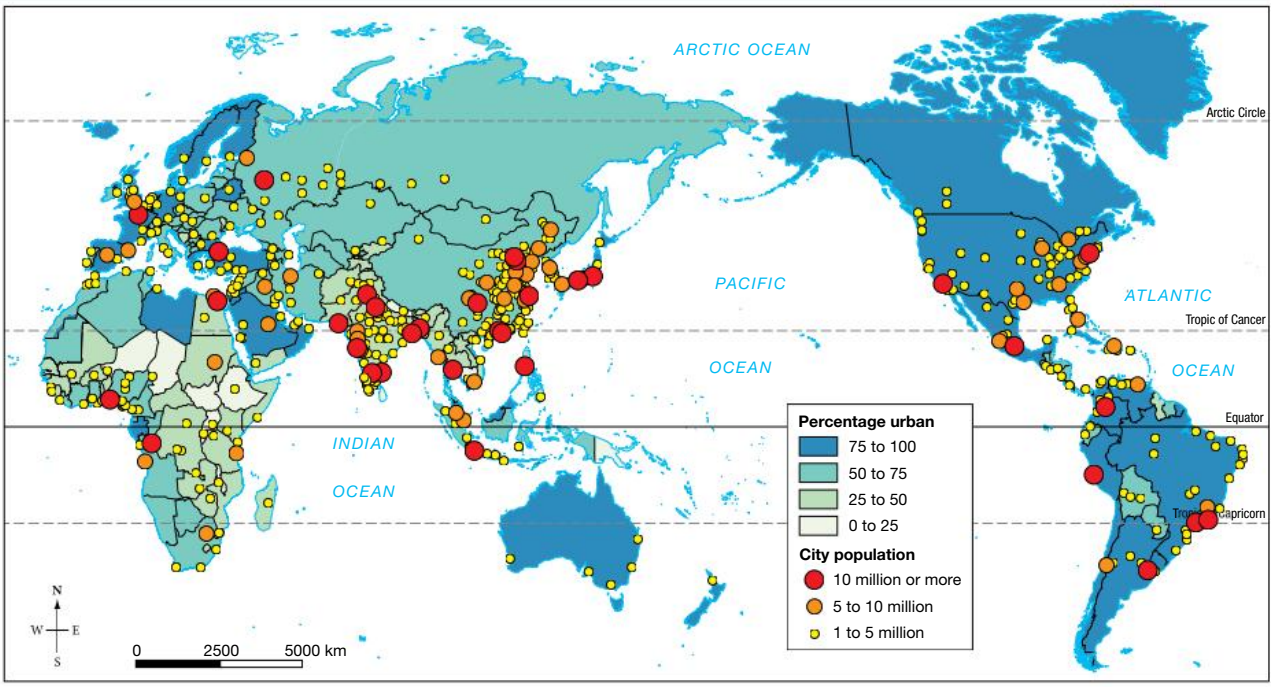
The United Nations (UN) Sustainable Development Goals (SDGs) have been developed as a set of ambitious aims to achieving an improved and sustainable future for everyone on the planet. The SDGs inform bodies that have an interest in urban development, including UN-Habitat, ComHabitat (Commonwealth Habitat), the Cities Alliance and the World Bank. These agencies aim to address the urban challenges of the twenty-first century with a focus on social and economic management criteria. The SDGs are shown in **FIGURE 1**.

FIGURE 1 The 17 Sustainable Development Goals

It has been estimated by UN studies that the global urban population, which is currently around 55 per cent (4.2 billion), will increase to about 5.1 billion in 2030, which means over 60 per cent of the world's total population will be living in cities. This increase means that another billion people will need new housing, basic urban infrastructure and services. To achieve this, the equivalent of seven new megacities will need to be created annually (see **FIGURE 2**).

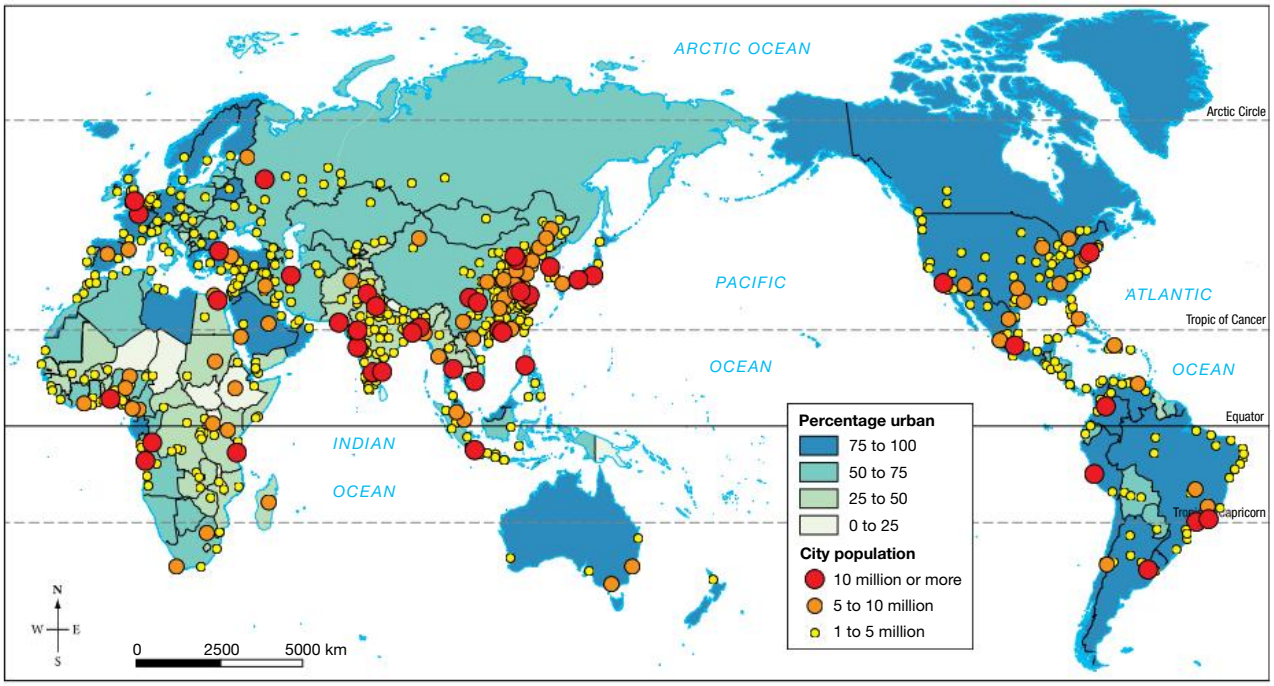
FIGURE 2 Urban population (a) 2018 and (b) projected for 2030

(a)



Source: United Nations, Department of Economic and Social Affairs, Population Division 2018. World Urbanization Prospects: The 2018 Revision.

(b)



Source: United Nations, Department of Economic and Social Affairs, Population Division 2018. World Urbanization Prospects: The 2018 Revision.

15.8.3 What are the challenges for cities?

Many cities in the world face environmental, social and economic challenges. Issues such as extensive areas of slum housing and a general lack of infrastructure to support what may be called a socially and economically just lifestyle undermine the sustainability of these environments. Particularly in the poorest or least developed countries, there are significant environmental management issues associated with large cities. Some of these are detailed in **TABLE 1**. Note that there are issues even in cities that could be called wealthy or most developed.

TABLE 1 Urban challenges

Level	Challenges to be addressed to ensure a sustainable urban environment
Least developed countries	• Poverty and inequality • Rapid and chaotic development of slum housing • Increasing demand for housing, urban infrastructure, services and employment • Education and employment needs of the majority population of young people • Shortage of skills in the urban environment sector
Transition countries	• Slow (or even negative) population growth and ageing • Shrinking cities and deteriorating buildings and infrastructure • Urban sprawl and preservation of inner-city heritage buildings • Growing demand for housing and facilities by an emerging wealthy class • Severe environmental pollution from old industries • Rapid growth of vehicle ownership • Financing of local authorities to meet additional responsibilities
Developed countries	• Recent mortgage and housing markets crises • Unemployment and impoverishment due to changing availability of jobs • Large energy use of cities caused by car dependence, huge waste production and urban sprawl • Slow population growth, ageing and shrinking of some cities

15.8.4 How can we plan for the future?

By promoting sustainable urban environments at all levels of scale (local, regional, national and global), problems can be overcome.

Some management strategies that will foster socially, economically and environmentally sustainable urban environments include:

- building energy-efficient houses based on materials and energy sources that reduce the **ecological footprint** of cities
- reducing waste by recycling and reusing materials
- improving public transport systems to reduce reliance on cars
- redeveloping to include **medium-density housing** to reduce urban sprawl
- exchanging ideas between governments about planning and building policies and best and successful practice in design.

FIGURE 3 Vertical gardens can be used to add green spaces to medium- and high-density housing developments.

Explore more with myWorldAtlas

Deepen your understanding of this topic with related case studies and questions.

- Investigate additional topics > Urbanisation > **Brisbane: an eco-city**

on Resources

Interactivity Where am I? (int-3303)

15.8 EXERCISES

Geographical skills key: GS1 Remembering and understanding **GS2** Describing and explaining **GS3** Comparing and contrasting **GS4** Classifying, organising, constructing **GS5** Examining, analysing, interpreting **GS6** Evaluating, predicting, proposing

15.8 Exercise 1: Check your understanding

1. **GS1** How many people in the world in 2030 will need new housing based on current predictions of urbanisation?
2. **GS1** What are the SDGs and why were they developed?
3. **GS2** Which of the SDGs do you think relate to the issue of ***sustainable*** urbanisation? Explain your view.
4. **GS5** From **TABLE 1**, identify the urban challenges that relate to life in Australia.
5. **GS2** List three management strategies for ***sustaining*** urban ***environments*** and explain the contribution that each of these would make.

15.8 Exercise 2: Apply your understanding

1. **GS6** How would migration help solve the problems of ageing populations in developed Western cities?
2. **GS2** Many cities of the world have programs such as 'urban infill' to overcome the problem of housing shortages. What is meant by this term and how can it help solve the problem of 'urban sprawl'?
3. **GS6** It has been said that if all nations had the same ecological footprint as the developed countries (e.g. the United States, Australia and most European nations), we would need four new worlds the size of planet Earth to accommodate the growth in resource consumption. In what ways can we achieve energy, food and water security with an aim of ***sustainability*** into the future?
4. **GS5** Which of the SDGs will directly improve social conditions in urban ***environments***? Give reasons for your answer.
5. **GS5** Which of the SDGs will directly improve ***environmental*** conditions in urban ***environments***? Give reasons for your answer.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

15.9 Thinking Big research project: Slum improvement proposal

online only

SCENARIO

You have been employed by the local council in one of the world's megacities to carry out a study identifying issues associated with life in the city's slums, and to develop a plan for improving living conditions for slum residents.

Select your learnON format to access:

- the full project scenario
- details of the project task
- resources to guide your project work
- an assessment rubric.

on Resources

ProjectsPLUS Thinking Big research project: Slum improvement plan (pro-0216)

15.10 Review

online only

15.10.1 Key knowledge summary

Use this dot point summary to review the content covered in this topic.

15.10.2 Reflection

Reflect on your learning using the activities and resources provided.

on Resources

eWorkbook Reflection (doc-31773)
Crossword (doc-31774)

Interactivity Sustaining urban environments crossword (int-7674)

KEY TERMS

alpha world city a city generally considered to be an important node in the global economic system
biophysical environment all elements or features of the natural or physical and the human or urban environment, including the interaction of these elements
conurbation an urban area formed when two or more towns or cities (e.g. Tokyo and Yokohama) spread into and merge with each other
desertification the transformation of land once suitable for agriculture into desert by processes such as climate change or human practices such as deforestation and overgrazing
developing nation a country whose economy is not well developed or diversified, although it may be showing growth in key areas such as agriculture, industries, tourism or telecommunications
ecological footprint a measure of human demand on the Earth's natural systems in general and ecosystems in particular; the amount of productive land required by each person in the world for food, water, transport, housing, waste management and other purposes
economic downturn a recession or downturn in economic activity that includes increased unemployment and decreased consumer spending
gross domestic product (GDP) the value of all goods and services produced within a country in a given period, usually discussed in terms of GDP per capita (total GDP divided by the population of the country)
historical architecture urban environment that has significant value due to its unique form and history of development
human–environment systems thinking using thinking skills such as analysis and evaluation to understand the interaction of the human and biophysical or natural parts of the Earth's environment
Industrial Revolution the period from the mid 1700s into the 1800s that saw major technological changes in agriculture, manufacturing, mining and transportation, with far-reaching social and economic impacts
infrastructure the basic physical and organisational structures and facilities (e.g. buildings, roads, power supplies) needed for the operation of a society
lagoon a shallow body of water separated from the sea by a sand barrier or coral reef
medium-density housing a form of residential development such as detached, semi-attached and multi-unit housing that can range from about 25 to 80 dwellings per hectare
megacity a settlement with 10 million or more inhabitants
river delta a landform composed of deposited sediments at the mouth of a river where it flows into the sea
rural–urban fringe the transition zone where rural (country) and urban (city) areas meet
slum rundown area of a city with substandard housing
urban environment the human-made or built structures and spaces in which people live, work and recreate on a day-to-day basis
urban infilling the division of larger house sites into multiple sites for new homes
urban renewal redevelopment of old urban areas including the modernisation of household interiors
urban sprawl the spreading of urban developments into areas on the city boundary
water rights refers to the right to use water from a water source such as a river, stream, pond or groundwater source
water security the reliable availability of acceptable quality water to sustain a population

15.5 SkillBuilder: Constructing a land use map

15.5.1 Tell me

What is a land use map?

A land use map may be drawn from a topographic map, an aerial photograph or a plan, or during fieldwork.

A land use map shows simplified information about the uses made of an area of land. In a built environment, a land use map may show a shopping centre, a local shopping strip, or the types of houses in a street. In a rural environment, a land use map may show vegetation types or agricultural activities.

Why is a land use map useful?

A land use map is useful when focusing on an aspect of an environment or when comparing the interconnections between two or more data sets. It allows us to simplify data and express it in a map format, using blocks of colour to represent generalised information. A land use map breaks down information into key elements and allows us to more readily identify and describe patterns.

Land use maps are useful for:

- displaying historic features of tourist towns
- outlining transport routes
- determining crop plantings
- helping pedestrians to access shops.

A good land use map:

- is drawn in pencil
- is coloured
- incorporates a key/legend
- includes labelled features if necessary
- includes a clear title.

15.5.2 Show me

How to construct a land use map

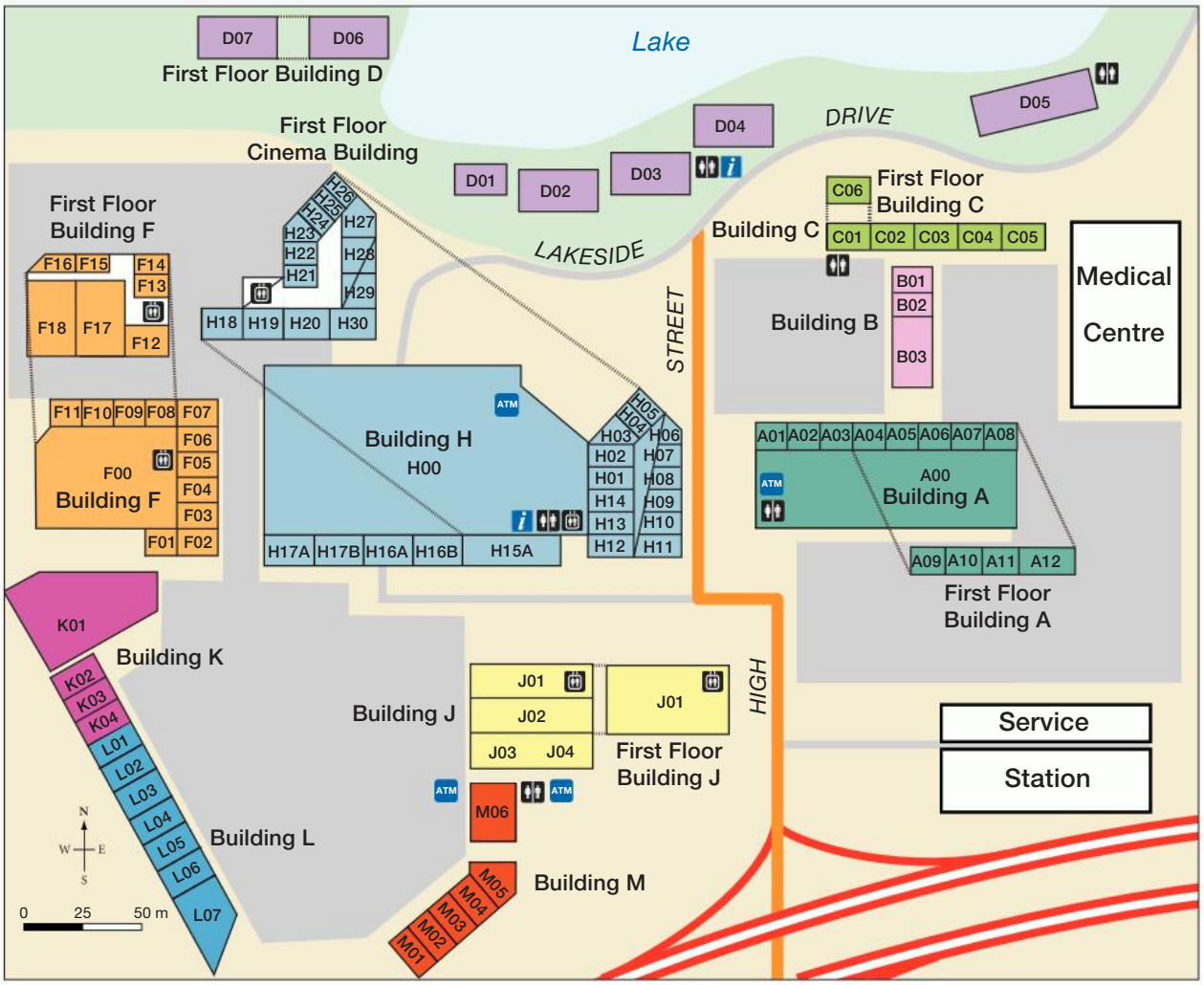
You will need:

- an aerial photograph or map (topographic or plan) of the area being considered or undertaken as fieldwork
- a base map that is to be coloured
- a predetermined key/legend
- coloured pencils.

Model

Blue Lake Shopping Centre has a range of facilities. Large areas of the centre are devoted to shopping, eating and ‘playing’, as the key shows. At the centre of the complex is a library and cinema area. In this complex, there are also professional offices such as law firms, dentists and property management firms (which all fall under the ‘work’ heading). Beside the lake is a restaurant area, and there are other eateries throughout the complex. Shoppers are well catered for, with a variety of transport available to bring them to the centre. Buses service the centre, a taxi rank is provided, and there is ample car parking. Visitors to the shopping centre would find most of their needs fulfilled.

FIGURE 1(a) Blue Lake Shopping Centre plan and key



Work
Professional services and banks

A01	Family Eye and Vision Centre
A03	Century 21 Victoria Point
A04	Ray White
A05	Shine Lawyers
A06	Westpac
A07	Westpac
A08	Westpac
A09	Frank Bauer & Associates
A10	Centre Management Office
A11	Centre Management Office
A12	Place Real Estate
C02	Dignified Funerals
C03	JP Ryan
C04	The Professionals
C05	The Professionals
D07	Weightwatchers
F09	Red Door Acupuncture and Massage
F13	Dylan & Perez Financial Planning
F14	Dylan & Perez Financial Planning
F15	Spick & Span Cleaners
F16	Spick & Span Cleaners
F18	Spick & Span Cleaners
H12	Aussie Home Loans
H15	H & R Block
H16A	Kumar Dentistry
H16B	Blue Lake Medical Clinic
H18	Aligned Chiropractors
H19	Smith & Aziz Chartered Accountants
H20	Kate Bowen MP
H22	Fresh Start Training Group
H27	Wong Podiatry
H28	Davis & Sharp Lawyers
H29	Davis & Sharp Lawyers
H30	Blue Lake Physiotherapy
M06	Centrelink

Shop
A great variety of retail stores

A00	Woolworths
F02	Blue Lake Florist
F03	Black Cat Newsagency
F04	Black Cat Newsagency
F05	Black Cat Newsagency
F06	Point Break Surfwear
H01	Crystal's Clothing
H09	The Wooden Spoon Kitchenware
H10	The Point Homewares
H14	Samadi Hair & Beauty Products
H17A	Mathers
J02	Dwyer's Pharmacy
J03	West's Auto Service Centre
J04	West's Auto Service Centre
K01	Spotlight
K02	Blue Lake Lawnmowers
K03	The Outdoor Shop
K04	The Outdoor Shop
L01	Blue Lake Pool Service
L02	Fraser's Fishing and Tackle
L03	Lifeline Victoria Point
L04	Hardy's Lighting
L06	Stegbar
L07	Blue Lake Marine Supplies
M05	Blue Lake Cleaning Supplies

Eat
Restaurants, cafés and food

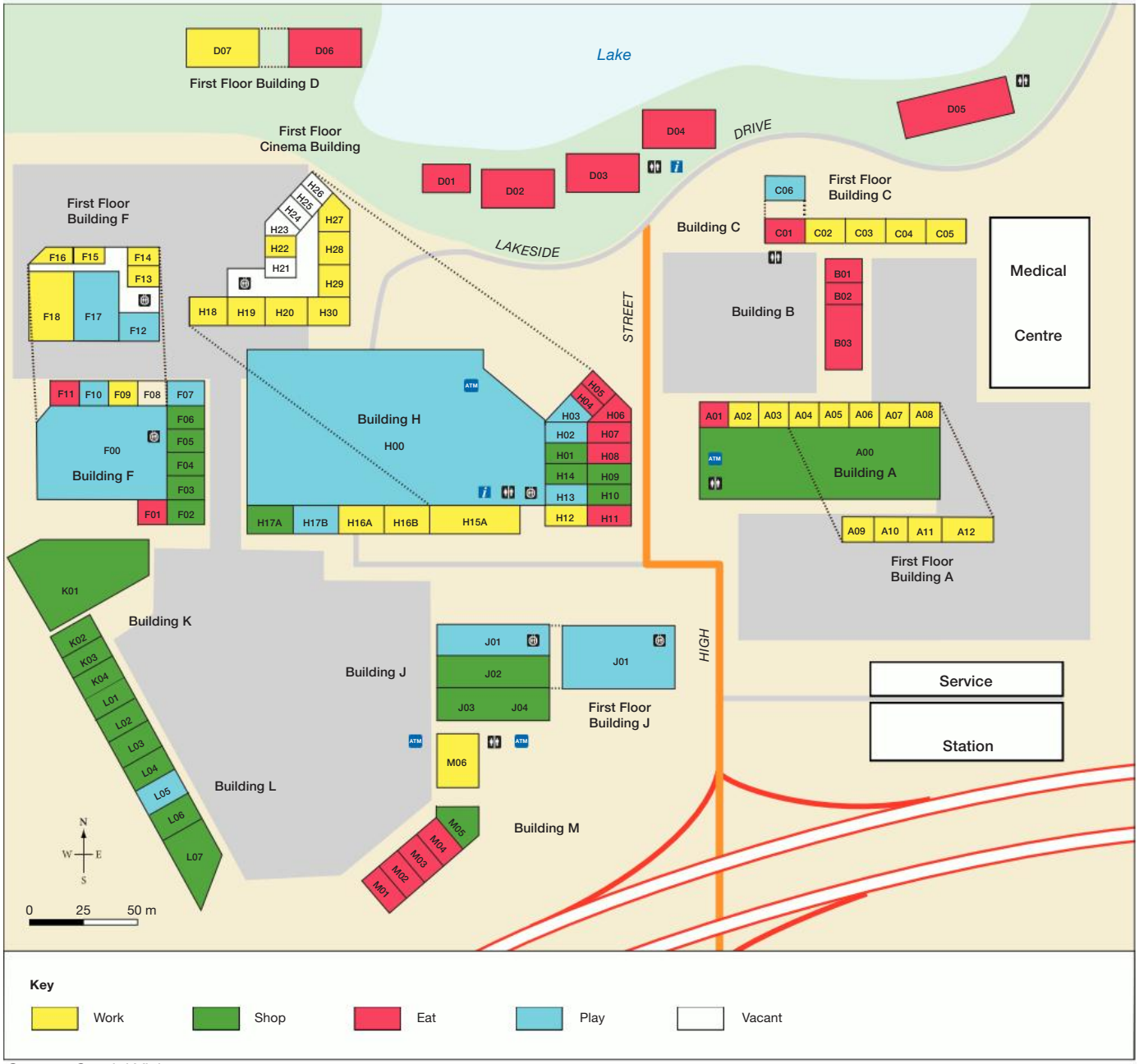
A01	Full Moon Café
B01	Brian's Meats
B02	Brian's Meats
B03	Big Orange Fruit Barn
C01	Bo Thai
D01	Udaipur Indian Restaurant
D02	Paganini's
D03	Piggy's Café
D04	Perfumed River Vietnamese
D05	Tabouli Lebanese Restaurant
D06	The Kasbah
F01	The Double Shot
F11	Decadent Desserts
H04	Time Out Restaurant and Bar
H05	Time Out Restaurant and Bar
H06	Okonomiyaki
H07	Bob's Burgers
H08	Blue Lake Icecreamery
H11	Baker's Delight
M01	Nan & Pop's Bakehouse
M02	The Battered Cod Fish Restaurant
M03	Shanghai Joe's Chinese Restaurant
M04	Nonya Malay Restaurant

Play
A great range of activities

C06	Bright Star Coaching & Tutoring
F00	Blue Lake Library
F07	La Bohème Nails & Beauty
F10	Painterly Art Classes
F12	Yamamoto Music Lessons
F17	Blue Lake Library
H00	Cineplex
H02	Crazy Amusement Centre
H03	Crazy Amusement Centre
H13	Diane Lane Hair Salon
H17B	Blue Lake Tattoos
J01	WorkOut Gym
L05	Madame Georgia's Dance Academy

Source: Spatial Vision

FIGURE 1(b) Land use map of Blue Lake Shopping Centre



Source: Spatial Vision

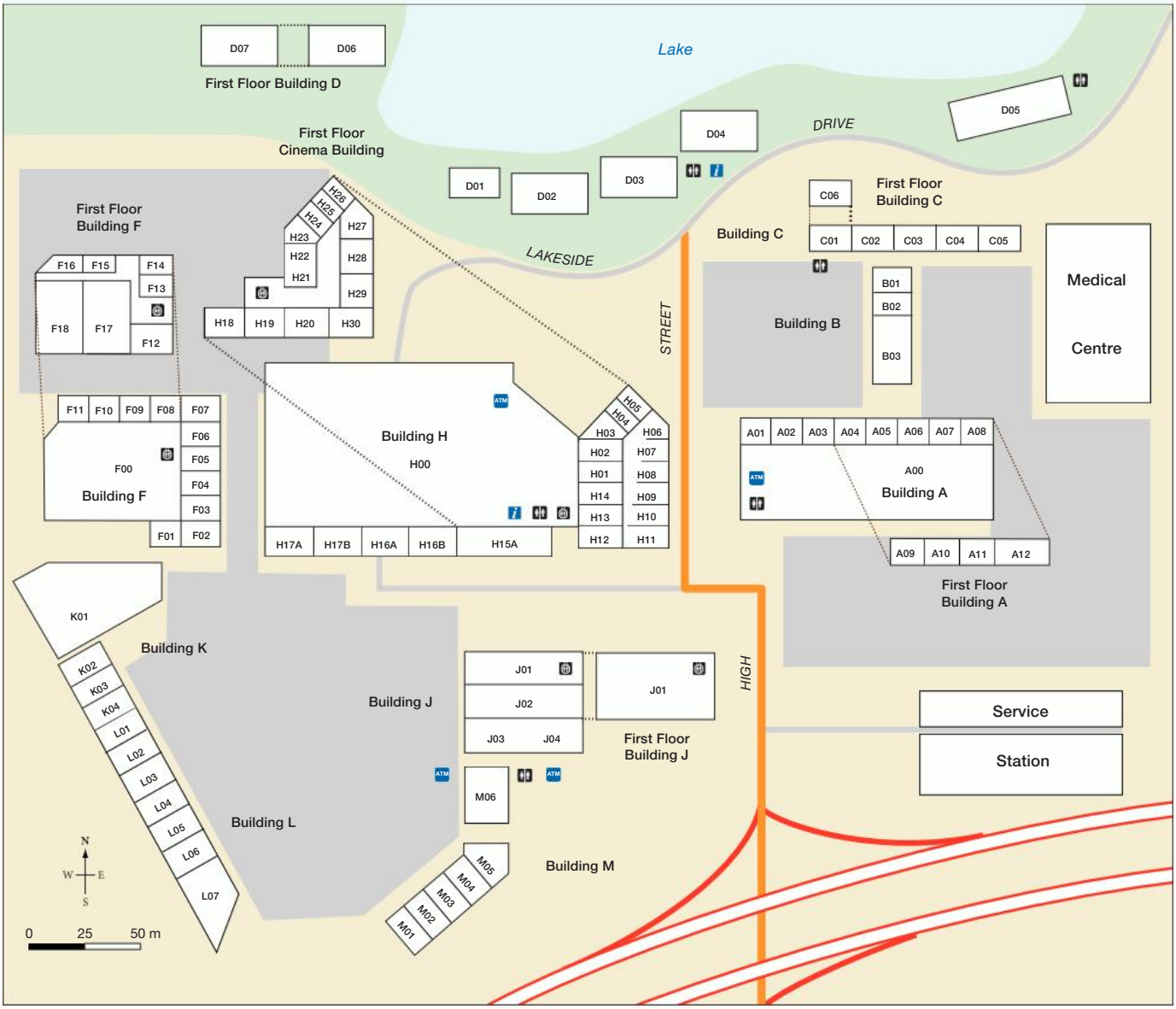
Procedure

To complete a land use map from an aerial photograph or map, or during fieldwork, you must determine the area to be mapped and acquire or create a base map of that area.

Step 1

Orientate the base map and the aerial photograph or, if on fieldwork, orientate yourself with the base map.

FIGURE 2 Base map of Blue Lake shopping complex

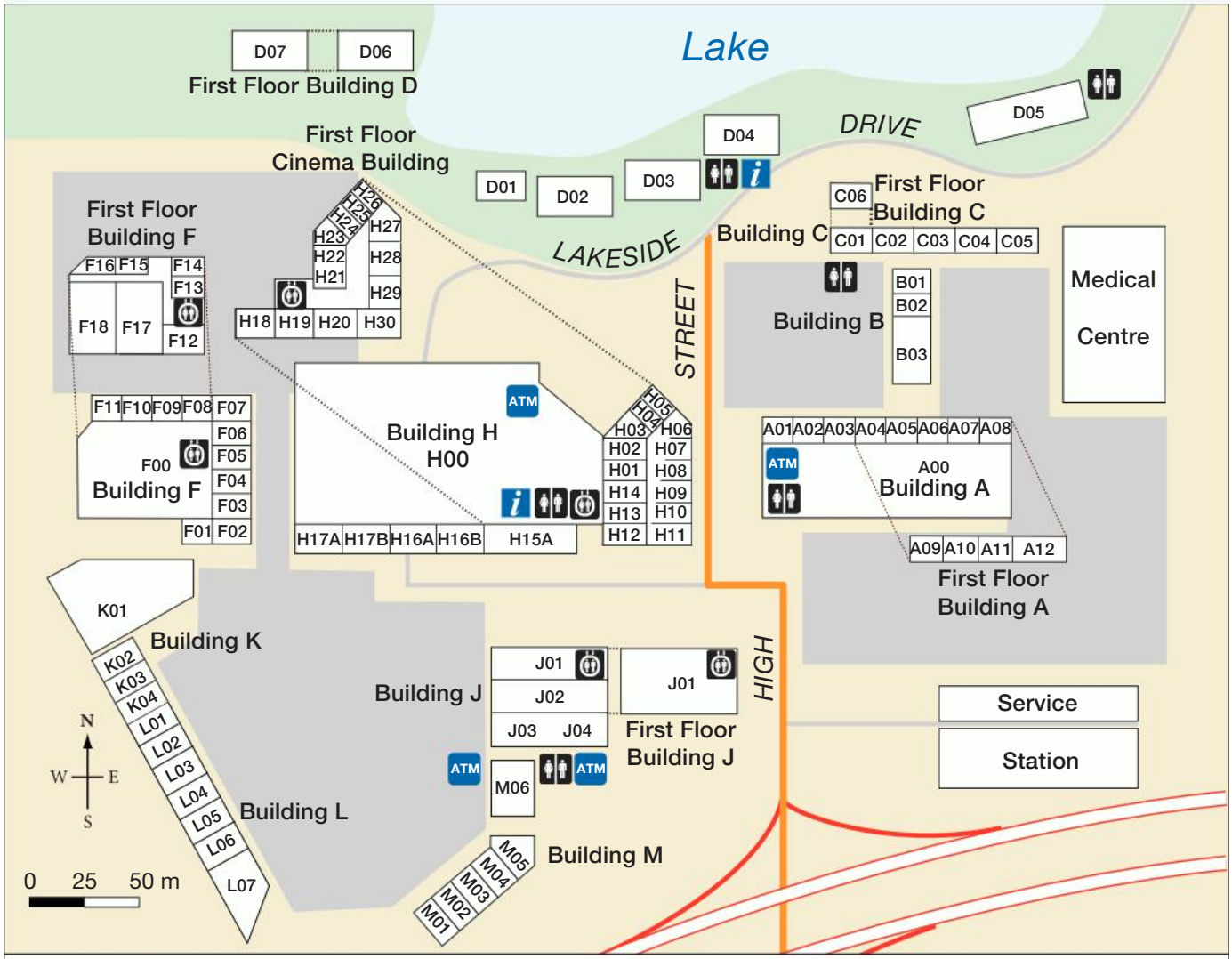


Source: Spatial Vision

Step 2

What is the theme of your mapping? Is it land use or types of shops, for example? What categories are you expecting to find? Create a key/legend that you will use for the colouring of your map. **FIGURE 1(a)** shows a range of shop types, services and activity areas colour coded in the legend. These have then been simplified into broader activity categories in **FIGURE 1(b)**.

FIGURE 3 Base map with legend



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M05	Blue Lake Cleaning Supplies

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A great range of activities

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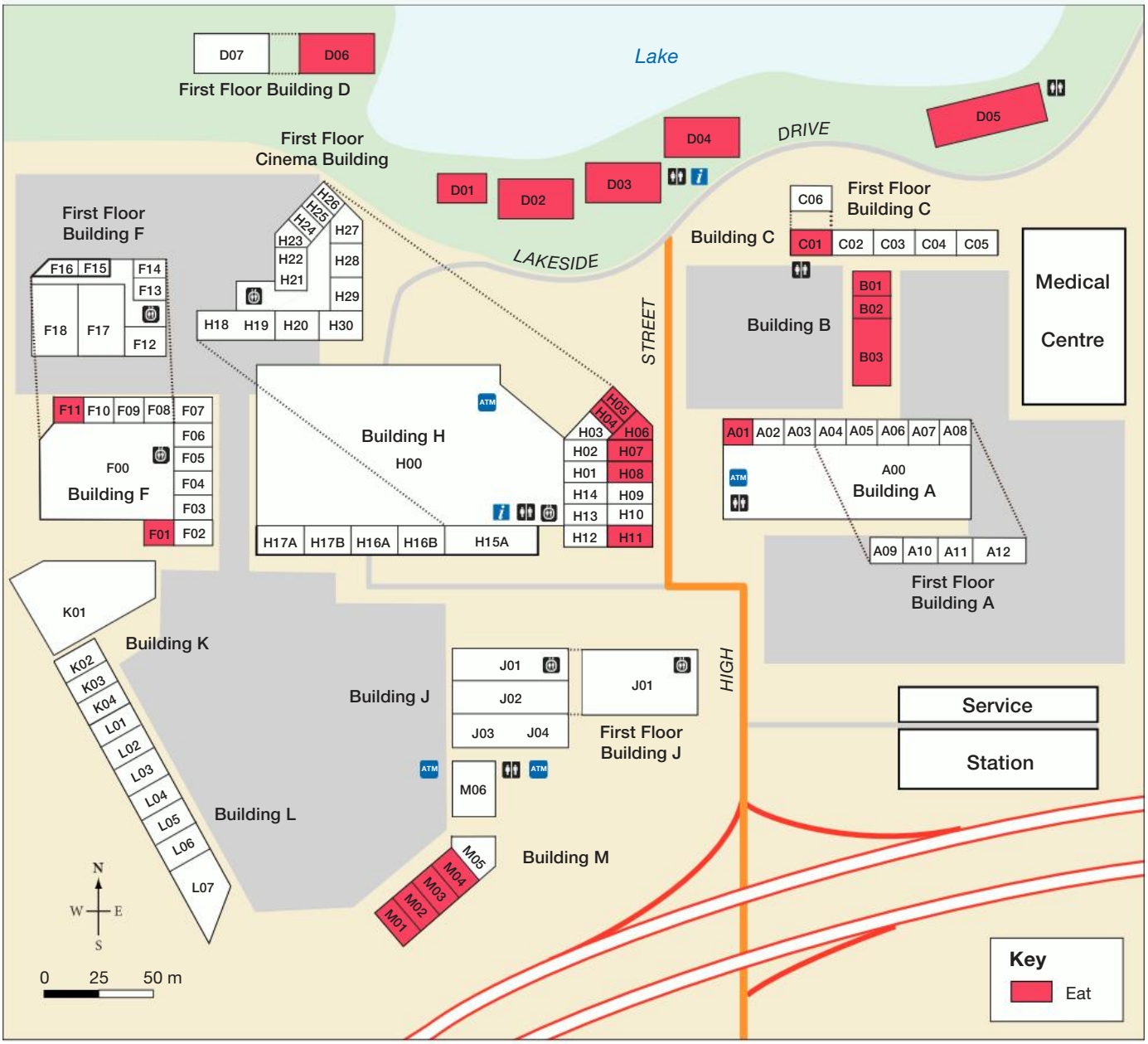
H02	Crazy Amusement Centre
H03	Crazy Amusement Centre
H13	Diane Lane Hair Salon
H17B	Blue Lake Tattoos
J01	WorkOut Gym
L05	Madame Georgia's Dance Academy

Source: Spatial Vision

Step 3

Identify a starting point to colour your base map according to your pre-determined key. Take care to be accurate and neat. Identify reference points to check off on the base map.

FIGURE 4 Colouring of the base map has commenced.



Source: Spatial Vision

Step 4

When the map is complete, ensure that the key is attached. Check that the BOLTSS are complete. The map would look like **FIGURE 1(b).**

on Resources

Video eLesson Constructing a land use map (eles-1755)

Interactivity Constructing a land use map (int-3373)

15.5.3 Let me do it

Complete the following activities to practise this skill.

15.5 ACTIVITIES

1. Complete a land use map of your local area by walking along a street and mapping the land uses. First, create a base map by identifying the main features of the ***environment*** such as major roads, waterways, vacant land and parks. Colour the various land uses on your base map and add those colours to the key. Complete the task according to the steps in the **Show me** section. Use the checklist to ensure you cover all aspects of the task.
2. Apply your skills to answer the following questions.
   (a) With which land use is most of the map taken up?
   (b) Which of the land uses on your map have been built by people?
   (c) What proportion of your land use map is natural ***environment***?
   (d) Suggest why there are trees in the built ***environment***.
   (e) Suggest how the ***environment*** might ***change*** over time.

Checklist

I have:

- drawn in pencil
- added colour
- incorporated a key/legend
- included labelled features as necessary
- included a clear title.

15.6 SkillBuilder: Building a map with geographic information systems (GIS)

15.6.1 Tell me

What is GIS?

A geographic information system (GIS) is a computer-based system that consists of layers of geographic data. Just as an overlay map allows you to interchange layers of information, GIS allows you to turn layers on and off to make comparisons between data.

Why is GIS useful?

GIS is a sophisticated system of presenting data. The information is based on primary data that has been gathered and mapped. At any one time, you can see one series of data or as many as you need to see the interconnections between the data. For example, you may turn on one layer to see the topography. Then you might turn on the road system to see if the land has influenced the pattern of roads. To this you might add settlements to see if both the road system and topography have influenced town locations. Then you might turn off the road system to see if the greater influence was indeed the topography.

GIS is useful when:

- you want to see the interconnections between features
- you need to show an overlay of features across a region
- retailers want to determine the best location for a new store; for example, fast food chains use this technique to determine site selection
- emergency services want to predict risk situations, such as the spread of bushfires and flood waters
- you need to map global trends, such as the movement of refugees between countries.

Using GIS involves:

- using GIS-mapped geographic data
- interpreting map legends
- interpreting map layers
- looking for interconnections between map layers
- clearly representing and communicating data.

15.6.2 Show me

How to use GIS

You will need:

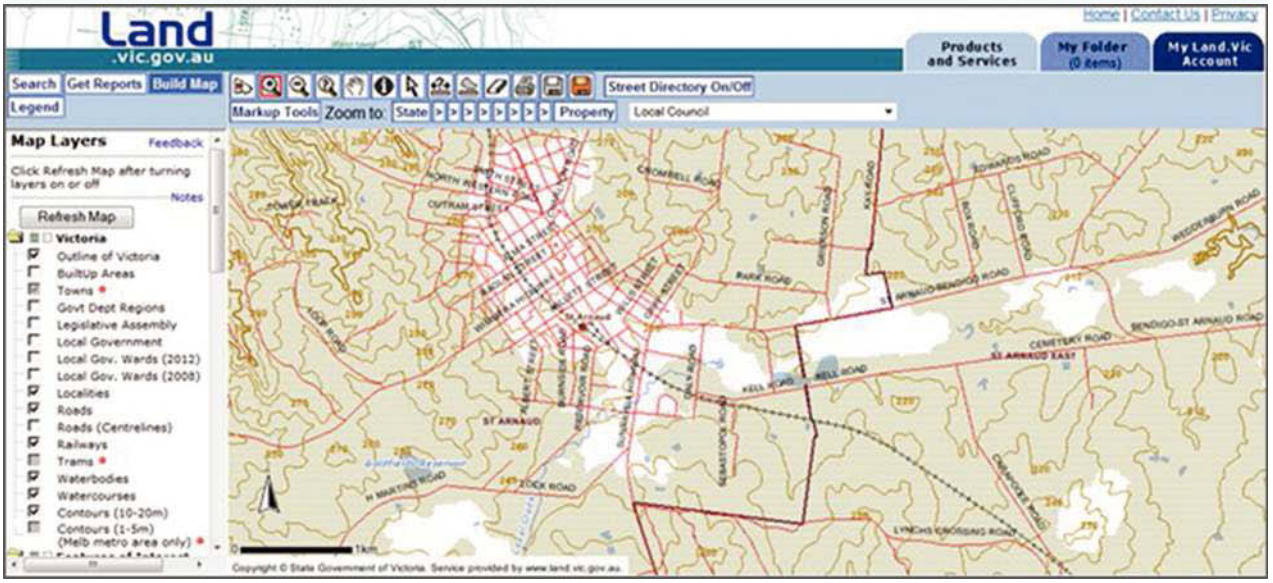
- a computer or tablet connected to the internet
- a website developed with GIS techniques.

Model

The following paragraph describes St Arnaud and its environs, as depicted in the **FIGURE 1** GIS image.

St Arnaud is a town north-west of Melbourne. It lies east of a range of hills that rises to 300 metres. The built environment follows the railway line, and major regional roads pass through the town. The area has a few waterways, and a reservoir provides town water. The town is surrounded by land that is prone to bushfire, and some streets, particularly in the south-west and west, are at risk. In future, any growth in the town is likely to be along the railway line and Sunraysia Highway, in order to avoid fire-prone areas, and will probably be on the flatter land toward the south.

FIGURE 1 St Arnaud and its environs

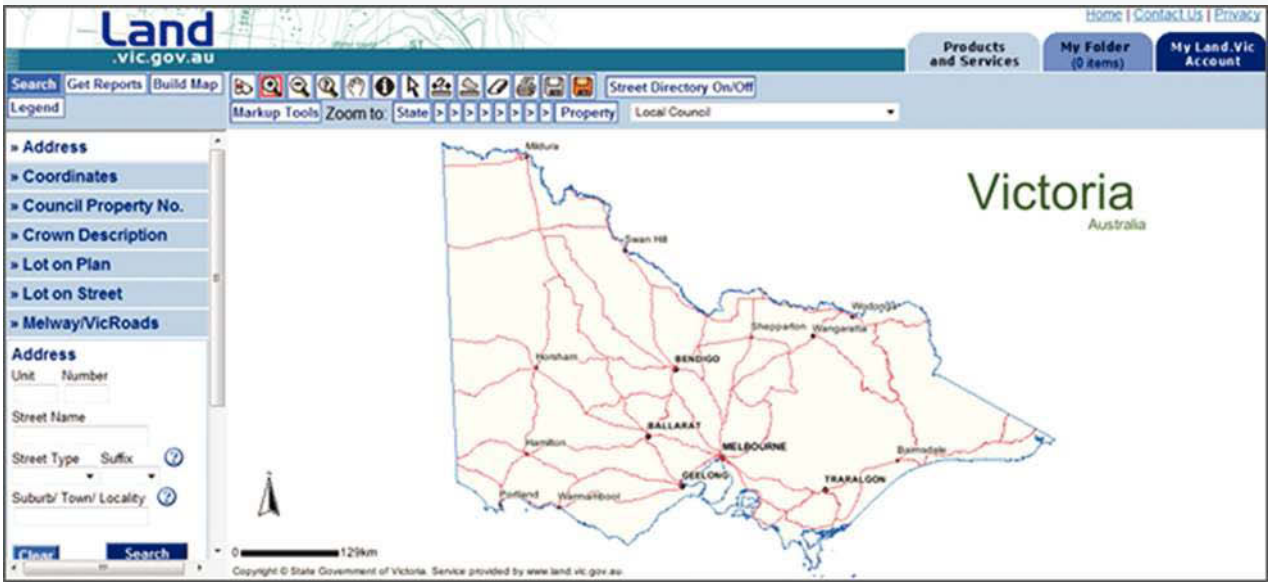


Source: © The State of Victoria, Department of Environment and Primary Industries, 2013. Reproduced by permission of the Department of Environment and Primary Industries.

Procedure

Use the **Land Victoria** weblink in the Resources tab to locate the map shown in **FIGURE 2**.

FIGURE 2 A base map of Victoria



Source: © The State of Victoria, Department of Environment and Primary Industries, 2013. Reproduced by permission of the Department of Environment and Primary Industries.

Step 1

As with any map that you explore, you need to begin by checking the information that is provided. On the left of the screen you will find a list of the map layers (see **FIGURE 2**). Select the option of Build Map. Select any box to turn on a layer of the map. Note that some layers apply only at a specific scale; the cursor will tell you this when you try to turn on the layer.

Step 2

Select Horsham and you will see surrounding towns. Next, select St Arnaud and make this the focus of a study of its built environment. To build a map on St Arnaud and its immediate environs, choose a scale that will give you more detail. To do this, use the tool bar at the top of the map. Hover your mouse over the > symbols to the right of the words 'Zoom to'. A scale ratio will then appear in a box below each > symbol. A good choice here would be 1:25 000.

FIGURE 3 Beginning to build a map

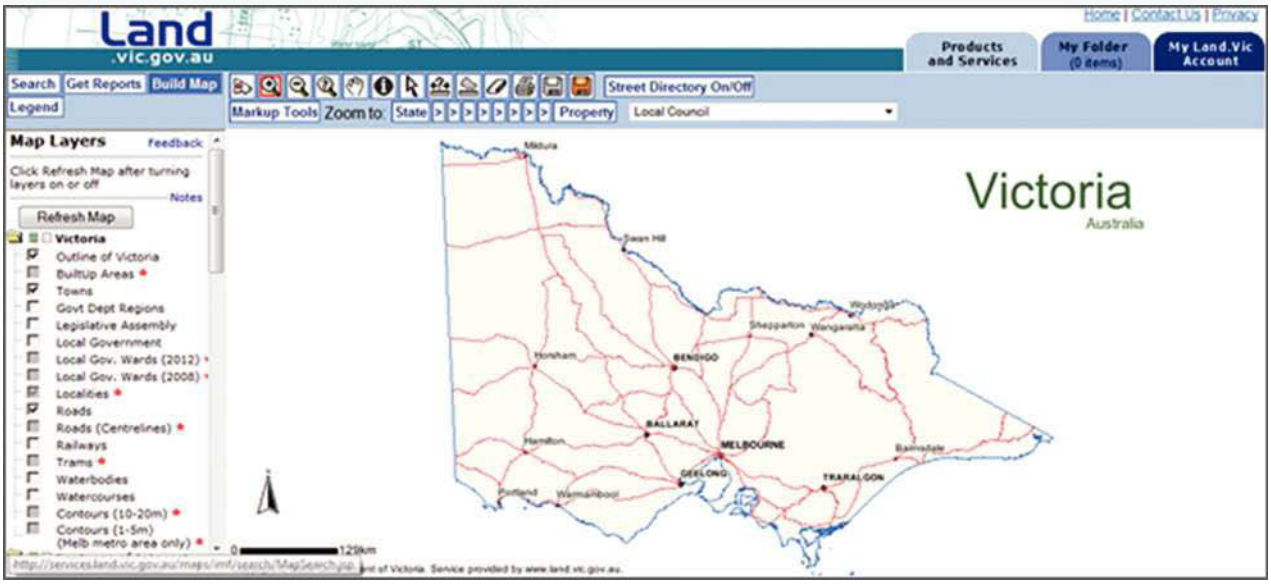


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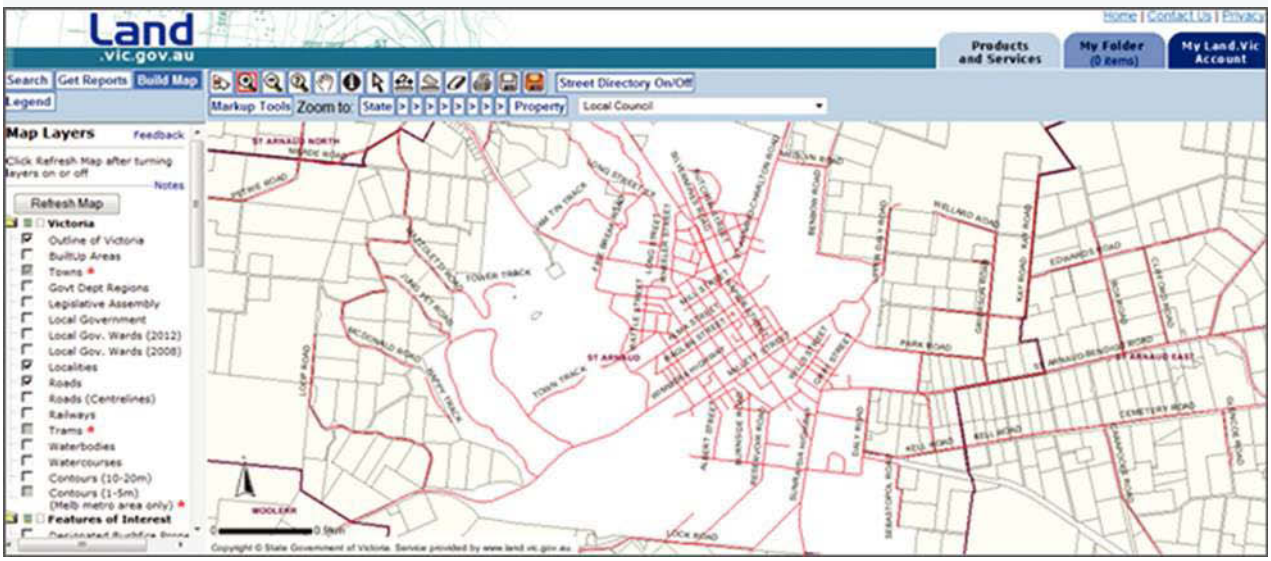
FIGURE 4 St Arnaud 1:25 000



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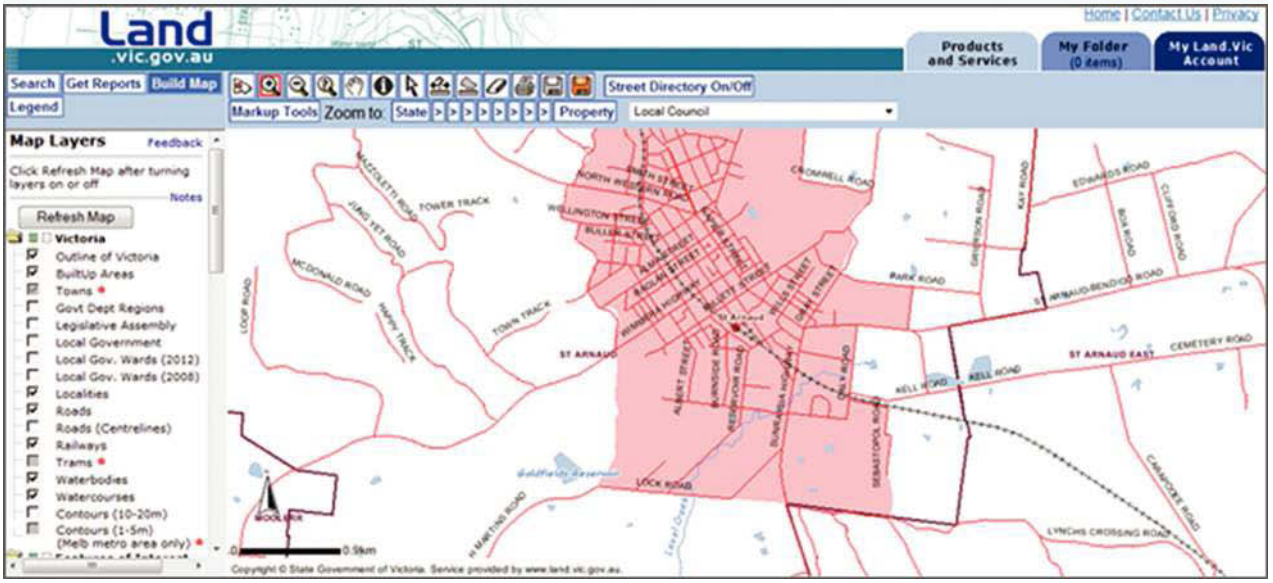
Step 3

Choose some layers to explore on the map. To apply a layer, select the box and then select the Refresh Map panel at the top or bottom of the list; an updated map will then appear. In **FIGURE 5**, the map of St Arnaud has the layers of roads, waterways, railway lines and built environment turned on.

FIGURE 5 Sample layers available in map of St Arnaud region



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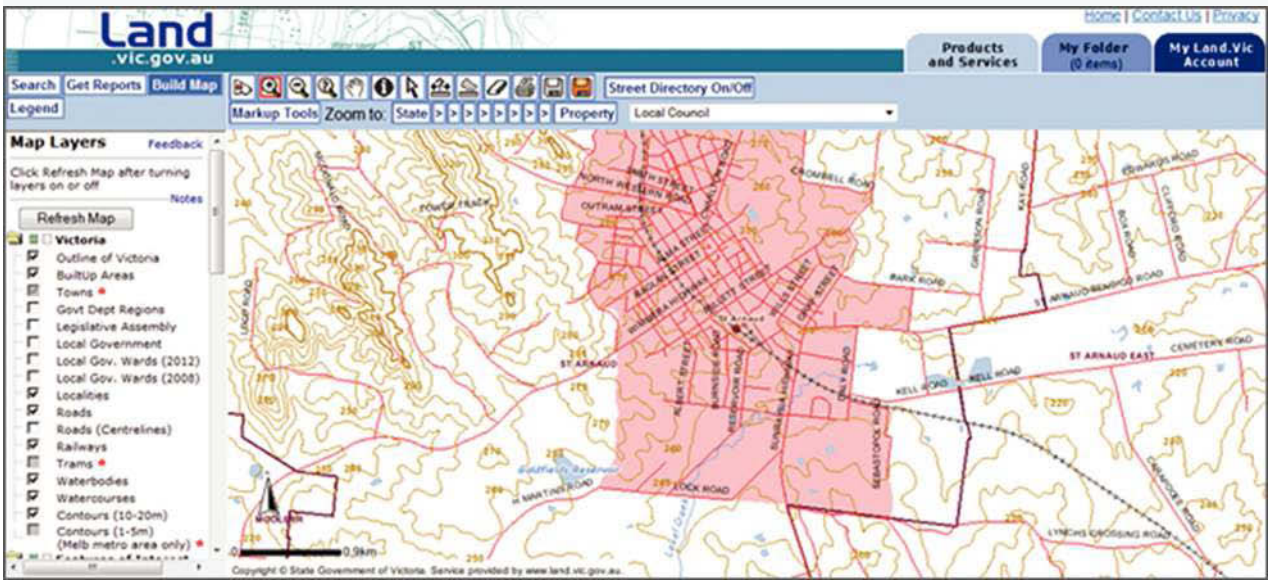
After each choice that you make, in order for your map to be updated with the new layer, you need to select the Refresh Map panel at the top or bottom of the list.

FIGURE 6 shows another example with additional layers (contour lines 10–20 metres) turned on for the St Arnaud region.

FIGURE 6 St Arnaud region with contours of 10–20 metres added



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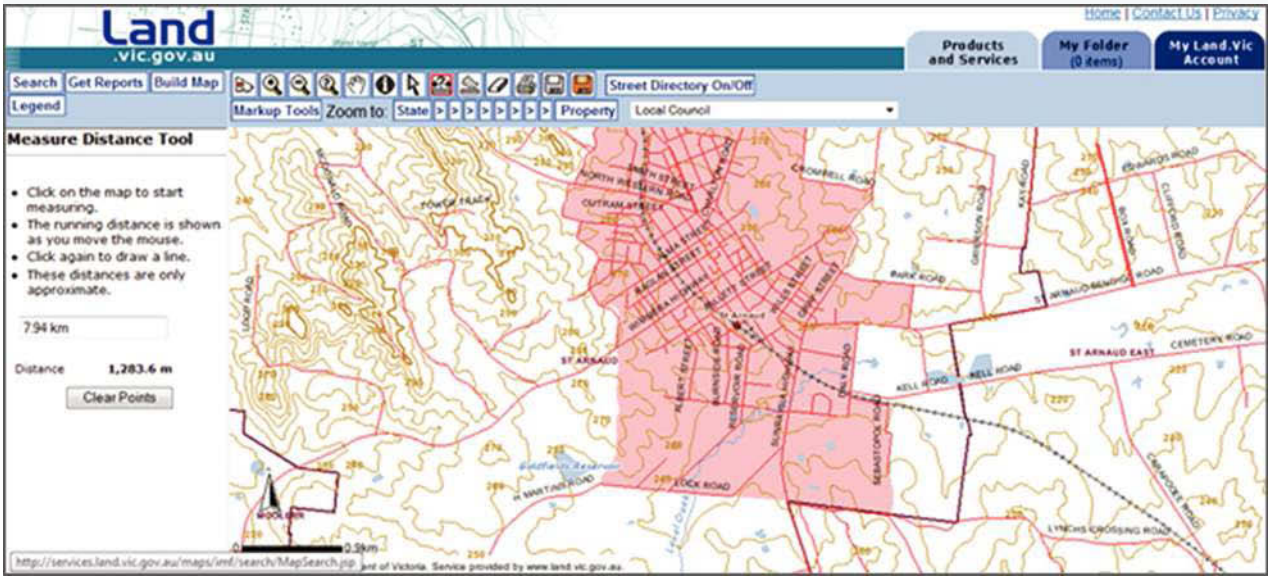
Step 4

Along the top of the map there is also a tool bar to explore. Hover over each of the symbols and the name of the tool will pop up. The Distance tool and the Area tool are especially useful. If you select a tool, an explanation of how to use it appears to the left of the map. Note that these are running measurements, so

you need to be organised in determining the points between which you want to measure. In **FIGURE 7**, the length of Box Road (see the bright red colour in the north-east of **FIGURE 7**) is 1283.6 metres. (Note that the distances are approximate and depend on the exact points that you select.)

FIGURE 7 Applying the distance tool on the St Arnaud map



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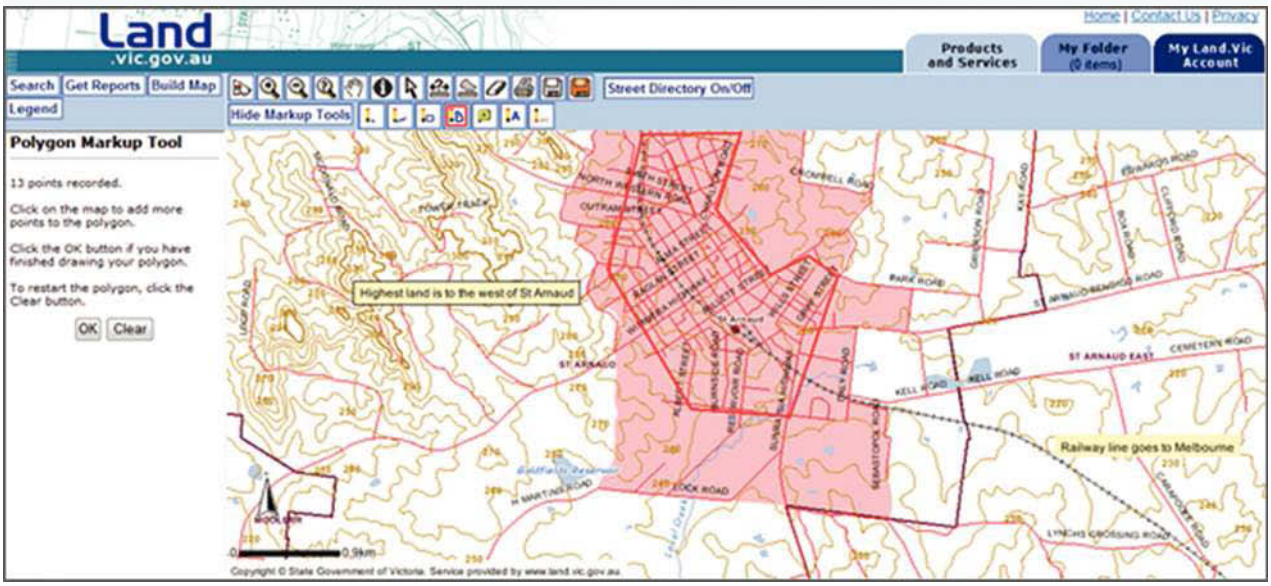
Step 5

Now select the Markup Tools button. These tools allow you to highlight significant points or areas and to label anything you wish to comment on. **FIGURE 8** uses the Polygon Markup tool to mark the boundary of the main streets of St Arnaud; the Callout Text Markup tool to indicate high land; and the Text Markup tool to indicate the main train line to Melbourne.

FIGURE 8 Labelling on the St Arnaud map



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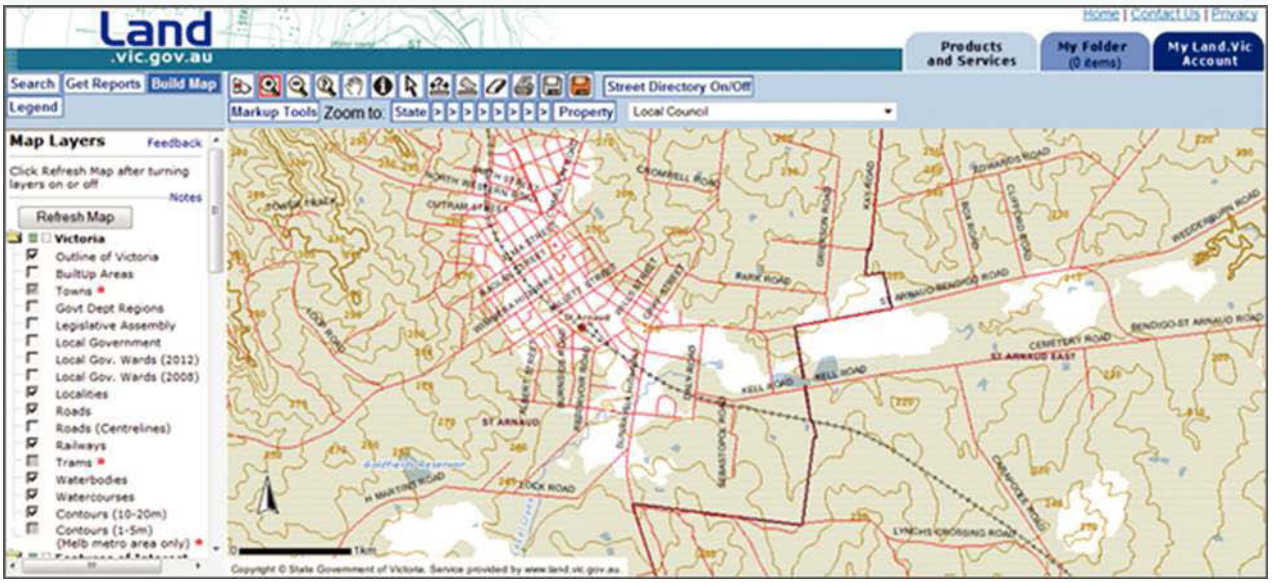
Step 6

In applying your information about the area, you might like to turn on the layer for bushfire hazard. Are there streets in St Arnaud that are in the bushfire risk area?

FIGURE 9 St Arnaud with an overlay of bushfire risk



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Step 7

Describing the built environment of St Arnaud requires you to make a statement about each of the layers that you have turned on and to discuss any implications that the layer might have for the development of the town. For example, the town is likely to continue to grow along the railway and the major road, the Sunraysia Highway.

on Resources

- **Video eLesson** Building a map with geographic information systems (GIS) (eles-1754)
- **Interactivity** Building a map with geographic information systems (GIS) (int-3372)
- **Weblink** Land Victoria

15.6.3 Let me do it

Complete the following activities to practise this skill.

1. Continue to use this site to explore the layers of information on other built ***environments*** in Victoria. Choose somewhere else to explore. Write a paragraph describing the natural ***environment*** and the way in which it affects the development of the built ***environment***. Use the checklist to ensure you cover all aspects of the task.
2. Apply your skills to answer the following questions. Each question requires you to change maps and layers.
   (a) Does water play a significant role in the ***environment*** that you are studying?
   (b) Name and measure a significant road on your map.
   (c) Use the Area tool to calculate the size of your built ***environment***.
   (d) Use at least two Markup tools to add information to your map.
   (e) Using the Bushfire Risk layer, assess the risk of bushfire in your chosen built ***environment***.

Checklist

I have:

- used GIS-mapped geographic data
- interpreted map legends
- interpreted map layers
- looked for ***interconnections*** between map layers
- clearly represented and communicated data.

15.9 Thinking Big research project: Slum improvement proposal

15.9.1 Scenario

It is widely known that the slums of megacities create significant issues impacting on human wellbeing. Hence, slums have been identified by the United Nations Sustainable Development Goals (SDGs) as needing sustainable endeavours to improve the social, economic and environmental futures of their inhabitants.

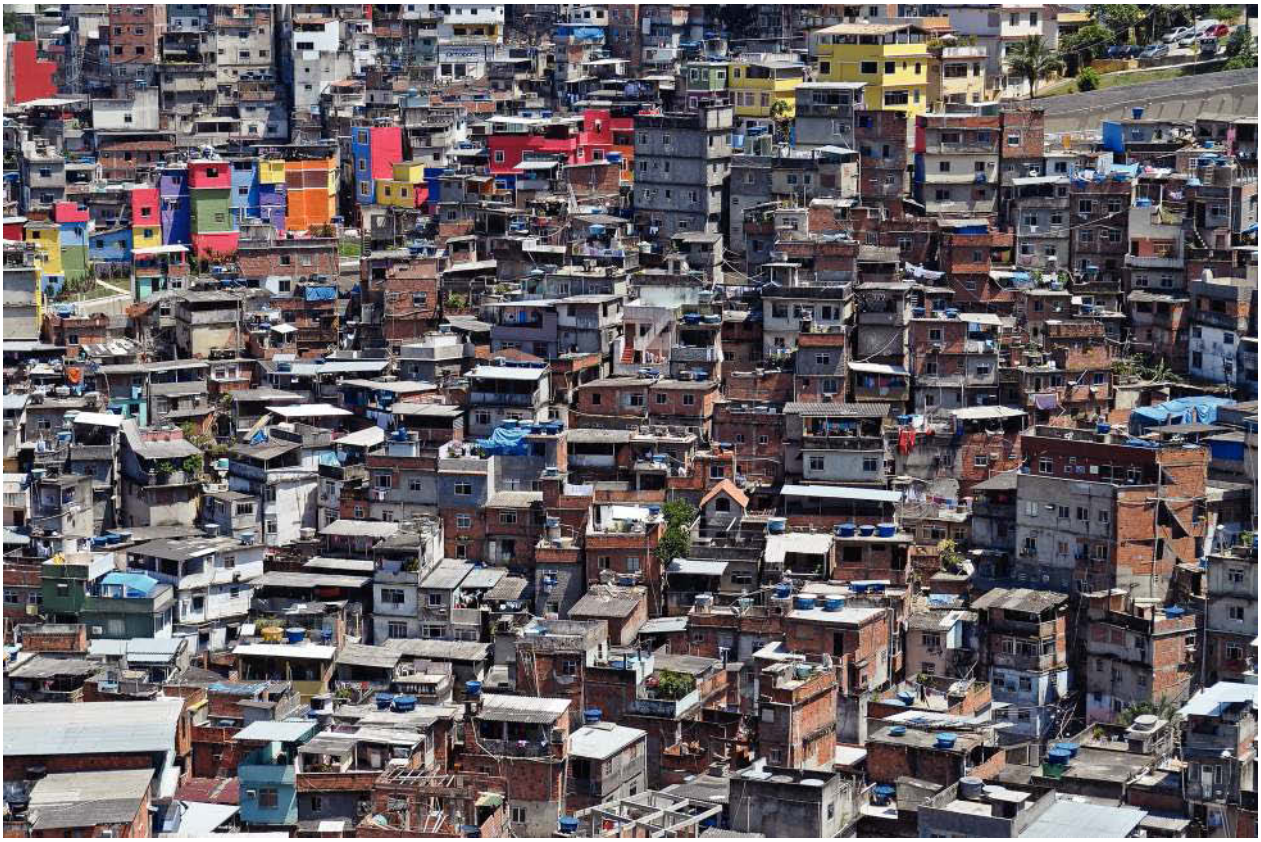
You have been employed by the local council in one of the world's megacities to carry out a study identifying issues associated with life in the city's slums, and to develop a plan for improving living conditions for slum residents.

15.9.2 Task

With reference to at least three of the 17 SDGs, develop social, economic and environmental plans for sustainable change to your chosen megacity slum.

You should incorporate your research findings in a proposal to the council of your selected megacity, outlining identified issues and recommended management strategies to improve the livelihood of the people who live in the slum.

Your proposal can be presented in written report form or alternatively as a PowerPoint presentation, with comprehensive text information, annotated images, diagrams and maps.



15.9.3 Process

- Open the ProjectsPLUS application in the Resources for this topic. Open the **Project set-up** tab to enter the project due date and set up your project group so you can work collaboratively. Working in small groups will allow you to swap ideas and share responsibility for the project. Save your settings and the project will be launched.
- Navigate to the **Research forum**, where you will find starter topics loaded to guide your research. You can add further topics to the Research forum if you wish. When you have completed your research, you can print out the **Research report** in the Research forum to easily view all the information you have gathered, if you wish.
- In the **Media centre** you will find an assessment rubric and some weblinks that will provide a useful starting point for your research.
- Conduct research into living conditions in your chosen slum.
  - Create or locate a map (including BOLTSS) showing the location of the slum.
  - Create a summary table outlining the social, economic and environmental issues that are matters of concern.
  - Provide relevant data in table or graph form.
  - Provide annotated images where appropriate to illustrate areas of concern.
- Research the SDGs and identify the three (minimum) goals that you will focus on in tackling these concerns. Add the details of these SDGs to your table, providing a brief description of what each SDG aims to achieve, and which aspects of the goal will be addressed by your proposal.
- Devise sustainable social, economic and environmental actions to address your identified issues. If possible, include diagrams and/or photographs of strategies currently being employed in different places that might be used or adapted to your selected megacity and its slums.

- Evaluate which of your suggested strategies would be most effective based on:
  - economic viability (affordability)
  - social justice (fairness for all people)
  - environmental benefit (minimal negative environmental impact and with future sustainability)
- Make concluding recommendations based on your research and evaluation of options.
- Ensure that you have completed all elements of the task and, when satisfied, submit your proposal to your teacher for assessment.

Resources

ProjectsPLUS Thinking Big research project: Slum improvement proposal (pro-0216)

15.10 Review

15.10.1 Key knowledge summary

15.2 Cities' impact on the environment

- Urbanisation has led to significant changes to the natural environment, including changes to the atmosphere, hydrosphere and lithosphere.

15.3 The development of urban environments

- Large urban complexes are a recent phenomenon in the world's history.
- The modern trend is for people to move to urban complexes seeking improvement in lifestyle, but this means having to cope with socio-economic and environmental challenges in the urban environment, such as congestion, crime, pollution and social isolation.
- Megacities, while offering opportunities for work and access to multiple services, can have issues such as slums and poor waste management.
- Dealing with the impacts of cities on air and water quality is a major concern.
- Urban sprawl in large urban complexes is a major problem for city planners.
- The loss of fertile farming lands as cities grow can put stress on producers whereby they must sell their land and move to more remote locations.

15.4 Case studies in urban growth: Melbourne and Mumbai

- Urban infilling and urban renewal are two methods of creating more living space in existing urban areas.
- Expansion into the rural–urban fringe leads to urban sprawl, which has economic and environmental impacts.
- Rapid urban growth in Mumbai has created challenges relating to human wellbeing, urban sprawl, traffic congestion and infrastructure needs.

15.7 Factors in urban decline

- Natural and human-induced changes can lead to processes that build up and lead to the decline of urban complexes.
- Events such as natural and human-induced disasters have great impacts on urban complexes.
- The depletion of resources can lead to urban decline.
- Low-lying coastal cities can be subject to the destructive forces of storms, and this can affect tourism if the city is a popular holiday destination.
- Rising sea levels caused by global warming are an additional problem requiring new directions in management and urban planning.

15.8 Future challenges for sustainable urban environments

- Urban populations are predicted to grow into the future, with megacities being a magnet for rural dwellers.
- Careful management of urban complexes is required so that they may be sustained and offer a good quality of life for their inhabitants.
- The management of sustainable cities must draw inspiration from the Sustainable Development Goals established by the United Nations.

15.10.2 Reflection

Complete the following to reflect on your learning.

15.10 ACTIVITIES

Revisit the inquiry question posed in the Overview:

How far can our urban environments spread before they become unsustainable?

1. Now that you have completed this topic, what is your view on the question? Discuss with a partner. Has your learning in this topic changed your view? If so, how?
2. Write a paragraph in response to the inquiry question outlining your views.

on Resources

eWorkbook Reflection (doc-31773)
Crossword (doc-31774)

Interactivity Sustaining urban environments crossword (int-7674)

KEY TERMS

alpha world city a city generally considered to be an important node in the global economic system
biophysical environment all elements or features of the natural or physical and the human or urban environment, including the interaction of these elements
conurbation an urban area formed when two or more towns or cities (e.g. Tokyo and Yokohama) spread into and merge with each other
desertification the transformation of land once suitable for agriculture into desert by processes such as climate change or human practices such as deforestation and overgrazing
developing nation a country whose economy is not well developed or diversified, although it may be showing growth in key areas such as agriculture, industries, tourism or telecommunications
ecological footprint the amount of productive land required by each person in the world for food, water, transport, housing and waste management
economic downturn a recession or downturn in economic activity that includes increased unemployment and decreased consumer spending
gross domestic product GDP market value of all goods and services produced within a country in a given period
historical architecture urban environment that has significant value due to its unique form and history of development
human–environment systems thinking using thinking skills such as analysis and evaluation to understand the interaction of the human and biophysical or natural parts of the Earth's environment
Industrial Revolution the period from the late 1700s into the 1800s that saw the widespread introduction of mechanical processes in industry
infrastructure the structural framework, features or systems of the urban environment that provide services to a country, city or area
lagoon a shallow body of water separated from the sea by a sand barrier or coral reef
medium-density housing a form of residential development such as detached, semi-attached and multi-unit housing that can range from about 25 to 80 dwellings per hectare
megacity a settlement with 10 million or more inhabitants
river delta a landform composed of deposited sediments at the mouth of a river where it flows into the sea
rural–urban fringe the transition zone where rural (country) and urban (city) areas meet
slum rundown area of a city with substandard housing
urban environment the human-made or built structures and spaces in which people live, work and recreate on a day-to-day basis
urban infilling the division of larger house sites into multiple sites for new homes
urban renewal redevelopment of old urban areas including the modernisation of household interiors
urban sprawl the spreading of urban developments into areas on the city boundary
water rights refers to the right to use water from a water source such as a river, stream, pond or groundwater source
water security the reliable availability of acceptable quality water to sustain a population

GEOGRAPHICAL INQUIRY: DEVELOPING AN ENVIRONMENTAL MANAGEMENT PLAN

Scenario

There are many environmental changes that have an impact on different environments. Organisations or their specialist consultants often prepare environmental management plans (EMPs). EMPs recommend the steps to be undertaken to solve identified problems in managing the environment. They are also useful for predicting and minimising the effects of potential future changes. These strategies are designed to either remove or control the problem(s).

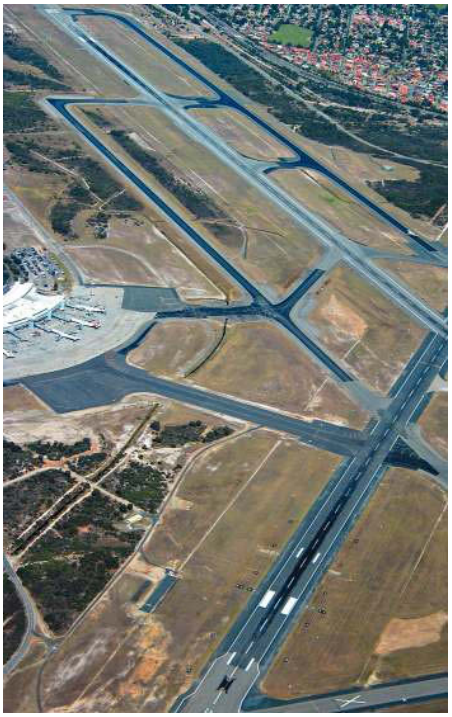
Task

Working in pairs or small groups, you will research and prepare an EMP that deals with a specific environmental threat and then present your plan to the class.

Process

- Open the ProjectsPLUS application in the Resources for this topic. Click on the **Start new project** button to enter the project due date and set up your project group. Save your settings and the project will be launched.
- Watch the introductory project video to gain an overview of the task.
- With your group members, decide on a particular environmental issue and devise a series of three key inquiry questions that will become a focus of your study and a means of dividing the workload. Add your inquiry questions into the **Research forum** as research topics. As you complete your investigation, you can add notes on each question into these Research forum topics. When you have completed your research, you can print out the **Research report** in the Research forum to easily view all the information you have gathered, if you wish.
- Download the EMP planning template from the **Media centre** to help you think about and decide which environments your team will choose to research. In the Media centre you will also find an assessment rubric to guide your work and some weblinks that will provide a starting point for your research. The following steps will act as a guide for your report writing.

Collecting and recording data



- Find out about the issue and why an EMP is needed. Identify potential environmental threats or changes that may occur.
- Describe the issue, the scale of potential changes and their significance.
- Prepare a map, or series of maps, to show the location of the issue. This may be sourced from a street directory, atlas, Google maps or another online reference.
- Additional data can be researched and collected; for example, you may wish to survey people's opinions on the issue, use census data to determine the number of people affected in the region or find climatic data for the area. (Your teacher may guide you at this point.) Remember to record details of your sources, so you can provide a bibliography as part of your final report.
- Decide on the most suitable presentation method for your data; for example, graphs, maps and annotated photographs. You may wish to refer to relevant SkillBuilders to help you present your data.

Analysing your information and data

1. Review and discuss with your team members the information that you have collected. Has it come from reliable sources? What patterns, trends and interconnections can you identify from your data?
2. Come up with two or three possible options that will address the issue(s) you have collected information about. It would be beneficial to include diagrams and/or photographs of strategies currently operating in different places that could be used or adapted to your site.
3. Evaluate which option would be most effective, based on the criteria:
   - economic viability (affordable)
   - social justice (fair to all people involved)
   - environmental benefit (minimal environmental impact and with future sustainability).
4. Make concluding recommendations based on your research and evaluation of options. This should be in the form of a suggested course of action to follow in managing the environment and reducing any negative changes.

Communicating your findings

- Use the EMP template in the Media centre to help you structure your report.
- Be sure to use graphics such as maps, graphs, images and charts in your EMP to present information in a clear and interesting way.
- Remember to add a bibliography to the end of your report, detailing all your sources.
- Check your work thoroughly, ensuring you have used correct spelling and grammar.
- Present your report to the class and be prepared to answer questions from the audience.

on Resources

ProjectsPLUS Geographical inquiry: Developing an environmental management plan (pro-0150)

UNIT 2 GEOGRAPHIES OF HUMAN WELLBEING

Organisations and governments devise programs that attempt to improve human wellbeing for their own and other countries, but significant variations in wellbeing exist from one place to another, both within countries and across the globe. What are the factors that affect human wellbeing, and how can we measure and compare wellbeing? Why are there such variations from one place to another and what can we do to address imbalances?

16 Measuring and improving wellbeing 561

17 Global variations in human wellbeing 587

18 Factors affecting human wellbeing 616

19 The impact of conflict on human wellbeing 643

FIELDWORK INQUIRY: COMPARING WELLBEING IN THE LOCAL AREA

online only

Task

Your task is to produce a fieldwork report you could present to your local council that outlines variations within your local area, reasons for the differences and strategies to improve the situation in the future. The aim of the fieldwork is for you to explore some of these variations by comparing two places at the local scale.

Select your learnON format to access:

- an overview of the project task
- details of the inquiry process
- resources to guide your inquiry
- an assessment rubric.

on Resources

ProjectsPLUS Fieldwork inquiry: Comparing wellbeing in the local area (pro-0151)

16 Measuring and improving wellbeing

16.1 Overview

Everyone wants a good life, but what does that mean for different people? Can wellbeing actually be measured and how can we improve it if it's not measuring up?

16.1.1 Introduction

We all want a better life for ourselves, our families and our children, no matter where we live. We care about the wellbeing and progress of our communities, our country and our world. But how can we measure these things? What does wellbeing really mean, and what do we count when we measure progress? How do we know if we are succeeding in our efforts to create a better life for everyone?

on Resources

eWorkbook Customisable worksheets for this topic

Video eLesson The good life? (eles-1713)

LEARNING SEQUENCE

16.1 Overview
16.2 Understanding and measuring wellbeing
16.3 **SkillBuilder:** Constructing and interpreting a scattergraph online only
16.4 Wealth and wellbeing
16.5 **SkillBuilder:** Interpreting a cartogram online only
16.6 Improving wellbeing
16.7 The way forward
16.8 The importance of human rights
16.9 **Thinking Big research project:** SDG progress infographic online only
16.10 **Review** online only

To access a pre-test and starter questions and receive immediate, **corrective feedback** and **sample responses** to every question, select your learnON format at www.jacplus.com.au.

16.2 Understanding and measuring wellbeing

16.2.1 A good life

A new global movement has emerged seeking to produce measures of progress that go beyond a country's income. Driven by citizens, policy makers and statisticians around the world and endorsed by international organisations like the United Nations, the concept of **wellbeing** offers us a new perspective on what matters in our lives.

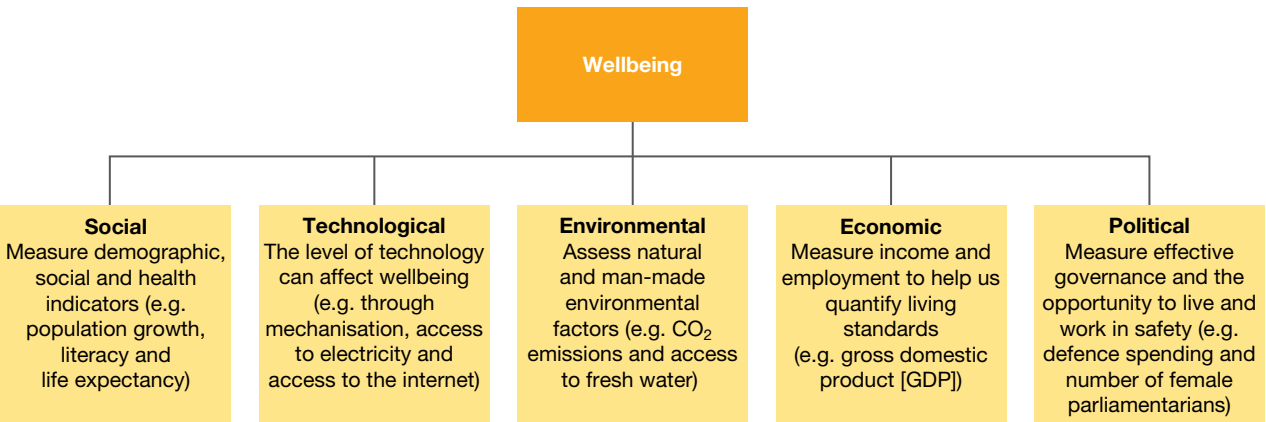
Wellbeing is experienced when people have what they need for life to be good. But how do we measure a good life? We can use **indicators** of wellbeing to help us. Indicators are important and useful tools for monitoring and evaluating progress, or lack of it. There are **quantitative indicators** and **qualitative indicators**.

Traditionally, **development** has been viewed as changing one's environment in order to enhance economic gain. Today, the concept of development is not only concerned with economic growth, but includes other aspects such as providing for people's basic needs, equity and social justice, sustainability, freedom and safety. We have built on this traditional concept for measuring progress by considering wellbeing, which emphasises what is positive and desirable rather than what is lacking. The most successful development programs address all areas of wellbeing, rather than simply focusing on economic, health or education statistics. There is a growing awareness that human beings and their happiness cannot simply be reduced to a number or percentage. We can measure development in a variety of ways, but the most common method remains to use economic indicators that measure economic progress using data such as **gross domestic product** (GDP).

Using indicators

Indicators can be classified into a range of broad categories (see **FIGURE 1**). Economic indicators measure aspects of the economy and allow us to analyse its performance. Social indicators include demographic, social and health measures. Environmental indicators assess resources that provide us with the means for social and economic development, and gauge the health of the environment in which we live. Political indicators look at how effective governments are in helping to improve people's **standard of living** by ensuring access to essential services. Wellbeing can also be influenced by technological indicators in such fields as transport, industry, agriculture, mining and communications.

FIGURE 1 Categories of wellbeing indicators



Using patterns to describe wellbeing

Geographers use the spatial dimension, which helps us to identify patterns of where things are located over Earth's space and attempt to explain why these patterns exist. Identifying patterns across the globe may help to explain why the world is so unequal. Factors that affect equality across areas in a positive way may

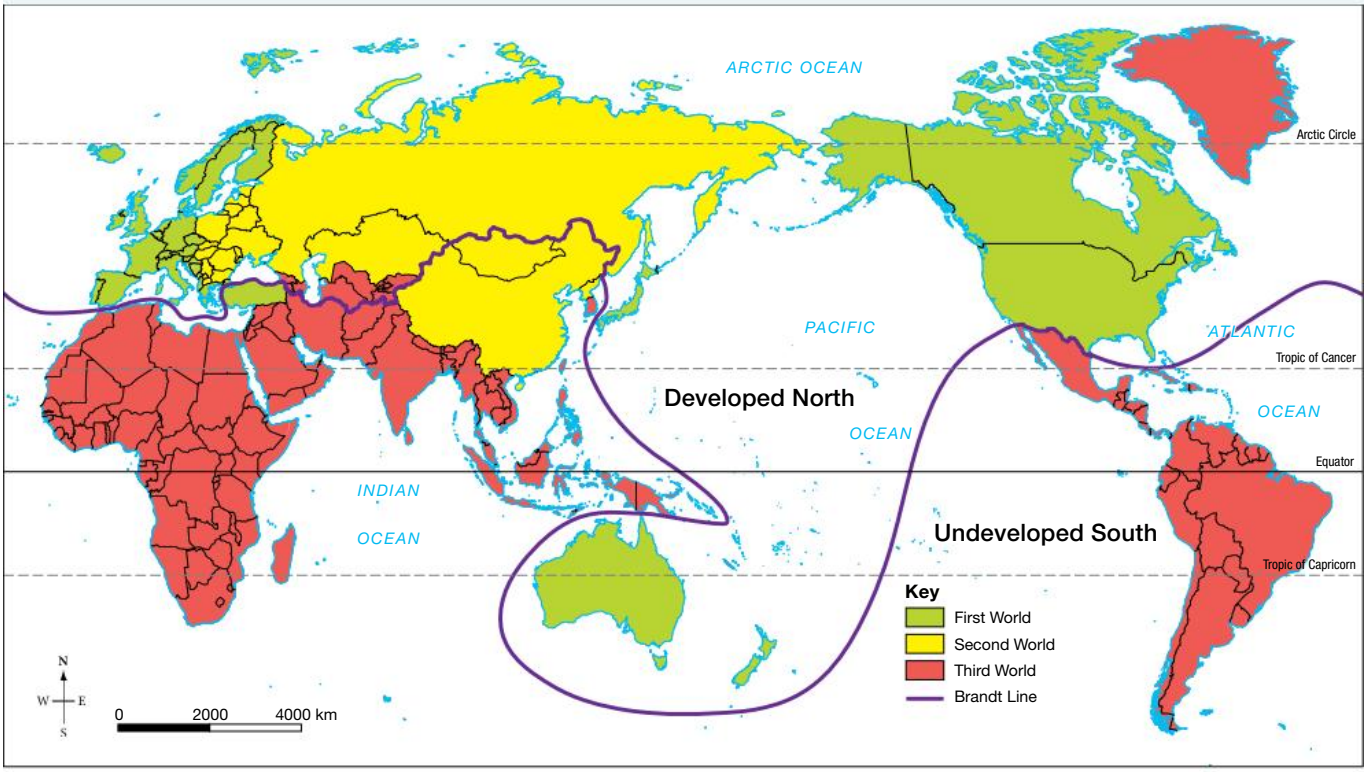
include the availability of natural resources or an educated workforce, whereas susceptibility to natural disasters or corruption may create more inequality.

Inequalities may exist between individuals, but also within and between countries, regions and continents (often referred to as 'spatial inequality'). Just as each person has their own unique strengths and weaknesses, places are either endowed with, or lack, various resources.

16.2.2 Describing development

Whichever method of measuring development or wellbeing we choose, it is important to understand the terms that have been used, the values that underpin it, and what perspective (often Western) we take. With an overwhelming amount of data available to us, the world is often divided simplistically into extremes such as 'rich' or 'poor'. Is this the best way? The annotated classifications in **FIGURE 2** have been used in the past century, but they are very general and as such have been questioned by geographers for their accuracy (and sometimes offensiveness).

FIGURE 2 World map showing various definitions of development



Source: United Nations Development Report.

DEVELOPED OR DEVELOPING?

One of the most common ways of talking about the level of development in various places is to label them as 'developed' or 'developing' (previously often referred to as 'undeveloped'). These terms assume that development is a linear process of growth, so each country can be placed on a continuum of development. Countries that are developing are still working towards achieving a higher level of living standard or economic growth, implying that the country could ultimately become 'developed'.

NORTH OR SOUTH?

In 1980, the Chancellor of West Germany, Willy Brandt, chaired a study into the inequality of living conditions across the world. The imaginary Brandt Line divided the rich and poor countries, roughly following the line of the equator. The North included the United States, Canada, Europe, the USSR, Australia and Japan. The South represented the rest of Asia, Central and South America, and all of Africa. Once again, these terms have become obsolete as countries have developed differently and ignored these imaginary boundaries.

FIRST WORLD OR THIRD WORLD?

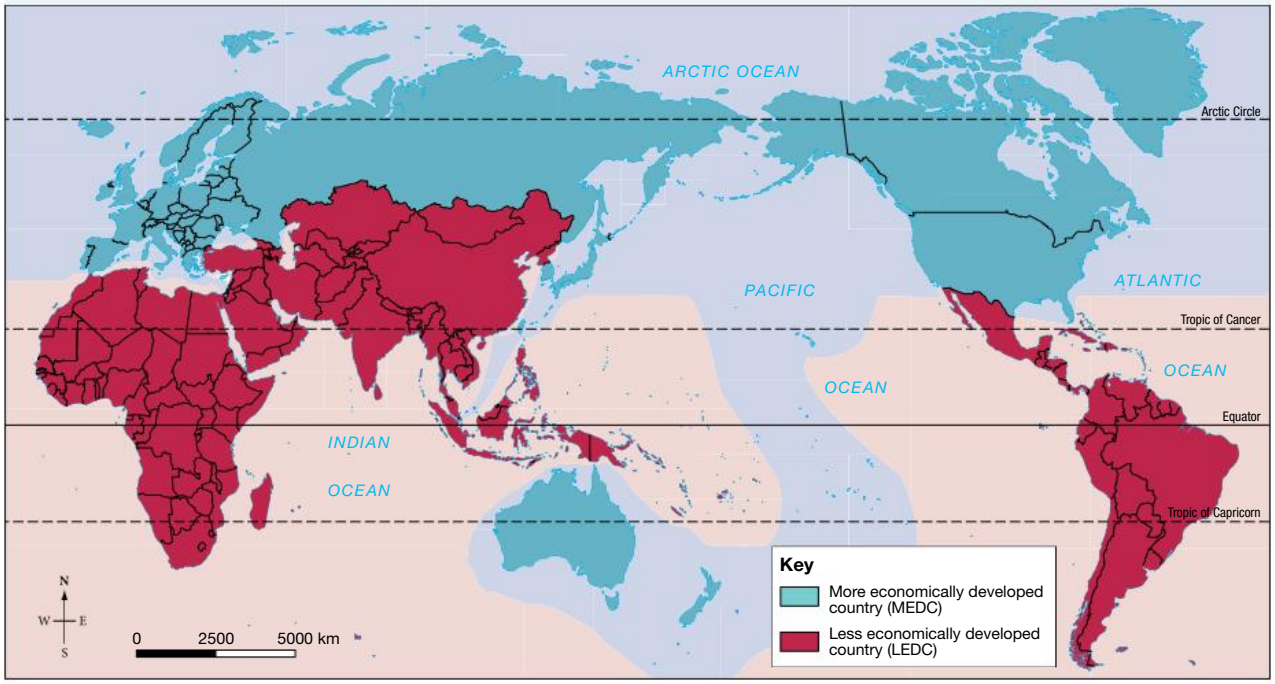
The terminology First, Second and Third Worlds was a product of the Cold War. The Western, industrialised nations and their former colonies (North America, western Europe, Japan and Australasia) were the First World. The Soviet Union and its allies of the Communist bloc (the former USSR, eastern Europe and China) were the Second World.

The Third World referred to all of the other countries. However, over time this term became more commonly used to describe the category of poorer countries that generally had lower standards of living.

The Second World ceased to exist when the Soviet Union collapsed in 1991.

Today, we use terminology such as 'more economically developed country' (MEDC) and 'less economically developed country' (LEDC) to describe levels of development — in the economic, social, environmental and political spheres. A newly **industrialised** country (NIC) is one that is modernising and changing quickly, undergoing rapid economic growth. Emerging economies (EEs) are places also experiencing rapid economic growth, but these are somewhat volatile in that there are significant political, monetary or social challenges.

FIGURE 3 World map showing MEDCs and LEDCs



Source: CantGeoBlog.

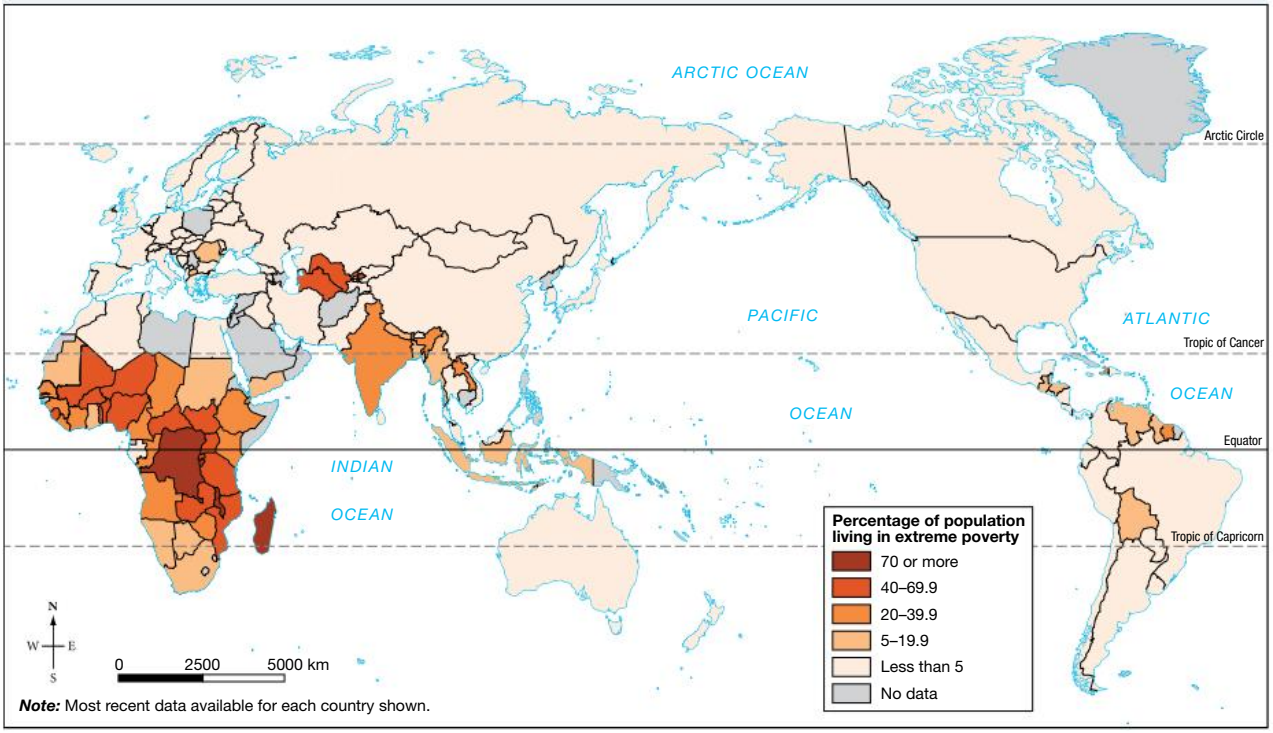
16.2.3 Defining poverty

There is a strong interconnection between development and poverty. The United Nations defines poverty as

> a denial of choices and opportunities, a violation of human dignity ... It means not having enough to feed and clothe a family, not having a school or clinic to go to, not having the land on which to grow one's food or a job to earn one's living ... It means susceptibility to violence, and it often implies living in marginal or fragile environments, without access to clean water or sanitation.

However, poverty is most often measured using solely economic indicators. More than one billion people live in extreme poverty, as represented in **FIGURE 4**.

FIGURE 4 The proportion of the world's population living on less than US $1.90 per day, the World Bank's global poverty line indicator



Note: Most recent data available for each country shown.

Source: World Bank – World Development Indicators.

Explore more with myWorldAtlas

Deepen your understanding of this topic with related case studies and questions.

- Investigating Australian Curriculum topics > Year 10: Geographies of human wellbeing > **Wellbeing in Western Sydney**
- Investigating Australian Curriculum topics > Year 10: Geographies of human wellbeing > **Wellbeing in Sudan**

16.2 INQUIRY ACTIVITY

Select one of the indicator categories: social, economic or ***environmental***. In pairs or small groups, brainstorm the various indicators that you think might be used to measure the category. Create a short list of at least five before checking the World Statistics section of your atlas to see which indicators are commonly used.

Evaluating, predicting, proposing

16.2 EXERCISES

Geographical skills key: GS1 Remembering and understanding **GS2** Describing and explaining **GS3** Comparing and contrasting **GS4** Classifying, organising, constructing **GS5** Examining, analysing, interpreting **GS6** Evaluating, predicting, proposing

16.2 Exercise 1: Check your understanding

1. **GS1** Identify two examples of ***places*** that would have been classified as 'developed North' and two that would have been classified as 'undeveloped South'.
2. **GS2** What do you think about Australia being labelled a part of the 'developed North'? Explain.
3. **GS5** Look at **FIGURES 2** and **3**. List any differences you can see with the different forms of categorisation.

4. **GS2** Although indicators measure different aspects of quality of life, they are also ***interconnected***. For example, if a country goes through an economic recession, other indicators will be affected. Explain with examples (a flow chart may be useful to step out your thinking).
5. **GS3** Complete **TABLE 1** to compare the differences between MEDCs and LEDCs (try to include your own explanations where possible).

TABLE 1 Comparison of MEDCs and LEDCs

	MEDC	LEDC
Birth rate		High — many children die so the birth rate increases to counteract fatalities
Death rate	Low — good medical care available	
Life expectancy	High — good medical care and quality of life	
Infant mortality rate		High — poor medical care and nutrition
Literacy rate	High — access to schooling, often free	
Housing type		Poor — often no access to fresh water, no sanitation, infrequent or no electricity

16.2 Exercise 2: Apply your understanding

1. **GS4** Refer to **FIGURE 1**.
   (a) Using the figure as a guide, create a table to classify each of the following as either a quantitative or qualitative indicator.
   - Motor vehicle ownership rates
   - Unemployment
   - Forest area
   - Incidence of obesity
   - Freedom of speech
   - Proportion of seats held by women in national parliaments
   - Electric power consumption
   - Quality of teaching at your school
   - How safe you feel walking in the city at night
   - How much you trust your neighbours
   - Access to public transport

   (b) Which indicators were difficult to classify, and why do you think this is the case?
2. **GS6** Look back over the indicators in question 1. Indicators can also suggest further information about a country's progress, rate of ***change*** or development. Could these indicators be clues to the factors affecting the development of a country? If so, what else do they tell you?
3. **GS2** Does your pet dog or cat have a good life? What indicators would you use to measure this? Write a selection of five quantitative and five qualitative indicators to help determine the wellbeing of your pet.
4. **GS6** The concept of wellbeing is relative to who you are and the ***place*** where you live. Consider the following statements. Does the term 'wellbeing' have any relevance to these people? Does wellbeing hold any relevance for people in the direst poverty? Write a paragraph to explain your view.
   Person A: 'We live in constant fear, starvation; there is a lack of government. Personal safety is crucial, so wellbeing is not there yet. Things are very difficult as people are living in despair.'
   Person B: 'Before, we always talked of improving living standards, which mostly meant material needs. Now we talk of the importance of relationships among people and between people and the environment.'
   Person C: 'The land looks after us. We have plenty to eat, but things are changing. There are no fish now, not like when my father was a boy.'

5. **GS6** How do you compare? As a teenager in Australia, you might think you have it tough. But, when we look at the indicators, is that really the case? Decide whether you are better off or worse off for each indicator in **TABLE 2** by evaluating the data. What reasons could account for these differences?

TABLE 2 Australia versus the world — a selection of quantitative indicators, 2017

Life expectancy (years)	Australia	83	Sierra Leone (Africa)	52
Mobile phones (subscriptions per 100 people)	Australia	131	Eritrea (Africa)	6
Adolescent fertility rate (births per 1000 women 15–19 years of age)	Australia	12.9	Denmark (Europe)	4
Proportion of seats held by women in national parliament (%)	Australia	32.7	Rwanda (Africa)	56
Gross National Income per capita (US$)	Australia	43 560	Qatar (West Asia)	116 818
Literacy rate (% of youth aged 15–24)	Australia	99	Mozambique (Africa)	Males 80 Females 57

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

16.3 SkillBuilder: Constructing and interpreting a scattergraph

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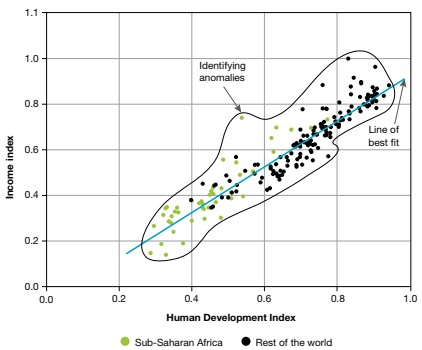
What is a scattergraph?

A scattergraph is a graph that shows how two or more sets of data, plotted as dots, are interconnected. This interconnection can be expressed as a level of correlation.



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- questions to consolidate your understanding of the skill.

on Resources

Video eLesson Constructing and interpreting a scattergraph (eles-1756)

Interactivity Constructing and interpreting a scattergraph (int-3374)

16.4 Wealth and wellbeing

16.4.1 The multiple component index

A wellbeing approach to development takes into account a variety of quantitative and qualitative indicators. Some of these are a little more difficult to measure, such as the idea of happiness. Before you read on, make a list of 10 indicators that you think would give an accurate measure of a teenager's happiness in their country of residence.

A single indicator gives us only a narrow picture of the development of a country. A country may have a very high GDP but, if we dig a little deeper and look at each individual's share in that country's income or their **life expectancy**, we may not find what we expected. Inequalities may be revealed.

GLOBAL WEALTH

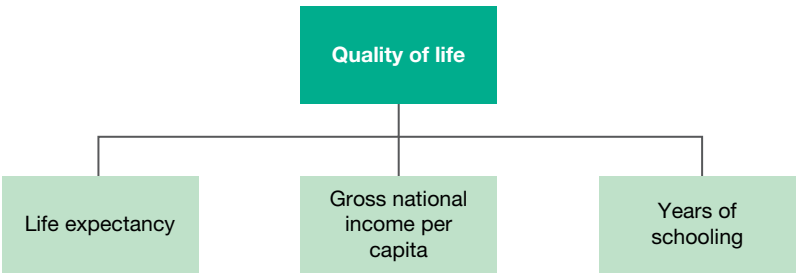
The richest one per cent of adults worldwide owned 47 per cent of global assets in the year 2018, and the richest 10 per cent of adults accounted for 85 per cent of the world total. In contrast, the bottom half of the world adult population owned less than one per cent of global wealth.

Wealth is heavily concentrated in North America, western Europe and high-income Asia–Pacific countries (excluding China). People in these countries collectively hold 78 per cent of total world wealth.

Source: Credit Suisse Wealth Report, 2018

A combination of many indicators will create a more accurate picture of the level of wellbeing in a particular place. Much like using our five senses to try a new cuisine, a combination of indicators will give us better insight into a country's wellbeing. The **Human Development Index** (HDI) is one such index. It was developed in 1990 and measures wellbeing according to three key indicators (see **FIGURE 1**).

FIGURE 1 The HDI measures quality of life according to three key factors.



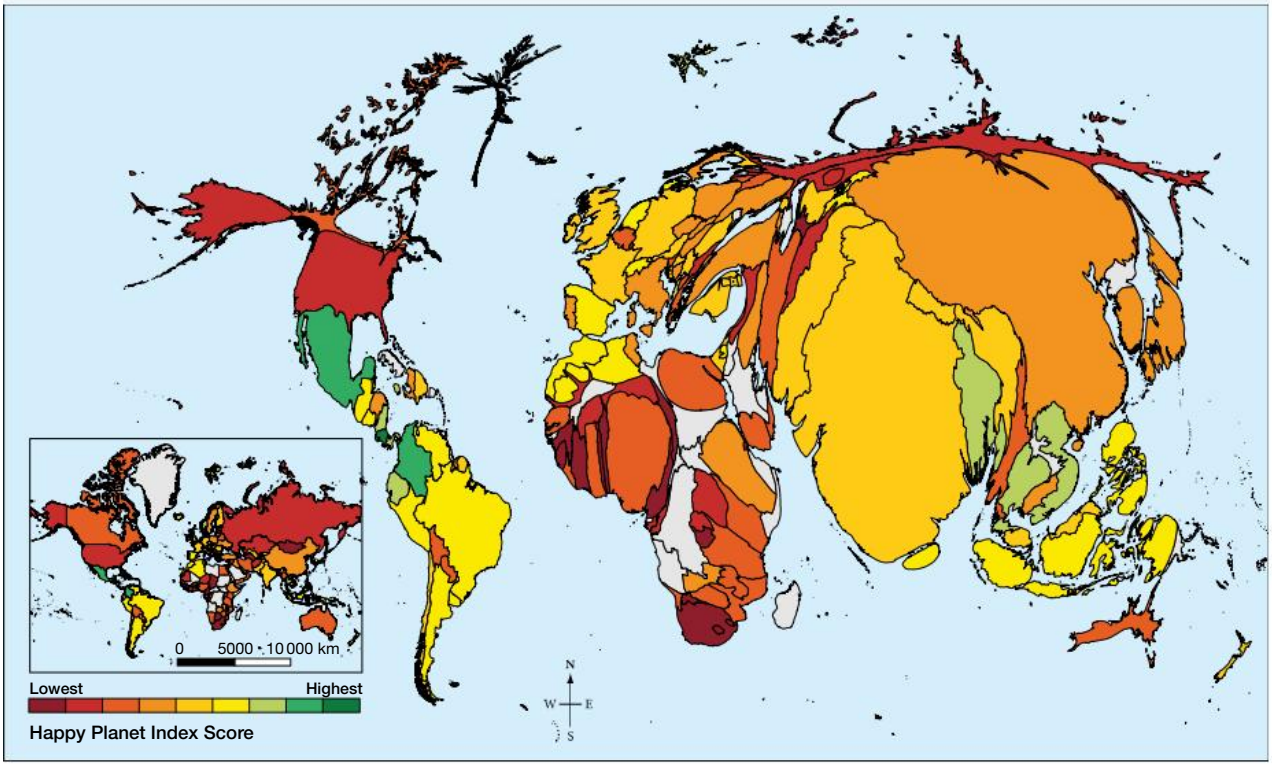
16.4.2 Other measures of wellbeing

Over thousands of years, different societies have measured progress in different ways. A GDP-led development model focuses solely on boundless economic growth on a planet with limited resources — and this is not a balanced equation. The HDI has become one of the most common ways to measure wellbeing, but it has also attracted criticism for its narrow approach. These measures do not recognise some of the greatest environmental, social and humanitarian challenges of the twenty-first century, such as pollution or stress levels.

Measuring twenty-first century wellbeing

The new Happy Planet Index (HPI) results map the extent to which 151 countries across the globe produce long, happy and sustainable lives for the people that live in them. The coloured shading in the **FIGURE 2** cartogram represents each country's HPI score, while the relative sizes and shapes of countries are determined by their population size (see the subtopic 16.5 SkillBuilder to learn more).

FIGURE 2 Cartogram showing relative global populations and Happy Planet Index scores, 2016



Source: http://happyplanetindex.org/

Each of the three component measures — life expectancy, **experienced wellbeing** and **ecological footprint** — is given a traffic-light score based on thresholds for good (green), middling (amber) and bad (red) performance. These scores are combined to an expanded six-colour traffic light for the overall HPI score. To achieve bright green (the best of the six colours), a country would have to perform well on all three individual components.

$$\text{Happy Planet Index} = \frac{\text{experienced wellbeing} \times \text{life expectancy}}{\text{ecological footprint}}$$

Gross National Happiness

In 2011, the Prime Minister of Bhutan (Central Asia) demonstrated his country's commitment to its wellbeing by developing the world's first measure of national happiness, and he encouraged world nations to do the same. Former UN Secretary-General Ban Ki-moon supported this innovation: 'Gross national product (GNP) ... fails to take into account the social and environmental costs of so-called progress ... Social, economic and environmental wellbeing are indivisible. Together they define gross global happiness.'

Australia's assessment of wellbeing

The Australian National Development Index (ANDI), which was approved in 2015, incorporates 12 indicators measuring elements of progress including health, education, justice and Indigenous wellbeing. Measures such as this demonstrate a new direction in articulating wellbeing, recognising that happiness is not directly proportional to our bank balance or how long we expect to live. This new measure of wellbeing will reflect what is important to Australians to feel happy as individuals, as well as the happiness of our communities. It will allow Australians to measure the future we want.

DISCUSS

Should wellbeing or happiness be a core goal of a country's government? Debate this in a small group.

[Ethical Capability]

on Resources

Weblink HPI

16.4 INQUIRY ACTIVITIES

1. Use the **HPI** weblink in the Resources tab to learn more about the HPI and explore the results. List three results that surprised you, and why. Compare your list with a partner. What similarities or differences did you find? **Examining, analysing, interpreting**
2. A number of countries have already adopted a national measure of wellbeing. Either individually or in pairs, research the history of one of the following indices, identify the indicators used to measure it and evaluate its success.
   - Gross National Happiness (Bhutan)
   - Key National Indicator System (USA)
   - Canadian Index of Wellbeing (Canada) **Examining, analysing, interpreting**

16.4 EXERCISES

Geographical skills key: GS1 Remembering and understanding **GS2** Describing and explaining **GS3** Comparing and contrasting **GS4** Classifying, organising, constructing **GS5** Examining, analysing, interpreting **GS6** Evaluating, predicting, proposing

16.4 Exercise 1: Check your understanding

1. **GS2** Define the wellbeing approach and show how it is a multiple component index.
2. **GS2** Explain why a multiple component index is significant.
3. **GS2** Provide a detailed explanation of each of the indicators used to calculate the HDI. Is the HDI the best indicator of a country's development? Give reasons for your answer.
4. **GS6** Without referring to **FIGURE 2**, name three ***places*** you would expect to appear high on the Happy Planet Index and three you would expect to appear low. Now, check your predictions on the map. Were you correct?
5. **GS6** The measurement of happiness has become important in the twenty-first century. Why do you think this is so?

16.4 Exercise 2: Apply your understanding

1. **GS5** What does the Credit Suisse Wealth Report of 2018 say about the inequality of wealth across the world?
2. **GS5** Using the Happy Planet Index and **FIGURE 2**, explain what wellbeing conditions you might find in the following countries:
   (a) South Africa
   (b) France
   (c) the United States.
3. **GS6** Suggest why a range of indices is being developed in the twenty-first century to measure wellbeing.
4. **GS6** Suggest two indicators that might be used in the ANDI.
5. **GS5** Comment on the distribution of the happiest and unhappiest countries across the world according to the data in **FIGURE 2**. What do you think would make a country unhappy?

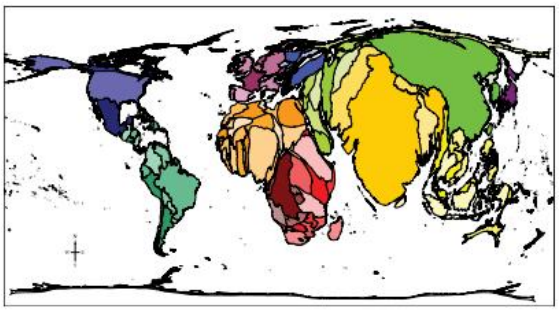
Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

16.5 SkillBuilder: Interpreting a cartogram

online only

What is a cartogram?

A cartogram is a diagrammatic map; that is, it looks like a map but is not a map as we usually know it. These maps use a single feature, such as population, to work out the shape and size of a country. Therefore, a country is shown in its relative location but its shape and size may be distorted. Cartograms are generally used to show information about populations and social and economic features.



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- questions to consolidate your understanding of the skill.

on Resources

Video eLesson Interpreting a cartogram (eles-1757)

Interactivity Interpreting a cartogram (int-3375)

16.6 Improving wellbeing

16.6.1 Giving aid to bridge the gap

We have much to be thankful for. We live in a world where we live much longer than our ancestors, we have better nutrition and education, and we generally have a better outlook for our lives. But in an age where some are globally connected, educated, fed, clothed and medicated, it is easy to forget that many of our fellow human beings go without, each and every day.

Have you ever given some loose change to a tin-shaker on the street or helped collect money for a fundraiser? If so, then you are already a part of the cycle of aid. Aid (also known as international aid, overseas aid or foreign aid) is the voluntary transfer of resources from one country to another, given at least partly with the aim of benefiting the receiving country.

Why do we give aid?

Aid may be given by government, private organisations or individuals. **Humanitarianism** is still the most significant motivation for the giving of aid, but it may be motivated by other functions as well:

- as a sign of friendship between two countries
- to strengthen a military ally
- to reward a government for actions approved by the donor
- to extend the donor's cultural influence
- to gain some kind of business or commercial access to a country.

16.6.2 What types of aid exist?

Bilateral aid is aid given by governments to donor countries. Multilateral aid is provided through international institutions such as UNICEF. **Non-government organisation** (NGO) or charity aid is

voluntary, private, individual donations collected by organisations such as the Red Cross. Aid takes many forms: money, food, medicine, equipment, expertise, scholarships, training, clothing or military assistance (to name just a few). Large-scale aid (top-down aid) is usually given to the government of a developing country so that it can spend it on the projects that it needs. Small-scale aid projects (bottom-up aid) target the people most in need of the aid and help them directly, without any government interference. Aid from NGOs tends to be bottom-up aid.

FIGURE 1 The Friendship Bridge across the Mekong River, which connects Thailand with Laos, was built with Australian aid.

There are positive and negative impacts of aid (see **TABLE 1**). Aid can increase the dependency of LEDCs on donor countries. Sometimes aid is not a gift but a loan, and poor countries may struggle to repay the money. Aid may also be used to put political or economic pressure on a country, which may leave its people feeling like they owe their donors a favour. There is always the threat that corruption among politicians and officials will prevent aid from reaching the people who need it most. If aid does not provide for and empower citizens, then wellbeing will not be improved.

TABLE 1 Advantages and disadvantages of different types of aid

	Advantages	Disadvantages
Bilateral aid	• Helps expand infrastructure: roads, railways, ports, power generation • Aid that directly supports economic, social or environmental policies can result in successful programs.	• 'Tied aid' obliges the country receiving aid to spend it on goods and services from the donor country (may be expensive). • Inappropriate technology may be given (e.g. tractors are of little use if there are no spare parts or fuel).
Multilateral aid	• The organisations have clear aims about what they are trying to achieve (e.g. WHO combats disease and promotes health). • Leading experts in their field work to achieve multilateral aid program objectives.	• Sometimes directed only towards specific areas or organisations, leaving many without benefit • May come with conditions to make big changes to structures, which can be difficult to manage once aid has 'finished'
NGO/charity aid	• Usually targeted at long-term development within a country • Raises awareness of specific situations in a country or region	• The greatest source of need may not be prioritised (e.g. the 2006 tsunami devastation received many donations, but areas in sub-Saharan Africa were just as much in need daily). • Up to 30 per cent of donations may be 'eaten up' by administration costs.

16.6.3 How does Australia help?

The Australian government's official development assistance (ODA) is designed to promote prosperity, reduce poverty and enhance stability in developing countries. In 2018–19, Australia provided $4.2 billion worth of official development assistance, 90 per cent of which was allocated to the Indo-Pacific region. Australia's ODA focuses on strengthening private sector development and enabling human development. Specifically, it contributes to investment in trade, infrastructure, agriculture, fisheries, water, health, education, gender equality and effective governance.

FIGURE 2 Australian aid has helped these primary school students in north-western Laos.

DISCUSS

Is aid ever inappropriate? Discuss this in a small group. **[Ethical Capability]**

on Resources

Interactivity Helping others (int-3305)

16.6 INQUIRY ACTIVITIES

1. Think of a charity that you or your family have supported in the past. Find out more about the charity. Where is your money going, and who are the beneficiaries? **Examining, analysing, interpreting**
2. Using the internet, review some of the Australian government programs currently in operation. In which ***places*** are most of these programs focused? **Examining, analysing, interpreting**
3. Discuss in a small group what limitations might exist in administering an aid program in (a) a developing country and (b) a country that has been devastated by a natural disaster (e.g. an earthquake). Suggest possible ways of overcoming the problems you identify. **Evaluating, predicting, proposing**

16.6 EXERCISES

Geographical skills key: GS1 Remembering and understanding **GS2** Describing and explaining **GS3** Comparing and contrasting **GS4** Classifying, organising, constructing **GS5** Examining, analysing, interpreting **GS6** Evaluating, predicting, proposing

16.6 Exercise 1: Check your understanding

1. **GS2** What is the difference between the three types of aid?
2. **GS1** List the various forms of aid mentioned in this subtopic. Can you add any more types to this list?
3. **GS1** What is the difference between large-***scale*** aid and small-***scale*** aid? Provide an example of each to illustrate your answer.
4. **GS1** What are the motivating factors behind the giving of aid?
5. **GS2** What difference does aid as a gift make for a country, rather than aid as a loan?

16.6 Exercise 2: Apply your understanding

1. **GS2** Study **FIGURES 1** and **2**. What benefits would each of these aid projects bring to the recipients?
2. **GS6** Do you think the Australian government's focus will shift in 10 years' time? In 50 years' time? Which region do you think we might have to shift our focus to?
3. **GS5** Reflect on what you have studied so far in this topic. Why are some people 'poor' and some people 'rich'?
4. **GS6** Think about the challenges that might be faced by someone delivering emergency aid to an LEDC. How might they be affected by the physical and emotional conditions of their work?
5. **GS6** Do the positives of aid outweigh the negatives? Outline your view.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

16.7 The way forward

16.7.1 Defining poverty

Poverty is a living condition that is hard to measure and difficult to define. For example, people living in poverty in sub-Saharan Africa may struggle to find a daily meal or access to safe drinking water. This standard of living is known as **absolute poverty** and approximately 1.3 billion people experience this daily. In more developed countries, we may refer to **relative poverty**. In Australia, for example, we compare living standards to a benchmark called the **poverty line**. The majority of the population lives above the poverty line, but those who fall below it struggle to meet their day-to-day needs of adequate shelter, food and education.

Sub-Saharan Africa — the poorest region in the world

Sub-Saharan Africa is affected by many different forms of poverty. HDI scores in most countries of sub-Saharan Africa have worsened since 1990, making this region the poorest in the world. Poverty is more common in young families, who often have less assets and higher dependency ratios (people who are too young or too old to work). For others, the poverty is chronic rather than temporary. This means poverty is experienced for most of one's life and is often passed on to one's children, creating a generational cycle that is hard to break. The chronically poor experience hunger, undernutrition, illiteracy, lack of access to safe drinking water and basic health services, social discrimination, physical insecurity and political exclusion. Many will

FIGURE 1 The countries of sub-Saharan Africa are affected by many forms of poverty.

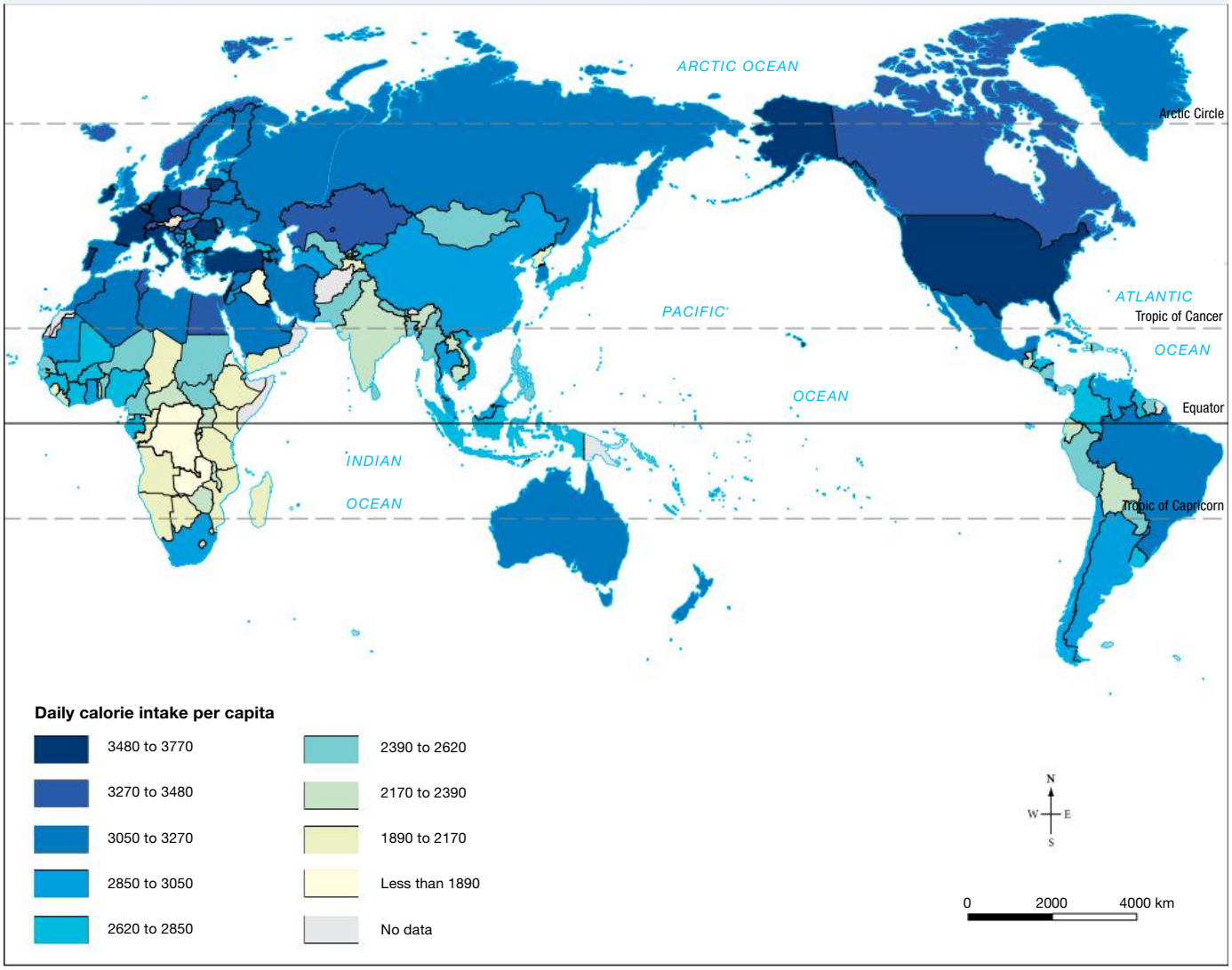
Source: worldmap.org

die prematurely of easily preventable deaths. With appropriate support and resources, people living in chronic poverty have the ability to overcome the obstacles that trap them in poverty, and can create a better future for themselves and their children. There are numerous organisations and agencies that work with such communities to help them break the poverty cycle.

World hunger

One of the most pressing issues of poverty is hunger, a situation where people experience scarcity of food. Malnutrition is a general term that indicates a lack of some or all nutritional elements necessary for human health. There are two basic types of malnutrition. When we refer to world hunger, we are talking about a lack of food that provides energy (measured in calories; see **FIGURE 2**), obtained from all the basic food groups, and a lack of protein (from meat and other sources; see **FIGURE 3**). Another type of malnutrition is micronutrient (vitamin and mineral) deficiency, which may or may not occur with hunger. Recently there has also been a move to include obesity as a third form of malnutrition, expanding on the idea of poor nutrition.

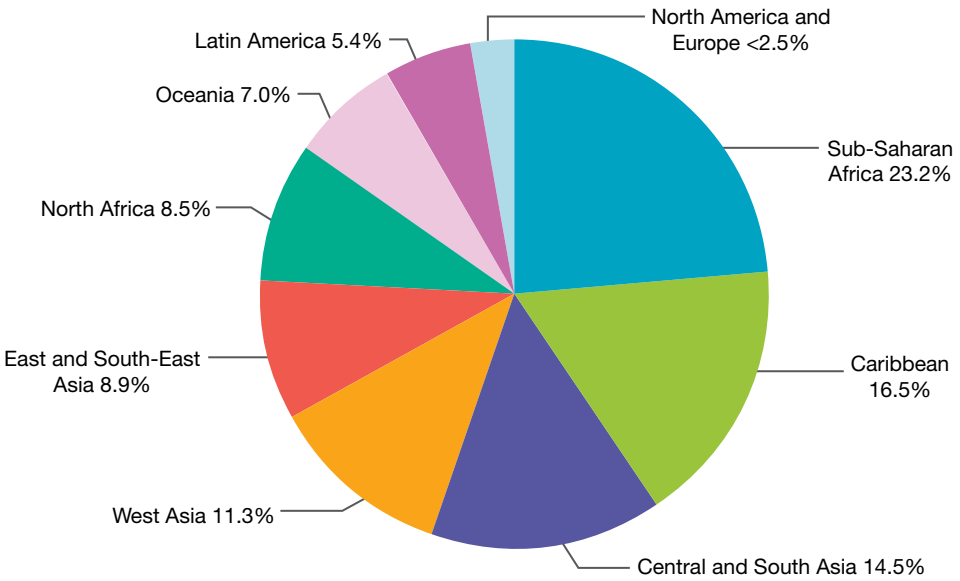
FIGURE 2 Daily calorie intake, per person



Source: FAO 2013 Made with Natural Earth. Map by Spatial Vision.

Note: Most recent data available

FIGURE 3 Prevalence of undernourishment in the world, 2017, by region



Source: Data from *The State of Food Security and Nutrition in the World 2018*, report jointly prepared by FAO, IFAD, UNICEF, WFP and WHO.

FIGURE 4 While obesity levels are increasing every year in populations of countries such as Australia, billions of people across the world still suffer from starvation.

Source: Global Food Consumption — Richard & Slavomir Svitalsky/Cartoon Movement.

16.7.2 Sustainable Development Goals

The Sustainable Development Goals (SDGs) came into being on 25 September 2015 to replace the expired Millennium Development Goals (MDGs). The three overarching themes are to end poverty, protect the planet and ensure prosperity for everyone over the 15 years to 2030. Each of the 17 goals has a number of targets to be met. Indicators are used to assess each target. These SDGs apply to all countries. The United Nations provides an update on the progress towards 2030 in an annual report.

Former New Zealand Prime Minister and United Nations Development Programme Administrator Helen Clark commented, 'This agreement marks an important milestone in putting our world on an inclusive and sustainable course. If we all work together, we have a chance of meeting citizens' aspirations for peace, prosperity, and wellbeing and to preserve our planet'.

TABLE 1 A brief outline of the Sustainable Development Goals

Sustainable development goal		Targets
1 NO POVERTY	**Goal 1:** End poverty in all its forms everywhere	Major target: • By 2030 no-one should live on less than $1.25 per day.
2 ZERO HUNGER	**Goal 2:** End hunger, achieve food security and improved nutrition and promote sustainable agriculture	Significant targets include: • By 2030 ensure access by all people to safe, nutritious and sufficient food all year round. • By 2030 end all forms of malnutrition.
3 GOOD HEALTH AND WELL-BEING	**Goal 3:** Ensure healthy lives and promote wellbeing for all at all ages	Targets for 2030 include: • Reduce the global maternity mortality ratio to less than 70 per 100 000 live births. • Attain an under-five mortality of, at most, 25 per 1000 live births. • End the epidemics of AIDS, tuberculosis and malaria.
4 QUALITY EDUCATION	**Goal 4:** Ensure inclusive and quality education for all and promote lifelong learning	Targets to achieve include: • By 2030 all boys and girls can complete free, equitable and quality primary and secondary schooling with effective outcomes. • All women and men have equal access to affordable and quality ongoing educational opportunities.
5 GENDER EQUALITY	**Goal 5:** Achieve gender equality and empower all women and girls	Targets include: • End discrimination against all women and girls everywhere and eliminate violence towards them too.
6 CLEAN WATER AND SANITATION	**Goal 6:** Ensure access to water and sanitation for all	Targets by 2030 include: • Achieve universal and equitable access to safe and affordable drinking water for all. • Achieve access to adequate and equitable sanitation and hygiene for all.
7 AFFORDABLE AND CLEAN ENERGY	**Goal 7:** Ensure access to affordable, reliable, sustainable and modern energy for all	Targets for 2030 include: • Provide access to affordable, reliable and modern energy services, especially renewable energies.

(continued)

TABLE 1 A brief outline of the Sustainable Development Goals *(continued)*

Sustainable development goal		Targets
	Goal 8: Promote inclusive and sustainable economic growth, employment and decent work for all	Major targets: • Sustain economic growth and productivity aiming to achieve by 2030 full and productive employment and decent work for all. • By 2025 eliminate child labour in all its forms, including forced labour, modern slavery, human trafficking and child soldiers.
	Goal 9: Build resilient infrastructure, promote sustainable industrialisation and foster innovation	General targets include: • Develop quality, reliable, sustainable and resilient infrastructure to support economic development and human wellbeing. • Promote inclusive and sustainable industries that raise industries' share of employment and GDP. • Provide universal and affordable internet access to least developed countries by 2020.
	Goal 10: Reduce inequality within and among countries	Key target: • By 2030 achieve and sustain income growth of the bottom 40 per cent of the population.
	Goal 11: Make cities inclusive, safe, resilient and sustainable	Targets include: • By 2030 ensure adequate, safe, affordable and sustainable housing and transport for all. • Protect and safeguard the world's cultural and natural heritage.
	Goal 12: Ensure sustainable consumption and production patterns	2030 targets include: • Achieve the sustainable management and efficient use of natural resources • Halve per capita global food waste by consumers and during production. • Ensure all people have the relevant information and awareness for sustainable development and lifestyles in harmony with nature.
	Goal 13: Take urgent action to combat climate change and its impacts	Targets include: • Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries. • Integrate climate change measures into national policies, strategies and planning.
	Goal 14: Conserve and sustainably use oceans, seas and marine resources	Significant targets: • By 2025 prevent and reduce marine pollution of all kinds. • By 2020 sustainably manage and protect marine and coastal ecosystems. • By 2020 regulate and end overfishing.

	Goal 15: Sustainably manage forests, combat desertification, halt and reverse land degradation, halt biodiversity loss	Targets: • By 2020 protect inland freshwater ecosystems and all types of forests. • By 2020 prevent the introduction of invasive alien species and prevent the extinction of threatened species. • By 2030 combat desertification and protect mountain ecosystems.
	Goal 16: Promote just, peaceful and inclusive societies	Targets: • End abuse, exploitation, trafficking and all forms of violence against children. • Reduce bribery and corruption in all forms. • By 2030 provide legal identity for all, including birth registration.
	Goal 17: Strengthen the means of implementation and revitalise the global partnership for sustainable development	Targets: • Address finance, technology, capacity building, trade and systemic issues to support sustainable development goals..

16.7.3 What can we do?

The fact that over a billion people experience severe hardship every day can appear extremely daunting. Compassion is the first step, but action is what is required. It is important to remember that those experiencing hardship do not live exclusively in less developed countries. Some of them live in more developed countries, like Australia. Many of them live in places where wellbeing for some is improving dramatically, but there are many who are being left behind.

International aid provides just one avenue for change. It is **grassroots movements** that will provide the greatest and most effective change for those who are most disadvantaged or without a voice. Education can provide a means for people to change their own destiny. Lowering population growth will reduce population pressures on a country's resources and government, and good governance can build a strong economy and provide opportunities for residents.

16.7 INQUIRY ACTIVITIES

1. Within your class, divide into groups and assign the SDGs across the class. Using the internet, research the targets of each goal and provide a tick or a cross depending on whether you think the world will meet each target as set down. (A number of targets were to have been met by 2020 – have these been achieved?) Be prepared to argue your point of view in a class debate on 'Are there too many goals and targets to be met by all countries in the world?' **Evaluating, predicting, proposing**
2. In pairs or small groups, design a country-specific program that you think would help alleviate chronic poverty in one of sub-Saharan Africa's most poverty-stricken countries. **Evaluating, predicting, proposing**
3. Australians living below the poverty line are assisted by charitable organisations and individuals who commit to improving the wellbeing of others. Research and list the services that are available in your local area. Consider other possible initiatives. For example, the Young Australian of the Year Award 2016 went to two individuals who provided a mobile laundry for the homeless. What other services could be provided to assist those in need? **Examining, analysing, interpreting**
4. Poverty can be caused by a number of factors, both natural and human. Create a mind map that explores a natural or human-made cause of poverty; for example, exactly how would conflict or ***environmental*** crisis create conditions of poverty? **Classifying, organising, constructing**

16.7 EXERCISES

Geographical skills key: GS1 Remembering and understanding **GS2** Describing and explaining **GS3** Comparing and contrasting **GS4** Classifying, organising, constructing **GS5** Examining, analysing, interpreting **GS6** Evaluating, predicting, proposing

16.7 Exercise 1: Check your understanding

1. **GS1** What is the poverty line?
2. **GS2** Explain the difference between absolute poverty and relative poverty.
3. **GS1** What are the three overarching themes of the SDGs?
4. **GS1** By when do the SDGs aim to be achieved?
5. **GS5** Refer to **FIGURE 3**.
   (a) Which two regions combined make up nearly 40 per cent of the world's undernourished?
   (b) Which two regions have the lowest prevalence of undernourishment?

16.7 Exercise 2: Apply your understanding

1. **GS4** Using the three overarching themes of the SDGs, draw up a table to show where each of the 17 goals is aligned.
2. **GS2** Refer to **FIGURE 2**. Identify the region of sub-Saharan Africa. If we compare the general results for this region with other regions across the world, how does it rate in terms of calorie intake? Give examples of specific ***places*** where appropriate.
3. **GS6** Given sub-Saharan Africa's slow progress in improving the wellbeing of its people, choose three SDGs that are most likely to have an impact on improving the region. Justify your answer.
4. **GS5** Analyse the **FIGURE 4** cartoon from the perspective of each person.
5. **GS6** How ambitious is Helen Clark's quote (in section 16.7.2)? Do you think this is achievable by 2030? Which aspects do you think may be more achievable than others? Write an extended response outlining your view, and providing reasons for your opinion.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

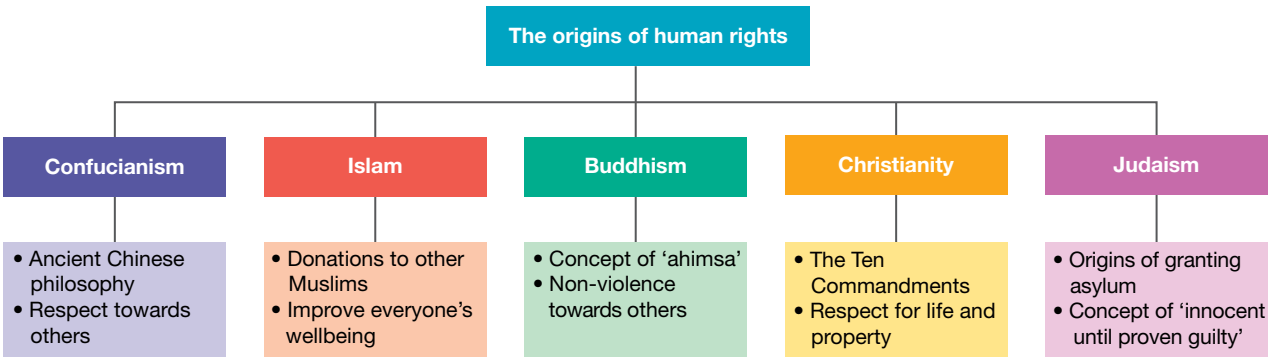
16.8 The importance of human rights

16.8.1 The basis of human rights

Human rights are so much a part of our daily lives here in Australia that we tend to take them for granted. Many principles that have been adopted in international human rights practices have their roots in traditions and religions that are thousands of years old. Different countries, societies and cultures have come up with their own definitions over time to suit their particular environment or context.

In some societies, human rights may be enshrined in law and legislation, whereas in others they may simply exist as guidelines that reflect the values of that particular community. In short, the concept of human rights stems from the belief that there is an instinctive human ability to distinguish right from wrong.

FIGURE 1 Origins of human rights



Human rights can be defined in different ways. The Australian Human Rights Commission notes that definitions may include:

- the recognition and respect of people's dignity
- a set of moral and legal guidelines that promote and protect a recognition of our values
- our identity and ability to ensure an adequate standard of living
- the basic standards by which we can identify and measure inequality and fairness
- those rights associated with the Universal Declaration of Human Rights.

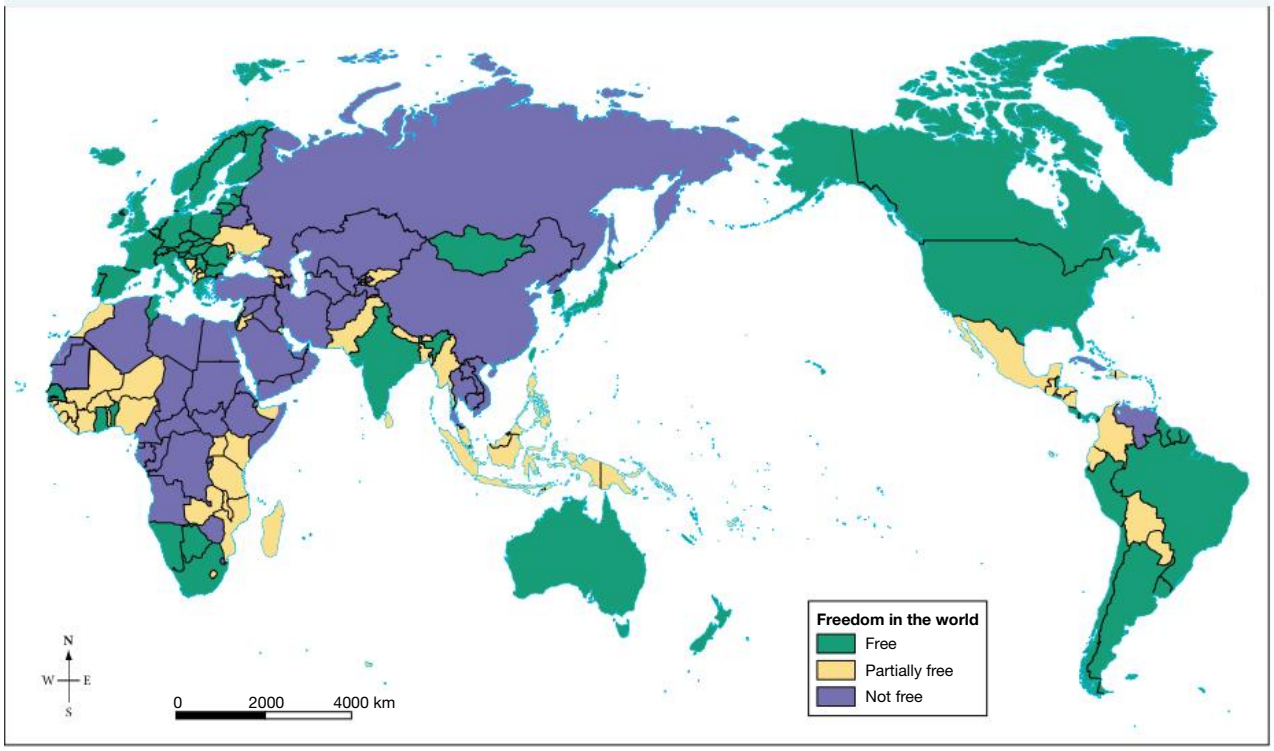
16.8.2 The role of the United Nations

The UN was formed in the aftermath of World War II on 24 October 1945 by countries committed to preserving peace through international cooperation and security. Today, nearly every nation (currently 193 countries) in the world belongs to the UN. One of the main aims of the UN Charter is to promote respect for human rights. The **Universal Declaration of Human Rights**, proclaimed by the UN General Assembly in 1948, sets out basic rights and freedoms to which all women and men are entitled, including:

- the right to life, liberty and nationality
- the right to freedom of thought, conscience and religion
- the right to work and to be educated
- the right to food and housing
- the right to take part in government.

These rights are legally binding by virtue of two **International Covenants**, to which most states are parties. One covenant deals with economic, social and cultural rights, and the other deals with civil and political rights. Together with the Declaration, they constitute the **International Bill of Human Rights**. **FIGURE 2** shows where political rights exist or are lacking throughout the world.

FIGURE 2 Political rights around the world, 2018. A free country is one where political rights are available and protected. A country that is not free is one where basic political rights are absent, and basic civil liberties are widely and systematically denied.



Source: Freedom House. Map drawn by Spatial Vision.

16.8.3 Who protects our human rights?

Although Australia has agreed to be bound by these major international human rights treaties, they do not form part of Australia's domestic law unless they have been specifically written into Australian law through legislation. The Australian Human Rights Commission is the national organisation that advocates for promotion and protection of human rights. In addition to monitoring economic, social, cultural, civil and political rights, other areas of human rights include peacekeeping, eradication of poverty and the humanitarian tribunals (for example, the International Criminal Court that deals with mass human rights violations, such as genocide). Amnesty International is a global organisation that works to uphold human rights. One area on which it focuses its human rights advocacy is the death penalty (capital punishment), a contentious issue on the global political stage (see **FIGURE 3**).

FIGURE 3 The death penalty violates the right to life as proclaimed in the Universal Declaration of Human Rights.

At least 21 919 people worldwide were under sentence of death at the end of 2017.	
Top five countries where most executions happened in 2017	**Top five countries where most people were sentenced to death in 2017**
China (unknown, but Amnesty International estimates executions to have been in the thousands)	China (unknown)
Iran 507+	Nigeria 621+
Saudi Arabia 146	Egypt 402+
Iraq 125+	Bangladesh 273+
Pakistan 60+	Sri Lanka 218+
USA 23	Pakistan 200+
According to Amnesty International, of 142 countries worldwide, more than 70 per cent of all the world's countries are abolitionist in law or practice.	

16.8.4 Protecting the vulnerable

International human rights organisations recognise that children have special human rights because of their vulnerability to exploitation and abuse. The United Nations General Assembly adopted the Convention on the Rights of the Child (the CRC) in November 1989. How are your rights protected? And what are some of the big issues for children's rights today?

Some of the rights and protections that a **child** is entitled to according to the CRC include:

- the right to life
- the right to a name and a nationality
- the right to live with their parents
- the right to freedom of thought, conscience and religion
- the right to privacy
- protection from abuse and neglect
- the right to education
- the right to participate in leisure, recreation and cultural activities
- protection from economic exploitation
- protection from or prevention of abduction, sale or trafficking.

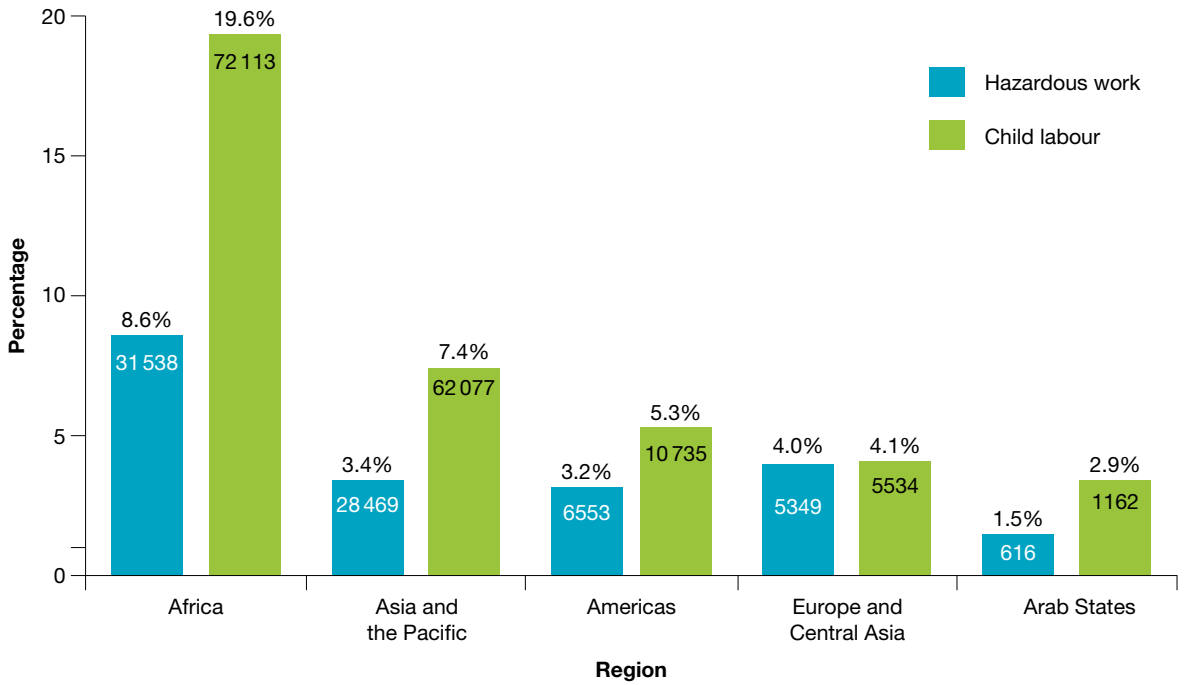
Two key areas that are currently a focus for rights are the use of children in conflict and the use of children for labour.

Child soldiers and child labour

The issue of children in armed conflict has become a pressing one over the past few decades because of the serious risks of involving children in war or conflict situations. Approximately 300 000 children are believed to be combatants in conflicts worldwide. **Child soldiers** have gone to battle in a range of countries, including Afghanistan, the Central African Republic, the Democratic Republic of the Congo, Myanmar, Somalia, South Sudan, Sudan, Syria and Yemen.

SDG 8 has a target specifically relating to child labour (see **TABLE 1** in subtopic 16.7). From 2012 to 2016 child labour declined, but the rate of decline is slowing. Sub-Saharan Africa has seen an increase in child labour. Places in conflict, experiencing disasters, and of low income have a heightened risk of child labour.

FIGURE 4 Children's involvement in child labour and hazardous work, by region, 2016



International Labour Organization (ILO) figures for 2016 show that:

- globally, one in ten children work (152 million children between the ages of 5 and 17)
- 73 million children work in hazardous conditions
- the highest number of child labourers are in Africa; almost half the children in labour globally are found there (71.2 million, or one in five children)
- the highest proportion of child labourers is in sub-Saharan Africa, where 27 per cent of children (59 million) work.

In many countries, poor girls are put to work as domestic servants for richer families. In many places, children (especially girls) perform unpaid work for their families. In all cases, children are exploited, and in many cases, they are excluded from attending school (denying them their right to education).

DISCUSS

How might the values and beliefs differ between countries with a higher incidence of child labour and hazardous work compared to those countries with a lower incidence of these issues? **[Intercultural Capability]**

Explore more with myWorldAtlas

Deepen your understanding of this topic with related case studies and questions.

- Investigating Australian Curriculum topics > Year 10: Geographies of human wellbeing > **Child labour around the world**

on Resources

eWorkbook Child labour (doc-32100)

Weblink Human Rights Watch

16.8 INQUIRY ACTIVITIES

1. Use the internet to find out when Human Rights Day occurs each year and why the date was chosen. **Examining, analysing, interpreting**
2. Refer to **FIGURE 2**. Identify one of the countries that is not free and conduct additional research. What violations of this area of human rights have contributed to this rating? You may wish to use the **Human Rights Watch** weblink in the Resources tab as one source of information. **Examining, analysing, interpreting**
3. Some of the basic human rights are outlined in this subtopic. In pairs or small groups, develop a 'Teenagers' Bill of Rights' (include at least 10 rights) that you believe would provide for a better existence for all teenagers. **Classifying, organising, constructing**
4. Complete the **Child labour** worksheet to investigate and learn more about child labour throughout the world. **Examining, analysing, interpreting**

16.8 EXERCISES

Geographical skills key: GS1 Remembering and understanding **GS2** Describing and explaining **GS3** Comparing and contrasting **GS4** Classifying, organising, constructing **GS5** Examining, analysing, interpreting **GS6** Evaluating, predicting, proposing

16.8 Exercise 1: Check your understanding

1. **GS1** What is the International Bill of Human Rights?
2. **GS2** Define 'human rights' in your own words.
3. **GS2** Who does the Universal Declaration of Human Rights apply to?
4. **GS1** What is the name of the document that sets out the rights of children?
5. **GS1** How is a *child* defined?
6. **GS2** Why do children need a separate declaration outlining their rights?

16.8 Exercise 2: Apply your understanding

1. **GS2** Study **FIGURE 1**. Which philosophies have influenced your understanding of human rights?
2. **GS5** Consider **FIGURE 2**.
   (a) What does this map illustrate?
   (b) Which ***places*** around the world are 'free', and which are 'not free'?
3. **GS6** Only a small selection of the rights outlined by the Convention on the Rights of the Child (CRC) is provided in this subtopic.
   (a) How would you rank the 10 rights listed in this section in order of importance (1 being the most important)? Justify your choices.
   (b) Do you think someone in sub-Saharan Africa would agree with your choices? Explain.
4. **GS6** Since the 2008 global financial crisis, the situation for child labourers has ***changed*** for the worse. Why do you think this might be the case? Justify your explanation.
5. **GS6** If you had to stay home and babysit your younger siblings, then your right to an education may be compromised. How might simple daily events prevent you from achieving your rights or protections as outlined by the CRC?

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

16.9 Thinking Big research project: SDG progress infographic

online only

SCENARIO

Help the UN make its annual SDG Report more understandable! Working in small groups, you will create an engaging infographic detailing the global progress towards achieving one of the SDGs and outlining one particular country's response to that goal.

Select your learnON format to access:

- the full project scenario
- details of the project task
- resources to guide your project work
- an assessment rubric.

on Resources

ProjectsPLUS Thinking Big research project: SDG progress infographic (pro-0217)

16.10 Review

online only

16.10.1 Key knowledge summary

Use this dot point summary to review the content covered in this topic.

16.10.2 Reflection

Reflect on your learning using the activities and resources provided.

on Resources

eWorkbook Reflection (doc-31775)
Crossword (doc-31776)

Interactivity Measuring and improving wellbeing crossword (int-7675)

KEY TERMS

absolute poverty experienced when income levels are inadequate to enjoy a minimum standard of living (also known as extreme poverty)

child any person below 18 years of age

child soldier a child who is, or who has been, recruited or used by an armed force or armed group in any capacity, including but not limited to children, boys and girls, used as fighters, cooks, porters, messengers, spies or for sexual purposes. This term does not refer only to a child who is taking or has taken a direct part in hostilities.

development According to the United Nations, development is defined as 'to lead long and healthy lives, to be knowledgeable, to have access to the resources needed for a decent standard of living and to be able to participate in the life of the community'.

ecological footprint a measure of human demand on the Earth's natural systems in general and ecosystems in particular; the amount of productive land required by each person for food, water, transport, housing, waste management and other purposes

experienced wellbeing an individual's subjective perception of personal wellbeing

extreme poverty a state of living below the poverty line (US$1.90 per day), and lacking resources to meet basic life necessities (also known as absolute poverty)

grassroots movement action by ordinary citizens, as compared with the government, aid or a social organisation

gross domestic product (GDP) the value of all goods and services produced within a country in a given period, usually discussed in terms of GDP per capita (total GDP divided by the population of the country)

Human Development Index (HDI) measures the standard of living and wellbeing by measuring life expectancy, education and income

humanitarianism concern for the welfare of other human beings

indicator a value that informs us of a condition or progress. It can be defined as something that helps us to understand where we are, where we are going and how far we are from the goal

industrialised having developed a wide range of industries or having highly developed industries

International Bill of Human Rights the informal name given to the Universal Declaration of Human Rights and the two International Covenants

International Covenants a multilateral treaty adopted by the United Nations General Assembly, in force from 1976. It commits those who have signed the Covenant to respect the civil and political rights of individuals and their economic, social and cultural rights.

life expectancy the number of years a person can expect to live, based on the average living conditions within a country

non-government organisation (NGO) an organisation that operates independently of government, usually to deliver resources or serve some social or political purpose

poverty line an official measure used by governments to define those living below this income level as living in poverty

qualitative indicators subjective measures that cannot easily be calculated or measured; e.g. indices that measure a particular aspect of quality of life or that describe living conditions, such as freedom or security

quantitative indicators objective indices that are easily measured and can be stated numerically, such as annual income or the number of doctors in a country

relative poverty where income levels are relatively too low to enjoy a reasonable standard of living in that society

standard of living a level of material comfort in terms of goods and services available. This is often measured on a continuum; for example, a 'high' or 'excellent' standard of living compared to a 'low' or 'poor' standard of living.

Universal Declaration of Human Rights the first specific global expression of rights to which all human beings are inherently entitled

wellbeing a good or satisfactory condition of existence; a state characterised by health, happiness, prosperity and welfare

16.3 SkillBuilder: Constructing and interpreting a scattergraph

16.3.1 Tell me

What is a scattergraph?

A scattergraph is a graph that shows how two or more sets of data, plotted as dots, are interconnected. This interconnection can be expressed as a level of correlation.

How is a scattergraph useful?

Scattergraphs are used to show us a visual image of the interconnection of factors. Sometimes it is difficult to see the relationship until the sets of data are presented visually. You will find that the graphs clearly show the interconnection of factors where clusters of dots form, while other dots stand out alone.

Scattergraphs are also useful for:

- analysing the degree of connection — perfect correlation, positive correlation, negative correlation and no correlation
- testing our hypothesis on a topic
- testing whether there is a relationship between sets of data gathered during fieldwork.

A good scattergraph:

- is drawn in pencil
- has ruled axes
- has labelled axes
- uses small dots plotted accurately
- shows a line of best fit
- includes a clear title.

A good interpretation of a scattergraph:

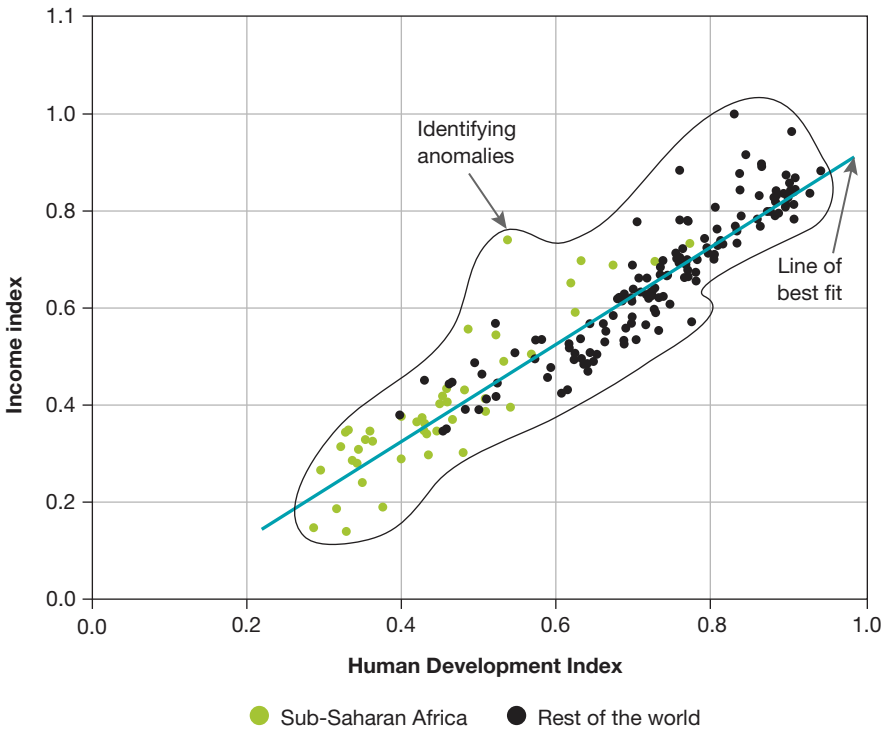
- identifies and communicates key features such as the levels of each feature on each axis and the relationship to the line of best fit.

16.3.2 Show me

How to construct and interpret a scattergraph

Model

FIGURE 1 Scattergraph showing the interconnection between income and the Human Development Index for sub-Saharan Africa and the rest of the world, 2011



Source: © United Nations Development Programme

Interpretation of this scattergraph shows a positive correlation between income and the Human Development Index (HDI). As the level of income increases, the level of human development increases. Countries in sub-Saharan Africa (green dots) can be seen predominantly at the lower end of the line of best fit. This indicates that a low level of income puts these countries at the low end of the HDI. Most of these countries fall at less than 0.4 on both axes — the HDI and the income index. There are a few countries in the sub-Saharan region that do better, but these do not get beyond 0.8 on either index.

You will need:

- two sets of data
- a piece of graph paper
- a light-grey lead pencil
- a ruler.

Procedure:

To complete a scattergraph, you must have two sets of information about which you want to test the interconnection. In the following example, we use the data on food supply and road network density from the 2012 Human Development Report.

Creating a scattergraph

Step 1

Choose two sets of data for a topic that might be interconnected. In other words, there might be a cause-and-effect relationship between the two factors — for example, road network density might affect food supply.

TABLE 1 Food supply and road density in Africa

Countries	Food supply, Kcal per capita per day, 2005–2007	Road density network, metres per capital, 1999–2008
Angola	1949.3	3.7
Benin	2512.3	2.6
Botswana	2235.0	13.8
Burkina Faso	2669.0	6.7
Burundi	1679.7	1.8
Cameroon	2259.0	3.0
Cape Verde	2549.3	3.1
Central African Republic	1956.0	6.6
Chad	2040.0	4.0
Comoros	1857.3	1.6
Congo, Democratic Republic of the	1585.3	2.80
Congo, Republic of	2512.7	4.7
Côte d'Ivoire	2514.7	4.4
Equatorial Guinea	–	5.5
Eritrea	1586.7	1.1
Ethiopia	1951.7	0.6
Gabon	2730.0	6.8
Gambia	2345.3	2.6
Ghana	2849.0	2.7
Guinea	2529.3	5.1
Guinea-Bissau	2288.0	2.7
Kenya	2060.0	1.8
Lesotho	2468.3	3.0
Liberia	2163.3	3.7
Madagascar	2132.7	3.2
Malawi	2127.0	1.3
Mali	2579.3	1.4
Mauritania	2822.7	3.4

(continued)

TABLE 1 Food supply and road density in Africa *(continued)*

Countries	Food supply, Kcal per capita per day, 2005–2007	Road density network, metres per capital, 1999–2008
Mauritius	2935.7	1.6
Mozambique	2071.0	1.4
Namibia	411.0	35.1
Niger	449.4	1.3
Nigeria	1513.1	1.4
Rwanda	1679.1	1.6
Sao Tomé and Príncipe	3407.8	2.3
Senegal	1168.4	1.3
Seychelles	–	5.9
Sierra Leone	1429.5	2.5
South Africa	4212.0	8.1
South Sudan	–	–
Swaziland	1176.5	3.3
Tanzania, United Republic of	1240.0	2.1
Togo	1191.6	2.1
Uganda	1566.4	2.7
Zambia	2266.8	6.5
Zimbabwe	503.5	7.7

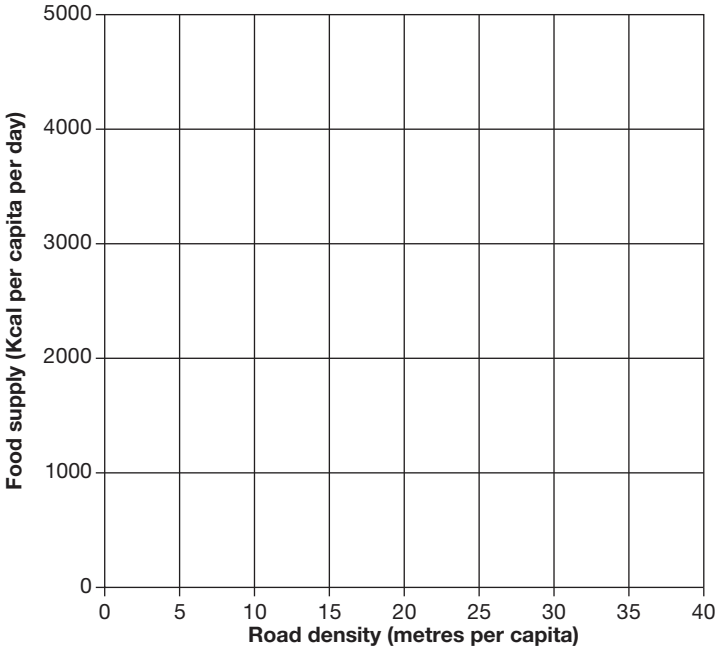
Step 2

Decide which factor you will place on the base line, or horizontal axis, and which factor you will place on the vertical axis. In this case, we will place road density on the horizontal axis and food supply on the vertical axis.

Step 3

Look at the range of numbers in the data to be plotted and decide on a scale for each axis. Ensure that the maximum and minimum numbers will fit on the scale. Draw a graph outline and label the axes, including the units of measurement (see **FIGURE 2**).

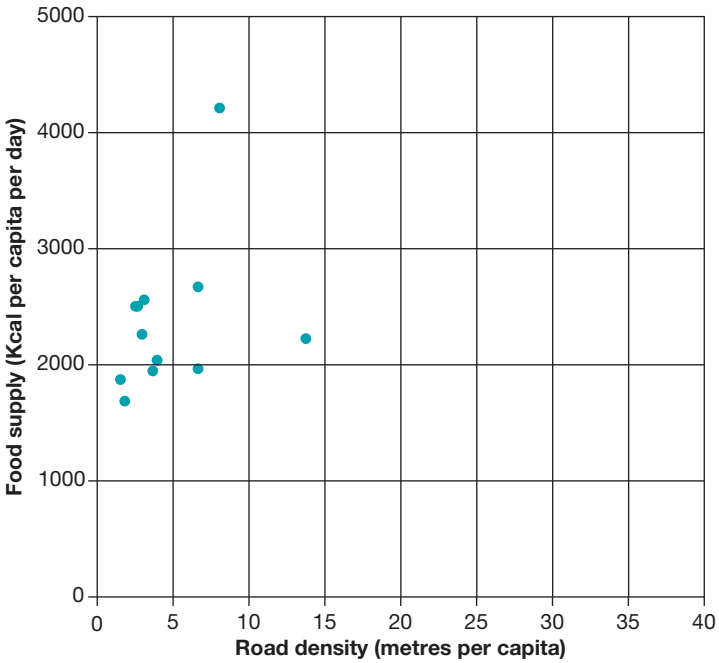
FIGURE 2 The graph base



Step 4

Plot all the data on the graph. Mark with a small dot the point where both data values intersect. Angola's data, for example, would intersect at about the 2000 line on the vertical axis and just before the 5 line on the horizontal axis.

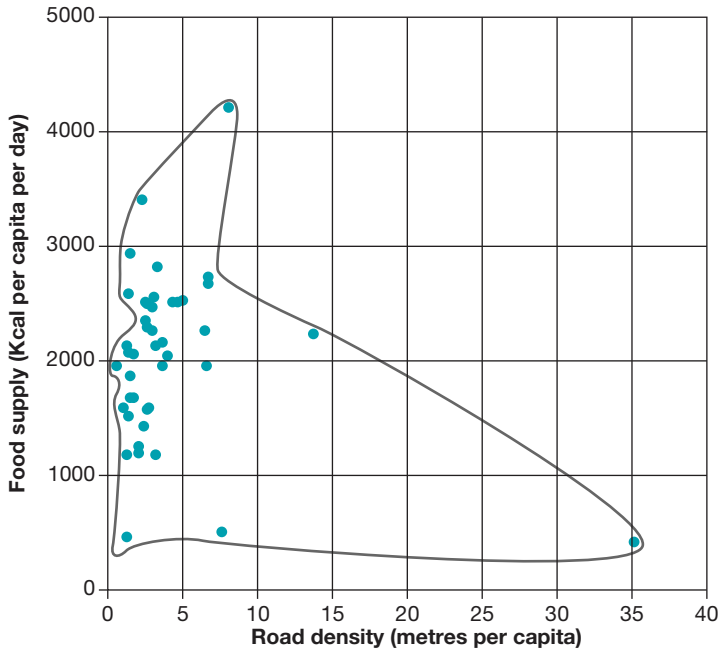
FIGURE 3 Starting to plot the data



Step 5

Now draw a pencil outline around all the dots. This will show you the trend of the data and identify the anomalies. These anomalies occur where the outline bulges.

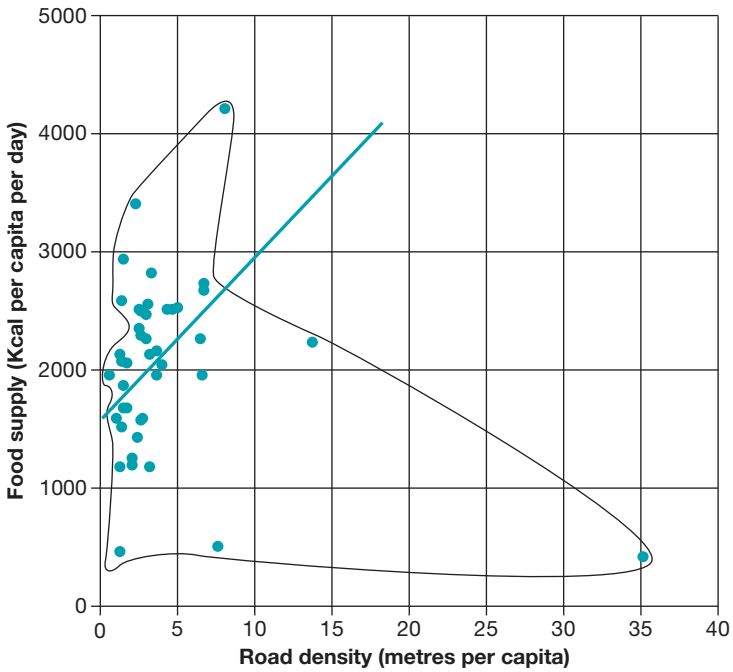
FIGURE 4 Identifying the trend



Step 6

Now draw a line of best fit — that is, a line that has equal points either side of it. To do this, sit your ruler on its narrow edge on the graph and move it around until there is a roughly equal number of dots on both sides of the ruler. Draw along the ruler's edge to create the line of best fit, or trend line.

FIGURE 5 Drawing the line of best fit



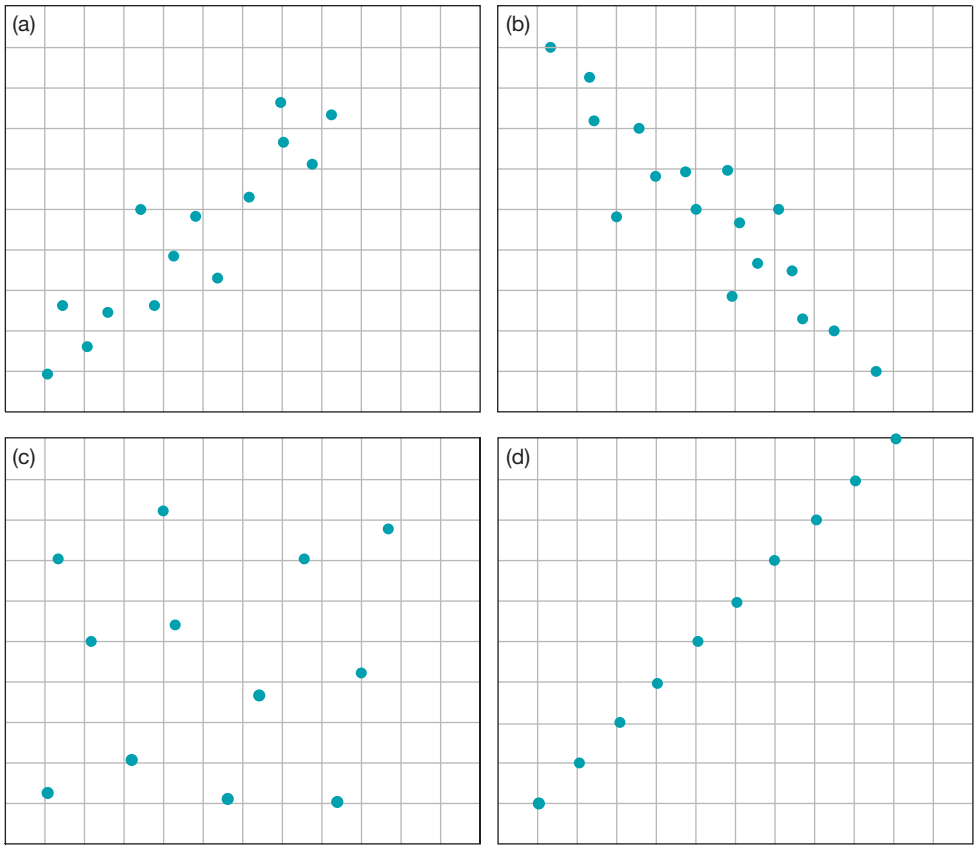
Step 7

Using the models in **FIGURE 6**, determine whether the shape shows:

- positive correlation — the line of best fit goes from bottom left to top right
- negative correlation — the line of best fit goes from top left to bottom right
- a perfect correlation — all dots sit on the line of best fit rather than on either side of it
- no correlation — the dots are randomly scattered rather than in a straight line.

The closer the points are to the line, the stronger the relationship. Note that the 'odd' points are considered anomalies.

FIGURE 6 Correlation patterns (a) Positive correlation (b) Negative correlation (c) No correlation (d) Perfect correlation



Step 8

Give your graph a title.

Interpreting a scattergraph

To interpret a scattergraph is to write a few sentences explaining your findings. Use the following format:

- State the type of correlation.
- Describe what is happening on the graph regarding the two factors.
- Discuss any anomalies.
- Be specific about any particular places or countries you want to use as an example.
- Write a concluding statement.

on Resources

Video eLesson Constructing and interpreting a scattergraph (eles-1756)
Interactivity Constructing and interpreting a scattergraph (int-3374)

16.3.3 Let me do it

Complete the following activities to practise this skill.

16.3 ACTIVITIES

1. Using the data in **TABLE 2**, complete a scattergraph to show the relationship between life expectancy and years of schooling. Write a paragraph interpreting the finished graph, using the steps outlined above. Use the checklist to ensure you have covered all aspects of the task.

TABLE 2 Life expectancy and years of schooling, selected countries, 2012

Country	Life expectancy (years), HDI Report 2012	Years of schooling, HDI Report 2012
Australia	81.8	12.0
China	73.5	7.5
Democratic Republic of the Congo	48.4	3.5
Egypt	73.2	6.4
India	65.4	4.4
Japan	83.4	11.6
Kenya	57.1	7.0
Norway	81.1	12.6
Syria	75.9	5.9
USA	78.5	12.4

2. Apply your skills to answer the following questions.
   (a) Is there a correlation between life expectancy and years of schooling?
   (b) What type of correlation can you identify?
   (c) In your scattergraph, are there any anomalies?
   (d) What type of relationship between the two factors would result in an anomaly?
   (e) From this correlation pattern, where would you expect the following countries to fit on the graph?
      i. United Kingdom
      ii. Indonesia
      iii. New Zealand
      iv. Brazil

Checklist

I have:
- drawn in pencil
- ruled the axes
- labelled the axes
- used small dots plotted accurately
- shown a line of best fit
- included a clear title
- identified and communicated key features such as the relationship to the line of best fit.

16.5 SkillBuilder: Interpreting a cartogram

16.5.1 Tell me

What is a cartogram?

A cartogram is a diagrammatic map; that is, it looks like a map but is not a map as we usually know it. These maps use a single feature, such as population, to work out the shape and size of a country. Therefore, a country is shown in its relative location but its shape and size may be distorted. Cartograms are generally used to show information about populations and social and economic features.

Why is a cartogram useful?

Cartograms show value by area, allowing patterns to become obvious that are not identifiable on traditional maps. Computers have made the development of cartograms easy. Programs such as Worldmapper provide a range of cartograms. You will find these diagrammatic maps fascinating, and each readily signifies the importance of a feature in a country.

Cartograms are useful for:

- comparing statistical country data quickly and easily
- representing the proportion of a feature in a country
- identifying regional differences
- identifying global differences.

A good interpretation of a cartogram:

- identifies patterns
- identifies the countries that appear largest and those that appear smallest
- clearly represents and communicates the data.

16.5.2 Show me

How to interpret a cartogram

You will need:

- a cartogram
- an atlas.

Procedure:

To interpret a cartogram, you need a computer-drawn cartogram such as **FIGURE 1**. These can be found on the internet at sites such as Worldmapper.

STEP 1

Read the title and make sure that the meaning of the terms is clear to you. In **FIGURE 1**, the world's population in 2050 is mapped.

STEP 2

Study the cartogram, looking for the largest and the smallest shapes on it. With your knowledge of the world map, or by using an atlas, identify those countries and continents that are distorted in size and shape. For example, in **FIGURE 1**, Africa and Asia are expanded, indicating a large estimated growth in population, but Australia has almost disappeared, indicating a small expected growth in population.

FIGURE 2 shows an ordinary map of the world with a cartogram superimposed on it.

STEP 3

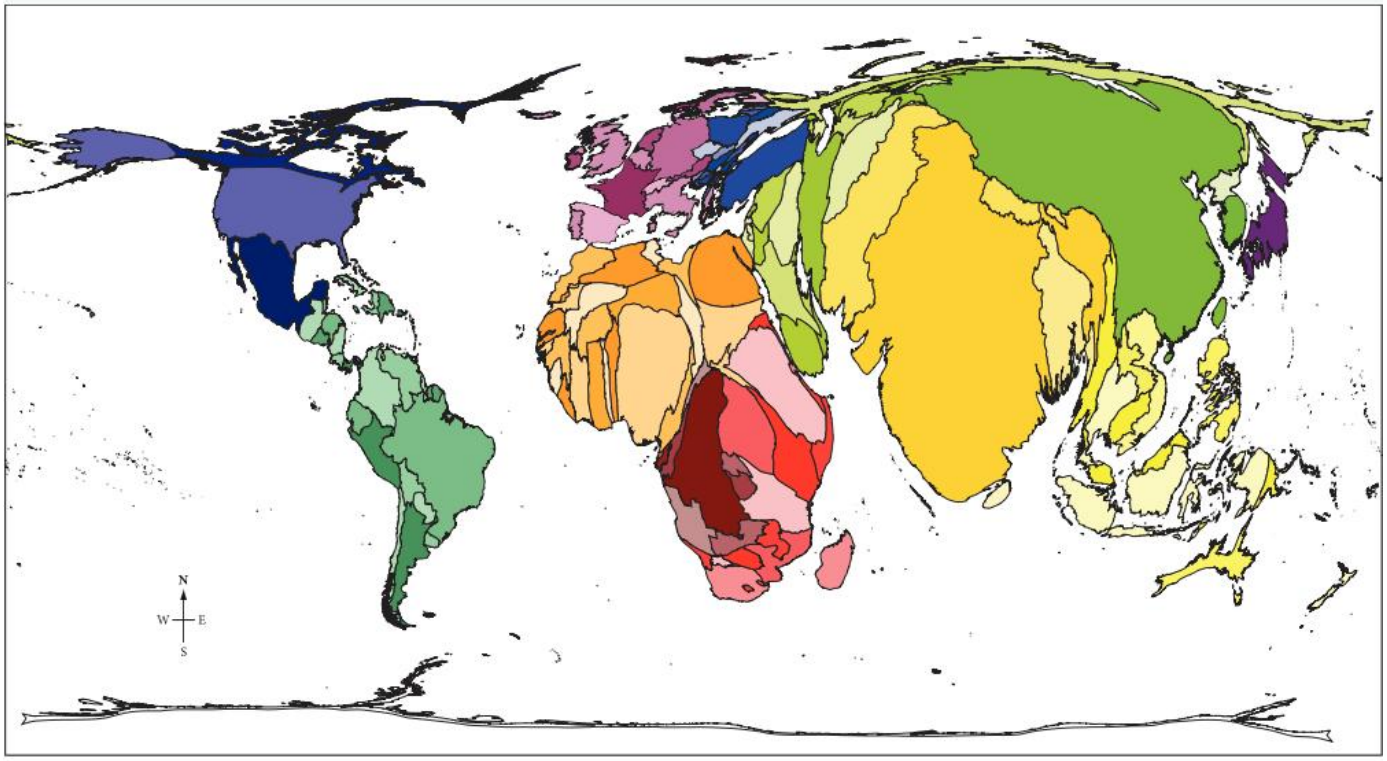
Interpreting the cartogram requires a description of the interconnection between the feature that has been mapped and the proportional size of a country.

Look for these aspects:

- countries that appear larger
- countries that appear smaller
- countries and continents whose shapes have been distorted.

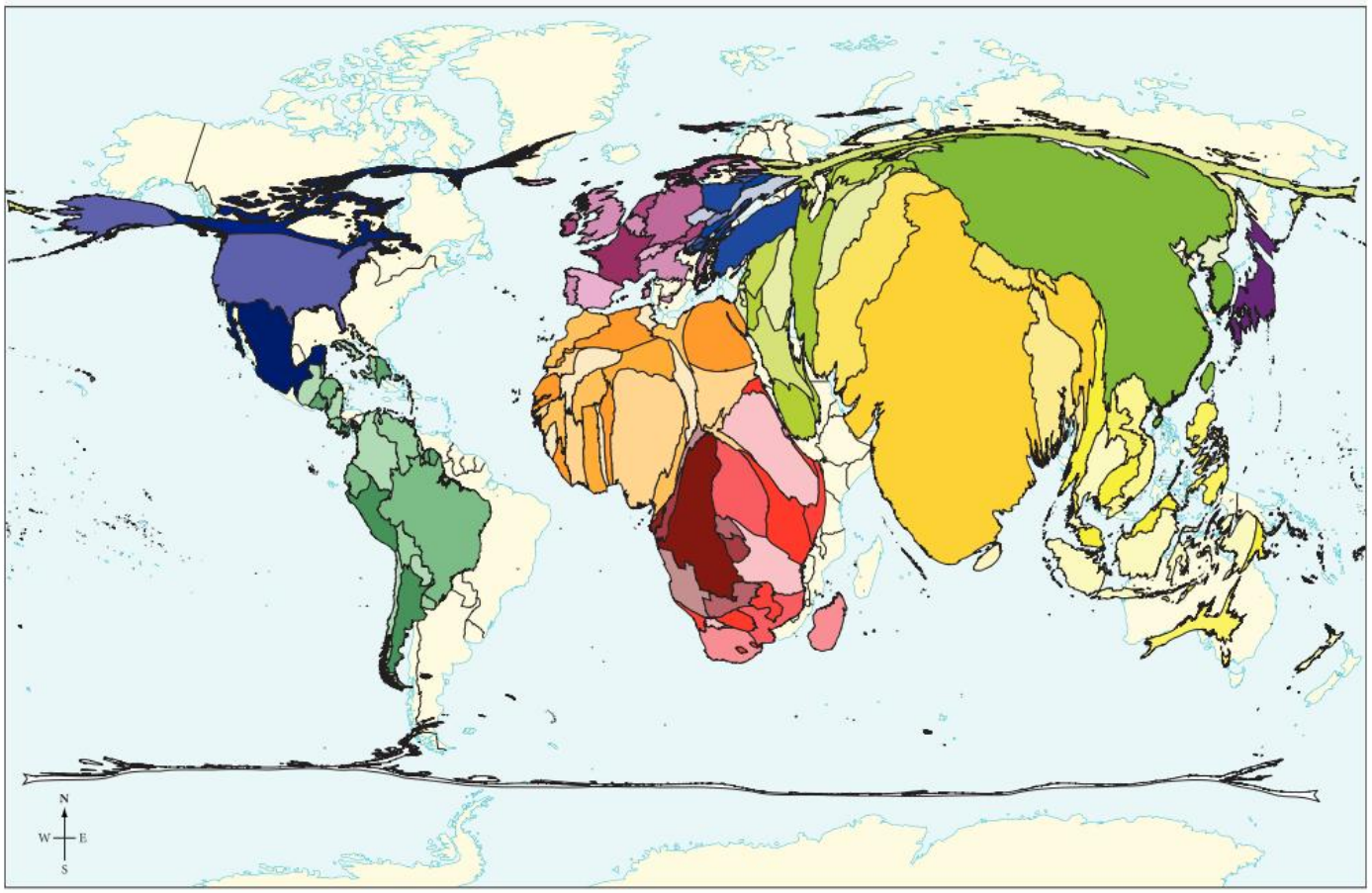
Write a few sentences describing the feature mapped, as has been done in the 'Model' paragraph.

FIGURE 1 Cartogram showing estimated world population, 2050



Source: Spatial Vision

FIGURE 2 Cartogram of the world's population in 2050 superimposed on a world map



Source: Spatial Vision

Model

The **FIGURE 1** cartogram or proportional map shows the estimated distribution of the world's population in 2050. It is evident that the greatest proportion of the world's population is expected to live in Africa and Asia as these mapped countries are distorted larger than their size on a standard world map. It is also evident that regions in South America, North America and South-East Asia are not expected to see massive population growth. Australia is distorted to be smaller than it is on a standard world map, indicating that population is not expected to grow too much here.

on Resources

Video eLesson Interpreting a cartogram (eles-1757)
Interactivity Interpreting a cartogram (int-3375)

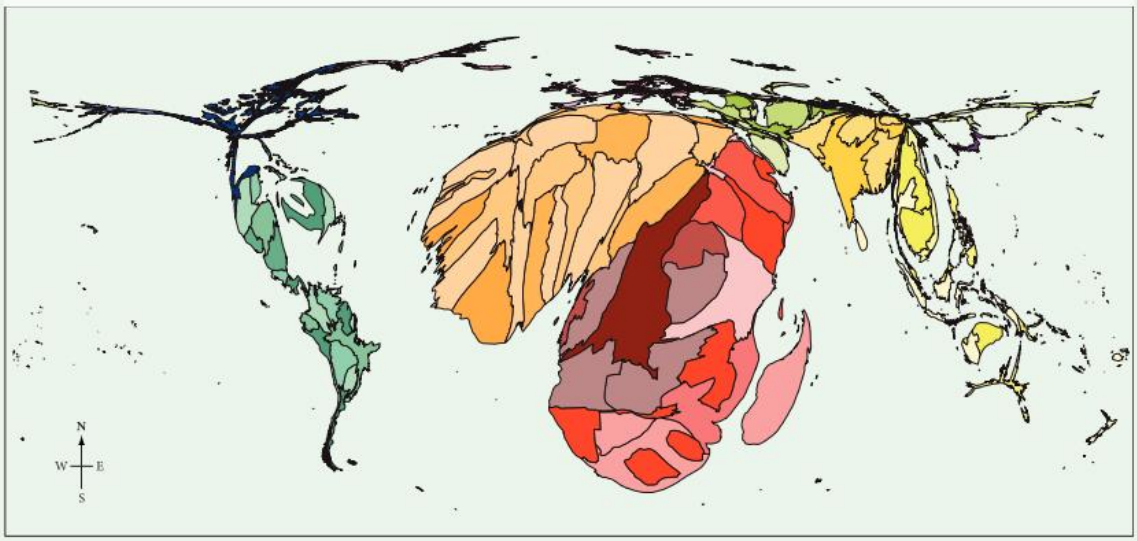
16.5.3 Let me do it

Complete the following activities to practise this skill.

16.5 ACTIVITIES

1. Study the **FIGURE 3** cartogram, which shows the proportion of the world's population living on less than US$1.25 per day. Write a description of the countries in which people live on less than a dollar a day. Use the checklist to ensure you have covered all aspects of the task.

FIGURE 3 The proportion of the world's population living on less than US$1.25 per day



Source: The World Bank: Poverty headcount ratio at $1.25 a day PPP % of population: World Development Indicators.

2. Referring to **FIGURE 3**, apply your skills to answer the following questions.
   (a) Which continent is the enlarged shape at the centre of the map?
   (b) How has the shape of Australia been distorted? What does this tell us about the number of people living on less than US$1.25 a day in Australia?
   (c) Which other continents have been reduced in size by the cartogram?
   (d) Which continents have the most countries that have been enlarged by the cartogram? What does this say about the poverty levels in those countries?
   (e) How do you think this map might be ***changed*** by 2030?

Checklist

I have:
- identified patterns
- identified the countries that appear largest and those that appear smallest
- clearly represented and communicated the data.

16.9 Thinking Big research project: SDG progress infographic

16.9.1 Scenario

Introduced in 2015, United Nations (UN) Sustainable Development Goals (SDGs) are reported on annually by the UN at mid year. The UN SDG Report highlights the areas of progress toward the goals and areas in which ongoing action needs to be taken to ensure no person or country is left behind.

In the 2018 report, for example, conflict and climate change were found to be major contributing factors leading to more people facing hunger and displacement from their homes, and reducing progress toward access to clean water and improved sanitation.

Since the SDGs apply to *all* countries — developed and developing — there are also reports that outline how each country is responding to the SDGs. Australia's progress can also be seen in these reports.

FIGURE 1 The Sustainable Development Goals set out targets aimed at achieving a better future for everyone.

16.9.2 Task

Help the UN make its annual SDG Report more understandable! Working in small groups, you will create an engaging infographic detailing the global progress towards achieving one of the SDGs, as reported in the latest UN SDG Report, and look at one particular country's response to that goal.

16.9.3 Process

- Your teacher will assist you to form groups of 2–3 and will then designate specific global SDGs to each group. Remember there are 17 SDGs so some groups will get more than one SDG to consider. If your group is given two SDGs, you will produce two infographics.
- Open the ProjectsPLUS application in the Resources for this topic. Open the **Project set-up** tab to enter the project due date and set up your project group so you can work collaboratively. Save your settings and the project will be launched.
- Navigate to the **Research forum**, where you will find starter topics loaded to guide your research. You can add further topics to the Research forum if you wish. When you have completed your research, you can print out the **Research report** in the Research forum to easily view all the information you have gathered, if you wish. In the **Media centre** you will find an assessment rubric and some weblinks that will provide a useful starting point for your research.
- Divide the task among members of your group so everyone has specific tasks to complete.
- Begin by using the internet to find the most recent UN SDG Report. The report year that you use will depend on the time of the year that you are undertaking this task — the new report is always released mid year.

- Find the goal in the SDG Report that you have been given and investigate the aspects that are shown to have progressed, and those that have either not progressed or have regressed.
- Plan the layout of your infographic. Be creative in the presentation of the information.
- In one corner of your infographic provide information about one country's response to the SDG you are studying. Use the SDG Dashboard (see **Media centre** weblinks, or search 'SDG Dashboard' in your web browser) and the symbols found in **FIGURE 2** (these provide trends for each indicator).
- Ensure that you have completed all elements of the task and, when satisfied, submit your infographic to your teacher for assessment and to be discussed and displayed in class.

FIGURE 2 Sustainable Development Goals trends

Decreasing	Stagnating	Moderately Increasing	On track	Maintaining SDG achievement
Decreasing score, i.e. country is moving in the wrong direction	Score remains stagnant or is increasing at a rate below 50% of the growth rate needed to achive the SDG by 2030	Score is increasing at a rate above 50% of the required growth rate but below the rate needed to achieve the SDG by 2030	Score is increasing at a rate needed to achieve the SDG by 2030	Score is level and trend remains at or above SDG achivement

Resources

ProjectsPLUS Thinking Big research project: SDG progress infographic (pro-0217)

16.10 Review

16.10.1 Key knowledge summary

16.2 Understanding and measuring wellbeing

- Wellbeing may be defined as a good or satisfactory condition of existence; a state characterised by health, happiness, prosperity and welfare.
- We can use quantitative and qualitative Indicators to measure wellbeing.
- Indicators include social, technological, environmental, economic and political measures.
- Old descriptions of different levels of development throughout the world used terms such as 'developed North' and 'undeveloped South' or 'First World' and 'Third World'.
- Today we use terminology such as 'more economically developed country' (MEDC) and 'less economically developed country' (LEDC) to describe levels of development.
- There is a strong interconnection between development and poverty.
- Poverty is most often measured using solely economic indicators, but it may be taken to encompass many other aspects of life.

16.4 Wealth and wellbeing

- A wellbeing approach to development takes into account a variety of quantitative and qualitative indicators.
- The Human Development Index (HDI) is one such index. It measures wellbeing according to life expectancy, income and education.
- Other measures of wellbeing include the Happy Planet Index, Gross National Happiness and the Australian National Development Index (ANDI).

16.6 Improving wellbeing

- Aid may be given by governments, private organisations or individuals.
- There are various reasons for giving aid assistance; humanitarianism is just one of these.
- Bilateral and multilateral aid may take many forms, such as money, food, medicine, equipment, expertise, scholarships, training, clothing or military assistance.
- There are positive and negative impacts of aid.
- Australian Government's official development assistance (ODA) is designed to promote prosperity, reduce poverty and enhance stability in developing countries, particularly those in the Indo-Pacific region.

16.7 The way forward

- Absolute poverty is experienced when income levels are inadequate to sustain a minimum standard of living.
- The poverty line is an official measure used by governments to define those living below this income level as living in poverty.
- Relative poverty is a situation in which a person's income levels are too low to enjoy a reasonable standard of living within their society.
- Sub-Saharan Africa is the poorest region of the world.
- One of the most pressing issues of poverty is hunger, which affects over a billion people.
- The Sustainable Development Goals (SDGs) came into effect in September 2015, replacing the Millennium Development Goals.
- There are 17 goals, aimed at improving the wellbeing of the world's people and environment.

16.8 The importance of human rights

- In some societies, human rights may be enshrined in law and legislation, whereas in others they may simply exist as guidelines that reflect the values of that particular community.
- Human rights can be defined in different ways, but definitions generally involve principles of respect, dignity and fairness.

- One of the main aims of the United Nations Charter is to promote respect for human rights. The Universal Declaration of Human Rights sets out basic rights and freedoms to which all women and men are entitled.
- The Australian Human Rights Commission is the national organisation that advocates for promotion and protection of human rights.
- The United Nations General Assembly adopted the Convention on the Rights of the Child (the CRC) in November 1989.
- Child labour is an ongoing issue, particularly prevalent in regions experiencing conflict and with low income.

16.10.2 Reflection

Complete the following to reflect on your learning.

16.10 ACTIVITIES

Revisit the inquiry question posed in the Overview:

Everyone wants a good life, but what does that mean for different people? Can wellbeing actually be measured, and how can we improve it if it's not measuring up?

1. Now that you have completed this topic, what is your view on the question? Discuss with a partner. Has your learning in this topic changed your view? If so, how?
2. Write a paragraph in response to the inquiry question, outlining your views.

on Resources

eWorkbook Reflection (doc-31775)
Crossword (doc-31776)

Interactivity Measuring and improving wellbeing crossword (int-7675)

KEY TERMS

absolute poverty experienced when income levels are inadequate to enjoy a minimum standard of living (also known as extreme poverty)

child any person below 18 years of age

child soldier a child who is, or who has been, recruited or used by an armed force or armed group in any capacity, including but not limited to children, boys and girls, used as fighters, cooks, porters, messengers, spies or for sexual purposes. This term does not refer only to a child who is taking or has taken a direct part in hostilities

development According to the United Nations, development is defined as 'to lead long and healthy lives, to be knowledgeable, to have access to the resources needed for a decent standard of living and to be able to participate in the life of the community.

ecological footprint the amount of productive land used on average by each person (in the world, a country, etc.) for food, water, transport, housing, waste management, and other purposes

experienced wellbeing an individual's subjective perception of personal wellbeing

extreme poverty a state of living below the poverty line (US$1.90 per day), and lacking resources to meet basic life necessities (also known as absolute poverty)

grassroots movement action by ordinary citizens, as compared with the government, aid or a social organisation

gross domestic product (GDP) a measurement of the annual value of all the goods and services bought and sold within a country's borders, normally discussed in terms of GDP per capita (total GDP divided by the population of the country)

Human Development Index (HDI) measures the standard of living and wellbeing by measuring life expectancy, education and income

humanitarianism concern for the welfare of other human beings
indicator a value that informs us of a condition or progress. It can be defined as something that helps us to understand where we are, where we are going and how far we are from the goal
industrialised having developed a wide range of industries or having highly developed industries
International Bill of Human Rights the informal name given to the Universal Declaration of Human Rights and the two International Covenants
International Covenants a multilateral treaty adopted by the United Nations General Assembly, in force from 1976; it commits those who have signed the Covenant to respect the civil and political rights of individuals and their economic, social and cultural rights
life expectancy the number of years that an individual is expected to live
non-government organisation (NGO) a citizen-based association that operates independently of government, usually to deliver resources or serve some social or political purpose
poverty line an official measure used by governments to define those living below this income level as living in poverty
qualitative indicators a set of indices that measure a particular aspect of quality of life or that describe living conditions; qualitative indicators are not easily calculated or measured; for example, freedom or security
quantitative indicators indices that are easily measured and can be stated numerically, such as annual income or how many doctors there are in a country
relative poverty where income levels are relatively too low to enjoy a reasonable standard of living in that society
standard of living a level of material comfort in terms of goods and services available. This is often measured on a continuum; for example, a 'high' or 'excellent' standard of living compared to a 'low' or 'poor' standard of living.
Universal Declaration of Human Rights the first specific global expression of rights to which all human beings are inherently entitled
wellbeing a good or satisfactory condition of existence; a state characterised by health, happiness, prosperity and welfare

17 Global variations in human wellbeing

17.1 Overview

The world's population is constantly increasing. Can we fit so many people in the space we have without affecting our quality of life?

17.1.1 Introduction

As the world's living standards have improved, so too our population has grown. In April 2019, the world's population reached 7.7 billion. It is expected that the number of people on the planet will continue to grow, with experts estimating a population of 9.8 billion in 2050 and 11.2 billion by 2100. It is not just a matter of how many people we can fit in a particular place, but also the manner in which we live (our ecological footprint) that affects our wellbeing. Our wellbeing is clearly interconnected with our population characteristics.

on Resources

eWorkbook Customisable worksheets for this topic

Video eLesson A long life (eles-1714)

LEARNING SEQUENCE

17.1 Overview
17.2 Global population distribution
17.3 Life expectancy and wellbeing
17.4 The link between population growth and wellbeing
17.5 Government responses to population and wellbeing issues
17.6 **SkillBuilder:** Using Excel to construct population profiles online only
17.7 Variations in wellbeing in India
17.8 Population characteristics of Australia
17.9 **SkillBuilder:** How to develop a structured and ethical approach to research online only
17.10 Health and wellbeing
17.11 **Thinking Big research project:** UN report — Global wellbeing comparison online only
17.12 **Review** online only

To access a pre-test and starter questions and receive immediate, **corrective feedback** and **sample responses** to every question, select your learnON format at www.jacplus.com.au.

17.2 Global population distribution

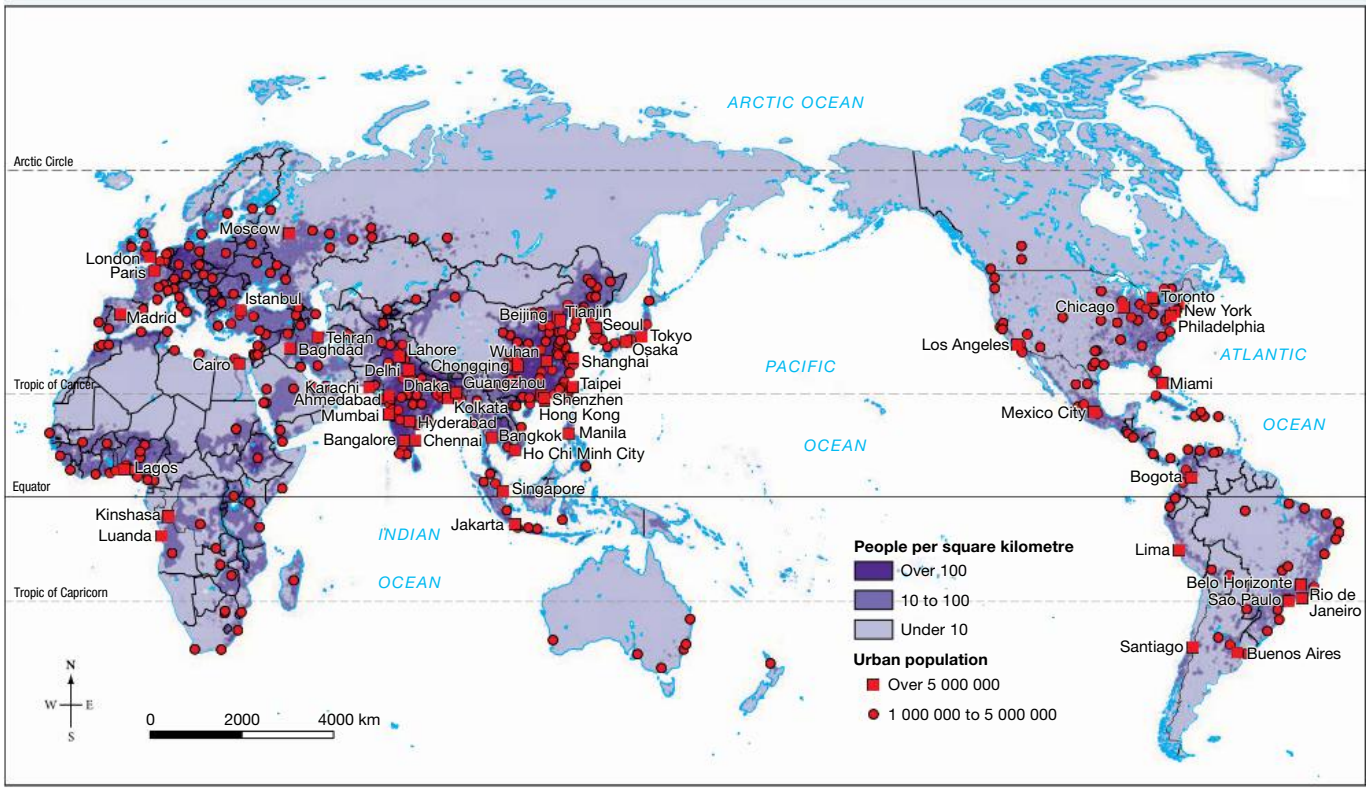
17.2.1 Describing global spatial variations

Whether you have travelled within Australia or to another country, you would be aware that there is considerable variation in the number of people found in one place compared to another. The 7.7 billion people on our planet are not spread evenly across space (continents, countries, and rural or urban areas). We may feel crowded in or feel we have plenty of space; we may feel isolated within or embraced as part of a community. This has a major impact on our wellbeing.

Although there is an average of 47.7 persons per square kilometre across the globe, as shown in **FIGURE 1**, the **population density** varies considerably. Places well below this figure include large regions of most continents, particularly in the inland sections, such as central Asia and Australia, with well below 10 persons per square kilometre. Regions of highest density are clustered in Europe, East and South-East Asia and in the eastern half of the United States of America. For example, Germany has a population density of 230 persons per square kilometre, and Japan has 336 persons per square kilometre.

FIGURE 1 also shows that most regions of high density are dominated by large cities. The majority of the world's population lives in urban environments. Within the largest cities, population density may be considerably higher than the country average. Dhaka, the capital city of Bangladesh (see **FIGURE 2**), is considered to be the most densely populated place in the world, with an estimated 47 400 persons per square kilometre.

FIGURE 1 Global population density and the world's largest cities



Source: Spatial Vision.

FIGURE 2 View of Dhaka, Bangladesh — an area of high density

17.2.2 Why does population distribution vary so much?

Physical factors play a large part in determining global **population distribution**. Characteristics of the natural environment that favour human settlement include the availability of freshwater resources, fertile soil, moderate climate and sea ports. Inhospitable features such as mountains, jungles and deserts tend to deter high population densities.

Of course, human factors also influence population distribution. Urban places around the world are attracting an increasing number and percentage of people due to the availability of employment, particularly in the manufacturing and service sectors (for example, the industrial areas of Mumbai, India and Yokohama, Japan, and the coastal ports of Rotterdam in the Netherlands and Rio de Janiero in Brazil). Population density is closely interconnected with energy demands, as reflected in the pattern of lights visible in **FIGURE 3**. Not all regions of high density are urban places; rural environments, such as in parts of central Europe and South-East Asia, may contain large numbers of people per square kilometre.

Government policies may also affect population distribution. Examples include migration of people from one country to another, such as from Mexico to the United States of America where the demand for unskilled labour is high close to the border. (This is set to become more difficult, however, if the United States' construction of its border wall progresses as planned.) Chinese government policy led to the movement of Han Chinese into Tibet. At home in Australia, the establishment of service centres based around resource development, such as in the Pilbara in Western Australia, has affected population distribution, as has the use of migration to combat population shrinkage and labour shortages in other regional communities such as Nhill in Victoria and Dalwallinu in Western Australia.

FIGURE 3 Population distribution on display at night

Source: NASA.

on Resources

Weblink Population concepts

17.2 INQUIRY ACTIVITIES

1. Use the **Population concepts** weblink in the Resources tab to distinguish between population density and population distribution. **Comparing and contrasting**
2. Refer to the Australian Bureau of Statistics website or the website for your local government area. Find out the population density of your local government area, or calculate it by dividing the size of the area by the number of people. How does it compare to Dhaka's population density? **Comparing and contrasting**

17.2 EXERCISES

Geographical skills key: GS1 Remembering and understanding **GS2** Describing and explaining **GS3** Comparing and contrasting **GS4** Classifying, organising, constructing **GS5** Examining, analysing, interpreting **GS6** Evaluating, predicting, proposing

17.2 Exercise 1: Check your understanding

1. **GS1** What is the global average population density?
2. **GS1** Name the continents with the highest and lowest population density.
3. **GS2** Account for (give reasons for) the uneven distribution of global population.
4. **GS1** What are the main natural factors that favour human settlement?
5. **GS2** Outline two human factors that influence population distribution.

17.2 Exercise 2: Apply your understanding

1. **GS6** How might global population distribution ***change*** in the next 20 years? Justify your answer.
2. **GS6** Why would some governments want to redistribute their populations away from existing large cities?
3. **GS5** What disadvantages might there be for people moving from an area of dense population?

4. **GS6** The United Nations predicts that by 2050 the number of people living in urban areas will have increased from 55 per cent to 68 per cent. Suggest reasons for this ***change***.
5. **GS6** Despite Australian government incentives to encourage people to move to regional areas, major cities such as Melbourne and Sydney continue to grow faster than regional areas. Suggest reasons for this pattern.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

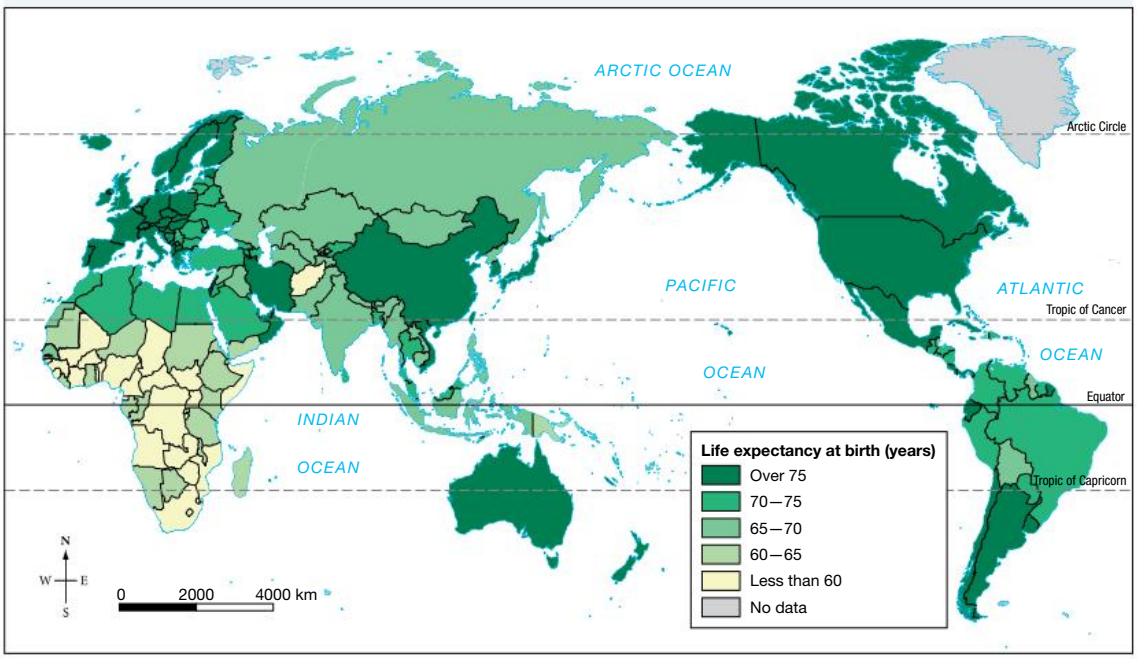
17.3 Life expectancy and wellbeing

17.3.1 Life expectancy

How long we can expect to live when we are born is referred to as our **life expectancy** and is calculated according to the conditions in a particular country in that year. Life expectancy is one of the major indicators of wellbeing. Globally, on average, people are expected to live longer than at any previous time in history. Sayings such as '60 is the new 50' reflect our changing expectations in Australia as to how long we expect to lead active lives. However, with the variation in living conditions around the world, the answer to the question 'how long can we expect to live?' also varies considerably.

Worldwide, a child born in 2018 can expect to live, on average, 72 years. If this child is born in Japan, they can expect to live 84 years, while one born in the African country of Somalia can expect to live only 56 years. **FIGURE 1** shows variations in life expectancy worldwide.

FIGURE 1 Global life expectancy



Source: © United Nations Publications.

Life expectancy around the world started to increase in the mid 1700s due to improvements in farming techniques, working conditions, nutrition, medicine and hygiene. There is a clear interconnection between wealth and life expectancy: wealthier people in all countries can expect to live longer than poorer people. In general, women outlive men. A higher income enables people to have better access to education, food, clean water and health care.

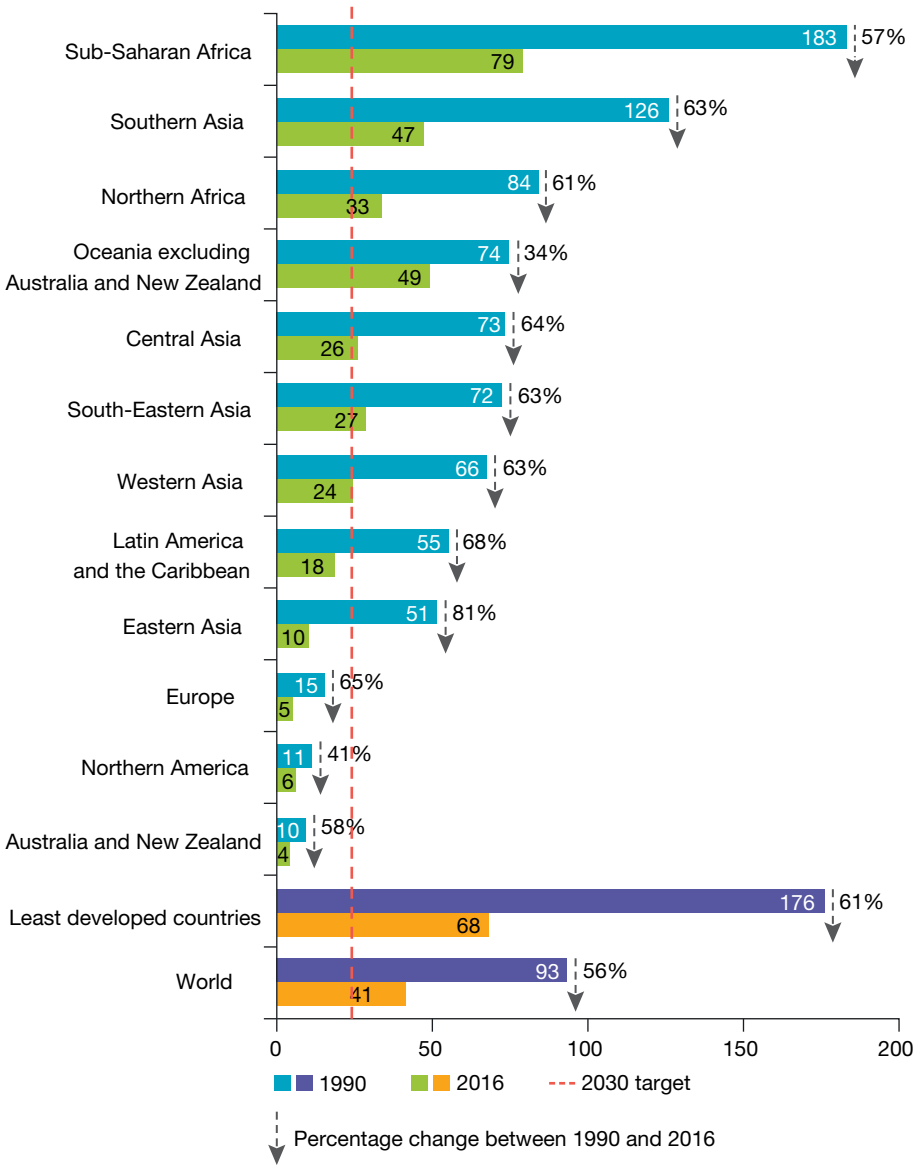
However, improvements that have led to increased life expectancy have not been uniform across the world. Regions where life expectancy continues to be low have a higher prevalence of infectious diseases. For example, 72 per cent of people worldwide living with HIV and AIDS are in sub-Saharan Africa, and

the number of deaths in this region from AIDS is the highest in the world. In 2017, 25 per cent of new infections were in South Africa and Nigeria, with the latter also recording the highest rate of new infections among children under 14.

17.3.2 Child mortality

Life expectancy is closely interconnected with child mortality: countries with high death rates for children under five years of age have low life expectancy. The highest rates are recorded in countries in sub-Saharan Africa; in Somalia, for example, 127 deaths per 1000 were recorded in 2018, while 100 were recorded in Nigeria and 122 in the Central African Republic. Afghanistan, with 68 recorded deaths per 1000, has the highest child mortality rate outside of this region. These rates are well above the United Nations Sustainable Development Goal 3 target of 25 deaths per 1000 by 2030 (see **FIGURE 2**). Young children are particularly vulnerable to infectious diseases due to their lower levels of immunity. Major causes of death include pneumonia, diarrhoea, measles and malnutrition. In wealthier households, child deaths are lower as these children are more likely to have better nutrition and to be immunised, and parents are more likely to be educated and aware of how to prevent disease.

FIGURE 2 Under-five mortality rate (deaths per 1000 live births) and percentage change, 1990–2016



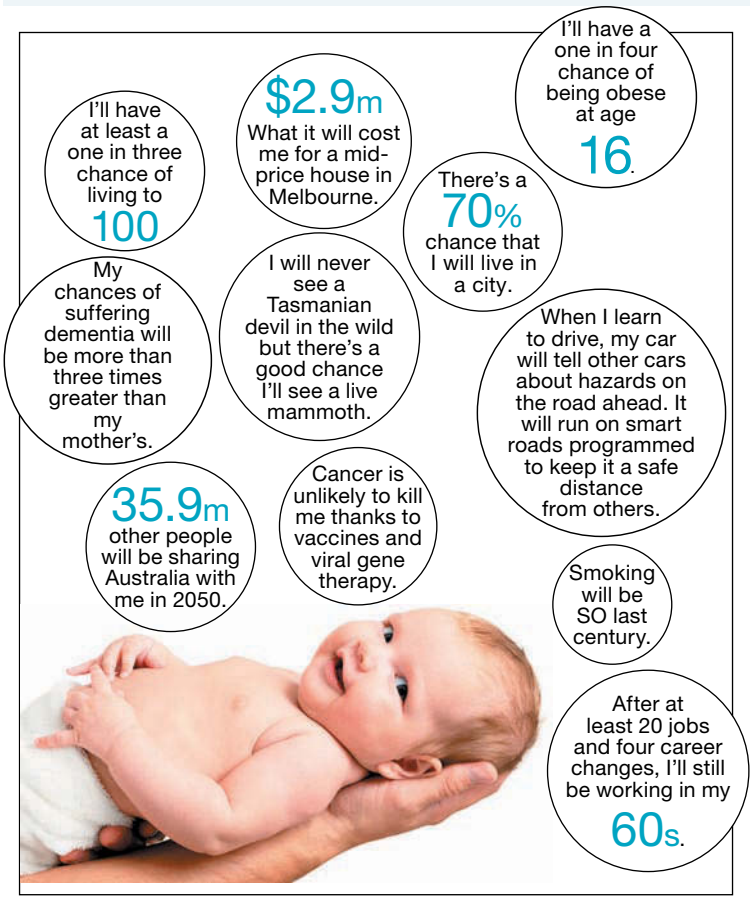
Note: Percentage change calculations are based on unrounded numbers.

Under the United Nations' Millennium Development Goals program, which operated from 1990 to 2015, child mortality was reduced considerably. The number of deaths of children under the age of five declined from 12.7 million in 1990 to 6 million in 2015 — the equivalent of nearly 17 000 fewer children dying each day. The greatest success occurred in northern Africa and eastern Asia.

Substantial improvements have been made in the area of preventable childhood diseases. For example, before the introduction of a measles vaccine in 1963, major epidemics occurred every two to three years, resulting in 2.6 million deaths each year. In 2017, 85 per cent of the world's children received the measles vaccine before their first birthday, 13 per cent more than in 2000. The World Health Organization reports an 80 per cent drop in measles-related childhood deaths, thus preventing 21.1 million deaths. Despite this reduction, in 2017 there were still 110 000 deaths globally due to measles.

Life expectancy and child mortality allow us to measure and compare human wellbeing in different places.

FIGURE 3 Her future



17.3.3 Births and deaths

Every minute there are an estimated 250 births and 105 deaths worldwide. This natural increase equates to an extra 145 people at a global scale every minute. However, the rate of population change varies considerably across the world, with some places experiencing a decline rather than an increase in numbers of people. Rates of population change have an impact on wellbeing, both now and in the future.

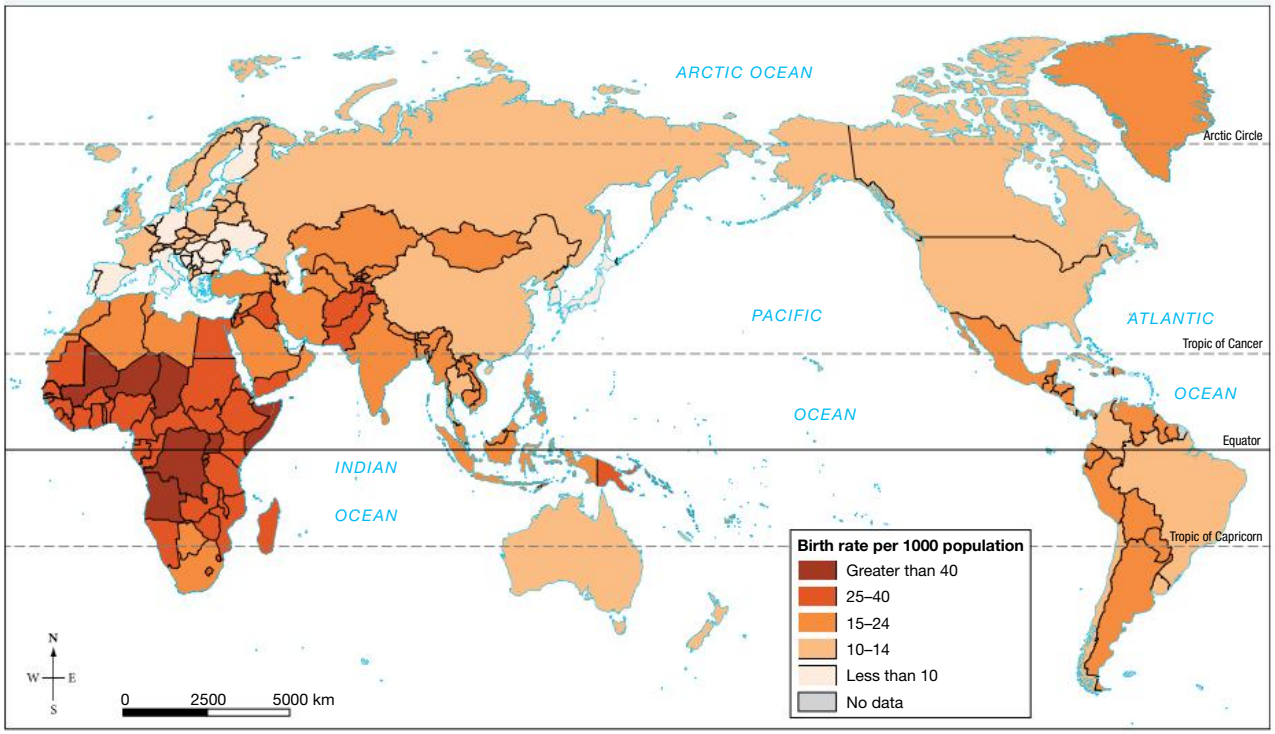
FIGURE 4 shows the global distribution of birth rates. The continent of Africa clearly stands out here with the highest figures. In 2010, Africa had a population of one billion; the United Nations projects that by 2050 the African population will be 2.5 billion — three times that of Europe. The majority of this growth will occur in sub-Saharan Africa, where the average **fertility rate** in 2018 was five children per woman. Countries such as Niger and Somalia have fertility rates as high as 7.2 and 6.2 respectively, while Tunisia has the lowest fertility rate in Africa with 2.2 births per woman. Europe has very low birth rates with a fertility rate of 1.6. Ireland and France are slightly higher than this average with fertility rates of 2.0, while the poorest country in Europe, Moldova, has the lowest fertility rate of 1.3. Taiwan recorded the lowest fertility rate in the world in 2018 with 1.2 births per woman. Australia's fertility rate is 1.8.

For death rates, as **FIGURE 5** illustrates, sub-Saharan Africa is again at the high end of the spectrum, with many places in that region experiencing death rates above 10 per 1000. However, high death rates are more dispersed, with many European countries, such as Bulgaria and Ukraine, included. Low death rates are widely distributed across the regions of the Americas, much of Asia and Oceania.

Whether a population increases or decreases is largely dependent on variations in births and deaths producing a **natural increase**. Where a fertility level is well above the **replacement rate** of 2.1 children, population growth will occur. Conversely, fewer births over a period of time will ultimately result in a

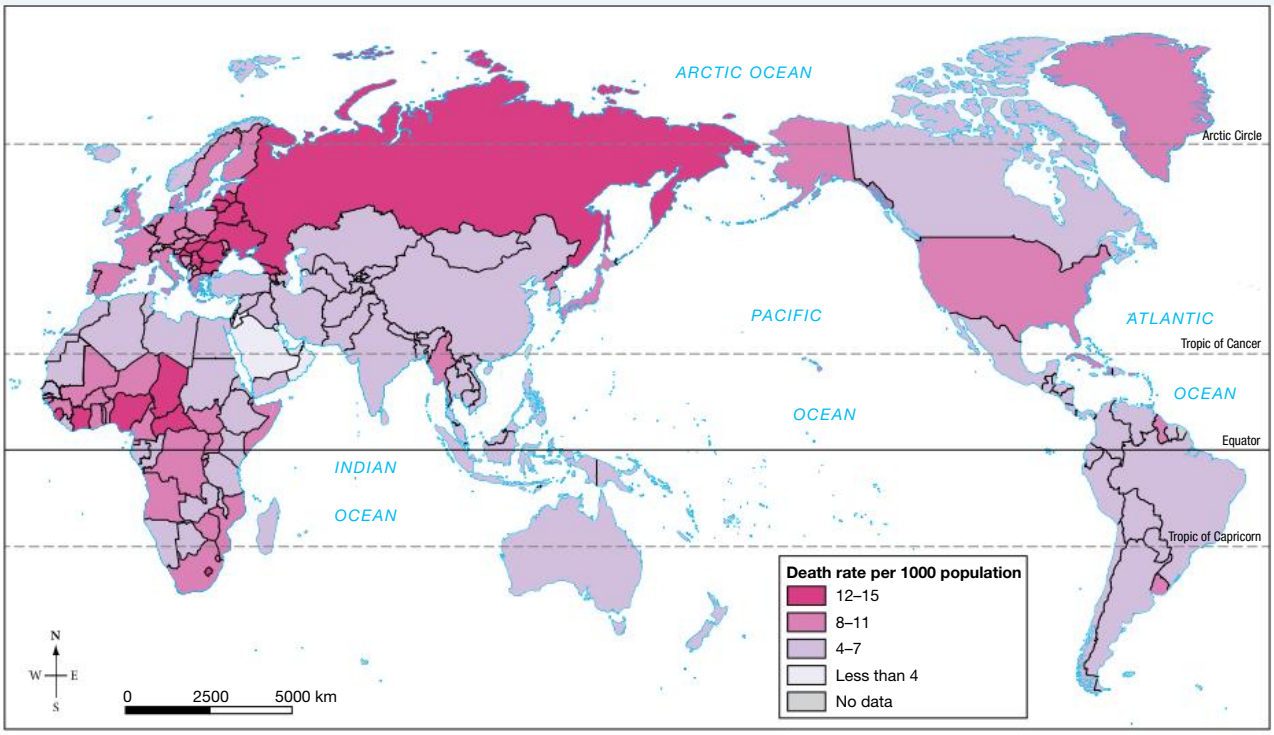
declining population. **FIGURE 6** indicates the rate of natural population change, which ranges from over 3 per cent growth primarily in African nations (this would result in a doubling of population in approximately 23 years) to negative growth primarily in Europe. It should be noted that on a national scale, population change is also affected by migration.

FIGURE 4 Global distribution of birth rates



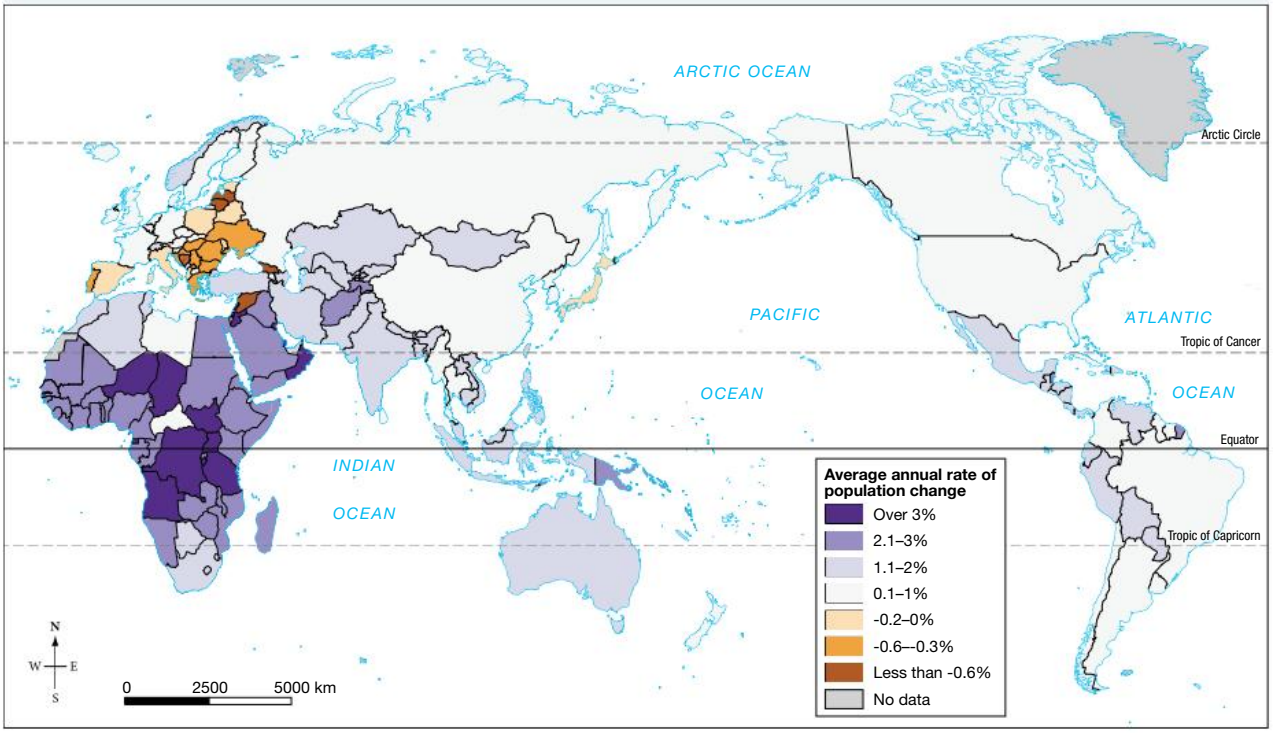
Source: © United Nations Publications; The World Bank.

FIGURE 5 Global death rates



Source: © United Nations Publications; The World Bank.

FIGURE 6 Population change



Source: © United Nations Publications.

17.3 INQUIRY ACTIVITY

Create your own version of 'Her future' (**FIGURE 3**), depicting what you imagine your life will be like when you are 35 years old. **Evaluating, predicting, proposing**

17.3 EXERCISES

Geographical skills key: GS1 Remembering and understanding **GS2** Describing and explaining **GS3** Comparing and contrasting **GS4** Classifying, organising, constructing **GS5** Examining, analysing, interpreting **GS6** Evaluating, predicting, proposing

17.3 Exercise 1: Check your understanding

1. **GS2** Describe the distribution of life expectancy shown in **FIGURE 1**.
2. **GS1** What age groups are likely to have the highest mortality rates? Why?
3. **GS5** Using **FIGURES 4 and 5** and an atlas, identify countries that are exceptions to these patterns:
   (a) high birth rates in Africa
   (b) low birth rates in Europe
   (c) low death rates in Asia
   (d) low death rates in Europe.
4. **GS4** Using **FIGURE 6**, identify two countries for each category of natural population ***change***.
5. **GS2** What are the major contributors to population ***change*** at a national ***scale***?
6. **GS2** Explain the significance of a national fertility level of 2.1 children per woman.

17.3 Exercise 2: Apply your understanding

1. **GS6** Predict how life expectancies in sub-Saharan Africa may ***change*** if a cure for HIV/AIDS is discovered.
2. **GS6** Will increased incomes always lead to increased life expectancy? Justify your answer.
3. **GS5** What implications does an increase in life expectancy have on the provision of health care?
4. **GS5** What are the implications for a country if its fertility rate is below the replacement rate?

5. **GS6** Suggest reasons to explain why some countries have higher birth rates than others.
6. **GS5** How would the reasons for some countries in Europe experiencing a high death rate differ from those African countries with similar statistics?

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

17.4 The link between population growth and wellbeing

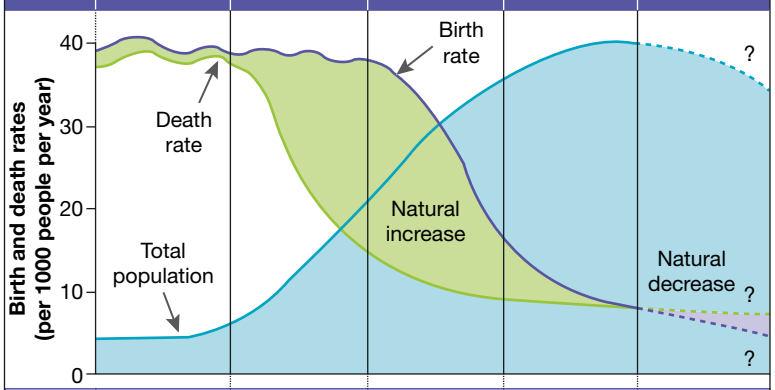
17.4.1 Population growth over time

From our examination of birth and death rates, we have seen that subsequent population change varies considerably across the world. To generalise, the more developed countries of the world tend to have lower birth and death rates and lower population growth, while developing nations experience higher rates of births and deaths and higher growth. What are the reasons for such a large variation? What impacts does this have on wellbeing?

Global population growth has been rapid. From approximately one billion people in the year 1800, our planet now supports nearly eight billion people. Annually, global population is growing by some 82 million, although the rate of growth has now slowed. These changes have been due to gains in wellbeing. Improvements in food production, education, medicine and hygiene have resulted in rapidly decreasing death rates, especially in infants and young children, and increased life expectancy. The **demographic transition model** (**FIGURE 1**) attempts to explain changes in population growth by examining the interconnection between population characteristics and changes in wellbeing.

Most of the global population growth is taking place in developing countries, particularly the poorest regions (see **FIGURE 2**). By 2050, with an estimated 9.7 billion people in the world, some eight billion people (82 per cent) will be in developing nations; the United Nations predicts that more than half of the world's population growth between 2015 and 2050 will occur in Africa. Despite continued global population growth, global fertility rates are falling (see **FIGURE 3**). Declines in fertility have coincided with improvements in living conditions, greater access to education (particularly for women), improved health care and access to contraception. It is anticipated that fertility rates in developing regions will continue to fall, particularly with increasing rural–urban migration. In the cities, a child is more likely to be an economic burden than an asset, and there is better access to health services and family planning programs.

FIGURE 1 The demographic transition model



Stage	1 High stationary	2 Early expanding	3 Late expanding	4 Low stationary	5 Declining ?
Examples	A few remote groups	Egypt, Kenya, India	Brazil	USA, Japan, France, UK	Germany
Birth rate	High	High	Falling	Low	Very low
Death rate	High	Falls rapidly	Falls more slowly	Low	Low
Natural increase	Stable or slow increase	Very rapid increase	Increase slows down	Stable or slow increase	Slow increase
Reasons for changes in birth rate	Many children needed for farming. Many children die at an early age. Religious/social encouragement. No family planning.		Improved medical care and diet. Fewer children needed.	Family planning. Good health. Improving status of women. Later marriages.	
Reasons for changes in death rate	Disease, famine. Poor medical knowledge so many children die.	Improvements in medical care, water supply and sanitation. Fewer children die.		Good health care. Reliable food supply.	

One example of the link between rising urbanisation and decreasing birth rates is South Korea. From 1970 to 2018, its urban population increased from 40 to 82 per cent, and its fertility rate fell from 4.53 to 0.98.

FIGURE 2 World population growth per region

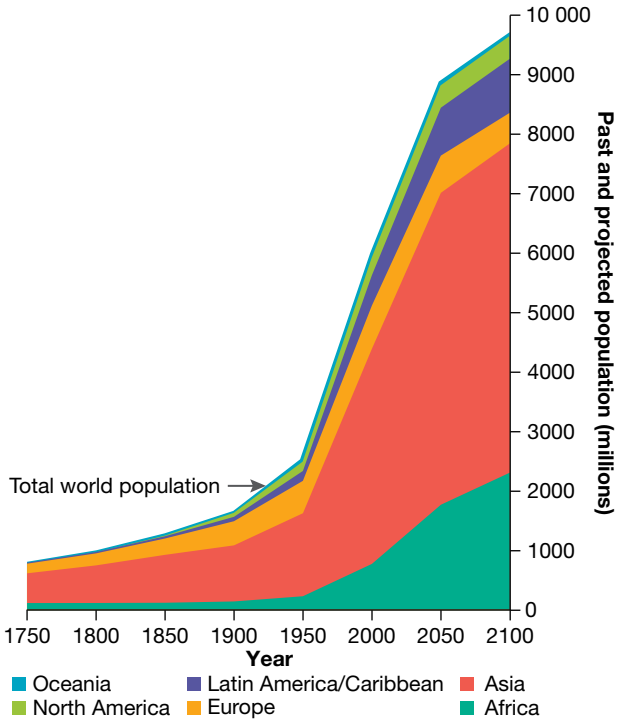


FIGURE 3 Changing global fertility rates

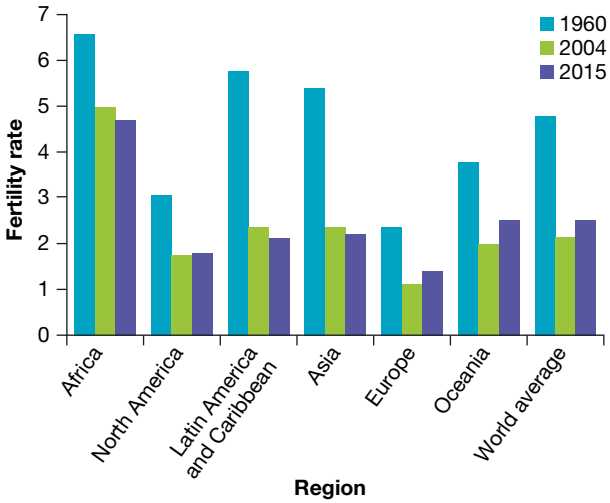


FIGURE 4 Seoul, South Korea — as urbanisation has increased here, fertility rates have dropped significantly.

17.4.2 Population structure and wellbeing

The level of wellbeing of a population in terms of its health and life expectancy is reflected in its **population structure**. Increases in life expectancy and a decrease in the number of children being born has resulted in an increasing proportion of people in the older age groups. This ageing is expected to occur on a global scale in both developed and developing countries, with the rate of change being faster in the latter.

The proportion of the population in the **dependent population** affects the wellbeing of a country. A youthful population, as in Niger and Kenya, has implications in terms of future provision of infrastructure, education and employment. In addition, a high proportion of youth means that the population has momentum to cause large future growth, placing stress on a country's resources. However, if those young people are healthy and well educated, they provide a potential skilled workforce in future years. An **ageing population** and a high percentage of elderly population, as found in Germany and Japan, has implications in terms of a decreasing workforce and tax base and increased demands on health services. On the positive side, the aged population does make a significant economic contribution, often in terms of voluntary labour such as caring for grandchildren and assisting with community projects.

on Resources

Weblinks Population growth
HDI over time

17.4 INQUIRY ACTIVITIES

1. Refer to the **Population growth** weblink in the Resources tab. What is the relationship between population growth and wellbeing, and how is this likely to ***change*** in the future? **Examining, analysing, interpreting**
2. Refer to the **HDI over time** weblink in the Resources tab. How has wellbeing, as measured by the Human Development Index, ***changed*** over time? **Examining, analysing, interpreting**

17.4 EXERCISES

Geographical skills key: GS1 Remembering and understanding **GS2** Describing and explaining **GS3** Comparing and contrasting **GS4** Classifying, organising, constructing **GS5** Examining, analysing, interpreting **GS6** Evaluating, predicting, proposing

17.4 Exercise 1: Check your understanding

1. **GS1** Which regions of the world have the highest and lowest fertility rates?
2. **GS1** Describe how world population growth has ***changed*** over time.
3. **GS2** Explain why fertility is likely to decrease with an increasing proportion of people living in cities.
4. **GS2** Explain what is meant by the term *dependent population*.
5. **GS6** What do you think is meant by the statement 'Children can be an economic burden or an economic asset'?

17.4 Exercise 2: Apply your understanding

1. **GS6** In which stage of the demographic transition model (refer to **FIGURE 1**) is Kenya likely to be in 10 years? Justify your answer.
2. **GS6** If a country reaches stage 5 of the demographic transition model, is it likely to remain there? Justify your answer.
3. **GS6** At what stage of the demographic transition model (**FIGURE 1**) is Australia most likely to be? Justify your answer.
4. **GS5** A dependent population can be described as 'youthful' or 'ageing'. What are the implications for a country if its population falls into either of these categories?
5. **GS6** Suggest reasons for fertility rates in Africa remaining almost twice that of the world average.

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17.5 Government responses to population and wellbeing issues

The number of children in a family directly affects their wellbeing. In Australia, parents may comment on the cost of raising children. In other countries, children may make a contribution to family income by completing simple jobs such as collecting firewood. At a national scale, the numbers of children also affect the wellbeing of the country as a whole. Concerns about too few or too many children have resulted in a variety of government responses. Two are outlined in the following sections.

TABLE 1 Selected demographic characteristics for Japan and Kenya

Demographic characteristic	Kenya	Japan
Population mid 2018	51.0 million	126.5 million
Life expectancy at birth	67 years	84 years
Fertility rate	3.9	1.4
Natural increase	2.6%	−0.3%
Infant mortality	36 per 1000	2 per 1000
Projected population 2050	95.5 million	101.8 million
Population under 15 years	41%	12%
Population 60+ years	3%	28%
Percentage urban	32%	92%
Gross national income per capita (US$)	3250	45 470

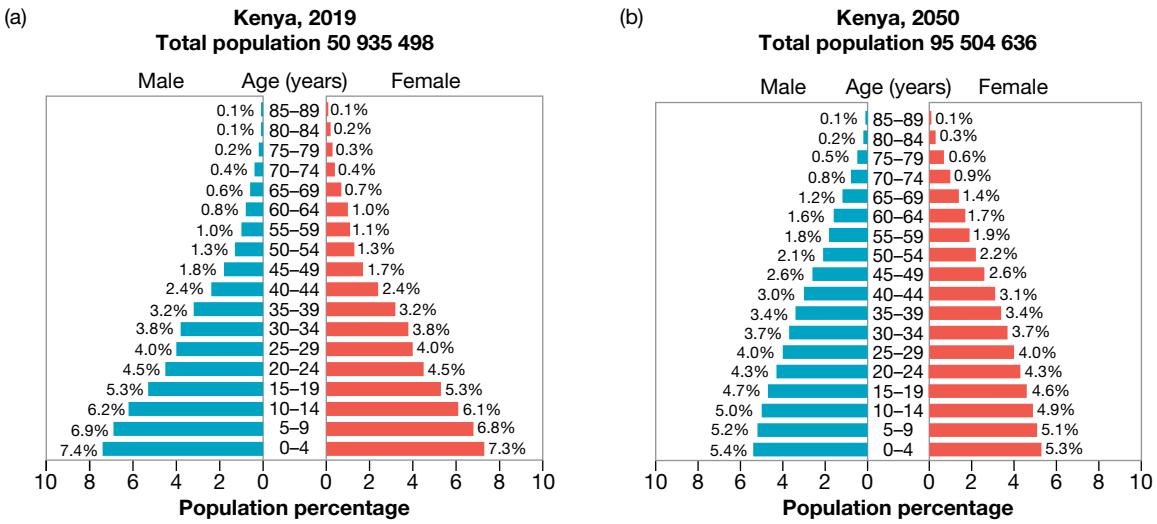
Source: PRB, Data Sheet, 2018.

17.5.1 Kenya: response to a youthful population

Although Kenya's fertility rate has fallen substantially (from a high of 8.1 children per woman in 1967, down to 3.9 children per woman in 2015), the country still has a relatively high rate of population growth. Its population structure has a high proportion of young people (see **TABLE 1** and **FIGURE 2(a)** and **(b)**), so by 2030 it is estimated that there will be over 65 million people, with further growth up to 95.5 million by 2050. This increase will put pressure on Kenya's resources in terms of providing food, services and employment. With a predominantly rural population, the amount of arable land per person is falling.

FIGURE 1 The Kenyan population has a high proportion of young people.

FIGURE 2 Population pyramid for Kenya (a) 2019 and (b) 2050



Under Kenya's Vision 2030, a national framework for development, population management is an essential component of achieving wellbeing goals for health, poverty reduction, gender equality and environmental sustainability. The United Nations Population Fund (UNFPA) has been working with the Kenyan government since the 1970s to help improve wellbeing in the country. Through the provision of financial assistance, a range of services have been enabled, including family planning with free contraceptives provided, increased availability of maternal and newborn health services, services to prevent the contraction of HIV and sexually transmitted infections, and advocacy for the education of girls and elimination of gender-based violence. Unfortunately, despite this work, there is still a huge unmet need for family planning in Kenya, particularly among the poorest women, where almost half report they have unplanned pregnancies.

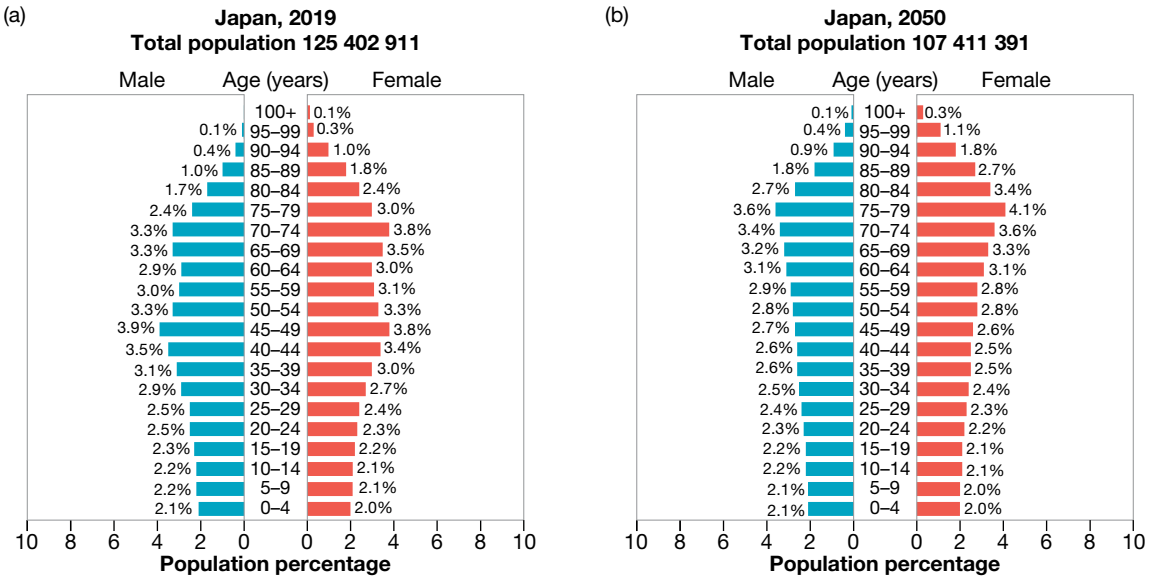
17.5.2 Japan: response to an ageing population

Japan has one of the highest life expectancies in the world, and this, combined with a very low fertility rate, has led to an ageing population, with almost one-third of Japan's population in the 60-plus age group (see **TABLE 1** and **FIGURES 4(a)** and **(b)**). Fertility in Japan has been consistently below replacement level since the 1970s. A high standard of living, increased participation of women in the workforce, high costs of raising children and lack of supporting childcare facilities have all contributed to this. Japan's total population is expected to decline from 126 million in 2019 to 120 million in 2030, 109.5 million in 2050 and 83 million by 2100.

The workforce is expected to fall 15 per cent over the next 20 years and halve in the next 50 years. This means that in 2025, three working people will have to support two retirees. The Japanese government also faces rising pension and healthcare costs. These economic concerns led to the Japanese government implementing a number of measures in 1994 such as subsidised child care and bonus payments for childbirth via a policy known as the Angel Plan (revised in 1999). In 2009, the government introduced the 'plus one' policy, offering further incentives for families by offering free education, more childcare places and providing fathers with up to 12 months subsidised paternity leave. These policies have been largely ineffective: although the fertility rate rose slightly initially, it has remained well below replacement level.

FIGURE 3 High life expectancy and a low fertility rate have led to an ageing Japanese population.

FIGURE 4 Population pyramid for Japan (a) 2019 and (b) 2050



The Japanese government has historically been reluctant to use immigration to fill labour shortages, and although this may change slowly, improving female workforce participation rates, particularly after marriage, may be a more viable option. In 2018, Japan recorded its highest level of natural decline, with the population falling by 449 000. The difference between the 921 000 recorded births and 1.37 million deaths.

17.5 INQUIRY ACTIVITY

Research the Japanese government's Angel Plan, New Angel Plan and Plus One Policy, designed to help increase the country's falling birth rate.

a. What aspects of the government's beliefs and values led to the development of these plans?

b. What aspects of Japanese culture, values and beliefs have prevented the plans from achieving success?

Examining, analysing, interpreting

17.5 EXERCISES

Geographical skills key: GS1 Remembering and understanding **GS2** Describing and explaining **GS3** Comparing and contrasting **GS4** Classifying, organising, constructing **GS5** Examining, analysing, interpreting **GS6** Evaluating, predicting, proposing

17.5 Exercise 1: Check your understanding

1. **GS1** How has an improvement in living conditions led to a ***change*** in population structure?
2. **GS2** Account for (give reasons for) the variation in shape of the population pyramids for Japan and Kenya in 2019 and 2050.
3. **GS3** Calculate the difference in life expectancy between Kenya and Japan.
4. **GS1** By how much is Kenya's population expected to grow between 2030 and 2050?
5. **GS1** What factors have contributed to low fertility rates in Japan since the 1970s?

17.5 Exercise 2: Apply your understanding

1. **GS2** Describe the ***changing*** percentage of aged population between 2019 and 2050 in Kenya and Japan.
2. **GS6** What problems does the Kenyan government face with a large proportion of young population?
3. **GS6** What problems does Japan face with a large proportion of aged population?
4. **GS6** How do these issues affect the wellbeing of people in those countries?
5. **GS6** Of the problems you identified in questions 2 and 3, which do you consider more serious? Why?

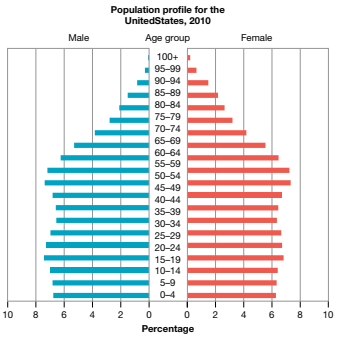
Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

17.6 SkillBuilder: Using Excel to construct population profiles

online only

Why do we use Excel to construct population profiles?

When constructing population profiles, there is a large amount of data and large numbers to handle. The use of an Excel spreadsheet simplifies the process.



Select your learnON format to access:

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- a video and a step-by-step process to explain the skill (Show me)
- an activity and interactivity for you to practise the skill (Let me do it)
- questions to consolidate your understanding of the skill.

on Resources

Video eLesson Using Excel to construct population profiles (eles-1758)

Interactivity Using Excel to construct population profiles (int-3376)

17.7 Variations in wellbeing in India

17.7.1 How and why is India's population changing?

China has the biggest population in the world, with a population of 1.4 billion in 2019; however, its population is expected to drop to 1.35 billion by 2050. The population of India, on the other hand, is expected to surpass that of China by 2025, rising from its current level of 1.37 to 1.46 billion. With a predicted population of 1.7 billion by 2050, what happens to India's population will have major implications in terms of the wellbeing of the people of that country.

Although the number of children per woman in India has declined substantially from 5 in the 1970s to 2.3 in 2018, there is considerable regional variation in this rate. Overall, India's population is growing at a rate of 1.1 per cent per year. Improvements in water supply, a decrease in infectious diseases and an increase in education levels have resulted in a reduced death rate since the 1950s, while the birth rate has not declined to the same extent. Infant mortality remains high as over two-thirds of the population are rural dwellers who may not have ready access to health and reproductive services. Children remain a vital part of the family's labour force both on farms (as shown in **FIGURE 1**) and for old age support, so it is essential for families to have more children to improve the chance of them surviving to adulthood. Of the entire population, 27 per cent is under 15 years of age, creating huge momentum for future growth (see **FIGURE 2**).

FIGURE 1 Indian children assisting with rice planting

FIGURE 2 Population pyramid for India (a) 2019 and (b) 2050

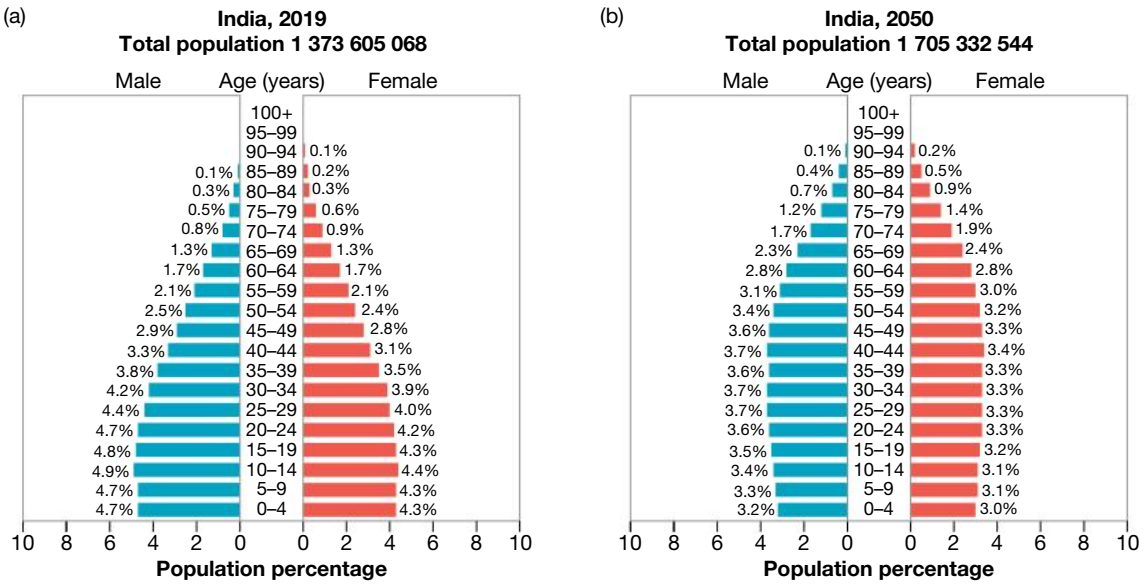


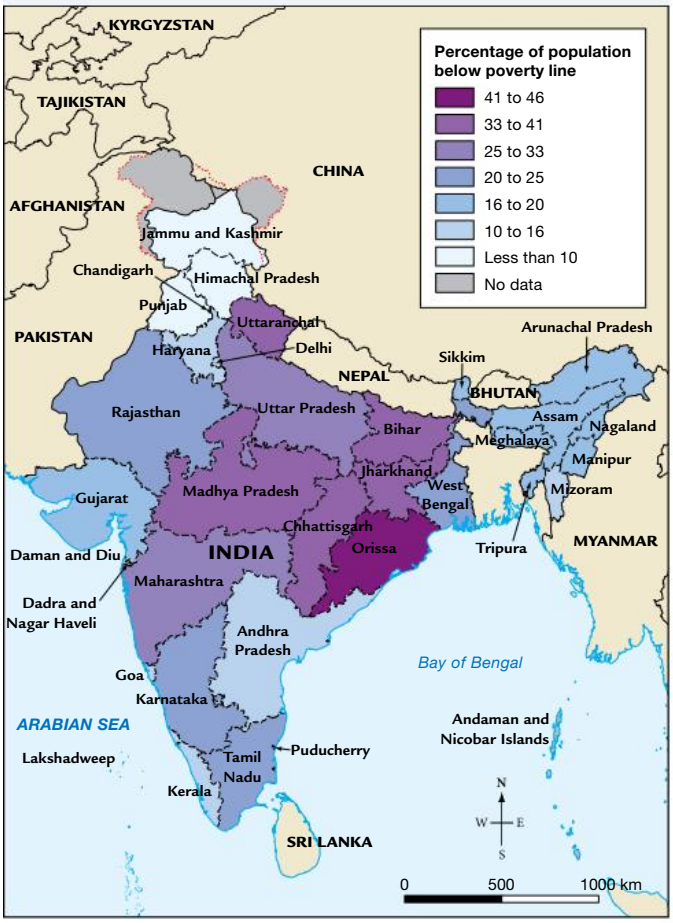
FIGURE 3 Proportion of children 0–6 years to total population, India, 2011

Note: Data drawn from 2011 census; next census due in 2021
Source: Spatial Vision.

17.7.2 Regional variation in wellbeing

In addition to variations in population structure, the states of India show differences in other important wellbeing-related demographics. The levels of literacy and poverty shown in **FIGURES 4** and **5** reflect a varying distribution of wellbeing in India.

FIGURE 4 Poverty levels in India



Note: Data drawn from 2011 census; next census due in 2021
Source: Spatial Vision.

FIGURE 5 Literacy rates (percentage) in India, 2011

Note: Data drawn from 2011 census; next census due in 2021
Source: Spatial Vision.

FIGURE 6 Poverty and literacy levels vary throughout India. States with both high levels of literacy and lower levels of poverty, such as Kerala and Mizoram, are rare.

17.7 EXERCISES

Geographical skills key: GS1 Remembering and understanding **GS2** Describing and explaining **GS3** Comparing and contrasting **GS4** Classifying, organising, constructing **GS5** Examining, analysing, interpreting **GS6** Evaluating, predicting, proposing

17.7 Exercise 1: Check your understanding

1. **GS1** With reference to the **FIGURE 2** population pyramids, account for India's ***changing*** population growth.
2. **GS2** Explain why India is set to overtake China in terms of total population.
3. **GS2** From **FIGURE 3**, which three regions of India have the lowest proportion of children aged 0–6 years?
4. **GS2** Study **FIGURE 4**. Describe the distribution of the states with the highest percentage of the population living below the poverty line.
5. **GS2** Look at **FIGURE 5**. Name five Indian states that have a literacy rate above the national average.

17.7 Exercise 2: Apply your understanding

1. **GS5** Use **FIGURES 3**, **4** and **5** to describe the average characteristics of the population in Uttar Pradesh.
2. **GS5** Describe the characteristics of the state of Orissa in India.
3. **GS5** Name two states of India that have below the national average for percentage of population aged 0–6, less than 16 per cent of the population living below the poverty line and literacy rates above 85 per cent.
4. **GS5** Using the data provided throughout this subtopic, describe and account for the variation in wellbeing in India.
5. **GS6** In which state (or states) of India do you think wellbeing would be highest? Explain your response.

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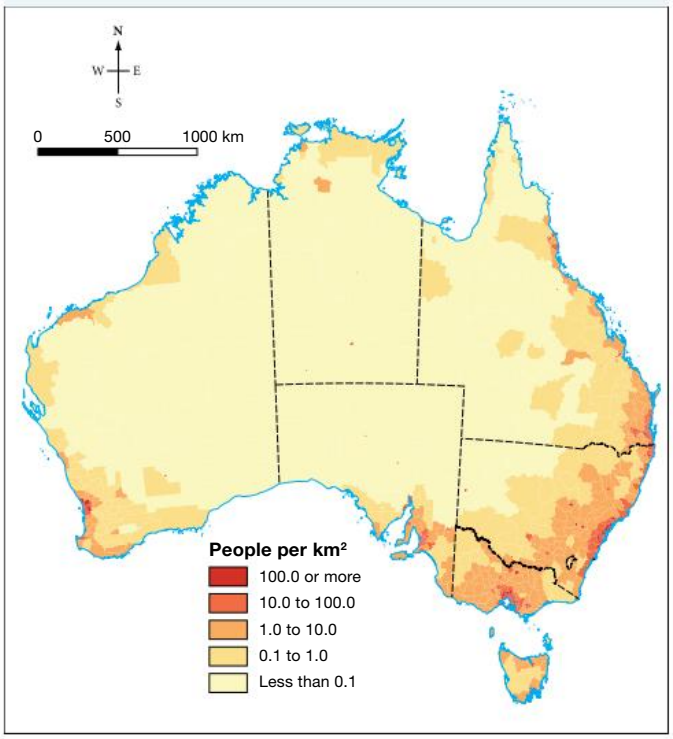
17.8 Population characteristics of Australia

17.8.1 Australia's population

According to the Australian Bureau of Statistics, Australia's population reached 25 million in August 2018. Statistically speaking, a typical Australian in that year would be female, born in Australia, aged 37 years and living in a household consisting of a couple and children (although the average household size was only 2.6 people). Of course, Australia's demographic characteristics are much more diverse than this. To what extent do you fit the 'typical' profile?

Most of Australia's population is concentrated in coastal regions in the south-east and east and, to a lesser extent, in the south-west. The population within these regions is concentrated in urban centres, particularly the capital cities (see **FIGURE 1**). Seventy-one per cent of Australians live in major cities with a population of over 100 000; 29 per cent live in rural and remote areas, of whom around 2 per cent live in small towns with a population of less than 1000 people.

FIGURE 1 Australia's population distribution



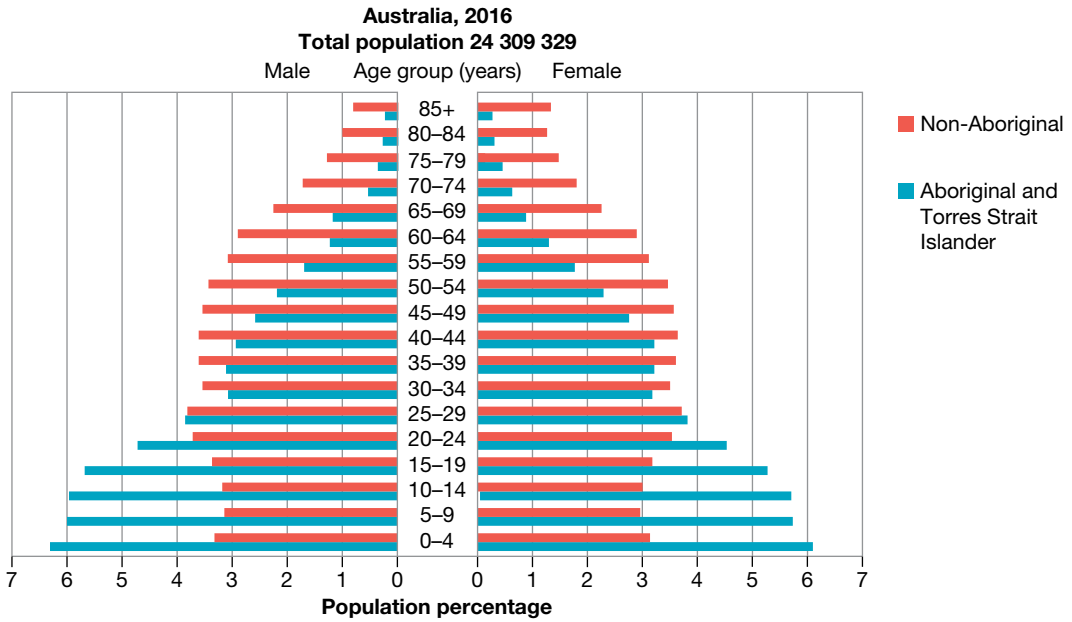
Source: Spatial Vision.

FIGURE 2 Brisbane, a typical Australian urban environment

FIGURE 3 Innamincka: an outback town

Aboriginal and Torres Strait Islander peoples make up 3.3 per cent of the Australian population, with a median age of 23 years. With 65 per cent of the Indigenous population under 30 and only 3.4 per cent over the age of 65, they are a young population. The non-Indigenous population is ageing; with a median age of 37 years; 39 per cent of the population is under 13 and 14.1 per cent is over the age of 65.

FIGURE 4 Population pyramid for Indigenous and non-Indigenous Australians

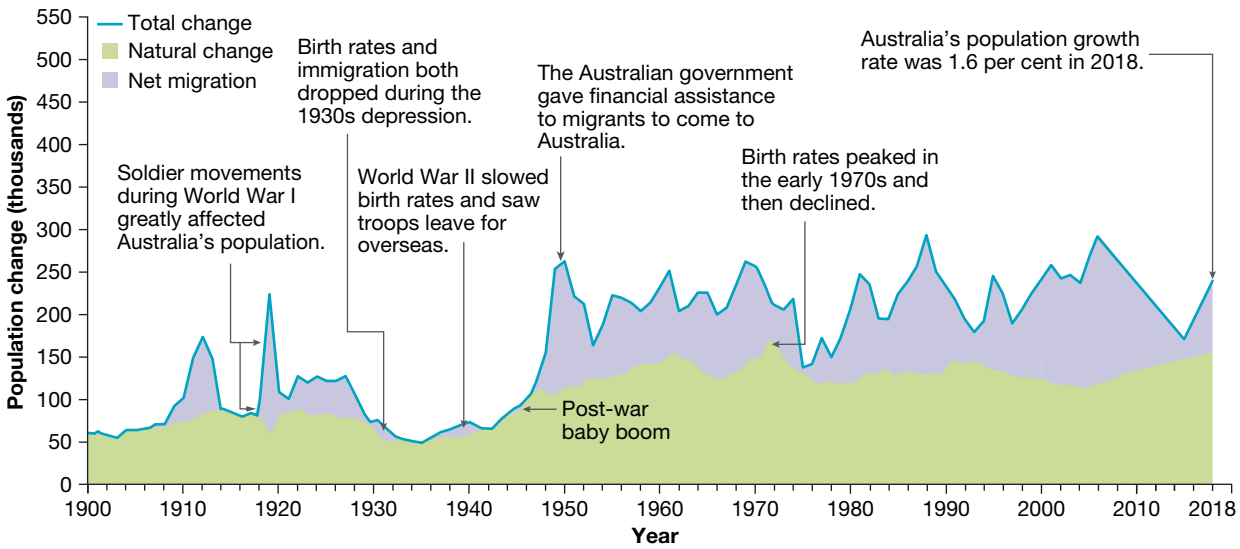


Australia's population has increased considerably over time and is continuing to grow. Between 2000 and 2019, the population increased by over six million people, at an average rate of 1.7 per cent per year (see **FIGURE 5**).

Our population growth is due to immigration rather than natural increase. The level of migration is set annually by the Federal Government and is currently about 160 000 per year.

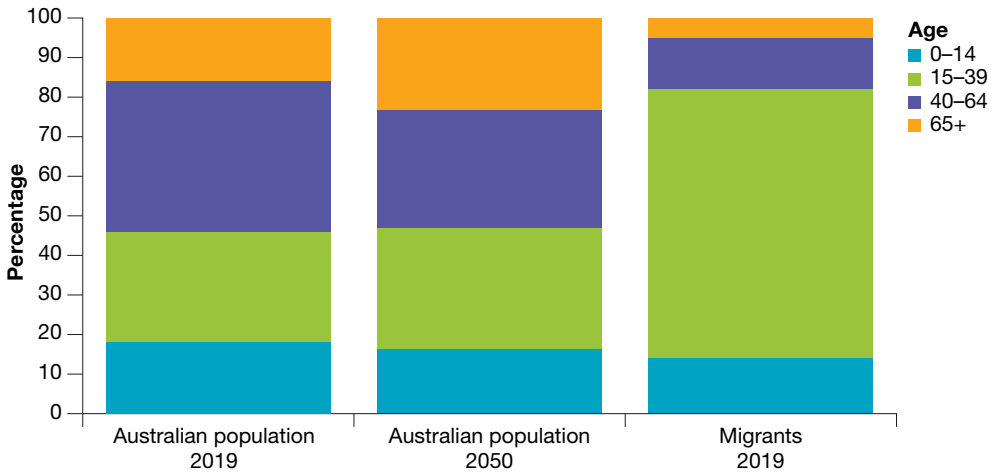
Our rate of fertility has declined steadily since the 1970s and is now well below replacement rate. Despite attempts to increase the number of children via a Federal Government baby bonus of approximately $5000 per baby, which was in place between 2003 and 2013, our fertility rate was only 1.8 in 2018.

FIGURE 5 Australia's changing population growth



The decline in fertility and increased life expectancy has resulted in an ageing population (see **FIGURE 6**). The proportion of the population aged 65 years and over increased from 11.3 per cent to 16 per cent between 30 June 1991 and 30 June 2018.

FIGURE 6 Australia's changing population structure: age distribution of Australian population and migrants



DISCUSS

Australia is one of the world's most multicultural nations. Identify some of the challenges and benefits of living and working in our multicultural society. **[Intercultural Capability]**

17.8 INQUIRY ACTIVITY

a. Use the Australian Bureau of Statistics website to access statistics on four demographic characteristics of your Local Government Area.

b. How do the statistics for your Local Government Area compare to those for Australia as a whole and those of your state? **Examining, analysing, interpreting**

17.8 EXERCISES

Geographical skills key: GS1 Remembering and understanding **GS2** Describing and explaining **GS3** Comparing and contrasting **GS4** Classifying, organising, constructing **GS5** Examining, analysing, interpreting **GS6** Evaluating, predicting, proposing

17.8 Exercise 1: Check your understanding

1. **GS1** What factors have accounted for Australia's ***changing*** population growth over time?
2. **GS1** How is Australia's population structure expected to ***change*** in the future?
3. **GS2** Account for the variation in Australia's population distribution.
4. **GS6** Predict the impact of Australia's ageing population on our demand for different facilities.
5. **GS2** Explain why migration is an important part of ensuring Australia has a skilled workforce.

17.8 Exercise 2: Apply your understanding

1. **GS6** Sketch the shape of how you think Australia's population pyramid will look in 50 years' time. Justify your drawing.
2. **GS6** What other methods could the Australian government use in order to encourage population growth in Australia?
3. **GS5** What are the advantages and disadvantages of a 'big Australia' and a projected future population of 35 million?
4. **GS6** Study the population pyramids for Indigenous and non-Indigenous Australians. Suggest reasons for the differences you observe.
5. **GS6** Predict the ***changes*** that might occur in Australia's population if migration levels were doubled.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

17.9 SkillBuilder: How to develop a structured and ethical approach to research

online only

What is a structured and ethical approach to research?

A structured and ethical approach to research involves organising your work clearly and meeting research standards without pressuring anyone into providing material and without destroying environments while gathering the data. Your work must also be your own, and anything that is someone else's work must be referenced in the text and included in the reference list.

Select your learnON format to access:

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- a video and a step-by-step process to explain the skill (Show me)
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- questions to consolidate your understanding of the skill.

on Resources

Video eLesson How to develop a structured and ethical approach to research (eles-1759)

Interactivity How to develop a structured and ethical approach to research (int-3377)

17.10 Health and wellbeing

17.10.1 SDG targets for health and wellbeing

Health is a key indicator of wellbeing. Goal 3 of the Sustainable Development Goals (SDGs) is to 'ensure healthy lives and promote wellbeing for all at all ages'. Key among the 2030 targets for this goal is the eradication of tuberculosis, AIDS and malaria epidemics. Developing nations, where the standard of living and health care services are generally low, are more likely to be affected by such epidemics because they lack the resources to deal with these health issues. In this subtopic, we explore the threats to wellbeing associated with malaria and HIV/AIDs and what is being done to combat them globally.

17.10.2 What is malaria?

Have you ever been kept awake on a warm summer's night by an annoying mosquito buzzing around your head? For us, such an occurrence is merely a nuisance. However, for many people, particularly children under five years of age in Africa, a bite from a malaria-carrying mosquito can be life threatening. Malaria therefore has a major impact on their wellbeing. Fortunately, we do not have that potentially deadly mosquito in Australia.

Malaria is a preventable and curable disease caused by plasmodium parasites transmitted by the female Anopheles mosquito. These parasites destroy red blood cells and initially cause headaches and fever but may also cause death if sufficient organs are affected. There are four species of these parasites, which are found in tropical and subtropical places of the world, with the species commonly found in Africa being particularly severe in impact. There is therefore a significant interconnection between such tropical conditions and incidence of this disease.

FIGURE 1 Malaria-carrying mosquito

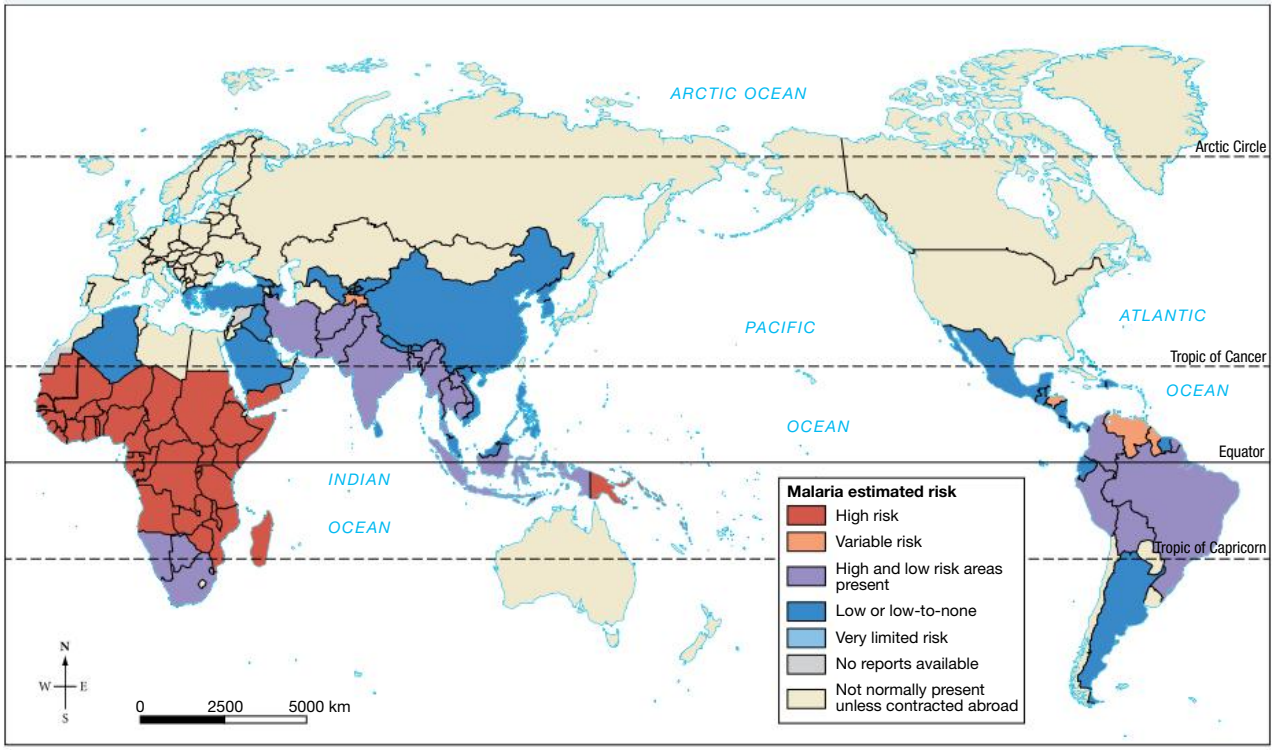
17.10.3 Why should we worry about malaria?

According to the World Health Organization (WHO), in 2017 about 3.75 billion people (half the world's population) located in 87 countries were at risk of malaria. There were around 219 million cases of malaria in these 87 countries; however, 49 per cent of malaria cases occurred in just five countries, and four of these are located in sub-Saharan Africa — 92 per cent of recorded cases and 93 per cent of all deaths from malaria were in Africa. Approximately 435 000 people died as a result of contracting the disease.

The most at-risk group is children under the age of five; in 2017 approximately 61 per cent (266 000) of the recorded deaths were in this age group. This is the equivalent of one child dying every two minutes. Pregnant women are also particularly vulnerable to malaria and the disease can cause complications such as still and premature births, and low birth weights. Twenty-five million pregnant women are at risk of malaria each year.

Malaria costs Africa approximately $12 billion per year. People affected are not able to work, so this affects both an individual's and a country's income. In addition, malaria accounts for 40 per cent of public health expenditure and between one-third and one-half of hospital admissions.

FIGURE 2 Distribution of malaria



Source: CDC, July 2018, https://www.cdc.gov/malaria/travelers/country_table/a.html

17.10.4 Malaria control and elimination

To address the aims of malaria control and elimination, the WHO developed the Global Technical Strategy for Malaria 2016–2030, setting a target of reducing global malaria cases and mortality rates by at least 40 per cent by 2020 and 90 per cent by 2030. Before this, under the Millennium Development Goals action, both the number of cases of malaria and the number of deaths due to this disease declined as a result of increased prevention and control measures. Between 2000 and 2015, there was a 37 per cent reduction in global malaria incidence and a fall of 60 per cent in malaria mortality. Progress has not been uniform, however, and has stalled to some extent since 2015. Although 21 countries are set to be declared malaria-free, of the 11 countries that record the most cases of malaria, only India has recorded any significant progress, with a 24 per cent reduction in cases since 2016. Some countries in sub-Saharan Africa have actually recorded an increase in the number of cases of malaria.

FIGURE 3 Insecticide-treated nets, Kenya

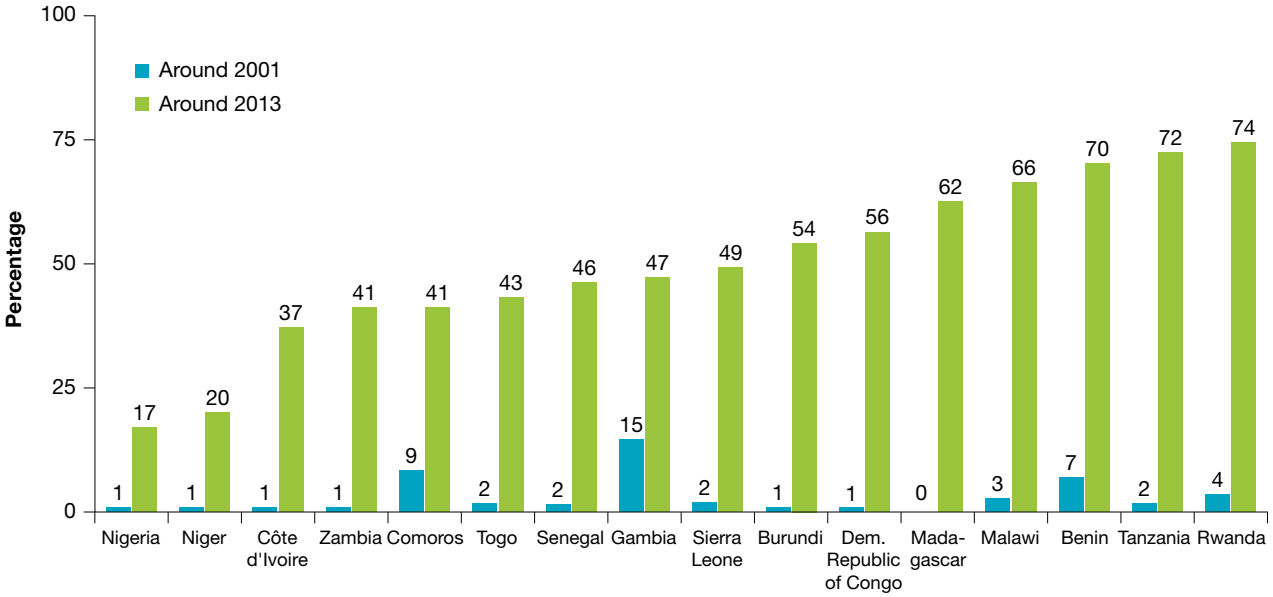
Many government and non-government organisations have been involved in combating malaria, for example the WHO Global Malaria Programme, Roll Back Malaria, the President's Malaria Initiative,

Malaria No More and the Bill and Melinda Gates Foundation. Such organisations have focused on one or more of the following strategies:

- provision of insecticide-treated nets to protect people at night, when mosquitoes most like to bite. More than half the households in sub-Saharan Africa now have at least one bed net.
- use of insecticide sprays both to treat inside houses and in mosquito habitat areas
- improved access to diagnostic testing and treatment.

In addition, the Bill and Melinda Gates Foundation is funding the development of a malaria vaccine. In conjunction with the WHO, the vaccine had favourable initial trials and pilot studies are continuing.

FIGURE 4 Proportion of children under age five sleeping under insecticide-treated nets in sub-Saharan African countries, 2001 and 2013



Note: 'Around 2001' refers to a survey conducted during 1999–2003. 'Around 2013' refers to a survey conducted during 2012–2014. Most recent data available.

Source: © UNDP.

One problem for the continued fight against malaria is insufficient funding. Although US$3.1 billion was available in 2017, an estimated US$8.7 billion is needed annually to achieve global malaria targets by 2030. Another concern is drug resistance, particularly along the Cambodia–Thailand border. The WHO launched a global plan to address this issue in 2010. In 2017, a new program 'High burden to high impact — a targeted response' was launched. This is a country-led approach to targeting those countries where malaria rates are increasing.

17.10.5 HIV and AIDS

When HIV (Human Immunodeficiency Virus) was first identified in the early 1980s, it was seen as a death sentence. Those infected succumbed to Acquired Immune Deficiency Syndrome (AIDS) and there was little to be done but wait. However, advances in treatments and extensive use of drug combinations mean that today, depending on the infected person's location, having HIV no longer means AIDS is inevitable. Despite this, the disease has a major impact on wellbeing, not only on a local scale but also at a national and regional level.

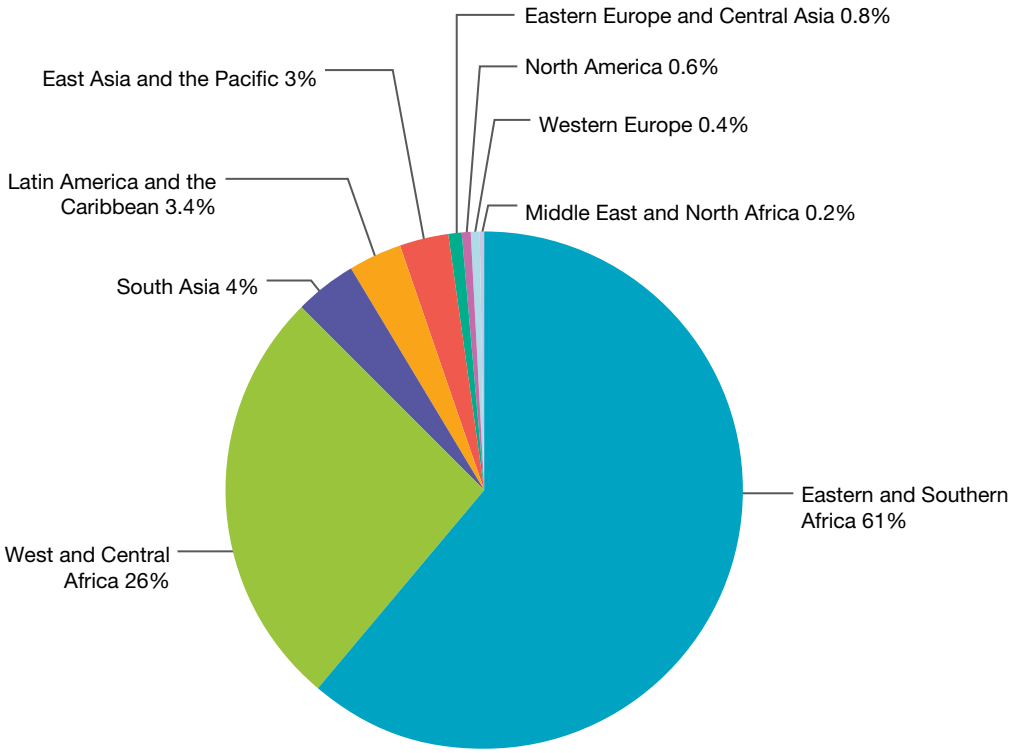
AIDS is caused by HIV. The virus reduces the body's ability to fight infections. According to the WHO, since 1981, more than 70 million people have been infected and approximately 35 million people have been killed by this pandemic. UNAIDS reported that at the end of 2017, 36.9 million people were living with

HIV, of whom three million were children and adolescents under the age of 20. UNAIDS estimates that in 2017 there were 1.8 million new infections (about 5000 every day); of these, 180 000 were children under the age of 15. It is estimated that in 2017, 940 000 people died of AIDS-related illnesses.

The virus is spread via infected bodily fluids entering a person's bloodstream. This may occur via unprotected sex, intravenous drug use, or from mother to child in the womb or through breastfeeding. Women and young people (aged 15–24 years) are disproportionately affected.

As **FIGURE 5** shows, the prevalence of HIV infections in children aged 0–14 is concentrated in places that lie within sub-Saharan Africa, which, as a region, is home to nearly two-thirds of all people living with HIV. The most affected countries are Swaziland (27.4 per cent), Botswana (22.8 per cent) and South Africa (18.8 per cent). New infections fell by 8 per cent in western and central Africa and 30 per cent in eastern and southern Africa between 2010 and 2017. Globally, the incidence rate of new infections has fallen by 18 per cent in the adult population and by 35 per cent for children since 2010. In 2017, 80 per cent of pregnant women had access to medications to prevent the transmission of HIV to their unborn babies. This is an increase over 2010 levels, where only 40 per cent of pregnant women had access to such medication. However, while 62 per cent of women take antiviral medication while pregnant, only 49 per cent continue to take this medication while breastfeeding. Globally, almost 330 children die every day due to an illness attributed to AIDS.

FIGURE 5 Distribution of children under 15 who are living with HIV, 2017



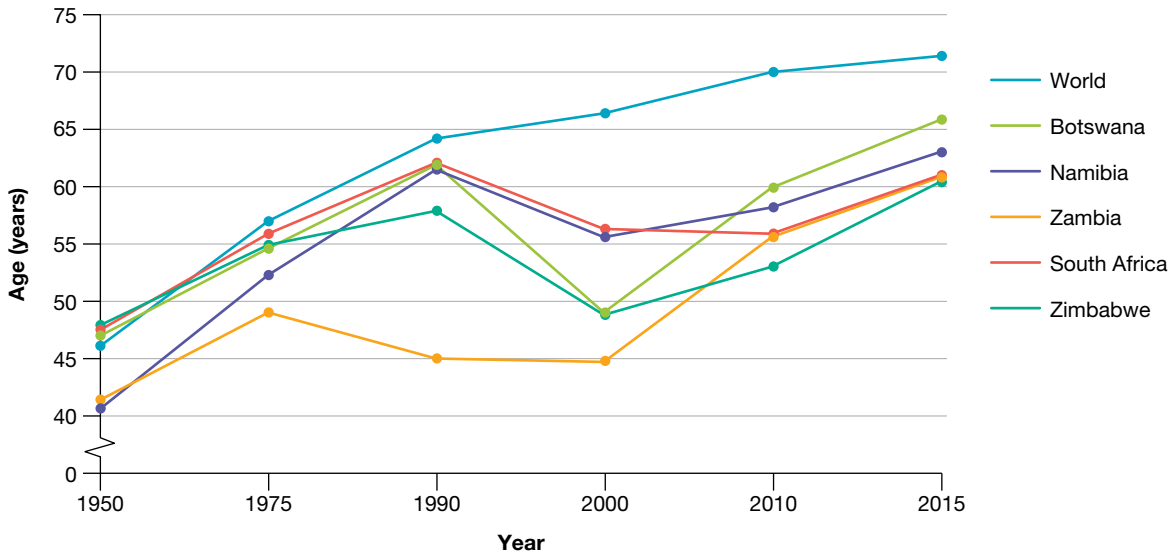
Note: Due to rounding, figures do not sum to 100%.

HIV has major impacts across the communities affected, and is reversing decades of improvements in living conditions. The pressures of illness and caring for sick family members can result in loss of income, and children may be taken out of school. Those in poverty may feel they have no choice but to engage in high-risk behaviours to earn income, such as women taking up sex work. In addition, loss of adults to AIDS has had devastating effects on children: globally, an estimated 12.2 million children in 2017 had lost at least one parent to the disease (80 per cent of these live in sub-Saharan Africa), compounding the likelihood they will not attend school and maintaining the **poverty cycle**.

17.10.6 HIV and AIDS successes

There is currently no cure for HIV or AIDS or a vaccination to prevent people contracting the virus. However, since the mid 1990s, antiretroviral treatment (ART) has been available to persons with HIV. These drugs reduce the level of the virus in the infected person, not only extending their life but also reducing the risk of them transmitting the disease to an uninfected partner. In 2017, around 21.7 million (57 per cent of people living with AIDS) had access to this treatment. The number of AIDS-related deaths is now declining, as is the rate of new infections. Approximately US$22–24 billion is needed annually to meet the UNAIDS vision; at the end of 2017 around US$21 billion in funding was available to fund the fight against AIDS in low-income and middle-income countries. An estimated US$29.3 billion will be needed annually by 2030. **FIGURE 6** shows how some countries in southern Africa experienced a major decline in life expectancy with the onset of AIDS; however, with improvements in treatment, life expectancy is increasing again.

FIGURE 6 Impact of AIDS on life expectancy, 1950 to 2015



Note: Data shows change in life expectancy at birth in selected countries in southern Africa

AusAID work in Papua New Guinea

The Australian government, via the Department of Foreign Affairs and Trade, committed $100 million in the 2017–18 foreign aid budget to support Papua New Guinea in strengthening its health services. Of this, $12.6 million was directly allocated to fund services linked to sexual and reproductive services. Papua New Guinea faces particular issues in dealing with HIV and AIDS because of its predominantly rural population and because access to many locations is difficult due to rugged topography. The main response activities include education, condom promotion and distribution, **STI** and HIV testing, and treatment delivered mostly through a variety of organisations such as the National Catholic AIDS Office, Save the Children Fund and UNICEF. As a result of this work, more than 2700 people with sexually transmitted diseases such as AIDS were able to access antiretroviral medication.

on Resources

eWorkbook Malaria and HIV (doc-32097)

17.10 INQUIRY ACTIVITY

Complete the **Malaria and HIV** worksheet to learn more about these diseases and efforts to combat them.

Examining, analysing, interpreting

17.10 EXERCISES

Geographical skills key: GS1 Remembering and understanding **GS2** Describing and explaining **GS3** Comparing and contrasting **GS4** Classifying, organising, constructing **GS5** Examining, analysing, interpreting **GS6** Evaluating, predicting, proposing

17.10 Exercise 1: Check your understanding

1. **GS1** Which locations are particularly vulnerable to malaria? Why?
2. **GS2** Explain why children would be more likely to develop malaria than adults.
3. **GS1** Which ***places*** in the world are most affected by HIV/AIDS?
4. **GS1** How is HIV transmitted?
5. **GS5** From **FIGURE 6**, during what period does HIV/AIDS appear to have had the greatest impact on life expectancy?

17.10 Exercise 2: Apply your understanding

1. **GS6** Predict how the global distribution of malaria may ***change*** with an increase in temperatures due to global warming.
2. **GS6** Predict how the distribution of malaria may ***change*** if the problem of drug resistance is not overcome.
3. **GS2** In what way is malaria both a disease of poverty and a cause of poverty?
4. **GS6** Imagine a vaccine to prevent malaria is available but in limited supplies. Which countries and which groups of people would you target to receive this vaccination? Justify your answer.
5. **GS6** How might ***changing*** global economic conditions affect the response to HIV/AIDS by aid organisations or donor companies?
6. **GS6** What could be done to help poor families affected by HIV/AIDS break the poverty cycle?

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

17.11 Thinking Big research project: UN report — Global wellbeing comparison

online only

SCENARIO

Life expectancy, child mortality, and the prevalence of disease will all come under your microscope as you investigate and prepare a report for the UN on changes and variations in human wellbeing across one developed and one developing country.

Select your learnON format to access:

- the full project scenario
- details of the project task
- resources to guide your project work
- an assessment rubric.

on Resources

ProjectsPLUS Thinking Big research project: UN report — Global wellbeing comparison (pro-0218)

17.12 Review

online only

17.12.1 Key knowledge summary

Use this dot point summary to review the content covered in this topic.

17.12.2 Reflection

Reflect on your learning using the activities and resources provided.

on Resources

eWorkbook Reflection (doc-31777)
Crossword (doc-31778)

Interactivity Global variations in human wellbeing crossword (int-7676)

KEY TERMS

ageing population an increase in the number and percentage of people in the older age groups (usually 60 years and over)

demographic transition model a graph attempting to explain how a country's population characteristics change as the level of wellbeing in a country improves over time

dependent population those in the under 15 years and over 60 years age groups. People in these age groups are generally dependent on those in the working age groups, either directly or indirectly for support.

fertility rate the average number of children born per woman

life expectancy the number of years a person can expect to live, based on the average living conditions within a country

natural increase the difference between the birth rate (births per thousand) and the death rate (deaths per thousand). This does not include changes due to migration.

population density the number of people within a given area, usually per square kilometre

population distribution the spread of people across the globe

population structure the number or percentage of males and females in a particular age group

poverty cycle circumstances whereby poor families become trapped in poverty from one generation to the next

replacement rate the number of children each woman would need to have in order to ensure a stable population level — that is, to 'replace' the children's parents. This fertility rate is 2.1 children.

STI sexually transmitted infection

17.6 SkillBuilder: Using Excel to construct population profiles

17.6.1 Tell me

Why do we use Excel to construct population profiles?

When constructing population profiles, there is a large amount of data and large numbers to handle. The use of an Excel spreadsheet simplifies the process.

Why is drawing population profiles with Excel useful?

Excel allows actual population figures, which are generally large numbers, to be handled simply. Once the data is placed in the spreadsheet, the computer can create the graph.

Excel is useful in creating population profiles because it:

- improves the time taken to create a population profile
- allows you to work with numbers rather than percentages
- plots the information accurately
- makes comparisons between population profiles reliable.

A good population profile created with Excel:

- includes carefully entered data
- meets geographic standards; for example, the bars are aligned
- has labelled axes
- has a clear title.

17.6.2 Show me

How to draw a population profile using Excel

You will need:

- a set of population statistics
- the Excel program on your computer.

Model

FIGURE 1 Population pyramid, or profile, created from the Excel spreadsheet of population statistics for the United States, 2010

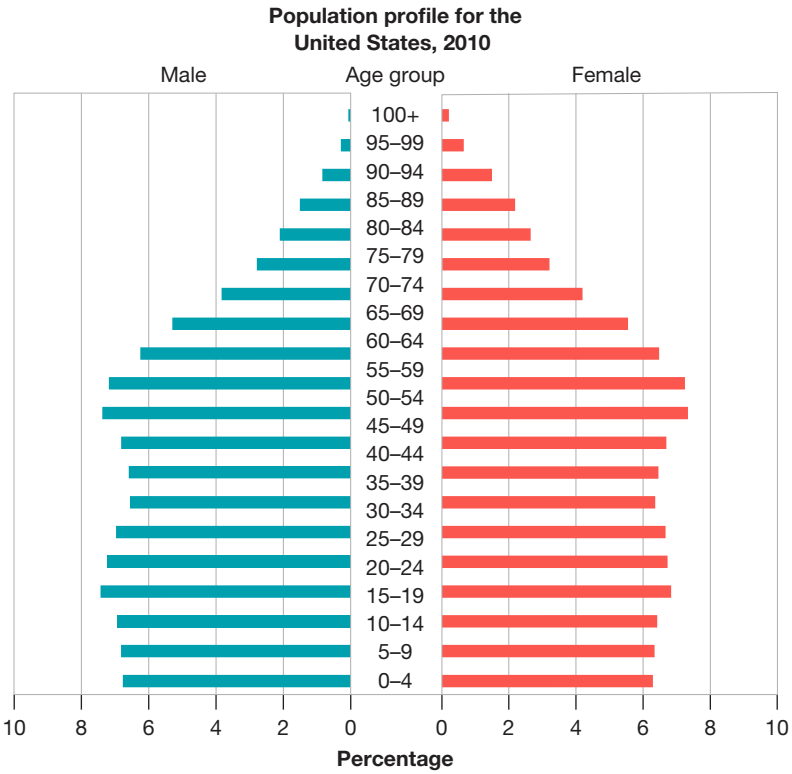


TABLE 1 Population table of the United States, 2010

Age	Male	Female
0–4	10 319 427	9 881 935
5–9	10 389 638	9 959 019
10–14	10 579 862	10 097 332
15–19	11 303 666	10 736 677
20–24	11 014 176	10 571 823
25–29	10 635 591	10 466 258
30–34	9 996 500	9 965 599
35–39	10 042 022	10 137 620
40–44	10 393 977	10 496 987
45–49	11 209 085	11 499 506
50–54	10 933 274	11 364 851
55–59	9 523 648	10 141 157

(Continued)

TABLE 1 Population table of the United States, 2010 *(Continued)*

Age	Male	Female
60–64	8 077 500	8 740 424
65–69	5 852 547	6 582 716
70–74	4 243 972	5 034 194
75–79	3 182 388	4 135 407
80–84	2 294 374	3 448 953
85–89	1 273 867	2 346 592
90–94	424 387	1 023 979
95–99	82 263	288 981
100+	9 162	44 202
All ages	**151 781 326**	**156 964 212**

Procedure:

Step 1

Open an Excel spreadsheet and create a layout. Do this by having five columns:

- column 1 (A) is for the age groups
- column 2 (B) is for the raw population figures for each age group of males
- column 3 (C) is for a percentage calculation
- column 4 (D) is for the raw population figure for each age group of females
- column 5 (E) is for a percentage calculation.

The number of rows required is one for the column titles and one for each age group. (This should come to 22 rows.) **FIGURE 2** shows what this will look like before the data is entered.

FIGURE 2 Part of the spreadsheet layout for the population profile

	A	B	C	D	E
1	Age group	Number of males	Males	Number of females	Females
2	0-4				
3	5-9				
4	10-14				
5	15-19				
6	20-24				
7	25-29				
8	30-34				
9	35-39				
10	40-44				
11	45-49				
12	50-54				
13	55-59				
14	60-64				

Step 2

Into columns B and D, carefully enter the raw numbers of males and females in each age group.

FIGURE 3 The spreadsheet with raw data added

	A	B	C	D	E
1	Age group	Number of males	Males	Number of females	Females
2	0-4	10,319,427		9,881,935	
3	5-9	10,389,638		9,959,019	
4	10-14	10,579,862		10,097,332	
5	15-19	11,303,666		10,736,677	
6	20-24	11,014,176		10,571,823	
7	25-29	10,635,591		10,466,258	
8	30-34	9,996,500		9,965,599	
9	35-39	10,042,022		10,137,620	
10	40-44	10,393,977		10,496,987	
11	45-49	11,209,085		11,499,506	
12	50-54	10,933,274		11,364,851	
13	55-59	9,523,648		10,141,157	
14	60-64	8,077,500		8,740,424	
15	65-69	5,852,547		6,582,716	
16	70-74	4,243,972		5,034,194	

Step 3

Click on cell A23 and type 'Total'. Then, use the computer to total the numbers in column B and column D. Your raw data in the table may have included this number but it is a good idea to practise this skill in Excel. Click on cell B23 and click on the Greek letter Σ (AutoSum) found in the toolbar on your screen. This command will produce a display that asks you to check if these are the row numbers that you wish to total. If it is correct, then press Enter and the total will appear. Do the same for the Column D. (Alternatively, select cells D2 to D22 and click Σ AutoSum. The total should appear in cell D23. Do the same for B2 to B22. Ensure that all the numbers appear either *with* commas or *without* spaces. Spaces may cause AutoSum to not work correctly.)

FIGURE 4 The spreadsheet showing the totals completed

	A	B	C	D
10	40-44	10,393,977		10,496,987
11	45-49	11,209,085		11,499,506
12	50-54	10,933,274		11,364,851
13	55-59	9,523,648		10,141,157
14	60-64	8,077,500		8,740,424
15	65-69	5,852,547		6,582,716
16	70-74	4,243,972		5,034,194
17	75-79	3,182,388		4,135,407
18	80-84	2,294,374		3,448,953
19	85-89	1,273,867		2,346,592
20	90-94	424,387		1,023,979
21	95-99	82,263		288,981
22	100+	9,162		44,202
23	Total	151,781,326		156,964,212

Step 4

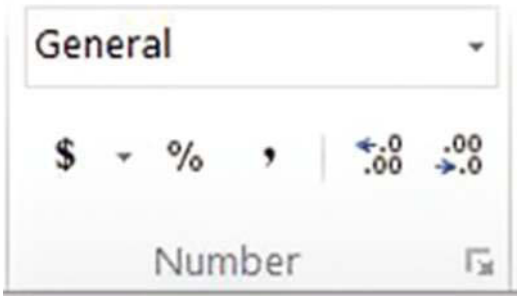
Now you need to calculate percentages. Allow Excel to do this for you. You are going to fill columns C and E with the results. Calculate the first percentage for males aged 0–4 years by clicking on the cell in column C, row 2. In the space you need to type = and then move the cursor to the cell with the male population of 0–4 year olds (cell B2). You will then see =B2 appear in the calculation cell. After that, insert a division symbol (/) and click on the cell that shows the total number of males (C23) and press Enter. A figure will appear as a decimal number, but you need to make this into a percentage. Your version of Excel may do this for you, but if not, you need to complete this task by finding the % symbol in the toolbar and clicking on it; you will see a percentage number appear in your place in column C. This will usually appear as a whole number. To select the number of decimal places for your calculation, click on the symbol .0/.00 in the toolbar (see **FIGURE 6**). One button shifts the decimal place to the right, the other to the left.

FIGURE 5 Calculating percentage using Excel

	A	B	C	D	E
1	Age group	Number of males	Males	Number of females	Females
2	0-4	10,319,427	-6.8%	9,881,935	6.3%
3	5-9	10,389,638		9,959,019	
4	10-14	10,579,862		10,097,332	
5	15-19	11,303,666		10,736,677	
6	20-24	11,014,176		10,571,823	

At this point you will need to convert your percentage for males to a negative number. This is because we want to line up males and females opposite each other on a population pyramid — males on the left, females on the right — and a negative number tricks Excel into doing this. Simply type a minus sign in your formula (in the formula bar above your column headings), which now becomes =B2/B23. Do this only for the males. (If you find that putting a minus sign in the formula doesn't work, click on cell C2, for example, and type 6.8. Repeat this for all other cells.)

FIGURE 6 Symbols in the toolbar



To complete the column, you can now save time by copying your newly created formula. First you need to change some parts of your formula from a relative address to a fixed address. A relative address is B23, which your spreadsheet interprets to mean 'one column back and 23 rows down'. A fixed address adds a dollar sign in front of the row and/or column: $B$23. The spreadsheet interprets this as 'the specific cell B23 only'. This addressing becomes important when you are copying formulas and want to keep reference to a particular cell, such as the total population of males in this case.

Change your formula for the C2 cell now so that the address SUM reads as =B2/$B$23.

FIGURE 7 The spreadsheet showing the application of a 'fixed' address. The headings of columns C and E have now been changed so that this wording appears in the legend of the graph.

C2 | fx | =-B2/$B$23

	A	B	C	D	E
1	Age group	Number of males	Males	Number of females	Females
2	0-4	10,319,427	-6.8%	9,881,935	
3	5-9	10,389,638		9,959,019	
4	10-14	10,579,862		10,097,332	
5	15-19	11,303,666		10,736,677	
6	20-24	11,014,176		10,571,823	

Now select all the cells in Row C for each age crowd (excluding the 'Total' row). Click on the Fill button in the Editing group on the toolbar and select Down.

All the percentages figures will now appear.

(If this process does not work for you, add the minus signs manually.)

Repeat the whole process for females, remembering that this time you no longer need the minus sign.

Now you are ready to let the computer create the population profile.

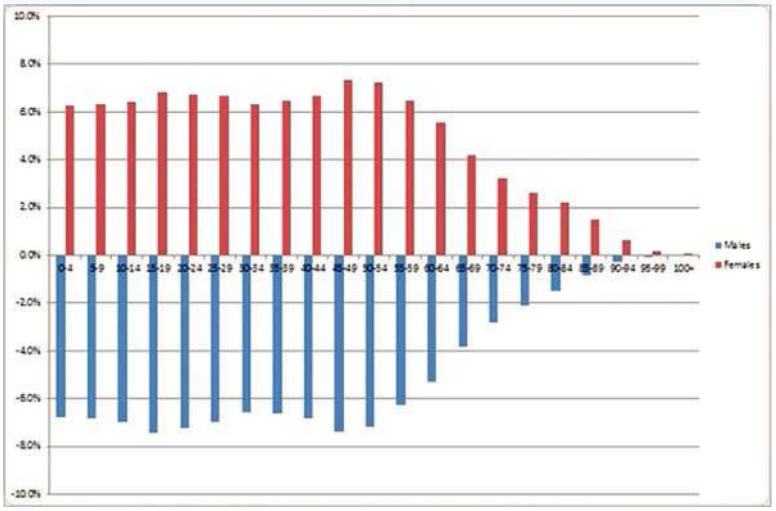
Step 5

Making the bar chart for the country requires you to select the appropriate information. You require:

- the data in the column with age groupings (these will be your labels on the vertical axis)
- the percentage column for males
- the percentage column for females (do not include the totals).

Select the data in column A and hold down the Control key; select the data in column C (including its heading, 'Males') and, keeping the control key down, select the data in column E (including its heading, 'Females'). Now let go of the Control key and press F11. The graph should come out a bit like **FIGURE 8**.

FIGURE 8 The bar graph that Excel generates

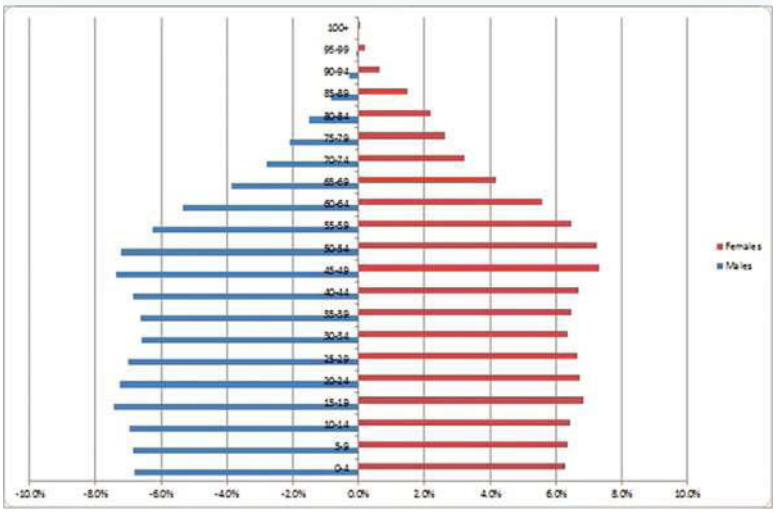


The next step is to change it. All versions of Excel are slightly different as to how this part is achieved and you may need to work your way through this by trial and error.

Step 6

You now need to change this graph to suit geographic conventions. In the toolbar, go to Design and then Change Chart Type, on the far left of the toolbar. There you will find a horizontal bar graph. Click on this, and now your two bars should be horizontal. You should get something like **FIGURE 9**. It is close to a population pyramid, but the male and female bars are not lined up and our axis labels have yet to be sorted out.

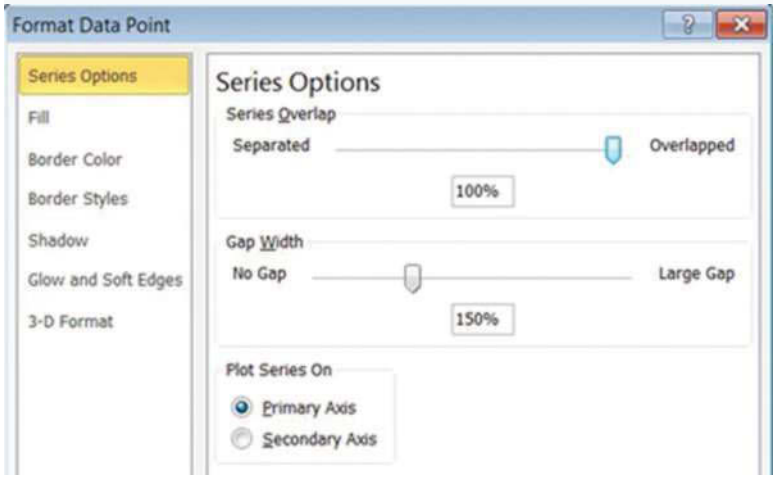
FIGURE 9 The graph now

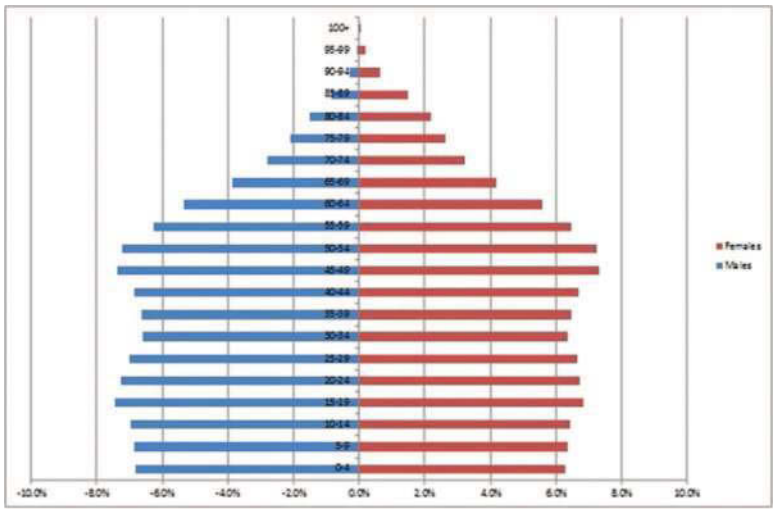


Step 7

It is now time to line up the bars. Click on any bar and highlight just one bar, then right-click your mouse and select Format Data Point ... from the pop-up menu. You should get a menu like the one shown in **FIGURE 10**. Select the slider under Series Overlap and move it right until the window reads 100% and click Close. Your male and female bars should now be aligned.

FIGURE 10 Aligning the profile bars





Step 8

You are nearly finished. All you need to do is remove the negative signs in the formatting of the male column (which was just a tool) and make a chart title.

First, click on the horizontal (%) axis at the bottom of the graph so that the axis is highlighted. Then right-click and a pop-up menu like the one shown in **FIGURE 11** will appear. Click on Format Axis ... and then select Number. You will see a little Format Code window displaying 0.0%. Change this to #0.0%;#0.0% as shown in **FIGURE 12**, then click Add and then Close. This ensures that the Excel graph ignores any sign in front of the % figure.

FIGURE 11 The Format Axis menu

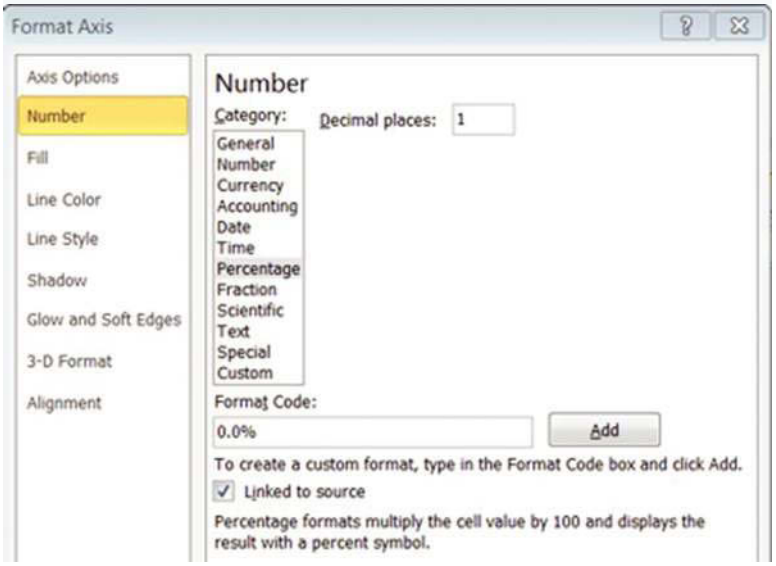
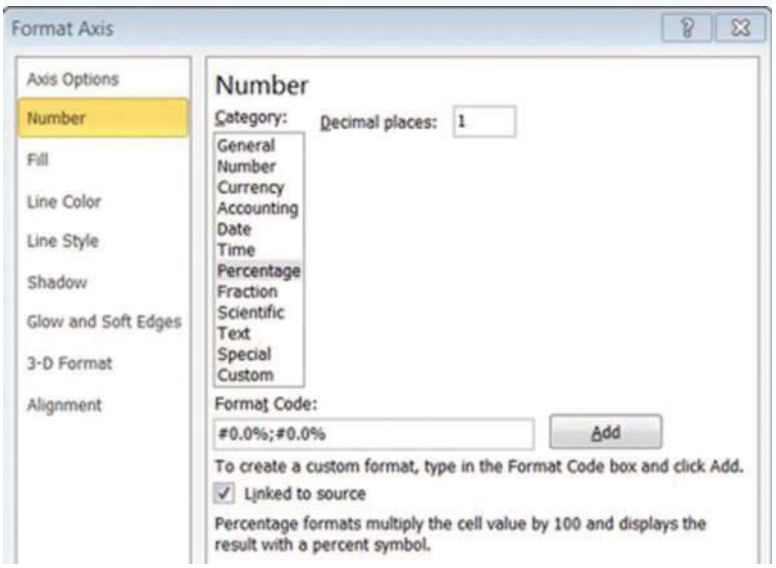
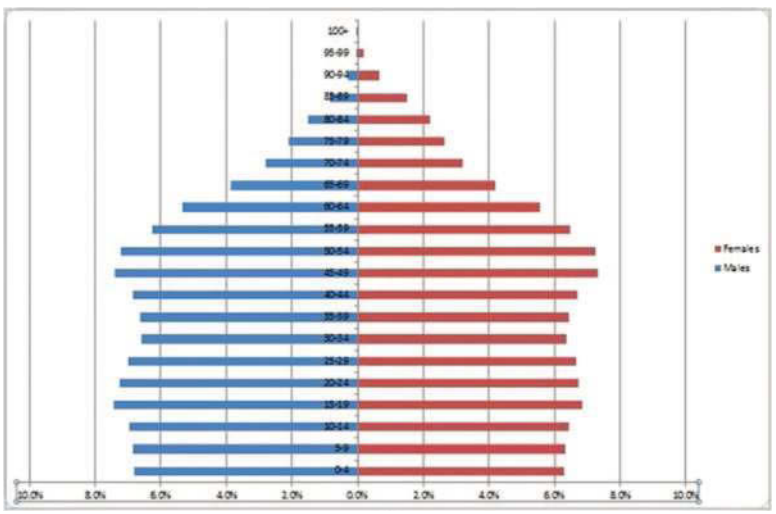


FIGURE 12 Removing the negative signs

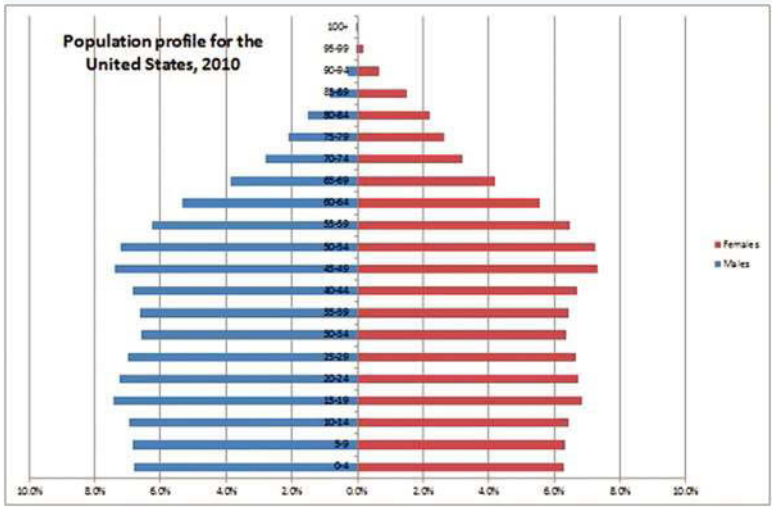




Sep 9

Close this window and go back to the Excel main menu bar, click on the Layout tab and click on Chart Title to add your title (**FIGURE 13**).

FIGURE 13 Adding the chart title



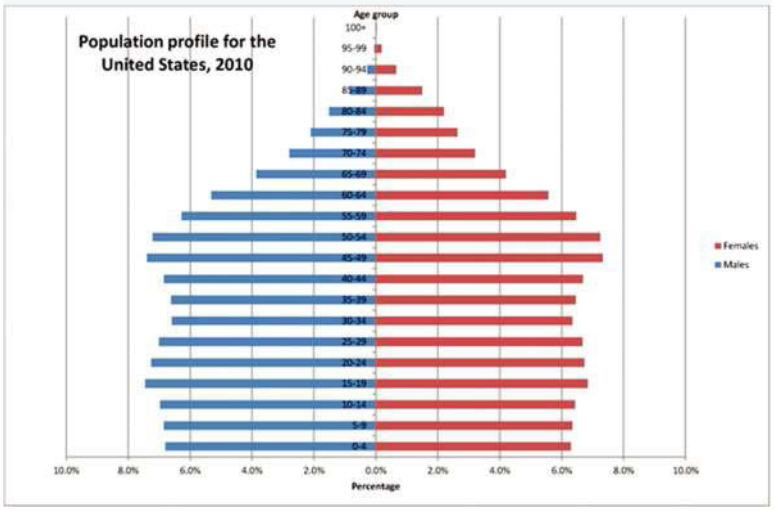
Step 10

Label the horizontal axis 'Percentage' and the vertical axis 'Age group'. Go to Chart Tools, select Layout tab and click on the Axis Titles button. Select Primary Horizontal Axis Title and Title Below Axis. Type the word 'Percentage' into the box that appears below the horizontal axis. Click on the Axis Titles button and then select Primary Vertical Axis Title and Horizontal Title. Type the words 'Age group' into the box that appears beside the vertical axis. Manually move the vertical axis title to sit above the population profile. You may also need to manually adjust the position of the chart title.

Before you save your graph, check that you have:

- included a clear title — the place name and date of the data
- made the *x*-axis the percentage of the population
- made the *y*-axis the age groups
- put the male category on the left and the female category on the right.

FIGURE 14 Population profile for the United States, 2010



on Resources

Video eLesson Using Excel to construct population profiles (eles-1758)
Interactivity Using Excel to construct population profiles (int-3376)

17.6.3 Let me do it

Complete the following activities to practise this skill.

17.6 ACTIVITIES

1. Using the Singapore Census data in **TABLE 2**, complete a population profile using Excel. Use the checklist to ensure you cover all aspects of the task.

TABLE 2 Singapore residents by age group and sex, end June 2012

	Total	0–4 years	5–9 years	10–14 years	15–19 years	20–24 years	25–29 years	30–34 years	35–39 years
Total	3818.2	186.7	206.3	233.3	258.9	264.5	254.6	295.4	314.0
Males	1880.0	94.9	105.0	119.7	132.1	132.7	123.1	140.7	152.3
Females	1938.2	91.7	101.3	113.6	126.8	131.8	131.5	154.7	161.7

	40–44 years	45–49 years	50–54 years	55–59 years	60–64 years	65–69 years	70–74 years	75–79 years	80–84 years	85 + years
Total	308.8	320.9	310.4	271.8	214.0	128.9	104.4	67.7	44.1	33.6
Males	151.2	161.1	156.6	136.4	105.8	62.4	47.9	29.7	17.5	11.1
Females	157.6	159.8	153.8	135.4	108.2	66.5	56.5	38.0	26.6	22.5

2. Apply your skills to answer the following questions.
   (a) Is your population profile that of a young population or an aged population?
   (b) Which age group has the largest number of people?
   (c) What percentage of the population is made up of children aged under 15?
   (d) What percentage of the population is made up of people aged over 65 years?
   (e) List two factors that the planners in this country need to take into consideration for the future wellbeing of the people.

Checklist

I have:
- carefully entered data
- met geographic standards; for example, the bars are aligned
- labelled the axes
- included a clear title.

17.9 SkillBuilder: How to develop a structured and ethical approach to research

17.9.1 Tell me

What is a structured and ethical approach to research?

A structured and ethical approach to research involves organising your work clearly and meeting research standards without pressuring anyone into providing material and without destroying environments while gathering the data. Your work must also be your own, and anything that is someone else's work must be referenced in the text and included in the reference list.

Why is a structured and ethical approach to research useful?

A structured and ethical approach to research ensures that the material:

- is gathered appropriately
- causes no harm
- avoids plagiarism, which means using someone else's words or ideas without acknowledgement
- avoids dispute over the ownership of material.

A structured approach involves understanding an issue, gathering the facts, and developing and presenting the research, including any recommendations.

An ethical approach avoids plagiarism, or using someone else's words or ideas. You must be able to say that a piece of work is all your own, unless you acknowledge input from others by referencing and footnoting. An ethical approach means that you have not coerced anyone or used deception to get them involved in your research; that you respect the privacy of those providing information; and that you will ensure no-one comes to harm through your research. In fieldwork activities, you must seek permission to enter private property, minimise damage to the environment and be safe in gathering your data. If your research is sensitive to an individual's or organisation's wellbeing, you must ensure the security of any data gathered or provided.

A structured and ethical approach to research is important for:

- developing skills that will serve you well into the future in whatever occupation you take up
- ensuring a report is honest
- providing reports for an audience such as a consultancy group, legal company or planning authority
- undertaking authentic university research in future.

A good structured and ethical approach to research:

- uses primary data as its basis
- acknowledges secondary data appropriately
- contains text that is all your own work — it does not plagiarise
- clearly identifies the data to be collected
- includes facts that support the idea
- develops a reasoned response.

17.9.2 Show me

How to conduct structured and ethical research

Model

FIGURE 1 A sample of a contribution form

Name:
School:

The research that I have undertaken has contributed to my understanding of the topic. At all times I have acted in such a way as to not harm the feelings of people or destroy the environment. This research is presented in my own words and is my understanding of the topic.

I, _____[name], certify the accuracy of this statement of contribution.

Signature: **Date:**

TABLE 1 A table of Australia's population, September 2012, with a source line at its foot

Preliminary data	Population at end Sept. quarter 2012 ('000)	Change over previous year ('000)	Change over previous year (%)
New South Wales	7314.1	86.0	1.2
Victoria	5649.1	94.8	1.7
Queensland	4584.6	91.4	2.0
South Australia	1658.1	16.4	1.0
Western Australia	2451.4	81.7	3.4
Tasmania	512.2	0.5	0.1
Northern Territory	236.3	4.2	1.8
Australian Capital Territory	376.5	7.4	2.0
Australia	**22 785.5**	**382.5**	**1.7**

Source: Australian Bureau of Statistics, www.abs.gov.au/ausstats/abs@.nsf/mf/3101.0

You will need:

- to gather data
- to present the data.

Procedure

Step 1

Determine the features that you are going to explore in the community (your primary data) or to research (your secondary data). Set up an inquiry question to explore, such as 'Does our neighbourhood need a skateboard park?' or 'Does public transport service our community well?'

Primary data will need to be collected by you. Use of secondary data is when you refer to someone else's work, such as a newspaper report, historical account or planning document. You must make sure you acknowledge the source of your information.

Step 2

You will need to undertake fieldwork to gather primary data on the factors. This is likely to mean that you will have to survey the community. A range of survey techniques is available:

- observation
- questionnaires
- interviews
- judgement surveys — agree, disagree, strongly disagree
- perspective surveys — 3 to minus 3
- attitudinal surveys — strongly agree, agree, neutral, disagree, strongly disagree.

Photographs and sketches may be needed to support ideas. At all times, the work must be completed with an ethical approach. You must maintain privacy of the sources, and cannot coerce anyone to provide responses or cause any harm in acquiring the information.

Step 3

Data gathered in the field will need to be analysed and presented as text, tables, graphs and annotated photographs or sketches.

Step 4

Any secondary data will need to be summarised or attributed appropriately to avoid plagiarism.

Step 5

A report needs to be presented with the following structure and parts.

- The statement of the report's aim or purpose should identify an issue or problem and develop a geographical question that will investigate the issue and find an answer to the problem. At this stage, you are observing, questioning and planning (step 1).
- The collection, recording, evaluation and representation of primary and secondary data should be checked for reliability and bias (step 2).
- The analysis should make sense of the information gathered. It identifies order, diversity, trends, patterns, anomalies, generalisations and cause-and-effect relationships. Both quantitative and qualitative data should be provided. The results should be interpreted to provide conclusions (steps 3 and 4).
- The information should be communicated by a variety of methods, such as written, oral, audio, visual and mapping, as appropriate to the topic, purpose and audience.
- The reflection on and response to the research is important. Reflect on what you have learned, the processes you have undertaken (and their effectiveness) and any actions that have been or should be undertaken (step 6).
- The reference list is crucial (step 7).

Step 6

Conclusions need to be drawn. Conclusions should come from the data presented without allowing any bias you might have on a topic to be apparent.

Step 7

If secondary sources are used, a list of references should be provided. Your teacher will guide you on the most appropriate style to adopt.

Step 8

Write a brief statement, or complete a form provided by your school, to verify that your report is all your own work.

on Resources

Video eLesson How to develop a structured and ethical approach to research (eles-1759)

Interactivity How to develop a structured and ethical approach to research (int-3377)

17.9.3 Let me do it

Complete the following activities to practise this skill.

17.9 ACTIVITIES

1. Undertake an investigation into the wellbeing of your local community, and write a report on it. This may be undertaken as fieldwork using primary data, or by using secondary data from the Australian Bureau of Statistics to show differences between two ***places*** — both urban, both rural, or one urban and one rural. Use the checklist to ensure you have covered all aspects of the task.
2. Apply your skills to answer the following questions.
   (a) By your assessment, which ***place*** has the higher level of wellbeing?
   (b) List three factors that you have used to come to this conclusion.
   (c) Which factor would you hope to see improvement in? Why did you choose this factor?
   (d) What ***changes*** in this factor would result in improvements to the community's wellbeing?
   (e) Has your data been gathered with an ethical approach? Explain.

Checklist

I have:

- clearly identified the data to be collected
- found facts that support the idea
- developed a reasoned response
- used primary data as the basis of my report
- acknowledged secondary data appropriately
- written text that is all my own work and does not plagiarise.

17.11 Thinking Big research project: UN report — Global wellbeing comparison

17.11.1 Scenario

The world's population continues to grow, even though the rate of growth has slowed. The distribution of this population is not uniform across the Earth, nor does everyone enjoy the same standard or feelings of wellbeing.

Improvements in food production, nutrition, health care, education and hygiene have resulted in rapidly declining death rates, especially in our children. In the year 1870, the global average life expectancy for a person was 29.7 years, and this has steadily risen. Life expectancy in 1950 was 48 years, in 1973 it had risen to 60 years, in 2000 it had reached 66.4 and in 2015 it was 71.4 years. It is predicted that by the year 2050, life expectancy will be between 86 and 90 years, with around 3.7 million people living beyond the age of 100.

The United Nations has asked you to report on changes and variations in human wellbeing found across one developed and one developing country. Life expectancy, child mortality, and the prevalence of disease will all come under your microscope as you investigate and prepare your report.

17.11.2 Task

- Following the guidelines provided in the **Process** section, investigate how human wellbeing varies and how it has changed over time. You need to investigate one developed and one developing nation and include the following criteria in your report:
  - life expectancy
  - child mortality
  - the prevalence of disease.
- You should also suggest reasons for the variations you observe.
- To ensure your report is well rounded, you could also consider access to:
  - education
  - health services

    - an improved water supply
    - adequate nutrition.
- Consider general living conditions in the two countries.
- To add interest to your report, be sure to include relevant maps (with BOLTSS) and statistical information, as well as written information and relevant diagrams and/or images.

17.11.3 Process

- Open the ProjectsPLUS application in the Resources for this topic. Open the **Project set-up** tab to enter the project due date and set up your project group if you wish to. You can work independently or with a partner, which will allow you to swap ideas and share responsibility for the project. Save your settings and the project will be launched.
- Select your two countries — remember one must be a developing nation and the other a developed nation.
- Navigate to the **Research forum**, where you will find starter topics loaded to guide your research. You can add further topics to the Research forum if you wish.
- In the **Media centre** you will find an assessment rubric and some helpful weblinks that will provide a starting point for your research.
- Make notes of your research and remember to record details of your sources so you can create a bibliography to include in your report. Add your research notes and source details to the relevant topic pages in the Research forum. You can view, share and comment on research findings with your group members. When you have completed your research, you can print out the **Research report** in the Research forum to easily view all the information you have gathered, if you wish.
- Compile or create relevant maps, images, graphs, tables and diagrams to support your written content, ensuring that Geographic conventions such as the use of captions and BOLTSS are applied.
- Once you have compiled your information and data for the two countries, make comparisons between them and suggest reasons for any variations that exist between the two.
- Ensure that you have completed all elements of the task and, when you are satisfied, submit your report, along with your bibliography, to your teacher for assessment.

on Resources

ProjectsPLUS Thinking Big research project: UN report — Global wellbeing comparison (pro-0218)

17.12 Review

17.12.1 Key knowledge summary

17.2 Global population distribution

- Although the average population density is 47.7 people per square kilometre, this is not spread uniformly across the Earth.
- Most regions of high density are dominated by large cities, with the majority of the Earth's population living in urban areas.
- Both physical factors, such as topography, climate and the availability of water, and human factors, such as employment and energy supply, influence population distribution.
- Government policies such as those related to migration and incentives to move to regional areas also have an impact on population density.

17.3 Life expectancy and wellbeing

- Life expectancy started to increase in the mid 1700s, due to improvements in agriculture, working conditions, nutrition, medicine and hygiene.
- Improvements in life expectancy have not been uniform because improvements in living conditions are connected to wealth. Therefore, life expectancy is lowest in developing nations.
- Child mortality rates are also linked to wealth. Those counties where life expectancy is low also have higher rates of child mortality than those where life expectancy is higher.
- The world's population increases by around 145 people every minute, but this is not uniform across the Earth. Sub-Saharan Africa has the highest birth rates, with an average fertility rate above 5 children per woman. This region also has a high mortality rate.

17.4 The link between population growth and wellbeing

- Although the world's population continues to grow, the rate of this growth has slowed due to a falling fertility rate, predominantly in developed nations.
- Life expectancy has increased, and improvements in education, health, food production and hygiene have resulted in a fall in the death rate, especially among infants and children.
- Most population growth over the next 30 years will be in developing nations and in particular sub-Saharan Africa.
- The dependent population affects the wellbeing of a country both positively and negatively.

17.5 Government responses to population and wellbeing issues

- Governments have had to respond to wellbeing issues related to the characteristics of their population.
- Kenya has a youthful population; the government, in conjunction with the United Nations has worked to bring down the country's unsustainably high birth rate, as well as improve health and education services.
- Japan has an ageing population and its population is predicted to fall through the remainder of this century due to a very low fertility rate of 1.4. Government incentives have been unsuccessful in reversing this trend.

17.7 Variations in wellbeing in India

- India has a rapidly expanding population and is currently the second most populous country in the world. It is predicted that its population will surpass that of China by the year 2025.
- Improvements in health, education and hygiene have significantly improved life expectancy and, although there has been a decrease in the fertility rate, children are an important part of family life.
- Children in India help boost the family budget through working, and later in life they support their ageing parents.

17.8 Population characteristics of Australia

- The rate of Australia's population growth has slowed, due to an overall reduction of the fertility rate.
- Population growth is largely attributed to migration; the majority of Australia's migrants are in the 15 to 39 age bracket, which is disproportionately large when compared to the rest of the population.

- Major differences also exist between the Indigenous and non-Indigenous population; the Indigenous population is described as young, whereas the non-Indigenous population is ageing.

17.10 Health and wellbeing

- Health is a key factor in wellbeing. Sustainable Development Goal 3 aims to ensure healthy lives for all. It targets the eradication of tuberculosis, AIDS and malaria by 2030.
- Major health issues such as HIV/AIDS and malaria lead to a high mortality rate in developing nations, especially those in sub-Saharan Africa.
- The group within the population most at risk from health-related issues is children under the age of five.
- Although the incidence of both malaria and AIDS are decreasing on a global scale, people living in sub-Saharan Africa are most at risk of contracting these diseases.

17.12.2 Reflection

Complete the following to reflect on your learning.

17.12 ACTIVITIES

Revisit the inquiry question posed in the Overview:

The world's population is constantly increasing. Can we fit so many people in the spaces we have without affecting our quality of life?

1. Now that you have completed this topic, what is your view on the question? Discuss with a partner. Has your learning in this topic changed your view? If so, how?
2. Write a paragraph in response to the inquiry question, outlining your views.

on Resources

eWorkbook Reflection (doc-31777)
Crossword (doc-31778)

Interactivity Global variations in human wellbeing crossword (int-7676)

KEY TERMS

ageing population an increase in the number and percentage of people in the older age groups (usually 60 years and over)

demographic transition model a graph attempting to explain how a country's population characteristics change as the level of wellbeing in a country improves over time

dependent population those in the under 15 years and over 60 years age groups. People in these age groups are generally dependent on those in the working age groups, either directly or indirectly for support.

fertility rate the number of live births per 1000 women of childbearing age (usually 15–44) in a given year

life expectancy the number of years a person can expect to live, usually when they are born, based on the average living conditions within a country

natural increase the difference between the birth rate (births per thousand) and the death rate (deaths per thousand). This does not include changes due to migration.

population density the number of people within a given area, usually per square kilometre

population distribution the spread of people across the globe

population structure the number or percentage of males and females in a particular age group

poverty cycle circumstances whereby poor families become trapped in poverty from one generation to the next

replacement rate the number of children each woman would need to have in order to ensure a stable population level — that is, to 'replace' the children's parents. This fertility rate is 2.1 children.

STI sexually transmitted infection

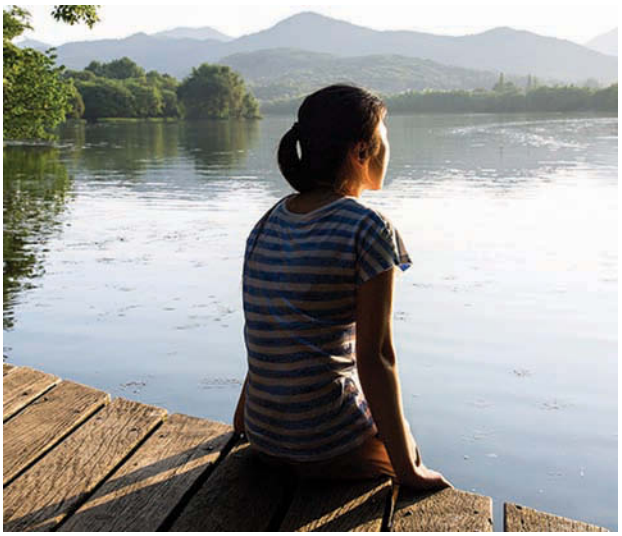
18 Factors affecting human wellbeing

18.1 Overview

Some people in the world have a better life than others. What are the reasons for this inequality?

18.1.1 Introduction

Measurements of wellbeing can be subjective judgements of how people perceive their own quality of life or they can be objective indicators such as life expectancy, education, income and population growth rates. Analysing these indicators across our society, we come to see that the distribution of human wellbeing is unequal. This inequality can be due to factors such as geographical location, access to natural resources, the experience of conflict, and the prevalence of poverty and disease. In this topic, we will explore some of the variation that exists in human wellbeing and the factors that underpin these differences.



on Resources

eWorkbook Customisable worksheets for this topic

Video eLesson The other side of life (eles-1715)

LEARNING SEQUENCE

18.1 Overview
18.2 Gender as a factor in wellbeing
18.3 Poverty as a factor in wellbeing
18.4 Rural–urban wellbeing variation in Australia
18.5 Indigenous wellbeing in Australia
18.6 **SkillBuilder:** Understanding policies and strategies
18.7 **SkillBuilder:** Using multiple data formats
18.8 **Thinking Big research project:** Improving wellbeing in a low-HDI ranked country
18.9 **Review**

To access a pre-test and starter questions and receive immediate, **corrective feedback** and **sample responses** to every question, select your learnON format at www.jacplus.com.au.

18.2 Gender as a factor in wellbeing

18.2.1 Maternal mortality

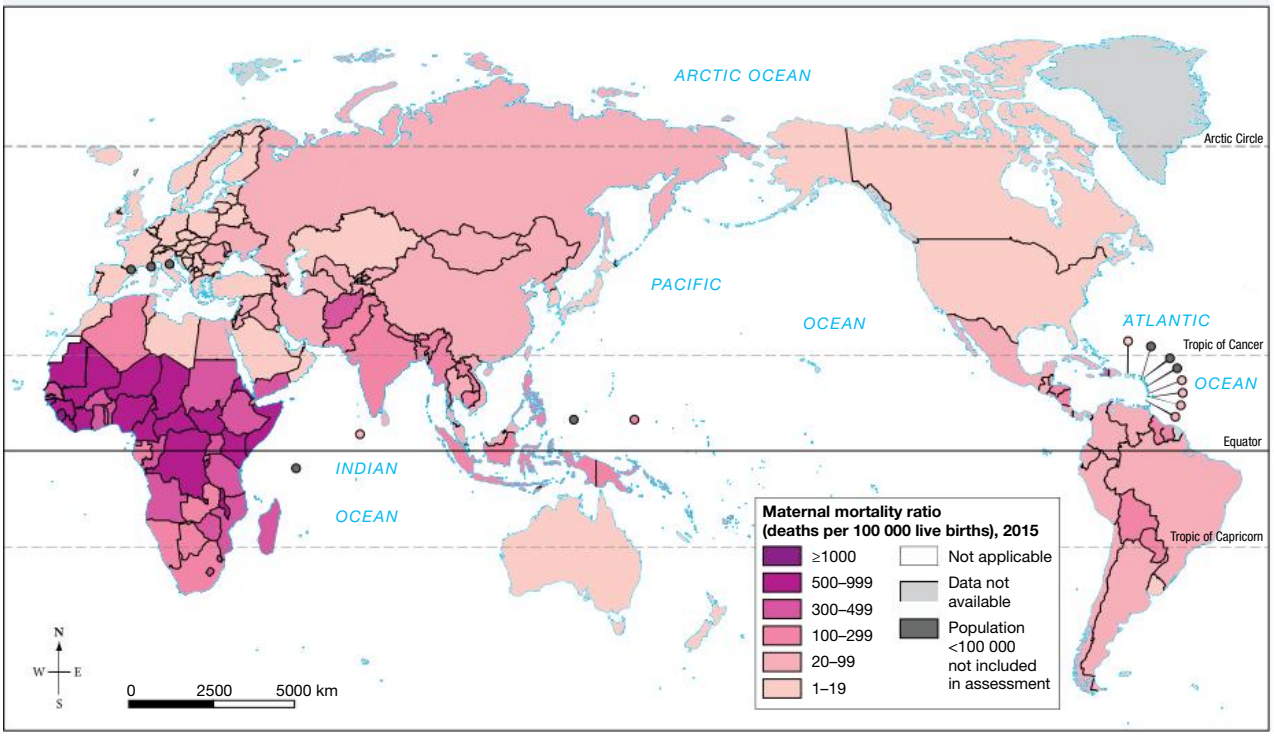
Rarely would women in Australia consider that pregnancy and giving birth could threaten their lives. For most women in Australia and other developed countries, childbirth is something that occurs without significant health complications for either the mother or the baby. Unfortunately, for a huge number of women around the world this is not the case, and child-bearing can have a negative impact on their health and wellbeing.

Less economically developed countries (LEDCs) generally experience worse human wellbeing than more economically developed countries (MEDCs). For example, women in low-income countries have a 1 in 36 lifetime risk of **maternal mortality**, whereas this risk for women in high income countries is 1 in 3300. It is also true that within LEDCs, the health and wellbeing of women is generally worse than that of their male counterparts across most age groups. For this reason, ending gender discrimination, achieving gender equality and empowering women and girls are key elements of the United Nations' **Sustainable Development Goals** (SDGs). SDGs 3 and 5 clearly outline targets related to the health and wellbeing of women. Reducing maternal mortality rates is key among these aims.

Every day approximately 830 women die from complications related to pregnancy or childbirth. Most of these deaths are from preventable complications: severe bleeding, infections and complications from unsafe abortions. The incidence of maternal mortality and related illness is interconnected with poverty and lack of accessible, affordable quality health care.

FIGURE 1 shows the global distribution of maternal mortality. Eighty-six per cent of maternal deaths are in sub-Saharan Africa and southern Asia; sub-Saharan Africa accounts for two-thirds of all these deaths. Highest maternal mortality rates are recorded in Sierra Leone and Chad, where mothers have, respectively, a 1 in 17 and 1 in 18 risk of dying. At a national scale, two countries account for one-third of total global maternal deaths: Nigeria at 19 per cent (58 000), followed by India at 15 per cent (45 000).

FIGURE 1 Global scale distribution of maternal mortality



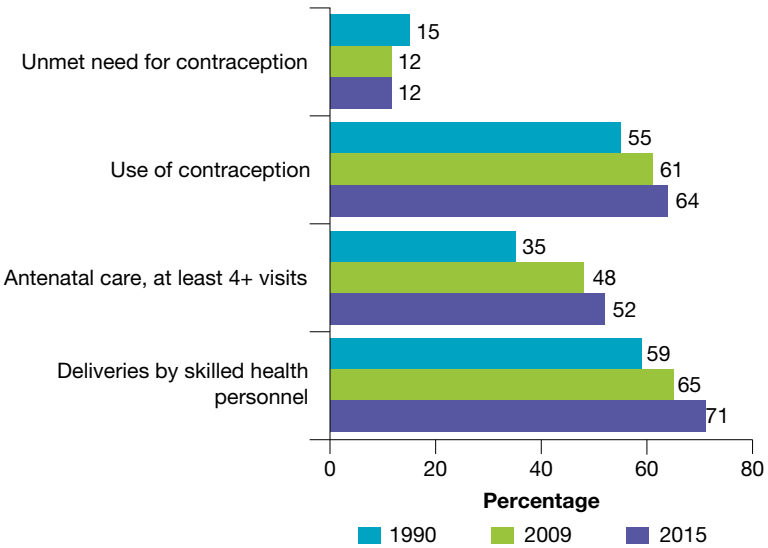
Source: World Health Organization.

The Millennium Development Goals (MDGs) — the forerunner to the SDGs — set a target of reducing the maternal mortality rate between 1990 and 2015 by three-quarters, and the achievement of universal access to reproductive health by 2015. While maternal mortality fell by 45 per cent during the MDG period, globally the 75 per cent target was not met, particularly in countries in sub-Saharan Africa.

FIGURE 3 indicates progress in terms of access to reproductive health. Most indicators fell well short of universal access (considered to be 80 per cent). While use of contraception has increased, wealthier women continue to have the best access to contraception. The unmet need for contraception among poorer women remains at levels similar to 1990. In sub-Saharan Africa for example, this figure was 28 per cent in 1990; in 2015 it remained high, at 24 per cent. Providing access to contraception is a means of empowering women to make choices about family size.

FIGURE 2 Child-bearing: a threat to wellbeing

FIGURE 3 Global reproductive health indicators, 1990–2015



Source: Data from *The Millennium Development Goals Report 2015*, United Nations. pp. 39, 41.

The SDGs have set a target of a maternal mortality rate below 70 per 100 000 by 2030. This will require an annual drop of 7.5 per cent — more than three times the reduction that occurred under the MDGs. However, Cambodia, Rwanda and Timor-Leste all achieved this type of reduction rate in the 15 years from 2000 to 2015, proving that this goal is achievable.

18.2.2 Maternal mortality in India

As noted previously, India accounts for a large percentage of global maternal deaths. Although, on average, maternal mortality rates in India declined 68 per cent between 1990 and 2015, there is substantial variation within India, as **FIGURE 4** shows.

Maternal mortality is strongly interconnected with poverty in both rural areas and urban slums: places with poor **sanitation** and a lack of affordable health services are associated with high levels of maternal mortality. In addition, women are likely to be less well-nourished than males in a household. According to the 2011 Indian Census, women also have much lower literacy levels — a 65 per cent literacy rate compared to 82 per cent for men — so they are less likely to be able to access information on health and contraception. Unlike Australia, where census data is collected every five years, India only conducts its census every ten years. While it is important to use the most recent data available, we are often forced to use and analyse data that may not fully reflect current trends and patterns. The release of the next census data in 2021 will allow greater analysis of progress made in this important area of wellbeing.

The government of India launched the National Rural Health Mission in 2005, with a specific focus on maternal health. This was reinforced in their 2013 Call to Action. Efforts have been focused on those

districts that account for 70 per cent of all infant and maternal deaths. Under this program, community workers have been trained to deliver babies, and 10 million women have been provided with a cash incentive to enable them to give birth in clinics rather than at home. Maternal mortality has fallen, but Human Rights Watch reports that many women are being charged for services as they are unaware of these entitlements.

FIGURE 4 Maternal mortality rates in India

Note: Data drawn from 2011 census; next census due in 2021
Source: Published and issued by Office of the Registrar General, India, Ministry of Home Affairs http://www.censusindia.gov.in/vital_statistics/SRS_Bulletins/MMR_Bulletin-2010-12.pdf

A related issue for pregnant women in India is the pressure to produce a son. Census data in 2011 revealed the number of female children (0–6 years) has decreased from 927 to 914 girls per 1000 boys in the past decade, despite some overall improvement in the **sex ratio** across all age groups (see **FIGURE 5**). By comparison, the natural human sex ratio at birth would see around 952 girls born per every 1000 boys. Males are traditionally preferred over female children: sons are seen as the breadwinners who carry the family name, while daughters are often perceived as an economic burden. Although **female infanticide** is illegal, use of ultrasound for sex-determination tests has led to sex-selective abortions, with an estimated 500 000 girls aborted each year (although sex selective abortion is also illegal). The pressure to produce a son means that many Indian women have multiple pregnancies, thereby increasing their risk of maternal mortality over their reproductive years. **FIGURES 4** and **5** suggest an interconnection between the places of high maternal mortality and those with a large imbalance in the sex ratio.

FIGURE 5 Variation in sex ratio within India

Note: Data drawn from 2011 census; next census due in 2021

Source: Government of India, Ministry of Home Affairs, Office of Registrar General. Map by Spatial Vision.

FIGURE 6 Son preference has resulted in an imbalance in India's sex ratio.

18.2.3 Comparing maternal mortality in India and Australia

Stark differences appear when the maternal mortality rates of India are compared with those of Australia. In 2015, India's maternal mortality rate (deaths per 100 000 live births) was 174 (45 000 Indian women died), compared to Australia's rate of just 5.3 (16 Australian women died). The major reason behind this difference is poverty. India's **poverty rate** in 2015 was 21.7 per cent compared to Australia's poverty rate of 13.2 per cent. Poverty limits the access and affordability of maternal health care, leading to a higher rate of maternal mortality. Australia's smaller population size, greater wealth and higher levels of geographical accessibility to medical services all contribute to its lower maternal mortality rate.

DISCUSS

How have cultural norms, religion and world views within Indian culture contributed to a lack of fairness and equality for females in Indian society? **[Ethical Capability]**

FIGURE 7 Access to affordable healthcare is a significant factor in maternal mortality rates.

18.2 EXERCISES

Geographical skills key: GS1 Remembering and understanding **GS2** Describing and explaining **GS3** Comparing and contrasting **GS4** Classifying, organising, constructing **GS5** Examining, analysing, interpreting **GS6** Evaluating, predicting, proposing

18.2 Exercise 1: Check your understanding

1. **GS2** Refer to **FIGURE 1**. Describe the variation in maternal mortality on a global ***scale***.
2. **GS1** Explain how a lack of education may contribute to increased rates of maternal mortality.
3. **GS2** Why do LEDCs generally experience lower levels of human wellbeing than MEDCs?
4. **GS2** Explain why women living in developing ***places*** are more likely to have lower levels of wellbeing than their male counterparts.
5. **GS5** Identify three Indian states that have a sex ratio below the national average and a maternal mortality ratio above 150.

18.2 Exercise 2: Apply your understanding

1. **GS6** Predict the shape of India's population pyramid if the trends in India's sex ratio continue.
2. **GS6** Suggest measures that could be introduced by the Indian government to help Indian parents see the value of female babies as equal to that of boys.
3. **GS5** Refer to **FIGURE 4** in subtopic 17.7 'Variations in wellbeing in India', showing the distribution of poverty in India. To what extent is the ***interconnection*** between poverty and maternal mortality (as shown in **FIGURE 4** in section 18.2.2) evident?
4. **GS2** Describe and explain the difference in maternal mortality rates in India and Australia.
5. **GS6** Female infanticide occurs in some parts of India. Discuss the issues associated with this practice and its impact on the Indian population now and into the future.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

18.3 Poverty as a factor in wellbeing

18.3.1 The haves and have-nots of Rio

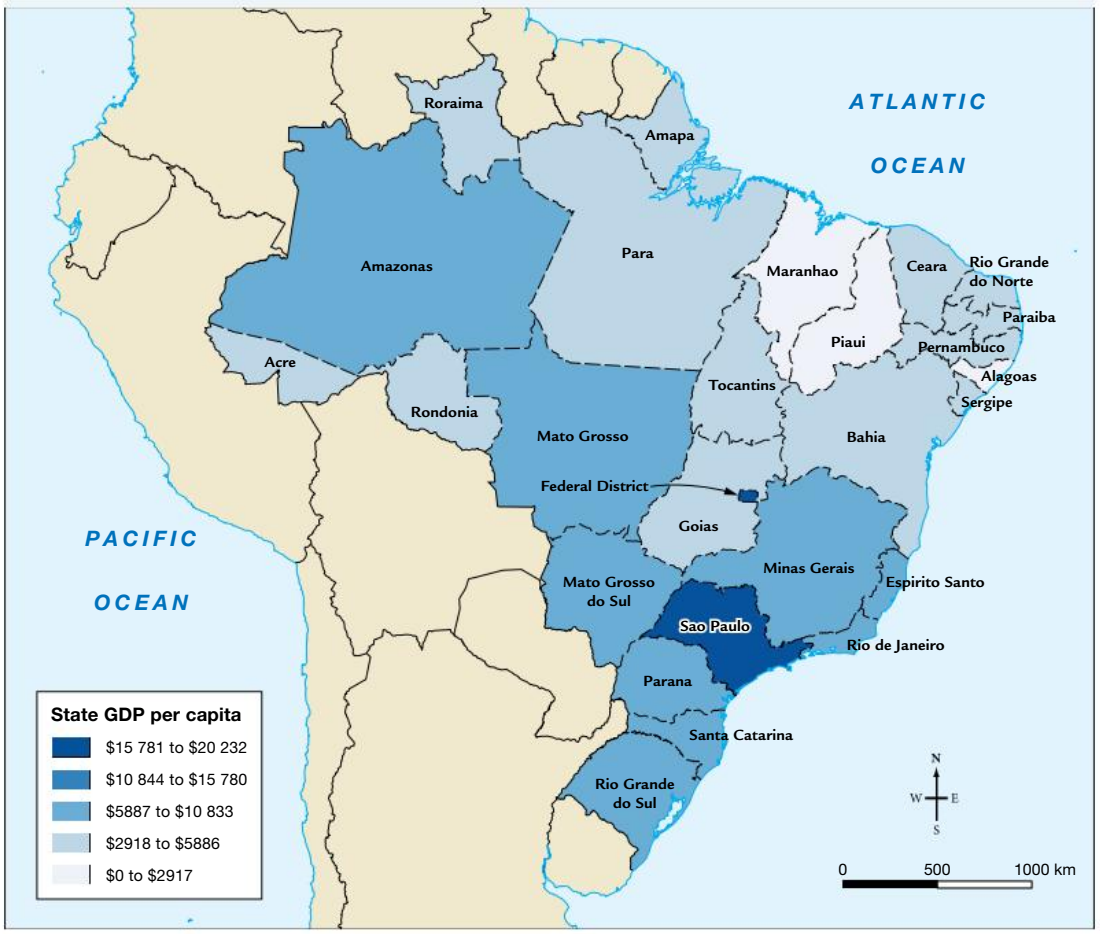
How would you like to live with spectacular views over one of the world's most beautiful coastlines? The only problem is that you could be living in a slum without running water and your only access in or out is via hundreds of stairs and laneways. This is what life is like in a typical **favela** in Rio de Janeiro.

According to World Bank statistics, Brazil is the eighth-largest economy in the world. This ranking places Brazil ahead of Russia, South Korea and Australia. Yet, despite the strength of Brazil's economy, the benefits of economic growth have not trickled down to the poor, resulting in large differences in wellbeing across the nation.

In Brazil, some of the most overt inequality of wealth distribution in the world is evident. Almost 55 million Brazilians — a quarter of the population — live in poverty. Incredibly, the wealthiest 5 per cent of Brazil's population earns the same income as the remaining 95 per cent.

FIGURE 1 shows the variation in wealth experienced across Brazil's different regions, as measured by **gross domestic product** (GDP).

FIGURE 1 Distribution of wealth per state of Brazil



Source: Instituto Brasileiro de Geografia e Estatística. Made with Natural Earth. Map by Spatial Vision.

There is considerable **spatial variation** in wellbeing between regions in Brazil. The majority of industrial development in Brazil has occurred in the south and south-east regions, generating more wealth there. This contrasts markedly with the agriculturally based north-east region, which has higher rates of poverty and infant mortality and lower rates of nutrition.

Impacts of Rio de Janeiro's development on wellbeing

Rio de Janeiro is a well-known tourist destination in Brazil, famous for its beautiful beaches, spectacular scenery and carnivals. However, for many local people, these elements are far removed from their daily lives. Even within one of the wealthiest cities in the wealthiest region in Brazil, there is considerable variation in wellbeing and living conditions.

The city has experienced rapid growth, starting in the eighteenth century when freed slaves who had worked on plantations came into the city in search of employment. This rural–urban migration still exists today, with thousands flocking to the city in search of opportunity and a new life. New settlers faced the dual problems of low wages and high housing costs, thus forcing them to construct illegal shanties on wasteland or vacant land. Over time, these have developed into entire suburbs, known as favelas. Typically, these slums are located on steep slopes on the edges of the city, although, as the city has expanded, it has wrapped itself around the favelas.

Ironically, the poorest citizens live on unstable slopes with spectacular million-dollar views (see **FIGURE 2**), while the wealthier tend to live on the more stable flatter land closer to the city centre.

Brazil conducts its census every ten years. According to the census in 2010, 22 per cent of Rio de Janeiro's population of over 6.35 million people lived across some 763 favelas. Rocinha (shown in **FIGURE 3**) is considered Rio's largest favela, with its population estimated at between 150 000 and 300 000 people. It is located in the southern zone of the city, in close proximity to the famous beaches of Rio's Ipanema and Copacabana districts.

FIGURE 2 A favela located on a steep slope in Rio de Janeiro

FIGURE 3 Street view of Rocinha favela, Rio de Janeiro

The effect of favela-living on wellbeing

Living conditions in the favelas are extremely difficult as these areas have developed without any type of planning or government regulation and the housing is generally substandard. The resulting issues have an impact on the ongoing development of the city as well as the wellbeing of its citizens.

Issues affecting wellbeing include:

- *lack of infrastructure such as sanitation and piped water*. For example, almost one-third of favela households lack sanitation, leading to higher rates of disease. Garbage has to be put in sectioned-off dumping sites.
- *vulnerability to weather extremes*. For example, heavy rainfall creates landslides and floods on steep slopes. Timber shacks are more vulnerable to collapse than houses built of concrete bricks.
- *lack of access*. There is often only one main road, so movement around the favelas is via narrow lanes and steep staircases (see **FIGURE 3**).
- *long commuting times*. The average time to travel into the city centre of Rio is 1.5 hours by bus. The cost of public transport also takes a sizeable proportion of the average worker's salary. This in turn limits both educational and employment opportunities.
- *lower household income*. The average household income for people living in the favelas is approximately half that of those people living in the inner suburbs.

- *high crime rates*. The incidence of homicide and other crimes is high. This is linked to the influence of drug trafficking and criminal gangs who have established themselves within the relative safety of the favelas.
- *a sense of insecurity felt by residents*. Most people do not have legal title to their land or dwellings and can be moved by the government at any time.

Improvements to wellbeing in the favelas

In order to reduce crime and drug traffickers' control over the favelas, and to improve safety, in 2008 the government introduced Pacifying Police Units (known in Portuguese as the *Unidade de Polícia Pacificadora*, or UPP). By 2014, 37 UPPs were in place. These have had mixed success, with ongoing violence still very much an issue in many areas.

To help improve access for favela residents, the government has installed cable cars to transport people up and down the steep hillsides quickly and effectively, with local residents entitled to one free round trip per day. It is also hoped that the cable cars will allow for expansion of tourism. However, one favela community criticised the government's priorities, maintaining that locals were not properly consulted and that basic services such as sewerage and education should have come first.

As Brazil hosted the 2014 World Cup soccer tournament and the 2016 Olympic Games, the city expanded infrastructure and built new facilities. **FIGURE 4** highlights the major issue that many of the planned Olympic Zones were located on existing favela sites. Many residents were very unhappy at the prospect of being relocated to make way for new sporting venues. Over 3000 families were forcibly relocated. Favela residents claimed that the financial compensation offered was insufficient for a new home and that communities that had existed for generations were being destroyed.

FIGURE 4 Location of Rio's favelas and Olympic venues

Source: UNEP-WCMC 2012. Made with Natural Earth.

Unfortunately, Brazil's ambitious plan to improve the wellbeing and living conditions of the favelas has been limited by recent economic uncertainty. After the hope provided by the Olympic Games upgrades, the futures of people living in the favelas are much more uncertain.

Preventing the continued growth of favelas by providing adequate low-income housing is the most cost-effective means of improving wellbeing. The cost of upgrading a favela with basic infrastructure is estimated to be two to three times as much as the cost of providing new high-rise housing estates. However, with 65 per cent of Rio's population growth coming from rural–urban migration, it is difficult for authorities to keep up with demand for housing and space.

Nationally, the government aimed to eliminate extreme poverty by 2014 with its Brazil Without Misery Plan. It involved the expansion of cash transfer payments to low-income families in exchange for them keeping their children in school and following a health and vaccination program. Improved infrastructure, vocational training and **micro-credit** were also part of this plan. Although the plan reduced the numbers of those living in extreme poverty from 10 per cent in 2004 to 4 per cent by 2012, it ultimately fell well short of its goal; extreme poverty remains, with rates back up to 4.8 per cent in 2017. The challenge of improving the lives of Rio's poor continues.

18.3.2 The interconnection between poverty, water supply, sanitation and wellbeing

In Australia most of us take it for granted that we can turn on a tap and get clean, drinkable water. We are confident that when we drink our tap water we will not get sick from it. We assume that our waste water and sewage will be treated and disposed of without posing a threat to our health. However, for many people around the world, lack of access to clean water and lack of adequate sanitation has had a major impact on their health and therefore their wellbeing.

Approximately 840 million people do not have access to clean, safe drinking water, and at least two billion people use a drinking water source contaminated with faeces. Over two billion lack basic sanitation. Safe drinking water and basic sanitation are of crucial importance to human health, especially for children. Water-related diseases are the most common cause of death among the poor in less developed countries — they kill an estimated 842 000 people each year, nearly half of whom are children under the age of five. Diseases such as cholera, typhoid, dysentery and worm infestations are directly attributable to contaminated water supplies.

Global progress

Remarkable progress was made under Millennium Development Goal 7 — to halve the proportion of people without access to safe drinking water by 2015. The target was met more than five years ahead of schedule, with 91 per cent of the global population using an improved drinking water source in 2015 compared with 76 per cent in 1990. Fifty-eight per cent of the world's people now have access to piped drinking water. Rural and urban coverage does vary, however, as shown in **FIGURES 5** and **6**.

Progress towards the MDG sanitation target of 75 per cent was much slower and was not met overall, although 95 countries did succeed. Only 68 per cent of the world's population has access to improved sanitation. New targets for improved access to clean water and sanitation have been set for 2030 under Sustainable Development Goal 6.

FIGURE 5 Trends in drinking water coverage (%), by rural and urban residency

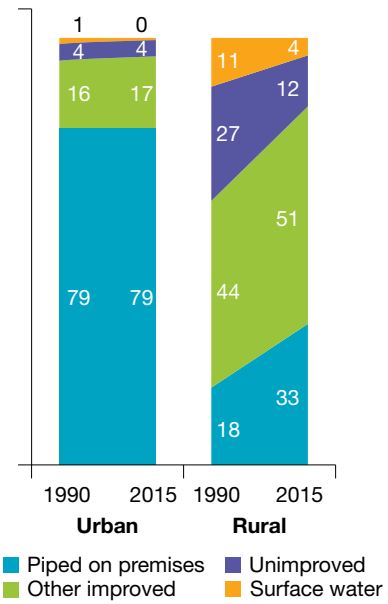
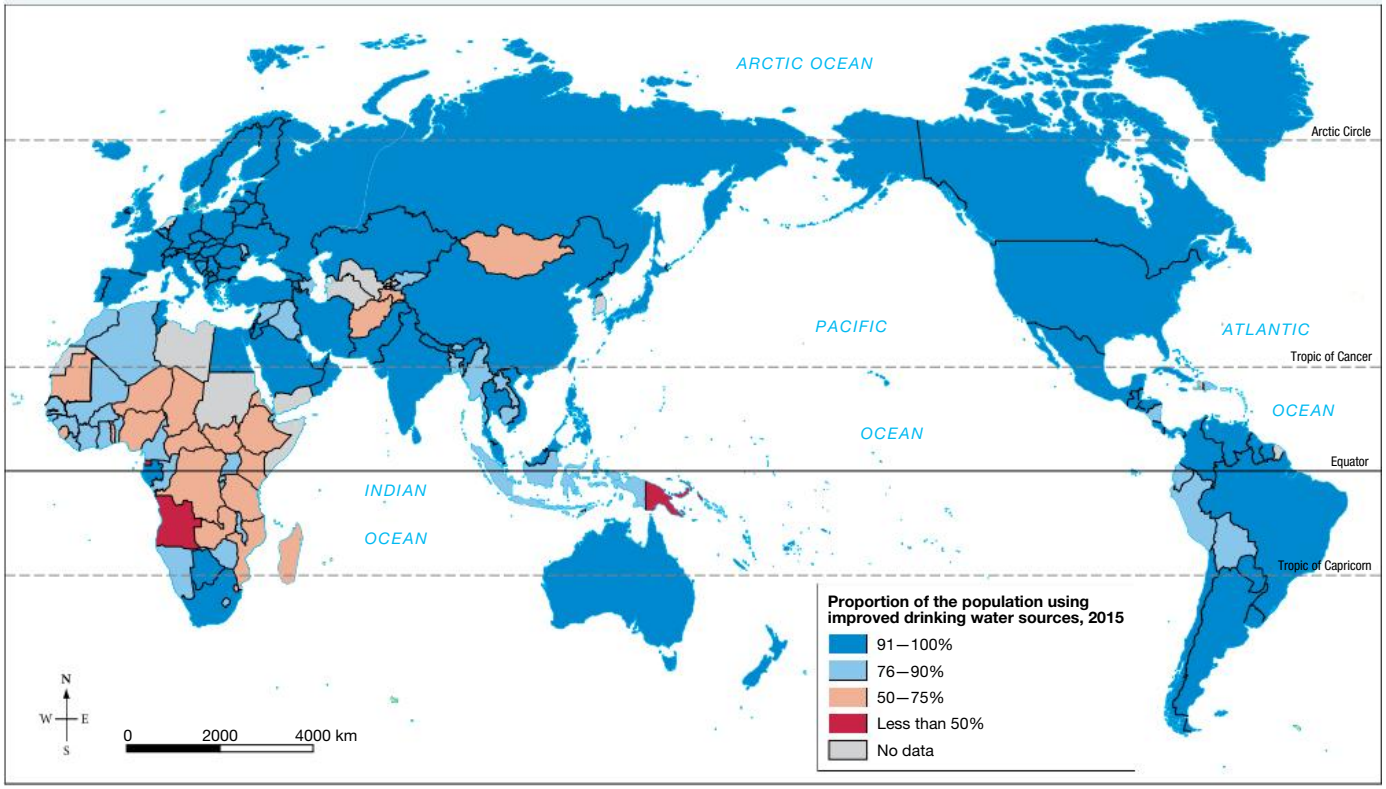


FIGURE 6 Proportion of the population using improved drinking water sources, 2015



Source: © UNICEF.

There are huge regional variations across the globe as well as within countries. For example, 90 per cent or more of people in Latin America, Northern Africa and much of Asia have improved water supply in contrast with only 68 per cent in sub-Saharan Africa. In terms of sanitation, most people who lack access are again rural dwellers, even within locations where water supply has improved.

Success stories

Many non-government organisations (NGOs) have been involved in successful projects to improve access to water supply and sanitation. The success of these projects hinges not just on provision of clean water and toilets, but also on community involvement and education. Agencies such as Oxfam and World Vision work within communities to provide access to water filters, safe and clean toilets, water pumps and rainwater harvesting systems for collecting and storing water. In addition to the health benefits that they provide, these facilities also free up women and girls from hours of work spent carrying water or finding additional firewood in order to boil unsafe drinking water. Mothers now have more time to work on their farms, potentially improving food availability and income, and girls have more time free from essential chores, so they can instead attend school.

DISCUSS

'Access to adequate sanitation is increasingly a problem in urban places in the developing world.'
Evaluate this statement in small groups. **[Critical and Creative Thinking Capability]**

on Resources

Weblink Favelas

18.3 INQUIRY ACTIVITIES

1. Undertake research on one of the following to find out the role unclean water plays in its spread: cholera, typhoid, dysentery, schistosomiasis, worm infestations. **Examining, analysing, interpreting**
2. Go to the website for either Oxfam or World Vision. Gather the following information on one of their current projects involving improvements to the provision of clean water and sanitation: location of project, ***scale*** of project, problems the project aims to fix, what the project involves. **Examining, analysing, interpreting**

18.3 EXERCISES

Geographical skills key: GS1 Remembering and understanding **GS2** Describing and explaining **GS3** Comparing and contrasting **GS4** Classifying, organising, constructing **GS5** Examining, analysing, interpreting **GS6** Evaluating, predicting, proposing

18.3 Exercise 1: Check your understanding

1. **GS1** Outline the characteristics of a favela.
2. **GS1** Refer to **FIGURE 1**.
   (a) What is the average GDP for the state of Rio de Janeiro?
   (b) Describe the distribution of Brazilian states with an average GDP per capita of more than $12 000.
   (c) What reason can you give for this pattern?
3. **GS1** Refer to **FIGURE 2**. Describe how topography has influenced the development of favelas in Rio de Janeiro.
4. **GS1** With reference to **FIGURE 4**, describe the ***spatial*** distribution of favelas in Brazil.
5. **GS1** How has the development of Rio de Janeiro had an impact on people's wellbeing?
6. **GS2** Study **FIGURE 3**.
   (a) What difficulties would exist for people of different ages living in this street?
   (b) Why would the government find it cheaper to build new high-rise housing rather than upgrading existing favelas?
   (c) Predict the ***changes*** people would face if they are moved from living in a favela like this to living in a high-rise housing estate.
7. **GS2** What impact does poor sanitation have on health and wellbeing?
8. **GS5** Refer to **FIGURES 5** and **6**. How has the distribution of ***places*** with clean water ***changed*** over time?
9. **GS2** Explain the ***interconnection*** between poor sanitation, unclean water, health and wellbeing.

18.3 Exercise 2: Apply your understanding

1. **GS2** Explain the ***interconnection*** between the development of favelas and movement of people from rural areas into Rio de Janeiro.
2. **GS2** Discuss the government action to improve wellbeing in favelas on two different ***scales***.
3. **GS6** Visiting favelas is increasingly popular among tourists. Suggest some positive and negative impacts of tourist tours of favelas. Formulate your own opinion: is such tourism exploiting or helping locals?
4. **GS6** Why would the estimated population of Rocinha (150 000 to 300 000) vary to such an extent?
5. **GS6** How might hosting the Olympic Games and World Cup have affected the wellbeing of Rio's residents?
6. **GS2** What impact does poor sanitation have on the natural ***environment***?
7. **GS6** Which countries and regions do you expect to make greatest progress in terms of improving access to clean water and sanitation? Justify your answer.
8. **GS6** What is the likely impact of improved water provision on literacy for girls? Explain.
9. **GS6** If you were travelling to a ***place*** that does not have clean water or the level of sanitation you are used to, what steps could you take to ensure you did not become ill during your visit?

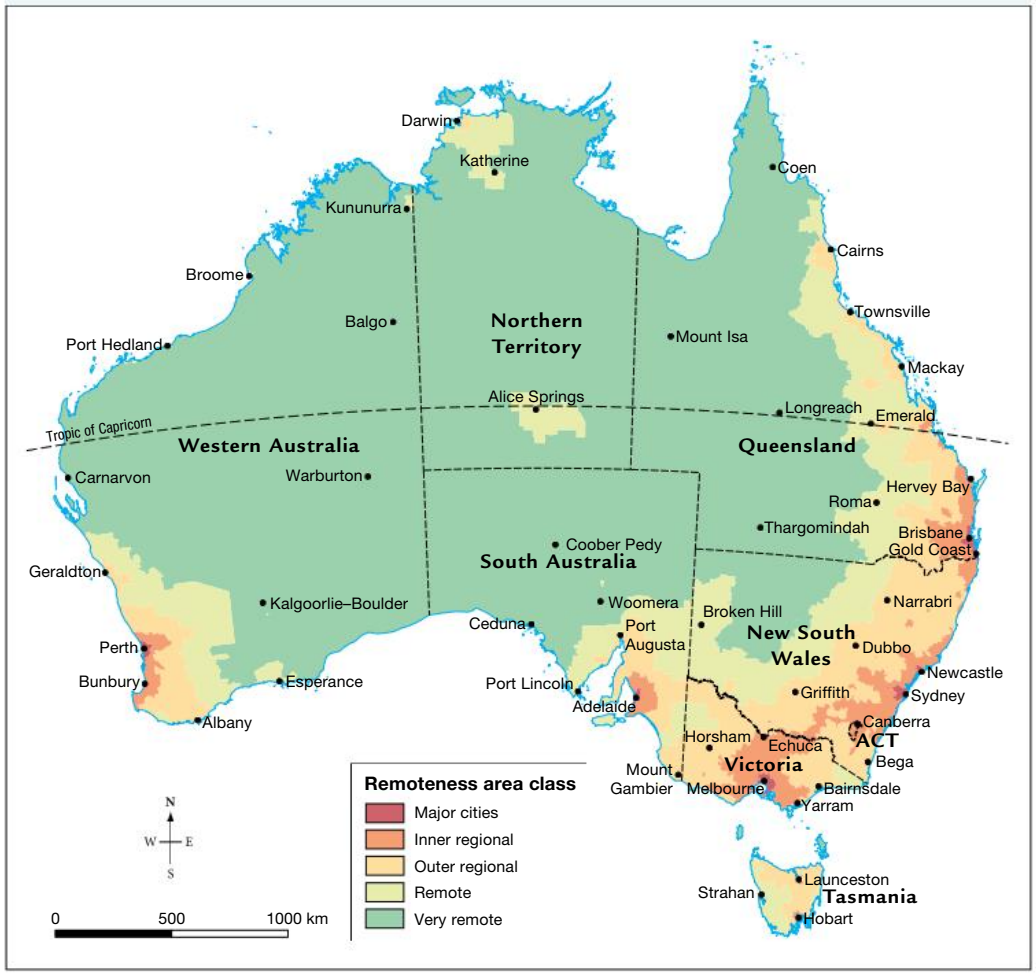
Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

18.4 Rural–urban wellbeing variation in Australia

18.4.1 Risk factor variations across regions

Geographical location is a significant factor in human health and wellbeing. In Australia, as in many other countries, the level of health is lower in **regional and remote areas** than in major cities. According to the Australian Institute of Health and Welfare's (AIHW) 2018 **rural** and remote health report, people living in rural and remote places tend to have shorter lives and higher levels of injury and disease and less access to health services than those living in major cities. **FIGURE 1** shows the remoteness classifications of regions across Australia.

FIGURE 1 Australia's population by remoteness classification



Source: Australian Bureau of Statistics.

According to the Australian Bureau of Statistics (ABS) the vast majority of Australians (71 per cent) live in major cities, 18 per cent live in inner regional areas, 9 per cent live in outer regional areas and only 2 per cent of the population live in remote and/or very remote locations.

People from regional and remote areas tend to be more likely than their major city counterparts to smoke and to drink alcohol beyond the recommended 'safe' levels. **TABLE 1** outlines differences in various health risk factors between people living in cities, inner regional areas and outer regional and remote areas.

TABLE 1 Rates of different health behaviours and risk factors across different living areas

Health risk factor	Major cities	Inner regional	Outer regional/remote
Daily smoker	13%	18%	22%
Overweight or obese	61%	67%	68%
No/low levels of exercise	64%	69%	72%
Exceed lifetime alcohol risk guideline	16%	18%	24%
High blood pressure	22%	24%	22%

Notes:
1. '%' represents prevalence of risk factor in each region (excluding *Very remote* areas of Australia).
2. Proportions were age standardised to the 2001 Australian Standard Population.

Shorter life expectancy and higher rates of injury and illness may be linked to differences in access to services, increased risk factors and the regional/remote environment. More physically dangerous occupations in rural areas lead to higher accident rates. Factors associated with driving, such as long distances, greater speed and animals on roads, contribute to higher road accident rates in country areas.

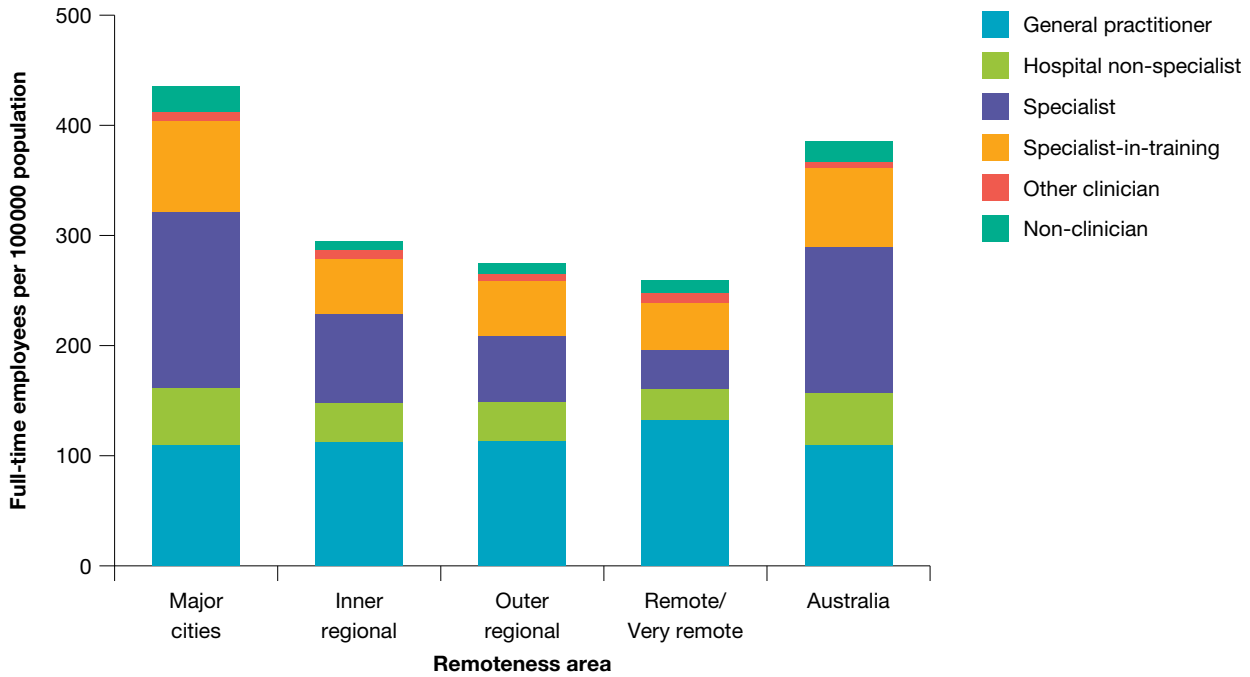
18.4.2 Variations in service accessibility

In general, people living in rural Australia do not always have the same opportunities for good health as those living in major cities. Residents of more inaccessible areas of Australia are generally disadvantaged in their access to health facilities staffed by skilled personnel.

FIGURE 2 Health services are less accessible for people living in Australia's regional and remote areas than for those in urban areas.

FIGURE 3 shows access to services is at least partially affected by the number of available health workers per population. Medical personnel in rural areas have a higher average age and face longer work hours than their city counterparts. Recruitment difficulties in rural areas also affect the sustainability of such services. **FIGURE 4** shows differences between regional and remote areas and cities in relation to access to and experience of medical services.

FIGURE 3 Health practitioners per 100 000 people, by remoteness area



Source: Australian Institute of Health and Welfare.

Where health services are provided, regional and remote residents also tend to face higher out-of-pocket expenses. People with disability living outside major cities are significantly less likely to access disability support services.

In addition to access to health services, access to healthy food options also affects health and wellbeing. A government survey found that absence of competition in remote areas led to mark-ups of up to 500 per cent on some foods, particularly fresh fruit and vegetables, which could take up to two weeks to reach their destination. A typical packet of pasta could cost approximately five times more than in metropolitan stores.

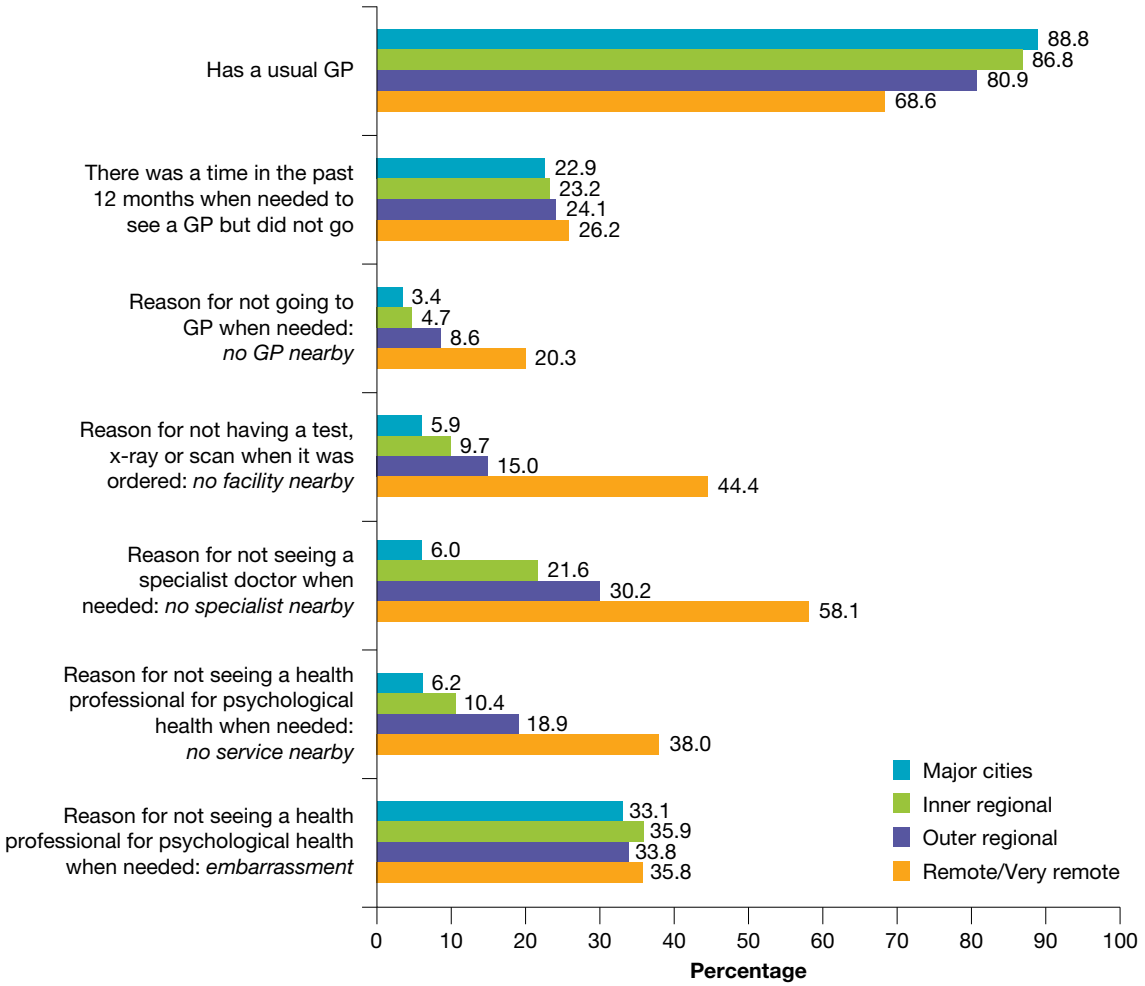
Fewer educational and employment opportunities are other wellbeing challenges faced by those in regional and remote places.

On the positive side, despite the poorer health-related wellbeing typically associated with regional and remote areas, according to the Household, Income and Labour Dynamics in Australia (HILDA) survey, Australians living in non-urban areas tend to report higher levels of life satisfaction. This may be due to a greater sense of social cohesiveness, through community-based activities and higher rates of participation in volunteer organisations, as well as general feelings of safety in their community. The Country Women's Association is one such volunteer organisation that forms a vital part of rural community life (see **FIGURE 6**).

DISCUSS

'The benefits to wellbeing of living in regional areas outweigh the disadvantages.' Debate this issue in small groups or as a class. **[Critical and Creative Thinking Capability]**

FIGURE 4 Access to and experience of medical services in the past 12 months, by remoteness, 2016



Source: Australian Institute of Health and Welfare

FIGURE 5 The Royal Flying Doctor Service provides vital health care for remote areas of Australia.

FIGURE 6 Members of the Canberra Evening Branch of the Country Women's Association held a charity bake-off for the Women's Refuge of the ACT.

Variation in wellbeing within cities

Although people in urban places generally have a higher standard of wellbeing according to many measures than those living in rural areas, levels of wellbeing are not uniform across towns and cities. If you live in a town or city yourself, you would be aware that not all parts of that location have the same access to facilities or the same types of housing. Elements such as public transport links, access to schools, shops and sporting and entertainment facilities have an impact on a place's liveability and therefore the wellbeing of its residents. Variations in wellbeing occur on a local scale as well as at national and global scales.

The cost of housing is a major expense for people so its affordability directly affects people's living standards. When more of an individual's income needs to be spent on mortgage or rent payments, they have less disposable income available for other activities. Thus, spending on wellbeing-enhancing activities, such as social events with friends and family, gym membership or sports participation and holidays, will be less, which may lead to a lower sense of general wellbeing. **TABLES 2** and **3** list the top ten most affordable suburbs in Melbourne for house and unit purchases, and the top ten most affordable suburbs within ten kilometres of the city centre. As the tables demonstrate, in general, greater proximity to the city centre leads to increased housing prices.

TABLE 2 Melbourne's top ten most affordable suburbs, 2019

Most affordable suburbs, houses	Median house price	Most affordable suburbs, units	Median unit price
Melton	$389 190	Junction Village	$303 505
Melton South	$404 812	Bacchus Marsh	$318 393
Millgrove	$419 830	Albion	$320 234
Cobblebank	$434 888	Darley	$325 919
Kurunjang	$436 026	Melton South	$329 168
East Warburton	$439 360	Carlton	$329 228
Melton West	$445 522	Melton	$330 490
Warburton	$447 262	Notting Hill	$332 055
Coolaroo	$453 602	Harkness	$344 225
Weir Views	$462 542	Werribee South	$345 024

TABLE 3 Melbourne's top ten most affordable suburbs within 10 km of city centre, 2019

Most affordable suburbs: houses	Median house price	Most affordable suburbs: units	Median unit price
Maidstone	$738 813	Carlton	$329 228
Coburg North	$750 857	Travancore	$355 798
Bellfield	$766 227	Flemington	$376 069
West Footscray	$800 115	Footscray	$415 862
Footscray	$804 367	Kingsville	$420 856
Kensington	$869 416	West Footscray	$432 156
Coburg	$882 328	Melbourne	$439 738
Collingwood	$887 392	Prahran	$459 113
Flemington	$897 218	Maribyrnong	$469 152
Preston	$903 583	Windsor	$469 815

A comparison of urban wellbeing — Mumbai, India

Located in the city of Mumbai, India, the slum of Dharavi (see **FIGURE 7**) is home to more than one million people in an area of around 220 hectares. Although this location has minimal formal infrastructure and has poor drainage, its cheap rent, manufacturing activities such as leather tanning and its location between two major suburban railway lines mean that it continues to grow. In contrast, **FIGURE 8** shows a new residential development in the eastern part of the same city. Mumbai's population of more than 22 million people includes India's richest person, Mukesh Ambani, whose US$54 billion fortune, made via the textile industry, also ranks him among the richest people in the world. The contrasts in wellbeing in India are clearly seen by these two vastly different environments.

While in Australia we may experience variation in wellbeing across the various areas within our cities, they are nothing like the scale of difference that is evident in these contrasting images of Mumbai.

FIGURE 7 Dharavi, a large slum in the city of Mumbai, India

FIGURE 8 New residential development for the wealthy in Mumbai, India

18.4 INQUIRY ACTIVITY

Find an outline map of Melbourne in your atlas or online and shade each of the suburbs in **TABLES 2** and **3** using a graded colour scheme to represent increasing price brackets (e.g. $300 000–$349 999, $350 000–399 999, $400 000–449 000). Write a paragraph to describe the distribution of the most affordable suburbs for house and unit purchases. What reasons can you propose for this? **Classifying, organising, constructing**

18.4 EXERCISES

Geographical skills key: GS1 Remembering and understanding **GS2** Describing and explaining **GS3** Comparing and contrasting **GS4** Classifying, organising, constructing **GS5** Examining, analysing, interpreting **GS6** Evaluating, predicting, proposing

18.4 Exercise 1: Check your understanding

1. **GS3** Draw a table to show the advantages and disadvantages of rural versus urban areas in terms of wellbeing in Australia.
2. **GS2** Refer to **FIGURES 3 and 4** to explain why people living in rural Australia do not always have the same opportunities for good health as those living in major cities.
3. **GS2** Explain why the information shown in **TABLES 2** and **3** may be considered a measure of wellbeing.
4. **GS5** Study **FIGURE 3**. For which type of health practitioner is access most noticeably different between major cities and regional and remote areas?
5. **GS3** Study **FIGURE 4**.
   (a) For which measures is the least difference evident? Suggest a reason why this is so.
   (b) For which measures are the greatest differences evident? Explain why this is the case.

18.4 Exercise 2: Apply your understanding

1. **GS6** What is the long-term potential outcome of the contrast in wellbeing shown in **FIGURES 7 and 8**?
2. **GS6** Why would it be difficult to measure wellbeing in a slum area such as Dharavi in Mumbai?
3. **GS6** Suggest a strategy for improving the accessibility of health services for people living in rural Australia.
4. **GS6** Suggest an alternative measure of wellbeing not mentioned in this subtopic that could highlight the variation in wellbeing within an urban area.
5. **GS6** Suggest the positive and negative impacts of the mining boom on levels of wellbeing in remote communities in Australia.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

18.5 Indigenous wellbeing in Australia

18.5.1 Are all Australians equal?

In a just society like Australia, we would expect that everyone is able to experience a similar standard of living. It would be unfair for one sector of a community to experience significant disadvantage when the rest of the community enjoys the privileges of a 'good life'. However, many Indigenous Australians consistently experience lower levels of health, education, employment and economic independence than those experienced by most non-Indigenous Australians. These **socioeconomic** factors inhibit the ability of Indigenous Australians, who make up 3.3 per cent of the Australian population, to contribute to and benefit from all that Australia has to offer.

Why does disadvantage exist?

The inequalities may be attributed to three main causes:

- the dispossession of land
- the displacement of people
- discrimination.

Many generations of Indigenous people have experienced difficulties in accessing the same services and opportunities as other Australians. Disadvantage in one area, for example, poor access to health services, may affect a student's ability to attend school, which may in turn alter their employment prospects. Compared with other Australians, Indigenous people (as a group) remain disadvantaged (see **FIGURE 1**).

FIGURE 1 Indicators of Indigenous wellbeing

18.5.2 Improving wellbeing — closing the gap

In 2008, the Close the Gap program was launched with the aim of eliminating health and wellbeing differences between Indigenous and non-Indigenous Australians. It set out six key targets:

1. to close the life expectancy gap within a generation
2. to halve the gap in mortality rates for Indigenous children under five within a decade
3. to ensure access to early childhood education for all Indigenous four-year-olds in remote communities within five years
4. to halve the gap in reading, writing and numeracy achievements for children within a decade
5. to halve the gap for Indigenous students in Year 12 attainment rates by 2020
6. to halve the gap in employment outcomes between Indigenous and non-Indigenous Australians within a decade.

An additional target relating to school attendance was added in 2014. In the ten-year review of the program in 2018, it was noted that only two of the targets — early childhood education and Year 12 attainment — were on track to be met. The remaining target areas, although showing some improvements, were falling short of the desired levels. In the Closing the Gap Refresh program outlined in 2018, further targets were outlined in the key areas of:

- families, children and youth
- housing
- justice, including youth justice
- health
- economic development
- culture and language
- education
- healing
- eliminating racism and systemic discrimination.

FIGURE 2 Closing the gap for Indigenous Australians will take generations of commitment.

How can we measure Indigenous wellbeing?

Indigenous peoples are culturally and linguistically diverse, but Indigenous culture differs markedly from non-Indigenous Australian culture. Concepts of family structure and community obligation, language, obligations to country and the passing down of traditional knowledge are all viewed and practised very differently by Indigenous cultures in comparison to non-Indigenous cultures. These are important factors that contribute to both identity and wellbeing, yet as indicators, they may be difficult to measure.

The National Aboriginal and Torres Strait Islander Social Survey (NATSISS) is a six-yearly survey conducted by the federal government. It aims to measure the health and wellbeing of Aboriginal and Torres Strait Islander communities. Some of the data gathered from the survey are highlighted in **FIGURE 3**.

The data reveals some of the key wellbeing issues facing Aboriginal and Torres Strait Islander people, but also highlights the strong cultural and community connections felt by many Indigenous people and the importance of these connections in relation to overall sense of life satisfaction and wellbeing. **FIGURE 4** summarises the extent of this participation in family and community life.

FIGURE 3 Some findings from the National Aboriginal and Torres Strait Islander Social Survey (NATSISS) 2014–15

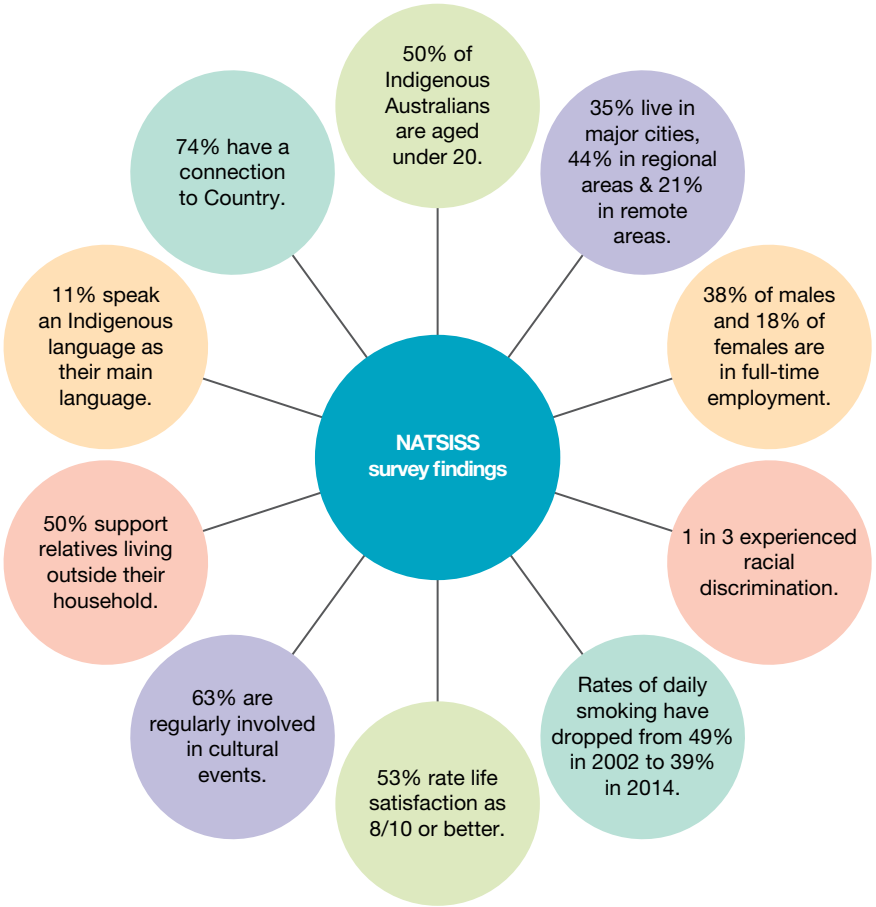
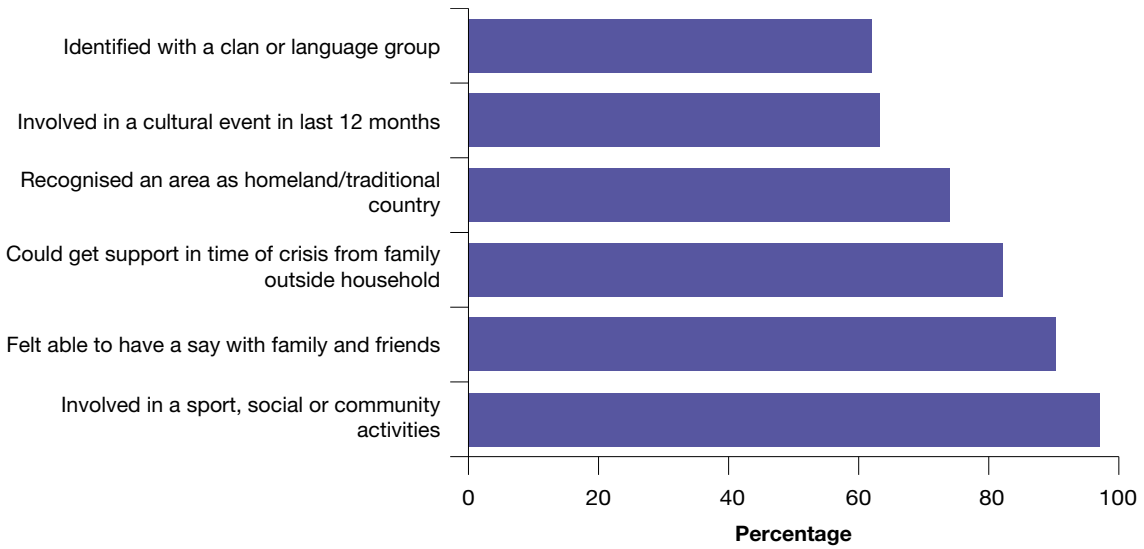


FIGURE 4 Indigenous Australians' participation in aspects of family, community and cultural life



Source: ABS 2016; Table S6.1.2.

Programs to close the gap

Recognising the divides that exist at home, Australian governments and other agencies such as Oxfam are continuing to push initiatives aimed at tackling some of the problems that many Indigenous communities face. Ultimately, all Australians benefit from a united effort to address Aboriginal and Torres Strait Islander disadvantage. When disadvantage is overcome, the need for government expenditure is decreased. At the same time, Aboriginal and Torres Strait Islander peoples will be better placed to fulfil their cultural, social and economic aspirations.

The following initiatives are examples of how both government and non-government agencies are working to improve the wellbeing of Australia's Indigenous peoples.

- *The National Partnership Agreement on Closing the Gap in Indigenous Health Outcomes*. For example, the Many Rivers Aboriginal Medical Service Alliance in northern New South Wales brings together ten Aboriginal-controlled health organisations that share resources and programs servicing 35 000 people.
- *The Australian Government licensing scheme for community stores in the Northern Territory*. This scheme requires store managers to offer a range of healthy food and drinks and to make these attractive to customers. Prior to this, people in remote Indigenous communities often had little choice. Goods and food were of poor quality and basic consumer protection was lacking. More than 90 Northern Territory stores, such as the one pictured in **FIGURE 5**, are now licensed, with reported improvements in management, hygiene and employment of Indigenous staff.
- The *Wylak Project* builds the leadership capacity of Indigenous youth by offering grants in three key areas — cultural projects, advocacy/campaigning and learning events.

FIGURE 5 New food store at Ngukurr, Northern Territory

Lombadina Indigenous community program

Indigenous communities themselves are also working hard to improve their wellbeing. Lombadina is an Indigenous community inhabited by the Bardi people. It is located on the north-western coast of Western Australia (see **FIGURE 6**). Lombadina and the neighbouring Djarindjin community are home to approximately 200 Indigenous people. The Lombadina community is working towards self-sufficiency through ventures that include tourism operations, a general store, an artefact and craft shop, a bakery and a garage. The tourist ventures centre on sharing knowledge of an Indigenous lifestyle. In addition to providing serviced accommodation, many tours are offered, including cultural tours, fishing charters, kayaking and bushwalking. Lombadina has received a number of tourism awards. The considerable success of these businesses has contributed substantially to the wellbeing of this community.

Lombadina is also involved in the EON Thriving Communities Project. EON is a non-government organisation operating by invitation in Indigenous communities in Western Australia. It aims to close the

gap in terms of health; for example, via the provision of practical knowledge about growing and preparing healthy food in schools and communities. The project has community ownership and is designed to be sustainable, thus improving wellbeing in the long term.

FIGURE 6 Location of Lombadina, Western Australia

Source: © Commonwealth of Australia Geoscience Australia 2013. © Commonwealth of Australia Australian Bureau of Statistics 2013. Map drawn by Spatial Vision.

on Resources

Weblink Lombadina

18.5 INQUIRY ACTIVITIES

1. Conduct internet research into the Closing the Gap Refresh. Create an infographic poster outlining the new targets relating to each of the key focus areas. **Classifying, organising, constructing**
2. Another factor contributing to disadvantage may be the remoteness of Indigenous communities. Investigate the proportions of the Indigenous population who live in urban and regional areas compared with those who live in remote and very remote areas. What differences in wellbeing may result from these differences in location? **Examining, analysing, interpreting**
3. National Close the Gap Day is held in March each year to improve community awareness of the issue of Indigenous disadvantage and to publicise federal government action. Use the internet to find out what activities are taking place in your state and/or local area for the next Close the Gap Day. **Examining, analysing, interpreting**
4. Using the internet, research one of the following organisations that have experienced success in combating some of the health, social or educational disadvantages experienced by Indigenous Australians. Why have they been successful? What outcomes will be ***changed*** for Indigenous people?
   - Aboriginal Women Against Violence (NSW)
   - MPower — Family Income Management Plan (Qld)
   - Indigenous Enabling Program at Monash University (Vic.) **Examining, analysing, interpreting**

18.5 EXERCISES

Geographical skills key: GS1 Remembering and understanding **GS2** Describing and explaining **GS3** Comparing and contrasting **GS4** Classifying, organising, constructing **GS5** Examining, analysing, interpreting **GS6** Evaluating, predicting, proposing

18.5 Exercise 1: Check your understanding

1. **GS1** What are some of the reasons that disadvantages exist for Indigenous Australians?
2. **GS1** Refer to **FIGURE 1**. What is the average life expectancy for Indigenous Australians and non-Indigenous Australians? What is the difference (in years) between these average life expectancies?
3. **GS2** Explain how the National Aboriginal and Torres Strait Islander Health Survey might give us more insight into the wellbeing of Indigenous Australians.
4. **GS1** What areas are being addressed by the federal government's Close the Gap program?
5. **GS2** Why is the Close the Gap program necessary?

18.5 Exercise 2: Apply your understanding

1. **GS2** Did any of the statistics about Australia's Indigenous people surprise you? Explain your reaction to them, and how they may have either ***changed*** or reinforced your own opinions or beliefs.
2. **GS6** 'Social justice' means fair and equitable access to a community's resources. Do you think Indigenous people experience social justice in Australia? Explain your answer.
3. **GS6** How might Indigenous tourism initiatives such as those run by the Lombadina community improve the wellbeing of people beyond that community?
4. **GS6** What do you consider the most significant wellbeing issue facing Indigenous Australians today? Use data from this subtopic to support your view.
5. **GS6** Suggest a way to address the issue you identified in question 4. How could wellbeing in this area be improved?

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

18.6 SkillBuilder: Understanding policies and strategies

online only

What are policies and strategies?

Policies are principles and guidelines that allow organisations to shape their behaviour and decisions, and to clarify future directions. Strategies ensure that the key components of a plan are implemented. Policies and strategies are particularly useful in large organisations, where information needs to be spread to all employees.

Select your learnON format to access:

- an overview of the skill and its application in Geography (Tell me)
- a video and a step-by-step process to explain the skill (Show me)
- an activity and interactivity for you to practise the skill (Let me do it)
- questions to consolidate your understanding of the skill.

on Resources

Video eLesson Understanding policies and strategies (eles-1760)

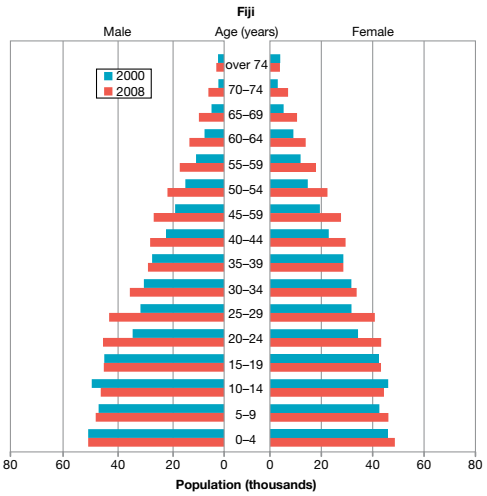
Interactivity Understanding policies and strategies (int-3378)

18.7 SkillBuilder: Using multiple data formats

online only

What are multiple data formats?

Multiple data formats are varied forms of data presentation, used when a range of data needs to be shown. All the information must be read before the data can be interpreted.



Select your learnON format to access:

- an overview of the skill and its application in Geography (Tell me)
- a video and a step-by-step process to explain the skill (Show me)
- an activity and interactivity for you to practise the skill (Let me do it)
- questions to consolidate your understanding of the skill.

on Resources

Video eLesson Using multiple data formats (eles-1761)

Interactivity Using multiple data formats (int-3379)

18.8 Thinking Big research project: Improving wellbeing in a low-HDI ranked country

online only

SCENARIO

You will research and prepare a report on a country with one of the lowest Human Development Index rankings. What is the country's current development status, what are its top three most pressing problems, and what can the Australian government do to alleviate the situation?

Select your learnON format to access:

- the full project scenario
- details of the project task
- resources to guide your project work
- an assessment rubric.

on Resources

ProjectsPLUS Thinking Big research project: Improving wellbeing in a low-HDI ranked country (pro-0219)

18.9 Review

online only

18.9.1 Key knowledge summary

Use this dot point summary to review the content covered in this topic.

18.9.2 Reflection

Reflect on your learning using the activities and resources provided.

on Resources

eWorkbook Reflection (doc-31779)
Crossword (doc-31780)

Interactivity Factors affecting human wellbeing crossword (int-7677)

KEY TERMS

favela an area of informal housing usually located on the edge of many Brazilian cities. Residents occupy the land illegally and build their own housing. Dwellers often live without basic infrastructure such as running water, sewerage or garbage collection.

female infanticide the killing of female babies, either via abortion or after birth

gross domestic product (GDP) the value of all goods and services produced within a country in a given period, usually discussed in terms of GDP per capita (total GDP divided by the population of the country)

maternal mortality the death of a woman while pregnant or within 42 days of termination of pregnancy

micro-credit the provision of small loans to borrowers who usually would not be eligible to obtain loans due to having few assets and/or irregular employment

poverty rate the ratio of the number of people whose income is below the poverty line

regional and remote areas areas classified by their distance and accessibility from major population centres

rural relating to the country, rather than the city

sanitation facilities that safely dispose of human waste (urine, faeces and menstrual waste)

sex ratio the number of females per 1000 males

socioeconomic of, relating to or involving a combination of social and economic factors

spatial variation difference observed (in a particular measure) over an area of the Earth's surface

Sustainable Development Goals (SDGs) a set of 17 goals established by the United Nations Development Programme, which aim to end poverty, protect the Earth and promote peace, equality and prosperity

18.6 SkillBuilder: Understanding policies and strategies

18.6.1 Tell me

What are policies and strategies?

Policies are the guiding rules or broad aims of an organisation. They present the 'big picture' of what the organisation wants to achieve. Generally, policies are in place for long periods of time. For example, a school may have a policy that its students should be protected, as far as possible, from the effects of ultraviolet radiation during school hours, and this policy may have been in place for 20 years.

Strategies, on the other hand, are a range of steps and activities that ensure the policy is met. The strategies may be short term or long term; they may be modified or added to. In the above example, a short-term strategy might be that students should be involved in designing a new casual hat to be worn within the school grounds. Long-term strategies might include the involvement of teachers in checking that students are wearing hats during lunch hours, and a three-year construction program to create shaded areas within the school grounds.

Why are policies and strategies useful?

Policies are principles and guidelines that allow organisations to shape their behaviour and decisions, and to clarify future directions. Strategies ensure that the key components of a plan are implemented. Policies and strategies are particularly useful in large organisations, where information needs to be spread to all employees.

Policies and strategies are useful for:

- arranging the order of a range of initiatives to be developed
- keeping organisations on target
- bringing structure to an organisation's activities
- guiding future directions.

A good understanding of policies and strategies:

- clearly identifies the difference between a policy and a strategy.

18.6.2 Show me

How to develop an understanding of policies and strategies

Model

FIGURE 1 Metcalfe Boys' High School student numbers policy

Policy

The Metcalfe Boys' High School must maximise student numbers in order to remain viable and to offer a broad range of subjects.

Strategies

Long term

- The Metcalfe Boys' High School is to become a coeducational school. It will do this over a six-year period, beginning with Year 7.
- It must achieve a gender balance in the classes within six years.
- Awards for girls should be developed.
- Associations for past students should be created.

Short term

- Design and create a uniform for the girls.
- Create facilities such as toilets and gymnasium change rooms.
- Consider school camp facilities.
- Consider the need to join other sporting organisations such as softball and girls' competitions.

You will need:

- to show knowledge of a particular field of study.

Procedure

Step 1

Seek out the general statement of an organisation's aims. These should be big picture guiding rules, aims or principles. Understand that a policy is not achieved without a set of strategies to make it become reality. In **FIGURE 1** the policy is stated as: 'The Metcalfe Boys' High School must maximise student numbers in order to remain viable and to offer a broad range of subjects.'

Step 2

Look for a series of strategies or specific actions that can be taken to achieve a policy. Each strategy is likely to have a set of programs within it that help make the strategy successful. Discover these programs and assess whether they are making a difference; that is, are the programs supporting the change required by the policy? The policy shows the strategies to be:

- become a coeducational school over a six-year period, beginning with Year 7
- achieve a gender balance in the classes within six years
- develop awards for girls
- create associations for past students
- design and create a uniform for the girls
- create facilities such as toilets and gymnasium change rooms
- consider school camp facilities
- consider the need to join other sporting organisations such as softball and girls' competitions.

on Resources

Video eLesson Understanding policies and strategies (eles-1760)

Interactivity Understanding policies and strategies (int-3378)

Weblink Indigenous education

18.6.3 Let me do it

Complete the following activities to practise this skill.

18.6 ACTIVITIES

1. Use the **Indigenous education** weblink in the Resources tab to research the government's policy in this area.

   Write down the government's main policy on Indigenous schooling. This will be expressed as its broadest aim. Also list a number of short-term and long-term strategies that the government has put in place. Use the checklist to ensure you cover all aspects of the task.
2. Apply your skills to answer the following questions.
   (a) The policy on education for Indigenous children is part of a broader policy. What is that broader policy called?
   (b) Research to discover when this policy came into being.
   (c) List three strategies to support the education policy.
   (d) Which strategy do you find the most interesting? Why?
   (e) Suggest reasons why education is an important policy area for people's wellbeing.

Checklist

I have:

- clearly identified the difference between a policy and a strategy.

18.7 SkillBuilder: Using multiple data formats

18.7.1 Tell me

What are multiple data formats?

Multiple data formats are varied forms of data presentation, used when a range of data needs to be shown. All the information must be read before the data can be interpreted.

Why are multiple data formats useful?

Multiple data formats are useful in major reports when a range of ideas needs to be pulled together and presented as a united document. You will probably have used multiple data formats when presenting annotated visual displays, poster displays, PowerPoint presentations, brochures and so on.

Multiple data formats are useful for:

- bringing together a range of data on a topic
- providing the best opportunity to showcase a range of data in the most suitable formats
- drawing attention to data by having interesting presentation techniques
- providing material at a level of readability suited to a particular audience.

A good interpretation of multiple data formats:

- makes concise and accurate analysis of each data format
- includes all the information provided.

18.7.2 Show me

How to use multiple data formats

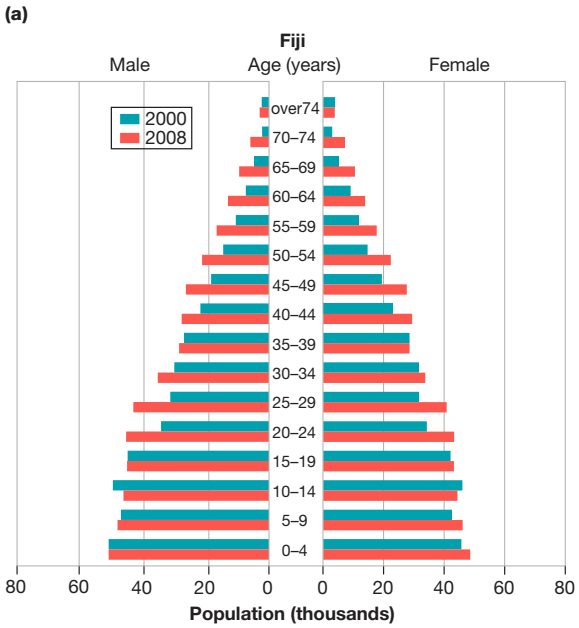
You will need:

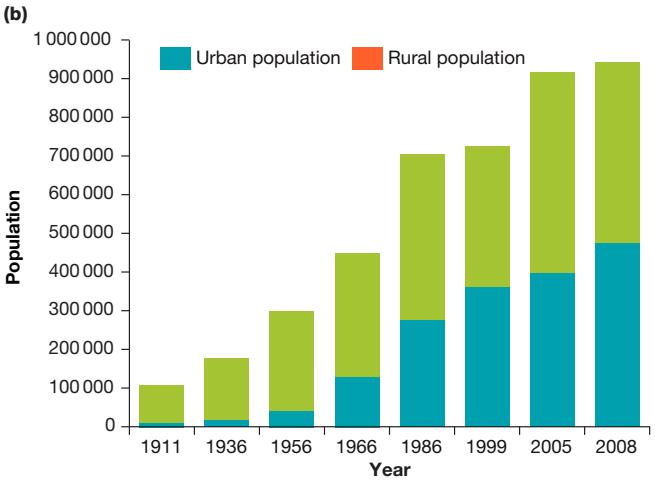
- a range of data.

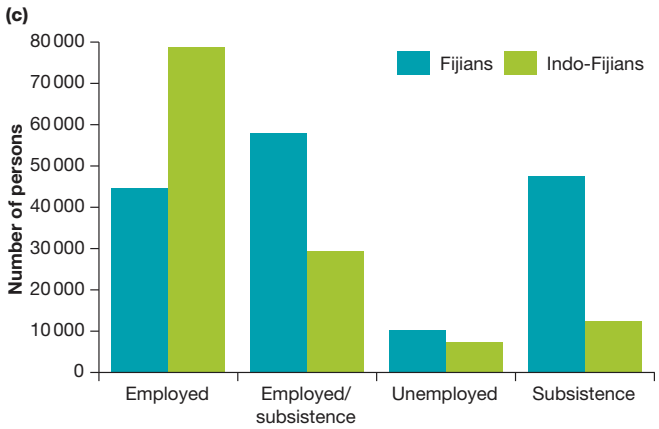
Model

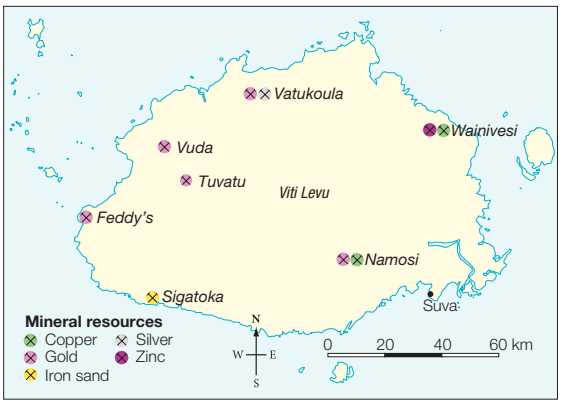
Fiji is a group of Pacific islands where population growth and subsistence living go hand in hand. The population pyramid, **FIGURE 1(a)**, shows that Fiji has a young population, and that the largest age group is 0–4 years of age. The population in 2008 had become evenly distributed between the rural and the urban areas **(FIGURE 1(b))**, whereas in the past rural living had dominated. Native Fijians are mostly involved in subsistence farming or fishing, while Indo-Fijians are employees **(FIGURE 1(c))**. The pie graph, **FIGURE 1(e)**, shows that these businesses in which they might be employed include the garment industry, which is a third of Fiji's exports. Other resources include mining, timber, raw sugar and fishing. The table (**TABLE 1**) indicates that 30 000 Fijians are involved in subsistence fishing, and **FIGURE 1(f)** shows that fishing for export provides US$45 million. Fiji's growth and development is ongoing, and is supported by overseas aid.

FIGURE 1 (a)–(f) A range of data about Fiji









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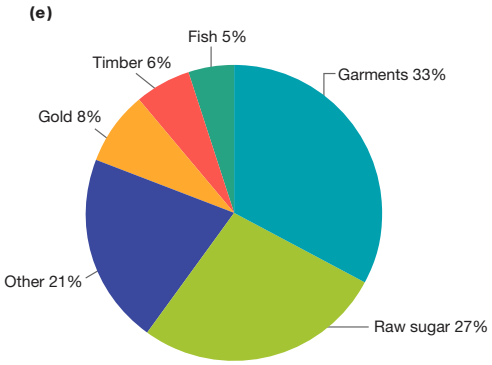


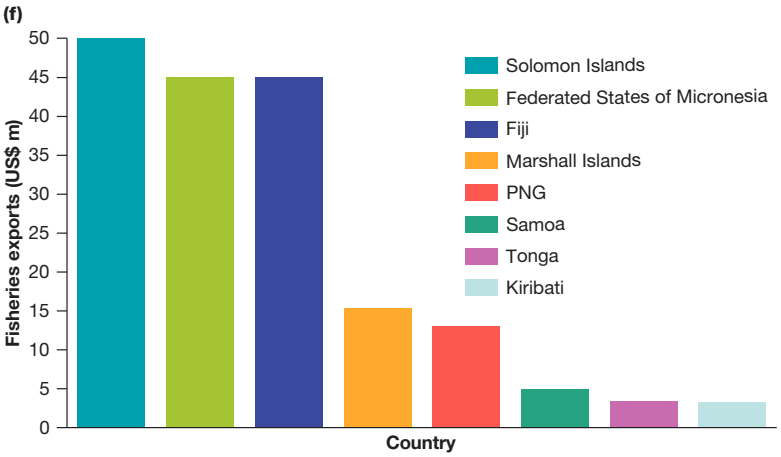


TABLE 1 Employment in subsistence fishing in selected Pacific countries

Pacific country	Number employed
Papua New Guinea	250 000–500 000
Solomon Islands	50 000
Fiji	30 000
Kiribati	20 000
Tonga	7500
Marshall Islands	4700

Procedure

Step 1

Study **FIGURE 1** and **TABLE 1** carefully. You should have encountered all these formats — population profiles, bar graphs, cumulative bar graphs, tables, pie graphs and maps — in your study of Geography. Be systematic in your approach to the data. Read titles, labels, units of measurement, dates and legends, and then make your interpretations.

Step 2

Consider an approach that allows you to link data in a logical flow of ideas about the topic. In this instance, the data in **FIGURE 1** and **TABLE 1** is about Fiji's people and their work. Introduce your topic with a short sentence stating the intention of your writing. For example, the 'Model' paragraph starts with an opening sentence about the location of Fiji.

Step 3

Begin by finding the figures that are about population structure (population profile, bar graphs on urban and rural population growth, for example). The model paragraph includes the following statements: 'Fiji has a young population, and the largest age group is 0–4 years of age'. The population in 2008 had become evenly distributed between the rural and the urban areas, whereas in the past rural living had dominated.

Step 4

To show the interconnection between people and work, the graph of economic activity works well. The model paragraph says 'Native Fijians are mostly involved in subsistence farming or fishing, while Indo-Fijians are employees'. Then you can consider the map and pie graph on mining and the graph and table on the role of fishing. See the remainder of **FIGURE 1** and the model paragraph.

Step 5

When writing, end with a concluding statement. The model paragraph has the concluding statement: 'Fiji's growth and development is ongoing, and is supported by overseas aid'.

on Resources

Video eLesson Using multiple data formats (eles-1761)

Interactivity Using multiple data formats (int-3379)

18.7.3 Let me do it

Complete the following activities to practise this skill.

18.7 ACTIVITIES

1. Discuss the wellbeing of the women in India. Use the maps, images and graphs from subtopic 18.2 (**FIGURES 1, 4, 5** and **6**) and subtopic 18.4 (**FIGURES 8** and **9**). Use the checklist to ensure you cover all aspects of the task.
2. Apply your skills to answer the following questions.
   (a) How does maternal mortality in India compare with other parts of the world?
   (b) In which parts of India would a woman prefer not to be when giving birth?
   (c) In which parts of India are there more females than males?
   (d) Using **FIGURE 3** in subtopic 18.2, describe how the reproductive health indicators have ***changed*** since 1990.
   (e) How would the wellbeing of the women differ in the houses shown in **FIGURES 8** and **9** in subtopic 18.4?

Checklist

I have:

- made concise and accurate interpretations of each data format
- included all the information provided.

18.8 Thinking Big research project: Improving wellbeing in a low-HDI ranked country

18.8.1 Scenario

Geographers use many different demographic indicators to rank, analyse and discuss the development status of countries. The Human Development Index (HDI) is a meta-indicator that provides a ranking based on a number of different development indicators. The HDI is a composite ranking which includes measures of life expectancy, education and gross national income (per capita) within a country, thus providing insight into the wellbeing of the country's citizens.

The highest possible HDI score is 1.0, and HDI rankings are categorised into four main groups: very high human development (scores from 0.8 to 1.0), high human development (scores of at least 0.7 but less than 0.8), medium human development (scores of less than 0.7 but at or above 0.55) and low human development (scores below 0.55). The majority of countries that are categorised as having low human development are found in Africa; others are located in the Middle East, Central Asia and the Pacific Islands.

You may have only been in the job for a week, but you already have your first major assignment! Your boss, Australia's representative to the United Nations, has asked for a report on countries with the lowest HDI rankings. As part of the team working on this project, you will choose one country to investigate, report on, and make suggestions as to what the Australian government can do to help alleviate the situation.

18.8.2 Task

Choose one country from the lowest HDI-ranked countries and prepare a report that includes:

- a summary of the country's current development status — under the Sustainable Development Goals framework, what areas have been targeted, and what progress has been achieved?
- a discussion of what you have identified as the country's three most pressing problems
- suggestions as to what the Australian government could do to help alleviate these problems and assist this country in raising its HDI ranking.

18.8.3 Process

- Open the ProjectsPLUS application in the Resources for this topic. Open the **Project set-up** tab to enter the project due date and set up your project group if you wish to. You can work independently or with a partner, which will allow you to swap ideas and share responsibility for the project. Save your settings and the project will be launched.
- The table below lists the lowest HDI-ranked countries for 2017. Select your country from this list or search online to find the most recent rankings available.

Global rank	Country	HDI score	Global rank	Country	HDI score
189	Niger	0.354	170	Côte d'Ivoire	0.492
188	Central African Republic	0.367	168	Haiti	0.498
187	South Sudan	0.388	168	Afghanistan	0.498
186	Chad	0.404	167	Sudan	0.502
185	Burundi	0.417	165	Togo	0.503
184	Sierra Leone	0.419	165	Comoros	0.503
183	Burkina Faso	0.423	164	Senegal	0.505
182	Mali	0.427	163	Benin	0.515
181	Liberia	0.435	162	Uganda	0.516
180	Mozambique	0.437	161	Madagascar	0.519
179	Eritrea	0.440	159	Mauritania	0.520
178	Yemen	0.452	159	Lesotho	0.520
177	Guinea-Bissau	0.455	158	Rwanda	0.524
176	Congo	0.457	157	Nigeria	0.532
175	Guinea	0.459	156	Zimbabwe	0.535
174	Gambia	0.460	155	Syrian Arab Republic	0.536
173	Ethiopia	0.463	154	Tanzania	0.538
172	Djibouti	0.476	153	Papua New Guinea	0.544
171	Malawi	0.477	152	Solomon Islands	0.546

- Navigate to the **Research forum**, where you will find starter topics loaded to guide your research. You can add further topics to the Research forum if you wish.
- In the **Media centre** you will find an assessment rubric and a weblink to access the UN Human Development Reports, which will form the basis of your research. You can also use other websites to supplement your research.
- Research your country and compile a summary of development indicator data. Make notes of your research and remember to record details of your sources so you can create a bibliography to include in your report. Add your research notes and source details to the relevant topic pages in the Research forum. When you have completed your research, you can print out the **Research report** in the Research forum to easily view all the information you have gathered, if you wish.
- Compile or create relevant maps, images, graphs, tables and diagrams to support your written content, ensuring that Geographic conventions such as the use of captions and BOLTSS are applied.
- Once you have completed your summary, you need to identify **three** key problems that your country faces. Provide an explanation of why these problems are so significant in relation to your country's development (a paragraph or two on each problem will be sufficient).

- The final section of your report should be a discussion of the ways in which the Australian government might assist this country in addressing these key problems and, ultimately, in raising its HDI ranking. Suggest actions that you believe would be effective and explain how they might be implemented.
- Ensure that you have completed all elements of the task and, when satisfied, submit your report, along with your bibliography, to your teacher for assessment.

on Resources

ProjectsPLUS Thinking Big research project: Improving wellbeing in a low-HDI ranked country (pro-0219)

18.9 Review

18.9.1 Key knowledge summary

18.2 Gender as a factor in wellbeing

- The risk of maternal mortality is much higher in less economically developed countries (LEDCs) than in more economically developed countries (MEDCs).
- Ending gender discrimination, achieving gender equality and empowering women and girls are key elements of the Sustainable Development Goals (SDGs).
- The SDGs have set a target of a maternal mortality rate below 70 per 100 000 by 2030.
- India accounts for a large percentage of global maternal deaths.
- Maternal mortality is strongly interconnected with poverty in both rural areas and urban slums.
- Women are more likely to be less well-nourished than men and have lower literacy levels.
- The Indian government has initiated various programs to try to improve maternal health.
- There are significant differences between India and Australia in terms of maternal mortality and wellbeing generally.

18.3 Poverty as a factor in wellbeing

- Despite the strength of Brazil's economy, the benefits of economic growth have not trickled down to the poor, resulting in large differences in wellbeing across the nation.
- Almost a quarter of the Brazilian population lives in poverty.
- There is considerable spatial variation in wellbeing between regions in Brazil.
- Rio's favelas (slums) are home to millions of the city's poor. Living conditions are difficult and impact on the wellbeing of the favela residents.
- Various measures have been undertaken in an attempt to improve life in the favelas.
- With the city's hosting of the 2016 Olympic Games, many favela residents were displaced to make way for Olympic-related venues and facilities.
- There is a strong interconnection between poverty, water supply, sanitation and wellbeing.
- Despite progress being made under the MDGs and now the SDGs, many millions still live without access to safe drinking water or adequate sanitation. This presents a significant risk to health and wellbeing.

18.4 Rural–urban wellbeing variation in Australia

- Geographical location is a significant factor in human health and wellbeing.
- In Australia, as in many other countries, the level of health is lower in regional and remote areas than in major cities.
- Shorter life expectancy and higher rates of injury and illness may be linked to differences in access to services, increased risk factors and the regional/remote environment.
- Fewer educational and employment opportunities are other wellbeing challenges faced by people living in regional and remote places.
- However, Australians living in non-urban areas tend to report higher levels of life satisfaction, possibly due to a greater sense of community connectedness.
- Levels of wellbeing are also not uniform across towns and cities. They are affected by factors such as accessibility of services and facilities and housing affordability.

18.5 Indigenous wellbeing in Australia

- Indigenous Australians consistently experience lower levels of health, education, employment and economic independence than those experienced by most non-Indigenous Australians.
- The Close the Gap program set out key target areas for the improvement of Indigenous wellbeing. Only two of these targets are currently on track, with others having seen only some improvement.

- The National Aboriginal and Torres Strait Islander Social Survey reveals some of the key wellbeing issues facing Aboriginal and Torres Strait Islander people, but also highlights the strong cultural and community connections felt by many Indigenous people and the importance of these connections in relation to overall sense of life satisfaction and wellbeing.
- There are numerous programs that aim to close the health and wellbeing gap between Indigenous and non-Indigenous Australians.

18.9.2 Reflection

Complete the following to reflect on your learning.

18.9 ACTIVITIES

Revisit the inquiry question posed in the Overview:

Some people in the world have a better life than others. What are the reasons for this inequality?

1. Now that you have completed this topic, what is your view on the question? Discuss with a partner. Has your learning in this topic changed your view? If so, how?
2. Write a paragraph in response to the inquiry question, outlining your views.

on Resources

eWorkbook Reflection (doc-31779)
Crossword (doc-31780)

Interactivity Factors affecting human wellbeing crossword (int-7677)

KEY TERMS

favela an area of informal housing usually located on the edge of many Brazilian cities. Residents occupy the land illegally and build their own housing. Dwellers often live without basic infrastructure such as running water, sewerage or garbage collection.
female infanticide the killing of female babies, either via abortion or after birth
gross domestic product (GDP) a measurement of the annual value of all the goods and services bought and sold within a country's borders, generally discussed in terms of GDP per capita (total GDP divided by the population of the country)
maternal mortality the death of a woman while pregnant or within 42 days of termination of pregnancy
micro-credit the provision of small loans to borrowers who usually would not be eligible to obtain loans due to having few assets and/or irregular employment
poverty rate the ratio of the number of people whose income is below the poverty line
regional and remote areas areas classified by their distance and accessibility from major population centres
rural relating to the country, rather than the city
sanitation facilities that safely dispose of human waste (urine, faeces and menstrual waste)
sex ratio the number of females per 1000 males
socioeconomic of, relating to or involving a combination of social and economic factors
spatial variation difference observed (in a particular measure) over an area of the Earth's surface
Sustainable Development Goals (SDGs) a set of 17 goals established by the United Nations Development Programme, which aim to end poverty, protect the Earth and promote peace, equality and prosperity

19 The impact of conflict on human wellbeing

19.1 Overview

When conflict occurs in a place, what happens to the people who live there? What would happen to us?

19.1.1 Introduction

People's wellbeing is put under stress when a country's development is threatened by pressures on society, politics, the economy and the environment. Sometimes the tension results in outbreaks of conflict.

Societies pressure governments for change. Improvements are sought in living conditions, and freedoms may be demanded. Tension can spill over into conflict. People can find themselves forced to fight or flee.

Over time, countries change, but always somewhere in the world there are people trapped by conflict.

on Resources

eWorkbook Customisable worksheets for this topic

Video eLesson A better life (eles-1716)

LEARNING SEQUENCE

19.1 Overview
19.2 Conflict across the world
19.3 Land conflict and human wellbeing
19.4 Minerals, wealth and wellbeing
19.5 Fleeing conflict
19.6 CASE STUDY: Syria — the impact of conflict on wellbeing
19.7 Seeking refuge
19.8 Providing assistance for global human wellbeing
19.9 **SkillBuilder:** Debating like a geographer (online only)
19.10 **SkillBuilder:** Writing a geographical essay (online only)
19.11 **Thinking Big research project:** The displaced Rohingya children (online only)
19.12 **Review** (online only)

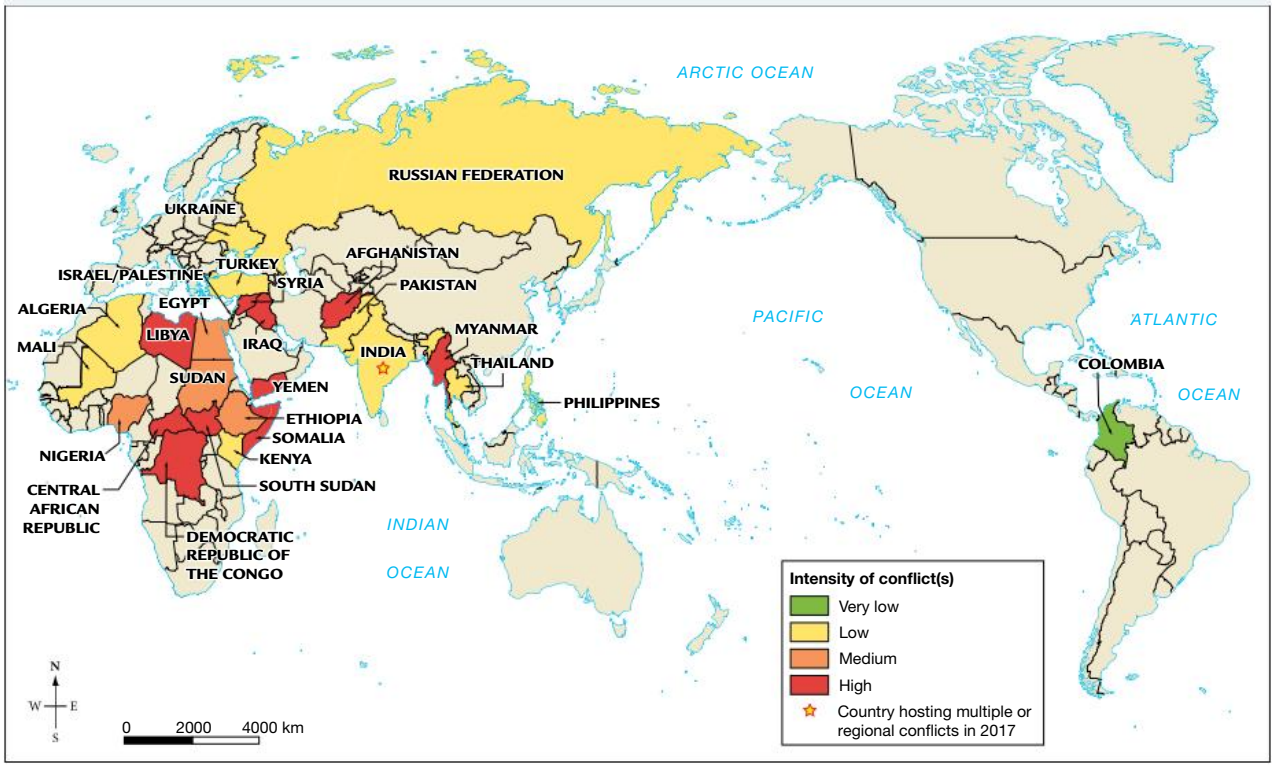
To access a pre-test and starter questions and receive immediate, **corrective feedback** and **sample responses** to every question, select your learnON format at www.jacplus.com.au.

19.2 Conflict across the world

19.2.1 Global conflicts

FIGURE 1 shows an uneven distribution of conflict affecting wellbeing across the world. By 2016 there were 31 active armed conflicts and numerous other conflicts of varying degrees of intensity.

FIGURE 1 World conflicts, 2017



Source: Project Ploughshares.

Most conflicts are **civil wars**, where the victims are mostly the residents of the country. In World War I, less than 5 per cent of the casualties were civilians; however, in today's conflicts the figure is over 80 per cent.

Conflicts are very expensive for the countries in which they occur. The cost is not just financial, but also social and environmental. Natural and human environments can be devastated, and money is often drawn away from basic essential services, such as education and health, affecting wellbeing across the world. **FIGURE 2** shows the significant proportion of conflict-affected countries that are ranked low and medium on the **Human Development Index**.

Huge sums are spent not just in engaging in conflict but also in establishing and maintaining defence systems and armed forces. **FIGURE 3** shows global military spending for 2018.

FIGURE 2 Percentage of countries by Human Development Index (HDI) ranking hosting armed conflict, 2016

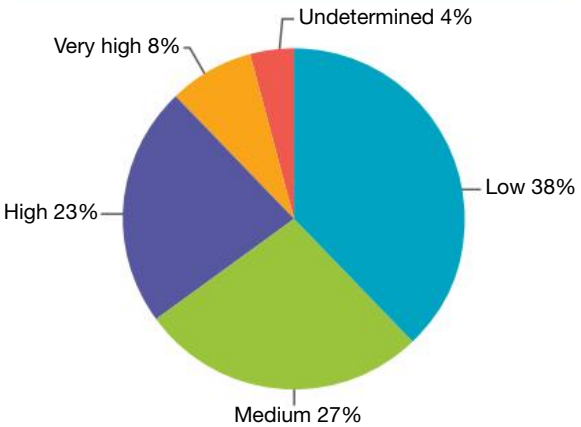
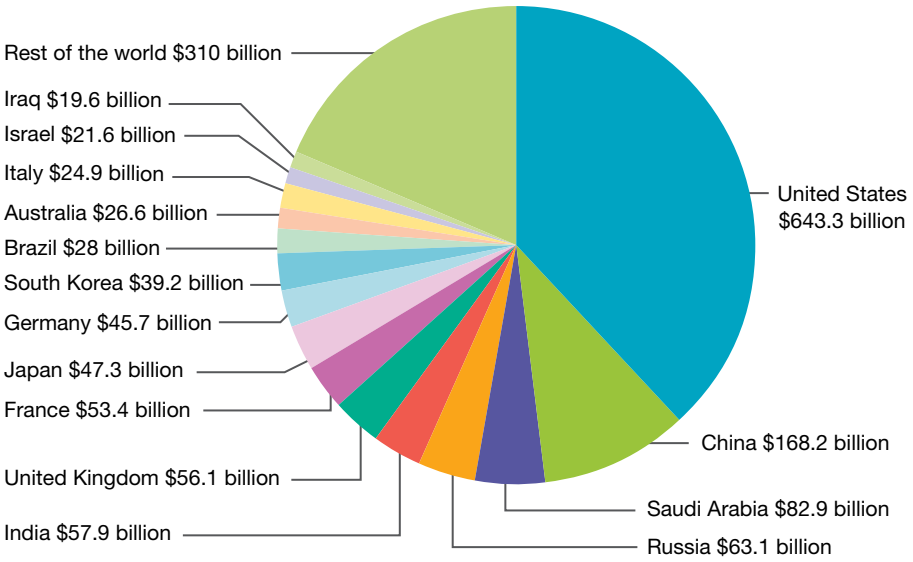


FIGURE 3 World military spending, 2018 (in US$ billions)



Source: International Institute for Strategic Studies.

The role of diplomacy

Because of the devastating social, economic and environmental impacts of conflict, it is in everyone's interest that it be avoided where possible and resolved quickly when it occurs. **Diplomats** across the world strive to achieve this. They endeavour to negotiate successful outcomes between opposing groups to deter conflict from breaking out. In addition, soldiers in the field (as seen in **FIGURE 4**) often work with civilians to return to cooperation and peace, and improve the wellbeing of a country's population.

FIGURE 4 Working to avoid conflict

19.2.2 Ways to identify conflicts

Three approaches to **classification** that we can use to categorise conflicts are to look at the cause, length and scale of the conflict.

Cause of conflict

- Religious and cultural conflicts are based predominantly on characteristics of people or society. The break-up of Yugoslavia (1992–95) into Serbia, Bosnia-Herzegovina, Montenegro, Slovenia, Croatia and Macedonia saw the mass movement of ethnic groups to areas of safety.
- Economic conflicts involve monetary value. Securing the supply of oil from the Middle East, including shipping routes, has been important to the wellbeing of Americans. Large-scale deforestation and mining across Asia has destroyed the environment, forced people off the land and brought conflict between users of the land.
- Resource conflicts are those where resource distribution and use are the issue. A river crossing national borders is prone to manipulation of river flows, such as along the Nile River.
- Political conflicts can arise where people's political ideologies clash. The ongoing search for democracy across the Arab world signifies a break from dictatorships.
- Land conflicts, or territorial disputes, are often ongoing issues or revivals of past situations, such as the consequence of colonialism. Conflict in the Middle East between Palestine and Israel, for example, is an ongoing issue with British and French colonialism a key factor in its development.

Length of conflict

Short-term conflicts are those that last a limited time and have less ongoing impact on people. Long-term conflicts are those in which a resolution takes months or years to achieve, and even then there may be ongoing tensions.

Scale of conflict

International conflicts about the power to control land and civil conflict can destroy a nation. Conflict at this scale may become war. Small-scale or local conflicts are disagreements, generally over planning issues, that enter a dispute phase. Across Victoria the expansion of the wind farm industry is causing conflict within local communities.

19.2 INQUIRY ACTIVITY

On a blank world map, colour and label what you consider might be the areas of armed conflict in 2025. Justify your map. **Evaluating, predicting, proposing**

19.2 EXERCISES

Geographical skills key: GS1 Remembering and understanding **GS2** Describing and explaining **GS3** Comparing and contrasting **GS4** Classifying, organising, constructing **GS5** Examining, analysing, interpreting **GS6** Evaluating, predicting, proposing

19.2 Exercise 1: Check your understanding

1. **GS1** What is meant by the term *civilian*?
2. **GS1** Outline three classification systems (or ways) used to identify conflicts.
3. **GS5** Study the **FIGURE 1** map.
   (a) What classification system is used on the map?
   (b) Which continents show the highest intensity of conflict?
   (c) Which continents show a low intensity of conflict?
   (d) Which continents have no shown conflicts?
   (e) Describe the distribution pattern of conflict in 2017.
4. **GS2** Using **FIGURE 2**, suggest how the HDI ranking of countries affects the likelihood of conflict.
5. **GS1** Why is diplomacy important?

19.2 Exercise 2: Apply your understanding

1. **GS6** Suggest reasons for the high incidence of conflicts in Africa.
2. **GS5** Refer to **FIGURE 3**. What was the total global military spending in 2018?
3. **GS6** Why do developed countries of the world contribute vast quantities of money to military spending (see **FIGURE 3**)?
4. **GS6** Identify a local, small-***scale*** conflict in your neighbourhood and discuss the progress towards a settlement. What other steps could be taken to achieve an acceptable outcome for all parties?
5. **GS6** Will the world ever be without conflict? Consider the viewpoints of both an optimist (a person who sees hope) and a pessimist (a person who takes the worst view).

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

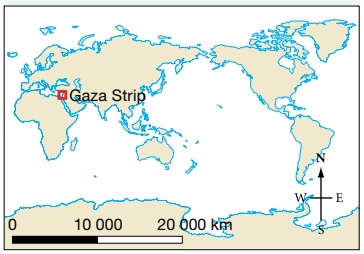
19.3 Land conflict and human wellbeing

19.3.1 A history of conflict in the Gaza Strip

Families have a strong bond with their homelands. Conflicts over land are about who the land belongs to. These conflicts stretch over long periods, from time to time erupting into hostilities. The question is: who has the right to the land?

The Gaza Strip is one of the most densely populated places in the world — more than 7500 people per square kilometre in an area 40 kilometres long and 8 kilometres wide. This strip of land on the south-eastern end of the Mediterranean Sea lies between the borders of Egypt to the south-west and Israel, defined by the ceasefire lines following the 1948 Arab–Israeli War. Palestinians came to this area as **refugees** when part of their traditional homeland was incorporated into the new state of Israel. More than 70 years later, hostilities between the Palestinians and Israelis continue.

FIGURE 1 The Gaza Strip



Source: Spatial Vision.

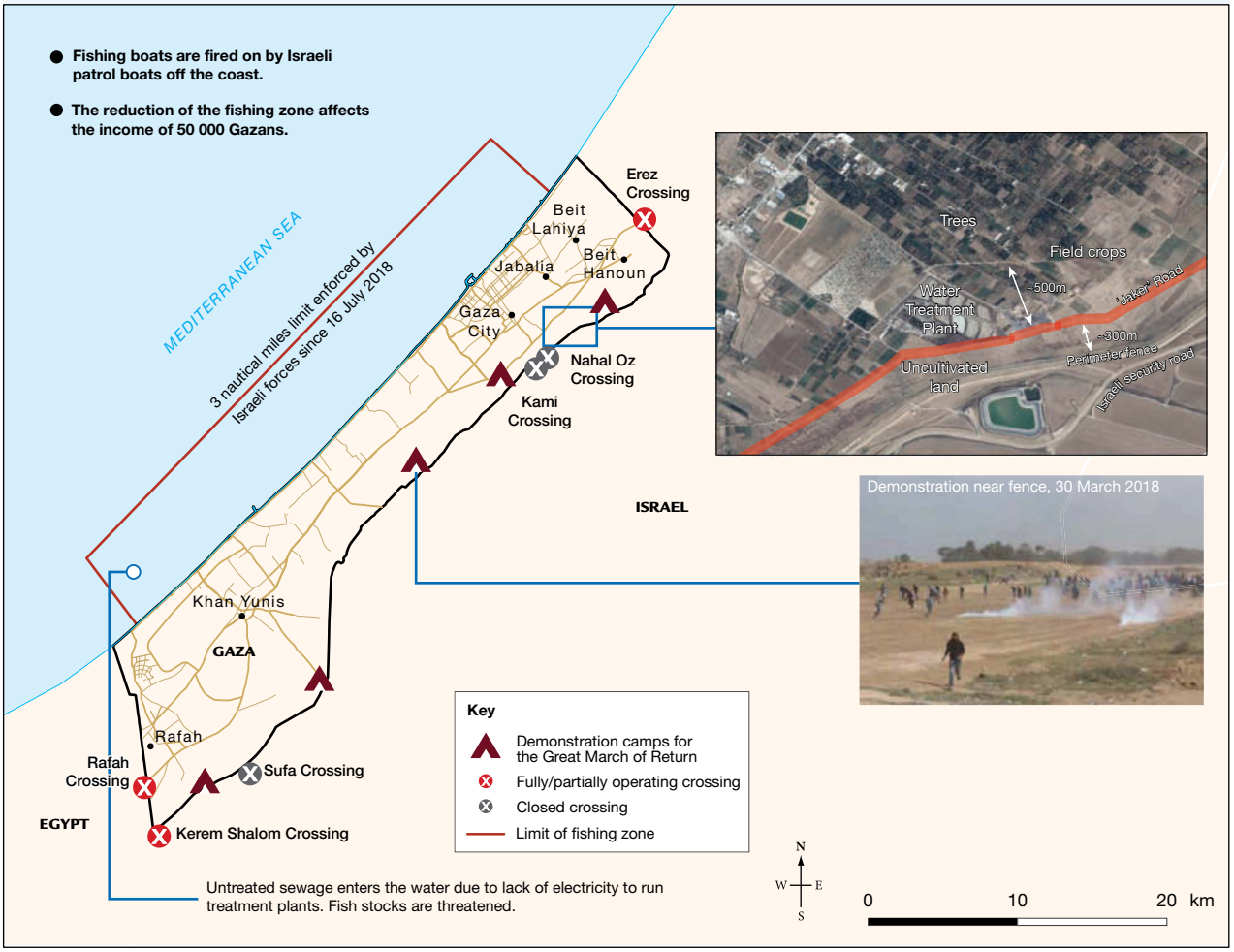
19.3.2 Lives fragmented by conflict

People's lives have been affected in many ways by the hostilities in the Gaza Strip.

- Unemployment levels are as high as 53 per cent (2018), with youth unemployment at 60 per cent.
- In 2018, 46 per cent of the population lived below the poverty line; over 70 per cent of the population relies on external aid.
- About 80 per cent of the population is dependent on food aid.
- Electricity is available for 8 hours per day; in 2016 availability was 4 hours per day.
- Medical services are hindered by drug shortages and by the lack of electricity required for complex medical equipment.
- Ninety-seven per cent of Gaza's drinking water is polluted by sewage or by salt infiltration to the aquifer.
- Buying fresh water costs six times more than the tap-water supply, which is available for only five hours per day.
- Israel restricts the entry of building materials for housing; 75 per cent of houses are in disrepair from the wars; 70 per cent of families cannot afford to rebuild their homes; 20 per cent live in overcrowded homes.
- Most of the overcrowded schools in Gaza run on double shifts; teachers are rarely paid.

FIGURE 2 shows other impacts and key features of the blockade.

FIGURE 2 Further impacts of the Israeli blockade of the Gaza Strip, which has been in place since 2007



Source: United Nations Office for the Coordination of Humanitarian Affairs (OCHA).

19.3.3 The future

The opening and closing of border crossings impacts the daily wellbeing of the Gazan people. Relationships along the border fence see many skirmishes and, at times, open conflict. On 30 March 2018 Gazans began the Great March of Return, marking 11 years of being blockaded within the strip of land. The resulting cross-border clashes claimed over 200 lives and injured many thousands more. Still tensions continue, with no sign of resolution. In the meantime, Gazan families living near the sea try to maintain a sense of wellbeing with beach visits on weekends (**FIGURE 3**).

FIGURE 3 Families visit the beach on weekends in the Gaza Strip.

on Resources

Weblinks Israel
UDHR

Google Earth The Gaza Strip

19.3 INQUIRY ACTIVITIES

1. Use the **Israel** weblink in the Resources tab to find out more about the key issues associated with the Gaza conflict. With a partner, make a list of some of the ways in which the daily lives of the people of this region would be affected. **Examining, analysing, interpreting**
2. Use the internet to research the impact that either electricity cuts of 12 to 16 hours per day or an irregular water supply have on Gazans' wellbeing. **Examining, analysing, interpreting**
3. Use the **UDHR** weblink in the Resources tab to access a version of the Universal Declaration of Human Rights. Identify those rights that you believe may be violated in this region (in both Israel and the Gaza Strip). **Examining, analysing, interpreting**

19.3 EXERCISES

Geographical skills key: GS1 Remembering and understanding **GS2** Describing and explaining **GS3** Comparing and contrasting **GS4** Classifying, organising, constructing **GS5** Examining, analysing, interpreting **GS6** Evaluating, predicting, proposing

19.3 Exercise 1: Check your understanding

1. **GS1** Outline the significance of border crossings for the Gazans.
2. **GS2** How are the lives of the Israeli people affected by the long-term conflict with the Gaza Strip?
3. **GS2** Use **FIGURE 2** to answer the following:
   (a) How does the denial of access to fishing grounds affect the Gazans?
   (b) Food security is affected by a lack of access to farmland. What activities prevent use of the ***environment***?
4. **GS6** The **FIGURE 3** image seems unusual in a region of conflict. How ***sustainable*** is life in the Gaza Strip?
5. **GS6** Claiming territory (land) as a resource is at the heart of the conflict in the Gaza Strip. Why do you think this strip of land that is just 40 kilometres long and 8 kilometres wide is so important?

19.3 Exercise 2: Apply your understanding

1. **GS2** Explain the importance of foreign aid to the Gaza Strip.
2. **GS6** What potential forms of income can you suggest for a young person entering the workforce in the Gaza Strip?
3. **GS5** How does a lack of education impact on the future of the Gaza Strip?
4. **GS6** Why are border clashes in Gaza likely to continue in the next few years?
5. **GS6** What might be the 'stumbling blocks' to a peaceful resolution in the Gaza region?

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

19.4 Minerals, wealth and wellbeing

19.4.1 Comparing Australia and the DRC

It is reasonable to say that any country rich in mineral resources could be expected to be highly developed, offering its people a high level of wellbeing. Clearly Australia can fit this category; regrettably this is not the case in many countries, including the Democratic Republic of Congo (DRC) in sub-Saharan Africa.

Human Development Index (HDI) comparisons

The Human Development Index takes a range of indicators of development and ranks countries according to its overall findings. **TABLE 1** shows the pronounced differences in the human development indicators for a selected range of indicators for Australia and the DRC.

TABLE 1 Comparison of selected HDI indicators for Australia and the DRC

Country	HDI ranking	GNI* per capita	Life expectancy (years)	Expected years of schooling	Child labour (% ages 5–17)	Percentage living below the poverty line ($1.90 per day)	Life satisfaction index (0 least satisfied; 10 most satisfied)
Australia	3	43 560	83.1	22.9	–	13.3	7.3
DRC	176	796	60	9.8	90.5	77.1	4.3

*GNI = **Gross national income** – the total income earned by a country's businesses and residents

Key mineral production comparisons

TABLE 2 looks at four selected minerals to show how the levels of output vary between the DRC and Australia. Diamonds, copper and gold are established mineral resources globally. Cobalt is a 'new' mineral resource. Most of these minerals are produced in greater quantities in the DRC than in Australia. However, the wellbeing indicators reflect that living conditions and human wellbeing in the DRC are considerably different to those in Australia.

TABLE 2 Mineral production, Australia and the DRC, 2016

Mineral	Unit of measurement	DRC — known quantity mined	Australia — quantity mined
Diamonds	Carat	15 559 447	13 958 000
Gold	Kilogram	30 664	288 000
Copper	Tonne	1 035 631	948 000
Cobalt	Tonne	69 038	5470 (2015–2016)

19.4.2 Riches from minerals in the DRC

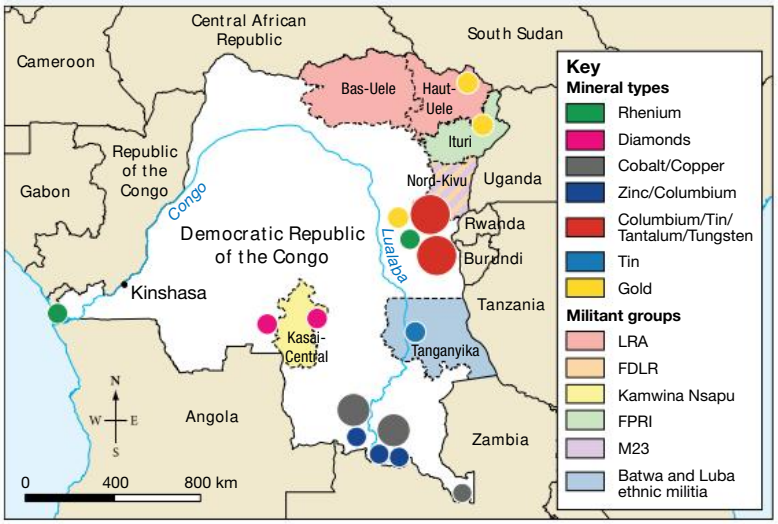
The DRC has a wealth of untapped minerals, estimated in 2017 as being worth more than US$24 trillion. Many of these minerals are becoming increasingly important to us as technological change occurs. The key minerals in the DRC are gold, diamonds, tantalum (used in manufacturing mobile phones) and cobalt (used in battery technology in smartphones and electric cars). This wealth of minerals also perpetuates strife and ongoing poverty within the country.

19.4.3 The 'conflict minerals'

History shows that the colonial power of Belgium exploited the abundance of resources in the DRC. In 1960, Belgium abruptly gave independence to the country. As a result, the people had limited understanding of how to govern a country effectively. Corruption and civil war became rampant in the eastern part of the DRC; in particular, illegal trade in gold, diamonds and cobalt helped fund rebel groups.

Mining in the DRC is a significant 'artisanal' (traditional or non-mechanised) industry. People work long hours with their bare hands in poor working conditions to achieve very little financial reward. It is estimated that more than half of the gold miners operate with an armed group (**FIGURE 1**). Minerals are moved across the eastern borders of the DRC on the black market (hence the use of the term 'known quantity mined' in **TABLE 2**). Wealth from mining perpetuates the civil war or goes to international companies; this wealth could be used to improve the wellbeing of the country's people.

FIGURE 1 The interconnection between mining regions and militant groups in the DRC



Source: www.worldaware.com. Map by Spatial Vision.

Blood diamonds

'Blood diamonds' are uncut diamonds mined in areas of conflict and smuggled across borders; the funds generated are used for military-style activities that cause bloodshed, loss of life and a lack of wellbeing in the DRC. A cut-and-polished diamond prepared for the jewellery market cannot be identified as having its origins as a blood diamond. About 10 per cent of the DRC population relies on income from diamonds.

Gold

In some areas artisanal gold mines were forced to close in 2013 as international companies became involved in production. It is estimated that up to 10 000 miners were forcibly removed. As a result, a great deal of anger was vented on the international organisations by the displaced miners and their supporting communities. These localised conflicts have threatened production, often causing the mines to cease operation, at least for significant time periods.

Copper

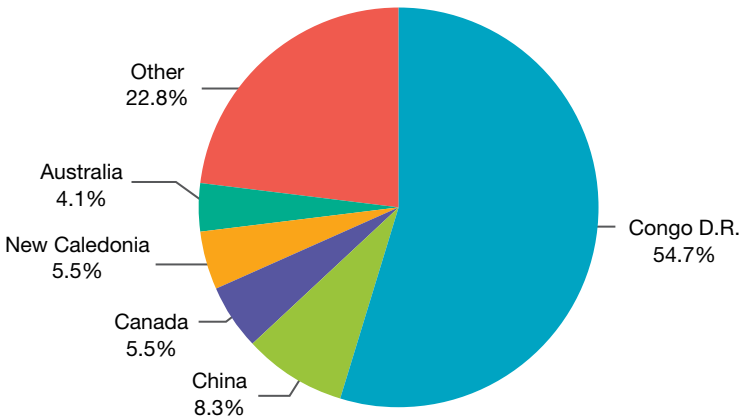
Copper has become a sought-after mineral with the development of electrical vehicles and renewable energy projects that use four times more copper than traditional cars and energy production. Copper mining in the DRC is largely undertaken by international firms that struggle with the unreliable and limited power supply. The political instability of the country is also a challenge to these companies.

Cobalt

Cobalt mining remains an artisanal industry (see **FIGURE 2**). People seeking to improve their level of wellbeing work in the mines under the militia. In 2017, mine production of cobalt in the DRC totalled about 64 000 metric tons and placed the DRC as the dominant global producer (see **FIGURE 3**). Cobalt is an essential in the construction of modern jet engines, and the batteries that power our phones and electric cars.

FIGURE 2 Cobalt mining site near Kasulo, run by the DRC government

FIGURE 3 The world's key producers of cobalt, 2017



19.4.4 The future

The DRC is not a globally significant consumer of minerals or mineral fuels. Most of its mineral production leaves the country either illegally or through global mining organisations. In recent times the DRC has worked hard to improve the rights of the miners. In 2003 the government signed an agreement called the Kimberley Process, backed by the United Nations, trying to eradicate the sale of blood diamonds. In 2018 a new mining code was introduced, increasing the taxes and royalties for the international mining companies with the hope of returning more money to the DRC. Although the government is making strides towards achieving stability and the HDI ranking is slowly improving, it is the miners who continue to endeavour to improve their own wellbeing by working hard, and often illegally.

19.4 INQUIRY ACTIVITIES

1. Using the Human Development Index, research other key factors that show the discrepancy in wellbeing between Australia and the DRC. Write a reflection on what these indicators suggest to you about life in the DRC. **Examining, analysing, interpreting**
2. Use the internet to conduct research into the work life of child labourers. Record your findings as if you were one of these child labourers. **Examining, analysing, interpreting**

19.4 EXERCISES

Geographical skills key: GS1 Remembering and understanding **GS2** Describing and explaining **GS3** Comparing and contrasting **GS4** Classifying, organising, constructing **GS5** Examining, analysing, interpreting **GS6** Evaluating, predicting, proposing

19.4 Exercise 1: Check your understanding

1. **GS2** Explain how the mining of 'blood diamonds' limits benefits to the wellbeing of people in the DRC.
2. **GS2** Copper and cobalt are significant minerals of the twenty-first century. What global technological developments have increased their importance?
3. **GS2** Minerals are mined predominantly in the east of the DRC. Explain how this location might benefit the militia groups and those who export the minerals.
4. **GS1** What factors led to the development of corruption and unrest in the eastern DRC?
5. **GS2** Outline the status of the gold mining industry in the DRC.

19.4 Exercise 2: Apply your understanding

1. **GS5** Look at **TABLE 1**. Describe life in the DRC according to the data presented.
2. **GS2** Study **FIGURE 2**.
   (a) What surprises you most about this image?
   (b) Describe the conditions under which the miners work. Include the term 'artisan' or 'artisanal' in your response.
   (c) Do you think this work site meets international standards for workplace safety? Explain your answer.
3. **GS3** Compare the production of the four minerals listed in **TABLE 2** for the DRC and Australia.
4. **GS6** What is your assessment of the attitude of the miners to their work and to their wellbeing?
5. **GS6** Are you optimistic or pessimistic about DRC's future? Justify your answer.

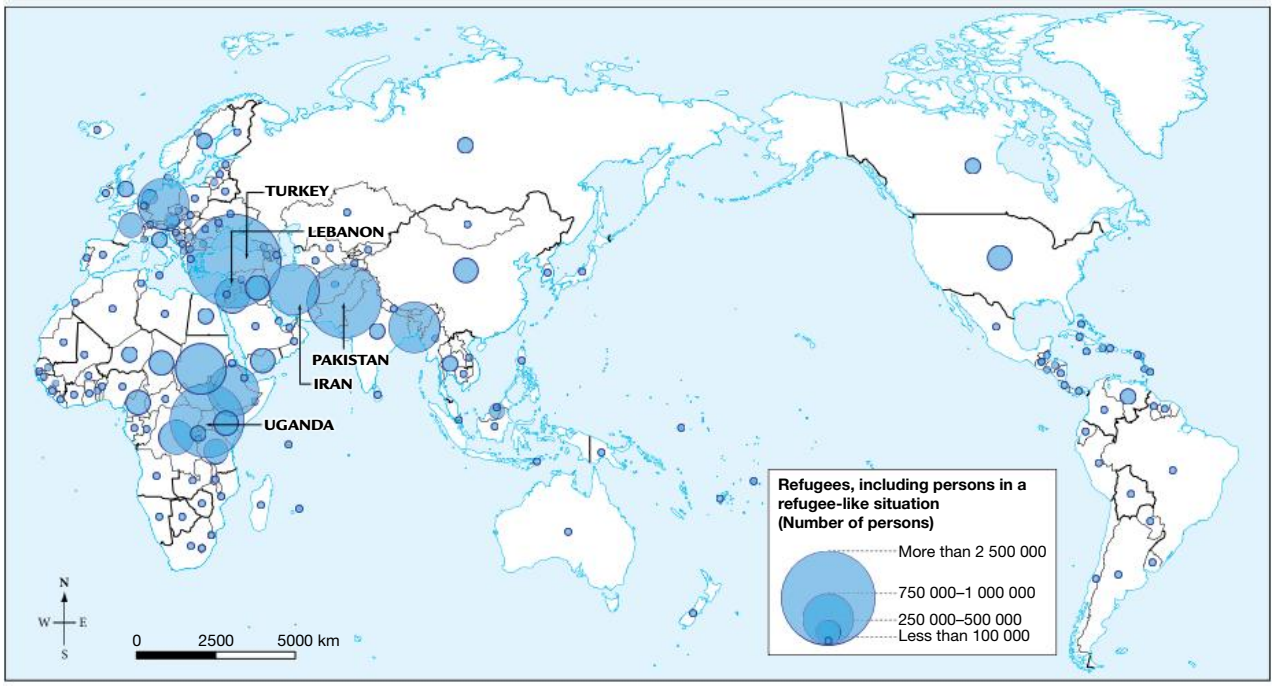
Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

19.5 Fleeing conflict

19.5.1 The displacement of people

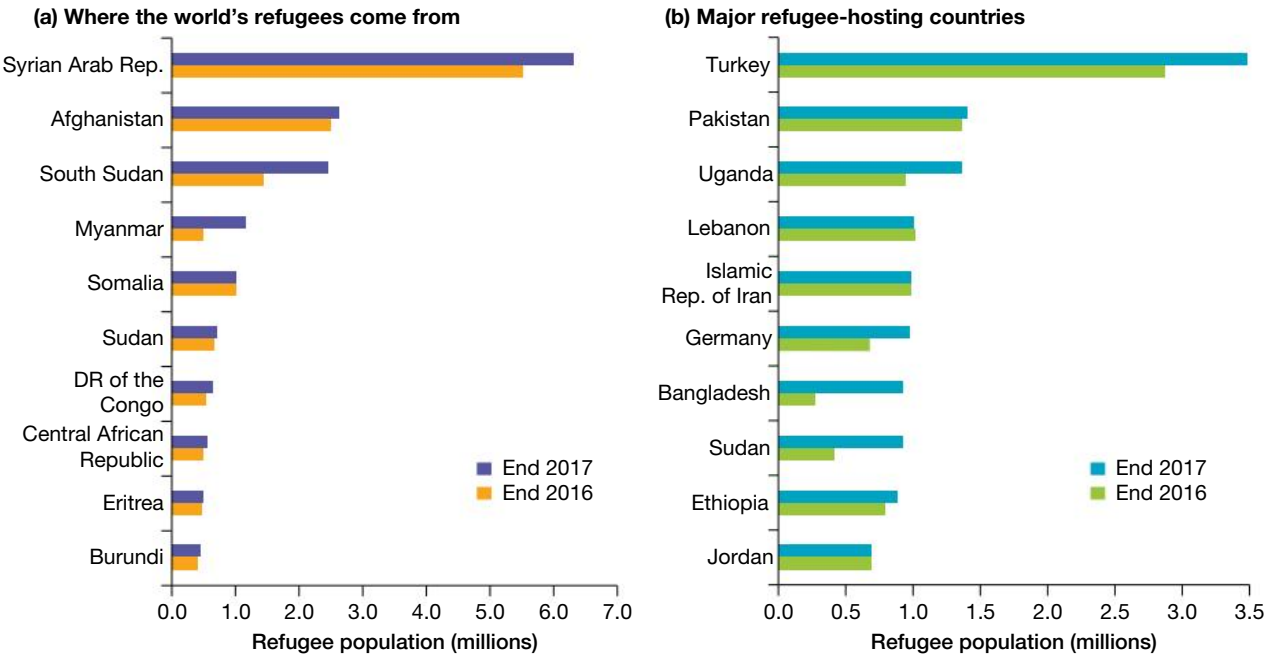
According to the Office of the United Nations High Commissioner for Refugees (UNHCR), global conflict saw more than 68.5 million people flee their homes in 2017 (see **FIGURE 1**); many have fled more than once. In 2017, one person was displaced every two seconds. These people feel they have no choice but to move. Each year the number of people on the move is different. Each year different places are in conflict. **FIGURE 2** shows where the majority of the world's refugees come from, and which countries are hosting them.

FIGURE 1 Persons of concern to UNHCR as refugees, end 2017



Source: UNHCR Statistics; The UN Refugee Agency.

FIGURE 2 Major refugee groups and their host countries, 2016–2017



In 2017, the largest group of people on the move was the 40 million **internally displaced persons** (IDPs). In addition, some 25.4 million **refugees** left their country of origin, and 80 per cent of these arrived in a neighbouring country. Five countries — the Syrian Arab Republic, Afghanistan, South Sudan, Myanmar and Somalia — accounted for 68 per cent of the refugees in 2017. More than 10 million refugees have been **stateless people** for long periods of time.

Most of those who flee have experienced conflict, although some are 'environmental refugees', especially those escaping prolonged drought. Others flee as 'economic refugees', finding the living conditions of their country unacceptable and choosing to seek a better lifestyle.

19.5.2 Life as a refugee

People who flee are often forced to make the decision quickly. These people are distressed by the situation that they find themselves in and simply take with them possessions that can be carried — every family member carries something (see **FIGURE 3**). People walk to safety or cram into vehicles. Families and friends are torn apart.

FIGURE 3 Refugees arrive at Dadaab refugee camp, Kenya

The Office of the United Nations High Commissioner for Refugees (UNHCR) is the international organisation charged with leading and coordinating international action for the worldwide protection of refugees. The UNHCR monitors the movement of refugees. As the need arises, the UNHCR, governments and non-government organisations (NGOs) respond and establish camps across the borders from the conflict to accommodate people in the short term.

People of concern to the UNHCR are predominantly women (50 per cent of refugees) and children (52 per cent are under the age of 18). Camp life is basic. Women and children are at risk.

According to 2018 data, the three refugee camps with the largest populations in the world are:

- Kutupalong–Balukhali in Cox's Bazaar, Bangladesh (housing over 887 000 Rohingya from Myanmar)
- Bidi Bidi in Uganda (housing over 285 000 people, largely from South Sudan)
- Dadaab refugee complex in Kenya (housing over 235 000 people, mostly from Somalia).

Life in these refugee camps is no longer 'normal'. **FIGURE 4** shows some of the issues of living in these camps that affect human wellbeing.

Five million displaced persons returned home in 2017. Most of these people were IDPs. However, the rate of return was exceeded by new displacements.

FIGURE 4 Dadaab refugee camp, Kenya

- Space is restricted.
- Privacy is lacking.
- Only essential food items are provided.
- Cooking facilities are basic.
- Water is provided at a central location.
- Sanitation can be limited.
- Medical support is stretched to its limits.
- Education facilities are lacking.
- There is little to occupy people's time; there is little or no work.
- Family values need to be maintained.
- Violence against women and children can spread in the camp.

19.5 INQUIRY ACTIVITIES

1. Research Bidi Bidi or Dadaab refugee camps. Write an extended paragraph on what life is like in the camp for the thousands who live there. Include two images to illustrate your comments.
Examining, analysing, interpreting
2. A mother in a refugee camp speaks to the media about the plight of her family. Working with a partner, create the interview questions and responses. You may like to create an audio or video recording of your interview to present to the class. **Classifying, organising, interpreting**

19.5 EXERCISES

Geographical skills key: GS1 Remembering and understanding **GS2** Describing and explaining **GS3** Comparing and contrasting **GS4** Classifying, organising, constructing **GS5** Examining, analysing, interpreting **GS6** Evaluating, predicting, proposing

19.5 Exercise 1: Check your understanding

1. **GS1** What is the difference between an internally displaced person and a stateless person?
2. **GS1** What is the role of the UNHCR?
3. **GS1** Which groups among refugees are of particular concern to the UNHCR?
4. **GS1** On which continents are the three largest refugee camps?
5. **GS1** In 2017, five million displaced persons returned home. What impact did this have on the total number of displaced persons? Explain.

19.5 Exercise 2: Apply your understanding

1. **GS5** **FIGURE 1** shows the global distribution of people on the move. Summarise the ***places*** in the world where most refugees are located.
2. **GS5** Using **FIGURES 2(a)** and **(b)**, answer the following questions:
   (a) From which three countries in the world do most refugees come?
   (b) Which three countries in the world are hosting the most refugees?
   (c) How have these graphs ***changed*** from 2016 to 2017?
3. **GS6** Choose one of the children in **FIGURE 3** and write a paragraph to tell their journey.
4. **GS5** With reference to **FIGURE 4**, describe the living conditions in a refugee camp.
5. **GS6** From your understanding of refugee issues, what is the future for the wellbeing of people in refugee camps?

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

19.6 CASE STUDY: Syria — the impact of conflict on wellbeing

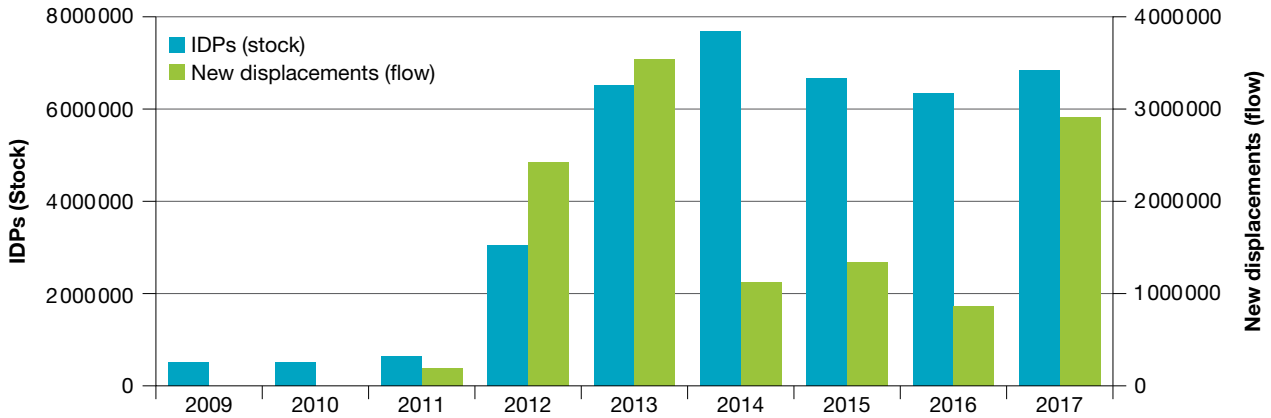
19.6.1 The impact on the Syrian people

The civil war in the Syrian Arab Republic has become a long-term event. It began in 2011 as part of the uprising of its people against the government in the Arab Awakening (also known as the Arab Spring). Civil war does not mean that everyone living in the country is involved in the war, but everyone living in the country is affected by the war. Life and wellbeing is changed.

The Syrian people had four choices when government hostilities broke out against their protests in the Arab Awakening: join the Syrian Arab Republic's army, join the rebels, leave the fighting zones, or stay in their homes.

By 2018, 7.8 million Syrian people — especially women, children and young men — had fled areas of conflict to somewhere else within the Syrian Arab Republic, becoming internally displaced persons (IDPs) in their own country (see **FIGURE 1**). These people make up one in five of all IDPs globally — this is the largest displaced population worldwide.

FIGURE 1 The number of IDPs in Syria 2011–2017



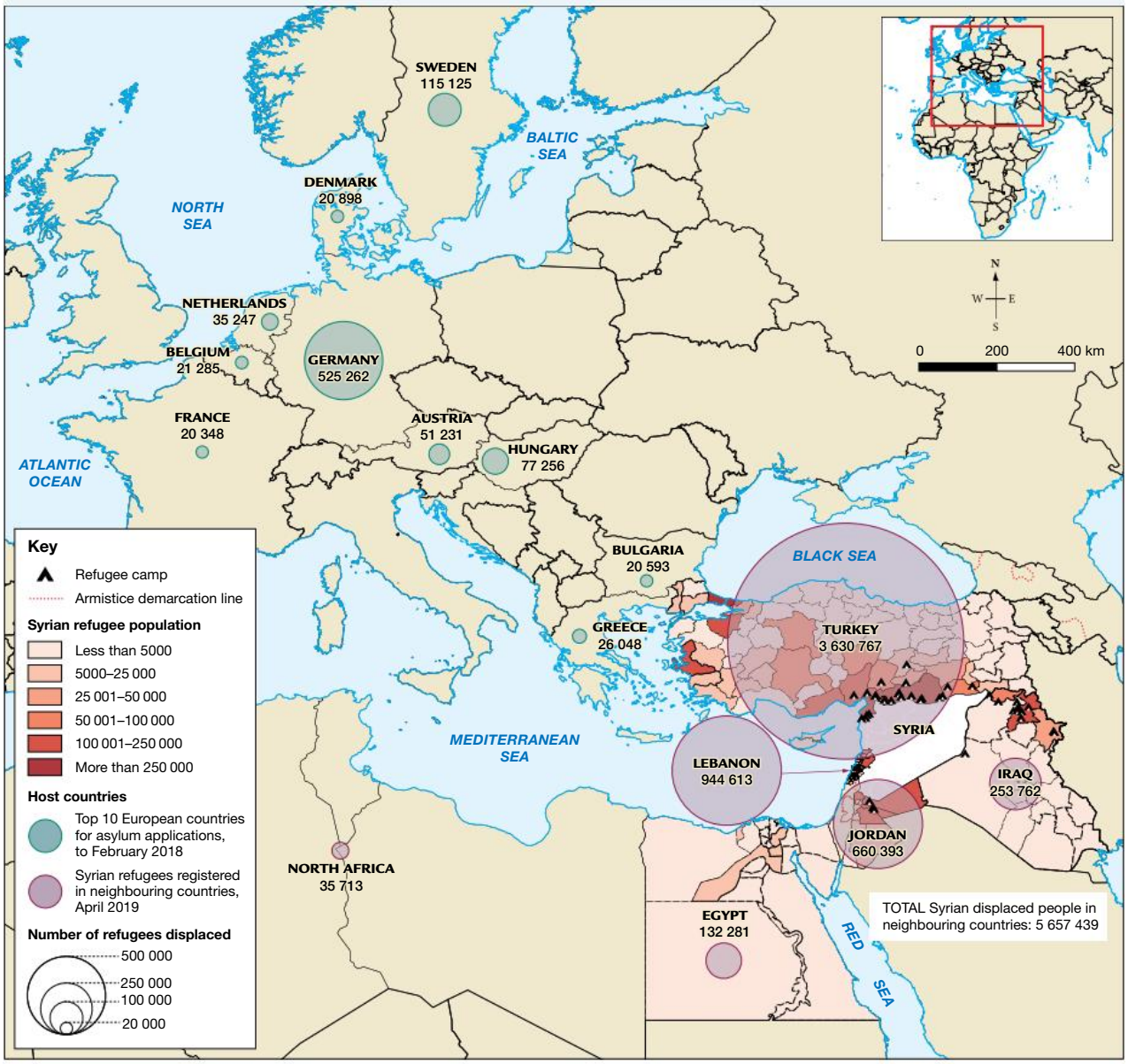
Note: 'Stock' refers to people living in a region during a period of time; 'Flow' refers to people entering or leaving a region during a period of time.

Source: © Internal Displacement Monitoring Centre.

In 2013, the Assad-led government declared ‘surrender or starve’ to its people and began sieges on key cities, particularly the capital city, Damascus, and large populations to the north of the country. Sieges ‘lock’ people within a city’s boundaries, preventing easy movement out and denying entry to the city. In early 2016 it was estimated that between 390 000 and 1.9 million people were trapped in cities.

Multiple opposition groups formed in a wider context throughout the region and began to have a presence in the Syrian Arab Republic. Some of these groups have a religious base and others are terrorist cells. Since then the pressures of conflict in different areas have seen many IDPs flee again, often at night to avoid detection. Some of these people have crossed the border into surrounding countries to become refugees, massing in ‘tent cities’ on the border with Turkey, with many ultimately moving on either to other neighbouring countries or even further, into Europe (see **FIGURE 2**). The level of liveability for the Syrian people has declined.

FIGURE 2 The distribution of Syrian refugees



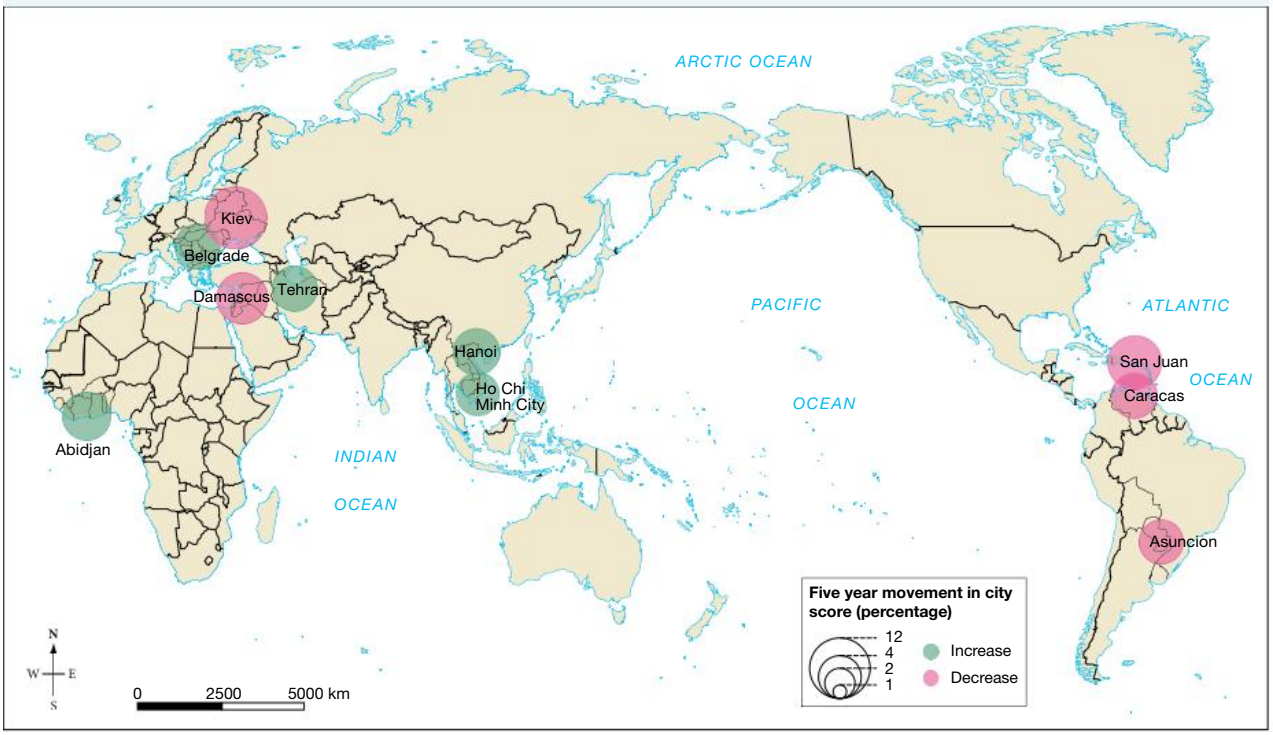
Source: Based on data from UNHCR, Government of Turkey.

19.6.2 The impact on housing

In **FIGURE 3**, Damascus shows significant change in liveability from 2008 to 2018. Living conditions have changed: safety in homes is at risk, there is food insecurity and children are traumatised. Global relief organisations estimate that more than 13 million people in Syria need humanitarian aid.

The street-to-street fighting that is a key element of civil war has destroyed buildings, including houses, in major cities such as Aleppo and Homs. Public services such as electricity, running water and gas supplies no longer operate. There is no transport system. Without oil, people rely on wood fires for heating and cooking, but this has brought about local deforestation. War continues to injure and kill local people who have remained in their homes. In late 2014 the United States, the United Kingdom and France began airborne bombing of cities to reduce the threat of rebel groups; Russia began air strikes in late 2015. Ongoing bombing strikes by the Syrian regime further destroy buildings.

FIGURE 3 Change in liveability score 2008–2018, showing the change in Syria



Source: Economist Intelligence Unit.

19.6.3 Feeding the Syrian people

Food insecurity is a daily issue for the war-torn areas of the Syrian Arab Republic. It is not safe to be outside for too long tending plants. Food transport cannot reach the besieged cities. Reports of malnourishment surfaced in 2016 at besieged Madaya (where 40 000 people were trapped) when social media reported that families were stripping the trees of leaves and boiling them to provide one meal a day. Aid organisations negotiated with the Assad government to be allowed to enter the city (free from attack) with a convoy of trucks bringing food, but this was only a short-term solution. As the conflict continues, food remains a major issue for the people trapped in the conflict zones of Syria.

FIGURE 4 A Syrian refugee makes a cooking fire.

19.6.4 The impact on children

Children in any war-torn area have their lives dramatically changed. The streets are no longer playgrounds. Education is disrupted or abandoned for months or years. Fear enters their lives — the sounds of aircraft, bombing and shooting punctuate their days and nights. Deafness in children becomes a problem. Families are torn apart, with some people fleeing and others staying. Children miss their friends. Young men are recruited for the fight by both sides of the conflict with blackmail, threats, fear and propaganda. Life is insecure, confusing and scary; children grow old before their time.

FIGURE 5 The destruction of their homes is just one of the many significant effects the war has had on the children of Syria.

19.6.5 Adapting to life in the besieged cities

The resilience of people is evident in the besieged cities as people become accustomed to a basic lifestyle. Innovation is required — static bicycles are pedalled to generate power for mobile phones; medicines are produced from home remedies; plastic is burned to extract oil derivatives; and rooftop gardens produce small amounts of vegetables.

FIGURE 6 Residents of Homs go about daily life among the destruction.

19.6.6 What are the costs to the Syrian Arab Republic?

International peace talks have brought ceasefires in the fighting, but will peace ever be achieved? In 2018–19, the Syrian armed forces continued to retake cities and push terrorist cells out of the country. The costs to the Syrian Arab Republic are immense. So many of its people have fled — more than 5.6 million are refugees and 7 million are IDPs, of whom nearly 3 million are in besieged cities or hard-to-reach

locations. Some of those who fled will return to the Syrian Arab Republic, but they too have changed as a result of the experiences they have been through. And how will those who remained perceive the returnees and those who stay away? Families have been changed forever. The cities will take years to rebuild; more than a quarter of all housing has been destroyed. Services and food supplies will need to be re-established. Children will have years of schooling to catch up on. The country's soul has been irreversibly altered.

19.6 INQUIRY ACTIVITIES

1. Conduct an internet search to locate the latest Human Development Report.
   (a) Copy the table below and complete it using data from the report.
   (b) Using the indicators in the completed table, describe life in Syria.
   (c) From the table, is there an indication of why refugees opt to go to Turkey and Lebanon in preference to other cross-border countries? Support your answer using statistics. **Examining, analysing, interpreting**

Country indicator	Syrian Arab Republic	Turkey	Jordan	Lebanon	Iraq	Egypt
HDI ranking						
GNI per capita						
Public expenditure on education (% of GDP)						
Local labour market (% answering 'good')						
Public health expenditure (% GDP)						
Internet users (% of population)						

2. As a small group activity, use the internet to create a photographic essay of at least six images of life in Syria during conflict. Choose the images carefully and include some qualitative and quantitative data by adding annotations to support your choice of images and to show your understanding of the situation and the impact on the wellbeing of Syrians. **Classifying, organising, constructing**

19.6 EXERCISES

Geographical skills key: GS1 Remembering and understanding **GS2** Describing and explaining **GS3** Comparing and contrasting **GS4** Classifying, organising, constructing **GS5** Examining, analysing, interpreting **GS6** Evaluating, predicting, proposing

19.6 Exercise 1: Check your understanding

1. **GS1** Who are the sides in the civil war in the Syrian Arab Republic?
2. **GS1** What was the government policy that forced great hardship on the Syrians? Explain its implications.
3. **GS5** Study **FIGURE 1**.
   (a) Which time period saw the greatest movement of Syrians from their homes to another place in Syria?
   (b) When did the total number (stock) of IDPs peak?
   (c) Suggest reasons for the flow of IDPs from 2014 to 2017.
   (d) What does the variation in the IDP totals indicate about the location of Syrians impacted by the conflict?
4. **GS5** **FIGURE 2** shows the cross-border movement of Syrian refugees.
   (a) Rank the neighbouring countries from highest to lowest in the number of Syrian refugees registered in each country in November 2017.
   (b) Is the distribution of Syrian refugees even across the neighbouring countries? In particular, refer to the situation in Turkey.
   (c) Suggest why the refugee camps are found along the borders.
5. **GS5** Using **FIGURE 3**, state how Syria's capital, Damascus, has faired in terms of liveability as a city.

19.6 Exercise 2: Apply your understanding

1. **GS6** Is the wellbeing of the Syrian refugees likely to improve in a cross-border country? Give reasons for your answer.
2. **GS2** Describe the distribution of Syrian refugees across Europe in 2018.
3. **GS6** Make a list of the things that Syrian refugees are seeking in order to improve their wellbeing by journeying so far into Europe.
4. **GS2** Why has food security been one of the most significant issues for Syrian people who have remained in their homes?
5. **GS6** What might you do to make your life as 'normal' as possible and ensure your wellbeing if you found your neighbourhood in a situation similar to the embattled regions of Syria?

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

19.7 Seeking refuge

19.7.1 Refugees and asylum seekers

Refugees flee conflict and cross a border into another country to seek relief from the trauma of war and make a home elsewhere. All refugees (those who cannot return home due to a fear of persecution because of race, religion, nationality or membership of a social group) have been **asylum seekers**, but not all asylum seekers are found to be refugees. Asylum seekers who are not found to be refugees have either not satisfied the UNHCR criteria to be deemed a refugee or have gone outside of the formal process to seek a place to live.

19.7.2 The movement of people to Europe

Most of those arriving in Europe are fleeing the civil war in the Syrian Arab Republic, with other significant numbers arriving from the ongoing chaos in northern Africa since the Arab Awakening. Syrians have fled through Turkey to reach the shores of the Aegean Sea, from which on a clear day the Greek islands of Lesbos and Kos can be seen a mere 4 kilometres away (**FIGURE 1**). People from northern Africa come across the Mediterranean Sea, particularly from Libya. However, movement across these waters is treacherous in small boats and dinghies, and loss of life by drowning is high (see **FIGURE 3**).

On the eastern route, Greece's islands are the first point of arrival, where the refugees are fingerprinted, photographed and given a document allowing legal residency for 30 days in Greece. Greece does not accommodate the mass of people arriving on its shores. It is costly for the already poor country to rescue people from the seas and process their movement.

FIGURE 1 Refugees board a dinghy with all their possessions to make the short crossing from Turkey to Greece.

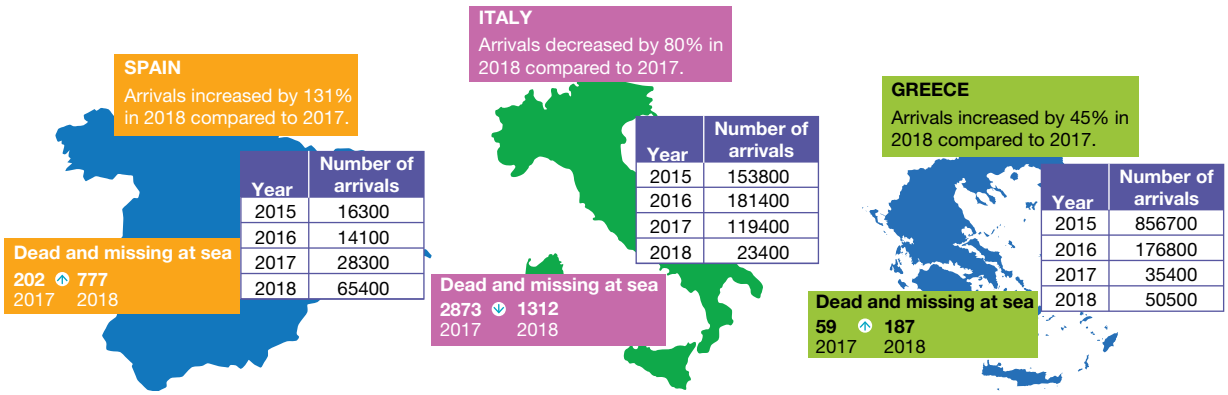
FIGURE 2 Tents of migrants and refugees in the port of Piraeus, Athens, Greece

People crossing from Africa reach Italy or Spain as the closest landfall places, or are picked up by the rescue ships in the middle of the Mediterranean Sea and taken either back to Africa or to a European country that will accept them.

19.7.3 Arranging the journey

It is estimated that 90 per cent of refugees have their journeys organised by criminal gangs, including individual people smugglers and migrant smuggling networks across Europe. Thousands of dollars are extorted for the risky sea crossings and for travel on trains within Europe. High prices are paid for accommodation and fake documents such as passports that allow refugees to apply for asylum elsewhere in Europe, especially in Germany and Sweden. People smugglers often instruct refugees that when a coast guard ship is in sight the boat or dinghy should be destroyed to ensure the refugees' rescue, a meal and health checks before arriving on European soil. **FIGURE 3** shows the number of asylum seekers moving to Europe over a four-year period.

FIGURE 3 Crossings of the Mediterranean Sea, 2015–2018



19.7.4 Syrian refugees across Europe

FIGURE 2 in subtopic 19.6 shows the distribution of Syrian refugees throughout Syria's neighbouring countries and beyond, across Europe. After the sea crossing from Turkey, Syrians seeking asylum in Europe entered the region predominantly through Greece, although some entered via Bulgaria and then spread through neighbouring countries.

19.7.5 The European response that affects human wellbeing

In 2015, four times as many refugees arrived in Europe as in 2014. This was to be the peak in arrivals from the eastern Mediterranean route (see **FIGURE 3**). Germany, with its developed economy, high living standards and political compassion was targeted as a place to go. The German community initially showed open-minded goodwill and generosity (see **FIGURE 4a**), but in 2016 attitudes began to change; the numbers of migrants became overwhelming. By mid 2018, 1.4 million people had sought asylum in Germany. In 2018, the surge of asylum seekers from the western Mediterranean route through Spain and onward to Germany raised further concerns about the impact on the German way of life, with issues raised such as housing availability and infrastructure pressure, as well as how people with different languages and cultures would live together.

Sweden had a very open approach to asylum seekers, providing safety for people in need of protection (see **FIGURE 4b**). Permanent residency permits were offered to those with appropriate documents. Accommodation, a small daily allowance, health care and schooling were provided. Early in 2016, Sweden announced tougher rules as it felt that it had reached its limit regarding the numbers of asylum seekers that it could take. Some scenes of violence and criminal activity had changed Swedish attitudes and expulsion of asylum seekers began.

Hungary saw itself as a stepping stone for those moving north, but the sheer number of people moving through the country along disused railway lines, on roads and across paddocks struck fear within the government. In late 2015, a 4-metre-high wire fence was erected along the border with Serbia and patrolled by police with tear gas and water cannons (see **FIGURE 4c**), but refugees found gaps and cut holes to continue their movement north-west, or changed their path to go through Croatia.

FIGURE 4 (a) Welcome to Germany (b) Volunteers providing supplies in Sweden (c) The Hungarian fence (d) Sleeping at an Italian shelter (e) The Calais tent city before it was dismantled in 2016

Italy, with its influx of refugees from northern Africa, has given the task of caring for the refugees to charities, companies, cooperatives and individuals. Shelters are often substandard and overcrowded (see **FIGURE 4d**). Italy hopes that the people will move on from the southern regions, through Milan and on to other European countries. In 2018, Italy banned the rescue ships operating in the Mediterranean Sea from disembarking asylum seekers at its ports.

France has settled many of the northern African refugees within its cities. Most of these refugees speak French because of France's colonial dominance of northern Africa in the nineteenth century. Some refugees

aimed to reach Britain by stowing away on ferries or on trucks travelling through the tunnel under the English Channel. Refugees established a tent camp city near Calais (see **FIGURE 4e**) while they waited to attempt a crossing. Authorities did not approve and in October 2016, amid protests and clashes, the camp was closed and dismantled. A program introduced in France in 2019 aims to assimilate the migrants via a volunteering scheme that will see people contribute to the public good, learn work skills, gain additional language lessons and receive a monthly payment.

19.7.6 A regional perspective on asylum seekers

The European countries tried to find a regional solution to the flood of migrants and found themselves bickering with each other over decisions made within one country that affected a neighbouring country — a domino effect. Greece, Italy and Spain, as major entry points, felt the pressure as other countries closed their borders and restricted the on-flow of migrants. Some countries felt they had taken their 'fair share' of the numbers of asylum seekers and began turning away those that couldn't prove their status.

By 2019 the European Union (EU) had taken some control of the situation. It claims there is no longer a crisis situation — arrivals in 2018 were at the lowest for five years. The EU works with countries of origin of asylum seekers, in particular Turkey, Syria and Libya, to provide financial assistance and assistance with processing arrivals at the EU borders. It also provides financial, operational and material support to its member states most impacted by the arrivals — Greece, Italy and Spain. Since 2015 two EU programs have assisted in the resettlement of 50 000 people across Europe.

DISCUSS

Using the criteria of fairness and two other criteria of your choice, evaluate the effectiveness of the responses of two European countries to the Syrian refugee crisis. **[Critical and Creative Thinking Capability]**

19.7 INQUIRY ACTIVITIES

1. Research the members of the European Union and the Schengen Area. In what ways may these organisations have contributed to the mass movement of people? **Examining, analysing, interpreting**
2. Conduct an internet search to find the current Human Development Report and answer the following questions.
   (a) Find the HDI ranking for each country in the table below.

Country	Greece	Italy	Hungary	Germany	France	Sweden	Spain
HDI ranking							

   (b) How do the HDI rankings for the 'first ports of call' of the refugees compare to the other countries listed?
   (c) How might the HDI rankings help to explain the movement of the asylum seekers through Europe?
   (d) According to the HDI rankings, which countries might be best placed to cater for the wellbeing of large numbers of people on the move? **Examining, analysing, interpreting**
3. Imagine you are a refugee moving from ***place*** to ***place*** on your journey across Europe seeking asylum. In small groups, write a series of tweets for the social media site Twitter that describe your wellbeing in a number of countries. **Evaluating, predicting, proposing**

19.7 EXERCISES

Geographical skills key: GS1 Remembering and understanding **GS2** Describing and explaining **GS3** Comparing and contrasting **GS4** Classifying, organising, constructing **GS5** Examining, analysing, interpreting **GS6** Evaluating, predicting, proposing

19.7 Exercise 1: Check your understanding

1. **GS1** What is the difference between a refugee and an asylum seeker?
2. **GS1** What is the role of people smugglers in the mass movement of people across Europe?
3. **GS1** What role does Greece play in the movement of Syrian refugees?
4. **GS1** For what purpose did smugglers encourage refugees to sink their boats?
5. **GS2** Describe the ***changing*** role of rescue ships in the Mediterranean Sea between Africa and Spain/Italy in the movement of refugees over time.

19.7 Exercise 2: Apply your understanding

1. **GS5** Use **FIGURE 3** to answer the following questions.
   (a) In which year were the greatest number of people arriving in Europe as asylum seekers?
   (b) How have the numbers of people arriving changed for each of Spain, Italy and Greece?
   (c) Explain how it is that the greatest percentage increase in arrivals (2017–2018) occurred in Spain.
   (d) The 2018 figures show that the arrivals in Italy do not follow the trend in the other countries. Explain the ***change*** that occurred in Italy in 2018.
   (e) Describe the trend seen in the pattern of arrivals 2015–2018.
2. **GS2** Western European countries have the greatest number of Syrians applying for asylum. What factors influence the Syrians push to reach these countries?
3. **GS3** Use the images throughout this subtopic to contrast the wellbeing of refugees on their journey.
4. **GS2** Germany has taken in the greatest percentage of the refugees arriving in Europe. Explain how this has affected life in Germany for its residents.
5. **GS2** Outline how Europe, as a region, has dealt with the intake of refugees.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

19.8 Providing assistance for global human wellbeing

19.8.1 The Global Peace Index

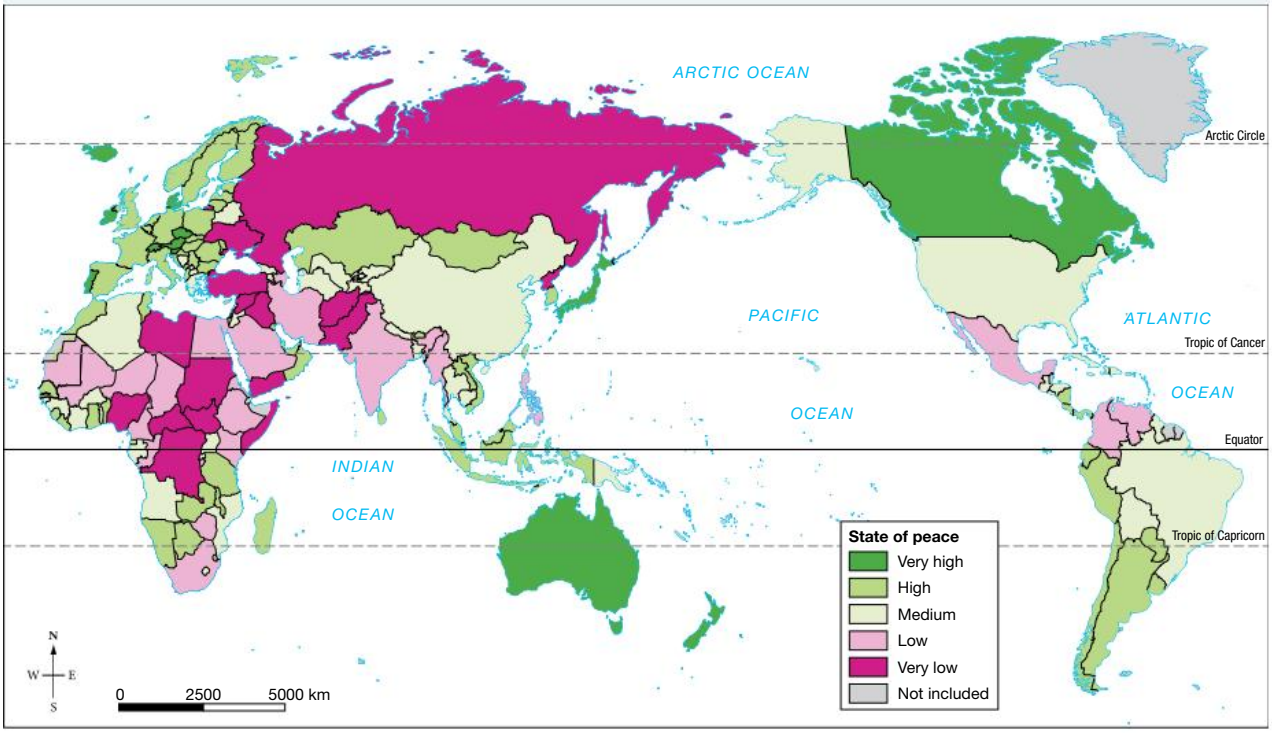
The Global Peace Index (see **FIGURE 1**) uses 23 indicators and 30 other factors of wellbeing to assess a country's 'peacefulness'. Among the criteria used are elements of peace at home (government stability, democratic processes, community relations, security and trust between people) and peace in foreign relations (military spending levels, commitment to the United Nations and avoidance of war). Where countries experience low and very low states of peace, they are often greatly in need of assistance from other countries throughout the world in order to maintain their people's wellbeing.

19.8.2 Caring for human wellbeing

Developed countries across the world provide financial and personnel assistance to those who have their wellbeing pressured by environmental, social, political or economic factors, including in those countries where conflict disrupts lives and makes human wellbeing a struggle.

During the twentieth century, Australia accepted many people hoping to improve their wellbeing after conflict. Many thousands of migrants from Europe, in particular Italians and Greeks, arrived after World War II; the Vietnamese came as a result of the Vietnam War; and eastern Europeans came after the break-up of Yugoslavia. In the twenty-first century, conflict in the Middle East, western Asia and Africa has seen people of these cultures seek refuge in an ever-changing, multicultural Australia.

FIGURE 1 Global Peace Index, 2018



Source: Institute for Economics & Peace, Global Peace Index 2018: Measuring Peace in a Complex World, Sydney, June 2018. Available from: http://visionofhumanity.org/reports

19.8.3 The role of the Australian government today

The Australian government each year in its budget sets out a program of Official Development Assistance (ODA). The aim of this program is to promote sustainable economic growth and reduce poverty. The ODA budget is broken up into various investment priorities, which are shown in **FIGURE 2**. In the 2018–19 budget, some $4.2 billion was allocated for global assistance, the vast majority of which was earmarked for the Indo-Pacific region of which Australia is a part (see **FIGURE 3**).

Australian officials also sit on many international organisations providing a global perspective on issues, including events in conflict zones. For over 70 years Australia has been a member of the many United Nations peacekeeping and security groups providing support in conflict zones. In numerous other organisations, Australia is seen as a key driver of a change in attitude to ensuring civilians caught up in conflict are treated in a humane manner.

FIGURE 2 Distribution of Australia's ODA budget by investment priority, 2018–19

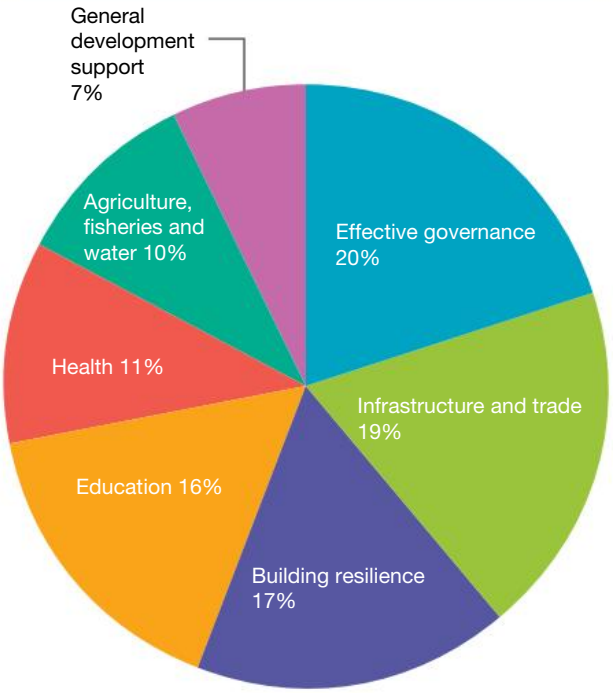
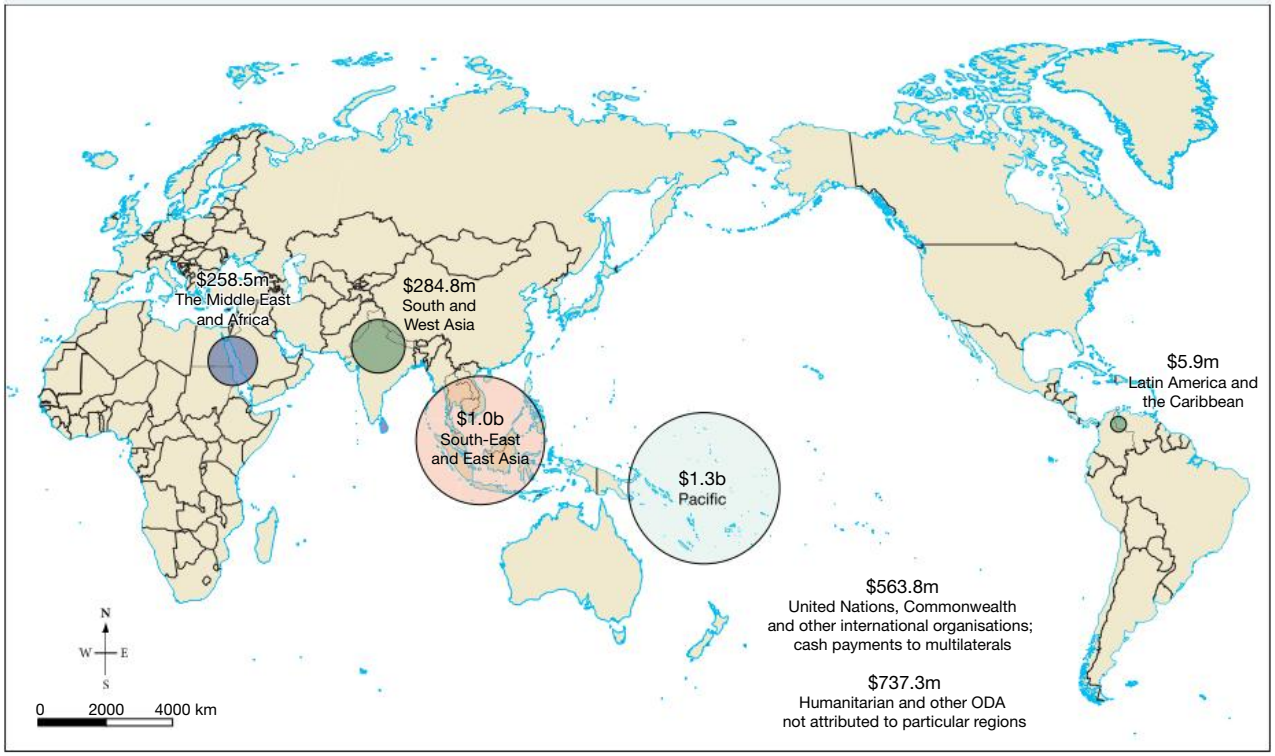


FIGURE 3 Australian Official Development Assistance (ODA) by region, 2018–19



Source: Data from © Commonwealth of Australia, DFAT, Australian Aid Budget Summary 2018–19. Map drawn by Spatial Vision.

FIGURE 4 It is in Australia's interests to promote peace and stability throughout the Indo–Pacific region. Australia has provided military personal for numerous peacekeeping missions; our role in East Timor was of particular importance.

In 2017, Australia was elected by the United Nations General Assembly to serve on the UN Human Rights Council from 2018 to 2020. This is the first time Australia had been chosen to serve on this council, and it is seen as a reflection of our commitment to the protection of human rights. In addition to this role, Australia is actively engaged with other entities that promote human rights, such as the Asia Pacific Forum of National Human Rights Institutions, of which the Australian Human Rights Commission was a founding member in 1996.

Among Australia's immigration statistics there is also a specified annual intake of humanitarian refugees. This was increased in 2015 to accept an additional 12 000 refugees from the Syrian crisis for the following five years. For the 2018–2019 period, it was expected that Australia's humanitarian refugee intake would be just under 19 000 people.

19.8.4 International NGOs working for human wellbeing

International **non-government organisations** (NGOs) assist the wellbeing of civilians caught up in conflicts. Three significant organisations are Médecins Sans Frontières, the International Red Cross and Red Crescent Movement, and the World Food Programme.

- Médecins Sans Frontières provides emergency medical care (see **FIGURE 5**). During conflict, local health systems often fail and hospitals close. In refugee camps, waterways may become contaminated, waste abounds and there is a lack of sanitation, all of which can lead to an outbreak of disease.
- The International Red Cross and Red Crescent Movement is the largest humanitarian network. It aims to alleviate human suffering, protect life and health, and uphold human dignity.
- World Food Programme (WFP) steps in when the distribution of food and other resources for the population is disrupted. WFP saves lives and protects livelihoods, reduces chronic hunger, and restores and rebuilds lives, especially for women and children.

FIGURE 5 Médecins Sans Frontières personnel help children in South Sudan.

DISCUSS

Hold a class debate on the contention 'Australia should do more to support global human wellbeing'.

[Ethical Capabililty]

Explore more with myWorldAtlas

Deepen your understanding of this topic with related case studies and questions.

- Investigate additional topics > Australia's links with the world > **Defence and peacekeeping**

on Resources

Weblink Peacekeeping

19.8 INQUIRY ACTIVITIES

1. Using the internet, research an international NGO and show how it is working towards peace in areas of very low peacefulness. Focus on a country not studied in this topic. **Examining, analysing, interpreting**
2. Write an essay to show how a country's HDI ranking and Peace Index levels indicate that people's wellbeing may ***change***. Use examples from three countries that are in conflict. **Describing and explaining**
3. Use the **Peacekeeping** weblink to learn more about global peacekeeping operations. **Examining, analysing, interpreting**

19.8 EXERCISES

Geographical skills key: GS1 Remembering and understanding **GS2** Describing and explaining **GS3** Comparing and contrasting **GS4** Classifying, organising, constructing **GS5** Examining, analysing, interpreting **GS6** Evaluating, predicting, proposing

19.8 Exercise 1: Check your understanding

1. **GS1** What role do NGOs play in restoring wellbeing to a country?
2. **GS1** What assistance does the UN provide for a country to move towards peace?
3. **GS2** The Global Peace Index (2018) is mapped in **FIGURE 1**. Describe the distribution of ***places*** with a very low level of peacefulness and those with a high level of peacefulness.
4. **GS2** Explain why criteria for assessing peace levels of a country use indicators at home and in foreign relations.
5. **GS2** Explain how Australia has become a multicultural country.

19.8 Exercise 2: Apply your understanding

1. **GS5** The amount and distribution of Australian development assistance is shown in **FIGURES 2** and **3**.
   (a) To which regions of the world does Australia provide assistance?
   (b) Can you offer an explanation as to why Australia provides assistance to these regions?
   (c) More than half of the assistance is provided as governance, infrastructure, trade and education. Explain why each of these aspects is important to human wellbeing in the regions receiving assistance.
   (d) Suggest any aspects in which you would like to see Australia's priority in assistance expanded. Justify your response.
2. **GS6** From the conflicts discussed in this topic, which of the countries would you expect to be rated differently on the Global Peace Index in 2025?
3. **GS6** Australia took on a role in the UN Human Rights Council for 2018–2020. What do you think this should have meant in terms of our understanding of the wellbeing of refugees? Explain.
4. **GS6** Do you think Australia takes enough refugees? Explain your answer.
5. **GS6** How optimistic or pessimistic are you regarding the wellbeing of global citizens into the future? Explain your response.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

19.9 SkillBuilder: Debating like a geographer

online only

What does debating like a geographer mean?

Debating like a geographer is being able to give the points for and against any issue that has a geographical basis, and supporting the ideas with arguments and evidence of a geographical nature.

Affirmative speaker 1
(Introduces key ideas)
- Where is the Southern Ocean?
- Who is whaling?
- Which countries are involved in the issue?
- How far is it from Japan?
- Whale species
- Uses of whale meat
- The role of tradition
- Scientific research

Affirmative speaker 2
(Negates negative speaker 1 and expands on key ideas—provides the facts, statistics, emotional argument)
- Whale numbers
- Scientific research: what is research achieving?
- Importance of tradition

Affirmative speaker 3
(Negates negative speaker 2 and sums up key ideas)
- Emphasises that resource is well managed: whaling is not the only threat to species

Negative speaker 1
(Negates affirmative speaker 1 and introduces key ideas)
- Southern Ocean is a whale sanctuary
- Why don't the trawlers work closer to home?
- What is so important about the whale hunting that the benefits outweigh the costs?
- Global food chains affected
- Animal cruelty

Negative speaker 2
(Negates affirmative speaker 2 and expands on key ideas—provides the facts, statistics, emotional argument)
- Global food chains: facts
- How are whales caught? Is it humane?
- The work of Greenpeace, its actions, the conflict
- International Whaling Commission, its work, the global ban

Negative speaker 3
(Negates affirmative speaker 3 and expands on key ideas)
- Emphasises the resource is being degraded and conflict is rife

Select your learnON format to access:

- an overview of the skill and its application in Geography (Tell me)
- a video and a step-by-step process to explain the skill (Show me)
- an activity and interactivity for you to practise the skill (Let me do it)
- questions to consolidate your understanding of the skill.

on Resources

Video eLesson Debating like a geographer (eles-1762)

Interactivity Debating like a geographer (int-3380)

19.10 SkillBuilder: Writing a geographical essay

online only

What is a geographical essay?

A geographical essay is an extended response structured like an essay, but it focuses on geographical facts and data, particularly data that can be mapped.

Introduction: A freeway should not go through ...
Theme 1: Noise levels from traffic. ...
Theme 2: House and land prices will decrease. ...
Theme 3: Animals will lose habitat and movement ...
Conclusion: If a road has to go through this area, it must be a tunnel under the parkland.

Select your learnON format to access:

- an overview of the skill and its application in Geography (Tell me)
- a video and a step-by-step process to explain the skill (Show me)
- an activity and interactivity for you to practise the skill (Let me do it)
- questions to consolidate your understanding of the skill.

on Resources

Video eLesson Writing a geographical essay (eles-1763)

Interactivity Writing a geographical essay (int-3381)

19.11 Thinking Big research project: The displaced Rohingya children

online only

SCENARIO

More than 380 000 Muslim Rohingya children have been displaced because of the conflict between their ethnic group and the Myanmar armed forces. You will create an annotated photographic essay detailing the daily wellbeing of these displaced children now living in the Kutupalong–Balukhali refugee camp in Bangladesh.

Select your learnON format to access:

- the full project scenario
- details of the project task
- resources to guide your project work
- an assessment rubric.

on Resources

ProjectsPLUS Thinking Big research project: The displaced Rohingya children (pro-0220)

19.12 Review

online only

19.12.1 Key knowledge summary

Use this dot point summary to review the content covered in this topic.

19.12.2 Reflection

Reflect on your learning using the activities and resources provided.

on Resources

eWorkbook Reflection (doc-31781)
Crossword (doc-31782)

Interactivity The impact of conflict on human wellbeing crossword (int-7678)

KEY TERMS

asylum seekers people who are awaiting confirmation of their refugee status
civil war a war between between two opposing groups within the one country
classification the categorisation of characteristics, changes, factors into distinctive groups
diplomats people who manage international relations
gross national income (GNI) the total income earned by a country's businesses and residents
Human Development Index (HDI) measures the standard of living and wellbeing by measuring life expectancy, education and gross national income
internally displaced persons (IDPs) people travelling within their country to 'safer' places, legally remaining under the control of their government
non-government organisation (NGO) an organisation that operates independently of government, usually to deliver resources or serve some social or political purpose
refugees people who flee through fear of persecution — for reasons of race, religion, nationality, membership of a social group, or because of a political opinion — and cross outside their home borders
stateless people people who frequently lack identification documents, live on the edges of society and are subjected to discrimination

19.9 SkillBuilder: Debating like a geographer

19.9.1 Tell me

What does debating like a geographer mean?

Debating like a geographer involves being able to give the points for and against any issue that has a geographical basis, and supporting the ideas with arguments and evidence of a geographical nature. Geographic evidence uses skills that you have developed over years of studying Geography. You should use maps; discuss scale, direction and distance where appropriate; look for distribution patterns, anomalies, trends, relationships and interconnections; and support your viewpoints with quantitative and qualitative data.

How is it useful to be able to debate like a geographer?

Debating like a geographer is useful for showing the different points of view on a wide range of global, national and local issues that affect our lives. We are entitled to opinions on environmental, social and planning issues, provided we support our arguments with geographic evidence. Show your geographic understanding by using the concepts of place, space, environment, interconnection, sustainability, scale and change. At Year 10, there is a focus on world views, so support your ideas with global examples. Change and management strategies are also an important part of the course, and these can be brought into the debate. The promotion of a sustainable future allows you to round off your line of argument.

Debates are also useful for:

- resolving planning decisions
- determining laws to protect the environment
- attracting attention to issues such as logging of forests
- making political decisions.

A good geographic debate involves:

- presenting both sides of the argument
- providing evidence in the form of maps, statistics, graphs and data
- arguing points well
- presenting challenging arguments.

19.9.2 Show me

How to debate like a geographer

You will need:

- a topic of a geographic nature
- two teams of three debaters
- a chairperson
- a timekeeper
- a panel of judges
- an audience.

Procedure

To complete a geographic debate, you need a topic (contention), time to research and prepare arguments, a formal debate format, and an outcome that is adjudicated by judges.

Step 1

Determine the contention to be debated, for example ‘Japan should be allowed to conduct whaling expeditions in the Southern Ocean.’

Step 2

Create two teams of three debaters. One team must argue in favour of the contention (the affirmative) and one team must argue against the contention (the negative). Select class members for each team.

Step 3

Appoint the other members of the debating squad: the chairperson, judges and timekeeper. The chairperson introduces the speakers and keeps order during the debate. The judges (usually three of them) use a set of criteria to score the points made by each of the speakers. The timekeeper ensures that each speaker has equal time to convey their points.

Step 4

Each debating team needs to be given time to research and prepare arguments — they might need as much as a week. The **FIGURE 1** model shows some ideas that could be explored. To support these ideas, geographical information is required: maps, statistics, graphs and data.

Step 5

Prepare the classroom for a formal debate. The chairperson and timekeeper sit facing the audience. The affirmative team is to their right, with the first speaker closest to the chair. The negative team is to the left of the chairperson and timekeeper, with the first speaker closest to the chair. The judges sit almost in the audience, facing the debaters. The adjudicated outcome is given when the judges have considered three key aspects of the debate: geographical matter, method and manner.

Model

FIGURE 1 Palm cards for a debate on whaling in the Southern Ocean

Affirmative speaker 1
(Introduces key ideas)
- Where is the Southern Ocean?
- Who is whaling?
- Which countries are involved in the issue?
- How far is it from Japan?
- Whale species
- Uses of whale meat
- The role of tradition
- Scientific research

Negative speaker 1
(Negates affirmative speaker 1 and introduces key ideas)
- Southern Ocean is a whale sanctuary
- Why don't the trawlers work closer to home?
- What is so important about the whale hunting that the benefits outweigh the costs?
- Global food chains affected
- Animal cruelty

Affirmative speaker 2
(Negates negative speaker 1 and expands on key ideas—provides the facts, statistics, emotional argument)
- Whale numbers
- Scientific research: what is research achieving?
- Importance of tradition

Negative speaker 2
(Negates affirmative speaker 2 and expands on key ideas—provides the facts, statistics, emotional argument)
- Global food chains: facts
- How are whales caught? Is it humane?
- The work of Greenpeace, its actions, the conflict
- International Whaling Commission, its work, the global ban

Affirmative speaker 3
(Negates negative speaker 2 and sums up key ideas)
- Emphasises that resource is well managed: whaling is not the only threat to species

Negative speaker 3
(Negates affirmative speaker 3 and expands on key ideas)
- Emphasises the resource is being degraded and conflict is rife

on Resources

Video eLesson Debating like a geographer (eles-1762)

Interactivity Debating like a geographer (int-3380)

19.9.3 Let me do it

Complete the following activities to practise this skill.

19.9 ACTIVITIES

1. Consider the debate topic 'Australia should increase its intake of asylum seekers.'
   (a) With a partner, undertake further research on the arguments for and against this contention.
   (b) Using the framework provided in **FIGURE 1** in the '**Show me**' section, prepare a set of palm cards for that might be used in this debate by:
      i. the affirmative team
      ii. the negative team.
2. Organise a class debate on the topic. If you are not one of the active participants in the debate, ensure that you listen carefully to points raised by both sides so that you are able to complete activity 3 below.
3. Based on what you have learned in this SkillBuilder, apply your skills to answer the following questions. Use the checklist to ensure you cover all aspects of the task.
   (a) What was the key argument for an increase in Australia's intake of asylum seekers?
   (b) What was the key argument against an increase in Australia's intake of asylum seekers?
   (c) Which team provided the most convincing arguments? Why?
   (d) Which argument(s) did you not believe?
   (e) What is your personal response to the issue after listening to both sides of the debate? Has your viewpoint been altered? Write a paragraph outlining your view.

Checklist

In debating like a geographer, I have:

- either developed arguments or listened intently to the arguments
- considered my opinion on the issue and am now better informed
- been able to write a paragraph summarising my views, based on the arguments presented.

19.10 SkillBuilder: Writing a geographical essay

19.10.1 Tell me

What is a geographical essay?

A geographical essay is an extended response structured like any essay, but it focuses on geographical facts and data, particularly data that can be mapped.

How is writing a geographical essay useful?

A geographical essay is used to show the facts about a place, its environment, people and interconnections. A geographical essay may indicate change over time, refer to the scale of activities, or look to the future in discussing sustainability.

Geographical essays are useful for:

- environmental groups reporting on a hotly debated local topic
- planners presenting ideas for transport options
- researchers providing data on census analysis
- journalists writing about a community issue.

A good geographical essay has:

- an introduction
- a number of paragraphs, each with a key geographic idea
- facts and figures of a geographic nature supporting each paragraph
- a conclusion
- a bibliography.

19.10.2 Show me

How to write a geographical essay

You will need:

- a topic of interest
- paper and pen for brainstorming
- paper and pen for drafting the structure of your essay
- access to research materials in a library or on the internet.

Model

FIGURE 1 An essay plan

Introduction: A freeway should not go through the urban parkland. Three reasons, or themes, are listed.
Theme 1: Noise levels from traffic. Currently peaceful environment. Sound barriers don't work.
Theme 2: House and land prices will decrease. People will not buy property because of the noise. Lifestyle is changed; roads and pathways are divided by the freeway; many people can't get to the parkland.
Theme 3: Animals will lose habitat and movement routes. Currently the area is home to kangaroos, and the habitat will be diminished. Vegetation may not support the kangaroos, animals will suffer.
Conclusion: If a road has to go through this area, it must be a tunnel under the parkland.

FIGURE 2 An essay introduction

A freeway should not go through the urban parkland of Sandy Bay. The increased traffic will cause noise levels from cars, small trucks and semi-trailers to soar. House and land prices will decrease, as potential buyers will be concerned about the noise and pollution. Animals such as the grey rock wallaby and echidna will lose habitat and their movement routes will be disrupted. If a road must go through this area, it should be a tunnel under the parkland.

Procedure

Step 1

On a piece of paper, brainstorm all the ideas you can think of that relate to the topic. When you have finished, try to group the ideas into three or four themes. Connect ideas with a line. You could try using a fishbone diagram or some other graphic organiser.

Step 2

Use the **FIGURE 1** model to set out a plan for your essay.

- Introduction
- Paragraph 1 is about key theme 1.
- Paragraph 2 is about key theme 2.
- Paragraph 3 is about key theme 3 etc.
- Conclusion

Step 3

Having organised your key ideas, you now need to find some geographic facts and figures to support your ideas. Using case studies and giving examples of particular places add value to your writing. Quoting organisations gives authority to your work. Keep your work organised according to the key ideas so you can find information when writing.

Step 4

Introduce your topic by stating a powerful fact that captures the reader's imagination. In the next sentence, outline the aspects that are going to be discussed in the following paragraphs. Make sure that you list these in the order in which you wish to present the paragraphs. Your last sentence should lead into your first paragraph.

Step 5

Each paragraph that you write needs to have a distinct and powerful opening sentence that summarises the facts you are going to present in the following sentences. The factual sentences need to be presented in an organised manner. The last sentence should link clearly to the next paragraph.

In this instance, paragraph one will be about increased noise levels and will require data from other road developments to show the increase in noise levels. Paragraph two could include the results of a survey of local residents, showing their concerns about the roadwork and what they perceive will be the impact on the value of their houses. Paragraph three will highlight a species of animal in the parkland and show maps indicating that the animal often crosses the area of the planned roadway.

Step 6

The conclusion should consist of only one or two sentences. It must contain no new data. It needs to leave the reader in no doubt about what your opinion on the topic is. For example: 'For the wellbeing of people and animals, the only viable roadway is one contained in a tunnel.'

Step 7

Provide a list of the references you have used. Your school will have a preferred system for bibliographies and reference lists. You may have heard, for example, of the Harvard, Oxford, Chicago or Vancouver referencing systems.

on Resources

Video eLesson Writing a geographical essay (eles-1763)

Interactivity Writing a geographical essay (int-3381)

19.10.3 Let me do it

Complete the following activities to practise this skill.

19.10 ACTIVITIES

1. Plan a geographical essay on the following topic: 'The scenic/historic [select one] ***environment*** of _____ [put in a ***place*** near you] is being destroyed by degradation. Discuss.' Use the checklist to ensure you cover all aspects of the task.
2. Based on what you have learned in this SkillBuilder, apply your skills to answer the following questions.
   (a) What are three key themes that you outlined in your plan?
   (b) List two facts that you would search for to support each theme.
   (c) What would be your opening sentence of the introduction?
   (d) What would be the final sentence of your essay?
3. Practise your skills further by conducting whatever research is required and writing the full essay outlined in your plan.

Checklist

In writing a geographical essay, I have included:

- an introduction
- a number of paragraphs, each with a key geographic idea
- facts and figures of a geographic nature supporting each paragraph
- a conclusion
- a bibliography.

19.11 Thinking Big research project: The displaced Rohingya children

19.11.1 Scenario

Between August 2017 and March 2019, nearly 910 000 people from Myanmar, mostly from the western state of Rakhine, crossed the border into Bangladesh. These are the displaced Rohingya Muslims, fleeing the conflict between their ethnic group and the Myanmar armed forces. Most of these people arrived in Bangladesh with few or no possessions and are reliant on humanitarian aid to survive. More than 380 000 children are caught in this situation.

Kutupalong Balukhali Expansion Site, Cox's Bazar District, has become the largest refugee site, with a population of over 610 000 displaced Rohingya persons.

19.11.2 Task

Research the situation in the Kutupalong Balukhali refugee camp in Bangladesh and create an annotated photographic essay to outline the conditions and challenges to daily wellbeing that these children face. Your photographic essay should include:

- 6–8 images depicting the daily wellbeing of displaced Rohingya children
- annotations (2–3 sentences each) explaining the key points/issues depicted by each image
- a map identifying the location of the camp in Cox's Bazar District, relative to Bangladesh as a whole, and Myanmar. You may also provide a global map, identifying where this region is in relation to Australia and the rest of the world.

You should also prepare notes to assist you in the oral presentation of your photographic essay to the class.

19.11.3 Process

- Open the ProjectsPLUS application in the Resources for this topic. Open the **Project set-up** tab to enter the project due date and set up your project group if you wish to. You can work independently or with a partner, which will allow you to swap ideas and share responsibility for the project. Save your settings and the project will be launched.
- Navigate to the **Research forum**, where you will find starter topics loaded to guide your research. You can add further topics to the Research forum if you wish.
- In the **Media centre** you will find an assessment rubric and some helpful weblinks that will provide a starting point for your research.
- Research the Rohingya refugee issue and the Kutupalong Balukhali refugee camp, making notes as you go. Remember to record details of your sources so you can create a bibliography to submit with your completed photographic essay. Add your research notes and source details to the relevant topic pages in the Research forum. When you have completed your research, you can print out the **Research report** in the Research forum to easily view all the information you have gathered, if you wish.
- Your photographic essay should have two main components:
  - clear identification of the issue that you want to highlight about the wellbeing of displaced children in this refugee camp; for example, family chores, leisure time, housing/health concerns, education, or environmental issues such as the monsoon season
  - text to accompany each image, explaining the key points that you are making with the image.
- Create/trace a map identifying the location of the camp, and a global map to show its location in the world, if you wish. Ensure that your map(s) have BOLTSS applied.
- Write out any additional notes that you want to include in your oral presentation of your photographic essay to the class.
- Prepare your bibliography.
- Ensure that you have completed all elements of the task and, when you are satisfied, submit your photographic essay, along with your bibliography, to your teacher for assessment.

on Resources

ProjectsPLUS Thinking Big research project: The displaced Rohingya children (pro-0220)

19.12 Review

19.12.1 Key knowledge summary

19.2 Conflict across the world

- Conflict affecting human wellbeing is unevenly distributed across the world.
- Conflict situations arise at a range of scales for a variety of reasons and can be short term or long term.

19.3 Land conflict and human wellbeing

- For a long period of time, the people of Gaza have had their wellbeing affected by their troubled relationship with Israel.
- The Gazans have developed a resilience to sustain their wellbeing over this time.

19.4 Minerals, wealth and wellbeing

- Australia's economic status and our wellbeing relies heavily on the mining and agriculture industries; in the Democratic Republic of Congo (DRC), mineral resource management does not guarantee the same level of human wellbeing.
- Much of the mining activity in the DRC is undertaken by artisans. When international companies arrive, tensions often lead to conflict.

19.5 Fleeing conflict

- Globally there is a movement of people endeavouring to improve their wellbeing.
- Most recently the impact of these movements has been felt in Europe.

19.6 Case study: Syria — the impact of conflict on wellbeing

- The wellbeing of people in Syria has been affected by the need to flee conflict.
- Many Syrians have been internally displaced; many others have fled to neighbouring countries or across the seas to new lands.
- Some Syrians remain in the towns experiencing conflict and are very resilient in an endeavour to maintain their wellbeing.

19.7 Seeking refuge

- In 2015 the mass exodus of people from western Asia used the freedom of movement between European countries to reach countries with a high HDI ranking, especially Germany.
- By 2019 this exodus continued but in addition large numbers of people were crossing to Europe from Africa.
- European countries had various responses to this situation.

19.8 Providing assistance for global human wellbeing

- In its yearly budgets, the Australian government provides funding for its Official Development Assistance (ODA) program.
- Non-government and charitable organisations work in conflict zones addressing the daily wellbeing of people caught up in conflict.

19.12.2 Reflection

Complete the following to reflect on your learning.

19.12 ACTIVITIES

Revisit the inquiry question posed in the Overview:

When conflict occurs in a place, what happens to the people who live there? What would happen to us?

1. Now that you have completed this topic, what is your view on the question? Discuss with a partner. Has your learning in this topic changed your view? If so, how?
2. Write a paragraph in response to the inquiry question, outlining your views.

on Resources

eWorkbook Reflection (doc-31781)
Crossword (doc-31782)

Interactivity The impact of conflict on human wellbeing crossword (int-7678)

KEY TERMS

asylum seekers people who are awaiting confirmation of their refugee status
civil war a war between citizens of the same country
classification the categorisation of characteristics, changes, factors into distinctive groups
diplomats people who manage international relations
gross national income (GNI) the total income earned by a country's businesses and residents
Human Development Index (HDI) measures the standard of living and wellbeing by measuring life expectancy, education and gross national income
internally displaced persons (IDPs) people travelling within their country to 'safer' places, legally remaining under the control of their government
non-government organisation (NGO) non-profit group run by people who have a common interest and perform a variety of humanitarian tasks at a local, national or international level
refugees people who flee through fear of persecution — for reasons of race, religion, nationality, membership of a social group, or because of a political opinion — and cross outside their home borders
stateless people people who frequently lack identification documents, live on the edges of society and are subjected to discrimination

FIELDWORK INQUIRY: COMPARING WELLBEING IN THE LOCAL AREA

Scenario

You may have noticed that there are distinct variations across space in any city, suburb or regional community in terms of human wellbeing. Your council has asked for locals to inform them about differences in wellbeing they notice within their local areas, and what could or should be done about these in the future. Investigation of the topic will require you to undertake some fieldwork in order to make first-hand observations in the field, collect, process and analyse data.

Task

Your task is to produce a fieldwork report you could present to your local council that outlines variations within your local area, reasons for the differences and strategies to improve the situation in the future. The aim of the fieldwork is for you to explore some of these variations by comparing two places at the local scale. The key inquiry questions the council wants answers to are:

- How does wellbeing vary between area X and area Y in the local area?
- What factors might explain the variations in wellbeing?
- How can wellbeing be improved in the local area?

Process

- Open the ProjectsPLUS application in the Resources for this topic. Click on the **Start new project** button to enter the project due date and set up your project group. Save your settings and the project will be launched.
- Watch the introductory project video to gain an overview of the task.
- In the **Media centre** you will find an assessment rubric to guide your work, some weblinks that will provide a starting point for your research, and numerous templates and other documents to assist you in your planning and data collection.

Planning

- As a class, discuss the types of indicators you would use as a basis for comparing wellbeing in your local area; for example, surveys.
- Download the Fieldwork planning document from the Media centre and use the task list to help you plan your fieldwork.
- Within your group, allocate tasks, or different streets, to each team member.
- You will need to determine the features of the houses and streets that you wish to collect data about. How will you record this data on the day? Think carefully and plan your data record sheet so it is easy

to use and also easy to summarise. Use the Sample street analysis template in the Media centre to help you plan and record your housing data.

- If you wish to survey people, you will need to plan and prepare survey questions. The Community sample survey template in the Media centre will help you plan and to record your data.

Collecting and recording data

1. Prior to going on your field trip, prepare a simple map to show the location of your fieldwork site(s) relative to key features such as your school or city centre. You will need a separate location map if your second site is not in the same area.
2. Prepare a more detailed map of your fieldwork site(s). Use a street directory, Google Earth or local council map as a guide. Include streets, street names, schools, preschools, shops and shopping centres, parks, public transport and other community facilities. Complete your map with BOLTSS.
3. During the field trip you may be required to survey houses whereby you record key features, take photographs (remember to keep a record of the location of photographs taken) and survey local residents in public places such as parks and shopping centres.
4. Download the Fieldwork report document from the Media centre to help you prepare your report.

Analysing your information and data

An important skill is the ability to analyse the information you have collected on your field trip and any other supplementary data, in order to write the findings of your inquiry into a fieldwork report. A key part of your report is to determine any patterns or trends revealed in the data. At the same time, try to identify any anomalies (variations) from the patterns or trends. Download the Analysis document from the Media centre to help you analyse the data you have collected.

Communicating your findings

Formally write your observations as a fieldwork report using these suggested subheadings:

- Background and key inquiry question (include location descriptions and map(s))
- Conducting the fieldwork (planning and collection of data)
- Findings (results of data analysis)

- Future (How might wellbeing in the local community be improved? What could local councils and other community-based organisations do to improve living conditions? You might like to put forward a proposal to local council outlining your suggestions.)

You may wish to add your own headings.

- Be sure to use graphics such as maps, graphs, images and charts in your report to present information in a clear and interesting way. Remember to use BOLTSS for all maps.
- Check your work thoroughly, ensuring you have used correct spelling and grammar. When you are satisfied with your report, submit it to your teacher for assessment.

on Resources

ProjectsPLUS Fieldwork inquiry: Comparing wellbeing in the local area (pro-0151)

CIVICS AND CITIZENSHIP

20 Regional government and global citizenship 675

21 Maintaining justice for a cohesive society 703

20 Regional government and global citizenship

20.1 Overview

How does Australia's government compare to its neighbours? Do we have to help them if needed?

20.1.1 Australia and democracy

Australia is an important member of the Asia region. Our system of government is similar to those of other Asian democracies such as Japan, India and Indonesia, but there are also some differences. One of the key features of the system of government in Australia is democracy, which means that sovereignty lies with the people. It is the Australian people who determine how they will be governed. Australian democracy has certain values. These include freedom of election and being elected, freedom of assembly and political participation, freedom of speech, freedom of expression, support for parliamentary democracy, freedom of religious belief, support for the rule of law and support for other basic human rights.

Governments have a responsibility to keep their constituents safe, to provide them with essential services and to protect their human rights.

In this topic we compare the values associated with the system of government in Australia with the values associated with other countries in the Asia region. We also investigate the role Australia plays in our region and in the world.

on Resources

eWorkbook Customisable worksheets for this topic

Video eLesson Values of governments in our region (eles-2374)

LEARNING SEQUENCE

20.1 Overview
20.2 Key features of Australia's system of government
20.3 Key features of Japan's system of government
20.4 Key features of India's system of government
20.5 Key features of Indonesia's system of government
20.6 Foreign aid from governments and NGOs
20.7 Australia and the UN
20.8 Keeping the peace
20.9 **SkillBuilder:** Conducting an interview (online only)
20.10 **Thinking Big research project:** Humanitarian aid proposal (online only)
20.11 **Review** (online only)

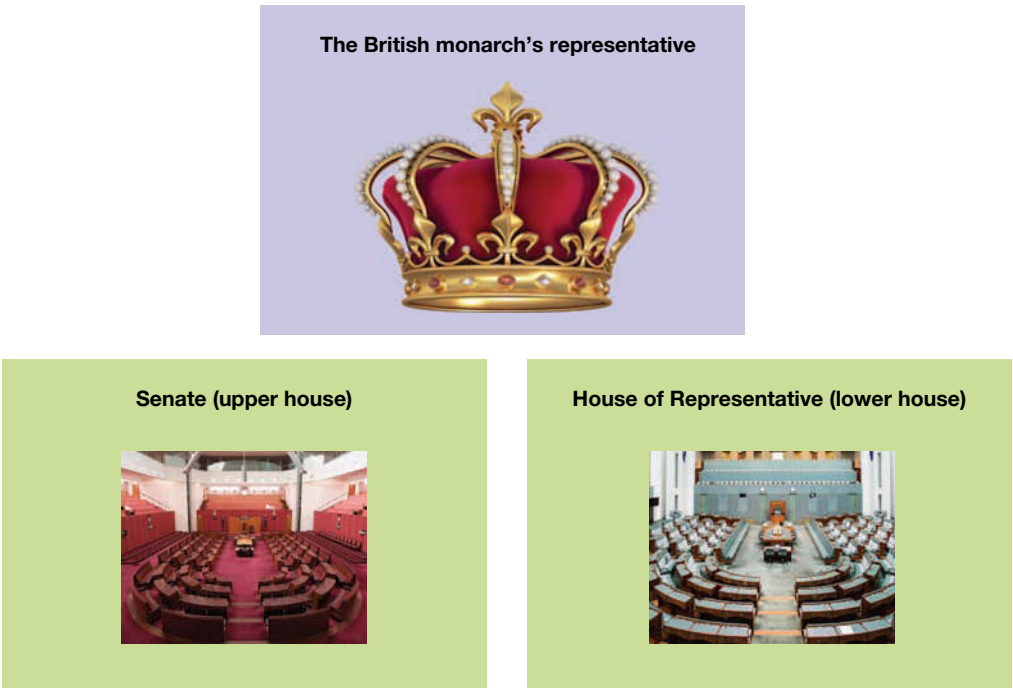
To access a pre-test and starter questions and receive immediate, **corrective feedback** and **sample responses** to every question, select your learnON format at www.jacplus.com.au.

20.2 Key features of Australia's system of government

20.2.1 Australia's system of government

Before **federation**, Australia consisted of six colonies: New South Wales, Queensland, South Australia, Tasmania, Victoria and Western Australia. Each colony had its own government and the power to make laws under the control of the British monarch. During the late 1880s and 1890s, there was increasing support for the idea of the six self-governing colonies joining together to become one united nation. The Commonwealth of Australia was formed on 1 January 1901. The colonies — now called states — agreed to keep some of their law-making powers and hand over others to the new Commonwealth Parliament.

FIGURE 1 Australia's federal parliament consists of the Crown (the reigning British monarch or the monarch's representative, the governor-general), the upper house (the Senate), and the lower house (the House of Representatives).



Australia's system of government is based on the idea of democracy. Australia is an independent country governed by a **constitutional monarchy**, with three levels of government — federal, state and local. The Australian **Constitution**, which came into force on 1 January 1901, defines the powers and authority of the federal and state governments. The *Commonwealth of Australia Constitution Act 1900* is an Act of British Parliament that sets out the framework for the government of Australia. The law-making powers of the Commonwealth Parliament are listed in the Australian Constitution, and there is a division of powers between the Commonwealth and the states. Some law-making powers are passed to local governments.

The political system in Australia is based on Britain's **Westminster system**. This means that the Commonwealth Parliament and all state parliaments except Queensland are **bicameral**: they each have two houses. These bicameral parliaments consist of the **Crown**, a lower house and an upper house. The parliaments of Queensland and the territories are **unicameral**: they each have one house. The reigning British monarch, or Crown, is the head of each parliament. (This is currently Queen Elizabeth II.) The Crown is represented by the governor-general in the Commonwealth Parliament and by a governor in each state parliament. All of Australia's self-governed territories, except the Australian Capital Territory, have administrators.

The people of Australia choose the members of the lower house and the upper house. The members of the winning party or coalition in a federal election choose the Australian prime minister.

FIGURE 2 Parliament House in Canberra, the home of the Commonwealth Parliament

20.2.2 Separation of powers

The governments of democracies like Australia have three arms or branches: legislative, executive and judicial. In Australia, the framework for the operation of government is the Constitution. It provides for the idea of the **separation of powers**. This allows each arm of government to check and balance the powers of the others and thereby maintain a fair and just society.

The legislative arm

The legislative arm (or legislature) refers to parliament's function to make new laws or to change or remove existing ones. Under the Constitution, parliament is the supreme law-maker. Commonwealth Parliament consists of the House of Representatives (the lower house) and the Senate (the upper house), as well as the Crown (the governor-general as the representative of the British monarch). Any draft law is known as a Bill. To become a law, the Bill must be read, debated and voted on by both houses of parliament and then approved by the governor-general. A law that has been passed by parliament is called legislation, a statute or an Act.

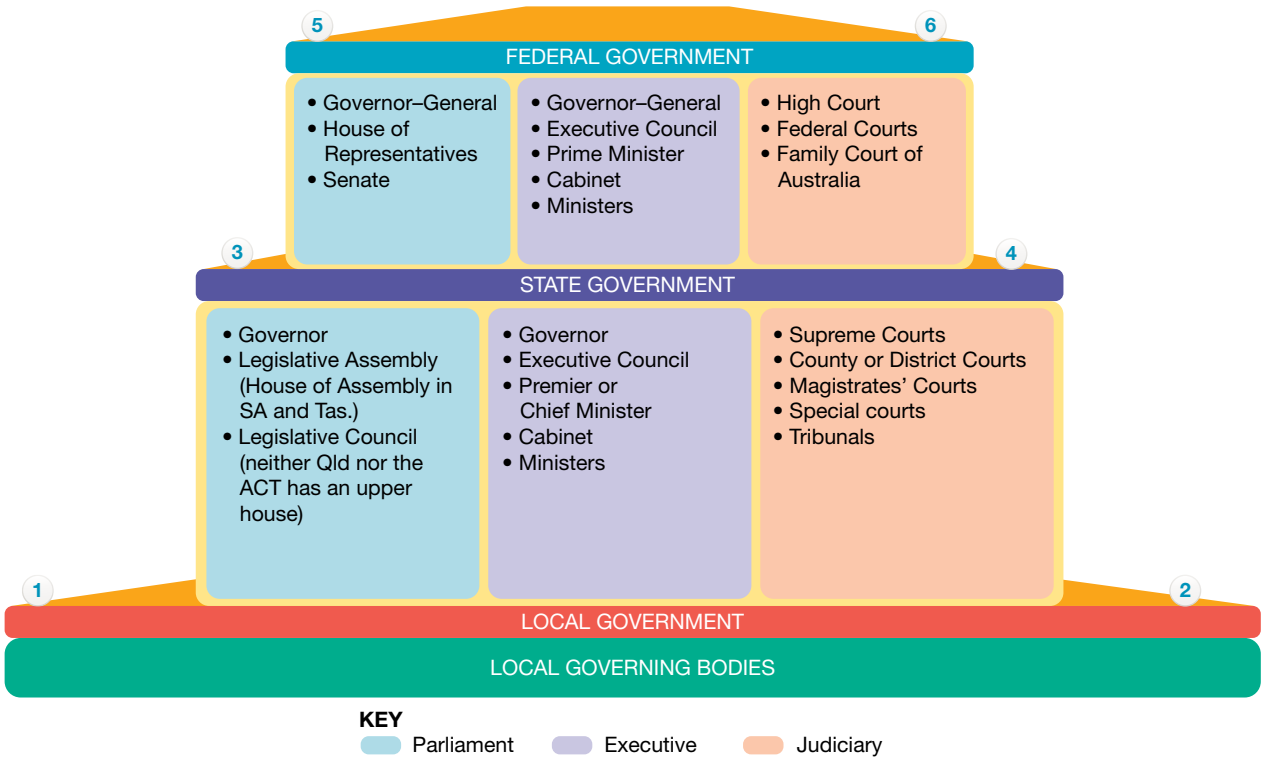
The executive arm

The **executive** arm administers the legislation passed by parliament. Executive power officially lies with the governor-general or the governor, representing the Crown, but government ministers and the public service actually exercise this power. For example, the Department of Health is an Australian public service department that administers the running of Australia's health system. The head of this department reports to the Minister for Health.

The judicial arm

The judicial arm (consisting of the **judiciary** and the courts) makes judgements about the law. It is responsible for settling disputes and enforcing the law. The High Court of Australia is responsible for interpreting and applying the Constitution. It ensures that the other arms of government do not act in a way that is outside the powers granted by the Constitution. The judiciary can for example declare that laws passed by Parliament are unconstitutional, or require particular actions if they believe that a branch of government is not performing a constitutional duty.

FIGURE 3 The division and separation of powers in Australia



1 **Local government**
There are around 900 local government bodies in Australia (usually called councils).
Council members are called aldermen or councillors. The head of the council is called a mayor or a shire president.
Councils operate under state laws. They make rules, called by-laws, on local issues.
Local governing bodies
Local governing bodies service the needs of cities, towns and communities in municipalities and shires.

2 **Local government responsibilities include:**
town planning, streets and bridges, sewerage, water supply, swimming pools, public libraries, education (kindergartens) and rubbish collection.

3 **State government**
Each of Australia's six states and two territories has its own parliament. All parliaments have lower houses. All but Queensland and the two territories have upper houses (legislative councils). The process of government is similar to that of the federal government. However, the head of government is the premier (or chief minister in the territories) and the head of state (who represents the British monarch) is the governor.

4 **State government responsibilities include:**
health (hospitals), police services, tourism, housing, state roads, education (primary and secondary schools) and environmental protection.

5 **Federal government**
There are two houses of federal parliament — an upper house and a lower house.
The prime minister is the head of government. Ministers are appointed to look after particular government portfolios or departments.
The Cabinet, which includes the prime minister and a group of senior ministers, makes the key government decisions.
The Executive Council is chaired by the governor-general, who represents the British monarch as head of state.

6 **Federal government responsibilities include:**
employment, trade, defence, airports, immigration, pensions, taxation, shipping, foreign affairs, health (Medicare) and education (universities, colleges, grants to schools).

20.2.3 Elections in Australia

One of the key features of Australia's democratic system of government is that every few years Australians are given the opportunity to choose who they want to represent them in elections. This occurs at all three levels of government:

- The people of Australia vote to elect members into both houses of federal parliament.
- The people of a state or territory vote to elect members into their state or territory parliament.
- The residents or property owners in a local council area are eligible to vote for local council representatives.

Voting in Australian elections is compulsory for all citizens over 18 years of age.

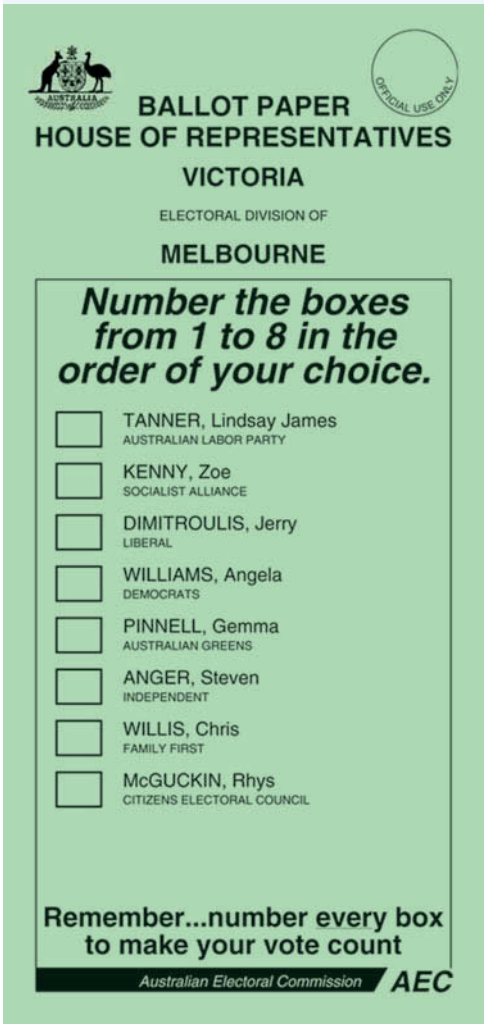
The House of Representatives

When you vote for the House of Representatives in a federal election, you are given a green ballot paper like the one shown in **FIGURE 4**. You must place a number in the box beside each candidate. You write the number 1 beside the name of the candidate you most prefer. This is your first-preference vote. You write the number 8 (if there are eight candidates) beside the name of the person you least prefer. For your vote to be formal you must place a number, in your preference order, in every box. The voting system for the House of Representatives in Australia is called a **preferential system**.

To win a seat in the House of Representatives, a candidate must get an **absolute majority** — half the number of **formal votes** plus one. Some candidates are lucky; they get an absolute majority with first-preference votes. When no candidate has an absolute majority of first-preference votes, voter preferences are counted.

This system is different from the **first-past-the-post** voting method used in many other countries. Also known as the simple plurality or simple majority system, the first-past-the-post method requires voters to simply mark their preferred candidate. In countries that use this voting system — including Canada, Japan, India, the United Kingdom and the United States — the candidate receiving the largest number of votes (plurality) is elected to office. There is no requirement that the winner of an election should gain an absolute majority of votes. He or she must only gain a plurality.

FIGURE 4 Ballot paper for a House of Representatives seat



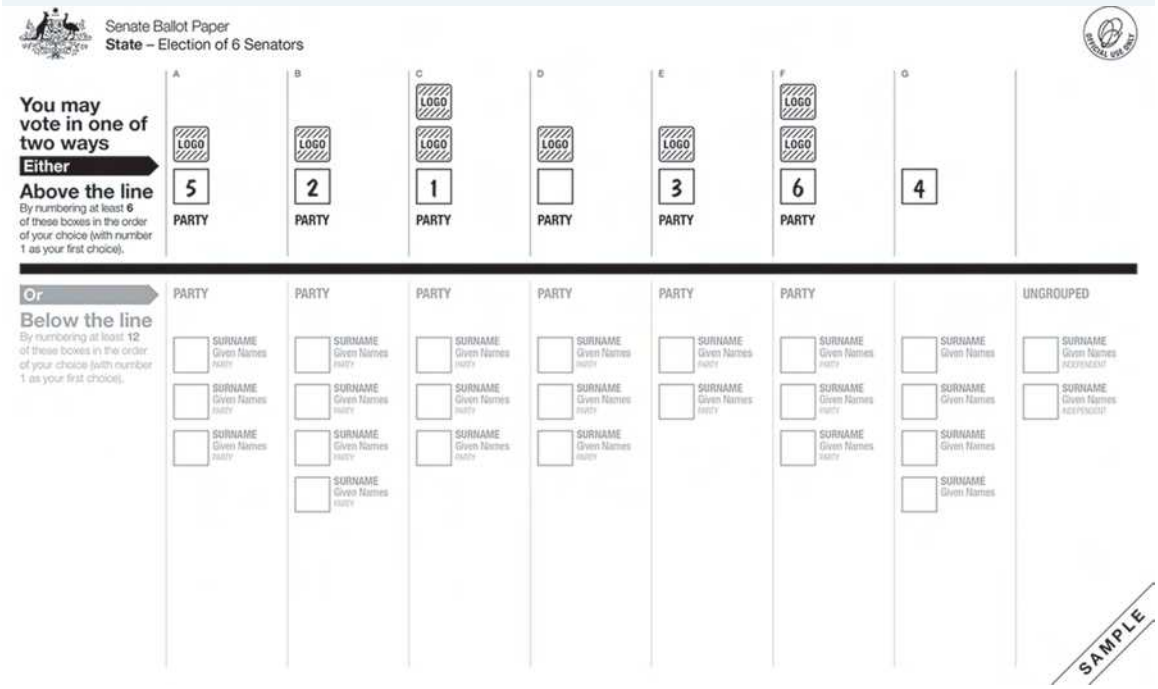
The Senate

When you vote for the Senate in a federal election, you are given a white ballot paper like the one shown in **FIGURE 5**. You can vote in one of two ways:

1. Above the line. If you elect to vote above the line, you need to number at least six boxes, from 1 to 6. In the top section of the form, above the line, you need to place a number 1 in the box above the party or group that is your first preference, a number 2 in the box above the party or group that is your second choice, and so on. If you wish, you can continue to number as many boxes above the line as you like, but must fill in at least 1 to 6.
2. Below the line. If you elect to vote below the line, you need to number at least 12 boxes, from 1 to 12. In the section below the line, you need to place a number 1 in the box beside the candidate that is your first preference, the number 2 in the box beside your second choice, and so on. You may continue to place numbers in the order of your choice, but must fill in at least 12 boxes.

To win a seat, senators have to win a set proportion (or quota) of the votes. This is why the Senate voting system in Australia is called a **proportional representation** system.

FIGURE 5 Part of a Senate ballot paper for Victoria



20.2 ACTIVITY

Research the names of the people who currently occupy the following positions in Australia.

a. Governor-general
b. Prime minister
c. Victoria's governor
d. Victoria's premier

Examining, analysing, interpreting

20.2 EXERCISES

Civics and Citizenship skills key: CS1 Remembering and understanding **CS2** Describing and explaining **CS3** Examining, analysing, interpreting **CS4** Questioning and evaluating **CS5** Reasoning, creating, proposing **CS6** Communicating, reflecting

20.2 Exercise 1: Check your understanding

1. **CS1** When did federation occur?
2. **CS1** List the three levels of government in Australia.
3. **CS2** Outline the role of the three arms of government in Australia, providing an example of each.
4. **CS1** Who is eligible to vote in Australian elections?
5. **CS2** What is the difference between the 'division of powers' and the 'separation of powers'?
6. **CS2** Outline the difference between the preferential system and the proportional representation system of voting.
7. **CS2** Explain how the first-past-the-post system of voting works.

20.2 Exercise 2: Apply your understanding

1. **CS3** Analyse how a person is elected to Commonwealth Parliament's House of Representatives and how a person is elected to the Senate.
2. **CS4** Out of the two voting systems — the preferential system and the proportional representation system — which is more effective? Justify your response.
3. **CS4** Australia is a constitutional monarchy with democratic elections and separation of powers. What changes to Australia's system of government would you recommend? Justify your answer.
4. **CS5** In what ways are the values of freedom of election and support for parliamentary democracy associated with the system of government in Australia? Provide reasons for your answer.
5. **CS5** In your opinion, what might happen if Australia did not have separation of powers?

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

20.3 Key features of Japan's system of government

20.3.1 Japan's system of government

The Empire of Japan was based on a military and **absolute monarchy**. This changed during the Allied occupation of the country at the end of World War II, when the Constitution of Japan was drawn up and the post-war country ceased to be an empire and became modern Japan. Enacted on 3 May 1947, Japan's Constitution is based on three principles: **sovereignty of the people**, respect for fundamental human rights and renunciation of war.

FIGURE 1 The National Diet Building in Tokyo, the home of Japan's national parliament

Japan's system of government is based on the idea of democracy. Japan is an independent country governed by a constitutional monarchy, with a parliamentary system of government. Japan's Constitution has remained unchanged since it came into force in 1947. The emperor is the head of state but only has a symbolic role.

The political system in Japan is based on Britain's Westminster system. This system was introduced into Japan by the new Constitution, which established a bicameral parliament called the National Diet. It consists of a lower house and an upper house. The people of Japan choose the members of the Diet, and the members of the Diet elect the Japanese prime minister from among themselves.

20.3.2 Separation of powers

The Constitution of Japan specifies the independence of the three branches of government: legislative (the Diet), executive (the Cabinet) and judicial (the courts). These arms of government operate in a system of checks and balances.

The legislative arm

Under Japan's Constitution, legislative power lies with the National Diet. This is Japan's national parliament. The Diet comprises the House of Representatives (the lower house) and the House of Councillors (the upper house). Any draft law is known as a Bill, and it is submitted to the Diet by the Cabinet or a law-maker. It is then considered separately in the two houses. A Bill becomes a law after both houses approve it. In any case of disagreement in vital matters, the lower house's decisions are upheld. For some legislation, the House of Representatives can overrule a House of Councillors' rejection by passing a Bill a second time.

FIGURE 2 The National Diet of Japan consists of the House of Representatives (the lower house; top) and the House of Councillors (the upper house; bottom).

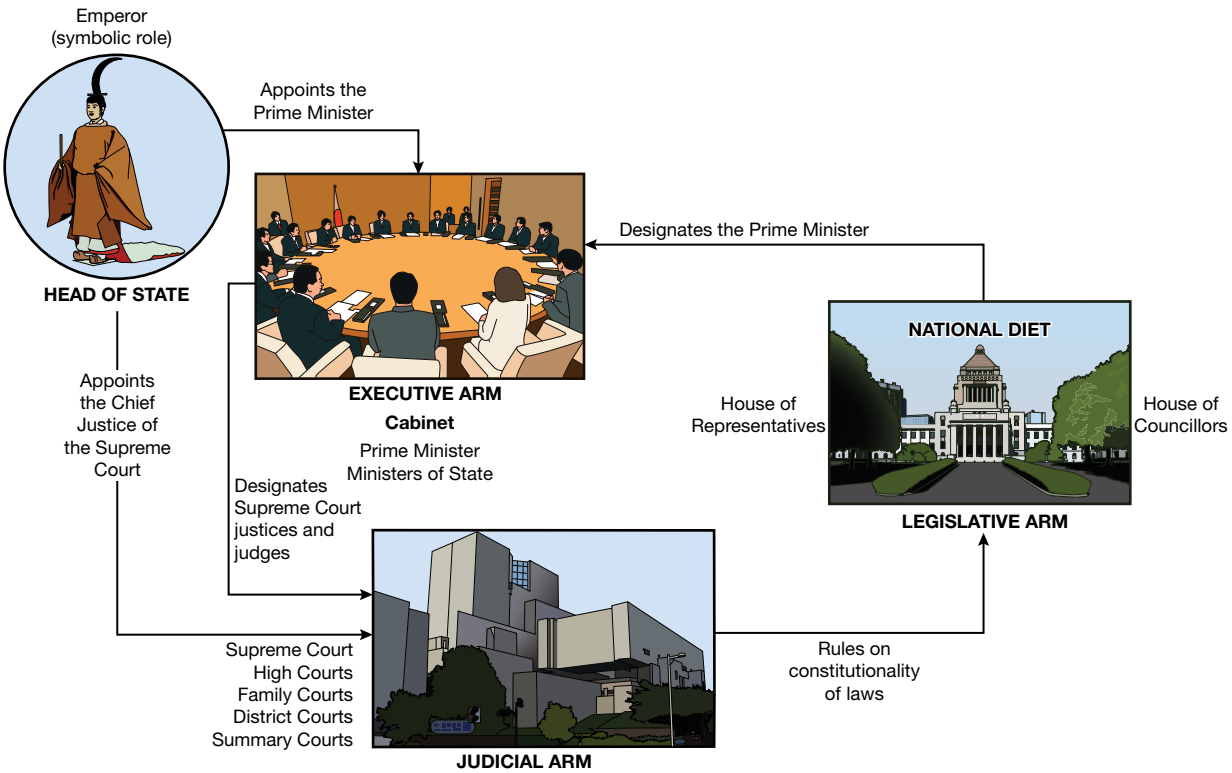
The executive arm

Executive power lies with the Cabinet formed and led by the Japanese prime minister. The members of Cabinet are collectively responsible to the Diet in exercising this power. The prime minister and a majority of Cabinet members must be members of the Diet. They have the right as well as the obligation to attend Diet sessions. The Cabinet has the power to dissolve the House of Representatives and call for a general election. The Cabinet members are called ministers, and the departments they head are mostly called ministries (for example, the Ministry of Finance).

The judicial arm

Judicial power lies with Japan's Supreme Court and the lower courts established by law, including high courts, family courts, district courts and summary courts. The Supreme Court consists of a chief justice and 14 other justices, all of whom are chosen by the Cabinet. It is responsible for interpreting and applying the Constitution of Japan. The Supreme Court can declare that laws passed by the National Diet are unconstitutional.

FIGURE 3 The separation of powers in Japan



20.3.3 Elections in Japan

All Japanese citizens can vote in elections once they reach the age of 18. The National Diet consists of the House of Representatives with 465 members, and the House of Councillors with 242 members. The people directly elect the members of both houses of the National Diet. Elections for the House of Representatives are held every four years, and half the members of the House of Councillors are elected every three years. Local elections are also held every four years for elected positions in Japan's prefectures (regions), cities and villages.

FIGURE 4 Election posters covering a building in Chiba City, Japan

The House of Representatives

Of the 465 members of the House of Representatives, 289 members are in single-member constituencies (electoral districts). These members are elected using the first-past-the-post method. This means that the candidate receiving the largest number of votes in each constituency is elected to office. The other 176 members of the House of Representatives are in 11 multimember districts, referred to as electoral blocs. These blocs differ in size and contribute between 6 and 30 members. Using a proportional representation system, the bloc seats are awarded to party candidates according to a highest average method. To win a seat, parties have to win a set proportion (or quota) of the votes.

Ultimately each Japanese voter casts two ballots for the House of Representatives: one for a candidate in a local single-seat constituency, and one for a political party. The political parties all field candidates for each electoral bloc.

The House of Councillors

Again, voters cast two ballots for the House of Councillors: one for an individual candidate in a constituency using single non-transferable votes, and one for a political party or candidate using proportional representation. Of the 242 members of the House of Councillors, 146 members are in 47 prefectural constituencies. The prefectural constituencies differ in size and return between 2 and 10 members. These members are elected by a single non-transferable vote. This means that Japanese citizens cast a ballot for an individual candidate, and the candidates with the largest number of votes in each constituency (up to the number of seats that need to be filled) are elected to office. The remaining 96 members of the House of Councillors are elected on a nationwide basis through proportional representation.

20.3 ACTIVITIES

1. Using internet resources, find the names of the people who currently occupy the following positions in Japan.
   (a) Emperor
   (b) Prime minister **Examining, analysing, interpreting**
2. Using internet resources, answer the following questions.
   (a) What political party does the Japanese prime minister belong to?
   (b) Analyse the ways in which winning seats in the lower house and the upper house benefits the Japanese prime minister's party. **Examining, analysing, interpreting**

20.3 EXERCISES

Civics and Citizenship skills key: CS1 Remembering and understanding **CS2** Describing and explaining **CS3** Examining, analysing, interpreting **CS4** Questioning and evaluating **CS5** Reasoning, creating, proposing **CS6** Communicating, reflecting

20.3 Exercise 1: Check your understanding

1. **CS1** When was the Constitution of Japan enacted?
2. **CS1** What is the role of the emperor in Japan?
3. **CS1** Outline the role of the three arms of government in Japan, providing an example of each.
4. **CS1** Who is eligible to vote in Japanese elections?
5. **CS2** Explain how the first-past-the-post system of voting works in Japan.

20.3 Exercise 2: Apply your understanding

1. **CS3** Compare and contrast the key features of Japan's system of government with those of Australia by copying and completing the following table.

	Similarities between Japan and Australia	Differences between Japan and Australia
System of government		
Separation of powers		
Elections		

2. **CS4** Japan is a constitutional monarchy with democratic elections and separation of powers. What changes to Japan's system of government would you recommend? Justify your answer.
3. **CS5** In what ways are the values of freedom of election and support for parliamentary democracy associated with the system of government in Japan?
4. **CS5** In your opinion, what might happen if Japan did not have separation of powers?
5. **CS5** Suggest reasons why Japan's Constitution is based on three principles (sovereignty of the people, respect for fundamental human rights and renunciation of war).

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20.4 Key features of India's system of government

20.4.1 India's system of government

With a population of more than one billion people, India is the world's largest democracy. India's political system dates back to the country's independence from Britain. From 1857 to 1947, the British ruled the Indian subcontinent (a region comprising India and land that now belongs to other countries, among them Pakistan and Bangladesh). During the early twentieth century, the local populace increased their demands for India to be self-governed. On 15 August 1947, India ceased to be a dominion of the British Empire and became a sovereign democratic **republic**. The Republic of India, as it is officially known, is a federal union of 29 states and 7 union territories. India's Sansad Bhavan (Parliament House) is shown in **FIGURE 1**.

India's system of government is based on the idea of democracy. The Republic of India is an independent country with a parliamentary system of government. The Constitution of India is the longest written constitution of any of the world's sovereign countries, containing 448 articles and 12 schedules. It is also one of the most heavily amended national documents in the world — more than 100 changes have been made to the Constitution since it was first enacted in 1950. The president is the head of state, elected for a five-year term by the members of the federal and state parliaments. The president appoints the prime minister as well as the state governors.

The political system in India is based on Britain's Westminster system. The federal parliament is bicameral: it is composed of a lower house and an upper house. The states have either unicameral or bicameral parliaments. The people of India elect the members of parliament, and the members of the lower house of the Parliament of India elect the prime minister (who is usually the leader of the majority party or coalition).

FIGURE 1 Sansad Bhavan, in New Delhi, is the home of India's national parliament.

20.4.2 Separation of powers

The Constitution of India specifies the independence of the three branches of government: legislative (the parliament), executive (the Cabinet) and judicial (the courts). These arms of government operate in a system of checks and balances.

The legislative arm

Under the Constitution of India, parliament is the supreme lawmaker. The Parliament of India consists of the lower house or Lok Sabha (House of the People) and the upper house or Rajya Sabha (Council of States), as well as the president of India. The two houses of parliament share legislative powers. Any draft law is known as a Bill. To become a law, the Bill must be read, debated and voted on by both houses of parliament and then approved by the president. A law that has been passed by parliament is called legislation, a statute or an Act.

FIGURE 2 Indian Prime Minister Narendra Modi (right) speaking in the Lok Sabha

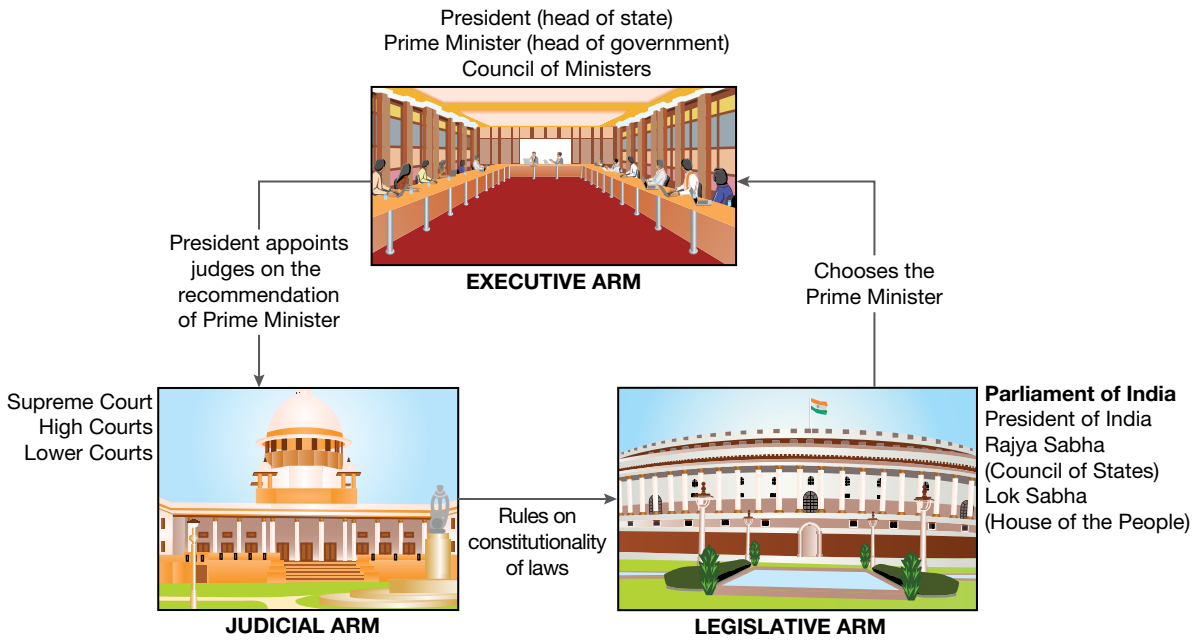
The executive arm

Executive power officially lies with the president but is actually exercised through the Council of Ministers of the Republic of India, consisting of a group of ministers headed by the prime minister. The prime minister is officially appointed by the president after being nominated by the majority party in the lower house. On the recommendation of the prime minister, the president then appoints ministers. These ministers collectively comprise the Council of Ministers.

The judicial arm

Judicial power lies with India's Supreme Court, the High Courts in the states and the lower courts at the district level. The Supreme Court is responsible for interpreting and applying the Constitution of India. It ensures that the other arms of government do not act in a way that is outside the powers granted by the Constitution. The Supreme Court consists of up to 31 judges, including the Chief Justice of India. They are appointed by the president on the recommendation of the prime minister. The Supreme Court can declare that laws passed by the Parliament of India are unconstitutional.

FIGURE 3 The separation of powers in India



20.4.3 Elections in India

Officials are elected at the national, state and local levels. Because of India's large population, the organisation of any election is a massive and complicated task. More than 800 million people in India are eligible to vote, and in national elections over 900 000 polling booths must be set up for voters. National elections do not take place on a single day but run over the course of several weeks.

The House of the People (Lok Sabha)

According to the Constitution, the maximum size of the Lok Sabha is 552 members. Of the 545 current members of the Lok Sabha, 543 are elected for five-year terms. The other two members are nominated by the president to represent the Anglo-Indian community if, in the president's opinion, that community does not have adequate representation in the house. The 545 members are elected using the first-past-the-post method.

The Council of States (Rajya Sabha)

According to the Constitution, the maximum size of the Rajya Sabha is 250 members. Of the 245 current members of the Rajya Sabha, 233 are representatives of the states and union territories. They are elected for a six-year term using the proportional representation system, and one-third of them retire every two years. The other 12 members are nominated members. These people are chosen by the president for their special knowledge or practical experience in fields such as art, literature, science and social service.

FIGURE 4 Indian women stand in a queue with their voter ID cards during an election.

20.4 ACTIVITIES

1. Using internet resources, find the names of the people who currently occupy the following positions in India.
   (a) President
   (b) Prime minister **Examining, analysing, interpreting**
2. Using internet resources, answer the following questions for India's most recent election.
   (a) How many Indian voters participated in the election?
   (b) How many people are employed by the Election Commission?
   (c) How is government formed in India? **Examining, analysing, interpreting**

20.4 EXERCISES

Civics and Citizenship skills key: CS1 Remembering and understanding **CS2** Describing and explaining **CS3** Examining, analysing, interpreting **CS4** Questioning and evaluating **CS5** Reasoning, creating, proposing **CS6** Communicating, reflecting

20.4 Exercise 1: Check your understanding

1. **CS1** When was the Constitution of India enacted?
2. **CS1** What is the role of the president of India?
3. **CS2** Outline the role of the three arms of government in India, providing an example of each.
4. **CS1** Who is eligible to vote in Indian elections?
5. **CS2** Explain how the first-past-the-post system of voting works in India.

20.4 Exercise 2: Apply your understanding

1. **CS3** Identify the benefits of India's use of the first-past-the-post system of voting for the Lok Sabha (House of the People), as well as its limitations.
2. **CS3** Compare and contrast the key features of India's system of government with those of Australia by copying and completing the following table.

	Similarities between India and Australia	Differences between India and Australia
System of government		
Separation of powers		
Elections		

3. **CS4** India is a democratic republic with democratic elections and separation of powers. What changes to India's system of government would you recommend? Justify your answer.
4. **CS5** In what ways are the values of freedom of election and support for parliamentary democracy associated with the system of government in India?
5. **CS5** In your opinion, what might happen if India did not have separation of powers?

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20.5 Key features of Indonesia's system of government

20.5.1 Indonesia's system of government

The Republic of Indonesia was declared in 1945 following its independence from a long period of Dutch colonial rule and Japanese wartime occupation. The Constitution was written while Indonesia emerged from Japanese control at the end of World War II. A centralised form of government was established to unify the many ethnic, religious and cultural groups of a nation spread across nearly one thousand permanently settled islands. Since then, Indonesia's political transition to a democracy has been turbulent. The original Constitution of 1945 was replaced by the Federal Constitution of 1949 and then the Provisional Constitution of 1950. Indonesia's first election after independence was not held until 1955.

President Sukarno, Indonesia's first president, dissolved the elected parliament in 1959 and introduced a form of government called guided democracy. The 1945 Constitution of Indonesia was reintroduced. Sukarno's successor, President Suharto, was **authoritarian** and Indonesia entered a new political era, officially called the New Order. During this period, which lasted for more than 30 years, the parliament served as a mere formality for approving decisions made by the executive arm of government. The end of Suharto's presidency came about due to pressure for a less-centralised system of government. An era of reform and amendments to the Constitution followed. New

FIGURE 1 Part of the DPR/MPR complex in Jakarta, the home of Indonesia's national parliament

election laws were introduced and, in 1999, elections were held for the first time since 1955. Significant amendments were made to the 1945 Constitution of Indonesia in the early twenty-first century, resulting in changes to all arms of government.

Indonesia's system of government is based on the idea of democracy. Indonesia is a republic with sovereignty vested in the hands of its people and exercised through law. The amended 1945 Constitution of Indonesia regulates the responsibilities of state officials and the rights and responsibilities of citizens. It also governs relations between state institutions — legislative, executive and judicial. Since 2004 Indonesia's parliament (the People's Consultative Assembly or MPR) has been bicameral, with a lower house and an upper house. The president is both the head of state and the head of government, and is chosen through direct popular election. The people of Indonesia also choose the members of the MPR.

Indonesia is divided into provinces, which are in turn divided into regencies and cities. Each province, regency and city has its own local government and legislative body. A governor heads each government at the provincial level, and a regent or mayor heads each government at the regency and city levels.

20.5.2 Separation of powers

The amended 1945 Constitution of Indonesia provides for the idea of the separation of powers. This allows each arm of government (legislative, executive and judicial) to check and balance the powers of the others and thereby maintain a fair and just society.

The legislative arm

Under the amended 1945 Constitution of Indonesia, legislative power lies with parliament — the People's Consultative Assembly (Majelis Permusyawaratan Rakyat or MPR). It consists of the People's Representative Council (Dewan Perwakilan Rakyat or DPR; the lower house) and the Regional Representatives Council (Dewan Perwakilan Daerah or DPD; the upper house). The DPD was created through an amendment to the 1945 Constitution of Indonesia in 2001 but does not have the revising powers of an upper house such as Australia's Senate. It was established with the intention of increasing the role of the regions in making laws.

FIGURE 2 Indonesia's parliament (the People's Consultative Assembly or MPR)

The DPR drafts Bills and passes laws. The DPD can draft Bills related to regional issues that will be considered by the DPR, but it does not have independent legislative authority. A Bill can only be passed if there is joint agreement on the Bill by both the DPR and the president.

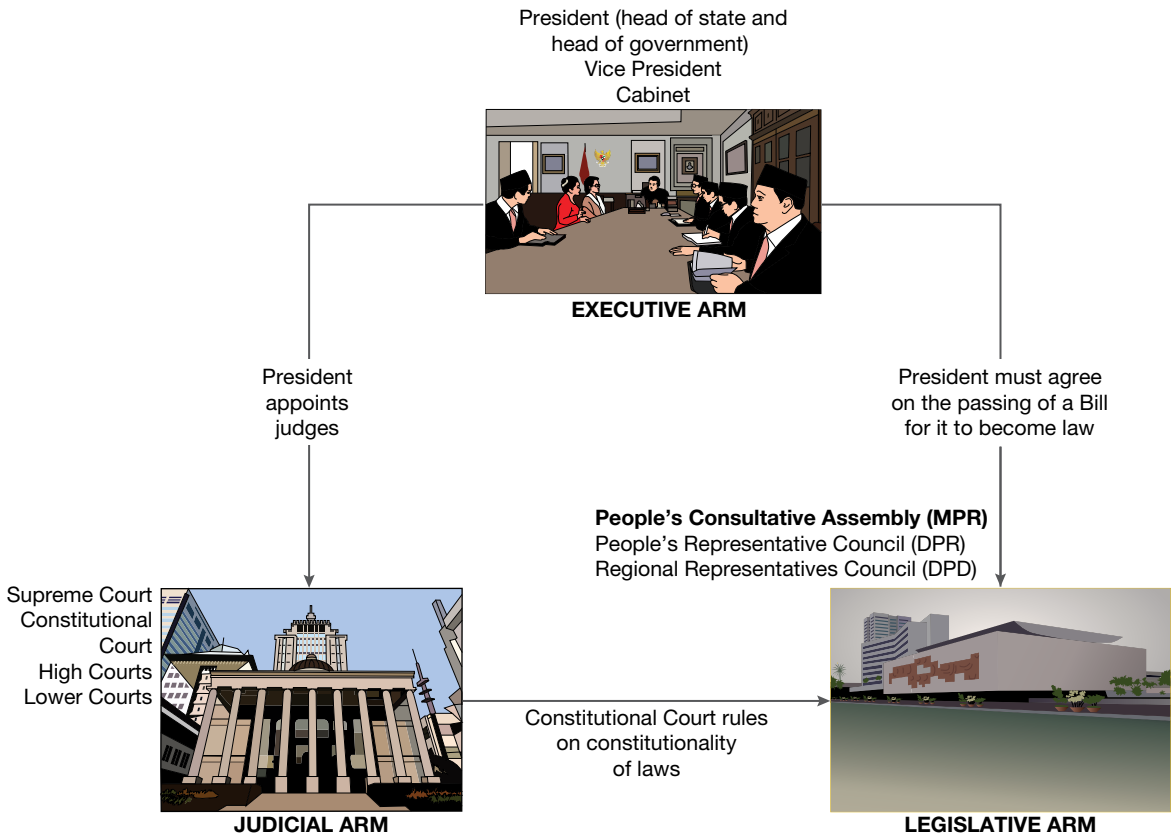
The executive arm

The 1945 Constitution invested most of Indonesia's power in the executive arm of government. This has been reduced through the amendments to the Constitution. Until 2002, the members of the MPR elected the president and vice-president every five years. From 2004, both leaders have been directly elected. Legislation also limits the president to two five-year terms. The president carries out his or her tasks assisted by the vice-president and Cabinet. Cabinet ministers are appointed by the president to manage areas of government responsibility such as economic affairs, foreign affairs, defence and education. Cabinet ministers do not have to be elected members of the MPR.

The judicial arm

In Indonesia, the Supreme Court (Mahkamah Agung) is the highest judicial institution. It forms the judicial arm of government together with the lower legal bodies. These include High Courts, located in the provinces, and District Courts. There are approximately 50 justices (including a chief justice) sitting in the Supreme Court, with more than 7000 judges employed in other courts across Indonesia. According to the original 1945 Constitution, the Supreme Court does not have the power to interpret and apply the Constitution. However, the Constitutional Court (Mahkamah Konstitusi) was established by a group of justices in 2003 with the power to review the Constitution and resolve constitutional disputes between state institutions. It can also resolve disputes over electoral results, dissolve political parties, and review and rule on cases involving charges against the president.

FIGURE 3 The separation of powers in Indonesia



20.5.3 Elections in Indonesia

All Indonesian citizens who have reached the minimum age of 17 or who are married may vote in general elections. More than 190 million people in Indonesia are eligible to vote. Presidential elections occur every five years. The Indonesian parliament (MPR) consists of two houses:

- the People's Representative Council (DPR), made up of representatives of political parties. It currently has 560 members with representatives from ten political parties. Every member comes from one of the 77 multimember electoral districts. Each electoral district is represented by three to ten seats, depending on the population of the district.
- the Regional Representatives Council (DPD), made up of representatives from each province in Indonesia. Four members are elected from each of the 34 provinces on a non-partisan basis. This means that members are not officially affiliated with any political party.

Elections for the DPR and the DPD are held simultaneously every five years.

The president

Indonesian citizens vote for a ticket including a president and a vice-president. Whichever pair receives the most votes (more than 50 per cent nationally, with 20 per cent from more than half the provinces) will rule over the next term. If no clear winner emerges, the two tickets that received the highest percentage of the national vote compete in a run-off election.

The People's Representative Council (DPR)

Members of the DPR are elected through an open-list proportional system. When voting, an Indonesian citizen receives a ballot listing the candidates from each party who are running for a seat in the voter's electoral district. The voter selects his or her preferred candidate. The process allows the voter to cast a ballot for an individual candidate or a particular party, or for both. The Election Commission then calculates a quota for each electoral district by dividing the total number of valid votes obtained by political parties that must be received to secure parliamentary representation (currently 3.5 per cent of the national vote) by the total number of seats in that electoral district. The political parties then receive a seat for each quota they meet, and are required to allocate these seats to the candidates who received the most votes. Any party that fails to obtain a 3.5 per cent share of the national vote is eliminated from the election.

Some parties will have votes left over. These remaining votes are used to distribute unallocated seats. Unallocated seats are awarded to the parties with the largest numbers of remaining votes one by one until all seats are allocated.

FIGURE 3 A woman casts her vote during elections in Indonesia.

The Regional Representatives Council (DPD)

The members of the DPD are elected using a much simpler system. Voters in each province select one candidate on their ballot forms. The four candidates who win the most votes in each province represent that province at the DPD.

DISCUSS

In a small group of 3–4 students choose one of the following countries: Japan, India or Indonesia. In what ways are the values of freedom of election and support for parliamentary democracy associated with the system of government in this country? Discuss with your group and write a response. **[Intercultural Capability]**

20.5 ACTIVITIES

1. Research the names of the people who currently occupy the following positions in Indonesia.
   (a) President
   (b) Vice-president **Examining, analysing, interpreting**
2. Using internet resources, answer the following questions for Indonesia's most recent presidential election.
   (a) How many voters cast ballots in the presidential election?
   (b) What are some of the reasons the people of Indonesia elected the president?
   (c) Outline the background of the president. How is their background different to that of past presidents of Indonesia? **Examining, analysing, interpreting**

20.5 EXERCISES

Civics and Citizenship skills key: CS1 Remembering and understanding **CS2** Describing and explaining **CS3** Examining, analysing, interpreting **CS4** Questioning and evaluating **CS5** Reasoning, creating, proposing **CS6** Communicating, reflecting

20.5 Exercise 1: Check your understanding

1. **CS1** When was the Constitution of Indonesia originally enacted?
2. **CS1** What is the role of the president of Indonesia?
3. **CS1** Outline the role of the three arms of government in Indonesia, providing an example of each.
4. **CS1** Who is eligible to vote in Indonesian elections?
5. **CS2** Outline how voting works in Indonesia for:
   (a) the People's Representative Council
   (b) the president.

20.5 Exercise 2: Apply your understanding

1. **CS3** Analyse the changes to the Constitution of Indonesia following its original enactment.
2. **CS3** Compare and contrast the key features of Indonesia's system of government with those of Australia by copying and completing the following table.

	Similarities between Indonesia and Australia	Differences between Indonesia and Australia
System of government		
Separation of powers		
Elections		

3. **CS4** Indonesia is a democratic republic with democratic elections and separation of powers. What changes to Indonesia's system of government would you recommend? Justify your answer.
4. **CS5** In what ways are the values of freedom of election and support for parliamentary democracy associated with the system of government in Indonesia?
5. **CS5** In your opinion, what might happen if Indonesia did not have separation of powers?

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

20.6 Foreign aid from governments and NGOs

20.6.1 Helping those in need

Picture this scenario: it is lunchtime at school when you suddenly realise that you have not brought any lunch and do not have any money to buy some. Your best friend says that they'll buy you lunch from the canteen so that you don't go hungry. They tell you that they're happy to do you a favour and there is no need for repayment. The provision of foreign aid is similar to this situation. Instead of one friend buying another lunch, richer countries assist poorer countries. They may do this for **humanitarian** reasons following a natural disaster or other crisis, or for development reasons (to encourage the long-term development of the recipient country). Australia provides foreign aid through both government and non-government bodies. In this subtopic, we discuss Australia's past, present and future contributions to foreign aid programs.

on Resources

Video eLesson What is global citizenship? (eles-2375)

20.6.2 How does foreign aid work?

A significant and unfortunate gap exists between the world's richer and poorer countries. Some countries have been blessed with an abundance of natural resources, while others are relatively barren. Some countries have been sheltered from the devastation of war, while others have been torn apart by bloodshed. As a result of these and other factors, global wealth is divided unequally. Richer countries have continued to develop steadily while poorer countries lag behind in terms of **infrastructure**, education and medical services. Foreign aid is provided with the aim of improving the living standards of people in less developed countries.

FIGURE 1 A Nepali girl carries a bag of food given by aid workers in Baluwa Village in the Gorkha district, Nepal, following the deadly earthquakes that destroyed villages and killed thousands in 2015.

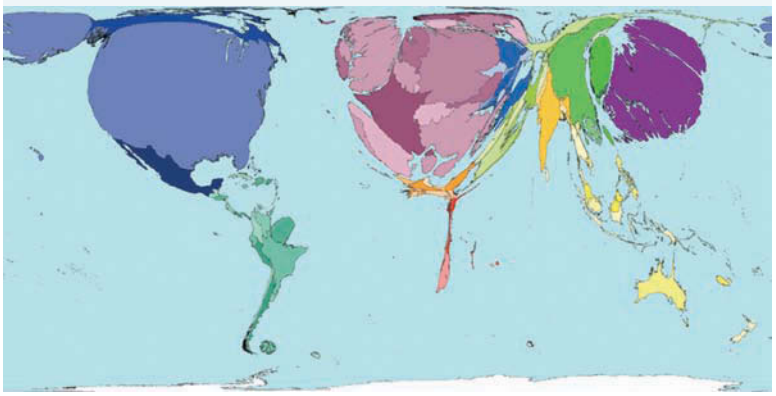
20.6.3 Australian governments and foreign aid

Foreign aid may be provided by governments or by independent bodies, such as non-government organisations (NGOs). Both Australian government and non-government aid has been crucial to the development of many countries around the world, particularly those in the Asia region.

Aid can be divided into two categories:

- development aid — for long-term programs to support the general development of a country
- emergency aid — for natural disasters and other crises.

FIGURE 2 Gross domestic product (GDP) per country. Countries with a high GDP appear swollen, while countries with a low GDP are shrunken in size.



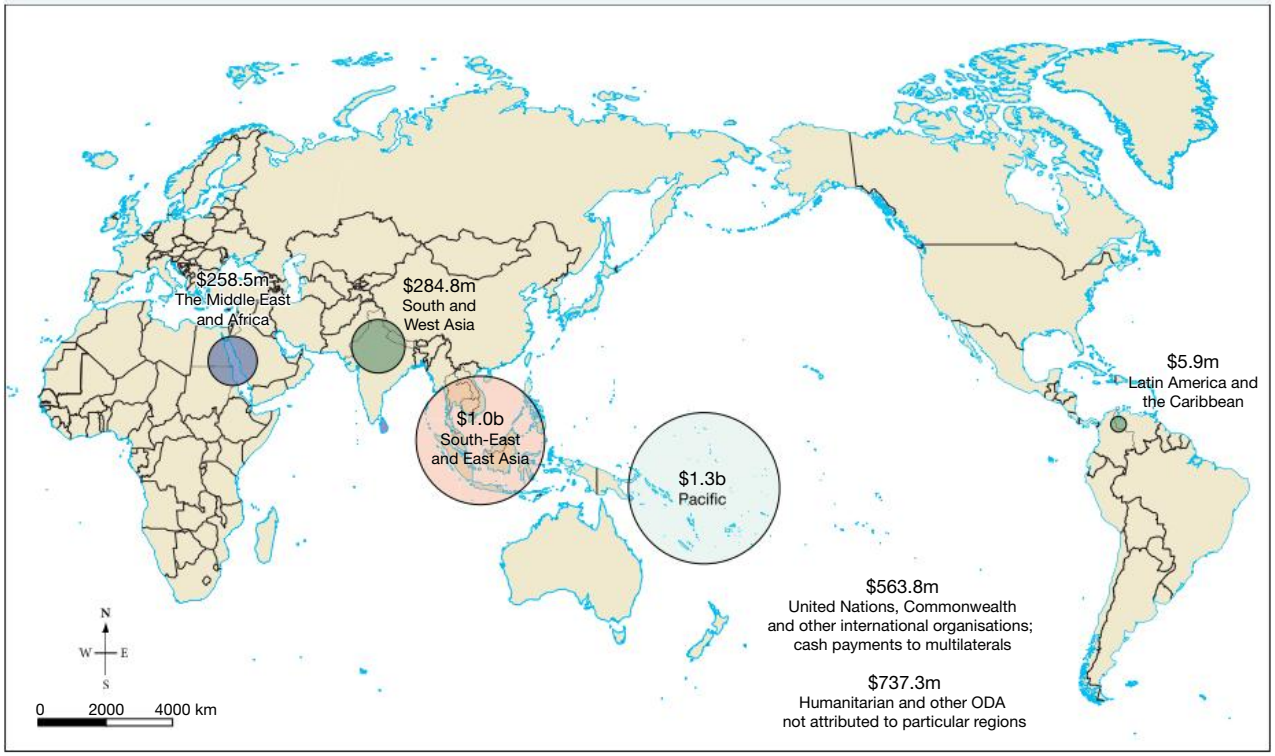
Source: Worldmapper.

Development aid

Development aid is focused on alleviating poverty in the long term. As members of the global community and one of the most developed countries in our region, Australia has a responsibility to provide assistance to our less fortunate neighbours. Australian governments have been involved in foreign aid programs since 1950, when development grants of $100 000 were issued to Papua New Guinea.

Australian foreign aid programs are administered by the Department of Foreign Affairs and Trade (DFAT). As can be seen in **FIGURE 3**, although Australian Aid contributes to programs in Africa, the Middle East, Latin America and the Caribbean, activities centre on South-East and East Asia and the Pacific. Many of these programs focus on the provision of medical care, such as vaccinations. Vaccinations against common diseases can be hard to find in some countries or expensive to buy. By organising mass immunisations, the Australian government has sought to improve the health and wellbeing of disadvantaged nations. Australian Aid has also been involved in development programs in locations such as Indonesia, contributing funds to education and infrastructure projects.

FIGURE 3 Australian aid spending around the world, 2018–19



Source: Data from © Commonwealth of Australia, DFAT, Australian Aid Budget Summary 2018–19. Map drawn by Spatial Vision.

A number of organisations, including Oxfam, Save the Children and World Vision, have criticised the Australian government over cuts to Australian foreign aid programs. They claim that reducing aid limits the provision of immunisation, education, healthcare, infrastructure and clean water programs — all of which help people in poorer countries to build a better future.

Emergency aid

Emergency aid is provided for humanitarian purposes in response to unexpected events such as natural disasters and other crises. Many of our neighbouring countries are located within geographically volatile areas. Countries such as Indonesia, Papua New Guinea and many Pacific Island nations often find themselves faced with the deadly consequences of natural disasters such as floods and earthquakes. Australian governments and their aid departments are well known for having swift and effective emergency aid responses. They send their staff to manage aid responses in these situations, both during the initial devastation and in the aftermath of the disaster.

FIGURE 4 When natural disasters strike, governments and aid agencies spring into action to provide emergency aid.

In 2018, a series of natural disasters resulted in widespread loss of life and damage in three different regions in Indonesia. In August, an earthquake struck Lombok Island, followed by a number of aftershocks. In September, an earthquake and tsunami hit Central Sulawesi Province. In December, a tsunami following the eruption of the Anak Krakatau volcano struck coastal communities along the Sunda Strait between West Java and Sumatra.

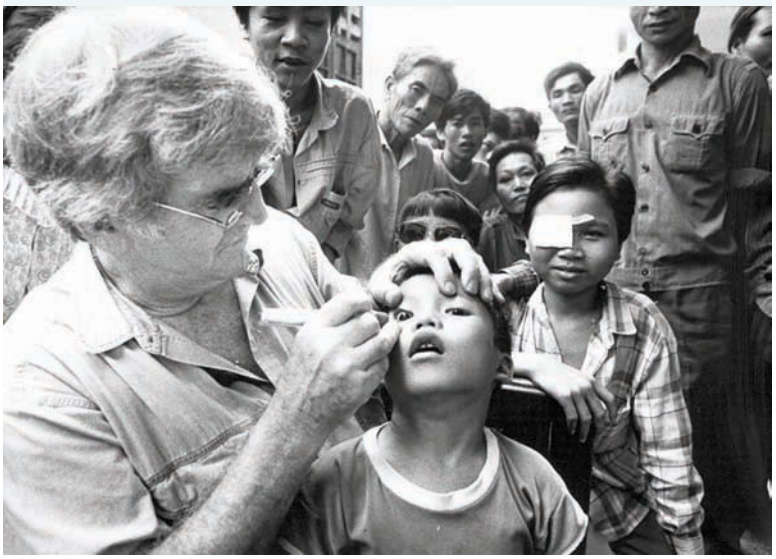
The Australian Defence Force supported the Indonesian government response through the provision of supplies and equipment. The Australian government also committed millions of dollars of aid to support the Indonesian government and humanitarian partners in responding to the needs of those communities impacted by the earthquakes and tsunamis.

20.6.4 Australian NGOs and foreign aid

A non-government organisation (NGO) is one that runs independently of any government control. Although NGOs may be partially funded by governments, they remain free to develop and implement their own policies and programs. Australia has a vast range of aid NGOs. Some of these, such as Care Australia and Oxfam Australia, are local divisions of large, **multinational** organisations. Other Australian NGOs, such as The Fred Hollows Foundation, were created locally.

Free from government and politics, NGOs often have the opportunity to reach and assist a broader range of people. For example, a government's aid priorities may be influenced by foreign policy, whereas an NGO is free to act in whatever community it sees as needing its assistance. NGOs often rely heavily on public donations to fund their operation and are staffed largely by volunteers. They also provide vital support to government aid programs and can often implement more effective programs.

FIGURE 5 The late Dr Fred Hollows working with children in Vietnam



20.6 ACTIVITY

Examine **FIGURE 2** to answer the following questions.

a. List the countries in this map that appear 'swollen' and those that appear 'shrunken'.
b. Research and explain what high GDP means and how this affects a country's economy.
c. How does low GDP affect a country's economy?
d. Choose one country in each category and explain the political and economic reasons why you think this country has either a high or low GDP. **Examining, analysing, interpreting**

20.6 EXERCISES

Civics and Citizenship skills key: CS1 Remembering and understanding **CS2** Describing and explaining **CS3** Examining, analysing, interpreting **CS4** Questioning and evaluating **CS5** Reasoning, creating, proposing **CS6** Communicating, reflecting

20.6 Exercise 1: Check your understanding

1. **CS1** What are the two categories of foreign aid?
2. **CS1** Who administers foreign aid programs in Australia?
3. **CS1** Where has the majority of Australia's foreign aid activities been focused?
4. **CS1** What is emergency aid?
5. **CS2** Explain how an NGO differs from aid provided by governments. Use examples in your answer.
6. **CS2** Explain how some countries are more economically developed than others.

20.6 Exercise 2: Apply your understanding

1. **CS3** In your opinion, why does Australia have a larger responsibility to provide foreign aid than other countries in our region?
2. **CS3** Using **FIGURE 3**, answer the following questions.
   (a) Describe the geographic pattern of Australia's foreign aid programs.
   (b) Why do you think the majority of aid programs follow this pattern?
3. **CS4** Do you think that Australia should increase its provision of foreign aid? Give reasons for your answer.
4. **CS5** Suggest what might happen if the Australian government refused to provide emergency aid to a neighbouring country in need.
5. **CS6** Consider what you have studied so far in this topic. Using examples, explain the responsibility that the Australian government has at a global level.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

20.7 Australia and the UN

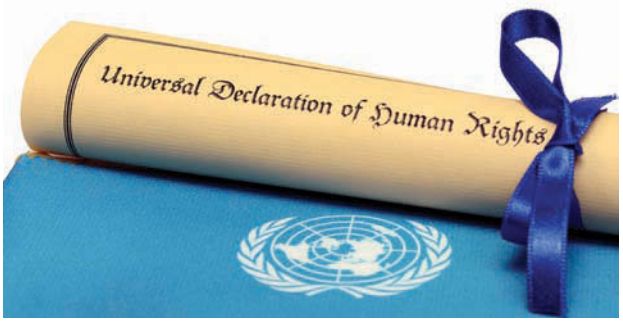
20.7.1 Australia's role in founding the UN

The United Nations (UN) was born out of the pain and suffering of World War II. After witnessing the horrors of war for the second time within 30 years, the nations of the world were desperate to prevent another world war. For this reason, 51 countries united in 1945 with the goals of maintaining global peace and protecting the safety and rights of global citizens. At the time the UN was formed, Australia was still relatively inexperienced in global politics. Despite this, our country was one of the founding members of the UN and heavily involved in the organisation's establishment. Australia continues to play a significant role in this important **multilateral** organisation.

FIGURE 1 The United Nations was officially founded in 1945 with Australia as one of the original 51 member states.

Given Australia's relative inexperience in foreign policy, the significance of our involvement in the early years of the UN may appear surprising. Australia's delegation was led by Dr H.V. ('Doc') Evatt, who had previously held several high-profile legal and political positions in Australia. As the operational guidelines of the UN were being documented in its **Charter**, Evatt recognised a problem. The larger and more diplomatically experienced countries (such as the United States, the United Kingdom, France, the Soviet Union and China) had started to dominate discussions. Evatt worried that the interests of smaller countries with less experience in foreign policy would be overlooked.

FIGURE 2 The Universal Declaration of Human Rights was adopted by the UN in 1948.



To overcome this problem, Evatt enlisted the support of the other smaller nations and successfully lobbied for the power of the UN General Assembly (consisting of all members of the UN) to be increased. This would act as a balance to the power wielded by the larger countries that ran the Security Council (consisting of only five members of the UN).

Evatt was also a key figure in the development of the Universal Declaration of Human Rights. His leadership on this task led to Evatt being elected president of the General Assembly in 1948. To this day, no other Australian has ever held this position.

20.7.2 Australia's increasing role in the UN

Since the founding of the United Nations, Australia has been a small but significant contributor to the organisation and its various programs. Involvement in peacekeeping missions, participation in policy development and donations to the UN budget are all examples of Australian contributions. As Australia's standing and influence have increased, so too has our role in the UN.

One of the most powerful and influential arms of the UN is the Security Council. It is responsible for the organisation of peacekeeping missions, the imposition of **international sanctions** and the authorisation of military action. The Security Council consists of five permanent members — the United States, the United Kingdom, France, Russia and China — and ten non-permanent members who serve two-year terms. Including our most recent term (2013–14), Australia has served as a non-permanent member of the Security Council five times in the history of the UN. Australia's membership of the UN Security Council can be seen as evidence of our increasing role in the global community.

FIGURE 3 A vote taking place in relation to a draft resolution at a UN Security Council meeting

20.7.3 Australia's contribution to global citizenship

Australian representatives to the United Nations have used our country's increased standing to call for change regarding a number of global issues. One specific Australian focus has been gender equality and the rights of women. Australia was heavily involved in UN forums addressing these topics and continues to promote true gender equality. Whaling is another issue on which Australia has taken a stance, leading a case that successfully convinced one of the UN's highest courts, the International Court of Justice, to ban Japan from conducting its annual whale hunt.

Despite these positive actions, there are still many ways in which our country can further contribute to the global community. Recent years have seen issues such as climate change slip down our nation's list of priorities. Despite ratifying the Paris Agreement (an agreement within the United Nations Framework Convention on Climate Change) in 2016, Australia's efforts to reduce the impact of climate change have stalled. Our treatment of refugees and asylum seekers has also received widespread criticism from the global community. Such criticisms need to be viewed constructively and used to make positive changes for Australian and global citizens alike.

FIGURE 4 Australian students at a protest rally demanding urgent action on climate change

20.7 EXERCISES

Civics and Citizenship skills key: CS1 Remembering and understanding **CS2** Describing and explaining **CS3** Examining, analysing, interpreting **CS4** Questioning and evaluating **CS5** Reasoning, creating, proposing **CS6** Communicating, reflecting

20.7 Exercise 1: Check your understanding

1. **CS1** The United Nations was formed after which global event?
2. **CS1** What issue worried 'Doc' Evatt during the development of the UN Charter?
3. **CS2** Describe Australia's involvement in the early years of the United Nations.
4. **CS2** Explain the responsibilities of the UN Security Council.
5. **CS2** Explain how Australia has contributed to global citizenship through its involvement with the UN.

20.7 Exercise 2: Apply your understanding

1. **CS3** Outline the significance of Australia's five terms as a non-permanent member of the UN Security Council.
2. **CS4** For what reasons do you believe Australia needs to be a member of the UN? Justify your response.
3. **CS4** Is there a better solution to maintaining global peace and protecting the safety and rights of global citizens than the UN? Justify your response.
4. **CS5** What would have happened if 'Doc' Evatt had not lobbied for the power of the UN General Assembly to be increased?
5. **CS5** What do you think would happen if Australia had no involvement with the UN?

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

20.8 Keeping the peace

20.8.1 Role of UN peacekeepers

In many ways, the League of Nations can be seen as the first version of the UN. Formed after World War I, the League of Nations was charged with the responsibility of maintaining global peace. Its major shortcoming, however, was that it lacked mechanisms through which it could fulfil this role. After watching the failure of the League of Nations — ultimately it could not stop the outbreak of World War II — the founding members of the UN sought to avoid similar criticism. The UN discharges its responsibility of maintaining global peace through the use of peacekeepers and military observers.

Australia has been involved in UN peacekeeping missions from the first envoy sent in 1948. In this subtopic, we examine the role of UN peacekeepers and the contribution Australians have made to these missions.

The role of United Nations peacekeepers is exactly that — to develop and maintain peaceful interactions between social, ethnic or political groups. Since 1948, the UN has deployed peacekeeping missions across the globe. The specific activities of the mission depend on the nature of the conflict. Missions may involve enforcing a **ceasefire** between previously warring parties, or helping a country to conduct a democratic election that would otherwise be problematic.

FIGURE 1 A squad of Indonesian peacekeepers conducting duty near El Fasher Airport in Sudan, guarding civilians as they are heading back to their houses in early 2018

Peacekeepers are instructed to operate using non-violent methods wherever possible. According to the UN Charter, peacekeepers are allowed to use military force only in self-defence or if the essential goal of the mission is under threat (see **FIGURE 2**). Often known as Blue Berets, due to their distinctive blue hats and helmets, UN peacekeepers can include soldiers of national armies as well as police officers and political staff. Australia has sent 65 000 personnel to various UN peacekeeping missions. Australian doctors, engineers, diplomats, and military servicemen and women have all played their part in the establishment and maintenance of peace in countries around the world.

FIGURE 2 Principles of UN peacekeeping: non-use of force except in self-defence and defence of the mandate

A UN peacekeeping operation should only use force as a measure of last resort. It should always be calibrated in a precise, proportional and appropriate manner, within the principle of the minimum force necessary to achieve the desired effect, while sustaining consent for the mission and its mandate. The use of force by a UN peacekeeping operation always has political implications and can often give rise to unforeseen circumstances.

Judgments concerning its use need to be made at the appropriate level within a mission, based on a combination of factors including mission capability; public perceptions; humanitarian impact; force protection; safety and security of personnel; and, most importantly, the effect that such action will have on national and local consent for the mission.

Source: United Nations.

DISCUSS

Australia and other affluent countries have a responsibility to assist countries that are much less well off. What do you think are the most important global issues facing the world today: child slavery, war, child marriage, violence against women, poverty, lack of education and employment opportunities, or other? Choose the one issue that you think is the most important to address, explain why and give some suggestions as to how Australia can help. Are there any global problems that Australia should not get involved in? Why?

[Intercultural Capability; Ethical Capability]

20.8.2 Australian peacekeeping missions

Australians have been involved in UN military observations since 1947, a year before the first official peacekeeping mission. Although civilian personnel have contributed to peacekeeping missions, military and police officers have traditionally played a more significant role. Australian peacekeepers have served in several key conflicts around the world including:

- the Indonesian War of Independence (1947)
- the prelude to the Korean War (1953)
- various conflicts in Israel and the Middle East (since 1956)
- the Iran–Iraq War (1988–91)
- the Rwandan Civil War (1993–96)
- the East Timorese independence crisis (1999–2013)
- the Sudanese Civil War (since 2005).

FIGURE 3 An Australian peacekeeper greets an East Timorese child in Dili.

One of the best-known examples of Australian peacekeeping efforts was our involvement in the East Timorese independence crisis. A small country located to Australia's north-west, East Timor has endured a volatile history. Unlike much of the area, which was settled by the Dutch, East Timor was **colonised** by the Portuguese. In 1975, East Timor became an independent state, although it was soon invaded by neighbouring Indonesia in the same year. The Indonesian rule over East Timor was brutal

and unjust, but Australian governments during this time were reluctant to criticise Indonesia. They feared such a move would damage political relations between the two countries.

After decades of civil unrest, two UN programs were launched to deal with the East Timor crisis. Australia had considerable involvement with both the UN mission in East Timor (UNAMET) and the International Force for East Timor (INTERFET). The former mission successfully organised and conducted a referendum which resulted in East Timorese independence. Organised and led by Australian forces under Major General Peter Cosgrove, INTERFET then helped develop more effective military and law enforcement strategies in East Timor. The Australian contribution to East Timorese independence is an excellent example of the positive contributions Australia has made to our region.

on Resources

Weblink Peace is a full-time job

20.8 ACTIVITIES

1. Construct a flowchart explaining East Timor's journey towards independence.
Reasoning, creating, proposing
2. Choose one of the seven conflicts listed in bullet points in section 20.8.2. Research the conflict and provide a summary paragraph which includes these points:
   (a) a brief summary of the conflict
   (b) the role played by Australia
   (c) the number of Australian peacekeepers involved
   (d) the outcome of the event.
Examining, analysing, interpreting

20.8 EXERCISES

Civics and Citizenship skills key: CS1 Remembering and understanding **CS2** Describing and explaining **CS3** Examining, analysing, interpreting **CS4** Questioning and evaluating **CS5** Reasoning, creating, proposing **CS6** Communicating, reflecting

20.8 Exercise 1: Check your understanding

1. **CS1** What was the major criticism of the League of Nations?
2. **CS1** What is the key role of UN peacekeepers?
3. **CS1** When was Australia first involved in UN military observations and peacekeeping missions?
4. **CS2** Explain who may be included as UN peacekeepers.
5. **CS2** Describe East Timor's journey towards independence.

20.8 Exercise 2: Apply your understanding

1. **CS3** List three challenges you might face as a UN peacekeeper.
2. **CS5** Which of the challenges faced by a UN peacekeeper do you believe would be the most difficult to overcome and why?
3. **CS4** Do you think peacekeeping is a good or a bad thing? Explain your response.
4. **CS6** What does Australia's participation in peacekeeping suggest about the Australian government's role and responsibilities at a global level?
5. **CS4** Examine the principles of UN peacekeeping in **FIGURE 2**. Explain why you think there is a need for the principle of non-use of force.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

20.9 SkillBuilder: Conducting an interview

online only

What is an interview?

An interview is a conversation with some sort of purpose between two or more people. Questions will be asked by the interviewer(s) to obtain information, facts or statements from the person(s) being interviewed. Interviews can be conducted face-to-face between two people or in small groups, or by some form of communications technology such as the telephone or internet.

Select your learnON format to access:

- an explanation of the skill (Tell me)
- a step-by-step process to develop the skill, with an example (Show me)
- an activity to allow you to practise the skill (Let me do it).

20.10 Thinking Big research project: Humanitarian aid proposal

online only

SCENARIO

Australia is directly involved in humanitarian projects across the world. Your challenge is to decide which project will be next. You will identify a problem or issue, agree on a course of action and plan the project.

Select your learnON format to acsess:

- the full project scenario
- details of the project task
- resources to guide your project work
- an assessment rubric.

on Resources

ProjectsPLUS Thinking Big research project: Humanitarian aid proposal (pro-0221)

20.11 Review

online only

20.11.1 Key knowledge summary

Use this dot point summary to review the content covered in this topic.

20.11.2 Reflection

Reflect on your learning using the activities and resources provided.

on Resources

eWorkbook Reflection (doc-31783)
Crossword (doc-31784)

Interactivity Regional government and global citizenship crossword (int-7679)

KEY TERMS

absolute majority half the number of votes received in an election plus one
absolute monarchy a form of government where the monarch (a king, queen or emperor) wields unrestricted political power over his or her sovereign state and its people
authoritarian a form of government characterised by absolute obedience to the state, an authority figure or group
bicameral a parliament consisting of two legislative houses, or chambers
ceasefire a temporary or permanent suspension of fighting
charter an official document describing the goals and principles of an organisation
colonised describes a country or region whose government has been replaced by one from another country
constitution a set of fundamental principles according to which a nation or state is governed
constitutional monarchy a type of government based on a constitution with a queen or king as its head of state
Crown the Queen's authority in the Australian parliament, represented by the governor-general at the federal level and a governor at the state level
executive another name for the government
federation the joining of the six Australian colonies to establish the federal and state parliaments
first-past-the-post a voting system where a candidate wins by receiving more votes than any other candidate
formal vote a ballot paper that has been filled out correctly
humanitarian concerned with the welfare of a social group
infrastructure the basic physical and organisational structures and facilities (e.g. buildings, roads, power supplies) needed for the operation of a society
international sanctions actions or penalties — usually economic but also diplomatic or military — imposed on a country by a group of other countries
judiciary the collective name given to the judges who preside over law courts
multilateral describes a policy or program that involves three or more countries or parties
multinational describes an organisation operating in several countries
preferential system a system in which voters are required to number all candidates on the ballot paper in order of preference. If no candidate wins more than 50 per cent of the vote, the preferences are distributed until one candidate has a majority of votes.
proportional representation a system where candidates are elected according to the proportion (or quota) of the vote achieved by their party
republic a form of government where supreme power is held by the people and their elected representatives rather than by a monarch
separation of powers the division of government into the legislature (parliament), executive (ministers and the public service) and judiciary with the aim of providing a system of checks and balances that prevents the excessive concentration of power in one group
sovereignty of the people the principle that a government's authority resides with its people through their elected representatives
unicameral a parliament consisting of one legislative house, or chamber
Westminster system the democratic parliamentary system based on the British system of parliament

20.9 SkillBuilder: Conducting an interview

20.9.1 Tell me

What is an interview?

An interview is a conversation with some sort of purpose between two or more people. Questions will be asked by the interviewer(s) to obtain information, facts or statements from the person(s) being interviewed. Interviews can be conducted face-to-face between two people or in small groups, or by some form of communications technology such as the telephone or internet.

Why is conducting an interview useful?

An interview is important because it allows the interviewer to gather a wide range of views and facts. Interviews can reveal information about people's values, motivations, attitudes and feelings.

FIGURE 1 Interviewing a person allows the interviewer to gather a wide range of views and facts.

20.9.2 Show me

How to complete an interview

You will need:

- a sheet of lined paper or some other method of recording your questions and answers
- a pen
- a recording device such as a mobile phone (if necessary).

Procedure

Step 1

Establish what the goals of the interview are. What do you want to find out from the person?

Step 2

Work out the questions you will need to ask the person at an interview. Use the questions in the **Let me do it** section of this SkillBuilder as a guide. You may need to modify these questions to suit the person being interviewed and ask follow-up questions to obtain further information.

Step 3

Visit the person and interview them. Be polite. Do not try to interview them if they are busy. You might need to ask them if you can come back at a more convenient time. Explain why you are doing the interview and what will happen to their responses. Remember to thank the person for their time.

Step 4

Write a transcript of the interview using proper sentences and headings. Present the transcript so that it is easy to read.

20.9.3 Let me do it

Complete the following activities to practise this skill.

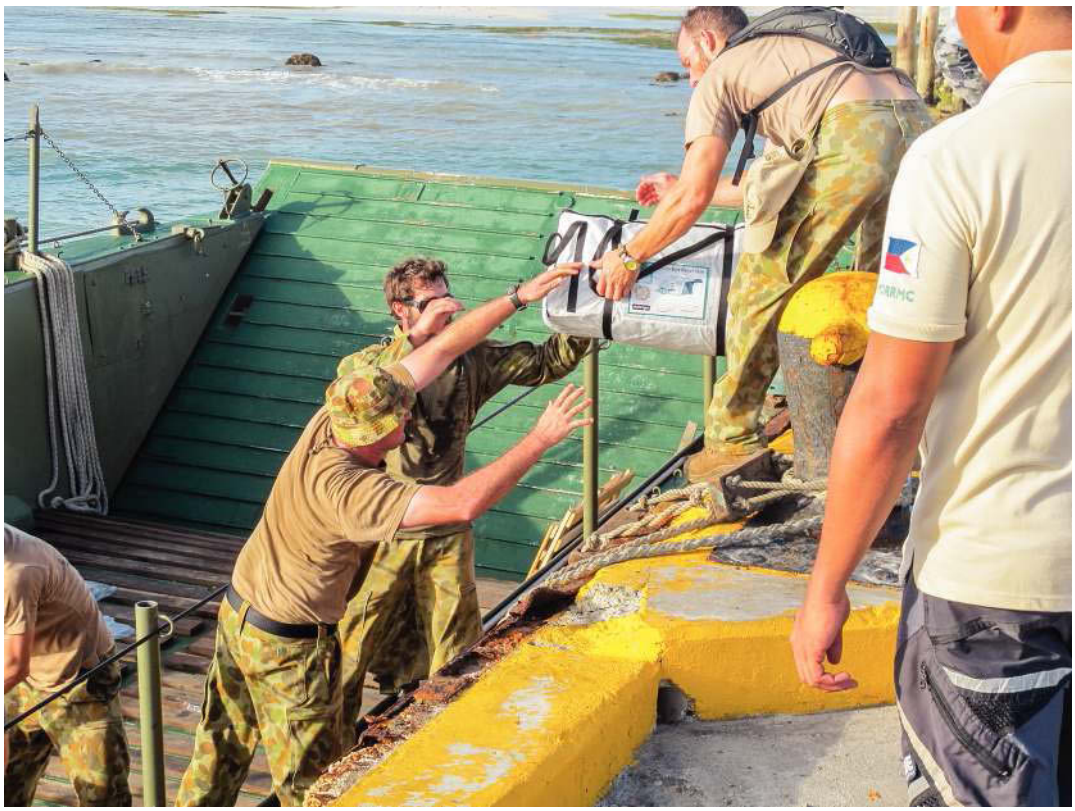
20.9 ACTIVITIES

1. Conduct an interview with a person with connections to a country in the Asia region. Use the following questions in your interview.
   (a) What country in the Asia region do you have connections to?
   (b) In what country do you currently live?
   (c) What values do you associate with Australia's system of government?
   (d) What values do you associate with the country in the Asia region that you have connections to?
   (e) Can you see any similarities or differences between the values of Australia's system of government and those of the country in the Asia region that you have connections to?
   (f) How much do you think Australia should spend on foreign aid?
   (g) What role does the Australian government have in peacekeeping?
   (h) How does Australia participate in the United Nations?
2. After completing your interview, write a transcript of it. Decide whether your transcript will follow a simple question-and-answer format, or be written like a narrative (a written account of the interview). Create a heading for the transcript, then write a short introductory paragraph preceding the transcript outlining who you interviewed, when the interview took place and what the interview was about (a summary of your main questions).

20.10 Thinking Big research project: Humanitarian aid proposal

20.10.1 Scenario

There are a number of ways in which Australia exercises its civic responsibility on a global scale. Through government and non-government agencies, Australia is directly involved in humanitarian projects across the world. How do these agencies decide which country, which community and which project will be their focus? These decisions are not easy and require the consideration and evaluation of a range of factors. The criteria involved in making this decision may include the demand for the project, the significance of its expected outcomes, the duration of the project and of course its cost. Once an agency has made its decision, it can begin planning and then implementing the aid project.



20.10.2 Task

For this task, you will choose an issue relating to Australia's global civic responsibility. As a class, you will use democratic processes to reach a consensus. Once this has been achieved, you will plan for the action relating to your chosen issue.

20.10.3 Process

- Before the class can decide on its civic focus, as a group you will need to consider on what basis to make the decision. You might consider these examples:
  - For the non-government agency Oxfam Australia, this decision is made by using its guiding principles and goals. If a prospective project meets one of Oxfam's six key goals, the project

progresses to the next stage of the process. Oxfam then considers secondary criteria such the cost of the project and the resources needed to enable its completion.

- The Direct Aid Program (DAP) is a small grant program run by the federal government. Like Oxfam, it uses a selection program based on set criteria. The most important of these criteria is the correlation between the proposed project and the goals of the DAP. Sustainable projects that do not require additional funding are also preferred by the DAP.

These examples demonstrate the importance of using agreed criteria to decide on the suitability of a project.

Once a suitable project has been chosen, the planning process can begin. For agencies such as Oxfam and DAP, this process is extensive. Developing an understanding of the problem the project seeks to address is the first step in the planning process. By understanding the problem, a clear solution is often easier to identify. Stakeholders must also be involved, ensuring that proper community consultation takes place.

- Begin the process of planning by establishing a set of class goals. Answers to the following questions will help to determine these goals:
  - What are the global issues with which you are most concerned?
  - What are the most serious threats to the global community?

    The class can discuss these questions as a large group, or break into smaller groups and document the various responses, then formalise these into a set of clear goals. Oxfam Australia's strategic plan may assist in formulating goals (see the weblink in the ProjectsPLUS **Media centre**).
- The next step is to design selection criteria. As you may have seen from the Oxfam and DAP examples, one of these should be the correlation of the proposed project and the stated goals of your class. You may suggest other criteria to use when making a decision. You might ask questions such as:
  - Will cost be an issue?
  - Is the length of time the class has to plan and implement the project a concern?

    Again, a group discussion is a simple way to develop the selection criteria.

- Once the above steps have been completed, form pairs or groups of three. Open the ProjectsPLUS application in the Resources for this topic. Open the **Project set-up** tab to enter the project due date and set up your project group. This will allow you to work collaboratively online. Save your settings and the project will be launched.
- In your group, select a potential aid project for the class.
  - After choosing a project, each group will need to prepare a five-minute presentation on the project and explain why it should be chosen as the focus of the class's civic action.
  - Conduct research and work as a group to prepare an engaging presentation that clearly addresses the key goals and selection criteria that have just been established.
  - You may choose to create a PowerPoint presentation with images and key points to guide your presentation to the class.
- Once all groups have presented their proposals, the class should decide which one best fits the goals and selection criteria. The best and most democratic way to do this is to hold a secret ballot. Once the winning proposal has been identified, the class can begin the planning stage and, by doing so, actively participate in the global community.
- In the **Media centre** you will find an assessment rubric and some helpful weblinks for your participation in this task.

on Resources

ProjectsPLUS Thinking Big research project: Humanitarian aid proposal (pro-0221)

20.11 Review

20.11.1 Key knowledge: summary

20.2 Key features of Australia's system of government

- Australia is a constitutional monarchy, with a Commonwealth Parliament consisting of two houses (the House of Representatives and the Senate) and the Crown (represented by the Governor General).
- Australia's government is based on the idea of democracy. This means that sovereignty lies with the Australian people, and values such as freedom of election and support for parliamentary democracy are associated with our system of government.
- Australia's system of government is characterised by democratic elections and the separation of powers.
- There are similarities and differences between Australia's system of government and the systems of government found in other countries in the Asia region, in particular Japan, India and Indonesia.

20.3 Key features of Japan's system of government

- Japan is a constitutional monarchy, with its parliament (the National Diet) consisting of the House of Representatives and the House of Councillors. The emperor plays only a symbolic role as Japan's head of state.
- The government of Japan is also based on the idea of democracy. This means that sovereignty lies with the people, and values such as freedom of election and support for parliamentary democracy are associated with their system of government.
- Japan's system of government is also characterised by democratic elections and the separation of powers.

20.4 Key features of India's system of government

- India is a republic, with the Parliament of India consisting of the House of the People (Lok Sabha) and the Council of States (Rajya Sabha) as well as the president, who is India's head of state.
- The government of India is also based on the idea of democracy. This means that sovereignty lies with the people, and values such as freedom of election and support for parliamentary democracy are associated with their system of government.
- India's system of government is also characterised by democratic elections and the separation of powers.

20.5 Key features of Indonesia's system of government

- Indonesia is a republic. Its parliament, the People's Consultative Assembly (Majelis Permusyawaratan Rakyat or the MPR), consists of the People's Representative Council (Dewan Perwakilan Rakyat or DPR; the lower house) and the Regional Representatives Council (Dewan Perwakilan Daerah or DPD; the upper house). The president is both the head of state and the head of government.
- The government of Indonesia is also based on the idea of democracy. This means that sovereignty lies with the people, and values such as freedom of election and support for parliamentary democracy are associated with their system of government.
- Indonesia's system of government is also characterised by democratic elections and the separation of powers.

20.6 Foreign aid from governments and NGOs

- The world's nations have experienced uneven rates of development. This has created substantial gaps between economies and given rise to numerous humanitarian issues.
- In an attempt to alleviate the pressures caused by this gap, foreign aid is provided by wealthier countries to those countries that are less developed.
- As one of the strongest economies and most developed countries in its region, Australia finds itself with tremendous responsibilities to assist its neighbours.
- The Australian government can provide both development aid (for long-term programs to support the general development of a country) and emergency aid (for natural disasters and other crises).
- Non-government organisations (NGOs) also play a critical role in the provision of foreign aid.

20.7 Australia and the UN

- Since the founding of the UN, Australia has played a significant role in developing UN policies and participating in its programs.
- Australia has served as a non-permanent member of the Security Council five times in the history of the UN.
- Australian representatives to the United Nations have used our country's increased standing to call for change regarding a number of global issues, including gender equality, the rights of women, and whaling.

20.8 Keeping the peace

- Australia has been involved in UN military observations and peacekeeping missions since 1948.
- UN peacekeepers can include soldiers of national armies as well as police officers and political staff.
- Peacekeeping missions may involve enforcing a ceasefire between previously warring parties, or conducting democratic elections that would otherwise be problematic.

20.11.2 Reflection

Complete the following to reflect on your learning.

20.11 ACTIVITIES

Revisit the inquiry question posed in the Overview:

How does Australia's government compare to its neighbours? Do we have to help them if needed?

1. Now that you have completed this topic, what is your view on the question? Discuss with a partner. Has your learning in this topic changed your view? If so, how?
2. Write a paragraph in response to the inquiry question outlining your views.

on Resources

eWorkbook Reflection (doc-31783)
Crossword (doc-31784)

Interactivity Regional government and global citizenship crossword (int-7679)

KEY TERMS

absolute majority half the number of votes received in an election plus one
absolute monarchy a form of government where the monarch (a king, queen or emperor) wields unrestricted political power over his or her sovereign state and its people
authoritarian a form of government characterised by absolute obedience to the state, an authority figure or group
bicameral a parliament consisting of two legislative houses, or chambers
ceasefire a temporary or permanent suspension of fighting
charter an official document describing the goals and principles of an organisation
colonised describes a country or region whose government has been replaced by one from another country
constitution a set of fundamental principles according to which a nation or state is governed
constitutional monarchy a type of government based on a constitution with a queen or king as its head of state
Crown the Queen's authority in the Australian parliament, represented by the Governor-General at the federal level and a governor at the state level
executive another name for the government
federation the joining of the six Australian colonies to establish the federal and state parliaments
first-past-the-post a voting system where a candidate wins by receiving more votes than any other candidate
formal vote a ballot paper that has been filled out correctly

humanitarian concerned with the welfare of a social group
infrastructure the physical and organisational structures and facilities (such as roads and buildings) of a location
international sanctions actions or penalties — usually economic but also diplomatic or military — imposed on a country by a group of other countries
judiciary the collective name given to the judges who preside over law courts
multilateral describes a policy or program that involves three or more countries or parties
multinational describes an organisation operating in several countries
preferential system a system in which voters are required to number all candidates on the ballot paper in order of preference. If no candidate wins more than 50 per cent of the vote, the preferences are distributed until one candidate has a majority of votes.
proportional representation a system where candidates are elected according to the proportion (or quota) of the vote achieved by their party
republic a form of government where supreme power is held by the people and their elected representatives rather than by a monarch
separation of powers the division of government into the legislature (parliament), executive (ministers and the public service) and judiciary with the aim of providing a system of checks and balances that prevents the excessive concentration of power in one group
sovereignty of the people the principle that a government's authority resides with its people through their elected representatives
unicameral a parliament consisting of one legislative house, or chamber
Westminster system the democratic parliamentary system based on the British system of parliament

21 Maintaining justice for a cohesive society

21.1 Overview

Do we really need laws, high courts and treaties? Can't everyone just get along without them?

21.1.1 Creating a cohesive society

Democracy is an essential ingredient for a unified community. It allows all voices to be heard and all opinions to be considered, and both promotes and protects individual expression. As a result, democratic societies are often ones that experience a high degree of social cohesion or unity. As citizens we are all subject to the rules and laws set by society — by the organisations and groups we associate with and by the governments we elect. In this topic, we dissect the social cohesion of Australian society. We see what social cohesion looks like, what threatens our communities and the laws and courts that protect them.

on Resources

eWorkbook Customisable worksheets for this topic

Video eLesson Living in a cohesive society (eles-2378)

LEARNING SEQUENCE

21.1 Overview
21.2 Living in a cohesive society
21.3 Threats to social cohesion
21.4 Protecting social cohesiveness
21.5 **SkillBuilder:** Using and referencing quotes — online only
21.6 Resolving conflict
21.7 Resolving disputes between state and federal governments
21.8 Interpreting the Constitution
21.9 International law
21.10 Applying international treaties
21.11 **SkillBuilder:** A treaty in the classroom — online only
21.12 International law and Indigenous Australians
21.13 **SkillBuilder:** You be the judge — online only
21.14 **Thinking Big research project:** Create a bill of rights — online only
21.15 **Review** — online only

To access a pre-test and starter questions and receive immediate, **corrective feedback** and **sample responses** to every question, select your learnON format at www.jacplus.com.au.

21.2 Living in a cohesive society

21.2.1 The 'lucky country'

Australia is often described as 'the lucky country'. In modern Australian culture, this phrase has come to refer to our abundance of natural resources and our good weather, relatively peaceful history and tolerant society. It is interesting, then, that the man who coined this phrase meant it as an ironic criticism of Australian society. Author and social commentator Donald Horne believed that the positive aspects of Australian life had been gifted to us, rather than earned. Whether you agree with Horne's criticism or not, Australian society can be perceived as lucky. In many ways, our society should not function as well as it does. With so many different cultural and ethnic backgrounds, it is reasonable to assume that civil conflict would regularly occur. However, although Australian society has not been without social problems, the level of cohesion within Australia is relatively high. In this subtopic, we examine what social cohesion is and how it exists in Australia.

FIGURE 1 Australia is in many respects a lucky country.

21.2.2 What is a cohesive society?

Modern societies are both dynamic and delicate. They can expand and contract, stand together or fall apart. With nearly all Australian communities containing a complex mix of ethnic and cultural backgrounds, there exists significant potential for civil unrest. What stops this violence from occurring is a concept referred to as social cohesion. Often described as the glue which holds society together, social cohesion is defined by an OECD report as 'a force which fights exclusion and **marginalisation**, creates a sense of belonging and promotes trust within communities.' Social cohesion is not an official government policy, nor does it take one specific form. Instead, there are several ways in which it can be demonstrated in Australian communities.

FIGURE 2 Most Australian communities contain many cultures.

21.2.3 Social cohesion in Australia

The Australia you have grown up in is a mostly tolerant and **inclusive** society. It is a society that encourages the demonstration of cultural and religious identity. As we see later in this topic, it is a society that uses legal mechanisms to protect individual freedoms and fight against all forms of discrimination. Modern Australian communities are culturally **integrated**. Although some new migrants do prefer to establish themselves in small groups, the majority of Australian communities are composed of a wide variety of ethnicities. The way in which these communities have developed and continued to exist peacefully is itself an example of social cohesion within Australia.

Numerous examples of social cohesion can be seen in everyday Australian life. On a walk around your neighbourhood you might see churches, mosques, synagogues or other religious buildings. There are designated areas in the supermarket for Italian, Asian and Indian food. A crowded city-bound train carries people from countless cultural backgrounds. These examples exist because our communities have developed to be inclusive and tolerant. The sense of belonging that is felt and encouraged in Australian society exists because of the mechanisms that have been put in place to protect individual freedoms.

FIGURE 3 The diversity of Australian communities is on display in our public spaces.

21.2 EXERCISES

Civics and Citizenship skills key: CS1 Remembering and understanding **CS2** Describing and explaining **CS3** Examining, analysing, interpreting **CS4** Questioning and evaluating **CS5** Reasoning, creating, proposing **CS6** Communicating, reflecting

21.2 Exercise 1: Check your understanding

1. **CS1** In your own words, define social cohesion.
2. **CS2** Explain one negative outcome of a lack of social cohesion in society.
3. **CS2** Make a list of the examples of social cohesion you have seen today.
4. **CS2** Describe two personal experiences: one when you have experienced social cohesion in your community, and one when you have experienced a lack of social cohesion.
5. **CS2** Who do you think should be responsible for maintaining social cohesion?

21.2 Exercise 2: Apply your understanding

1. **CS6** What role do you think you should play in maintaining social cohesion?
2. **CS3** How do you think governments should act to maintain social cohesion?
3. **CS3** Despite the irony surrounding the phrase's origin, Australia is often referred to sincerely as 'the lucky country'. Do you believe this is a suitable nickname for Australia? Explain your answer.
4. **CS5** As immigration rates continue to increase, Australian society is at an interesting time in its development. How do you think increased immigration rates will affect social cohesion in Australia?
5. **CS2** Our current immigration issues have affected social cohesion. Explain these current issues.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

21.3 Threats to social cohesion

21.3.1 Law-breakers cause harm to members of our community

The threats that a society faces may vary in terms of significance. Some communities around the world are threatened by war and violence, others by poverty and famine. For the majority of Australians, these threats are thankfully not ones we deal with in our daily lives. The threats that Australians face are directed at our democratic freedoms and the harmony of our communities. In this subtopic, we examine the threats to social cohesion and the dangers they pose, in particular:

- organised crime
- vested interests
- corruption
- lawlessness.

21.3.2 Organised crime

When discussing organised crime, we must ignore stereotypes created and perpetuated by media and popular culture. Although it is true that some criminal organisations have significant family connections, not all organised crime occurs in this way. According to the Australian Crime Commission, the major types of organised criminal activity can be classified into three main groups:

- criminal syndicates
- outlaw motorcycle gangs
- professional facilitators.

Although these groups operate in different ways, they can all pose threats to the social cohesion of Australian society.

Criminal syndicates

Criminal syndicates are responsible for the majority of organised criminal activity in Australia. Varying in size and influence, criminal syndicates are highly structured criminal enterprises. They can operate with structures and characteristics similar to those of regular businesses. Criminal syndicates usually involve large-scale criminal activity including the sale of illicit drugs and firearms, financial crimes, match fixing in sport and money laundering.

Outlaw motorcycle gangs

In recent years, there has been a crackdown on criminal activity among the various motorcycle gangs that operate in Australia. Motorcycle gangs have existed in Australia since the 1960s. Gangs such as the Bandidos and Comancheros do include legitimate motorcycle enthusiasts. However, their membership also includes known criminals and members of criminal syndicates. Some of these gangs are not only involved in criminal activity, but also frequently engage in violent behaviour while undertaking these crimes. The potential impact of outlaw motorcycle gangs on Australian communities was deemed so significant that all states have passed legislation severely restricting gang activity.

FIGURE 1 Recent crackdowns have severely restricted the activities of the outlaw motorcycle gangs.

Professional facilitators

A professional facilitator is an industry professional or person with specific expertise. Such a person is employed by criminal organisations to undertake specialist criminal activity. Professional facilitators are usually involved in crimes related to finance and technology. Criminal organisations may use a facilitator because they lack the required knowledge and skills, or because they want to distance themselves from the crime being committed. Professional facilitators may engage with criminals for personal gain or they may be forced into such activity through blackmail. The use of professional facilitators is becoming increasingly prevalent in Australian organised crime.

FIGURE 2 Professional facilitators such as IT experts are increasingly being employed by crime syndicates.

21.3.3 Vested interests

Vested or conflicted interests can occur in a range of professions. Teachers who are employed as tutors can have conflicted interests (but only if they are paid to tutor students they teach at school), as can a sports commentator who supports a particular team. The conflict of interest that can have the most significant impact on Australian society occurs in our political system. Before beginning their terms of office, politicians must disclose any potential conflict of interest that may interfere with their position and responsibilities. Existing investments, business relationships and personal assets are examples of potential conflicts.

Consider the example of controversial businessman and politician Clive Palmer. Elected as the member for Fairfax in the 2013 federal election, Palmer has amassed a large personal fortune due to his involvement in the mining industry. Although he has disclosed his assets to parliament, his critics claim that Palmer's opinion and eventual vote on government legislation was influenced by his business interests. They argue that there is no clearer example of this conflicted interest than the repeal of the 2011 mining tax (known as the Minerals Resource Rent Tax). Vested interests such as Palmer's can be viewed as a threat to Australian democratic processes. Instead of representing the interests of his electorate, Palmer could be accused of merely representing his own interests.

21.3.4 Corruption

Unlike many governments around the world, Australian politics is relatively free from corruption. Forms of political corruption may include bribery, **embezzlement** and the repression of political opponents. Although these acts are not commonplace in Australian governments, they have been known to occur.

From the Rum Rebellion (1808) to the Loans Affair (1975), political corruption has at times had an impact on the proper functioning of Australian governments. The Rum Rebellion led to the only successful armed revolution against an Australian government in the history of this country, and the Loans Affair contributed to the sacking of former Prime Minister Gough Whitlam. More recently, political corruption has been rife in the New South Wales parliament. Since 2009, this suspect activity has resulted (directly or indirectly) in the resignation of two New South Wales premiers. Corruption in the New South Wales parliament has also caused Australia to slip in the corruption ratings calculated by independent assessor Transparency International. Political corruption compromises effective government and is therefore a serious threat to democracy and social cohesion in Australia.

21.3.5 Lawlessness

Australian society has never been truly lawless. Indeed, martial law has only been invoked once in our nation's history — immediately after the Eureka Stockade. Contemporary Australian society largely follows the rule of law, resulting in the majority of our communities remaining safe and peaceful. There have been times, however, when Australian citizens have pushed the boundaries of civil society; times when hostile groups and individuals have threatened the safety of others.

Freedom of assembly is widely enjoyed by our democratic society. Groups of people are free to congregate in support of a cause, or an ideology or event. The vast majority of protests in this country are peaceful in nature, although there have been several episodes of mob violence. The most infamous of recent episodes is the 2005 Cronulla riots. A beachside suburb of Sydney, Cronulla is (like many suburbs in Australia) characterised by its ethnic diversity. The riots were the result of simmering tension between young Lebanese and Anglo-Saxon men. The violence escalated on 11 December after an earlier altercation between the two groups at a Cronulla beach. The riot and retaliations that followed were some of the most graphic examples of violent racism seen in modern Australia. Many people were injured in the bloody violence and over 100 arrests were made during the riots and the aftermath.

FIGURE 3 A young man clashes with police during the Cronulla Riots in 2005.

Violence on our streets is always a concern, and frequent incidents gain media attention and can force governments to act. From 'coward punch' attacks and alcohol-fuelled assaults to high profile murders such as those of Jill Meagher and Eurydice Dixon and the two major incidents in Bourke Street in Melbourne, these types of crimes create a sense of lawlessness. Although statistics show that the frequency of such assaults is decreasing, their indiscriminate and callous nature has shocked Australian communities. State governments continue to work to reduce the incidence of public violence, both through the enforcement of harsh new penalties and through education and awareness programs aimed at young people.

DISCUSS

In 2014, NSW and Victoria introduced mandatory minimum prison terms for so-called 'one punch deaths', or 'coward's punch manslaughter'. This was in response to a large number of incidents in those states in which someone died as a result of being 'king hit' (a punch delivered without warning) by an intoxicated person. The change to minimum terms has increased sentences for offenders, but not everyone is convinced that longer sentences for this type of crime are effective. Find out what the mandatory minimum penalties are for this crime in Victoria and NSW. Discuss the advantages and disadvantages of longer sentences for 'coward's punch manslaughter'. **[Ethical Capability]**

on Resources

Weblinks Australian Criminal Intelligence Commission
2005 Cronulla riots

21.3 ACTIVITY

Develop an antiviolence pamphlet or poster aimed at people your age. Your poster or pamphlet could include a scenario where young people are faced with a violent situation. **Reasoning, creating, proposing**

21.3 EXERCISES

Civics and Citizenship skills key: CS1 Remembering and understanding **CS2** Describing and explaining **CS3** Examining, analysing, interpreting **CS4** Questioning and evaluating **CS5** Reasoning, creating, proposing **CS6** Communicating, reflecting

21.3 Exercise 1: Check your understanding

1. **CS1** Identify three threats to social cohesion.
2. **CS1** Of the threats identified in question 1, which is the most recent?
3. **CS1** How can a conflict of interest stop a politician from fulfilling his or her duties?
4. **CS2** Consider one act of violence you have heard about recently through the media. How did it make you feel? Describe the act of violence reported.
5. **CS2** Explain what is meant by *organised crime*.

21.3 Exercise 2: Apply your understanding

1. **CS3** Of the three categories of organised crime, explain the category you believe poses the biggest threat to social cohesion.
2. **CS2** Consider a recent act of violence you have heard reported. Describe the government's response to that act (if any).
3. **CS2** In 2019 there were internal disputes over political issues in countries such as Indonesia, Algeria and the Sudan. Explain how internal conflict can negatively impact social cohesion.
4. **CS4** Riots by young people in Algeria led to the resignation of a President. Some people argue that demonstrations are an act of lawlessness. Comment on these points.
5. **CS5** In 2019, students from schools across Victoria went on strike and protested against climate change inaction. This was a sign that young people are becoming increasingly active in political issues. Comment on whether you believe young people (school students) should be active in political issues and give reasons for your answer.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

21.4 Protecting social cohesiveness

21.4.1 Democratic freedom and rights

As we have already discussed, contemporary Australia experiences a high degree of social cohesion. Our cultural differences are celebrated and used to foster unity and tolerance. In order for Australian society to remain unified, we need to protect the very elements that contribute to this sense of social cohesion. Among the most important of these elements are the democratic freedoms and rights of Australian citizens. Australia has no **bill of rights** to officially protect democracy and social cohesion within its borders. Instead, Australian citizens rely on other safeguards and mechanisms to protect their freedoms and rights. The adherence to a system of shared values can also help unify Australian society. In this subtopic, we explore the ways in which social cohesion and democratic rights are protected in contemporary Australia.

FIGURE 1 Australians have the right to gather together to peacefully protest key issues.

21.4.2 Wrong to have no rights?

A bill of rights is a document that lists and describes the individual rights of citizens. It is a key feature of democratic society, so it may surprise you to learn that Australia is the only Western democracy that functions without an official bill of rights. There has been significant social and political debate regarding this issue. The enforcement of an Australian bill of rights would fall to our judicial system. Opponents to such a document claim that it would reduce the rights of citizens because judges are appointed and not democratically elected. Supporters of a bill of rights argue that such a **legally binding** document would officially protect social freedoms and also enhance social cohesion by enshrining the rights of the nation for all to see.

All three attempts to pass a bill of rights through the federal parliament have failed. Instead, the rights of Australian citizens are protected through three other methods: our Constitution, legislation (laws made by government) and common law (laws made by the judicial system). Whether a bill of rights eventually becomes part of Australian society remains to be seen.

21.4.3 The right to protest

There have been hundreds of public protests in Australia's history. The causes behind these protests have varied in terms of their significance. The 1907 Sydney protest against bathing costume regulations pales in comparison to the so-called 'Day of Mourning' protest launched on Australia Day in 1938, the anti-war demonstrations of the early 1970s or the Sorry Day marches of 2000. Given the strong history of public protest in Australia, it is interesting to note that Australian citizens are afforded the right to protest by an international convention and not by Commonwealth legislation. There is no current federal law that protects the right of freedom of assembly for Australian citizens, nor is it mentioned in our Constitution. Instead, this right is contained within the International Covenant on Civil and Political Rights (ICCPR), a United Nations treaty which Australia has signed and ratified. Although the ICCPR is not enforceable by law in Australia, it does serve to protect the rights of Australian citizens. Regardless of the nature of the protest itself, people are free to join together to condone or condemn an issue, event or ideology. In this way, a key democratic freedom of Australian citizens is protected.

FIGURE 2 Anti–Vietnam War protestors in Australia block a parade during the visit of former US President Lyndon Johnson in 1966.

DISCUSS

As a human being you have certain rights. What are five basic rights you believe you are entitled to? Compare and discuss the choices of the entire class. **[Ethical Capability]**

21.4.4 Anti-discrimination laws

In a culturally diverse society such as Australia, the existence of meaningful anti-discrimination laws is essential. All Australians — regardless of race, religion, gender, age or sexual persuasion — should feel safe in their own communities. Since 1975, various state and federal governments have introduced laws against the **discrimination** of people on the basis of their physical, religious or cultural characteristics.

They include the following:

- *Racial Discrimination Act 1975*
- *Sex Discrimination Act 1984*
- *Australian Human Rights Commission Act 1986*
- *Disability Discrimination Act 1992*
- *Age Discrimination Act 2004*.

In conjunction with other state and territory laws, these are examples of how individual freedoms and rights are protected in Australian society. Individuals who feel they have been harassed or bullied on these grounds have the opportunity to lodge official complaints. These complaints are then investigated, and if deemed appropriate the parties may be called to attend conciliation sessions. The Australian Human Rights Commission (AHRC) is responsible for handling all such complaints and any actions arising from them. It is funded by the federal government but is run independently of any political influence. Its leadership is made up of a wide range of academic and legal professionals. The role played by the AHRC is crucial in maintaining individual rights and social cohesion in our society.

21.4.5 Unity through values

Social cohesion can also be protected by communities following a set of shared values. Serving as ethical guidelines and principles, values can instruct people how to act in our communities. They tell us what is right and wrong, what is acceptable and what is **taboo**. All new Australian visa applicants are required to sign the Australian Values Statement. By signing this document, visa applicants commit to adhering to and demonstrating shared values of the Australian community. These values include:

- respect for individual freedom (including religious freedom)
- commitment to the rule of law, democracy, the equality of men and women, and pursuit of the public good
- tolerance, fair play and compassion for those in need.

By unifying the Australian population behind a set of shared values, individual and collective freedoms and rights are protected. The Sorry Day marches of 2000 provide a clear example of the power of shared values. Sorry Day (held annually on 26 May) was established in 1998. The day commemorates the injustices committed against **Indigenous** Australians throughout our nation's history. To coincide with the ten-year anniversary of the official beginning of the reconciliation process, nationwide marches were organised for the May 2000 march. More than 250 000 people participated in Sydney alone, with hundreds of thousands more joining in around Australia. The majority of these people were not Indigenous, nor had they been personally affected by the crimes committed against our first people. Instead, they simply wished to show their support for a cause in which they believed and for values which they held dear. Together with the legal mechanisms of protection discussed earlier, shared values can significantly add to the social cohesion of Australian society. The Sorry Day marches show this cohesion in action.

21.4 EXERCISES

Civics and Citizenship skills key: CS1 Remembering and understanding **CS2** Describing and explaining **CS3** Examining, analysing, interpreting **CS4** Questioning and evaluating **CS5** Reasoning, creating, proposing **CS6** Communicating, reflecting

21.4 Exercise 1: Check your understanding

1. **CS1** What is a bill of rights?
2. **CS1** If Australia has no official bill of rights, how are individual rights and freedoms protected here?
3. **CS1** List the positives and negatives of not having an official bill of rights.
4. **CS1** Explain what a demonstration is and why people use this form of protest.
5. **CS1** How is the right to protest protected in Australian society?

21.4 Exercise 2: Apply your understanding

1. **CS2** Explain the role of the AHRC.
2. **CS2** If the AHRC is funded by the federal government, how does it remain free from political bias?
3. **CS2** Explain how adherence to a shared set of values can affect social cohesion.

4. **CS5** Present two arguments for and two arguments against the statement that Australia needs an official bill of rights.
5. **CS5** Assume Australia was to create a bill of rights. List and justify the five most important rights you believe should be included in such a bill.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

21.5 SkillBuilder: Using and referencing quotes

online only

Why is it important to reference quotes?

When writing an essay, assignment or report, you need to include evidence to support your arguments. If this evidence takes the form of a quote or includes the use of statistics, then you must show the reader where this information came from. This can be done through the use of a referencing system.

Select your learnON format to access:

- an explanation of the skill (Tell me)
- a step-by-step process to develop the skill, with an example (Show me)
- an activity to allow you to practise the skill (Let me do it).

21.6 Resolving conflict

21.6.1 Mechanisms of dispute resolution

If a dispute is serious enough and breaks federal or state legislation, the opposing parties may eventually end up settling their differences in the court system. This is costly and time consuming for both parties. For these and other reasons, it is often easier to settle disputes outside of court. In Australia, conflict resolution is achieved through four main processes:

- negotiation
- conciliation
- mediation
- arbitration.

In this subtopic, we discover more about the mechanisms of conflict resolution in Australian society and how these processes foster social cohesion.

FIGURE 1 It is usually cheaper and quicker to settle disputes without going to court.

There are many similarities between the strategies used to resolve disputes or conflicts in Australian society. However, there are also distinct differences because each strategy is used for a unique purpose and situation. Each strategy also has its own advantages and disadvantages.

Negotiation

One of the purest forms of **dispute resolution**, negotiation involves the opposing parties dealing directly with each other. By resolving the conflict without the help of a third party, the process is simplified and costs are minimised. Negotiations can be completed by correspondence or through direct meetings.

The first step of this process involves the opposing parties listing their preferred outcomes. Then the actual negotiation takes place and a mutually beneficial outcome is sought. Opposing parties are allowed to employ legal representatives, although this is not an official requirement. Most forms of legal dispute can be resolved through negotiation.

FIGURE 2 Negotiation is an effective way to resolve most forms of legal dispute.

Conciliation

Not to be confused with reconciliation, this dispute-resolution strategy involves the use of an independent third-party **conciliator**. This person is usually appointed by a formal tribunal such as the Australian Human Rights Commission and the Fair Work Commission. If the dispute involves matters requiring specific, technical knowledge of particular area, the opposing parties may request that a suitably qualified conciliator be appointed.

During a conciliation meeting, the opposing parties are allowed to express their views and discuss their perspectives on the dispute. It is the conciliator's role to facilitate this discussion, consider the opposing arguments and rule on the outcome. Similar to negotiations, legal representation is not required during conciliation although participants can request that lawyers are present at any time. Conciliations are frequently used to resolve disputes. More rigorous than a mediation and less intensive than an arbitration, conciliations provide a fair and affordable way to resolve disputes.

Mediation

The words mediation and conciliation are often used interchangeably, but the dispute-resolution processes are not identical. According to the Australian Mediation Association, mediation is about promoting understanding between opposing parties and using creative problem solving to seek a preferred outcome.

Both processes involve a third party acting to resolve the dispute. In conciliation, however, that third party is usually an expert brought in to rule on a technical dispute. Although they have the necessary legal qualifications, a mediator may lack specific technical expertise on a matter. Unlike an expert conciliator, a mediator focuses on the communication between the opposing parties rather than on the technical nature of the dispute itself.

The lack of this expert knowledge does not detract from a mediator's importance. The difference between the two roles is similar to the difference between a GP and a specialist doctor. Your GP is a qualified doctor who has treated a range of diseases and ailments. A specialist, however, has had more specific training in one particular area.

Any outcome achieved through mediation is not imposed upon the parties. Disputes may even remain unresolved if the opposing parties do not agree on the outcome of the mediation.

FIGURE 3 A mediator focuses on the communication between the opposing parties rather than on the technical aspects of the dispute.

Arbitration

Arbitration is used when the opposing parties require a resolution that imposes a legally binding decision. It is the most intense and therefore most expensive method of conflict resolution outside of a courtroom trial. As with mediation and conciliation, arbitration involves the use of an independent third party: the arbitrator. Either an individual arbitrator or a panel of suitably qualified individuals can be used in this process. As this process often requires technical legal knowledge and skills, opposing parties engaged in arbitration usually employ legal representation.

Arbitration is a more lengthy process than other methods of conflict resolution because the adjudicator requires time to consider the legal implications of the opposing arguments, and may also need to review evidence of a technical nature. Due to the lengthy nature of the process and the frequent use of legal representation, arbitration has significantly higher costs than other methods of conflict resolution. Participants in this process also need to be willing to accept the consequences of any legally binding outcome delivered by the arbitrator or panel. For these reasons, the other methods of conflict resolution described are more frequently undertaken.

21.6 ACTIVITY

Use internet resources to discover how a person can become a qualified mediator. Explain the process that they would need to go through and the prior qualification they would need. **Describing and explaining**

21.6 EXERCISES

Civics and Citizenship skills key: CS1 Remembering and understanding **CS2** Describing and explaining **CS3** Examining, analysing, interpreting **CS4** Questioning and evaluating **CS5** Reasoning, creating, proposing **CS6** Communicating, reflecting

21.6 Exercise 1: Check your understanding

1. **CS1** What are the advantages of settling a dispute out of court?
2. **CS1** Why is negotiation known as the most simple and direct form of conflict resolution?
3. **CS1** Explain what is meant by *mediation*.
4. **CS1** How does the outcome of arbitration differ from that of the other forms of conflict resolution discussed?
5. **CS1** Why are courts sometimes needed to resolve disputes?

21.6 Exercise 2: Apply your understanding

1. **CS2** Construct a table that explains the similarities and differences of the methods of conflict resolution discussed in this section.
2. **CS3** Indicate which dispute-resolution method you would use for each of the following examples. Include a brief justification for your choice.
   (a) You are the manager of a mining company involved in a dispute with an engineering subcontractor.
   (b) You work at your local supermarket and you have lodged an official complaint with the AHRC about racist remarks made by your manager.
   (c) You are renovating your house and your neighbour has lodged a complaint about the renovation's impact on your street.
3. **CS2** Conciliation is often good for resolving a dispute where an ongoing relationship exists. Using an example, explain what this means.
4. **CS2** The alternative dispute resolution methods outlined in the subtopic are used by courts and other venues. Describe one other venue that can be used to resolve disputes.
5. **CS5** 'People who resolve a dispute through conciliation are often better off than if they had used arbitration.' Discuss this statement.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

21.7 Resolving disputes between state and federal governments

21.7.1 Specific, residual and concurrent powers

A system of courts is needed to help maintain social cohesion. In Australia we have courts at a state level but we also have a federal court system. At the top of this federal court system is the High Court of Australia. Located in Canberra, the court is presided over by seven High Court Justices, who are appointed by the governor-general on the advice of the federal government. Justices are appointed for a period that expires when they turn 70; they cannot be removed from office except on the grounds of proven misbehaviour or incapacity.

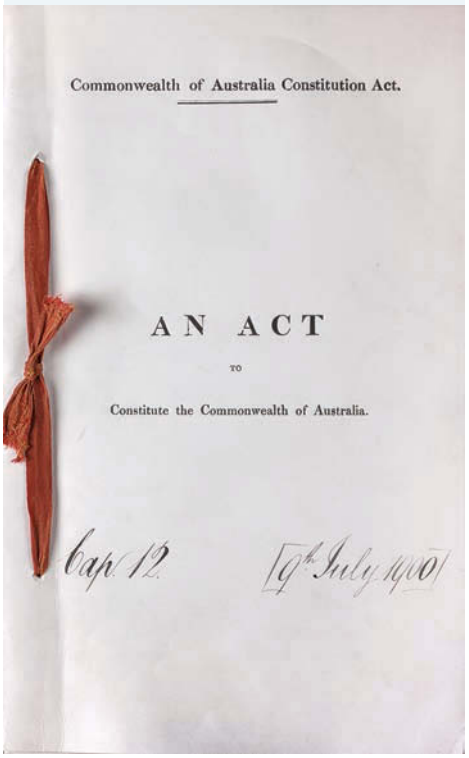
When the Constitution established the Commonwealth of Australia (effective 1 January 1901), it granted the Commonwealth parliament the power to make laws in certain areas. These are known as specific powers. They are called 'specific' because they are specified in sections of the Constitution. It also allowed the colonial parliaments (known as state parliaments after federation) to retain their individual constitutions and some of their law-making powers, known as residual powers. It further provided some areas of law making where both the states and the federal parliaments could make laws, referred to as concurrent powers. Having concurrent powers made it likely that some conflict would develop between laws made by the Commonwealth and laws made by the states. In these circumstances it is the role of the High Court to settle such disputes.

21.7.2 Concurrent powers

Section 51 of our Constitution identifies 40 areas where the Commonwealth (or federal) Parliament 'shall, subject to this Constitution, have power to make laws for the peace, order, and good government of the Commonwealth'. As noted earlier, these powers are referred to as specific powers. They are also referred to as 'concurrent', which means both the state and the federal parliaments are free to make laws in these areas. These 40 powers include the power to make laws in the areas of taxation, marriage, naturalisation and aliens, external affairs and acquiring property on just terms.

The framers of the Constitution were aware that, by creating these concurrent powers, there was potential for conflict to arise between a law made by a state parliament and a law made by the federal parliament. To that end, the framers put in place a mechanism for resolving such a conflict — section 109.

FIGURE 1 *The Commonwealth of Australia Constitution Act 1900* establishes the law-making powers of the federal and state parliaments.



Commonwealth of Australia Constitution Act.

AN ACT

TO

Constitute the Commonwealth of Australia.

Cap. 12 [9th July 1900]

FIGURE 2 The popular Australian film *The Castle* involved a family fighting a large company who wanted the government to compulsorily acquire their house. Section 51 of the Constitution was mentioned in the film.

Section 109 of the Constitution states that 'When a law of a State is inconsistent with a law of the Commonwealth, the latter shall prevail, and the former shall, to the extent of the inconsistency, be invalid.' A problem arises when the state doesn't believe that an inconsistency exists or believes that the Commonwealth didn't have the power to create a law in this area. It is at this point that the High Court is often called upon to resolve the dispute.

The original version of the Constitution included only 39 specific powers and they were referred to as the '39 heads of power'. An additional power was added after the 1946 referendum.

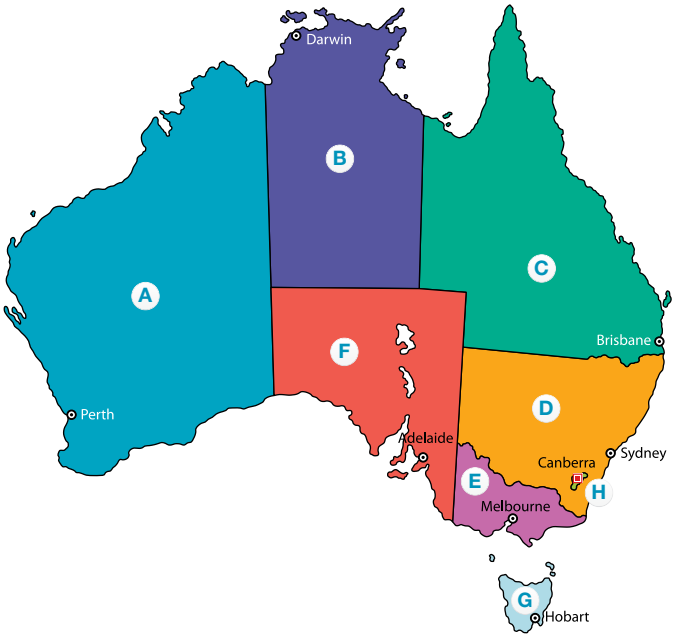
21.7.3 Resolving conflicts between state and federal laws

The framers of the Constitution recognised that the members of the state governments would be more familiar with their own citizens and circumstances, and so the state governments were left with the power to make laws in certain areas. The framers also recognised that there were certain areas where it would be in the national interest for citizens to recognise only one law.

Discrepancies exist between states and territories in certain areas of law. For example, each state and territory has its own laws about learner drivers' permits and probationary licenses. Study **FIGURE 3** to discover the different laws that exist in each state and territory in relation to obtaining a learner's permit or probationary license. In which state or territory does it take the least amount of time to obtain a probationary license?

One area where laws have conflicted in recent years is marriage. In 1961 the Commonwealth Parliament passed the *Marriage Act 1961* (Cwlth). This act of parliament codified the law to explicitly state that '"*marriage*" means the union of a man and a woman to the exclusion of all others, voluntarily entered into for life'. In 2004 the Commonwealth Parliament passed the *Marriage Amendment Act 2004* (Cwlth) that further extended the existing law to define marriage as 'a union of a man and a woman; and clarify that same-sex marriages entered into under the law of another country will not be recognised in Australia'.

FIGURE 3 Learner permit and probationary licence laws around Australia



A Western Australia
A learner's permit can be obtained at the age of 16 after passing a theory test and an eyesight test. The learner must have at least 50 hours of driving practice and hold their learner's permit for at least 6 months before applying for their probationary licence.

B Northern Territory
A learner's permit can be obtained at the age of 16 after passing a road rules test and an eyesight test. Learner drivers are allowed to drive at a maximum speed of 80 kilometres per hour, and can apply for their probationary licence after holding a learner's permit for at least 6 months.

C Queensland
A learner's permit can be obtained at the age of 16 after passing a written road rules test. A driver must complete at least 100 hours of driving, including 10 hours of night driving, and have held their learner's permit for at least 12 months before applying for their probationary licence.

D New South Wales
A learner's permit can be obtained at the age of 16 after completing a computerised road rules test and eyesight test. Learner drivers need to do 120 hours of driving, including 20 hours of night driving, and can drive at a maximum speed of 90 kilometres per hour. Learner drivers can apply for their probationary licence after holding a learner's permit for 12 months and completing their required driving hours.

E Victoria
A learner's permit can be obtained at age 16 after passing a computerised knowledge test and an eyesight test. Learner drivers can drive at the normal speed limit and must complete at least 120 hours of driving practice. A learner driver must have had a learner's permit for 2 years before applying for their probationary licence.

F South Australia
A learner's permit can be obtained at age 16 after completing a theory test. Learner drivers can drive at the normal speed limit and must complete at least 75 hours of driving practice. A learner driver must hold a learner's permit for 12 months before applying for their probationary licence.

G Tasmania
A learner's permit can be obtained at age 16 after passing a driver knowledge test. Learner drivers are required to drive at a lower speed than is posted when speed limits are over 90 kilometres per hour. After 3 months of holding an L1 permit, a learner driver sits a driving assessment to get an L2 licence. After a further 9 months and at least 50 hours of driving experience, the learner can apply for their probationary licence.

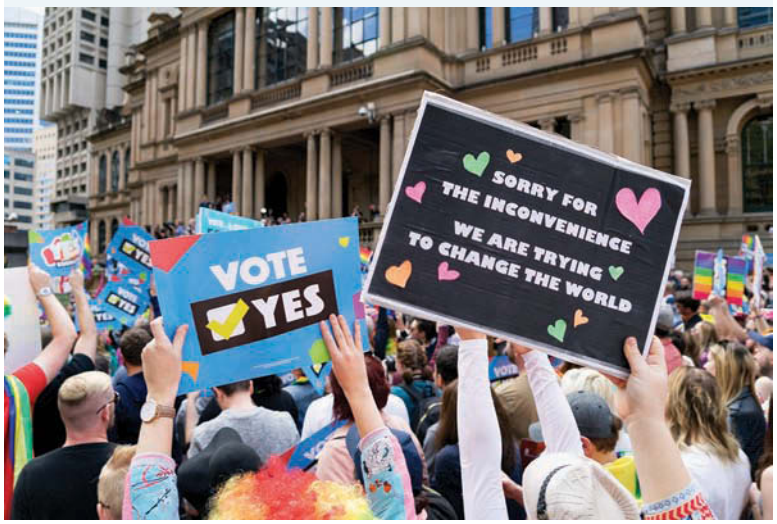
H Australian Capital Territory
A learner's permit can be obtained at the age of 15 years and 9 months after completing a road safety program called 'Road Ready' and passing a computerised road rules test. In order to apply for a probationary licence, a driver must be at least 17 and have held a learner's permit for at least 6 months.

In 2013 the government of the Australian Capital Territory passed a new law, the *Marriage Equality (Same Sex) Act 2013* (ACT), which allowed for same-sex marriage in the ACT. After it was proclaimed, a challenge was raised in the High Court in December 2013 in the case of *Commonwealth v. Australian Capital Territory* 2013 HCA 55.

The High Court was asked to decide whether section 51(xxi) and section 51(xxii) of the Constitution, which relate to marriage and divorce, allowed the ACT government to pass a law that was contrary to the federal law identifying marriage as a union between a man and a woman. On 12 December 2013 the High Court ruled that the ACT law legalising same-sex marriage was inconsistent with the federal law passed under section 51(xxi) of the Constitution. Hence, the ACT law was deemed to be invalid, and it was subsequently repealed. The High Court was able to resolve a conflict between two laws on the same topic and has therefore provided for a consistent law in this area.

After this High Court decision, debate continued in Australia. The growing level of support for same-sex marriage resulted in a plebiscite, which is a vote by the people to gauge the level of support for a change in the law. The vote, which took place between September and November 2017, was conducted entirely through a postal survey rather than through ballot boxes at polling booths. Over 79 per cent of eligible voters returned the postal vote form (voting was not compulsory as it normally is in Australian elections). Nearly 62 per cent of voters supported a change in the law, so the federal government then passed a law legalising same-sex marriage, which came into effect in December 2017.

FIGURE 4 Australians took to the streets in large numbers to show their support for legalising same-sex marriage.



21.7.4 Influencing state governments

The High Court not only resolves disputes over Commonwealth and state laws; it is also asked to review decisions made in state courts. As part of its jurisdiction the High Court has the ability to hear appeals from the Supreme Courts of each state and territory, and to comment on legislation passed by the states. In making its judgements the court, and the justices sitting on a particular case, will offer comments on the validity and suitability of the laws in question. The state parliaments often act on these comments.

The case of *Trigwell v. State Government Insurance Commission* (1979) is an example of such a case. A woman was driving along a road at night when she swerved to avoid a sheep that had strayed onto the road. In doing so, she crossed onto the other side of the road and hit an oncoming car. The woman was killed and the people in the other vehicle were injured. The injured parties sued the farmer for negligence, stating that the farmer was at fault for not maintaining the fence through which the sheep escaped. The High Court was unable to find the farmer liable as the court was bound by a decision made in the House of Lords in England that still applied to Australian courts. In making their decision, the justices noted that the parliaments of the various states had known of this **precedent** for some time but had not acted. Following this decision, many state governments (including Victoria) passed legislation to amend the Wrongs Act so this decision could not occur again. Farmers would henceforth be liable for their animals.

FIGURE 5 Animals straying onto a road can cause a hazard for other road users — sometimes leading to accidents, as occurred in the Trigwell case.

21.7 ACTIVITY

The same-sex marriage debate is considered over as the law has now been changed. Society has evolved sufficiently to accept same-sex marriage. The challenge for society is to remedy the next 'big' social issue.

In small groups, discuss and identify what you consider to be the next big social issue. Research what the issue is about and what the pros and cons are of changing the law in this area. Prepare a speech, poster or PowerPoint to present your group's findings and views to the class.

Some possibilities might be:

- legalising some or all drugs
- voluntary euthanasia.

[Ethical Capability]

21.7 EXERCISES

Civics and Citizenship skills key: CS1 Remembering and understanding **CS2** Describing and explaining **CS3** Examining, analysing, interpreting **CS4** Questioning and evaluating **CS5** Reasoning, creating, proposing **CS6** Communicating, reflecting

21.7 Exercise 1: Check your understanding

1. **CS1** Where is the High Court located?
2. **CS1** Which sections of the Constitution establish the High Court of Australia and its jurisdiction?
3. **CS1** How many justices sit on the High Court at any one time?
4. **CS1** At what age do High Court justices retire?
5. **CS1** Explain the difference between specific, residual and concurrent powers.

21.7 Exercise 2: Apply your understanding

1. **CS2** Why could concurrent powers lead to conflict?
2. **CS3** Analyse why it is better in some instances for Australia to have one law for the whole country on an issue.
3. **CS3** Analyse why the High Court is the appropriate venue to resolve disputes between two or more states.
4. **CS3** The High Court hears appeals from other courts. Analyse why the High Court should be able to do this.
5. **CS5** Some areas are not mentioned in the Constitution, such as the environment or euthanasia. Describe the role the High Court could play in disputes in these areas.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

21.8 Interpreting the Constitution

21.8.1 The power to interpret the Constitution

The Commonwealth of Australia Constitution was passed by the British Parliament in 1900 after ten years of negotiations and drafting by the premiers of the six colonies and a number of constitutional conventions. This process served to develop a constitution that served the interests of all the states and the citizens of Australia at that time. It also aimed to provide a framework for governing that would serve Australia into the future by including in the Constitution provisions to take future changes in society into account. Of course, the framers could not envisage all possible future changes. By establishing the High Court, they provided a means for interpreting the Constitution that allows the document to take into account future circumstances, thereby bringing the law-making powers into the twenty-first century and beyond.

FIGURE 1 When the Constitution was drafted in the late 1890s, its creators could not anticipate the changes brought about by technology.

The High Court obtains its jurisdiction from sections 75 and 76 of the Constitution (see **FIGURE 2**). Effectively it has the power to hear and determine 'all matters' that are listed below, such as matters arising under any treaty and matters in which the Commonwealth is a party. Since its first case in 1903, the High Court has played a significant role in interpreting the words and phrases of the Constitution to determine whether a law or a decision is valid.

FIGURE 2 Sections 75 and 76 of the Constitution give the High Court its jurisdiction to hear cases and interpret the Constitution.

Section 75 of the Constitution gives the High Court jurisdiction to hear cases

In all matters:

- **i.** arising under any treaty
- **ii.** affecting consuls or other representatives of other countries
- **iii.** in which the Commonwealth, or a person suing or being sued on behalf of the Commonwealth, is a party
- **iv.** between states, or between residents of different states, or between a state and a resident of another state
- **v.** in which a writ of mandamus or prohibition or an injunction is sought against an officer of the Commonwealth the High Court shall have original jurisdiction.

Section 76 of the Constitution further elaborates on the High Court's powers

The parliament may make laws conferring original jurisdiction on the High Court in any matter:

- **i.** arising under this Constitution, or involving its interpretation
- **ii.** arising under any laws made by the parliament
- **iii.** of admiralty and maritime jurisdiction
- **iv.** relating to the same subject matter claimed under the laws of different states.

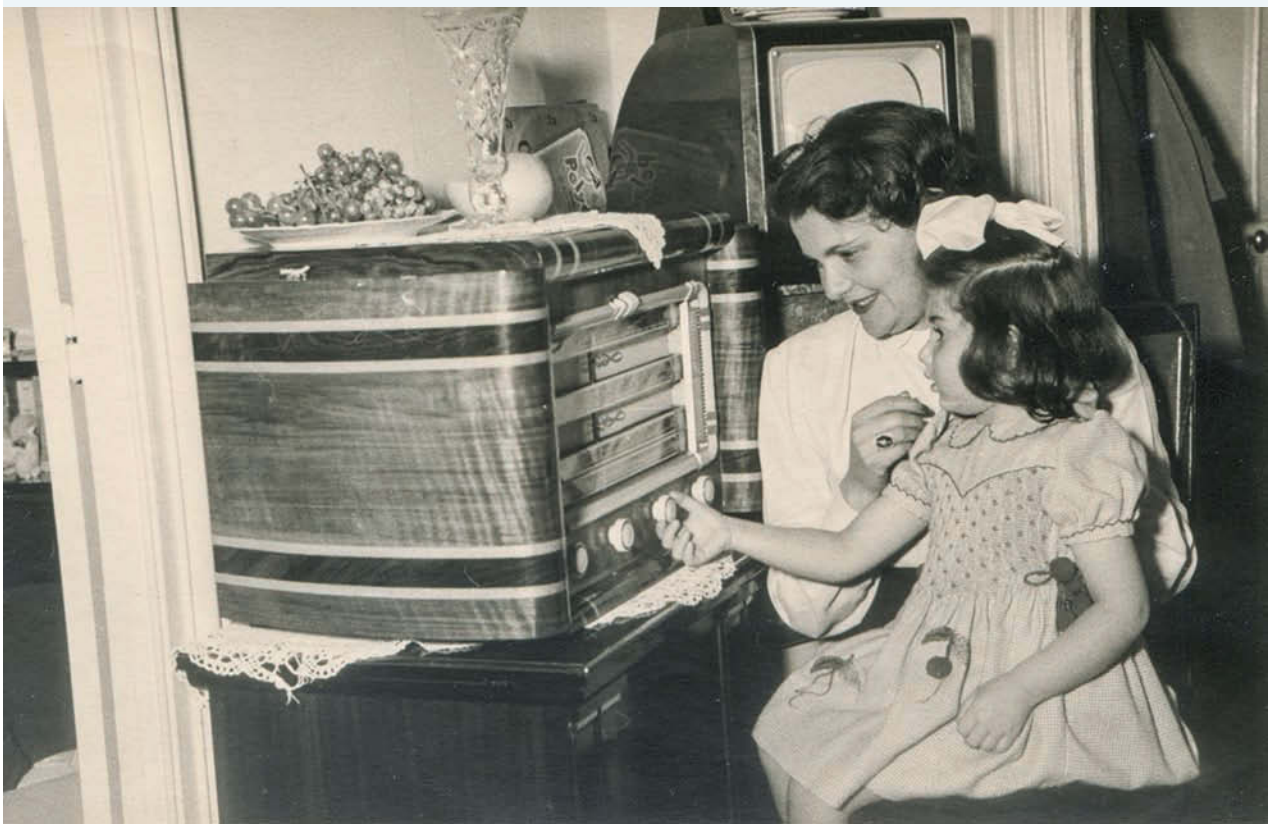
The Constitution contains clear rules about the law-making powers of both the state and Commonwealth parliaments. However, as noted above, there are still occasions when conflicts over law-making power arise between the Commonwealth and the state parliaments. It is also possible for individuals to challenge whether or not a particular law made by the Commonwealth is constitutional.

When called upon to interpret the Constitution, the High Court is actually making a law, as the decision made will be followed by other courts and parliaments in all future cases and legislation. This is an important function of the High Court because it provides for consistency and certainty in laws across Australia.

21.8.2 CASE STUDY: Interpreting the Constitution

Section 51(v) of the Constitution gives the Commonwealth the power to make laws with respect to 'postal, telegraphic, telephonic, and other like services'. At the time the Constitution was written, this section related to controlling telegraph services, telephones (still in their infancy) and the issuing of stamps for letters and packages. The 1880s saw the development of the telegraph and the telephone, and so it was foreseen that technology would continue to evolve and other means of communication might develop. It is possible that this thought encouraged the framers of the Constitution to include the phrase 'other like services' in this section, indicating that they knew some form of technology would develop but were not sure what that might be. The meaning of this phrase has been tested a number of times, with the most commonly sourced case being *R v. Brislan* (1935).

FIGURE 3 When wireless sets (radios) were introduced, it was necessary for people to have a licence to own and use one.



R v. Brislan

In 1905 the Commonwealth Parliament passed the *Wireless Telegraphy Act* (1905). This Act allowed the government, through the Postmaster-General, to issue licences to those who transmitted or listened to wireless broadcasts. It also allowed the government to collect fees from those who were issued with licences (see **FIGURE 4**).

In 1934 Dulcie Williams purchased and had installed an electric wireless receiving set. A week after installation she was visited by officers of the Postmaster-General's department and was charged, convicted and fined £1 in the Court of Petty Sessions for failure to have a licence. Williams challenged the law on the

basis that the Commonwealth did not have the power under the Constitution to impose the requirement of the licence. Brislan, the inspector who initially charged Williams, was also a party to the case as his actions were being questioned. It was argued that the term 'other like services' did not cover wireless sets and licences to use such sets. The High Court decided that section 51(v) included the power to regulate radio broadcasting and so the 1905 legislation was valid law. In a majority decision, the justices found radio to be an item covered by section 51(v) and that the phrase 'other like services' should encompass developments in technology not anticipated at federation and therefore not explicitly listed in the Constitution.

Television, fax machines and the internet all developed after the Brislan case was heard, and at times the High Court has had to expand upon the judgement in *R v. Brislan* to determine whether these items are covered by the Constitution. The result of the judgement in the Brislan case is that these words in the Constitution have been interpreted and a meaning has been given to them.

FIGURE 4 Section 5 of the Wireless Telegraphy Act allowed the Postmaster-General to collect licence fees from those who listened to a wireless.

BE it enacted by the King's Most Excellent Majesty, the Senate, and the House of Representatives of the Commonwealth of Australia, as follows :—

1. This Act may be cited as the *Wireless Telegraphy Act* 1905.

2. In this Act,—
"Australia" includes the territorial waters of the Commonwealth and any territory of the Commonwealth;
"Wireless telegraphy" includes all systems of transmitting and receiving telegraphic messages by means of electricity without a continuous metallic connexion between the transmitter and the receiver.

3. This Act shall not apply to ships belonging to the King's Navy.

4. The Postmaster-General shall have the exclusive privilege of establishing, erecting, maintaining, and using stations and appliances for the purpose of—
a. transmitting messages by wireless telegraphy within Australia, and receiving messages so transmitted, and
b. transmitting messages by wireless telegraphy from Australia to any place or ship outside Australia, and
c. receiving in Australia messages transmitted by wireless telegraphy from any place or ship outside Australia.

5. Licences to establish, erect, maintain, or use stations and appliances for the purpose of transmitting or receiving messages by means of wireless telegraphy may be granted by the Postmaster-General for such terms and on such conditions and on payment of such fees as are prescribed.

21.8.3 A question of rights

The Constitution not only provides for our system of government and the division of law-making powers between the states and the Commonwealth; it also provides citizens of Australia with certain **rights**. These rights are referred to as express rights because they can be clearly identified in the words of the Constitution. Through its ability to interpret the Constitution, the High Court, as the guardian of the Constitution, therefore protects our rights as well. If a person or a group feels that an act of a government infringes upon their rights, they may ask the High Court to declare the action unconstitutional or the law ***ultra vires***.

The High Court may also determine that other rights exist within the words of the Constitution even though those words do not expressly provide that right. The High Court can still **infer** that a right exists and that the words imply that right. There are a number of cases that involve the determination of implied rights by the High Court. All but one of these cases revolve around the implied right to freedom of political communication.

Theophanous v. Herald and Weekly Times (1994)

Dr Andrew Theophanous was a member of the Australian Labor Party (ALP) who had been elected to the House of Representatives in 1980. In 1992, while he was still a member of parliament, the *Sunday Herald Sun* published a letter written by Bruce Ruxton, the president of the Victorian branch of the Returned and Services League (RSL). This letter raised some concerns about the qualities of Dr Theophanous as a politician. Theophanous sued Ruxton and the Herald and Weekly Times (publishers of the *Sunday Herald Sun)* for **defamation**.

In resolving this dispute the High Court was required to look at the words of the Constitution, in particular sections 7 and 24, to determine if they allowed for freedom of political speech. The sections themselves state that members of the Senate (section 7) and the House of Representatives (section 24) are to be chosen by the people. The High Court was asked to examine if the requirement of being elected by the people gave the people the right to comment on political matters. The High Court ruled that the Constitution did protect freedom of political speech. Therefore, the fact that Ruxton was expressing a view about a political matter provided him with a defence so that he could not be sued for defamation.

21.8 ACTIVITY

When the Constitution was written, the law makers at the time could not predict the potential future changes to society that would necessitate the passing of new laws. One of the roles of the High Court is to interpret the Constitution and apply it to contemporary society.

a. Do some research to find a recent decision made by the High Court that required a new interpretation of an old law. Briefly outline the issue and the change made to the law.
b. Can you predict any future changes to our society that might require a different application of the law?

[Critical and Creative Thinking Capability]

21.8 EXERCISES

Civics and Citizenship skills key: CS1 Remembering and understanding **CS2** Describing and explaining **CS3** Examining, analysing, interpreting **CS4** Questioning and evaluating **CS5** Reasoning, creating, proposing **CS6** Communicating, reflecting

21.8 Exercise 1: Check your understanding

1. **CS1** Why was an Australian Constitution needed?
2. **CS1** Why was the High Court needed?
3. **CS1** What sections of the Constitution give the High Court the power to interpret the Constitution?
4. **CS1** Why do you think the Australian Constitution needs to be interpreted on occasions?
5. **CS3** Looking at the Brislan case, what changes have occurred in telecommunications to which the decision in Brislan can be applied today?

21.8 Exercise 2: Apply your understanding

1. **CS4** What impact does an interpretation of the Constitution have?
2. **CS2** What is meant by an *implied right*?
3. **CS5** Most laws are made by Parliament, whose members are elected by us. Discuss whether you think judges in the High Court should be allowed to make laws through their decisions.
4. **CS5** Examine the Theophanous case. Do you agree that we should have this right? Justify your answer.
5. **CS6** Do you believe that a document as important as the Constitution should include vague terms such as 'other like services'? Justify your answer.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

21.9 International law

21.9.1 Standards of acceptable behaviour

As citizens, we are members of a number of communities. We are members of our local community (the suburb we live in), the state we live in and the country we live in. As members of these communities, we are expected to abide by the laws that apply to those communities, such as the parking laws at our local shopping centres, the speed limits when driving on the roads, and the laws governing taxation when completing our tax return for the Australian government. We are also a part of the global community. Therefore, shouldn't we abide by the laws created for all of us to live in a peaceful world, devoid of international conflict? International law is concerned with setting standards of acceptable behaviour for nations and their citizens when dealing with issues that cross borders or issues of concern to society in general.

21.9.2 What is international law?

International law consists of the rules and principles governing the relations and dealings of nations with each other, relations between states and individuals, and relations between international organisations. There are generally considered to be two types of international law:

- *public international law*, which concerns itself only with questions of rights between several nations, or between nations and the citizens or subjects of other nations
- *private international law*, which deals with controversies between private persons arising out of situations involving more than one nation.

FIGURE 1 The United Nations is the body responsible for determining international law.

International law has developed from a number of sources, but it is primarily derived from treaties and conventions between countries. A treaty is a form of contract between two parties (two countries or two international organisations from different countries). Perhaps the most famous treaty is the Treaty of Versailles, signed at the end of World War I. It details Germany's culpability for starting the war and its responsibility for making **reparations** to the countries it waged war upon. The Treaty of Versailles required Germany to pay the equivalent of US$33 billion to the Allied countries (worth about US$400 billion today).

Other sources of international law include the Charter of the United Nations, international customs, and the general principles of law that apply in the majority of countries.

The Charter of the United Nations provides a number of chapters that allow international laws to be established:

- Chapter I sets forth the purposes of the United Nations, including the important provisions for the maintenance of international peace and security.
- Chapters III–XV, the bulk of the document, describe the organs and institutions of the UN and their respective powers.
- Chapters XVI–XVII describe arrangements for integrating the UN Charter with established international law.

The following chapters deal with the enforcement powers of UN bodies:

- Chapter VI describes the Security Council's power to investigate and mediate disputes.
- Chapter VII describes the Security Council's power to authorise economic, diplomatic, and military sanctions — as well as the use of military force — to resolve disputes.
- Chapter VIII makes it possible for regional arrangements to maintain peace and security within their own region.
- Chapters XIV and XV establish the powers of the International Court of Justice and the United Nations Secretariat respectively.

One key section of the Charter allows the creation of the International Court of Justice to hear and rule on international disputes.

The United Nations is responsible for drafting and ratifying international conventions and declarations that seek to establish guidelines for behaviour and the establishment of rights for citizens of the world. These conventions and declarations are drafted by the General Assembly of the United Nations or one of the six main committees of the UN. These committees draft resolutions, conventions and declarations, which are then ratified by a vote of the General Assembly's 193 members.

21.9.3 Enforcing international law

It is the role of the United Nations to both establish international laws and enforce them. The United Nations makes use of the International Court of Justice and the UN Security Council, responsible for deploying UN peacekeepers, to assist it in enforcing international law.

The International Court of Justice

The International Court of Justice is the primary judicial branch of the United Nations. It is based in the Peace Palace in The Hague, Netherlands. Its main functions are to settle legal disputes submitted to it by states (member countries of the United Nations) and to provide advisory opinions on legal questions submitted to it by duly authorised international branches, agencies and the UN General Assembly.

More than 176 cases have been brought before the International Court of Justice since its inception on 22 May 1947. The cases involving Australia are:

- Nuclear Tests Case (*Australia v. France*) 1974
- Certain Phosphate Lands in Nauru (*Nauru v. Australia*) 1992
- East Timor (*Portugal v. Australia*) 1995
- Whaling in the Antarctic (*New Zealand & Australia v. Japan*) 2014
- Seizure of Certain Documents and Data (*Timor-Leste v. Australia*), 2015.

FIGURE 2 The International Court of Justice, The Hague

Perhaps the most well-known case involved Australia and New Zealand, who brought a case to the court accusing Japan of exceeding its limits on whaling for research purposes in the Antarctic. This case was resolved in 2015 with the court ruling that Japan's whaling program was not in accordance with international law.

on Resources

Weblinks Whaling
UN peacekeeping missions
UN peacekeeping mission video

21.9 EXERCISES

Civics and Citizenship skills key: CS1 Remembering and understanding **CS2** Describing and explaining **CS3** Examining, analysing, interpreting **CS4** Questioning and evaluating **CS5** Reasoning, creating, proposing **CS6** Communicating, reflecting

21.9 Exercise 1: Check your understanding

1. **CS1** Individual countries have laws. Why do you think we need international laws?
2. **CS1** How many countries are currently in the United Nations?
3. **CS1** Why was the United Nations established?
4. **CS1** Where is the International Court of Justice?
5. **CS1** What is meant by *international law*?

21.9 Exercise 2: Apply your understanding

1. **CS5** In your opinion, do we still need the United Nations?
2. **CS2** Distinguish between public and private international law.
3. **CS2** Explain the role of the International Court of Justice.
4. **CS2** Describe how the United Nations helps achieve social cohesion in the world.
5. **CS5** 'The members of the United Nations do not have to abide by decisions of the International Court of Justice.' Describe how this statement may reflect a weakness of the way the United Nations operates.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

21.10 Applying international treaties

21.10.1 Reasons for treaties

As noted in subtopic 21.8, the High Court of Australia is empowered to make decisions in relation to any disputes relating to an international **treaty**. Australia is a signatory to many international treaties, and the Australian parliament may be required to pass laws that support or confirm the application of a treaty within Australia. Treaties are signed for a number of reasons:

- A peace treaty is signed to formally end a conflict or war. In 1919, six months after the end of World War I, the Treaty of Versailles was signed setting out the provisions for peace.
- Trade agreements are signed between two or more countries that agree to trade certain goods on certain conditions. It is common for these trade agreements to be 'free trade agreements'; that is, to have no taxes or conditions imposed on them.
- International conventions are agreements drafted by the United Nations or other world bodies and signed (or ratified) by a majority of the countries of the world. The Universal Declaration of Human Rights (discussed in topic 20) is an example.

FIGURE 1 The Treaty of Versailles. Treaties are signed between countries to formalise agreements.

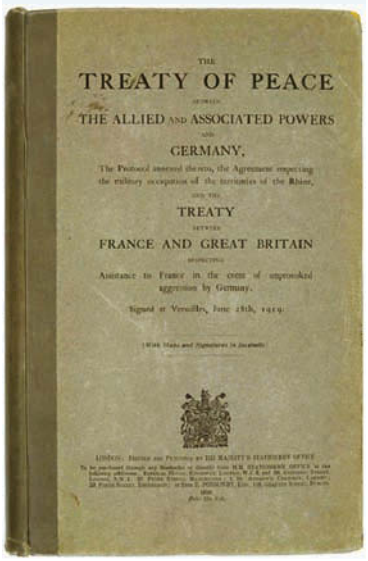
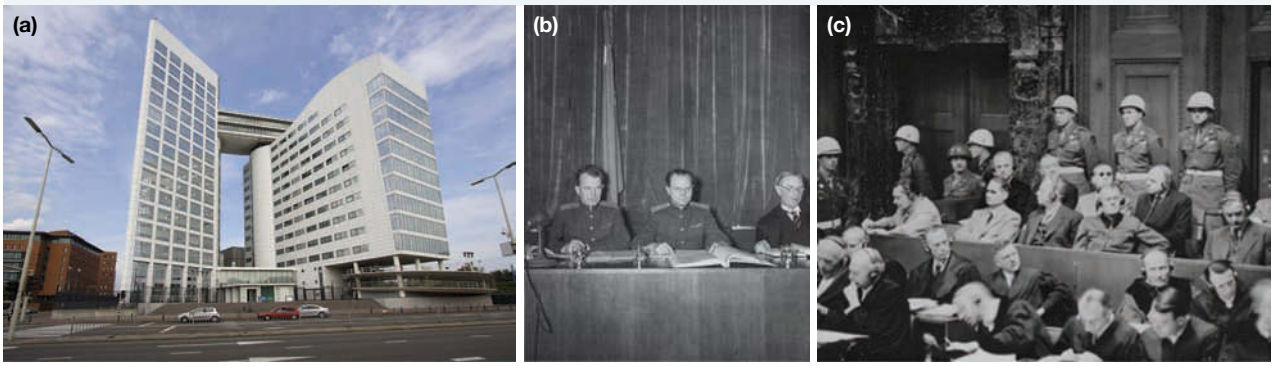


FIGURE 2 (a) The International Criminal Court at The Hague, in the Netherlands (b) Russian (left, centre) and British (right) judges on the International Military Tribunal at the Nuremberg war crime trials in Germany following World War II (c) Defendants listen to translations via headphones as the prosecution begins introducing documents at the international Military Tribunal on war crimes in Nuremberg



The signing of international treaties can lead to international disputes that require international courts to resolve them. International treaties can also lead to internal or domestic disputes, and the High Court will be asked to resolve these disputes.

DISCUSS

Australia has received criticism for its treatment of asylum seekers, particularly for the practice of processing asylum seekers off shore and detaining them for lengthy periods of time. What do you believe Australia's obligations towards asylum seekers are? Do you believe that the Australian Government treats asylum seekers appropriately? Give examples to support your response. **[Intercultural Capability]**

21.10.2 The Universal Declaration of Human Rights

Following the end of World War II and the creation of the United Nations (UN) in 1945, the UN General Assembly adopted the Universal Declaration of Human Rights in 1948. Australia was one of the 48 countries to **ratify** the Declaration out of the 58 countries that made up the United Nations. Since then, nearly every country in the world has signed this document. The Declaration lists 30 rights that are afforded to all citizens of the world. These rights attempt to provide a structure and protection for the citizens of the world no matter where they live, where they travel, or what race, sex or religion they are. Despite the adoption of these rights by most countries, disputes still arise from perceived breaches of the Declaration or as a result of attempts to enforce the terms of the Declaration within a domestic environment.

In this regard Australia is no different. The High Court has been asked to rule on the application of the Declaration to events in this country that are believed to have infringed on the rights of a citizen or a group of citizens.

Koowarta v. Bjelke-Petersen & Ors (1982)

In 1974 John Koowarta, an Indigenous Australian who lived in Queensland, collaborated with a group of Indigenous persons with a view to purchasing an extensive tract of land being used as a cattle station. The owner of the station agreed to the sale and had contracts drawn up. As Koowarta was using funds from the Aboriginal Land Fund Commission, the intended purchase was brought to the attention of the Queensland government. Before the sale could be completed, it was blocked by the state government.

Joh Bjelke-Petersen was the premier of Queensland. His government had an official policy that Aboriginal people should not be able to buy large areas of land, so he directed the Queensland minister of lands not to approve the sale. Koowarta made a complaint to the Human Rights and Equal Opportunity

Commission on the basis that blocking the sale was discriminatory. (The Human Rights and Equal Opportunity Commission was established under the Commonwealth *Racial Discrimination Act 1975* as a result of Australia ratifying the Universal Declaration of Human Rights in 1948 and then signing the UN Convention on the Elimination of All Forms of Racial Discrimination (CERD) on 13 October 1966.) The commission upheld Koowarta's complaint, but the Queensland government appealed to the Supreme Court of Queensland, and the case subsequently reached the High Court.

The argument put forward by Bjelke-Petersen, and the issue before the High Court, was that the Racial Discrimination Act was invalid because the Commonwealth did not have the power to pass such a law as it was not a concurrent or specific power — the Commonwealth had interfered in a state matter. He also argued that the constitutional provisions regarding external affairs did not apply because the Racial Discrimination Act only applied to Australians and so was not 'external' in nature. The Commonwealth Government and Koowarta argued that the external affairs provisions of section 51(xxix) meant the Commonwealth could pass laws that would give effect to Australia's international obligations as a signatory to the CERD.

The High Court agreed with Koowarta, and the decision to block the land sale was deemed discriminatory. In 1988 the Queensland Supreme Court was allowed to rule on the original case, and it allowed the sale to go ahead. The High Court had upheld an international treaty and its domestic application.

FIGURE 3 Indigenous Australians have had to protest to gain land rights.

on Resources

Video eLesson Aboriginal demonstration (eles-2428)

21.10.3 Australia's commitment to global citizenship

Treaties are designed to formalise agreements between countries. The Department of Foreign Affairs and Trade identifies 21 areas in which treaties can be categorised. These areas include:

- atmosphere and outer space
- criminal matters
- defence and security
- human rights
- international trade
- labour.

As a good global citizen, Australia adopts these treaties in good faith, intending to abide by them and to assist in bringing countries that breach these treaties to account. This can lead to Australia passing its own laws to bring these international treaties into effect in Australia. However, adoption of these treaties can cause conflict in Australia, as governments attempt to pass laws that enforce the treaties and hence dictate the direction of government policy. An example of such a scenario was Australia's signing of the World Heritage Convention in 1972. The signing of this Convention led to a High Court case, a change in government policy and an election.

21.10.4 *The Commonwealth v. The State of Tasmania*

In 1972 the United Nations ratified the World Heritage Convention, a document drafted by UNESCO (United Nations Educational, Scientific and Cultural Organization). This document aimed to establish a process for countries to identify significant natural or cultural sites with a view to protecting them from damage, destruction or any other form of harm. Using the terms of the Convention, which is an international treaty, the Commonwealth nominated for World Heritage listing specific areas in Tasmania that the Tasmanian government had planned to dam for the purposes of generating hydroelectricity.

FIGURE 4 Protests at the Franklin River gained widespread media coverage and provoked such a public response that the Hawke government subsequently nominated the area for World Heritage listing under the terms of an international treaty.

The areas concerned, the Franklin and Gordon rivers, contained unique flora and fauna as well as significant Indigenous artefacts that would be destroyed by the dam. To ensure their protection, the Commonwealth Parliament passed the *World Heritage Properties Conservation Act 1983*. This ensured the protection of much of the south-west wilderness regions of Tasmania.

The Tasmanian government challenged the Commonwealth law on the basis that the Commonwealth didn't have the power to make laws in this area because it was an area of law-making belonging to the states. The Commonwealth argued that a section of the Constitution gave it the power to make laws under the heading 'external affairs'. It successfully claimed that 'external affairs' allowed it to sign treaties and so by default pass domestic laws that supported those international treaties. The Commonwealth case was started by the Labor government, led by Bob Hawke. He had been elected prime minister only recently, having campaigned to 'stop the dam'.

Further developments

Australia signed the International Covenant on Civil and Political Rights in 1972 and ratified it in 1980. This Covenant is a multilateral treaty that commits its parties to respect the civil and political rights of individuals. These include the right to life, freedom of religion, freedom of speech and freedom of assembly, as well as electoral rights and rights to due process and fair trials. Article 17 of the Covenant has been implemented by the federal *Privacy Act 1988*, and the Covenant's equality and anti-discrimination provisions are supported by the federal *Disability Discrimination Act 1992*.

One outcome of the Tasmanian Dam Case was that some laws made by the states could be declared invalid if they contradicted laws made by the Commonwealth as a result of Australia signing a treaty. The Commonwealth passed the *Human Rights (Sexual Conduct) Act 1994* with the express purpose of overturning two sections of the Tasmanian Criminal Code that outlawed certain consensual adult behaviour conducted in private.

on Resources

Video eLesson Tassie's Franklin River — 20 years on (eles-0636)

21.10.5 International trade

All countries trade goods and services because trading brings many benefits. These include:

- access to a wider variety of goods and services
- increased incomes as goods sold overseas bring income into the country
- higher living standards as people gain access to better quality goods and services
- falling prices from access to cheaper goods and services and increased competition between sellers
- higher employment as more goods need to be produced for export.

FIGURE 5 International trade involves treaties and agreements between countries.

Consequently, many treaties signed by Australia and other countries are **trade** agreements. Such agreements establish rules and guidelines for the trade of goods and services between countries. Some trade agreements are merely contracts between countries to supply certain goods and services at certain prices. Other trade agreements are significant international agreements that affect how governments operate in the area of international trade. Most trade agreements are regulated by the World Trade Organization (WTO) framework, which replaced the General Agreement on Tariffs and Trade (GATT) on 1 January 1995. The WTO framework involves an agreement between most of the countries of the world to continue improving trade relations and reducing trade barriers.

However, not all countries trade freely. They erect trade barriers to make it difficult for foreign products to enter the country and compete with local goods. GATT and the WTO have sought to rectify this issue by encouraging countries to move towards free trade. They have done this by advocating the signing of free trade agreements between countries or regions, and the removal of trade barriers such as **tariffs**.

As a result of the free trade efforts of GATT and the WTO, Australia has reduced tariffs in a number of areas, including the manufacture of motor vehicles.

Tariffs on imported cars have been steadily reduced since the 1980s, with the last reduction occurring in 2010 when the tax on imported cars fell from 10 per cent to 5 per cent. This reduction was part of government policy established in the 1980s to reduce protection for Australian car manufacturers. The tariff reductions have resulted in lower prices for imported cars and reduced sales for Australian-made cars. The overall outcome was the closure of the Ford, Holden and Toyota car manufacturing plants in Australia in 2017 with the loss of thousands of jobs. While this may seem to be a negative outcome, we must remember that other countries have also reduced their tariffs, allowing our goods to better compete in those countries and creating jobs in Australia.

FIGURE 6 Tariff reductions have resulted in cheaper imported cars but also job losses and car plant closures in Australia.

21.10.6 ANZUS

Some of the most important treaties have arisen from armed conflict. (One of these was the Treaty of Versailles, discussed in section 21.8.3.) During World War I Australia fought with British, New Zealand and US troops on various battlefields across Europe. When World War II commenced in the Pacific, Australia was threatened — the Japanese had bombed Darwin and sent their mini-submarines into Sydney Harbour. Our strong ties with the United States led the Americans to provide aid and support during this time, and to fight with us to push back the Japanese forces.

This conflict strengthened our ties with both the United States and New Zealand, culminating in the signing in 1951 of the ANZUS (Australia, New Zealand, United States Security) agreement. This treaty bound the three nations to cooperate on defence matters in the Pacific Ocean region. Although the treaty was modified in 1984 due to New Zealand's objections to nuclear warships entering its ports, the agreement is still in effect and annual meetings are held to confirm the relationship. The treaty also allows for joint defence installations to be operated on Australian soil.

FIGURE 7 Security treaties such as ANZUS provide Australia with military support if needed.

21.10.7 The International Labour Organization

Australia is a member of the International Labour Organization (ILO), an agency of the United Nations that deals with labour issues among member states. The eighty-sixth International Labour Conference in 1998 adopted the Declaration on Fundamental Principles and Rights at Work. This declaration contains four fundamental policies:

1. the right of workers to associate freely and bargain collectively
2. the end of forced and compulsory labour
3. the end of child labour
4. the end of unfair discrimination among workers.

The ILO asserts that its members have an obligation to work towards fully respecting these principles, which are embodied in relevant ILO conventions. As a signatory, Australia has adopted these policies and many of them are reflected in our labour laws.

on Resources

Weblink Rights of the child

21.10 ACTIVITY

As a human being you have certain rights.

a. Provide a list of the basic rights you believe you are entitled to.
b. Use the **Rights of the child** weblink in the Resources tab to research the Convention on the Rights of the Child. Provide a summary of the rights outlined in this Convention.
c. Prepare a table comparing the rights you identified in part (a) with the rights provided in the Convention.

Examining, analysing, interpreting

21.10 EXERCISES

Civics and Citizenship skills key: CS1 Remembering and understanding **CS2** Describing and explaining **CS3** Examining, analysing, interpreting **CS4** Questioning and evaluating **CS5** Reasoning, creating, proposing **CS6** Communicating, reflecting

21.10 Exercise 1: Check your understanding

1. **CS1** What is meant by a *treaty*?
2. **CS1** Give two reasons why a treaty could be signed.
3. **CS1** Why do you think the High Court should be allowed to resolve disputes involving international treaties?
4. **CS1** Why do you think not all countries in the world would sign the Universal Declaration of Human Rights?
5. **CS1** Identify three different types of treaties.

21.10 Exercise 2: Apply your understanding

1. **CS2** Outline three benefits of free trade.
2. **CS3** What other areas do you think might be covered by the external affairs provisions of section 51(xxix) of the Constitution?
3. **CS2** Explain how signing a treaty can affect the laws of Australia.
4. **CS2** Choose one of the treaties mentioned in this subtopic and explain how it benefits Australian citizens.
5. **CS5** 'Social cohesion can be advanced by having a bill of rights. Australia does not have its own bill of rights, instead relying on laws and the courts to provide cohesion.' Use this statement as a springboard to discuss whether or not Australia should have a bill of rights.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

21.11 SkillBuilder: A treaty in the classroom

online only

What is a treaty?

A treaty is a document that provides rules for behaviour among nations. Some treaties are small in nature (being between only two countries); others are broader in scope and application. Consider how these broader treaties are developed and agreed upon.

Select your learnON format to access:

- an explanation of the skill (Tell me)
- a step-by-step process to develop the skill, with an example (Show me)
- an activity to allow you to practise the skill (Let me do it).

21.12 International law and Indigenous Australians

21.12.1 Racial discrimination

As discussed in previous topics, Australia is a signatory to the Universal Declaration of Human Rights. The Declaration establishes certain rights that all citizens in all countries are entitled to. By signing the document, a country agrees to abide by the provisions of the Declaration and not engage in any conduct that infringes upon those rights.

A further declaration passed by the United Nations and ratified by Australia is the International Convention on the Elimination of All Forms of Racial Discrimination. This Convention was ratified in 1965 and came into effect in 1969. It contains 25 articles (or sections) that define racial discrimination and the various types of racial discrimination that exist in the world. Article 5 includes the following:

> In compliance with the fundamental obligations laid down in article 2 of this Convention, States Parties undertake to prohibit and to eliminate racial discrimination in all its forms and to guarantee the right of everyone, without distinction as to race, colour, or national or ethnic origin, to equality before the law, notably in the enjoyment of the following rights ...

One impact this Convention (and this article in particular) has had on government policy can be seen in the passing of the Commonwealth *Racial Discrimination Act 1975*. The preamble and long title of the Act clearly outline the reasons for passing this legislation:

> **Long title**
> An Act relating to the Elimination of Racial and other Discrimination
> **Preamble**
> ... it is desirable, in pursuance of all relevant powers of the Parliament, including, but not limited to, its power to make laws with respect to external affairs, with respect to the people of any race for whom it is deemed necessary to make special laws and with respect to immigration, to make the provisions contained in this Act for the prohibition of racial discrimination and certain other forms of discrimination and, in particular, to make provision for giving effect to the Convention ...

Despite these laudable aims, there have been instances where the treatment of Indigenous Australians has fallen short of our obligations under the Declaration and the Convention.

One particular area of conflict is land rights. Having occupied the country for between 40 000 and 60 000 years before the arrival of Europeans, Indigenous peoples have a valid claim to land in many different parts of Australia. Weighed against this is the English-based legal system of land and property ownership imposed here since 1788, under which both urban and rural Australians believe they have legal title to land they occupy. Finding a legal balance between these conflicting claims while ensuring fairness and justice is clearly a challenge for our legal system. It was this issue that was at the heart of a long-running legal dispute over rights and Australia's obligations: the Mabo Case.

FIGURE 1 When the British arrived in Australia, they considered the land to belong to no-one.

21.12.2 The Mabo Case

In August 1770, Captain James Cook claimed all of the east coast of what is now Australia as British territory. Under the internationally recognised law of the time, Cook could claim land on any one of the three following legal grounds:

- If the land was uninhabited, any country could claim ownership and settle the land under the principle of ***terra nullius***.
- If the land was inhabited, another country could ask the leaders of the indigenous inhabitants for permission to make use of some of the land. This could involve making a land purchase or coming to some other arrangement such as a treaty, but the arrangement had to be agreeable to the indigenous population.
- A country already inhabited could be conquered through invasion and war, defeating the indigenous population in battle. International law at the time created an expectation that the conquered inhabitants still had rights that had to be respected

Although the land was inhabited, Cook claimed it under the principle of *terra nullius*. The British did not recognise the Aboriginal peoples as having any legal title over the land because they had no written laws of **land tenure** as existed in European countries.

In 1982 Eddie Mabo, an inhabitant of Murray Island in the Torres Strait, began legal action against the State of Queensland, claiming that he and his people were the legal owners of Murray Island. Mabo was an active campaigner for Indigenous rights. He discovered that, contrary to what he had believed all his life, his people did not legally own the land they always believed was theirs. Mabo was joined in this action by a number of other Indigenous inhabitants of Murray Island. The action was brought largely as a test case. The Murray Islanders believed they owned the land because their people had occupied it for centuries, long before

FIGURE 2 Eddie Mabo challenged the state of Queensland in the High Court, resulting in changes to the law concerning Indigenous land rights.

European settlement of Australia, but Queensland law appeared to designate the Torres Strait Islands as being under the ownership and control of the Queensland government.

The Mabo decision

The Full Bench of the High Court decided in favour of the Islander plaintiffs and declared that 'The Murray Islanders of the Torres Strait are entitled, as against the whole world, to possession, occupation and enjoyment of the lands of the Murray Islands.'

The basis for this decision rested on the following:

- The principle of *terra nullius* had been incorrectly applied. Australia had never been an empty land, and so the British were wrong to use it as the legal basis for their occupation of the land.
- In the absence of *terra nullius*, it was appropriate to apply principles relating to native title to land occupied and used by its traditional Indigenous owners.
- Native title can be recognised and included in the Australian system of property law and common law.

The Meriam people of Murray Island could claim native title because they were able to demonstrate continuing occupation and use of their land. Their system of family ownership and land usage was significant because it could be clearly demonstrated that these had operated continuously since before white settlement. In other parts of Australia, where Aboriginal people have been dispossessed, the issue was not so clear. In his judgement, Chief Justice Brennan indicated that: 'there may be other areas of Australia where an Aboriginal people, maintaining their identity and their customs, are entitled to enjoy their native title'. Future claims by other Indigenous groups would need to demonstrate clearly that a high level of traditional occupation and land usage would be necessary to support such a claim. Individual claims would have to be decided on a case-by-case basis.

Native title legislation

Western Australia was the first state to respond to the Mabo Case with legislation. The state parliament passed the *Land (Titles and Traditional Usages) Act 1993*. Its aim was to extinguish the common law right of native title throughout the state and replace it with a statutory right of 'traditional usage', which could itself be extinguished by the government at any time. This Act was a deliberate attempt to favour mining and pastoral companies in any dispute with Indigenous occupants over rights to the land.

Commonwealth governments had previously avoided coming into conflict with state governments over Indigenous land rights, but the Keating Labor government wished to find a way to support those rights. The risk that some other state governments might try to legislate to extinguish Indigenous land rights as Western Australia had done led the Commonwealth to propose its own legislation. The *Native Title Act 1993* (Cwlth) was passed in late December 1993 and came into force on 1 January 1994. This Act included the following principles:

- legislative recognition and protection for the previous common-law concept of native title
- the extinguishment of native title rights over freehold land
- no extinguishment of native title rights by any processes other than those contained in the Act
- the rights of Indigenous people to claim native title over Crown land if they could prove a traditional and continuing attachment to that land
- procedures for claiming native title through the establishment of a Native Title Tribunal.

Western Australia v. Commonwealth

In the case *Western Australia v. Commonwealth* 1995 HCA 47, the Western Australian government challenged the validity of the Native Title Act in the High Court. At the same time Indigenous groups from outback Western Australia, such as the Worora and Martu peoples, challenged the validity of that state's legislation.

The High Court heard all three cases together, and declared the Western Australian legislation invalid under section 109 of the Constitution because it was inconsistent with both the Native Title Act and the Racial Discrimination Act. This case reinforced the jurisdiction of the Commonwealth Parliament over native title matters.

By 1995, the legal principle of native title was clearly established in Australia. *Terra nullius* no longer had application in Australian law, and a process for determining Indigenous land rights claims was in operation. If a native title claim is contested by any other party, the Federal Court and the High Court have ultimate jurisdiction to determine the matter. The Native Title Tribunal was established to help determine the validity of native title claims and to provide mediation services to help resolve disputes over native title. No state could introduce laws relating to Aboriginal or Torres Strait Island land rights that were inconsistent with the Commonwealth Native Title Act.

21.12 ACTIVITIES

1. There are other issues relating to Australia's treatment of Indigenous peoples. Using internet resources, explain what is meant by the term *stolen generations* and describe how Australia has responded to this issue to date. **Describing and explaining**
2. The Mabo Case was followed eight years later by the Wik Case. Using internet resources, research the Wik Case and provide a brief summary of the case and its link to the Mabo Case. **Examining, analysing, interpreting**
3. One country that has approached its relationship with the Indigenous population differently is New Zealand. Research and provide a summary of the Treaty of Waitangi. **Examining, analysing, interpreting**
4. Research the UN and racial discrimination to help you complete the following:
   (a) How does the United Nations define racial discrimination?
   (b) Select two rights found in article 5 of the International Convention on the Elimination of All Forms of Racial Discrimination, and explain what they mean.
   (c) Read article 7 of the Convention and explain whether you believe Australia has complied with this article. Give reasons for your answer.
   (d) If your answer to part (c) was 'No', outline what Australia could do to comply with the conditions set out in article 7. **Examining, analysing, interpreting**

21.12 EXERCISES

Civics and Citizenship skills key: CS1 Remembering and understanding **CS2** Describing and explaining **CS3** Examining, analysing, interpreting **CS4** Questioning and evaluating **CS5** Reasoning, creating, proposing **CS6** Communicating, reflecting

21.12 Exercise 1: Check your understanding

1. **CS1** What is meant by *terra nullius*?
2. **CS1** On what grounds did Captain Cook claim Australia as a British colony?
3. **CS1** Explain what is meant by *native title*.
4. **CS1** What were the principles behind the decision of the High Court in the Mabo case?
5. **CS2** Explain in your own words why you think it took so long for a case like the Mabo case to come to the High Court.

21.12 Exercise 2: Apply your understanding

1. **CS2** What influence do you believe the Universal Declaration of Human Rights had on the decision to grant native title? Explain your answer.
2. **CS2** Explain what is meant by the term *racial discrimination*.
3. **CS4** The decision in the Mabo case has been challenged in the courts. Why do you think this decision may have been challenged?
4. **CS4** Decisions by the High Court in cases like Mabo often lead to the parliament making laws. Explain why you think this may occur.
5. **CS5** In 2019, the movement for a constitutional change to formally recognise Indigenous Australians gained momentum. Suggest how a constitutional change in this area might assist social cohesion.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

21.13 SkillBuilder: You be the judge

online only

What is the High Court of Australia?

The High Court of Australia is the most senior court in our legal system, and it deals with the most serious domestic and international cases. Those appointed to sit on the High Court bench are therefore our most senior and experienced barristers and solicitors.

Select your learnON format to access:

- an explanation of the skill (Tell me)
- a step-by-step process to develop the skill, with an example (Show me)
- an activity to allow you to practise the skill (Let me do it).

21.14 Thinking Big research project: Create a bill of rights

online only

SCENARIO

There have been renewed calls for a bill of rights for Australia. Your task is to research and prepare a report on another country's bill of rights and then draft one for Australia.

Select your learnON format to access:

- the full project scenario
- details of the project task
- resources to guide your project work
- an assessment rubric.

on Resources

ProjectsPLUS Thinking Big research project: Create a bill of rights (pro-0222)

21.15 Review

online only

21.15.1 Key knowledge summary

Use this dot point summary to review the content covered in this topic.

21.15.2 Reflection

Reflect on your learning using the activities and resources provided.

on Resources

eWorkbook Reflection (doc-31785)
Crossword (doc-31786)

Interactivity Maintaining justice for a cohesive society crossword (int-7680)

KEY TERMS

bill of rights a formal declaration of the rights of members of a country or area
conciliator a person who acts as an independent third party between two disputing parties
defamation a civil wrong involving a written or verbal communication that lowers a person's reputation in the community
discrimination the unfair, biased or prejudicial treatment of a person based on a personal characteristic such as race, gender, religion, ability or age
dispute resolution a process involving a group of strategies to settle legal issues outside of court
embezzlement the theft or misuse of funds belonging to your employer or organization
inclusive behaviours or policies that include all members of a society
indigenous refers to people who are the original native inhabitants of a region or country
infer to form a conclusion based on evidence
integrated describes communities that consist of different cultural groups living in unity
land tenure a system by which particular individuals or groups are given a legally recognised right to occupy a defined area of land
legally binding an agreement that is enforceable by law
marginalisation a social process by which groups or individuals are pushed to the fringes of society
precedent an action or decision on which later actions or decisions might be based; a law made by a superior court that must be applied by lower courts in future cases with the same or similar facts
ratify to formally consent to and agree to be bound by a treaty, contract or agreement
reparations payment of money or materials by a nation defeated in war, as compensation for damage caused
rights those things that a person is entitled to by virtue of being a member of society
taboo a topic or issue that is not usually spoken about in a society
tariffs taxes imposed on imported goods to make them more expensive
terra nullius ('land belonging to no-one') in Australia, the legal idea that since no-one was 'using' the land when the first Europeans arrived, it could be claimed by the British Crown
trade transfer of ownership of goods from one person or entity to another in exchange for money or a product/service
treaty an agreement between two or more sovereign states (countries) to undertake a particular course of action. It usually involves matters such as human rights, the environment or trade.
ultra vires acting beyond the power of the law maker. It usually refers to situations where parliaments pass a law that is outside their area of authority.

21.5 SkillBuilder: Using and referencing quotes

21.5.1 Tell me

When writing an essay, assignment or report, you need to include evidence to support your arguments. If this evidence takes the form of a quote or includes the use of statistics, then you must show the reader where this information came from. This can be done through the use of a referencing system.

There are many different referencing systems used throughout the academic world. Some systems were developed at the world's leading universities and so bear their names. The Oxford and Harvard systems are examples of these, and they happen to be the two most widely used referencing systems.

- The Oxford referencing system uses numbered footnotes. A footnote lists bibliographical information at the foot (bottom) of a page, and the number corresponding to that footnote is shown at the end of the relevant section of text, usually a sentence, like this.[1] (Note: This footnote here does not actually reference anything but is just used as an example of what a footnote number looks like.)
- The Harvard system uses in-text references in the form of parentheses or brackets containing the author's name and the year of publication, like this: (Smith, 2014).

The Harvard referencing system has its origins in the scientific field. A simple and direct system, it was later adopted by the wider academic community. Due to its simplicity and ease of use, the Harvard system has become more widely used than its Oxford counterpart. For this reason, we will focus on the use of the Harvard referencing system in this SkillBuilder. Not only will you learn how to use the Harvard system, you will also be shown how to incorporate the quotes themselves into your written work.

FIGURE 1 Correct referencing is an important part of the writing process.

21.5.2 Show me

How to use and reference quotes

In-text referencing

Different forms of citation require different types of in-text reference:

- If you are using paraphrased information from a source, then you need to include the author's surname and the year the source was published in parentheses at the end of a sentence (Smith, 2014).
- If you are including a direct quote, then you need to also include the page number in the reference (Smith, 2014: 12).
- If you mention the author's name in the middle of the sentence, then you need to include the year of publication directly after this, again in parentheses. For example, you may write: Author John Smith (2014) explains the correct use of the Harvard referencing system.

Now that you know how to reference another author's work, we will turn our attention to the incorporation of quotes into your written work.

Incorporating quotes

There are four techniques for incorporating quoted material into your work, and you should choose the one that works best for a particular quote:

1. *Direct quote*. You can simply use what the author has written: Smith (2014: 12) claims that 'the Harvard system is far better than its Oxford counterpart.'
2. *Edited quote*. You can edit what the author has written. In this example, the three dots represent an omission and the square brackets represent an addition. These changes are usually made to make the quote fit the grammar of the sentence: Smith (2014: 12) claims that '... Harvard is [a] far better [system] than its Oxford counterpart.'
3. *Substantial quote*. If you are using a substantial quote (three lines or more), you need to include it as a separate paragraph. To differentiate the quote from the regular text, this paragraph is usually indented and written with a slightly smaller font or different line spacing:

   > If the dispute involves matters requiring specific, technical knowledge of particular area, the opposing parties may request that a suitably qualified conciliator be appointed. During a conciliation meeting, the opposing parties are allowed to express their views and discuss their perspectives on the dispute (Richardson, Smithies and Rood, 2014).

4. *Paraphrase quote*. You can paraphrase the quotation instead of quoting it directly. With this method, you need to ensure that you have not plagiarised the author. The meaning of the quotation should be retained without using the author's exact words.

21.5.3 Let me do it

Complete the following activity to practise this skill.

21.5 ACTIVITY

The best way to learn about using the Harvard referencing system is to do it!

a. Choose three separate sources (try to use different kinds of sources).

b. For each source, incorporate a quote using the four techniques shown above (direct quote, edited quote, substantial quote and paraphrased quote).

21.11 SkillBuilder: A treaty in the classroom

21.11.1 Tell me

A treaty is a document that provides rules for behaviour among nations. Some treaties are relatively small in nature (being between only two countries); others are broader in scope and application. There are various stages in the process of treaties being developed and agreed upon.

21.11.2 Show me

In drafting a treaty, it is necessary to consider the aims of all parties to the treaty and what each party may be seeking to gain from the treaty. The following stages are usually included in the process:

- A committee drafts a set of conditions or articles for inclusion in a class treaty. Using a pre-established process, the issue will be debated and the various sections for inclusion discussed.
- As each section is discussed and debated, a vote may be held to determine whether or not to adopt the section. Those sections agreed to should be included in the treaty.
- Upon completion of the drafting stage, the treaty may be presented to a wider group for further discussion and debate. As a result of this further discussion and debate, the treaty may need to go back to the committee for amendment.
- When the terms of the treaty have been agreed to, the treaty should be signed by all parties.

21.11.3 Let me do it

Complete the following activity to practise this skill.

21.11 ACTIVITY

In this activity you will work in groups to draft and negotiate a treaty for the class. You will need to consider the aims of both parties to the treaty (students and staff) and what each party may be seeking to gain from the treaty.

a. Divide into groups. Allocate one group the task of representing the staff, with the other groups representing the students. Each group should choose an area or issue they would like to see discussed for inclusion in the treaty. These could include:
- the setting of homework
- the use of mobile phones and other electronic devices during class
- lateness to class
- punishments for breaches of conditions of the treaty
- assessment procedures and criteria.

Remember to consider the interests of both parties to the treaty (students and staff).

b. Complete the following process to negotiate your treaty.
- Working in groups, draft a set of conditions or articles for inclusion in a class treaty. Using a pre-established process, debate and discuss the various sections for inclusion. Each group should present its sections to the whole class for discussion and amendment.
- As each section is discussed and debated, the class should vote as a whole on whether or not to adopt the section. Those sections agreed to should be included in the treaty.
- Upon completion of the drafting stage, as a class present the treaty to your teacher. Be prepared to engage in further discussion and debate over the conditions established and agreed to by the class. As a result of this further discussion and debate, the treaty may need to go back to the class for amendment.
- When the terms of the treaty have been agreed to, arrange for the treaty to be signed by all parties. Invite your principal to be present and arrange for a member of the school magazine to record the event.
- Print the treaty and display it on the classroom wall.

21.13 SkillBuilder: You be the judge

21.13.1 Tell me

The High Court of Australia is the most senior court in our legal system, and it deals with the most serious domestic and international cases. Those appointed to sit on the High Court bench are therefore our most senior and experienced barristers and solicitors.

21.13.2 Show me

The cases brought before the High Court often have political ramifications. When Tony Abbott was elected prime minister in 2013, border protection and stopping the influx of asylum seekers via boats were key components of his election strategy. In June and July 2014, the commitment of Tony Abbott and his government to the protection of our borders through the policy of 'turning back the boats' was tested in the High Court. Follow the **Asylum seekers video** and **High Court and asylum seekers** weblinks in the Resources tab to watch a news report and read an article about asylum seekers and Australia.

on Resources

Weblinks Asylum seekers video
High Court and asylum seekers

21.13.3 Let me do it

Complete the following activity to practise this skill.

21.13 ACTIVITY

Allocate roles

As a class, you need to allocate roles and responsibilities to class members. To deliberate in this case, you will need students to assume the following roles:

- 7 High Court justices
- 7 judge's associates — these people assist the justices with legal research
- 2 barristers to present the case for the asylum seekers and 1 solicitor to support them
- 2 barristers to present the case for the Australian government and 1 solicitor to support them
- any student not allocated a specific role can act as an assistant or junior lawyer for the barristers.

Prepare and argue the case

- Each of the two parties to the dispute (the asylum seeker team and the government team) must prepare a case to present to the High Court in relation to the plight of the asylum seekers referred to in the article and video.
- Working in pairs, the justices with their associates must familiarise themselves with the relevant laws so they can adjudicate on each team's case.
- Draw on your knowledge of the High Court, the Constitution and other legislation, as well as the information contained in this topic and previous topics. Refer to the relevant sections of the Constitution, Australian legislation and the Universal Declaration of Human Rights to provide information that will assist in the presentation or adjudication of the case.
- Finally, each team must argue its case before the justices.

Reach a verdict

- Those students appointed as justices are to work independently of each other.
- Each justice is to write and deliver his or her verdict on the case after the evidence has been presented by both parties to the dispute.

21.14 Thinking Big research project: Create a bill of rights

21.14.1 Scenario

In June 2019 the Australian Federal Police raided the home of a journalist and the offices of the Australian Broadcasting Corporation (ABC). They were searching for information regarding leaks that may have been related to a series of stories broadcast in 2017 that became known as the 'Afghan Files'. These stories related to operations conducted by Australia's elite special forces that resulted in alleged incidents of unarmed civilians being killed.

These Federal Police raids have renewed calls for Australia to consider the creation of an Australian bill of rights.

21.14.2 Task

Your task is to research and prepare a report on another country's bill of rights and then draft one for Australia. Then, as a class, work together to combine ideas into one cohesive bill that the whole class agrees upon.

21.14.3 Process

- Open the ProjectsPLUS application in the Resources for this topic. Open the **Project set-up** tab to enter the project due date and set up your project group if you wish to. You can work independently or with a partner, which will allow you to swap ideas and share responsibility for the project. Save your settings and the project will be launched.
- Select a country that has a bill of rights, then conduct research into the elements included in the bill. Navigate to the **Research forum**, where you will find starter topics loaded to guide your research. You can add further topics to the Research forum if you wish. In the **Media centre** you will find an assessment rubric and some weblinks that will provide a starting point for your research.

- Make notes of your research and remember to record details of your sources so you can create a bibliography to include in your report. Add your research notes and source details to the relevant topic pages in the Research forum. When you have completed your research, you can print out the **Research report** in the Research forum to easily view all the information you have gathered, if you wish.
- Prepare a brief report detailing the history of the bill of rights and what it contains.
- Using the information you gained about your selected country, draft a bill of rights for Australia. For each element in your draft bill, provide a brief explanation as to why you think it should be included.
- Submit your report and proposed bill to your teacher (along with your bibliography), and/or present it to the class.
- Once all groups have submitted or presented their proposals, the class should discuss the various proposals and draft a bill of rights that all the class agrees on, which Australia could adopt. This could then be created in poster form for display in the classroom.

on Resources

ProjectsPLUS Thinking Big research project: Create a bill of rights (pro-0222)

21.15 Review

21.15.1 Key knowledge summary

21.2 Living in a cohesive society

- The vast majority of Australian communities enjoy a level of social cohesion not seen in many countries around the world.
- A cohesive society is tolerant and inclusive.
- Individuals and groups are free to demonstrate their cultural and religious traditions, creating communities rich with diversity.

21.3 Threats to social cohesion

- Threats to the tranquillity and cohesion of Australian society do exist.
- Several threats to the freedom and rights of Australians exist within our communities, and at times in our governments as well.
- Criminal activity, political corruption and lawlessness threaten our communities and can impinge on our democratic rights and freedoms.

21.4 Protecting social cohesiveness

- State and federal governments have developed and implemented strategies to protect social cohesion within Australia.
- Governments aim to protect the freedoms and rights of groups and individuals.
- Governments have the common goal of maintaining and protecting social cohesion in Australian communities.

21.6 Resolving conflict

- It is inevitable that disputes between people will arise.
- Disputes that threaten social cohesion need to be resolved.
- Disputes can be resolved through our court system.
- Disputes can be resolved through mediation, conciliation and arbitration.
- Laws are created to set a standard of behaviour and to protect those people.

21.7 Resolving disputes between state and federal governments

- One role of the government is to establish a system of dispute resolution bodies to deal with conflict.
- In Australia the High Court is the superior court, charged with resolving the most serious disputes that arise.

21.8 Interpreting the constitution

- The High Court has been given the jurisdiction to allow it to:
  - hear appeals from decisions in cases heard in state and territory Supreme Courts
  - settle disputes between the states
  - interpret the Constitution to determine law-making power
  - interpret the Constitution to infer rights for the citizens.
- The High Court guards our Constitution and our rights, and provides a check on the government.

21.9 International law

- The continuing development of technology has necessitated the need for a global body to oversee and attempt to regulate the interactions between countries.
- The aim of such a global body is to minimise the incidence of conflict among peoples and nations.
- The International Court of Justice is the primary judicial branch of the United Nations that settles legal disputes submitted to it by states (member countries of the United Nations).

21.10 Applying international treaties

- Treaties play an important part in establishing rules for behaviour in a range of areas:
  - economics and trade
  - labour laws

    - military and defence
    - economic development
    - human rights.
- The High Court resolves disputes arising from international treaties.
- As a member of the global community, Australia has played a role in the development of global laws and treaties, and the bodies responsible for drafting and enforcing these rules.
- Australia recognises its obligations at home and applies the terms of international treaties and agreements at home to improve the lives of its citizens.

21.12 International law and Indigenous Australians

- Australia's role as a signatory to the Universal Declaration of Human Rights led to the legal principle of native title being established.

21.15.2 Reflection

Complete the following to reflect on your learning.

21.15 ACTIVITIES

Revisit the inquiry question posed in the Overview:
Do we really needs laws, high courts and treaties? Can't everyone just get along without them?

1. Now that you have completed this topic, what is your view on the question? Discuss with a partner. Has your learning in this topic changed your view? If so, how?
2. Write a paragraph in response to the inquiry question, outlining your views.

on Resources

eWorkbook Reflection (doc-31785)
Crossword (doc-31786)
Interactivity Maintaining justice for a cohesive society crossword (int-7680)

KEY TERMS

bill of rights a formal declaration of the rights of members of a country or area
conciliator a person who acts as an independent third party between two disputing parties
defamation a civil wrong involving a written or verbal communication that lowers a person's reputation in the community
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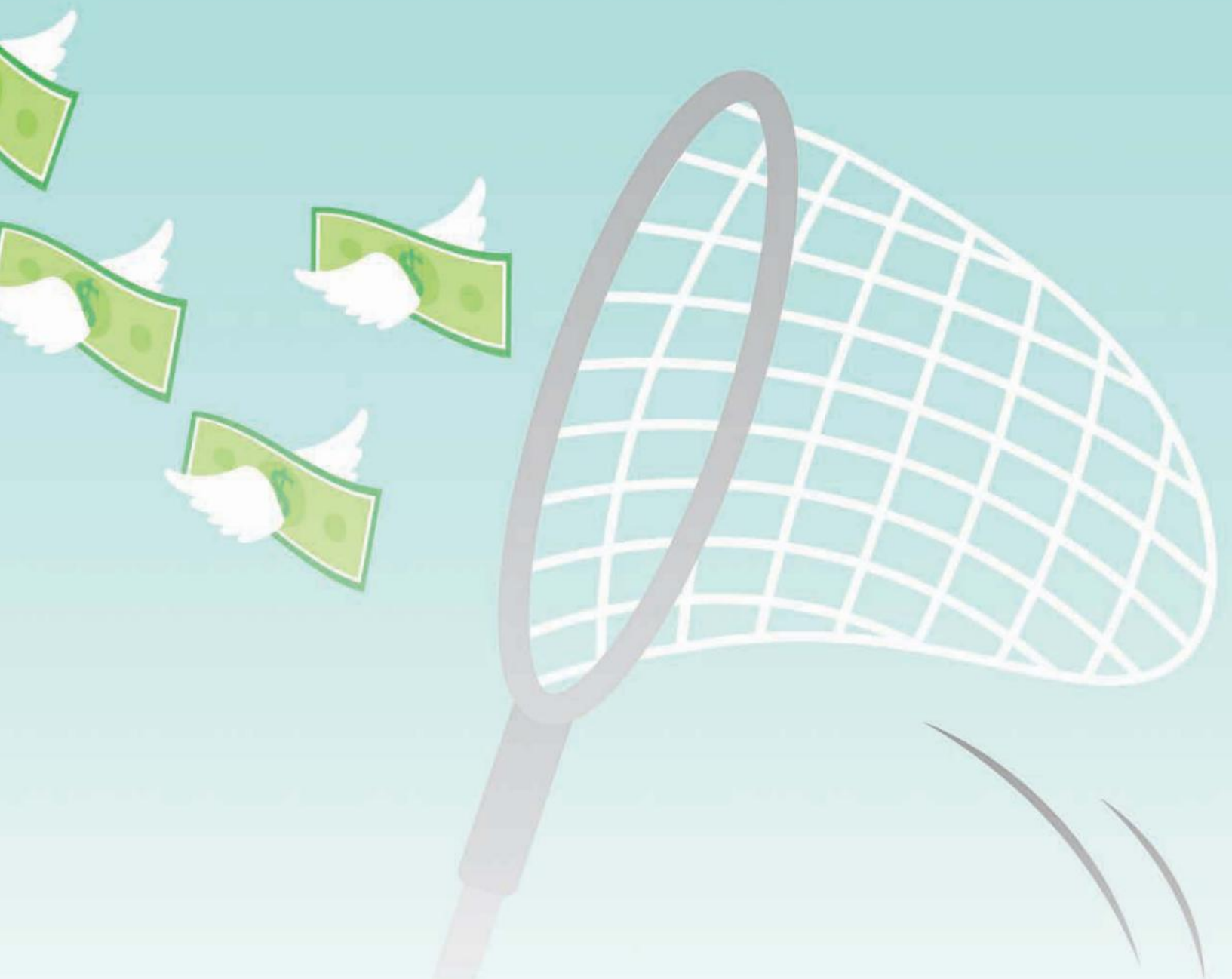
embezzlement the theft or misuse of funds belonging to your employer or organization
inclusive behaviours or policies that include all members of a society
indigenous refers to people who are the original native inhabitants of a region or country
infer to form a conclusion based on evidence
integrated describes communities that consist of different cultural groups living in unity
land tenure a system by which particular individuals or groups are given a legally recognised right to occupy a defined area of land
legally binding an agreement that is enforceable by law
marginalisation a social process by which groups or individuals are pushed to the fringes of society
precedent a law made by a superior court that must be applied by lower courts in future cases with the same or similar facts

ratify the process by which the government of a country accepts a treaty or convention and agrees to be bound by it
reparations payment of money or materials by a nation defeated in war
rights those things that a person is entitled to by virtue of being a member of society
taboo a topic or issue that is not usually spoken about in a society
tariffs taxes imposed on imported goods and services to raise their price and make them less competitive against domestic goods and services
terra nullius a legal principle signifying that an area of land belongs to no-one
trade transfer of ownership of goods from one person or entity to another in exchange for money or a product/service
treaty an agreement between two or more sovereign states (countries) to undertake a particular course of action. It usually involves matters such as human rights, the environment or trade.
ultra vires acting beyond the power of the law maker. It usually refers to situations where parliaments pass a law that is outside their area of authority.

ECONOMICS AND BUSINESS



22 Economic performance and living standards 741

23 Influencing consumers: innovation and competition in the marketplace 786

24 The changing work environment in Australia 823

22 Economic performance and living standards

22.1 Overview

What can our purchases and level of happiness tell us about the health of the economy?

22.1.1 Measuring economic performance

It is important that an economy satisfies as many of the needs and wants of its citizens as possible. It does this by providing a structure — such as a market — that enables buyers and sellers to meet and exchange goods and services. One way to measure how well an economy is performing is through a calculation of a person's living standards. Living standards refers to how well-off a nation or country is overall.

This topic will discuss some of the key areas of economic performance assessment and more closely examine how the Australian economy has performed in terms of improving people's living standards.

on Resources

eWorkbook Customisable worksheets for this topic

Video eLesson Living standards around the world (eles-2382)

LEARNING SEQUENCE

22.1 Overview
22.2 Economic growth and Australia's economy
22.3 Employment trends and Australia's economy
22.4 Inflation rates and Australia's economy
22.5 Sustainability indices and Australia's economy
22.6 Other indicators of economic performance and Australia's economy
22.7 **SkillBuilder:** Calculating inflation (online only)
22.8 Living standards related to economic performance
22.9 Measuring living standards
22.10 Macroeconomic policy options
22.11 Microeconomic policy options
22.12 Direct government intervention in the market
22.13 **SkillBuilder:** Preparing a budget (online only)
22.14 **Thinking Big research project:** How does Australia measure up? (online only)
22.15 **Review** (online only)

To access a pre-test and starter questions and receive immediate, **corrective feedback** and **sample responses** to every question, select your learnON format at www.jacplus.com.au.

22.2 Economic growth and Australia's economy

22.2.1 Economic growth = increased volume of goods and services

Every day you use goods and services. Think of the things you use on a daily basis: bread for breakfast, a bus or train service to get to school, pens and paper to complete homework, and electricity for charging your laptop and mobile phone. And you will need all of these goods and services again tomorrow.

The need for an economy to produce goods and services to replace the ones that have been used or **consumed** is one of the main reasons why economies must grow each year. Other reasons why economies must grow include population growth — which requires additional goods and services — and the desire to continually improve the quality of products. Imagine if producers never improved telecommunication: mobile phones and the internet would not have been invented. **Economic growth** is defined as real growth in the volume (value) of goods and services produced by an economy over a period of time.

Measuring economic growth is important as it is linked to many other aspects of the economy and to its ability to satisfy the needs and wants of consumers.

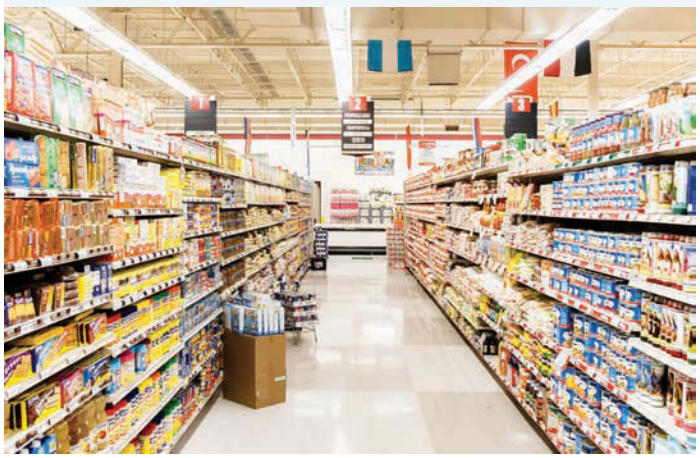
FIGURE 1 Economic growth leads to employment and infrastructure growth.

22.2.2 Measuring economic growth

Economic growth occurs when an economy increases the volume of goods and services produced over a period of time. The most commonly used general measure of this is the annual rate of growth in real Gross Domestic Product (GDP). GDP represents the total market value of final goods and services produced by a country over a period of time. This figure is adjusted to remove the effects of any inflation existing within the economy over the same period.

The most common means of measuring GDP is by using the Aggregate Demand (or Aggregate Expenditure) method shown in **FIGURE 3**.

FIGURE 2 Consumer goods must be continually produced to replace the ones that have been consumed.



It is generally considered acceptable for the rate of increase in GDP to be between 3 per cent and 4 per cent per year. This rate allows for an increase in population, the replacement of goods and services that have been consumed, improvements and new products.

Anything less than 3 per cent is considered slow growth and suggests the economy is not keeping up with the demand for goods and services.

A figure above 4 per cent is often considered to be too high; in other words, the economy is growing too quickly and the rate of growth will not be **sustainable**. A sustained rate of growth means the economy is able to maintain that level over a significant period.

FIGURE 3 Aggregate Demand method of measuring GDP

Aggregate Demand = C + I + G1 + G2 + X – M

Private sector consumption expenditure (C):
Spending by individuals, households and businesses on goods and services to satisfy immediate needs and wants such as food, clothing and household items

Private sector investment expenditure (I):
Spending by individuals, households and businesses on the accumulation of capital goods (for future use) used to produce other goods and services such as computers, houses, factories and machinery

Government sector consumption expenditure (G1):
Spending by all levels of government on goods and services to satisfy immediate needs and wants such as spending on the day-to-day running costs of government departments

Government sector investment expenditure (G2):
Spending by all levels of government on the accumulation of capital goods used to produce other goods such as roads, hospitals and schools

Expenditure on exports (X):
Spending by households, businesses and governments overseas on goods and services produced in Australia

Expenditure on imports (M):
Expenditure by Australian individuals, households, businesses and governments on goods and services produced overseas

22.2.3 Australia's recent performance

FIGURE 4 charts Australia's rate of economic growth, as measured by changes in real GDP (GDP adjusted for the effect of inflation), from January 2015 to the end of the December quarter in 2018.

Changes to Australia's GDP growth rate are published **quarterly** so the annual rate of GDP growth must be drawn from the quarterly figures provided. For example, the annual growth rate of 2.4 per cent for 2018 shown in **FIGURE 5** is calculated by summing the rate for each quarter of 2018 shown in **FIGURE 4** (1.1 + 0.8 + 0.3 + 0.2).

FIGURE 4 Australia's GDP quarterly growth rate, January 2015–December 2018

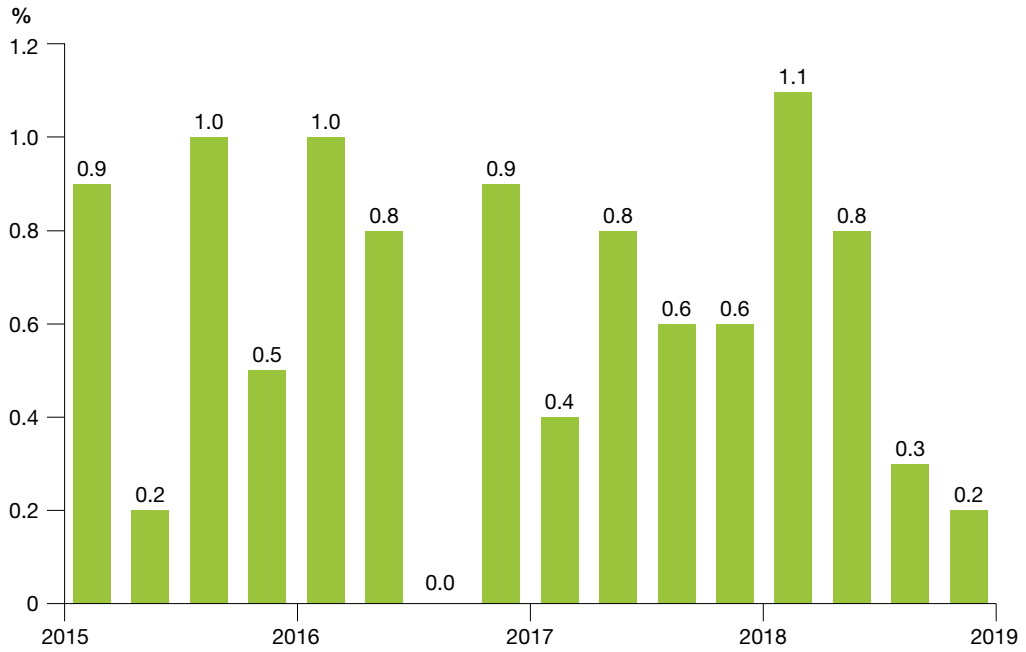
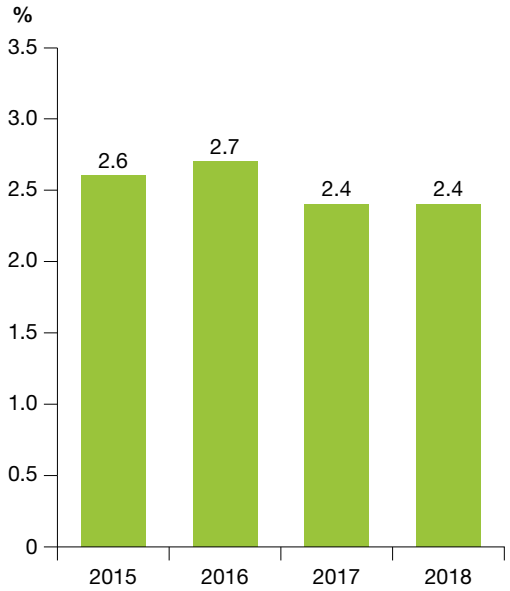


FIGURE 5 shows that each year from 2015 to 2018 Australia's growth rate fluctuated but remained below the rate of 4 per cent (the figure identified as too high). The goal of achieving a rate of growth of between 3 per cent and 4 per cent, however, was not reached.

The Australian economy advanced 0.2 per cent (seasonally adjusted) in the October–December 2018 quarter, slowing slightly from the 0.3 per cent expansion (growth) in the previous quarter. This was the smallest quarterly increase since the July–September quarter in 2016, when a zero increased was recorded. Growth in the last half of 2018 was slow due to lower housing prices and consumer spending also slowing.

FIGURE 5 Australia's annual GDP growth rate, 2015–18



22.2.4 International comparison

It is useful to compare Australia's economic performance with that of other countries. The United States is often considered to be the world's biggest economy and Australia's performance is regularly compared to its performance.

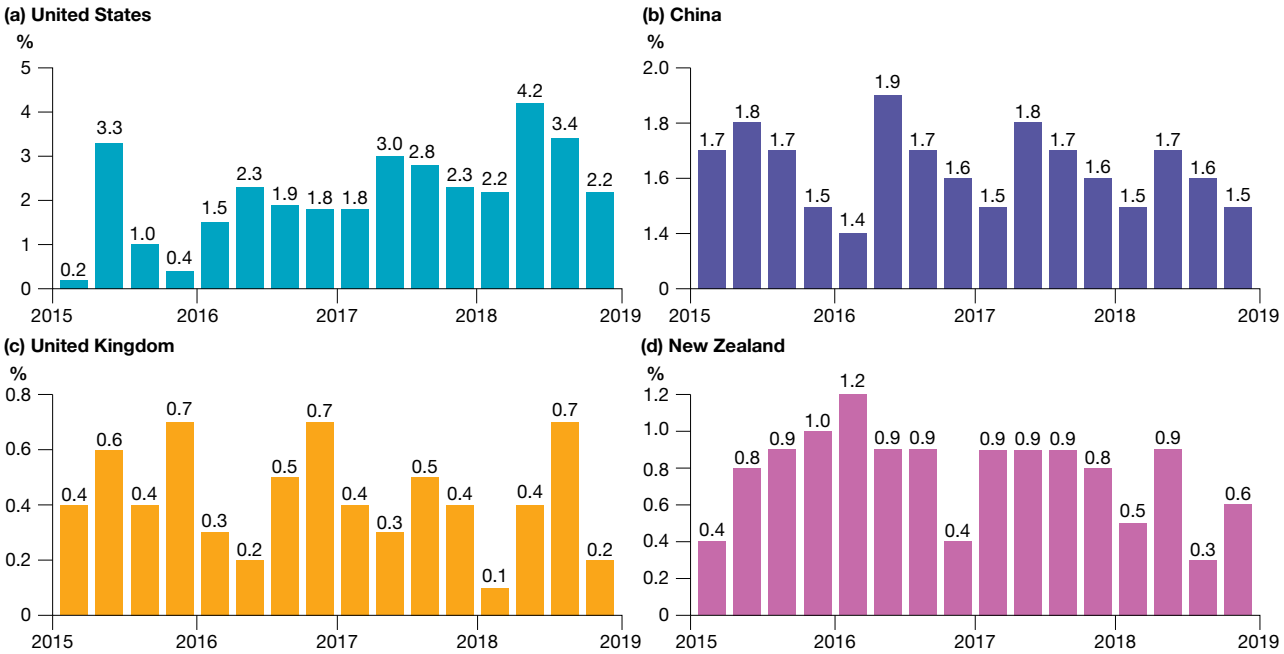
China is an important trading partner for Australia and changes in its growth can lead to a change in our growth. China buys large quantities of our mineral exports, so a decline in China's growth will have a negative impact on our mining sector and hence our growth.

Australia has historic ties to the United Kingdom. It is still one of our major trading partners and its economy is one of the main ones in Europe.

Finally, New Zealand is our closest neighbour and trading partner. The ties between the two countries are strong and New Zealand's economy often mirrors changes in our economy.

The graphs in **FIGURE 6** show the growth rates of those four economies.

FIGURE 6 Growth rates of other economies, Jan 2015–Dec 2018: (a) the United States, (b) China, (c) the United Kingdom and (d) New Zealand



22.2.5 Limitations of measuring economic growth

While tracking changes in our GDP is the main means of measuring our economic growth, there are limitations to this form of measurement. Some of these limitations include the following:

- GDP doesn't include non-market production.
- GDP doesn't provide information about the distribution of production.
- GDP doesn't consider the impact of production on the environment.
- GDP involves some 'guesstimates' of production.

Let's look at each of these limitations.

GDP doesn't include non-market production

If someone carries out jobs around their own home that could be done by a paid worker they are contributing to economic growth, but this contribution is not included because it can't be measured. For example, when someone paints their own home, the Australian Bureau of Statistics can't put a value on the work done, so this is not included in the official GDP figures.

GDP doesn't provide information about the distribution of production

GDP only measures changes in the quantity of goods and services produced, but there is no information about who receives this increased number of goods and services. If the increased production is not shared equally among the citizens of the economy, it can be argued that the economy hasn't really 'grown'.

GDP doesn't consider the impact of production on the environment

Increased production can mean increased pollution, quicker deterioration of the environment, depletion of non-renewable resources and increased climate change. These effects are referred to as **negative externalities** as they are considered negative outcomes of production. These externalities will all negatively affect our national wealth in the future.

GDP involves some 'guesstimates' of production

The value of some non-marketed (not sold) production making up GDP has to be 'guesstimated', leading to inaccuracies. For example, estimations are made for the part of a farmer's production that is consumed on

the farm, as is the annual value of accommodation provided by houses occupied by their owners. This leads to inaccuracies in Australia's GDP figures.

on Resources

Weblink Australia GDP growth rate

22.2 EXERCISES

Economics and Business skills key: ES1 Remembering and understanding **ES2** Describing and explaining **ES3** Examining, analysing, interpreting **ES4** Questioning and evaluating **ES5** Reasoning, creating, proposing **ES6** Communicating, reflecting

22.2 Exercise 1: Check your understanding

1. **ES1** Define *economic growth*.
2. **ES1** Identify the formula used to calculate economic growth.
3. **ES2** Explain what is meant by *GDP*.
4. **ES2** Explain why it is important for an economy to grow each year.
5. **ES1** Identify the ideal range for Australia's annual growth rate.

22.2 Exercise 2: Apply your understanding

1. **ES2** Explain why it is important for an economy to measure its performance in terms of economic growth.
2. **ES3** Analyse why it is important for Australia to compare its performance in terms of economic growth with other countries.
3. **ES2** Identify Australia's current economic growth rate and describe what this means for the economy.
4. **ES3** Analyse two limitations of using GDP as a measure of a country's economic growth.
5. **ES3** Analyse how a rising growth rate may affect living standards in Australia.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

22.3 Employment trends and Australia's economy

22.3.1 The importance of reducing unemployment

As a student, you are constantly asked to think about your future and what you want to do when you finish school. While this may not necessarily be your immediate goal, eventually you will hope to gain employment. Employment enables us to earn an **income** so we can purchase the goods and services we need and want. In the workplace we can form relationships, and often our friendship groups later in life include our work colleagues. Employment also enables us to feel good about ourselves as we are contributing to society, being productive and interacting with others.

However, not everyone is always able to find employment, and sometimes circumstances arise that lead to a person losing their job. Unemployment is a situation where people who are willing and able to work are unable to find employment. The government recognises that there will always be some level of unemployment, but tries to reduce it. Its goal is to maintain the rate of unemployment at about 5 per cent of the workforce, or at a level where cyclical unemployment is avoided. We will talk about cyclical unemployment later in this topic; it refers to unemployment caused by cyclical or regular decreases in the level of economic activity.

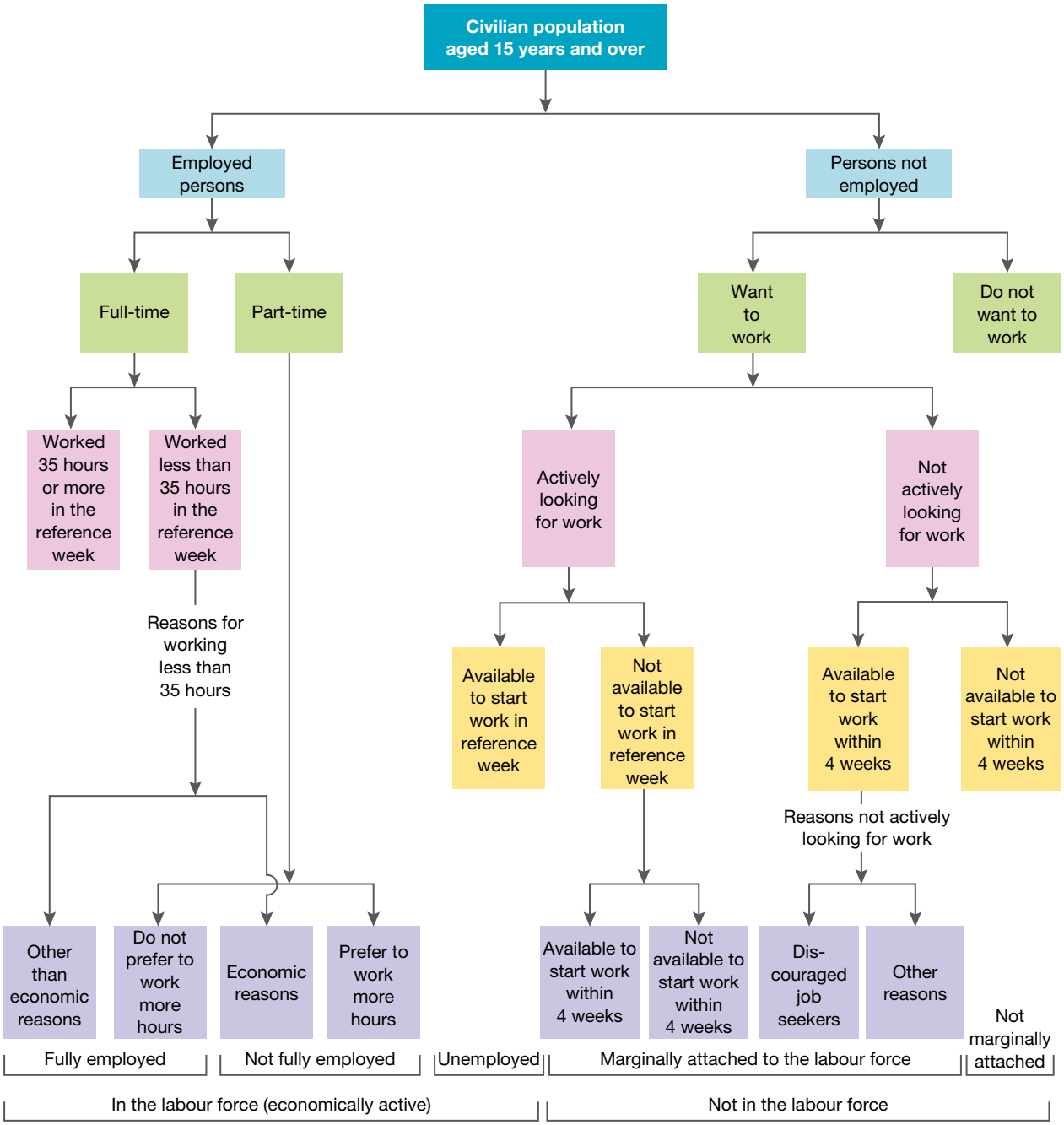
Let's first look at how unemployment is measured and what the causes of unemployment are.

FIGURE 1 Unemployed people have to rely on the government and welfare for their income.

22.3.2 Measuring unemployment

In Australia, the unemployment rate is measured using the Labour Force Survey. The Labour Force Survey is conducted monthly and involves about 32 per cent of the civilian population aged 15 years and over. This survey sample is selected from around the country. As shown in **FIGURE 2**, people in the labour force are classified and measured according to their labour force status.

FIGURE 2 The structure of Australia's Labour Force Survey



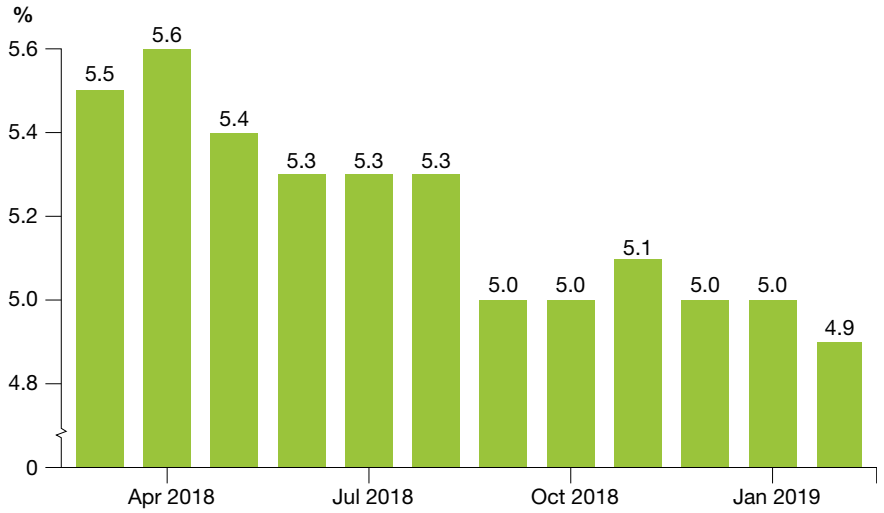
The Australian Bureau of Statistics (ABS) defines the labour force as people who are older than 15 years and who are able and willing to work. This definition includes people who are classified as employed — that is, they work full time (usually more than 35 hours per week) or part time (more than one hour per

week); work for payment or profit; are self-employed; work in a family business; or have a job but are prevented from working due to illness, strikes, holidays or other similar situations in the survey week.

The definition also includes people who are unemployed — that is, those who do not have a paid job but who are actively looking for work by completing job applications and/or registering with Centrelink as a job seeker, either on a full-time or part-time basis, in the week prior to the survey. It also includes those who were able and willing to start employment in the week prior to the survey week or are waiting to resume a job after being laid off or stood down without pay. This group of people is expressed as a percentage of the total labour force, and this percentage is called the unemployment rate.

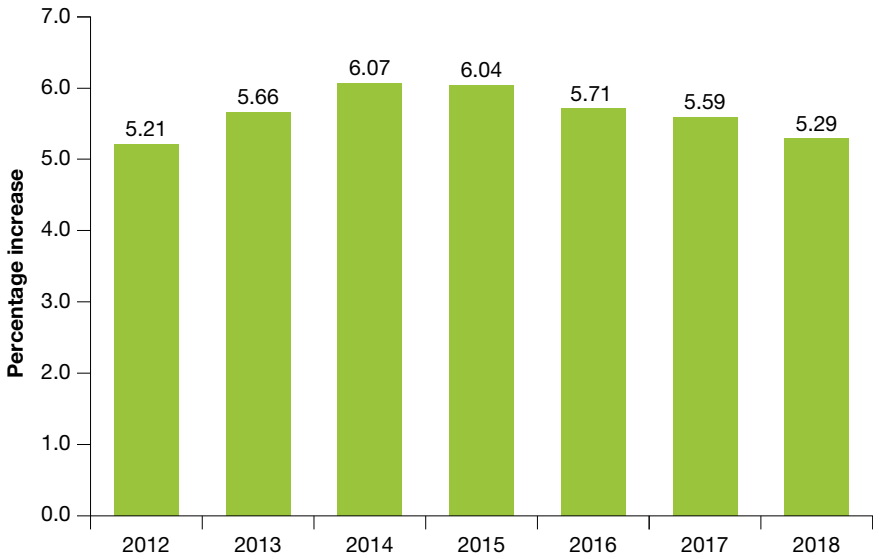
As seen in **FIGURE 3**, Australia's unemployment rate fluctuated over the 12 months to February 2019, but an overall downward trend is evident.

FIGURE 3 Australia's unemployment rates, March 2018–February 2019



We can see in **FIGURE 4** that from 2012 to 2018, unemployment has remained above 5 per cent, peaking at just over 6 per cent in 2014 and 2015, with an overall downward trend since that point.

FIGURE 4 Australia's unemployment rates, 2012–18



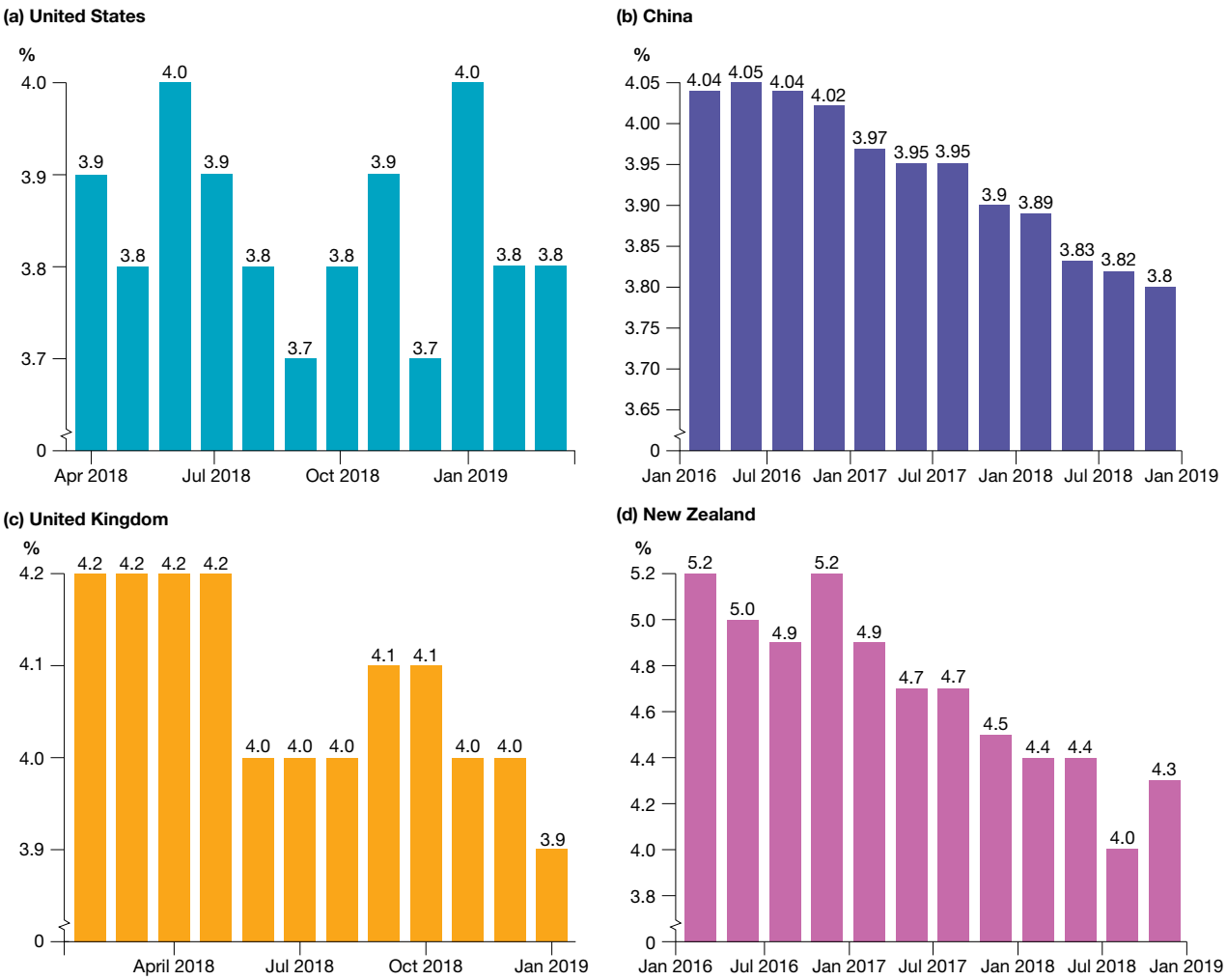
on Resources

Video eLesson Job numbers (eles-2435)

22.3.3 International comparison

As with economic growth, it is worthwhile comparing Australia's employment performance with that of some of Australia's trading partners. The graphs in **FIGURE 5** show the recent unemployment rates of the United States, China, the United Kingdom and New Zealand.

FIGURE 5 Unemployment rate of other economies 2018–19: (a) United States, (b) China, (c) United Kingdom and (d) New Zealand



22.3.4 Causes of unemployment

When examining our unemployment rate it is important to understand the causes of unemployment and the various types of unemployment that exist. It is possible to identify four key types of unemployment:

- cyclical unemployment
- structural unemployment
- seasonal unemployment
- frictional unemployment.

Cyclical unemployment

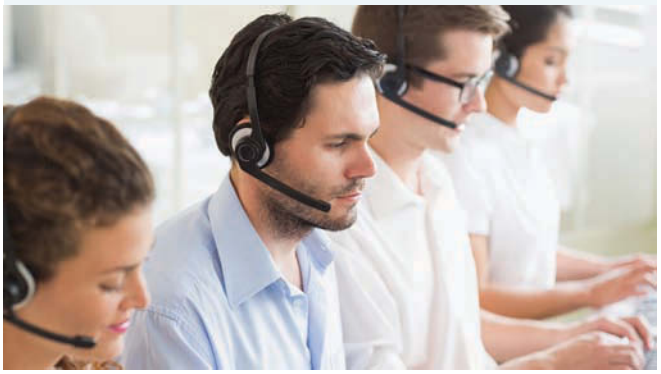
Cyclical unemployment occurs when the level of spending in the economy falls. When consumers or businesses feel pessimistic about the economy they tend to save rather than spend. This leads to reduced spending, reduced production and hence a reduced need for labour. If the pessimism persists, the economy can move into a period of negative growth. Two consecutive quarters of negative growth is referred to as a **recession** and this can cause further negativity about the state of the economy.

Cyclical unemployment can also occur because of a reduction in consumer incomes, higher interest rates leading to less money available for spending, poor economic conditions overseas among our trading partners, and a decrease in government spending to reduce budget deficits and debt.

Structural unemployment

Structural unemployment occurs as a result of changes in the way goods and services are produced. Generally, this takes place when production methods change, leading to a mismatch of skills; that is, the skills currently in use are outdated and are not transferrable to the new production methods. This causes job losses, often due to changes in technology. Another cause of structural unemployment is outsourcing. This is when one section or department of a business is closed and its work is done overseas.

FIGURE 6 Structural unemployment can be caused by the outsourcing of jobs such as call-centre operators.



Seasonal unemployment

Seasonal unemployment results from the termination of jobs at the same time each year due to the regular change in seasons. Common examples of these types of jobs include fruit-picking, tourism, working for holiday operators, sheep shearing and working in the ski fields.

FIGURE 7 Fruit picking is one example of a seasonal job.

Frictional unemployment

Frictional unemployment occurs when people are unemployed between finishing one job and starting another. This is common in the building trades and in some areas of rural industry.

22.3.5 Effects of unemployment

Unemployment has a number of negative effects on the economy, society and individuals. Let's look at three of these effects:

- deteriorating living standards
- decreased national production
- changed government budget position.

Deteriorating living standards

Unemployment affects both **material** and **non-material living standards**. When an individual becomes unemployed, their standard of living is likely to deteriorate considerably because the average wage of $1604 per week (as at November 2018) is replaced by an average unemployment benefit of $277 per week (as at March 2019). This results in less spending on goods and services, and reduced savings as individuals readjust their spending patterns.

A reduced income can place stress on families and relationships as it often means cutting back spending on such things as children's activities or family social outings. Unemployed people often develop a feeling of personal failure associated with the loss of status and friends. Knockbacks from unsuccessful job applications reinforce this feeling and individuals may lose their skills and possibly their work ethic if they are out of work for long periods.

Decreased national production

When some of a nation's resources are not used or are lying idle, the economy does not produce at its optimum or productive capacity. Fewer goods and services are available and national output, or GDP, is lower than its potential level, causing lower material living standards.

Changed government budget position

Unemployment negatively affects government revenue and government payments. On the one hand, unemployment lowers the number of income earners, thereby reducing government tax revenues. At the same time, unemployment also raises government spending on welfare benefits, leaving fewer resources for other areas of need, such as health, education and infrastructure.

DISCUSS

Unemployment benefits are paid to job seekers to provide a minimum adequate standard of living to people who are temporarily out of the workforce. As of March 2019, the Newstart Allowance for a single person aged 22 or over with no children is a maximum of $555.70 per fortnight. Do you think this is about right, or should it be a higher or lower figure? **[Ethical Capability]**

on Resources

Weblinks Australia's unemployment rate
Australia's youth unemployment rate

22.3 EXERCISES

Economics and Business skills key: ES1 Remembering and understanding **ES2** Describing and explaining **ES3** Examining, analysing, interpreting **ES4** Questioning and evaluating **ES5** Reasoning, creating, proposing **ES6** Communicating, reflecting

22.3 Exercise 1: Check your understanding

1. **ES1** Define the term *labour force*.
2. **ES1** Outline the groups that make up the labour force.
3. **ES1** Define the term *unemployment*.
4. **ES1** Describe seasonal unemployment.
5. **ES1** Explain what is meant by *structural unemployment*.

22.3 Exercise 2: Apply your understanding

1. **ES2** Explain how the trend in Australia's unemployment rate may have affected the Australian economy over the past four years.
2. **ES2** Explain how unemployment may affect an individual.
3. **ES3** Analyse the effect of rising unemployment on material living standards.
4. **ES3** Analyse the effect of rising unemployment on non-material living standards.
5. **ES2** Explain how unemployment levels are linked to economic growth.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

22.4 Inflation rates and Australia's economy

22.4.1 Getting value for our money

As consumers, we are constantly looking for value for money; that is, for good-quality goods and services at reasonable prices. When the price of a good or service increases, we are naturally concerned because this represents a decrease in the value we are getting for our money for that particular good or service.

When the price of a good or service increases, we think of this as inflation. However, inflation is more than just the price of a good or service increasing. **Inflation** occurs when there is an increase in the general level of prices across the economy.

22.4.2 Measuring inflation

Inflation in Australia is traditionally measured by calculating the Consumer Price Index (CPI). This index is calculated every quarter by the Australian Bureau of Statistics (ABS). The CPI measures the average change in retail price of a basket of local and imported goods and services that represent a high proportion of expenditure by metropolitan households.

This basket of goods and services is referred to as the **regimen** and it includes only those items considered important to Australian households. The regimen comprises more than 80 000 items, which can be grouped into the following 11 categories:

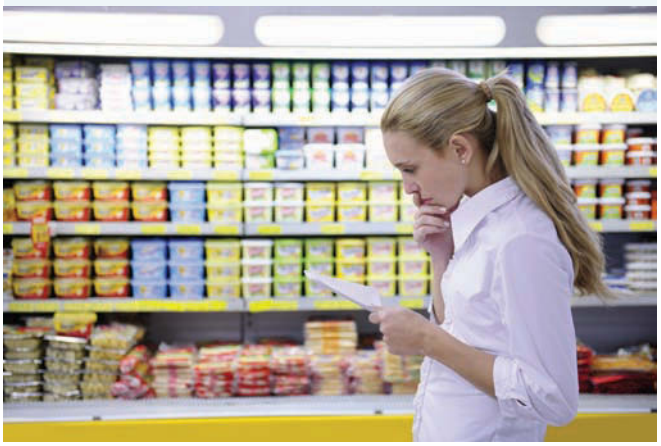
- food
- clothing and footwear
- housing
- household contents and services
- transportation
- recreation
- financial and insurance services
- communication
- alcohol and tobacco
- health
- education.

FIGURE 1 Inflation causes the value of money to fall.

Once the items are selected, they are weighted. Next, the relative importance of each item to the overall household budget is determined and a weighting is applied. Weighting is based on the frequency of purchase and the relative cost of the item.

With the regimen and categories determined, prices for the goods and services included are surveyed at a range of representative retail outlets such as supermarkets, fast-food shops, chemists, department stores and service providers. Prices are only surveyed at these outlets in the eight capital cities of Australia. These prices are then compared to the prices of the same items in what is termed a 'base year' to determine the change in price.

FIGURE 2 The ABS regularly conducts a survey of prices to calculate inflation.



22.4.3 Causes of inflation

There are generally considered to be two main types of inflation:

- *Demand-side factors.* These factors cause an increase in demand that exceeds the current level of goods and services.
- *Supply-side factors.* These factors lead to an increase in the cost of producing goods and services.

Demand-side factors

Demand-side factors are those factors that influence the level of spending or demand in the economy. If there is too much demand chasing too few Australian-made goods and services, the economy is operating ahead of productive capacity. This can lead to shortages of goods and services because businesses cannot produce more goods and services or access the resources needed to produce additional goods and services. As a result, the general price level will rise. This is called **demand inflation** and it generally occurs when the economy is going through a period of strong growth and employment. A good way to think of this is as buyers at an auction who compete for only one property: the highest bidder will win the auction.

This excessive demand can result from a variety of factors, including:

- *an increase in consumer optimism about the future.* Consumers are encouraged to spend more money because they don't see a need to save for 'a rainy day'.
- *an increase in business confidence.* This can lead businesses to spend and invest in new assets, hire more employees or replace old equipment.
- *an increase in income.* If consumers have a higher income — either through wage increases determined by the government or through a reduction in income tax imposed by the government — they are likely to increase their spending on goods and services.
- *an increase in our exports.* If the economies of our major trading partners are performing well and they are experiencing good economic growth, they may increase their demand for our goods and services.

Demand inflation occurs periodically in our economy, as every economy goes through cycles. It is the Australian government's role to manage these cycles and the effect of demand inflation on the economy.

Supply-side factors

The supply of goods and services is the task of suppliers or producers. In producing goods and services for sale, producers and suppliers may experience an increase in their costs. When costs increase, some producers and suppliers may choose to absorb the cost increase themselves and operate with a smaller **mark-up**. However, not all businesses do this, choosing instead to pass on this increased cost to consumers in the form of higher prices. This is known as **cost inflation**.

The most common supply-side causes of cost inflation include:

- *an increase in wages paid to employees.* Wages are often the main cost for a producer and rising wages represent a large cost increase, which is passed on to consumers.
- *an increase in interest rates.* This raises the producer's cost of finance and borrowing. These costs are usually passed on to consumers.
- *an increase in government taxes, oil prices and prices for utilities (such as electricity, gas and water services).* These costs are outside the control of the producer and are also usually passed on to consumers.
- *an increase in the cost of raw materials.* One-off supply-side shocks due to a one-off event can cause this. An example may be a severe storm that negatively affects the yield of a crop, such as Cyclone Larry, which hit Queensland in 2006 and wiped out much of the banana crop for that year. The price of bananas and banana-based products rose as the supply had decreased.
- *Australia's trading partners experiencing a period of inflation*. Many component parts are imported so, if our trading partners are experiencing inflation, that inflation may be passed on to Australian producers and suppliers, who then pass the cost on to consumers.

The Australian government has worked hard to minimise the incidence of cost inflation by making significant changes to the way some industries are organised and structured.

Reducing **tariffs** means that imported goods and services have become cheaper and Australian producers have had to cut costs to remain competitive. This has led to lower prices in some industries, such as the motor-vehicle industry.

The government has also opened up some industries to increased competition. Industries such as gas and electricity were previously dominated by one provider. By allowing more competition there has been a lowering of prices as these new providers seek to attract customers.

FIGURE 3 Cyclone Larry hit Queensland in 2006, damaging banana crops and causing banana prices to rise dramatically.

22.4.4 Effects of inflation

Inflation is considered to be an unfavourable occurrence for an economy. Inflation makes it difficult for the government to achieve any of its other economic objectives and it can negatively affect the living standards of consumers. This happens because, among other things, inflation:

FIGURE 4 In 2009, inflation in Zimbabwe saw its government produce a 100 trillion dollar banknote.

- *causes local producers to lose out to overseas competitors.* Inflation raises the price of goods and services produced locally. This hurts Australian producers who wish to compete internationally as the prices they sell their products for cannot compete with the lower overseas prices. This inability to compete can cause business closures, resulting in higher rates of structural unemployment.
- *undermines economic growth.* Inflation erodes consumer and business confidence as consumers stop spending and producers stop investing in productive assets when prices are rising. This can reduce the level of spending, negatively affecting the rate of economic growth.
- *changes the allocation of resources.* When inflation occurs, people with excess income often invest in what is referred to as unproductive resources; that is, resources such as shares and property, which generally increase in value at a faster rate than inflation. So, instead of being used to purchase

productive resources that generate goods and services, this money goes into resources that only produce an income for those wealthy enough to invest.

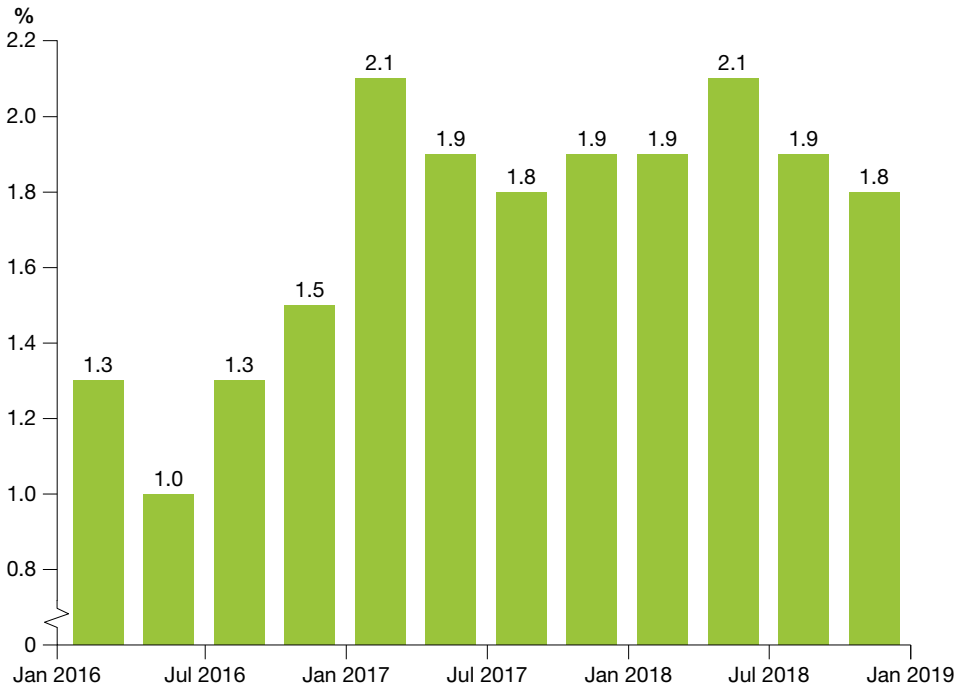
- *affects income distribution.* Inflation can reduce the purchasing power of the dollar and have a negative impact on income distribution. People on a fixed wage are not able to increase their income to cope with price increases, so their purchasing power declines.

22.4.5 Australia's inflation rate

The Australian government has set a target for inflation of 2 to 3 per cent over the course of a business cycle. One business cycle is a period of five to seven years, during which time it is expected that the economy will go through certain stages such as a peak or boom, an economic downturn, a trough and an expansionary phase.

FIGURE 5 charts Australia's inflation performance from January 2016 to the end of December 2018. It shows that Australia's inflation rate stayed under 3 per cent per annum, which is the upper limit of the target rate for inflation.

FIGURE 5 Australia's inflation performance, Jan 2016–Dec 2018



22.4 EXERCISES

Economics and Business skills key: ES1 Remembering and understanding **ES2** Describing and explaining **ES3** Examining, analysing, interpreting **ES4** Questioning and evaluating **ES5** Reasoning, creating, proposing **ES6** Communicating, reflecting

22.4 Exercise 1: Check your understanding

1. **ES1** What is meant by *inflation*?
2. **ES1** What are the two types of inflation?
3. **ES1** Explain why inflation is bad for the economy.
4. **ES2** Identify two groups in society that would be negatively affected by high inflation and explain why.
5. **ES2** Identify one group who may benefit from inflation and explain why this may occur.

22.4 Exercise 2: Apply your understanding

1. **ES4** How might rising prices affect material living standards?
2. **ES4** How might rising prices affect non-material living standards?
3. **ES1** How is inflation measured?

4. **ES4** Can you identify any problems with the way inflation is calculated?
5. **ES4** Prepare a list of all the items you have spent money on over the past week. Classify the items into the categories used by the ABS to calculate the CPI.
   (a) Which category is most important to you?
   (b) What percentage of your spending belongs to each category?
   (c) Explain the item of expenditure that is most important to you. Is your spending reflected in your response?
   (d) Assuming your income remained constant, explain how a rise in prices of 5 per cent may affect your spending.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

22.5 Sustainability indices and Australia's economy

22.5.1 Qualitative measures

Many measures of economic performance are quantitative; that is, they measure the dollar value or the percentage value change in an item. For example, unemployment measures the number of people unemployed as a percentage of the labour force. Inflation measures the percentage change in the price of goods and services.

While these measures provide useful information, this is not the only information available or relevant to an economy. There is a range of qualitative measures that can be calculated and examined to measure the performance of our economy. Qualitative measures determine or measure the quality of our life and the economy. Let's examine three of these qualitative measures (or indices) now:

- the Genuine Progress Indicator (GPI)
- Measuring Australia's Progress (MAP)
- the Human Development Index (HDI).

FIGURE 1 Deforestation is an issue for economies that wish to develop in a sustainable manner.

22.5.2 Genuine Progress Indicator (GPI)

The GPI was developed in the late 1980s to measure the overall progress of an economy in achieving improved living standards. In simple terms, it calculates GDP but then makes both negative and positive adjustments to the values to reflect the good or bad effects on society's welfare of some types of activity and spending. Deductions from the figures are made to reflect costs such as:

- environmental damage due to pollution
- depletion of non-renewable energy resources such as coal and petrol
- reduced leisure time due to increased hours of work or travel times
- inequality in the distribution of income
- increased crime rates.

Some items that add to the GDP include:

- ongoing services provided by public infrastructure
- contributions made by the socially productive use of time, such as volunteer work and housework.

22.5.3 Measuring Australia's Progress (MAP)

MAP is a collection of measures published periodically by the Australian Bureau of Statistics (ABS). It arose partly out of public interest in determining whether or not life in our country was getting better, and if so, whether this improvement could be sustained indefinitely.

There are four main categories of measures used by the ABS to compile this indicator. **TABLE 1** summarises some of the key elements that make up each category of measure.

TABLE 1 Measuring Australia's progress (MAP) — a summary of the concept's structure

Key dimensions, specific headline and supplementary measures, and brief description of recent trends		
1. Individuals	• ***Health***, including life expectancy, infant mortality, causes of death, burden of disease • ***Education and training***, including participation and retention rates, qualifications, literacy • ***Work***, including the unemployment rate, labour underutilisation rate and participation rate • ***Culture and leisure***, including attendance at cultural and sporting events	All sets of statistics suggest progress over the past five years.
2. The economy and economic resources	• ***National income***, including real GDP per capita, real disposable income per capita, real household consumption spending per head and saving as a percentage of GDP • ***Economic hardship***, including the distribution of average real equivalised disposable household income by quintile • ***National wealth***, including real assets and liabilities per capita, economically demonstrated natural resources per head, real net foreign debt and mean household net worth • ***Housing*** (no specific indicator) • ***Productivity***, including both labour and multifactor measures of efficiency, research and development as a percentage of GDP, and hours worked • ***Competitiveness and openness***, including ratio of imports to GDP, real unit labour costs in production, foreign ownership and exchange rate • ***Inflation***, including the CPI and other measures of prices	There appears to have been overall progress in most of these areas but economic hardship and wealth were not evenly distributed across society.
3. The environment	• ***The natural landscape***, including threatened species, weed problems, native forest area, water storage capacity, water diversions and river condition index • ***The air and atmosphere***, including days of excess ozone levels, highest hour averages of sulfur dioxide concentrations, greenhouse gas emissions by sector, carbon dioxide concentrations • ***Oceans and estuaries***, including visitors to the Great Barrier Reef, number of reported oil spills	Data suggests regression for the environment in some areas and progress in others over the past five years.
4. Living together	• ***Family, community and social cohesion***, including proportion of children with lone mother families, children without an employed parent, primary carers of the elderly, voluntary work, suicide and drug-induced death rates, participation in religious activities • ***Crime***, including homicide rate, imprisonment rates, victims of personal and household crime • ***Democracy, government and citizenship***, including proportion of overseas born eligible residents who are citizens, voter turnout, proportion of women in federal parliament and major listed companies • ***Communication***, including computer ownership and internet access for households • ***Transport***, including passenger vehicles per 1000 people, road facilities	Trends in this area are mixed, with some showing progress and others regression.

22.5.4 Human Development Index (HDI)

The United Nations' Human Development Index is a measure that compares the wellbeing of people in different countries. It reflects and takes into account both positive indicators (such as long life expectancy at birth, educational attainment and average level of income per head per year) and negative ones (such as infant mortality and prevalence of child labour), combining these into a single statistical index number. When a country's index rises, it is a sign that there has been progress and living standards have increased. The main weaknesses of the HDI include the subjective nature of the indicators used to compile the index and the unreliability of the statistical data for some countries.

22.5 ACTIVITY

What things are important to you? Conduct a survey of the class to ascertain the three most important things for each member of the class. Using this information provide an explanation of what we should measure to determine our progress in terms of economic performance. **Examining, analysing, interpreting**

22.5 EXERCISES

Economics and Business skills key: ES1 Remembering and understanding **ES2** Describing and explaining **ES3** Examining, analysing, interpreting **ES4** Questioning and evaluating **ES5** Reasoning, creating, proposing **ES6** Communicating, reflecting

22.5 Exercise 1: Check your understanding

1. **ES1** What is meant by the term *sustainability*?
2. **ES2** Explain why sustainability is more than just pollution.
3. **ES2** Explain how non-material living standards may factor into a measure of sustainability.
4. **ES1** Identify what is meant by the *HDI*.
5. **ES1** Why is it important to consider sustainability when measuring economic performance?

22.5 Exercise 2: Apply your understanding

1. **ES2** Explain what is meant by the *Genuine Progress Indicator*.
2. **ES2** Select two key dimensions in the MAP and explain them.
3. **ES2** Explain democracy and crime as concepts in the MAP.
4. **ES3** Analyse why you think alternative measures of performance are needed.
5. **ES5** Why do you think statistics for material living standards (GDP) are published but data measuring non-material living standards is not publicised? Explain your view.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

22.6 Other indicators of economic performance and Australia's economy

As we have already discovered, both **quantitative indicators** (such as unemployment) and **qualitative indicators** (such as the HDI) are useful in providing information about the performance of the economy. By using a combination of quantitative and qualitative indicators, we are able to get a clearer understanding of the state of the economy.

In addition to those already mentioned, there are a range of other indicators that give us information about how the performance of the economy is affecting the quality of people's lives. Three examples that will be examined in this section are:

- the Business Confidence Index
- the Liveability Ranking
- the World Happiness Report.

22.6.1 The Business Confidence Index

Imagine you had a casual job and the hours that you worked changed significantly each week. One week you may work 18 hours and the next week you may only work 4 hours. This uncertainty about your working hours may affect your confidence as a consumer. You may decide to save your money rather than spend it, just in case you don't work many hours in the next week.

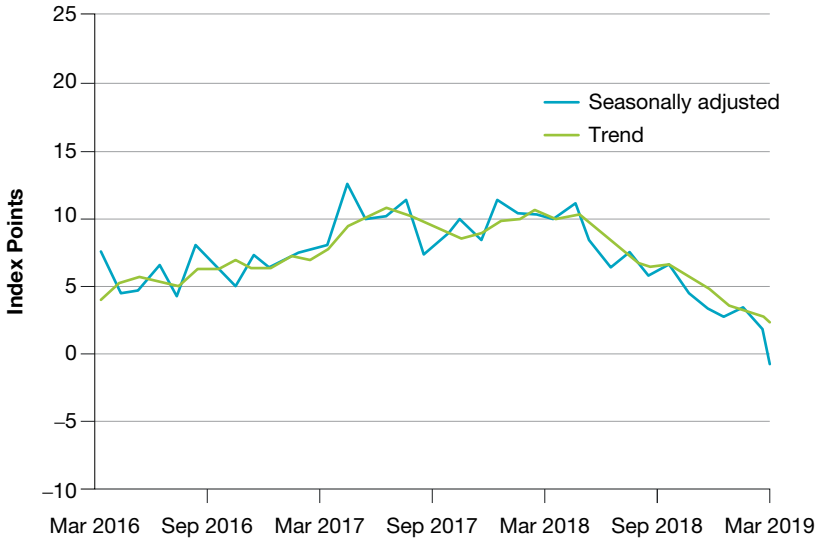
FIGURE 1 When business confidence in the economy is high, more employees are hired.

Businesses are no different. They make decisions based on how confident they are in the performance of the economy. When businesses are confident that the economy is performing well, they are more likely to borrow money to invest and expand, increase their levels of production and hire more staff. Of course, when business confidence is down, the reverse occurs.

The National Australia Bank (NAB) has developed a well-respected and commonly used indicator to measure business confidence. The NAB conducts a monthly business survey of more than 500 businesses to gauge how confident they are about the economy. In particular, data is gathered on the expectations of businesses in relation to matters such as their projected trading levels, profitability and employment. This data is then used to create an index which represents the level of business confidence in the economy.

As **FIGURE 2** shows, the level of business confidence can change significantly over time. Business confidence is influenced by both domestic and global events. Examples of domestic factors that may affect business confidence include a change of government, new laws or changes to the level of interest rates.

FIGURE 2 The NAB Business Confidence Index for March 2016–March 2019



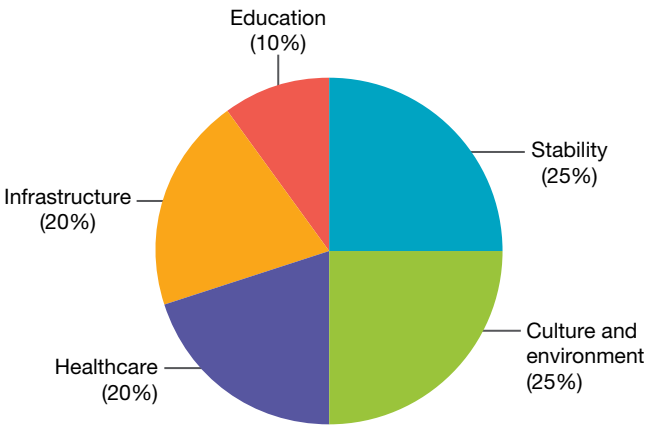
Source: NAB Monthly Business Survey, March 2019.

Business confidence in one industry sector (such as mining) may be very different to that of other industry sectors. As such, the Business Confidence Index provides data about different industries. For example, the March 2019 NAB Business Survey indicated that business confidence was positive in most industry sectors apart from mining and wholesale. It also provided data to show that the largest gains in business confidence occurred in the construction and retail industries.

22.6.2 Liveability Ranking

While economic indicators are very important, it is also necessary to consider if the benefits of a strong economy are improving our quality of life. A number of indicators such as the Liveability Ranking have been developed to try to measure this. The Liveability Ranking considers a wide range of factors (outlined in **FIGURE 3**) to determine which cities are the most desirable to live in.

FIGURE 3 The major categories used to determine the Liveability Ranking (and the weighting of each)



The 2019 *Liveability Ranking Report* surveyed 140 cities using the criteria set out in **FIGURE 3**. Overall, the report identified a range of factors that had contributed to changing 'liveability' in cities throughout the world. In particular, economic crisis, civil unrest, acts of terror and violence have reduced stability throughout the world and caused many cities to become less 'liveable'. Cities such as Damascus (Syria), Lagos (Nigeria) and Tripoli (Libya) are all considered less liveable, owing to such factors.

FIGURE 4 Melbourne topped the list of the world's most liveable cities for seven years in a row from 2011 to 2017. In 2018 and again in 2019, Vienna, Austria took the top spot, with Melbourne in second place.

22.6.3 The World Happiness Report

What use is a strong and productive economy if people are not happy? If an economy is strong because people spend the majority of their lives working, with little time to enjoy themselves or see their family and friends, is it really of any benefit? The main aim of having a strong national economy is to ensure that people can benefit from it and enjoy a higher standard of living.

The World Happiness Report is a survey that was first conducted in 2012. It collects data on more than 150 countries and ranks them based on the level of happiness of their citizens. Increasingly, governments are interested in 'happiness' data because it not only tells them about the performance of the economy, but also the benefits that people derive from the performance of the economy.

FIGURE 5 The main aim of having a strong economy is to ensure that people can benefit from it and enjoy a higher standard of living.

Some of the major areas used to calculate the ranking in the World Happiness Report are:

- gross domestic product (GDP) per capita
- social support
- healthy life expectancy
- freedom of life choices
- generosity
- perceptions of corruption.

FIGURE 6 The top ten and bottom ten countries according to the *World Happiness Report*, 2019

Top ten countries		Bottom ten countries	
Rank	**Country**	**Rank**	**Country**
1	Finland	156	South Sudan
2	Denmark	155	Central African Republic
3	Norway	154	Afghanistan
4	Iceland	153	Tanzania
5	Netherlands	152	Rwanda
6	Switzerland	151	Yemen
7	Sweden	150	Malawi
8	New Zealand	149	Syria
9	Canada	148	Botswana
10	Austria	147	Haiti

DISCUSS

Happiness is usually reported as the primary goal in individuals' lives; however, many people believe there is much more to a rewarding life than just seeking happiness. What else do you think people should pursue in life? Discuss in groups or as a class. **[Personal and Social Capability]**

22.6 ACTIVITY

Choose *one* country that is not listed in the top ten or bottom ten of the World Happiness Report, 2019.

a. For your chosen country, undertake research in relation to its possible happiness levels.

b. Use your research to predict where your chosen country would be ranked on the World Happiness Report for 2019. Check to see how close your estimated ranking was with the actual ranking for your country on the report. **Questioning and evaluating**

22.6 EXERCISES

Economics and Business skills key: ES1 Remembering and understanding **ES2** Describing and explaining **ES3** Examining, analysing, interpreting **ES4** Questioning and evaluating **ES5** Reasoning, creating, proposing **ES6** Communicating, reflecting

22.6 Exercise 1: Check your understanding

1. **ES1** Define *business confidence*.
2. **ES1** Identify one international and one domestic factor that may influence business confidence.
3. **ES1** Define *liveability*.
4. **ES1** What are the five major categories used to determine the liveability ranking?
5. **ES1** According to the 2019 World Happiness Report, what are the:
   (a) three happiest countries
   (b) three least happy countries?

22.6 Exercise 2: Apply your understanding

1. **ES2** Explain why business confidence may vary between industry sectors.
2. **ES2** Explain how the level of business confidence can have an impact on economic growth and employment.
3. **ES2** Explain why the World Happiness Report is a useful indicator for governments.
4. **ES5** Imagine the Australian government has asked you to design a new index or indicator that provides information about the economy and standard of living in Australia. What would you call your index/indicator and how would it be calculated?
5. **ES5** Media reports throughout 2019 referred to the 'housing affordability crisis' in Australia. Explain what you think is meant by this term and explain why this is a key indicator for non-material living standards, liveability and happiness.

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22.7 SkillBuilder: Calculating inflation

online only

What is calculating inflation?

Calculating the inflation rate for Australia involves collecting data about changes in the prices of goods and services. This information is not readily available and requires time to collect and the ability to conduct surveys at regular intervals.

Select your learnON format to access:

- an explanation of the skill (Tell me)
- a step-by-step process to develop the skill, with an example (Show me)
- an activity to allow you to practise the skill (Let me do it).

22.8 Living standards related to economic performance

22.8.1 Getting the balance right

Economies measure their economic performance to determine how well the economy is providing for its citizens. Measures such as unemployment rates, inflation rates and the rate of economic growth, however, do not provide information about living standards.

Changes in the performance of an economy as measured by indicators such as inflation and unemployment rates and the rate of economic growth can have an impact on both material and non-material living standards. As such it is important that the government — which is responsible for managing economic performance — takes changes to living standards into consideration when implementing policies and strategies to improve economic performance.

FIGURE 1 Living standards can be improved by economic growth.

As we will see, this can require a delicate balance in policy implementation as some policies may improve material living standards but may negatively affect non-material living standards, and vice versa.

Let's examine the link between the indicators of economic performance and material and non-material living standards. As mentioned in section 22.3.5, living standards refer to how well off a nation or country is overall. Material living standards relate to the level of economic wellbeing, influenced by annual levels of gross domestic product (GDP) per capita, incomes, and consumption of goods and services. The second type of living standard is referred to as non-material living standards. Non-material living standards are value-based elements of human wellbeing that are not connected to material possessions. They affect the quality of our daily lives. Elements of non-material living standards include our level of personal happiness and self-fulfilment, crime and death rates, the absence of pollution and political freedom. Many of these are difficult to measure.

22.8.2 Living standards and economic growth

Improvements in material living standards are most often measured by changes in GDP, the same measure used to calculate the economic growth rate of an economy. The difference in the calculation is that the value of GDP is then divided by the number of people in the economy (GDP per capita). This measure aims to calculate the value of goods and services each member of the economy has access to. If there is an increase in the value of GDP per capita, it is assumed that the material living standards of each individual in the economy have improved. However, this is not always the case.

FIGURE 2 Material and non-material living standards can be improved by owning your own home.

Strong and sustainable economic growth

It is expected that economic growth will be both strong and sustainable. Strong economic growth is defined as a growth rate of between 3 per cent and 4 per cent on average. At this rate of economic growth, goals such as low inflation, full employment and external stability should be achievable. However, a higher rate of growth — such as 5 per cent, for example — would lead to economic problems, and living standards would ultimately suffer. At a rate of 5 per cent per year, the pace of the economy would be pressed beyond its productive capacity. The producers of goods and services would not be able to keep up with the demand. This would cause cost and demand inflation due to general shortages of resources and of finished goods and services. It would also cause spending on imports to grow quickly.

However, an economic growth rate of less than 2 per cent per year would also endanger the government's economic goals. The unemployment rate would rise since there would not be enough jobs and incomes created for a growing labour force. Higher unemployment would lead to poverty and falling material living standards, because living standards suffer unless economic growth takes place at the right speed.

Growth should also be sustainable. Sustainable growth refers to the rate at which Australia's economy can grow its production of goods and services without jeopardising the living standards of future generations. The obvious problem in this context is that our demand for non-renewable natural resources is creating serious environmental problems such as pollution, global warming, resource depletion and loss of biodiversity. For example, clearing old growth forests and land, discharging waste into our waterways and the atmosphere, building in sensitive areas, building more freeways, and encouraging excessive

consumerism may maximise our short-term living standards and lifestyles, but what future will our children have? Will they be able to enjoy the same material and non-material living standards as we do? So, in this sense, the rate of economic growth is only sustainable in the long term if it does not deplete non-renewable resources, degrade the environment and reduce the ability of future generations to meet their needs and wants. In some ways, a trade-off exists between economic growth and some aspects of current and future living standards.

DISCUSS

Many non-renewable natural resources are being used up to maintain our current living standards. As a class, discuss whether tighter restrictions should be placed on using these resources even if it means that economic growth will be damaged as a result. **[Ethical Capability]**

on Resources

Video eLesson Clearing forest for an oil well in the Amazon (eles-2437)

22.8.3 The weaknesses of GDP per capita as a measure of living standards

An increase in the value of goods and services produced per year divided by the number of people in the economy does not necessarily mean that people are better off or that their standard of living has improved. There are a number of things to consider when using GDP per capita as a measure of living standards.

GDP per capita is an average

GDP per capita gives only a rough idea about average material living standards, provided there is also a fairly even distribution of the goods and services produced, and provided the extra production makes people happier. There is no evidence to suggest that an increase in GDP is shared equally among the people in the economy. These are assumptions that can make rises in GDP per capita quite meaningless.

FIGURE 3 An increase in GDP doesn't necessarily mean a reduction in poverty rates.

GDP per capita assumes improvements in living standards

It is assumed that an increase in GDP per capita results in better employment opportunities, an increased life expectancy, increased consumer choice, improved provision of government services, and better health and education services. These improvements should help to raise both material and non-material living standards. However, there is no information that tells us whether these improved GDP figures and employment figures have resulted from people working longer hours or from machinery and computers being introduced to replace labour in performing some jobs.

These factors can reduce our leisure time and perhaps the quality of family life, as well as resulting in increased unemployment and an increased need for welfare.

GDP per capita doesn't measure the environmental impact

Pollution and environmental damage, resource depletion, stress, urban problems, overcrowding and possible increases in crime and divorce rates are not measured by GDP per capita, yet they have a significant impact on our living standards. Money spent on combatting crime, legal fees involved in family divorce and the costs of dealing with pollution are actually recorded as additions to GDP's value. GDP does not distinguish between good economic activity and bad activity or negative external events.

on Resources

Weblink Australia GDP annual growth rate

22.8 EXERCISES

Economics and Business skills key: ES1 Remembering and understanding **ES2** Describing and explaining **ES3** Examining, analysing, interpreting **ES4** Questioning and evaluating **ES5** Reasoning, creating, proposing **ES6** Communicating, reflecting

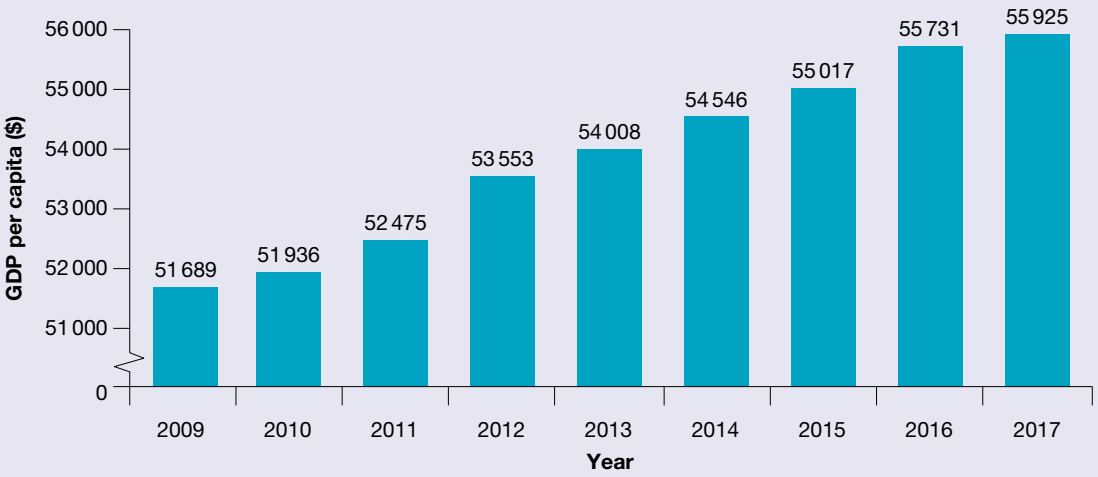
22.8 Exercise 1: Check your understanding

1. **ES1** Define *economic growth*.
2. **ES1** Explain what is meant by *GDP*.
3. **ES1** Define *GDP per capita*.
4. **ES1** Distinguish between *strong* and *sustainable* economic growth.
5. **ES1** Distinguish between *material* and *non-material* living standards.

22.8 Exercise 2: Apply your understanding

1. **ES2** Explain why economic growth may be considered a good measure of living standards.
2. **ES2** Explain why GDP per capita may not be considered an appropriate measure of living standards.
3. **ES2** Explain why GDP per capita may be a better measure of material living standards than economic growth rates.
4. **ES2** Explain why GDP per capita is not a useful measure of changes in non-material living standards.
5. **ES3** Explain what is shown in the graph in **FIGURE 4**.

FIGURE 4 GDP per capita in Australia



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22.9 Measuring living standards

22.9.1 Alternative ways to measure living standards

GDP is the total value of goods and services produced by the economy in a given period (usually a year). By calculating GDP per capita (per head of population) we can use this figure as a measure of changes to living standards. If this figure rises, it can be argued that living standards have risen because we all have more goods and services.

However, GDP has limitations as a measure of living standards because some production is not included, no measure is taken of the quality of changes considered, and GDP provides no information on how the goods and services are distributed. In addition, non-material living standards are not accounted for.

There are alternative measures that can be used to better measure living standards.

FIGURE 1 Factors to consider when determining living standards

22.9.2 Genuine Progress Indicator (GPI)

As discussed in section 22.5.2, the GPI index of overall living standards identifies some of the same consumption data involved in calculating GDP, but it then makes both negative and positive adjustments to some of the values calculated. The changes are designed to reflect the positive or negative effects on society and our living standards of certain types of activity and spending. Supporters of the measure argue

that these adjustments make the statistics a far better indicator of the sustainable level of economic welfare or living standards than simply using GDP.

22.9.3 Human Development Index (HDI)

Earlier in the topic you were introduced to the Human Development Index. The United Nations' Human Development Index (HDI) is a measure that compares the wellbeing of people in different countries. It is a composite statistic of positive and negative indicators. These indicators are combined into a single statistical index number. When a country's index rises, it means there has been progress and living standards have increased.

In 2017 Australia was ranked third in the HDI with an index of 0.94, the same value it has had since 2013. The two main weaknesses of the HDI are the subjective nature of indicators used to compile the index and the unreliability of the statistical data for some countries.

22.9.4 Quality-of-life index

The quality-of-life index is a measure calculated by a private organisation that attempts to measure which country will provide the best opportunity for a healthy, safe and prosperous life in the future. It is based on a method that links subjective life-satisfaction surveys and objective determinants of the quality of life across countries.

The index was calculated in 2019 for 71 countries and territories using ten quality-of-life factors along with forecasts of future GDP per capita to determine a nation's score.

The ten quality-of-life factors are:

- material wellbeing as measured by GDP per capita
- life expectancy at birth
- the quality of family life based primarily on divorce rates
- the state of political freedoms
- job security as measured by the unemployment rate
- climate, measured by two variables: the average deviation of minimum and maximum monthly temperatures from 14 degrees Celsius; and the number of months in the year with less than 30 millimetres of rainfall
- personal physical security ratings based primarily on recorded homicide rates and ratings for risk of crime and terrorism
- the quality of community life, based on membership in social organisations
- governance, measured by ratings for corruption in public office
- gender equality, measured by the share of seats in parliament held by women.

In 2019 Australia was ranked fourth with a score of 191.13 out of 200. Denmark, Switzerland and Finland filled the top three places. Only Switzerland (second) ranked higher than Australia (third) in the HDI in 2019.

22.9.5 Other indicators

A range of other indicators are used by some countries to measure the changes in living standards of society. These include:

- the Green Gross Domestic Product (green GDP)
- the Happy Planet Index (HPI).

Green Gross Domestic Product

The green GDP is an index of economic growth with the environmental consequences of that growth factored into a country's conventional GDP. The green GDP places a price/cost on the loss of biodiversity, environmental damage and climate change. When calculating the green GDP the net natural capital consumption — including resource depletion, environmental degradation, and protective and restorative environmental initiatives — is subtracted from the traditional GDP.

Happy Planet Index

The HPI is an index designed to measure human wellbeing and environmental impact. It was introduced by the New Economics Foundation (NEF) in July 2006, which aimed to give progressively higher scores to nations with lower ecological footprints. It was developed in response to the belief that measures such as GDP and HDI were seen as not taking sustainability into account.

The index is made up of three components:

- experienced wellbeing
- life expectancy
- ecological footprint.

In 2016, 140 countries were surveyed, with some 'poor' countries scoring high due to their low ecological footprint and high life expectancy. Australia ranked one hundred and fifth, with a score of 21.2. Costa Rica ranked first with a score of 44.7. Switzerland ranked 24th with a score of 34.3.

22.9 EXERCISES

Economics and Business skills key: ES1 Remembering and understanding **ES2** Describing and explaining **ES3** Examining, analysing, interpreting **ES4** Questioning and evaluating **ES5** Reasoning, creating, proposing **ES6** Communicating, reflecting

22.9 Exercise 1: Check your understanding

1. **ES2** Describe why measuring living standards is important.
2. **ES1** Identify a traditional measure of living standards.
3. **ES1** Outline three limitations of the measure identified in question 2.
4. **ES1** Identify one alternative measure of living standards.
5. **ES2** What does it mean if a country's Human Development Index score has gone down?

22.9 Exercise 2: Apply your understanding

1. **ES2** Explain why other measures of measurement are necessary.
2. **ES4** Prepare a list of five factors that are important to you and should be included in a calculation of your living standards.
3. **ES4** Rank the five factors you identified in question 2 and explain which one you consider most important and why. Share your rankings with the rest of the class.
4. **ES3** Analyse why your list is different from others in the class.
5. **ES5** 'When measuring living standards, material living standards are more important than non-material living standards.' Write a response, either agreeing or disagreeing with this statement.

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22.10 Macroeconomic policy options

22.10.1 The bigger picture

Macroeconomics refers to the branch of economics that involves the level of expenditure (the amount) or aggregate demand (total demand for goods and services in an economy). It involves looking at the general influences on national spending, national output, national income, employment and overall material living standards. It emphasises the need for some degree of government involvement and manipulation of aggregate demand and economic activity demand-side policies.

Macroeconomic policies involve two key areas of influence by the government: budgetary/fiscal policy and monetary policy. Each of these policy areas attempts to manipulate the level of demand and spending in the economy to achieve the economic goals of the government. Let's examine each of these policies.

FIGURE 1 The budget is delivered to parliament annually by the treasurer.

22.10.2 Budgetary/fiscal policy

Budgetary policy (also called **fiscal policy**) is a government economic policy that involves altering the level of government spending and government receipts. Each year the government prepares its **budget**, which outlines its priorities for the coming year and, in some cases, for the years ahead. The budget is a document outlining where the government plans on receiving money from (receipts) and where it intends to spend that money (expenditure).

The difference between the receipts of the government and the expenditure by the government is known as the budget outcome. There are three possible budget outcomes:

- budget deficit, where the level of government receipts is less than the level of government expenditure
- budget surplus, where the level of government receipts is greater than the level of government expenditure
- balanced budget, where the level of government receipts equals the level of government expenditure. This is a rare event, and the government usually aims for a fiscal balance, where the value of budget deficits equals the value of budget surpluses over the business-cycle period (seven years).

FIGURE 2 Budgets can have a negative impact on some members of society.

To better understand how the government uses the budget to achieve its economic goals, it is important to understand the two components of the budget: budget receipts and budget spending.

Government budget receipts

Budget receipts are the government's incoming receipts of money that pay for budget spending. The most common form of government receipt is **taxation**. There are generally considered to be two types of taxes:

- Direct taxes are those that refer to levies imposed directly onto the incomes of individuals and companies.
- Indirect taxes are those placed on the sale of goods and services and added onto the price of items.

A third type of government receipt is non-tax revenue; that is, receipts from a source other than taxation, such as asset sales, interest, the repayment of HECS debts by university students and profits from government business enterprises such as Australia Post.

Direct taxes

Examples of direct taxes include:

- *personal income tax*. This is a direct tax paid by individuals who earn incomes in the form of wages, salaries, rent, interest and dividends. For most people, income tax is deducted by their employer from their pay packet before they are paid (pay-as-you-go or PAYG). However, for self-employed individuals, a different system exists for estimating income and tax that must be paid.
- *capital gains tax (CGT).* This tax is levied on the real profits made from the sale of capital assets such as land and shares purchased after 1985.
- *the Medicare levy.* This direct tax is designed to provide medical insurance to help cover the basic costs of family healthcare. It is normally levied at a rate of 2 per cent of personal taxable incomes.
- *withholding tax*. This is applied to individuals who fail to register their tax file number when receiving income such as dividends and interest. It is currently levied at the top tax rate of 47 per cent (including the Medicare levy).

- *company tax*. This is a flat or proportional tax levied directly on business profits. In 2018 the government passed a law to reduce this tax to 25 per cent by 2021–22.
- *fringe benefits tax (FBT).* This represents a direct tax paid by firms on the value of 'perks' provided to employees, such as a company-provided car or house. It is currently levied at 47 per cent of the taxable benefit.
- *superannuation fund tax*. This tax is levied at 15 per cent of most contributions as well as on the interest from fund investments. People aged over 60 can currently withdraw their super tax-free.
- *petroleum resource rent tax (PRRT).* This is levied at 40 per cent of the profits made from petroleum operations.

FIGURE 3 The tax on petrol provides the government with a significant source of revenue.

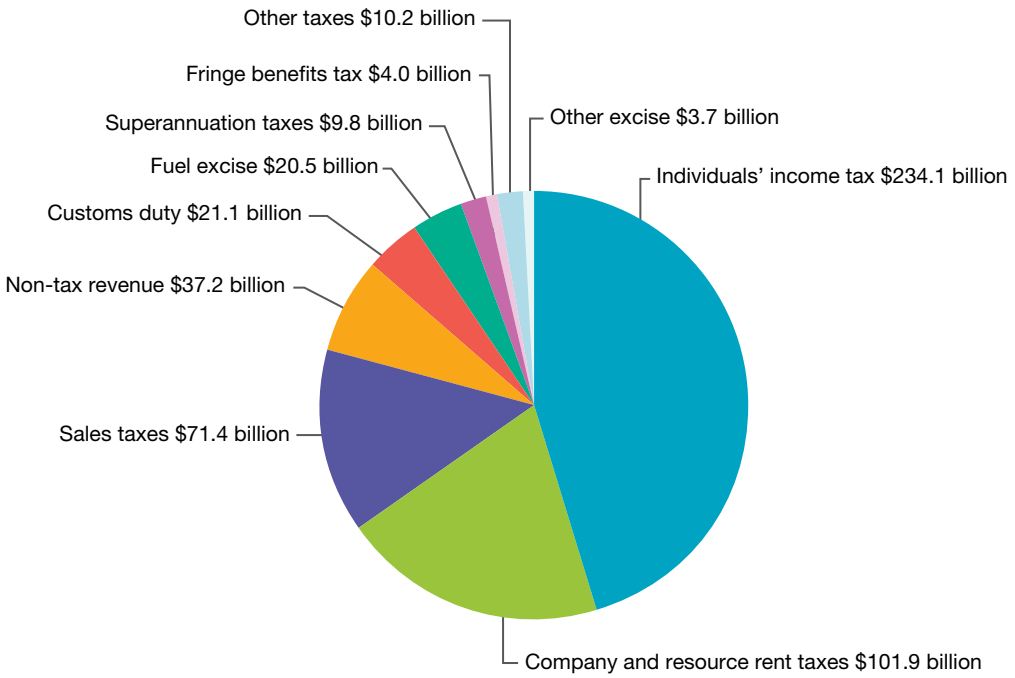
Indirect taxes

Examples of indirect taxes include:

- *excise duty*. This is an indirect tax imposed on selected, locally produced goods such as petrol, LPG, beer, spirits, wine and tobacco. It is a flat percentage added to the cost of the product. For example, the excise on unleaded petrol is about 30 per cent of the price of each litre sold. The precise rates applied are adjusted twice a year and are generally linked to changes in the Consumer Price Index.
- *customs duties*. These are taxes levied on certain imported goods to raise revenue and protect local producers from foreign competition. Since the 1970s governments have had a policy of reducing tariffs to increase competition in Australia and to reduce prices for consumers.
- *goods and services tax (GST).* This tax was introduced in July 2000. It is a broad-based, indirect tax levied at the rate of 10 per cent on many goods and services in the economy.

FIGURE 4 summarises the sources of government revenue in 2019–20. Income tax on individuals is easily the main source of receipts, followed by revenues from company and resource rent taxes.

FIGURE 4 Sources of government budget revenue for 2019–20



Government budget spending

Budget spending is how the government uses the receipts it collects to provide certain goods and services for the community. Government spending is designed to affect the incomes of consumers, the level of demand and economic activity in the economy, inflation, trade and living standards. Government budget spending is allocated mainly to:

- *social security and welfare*. These payments go to the neediest groups in society including the unemployed, aged pensioners and people with disabilities. The main aim is to redistribute income, thereby helping to reduce poverty and improve general living standards.
- *health.* This involves providing medical attention to consumers, paying the wages and salaries of hospital staff, and outlays on building and furnishing hospitals.
- *defence.* This money is used for the payment of staff and day-to-day running expenses for the armed services, which includes payments for peacekeeping activities.

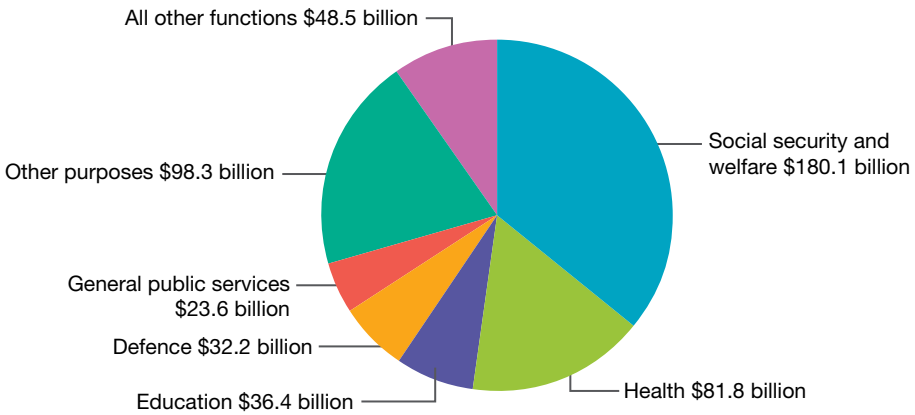
FIGURE 5 A part of government spending goes to the provision of welfare.

- *education.* Public education is provided by paying staff at universities, supporting state and non-government schools; vocational education and training; and building programs.
- *transport and communications*. This involves spending on government infrastructure such as roads, shipping, aviation and rail services.
- *housing and community amenities*. This includes spending on public housing and the First Home Owner Grant.
- *public-debt interest*. This is the cost to the government of paying interest on its debts or borrowings. Much of the debt incurred by the government comes from having to finance a budget deficit.
- *net payments to other governments*. These are federal payments to state and local governments to enable them to provide community services including public education, health, housing and transport.

Other areas to which government budget spending is allocated include mining, manufacturing and construction, other economic affairs, agriculture, forestry and fishing, recreation and culture, public order and safety, and fuel and energy.

FIGURE 6 shows the relative importance of the government's main areas of spending in 2019–20.

FIGURE 6 Allocation of government spending for 2019–20



Impact of the budget outcome

When the government delivers its budget it has an outcome in mind.

Budget deficits are designed to be expansionary; they encourage spending through tax reductions and increased government spending. It is expected that the increase in spending by the government and by consumers (due to lower taxation payments) will lead to increased economic growth and consequently increased living standards.

Budget surpluses are designed to be contractionary; they discourage spending through tax increases and decreased government spending. It is expected that the decrease in spending by the government and by consumers (due to higher taxation payments) will lead to a slowing of the economy.

22.10.3 Monetary policy

In addition to altering the level of spending in the economy through taxation and direct government spending, the government can also manage the economy through monetary policy.

Monetary policy is a policy operated by the Reserve Bank of Australia (RBA) that seeks to manage the level of spending in the economy. It involves controlling the money in the economy and the rate at which money flows around the economy. The primary instrument of monetary policy is the manipulation of interest rates to alter the cost, availability and demand for borrowing money. Because interest rates have the capacity to alter the level of spending in the economy, they can help to achieve the government's goals of low inflation, strong and sustainable economic growth and full employment, ultimately improving Australia's living standards. Monetary policy operates without the approval of parliament and can be altered quickly through changes to the cash rate by the Reserve Bank of Australia at its monthly meetings.

The RBA has three means of influencing the flow of money, which affects how money is spent in the economy. These are:

- *changing interest rates.* It does this through market operations.
- *influencing the exchange rate.* It achieves this by buying and selling Australian dollars.
- *persuasion.* It uses its influence to achieve the desired direction of lending activities.

FIGURE 7 The Reserve Bank of Australia controls the amount of money in the economy.

Changing interest rates

Interest rates represent the cost of borrowing money. Whenever you borrow money you are required to repay that money, generally with interest. There is a price for borrowing money and that price can change. An increase in the price of borrowing money will generally see a decrease in the demand for money. The opposite is also true.

The official price of borrowing money is called the **cash rate**. The cash rate is the interest rate that applies to a specialised market called the short-term money market. This cash rate depends on the overall deposits of cash in the short-term money market, which, in turn, is controlled by the RBA through its market operations. Market operations involve the Reserve Bank of Australia either buying back or selling second-hand government bonds through the short-term money market. Whether the cash rate rises or falls depends on the Reserve Bank of Australia's decision to either buy back or sell these bonds.

FIGURE 8 Interest rates are the cost of borrowing money.

Increasing interest rates — a contractionary stance

If the Reserve Bank of Australia (RBA) wanted to slow inflation, it would encourage interest rates to rise. This would discourage borrowing and spending. How would this happen? First, the RBA would announce a rise in the cash rate target at its monthly meeting (held on the first Tuesday of each month) and provide the reasons for its decision. This sends a signal to the market of the direction in which the RBA believes the economy is heading. It would then set out to achieve this target by selling government bonds in the short-term money market. Financial institutions such as banks — which are keen to make a profit — would enter the short-term money market and buy these bonds because they are selling at a lower price with an attractive rate of interest. This creates a situation where financial institutions earn a better return, increasing their profits. The RBA achieves its aim as money is withdrawn from the market leaving less money available for borrowing and interest rates — the cost of borrowing — rise as there is a reduced supply. Financial institutions buying these bonds would then transfer deposits to the RBA to pay for the bonds. This directly reduces deposits or the supply of cash held by financial institutions.

The opposite is true if the Reserve Bank wishes to lower interest rates to stimulate demand. Buying back bonds from the banks and other financial institutions provides additional funds for the banks to lend, which would lower interest rates and encourage borrowing from consumers.

Higher interest rates make borrowing more expensive because the amount of interest to be repaid increases. Borrowing would mean a greater percentage of a person's income is required to repay debt — and that's money that could otherwise be used to buy goods and services. This is particularly true for home loans. Because of the high amounts borrowed, interest-rate rises can mean more income is needed to maintain repayments on home loans, increasing the financial stress on families. At the extreme end, it can lead to **mortgage** defaults and families losing their homes.

FIGURE 9 Higher interest rates can lead to mortgage defaults, causing families to lose their homes.

At a time when interest rates on borrowings are higher, interest rates on deposits will also be higher. This is good for people with excess cash, who may choose to deposit their money in a bank account and earn interest on it rather than spending this excess cash.

Overall, spending falls, aggregate demand falls and economic growth slows down. The negative impact can be a decline in material living standards as consumers have less access to goods and services. Unemployment can also result from decreased spending, leading to negative effects on non-material living standards through financial stress, marriage breakdowns and increased bankruptcies.

Influencing the exchange rate

The exchange rate is the price at which the Australian dollar is traded against other currencies. When the Australian dollar appreciates in value, our currency is able to buy more of another currency. In effect, this means imported goods and services become cheaper as fewer Australian dollars are needed to buy the same quantity of imports.

The RBA can influence the value of the exchange rate by entering the foreign exchange market and buying or selling Australian dollars. If the RBA wanted to increase the level of economic activity and employment it would sell Australian dollars, increasing the supply and lowering the price. Imports would become more expensive and consumers would switch to locally produced goods and services. The opposite is also true.

While influencing the exchange rate is an instrument of monetary policy, it is seldom used now and is generally reserved for times when the value of the Australian dollar is changing erratically.

Persuasion

Persuasion is a strategy used by the RBA to talk up or down the level of borrowing, spending and economic activity. As a result of this, consumers and investors react and change their level of spending and borrowing. Statements by the RBA that suggest the economy is performing well will see an increase in consumer and business confidence and therefore an increase in the level of economic activity.

22.10 EXERCISES

Economics and Business skills key: ES1 Remembering and understanding **ES2** Describing and explaining **ES3** Examining, analysing, interpreting **ES4** Questioning and evaluating **ES5** Reasoning, creating, proposing **ES6** Communicating, reflecting

22.10 Exercise 1: Check your understanding

1. **ES1** Explain what is meant by the term *budget*.
2. **ES1** What are the two main possible budget outcomes?
3. **ES1** Explain what is meant by a *balanced budget*.
4. **ES1** What is a *cash rate*?
5. **ES1** What is meant by *interest rates*?

22.10 Exercise 2: Apply your understanding

1. **ES2** Explain what is meant by *budgetary policy*.
2. **ES2** Explain how a smaller budget deficit may affect economic growth and spending in the economy.
3. **ES2** Explain the difference between a direct tax and an indirect tax.
4. **ES2** Explain how monetary policy works.
5. **ES5** In 2018 and 2019 banks raised interest rates without waiting for the Reserve Bank to change the cash rate. Explain how this may affect the government's published monetary policy position.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

22.11 Microeconomic policy options

22.11.1 The smaller picture

Microeconomics involves examining the operation of the smaller fragments or units making up the whole economy, such as a particular business, an industry or a specific market or small sector of the economy.

Microeconomic policies involve government actions to assist industries or markets improve their productivity to make them more competitive and to improve outcomes for consumers through lower prices, greater choice and increased employment opportunities. All of these outcomes should lead to an improvement in the living standards of Australians. This is generally known as microeconomic reform. In recent years the microeconomic reform policy has centred on four main areas:

- trade liberalisation
- labour market reforms
- market deregulation
- the national reform agenda.

In addition to these areas, microeconomic policies have also been specifically directed at small areas of the economy such as:

- immigration
- the environment.

Let's look at these areas in more detail.

FIGURE 1 Microeconomics involves attempting to improve productivity.

22.11.2 Trade liberalisation

Trade between nations has often been subject to protection from governments. The imposition of tariffs and **quotas** and the provision of **subsidies** have all worked to protect local industries from overseas competitors.

Tariffs are a tax on imports that raise the price of those imported goods, making the locally produced goods more price competitive. Quotas are a limit on the number of goods allowed into Australia. This meant at some point locally produced goods had to be purchased as there were no imports available to purchase. Subsidies were an amount given to local producers to help them lower their price and compete with imports.

Trade liberalisation works to reduce these protection mechanisms, making it necessary for local businesses to improve their productivity so they can lower their costs and improve their ability to compete with overseas products on a level playing field. The result should be reduced prices for locally made goods and services so consumers benefit from choice options and lower prices. This enables more goods and services to be purchased and so material living standards are raised.

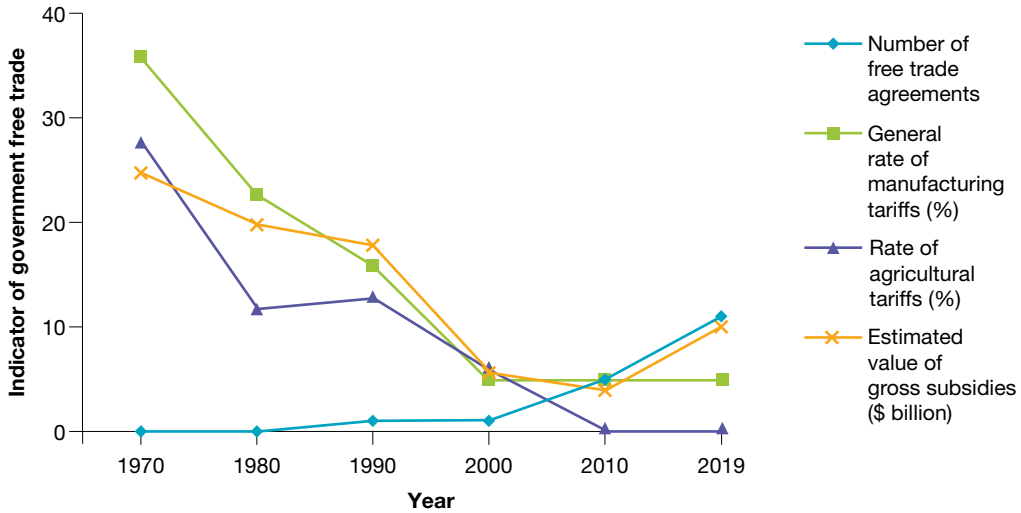
FIGURE 2 Trade liberalisation has had some negative effects on Australian manufacturers, particularly in the motor-vehicle industry.

Trade liberalisation operates through:

- cutting tariffs
- reducing subsidies
- abolishing import quotas
- increasing the number of bilateral free-trade agreements.

FIGURE 3 summarises changes made to Australia's level of protection since 1970.

FIGURE 3 Indicators of the Australian government's adoption of trade liberalisation measures between 1970 and 2019



Year	1970	1980	1990	2000	2010	2019
Number of free-trade agreements	0	0	1	1	5	11
General rate of manufacturing tariffs (percentage)	36	23	16	5	5	5
Rate of agricultural tariffs (percentage)	28	12	13	6	0	0
Estimated value or gross subsidies ($ billion)	25	20	18	6	4	9

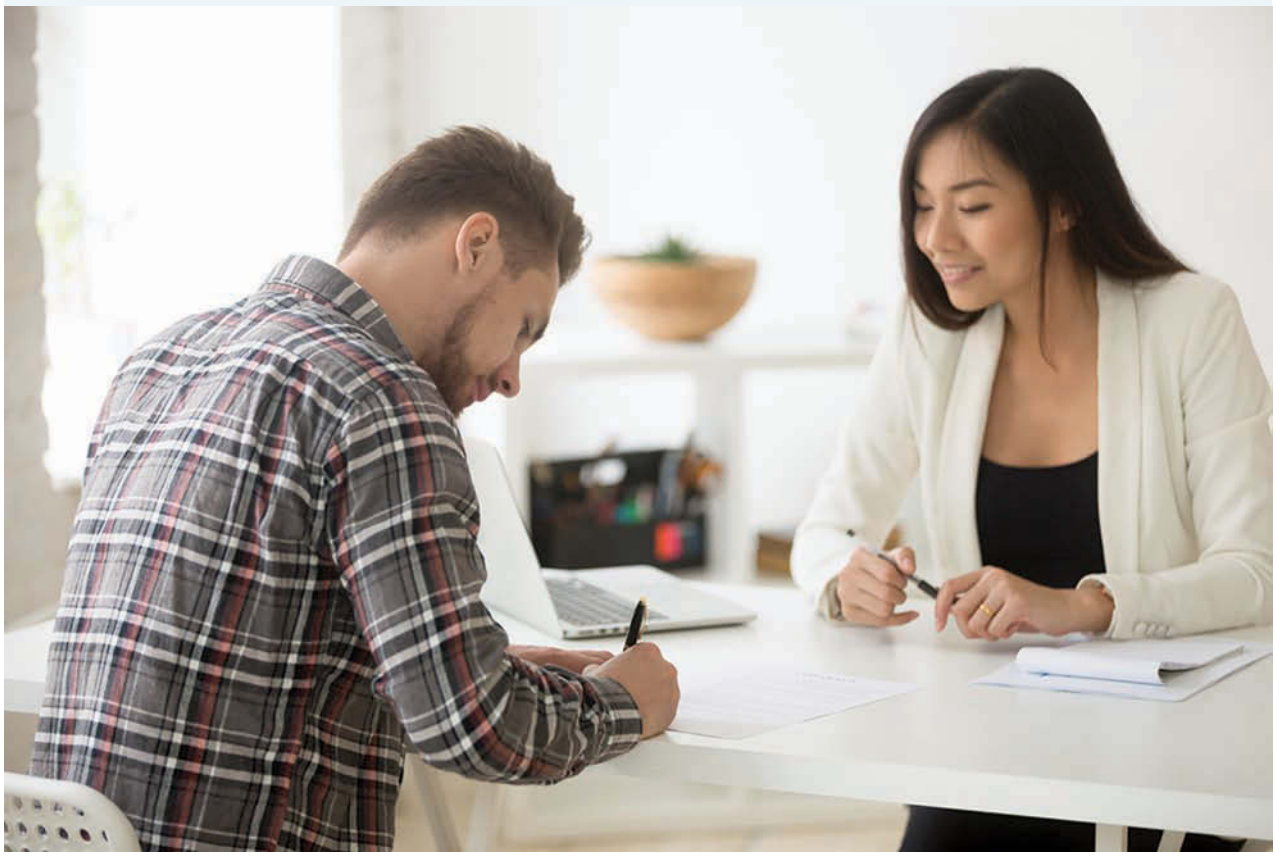
Reducing the level of protection has had some negative impacts. Industries where local manufacturers were unable to significantly change have ceased to operate, causing unemployment (the motor-vehicle industry is an example). The rise in unemployment has negative impacts on non-material living standards because stress, financial pressures, mortgage defaults and marriage breakdowns often result.

22.11.3 Labour market reforms

The **labour market** is the market in which wage levels and working conditions, such as hours of work, leave and terms of dismissal, are determined. Since the 1980s, various governments have introduced major microeconomic reforms by reducing their control over wages and wage determination. In tandem with trade liberalisation, these policies were aimed at lifting labour efficiency (a higher level of GDP per hour worked), keeping labour costs down and increasing Australia's productive capacity.

This was done by shifting from the centralised wage system to one involving greater deregulation of wages based on collective bargaining or individual workplace agreements. In most cases this created a situation where wages were linked to efficiency and determined at the workplace level, rather than by the government. Since 2010 more than 85 per cent of workers have been covered by enterprise bargaining or other arrangements.

FIGURE 4 Labour market reforms have resulted in many employees signing individual contracts with their employers.



The deregulation of the labour market enabled some workers to access wage increases as a result of their increased productivity. This benefited both employer and employee as increased productivity meant lower costs and improved competitiveness. Wage increases could then be sourced from improved profits.

Improved competitiveness can also lead to increased employment levels and improved material living standards. On the other hand, non-material living standards may fall because increasing productivity usually means working more hours.

22.11.4 Market deregulation

Deregulation is the removal of unnecessary government controls, restrictions and supervision in various areas of the economy. In Australia this has seen progressive changes to key markets such as telecommunications, airlines, ports, shipping, primary produce and retail. Because economists believe that markets allocate resources most efficiently, a deregulated market should lead to lower prices due to stronger competition.

Market deregulation is seen as an important area of government microeconomic reform because it is a way of promoting many government economic goals including:

- *lower cost inflation* through lower prices due to competition between firms
- *strong and sustainable economic growth* through increased spending on goods and services due to lower prices (meaning higher demand)
- *higher employment in the long term* because new businesses will open in markets previously blocked, creating new jobs
- *external stability* through increased exports and less reliance on imports as locally produced goods become price competitive.

The result is that both material and non-material living standards will improve over time as the new competitors establish a share of the market.

FIGURE 5 Market deregulation has led to increased competition in markets previously dominated by one company.

22.11.5 National reform agenda

Microeconomic reform in Australia is currently undertaken as part of a national reform agenda designed to improve the lives of all Australians. From 1995 to 2005, reform occurred under the National Competition Policy (NCP), a broad collection of microeconomic reform measures designed to strengthen the level of competition and efficiency in markets. Strong competition results in greater efficiency, lower costs of production, cheaper prices and better quality of service and product.

In 1995, as part of the NCP reforms, the Australian Competition and Consumer Commission (ACCC) was established to help prevent powerful companies from artificially raising prices to exploit consumers. The ACCC now enforces the *Competition and Consumer Act 2010*, under which a number of anti-competitive practices are illegal, including the following:

- *Price fixing.* This is when firms collaborate to set common or similar prices that are higher than normal.
- *Exclusive dealing.* This occurs when companies refuse to supply their products or services to one or more firms.
- *Collusive bidding.* This is when supposedly competing firms that are submitting a tender or quote for the completion of works or to supply goods or services meet secretly beforehand to agree whose tender should be most attractive, cheapest and likely to win the contract.

FIGURE 6 Firms should be able to compete on a level playing field without one firm getting an unfair advantage because of its size or power.

- *Predatory pricing.* This is when dominant firms conduct a price war involving big cuts in selling prices with the intention of driving rival firms bankrupt, then later enjoying the market without competition.
- *Market zoning.* This happens when competing firms in a region divide the market into zones, areas or regions within which they agree not to compete with each other over prices.

In 2006, the Council of Australian Governments, which represents all of the state and territory governments and the federal government, adopted a national reform agenda to continue competition and regulatory reform.

on Resources

Weblink Anti-competitive behaviour

22.11.6 Immigration policy

Australia's immigration policy has been used as an approach to managing the number and composition of migrants coming to Australia from overseas. In other words, apart from important humanitarian and family considerations, the federal government's current immigration program tries to attract young and suitably skilled people who are likely to make a valuable and ongoing contribution to the labour force and the Australian economy.

By prioritising skilled persons as the majority of our yearly immigration intake, Australia is able to fill vacancies in industries where local skills are lacking. This can result in improved productivity, leading to expansion in those industries as they increase their profits.

These migrants also assist in improving non-material living standards as they further develop our multicultural society, bringing elements of their culture to Australia.

It can be argued, however, that if money was spent on training within Australia, we could fill these skill vacancies with people who are currently unemployed, raising their incomes and living standards.

FIGURE 7 Skilled migrants can improve the productivity of local businesses.

22.11.7 Environmental policy

Environmental policy refers to specific policies created by the government to improve the quality of our environment and move away from traditional power generation methods by promoting industries that offer an alternative. Some measures introduced include:

- a government scheme that provides rebates for households that install domestic water tanks to collect rainwater and cut down on water usage from dams
- a government scheme that provides rebates for households that install insulation in their homes to reduce power bills
- a government scheme that provides rebates to households that install solar panels to provide their household with solar power and possibly return unused energy into the power grid, reducing reliance on fossil-fuel generated power

FIGURE 8 Our environmental policy has led to the creation of a number of new industries.

- the creation of the Renewable Energy Target (RET) scheme whereby 23.5 per cent of Australia's electricity will come from renewable energy sources by 2020
- the signing of the Kyoto agreement in 2008 to commit Australia to reduce emissions
- the imposition of a carbon tax (repealed in 2014).

These policies, among others, aimed to create new industries and provide a cleaner environment for future generations — a means of improving our non-material living standards. They also create jobs in new industries and make it important for traditional energy providers to become more efficient to remain competitive.

22.11 ACTIVITIES

1. Complete the table below to compare the sole providers of services during the 1980s with the range of providers available today. Conduct research or consult an adult you know to help you with this task. The first item has been completed for you. **Examining, analysing, interpreting**

Service	Previous provider	Providers today
Telecommunication	Telecom	Telstra, Optus, Vodafone
Electricity		
Water		
Gas		

2. Describe two anti-competitive behaviours that businesses may not engage in. Use the **Anti-competitive behaviour** weblink in the Resources tab to help you answer the question. **Questioning and evaluating**

22.11 EXERCISES

Economics and Business skills key: ES1 Remembering and understanding **ES2** Describing and explaining **ES3** Examining, analysing, interpreting **ES4** Questioning and evaluating **ES5** Reasoning, creating, proposing **ES6** Communicating, reflecting

22.11 Exercise 1: Check your understanding

1. **ES1** Define the term *microeconomic reform*.
2. **ES1** Outline two key areas of government microeconomic policy.
3. **ES1** Explain what is meant by a *subsidy* and how it may assist businesses.
4. **ES1** Explain how one microeconomic reform can assist the government in achieving one economic objective.
5. **ES1** How may reducing tariffs negatively affect one government economic objective?

22.11 Exercise 2: Apply your understanding

1. **ES3** In 2018 and 2019 the US government and the Chinese government both introduced tariffs on imported goods from each other. Analyse how these tariffs may affect the Australian economy.
2. **ES6** In your opinion, should Australia follow the lead of the US government and impose tariffs on Chinese imports? Justify your answer.
3. **ES2** Define what is meant by *environmental policies*, listing two important examples of such measures.
4. **ES2** How can our immigration policy work to improve both material and non-material living standards?
5. **ES2** Government policies can overlap — the government has offered subsidies (or rebates) to consumers who install water tanks, home insulation and solar power panels. Describe how these subsidies form part of a government's environment policy.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

22.12 Direct government intervention in the market

22.12.1 Reasons for government intervention

So far we have identified the economic goals of the government, how it measures its performance in relation to those goals and the impact that achieving or not achieving those goals has on the living standards of Australians.

Setting economic goals and implementing policies to achieve them is one key way the government is actively involved in the economy. However, the government also intervenes in other areas.

The reasons governments directly intervene in the market are:

- to stabilise the economy
- to reallocate resources
- to distribute income.

FIGURE 1 The government plays an important role in the market.

22.12.2 Stabilisation of the economy

The level of economic activity involves the overall pace or speed at which the economy is performing and production is growing. The speed at which this occurs can affect:

- *inflation.* If the economy is moving too quickly, inflation will result as demand will pull prices upwards.
- *unemployment.* If the economy is moving too slowly, demand will fall and businesses may be forced to lay off workers or close down, leading to rising unemployment.

If the economy is unregulated, it can be very unstable and it can sometimes experience large and sudden changes to production and activity. It is the government's job to directly intervene in the market to stabilise the level of economic activity. As we have seen, the government does this through the implementation of budgetary, monetary and microeconomic reform policies.

FIGURE 2 The government is responsible for stabilising the economy to ensure economic goals are met and living standards are maintained.

22.12.3 Reallocation of resources

If left to itself, a market can be an efficient allocator of resources. This is because the owners of those resources are always seeking to maximise their profits and incomes. They do this by producing only those goods and services that are likely to deliver the most profit because they are the most in demand.

However, this is not always the case and there are a number of circumstances where the market does not use resources efficiently; for example:

- *the market may not produce enough socially desirable goods and services*. The government intervenes to ensure an adequate supply of these products. The private sector may under-produce these goods because they are expensive to produce and it is difficult to make a profit from them. Such items include products related to health care, education, public housing and public transport.
- *the government may intervene to provide goods that the private sector won't supply*. These are services such as defence, public toilets and street lighting, which are not profitable because it is not possible to make users pay for such services.

FIGURE 3 The government will intervene to provide services such as public toilets, which offer no profit appeal to the private sector.

- *the market may produce socially undesirable items*. Some products are deemed to be undesirable but can still be profitable. For example, the existence and availability of certain guns and other weapons can have negative effects on communities, so the government tries to shift resources away from the production and provision of these things. The government has passed laws banning specific types of guns and weapons so there is less production of these items, meaning resources will be used in the production of other goods.
- *the government may, in some instances, intervene to allocate resources*. These resources may be used for producing goods and services that compete with the private sector to ensure the product is available to everyone, not just to those who can afford it. One example is the ABC (Australian Broadcasting Corporation). This company initially provided television and radio services to all Australians because commercial television channels (7, 9 and 10) did not provide a service to remote areas. The same applied to telephone services through Telecom (now Telstra) and banking services (the Commonwealth Bank was originally established to compete with private banks before it was privatised).

22.12.4 Distribution of income

In a market economy, people earn an income according to the demand and supply of the labour they offer. Some people earn high incomes and some earn low incomes. We also know that because of changes in the level of economic activity some people lose their jobs and spend some time earning no income.

The private sector does not provide for people who don't, can't or are limited in their ability to earn an income. In these circumstances the government intervenes to provide these people with a minimum level of income through welfare payments.

Modern Australia (and society in general) recognises that it has an obligation to look after the more vulnerable in our society and that those who can most afford to should carry the majority of the burden for providing for these vulnerable people. As a result, the following government measures are used to redistribute income and provide support to some groups in society.

- *Welfare benefits*. The government provides direct payments through its welfare system to vulnerable Australians. Unemployment benefits are the most visible payment made, but the government also makes welfare payments to aged pensioners, disabled people, veterans and Indigenous Australians. The government also makes payments to certain groups for various reasons from time to time. Examples include:
  - *the First Home Owner Grant*. This helps young people move into their first home and out of renting or public housing.
  - *an extra Family Tax Benefit payment*. This is an extra amount for eligible families when a child is born. It helps with the cost of raising children.

FIGURE 4 The government uses taxation and its budget to ensure a minimum level of income for all Australians.

- *Progressive taxes*. Income tax is applied progressively. Higher income earners pay a larger percentage of their income in tax than low-income earners. The money collected from this taxation can be used to pay for welfare benefits to those in need and to provide necessary government services such as healthcare, education and housing. Taxation rates change periodically according to government policy and aims for the economy.
- *Provision of essential services*. The government does not only pay money directly to underprivileged people. It also redistributes income by providing services to low-income earners, giving them benefits such as healthcare, public education, concession travel cards for school children and rental assistance.
- *Compulsory superannuation*. To protect the future of Australians and reduce future reliance on government pensions, the government introduced a compulsory national superannuation scheme for all employees through a levy (currently 9.5 per cent of wages earned) on employers. The objective is for workers to be able to live off this superannuation and have less need for welfare when they retire.

DISCUSS

Income inequality has risen substantially in Australia over the past two decades, even with the current distribution-of-income methods in place. Do you think the Australian government should do more to try to reduce income inequality? **[Personal and Social Capability]**

22.12 EXERCISES

Economics and Business skills key: ES1 Remembering and understanding **ES2** Describing and explaining **ES3** Examining, analysing, interpreting **ES4** Questioning and evaluating **ES5** Reasoning, creating, proposing **ES6** Communicating, reflecting

22.12 Exercise 1: Check your understanding

1. **ES1** For what three main reasons does the government intervene in the market?
2. **ES1** How can the pace at which the economy is performing affect:
   (a) inflation
   (b) unemployment?
3. **ES1** How does the government act to stabilise the level of economic activity?
4. **ES1** For what reasons might the government need to reallocate resources?
5. **ES1** Why might the market not provide all the goods and services Australians need?

22.12 Exercise 2: Apply your understanding

1. **ES2** Explain why the government needs to allocate resources.
2. **ES2** Why does the government need to redistribute income?
3. **ES2** Explain what is meant by a *progressive tax system*.
4. **ES2** Explain what is meant by *compulsory superannuation* and why it is needed.
5. **ES5** Explain why government welfare benefits are needed in the economy.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

22.13 SkillBuilder: Preparing a budget

online only

What is a budget?

A budget is defined as a plan for the future. The government plans for the future of the economy on an annual basis by preparing and releasing its budget each May. The budget establishes the sources of the government's expected revenues or receipts; that is, the amount of money it is expecting to receive and from where that money will be sourced. It also establishes where (location) and in which areas of the economy the money will be spent.

Select your learnON format to access:

- an explanation of the skill (Tell me)
- a step-by-step process to develop the skill, with an example (Show me)
- an activity to allow you to practise the skill (Let me do it).

22.14 Thinking Big research project: How does Australia measure up?

online only

SCENARIO

You have considered data showing Australia's performance in terms of economic measures such as inflation, unemployment and economic growth, but how does Australia measure up when compared with other countries? You will research and compare the recent economic performance, and material and non-material living standards of Australia and another country, then prepare a report or PowerPoint presentation summarising your findings.

Select your learnON format to access:

- the full project scenario
- details of the project task
- resources to guide your project work
- an assessment rubric.

on Resources

ProjectsPLUS Thinking Big research project: How does Australia measure up? (pro-0223)

22.15 Review

online only

22.15.1 Key knowledge summary

Use this dot point summary to review the content covered in this topic.

22.15.2 Reflection

Reflect on your learning using the activities and resources provided.

on Resources

eWorkbook Reflection (doc-31787)
Crossword (doc-31788)

Interactivity Economic performance and living standards crossword (int-7681)

KEY TERMS

budget a plan for the future; in economics it is a plan about the government's financial performance and framework for the coming financial year, and is estimated by calculating its expected revenues and expenditures

budgetary policy a macroeconomic or aggregate demand management strategy involving the government's estimates of the expected value of its receipts and the expected value of its outlays

cash rate the official price of borrowing money; the interest rate that applies to the short-term money market

consume to purchase goods and services for direct use or ownership

cost inflation a sustained increase in the price of goods and services caused by producers passing on increased production costs to consumers
demand inflation price increases that result from an excess of demand over supply for the economy as a whole
deregulation the removal of unnecessary direct government controls, restrictions and supervision in various areas of the economy
economic growth a measurement of the increase in a country's gross domestic product (GDP)
fiscal policy a macroeconomic or aggregate demand management strategy involving the government's estimates of the expected value of its receipts and the expected value of its outlays
income the reward earned from supplying productive resources. Providing labour earns income in the form of wages or salaries
inflation a general rise in the prices of goods and services within an economy
labour market the place, region or institution where buyers and sellers of labour negotiate wages
macroeconomic the branch of economics that emphasises the central role played by the level of expenditure or aggregate demand
mark-up a fixed percentage or dollar figure added to the cost price of goods and services to determine the selling price
material living standards refers to the number of goods and services we can afford to buy
microeconomic the branch of economics that studies the smaller fragments or units making up the whole economy
monetary policy a major category of government aggregate demand management or macroeconomic policy. It is implemented by the Reserve Bank and is designed to influence the cost, availability and demand for credit and money
mortgage a loan used to finance the purchase of a house or property
negative externality a production outcome that was not intended and that negatively impacts our economy and/or society
non-material living standards value-based elements of human wellbeing that are not connected to material possessions
qualitative indicators subjective measures that cannot easily be calculated or measured; e.g. indices that measure a particular aspect of quality of life or that describe living conditions, such as freedom or security
quantitative indicators objective indices that are easily measured and can be stated numerically, such as annual income or the number of doctors in a country
quarterly every three months
quotas quantity limits or targets for production or imports
recession a technical term referring to two consecutive quarters of negative growth in an economy
regimen a basket of goods and services whose prices are surveyed to calculate inflation
subsidy a cash payment by the government designed to help producers compete by enabling them to sell their product at a lower price than would otherwise occur
sustainable able to last or continue for a long time
tariffs taxes imposed on imported goods to make them more expensive
taxation a government levy or revenue measure that can be used as part of the budget to affect the level of prices, the growth rate and the distribution of income

22.7 SkillBuilder: Calculating inflation

22.7.1 Tell me

Calculating the inflation rate for Australia involves collecting data about changes in the prices of goods and services. This information is not readily available and requires time to collect and the ability to conduct surveys at regular intervals. However, on a smaller scale, we can gain an idea of inflation rates through monitoring the changes in price of particular everyday items.

FIGURE 1 Monitoring the prices of everyday items can give us an indication of inflation rates.

22.7.2 Show me

Monitoring and recording the changes in price of a single product can give us an indication of what is occurring in the economy. For example, you could monitor the changes in the price of petrol or some other frequently used commodity.

Calculating changes in the price of petrol over a period of time can give an insight into how inflation is calculated and the effect the change in price may have on other areas of the economy.

22.7.3 Let me do it

Complete the following activity to practise this skill.

22.7 ACTIVITIES

a. To gain an idea of inflation rates, carry out the following task.

Identify a two-week period and a location you pass regularly where the price of petrol can be observed on a daily basis. (If there is more than one location available, select one and use that same location each day.)

Each day for the two-week period record the price at your chosen service station of:

- unleaded petrol
- premium petrol
- diesel
- LP gas.

Record the date and time you visit the location and then record the price advertised for each of the four products listed above.

(*Note:* When recording the price per litre ensure the price is the 'actual' price and not the price available to customers using discount offers or supermarket dockets.)

Once you have collected this information, calculate the percentage change in price for each product each day. Use this calculation formula:

$$\%\text{ increase on day 2} = \frac{\text{price day 2} - \text{price day 1}}{\text{price day 1}} \times \frac{100}{1}$$

At the end of the survey period, calculate the overall inflation rate for the four products using this formula:

$$\%\text{ increase over the period} = \frac{\text{price on last day} - \text{price on day 1}}{\text{price day 1}} \times \frac{100}{1}$$

b. Write a report outlining the inflation rates for the four types of fuel and then explain how the change in price of these may affect individuals, families and other businesses. Comment on the reliability of the data collected. What could be done to make the data more reliable?

22.13 SkillBuilder: Preparing a budget

22.13.1 Tell me

A budget is defined as a plan for the future. The government plans for the future of the economy on an annual basis by preparing and releasing its budget each May. The budget establishes the sources of the government's expected revenues or receipts; that is, the amount of money it is expecting to receive and from where that money will be sourced. It also establishes where (location) and in which areas of the economy the money will be spent.

FIGURE 1 A budget can be used to assist with finances and planning.

The government is not the only group that prepares a budget. Many businesses prepare budgets to provide information about their future and to assist them in deciding on a course of action.

Many families also prepare budgets to enable them to manage their household finances and to save for particular things such as a holiday, a new car or new furniture.

22.13.2 Show me

How to prepare a budget

It is not uncommon for teenagers to prepare a budget when they start working part time and want to save to buy a car.

There are a range of online tools that can help you establish, monitor and stick to a budget, but it helps to have a basic understanding of budgeting principles and to be able to create a simple budget plan on paper.

Procedure

Step 1

If you have a regular job, or other regular income such as pocket money, start by listing the amount/s you generally expect to receive and when.

Step 2

Now think of all the regular expenses you incur. These might include mobile phone plan charges, daily food and drink expenses, public transport costs and regular entertainment expenses (e.g. basketball game fees, monthly movie catch-up with friends etc.). List these under the heading 'Payments' (or 'Expenses').

Step 3

By deducting the expected payments from the anticipated income (receipts) you can gain an indication of whether you will have a surplus (extra) or deficit (shortfall) of funds for the month. You will need to adjust your expenses or earn more income if you have a deficit. If you have a surplus, you have excess funds that you can put towards saving.

22.13.3 Let me do it

Complete the following activities to practise this skill.

22.13 ACTIVITIES

1. Prepare a budget for the coming month. Use this template (or design your own) and record your expected receipts and expenditure on a weekly basis for the next month. Adjust the terms in the rows to suit your personal circumstances.

Item	Month: _____	Month: _____	Month: _____	Month: _____	Total: _____
Receipts					
Work					
Parents					
Presents					
Payments					
Mobile phone					
Travel					
Food					
Clothes					
Cash at start of month					
Cash at end of month					

2. Use your skills to analyse your budget.
   (a) Did you receive more than you expected?
   (b) Did you spend more than you expected?
   (c) Calculate the percentage contribution to your total receipts for each area of receipts.
   (d) Calculate the percentage contribution to your total spending for each area of expenditure.
   (e) If you were to adjust your spending, in which area would you be most able to reduce your spending?
   (f) If you were to adjust your spending, in which area would you be least able to reduce your spending? Why?
   (g) What could you do to increase your receipts?
3. Compare your results with those of your classmates. There is no need to share dollar amounts. Use the percentages and the analysis to explain your financial situation.

22.14 Thinking Big research project: How does Australia measure up?

22.14.1 Scenario

You have considered data showing Australia's performance in terms of economic measures such as inflation, unemployment and economic growth, and have made comparisons with four other countries of importance to Australia's economy: China, New Zealand, the United Kingdom and the United States of America. But these are not the only countries of importance to Australia, and the economic measures identified above are not the only measures that are important to the citizens of a country.

But how does Australia measure up when compared with many other countries, and on measures beyond pure economic performance?

22.14.2 Task

Your task is to research and create a report or PowerPoint presentation on the recent economic performance of a country with which Australia has a relationship — a country other than the four already considered in this topic (China, New Zealand, the UK and the US). In addition to economic performance, your research should include information about material and non-material living standards experienced in this country, and make comparisons with Australia across all measures.

22.14.3 Process

- Open the ProjectsPLUS application in the Resources for this topic. Open the **Project set-up** tab to enter the project due date and set up your project group if you wish to. You can work independently or with a partner, which will allow you to swap ideas and share responsibility for the project. Save your settings and the project will be launched.
- Select a country that has a relationship with Australia. Such relationships are usually trade related. Navigate to the **Research forum**, where you will find starter topics loaded to guide your research. You can add further topics to the Research forum if you wish. In the **Media centre** you will find an assessment rubric and some weblinks that will provide a starting point for your research.
- Your research should cover the following aspects and include recent statistics on:
  - inflation
  - unemployment
  - GDP, real GDP, real GDP per capita

    - education and literacy
    - health measures — life expectancy, maternal mortality, infant mortality etc.
    - any other measures that you think are relevant and appropriate.
- Research the relationship between Australia and your selected country. In this section:
    - provide information on the trade relationship (what is traded, by whom and in what quantities?)
    - include trade statistics
    - outline any other relevant information about the relationship.
- Make notes of your research and remember to record details of your sources so you can create a bibliography to include in your report. Add your research notes and source details to the relevant topic pages in the Research forum. When you have completed your research, you can print out the **Research report** in the Research forum to easily view all the information you have gathered, if you wish.
- Include relevant table data, images and graphs to illustrate your report and present data in a clear, understandable format.
- Check your report/PowerPoint thoroughly, ensuring correct spelling and grammar, and when satisfied, submit to your teacher (along with your bibliography) for assessment.

on Resources

ProjectsPLUS Thinking Big research project: How does Australia measure up? (pro-0223)

22.15 Review

22.15.1 Key knowledge summary

22.2 Economic growth and Australia's economy

- Assessing the performance of an economy is important because it enables a country to evaluate how it is performing its role as 'manager'.
- Measuring an economy's performance also enables us to assess the wellbeing of a country's citizens.
- Economic growth is one important area that can be used to measure economic performance.

22.3 Employment trends and Australia's economy

- Unemployment is one important area that can be used to measure economic performance.
- In Australia, the unemployment rate is measured using the monthly Labour Force Survey.

22.4 Inflation rates and Australia's economy

- Inflation is one important area that can be used to measure economic performance.
- Inflation occurs when there is an increase in the general level of prices across the economy.
- Inflation in Australia is measured quarterly by calculating the Consumer Price Index (CPI).
- Inflation can negatively impact the living standards of consumers.

22.5 Sustainability indices and Australia's economy

- Sustainability indices and other indicators of economic performance provide a lot of information about the economy.
- The Human Development Index (HDI), the Genuine Progress Indicator (GPI) and the World Happiness Report are alternative measures of an economy's performance.
- Quantitative measures are those that measure the dollar value or the percentage value change in an item.
- Qualitative measures determine or measure the quality of our life and the economy.

22.6 Other indicators of economic performance and Australia's economy

- By using a combination of quantitative and qualitative indicators, we are able to get a clearer understanding of the state of the economy.
- It is important to understand how these indicators are measured and the effects these problems have on our living standards.
- The Liveability Ranking and the World Happiness Report are used to determine if a strong economy improves our quality of life.

22.8 Living standards related to economic performance

- How an economy performs in terms of achieving its economic goals will affect the living standards of citizens of that country.
- There are two different types of living standards: material and non-material.
  - Material living standards relate to the acquisition of material goods and services
  - Non-material living standards relate to the qualitative elements of human wellbeing, which influence the aspects of living standards unconnected with material possessions.

22.9 Measuring living standards

- Living standards are very important to individuals and families.
- By calculating gross domestic product (GDP) per capita (per head of population) we can use this figure as a measure of change in living standards.
- Achieving full employment, low inflation, strong economic growth and external stability through balanced trade will work to improve our living standards.
- The government is involved in assisting the economy in order to improve living standards.

22.10 Macroeconomic policy options

- Macroeconomic policies aim to keep inflation under control, minimise unemployment, create a sustainable level of economic growth and keep our trade situation balanced by looking at the general

influences on national spending, national output, national income, employment and overall material living standards.

- Macroeconomic policies involve two key areas of influence by the government: budgetary/fiscal policy and monetary policy.
- Budget spending is how the government uses the receipts it collects to provide certain goods and services for the community.

22.11 Microeconomic policy options

- Microeconomic policies aim to keep inflation under control, minimise unemployment, create a sustainable level of economic growth and keep our trade situation balanced by examining the operation of the smaller fragments or units making up the whole economy.

22.12 Direct government intervention in the market

- The reasons governments directly intervene in the market are:
  - to stabilise the economy
  - to reallocate resources
  - to distribute income.
- In a market economy, people earn an income according to the demand and supply of the labour they offer.

22.15.2 Reflection

Complete the following to reflect on your learning.

22.15 ACTIVITIES

Revisit the inquiry question posed in the Overview:

What can our purchases and level of happiness tell us about the health of the economy?

1. Now that you have completed this topic, what is your view on the question? Discuss with a partner. Has your learning in this topic changed your view? If so, how?
2. Write a paragraph in response to the inquiry question, outlining your views.

on Resources

eWorkbook Reflection (doc-31787)
Crossword (doc-31788)

Interactivity Economic performance and living standards crossword (int-7681)

KEY TERMS

budget a plan for the future; in economics it is a plan about the government's financial performance and framework for the coming financial year, and is estimated by calculating its expected revenues and expenditures

budgetary policy a macroeconomic or aggregate demand management strategy involving the government's estimates of the expected value of its receipts and the expected value of its outlays

cash rate the official price of borrowing money; the interest rate that applies to the short-term money market

consume to purchase goods and services for direct use or ownership

cost inflation a sustained increase in the price of goods and services caused by producers passing on increased production costs to consumers

demand inflation price increases that result from an excess of demand over supply for the economy as a whole

deregulation the removal of unnecessary direct government controls, restrictions and supervision in various areas of the economy

economic growth a measurement of the increase in a country's Gross Domestic Product (GDP)

fiscal policy a macroeconomic or aggregate demand management strategy involving the government's estimates of the expected value of its receipts and the expected value of its outlays
income the reward earned from supplying productive resources. Providing labour earns income in the form of wages or salaries
inflation a general rise in prices across all sectors of the economy
labour market the place, region or institution where buyers and sellers of labour negotiate wages
macroeconomic the branch of economics that emphasises the central role played by the level of expenditure or aggregate demand
mark-up a fixed percentage or dollar figure added to the cost price of goods and services to determine the selling price
material living standards refers to the number of goods and services we can afford to buy
microeconomic the branch of economics that studies the smaller fragments or units making up the whole economy
monetary policy a major category of government aggregate demand management or macroeconomic policy. It is implemented by the Reserve Bank and is designed to influence the cost, availability and demand for credit and money
mortgage a loan used to finance the purchase of a house or property
negative externality a production outcome that was not intended and that negatively impacts our economy and/or society
non-material living standards value-based elements of human wellbeing that are not connected to material possessions
qualitative indicators subjective measures that cannot be counted and are difficult to verify
quantitative indicators measurements of statistics and numbers that can be verified and are objective
quarterly every three months
quotas quantity limits or targets for production or imports
recession a technical term referring to two consecutive quarters of negative growth in an economy
regimen a basket of goods and services whose prices are surveyed to calculate inflation
subsidy a cash payment by the government designed to help producers compete by enabling them to sell their product at a lower price than would otherwise occur
sustainable able to last or continue for a long time
tariffs taxes imposed on imported goods to make them more expensive
taxation a government levy or revenue measure that can be used as part of the budget to affect the level of prices, the growth rate and the distribution of income

23 Influencing consumers: innovation and competition in the marketplace

23.1 Overview

People may think they make consumer choices on their own, but how do businesses influence and attract customers?

23.1.1 The relationship between competition and innovation

It's a competitive world out there. Every business must find strategies that will enable it to survive. A business competes with other businesses to sell products in a market. If a business cannot sell its product to customers, it will not last for very long.

For businesses, one way to succeed is to develop a **competitive advantage**. Creating a competitive advantage means that a business can meet the changing demands of the market and improve its profit margin. Businesses must embrace **innovation** if they wish to achieve a competitive advantage. At a basic level, innovation refers to coming up with new ways of doing things. When businesses devise new ideas, processes or products, they give themselves an edge over their competitors.

on Resources

eWorkbook Customisable worksheets for this topic

Video eLesson The relationship between businesses and consumers (eles-2384)

LEARNING SEQUENCE

23.1 Overview
23.2 Business influences on consumer decisions
23.3 Consumer choice, attitude and preference
23.4 Making major purchases
23.5 **SkillBuilder:** Choosing a mobile phone plan online only
23.6 Innovation
23.7 Emerging techniques
23.8 Pursuing competitive advantage
23.9 Strategies to create competitive advantage
23.10 Corporate social responsibility and competitive advantage
23.11 **SkillBuilder:** Analysing a business case study online only
23.12 **Thinking Big research project:** Hitting the target — multimedia advertising campaign online only
23.13 **Review** online only

To access a pre-test and starter questions and receive immediate, **corrective feedback** and **sample responses** to every question, select your learnON format at www.jacplus.com.au.

23.2 Business influences on consumer decisions

23.2.1 The power of advertising

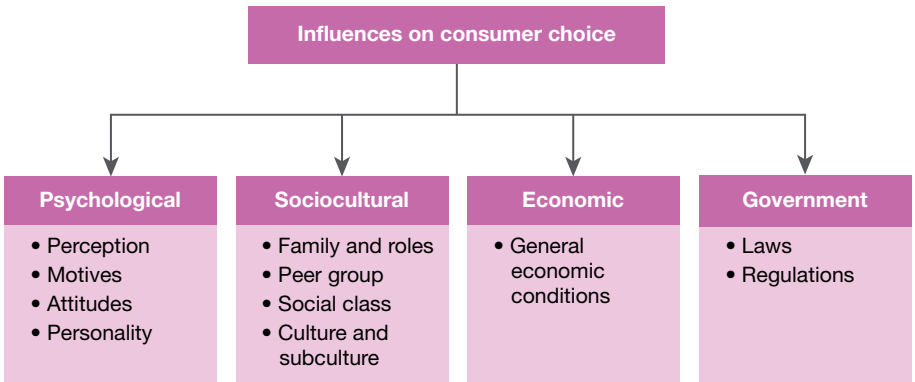
Be honest: when you look at **FIGURE 1**, which soft drink do you think of? Ask your classmates as well. If you said Coca-Cola, this advertising campaign was successful. The image was indeed part of a campaign run by global soft-drink giant Coca-Cola. Besides the shape of the silhouette, there is nothing to suggest this is an advertisement for Coca-Cola. There are no colours and there are no logos. Yet you instantly think of Coca-Cola's product. This advertisement is only successful because of previous marketing campaigns run by the company. For more than 100 years, Coca-Cola has dominated the soft-drink market. The company's creative and distinctive marketing strategies have been a key reason for its market position. Advertising and marketing have incredible power and influence over our lives and the consumer decisions we make. Let's examine why businesses need to consider consumer behaviour before they develop their advertising and marketing strategies.

FIGURE 1 Which soft drink do you think of when you see this silhouette?

23.2.2 Factors influencing consumer decisions

As shown in **FIGURE 2**, four main factors influence consumer purchasing decisions.

FIGURE 2 The four main factors influencing consumer choice



Psychological influences

Four main **psychological factors** influence consumer choice.

1. *Perception.* As individuals, we often act on our perceptions of reality rather than reality itself. Consequently, marketers are extremely aware that they must create a positive or favourable perception of their product in the mind of the consumer. Consumers will not normally purchase a product that they perceive as being of poor quality or inferior to similar brands.
2. *Motives.* The main **motives** that influence consumer choice include comfort, health, safety, ambition, taste, pleasure, fear, amusement, cleanliness and the approval of others. As it does with a consumer's perception of the product, so advertising also attempts to influence an individual's motives to choose a product.
3. *Attitude.* **Consumer attitude** towards a business and its products generally influences the success or failure of the business's marketing strategy.
4. *Personality.* To some extent, **personality** influences the types and brands of product that a person buys.

Sociocultural influences

There are four main **sociocultural influences** that affect consumer choice:

1. *Family and roles.* All of us occupy different roles within the family and groups in the wider community. These roles influence buying behaviour. Although women's roles are changing, market research shows that most women still make buying decisions related to, for example, healthcare products, food and laundry supplies.
2. *Peer groups.* A consumer's buying behaviour may change to be more in line with that person's **peer group**, beliefs and attitudes.
3. *Social class.* In our society, the factors generally used to classify people are education, occupation and income. Social class, therefore, influences the type, quality and quantity of products that a consumer buys.
4. *Culture and subculture.* **Culture** influences buying behaviour because it infiltrates all that we do in our everyday life. It determines what people wear, what and how they eat, and where and how they live. Subcultures differentiate themselves from a larger culture to which they belong (for example, goths are a subculture).

FIGURE 3 Buying behaviour may change to be more in line with peer group beliefs and attitudes.

Economic influences

Economic forces have an enormous impact on consumers' willingness and ability to spend. During an economic boom, for example, consumers are willing to spend because they feel secure about their jobs and source of income. During a recession, consumer spending falls to a very low level.

Government influences

Governments use a number of economic policy measures to influence the level of economic activity. These policies directly or indirectly influence consumers' spending habits.

Of more direct and immediate impact is the influence of government regulations. Laws dealing with misleading and deceptive advertising, for example, protect consumers and influence business practices.

23.2.3 What is marketing?

Marketing is more than selling a product. It is the whole process of providing goods and services to satisfy the needs and wants of consumers at the right place and time, using the right promotions. A catchy definition of marketing is 'the right product, in the right place, at the right time, at the right price'. This is sometimes called the 4Ps: Product, Price, Place and Promotion.

Successful marketing needs to involve the following elements:

- *research:* gathering information from potential consumers about their wants and needs
- *publicity:* providing information about a new product or service
- *promotions:* assisting the launch of products and services (for example, events)
- *advertising:* promoting new behaviours (for example, anti-litter, Quit campaign, road safety programs)
- *evaluation:* finding out the success of the product or campaign.

FIGURE 4 The 4Ps of marketing

The following extract is a set of guidelines for marketing a new product written by successful entrepreneur Janine Allis, who founded Boost Juice.

ADVICE FROM JANINE FOR ALL BUSINESS PEOPLE

- Surround yourself with people who have done it before because you will save on mistakes and every mistake costs money.
- Put a promise to the brand.
- Question whether your company name tells people what you do.
- Your company name should be something you are passionate about.
- Your brand should crystallise your message.
- Clearly identify and promote to your target market.
- Changing a brand name is costly and can bring angst and heartache.
- Take what you've got but update it to reflect growth and expansion.

FIGURE 5 Boost Juice founder Janine Allis

Everyone in a business needs to know the business's plan, so that all departments work towards achieving the business's objectives. Such a plan is referred to as an *integrated* marketing plan.

There is no one set format for developing a marketing plan. Each plan will reflect the individual characteristics of the business. However, all marketing plans should have two features in common:

- They should be realistic, given the business's present situation.
- They should be achievable within the business's resources and budgets.

FIGURE 6 Marketing is not necessarily about selling something for a profit. For example, you can run a marketing campaign for a free concert or a cake stall.

Target markets

Entrepreneurs aim their products at target markets. These market segments may be determined by age, gender, income, occupation, education or geographical location. Marketing analysts break down target markets further to show how the types of products and brands purchased reflect the personality and lifestyle of the user (psychographic segmentation). Through market research, such as surveys and telephone marketing, information about products and users is gathered. Feedback may reveal information about brand loyalty, or how memorable a brand or advertisement is.

DISCUSS

Brand loyalty is when customers favour one company's brand of goods (or services) over a competing brand; for example, you may know someone who will purchase only an Apple iPhone as their smart phone. Are there both advantages and disadvantages to being loyal to brands? **[Critical and Creative Thinking Capability]**

23.2 ACTIVITY

Collect a number of print advertisements from a magazine. Suggest the psychological and/or sociocultural influence to which each advertisement is appealing. **Examining, analysing, interpreting**

23.2 EXERCISES

Economics and Business skills key: ES1 Remembering and understanding **ES2** Describing and explaining **ES3** Examining, analysing, interpreting **ES4** Questioning and evaluating **ES5** Reasoning, creating, proposing **ES6** Communicating, reflecting

23.2 Exercise 1: Check your understanding

1. **ES2** Explain what a *target market* is.
2. **ES1** List four factors influencing consumer behaviour and give an example of each.
3. **ES2** Define each of the following terms:
   (a) market research
   (b) marketing campaign
   (c) market segments.
4. **ES1** Identify two market segments.
5. **ES1** Identify the 4Ps of marketing.

23.2 Exercise 2: Apply your understanding

1. **ES2** Explain two of the 4Ps of marketing.
2. **ES3** Explain how perception and motive influence consumer buying behaviour. Distinguish between the sociocultural and psychological factors that influence consumer choice.
3. **ES2** How do peer groups influence buying behaviour?
4. **ES6** Name some of your own peer groups and suggest how they influence your buying decisions.
5. **ES1** What two features should all marketing plans have?

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

23.3 Consumer choice, attitude and preference

23.3.1 The influence of consumers on businesses

Consumers wield incredible power. As the purchase of products drives the marketplace, businesses find themselves at the mercy of consumer behaviour. If consumers stop buying particular products, the consequences can be serious and widespread. Businesses and retail distributors, as well as the manufacturers of components, can lose money when consumers change their purchasing behaviours. For this reason, businesses and retailers must also keep their consumers in mind. Let's investigate how consumers can hold companies responsible for their activities.

FIGURE 1 Eager customers queuing before the release of the latest iPhone

23.3.2 Consumer choices

As we have just learned, the marketplace is a highly competitive environment. Businesses and vendors go to extraordinary lengths to win and keep customers. For this reason, it is crucial that consumers and the choices they make are protected. There are several organisations in Australia that serve this role. The independent organisation CHOICE is one example. Founded in 1959, CHOICE began as a magazine

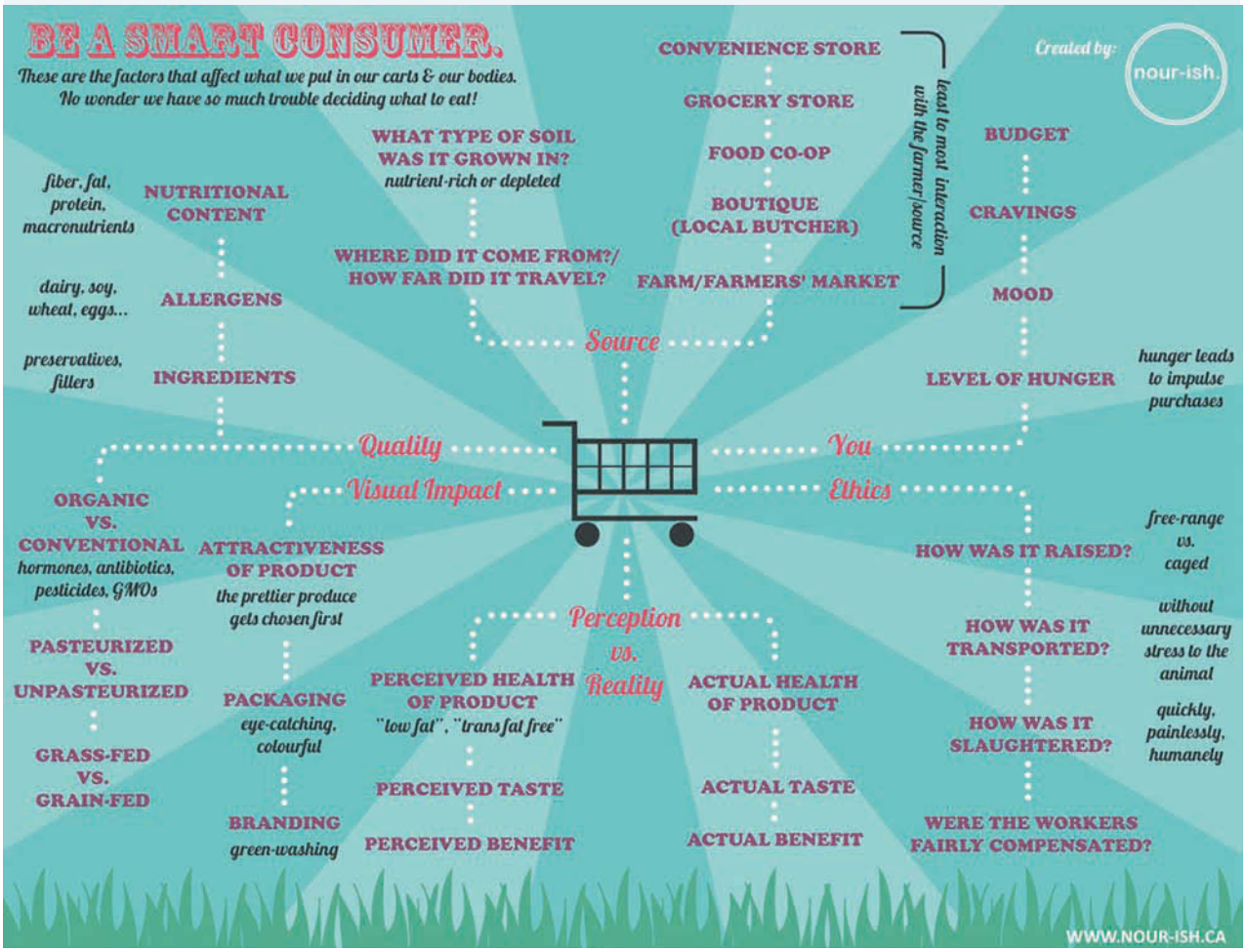
published by the Australian Consumers' Association (ACA). The magazine, as well as the organisation behind it, aims to help consumers make wise purchasing decisions. CHOICE was also founded to protect consumers against substandard products and services. Now including an extensive web-based service (choice.com.au), CHOICE provides comprehensive product tests and reviews. Consumers can use these services to research products and compare brands. By using organisations such as CHOICE, consumers are able to make educated and informed purchasing decisions.

The Australian Competition and Consumer Commission (ACCC) is another organisation that helps protect the rights of consumers. Although the ACCC is a federal government body, it operates independently of any political **bias**. Its role is to regulate and oversee business operations while protecting the rights of the consumer. The ACCC monitors and regulates competitive marketplaces, ensuring that businesses operate with fair and reasonable economic conduct (including the setting of prices). The ACCC also provides consumers with independently researched product information. The ACCC often holds its own investigations into work and product standards, publishing its findings for the public to read. Each state and territory of Australia also has a consumer affairs department. These state government bodies fulfil several roles for the ACCC and are avenues through which consumers can exercise their rights.

23.3.3 Ethical and environmental consumerism

Consumers have the ability to hold businesses accountable for their ethical and environmental practices. By demanding proper business behaviour, consumers have the power to influence the standards that businesses must meet.

FIGURE 2 The many factors considered by consumers seeking to make ethical purchasing choices



Businesses that violate these ethical or environmental standards can find themselves the target of awareness campaigns or even **boycotts**. It is in the best interest of a business to learn and understand the concerns of its customers in order to avoid any such action. In fact, businesses can often gain customers by promoting ethical behaviour and positive environmental activities.

The booming bottled water industry provides many examples of the effects of **ethical consumerism**. The following case studies explain the potential negative and positive impacts of consumer behaviour on businesses.

23.3.4 CASE STUDY: FIJI Water

One of the world's most popular brands of bottled water, FIJI Water is also the small island nation's major foreign export. An incredible 10 per cent of Fiji's total export income is generated from the bottled water industry. What makes this statistic hard to swallow is the fact that 53 per cent of Fijians lack access to clean drinking water. The location of the company's main processing plant also diverts water away from local communities, dramatically lowering agricultural production as well as causing environmental damage. These and other criticisms are published on the website Shop ethical!, an Australian-based website for ethical consumers. In an effort to present consumers with balanced information, this website also promotes any positive activities undertaken by the companies in question. Companies such as FIJI Water suffer from negative attention when consumers make ethical decisions. In the billion-dollar bottled water industry, this can result in a serious loss of revenue.

23.3.5 CASE STUDY: Thank You Water

At the other end of the bottled water spectrum is Australian company Thank You Water. The founders of this company saw both a problem and an opportunity with the world's growing preference for bottled water. With the money earned from its water sales, the Thank You group funds safe water projects across Australia and the world. By actively promoting its ethical business activities, Thank You Water has quickly become one of Australia's most popular brands of bottled water. In just four years, Thank You Water increased its bottle production from 40 000 (per year) in 2008 to 320 000 (per year) in 2013. It has since gone on to launch numerous other products in their personal care and baby care ranges. In this way, the company has used consumers' preferences for ethical and positive environmental action to its favour. Through its product sales, Thank You Water has given more than $6 million to fund water access, sanitation and hygiene programs globally.

FIGURE 3 Australian company Thank You Water uses profits from bottled-water sales to fund safe water projects.

on Resources

Video eLesson Consumer outrage over appalling treatment of chickens (eles-2439)

Weblink Shop ethical!

23.3 EXERCISES

Economics and Business skills key: ES1 Remembering and understanding **ES2** Describing and explaining **ES3** Examining, analysing, interpreting **ES4** Questioning and evaluating **ES5** Reasoning, creating, proposing **ES6** Communicating, reflecting

23.3 Exercise 1: Check your understanding

1. **ES2** How and when did CHOICE Australia begin?
2. **ES1** List the services that CHOICE provides for consumers.
3. **ES2** Explain the differences in the ethical and environmental approaches of FIJI Water and Thank You Water and how these may affect their consumer base.
4. **ES1** What does ACCC stand for?
5. **ES1** Which branch of government controls the ACCC?

23.3 Exercise 2: Apply your understanding

1. **ES2** What is the role of the ACCC?
2. **ES2** How does the ACCC differ from CHOICE Australia?
3. **ES4** Consumers are charged a small fee for some of the services provided by CHOICE (including research reports into products). Do you believe it is fair and reasonable for CHOICE to charge consumers? Explain your position.
4. **ES5** Do you believe it is practical to be an ethical consumer? What are some of the difficulties ethical consumers may encounter?
5. **ES5** Being an ethical consumer would be easier if businesses acted ethically in all circumstances. Do you agree? Justify your answer.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

23.4 Making major purchases

23.4.1 Consumer choices

People often vividly remember their first car. Perhaps it was a rusty but reliable bomb handed down from your grandmother to your older brother and now to you. Or maybe it was your dream car: the one you had worked towards owning since your first shift at the fish-and-chip shop. Whatever the case, owning your first car is a significant milestone in your life. Now that you are only a few years away from that milestone, you need to start making some decisions. Do you spend a small amount of money on that rusty bomb and hope it doesn't need repairs? Do you pour all your savings into one large purchase? Or do you take out a loan in order to afford that car you've always wanted?

FIGURE 1 A car is probably the first major purchase you will make in your life.

Buying a car is not the only challenging, long-term financial decision that you will be faced with. Let's identify and evaluate the consumer choices that surround major purchases.

23.4.2 Choosing a car

Before making a major purchase such as a car, you need to decide exactly what you want. You would be foolish to go out and buy the first car that attracts your eye. Instead, you need to determine what kind of car you want. The size of the car you buy will depend on your needs — your lifestyle and your purpose for buying the car. You may want a small car (to help you save on petrol costs and to best suit your limited garage space) or a station wagon (in which you can easily transport your surfboard each weekend). As well as the size and look of the car, you also need to consider its age, condition and fuel efficiency. One last consideration is whether the car you *want* is the car you *need*. Is it worth spending money on a new car or are you better off buying your grandmother's old bomb? You need to weigh up all these options before making your choice.

How safe is your car?

Once you have a car in mind, the next step is to conduct proper research. Websites such as **RedBook** and **Carsales** (use the weblinks in the Resources tab) contain detailed statistics on new and used cars. You can search these sites for your preferred car and find lists of previous sales, safety records and other useful information. Another valuable website to investigate is How safe is your car? (go to the **How safe is your car?** weblink in the Resources tab). Developed and maintained by the Transport Accident Commission (TAC), this site provides independent car safety information. If you purchase a used car, the seller is required by law to obtain a **roadworthy certificate**. This document is proof that the car meets the necessary mechanical and safety standards. You can possibly save hundreds of dollars by avoiding a bad car purchase (commonly known as 'buying a lemon'). To this end, motoring organisations such as the RACV and NRMA, and some insurance companies, provide pre-purchase, pre-selling and end-of-warranty inspections on new and used cars, as well as independent valuations and owners' reports. These services can inform you of the history and condition of the car and whether it has been in an accident. This helps you make an informed purchase — you know what you are buying. Your last choice in these initial stages of purchasing a car is perhaps your most important one — deciding how you will pay for it.

FIGURE 2 Safety should be a major consideration when buying a car.

DISCUSS

All new cars sold in Australia have to meet specified minimum safety standards. As a result, newer cars perform significantly better than older cars in accidents. Should there be increased safety standards for second-hand cars to bring them in line with the new-car safety standards? **[Ethical Capability]**

on Resources

Weblinks RedBook
Carsales
How safe is your car?

23.4.3 The costs of car ownership

There are a number of costs that you need to consider when buying a car. First, there is the purchase price of the car. Before taking delivery of the car, you will also be required to pay **stamp duty** and dealer charges (if it is a new car). If you buy the car second-hand, you will need to re-register the car in your name and pay the relevant charges. Next there are ancillary costs, which are essential for all car owners. Purchasing car insurance can be expensive, but it provides a safeguard in the event of an accident. Comprehensive car insurance protects you no matter who is at fault. 'Third-party' insurance is compulsory and protects others if you are at fault, and protects you if others are at fault. If you cause an accident while driving an uninsured car, the damage to your car and other cars could cost tens of thousands of dollars.

Joining an emergency road-side assistance provider is another cost for car owners. While joining these services is not essential, they can help you out of a lot of troublesome situations. There is also the cost of any permanent additions you may want (for example, a sound system, tinted windows, alloy wheels). The extent of these additions is a strictly personal choice but can add significant costs to car ownership. Finally, you need to consider that your car will never be worth as much as it was the day you bought it. As your car gets older, it depreciates in value. The rate of depreciation increases as newer models with better technology are produced.

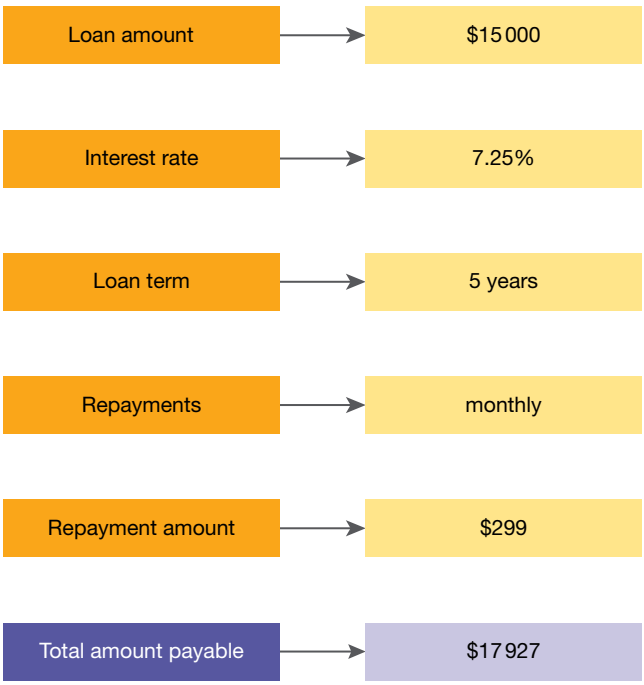
FIGURE 3 Only comprehensive car insurance protects you regardless of who is at fault.

Loans

If you do not have enough money to purchase a car outright you can take out a **loan**. This involves borrowing a sum of money from a bank or other financial institution. Let's say the car you want costs $20 000 and you only have $5000. A bank can lend you the remaining amount so that you can afford your car. Over the course of an agreed period of time (usually between one and five years), you are required to pay the money back to the bank or lender. This is done by making periodic repayments, which include a percentage of interest. It is through these interest payments that lenders make their money. Interest is the amount paid by a borrower to a lender for the privilege of borrowing money. A fixed or variable interest rate is usually agreed upon at the beginning of the loan. For example, a lender could offer a rate of 7.25 per cent.

FIGURE 5 applies this rate to the example discussed above. As you see in **FIGURE 5**, there is nearly $3000 difference between the original loan amount and the total amount payable. This means that the lending organisation makes a considerable profit from each loan agreement it signs. On a $15 000 car loan, a bank would only make a relatively small amount of money. Yet on a $500 000 home loan (at 5.5 per cent interest over 30 years), a bank would make more than $500 000 in interest. Profit from interest payments is one of the main sources of revenue for banks and lending organisations.

FIGURE 4 An example showing repayments for a car loan



23.4.4 Making the right decision

Purchasing your first car is a milestone that you'll remember for the rest of your life. When you make any major purchase, it is important that you consider both short-term and long-term consequences. Spending only $2000 on your grandmother's old car may seem like the most cost-effective option at the time. However, older cars can often be more expensive to run. They lack modern fuel efficiency technology and can be expensive to repair. Although you may spend more initially on a newer car, the long-term costs can often turn out to be more manageable. Whatever your decision, it is crucial that you conduct proper research on the car itself and the method of payment you choose to purchase that memorable first car.

23.4 ACTIVITY

Use the information in this subtopic to choose your ideal first car. Conduct internet research to complete the table below.

Make	
Model and year	
Body type	
Transmission	
Condition	
Fuel efficiency	
Safety rating	

Examining, analysing, interpreting

23.4 EXERCISES

Economics and Business skills key: ES1 Remembering and understanding **ES2** Describing and explaining **ES3** Examining, analysing, interpreting **ES4** Questioning and evaluating **ES5** Reasoning, creating, proposing **ES6** Communicating, reflecting

23.4 Exercise 1: Check your understanding

1. **ES1** Identify the largest purchase you have made in your life so far.
2. **ES2** Explain how you obtained the funds to purchase the item identified in question 1.
3. **ES1** Buying a car is likely to be the next major purchase of your life. List the options you should consider when deciding what kind of car to buy.
4. **ES2** Before a used car is sold, what tests does it need to have?
5. **ES1** List the costs involved with car ownership. Choose three of these costs and describe them in more detail.

23.4 Exercise 2: Apply your understanding

1. **ES2** Explain why insurance is beneficial for a young person buying their first car.
2. **ES2** Explain what is meant by 'stamp-duty'.
3. **ES2** How do banks make money from car loans?
4. **ES3** What is the difference between comprehensive and third-party car insurance?
5. **ES2** Insurance, stamp duty and loan repayment costs all need to be considered when buying a car. Identify and explain other costs of car ownership.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

23.5 SkillBuilder: Choosing a mobile phone plan

online only

What questions do we need to ask when choosing a mobile phone plan?

Do you have a pre-paid mobile or do you pay a bill at the end of every month? Do you have free calls included and can you send as many text messages as you want? How many gigabytes of data are you allowed to download and is social media included? You need to consider all these questions and more when you choose a mobile phone plan.

Select your learnON format to access:

- an explanation of the skill (Tell me)
- a step-by-step process to develop the skill, with an example (Show me)
- an activity to allow you to practise the skill (Let me do it).

23.6 Innovation

23.6.1 Defining innovation

Innovation can mean many things to different people but essentially it is about devising new and improved ways of doing things. This can include many things, such as developing ideas for a new good or service (invention); improving an existing good or service; and changing the way that a good or service is produced or delivered. As Australian businesses are increasingly forced to compete on a global scale, they rely on innovation to help them establish an advantage over competitors.

FIGURE 1 Innovation involves many skills and processes.

23.6.2 Types of innovation

There are many different types of innovation; however, two of the most common are **product innovation** and **process innovation**:

- Product innovation occurs when a new product is created or an existing product is improved. This may mean modifying the features of a product or changing the features altogether. Product innovation results in the final product or service being changed in some way. For example, each time that Apple releases a new iPhone, they change some of the phone's features.
- Process innovation occurs when changes and improvements are made to the production process of a product or service. The final product may not necessarily change but the way it is produced does change. Process innovation is usually aimed at improving efficiency; that is, producing the same product or service with fewer resources. An example of process innovation is the use of robotics in the manufacturing process of a car. While the final product is the same, innovation has occurred in the production process.

23.6.3 How can a business foster innovation?

The Department of Industry, Innovation and Science (DIIS) is a department within the Australian government. The DIIS has created an online hub to provide businesses with practical advice on how they can foster innovation within their organisation. It encourages businesses to recognise that innovation is the key to establishing a competitive advantage. While all businesses are different, the online hub identifies six key steps towards business innovation. They are outlined in **FIGURE 2**.

FIGURE 2 The six key steps towards business innovation

1. Conduct an analysis of the trends in the market environment, your customers' wants and needs, and your competitors.
2. Consult with customers and employees for ideas on improving processes, products and services, both internally and external.
3. Seek advice. Use available resources such as business advisers, grants and assistance to drive innovation in your business. This may include seeking intellectual property (IP) protection to commercialise your ideas.
4. Be open to new ideas and adaptive to change.
5. Develop a strategic, responsive plan, which promotes innovation as a key business process across the entire business.
6. Train and empower your employees to think innovatively from the top down.

23.6.4 Examples of innovation in business

Process innovation

Example 1 — Bertalli's Alpine Breads

In May 2014, Bertalli's Alpine Breads Benalla received a $75 000 grant from the Victorian government's regional growth fund to commence a $450 000 expansion of its production line. Bertalli's Alpine Breads supplies specialty breads to Coles, Woolworths and independent stores in Victoria. An innovative new packaging machine, which replaced the traditional bread-loaf packaging with sealed clear packaging, extends the shelf life of the business's bread by up to ten days. This means the business can now potentially supply a range of interstate markets including supermarkets, retail health food businesses and specialty food outlets. A further, more recent, innovation occurred in 2017 when the bakery was granted a licence to make and sell hemp bread.

Example 2 — Snap Laundromat

Snap Laundromat in Brisbane has introduced an innovative new technology to its washing machines and dryers that enables customers to pay for and operate the laundry services with their smart phones. The founder of Snap Laundromat, Ian McFarlane, created a small network controller about the size of a cake of soap to go inside each machine.

The customer can either swipe a QR code on the machine or visit a website to create an account. Once the account has a balance, they can select a dryer or washing machine of their choice. Mr McFarlane said that customers, particularly young people and travellers, have been very quick to take up the new technology. He has started a new business, Eziwash, to make the controllers available to other laundromats. The use of this technology application means that customers can quickly and easily pay for their laundry service, particularly if they do not have cash, and could encourage more people to use the laundromat. Eventually the technology will have the ability to download customer data and to reward customers for their loyalty.

FIGURE 3 Use of technology applications can make the customer experience simpler, quicker and more worthwhile.

Product innovation

Example 1 — McDonald's mymacca's

McDonald's is one of the world's most recognisable brands. Its products and business model have existed for many decades with very little modification. In response to increased competition, growing demand for customised products and consumers' greater health awareness, McDonald's has engaged in various product innovations. In 2014, the business launched its 'Create Your Taste' menu that allowed customers to design their own burger, either in-store or online. In 2017, they discontinued Create Your Taste and instead launched their 'Gourmet Creations' range. In 2018, the company announced its 'All Day Menu', which allows customers the choice of their full breakfast and daytime menu at any time of the day. Further innovation has come via the 'mymacca's' app, which allows customers to order ahead, save favourite orders, provide feedback, receive offers and access product information.

These innovations are an attempt by McDonald's to differentiate itself from other businesses in the fast food industry and establish a competitive advantage.

FIGURE 4 McDonald's has engaged in product innovation with its 'Gourmet Creations' range, its 'All Day Menu' and its 'mymacca's' app.

23.6 ACTIVITY

Undertake research to identify a business that has engaged in either product innovation or process innovation. Use your research to complete the following.

a. Identify the business.
b. Outline the nature of the business's innovation.
c. Classify the innovation as either product or process innovation.
d. Explain how this innovation has helped the business establish a competitive advantage.

Examining, analysing, interpreting

23.6 EXERCISES

Economics and Business skills key: ES1 Remembering and understanding **ES2** Describing and explaining **ES3** Examining, analysing, interpreting **ES4** Questioning and evaluating **ES5** Reasoning, creating, proposing **ES6** Communicating, reflecting

23.6 Exercise 1: Check your understanding

1. **ES1** Define *innovation*.
2. **ES1** Provide an example of how a business can innovate.
3. **ES1** List the six key steps to business innovation.
4. **ES2** Identify two examples of innovation in business.
5. **ES2** Distinguish between product innovation and process innovation.

23.6 Exercise 2: Apply your understanding

1. **ES2** Define *competitive advantage*.
2. **ES2** Explain how innovation can help a business achieve a competitive advantage.
3. **ES2** Explain how a business can foster innovation.
4. **ES1** Other than product and process innovation, how else might a business engage in innovation?
5. **ES5** 'Businesses that don't innovate will fail.' This is a dramatic statement. Analyse this statement, and indicate whether you agree or disagree. Provide examples in your response.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

23.7 Emerging techniques

23.7.1 Harnessing new ideas and techniques

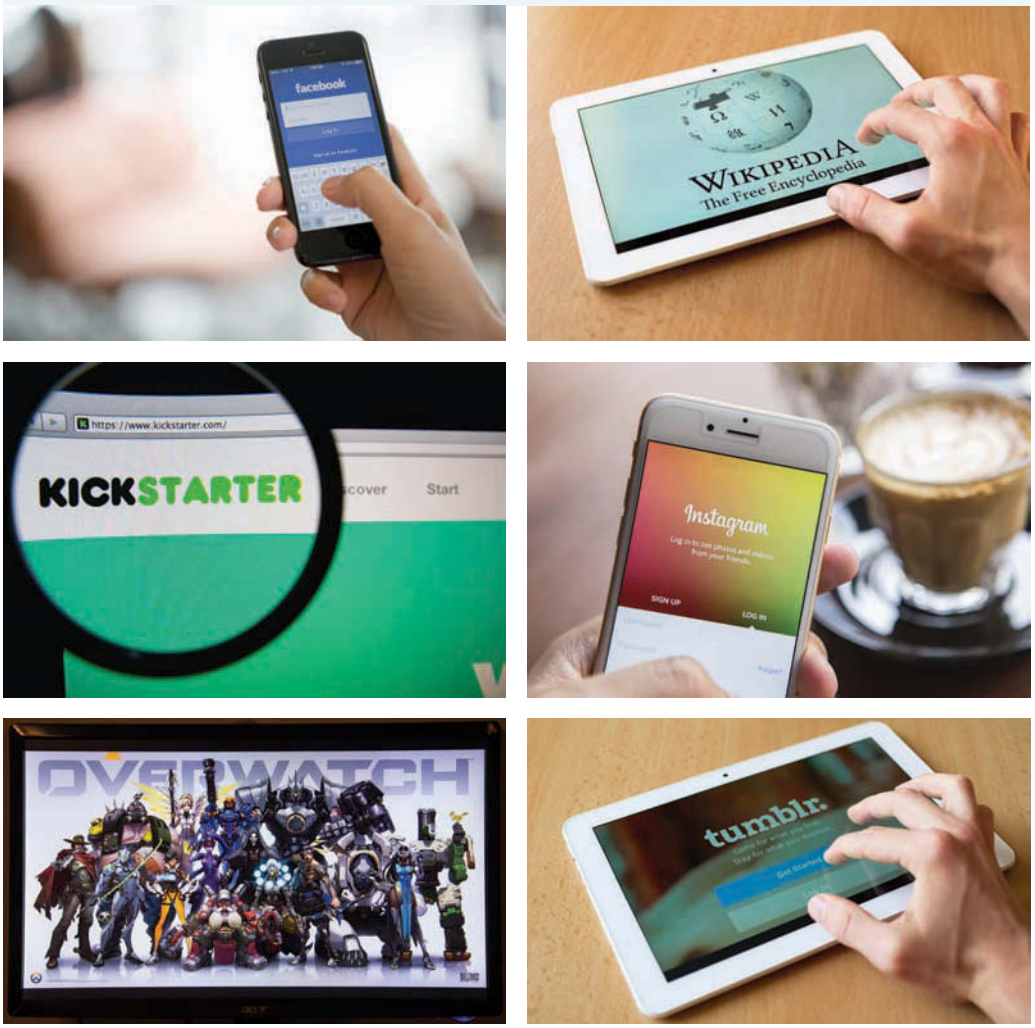
The world is constantly changing. To keep pace with changing market conditions, businesses need to remain competitive by using emerging techniques — the latest ideas or new processes. Currently, this includes social media, blended marketing, open innovation and digital technologies.

23.7.2 Social media

The range of **social media** that individuals and businesses can access is both diverse and constantly changing. Social media includes social networks, blogs, collaborative projects, content communities, virtual game-worlds and social worlds, social bookmarking and crowdsourcing.

Social media offers businesses a relatively inexpensive means to interact with customers and form stronger relationships with them. A business joining a social network can achieve a competitive advantage because it is able to communicate with customers directly and respond to their needs accordingly. This can develop customer loyalty. Social media also allows businesses to provide information about their products that customers and prospective customers can access at any time. By deciding who they will follow on social media, businesses can refine their target group and focus on communicating with a specific audience.

FIGURE 1 Examples of social media



However, using social media can cause a business to lose control over what customers write or say about its product. Individuals using social media are free to discuss, review and criticise a product or a business. Various legal problems can arise from the use of social media, such as false and misleading claims, copyright issues and privacy concerns. Nonetheless, customers today expect that businesses will have a social media presence. If a business does not meet this expectation, then customers may find an alternative outlet and the business will miss out on the chance to connect with them directly.

23.7.3 Blended marketing

Blended marketing is a mix of internet (online) **marketing** and traditional (offline) marketing methods to create a more wide-ranging and comprehensive marketing strategy. Successful businesses integrate the two methods to gain a competitive advantage. Because so many people spend substantial amounts of time online, it is vital that a business has an online presence. This can be done through online advertising, or by connecting or engaging with existing or potential customers through social media. Traditional marketing is still important because it allows a business to reach people who are not online and also appeals to a broad range of senses.

FIGURE 2 ANZ, which uses blended marketing, launched a new online media publication called *Blue Notes* that focuses on financial services news and trends for customers.

23.7.4 CASE STUDY: Birdsnest blends marketing strategies

When Jane Cay purchased a retail business in the regional New South Wales town of Cooma in 2004, she had no inkling of how large the store was going to grow. The business employed five staff and, after Ms Cay decided to focus on women's fashion and rename the business, it grew steadily over the following two years.

Faced with the opportunity to open another store, Ms Cay opted for taking Birdsnest online and a website was launched in 2008. Since then, the business has grown to making approximately $20 million in revenue annually and employing more than 100 people. The online business provides customers with the opportunity to shop by colour, by occasion or by body shape. Birdsnest now sells to customers throughout Australia and the world.

Birdsnest has recently established a presence on social media and can be found on Facebook, Twitter, Pinterest, Instagram and Google+. The business also has its own blog. A full-time staff member is employed to manage Birdsnest's social media presence. More than 100 000 people visit its Facebook page. The page is updated daily with postings for outfits of the day and regular promotions. Ms Cay says, 'Our Facebook page is at the forefront of what we do.'

FIGURE 3 Social media blended with traditional marketing techniques allows a retail business to reach and connect with more customers.

Birdsnest's willingness to innovate has seen it recognised by industry, peers and the community through various awards.

- Owner Jane Cay was announced number 1 in the Top 50 People in E-commerce list by Internet Retailing in 2018.
- Birdsnest was the winner of the Hot Innovator Award at the Power Retail's All Star Bash 2018.
- Birdsnest was voted the fourth best place to work in Australia for the over 100 employees category in the BRW Great Places to Work Awards 2017.
- The business was the winner of Best Online Marketing Initiative for their 'Changeroom' service in the Online Retailer Industry Awards (ORIAS) 2017.
- Birdsnest won Best Online Customer Service in the Online Retailer Industry Awards (ORIAS) in 2015 and 2016.

Birdsnest also uses traditional marketing methods as part of its blended marketing strategy. When a customer buys something online, the website will suggest accessories that complement the outfit. This is a form of suggestive selling, which has been around for a long time, just executed differently. The business has also used more conventional print advertisements. Mini-magazines advertising Birdsnest's fashions were recently included in *Australian Women's Weekly, InStyle* and *Country Style*.

on Resources

Weblink Birdsnest

23.7.5 Open innovation

Open innovation is based on the notion that no business is capable or big enough to effectively innovate on its own. Open innovation can create opportunities for a business and make them more competitive because it can reduce costs, accelerate the time it takes to get a product to market, increase the differentiation of products in the market and create new ways for a business to earn revenue.

A business might take advantage of open innovation by bringing suitable external ideas and technologies into its own innovation process. These ideas may come from universities, other businesses or individuals. A business may also realise that some of its ideas and technologies are not suitable for its own purposes and could be better used by another business.

23.7.6 CASE STUDY: Open innovation at Samsung

Samsung has introduced open innovation as an initiative to identify and grow future technologies and infrastructure. Samsung Group is a South Korean multinational company that includes several subsidiaries. The company produces goods and services in many industries, including electronics, heavy industry, construction, defence, insurance, advertising and entertainment. Samsung Electronics is the most recognised of its subsidiaries, known for producing mobile phones, tablet computers, televisions, cameras and other home appliances.

To put open innovation into operation, Samsung has adopted a number of approaches. The company actively participates in global consortiums (associations of two or more individuals, businesses or organisations) that perform research and development. Samsung builds links between its industry and top universities. The company encourages independent research, and sponsors the training of students and employees in universities around the world. By cooperating with suppliers of equipment and materials to influence their manufacturing and quality processes, Samsung ensures that its own products are competitive. Several research facilities have been set up in a number of countries.

In 2013 Samsung launched the Open Innovation Center in Silicon Valley, California. The complex includes an accelerator division that will support small businesses in getting their products off the ground while they gain access to Samsung's people, products and plans. A venture capital arm will allow Samsung to invest in new businesses that are trying to create new technologies. A mergers and acquisitions team will

acquire companies that could assist Samsung, and a partnerships team will allow Samsung to find ways to work with all the other businesses that wish to partner with it.

23.7.7 Digital technologies

The rapid expansion of digital technologies has allowed businesses and consumers to interact in different ways than ever before. These technologies allow for large amounts of information to be stored and transferred on tiny devices such as mobile phones. Many businesses have used digital technologies to try to differentiate themselves from competitors and gain an advantage. Businesses that do not engage with digital technologies run the risk of falling behind their competitors and losing some of their market share. Tesco, a British grocery retailer, is one such business that has successfully used digital technologies.

23.7.8 CASE STUDY: Tesco's virtual supermarkets

In response to falling domestic sales, British supermarket giant Tesco turned to the growing Asian market to reverse their fortunes. The business realised that their traditional model of bricks-and-mortar supermarkets was not meeting the needs of many of their busy customers, especially in South Korea. Tesco's own research revealed that employees in South Korea worked some of the longest hours in the world and this greatly restricted the time they had available to buy their groceries. Combined with this, a significant proportion of the South Korean workforce are young professionals who are very tech-savvy.

In 2011, Tesco combined with digital technology company Samsung to launch a 'virtual supermarket' in Seoul, South Korea. The virtual store consists of a series of posters designed to look like supermarket shelves (see **FIGURE 4**) that were placed on walls in public places such as subways and train stations. Customers download an app onto their phone and scan the QR code of the products they wish to buy. Once customers have scanned all the products they want to buy, they pay for groceries online and decide on a delivery time. The groceries are usually delivered on the same day that they are purchased. Tesco successfully used digital technology to gain an advantage over its competitors.

FIGURE 4 Tesco developed the virtual supermarket in South Korea in response to the busy lifestyle of many of their customers.

DISCUSS

The pricing of digital products has been a controversial topic, with many critics claiming prices are too high, as no physical goods need to be created. However, defenders claim that as much time and effort needs to be put into producing digital products as physical goods, and that reducing prices would create inferior products, as shortcuts would need to be taken to cover costs. Do you think the current pricing models are fair?

[Critical and Creative Thinking Capability]

23.7 ACTIVITY

Visit the websites of at least two different retail stores and compare the types of social media they use.

Examining, analysing, interpreting

23.7 EXERCISES

Economics and Business skills key: ES1 Remembering and understanding **ES2** Describing and explaining **ES3** Examining, analysing, interpreting **ES4** Questioning and evaluating **ES5** Reasoning, creating, proposing **ES6** Communicating, reflecting

23.7 Exercise 1: Check your understanding

1. **ES1** List five examples of social media.
2. **ES1** What is the difference between blended marketing and marketing?
3. **ES1** Briefly outline what open innovation is about.
4. **ES2** Describe how the following emerging techniques can help a business gain a competitive advantage:
   (a) social media
   (b) blended marketing
   (c) open innovation.
5. **ES3** In what ways can social media damage a business's competitive advantage? Suggest some ways that a business might deal with these problems.

23.7 Exercise 2: Apply your understanding

1. **ES3** Read the case study 'Birdsnest blends marketing strategies' in this subtopic and answer the following questions.
   (a) Outline the types of online marketing techniques that Birdsnest uses.
   (b) What traditional marketing technique is Birdsnest beginning to use?
2. **ES3** Read the case study 'Open innovation at Samsung' in this subtopic and answer the following questions.
   (a) How has Samsung put open innovation into action?
   (b) What has Samsung introduced to support open innovation?
   (c) Briefly outline how the new complex supports the use of open innovation at Samsung.
3. **ES2** List the consequences of a business using emerging techniques.
4. **ES2** Describe two benefits to consumers of businesses using emerging technologies.
5. **ES6** 'Social media has changed marketing forever and for the better.' Discuss this statement.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

23.8 Pursuing competitive advantage

23.8.1 Surviving and thriving

A business will generally seek a competitive advantage to ensure that it performs as well, if not better than its competitors; that is, the business seeks to make enough profit to be able to continue into the future. Businesses also seek to build or create a competitive advantage to meet the changing demands of a competitive global market.

23.8.2 Meeting the changing demands of a competitive global market

Businesses expect that they will operate in a **competitive market**. This is a market where a large number of businesses compete with each other to satisfy the demands of a large number of customers. In a competitive market no single buyer or seller has the power to exert control over the market or prices. Today, markets can be global. This means that goods and services are exchanged between businesses and customers across the world.

Demand is constantly changing in the global market. The demands of customers in any market can change due to:

- Changing incomes — either increasing (so customers are likely to demand more products, particularly luxury items) or diminishing (so it is likely that customers will demand fewer products).
- Changing tastes and fashions — which can increase or reduce the demand for certain products.
- Changing prices of complementary and substitute goods and services — some products are complementary (they go together like cars and petrol, or pens and paper); others are substitutes (they

can replace each other like margarine and butter, or tea and coffee). This means, for example, that if the price of petrol increases then demand for petrol will fall, which can cause demand for cars to fall because cars and petrol are complementary. This may lead to the demand for cars switching from large to small cars that consume less petrol, because large cars and small cars are substitutes.

- Changing population — changes in age and gender distribution will affect demand; for example, an ageing population is likely to demand products related to the health and retirement industries.
- Changing expectations about the market, including future prices and incomes — which means that customers will act in a certain way if they expect that something is going to happen.
- Changes in the number of potential customers — an increasing number of customers often generates greater demand for products, whereas a decline in the number of potential customers is likely to reduce demand.

If any of these factors change, then the demand from customers for a business's products will change — by increasing or decreasing. A business that operates in a competitive market will need to build or create a competitive advantage to meet these changing demands before competitors do.

FIGURE 1 Nike has created a competitive advantage by focusing on social media, including its own social network (Nike+), and introducing Nike concept stores.

23.8.3 Improving the profit margin

Profit is the financial reward that a business aims to achieve in return for taking the risk of producing a good or service and attempting to sell it to customers in a market. A business will normally have an owner (or owners) who have invested in the business and are relying on the business to make a profit so that they can earn a return. For this reason, profit is a good measurement of the success of a business. A business with a competitive advantage is more likely to make a profit.

Profit margin is more than just the difference between the money that has been collected from selling the completed product (sales revenue) and all the business expenses. Profit margin is an indicator of the financial health of a business. More specifically, it measures the amount of profit that a business earns from the sales of its product. Profit margin is expressed as a percentage and is calculated using the following formula:

$$\text{profit margin} = \frac{\text{profit}}{\text{sales}} \times \frac{100}{1}$$

Most businesses aim for a high profit margin. A business with a low profit margin would need to examine expenses to see whether reductions could be made. It follows then that a business with a competitive advantage, such as a low-cost manufacturer, should be able to improve its profit margin.

FIGURE 2 Aldi's competitive advantage is its low-cost strategy, which it uses to offer customers value for money and improve its profit margin.

23.8.4 Achieving efficiencies and lower costs

As mentioned in the previous section, businesses seek to create a competitive advantage so that they can make a sufficient and sustainable profit in the long term. To do this, they must develop strategies to reduce their costs.

Many types of costs are incurred by a business, including:

- wages and other employee-related costs
- rent or mortgage repayments
- financial costs (such as interest on a loan)
- insurance
- cost of materials from suppliers
- advertising and other marketing costs.

While all businesses incur costs as part of their operations, it is important that a business look to achieve efficiencies in order to keep these costs to a minimum. By manufacturing products at a low cost, a business can generate more profit from each sale.

Consider the formula for net profit:

$$\text{net profit} = \text{total revenue} - \text{total expenses (costs)}$$

This formula clearly identifies two components of net profit: revenue and expenses (costs). Businesses are constantly seeking to establish a competitive advantage to improve their revenue and reduce their costs. That way, they are able to achieve their ultimate goal of sustainable profit maximisation.

23.8 EXERCISES

Economics and Business skills key: ES1 Remembering and understanding **ES2** Describing and explaining **ES3** Examining, analysing, interpreting **ES4** Questioning and evaluating **ES5** Reasoning, creating, proposing **ES6** Communicating, reflecting

23.8 Exercise 1: Check your understanding

1. **ES1** What is a *competitive market*?
2. **ES1** List the factors that can cause the demands of customers in a market to change.
3. **ES2** Define the term *profit margin*.
4. **ES5** Construct a diagram showing how the changing demands of a market can have an impact on a business.
5. **ES2** Explain why a business would seek to build or create a competitive advantage.

23.8 Exercise 2: Apply your understanding

1. **ES3** Outline how a profit margin is calculated and what it reflects.
2. **ES3** What might happen to a business if it did not attempt to build or create a competitive advantage when facing changing demands in a market?
3. **ES4** Consider each of the following cases and suggest how:
   (a) an increase in people's income would affect the demand for jewellery
   (b) an increase in the number of people concerned about the environment would affect demand for plastic bags
   (c) a surge in the price of petrol would affect demand for large cars
   (d) a fall in the price of butter would affect the demand for margarine
   (e) an increase in the average age of the population would affect the demand for health services
   (f) a decrease in the number of people who think that the economy will perform well in the next year will affect the demand for electrical products
   (g) an increase in the number of customers willing to purchase products will affect the demand for fruit and vegetables.
4. **ES3** For each of your answers to question 3:
   (a) suggest whether there is an opportunity for a business to develop a competitive advantage, and if so, briefly explain how this could be achieved
   (b) suggest whether there is an urgent need for a business to develop a competitive advantage, and if so, briefly explain how this could be achieved.
5. **ES3** Charlie owns and operates a teddy bear factory. Last year, he earned $250 000 in sales revenue with expense of $190 000.
   (a) Calculate whether or not Charlie has made a profit.
   (b) Calculate the profit margin for Charlie's business.
   (c) Comment on how successful Charlie's business has been in generating profit.
   (d) How successful has the business been in generating profit if the industry standard is a profit margin of 20 per cent?
   (e) Advise Charlie on how he could improve his business's profit margin.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

23.9 Strategies to create competitive advantage

23.9.1 A range of strategies

Businesses use a variety of strategies to create competitive advantage. These include offering a lower cost product, achieving improved productivity, differentiation (including improving quality and speed of delivery), implementing efficient internal operations strategies, and research and development.

23.9.2 Reducing the cost of a product

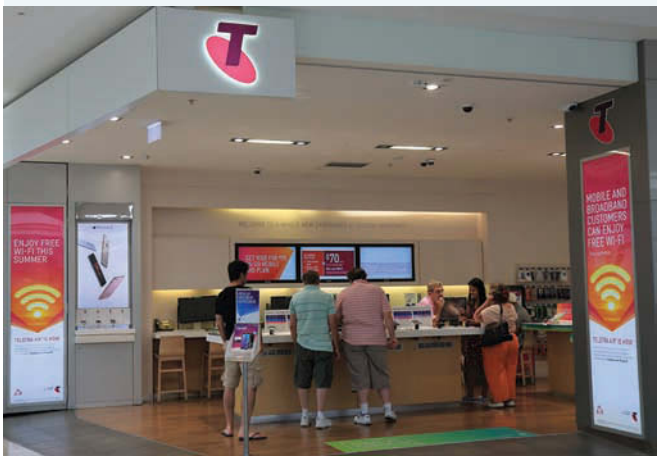
The price of a product can be lowered in two ways. First, the business can simply reduce the price. This will create a competitive advantage if the price is lower than the price offered by competitors and if customers choose the lower priced product. However, it will have the effect of reducing the potential profit that the business can earn.

A second method is to reduce costs. If production or operating costs are lowered, the business can reduce the price while maintaining a healthy profit margin. There are several ways that a business can reduce costs, including **restructuring**, **outsourcing** and **offshoring**.

FIGURE 1 Driverless trucks may decrease costs and improve productivity.

In 2019 National Australia Bank (NAB) announced it was cutting 180 jobs by reducing the number of customer advisors operating in branches. In 2018 Telstra announced it would cut 8000 jobs amid a restructure program labelled 'Telstra2022', along with a reduction of 'several layers of management'. Restructuring (reorganising the way the business is structured) is another way that businesses reduce staff and therefore cut costs.

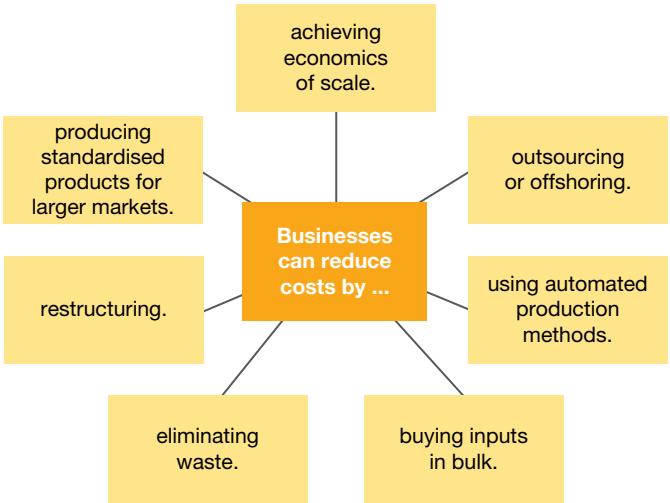
FIGURE 2 Telstra lowered costs by cutting 8000 jobs and restructuring management.



In 2014, Optus engaged in outsourcing and offshoring more than 70 jobs from its customer division in an effort to drive down costs through an ongoing restructure. This meant that jobs were sent overseas (offshoring) or sent to another business (outsourcing). Reducing staff expenses or cutting staff numbers in this way allows businesses to reduce overall costs.

A business can also attempt to reduce costs by increasing the production capacity of its facilities. This is often referred to as achieving economies of scale, which means that the business will produce more units of a good or a service on a larger scale while reducing the per unit cost. Caltex Australia has expanded and upgraded facilities in Western Australia, Brisbane and Melbourne to keep up with the demand for its products from customers. For many businesses, reducing costs is a matter of working more efficiently (working smarter) by finding new and improved ways to manufacture goods or provide services.

FIGURE 3 How businesses can reduce costs



23.9.3 Achieving improved productivity

One of the main objectives of a business is to improve the efficiency of its operations and **productivity**. Productivity measures the amount of **output** compared to the amount of **input** that goes into production. By improving productivity, businesses can be more competitive as they produce products at lower costs than competitors. Productivity can be improved by reducing the number of inputs required to obtain the same level of output or an increased output. Alternatively, productivity can be improved if inputs remain the same but output increases, thereby obtaining more from the inputs.

There are many strategies that businesses can use to improve productivity. Some of these strategies include:

- capital investment
- investing in technology applications
- materials management.

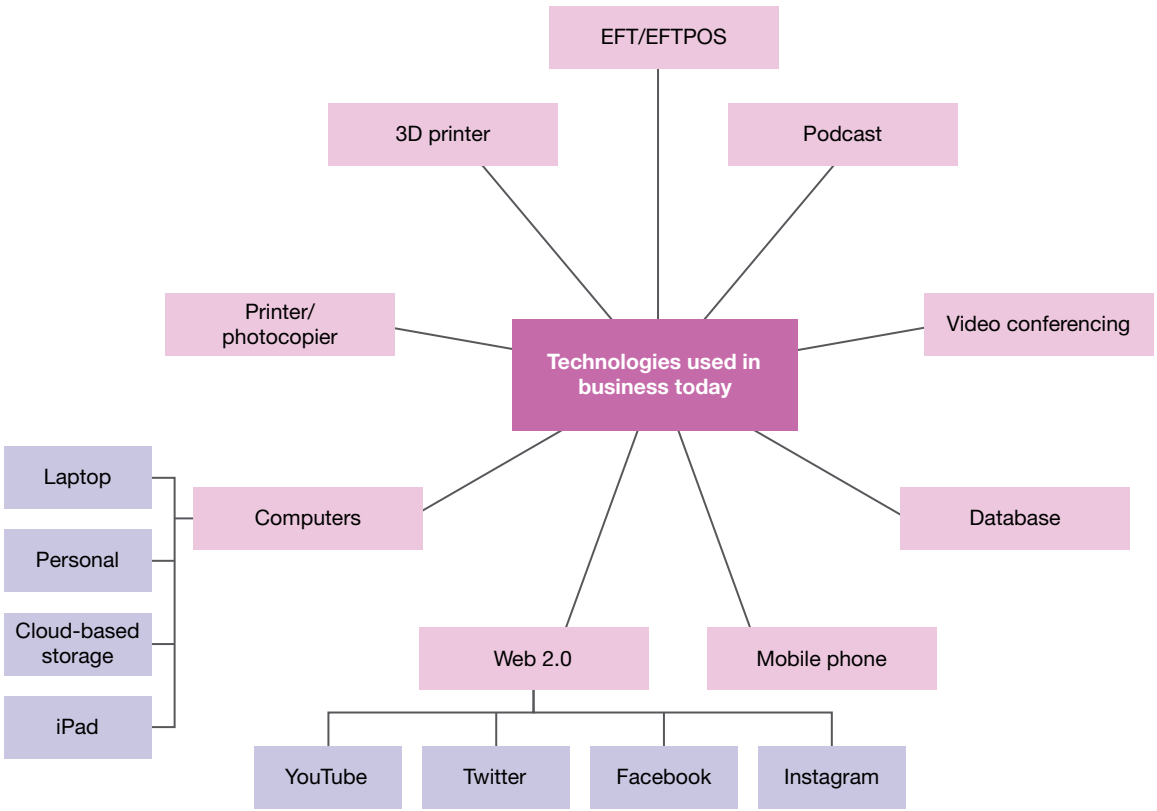
Capital investment

Capital investment involves putting financial resources into physical resources such as machinery, equipment and facilities. These investments are essential for a business to be able to provide goods and services to customers. Investing in **capital** can improve productivity. For example, building a modern assembly line in a factory will reduce costs and the use of labour while producing more products, which increases the productivity of the business's capital. An investment in capital also increases the productivity of labour and other resources employed by a business.

Investing in technology applications

Investment in **technology** is another way businesses can improve productivity. Regardless of whether they are manufacturing a good or producing a service, businesses can use technology to speed up or shorten processes and maximise the use of resources. Using technology means production can take place using less labour or fewer materials. Technology also enables businesses to drive innovation. New technology can support a business in designing or developing new products or processes. It can also be used to produce new or improved products or as part of a new innovative process.

FIGURE 4 Technologies that businesses use today



Materials management

Materials management is concerned with managing the way materials are received and stored, and making sure they are available to the operations process when required. Many businesses have large quantities of materials on hand to complete production. This is called stock or **inventory**. Businesses hold large inventories to make sure they do not run out of materials. However, this can become a huge cost because the stock has to be stored. Stock that takes up storage space for a long time can also result in the business missing opportunities to invest money in other places. In addition, materials can become unusable after a certain period of time. It is very important to manage materials effectively so that costs can be kept down.

Some businesses use an inventory system called **just-in-time** (JIT). This system ensures that the correct materials arrive just as they are needed for production, which can reduce storage costs and reduce the risk of waste occurring in storage, thereby improving the business's productivity.

23.9.4 CASE STUDY: Just-in-time (JIT) real estate

REA Group is a global online real-estate advertising company based in Melbourne that owns and operates property-advertising sites in Australia, including realestate.com.au. The business has applied the just-in-time system to software development. Decisions are made based on having access to the right information at the right time. This supports its efforts to be focused on customers and their rapidly changing needs. The business avoids carrying out excessive planning or documentation because this is considered to be a waste. In this way, innovation and creativity are encouraged.

FIGURE 5 REA Group uses the just-in-time system to access the right information about customer needs at the right time.

23.9.5 Differentiation

A business can create a competitive advantage through **differentiation**. This refers to a business's efforts to make a product stand out by providing unique or superior value to customers in comparison with the products of its competitors. Unique or superior value can be offered through adding features, packaging, marketing, creating a flexible product, and speed of delivery or quality. Let's look at two of these factors: quality and speed of delivery.

FIGURE 6 Businesses have differentiated bottled water through marketing techniques. By packaging it differently and creating an image, one water bottle is different from the next.

Quality

Many businesses compete on **quality**. Quality essentially means that the customers get what they want. A quality product has a high degree of excellence and achieves the purpose for which it was designed. A quality product should be reliable, easy to use, durable, well designed and delivered on time. It should include after-sales service and have an agreeable appearance. A business that competes on quality will produce the best good or service available in the market. Quality is important to National Australia Bank (NAB). The bank says: 'Each of our brands is uniquely positioned, but built on a common commitment to provide our customers with quality products and services, fair fees and charges, and relationships built on the principles of help, guidance and advice'. This means that NAB listens to the needs of customers and addresses issues of concern. As illustrated, there are several ways that businesses can compete on quality.

FIGURE 7 NAB emphasises quality products and customer service to create competitive advantage.

FIGURE 8 How businesses can compete on quality

Speed of delivery

Many businesses create a competitive advantage by improving their speed of delivery. There are several ways that businesses can compete on speed of delivery, including being prepared to change and act on new trends quickly. These methods can be used to differentiate the business's product from those of competitors. Amazon, the world's largest internet company, has worked hard to improve its speed of delivery. To reduce delivery times it has added new fulfilment centres (warehousing facilities that receive, process and fill incoming orders), and is beginning to deliver orders directly to customers rather than using external package carriers. Increasingly high levels of automation are being developed to improve the speed of filling orders. The retail giant has also announced plans to use drones to improve the speed of package delivery.

FIGURE 9 Amazon creates a competitive advantage by ensuring that the products it sells are delivered quickly.

23.9.6 Implementing efficient internal operations strategies

Businesses can make use of **operations** strategies to reduce costs and differentiate a product. Operations strategies are used to manage the production of the business's product, whether it is a manufactured good or the provision of a service. Operations are responsible for transforming inputs, including materials, equipment and labour used in the process of production, into outputs — the finished products.

Operations strategies for lowering costs include:

- ensuring that there are stable production processes with limited interruptions
- ensuring that all resources are put to their best possible use

- constantly looking for opportunities to streamline production processes
- updating facilities and equipment with new, more efficient technology.

Operations strategies for improving quality and speed of delivery include:

- evaluating processes to ensure that there are minimal defects
- relying on extensive use of integrated technology and computerisation to minimise defects and to develop strong links with the customer
- establishing efficient relationships between suppliers and the business to ensure that quality materials are delivered on time and in the right quantity
- adapting the process used to transform inputs into outputs to respond to the need for constant improvement.

FIGURE 10 Operations strategies are used to manage the production of the business's goods and services.

23.9.7 Research and development

Businesses undertake **research and development (R&D)** in order to expand their knowledge of products and processes. **Invention** (developing something new) and innovation (improving something that already exists) are vital for providing a business with a competitive advantage. Researchers and scientists undertake R&D in a business to produce new products, improve existing products or develop new processes (find new ways to do things).

R&D can make a business more competitive. For example, it can develop new products in response to those of competitors, or improve existing products to make them

FIGURE 11 Businesses invest millions of dollars in research and development to gain a competitive advantage.

superior to those of competitors. R&D can also lead to technological developments, such as robotics and information technology, that improve the way the product is produced or the way it is delivered to customers and thereby improve business competitiveness.

23.9 ACTIVITY

Visit your local supermarket or convenience store and choose three different brands of bottled water. (If you can, take a photograph of your three bottles.) Describe the ways that each business has made its product appear to be different from the other water bottles. **Describing and explaining**

23.9 EXERCISES

Economics and Business skills key: ES1 Remembering and understanding **ES2** Describing and explaining **ES3** Examining, analysing, interpreting **ES4** Questioning and evaluating **ES5** Reasoning, creating, proposing **ES6** Communicating, reflecting

23.9 Exercise 1: Check your understanding

1. **ES1** List the ways in which businesses can lower costs.
2. **ES2** What is meant by the word *restructure*?
3. **ES2** Define *differentiation*.
4. **ES2** Briefly outline the features that form a quality product.
5. **ES1** List five ways in which businesses can compete on quality.
6. **ES2** What is meant by the word *operations*?
7. **ES2** Define *research and development*.

23.9 Exercise 2: Apply your understanding

1. **ES3** Outline the difference between outsourcing and offshoring.
2. **ES2** Explain how Amazon has improved its speed of delivery.
3. **ES5** Draw a concept map that outlines how a business can implement efficient internal operations strategies to create a competitive advantage.
4. **ES3** Outline the difference between invention and innovation.
5. **ES2** Explain how the following strategies will create a competitive advantage for a business:
   (a) offering a lower cost product
   (b) improving the speed of delivery
   (c) improving the quality of the product
   (d) implementing efficient internal operations strategies
   (e) undertaking research and development.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

23.10 Corporate social responsibility and competitive advantage

23.10.1 Benefits of corporate social responsibility

Society today expects businesses to act in a socially responsible manner. Those that adopt strategies based on **corporate social responsibility** should improve their competitive advantage by bolstering their business reputation. Customers who believe that a business has a reputation for being socially responsible are more likely to continue to deal with that business. They are also likely to refer the business to other customers. Employees will want to work for the business, reducing the costs of replacing staff and increasing productivity. While it can be expensive and time consuming to introduce socially responsible strategies, doing so should increase sales and profits. Conversely, a lack of social responsibility can damage a business's reputation and reduce its competitive advantage.

FIGURE 1 Many palm oil producers are trying to demonstrate corporate social responsibility by sourcing their palm fruit from sustainable plantations that do not destroy the habitat of endangered species such as orangutans.

23.10.2 Corporate social responsibility strategies

Corporate social responsibility requires business managers or owners to take steps to ensure that the broader social welfare of the community — including employees, customers and suppliers, and the natural environment — is taken into consideration when conducting business. A socially responsible business attempts to achieve two goals simultaneously: expanding the business and providing for the greater good of society. An important premise of social responsibility is to act in a way that is 'above and beyond' making a profit and obeying the law. Strategies based on corporate social responsibility include managing staff appropriately, sourcing raw materials from sustainable sources, managing customer relationships appropriately and conducting a social report.

Managing staff appropriately

A business that is socially responsible treats and pays its employees fairly, and maintains a safe working environment. We tend to take these responsibilities for granted in Australia, but they are often not legally required or enforced in developing countries. Irregular or incomplete maintenance of production facilities can result in injuries or even fatalities. Toxic production processes can threaten the health of employees, as has been the case with asbestos mining and manufacturing. Some businesses have been condemned for employing workers in sweat shops or using child labour. Others have been criticised for using suppliers that engage in these practices. Customers can react and stop purchasing a business's products if they learn that the business is exploiting employees or failing to meet their health and safety needs.

DISCUSS

Many stores sell clothes that are made in sweatshops. On the other hand, ensuring that all products are produced in ethical conditions will significantly raise the prices of these goods. With this in mind, should there be tighter restrictions to ensure that businesses are socially responsible? **[Ethical Capability]**

Sourcing raw materials from sustainable sources

Many businesses work with their suppliers to ensure that the suppliers follow guidelines on socially responsible behaviour. Customers will reward businesses that source raw materials in a way that does not pollute the environment, threaten endangered species, waste natural resources or contribute to global warming.

Managing customer relationships appropriately

A business needs to make sure that the goods and services it produces are of the required quality — that they are safe and reliable. Dangerously defective or harmful products can result in the injury or even death of consumers. The delivery of a product can raise issues around the socially responsible behaviour of managers, such as fair and equitable treatment of customers regardless of whether they come from wealthier

or poorer regions. A business that develops a reputation for not caring about its customers is likely to find that they no longer purchase its products.

FIGURE 2 Most businesses are serious about providing safe and reliable products.

Conducting a social report

Today, many businesses assess their progress towards fulfilling their corporate social responsibilities by conducting a **social report**. A social report may also be referred to as a corporate social responsibility report, a values report, a social audit or a sustainability report. The report details what a business has done, and continues to do, to address the social and environmental issues that are relevant to the business. The report also assesses how the business's practices and operations affect society.

23.10.3 CASE STUDY: The Body Shop

Dame Anita Roddick founded The Body Shop in 1976 and since then it has grown to become a worldwide business. It has a range comprising 1200 products, including soaps, shampoos, moisturisers, cosmetics and make-up. There are over 2500 shops in more than 60 countries, with over 90 stores throughout Australia.

Anita Roddick's original vision was to build a socially responsible business that supported the community. She developed five values:

1. activate self-esteem
2. oppose animal testing
3. support community fair trade
4. defend human rights
5. protect the planet.

These values guided The Body Shop's employees and the business decisions they made for three decades.

Although Anita Roddick died in 2007 and the company now operates as an independent subsidiary partly owned by L'Oréal, The Body Shop has maintained a reputation for acting ethically and gained a competitive advantage by advocating for social and environmental causes.

The Body Shop pioneered the use of social audits and continues to produce a values report. It is renowned for its global campaign to raise self-esteem in women and rally against the beauty industry's stereotyping of women. More recently, the company has conducted a campaign to stop sex trafficking.

The Body Shop has a history of campaigning against animal testing. Its website explains, 'We believe that testing cosmetics on animals is unethical, unnecessary and should be banned. We do not test our cosmetic products or ingredients on animals, nor do we commission others to do so.' It is also among the

few companies who comply with the requirements of the internationally recognised Humane Cosmetics Standard.

FIGURE 3 Social responsibility increases The Body Shop's competitive advantage by setting it apart from other businesses selling body care products and cosmetics.

FIGURE 4 Anita Roddick called on the Cosmetic, Toiletry and Perfumery Association in 1996 to back a European Union (EU) ban on cosmetics testing on animals.

Community Fair Trade was a program launched by The Body Shop with the aim of supporting direct trade with marginalised communities around the world. The Body Shop Foundation was established in 1990 to fund human rights and environmental protection groups. In 1998, The Body Shop organised a worldwide campaign with Amnesty International to raise awareness of the plight of human rights defenders throughout the world. More recently, The Body Shop has developed an ethical trade strategy with five steps for improving the working conditions of its staff and suppliers.

The Body Shop promotes environmental sustainability through such means as working with Greenpeace and funding energy efficiency projects in the developing world. The company has launched sustainable stores (called Pulse stores), attempted to reduce its carbon footprint by tracking the transportation of its products, reduced water consumption and energy use, and invested in renewable energy supplies. Waste has been cut, post-consumer recyclate (materials that have been recycled) has been incorporated into its packaging, and sustainable materials are used in its products.

on Resources

Weblinks Corporate social responsibility
Body Shop products

23.10 ACTIVITIES

1. The Body Shop aims to reduce its impact on the environment and empower local communities to share knowledge and trade equally. Follow The **Body Shop products** weblink in the Resources tab to help you complete the following table:

Product	Community producer
All-in-One BB cream	The Eudafano Women's Cooperative in northern Namibia
Cocoa butter hand and body lotion	
Shea Lip Butter	
White Musk Libertine Eau de Toilette	
Honeymania Soap	
Wild Argan Oil Bubbling Bath	

Examining, analysing, interpreting

2. Visit The Body Shop in your area. Collect evidence of the values that the business holds by examining products, checking ingredients and packaging, observing evidence of environmental concerns, and reading any information that challenges traditional views. Present your findings to the class by way of a talk, a computer application or a poster. **Examining, analysing, interpreting**
3. Visit your local shopping centre to observe business practices that promote recycling and protection of the environment. Record any examples of socially responsible strategies being practised. Identity a business you believe is not environmentally aware and write a letter explaining why adopting strategies based on corporate social responsibility can increase the competitive advantage of their business. Suggest some ways that the business can promote recycling or other environmentally sound practices. **Reasoning, creating, proposing**

23.10 EXERCISES

Economics and Business skills key: ES1 Remembering and understanding **ES2** Describing and explaining **ES3** Examining, analysing, interpreting **ES4** Questioning and evaluating **ES5** Reasoning, creating, proposing **ES6** Communicating, reflecting

23.10 Exercise 1: Check your understanding

1. **ES2** What is corporate social responsibility?
2. **ES1** Identify two benefits to a business of being socially responsible.
3. **ES1** Identify two benefits to society of a business acting in a socially responsible manner.
4. **ES1** Make a list of strategies based on corporate social responsibility.
5. **ES2** What is the purpose of a social report?

23.10 Exercise 2: Apply your understanding

1. **ES2** Explain two ways in which a business can demonstrate its willingness to be socially responsible.
2. **ES2** Describe one business you know (other than the Body Shop) and explain how that business demonstrates its commitment to social responsibility.
3. **ES3** Copy and complete the following table to identify the advantages and disadvantages of adopting socially responsible strategies.

Advantages	Disadvantages
Customers are more likely to want to deal with a socially responsible business.	Socially responsible strategies can be expensive to introduce and implement.

4. **ES3** Read the case study 'The Body Shop' in this subtopic and answer the following questions:
   (a) In no more than 60 words, identify and explain the chief reasons for The Body Shop's success.
   (b) Outline the socially responsible strategies that The Body Shop has introduced.
5. **ES5** What do you think might happen to the competitive advantage of a business that does not adopt socially responsible strategies?

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

23.11 SkillBuilder: Analysing a business case study

online only

Why are business case studies important?

Business people use case studies to understand the strategies that other businesses have introduced and to identify which ones have succeeded or failed. When you have identified the elements of a case study, you will be able to better understand business concepts.

Select your learnON format to access:

- an explanation of the skill (Tell me)
- a step-by-step process to develop the skill, with an example (Show me)
- an activity to allow you to practise the skill (Let me do it).

23.12 Thinking Big research project: Hitting the target — multimedia advertising campaign

online only

SCENARIO

Advertising is designed to influence consumer decisions and, as with many things, it has undergone changes as society and technology have changed — from posters, billboards and newspapers to radio, television and now social media. You will create and adapt a product advertisement for use across different media types, aiming to hit the target market of each medium.

Select your learnON format to access:

- the full project scenario
- details of the project task
- resources to guide your project work
- an assessment rubric.

on Resources

ProjectsPLUS Thinking Big research project: Hitting the target — multimedia advertising campaign (pro-0224)

23.13 Review

online only

23.13.1 Key knowledge summary

Use this dot point summary to review the content covered in this topic.

23.13.2 Reflection

Reflect on your learning using the activities and resources provided.

on Resources

eWorkbook Reflection (doc-32092)
Crossword (doc-32093)

Interactivity Innovation and competition in the marketplace crossword (int-7682)

KEY TERMS

bias prejudice, leaning towards one view of things; showing favouritism towards one entity over another
blended marketing a mix of internet and traditional marketing methods
boycott choosing to avoid the purchase of particular products or brands for ethical, moral or political reasons
capital physical resources a business owns and uses in production; includes factories, machinery and equipment
competitive advantage when a business can produce and sell goods or services better than its competitors
competitive market a market where a large number of businesses compete with each other to satisfy the demands of a large number of customers
consumer attitude a person's overall feeling about an object or activity
corporate social responsibility a duty for management to take into consideration the broader social welfare of the community, including its people and the environment, when making business decisions
culture all the learnt values, beliefs, behaviours and traditions shared by a society
demand the amount of a particular good or service that a customer will want to purchase at a given price
differentiation making a product stand out by providing unique or superior value to customers in comparison with competitors' products
ethical consumerism making a purchasing decision based on a company's values and behaviours
innovation adding a new product (which can be a good or a service) to an existing product line, or significantly improving an existing product or process
inputs the resources — including materials, equipment and labour — used in the process of production
invention the development of something new
inventory the goods and materials held as stock by a business
just-in-time an inventory system that ensures the correct materials arrive just as they are needed in the operations process
loan the temporary lending of money, usually by a financial institution
marketing the process of planning and executing the development, pricing, promotion and distribution of products to create exchanges that satisfy individual and organisational objectives
materials management an operations strategy that manages the use, storage and delivery of materials to ensure the correct number of inputs is available to the operations system when required
motives the reasons why individuals do something
offshoring the practice of relocating a business's processes from one country to another, to take advantage of lower costs
open innovation the use of internal and external ideas by a business to improve its processes or products
operations the area of a business that consists of all the activities engaged in producing goods and services
output the end result of a business's efforts; the good or service that is delivered or provided to a consumer
outsourcing reducing costs by transferring tasks normally completed by the business to outside suppliers
peer group a group of people with whom a person closely identifies, adopting their attitudes, values and beliefs

personality a collection of all the behaviours and characteristics that make up a person
process innovation when changes and improvements are made to the production process of a product or service
product innovation when a new product is created or an existing product is improved
productivity a measure of efficiency; the amount of output compared to the amount of input required in production
profit what remains after all business expenses have been deducted from the money that has been collected from selling goods and services
profit margin an indicator of the financial health of a business, expressed as a percentage, that measures the amount of profit that a business earns from the sales of its product
psychological factors influences within an individual that affect their buying behaviour
quality the degree of excellence of goods or services and their fitness for a stated purpose
research and development (R&D) activities undertaken to improve existing products or create new products
restructure to significantly modify the management or ownership structure of a company
roadworthy certificate official proof that a used car has been properly tested and is safe to operate and drive
social media the websites, platforms and applications that enable users to interact in virtual networks and communities and create, share or exchange information and ideas
social report a report stating what a business has done, and is doing, to meet corporate social responsibilities
sociocultural influences forces exerted by other people that affect customer behaviour
stamp duty a compulsory fee (a percentage of the total purchase price) charged by state governments
technology the use of scientific knowledge to develop machinery and devices to solve business problems

23.5 SkillBuilder: Choosing a mobile phone plan

23.5.1 Tell me

Do you have a pre-paid mobile or do you pay a bill at the end of every month? Do you have unlimited standard calls and can you send as many text messages as you want? How many gigabytes of data are you allowed and is social media included? You need to consider all these questions and more when you choose a mobile phone plan.

In this SkillBuilder, you will find out what mobile phone plans are and how you can select the one that best suits your needs. You will also find out how to compare the many options offered by the various providers that operate in Australia.

FIGURE 1 Choosing the right mobile phone plan can save you a lot of money over time.

23.5.2 Show me

Mobile phones are usually purchased through telecommunications providers. Companies such as Telstra, Optus and Vodafone sell phone handsets as well as contract agreements known as 'plans'. Although some people choose to purchase their mobile phones outright, the majority of Australian consumers sign up to either a pre-paid or post-paid mobile phone plan. Usually included in the plan are essential mobile phone functions such as calls, text messages, multimedia messaging, data charges and voicemail. Tailored plans are often available that enable consumers to choose a plan that suits their specific needs. For example, as business owners tend to make the majority of their phone calls during the day, business plans offer a lower charge for calls made during business hours. Mobile phones can also provide portable internet access when used as personal 'hotspots'. Before purchasing a phone and signing up to a plan, it is important to compare mobile phone providers and the options they offer to consumers.

23.5.3 Let me do it

Complete the following activities to practise this skill.

23.5 ACTIVITIES

1. Construct a comparison table like the one shown below. You can either use the headings provided, or you can alter this table to suit your own search parameters. Use online information or call the company directly to obtain the information you need. As mobile phone providers offer a huge range of products, it is best to narrow your search before you begin this phase. A good way to do this is to choose one specific brand and model of phone to research. There are also many different mobile phone providers in Australia, so it will be easier if you limit your search by investigating only some of the following companies:
   - Telstra
   - Optus
   - Vodafone
   - Virgin Mobile
   - Belong
   - Dodo
   - iiNet
   - Amaysim.

   There are several websites that present information and compare plans for a number of different mobile phone providers.

   Use the **Mobile phone providers** weblinks in the Resources tab to find information on pricing of mobile phone plans offered by three different telecommunications companies.

Phone provider	Length of contract (months)	Calls included ($)	Min. monthly charge ($)	Data included (GB)	Additional data costs ($ per GB)	Flagfall ($)	SMS costs ($)	MMS costs ($)
Telstra								
Optus								
Vodafone								
Virgin Mobile								

2. Once you have completed the summary table above, you need to *evaluate the costs and benefits of the different alternatives*. To do this, complete the following tasks.
   (a) Complete a cost–benefit analysis for each of the mobile phone plans that you researched. Use a table like the one below to help you.

Phone provider	Costs	Benefits
Telstra		
Optus		
Vodafone		
Virgin Mobile		

   (b) Considering your own needs as a mobile phone user, rank the providers from most suitable to least suitable.
   (c) Write a one-paragraph response that justifies your rankings.

on Resources

Weblinks Mobile phone providers 1
Mobile phone providers 2
Mobile phone providers 3

23.11 SkillBuilder: Analysing a business case study

23.11.1 Tell me

A business case study helps you understand business concepts. It is a real-life example that shows how businesses work and how business concepts apply to individual situations.

Business people use case studies to understand the strategies that other businesses have introduced and to identify which ones have succeeded or failed. When you have identified the elements of a case study, you will be able to better understand business concepts.

CASE STUDY: Bluescope

Using innovation to create a long-term competitive advantage

BlueScope is a manufacturer of steel and supplier of steel products to global building and construction markets. It operates in Australia, New Zealand, Asia and North America. BlueScope has used open innovation and research and development to create a competitive advantage.

Working with several universities and industry partners, including BlueScope, the Australian Research Council (ARC) recently launched a steel research hub located at the University of Wollongong. The new facility brings scientists and researchers together from various steel manufacturers and research institutions to develop new technologies for the Australian market. A key focus of the steel research will be energy and sustainability, as well as more efficient building construction and solutions for harsh environments.

FIGURE 1 BlueScope's managing director and CEO, Mark Vassella, announced in 2019 that the company had reported a half-year EBIT (earnings before interest and tax) of almost $840 million, an increase of 65 per cent on the previous year.

BlueScope has modified its products and changed the ways it interacts with customers, suppliers and competitors so that it is not just competing on price. The company strongly believes that by using innovation to create a competitive advantage, it will develop products that will allow it to keep manufacturing in Australia.

One of BlueScope's innovative new products is called Next Generation Zincalume. By combining magnesium with an aluminium, zinc and silicon coating, a unique protective barrier has been formed that makes steel more resistant to corrosion. Zincalume steel also has a smaller impact on the environment through a reduced use of zinc and aluminium.

BlueScope also plans to transform its popular Colorbond® product. A photovoltaic laminate will be added, resulting in a roof panel that can produce solar power. Panels will also transfer thermal energy in and out of buildings as required.

23.11.2 Show me

How to analyse a business case study

Procedure

Step 1

Read the case study twice — once to get a general idea of the content and the second time to focus on the key issues. As you read through the second time, identify the key issues. You could choose a different colour highlighter for each key issue. You may also choose to make notes on the case study.

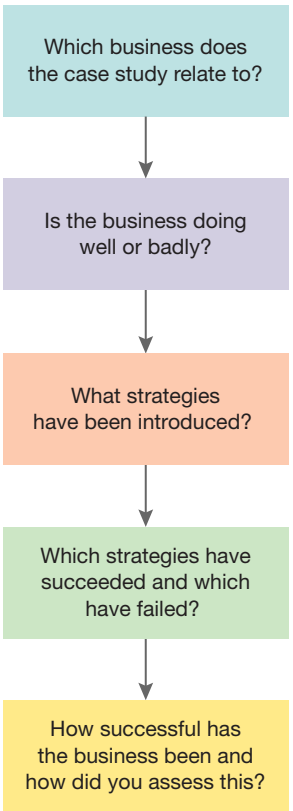
Step 2

Identify and define important terms. Use a dictionary or the internet to find out what they mean.

Step 3

Complete your analysis by writing dot point answers to the questions shown in the **FIGURE 2** diagram. (Use the questions as headings under which to write your points.)

FIGURE 2 How to analyse a business case study



23.11.3 Let me do it

Complete the following activity to practise this skill.

23.11 ACTIVITY

Read the **BHP Billiton** case study, then analyse it using the questions from **FIGURE 2** in the Show me section.

CASE STUDY: BHP Billiton

In 2016 BHP Billiton, the world's biggest mining company, announced a plan to grow the base value of its business by more than 70 per cent, even without a significant recovery in commodity prices to help turn around falling revenue and profitability.

BHP Billiton's CEO, Andrew Mackenzie outlined a roadmap based solely on existing opportunities, identifying six areas of attack to lift profits:

1. **Costs**
   Productivity improvements have delivered annual gains since 2012 of more than $US10 billion. BHP can reduce costs faster and more profoundly than the rest of the industry.
2. **Volume**
   Another 10 per cent can be added to current annual production. This will increase revenue.
3. **Oil**
   The oil shale assets, which are currently closed, give the company a large resource base to quickly increase production when prices go higher.
4. **New projects**
   BHP's portfolio of growth projects has an aggregate net present value of US$25 billion.
5. **Exploration**
   The company plans to increase exploration, a counter-cyclical move, mainly in oil, to take advantage of falling costs as others pull back.
6. **Technology**
   BHP plans to invest in technology to further reduce costs, improve safety and increase production volumes.

FIGURE 3 BHP Billiton's Mount Newman iron ore mine in Western Australia

23.12 Thinking Big research project: Hitting the target — multimedia advertising campaign

23.12.1 Scenario

Advertising is designed to influence consumer decisions. As society and technology have changed, it has changed too — from posters, billboards and newspapers to radio, television and now social media. You will create and adapt a product advertisement for use across different media types, aiming to hit the target market of each medium.

23.12.2 Task

Your task contains various parts, all relating to advertising one product across different media. You should complete the following:

1. Collect a newspaper advertisement for a product you are familiar with.
2. Analyse the advertisement — identify the target market and market segments the advertisement is directed to.
3. Write a script for a radio advertisement for the same product. (Radio advertisements are generally between 15 and 30 seconds long.) Write an outline of the target market and market segments it may be directed towards.
4. Record the script in an audio format.
5. Write a script for a television commercial for the product and an outline of the target market and market segments it may be directed towards. (Television advertisements are traditionally 30 seconds long.) *Note:* the television ad must be different from the radio ad.
6. Write a script for a social media advertisement for the product (to appear on Facebook, Instagram or an online game site such as Candy Crush etc.) and an outline of the target market and market segments it may be directed towards. Social media advertisements can be as short as 5 seconds or as long as 30 seconds. *Note:* The social media ad must be different from the other ads created.

23.12.3 Process

- Open the ProjectsPLUS application in the Resources for this topic. Open the **Project set-up** tab to enter the project due date and set up your project group. Working in groups of three or four will allow you to swap ideas and share responsibility for the project. Save your settings and the project will be launched.
- Select an advertisement for a product — check with your teacher for approval to work with this product.
- Navigate to the **Research forum**, where you will find starter topics loaded to help structure your work. You can add further topics to the Research forum if you wish. In the **Media centre** you will find an assessment rubric and some weblinks that will provide some inspiration for your task.
- Develop your scripts and target market outlines for each advertising form, as detailed in the **Task** section.
- If you have the equipment and appropriate permissions, you can film the television and social media advertisements to present to the class.
- Prepare a summary of how your advertisements differ depending on the type of media you are using.
- Submit your completed scripts, target market outlines and summary of advertising differences to your teacher for assessment.

on Resources

ProjectsPLUS Thinking Big research project: Hitting the target — multimedia advertising campaign (pro-0224)

23.13 Review

23.13.1 Key knowledge summary

23.2 Business influences on consumer decisions

- Four main factors influence consumer purchasing decisions: psychological, sociocultural, economic and government factors.
- Psychological factors that influence consumer choice include perception, motive, attitude and personality.
- Sociocultural factors that influence consumer choice include family, peer groups, social class and culture.
- Marketing campaigns are designed specifically with consumer attitudes in mind.

23.3 Consumer choice, attitude and preference

- The decisions consumers make can affect not only their own lives but also the viability of businesses and markets.
- Businesses and companies go to considerable lengths to understand consumer attitudes and desires.
- Consumers need to be aware of the various strategies employed by businesses.
- Some businesses and companies may indulge in unethical behaviour.

23.4 Making major purchases

- Consumers should conduct thorough research on companies and the products they offer.
- Before making a major purchase such as a car, you need to decide exactly what you want. It is crucial that you conduct proper research on the car itself and the method of payment you choose to purchase that car.

23.6 Innovation

- Businesses seek to build or create a competitive advantage, often through innovation, to improve their profit margins.
- *Product* innovation occurs when a new product is created or an existing product is improved.
- *Process* innovation occurs when changes and improvements are made to the production process of a product or service.
- Open innovation involves the use of internal and external ideas to support the business in improving its processes or products.

23.7 Emerging techniques

- To gain an advantage over competitors, businesses can use emerging techniques such as social media, blended marketing, and open innovation.
- Using social media to interact with customers directly and promote products, and making use of online and offline marketing techniques (blended marketing), can improve the competitiveness of a business.

23.8 Pursuing competitive advantage

- Reducing the price of the product or reducing costs (by restructuring, increasing production capacity or working more efficiently) can achieve a lower cost product.
- Differentiation can be achieved by offering a product that stands out as being unique or offering superior value through such means as packaging, marketing, quality or speed of delivery.

23.9 Strategies to create competitive advantage

- Businesses use strategies such as offering a lower cost product or a differentiated product to create a competitive advantage. Implementing efficient internal operations strategies or investing in research and development can support the business in introducing these strategies.

23.10 Corporate social responsibility and competitive advantage

- Business strategies based on corporate social responsibility can also increase competitive advantage by improving reputation.
- Socially responsible strategies include managing staff appropriately, sourcing raw materials from sustainable sources, managing the customer relationship appropriately and conducting a social report.

23.13.2 Reflection

Complete the following to reflect on your learning.

23.13 ACTIVITIES

Revisit the inquiry question posed in the Overview:

People may think they make consumer choices on their own, but how do businesses influence and attract customers?

1. Now that you have completed this topic, what is your view on the question? Discuss with a partner. Has your learning in this topic changed your view? If so, how?
2. Write a paragraph in response to the inquiry question outlining your views.

on Resources

eWorkbook Reflection (doc-32092)
Crossword (doc-32093)

Interactivity Influencing consumers: Innovation and competition in the marketplace crossword (int-7682)

KEY TERMS

bias showing favouritism towards one entity over another
blended marketing a mix of internet and traditional marketing methods
boycott choosing to avoid the purchase of particular products or brands for ethical, moral or political reasons
capital physical resources a business owns and uses in production; includes factories, machinery and equipment
competitive advantage when a business can produce and sell goods or services better than its competitors
competitive market a market where a large number of businesses compete with each other to satisfy the demands of a large number of customers
consumer attitude a person's overall feeling about an object or activity
corporate social responsibility a duty for management to take into consideration the broader social welfare of the community, including its people and the environment, when making business decisions
culture all the learnt values, beliefs, behaviours and traditions shared by a society
demand the amount of a particular good or service that a customer will want to purchase at a given price
differentiation making a product stand out by providing unique or superior value to customers in comparison with competitors' products
ethical consumerism making a purchasing decision based on a company's values and behaviours
innovation adding a new product (which can be a good or a service) to an existing product line, or significantly improving an existing product or process
inputs the resources — including materials, equipment and labour — used in the process of production
invention the development of something new
inventory the goods and materials held as stock by a business
just-in-time an inventory system that ensures the correct materials arrive just as they are needed in the operations process
loan the temporary lending of money, usually by a financial institution
marketing the process of planning and executing the development, pricing, promotion and distribution of products to create exchanges that satisfy individual and organisational objectives

materials management an operations strategy that manages the use, storage and delivery of materials to ensure the correct number of inputs is available to the operations system when required
motives the reasons why individuals do something
offshoring the practice of relocating a business's processes from one country to another, to take advantage of lower costs
open innovation the use of internal and external ideas by a business to improve its processes or products
operations the area of a business that consists of all the activities engaged in producing goods and services
output the end result of a business's efforts; the good or service that is delivered or provided to a consumer
outsourcing reducing costs by transferring tasks normally completed by the business to outside suppliers
peer group a group of people with whom a person closely identifies, adopting their attitudes, values and beliefs
personality a collection of all the behaviours and characteristics that make up a person
process innovation when changes and improvements are made to the production process of a product or service
product innovation when a new product is created or an existing product is improved
productivity a measure of efficiency; the amount of output compared to the amount of input required in production
profit margin an indicator of the financial health of a business, expressed as a percentage, that measures the amount of profit that a business earns from the sales of its product
profit what remains after all business expenses have been deducted from the money that has been collected from selling goods and services
psychological factors influences within an individual that affect their buying behaviour
quality the degree of excellence of goods or services and their fitness for a stated purpose
research and development (R&D) activities undertaken to improve existing products or create new products
restructure to significantly modify the management or ownership structure of a company
roadworthy certificate official proof that a used car has been properly tested and is safe to operate and drive
social media the websites, platforms and applications that enable users to interact in virtual networks and communities and create, share or exchange information and ideas
social report a report stating what a business has done, and is doing, to meet corporate social responsibilities
sociocultural influences forces exerted by other people that affect customer behaviour
stamp duty a compulsory fee (a percentage of the total purchase price) charged by state governments
technology the use of scientific knowledge to develop machinery and devices to solve business problems

24 The changing work environment in Australia

24.1 Overview

Go to work. Go home. Get paid. Repeat. The way we work hasn't changed at all. Has it?

24.1.1 The work environment in contemporary Australia

Work has always been an extremely important part of the lives of Australians. It consumes much of our time and provides many financial and social benefits. Financially, work enables people to earn an income so that they can pay for goods and services that improve their quality of life. Work also provides many social benefits. One social benefit may be the personal satisfaction derived from doing a job that you love and knowing that you have done it well. In addition, work provides an opportunity to meet people and form new relationships with others.

While the importance of work remains a constant, the nature of work in Australia has changed dramatically. While there are many factors, both economic and social, that have influenced the nature of work in Australia, a number of key influences can be identified. The process of globalisation and the rapid development of technology have revolutionised the world of work as we know it. Some of these changes have been positive; however, the loss of a healthy work–life balance is a major concern for many workers. Issues of sustainability have also affected the nature of work in Australia in recent years.

on Resources

eWorkbook Customisable worksheets for this topic

Video eLesson The changing work environment in Australia (eles-3497)

LEARNING SEQUENCE

24.1 Overview
24.2 Influences on the way we work
24.3 Occupations and skills
24.4 Trends and changes to the workforce
24.5 Employment in the future
24.6 **SkillBuilder:** Predicting the outcomes of economic and business decisions online only
24.7 **Thinking Big research project:** How will I work? presentation online only
24.8 **Review** online only

To access a pre-test and starter questions and receive immediate, **corrective feedback** and **sample responses** to every question, select your learnON format at www.jacplus.com.au.

24.2 Influences on the way we work

24.2.1 Historical influences

Prior to the late eighteenth century, the main type of work available was in **primary production**, in areas such as crop farming, fishing or livestock rearing. Life was very different to that of today's developed societies. People produced the bulk of their own food, clothes and other needs. Manufacturing was done on a small scale, in people's homes using hand tools or basic machines.

From the late 1700s to the mid 1800s, technological advances associated with the Industrial Revolution — in particular the development of steam power and the steam engine, the mechanised cotton mill and loom and the use of processed fuel to fire and heat the furnaces in iron ore production in England — changed the way that people lived and worked. People who previously worked in the primary industries outlined above moved to towns and cities to work in factories (**secondary industries**). The working conditions in these early factories were harsh. Men, women and children had few rights. They were forced to work long hours in noisy, dirty and dangerous workplaces. Accidents often happened around machinery, but there was no compensation or sick leave. If a person was injured, someone else took their job and no unemployment benefits were provided to those who could not find work.

Substantial workplace reforms in the many decades since this time have greatly improved on-the-job conditions for the great majority of workers in industrialised, developed countries such as Australia. In some countries, however, harsh and unsafe work environments still exist, with workers paid poorly for long hours of labour in difficult conditions. This is one of the ethical challenges of globalisation, which is discussed further in the sections that follow.

FIGURE 1 Before the Industrial Revolution people manufactured items in their homes

FIGURE 2 Despite workplace reforms, many people still work in sweatshop conditions.

24.2.2 Globalisation

Advances in technology (especially communications technology), more effective, lower cost methods of transportation, and largely unrestricted trade between countries have moved the whole world towards becoming a single, integrated marketplace. The term **globalisation** refers to this ever-increasing international cultural and economic interaction.

In Australia, globalisation has had an ongoing significant effect on work opportunities, the way people work and the composition of the workforce. Some of the major impacts of globalisation on the Australian work environment include:

- increased use of outsourcing
- more culturally diverse workplaces
- the decline and growth of different industries.

Increased use of outsourcing

Globalisation and the growing links between countries have facilitated increased outsourcing by businesses. **Outsourcing** involves engaging individuals or businesses outside of an organisation to fulfil functions previously carried out within the organisation itself. In an attempt to improve productivity, cut costs and increase their ability to compete on a global scale, many Australian businesses now outsource some of their non-core functions.

Outsourcing can be done in two ways:

1. *onshore outsourcing*. This involves outsourcing to a business within the same country. For example, a large law firm may contract a cleaning company to clean their offices for them.
2. *offshore outsourcing*. This occurs when a business outsources one of its functions to an overseas company, usually with the aim of reducing costs or accessing skills or services that are not available locally.

Globalisation and rapid developments in communication and transport technology have made offshore outsourcing far easier for businesses. Australian companies have outsourced many functions — ranging from production to marketing, maintenance and customer assistance — to overseas businesses. One example is the Australian aviation business Qantas, which has outsourced some of the maintenance of its aircraft to South-East Asia. When Qantas first closed its maintenance base in Avalon, Victoria in 2014 and outsourced some of this work to a company in Hong Kong, there was an outcry from employees, trade unions and some members of the public. Employees and trade unions were angry that such an iconic Australian business would move Australian jobs overseas. In addition, some members of the public expressed concern that the quality of the maintenance work done overseas may not be of the same standard as that done in Australia.

FIGURE 3 Qantas has outsourced some of its maintenance work to overseas businesses.

Offshore outsourcing has provided many benefits for Australian businesses, some of which are outlined in **TABLE 1**. Despite these benefits, businesses must also be aware of the problems that may arise from offshore outsourcing.

TABLE 1 The advantages and disadvantages of offshore outsourcing

Advantages	Disadvantages
• Outsourcing to low-wage countries can enable a business to reduce costs. • A business can access skills and services that may not be available in Australia. • Raw materials and technology may be cheaper in the overseas country. • A business may be able to tap into a new market and broaden its customer base.	• The loss of jobs in Australia may cause a backlash from consumers. • Possible exploitation of overseas workers may damage the reputation of the business. • The quality of the outsourced work may not meet the expectations of the business. • Cultural differences between Australia and the other country may present challenges.

Culturally diverse workplaces

Globalisation has greatly enhanced the mobility of workers. As a result of this, many of Australia's workplaces are more culturally diverse than they have been in the past. This can be of great benefit to businesses as they can draw on the education, skills and experience of workers from all over the globe. A diverse workforce may give a business an insight into foreign markets and new ways of doing things. Just as cultural diversity can present some issues in broader society, they may also pose challenges in the workplace.

CASE STUDY: Commonwealth Bank embraces diversity in its workforce

Many businesses such as the Commonwealth Bank of Australia (CBA) have recognised that a diverse workforce can be a great advantage and help achieve improved economic performance. Accordingly, CBA developed a 'diversity policy' to help educate staff and ensure that diversity is embraced. CBA's diversity policy recognises that differences can include a range of factors, such as ethnicity and cultural background, gender, sexual orientation, age, physical abilities, family status and religious beliefs. The existence of such a policy makes it clear to staff that diversity is something to be welcomed and celebrated. It aims to recognise the unique contribution that all workers can make to the success of a business.

FIGURE 4 The Commonwealth Bank has developed a diversity policy to increase staff awareness and acceptance of diversity.

Some of the elements of CBA's diversity policy include:

- a commitment to diversity in recruitment and leadership
- providing flexible work arrangements to cater for the individual circumstances of staff
- structuring the leave policy in a way that provides flexibility for the diverse workforce
- promoting respect and inclusion among staff.

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Weblink Diversity and inclusion

The decline and growth of different industries

With many companies moving part or all of their operations overseas, the employment opportunities in some industries have decreased. For example, the closure of the production plants of the three major car manufacturers in Australia (Ford, Holden and Toyota) meant that workers in this industry had to seek employment in other fields. While ongoing technological advances can lead to job losses in some cases, where tasks that were once carried out by people are now able to be done by machines, they can also present opportunities for new businesses to develop; for example, in areas such as telecommunications and digital technologies. In the 1980s, jobs such as website designers, social media managers, e-commerce consultants and app developers didn't exist. More than 30 years later, they are a common part of the business world. Many of the jobs that will exist in the future may be roles that we cannot even imagine today.

FIGURE 5 The closure of Ford, Holden and Toyota's manufacturing plants in Australia in 2017 meant over 4000 workers needed to seek employment elsewhere.

on Resources

Weblink Car manufacturing

24.2.3 Technology

The Australian work environment has changed significantly since the 1980s. Much of this change can be attributed to the development of technology and rapid communications advances that have altered the way the world does business.

Significant technological change

The world of work changed dramatically in the late 1980s with the development of the desktop computer, but it was the widespread adoption of the public internet in the 1990s that has brought arguably the greatest change to the world of work since the Industrial Revolution. The internet, computers and devices such as smartphones and tablets are now part of our everyday lives and, for many workers, have been integrated significantly into the way that they undertake and complete their work. The ability to communicate virtually instantaneously with anyone almost anywhere in the world has changed the way people do business and has been a major factor in the process of globalisation.

Types of new technology

Technological advances have changed many aspects of business operation, from administration tasks to internal and external communications, service provision and manufacturing processes. The list of technological advances that have changed the way we work is enormous. It includes:

- video conferencing and webinars — using technology to meet or conduct information and training sessions, rather than needing to have face-to-face interactions
- smart technology (smartphones) — enabling 24/7 communication through phone, email, SMS, MMS
- e-commerce — internet banking, online shopping, microchip credit cards, EFTPOS, PayPal, BPAY, PayPass, Afterpay, Apple Pay, Google Pay
- software developments — word processing, spreadsheets, database, accounting and other software programs that streamline administrative tasks
- robotics — their use in manufacturing, especially in assembly lines
- computer-aided design (CAD) — using computers to design new products, buildings and production processes
- computer-aided manufacturing (CAM) — using computers to assist with the manufacturing process of goods and services
- cloud computing — external data storage away from the organisation, allowing access to information from anywhere
- communication — discussion forums, blogs, social networking — creating new ways to reach potential customers.

FIGURE 6 Video conferencing allows workers to meet even though they may be in different countries.

How technology has changed working lives

The impact of technological advances has been felt significantly in the workplace. For example, where once it was necessary to send written materials via the post (which may take several days or even weeks to be delivered, depending on the distances involved), email now makes it possible for correspondence to be sent and delivered within the same minute. Computer software enables once tedious administrative, accounting and other processes to be completed in a fraction of the time that they once required. Computer-operated machines now perform many manufacturing line tasks that once required meticulous human completion. Similarly, in many cases where manual labour was once the norm, computers and robots now control the lifting and movement of heavy objects. Interestingly, the law has followed this process and various requirements have been introduced that seek to protect workers and ensure that employers provide a safe environment for them. Work (Occupational) Health and Safety laws cover issues such as manual handling, machine operation, safety guards and shut-off mechanisms, acceptable noise levels, and other hazard management in relation to the use of technology in the workplace.

Manufacturing

The use of computers in production has sped up the manufacturing process significantly and, in turn, productivity levels have increased. Assembly lines, computer-aided design, and computer-driven manufacturing processes (in which computers control and direct the machinery and equipment) have meant that fewer workers are needed to undertake the manual aspects of production. However, the increase in production output, combined with access to new markets through globalised trade opportunities, has allowed the growth of some businesses, and a need for increased numbers of workers to meet the demands of expansion. Further, the nature of many roles in computer-assisted manufacturing operations has changed, with workers gaining higher level skills as they are trained to be able to monitor equipment and carry out any adjustments or even repairs that may be required.

FIGURE 7 As a result of technological advances, fewer workers are needed to undertake the manual aspects of production.

Rapid communication changes

Technology has changed the concept of communication. For example, the growth of the internet has meant that news events, when they occur, can be instantly disseminated and shared through instant messaging, blogs, emails and websites. This change has made a huge impact on print media such as newspapers. Many people no longer buy a printed newspaper, but will instead read the news online. It is not just local newspapers that they can access, but also newspapers from around the world.

In the workplace, these rapid changes have led to enormous shifts in the way people communicate and work. No longer is there a need to have ‘face time’, where people have to be in the same room to meet and discuss business. ‘Face time’ has been replaced by ‘virtual meeting time’. Smart devices allow for instant communication and access to workers, employers, suppliers and producers.

Where once distance may have been a prohibitive factor in applying for and obtaining a job, this is no longer the case. In many fields of work, employees increasingly have the opportunity to work remotely, based from their own homes. The use of technology such as tele- or video-conferencing, email, cloud computing and so on effectively eliminates the distance between people, and creates opportunities for more flexible work arrangements that are beneficial for both the employee and the employer.

Staying connected or switching off?

The developments that have occurred in communications technology make it difficult to 'switch off'. For example, how many people in your class have a smartphone? Do you check your phone or device as soon as an instant message, email or Facebook post hits your inbox? If you do, you are not alone. Many of us are obsessed with our smartphones, tablets, laptops and other devices, along with the social media so easily accessed on them. While such technologies allow us unprecedented opportunities for social connection and access to information, they also play a role in the gradual blurring of the boundaries between work and home life. It is now easy to stay connected with the office or work while at home, or even on holidays! Many people now work beyond the traditional office hours of 9 to 5, using laptops and other devices to access work networks remotely, checking work emails while they have breakfast or during their commute to work on the train, or perhaps to teleconference during their home time with other people working in a different time zone.

DISCUSS

With many people now working outside of traditional hours, achieving a healthy work–life balance is more difficult than ever. Do you think companies should encourage people to access email outside of work hours? What might be the positives and negatives of switching off? **[Personal and Social Capability]**

24.2.4 Sustainability

Consumers and society in general are increasingly aware of the impact of humans on the environment. As such, organisations, their management and employees have been prompted to reconsider some of their business practices in order to become more sustainable. Sustainability refers to our ability to satisfy current needs without compromising the ability of future generations to meet *their* needs. This growing focus on sustainability has resulted in significant shifts in the activities of business and the way we work. These changes can happen at different levels of a business. In analysing these changes, we will consider how sustainability has influenced:

- employees and the work they do
- management practices
- organisational decision making.

FIGURE 8 The growing focus on sustainability has led to changes to business activities and the way we work.

Employees and the work they do

Many employees bring a personal interest in environmental sustainability to their work. As well as this, businesses are increasingly expecting employees to be at the frontline of their efforts to become more sustainable. In doing their work, employees need to embed into practice the sustainability measures that have been developed by the business. Some businesses even offer incentives or rewards to employees who develop and implement new, more sustainable practices in their workplace.

Management practices

Some businesses are promoting sustainability by developing and implementing sustainable practices. The aim of these practices is twofold:

1. to ensure that the business is playing its part in preserving the environment
2. to establish a competitive advantage.

One common management practice in business has been to promote the '3 Rs' policy. This policy encourages businesses to:

- *recycle* — businesses should recycle the goods that they use and also consider whether the products that they produce are recyclable
- *reuse* — businesses should choose durable, reusable products within their business rather than encouraging a 'disposable culture'
- *reduce* — where possible, a business should look to reduce their use of resources, especially non-renewable resources.

This is a particularly important consideration in regard to the packaging of products.

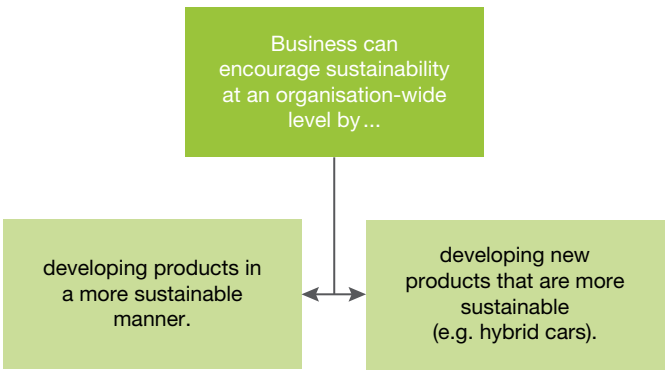
FIGURE 9 Promoting the 3Rs policy is a common sustainability management practice.

Another common management practice aimed at improving sustainability is the development of the 'paperless office'. This refers to work environments that attempt to greatly reduce or completely eliminate the use of paper. While the environmental benefits of such a practice are significant, it does result in changes to the way that we work. Many businesses set reduction targets in terms of their paper usage. Other businesses use strategies such as photocopy limits — this means that employees are only allowed to make a certain number of copies per week or month. All of these strategies aim to reduce the environmental footprint of a business and, of course, they also reduce business costs.

Organisational decision making

As we have discovered in the previous sections, employees and managers play an important role in promoting sustainability in modern businesses. However, organisational decision making is perhaps the most significant factor in determining how sustainable a business's operations will be in the long term. **FIGURE 10** identifies the two major organisational decisions that can be made in support of sustainability.

FIGURE 10 Sustainability should be an important consideration in all organisational decisions.



CASE STUDY: Sustainable production processes at De Bortoli Wines

The NSW Department of Environment, Climate Change and Water developed the 'Sustainability Advantage' program to advise and encourage businesses to become more sustainable. It provides practical workshops, one-on-one support and opportunities to network with other sustainable businesses. One business that has been involved in the program is De Bortoli Wines.

De Bortoli Wines has worked hard to reduce the environmental impact of its manufacturing process. Some of De Bortoli's major savings and sustainability achievements, as identified by the NSW Department of Environment, Climate Change and Water, are outlined in **TABLE 2**.

TABLE 2 De Bortoli's sustainability achievements

Energy	• 392 kilowatt-hours of electricity saved annually • Reduced projected capital spend of over $350 000 on new energy equipment by optimising existing systems • Reduction in greenhouse gases of 247 tonnes of carbon dioxide per annum
Waste	• 150 tonnes of waste diverted from landfill • Complete reuse of winery wastewater, generating $200 000 in forage crop income
Performance	• Productivity gains of between 20 and 37 per cent on all packaging lines • Customer complaints down by 42 per cent

Engagement	• Engaged suppliers and staff as shown by:
	  • lost time injury rates down by over 80 per cent
	  • process non-conformances down by 26 per cent

Research	• The confidence to commit $1 million in research and development to the 'Zero Waste Winery' program

FIGURE 11 De Bortoli's operations have become far more sustainable as a result of the company's involvement in the 'Sustainability Advantage' program.

24.2 EXERCISES

Economics and Business skills key: ES1 Remembering and understanding **ES2** Describing and explaining **ES3** Examining, analysing, interpreting **ES4** Questioning and evaluating **ES5** Reasoning, creating, proposing **ES6** Communicating, reflecting

24.2 Exercise 1: Check your understanding

1. **ES2** Explain how the Industrial Revolution changed the way that people worked.
2. **ES1** Define *globalisation*.
3. **ES1** Identify three industries that have declined as a result of technological developments and three that have emerged/grown.
4. **ES1** Identify some of the main technological advances that have changed the way we work.
5. **ES1** Define *sustainability*.

24.2 Exercise 2: Apply your understanding

1. **ES3** Identify two issues that have arisen from the changing technologies in the workplace.
2. **ES2** Explain why offshore outsourcing may be a high-risk strategy for business.
3. **ES2** Explain how issues of sustainability have influenced the way we work.
4. **ES6** 'Technology has had more negative impacts on workplaces than positive.' Do you agree or disagree with this statement? Provide reasons for your answer.
5. **ES5** You have been asked to design a sustainability strategy for your school. The aim of the strategy is to increase the school community's awareness of their impact on the environment and to suggest changes that could be made.
   (a) Identify some of the major sustainability issues within your school.
   (b) Outline the main features of your sustainability strategy.
   (c) Explain how the strategy will make your school more environmentally sustainable.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

24.3 Occupations and skills

24.3.1 What kind of worker are you?

Even as a teenager, you have probably been asked the question, 'What do you want to do when you grow up?' From a young age, some people have a strong interest and desire to work in a particular job. In many cases, this interest comes from observing a parent, sibling or family friend who works in a particular industry. Other people spend much of their teenage life and young adult life trying to decide exactly what they would like to do for work. In the contemporary Australian workforce, people may change their mind about what they want to do for work many times in their working lives.

Choosing a career is a significant decision. It is natural for people to feel confused, unsure and nervous about making such a decision. A common tool people use to help them determine the type of work that may be suited to them is a 'personality and career aptitude test'. This tool aims to identify the strengths, weaknesses, interests and personality traits of a particular person in order to suggest industries or occupations that may suit them. While these tests are useful, they are just one of many tools that young people can use to help determine the type of work they may be suited to. Parents, siblings, friends, teachers, career counsellors and employment agencies may also provide useful information.

FIGURE 1 Making career decisions can be an uncertain process, but there are many sources of helpful information available.

24.3.2 The range of industries in the Australian work environment

Australian employees have a wide range of occupations to choose from in a variety of industries. An **industry** refers to a group of businesses involved in similar or related work. An occupation relates to the work or activities that a person performs in order to earn a living. New occupations and industries are constantly being created as the Australian economy responds to influences such as technology, globalisation and sustainability.

The 'Job Outlook' website is an initiative of the Australian government's Department of Employment. The website provides useful data about the characteristics and trends in different industries and occupations. The 'Job Outlook' website identifies a range of industries in the Australian economy, including:

- agriculture, forestry, fishing
- mining
- manufacturing
- electricity, gas, water, waste services
- construction
- wholesale trade
- retail trade
- accommodation and food services
- transport, postal and warehousing
- information, media and telecommunications
- financial and insurance services
- rental, hiring and real estate services
- professional, scientific, technical services
- administrative and support services
- public administration and safety
- education and training
- health care and social assistance
- arts and recreation services.

FIGURE 2 The retail industry employs a large number of people in Australia.

In the following sections, we will examine some of the occupations found within five of these industries.

Occupations in the mining industry

TABLE 1 outlines two of the many occupations that exist within the mining industry.

TABLE 1 Mining industry occupations

Occupation: Miner	
Occupation summary	Miners operate heavy machinery and equipment to excavate, extract and transport ore, coal, rock and other minerals from mines in regional and sometimes remote areas. They drill and blast into rock to create tunnels deep underground or, in the case of open-cut mines, remove top soil and cut into the earth with bulldozers, drills and explosives. They ensure the mine site is safe by installing reinforcing, lighting, cabling, pumps and, where appropriate, air vents.
Skills and disposition required	A miner needs: • to enjoy manual and technical work • to be able to follow precise instructions and safety standards • good fitness, with an ability to do heavy lifting and physically demanding work • good eyesight and hand–eye coordination • to be comfortable working in confined spaces • the ability to stay calm in emergencies • excellent team work skills.
Estimated weekly earnings	$2670

(continued)

TABLE 1 Mining industry occupations *(continued)*

Occupation: Archaeologist	
Occupation summary	Archaeologists survey, map and record details about archaeological sites. They organise and carry out fieldwork, including excavation and surface collections. They may clean, conserve, restore, reconstruct and display material found at sites. They may photograph or draw characteristics or artefacts at the site for later analysis. They then analyse things found at the site and document their findings. They will also often write journal articles for publication.
Skills and disposition required	An archaeologist needs: • to enjoy science and research and to remain objective • an eye for detail • to be willing to live in harsh conditions when doing field work • patience, perseverance and determination • to be able to work as part of a team • strong written and computing skills.
Estimated weekly earnings	$1225–$1711

Occupations in the manufacturing industry

A wide range of occupations exist within the manufacturing industry. Two of these occupations are outlined in **TABLE 2**.

TABLE 2 Manufacturing industry occupations

Occupation: Textile, clothing and footwear mechanic	
Occupation summary	Textile mechanics set up, adjust and maintain machines used in textile, clothing and footwear industries. They generally perform tasks that include diagnosing and fixing faults, repairing and replacing faulty parts and, overall, ensuring shifts run smoothly.
Skills and disposition required	Textile, footwear and clothing mechanics should: • enjoy practical and manual work • possess good eyesight (may be corrected) and normal colour vision • have a mechanical aptitude • display good hand–eye coordination • be able to work quickly to locate and fix problems • have good problem-solving, troubleshooting and communication skills.
Estimated weekly earnings	$943
Occupation: Winemaker	
Occupation summary	Winemakers plan, organise and undertake the production of wine, spirits and other alcoholic beverages. They select grapes, organise their crushing and pressing and monitor the fermentation process, as well as filtering, bottling and packaging wine for sale. They research and develop new varieties and styles of wine, ensure that all their wine meets legal standards and specifications, supervise the activities of cellar personnel, and supervise the maintenance of the winery's laboratory, factory and cellar door areas. They may also market and sell wine, conduct tours, and train staff.

(continued)

TABLE 2 Manufacturing industry occupations *(continued)*	
Skills and disposition required	A winemaker needs: • a passion for wine • good eyesight and an acute sense of smell and taste • the ability to undertake detailed tasks accurately • planning and organisational skills • analytical and observational skills • good interpersonal and communication skills.
Estimated weekly earnings	$1029–$1755

Occupations in the education and training industry

TABLE 3 outlines two of the many occupations that exist within the education and training industry.

TABLE 3 Education and training industry occupations	
Occupation: Primary school teacher	
Occupation summary	Primary school teachers educate children between the ages of 5 and 12. They plan and conduct educational programs that assist in the intellectual, physical and social growth of children, and aid the development of their literacy, numeracy and other academic skills. They prepare daily lesson plans that fit within wider curriculum requirements, and teach a wide range of subject areas including Mathematics, English, Science and Technology, Society and Environment, Health, Creative Arts and Physical Education.
Skills and disposition required	A primary school teacher needs: • to enjoy working with children • a friendly and personable demeanour • patience and tolerance • organisational skills • leadership and motivational skills • a supportive and caring nature.
Estimated weekly earnings	$807–$1749
Occupation: University lecturer	
Occupation summary	University lecturers plan and direct the learning of university students in one or more specific topics, as well as conducting their own research in those areas. They write and present lectures, plan and conduct tutorials, and undertake research into topics that are closely linked to their area of expertise. They also prepare and mark assignments, examinations and other course work, provide advice to students on academic matters, attend meetings in their faculty, school or department, and undertake administrative tasks. They may also organise and run conferences.
Skills and disposition required	A university lecturer needs: • strong written and oral communication skills • excellent research skills • leadership and motivational ability • organisational skills • analytical and interpreting skills • a passion for and commitment to teaching.
Estimated weekly earnings	$2023

Occupations in the professional, scientific and technical services industry

A wide range of occupations exist within the professional, scientific and technical services industry. Two of these occupations are outlined in **TABLE 4**.

TABLE 4 Professional, scientific and technical services industry occupations

Occupation: Civil engineer	
Occupation summary	Civil engineers design, construct and maintain the buildings, bridges, dams, roads and other types of infrastructure that make up our cities and towns. Civil engineers visit building sites and assess proposed plans to determine the environmental impact of large-scale projects, and whether the building materials will be sufficient to create a safe and stable structure.
Skills and disposition required	A civil engineer needs: • good planning and organisation skills • excellent problem-solving skills • good communication skills • to be willing to adhere to strict safety regulations • to be able to work independently and as part of a team.
Estimated weekly earnings	$1376
Occupation: Architect	
Occupation summary	Architects apply technical skills and creativity to design commercial, industrial, institutional, residential and recreational buildings that are both practical in use and beautiful in appearance. Unlike other construction or building professionals, architects focus more on the look of a building as opposed to its structure. They work with a number of construction professionals as well as town planners and project clients to ensure that the use of the building is supplemented and complemented by its design and look. They may work on multilevel skyscrapers in the CBD, or small heritage buildings that require conservation work, as well as a wide range of domestic and commercial buildings.
Skills and disposition required	Architects need: • creativity and artistic ability • technical ability and spatial awareness • the ability to sketch and draw • a good level of English, mathematics and physics • good communication skills • the ability to work, liaise and negotiate with other people • the ability to meet strict deadlines.
Estimated weekly earnings	$1575–$1967

Occupations in the information, media and telecommunications industry

As with many other industries, the information, media and telecommunications industry has developed significantly in response to our ever-evolving new technologies. Two of the many occupations that exist within this field are outlined in **TABLE 5**.

TABLE 5 Information, media and telecommunications industry occupations

Occupation: Web designer	
Occupation summary	Web designers use a combination of design and IT skills to create, develop and maintain websites. They must find a balance between the visual appeal of a website and its functionality. To achieve this, web designers must consult with clients to determine their specific requirements, design the underlying architecture of the website, design the visual layout of each page and in some cases develop custom programs to improve the functionality of the website.
Skills and disposition required	A web designer needs: • to be able to work independently or as part of a team • to be able to work well under pressure • good communication skills • an aptitude for design • to be familiar with computer programming languages • to keep up to date with new web technologies and trends.
Estimated weekly earnings	$1346–$1731
Occupation: Journalist	
Occupation summary	Journalists write and present news and current affairs stories for print media, radio, television and the internet. They conduct research and plan stories, interview people to obtain information, and write the copy for the final story as it appears in the media. They may even present the story on radio or television. Journalists may specialise in a particular area such as sport, politics, entertainment, economics and finance, or other specific topics.
Skills and disposition required	A journalist needs: • strong written and oral communication skills • an interest in current affairs or a specific topic • good general knowledge • good research skills • to be able to work to deadlines • excellent organisational and time management skills.
Estimated weekly earnings	$1024–$1545

on Resources

Weblinks Career quiz
The Good Universities Guide
Australian Apprenticeships

24.3 ACTIVITY

Use the **Career quiz** weblink in the Resources tab to complete a career quiz. Look at the results to view the occupations you are most likely to enjoy or be good at. Choose some of the occupations that interest you and research them using **The Good Universities Guide** or the **Australian Apprenticeships** weblinks.

Examining, analysing, interpreting

24.3 EXERCISES

Economics and Business skills key: ES1 Remembering and understanding **ES2** Describing and explaining **ES3** Examining, analysing, interpreting **ES4** Questioning and evaluating **ES5** Reasoning, creating, proposing **ES6** Communicating, reflecting

24.3 Exercise 1: Check your understanding

1. **ES1** Identify three industries in the Australian economy.
2. **ES1** Select one of the industries identified in question 1 and list five different occupations in that industry.
3. **ES1** What is the purpose of a 'personality and career aptitude test'?
4. **ES1** Distinguish between an occupation and an industry.
5. **ES2** Suggest a range of reasons why some occupations have higher incomes than others.

24.3 Exercise 2: Apply your understanding

1. **ES2** Explain why there is often a wide range between the minimum and maximum salary for an occupation.
2. **ES3** In the past, workers chose an occupation and stayed in it for life. This is no longer the case in contemporary Australia. Explain the reasons for this trend in the workforce.
3. **ES5** Explain what you think is meant by the term *job mobility*.
4. **ES6** Of all the occupations examined in this subtopic, select the one that you think best suits your skills and interests. Provide reasons for your decision.
5. **ES5** Select *one* of the following industries:
   - Agriculture, forestry, fishing
   - Health care and social assistance
   - Construction

   Complete the following in relation to your chosen industry:
   (a) Identify two occupations within the industry.
   (b) Provide a summary of what you think would be the main tasks involved in each occupation.
   (c) Identify the skills and disposition you think are required for each occupation.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

24.4 Trends and changes to the workforce

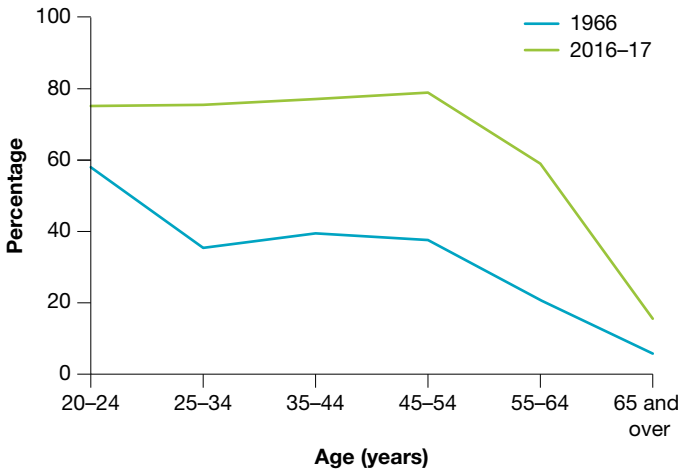
24.4.1 Changes in the Australian workplace

The world of work has gone through many major transformations in the past century. One of these changes has been in the amount of hours people in the workforce are now employed for, with jobs far more likely to be part-time or casual than before. People are less likely to do the one job for their entire working lives; instead they are more likely to move, not just from one role to another in the same field, but into new careers, possibly several times, in a bid to find work that continues to provide a sense of purpose and satisfaction. With this shift in the way people approach their careers, human resource management has become increasingly important within the business world — emphasising the value placed on finding the right person for a particular role. In this subtopic, we will explore these and other changes to the Australian workforce.

24.4.2 The changing roles of women and men

Fifty years ago, the majority of the Australian workforce was male. Most of these men were the family breadwinners — supporting their wives and families until retiring in their sixties. Women often 'retired' from the workforce when they married, and it was relatively uncommon for a woman to work if she had young children. Today, the two-income family is more common, with women continuing to work throughout the period of having dependent children. **FIGURE 1** shows the change in female workforce participation rates from 1966 to 2016–17.

FIGURE 1 Age-specific labour force participation rates for females, 1966 and 2016–17

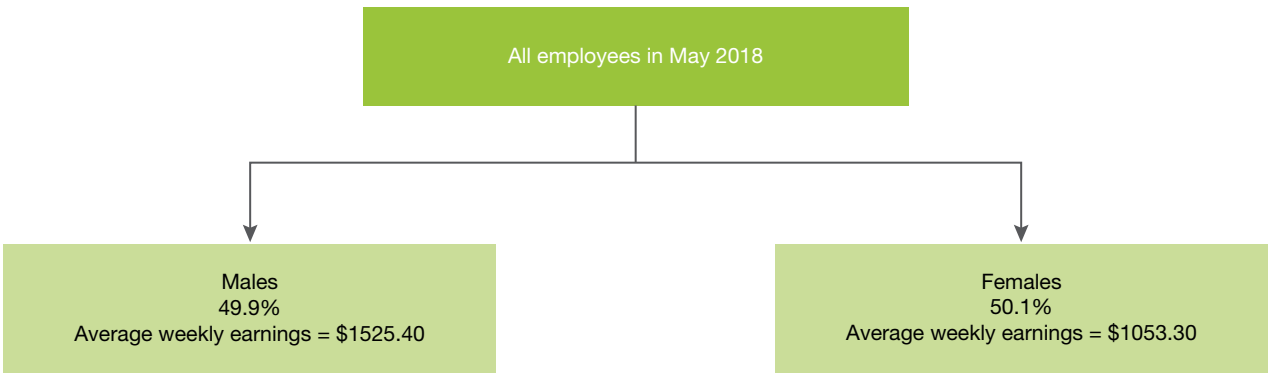


Source: Australian Bureau of Statistics.

The **FIGURE 1** graph clearly depicts the overall increase in participation, and, in particular, the virtual absence in 2016–17 of the 'dip' in participation seen in the 1966 data during the traditional child-rearing ages of 20–35. This indicates that a much higher proportion of women today are continuing to work throughout this period.

As women have entered the workforce in greater numbers and continued to work after having children, the need for formal childcare has increased. This has led to the growth of the childcare industry and has created significant new job opportunities in early childhood development and childcare. Another significant change has been an increase in flexible work options, offering benefits such as parental leave (for both females and males) and part-time work, that allows greater flexibility to juggle the demands of work and parenthood.

FIGURE 2 Proportion of males and females in the paid workforce in 2018, and their average weekly earnings



Source: Adapted from Australian Bureau of Statistics, *Employee Earnings and Hours, Australia, May 2018* (cat. no. 6306.0).

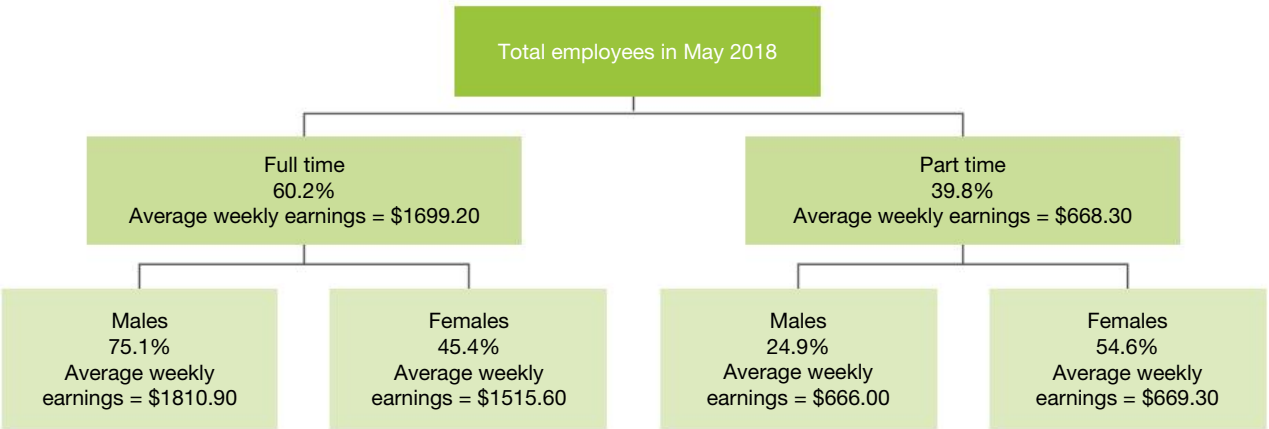
Female employees actually slightly outnumber males, but as can clearly be seen, the average weekly earnings of females is significantly lower than that of men. This can be explained to some extent by looking at the differences in full-time and part-time participation rates.

Full-time and part-time participation rates

FIGURE 3 shows that in May 2018 there were more full-time employees (60.2 per cent) than part-time employees (39.8 per cent), and that, as would be expected, average full-time earnings ($1699.20/week) were significantly higher than average part-time earnings ($668.30/week). However, 54.6 per cent of females were employed on a part-time basis, compared with only 24.9 per cent of males; that is, the vast

majority of male workers (75.1 per cent) were employed full-time, which accounts for much of the disparity in average weekly earnings between men and women.

FIGURE 3 Full-time and part-time employees in May 2018



Source: Adapted from Australian Bureau of Statistics, *Employee Earnings and Hours, Australia, May 2018* (cat. no 6306.0).

24.4.3 Hours of work

In today's work environment, there is a perception that people are expected to be available outside of traditional work hours due to technology-enabled connectivity, and that they are generally working longer hours than ever before. While in some industries this may indeed be the case, Australian Bureau of Statistics figures show that since the 1980s there have only been minor fluctuations in the average weekly hours worked from the 1980s through to 2016. **FIGURE 4** depicts these averages.

FIGURE 4 The average number of hours worked by employed Australians shows only moderate fluctuation from 1980 through to 2016.

Source: Adapted from Australian Bureau of Statistics, *Labour Force, Australia, Detailed, Electronic Delivery, April 2019* (cat. no. 6291.0.55.001).

As detailed in section 24.4.2, a significant proportion of the workforce is now employed on a part-time basis. Part-time roles now exist in almost all industries, and are particularly prevalent in areas such as retail trade and hospitality.

There has also been a significant shift in the times that people work. Where once the world of work was largely framed around the 9 to 5 workday, this is no longer the case. For example, changes to regulations in retail trade have created a demand for employees to work vastly different hours to those of the past, with weekend and late-night trading now allowing businesses to operate well outside the traditional 9 to 5 trading hours. Similarly, venues such as bars, restaurants and nightclubs are now able to stay open much later, creating a need for staff who are willing and able to work shifts into the early hours of the morning. Consumer demand has also created a need to provide call-centre sales and helpline staff in certain industries from early in the morning until late in the evening. Thus, employees working in such fields may work a range of hours that are significantly different to what was once the case.

FIGURE 5 Changes to trading hours have had a significant impact on the hours of work for many Australians.

DISCUSS

Penalty rates, whereby workers can earn multiples of their set hourly wages for working unsociable hours (including weekends and public holidays), were the subject of much political debate in 2016. Do you agree with the concept of penalty rates? Why or why not? **[Personal and Social Capability]**

24.4.4 Job availability

In the late 1960s almost half of Australia's labour force was employed in production industries such as mining, manufacturing, construction, electricity, gas and water, agriculture, forestry and fishing. In 1997, some 30 years later, that proportion had decreased to 28 per cent. During the same period, service industries grew substantially. These include property and business services, accommodation, cafés and restaurants, culture and recreational services, personal and other services, health and community services, retail, education, transport and communication, trade and finance, and insurance. This trend continues today, and is a major factor in shaping the ongoing changes seen in the Australian workforce.

24.4.5 Career lengths

Recent studies in the United States of America, based on US labour statistics, indicate that the average US worker stays in a job for a period of 4.6 years. In Australia, the average is thought to be even less — as little as two years — largely as a result of younger workers being prepared to change jobs on a much more frequent basis than their older colleagues.

Anecdotal evidence suggests that members of **Generation X** are likely to change jobs about 11 times during their working life. It is anticipated that this number may double for **Generation Y** or **Generation Z** and increase even further for **Generation Alpha**.

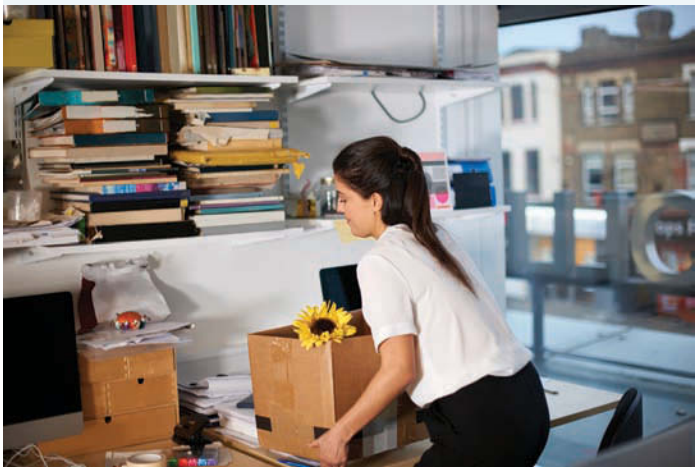
Research has found that the reason for changing jobs varies from person to person, but may include:

- *social reasons* — in response to life events, such as having children
- *economic reasons* — wanting to obtain better working arrangements
- *career-related reasons* — wanting to gain further career experience
- *other personal reasons* — a desire to gain new experiences.

It is interesting to note that for many workers, there is a reluctance to change. Possible reasons some workers choose to stay in the same job may include:

- a lack of opportunity to change jobs
- security
- convenience
- feeling valued in a role
- they like the people they work with
- a fast commute (quick to get to and from work)
- the need to build/consolidate retirement (superannuation) funds.

FIGURE 6 Today's workers change jobs far more often than they did in the past. This trend is expected to continue into the future.



24.4.6 Human resource management

The term **human resources** refers to the people who work within an organisation. In any business, the human resources are one of the most vital elements. With the world of work undergoing such rapid and ongoing changes, the effective management of a business's employees — **human resource management** — has become increasingly important. Human resource management involves many aspects, such as staff recruitment, negotiation of employment conditions, training, professional development, and carrying out staff performance reviews. The goal of successful human resource management is to ensure an organisation has the right people with the skills and knowledge necessary to meet the needs of the business.

FIGURE 7 Employees are one of a business's most important assets.

Finding the best employees with the most appropriate skills and other attributes that will suit the organisation and its culture is an important part of the human resource manager's role. This recruitment process has changed significantly since the 1990s as a result of technological advances including software development and, of course, the internet.

Online sites that act as repositories of potential workers' résumés, such as SEEK.com.au, allow people in search of work to place their details online, enabling employers to find them more quickly and easily. Job ads are posted in these online forums and many employers require prospective employees to complete the application process online, which can significantly streamline the whole recruitment process compared to traditional paper-based job applications.

Perhaps on the downside for potential employees, however, is the way in which the online environment has also made it easier for employers to 'background check' job applicants. It has become increasingly common for an employer to look on social media sites to find information about the employee they are considering hiring. Applicants therefore need to be mindful of their 'online presence' in order to ensure that it does not potentially limit their employment opportunities.

The internet has provided a new way for people to advertise and search for work roles. Employers are now able to reach a whole world of potential employees easily and in a cost-effective manner; and job hunters are able to browse the thousands of jobs advertised around the world in their search for a role that fulfils their needs and ambitions.

FIGURE 8 Employers are increasingly using social media sites to find information about the employees they are considering hiring.

24.4.7 The value of work

The value placed on work can be linked to one of the four reasons people work:

1. *To obtain personal satisfaction*
   It is never easy to separate the work you do from who you are. For many workers the tasks they perform are done to a very high quality and reflect the attitude that they have towards their work and their employers. They take pride in the work they do and this in turn raises their level of work satisfaction. When workers have ownership of their work and are proud of their achievements, they are more likely to work harder and longer to achieve the objectives of the organisation. For example, 200 employees of a factory were asked to write down the most important aspect of their work. Their responses revealed that it was not money that motivated them. Sixty-seven per cent of the employees said that knowing they had done the job well and received some praise from the supervisor were the most rewarding aspects. Thus, recognition of a job well done increases the value of the work itself.
2. *To gain status and prestige*
   The type of work a person does is often used to measure their status and prestige within our society. In other words, their status comes from their occupation. The value we place on a person's job determines his or her income. For example, a heart surgeon's highly skilled work is valued more than a labourer's, so the surgeon receives a higher income. This is partly due to the education and training needed to become a surgeon as well as their high skill level and specialisation. Historically, society has tended to place a lower value on work in what are referred to as the 'caring professions', such as childcare, nursing and aged care. For this reason, salaries for people who work in these areas have generally been lower than in many other fields. Women have traditionally filled these roles, and this provides another reason for the disparity that is often seen between the relative wages of men and women in Australia. This attitude is slowly changing, with wage rises being fought for and won in many of these areas. Interestingly, in a 2017 survey that asked Australians to rate professions in terms of their perceived ethics and honesty, nursing emerged as the number one ranked profession. Doctors were ranked second in the survey.
3. *To enjoy social interactions with others*
   The social aspects of work increase its value. On average, employees spend more time at work with their co-workers than they do at home with their families (not including sleep time). Work provides the opportunity to meet other people and make friends. Some workplaces have social clubs that employees can join, to participate in organised activities aimed at increasing the sense of staff connectedness and satisfaction.

4. *To help others*
   For many people, the need to make a difference and contribute to society is an important part of the motivation to work. This may be particularly so in the case of those who work in the 'caring professions', or who choose to work for not-for-profit organisations. Some people place such a high value on the desire to help others that they are prepared to offer their time and skills through volunteer work, seeking no payment for the work they do.

FIGURE 9 Some people are driven by a desire to help other people in their work.

24.4 ACTIVITY

Select one large business and research how it manages human resources. Use your research to:

a. identify your chosen business
b. provide details about the size and composition of the business's employee base
c. describe strategies that the business uses to develop their staff (human resources).

Examining, analysing, interpreting

24.4 EXERCISES

Economics and Business skills key: ES1 Remembering and understanding **ES2** Describing and explaining **ES3** Examining, analysing, interpreting **ES4** Questioning and evaluating **ES5** Reasoning, creating, proposing **ES6** Communicating, reflecting

24.4 Exercise 1: Check your understanding

1. **ES1** Identify the major changes to the workforce in the past 50 years.
2. **ES1** Identify three reasons why people might change jobs.
3. **ES1** Identify three reasons why people might decide to stay in the same job.
4. **ES1** Outline why people value work.
5. **ES2** Explain the reasons why the proportion of people involved in part-time work has increased.

24.4 Exercise 2: Apply your understanding

1. **ES2** Explain the social changes that have led to increased female participation in the workforce.
2. **ES2** Explain why there is limited availability of jobs in some industries such as manufacturing.
3. **ES3** 'Employees are the most important resource for any business.' Discuss this statement.
4. **ES3** Examine the information about male and female average weekly earnings in **FIGURES 2** and **3**. Use this information, your own knowledge and other research to explain why the average weekly earnings for females are lower than they are for males.
5. **ES2** Describe the role of a human resources manager and explain why this position is important in a business.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

24.5 Employment in the future

24.5.1 Predicting future changes to work and possible outcomes

Can you imagine what work will be like in the year 2050? Will new jobs exist that are like the ones we see in sci-fi movies, or will they continue to be much the same as they are now? Although it is very difficult to predict how work will change, what form it will take, what activities will need to be performed and what skills, knowledge and abilities workers will need to have, it is worth noting that one of the challenges of government is to do just that — to attempt to predict some of these changes and to make policies and economic plans that will support the future world of work in Australia.

Work as we know it will slowly change. Exactly how it will change is unknown, but it is likely to be dependent on a range of factors, which in turn could have particular outcomes. **TABLE 1** summarises some of these potential factors and outcomes.

FIGURE 1 One role of government is to try to predict what work will be like in the future and make policies and economic plans to support the future world of work.

TABLE 1 Potential changes and outcomes in the future world of work

Factor	Outcome
Skills required in the future workplace	Future employees will require more education and higher skills development to participate in the workforce.
Changes in the **gender segregation** of the workforce	More equal representation of men and women in all types of work across all industries; the gender gap in average wages will continue to decrease
More employment in certain sectors of industry (service) and decreased employment opportunities in other sectors of industry (manufacturing)	More service-oriented roles; more focus on case work that follows a customer from start to finish, multi-skilling of the workforce, to enable the same employee to assist a customer throughout their entire customer experience
Further advances and increased use of technology in the workplace	Employees will need to continue to learn how to operate new equipment and software in order to perform their jobs. Some roles may become obsolete as new technology provides more efficient ways of completing particular tasks.
Changing worker attitudes and the desire for work–life balance	The provision of more flexible work arrangements to accommodate employees' needs, increase satisfaction and productivity, and retain staff
Changing workplace environments	Creation of more creative, ideas-driven environments that encourage workers to think independently and be creative in their problem-solving Greater focus on having healthy and happy employees who will work longer and stay with an organisation, rather than frequently changing jobs; employees supported through the provision of benefits such as an onsite gym, canteen or café, childcare facilities etc.

Increased education and skill levels

Two interrelated service areas that are experiencing distinct growth and an increase in employment opportunities are professional, scientific and technical services; and education and training. In the future, these areas will continue to grow as the need for higher skilled workers increases. Lower skilled jobs are decreasing and being replaced by roles that require a higher level of education and which are more skills-focused. Thus, the need for workers to be multi-skilled, educated and more technically oriented, to enable them to work with the newest technological advances, is becoming increasingly evident.

Without appropriate, accessible training and education opportunities, it will be difficult to meet Australia's future workplace requirements. Thus, the need to provide such opportunities is an issue of constant focus for government.

Changing attitudes to gender segregation

Another possible change is in the area of gender segregation. This is where one gender, male or female, is more likely to be employed in a particular area than the other gender. Gender segregation is common in some industries. This is particularly evident in construction and mining. For example, in 2018, in the Victorian construction industry, women accounted for only 11 per cent of workers; in mining they account for only 16 per cent of workers. However, in the more traditionally female-dominated occupations such as health care, social assistance, education and training, women continue to occupy the vast majority of roles. What might be the outcome if more men started to work in these typically female-dominated occupations and more women started working in typically male-dominated professions?

Certainly, it would have an impact on the gender gap that still exists in average wages of men and women. It might also lead to an increase in the perceived value (and the higher wages that go with it) of the traditionally lower paid female-dominated industries. Would it also change the way that we view the genders, or perhaps the industries? Or might it simply be a natural progression that comes as part of an ever-changing work environment?

Declining industries and growth industries

Over the past 100 years, the work people do has changed significantly. This is clearly demonstrated by looking at the industries in which they work. The three main employment industries are the primary, secondary and **tertiary** industries. In the past, much of the workforce was involved in the primary and secondary industries. In recent years, however, there has been a shift towards greater participation in the tertiary industry, and in what have now been termed the **quaternary** and **quinary** industries also. **FIGURE 2** outlines the various features of each of these industry types.

In Australia, there are numerous sub-industries into which people's work can be classified. These include agriculture, mining, manufacturing, retail, construction, accommodation and food services, transport, education, health and others. **TABLE 2** examines the four main employing industries and compares the proportion of people employed in 2000–2001 with the proportion employed in those same industries in 2018.

As **TABLE 2** shows, during this 17-year period, while retail trade remained steady as the second-highest employing industry, the health care and social assistance industry and the construction industry saw strong increases in the percentage of people employed in those fields, while the manufacturing industry saw a decrease of nearly 5 per cent. This is representative of the growth and decline of these particular fields of employment.

FIGURE 3 provides another view of the employment figures in certain industries from 2007 to 2016.

These graphs clearly show the significant growth in a number of industries, such as retail trade, construction and mining, and the distinct decline of the manufacturing industry in Australia during this period.

FIGURE 2 The five key industries of the Australian work environment

A **PRIMARY INDUSTRY** A primary industry is one that produces raw materials (for example, fresh fruit) from what nature has provided. All types of farming, mining, fishing, grazing and forestry are primary industries. Primary industries provide all our food. Hence, the work of employees in these industries is essential. As well, approximately 60 per cent of all Australia's exports are primary industry products.

B **SECONDARY INDUSTRY** Secondary industries include all workers involved in turning raw materials into finished or semi-finished products. For example, iron ore, coal and limestone are turned into steel — a semi-finished product. Steel is then used to manufacture cars and steel-framed houses — finished products.

C **TERTIARY INDUSTRY** People who work in the tertiary industry provide a service to others (for example, retailers, dentists, bankers and solicitors). Over the past 50 years, the number of employees in tertiary industries has grown rapidly. Today, three out of every four employees work in this sector. The growth has been so fast that some jobs in the tertiary industry have been broken down into the quaternary industry and quinary industry.

D **QUATERNARY INDUSTRY** The quaternary industry is made up of service industries involved in the transfer and processing of information and knowledge. Telecommunications, property, computing and education are some examples.

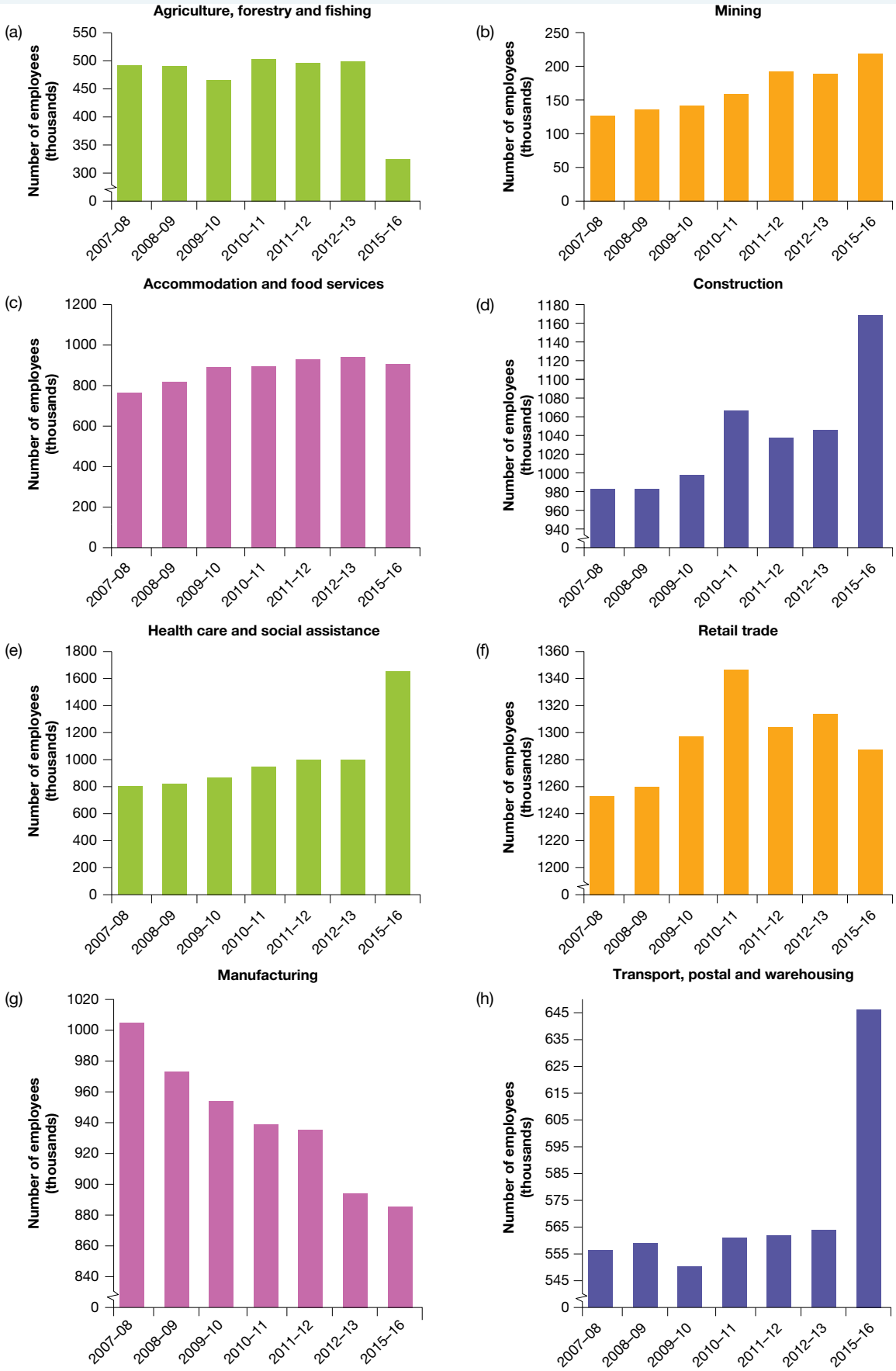
E **QUINARY INDUSTRY** The quinary industry is made up of domestic service, many of which were once carried out by people within their own homes. Hospitality, childcare, domestic cleaning and home maintenance services are examples of quinary industry services. They include both paid and unpaid workers.

TABLE 2 The proportion of people employed in 2000–2001 compared to 2018, by industry, in Australia

Industry	Proportion of all employed, 2000–01	Proportion of all employed, 2018
Health care and social assistance	10%	13.3%
Retail trade	11%	10.0%
Construction	7%	9.2%
Manufacturing	12%	7.2%

Source: Adapted from Australian Bureau of Statistics, *Year Book Australia, 2012* (cat. no. 1301.0) and Department of Employment, *Australian Jobs 2018*.

FIGURE 3 A series of graphs showing changes in numbers of people employed various industry sectors



Source: Adapted from Australian Bureau of Statistics, *Labour Force, Australia Detailed, Quarterly, May 2016* (cat. no. 6291.0.55.003).

Further advances in technology

With ongoing technological developments comes the need for workers to continue to up-skill in order to be able to use new equipment or software to its potential. In some instances, however, we may see a decrease in the number of jobs available in particular fields due to the automation of tasks. Many laborious tasks have been made simpler and quicker through the use of technology. Such increased efficiencies mean fewer people are required to complete the same amount of work and, hence, fewer work positions are available in that field.

It is difficult to know how far the impact of technology will reach in the workplace — which jobs of today may become obsolete in the future as a result of new technological developments. But equally, the new areas of work that will emerge through technological development are largely unknown. It is hoped that these new fields will open up increasing opportunities that will be more than adequate to replace the roles that are lost.

Changing attitudes, the desire for work–life balance and changing workplace environments

As Generations Y, Z and Alpha join the workforce, we may see a shift in the style of environments within which people work. Employers may need to create a new style of workplace, one that encourages workers to stay, rather than changing jobs on a regular basis, as is the tendency of these younger generations. More flexible working arrangements and benefits that promote staff satisfaction and increase productivity may become an increasingly common feature of the future world of work. American company Google provides an example of this kind of workplace.

In addition to businesses making changes to their working arrangements, governments throughout the world are also considering their role in ensuring a healthier work–life balance for employees. Many national governments, especially in developed nations, are beginning to understand that employees' inability to 'switch off' from their work may in fact be resulting in declining productivity and many social issues such as increased stress levels. The following case study outlines the actions of the French government in attempting to ensure a healthier work–life balance for its citizens.

24.5.2 CASE STUDY: French employees 'switch off' from work

Significant research has been undertaken that points to the fact that levels of work-related stress are higher than ever before, both in Australia and globally. Many workers in modern workplaces feel the pressures of high workloads and increasing demands from their employers. Technological developments have meant that workers are constantly connected to their jobs and rarely get the opportunity to 'switch off'.

In 2016, French President François Hollande and his governing party introduced legislation to discourage employees from sending emails outside of set work hours. The law requires all companies with 50 or more employees to develop a code of conduct to regulate the emailing activities of employees. The code of conduct must identify set work hours within which employees can send and respond to emails. Outside of these hours, emailing is to be banned.

There were numerous opponents of the policy, who asserted that it was not the role of the government to regulate the behaviour of businesses or employees in such a way. They also suggested that the law would not achieve its intended goal of reducing work-related stress. Whether this particular law makes a difference or not, one thing is clear — employees, businesses and governments are increasingly recognising the need in the future to create a healthier work–life balance for workers.

FIGURE 4 Large French companies are obliged by law to have a code of conduct that bans employees from work email at night, on weekends and on holidays.

24.5 ACTIVITY

Investigate one business that has developed flexible workplace practices for its employees. Outline the nature of the flexible workplace practices offered by the business and explain the impact they have had on the employees and business. **Examining, analysing, interpreting**

24.5 EXERCISES

Economics and Business skills key: ES1 Remembering and understanding **ES2** Describing and explaining **ES3** Examining, analysing, interpreting **ES4** Questioning and evaluating **ES5** Reasoning, creating, proposing **ES6** Communicating, reflecting

24.5 Exercise 1: Check your understanding

1. **ES1** Define *gender segregation*.
2. **ES1** Define *tertiary industry*.
3. **ES1** Identify the five key industries in the Australian work environment.
4. **ES1** Identify one job in each of the following industries:
   (a) primary industry
   (b) secondary industry
   (c) quinary industry.
5. **ES2** Examine **TABLE 2**. Using this information, explain the changing importance of different industry sectors to employment. Support your answer with statistics.

24.5 Exercise 2: Apply your understanding

1. **ES2** Explain why, in the future, businesses will increasingly need to create new styles of workplaces.
2. **ES2** Explain a range of factors that may contribute to the gender gap in earnings that still exists between the average wages of men and women.
3. **ES4** 'The French government has no right to tell employees when they can send and receive emails.' Do you agree or disagree with this statement? Justify your decision.
4. **ES6** 'We all need a break from work — work–life balance is important.' Comment on this statement, providing reasons why you agree or disagree with the statement.
5. **ES2** Globalisation has changed the way people work. Working remotely is a reality for many people who work for transnational companies. Explain what is meant by 'working remotely' and why it is important for businesses to cater for this type of work arrangement.

Try these questions in learnON for instant, corrective feedback. Go to www.jacplus.com.au.

24.6 SkillBuilder: Predicting the outcomes of economic and business decisions

online only

What is predicting outcomes of economic and business decisions?

After making an economic or business decision, a business must identify the unintended outcomes of the decision. If these unintended outcomes have the potential to have a negative impact on the business, strategies must be developed to address them.

Select your learnON format to access:

- an explanation of the skill (Tell me)
- a step-by-step process to develop the skill, with an example (Show me)
- an activity to allow you to practise the skill (Let me do it).

24.7 Thinking Big research project: How will I work? presentation

online only

SCENARIO

Technology has changed the way we work. From assembly lines to robotics; computer-aided manufacturing to scanning, online shopping and apps — the way we do business continues to change. You will complete a career quiz then research a potential career based on the results. How might technology change the nature of this career in the future?

Select your learnON format to access:

- the full project scenario
- details of the project task
- resources to guide your project work
- an assessment rubric.

on Resources

ProjectsPLUS Thinking Big research project: How will I work? presentation (pro-0225)

24.8 Review

online only

24.8.1 Key knowledge summary

Use this dot point summary to review the content covered in this topic.

24.8.2 Reflection

Reflect on your learning using the activities and resources provided.

on Resources

eWorkbook Reflection (doc-32094)
Crossword (doc-32095)

Interactivity The changing work environment in Australia crossword (int-7683)

KEY TERMS

gender segregation the division of males and females into separate groupings
Generation Alpha people born from 2010 onwards
Generation X people born between 1965 and 1979
Generation Y people born between 1980 and 1994
Generation Z people born between 1995 and 2009
globalisation the process of interacting with markets in other countries around the world, as part of an integrated global economic system
human resource management the process of managing the people who work within an organisation
human resources the area of a business that manages the relationship between the employer and employees, from acquiring to terminating staff
industry the way that different parts of the economy are grouped; for example, manufacturing, mining
intended outcomes the projected goals or objectives of a decision
outsourcing reducing costs by transferring tasks normally completed by the business to outside suppliers
primary production the production of crops, livestock or other basic materials which may then be used by other branches of industry
quaternary industry service industries involved in the processing and transfer of information and knowledge; for example, IT consultants, education services
quinary industry domestic service providers; for example, cleaning, childcare, home maintenance
secondary industry industry involved in the processing of primary resources to manufacture other goods
tertiary industry industry that involves the provision of services to others; for example, doctors, accountants, retailers
unintended outcomes the unplanned or unexpected consequences of a decision

24.6 SkillBuilder: Predicting the outcomes of economic and business decisions

24.6.1 Tell me

Economic and business decisions are made every day in workplaces throughout Australia. A range of people such as employees, supervisors, managers and business owners make these decisions. Examples of economic and business decisions may include:

- which good or service to make
- how to produce a particular good or service
- which suppliers a business will use
- how many people will be employed
- whether to outsource a task or complete it within the business
- how much to charge for a product.

When making economic and business decisions, it is important to consider all possible outcomes of the decision. In particular, a business must plan for:

- **intended outcomes** — the projected goals or objectives of a decision
- **unintended outcomes** — the consequences of a decision that are unplanned and unexpected.

After making an economic or business decision, a business must identify the unintended outcomes of the decision. If these unintended outcomes have the potential to negatively impact on the business, strategies must be developed to address them.

One tool that a business can use to identify the possible outcomes of a decision is a graphic organiser like the one below. This tool allows a business to identify the different outcomes/impacts of a decision, be they intended or unintended.

Business or economic decision to be identified here	
Intended outcomes	**Unintended outcomes**

24.6.2 Show me

The following hypothetical scenario relates to a business decision made by Dayna Clothing Designs.

Dayna Clothing Designs is an Australian manufacturer of clothing and accessories. In response to increased competition, rising costs and declining profits, the business has considered making a number of changes. In particular, Dayna Clothing Designs has made the decision to outsource the production of its goods to another business in Vietnam.

The main objectives (intended consequences) of this decision are to:

- reduce labour costs
- access cheaper raw materials
- establish a new customer base.

In relation to the business's decision to outsource its production, a number of outcomes can be identified using the graphic organiser below.

Business or economic decision: Dayna Clothing Designs has decided to outsource the production of its goods to another business in Vietnam.	
Intended outcomes	**Unintended outcomes**
To reduce labour costs by relocating to Vietnam, which is a low-wage country	Products made by the Vietnamese company may not be of the same quality
To access cheaper raw materials, which will further reduce production costs	Possible exploitation of workers in Vietnam may lead to negative publicity
To establish a new customer base in Vietnam in order to increase sales	Loss of jobs in Australia may lead to a negative reaction from consumers

While many of the intended outcomes of this decision will benefit Dayna Clothing Designs, a number of unintended outcomes must be considered. The business must develop strategies to address each of these unintended outcomes. Failure to do so may mean that any benefits gained from the decision are quickly lost. The table below identifies each unintended outcome and recommends a strategy to deal with each.

Unintended outcome	Strategy to address this outcome
• Products made by the Vietnamese company may not be of the same quality	• Dayna Clothing Designs could conduct quality control tests before the products are sold to ensure that each item meets their quality standards.
• Possible exploitation of workers in Vietnam may lead to negative publicity	• Dayna Clothing Designs must ensure that the Vietnamese company that produces its products complies with laws relating to wages and working conditions. If they do not, a new manufacturer should be found.
• Loss of jobs in Australia may lead to a negative reaction from consumers	• Dayna Clothing Designs can invest money in programs to help retrain workers who have lost their jobs.

24.6.3 Let me do it

Complete the following activities to practise this skill.

24.6 ACTIVITIES

a. Read the following hypothetical scenario that relates to a business decision made by Luke's Lollie Land.

Luke's Lollie Land is an Australian manufacturer of lollies and other confectionery. The business has operated in Australia for 26 years. Luke's Lollie Land has developed a reputation for high-quality, handmade products. In order to deal with growing competition, the business has decided to purchase new machinery to automate its production process.

The main objectives (intended consequences) of this decision are to:

- reduce the number of errors in production
- increase the speed of production
- reduce labour costs.

b. Using the Dayna Clothing Designs example in the **Show me** section as a model, analyse the outcomes of the business decision for Luke's Lollie Land by completing the activities below.

(i) In the table below, identify three intended and three unintended outcomes of the business decision by Luke's Lollie Land.

Business or economic decision: Luke's Lollie Land has decided to purchase new machinery to automate its production process.	
Intended outcomes	**Unintended outcomes**

(ii) In the table below, recommend a strategy to help address each of the unintended outcomes of the business decision by Luke's Lollie Land.

Unintended outcome	Strategy to address this outcome

c. After considering all of the intended and unintended outcomes for Luke's Lollie Land, do you think the business should proceed with its decision? Write a one-paragraph response justifying your decision.

24.7 Thinking Big research project: How will I work? presentation

24.7.1 Scenario

Technology has changed the way we work. From assembly lines to robotics, computer-aided manufacturing to scanning, online shopping and apps, the way we do business continues to change. The Australian Government Department of Employment's **Job Outlook** website identifies 18 industries in which we may work. These are:

- agriculture, forestry, fishing
- mining
- manufacturing
- electricity, gas, water, waste services
- construction
- wholesale trade
- retail trade
- accommodation and food services
- transport, postal and warehousing
- information, media and telecommunications
- financial and insurance services
- rental, hiring and real estate services
- professional, scientific, technical services
- administrative and support services
- public administration and safety
- education and training
- health care and social assistance
- arts and recreation services.

How will the working environment change by the time you finish your education?

How will this environment look when you are ready to retire (probably when you are 72!)?

How will this environment look when your children enter the workforce? In this project, you will explore these future possibilities!

24.7.2 Task

You will complete a career quiz, then research a potential career based on the results and create a PowerPoint to present your findings. There are a number of elements involved in completing this project task; these are outlined in the **Process** section.

24.7.3 Process

- Open the ProjectsPLUS application in the Resources for this topic. Open the **Project set-up** tab to enter the project due date. Save your settings and the project will be launched.
- Using the **Job Outlook** weblink in the **Media centre**, complete the career quiz.
- Summarise the results of the quiz, identifying the five most suitable careers based on your answers to the questions.
- Select one of the careers from the top five identified.
- Identify the industry that career fits into from the list of 18 in the **Scenario** section.
- Research the requirements and tasks performed by a person holding that job.
- Prepare a summary of how you envisage that technology might be employed to change the way the job is performed.
- Present your findings in a PowerPoint presentation. Use appropriate images or diagrams to add interest to your information.
- Check that you've completed all steps and refer to the assessment rubric in the **Media centre** to ensure you've met all task requirements, then submit your PowerPoint to your teacher for assessment.

on Resources

ProjectsPLUS Thinking Big research project: How will I work? presentation (pro-0225)

24.8 Review

24.8.1 Key knowledge summary

24.2 Influences on the way we work

- Businesses and work environments in Australia, and globally, have continued to change in response to a number of influences.
- Influences such as globalisation, technology and sustainability will continue to transform work environments in Australia.

24.3 Occupations and skills

- An industry refers to a group of businesses involved in similar or related work.
- An occupation relates to the work or activities that a person performs in order to earn a living.
- The five key industries of the Australian work environment are primary, secondary, tertiary, quaternary and quinary.

24.4 Trends and changes to the workforce

- Some of the major changes and trends in the workforce include:
  - the changing participation and roles of women and men
  - the hours worked by employees
  - the availability of jobs
  - career length.

24.5 Employment in the future

- Some predicted future changes to work include:
  - increasing education and skills of employees
  - changing attitudes to gender segregation
  - the decline of some industries and the growth of others
  - further advances in technology
  - the need for flexible workplaces and greater work–life balance.

24.8.2 Reflection

Complete the following to reflect on your learning.

24.8 ACTIVITIES

Revisit the inquiry question posed in the Overview:

Go to work. Go home. Get paid. Repeat. The way we work hasn't changed at all. Has it?

1. Now that you have completed this topic, what is your view on the question? Discuss with a partner. Has your learning in this topic changed your view? If so, how?
2. Write a paragraph in response to the inquiry question, outlining your views.

on Resources

eWorkbook Reflection (doc-32094)
Crossword (doc-32095)

Interactivity The changing work environment in Australia crossword (int-7683)

KEY TERMS

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secondary industry industry involved in the processing of primary resources to manufacture other goods
tertiary industry industry that involves the provision of services to others, e.g. doctors, accountants, retailers
unintended outcomes the unplanned or unexpected consequences of a decision

GLOSSARY

absolute majority half the number of votes received in an election plus one
absolute monarchy a form of government where the monarch (a king, queen or emperor) wields unrestricted political power over his or her sovereign state and its people
absolute poverty experienced when income levels are inadequate to enjoy a minimum standard of living (also known as extreme poverty)
Abyssinia the only independent African state in 1935, now called Ethiopia
advocacy active support
ageing population an increase in the number and percentage of people in the older age groups (usually 60 years and over)
ailan kastom (island custom) the body of customs, traditions, observances and beliefs of some or all of the Torres Strait Islanders living in the Torres Strait area
algal bloom rapid growth of algae caused by high levels of nutrients (particularly phosphates and nitrates) in water
alien a person born in another country who is not yet a citizen of the country in which they live
alienate to cause someone to feel isolated or separated
Allied powers the allies who fought the Axis powers in World War II were the US, Britain, France, USSR, Australia, Belgium, Brazil, Canada, China, Denmark, Greece, the Netherlands, New Zealand, Norway, Poland, South Africa and Yugoslavia
Allies Britain, France and the other states on the winning side in World War I
alluvial plain an area where rich sediments are deposited by flooding
alpha world city a city generally considered to be an important node in the global economic system
anarchists revolutionaries who want an equal society based on cooperation rather than government or coercive laws
Anglo-Celtic having ancestry originating in the British Isles, including England, Ireland, Scotland and Wales
apartheid the South African policy of racial segregation
Aquarius relating to the Age of Aquarius — a period of transition, according to astrologers
aquifers layers of rock which can hold large quantities of water in the pore spaces
archives a collection of public records or historical documents stored together in the one location
armistice a ceasefire or truce that ends fighting in a conflict, so terms for permanent peace can be discussed
artefact an object made or changed by humans
Aryan term used by the Nazis to describe 'pure-blooded' Germanic peoples
assembly line mass production method in which each worker completes the same operation over and over
assimilate the process in which individuals or groups of differing origins take on the basic attitudes, habits and lifestyles of another culture
assimilation the process by which a minority group gives up its own customs and traditions and adopts those of the dominant culture
asylum seekers people who are awaiting confirmation of their refugee status
atoll a coral island that encircles a lagoon
Australia's First Peoples an inclusive term used to refer to groups that make up the Aboriginal and Torres Strait islander community
authoritarian a form of government characterised by absolute obedience to the state, an authority figure or group
autobiography an account of a person's life, written or told by that person
base flow water entering a stream from groundwater seepage, usually through the banks and bed of the stream

beat generation a subculture, first associated with American writers and poets, that rejected conventional work, possessions, clothing and lifestyle, and promoted radical ideas
bias prejudice, leaning towards one view of things; showing favouritism towards one entity over another
biased one-sided or prejudiced, seeing something from just one point of view
bicameral a parliament consisting of two legislative houses, or chambers
bill of rights a formal declaration of the rights of members of a country or area
biocapacity the capacity of a biome or ecosystem to generate a renewable and ongoing supply of resources and to process or absorb its wastes
biodiversity the variety of plant and animal life within an area
biophysical environment all elements or features of the natural or physical and the human or urban environment, including the interaction of these elements
bioremediation the use of biological agents, such as bacteria, to remove or neutralise pollutants
biosphere the part of the Earth and its atmosphere in which living organisms exist or that is capable of supporting life
bipartisan supported by the two major political parties
blacklist a list of people or organisations that are disapproved of and are to be punished or avoided by others
blended marketing a mix of internet and traditional marketing methods
blockade to block the movement of something
booms floating devices to trap and contain oil
bootleg an illegal copy of copyright material, such as a movie
boycott choosing to avoid the purchase of particular products or brands for ethical, moral or political reasons
brackish (water) water that contains more salt than fresh water but not as much as sea water
Buddhism an Asian religion that teaches that the path to enlightenment comes from accepting suffering as part of life and overcoming desire through adopting a set of ethical practices
budget a plan for the future; in economics it is a plan about the government's financial performance and framework for the coming financial year, and is estimated by calculating its expected revenues and expenditures
budgetary policy a macroeconomic or aggregate demand management strategy involving the government's estimates of the expected value of its receipts and the expected value of its outlays
bunker a fortified underground shelter, usually with openings from which to fire at enemies
capital physical resources a business owns and uses in production; includes factories, machinery and equipment
capitalism the economic system under which industries are owned privately, not by the government
capitalist economic system based on private ownership of capital, free markets and competition
carbon credits term for a tradable certificate representing the right of a company to emit one metric tonne of carbon dioxide into the atmosphere
carrying capacity the ability of the land to support livestock
cash rate the official price of borrowing money; the interest rate that applies to the short-term money market
cause and effect the concept that every historical event will have a cause, and every event or action is likely to be the cause of subsequent effects or consequences
ceasefire a temporary or permanent suspension of fighting
census an official, usually periodic count of a population
charter an official document describing the goals and principles of an organisation
child any person below 18 years of age
child soldier a child who is, or who has been, recruited or used by an armed force or armed group in any capacity, including but not limited to children, boys and girls, used as fighters, cooks, porters, messengers, spies or for sexual purposes. This term does not refer only to a child who is taking or has taken a direct part in hostilities.
chlamydia a sexually transmitted disease infecting koalas

chronology a record of past events in order of time, from Greek *chronos*, meaning time, and *logos*, meaning logic or reasoning
civil rights the rights belonging to an individual by virtue of citizenship
civil war a war between two opposing groups within the one country
classification the categorisation of characteristics, changes, factors into distinctive groups
climate change any change in climate over time, whether due to natural processes or human activities
coastal dune vegetation succession the process of change in the plant types of a vegetation community over time — moving from pioneering plants in the high-tide zone to fully developed inland area vegetation
Cold War a power struggle and battle of ideologies, after World War II, between the Western bloc nations led by the superpower United States and the Eastern Bloc nations led by the superpower USSR
colonial nation a nation that has foreign settlements, or colonies, under its control
colonised describes a country or region whose government has been replaced by one from another country
communism a system of government in which the state controls the economy, in an attempt to ensure that all goods are equally shared by the people
competitive advantage when a business can produce and sell goods or services better than its competitors
competitive market a market where a large number of businesses compete with each other to satisfy the demands of a large number of customers
concentration camps prison camps where people were beaten, tortured, starved and used as slave labour
conciliator a person who acts as an independent third party between two disputing parties
conscription compulsory enlistment, especially in the armed forces; also called the draft
conscripts soldiers recruited through compulsory military service
constitution a set of fundamental principles according to which a nation or state is governed
constitutional monarchy a type of government based on a constitution with a queen or king as its head of state
consume to purchase goods and services for direct use or ownership
consumer attitude a person's overall feeling about an object or activity
contestability when particular interpretations of the past are open to debate
continuity and change the concept that while many changes occur over time, some things remain constant
conurbation an urban area formed when two or more towns or cities (e.g. Tokyo and Yokohama) spread into and merge with each other
Coriolis force force that results from the Earth's rotation. Moving bodies, such as wind and ocean currents, are deflected to the left in the southern hemisphere and to the right in the northern hemisphere.
corporate social responsibility a duty for management to take into consideration the broader social welfare of the community, including its people and the environment, when making business decisions
cost inflation a sustained increase in the price of goods and services caused by producers passing on increased production costs to consumers
counter-espionage preventing or stopping enemies from spying on you
Crown the Queen's authority in the Australian parliament, represented by the governor-general at the federal level and a governor at the state level
cull selective reduction of a species by killing a number of animals
culpability state of guilt; being responsible or blameworthy
culture all the learnt values, beliefs, behaviours and traditions shared by a society
defamation a civil wrong involving a written or verbal communication that lowers a person's reputation in the community
defection leaving one's country in order to live in an opposing country, particularly during wartime or during periods of hostile relations
deforestation the removal of trees or forest
delegation a person or group appointed to represent others
deltaic plain flat area where a river(s) empties into a basin
demand the amount of a particular good or service that a customer will want to purchase at a given price

demand inflation price increases that result from an excess of demand over supply for the economy as a whole

demographic transition model a graph attempting to explain how a country's population characteristics change as the level of wellbeing in a country improves over time

dependent population those in the under 15 years and over 60 years age groups. People in these age groups are generally dependent on those in the working age groups, either directly or indirectly for support.

deregulation the removal of unnecessary direct government controls, restrictions and supervision in various areas of the economy

desertification the transformation of land once suitable for agriculture into desert by processes such as climate change or human practices such as deforestation and overgrazing

developing nation a country whose economy is not well developed or diversified, although it may be showing growth in key areas such as agriculture, industries, tourism or telecommunications

development According to the United Nations, development is defined as 'to lead long and healthy lives, to be knowledgeable, to have access to the resources needed for a decent standard of living and to be able to participate in the life of the community'.

differentiation making a product stand out by providing unique or superior value to customers in comparison with competitors' products

diplomats people who manage international relations

disc jockey also known as a DJ, a disc jockey announces and plays music on the radio

discrimination the unfair, biased or prejudicial treatment of a person based on a personal characteristic such as race, gender, religion, ability or age

displaced person a person driven from their homeland by war or political upheaval

dispute resolution a process involving a group of strategies to settle legal issues outside of court

dissidents people who publicly disagree with government policy or actions

dole payments to the unemployed, usually in the form of coupons to exchange for food

dominions the British Empire's self-governing settler colonies

double dissolution occurs when both houses of the Commonwealth parliament are dissolved and all members are required to face an election, unlike a scheduled election when only half the senators are up for re-election

drainage area (or basin) an area drained by a river and its tributaries

dryland ecosystems characterised by a lack of water. They include cultivated lands, scrublands, shrublands, grasslands, savannas and semi-deserts. The lack of water constrains the production of crops, wood and other ecosystem services.

dyke an embankment constructed to prevent flooding by the sea or a river

dynamic equilibrium when the input of a coastal system such as winds and waves moving sediments onshore is equal to the output that moves sediments offshore, the system is said to be in a steady state. It is therefore not unstable and it has a dynamic equilibrium.

ecological footprint a measure of human demand on the Earth's natural systems in general and ecosystems in particular; the amount of productive land required by each person for food, water, transport, housing, waste management and other purposes

ecological service the benefits to humanity from the resources and processes that are supplied by natural ecosystems

ecology the environment as it relates to living organisms

economic downturn a recession or downturn in economic activity that includes increased unemployment and decreased consumer spending

economic growth a measurement of the increase in a country's gross domestic product (GDP)

ecosystems systems formed by the interactions between the living organisms (plants, animals, humans) and the physical elements of an environment

ecotourism tourism to places with unspoiled natural resources

egalitarian having the belief that all people are equal and deserve equal rights

embassy the residence or place of official business of an ambassador, who represents a foreign country
embezzlement the theft or misuse of funds belonging to your employer or organization
empathy the ability to understand and share another person's thoughts and feelings
enhanced greenhouse effect increasing concentrations of greenhouse gases in the Earth's atmosphere, contributing to global warming and climate change
environmental flows the quantity, quality and timing of water flows required to sustain freshwater ecosystems
environmental impact assessment a tool used to identify the environmental, social and economic impacts, both positive and negative, of a project prior to decision-making and construction
environmental world view varying viewpoints, such as environment-centred as opposed to human-centred, in managing ecological services
ephemeral describes a stream or river that flows only occasionally, usually after heavy rain
eradicate wipe out, obliterate
ethical consumerism making a purchasing decision based on a company's values and behaviours
eutrophication a process where water bodies receive excess nutrients that stimulate excessive plant growth
evidence information that indicates whether something is true or really happened
executive another name for the government
exotic species species introduced from a foreign country
experienced wellbeing an individual's subjective perception of personal wellbeing
extreme poverty a state of living below the poverty line (US$1.90 per day), and lacking resources to meet basic life necessities (also known as absolute poverty)
fallout the fall of radioactive particles after a nuclear explosion
favela an area of informal housing usually located on the edge of many Brazilian cities. Residents occupy the land illegally and build their own housing. Dwellers often live without basic infrastructure such as running water, sewerage or garbage collection.
federation the joining of the six Australian colonies to establish the federal and state parliaments
female infanticide the killing of female babies, either via abortion or after birth
fertility rate the average number of children born per woman
first-past-the-post a voting system where a candidate wins by receiving more votes than any other candidate
fiscal policy a macroeconomic or aggregate demand management strategy involving the government's estimates of the expected value of its receipts and the expected value of its outlays
floating settlements anchored buildings that float on water and are able to move up and down with the tides
flood mitigation managing the effects of floods rather than trying to prevent them altogether
folly foolishness; lack of good sense
foment encourage or foster (rebellion)
formal vote a ballot paper that has been filled out correctly
Fortress Europa the term used by Hitler to describe the defences along the coastline of Europe from Denmark to southern France
fossil fuels carbon-based fuels formed over millions of years, which include coal, petroleum and natural gas. They are called non-renewable fuels as reserves are being depleted at a faster rate than the process of formation.
foxhole a concealed dugout or pit used by one person to shelter from and shoot at the enemy
Gaia hypothesis the idea that all living organisms and inorganic matter are part of a dynamic system that regulates the biosphere
gender segregation the division of males and females into separate groupings
Generation Alpha people born from 2010 onwards
Generation X people born between 1965 and 1979
Generation Y people born between 1980 and 1994
Generation Z people born between 1995 and 2009

geothermal (power) describes power that is generated from molten magma at the Earth's core and stored in hot rocks under the surface. It is cost-effective, reliable, sustainable and environmentally friendly.
geyser a natural hot spring that intermittently ejects a column of water and steam into the air
global warming the observable rising trend in the Earth's atmospheric temperatures, generally attributed to the enhanced greenhouse effect
globalisation the process of interacting with markets in other countries around the world, as part of an integrated global economic system
grassroots movement action by ordinary citizens, as compared with the government, aid or a social organisation
grassroots involving ordinary people in a community or organisation
green energy sustainable or alternative energy (e.g. wind, solar and tidal)
gross domestic product (GDP) the value of all goods and services produced within a country in a given period, usually discussed in terms of GDP per capita (total GDP divided by the population of the country)
gross national income (GNI) the total income earned by a country's businesses and residents
groundwater salinity presence of salty water that has replaced fresh water in the subsurface layers of soil
groundwater water held underground within water-bearing rocks or aquifers
guerrilla a member of an irregular military force that adopts tactics such as harassing the enemy, sabotage, and cutting communication and supply lines
heritage cultural traditions
hinterland the land behind a coast or shoreline extending a few kilometres inland
hire purchase buying and using a product while paying for it in instalments
historical architecture urban environment that has significant value due to its unique form and history of development
Human Development Index (HDI) measures the standard of living and wellbeing by measuring life expectancy, education and gross national income
human resource management the process of managing the people who work within an organisation
human resources the area of a business that manages the relationship between the employer and employees, from acquiring to terminating staff
human–environment systems thinking using thinking skills such as analysis and evaluation to understand the interaction of the human and biophysical or natural parts of the Earth's environment
humanitarian concerned with the welfare of a social group
humanitarianism concern for the welfare of other human beings
humus decaying organic matter that is rich in nutrients needed for plant growth
hyperinflation such an extreme rise in prices that a currency loses any real value
hypothesis (plural: hypotheses) a theory or possible explanation
icon sites six sites located in the Murray–Darling Basin that are earmarked for environmental flows. They were chosen for their environmental, cultural and international significance.
ideologies sets of ideas or beliefs that guide an individual, group, society or nation and provide the basis of political systems
ideology set of ideas or beliefs that guide an individual, group, society or nation
impervious a rock layer that does not allow water to move through it due to a lack of cracks and fissures
inalienable belonging to a thing by its nature; not able to be taken away
incarceration imprisonment
inclusive behaviours or policies that include all members of a society
income the reward earned from supplying productive resources. Providing labour earns income in the form of wages or salaries
indicator a value that informs us of a condition or progress. It can be defined as something that helps us to understand where we are, where we are going and how far we are from the goal
indigenous refers to people who are the original native inhabitants of a region or country
indoctrinate to teach or instruct in a way that is almost brainwashing

Industrial Revolution the period from the mid 1700s into the 1800s that saw major technological changes in agriculture, manufacturing, mining and transportation, with far-reaching social and economic impacts
industrialised having developed a wide range of industries or having highly developed industries
industry the way that different parts of the economy are grouped; for example, manufacturing, mining
infer to form a conclusion based on evidence
inflation a general rise in the prices of goods and services within an economy
infrastructure the basic physical and organisational structures and facilities (e.g. buildings, roads, power supplies) needed for the operation of a society
innovation adding a new product (which can be a good or a service) to an existing product line, or significantly improving an existing product or process
inputs the resources — including materials, equipment and labour — used in the process of production
integrated describes communities that consist of different cultural groups living in unity
integration policy requiring immigrants to publicly adopt the new country's culture while still being able to celebrate their own culture privately; a policy that recognised the value of Aboriginal culture and the right of Aboriginal peoples to retain their languages and customs and maintain their own distinctive communities
intended outcomes the projected goals or objectives of a decision
internally displaced persons (IDPs) people travelling within their country to 'safer' places, legally remaining under the control of their government
International Bill of Human Rights the informal name given to the Universal Declaration of Human Rights and the two International Covenants
International Covenants a multilateral treaty adopted by the United Nations General Assembly, in force from 1976. It commits those who have signed the Covenant to respect the civil and political rights of individuals and their economic, social and cultural rights.
international sanctions actions or penalties — usually economic but also diplomatic or military — imposed on a country by a group of other countries
internment to be put in prison for political or military reasons, either real or perceived
invasive plant species commonly referred to as weeds; any plant species that dominates an area outside its normal region and requires action to control its spread
invention the development of something new
inventory the goods and materials held as stock by a business
isolationist foreign policy based on avoiding involvement in the affairs of other countries
judiciary the collective name given to the judges who preside over law courts
just-in-time an inventory system that ensures the correct materials arrive just as they are needed in the operations process
Kyoto Protocol an internationally agreed set of rules developed by the United Nations aimed at reducing climate change through the stabilisation of greenhouse gas emissions into the atmosphere
labour market the place, region or institution where buyers and sellers of labour negotiate wages
lagoon a shallow body of water separated from the sea by a sand barrier or coral reef
land rights the rights of Indigenous peoples to possess land they traditionally owned and occupied
land tenure a system by which particular individuals or groups are given a legally recognised right to occupy a defined area of land
left-wing support for progressive beliefs, such as the intervention of government in society to create greater equality
legally binding an agreement that is enforceable by law
life expectancy the number of years a person can expect to live, based on the average living conditions within a country
loan the temporary lending of money, usually by a financial institution
Luftwaffe the German air force during World War II
lynching the execution of a person without authority or process of law

macroeconomic the branch of economics that emphasises the central role played by the level of expenditure or aggregate demand
mandate commission to act on behalf of the League of Nations to govern a people considered not ready to govern themselves
manifesto a public declaration of principles, policies or intentions
marginalisation a social process by which groups or individuals are pushed to the fringes of society
mark-up a fixed percentage or dollar figure added to the cost price of goods and services to determine the selling price
marketing the process of planning and executing the development, pricing, promotion and distribution of products to create exchanges that satisfy individual and organisational objectives
mass wasting the movement of rock and other debris downslope in bulk, due to a destabilising force such as undermining compounded by the pull of gravity
material living standards refers to the number of goods and services we can afford to buy
materials management an operations strategy that manages the use, storage and delivery of materials to ensure the correct number of inputs is available to the operations system when required
maternal mortality the death of a woman while pregnant or within 42 days of termination of pregnancy
mediterranean (climate) characterised by hot, dry summers and cool, wet winters
medium-density housing a form of residential development such as detached, semi-attached and multi-unit housing that can range from about 25 to 80 dwellings per hectare
megacity a settlement with 10 million or more inhabitants
memoir an account of an author's personal experiences of an event, or series of events
micro hydro-dams produce hydro-electric power on a scale serving a small community (less than 10 MW). They usually require minimal construction and have very little environmental impact.
micro-credit the provision of small loans to borrowers who usually would not be eligible to obtain loans due to having few assets and/or irregular employment
microeconomic the branch of economics that studies the smaller fragments or units making up the whole economy
militarism excessive influence of military values and pro-war ideas
militia a body of men called up for military service only in emergencies
monetary policy a major category of government aggregate demand management or macroeconomic policy. It is implemented by the Reserve Bank and is designed to influence the cost, availability and demand for credit and money
monoculture cultivating a single crop or plant species over a wide area over a prolonged period of time
moral relating to right and wrong behaviour
moratorium a suspension of activity. In this case it related to marches calling for the cessation of Australia's involvement in Vietnam.
mortgage a loan used to finance the purchase of a house or property
motives the reasons why individuals do something
mulch organic matter such as grass clippings
multiculturalism policy recognising an immigrant's right to practise whichever culture they wish to, as long as they do not break the law; respect for, and appreciation of, cultural diversity
multilateral describes a policy or program that involves three or more countries or parties
multinational describes an organisation operating in several countries
napalm a highly flammable, sticky jelly used in incendiary bombs and flamethrowers
national park an area set aside for the purpose of conservation
native title a 'bundle of rights' of Indigenous people to possess land they traditionally owned and continue to occupy
natural increase the difference between the birth rate (births per thousand) and the death rate (deaths per thousand). This does not include changes due to migration.

negative externality a production outcome that was not intended and that negatively impacts our economy and/or society
non-government organisation (NGO) an organisation that operates independently of government, usually to deliver resources or serve some social or political purpose
non-material living standards value-based elements of human wellbeing that are not connected to material possessions
Normandy a region of France on the Atlantic coast
ocker (slang) a boorish or uncultivated Australian
offshoring the practice of relocating a business's processes from one country to another, to take advantage of lower costs
open innovation the use of internal and external ideas by a business to improve its processes or products
operations the area of a business that consists of all the activities engaged in producing goods and services
oral history a method of gathering and preserving historical information through recorded interviews with participants in past events and ways of life
organism an individual form of life
output the end result of a business's efforts; the good or service that is delivered or provided to a consumer
outsourcing reducing costs by transferring tasks normally completed by the business to outside suppliers
paramilitary armed forces outside the official military
Paris Agreement United Nations Framework Convention on Climate Change (UNFCCC) agreement outlining steps to reduce greenhouse gas emissions and tackle global warming
parochial the system of parishes in the Catholic Church structure
partisans irregular fighters using guerrilla tactics behind enemy lines
pastoral run an area or tract of land for grazing livestock
pastoralist a person who runs sheep or cattle on a property
peer group a group of people with whom a person closely identifies, adopting their attitudes, values and beliefs
perennial describes a stream or river that flows permanently
permaculture landscapes that are designed to mimic the patterns and relationships found in nature and yield an abundance of food, fibre and energy
permanent residency status allowing a person to live indefinitely in a country, while retaining citizenship of another country
personality a collection of all the behaviours and characteristics that make up a person
perspective point of view or attitude
picket a group of people who try to persuade others from doing something; for example, trade unionists dissuading workers from working during a strike
plebiscite direct vote in which electors give their opinion on an issue
political asylum protection granted to someone who has left their home country and is afraid to return to that country because of fear of persecution
population density the number of people within a given area, usually per square kilometre
population distribution the spread of people across the globe
population structure the number or percentage of males and females in a particular age group
portfolio a department or area for which a minister is responsible
poverty cycle circumstances whereby poor families become trapped in poverty from one generation to the next
poverty line an official measure used by governments to define those living below this income level as living in poverty
poverty rate the ratio of the number of people whose income is below the poverty line
power vacuum a situation when there is no effective government over a country or region
precedent an action or decision on which later actions or decisions might be based; a law made by a superior court that must be applied by lower courts in future cases with the same or similar facts

preferential system a system in which voters are required to number all candidates on the ballot paper in order of preference. If no candidate wins more than 50 per cent of the vote, the preferences are distributed until one candidate has a majority of votes.
primary production the production of crops, livestock or other basic materials which may then be used by other branches of industry
primary sources objects and documents that were created or written in the period that the historian is investigating
process innovation when changes and improvements are made to the production process of a product or service
product innovation when a new product is created or an existing product is improved
productivity a measure of efficiency; the amount of output compared to the amount of input required in production
profit what remains after all business expenses have been deducted from the money that has been collected from selling goods and services
profit margin an indicator of the financial health of a business, expressed as a percentage, that measures the amount of profit that a business earns from the sales of its product
prohibition 1920s nationwide ban in the US on the making, transporting or selling of alcoholic drinks
proportional representation a system where candidates are elected according to the proportion (or quota) of the vote achieved by their party
psychological factors influences within an individual that affect their buying behaviour
putsch an attempt to seize political power by force
qualitative indicators subjective measures that cannot easily be calculated or measured; e.g. indices that measure a particular aspect of quality of life or that describe living conditions, such as freedom or security
quality the degree of excellence of goods or services and their fitness for a stated purpose
quantitative indicators objective indices that are easily measured and can be stated numerically, such as annual income or the number of doctors in a country
quarterly every three months
quaternary industry service industries involved in the processing and transfer of information and knowledge; for example, IT consultants, education services
quinary industry domestic service providers; for example, cleaning, childcare, home maintenance
quotas quantity limits or targets for production or imports
radical a person who advocates fundamental or revolutionary changes in current practices, conditions or institutions
rainwater harvesting the accumulation and storage of rainwater for reuse before it soaks into underground aquifers
ratify to formally consent to and agree to be bound by a treaty, contract or agreement
rationing controlling the distribution of something when supplies are low
rearguard action direct engagement with the enemy by troops protecting a retreating force
recession a technical term referring to two consecutive quarters of negative growth in an economy
recharge the process by which groundwater is replenished by the slow movement of water down through soil and rock layers
referendum a ballot in which people decide on an important political issue
refugees people who flee through fear of persecution — for reasons of race, religion, nationality, membership of a social group, or because of a political opinion — and cross outside their home borders
regimen a basket of goods and services whose prices are surveyed to calculate inflation
regional and remote areas areas classified by their distance and accessibility from major population centres
Reichstag the German Parliament
relative poverty where income levels are relatively too low to enjoy a reasonable standard of living in that society
reparations payment of money or materials by a nation defeated in war, as compensation for damage caused

repatriation assistance given to ex-service men and women returning to a civilian way of life
replacement rate the number of children each woman would need to have in order to ensure a stable population level — that is, to 'replace' the children's parents. This fertility rate is 2.1 children.
republic a form of government where supreme power is held by the people and their elected representatives rather than by a monarch
research and development (R&D) activities undertaken to improve existing products or create new products
reservations pieces of land set apart by the federal government for a special purpose, especially to hold and control a Native American people
reservoir large natural or artificial lake used to store water, created behind a barrier or dam wall
restructure to significantly modify the management or ownership structure of a company
rhetoric effective and persuasive language, sometimes used to mislead
right-wing support for conservative beliefs, such as individual enterprise, and a belief that government should not intervene in the economy
right-wingers supporters of conservative beliefs, such as individual enterprise and the belief that government should not intervene in the economy
rights those things that a person is entitled to by virtue of being a member of society
ringbark remove the bark from a tree in a ring that goes all the way around the trunk. The tree usually dies because the nutrient-carrying layer is destroyed in the process.
river delta a landform composed of deposited sediments at the mouth of a river where it flows into the sea
river fragmentation the interruption of a river's natural flow by dams, withdrawals or transfers
river regime the pattern of seasonal variation in the volume of a river
roadworthy certificate official proof that a used car has been properly tested and is safe to operate and drive
Royal Air Force (RAF) Britain's Royal Air Force
Royal Commission a public judicial inquiry into an important issue, with powers to make recommendations to government
rural–urban fringe the transition zone where rural (country) and urban (city) areas meet
rural relating to the country, rather than the city
Sahel a semi-arid region in sub-Saharan Africa. It is a transition zone between the Sahara Desert to the north and the wetter tropical regions to the south. It stretches across the continent, west from Senegal to Ethiopia in the east, crossing 11 borders.
salinity an excess of salt in soil or water, making it less useful for agriculture
salt scald the visible presence of salt crystals on the surface of the land, giving it a crust-like appearance
sanitation facilities that safely dispose of human waste (urine, faeces and menstrual waste)
satire use of humour or ridicule to expose weaknesses or criticise something, often with the intent of changing an aspect of society
'scorched earth' military strategy of destroying or removing everything that could be used by an advancing enemy
secondary industry industry involved in the processing of primary resources to manufacture other goods
secondary sources reconstructions of the past written or created by people living at a time after the period that the historian is studying
self-determination the freedom for a people to determine their own course of action
seminal original and influential
separation of powers the division of government into the legislature (parliament), executive (ministers and the public service) and judiciary with the aim of providing a system of checks and balances that prevents the excessive concentration of power in one group
sex ratio the number of females per 1000 males
significance the importance assigned to particular aspects of the past; for example, events, developments, movements and historical sites.
slum rundown area of a city with substandard housing

social media the websites, platforms and applications that enable users to interact in virtual networks and communities and create, share or exchange information and ideas
social report a report stating what a business has done, and is doing, to meet corporate social responsibilities
socialist supporting an economic system based on public ownership of industry to create greater equality
sociocultural influences forces exerted by other people that affect customer behaviour
socioeconomic of, relating to or involving a combination of social and economic factors
sound bite a brief statement, as by a politician, taken from an audiotape or videotape and broadcast especially during a news report
South-West Pacific Zone area, including New Guinea and what is now Indonesia, within which Australian conscripts could be sent to fight after February 1943
sovereign nation a nation that has the right to determine its own laws and future
sovereignty of the people the principle that a government's authority resides with its people through their elected representatives
soviets councils, originally elected by workers or peasants
spatial variation difference observed (in a particular measure) over an area of the Earth's surface
spearhead to lead an attack
stamp duty a compulsory fee (a percentage of the total purchase price) charged by state governments
standard of living a level of material comfort in terms of goods and services available. This is often measured on a continuum; for example, a 'high' or 'excellent' standard of living compared to a 'low' or 'poor' standard of living.
stateless people people who frequently lack identification documents, live on the edges of society and are subjected to discrimination
statistician a compiler of statistical data
status quo the existing state of affairs
stewardship the caring and ethical approach to sustainable management of habitats for the benefit of all life on Earth
STI sexually transmitted infection
stock exchange a place where stocks (shares in companies) are bought and sold
stockbroker someone whose job is to buy and sell shares on behalf of others
storm surge a temporary increase in sea level from storm activity
subsidence the gradual sinking of landforms to a lower level as a result of earth movements, mining operations or over-withdrawal of water
subsidy a cash payment by the government designed to help producers compete by enabling them to sell their product at a lower price than would otherwise occur
Sustainable Development Goals (SDGs) a set of 17 goals established by the United Nations Development Programme, which aim to end poverty, protect the Earth and promote peace, equality and prosperity
sustainable able to last or continue for a long time
taboo a topic or issue that is not usually spoken about in a society
tailings refuse left over after ore has been processed
tariffs taxes imposed on imported goods to make them more expensive
taxation a government levy or revenue measure that can be used as part of the budget to affect the level of prices, the growth rate and the distribution of income
technocrat a scientific or technical expert with a high position
technology the use of scientific knowledge to develop machinery and devices to solve business problems
terminal lake a lake where the water does not drain into a river or sea. Water can leave only through evaporation, which can increase salt levels in arid regions. Also known as an endorheic lake.
terra nullius ('land belonging to no-one') in Australia, the legal idea that since no-one was 'using' the land when the first Europeans arrived, it could be claimed by the British Crown

tertiary industry industry that involves the provision of services to others; for example, doctors, accountants, retailers
thermohaline relating to the combined influence of temperature and salinity
Third Reich the Nazi name for their regime in Germany. Reich means empire.
timeline a diagrammatic tool representing a period of time, on which events are placed in chronological order
topsoil the top layers of soil that contain the nutrients necessary for healthy plant growth
trade transfer of ownership of goods from one person or entity to another in exchange for money or a product/service
training walls a pair of rock walls built at a river's mouth to force the water into a deeper and more stable channel. The walls improve navigation and reduce sand blockages.
treaty an agreement between two or more sovereign states (countries) to undertake a particular course of action. It usually involves matters such as human rights, the environment or trade.
tried in absentia tried even though the accused is not present in court
turbid water that contains sediment and is cloudy rather than clear
ultra vires acting beyond the power of the law maker. It usually refers to situations where parliaments pass a law that is outside their area of authority.
unconstitutional not in accord with the principles set forth in the Constitution
unfettered unrestricted
unicameral a parliament consisting of one legislative house, or chamber
unintended outcomes the unplanned or unexpected consequences of a decision
United Fronts policy of communist parties forming alliances with other parties to combat fascism
Universal Declaration of Human Rights the first specific global expression of rights to which all human beings are inherently entitled
uranium a radioactive element used in the construction of nuclear fuels and weapons
urban environment the human-made or built structures and spaces in which people live, work and recreate on a day-to-day basis
urban infilling the division of larger house sites into multiple sites for new homes
urban renewal redevelopment of old urban areas including the modernisation of household interiors
urban sprawl the spreading of urban developments into areas on the city boundary
USSR the Union of Soviet Socialist Republics, or Soviet Union, the name of the former Russian Empire from 1922
utopia an ideal, perfect place, especially in its social, political and moral aspects
Viet Cong a political and military organisation that fought against the South Vietnamese government and its US allies
visa a government document allowing the holder to enter or exit a country
water rights refers to the right to use water from a water source such as a river, stream, pond or groundwater source
water security the reliable availability of acceptable quality water to sustain a population
watertable upper level of groundwater; the level below which the earth is saturated with water
weathering the breaking down of rocks
weed any plant species that dominates an area outside its normal region and requires action to control its spread
Weimar Republic the democratic system of government in Germany from 1919 to early 1933, so called because its constitution was written in the city of Weimar
weir wall or dam built across a river channel to raise the level of water behind. This can then be used for gravity-fed irrigation.
welfare government system to provide help to members of society who need support
wellbeing a good or satisfactory condition of existence; a state characterised by health, happiness, prosperity and welfare

Westminster system the democratic parliamentary system based on the British system of parliament

wetland an area covered by water permanently, seasonally or ephemerally. They include fresh, salt and brackish waters such as rivers, lakes, rice paddies and areas of marine water, the depth of which at low tide does not exceed 6 metres.

White Australia Policy an Australian government policy that restricted immigration to Australia to white migrants

White Russians those who wanted to crush the revolution and restore the old Russian order

xenophobia the fear or hatred of foreigners or strangers

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