

OXFORD

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HUMANITIES AND
SOCIAL SCIENCES

OXFORD HA SS 7

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JULIE DAVIS

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GERALDINE CARRODUS

CHRISTIAN MACHAR

SECOND EDITION

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C U R R I C U L U M

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UNIVERSITY PRESS

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Acknowledgement of Country

Oxford University Press acknowledges the Traditional Owners of the many lands on which we create and share our learning resources. We acknowledge the Traditional Owners as the original storytellers, teachers and students of this land we call Australia. We pay our respects to Elders, past and present, for the ways in which they have enabled the teachings of their rich cultures and knowledge systems to be shared for millennia.

Warning to First Nations Australians

Aboriginal and Torres Strait Islander peoples are advised that this publication may include images or names of people now deceased.

CONTENTS



Contents by skill	viii
Introducing Oxford Humanities and Social Sciences 7–10	xii
Cognitive verbs.....	xvi

PART 1 Geography

Concepts and skills

Chapter 1 The geography toolkit..... 4

1A	What are the geographical concepts?	
1.1	Geographical concepts.....	6
1B	What are the geographical skills?	
1.2	Geographical skills.....	12
1.3	Questioning and researching using geographical methods.....	13
1.4	Interpreting and analysing geographical data and information.....	20
1.5	Concluding and decision-making.....	32
1.6	Communicating.....	34

Water in the world

Chapter 2 Water as a resource..... 36

2A	How is water an environmental resource?	
2.1	Environmental resources: an overview.....	38
2.2	Where water comes from.....	40
2.3	Water as an available resource.....	42
2.4	Water as a potential resource.....	44
2A	Skills in Context: Perth's water supply.....	46
2B	How does water connect and affect places?	
2.5	Water connects places.....	48
2.6	Water changes places.....	50
2.7	Water as an environmental resource.....	52
2.8	Water as an economic resource.....	54
2.9	Water as a social resource.....	56
2.10	Water as a cultural resource.....	58
2B	Skills in Context: The Three Gorges Dam.....	60
2C	How much water do we have in the world?	
2.11	Water in Australia.....	62
2.12	Australia: a land of drought and rain.....	64
2.13	Water in the world.....	66
2C	Skills in Context: The 2022 Brisbane floods.....	68
	Chapter 2 review.....	70

Chapter 3 Valuing and managing water 72

3A How do we manage and value water?	
3.1 The value of water	74
3.2 The value of water for growing food	76
3.3 Competition for water supplies.....	78
3.4 The challenges of managing water.....	80
3A Skills in Context: The disappearing lake	82
3B How can we manage water scarcity?	
3.5 What is water scarcity?	84
3.6 The causes of water scarcity.....	86
3.7 Managing water scarcity in Melbourne	88
3B Skills in Context: An unlikely source of water	90
3C How can we manage tropical cyclones as a water hazard?	
3.8 Why tropical cyclones occur	92
3.9 Where tropical cyclones occur	94
3.10 The impacts of tropical cyclones	96
3.11 Preparing for tropical cyclones.....	100
3C Skills in Context: Cyclone Yasi.....	102
Chapter 3 review	104

Place and liveability

Chapter 4 Living in Australia 106

4A Where do Australians live and why?	
4.1 Why we live where we do.....	108
4.2 Where early Aboriginal peoples lived	110
4.3 Where Australians live now	114
4.4 Living in large cities	116
4.5 Living in rural areas	120
4.6 Living in coastal areas.....	122
4.7 Living in remote areas	125
4A Skills in Context: Melbourne's skating survey	128
4B How do people connect to places?	
4.8 Living in communities.....	130
4.9 First Nations communities.....	132
4.10 Building safe communities	134
4B Skills in Context: Living in an isolated community.....	136
Chapter 4 review	138

Chapter 5 Liveable cities 140

5A What makes a city liveable?	
5.1 How we measure liveability	142
5.2 Clean water and sanitation.....	146
5.3 Environmental quality	148
5.4 Natural landscape.....	150
5.5 Infrastructure	152

5.6 Safety and stability.....	154
5.7 Access to health care and education	156
5A Skills in Context: Liveability with disability	158
5B Where are the world's most and least liveable cities?	
5.8 The world's most liveable cities	160
5.9 Australia's liveable cities	162
5.10 The world's least liveable cities.....	164
5.11 Damascus: the least liveable city.....	166
5B Skills in Context: Local area liveability.....	168
5C How can we make cities more liveable?	
5.12 Threats to liveability.....	170
5.13 Strategies to improve liveability: Sustainability	174
5.14 Strategies to improve liveability for young people	176
5C Skills in Context: Improving liveability in your local area	178
Chapter 5 review	180

PART 2 History

Concepts and skills

Chapter 6 The history toolkit..... 184

6A What are the historical concepts and skills?	
6.1 Historical concepts and skills	186
6.2 Questioning and researching.....	187
6.3 Using historical sources	190
6.4 Historical perspectives and interpretations	196
6.5 Communicating	207

Deep time history of Australia

Chapter 7 Deep time history of Australia..... 210

7A How did First Nations peoples come to Australia and where did they settle?	
7.1 Early human evolution and migration.....	212
7.2 First Nations peoples on the Australian continent.....	220
7.3 How we know about First Nations peoples	224
7.4 Ancient rock art	226
7.5 The oral tradition of First Nations peoples	228
7A Skills in Context: Mungo Lady and Mungo Man	230
7B What features make the societies of First Nations peoples so distinctive?	
7.6 The environment of early Australia.....	232
7.7 First Nations stories of rising sea levels	234

7.8	Food in early Australia.....	236
7.9	Land and water management.....	239
7.10	Belief systems.....	244
7.11	Social organisation.....	246
7.12	Customs and ceremonies.....	248
7B	Skills in Context: The Brewarrina Fish Traps.....	250
7C	Why is it important to respect and preserve the cultures of First Nations peoples?	
7.13	Protecting the heritage of First Nations peoples.....	252
7.14	Organisations that protect heritage.....	255
7C	Skills in Context: The return of Mungo Lady and Mungo Man.....	258
	Chapter 7 review.....	260

The ancient world

Chapter 8 Investigating the ancient world..... 262

8A	How and why do we investigate and conserve the ancient world?	
8.1	Investigating the past.....	264
8.2	Scientific techniques.....	266
8.3	Conserving and protecting sources.....	269
8A	Skills in Context: Conserving ancient sites.....	272
	Chapter 8 review.....	274

Chapter 9 Ancient Egypt..... 276

9A	How did the physical features of ancient Egypt influence its development?	
9.1	Ancient Egypt: a timeline.....	278
9.2	Physical features of ancient Egypt.....	280
9.3	The climate of ancient Egypt.....	284
9A	Skills in Context: Irrigation in ancient Egypt.....	286
9B	What shaped the roles of key groups in ancient Egypt?	
9.4	Key groups in Egyptian society.....	288
9.5	Pharaohs.....	292
9.6	Significant individual: Tutankhamun.....	294
9B	Skills in Context: Farming in ancient Egypt.....	296
9C	How did beliefs, values and practices influence ancient Egyptian lifestyles?	
9.7	Religious beliefs and practices.....	298
9.8	Everyday life.....	300
9.9	Warfare.....	302
9.10	Death and funeral customs.....	304
9.11	How mummies were made.....	306
9C	Skills in Context: The Great Pyramid at Giza.....	308

9D	How did contacts and conflicts with other people change ancient Egypt?	
9.12	Change through trade.....	310
9.13	Change through conflict.....	312
9D	Skills in Context: The Battle of Kadesh.....	314
	Chapter 9 review.....	316

Chapter 10 Ancient Greece..... 318

10A	How did the physical features of ancient Greece influence its development?	
10.1	Ancient Greece: a timeline.....	320
10.2	Physical features of ancient Greece.....	322
10.3	The Greek city-state.....	324
10A	Skills in Context: The beginnings of ancient Greece.....	326
10B	What shaped the roles of key groups in ancient Greece?	
10.4	Key groups in ancient Greek society.....	328
10.5	Significant individual: Sappho.....	332
10B	Skills in Context: Power in ancient Athens.....	334
10C	How did beliefs, values and practices influence ancient Greek lifestyles?	
10.6	Religion in ancient Greece.....	336
10.7	The Olympic Games.....	338
10.8	Everyday life.....	340
10.9	Death and funerary customs.....	344
10.10	Warfare.....	346
10C	Skills in Context: Ancient Greek pottery.....	348
10D	How did contacts and conflicts with other people change ancient Greece?	
10.11	Change through conflict.....	350
10.12	Change through trade.....	354
10.13	Legacy of ancient Greece.....	356
10D	Skills in Context: The Battle of Thermopylae.....	358
	Chapter 10 review.....	360

Chapter 11 Ancient Rome..... 362

11A	How did the physical features of ancient Rome influence its development?	
11.1	Ancient Rome: a timeline.....	364
11.2	Physical features of ancient Rome.....	366
11.3	Urban planning in Rome.....	369
11A	Skills in Context: Pompeii.....	372
11B	What shaped the roles of key groups in ancient Rome?	
11.4	Key groups in ancient Roman society.....	374
11.5	Role of women in ancient Rome.....	376
11.6	Significant individual: Julius Caesar.....	379
11B	Skills in Context: Nero and the great fire of Rome.....	382

11C	How did beliefs, values and practices influence ancient Rome?	
11.7	Religion in ancient Rome.....	384
11.8	Everyday life.....	386
11.9	Roman baths.....	388
11.10	Public entertainment.....	390
11.11	The Colosseum.....	392
11.12	Death and funerary customs.....	394
11.13	Warfare.....	397
11C	Skills in Context: Pax Romana.....	400
11D	How did ancient Rome change and develop?	
11.14	Change through conflict.....	402
11.15	Change through trade.....	404
11D	Skills in Context: Tacitus: a Roman historian.....	406
	Chapter 11 review.....	408

Chapter 12 Available on obook^{pro}
Ancient India..... 410

12A	How did physical features influence the development of ancient India?	
12.1	Ancient India: a timeline	
12.2	Landscape and climate	
12.3	Ancient India's earliest civilisation	
12A	Skills in Context: Daily life in the Indus Valley civilisation	
12B	What shaped the roles of key groups in ancient India?	
12.4	The social structure of ancient India	
12.5	Other key groups in Indian society	
12B	Skills in Context: Untouchables	
12C	How did beliefs, values, contacts and conflicts influence life in ancient India?	
12.6	Religious beliefs and practices	
12.7	Everyday life in ancient India	
12.8	Warfare	
12.9	Death and funeral customs	
12.10	Change through conflict	
12.11	Change through trade	
12C	Skills in Context: Legacy of ancient India	
	Chapter 12 review	

Chapter 13 Available on obook^{pro}
Ancient China..... 412

13A	How did the physical features of ancient China influence its development?	
13.1	Ancient China: a timeline	
13.2	Physical features of ancient China	
13A	Skills in Context: China's physical features	

13B	What shaped the roles of key groups in ancient China?	
13.3	Political structure of ancient China	
13.4	Key groups in ancient Chinese society	
13.5	Women in ancient China	
13.6	Significant individual: Qin Shi Huang	
13B	Skills in Context: A woman's place	
13C	How did beliefs, values and practices influence life in ancient China?	
13.7	Religion in ancient China	
13.8	Everyday life	
13.9	Death and funeral customs	
13.10	The terracotta warriors	
13C	Skills in Context: The original influencer	
13D	How did contacts and conflicts with other people change ancient China?	
13.11	Change through conflict	
13.12	The Great Wall of China	
13.13	Change through trade	
13D	Skills in Context: The influence of farming	
	Chapter 13 review	

PART 3

Economics and business

Skills

Chapter 14
The economics and business toolkit..... 416

14A	What are the economics and business skills?	
14.1	Economics and business skills.....	418
14.2	Questioning and researching.....	419
14.3	Interpreting and analysing.....	420
14.4	Evaluating, concluding and decision making.....	421
14.5	Communicating.....	423

Individuals, businesses and entrepreneurs

Chapter 15
Economic choices, rights and responsibilities..... 424

15A	How do individuals and businesses make economic choices?	
15.1	Making choices.....	426

15.2	Opportunity cost.....	428
15A	Skills in Context: Costs and benefits	430
15B	What are the rights and responsibilities of consumers?	
15.3	Consumer rights	432
15.4	Consumer responsibilities	434
15B	Skills in Context: You are what you eat.....	436
	Chapter 15 review	438

Chapter 16 **The world of business..... 440**

16A	What makes a successful business?	
16.1	Types of business	442
16.2	Goals of a business	444
16.3	Entrepreneurship and innovation.....	446
16A	Skills in Context: Social entrepreneurs: Thankyou	448
16B	What does it mean to be a responsible business?	
16.4	Responsible businesses.....	450
16B	Skills in Context: Socially responsible business: The Body Shop.....	452
	Chapter 16 review	454

Chapter 17 **The world of work 456**

17A	Why and how do we work?	
17.1	Why we work.....	458
17.2	Types of work	460
17.3	Earning an income.....	464
17A	Skills in Context: Career goals.....	466
	Chapter 17 review	468

PART 4 **Civics and citizenship**

Skills

Chapter 18 **The civics and citizenship toolkit..... 472**

18A	What are the civics and citizenship skills?	
18.1	Civics and citizenship skills	474
18.2	Questioning and researching.....	475
18.3	Analysis, evaluation and interpretation.....	477
18.4	Civic participation and decision making.....	478
18.5	Communicating	479

Government and democracy

Laws and citizens

Chapter 19 **Australia's political and legal system 480**

19A	What are the key features of Australia's government and democracy?	
19.1	Australia's system of government.....	482
19.2	Australia's Constitution and branches of government.....	486
19.3	Australian citizenship.....	490
19.4	The freedoms of Australian citizens.....	492
19.5	Participating in democracy.....	494
19A	Skills in Context: Reforming the Constitution.....	498
19B	What are the key features of Australia's legal system?	
19.6	Laws and courts	500
19.7	Principles of justice	502
19.8	Principles of Australia's legal system	504
19.9	Participants in Australia's legal system	506
19B	Skills in Context: Why is the Magna Carta important to Australia?.....	508
	Chapter 19 review	510

Citizenship, diversity and identity

Chapter 20 **Australia's diverse society 512**

20A	What shapes Australian society?	
20.1	Australian diversity and heritage.....	514
20.2	First Nations cultures and beliefs.....	516
20.3	Australia's migrants.....	518
20A	Skills in Context: The Census.....	520
20B	What are Australian values?	
20.4	Shared Australian values.....	522
20B	Skills in Context: #ChangeTheDate.....	526
	Chapter 20 review	528

STEAM project 1: How can we reduce contaminants in local waterways so that biodiversity in the area is protected?

STEAM project 2: How can we reduce waste so that we don't exploit resources?

Glossary

Index

Acknowledgements.....

Throughout Humanities and Social Sciences, you will study four distinct subjects: Geography, History, Economics & Business and Civics & Citizenship. Each of these subjects has its own set of key skill areas that you will learn about and develop through the course of your study. This table of contents shows where you can find the opportunities to practise these skills, both in the book and on obook pro. For more information on the key skill areas listed, visit the Toolkit for each subject.

Geography skills

	Key skill	Practise the skill	Chapter	Page number
Curriculum sub-strand: Questioning and researching using geographical methods	QUESTIONING & RESEARCHING	Planning a geographical inquiry	1	13
		Writing a basic fieldwork report	1	obook
		Understanding qualitative and quantitative data	1	obook
		Investigating water usage	3	obook
		Representing climate data on a graph	3	91
		Creating and analysing a line graph	4	118
		Creating a fact file	4	obook
		Conducting a survey and collating the results	4	129
		Drawing a concept map	4	131
		Conducting research	4	obook
		Reading graphs	5	158
		Conducting fieldwork: map survey	5	168
		Conducting fieldwork: street survey	5	169
Capturing and annotating a geographical photo	5	179		
Curriculum sub-strand: Interpreting and analysing geographical data and information	INTERPRETING & ANALYSING	Understanding BOLTSS features	1	obook
		Understanding direction	1	obook
		Understanding six-figure grid referencing	1	obook
		Using a map legend and scale	2	47
		Using a topographic map	2	60
		Using aerial images	2	69
		Using maps to explain patterns and trends	3	83
		Interpreting a flow map	3	95
		Analysing change	3	obook
		Reading a weather map	3	103
		Interpreting a proportional circle map	4	obook
		Reading population pyramids	4	124
		Analysing a map	4	137
Comparing different types of images	5	obook		
Curriculum sub-strand: Concluding and decision making	CONCLUDING & DECISION MAKING	Forming conclusions	3	obook
		Justifying your response	4	obook
		Proposing a strategy	5	obook
Curriculum sub-strand: Communicating	COMMUNICATING	Creating an annotated visual display (AVD)	1	35
		Communicating Chapter 2	2	obook
		Communicating Chapter 3	3	obook
		Communicating Chapter 4	4	obook
		Communicating Chapter 5	5	obook

History skills

	Key skill	Practise the skill	Chapter	Page number
Curriculum sub-strand: Questioning and researching	QUESTIONING & RESEARCHING	Generating questions	6	187
		Locating and identifying relevant sources	8	272
		Generating historical inquiry questions	10	335
		Using the internet to find relevant and reliable sources	10	349
		Generating historical inquiry questions	13	gbook
Curriculum sub-strand: Using historical sources	USING HISTORICAL SOURCES	Analysing primary and secondary sources	7	231
		Analysing primary and secondary sources	7	251
		Analysing primary sources	9	286
		Using primary sources as evidence	9	296
		Understanding the origin of sources	10	331
		Assessing the usefulness of sources	10	359
		Analysing sources using DAMMIT	11	373
		Understanding purpose and point of view	11	407
		Analysing visual sources	12	gbook
		Analysing a map in history	13	gbook
Identifying features in visual sources	13	gbook		
Curriculum sub-strand: Historical perspectives and interpretations	HISTORICAL PERSPECTIVES & INTERPRETATIONS	Creating a timeline	6	197
		Exploring cause and effect and the Great Wall of China	6	199
		Exploring continuity and change and the Olympic Games	6	201
		Exploring continuity and change in customs and ceremonies	7	gbook
		Considering perspectives	9	291
		Determining historical significance	9	gbook
		Using a Venn diagram to help with comparison	10	327
		Sequencing significant events	10	353
		Identifying perspectives	11	377
		Analysing Caesar's death	11	gbook
		Plotting events on a timeline	11	401
		Identifying and analysing perspectives	12	gbook
		Understanding perspectives	13	gbook
Curriculum sub-strand: Communicating	COMMUNICATING	Creating and delivering an audiovisual presentation	7	259
		Communicating Chapter 7	7	gbook
		Communicating Chapter 8	8	gbook
		Creating a flow chart	9	309
		Creating a visual representation of a historical event	9	315
		Communicating Chapter 9	9	gbook
		Using historical terms and concepts	10	320
		Communicating Chapter 10	10	gbook
		Reflecting on the role of women	11	gbook
		Writing an extended response	11	383
		Communicating Chapter 11	11	gbook
		Creating and delivering an audiovisual presentation	12	gbook
		Communicating Chapter 12	12	gbook
Communicating Chapter 13	13	gbook		

Economics & business skills

	Key skill	Practise the skill	Chapter	Page number
Curriculum sub-strand: Questioning and researching	QUESTIONING & RESEARCHING	Interviewing an entrepreneur Setting SMART career goals	16 17	449 466
Curriculum sub-strand: Interpreting and analysing	INTERPRETING & ANALYSING	Reading a nutrition label Interpreting a bar graph	15 17	436 gbook
Curriculum sub-strand: Evaluating, concluding and decision making	EVALUATING, CONCLUDING & DECISION MAKING	Evaluating pros and cons Making a list of pros and cons	14 15	422 430
Curriculum sub-strand: Communicating	COMMUNICATING	Using a model Communicating Chapter 15 Creating a concept map Communicating Chapter 16 Communicating Chapter 17	15 15 16 16 17	429 gbook 453 gbook gbook

Civics & citizenship skills

	Key skill	Practise the skill	Chapter	Page number
Curriculum sub-strand: Questioning and researching	QUESTIONING & RESEARCHING	Asking what, who, where, how and why Collecting information Investigating the name of the Torres Strait Islands Conducting a census survey	18 19 20 20	475 508 gbook 521
Curriculum sub-strand: Analysis, evaluation and interpretation	ANALYSIS, EVALUATION & INTERPRETATION	Evaluating Australia's Constitution Evaluating data	19 20	498 gbook
Curriculum sub-strand: Civic participation and decision making	CIVIC PARTICIPATION & DECISION MAKING	Exploring active citizenship Understanding methods used to achieve democratic outcomes	19 19	gbook gbook
Curriculum sub-strand: Communicating	COMMUNICATING	Communicating Chapter 19 Writing a letter to your local MP or to the prime minister Communicating Chapter 20	19 20 20	gbook 527 gbook

Oxford Humanities and Social Sciences Australian Curriculum has been developed to meet the requirements of version 9.0 of the *Australian Curriculum: Humanities and Social Sciences* across Years 7–10. As well as offering complete coverage of *Geography, History, Economics and Business, and Civics and Citizenship*, this new edition ensures that students build their Humanities and Social Sciences skills across all four subjects, preparing them for success in HASS subjects in the senior years.

The series offers a completely integrated suite of print and digital resources to meet your needs, including:

- > Student Book
- > Student obook pro
- > Teacher obook pro.

Key features of Student Books

- > The Student Books combine complete curriculum coverage with clear and engaging design.
- > Each print Student Book comes with complete access to all of the digital resources available on Student obook pro.

Focus on skill development

Visible thinking prompts

- Visible thinking prompts encourage students to develop their critical thinking and analysis skills.

Skills in Context tasks

- Skills in Context tasks provide in-depth skills practice, encouraging students to apply the knowledge and skills they have learnt to a new case study, event or issue.

Check your learning

- Each topic finishes with a set of questions that enable students to consolidate their learning.

Cognitive verbs

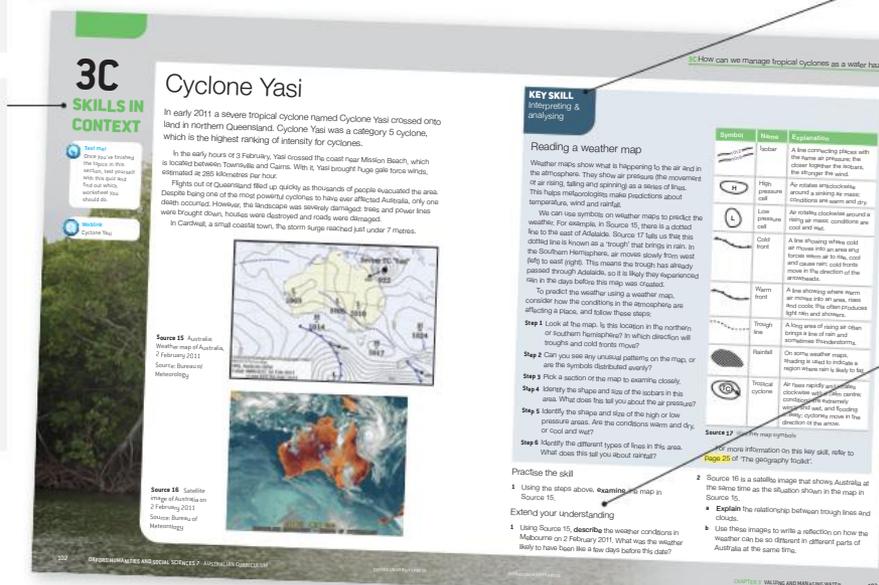
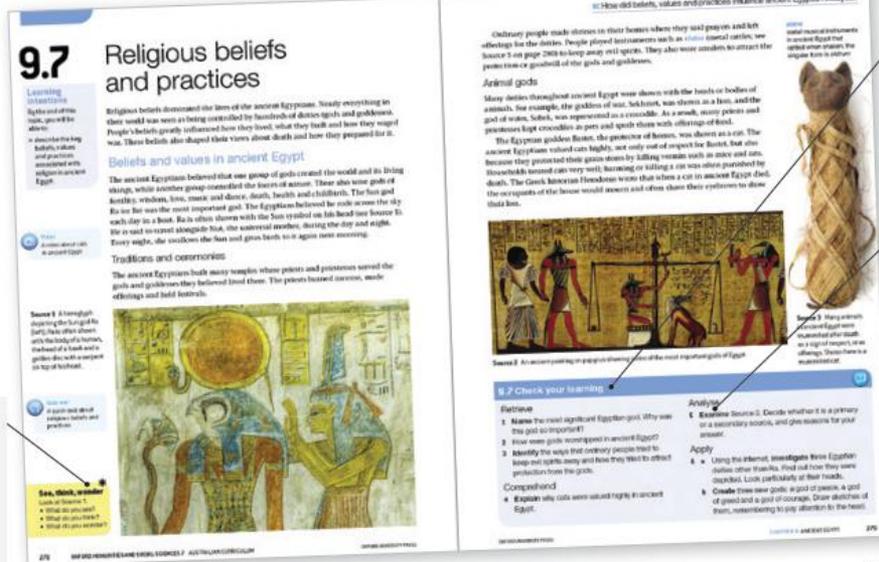
- Questions are generally phrased using bolded cognitive verbs, which state what is expected of a student and help develop their understanding of questions beyond 'who, what, when, where and why'.

Key skills

- Key skill activities enable students to practise and master skills in each subject. More key skill activities are available via Student obook pro to provide comprehensive coverage of HASS skills.

Extend your understanding

- These activities challenge students to conduct further research or complete group work to deepen their understanding of an issue or skill.



Focus on engagement

Topic-based approach

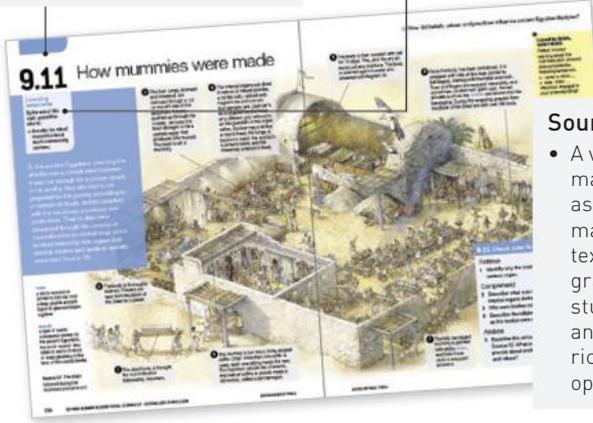
- Chapter content is sequenced in numbered topics to support teaching and learning.

Learning intentions

- Each topic begins with a statement of learning intentions, which link the content to the curriculum.

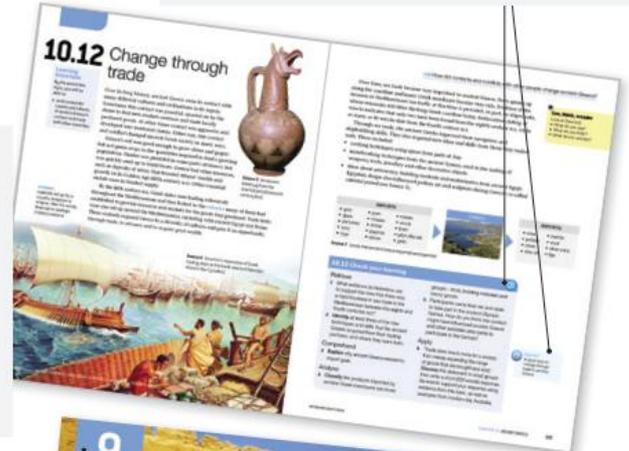
Integrated digital resources

- Digital icons signpost a range of engaging resources that can be accessed via Student *gbook pro*, including drag-and-drop activities, video quizzes, virtual field trips and quick quizzes. These resources are directly integrated with the topic being covered.



Source materials

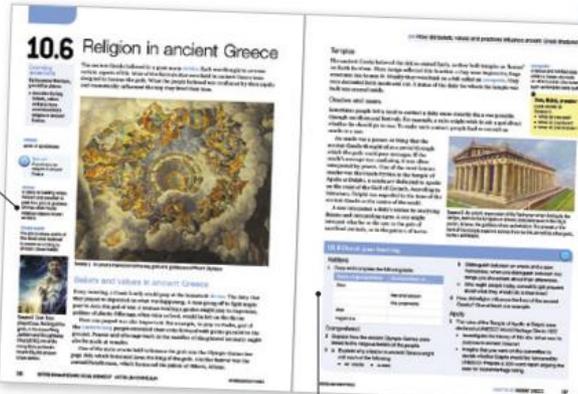
- A variety of source materials such as photographs, maps, illustrations, text extracts and graphs will spark students' curiosity and provide rich learning opportunities.



Focus on support for mixed-ability classrooms

Margin glossary terms

- On-page glossary definitions are provided for key terms, supporting students at their point of learning. Key terms also appear in a glossary at the end of the book, and can be revised in a fun Quizlet game via Student *gbook pro*.



Easy-to-access text and design

- The text is written in clear and concise language and the text design is engaging and easy to navigate.

Structured questions

- Questions for each topic are graded according to the Marzano and Kendall taxonomy, catering for a range of abilities.



Chapter review

- At the end of each chapter, a review activity gives students the chance to consolidate their knowledge and apply the skills they have learnt throughout.
- Students are encouraged to self-assess their learning against a set of success criteria at the end of the chapter. If students do not feel confident about their learning, they are directed back to the relevant topic.

Focus on STEAM

Integrated STEAM projects

- Take the hard work out of cross-curricular learning with engaging STEAM projects. Two fully integrated projects are included at the end of each book in the series, and are scaffolded and mapped to the Humanities, Science and Maths curricula. The same projects also feature in the corresponding Oxford Science and Oxford Maths series to assist cross-curricular learning.



Problem solving through design thinking

- Each STEAM project investigates a real-world problem that students are encouraged to problem-solve using design thinking.

Full digital support

- Each STEAM project is supported by a wealth of digital resources, including student booklets to scaffold students through the design thinking process of each project, videos to support key concepts and skills, and implementation and assessment advice for teachers.

Key features of Student **obook pro**

- > Student **obook pro** is a completely digital product delivered via Oxford's online learning platform, **Oxford Digital**.
- > It offers a complete digital version of the Student Book with interactive note-taking, highlighting and bookmarking functionality, allowing students to revisit points of learning.
- > A complete ePDF of the Student Book is also available to download for offline use and read-aloud functionality.



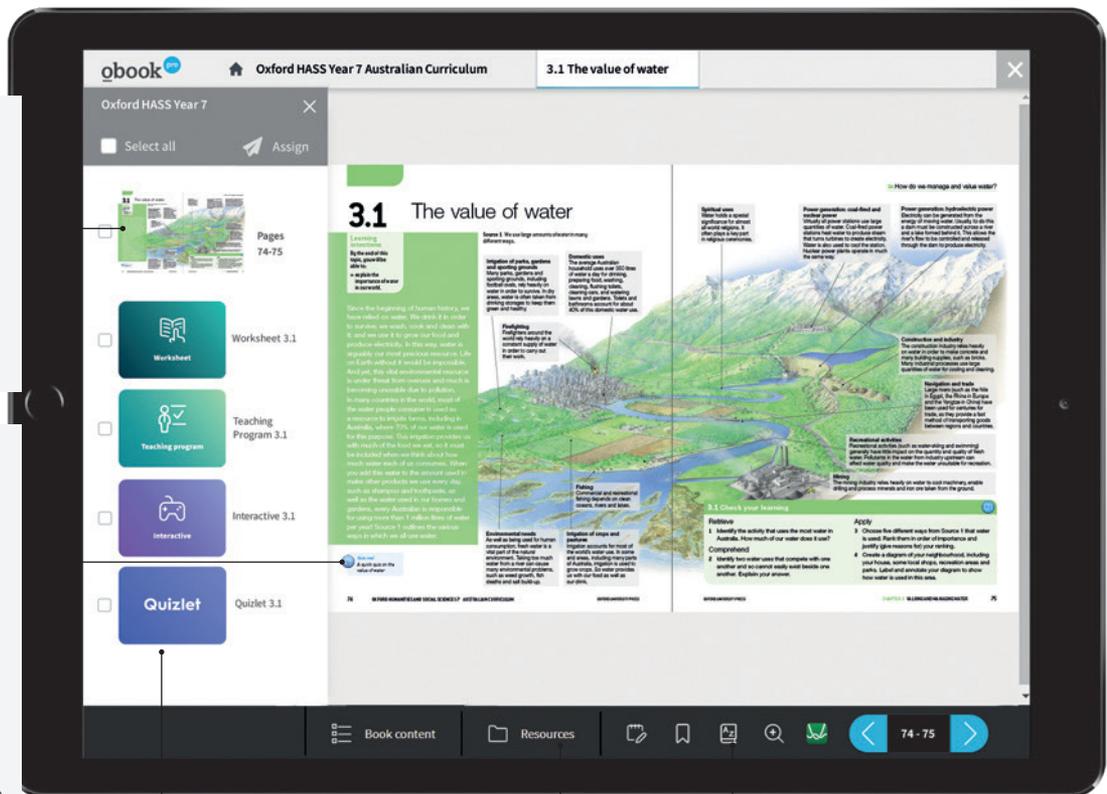
Focus on eLearning

Complete digital version of the Student Book

- This digital version of the Student Book is true to the print version, making it easy to navigate and transition between print and digital.

Interactive assessments

- Each topic in the Student Book is accompanied by an interactive assessment that can be used to consolidate skills and knowledge and for formative assessment.
- These interactive assessments provide a mix of auto- and teacher-corrected questions with students receiving instant feedback on achievement and progress. Students can also access all their online assessment results to track their own progress and reflect on their learning.



Quizlet

- Integrated Quizlet sets, including real-time online quizzes with live leaderboards, motivate students by providing interactive games that can be played solo or as a class. Quizlet can be used for revision or as a warm-up activity when a chapter is introduced.

Additional resources

- A rich variety of additional resources such as interactive layered maps, videos, worksheets, quizzes and weblinks are linked to individual topics in the book so they can be accessed at the point of learning.

Integrated dictionary

- Each digital Student Book provides an integrated Australian Concise Oxford Dictionary look-up feature, so students can quickly access any terminology they aren't sure of and continue their learning.

- > integrated Australian Concise Oxford Dictionary look-up feature
- > interactive assessments to consolidate understanding
- > integrated Quizlet sets including real-time online quizzes with live leaderboards
- > additional resources available at the point of learning
- > access to their online assessment results to track their own progress



Key features of Teacher obook pro

- > Teacher obook pro is a completely digital product delivered via **Oxford Digital**.
- > Each chapter and topic of the Student Book is accompanied by full teaching support. Teaching programs clearly direct learning pathways throughout each chapter and provide ideas for differentiation.
- > Teachers can use their Teacher obook pro to share notes and easily assign resources or assessments to students, including due dates and email notifications.

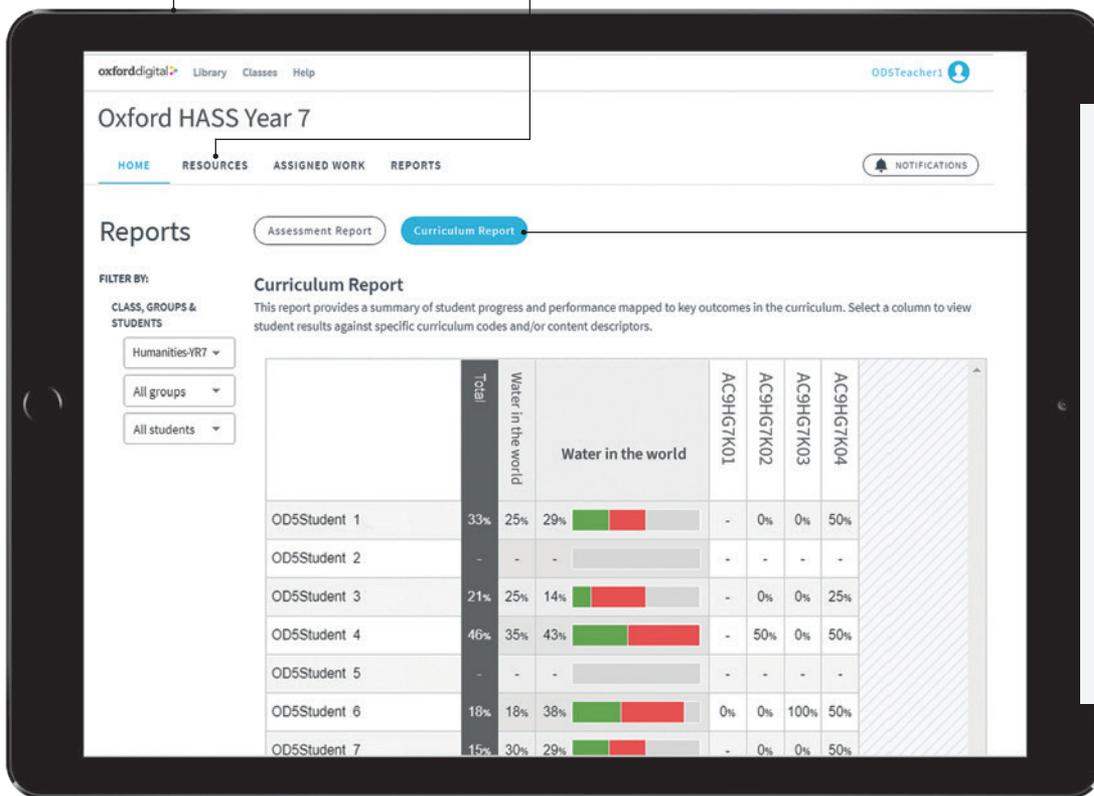
Focus on assessment and reporting

Complete teaching support

- Teaching support provides full lesson and assessment planning, ensuring there is more time to focus on students.

Additional resources

- Each chapter of the Student Book is accompanied by additional resources, including answers to every Student Book question, differentiated worksheets and class tests to monitor student progress.



Curriculum and assessment reports

- Teachers are provided with clear and tangible evidence of student learning progress through curriculum and assessment reports.
- Assessment reports directly show how students are performing in each online interactive assessment, providing instant feedback for teachers about areas of understanding.
- Curriculum reports summarise student performance against specific curriculum content descriptions and curriculum codes.

- > Teachers have access to all student resources.
- > As well as online assessment, teachers have access to editable class tests that are provided at the end of each chapter. These tests can be used as formative or summative assessment and can be edited to suit the class's learning outcomes.
- > As students complete online assessments, their results are measured against curriculum outcomes through the curriculum report. This allows easy understanding of how students are progressing, and where they may need support.

Benefits for teachers

What are cognitive verbs and why do we use them?

A cognitive verb is a verb or 'doing word' that helps you understand how to answer a question. For example, the word **describe** is a cognitive verb because it requires you to remember what you know about something and talk about its features. Cognitive verbs are commonly shown in **bold** in the questions in this book. You will encounter a variety of cognitive verbs as you learn new information.

Common cognitive verbs and the task/s associated with them are given in the table opposite. Understanding these cognitive verbs and the tasks behind them will help you work out how to best answer a question.

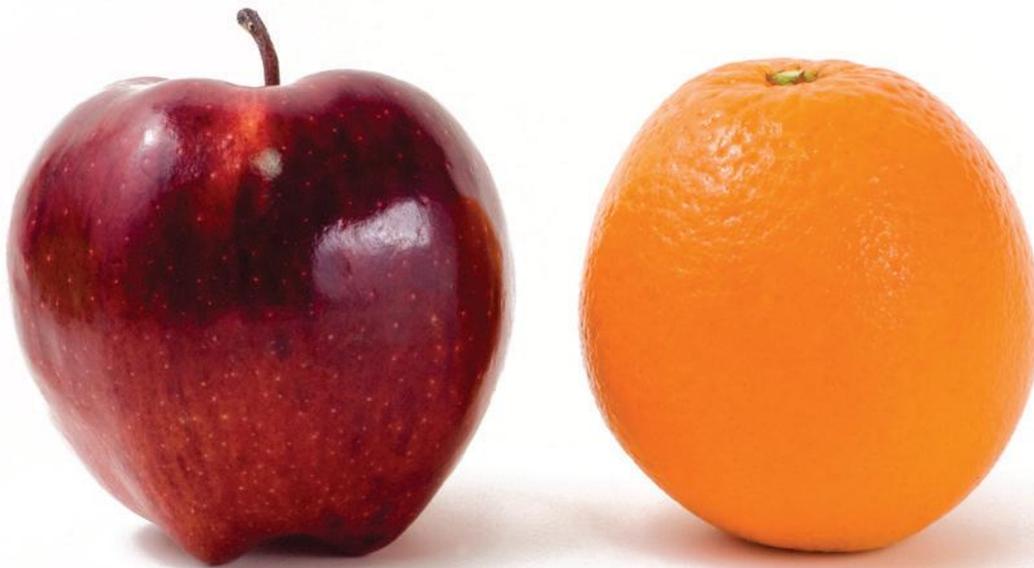
Some cognitive verbs require more thinking and understanding than others. For example, if you were given a picture of an apple and an orange, and asked to **name** the two fruits, you might instantly remember 'apple' and 'orange' and could write the names down without much trouble. However, if you were asked to **compare** the two fruits, you would need to think about the two fruits and identify at least one similarity and one difference between them. In this sense, **compare** requires a deeper level of thinking than **name**.

Throughout this book you will notice that the questions in the Check Your Learning boxes are categorised in the following order:

- > Retrieve
- > Comprehend
- > Analyse
- > Apply.

This is because working in order from 'Retrieve' to 'Comprehend' to 'Analyse' and finally to 'Apply' helps your learning process.

Source 1 shows the thought processes required for each type of cognitive verb, and the category to which it belongs.



Cognitive verbs

Cognitive verb	Task	Category
define	give the meaning of a word or term	Retrieve – recall information from permanent memory
identify	recognise and state a fact or feature	
name	provide the correct name	
state	provide the correct piece of information	
describe	give an account of a situation, event, pattern or process, or of the features of something	Comprehend – activate and transfer knowledge from your permanent memory to your working memory
explain	make an idea or situation plain or clear by describing it in more detail, or providing reasons how or why	
summarise	outline or give a brief statement of an event, theme or major point/s; present ideas and information in fewer words and in sequence	
analyse	examine or consider something in order to explain and interpret it, identifying different components and the relationship between them	Analyse – use your reasoning to go beyond what was directly taught
classify	arrange, distribute or order in classes or categories according to shared qualities or characteristics	
compare	identify the similarities and differences between things	
consider	think carefully and reflect on before making a decision	
distinguish	identify the differences between things	
examine	inspect something carefully	
create	make or invent; reorganise or put elements together into a new pattern or structure	Apply – use your knowledge in specific situations
discuss	examine by argument; examine the considerations for and against; debate; talk or write about a topic taking into account different views and issues	
evaluate	examine and determine the value or significance of something, talking about its strengths and weakness and giving your overall opinion	
determine	decide or come to a resolution	
investigate	plan, search or inquire into a topic to establish or obtain facts and reach new conclusions	
justify	give reasons or evidence to support an answer, response or conclusion	
propose	put forward a suggestion for consideration or action	

Source 1 The tasks and categories associated with cognitive verbs



PART 1

Geography

Concepts and skills

Chapter 1 The geography toolkit 4

Water in the world

Chapter 2 Water as a resource 36

Chapter 3 Valuing and managing water 72

Place and liveability

Chapter 4 Living in Australia 106

Chapter 5 Liveable cities 140

CHAPTER

1

The geography toolkit

Geography is the study of the world around us. Studying geography helps us understand how the Earth works. This includes natural processes (such as volcanoes, floods and the weather) as well as human activities (such as mining, tourism and building cities).

Geographers use a range of key concepts and key skills to study the world. Each of these skills is a tool that you can use to better understand your world.

Geographers are curious. They look at the Earth's features and always want to know more about them. For example, when they look at the Daintree Rainforest, shown in Source 1, they wonder about many aspects of this natural environment. They want to know about:

- its size
- its location
- the way it is changing
- the types of rocks in the area
- the way it is used by people
- the types of plants and animals in the area
- its significance to First Nations peoples.

» **Source 1** The Daintree Rainforest is the world's oldest tropical rainforest. The forest is located on the traditional lands of the Kuku Yalanji peoples.

1A

What are the geographical concepts?

1B

What are the geographical skills?

1.1

Geographical concepts

Geographers use seven concepts to help investigate and understand the world. As you learn to use each of the key ideas you will begin to think like a geographer. At times you will use several of these at once, while at other times you may focus on just one.

These are the seven key concepts in geography:

- place
- space
- sustainability
- interconnections
- environment
- change
- scale.

Place

Places are parts of the Earth's surface that are identified and given meaning by people. A place can be as small as your bedroom or as large as the entire planet! The life of every person and animal on Earth is influenced by place. Places can be natural (shaped by the environment and largely unchanged by humans) or built (constructed by humans). Places determine our relationships with one another (for example, our closest relationships are likely to be with people in the same place). The environmental and social qualities of a place also influence the way we live. Climate, landscapes, types of plants and resources, transport networks, entertainment

venues and workplaces all have a major impact on the way we live.

For Australia's First Nations peoples place also has a deeper spiritual meaning. A sense of identity comes from the relationship with place. Aboriginal peoples refer to place as Country and believe that there is a responsibility to look after it.

Geographers use the concept of place when conducting any **geographical inquiry**. They study how the physical and human aspects of a location relate and interact. The ways in which we live, and the actions we take, change the places in which we live. Geographers investigate the outcomes of these changes.



Source 1 An aerial view of Tokyo, Japan – an example of a built environment

Space

To a geographer, the concept of space is the way that things are arranged on the Earth's surface. Geographers investigate spaces, look for patterns and try to find explanations. The concept of space helps them to do this. It has three main elements:

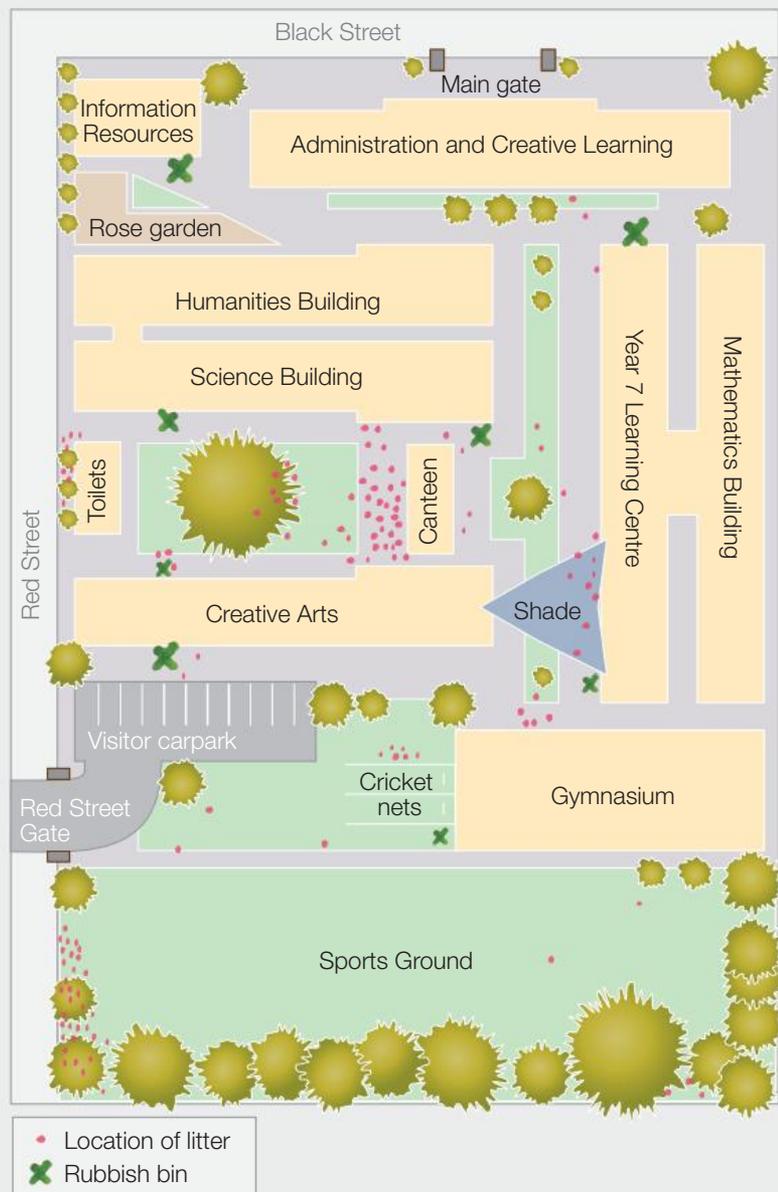
- *location* – where things are located on the Earth's surface
- *spatial distribution* – the patterns formed by the way things are arranged on the Earth's surface
- *organisation* – how and why things are arranged and managed on the Earth's surface by people.

Geographers investigate the way that people use and change the spaces available to them. They study the patterns and trends in the distribution of spaces to identify causes and consequences, and understand how spaces change over time.

The concepts of place and space can be difficult to separate, but it will help if you remember that places can be divided into spaces. For example, a small place, such as your school, has different spaces. Each of these spaces has its own purpose. There are spaces for learning (such as classrooms and computer rooms), playing (such as playgrounds and play equipment), eating (such as the cafeteria or canteen) and running the school (such as staffrooms and administration buildings).

Larger places (such as your suburb, town or city) are also organised into

different spaces. There are spaces for housing (such as homes for families), businesses (such as shops and offices), industry (such as factories and warehouses), entertainment (such as concert halls and theatres) and sport and recreation (such as stadiums, parks and gardens).



Source 2 A sketch map of Gumtree College showing the locations of the bins and litter

Sustainability

The concept of sustainability relates to the ongoing capacity of Earth to maintain all life. In order to live sustainably, we must manage the Earth's resources so that they can be used to meet our own needs without compromising these resources for future generations.

Sustainability is an important concept for geographers. They use it to investigate how natural and human systems work, and to understand how resources can be managed in such a way that means they will be sustained into the future.

Many of the world's resources (such as oil, coal and natural gas) are non-renewable. This means that if we continue to use them they will run out one day. Other resources (such as wind, forests, solar and water) are renewable. This means that they replace themselves naturally, or can be replaced to meet the needs of society. Sustainability encourages us

to think more closely about these different types of resources – the ways in which they are formed and the speed at which they are being used. It also encourages us to look more closely at renewable options and take greater care of the Earth. Actions to improve sustainability can operate at any scale: local, national, international or global.



Source 3 Farmers are increasingly using sustainable farming practices to ensure the environmental future of their farm.

Interconnections

No place or thing on Earth exists in isolation. All environments and every living and non-living thing found within them are connected. These connections can be on a local level or a global level.

Geographers use the concept of interconnections to better understand the complex links between natural and human processes that shape our Earth. Places and people can be linked through many different ways. These can be categorised as:

- natural processes, such as the water cycle and food chain
- human activities, such as the movement of people, the production and trade of goods and the flow of investment and money linked within and between different countries.

Think of the Earth as a single living organism, much like the human body. Your brain, heart, lungs, stomach, arms and legs all work together as a single system to keep you alive and healthy. In much the same way, the Earth's living systems (such as climate, plants, animals, oceans, soils, atmosphere and energy) all function together

and are interconnected. Even a slight rise in the Earth's temperature, for example, will affect the oceans (by damaging coral reefs and affecting the populations of fish and other sea creatures), the land (through failure of crops and drought) and the polar ice caps (by increasing sea levels and forcing millions of people to relocate their homes).



Source 4 This port on Curtis Island off Queensland is an example of interconnection. Gas is liquefied on Curtis Island before being loaded onto ships and traveling to buyers in countries such as China.

Environment

Our world is made up of many different environments. Some environments are natural (or physical) such as deserts, grasslands, mountains, coral reefs, forests, oceans and ice caps. For an environment to be considered natural, its soils, rocks, climate, plants and animals must remain largely unaltered by humans. Today, there are very few truly natural environments left on Earth.

Other environments have been so altered by humans that very few natural features remain. These environments are known as built (or human) environments and include large cities, towns, suburbs and vast areas of farmland. Human environments not only affect the natural

features, they also affect the climate. For example, a large city, such as New York, will often be a few degrees hotter than the surrounding areas because concrete in the buildings traps the Sun's heat. Most environments on Earth are now a combination of natural and human features.

The study of different environments helps geographers to better understand and appreciate natural processes, such as how weather works, how mountains are formed and how rainforests and coral reefs grow. The concept helps geographers to analyse the changes humans make to natural environments and better appreciate their impacts, so that they can be managed.



Source 5 Tourists gather on the Grand Canyon Skywalk in Arizona; the line between the natural and built environment is clearly illustrated in this photograph.

Change

Changes are constantly happening on Earth. Some changes occur very rapidly and are obvious, while others take place over millions of years and are almost undetectable to us. The concept of change is important because it helps us to understand what is happening around us and how the Earth has been shaped and changed by natural forces, such as climate, earthquakes, volcanoes, running water and storms, to name just a few. In more recent times, humans have shaped and changed the Earth to suit their own needs, but events such as volcanic eruptions and tsunamis are a reminder that powerful natural forces continue to alter the face of the Earth, regardless of what humans do.

Changes take place on many different levels, from personal and local right through to national and global. Small local changes that happen quickly, such as a tree falling over on your street, are often easy to observe and explain. Larger regional or national changes, such as an earthquake, can happen quickly and their effects can be widespread and have devastating impacts on places and people. Changes that take place on a global scale can take much longer. Global warming, for example, is a long-term change that happens over centuries or decades. Its widespread effects are becoming clearer each year.

Observing and understanding natural and human-made changes is an important part of any geographical inquiry. Geographers need to look at different types of changes, why they have occurred, over what time period they have occurred and what further changes may take place as a result. Sometimes changes can be positive, such as the conservation of plants and animals in national parks, while other changes can have negative consequences, such as the deforestation of native rainforests.

Geographers play an important role in ensuring that change is managed in a sustainable way.



Source 6 Satellite images are a good tool for geographers to observe change, because the changes are obvious when comparing two images of the same place at different times. The changes that took place in the Japanese coastal suburb of Rikuzentakata as a result of a tsunami in March 2011 were devastating and very rapid. The top image shows the area before the tsunami and the bottom image shows the same area after the tsunami had struck.

Scale

The concept of scale is used to guide geographical inquiries. Geographers study things that take place on many different spatial levels – from small areas (such as a local park) to very large areas (such as the use of oil and coal all over the world). They use the concept of scale to look for explanations and outcomes at these different levels. A geographical inquiry of the ways in which people use parks, for example, may be carried out at a range of scales (from smallest to largest):

- local – such as an inquiry into the daily visitors to a neighbourhood skate park
- regional – such as an inquiry into the types of visitors staying at campsites in the Gariwerd (Grampians) region of Victoria
- national – such as an inquiry into the yearly tourist numbers visiting national parks Australia-wide
- international – such as an inquiry into animal poaching in national parks and wild game reserves in different countries across Africa
- global – such as an inquiry into the use of all marine parks around the world and their effectiveness in protecting different species of marine animals.



Source 7 Geographical inquiries can be carried out on a number of different spatial levels: local, regional, national, international and global.



Check your learning
Topic 1.1

1.2

Geographical skills

Geographers examine the world and try to explain what they see. They follow a line of inquiry to investigate the world around them; and to do so, they need a range of skills.

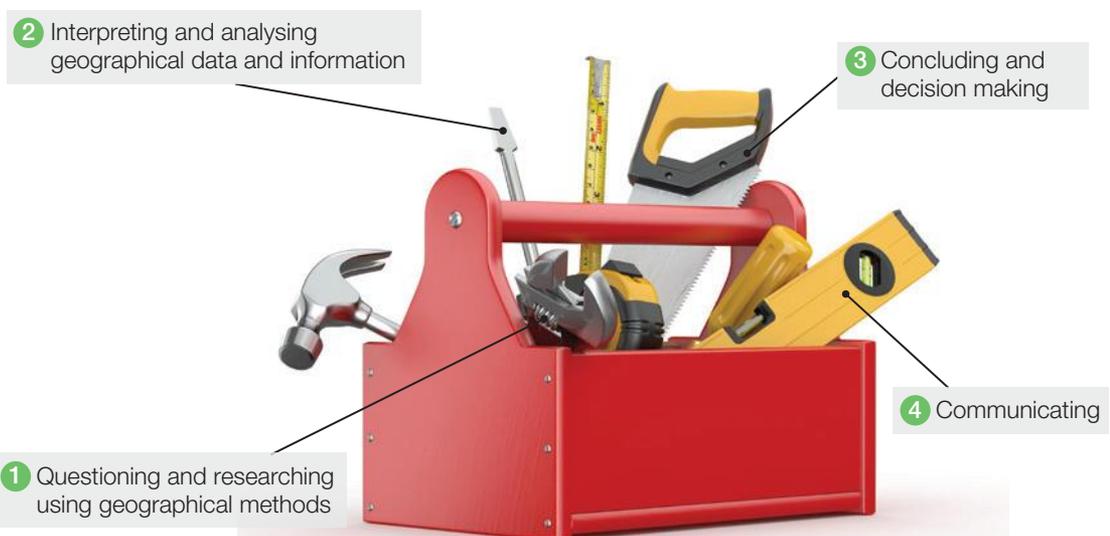
Geographical skills can be grouped into four main categories. The categories are:

- 1 Questioning and researching using geographical methods
- 2 Interpreting and analysing geographical data and information
- 3 Concluding and decision making
- 4 Communicating.

By studying geography you will gradually master each of these skills. Some of them you will find easy to master; others may take a little longer. As you develop each new skill, you will gain another important tool for explaining the natural processes and human activities that shape our amazing planet.

These skills will help you to conduct a geographical inquiry into a phenomenon or challenge. An inquiry has many steps, and involves asking geographical questions; collecting geographic data and information to explain how patterns, trends and relationships represent a geographical challenge; applying understanding from the analysis to generalise about the impacts of the challenge for people and places; proposing action to address the challenge; communicating the challenge; and proposing solutions to address the challenge using geographic terminology and appropriate digital and spatial technologies. You will need skills from the four categories to successfully complete a geographical inquiry.

Each of the skills you will learn over the course of this year is explained in this section. It might help you to think of each of these skills as individual tools in your toolkit.



Source 1 At each stage of any geographical inquiry, geographers use different skills. Each of these skills is like a tool in a toolkit.

1.3

Questioning and researching using geographical methods

geographical inquiry
a process that geographers use to guide their investigations of places, people and issues

If you look out the window of your classroom you could ask some simple questions to form the basis of a geographical investigation, also known as a **geographical inquiry**. If the sun is shining, you could begin an inquiry into the hours of sunlight and the pattern of temperatures in your area. If you can see lots of trees or buildings, you could begin an inquiry into what type of environment you are in and the different forces that have shaped it. Once you have observed what is around you, the next stage is to develop some geographical questions to focus your inquiry. Geographical questions can be as simple as 'What is it?' and 'Where is it?' or more complex, such as 'What is the connection between these two things?' and 'How and why have things changed over time?'

KEY SKILL

Questioning & researching

Planning a geographical inquiry

Look at the image of Uluru in Source 3. As a geographer, no longer will you look at something in your world, such as Uluru, and think of it as an interesting place to visit. Instead, you will begin to ask questions about how it was formed and came to look the way it does. You will also start to ask

questions about the area in which it is located, its vegetation, how it is managed and its significance for First Nations peoples.

Here is an example of how to begin planning a geographical inquiry into Uluru. You can see that this geographer has chosen one key inquiry question to focus on, and made some notes about how they might begin to find answers.

Source 2 A guide for planning the direction of a geographical inquiry into Uluru

Key inquiry question	Data needed	Possible sources of data
Is it a good thing that so many tourists visit Uluru?	<ul style="list-style-type: none"> » Information on the importance and significance of Uluru to the Anangu, who are the Aboriginal people in the area » Information on the management and maintenance of the park » Information on the number of visitors and their activities in the park 	<ul style="list-style-type: none"> » Research tourism and government websites for data on tourist numbers and activities » Contact Parks Australia and Uluru-Kata Tjuta National Park for information on how the park is managed » Download resources from the Parks Australia website; for example, podcasts, maps, visitor guides, geological reports, audio tours and images

Source 3 Uluru



fieldwork

geographical study that takes place outside the classroom at the site of inquiry

Conducting fieldwork

Fieldwork is any geographical study that takes place outside the classroom or, as geographers say, 'in the field'. It can be conducted at a number of scales – in your school grounds, within your local community, in another state or even in another country. Fieldwork is an essential part of geography because the world outside the classroom is the geographer's 'laboratory'.

Fieldwork provides the opportunity for firsthand investigation of both natural and built environments, and to develop skills associated with observing, measuring and recording. Different forms of geographical data can be collected and analysed to find relationships between and within natural and human places. The results of a fieldwork investigation are presented and communicated in a fieldwork report.

Fieldwork also involves identifying issues or problems and finding possible solutions. It is a way to engage with the real world and make a contribution to developing more sustainable and fair ways to manage the Earth's resources.

Different types of fieldwork

Most topics you learn about in class can also be studied through fieldwork. The types of fieldwork you conduct will differ according to your topic and the places you visit, but all these activities will help you to better understand your world. Source 5 provides examples of fieldwork locations and activities for the range of topics you will be studying in Year 7.

Source 5 Examples of fieldwork locations and activities for a range of topics in Year 7 geography

Topic	Possible location	Sample fieldwork activity
Water in our environment	Local river or stream	Water sampling
Water as a resource	Water treatment plant, desalination plant or dam	Taking geographic photographs or creating a field sketch
Growing cities	Edge of a large city	Observing and describing
Changing cities	Urban renewal project	Land use mapping



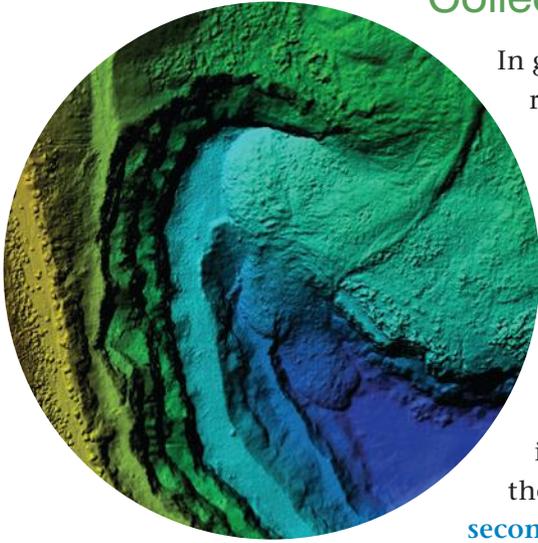
Source 4 Students conducting fieldwork in their school canteen



Key skill worksheet

Questioning & researching: Writing a basic fieldwork report

Collecting data



In geography, an important skill to master is that of collecting and representing data. In any geographical inquiry, you will collect data that helps you answer your key question.

Geographers find answers to their questions in many places. They may collect information themselves by taking measurements, taking photographs, making sketches out in the field or conducting surveys, interviews and questionnaires. This kind of information will generally only be relevant to a particular inquiry and is called **primary data**.

Often a geographer collects information that supports their inquiry but has not been specifically collected or designed by the geographer for the inquiry. This type of information is called **secondary data**.

Source 6 This elevation model, made after processing aerial pictures taken from a drone, is an example of a primary resource.

primary data

data for geographical inquiry that was collected in the field by a geographer conducting the inquiry (e.g. survey data, hand-drawn maps or photographs)

secondary data

data used for a geographical inquiry that was not collected by the geographer conducting the inquiry (e.g. textbooks, atlases and government websites)

Source 7 Examples of primary and secondary data

Some examples of primary data	Some examples of secondary data
<ul style="list-style-type: none"> » Hand-drawn maps and field sketches » Photographs and images taken for the inquiry » Questionnaires designed and created for the inquiry » Survey data (such as number of visitors, number of cars counted, and temperature and wind statistics) gathered by the geographer for the inquiry 	<ul style="list-style-type: none"> » Information from textbooks, atlases, maps, graphs, reports and websites that were not created specifically for the inquiry » Data that was collected by a government department (such as census data), the media, companies and other organisations and was not collected specifically for the inquiry

Representing data

Geographers use a range of visual representations to communicate information they have collected.

- *Tables* allow geographers to compare data by organising it under different headings (see Source 8 on the next page).
- *Graphs* allow geographers to compare data and present it in an interesting and useful way. There are a number of different types of graphs used by geographers for different purposes. The most common of these are explained on the following pages.
- *Diagrams* allow geographers to show the features or characteristics of some places or processes more effectively than describing them in words. A concept map is a handy tool that you might use to show a complex idea, such as strategies for sustainability in an engaging, easy-to-read format (see Source 16 on page 19).

Source 8 A table showing the populations of Australian states and territories in 2020

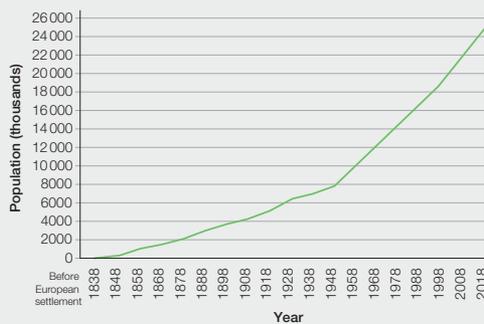
State/Territory	Population	Percentage of Australia's population
New South Wales	8 166 400	31.8%
Victoria	6 680 600	26.1%
Queensland	5 184 800	20.1%
Western Australia	2 667 100	10.4%
South Australia	1 659 800	6.9%
Tasmania	541 100	2.1%
Australian Capital Territory	246 500	1.7%
Northern Territory	431 200	1.0%
Australia	25 693 100	100.0%

Simple graphs

Graphs are one of the most effective visual representations when it comes to showing numerical (or quantitative) data. Some kinds of graphs are simple, while others are more complex. This year you will be learning how to create different types of graphs and interpreting the information that they provide. Some of these graphs are described below.

Line graphs

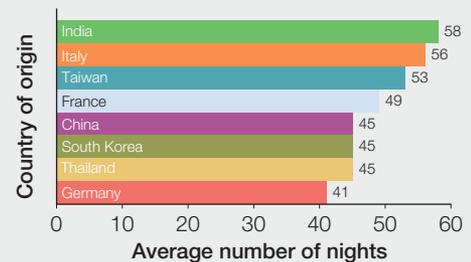
Line graphs show information as a series of points that are joined up to form a line. The line shows a trend or change over time. The horizontal axis (x) will usually show units of time and the vertical axis (y) will usually show amounts.



Source 9 A line graph showing the increase in Australia's population, 1838–2018

Bar graphs

Bar graphs show information as a series of bars that run in a horizontal direction and are stacked one on top of the other. They are usually used to compare quantities.



Source 10 A bar graph showing average number of nights spent in Australia by tourists from different countries, 2009

Column graphs

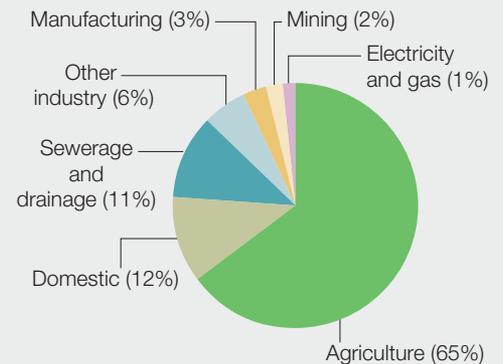
Column graphs are similar to bar graphs, but they show information as a series of vertical columns arranged side by side. They are also usually used to compare quantities.



Source 11 A column graph showing the top ten countries of birth for Australia's foreign-born population in 2019

Pie graphs

Pie graphs are shaped like a circle and are divided up so that the information being shown represents the slices of a pie. The circle represents 100% and each of the slices is a percentage of that total. The slices of the pie are organised from largest to smallest in a clockwise direction starting from 12 o'clock.



Source 12 A pie graph showing the different uses for water throughout Australia

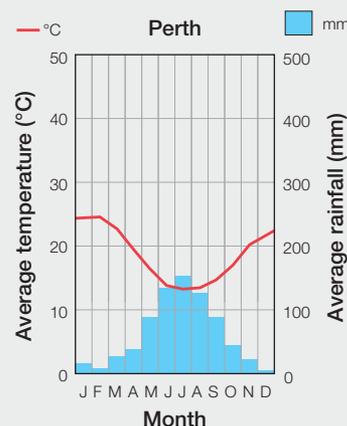
More complex graphs

Over the course of the year you will also be working with other more complex graphs. You will not necessarily be creating these yourself, but you will be learning how to make sense of the information they provide. Some of these graphs are described below.

Climate graphs

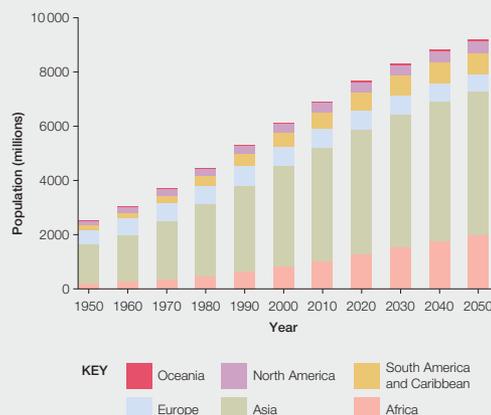
Climate graphs show the average monthly temperature and rainfall for a place over a year. Climate graphs combine line and column graphs. Temperature is recorded as a line graph and rainfall is recorded as a column graph.

Source 13 A climate graph showing the average monthly temperature and rainfall in Perth



Compound column graphs

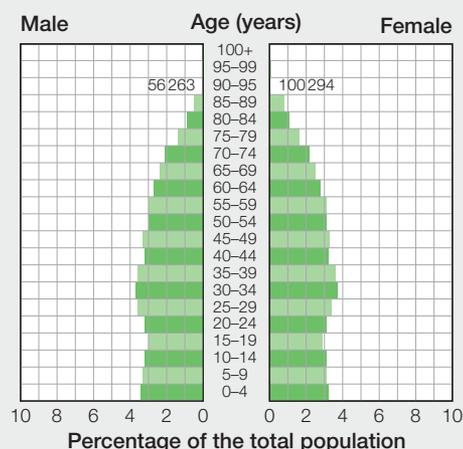
Compound column graphs are a more complex type of column graph where each column is split into sections so more data can be included and compared.



Source 14 A compound column graph showing the increase in world population by region, 1950–2050

Population pyramids

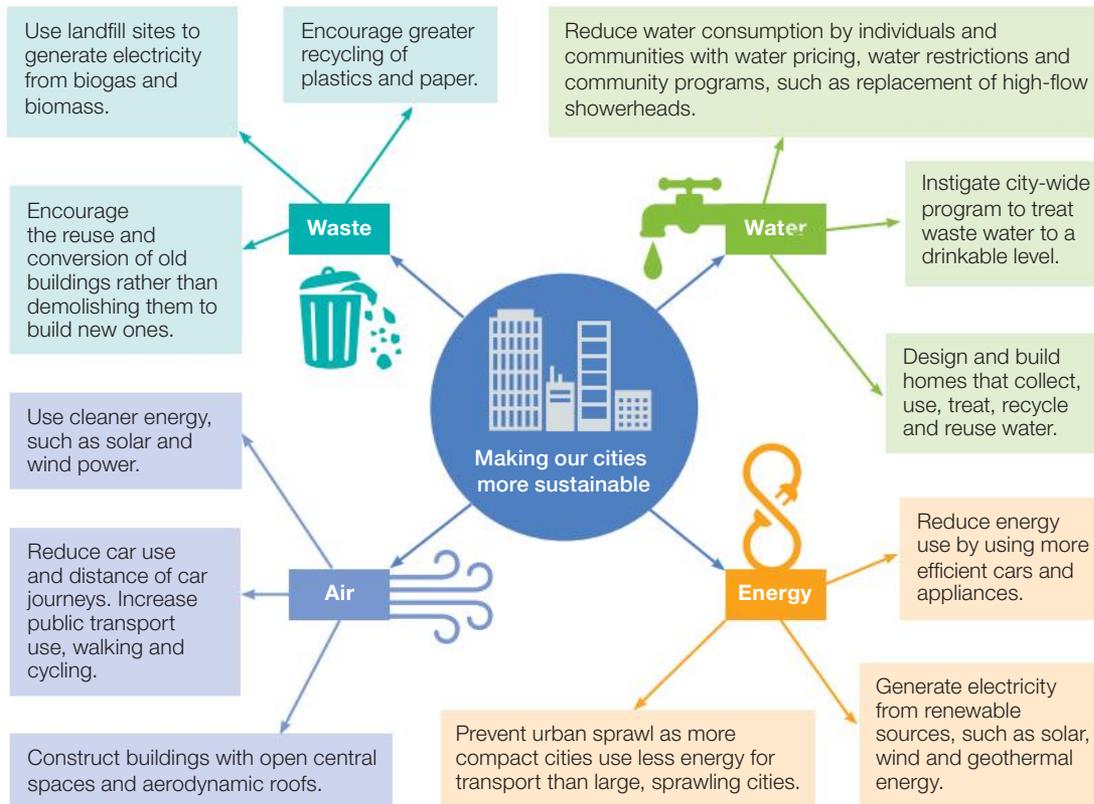
Population pyramids are bar graphs that show the percentage of males and females in different age groups in a population. They help geographers identify trends in population growth in a country. Population pyramids are organised so that younger age groups are at the bottom and older age groups are at the top. Percentages of males are placed on the left-hand side and percentages of females are placed on the right-hand side.



Source 15 A population pyramid for Australia in 2009. From it you can see, for example, that there are more females than males over the age of 80.

Diagrams and other graphic representations

Geographers create diagrams and other graphic representations to help them look for patterns in the data they have gathered. These tools also help people who were not involved in the inquiry (such as the general public, the government or people in the media) understand the work that has been done.



Source 16 A concept map showing strategies for a more sustainable city

Distinguishing between quantitative and qualitative data

Primary and secondary data provide either **quantitative data** or **qualitative data**.

Quantitative data includes anything that can be recorded as numbers (for example, Uluru is 3.6 kilometres long and 1.9 kilometres wide and has a circumference of 9.4 kilometres).

Qualitative data, on the other hand, includes anything that can be recorded in words (for example, Uluru, one of Australia’s best-known natural landmarks, is very large).

Good geographical inquiries will always be based on a combination of primary and secondary data that is both quantitative and qualitative. Even though qualitative data is an important part of any geographical inquiry, quantitative data is considered more valuable because it is less open to personal interpretations and can be more accurately represented in graphs and charts. Before you move to the next stage of your inquiry, it is important to check that you have recorded all your data without errors and that it is balanced and fair. Your data should not reflect your personal opinions, emotions or attitudes; instead it should present the facts in a clear and concise way.

Source 17 Examples of quantitative and qualitative data

Some examples of quantitative data	Some examples of qualitative data
<ul style="list-style-type: none"> » Climate and temperature statistics » Tourist numbers » Population figures (including birth and death rates) » Types and amounts of food grown » Plant and animal species and wildlife in certain areas » Forest clearance rates » Numbers of people killed in natural disasters » Numbers of volcanic eruptions and earthquakes 	<ul style="list-style-type: none"> » Opinions » Points of view » Personal stories » Likes and dislikes » Feelings

quantitative data
any information that can be recorded as numbers; e.g. Uluru is 3.6 kilometres long

qualitative data
any information that can be recorded in words; e.g. Uluru is very large

Key skill worksheet
Questioning & researching:
Understanding qualitative and quantitative data

Check your learning
Topic 1.3

1.4

Interpreting and analysing geographical data and information

Interpreting geographical images

Geographical images are taken to depict and present a place or particular feature of the landscape, for the purpose of demonstrating an aspect that is being studied. Just like maps or graphs, geographers use and interpret types of photographs as sources of data. Whether you take a geographical image during a fieldwork study, or collect them from your research online, you need to be able to interpret them.

Source 18 Landscapes can be photographed from different angles depending on the position of the camera. Each angle has its own special features. You will hear these terms as you study geography. Look at the images to familiarise yourself with the different types of geographical images.



Ground level

The camera is held by someone at the same level as the landscape being photographed.

This angle allows you to clearly see the height of any object and the detail in vertical surfaces.



Oblique aerial photograph

The camera is positioned above the landscape and angled towards the scene being photographed.

This angle allows you to see both the foreground and the background of the scene. You can also see both the height of an object and its width or area.



Vertical aerial photograph

The camera is positioned directly above the landscape.

This vertical (or plan) view allows you to see the extent of any feature. However, it is difficult to judge the height of the landscape (e.g. the trees) from this view.



Satellite images

This image is taken from space. It allows you to see large areas of the Earth's surface.

These images are often used to investigate patterns. It is difficult, however, to see smaller features of the environment.

Analysing maps

An important skill in geography is the ability to identify and explain patterns in the world around you. Often these patterns appear on a **map**. You will also create your own maps to display data you have found during fieldwork or through research.

Before doing so, it is important to develop an understanding of the essential features that appear on maps and how to read them.

Essential features of maps

Maps are drawn in the **plan view** (directly from above) because this ensures the scale will be the same across the entire area. If maps were drawn from an angle some parts of the mapped area would look distorted, and so it would not be an accurate representation of the area. When properly used, maps can reveal a great deal about our planet and the ways in which we use it.

map

a simplified plan of an area shown from directly above the area

plan view

a way of showing something as if the viewer is looking down on it from above; a bird's-eye view

BOLTSS

Regardless of the type of maps you are creating or analysing, all will share some common features. There are six features that ensure every map is drawn in a clear, concise and accurate way. To help you remember these features, you can use a mnemonic (memory aid) that consists of the first letter of each of the features: border, orientation, legend, title, scale and source. Together, these six letters make up the word BOLTSS.

- B** Border – an outline or box drawn around the map.
- O** Orientation – an indication of direction, usually shown with a north arrow or compass rose.
- L** Legend – an explanation of the symbols, colours and patterns used on the map (also known as a key).
- T** Title – a heading that describes the map and what it is showing.
- S** Scale – a way of indicating what distances on the map represent in the real world. Scale can be shown in three different ways: as a written scale, a line scale or a ratio. Source 22 shows the three ways a scale can be represented on a map.
- S** Source – where the information used to create the map came from. If these details are not known, simply write 'Source: unknown'. If you have created the map from your own data, simply write 'Source: own map' or 'Source: [add your name]'.



Key skill worksheet

Interpreting & analysing:
Understanding BOLTSS features

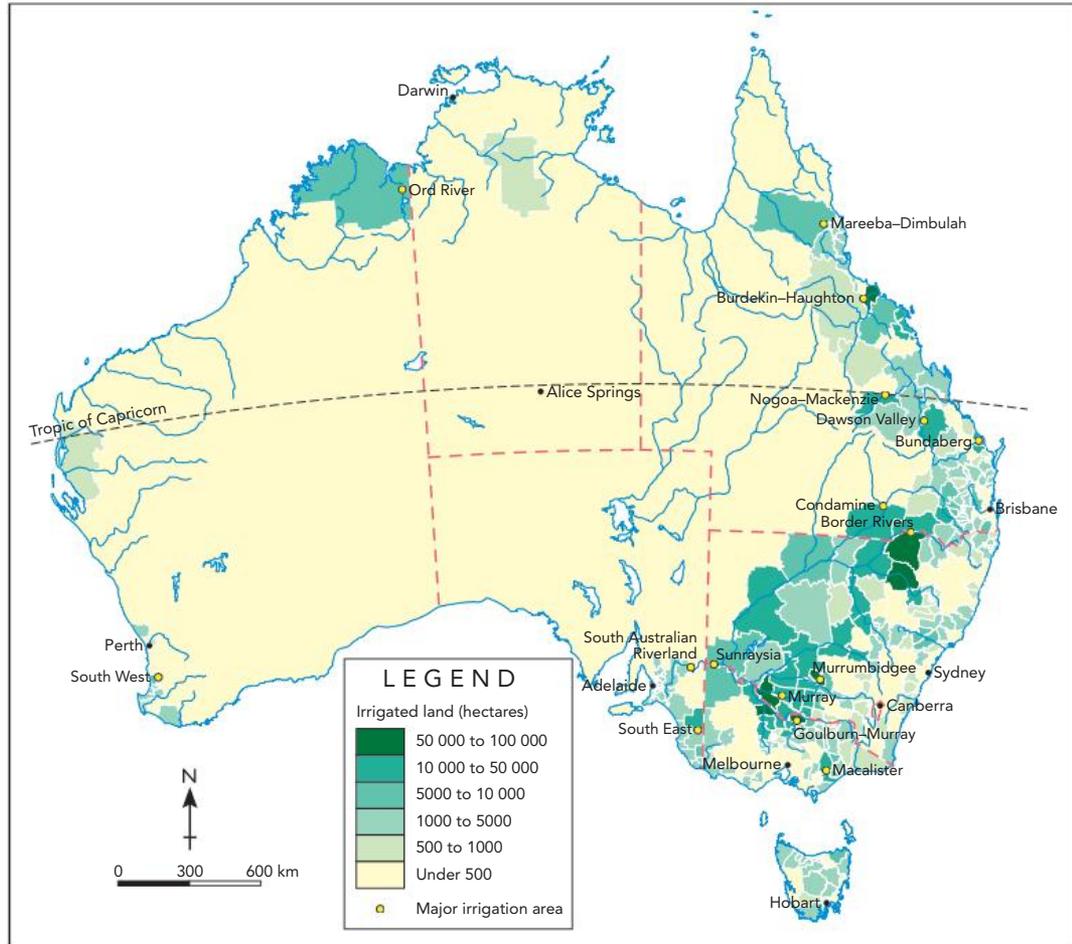
Source 19 These are the six features of BOLTSS.

AUSTRALIA: IRRIGATED LAND



Enlarged map

Australia: Irrigated land



Source 20 A map of Australia showing all the features of BOLTSS

Source: Oxford University Press



Key skill worksheet

Interpreting & analysing:
Understanding direction

Direction

Direction must always be shown on maps because it enables the user to work out the location of features shown. Direction is shown on maps using compass points.

A **compass** is an instrument with a magnetised needle that will always point to the Earth's magnetic field near the North Pole (known as magnetic north). The face of a compass shows a circle made up of 360 degrees (see Source 21).

The four main directions on a compass are north, south, east and west. These are known as **cardinal points**. Most maps are oriented to north. Once north has been established, you can find the other points of the compass. Using compass points is an accurate way of giving directions because the compass always points to magnetic north, no matter which direction you are facing.

Compass bearings provide an even more precise way to give directions. A bearing is an angle that is measured clockwise from magnetic north. The bearing of magnetic north can be either 0 degrees or 360 degrees, the bearing of south is 180 degrees, the bearing of east is 90 degrees and the bearing of west is 270 degrees. These bearings are also shown in Source 21.

compass

an instrument with a magnetic needle that points to the north; used for navigation

cardinal points

the four main directions: north, south, east and west

compass bearings

a precise way of giving compass directions, such as 135° south-east



Source 21 A compass face showing cardinal points and compass bearings

Scale

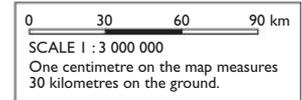
Maps are scaled representations of real areas. These representations have been designed to fit on a piece of paper or on a computer screen. Maps look the same as the real areas they are representing, just reduced to a size you can work with. Scale on maps allows you to work out the **distances** in the real world.

Look at Source 22. It shows the three types of scale that can be used on maps and how they work.

- **Written scale** – a written scale tells you how much a distance on the map represents on the ground. The written scale on Source 22 is ‘one centimetre on the map measures 30 kilometres on the ground’. Using this information we can easily work out that 5 centimetres on the map would be equal to 150 kilometres on the ground, and so on.
- **Line scale** – a line scale is a numbered line that acts like a ruler. You can use it to measure distances on the map. The Source 22 line scale shows that 1 centimetre is equal to 30 kilometres.
- **Ratio scale** – a ratio scale shows scale in numbers. The ratio scale for Source 22 is 1:3 000 000, so 1 unit (that is, 1 centimetre) on the map represents 3 000 000 centimetres on the ground. Of course, 3 000 000 centimetres is equal to 30 kilometres.

distance

the amount of space between two objects or places, generally measured by using the scale on a map



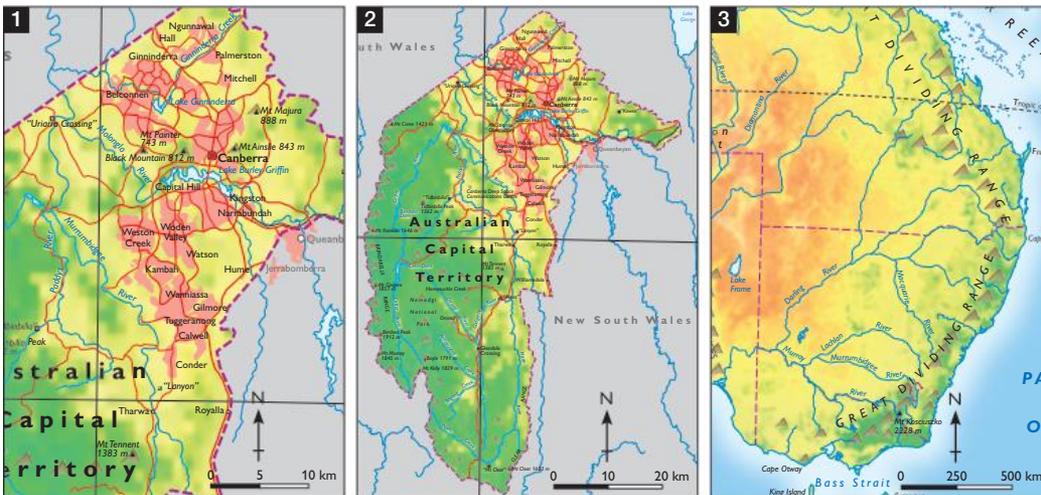
Source 22 An example of the different types of map scales

Comparing map scales

Maps are often shown at different scales depending on the amount of detail they need to show. Source 23 shows three maps at different scales.

- **Map 1** is a large-scale map. It shows a large amount of detail but only a small area. You can see the city area (in pink) and Lake Burley Griffin.
- **Map 2** is a medium-scale map. It shows a medium amount of detail and a medium area. You can see the whole of the Australian Capital Territory (ACT).
- **Map 3** is a small-scale map. It shows a small amount of detail but a large area. You can only just see the border of the ACT.

ACT AND EASTERN AUSTRALIA



Large-scale maps show detailed information about a small area.

Small-scale maps show general information about a large area.

Source 23

Source: Oxford University Press

alphanumeric grid

a coordinate system on a grid in which each cell is identified by a combination of a letter and number; using this system makes it easy to locate a specific position on a map

eastings

the gridlines that run vertically on a topographical map

northings

the gridlines that run horizontally on a topographical map

Locating places on maps

Maps are used for many different purposes, but the most commonly used maps help us to find things we are looking for. These maps are often overlaid with a set of lines that form a grid. These gridlines divide the map into smaller areas and help us find places more easily. There are several ways in which you can locate things on maps and methods you can use to help other people find these places. Some of these methods will give you a general idea of where something is, while others can help you pinpoint the exact location of something.

Grid and area referencing

Alphanumeric grid referencing

In maps that use **alphanumeric grid** referencing, the spaces between gridlines are labelled with letters and numbers. The letters appear along the bottom (or top and bottom) of the map, while the numbers appear down the left-hand side (or

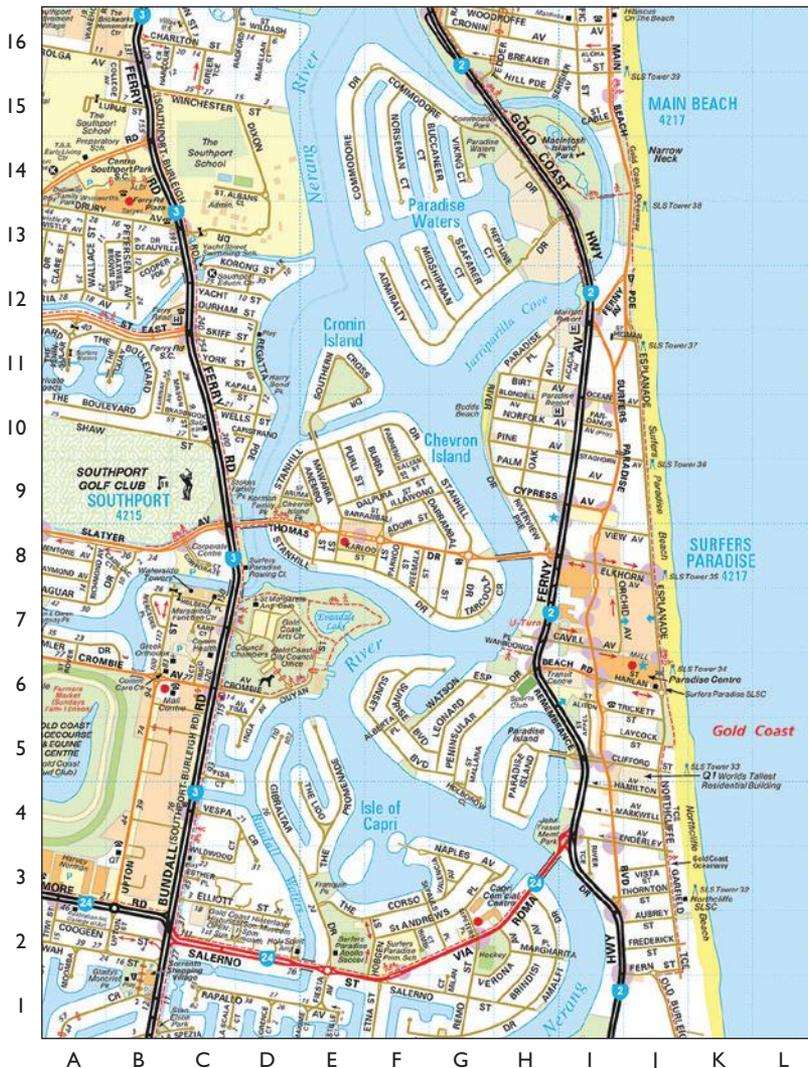
both sides) of the map. For example, in Source 24 the grid reference for the Paradise Centre is J6.

Area referencing (AR)

The area referencing (AR) method is used on topographic maps that have gridlines. Each line is given a two-digit number. The lines that run up and down the map are known as **eastings** (because the numbers increase as you move east). The lines that run across the map are known as **northings** (because the numbers increase as you move north). A four-figure area reference will pinpoint the bottom left-hand corner of the grid square in which you will find the feature.

The eastings are given first, then the northings. For example, in Source 25 on the next page the park is located in AR2813.

SURFERS PARADISE STREET MAP



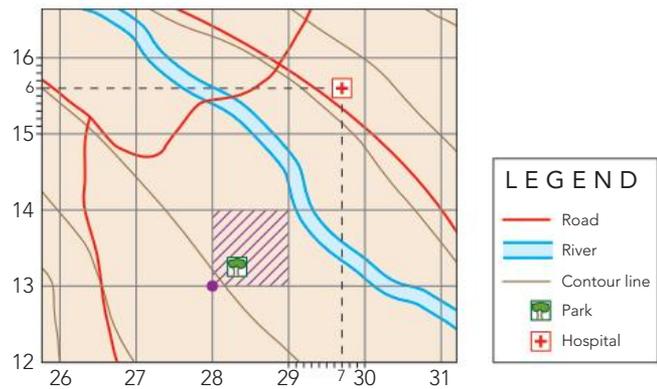
Source 24

Source: Brisway

Six-figure grid referencing (GR)

Six-figure grid references (GR) help locate exact points on a topographic map. The area between each easting is divided into ten further parts (tenths), as is the area between each northing. This is just like adding a finer set of gridlines over the existing gridlines, allowing you to be very specific about where things are within each grid square. As with area referencing, the eastings are given first then the northings. The difference is that one more figure is added to the easting and one more figure is added to the northing. This makes six figures in total. For example, in Source 25 the hospital is located in GR297156.

TOPOGRAPHIC MAP EXTRACT SHOWING AR AND GR



Source 25

Source: Oxford University Press

Latitude and longitude

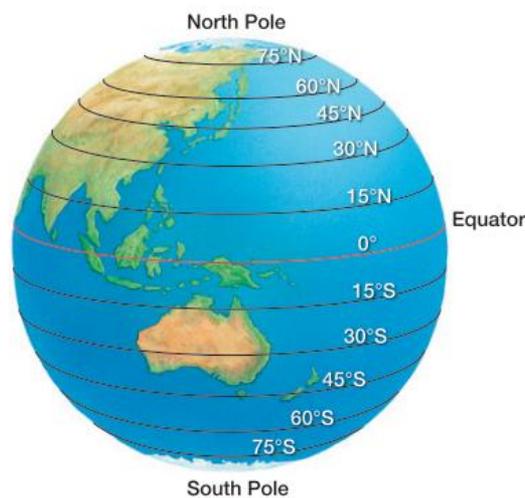
Maps that show large areas of the Earth's surface (such as world maps) use a set of imaginary lines that form a grid. These gridlines, known as **latitude** and **longitude**, help us to locate places accurately.

Lines that run from east to west are known as lines (or parallels) of latitude. Lines that run from north to south are known as lines (or meridians) of longitude. Each of the lines is separated by degrees rather than distance because the world is round, not flat.

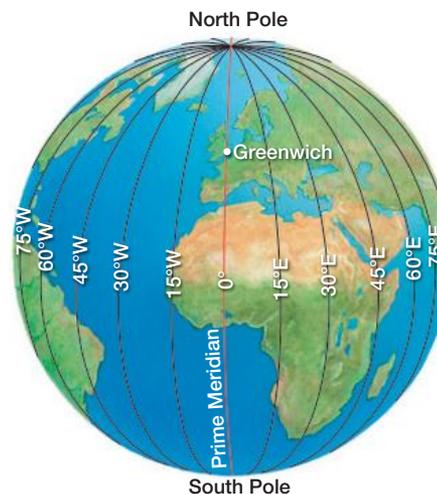
The line of latitude midway between the North Pole (90 degrees north) and South Pole (90 degrees south) is known as the **Equator** (see Source 26), which is located at 0 degrees latitude. It divides the Earth into the northern hemisphere and southern hemisphere.

Lines of latitude are measured in degrees north and south of the Equator.

Lines of longitude are measured east and west of the Greenwich meridian (also known as the **Prime Meridian**), which is located at 0 degrees longitude (see Source 27).



Source 26 Lines (or parallels) of latitude



Source 27 Lines (or meridians) of longitude

Key skill worksheet
Interpreting & analysing:
Understanding six-figure grid referencing

latitude

imaginary lines running east–west around the Earth's surface, parallel to the Equator, used to work out location and direction

longitude

imaginary lines running north–south around the Earth's surface, from the North Pole to the South Pole, used to work out location and direction

Equator

an imaginary line that runs around the middle of the Earth separating the Northern Hemisphere from the Southern Hemisphere

Prime Meridian

an imaginary line of longitude that runs from the North Pole to the South Pole; longitude is defined as 0° at the Prime Meridian

Enlarged map
Simple maps

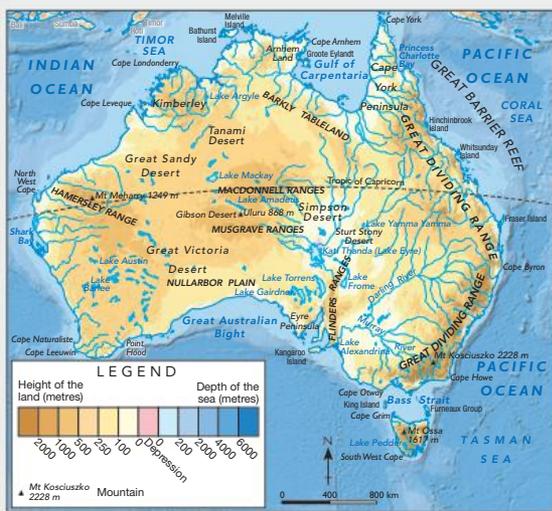
Simple maps

Geographers use different types of maps to show a whole range of different natural and built features – and to analyse the connections between them.

Physical maps

Physical maps show the locations and names of natural features of the Earth. These may include deserts, mountains, rivers, plains, oceans, reefs, volcanoes and lakes.

PHYSICAL MAP OF AUSTRALIA SHOWING OCEANS AND MAJOR MOUNTAIN RANGES, RIVERS, LAKES AND DESERTS



Source 28 Source: Oxford University Press

Political maps

Political maps show the locations and names of built features of the Earth. These may include country borders, state and territory borders, cities and towns.

POLITICAL MAP OF AUSTRALIA SHOWING STATE AND TERRITORY BORDERS, CITIES AND TOWNS



Source 29 Source: Oxford University Press

Dot distribution maps

Dot distribution maps use dots (or shapes) to represent (and sometimes compare) a range of different features. The dots show the location of the chosen feature. The size and colour of the dots on the map can show different characteristics of that feature. For example, in Source 30, small towns are shown as small green dots and big cities are shown as big red squares. Other dot distribution maps show the location of a single feature, such as litter (see Source 2 on page 7). Dot distribution maps help to show patterns and links between features – geographers refer to this as spatial distribution.

DOT DISTRIBUTION MAP OF AUSTRALIA SHOWING POPULATION

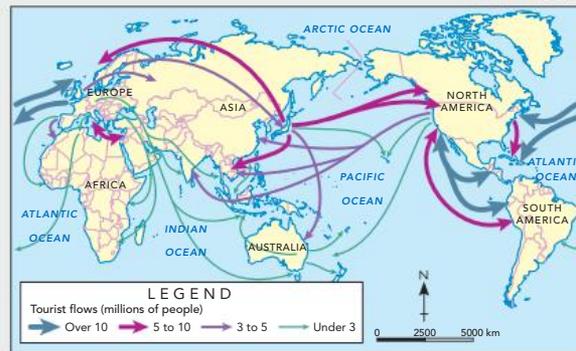


Source 30 Source: Oxford University Press

Flow maps

Flow maps show movement from one place to another. Arrows of different thicknesses or colours are used to show where different things (such as people or goods) are moving to and from, and compare the numbers involved in the movement.

FLOW MAP SHOWING THE FLOW OF TOURISTS WORLDWIDE



Source 31

Source: Oxford University Press

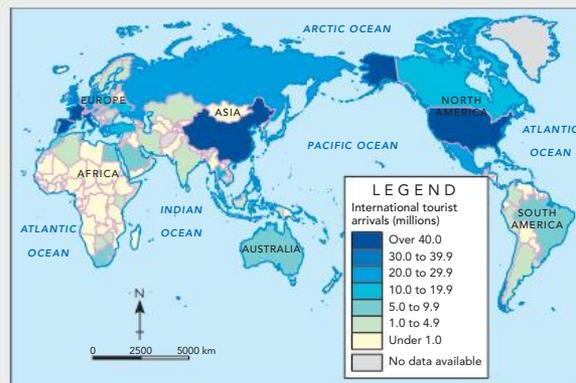


Enlarged map
Simple maps

Choropleth maps

Choropleth maps use different shades of the same colour to give a quick impression of the pattern formed by the data being shown. Darker shades show the highest values or the greatest amounts, while lighter shades show the lowest values or the least amounts.

CHOROPLETH MAP SHOWING INTERNATIONAL TOURIST ARRIVALS WORLDWIDE PRIOR TO 2020



Source 32

Source: Oxford University Press



Overlay maps

Overlay maps show how features on the Earth's surface may be related to each other. To create an overlay map, you first need to produce a base map showing one feature (such as the location of Australian rainforests) and then place a piece of tracing paper or plastic sheet over this base map showing the other feature you are investigating (such as areas with a moist tropical climate).



Source 33 An overlay map showing the location of Australian rainforests on a base map (left) and areas with a moist tropical climate on an overlay (right)

More complex maps

Geographers also use a number of more complex maps to represent information.

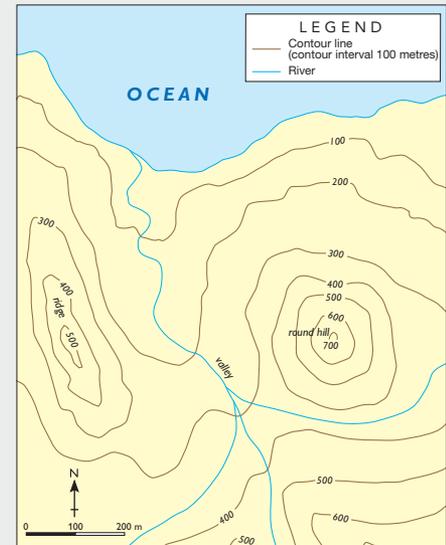
contour lines

lines drawn on a map that connect points at the same height to show the height and steepness of land

Topographic maps

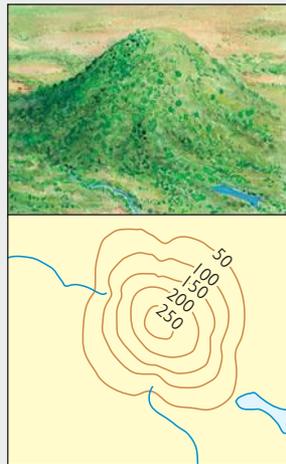
Topographic maps show the shape of the land (such as the shapes formed by valleys, hills and ridges) by using **contour lines**. Numbers on some of the contour lines show the height of the land above sea level. The closer together the contour lines are, the steeper the land. Symbols and colours are also used on topographic maps to show other natural features (such as forests, rivers and lakes) and built features (such as towns, roads and mines). The contour patterns of three common features are shown below the topographic map in Source 34.

TOPOGRAPHIC MAP SHOWING A ROUND HILL, A VALLEY AND A RIDGE

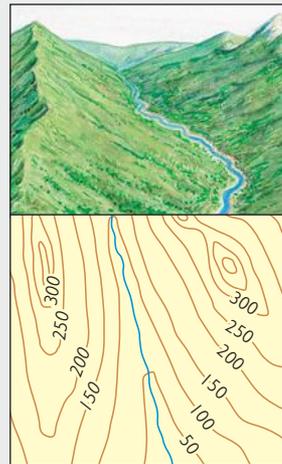


Source 34 Source: Oxford University Press

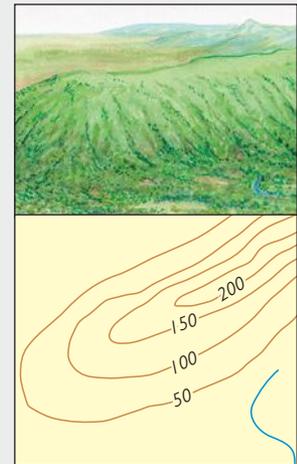
A ROUND HILL



A VALLEY

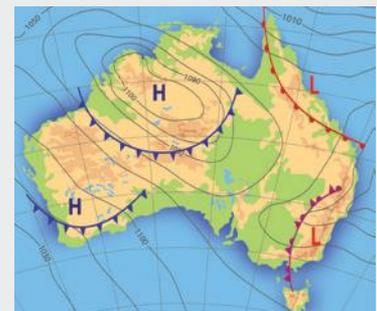


A RIDGE



Weather maps

Weather maps show conditions in the atmosphere, such as air pressure, wind speed and wind direction. They also show the size and location of warm and cold fronts. Weather maps are also known as synoptic charts. They are most commonly seen on the nightly news.



Source 35 Weather maps feature in the nightly news on television.

Thematic maps

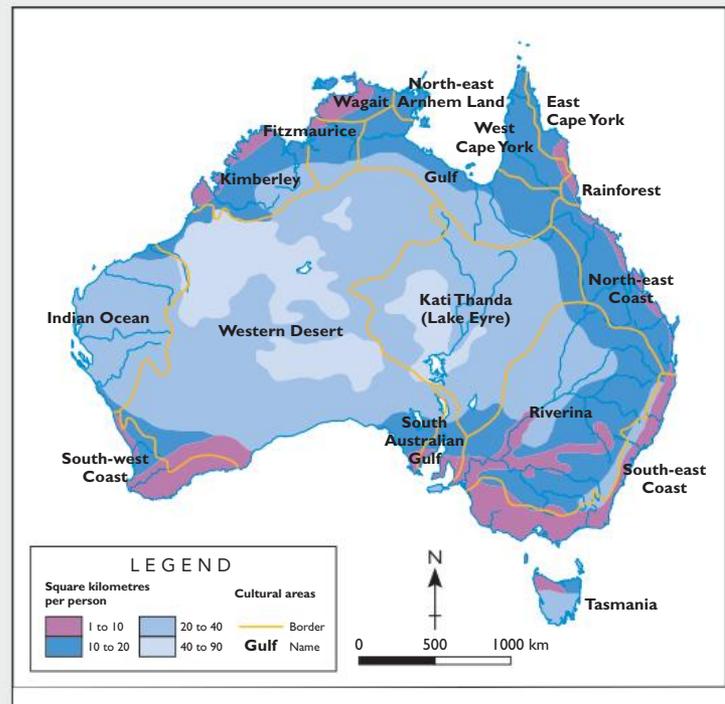
Thematic maps show a particular theme or topic; for example, the distribution of resources (such as coal and gas), the different types of forests around the world, access to safe drinking water, or where people live in Australia.



Enlarged map

Thematic map of Australia

THEMATIC MAP OF AUSTRALIA SHOWING LOCATION AND DISTRIBUTION OF FIRST NATIONS PEOPLES IN 1788



Source 36

Source: Oxford University Press

Geographic Information Systems (GIS)

Geographic Information Systems (GIS) are a way of creating, viewing, organising and analysing geographical information with the use of a software application. GIS allow geographers to access and share an incredible amount of data and look at the world in new ways. GIS are made up of three elements:

- digital base maps
- data that is layered over the base map (such as a chart, overlay or table)
- a software application or platform that links these elements together and allows the user to interact with all of this information.

GIS combine satellite images, graphs and databases to allow you to identify patterns and trends so that you can gain a better understanding of the world around you. They allow you to turn different layers of data on and off in order to isolate exactly what you are

looking for. You can even create and share your own maps, look at 3D models of areas and record video simulations, known as flyovers.

GIS are already a part of many people's everyday lives. Governments, companies and individuals all around the world use GIS. There are a number of GIS platforms available today, but one of the most commonly used and free GIS is Google Earth.



Source 37 Today, a GIS can be found on almost every smartphone, in the form of apps such as Google Maps and Google Earth.

Identifying patterns and relationships

In geography, an important skill to master is that of identifying trends, patterns and relationships in the information you are looking at. You can do this by looking at the information to identify any possible links and relationships and draw conclusions.

There are two main ways to do this:

- 1 the SHEEPT method
- 2 the PQE method.

S Social – factors relating to culture and people

H Historical – factors relating to past events

E Environmental – factors relating to the natural environment (including climate, landforms and vegetation)

E Economic – factors relating to the earning or spending of money (including income earned from industry and tourism, and land use for food and fibre production)

P Political – factors relating to governments (including laws, regulations and policies)

T Technological – factors relating to the availability and use of different types of technology (including the development of greener technologies, alternative energy sources and GIS).

Source 38 These are the six factors of the SHEEPT method.

Using the SHEEPT method

SHEEPT is a tool used by geographers to help them consider the many factors that may contribute to the patterns identified in their data. When you are examining issues related to your inquiry, it is useful to think about them in terms of these six factors and consider how relevant each is to the patterns you have discovered. This will help you reach your conclusions. Source 38 explains what the letters SHEEPT stand for.

Using the PQE method

PQE is a tool used by geographers to analyse the data they have gathered (such as maps, tables, graphs and diagrams) and reach conclusions. The letters PQE stand for:

- **Pattern (P)** – when looking at data, you look for things that stand out or form patterns. A pattern may be a group of similar features on a diagram, a concentration of a particular feature on a map, or a particular shape that is created by data on a column graph.
- **Quantify (Q)** – in this step, read the map closely to try and quantify (i.e. measure) statistics, amounts, sizes and locations to find a pattern (or patterns)
- **Exceptions (E)** – often you may find that there are things in your data that do not fit into a pattern you have identified. These are called **exceptions**. They also need to be identified and quantified.

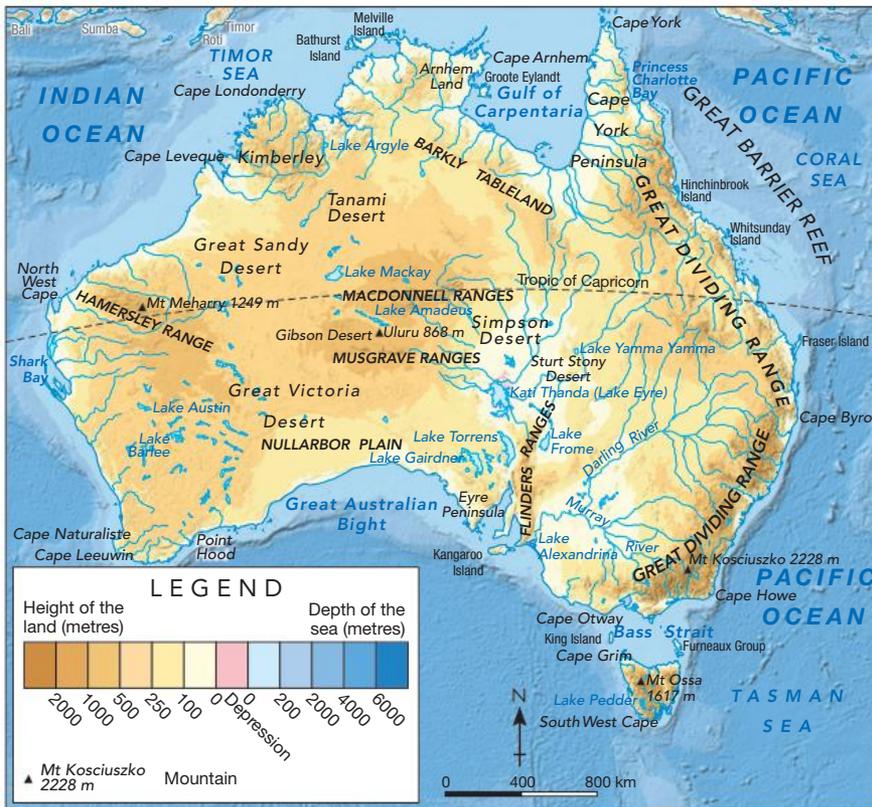
PQE sample

On the next page, there is a sample response that has been written using the PQE method to describe the **distribution** of mountains in the physical map of Australia (Source 39 on the next page). Read the highlighted sections closely. These are sentence starters that can be used to structure your response whenever using the PQE method.

distribution

the way in which things are arranged on the Earth's surface; the pattern formed by the way objects or places are distributed across a space

PHYSICAL MAP OF AUSTRALIA SHOWING OCEANS AND MAJOR MOUNTAIN RANGES, RIVERS, LAKES AND DESERTS



Source 39

Source: Oxford University Press

Check your Learning
Topic 1.4

If you can identify the type of map that you are looking at, make sure that you name it. See pages 26–29 of the toolkit for an overview of different types of maps.

The uneven pattern of this physical map shows Australia's largest lakes are situated in central and south-central Australia.

The evidence that quantifies this pattern is the location of the lakes on the continent. They stretch from the McDonnell Ranges in the north (near the Tropic of Capricorn) to the Flinders Ranges in the south. These lakes include Lake Amadeus, Lake Mackay, Lake Eyre, Lake Frome, Lake Torrens and Lake Gairdner.

The exception to this pattern is a few smaller lakes located in Western Australia, including Lake Argyle near the Kimberley region and many scattered lakes, near Lake Austin and Lake Barlee in the south.

Pattern – in this step, you need to give a general overview of any patterns you may identify.

Quantify – in this step, you need to add specific and accurate information to define and explain the patterns.

Exception – in this step, you need to identify anything that does not fit your patterns.

Source 40 This sample PQE method analysis includes sentence starters you can use to structure your response.

1.5

Concluding and decision making

Once geographers have researched, collected and analysed geographical data, they start to think about what it means for people, places and environments. They reflect on their findings and make conclusions about who or what has been impacted by a geographical challenge, and the level of impact. Geographers then make decisions about the effectiveness of possible solutions and develop strategies to address the issue.

Reflect on what you have learnt

One of the key aspects of drawing conclusions is reflecting on all of the information you have gathered and analysed. Reflecting involves not only looking at what you have learnt but also at how it has been learnt. It involves asking critical questions about the way in which your geographical inquiry was conducted and your role in it. One of the best ways to reflect on your progress is to complete a self-evaluation checklist, rating your performance at each stage and adding comments.

Source 41 A self-evaluation checklist

The title of my geographical inquiry is:		
My geographical inquiry set out to investigate:		
GENERAL POINTS	My rating	Comments
I was able to complete all stages of my geographical inquiry.	1 2 3 4 5	
I was able to answer all my key inquiry questions.	1 2 3 4 5	
I was able to plan my inquiry effectively.	1 2 3 4 5	
My maps, graphs, tables and diagrams were clear and accurate.	1 2 3 4 5	
I was able to analyse my data and reach a conclusion.	1 2 3 4 5	
AREAS OF STRENGTH	Comments	
My areas of strength are:		
I'm getting much better at:		
AREAS NEEDING IMPROVEMENT		
The part I found most difficult was:		
I need the most help with:		

Justify possible methods of response

After reflecting on what you have learnt, you may discover that action is needed in order to respond to the issue you have been investigating. There are a number of different ways that geographers can take action to make a change. These include:

- creating a fact sheet or multimedia presentation to inform your school or community
- using social media to raise awareness and gather support
- emailing your local government representative or Member of Parliament about the issue
- inviting an expert speaker to present at your school assembly
- planning a campaign to raise money for the issue.

The geographical inquiry into Uluru (see page 13) based around the key inquiry question ‘Is it a good thing that so many tourists visit Uluru?’ may lead us to actively campaign for tourism at Uluru to be managed in a more sustainable way so that this important landmark can be enjoyed by future generations.



Check your learning
Topic 1.5



1.6

Communicating

The ability to put your thoughts and findings into words is an important skill that you will develop as you study geography.

Use correct geographical terminology

An important part of communicating your findings in geography is using geographical terminology. Source 42 lists and defines some commonly used geographical terms; additional geographical terms can also be found in the glossary at the end of this book.

Quizlet

Become familiar with geographical terms by reviewing them on Quizlet.

Source 42 Some useful geographical terms

Term	Definition
BOLTSS	The six essential features that should be included on every map: border, orientation, legend, title, scale and source
direction	A way of orienting a map, usually shown by compass points, such as north
distance	The amount of space between two objects or places, generally measured by using the scale on a map
distribution	The way in which things are arranged on the Earth's surface; the pattern formed by the way objects or places are distributed across a space
exception	A feature that falls outside a usual pattern or does not follow an observed pattern
geographical inquiry	The stages that geographers follow to guide their investigations
key inquiry question	A question that helps geographers to plan and focus their geographical inquiries
primary data	Data collected for a geographical inquiry by a person conducting an inquiry, such as survey data, hand-drawn maps or photographs
region	An area of the Earth's surface with a feature that makes it different from surrounding areas
scale	A line that indicates the distances on a map as represented in the real world
secondary data	Data collected for a geographical inquiry from another source, such as textbooks, atlases and government websites
spatial pattern	The distribution of features on the Earth's surface that may form particular patterns, such as linear (in lines), clustered or radial (like spokes on a wheel)
trend	A general direction in which something is developing or changing (e.g. the trend in population in Australia is positive because the population is growing)

Present findings using a range of communication forms and digital technologies

Geographers use a wide range of methods to inform other people about what they have found over the course of a geographical inquiry.



Additional resource
Using cognitive verbs

Some of the methods that geographers use to communicate their findings include:

- written methods, such as essays or reports
- oral forms, such as oral reports, presentations, discussions and debates
- graphic forms, such as maps, graphs, and diagrams
- visual forms, such as **annotated visual displays (AVDs)**, photographs, sketches, satellite images and posters
- digital forms, such as Wikis, Geographic Information Systems (GIS), databases, 3D models and simulations, and multimedia presentations.

annotated visual display (AVD)

a way of presenting the final results of a research project, incorporating images, graphs, notes and explanations in a poster-style format

Creating an annotated visual display (AVD)

An AVD combines written text with visual images (such as photographs) and other graphic representations (such as maps, graphs, tables, sketches and diagrams). To create a successful AVD there are a few steps to follow.

Step 1 First, gather your data. Print your photographs, refine your sketches and tidy up any data that you have collected – in fact, tables of raw data are usually much more effective when they are made into graphs. Make sure all your maps have BOLTSS. Each resource (including graphs, maps, sketches, photographs, cross-sections or written explanations) should have a title. Photographs should also always have a caption.

Step 2 Next, organise your results. On a large poster, lay out your information and data. All written descriptions and answers should not be written directly onto the poster paper, but be typed, or neatly printed on separate sheets of white paper. This will allow you to arrange them on the poster paper in the most logical and relevant way before you glue them down. The key inquiry question that began your geographical inquiry may guide your final layout. In the

example in Source 43, this question acts as the heading for the poster.

- Step 3** Next, present your results. When you are happy with your layout, design a main heading and other smaller headings. Don't forget to write your name in small, neat letters next to the heading or at the bottom of the AVD. Use glue to attach your resources onto your AVD.
- Step 4** Finally, acknowledge your sources. If you have used books or other resources (such as websites) these need to be acknowledged in a bibliography or list of references. This can be stuck on the back of your AVD.

KEY SKILL
Communicating

Check your learning
Topic 1.6

Source 43 An annotated visual display (AVD) Natural processes illustration © Director of National Parks (Parks Australia) www.parksaustralia.gov.au

CHAPTER



Water as a resource

The things we use to satisfy our needs and wants are known as resources. Resources we use from the natural world are called environmental resources. All life on Earth, including humans, depends on these environmental resources to survive. The water we drink, the sun we depend on for light and warmth, the soil we use to grow our crops, and the trees we rely on to produce the oxygen we breathe are all environmental resources.

As the world's population grows, we continue to place more and more pressure on these resources. The availability of many of these environmental resources (including oil, forests, and of course, fresh water) is becoming increasingly uncertain.

» **Source 1** An aerial image of the Kuna Settlement in the San Blas Islands of Panama, Central America; there are a total of 11 Kuna communities in the coastal parts of Panama, and two more communities located on the mainland.

2A

How is water an environmental resource?

2B

How does water connect and affect places?

2C

How much water do we have in the world?

2.1

Environmental resources: an overview

Learning intentions

By the end of this topic, you will be able to:

- » classify environmental resources as renewable, non-renewable and continuous
- » identify examples of each type of resource.

environmental resources

anything human or natural that can be used by people to satisfy a need

renewable resources

resources that can regenerate or be regrown (such as trees) as opposed to those that cannot be regenerated (such as coal)



Quiz me!

A quick quiz on environmental resources

non-renewable resources

resources that cannot be regenerated once they are used up (such as oil or coal)

continuous resources

resources, such as the Sun, that will never run out no matter how much they are used

Over thousands of years, humans have developed ways of life that depend on the **environmental resources** found on Earth. We have found and used resources in almost every corner of the Earth. Water from rainfall, minerals from rocks, and food from the forests and oceans have allowed us to build homes, farms, cities and highways all over the world. Oil is drilled from beneath polar ice caps and water is drilled from far below barren deserts. Deep in the rainforests we have found plants that can cure illnesses and we have even worked out how to generate electricity from the waters flowing in our rivers.

Types of environmental resources

Geographers divide all the environmental resources on Earth into three types.

1 Renewable resources

Renewable resources will replenish themselves naturally over time if we do not use them too quickly. The trees in a forest are a good example of a renewable resource. We can cut them down for wood, but they will grow back in time. We just need to manage them carefully. In countries such as Australia, fresh water is considered a renewable resource but it needs to be carefully managed to ensure that enough is available for everybody.

2 Non-renewable resources

Non-renewable resources are only available in limited (finite) amounts. If we overuse them, they will one day run out. Minerals such as coal, oil, diamonds and uranium are good examples of non-renewable resources.

3 Continuous resources

Continuous resources are available in unlimited (infinite) amounts. No matter how much or how often we use them, they will never run out. Energy from the Sun and wind are both examples of continuous resources.

Plants, animals and human beings are renewable resources. Humans, however, are unique in that our use of the Earth's resources is disrupting the Earth's natural systems.

Plants are renewable resources because they produce seeds in order to reproduce themselves.

Soil is formed when rocks break down. We use soil to grow the crops we eat. The animals we farm for food also rely on the soil for the grass they eat.

Ocean waves are resources for surfers and holiday-makers. They can also be used to generate electricity and may be a valuable continuous resource in the future.

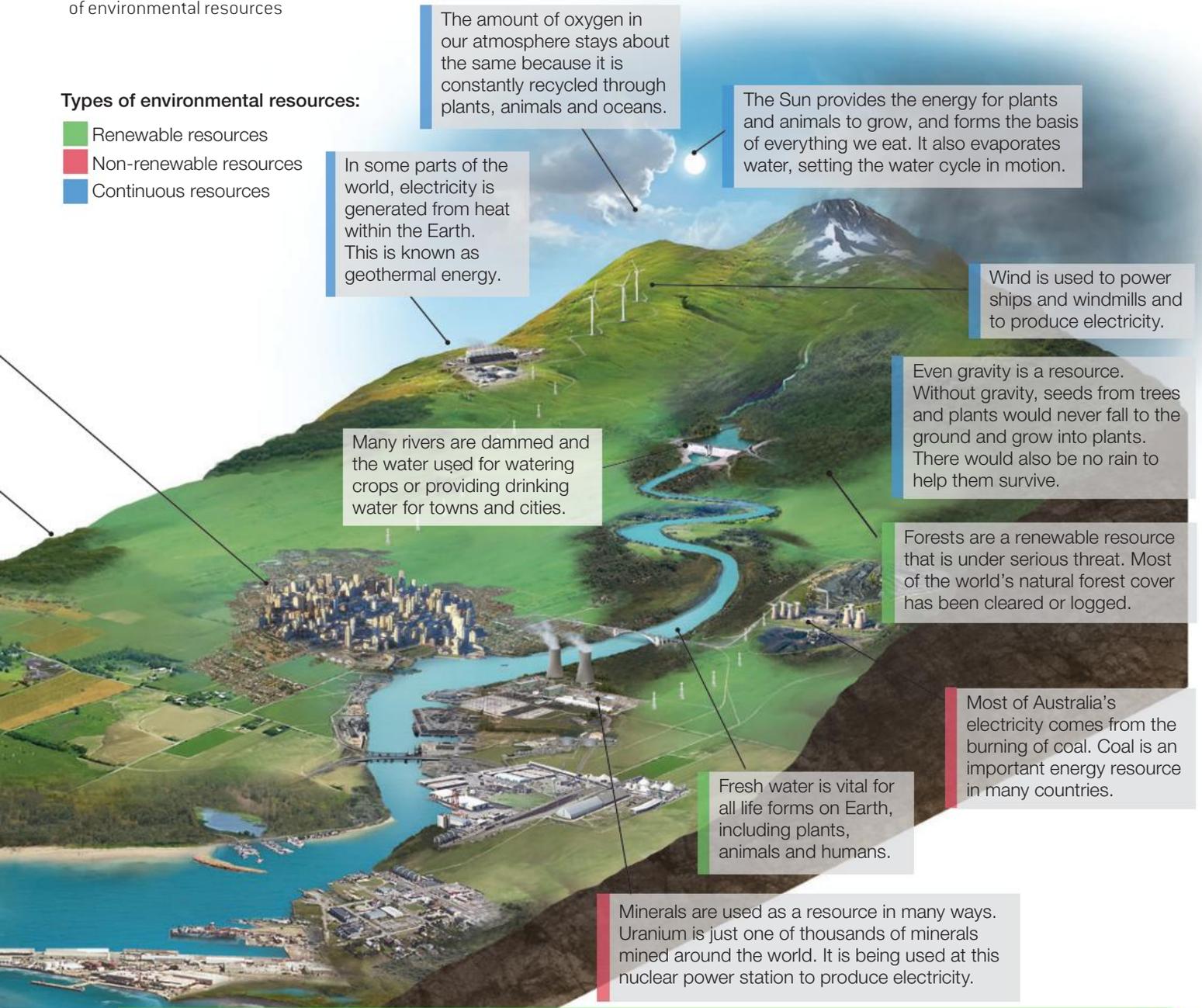
Oceans are used in many ways, including to transport goods and supply fish.

Oil is the world's most commonly used source of energy. It is also used to make many important goods, such as plastics, petrol and fertiliser for farms.

Source 1 An overview of many types of environmental resources

Types of environmental resources:

- Renewable resources
- Non-renewable resources
- Continuous resources



The amount of oxygen in our atmosphere stays about the same because it is constantly recycled through plants, animals and oceans.

The Sun provides the energy for plants and animals to grow, and forms the basis of everything we eat. It also evaporates water, setting the water cycle in motion.

In some parts of the world, electricity is generated from heat within the Earth. This is known as geothermal energy.

Wind is used to power ships and windmills and to produce electricity.

Many rivers are dammed and the water used for watering crops or providing drinking water for towns and cities.

Even gravity is a resource. Without gravity, seeds from trees and plants would never fall to the ground and grow into plants. There would also be no rain to help them survive.

Forests are a renewable resource that is under serious threat. Most of the world's natural forest cover has been cleared or logged.

Most of Australia's electricity comes from the burning of coal. Coal is an important energy resource in many countries.

Fresh water is vital for all life forms on Earth, including plants, animals and humans.

Minerals are used as a resource in many ways. Uranium is just one of thousands of minerals mined around the world. It is being used at this nuclear power station to produce electricity.

2.1 Check your learning



Retrieve

- 1 **Identify** the three main types of environmental resources and give an example of each type.

Comprehend

- 2 **Explain** why it is important to look after renewable resources like fresh water.
- 3 **Describe** how you may have used a non-renewable resource in the last hour.

Analyse

- 4 What problems might societies around the world face if people continue to rely heavily on non-renewable resources?
- 5 Two of the environmental resources shown in Source 1 have not been classified using the legend. How would you **classify** each of these?

Explain your answer in a few short sentences.

Apply

- 6 Looking at Source 1, rank the top three environmental resources that you think are the most important. **Justify** (give reasons for) your answer in a few short sentences and be prepared to discuss this with the class.

2.2

Where water comes from

Learning intention

By the end of this topic, you will be able to:

- » explain the continuous movement of water in the water cycle.

water cycle

the continuous cycle by which water evaporates from lakes and oceans, condenses into clouds, falls on land as rain, finds its way into rivers (including after human use) and returns to the oceans

condensation

the process that takes place when a gas cools and forms a liquid; for example, water vapour becoming water droplets

Water is one of our most precious environmental resources. Without it, nothing can survive. It is an essential, renewable resource that occurs naturally on Earth. It can exist as a solid (such as ice in a glacier), a liquid (such as water in a river) or a gas (such as steam). Fresh water is an available resource when in liquid form and a potential resource as a gas or a solid. Liquid water is constantly being recycled through the atmosphere, rivers and oceans in a natural system known as the **water cycle** (see Source 2).

In the water cycle, water from the oceans and lakes is heated and evaporated by the Sun. The evaporated water vapour, which is like steam, then rises until it reaches the cooler parts of the atmosphere. Cold air cannot hold as much moisture as warm air, so the water vapour turns back into liquid water in a process known as **condensation**. These drops of water then form into clouds, which may be carried onto land by winds, and forced to rise. The colder air can no longer hold the condensed droplets and they fall as rain. The rainwater finds its way back to the world's lakes and oceans through rivers and streams and the process begins again.

As you can see in Source 2, rain falls when wet air masses are forced to rise. There are several reasons that air masses rise. Each of these will produce different types of rainfall at different places on the Earth's surface. One of the reasons that air masses rise is the heating of the ground in tropical areas. This creates heavy rainfall and thunderstorms. The other two reasons are shown in Sources 3 and 4.

Source 2 The stages of the water cycle

Condensation is water vapour in the air that cools down and changes to tiny drops of water. When these drops gather together, we see them as clouds. A cloud is a large collection of water drops or ice crystals. The drops are so small and light that they can float in the air.

When wet air is forced to rise into the cooler parts of the atmosphere, the tiny water drops in clouds join together and become heavier. They then fall as precipitation (rain, snow, hail) onto the land or into the ocean, rivers and lakes.

The Sun heats the water in oceans, lakes and rivers and turns it into a gas called water vapour. The water vapour rises into the air. This process is known as evaporation.

Some of the precipitation that falls onto land returns to the rivers, lakes and oceans as runoff.

When water on the ground soaks into the soil (infiltration), plants then take it in through their roots. It passes through their leaves where it evaporates into the air. This is known as transpiration.

Are we drinking the same water as Ned Kelly?

Due to the endless water cycle on Earth, we could be drinking the same water that Ned Kelly did back in the 1860s! The water cycle is a constant process that joins the world's land, oceans and atmosphere together. For example, the same water that evaporates from the

ocean ends up back in the ocean after going through the cycle and falling as rain. While the water molecules in the cycle are constantly changing states, they are never fully used. The ability of water to replenish itself is invaluable, as water is essential to the survival of all living things on Earth.

For more information on this key concept, refer to page 8 of 'The geography toolkit'.

KEY CONCEPT

Interconnections



Source 3 When air crosses a barrier (such as a mountain range) it rises and cools, producing rain. As a result, one side of a mountain range is often wetter than the other side. This is known as orographic rainfall.



Source 4 When two air masses meet, one is forced upwards. The air then cools, the water droplets condense and a line of rain occurs. This line is known as frontal rain.

2.2 Check your learning



Quiz me!

A quick quiz on where water comes from

Retrieve

- 1 What causes water to fall as rain?

Comprehend

- 2 In your own words, **explain** the water cycle.
- 3 Suggest one place in Australia that is likely to receive orographic rainfall. **Explain** your answer.

Analyse

- 4 Create a flow diagram and **classify** (organise) these words into the correct order within the water cycle: precipitation, condensation and evaporation. Write a definition for each in your own words.

- 5 **Compare** frontal rainfall and orographic rainfall. How are they different? How are they similar?

- 6 Why is the water cycle a good example of the geographical concept of interconnections?

- 7 **Examine** Source 3. Using your knowledge of the water cycle, explain what impact you think the rivers shown in Source 3 have had on this landscape.

Apply

- 8 Imagine that you are a water droplet in a cloud. Describe your journey through the water cycle in language that a young child would find interesting. Here is a start: 'Floating along with billions of my closest friends, I thought nothing would ever change ...'

2.3

Water as an available resource

Learning intention

By the end of this topic, you will be able to:

- » identify different types of available water resources and how they are used.

available water

fresh water that is accessible for use by humans without treatment

surface water

any body of water above ground, including streams, rivers, lakes, wetlands, reservoirs, creeks and the ocean

potential water

water that needs to be treated in some way to make it ready for use

aquifers

layers of rock or soil in the ground that hold water or that water can pass through



Quiz me!

A quick quiz on water as an available resource

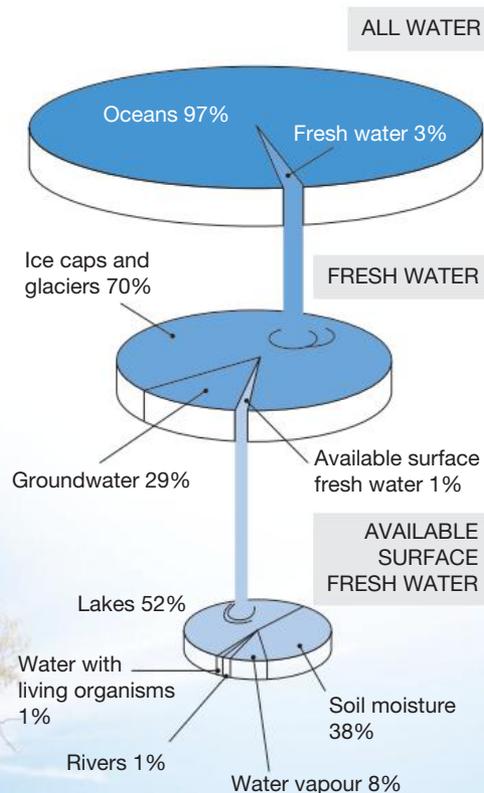
Although most of the surface of the Earth is covered with water, only a tiny percentage of that water is fresh and readily available for human consumption. This water, known as **available water**, includes the **surface water** in dams, rivers and lakes as well as underground water held in soils and rocks. Most of the world's water is not immediately available as a resource and can be thought of as **potential water** (explored further in topic 2.4).

Available water

Our most available form of water is surface water, such as lakes and rivers. Most of the world's large cities and towns use surface water to supply the needs of their residents. For this reason, these settlements are almost always built close to a river, lake or stream. To make it easier to capture flowing water in a river, a dam or weir is usually built across it. Water can be piped from the lake that builds up behind the dam to supply the needs of towns and farms.

Surface water has been used as a resource by humans for thousands of years but as populations grow and more water is needed, people are also using other forms of water. One of the largest sources is groundwater locked away in underground **aquifers**. When it rains, water seeps into the soil to provide moisture for plants to survive. As water passes through the spaces between soil and rock it becomes groundwater.

Groundwater is fed by surface water from rainfall and rivers, and naturally comes to the surface at springs or at oases in dry areas. Groundwater can also be pumped to the surface by bores drilled into the ground.



Source 5 The distribution of water on Earth



Source 6 Warragamba Dam supplies water to about 5 million residents in Sydney and is one of the largest in the world built for this purpose.



Source 7 In many places of low rainfall, water is pumped from underground aquifers to irrigate crops, such as in the Midwest of the United States.

2.3 Check your learning



Retrieve

- 1 In your own words, **define** an 'aquifer'.
- 2 **Identify** two available surface water resources.

Comprehend

- 3 **Explain** why towns and cities are usually built near rivers and lakes.

Analyse

- 4 **Distinguish** between surface water and groundwater. Remember, when you distinguish between two things, you should talk about how they are different.
- 5 Source 6 is an oblique aerial photograph of the Warragamba Dam. **Examine** Source 6 to answer the following questions. Refer to page 20 of 'The geography toolkit' for help if you get stuck.
 - a Create a T-chart in your notebook, with one column titled, 'What this image tells me about dams' and the other, 'What this image does not tell me about dams'. Brainstorm your responses in each column.
 - b Why are oblique aerial photographs like this one helpful for geographers?

- c Identify the scale at which this aerial photograph has been taken (local, regional or national).

Apply

- 6 Pumping water from aquifers and damming rivers are two ways humans make fresh water available, but both methods can create other problems.
 - a Use the internet to **investigate** two of these problems.
 - b **Propose** (put forward) one solution for each of these problems. Your solution should offer help as to how the problem could be managed better and improve sustainability.
- 7 Launch Google Earth and complete the following exercises.
 - a **Identify** the exact location (latitude and longitude) of Warragamba Dam.
 - b Measure and record the straight-line distance from Warragamba Dam to Warragamba Recreation Reserve.
 - c **Identify** the relative location of Warragamba Dam to another place close by, such as the dam lookout, public school or Visitors Centre.

2.4

Learning intention

By the end of this topic, you will be able to:

- » identify different types of potential water resources and how they are used.

irrigating

watering crops in some way other than by precipitation

wastewater

water that has been used by people in domestic or industrial settings for washing, cleaning or flushing that contains waste products

desalination

the process of removing salt from seawater



Explore it!

A virtual field trip to the Gold Coast Desalination Plant in Tugun

Water as a potential resource



Source 8 Dubai Electricity and Water Authority at Jebel Ali; this massive desalination plant supplies much of Dubai's fresh water.

Most of the water on Earth is not immediately available for human use. About 97.5% of the Earth's water is found in the oceans and is too salty for drinking or **irrigating** crops. Much of the remaining 2.5% of the Earth's water is locked in the polar ice caps and in flowing rivers of ice, known as glaciers. Other potential water resources include water vapour in the atmosphere and **wastewater**.

Desalination

In order to make ocean water an available resource, the salt usually needs to be removed. This process is known as **desalination**. Desalination plants now supply fresh water to several Australian cities including the Gold Coast, Perth, Sydney and Adelaide. As of 2020, there are approximately 16 000 desalination plants either active or under construction across the world.



Source 9 The Gold Coast Desalination Plant in Tugun was completed in 2009. It can produce 133 megalitres of water per day.

Frozen water

Antarctica contains nearly 70% of the world's fresh water as ice in an ice sheet that covers large sections of bedrock (solid ground) in Antarctica. This ice sheet has an average thickness of greater than 2 kilometres, with some areas that scientists have found to be twice this thickness. If this ice were to melt, sea levels around the world would rise by up to 60 metres.

The world's freshwater resources

Available fresh water is not evenly distributed across the planet. Some areas of the world have much more than they need, while other areas do not have enough.

Countries with large rivers, such as the Amazon River in Brazil, and those with high rainfall, such as Indonesia and Papua New Guinea, can be thought of as being 'water rich'. Other countries, including Australia, can be considered to be 'water poor'.

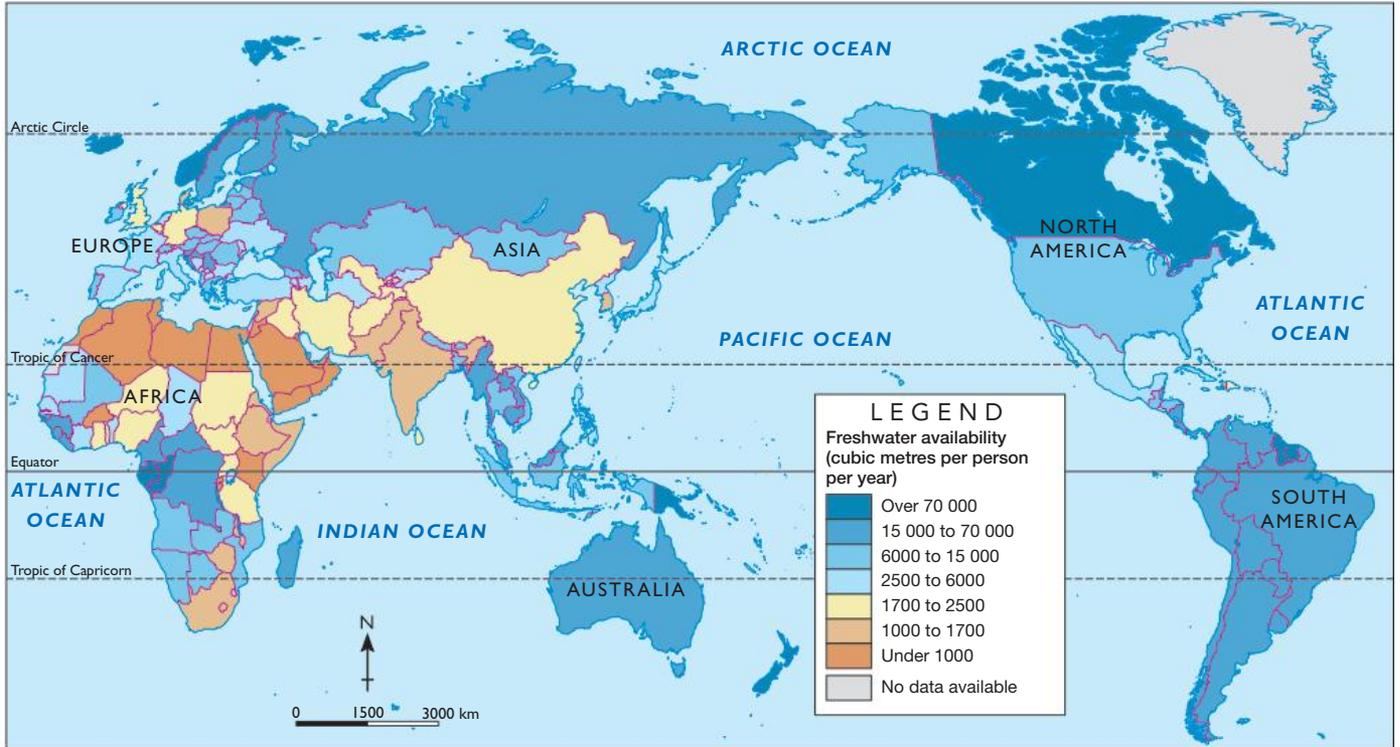
I used to think, now I think

Reflect on your learning about water as a potential resource and complete the following sentences.

- I used to think ...
 - Now I think ...
- What has changed in your understanding?



WORLD: FRESHWATER RESOURCES AVAILABLE PER PERSON PER YEAR



Source 10

Source: Oxford University Press

2.4 Check your learning



Retrieve

- 1 In your own words, **define** 'desalination.'
- 2 Why do some countries use potential water to supply their needs?

Comprehend

- 3 **Explain** the difference between available water and potential water.

Analyse

- 4 Use the data from Source 10 (an interactive version is available on your *obook pro*) and the world map in the back of this book to answer the following questions:
 - a **Identify** a water-rich continent. Find one country within this continent and record how much freshwater availability it has.
 - b **Identify** a water-poor continent. Find one country within this continent and record how much freshwater availability it has.
 - c Based on your answers to questions a and b, can you think of two reasons why there may

be an uneven distribution of freshwater availability around the world?

- d **Compare** the freshwater resources of Australia, New Zealand and Papua New Guinea. Copy the following table into your book and fill it out to help make the comparison. Write a short paragraph to summarise your findings.

Similarities	Differences

Apply

- 5 Australia is often described as the 'driest inhabited continent on Earth'. Does Source 10 support this description? **Justify** (give reasons for) your answer.
- 6 Treating seawater to remove salt makes it available for human use but it may also create some environmental issues. Working in a small group, **propose** (put forward) two issues that may be created and strategies that could be used to avoid these issues.

2A

SKILLS IN CONTEXT



Test me!

Once you've finished the topics in this section, test yourself with this quiz and find out which worksheet you should do.

Source 11 Lake Brockman (or Logue Brook Dam) is now used for recreational activities, and the surrounding forest provides opportunities for hiking and camping. The dam was originally constructed in 1963 to provide water for irrigation.

Perth's water supply

Perth faces challenges in supplying its rapidly growing population with enough fresh water. A decline in rainfall over the last 100 years has meant that Perth residents can no longer rely on rivers, lakes and dams to supply all their water needs. About 40% of Perth's water now comes from the ground.

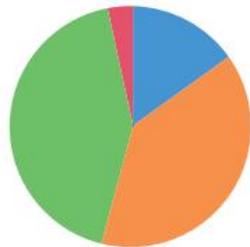
North of the city are large aquifers which have collected rainwater for thousands of years and stored it within sand or limestone layers. Wells are dug to access the water, which is then treated, mixed with rainwater and used by Perth residents in their homes and farms. More than 40% of Perth's water comes from two large desalination plants. In recent years, wastewater has been treated and pumped back into aquifers for storage.

Perth's water supply - 2000s



■ Dams ■ Groundwater ■ Desalination

Perth's water supply - 2020



■ Dams ■ Groundwater ■ Desalination
■ Groundwater replacement

Perth's water supply - 2030 (predicted)



■ Dams ■ Groundwater ■ Desalination
■ Groundwater replacement

Source 12 A visual representation of Perth's water supply from the 2000s to today, and projected into 2030

PERTH, WESTERN AUSTRALIA: WATER RESOURCES



Source 13

Source: Oxford University Press



Enlarged map

Perth, Western: Australia: Water resources

KEY SKILL

Interpreting & analysing

Using a map legend and scale

In order to show the features on maps clearly, various symbols and colours are used. To help us unlock the information on the map these symbols are explained in a legend (or key). There are three main types of map symbols:

- point symbols – show features in one particular place (such as a railway station or desalination plant)
- line symbols – show features that connect places on the map (such as roads and rivers)

- area symbols – use colours or patterns to represent large areas (such as lakes and cities).

Maps also include a scale. Scales indicate what distances on the map represent in the real world. Scale can be shown in three different ways: as a written scale, a line scale or a ratio.

For more information on this skill, see page 21 of 'The geography toolkit'.

Practise the skill

Study Source 13. An enlarged version is available on your obook pro.

- 1
 - a **Identify** the symbol that has been used for desalination plants on this map.
 - b Locate one example of where this symbol is used on the map.
 - c **Identify** how many groundwater treatment plants supply water to Perth.
 - d **Describe** the spatial distribution of the dams.
- 2
 - a **Identify** the type of scale used on the map.
 - b Using the scale, find the distance between:
 - i Bunbury and Neerabup
 - ii North Dandalup and Northam
 - iii the two desalination plants.

Extend your understanding

- 1 What type of graph has been used in Source 12? How does this method of representing data help you interpret it?
- 2 Look carefully at Source 12.
 - a **Describe** how Perth's supply of water resources changed over time.
 - b Using information from this topic, **explain** why this change has occurred.

- 3 Copy the following table into your book and complete it by **identifying**:

- different water resources in Perth
- whether they are potential or available water sources
- why they are considered potential or available sources.

Water resources in Perth	Is this a potential or available water source?	Why is it this type of water source?

- 4 Do you think it is possible to drought-proof a city? **Justify** (give reasons for) your answer.
- 5 What do you think will happen to the water in an aquifer if water continues to be pumped out of it for use in a city such as Perth?
- 6
 - a Use your research skills to explore some of the strategies being used to address water problems in other parts of Australia.
 - b Pick one strategy from your research. How effective is this strategy? What are its strengths and weaknesses?

2.5

Water connects places

Learning intention

By the end of this topic, you will be able to:

- » explain the environmental, economic and social effects of water as it connects places.

mouth

the end of a river where it enters a lake or ocean

fertile

soils that have the nutrients and minerals to support the growing of plants

silt

small sediment particles carried downstream, caused by overland water flow and riverbank erosion



Quiz me!

A quick quiz on how water connects places

Water connects places in many ways as it moves through the atmosphere, across the Earth's surface and beneath the ground. Many places around the world are connected to each other through the ways they use these sources of water.

Connecting people through trade and transport

Rivers have historically acted as the freeways of the world as they enable transport and trade between places. Rivers are used as transport networks by carrying people and the goods they need across vast distances.

Rivers are not the only bodies of water that connect people through trade and transport – from tiny canoes carrying families to riverside markets in places such as Papua New Guinea and Brazil, to huge ocean-going container ships crossing the world's oceans, water connects communities across the world.

Moving water

Towns and cities have often developed along rivers and near lakes and other freshwater sources. People need access to freshwater supplies and will adapt their way of life to the features of the local environment. For example, in the high mountains of Pakistan and Afghanistan, communities depend on the seasonal melting of the snow and glaciers to provide them with fresh water. The snow melt also feeds the region's great rivers (the Indus and the Ganges) that supply water to the many downstream cities and communities established along their banks.

The movement of water in rivers can also connect places together in negative ways. Flooded rivers can affect many settlements along their banks. Floods are among the world's deadliest natural disasters. If pollution or toxic chemicals enter the water at one location on the river, they quickly affect other parts of the river downstream, and the people who use it.

2.5 Check your learning



Retrieve

- 1 **Identify** one way in which water connects people.

Comprehend

- 2 Give an example of how water connects places in each of these ways:
 - a environmental
 - b social
 - c economic.

Analyse

- 3 **Examine** Source 1.
 - a How do you think the choice of crop grown in Source 4 has been determined by the local environment?
 - b What crops do you think could be grown in the location shown in Source 2?
 - c Write a short paragraph comparing the access to water that farmers or food growers have in these two areas.

- 4 Why can pollution from one part of a river affect places further downstream?

Apply

- 5 Using Google Earth, explore the Nile River in Egypt. Based on what you see, explain how the river has affected where people choose to live in Egypt. **Justify** (give reasons for) your response using specific examples from what you can see, and what you have learnt about how water connects places.

Moving soil

The place where a river meets a lake, larger river or ocean is known as the **mouth**. The soil at the mouth of the river is rich and **fertile** from the deposits of **silt** that the river has collected as it travels from its source in the mountains to the mouth. Over time, this silt builds up to large flat areas with rich soil, which are perfect for farming.

The mouths of rivers around the world support some of Earth's largest and most productive farming areas (for example, the Mekong River as seen in Source 4).

Many major port cities have also been built at river mouths, including Rotterdam at the mouth of the Rhine river in the Netherlands, and Rome at the mouth of the Tiber River in Italy.

Source 1 The water that flows through the river systems around the world connects people and places in many ways.

Source 2 Communities in the Himalayas (a mountain range in Asia) depend on annual glacial melts to replenish their water supplies. Once replenished, excess water flows into rivers, connecting these communities with others downstream.



Source 3 Large cities and towns around the world are connected by rivers. River waters allow people to travel and goods to be transported and traded. This barge on the Rhine river is carrying coal from the city of Cologne south to Switzerland.



Source 4 Farming communities along the Mekong Delta in Vietnam plant their rice crops in the rich soil of the floodplains.



2.6

Water changes places

Learning intention

By the end of this topic, you will be able to:

- » explain how moving water changes places, for example through erosion.

Water can change places in both positive and negative ways. On the positive side, water from rain and rivers is used to irrigate the crops and farm the livestock that we eat. This water has a positive effect on the places in which we live. Without it, no life could exist. On the other hand, water can cause serious damage and problems in different places. For example, snowstorms can shut down cities for days and heavy rainfall can cause widespread flooding.

Erosion

As water flows across the Earth's surface, it gradually wears away that surface. This process is called **erosion** and it is particularly obvious on the banks of rivers. Fast-flowing rivers that carry large volumes of water erode more than slower, smaller rivers. The rate of erosion also depends on how big and hard the rocks are that the river flows over. For example, hard rocks will erode much more slowly than softer rocks. Some of the world's most spectacular landforms, such as the Grand Canyon in the United States, have been formed through this process.



Source 5 The Grand Canyon has been eroded by the Colorado River over millions of years.

erosion

the wearing away of the Earth's surface by forces such as river, wind and ice



Explore it!

A virtual field trip to the Grand Canyon

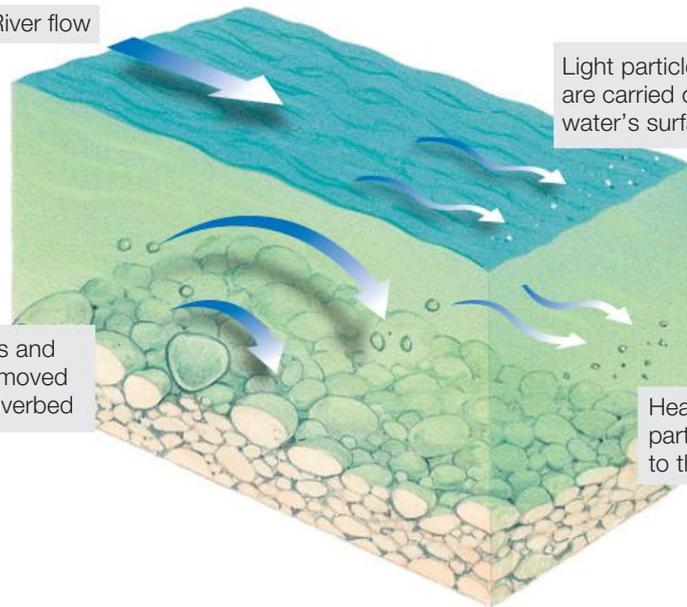
The eroded materials (such as rocks, sand and silt) are carried by the river towards the sea

River flow

Light particles are carried on the water's surface

Large rocks and debris are moved along the riverbed

Heavier particles sink to the riverbed



Source 6 The flow of water transports eroded material such as rocks, stones and sand.

Karst landscapes

An example of how moving water changes places can be seen in karst landscapes.

A karst landscape is formed when easily dissolvable bedrock (the rock below the surface of the land, such as limestone) is worn away by slightly acidic water from an underground source or a source on the Earth's surface. These flows of water form amazing features such as caves, stalagmites, stalactites, springs and sinkholes.

Many karst landscapes are extremely unstable areas of land. Sinkholes are formed when rock beneath the Earth's surface has eroded away and sections of land on the surface collapse. Sinkholes can range in size from a few metres to more than 1 kilometre deep, and have been known to collapse suddenly, swallowing up everything on the surface including cars and buildings.



Source 7 The Nullarbor Plain is an example of a limestone karst landscape. The caves beneath the plain show the effects of the movement of water through the bedrock.

2.6 Check your learning



Retrieve

- 1 How can rivers change natural landscapes?
- 2 In your own words, **define** 'erosion'.

Comprehend

- 3 **Describe** how a karst landscape is formed.
- 4 **Explain** why fast-flowing rivers erode more than slow-moving rivers.

Apply

- 5 **Investigate** an example of a karst landscape, or another type of landscape that has been affected by erosion. It may be a well-known landscape or one in your local area. What makes this landscape different from the areas around it? Present your information in the form of a brochure, poster or webpage. Include the location of the area and provide information about how it is used.

2.7

Learning intention

By the end of this topic, you will be able to:

- » explain the importance of water as an environmental resource and why rivers and wetlands need to be protected.

See, think, wonder *

Look at the image of the tiger in Source 8.

- What do you see?
- What do you think?
- What do you wonder?

ecosystems

communities of organisms that live together and interact in a specific environment

floodplains

low-lying land next to a river or stream that is regularly flooded

Water as an environmental resource

Fresh water is not just an essential resource for people, it is also a vital element in the natural world. All life forms on planet Earth – from microscopic bacteria, to large animals, to entire forests – rely on a supply of clean, fresh water.

Unfortunately, human activities can have devastating impacts on the natural environment and even bring about the extinction of individual species. For example, the Yangtze River dolphin was once found throughout this Chinese river but due to a combination of factors including dam building and fishing, it is now considered extinct.

Rivers

Rivers are a vital part of the natural world and perform many important tasks. They transport water and nutrients to a range of **ecosystems**, supporting millions of species of plants and animals. Birds and animals not only drink from the world's rivers but often feed from them too. Many species, including the platypus, also nest in riverbanks. Rivers also provide corridors for the movement of animal species.

Rivers also drain surface water and carry it into oceans and lakes, linking together the land and sea. In Australia, large rivers such as the Murray and Darling occasionally flood onto the surrounding land. While floods can cause a hazard for humans, they do provide a vital source of water and nutrients to **floodplains**. Crops that rely heavily on water, such as rice, are grown on floodplains.

Wetlands

A wetland is an area that is covered in water for all, or part of the year. An example of wetlands is the parts of a floodplain that remain wet after floodwaters have gone down. Wetlands are a vital part of the natural environment. They are sometimes referred to as the 'nursery of life' as species of animals, including crabs and fish, spend the early part of their life cycle in a wetland area. Wetlands along coasts protect the land from erosion by waves and reduce the impacts of storms. They also filter water, absorbing pollutants and capturing vital nutrients.



Source 8 Top: The Barmah-Millewa floodplain is fed by Australia's largest river, the Murray. **Middle:** The Sundarbans in Bangladesh and India are home to the world's largest tiger population. Unlike most cats, tigers like the water and are regularly seen swimming from island to island in the Sundarbans. **Bottom:** A satellite image of the very eastern part of the Sundarbans. This image was taken by a European Space Agency satellite, located nearly 88 kilometres above the Earth's surface.

The world's largest coastal wetland is the Sundarbans mangrove forest in Bangladesh and India. Located at the mouths of several rivers, including the Ganges and Brahmaputra Rivers, it is one of the most **biodiverse** places on Earth. Home to an estimated 260 different bird species, the Sundarbans mangrove forest also supports populations of threatened species including crocodiles and pythons. It also acts as a storm barrier from cyclones in the Bay of Bengal.

More than 4 million people live in the region, farming the rich soils and harvesting trees for timber. Concerned about the long-term future of the area, the United Nations has placed the Sundarbans forest on the World Heritage list. This is in recognition of its 'outstanding value to humanity' and should help to conserve and protect it for the future.

biodiverse

a term used to describe an ecosystem containing a large range of different types of plants and animals



Quiz me!

A quick quiz on water as an environmental resource

2.7 Check your learning



Retrieve

- 1 **Identify** three different functions of rivers.
- 2 In your own words, **define** the following terms:
 - a wetlands
 - b floodplains.

Comprehend

- 3 **Summarise** some negative impacts that human activity might have on water.
- 4 **Explain** why healthy rivers and wetlands are important environmental resources for human beings.

Analyse

- 5 Source 8 (bottom) is a satellite image of the very eastern part of the Sundarbans. In this image, dark green areas represent areas of natural forest whereas the lighter coloured green and brown areas represent areas that have been cleared by people.
 - a Based on the image, how much of this area do you think has been cleared?
 - b Why do you think these areas have been cleared?
 - c Do you think the clearing of these areas has affected the natural ecosystems there? Explain your answer.

Apply

- 6 There are 20 World Heritage sites in Australia. In small groups, brainstorm as many as you can.
 - a **Investigate** these World Heritage sites using the internet.
 - b **Identify** how many of these 20 sites have been listed to protect rivers or wetlands.
 - c As a group, decide whether you think it is important to protect rivers and wetlands or not. Give reasons for your answers and discuss these with the rest of the class.
- 7 Locate some rivers, streams and wetlands in your local area. You may use Google Maps, Google Earth or a street directory to help you. Once you have found them, complete the following:
 - a In a short paragraph, **describe** what you know about these ecosystems.
 - b **Identify** whether these are natural places, or if they have been altered by humans.
 - c In a short paragraph, **summarise** your thoughts on the impact of human development on fresh water in your local area.

2.8

Water as an economic resource

Learning intention

By the end of this topic, you will be able to:

- » explain the economic value of water in growing food and producing electricity.

irrigation

water taken from rivers and carried in pipes and channels to individual farms

Water for food

Farmers are by far the biggest users of water in Australia. Approximately 70% of the fresh water used each year in Australia is used for agriculture. This water is used to produce an enormous range of products, many of which you consume every day.

In places with reliable rainfall, farmers capture rainwater in dams and tanks and in drier places they use bores to access water from aquifers beneath their land. In many parts of Australia, water is for **irrigation**. Farmers are allowed to use a certain amount of water from rivers each year and in some cases are charged for the amount of water they use.

Water is used to water crops and to raise animals such as cows, sheep and pigs. For example, it takes up to 50000 litres of water to produce 1 kilogram of beef.



Apricots
Apricots are grown and processed in northern Victoria and southern New South Wales. They are processed in various plants centred around Shepparton, Victoria.

Estimated water needed to produce 1 kilogram of apricots: 1391 litres



Bread
The main ingredient in bread is wheat. New South Wales produces the most wheat in Australia; most of this in the east of the Murray–Darling Basin.

Estimated water needed to produce 1 kilogram of wheat: 750 litres



Milk and butter
More than 60% of Australia's milk and milk products comes from Victoria. Leongatha in Victoria is home to a huge dairy factory.

Estimated water needed to produce 1 glass of milk: 200 litres
Estimated water needed to produce 1 kilogram of butter: 18 070 litres



Raspberry jam
The main ingredient in raspberry jam is sugar. Virtually all of Australia's sugar is grown in Queensland. Raspberries grown in the Goulburn Valley make up 40% of the jam.

Estimated water needed to produce 1 kilogram of sugar: 173 litres
Estimated amount of water needed to produce 1 kilogram of raspberries: 713 litres



Rice Bubbles
Rice Bubbles are made from 89% whole white rice, which is grown in the Murrumbidgee Irrigation Area (part of the Murray–Darling Basin). Much of the rice industry is centred around Deniliquin in southern New South Wales.

Estimated water needed to produce 1 kilogram of rice: 1550 litres

Source 9 The amount of water needed to produce typical breakfast foods



Graph it!
Water for energy

hydroelectricity

a form of energy that harnesses the power of water in motion to generate electricity

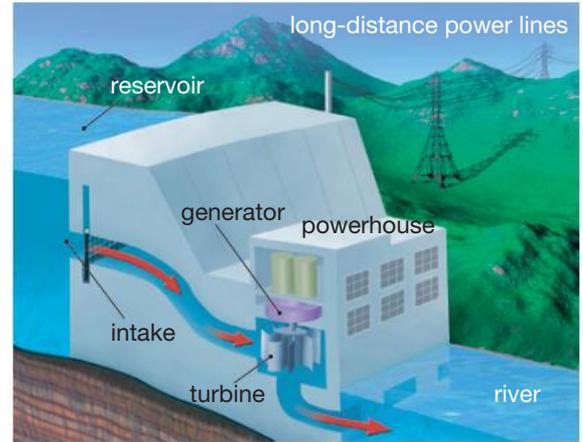
Water for energy

Electricity can be generated using the force of flowing water in rivers. A dam is built across a river, creating a large reservoir of water. This water is then released through turbines, causing them to turn. The spinning turbines rotate giant magnets around a huge coil of copper wire to create electricity. The faster the water flows, the more electricity is created. This type of electricity is known as **hydroelectricity**.

There are currently 124 operating hydroelectric plants in Australia. Together, they can produce enough electricity to supply 6.5% of the total electricity needs of the country, which is about 2.8 million homes.

Hydroelectricity is the largest source of renewable, non-polluting energy in the world. The main negative impact of building a hydroelectric plant is that the natural flow of the river is stopped and the land behind the dam is flooded. The flooding of valleys behind the dam can destroy natural habitats and human features such as houses, fences and roads.

In Australia, hydroelectricity is the largest source of renewable energy. Other sources used to produce electricity include non-renewable resources such as coal and gas.



Source 10 How a hydroelectric power station works

The Snowy Mountains Scheme

Australia's largest engineering project is the Snowy Mountains Scheme. Built between 1949 and 1974, the Scheme diverts the Snowy River into dams and tunnels through the Great Dividing Range to flow into the Murray and Murrumbidgee rivers.

The Scheme consists of nine power stations, 16 major dams, 80 kilometres of aqueducts and 145 kilometres of interconnected tunnels. It has been described as one of the civil engineering wonders of the modern world. In 2019 work began on Snowy 2.0, which will add one new underground power station.

The Scheme contains Australia's three largest hydroelectricity plants.

The diverted water is used to irrigate large areas of farmland throughout New South Wales and Victoria, and the hydroelectric power created supplies power to New South Wales, Victoria and the ACT.



Source 11 Tumut 3 is one of the many power stations in the Snowy Mountains Scheme.

CASE STUDY



I used to think, now I think

Look at Source 10. Reflect on your learning about hydroelectricity and how water could create power. Complete the following sentences.

- I used to think ...
 - Now I think ...
- What has changed your understanding?

2.8 Check your learning



Retrieve

- 1 What type of environmental resource is hydroelectricity?
- 2 **Identify** one advantage and one disadvantage of building a dam.

Analyse

- 3 **a** Rank the foods in Source 9 from requiring the most water for production to requiring the least.
- b Reflect on** what impact growing each food has on the water supply.

Apply

- 4 It can take up to 50 000 litres of water to produce 1 kilogram of beef. In a short paragraph, **propose** (put forward) two reasons why you think it takes so much water to do so.
- 5 **Evaluate** the Snowy Mountains Scheme by answering these questions:
 - what are its strengths and weaknesses?
 - how do you think these weaknesses could be tackled to make the Scheme stronger?

2.9

Water as a social resource

Learning intention

By the end of this topic, you will be able to:

- » explain how access to a safe supply of water varies across the world.

Drinking water, sometimes called potable water, is water that is safe to drink and use for cooking and washing. In Australia, most water undergoes some form of treatment to make it safe to drink. Water treatment removes sediments, pollutants and microorganisms that can make us sick.

Australians are among the world's biggest water users, using almost 500 litres of water per person per day. This figure is for all water use, including water used in agriculture and industry. While this amount has declined in recent years, it still ranks among the highest in the world. Experts estimate that each Australian will need to use 12% less water by 2030 to stay within the limits imposed by our rainfall. Some households have started to use strategies to save water, while many others continue to waste large amounts.

Access to safe drinking water

In Australia we expect that we will have flushing toilets, running water from taps, and clean, safe drinking water. However, around the world millions of people get sick or die each year from drinking contaminated water.

The United Nations estimates that more than 785 million people do not have access to a reliable freshwater supply, and two billion people do not have basic sanitation, such as running water to clean their hands or flush their toilets. Most of these people live in rural areas in developing countries.

KEY CONCEPT Environment

Aysha's story

In Australia we have vast infrastructure to ensure that all our towns and cities have access to clean water. However, the environment and lack of infrastructure in other parts of the world mean that this is not the same for everyone.

In many countries that do not have a water supply to most households, it is often the job of women and girls to collect water each day and bring it home. This is a very time-consuming and physically demanding job. It is also dangerous, as women often travel alone to fetch water and are in danger of being attacked. It also means women and girls have less time for education or to earn an income.

Source 12 In South Sudan many women and girls spend hours each day collecting and carrying water.

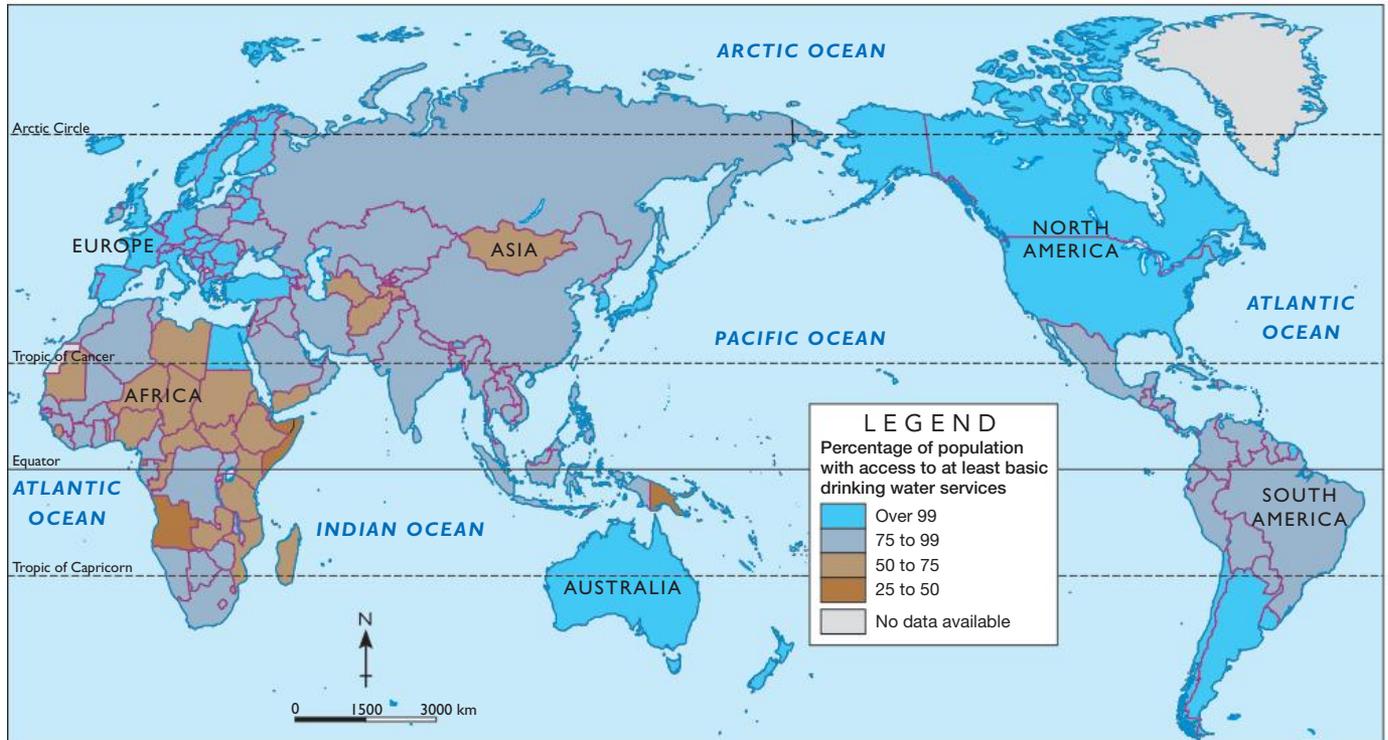
Thirteen-year-old Aysha lives in the region of Afar in Ethiopia. This region receives little rainfall throughout the year and often faces drought. Aysha's day begins at 6:30am when she wakes on the dirt floor of her home. She ties plastic water containers to the family camel and sets off alone to the river. This is a 4-hour walk across barren, rocky ground. Reaching the river, she fills the containers with the muddy water, takes a drink and washes herself and her clothes. She is finally able to have a meal after arriving back at her village in the late afternoon, and then there is time for some reading lessons with her brother. She is expected to clean the dishes and prepare a drink of tea for the family before falling asleep. Tomorrow, her day will be just the same.

For more information on this key concept, refer to page 9 of 'The geography toolkit'.





WORLD: ACCESS TO SAFE DRINKING WATER



Source 13

Source: Oxford University Press

Each year, millions of people die from diseases carried in their water. Millions of women and children around the world, particularly in Africa, spend several hours a day collecting and carrying enough water to keep their families alive for another day.



Quiz me!

A quick quiz on water as a social resource

2.9 Check your learning



Retrieve

- 1 In your own words, **define** 'potable water'.
- 2 How many people do not have access to a reliable freshwater supply, according to the United Nations?

Comprehend

- 3 **Describe** some of the natural features of Aysha's environment in Ethiopia.

Analyse

- 4 Use Source 13 (an interactive version is available on your *obook pro*) and the world map in the back of this book to answer the following questions.
 - a **Identify** two countries with the best access to safe water and two countries with poor access.
 - b Using the PQE method, **describe** access to safe drinking water at a global scale. See page 30 of 'The geography toolkit' for a reminder on how to use the PQE method.

- 5 Read Aysha's story.

- a The average toilet in Australia uses 8 litres per flush. **Compare** water usage between Australia and Ethiopia, using examples from this topic.
- b **Explain** how Aysha's daily routine would affect her education.

Apply

- 6 In small groups, complete the following tasks.
 - a **Propose** (put forward) solutions for Aysha's access to water.
 - b **Discuss** why changes to infrastructure, such as installing a pipe from the river to the village, have not been made in Aysha's community.
 - c **Investigate** a strategy used to combat water scarcity in other African countries that could be used in Ethiopia. Discuss whether or not this is a good strategy, and how you might improve it to use in Ethiopia.

2.10 Water as a cultural resource

Learning intention

By the end of this topic, you will be able to:

- » understand the value of water as a cultural resource to First Nations peoples.



Explore it!

A virtual field trip to Budj Bim Cultural Landscape

Water is a vital resource valued by all Australians. It holds an important spiritual and cultural value for First Nations peoples, who regard the rivers and waterholes as an inseparable part of their land.

A spiritual connection with water

Prior to European colonisation, most Aboriginal peoples lived in well-watered coastal areas and along the rivers of the Murray–Darling Basin. They mapped the location of water in their artwork. In these maps, spirals often identified the location of pools and wells while wavy lines usually showed the location of running water.

Aboriginal peoples also passed on their knowledge of water resources through stories. The Worrorra peoples live in the Prince Regent River region of the Kimberley. Their Dreaming (or Lalai) stories tell of the formation of the Prince Regent River.

The stories tell of how the Wunggurr snake (a Creator being) dug a path where the Prince Regent River now flows by travelling from far inland to the sea. Other Creator beings called Wandjina (see Source 14) then took the animal forms of Rock Cod and Melo (a large sea snail), and created Malandum (the Prince Regent River) by swimming upstream along this path. At what is now called King Cascade Falls, Rock Cod was forced to stop abruptly by the Lalai Bowerbird and thrust herself against the soft mud, where she created a step-like cliff. Today, a waterfall flows over these rocks from the stream above where the Bowerbird lives.

Aboriginal water management today

In contemporary Australian society, First Nations peoples have been largely left out of the decision-making process when it comes to managing water sources. In some remote areas of Australia, many traditional water sources have become unreliable or unusable because landowners have given their cattle access to these areas without consulting local Aboriginal peoples.

Source 14 Aboriginal paintings of Wandjina figures in the Kimberley



In northern Victoria, however, the Yorta Yorta peoples work together with Parks Victoria to manage flooding in the Barmah Forest. The forest relies on annual flooding to maintain its health, and the flow of water onto the floodplain supports native flora and fauna that are of significance to the Yorta Yorta peoples.

There is hope that First Nations peoples will be more included in decisions about water use and management. An agreement between the federal and state governments in 2004 stated that First Nations peoples should be included in water planning wherever possible, however this is yet to be put into action in many regions.

aquaculture

the farming of fish and other aquatic animals and plants

Budj Bim Cultural Landscape, Western Victoria

Western Victoria is home to one of the world's most extensive and oldest **aquaculture** systems. It was created by the Gunditjmara peoples, who are the traditional owners of the areas that include Warrnambool, Port Fairy, Woolsthorpe and Portland.

On the shores of Lake Condah, the Gunditjmara peoples used volcanic rock to construct a series of canals, walls and stone traps. The structures, thought to be more than 6000 years old, joined a series of natural pools and swamps. This allowed the local people to control the flow of water throughout the year, helped to ensure a reliable supply of water in hot

months, and controlled the movement of fish and eels for food.

Historians have uncovered evidence of many permanent homes at the site, suggesting that the stone walls and traps supported a reasonably large community. They are one of the earliest known examples of fish farming in the world, and the area has been listed as a United Nations World Heritage Site.



CASE STUDY

Source 15 Some of the stone walls and canals built at Lake Condah

2.10 Check your learning



Retrieve

- 1 Where did most Aboriginal peoples live in Australia before Europeans arrived to colonise the continent in 1788?

Comprehend

- 2 **Explain** why the Budj Bim Cultural Landscape is a special place.
- 3 **Explain** why the Yorta Yorta peoples work with Parks Victoria.

Analyse

- 4 Is the Dreaming story of the formation of the Prince Regent River different from your understanding of how rivers are formed? Write a short reflection on

how different groups can have different perspectives on the same place.

- 5 Budj Bim has been included on the World Heritage list, as has the Sundarbans area (see page 52).
 - a Using Google Earth or your atlas, **identify** the absolute location of both these places.
 - b **Compare** these two places. How are they similar? How are they different?

Apply

- 6 In the past, many non-Indigenous Australians believed that Aboriginal peoples were nomadic, meaning they did not stay in one place. Does the Budj Bim Cultural Landscape support this belief? **Justify** (give reasons for) your answer.

2B

SKILLS IN CONTEXT



Test me!

Once you've finished the topics in this section, test yourself with this quiz and find out which worksheet you should do.

Source 16 An oblique aerial view of the Three Gorges Dam on the Yangtze River in China; the hydroelectric power station is to the left of the dam wall.

The Three Gorges Dam

China's Three Gorges Dam is not only the world's largest dam, it is also the largest power station ever built. More than 2 kilometres long and 180 metres high, the dam has turned the Yangtze River into a lake that extends for 660 kilometres. As well as producing electricity, the dam has increased the Yangtze River's shipping capacity, and has reduced the flooding hazard downstream. The building of the Three Gorges Dam stirred protests around the world, as it involved displacing 1.25 million people and flooding more than 600 square kilometres of land (about 30 000 times the size of the Melbourne Cricket Ground).

KEY SKILL

Interpreting & analysing

Using a topographic map

Topographic maps are detailed maps that use several features to show the shape and height of land. These features include:

- **contour lines** – these lines join all places of the same height and are shown on the map as brown lines with the height written on them. The closer together the contour lines are, the steeper the land.
- **grids** – a square grid is overlaid onto topographic maps to help find the general area or location of features on the map. Each line on the grid is given a two-digit number, known as eastings (the horizontal line) and northings (the vertical line). The space between each of these intersecting lines are known as **tenths**.
- **spot height** – a point on a map where the height above mean sea level is recorded, typically by a dot with the number written beside it. The legend will tell you how this height is measured.

- **symbols and colours** – topographic maps show natural features (such as forests and lakes) and human-made features (such as towns and mines).

The town of Yang Gui Dian in Source 17 is located at GR996068.

This is known as a six-figure **grid reference** (GR), and it works like this:

- The first two numbers in the GR (99) tell us that the town is to the right of the north-south line number 99.
- The third number in the GR (6) represents the number of tenths between the 99 line and the 00 line where Yang Gui Dian sits.
- The next two numbers in the GR (06) tell us that the town is located north of the 06 line that run across the map and the last number (8) that the town is eight-tenths between the 06 and the 07 line.

It sounds a little complicated, but it is really quite easy. You can think of the third and sixth numbers as being like decimal points: 99.6/06.8.

For more information on this skill, see page 25 of 'The geography toolkit'.

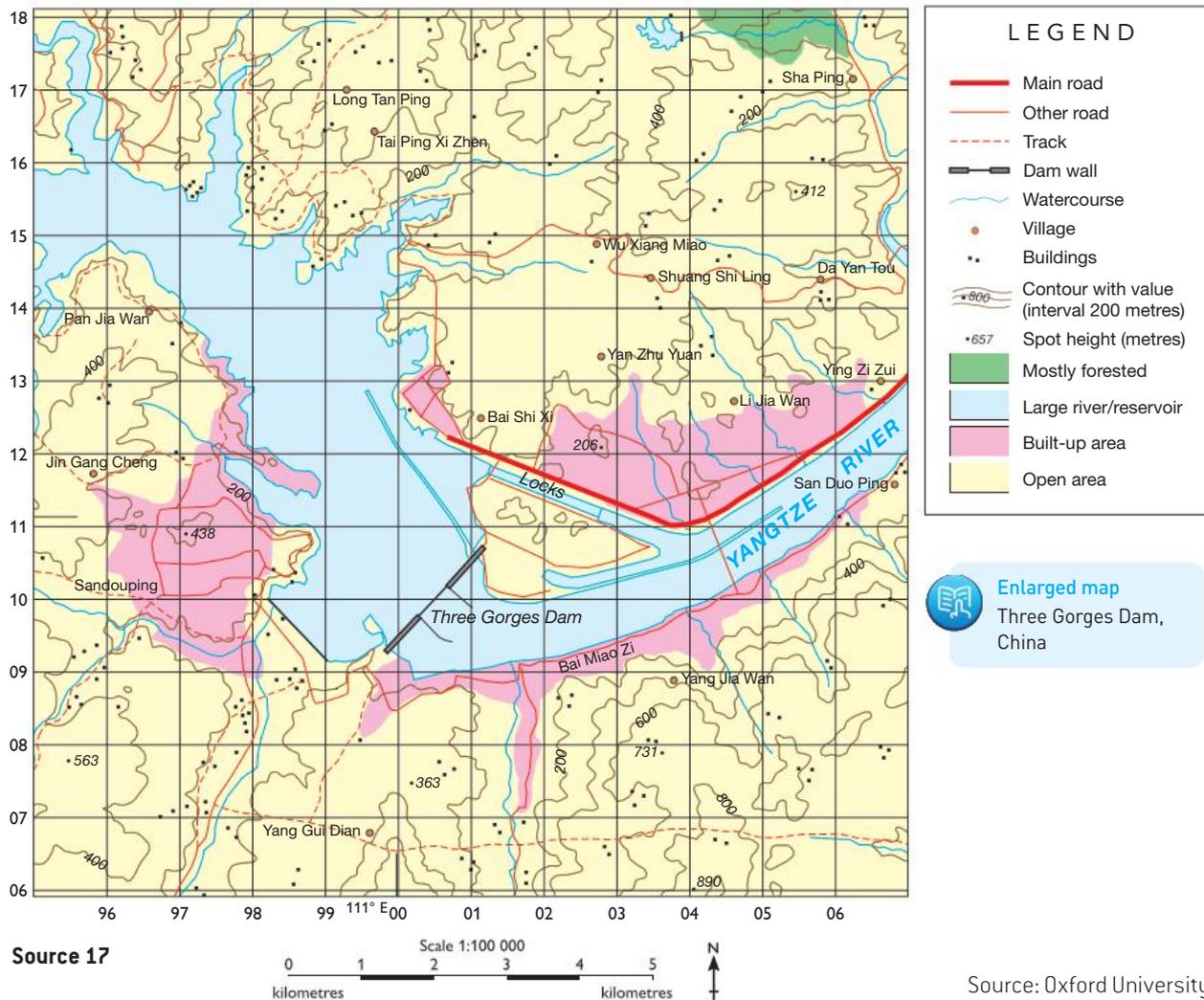
Practise the skill

- 1 **Identify** the features located at the following grid references:
 - a GR028133
 - b GR005101
 - c GR044105.
- 2 **Identify** the grid references for the following features:
 - a the locks to the north of the dam
 - b the town of Sha Ping
 - c the lake to the right of Sha Ping.
- 3 How high above sea level is Sha Ping?
- 4 Provide a grid reference for a place on the map that is more than 800 metres above sea level.
- 5 Provide the grid reference for one natural feature and one human-made feature on the map.

Extend your understanding

- 1 The Three Gorges Dam was built to provide electricity, reduce air pollution, reduce the dangers of flooding and increase the area where boats could travel on the river. How can building one dam achieve these four things?
- 2 **Compare** the Three Gorges Dam to the Snowy Mountains Scheme on page 55. What are some of the key differences and similarities between these two projects?
- 3 **Investigate** the impact of the Three Gorges Dam on its surrounding area. Use your research to write a short paragraph in response to this question: 'What does the Three Gorges Dam tell us about the importance of access to water for people?'

CHINA: THREE GORGES DAM



2.11 Water in Australia

Learning intentions

By the end of this topic, you will be able to:

- » identify the location of Australia's water resources
- » explain the factors that contribute to variability in Australia's water resources.

climate

the average weather – particularly rainfall and temperature – experienced in a particular area over a period of time (usually 30 years)



Map it!

Australia: Drainage divisions, rivers and water storages

Australia's water supplies are not evenly distributed. The northern third of the continent is a water-rich area, as it is located in an area of tropical **climate** and receives heavy rainfall with **monsoons** in the summer. By comparison, vast interior areas of the country receive very little rain.

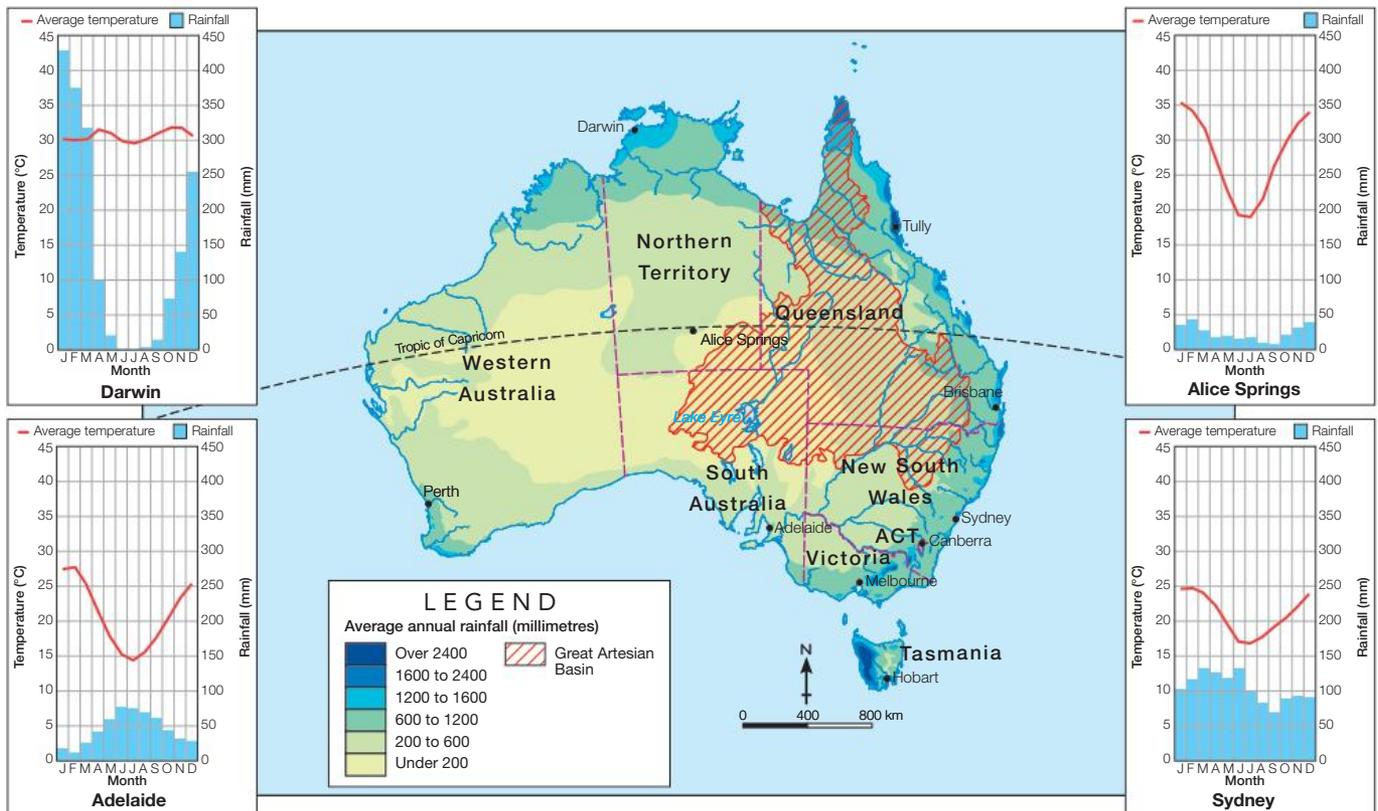
Virtually all of Australia's large cities and towns are positioned on the coast, especially in the east and south-east. While most of these areas receive reliable rainfall, pressure from water users has put a strain on water resources in these areas.

Rainfall distribution in Australia

Much of the Australian continent is dry. It is only the northern, eastern and south-western coastal regions that receive good annual rainfall. The climate of the eastern half of Australia is influenced by the Great Dividing Range, which extends 3500 kilometres from the northern tip of Cape York into Victoria and Tasmania. Winds from the south-east push warm, moist air over the land. Forced to rise and cool, water droplets fall onto the east coast as rain, but as the air descends to the west, it becomes warmer and drier.

Being such a large country, Australia has a great deal of variation in rainfall. The wettest town in Australia is Tully, near Innisfail in north Queensland, which averages 4083 millimetres of rainfall a year. Tully receives so much rain because of its location within the tropics on the north-eastern slopes of the Great Dividing Range.

AUSTRALIA: AVERAGE ANNUAL RAINFALL (CLIMATE GRAPHS FOR SELECTED LOCATIONS)



Source 1

Source: Oxford University Press

The driest place in Australia is on the shores of Kati Thanda (Lake Eyre) in South Australia, which receives little more than 100 millimetres per year. Kati Thanda receives so little rain because it lies far from any supply of moisture. Air masses reaching the interior of the country have generally dropped their rain onto the south-eastern corner of Western Australia, and so they are dry by the time they arrive at Kati Thanda.

Many communities in the interior of Australia rely on underground water as well as the little rain that falls. Lying beneath much of eastern Australia is the world's largest underground water supply, the Great Artesian Basin (see Source 1). It is more than 1.7 million square kilometres in size and covers approximately 22% of Australia. The water is trapped underground in a sandstone layer covered by sedimentary rock, creating an aquifer. Farmers and communities access this water by drilling a well and pumping water to the surface with a windmill.



Source 3 Australia's heaviest rainfall makes Tully the white-water rafting capital of Australia.

Australia's river resources

Rivers are a vital source of fresh water for many people. Australia has the lowest volume of water in rivers and the smallest number of permanent wetlands of any continent except Antarctica. On average, just 12% of Australia's rainfall is collected in rivers; this is referred to as the river **discharge**. The remaining 88% of rainfall is used by plants, held in natural water storages (such as lakes, wetlands and aquifers) or returned to the atmosphere through evaporation. The Darling River, part of Australia's largest river basin (the Murray–Darling Basin), loses enough water every year through evaporation to fill Sydney Harbour four times.

Source 2 A land of contrasts: a stream feeding Lake Eyre in inland Australia

monsoon

weather or climate produced by major wind systems that change direction seasonally; in northern Australia, the north western and south-easterly winds that produce the rainy season between December and February

discharge

the volume of water flowing through a river

2.11 Check your learning



Retrieve

- 1 Why does the northern part of Australia receive the most rainfall?
- 2 Why do many Australians live on the southern and eastern coasts?
- 3 **Identify** the wettest and driest regions of Australia.

Analyse

- 4 **Examine** Source 1. Estimate how much rainfall is received every year on average where you live.
- 5 Use the PQE method to **describe** the distribution of Australia's rainfall. See page 30 of 'The geography toolkit' for a reminder on how to use the PQE method.
- 6 Four climate graphs are shown in Source 1. Each of these gives us two important pieces of information about the climate at a particular place. Rainfall is shown as a series of blue bars, while average

temperatures are shown with a red line. Temperature is shown on the left side, rainfall is shown on the right side, and months along the bottom. For more information on reading a climate graph, refer to page 17 of 'The geography toolkit'.

- a **Identify** the most water-poor of the four places shown. Explain why this is the case.
- b **Identify** which place has the most even or reliable rainfall throughout the year. Explain reasons for this.
- c **Identify** which place has the most seasonal rainfall. Explain reasons for this.

Apply

- 7 **Investigate** the location of the water sources for the area where you live. Complete a sketch map of the area, marking the main settlements and the location of the water sources that supply them.

2.12

Australia: a land of drought and rain

Learning intention

By the end of this topic, you will be able to:

- » explain the environmental, economic and social effects of variability in Australia's water resources.

Australia is the world's driest inhabited continent. Seventy per cent of the country receives less than 500 millimetres of rainfall per year, and because of this the supply of water in rivers is also highly variable. In previous topics you learnt about where these variations occur, but there is also variability in *when* they occur. Australia passes through cycles of wet periods and dry periods. Scientists are beginning to learn more about the processes that cause these cycles to occur.

2010–11: Australia's wettest years

Taken together, 2010 and 2011 were the wettest 24 months in Australia's recorded history. The wetter conditions in Australia were due to warmer than average temperatures in the Pacific Ocean, leading to increased evaporation and rainfall.

Most of the country received higher than average rainfall, and flooding occurred in many states.

Rivers flowed in much of inland Australia for the first time in many years and water storages in dams rose by 20%.

In January 2011, Australia's deadliest floods in over 70 years struck south-eastern Queensland. More than 78% of Queensland was declared a disaster zone, with more than 2.5 million people affected and 35 people tragically killed.

2019: Australia's driest year

The driest and warmest year ever recorded in Australia was 2019. The country received 40% less rainfall than average, and every capital city received lower rainfall than normal. The amount of water flowing into rivers fell to record lows, and many inland rivers ceased to flow.

Large areas of the country, particularly in New South Wales and Queensland, entered their third year of drought.

Scientists believe that the low rainfall in 2019 was due largely to cooler water in the Indian Ocean which led to less evaporation than usual and therefore less rainfall.

As the country dried, grasslands and forests became tinder-dry. Several dry lightning storms started a series of fires which became the biggest in the country's recorded history.



Source 4 On 11 January 2011, the banks of the Brisbane River broke and the surrounding areas were evacuated. One of the bridges built over the river collapsed.



Climate change

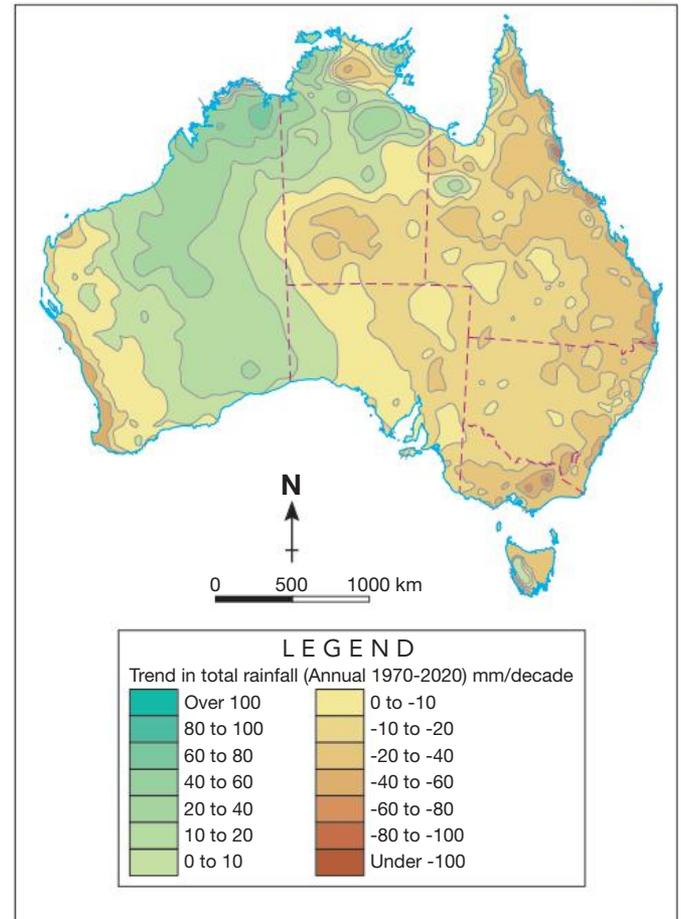
For many years scientists have been warning the public that the climate is changing. While droughts and floods are a natural part of the cycle of rainfall in our country, it seems that these are being made worse by climate change caused by human activity.

Average temperatures in Australia have been slowly rising since 1950. This long-term warming trend means that most years now are warmer than almost any from before 1950. In summer we now experience very hot days more frequently – for example, in 2019 there were 33 days when the national daily average maximum temperature was higher than 39°C.

While virtually all the world's scientific community now accepts that the atmosphere is warming, experts are less sure about how this affects certain places and specific climates. It seems clear, however, that the changing climate means less rainfall in many parts of Australia. This puts an even greater pressure on current sources of water.

Much of Australia's fresh water comes from water collected in rivers, lakes and dams. Reduced rainfall means less water is available in these sources. As well, this water will evaporate more quickly as temperatures rise, meaning that there will be less available for use in cities and farming areas. Source 5 shows the trends in rainfall over the last five decades. The green areas have had an increase in rainfall, while the yellow and brown areas have had a decrease.

AUSTRALIA: RAINFALL TRENDS 1970–2020



Source 5

Source: Oxford University Press



Map it!

Australia: Rainfall trends 1970–2020

2.12 Check your learning



Retrieve

- 1 **Identify** three factors that contributed to wet conditions in Australia in 2010–2011.

Comprehend

- 2 **Explain** why a warmer climate might lead to less water being available in Australia.
- 3 **Summarise** the 2011 Queensland floods, and their impact.

Analyse

- 4 Why does Australia's rainfall increase or decrease as a result of ocean temperatures? Use your knowledge of the water cycle to answer this question.

5 Examine Source 5.

- a Identify which parts of Australia experienced large decreases in rainfall between 1970 and 2020.
- b How would you describe the overall rainfall pattern in Australia when it is different in so many places?
- c Describe how rainfall in the place where you live has changed over time. Give one reason for this change.

Apply

- 6 **Discuss** how Australians have adapted to living in a country where the availability of water is so variable. You will find some examples on previous pages in this chapter.

2.13 Water in the world

Learning intention

By the end of this topic, you will be able to:

- » explain the factors that contribute to variability in water resources around the world.



Quiz me!

A quick quiz on water in the world



Enlarged map

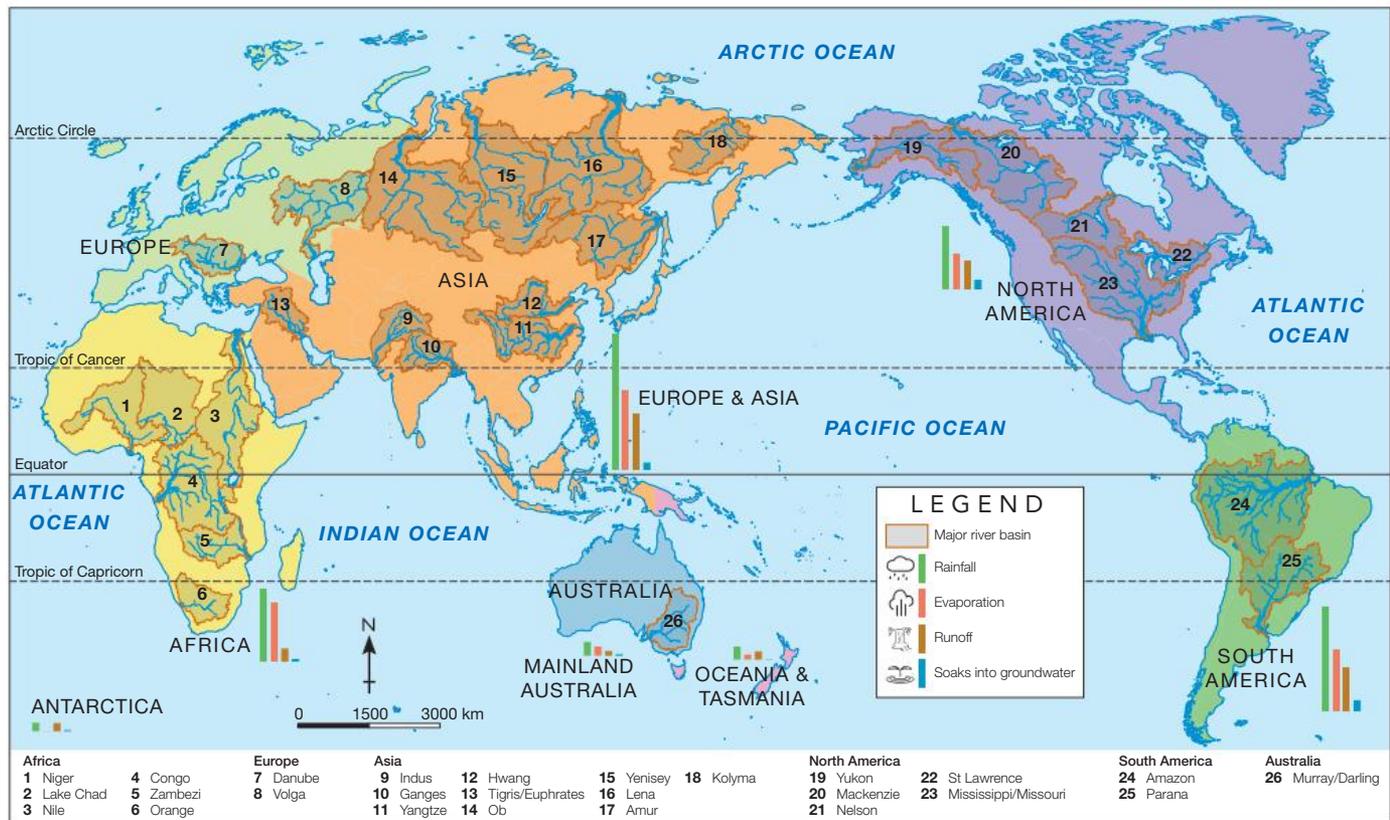
World: Major river basins

In the same way that water resources vary from place to place in Australia, there is also great variability across the world. Some places receive large amounts of rainfall while others may receive none at all.

When water falls as rain, about 62% of it evaporates back into the atmosphere. The remaining portion runs off the land into the ocean or into rivers. A small portion also flows into the world's aquifers. The estimate of the amount of water entering and leaving a place, such as a continent, country or city is referred to as the water balance. It differs from place to place depending on factors such as rainfall, temperature and rock type.

As much of Australia is a dry place with relatively little tree or cloud cover, more water is evaporated than in most other places. In contrast, there is much greater rainfall in South America and as a result, South America experiences the highest volumes of water in its rivers in the world. For example, the Amazon River (the second-longest river in the world) carries more water than any other river on Earth, with an average greater than the next seven largest rivers combined. This is more than 500 times greater than Australia's largest river system, the Murray–Darling.

WORLD: MAJOR RIVER BASINS

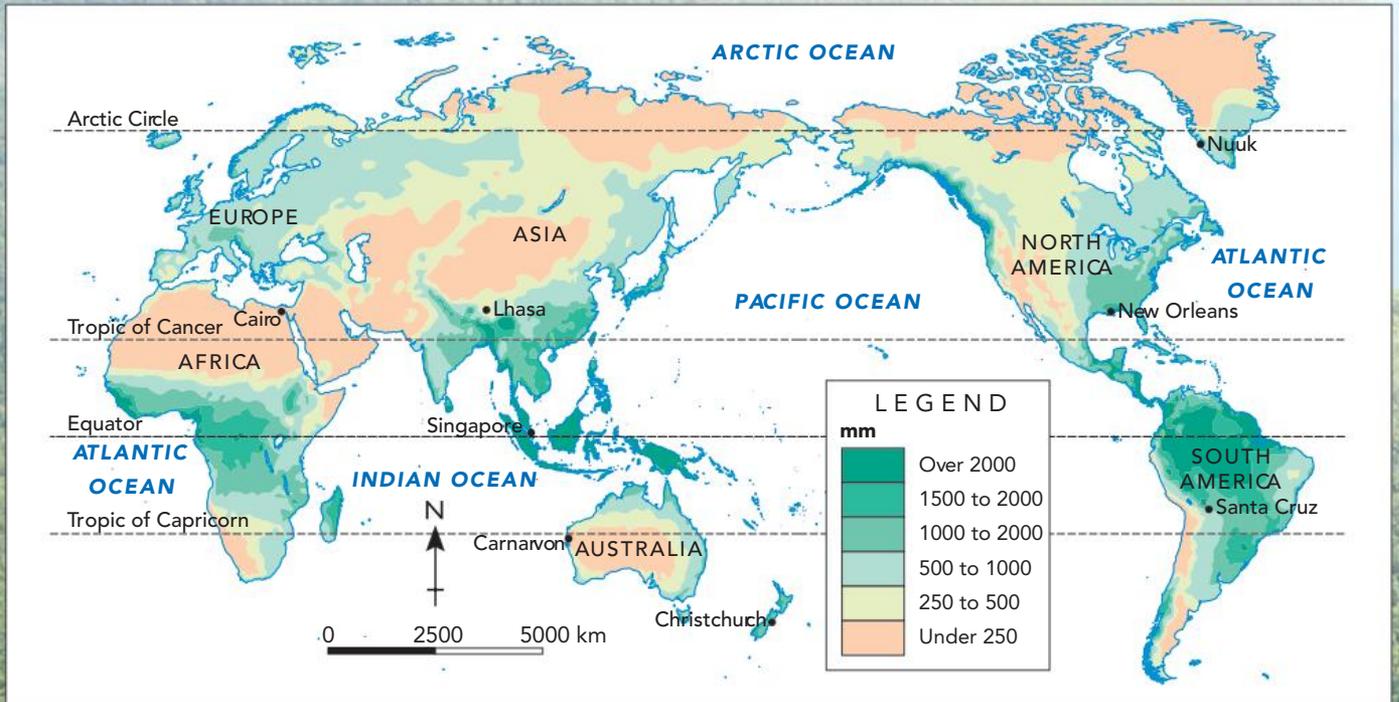


Source 6

Source: Oxford University Press



WORLD: ANNUAL RAINFALL



Source 7

Source: Oxford University Press

2.13 Check your learning



Retrieve

- 1 **Identify** the river that carries the most water and where it is located.

Comprehend

- 2 Using Source 6, rank the six main land masses or regions in order from having the most run-off to having the least.
- 3 What factors have influenced the water balance in Australia?

Analyse

- 4 **Examine** Source 7 and answer the following questions to compare Carnarvon and Santa Cruz.
 - a Identify which type of scale is used on this map. Using the scale, estimate the distance between Carnarvon and Santa Cruz.
 - b Identify the wettest region in the world. Explain how the map tells you this information.
 - c Compare the pattern of rainfall in Carnarvon and Santa Cruz.
- 5 a **Identify** how much rainfall evaporates back into the atmosphere.

- b What role does evaporation play in the water cycle? Use your knowledge of the water cycle to **explain**.

- 6 **Compare** Sources 6 and 7 to answer the following questions.
 - a Identify the part of Africa that experiences the lowest amount of rainfall. What type of landscape would you expect to find here? Explain your answer.
 - b Identify the part of Asia that is the wettest. What are some advantages and disadvantages the people who live here might face with such high rainfall?
- 7 Using the data in Sources 6 and 7, **compare** the large volume of water in the Amazon River and the smaller volume of water in the Murray–Darling river system. What are their similarities and differences?

Apply

- 8 Why do you think Antarctica has lower levels of rainfall, evaporation, runoff, and water soaked into groundwater?

2C

SKILLS IN CONTEXT



Test me!

Once you've finished the topics in this section, test yourself with this quiz and find out which worksheet you should do.

The 2022 Brisbane floods

In the first half of 2022, a series of disastrous floods swept through south-east Queensland and parts of coastal New South Wales. Record-breaking downpours, caused by an intense low-pressure system, produced extreme flooding in February and March, with Brisbane receiving 80% of its annual average rainfall in just three days.

At least 22 people died in the flood disaster, and thousands more were evacuated from their homes. In Brisbane, approximately 15 000 properties were damaged, while almost 5000 homes in Queensland and NSW were deemed uninhabitable. Approximately 1000 schools were closed, and a series of food shortages were reported.

Australian Defence Force troops were called in to help with the wide-scale clean-up. It is estimated that the cost of the damage caused by the flooding exceeded \$2 billion and the total value of insurance claims will surpass any made after a flood in Australia before.



Sandgate Road

Breakfast Creek



Source 8 Aerial images show the suburb of Albion, in Brisbane's inner north-east, on 24 January (top), and 2 March (bottom) following devastating flooding in the area. The suburb is encircled by Breakfast Creek, which is a tributary of the Brisbane River. The multi-lane main road running beside the creek is Sandgate Road. Aerial imagery by Nearmap.

KEY SKILL

Interpreting & analysing

Using aerial images

Aerial photographs, meaning those taken from above, have become one of the geographer's most useful tools. They can be used to show features on a landscape and monitor changes to landforms over time.

The two images in Source 8, for example, are of the same area taken just over five weeks apart and allow us to see how the heavy rains and flooding have affected this landscape over a reasonably short period of time. It can be useful to look at other sources – preferably statistical data – which can be used alongside the evidence from photographs. Using these two types of data together will make your interpretation more accurate and detailed.

- Step 1** Find a road or creek as a reference point on both sources.
- Step 2** Note if there are any areas of the image where there has been little to no change.
- Step 3** List the differences in the later image where there has been change.
- Step 4** Look for any information on the image that could have contributed to the changes.
- Step 5** Using 'The geography toolkit' on page 20, identify the type of geographical images used to make these comparisons. Are there any drawbacks to analysing these types of geographical images?

Practise the skill

Study Source 8.

- 1 **a Identify** and **describe** the purpose of the aerial images used in Source 8.
- b Describe** the changes that you can see between these two images.
- c Identify** why these changes occurred.
- d** Do you think these changes are permanent or seasonal? **Explain** your answer.

Extend your understanding

- 1 Locate Breakfast Creek in the aerial images.
 - a Explain** how the appearance of the creek has changed.
 - b** What does this tell you about the effect the heavy rainfall had on the creek?
 - c** Use a ruler on the image to **determine** how the width of the creek has changed.
 - d Explain** the impact of this change on the people who live in the suburb of Albion.
- 2 Locate Sandgate Road. **Describe** how the road has changed between 24 January and 2 March 2022.

- 3 Brisbane is a state capital and the third most populous city in Australia. It is one of the country's major business hubs, with a thriving central business district overlooking the Brisbane River. There are more than 200 schools in the region, as well as several universities. Brisbane is the third most popular destination for international tourists, with tourism playing a major role in Brisbane's economy. How do you think the 2022 flooding affected the city and the Brisbane economy?



Source 9 Brisbane's Southbank area flooded after heavy rain in March 2022.

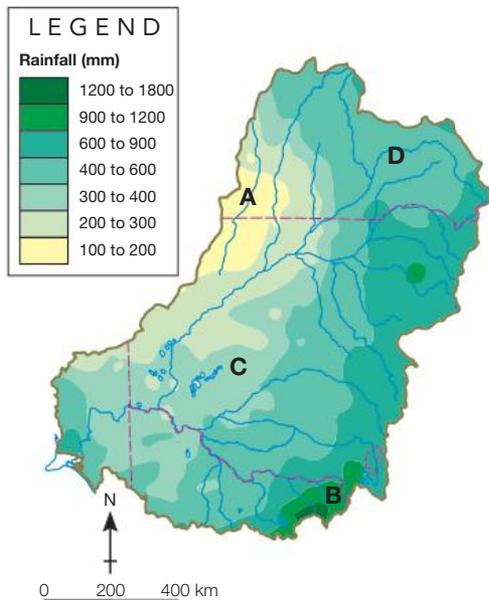
2

CHAPTER REVIEW

Review activity

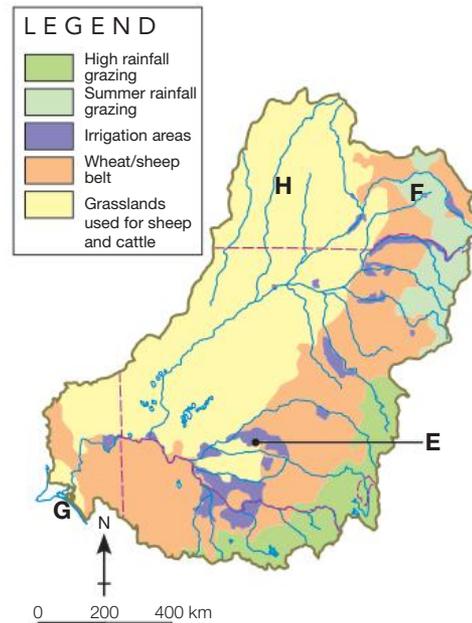
Look closely at Sources 10 and 11 and answer the questions that follow.

MURRAY–DARLING BASIN: RAINFALL PER YEAR



Source 10 Source: Oxford University Press

MURRAY–DARLING BASIN: FARMING TYPES



Source 11 Source: Oxford University Press

- Look closely at the map in Source 10.
 - Identify the letter (A–D) located in the driest region. (1 mark)
 - Identify the letter (A–D) located in the wettest region. (1 mark)
 - Rank the four locations from driest to wettest. (2 marks)
 - Using the PQE method, describe the annual pattern of rainfall in the Murray–Darling Basin. (3 marks)
 - Look closely at the map in Source 11.
 - Identify the type of farming that occurs at F. (1 mark)
 - Identify the type of farming that occurs at H. (1 mark)
 - Identify the letter that is located at the mouth of a river. (1 mark)
 - Describe the location of irrigation areas in the Murray–Darling Basin. (2 marks)
 - Use both maps to answer the following questions.
 - Summarise the main type of farming in areas with 600–900 millimetres of rainfall. (2 marks)
 - Explain how much rainfall is needed in ‘high rainfall grazing’ areas. (3 marks)
 - Explain how the amount of rainfall influences the type of farming that occurs. Use some of the letters from the maps in your answer. (3 marks)
- (Total: 20 marks)

Chapter checklist

Now that you have completed this chapter, reflect on your ability to do the following:

	I can do this.	I cannot do this yet.
Classify environmental resources as renewable, non-renewable and continuous. Identify examples of each type of resource.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 2.1, page 38.
Explain the continuous movement of water in the water cycle.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 2.2, page 40.
Identify different types of available water resources and how they are used.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 2.3, page 42.
Identify different types of potential water resources and how they are used.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 2.4, page 44.
Explain the environmental, economic and social effects of water as it connects places.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 2.5, page 48.
Explain how moving water changes places, for example through erosion.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 2.6, page 50.
Explain the importance of water as an environmental resource and why rivers and wetlands need to be protected.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 2.7, page 52.
Explain the economic value of water in growing food and producing electricity.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 2.8, page 54.
Explain how access to a safe supply of water varies across the world.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 2.9, page 56.
Understand the value of water as a cultural resource to First Nations peoples.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 2.10, page 58.
Identify the location of Australia's water resources. Explain the factors that contribute to variability in Australia's water resources.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 2.11, page 62.
Explain the environmental, economic and social effects of variability in Australia's water resources.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 2.12, page 64.
Explain the factors that contribute to variability in water resources around the world.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 2.13, page 66.

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pro



Student book questions
Chapter 2



Key skill worksheet
Communicating
Chapter 2

Quizlet

Play a game of Quizlet on
Water as a resource.



Chapter review quiz
Chapter 2

CHAPTER

3

Valuing and managing water

Water is one of the most precious resources that the Earth provides. However, it is also one of the most fragile and unpredictable. In some places there is so little clean, fresh water available that people can die from thirst. By contrast, in other places an oversupply of water can cause dangerous hazards that need to be managed carefully. Learning to manage our precious, fragile and unpredictable water resources has become one of our most important challenges.

» **Source 1** Local residents of Bhiwandi, Thane District in Maharashtra, fill water from a water tanker into huge, plastic containers. Here, the landscape does not provide residents with enough clean and fresh water.





3A

How do we manage and value water?

3B

How can we manage water scarcity?

3C

How can we manage tropical cyclones as a water hazard?

3.1 The value of water

Learning intention

By the end of this topic, you will be able to:

- » explain the importance of water in our world.

Since the beginning of human history, we have relied on water. We drink it in order to survive; we wash, cook and clean with it; and we use it to grow our food and produce electricity. In this way, water is arguably our most precious resource. Life on Earth without it would be impossible. And yet, this vital environmental resource is under threat from overuse and much is becoming unusable due to pollution. In many countries in the world, most of the water people consume is used as a resource to irrigate farms, including in Australia, where 70% of our water is used for this purpose. This irrigation provides us with much of the food we eat, so it must be included when we think about how much water each of us consumes. When you add this water to the amount used to make other products we use every day, such as shampoo and toothpaste, as well as the water used in our homes and gardens, every Australian is responsible for using more than 1 million litres of water per year! Source 1 outlines the various ways in which we all use water.

Source 1 We use large amounts of water in many different ways.

Irrigation of parks, gardens and sporting grounds

Many parks, gardens and sporting grounds, including football ovals, rely heavily on water in order to survive. In dry areas, water is often taken from drinking storages to keep them green and healthy.

Domestic uses

The average Australian household uses over 350 litres of water a day for drinking, preparing food, washing, cleaning, flushing toilets, cleaning cars, and watering lawns and gardens. Toilets and bathrooms account for about 40% of this domestic water use.

Firefighting

Firefighters around the world rely heavily on a constant supply of water in order to carry out their work.

Fishing

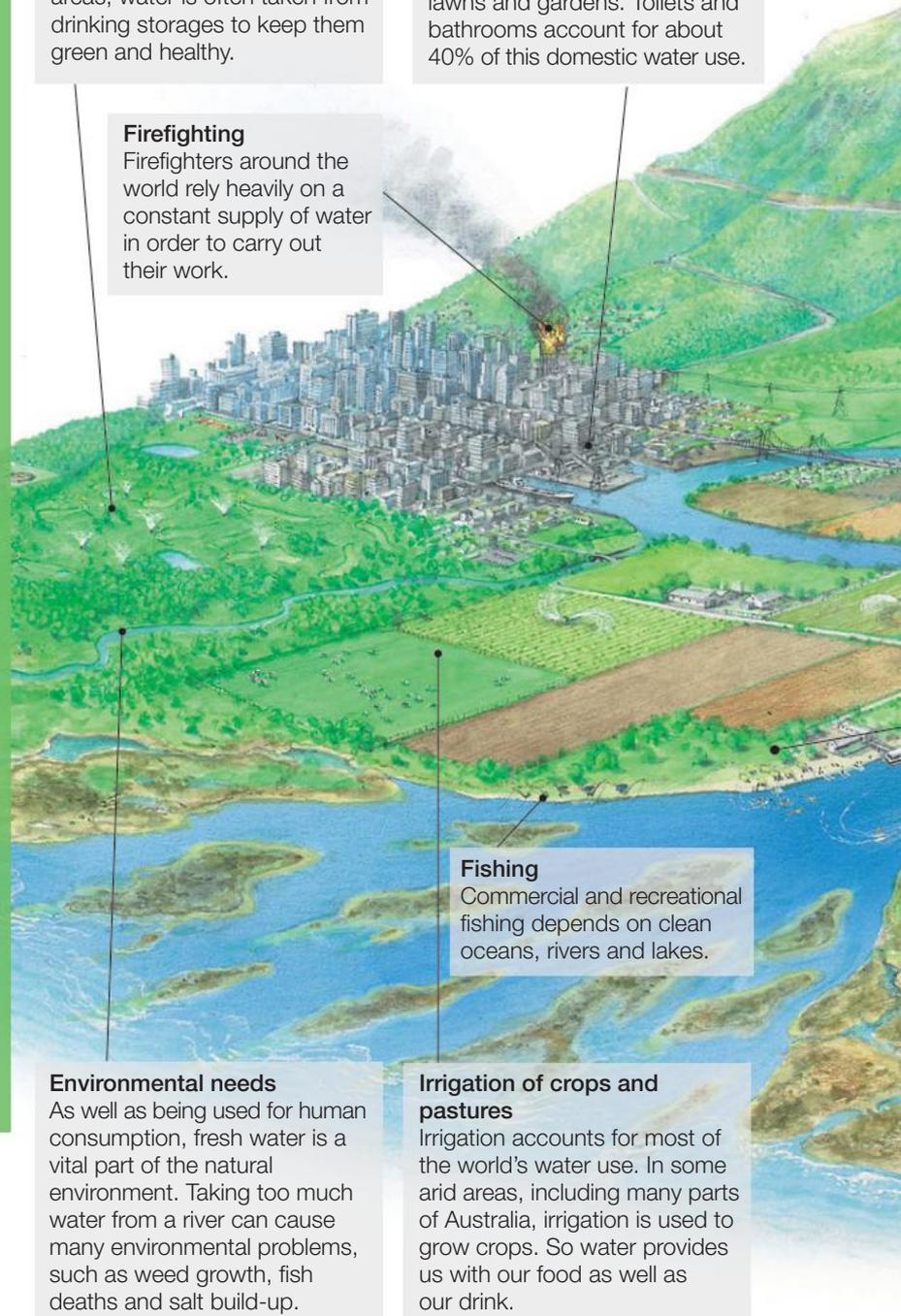
Commercial and recreational fishing depends on clean oceans, rivers and lakes.

Environmental needs

As well as being used for human consumption, fresh water is a vital part of the natural environment. Taking too much water from a river can cause many environmental problems, such as weed growth, fish deaths and salt build-up.

Irrigation of crops and pastures

Irrigation accounts for most of the world's water use. In some arid areas, including many parts of Australia, irrigation is used to grow crops. So water provides us with our food as well as our drink.



Quiz me!

A quick quiz on the value of water

Spiritual uses

Water holds a special significance for almost all world religions. It often plays a key part in religious ceremonies.

Power generation: coal-fired and nuclear power

Virtually all power stations use large quantities of water. Coal-fired power stations heat water to produce steam that turns turbines to create electricity. Water is also used to cool the station. Nuclear power plants operate in much the same way.

Power generation: hydroelectric power

Electricity can be generated from the energy of moving water. Usually, to do this a dam must be constructed across a river and a lake formed behind it. This allows the river's flow to be controlled and released through the dam to produce electricity.

Construction and industry

The construction industry relies heavily on water in order to make concrete and many building supplies, such as bricks. Many industrial processes use large quantities of water for cooling and cleaning.

Navigation and trade

Large rivers (such as the Nile in Egypt, the Rhine in Europe and the Yangtze in China) have been used for centuries for trade, as they provide a fast method of transporting goods between regions and countries.

Recreational activities

Recreational activities (such as water-skiing and swimming) generally have little impact on the quantity and quality of fresh water. Pollutants in the water from industry upstream can affect water quality and make the water unsuitable for recreation.

Mining

The mining industry relies heavily on water to cool machinery, enable drilling and process minerals and iron ore taken from the ground.

3.1 Check your learning



Retrieve

- 1 **Identify** the activity that uses the most water in Australia. How much of our water does it use?

Comprehend

- 2 Identify two water uses that compete with one another and so cannot easily exist beside one another. **Explain** your answer.

Apply

- 3 Choose five different ways from Source 1 that water is used. Rank them in order of importance and **justify** (give reasons for) your ranking.
- 4 **Create** a diagram of your neighbourhood, including your house, some local shops, recreation areas and parks. Label and annotate your diagram to show how water is used in this area.

3.2

The value of water for growing food

Learning intention

By the end of this topic, you will be able to:

- » compare Australia's Murrumbidgee area and Vietnam's Mekong Delta as economies based on irrigation.

As the quantity and reliability of water varies from place to place, this means that the way in which water is irrigated also changes. For example, in wet areas rainfall is trapped in dams or taken from rivers, and in drier places it may be pumped from the ground.

Growing rice

Rice is the world's most important food crop because it is the main food source for over half of the world's population. Rice production is heavily dependent on water. A semi-aquatic plant, rice is grown in flooded fields. For this reason, rice-growing communities tend to be in regions of the world with high rainfall. About 90% of the world's rice is grown in Asia, with India and China being the largest producers of rice.

In both Australia and Vietnam rice is an important crop that relies on **irrigation**, but there are significant differences in the way that water is sourced and used to grow rice in these two places.

Rice farming in Vietnam

Vietnam is home to some of the world's richest agricultural regions. It is the fifth-biggest producer, the second-largest exporter and the seventh-largest consumer of rice. In Vietnam, 75% of people's daily calorie needs are met by rice.

The Mekong **Delta** is called the 'rice bowl' of Vietnam, with over half of the country's rice produced there. The delta is formed by sediment (small particles of rock and dirt) deposited by the Mekong River which provides rich soil for farming. The Mekong Delta region is also prone to flooding, making it perfect for rice production. The rice is grown in flooded fields known as paddies. The water for these paddies comes from the abundant rainfall in the region and from the Mekong river. The region receives over 1500 millimetres of rainfall a year.

Of the 17 million people in the delta region, 80% are employed in rice cultivation. The rice farmers live in houses built on stilts and the roads in the region are located on raised embankments to provide protection from flooding.



Source 2 Rice seedlings being placed in the rice paddy for planting, Mekong Delta, Vietnam

irrigation

water taken from rivers and carried in pipes and channels to individual farms

delta

a fan-shaped deposit of soil formed where a river enters an ocean or lake

Source 3 Aerial image of rice farming in the Mekong Delta in Vietnam. Farming here is dependent on the rich soils and plentiful water of the region.



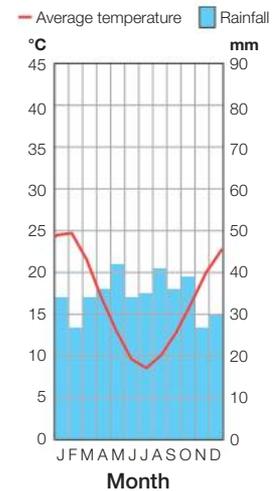
Rice farming in Australia

In a dry country like Australia, rice farmers must use water efficiently for a successful crop yield (see Source 6). To ensure no water is wasted, the soil of Australian rice farms is checked and approved by professionals to ensure that it can hold water and no water will escape below the soil.

Australian rice growers use 50% less water than the world average to grow 1 kilogram of rice. This is done by planting types of rice that need less water to grow and by using more efficient farming techniques. Australia's rice-growing regions include the Murrumbidgee Valley in south-western New South Wales (see Source 5). This region is suitable for rice cultivation as it has available water, irrigation infrastructure, large areas of flat land, and suitable soils. Most of the water used to irrigate the rice fields is taken from the Murrumbidgee River. Farmers are allocated a certain amount of water each year and make decisions on how much rice to plant based on the amount of water allocated to them. In dry years they will plant less rice and instead grow other crops that require less water. In contrast to Can Tho city in the Mekong Delta (see Source 4), the city of Griffith in the Murrumbidgee Valley receives about 400 millimetres of rainfall a year.



Source 4 Climate graph: Can Tho city in the Mekong Delta. Data available at CLIMATE-DATA.ORG



Source 5 Climate graph: Griffith, New South Wales. Data available at CLIMATE-DATA.ORG



Source 6 Australian farmers are careful to minimise water wastage. They even use lasers to ensure rice fields are level. Raised levees divide fields into individual bays to allow farmers to control the flow of water.

3.2 Check your learning

Retrieve

- Name** the continent where most of the world's rice is grown.
- Why do rice-growing communities tend to be in regions of the world with high rainfall?

Comprehend

- Summarise** how farmers manage their water use in rice-growing regions across Australia.
- Explain** why irrigation techniques in Griffith and the Mekong Delta are different. The data in Sources 4 and 5 will help you to answer this question.

Analyse

- Compare** rice-growing in Australia and Vietnam. How is it similar? How is it different?

Apply

- Some people believe that rice should not be grown in a dry country such as Australia, while others believe that rice growing makes a valuable contribution to the country. **Create** a PMI (plus, minus, interesting) brainstorm of rice growing in Australia and share your thoughts in a class discussion.



Quiz me!

A quick quiz on the value of water for growing food



Key skill worksheet

Concluding & decision making:
Forming conclusions

3.3

Competition for water supplies

Learning intention

By the end of this topic, you will be able to:

- » explain how competing uses of water can make it difficult for communities to manage water resources.

CASE STUDY

tributaries

rivers that flow into a larger river



Enlarged map

Mekong River: Dams

Fresh water from rivers is used by people in cities, farms and factories. Competition for this precious economic resource has seen the introduction of dams all over the world to store the water flowing down rivers and ensure a constant supply of water to the people nearby. Because people living along the entire length of rivers depend on them for water, competition also exists between upstream and downstream users. The flow and quality of water available to downstream users depends on how the river is used upstream.

The Mekong River

The Mekong River provides an excellent example of what happens when water is valued in different ways. The river begins in the high mountains of China and flows through six countries before reaching the sea at the Mekong Delta. Each of the communities that live beside the river use its water resources, which means that more than 70 million people rely on this source of water to support their way of life.

For thousands of years life beside the river was controlled by the annual cycle of river flow. The monsoon rains of the wet season flooded the river and sent a great pulse of water down its length for many months. This fed the natural ecosystems of the river and its floodplains with water, which was then used by farmers to irrigate their crops and fill their dams. This pulse of water also carried huge quantities

of soil downstream to the Mekong Delta to help keep the area above sea level and supply farmers with the rich soil needed to grow crops (see Source 2 on page 76).

In recent years, however, this flow has been interrupted by building dams on the Mekong River, and the rivers that feed into it. As the demand for cheap, renewable energy has grown upstream countries, such as China and Laos, have built hydroelectric dams on the Mekong River and its **tributaries** to provide electricity for its people. There are 13 dams already built on the Mekong River and more are planned, including 120 dams on the rivers that feed into the Mekong River.

MEKONG RIVER: DAMS



Source 7

Source: Oxford University Press

This has changed the flow of the river because the dams now trap the annual pulse of water, releasing it gradually downstream. They also trap the fertile soil, creating concerns for downstream water users that the fertile soil surrounding the Mekong Delta will no longer be as reliable for farming and producing crops. Communities who live in the Mekong Delta region are also worried that the low-lying delta will eventually wash away without the annual supply of new soil from the river.

Source 8 A dam under construction in northern Laos on a key tributary of the Mekong River; the dam is being built by China's largest hydropower company.



River management

The water in the Mekong River is one of South-East Asia's most precious resources but is very difficult to manage. The river flows through more than one country, which makes it an international resource. When one country looks after its own needs without considering the impacts on people in other countries,

that country is valuing the water only as a national resource. The water in the Mekong River must not be managed at the local or national scale but at the international scale, considering the needs of all water users and the environment in the entire river basin.

For more information on this key concept, refer to page 11 of 'The geography toolkit'.

KEY CONCEPT

Scale



Watch it!

A video and quiz on competition for water supplies

3.3 Check your learning



Retrieve

- List the benefits that the Mekong River provided the region and its people before the building of dams.

Comprehend

- Look at Source 7.
 - Using the scale of the map and a ruler, estimate the length of the Mekong River.
 - Describe** the distribution of constructed dams on the Mekong River.
- Explain** how the case study on the Mekong River illustrates the different ways in which people value water.

Analyse

- The Mekong River flows through more than one country. Why does this make it an important resource to be managed at the international scale?

Apply

- Why have these dams been built? Do you think more will be built in the future? **Justify** (give reasons for) your answer.
- Create** a flowchart that shows the interconnection between upstream and downstream water use.
- While the focus in this topic is on irrigated farming, millions of people on the lower Mekong River also rely on fish from the river for their nutrition. Brainstorm how the upstream dams might affect the supply of fish.
- Work in small groups to come up with one strategy that could be used to address the negative impacts that people downstream on the Mekong River face. Present your strategy to the class and vote on the best one.

3.4

The challenges of managing water

Learning intentions

By the end of this topic, you will be able to:

- » explain why water is a difficult resource to manage
- » describe the spiritual significance of water in India.

sewage

human urine and faeces carried in water

effluent

liquid waste containing contaminants, including sewage, that is put into rivers

Water is an essential environmental resource that is important for the health of humans and the environment. Different values are often placed on water; for example, water used for economic purposes can also have great spiritual and cultural importance for a community. Water management can be difficult because:

- water is an essential resource needed by every person on the planet
- water moves through the environment quickly, so it is difficult to capture and store
- the availability of water is not constant – it changes over time and in different locations
- water is a shared resource with many competing uses
- it is difficult to put a monetary (financial) value on water.

Over the past 50 years the world's population has doubled, and the output from farms and industries has surged to meet increasing demands. The growth in demand and competition for water has put a much greater strain on global water supplies. We need to make good decisions to ensure access to water, and to minimise the impact our water use has on the natural environment.

CASE STUDY

Source 9 The Kumbh Mela festival is the world's largest religious gathering and occurs once every 12 years. Up to 150 million Hindus bathe in the sacred Ganges River during the festival, including here at Allahabad.

Ganges River, India

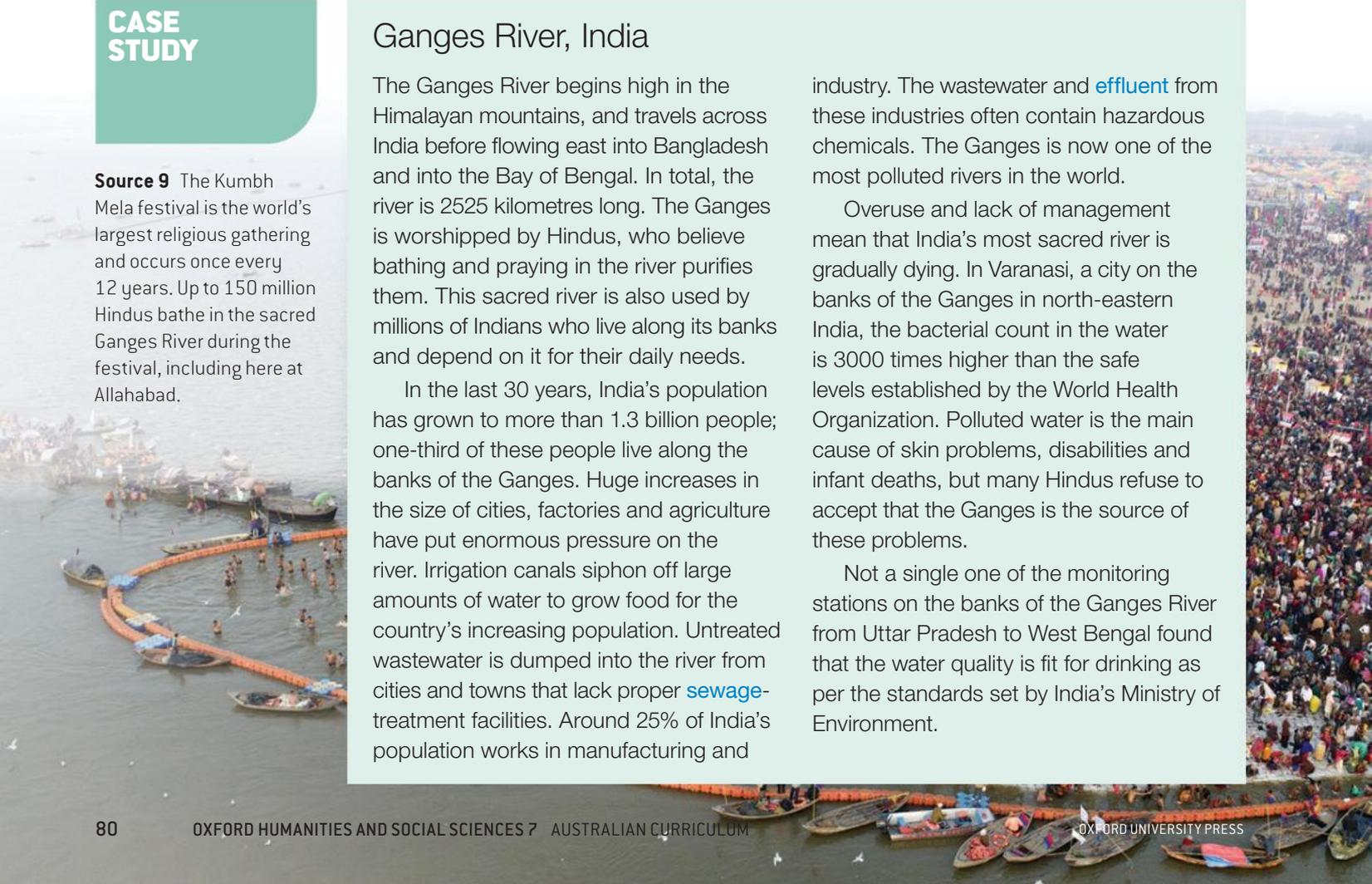
The Ganges River begins high in the Himalayan mountains, and travels across India before flowing east into Bangladesh and into the Bay of Bengal. In total, the river is 2525 kilometres long. The Ganges is worshipped by Hindus, who believe bathing and praying in the river purifies them. This sacred river is also used by millions of Indians who live along its banks and depend on it for their daily needs.

In the last 30 years, India's population has grown to more than 1.3 billion people; one-third of these people live along the banks of the Ganges. Huge increases in the size of cities, factories and agriculture have put enormous pressure on the river. Irrigation canals siphon off large amounts of water to grow food for the country's increasing population. Untreated wastewater is dumped into the river from cities and towns that lack proper **sewage**-treatment facilities. Around 25% of India's population works in manufacturing and

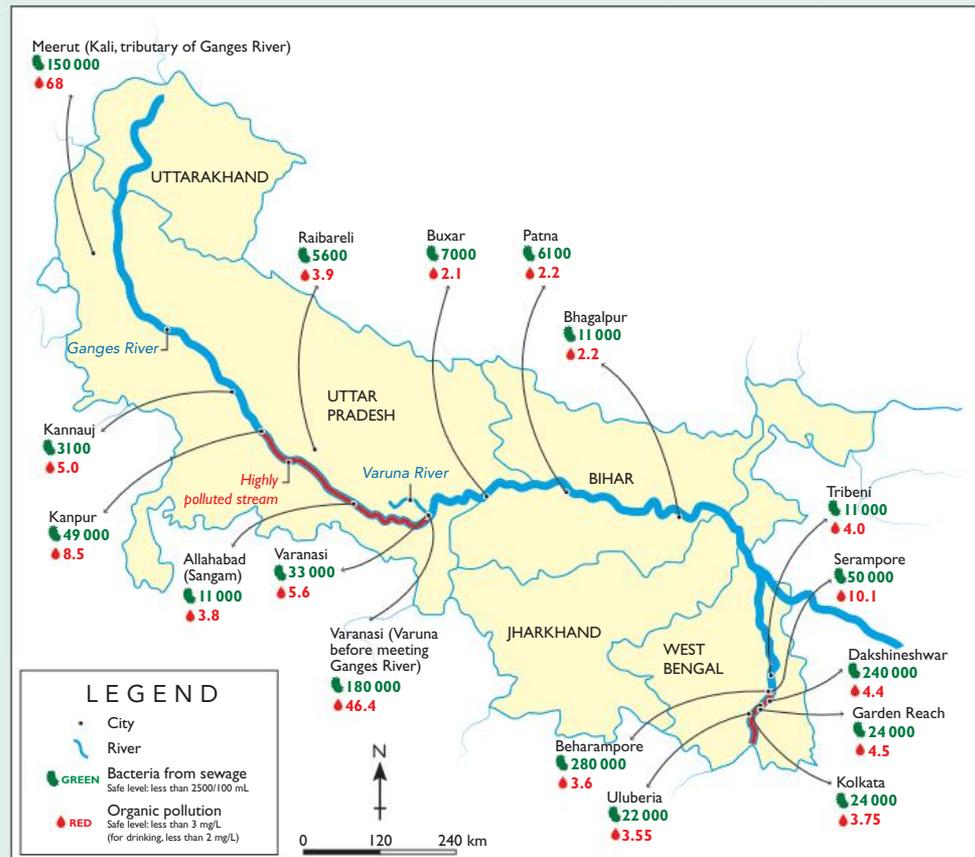
industry. The wastewater and **effluent** from these industries often contain hazardous chemicals. The Ganges is now one of the most polluted rivers in the world.

Overuse and lack of management mean that India's most sacred river is gradually dying. In Varanasi, a city on the banks of the Ganges in north-eastern India, the bacterial count in the water is 3000 times higher than the safe levels established by the World Health Organization. Polluted water is the main cause of skin problems, disabilities and infant deaths, but many Hindus refuse to accept that the Ganges is the source of these problems.

Not a single one of the monitoring stations on the banks of the Ganges River from Uttar Pradesh to West Bengal found that the water quality is fit for drinking as per the standards set by India's Ministry of Environment.



GANGES RIVER: POLLUTION



Source 10

Source: Oxford University Press

Map it!
Ganges River: Pollution

Source 11

An Indian father gives his son a holy dip in the polluted water of the River Ganges at Allahabad.



3.4 Check your learning



Retrieve

- 1 **Identify** three reasons why water is a difficult resource to manage.

Comprehend

- 2 **Describe** how people living in India use the Ganges River for spiritual purposes.
- 3 **Explain** why the pollution of the Ganges River is a much greater problem in Serampore than it is in Kannauj in northern India.
- 4 Can you think of three reasons why the pollution of the Ganges River is difficult to manage? **Explain** your answer using evidence from this topic.

Analyse

- 5 **Examine** the map in Source 10.
 - a What is causing harm to the Ganges River?

- a Which BOLTSS feature of the map helped you find your answer to question 5a?
- 6 **a** Brainstorm a list of factors that contribute to the pollution of the Ganges River.
 - a Take the factors from your list and **classify** them into each of these categories: social, economic or environmental.

Apply

- 7 There are two obvious solutions to the problem of pollution in the Ganges River: clean up the river or convince Hindus that it is too dangerous to bathe in it. **Evaluate** (consider the strengths and weaknesses of) how effective these strategies are. Discuss your answers as a class.

3A

SKILLS IN CONTEXT



Test me!

Once you've finished the topics in this section, test yourself with this quiz and find out which worksheet you should do.



Enlarged map

Lake Chad 1963 and 2018

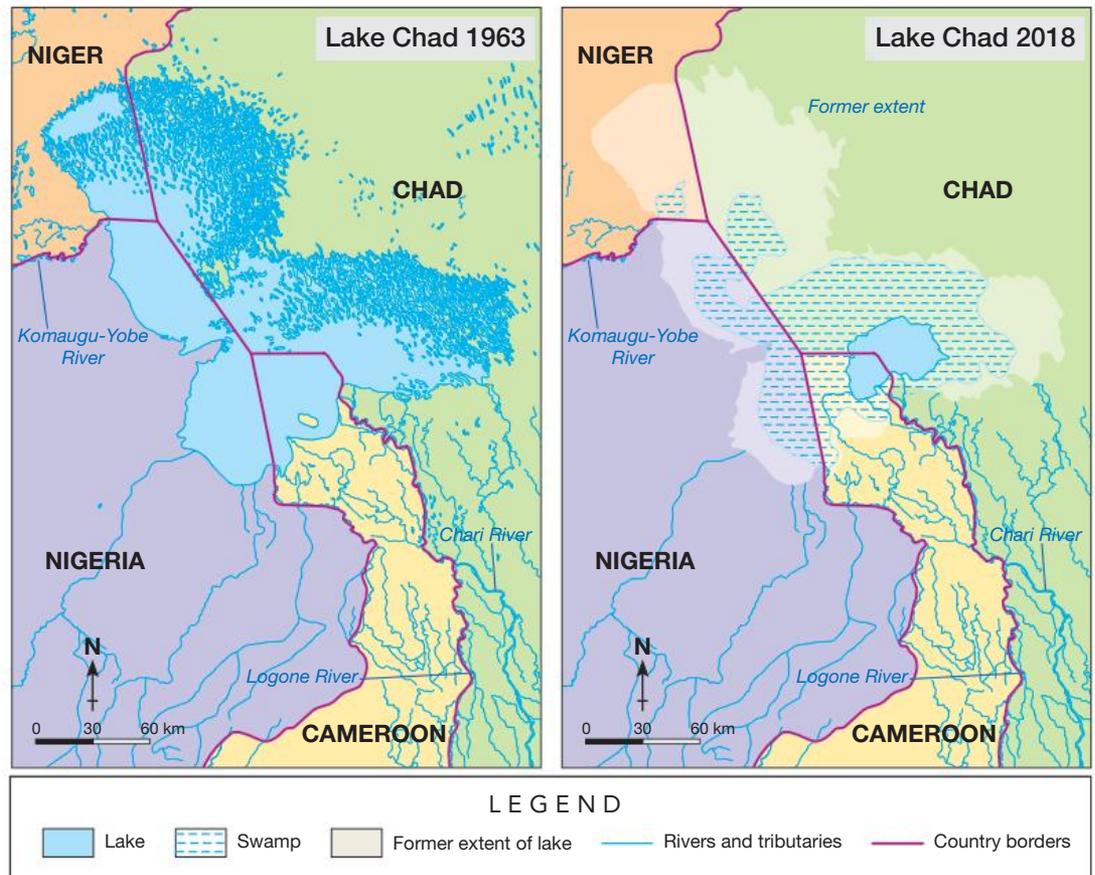
The disappearing lake

Lake Chad lies at the southern edge of the Sahara Desert in north Africa. It is a large, shallow lake that provides a supply of fresh water for the people, plants and animals in the region.

Once the world's sixth largest lake, Lake Chad has now shrunk by 95%. It is difficult to pinpoint one particular cause for this change. There are several factors that have contributed to the decline of Lake Chad, including a gradual reduction in rainfall, the changing climate, the shallowness of the lake and the different ways in which humans are now using the lake. Some scientists also believe that changes in the size of Lake Chad are part of the natural cycle of this area.

In 1960, 13 million people lived in the surrounding area and used the lake for fishing, cattle farming, watering crops, and domestic uses such as washing and drinking. Today, the estimated population is close to 40 million and the increased demand for water is outgrowing what Lake Chad can supply. Geographers have labelled this situation an 'ecological disaster'. To provide food and water for the growing population, more water is being taken from the rivers that feed the lake.

LAKE CHAD 1963 AND 2018



Source 12 The extent of Lake Chad in 1963 (left) and 2018 (right); the data for these maps was obtained from satellites.

KEY SKILL

Interpreting & analysing

Using maps to explain patterns and trends

Maps can be used for many purposes. They can show the location of places and be used to navigate our way through places we have never been. Geographers use maps in many different ways. By using maps that have been drawn of the same place at different times we can see changes that have occurred over time.

A key part of this skill is to use the legend very carefully. The legend describes each of the symbols used on the map. These may be lines, shading or shapes such as stars and boxes. By reading the legend carefully we can find patterns of change and the impacts of these changes on people and places.

Practise the skill

- 1 **Examine** (look closely at) Source 12.
 - a How is Lake Chad represented on this map?
 - b How many countries shared Lake Chad in 1963?
 - c How many countries shared Lake Chad in 2018?
 - d Which countries have been most affected by the decline of Lake Chad? Use evidence from the maps to support your answer.
 - e Which BOLTSS feature of the map helped you find your answers to questions a-d?
- 2
 - a List as many changes as you can between the 1963 map and the 2018 map.
 - b What type of scale has been used on this map?
 - c How can we use the scale to help describe the change that has occurred in Lake Chad?
 - d Using your answers from questions a–c, write a paragraph to **describe** change in Lake Chad over time. Be sure to make specific references to the maps.

Extend your understanding

- 3 In 1963, Lake Chad lay across multiple international borders. Why would this make the management of the lake difficult?
- 4 One proposed solution to the decline of Lake Chad is to dam the Ubangi River in the Central African Republic and to divert water from this river through a 2400 kilometre-long canal to the Chari River, which flows into Lake Chad.
 - a Use an atlas to locate these places.
 - b How would this affect places downstream from the Ubangi River?
 - c Why do you think this dam and canal have never been built?

Source 13 This satellite image of Lake Chad was taken in 2019.

3.5

What is water scarcity?

Learning intention

By the end of this topic, you will be able to:

- » understand different types of water scarcity, including physical and economic water scarcity.

water scarcity

the lack of availability of water, due to either physical shortage or lack of access to infrastructure in the area

sanitation

measures designed to ensure good health in a community by preventing human contact with health hazards (such as sewage)

aquifers

layers of rock or soil in the ground that hold water or that water can pass through

infrastructure

the facilities and services necessary for any community, city or country to function (e.g. buildings, electricity, roads, airports and water supply)

Water is most difficult to manage when there is not enough to go around. Water becomes scarce when the demand for clean water exceeds the available supply. As the world's population grows and rainfall patterns change due to climate change, more people are at risk of suffering from **water scarcity**.

It is estimated that 785 million people globally lack access to clean drinking water. Additionally, 2.4 billion people do not have access to adequate **sanitation**, such as a toilet that flushes. The United Nations recognises access to clean drinking water and sanitation as an essential human right. Lack of access to clean water and sanitation contributes to the death of many people, including around 800 children per day.

Water scarcity can be classified into two different areas: physical water scarcity and economic water scarcity.

Physical water scarcity

Physical water scarcity occurs when the demand for water outgrows the ability of the natural environment to provide the amount of water needed. This is most common in dry regions where there is low rainfall.

Growing populations are a major contributing factor to physical water scarcity. Our towns and cities are growing so large that they are outgrowing natural available water supplies, such as rivers and lakes. This can sometimes lead to an increased demand on other water resources in the region such as **aquifers**.

Economic water scarcity

Economic water scarcity occurs in places where the natural supply of water is adequate to supply the region, but the region does not have the **infrastructure** to supply this water to its people. For regions suffering from poverty, building the correct infrastructure – such as pipelines, dams, and water treatment plants – is very difficult because they are large, expensive projects.

In other places, economic water scarcity can occur when water supplies are diverted for specific purposes, such as agriculture and industry, and are therefore not easily accessed by people.

CASE STUDY

Source 1 In this village in Uganda, children are drawing water from a well.



Map it!

World: Physical and economic water scarcity



Water scarcity in Africa

Of the 1.2 billion people who live in Africa, up to 300 million live in water-scarce areas. The main reasons for water scarcity in Africa are:

- a large and fast-growing population
- large areas with low rainfall
- poor water quality
- lack of water infrastructure.

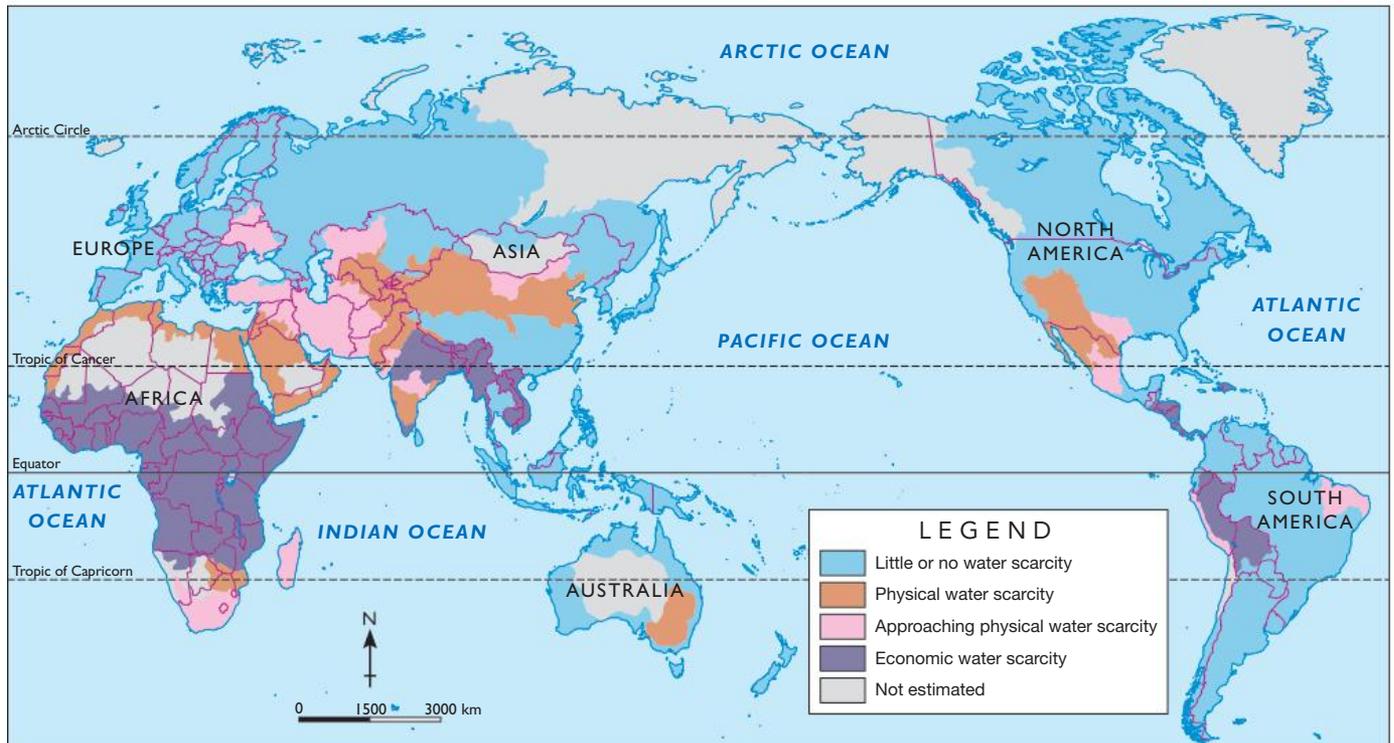
The most common solution to water scarcity in African villages is digging a well. A water well is created by digging or boring into the ground to reach groundwater in underground aquifers. Clean water from a well stops people

catching any water-borne diseases. Providing clean and drinkable water for communities across Africa is a high priority for many **developing countries** and international relief agencies, such as World Vision and AusAID.

developing countries
less economically developed countries that have some difficulties supporting their own people



WORLD: PHYSICAL AND ECONOMIC WATER SCARCITY



Source 2

Source: Oxford University Press

3.5 Check your learning



Retrieve

- 1 In your own words, **define** 'water scarcity.'
- 2 What are the main reasons for water scarcity in Africa?
- 3 Record three statistics about the number of people affected by water scarcity.

Analyse

- 4 **Distinguish** between physical water scarcity and economic water scarcity. Remember, when you distinguish between two things, you should talk about how they are different.
- 5 **Examine** Source 2.
 - a What type of map is this?

- b Describe the area of Africa that suffers most from economic water scarcity.
- c Australia is the driest inhabited continent on Earth. Does it have a water scarcity problem? Explain your answer.

- 6 **Compare** Source 2 to Source 13 on page 57. Do communities with poor access to drinking water mainly live in areas with economic or physical water stress? Give reasons for your answer.

Apply

- 7 In Source 2 there are large areas described as 'approaching physical water scarcity.' **Propose** (put forward) one solution for one of these areas to avoid approaching physical water scarcity.

3.6

The causes of water scarcity

Learning intention

By the end of this topic, you will be able to:

- » explain the factors that contribute to water scarcity.

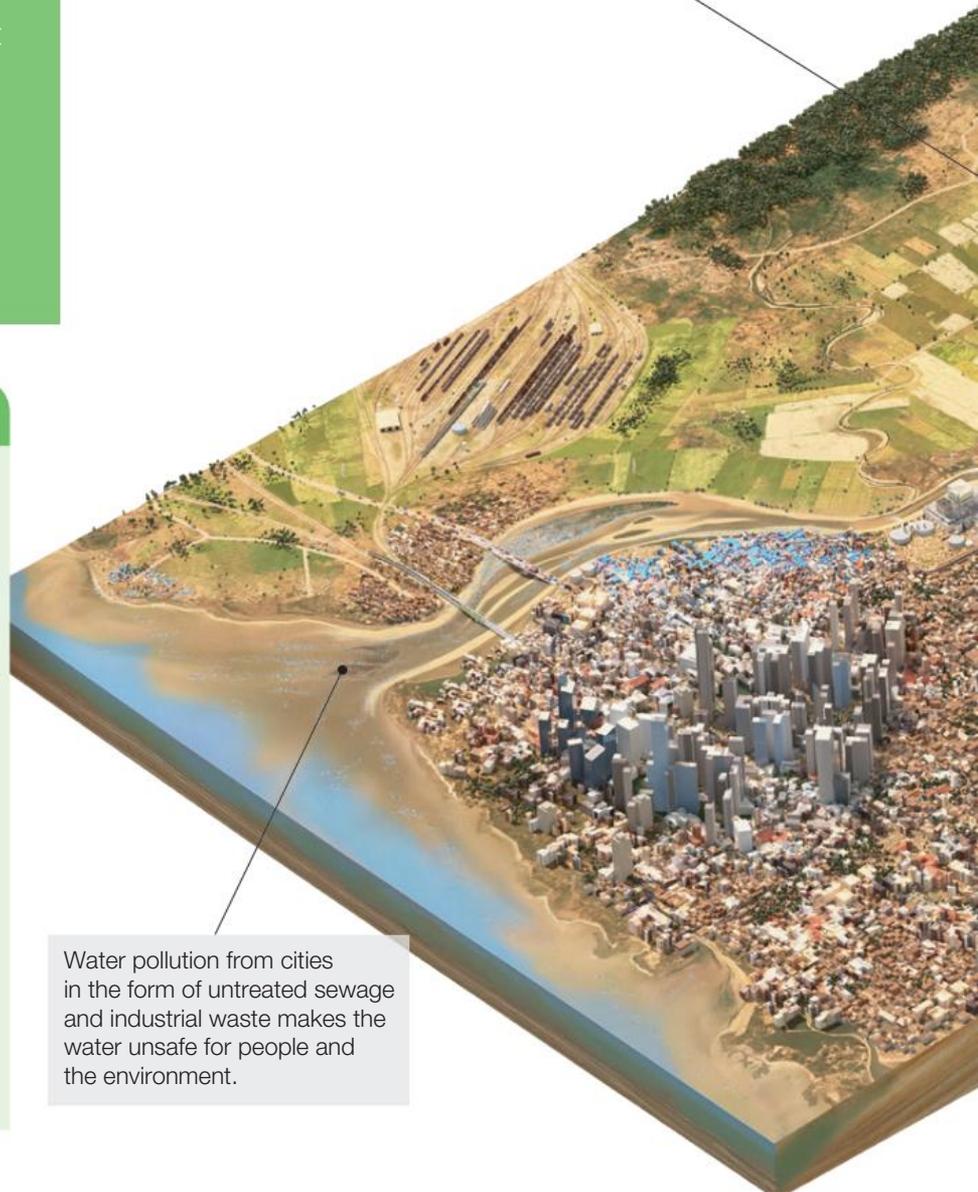
The total amount of water in the world is constant. As a closed system, water cannot leave or arrive on planet Earth. And yet, water scarcity is an increasingly urgent problem for hundreds of millions of people. This is not due to the amount of water on Earth but to a combination of many other factors. These vary from place to place but all are the result of the way in which we use and abuse our precious water resources.

Source 3 An overview of factors contributing to water scarcity

Conflicts, such as wars, can make it difficult or dangerous to access water. In some conflicts, people are deliberately denied water access.

Most of the world's water resources are used to irrigate farms. In some places, up to two-thirds of this water is wasted as poorly maintained pipes and channels means the water never reaches the farm.

Crops needing large amounts of water, such as cotton and rice, are grown in areas of low rainfall. This requires more water to be taken from rivers.



Water pollution from cities in the form of untreated sewage and industrial waste makes the water unsafe for people and the environment.

3.6 Check your learning



Comprehend

- 1 Copy this table into your notebook. In each column, list three examples from Source 3.

Water pollution	Climate change	Population growth

Analyse

- 2 Use the labels in Source 3 to **explain** why water scarcity is usually the result of a combination of factors rather than just one factor.

Apply

- 3 Which of the factors shown in Source 3 do you believe contributes most to water scarcity? **Justify** (give reasons for) your answer.

As the climate warms there is less water stored in the world's water towers, mountain snows and glaciers. Downstream communities can no longer rely on this supply of water.

3B How can we manage water scarcity?

In many areas of the world, natural plant cover such as forests have been cleared. This changes rainfall patterns and allows rainwater to wash soil away into rivers making them unsuitable for human use.

As populations increase, more water is being taken from aquifers than can be replaced by rainfall and seepage.

Land and water pollution leaches through the soil and into underground aquifers. This underground water pollution can travel for many kilometres, infecting wells over a large area.

As prosperity grows, in many places there has been a change in people's diet. People are eating more meat and this requires large quantities of water.

Chemicals and fertilisers used on farms wash into the rivers, lakes and streams. This type of pollution affects downstream water users.

Water needs to be treated and transported, but in many places the equipment needed to do this is broken. An unreliable electricity supply can also make it difficult to treat water.

The world's population is growing. In the last 50 years it has more than doubled. This places greater pressure on water resources, particularly in developing countries.



Quiz me!

A quick quiz on the causes of water scarcity

3.7

Managing water scarcity in Melbourne

Learning intention

By the end of this topic, you will be able to:

- » describe strategies for managing the sustainability of water supply.

catchments

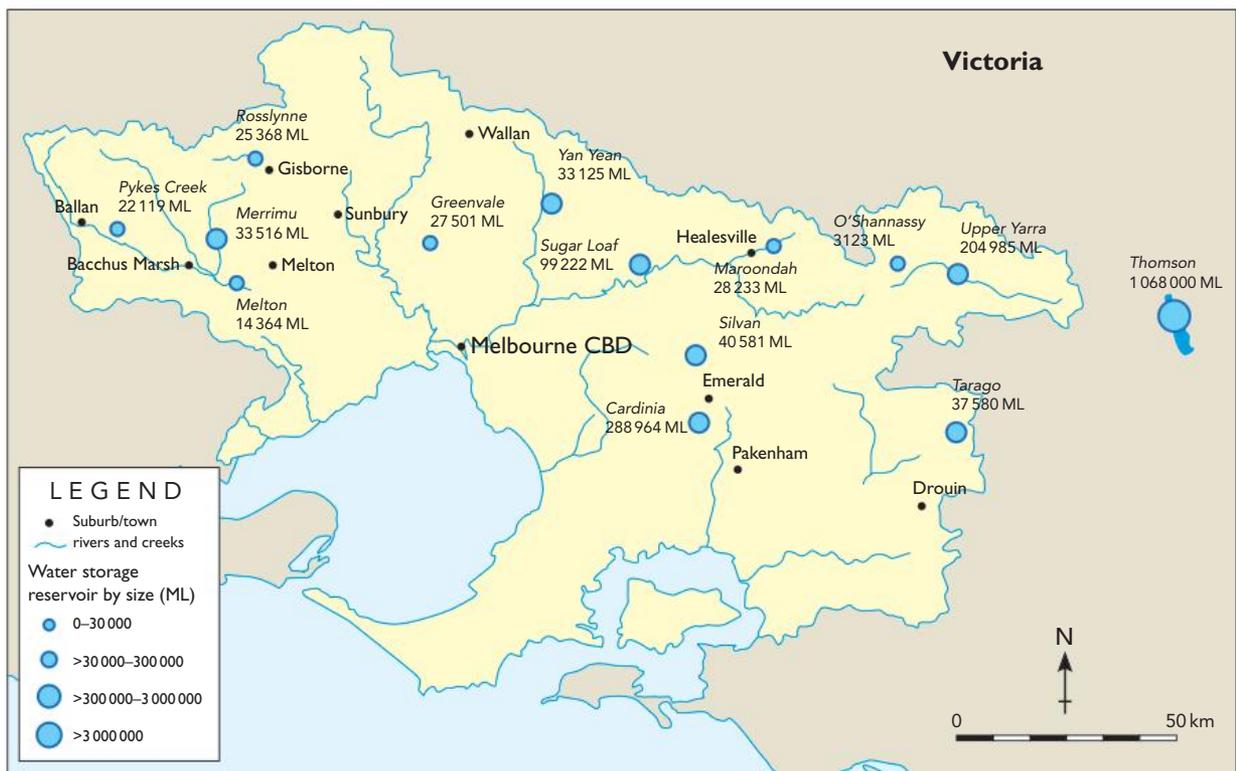
areas where water is collected by the natural landscape

Like all cities, Melbourne’s water supply needs to be carefully managed. Melbourne collects most of its water from forested areas. These areas are known as **catchments**.

Most of the catchments that supply Melbourne with water are located in the Yarra Ranges, which include large areas of temperate forest. The soil in this area captures and naturally filters bacteria from rainwater. The water is then slowly released from the soil into the rivers that feed Melbourne’s storage reservoirs, where it only requires a small amount of water treatment before being supplied to the public. This gives the city some of the purest water in the world.

The forests in the Yarra Ranges are well-protected, but nevertheless this process means that any threats to these forests can affect Melbourne’s supply of water.

MELBOURNE REGION: WATER STORAGE



Source 4

Source: Oxford University Press



Enlarged map

Melbourne region: Water storage



Quiz me!

A quick quiz on managing water scarcity in Melbourne

Challenges in supply

Melbourne’s population is growing quickly. Around 5 million people currently rely on Melbourne’s water supply, and this number is predicted to grow to 8 million over the next 30 years.

Like much of south-eastern Australia, the Melbourne region is becoming warmer and drier. Victoria’s average temperature has risen by 1°C in the last century and by 2050 it is predicted to rise even further. At the same time, rainfall is expected to decrease by 20%.

While this means that less water will flow into Melbourne’s dams, an even bigger problem may come from an increase in bushfires. Victoria is predicted to have longer fire seasons and more dangerous fire weather in the future. This is a potential threat to water security in the area, because the rate of water **runoff** in a burnt forest is only half the amount of an unburnt forest. This is because new growth, which takes place in burnt areas, requires a lot of water. Additionally, soot and ash from fires can pollute water.

runoff

the flow of water on the ground when excess rainwater can no longer infiltrate in the soil.

Meeting the challenges

Melbourne Water, the government organisation responsible for managing Melbourne’s water supply, uses a range of strategies to reduce threats to the city’s water. Some of these strategies are listed below.

- The government has invested in additional infrastructure, so that Melburnians are not only reliant on rainwater. Examples of this include:
 - building a desalination plant that can supply water during droughts
 - building a pipeline from the Goulburn River across the Yarra Ranges to Melbourne.
- Melbourne Water can defend against fires in several ways, including:
 - employing teams of firefighters in summer
 - using fire spotters in towers to detect fires as soon as they start.
- Melbourne Water works hard to protect and conserve the catchment areas in the Yarra Ranges. Examples of this include:
 - restricting public access to water catchment areas
 - controlling feral pests such as deer and foxes in catchment areas
 - protecting forests by controlling logging.
- The government interacts with the public to make sure that water consumption does not begin to overtake the supply of water. They do this by:
 - encouraging Melburnians to use less water through advertising campaigns
 - restricting access if necessary when the dam levels are low.



Source 5 There are 74 fire lookout towers in Victoria that are manned for three months during summer.



Source 6 Melbourne residents are encouraged to use only 155 litres of water a day per person. Current usage rates are about 166 litres.

3.7 Check your learning

Retrieve

- 1 Where does most of Melbourne’s water come from?
- 2 How do bushfires threaten Melbourne’s water supply?

Comprehend

- 3 **Explain** Melbourne Water’s ‘Target 155’ strategy. What is it and how does it help manage water scarcity?

Analyse

- 4 Copy this table into your notebook. **Classify** each of Melbourne Water’s strategies into one of these categories:

Strategies to increase supply	Strategies to protect supply	Strategies to reduce demand

- 5 **Examine** (look closely at) Source 4.

- a Describe the location of Melbourne’s water storage reservoirs.
- b Why do you think they are located in these places?

Apply

- 6 What are some advantages and disadvantages of relying on water from forest areas?
- 7 Pick one of the strategies used by Melbourne Water to protect water supply. **Evaluate** (consider the strengths and weaknesses of) how effective this strategy is. How effective do you think it is overall?



Key skill worksheet

Questioning & researching: Investigating water usage

Source 9 Climate data: Windhoek, monthly averages

Months	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Rainfall (mm)	76	74	79	41	8	0	0	0	3	10	23	48
Temperature (°C)	29	28	27	25	22	20	20	23	25	29	29	30

KEY SKILL

Questioning & researching

Representing climate data on a graph

Climate graphs combine column graphs and line graphs to help us interpret the climate in a specific location. In order to draw a climate graph, geographers gather climate data – the monthly average rainfall and temperature – for the location they are investigating. The purpose of a climate graph is to show the average monthly temperature and rainfall of a place over a year. Temperature is recorded as a line graph and rainfall as a column graph.

- Step 1** Look carefully at the climate data to find the lowest and highest temperature figures that you will need to show on your graph. In this example, Windhoek’s temperature varies from 20 to 30°C. Decide on a scale that shows this range of data, then place it on the left-hand axis of your climate graph.
- Step 2** Using graph paper, plot the temperature data on your graph by placing a small, neat dot in the centre of each month at the correct height. Join the dots with a smooth red line and continue the line to the edges of the graph.



Source 10 In Windhoek’s new settlements, residents fill jugs after putting coins into a meter.

- Step 3** Look carefully at the climate data to find the lowest and highest rainfall figures that you will need to show on your graph. In this example, Windhoek’s rainfall varies from 0 to 79 millimetres a month. Decide on a scale that shows this range of data, then place it on the right-hand axis of your climate graph.
- Step 4** Plot the rainfall on your graph by drawing a blue column to the correct height for each month. You may like to shade the bars very lightly with a blue pencil.
- Step 5** Complete your graph with a suitable title and a label for each of the three axes.
For more information on this skill, see page 17 of ‘The geography toolkit’.

Practise the skill

- 1 Using the steps shown above and the data in Source 9, draw a climate graph for Windhoek. Refer to page 17 of ‘The geography toolkit’ for an example of a climate graph.

Extend your understanding

- 1 **Examine** the map of Namibia in Source 8.
 - a Identify three water resources on this map.
 - b Which BOLTSS feature of the map helped you locate these resources?
- 2 **Describe** the distribution of rainfall in Windhoek in a 12-month period. Remember, ‘distribution’ refers to the space and placement of the rainfall rather than the times. For this reason, you should use the map, rather than the climate graph, to answer this question.
- 3 How does the annual rainfall pattern in Windhoek make dams and reservoirs unreliable water sources?
- 4 In your opinion, does Windhoek suffer more from physical water scarcity or economic water scarcity? Or do you think they suffer from them both equally? **Explain** your answer using examples.

3.8

Why tropical cyclones occur

Learning intention

By the end of this topic, you will be able to:

- » explain the environmental processes that cause tropical cyclones.

natural disasters

major hazardous events resulting from a natural process of the Earth (e.g. floods, volcanic eruptions, tsunamis)



Quiz me!

A quick quiz on why tropical cyclones occur

While water is a precious resource, we must acknowledge that it has the potential to be hazardous. Many of the **natural disasters** that occur on Earth involve water, such as floods, tsunamis and tropical cyclones.

Tropical cyclones, sometimes referred to as hurricanes or typhoons, are one of the world's most destructive natural disasters. They form over warm oceans, bringing heavy rainfall and strong winds to land. They are referred to as tropical cyclones because they originate over areas in the tropics, a region of Earth surrounding the Equator (see page 96 for more information). These huge storms leave a trail of destruction throughout the tropics every summer – from the Atlantic coast of North America to Asian countries, such as the Philippines and Bangladesh, to right here in northern Australia – meaning tropical cyclones are among our deadliest disasters.

How do tropical cyclones start?

Tropical cyclones form over warm areas of the Atlantic, Pacific and Indian oceans, typically during summer or autumn. They only form over areas where the water temperature is above 27°C. The warm water evaporates, creating warm moist air that begins to rise. Cooler winds from the side then rush in, and the rotation of the Earth causes this column of rising air to start spinning and moving forward.

As the cyclone moves across the ocean, the warm moist air rises high into the atmosphere where it cools and turns into water droplets. The water droplets create clouds and rain, forming gigantic thunderstorms. As the cyclone turns faster and rain begins to fall, it becomes more hazardous. The winds within a cyclone can reach extraordinary speeds of up to 300 kilometres per hour. As the rising air reaches the centre of the cyclone it descends, creating a calm area known as the eye of the cyclone.

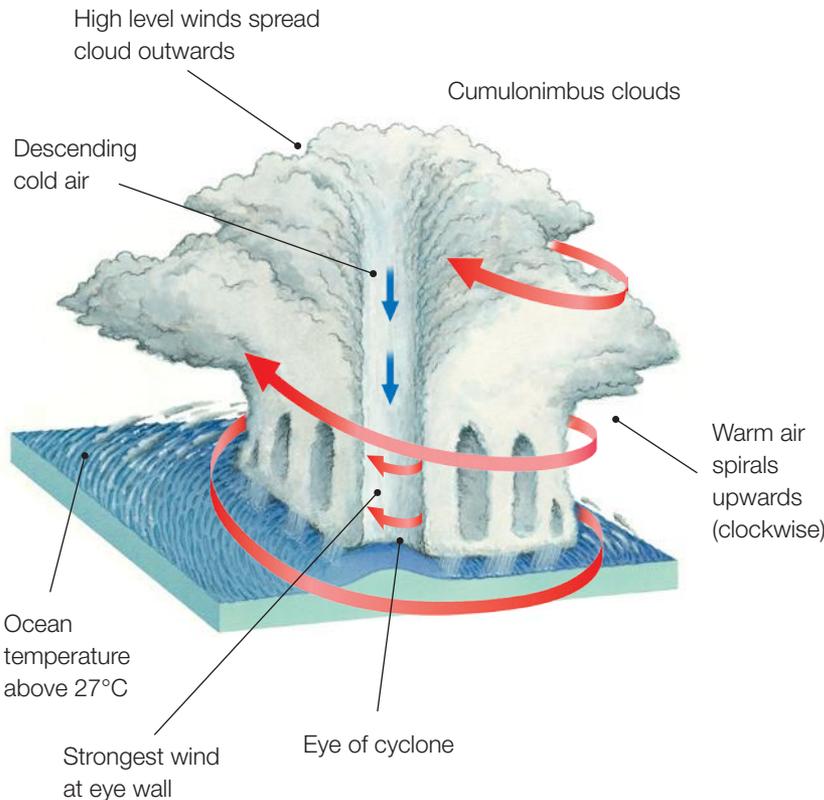
Now fully formed and growing in size and strength, the cyclone moves across the warm ocean towards land. As it crosses the coast its heavy rain and strong winds cause damage to natural environments, such as forests and coral reefs, as well as human environments, including homes and roads.



Source 1 An oblique aerial photograph of a community in Mozambique affected by Cyclone Idai in 2019

As it moves further inland and away from the energy of the warm ocean, the cyclone weakens. Winds slow, rain becomes less heavy and the cyclone eventually disappears. Cyclones can last for many days – the longest cyclone on record was Cyclone John in 1994, lasting 31 days. They can also be enormous in size, reaching a diameter of up to 1000 kilometres.

Cyclones are usually given names so that weather forecasters and the media can communicate about each one to the public. In Australia, cyclones are named with human names in alphabetical order from the first one of each season.



Source 2 A cross-section of a tropical cyclone



Source 3 A satellite image of tropical cyclone Yasi crossing the Queensland coast in February 2011; Cyclone Yasi originated in Fiji, so the Fijian Meteorological Service named it.

3.8 Check your learning



Retrieve

- 1 What are the main conditions needed for a tropical cyclone to form?

Comprehend

- 2 **Explain** why tropical cyclones only form in tropical regions of the world.
- 3 Use the scale and a ruler to estimate the diameter of Cyclone Yasi in Source 3.

Analyse

- 4 **Examine** Source 1.
 - a Describe the damage to the human-made environment caused by Cyclone Idai.

- b Describe the damage to the natural environment caused by Cyclone Idai.
- c This is a coastal community. Why is it more common for tropical cyclones to affect coastal communities than inland communities?

Apply

- 5 Design a machine to **create** a cyclone using only the equipment in the science laboratory at your school. Sketch, label and annotate your cyclone machine, then write a short paragraph explaining how your machine works.

3.9

Where tropical cyclones occur

Learning intention

By the end of this topic, you will be able to:

- » explain the environmental processes that cause tropical cyclones.

Source 4 An infographic depicting the five categories of cyclones



1 → 119-153 kph
→ 74-95 mph
Minimal Damage



2 → 154-177 kph
→ 96-110 mph
Moderate Damage



3 → 178-208 kph
→ 111-129 mph
Extensive Damage



4 → 209-251 kph
→ 130-156 mph
Extreme Damage



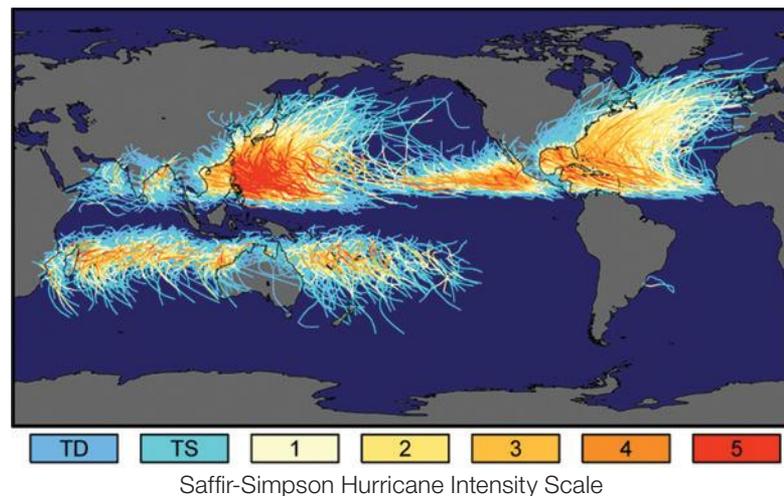
5 → >252 kph
→ >157 mph
Catastrophic Damage

Each year about 45 tropical storms form over warm oceans and transform into powerful tropical cyclones. They are not evenly distributed across the globe. Some places experience many cyclones and can be considered 'cyclone hotspots', while many places on Earth receive no cyclones at all.

In Australia we use a classification system to determine the strength and intensity of each cyclone. The different categories, ranging from 1 to 5, are outlined in Sources 4 and 5 below. In a category 1 cyclone, winds reach 150 kilometres per hour while in a category 5 cyclone, they exceed 250 kilometres per hour (see source 4 for more details).

Source 5 shows the paths taken by tropical cyclones over the last 150 years. The different categories of cyclones are represented by colours on the map.

TRACKS AND INTENSITY OF ALL TROPICAL STORMS



Source 5 A map of the world showing cyclone tracks and intensity; tropical cyclones are referred to as 'hurricanes' in places such as North America, and 'typhoons' in many Asian countries. TD indicates tropical depressions, while TS indicates tropical storms.

Australian tropical cyclones

Much of northern Australia is surrounded by warm, tropical waters. This makes the region vulnerable to tropical cyclones. Our official cyclone season begins in early November and lasts until late April. In that time, an average of six cyclones cross the coast in tropical Australia, although this can vary greatly from year to year.

Because of this, it is difficult to predict when and where tropical cyclones will occur in Australia. The Bureau of Meteorology, Australia's national weather, climate, and water agency, closely monitors the changing weather conditions in and around the country to make sure that the population is as prepared as possible.

In the southern hemisphere where Australia is located, winds spiral around the cyclone in a clockwise direction. By contrast, cyclones in the northern hemisphere rotate anti-clockwise. Interestingly, Australian cyclones tend to follow much more unpredictable paths than those in other places. Rather than moving in a straight line, they seem to move in any direction, and some have even been known to reverse direction.

Interpreting a flow map

Flow maps, like the one in Source 6, show movement from one place to another. The green arrows in this map tell us the direction and reach of different cyclones that have affected Australia. Pay attention to the length and shape of each line –

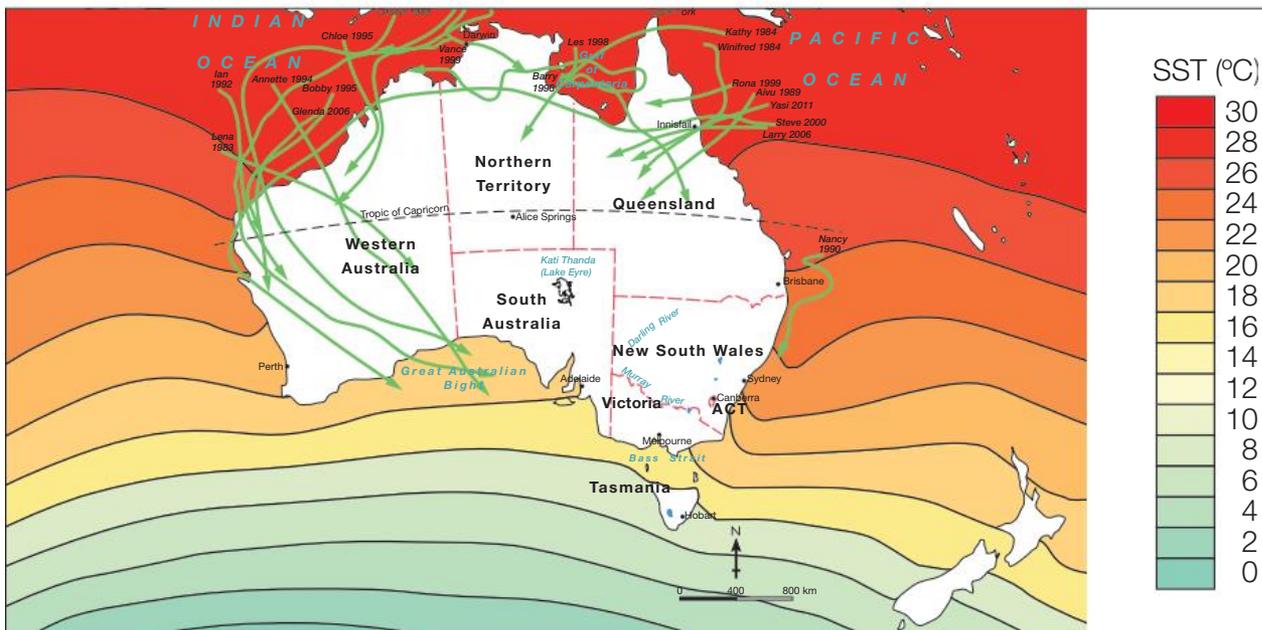
Cyclone Annette, for example, started in the Indian Ocean off the north-western coast of Australia in 1994. From reading the flow map, we can see that it travelled across Western Australia and all the way down to the Great Australian Bight.

Log onto your obook pro to complete the Key skill: Interpreting a flow map.

KEY SKILL
Interpreting & analysing

Key skill worksheet
Interpreting & analysing:
Interpreting a flow map

AUSTRALIA: CYCLONES AND REGION SEA SURFACE TEMPERATURE (SST) AVERAGES



Source 6

Source: Oxford University Press

3.9 Check your learning

Analyse

- 1 Using your atlas and Source 5, **identify** the world's cyclone hotspots. Use the names of oceans in your list, for example, western Pacific Ocean.
- 2 **Examine** (look closely at) Source 6.
 - a Identify and describe the purpose of this type of map.
 - b Identify the regions in Australia that have experienced more than 10 cyclones in the last 50 years.
 - c Describe the interconnection between the number of cyclones and sea temperatures in summer.
 - d Describe the movement of cyclones in Australia.

Apply

- 3 a **Investigate** the link between climate change and rising sea surface temperatures.
- b Following your research, **discuss** this statement: 'Tropical cyclones are expected to become more intense because of climate change.'
To discuss, make sure you:
 - read the question carefully
 - outline how true this statement is, based on what you have learned
 - outline how untrue this statement is, based on what you have learned
 - give your own opinion on the topic.

Map it!
Australia: Cyclones and region sea surface temperature (SST) averages

3.10

The impacts of tropical cyclones

Learning intention

By the end of this topic, you will be able to:

- » describe the economic, environmental and social impacts of tropical cyclones on people and places.

CASE STUDY

Tropical cyclones often leave devastating and widespread impacts on the places they travel through. From the moment a cyclone's enormous storm waves travel onto land and batter the coastline, it leaves a trail of destruction in its path. For example, a powerful cyclone's strong wind can destroy whole cities and farming areas, while heavy rain can flood low-lying areas.

Typhoon Haiyan

Typhoon Haiyan struck the Philippines in 2013. Haiyan originated in the warm waters of the northern Pacific Ocean on 2 November 2013 and began moving west towards the countries of Micronesia, Palau and the Philippines.

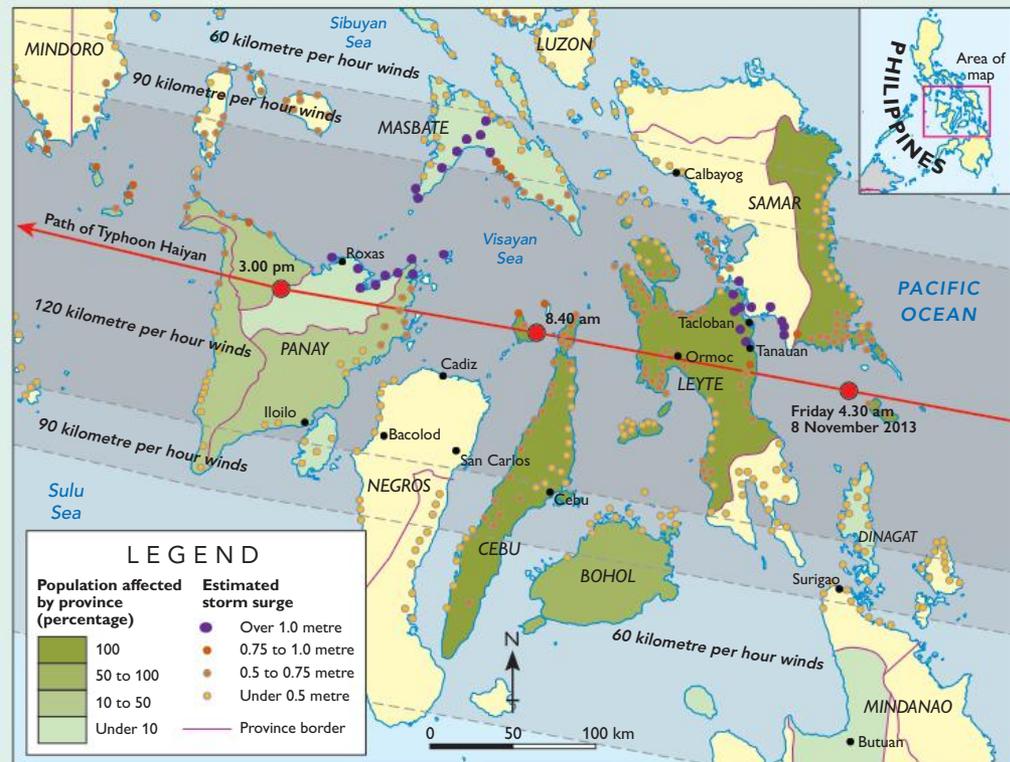
As it moved, Haiyan grew larger and more powerful until it was classified as a category 5 cyclone. Travelling westwards, it destroyed cities, villages and rural communities. More than 6000 people

were killed, and over 6 million people were displaced from their homes.

There have been many tropical cyclones that have had a significant impact in the years since Haiyan. It is an important event to study because it helps us understand the three serious hazards caused by tropical cyclones. They are:

- gale force winds
- torrential rains
- storm surges.

PHILIPPINES: TYPHOON HAIYAN'S STORM TRACK



Source 7

Source: Oxford University Press



Enlarged map

Philippines: Typhoon Haiyan's storm track

Hazard 1: Gale force winds

You may have heard the phrase ‘it’s blowing a gale!’ used to describe windy weather conditions. A gale force wind is a strong wind that travels over the speed of 63 kilometres per hour. Gale force winds can cause significant damages to natural and human-made environments.

Tropical cyclones produce the world’s strongest winds. By the time Haiyan crossed the coast of the Philippines on 7 November 2013, it had grown to become the most powerful storm to ever hit land, with wind speeds of 315 kilometres per hour. These strong winds caused significant damage – they destroyed roads and powerlines, uprooted trees and completely flattened entire villages. Fallen trees and power lines made it impossible to travel by road, which made it difficult for rescue teams to reach the victims of the disaster.

The damage caused by these gale force winds also had long-term impacts on the people of the Philippines. Up to 30000 fishing boats were destroyed by the powerful winds, resulting in a loss of income for many fishermen. Many species of plants and animals lost their habitat after entire forests were flattened by the wind. In the coastal Iloilo Province, a major oil spill occurred when a ship loaded with 1.4 million litres of oil was blown ashore and leaked into the stormy seas. The oil polluted 10 kilometres of coastline, displacing people from their homes and causing significant damage to an area of mangroves.

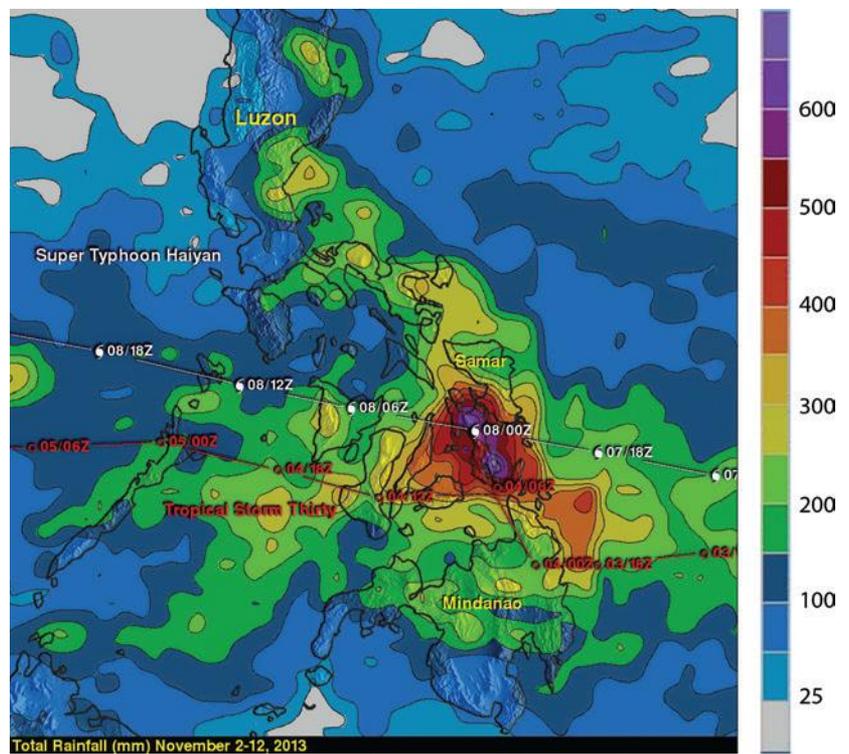


Source 8 Powerful winds created by Haiyan destroyed whole towns and fishing fleets.

Hazard 2: Torrential rain and flooding

As you have learnt, water evaporates and travels upwards before cooling and falling again as rain. This process also takes place during a cyclone, but on a much larger and more dangerous scale. As a cyclone moves across the warm ocean, huge quantities of water evaporate from its surface and travel upwards. By the time a cyclone crosses onto land, this evaporated water falls as torrential rain.

‘Torrential rain’ is a term given to very heavy rainfall that falls rapidly. Torrential rain can cause widespread flooding, as low-lying areas like rivers and dry lakes rapidly flood with water that spreads quickly. The power of flooding is such that it can wash away buildings, roads and bridges. Even as a cyclone moves inland and weakens, the heavy rain can continue for many days.



Source 9 Philippines rainfall over 2–12 November 2013. Some areas received almost 300 millimetres in only 12 hours.



Key skill worksheet
Interpreting &
analysing: Analysing
change

Floods caused by Typhoon Haiyan devastated large areas of farmland, destroying crops such as rice, corn and sugar. It was estimated that more than 70 000 hectares of farmland were destroyed by floods. This affected communities significantly, causing many farmers to lose personal income and food shortages in affected areas where crops had been destroyed.

Hazard 3: Storm surges

The air within a tropical cyclone rises so rapidly that it lifts the surface of the ocean below it. As the cyclone moves towards land, a large dome of higher sea levels travels with it. Driven onto the land by powerful winds, the water rushes onto the land in great waves. This is known as a storm surge. Storm surges can cause immense damage to natural and human-made environments.

During Typhoon Haiyan, waves up to 5 metres high slammed into the Filipino coastline. The damage was worst in low-lying areas such as Tacloban City where the water rose to the height of the second storey of many of the town's buildings. Driven by huge waves, the rising water carried debris such as cars, boats and buildings. Important infrastructure in the city, including the airport, electricity and water infrastructure, was destroyed.

Many of the survivors fled the city and sought refuge with friends and relatives. In one case, an evacuation centre where people had taken shelter was flooded, and many died in the chaos. Thousands of people died from the storm surge.

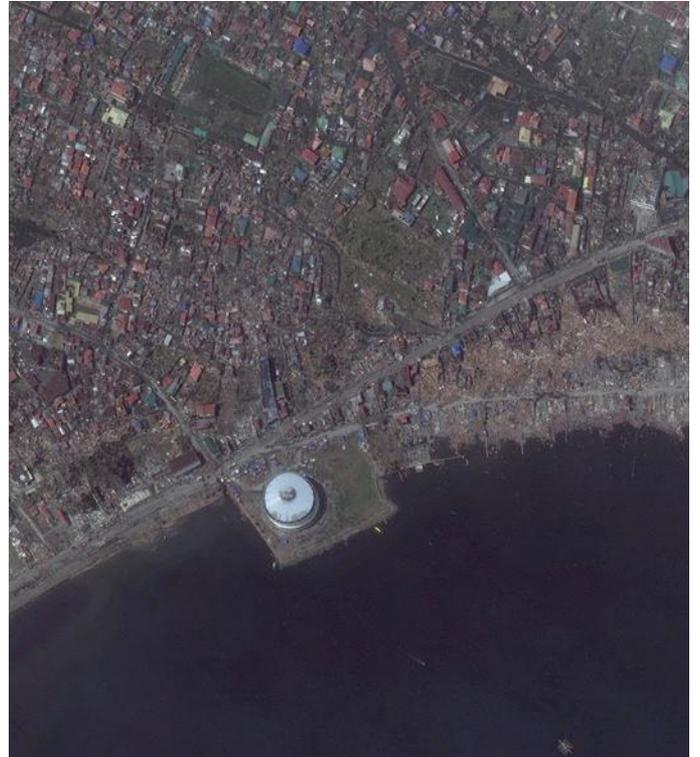
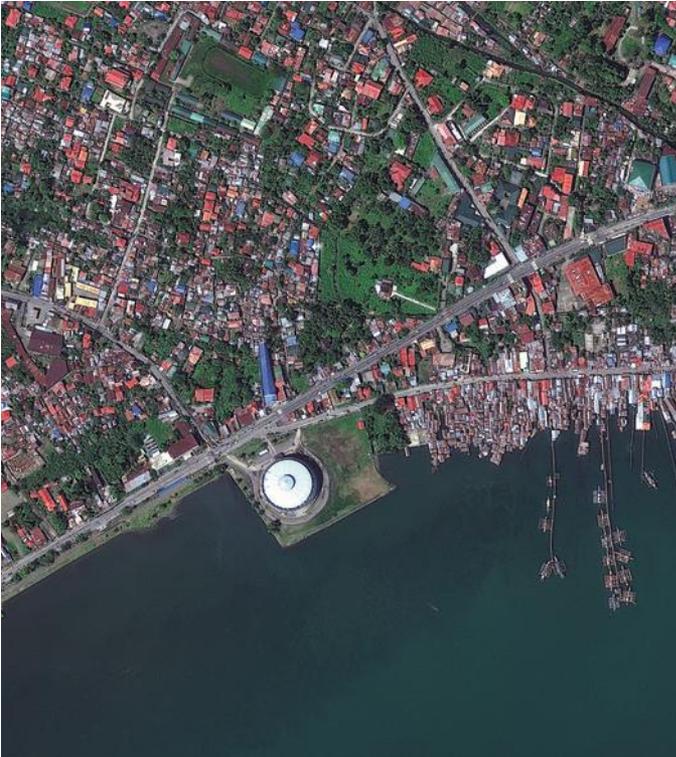
The impacts of the disaster continued for many months. Over 6 million Filipinos had lost their sources of income. In Tacloban, desperate people stole food and other goods from shops as the police struggled to maintain control. The damage to water infrastructure meant that people could not access clean water, and diseases spread through poor sanitation and polluted water.



Quiz me!
A quick quiz on the
impacts of tropical
cyclones

Source 10 Flooded rice fields in Iloilo Province, central Philippines





Sources 11 and 12 Satellite images of downtown Tacloban City, 23 February 2012 (left) and 10 November 2013 (right)

3.10 Check your learning



Comprehend

- 1 **Describe** the three serious hazards caused by tropical cyclones.
- 2 **Explain** how food supplies can be disrupted by a tropical cyclone.
- 3 **a** What is a storm surge?
b Why are storm surges so devastating?
- 4 Using Sources 7 and 9, **explain** why the impacts of Typhoon Haiyan were greatest in the places closest to its path.

Analyse

- 5 **Examine** (look closely at) Sources 11 and 12.
 - a** Identify the geographical concept that these two satellite images reflect. Give reasons for your answer. Refer to topic 1.1 of 'The geography toolkit' to help answer this question.
 - b** Identify as many impacts to the natural environment as you can.

- c** Identify as many impacts to the human-made environment as you can.
- 6 Tsunamis are another natural disaster that have some similarities with storm surges. Using the internet, research tsunamis. In a short paragraph, **distinguish** between a storm surge and a tsunami. Remember, when you distinguish between two things, you should talk about how they are different.

Apply

- 7 Locate Tacloban in Source 7. Why do you think this location is so vulnerable to storm surges?
- 8 **Create** a diagram with three circles inside each other, like a target. Inside the first circle, list the immediate impacts of cyclones, in the second circle list the short-term impacts (those that last about a week). In the final circle, list the long-term impacts (those that last longer than a week).

3.11

Preparing for tropical cyclones

Learning intention

By the end of this topic, you will be able to:

- » explain how we can prepare for and respond to tropical cyclones.

Tropical cyclones are a part of the natural cycle of weather, which means it is impossible to prevent them. There are, however, many steps that we can take to lessen the impact of cyclones on people and places.

- 1 We can track the paths of cyclones and try to predict their future paths, so people have time to prepare.
- 2 We can ensure that people, homes and communities in cyclone-prone regions are properly prepared.
- 3 When a cyclone does strike, we can respond quickly and efficiently to save lives and make the affected area safe.

Predicting tropical cyclones

meteorologists

scientists who study the atmosphere to predict and understand the weather

To predict where and when a cyclone will strike, **meteorologists** use thousands of observations from radar, weather balloons, satellites and other sources. They use their observations to forecast the weather and inform the public about upcoming weather events. This includes issuing cyclone alerts and warnings.

See, think, wonder *

Look at Source 13.

- What do you see?
- What do you think?
- What do you wonder?



Quiz me!

A quick quiz on preparing for tropical cyclones



Source 13 Meteorologists use information from many sources when predicting the weather.

Preparing for tropical cyclones

People who live in areas where cyclones occur can do several things to prepare for cyclone season. Most importantly, they should make sure that their home is strong enough to resist the force of the cyclone and that it is built in a place away from the storm surge zone. They should also have a plan in case they need to evacuate, including having a prepared evacuation kit in case they must leave their home and travel to a safer area.

Seawalls: help or hindrance?

Following Typhoon Haiyan, a 4-metre-high, 27-kilometre-long seawall was constructed to protect Tacloban and surrounding areas from storm surges. This large endeavour was expensive to build and has significantly altered the landscape. While it is a smart prevention strategy for sea surges, local residents are concerned about its impact.

Many homes were demolished to provide space for the wall, meaning that families with deep connections to that place had to be relocated. Many of these people are fisherfolk, who rely on access to the coast to catch fish and are likely to suffer financially as a result.

For more information on this key concept, refer to page 7 of 'The geography toolkit'.

KEY CONCEPT

Place



Source 14 An example of a seawall built to prevent damage to towns from storm surges.

Responding during tropical cyclones

Living through a tropical cyclone can be terrifying and dangerous, which means it is important to be prepared. The safest way to avoid being injured by a cyclone is to evacuate, but evacuation must be done early, before the cyclone arrives on land. As you have learnt, cyclones can cause serious damage to roads, which means it is very dangerous to drive during one.

Some steps that people should follow if they are at home during a cyclone are:

- staying indoors until the cyclone has passed
- keeping away from glass doors and windows
- closing all shutters, blinds and curtains
- taking refuge in a small interior room or a cupboard
- not being fooled if the winds suddenly drop, because the eye of the cyclone may be passing overhead
- having a battery-powered radio with you whenever possible.



Video

'Twisters' in the USA

3.11 Check your learning



Retrieve

- 1 How do satellites help communities prepare for a cyclone?
- 2 **Identify** the safest place in your home during a cyclone.

Comprehend

- 3 Do you think seawalls are a good strategy to prepare for storm surges? **Explain** your answer.

Analyse

- 4 In a small group, decide what items need to be included in a cyclone evacuation kit. Rank these items in order of importance, and give reasons for your ranking.

Apply

- 5 Communities in developing countries are often affected more severely in disasters than those in developed countries. In small groups, **discuss** why this is the case. Come together as a class and share your answers.
- 6 Tourists can be affected by cyclones as well as locals. **Create** a poster to be displayed in hotel rooms in the Philippines explaining what to do during a cyclone. The messages need to be in pictures rather than words because tourists speak many different languages.

3C

SKILLS IN CONTEXT



Test me!

Once you've finished the topics in this section, test yourself with this quiz and find out which worksheet you should do.



Weblink

Cyclone Yasi

Cyclone Yasi

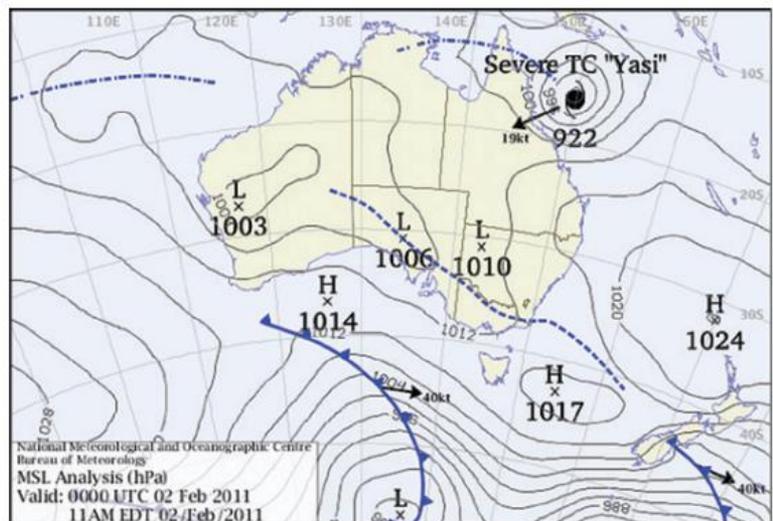
In early 2011 a severe tropical cyclone named Cyclone Yasi crossed onto land in northern Queensland. Cyclone Yasi was a category 5 cyclone, which is the highest ranking of intensity for cyclones.

In the early hours of 3 February, Yasi crossed the coast near Mission Beach, which is located between Townsville and Cairns. With it, Yasi brought huge gale force winds, estimated at 285 kilometres per hour.

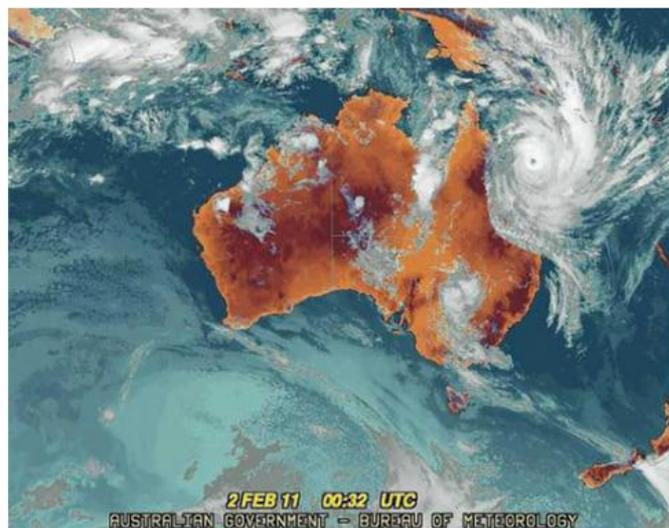
Flights out of Queensland filled up quickly as thousands of people evacuated the area. Despite being one of the most powerful cyclones to have ever affected Australia, only one death occurred. However, the landscape was severely damaged: trees and power lines were brought down, houses were destroyed and roads were damaged.

In Cardwell, a small coastal town, the storm surge reached just under 7 metres.

Source 15 Australia: Weather map of Australia, 2 February 2011
Source: Bureau of Meteorology



Source 16 Satellite image of Australia on 2 February 2011
Source: Bureau of Meteorology



KEY SKILL

Interpreting & analysing

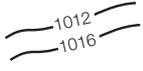
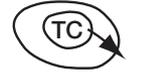
Reading a weather map

Weather maps show what is happening to the air and in the atmosphere. They show air pressure (the movement of air rising, falling and spinning) as a series of lines. This helps meteorologists make predictions about temperature, wind and rainfall.

We can use symbols on weather maps to predict the weather. For example, in Source 15, there is a dotted line to the east of Adelaide. Source 17 tells us that this dotted line is known as a ‘trough’ that brings in rain. In the Southern Hemisphere, air moves slowly from west (left) to east (right). This means the trough has already passed through Adelaide, so it is likely they experienced rain in the days before this map was created.

To predict the weather using a weather map, consider how the conditions in the atmosphere are affecting a place, and follow these steps:

- Step 1** Look at the map. Is this location in the northern or southern hemisphere? In which direction will troughs and cold fronts move?
- Step 2** Can you see any unusual patterns on the map, or are the symbols distributed evenly?
- Step 3** Pick a section of the map to examine closely.
- Step 4** Identify the shape and size of the isobars in this area. What does this tell you about the air pressure?
- Step 5** Identify the shape and size of the high or low pressure areas. Are the conditions warm and dry, or cool and wet?
- Step 6** Identify the different types of lines in this area. What does this tell you about rainfall?

Symbol	Name	Explanation
	Isobar	A line connecting places with the same air pressure; the closer together the isobars, the stronger the wind.
	High pressure cell	Air rotates anti-clockwise around a sinking air mass; conditions are warm and dry.
	Low pressure cell	Air rotates clockwise around a rising air mass; conditions are cool and wet.
	Cold front	A line showing where cold air moves into an area and forces warm air to rise, cool and cause rain; cold fronts move in the direction of the arrowheads.
	Warm front	A line showing where warm air moves into an area, rises and cools; this often produces light rain and showers.
	Trough line	A long area of rising air often brings a line of rain and sometimes thunderstorms.
	Rainfall	On some weather maps, shading is used to indicate a region where rain is likely to fall.
	Tropical cyclone	Air rises rapidly and rotates clockwise with a calm centre; conditions are extremely windy and wet, and flooding is likely; cyclones move in the direction of the arrow.

Source 17 Weather map symbols

Practise the skill

- 1 Using the steps above, **examine** the map in Source 15.

Extend your understanding

- 1 Using Source 15, **describe** the weather conditions in Melbourne on 2 February 2011. What was the weather likely to have been like a few days before this date?

- 2 Source 16 is a satellite image that shows Australia at the same time as the situation shown in the map in Source 15.
 - a **Explain** the relationship between trough lines and clouds.
 - b Use these images to write a reflection on how the weather can be so different in different parts of Australia at the same time.

3

CHAPTER REVIEW

Review activity

Read the text below and respond to the following questions.



Enlarged map
Aral Sea basin:
Water resources

The Aral Sea

The Aral Sea is located on the border of Kazakhstan and Uzbekistan. In the early 1960s, the two rivers that channelled water to the Aral Sea, the Amu River and the Syr River, were diverted to irrigate areas of the surrounding desert to grow rice, melons, cereals and cotton. From 1960 to 1998, the size of the Aral Sea shrank by 60%, and its volume was reduced by 80%. In 1960 the Aral Sea was the fourth-largest lake in the world. Today, it is the thirty-first largest. Over the same period of time, the lake has also become five times saltier.



Source 18 Fishing boats sit rusting in the desert. This area was once covered by the Aral Sea which supported a thriving fishing industry.

ARAL SEA BASIN: WATER RESOURCES



Source 19

Source: Oxford University Press

- Name** the two rivers that channel water into the Aral Sea. (2 marks)
- Describe** two environmental features in this area that make it vulnerable to water scarcity. (2 marks)
- Suggest two ways the river might be used by people. (2 marks)
- How do these uses affect the natural environment? (4 marks)

- 'Even though it is unfortunate the Aral Sea has shrunk in size, it is a worthy sacrifice to make because water is being diverted to grow crops and feed people.' **Determine** (decide) whether you agree with this a lot (strongly), a little bit (somewhat) or not at all. In your answer, think about different perspectives as well as your own. (10 marks)

(Total: 20 marks)



Chapter checklist

Now that you have completed this chapter, reflect on your ability to do the following:

	I can do this.	I cannot do this yet.
Explain the importance of water in our world.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 3.1, page 74.
Compare Australia's Murrumbidgee area and Vietnam's Mekong Delta as economies based on irrigation.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 3.2, page 76.
Explain how competing uses of water can make it difficult for communities to manage water resources.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 3.3, page 78.
Explain why water is a difficult resource to manage. Describe the spiritual significance of water in India.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 3.4, page 80.
Understand different types of water scarcity, including physical and economic water scarcity.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 3.5, page 84.
Explain the factors that contribute to water scarcity.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 3.6, page 86.
Describe strategies for managing the sustainability of water supply.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 3.7, page 88.
Explain the environmental processes that cause tropical cyclones.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topics 3.8 and 3.9, pages 92 and 94.
Describe the economic, environmental and social impacts of tropical cyclones on people and places.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 3.10, page 96.
Explain how we can prepare for and respond to tropical cyclones.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 3.11, page 100.

Check your Student **obook pro** for these digital resources and more:

pro



Student book questions
Chapter 3



Key skill worksheet
Communicating:
Chapter 3

Quizlet

Play a game of Quizlet on Valuing and managing water.



Chapter review quiz
Chapter 3

CHAPTER

4

Living in Australia

First Nations peoples and early European settlers to Australia both made decisions about where to live based on the availability of resources they needed to survive, such as water, food and shelter. First Nations peoples also had, and continue to have, strong connections with some places.

Today there are many more factors that influence where people live. As well as needing access to food, water and shelter, people also choose where to live based on access to services (such as hospitals and schools), environmental quality (such as access to clean air and parklands) and safety. Connections to family, friends and places also influence where we live. Where we choose to live can also change over time due to factors such as employment, schooling choices, property prices and health needs. In retirement, many people opt for a sea change or tree change to enjoy a more relaxed lifestyle.

» Source 1 Caloundra, on Queensland's Sunshine Coast, is one of the state's fastest-growing towns.





4A

Where do Australians live and why?

4B

How do people connect to places?

4.1

Why we live where we do

Learning intention

By the end of this topic, you will be able to:

- » understand the concept of liveability and that it means different things to different people.

The **liveability** of any place is closely linked to how suitable and enjoyable we think that place is to live in. How liveable we find a place to be depends on our own wants and needs and whether they are met. What we like about places can depend on our age, income, cultural background, lifestyle, values and beliefs. The following factors influence how liveable we find a place.

What we like to do

Access to services and facilities that allow us to do the things we enjoy influences what we think of the place we live. This, in turn, increases how highly we rate its liveability.

Sport and recreation play an important part in the lives of many people. Team sports (such as netball, football and soccer) can be played in most places. Community facilities (such as sports stadiums and sporting parks) are provided in most communities. If somebody loves surfing, they might consider a coastal town more liveable than an inland town. Mountain bikers might prefer to live in a rural area or on the edge of a city, close to open spaces where they can ride their bikes on suitable trails.

Where we like to go

The places we like to go to, and how easy they are to get to, also affect the liveability of a place.

If a person likes to catch up with friends, go to the movies or go shopping at the local shopping centre, then how easy it is to get there might influence how liveable they think the area is. For example, can they easily catch a bus, train or tram, or do they need to walk, drive or ride a bike? Think about how easy it is for you to travel from your home to where you like to go. Is it difficult? This could make you feel negatively about where you live, decreasing its liveability. If your parent or carer decided to move to another area with you, would that make it easier for you to travel to where you like to go? If so, this would increase the liveability of that place for you.

Source 1 People who enjoy mountain biking might prefer to live close to open spaces.

liveability

an assessment of what a place is like to live in, based on factors such as access to schools, safety and health care

Source 2 Brisbane's bus network helps to move people through the busy city.



Quiz me!

A quick quiz on why we live where we do





Special places

We all have places that are special to us. There are many different reasons for this. Some places appeal because of the way they look. This is known as aesthetic appeal. Others appeal to us because they are familiar or are attached to memories of things we have done. This is known as sentimental appeal. We may even have a spiritual connection with a place. As the traditional custodians of Australia, First Nations peoples have very strong connections with places. Places are a dominant feature of their stories and lives. These spiritual connections can also increase the liveability of one place over another.

Every year about 5000 Australians are asked to take part in a survey about the factors that they believe make a place liveable. Their replies are often like the replies of people from all around the world when asked the same question. Most people agree that a liveable place:

- feels safe
- has high quality health services
- has affordable, decent housing
- has reliable and efficient public transport
- has good job prospects.

Source 3 Carnarvon Gorge in central Queensland is a place of great importance to its traditional owners, the Bidjara peoples and Karingbal peoples, who have had a long relationship with the whole area. Carnarvon Gorge is also significant for its rich displays of rock art, and for its place in Dreaming stories, which tell of the Rainbow Serpent Mundagurra creating the gorge as he moved through creeks, carving the sandstone as he travelled.

4.1 Check your learning



Retrieve

- 1 In your own words, **define** 'liveability'.
- 2 What characteristics of a place attract us? List these characteristics and write a short description of each one.

Comprehend

- 3 **Describe** some things that you like to do. Where would be a good place to live that enables you to do these things?
- 4 **Describe** some places you like to go. Where would be a good place to live that enables you to go to these places?
- 5 Look at the places shown in Sources 1 and 2. **Explain** what aspects of each place might make them 'liveable' to people.

Analyse

- 6 What are some important aspects of liveability that do not require a lot of money?
- 7 **Compare** how a person of your age and a much older person might have different ideas about the liveability of a place. Remember, when you compare two things, you must talk about how they are similar and how they are different.

Apply

- 8 **Discuss** the special places in your life with a partner. Why do you have a special connection to these places?

4.2

Where early Aboriginal peoples lived

Learning intentions

By the end of this topic, you will be able to:

- » describe where early Aboriginal peoples lived and why
- » understand the spiritual connection that Aboriginal peoples have with the land.

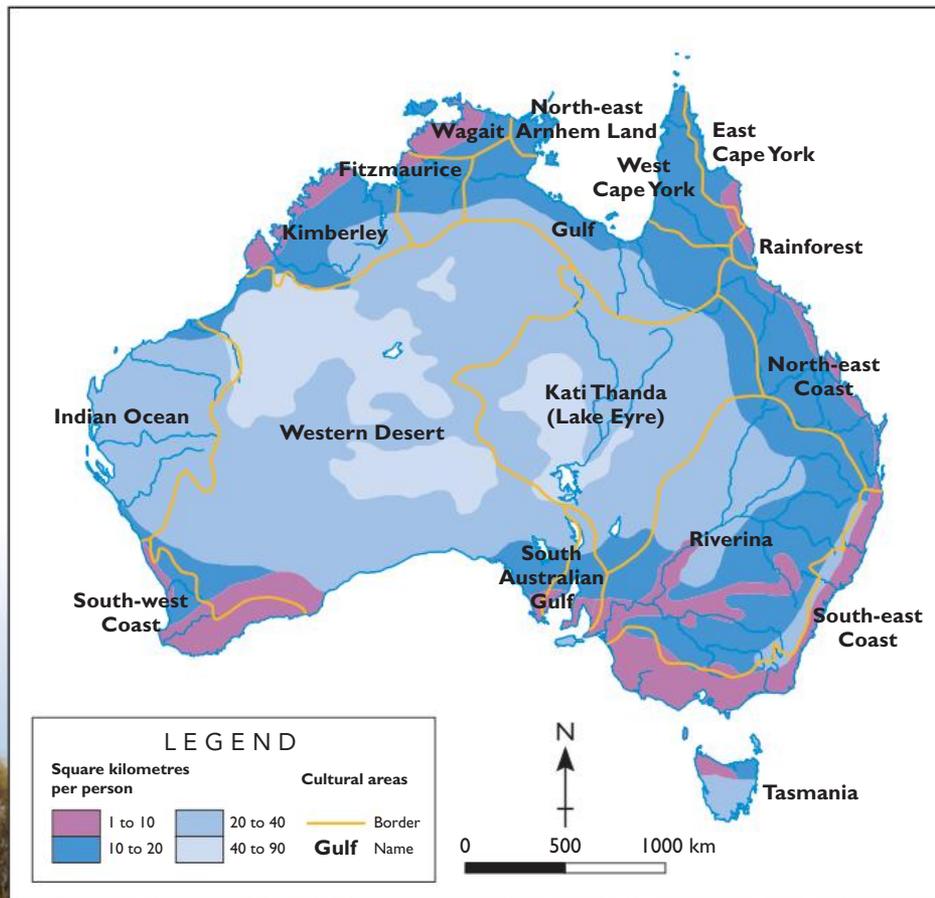
It is impossible to know precisely when the first people arrived in Australia, but many historians estimate it was at least 65 000 years ago. At that time, sea levels were lower than they are today. The islands of Indonesia were part of the Asian mainland, and historians believe that over time people walked and undertook short sea voyages to reach what is now northern Australia. Over thousands of years, these people gradually moved south, eventually reaching the south-western and south-eastern corners of Australia. As sea levels rose, Australia became an island and the cultures and traditions of Aboriginal peoples developed independently from other parts of the world.

AUSTRALIA: LOCATION AND DISTRIBUTION OF FIRST NATIONS PEOPLES IN 1788



Enlarged map

Australia: Location and distribution of First Nations peoples in 1788



Source 4

Source: Oxford University Press

Factors that influenced where Aboriginal peoples lived

Upon reaching the Australian continent, early Aboriginal peoples looked for the most liveable places – those that supplied the resources needed to survive and prosper. Many settled along the northern, eastern and southern coasts as well as along what we now know as the Murray River. In these places, Aboriginal peoples found fresh water and abundant food.

Aboriginal peoples developed a way of life using the natural resources that were available. Trees provided many important resources, including bark to make shelters, canoes and shields, and wood to make fires and spears.

Aboriginal peoples fished the rivers, in some places building elaborate stone traps to catch eels and fish, and hunted larger game such as kangaroo and wallaby. Birds and lizards living in the trees also supplied much of the food. Early Aboriginal peoples used virtually every part of the natural environment to support their way of life – shells, stones, plant fibres, coloured clay and bones all had their uses, but a reliable supply of fresh water, usually a river or stream, was perhaps the most important resource.

Further inland, resources were much scarcer. Aboriginal communities who lived there developed a different way of life suited to these limited resources. Throughout much of Australia, fresh water is hard to find and there are few large animals to supply food. In these **desert** regions, Aboriginal peoples had a more seasonal way of life than the coastal and river peoples. Liveable places changed according to the season, so many groups travelled to follow the natural cycle of monsoon rains, the movement of animals and the fruiting of plants.



Source 5 Aboriginal men in a Queensland rainforest demonstrating traditional hunting equipment

desert
an area that receives less than 250 mm of rain a year



Source 6 In the Tanami Desert in the Northern Territory, the Warlpiri peoples burn spinifex to promote growth.

Aboriginal peoples became excellent hunters and were able to survive in some of the harshest environments on Earth, with very hot climates and not much access to fresh water. They found water in the roots of desert plants and the bodies of dormant (hibernating) frogs. Much of the food came from animals such as insects, grubs and reptiles, as well as from plants such as the bush tomato.

A spiritual connection to the land

Aboriginal peoples developed a deep connection with the land that supported them. While there were hundreds of different nations with different cultural practices and languages (see AIATSIS Map of Indigenous Australia weblink), the importance of the land was a common belief held by all Aboriginal peoples, and is still upheld today. Aboriginal peoples do not see themselves as separate from the natural environment but as part of it. Rather than owning land or living off the land, Aboriginal peoples believe that people live with the land and are responsible for looking after it. Their perception of liveability is based on the principle that the land is much more than just a resource to be used. Aboriginal peoples refer to their land, and their connection to it, as Country.

Caring for Country is an important part of Aboriginal peoples' connection to the land. A common concept in Aboriginal cultures is that you should only take from the land what you need. This is shown in the way Aboriginal peoples have historically looked after and preserved the environment that provided for the community.



Weblink

AIATSIS Map of Indigenous Australia

Source 7 Many contemporary Aboriginal peoples connect with ancestors and beliefs through their traditional homelands.





Source 8 This illustration, by John Helder Wedge in 1835, shows women harvesting yam daisy tubers with digging sticks and turning the soil to help remaining tubers grow again the next year.

Part of the reason that Country is such an important concept to Aboriginal peoples is because their **Dreaming** stories, ancestors, culture and language are all connected to the Country they belong to. When an Aboriginal person is in their Country, their spirits and ancestors keep living through them. Aboriginal peoples see Country as a living being. Like other people might long to see a favourite relative or return to a family home, Aboriginal peoples get their sense of belonging from Country.

Dreaming

the belief system central to some Australian Aboriginal cultures; the Dreaming also provides a moral code and guidance on interacting with Country; the Dreaming is not fixed in time – it is in the past, present and future



Quiz me!

A quick quiz on where early Aboriginal peoples lived

4.2 Check your learning



Retrieve

- 1 Why did many Aboriginal peoples live along the coast or alongside rivers?

Comprehend

- 2 **Describe** how historians believe that people first reached Australia.

Analyse

- 3 Look at Source 4.
 - a What is the purpose of this map?
 - b Using the PQE method (see page 30 of 'The geography toolkit'), **analyse** the location and distribution of First Nations peoples in Australia in 1788.
- 4 **Compare** the ways of life of Aboriginal peoples who lived in the inland desert and those who lived near rivers in south-eastern Australia. What were some of the similarities and some of the differences?

- 5 **a Examine** Source 5. What natural resources have been used to create these hunting tools? Use the text to help you.
 - b How might these resources have been used in other ways to enhance the liveability of early Aboriginal peoples?

Apply

- 6 Brainstorm ways in which early Aboriginal peoples may have used each of these resources: shells, stones, plant fibres, coloured clay, fire and bones.
- 7 When European colonisers arrived in Australia, they had very different views of land ownership and land use to those of Aboriginal peoples.
 - a **Conduct** some research to find out what the views of each group were.
 - b In groups, **discuss** how these different views contributed to conflict between these two groups.

4.3

Where Australians live now

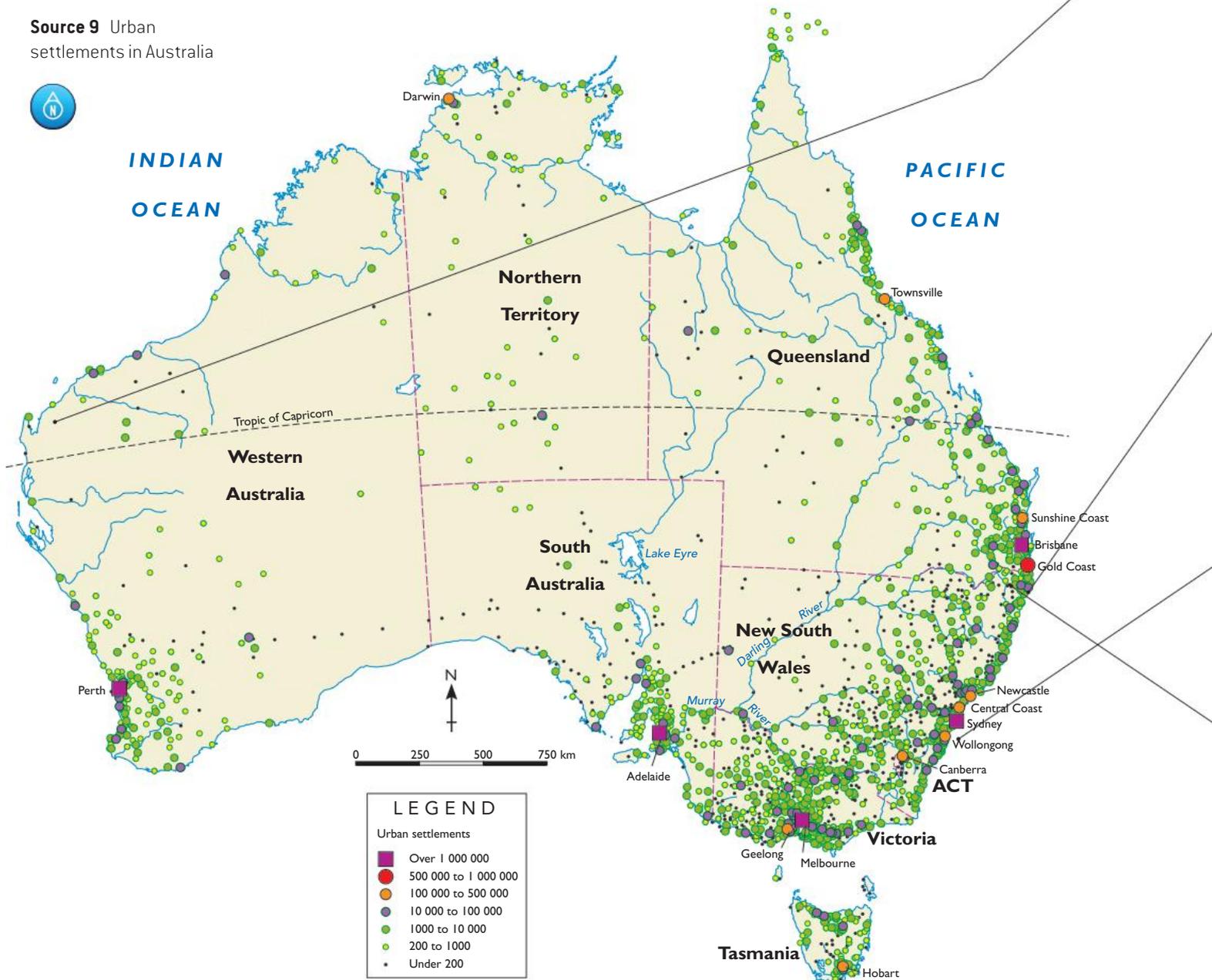
Learning intention

By the end of this topic, you will be able to:

- » compare the distribution and location of services in different types of locations.

In the distant past, people often chose where to live based on whether the place gave them access to the basics necessary for survival, such as water and food. Today, things have changed, as modern technology and infrastructure make food and water available right across Australia, even in the driest and most remote parts of the desert that would have previously been very difficult to live in, if not uninhabitable. As a result, the factors that influence where Australians live have changed and have resulted in a distinct pattern of population distribution (see Source 9).

Source 9 Urban settlements in Australia





REMOTE AREAS

Few Australians live in remote areas, away from towns and cities. Those who do so often have to overcome challenges such as lack of infrastructure and poor access to services like health care, entertainment and shopping. Remote communities include Aboriginal peoples living on Country and also those that have been built to service mines for minerals such as iron ore, gold and coal.



EAST AND SOUTH-EAST COAST

Eight out of every 10 Australians live within 50 kilometres of the east and south-east coast, spreading all along the narrow strip that extends from Cairns to Adelaide. Among the reasons coastal areas are considered liveable are the climate and the environment. The average temperature in coastal areas tends to be lower than the drier, warmer interior of the country. Many people also like to holiday at the coast and increasingly, people who have lived in cities are retiring there.



LARGE CITIES

Two-thirds of all Australians live in large cities. This is one of the highest rates in the world. People choose to live in these places because there tends to be better access to services in cities, including health care, education, shopping, banking and professional services such as accountants and lawyers. There are usually more jobs and a wider variety of jobs in cities. Cities also provide a wider range of entertainment such as music venues, nightclubs, concerts, theatres and big sporting arenas.



SMALL TOWNS AND RURAL AREAS

One in 10 Australians live in small towns of less than 10 000 people. Some features of small towns and rural areas make them more liveable than large cities – for example, housing is cheaper, and the air quality is cleaner without pollution from cities. However, some services such as specialist secondary schools, health care and universities can be more difficult to access, as they tend to be located in cities. There are about 135 000 farms in rural Australia.

4.3 Check your learning



Retrieve

- 1 Where do most Australians live?
- 2 Where do the fewest Australians live?

Comprehend

- 3 Pick one location:
 - cities
 - coastal areas
 - regional areas
 - rural areas.

Write a short paragraph **describing** why people choose to live there.

- 4 **a** In which of the four locations in question 3 do you live?
 - b** List some of the things you enjoy about living in this place.
 - c** List three things that you think would improve the liveability of your area.

Analyse

- 5 **Examine** the map in Source 9.
 - a** Identify the type of map and explain its purpose. See page 26 of 'The geography toolkit' to help answer this question.
 - b** Identify how many Australian cities have more than one million people.
 - c** Using the PQE method (see page 30 of 'The geography toolkit'), describe the distribution of population around Australia.

Apply

- 6 **a** In which of the four locations would you least like to live and why?
 - b** Do you think the answer to this question would be the same for everyone? **Justify** (give reasons for) your answer.



Quiz me!

A quick quiz on where Australians live now



Key skill worksheet

Concluding & decision making:
Justifying your response

4.4

Living in large cities

Learning intention

By the end of this topic, you will be able to:

- » explain how access to shops, clean water, sanitation, education, health services and transport influences the liveability of large cities.

CASE STUDY

metropolitan

a term used to describe a city and its surrounding suburbs

rural–urban fringe

the area on the edge of a city where the city ends and country or farming areas begin

master-planned

following a long-term plan outlining how an area should develop to support population growth; this includes the expansion of residential facilities, amenities and infrastructure

amenities

features that make living in a place more attractive (e.g. public transport, good roads, parks)

Most Australians choose to live in large capital cities. The greatest growth in capital cities usually takes place around the outer edges of **metropolitan** areas. New suburbs appear on what was once farmland in areas known as the **rural–urban fringe**.

As new housing estates are built in this area, other services are attracted to these new suburbs to service the growing population. Schools, public transport, shopping centres, medical centres and sporting facilities are among the services that are built in these areas to meet the needs of the residents. Industrial services, such as power or recycling stations, are often established in these areas because they offer more affordable and accessible land and rent compared to the inner-city suburbs.

Greater Springfield, Queensland

Greater Springfield is a **master-planned** region located on the fringe of the metropolitan area in south-west Brisbane. It is approximately 30 kilometres from Brisbane's central business district (CBD) and part of the City of Ipswich local government area. The region covers an area twice the size of Brisbane's CBD and includes the suburbs of Brookwater, Springfield, Springfield Central, Springfield Lakes, and parts of Augustine Heights and Spring Mountain. In 2021, Greater Springfield had a permanent population of around 37 000 people. City planners expect this figure to more than double by 2030.

What features make Greater Springfield liveable?

Many people consider Greater Springfield liveable because of its accessibility to a wide variety of **amenities**. There are several shopping centres that provide residents with access to supermarkets and retail outlets, as well as services like banks, hairdressers, plumbers, electricians, accountants and lawyers. There are 11

schools in the area, more than ten early childcare centres, and a University of Southern Queensland campus.

One of Greater Springfield's key attractions is the open space it offers residents, with more than 30 per cent of the city designated as green space. At its centre is Robelle Domain, a 24-hectare park with playgrounds, picnic areas, an amphitheatre and even a man-made lagoon. There is also a variety of housing options throughout the different suburbs, including modern residential properties that attract first-home buyers from around Brisbane. The planned design of the Greater Springfield area means every home has easy access to schools, childcare, shopping, parks and sporting fields.

Greater Springfield is linked to other parts of Queensland by road and rail networks. Residents can commute to Brisbane's CBD in 40 minutes using the Springfield train line, while the Centenary Highway connects the region to the rest of Queensland. A person living in Greater Springfield can use public transport to visit the Gold Coast or catch a flight at Brisbane Airport.



Source 10 Satellite images of Greater Springfield in 2002 (left) and 2017 (right). Founded in the early 1990s, Greater Springfield has been developed by the privately-owned Springfield City Group and includes the suburbs of Brookwater, Springfield, Springfield Central, Springfield Lakes, and parts of Augustine Heights and Spring Mountain. It is the largest master-planned city in Australia.



Source 11 The Orion Springfield Central shopping mall provides residents of Greater Springfield with easy access to a range of goods and services.

continued on next page

continued from previous page

What features threaten the liveability of Greater Springfield?

The City of Ipswich is one of the fastest-growing local government areas in Queensland. Between 2011 and 2021, the population increased by approximately 97 800 people. Accounting for more than 10 per cent of this growth, population growth in Greater Springfield is a threat to its liveability. By 2030, the region will need to cater for double its current population.

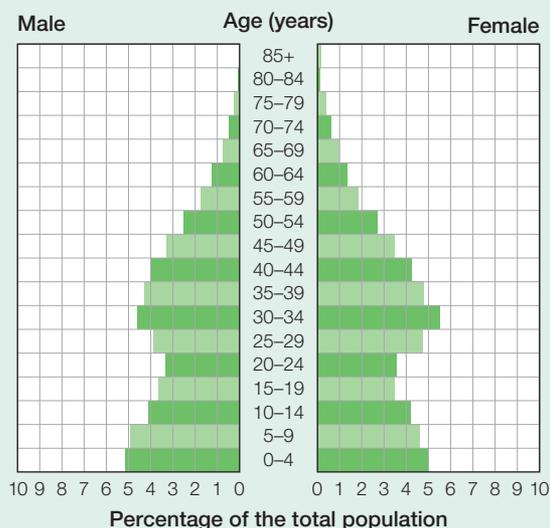
The demand of the rapidly growing population has put strain on the region's road networks. A key road for residents of Greater Springfield, the Centenary Highway often experiences congestion during peak hour and is already struggling with the growing volume of traffic. Peak-hour traffic between Greater Springfield and Brisbane once started at 7 am, but now the roads are busy before 6.30 am.

Housing will also be an issue for Greater Springfield in the future, with greater demand pushing house prices up and limiting the availability of affordable homes. Living in the area may become difficult for many individuals and families. People may also have to downsize or go without features in their home that they desire.

Maintaining Greater Springfield's liveability into the future

Greater Springfield's population is primarily made up of younger people in the workforce and parents. These groups are traditionally key homebuyers and require affordable housing to stay in the area. In addition, their children, who also make up a large percentage of Greater Springfield's population, will need ongoing educational support in the form of childcare, kindergarten, and primary and secondary schools.

Without improvements to public infrastructure, such as road networks and public transport, traffic congestion in Greater Springfield is likely to worsen.



Source 12 Population pyramid for Greater Springfield, 2021



Graph it!

Population pyramid for Greater Springfield, 2021

KEY SKILL

Questioning & researching

Creating and analysing a line graph

Graphs are used in geography to display data and make it easier to understand. Raw data often appears as a confusing table of numbers, so turning data into graphs makes it easier to recognise and analyse trends and patterns. A line graph is a commonly used graph in geography. Line graphs are used to show trends over time (for example, the growth of a city's population).

To draw a line graph, follow these steps:

- Step 1** Examine the data carefully to decide on the axes and the scale you should use so that all the data fits. It is important that the scale on each axis is an even scale. For example, 1 centimetre equals one year.
- Step 2** Construct your axes and your scale using a ruler.

Step 3 Plot the data carefully using a small, neat dot for each entry on your graph.

Step 4 Join the dots with a smooth, freehand line.

Step 5 Label each axis with a description of the data and give your completed graph a title.

Practise the skill

- Using the data provided in Source 13, **create** a line graph showing the population change of Greater Springfield since 2001.

Source 13 The population of Greater Springfield between 2001 and 2021; data provided by idcommunity.

Population of Greater Springfield

Year	2001	2006	2011	2016	2021
Population	3421	11 286	18 426	26 687	37 176

Extend your understanding

- Use the data from your graph to **describe** the changes in the population of Greater Springfield since 2001.
- Explain** why the population has changed as shown in your graph.
- Predict** what you think the population of Greater Springfield will be in 2030. Justify your response.

For more information on this skill, see page 13 of 'The geography toolkit'.

4.4 Check your learning

Comprehend

- Identify** where the greatest growth in capital cities generally occurs.
- Describe** the change that takes place as suburbs spread to the rural–urban fringe.
- Copy this table into your notebook and add factors to each column.

Factors that make Greater Springfield a liveable place	Factors that threaten Greater Springfield's liveability

Analyse

- Look closely at Source 10. **Compare** the two images to answer the questions that follow:
 - Describe how the area of Greater Springfield has changed over time.

- How liveable was Greater Springfield in 2002? Give reasons for your answer.
 - List five new factors that have made Greater Springfield a more liveable place in 2017.
- Using the SHEEPT method, **analyse** the factors that draw people to live in large cities. Refer to page 30 of 'The geography toolkit' to help you write your answer.

Apply

- Write a diary entry from the perspective of a person who has lived in Greater Springfield since 2002. Include their thoughts and feelings about their growing suburb.

4.5

Living in rural areas

Learning intention

By the end of this topic, you will be able to:

- » explain how access to shops, clean water, sanitation, education, health services and transport influences the liveability of rural areas.

CASE STUDY

Source 14 The Granite Belt produces virtually all of Queensland's \$40 million apple crop.

Rural areas are those areas located outside major cities. In Australia, many rural areas are used as farms to raise animals and grow crops for food. Living in rural areas can be very different from living in a city. There are many advantages to living in rural areas, including a strong sense of community in small towns, and a more relaxed way of life compared with the hustle and bustle of big cities. Farms are often family-run businesses, which gives some farmers the opportunity to be their own boss. There is also less air pollution, noise and traffic in rural areas. In recent years, advances in information and communication technology have significantly increased the liveability of rural areas.

However, rural areas do not provide the same convenient access to amenities that large cities do. They are much less populated than large cities, and as a result have fewer amenities, including schools, shops and healthcare services.

Granite Belt, Queensland

Many rural areas in Queensland are used for agricultural purposes including grazing, orchards, and vegetable and grain growing. Due to the suitability of its climate, Queensland is the biggest producer of fruit and vegetables in Australia. Production of these crops occurs across sixteen regions, including the Granite Belt in southern Queensland.

Here, crops such as apples, berries, pears and lettuce are grown on more than 4000 hectares of land. Once picked and packed, produce is exported primarily to Brisbane and North Queensland, but also to Sydney, Newcastle and Melbourne.

Stanthorpe is a rural town located in the centre of the Granite Belt region and is known for its agricultural activity. According to the Australian Bureau of Statistics (ABS), Stanthorpe has around 5300 permanent residents. Approximately 25 000 tourists visit the region each year and this figure is on the rise.

Agricultural activity is a driving factor that attracts tourists to the area, with restaurants offering locally sourced produce and on-farm experiences like strawberry picking. Many workers in the area are employed on farms and within the tourism industry.

What features threaten the liveability of this rural area?

The population size of Stanthorpe means that a range of amenities and services can be supported. These include banks, supermarkets, hardware stores, schools, a hospital, vets, doctors, lawyers and accountants. However, to access major retail outlets residents need to travel to Warwick, a small city about 60 kilometres north of Stanthorpe. To access major services like airports, specialist healthcare or sporting and entertainment events, people in the Granite Belt must travel 2–3 hours to Toowoomba, Brisbane or the Gold Coast.

Between 2019 and 2021, Stanthorpe experienced a significant drought that heavily impacted farmers and tourism providers. Water security is an ongoing issue for the Granite Belt region. During the recent drought, farmers relied on water deliveries from dams in nearby Warwick and residents were placed on emergency water restrictions of 80 litres per person, per day.



Quiz me!

A quick quiz on living in rural areas

Interpreting a proportional circle map

Source 16 is a map of the Granite Belt agricultural region. On the map, each town is shown in the centre of a circle. The size of each circle is determined by the number of people living in the town. The bigger the population, the bigger the circle. This makes it easy to see where the larger towns and cities are located and allows us to see a pattern in this distribution. These circles are called proportional circles, and when they are represented on a map like this, it is called a proportional circle map.



Source 15 The town of Stanthorpe services the surrounding agricultural region.

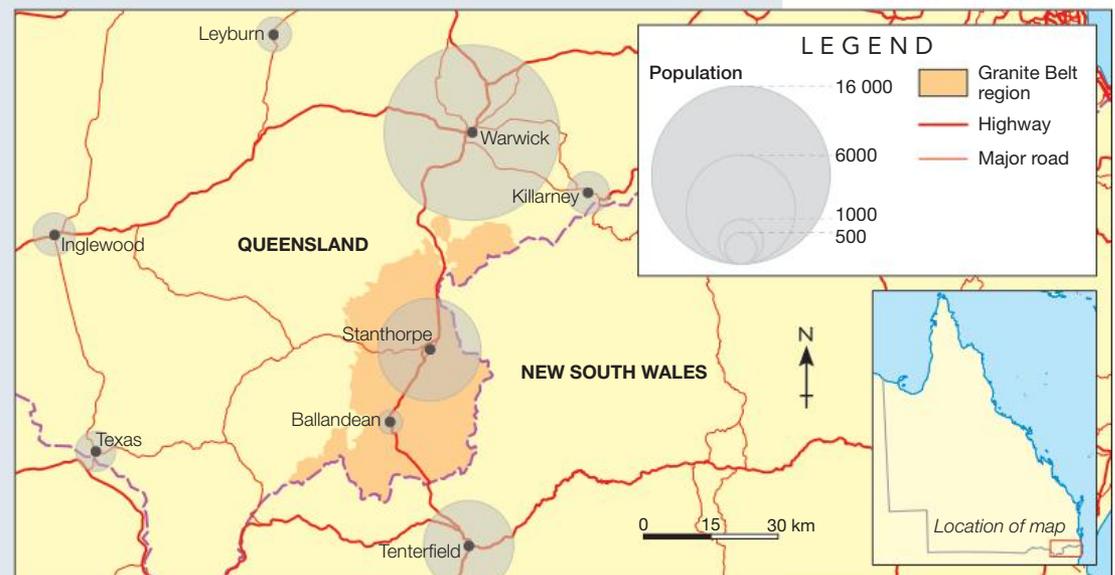
KEY SKILL
Interpreting & analysing



Enlarged map

Queensland: Granite Belt agricultural region

QUEENSLAND: GRANITE BELT AGRICULTURAL REGION



Source 16

Source: Oxford University Press



Key skill worksheet

Interpreting & analysing:
Interpreting a proportional circle map

4.5 Check your learning

Retrieve

- Name** two towns in the Granite Belt region.
- Identify** where a Stanthorpe resident would go to buy or access each of the following:
 - a loaf of bread
 - a Harvey Norman store
 - a rugby league match.
 - a rugby league match.

Comprehend

- Describe** how living in a rural area is different to living in a city.
- Look carefully at Source 16 (an enlarged version is available on your obook pro).
 - Name the three largest towns shown on the map.

- What is the approximate population of the largest town?
- Explain** why Stanthorpe is the only town in the Granite Belt with more than 1000 people.
- Explain** why proportional circles are useful on a map.

Apply

- Rank the top three features of rural areas that make them more liveable than large cities.
 - Rank the top three features of rural areas that make them less liveable than larger cities.
 - Justify** (give reasons for) your rankings and share them with the class.

4.6

Living in coastal areas

Learning intention

By the end of this topic, you will be able to:

- » explain how access to shops, clean water, sanitation, education, health services and transport influences the liveability of coastal areas.

CASE STUDY



Enlarged map

Queensland:
Sunshine Coast

Eighty-five per cent of all Australians live within 50 kilometres of the coast. As a result, nine of our 10 largest cities sit on the coast. As well as large cities such as Brisbane, Sydney and Melbourne, there are hundreds of smaller communities dotted along our coastline. Outside the capital cities, these coastal communities tend to be the fastest growing regions in each state – in Queensland, for example, it is the Sunshine Coast, and in Victoria, it is the Surf Coast.

Due to a range of factors, coastal towns and cities are growing in size and population across Australia. Many people decide to move to the coast because they want a more relaxed lifestyle near natural features such as beaches, bays and other landforms. Geographers refer to this trend as a ‘sea change’.

Maroochydore, Queensland

Maroochydore is located on Queensland’s Sunshine Coast, about 100 kilometres north of Brisbane. It has long been a popular holiday destination for not only Queenslanders, but all Australians, as well as international tourists. The permanent population of Maroochydore in 2021 was around 20 000 people.

What features make Maroochydore a liveable place?

Many features contribute to the liveability of Maroochydore. Much of Queensland experiences a humid sub-tropical climate. However, as Maroochydore is situated on the coastline, rain is plentiful and the region experiences a more temperate climate compared to other parts of Queensland.

Maroochydore has several beaches, walking tracks, parks, wetlands and nature reserves for its residents to enjoy. There are many beachside cafes, and local produce and goods are sold at markets and through small businesses.

QUEENSLAND: SUNSHINE COAST



Source 17

Source: Oxford University Press

These amenities add to the liveability of Maroochydore, as they offer residents a relaxed and enjoyable lifestyle.

The town and surrounding Sunshine Coast region are popular destinations for retirement, with one of the highest populations of residents aged 65 years and older in Queensland. As a result, there are many aged care and health facilities to service the needs of an aging population.

Residents do not have to travel far to access amenities, which include large retail outlets such as the Sunshine Plaza and the Maroochydore Homemaker Centre, supermarkets, banks, schools, hardware stores, beauty and hair salons, doctors and chemists. The Sunshine Motorway and TransLink bus service allow residents to easily access other services on the Sunshine Coast. The Sunshine Coast University Hospital and Sunshine Coast Airport are a 20–30 minute drive from the heart of Maroochydore.

The Sunshine Coast Council estimates the region’s population grew by more than 84 000 people between 2011 and 2021, and is forecast to reach over 500 000 people by 2041. To accommodate the rapid population increase, the council expects it will require an additional 70 000 dwellings in the next 20 years, injecting money into the local community and creating jobs.

What features threaten the liveability of Maroochydore?

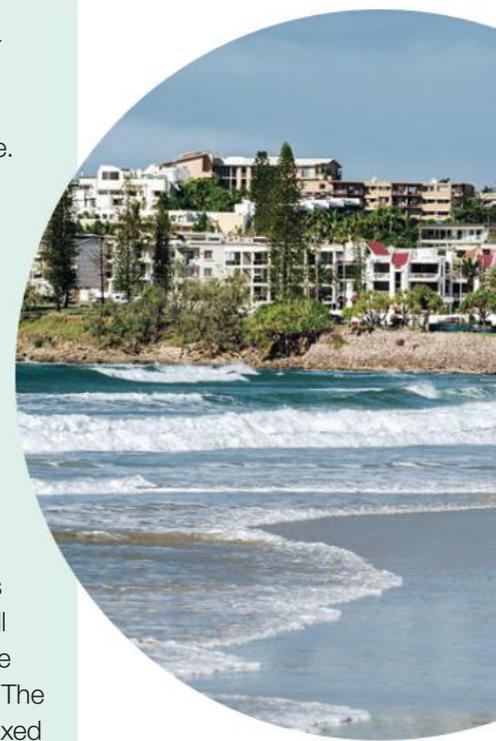
New infrastructure threatens Maroochydore’s environment and cultural appeal.

The population growth in Maroochydore has resulted in increased littering, worsening erosion from human activities, and the pollution of waterways. In 2017, the development of a multi-million-dollar housing complex, Pinnacle Picnic Point, saw untreated run-off from the site flow into the Maroochy River. This

caused parts of the river to turn a rust-like colour, with plumes of discharge contaminating the waterways and impacting animal habitats and plant life.

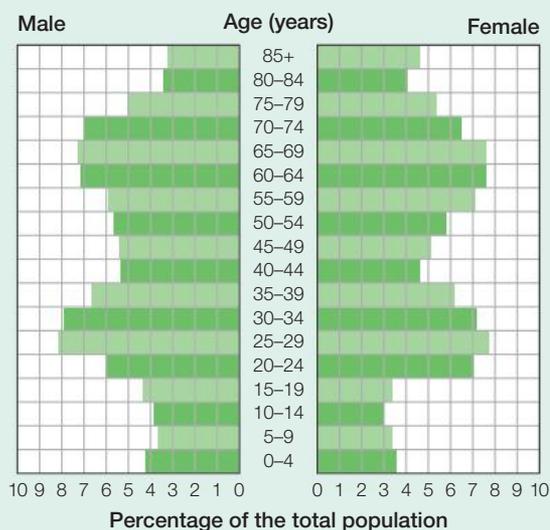
In 2015, the Sunshine Coast City Council established SunCentral to oversee the transformation of 53 hectares of green space into a new city centre for Maroochydore. The project plans to use smart technology and sustainable construction to turn Maroochydore into a centre of commerce, entertainment and civic life in the region. While the new CBD is set to include 4000 residential apartments and create 15 000 jobs, some residents are concerned that the development will turn Maroochydore into the kind of place that sea changers are trying to escape. The new infrastructure may threaten the relaxed lifestyle that many residents are drawn to.

The construction of the CBD will alter natural landscapes and impact the aesthetic value of the area. Noise levels will rise due to machinery and increased traffic. Additionally, the establishment of international and major companies in the area could threaten the livelihood of small business owners.



Source 18

Maroochydore’s beaches help to increase its liveability.



Source 19 Population pyramid for Maroochydore, Queensland, as at 2021; the data represented by this population pyramid tells us about the age and sex of residents in Maroochydore.



Explore it!

A virtual field trip to Maroochydore



Think, pair, share

- Think about how living in Maroochydore is different from living in a big city like Brisbane.
- Discuss your ideas with a partner.
- Share your thoughts with the class.

KEY SKILL

Interpreting & analysing

Reading population pyramids

Population pyramids are bar graphs that show the percentage of males and females of different age groups in a population. They help geographers compare different groups within a population and allow them to identify trends. Follow these steps to read a population pyramid.

Step 1 Read the title of the population pyramid to find out which population is being studied. Also read the labels running along the bottom (percentage or total population) and through the middle of the pyramid (age groups).

Step 2 Read the graph to understand how it represents the data. Population pyramids are organised so that the younger age groups are at the bottom and the older age groups are at the top. Percentages (or numbers) of males are always shown on the left side and percentages (or numbers) of females are shown on the right side.

Step 3 To compare the percentage of males and females in the same age groups, read across the rows. The scale on the male side begins at zero and increases from right to left. The scale on the female side begins at zero and increases from left to right.

Step 4 To compare the percentage of only males or females, look up and down the columns.

Practise the skill

- Using Source 19 on page 123, answer the following questions:
 - Identify** the age group with the lowest population in Maroochydore.
 - Identify** the percentage of males and females in Maroochydore aged 50–54.
- Do you think Maroochydore has more need for childcare centres or aged care homes? Use evidence from the population pyramid to support your answer.

For more information on this skill, see page 18 of 'The geography toolkit'.

4.6 Check your learning



Retrieve

- Identify** three factors that make Maroochydore liveable for retirees.
- In your own words, **define** the term 'sea change'.

Comprehend

- Describe** how living in a coastal area is different from living in a city.
- 'Some people are concerned that Maroochydore will become the type of place the sea changers are trying to escape.' **Explain** why some people feel this way.

Analyse

- Examine** Source 17.
 - Identify three towns on the Sunshine Coast.
 - What kind of homes do you think residents living in Maroochydore live in?
 - How does the Sunshine Coast Airport contribute to the liveability of the Sunshine Coast?

Apply

- Discuss** the liveability of Maroochydore with a partner. Is this somewhere you would like to live? Why/why not?

4.7

Living in remote areas

Learning intention

By the end of this topic, you will be able to:

- » explain how access to shops, clean water, sanitation, education, health services and transport influences the liveability of remote areas.



Quiz me!

A quick quiz on living in remote areas

Much of the interior land in Australia is desert or semi-desert, with large distances between towns and settlements. Geographers refer to these areas as remote because they are far away from amenities such as shopping centres, public transport and cinemas. People who live in remote areas have access to clean air and wide, open spaces. Additionally, remote areas with small populations provide their residents with a strong sense of community.

However, these areas do not have the same reliable access to food or water, and often lack proper road infrastructure. In addition, communications technology, such as telephones and internet, tends to be much slower in remote areas.

In Australia, First Nations peoples represent 45% of all people living in very remote areas. As the traditional custodians, First Nations peoples have a deep spiritual connection to the land, waterways and skies, which connects them to their identity and ancestors. Torres Strait Islander peoples regard the sea and marine environment as important practically and spiritually, while for many Aboriginal peoples, living on and caring for the land is an extension of themselves. This is known as living on Country.

While lifestyle is a big factor that influences where many Australians want to live – for example, retirees moving to the coast for a more relaxed life – it is important to recognise that living on Country is much more than a lifestyle choice for Aboriginal peoples. Connecting to and caring for the land is an important feature that contributes to liveability of a place for Aboriginal peoples in Australia.

CASE STUDY

Yuendumu

Yuendumu is a remote community located about 300 kilometres north-west of Alice Springs in the Northern Territory. Located on the edge of the Tanami Desert, it is one of the most remote places in Australia and is only accessible by four-wheel drive or plane. Yuendumu is so remote that few locals have ever seen the sea. The population of Yuendumu is between 750 and 1000 people, 85% of whom are Aboriginal people.

Source 20 Football is one of the most popular activities in Yuendumu.

The community of Yuendumu is mostly made up of Warlpiri peoples, who have inhabited the area for more than 40 000 years and have a deep connection to the land. Yuendumu is also home to residents who work or study in the area.

What features make Yuendumu a liveable place?

The area, while remote, is vibrant with several community-oriented amenities such as an arts centre, a women's centre and a summer football program. The Yuendumu Magpies football team, which plays in the Central Australian Football League, helps foster a sense of community for both players and spectators.

continued on next page



4.7 Check your learning



Retrieve

- 1 **Identify** the services that are difficult to supply to remote areas.

Comprehend

- 2 **Explain** why it may be harder to provide some services in remote areas such as Yuendumu.
- 3 **Explain** why the local Warlpiri peoples may not move to a different area with better access to services.
- 4 **Describe** some of the differences between living in your local area and living in Yuendumu.
- 5 Write a short paragraph **summarising** the factors that contribute to the liveability of Yuendumu.

Analyse

- 6 Use the information provided in Source 21 to create a table of the services available in Yuendumu. List each of the services under the following headings: water and sanitation; transport; power; industry; education; and recreation.

Apply

- 7
 - a **Explain** the main factor that contributes to water scarcity in Yuendumu.
 - b **Propose** (put forward) one strategy that could be implemented to help with water scarcity in Yuendumu.
- 8 Use Google Maps to answer the following questions:
 - a **Identify** the absolute location (latitude and longitude) of Yuendumu.
 - b Measure the straight line distance from Yuendumu to Alice Springs.
 - c 'The remoteness of the Yuendumu community is a threat to its liveability.' Using what you have read in this topic and what you can see on Google Maps, how much do you agree with this statement? A lot (strongly), a little bit (somewhat) or not at all? Write a short paragraph **justifying** your position.



Weblink
Google Maps

4A

SKILLS IN CONTEXT



Test me!

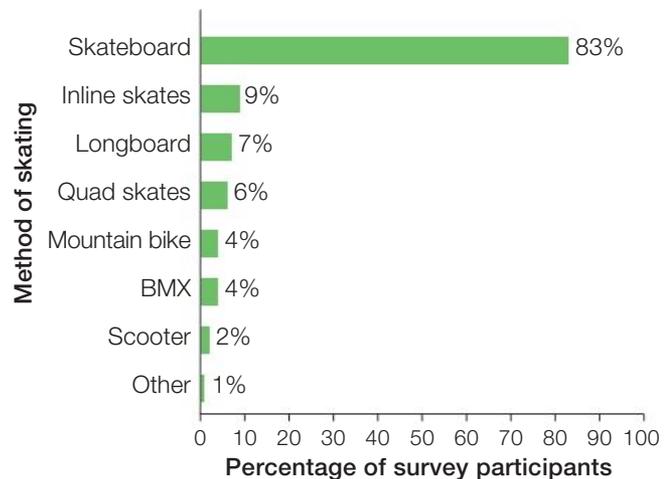
Once you've finished the topics in this section, test yourself with this quiz and find out which worksheet you should do.

Melbourne's skating survey

In 2016 the City of Melbourne launched a community engagement program to help plan for skating infrastructure across town. As a part of their research, the Skate Melbourne Framework Engagement project conducted a survey in the City of Melbourne to help understand how the public views skate parks.

Like all communities, the City of Melbourne is made up of individuals, each with their own ideas about what makes a place liveable. For example, skaters and their circle of friends are likely to see a skate park as making a place more liveable. However, other people may see it as making it less liveable. The survey found that those people who opposed skating infrastructure tended to be older and their concerns related to pedestrian safety, damage to buildings and streets, and noise.

The survey contained 20 questions to help the City of Melbourne understand how to plan for skating infrastructure in the future. Of the 505 people surveyed, 389 of them were skaters. One of the aims of the survey was to understand who skates, where they skate, and what method of skating they use. Source 22 below shows some of the key findings from this survey, in relation to the different methods used by skaters.



Source 22 On a graph, results from the Skate Melbourne Framework Engagement survey show the breakdown of methods used by skaters in the City of Melbourne. Graphs are often easier to interpret than tables, because they represent data visually.

Source 23 Places, such as skate parks, are perceived differently by different people.

KEY SKILL

Questioning & researching

Conducting a survey and collating the results

In order to explore how people perceive the liveability of their local area, you have to ask them! The purpose of this survey is to explore how different students at your school perceive liveability in the local area. Follow these steps to conduct your survey:

- Step 1** Begin with a big question or theory that your survey will aim to answer. For this survey, the theory is 'The more that students use a place, the more they perceive it as having a positive impact on liveability'.
- Step 2** Create a list of 10 places in your local area that you believe each person in your survey group will know.

- Step 3** Decide on the questions you are going to ask. You should ask closed questions with only a few possible responses, rather than open questions. For this survey, you have been provided two questions to ask in the table below.
- Step 4** Construct a survey form to record your responses. An example form is provided in Source 24.
- Step 5** Decide how many students you are going to survey and provide a survey form to each of them.
- Step 6** Collate your results. Gather the complete survey forms and document the results in a table.

List of local places	How often do you visit this place each month?				How would you describe the impact of this place on the liveability of the local area?				
	More than 10 times	5–10 times	1–4 times	Never	Strong positive impact	Positive impact	No impact	Negative impact	Strong negative impact
Library	3	2	1	0	5	4	3	2	1

Ask survey participants to record their answers in the survey form.

Write your questions in your survey form so you can easily collect results and interpret them later.

Source 24 An example of a survey form

Practise the skill

- Following the steps above, conduct a survey in your class or school about the liveability of the local area.
- Examine** the results of your survey by completing the following tasks.
 - Rank the places in your local area from the most visited to the least visited.
 - Rank the places in your local area from the most positive to most negative.
- Think about the theory from the beginning of the survey: 'The more that students use a place, the

more they perceive it to have a positive impact on liveability'. Did you prove this theory to be correct or incorrect? Write a short paragraph **explaining** your answer, using examples.

Extend your understanding

- Using the results of your survey, **create** a graph showing the average liveability score of each local place.
- Describe** the data displayed in your graph.
- Explain** the key findings from your survey.

4.8

Living in communities

Learning intention

By the end of this topic, you will be able to:

- » describe the importance of social connection for people and how different types of communities contribute to this.

A community is a group of people who share something in common. It may be the place in which they live, their religion, their interests or hobbies, their **ethnicity**, their school or their language. Every person on Earth is a member of one or more communities, some by choice and some just by being who they are. To make sense of all the world's communities, geographers consider the features that all members of a community share. One way to classify these features uses the five Ps shown in Source 2.

While some people feel strongly connected to communities, others feel isolated and poorly connected, which can affect their perception of liveability in their area. About 10% of Australians feel socially isolated. Researchers believe that this has an impact on their mental and physical health.

The Manager of Mental Wellbeing at VicHealth, Irene Verins, believes that, 'The most effective way to reduce loneliness is to make people feel connected to their community. Those communities may not be geographic – for example, they may be online for LGBTI youth or rural young people – but what's important is they share common interests and develop meaningful connections.'



Source 1 More than 1 million Australians play basketball. This team sport often helps them build a strong sense of community.

ethnicity
the background, nationality or culture of a person, or group of people

Types of communities



Source 2 The five Ps that define a community are 'Past, Place, Perspective, Purpose and Practice'.

Drawing a concept map

A concept map is a visual tool used to show the links between different ideas or pieces of information. Each piece of information is usually represented in a circle or box and the relationship between two ideas is shown by a line or arrow connecting them. Words on the line or arrow explain the relationship between the two ideas. Concept maps can be hand-drawn or prepared using computer software.

To draw a concept map, follow these steps:

- Step 1** Draw and name the focus, central idea or main problem you are trying to explore. In the example in Source 3, this is 'My communities'.
- Step 2** Build the concept map by adding ideas related to the central idea.
- Step 3** Add a title to help the reader quickly understand your concept map.

Practise the skill

- Create** your own concept map to show the communities you are connected to. Place your name in the centre box. Add the types of communities to the connecting lines. Choose from the five types of communities shown in Source 2, such as place.



Source 3 An example of a concept map

KEY SKILL

Questioning & researching



Quiz me!

A quick quiz on living in communities



I used to think, now I think

Reflect on your learning about different types of communities and complete the following sentences.

- I used to think ...
 - Now I think ...
- What has changed in your understanding?

4.8 Check your learning

Retrieve

- Define** the term 'community' in your own words.
- Identify** the five Ps that geographers use when describing communities.

Comprehend

- What is the community that you feel connected to?
 - Explain** why the answer to this question might be different for different people.
- Members of a basketball team are members of a community of purpose. **Describe** why it is likely that they are also members of a community of place.
- Explain** how a person's connection to their community might affect their perception of liveability.

- Using an example, **explain** how the communities a person belongs to are interconnected.

Analyse

- Classify** each of these groups under one of the five types of communities:
 - the Australian Labor Party
 - employees at a supermarket
 - residents of Maroochydore in Queensland
 - a Scout group
 - your family.

Apply

- Collect images of communities from newspapers and magazines. **Create** a display of these on your classroom wall using the five Ps of community to place them in groups.

4.9

First Nations communities

Learning intention

By the end of this topic, you will be able to:

- » understand the cultural connectedness First Nations peoples have to places.

KEY CONCEPT Place



In Australia today, First Nations peoples make up just under 3% of the total population. First Nations peoples live all over the country, in different places as parts of many different communities.

First Nations communities are examples of communities of past. This is because members of First Nations communities share an ethnic background, have strong family ties and millennia of shared history and beliefs. The spiritual ties that First Nations peoples have with the environment also make them members of a community of place.

Connection to place

No matter how the country changes, First Nations peoples' strong connection to the land, waterways and skies remains. Queensland-based Aboriginal scholar Bronwyn Fredricks writes about this, explaining that:

Aboriginal peoples still have Indigenous belonging and Indigenous ownership of place [in cities]. This exists regardless of whether multi-storey buildings, freeways, sports grounds, houses and

places of worship have been built within that geographic locality.

There are two recognised groups of First Nations peoples in Australia. The largest group is Aboriginal peoples from mainland Australia and Tasmania. The second group is from the Torres Strait Islands, the islands between Australia and Papua New Guinea. All of the islands are considered part of Australia, even though islands such as Saibai and Boigu are only a few kilometres from the southern coast of Papua New Guinea.

For more information on this key concept, see page 6 of 'The geography toolkit'.

Source 4 Children on Thursday Island play on the beach.

CASE STUDY

Thursday Island communities

Thursday Island (Waibene) lies in a cluster of islands in the Torres Strait just off Cape York, the northernmost tip of Australia. It has the largest population of all the Torres Strait Islands and is where most of the local government functions for the islands are located. Thursday Island and the inner island cluster are located on the Aboriginal lands of the Kaurareg peoples.

As the administrative centre, Thursday Island's 2500 people have access to excellent facilities, including several schools, a TAFE college, hospital, childcare centre, library, sports stadium with a swimming pool, parks and gardens. There is little fresh water on the island,

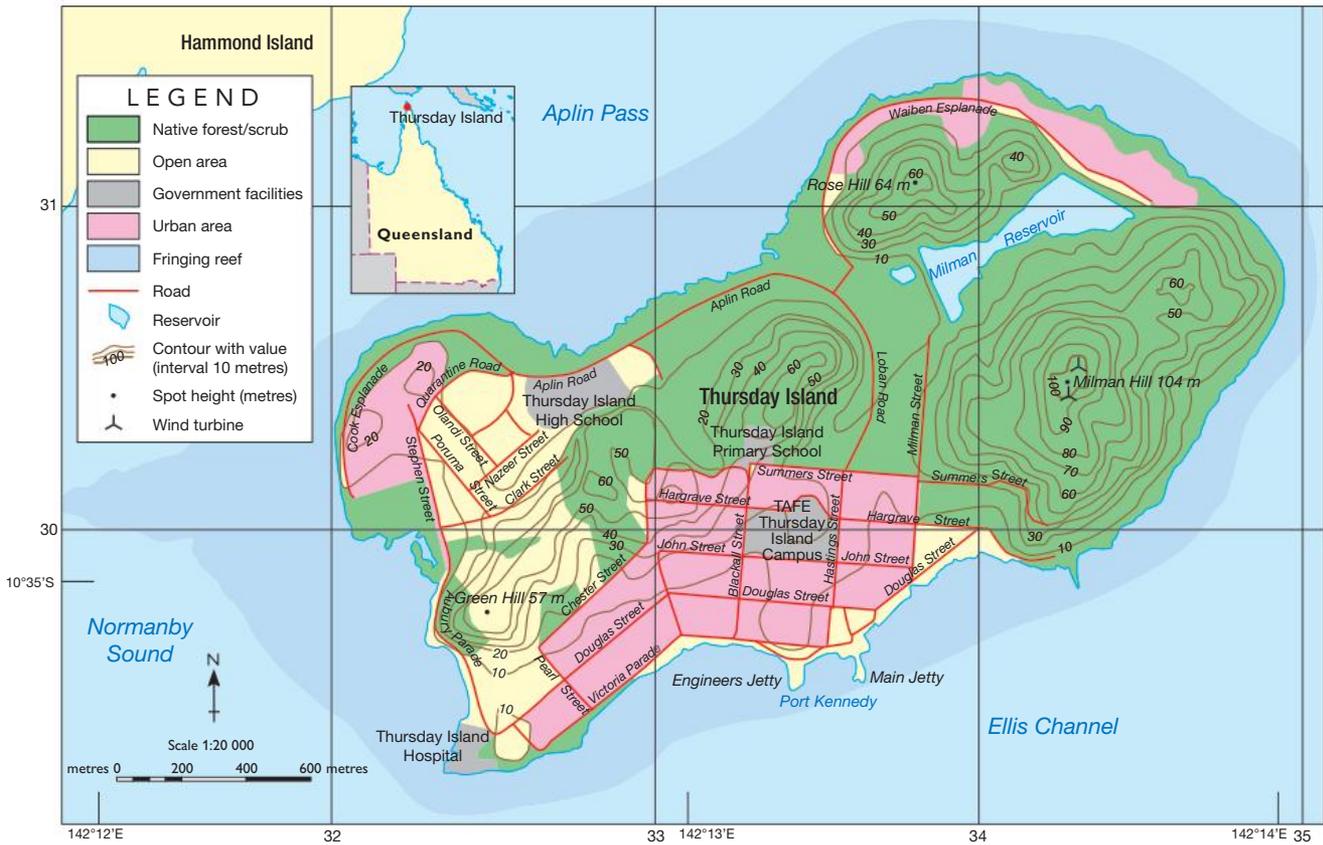
so a pipeline brings water from nearby Ngurupai (Horn Island). Daily flights from Cairns to Ngurupai, and then a short ferry ride to Thursday Island, reduce the isolation of life on the island. With year-round warm temperatures and easy access to tropical reefs, the waterways are the main focus of most leisure activities for children and adults on Thursday Island. The islanders are keen fisherpeople and the warm waters support a great variety of marine life. Many islanders are also passionate about sports, with NRL player Dane Gagai and basketballer Patrick Mills, both of Torres Strait Islander descent, being particular favourites.



Explore it!

A virtual field trip to Thursday Island

THURSDAY ISLAND: TOPOGRAPHIC MAP



Source 5

Source: Oxford University Press

4.9 Check your learning



Retrieve

- 1 Where is Thursday Island located?
- 2 **Identify** three community services that are located on Thursday Island.

Comprehend

- 3 **Explain** why First Nations peoples are members of communities of both place and past.

Analyse

- 4 Source 5 is a topographic map. **Examine** the map and answer the following questions, using page 28 of 'The geography toolkit' to help you.

- a Describe the purpose of a topographic map.
- b Identify the spot height of Rose Hill.
- c What are the advantages and disadvantages of living on Thursday Island?
- d How do you think the geographical features of Thursday Island have influenced where the urban centre was built?

Apply

- 5 Would you consider Thursday Island to be a highly liveable place? Write a short paragraph in response to this question and **justify** (give reasons for) your answer.

Source 6 An oblique aerial photograph of Thursday Island with Hammond Island in the background



Enlarged map

Thursday Island:
Topographic map

4.10 Building safe communities

Learning intention

By the end of this topic, you will be able to:

- » describe strategies to enhance liveability by improving safety in communities.



Key skill worksheet

Questioning & researching:
Conducting research



Graph it!

Perceived levels of safety

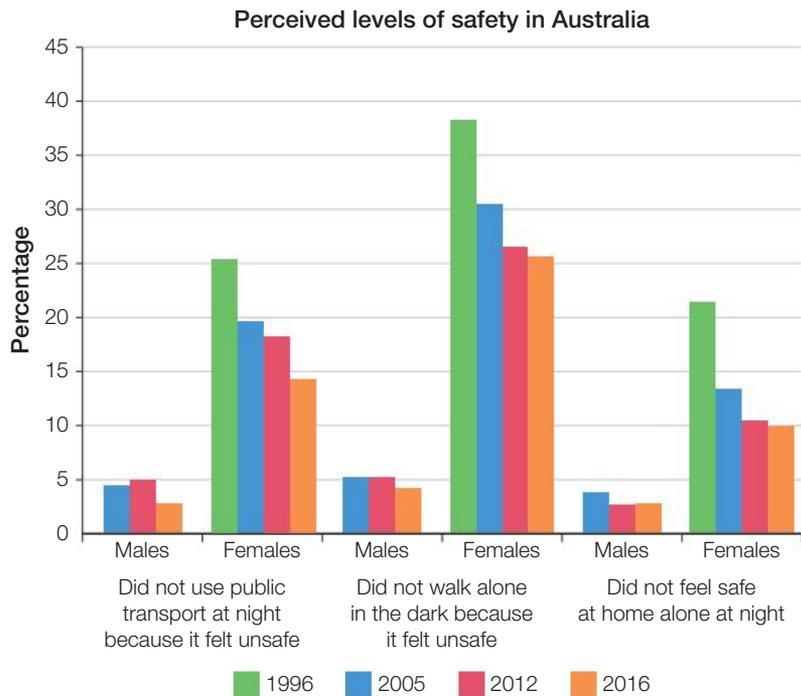
The most liveable cities are those where people feel safe – not only for themselves, but also for their families and their property. Fear of crime can affect quality of life, reducing social interaction between people and forcing people to avoid certain places.

Safety in the community is not just about crime rates, but also about how safe people feel in their community. Surveys of local areas help authorities identify the key issues and map problem areas. With this information, they can then work to find solutions to these problems. One of the most reliable sources of information comes from surveys conducted by Australia’s Bureau of Statistics (see Source 7).

Governments and local councils are always trying to improve the design of local environments to create safer places and encourage community-based activities. This helps to make places more liveable and encourages people to be active members of their communities.



Source 8 Improved street lighting is an important step to helping people feel safer at night.



Source 7 This graph has been created from data collected over several years by the Australian Bureau of Statistics about how safe people feel.

Safer community design

A key step towards improving local safety has been making public areas more visible. This is achieved through different methods such as designing buildings to face public space, removing bushes to give a clear line of sight, improving lighting and introducing surveillance cameras. These strategies help reduce the numbers of crimes by making places, and therefore any criminal activity, easier to see.

Community-based policing

In recent decades, the police have developed community programs to create stronger ties with the general community. The goal is to involve members of the community in keeping their own streets safe. One of the most successful of these programs has been Neighbourhood Watch. The police work with local communities to educate people on safety and security issues and to encourage them to look out for, and report, any suspicious behaviour. The program also encourages community members to get to know each other, share safety concerns and support each other to stay safe.

Helping at risk groups

Many government and not-for-profit groups work within local communities to provide outreach services for the most vulnerable members of the community. These services include things such as:

- temporary and permanent housing
- food trucks for the homeless and poor
- support services for victims of domestic violence
- rehabilitation programs for those with substance abuse issues
- drop-in centres for disadvantaged youths
- home services, such as Meals on Wheels for the elderly.

These services help to protect and care for those in our communities who need it most. This helps to create a sense of support and community, which in turn protects people from crime.



Source 9 Authorised Officers patrol Queensland Rail trains and stations to help ensure the safety of passengers. [Source: Queensland Rail]



Source 10 One Voice is a not-for-profit organisation that offers a safe place for people who are homeless to shower, shave and clean their teeth. They operate in all of Australia's capital cities.

4.10 Check your learning



Retrieve

- 1 Why is safety one of the most important liveability factors for communities in Australia?
- 2 **Identify** an example of how police work with the community to reduce crime and increase feelings of safety.
- 3 What are some strategies used to help increase visibility in public places to prevent crime?

Analyse

- 4 **Examine** Source 7.
 - a Do you think this data is reliable? Explain your answer.
 - b Identify three trends that you notice from the data in this graph.
 - c Give an explanation for one of these trends.

Apply

- 5 Are there times and places when you feel unsafe in your local area?
 - a **Discuss** this with a partner and then with the class.
 - b Describe the places and **explain** why they make you feel unsafe.
 - c What do you think could be done to improve feelings of safety in your community?
- 6 Design and complete a survey that asks five people about whether or not they feel safe in their local community. Use the steps in the Skills in Context task on pages 128–129 to help you.

4B

SKILLS IN CONTEXT



Test me!

Once you've finished the topics in this section, test yourself with this quiz and find out which worksheet you should do.



Enlarged map

Antarctica: Mawson Station

Living in an isolated community

Australia has three scientific research stations in Antarctica. The oldest of these stations is Mawson Station. The isolated community of scientists at Mawson Station faces many challenges in one of the least liveable locations on Earth. Electricity comes from a diesel generator and two wind turbines. Much of the electricity generated is used to provide heating, mainly to melt ice for water and to heat the water and buildings.

Vegetables are grown in a special heated hydroponics room in which they can grow without soil. The station has a small operating theatre and a dentist's suite to treat most medical conditions. There are various ways for people in the Mawson Station community

ANTARCTICA: MAWSON STATION



Source 11

Source: Oxford University Press

to communicate with friends, family and colleagues in other places. Orbiting satellites provide a reliable connection for internet, radio and telephone.

The community lives in the Domestic Building (also known as the 'Red Shed'). When blizzard days stop fieldwork, the Red Shed provides many opportunities for expeditioners to pass the time. It has a home theatre, a library, and a spa and sauna. There is also a small gym, an indoor climbing wall and sports equipment for volleyball, badminton and cross-country skiing.

KEY SKILL

Interpreting & analysing

Analysing a map

Understanding the information provided by maps is a key skill for every geographer. Here are some basic steps to follow each time you begin to analyse a new map:

- Step 1** Read the title carefully as this will tell you exactly what the map is showing.
- Step 2** Look carefully at the legend and map labels to identify individual features on the map.
- Step 3** Use the orientation arrow to work out in which direction the map is facing. Once you have established where north is, you will be able to work out the remaining cardinal points.
- Step 4** Look carefully at the map scale. This will help you estimate how far distances shown on the map are on the ground. You can then use this scale to estimate distances between places on the map.
- Step 5** If the map you are using shows a small area (i.e. a large-scale map), it may be helpful to look at another map showing a larger area (i.e. a small-scale map). This will help you locate the area shown.

For more information on this skill, see page 21 of 'The geography toolkit'.

Practise the skill

- Follow the steps above to analyse the map of Mawson Station in Source 11, and answer the following questions.
 - Identify** the contour interval of the map.
 - Describe** the distribution of buildings at Mawson Station. Why do you think they are clustered this way?
 - Two buildings are located away from the other buildings:
 - explosives hut
 - hangar (used to store aircraft).
 For each of these, use the map's scale to determine the distance to the next nearest building. **Explain** why you think each of these buildings have been isolated from the others.

Extend your understanding

- Investigate** to find information about the climate at Mawson Station. Select the best description of the climate at Mawson Station when referring to its liveability: acceptable, tolerable, uncomfortable, undesirable, intolerable. Justify (give reasons for) your response.
- Mawson Station is a scientific community. **Explain** why you think plumbers, electricians, builders and diesel mechanics are also needed.
- Rank the following factors in order of what makes Mawson Station most liveable: safety, easy to get around, good health care, good work and education opportunities, affordability, diversity, sustainability, attractiveness. **Justify** (give reasons for) your response.
- List some challenges faced by people who live at Mawson Station. **Classify** each of these as social, environmental or technological factors and explain how these challenges are overcome.
- How liveable would Mawson Station be for you? **Discuss** your answer with a classmate.



4

CHAPTER REVIEW

Review activity

Use Source 12 to answer the following questions.

Australia's First Nations population

Australia is home to the world's oldest continuous cultures. Aboriginal peoples have lived on and cared for this continent for tens of thousands of years.

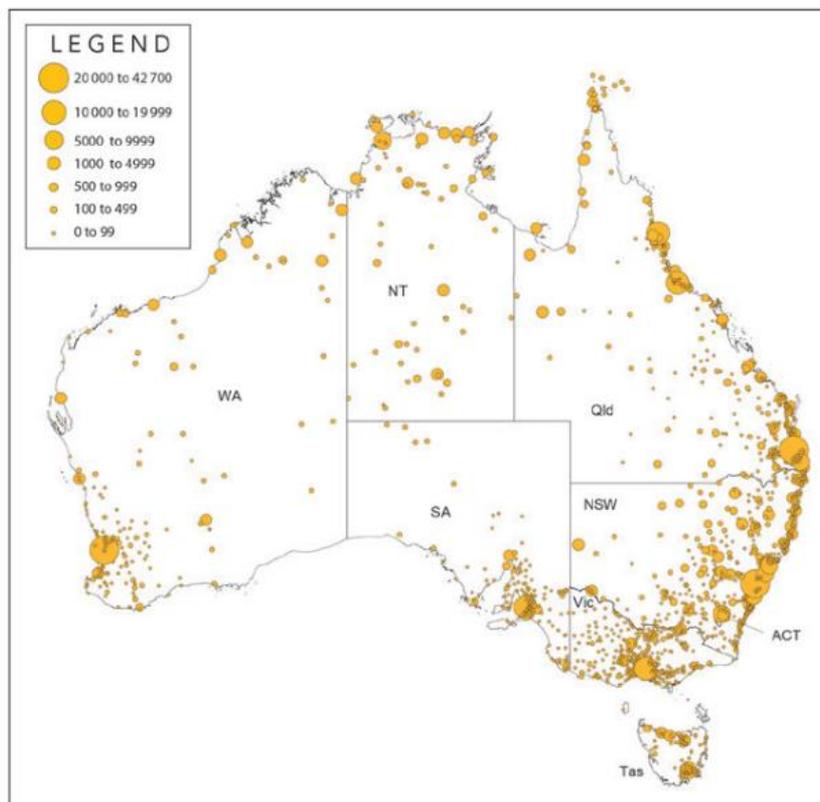
The source below displays data relating to the population distribution of First Nations peoples in Australia today.

- 1 **Describe** where the three largest communities of First Nations peoples are located and how big these populations are. (3 marks)

- a Many Aboriginal communities are located in remote areas, further inland within Australia. **Explain** two advantages and two disadvantages of this. (4 marks)
 - b Using the PQE method, **describe** the distribution of Aboriginal peoples in Western Australia. (3 marks)
- 3 Many non-Indigenous Australians share the belief that most Aboriginal peoples live in remote areas of Australia rather than in cities. Use evidence from Source 12 to **evaluate** whether this belief is true. Write a paragraph that explains your answer. (10 marks)

(Total: 20 marks)

AUSTRALIA: DISTRIBUTION OF FIRST NATIONS POPULATION



Source 12

Source: AIHW analysis of ABS 2011 Census (using TableBuilder)

Chapter checklist

Now that you have completed this chapter, reflect on your ability to do the following:

	I can do this.	I cannot do this yet.
Understand the concept of liveability and that it means different things to different people.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 4.1, page 108.
Describe where early Aboriginal peoples lived and why. Understand the spiritual connection that Aboriginal peoples have with the land.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 4.2, page 110.
Compare the distribution and location of services in different types of locations.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 4.3, page 114.
Explain how access to shops, clean water, sanitation, education, health services and transport influence the liveability of large cities.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 4.4, page 116.
Explain how access to shops, clean water, sanitation, education, health services and transport influences the liveability of rural areas.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 4.5, page 120.
Explain how access to shops, clean water, sanitation, education, health services and transport influences the liveability of coastal areas.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 4.6, page 122.
Explain how access to shops, clean water, sanitation, education, health services and transport influences the liveability of remote areas.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 4.7, page 125.
Describe the importance of social connection for people and how different types of communities contribute to this.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 4.8, page 130.
Understand the cultural connectedness First Nations peoples have to places.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 4.9, page 132.
Describe strategies to enhance liveability by improving safety in communities.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 4.10, page 134.

Check your Student obook pro for these digital resources and more:

pro



Student book questions
Chapter 4



Key skill worksheet
Communicating:
Chapter 4

Quizlet

Play a game of Quizlet on
Living in Australia.



Chapter review quiz
Chapter 4

CHAPTER

5

Liveable cities

As we have learnt, there are a range of factors that make places more or less liveable. Liveability is generally measured by factors that provide quality of life, such as access to fresh water, food, housing, transport, health care, education and a safe and stable environment.

Each year, the results of a number of surveys are released, rating cities all over the world in order of liveability.

In 2022, one of these surveys (the Global Liveability Index) rated the capital city of Syria, Damascus, the world's least liveable city. It scored poorly on stability, health care and infrastructure. By contrast, the capital city of Vienna, Austria, was rated the world's most liveable city.

» **Source 1** A boy cycles in the street in the war-torn city of Damascus, the capital of Syria. A violent civil war in Syria has threatened the liveability of the city.





5A

What makes a city liveable?

5B

Where are the world's most and least liveable cities?

5C

How can we make cities more liveable?

5.1

How we measure liveability

Learning intentions

By the end of this topic, you will be able to:

- » explain the concept of liveability
- » explain how liveability is measured using objective and subjective factors.

Cities are interesting places for geographers to study because they are always changing. Cities are also home to about 4 billion people – more than half the world’s population. Some of the world’s cities provide a supportive environment for their residents while others struggle to provide the most basic services, such as clean water and electricity.

The world’s ‘most liveable’ cities

Each year, different companies review the liveability of cities around the world. For the residents of the cities near the top of the list, seeing their city on top often brings them pride and satisfaction. For residents of cities that appear lower on the list, this can make them feel like there is something wrong with their city. But it is important that we stop and ask the following questions: who comes up with these lists, what are they measuring, and what does liveability mean anyway?

As with any ranking, it all depends on what is being measured. In Source 1, there are six lists of the world’s top 10 cities. However, each list is different! This is because each list was put together by a different organisation, so each one measures something different.

Source 2

Is Copenhagen the ‘best’ city in the world? It is the only one on all of the lists of the world’s top 10 in Source 1.

Source 1 Lists of the world’s top 10 cities, put together by six different organisations from 2019 to 2022; they are all measuring different things, such as sustainability, liveability and safety.

	Smart cities	Best work–life balance	Sustainable cities	Safe cities	Liveable cities	Quality of living
1	Singapore	Helsinki	Oslo	Copenhagen	Vienna	Vienna
2	Zurich	Oslo	Stockholm	Toronto	Copenhagen	Zurich
3	Oslo	Zurich	Tokyo	Singapore	Zurich; Calgary (tied)	Vancouver
4	Taipei City	Stockholm	Copenhagen	Sydney		Munich
5	Lausanne	Copenhagen	Berlin	Tokyo	Vancouver	Auckland
6	Helsinki	Ottawa	London	Amsterdam	Geneva	Dusseldorf
7	Copenhagen	Munich	Seattle	Wellington	Frankfurt	Frankfurt
8	Geneva	Vancouver	Paris	Hong Kong	Toronto	Copenhagen
9	Auckland	Amsterdam	San Francisco	Melbourne	Amsterdam	Geneva
10	Bilbao	Sydney	Amsterdam	Stockholm	Osaka; Melbourne (tied)	Basel
Organisation that developed the list	IMD, Swiss-based management company	Kisi, American security company	Arcadis, sustainability consultants, the Netherlands	<i>The Economist</i> , American newspaper	EU, research division of <i>The Economist</i>	Mercer, American finance company

Measuring liveability

The list from Source 1 that gets a lot of media attention when it is released is the one that measures liveability. People's opinions about what makes a place liveable vary greatly. There are many factors that influence a person's views on liveability, including their age, income, cultural background, lifestyle choices, values and beliefs. These factors are measured in two ways: as **objective factors** and **subjective factors**.

Liveability lists such as those created by the Economist Intelligence Unit (EIU) and Mercer rank cities based on objective factors. Other organisations, such as the Organisation for Economic Co-operation and Development (OECD), also produce regular reports. Unlike the EIU, the OECD incorporates more subjective factors, such as life satisfaction, into their surveys.

Objective factors

There are many different objective factors that affect liveability. The most important are introduced briefly below, then covered in more detail later in this chapter.

Clean water and sanitation

People's access to a clean, reliable source of water varies greatly around the world. Access to proper sewage disposal also varies greatly depending on where a person lives. The liveability of a place may be affected by poor access to water, because the time taken to access water can limit people's ability to attend work or school. It can also negatively affect levels of health in a community and contribute to a higher death rate.

Environmental quality

The environment is another key factor that determines how liveable a place is. Environmental quality can refer to several characteristics relating to the natural or built environment, such as clean water and clean air. It can also be a measure of other things such as the level of pollution, rubbish or noise in an environment.

Natural landscape

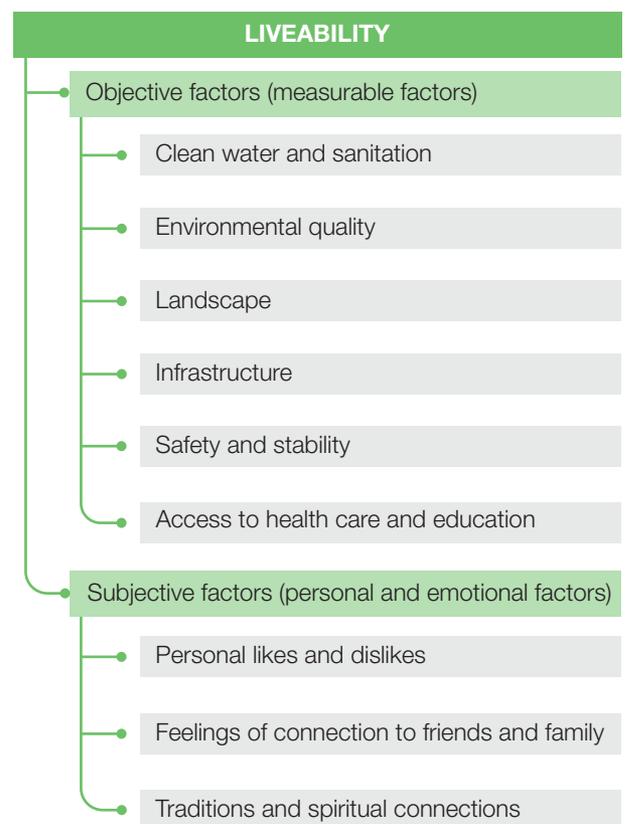
The natural environment also contributes to how liveable a place is. It includes factors such as the natural resources, soils and slope of the land. Places with natural resources such as minerals, fertile soils and large areas of flat land tend to be more liveable. In mountainous areas, it can be difficult for people to easily access important services such as emergency health care. It may also be difficult to connect mountain communities to road, water and electricity networks.

objective factors

factors contributing to liveability that can be measured in numbers, such as the climate, cost of housing, number of schools or hospitals, level of crime and availability of public transport

subjective factors

factors contributing to liveability that cannot be measured in numbers, such as personal likes and dislikes, connection to family and friends, and feelings of spirituality and belonging



Source 3 Liveability can be measured by objective and subjective factors.



Source 4 Dhaka in Bangladesh has some of the most congested traffic in the world. This lowers liveability as it reduces access to important services that people need.

Infrastructure

The availability of services and facilities (such as roads, public transport, emergency services, post offices, water, sewage treatment plants, airports, housing, sporting and entertainment facilities, electricity and communications) helps make a place more or less liveable.

Together these services and facilities are referred to as infrastructure.

Safety and stability

Safety and stability are two of the most important factors linked to the liveability of a place. More than most other things, people value feeling safe and stable in their homes. Australian cities are regarded as some of the most liveable places in the world for this reason. Safety and stability are measured by considering crime statistics and other information such as threats of conflict. Many of the world's least liveable cities are found in war-torn countries such as Iraq, Syria and Afghanistan, where crime rates are very high and there are fewer police to enforce the law. Many refugees flee to countries such as Australia in search of safety and stability.

Access to health care and education

In general, people living in the world's most liveable cities have access to good health-care services, including doctors, public and private hospitals, specialist clinics and over-the-counter medication. They also have access to a range of schools and other education facilities, such as training centres and universities. In many of these cities, including those in Australia, a school education is not only compulsory, but also funded by the government. Cities in Canada, the United States, Australia and western Europe generally rank highly in both health care and education. Cities in some African countries are the lowest ranked in the world in terms of these services.



Source 5 Australia has one of the best health systems in the world. Unlike many countries, access to this care is universal, meaning that anyone can use it, regardless of wealth. This is one of the reasons why Australian cities tend to score highly in liveability surveys.

Subjective factors

Unlike objective factors, subjective factors cannot be easily measured and compared. They are linked to personal likes and dislikes, and feelings of connection to family, friends and cultural groups. They are also linked to beliefs, traditions and spiritual connections to places. Organisations such as the OECD are now conducting life-satisfaction surveys to take some of these subjective factors into account when rating the liveability of different places. These surveys try to consider how happy or sad people feel and look for the factors in their lives and environments that cause these feelings. This information is then considered alongside more objective factors in order to give a more complete picture of liveability.



Quiz me!

A quick quiz on how we measure liveability

Fishermans Bend

In Melbourne, just a few kilometres from the CBD, lies the industrial area of Fishermans Bend. Since the 1850s, Fishermans Bend has been a key industrial area where goods are moved in and out of Melbourne.

The Victorian government has announced that 480 hectares in Fishermans Bend will be the site of the largest urban renewal project in Australia. Urban renewal is the process of redeveloping areas within a large city so that they can be used for a different purpose. In the case of Fishermans Bend, the government will keep the

essential industrial area and add new developments that will support Melbourne's growing population.

By 2050, Fishermans Bend will be home to 80 000 people, with a further 80 000 people working in the area. The urban development plan includes building schools, houses and parks. Both retail and office buildings will be opened to encourage people to visit. The tram line will be extended and new routes built to keep residents well-connected to the rest of Melbourne.

For more information on this key concept, see page 10 of 'The geography toolkit'.

KEY CONCEPT

Change

Source 6 Side-by-side photographs of Fishermans Bend in Melbourne. On the left, an artist's impression of the development. On the right, an aerial image from today. There has already been significant change in this area, but the urban renewal project is ongoing.



5.1 Check your learning



Retrieve

- 1 What are the objective measures of liveability for countries?

Comprehend

- 2 What are subjective measures of liveability?
Explain how they are measured.
- 3 What is the key difference in the way that the Economist Intelligence Unit and the Organisation for Economic Co-operation and Development measure liveability?

Analyse

- 4 Safety is a key objective factor that we use to measure liveability in all communities.

- a Brainstorm a list of the safety issues that people living in large cities in Australia might face.
- b Brainstorm a list of the safety issues that people living in Damascus might face (see Source 1 on page 140).
- c **Compare** the safety issues that people living in Australian cities and Damascus might experience. Which safety issues are similar? Which are different?

Apply

- 5 If you had to create a survey to measure liveability in your local area, which three objective measures would you use and which three subjective measures? **Justify** (give reasons for) your answer.

5.2

Clean water and sanitation

Learning intention

By the end of this topic, you will be able to:

- » explain how access to sanitation affects the liveability of a place.

sanitation

measures designed to ensure good health in a community by preventing human contact with health hazards (such as sewage)

city dwellers

residents or inhabitants of a city

developing countries

less economically developed countries that have some difficulties supporting their own people

Access to clean water for cooking, drinking and cleaning is essential for a healthy life. The same can be said for access to proper **sanitation**, such as a flushing, private toilet and a sink to wash hands in.

Almost all Australians have access to these basic services, but this is not always the case in other countries. Around the world, about one in five of all **city dwellers** do not have access to a safe, basic toilet. Over 700 million people worldwide are forced to use a crowded and dirty pit toilet or a bucket or the open air as their toilet.

Impact on liveability

Poor sanitation affects people's lives in many ways. It helps to spread serious diseases and is responsible for hundreds of millions of deaths each year. Untreated water contains germs, bacteria and viruses that cause people to get very sick.

Poor sanitation has the most impact on liveability for women and children around the world. With better sanitation, the deaths of around 300 000 children under 5 could be prevented each year. As well, waiting in the dark to access a toilet can also make women and children vulnerable to attack.

Severe diarrhoea is the one of the deadliest impacts of poor sanitation. It causes childhood hunger and stunted mental and physical growth. Sick children are less likely to attend school and sick adults less likely to go to work. Poor sanitation is a common problem in many **developing countries**. Proper sanitation for their citizens must be provided for them to prosper.



Source 7 India has the world's worst sanitation with more than 150 million people in India's cities lacking access to a basic toilet.

CASE STUDY

slum

an overcrowded settlement within a city, where residents are poor, housing is inadequate and there is poor access to basic services

Orangi Slum, Karachi, Pakistan

Orangi is Asia's largest **slum**, with approximately 2.4 million residents. As is the case in many large cities, it is the slum areas that have the poorest sanitation and fresh water supply. Slums are built by their residents from temporary, makeshift materials without help or support from the local authorities. This means that the residents do not

have the resources to supply proper pipes, sewers and toilets, and instead rely on pits and open sewers as toilets.

After many requests to the local and national governments, the slum dwellers of Orangi decided to take matters into their own hands. The residents of each street contributed a little money to buy pipes and toilets. Instead of waiting for the authorities

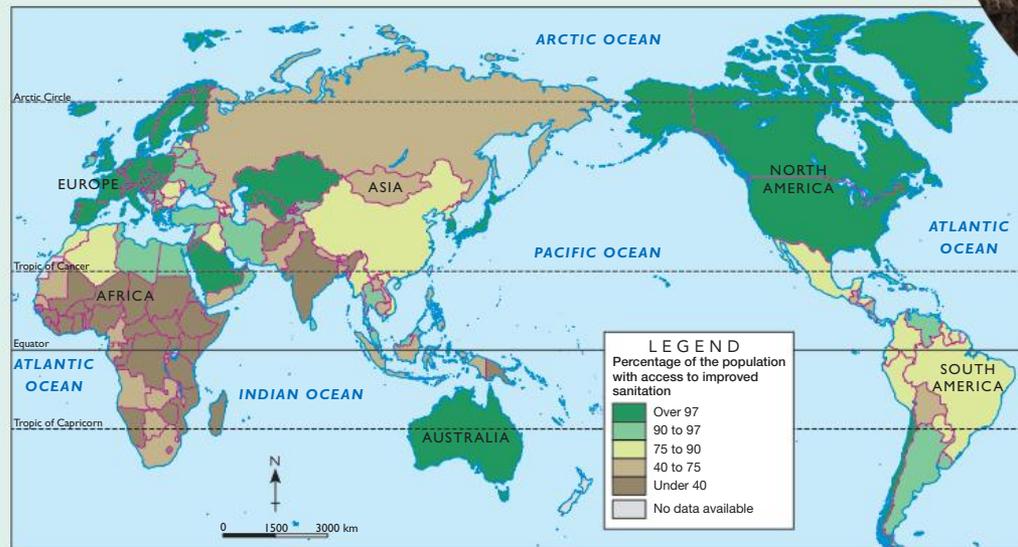
to install them, they did it themselves! Four hundred kilometres of sewer pipes have been installed in trenches dug by hand and covered over. Streets and laneways are no longer open sewers and are safe for people to use. Around 72 000 toilets have been installed and it is estimated that almost all the slum's residents can now access a safe, reliable toilet.

Despite the improvements in this Karachi community, the city is ranked as the fifth-least liveable in the world. It scored particularly poorly for safety and stability.



Source 9 In Orangi, Pakistan, sewer pipes are installed by the residents themselves.

WORLD: PERCENTAGE OF THE POPULATION WITH PROPER SANITATION



Source 8

Source: Oxford University Press



Map it!

World: Percentage of the population with proper sanitation



Video

Living in a slum

5.2 Check your learning

Retrieve

- 1 Identify** two ways in which poor sanitation affects the liveability of a place.

Comprehend

- 2 Explain** why sanitation is generally poor in slum areas.
- 3** Read the case study of the Orangi slum.
 - a Identify** how many people live in the slum.
 - b Identify** how many toilets have been installed.
 - c** Calculate the number of people who use each toilet.
 - d** Do you think the installation of toilets in the slum is a sustainable solution? **Explain** your answer.

Analyse

- 4 Compare** the toilet access in your home to that of a person living in the Orangi slum.

Remember that when you compare two things, you should talk about how they are similar and different.

- 5 Examine** Source 8.
 - a** Identify and describe the purpose of the type of map shown in this source.
 - b** Use the world map at the back of your book to help locate Pakistan in this source. Identify the percentage of its population who can use proper sanitation.
 - c** Explain how this compares to two neighbouring countries.
- 6** Using the PQE method and Source 8, describe the distribution of access to adequate sanitation around the world. Remember to use correct sentence starters! See page 30 of 'The geography toolkit' for a refresher.

5.3

Environmental quality

Learning intention

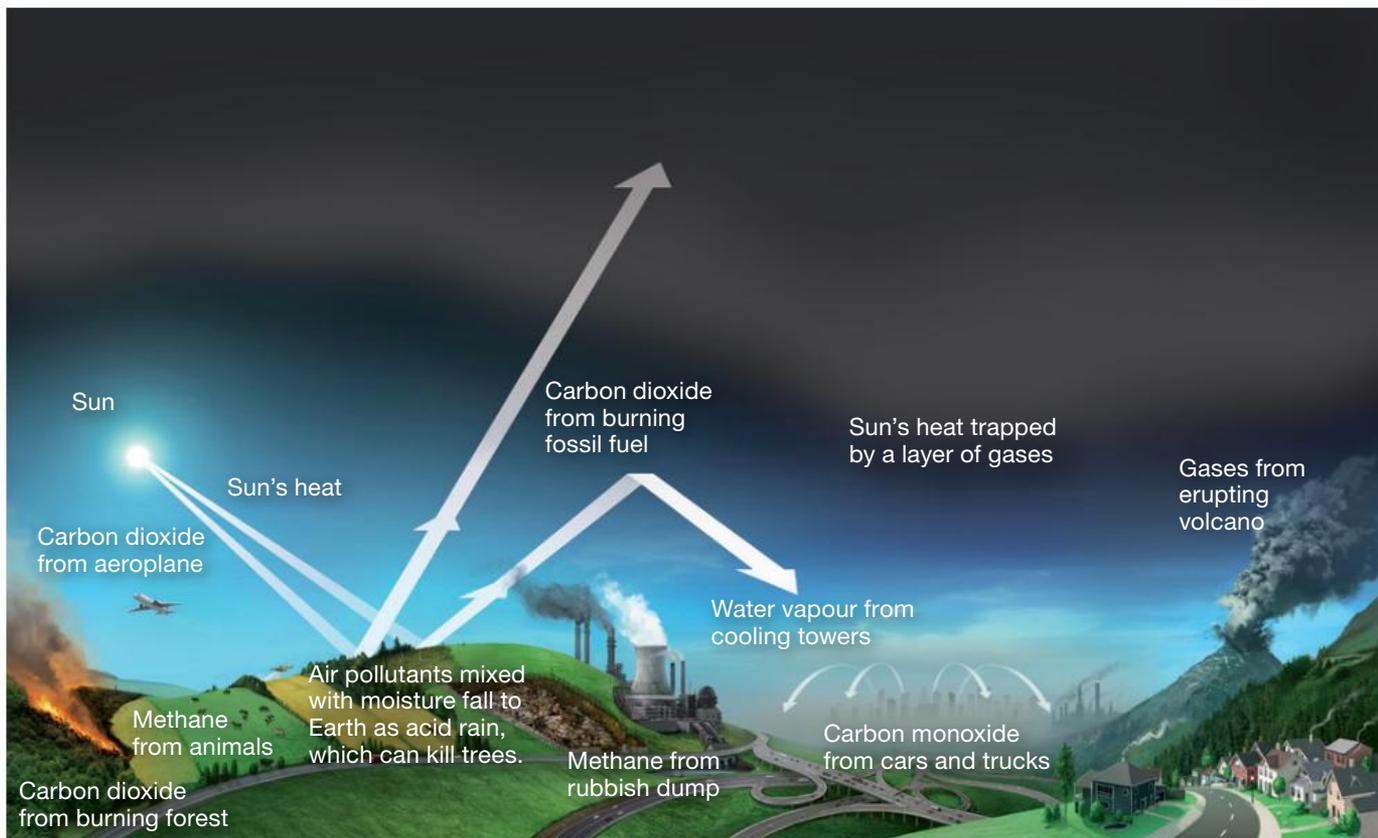
By the end of this topic, you will be able to:

- » explain how the environmental quality of a place affects its liveability.

The quality of air, water and open green spaces in cities are important parts of liveability for both health and aesthetic reasons. Air quality, in particular, can have a big impact on health.

Air pollution tends to be worse in large cities where factories, power stations and motor vehicles spew harmful gases into the air. The polluted air can sometimes be trapped close to the Earth's surface or thrown high into the atmosphere where it may contribute to a layer of gases that contribute to climate change. The United Nations estimates that each year, nine out of every 10 people breathe air that is unsafe. People who live in the cities in developing countries are most at risk.

Increasing numbers of people and cars on our roads means we need to take action to improve the quality of the air we breathe. Air quality in Australian cities is good by world standards, but can vary. In Sydney, Melbourne and Brisbane, the number of days per year where pollution exceeds the National Environment Protection Measures standard is generally fewer than 10. Some years it can be much higher, particularly when air quality is negatively affected by other events such as bushfires.



Source 10 Sources of air pollution

Delhi, India

The Indian city of Delhi has the worst air quality of any city in the world. A huge, sprawling city of over 20 million people, Delhi has experienced rapid growth. Air pollution in Delhi comes from many sources. The main contributors to air pollution are car exhausts, wood-burning fires, coal-fired power stations and factories. The air quality is so poor the Supreme Court of India described it as 'worse than hell'.

This affects the liveability of the city as well as the health of its inhabitants. Millions of children have lung damage, and asthma

rates are double those in other parts of India. The government has taken measures to improve air quality, such as banning fireworks and restricting car use, but this has had little impact. Improving the air quality in Delhi is a top priority for the government, but achieving this will not be easy.

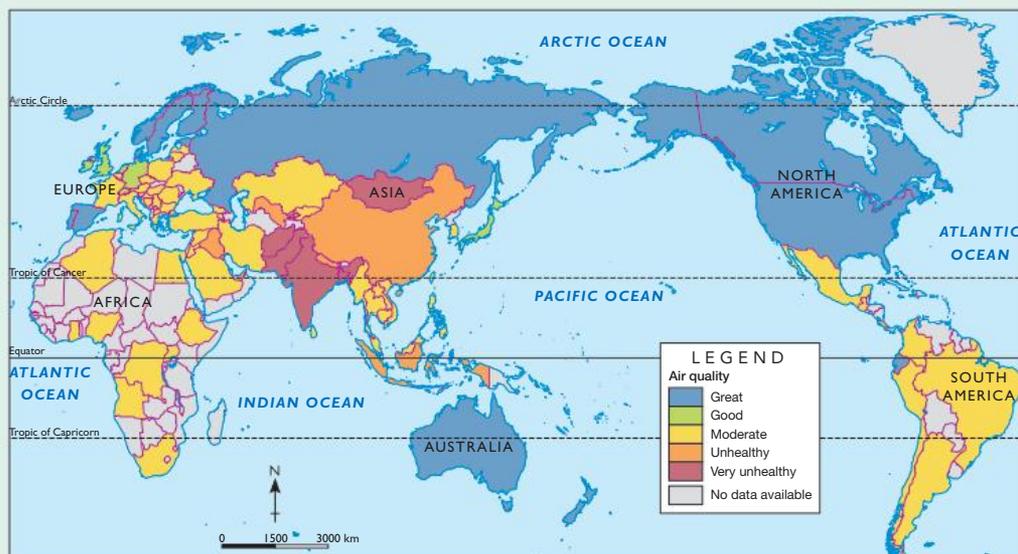
It is also important to recognise that air quality cannot be improved overnight. It will be a few years before we are able to see the impacts of the measures that have been taken to improve the air quality.

CASE STUDY



Source 12 Children in Delhi are at risk of health problems such as asthma due to poor air quality.

WORLD: AIR POLLUTION LEVELS



Source 11

Source: Oxford University Press



Map it!

World: Air pollution levels

5.3 Check your learning

Retrieve

- Air pollution is a factor that impacts on liveability.
 - Using the information in this topic, **name** as many causes of air pollution that you can.
 - Does air pollution mainly come from natural or human sources?
- Using Source 11 and the world map at the back of this book, **identify** the continent that has the highest levels of air pollution.

Comprehend

- Explain** why air quality is an important factor that contributes to liveability.

Analyse

- Using the PQE method, describe the distribution of the world's least polluted countries. **Reflect on** why these countries have low levels of air pollution.

Apply

- Do you think reducing the use of cars will improve air quality? **Discuss** with a partner.

5.4

Natural landscape

Learning intention

By the end of this topic, you will be able to:

- » describe how the environmental qualities of New Zealand affect its liveability.

The natural environment of a place is one of the objective factors that affects its liveability. Many of the world's cities have been developed in places with favourable natural landscapes, including large areas of flat land and rich soil that is good for growing crops.

The locations of many of New Zealand's largest cities have been developed in these types of areas. However, some elements of the natural landscape, such as the natural disasters that occur, can make these cities less liveable.

Source 13 The location of six of New Zealand's largest cities

1 Almost one-third of all New Zealanders live in Auckland. The city lies on a large natural harbour and has a milder, warmer climate than much of the country. Auckland is built on a volcanic field of 53 volcanoes. These provide the area with rich soils. The most recent eruption was about 700 years ago. Auckland was ranked as the world's twelfth most liveable city in 2019 and often features in the top 10.

2 Hamilton lies at the centre of a large, productive farming area. Fertile soils laid down by the country's largest river, flat land, reliable rainfall and mild temperatures make the Hamilton region ideal for agriculture.

3 Wellington (see Case study)

4 Christchurch is located on the Canterbury Plains, a large, flat and very fertile region. Many rivers cross the plains from the Southern Alps to the sea. In 2011 large areas of the city were destroyed by a powerful earthquake.

5 Dunedin is the second-largest city in the South Island and the seventh-largest city in New Zealand. In the 1860s gold was discovered in the hills surrounding the city, and the gold rush that followed made Dunedin the country's largest and fastest growing city. As the gold ran out in the 1900s, the population began to decline.

6 Palmerston North is located on a large area of flat, fertile land beside a large river. This river has cut a narrow gorge through the mountains that run the length of the North Island. A train line and highway follow this gorge, linking the east and west. However, heavy rain and unstable slopes caused a large landslide in 2017. This destroyed the road, which is now permanently closed.

Wellington, New Zealand

Wellington's natural features are dominated by hills, earthquakes and wind. It sits on several **fault lines**, which means that earthquakes are common. These fault lines are also responsible for Wellington's hilly terrain.

Wellington was chosen as the country's capital because of its central location at the southern tip of New Zealand's North Island. It also plays an important role in linking the country together. At the busy ferry terminal, passengers, goods, cars

and trains depart from Wellington for the South Island.

Wellington usually ranks high in liveability rankings, consistently ranking in the top 20 of the world's most liveable cities. In 2018, a top German bank rated Wellington as the city with the highest quality of life in the world, and second-highest in 2019. The factors that contributed to this ranking included Wellington's low levels of pollution, short commuting distances, and affordability of housing.



Source 14 Wellington's CBD and port sit on the only flat land available in the city.

CASE STUDY

fault lines

cracks in the Earth's crust; movement along these cracks causes earthquakes



Explore it!

A virtual field trip to Wellington, New Zealand

5.4 Check your learning



Retrieve

- 1 Identify** the natural landscape features of Wellington that make it liveable.
- Why was Wellington chosen as New Zealand's capital city?

Comprehend

- Complete the following table using information from Source 13:

Landscape features that make a city more liveable	Landscape features that make a city less liveable

- There are several natural hazards mentioned in Source 13. **Explain** how natural hazards might change people's perception of liveability.

Apply

- 5 Create** a travel brochure for one city in New Zealand. Your brochure should show off the liveability of this city.
- 6 a Investigate** the Christchurch earthquake of 2011. From your research, find out:
 - what caused the earthquake
 - the extent of the damage to Christchurch
 - how Christchurch has recovered from the damage
 - what strategies have been put in place to prepare for future earthquakes.
- b** Use your research to write a paragraph (around 150 words) on the Christchurch earthquake.

5.5

Infrastructure

Learning intention

By the end of this topic, you will be able to:

- » explain how infrastructure such as transport and technology affects the liveability of a place.

infrastructure

the facilities and services necessary for any community, city or country to function (e.g. buildings, electricity, roads, airports and water supply)

Services and facilities (such as roads, public transport, emergency services, post offices, water, sewerage, airports, housing, electricity and communications) are known as **infrastructure**. Good infrastructure helps make a place more liveable. By contrast, poor infrastructure can make a place less liveable.

The world's best infrastructure: Singapore

Singapore is considered to have some of the best infrastructure in the world. It has been recognised for its excellent roads, and for developing one of the world's busiest and most efficient ports. A first-class airport acts as a central Asian hub for tens of millions of travellers every year. In 2022, Singapore had a population of more than 5.9 million people and a growth rate of 0.81%. Most Singaporeans live in high-rise apartment blocks in a form of public housing available to most of the population. These buildings are clean, modern and well serviced.

With its reliable electricity supply, Singapore has developed as a centre for advancement in technology and now boasts one of the best communication networks in the world, with fast mobile and wireless internet and communication services available everywhere.

Singapore also has a ready supply of fresh drinking water, a good sewerage system and, thanks to the Restroom Association of Singapore, the cleanest public toilets. Singapore can be particularly proud of its public transport with buses, taxis and two train networks covering the whole country. The use of public transport is encouraged – more than 50% of workers in Singapore travel to work on public transport.

Source 15 Singapore's wastewater is treated so that it is more pure than drinking water. It is then used by factories making computers.



Source 16 Singapore's public transport system is considered one of the best in the world. It is clean, safe and efficient.

The world's worst infrastructure: Dhaka

The capital of Bangladesh, Dhaka, is considered to have some of the worst infrastructure in the world. It rates poorly in the quality of its telecommunications, water and housing, but even worse in terms of transport. Both its road network and public transport are considered to be intolerable. This is due to several factors. In 2022, Dhaka had more than 22 million people and a growth rate of 3.39%. This adds almost one million people a year to the city. Poor rural migrants flood into the city, placing the existing infrastructure under great strain. For many of the rural poor who move to Dhaka, pulling a rickshaw is their first job.

Only about one-quarter of Dhaka's population is connected to the sewerage system. The rest use open toilets in the street or slums where they live. Only two-thirds are connected to a reliable water supply. Dhaka has the highest population density of any of the world's megacities with about 44 000 people crammed into every square kilometre of land. This leaves little room for roads, rail lines, car parks, bus terminals and other elements of an effective transport system. There are very few forms of public transport and these are largely inefficient and poorly organised. People moving around Dhaka rely on a limited bus service and bicycle rickshaws. There is no train service within Dhaka, only trains between Dhaka and other centres in Bangladesh (see Source 18).



Source 17 Cleaning Dhaka's sewers has been called the 'worst job in the world'.



Source 18 Dhaka's public transport system is considered one of the worst in the world. It is old, overcrowded and dangerous.

5.5 Check your learning



Retrieve

- 1 In your own words, **define** 'infrastructure'.

Comprehend

- 2 **Explain** how efficient and reliable infrastructure contributes to a city's liveability. Give some examples to support your response.
- 3 **Explain** two of the factors that have led to such poor infrastructure in Dhaka.
- 4 Why do you think the infrastructure in Singapore is so reliable? **Explain** your answer.

Analyse

- 5 **Compare** the photographs of the rail systems in Singapore and Dhaka (Sources 16 and 18). What are some of the differences and some of the similarities?

Apply

- 6 Make a list of all the forms of infrastructure mentioned in this spread. Rank these forms of infrastructure from the one you consider to be the most important to the one you consider to be the least important. **Justify** (give reasons for) your response.
- 7 'It is possible to live in a city and not rely on or use any of its infrastructure.' To what extent do you agree with this statement? A lot (strongly), a little bit (somewhat) or not at all? Write a short paragraph **justifying** your position. Use examples to support your point of view.



Quiz me!
A quick quiz on
infrastructure

5.6

Safety and stability

Learning intention

By the end of this topic, you will be able to:

- » explain how the safety and stability of a place affect its liveability.

Safety and stability are two of the most important factors that influence the liveability of a place. Cities where people feel safe and supported by their leaders tend to rank higher on liveability lists.

Safety

While we may be tempted to think of safety just in terms of our own personal safety, there are other important types of safety. Infrastructure safety, for example, considers how likely it is that networks such as roads, water and electricity will break down. Health safety refers to access to health care and clean water and air. Increasingly, cybersecurity is also an important part of safety at the national, local and personal scale.

The safest cities in the world (see Source 21) are those with a strong and reliable infrastructure. This includes dependable emergency networks, such as police, ambulance and fire response services. In safe cities the people are kept informed about potential threats and are willing to work with emergency services to reduce these threats. Australian cities are among the safest in the world, with Sydney ranked as the fifth-safest.

In unsafe cities there tends to be high levels of corruption within government services and the police and military. Murder rates are high, as are the rates for other crimes such as assault and theft. There also tends to be high rates of poverty and a large gap between the very wealthy and the very poor. Cities experiencing war are also among the world's least safe.



Source 19 Tokyo in Japan is the safest city in the world.



Source 20 Yemen is the most unstable country in the world. It has been in a state of war since 2012, which has caused widespread famine across the country.

Stability

Stability refers to the strength of a country and its ability to look after its citizens. In stable countries such as Australia, human rights are generally respected and protected. Our government and emergency services are also trusted by the people. On the other hand, unstable countries (sometimes referred to as 'fragile states') often experience human rights violations. The governments in these countries also struggle to look after their people properly. Some fragile states are in the grips of civil war, where different groups are trying to seize control from the government. This has a significant effect on the liveability of these places because war has a negative impact on the objective and subjective factors of liveability.

Each year, the US-based research group, Fund for Peace, releases its Fragile States Index that measures the stability of each country. The map in Source 21 shows the results for 2020.



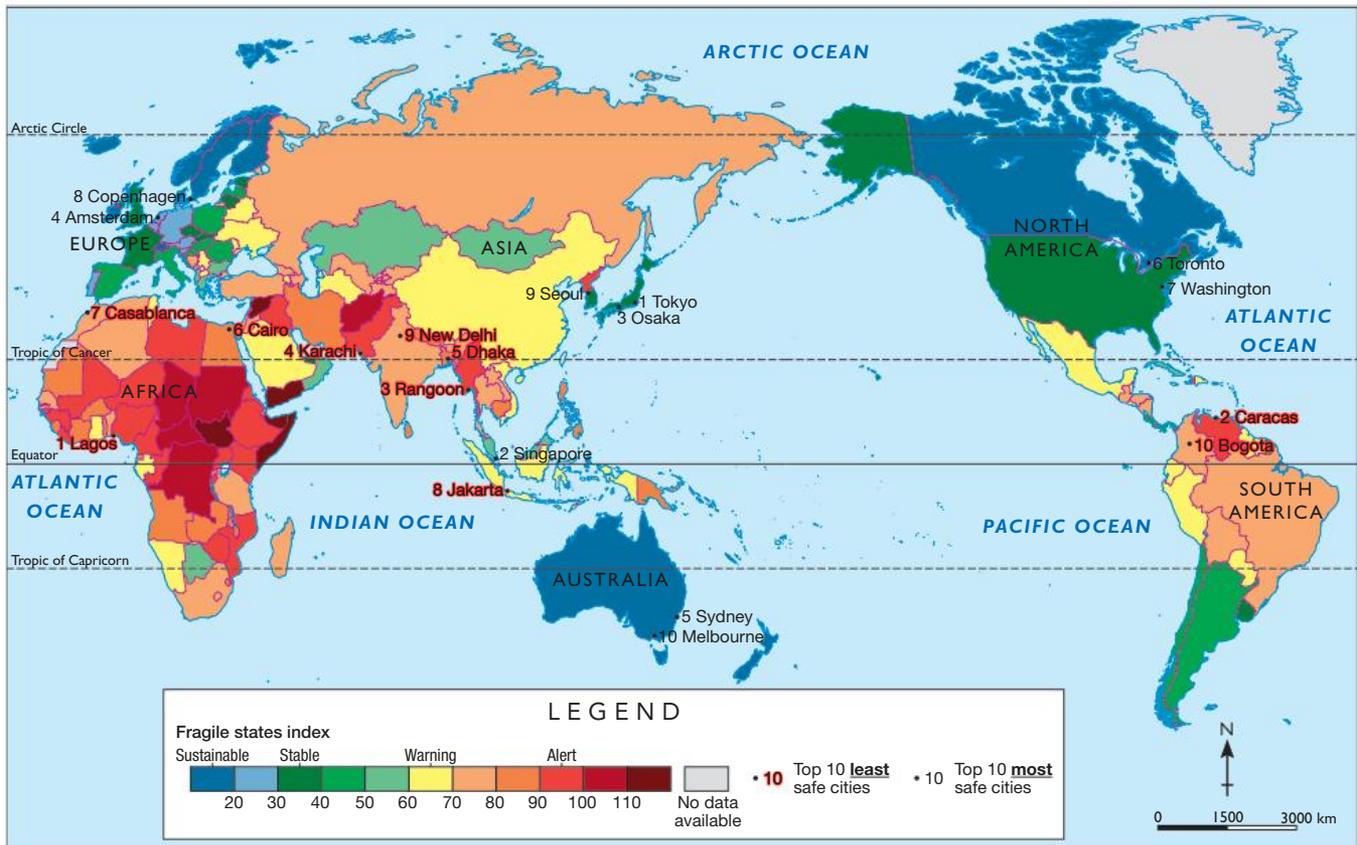
See, think, wonder

Look at Source 20.

- What do you see?
- What do you think?
- What do you wonder?



WORLD: SAFEST AND MOST DANGEROUS CITIES (INCLUDES COUNTRY STABILITY)



Source 21

Source: Oxford University Press

5.6 Check your learning



Retrieve

- 1 **Identify** four different types of safety.
- 2 **Identify** three threats to liveability in Source 20.

Comprehend

- 3 Using the PQE method, **describe** the distribution of the world's least safe cities as they appear in Source 21. Do not forget to use the correct sentence starters! Check page 30 for a refresher.

Analyse

- 4 **a Distinguish** between a stable and an unstable country. Remember, when you distinguish between two things you should talk about how they are different.
- b Consider** how stability affects the liveability of a place. Remember, when you consider something,

you should think about it carefully before making a decision.

Apply

- 5 'People who live in dangerous cities or unstable countries should just leave.' To what extent do you agree with this statement? A lot (strongly), a little bit (somewhat) or not at all? **Justify** (give reasons for) your position in a short paragraph.
- 6 **a Propose** (put forward) one strategy that could be put in place to improve the stability of a country.
- b** Think carefully about the challenges of putting your strategy in place in a stable country compared to an unstable state. How might some of these challenges be different in each place?



Quiz me!

A quick quiz on safety and stability

5.7

Access to health care and education

Learning intention

By the end of this topic, you will be able to:

- » explain how access to health care and education affects the liveability of a place.



Map it!

World: Best and worst health care

CASE STUDY

life expectancy

the average number of years a person can expect to live

In general, people living in liveable cities have access to good health-care services. This includes doctors, public and private hospitals, specialist clinics and over-the-counter medication.

Liveable cities also offer access to a range of schools and other education facilities like training centres and universities. In many of these cities, including those in Australia, a school education is not only compulsory but is also funded by the government.

Cities in Canada, the United Kingdom, Australia and western Europe generally rank highly in both health care and education. By contrast, many cities in Africa are among the lowest ranked for these services.

London, United Kingdom

Education in London

In London, education is free and compulsory up to the age of 18. Students begin school at the age of five and most attend schools in their local area. By the time students reach university age, there are more than 40 universities in London for them to attend. There are also many

more higher education colleges that offer an alternative for those who do not want a traditional university education.

This access to education has helped London to have the world's most highly educated workforce. Almost 60% of adult Londoners have a university degree and 99% can read and write.

Health care in London

Throughout the United Kingdom, health care is free. It is also universal, meaning that everyone has access to it. Most treatments, from a doctor's appointment to emergency surgery, are free for all patients. However, there are often long lists of people waiting for hospital treatment, which means that many people also pay for some services through their health insurance. This is similar to the health-care system in Australia. In the United Kingdom, **life expectancy** is 81 years. This high life expectancy can be linked to the availability of health care.

Source 22 A modern operating theatre in a London hospital



Niamey, Niger

Niamey is the capital city of Niger in north Africa. In 2022, the city's population was 1.4 million, but this is increasing rapidly because Niger's population is one of the fastest growing in the world. Niamey is struggling to meet the demands of this rapid growth.

Education in Niamey

School is compulsory between the ages of seven and 15, however many children do not attend school regularly. Over half of Niger's children are not in school and less than 40% attend secondary school. This has resulted in very low rates of **literacy**. Only 19% of adult Nigeriens can read or write. There is one university in Niamey and another four throughout the country.

Health care in Niamey

In Niamey, the health care system is poorly funded. As a result, more than half of the people of Niger do not have

access to a health care provider. As the government does not fund health care, this also means that people must pay high fees when they need to visit a doctor or hospital. The average life expectancy in Niamey is 59, which is one of the world's lowest.

CASE STUDY

literacy

the ability to read and write



Source 23 Nigerien classrooms tend to be crowded and poorly resourced.

5.7 Check your learning



Retrieve

- Many Londoners claim that their city has the best education in the world. **Identify** the factors that support this claim.

Comprehend

- Briefly **explain** how access to health care affects liveability.
- Briefly **explain** how access to education affects liveability.
- Explain** the interconnection between education and job opportunities.

Analyse

- Create a table to help you **compare** access to health care in Niamey and London.
 - Consider** why there is such a difference in access to health care between these two cities. Remember, when you consider something, you should think about it carefully before making a decision.

- Look closely at Source 23. **Compare** this classroom to your own. How is it the same and how is it different?
- Using Google Maps, **identify** the absolute location (latitude and longitude) of London.
 - Identify** the straight line distance (relative location) from London to Sheffield.
 - Which geographical concept is most relevant when looking at absolute and relative locations, and why?

Apply

- 'Education outcomes tend to be lower for girls in Niger than for boys.' **Investigate** this statement to find out what you can about education for girls and boys in Niger. When you have finished researching, write a short paragraph (around 150 words) explaining whether you agree with the statement and why.

5A

SKILLS IN CONTEXT



Test me!

Once you've finished the topics in this section, test yourself with this quiz and find out which worksheet you should do.

Source 24 Trams in St Kilda, a suburb in Melbourne, Victoria

Liveability with disability

Melbourne has the world's largest tram network. It has 250 kilometres of tram tracks that cater for more than 200 million trips by Melburnians and visitors every year. It is one of the features that make Melbourne among the world's most liveable cities.

However, for people who use a wheelchair, the tram network often makes the city less liveable, rather than more liveable. Wheelchair users require a low-floor tram and a level access stop to be able to access the tram without assistance. Most of Melbourne's trams are not low-floor and most of its tram stops do not allow level access. There are some exceptions, mostly in the CBD.



Source 25 An example of a level-access stop with a low-floor tram

KEY SKILL

Questioning & researching

Reading graphs

Graphs are a useful tool for displaying different types of data visually. Graphs help us understand complex sets of numbers in an easy-to-read way. This, in turn, allows us to see patterns more clearly than a list of numbers.

To read a graph, follow the steps below.

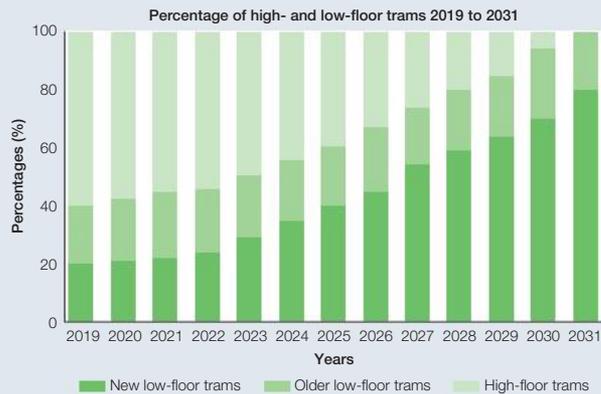
Step 1 Read the title carefully so that you understand exactly what is being shown in the graph.

Step 2 Read each axis carefully. The axis will include a title. In Source 26, years are shown on the horizontal (x) axis and percentages on the vertical (y) axis.

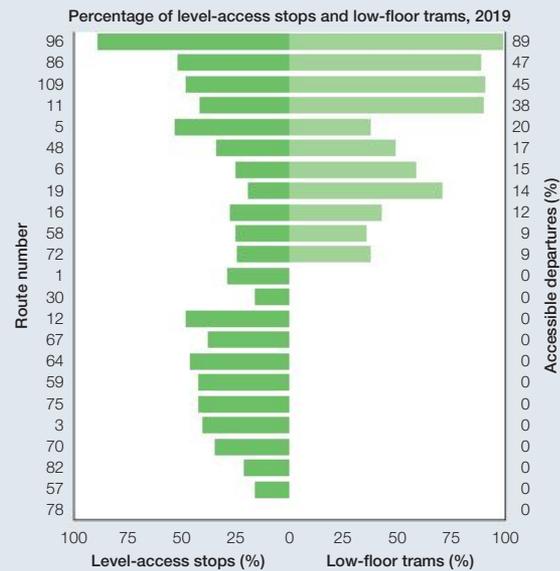
Step 3 Some graphs have a legend. If so, read it carefully. This shows the colours and symbols used on the graph. For example, in Source 26, the percentage of high-floor trams on the network is shaded pale green.

Step 4 All graphs have a source. This tells us where the information displayed in the graph has come from. Make sure you always check the source, as it helps us know how reliable and up to date the information is.

For more information on this skill, see page 16 of 'The geography toolkit'.



Source 26 Change in composition of the state tram fleet, Melbourne 2019–2031. This is a compound column graph. You can learn more about it on page 18 of 'The geography toolkit'.



Source 27 The percentage of level-access stops and low-floor trams on Melbourne's tram routes in 2019

Practise the skill

Look closely at Source 26 to answer the following questions.

- Identify** the type of graph shown in Source 26.
 - Describe** the purpose of this type of graph.
- Identify** the percentage of Melbourne's tram network that was high-floor in 2019.
- Identify** the year in which wheelchair users can expect half of Melbourne's trams to be 'new low-floor.'
- Describe** the change that is currently underway on Melbourne's tram network. Use figures from Source 26 to support your response.

Look closely at Source 27 to answer the following questions.

- Identify** how many tram routes have both level-access stops and low-floor trams.
- Identify** how many tram routes have level-access stops but no low-floor trams.
- Identify** the number of tram routes that have neither of these.
- Identify** the number of tram routes that have more than half of all departures accessible to wheelchair users.

Extend your understanding

- Does the data in these graphs show us an objective measure or subjective measure of liveability? **Justify** (give reasons for) your answer.
- Explain** how poor access to public transport can have an impact on a wheelchair user's perception of liveability.
- Other Melburnians with disabilities also have challenges with some aspects of the tram network. What are some of the challenges that a person with vision impairment might have accessing public transport?
- The following table shows data taken from a survey by Public Transport Victoria in 2018. It shows the main purposes of people using public transport in Victoria on a weekday.

Purpose of trip	Weekday (Jan–Mar 2018)
To get to/from work	38%
To get to/from leisure activities	51%
To get to/from place of study	18%
To run errands	44%

Source 28 Main purposes of trips on weekdays

- Create** a bar graph from this data set.
- Describe** the pattern you see in your chart.

5.8

The world's most liveable cities

Learning intention

By the end of this topic, you will be able to:

- » identify the factors that contribute to a city being considered liveable, with a focus on Calgary, Canada.



Quiz me!

A quick quiz on the world's most liveable cities

It is difficult to compare one city to another because people tend to favour their own city. This can make it difficult for others who are considering moving to a new location to find out what it is really like to live there. In response to this problem, a number of companies research the world's biggest cities and rank them from the most liveable to the least liveable.

These liveability rankings are useful for geographers as they give us the opportunity to compare places and to consider what makes one place more liveable than another. Importantly, it also allows us to make better decisions about improving the liveability of cities around the world.

Every year, the Economist Intelligence Unit (EIU) conducts a liveability survey of the world's cities. After analysing the data collected in this survey, it gives each city a score based the following objective factors:

- stability (such as crime and terrorism threats)
- health care
- culture and environment (such as climate, shopping and religious freedom)
- education
- infrastructure (such as roads, public transport and water).

In 2022, the EIU ranked the top 10 cities as shown in Source 2.



Source 1 In 2022, Vienna was ranked the most liveable city by the EIU. This photo shows an amusement park near the centre of the city.

Source 2 Top ten liveable cities, 2022

Ranking	City
1	Vienna, Austria
2	Copenhagen, Denmark
3 (tied)	Zurich, Switzerland
3 (tied)	Calgary, Canada
5	Vancouver, Canada
6	Geneva, Switzerland
7	Frankfurt, Germany
8	Toronto, Canada
9	Amsterdam, Netherlands
10 (tied)	Osaka, Japan
10 (tied)	Melbourne, Australia

Calgary, Canada

Calgary in Canada is North America's most liveable city. It held a ranking in the top five cities worldwide for the 10 years up to and including 2019. In 2022, it ranked equal third with Zurich. Geographers have noticed that Calgary shares many features with virtually all the top cities. They are all mid-size cities of between one million and five million people and are all in developed countries. Many of them have a mild climate.

Calgary scored perfect scores in three of the categories on which the EIU judges

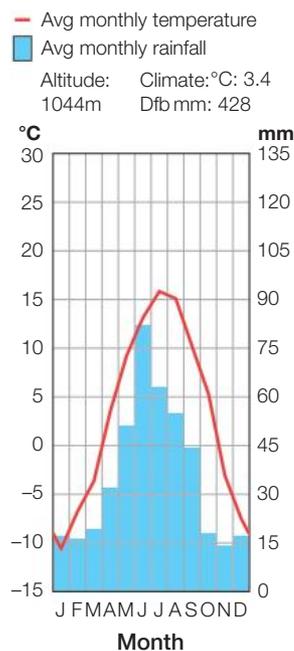
liveability. Its lowest score was for 'culture and environment'. This is largely due to Calgary's climate, which is very cold (Source 4). Even in the summer months, Calgary's average daily temperature does not reach much above 15°C.

Calgary's economy is supported by the major oil and gas fields located nearby. The money generated by these resources has allowed the city to develop top infrastructure including a tram network, a busy international airport, five major hospitals and several universities.



Source 3 Trams pass beneath a covered pedestrian walkway in the Calgary CBD. Calgary has 18 kilometres of covered walkways, making it the world's largest skywalk system.

CASE STUDY



Source 4 Climate graph, Calgary



Weblink

EIU Global Liveability Index

5.8 Check your learning

Retrieve

- 1 Brainstorm three features that most of the world's liveable cities share.
- 2 How does the EIU calculate liveability rankings?

Comprehend

- 3 **Explain** two reasons why liveability rankings are an important tool for geographers.
- 4 Calgary is North America's most liveable city.
 - a **Describe** the trend of the temperature in Calgary.
 - b **Explain** how this influences the liveability of Calgary.

Analyse

- 5 Imagine you are planning a holiday to visit Calgary. When do you think would be the best time of year to visit and why?
- 6 How do you think Calgary's skywalk network improves the liveability of the city?
- 7 In the 2021 EIU Global Liveability Index, the top ten cities were significantly different to previous years. **Investigate** to find out:
 - a what the top ten cities were in 2021
 - b why they were so different to previous years
 - c how they compared to the top ten cities in the years since 2021.

5.9

Australia's liveable cities

Learning intention

By the end of this topic, you will be able to:

- » identify the factors that contribute to Australian cities being considered liveable.

In the 2022 EIU Global Liveability Survey, Melbourne was rated as the world's tenth-most liveable city. Brisbane (27), Adelaide (30) and Perth (32) also scored well in the list of 172 cities around the world. Australian cities usually score well in liveability studies because they generally have open spaces for recreation, relatively low crime rates, low population densities and good education and health care.

Large cities in a wealthy country like Australia tend to have a wide range of goods and services available to the people who live there. The infrastructure in large Australian cities includes schools and universities; efficient transport networks; clean water delivered to homes and businesses through a vast network of dams, treatment plants and pipes; and electricity supplied through a system of overhead and underground wires and cables.

Australian cities also score well in terms of their safety and stability because corruption and crime rates are low. The country also has a stable government and no ongoing wars or other conflicts within its borders.

Individual state and local governments are responsible for improving liveability on a local scale.

KEY CONCEPT Sustainability

More sustainable = more liveable

For seven years, Melbourne enjoyed the top spot as the world's most liveable city. In 2018 Victorians lost that title to Vienna, the capital city of Austria. According to *The Conversation*, a news website run from Melbourne, there are seven steps that Melbourne should take to improve liveability and reclaim its top spot.

Four of these seven steps are specifically geared towards improving Melbourne's sustainability.

These include:

- reducing traffic and moving towards public and active transport by increasing the cycling network and making the CBD car-free
- aiming for zero carbon emissions from traffic by making all buses, trucks, cars and motorbikes electric and using solar power systems on roof tops around the city and suburbs
- increasing the number of green spaces by adding trees to every vacant lot and to roofs and walls of buildings
- controlling pollution emissions from other sources, such as industry, rubbish and the port.

These steps will not only improve the environment in Melbourne in the short term, but also work towards ensuring that the city will be preserved for future generations.

For more information on this key concept, see page 8 of 'The geography toolkit'.



Source 5 Expanding Melbourne's network of bicycle tracks will improve its liveability

Sustainable city of Ipswich

Ipswich is the fastest-growing local government area in Queensland, with a population of more than 230 000. The city boasts around 11 000 kilometres of waterways, 219 nature reserves and is home to 46 rare species.

In a 2020 council survey, the community identified population growth and climate change as the two main factors threatening the liveability of the area. The results informed the City of Ipswich Sustainability Strategy 2021–2026. The framework is based on five action areas that promote the development of a clean, green, healthy and resourceful city, so the region's natural assets can be enjoyed by its residents into the future. The five action areas are:

- A sustainable council – the City of Ipswich council will implement sustainability projects and programs.
- Climate adaptation – build up the city's resilience to climate change and ensure residents can continue to live comfortably and safely.
- Transport and mobility – encourage active transport and provide access to reliable public transport to reduce road congestion and air pollution.
- Natural environment and healthy waterways – preserve and support key ecosystems and cultural landscapes to be enjoyed for generations to come.

- Circular economy – change the way waste is managed by improving recycling networks and production processes.

The council has already made improvement towards these action areas. It has implemented conservation zoning, improved waste infrastructure at recycling centres and implemented stormwater treatment and reuse at several parks. More than 6800 LED streetlights have been installed and more than 37 000 rooftop solar power systems operate across the city. Bushfire Hazard Response plans have been developed for high-risk areas.



Source 6 As part of its sustainability strategy, the City of Ipswich has protected important environmental areas, like the White Rock–Spring Mountain Conservation Estate in Redbank Plains.

CASE STUDY



Quiz me!

A quick quiz on Australia's liveable cities

5.9 Check your learning



Retrieve

- 1 Why do Australian cities tend to score well in liveability surveys?
- 2 **Identify** the purpose of Ipswich's Sustainability Strategy.

Comprehend

- 3 Due to climate change, it is expected that the Ipswich region will experience higher temperatures across all seasons. **Describe** how this will affect liveability if no action is taken.

- 4 Consider the five action areas in the Sustainability Strategy framework. Are these objective or subjective factors of liveability? **Explain** why.

Apply

- 5 Choose one of the cities mentioned in this topic (Melbourne, Brisbane, Adelaide, Perth or Ipswich). Using the internet, **investigate** the factors which make these cities liveable. Use your research to create a poster advertising this city to tourists. Your poster should highlight the liveability of the city.

5.10 The world's least liveable cities

Learning intention

By the end of this topic, you will be able to:

- » identify the factors that contribute to a city being considered less liveable, with a focus on Caracas, Venezuela.

While cities in Europe, Canada and Australia dominate the top ranks of the world's most liveable cities, Asian, Middle Eastern and African cities tend to be ranked among the lowest. However, it is important for us to remember that most liveability surveys are paid for and conducted by companies in wealthy, developed countries. These lists tend to measure aspects of each city that these companies think will be of most interest and relevance to their workers rather than the experiences of the people who live there all the time.

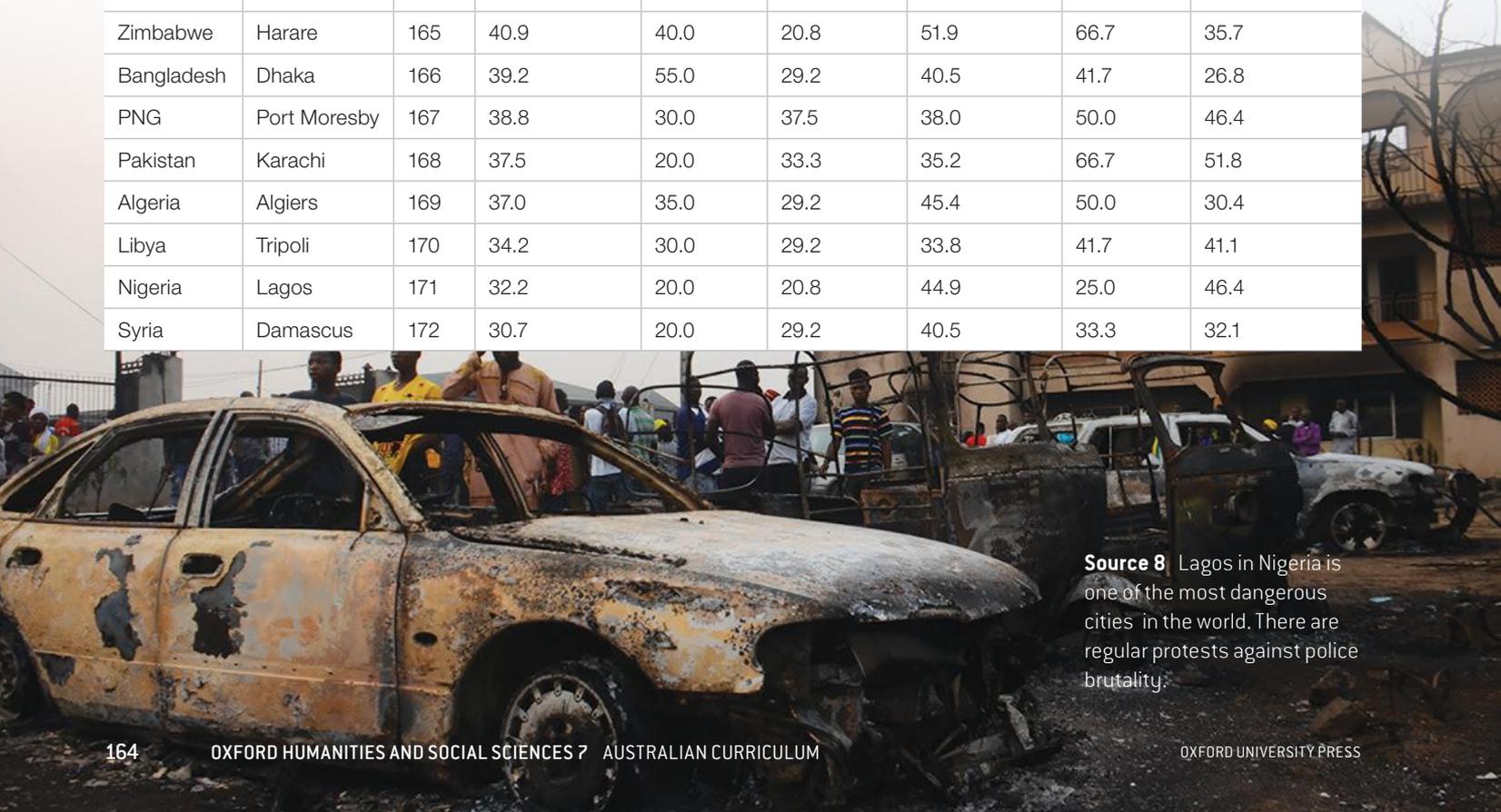
In 2022 the EIU published its annual list of cities ranked from most liveable to least liveable. Source 7 shows the 10 least liveable cities. These cities rate poorly in terms of health care, infrastructure and access to education. They also rate poorly in terms of safety and stability, a category that measures crime, terror and conflict. Although many of these cities have been ranked low for many years, there was a new entry in 2013: the Syrian capital city of Damascus. Due to a violent **civil war** that has been raging in Syria since 2011, Damascus has been listed as the least liveable city every year since 2013.

civil war

a war between citizens of the same country

Source 7 The 2022 ranking of world's least liveable cities from the EIU

Country	City	Rank	Overall rating (100 = ideal)	Stability	Healthcare	Culture & Environment	Education	Infrastructure
Iran	Tehran	163	44.0	55.0	45.8	32.9	50.0	39.3
Cameroon	Douala	164	43.3	60.0	25.0	45.6	33.3	42.9
Zimbabwe	Harare	165	40.9	40.0	20.8	51.9	66.7	35.7
Bangladesh	Dhaka	166	39.2	55.0	29.2	40.5	41.7	26.8
PNG	Port Moresby	167	38.8	30.0	37.5	38.0	50.0	46.4
Pakistan	Karachi	168	37.5	20.0	33.3	35.2	66.7	51.8
Algeria	Algiers	169	37.0	35.0	29.2	45.4	50.0	30.4
Libya	Tripoli	170	34.2	30.0	29.2	33.8	41.7	41.1
Nigeria	Lagos	171	32.2	20.0	20.8	44.9	25.0	46.4
Syria	Damascus	172	30.7	20.0	29.2	40.5	33.3	32.1



Source 8 Lagos in Nigeria is one of the most dangerous cities in the world. There are regular protests against police brutality.

Caracas, Venezuela

Caracas, the capital city of Venezuela, ranks poorly on liveability surveys. In *The Economist's* 2021 Safe Cities Index of 60 cities, it scored in the bottom five for all categories, including personal, health and digital security.

Caracas is a city in crisis. It is currently experiencing political instability and a corrupt government. These factors have created an increasingly unliveable environment. Sometimes called the 'murder capital of the world', Caracas has one of the world's highest murder rates. Almost all of these murders have gone unsolved, partly due to corruption of the police and the judicial system.

Life in Caracas is difficult. Power blackouts are common, as are failures in the water network. Many people are going hungry, as supermarket shelves lie empty. The hospital and medical systems have collapsed in many parts of the city. This means that people are struggling to find medicine and access health care.

The economy of Venezuela is in danger of collapse. The economy is experiencing **inflation**, as prices skyrocket and money becomes virtually worthless.

Perhaps the most obvious sign of the problems in Caracas is the number of people who have chosen to leave. Over four million Venezuelans have left the country as **refugees**.



CASE STUDY

inflation

increase in the general level of prices paid for goods and services over a certain period

refugees

people who move to another country because of a natural disaster, to avoid war or persecution

Source 9 People collect water from an open pipe above the Guaire River in Caracas during an electricity blackout. These blackouts are common in the city and affect the water pumps in people's homes, offices and shops.

5.10 Check your learning

Retrieve

- 1 **Name** some of the common features of the world's least liveable cities.
- 2 **Identify** three reasons why people are leaving Caracas.

Comprehend

- 3 **Explain** why Damascus has been ranked one of the least liveable cities since 2013.
- 4 Refer to Source 7. Locate each of the 10 least liveable cities in an atlas. Which cities are not in Asia or Africa?
- 5 Look closely at Source 7.
 - a Cities move up or down this list over time. Using evidence from the text, **explain** why this is the case.
- b Identify the three least stable cities (look at the 'Stability' column).
- c What would cause these cities to score a low 'stability' rating?
- d Harare in Zimbabwe is the eighth-least liveable city. In what areas does it score higher than the cities ranked above it?

Apply

- 6 Using labelled boxes and arrows, **create** a flow chart to show how one problem has led to other problems in Caracas. There is a template available on your obook pro to help get you started.



Quiz me!

A quick quiz on the world's least liveable cities



Additional resource

Flow chart template

5.11

Damascus: the least liveable city

Learning intention

By the end of this topic, you will be able to:

- » identify the factors that contribute to Damascus, Syria, being considered the least liveable city.



Quiz me!

A quick quiz on Damascus: the least liveable city



Key skill worksheet

Interpreting & analysing:
Comparing different types of images

Liveability before 2011

Damascus is the capital of Syria. One of the world's oldest cities, Damascus has been continually inhabited for thousands of years. In that time, it has developed a vibrant and lively culture.

Historically, Damascus was an important trading link between Africa, Asia and Europe. The city was particularly famous for its textile, lace and sword industries. The whole of the inner city, known as the 'Ancient City', is a World Heritage Site. The population of the city boomed between 1950 and 2011 as Syrians from poorer parts of the country poured into the capital in search of work and a better life.

As the country's capital, Damascus is home to important national services. This includes 10 universities, hospitals and a large international airport. Public transport services are limited to fleets of minibuses. The narrow, winding streets of the city leave little room for regular-sized buses, trams or trains. The roads are often congested as more and more people own cars. Water is supplied from a nearby river, but this is under strain from the rapidly growing population.

Liveability since 2011

The events in Damascus demonstrate to us how liveability can be seriously affected by conflict. In 2011 a violent civil war broke out in Syria as various groups within the country fought for control. Some of the fiercest fighting has taken place in Damascus,

particularly on the edges of the city. Up to half a million Syrians have been killed in the war. Nearly seven million people have been forced to leave Syria and a similar number have had to leave their homes within the country. Damascus, once called the 'pearl of the East', is now the world's least liveable city.

More than half of the city's health services have been destroyed. Many health workers have fled the country as refugees. This means that it has become increasingly difficult to access a doctor, dentist or other health-care professional. The population of the city has doubled since the war began, because people have moved further into the centre of the city to flee fighting in the outer areas. This has placed enormous strain on infrastructure,



Source 10 Some of the worst fighting has taken place in Eastern Ghouta on the outskirts of Damascus. This was once a hospital but was destroyed in a bombing raid.

particularly water supplies, electricity and education. Throughout the country, more than two million children are out of school and one in three children have missed out on important life-saving vaccinations. More than one-third of Syria's population no longer have access to safe drinking water. Police forces have collapsed in many places, leading to a wave of violent crimes such as murder and kidnapping.

Strategies to improve liveability

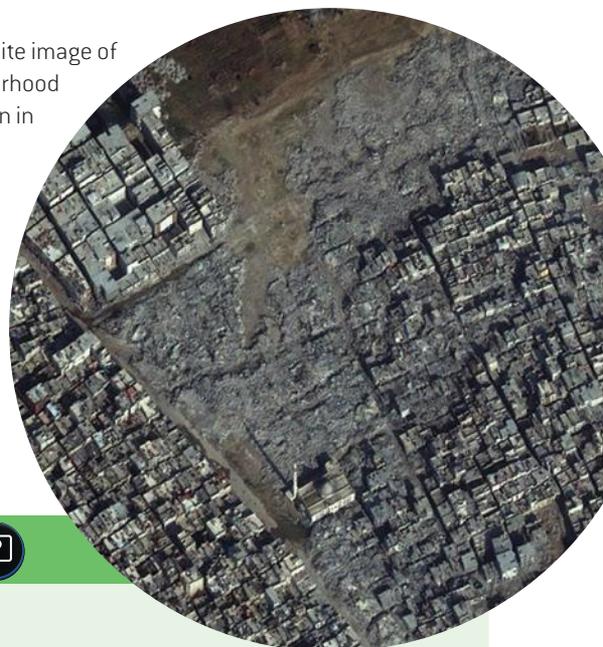
Geographers have difficulty proposing solutions for conflict. There is no 'easy' way to solve this problem. There are, however, some strategies that have been proposed to increase the liveability of Damascus for its residents. These include:

- securing funding and aid from the United Nations. To help around 13 million people in Syria, the UN has called for \$3.5 billion dollars in aid from other countries. Among other things, this money will go towards medical support for seriously ill people in Damascus.
- increasing access to water by transferring it from another place by building a pipeline. There have been talks of an investment from Switzerland and Japan to help Syria achieve this, but no plans have been locked in.



Source 11 Two girls visit their destroyed school in Eastern Ghouta.

Source 12 A satellite image of the Yalda neighbourhood of Damascus, taken in 2013, showing the destruction of the area as a result of civil unrest



5.11 Check your learning



Retrieve

- 1 **Identify** the national services located in Damascus.
- 2 **State** why the population of Damascus increased between 1950 and 2011.

Comprehend

- 3 **Describe** the public transport and quality of water supplies in Damascus before the civil war.
- 4 **a** Complete the following table using information from this topic.

Liveability factor	Impacts of civil war
Safety and stability	
Health care	
Education	
Infrastructure	

- b Using the table you completed in question 4a, write a paragraph **summarising** how civil war has affected the liveability of Damascus.

Analyse

- 5 **Reflect on** how war-torn countries like Syria are affected by global emergencies such as the COVID-19 pandemic.
- 6 **Consider** why satellite images, like the one in Source 12, have become useful tools for assessing damage caused by war. Why do you think this is the case?

Apply

- 7 In groups, **discuss** the strategies to improve liveability on this page. Do you think they are strong strategies? Why or why not? Share your discussion with the class.

5B

SKILLS IN CONTEXT



Test me!

Once you've finished the topics in this section, test yourself with this quiz and find out which worksheet you should do.

Local area liveability

Liveability also applies to local areas. Some are more liveable than others because of infrastructure or culture and environment.



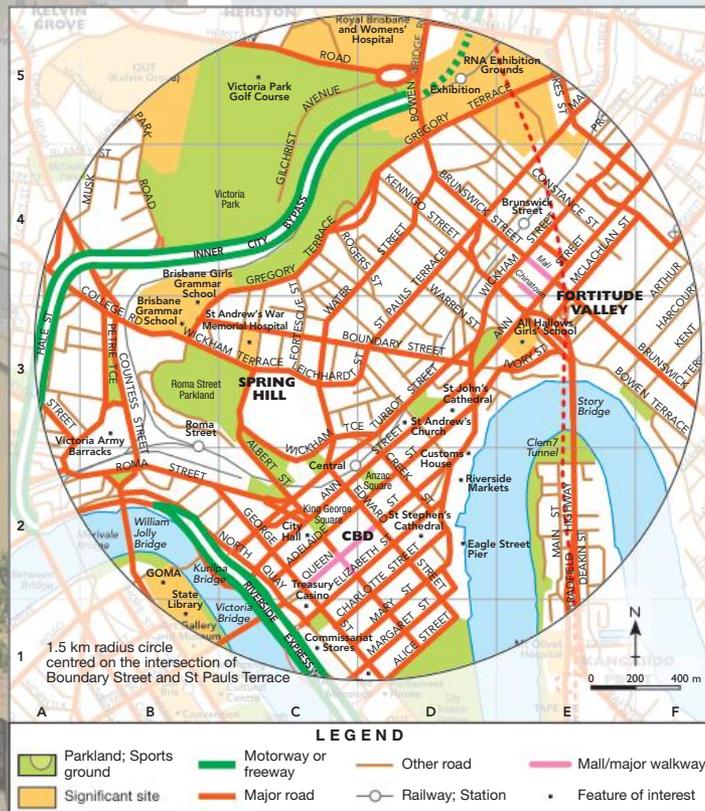
KEY SKILL Questioning & researching

Conducting fieldwork: map survey

There are several pieces of information that you can collect to assess the liveability of your local area. The first of these is a map survey.

To complete a map survey of your local area, follow these steps:

SPRING HILL, BRISBANE



Source 13

Source: Oxford University Press

Source 14 Spring Hill is an inner-city suburb of Brisbane. It contains a mix of residential and commercial land uses.

Step 1 Locate a map of your local area. This could be from a street directory or from a website, such as Google Maps. Decide on the limits of your local area. This could be a suburb if you live in a large city or the whole town if you live in a smaller rural town. In this example, the student lives in Spring Hill and has chosen an area 1.5 kilometres from where she lives.

Step 2 Mark the limit of your local area on your map.

Step 3 Examine this area closely and count each of the following pieces of infrastructure within it:

- police stations
- hospitals
- chemists
- doctors
- churches
- sporting grounds
- parks
- post offices
- schools.

Practise the skill

- 1 Using the steps outlined above, complete a map survey of your local area.
- 2 **Describe** the infrastructure of this area in a carefully worded paragraph.

KEY SKILL

Questioning & researching

Conducting fieldwork: street survey

Another useful way to collect information about the liveability of your local area is to undertake a street survey as part of some fieldwork. Fieldwork is any geographical study that takes place outside the classroom. It is an essential part of Geography, because it allows you to collect primary data. For example, you can draw sketches, conduct tests or construct questionnaires. In this activity, you are conducting a street survey to assess the

quality of the housing and other features of a street or several streets.

To complete a street survey in your local area, follow these steps:

Step 1 Choose a street with at least 30 properties and a length of at least 100 metres.

Step 2 Use a street survey form like the one shown in Source 15 to score your chosen street on a scale of 0 to 3 in a range of categories.

Practise the skill

- Using the steps outlined above, complete a street survey in your local area.
- In what parts of the survey did the street score well? In what areas did it score poorly?
- What could be done to improve this street?

Extend your understanding

- Identify** the health-care facilities that are available to residents of Spring Hill.
- Identify** the education facilities that are available to residents of Spring Hill.
- 'As an inner-city area, Spring Hill is well served with public transport.' To what extent do you agree with this? A lot (strongly), a little bit (somewhat) or not at all? Write a short paragraph explaining your position. Use evidence from Source 13 to **justify** your answer.

Street name: _____ Suburb: _____		SCALE				
		3	2	1	0	
Traffic	Free or parked vehicles Low volume of traffic Safe for children					Cluttered with parked vehicles High volume of traffic Dangerous for children
Gardens	Variety of plants Neatly maintained					No plants Overgrown
Houses	Well maintained Variety of housing styles Variety of building styles					Run down All houses the same style All houses built from the same material
Vegetation	Tree shade near road					No trees
Street furniture (signs, electricity poles, seats, etc)	Inconspicuous Improve the area					Conspicuous Detract from the area
Street lighting	Well lit					Poorly lit
Litter, vandalism and graffiti	No litter, vandalism or graffiti					Much litter, vandalism or graffiti
Access to facilities	Shops within walking distance Parks within walking distance Primary school within walking distance					Shops not within walking distance Parks not within walking distance Primary school not within walking distance
Footpaths, roads and kerbing	Clearly defined Good condition Maintained nature strips					Undefined Poor condition No nature strips
Other land uses	No offensive land uses					Offensive land uses
Column score						
Total score						

Source 15 Street survey template

5.12 Threats to liveability

Learning intention

By the end of this topic, you will be able to:

- » identify threats to liveability and strategies to combat these threats.

Cities are constantly changing. In most countries, cities are growing both in size and population. Many cities in the developing world are growing at an alarming rate. India's capital city Delhi, for example, has doubled in population in the last 20 years and grows by 2000 people a day!

In developed countries such as Australia, this kind of growth is not as rapid but is still significant. As cities grow, they may become less liveable. Some of the factors that threaten liveability of growing cities include urban sprawl, traffic congestion, environmental issues and social inequalities.

Urban sprawl

Urban sprawl is the quick, outward expansion of cities and towns. This expansion is often done by building residential housing estates on the edge of the city. Land is cheaper on the edges of cities, so new arrivals and young families tend to build and buy their homes on the city's outskirts. These new homes replace the existing land, which had previously been used for farming.

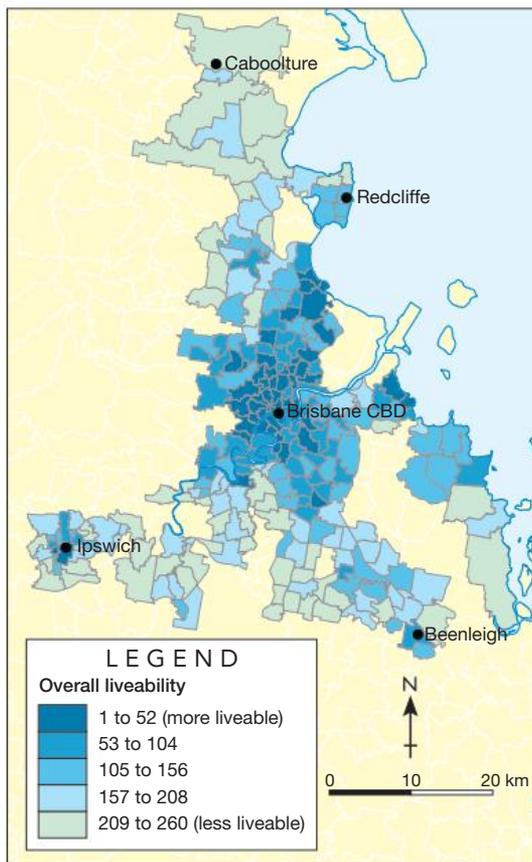
City authorities struggle to meet the demands of the people in these new housing areas. Infrastructure such as schools, hospitals, shops and places to work can take years to develop so the residents often must travel inwards to more established suburbs for these services. Source 1 is a map showing the liveability for each of Brisbane's 260 suburbs. There is a clear pattern that inner-city suburbs rate highly for liveability, but this rating gradually declines closer to the city's edges. The least liveable suburbs are on the city's fringes.



Enlarged map

The liveability of Brisbane's suburbs, 2019

THE LIVEABILITY OF BRISBANE'S SUBURBS, 2019



Source 1

Source: Oxford University Press



Source 2 Archerfield, in Brisbane's south, was the city's least liveable suburb in 2019. It has a lot of industry, and it rates poorly for open space, tree cover, crime, traffic congestion and access to schools.

Urban sprawl threatens the liveability of a place by:	We can protect against this threat to liveability by:
<ul style="list-style-type: none"> • reducing the amounts of productive farmland near cities • threatening the habitats of native plant and animal species • creating greater dependency on cars, which in turn increases levels of air pollution and traffic congestion • suffering from a lack of community services and infrastructure, which negatively affects its residents. 	<ul style="list-style-type: none"> • increasing the density of housing in established suburbs closer to the CBD with more multi-storey dwellings • protecting native habitats with bushland corridors and by planting more native trees in urban areas • ensuring public transport services are provided to all new developments • establishing satellite business centres outside the CBD to encourage local employment and services for those living on city fringes.

Source 3 The threats to liveability caused by urban sprawl, and the strategies that could be put in place to combat them

Traffic congestion

People who settle on the edge of the city need to travel further to access amenities in the city, such as work, school and public events. In Brisbane, more than 89% of all households own at least one car. High rates of car ownership mean that there are many cars on the road network, which struggles to cope with this huge amount of traffic. Rather than drive, some people can catch public transport. However, access to public transport options like trains and trams tends to be uneven in a city. Older suburbs near the city centre usually have much better access to these travel options than those in the newer, outer suburbs. As mentioned above, it can take a while for the infrastructure in a new suburb to be fully complete.

The result of this is bad traffic congestion on the road. Traffic congestion affects liveability in several ways, some of which are outlined below in Source 5.

Source 5 The threats to liveability caused by traffic congestion, and the strategies that could be put in place to combat them

Source 4 Traffic congestion on the Pacific Highway is worsening, as more people commute between Brisbane and the Gold Coast.

Traffic congestion threatens the liveability of a place by:	We can protect against this threat to liveability by:
<ul style="list-style-type: none"> • increasing the level of air and noise pollution • increasing the amount of time that people spend in their car, and decreasing the amount of time people spend at home • increasing the levels of stress and frustration for drivers, which may lead to increased incidents of road rage. 	<ul style="list-style-type: none"> • building new roads that take road-users around rather than through the city • increasing public transport options to encourage people to leave their cars at home • encouraging alternative modes of transport, for example, building more bike paths for cyclists.



Environmental issues

As cities grow, they have a greater impact on the environment. Water resources are used at a higher rate, pollution increases, and more energy is required to service the growing population.

Environmental issues include air pollution from increased energy and transport usage, land contamination from landfill, water shortages and damaged waterways. The increased demand for electricity and energy for transport creates harmful gases like carbon dioxide. These collect in the atmosphere and are responsible for changing the Earth's climate. It is estimated that cities are responsible for three-quarters of all carbon dioxide emissions.

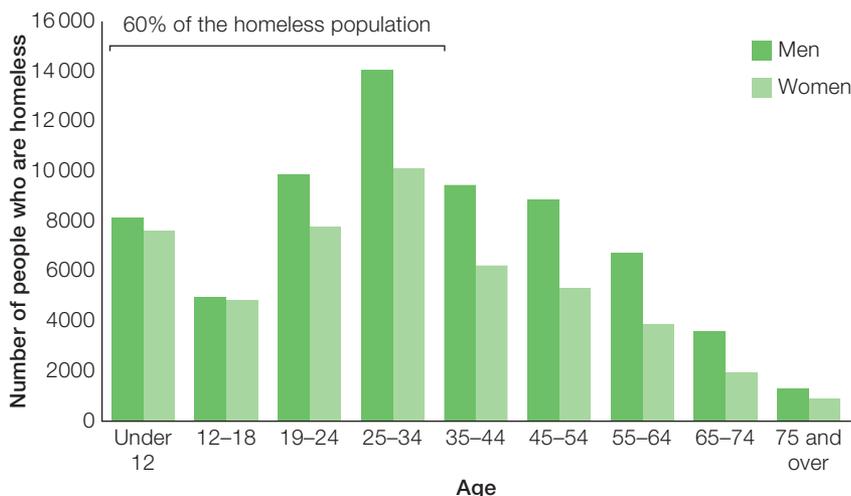
Source 6 The threats to liveability caused by environmental issues, and the strategies that could be put in place to combat them

Environmental issues threaten the liveability of a place by:	We can protect against this threat to liveability by:
<ul style="list-style-type: none"> • increasing air pollution from increased energy usage • increasing land contamination from landfill, water shortages and damaged waterways. 	<ul style="list-style-type: none"> • recycling rubbish materials • restricting water use • developing buildings and cars to be more energy efficient • using renewable energy sources.

Increased social inequality

As cities grow, the social and economic divide between different groups gets wider. A study by the University of Melbourne tells us that groups including those with disability, those living outside major urban areas and those living alone all experience disadvantage. People experience disadvantage in different ways, but some of the main ones include the inability to find a job as well as access services like schools, childcare and health care, and housing.

Brisbane has a large homeless population. It is estimated that there are around 10 000 homeless people in Brisbane each night, with hundreds sleeping rough in the CBD. The COVID-19 pandemic beginning in 2020 widened the gap between those experiencing disadvantage and the rest of society.



Source 7 There are more than 100 000 homeless people in Australia. Young people are more likely to be homeless than older people.

Source 8 The threats to liveability caused by social inequities, and the strategies that could be put in place to combat them

Increased social inequality threatens the liveability of a place by:	We can protect against this threat to liveability by:
<ul style="list-style-type: none"> leaving some members of society behind, leading to homelessness, unemployment and poverty giving some people a sense of alienation from the community negatively affecting young people who struggle to find their place in society. 	<ul style="list-style-type: none"> ensuring access to opportunities through good education facilities and public transport assessing needs and providing support through community services providing facilities for young people where they can get together and receive the help they need.



Source 9 Many homeless people sleep rough with makeshift beds that they set up under cover near city buildings.

5.12 Check your learning

Retrieve

- Define** the term 'urban sprawl'.
- How can growing cities be harmful to the environment?

Comprehend

- Explain** how increased social inequalities threaten the liveability of a place.
- Look at Source 1 (an enlarged version is available on your obook pro).
 - Describe** the distribution of Brisbane's least liveable suburbs.
 - Explain** why this pattern is common in cities.
 - Using the map's scale, estimate the distance between the outer suburb of Beenleigh and the Brisbane CBD.

Apply

- Create** a flow chart using labelled boxes and arrows to show how

population growth can lead to a range of issues. There is a template available on your obook pro to help get you started.

- Which of the issues discussed do you think is the most difficult to solve? **Justify** (give reasons for) your answer, and be sure to use some evidence from this topic to support it.
- Investigate** one organisation that provides support to Brisbane's homeless population. Some ideas include:
 - 3rd Space
 - 139 Club
 - HART 4000
 - OrangeSky.
 - Create** a PowerPoint presentation or poster that shows how the organisation helps address increased social inequality. Share with the rest of the class.



Additional resource
Flow chart template



Quiz me!
A quick quiz on threats to liveability

5.13

Strategies to improve liveability: Sustainability

Learning intention

By the end of this topic, you will be able to:

- » discuss strategies that have been used to enhance the sustainability and liveability of Copenhagen, Denmark.

CASE STUDY

biomass

organic matter used for fuel; sources of biomass include rubbish, crops, wood and animal waste

Source 10 Copenhagen's new power plant is not only one of the world's cleanest, it is also a tourist attraction. It includes an 85-metre-high climbing wall, a roof-top restaurant and bar, and a 450-metre ski slope.

In many cities around the world, residents and planners are working hard to reduce the impact of their city on the environment. Many are focusing on reducing their carbon dioxide output to help slow climate change, because people have noticed that reducing carbon dioxide brings other benefits as well.

Copenhagen, Denmark

Copenhagen, the capital of Denmark, is one of the world's most liveable cities (see Source 2 on page 142). It has also claimed the title as the world's greenest city and Europe's Green Capital in the past few years. This does not refer to the colour of its buildings, but to the efforts that have been taken to reduce the city's impact on the environment.

Copenhagen aims to be the world's first carbon neutral city by 2025. To achieve this, there are many changes being made to the way that energy is generated and used in the city.

Changing energy generation

Copenhagen is moving away from burning coal, oil and gas for energy because these fuels produce carbon dioxide, which contributes to climate change.

Instead, the Danish have looked towards other ways of generating energy.

One key example of this is the use of wind turbines, which produce a large amount of renewable energy. In Denmark around 47% of their total electricity is produced by wind turbines. Many homes and buildings also have solar panels on their rooftops,

which use energy from the sun to generate electricity. This is known as solar power.

A remarkable new power plant has also been built on the edge of Copenhagen (pictured in Source 10). It receives most of the city's waste and automatically sorts it by removing plastics and dangerous chemicals. The rest, known as **biomass**, is burnt in special incinerators that produce very little carbon dioxide. The heat generated from this process is then used to heat around 160 000 homes. It also generates enough electricity to power 60 000 homes.

Reducing energy use

As we know, cars and buses produce a large amount of pollution. By 2050 the city of Copenhagen aims for at least three-quarters of all trips taken to be done without using cars or buses. This means they must be done on foot, on public transport or by bike.

While this might seem a very ambitious target, the city is already regarded as one of the most bike-friendly in the world. More than 60% of all trips to university and work are already undertaken by bike. This figure has already increased since 2012 when it sat at just 36%. The increase is due to the new bike paths that have been built throughout the city. Cycle lanes have been built on existing roads, as well as brand new paths that link the suburbs to the CBD. These cycle paths are known



as superbike trails and cover a total of 850 kilometres within the city. Many workplaces include bike storage and showering facilities in their design to encourage their employees to cycle to work. Many trains also have space for bikes in each carriage.

In the public transport sector, diesel-powered buses are being replaced by

electric and hydrogen-powered buses. New buildings are required to be highly energy efficient and older buildings to be improved by adding insulation and other measures to reduce energy use, particularly for heating.



Source 12 Copenhagen's superbike trails



Source 11

Copenhagen's superbike paths include bike repair stations and pumps.



Explore it!

A virtual field trip to Copenhagen

5.13 Check your learning



Retrieve

- 1 What is biomass? What happens to Copenhagen's biomass?
- 2 **Identify** three features of Copenhagen's new power plant that make it unique.

Comprehend

- 3 **Describe** how Copenhagen is a bike-friendly city.
- 4 **Explain** why it is important to focus on both how energy is generated and how it is used.

Analyse

- 5 **Examine** Source 12.
 - a Identify the type of scale that has been used.
 - b Use the scale and a ruler to estimate the length of the longest existing bike trail.

- c Use the scale and a ruler to estimate the length of the shortest existing bike trail.
- d Describe the pattern of all the superbike trails in Copenhagen.
- 6 **Consider** whether the strategies used by Copenhagen have been effective. Remember, when you consider something, you should think about it carefully before making a decision.

Apply

- 7 Copenhagen has shown that it is possible to be both liveable and environmentally friendly. **Propose** (put forward) two reasons why other cities have not made the same changes as Copenhagen.
- 8 **Investigate** the cycling infrastructure in your nearest city, including what is currently provided and what is being planned.

5.14

Strategies to improve liveability for young people

Learning intention

By the end of this topic, you will be able to:

- » identify strategies that can be used to improve liveability for young people.

When trying to improve the liveability of a town or city, planners need to consider the needs of people of different ages. The needs of children and young people are obviously very different from the needs of older, retired people. Each of these groups benefit from having special attention paid to their needs. Here, we will look specifically at strategies for improving the liveability of places for children and young people.

Public transport

As most young people do not have a driving licence, they are the community group most likely to depend on public transport. Public transport needs to be safe and reliable to encourage young people to use it. Public transport routes also need to be designed to meet the needs of young people, with services regularly going past local schools, shops, and entertainment and sports facilities.

Green spaces

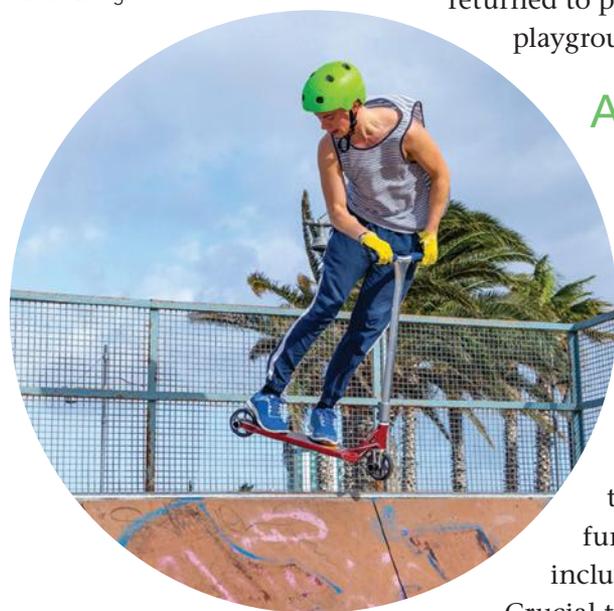
With housing density increasing, the need for green spaces is also increasing. Access to public parks and playgrounds provides healthy natural environments for children who are living in housing without gardens. These playgrounds also provide opportunities for children to develop their coordination and physical strength while enabling them to make friends and socialise.

As part of restrictions to combat the spread of COVID-19 in Australia, playgrounds and open spaces were sometimes closed. Parents and children across the state eagerly returned to play once they had been reopened, showing how important playgrounds were for the physical and mental health of their children.

A wide range of recreational environments

One of the keys to improving liveability for young people is providing good public spaces. Public spaces should be designed to cater for their specific needs and interests. These include sportsgrounds and facilities such as skate parks and swimming pools where young people can exercise and socialise. Entertainment facilities, including cafes, libraries, cinemas and music venues, are also important to make sure that young people have places to gather and have fun. Community festivals and events can also be organised to include activities specifically designed to interest young people.

Crucial to any environment that caters to young people is a sense of independence, balanced with a feeling of safety in public spaces.



Key skill worksheet
Concluding & decision making:
Proposing a strategy

Source 13 Venues designed for young people can increase youth participation in the community.

Services for young people at risk

As with all vulnerable people in our community, vulnerable young people need support. Young people who are at risk from homelessness, substance abuse or dangerous circumstances need support from the community to make sure that they are not disadvantaged and can reach their potential. Community services can provide support through counselling and mentoring, or by arranging alternative accommodation.

In Queensland there are many services available to young people. Brisbane Youth Service supports young people aged 12–25 in areas such as homelessness, mental health, family relationships and safety for young LGBTQ+ people.

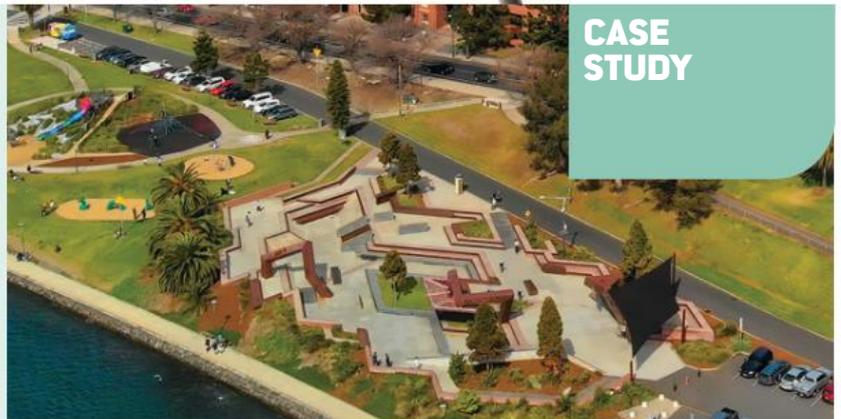


Source 14 Brisbane Youth Service provides support for young people aged 12–25, including LGBTQ+ people.

Geelong Youth Activity Area

In Victoria, Geelong's waterfront area has been redeveloped in recent years. Part of this redevelopment is the Geelong Youth Activities Area (GYAA). Built as a series of cascading terraces, it includes performance stages, basketball hoops, interactive screens, a bouldering wall, free wireless internet and LED strip lighting. Its main function is as a skate, BMX and scooter park. It attracts keen riders from around Australia.

The location of this site was chosen for several reasons. It is close to Deakin University and is walking distance from the main bus interchange and Geelong Railway Station. The area was already



CASE STUDY

Source 15 Geelong Youth Activities Area

popular with families, but there was little for teenagers to do at the waterfront. The local council involved young people in the design process and in meeting with the designers and builders.



Quiz me!

A quick quiz on strategies to improve liveability for young people

5.14 Check your learning



Retrieve

- 1 Identify** three factors that make a place more liveable for young people.
- What is the importance of green spaces and recreational areas in the community?

Comprehend

- 3 Explain** how the GYAA has improved the liveability of Geelong for young people.
- 4 Explain** how access to public transport contributes to liveability for young people.

Analyse

- 5** Some of the residents close to the GYAA were concerned that this development would reduce the liveability of this area. **Consider** why they might have felt this way.
- 6 Classify** the strategies outlined in this topic in order of most important to least important. Give reasons for your answer. Discuss your rankings as a class.

Apply

- 7** Design, label and annotate a diagram of a place that could be built in your local community that would improve the liveability of the area for you.

5C

SKILLS IN CONTEXT



Test me!

Once you've finished the topics in this section, test yourself with this quiz and find out which worksheet you should do.

Improving liveability in your local area

Rocks Riverside Park is the largest riverfront park in Brisbane. It is located on the Brisbane River in the city's south-west. Set on the site of a former cement quarry, the park is a popular venue for picnics, walks and family outings. The park is made up of three major areas: the river flat that runs beside the Brisbane River, a bushland ridge with a dry eucalypt forest, and a wide green trail that connects the park to suburbs in the south.

The park has several play areas for children, including playgrounds, a water play area, half-size basketball court, and 8000 square metres of open grass space for ball games. The 800-metre riverside promenade is perfect for walking or cycling.

The park features many pavilions with barbecues, as well as an edible garden. Public art and artefacts reflecting the area's industrial heritage can be found throughout the park.

Source 16 An annotated geographical photograph

Sealed paths allow easy access from the carpark to the picnic and swimming areas.

A large information board informs visitors of walks and mountain bike trails in the park.

Picnic tables and seats have been provided close to barbecues.

Native trees provide shade for visitors and habitat for birds such as cockatoos.

The lake provides a place to swim and canoe. This is often used by triathletes for training.

Barbecues have been provided. These are free to use and are very popular on weekends.

The large number of visitors in this small area have trampled the grass and the ground is now bare dirt.

Rubbish has been dropped on the ground by visitors. Some of this has blown into the lake.

The top of the barbecue has not been cleaned by the users and is very dirty.

Legend

- Features that reduce the desirability of the park
- Features that increase the desirability of the park

A key step to improving your local area is to identify the issues that threaten liveability. A good place to practise identifying issues is at a local leisure facility, such as the picnic area at Rocks Riverside Park.

The photo in Source 16 shows the picnic area of a public park. It has been annotated to show some of the features that make this location a desirable place to visit, as well as some features that threaten this desirability.



KEY SKILL

Questioning & researching

Source 17

Brisbane River,
Brisbane

Capturing and annotating a geographical photo

Geographical photos are an example of primary evidence. When they conduct fieldwork, geographers collect primary evidence. Other examples of primary geographical evidence include water sampling, field sketching and conducting a survey.

Primary evidence is collected firsthand and is the most helpful evidence for geographers to understand the environment they are studying. A geographical photograph is an important piece of primary evidence, as it captures the environment in detail for you to study. It is not enough to simply take the photograph, you must label and annotate what you see. This will help you form your conclusions and make recommendations.

Follow the steps below to capture and annotate a geographical photograph.

Step 1 Select a location that you know well, preferably in your local area. Choose an area that you know has a range of desirable and undesirable features.

Step 2 Take a photograph of the area you have selected to study. As geographers focus on identifying and solving issues, geographical photographs are different to the types of photographs that you would usually take. Take your photo from a viewpoint that allows you to show both desirable and undesirable features of your study area.

Step 3 Use labels and lines to annotate the features of the area you wish to highlight. For each feature, describe what it is (for example, 'native trees') and its significance (for example, 'provide shade and habitat').

Step 4 Create a legend to show which labelled features reduce the desirability of the area and which increase desirability.

Step 5 Add a title, including the date and a legend.

For more information on this skill, see page 14 of 'The geography toolkit'.

Practise the skill

- 1 Select a local area that has both desirable and undesirable features. Follow the steps above to photograph it. Label and annotate the photograph. This could be part of your school grounds.

Extend your understanding

- 1 **Propose** (put forward) two strategies that could be used to increase the desirability of the picnic area in Source 16.
- 2 The number of visitors to the Rocks Riverside Park increases significantly during the spring and summer months.
 - a Why do you think visitor numbers increase during this time?
 - b How would the increase in visitors change the desirability of the park?
 - c What features could you add to the park to make it more desirable in the cooler months?

5

CHAPTER REVIEW

Review activity

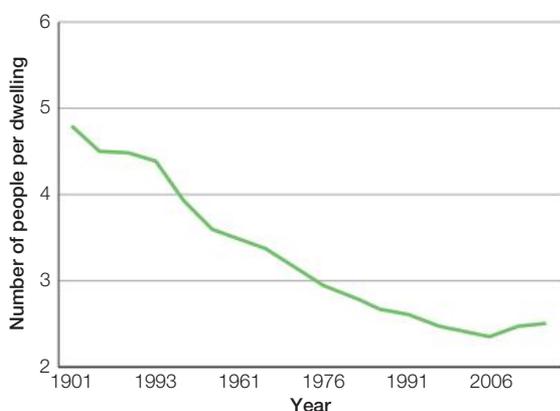
Examine the sources and answer the questions that follow.

Interpreting and creating graphs

Geographers use data and statistics to examine trends and changes that are occurring. This is often presented as graphs that allow us to easily see the trends and changes. There are different types of graphs, all of which can be used for different things. For example:

- line graphs and column graphs are usually used when showing change over time
- bar graphs are best for comparing data from different places.

Sources 18 and 19 show us data relating to the changes that have occurred to Australian houses over time.



Source 18 The number of people per dwelling (i.e. the number of people who live in a house)

Source 19 Census results for separate houses (on their own block of land) and row or terrace houses/townhouses in Victoria

Type of dwelling	2001 census results	2006 census results	2011 census results	2016 census results
Separate house	78%	76.4%	76.9%	73.2%
Row or terrace house/townhouse	8.3%	9.2%	9.6%	14.2%

- 1 Identify** the type of graph being used to display the data in Source 18. (1 mark)
- 2 Describe** the changes over time in the average number of people living in each house in Australia since 1901. (2 marks)
- 3 Propose** (put forward) two reasons why the number of people per dwelling has changed since 1901. (2 marks)
- Using the data provided in Source 19, **create** a graph. (5 marks)
- Now that you have created your graph, answer the following questions by interpreting the data.
 - a Explain** what type of graph you have used to represent this data and why.
 - b Describe** the pattern of living in row or terrace/townhouses over time.
 - c** Has the number of people living in separate houses changed dramatically since 2001? **Justify** (give reasons for) your answer. (10 marks)

(Total: 20 marks)



Source 20 The number of people in separate houses is gradually reducing, according to census results.

Chapter checklist

Now that you have completed this chapter, reflect on your ability to do the following:

	I can do this.	I cannot do this yet.
Explain the concept of liveability Explain how liveability is measured using objective and subjective factors.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 5.1, page 142.
Explain how access to sanitation affects the liveability of a place.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 5.2, page 146.
Explain how the environmental quality of a place affects its liveability.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 5.3, page 148.
Describe how the environmental qualities of New Zealand affect its liveability.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 5.4, page 150.
Explain how infrastructure such as transport and technology affects the liveability of a place.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 5.5, page 152.
Explain how the safety and stability of a place affect its liveability.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 5.6, page 154.
Explain how access to health care and education affects the liveability of a place.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 5.7, page 156.
Identify the factors that contribute to a city being considered liveable, with a focus on Calgary, Canada.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 5.8, page 160.
Identify the factors that contribute to Australian cities being considered liveable.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 5.9, page 162.
Identify the factors that contribute to a city being considered less liveable, with a focus on Caracas, Venezuela.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 5.10, page 164.
Identify the factors that contribute to Damascus, Syria, being considered the least liveable city.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 5.11, page 166.
Identify threats to liveability and strategies to combat these threats.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 5.12, page 170.
Discuss strategies that have been used to enhance the sustainability and liveability of Copenhagen, Denmark.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 5.13, page 174.
Identify strategies that can be used to improve liveability for young people.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 5.14, page 176.

Check your Student obook pro for these digital resources and more:



Student book questions
Chapter 5



Key skill worksheet
Communicating:
Chapter 5

Quizlet

Play a game of Quizlet on Liveable cities.



Chapter review quiz
Chapter 5



PART 2

History

Concepts and skills

Chapter 6 The history toolkit 184

Deep time history of Australia

Chapter 7 Deep time history of Australia 210

The ancient world

Chapter 8 Investigating the ancient world 262

Chapter 9 Ancient Egypt 276

Chapter 10 Ancient Greece 318

Chapter 11 Ancient Rome 362

 **Chapter 12** Ancient India (available on obook pro) 410

 **Chapter 13** Ancient China (available on obook pro) 412

CHAPTER

6

The history toolkit

History is a process of inquiring into the past. Historians are interested in all aspects of the past and seek to piece together accurate pictures of what life was like in days gone by.

A historian uses a range of tools to discover the past. These tools are the historical concepts and skills you will learn about in your study of history.

Historians are curious. They investigate artefacts and want to know more about them. Despite these investigations, certain facts about many ancient artefacts still remain a mystery. Uncovering the secrets of the past is not always easy and historians do not always agree. These mysteries drive historians to continue their important work.

» Source 1 Many facts about the Great Sphinx at Giza in Egypt remain a mystery.





6A

What are the historical concepts and skills?

6.1

Historical concepts and skills

Historians use concepts to help them investigate and understand the past. As you learn to apply each concept, you will begin to think like a historian. Six important concepts in history are:

- evidence
- cause and effect
- continuity and change
- perspectives
- interpretations and contestability
- significance.

These concepts will be covered in more detail in the following topics.

There are a number of key skills that historians use to successfully investigate the past. They are:

- 1 Questioning and researching
- 2 Using historical sources
- 3 Historical perspectives and interpretations
- 4 Communicating

In studying history you will gradually master each of these skills. As you develop each new skill you will have gained another important tool for understanding and explaining the events and people that have shaped our world.

Each of the skills you will learn over the course of this year is explained on the following pages. It might help you to think of each of these skills as individual tools in your toolkit.



Source 1 Historians use several different skills. Each of these skills is like a tool in a toolkit.

6.2 Questioning and researching

Developing historical questions about the past

hypothesis

a considered theory or statement, based on research and evidence, about something that has not been proven (hypotheses is the plural form)

KEY SKILL

Questioning & researching

One way to understand the past is to undertake a historical inquiry. A historical inquiry is a process of asking questions, finding and analysing sources, and using information from sources as evidence to develop an informed explanation or argument about the past. Historians begin any historical inquiry by asking big questions. From research in response to these big questions, historians develop a **hypothesis** (a theory) about who, what, where and why certain events took place.

Generating questions

Look closely at Source 2. This visitor to the Great Sphinx at Giza in Egypt is asking some important questions. You can learn to do this too by starting your questions with the words 'what', 'where', 'how', 'when' and 'why'; for example:

- What is the Great Sphinx?
- Who built it?
- When was it built?

The best questions open up an exciting area for you to explore. For example, the visitor might ask a simple question, such as 'What does the Sphinx look like?' This is a question with a relatively simple answer. A better question for the visitor to ask might be 'What is the Sphinx meant

to represent?' This question opens up a whole new area for exploration.

Practise the skill

- 1 Generate four big questions of your own that will help guide your research into the Great Sphinx.
- 2 Once you have generated your questions, **identify** the information you will need to answer these questions and where you might be able to locate it.
- 3 The mystery of the Great Sphinx has puzzled historians for many years. Are there any questions for which you have not been able to find reliable evidence or answers? What reasons might there be for this?



What is the Great Sphinx made of?
 What is the Great Sphinx doing here?
 How long has the Great Sphinx been here?
 What is the Great Sphinx supposed to be?
 Why is the Great Sphinx important?
 Who built the Great Sphinx?

Source 2 Developing historical questions is important.

Locating relevant sources

Sources provide information for historians. They can take many different forms, from historical **artefacts** to written records in books or online. Some examples of sources include human remains, coins, cave paintings, textbooks, journals, online databases, newspapers, letters, cartoons and diaries.

Locating a range of relevant sources is a valuable skill, usually involving a number of different research methods, such as:

- checking catalogues at your school and local library
- using online search engines, such as Google
- visiting museum and government websites
- looking at newspaper and magazine archives
- contacting local historical societies
- interviewing older family members about the past and examining family antiques and keepsakes.

Locating relevant sources online

Books and newspapers are valuable sources of information. Research is also conducted online. Your teacher or librarian can help with guidance on developing good research skills. In addition, to make sure that sources gathered online are accurate, reliable and relevant, follow the guidelines below:

- When using search engines, use keywords and be as specific as you can.
- Use reputable websites to find reliable information. The domain name in the URL (internet address) is a quick way to tell if the website is reliable or not. Some common domain names are listed in Source 4. Avoid blogs or social media posts created by unknown authors. If you do find information relevant to your investigation on a blog or social media site, be sure to verify it by using a more reliable source.
- Never cut and paste information you find online straight into your own work. Taking someone else's work, ideas or words and using them as if they were your own is called plagiarism. Plagiarism is unethical and if you plagiarise, your work can be rejected.

Source 4 Common domain names

Domain name	Description
.edu	The site is linked to an educational institution such as a university or school. These sites are generally very reliable.
.gov	The site is linked to a government institution. These sites are generally very reliable.
.net	This site is linked to a commercial organisation or network provider. Anyone is able to purchase this domain name. As a result, these sites may be unreliable.
.org	This site is linked to an organisation. Generally, these organisations are not for profit (e.g. Greenpeace, World Vision International, British Museum). If the organisation is reputable, it generally means that the information provided has been checked by that organisation. You need to be aware of any special interests that the organisation may represent (e.g. particular religious, commercial or political interests) as this may influence what they have to say on a particular issue.
.com	This site is linked to a commercially based operation and is likely to be promoting certain products or services. These domain names can be purchased by anyone, so the content should be carefully checked and verified using another, more reliable source.



Source 3 Research is an important part of history. Your teacher or librarian can help you develop your research skills, both for the library and online.

artefacts

any objects that are made or changed by humans

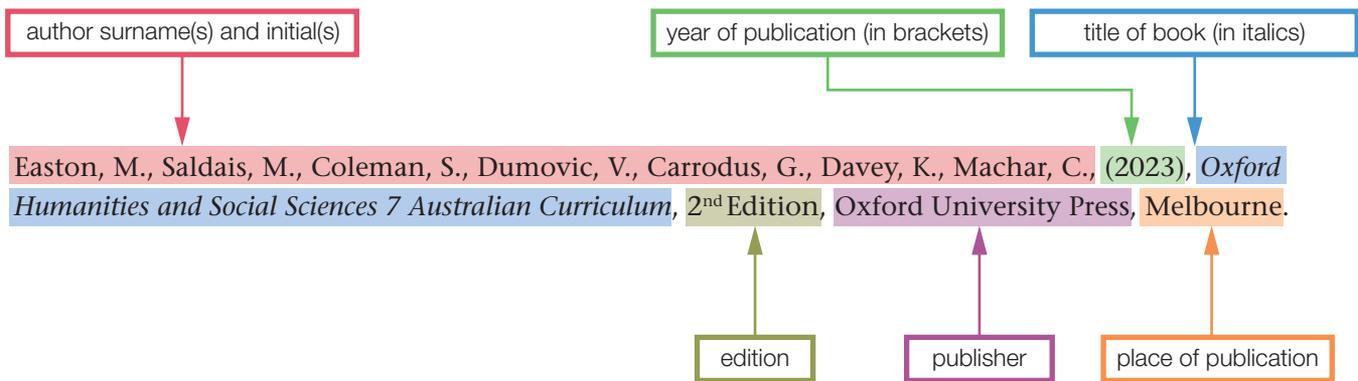
Recording relevant sources

As you identify and locate relevant sources, it is essential that you record details to include in your reference list or bibliography.

When citing (mentioning) a book in a bibliography, include the following, if available, in this order:

- | | |
|-------------------------------------|-------------------------|
| 1 author surname(s) and initial(s) | 4 edition (if relevant) |
| 2 year of publication (in brackets) | 5 publisher |
| 3 title of book (in italics) | 6 place of publication. |

Example:



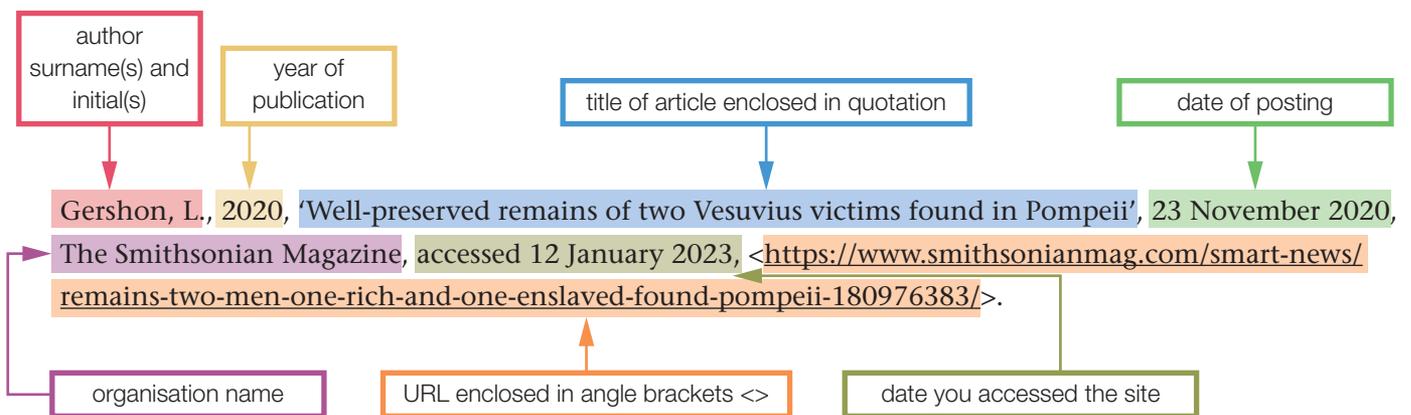
Source 5

When citing an online source in a bibliography include the following information, if available, in this order:

- | | |
|---|---|
| 1 author surname(s) and initial(s) or organisation name | 4 date of posting |
| 2 year of publication or date of web page (last update) | 5 organisation name (if different from above) |
| 3 title of document (article) enclosed in quotation marks | 6 date you accessed the site |
| 7 URL or web address enclosed in angle brackets <...>. | |

Check your learning
Topic 6.2

Example:



Source 6

6.3

Using historical sources

Understanding evidence and sources

KEY CONCEPT Evidence

What is evidence?

Evidence is the information gathered from historical sources that can be used to develop, revise or support an argument or challenge an interpretation. Evidence can come from many different sources; for example, interviews from people who lived at the time, letters, diaries, films, maps, newspapers, artefacts and objects, buildings, paintings, song lyrics, clothing and even cartoons.

Evidence can be gathered from two types of sources:

- **primary sources** – things that existed or were made during the time being investigated, for example during an event or very soon after. Examples of primary sources include human remains; artefacts; buildings or ruins; paintings; and official documents, such as laws and treaties, and personal documents. These original, firsthand accounts are analysed by historians to answer questions about the past.
- **secondary sources** – accounts about the past that were created after the time being investigated and which often use or refer to primary sources and present a particular interpretation. Examples of secondary sources include writings of historians, encyclopedia entries, documentaries and websites.

Historians do not always agree on evidence, even when it is gathered from the same source. This is why historians are constantly searching for new sources of evidence. They need to use a range of different sources to help them gain a more complete picture of the past.



Source 7 This spearhead is a primary source that provides evidence about Aboriginal peoples who lived in the past.

primary sources

sources that existed or were made in the time period being studied

secondary sources

sources created after the time being studied

The concept of evidence refers to the information obtained from historical sources that can be used in a historical argument. Understanding this concept will help you when using historical sources.

Understanding the origin and purpose of primary and secondary sources

Both primary and secondary sources are useful, but it is important to understand where they came from (origin) and what the creator of the source hoped to achieve (purpose). It is also important to understand why the source was created (motive). All sources reflect the author's own point of view, and in some cases the author may have intentionally ignored certain facts because of their own views. This is referred to as **bias** and is often aimed at persuading the reader to agree with the author's point of view. This is why historians must carefully analyse and evaluate sources.

bias
a pre-set view about someone or something that is not altered by the presentation of facts and opinions to the contrary

Asking questions is a way to begin examining sources. Analysing sources by asking 'who', 'what', 'when' and 'why' questions will help you identify the origin and purpose of the sources. For example:

Source 8 Questions to help analyse the origin and purpose of sources

 <p>Who</p>	<p>Who wrote, produced or made the source?</p>	<ul style="list-style-type: none"> • Is the creator a member of a particular group, religion or organisation?
 <p>What</p>	<p>What type of source is it?</p>	<ul style="list-style-type: none"> • Was the source created at the time of the event or afterwards?
 <p>When</p>	<p>When was the source written, produced or made?</p>	<ul style="list-style-type: none"> • How old is the source? • Is it an eyewitness account or is it written by someone at a later date? • Is the source complete?
 <p>Why</p>	<p>Why was it written or produced? What did the creator hope to achieve by producing this source? Did the creator want to change people's mind about something?</p>	<ul style="list-style-type: none"> • Was it designed to entertain, persuade or argue a point of view? • Does the creator have anything to gain personally from the source? • What other events may have been happening at the time and might have influenced the author or source? • Was the creator motivated by a personal crusade? • Was the creator influenced by events at the time? • Was the creator paid to produce the source?

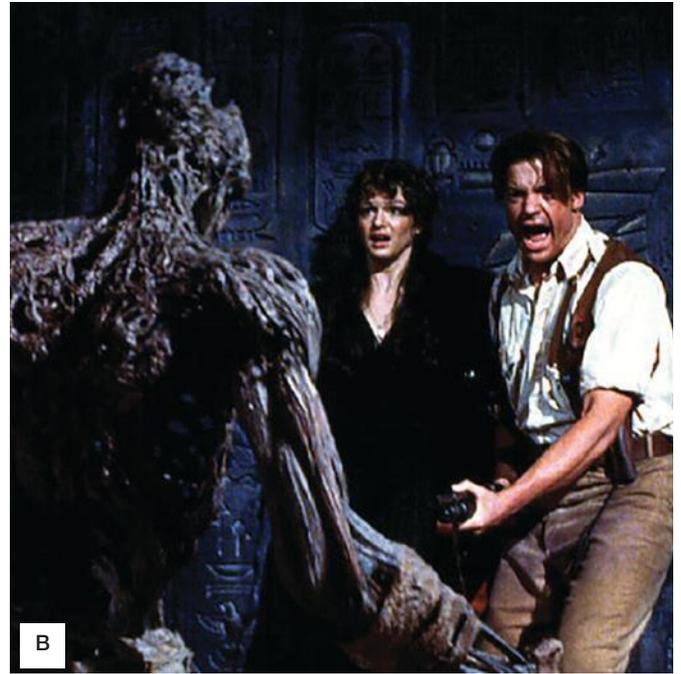
Collecting, comparing and selecting information

While researching, you will have located and collected a variety of different sources and types of information. Now it is time to compare and select the most relevant information that you will use as evidence.

Organisation charts are very useful tools for collecting, comparing and selecting suitable resources that you have located. A source evaluation chart like the one shown in Source 9 can help you do this.

Source 9 A source evaluation chart showing an example of how you might compare and select sources

Research topic: Tutankhamun – how did he die?			
Hypothesis: Tutankhamun died as a result of a fall from a hunting chariot.			
Source 1: 'King Tut died from broken leg, not murder, scientists conclude' National Geographic website	Pros: <ul style="list-style-type: none"> Article is current and based on scientific evidence Written by a reputable organisation – National Geographic Very detailed medical evidence Cons: <ul style="list-style-type: none"> The scientist refuses to listen to any counter-arguments by other experts. Article uses words like 'probably' and 'most likely' and 'maybe', so they could be wrong. 	Category of source: <ul style="list-style-type: none"> Secondary source Scientific article 	Reference information: http://news.nationalgeographic.com/news/2006/12/061201-king-tut_2.html (Accessed 23/08/22)
Source 2:	Pros: Cons:	Category of source:	Reference information:
Source 3:	Pros: Cons:	Category of source:	Reference information:
Source 4:	Pros: Cons:	Category of source:	Reference information:
Source 5:	Pros: Cons:	Category of source:	Reference information:
Recommended sources in order of relevance/usefulness:			
1			
2			
3			
4			
5			



Source 10 The origins and purposes of these primary (A) and secondary (B) sources are very different even though they are both linked to ancient Egypt. What are the pros and cons of each of them as a source in studying history?

Drawing conclusions about the reliability and usefulness of sources

A useful source, whether primary or secondary, is one that will add to your understanding of history. The source needs to be relevant to the topic or question asked and must also be reliable. The following are good questions to ask in order to determine the usefulness of a source:

- Is it a reliable source?
- Is there enough information and sufficient detail to help me answer the research question?
- Does the information support and reinforce evidence from other sources?
- Is it balanced or does it present one point of view (bias)?
- Does it present facts, opinions or both?
- Is the information current?

Separating fact from opinion

The conclusions you draw about the sources you have found will determine their usefulness. In many cases, this means separating fact from opinion. A fact is something that can be proved: when an event took place, what happened and who was involved. An opinion is based on what a person, or persons, may believe to be true. A simple way to detect whether a statement is fact or opinion is to look closely at the language used. The use of words like 'might', 'could' and 'think' all indicate that an opinion is being expressed. For example:

- fact: Tutankhamun was a pharaoh who died.
- opinion: Tutankhamun might have been murdered.

Analysing sources using DAMMIT

The term 'source analysis' is used a lot in the study of history. There are different ways to analyse sources, or different 'things' that you might look for and discuss in any given source. These include the date, author, material, motive, intended audience and tone (DAMMIT) of a source.

Imagine that you have been asked to analyse the statue in Source 12. Between the source itself and the information contained in the caption, there is a lot for you to interpret and analyse, but it can be difficult to know how to start.

Using an acronym (such as 'DAMMIT') can make it easier to know what you should be looking for, and what questions you should be asking. Read the steps in Source 11 closely to see what each word means and how it can help you begin analysing the source.

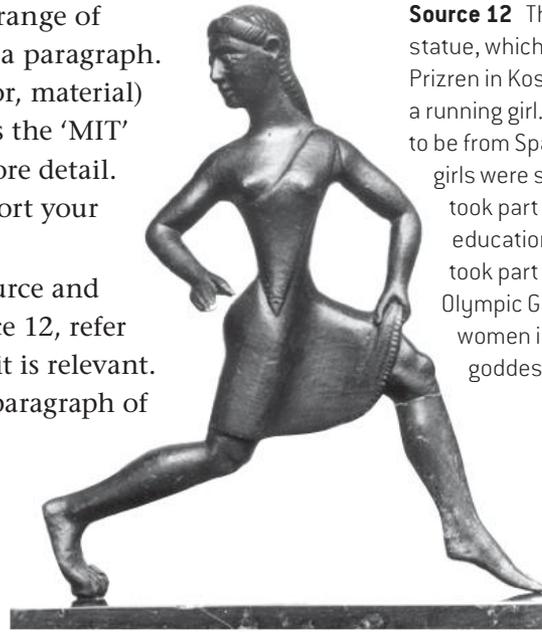
Letters of the acronym	Questions to ask when looking at sources
D Date	When was the source created? If it was created during the time you are studying, it is a primary source, but if it was created after that then it is a secondary source. A primary source may show attitudes or describe an experience whereas a secondary source is often a factual interpretation.
A Author	Who is the author of the source? Think about the gender, age, social status and profession. For example, they could be a historian, a leader, an aristocrat, a soldier or a prisoner.
M Material	Is the source written, oral or visual? It could be a newspaper, letter, diary, photograph, textbook, blog or tweet, or even statistics in the form of a graph or map.
M Motive	Why did the author produce this source? Was it for official government use, a religious affiliation, the media, or personal reasons? A historian tries to establish the context of the source to help understand the perspective of the person who created it.
I Intended audience	For whom was the source produced? Was the source for public or private use, was it for academics or the general public? Was it intended to be viewed, or was it intended to be private?
T Tone	How is the information in the source expressed? How does it make you feel? Words to describe tone can include persuasive, critical, questioning, funny or reflective. Often primary sources are more emotional than secondary sources, which tend to be factual as they are written in hindsight.

Source 11 The DAMMIT acronym is helpful way to remember the questions you should ask yourself when approaching any source.

Now that you have looked at Source 12 and asked a range of questions, it is time to put your source analysis into a paragraph. When writing your response, the 'DAM' (date, author, material) can be summarised in one to three sentences, whereas the 'MIT' (motive, intended audience, tone) will require a bit more detail. You should provide examples from the source to support your analysis in the 'MIT' section.

For a written source, use a short quote from the source and explain its meaning. For a visual source, such as Source 12, refer to a feature or symbol in the source and explain why it is relevant. In general, a historical source analysis should form a paragraph of eight to ten sentences.

Source 13 is an example of a source analysis in response to the bronze statue in Source 12. Annotations have been provided to show you exactly how you can turn your questions into a written response.



Source 12 This bronze statue, which was found in Prizren in Kosovo, depicts a running girl. It is believed to be from Sparta, where girls were schooled and took part in physical education. They also took part in the Heraia, an Olympic Games held for women in honour of the goddess Hera.

MATERIAL → This **bronze figurine** of the girl running was created between

DATE → **520 and 500 BCE.** Based on the style, it is believed to have

AUTHOR → **been made by a Spartan person.** The **motive of this source** is to

MOTIVE → show that women in ancient Greece were athletic.

INTENDED AUDIENCE → This is conveyed through the short tunic she is wearing and holding up with one hand, and the wide stance of her legs in a running pose. **The intended audience** for the statue may have been the winner of a female running race, as a type of trophy. The back foot suggests it was once attached to something else, possibly as a decorative statue. The

TONE → **tone** of the source portrays her as strong and tough. This is seen through her muscular shape, and running stance of her body. Her face is neutral but looking back perhaps to see how close her opponents are in the race.

Source 13 A sample response that has been written using the DAMMIT approach

Source 14 Part of the Parthenon, a temple built in ancient Greece to honour the goddess Athena



Check your learning
Topic 6.3

6.4

Historical perspectives and interpretations

Sequencing significant historical events

One of the most helpful things historians can do to get a better understanding of the past is to organise events in the order that they happened. This is known as **chronology**. Chronology can help us organise things that happened over a small period of time, such as a day or week, or huge periods of time, such as hundreds of thousands of years. We can also use chronology to look at events that happened in one place or society, or compare events across many different places and societies.

chronology

a record of events in the order they took place

Sequencing time

Examples of how historians sequence time are shown in Sources 15 and 16. Each table shows how 2100 years have been divided into smaller periods of 100 years. These periods are known as centuries.

Because there is no zero used in the Common Era (CE) calendar, we have to begin from the year 1. This means that the years from 2001 to 2100 are actually part of the twenty-first century. These tables will help you as you work through Year 7 history. Refer to them as often as you need to.

Source 15 More than 2000 years of history Before the Common Era (BCE) divided into centuries; when ordering time BCE, remember to count backwards to 1.

Century BCE	Time period	Century BCE	Time period	Century BCE	Time period
21st century BCE	2100 to 2001	14th century BCE	1400 to 1301	7th century BCE	700 to 601
20th century BCE	2000 to 1901	13th century BCE	1300 to 1201	6th century BCE	600 to 501
19th century BCE	1900 to 1801	12th century BCE	1200 to 1101	5th century BCE	500 to 401
18th century BCE	1800 to 1701	11th century BCE	1100 to 1001	4th century BCE	400 to 301
17th century BCE	1700 to 1601	10th century BCE	1000 to 901	3rd century BCE	300 to 201
16th century BCE	1600 to 1501	9th century BCE	900 to 801	2nd century BCE	200 to 101
15th century BCE	1500 to 1401	8th century BCE	800 to 701	1st century BCE	100 to 1

Source 16 More than 2000 years of history in the Common Era (CE) divided into centuries; when ordering time CE, remember to count forwards from 1.

Century CE	Time period	Century CE	Time period	Century CE	Time period
1st century CE	1 to 100	8th century CE	701 to 800	15th century CE	1401 to 1500
2nd century CE	101 to 200	9th century CE	801 to 900	16th century CE	1501 to 1600
3rd century CE	201 to 300	10th century CE	901 to 1000	17th century CE	1601 to 1700
4th century CE	301 to 400	11th century CE	1001 to 1100	18th century CE	1701 to 1800
5th century CE	401 to 500	12th century CE	1101 to 1200	19th century CE	1801 to 1900
6th century CE	501 to 600	13th century CE	1201 to 1300	20th century CE	1901 to 2000
7th century CE	601 to 700	14th century CE	1301 to 1400	21st century CE	2001 to 2100

Creating a timeline

Timelines are used by historians to sequence time and order important events chronologically. They help divide large sections of time into smaller periods so that events (such as the births and deaths of important people, wars and discoveries) can be arranged in the correct order.

Timelines can look quite different, but they all work in the same way. There are some basic steps you need to follow when constructing timelines. Source 17 provides a simple example for ancient Egypt. Follow the basic steps in Source 17 when creating a timeline.

Practise the skill

1 Create your own timeline based around one of the following topics:

- important events that have taken place in your life so far
- events in the life of someone important in your life (e.g. a family member, close friend or someone you admire).

Your timeline should have at least five entries and feature at least one image (with a caption). You may need to conduct some research online to complete this task.

KEY SKILL
Historical perspectives & interpretations

timelines

sequences of related historical events shown in chronological order

Step 1

Work out the length of time you want to represent on your timeline, such as from 3000 BCE to 1000 BCE. Then divide the timeline evenly into suitable blocks of time – in this case 500-year blocks. A timeline showing what you did yesterday might be divided into hours; one showing key events in the 20th century might be divided into decades.

Step 2

Mark specific dates onto the timeline. These dates need to be accurately plotted so that they appear in chronological order. If an exact date is not known, the abbreviation *c.* (from the Latin word *circa*, meaning 'around') is placed in front of it (e.g. *c.* 3100).

Step 3

Provide a brief description of the dates plotted on the timeline, describing the events that took place.

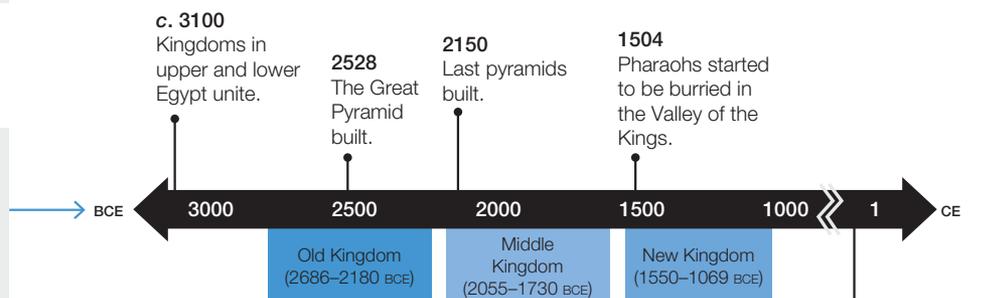
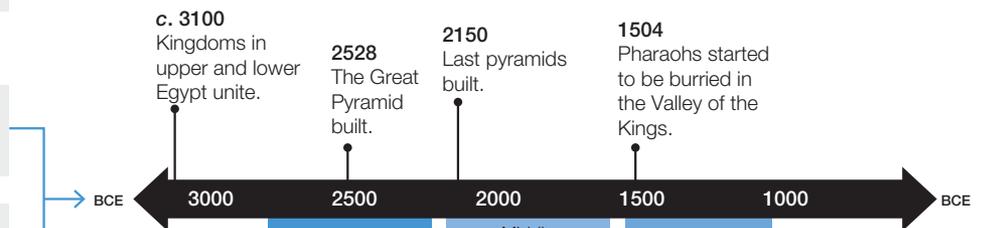
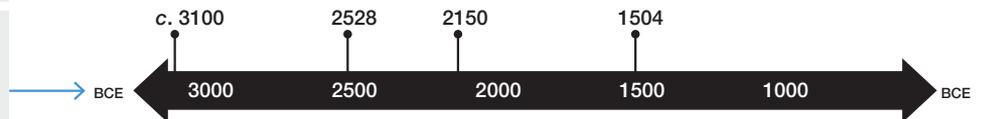
Step 4

Sometimes, sections on a timeline are shaded in different colours and labelled to indicate a period or block of time, such as the different kingdoms in ancient Egypt.

Step 5

To represent a huge span of time, you may need to break your timeline into sections using a jagged line. This break shows that a section of time has been left out and will ensure that your timeline will fit on the page! Just make sure no important events fall in the time you are leaving out.

Now that your timeline is complete, you can also add images and captions for some of the entries.



30 BCE
Egypt becomes part of the Roman Empire.

Source 17 A step-by-step guide to creating a timeline

Describing causes and effects

KEY CONCEPT Cause & effect

cause and effect

the link between what causes an action and the outcome of that action; understanding that events that take place are linked and can have effects on people and places for many years to come

What is cause and effect?

The concept of **cause and effect** is used by historians to identify chains of events and developments, both in the short term and in the long term. Cause and effect

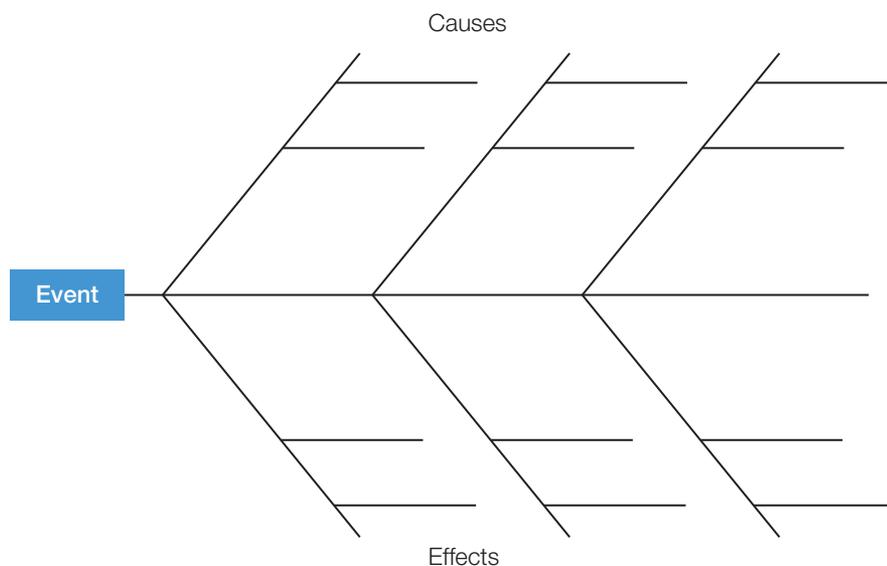
aims to identify, examine and analyse the reasons why events have occurred and the resulting consequences or outcomes. It helps to think of cause and effect as the 'why' and 'what' of history.

The concept of cause and effect refers to short-term and long-term causes and consequences. Understanding this concept will help you understand historical perspectives and interpretations. Cause and effect is used by historians to identify the reasons for an event, or changes in history, and the results of those events or developments. Sometimes the link between cause and effect is clear. For example, heavy rain over many weeks (cause) leads to flooding (event) and the destruction of crops (effect). Effects can be short-term or long-term. For example, one of the short-term effects of flooding can be damage to property and loss of life. A long-term effect of flooding might be that although the floods cause damage, they also leave behind deposits of fresh and fertile soil that result in better crops.

Sometimes the link between cause and effect is less obvious. Generally, there are many causes that lead to an event. There can also be many effects. Some effects may not be observed until long after the event.

Analysing cause and effect

The first step in analysing cause and effect is to identify the event, development or change, then what may have caused the event/development/change, and then the effects. Different types of causes might be social, economic or political, or a cause might be sudden, and act as a catalyst (a trigger) for change. Once the causes of the event have been identified, consider the effects. Explain how each effect is linked to the event that you have identified.



Source 18 A fishbone diagram

When analysing cause and effect, it can be helpful to organise the information in a way that helps you to see the links between the event or change, the cause and the effects. Graphic organisers, such as a fishbone diagram, are a good way to analyse cause and effect. Sometimes, causes and effects are part of a cycle, and one effect is the cause of another effect.

Timelines can also be used to organise events, people and movements in a way that helps you identify links between the cause and effect of an event or change.

Exploring cause and effect and the Great Wall of China

One of the strongest defensive structures in the world is the Great Wall of China. The Great Wall began as a set of separate mudbrick structures that were joined together and extended under the rule of China's first emperor, Qin Shi Huang. This work was carried out in order to prevent northern invaders (known as Mongols) from entering and conquering China (cause). The wall was successful in preventing a Mongol invasion (effect); however, over 100 000 Chinese labourers died during the construction of the wall (effect).

Practise the skill

- 1 Identify** the cause for the construction of the Great Wall of China.
- Do you think there might have been more than one cause for the construction of the Great Wall of China? Why do you think Qin Shi Huang wanted to extend the Great Wall?
- 3 Describe** one short-term effect of the construction of the Great Wall of China.
- Choose a graphic organiser to use. Record the causes and effects of the construction of the Great Wall of China. Can you think of any more possible short-term or long-term effects?

KEY SKILL
Historical perspectives & interpretations



Source 19 The Great Wall of China is one of the strongest defensive structures in the world.

Explaining continuities and changes

KEY CONCEPT

Continuity & change

continuity and change

the historical concept that explains that while some aspects of a society stay the same over time (continuity), others will develop and transform (change)

What is continuity and change?

Historians recognise that over time some things stay the same, while others change. This concept is referred to as **continuity and change**.

Historians refer to aspects of the past that have remained the same over time as continuities. Aspects of the past that do not stay the same are referred to as changes. Change can occur within a certain civilisation or specific time period, but also across different civilisations and time periods.

The concept of continuity and change refers to how things change or remain the same over time. Understanding this concept will help you understand historical perspectives and interpretations. Examples of continuity and change can be seen across every civilisation and any given period of time. This can be seen in aspects of everyday life that have continued across centuries, or in changes in government, technology or religious beliefs that have affected an entire society's culture.

As you study different civilisations across different time periods, you will have the chance to identify things and thinking that stayed the same over time, and those that changed.

To identify continuity and change, you need to understand the sequence (order) of events and the significance of these events or people, groups, or ideas.

Timelines can be used to sequence events in chronological order. Ordering events (or people, groups, or ideas) on a timeline will help to make it clear when things changed. Timelines can also be used to understand how long things continued without changing. Once you have identified when a change in a society or civilisation occurred, you can identify what the change was and understand its significance.

Changes that occurred in a society or civilisation can be listed and ranked in order of significance. To understand the significance of an event, refer to the key concept of significance (see page 205).

Source 20 The remains of a stadium used in the Olympic Games in the ancient Greek town of Epidaurus. The Olympics are an example of continuity and change.



When ranking changes in order of significance, you should use evidence to justify how significant (or not) these changes were to the society or civilisation. It is important to look at several different examples of continuity or change within a society or civilisation to be able to see any patterns of continuity and change.

When discussing examples of a change in a society or civilisation, remember to describe the speed or rate of change. For example, was the rate of change gradual (occurring slowly over time), or did it occur quickly?

Exploring continuity and change and the Olympic Games

The first ancient Olympic Games were held in 776 BCE. They were held in the city-state of Olympia in Greece. Sporting events took place alongside ritual sacrifices to honour the god Zeus.

The Olympic Games began with the sacrifice of an animal. Athletes trained hard and competed for a wreath of olive leaves. In later Games, Olympic champions also enjoyed fame all across Greece.

Participating in the Olympic Games was seen as a duty. Even involvement in wars was halted to allow participation in the Games. The five-day Olympic Games were held every four years until 394 BCE, when they were stopped by the Christian Roman emperor Theodosius I. The first modern Olympic Games were held in 1896 CE in Athens, Greece and continue to this day.

Practise the skill

- 1 In your own words, **define** the term 'continuity'.
- 2 Draw a timeline that shows:
 - when the ancient Olympic Games started
 - when the ancient Olympic Games stopped
 - when the modern Olympic Games started.

These events should be sequenced in chronological order (by date).

- 3 **Identify** the characteristics of the ancient Olympic Games (for example,

ritual animal sacrifice). For each characteristic, identify if this is still present in the modern Olympic Games.

- If it is not present, then this characteristic is an example of change.
- If it is still present, then this characteristic is an example of continuity.

For example, ritual animal sacrifice is no longer a part of the modern Olympic Games. This is an example of change.

- 4 Choose one characteristic that has changed, and **explain** why it has changed. For example, ritual sacrifice no longer occurs in the Olympic Games because the Olympic Games are now secular (not religious). You may need to conduct research to explain these changes.



KEY SKILL

Historical perspectives & interpretations

Source 21 (at left) and Source 22 (below) The sport of discus is a historical continuity. Discus originated in ancient Greece, and is now a part of every modern track-and-field competition. Source 21 is a copy of a famous Greek statue, Myron's *Discobolus*, created around 460–450 BCE. It shows a discus thrower about to release his throw. Source 22 is Australian athlete Dani Samuels competing in the discus event at the 2016 Rio Olympic Games.

Identifying perspectives

KEY CONCEPT

Perspectives

values

qualities of character that a society or community regards highly

What are perspectives?

Perspective is the position from which people see and understand events going on in the world around them. People will have had different points of view about a particular event, person, civilisation or artefact depending on their perspective, which can be affected by their age, gender, social position and their beliefs and **values**.

Just like everyone else, historians see events from different perspectives, which can influence their interpretation of the past and the way in which they write about it. Despite their own perspectives, historians must try to understand the different values and beliefs that shaped and affected the lives of people who lived in the past.



Source 23 This Roman floor mosaic shows young slaves carrying food for a banquet. It dates back to around the second century CE. Many people today would share the belief that slavery is wrong, however from the perspectives of the slaves themselves and society in general, it was an accepted part of life in ancient Rome.

The concept of perspectives refers to the factors (such as age) which can shape a person's point of view. Understanding this concept will help you understand historical perspectives and interpretations. Historians analyse sources to identify points of view, perspectives, attitudes and values of people in the past. Both primary and secondary sources can show many different points of view, attitudes and values. These may include personal, social, political, economic or religious points of view.

For example, the Greek historian Herodotus visited Egypt in 450 BCE and wrote an account of how the Great Pyramid of Giza was constructed (see Source 24). For many years, this account was believed to be true, along with Herodotus' claim that over 100 000 slaves had been forced to build the pyramid.

However, historians now know that Herodotus' account is incorrect – at the time of his visit, the pyramid had been standing for over 2000 years. Modern historians

have excavated skeletons and believe that the pyramid was built by Egyptian labourers, not slaves, who worked on it during flood time when they were unable to work on farms. They lived in specially constructed villages near the worksite. Graffiti etched into stonework indicates that at least some of the workers took pride in their labours, calling themselves ‘Friends of Khufu’.

When analysing Herodotus’ perspective, you should ask yourself these kinds of questions:

- What could have motivated Herodotus to deliberately write this false account?
- Did Herodotus’ experience as a citizen of Athens mean his view of the world was different to that of the Egyptians?
- Was Herodotus trying to make his account more interesting and exciting for readers?
- Did Herodotus dislike the pharaoh and his rule over ancient Egypt?

Source 24

[Then] Cheops [the pharaoh] succeeded to the throne ... he closed the temples and forbade the Egyptians to offer sacrifice, compelling them instead to labour in his service. A hundred thousand men ... ten years, oppression of the people to make the causeway for the conveyance of the stones [ramp to move the stones] ... the pyramid itself took twenty years ... built in steps.

Translated extract from *The Histories*, Book II, by Herodotus,
a Greek historian (c. 450 BCE)

Using empathy

Empathy helps us to understand the impact of past events on a particular individual or group, including an appreciation of the circumstances they faced and the motivations, values and attitudes behind their actions. Put another way, empathy is the ability to ‘walk in someone else’s shoes’ – to be aware of, and sensitive to, their feelings, thoughts and experiences.

Empathising brings history to life. It connects us as human beings regardless of how much time has passed.

Source 25 The ancient Chinese practice of foot binding was carried out for around 1000 years. Foot binding was the painful practice of breaking the bones in a young girl’s feet and tightly binding them until she was fully grown. Tiny feet were considered beautiful and improved a woman’s social status, helping to ensure a ‘good’ marriage. Using empathy helps us to understand the pain these women went through, and what motivated their families to do this.



Explaining interpretations and contestability

KEY CONCEPT

Interpretations & contestability

interpretations

the assumptions and conclusions historians make about an event after the fact; interpretations are formed by examining evidence

contestability

refers to explanations or interpretations of past events that are open to debate



Source 26 Historians interpret sources (such as coins) to explain past events.

significance

the importance given to a particular historical event, person, development or issue

What are interpretations and contestability?

Historians use sources from the past to give meaning and order to the events of the past. In other words, they interpret sources to explain the why and how of past events. These explanations or **interpretations** can differ among historians.

Historians may have access to the same sources but draw different

conclusions or provide different interpretations about what these sources tell us about the past. This is called **contestability**. Contested interpretations must be reasonable interpretations based on the available sources. The ancient past, in particular, is an area of history that is open to contest. Lack of sources often makes it difficult to be certain about what happened in the ancient past and why.

The concept of interpretations and contestability refers to explanations and debates about the past. Understanding this concept will help you understand historical perspectives and interpretations. The development of historical understanding about the past relies on the primary sources available to historians. The sources can be written sources like inscriptions, laws, histories, memoirs and plays, or they can be artefacts, such as statues, coins, mummies, and buildings. Oral accounts of the past, passed down from generation to generation, are also primary sources. These sources can be fragmented, and there may even be an excess of sources. The role of the historian is to give meaning and order to the events of the past by interpreting the sources so that the why and the how of the past are explained.

These interpretations are only as reliable as the sources available. If there is a lack or shortage of sources, the historians' interpretations are likely to be more tentative or cautious. Differences in interpretations do not make one historian's interpretation wrong and another one's right. A historian's interpretation of a source from the past must be a reasonable one, but there can often be different ways events can be understood and therefore interpreted. For example, people in the past have not always made clear what the motives for their actions were, so historians need to interpret their actions to determine their motives. Students of history need to be able to analyse these interpretations and recognise their differences in their own historical arguments.

For example, the discovery of Tutankhamun's tomb in 1922 was a significant historical event. It helped historians uncover many important details about life in ancient Egypt. The discovery of Tutankhamun's tomb in 1922 sparked fierce debate among historians because they interpreted the evidence from the discovery differently. Some believed he was murdered, while others believed his death was an accident. As technology advances, evidence can come to light that continues debates like these. For example, tests conducted in 2010 showed that Tutankhamun had malaria in his system when he died. Some historians believe this contributed to his death. Other historians believe that Tutankhamun died as a result of an infection from a broken leg. Therefore, we would call this issue a 'contested' one.



Source 27 Egyptian archaeologist Zahi Hawass (centre) supervises the removal of Tutankhamun's mummy from the stone sarcophagus in his tomb. The exact cause of Tutankhamun's death has been contested by historians since the discovery of his tomb in 1922.

Understanding significance

What is significance?

Significance relates to the importance assigned to aspects of the past, such as events, developments, discoveries, movements, people and historical sites. History is full of events, significant people and interesting places. We need to make a judgment about which of these to study. In order to determine if an event, development, discovery, movement, person or site is historically significant, historians may ask:

- How important was this to people who lived at that time?
- How did this affect people's lives?
- How many people's lives were affected?
- How widespread and long-lasting were the effects?
- Can the effects still be felt today?

Depending on your age, gender, ethnicity, religious beliefs and nationality, different events and people from the past will be more or less significant.

KEY CONCEPT
Significance



Source 28 Architecture is a significant legacy of the ancient Romans; they invented concrete and building techniques such as domed roofs. Domed roofs – like the one shown here at Flinders Street Station in Melbourne – would not be possible had it not been for the ancient Romans.

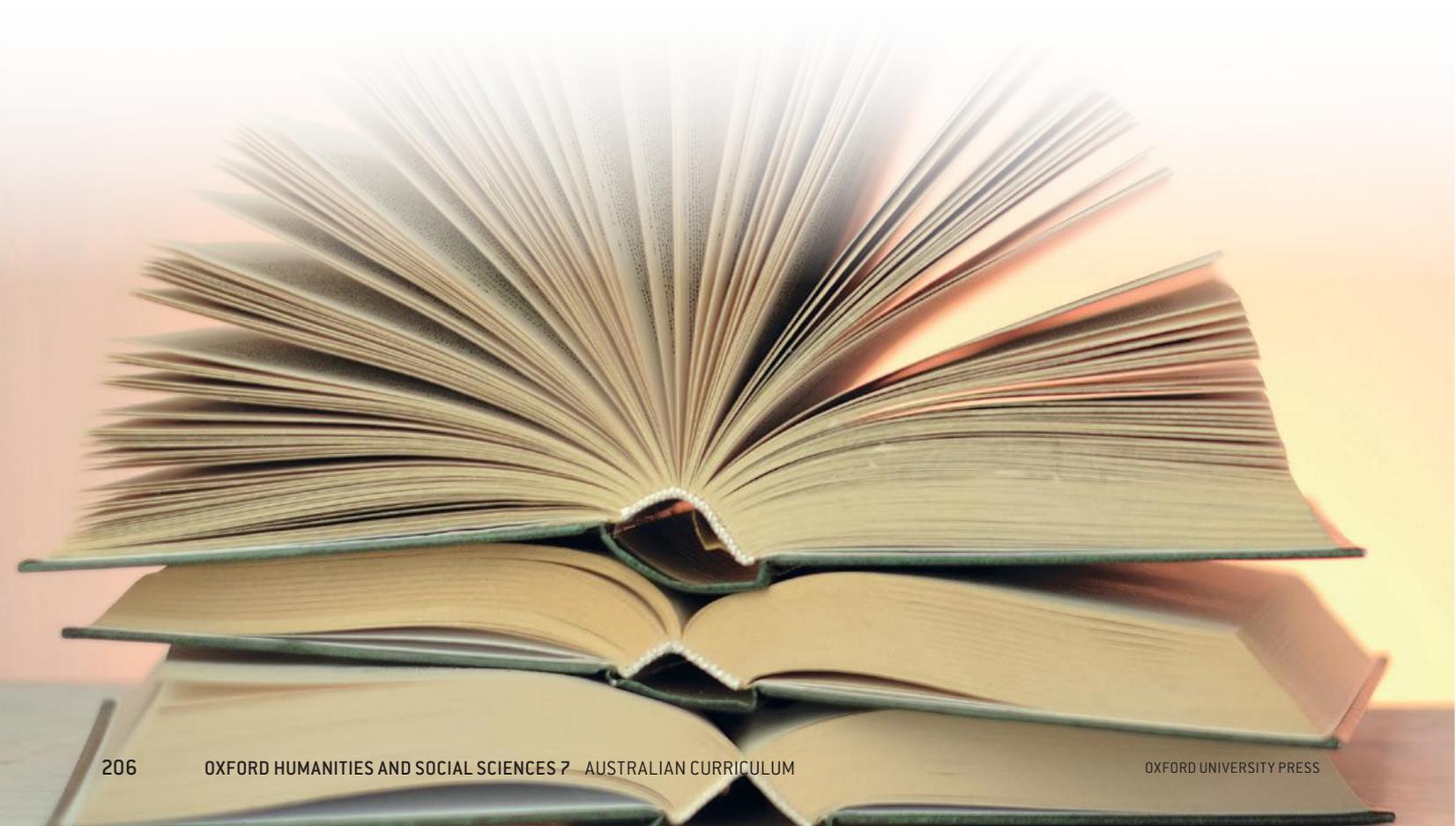
The concept of significance refers to the widespread changes brought about by an event, person or development in the past and the continuing effects of those changes today. Understanding this concept will help you understand historical perspectives and interpretations. When analysing the significance of an event, development, issue, person, group or society, you should ask the questions listed in the key concept box above. For example, how important was this event, development or issue to people who lived at that time? One way to remember the sorts of questions you should ask to decide the significance of something is to use the '5Rs' of historical significance. Source 29 outlines each of the 5Rs of historical significance.

5Rs of significance	Questions to ask to decide on significance
R Remarkable	What was the most notable thing about the event/individual/group of people?
R Resulted in change	What happened as an immediate result of the event/individual/group of people? (think about short-term effects)
R Revealing	What does the event/individual/group of people tell us about the time period?
R Resonates	How does the event/individual/group of people (in the past) affect the lives of people today?
R Remembered	How is the event/individual/group of people remembered today? (think about evidence that still exists)



Check your learning
Topic 6.4

Source 29 The 5Rs of historical significance



6.5 Communicating

Using historical terms

Just like scientists, historians share a common language to communicate. They use historical terms and concepts to clarify what they are talking about and share their findings. Source 30 lists and defines some commonly used historical terms.

Source 30 Some useful historical terms

Term	Definition
AD	An abbreviation of the Latin <i>Anno Domini</i> – ‘in the year of our Lord’; a term used for any time after the birth of Christ (i.e. any time after 1 CE); this term has now largely been replaced by CE (see entry below).
age	A period of history with specific characteristics that make it stand out from other periods (e.g. the Stone Age, the Bronze Age)
BC	An abbreviation of Before Christ, a term used for the period of history before the birth of Christ (i.e. any time before 1 CE); this term has largely been replaced by BCE (see entry below).
BCE	An abbreviation of Before the Common Era, a term used for the period of history before the birth of Christ (i.e. any time before 1 CE); this term has largely replaced BC, because it is culturally neutral.
CE	An abbreviation of Common Era, a term used for any time after the birth of Christ (i.e. any time after 1 CE); this term has largely replaced AD, because it is culturally neutral.
century	A period of 100 years
chronology	A record of events in the order they took place
circa	A Latin word meaning ‘around’ or ‘approximately’ (abbreviated as c.)
decade	A period of 10 years
era	A period of time marked by distinctive characteristics, events or circumstances (e.g. the Roman era, the Victorian era)
millennium	A period of 1000 years
prehistory	The period of history before written records
time period	A block of time in history
timeline	A sequence of related historical events shown in chronological order; a timeline is generally scaled with years marked at equal distances.
year	A period of 365 days

Quizlet

Become familiar with historical terms by reviewing them on Quizlet.



Additional resource

Using cognitive verbs

Historical writing

Historical writing requires you to describe and explain using information from a range of sources as evidence. You will often be required to outline the significance of a past event while providing reasons for the event and referring to relevant evidence.

How to write a description

The purpose of descriptions is to give clear information about people, places or objects at particular moments in time. They focus on the main characteristics of particular people or things.

chronological order
the order in which events
have taken place

Descriptions must always follow a set structure, and events must be organised in **chronological order**.

Source 31

Structure of a description	
Introduction	<ul style="list-style-type: none">• Introduces the subject.• States the name of the person or event.• Outlines why the topic is important.
Body	<ul style="list-style-type: none">• Provides details about the person or event (including dates and important facts).• Information must be organised in paragraphs, with a new paragraph for each detail.• Quotations and descriptive words should be used where relevant.
Conclusion (optional)	<ul style="list-style-type: none">• Revisits the most important details and provides a concluding statement.

How to write an explanation

The purpose of explanations is to tell how or why something happened. They provide the reader with a greater understanding of the causes and effects of past events. Explanations must be clear and factual. They should not contain opinions or emotional language. There must be supporting evidence from a variety of sources.

How to reference in an explanation

When you use information from a source within an explanation, either by a direct quote or an indirect reference, the source needs to be acknowledged. This can be done in various ways, depending on the referencing system you are using. One of the simplest referencing systems is the Harvard referencing method, where quotes and indirect references are acknowledged within the text. This is done by placing basic information about the source after the quote or the indirect reference. In brackets, write the name of the author, the year the source was published and the page number where it occurs, for example (Smith 1999:234). Whichever method you use, it is important that you use that method consistently.

Source 32

Structure of an explanation	
Introduction	<ul style="list-style-type: none">• Clearly states the main idea or aim.• Briefly outlines the reason/s why an event occurred and its effect/s.
Body	<ul style="list-style-type: none">• Each idea must be supported by evidence. The evidence should be analysed to explain its significance or importance.• Information must be organised in paragraphs, with a new paragraph for each detail.• Language should be precise and not contain emotional words.• Personal opinions should be avoided.
Conclusion (optional)	<ul style="list-style-type: none">• Provides a short and clear overview of the main ideas presented in the body.• States a conclusion drawn from the evidence.

How to write a paragraph using TEEL

When writing a paragraph – either by itself or as a part of an essay – it is important to structure your thoughts logically. The acronym TEEL is a helpful way of remembering how to do this. Read Source 33 carefully to familiarise yourself with each of the steps of TEEL. Then read Source 34 to see an example of a paragraph that has been written using TEEL.

Source 33 The steps of TEEL

T	Topic	Introduce your main idea in the first sentence.
E	Explain	Provide some background knowledge on your main idea.
E	Examples	Be sure to use two or three examples in a paragraph. Examples are important in a history essay, as they act as your evidence. Examples include facts and figures, dates, names, places, events, statistics and sources.
L	Link	Sum up your paragraph by providing some analysis or evaluation on the topic. Do this by providing your opinion on the matter. Some ideas for a good link include: <ul style="list-style-type: none"> • How useful is the evidence you have used? • Did any changes take place because of the example you have used? • Do you need any more evidence to make a proper judgement on the topic? • In your link, use linking phrases such as 'overall' or 'ultimately' to help make your final statement.

Prompt: 'How did Tutankhamun die?' Source 34 below is a response to this prompt that follows the TEEL structure.

Source 34 Written response example using TEEL

T	Originally, historians believed that Tutankhamun's death was the result of a murder plot.
E	The popular theory was that Ay, adviser to the pharaoh, killed Tutankhamun. Ay's reason for murder may have been political, because Tutankhamun reversed the religious reforms that his father Pharaoh Akhenaten put in place. To Ay, this decision may have been felt like a betrayal to Akhenaten's legacy. As a result, Ay may have murdered Tutankhamun to take the throne for himself.
E	Evidence to support this theory has been discovered using scientific techniques. CT scans have revealed a crack and hole in the back of Tutankhamun's skull. However, it is now believed that this damage to Tutankhamun's skull occurred when his tomb was excavated. Many historians now believe that Tutankhamun died from an infection after he broke his leg. Recently, studies of Tutankhamun's DNA showed that he had malaria and a disease that affected the bones in his feet. These factors are believed to have made his broken leg worse and contributed to his infection.
L	Overall, while there was evidence to support the theory that Tutankhamun was murdered, more recent evidence indicates that Tutankhamun did not die from murder. New technology might help to solve the mystery that surrounds Tutankhamun's death by providing more evidence.



Check your learning

Topic 6.5

CHAPTER

7

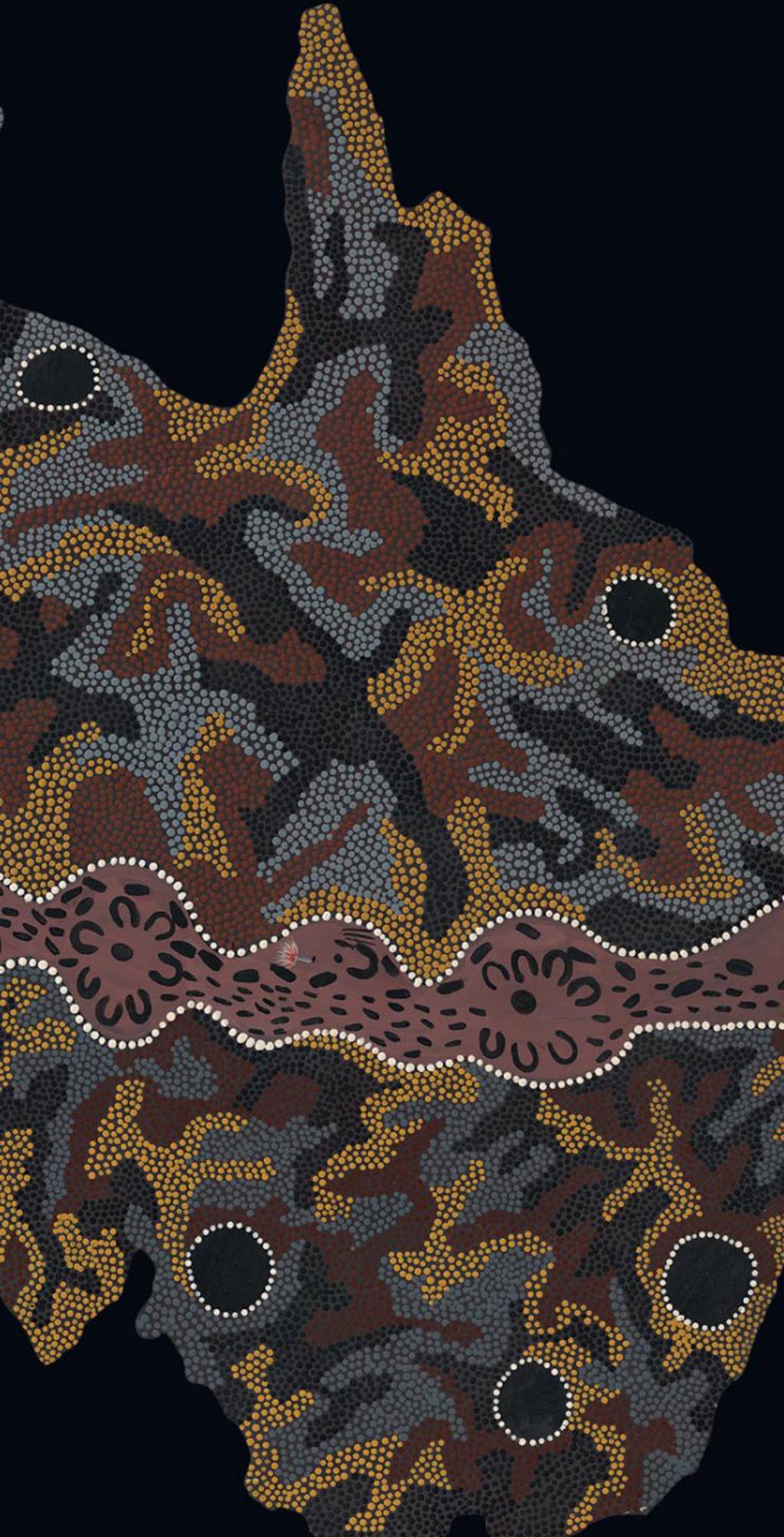
Deep time history of Australia

Many thousands of years before ancient civilisations developed in Egypt, Greece, Rome, China and India, First Nations peoples were living on the Australian continent. Historians and scientists now call this time – at least 65 000 years ago – ‘deep time’. It was during this time that First Nations peoples established cultures that continue to this day, making them the oldest living cultures in the world.

Throughout Australia there is evidence of the histories, cultures and traditions of First Nations peoples in archaeological sites, such as rock paintings, bora rings and middens, in the Dreaming stories and songlines of the landscape and its people, and in the continued connection to and care of Country.

» **Source 1** *Seven Sisters Songline* (1994) artwork by Josephine Mick, a Pitjantjatjara woman. This artwork depicts songlines, which were sung into being at Creation and cover Australia, showing the routes that Creator beings took during the Dreaming. Songlines are one of the ways we know about the histories, cultures and traditions of First Nations peoples.





7A

How did First Nations peoples come to Australia and where did they settle?

7B

What features make the societies of First Nations peoples so distinctive?

7C

Why is it important to respect and preserve the cultures of First Nations peoples?

NOTE

First Nations peoples are respectfully advised that this chapter (and the resources that support it) may contain the names, images, stories and voices of people who have passed away.

Non-Indigenous readers should be aware that showing the names and images of people who have died can cause distress for First Nations peoples who believe it disturbs the spirits of those who have died.

7.1

Early human evolution and migration

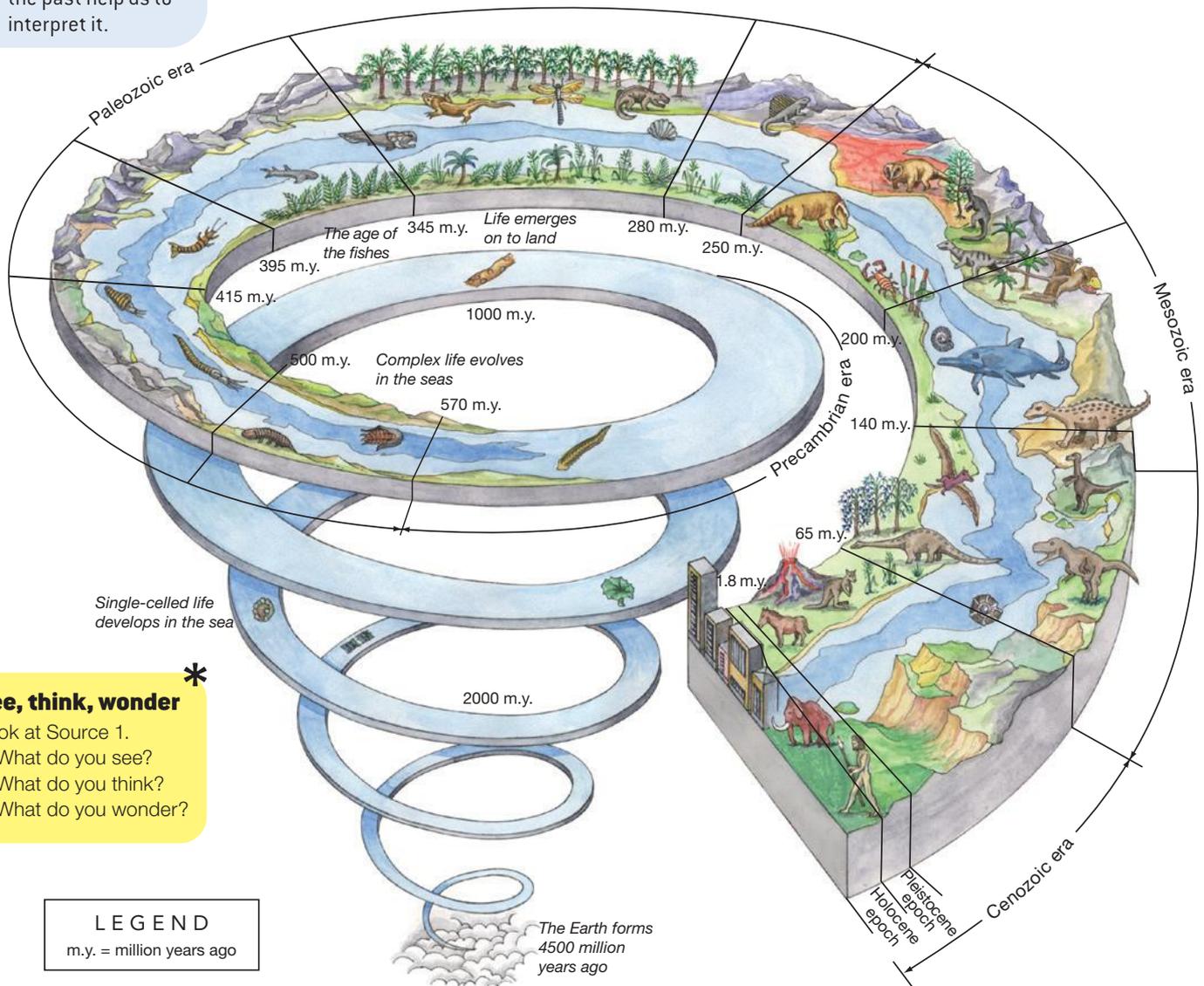
Learning intentions

By the end of this topic, you will be able to:

- » identify different theories of human evolution
- » describe how environmental changes led to the movement of people from Africa
- » explain how different methods of finding out about the past help us to interpret it.

The Earth is 4.5 billion years old, but modern humans have only been around for a few hundred thousand years (see Source 1). Life on Earth began as microscopic organisms. Over billions of years, life forms gradually developed to become the complex plants, animals and humans that we know today.

Source 1 This geologic time spiral is a way of showing how life has developed since the Earth began about 4500 million (4.5 billion) years ago. You can see that dinosaurs lived in the Mesozoic era, which was 250 million to 65 million years ago. Modern humans emerged late in the Pleistocene epoch, which began about 2.5 million years ago. We are living in the Holocene epoch, which began about 11 600 years ago.



See, think, wonder *

Look at Source 1.

- What do you see?
- What do you think?
- What do you wonder?

LEGEND

m.y. = million years ago

Where did humans come from?

Scientists today generally agree that the modern human **species** emerged in Africa 200 000 to 300 000 years ago. This understanding is based on the study of fossilised remains of human ancestors, particularly from East Africa. Some of these remains are 4.4 million years old! By studying these remains, scientists can see that various species changed – or evolved – over millions of years. This theory of change is called **evolution**.

The scientific name for modern humans is *Homo sapiens*. Humans belong to a group of **primates** called **hominids**, and *Homo sapiens* is the only species of hominid still in existence. Other now-extinct hominids lived up to 15 million years ago, and included:

- *Homo neanderthalensis*
- *Homo erectus*
- *Homo habilis*
- *Australopithecus*.

Like these other hominids, humans have the following characteristics:

- they can stand up straight
- they use two legs for walking, rather than four (see Source 2)
- they have larger brains than other species
- they can use specialised tools
- they can communicate in sophisticated ways, including through signals and language.

Early ideas about humans

Many remains of these hominid species were found in Europe in the nineteenth century. This led many people at the time to believe that humans must have developed in Europe. At that time, Europeans thought they were superior to people from some other continents. They did not believe humans could have come from places they believed to be inferior, such as Africa or Asia. We now know that this way of thinking is incorrect. Today, scientists agree that humans developed in Africa.

The discovery of these remains led to early discussions about evolution. The most famous of these was Charles Darwin's book *On the Origin of Species*, which was published in 1859.

species

a group of living things that look similar and can breed with each other

evolution

the theory by which different living things have developed from early forms; evolution occurs very gradually over many thousands or even millions of years

primates

a group of mammals that includes monkeys, apes and humans

hominids

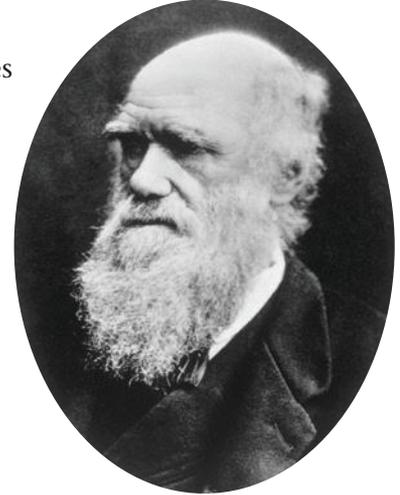
a group of primates that includes humans and their ancestors



Source 2 This trail of fossilised hominid footprints found in the modern-day nation of Tanzania, Africa, shows that hominids walked on two feet.

Charles Darwin

Darwin was an English naturalist (a person who studies the natural world). He left England in 1831 aboard a ship called *The Beagle*. He spent more than five years travelling the world, making notes and collecting specimens of plants and animals. During this voyage, Darwin began to develop his theories of evolution. He observed similarities and differences in species across the globe, leading him to believe that the origins of humans may have been in Africa.



Source 3 Charles Darwin

genetics

the study of genes; our genes carry information that gets passed from one generation to the next

DNA

short for deoxyribonucleic acid; DNA is found in the cells of all living organisms and holds the genetic code of how a living thing develops

One of Darwin's theories was natural selection, which states that populations of living things change, or adapt, in order to survive. Those that do not adapt become extinct. Darwin believed that favourable traits – those that helped the species to survive – were passed down through generations.

Darwin's theory of natural selection led to the development of the Modern Theory of Evolution in the mid-twentieth century. This combines Darwin's theory with modern scientific knowledge about **genetics**. It says that the physical and behavioural changes that allow for natural selection occur in **DNA** and are passed on from parents to their offspring.

Source 4 The Olduvai Gorge in Tanzania, where much of the Leakeys' important work was carried out



The legacy of the Leakeys

It was not until the mid-twentieth century that the origins of human evolution were scientifically linked to Africa. This was largely due to the work of **paleo-archaeologists** Louis and Mary Leakey, which supported Darwin's belief that human evolution began in Africa. This is called the **Out of Africa theory** (see page 217).

Beginning in the 1930s, the Leakeys undertook extensive research and excavations in the Olduvai Gorge in Africa's Great Rift Valley in modern-day Tanzania. They chose this site because of the geological make-up of the area. Movement in the Earth's crust over millions of years had exposed the rock in the Valley. This revealed the remains of the settlements, people and animals that once lived in the area. The Valley is also made up of visible layers, so the Leakeys could guess at the age of their finds by dating the rocks in which the remains were buried.

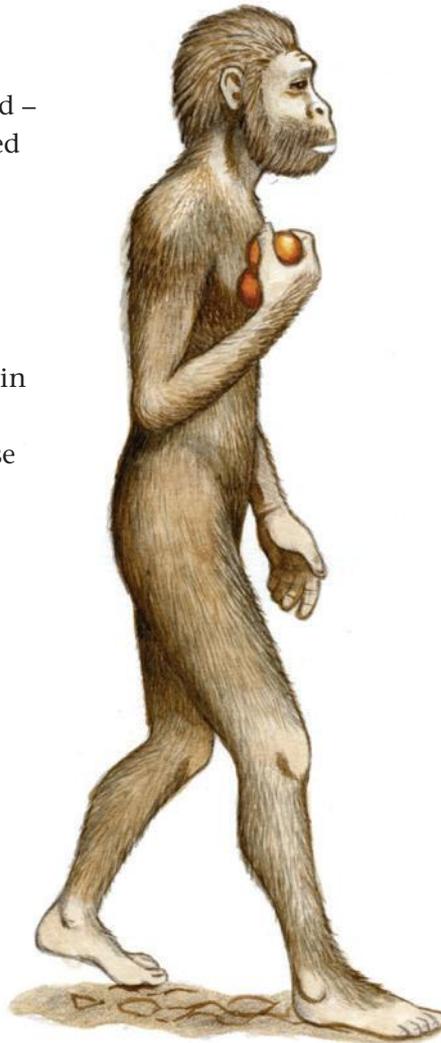
During the decades spent in the Valley, Louis and Mary uncovered many tools and extinct animals. It was not until 1959 that Mary uncovered a skull that dated to 1.75 million years **BP (Before Present)**. In 1964, Louis found the hand and foot bones of a young girl, who he classified as *Homo habilis* – the first classification of this species of hominid. It was this discovery that led the movement to examine the history of human origins in Africa.

Finding 'Lucy'

Ten years later in 1974, fossils of another hominid – a female *Australopithecus afarensis* – were uncovered in Ethiopia by American **paleo-anthropologist** Donald Johnson and French geologist Maurice Taieb. This is one of the oldest known human ancestors. The researchers named her 'Lucy'. She was 3.2 million years old and just one metre tall!

Discoveries such as these, as well as advances in modern science and genetic testing, showed that the remains in Africa were much older than those found in Europe. This suggested that the African hominids came first and that *Homo sapiens* therefore originated in Africa.

Source 5 A illustration of 'Lucy' – one of the oldest known human ancestors



paleo-archaeologists
scientists who study human evolution and the remains of hominids

Out of Africa theory
one model in the theory of how modern humans spread around the world, hypothesising that they developed in Africa before spreading outwards

BP (Before Present)
a dating method involving radiocarbon dating; used by archaeologists to indicate the number of years before the present, e.g. 10 000 years BP is 10 000 years before the present date

paleo-anthropologist
a scientist who studies human evolution by examining the archaeological record

Research continues in Africa

palaeontologists

scientists who study life in the geological past by examining the fossils of plants and animals

Today, anthropologists, archaeologists and **palaeontologists** continue to work in this area of Africa (see Source 6). The Turkana Basin Institute in Nairobi, Kenya, founded by the Leakeys' youngest son, Richard, continues to do important research into human evolution. In 1984, Richard discovered an almost complete 1.5-million-year-old skeleton of the hominid *Homo erectus* near Lake Turkana.

The movement of peoples from Africa

evidence

information or clues gathered from a historical source

argon dating

a method of determining the age of rocks

The oldest recorded **evidence** of *Homo sapiens* in Africa is Herto Man. Discovered in 1997 in Ethiopia, Herto Man is approximately 160 000 years old according to **argon dating** in 2003. In Australia, the evidence suggests that First Nations peoples have been here for more than 65 000 years. So, when did people start leaving Africa – and why?

A changing climate and environment

Early humans were hunter-gatherers, who found their food by gathering wild plants and hunting wild animals. They were therefore dependent on a stable climate for their food sources.

Scientists believe that during last the **Ice Age** – about 100 000 years ago – there were a number of 'climate swings'. At this time, extremely cold and drought-like conditions were broken up every 20 000 years or so by warm northern hemisphere summers.

Landscapes changed as the Earth warmed and cooled, and **desertification** affected different parts of the globe. This changing of land into desert was caused either by drought or the spreading of ice and snow (called glacial waves) over vast areas.

While changes to the climate and environment forced people to move from the places where they had been living, such as Africa, they found other places where changes had created better conditions. For example, milder climate conditions would have enabled the development of grasslands. These would have been attractive to humans, and also to animals, which in turn provided food for the early human

NORTH-EASTERN AFRICA: SIGNIFICANT SITES



Source 6

Source: Oxford University Press

Ice Age

a cooler period in the Earth's history when ice covered much of the northern hemisphere and sea levels were much lower than they are today

desertification

the process by which fertile land becomes desert

traveller. It is largely agreed that this is what drew early humans to leave Africa, creating corridors of migration between Africa, Europe and Asia.

Migration waves

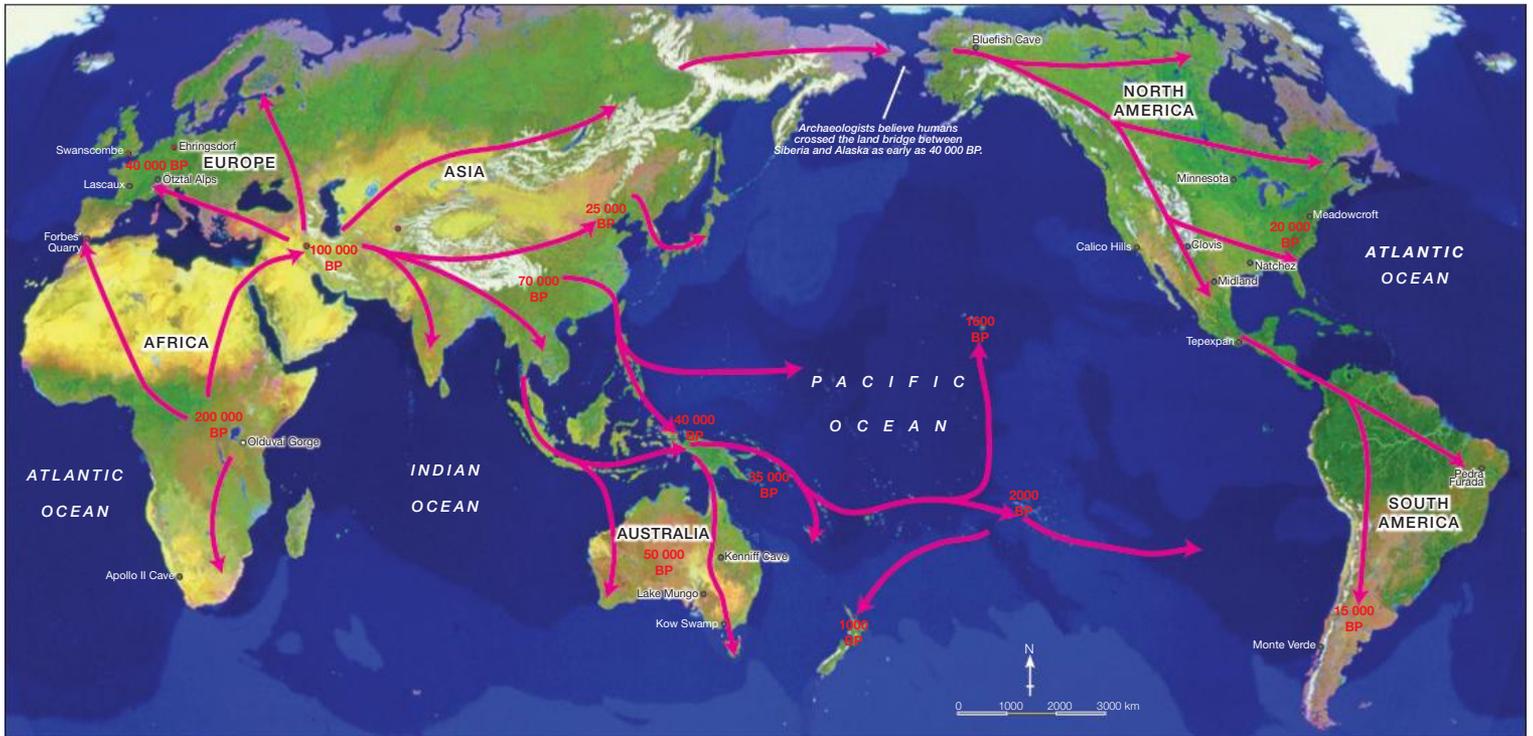
The Out of Africa theory originally suggested that the movement from Africa happened in a single mass migration. However, it is now thought to have been a series of waves of migration as the changing climate put pressure on early societies, beginning about 100 000 years ago.

In 2011 in southern China, *Homo sapiens* remains (including 47 teeth) were found in the Fuyan Cave in Daoxian. The teeth were identified using **DNA analysis** and dated to 80 000 years BP. This provided scientists and historians with further information about when early modern humans started moving from Africa and into other parts of the world, such as Asia. There is also evidence showing that people moved into southern Asia and Oceania via the Middle East and India. This is called the Southern Dispersal Model.

DNA analysis
the testing of DNA to explore genetic links between ancient remains; DNA is found in the cells of all living organisms

It is important to note that when the migrations of early humans happened, it was not one single genetic line that populated the entire planet. *Homo sapiens* would have bred with other human species; however, as shown in Darwin's theory of natural selection, the stronger species overtook the weaker, now-extinct hominid lines.

WORLD: LOCATIONS AND MOVEMENTS OF EARLY HUMANS



Source 7 Modern humans are believed to have originated in Africa and spread around the world as climate and environmental conditions changed.

Source: Oxford University Press

LEGEND	
Archaeological evidence	
● <i>Homo sapiens neanderthalensis</i> 100 000 to 35 000 years ago	➔ Movement of early humans
● <i>Homo sapiens sapiens</i> 35 000 years ago to present	40 000 BP 40 000 years before present day

Interpreting evidence from deep time history

oral histories

historical information collected through interviews with or recordings of people telling their story or memory of the past

artefact

an object that is made or changed by humans



Quiz me!

A quick quiz on early human evolution and migration

In the study of deep time history, there are many different interpretations of events and archaeological remains. Archaeologists have no written records to support their investigations, but they have **oral histories** to help their study. However, as technology has developed, many of the theories established in the twentieth century have increasingly been supported by factual evidence. This is because better scientific methods of dating allow historians to be more precise in their evaluation and interpretation of findings.

How do we know how old things are?

There are several scientific techniques used to determine the age of an **artefact**, or of human and animal remains. They can be organised into two categories:

- relative dating, which determines the age of an object in comparison to other items; it does not offer specific dates
- absolute dating, which gives more specific dates and enables the age of an object to be stated as precisely as possible.

Source 8 lists some of the scientific techniques used to investigate the past. There is more information about scientific dating techniques in Chapter 8 Investigating the ancient world, page 266.

Technique	Description	Dating type
Typology	Estimates the age of an item (e.g. a stone artefact, weapon or piece of pottery) by comparing it with similar types of items.	Relative
Stratigraphy	Analyses items found in different layers of the Earth. Since the layers are usually youngest at the top and oldest at the bottom, items found in the bottom layers will usually be the oldest.	Relative
Fluorine dating	Estimates the age of objects that contain the chemical fluorine. For example, bones that are buried absorb fluorine from the soil. The longer they are there, the more fluorine they absorb.	Relative
Radiocarbon dating	Estimates the age of something that was once alive by measuring the amount of radioactive carbon (carbon-14) in the organism. All living things contain carbon-14. Scientists can determine when something died because carbon breaks down at a known rate.	Absolute
Dendrochronology	Estimates the age of trees by counting the rings in the cross-section of tree trunks once they have been cut down.	Absolute
Thermoluminescence dating	Estimates the age of objects that contain particles of crystal (e.g. pottery or ceramics) by heating the object to measure how much radiation the object has stored and, therefore, how old it is.	Absolute
Argon dating	Dates volcanic rock by measuring the ratio of argon gas in the rock to estimate how long ago the rock cooled and solidified. This technique is very useful in dating human evolution in areas of high volcanic activity, such as Olduvai Gorge.	Absolute
Optically stimulated luminescence (OSL)	Dates minerals by measuring how long ago grains in the mineral were last exposed to sunlight. This tells us how long ago the grains were buried and therefore how old they are.	Absolute

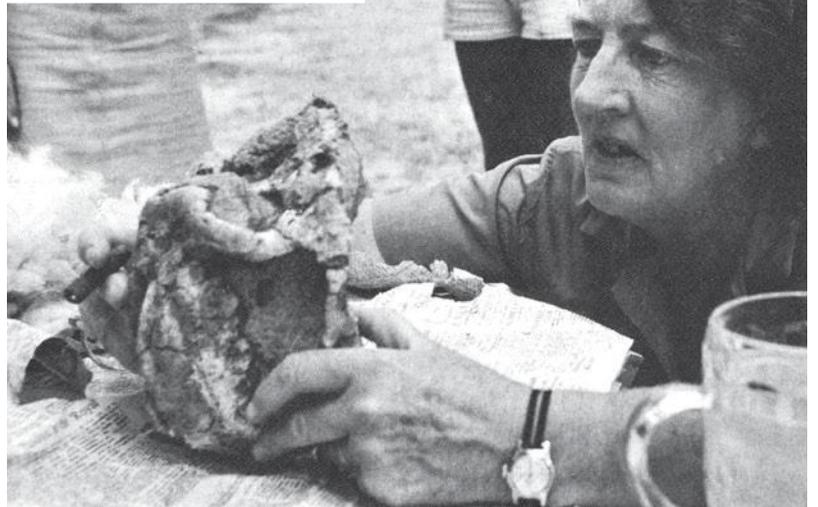
Source 8 Some scientific dating techniques used to investigate the past

Radiocarbon dating, also known as carbon-14 dating, was developed in the late 1950s. With radiocarbon dating, scientists no longer needed to rely on their estimates because they could more accurately identify the time period of the evidence and understand the environment in which it was found.

When genetics and DNA testing became more frequently used in the study of human remains, even greater accuracy was possible. This is significant because, in terms of human development, 50 000 years is quite a short time. Greater accuracy of timelines, especially when dealing with migration patterns as revealed in the Fuyan Cave in Daoxin, is very important to better understand when and why early humans began to migrate.



Source 9 This skull was found by Mary Leakey at Olduvai Gorge in 1959. It was dated to 1.75 million years BP.



Source 10 Mary Leakey examining a fossil in 1972

7.1 Check your learning



Retrieve

- 1 In your own words, **define** the term 'evolution'.
- 2 According to the 'Out of Africa' theory, when do scientists believe modern humans migrated out of Africa?
- 3 **Identify** three ways in which scientists can accurately date fossilised remains.

Comprehend

- 4 **Summarise** the environmental factors that led to modern human migration out of Africa.
- 5 **Summarise** Darwin's theory of natural selection and how it can be applied to human evolution.
- 6 **Explain** how the development of better dating techniques has helped our understanding of human evolution and migration.

Analyse

- 7 Make an infographic to **classify** the different types of dating used by scientists. Make sure you include how they work and what they can be used for.

Apply

- 8 **Evaluate** the significance of the Leakeys' contribution to understanding human evolution. Remember, when you evaluate something, you should talk about its strengths and weaknesses. Be sure to give your overall opinion.
- 9 **Investigate** the work of the Turkana Basin Institute. Write a paragraph or create a poster explaining the contribution of the organisation to our understanding of human evolution.

7.2

Learning intentions

By the end of this topic, you will be able to:

- » describe how scientific techniques have been used to determine when humans arrived on Sahul
- » describe techniques used to predict when and how First Nations peoples settled across the continent.

land bridge

an area of land that was exposed during the last Ice Age, allowing people and animals to cross areas that are now under water

First Nations peoples on the Australian continent

Before the end of the last Ice Age, more than 10000 years ago, Australia was part of a mega-continent that included mainland Australia, Tasmania and New Guinea. This mega-continent was called Sahul (see Source 11). To the north-east of Sahul was the continent of Sunda, which included the modern-day islands of Java, Bali, Borneo and Sumatra. These islands were all connected to each other and to South-East Asia. It is from there that people first arrived on the continent.

Evidence found in the Fuyan Cave (see page 217) shows that modern humans were in Asia by approximately 80000 years ago. From there, they moved through South-East Asia, and eventually into Australia at least 65000 years ago.

How did humans arrive in Australia?

As we have seen in topic 7.1, it is believed that changing climatic conditions played a significant role in the migration of early humans.

The seas that separated Sunda and Sahul meant that it would have been necessary to travel by some kind of vessel, such as a boat, to move from one landmass to the other. There was no single **land bridge** that enabled early humans to walk the whole way from one location to the other.

SAHUL AND SUNDA



Source 11

Source: Oxford University Press

However, in some places, lower sea levels had exposed large land bridges that connected some of the islands and reduced the distance between others. For example, the distance between Timor and Sahul (see Source 11) was only 90 kilometres. The land bridges and shorter distances across the sea would have made moving between the landmasses easier. This enabled people to first migrate to Sahul by vessel.

When the last Ice Age ended about 8000 years ago, the ice sheets melted, causing sea levels to rise. The land bridges disappeared under the rising sea waters and the distances between islands increased, making movement between landmasses difficult. As shown in Source 11, this is similar to how the islands appear today.

No physical evidence has been found of the vessels used by these people. The vessels commonly used by early peoples in ancient times were not built for large open water voyages. It is believed they were small and designed for use in shallower, more sheltered waters. Historians suggest that it is therefore likely that the vessels would have been built of bamboo, which is common in Asia. It is possible that the rising sea levels of 8000 years ago destroyed any evidence of these very first settlements on Sahul.

First Nations perspectives

'Perspectives' is one of the key concepts in the study of history. A person or group's historical perspective is the position from which they see and understand the world. Perspectives are shaped by factors such as age, gender, culture, beliefs, social position and values.

It is important to recognise that the examination of 'how' early humans came to Australia is usually seen from the perspective of non-Indigenous people. First Nations peoples do not trace their ancestors back to when their families came to Australia or the Torres Strait Islands in the same way that someone of non-Indigenous heritage might. Aboriginal peoples assert that they have been here

since Creation. This viewpoint is supported by Quandamooka Elder Aunty Val Coombs in the following statement.

Source 12

Whitefellas like theorising we come from somewhere else other than Australia to lessen our connection to **Country**. We are from here. Our knowledge of our history is embedded in our blood and our Country. Whitefellas knowledge of our history is only as good as their technology.

Aunty Val Coombs, Quandamooka Elder, <https://www.nma.gov.au/defining-moments/resources/evidence-of-first-peoples>

For more information on this key concept, refer to page 202 of 'The history toolkit'.

KEY CONCEPT Perspectives

Country

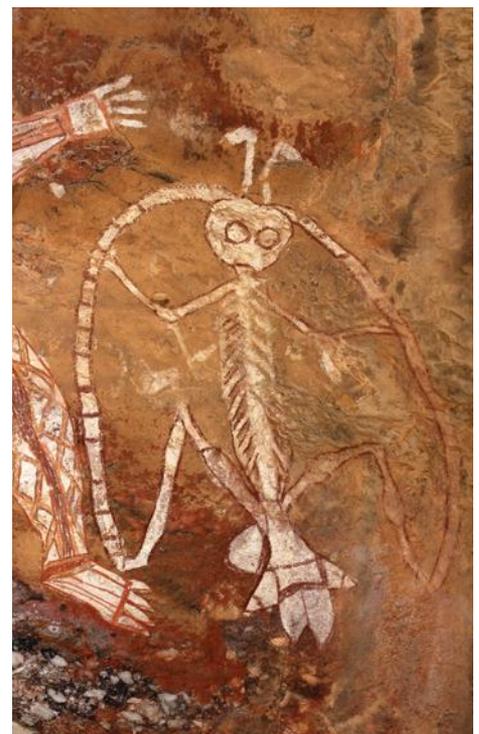
a term used by Aboriginal peoples to refer to the lands, seas and waterways they are connected to; Country includes animals, plants and people as well as creeks, waterholes and hills; Creation spirits and seasons are also included in the term 'Country'; different Country is owned and cared for by different nations or peoples

How do we know about early settlements?

The earliest physical evidence of human occupation in Australia dates to 65 000 years ago from sites in the Northern Territory. Given how close northern Australia is to the prehistoric land bridges of Sahul, it makes sense that we would find such settlements there. Scientific research, including genetic studies and archaeological data, also suggests that people first arrived in Sahul about 65 000 years ago.

It is difficult to determine the exact dates for these first settlements because of the rising sea levels of 8000 years ago. It is likely that the earliest settlements were close to the land bridges and coastlines where food was more plentiful, and it was even possible that trade was carried out. However, scientific evidence of these settlements has been drowned, along with the ancient Sahul coastline.

Source 13 This rock art in Kakadu National Park in the Northern Territory dates back 20 000 years. It shows Namarrkon, a Creation ancestor who helped create the land during the Dreaming. He is also known as Lightning Man or Spirit and is responsible for the violent lightning storms that occur in summer in the northern tropics.



songlines

travel routes across the Australian landscape that link important locations and often refer to landscape features, such as trees, waterholes and creatures

ochre

a natural pigment found in the earth; often used in artwork created by First Nations peoples

middens

First Nations occupation sites that contain the remains of meals such as shells and bones

radiocarbon dating

a method used to estimate the age of something that was once alive

optically stimulated luminescence dating

a method used to date mineral grains by measuring how long it is since they were exposed to sunlight

Source 14 Willandra Lakes used to be a thriving First Nations community.

Evidence in stories and songlines

Historians, archaeologists and anthropologists have increasingly been studying the stories and **songlines** of coastal First Nations cultures in an attempt to understand the impact of the rising sea levels on communities. In various coastal areas all around Australia, the stories of a coastline that looked vastly different are still held in the cultural stories handed down today. These oral histories are a significant source of information for those studying deep time history.

Migration across the continent

Archaeological evidence helps archaeologists understand the movement of peoples once they settled on Sahul. The physical evidence of human activity that has been found includes:

- human remains
- stone, bone, shell and wooden tools
- rock art and **ochre**
- shell **middens** and mounds
- charcoal deposits (indicating fire had been used)
- stone arrangements
- scar trees
- quarries
- fish traps
- earth mounds.

These physical remains can all be accurately and scientifically dated, using processes such as **radiocarbon dating** and **optically stimulated luminescence dating**, as well as genetic and biological studies.

The dates of human occupation across the continent suggest that migration happened relatively quickly, because evidence has been found of human remains dating to 42000 years old. This means that within a few thousand years after



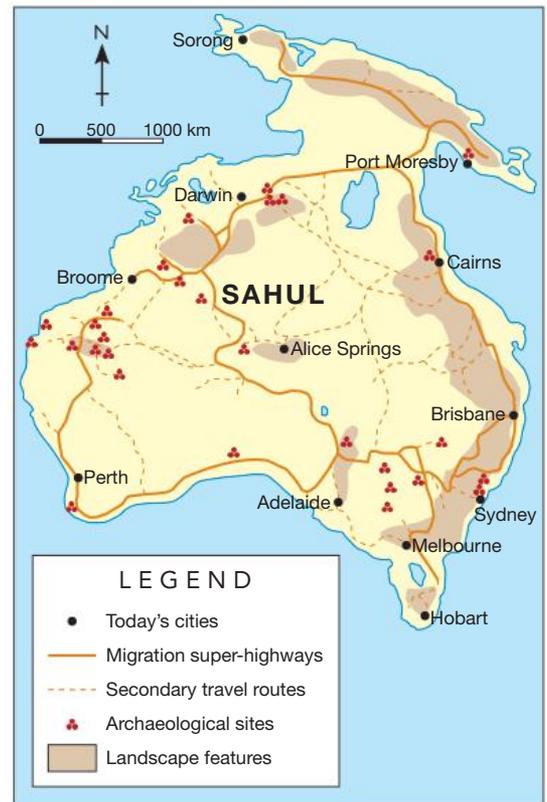
crossing from Asia, people had settled as far south as the area we now call south-western New South Wales, where they established thriving communities, social structures and rituals. The discovery of Mungo Man and Mungo Lady in the Willandra Lakes region of New South Wales suggests the site was occupied 47 000 years ago. (See 7A Skills in Context, page 230, for more on the significance of Mungo Man and Mungo Lady.)

Mapping migration routes

Archaeologists and scientists have been able to understand the movement patterns of early peoples in Australia by mapping sites where extensive remains of human settlements have been found. The evidence suggests clear travel routes across the continent were used by early First Nations peoples.

In 2021, a team of Australian-led international scientists used a supercomputer in the United States to develop a map of migration paths used in Sahul. Using information from archaeological sites, the computer tested 125 billion possibilities to develop the map. The resulting map (Source 15) showed migration ‘super highways’ as well as secondary travel routes. Using this sort of technology, researchers can undertake further work along these routes, including in the now-submerged areas of the continent.

SAHUL: ANCIENT MIGRATION PATTERNS



Source 15 This map has been redrawn from the one that scientists created in 2021 using a supercomputer to map the migration paths used in Sahul about 50 000 years ago.

7.2 Check your learning

Retrieve

- 1 Identify** when scientists believe that early humans first arrived on the mega-continent of Sahul.
- 2 Name** five types of physical archaeological evidence.

Comprehend

- 3 Describe** how scientific techniques have helped us tell when early humans reached Sahul.
- 4 Explain** how scientists created the 2021 map of the migration routes of early First Nations peoples across Sahul.

Analyse

- 5 Consider** the conflict between the perspectives of First Nations peoples and non-Indigenous people. Remember, when you consider something, you should think about it carefully before making a decision. Do you think this difference in perspective can be resolved? Explain your answer.

- 6 Analyse** the information in this topic and explain how scientific techniques have helped us understand the movement patterns of ancient First Nations peoples in Australia. Remember, when you analyse something, you must break it down into smaller parts and explain how they relate to each other.

Apply

- 7 Investigate** the Dreaming story of Namarrkon. Summarise the story in your own words.



Quiz me!

A quick quiz on First Nations peoples on the Australian continent

7.3

Learning intentions

By the end of this topic, you will be able to:

- » understand the nature of the sources of evidence for ancient Australia
- » understand the challenges in studying deep time history.

primary sources

sources that existed or were made in the time period being studied

secondary sources

sources created after the time being studied

colonisation

when a country, kingdom or empire sets up an outpost in another land, taking control of that land from its people, often for social, economic or military reasons

oral tradition

the passing on of law, culture and history through speaking – storytelling, song and dance

How we know about First Nations peoples

Historians use a combination of primary and secondary sources to investigate the past. **Primary sources** are those that were created during the time being studied and provide direct evidence about this period. **Secondary sources** are those that were created after the time being studied and can attempt to explain primary sources.

Challenges in studying ancient Australia

The study of deep time history can be challenging, as many of the primary sources of evidence that we use to study more recent history do not exist. Accounts by First Nations peoples are an excellent primary source of evidence. However, the **colonisation** of Australia by the British resulted in the deaths of many First Nations peoples through disease and violent conflict. Many families were separated and traditional languages were not allowed to be spoken. This led to First Nations cultures being severely disrupted and stories and knowledge being lost or hidden. However, much knowledge and many cultural practices still exist today.

In early contact between Europeans and First Nations peoples, stories were often documented in written records by Europeans. However, these secondary sources may not have been accurate transcriptions of the stories.

Over time, physical evidence can also be destroyed. In the early days of the colonisation of Australia, human remains and cultural artefacts were sent around the world as curiosities, without acknowledging their significance and value for the people from whom they were taken.

Primary sources

Primary sources from ancient Australia can be divided into three categories: oral traditions; rock paintings and traditional works of art; and archaeological evidence.

Oral traditions

The First Nations societies of ancient Australia had an **oral tradition**, in which the records and histories of First Nations peoples were passed on through stories, songlines, art, song and dance. It is through these methods, along with ceremony and ritual, that shared cultural knowledge was passed down from generation to generation.

Rock paintings and traditional art

Rock art (see Source 16), including painted and carved forms, has survived for more than 30000 years. Paintings were usually crafted using natural pigments in the form of ochre, and they document the stories and histories of First Nations peoples.

Source 16 Gwion figures at a rock art site in the Kimberley region





Source 17 Middens are evidence of First Nations occupation sites, where people disposed of the remains of their meals (such as shells and bones). This midden was found at Boulder Point in Tasmania. The charcoal remains of fireplaces and other artefacts, such as tools, were also found at this site.

Archaeological evidence

Archaeologists have collected much of the information available to us about ancient First Nations peoples. Archaeologists find and examine a whole range of artefacts, such as ancient tools, animal bones, burial sites, rock carvings and middens (see Source 17). These artefacts show how First Nations peoples lived at the time the artefacts were created.



Quiz me!

A quick quiz on how we know about First Nations peoples

Secondary sources

Early colonists recorded many observations about how First Nations peoples lived from 1788 onwards. Until recent years, many of these writings were ignored, but historians are now re-examining these documents to create a more detailed picture of the lives of First Nations peoples in the early years of colonisation. Many of these secondary sources present a picture of First Nations peoples as clever and efficient land managers. In particular, the writings and paintings of early British colonists are being used as historical evidence. These secondary sources need to be treated critically because they only present one viewpoint: that of the Europeans.

7.3 Check your learning



Retrieve

- 1 Identify** the types of sources available to archaeologists and scientists studying ancient Australia.
- In your own words, **define** the terms:
 - primary source
 - secondary source
 - oral tradition
 - colonisation.

Comprehend

- 3 Describe** the role of sources in helping archaeologists and scientists understand ancient Australia.

- 4 Consider** some of the challenges in the interpretation of deep time history. Remember, when you consider something, you should think about it carefully before making a decision.

Apply

- 5 Evaluate** the archaeological evidence for understanding ancient Australia. Remember, when you evaluate something, you should talk about its strengths and weaknesses. Be sure to give your overall opinion.

7.4

Ancient rock art

Learning intention

By the end of this topic, you will be able to:

- » describe evidence of continuity and change in the ancient rock art of the Kimberley.

motifs

symbols or images, especially ones that are repeated to form a pattern

The Kimberley region in north-western Australia has one of the largest collections of rock paintings on the continent. If you look at the location of the Kimberley in Source 18, you can see how close it is to the island of Timor. This makes it possible that this area was one of the first places early humans landed when crossing from Timor, approximately 65 000 years ago (see Source 11, page 220).

The paintings found in the Kimberley are more than 17 000 years old. There are three categories of rock art in the Kimberley. From earliest to most recent, these are:

- naturalistic art
- Gwion and painted handprint **motifs**
- Wandjina paintings.

Naturalistic art

Naturalistic art largely shows nature or the natural world. This art often depicts animals, fish, plants and some human forms, mostly in mulberry and red colours. The main period for naturalistic paintings in the Kimberley was at least 13 000 to 17 000 years ago.

AUSTRALIA: KIMBERLEY REGION



Source 18 Source: Oxford University Press

One of the most significant pieces is called the 'kangaroo painting'. The 2-metre 'naturalistic' figure (see Source 20) is painted in red ochre on the surface of a collapsed rock shelter ceiling. It is on the Unghango clan estate in Balangarra Country in the north-east Kimberley.

In 2021, Dr Damien Finch and Dr Sven Ouzman used a radiocarbon dating technique that allowed for accurate dating of this figure. The painting was so old that the organic material in the ochre pigment – required for the absolute dating process – had completely broken down and could not be used. Instead, the scientists used scrapings from ancient wasp nests found around the painting, which gave a more accurate result. The painting was dated at 17 500 to 17 100 years BP, making it the oldest known painted figure in Australia.



Source 19 The 'kangaroo painting' in the Kimberley region (left) and an illustration of it.

Source 20

[The kangaroo image] is visually similar to rock paintings from islands in South-East Asia dated to more than 40 000 years ago, suggesting a cultural link, and hinting at still older rock art in Australia.

Dr Sven Ouzman, University of Western Australia

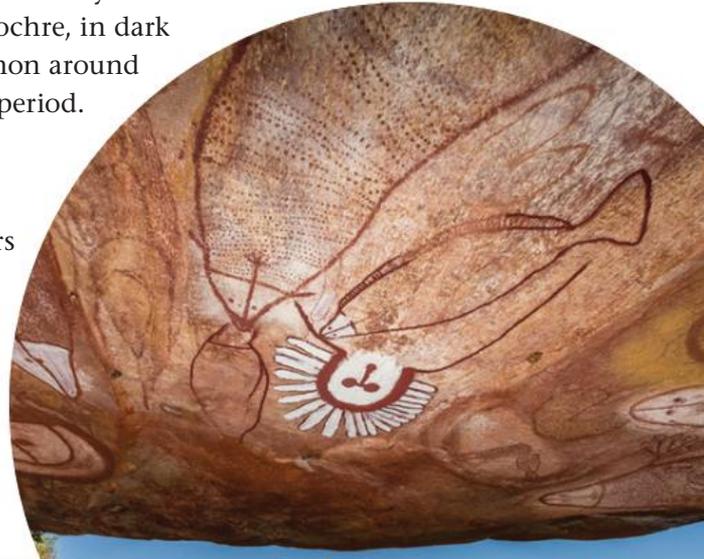
Gwion and painted handprint motifs

The Gwion paintings (see source 16 on page 224) are made up of human-shaped figures and painted handprints. They are dressed decoratively, and carry items such as dilly bags, spears and boomerangs. They are mostly painted in ochre, in dark red through to black colours. Gwion paintings were most common around 12 000 years ago until 1000 to 5000 years after the naturalistic period.

Wandjina paintings

The Wandjina paintings (see Source 21) represent spirit ancestors called Wandjina in their human form. These ochre paintings date to 4000 years BP. Wandjina are identified by halo-like headdresses and mouthless faces with large round eyes, which make them appear ghostly. The people of the northern and central Kimberley continue to identify with Wandjina spirit ancestors, which shows continuity of beliefs that are at least 4000 years old.

Source 21 Wandjina paintings in sandstone caves at Raft Point, Kimberley region



Continuity and change in Kimberley rock art

Continuity and change is one of the key concepts that help us build historical knowledge and understanding. Change refers to the way aspects of the past developed and progressed, while continuity looks at what has remained the same over certain periods of time.

Each style of painting in the Kimberley looks very different, showing the changes

that developed. Even though the Gwion and Wandjina paintings both show human figures, they do not look the same. However, the tradition of rock art and the use of ochre show a continuity of tradition.

The paintings of the Kimberley can be found across an area of 20 000 square kilometres, suggesting that the themes were important across the region.

For more information on this key concept, refer to page 200 of 'The history toolkit'.

KEY CONCEPT

Continuity & change



Quiz me!

A quick quiz on continuity and change in ancient rock art

7.4 Check your learning

Retrieve

- 1 In your own words, **define** the historical concept of 'continuity and change'.
- 2 **Name** the three styles of art found in the Kimberley region.

Comprehend

- 3 **Describe** the types of rock art found in the Kimberley region.
- 4 **Explain** how scientists were able to accurately date the kangaroo image shown in Source 19.
- 5 **Explain** how the historical concept of continuity and change is illustrated by the Kimberley rock art.

Analyse

- 6 **Analyse** the quote by Dr Sven Ouzman in Source 19. Why could there be a cultural link between the kangaroo painting and the rock paintings in South-East Asia? Remember, when you analyse something, you must break it down into smaller parts and explain how they relate to each other.

Apply

- 7 **Investigate** the rock art of another region in Australia, such as the Gulf Country or Kakadu National Park. Examine the extent to which continuity and change are evident.

7.5

The oral tradition of First Nations peoples

Learning intention

By the end of this topic, you will be able to:

- » describe the significance of oral tradition in passing down the views and knowledge of First Nations peoples.

In Western societies, history, culture and tradition are largely passed down through written records. Most written sources of history are from the perspectives of those who held power. Those voices were often those of the upper classes, men and the clergy. Other voices, such as those of women and the poorer classes, often went unheard.

In deep time societies, history, knowledge and culture were passed on through oral tradition (that is, by speaking or singing), which included songs, rhymes, stories and dance. Other non-written forms of communication are art and craft making.

Though there are many different types of stories, they fall into four categories:

- collective histories – common histories shared by a group of people
- spiritual narratives – stories that help explain spiritual or religious ideas
- cultural practices – events, traditions and other means of communicating
- life histories – stories and histories of family groups and individuals.

Oral tradition is very important in ensuring that the knowledge, cultures and traditions of First Nations peoples are protected. Colonisation caused significant disruption to the cultures of First Nations peoples. This was largely due to government policies from the 1890s to the 1980s that forcibly removed First Nations children from their families and placed them into state or church care, or into white families. These children have become known as the Stolen Generations, and they were denied knowledge of or access to their traditions, beliefs and histories. This makes it even more important to protect oral traditions.

Source 22 'Makasar Prau', 1966 bark painting by Dhalwa u (Yirrkala) artist Birrikitji Gumana. This painting recalls Birrikitji Gumana's experience when he was young of meeting fishermen who visited Arnhem Land from an Indonesian region called Makassar. This painting is an example of a life history.



Source 23

Oral history is an integral part of Aboriginal and Torres Strait Islander culture and beliefs as it's how creation and culture stories, such those of The Dreaming, historical accounts, traditional ecological knowledge, and language are passed on from generation to generation and have been for thousands of years ...

Gwaktin-Higson, P. (2017) 'What is the role of oral history and testimony in building our understanding of the past?' UTS

Oral culture requires that knowledge is committed to memory, and this can be done through dance and song. These oral traditions are very powerful and enable **lore** (culture) and law (the rules of society, ecosystems and navigation) to be passed down for thousands of years. An example of this is the Gedge Togia – the Moon Dance – of the Torres Strait Islands.

lore
First Nations peoples' traditional knowledge passed down through oral stories

Gedge Togia

The Moon Dance – Gedge Togia – is a sacred traditional song, or kab-kar, of the eastern Torres Strait. It is an example of a collective history. The song has only three words: gedge, togia and milpanuka. Interestingly, these words come from two different language groups that are separated by 200 kilometres of open ocean.

- 'Gedge togia' means 'rising over home' in the Meriam Mir language of Mer Island in the eastern Torres Strait. 'Home' refers to Mer (or Murray) Island in the Eastern Torres Strait.
- 'Milpanuka' means 'moon' in the Mabuig Island dialect of the Kala Lagaw Ya language, which is the language of the Western Island groups.

The song describes the moon rising over the east ('home'), as the Meriam people travelled home from Mabuig to Mer. Accompanied by a dance, this song shows links between both islands and language, and reflects how navigation and trade partnerships are held in and passed on through oral traditions.

In the early 2000s, this song helped to prove that before colonisation, Meriam people had moved freely through the Torres Strait, from east to west and back again. The effect of this was that the Meriam people gained sea rights and the right to continue their traditional movements through the Torres Strait.



Source 24 Two Meriam men perform the Gedge Togia dance.



Quiz me!

A quick quiz on the oral tradition of First Nations peoples

7.5 Check your learning



Retrieve

- 1 In your own words, **define** the term 'oral tradition'.
- 2 **Name** the four main categories that historians use to classify the stories of First Nations peoples.

Comprehend

- 3 **Explain** how colonisation affected the oral traditions of First Nations peoples.
- 4 **Describe** the importance of dance and song in communicating knowledge.

Analyse

- 5 **Consider** the role of the Gedge Togia in securing sea rights. What does this suggest about the significance of oral tradition in demonstrating connection to Country? Remember, when you consider something, you should think about it carefully before making a decision.

Apply

- 6 **Investigate** a song, dance or story from the Country you are on. What information does it communicate, and why was this important?

7A

SKILLS IN CONTEXT



Test me!

Once you've finished the topics in this section, test yourself with this quiz and find out which worksheet you should do.

Mungo Lady and Mungo Man

The finding of ancient human remains at Lake Mungo was one of the most significant in Australian history. Geologist Jim Bowler came across the cremated remains of the woman who became known as Mungo Lady in 1969. He also came across the bones of a man who became known as Mungo Man in 1974.

Scientists have since dated these remains as being about 42 000 years old. The findings have added to archaeologists' understanding of the way the earliest humans in Australia lived.

Source 25

Metres from the site of her [Mungo Lady's] cremation, erosion of the dunes by the wind revealed yet another human burial. This was Mungo Man, who had been buried lying on his side, his body ritually prepared with ochre. Analysis of his bones showed that Mungo Man was around 50 years old when he died, and that he suffered from osteoarthritis in his right elbow – probably the result of the constant use of a spear-thrower or woomera. The care with which Mungo Man had been buried and the fact that the ochre must have been brought from over 100 km away suggested to archaeologists that he may have been an important person in his tribe. It also suggested that his people believed in an afterlife, and that they may have travelled over substantial distances and engaged in trade with other tribes.

Jim Bowler, 2010, 'Heir of all the Ages: The Secrets of Lake Mungo', Australian Heritage

Source 26

Scientific research suggests that humans arrived at Lake Mungo about 40 000 years ago, probably by following a river from the coast. ... Fish, yabbies and shellfish lived in the lake, and it was surrounded by vegetation, including reed beds and eucalyptus trees. The fresh water and vegetation would have attracted a variety of waterbirds, frogs, mammals and reptiles.

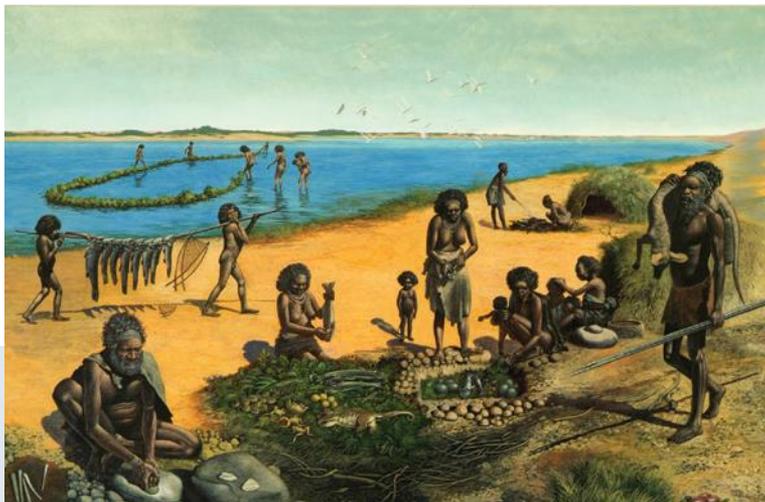
Middens in the area show that the people who lived at the lake ate freshwater mussels, fish, crayfish, birds' eggs, mammals and small birds. They built fires to cook their meals, made tools from stone and used ochre to paint their bodies.

Uncovering ancient Australia, National Museum of Australia, <https://digital-classroom.nma.gov.au/defining-moments/mungo-lady-found?>

Source 27 Waste flakes and core stones have been found at Lake Mungo. This photo shows a scatter of stone waste flakes created from a core stone. The presence of waste flakes often indicates a campsite where people made tools. The flakes are like throwaway knives – usually they are very sharp and used immediately, but then they are discarded as they become blunt.



Source 28 This 1974 painting by Giovanni Caselli is his impression of daily life on Lake Mungo.



KEY SKILL

Using historical sources

Analysing primary and secondary sources

The primary and secondary sources historians use to understand aspects of the past all tell different stories. It is the job of historians to examine these sources and come to a conclusion about their usefulness and reliability. Follow these steps when analysing primary and secondary sources.

Step 1 Identify who wrote, produced or made the source. Is their personal perspective obvious in the sources?

Step 2 Identify the type of source. Was the source created at the time?

Step 3 Find out when the source was created. How old is it? Is it an eyewitness account or did someone create it?

Step 4 Decide why the source was written or produced. Was it meant to entertain or to argue something? Does its creator have anything to gain personally from producing the source? What may have influenced its creator?

For more information on this skill, refer to pages 190 to 195 of 'The history toolkit'.

Practise the skill

- 1 Assess the extent to which historians can develop a complete picture of life at Lake Mungo at the time Mungo Lady and Mungo Man were living there. **Explain** why you think this.
- 2 Copy the table below into your notebook. Add a row for each source number. **Examine** Sources 25 to 28 and complete the table.
- 3 **Apply** the information from the table to write a short paragraph about life at Lake Mungo 40 000 years ago.

Extend your understanding

- 1 **Propose** (put forward) suggestions for two additional sources you could examine to add to your understanding about life at Lake Mungo.
- 2 **Investigate** another key archaeological site from the list below and identify some similarities and differences with the Lake Mungo site.
 - Kutikina Cave
 - Cuddie Springs
 - Madjedbebe
 - Wylie Swamp
 - Gummingurru.

	Is it a primary or secondary source?	What kind of source is it? (e.g. painting, written, photograph)	Who created the source?	What does the source show or describe?	How does the source tell us about life at Lake Mungo?
Source 25					

7.6

The environment of early Australia

Learning intentions

By the end of this topic, you will be able to:

- » describe the climate and environment of early Australia
- » explain the effects of environmental changes on First Nations peoples.

megafauna

a number of large animal species that lived in Australia during ancient times

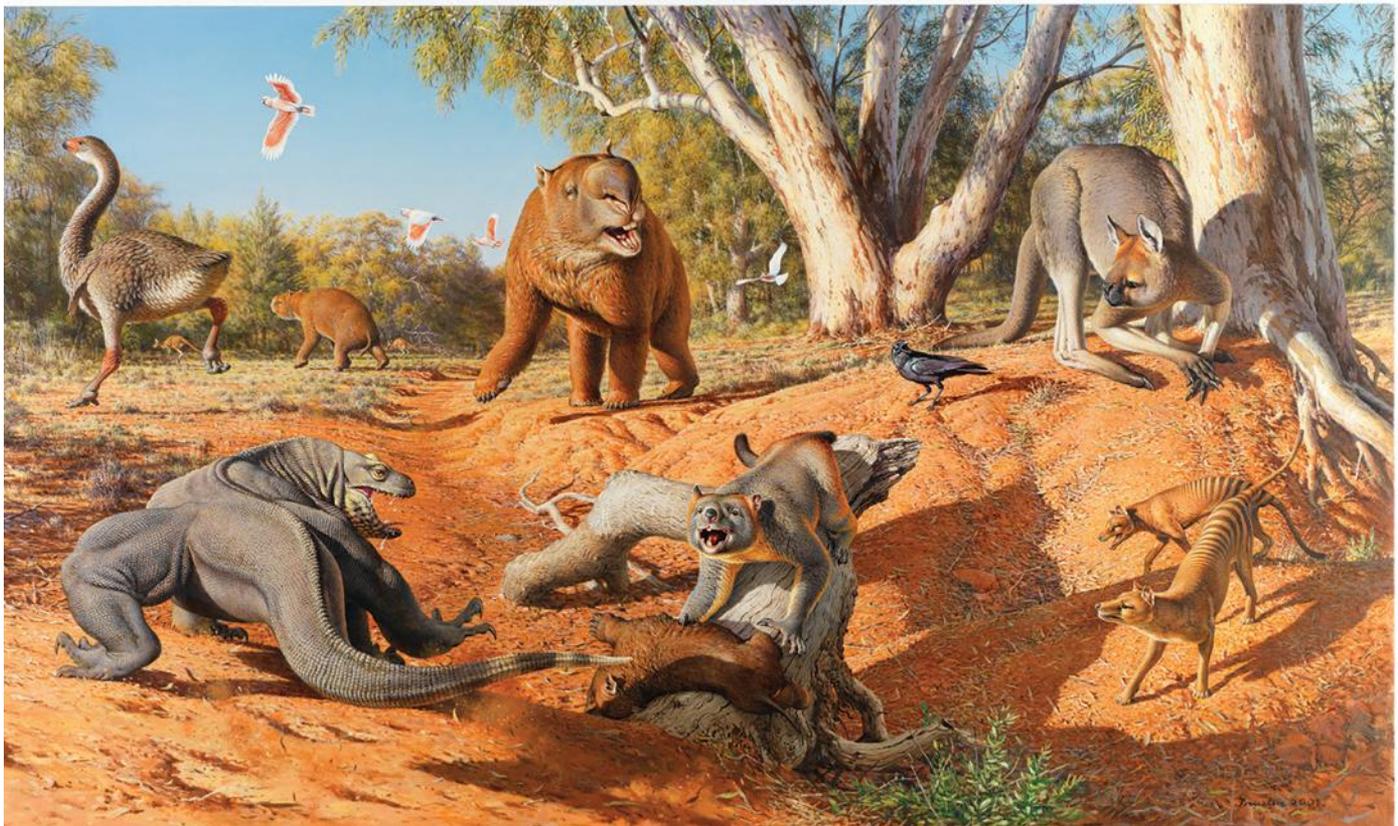
Australia is the driest habitable continent on the planet, with a large, hot, dry centre and generally milder temperatures and higher rainfall on the coast. However, Australia's climate and environment was not always like this.

Ancient Australia's climate

In the time that humans have inhabited this continent, there have been significant shifts in climate that continue today. In deep time, however, up to 100 000 years ago, these changes were caused by natural cycles in the Earth's climate, rather than by greenhouse emissions and human activity. These natural changes had a significant impact on the lives of the early peoples living here.

When humans first arrived in Australia at least 65 000 years ago, the climate of Australia was quite different to what it is today. Large parts of the continent were thriving wetlands, including inland areas that are now deserts, such as the Willandra Lakes in New South Wales and Eromanga Basin in Queensland.

In this environment, giant animals called **megafauna** thrived. These included a giant marsupial called the diprotodon, which looked like a wombat and was as big as a hippopotamus. It is likely that First Nations peoples hunted megafauna for food.



Source 1 An artist's impression of Australian megafauna, with a diprotodon shown centre rear

The last Ice Age

The most significant climate event in this time was the last Ice Age. It began about 90 000 years ago and reached its coldest point 22 000 to 18 000 years ago, when large parts of the Earth were covered in thick ice sheets. At this time, the Australian mainland was 30 per cent larger than it is today, because it was still part of Sahul (see Source 15, page 223). The average temperature fell by 10 degrees, rainfall decreased, and cold, dry winds blew across the continent.

As the Earth froze, the Australian continent changed from being a land of plenty with bountiful supplies of water, vegetation and animals, to becoming a largely inhospitable wasteland. Some estimates suggest that 80 per cent of the continent was temporarily abandoned, as people and animals looked for fresh water, food and shelter in other, milder regions, especially near the coast. It was during this time that oceans were at their lowest, because much of the water was frozen in ice sheets. This would have meant that people were easily able to access areas that are now islands or are completely under water.

Because of the lower sea levels, there was a continuous land bridge to Papua New Guinea, which people could cross. In Queensland, the islands of the Torres Strait (Zenadth Kes), and islands such as Fitzroy Island (Gabar) near Cairns, Hinchinbrook Island (Pouandai) near Cardwell, the Whitsundays (near Mackay), as well as K'gari (Fraser Island), Bribie (Yarun), Moreton (Mulgumpin) and Stradbroke (Minjerribah) Islands (Hervey Bay to the Gold Coast) were all part of the mainland.

Rising sea levels

As the Ice Age ended, the planet began to warm, the ice sheets melted and the sea levels rose. Life returned to the areas previously inhabited, allowing First Nations peoples to travel the continent freely once again. However, the climate continued to change, and areas such as Willandra Lakes became desert. Species that could not migrate or adapt fast enough to the new conditions (including the megafauna) died out. Rising sea levels saw some species and peoples isolated on islands, and they continued to adapt and change in different ways to those in other parts of the continent. It was this isolation that saw Tasmania separated from the mainland, along with unique species of animals, such as the Tasmanian tiger and Tasmanian devil.



Source 2 A diprotodon skull

7.6 Check your learning



Retrieve

- 1 When did the last Ice Age begin?
- 2 **State** when the last Ice Age was coldest.

Comprehend

- 3 **Describe** the climate and landscape of Australia before the last Ice Age.
- 4 **Explain** the impact that the changing climate had on early First Nations peoples.

Apply

- 5 **Investigate** one of the following megafauna species:

- diprotodon
- megalania
- marsupial lion.

Find out where it lived, what it ate, when it became extinct and how we know about it. Present your findings in a written report, a PowerPoint presentation or a poster.



Quiz me!

A quick quiz on the environment of early Australia

7.7

Learning intention

By the end of this topic, you will be able to:

- » discuss accounts of rising sea levels passed down through the oral tradition of First Nations peoples.

First Nations stories of rising sea levels

As the Ice Age ended and the ice sheets melted, the drowning of the Australian coast happened rapidly and would have been observed by First Nations peoples. Patrick Nunn, in his study of 'drowning' stories in the oral tradition of First Nations peoples, writes:

It has been estimated that people living 10 millennia [10000 years] ago on the low lying coastal plain south of the Nullarbor Desert would have witnessed the shoreline retreat landwards at a rate of one metre each week. And off the northern shore of modern Australia, ... people would have seen the shore retreat landward by 5 km every year.

Extract from P Nunn, *The Edge of Memory*, Bloomsbury, 2018

Given what we know about the oral tradition in First Nations cultures, it is not surprising that these enormous changes became part of the stories passed down in the following thousands of years. According to Patrick Nunn, there are more than 30 locations around the Australian coastline from which drowning stories have been collected (see Source 7).

Following are two of the locations and 'drowning' stories associated with the rising sea levels.

Great Barrier Reef, far north Queensland

The story of Gunyah (see Source 3) is told by the Gimuy Walubura Yidinji people and is linked to the rising of the oceans and the subsequent formation of the Great Barrier Reef. This story was recounted to David Attenborough for his documentary 'Great Barrier Reef' in 2015 by Yidinji Elder GudjuGudju Fourmile.

Source 3

GUNYAH

The story starts with Gunyah going out to sea. And he saw a glitter in the water, which he thought was a fish. And when he speared it, he actually speared our sacred fish, the stingray. So the fish got angry and it started to rise up. And with its wings, it made the sea rough and it caused the sea to rise.

GudjuGudju Fourmile (Gimuy Walubura Yidinji Elder), 2015

Source 4 The formation of the Great Barrier Reef is linked to the story of Gunyah.



Wellesley Islands, Gulf of Carpentaria

The earliest written version of the oral tradition was produced by Lardil Elder Dick Roughsey (Goobalathaldin), where he told the story of the formation of the Wellesley Islands (see Source 5). He explained the formation and link to oral traditions in his autobiography, *Moon and Rainbow*, published in 1971.

There is now a children's picture book called *Seagull and the Crane*, in which Elders tell this story and which has been illustrated by students from Mornington Island State School in the Gulf of Carpentaria.



Quiz me!

A quick quiz on First Nations stories of rising sea levels

Source 5

GARNGUUR

In the beginning, our home islands, now called the North Wellesleys, were not islands at all, but part of a peninsula running out from the mainland. Geologists ... thought that the peninsula might have been divided into islands by a big flood which took place about 12000 years ago. But our people say that the channels were caused by Garnguur, a sea-gull woman who dragged a big walpa or raft, back and forth across the peninsula.

Goobalathaldin (Dick Roughsey), 1971

AUSTRALIA: ANCIENT 'DROWNING' STORIES



Source 6 This map shows more than 30 locations along the modern Australian coastline from where ancient 'drowning' stories have been collected.

Source: Oxford University Press, based on a map created by Professor Patrick D Nunn; recreated with permission

7.7 Check your learning



Comprehend

- 1 The oral traditions of First Nations peoples often include a moral to the story. **Explain** why stories of changing water levels might include a moral.

Analyse

- 2 **Compare** the two stories that provide explanations for the change in sea levels. Show your findings on the double bubble diagram worksheet on your gbook pro.
 - In the big circles, write the names of the stories you are comparing.
 - In the middle circles, write the similarities between the stories.
 - In the circles around the outside, write the differences between the stories.

Apply

- 3 **Apply** your knowledge of oral tradition and rising sea levels to develop a historical argument about the significance of oral tradition in helping historians understand the end of the Ice Age and its impact in ancient Australia.
- 4 **Investigate** the stories of First Nations peoples in your area to see if you can find any that refer to the formation of the sea or the waterways.



Additional resource

Double bubble diagram

7.8

Food in early Australia

Learning intention

By the end of this topic, you will be able to:

- » explain how climate and environment influenced what people ate.

The climate of Australia has undergone many changes in the time before and since human habitation. Because Australia is so big, its climate zones vary, meaning the plants, animals and landforms within the zones are different. Climate differences played a big role in the types of food people could access.

Source 8 shows how the climate and environment in different regions influenced the lives of various First Nations groups around Australia.

Regions in the north

Northern regions are tropical, which means they are very warm and wet all year round and receive more than 2000 mm of rainfall each year. The vegetation is often dense and leafy, and there is plenty of fresh water in streams and rivers. These areas include parts of Queensland, the Northern Territory and the Torres Strait.

First Nations peoples living in the north of Queensland experienced a wet and dry season. Rivers often flooded in the wet, and cyclones and large storms were annual

AUSTRALIA: CLIMATE ZONES

Yawuru people

Broome region, Western Australia

- The Yawuru slept in the open or in simple shelters.
- They ate food from the sea, including turtles, oysters, eels and shellfish.



Pitjantjatjara people

Central Australia, Northern Territory

- The Pitjantjatjara found water in trees and plants.
- They hunted kangaroos, wallabies, goannas and smaller mammals, and found berries and seeds.



LEGEND

Tropical

- Tropical wet:** hot and wet all year
- Tropical wet or dry:** hot with wet and dry seasons

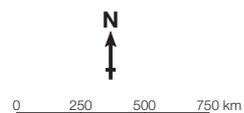
- Sub-tropical wet:** hot or warm, wet summers; mild winters
- Sub-tropical dry winter:** hot or warm, wet summers; dry winters

Temperate

- Maritime hot summer:** hot summers, cool winters; wet all year
- Maritime warm summer:** warm summers, cool winters; wet all year
- Mediterranean:** hot and warm, dry summers; mild, wet winters

Dry

- Semi-desert:** hot all year; 250–500 mm rain
- Desert:** hot all year; less than 250 mm rain



events. Due to the abundance of fresh water and annual rainfall, people in the tropics ate a rich and balanced diet based on fish, **game**, fruits and nuts. This included eels, fresh and saltwater fish, crocodile, cassowary, scrub fowl, lilly pilly berries, quandong, yams and figs. Grubs and larvae provided additional nutrients.

game
meat-based food that has been hunted, such as kangaroo or emu

Regions in the south

Southern regions are temperate, which means they are cool and wet. These areas are covered with forests and grasslands, and there is water available most of the year. Temperate regions include parts of Victoria, Western Australia and Tasmania.

Consistent rainfall meant creeks and rivers provided meat-based diets, such as eel, fish and yabbies, while game tended to be smaller mammals, birds and possums. Fruit and nuts were also part of the diet of people living in these areas.

Coastal dwellers in temperate areas often used the oceans and the waterways to provide a very seafood-rich diet. This included turtle and **dugong**, as well as fish, eels, clams and oysters. On Bribie Island (Yarun) in south-east Queensland, the evidence of dugong hunting grounds and large middens reflects this diet. First Nations peoples are still permitted to hunt dugongs and turtles today, although these are protected species in other regards.

dugong
also known as a sea cow, the dugong is native to Queensland and was a rich source of protein for early peoples in Australia

The map displays Australia's states and territories: Queensland, New South Wales, Victoria, Western Australia, South Australia, Northern Territory, and the ACT. Major cities like Cairns, Charters Towers, Lismore, Sydney, Melbourne, and Mildura are marked. Rivers such as the Darling, Murray, and Murrumbidgee are shown. Two circular insets provide visual context: one shows a tropical coastline with a boat, and the other shows a dense forest with tall trees.

Meriam people
Murray Island, Queensland

- The Meriam ate mainly seafood, including prawns and fish, and caught turtles and dugongs.
- They also farmed yams, taro and cassava.

Kulin nation (including Wurundjeri people)
Central and southern Victoria

- In winter, some Wurundjeri slept in sheltered caves and kept warm with rugs made from possum skins.
- In summer, some Wurundjeri lived along the coast and built dome-shaped shelters.
- They ate kangaroos, wallabies and possums, and set river traps to catch eels and fish.

Source: Oxford University Press

Regions in the centre

Regions in the centre of the country are arid, which means they are hot and dry, and receive less than 250 mm of rainfall annually. Vegetation is sparse, and there is very little fresh water available. The desert regions include parts of the Northern Territory, South Australia and Western Australia.

The lack of a consistent and reliable water supply in many areas meant that people in these areas tended to live a lifestyle based on **seasonal movement**. Foods included kangaroo and emu; bush berries and fruits, roots and **yams**; and insects such as honey ants.

seasonal movement

movement based on needs and the availability of seasonal resources; in ancient Australia, this was determined by the seasons, climatic conditions and the availability of food, water and shelter

yams

vegetables similar to sweet potato



Quiz me!

A quick quiz on food in early Australia

Source 8 A desert region near Coober Pedy in South Australia

7.8 Check your learning



Retrieve

- 1 **Name** three foods eaten by First Nations peoples in each region: the north, south and centre.

Comprehend

- 2 **Describe** some of the challenges that First Nations peoples may have faced in securing food and water.
- 3 **Explain** how the climate and environment influenced what people ate in different areas of Australia.

Apply

- 4 'Bush tucker' refers to indigenous foods, especially roots, fruits, nuts and seeds. **Investigate** the 'bush tucker' of your local area and create a menu using only foods that were available prior to European colonisation.



7.9

Land and water management

Learning intentions

By the end of this topic, you will be able to:

- » describe land and water management practices of early First Nations peoples
- » describe aquaculture practices of early First Nations peoples.

First Nations peoples have a deep connection with their Country, and this has informed how they use and care for the land and seas. First Nations peoples developed techniques to manage the land based on a thorough understanding of nature after thousands of years of observation. First Nations groups often rotated through the areas where they lived, to avoid using up the resources in that area. They knew how much food to take and how much to leave.

This knowledge meant that animal and plant populations were not overhunted or destroyed. Instead, animals and plants had time to recover or regenerate, so that there was always enough for people to hunt and harvest in the years to come.

Careful use of the land was not the only way that First Nations peoples looked after the environment. Aboriginal peoples also used land management techniques, such as landscape burning, to turn an area into grasslands. This encouraged animals to come to the area, and these animals could then be hunted for food (see Source 9). Landscape burning also encouraged regeneration of native plants. The use of fire was one of the most important elements of land management for many First Nations peoples around Australia.



Source 9 This c. 1817 watercolour painting by Joseph Lycett, *Aborigines Using Fire to Hunt Kangaroos*, shows Aboriginal peoples using fire to herd and hunt kangaroos.

Fire-stick farming

The term 'fire-stick farming' comes from the method that First Nations peoples use to light fires. A base stick is made from a piece of soft wood. A wedge is cut into the wood and filled with fuel, such as dried animal droppings or dry grass. An upright stick is then inserted into the wedge and rotated swiftly (Source 10). Eventually the fuel smoulders and catches fire.

Aboriginal peoples would set fire to land in sections at a time, creating a patchwork of burnt land. This type of controlled burning has many purposes, including:

- thinning out vegetation that might stop other plants from getting sunlight
- allowing new grass to grow, which would attract kangaroos looking for food
- causing seeds to begin to grow
- reducing the amount of fuel that could be burnt by a serious bushfire that would destroy food sources
- making travel or access easier by getting rid of thick undergrowth and encouraging open grassland between the trees.

Women could then work on these burnt patches of land with their digging sticks, looking for edible roots and tubers, such as yam daisies (Source 11). In the process, clumps of soil would be thinned out and roots replaced.

In Australia today, these strategies are recognised as being highly effective, and they are being reintroduced to help manage the Australian bushfire seasons.



Source 10 The use of controlled burning is an important part of modern bushfire control. This is a technique that Aboriginal peoples have understood and used for thousands of years.



Source 11 This illustration, by John Helder Wedge in 1835, shows women harvesting yam daisy tubers with digging sticks and turning the soil to help remaining tubers grow again the next year.

Farming in ancient Australia

There is growing evidence that large-scale systems of production were used in ancient Australia. According to an article in the *Sydney Morning Herald* in 2011, historian Bill Gammage found that First Nations peoples grew crops of tubers such as yams, grain such as native millet, macadamia nuts, fruits and berries. They also raised dingoes, possums, emus and cassowaries, moved caterpillars to new breeding areas and carried fish stock across Country. This work by Bill Gammage, included in his book *The Biggest Estate on Earth*, along with the work of Yuin, Bunurong and Tasmanian man Bruce Pascoe in *Dark Emu*, has challenged the stereotype that First Nations peoples in Australia were all hunter-gatherers.

Explorer Captain Charles Sturt described the harvest of grain by First Nations peoples on his travels through central Australia in the nineteenth century (see Source 13).

Source 12

We soon passed from the grassy plains I have mentioned, to plains of still greater extent, and still finer herbage. Nothing indeed could exceed the luxuriance of the grass on these water meadows ... grassy plains spreading out like boundless stubble field, the grass being of the kind from which the natives collect seed for subsistence at this season of the year ... large heaps that had been thrashed out by the natives were piled up like haycocks.

British explorer Charles Sturt, *Narrative of an expedition into central Australia*, T. & W. Boone, London, 1849



Source 13 A recreation of Norman Tindale's 1974 map, which shows the grain and seed growing regions of the continent. The • symbols are places where millstones (also known as grindstones) have been found.

scar trees

trees from which First Nations peoples have removed bark to create items such as canoes, shelters, weapons or containers

aquaculture

the farming of seafood



Source 14 A grindstone from New South Wales

Grain and flour production

The records of grain production were so widespread that in 1974 anthropologist Norman Tindale compiled a map of the grain growing areas of First Nations peoples (Source 13). Grindstones dating back 30000 years have been found at Cuddie Springs in western New South Wales. Grindstones (Source 14) were used to crush seeds or grains and grind them to make flour. This suggests First Nations peoples are among the oldest bakers in the world, predating ancient Egyptians by 15000 years.

Aquaculture and water management

Water has played, and continues to play, a significant role in First Nations cultures, not only because it is essential to survival, but also from a cultural and ceremonial perspective. Waterways often provided the natural boundaries between clans and language groups, and water is linked to stories of Creation.

First Nations peoples mapped water sources, and passed this information down through oral tradition, as well as physical markers, such as **scar trees**.

Aquaculture was a significant aspect of First Nations food production before the European colonisation of Australia. First Nations communities channelled and stored water to ensure a consistent and abundant supply of fish and shellfish by using dams, weirs and fish traps. Many such systems, such as those at Budj Bim in Victoria and Brewarrina in New South Wales (see 7B Skills in Context on pages 250 to 251), also supported permanent settlements.

The Budj Bim site is evidence that Aboriginal peoples used volcanic rock to build stone fish traps, channels, weirs and ponds. These structures joined a series of natural pools and swamps. This allowed the local people to control the flow of water throughout the year, helping to provide a reliable supply of water in hot months and to control the movement of fish and eels for food. There is also evidence of permanent stone houses on the site. It is considered one of the largest and oldest aquaculture sites in the world. There is more information about Budj Bim on page 256.



Source 15 The remains of a stone shelter at Tae Rak (Lake Condah), Budj Bim

7.9 Check your learning



Analyse this!

Land and water management practices of early First Nations peoples

Retrieve

- 1 **Identify** the benefits of fire-stick farming.

Comprehend

- 2 **Describe** the benefits of using fire as a land management tool.
- 3 **Summarise** the system of aquaculture used by First Nations peoples at Budj Bim.
- 4 **Explain** why Budj Bim is important in helping historians understand ancient land management practices.

Analyse

- 5 **Reflect on** the views regarding use of the land by First Nations peoples before and in the early days of

colonisation. To what degree does the evidence challenge the European view that First Nations peoples were hunter-gatherers?

Apply

- 6 **Investigate** your local area and research the traditional land or water management systems that were in use there prior to European colonisation.
- 7 **Propose** (put forward) an argument to your local government about the use of fire to better manage the landscape.

7.10 Belief systems

Learning intention

By the end of this topic, you will be able to:

- » understand the belief systems of First Nations peoples.



Quiz me!

A quick quiz on belief systems

Aboriginal peoples' belief systems

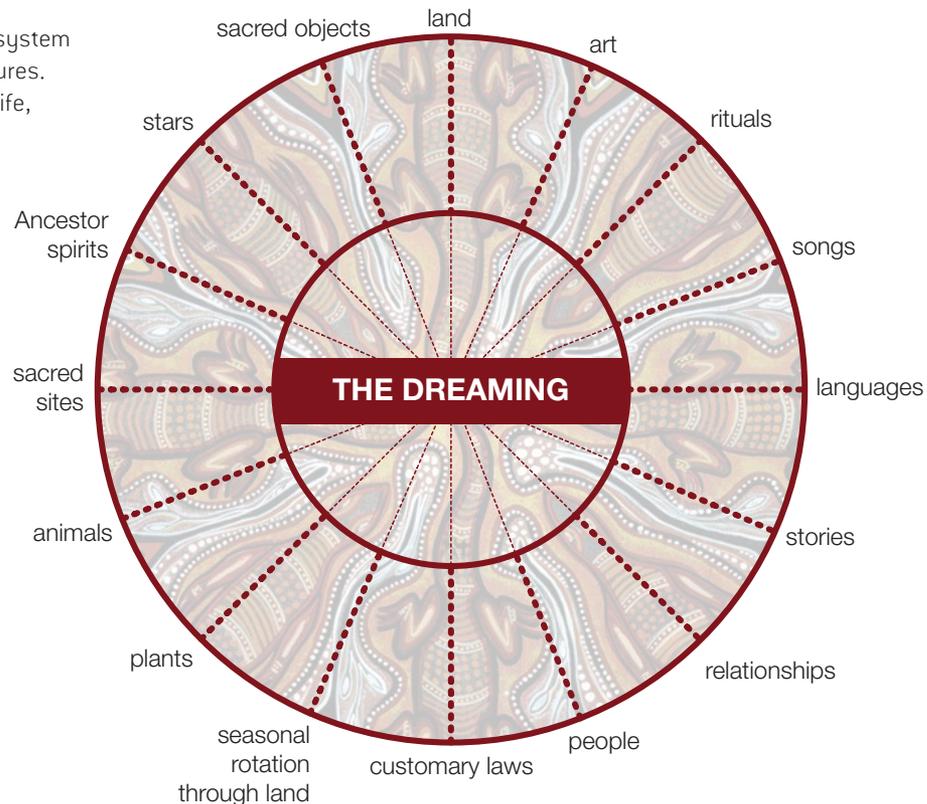
The Dreaming is a belief system at the centre of some Aboriginal cultures. These cultures believe that during the Dreaming, spirit Ancestors:

- came up out of the earth and down from the sky to walk on the land, where they created and shaped landforms such as rivers, mountains, forests and deserts. These were created while the Ancestors travelled, hunted and fought.
- created all the people, animals and vegetation, and laid down the patterns their lives would follow
- gave Aboriginal peoples the laws, customs and codes of conduct that they follow
- created the songs, dances, languages, ceremonies and rituals that are the basis of Aboriginal spiritual beliefs.

In the Dreaming, Ancestors were spirits who appeared in a variety of forms. When their work was completed, the Ancestor spirits went back into the earth and sky, and also into the animals, landforms and rivers. The Dreaming is ongoing – it began with the creation of the Earth and continues to the present day.

Aboriginal peoples see people as part of the natural environment, not separate from it. Aboriginal peoples use the word Country to refer to both the physical and spiritual features of the land. When an Aboriginal person is on their Country, their spirit and the spirits of their ancestors live through the features of the land. Aboriginal peoples see Country as a living being.

Source 16 The Dreaming is a belief system at the centre of some Aboriginal cultures. It connects all aspects of Aboriginal life, spirituality and law.



Stories from the Dreaming also pass on important knowledge and values for Aboriginal peoples. These stories developed into a set of traditional Aboriginal laws that are referred to as **customary law**. If these laws are broken by Aboriginal people to whom the laws apply, punishments can be faced.

customary law
traditional Aboriginal law connected to the Dreaming

Torres Strait Islander peoples' belief systems

Torres Strait Islander peoples are connected to their physical environment through the god Tagai. The stories connected to Tagai focus on the stars, land and sea and identify Torres Strait Islander peoples as seafaring peoples who share a common way of life. However, on some islands, such as Mer, people follow the customary lore handed down through the generations by the Meriam god Malo. The instructions of Tagai and Malo provide order in the world, ensuring that everything has a place.

The stars of Tagai foretell the seasons, assisting the people of the Torres Strait to organise their fishing, agriculture, rituals and social life. The stars tell them when it is time to go fishing, when to plant crops, and when to harvest them.

Malo's law gave the Meriam peoples ownership of the land, which passed from one generation to another. Meriam peoples believe that in ancient times, Malo set down the law for relations between Islanders regarding their lands and seas. Today, Meriam peoples continue to practise Malo's customary law. It is a complex law that is the basis of the laws of trespass, and it also determines family or clan boundaries on the island and its waterways.

Source 17 Aboriginal peoples see themselves as custodians (caretakers) of the land.

7.10 Check your learning



Retrieve

- 1 In your own words, **define** 'the Dreaming'.
- 2 In your own words, **summarise** what Malo's law sets down for Torres Strait Islander cultures.

Comprehend

- 3 **Describe** how the mountains, rivers, forests and deserts were created, according to Aboriginal beliefs.
- 4 In your own words, **summarise** the concept of being connected to the land, with reference to both Aboriginal and Torres Strait Islander peoples.

Apply

- 5 **Investigate** some Creation stories of Torres Strait Islander peoples. In groups, discuss how these stories are different from those of Aboriginal peoples.

7.11

Social organisation

Learning intention

By the end of this topic, you will be able to:

- » describe the social organisation systems of First Nations peoples.

kinship

an important part of First Nations cultures and values; kinship relates to relationships between people, and between people and the land

Elders

key people who are keepers of cultural and spiritual knowledge within First Nations communities

bush tucker

a term used to describe indigenous foods, especially roots, fruits, nuts and seeds

moieties

two groups of people, grouped by descent from the father's or mother's lineage; the singular form is moiety

First Nations societies in Australia have complex social and marriage laws, which are based on the grouping of people with their society. This is organised through the system of **kinship**.

Kinship

Kinship is an important part of the lives of First Nations peoples. It refers to a system of rules that organise families and social lives. The kinship system made sure everyone knew what their responsibilities were within the community.

Traditionally, First Nations cultural practices relating to kinship worked differently in groups across Australia, but some ideas were important to everyone. For example, gift giving and sharing food were an important part of kinship, as a way of strengthening social bonds between families and groups. Some foods, such as quality fish, crabs and meats, were highly prized and shared according to kinship.

The idea of family was also central to the kinship system. Unlike European families, First Nations peoples did not care only for the people directly related to them. Children could have a close relationship with relatives other than their mother and father. For example, a child's aunts and uncles would also be called their mother and father. Cousins could also be called brother and sister. Older people who were not related to them at all could be called Aunty or Uncle. While the terms and rules around family relationships could be different across groups, caring for their community as a family was always very important. This is still the case for First Nations groups across Australia today.

Elders

Elders were a very important part of each First Nations cultural group, which is still the case today. Elders played a key role in running the community from day to day and led by example. It was their role to show young people the importance of the natural world.

Aboriginal Elders would teach younger people about **bush tucker** and bush medicines. They also shared knowledge about the Dreaming through songs and stories. If there was a problem or dispute in the community, the Elders would make a decision together about how to settle things. Elders would also lead initiation ceremonies for young people.

A person did not just automatically become an Elder when they got old. Respect and authority had to be earned by showing understanding and dedication to the community.

Marriage

For many Aboriginal peoples, the kinship system had strict rules about marriage. Kinship structures provided order and ensured that marriages between **moieties** followed ancient traditions. This helped to strengthen connections across families,



Source 18 Elder Eileen Harrison, a Gunai (Kurnai) Elder and artist. Elders have an important role in passing on knowledge and keeping order in First Nations communities.

totem

an animal or object that has spiritual significance for First Nations peoples; different totems are given to children at birth and are considered guides and protectors

clans and other language groups. Love was not the most important factor when a marriage was arranged. For example, relationships in the Kulin nation had a lot to do with a person's **totems**. A marriage had to be between a man and a woman of different moieties. Among the Kulin people, those whose moiety totem was the eagle often married people whose moiety was the crow. A person could not marry someone with the same moiety.



Quiz me!

A quick quiz on social organisation

The traditions and ceremonies surrounding marriages were also different across groups. In some areas there was no marriage ceremony. The young woman would simply move to live with her husband's people. In other groups, a marriage ceremony was held. This could involve special face and body painting, music and dancing, and the smoking of leaves to ward off bad spirits and give good fortune to the newly married couple.



Source 19 The golden-shouldered parrot is a totem animal of the Oikola people in northern Queensland.

7.11 Check your learning



Retrieve

- 1 In your own words, **define** the term 'kinship'.
- 2 How did people become Elders?

Comprehend

- 3 **Explain** why it was important to have strict rules about marriage. What do you think these rules were meant to prevent or achieve?

- 4 **Summarise** what it means to be an 'elder' person, such as a grandparent, in a non-Indigenous community. How is this role different from the role of Elders in First Nations cultural groups?

Apply

- 5 Using the information in this topic, **create** a mind map identifying the different elements of the kinship system.

7.12

Customs and ceremonies

Learning intention

By the end of this topic, you will be able to:

- » understand cultural practices of First Nations peoples around initiation and funeral rituals.

As the discovery of Mungo Man and Mungo Lady have shown us, ceremonies have been taking place in Australia for tens of thousands of years. The remains at Willandra Lakes revealed that funerary rites were an important part of the lives of ancient Australians. The recent reburial of these remains demonstrates how the ceremonies for the dead continue to be an important part of First Nations cultures in Australia. Ceremonies of initiation mark the transition of children into adulthood and play a significant role in First Nations cultures.

Initiation rites

The transition of children into adulthood is celebrated in many cultures. In First Nations communities, girls and boys are initiated in ceremonies that celebrate them becoming adults when the community thinks they are physically and mentally ready. They have to earn the right to be initiated.

Non-Indigenous people are not allowed to attend these ceremonies, so it is difficult for people who are outsiders to know exactly what happens.

For the Wurundjeri people of the Melbourne (Naarm) area, boys being initiated were given items to signify their manhood, such as strips of possum skin and a narrow bone for their nose. The Pintupi people of northern Western Australia signified manhood with nose piercings. Scars and nose piercings were also common symbols of initiation of both men and women in the Cape York Region of Queensland. Some of the practices are still carried out.

In the Torres Strait, young men take part in a shaving ceremony, where the first shaving of their beard is done by their Uncles and Elders as a sign of passing into manhood.

Funeral ceremonies

The rituals and ceremonies of First Nations peoples around funerals and **sorry business** have been practised for thousands of years and continue in the modern age.

Sorry business is the term used by Aboriginal peoples to describe the period of cultural practices that take place after somebody dies.

First Nations peoples have honoured and disposed of their dead in various ways, depending on where they lived across the continent. The two main forms were burial and cremation. Sometimes people were buried with possessions, such as personal items, weapons or tools. In some instances, special clothing and ornaments have been found with the deceased, and in others, ochre is sprinkled on the body. Mungo Man and Mungo Lady were cremated, and then buried with funerary goods and marked with ochre.

sorry business

an Aboriginal English expression, mostly adopted from mainland Aboriginal peoples, to refer to a period of cultural practices associated with death



Source 20 Hollow log coffins on display at the National Gallery of Victoria

Hollow log coffins (Source 20), also called burial poles, lorrkkon, larrakitj or dupun, are hollow tree trunks decorated with elaborate designs. These are a traditional burial practice of the Yolngu and Bininj peoples of Arnhem Land in the Northern Territory. The hollowed logs are the final resting place of the bones of the deceased, following a period of mourning.

In the Torres Strait Islands, the deceased person is referred to as a person who has 'passed'. At the funeral, the person is buried with a white cross on their grave. After 12 months, the family or families start preparing the tombstone, which will be unveiled at a 'tombstone opening ceremony'. The tombstone features the names of the person and their family, as well as the person's totems and moieties.

Because the connection between First Nations peoples and the land is so strong, it is very important that the deceased is laid to rest on their Country. It is believed that people's spirits will wander if they are not able to rest with their people on their Country.

In Source 21, Yolngu Elder Djambawa Marawili, from Arnhem Land, explains how family ties and relationships are strengthened by funerals.



Key skill worksheet

Historical perspectives & interpretations:
Exploring continuity and change in customs and ceremonies

Source 21

When the funerals are held here in the homelands the ceremonies all come out. It is really very important that the kinship structures are laid on, the patterns and designs are all there, we always use them, the stories beyond this country we always share to the children and also to tell the other groups that are coming to join with us ... That's why they always learn when we have n arra thing [important ceremony] or when we have death, that's when we get together.

'Ceremonial Economy: An Interview with Djambawa Marawili AM', Working Papers 2/8/2015, cit: Sorry Business: Mourning an Aboriginal death - Creative Spirits, retrieved from <https://www.creativespirits.info/aboriginalculture/people/mourning-an-aboriginal-death>

In some Aboriginal communities, once a person had passed away, people were not allowed to say their name again. This was to make sure the spirit was not called back to this world and was allowed to continue on its journey. It was also out of respect for the family of the person. Many Aboriginal peoples still observe this practice.



Quiz me!

A quick quiz on customs and ceremonies

7.12 Check your learning



Retrieve

- 1 What does an initiation ceremony celebrate?
- 2 In your own words, **define** the term 'sorry business'.
- 3 Give an example of an initiation ceremony for both Aboriginal and Torres Strait Islander cultures.

Comprehend

- 4 **Explain** why it is important that First Nations peoples are returned to Country after they die.

- 5 **Summarise** why the names of people who have died are not allowed to be spoken aloud in some Aboriginal communities.

Analyse

- 6 **Examine** Source 21. What does Djambawa Marawili say about the importance of funerals?

7B

SKILLS IN CONTEXT



Test me!

Once you've finished the topics in this section, test yourself with this quiz and find out which worksheet you should do.

The Brewarrina Fish Traps

For thousands of years, First Nations peoples in Australia have been designing, building and using methods of aquaculture, including fish traps and weirs, to catch fish and shellfish. Evidence of these systems can be found in many locations, including in north-eastern Queensland around Hinchinbrook Island and throughout the Torres Strait Islands.

Two of the best known and biggest sites are at Budj Bim on Gunditjmara Country in south-western Victoria (see pages 242 and 256), and the Brewarrina Fish Traps – or Baiame's Ngunnhu – on the Barwon River in Ngemba Country in north-western New South Wales.

Source 22

In a broad but shallow part of the head of the River where there are numerous rocks, the Aborigines have formed several enclosures or Pens, if I may use the word, into which the fish are carried, or as it were decoyed by the current, are there retained. To form these must have been a work of no trifling labour, and no slight degree of ingenuity and skill must have been exercised in their construction, as I was informed by men who have passed several years in the vicinity, that not even the heaviest floods displace the stones forming these enclosures.

Observation of the fish traps made in 1848 by the Commissioner of Crown Lands, W.C. Mayne

Source 23

These traps, called Ngunnhu by the local Ngemba people, have strong spiritual connections to an ancestral being called Baiame, who legend says threw his net across the Barwon, thereby creating their design. Along with his sons Boomaooma-nowi and Ghinda-inda-mui, he is said to have built the traps using dug up stones and boulders.

According to the story, Baiame then allocated the traps to different family groups, making them responsible for their use and maintenance. The area became a meeting place for 20-odd nations, including the Morowari, Paarkinji, Weilwan, Barabinja, Ualarai and Kamilaroi people, who would gather each year in a kind of parliamentary meeting.

Extract from M Tan, 'The fish traps at Brewarrina are extraordinary and ancient structures. Why aren't they better protected?', *The Guardian*, 10 July 2015.



Source 24 A glass-plate negative of the fish traps dating from 1880–1923



Source 25 An aerial view of the Brewarrina Fish Traps, taken in 2020

KEY SKILL

Using historical sources

Analysing primary and secondary sources

The primary and secondary sources that historians use to understand the past all tell different stories. It is the job of historians to examine these sources and come to a conclusion about their usefulness and reliability. Follow these steps when analysing primary and secondary sources.

Step 1 Identify who wrote, produced or made the source. Is their personal perspective obvious in the source?

Step 2 Identify what type of source it is. Was the source created at the time?

Step 3 Find out when the source was created. How old is it? Is it an eyewitness account or did someone create it?

Step 4 Decide why it was written or produced. Was it meant to entertain or to argue something? Does its creator have anything to gain personally from producing the source? What may have influenced its creator?

For more information on this skill, refer to page 190 of 'The history toolkit'.

Practise the skill

- Copy the table below into your notebook. Add a row for each source number. **Examine** Sources 22 to 25 and complete the table.
- Using the information from the table, write a paragraph **explaining** the significance of the Brewarrina Fish Traps.

Extend your understanding

- What can we learn about First Nations aquaculture systems from these sources?
- Investigate** the challenges faced in the preservation of this site.
- Compare** the Brewarrina Fish Traps to the Budj Bim site in Victoria (see page 242). Remember, when you compare two things, you must talk about how they are similar and how they are different.

	Is it a primary or secondary source?	What kind of source is it?	Who created it?	What does it show or describe?	How does it show the importance of the traps?
Source 22					

7.13

Protecting the heritage of First Nations peoples

Learning intention

By the end of this topic, you will be able to:

- » describe how First Nations peoples collaborate with other groups to preserve culture.

repatriation

the return of someone or something – in this context, the remains and artefacts of First Nations peoples – to their place of origin

When British colonisation began in 1788, the First Nations peoples were treated very poorly. Australia had been declared *terra nullius*, a Latin term that means ‘land belonging to no one’. Over the years following the British colonisation, First Nations peoples were removed from their Country – often forcibly and violently. Many died in violent conflicts with the European colonisers. Many also died from European diseases that the British brought with them, as First Nations peoples had no immunity to imported diseases.

The traditional cultures and ways of life of First Nations peoples were changed forever after colonisation. Many sacred sites and ancient practices were destroyed due to government policies both before and after Federation in 1901. From the late 1970s, social change saw changes in the Australian law, which granted some Aboriginal peoples control over some Aboriginal lands, and gave First Nations peoples more rights. This return of land continues today.

It is important to know that not all destruction of First Nations sites has occurred in the distant past. In 2020, the mining company Rio Tinto destroyed two Aboriginal rock shelters in the Juukan Gorge (Source 2) while it was extending an iron-ore mine. These shelters, in the Pilbara region in Western Australia, were of historical and spiritual significance, and contained evidence of human occupation dating back 46 000 years.

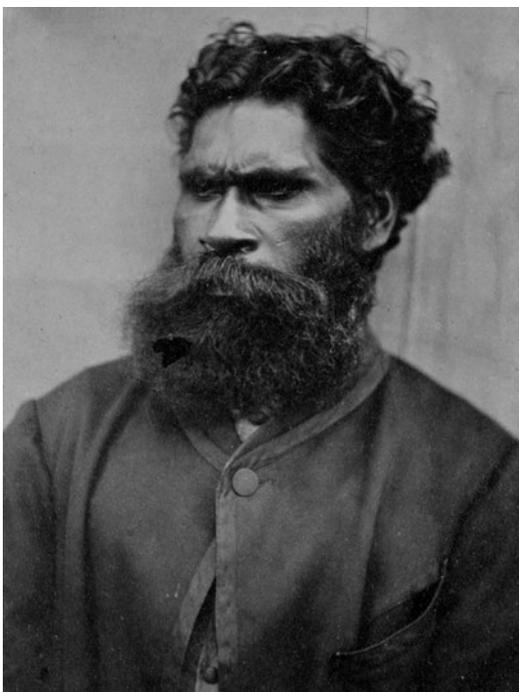
Repatriation

It was not only land that was taken during the colonial period. Items of significance to First Nations cultures, such as shields, weapons and headdresses, were sent to museums around the world. Physical remains of First Nations peoples were also treated in this way. In recent years, there has been a strong social push by First Nations peoples for the return of artefacts stolen by the British colonisers from Australia and other parts of the British Empire. The return of these artefacts is called **repatriation**.

A recent case of repatriation was in 2022, when two artworks by Wurundjeri man William Barak (Source 1) were returned following a crowdfunding campaign by his descendants. The artworks had been in the hands of a Swiss family, but money was raised to buy them at auction so that they could be returned to Australia where they will be protected.

Also in 2022, the remains of Mungo Man and Mungo Lady (see page 258) were reburied in the Willandra Lakes area.

The Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) heads an program called the Return of Cultural Heritage. It works with First Nations peoples seeking the return of their material such as objects, photos and artwork from governments of other countries, institutions and private collectors.



Source 1 William Barak

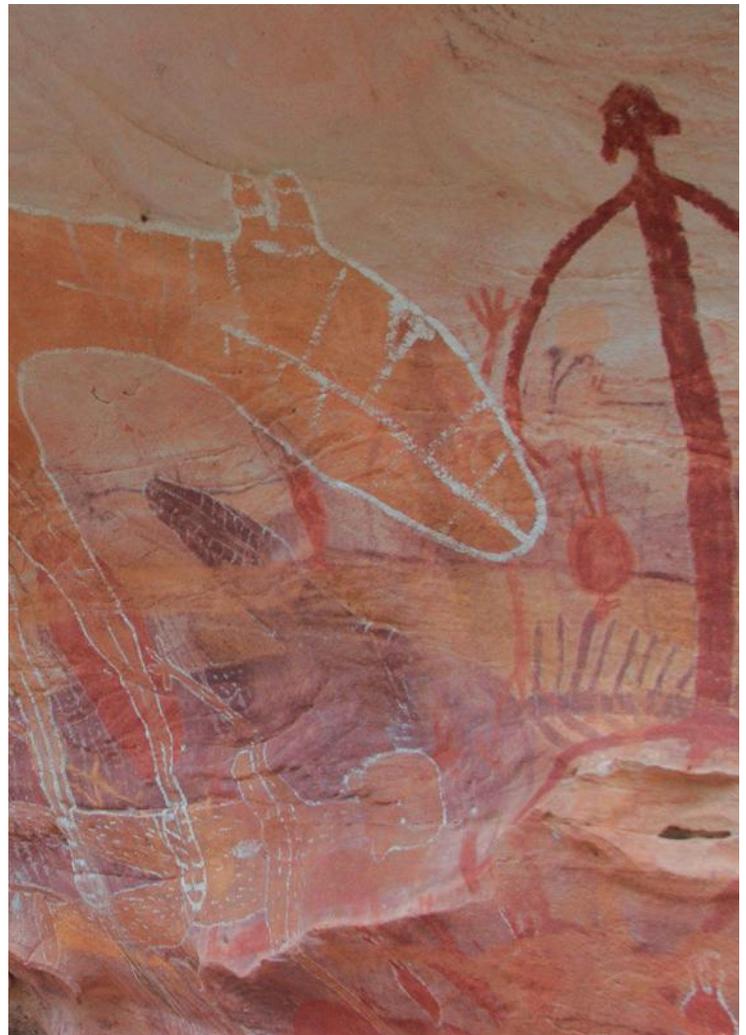


Source 2 A rock shelter in the Juukan Gorge in 2015

How can heritage be conserved?

Historical sources from Australia's ancient past can be fragile and rare, so it is important that they are conserved and protected. Conserving the ancient artefacts and sacred sites of First Nations peoples ensures that future generations can access them and continue passing on their culture and language. This conservation can happen in several ways, largely through collaboration between First Nations groups and various other stakeholders.

Although First Nations peoples lived in all parts of Australia, most people inhabited the coastal areas. This is where the majority of Australians live today, so a great many sites important to First Nations peoples have already been destroyed by building and development that has taken place since British colonisation. First Nations peoples have sought to protect important sites. In recent decades, there have also been determined efforts by non-Indigenous groups, local communities and governments to preserve and protect sacred sites. This collaboration, between the local First Nations land management groups, local government and councils, and even international organisations such as UNESCO, ensures the ongoing protection of these areas for future generations.



Source 3 Quinkan art on Ang-Gnarra Country on Cape York Peninsula is some of the oldest rock art in Australia. As well as being very important to First Nations peoples, rock art is a valuable source of evidence for historians investigating ancient Australia.



Quiz me!

A quick quiz on protecting the heritage of First Nations peoples

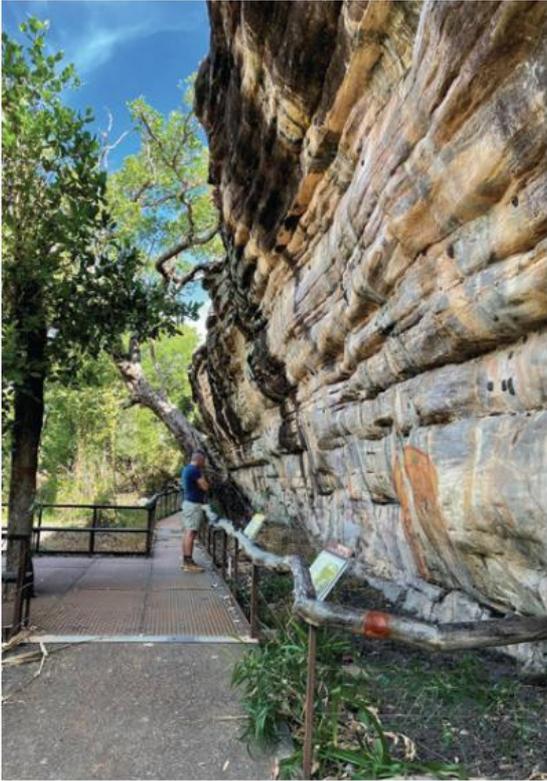
Cultural centres

In recent years there has been an increasing interest in and recognition of First Nations cultures, along with the recognition of First Nations peoples' continued custodianship of their Country. Cultural centres have been developed, usually in conjunction with tourist information centres in national parks, which recognise the ongoing connection to Country for the local people.

In western Victoria, the Tae Rak (Lake Condah) Aquaculture Centre opened at Budj Bim in 2022 to show how the Gunditjmara people worked with the natural resources and environment of the region. Visitors can take tours of the eel ponds and other sites, including the remains of stone shelters that Gunditjmara people built to live in. This enables visitors to better understand and appreciate the long-standing connection to Country. The physical remains of the site are preserved, as well as the culture and stories that accompany the eel ponds. Sites such as the eel ponds are exposed, so they are harder to protect.

This is also the case for much of the rock art found throughout Australia. In places of significance, such as the rock shelters of Gariwerd (the Grampians) in Victoria, or the artworks of Laura in northern Queensland, physical barriers are used to protect the sites, ensuring that they are not damaged or vandalised. Information is also provided to ensure that people understand the sites' significance. Some sites charge an entry fee to ensure its ongoing protection and management.

Source 4 This rock art at Ubirr in Kakadu National Park, Northern Territory, is fenced off so tourists can't get too close. Signs explain the significance of the art and the stories associated with it.



7.13 Check your learning



Retrieve

- 1 Identify** two ways in which culture can be preserved and protected.
- 2 Summarise** the consequences of not protecting sacred sites and artefacts.

Comprehend

- 3 Explain** why museums and galleries are increasingly wanting to display First Nations art and artefacts in their collections.
- 4 Summarise** the ways in which First Nations peoples have worked with other groups to protect heritage.

Analyse

- 5 Consider** the role of non-Indigenous organisations in protecting First Nations cultures. Suggest reasons why this collaboration is important. Remember,

when you consider something, you should think about it carefully before making a decision.

- 6 Assess** the importance of cultural centres in preserving both the physical remains and cultural knowledge of First Nations peoples.

Apply

- 7 Investigate** the Jellurgal Aboriginal Cultural Centre. Create a script for a short segment of a travel show about the importance of First Nations culture in the Gold Coast region.
- 8 Investigate** one of the following topics and examine the breaches in cultural understanding that occurred and the consequences of the event:
 - a** Juukan Caves destruction
 - b** the return of the paintings of William Barak
 - c** the reburial of Mungo Man and Mungo Lady.

7.14 Organisations that protect heritage

Learning intentions

By the end of this topic, you will be able to:

- » explain the role of organisations in protecting the histories and cultures of First Nations peoples
- » identify World Heritage criteria for significant sites.

It is widely recognised around the world that we need to appreciate and preserve sites of historical, cultural and environmental significance. However, making people aware of these sites can create problems. Tourist numbers are growing rapidly in places such as Pompeii and at Aboriginal rock art sites in the Kimberley region. Too much trekking over the same ground, too much touching and even too much breathing in confined spaces can damage sites. In addition, such actions may sometimes cause offence to others or be disrespectful to others' beliefs.

Conserving artefacts

Organisations, such as libraries, archives, art galleries and public museums, store artefacts where they can be cared for and preserved. The association Museums Australia provides museums and galleries around Australia with detailed information on consultation with relevant communities about artefacts, and on the care and preservation of sacred and important objects.

Museum displays are one of the main ways in which First Nations artefacts are protected and preserved. Every day, people come to learn more about First Nations peoples.

World Heritage List

a list compiled by UNESCO of natural or built sites, structures or features identified as being of international importance and worthy of special protection

The role of UNESCO

One of the leading organisations in preserving and conserving significant sites is UNESCO (the United Nations Educational, Scientific and Cultural Organization). One of UNESCO's initiatives is the **World Heritage List**, which identifies sites of international importance and helps safeguard them for future generations.

Sites are nominated by countries that have signed an international agreement on the protection of the world's cultural and natural heritage. Sites are chosen to be on the list if they are of outstanding universal value and meet at least one of ten selection criteria. In 2022 there were 20 Australian sites on the list, including the Willandra Lakes region, Kakadu National Park and the Sydney Opera House.

Two more Australian sites, the Budj Bim Cultural Landscape and Uluru-Kata Tjuta National Park, are also listed for their significance for First Nations peoples.



Source 5 Kakadu National Park meets several criteria for World Heritage listing, including for having important natural habitats.



Source 6 Tae Rak (Lake Condah) in the Budj Bim Cultural Landscape, in south-eastern Australia

Budj Bim Cultural Landscape

As we have seen in this chapter, the Budj Bim Cultural Landscape on Gunditjmarra Country is evidence of an extensive aquaculture system established more than 6000 years ago to trap eels. Budj Bim is the only World Heritage site that is recognised purely for its relationship with First Nations peoples. It meets two criteria for World Heritage listing:

- (iii) 'bears a unique or at least exceptional testimony to a cultural tradition or to a civilization which is living or which has disappeared'
- (v) 'outstanding example of a traditional human settlement, land-use ... representative of a culture ...'

Source 7 (below) is from the UNESCO statement on the Budj Bim Cultural Landscape and summarises why this site is so significant.



Explore it!

A virtual field trip to Budj Bim Cultural Landscape

Source 7

The Budj Bim Cultural Landscape, located in the traditional Country of the Gunditjmarra people ... [is] one of the world's most extensive and oldest aquaculture systems. The Budj Bim lava flows provide the basis for the complex system of channels, weirs and dams developed by the Gunditjmarra in order to trap, store and harvest kooyang (short-finned eel – *Anguilla australis*). The highly productive aquaculture system provided an economic and social base for Gunditjmarra society for six millennia. The Budj Bim Cultural Landscape is the result of a creational process narrated by the Gunditjmarra as a deep time story, referring to the idea that they have always lived there. From an archaeological perspective, deep time represents a period of at least 32,000 years. The ongoing dynamic relationship of Gunditjmarra and their land is nowadays carried by knowledge systems retained through oral transmission and continuity of cultural practice.

Source: UNESCO <https://whc.unesco.org/en/list/1577>

Uluru-Kata Tjuta National Park

Uluru-Kata Tjuta National Park includes Uluru (one of the most recognisable symbols of Australia) and Kata Tjuta, the large rock domes about 40 kilometres west of Uluru. As well as being places of great natural beauty, they are sacred to the Anangu traditional owners, who have lived in the area for more than 20000 years. This national park meets four criteria for World Heritage listing:

- (v) 'an outstanding example of ... landscape which illustrates (a) significant stage(s) in human history
- (vi) 'directly ... associated with events or living traditions ... or with beliefs ...'
- (vii) 'contains superlative natural phenomena or areas of exceptional natural beauty'
- (viii) 'outstanding example representing major stages of earth's history, including the record of life, significant on-going geological processes ..., or significant geomorphic or physiographic features.'

Source 8 is from the UNESCO statement on the Uluru-Kata Tjuta National Park and summarises why this site is so significant.



Source 8

This park, formerly called Uluru (Ayers Rock – Mount Olga) National Park, features spectacular geological formations that dominate the vast red sandy plain of central Australia. Uluru, an immense monolith, and Kata Tjuta, the rock domes located west of Uluru, form part of the traditional belief system of one of the oldest human societies in the world. The traditional owners of Uluru-Kata Tjuta are the Anangu Aboriginal people.

Source: UNESCO <https://whc.unesco.org/en/list/447>



Source 9 Uluru is an area of spiritual significance for the Anangu people.

7.14 Check your learning



Retrieve

- 1 In your own words, **define** 'World Heritage List'.
- 2 **Identify** the two World Heritage Sites that reflect significance for First Nations peoples in Australia.

Comprehend

- 3 **Explain** the role of UNESCO in heritage conservation.

Analyse

- 4 **Compare** the UNESCO statements for Uluru and Budj Bim, and suggest reasons for their World Heritage Listing. Remember, when you compare two things you must talk about how they are similar and how they are different.

Apply

- 5 Use the UNESCO World Heritage website to research either Budj Bim or Uluru. **Create** a poster, infographic or digital presentation outlining its World Heritage significance.
- 6 In the past, visitors to Uluru often climbed the great rock. In 1990, signs were put up around the rock asking visitors not to do this. In 2019, climbing Uluru was finally banned. Research why this was implemented and consider whether you agree or disagree with the ban. Write a paragraph **justifying** (giving reasons for) your answer.

7C

SKILLS IN CONTEXT



Test me!

Once you've finished the topics in this section, test yourself with this quiz and find out which worksheet you should do.

The return of Mungo Lady and Mungo Man

Managing the remains of ancestors is important to Aboriginal peoples, because of cultural beliefs held around ancestral remains. In the past, Aboriginal remains have often been treated in a disrespectful way by non-Indigenous scientists and governments.

Aboriginal peoples believe that removing a person's remains disturbs their spirit, and if a person's remains are not on their Country, the person's spirit cannot rest. To many, the presence of the archaeologists who came to unearth the remains of Mungo Man and Mungo Lady was an intrusion on a sacred site. The remains of Mungo Man and Mungo Lady were put in a suitcase and removed from their homelands without the traditional owners of the land being consulted. Researchers took the remains to the Australian National University (ANU) in Canberra.

Since the remains were removed, traditional owners of the land had called for them to be returned to Lake Mungo. The remains of Mungo Lady were returned to Country in 1991. The remains of Mungo Man were repatriated to Country in 2017. In 2022, the remains of both Mungo Lady and Mungo Man were reburied in the Willandra Lakes area.

Source 10

For the Paakantji, Mutthi Mutthi and Ngyimpaa people, human remains and other evidence of their ancestors are an important part of their history. The spiritual and cultural connections to Country and the burial of Ancestors are important to their cultural traditions, making it crucial that these remains are returned to their country. The remains of Mungo Lady were returned to Lake Mungo in 1992, and Mungo Man's remains were returned in 2017.

Uncovering ancient Australia, National Museum of Australia, <https://digital-classroom.nma.gov.au/defining-moments/mungo-lady-found?>



Source 11 These are the remains of Mungo Man being returned to Lake Mungo in 2017. A ceremony held by traditional owners celebrated the return of Mungo Man to his original resting place.

KEY SKILL

Communicating

Creating and delivering an audiovisual presentation

Audiovisual presentations can communicate the findings of your research to an audience by using visual sources (such as photographs, maps and infographics) and audio sources (such as interviews and songs) to make your presentation informative and engaging. To create and deliver a good audiovisual presentation, follow these steps:

- Step 1** Develop the research question (or questions). Work out exactly what topic your audiovisual presentation will explore. Make a list of points you will need to cover.
- Step 2** Gather your research. Find and collect a range of reliable sources that will help you answer your research question. Ideally, you should have a combination of primary and secondary sources. Make sure these sources are accurate.

Step 3 Plan and create your presentation. Make sure your presentation addresses the question (or questions) that you set out to explore. Decide on the format that you will use; for example, PowerPoint, Prezi, a short video or a talk supported by a poster.

Step 4 Deliver your presentation.

- Rehearse your presentation so that you can deliver it with confidence.
- Engage your audience by speaking slowly and clearly and making eye contact.
- Prepare for the worst by having a back-up plan in case technology lets you down.
- Finish strongly. Your presentation should finish on a high note.
- Encourage your audience to comment or ask questions at the end of the presentation.

Practise the skill

Create an audiovisual presentation supporting the return of Mungo Man and Mungo Lady to Country.

- 1 Develop a series of questions to guide your research, such as:
 - What are the arguments supporting the request to return the remains to their Country?
 - Who is involved?
 - How has it been received?
 - How will the return of the remains help keep First Nations cultures strong?
- 2 **Investigate** and collect a range of information (such as pictures, music, videos, interviews and short quotes) and prepare your audiovisual presentation.
- 3 Present your finished product to the class.

Extend your understanding

- 1 Listen to the episode 'Shots fired' from the ABC podcast 'Stuff the British Stole', which explores the history of the Gweagal Shield, an artefact taken by Captain James Cook upon his arrival in Botany Bay.
 - a **Discuss** why this shield is an especially significant artefact.
 - b **Identify** the arguments put forward about the origin of the shield.
- 2 **Investigate** the Elgin Marbles, which are currently held by the British Museum. To what extent is the Greek parliament's claim to have the Marbles repatriated similar to the claims by Australia's First Nations peoples to have artefacts repatriated?
- 3 **Discuss** the advantages and disadvantages of artefacts being held and displayed by organisations such as museums.

Review activity

Read the information and examine the map, then answer the following questions.

Songlines as trade routes

Songlines are travel routes across the Australian landscape. Certain songlines describe the routes that Creator beings took during the Dreaming. Other songlines describe ceremonial trade routes. Songlines link together important locations and often refer to landscape features, such as trees, waterholes and creatures.

For Aboriginal peoples travelling across Australia to trade or attend ceremonies, songlines were important as a memory aid in remembering which route to take or follow. Songlines were often sung during a journey. Because songlines are musical, they could be understood by many different Aboriginal language groups.

Before colonisation, the routes of songlines were maintained through regular use and clearing. Following the colonisation of Australia, some Europeans used songline routes – which were the easiest, cleared routes across the land – as paths for horses and carts or sheep. Over time, these paths were made into gravel roads. Many of the ceremonial trade routes described in songlines are present today as roads and highways across Australia.



Source 12 A map showing the traditional Aboriginal trade routes of Australia. Some of these trade routes were described in songlines.

- 1 In your own words, **define** a songline. (1 mark)
- 2 **Explain** how songlines worked. How and why were they used? (3 marks)
- 3 **Summarise** the cultural significance of songlines to Aboriginal peoples. (2 marks)
- 4 **Identify** three landscape features that might be described in a songline. (3 marks)
- 5 Songlines were important for trading across Australia. **Explain** how songlines helped Aboriginal peoples across Australia meet for ceremonies and trade. (3 marks)
- 6 **Examine** Source 12 and describe the trade routes shown. (3 marks)
- 7 **Summarise** how early European colonisers used songlines. (2 marks)
- 8 In your own words, **summarise** how some songline routes are used today. (3 marks)

(Total: 20 marks)

Chapter checklist

Now that you have completed the chapter, reflect on your ability to do the following:

	I can do this.	I cannot do this yet.
Identify different theories of human evolution. Describe how environmental changes led to the movement of people from Africa. Explain how different methods of finding out about the past help us to interpret it.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 7.1, page 212.
Describe how scientific techniques have been used to determine when humans arrived on Sahul. Describe techniques used to predict when and how First Nations peoples settled across the continent.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 7.2, page 220.
Understand the nature of the sources of evidence for ancient Australia. Understand the challenges in studying deep time history.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 7.3, page 224.
Describe evidence of continuity and change in the ancient rock art of the Kimberley region.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 7.4, page 226.
Describe the significance of oral tradition in passing down the views and knowledge of First Nations peoples.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 7.5, page 228.
Describe the climate and environment of early Australia. Explain the effects of environmental changes on First Nations peoples.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 7.6, page 232.
Discuss accounts of rising sea levels passed down through the oral tradition of First Nations peoples.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 7.7, page 234.
Explain how climate and environment influenced what people ate.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 7.8, page 236.
Describe land and water management practices of early First Nations peoples. Describe aquaculture practices of early First Nations peoples.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 7.9, page 239.
Understand the belief systems of First Nations peoples.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 7.10, page 244.
Describe the social organisation systems of First Nations peoples.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 7.11, page 246.
Understand the cultural practices of First Nations peoples around initiation rites and funeral customs.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 7.12, page 248.
Describe how First Nations peoples collaborate with other groups to preserve culture.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 7.13, page 252.
Explain the role of organisations in protecting the histories and cultures of First Nations peoples. Identify World Heritage criteria for significant sites.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 7.14, page 255.

Check your Student obook pro for these digital resources and more:

pro



Student book questions

Chapter 7



Key skill worksheet

Communicating:
Chapter 7

Quizlet

Play a game of Quizlet on Deep time history of Australia.



Chapter review quiz

Chapter 7

CHAPTER

8

Investigating the ancient world

When historians investigate ancient civilisations such as those of Egypt, Greece, Rome, India and China, they study sources and artefacts to discover how people lived. They do this through a range of means, including scientific methods such as radiocarbon dating to tell us how old something is and DNA analysis to identify how somebody died.

The sources and artefacts from the ancient past are part of our world heritage. They are a reminder of the glories and terrors of past times, and the mistakes and great advances that have been made. They help us to know where we have come from and what has shaped our societies and cultures. They give us a sense of who we are as a people.

Conserving the remains of the past also means that future generations will be able to appreciate this heritage.

» **Source 1** The temple and monuments at Abu Simbel in Egypt were moved to save them from being submerged when a dam was built on the Nile River in the 1960s.





8A

How and why do we investigate and conserve the ancient world?

8.1

Investigating the past

Learning intention

By the end of this topic, you will be able to:

- » summarise the kinds of sources that historians and archaeologists use to investigate the past.

geneticists

scientists who specialise in the study of genetics

palaeontologists

scientists who study the fossils of plants and animals

archaeologists

people who uncover and interpret sources from the past, such as the remains of people, buildings and artefacts

History is an investigation. As part of their investigations, historians try to understand and explain the past by examining sources, which include fossils, bones, books and ruins. Historians cannot just rely on one source of evidence for an investigation; they need to act like detectives, constantly searching for clues about the past to gather as much evidence as possible.

When conducting investigations into the ancient past, historians rely on the work of many other experts, including biologists, **geneticists**, **palaeontologists** and **archaeologists**.

Archaeologists uncover sources of evidence of past peoples. This includes not only skeletons but also the places where they lived and travelled, such as the ruins of towns, temples and tombs; artefacts they made, such as pottery, weapons, tools and coins; inscriptions and stone reliefs they carved; even rubbish dumps (middens) and fire sites. Some sources are so old that they have turned into fossils or remain only as a 'shadow' or crust in the soil. Some archaeologists work underwater, looking for sources on or beneath the sea bed, such as old shipwrecks.

Most sources found on land are buried. They might be covered by the silt of past floods, sand blown by the wind, or forests that have grown over them. Some, like the ancient Aztec capital of Tenochtitlan, lie beneath more recent cities or settlements that have been built over the top of them.

Source 1 Aboriginal art at Injalak Hill, Northern Territory provides evidence of Australia's ancient First Nations peoples. A historian might investigate the age of these paintings, who painted them and why.



Sources of evidence

Archival material (e.g. letters, reports, documents, voice recordings, newspapers, official documents) found in libraries, archives, and on specialised internet sites

Textbooks and journals by experts relating to the subject matter under investigation

Portable artefacts (e.g. tools) and other sources (e.g. a skull) in places such as museums, libraries and art galleries

Cemeteries, caves, beach middens, historic sites (e.g. with ruins)

Source 2 Examples of historical sources; some can be found at archaeological digs. Others can be used to make sense of objects found at digs.



Source 3 Some archaeological excavations can be quite deep because the sources being excavated may be covered by many layers of sand, dirt, rock or debris. This image shows the mudbrick walls of the 3400-year-old city of Aten, which was uncovered in Egypt in 2020.

Ötzi the Iceman

In 1991 the preserved corpse of a man who had lived 5300 years ago was found accidentally by tourists in the Ötztal Alps, in northern Italy. Ötzi the Iceman is the oldest natural mummy in Europe. At first, the people who found him did not realise the significance of their find. A jackhammer was used to chisel the corpse out, damaging part of the body. Later, the body was treated with much more care. The mummy provided many different types of evidence that showed what life was like when Ötzi was alive.

For example, his lungs were blackened, probably from breathing in campfire smoke, and his stomach contained remnants of what he had been eating. Scientists could tell what kind of environment he had lived in from pollen found in his intestine, and they could see what sort of lifestyle he had led from his bones. He also had a tattoo. With the corpse were clothes, tools and equipment, which presented further clues to his life. Ötzi gave historians new insights into the lives of ancient Europeans.

For more information on this key concept, refer to page 205.

KEY CONCEPT
Significance

Source 4 The remains of Ötzi the Iceman

8.1 Check your learning

Retrieve

1 Identify what kinds of sites archaeologists excavate.

Comprehend

2 Summarise the kinds of sources that historians and archaeologists use to investigate the past.

3 Explain why most sources found on land are buried.

Analyse

4 Analyse how Ötzi the Iceman's body could be used to provide information about life in the Ötztal

Alps more than 5000 years ago. Remember, when you analyse something, you must break it down into smaller parts and explain how they relate to each other.

Apply

5 Imagine that you are an archaeologist. **Propose** (put forward) why your job is important to the study of history.



Quiz me!

A quick quiz on investigating the past

8.2

Scientific techniques

Learning intention

By the end of this topic, you will be able to:

- » describe the scientific methods used to investigate the past.

When archaeologists and historians find objects from the past, they often seek help from scientists who use the latest techniques and machinery to gather more information. Many of these techniques – known as scientific techniques – are used to assess the likely ages of sources. They can tell us, for example, the ages of the skulls in Source 6. Scientific techniques like the ones described below need to be used in combination with other historical techniques and evidence to provide a complete explanation of the past.



Some scientific techniques used to analyse historical sources

- Stratigraphy (analysis of soil or rock layers)
- Fluorine dating (analysis of the age of bones)
- Radiocarbon dating
- Thermoluminescence dating
- Dendrochronology (analysis of tree rings)
- DNA analysis
- Palynology (analysis of microscopic organic compounds)

Source 5 Some scientific techniques used to investigate the past

stratigraphy

a method used to determine the approximate (or likely) age of remains from the past based on the strata (or layer) of earth or rock in which they were found

fluorine dating

a scientific method used to estimate the age of objects by measuring the amount of fluorine they contain

lowest strata will usually be the oldest. In an archaeological dig, scientists may know that a particular stratum (the singular form of the word 'strata') is 1000 years old. This means that the items excavated from that stratum will probably be of a similar age.

Natural disasters and geological events can change the way strata are arranged, so it is not an exact science. Stratigraphy is a relative dating technique.

Fluorine dating

Bones can be dated using **fluorine dating**. Bones absorb the chemical element fluorine from the soil in which they are buried. The longer they are there, the more fluorine they absorb. Like stratigraphy, this is a relative dating technique.

Scientific dating techniques

Many scientific dating techniques are used to investigate the past. Some are absolute dating techniques, which allow the age of an object to be stated as precisely as possible (in years). Others are relative dating techniques, which can only determine whether an object is of an earlier or more recent date relative to (compared with) another object.

Stratigraphy

Stratigraphy involves analysing sources found in the different strata of earth. Strata are layers marking different geological time periods. Since the layers of rocks are generally youngest on top and oldest on the bottom, items found in the



Source 6 Three skulls – front: *Homo habilis* (Kenya, 1.88 million years old); centre: *Homo erectus* (Kow Swamp, Victoria, 13 000 years old); back: *Homo sapiens* (Keilor, Victoria, 13 000 years old)

Radiocarbon dating

Radiocarbon dating is a complex technology that is more accurate than stratigraphy and fluorine dating. It is an absolute dating technique. All living things contain a particular type of carbon called C14, which is why we are called carbon-based life forms. This carbon is continuously renewed while an organism is alive. Living things stop absorbing C14 when they die. C14 is radioactive, which means that it gradually breaks down at a known rate into a different type of carbon. Scientists use special equipment to work out how much C14 is still present in once-living organisms. Using that information, they can work out how long ago the organism died, and therefore how old it is.

radiocarbon dating
a method used to estimate the age of something that was once alive; the amount of radioactive carbon in the remains of the object is tested and gives a good indication of age because carbon breaks down over time at a known rate



Source 7 Radiocarbon dating would determine the likely age of mummified human remains such as this corpse found in central Asia.

Thermoluminescence dating

Thermoluminescence dating is used to date objects that contain particles of crystal, such as clay pots and stone items. Scientists heat the objects to very high temperatures and measure the light that is released. They can then use the measurements to work out the relative age of the material.

thermoluminescence dating
a method used to estimate the age of objects; it involves heating an object to help experts measure how much radiation the object can store and therefore judge its age

Dendrochronology

Dendrochronology refers to tree-ring dating. Scientists can date a tree by studying the growth rings in a cross-section of its trunk (see Source 8). Each year in a tree's life, a new ring forms. It varies in shape and width according to the conditions that year. It has two parts: a light part (spring growth) and a dark part (summer/autumn growth). Scientists can study these rings and can compare rings between trees to determine their age.

dendrochronology
a method used to estimate the age of trees by counting the rings in the cross-section of a tree trunk

Sometimes experts can calculate the relative age of wooden artefacts, such as bowls or floorboards. This is possible if they can match the ring patterns in the wood with those of local trees of the same species.



Other scientific techniques

All living organisms (except some viruses) contain deoxyribonucleic acid, or DNA. It holds the genetic code that determines how a living thing develops and operates. It is comparable to the ones and zeros that make up computer code and tell your software what to do. DNA is sometimes preserved in the remains of once-living organisms. Scientists can learn a lot from studying DNA. They can tell what type of organism it is, and how closely related it is to other species and to other individuals of the same species. For example, they can study the DNA of ancient remains and determine how closely related they are to modern humans.

Palynology

Palynology is the study of microscopic organic compounds (such as pollen) that are found in soil. Taking soil cores enables scientists to analyse fossilised pollen and find out how plant life in an area has changed over thousands of years (see Source 9).

Source 8 Trees grow a new ring every year.

palynology
the study of microscopic organic matter in soil

 **Quiz me!**
A quick quiz on scientific techniques

Source 9 Analysis of the fossilised pollen in this soil core allows researchers to find out how plant life in a particular area changed over thousands of years.



8.2 Check your learning



Retrieve

- 1 What is the difference between relative dating and absolute dating techniques?

Comprehend

- 2 In your own words, **describe** each of the scientific techniques covered in this section.
- 3 **Describe** how DNA analysis can help historians to better understand a source.
- 4 **Explain** why it is important to be able to date sources.

Analyse

- 5 Imagine you found human remains at an archaeological dig. Which methods would be best suited to dating these remains and why?

Apply

- 6 Explain which dating technique you think is the most accurate or the most reliable. **Justify** (give reasons for) your answer.

8.3

Conserving and protecting sources

Learning intentions

By the end of this topic, you will be able to:

- » explain why it is important to conserve historical sources, including remains and artefacts
- » describe the role of organisations in protecting key archaeological sites
- » summarise the ongoing threats to ancient sites.

Historical sources, which include human remains, can be very fragile. Once exposed to the open air, weather, pollution and humidity, many items will quickly deteriorate. In addition, sources may be stolen or broken by careless handling.

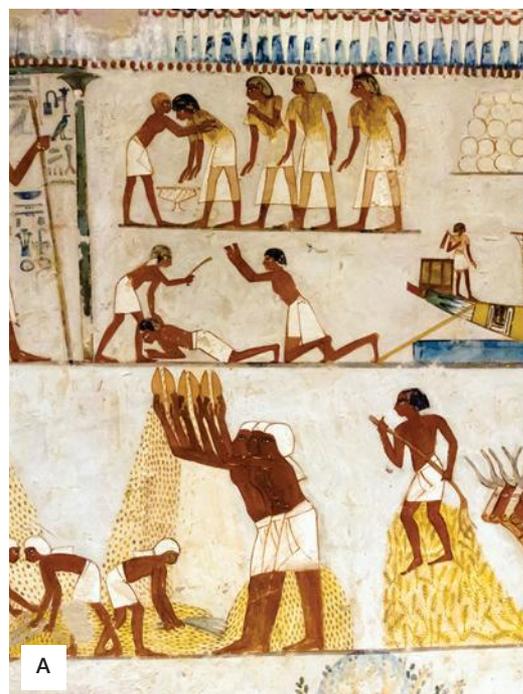
Tourist numbers are growing rapidly in places such as Pompeii and the Aboriginal art caves in the Kimberley. Too much trekking over the same ground, too much touching and too much breathing in a confined space can damage sources, especially if they are very old and fragile. In addition, such actions may cause offence or be disrespectful of others' beliefs.

Conservators are now taking a range of measures to protect certain objects and places from overexposure. For example, Aboriginal art found in caves is often fenced off. Such an action respects the spirituality of Aboriginal peoples but also protects this ancient art from damage. Another example is the inclusion of certain old buildings in Australia and around the world on heritage lists, which ensures their protection and conservation.

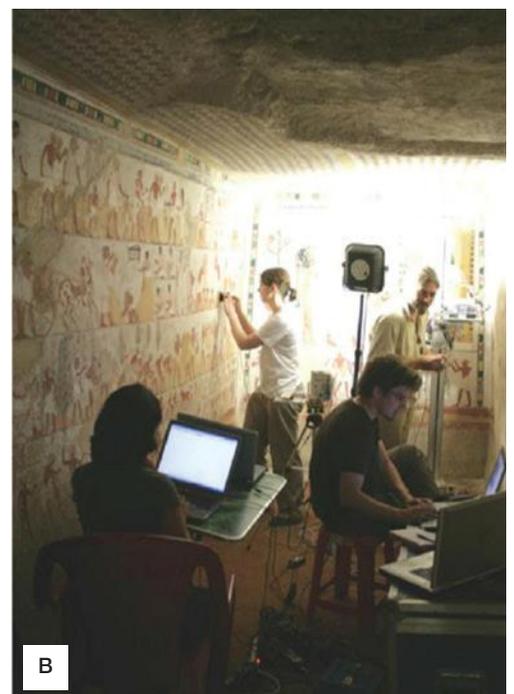
Many sources are stored in libraries, archives, art galleries and public museums where they can be cared for and preserved. Valuable, fragile or very important sources can usually be viewed but not borrowed, touched or removed.

Venues such as museums and galleries provide security and proper storage facilities. Their design also sets the right environmental conditions. Some items, for example, must have muted light or low humidity. In addition, these institutions have staff who know how to restore and repair damaged items. They also know which artefacts are the most important to conserve, because conservation can be expensive.

Source 10 Restoration began in the Tomb of Menna in Egypt in 2006. Photo A shows a painting on the wall of the tomb. Photo B shows a team of experienced scientists, historians and archaeologists working together to restore the tomb.



A



B

The World Heritage List

World Heritage List

a list compiled by UNESCO of natural or built sites, structures or features identified as being of international importance and worthy of special protection

UNESCO

United Nations Educational, Scientific and Cultural Organization

One of the ways that significant sites are protected is through the **World Heritage List**. UNESCO identifies important places around the world to help safeguard them for future generations, and places them on the World Heritage List. Sites are nominated by countries that have signed an international agreement on the protection of the world's cultural and natural heritage. There are more than 1150 sites on the World Heritage List.

Australia has 20 sites on the list that have been identified as cultural, natural or mixed sites, including the Sydney Opera House, the Great Barrier Reef, K'gari (Fraser Island) and the Willandra Lakes Region.

In 2019, a new Australian site was added to the list: the Budj Bim Cultural Landscape in Victoria. This site provides evidence that the Gunditjmarra people used a system of waterways to trap, store and harvest eels, making it one of the world's oldest and most extensive aquaculture systems.

How are World Heritage sites protected?

The World Heritage List has actively helped to avert threats to some sites. For example, a proposed highway near the Giza Pyramids was not built after negotiations between UNESCO and the Egyptian government in 1995. A planned aluminium plant near the archaeological site of Delphi in Greece was moved elsewhere.

Angkor Wat in Cambodia is an example of a successful restoration that has saved one of the most important sites in South-East Asia from threats including unauthorised excavations, theft and landmines.

In the 1960s, UNESCO led an international, multi-million-dollar campaign to relocate the Abu Simbel temple and monuments in Egypt to save them from being submerged by a dam being built on the Nile River. Abu Simbel is one of Egypt's most popular tourist destinations and is a significant part of Egypt's, and the world's, heritage.

Source 11 The Budj Bim Cultural Landscape in Victoria



Threats from war

In recent times, important sites in Iraq and Syria have been lost or permanently damaged by warfare and looting. In Iraq, the once-great city of Babylon has been used as a military base. Artefacts and archaeological fragments were destroyed when areas were levelled for car parks; heavy vehicles crushed artefacts buried near the surface; and sandbags were filled with soil that included archaeological fragments.

One of the greatest examples of destruction in recent times is Palmyra, a city on the Silk Road that had some of the best-preserved ancient ruins until the militant group ISIS occupied and destroyed important parts of the site. In August 2015, the Temple of Baal Shamin and the Temple of Bal were blown up, and the Arch of Triumph was also destroyed in October 2015. When ISIS lost control of the city in 2016, archaeologists were able to save some artefacts and move them to safety. However, ISIS reclaimed Palmyra and destroyed more of the site in 2017.

In times of war, the focus is on establishing safety and security for civilians, and archaeological sites become vulnerable.



Quiz me!

A quick quiz on conserving and protecting sources



Source 12 Satellite images of Palmyra before and after the destruction by ISIS

8.3 Check your learning



Weblink
UNESCO World
Heritage List

Retrieve

- 1 In your own words, **define** 'conservation'.

Comprehend

- 2 **Explain** the different reasons for conserving historical sources.
- 3 **Explain** what museums do to protect fragile artefacts.
- 4 **Summarise** the threats faced by ancient sites.

Apply

- 5 On the UNESCO website, go to the current World Heritage List and find the interactive map of the sites. Choose an ancient site and **investigate** why it is significant to world heritage. Present your findings as a written, digital or oral presentation.



I used to think, now I think

Reflect on your learning about why ancient sites are protected and complete the following sentences:

- I used to think ...
- Now I think ...

What has changed in your understanding?

8A

SKILLS IN CONTEXT



Test me!

Once you've finished the topics in this section, test yourself with this quiz and find out which worksheet you should do.

Conserving ancient sites

In order to conserve and restore ancient historical sites, historians need to understand what these sites used to look like, how they were constructed and how they have been damaged over the years.

Conservation projects are expensive and time-consuming, so historians need to do extensive research to understand a site before it can be accurately restored.

KEY SKILL Questioning & researching

Locating and identifying relevant sources

This activity looks at two major conservation projects: the Ishtar Gate in Iraq and the Tomb of Menna in Egypt. The first part of this research involves locating and identifying different sources. To begin such research, follow these steps:

Step 1 Construct a table to organise your thoughts and direct your research. List what you already know about the site (such as where it is, what civilisation it was built by, and what you know about that civilisation). Then list what you still need to find out about the site (such as who built it, how it was built, what it looked like when it was built, what it looks like today, what it was used for, how and why it was damaged, and whether it is worth conserving).

Step 2 Use the questions in your table to create keywords and search terms for an internet search.

Step 3 Conduct an internet search to gather relevant sources and to answer your questions about the ancient site. You may also like to find images of the site and any conservation work that has been done so far.

Step 4 Remember to assess the reliability of the sources you have collected. Think about who wrote them and why. Also be aware of the types of websites you collected them from. Were they reputable?

For more information on this skill, see page 187 of 'The History toolkit'.

Practise the skill

- 1 Using the internet, **investigate** to locate and identify sources that are relevant to these ancient sites:
 - a the Ishtar Gate – the main entrance to the ancient walled city of Babylon built around 575 BCE, now part of modern-day Iraq
 - b the Tomb of Menna – the tomb of an Egyptian official in Egypt who died around 3400 years ago, during the rule of pharaoh Amenhotep III.

Follow the steps outlined above to complete the following table in your notebook.

	Site 1 – Ishtar Gate	Site 2 – Tomb of Menna
	What I already know	
Where is it?		
What civilisation is it?		
Do I know anything else about it?		
	What I need to find out	
Who built it?		
How was it built?		
What did it look like when it was built?		
What does it look like now?		
What was it used for?		
How and why was it damaged?		
Should it be conserved?		

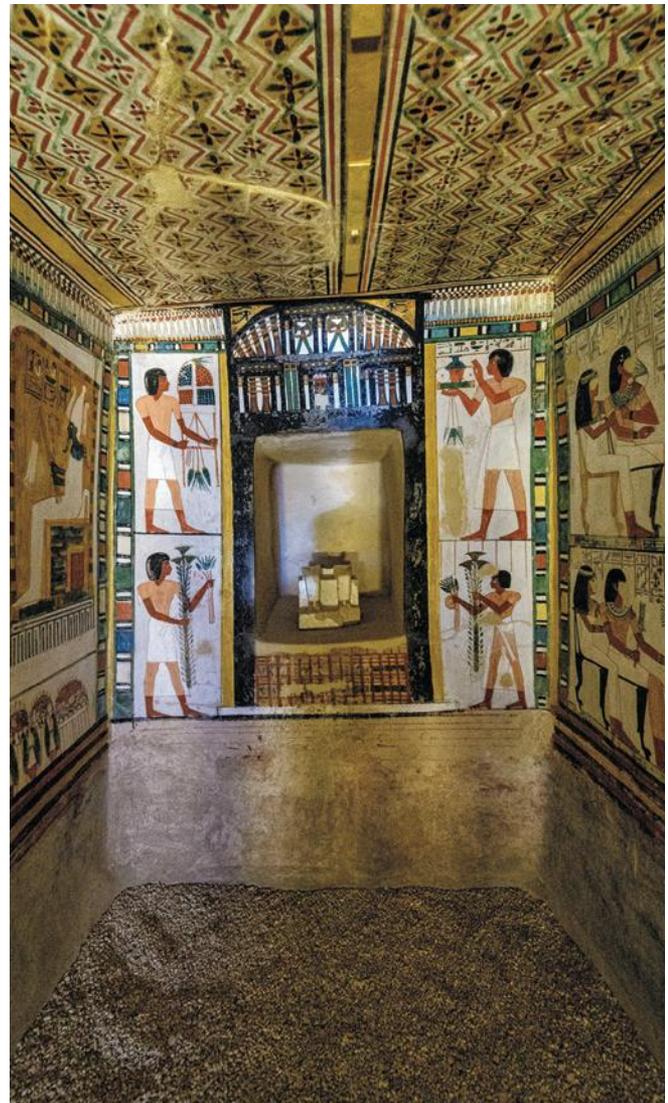
- 2 Make a list of all the websites you visited and the sources you gathered.
 - a Which of these sources do you think are the most reliable and relevant? How can you tell?
 - b Which of these sources do you think are not reliable or relevant? How can you tell?
 - c Now imagine that the governments of Iraq and Egypt are deciding whether to fund the conservation of these two ancient sites. Make a recommendation about why and how each site should be conserved (if you believe it should).

Extend your understanding

- 1 **Investigate** further to find out which organisations are currently responsible for conserving the Ishtar Gate and the Tomb of Menna.
 - a Who is funding the organisations to work on these sites? Why do they provide these funds?
 - b What reasons do these organisations give for conserving these sites?



Source 13 The paved Processional Way that ran through the Ishtar Gate was lined with reliefs of animals such as this lion.



Source 14 The entrance to the Tomb of Menna

8

CHAPTER REVIEW

Review activity

Read this information about stratigraphy and examine the sources, then answer the questions that follow.

Stratigraphy

Stratigraphy is a relative dating technique, which means it assesses whether a source is older or younger than other sources. This technique looks at the layers (called strata) of the earth where a fossil or artefact is found. It is assumed that an artefact found closer to the top is younger than one found further down. A thick layer of earth would indicate a longer time period than a thin layer.

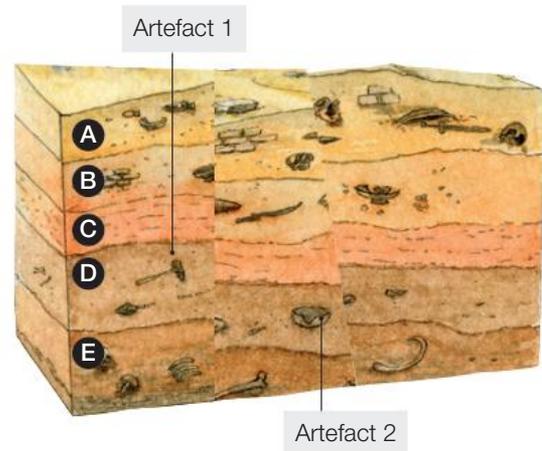
However, stratigraphy is not an exact science because natural disasters such as earthquakes and land slips can change the way strata are arranged.

- 1 What are three different types of sources you can **identify** in Source 15? (3 marks)
- 2 **Identify** the layer in Source 15 that is likely to provide the oldest sources. (1 mark)
- 3 **a Identify** the layer in Source 15 you think is likely to have the more recent sources: B or D? (1 mark)
b Explain why you think this. (3 marks)
- 4 Why do you think layer C in Source 15 contains no historical sources? **Justify** (give reasons for) your answer. (6 marks)
- 5 Imagine there was an earthquake that affected the middle section of this part of earth. Look carefully at Source 16. **Propose** (put forward) why it would be misleading for an archaeologist to say that Artefact 2 was older than Artefact 1. (6 marks)

(Total: 20 marks)



Source 15 A diagram showing how different artefacts can be found in different strata, generally arranged according to their age.



Source 16 A diagram showing how strata can be disrupted as a result of an earthquake



Source 17 Archaeologists carefully remove dirt to uncover buried artefacts.



Chapter checklist

Now that you have completed this chapter, reflect on your ability to do the following:

	I can do this.	I cannot do this yet.
Summarise the kinds of sources that historians and archaeologists use to investigate the past.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 8.1, page 264.
Describe the scientific methods used to investigate the past.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 8.2, page 266.
Explain why it is important to conserve historical sources, including remains and artefacts. Describe the role of organisations in protecting key archeological sites Summarise the ongoing threats to ancient sites.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 8.3, page 269.

Check your Student obook pro for these digital resources and more:

pro



Student book questions
Chapter 8



Key skill worksheet
Communicating:
Chapter 8

Quizlet

Play a game of Quizlet on Investigating the ancient world.



Chapter review quiz
Chapter 8

CHAPTER

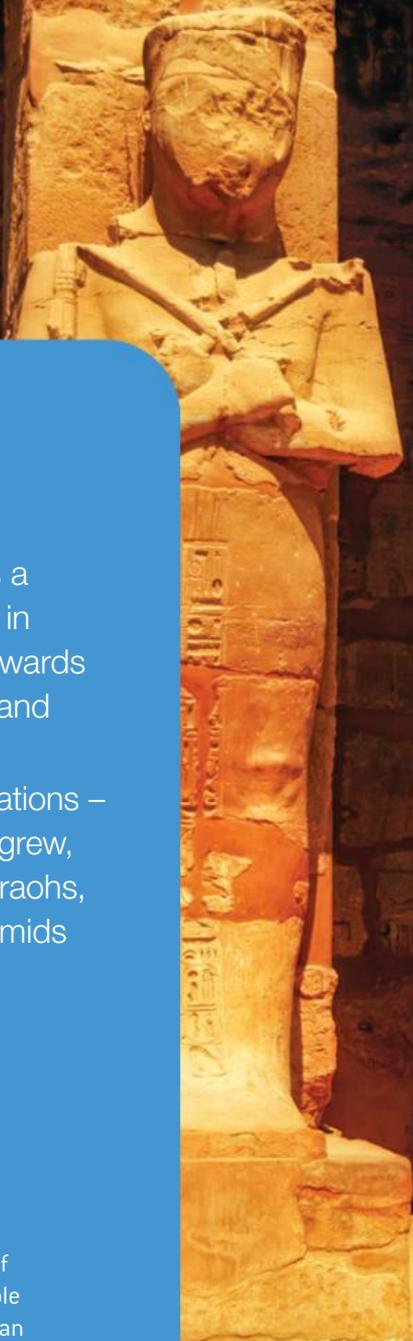
9

Ancient Egypt

About 30 000 years ago, the Sahara Desert of north Africa was a grassy plain. It began to dry out around 8000 BCE. This change in climate forced people in the region to move on. Many drifted towards the area next to the Nile River, where the land was more fertile and there was a good water supply.

From this simple start developed one of the world's first civilisations – ancient Egypt. It lasted for nearly 3000 years. As the population grew, the society became more structured. Powerful rulers, called pharaohs, expanded Egypt's territory. Huge monuments, temples and pyramids were built that would last for thousands of years.

» **Source 1** The Karnak temple is the largest religious building ever constructed. This city of temples was built over a period of 2000 years, from around 2055 BCE to 100 CE. The temple at Karnak was built in tribute to the gods Amun, Mut and Khonsu, and was the location of an annual festival to honour these gods, which usually lasted around 27 days.





9A

How did the physical features of ancient Egypt influence its development?

9B

What shaped the roles of key groups in ancient Egypt?

9C

How did beliefs, values and practices influence ancient Egyptian lifestyles?

9D

How did contacts and conflicts with other people change ancient Egypt?

9.1 Ancient Egypt: a timeline

Egyptian hieroglyphs such as these have been essential in unlocking the history of ancient Egypt.



The Great Sphinx of Giza



c. 8000 BCE
People start forming settlements in the Nile valley.

c. 3200
Earliest known evidence of hieroglyphic writing

c. 2500
Building of Great Sphinx and Great Pyramid at Giza; Egyptians start experimenting with mummifying dead bodies.



c. 3100
Kingdoms of Upper and Lower Egypt unite as one country under the first pharaoh, Menes.

c. 3000
Egyptians start building walled towns and villages; the first buildings are made of mud brick.

c. 2650
First stone pyramid is built in Saqqara for the pharaoh Djoser.

c. 2100
Book of the Dead starts being used in funeral ceremonies.

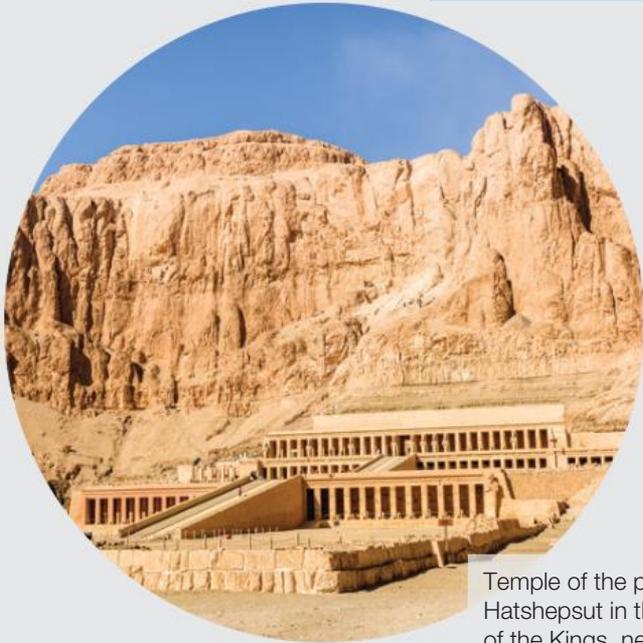
The Djoser pyramid is the oldest building in the world made from cut blocks.



Source 1 A timeline of some key events and developments in the history of ancient Egypt

Sequence this!
Events in ancient Egypt

9A How did the physical features of ancient Egypt influence its development?



Temple of the pharaoh Hatshepsut in the Valley of the Kings, near Luxor



This bust of Cleopatra was created during the time of her rule as the last pharaoh of Egypt.

1479

Hatshepsut, a woman, becomes pharaoh.

1274

Pharaoh Rameses II claims victory against his enemies, the Hittites, at the Battle of Kadesh.

332

Egypt is invaded by Alexander the Great and made part of his empire.

51

Cleopatra becomes pharaoh of Egypt and rules for 21 years.

1000

1 CE

New Kingdom
1550–1069 BCE

c. 1550

Construction of many royal tombs in the Valley of the Kings

1332

Tutankhamun ascends the throne at the age of nine; he dies just 10 years later.

30

Cleopatra commits suicide, and Egypt becomes part of the Roman Empire.

9.1 Check your learning

Retrieve

- 1 **State** the years in which the following events happened:
 - a people first began to settle in the Nile Valley
 - b the Great Sphinx and the Great Pyramid at Giza were built.
 - c Hatshepsut becomes pharaoh.
- 2 Who was Cleopatra? What was the length of her rule?

Analyse

- 3 Using the timeline, **analyse** when the period of the most change in ancient Egypt occurred. Remember, when you analyse something, you must break it down into smaller parts and explain how they relate to each other.

Apply

- 4 The timeline shows that ancient Egyptian society began in approximately 8000 BCE and ended about 332 BCE. During this period, many historians identify four distinct eras, commonly known as the Predynastic period, the Old Kingdom, the Middle Kingdom and the New Kingdom. **Investigate** these periods and complete a chart with the following headings.

Period	Date	Key people	Interesting facts

Remember to include references to show where you found your information.

9.2

Learning intention

By the end of this topic, you will be able to:

- » explain how the physical features of ancient Egypt influenced its development.

desert

an area that receives less than 250 mm of rain every year; can be hot or cold

delta

a fertile area of land at the mouth of a river



Explore it!

A virtual field trip to the Nile

inundation

a term used for a flood; there was a yearly flooding of the Nile River in Egypt

papyrus

a type of riverside plant; the ancient Egyptians made paper from the crushed pulp of the plant

Physical features of ancient Egypt

Ancient Egypt was a long, narrow country in north-eastern Africa. The world's longest river, the Nile, ran the length of the country. Ancient Egyptian lands were also surrounded by a huge **desert**. These features played very important roles in the development of ancient Egyptian society.

The Nile begins in central Africa and flows north into the Mediterranean Sea. The desert made the Nile very important. The river's **delta** provided the food and other resources needed by the Egyptian people. The Nile was so crucial for the society's survival that the people worshipped it as a god. They called this god 'Hapi'.

The Nile has three main sources – the White Nile, the Blue Nile and the Atbara River. The Blue Nile and the Atbara River begin in the highlands of central Africa. Every summer, they are flooded by melting snow and heavy rains. These waters gush into the Nile, carrying a load of dark mountain silt – soil that is rich in nutrients. Every year, this increase in water caused the Nile to gradually rise and flood parts of Egypt.

Today, dams have been built along the Nile to prevent it from flooding, but in the days of ancient Egypt, these dams did not exist. Every year in June, the Nile would flood and leave a pile of dark, fertile soil all over the nearby land. This flooding season was known as the **inundation**. As soon as the floodwaters went back down, the farmers would plant crops such as barley and other grains. These crops would grow very quickly in this fertile soil.

The ancient Egyptians called the fertile land with rich dark soil around the river the 'Black Land'. This was where most people lived. On each side of the Nile, beyond the Black Land, were large areas of desert. The ancient Egyptians named these areas the 'Red Land'. Hardly anyone lived in the Red Land.

The Nile was important for other reasons too. It provided fresh water for drinking and bathing. The ancient Egyptians used spears and nets to catch fish in the Nile. They also caught the birds, such as ducks and geese, that lived near it and used them for food. They picked wild reeds, called **papyrus**, which grew alongside the river. The ancient Egyptians used these reeds to make a type of paper and boats. The Nile also allowed the ancient Egyptians to travel quickly from place to place, so that they could trade with each other.



Source 3 An aerial photograph of the Nile showing the fertile valley (Black Land) and the bordering desert (Red Land)

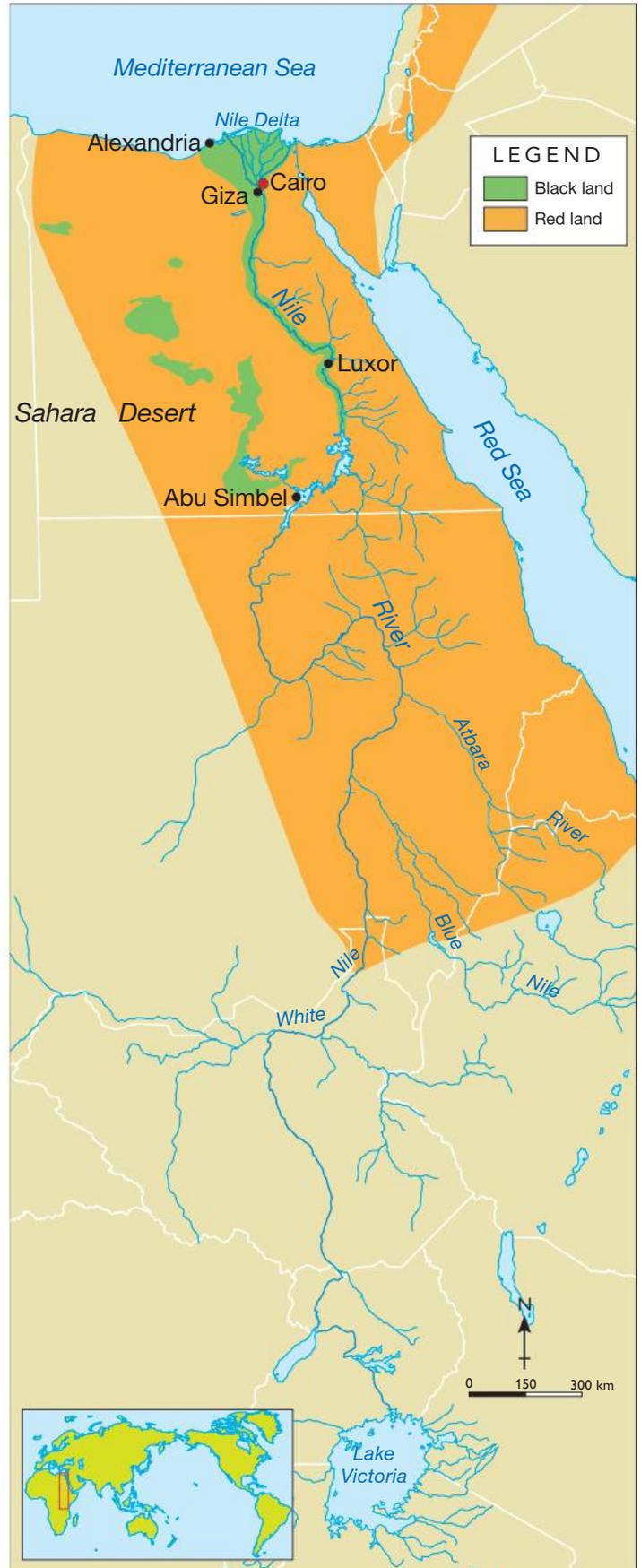
9A How did the physical features of ancient Egypt influence its development?

Source 2 The boats and houses are modern, but this Nile scene is otherwise much as it would have been in the times of ancient Egypt.



 **Enlarged map**
Ancient Egypt and the Nile

ANCIENT EGYPT AND THE NILE



Source 4

Source: Oxford University Press

The importance of the Nile

The Nile was the lifeblood of ancient Egyptian society. It provided water for drinking and bathing; fertile soil for growing crops; fish and water birds for eating; and a means of transporting goods. The Nile also played a central role in the spiritual and religious beliefs of the Egyptians.



Interactive

The importance of the Nile

Crops included wheat, barley, lentils, beans, onions, cucumbers, grapes, figs and dates. Trained baboons were sometimes used to pick fruit growing too high for people to reach.

Flax plants were turned into a cloth called linen to make clothing.

Bricks were made from riverbank mud. It was sometimes mixed with straw for strength. The mud bricks were packed into moulds and left to dry hard in the sun.

Pleasure boats moved travellers up and down the river. Some boats were adapted as funeral boats to carry the bodies of pharaohs to their tombs.

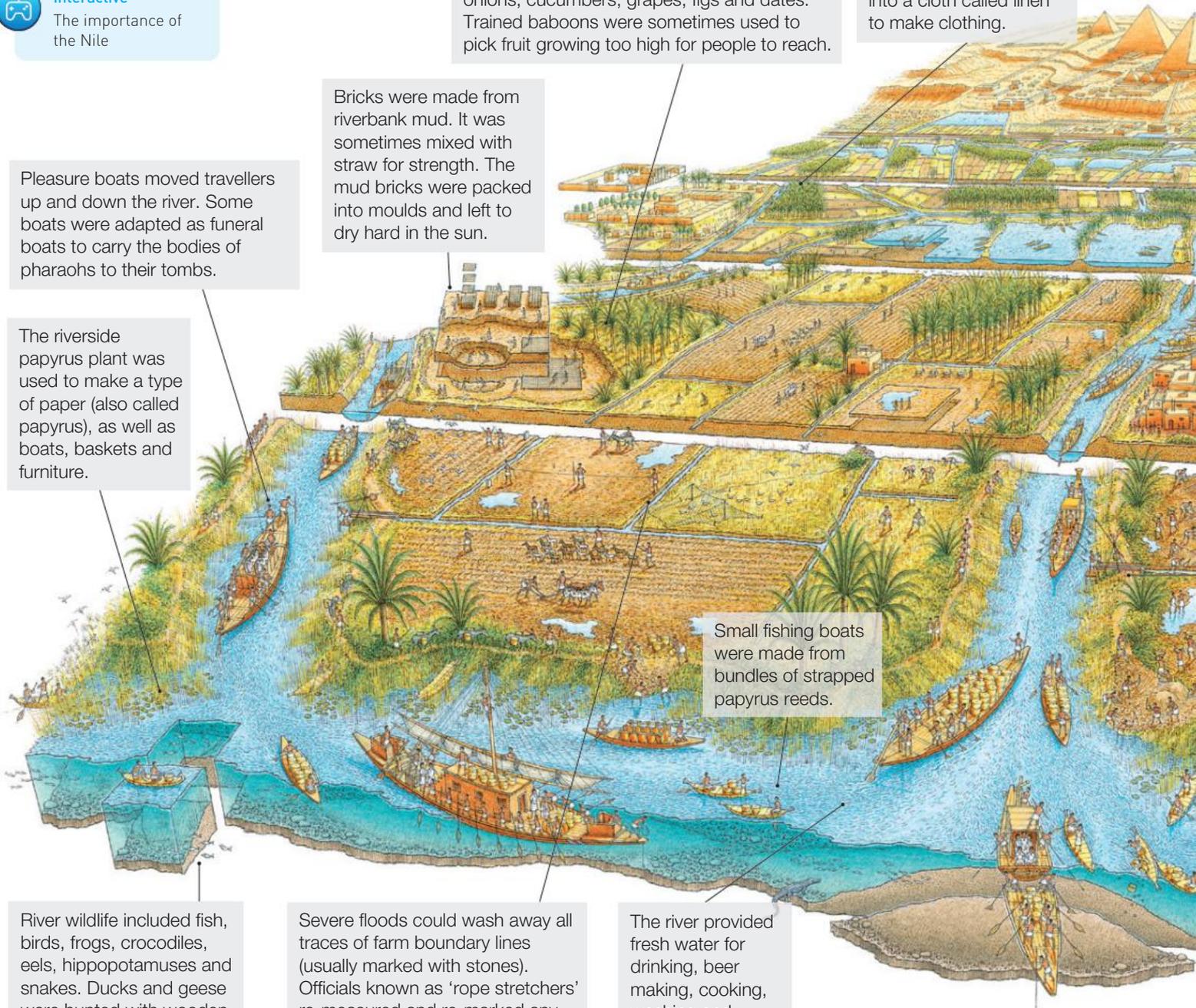
The riverside papyrus plant was used to make a type of paper (also called papyrus), as well as boats, baskets and furniture.

Small fishing boats were made from bundles of strapped papyrus reeds.

River wildlife included fish, birds, frogs, crocodiles, eels, hippopotamuses and snakes. Ducks and geese were hunted with wooden sticks or caught in nets.

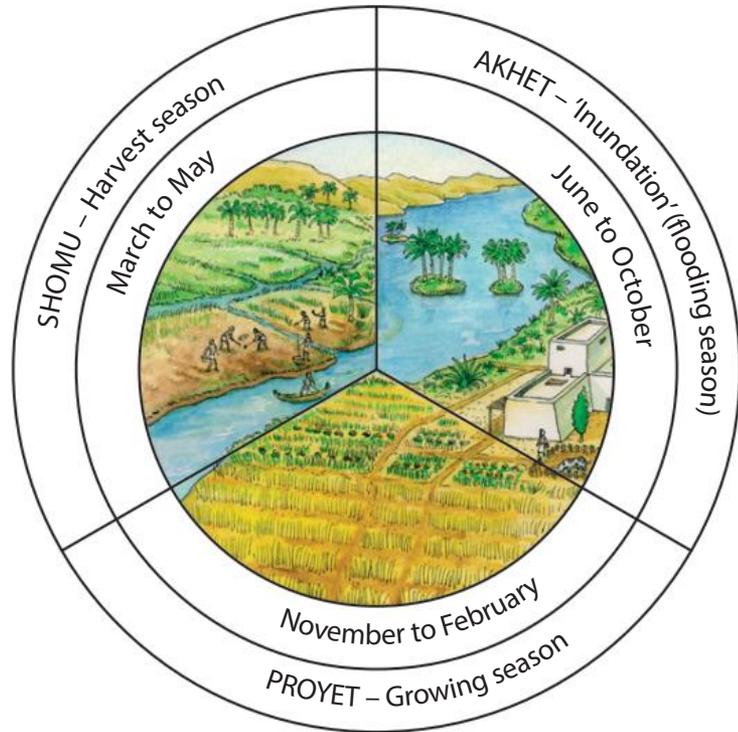
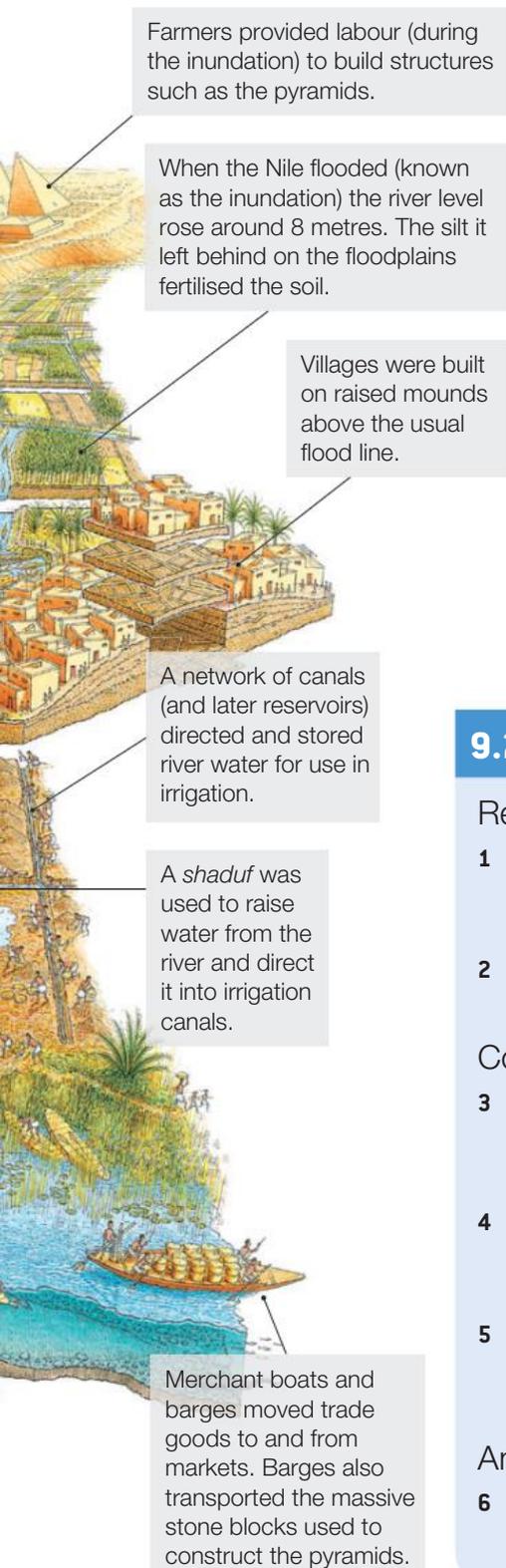
Severe floods could wash away all traces of farm boundary lines (usually marked with stones). Officials known as 'rope stretchers' re-measured and re-marked any lines that had disappeared.

The river provided fresh water for drinking, beer making, cooking, washing and irrigation.



Source 5 An artist's impression of the central role that the Nile played in ancient Egyptian life

9A How did the physical features of ancient Egypt influence its development?



Source 6 The ancient Egyptian seasons

9.2 Check your learning



Retrieve

- 1 **Identify** three ways in which the Nile was important to the ancient Egyptians.
- 2 **Identify** the month that the Nile flooded each year.

- a Identify the devices the ancient Egyptians used or made to help store and distribute water to fields.
- b What were the different purposes of boats used at the time?

Comprehend

- 3 **Explain** the main reasons that:
 - a the Nile used to flood
 - b the Nile no longer floods.
- 4 **Describe** why the ancient Egyptians called the land along the banks of the Nile the 'Black Land'.
- 5 **Explain** how the Nile influenced the ways in which buildings were made and villages designed.

Apply

- 7 **Apply** the information provided in Source 6 to decide which 'season' it would be currently in ancient Egypt. Explain what would be happening in this season.
- 8 Using the internet, research how a *shaduf* worked. **Propose** (put forward) one modification or addition that would make it work better.
- 9 The Nile was so important to ancient Egyptians that it was worshipped as the god Hapi. **Investigate** the ways that the Egyptians worshipped Hapi.

Analyse

- 6 **Examine** (look closely at) the illustration and labels in Source 5.

9.3

The climate of ancient Egypt

Learning intention

By the end of this topic, you will be able to:

- » explain how the climate of ancient Egypt influenced its development.



Quiz me!

A quick quiz on the climate of ancient Egypt



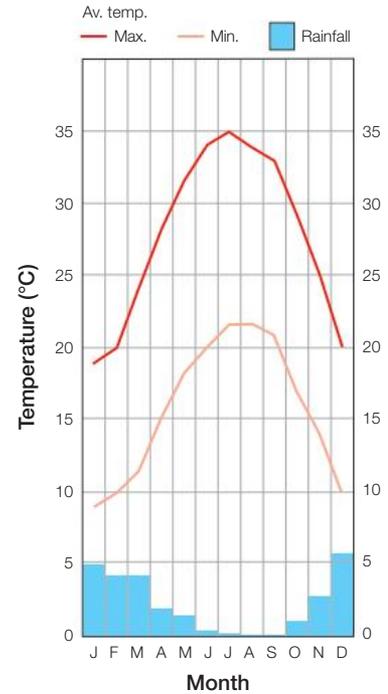
Enlarged map

Location of ancient Egypt on the African continent

Ancient Egypt was located within what is now the biggest desert in the world – the Sahara. This meant that the climate of Egypt was incredibly hot and dry.

Being surrounded by desert provided Egypt with some security. Any army that wanted to attack would have had a long, hot walk if invading from the east or the west.

The desert was inhabited by many different animals that were hunted by the ancient Egyptians for food. These animals included gazelles, hares and foxes. The desert was also the source of minerals, rocks and metals, which the Egyptians used for building houses, pyramids, statues and tombs, and making weapons and jewellery. The ancient Egyptians were able to trade many of these resources, as well as the products they made from them.



Source 7 Climate graph for the city of Cairo

How the climate influenced lifestyle

LOCATION OF ANCIENT EGYPT ON THE AFRICAN CONTINENT



Source 8

Source: Oxford University Press

Living in a very hot and dry climate, the ancient Egyptians mostly lived an outdoor lifestyle. Most of them worked outside as farmers, fishers, builders and merchants. People cooked and often slept outside their homes (frequently on the roof) because of the heat.

Houses

Rich or poor, most Egyptians lived in houses that were similar in design. They had flat roofs and were made from sun-dried mud bricks. Most houses were single-storey structures.

The one-room homes of poor farmers had dirt floors. In urban areas, houses were joined, a bit like apartments and terrace houses are today.

Source 9 A headrest used by the wealthy while sleeping; it allowed air to circulate around the head and neck.



Fashion

The people of ancient Egypt dressed very lightly because of the heat. Men (including the **pharaoh**) often went bare-chested and wore short linen tunics. Women usually wore long linen dresses. Linen is a natural fabric, made from the flax plant, that allows sweat to evaporate more easily.

Most clothing was white, which is cooler than darker colours because it reflects the heat. Leather or papyrus sandals were sometimes worn by the rich, but most people went barefoot. Children and slaves were usually completely naked.



pharaoh

the leader of ancient Egypt who was believed to be a god; the pharaoh had absolute power and total control

Source 10 Papyrus sandals from ancient Egypt; these would have been very cool to wear.

Living with dust and glare

Because of the desert surrounding ancient Egypt, dust, glare and wind-blown sand were a fact of life. Eye infections were common. Stone carvings have been found in tombs that show groups of blind people. Ancient papyrus texts show that bat blood was one treatment for eye problems. Another treatment was to rub a paste of mashed human brain and honey over the affected eye. Both men and women wore heavy eye make-up, called kohl, to help protect their eyes from dust and glare.

Men and women would also wear wigs, usually over a shaved scalp.

Shaving kept heads cool (when at home, without wigs) and allowed scalps to be kept clean. Sometimes, a cone of solid perfumed fat was worn on top of a wig on special occasions (see Source 11). As it slowly melted in the heat, sweet-smelling liquid dripped over the face and upper body, cooling the skin.

For more information on this key concept, see page 190 of 'The history toolkit'.

Source 11 This detail from an Egyptian tomb shows a woman wearing heavy eye make-up and a cone of scented fat on top of her wig.

KEY CONCEPT Evidence



9.3 Check your learning



Retrieve

- Identify** three resources that the desert provided for the people of ancient Egypt.
- Identify** where the people of ancient Egypt often cooked and slept.

Comprehend

- In your own words, **summarise** the advantages and disadvantages of shaving your head and wearing a wig when living in a location like ancient Egypt.

Analyse

- Examine** (look closely at) Source 7.
 - During which months, on average, was there no rain in Cairo? Identify the average temperature for each of these months.

- Brisbane's highest rainfall occurs from November to March, with monthly rainfall averaging between 85 and 125 millimetres in those months. Identify some of the differences between average rainfall in Cairo and average rainfall in Brisbane.

Apply

- Evaluate** the positives and negatives of Egypt's climate. Remember, when you evaluate something you should talk about its strengths and weaknesses. Be sure to give your overall opinion.
- Create** a diary entry in which you describe the climate and desert of ancient Egypt, as if you had lived there.

9A

SKILLS IN CONTEXT



Test me!

Once you've finished the topics in this section, test yourself with this quiz and find out which worksheet you should do.

Irrigation in ancient Egypt

The annual inundation (flooding) of the Nile was so important to the ancient Egyptians that they organised their lives around it.

Flooding happened in a season the Egyptians called *akhet*. As the flood receded, the fertile silt left on the ground near the river ensured perfect conditions for *proyet*, the growing season, which was when farmers would plant and grow their crops. The crops would continue to grow until they were picked in *shomu*, harvest season. During *proyet* the ancient Egyptians needed to irrigate (water) the crops they had planted. They experimented with many different kinds of irrigation over the course of their history.

KEY SKILL

Using historical sources

Analysing primary sources

Primary sources are things that were created during the time being studied. They can be documents, objects, paintings and other sources that provide us with a firsthand account of what life was like in the past.

Because they are firsthand accounts, primary sources often convey the creator's point of view, attitudes and values. It is important that you can identify and describe these elements in their work. Use the following steps:

Step 1 Ask yourself what factual information is conveyed in this source. (Be careful: sometimes things that are presented as fact are not always accurate, so you might need to think about whether the information can be verified. Where else might you look to check and make sure those 'facts' are accurate?)

Step 2 Think about how the world described or depicted in the source is different from the world you

live in today. What do you already know about what the creator of the source and the people around them believed? How would you feel if you were in the creator's shoes?

Step 3 Ask yourself what opinions are expressed in the source. If the source is written, which specific words or phrases show how the writer feels?

Step 4 Ask yourself what is implied in the source. For instance, people do not always spell out what they are thinking when they write something. The reader needs to use clues in the text to 'read between the lines' and infer meanings that are not spelled out.

The following primary sources provide evidence about the beliefs, values and attitudes of the ancient Egyptians towards the Nile and the annual inundation, as well as important types of irrigation technology that were developed. For more information on this skill, refer to page 194 of 'The history toolkit'.

Source 16 The Nile River



Source 12 Canals were an important form of irrigation in ancient Egypt. A simple Egyptian canal system is depicted in this painting, found in the tomb of a commoner named Sennedjem.



Source 13 *Shadufs* were used in ancient Egyptian irrigation. This painting of a man drawing water from the Nile with a *shaduf* was found in the tomb of Ipuy, at Deir el-Medina, Egypt.



Source 14 This traditional waterwheel near Luxor, Egypt, is similar in design to those used in ancient times. The water comes out of the well on a second wheel carrying clay water jugs (shown to the right). This water then supplies the irrigation network.

Source 15

Hail to you, Nile River! You show yourself over this land, and come to give life to Egypt! Your source is mysterious, but we celebrate the day when you come to us! Watering the orchards created by Ra, to cause all the cattle to live, you give the earth to drink, inexhaustible one!

...

Lord of the fish: during the inundation, no bird lands on the crops. You create the grain, you bring forth the barley, you make sure the temples will last for eternity. If you stop your toil and your work, then all that exists in our world will be in trouble.

Extract from 'Hymn to the Nile', written c. 2100 BCE in ancient Egypt

Practise the skill

- 1 Read Source 15 carefully.
 - a **Identify** the factual information in this source.
 - b **Explain** the writer's beliefs and attitudes about the annual cause of the inundation. Remember to identify the specific words or phrases in the source that support your conclusion.
 - c What can you tell about the writer's values?
- 2 Use Sources 12, 13 and 14, and information gathered on the internet, to **compare** the use of canals, *shadufs* and waterwheels in ancient Egypt.

Extend your understanding

- 1 Using the results of your research, write a short report on the history of irrigation technology in ancient Egypt. Make sure you:
 - include an introduction **explaining** why irrigation was so important in ancient Egypt
 - include a main body, broken up into sections (with subheadings) that **describe** each type of technology (for example, 'Canals', '*Shadufs*' and 'Waterwheels')
 - **explain** within each section when this type of irrigation technology was invented and how it worked. Include diagrams if you wish.

9.4

Key groups in Egyptian society

Learning intentions

By the end of this topic, you will be able to:

- » understand the social structure and role of key groups in ancient Egypt
- » summarise the rights and responsibilities of women of different classes.

hierarchy

a way of organising things (or people) from top down in order of importance or significance; ancient societies had strict hierarchies with a ruler at the top and the peasants or slaves at the bottom

scribe

a highly educated person in ancient Egypt who was able to read and write

The society of ancient Egypt was well organised. Ancient Egyptians had a central government and, from the fifteenth century BCE, they also had a professional army. People knew what their social responsibilities were. Some of these roles were shaped by the society's laws and traditions. Some were determined by religious beliefs. Other roles were determined by a person's wealth and abilities (such as whether they could read and write).

The society of ancient Egypt was a **hierarchy**. At the top was the royal family: the pharaoh and his family. At the bottom were the slaves and the poorest of the poor farmers.

Men usually did the jobs their fathers did. They learnt the skills a bit like apprentices learn trades today. Education was the key to improving a person's position in society. A merchant, or even a farmer, could do this by learning to read and write.

Nomarch

I govern one of our country's 42 nomes (provinces). I keep the Vizier happy by collecting lots of taxes. Like other important and wealthy people, I wear garments made from the finest linen and lots of gold jewellery.



Scribe

I am one of the very few people in Egypt who can read and write. I record the pharaoh's orders and decisions, and help the Vizier and the Director of the Seal to keep tax records. I also keep accounts for the army, write letters for local people and prepare inscriptions for tomb walls and sculptures. I hope one day to become a doctor or an architect.



Merchant

I am a trader. I am constantly sailing up and down the Nile with goods from Egypt, such as linen, papyrus, pottery, grain and gold. Goods I bring back from other places include ebony wood, ivory, incense, copper and baboons. Every now and then, I sail north, across the Mediterranean Sea.



Linen workshop supervisor

I was at home for many years raising my seven children. To help out, I made linen from flax. My husband used to trade it in the local market for other things that we needed. I now have a supervisor's job, managing women in a linen workshop.

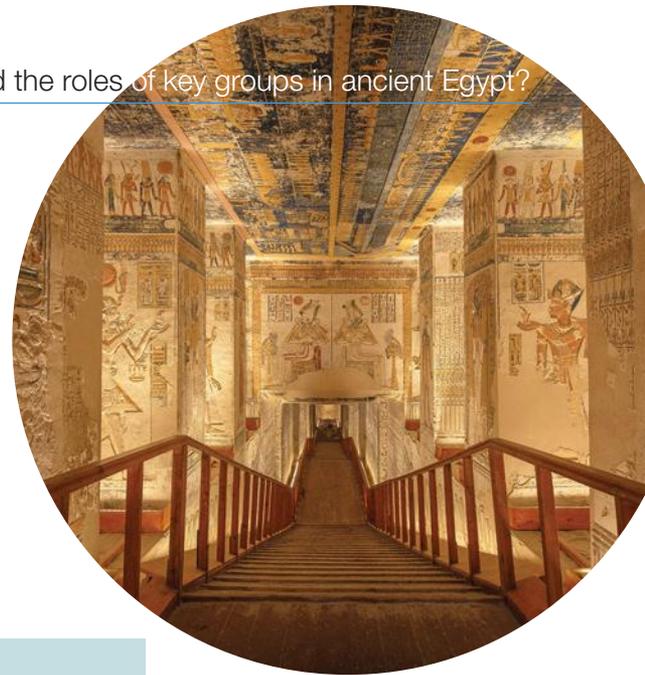


Slave

I was born in Libya, but was captured as a prisoner of war. Other slaves come from Syria and Nubia. My master uses me as a field hand. Some of the lucky slaves work in the palace of the pharaoh – much better than working in the quarries or mines out in the hot desert.



Source 1 The social hierarchy (structure) of ancient Egypt



Source 2 Inside the tomb of Ramesses VI; in keeping with the pharaohs' position at the top of the social hierarchy, their tombs were grand and highly decorated.



Pharaoh

My main duty is to keep life in balance – on this Earth and beyond. I govern with a large team of officials.



Vizier

I am the pharaoh's second-in-command. I supervise the other officials and judge law-breakers. I also make sure people pay their taxes, in grain or goods. Sometimes people provide their labour as a tax payment.



Director of the Seal

I am the treasurer. I manage all the goods (food and other products) that come into the pharaoh's storehouses. Most of these goods are tax payments, but some items are imports from other countries.



Priestess

My husband is a nomarch. In fact, most of my fellow priestesses are married to senior officials – the high priestess in our temple is a daughter of the pharaoh. My main role is to help look after the temple goddess and to sing and play music if the pharaoh visits our temple. I report to the chief priest.



Chief priest

I represent our country's top priest, the pharaoh, and look after the gods. I enter the inner part of the temple where the statue of the god is kept. Each day I wash it, wrap it in clean linen and bring it food. If I didn't do this, bad things would happen. On special days, I take it out to show the people. My priests and I don't wear clothing made from animal products because that would be unclean. We wear only the finest white linen. We shave all our body hair and wash many times each day.



Soldier

I am a soldier. I am very skilled at using a pike (spear). I march on foot but our army also has charioteers. Our army divisions – all named after gods – usually consist of about 5000 men. Often, I fight alongside mercenaries – men from other countries who are paid to fight for us. Many of them come from Nubia. When not at war, I help out by supervising building projects.



Quiz me!

A quick quiz on key social groups in Egyptian society



Stonemason

I spend my days making stone statues (usually of my pharaoh), carving the blocks used to build temples and pyramids, and engraving the walls of tombs. My father was a stonemason, too, of course. Until she went blind, my mother made wigs from real hair.



Potter

I am a member of the middle class – not too poor, but not too rich either! I give some of the pots I make to the pharaoh as a tax payment. Some of my pots are exported to other countries. Most of my friends are craftsmen, too. We learnt our trades from our fathers. Some make jewellery; others make papyrus, boats or furniture. I wish I was smart enough to be a scribe.



Farmer and his wife

Except for slaves, we are at the bottom of the social ladder (along with tomb builders, pig herders and beggars). I grow wheat and barley, and flax used to make linen. My wife here helps me in the field when she can. I work very hard, digging canals for irrigation and preparing the soil. During the inundation, I often help out with the pharaoh's building work. I pay over half of the grain I produce as tax.

The role of women

The role of most women in ancient Egypt was to raise a family. Pregnancy was always a celebrated event. It was common for a woman to have lots of pregnancies, and many women died in childbirth. Girls were often married as young as 12, and were expected to have children quickly. Life expectancy was low. A poor woman might only live until she was 30.

Rich and poor women

Poorer women usually devoted their entire lives to raising their children, keeping house and helping their husbands with planting and harvesting crops.

Upper-class women, such as the wives of pharaohs and nobles, had a more pampered life. They had servants to wait on them, and fine clothing and jewellery to wear. If they were the eldest child, they inherited their father's wealth.

Rights and freedoms of women

The man was the head of the household in ancient Egypt, but women had more freedom than in many other ancient societies, such as ancient Greece. This may partly be because of Egyptian religious beliefs. The ancient Egyptians saw their world as being controlled equally by male and female **deities**.

Women could own land and businesses, keep the children if there was a divorce, and openly breastfeed their children. They could make wills, testify in court and bring legal actions against men. Women could also hold jobs. For poorer women, a job meant manual labour. They might work on farms, look after animals or become weavers; some might have worked as singers or dancers. Wealthier women might work as priestesses.

deities
gods or goddesses



Source 3 This wall art from the Tomb of Nebamun was painted about 4500 years ago in Thebes. It shows Egyptian women celebrating at a feast, attended by servants.

The role of slaves

Many people think that slaves were used to build the pyramids. Actually, there is little evidence to support this. Records suggest that there were not many slaves during the Old Kingdom, when the pyramids were built. Rather, it is thought they were built by peasants and farmers who could not work on the land during the rainy season.

The number of slaves in ancient Egypt did increase during the Middle and New Kingdoms. Most were prisoners of war. Others were bought and sold at markets, or were unlucky travellers captured by slave traders.

Most slaves in Egypt lived fairly pleasant lives. Their role often was to be a faithful servant in the households of pharaohs, nobles and priests. They could own land and hire servants. They could marry those who were not slaves. Some talented or beautiful slaves were able to get promoted to senior or privileged positions.

Less fortunate slaves were sent to work in the gold and copper mines of north Africa's deserts. They often died of thirst or heat exhaustion.



Source 4 An engraving showing roped slaves on the stone wall leading into the Great Temple of Rameses II at Abu Simbel

Considering perspectives

The key historical concept of perspective (see page 202 of 'The history toolkit') refers to the position from which people see and understand events around them. A person's experience and perspective of the world was influenced by their standing in ancient Egyptian society. The pharaoh was likely to have experienced life in a way that was very different to that of a farmer. It is therefore important to ask questions about where a primary source comes from, why it was created,

and what it tells us about the world it portrays.

Look closely at Source 3. This painting depicts Egyptian women celebrating at a feast. These women are being attended by servants, which suggests that they were rich women with a high standing in society. Think about how the perspectives of the women in this painting would be different to that of the slaves. Do you think they would have the same perspective, or would it be different?

Log onto your [gbook pro](#) to complete the Key skill worksheet: Considering perspectives.

KEY SKILL

Historical perspectives & interpretations



Key skill worksheet

Historical perspectives & interpretations: Considering perspectives

9.4 Check your learning

Retrieve

- List these social roles in order (from most to least important) according to the values of ancient Egyptian society: potter, merchant, pharaoh, farmer, priestess, vizier, scribe.
- Identify** the types of duties most slaves were expected to carry out. What types of duties were less fortunate slaves expected to carry out?

Comprehend

- Describe** how a farmer's social role and standing might change if he learnt to read and write.
- In your own words, **summarise** the rights and responsibilities of women of different classes in ancient Egypt.

Analyse

- Compare** the roles of a chief priest and the vizier in ancient Egypt. Remember, when you compare two things, you must talk about how they are similar and how they are different.
- Compare** the perspectives of rich women and poor women in ancient Egypt. How might these two groups of women have perceived life in ancient Egypt? Do you think it would be similar or different?

Apply

- The powerful roles in ancient Egyptian society were those of people who were wealthy, had political power or had religious authority. As a class, **discuss** the extent to which this represents the situation in Australia today.

9.5 Pharaohs

Learning intention

By the end of this topic, you will be able to:

- » summarise the role of pharaohs in the social structure of ancient Egypt.

The pharaoh was the head of Egyptian society and was almost always a man. Pharaohs were regarded as god-kings, and were seen as descendants of Ra, the sun god. People knelt and kissed the ground when they met the pharaoh.

Pharaohs were very wealthy, owning all the land and its resources. They placed taxes on the people, which were usually paid to them in the form of grain and other crops. In addition to power, pharaohs had a number of responsibilities, some of which were shaped by law, others by religion (see Source 5).

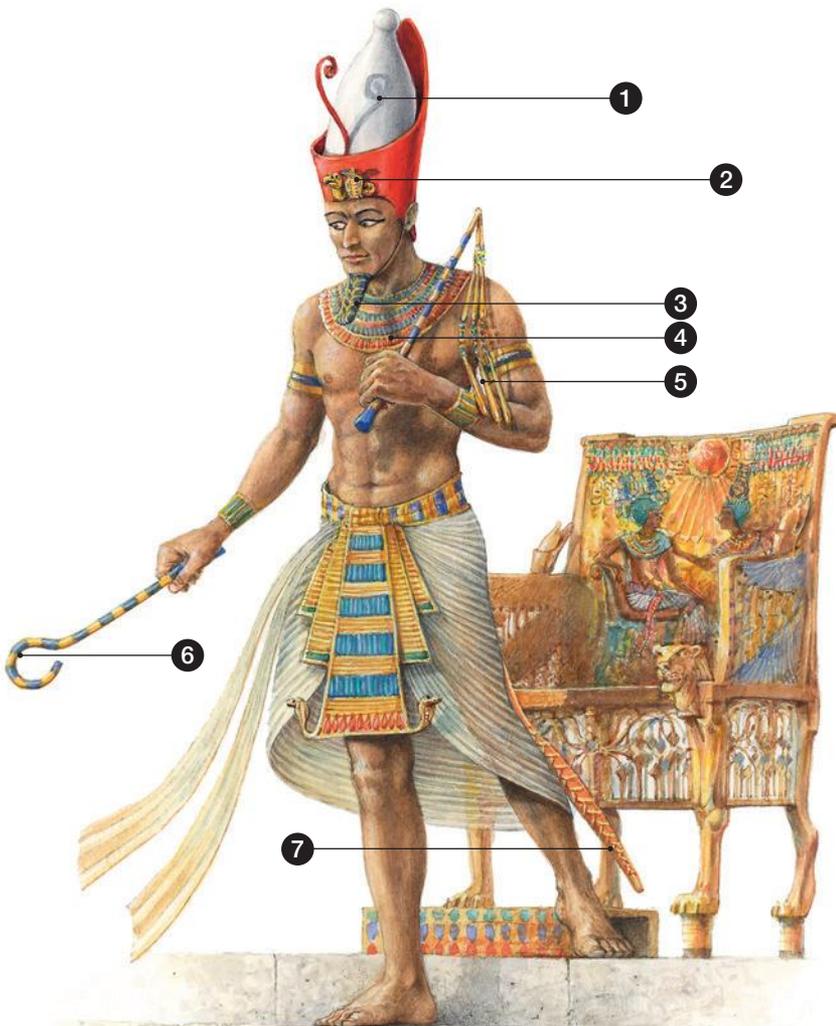
Source 5 Responsibilities of the pharaoh as god-king

Earthly responsibilities (shaped by the law)	Divine responsibilities (shaped by religion)
<p>The pharaoh was responsible for:</p> <ul style="list-style-type: none"> • directing the government • commanding the army and leading it into battle • protecting the people and keeping peace and order • making all laws, and sometimes making decisions in the courts • managing building, mining, trade and irrigation. 	<p>The pharaoh was responsible for:</p> <ul style="list-style-type: none"> • acting as chief priest • keeping the gods happy so the Nile flooded every year and harvests were plentiful • choosing priests • overseeing religious ceremonies and festivals • building temples to honour the gods • performing religious duties.



Analyse this!

The power of the pharaohs



- 1 A crown symbolised the pharaoh's position as chief ruler. The crown shown here was the official crown; its design is a combination of the white crown of Upper Egypt and the red crown of Lower Egypt that merged to form a united Egypt. Pharaohs also wore a range of other headgear depending on their duties.
- 2 The *uraeus* (gold headpiece shaped like an upright cobra) symbolised magical powers and a readiness to strike.
- 3 A false beard made from goat's hair symbolised the pharaoh's status as a god.
- 4 The heavy jewelled collar symbolised great wealth.
- 5 The flail (whip) symbolised total authority.
- 6 The crook symbolised the pharaoh's role as a shepherd of the people.
- 7 An animal tail (usually from a bull) symbolised strength and fertility.

Source 6 An artist's impression of a pharaoh and their symbols of power

The rulers of ancient Egypt

By about 3300 BCE, the Nile settlements were grouped into two kingdoms: Upper Egypt and Lower Egypt. These united in about 3100 BCE. For the next 2800 years, the unified kingdom of Egypt was ruled by pharaohs, thus creating the world's first national government.

Dynasties

The laws and traditions of ancient Egypt meant that a pharaoh passed on his power as ruler to the son (usually the eldest) of his main wife – in the ancient world, it was common for men to have more than one wife. If the main wife did not have a son, the son of a less important wife would become the new ruler, or **heir**. The period of time where members of the same family ruled was known as a **dynasty**. Sometimes, someone from outside the family seized power and became pharaoh. This meant the start of a new dynasty.

In 332 BCE, Egypt was conquered by the king of Macedon (modern-day Macedonia), known as Alexander the Great. He started what was to be the last dynasty in ancient Egypt, known as the Ptolemaic Dynasty. This dynasty lasted until 30 BCE when its last ruler, Cleopatra, committed suicide. After that, Egypt became part of the Roman Empire.

Hatshepsut – 18th-dynasty ruler

Hatshepsut was one of few female pharaohs. She ruled between about 1473 and 1458 BCE. When she became pharaoh, she wore a false beard, men's clothing and a bull's tail, and changed her name to its male form. She ordered the construction of many buildings, paid for many trading expeditions, and rebuilt trade routes that had been damaged by former invaders.

heir

a person who has the legal right to receive somebody's property, money or title when that person dies

dynasty

a period of rule by members of the same family who come to power one after the other



Source 7 An ancient stone carving of the female pharaoh Hatshepsut

9.5 Check your learning



Retrieve

- 1 In your own words, **define** the term 'dynasty' and give reasons why a dynasty usually changed.

Comprehend

- 2 **Summarise** the main difference between the pharaoh's divine role and earthly role.

Analyse

- 3 Look at Source 6. Copy this table and add at least three items to each column.

Item worn or carried by the pharaoh	What it symbolised

- 4 Why did the ancient Egyptians kneel and kiss the ground when they met the pharaoh?

Apply

- 5 Consider some of the items the following people wear or carry to reflect their social position or role. **Determine** (decide) what each symbolises:
 - the King
 - a high-ranking soldier
 - an Australian High Court judge
 - the principal of your school.
- 6 **a** How did Hatshepsut adjust her appearance to suit her role as pharaoh? **Discuss** why she would have made these changes.

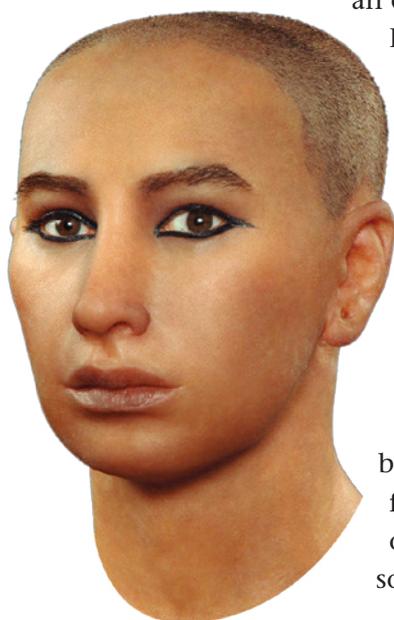
b Do you think people today feel pressured to change their appearance and behaviour when they move into a public leadership role? **Discuss** with a partner. Give examples if possible.

9.6

Learning intention

By the end of this topic, you will be able to:

- » explain the historical context, life and achievements of Tutankhamun.



Source 8 The reconstructed head of Tutankhamun

mummy

a body prepared for burial or entombment in ancient Egypt

canopic jars

jars used in ancient Egypt to store body parts removed during the mummification process

amulets

charms thought to keep away evil

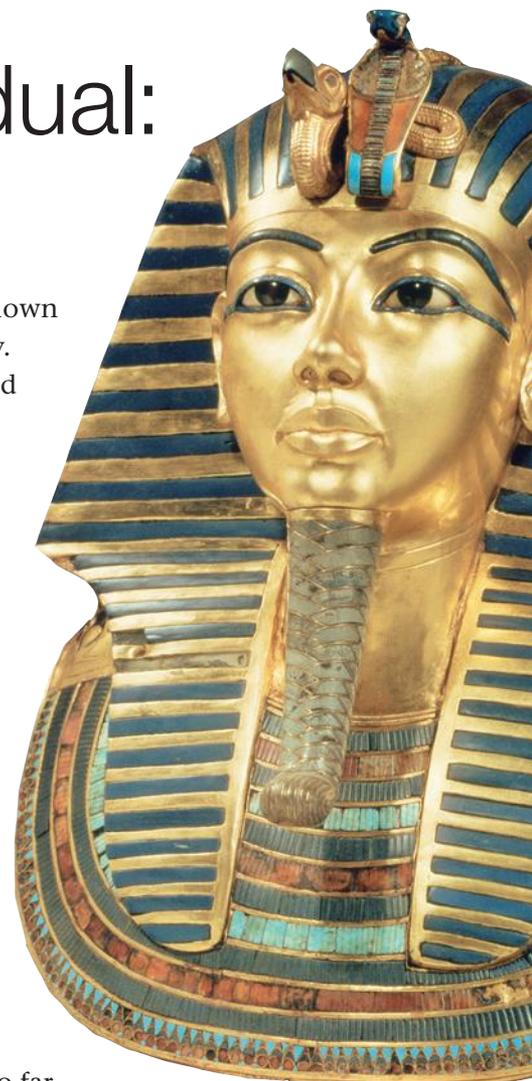
Significant individual: Tutankhamun

Tutankhamun (c. 1342–1323 BCE) is the world's best-known pharaoh and one of the most studied figures in history. He was a boy when he became pharaoh in 1332 BCE and only ruled for 10 years, yet his story still captivates people all over the world.

Scientific analyses of his remains reveal that he was about 170 centimetres tall, with a slight bend in his spine. He had an overbite, a cleft palate and an elongated skull. He was only 19 when he died.

He did not live long enough to do much that was remarkable. He did, however, change the command of his predecessor, Akhenaten, that the people only worship one god – Aten, the sun god. Tutankhamun declared that Egypt's old gods could again be worshipped. He restored their temples, priests and festivals. He also reversed Akhenaten's decision to move ancient Egypt's capital. He moved the capital to Memphis.

Despite his short life, Tutankhamun is significant because his tomb is the only ancient tomb in Egypt so far found not to have been broken into by robbers. It contained over 5300 sources of evidence of his life and burial practices at the time. These sources include his decorated gold throne and his nest of coffins.



The discovery of Tutankhamun's tomb

The English archaeologist Howard Carter found the tomb in 1922. It was at the end of a long tunnel in the Valley of the Kings. This was a deep, rocky valley close to the Nile where many pharaohs were buried. Carter reported: 'At first I could see nothing ... but as my eyes grew accustomed to the light, details of the room within emerged slowly from the mist, strange animals, statues and gold – everywhere the glint of gold!'

Tutankhamun's **mummy** lay within a solid-gold body-shaped coffin (110 kilograms in weight) in the burial chamber. This coffin was enclosed by two more coffins. In the treasure chamber next door were four **canopic jars** holding the pharaoh's mummified liver, lungs, stomach and intestines.

His body was covered in **amulets** and jewels, and he was wearing an 11-kilogram solid-gold burial mask inlaid with precious stones. Carter and his team used hot knives to remove the mask. They also cut up the body to retrieve the jewels and amulets that were wrapped up in his bandages.

How Tutankhamun died

Although historians may have access to the same sources, they don't always agree on how to interpret the evidence from those sources. To this day, historians have differing interpretations of how Tutankhamun died. Some historians used to think he was murdered, because there was a hole at the back of his skull and a floating piece of bone behind his eyes. This view has been contested in more recent years.

In 2005, an extensive number of CT scans (special X-rays) were

taken of Tutankhamun's remains. These scans led the Egyptian archaeologist Zahi Hawass to conclude that he died of a complication from a broken leg – specifically, gangrene (which is the rotting away of living tissue). He thinks the break in the leg became infected. The hole in the skull, he thinks, might have been a **mummification** accident. Other historians have found evidence to suggest that Tutankhamun might have had malaria, which could have contributed to his death.

For more information on this key concept, see page 204 of 'The history toolkit'.

KEY CONCEPT

Interpretations & contestability

mummification

the process of preserving a dead body by preventing its natural decay; in ancient Egypt a body was mummified by removing internal organs (except the heart) and drying out the remaining body tissue, and the mummy was then buried

Since then, conservators (people responsible for preserving important historical sources) became more worried about the damage that was still being done to Tutankhamun's mummy. When visitors entered the tomb, their breath and body heat caused damage to the mummy and other parts of the tomb. Tutankhamun's remains stayed within his coffin until November 2007, when they were moved into a special, climate-controlled case within the tomb.



I used to think, now I think

Reflect on your learning about Tutankhamun and complete the following sentences.

- I used to think ...
- Now I think ...

What has changed in your understanding?

Source 9 The gold mask found fused to Tutankhamun's head and upper body

9.6 Check your learning

Retrieve

- 1 Who was Tutankhamun?
- 2 **Identify** two changes that Tutankhamun made during his reign.

Comprehend

- 3 Tutankhamun did not live long enough to do much that was considered remarkable. **Explain** why historians still regard him as significant.

Analyse

- 4 **Analyse** the treatment of Tutankhamun's remains by archaeologists. Remember, when you analyse something, you must break it down into smaller parts and explain how they relate to each other.

How has the discovery of his remains put them at risk? Has enough been done to help conserve them?

- 5 **Reflect on** why the cause of Tutankhamun's death has been contested by historians.

Apply

- 6 **Create** a diary entry that Howard Carter might have written after discovering Tutankhamun's tomb. Use the internet to research more about the discovery and the tomb's contents.



Quiz me!

A quick quiz on Tutankhamun



Source 10 The mummified head of Tutankhamun

9B

SKILLS IN CONTEXT



Test me!

Once you've finished the topics in this section, test yourself with this quiz and find out which worksheet you should do.

Source 11 The banks of the Nile River

Farming in ancient Egypt

Farmers in ancient Egypt prospered because of the fertile land along the banks of the Nile. Farming was so central to the success of ancient Egypt that many aspects of society were shaped by it, such as the calendar, the design of houses, even the class system. Most of the pharaoh's wealth came from the taxes paid in grain by farmers. This grain was stored in plentiful years for use when food was in short supply.

KEY SKILL

Using historical sources

Using primary sources as evidence

Historians focus their research on sources that are relevant. After locating a range of sources that they think might be useful, historians need to analyse them to discover if they contain evidence that will be relevant to the particular question they are investigating. The evidence is the information contained in or gathered from the source. A source becomes evidence if it can be used to answer a particular question about the past.

The first thing you must do before attempting to locate, compare, select and use a range of sources as evidence is to be very clear about the historical questions you are investigating. In this Key skill, your research questions are:

- What were farming practices like in ancient Egypt?
- What role did farmers have in the social hierarchy?

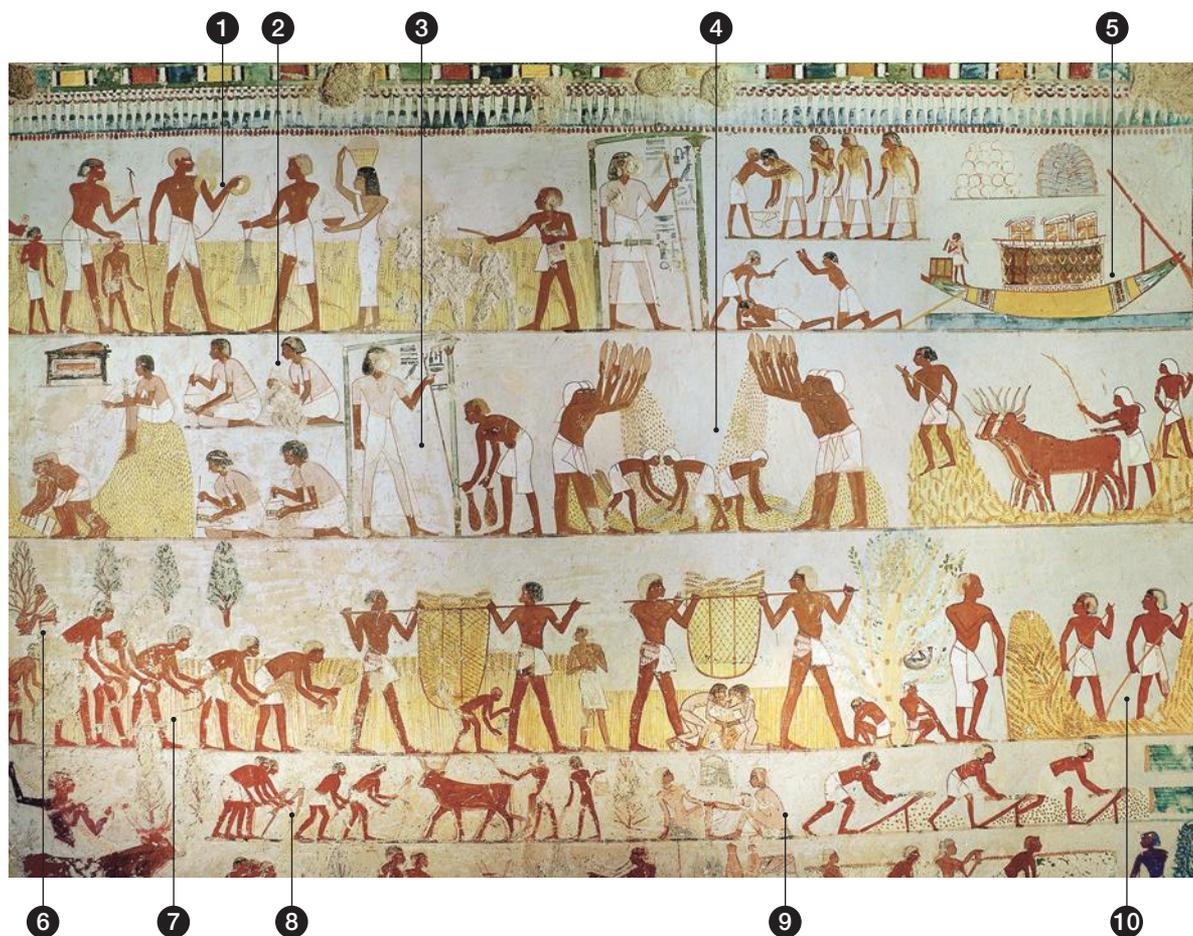
You need to keep these questions in mind as you work through the following steps:

Step 1 Look at the source carefully and note the obvious things that it is telling you.

Step 2 Look beyond the obvious and see what you can infer; that is, what can you work out from what you see in the source, even though it may not be immediately obvious?

Source 12, a wall painting from the tomb of an important official called Menna, provides a lot of information about ancient Egyptian farming, including crops, tools and farming methods. It is a very useful primary source.





Source 12 This is a detail from a wall painting in the tomb of Menna, an important official from ancient Egypt. The painting [c. 1400–1390 BCE] contains detailed information about farming practices in ancient Egypt.

Practise the skill

- Each farming activity listed below has a letter beside it. **Examine** (look closely at) the painting and numbers in Source 12. Find the section of the painting that shows each activity and write the matching letter and number in your notebook.
 - Cutting grain with scythes (metal cutting tools)
 - Threshing (beating) the grain
 - The arrival of a noble to check grain stores
 - Picking fruit
 - Preparing for planting
 - Stopping for a rest
 - Measuring the size of the field
 - Recording details of the harvest
 - Separating the husks from the grains
 - Transporting the crop
- Who is involved in the activities? **Identify** as many different classes, genders and ages as you can.

- What tools and animals can you **identify** in the painting? Can you suggest what the tools are made from?

Extend your understanding

- Consider** how this painting helps you to understand why farmers were at the bottom of the social hierarchy. Think about how many workers there are and the tasks they are performing. Remember, when you consider something, you should think about it carefully before making a decision.
- Using the internet, **investigate** three other types of primary sources that provide useful evidence in your research into what farming practices were like in ancient Egypt, and the role of farmers in the social hierarchy. Remember to include references to show where you found your information.

9.7

Religious beliefs and practices

Learning intention

By the end of this topic, you will be able to:

- » describe the key beliefs, values and practices associated with religion in ancient Egypt.



Video

A video about cats in ancient Egypt

Source 1 A hieroglyph depicting the Sun god Ra (left); Ra is often shown with the body of a human, the head of a hawk and a golden disc with a serpent on top of his head.



Quiz me!

A quick quiz about religious beliefs and practices

Religious beliefs dominated the lives of the ancient Egyptians. Nearly everything in their world was seen as being controlled by hundreds of deities (gods and goddesses). People's beliefs greatly influenced how they lived, what they built and how they waged war. These beliefs also shaped their views about death and how they prepared for it.

Beliefs and values in ancient Egypt

The ancient Egyptians believed that one group of gods created the world and its living things, while another group controlled the forces of nature. There also were gods of fertility, wisdom, love, music and dance, death, health and childbirth. The Sun god Ra (or Re) was the most important god. The Egyptians believed he rode across the sky each day in a boat. Ra is often shown with the Sun symbol on his head (see Source 1). He is said to travel alongside Nut, the universal mother, during the day and night. Every night, she swallows the Sun and gives birth to it again next morning.

Traditions and ceremonies

The ancient Egyptians built many temples where priests and priestesses served the gods and goddesses they believed lived there. The priests burned incense, made offerings and held festivals.



See, think, wonder *

Look at Source 1.

- What do you see?
- What do you think?
- What do you wonder?

Ordinary people made shrines in their homes where they said prayers and left offerings for the deities. People played instruments such as *sistra* (metal rattles; see Source 5 on page 300) to keep away evil spirits. They also wore amulets to attract the protection or goodwill of the gods and goddesses.

Animal gods

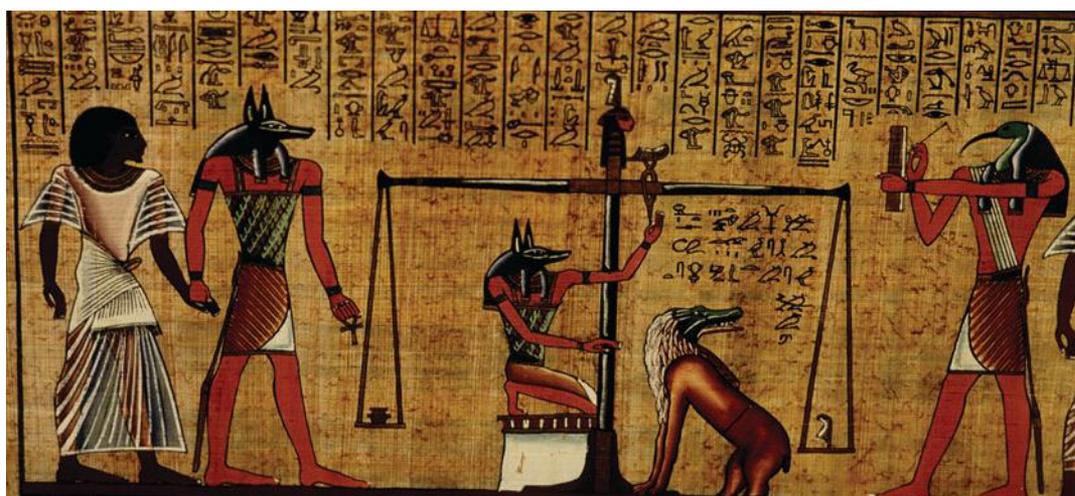
Many deities throughout ancient Egypt were shown with the heads or bodies of animals. For example, the goddess of war, Sekhmet, was shown as a lion, and the god of water, Sobek, was represented as a crocodile. As a result, many priests and priestesses kept crocodiles as pets and spoiled them with offerings of food.

The Egyptian goddess Bastet, the protector of homes, was shown as a cat. The ancient Egyptians valued cats highly, not only out of respect for Bastet, but also because they protected their grain stores by killing vermin such as mice and rats. Households treated cats very well; harming or killing a cat was often punished by death. The Greek historian Herodotus wrote that when a cat in ancient Egypt died, the occupants of the house would mourn and often shave their eyebrows to show their loss.

sistra
metal musical instruments in ancient Egypt that rattled when shaken; the singular form is *sistrum*



Source 3 Many animals in ancient Egypt were mummified after death as a sign of respect, or as offerings. Shown here is a mummified cat.



Source 2 An ancient painting on papyrus showing some of the most important gods of Egypt

9.7 Check your learning



Retrieve

- 1 Name** the most significant Egyptian god. Why was this god so important?
- How were gods worshipped in ancient Egypt?

Comprehend

- 3 Describe** the ways that ordinary people tried to keep evil spirits away and how they tried to attract protection from the gods.
- 4 Explain** why cats were valued highly in ancient Egypt.

Analyse

- 5 Examine** (look closely at) Source 2. Decide whether it is a primary or a secondary source, and give reasons for your answer.

Apply

- 6 a** Using the internet, **investigate** three Egyptian deities other than Ra. Find out how they were depicted. Look particularly at their heads.
- b Create** three new gods: a god of peace, a god of greed and a god of courage. Draw sketches of them, remembering to pay attention to the head.

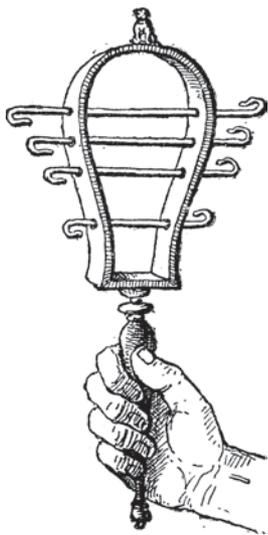
9.8

Everyday life

Learning intention

By the end of this topic, you will be able to:

- » describe the key beliefs, values and practices associated with everyday life in ancient Egypt.



Source 5 These musical instruments, known as *sistra*, made a loud clanging sound when shaken as the moving metal parts banged into each other.

Ancient Egypt was a highly organised civilisation that was deeply influenced by its people's beliefs, values and practices. This influence was evident in various aspects of the ancient Egyptians' daily lives.

Marriage, love and birth

Egyptians married as teenagers. Marriage was usually a business matter, arranged by the parents when the partners were young. This is why a man might, for example, marry his sister – to keep the money in the family. It seems not much fuss was made about weddings – the woman simply left home to live with her new husband. Yet marriage was seen (by law and religious belief) as a serious commitment and, as Source 4 indicates, some marriages would also have involved mutual love and respect apart from economic arrangement.

Childbirth was a risky business. There was a high loss of life for both babies and mothers. Some women gave birth in special 'birthing houses' in temples. People often called on deities for help. For example, they might ask for support from Hathor, the goddess of women (represented as a cow). Or they would ask Ra, the main Egyptian deity, to send a wind to cool the mother.

Music and dance

The ancient Egyptians had a range of musical instruments, including harps, drums and *sistra* (see Source 5). Music and dance were always part of funerals. They were also seen as ways to communicate with deities such as Sekhmet. People who had done the wrong thing were very scared of this goddess, because they believed she would destroy the wicked. Dancing was a way to appeal to her mercy. The ancient Egyptians also believed that *sistra* both honoured the god Hathor and frightened off the desert god Set (the god of chaos).

Communication

Only around 1 per cent of people in ancient Egypt learnt to read and write. These people, almost always men, were highly respected. They were called scribes (see 'Key groups in Egyptian society', page 288).



Source 4 This sculpture comes from the tomb of a couple buried together at Saqqara, near Cairo. The level of affection shown here (the woman's arm behind the man) is uncommon in Egyptian paintings and carvings.

During the period of the Old Kingdom, the ancient Egyptians used **hieroglyphs**, which were a form of writing, or script. This script contained over 750 symbols. As time passed, the ancient Egyptians developed simpler scripts – the **demotic and hieratic** scripts. These could be written more quickly, and were used for everyday writing.

hieroglyphs

picture-like signs used in the original writing system of the ancient Egyptians

demotic and hieratic

both simplified systems of writing based on hieroglyphs; demotic was faster and easier to write

Health and hygiene

The ancient Egyptians valued cleanliness. The wealthy bathed often. Priests used to shave their entire bodies regularly, and wash up to four times a day, so that they were completely clean when performing their religious duties. Slaves, on the other hand, washed rarely and so could be smelly and sticky. Records describe how one pharaoh, Pepy II, used to surround himself with naked slaves who were smeared with honey, so that flies would annoy them instead of him.

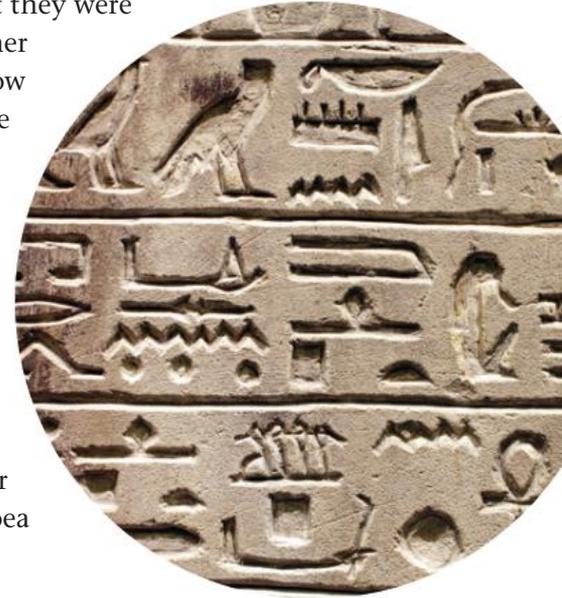
Health problems

Despite Egyptians' love of cleanliness, ancient Egypt was not a healthy place to live. Malnutrition was common, especially among the poor, and there were other problems. These included:

- mosquitoes that bred in the Nile, spreading diseases such as malaria, which causes flu-like symptoms including fever
- rubbish and human waste that were often dumped in the Nile and other canals, leading to diseases such as dysentery, which causes severe diarrhoea
- breathing in sand blown in from the deserts, which often led to a lung disease called silicosis
- fragments of rock left in flour from the stones used to grind the grain, which caused tooth damage and decay.

Medicine and healing

The ancient Egyptians discovered a lot about the human body through their practice of mummification. For example, they knew how to use hot knives during surgery to seal blood vessels in order to stop uncontrolled bleeding. However, healing and medicine also relied heavily on magic and the influence of the gods. Priests were often involved in medical treatments, reciting spells and performing magic rituals.



Source 6 Ancient Egyptian hieroglyphs in the Temple of the Dead of Rameses III, Luxor



Quiz me!

A quick quiz on everyday life in ancient Egypt

9.8 Check your learning

Retrieve

- 1 **Identify** the ways in which ancient Egyptians showed that they valued cleanliness and their physical appearance.
- 2 Why were scribes so highly valued?
- 3 **Identify** the practice that advanced the knowledge of anatomy for the ancient Egyptians.

Comprehend

- 4 **Describe** the role of music and dance in the society of ancient Egypt.

- 5 **Explain** why ancient Egyptians often suffered from each of the following: bacterial infections, bad teeth and silicosis.
- 6 **Explain** why women called on gods when giving birth in ancient Egypt.

Apply

- 7 Over time, written forms of communication developed and changed in ancient Egypt. **Propose** (put forward) why these changes happened.

9.9

Warfare

Learning intention

By the end of this topic, you will be able to:

- » describe the key beliefs, values and practices associated with warfare in ancient Egypt.

Ancient Egypt had a fairly peaceful early history, mainly because the physical features that surrounded ancient Egypt, such as mountains and deserts, acted as natural barriers against invasion. During the Old Kingdom, Egypt had only a small army. During the Middle and New Kingdoms, however, the army grew into a large, well-organised group because the pharaoh's rule was often threatened.

The army and the pharaoh's military role

Ancient Egypt's army was similar to a loosely organised police force. It had three main roles:

- to keep law and order
- to protect the pharaoh and his palace
- to guard borders.

One of the pharaoh's main responsibilities was to protect the Egyptian people from attack. The pharaoh was considered to be a god, so he had to make his people believe that he was strong enough to protect them. This was one of the reasons why many pharaohs built huge statues of themselves.

The army included both foot soldiers (those who walked and fought on the ground) and charioteers (soldiers who drove and fought from horse-drawn chariots like the one shown in Source 7). Usually, there were two charioteers in each chariot. One man steered the horses and the other used the weapons (usually a bow and arrow, and a spear). It cost a lot of money to buy a chariot and horses, so only wealthy men could become charioteers. Successful charioteers were looked on as heroes.

Source 7 The remains of a wall painting showing Pharaoh Rameses II charging into battle; the horse-drawn chariot was an important weapon in ancient Egypt.



Life of a soldier

Evidence from ancient Egyptian sources shows that army life was tough. Soldiers had to participate in a very challenging program of weapons training and physical exercise. Soldiers who did anything wrong might be whipped. Often, soldiers had to go on long marches through the desert.

Treatment of enemies

Ancient Egyptians could be very harsh in their treatment of enemies they fought and conquered. There are accounts of corpses being destroyed, with body parts such as arms and heads chopped off to present to the pharaoh or the gods. But there were also many occasions of mercy. For example, conquered leaders were sometimes allowed to continue to rule their local region as long as they acknowledged the pharaoh as supreme ruler.

Weapons and armour

Soldiers did not wear much clothing, mainly because of the heat. They would usually wear a belt and loincloth, or a short tunic. They did not wear headgear. Some charioteers wore a type of armour on their upper body, made from leather straps. It seems that only the pharaohs wore metal armour, but not all the time. This armour was made from overlapping bronze pieces. Pharaohs would also wear a special headpiece during battle, known as the **khepresh** or blue crown. It was usually made of cloth or leather stained blue and covered with small gold or bronze discs (see Source 7).

Many weapons also served as farming tools. For example, axes might chop down palm trees as well as enemy bodies. Spears might kill creatures such as lions as well as men. Throwing sticks were useful for hunting birds. Many weapons, such as the mace, had religious importance. Archaeologists have often found weapons in graves alongside the remains of ancient Egyptian bodies.



Source 8 A model of Egyptian foot soldiers from the tomb of Mesehiti, an important official in Egypt during the 11th Dynasty (c. 2134–1991 BCE)



Source 9 Some weapons used by soldiers in ancient Egypt

khepresh
a blue crown often worn by the Egyptian pharaoh when in battle; it was often studded with semi-precious stones to create a hard surface

Analyse this!
Weapons and armour in ancient Egypt

9.9 Check your learning

Retrieve

- 1 What were the main roles of the army of ancient Egypt?

Comprehend

- 2 The army of ancient Egypt had two main types of soldiers: foot soldiers and charioteers. **Describe** how each type fought.
- 3 Write a short paragraph to **describe** what life was like for a soldier.

Apply

- 4 After some battles, ancient Egyptian soldiers cut off parts of people they had killed in battle and presented them to the pharaoh or as offerings to the gods. **Propose** (put forward) two reasons why you think they might have done this.
- 5 With a partner, **create** a role play between two soldiers who are discussing what life is like in the army – both in training and in battle.

9.10 Death and funeral customs

Learning intention

By the end of this topic, you will be able to:

- » describe the key beliefs, values and practices associated with death and funerary customs in ancient Egypt.

Religion played a major part in the life and death of ancient Egyptians. For those who were considered worthy, death was not seen as the end. Instead it was regarded as the start of a different sort of existence. To be worthy, each person had to live a good life.

In addition to living a good and honest life, there were a number of rituals that needed to be performed to ensure a smooth journey into the afterlife. These included:

- preserving the body after death through a process known as mummification
- reciting certain magic spells to ensure the person's safe passage into the afterlife
- making sure that the dead person had access to what he or she would need in the afterlife. These items needed to be placed in the person's tomb.

Journey to the afterlife

Once a person's body was ready for burial, a procession including family, priests and professional mourners would take the body to its tomb. At the entrance of the tomb, the priests performed various rituals, including the 'opening of the mouth' ceremony. A priest touched all the head openings of the mummified body with an axe-like tool. This was believed to awaken the dead person's senses. The coffin was then sealed up and placed in the stone **sarcophagus**. The dead person was now ready to start the journey into the afterlife.

sarcophagus

the outer case (usually stone) of the nest of coffins containing the dead body of a person of importance

The *Book of the Dead*

In order to reach the afterlife, the ancient Egyptians believed that the dead person would need magic spells and special prayers to support them through any dangers and further rituals on their journey. These spells and prayers were recorded in a

special text known as the *Book of the Dead*. A copy of the *Book of the Dead* was often buried with the dead person.

One of the important rituals the dead person must undergo before being allowed into the afterlife was the 'weighing of the heart'. In ancient Egypt, it was believed that the heart contained the soul, so the weighing of the heart was a kind of final judgement. The ritual is explained in Source 11.

Tombs

The earliest tombs were often graves in the desert. The hot, dry sand soon sucked all moisture from the corpse, preserving it. The poor continued to be buried this way even after burial practices had changed.



Source 10 This person was buried in a pit in the Egyptian desert 5400 years ago, along with some possessions. The well-preserved body had a number of broken bones.

The first above-ground tombs were called *mastabas*. These were large, box-like structures. Many *mastabas* had detailed designs, with stones in patterns decorating the walls. Perhaps the best-known above-ground tombs were the pyramids. Today, more than 160 pyramids have been found.

When grave robbers started becoming a problem, tombs for important people such as pharaohs were dug underground in places such as the Valley of the Kings. This began to happen from about 1500 BCE.

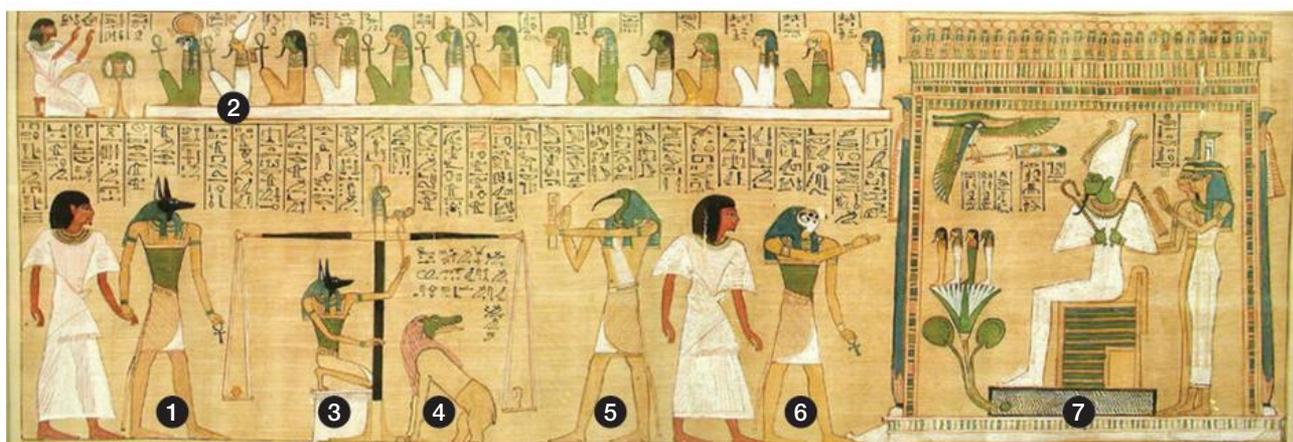
Burial goods

Egyptians buried their dead with goods they believed would be needed in the afterlife – clothing, jewellery, pots, furniture, wigs, tools, chariots, boats, food and even servants! Later, small models of servants were used instead of the real servants.



Watch it!

A video and quiz on the tomb in the Great Pyramid



- 1 Anubis, god of embalming and the dead, leads the dead person to judgment.
- 2 A row of judges sit watching.
- 3 Anubis weighs the dead person's heart against a feather from the headdress of Ma'at, the goddess of truth and justice. If the heart is lighter than the feather, it means the person has led a good life and will be admitted to the afterlife.
- 4 Ammit, a female demon with the head of a crocodile, will eat the dead person's heart if it is heavier than the feather.
- 5 Thoth, god of writing and knowledge, records the result of the weigh-in.
- 6 Horus, god of the sky and ruler of the world of the living, leads the dead person (who has passed the test) to Osiris.
- 7 Osiris, god of the dead and the underworld, allows the person into the afterlife.

Source 11 An ancient Egyptian painting showing the 'weighing of the heart' ritual

9.10 Check your learning



Retrieve

- 1 In your own words, **define** the following terms:
 a *mastabas* b pyramids.
- 2 Why was it so important to ancient Egyptians to preserve the body when someone died?

Comprehend

- 3 **Describe** what the *Book of the Dead* was, including the role it played in Egyptian funeral customs.
- 4 **Describe** the role that climate and physical features had in ancient Egyptian burial practices.

Analyse

- 5 **Analyse** the connection between burial rituals and grave robbing in ancient Egypt.
- 6 Look at Source 11. **Consider** why 'having a heavy heart' might indicate that a person has not led a good life.

Apply

- 7 **Discuss** how religion influenced the burial and funerary customs of the ancient Egyptians. Look closely at the sources in this topic to help you.

9.11 How mummies were made

Learning intention

By the end of this topic, you will be able to:

- » describe the role of mummification in death and funerary customs.

To the ancient Egyptians, reaching the afterlife was a complicated business. It was not enough for a person simply to be worthy, they also had to be prepared for the journey according to a number of rituals, and be supplied with the necessary provisions and protections. Their bodies were preserved through the process of mummification (or embalming), which involved removing vital organs and placing charms and spells in specific areas (see Source 12).

scarab

a type of beetle considered sacred by the ancient Egyptians; the word 'scarab' also refers to items of stone or metal jewellery in the form of the scarab beetle

resin

a sticky substance (similar to the sap from a tree) used in ancient Egypt to glue bandages together

Source 12 The steps followed during the mummification process

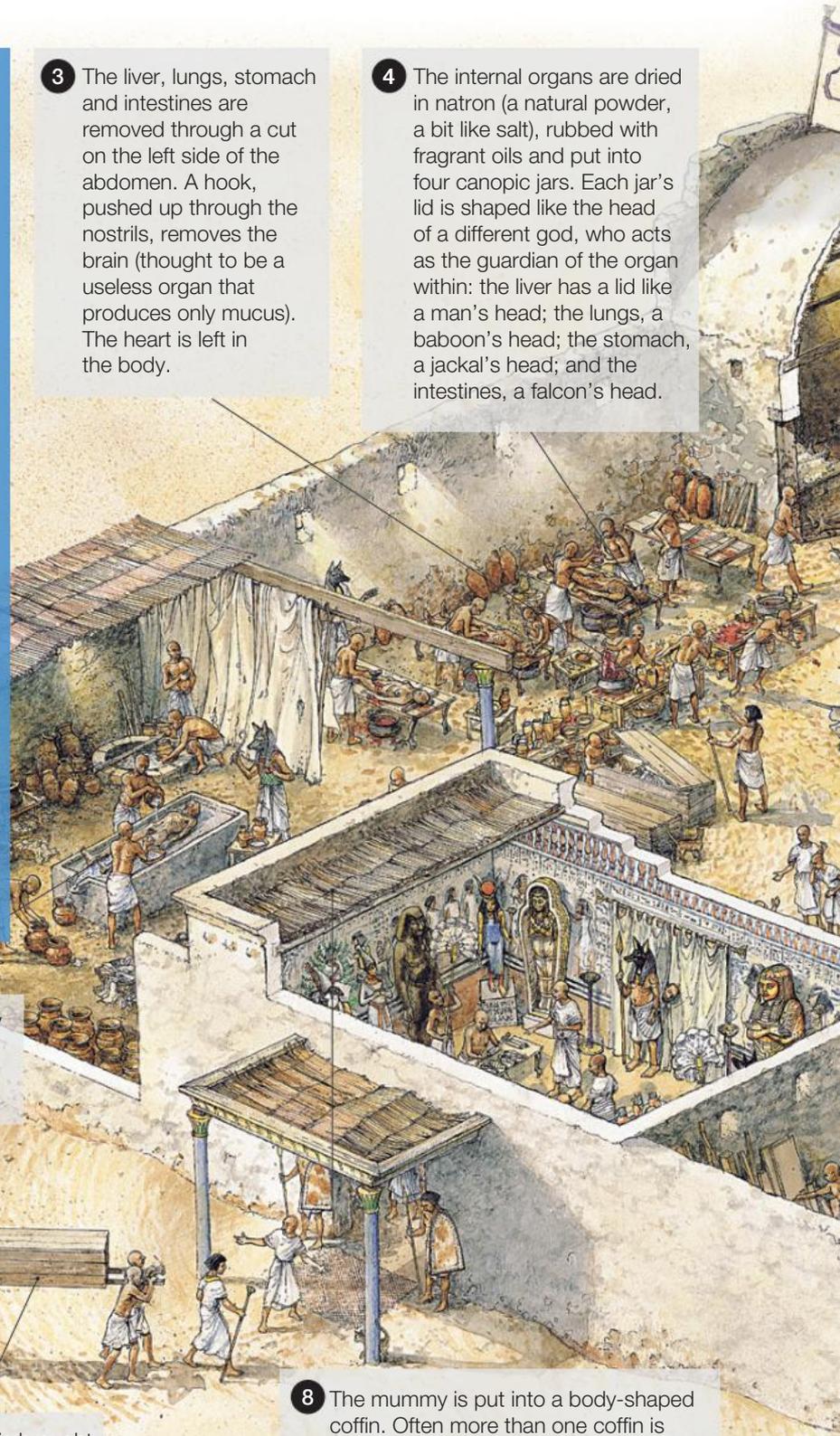
3 The liver, lungs, stomach and intestines are removed through a cut on the left side of the abdomen. A hook, pushed up through the nostrils, removes the brain (thought to be a useless organ that produces only mucus). The heart is left in the body.

4 The internal organs are dried in natron (a natural powder, a bit like salt), rubbed with fragrant oils and put into four canopic jars. Each jar's lid is shaped like the head of a different god, who acts as the guardian of the organ within: the liver has a lid like a man's head; the lungs, a baboon's head; the stomach, a jackal's head; and the intestines, a falcon's head.

2 The body is thoroughly washed. Prayers are read from the *Book of the Dead* by a priest.

1 The dead body is brought for mummification followed by mourners.

8 The mummy is put into a body-shaped coffin. Often more than one coffin is used, each one sitting inside the next. For important people like pharaohs, the nest of coffins is placed inside a stone box, called a sarcophagus.



5 The body is then covered with salt for 70 days. This, and the dry air, sucks out any moisture. The body is washed again in water and smeared with fragrant oil.

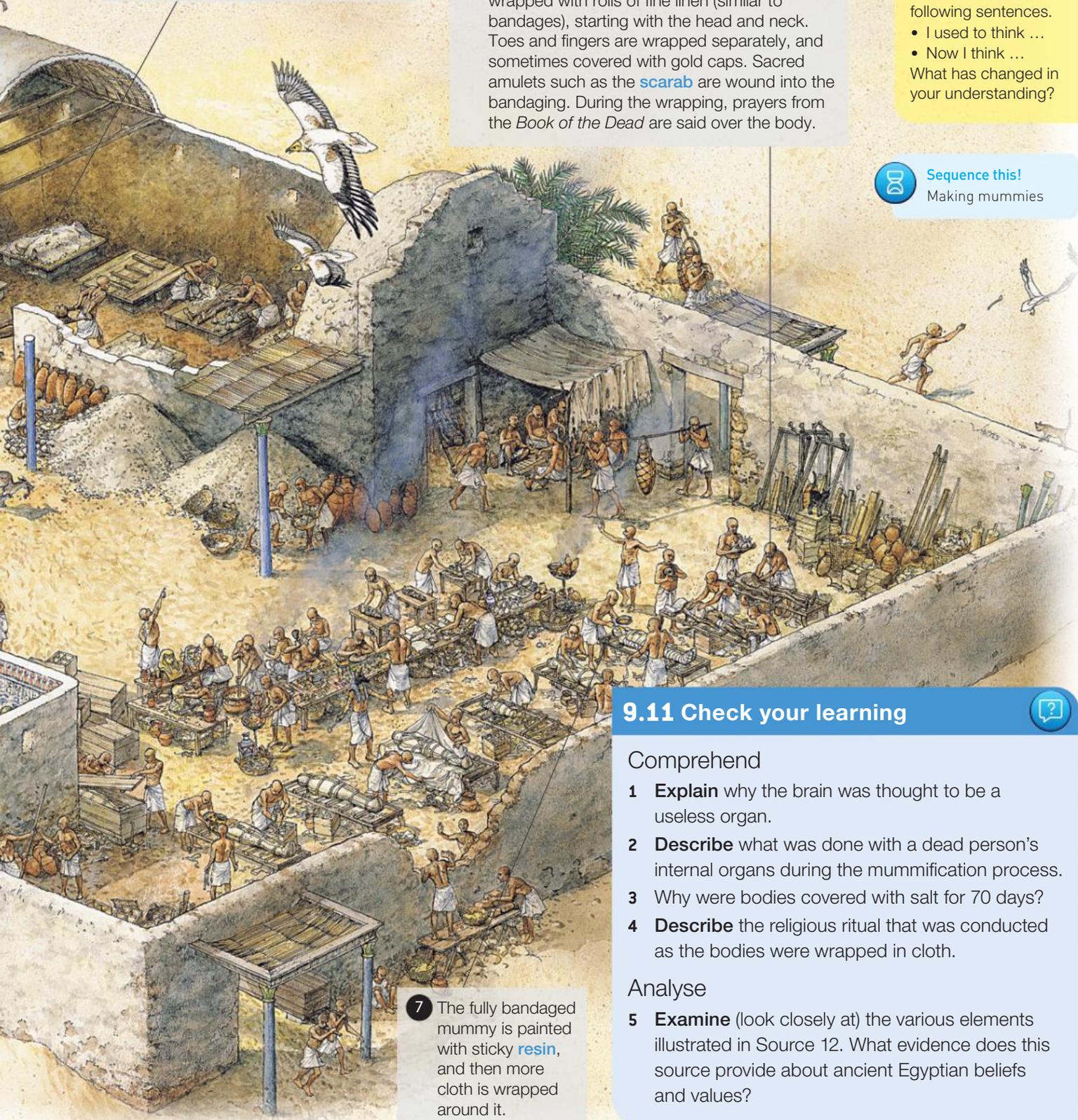
6 Once the body has been embalmed, it is wrapped with rolls of fine linen (similar to bandages), starting with the head and neck. Toes and fingers are wrapped separately, and sometimes covered with gold caps. Sacred amulets such as the **scarab** are wound into the bandaging. During the wrapping, prayers from the *Book of the Dead* are said over the body.

*** I used to think, now I think**

Reflect on your learning about the mummification process and complete the following sentences.

- I used to think ...
 - Now I think ...
- What has changed in your understanding?

Sequence this!
Making mummies



7 The fully bandaged mummy is painted with sticky **resin**, and then more cloth is wrapped around it.

9.11 Check your learning

Comprehend

- 1 **Explain** why the brain was thought to be a useless organ.
- 2 **Describe** what was done with a dead person's internal organs during the mummification process.
- 3 Why were bodies covered with salt for 70 days?
- 4 **Describe** the religious ritual that was conducted as the bodies were wrapped in cloth.

Analyse

- 5 **Examine** (look closely at) the various elements illustrated in Source 12. What evidence does this source provide about ancient Egyptian beliefs and values?

9C

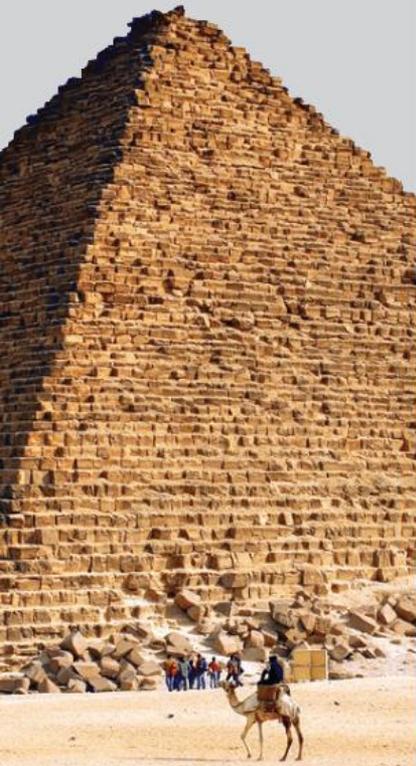
SKILLS IN CONTEXT



Test me!

Once you've finished the topics in this section, test yourself with this quiz and find out which worksheet you should do.

Source 13 The Great Pyramid at Giza



The Great Pyramid at Giza

The Great Pyramid at Giza is the only remaining wonder of the ancient world. It was built in c. 2580 BCE as the tomb of the Pharaoh Khufu. The pyramid was part of a bigger religious complex, which included a mortuary temple for the worship of the dead pharaohs.

The question of how the Great Pyramid was constructed with such accuracy has mystified many historians. They have come up with many different hypotheses about how it was built. Source 14 highlights the main steps that may have been used in the pyramid's



The first step in the building of the pyramid was probably the selection of a workforce. It is believed that, during the inundation of the Nile, most of the workforce was made up of farmers who could not work on their farms because of the floodwaters.

Posts were buried deep in the slopes so blocks could be hauled from below.

Once the first layer of blocks was laid, further blocks would then need to be dragged up to be placed on the next layer of the structure. There are many theories about how the blocks were moved but a discovery of a modified ramp in an ancient quarry suggests this technology could have been used at the time the Great Pyramid was built. The three-metre-wide ramp had steps either side of it. Set alongside the steps on each side were built-in holes which would have been filled with thick wooden posts. Teams of builders would then have wrapped ropes around the posts to create pulleys that allowed blocks to be pulled upwards from below and above. The slope of the ramp grew as the size of the pyramid did.

Scholars think that the blocks were probably dragged across wet sand on sleds to the base of the pyramid or, once construction started, to the bottom of the ramp. The sand in front of the sled was likely dampened with water to reduce friction, making it easier to move the sled.

Source 14 Historians believe the building of the Great Pyramid at Giza took about 20 years and used more than 100 000 workers.

construction. It is important to note that there is some debate about how the Great Pyramid was constructed. There are no surviving texts or manuals to tell us exactly how it was built.

Practise the skill

- 1 Look carefully at Source 14. **Identify** what the key steps would have been in the building of the Great Pyramid, and the order they would have been carried out. Create a flow chart that outlines these steps, using the guidelines in the key skill box.

The final step in the construction of the pyramid of Giza was to place a pyramidion (a smaller pyramid cut from one piece of stone) on the very top. It was about 8 metres high and coated with a mix of gold and silver.

The base of the Great Pyramid is almost flat. This has led many historians to believe that the area in which the Great Pyramid was to be built was first marked out and levelled. Marking out the ground involved complex mathematics. Precise calculations were required to set out where the corner blocks would be placed, the angle of the sloping sides, the height and the dead centre of the structure.

Once completed, each layer of the pyramid was coated with panels of white limestone.

Most of the 2.3 million blocks used to build the Great Pyramid were limestone blocks, mined in local quarries. Others were heavy granite, found about 800 kilometres south in Aswan. They then had to be transported downriver on barges or ships.

KEY SKILL

Communicating

Creating a flow chart

After conducting their research, historians need to be able to express and communicate their findings in a range of ways and using different forms. Sometimes, historians communicate their findings orally or in writing. At other times, historians use particular graphic organisers, such as flow charts, to communicate information.

Flow charts are a very useful tool for communicating steps in a process. To create a flow chart, you need to think carefully about the steps involved in a process, as well as the order in which these steps would have been performed. A good flow chart should include:

- written descriptions of each step
- a small drawing or visual representation of each step
- arrows between each step to show the order in which they were performed.

Extend your understanding

- 1 Source 14 shows one theory of how the Great Pyramid was built, but some historians still contest this theory.
 - a **Investigate** theories about how the pyramids were built. For example:
 - a ramp that winds around the pyramid
 - ramping systems inside the pyramids
 - some of the blocks being made on the pyramid.
 - b **Describe** each theory and draw a simple picture to illustrate how it may have worked.
 - c Which theory do you think is most likely to be correct? **Justify** (give reasons for) your answer.

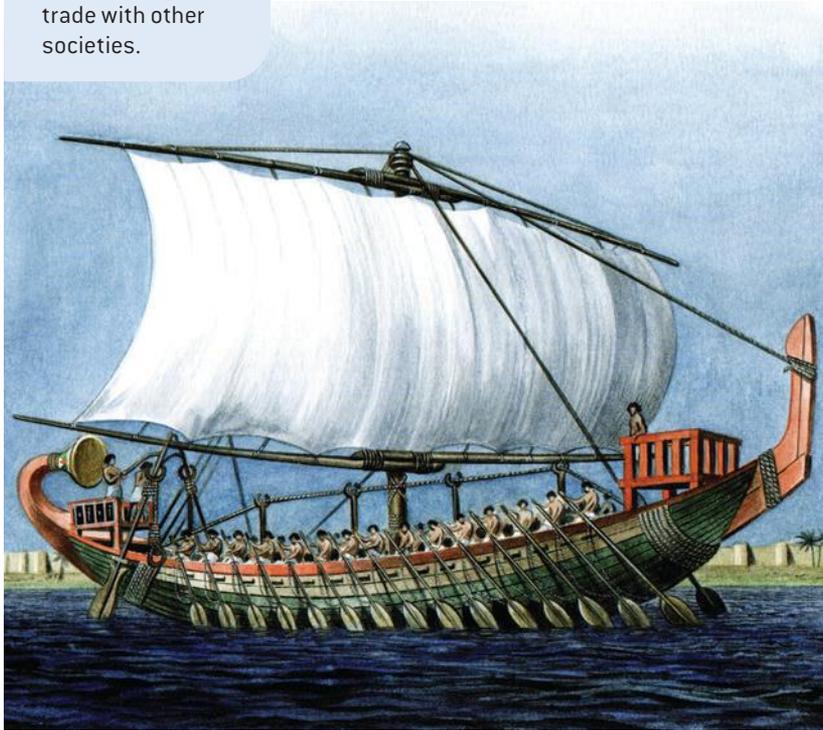
9.12 Change through trade

Learning intention

By the end of this topic, you will be able to:

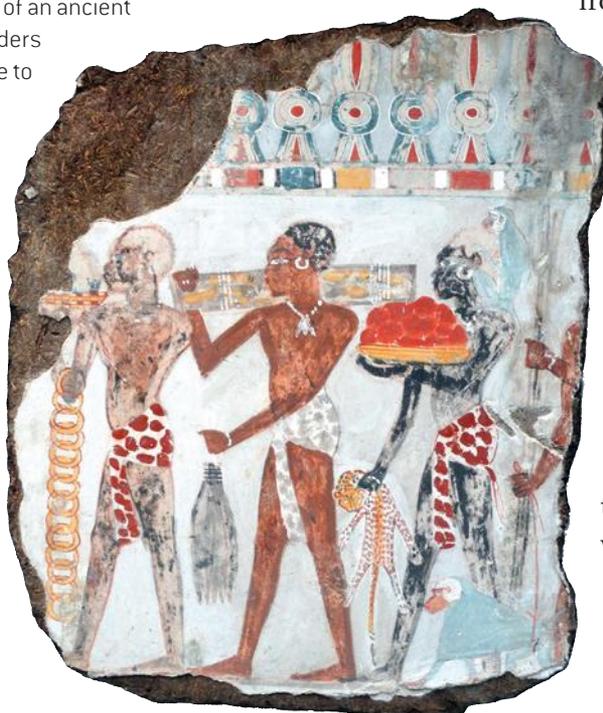
- » explain the nature of ancient Egypt's trade with other societies.

Ancient Egypt's location offered it many advantages in terms of trade. For example, the Nile allowed merchants easy access to the Mediterranean Sea and beyond. The trade contacts they made with new markets helped Egypt to develop and prosper. So did the lands Egypt acquired through their military conquests during a period known as the New Kingdom.



Source 1 An artist's impression of an ancient Egyptian river boat; Egyptian traders would have used boats like these to transport goods along the Nile.

Source 2 An Egyptian tomb painting showing Nubians carrying goods; some exchanges were 'gift giving' rather than trade. What was given reflected the power balance – a ruler who respected the power of Egypt might give 'better' (or more) goods than they received.



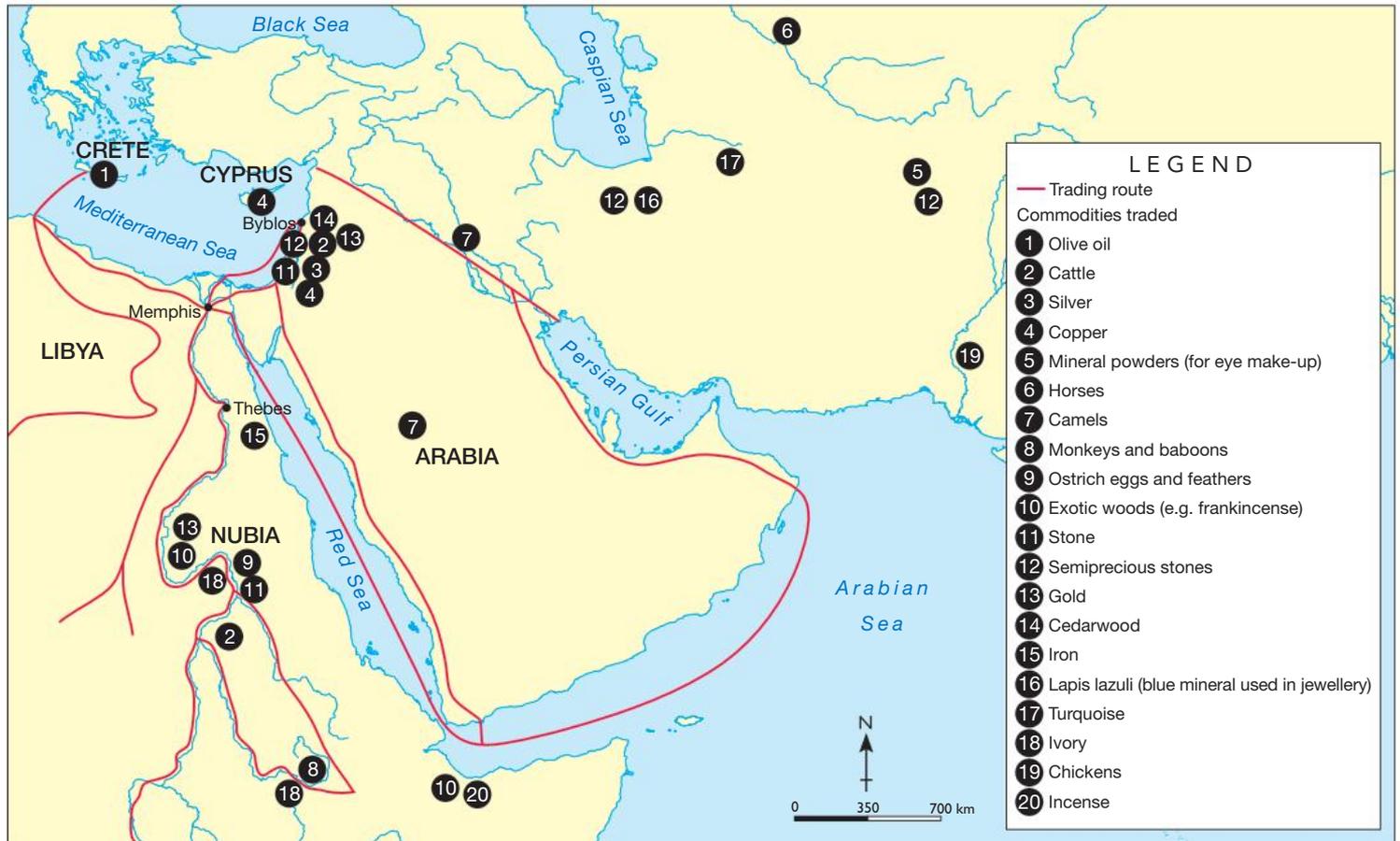
There is evidence to suggest that Egyptian traders were making contact with other countries almost from the start of their history. There were early expeditions up and down the Nile, down the Red Sea and across the deserts.

Egypt had plenty of grain and dates, papyrus, flax (a plant used to make linen), stone, fish, oxen and salt. The ancient Egyptians bartered plentiful goods such as these for other goods that they had little of. Bartering was a way to exchange or swap goods without using money. For example, they would trade with their southern neighbour Nubia (modern-day northern Sudan), swapping their own supplies of grain for exotic goods such as ivory (elephant tusk) and ebony (a rare timber). They would also buy goods such as silver, iron, horses, copper, cattle, leopard skins and spices.

One of the more famous trade expeditions in ancient Egypt was when Queen Hatshepsut sent an expedition down the Red Sea, where they obtained trees, elephant tusks, gold, ebony, spices and foreign animals such as panthers. Sailors on the trading ships were paid in grain.

Egyptian traders would often travel on land with camel caravans through deserts. Alternatively, they would travel by boat or barge.

KEY TRADE ROUTES OF ANCIENT EGYPTIANS



Source 3

Source: Oxford University Press

9.12 Check your learning

Retrieve

- 1 **Identify** the goods the ancient Egyptians had plenty of to trade.
- 2 In your own words, **define** the term 'barter'. List the goods the ancient Egyptians bartered with the Nubians.

Comprehend

- 3 Look at Source 2. Identify the goods in this image you are familiar with. With a partner, try to work out what the other items might be.
- 4 **Explain** how the exchange of goods was sometimes a way to reinforce how rulers perceived the power of other countries.

Analyse

- 5 **Examine** (look closely at) Source 3 on this page. Using the world map at

the back of this book, list the modern names of at least three countries that the ancient Egyptians traded with to obtain various goods.

Apply

- 6 **Create** a concept map to show how imported goods listed in Source 3 might have helped to change the society of ancient Egypt. An enlarged version of the map is available on your obook pro.
- 7 Imagine that Australia is cut off from all contact with the rest of the world. As a class, **discuss** how you think this would influence our society in both the short term and the long term. What does your discussion reveal about the impact of trade on societies?

* See, think, wonder

- Look at Source 3.
- What do you see?
 - What do you think?
 - What do you wonder?

Enlarged map
Key trade routes of ancient Egyptians

Quiz me!
A quick quiz on change through trade in ancient Egypt

9.13 Change through conflict

Learning intentions

By the end of this topic, you will be able to:

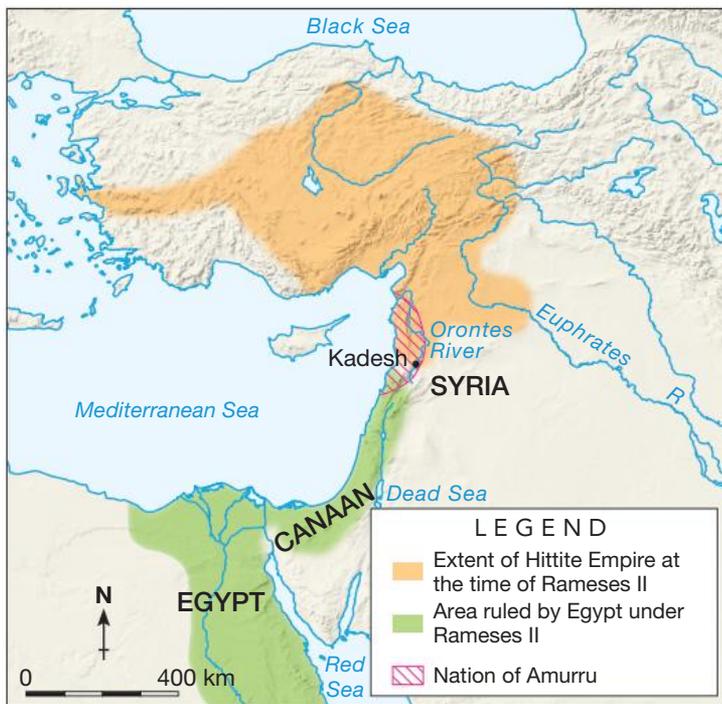
- » explain the nature of ancient Egypt's conflict with other societies
- » understand the significance of Rameses II.

At the start of the New Kingdom in 1550 BCE, Egypt's army was more professional than it had ever been. Its soldiers had better military equipment and were better trained. This put Egypt in a strong position to conquer territories beyond its borders.

The pharaoh Thutmose III and his army were particularly successful at this. Their efforts meant that a large part of southern Syria was brought under Egypt's control.

A growing threat to Egypt around this time were the Hittites. The Hittites were a group of people keen to build their empire. From about the fourteenth century BCE, the Hittites started to push south from the area that is today known as Turkey (Türkiye), down through the coastal regions of the western Mediterranean Sea. Egypt had maintained a trade interest in this region for a long time.

EGYPT'S TERRITORIAL EXPANSION DURING THE NEW KINGDOM



Source 4

Source: Oxford University Press

Campaigns of Seti I and Rameses II

The 19th Dynasty pharaoh Seti I used Egypt's growing military strength to further expand Egypt's influence. He fought conflicts in Canaan, Syria, Libya and Nubia in an attempt to increase Egypt's power and prestige.

Kadesh was a city in Syria that had been taken from the Egyptians by the Hittites. Seti I led a very bloody battle against the Hittites and was able to reclaim Kadesh for a short time.

Rameses II became the pharaoh after his father, Seti I. He was in power for a long time, from c. 1279 to 1213 BCE. Under his rule, Egypt's economy boomed. Rameses was also a remarkable soldier, and he was determined that Egypt would take over Kadesh permanently.

Source 5 Rameses II celebrated what he claimed to be a great victory at Kadesh with many texts and stone artworks. This stone carving at the Abu Simbel temple shows him on the attack.

The Battle of Kadesh

The Battle of Kadesh (1274 BCE) is thought to be the biggest chariot battle in history. It is also the first battle in history where there are records from both sides, and it led to the world's first peace treaty. For all these reasons, the Battle of Kadesh is seen as historically significant.



Enlarged map
Egypt's territorial expansion during the New Kingdom

The Battle of Kadesh

The ancient city of Kadesh lay on the trade route that linked the Mediterranean Sea to the northern part of ancient Syria. Egypt lost its influence over Kadesh to the Hittites during the time that the pharaoh Akhenaten was in power (around the mid-fourteenth century BCE). The main reason for the battle was that Egypt wanted Kadesh back. Amurru, a nation near Kadesh, had also been taken over by the Hittites. The battle was started because Amurru asked for help from Rameses II to free itself from Hittite rule.

In the end, neither side actually won, although Rameses tried to say that he was the victor for some time. The longer-term effect of this battle was the historic treaty that Egypt signed with the Hittites in 1269 BCE. The treaty set out their agreement that Egypt would not invade Hittite territory and the Hittites would not

invade Egyptian territory. The effect of this treaty was that there were 70 years of peace for the region.

For more information on this key concept, see page 198 of 'The history toolkit'.



KEY CONCEPT

Cause & effect

Source 6 This tomb painting shows Rameses II at the Battle of Kadesh. It is only one of a great many monuments and paintings he had made as propaganda for his achievements.



Key skill worksheet
Historical perspectives & interpretations:
Determining historical significance



Quiz me!
A quick quiz about change through conflict

9.13 Check your learning



Retrieve

- Identify** what started the Battle of Kadesh.

Comprehend

- Explain** the importance of Kadesh. Why was it so important to Rameses II?
- Describe** why the Battle of Kadesh was so historically significant.

Analyse

- Examine** (look closely at) Source 6. Given what you know about Rameses II and the Battle of Kadesh,

explain why this tomb painting is a good example of propaganda. How do you think the Hittites might have reacted to this?

Apply

- Propose** (put forward) reasons why Rameses II tried to say that he was the victor in the Battle of Kadesh. To help answer this question, think about what you know of the role of the pharaoh in ancient Egypt.

9D

SKILLS IN CONTEXT



Test me!

Once you've finished the topics in this section, test yourself with this quiz and find out which worksheet you should do.

The Battle of Kadesh

In this battle, the Egyptian pharaoh Rameses II and his army fought the Hittites to regain control over the ancient city of Kadesh.

Rameses II's plan of attack was to divide his troops into four groups or 'divisions': Amun, Re, Ptah and Seth. Each group would march from their starting point in the forest, north through the desert into Kadesh, one day apart, in the order mentioned. Rameses II led one of the groups – the Amun. They set up camp in a swampy area south of Kadesh. Two Hittite spies told Rameses II that the Hittites were far away, so Rameses II was very confident that he and his army would be able to take Kadesh.

Unknown to him, the Hittite army was hidden and waiting. While the Amun group camped near the swamp, the Hittites sneaked out and attacked the Re group, killing nearly all of them. Then, the Hittites turned north to finish off the Amun group. Luckily for Rameses II, the Ptah group arrived to help the Amun group at the scene of battle. It was a tough battle and Rameses II was forced to fight for his life.



Source 7 A stone carving of the Battle of Kadesh showing the army of pharaoh Rameses II fighting Hittite soldiers.

KEY SKILL
Communicating

Creating a visual representation of a historical event

Historians often use information in a written secondary source to create a visual representation of the key ideas or events. This representation might be a map or a labelled diagram. The process of creating such a representation can be very helpful for forming a better understanding or building a clearer picture of events. The resulting visual representation also makes it easier to explain events to others.

The following steps will help you to create a good visual representation of a historical event:

- Step 1** Read the information in the source carefully.
- Step 2** Identify the key players mentioned in the source.
- Step 3** Re-read the information, this time making sure you visualise each stage of the events being described.
- Step 4** Choose symbols and colours to represent key players, locations and events; for example, you might use arrows to show movement.
- Step 5** Include a legend to explain the symbols and colours used in your representation.

Practise the skill

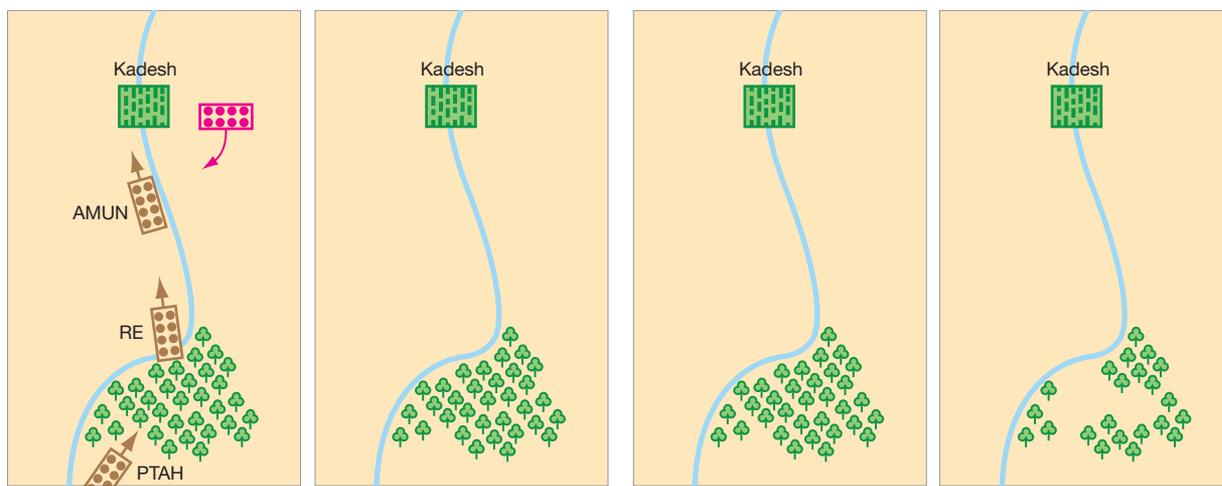
- 1 Copy the maps in Source 8 into your notebook and use them to **create** a visual representation of how the Battle of Kadesh unfolded. The first one has been done for you. Do not forget to complete the legend.

Extend your understanding

- 1 **Explain** how Rameses II might have reduced his troop losses to help him win the battle.

- 2 **Discuss** how the propaganda about the godlike achievements of Rameses II would have been received in Egypt. How do you think it influenced the perceptions of ordinary Egyptians?
- 3 Write a poem about the battle from the point of view of Rameses II.
- 4 Design a stone relief or wall painting to commemorate the Battle of Kadesh. The design can be from a neutral perspective, or from the perspective of Rameses II or the Hittites.

HOW THE BATTLE OF KADESH UNFOLDED



Source 8

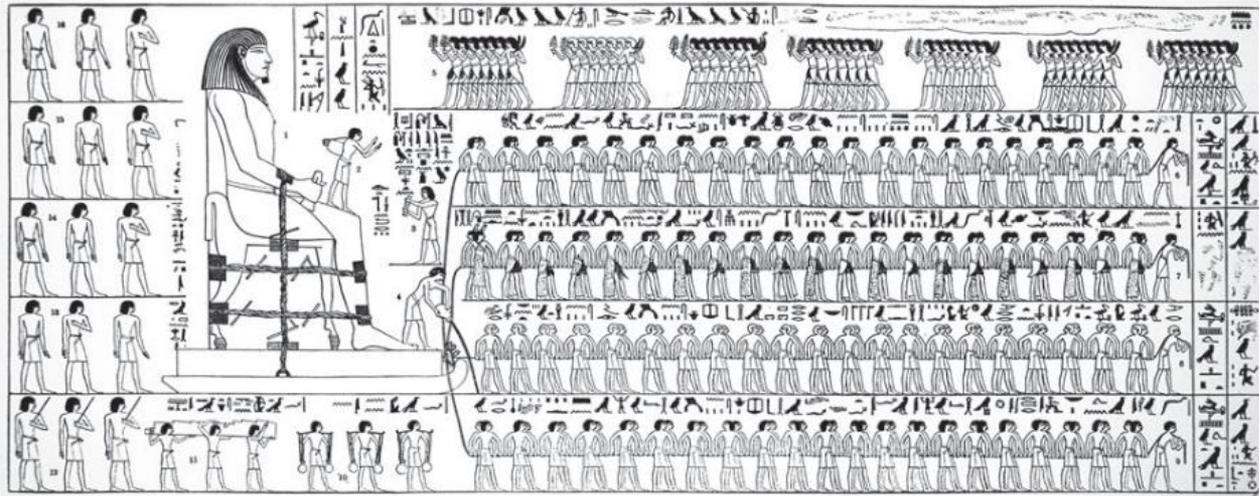
LEGEND

9

CHAPTER REVIEW

Review activity

Examine both sources carefully and answer the questions below.



Source 9 Wall painting from the tomb of Djehutihotep, who was a government official during the 12th Dynasty, c.1900 BCE.

Source 10

The famous scene from Djehutihotep's tomb illustrates well the reasons why the ancient Egyptians were so successful in manoeuvring and building such impressive monuments, which were accomplished by the combination of knowledge, skill and necessary man-power, the latter provided by a willing workforce drafted in especially for the task rather than an army of slaves so often portrayed in books and films ...

The colossus has been placed on a wooden sledge for transportation ... The hauliers are gliding the sledge over a layer of carefully prepared sand, and there is some speculation about the significance of the man pouring water in front of the sledge: he was originally thought to be offering a *libation* (a drink poured out as an offering to a deity) as part of a ceremony, but it has been recently proposed that the ancient Egyptians understood that if a certain amount of water is added to sand, it significantly reduces the amount of friction generated by the dragging of such heavy loads.

An analysis of Source 9, provided by The Griffith Institute

- 1 **Identify** the role of Djehutihotep in ancient Egyptian society. (1 mark)
- 2 **Determine** (decide) whether the sources provided are primary or secondary sources. Give reasons for your answer. (3 marks)
- 3 **a Explain** the significance of the man pouring water in front of the sledge.
b What was it previously thought that the man was doing? (4 marks)
- 4 As you have learned, every source is created from a different perspective. Read Source 10 and **identify** some of the words that the author has used that indicate their perspective on the ancient Egyptians' construction skills. (2 marks)
- 5 **Evaluate** the construction abilities of the ancient Egyptians, using both sources to help you. (10 marks)

(Total: 20 marks)

Chapter checklist

Now that you have completed this chapter, reflect on your ability to do the following:

	I can do this.	I cannot do this yet.
Explain how the physical features of ancient Egypt influenced its development.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 9.2, page 280.
Explain how the climate of ancient Egypt influenced its development.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 9.3, page 284.
Understand the social structure and role of key groups in ancient Egypt. Summarise the rights and responsibilities of women of different classes.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 9.4, page 288.
Summarise the role of pharaohs in the social structure of ancient Egypt.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 9.5, page 292.
Explain the historical context, life and achievements of Tutankhamun.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 9.6, page 294.
Describe the key beliefs, values and practices associated with religion in ancient Egypt.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 9.7, page 298.
Describe the key beliefs, values and practices associated with everyday life in ancient Egypt.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 9.8, page 300.
Describe the key beliefs, values and practices associated with warfare in ancient Egypt.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 9.9, page 302.
Describe the key beliefs, values and practices associated with death and funerary customs in ancient Egypt.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 9.10, page 304.
Describe the role of mummification in death and funerary customs.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 9.11, page 306.
Explain the nature of ancient Egypt's trade with other societies.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 9.12, page 310.
Explain the nature of ancient Egypt's conflict with other societies. Understand the significance of Rameses II.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 9.13, page 312.

Check your Student obook pro for these digital resources and more:



Student book questions
Chapter 9



Key skill worksheet
Communicating:
Chapter 9

Quizlet

Play a game of Quizlet on
Ancient Egypt.



Chapter review quiz
Chapter 9

CHAPTER

10

Ancient Greece

Ancient Greece covered the area known today as Greece, as well as the parts of modern Turkey (Türkiye) near the Aegean Sea. It also had many colonies or settlements around the Mediterranean Sea and the Black Sea.

Ancient Greece is sometimes called the ‘cradle of Western civilisation’ because of the many features of modern life that have their origins in the time of the early Greeks. These features include democracy as a form of government, drama (theatre) and the modern Olympic Games. Some aspects of modern architecture and sculpture also draw on the classical traditions of ancient Greece. The work of ancient Greek mathematicians, thinkers and storytellers still inspires many people today.

» **Source 1** Ruins of the Acropolis of Lindos on the island of Rhodes in Greece; this is a popular tourist attraction today.



10A

How did the physical features of ancient Greece influence its development?

10B

What shaped the roles of key groups in ancient Greece?

10C

How did beliefs, values and practices influence ancient Greek lifestyles?

10D

How did contacts and conflicts with other people change ancient Greece?

10.1 Ancient Greece: a timeline

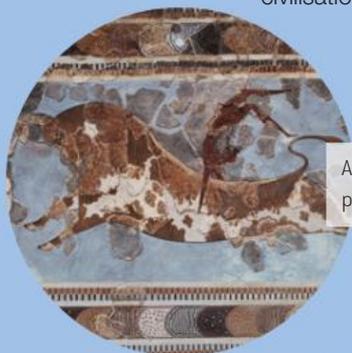
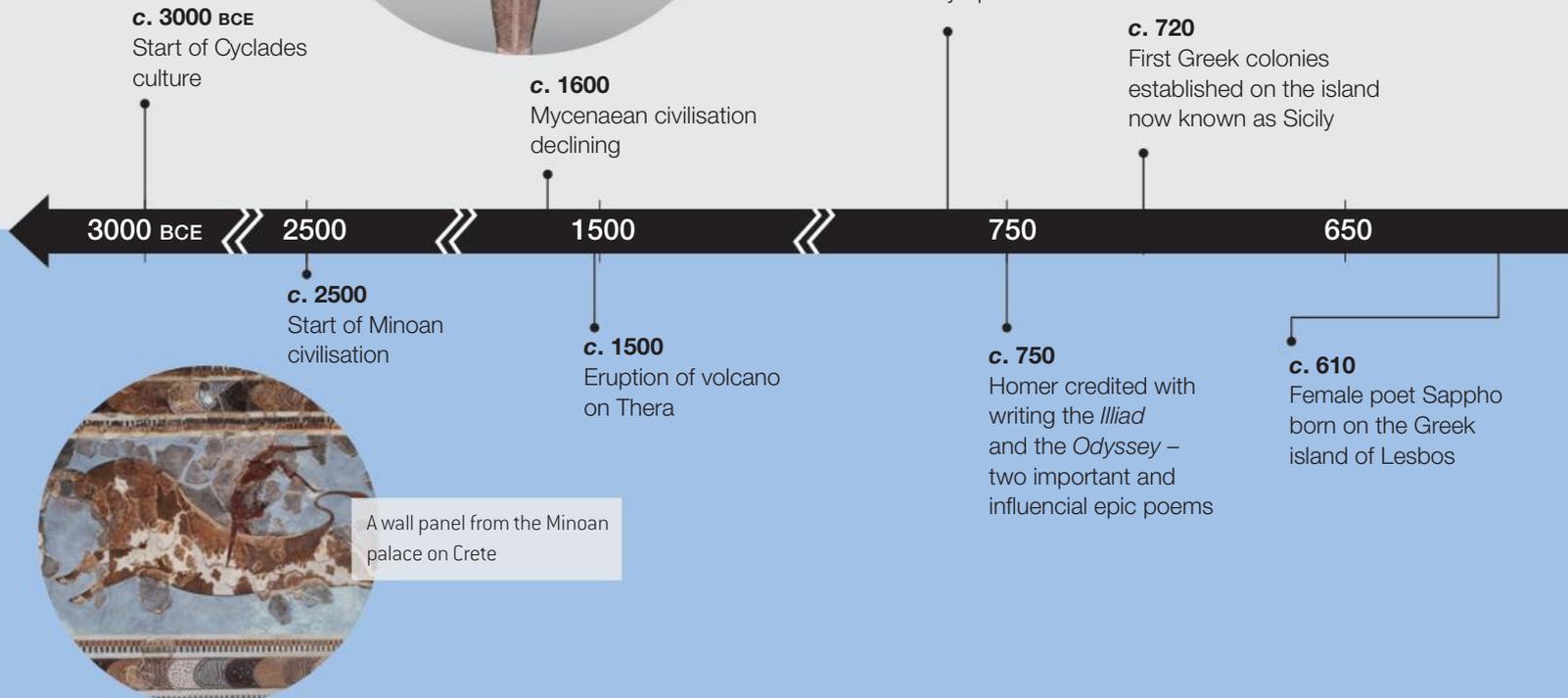
Source 1 A timeline of key events and developments in the history of ancient Greece



Finishing line for races at the ancient Olympics



A typical Cyclades sculpture



A wall panel from the Minoan palace on Crete

KEY SKILL Communicating

Using historical terms and concepts

An important division exists between the years before the birth of Jesus Christ (Year 1) and the years after that date. Until the late twentieth century, the division was marked by the letters BC (Before Christ) and AD (Anno Domini, which is Latin for 'in the year of the Lord'). In recent decades, as society has become more

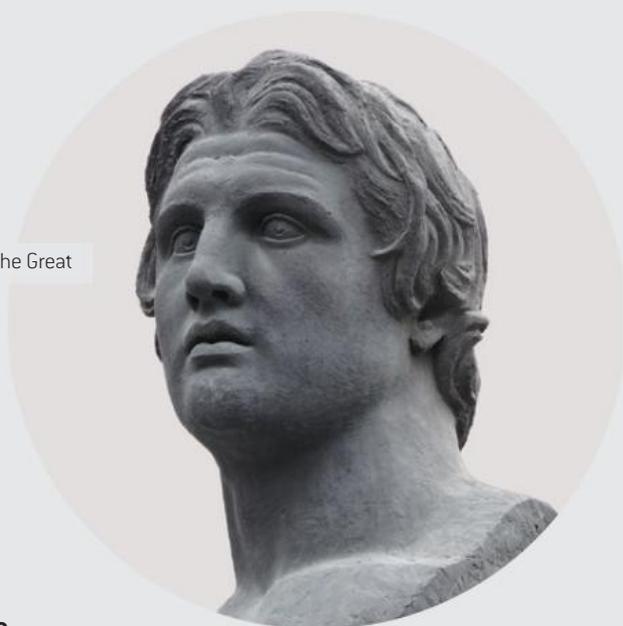
secular (not based in religion), the terms have been changed to BCE (Before the Common Era) and CE (Common Era).

For more information about this skill, refer to page 207 of 'The history toolkit'.

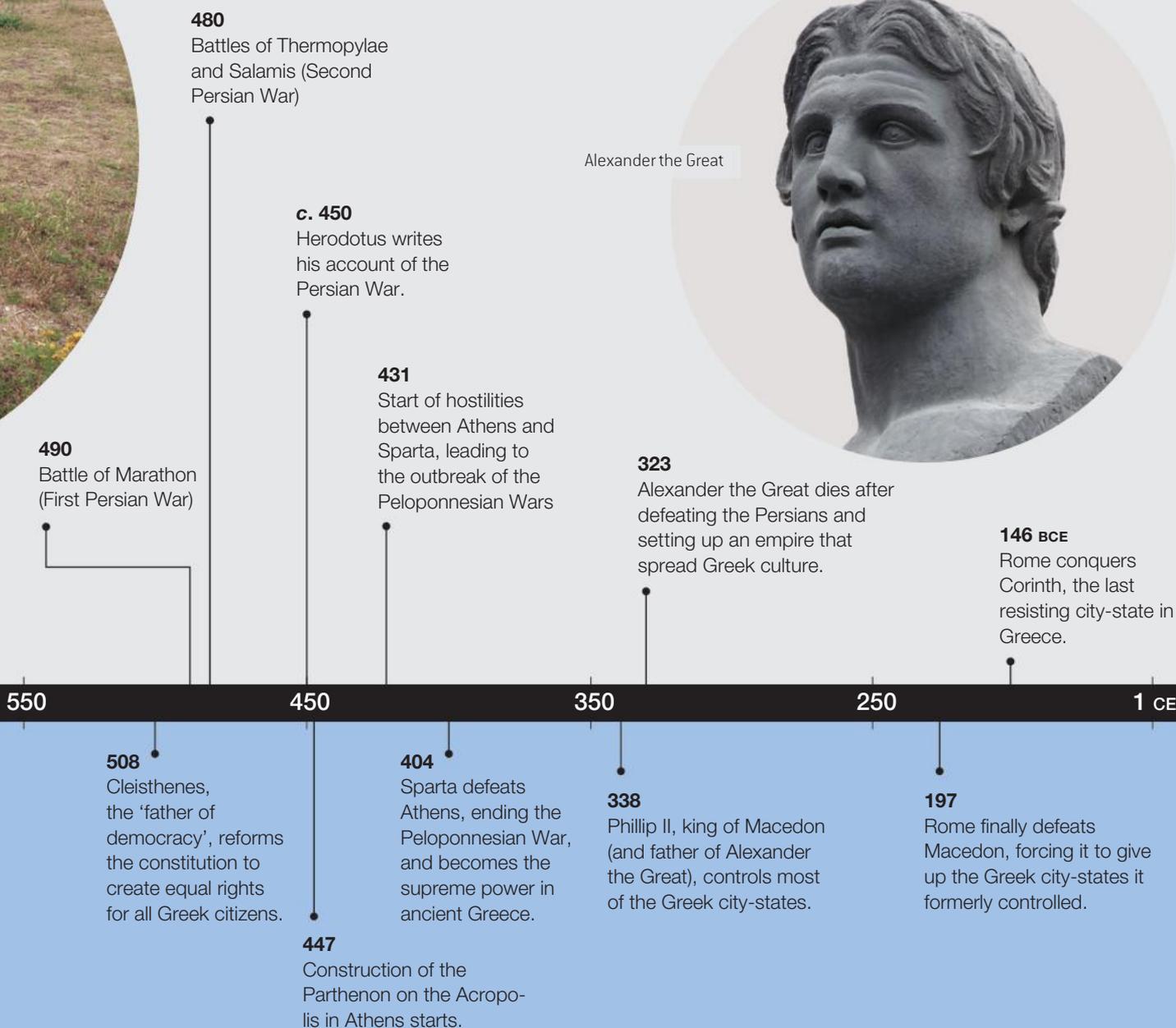
Practise the skill

- 1 Examine Source 1 to observe these historical terms in use. **Name** the historical terms you can see in Source 1.

DC Sequence this!
Events in ancient Greece



Alexander the Great



10.1 Check your learning



Retrieve

- 1 Read the timeline closely and answer:
 - a In what year (approximately) did the volcano on Thera erupt?
 - b When did the Peloponnesian Wars begin?

Comprehend

- 2 The Olympic Games were established in ancient Greece. **Explain** what this tells us about the type of people they were.

- 3 **Explain** why the term BC was changed to BCE.

Apply

- 4 Looking at the timeline from about 500 BCE, identify four events that might have contributed to the overall decline of the ancient Greek civilisation. **Justify** (give reasons for) one of the choices you have made, giving reasons why you think it contributed to the decline of ancient Greek civilisation.

10.2

Physical features of ancient Greece

Learning intention

By the end of this topic, you will be able to:

- » explain how the physical features of ancient Greece influenced its development.

societies

communities of people living in a particular area who have shared culture, customs and laws

civilisations

the societies, cultures and ways of life in a particular area at a particular time



Enlarged map

Ancient Greece and its colonies c. 550 BCE



Explore it!

A virtual field trip to Greece

Cyclades

an early Greek civilisation based on a group of rocky islands in the Aegean Sea from about 3000 to 1700 BCE

Minoans

an early Greek civilisation on the island of Crete from about 2500 to 1600 BCE

Mycenaeans

an early Greek civilisation on the mainland from about 1600 to 1100 BCE

city-states

independent settlements made up of an inner fortified city surrounded by houses and farmland

Ancient Greece was located in south-eastern Europe. Much of its territory surrounded the Aegean Sea (see Source 3). It also included the many islands in the Mediterranean and Aegean seas. Greece's mountainous mainland and mostly unnavigable rivers made travelling difficult. These geographical features had a significant influence on the development of ancient Greek **societies** and **civilisations**.

ANCIENT GREECE AND ITS COLONIES c. 550 BCE



Source 2

Source: Oxford University Press

The first known fixed settlements on Greece's mainland were on the Peloponnesian peninsula and on the fertile plains in Thessaly (see Source 2). Evidence has been found of scattered mud-brick villages built around 7000 BCE. Many historians agree that the roots of ancient Greek civilisation lie in three Bronze Age cultures. The first of these cultures belonged to a group known as the **Cyclades** (who lived on the Cyclades Islands in the Aegean Sea). The other two were the cultures of the **Minoans** (who lived on the island of Crete) and the **Mycenaeans** (who lived on mainland Greece).

Greece's steep mountains, rugged high country and thousands of islands made contact between settlements difficult. These features prevented the ancient Greek people from growing as one nation. Rather, many settlements developed as centres known as **city-states**. This meant there was no single Greek ruler.

City-states

City-states were independent urban centres often located in coastal areas. They generally shared a common language, cultural practices and religious beliefs. Occasionally, some banded together to fight wars or for protection. At different times, one or another city-state might dominate. The most powerful city-states were Athens and Sparta, but other significant city-states included Corinth, Thebes and Troy.

The population of Greece grew significantly between 1000 and 800 BCE. A lack of fertile farmland in the area meant that mainland Greece could not feed its growing population, so the people looked beyond the mainland for other resources. This led to the **colonisation** of many areas, including parts of modern-day Turkey (Türkiye), Russia, North Africa and Italy.

ANCIENT GREECE AND SOME OF ITS CITY-STATES



Source 3

Source: Oxford University Press

10.2 Check your learning

Comprehend

- 1 Look closely at Source 3. **Describe** the geographical areas in which most city-states were located.
- 2 **Explain** the main reasons for the settlement pattern you identified in question 1.
- 3 **Explain** why Greece developed as a series of city-states rather than a unified country.

Apply

- 4 Using the internet or library, research one of the following city-states in ancient Greece: Corinth, Mycenae, Thebes or Marathon. **Create** a travel brochure that outlines the key features of your chosen city-state, including physical environment, climate and settlements. Your brochure should include a map. Remember to include references to show where you found your information.

colonisation

the process of setting up outposts or settlements in other lands, by a country, kingdom or empire



Enlarged map

Ancient Greece and some of its city-states

Source 4 A coastal landscape of Greece on the Peloponnesian peninsula, showing the mountainous terrain that influenced the development of ancient Greece.

10.3 The Greek city-state

Learning intention

By the end of this topic, you will be able to:

- » describe the key features of a Greek city-state.

A city-state, or *polis*, usually developed around one urban centre, where most political, religious, economic and cultural activities took place. City-states varied in size but at their centre were public buildings, built around a large public space called the *agora*. Around the *agora* could be found markets and places of business and entertainment. Usually there was raised ground or a hill somewhere near it. This was where temples, palaces and other key buildings were built. Homes for the people of a city-state were built around the city centre. Beyond these homes was a wide band of farming land that provided the city population with food.

The *agora*, a square packed with market stalls and people doing business; it was criss-crossed with small laneways.

The *heliaea*, or law courts

Source 5 An artist's impression of the central part of a large Greek city-state, such as Athens

Narrow streets and alleys were common in all Greek city-states.

The homes of wealthy people were known as villas.

Transport around the city was on foot only – people walked everywhere.



Interactive

A typical Greek city-state



Quiz me!

A quick quiz on the Greek city-state

The homes of ordinary people were built from stone or clay. Many were built around an open courtyard to keep them cool. Men and women usually lived in separate parts of the house

The slave market, where slaves were bought and sold

The *tholos*, where a city-state's council met

The *strategium*, or military headquarters

Audiences often gathered in the *agora* to hear philosophers speak on a range of subjects.

The *bouleuterion*, a building where the city's Council of Citizens (known as the *Boule*) met

The *stoa*, a long building, like a hall containing shops and offices; it also provided shelter and a shaded place to meet.

The acropolis, the highest piece of land in the city-state where important temples and forts were built

The temple – Greek temples were built from stone and marble. Some were simple, while others were very large and ornate. Temples were designed to act as 'homes' for the gods and featured statues inside to honour them.

10.3 Check your learning



Retrieve

- 1 **Identify** the characteristics of an *agora*. What was it, and where was it typically found?

Apply

- 2 In a group of four, **create** a SWOT analysis chart (see Source 6) related to city-states in ancient Greece. Use information on the previous pages and in Source 5. Copy a large version of the SWOT chart in Source 6 onto an A3 sheet of paper, leaving room to write more in each segment.
 - a Brainstorm ideas for each segment of the chart, and add them to the chart, depending on whether they are a strength, weakness, opportunity or threat.
 - b Once all groups are finished, **discuss** your overall conclusions about life in a Greek city-state.
 - c Would you have liked to be a young person in ancient Greece? Why or why not?

Source 6 A SWOT chart

STRENGTHS

If the city-state produced its own food, its people did not have to depend on others.

WEAKNESSES

If the city-state was dependent on locally produced food, there could be starvation if crops failed.

OPPORTUNITIES

It was possible to form an alliance with another city-state and become more powerful.

THREATS

A city-state might be vulnerable to attack if it had no allies.

* See, think, wonder

Look at Source 5.

- What do you see?
- What do you think?
- What do you wonder?

10A

SKILLS IN CONTEXT



Test me!

Once you've finished the topics in this section, test yourself with this quiz and find out which worksheet you should do.

Source 7 An artist's reconstruction of the former kingdom of Mycenaea; like the later Greek city-states, palaces and temples of Mycenaean cities were enclosed within solid city walls.

The beginnings of ancient Greece

With a long and indented coastline, Greece was an ideal location for navigation and seafaring. For two of the world's earliest civilisations, the Minoans and the Mycenaeans, sea trading was an important part of their economies.

The Minoan period lasted from about 2500 to 1600 BCE. The Minoans lived on the island of Crete. As well as sea trading with countries as far away as Egypt, the Minoans grew grain crops and raised animals. They used bronze to make implements and weapons, and they built walled cities. One of the most significant buildings that has been unearthed from the Minoan period is the palace of Knossos. Evidence shows that the Minoans had a written language which has been named Linear A. It has not been decoded.

The Mycenaean civilisation was active from about 1600 to 1100 BCE. Like the Minoan economy, much of the economy of the Mycenaean civilisation was based around seafaring and trade. They cultivated the soil and grazed animals to provide food for the people. They were also advanced in architecture and art. By about 1000 BCE, their civilisation had spread to encompass much of mainland Greece and around 100 active centres, including Athens. Many of their cities were built on hill tops, enclosed by walls. The Mycenaeans used a written language, described by scholars as Linear B.

Thousands of tablets inscribed with Linear B script have been decoded and interpreted.



KEY SKILL

Historical perspectives & interpretations

Using a Venn diagram to help with comparison

Venn diagrams are simple diagrammatic tools that help you organise your thinking. They consist of two overlapping circles. Venn diagrams help to identify and document what two things have in common and how they differ. These ‘things’ can be anything – artefacts, cities, buildings, furniture, political systems, warfare strategies and so on. Venn diagrams can be a quick and helpful way to help you think about similarities and differences between historical periods and movements.

To complete a Venn diagram you need to work through the following steps:

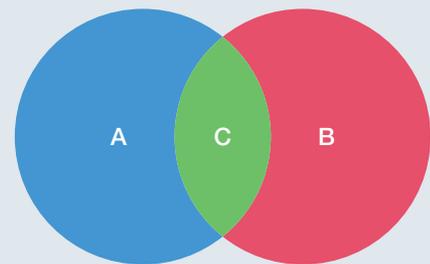
Step 1 On an A3 piece sheet of paper, draw a large Venn diagram (see Source 8). Make the circles and the overlapping section big enough to write in.

Step 2 Choose two things to compare, and on your diagram, write the name of one above section A and the other above section B.

Step 3 Think about how the two things are different. Write these features in section A and section B.

Step 4 Think about how the two things are similar. Write these features in the overlapping section of the circles (section C).

For more information on this skill, see page 196 of ‘The history toolkit’.



Source 8 A Venn diagram

Practise the skill

- Examine** the information about the Minoan and Mycenaean civilisations and Sources 7 and 9 carefully, noting the features of each. You may do additional research to identify other features.
- Now prepare a Venn diagram to **compare** the following:
 - in section A, note as many features as you can that relate to the Minoan civilisation (think about time period, place, activities and so on)
 - in section B, note as many features as you can relating to the Mycenaean civilisation
 - in section C, note the features that the two civilisations have in common.

Extend your understanding

- Examine your completed Venn diagram. Use the points you have noted to write a short explanation (about 250 words) comparing the Minoan and Mycenaean civilisations. In your explanation, state which you believe to have been the greater civilisation and **justify** (give reasons for) your answer.



Source 9 An example of Minoan pottery found in the ruins of the Palace of Phaestus in Crete

10.4 Key groups in ancient Greek society

Learning intentions

By the end of this topic, you will be able to:

- » explain the role of key groups in ancient Greece
- » understand the rights and responsibilities of citizens and non-citizens in Athens and Sparta.

Ancient Greece consisted of hundreds of city-states, each with its own system of government. Each of the city-states had its own unique features, but some of the roles and responsibilities of their main social groups were similar. The most detailed information available about the key social groups in ancient Greece comes from the city-states of Athens and Sparta. The works of historians, writers and playwrights including Herodotus, Homer and Sophocles provide considerable insight into the life and values of ancient Greece.

Ancient Greek society was essentially divided into two groups: **citizens** and non-citizens. Citizens usually formed the smallest and most powerful groups, while non-citizens made up the bulk of the city-states' populations.

Citizens

citizens

people who, through birth (or by meeting certain criteria), are recognised as legal members of a community

In Athens, only men born of Athenian parents could be citizens. Citizens were the only ones who could own land, vote and contribute to the running of the city-state. Athenian men spent two years doing compulsory military service when they turned 18. Many Athenian men worked in jobs such as farmers, potters and shoemakers. Wealthier citizens devoted a lot of time to more leisurely pursuits such as music and literature.



Source 1 Spartan citizens were required to do a great deal of military training so they were prepared for war.

Sparta was similar in these respects, except that it was mostly a military state, ruled by two kings. The top group in Sparta were the Spartiates (Spartan-born men of equal status). They spent nearly all their time in compulsory military training and were rarely at home with their families. They did not have much time for leisure and luxuries as these were thought to undermine military discipline.

Non-citizens

Non-citizens included women, foreigners and slaves. Unlike the citizens, they had no legal rights.

Women

Women in ancient Greece were nearly always expected to stay at home, regardless of whether they were wealthy or poor. Greek women ran the day-to-day matters of the household, had children and cared for their families. They were expected to obey the man of the house.

Girls were often married at around the age of 13 to a man chosen by their father. In most cases girls were not educated because the purpose of education in city-states such as Athens was to produce good male citizens.

Wealthy married women led more pleasant lives than poor women. They usually bathed every day and used perfumed oil. Powdered chalk or lead was applied to create a pale complexion. A pale complexion was desirable because it showed the woman did not work out in the sun, as did lower-class women or slaves. Despite their comfortable lives, they were still mostly confined to the home. An outing might mean attending a religious festival, a wedding or a funeral, or visiting another woman at home.

Life for a poor woman, on the other hand, consisted of family responsibilities and daily chores such as fetching water, cooking, spinning and weaving cloth.



Source 2 A Greek drawing showing a woman spinning by hand

Some restrictions placed on women in ancient Greece

- They were required to put a newborn baby out to die if the man of the house said so.
- They were not educated.
- They could not attend the gymnasium.
- They could not participate in public life or institutions.
- They could not visit the *agora* except to fetch water or, in the case of poorer women, sell some items.
- They had virtually no legal or political rights.
- They could legally have their children and dowry taken from them if divorced by their husband.
- They could not attend the Olympic Games.
- They were not allowed to attend feasts and men's discussions (called *symposia*) held in their homes.
- They could not, by law, inherit property.

Source 3 Restrictions on women in ancient Greece

Source 4

A sculpture of a Spartan woman, c. 530 BCE



An exception to the rule – the women of Sparta

Although Spartan women could not be citizens or hold government positions, they were educated and physically fit. They could also own property and represent themselves legally. They were older than Athenian women when they married. Their main role was to produce strong sons to fight for Sparta.

Foreigners

Foreign-born people in Athens were known as *metics* and they were usually professional men: merchants, manufacturers, tradesmen, craftsmen and artists. They could become citizens only by a special vote of the *Ekklesia* (see page 334). Foreigners could own slaves, but not land. They also had to pay taxes and would sometimes have to serve in the army.

Sparta had a similar group of people who were known as *perioikoi*. These men and their families lived in the towns and villages surrounding the central city. As Spartiates were forbidden from engaging in any commercial activity, the *perioikoi* did most of the trading and other professional work in Sparta.

Slaves

Slaves in ancient Greece were regarded as property. They might have been prisoners of war, people sold by very poor families or abandoned babies. By the fifth century BCE, slaves made up about 30% of the population of Athens.



Source 5 An artist's impression of slaves being sold in a Greek marketplace

Male slaves typically worked on farms and ships, and in mines. They also made up a large part of Athens' police force. If they were highly educated (for example, prisoners of war from other city-states), they might teach the male children of a wealthy household. Female slaves mostly worked around the home. A few slaves in Athens were treated well. Some were even granted their freedom. But many, especially those working on ships or in mines, had short, brutal lives.

Slaves in Sparta (known as *helots*) made up most of the population. Each Spartiate was given land by the city-state as a source of income. As the Spartiates were not allowed to work, the *helots* did all the labour – raising the animals for food and doing the household chores. *Helots* were treated very badly and they often organised rebellions to try to improve their lot.

Understanding the origin of sources

Primary sources provide a helpful insight into the past. However, we must remember that not all sources are equally reliable! No matter who creates a source, they have their own perspective that may influence the reliability of their account.

In ancient Greece, women were not permitted to compete in the Olympic Games. Pausanias, a Greek travel writer from the second century CE, wrote in his work *Descriptions of Greece* that women took part in the Heraia, a special female sporting and spiritual event also held at Mt Olympia. As far as historians can tell, the only eyewitness account of the Heraia

comes from Pausanias. In order to get an insight into Pausanias' perspective, we need to ask ourselves the following questions:

- What is known about the person who wrote it?
- Does the writer come from a particular class, group, place or background that could influence what they wrote?
- What could you do to find out whether the source is reliable?
- If you could not verify the source, how could you still use it?

Log onto your [obook pro](#) to complete the Key skill worksheet: Using historical sources: Understanding the origin of sources.



I used to think, now I think

Reflect on your learning about the differences between women in ancient Greece and complete the following sentences.

- I used to think ...
 - Now I think ...
- What has changed in your understanding?

KEY SKILL

Using historical sources



Key skill worksheet

Using historical sources: Understanding the origin of sources



Quiz me!

A quick quiz on key groups in ancient Greek society

10.4 Check your learning

Retrieve

- In your own words, **define** each of the following:
 - citizen
 - helot*
 - Spartiate
 - metic*.
- What was the difference between the military service required by Athenian and Spartan citizens?

Comprehend

- Describe** the role of a slave in ancient Greece. What sorts of people were typically slaves, and what jobs did they do?
- Explain** why wealthy women lightened their complexions.

Analyse

- Determine** (decide) why severe restrictions were placed on most women in ancient Greece. In your answer, refer to five restrictions.

Apply

- Create** a two-column chart. On one side, list the features of life for women and girls in Athens. On the other side, list the features of life for Spartan women.
 - Compare** the lives of Athenian and Spartan women and girls, using at least three specific examples.

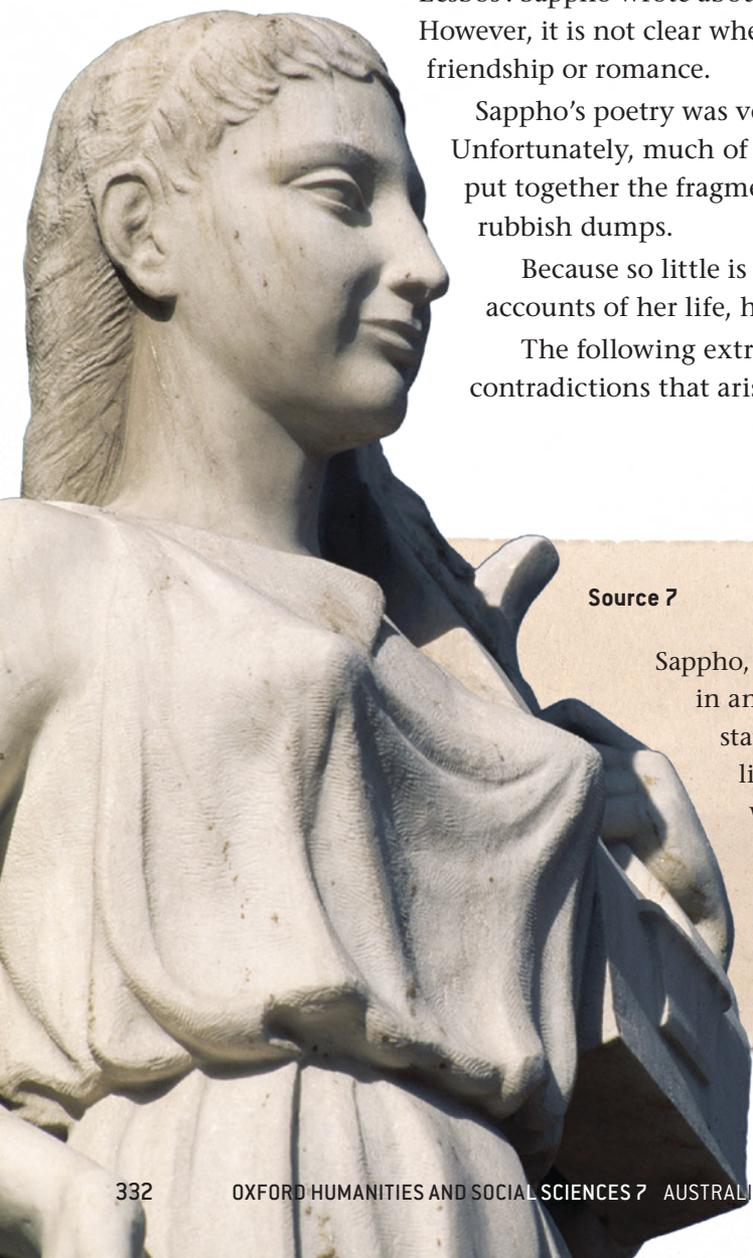
10.5 Significant individual: Sappho

Learning intention

By the end of this topic, you will be able to:

- » summarise the historical context, life and achievements of Sappho.

Source 6 A sculpture of Sappho at Mytilene on the Greek island of Lesbos



One woman who was not typical of most women in ancient Greece was a poet named Sappho. Historians have different views about her life because there are not many recorded sources about her. One thing all historians agree on is that she was a great poet.

Sappho was born on Lesbos, one of the larger Greek islands in the Aegean Sea, around 600 BCE. Restrictions on women were less rigid on Lesbos than they were in other parts of Greece. Historians believe she was born into a wealthy family, which would also have given her greater freedoms.

There is much debate about whether she married and had children. Some say she committed suicide after a love affair with a man went wrong, while others suggest she was attracted to women. In fact, the word ‘lesbian’ literally means ‘from the island of Lesbos’. Sappho wrote about women’s daily lives, their beauty and their relationships. However, it is not clear whether she wrote about these things from the perspective of friendship or romance.

Sappho’s poetry was very unusual compared to other poets of her time. Unfortunately, much of Sappho’s work has been lost. Scholars have carefully put together the fragments that have been found, some on ancient rubbish dumps.

Because so little is known for certain about Sappho, there are many differing accounts of her life, her work, and why so much of it was lost.

The following extracts provide an important insight into the many contradictions that arise in any discussion of Sappho’s life.

Source 7

Sappho, c. 620–570 BCE, was a lyric poet whose work was so popular in ancient Greece, and beyond, that she was honoured in statuary and praised by figures such as Solon and Plato. Very little is known of her life and of the nine volumes of her work which were widely read in antiquity. Only fragments survive. Contrary to popular opinion, her works were not destroyed by closed-minded Christians seeking to suppress lesbian love poetry but were lost simply through time and circumstance.

Source: *Sappho of Lesbos* by Joshua J. Mark (2014)

Source 8

Analyse this!
Sources on Sappho

Sappho, a poet of ancient Greece, is known through her work: ten books of verse published by the third and second centuries BCE. By the Middle Ages, all copies were lost ... Sappho probably wrote about 10 000 lines of poetry. We have just 650 of them today.

The poems of Sappho are more personal and emotional than they are political or religious, especially compared to her contemporary, the poet Alcaeus. A 2014 discovery of fragments of ten poems has led to a reassessment of the long-held belief that all her poems were about love.

... She was from a wealthy family, and we do not know her parents' names. A poem discovered in the 21st century mentions the names of two of her three brothers. Her daughter's name is Cleis, so some have suggested that for her mother's name as well (unless, as some argue, Cleis was her lover rather than her daughter).

Sappho lived in Mytilene on the island of Lesbos, where women often congregated and, among other social activities, shared poetry they'd written. Sappho's poems usually focus on the relationships among women.

A 20th-century theory was that Sappho served as a chorus teacher of young girls and that much of her writing was in that context. Other theories have Sappho as a religious leader:

Sappho was exiled to Sicily about the year 600, possibly for political reasons. The story that she killed herself is probably a mistaken reading of a poem.

Source: *Sappho of Lesbos* by Jone Johnson Lewis (2019)

10.5 Check your learning



Comprehend

- 1 **Summarise** the significance of Sappho. What makes her such an important figure from ancient Greece?
- 2 Why is there so much confusion and disagreement on the details of Sappho's life?

Apply

- 3 In this topic, you have been provided with some information on Sappho as well as two written sources. Copy this table into your notebook to **determine** (decide) what historians know about Sappho, and what they disagree on. Use at least three examples of each.

Aspects of Sappho's life that historians generally agree on	Aspects of Sappho's life that historians disagree on

- 4 Investigate what is known of Sappho's contemporary, the poet Alcaeus, who also lived on Lesbos.
 - a **Create** a presentation about Alcaeus in which you explain what is known of his life and work.
 - b **Propose** (put forward) two reasons why so much is known about Alcaeus while so much about Sappho is uncertain.

10B

SKILLS IN CONTEXT



Test me!

Once you've finished the topics in this section, test yourself with this quiz and find out which worksheet you should do.

Power in ancient Athens

Until about 1200 BCE, most city-states were monarchies, where the king had total power. Gradually, this power passed from one monarch to a group of wealthy landowners or aristocrats (the upper class of society). This group would rule as an oligarchy (a small group in control of the city-state).

During the sixth century BCE, democracy developed in Athens. This was a form of government elected by the people. The word 'democracy' comes from two Greek words – *demos* ('people') and *kratos* ('rule'). Under democracy, every citizen could be involved in the political process. However, citizenship was limited to males over 18 who were the sons of citizens.

Many city-states adopted the democratic structure of Athens, although some others retained other forms of government. Powerful Sparta, for instance, became a military state, and kept the roles of its kings.

The *Ekklesia* (assembly) was the main institution of democracy in Athens. Every 10 days or so, the *Ekklesia* met on the side of a hill called Pnyx, in Athens, to make important decisions. In theory the *Ekklesia* was made up of all citizens over the age of 18. Attendance at the *Ekklesia* was voluntary, but some decisions required at least 6000 citizens to be present to vote. Slaves carrying ropes soaked in red dye were sent out to round up citizens to vote. It was considered shameful to be seen with red dye on one's clothing, so this helped encourage citizens to participate.

Source 9 The Parthenon, Athens



Source 10 This image shows the remains of the steps of the Pnyx, where the *Ekklesia* met.

KEY SKILLQuestioning
& researching

Generating historical inquiry questions

One of the first and most important steps in conducting a historical inquiry (investigation) is to generate key questions. The questions you generate will direct the research that you undertake.

Usually, historians generate one broad, overarching question for their inquiry. For example, 'How was power distributed and used in ancient Athens?' After that, they generate more specific questions. These questions will be a mixture of:

- closed or simple questions, such as 'Who was X?' or 'When did X occur?'

- open or probing questions, such as 'Why did event X take place?' or 'What were the consequences?'
- questions that relate to the process of historical research, such as 'What evidence is there?' or 'What other sources might be needed?'

The first step in generating questions is to think about what you already know about the topic. Use a table like the one below to brainstorm all the things you know in one column. In the second column, generate a related question that will help to deepen or build your understanding. Remember to include a mix of the three question types described above.

For more information on this skill, see page 187 of 'The history toolkit'.

Something you already know

Overarching inquiry question: <i>How was power distributed and used in ancient Athens?</i>	
WHAT I ALREADY KNOW	QUESTIONS TO HELP BUILD MY UNDERSTANDING
<i>Different city-states had different power systems.</i>	<ul style="list-style-type: none"> • <i>During which years were most city-states ruled by monarchs?</i> • <i>Why did many city-states eventually adopt democracy?</i>

Closed or simple question

Open or probing question

Source 11 An annotated example of a brainstorming table

Practise the skill

- 1 Using the information in the Key skill box, generate five questions related to the overarching historical inquiry question: How was power distributed and used in ancient Athens?
- 2 Using the internet or library, **investigate** power in ancient Athens to help you to generate and answer your questions. (Search topics such as 'monarchy in ancient Athens' and 'oligarchy in ancient Athens'.)

Extend your understanding

- 1 Using the information on these pages, plus your research and questions, **create** a television news report on an *Ekklesia* meeting in Athens. You should include in your report the general scene, the system of government, who can vote and the issue under discussion (perhaps a war or an increase in taxes). You should also mention the way that citizens were rounded up and why.

10.6 Religion in ancient Greece

Learning intention

By the end of this topic, you will be able to:

- » understand the key beliefs, values and practices associated with religion in ancient Greece.

deities

gods or goddesses



Quiz me!

A quick quiz on religion in ancient Greece

shrine

a place or building where respect and devotion is paid to a god or goddess; shrines often house religious objects known as relics

Underworld

the place where spirits of the dead were believed to reside according to ancient Greek beliefs

The ancient Greeks believed in a great many **deities**. Each was thought to oversee certain aspects of life. Most of the festivals that were held in ancient Greece were designed to honour the gods. What the people believed was reinforced by their myths and dramatically influenced the way they lived their lives.



Source 1 An artist's impression of the key gods and goddesses of Mount Olympus



Source 2 Sean Bean played Zeus, the king of the gods, in the movie *Percy Jackson and the Lightning Thief* (2010), one of the many films and books inspired by the ancient Greek deities.

Beliefs and values in ancient Greece

Every morning, a Greek family would pray at the household **shrine**. The deity that they prayed to depended on what was happening. A man going off to fight might pray to Ares, the god of war. A woman tending a garden might pray to Hecate, goddess of plants. Offerings, often wine or food, would be left on the shrine.

How one prayed was also important. For example, to pray to Hades, god of the **Underworld**, people extended their arms forward with palms parallel to the ground. Prayers and offerings (such as the sacrifice of slaughtered animals) might also be made at temples.

One of the main events held to honour the gods was the Olympic Games (see page 338), which honoured Zeus, the king of the gods. Another festival was the annual Panathenaea, which honoured the patron of Athens, Athene.

Temples

The ancient Greeks believed the deities visited Earth, so they built temples as ‘homes’ on Earth for them. Their design reflected this function – they were impressive, huge structures (see Source 3). Usually they were built on a hill called an **acropolis**. They were decorated both inside and out. A statue of the deity for whom the temple was built was erected inside.

acropolis

a raised and fortified area within a Greek city-state on which public structures such as temples were built

Oracles and seers

Sometimes people felt a need to contact a deity more directly than was possible through sacrifices and festivals. For example, a ruler might wish to ask a god about whether he should go to war. To make such contact, people had to consult an oracle or a seer.

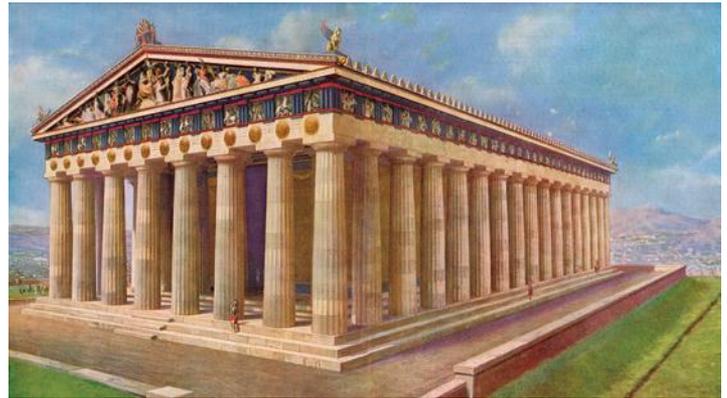
An oracle was a person or thing that the ancient Greeks thought of as a portal through which the gods could pass messages. If the oracle’s message was confusing, it was often interpreted by priests. One of the most famous oracles was the Oracle Pythia in the Temple of Apollo at Delphi, a sanctuary dedicated to Apollo on the coast of the Gulf of Corinth. According to historians, Delphi was regarded in the time of the ancient Greeks as the centre of the world.

A seer interpreted a deity’s wishes by analysing dreams and interpreting signs. A seer might interpret what he or she saw in the guts of sacrificed animals, or in the pattern of leaves.

* See, think, wonder

Look closely at Source 3.

- What do you see?
- What do you think?
- What do you wonder?



Source 3 An artist’s impression of the Parthenon when first built; the temple, built on the Acropolis in Athens, was dedicated to the city’s patron, Athene, the goddess of war and wisdom. The artwork at the front of the temple depicted scenes from her life, as well as other gods, battles and feasts.

10.6 Check your learning



Retrieve

1 Copy and complete the following table:

Name of god/goddess	God/goddess of ...
Zeus	
	War and wisdom
	The underworld
Ares	
Hegemone	

Comprehend

- 2 **Summarise** how the ancient Olympic Games were linked to the religious beliefs of the people.
- 3 **a Explain** why a leader in ancient Greece might visit each of the following:
 - an oracle
 - a seer.

b Distinguish between an oracle and a seer.

Remember, when you distinguish between two things, you should talk about their differences.

c Who might people today consult to get answers about what they should do in their lives?

4 **Explain** how religion influenced the lives of the ancient Greeks, giving at least one example.

Apply

5 The ruins of the Temple of Apollo at Delphi were declared a UNESCO World Heritage Site in 1987.

- Investigate** the history of this site. What was its purpose in ancient Greece?
- Imagine that you were on the committee to decide whether Delphi should be honoured by UNESCO. Prepare a 200-word report arguing the case for World Heritage listing.

10.7 The Olympic Games

Learning intention

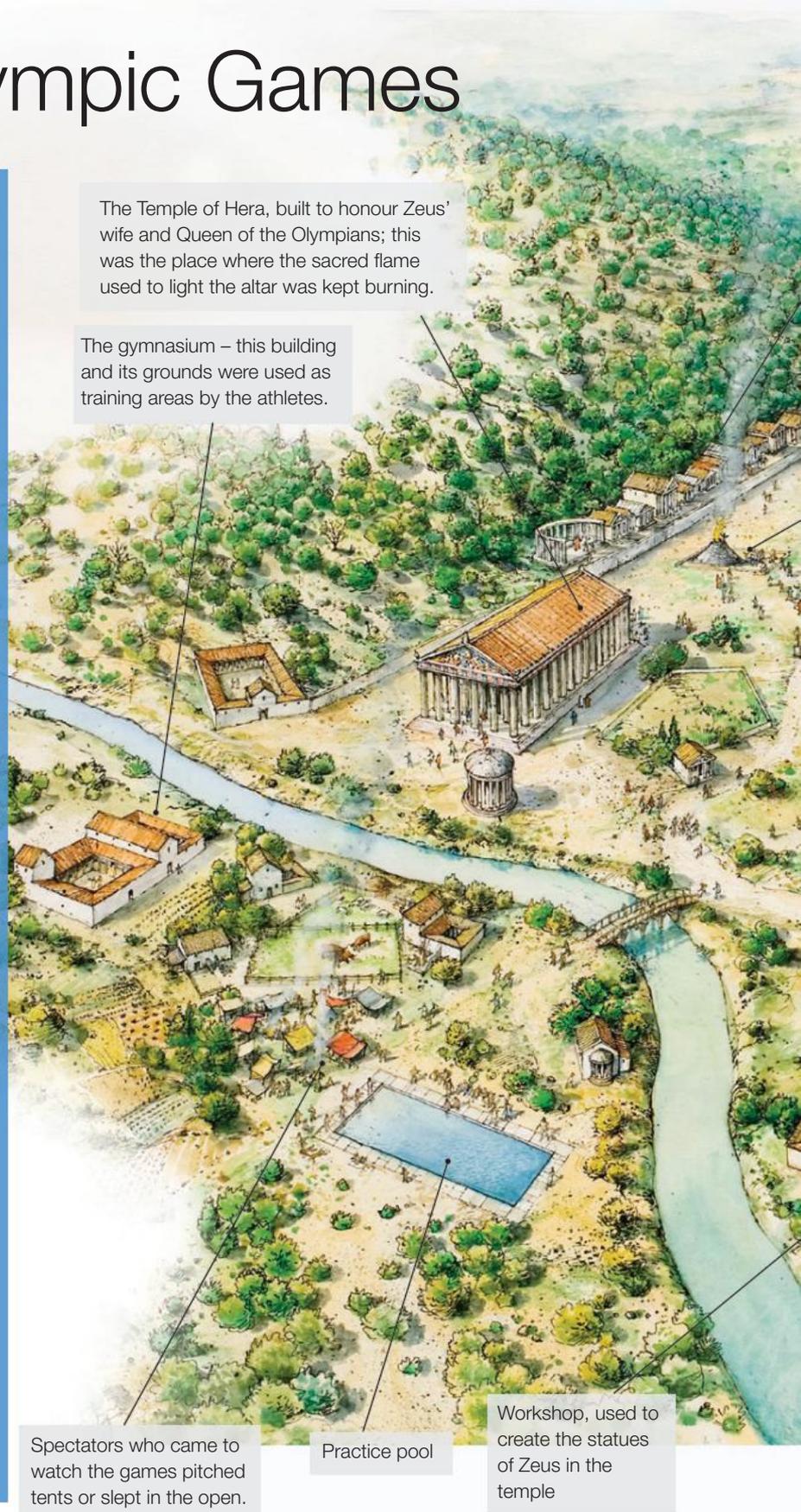
By the end of this topic, you will be able to:

- » understand the significance of the Olympic Games to religious beliefs in ancient Greece.

The first ancient Olympic Games were held in 776 BCE in the city-state of Olympia. The Games began as a ritual tied closely to religious beliefs and practices. Sporting events took place alongside rituals to honour the god Zeus. The Games began with the sacrifice of an animal. Its bloodied remains were placed on the altar to Zeus and set on fire. Athletes initially competed for no more than a wreath of olive leaves. Later, Olympic champions enjoyed fame all across Greece.

The five-day Games were held every four years until 394 CE, when they were stopped by the Christian Roman emperor Theodosius I.

When the Spartans began competing, events such as spear throwing, discus and wrestling were included. Later came boxing, the marathon, the pentathlon and chariot racing. Such was the sense of duty to participate in the Games, that even involvement in wars was halted.



The Temple of Hera, built to honour Zeus' wife and Queen of the Olympians; this was the place where the sacred flame used to light the altar was kept burning.

The gymnasium – this building and its grounds were used as training areas by the athletes.

Spectators who came to watch the games pitched tents or slept in the open.

Practice pool

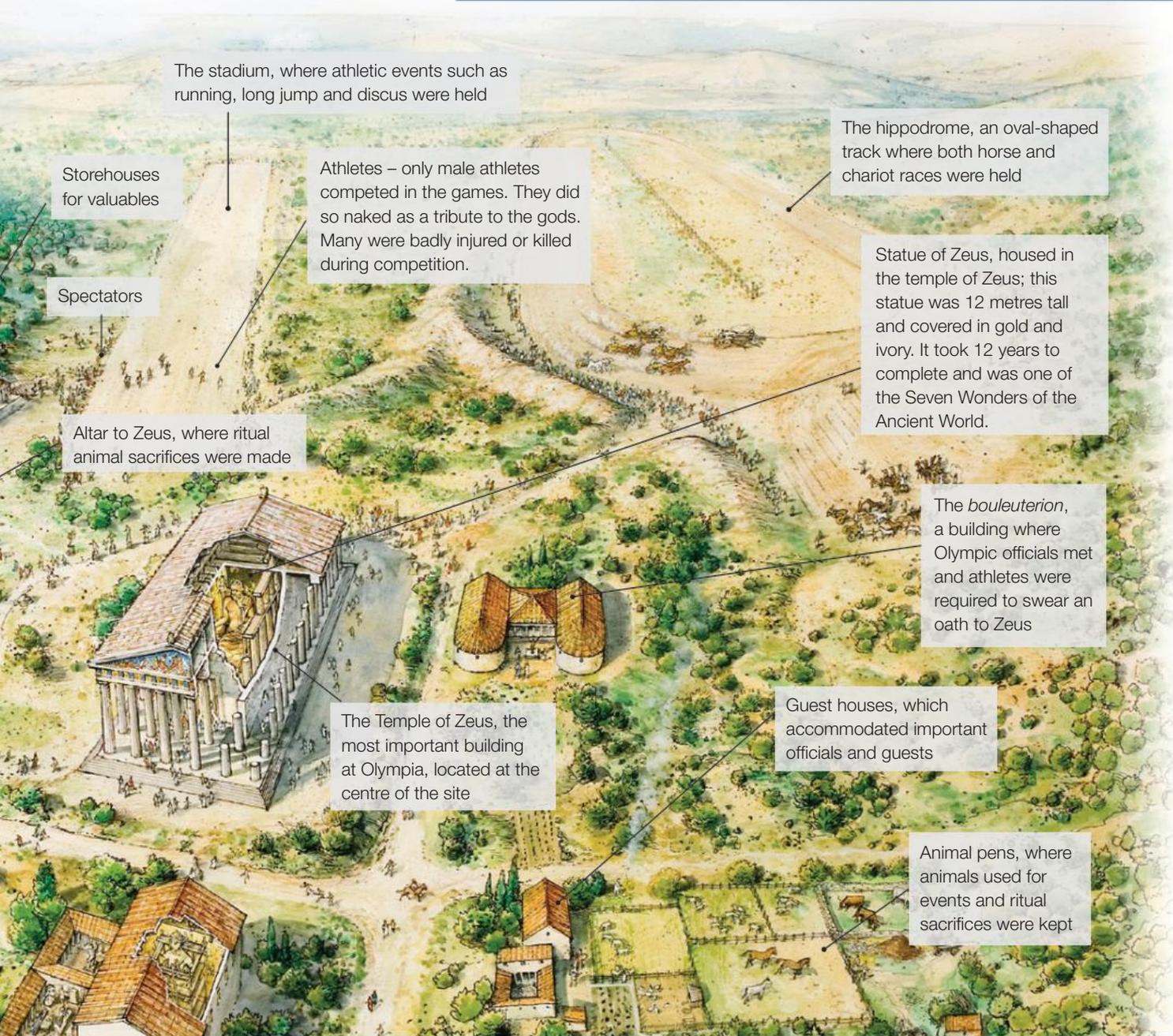
Workshop, used to create the statues of Zeus in the temple



Explore it!

A virtual field trip to Olympia

Source 4 An artist's impression of the site of the ancient Olympics



The stadium, where athletic events such as running, long jump and discus were held

Storehouses for valuables

Athletes – only male athletes competed in the games. They did so naked as a tribute to the gods. Many were badly injured or killed during competition.

The hippodrome, an oval-shaped track where both horse and chariot races were held

Spectators

Statue of Zeus, housed in the temple of Zeus; this statue was 12 metres tall and covered in gold and ivory. It took 12 years to complete and was one of the Seven Wonders of the Ancient World.

Altar to Zeus, where ritual animal sacrifices were made

The *bouleuterion*, a building where Olympic officials met and athletes were required to swear an oath to Zeus

The Temple of Zeus, the most important building at Olympia, located at the centre of the site

Guest houses, which accommodated important officials and guests

Animal pens, where animals used for events and ritual sacrifices were kept

10.7 Check your learning



Retrieve

- 1 **State** when the first ancient Olympic Games were held.

Comprehend

- 2 Look closely at Source 4. What places or buildings can you see that are related to the worship of Zeus? **Describe** what these places were for.

Analyse

- 3 Prepare a large Venn diagram in your notebook to **compare** as many aspects of the ancient and modern Olympics as you can. Remember, when

you compare two things, you must talk about how they are similar and how they are different.

- 4 The Olympic Games are still held and enjoyed today. Refer to page 201 of 'The history toolkit', and **consider** how the Olympics are an example of continuity and change.

Apply

- 5 **Investigate** one of the different types of competitions that were held at the ancient Olympic Games (for example chariot racing, *pankration*, pentathlon) and prepare a brief report outlining the competition rules.

10.8 Everyday life

Learning intention

By the end of this topic, you will be able to:

- » understand the key beliefs, values and practices associated with everyday life in ancient Greece.



In ancient Greece, great emphasis was placed on the need to be a responsible citizen. A good citizen devoted his life to the protection and growing prosperity of his city-state.

Education

Girls were required to be good wives, mothers and keepers of the home. They did not receive much of an education beyond household matters. Boys, however, began their education at age seven and might continue until their late teens.

Besides learning to read and write, boys studied mathematics, poetry, music and dance (see Source 6), athletics and gymnastics, and sometimes philosophy and public speaking. These were seen as the necessary skills for well-rounded, good citizens.

Fashion and beauty

Clothing in ancient Greece was loose-fitting and simple. A common garment worn by both men and women was known as a *chiton*. *Chitons* were knee-length for young men and floor-length for women and older men. These garments were usually made of linen or wool draped over the body and were held in place with brooches and belts. Shoes, if worn, were typically sandals. Jewellery was popular among both women and men. A woman always covered her head with a veil when she left the home.

Rich women used powdered lead and chalk to make their skin look pale. This indicated their upper-class status. They would also use other make-up, such as eyeshadow made from ground charcoal mixed with olive oil, or rouge for the cheeks made from crushed mulberries.

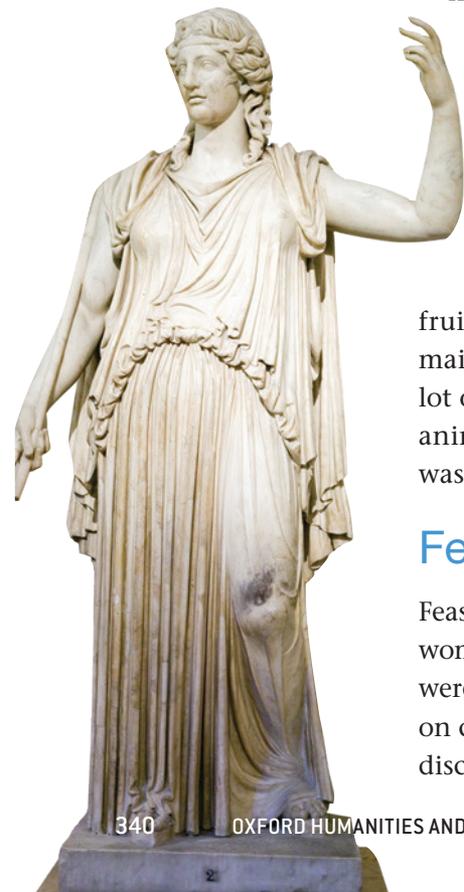
Food

The ancient Greeks ate a simple diet. Grains, such as wheat and barley, wine and olive oil were the most common foods. Grains were ground to make bread or soaked in water to form a porridge. Ancient Greeks also ate vegetables and fruit, goat's cheese, eggs, nuts and sometimes honey and sesame cakes. Fish was the main source of protein. Meat was eaten rarely (except in Sparta, where soldiers ate a lot of pork). Usually the only meat eaten by the poor followed an animal sacrifice. The animal's bones, skin and blood were burned to ash as an offering to a god. Its meat was cooked and shared among the people.

Feasts

Feasts were a common form of entertainment. They were men-only affairs. The only women allowed were known as the *hetairai*. These women were usually foreigners and were employed to entertain men. Food was served by slaves while guests lay around on couches eating and drinking. After the meal, the symposium began, where men discussed things such as philosophy, poetry, politics and the important issues of the day.

Source 5 Statue of a Greek woman wearing a *chiton*



Source 6 A detail from an ancient Greek *amphora* showing a boy learning to dance; amphoras were ceramic storage pots, used for food and liquids. Much of what we know about ancient Greek culture comes from scenes painted on such pots.

Architecture

During the Golden Age of Greece (c. 500 to 300 BCE), peace was finally made with Greece's long-time enemy, Persia. This truce allowed Athens to rebuild its war-damaged buildings such as the Parthenon. This, in turn, allowed Athenians to become more involved in cultural activities.

Temples were the most important buildings in ancient Greece. This reflected the important role that religion played in people's lives. But these magnificent structures also served to show off the wealth, skill and artistic ability of a city-state. The architects of ancient Greece used three different column designs – Doric, Ionic and Corinthian (see Source 7). The Parthenon was built in the Doric style.



Source 7 The three styles of Greek columns

Uncovering the past

Evidence is the information drawn from sources, including written documents, drawings, buildings (including ruins), songs and legends, clothes and kitchen utensils. There is much evidence about the lives of men in ancient Greece, drawn from the considerable number of written sources available. Not as much is known about other sectors of the population, including women and slaves, who were less likely to have left written records.

As new sources are uncovered, our understanding of the past can change.

Until the early nineteenth century, it was accepted that ancient Greece had held the Olympic Games every four years, but little was known about the details. However, archaeological excavations at Olympia by Abel Blouet in 1829 provided valuable new evidence. Further excavations in the 1870s provided a deeper understanding of the Olympic site and the traditions associated with the Games.

For more information about this key concept, refer to page 190 of 'The history toolkit'.

KEY CONCEPT Evidence



I used to think, now I think

Reflect on your learning about evidence from ancient Greece and complete the following sentences:

- I used to think ...
- Now I think ...

What has changed in your understanding?

Greek housing

As you have seen in topic 10.4 on page 328, the social divisions between men and women in ancient Greece were very strict. These divisions were clearly visible in the layout of Greek homes, especially those of the wealthy (see Source 8 on the next page). For example, an area known as the *gynaecium* was set aside for women only. It was located at the back of most Greek homes, often upstairs. Similarly, an area known as the *andron* was set aside for men only. It was a large downstairs room in which men could relax, entertain guests and discuss daily events.



Women chatted with their friends, perhaps while spinning or weaving, in an upstairs room called the *gynaecium*. Children were allowed in the room.

Mud brick walls were common, and roofs were often made with clay tiles.

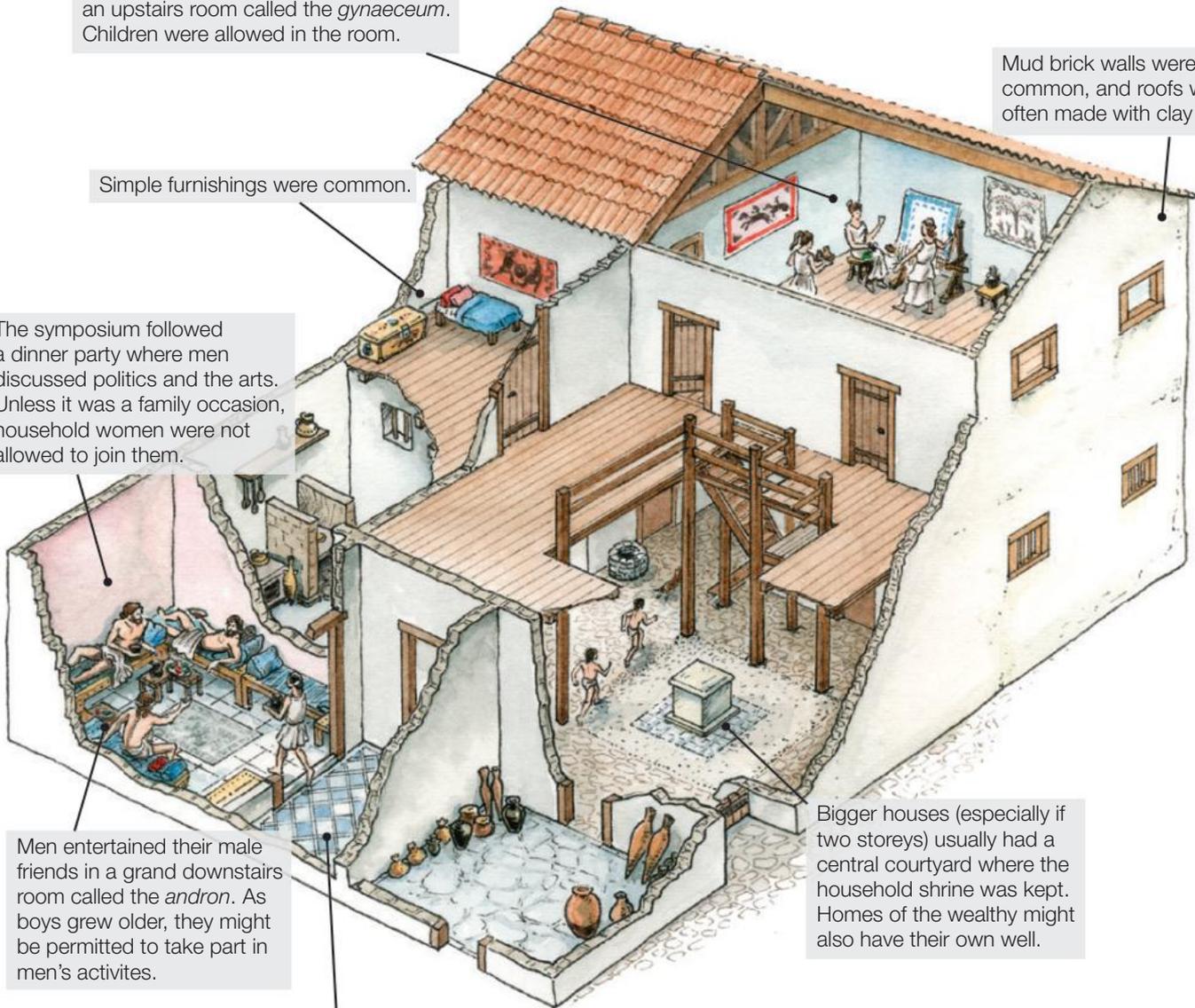
Simple furnishings were common.

The symposium followed a dinner party where men discussed politics and the arts. Unless it was a family occasion, household women were not allowed to join them.

Men entertained their male friends in a grand downstairs room called the *andron*. As boys grew older, they might be permitted to take part in men's activities.

Bigger houses (especially if two storeys) usually had a central courtyard where the household shrine was kept. Homes of the wealthy might also have their own well.

Mosaic tiling on floors and walls (in the homes of the wealthy) began in ancient Greece.



Source 8 An artist's impression of a wealthy family's home in ancient Greece

The living areas of slaves were separate from those of the family. Slaves would typically work in the kitchen or gardens and were not seen in the house unless serving their master and family.

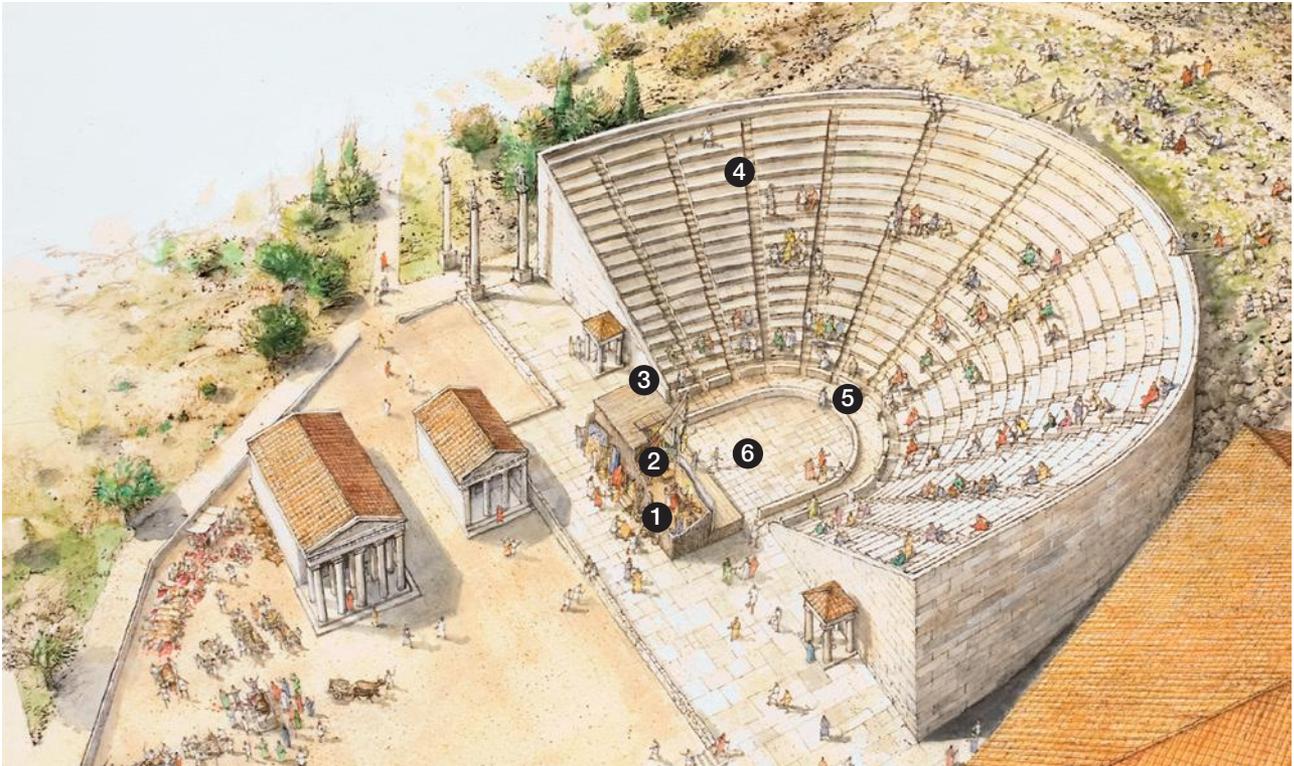


Quiz me!

A quick quiz on everyday life in ancient Greece

Drama

Ancient Greece gave us the basis of all Western drama – the theatre. Performances began as song-and-dance festivals to honour Dionysus, the god of wine and pleasure. They became more structured and writers competed to have their 'performances' chosen. Theatre became so popular that large open-air auditoriums were built throughout Greece as spaces where these performances could take place (see Source 9). Actors were almost always male although some slave women were permitted to play certain roles. Actors wore masks whether they were playing male or female roles.



- 1 A painted scene was often hung or constructed at the back of the *skene*. The modern word 'scene' comes from this ancient Greek word.
- 2 Many actors wore masks of stiffened cloth with large funnelled openings for their mouths to help them project their voice. The masks were very big so that spectators at the back of the auditorium could see them.
- 3 A device like a crane was often used to make actors appear to fly (when playing the role of gods).
- 4 Tiered seating was designed to give spectators further back a good view of the performance.
- 5 Judges and important officials sat at the front of the auditorium.
- 6 Plays were performed in an area known as the *orchestra*. Sometimes this was made of packed earth and sometimes it was tiled.

Source 9 An artist's impression of an early Greek auditorium

10.8 Check your learning



Retrieve

- 1 **Identify** what you might find in the make-up kit of a wealthy Greek woman.
- 2 In your own words, **define** 'symposium'.

Comprehend

- 3 **Describe** the ways that boys and girls were educated.
- 4 **Explain** what you can learn about the different roles of males and females in ancient Greece by looking at:
 - a the education system
 - b the layout of the Greek home
 - c the theatre.

Support your answers with at least three pieces of evidence.

Analyse

- 5 **Examine** (look closely at) Source 5. Is it useful in helping us understand what life was like for the ancient Greeks? Why or why not?

Apply

- 6 Using the information on the ancient Greek diet in this topic, **create** a three-course menu for a dinner that follows a spiritual lamb sacrifice.
- 7 The period in ancient Greece's history from about 500 to 300 BCE was called the 'Golden Age'. **Investigate** the Golden Age to find five reasons for this description.

10.9 Death and funerary customs

Learning intention

By the end of this topic, you will be able to:

- » explain the key beliefs, values and practices associated with death and funerary customs in ancient Greece.

All societies have rituals and ceremonies associated with death. Religious beliefs and traditions influenced what the ancient Greeks did when someone died. Death was thought to be the start of a long spiritual journey through the Underworld. The Underworld was the world of dead souls (called 'shades') and was sometimes called Hades, after the god of the dead and king of the Underworld. A mythical river, the River Styx, was believed to separate the Underworld from the world of the living. Gaps and openings in the earth, such as cave tunnels and deep caverns, were seen as gateways to this realm.

Source 10 The three possible destinations, for eternity, of dead Greek souls

Destination	Description
Elysian Fields	<ul style="list-style-type: none"> • for the souls of heroes who had the favour of the god Zeus • a sunny, fragrant, peaceful and happy place
Asphodel Fields	<ul style="list-style-type: none"> • for the majority of human souls, who were not heroes, nor all good or all wicked • a misty, grey, boring place where nothing much ever happened
Tartarus	<ul style="list-style-type: none"> • for the souls of wicked people • a place of everlasting torment and misery, surrounded by a layer of night

Beliefs about death

The ancient Greeks believed that when people died, their destination after death was the decision of Atropos, one of three goddesses believed to control life on Earth. The others were her sisters, Clotho and Lachesis. Dead souls were led into the Underworld by the messenger god, Hermes. A man called Charon (the ferryman) rowed those able to pay for the ride across the River Styx to the Underworld (see Source 11). The fare was paid with a coin that was placed in the mouths of the dead before they were buried.

Once they reached the other side, dead souls were judged by deities according to the life they had led on Earth. They ended up in one of three places (see Source 10). A three-headed dog named Cerberus guarded the entrance to Hades to stop the dead from leaving and the living from entering.

Source 11 An artist's impression of Charon the ferryman rowing the dead to the Underworld, which was known as Hades in ancient Greek times





Source 12 An ancient Greek vase showing funeral rituals being carried out

Funeral customs

When someone died in ancient Greece it was very important that others observed the correct rituals (see Source 13). Otherwise, it was believed, the dead person's soul would never find rest in the afterlife.

 **Sequence this!**
Rituals for the dead

- Wash the body with seawater (if possible) and clean any wounds.
- Put a coin in the mouth and close the mouth and eyes.
- Rub sweet-smelling oils into the skin and wrap the body in clean white (or grey) cloth.
- Display the body for at least a day in the main courtyard of the house, facing the door.

- Notify friends and relatives of the death so they can pay their respects.
- Make lots of noise, with loud displays of grief as people move around the corpse. This was regarded as a sign of respect for the dead. Hire professional mourners if necessary.

- Leave the house before daybreak for the burial plot or place where the body will be cremated (both outside the city walls).
- Transport the dead body using a horse and cart if this is affordable; otherwise organise some strong men of the family to carry the body on a stretcher. Men walk at the head of the funeral procession, women behind.
- Continue the loud wailing and crying, and have musicians add to the noise if available.

- Stand around until the body is burned away (if the body is being cremated) and then put out the flames with wine.
- Placed burned bones in a funeral pot for burial.

- Men stay at the site to bury the body or burned remains, while women return to the house to organise a feast.
- If the corpse is not buried in a tomb, pile dirt over the grave and cover it with a *stèle*.

- Family members return to the grave often to remember the loved one.
- Offerings of oil, food and wine are left and the *stèle* might be adorned with ribbons and flowers. A tube may be pushed into the dirt and wine poured into it to allow the dead person to 'drink' the wine offered.

Source 13 The steps to be followed when a person in ancient Greece died

10.9 Check your learning

Retrieve

- 1 Identify** the role of each of the following in the spiritual journey from life to death and the Underworld:

a Hades	b The River Styx
c Atropos	d Hermes
e Charon	f Cerberus.
- 2** Why was it important for the correct rituals to be observed after somebody died?

Comprehend

- 3 Explain** why a funeral procession in Ancient Greece had to be so noisy.

Analyse

- 4 Distinguish** between Elysian Fields and Tartarus. Remember, when you distinguish between two things, you must talk about how they are different.
- 5 Examine** (look closely at) Source 11.
 - a** Who are the figures in this source?
 - b** What does this source tell you about beliefs about death in ancient Greece?
 - c** Is this a reliable source? Why or why not?

Apply

- 6 Determine** (decide) how much of an influence death and the Underworld had on the way that the Greeks lived their lives.
- 7** Look carefully at Sources 10 and 11. Use a Y-chart to **determine** what the Underworld might have looked like, sounded like and felt like.

10.10 Warfare

Learning intention

By the end of this topic, you will be able to:

- » explain the significance of military practices in ancient Greece.

Warfare was a significant part of life in ancient Greece. Early Greek armies consisted mainly of foot soldiers recruited from the poor. Historians believe that they fought with no more than stones and spears, as only the wealthy could afford horses and more sophisticated weapons. The type of conflict changed as ancient Greece itself developed – for example, conflicts that were once fought in open areas became less frequent and assaults on walled cities became the main form of conflict. This required different strategies and weapons, as well as a different type of soldier.

The hoplites

From the seventh century BCE, the Greek armies produced well-trained foot soldiers with better armour and knowledge of battle tactics. These soldiers were known as **hoplites**. Each city-state had its own army of hoplites. When wars ended, hoplites in most city-states went back to their regular lives and jobs. Sparta was the only city-state where an army was constantly on duty and ready to fight.



- 1 Helmet; some curved out at the bottom to deflect slipping blades away from the body. It covered everything but the eyes.
- 2 A chest plate called a *cuirass*, made from bronze or leather. Sometimes it was moulded to look like a bared chest (abs and all). Armour was heavy (about 30 kilograms) and hot to wear in the summer.
- 3 Double-edged sword, with a curved blade
- 4 Concave round shield, typically decorated
- 5 Metal greaves, which guarded the shins
- 6 Red cloak; some researchers suggest that this was not worn in battle.
- 7 Spear, over 2 metres long, with an iron blade at one end and bronze spike at the other
- 8 Long hair, typically combed and decorated before a battle

Source 14 An artist's impression of a Spartan hoplite

hoplites
Greek warriors

battering ram
a heavy wooden pole extending from the front of a boat



Quiz me!
A quick quiz on warfare in ancient Greece

The navy

The strength of the city-states of Athens and Corinth was their navies. Their main warships were known as triremes because they had three tiers of oarsmen on each side of the hull, sitting one above the other. The trireme was built so that it could sail close to the shore. A heavy **battering ram** protruded from the bow (the front of the boat). The idea was to ram this into the hull of an enemy vessel to sink it.

Military structure in Sparta

Sparta became a military state with a professional army in the seventh century BCE. All citizens (only men could be citizens) had to be soldiers. Occupations such as farmers, merchants, potters and sculptors were not options for Spartan men. All saw it as an honour to die for Sparta – for example, Greek historian Plutarch (c. 46–120 CE)

recounts the story of a Spartan woman who ‘gladly’ accepted the death of her five sons because the battle was successful.

In Sparta, weak or sick babies were killed or left out in the open to die. Spartan children were, therefore, healthy and tough. But Spartan families did not have the luxuries and leisure time enjoyed by families in Athens during its Golden Age. Spartans were driven by military obligations and duties.

Warfare technologies and strategies

Technology and strategy in warfare were first used to great effect in ancient Greece. As well as battle formations such as the **phalanx**, the ancient Greeks developed many devices capable of attacking and scaling fortifications, including:

- battering rams – used to slam into weaker spots in a city’s fortifications, such as wooden gates
- catapults – big slings that were designed to throw heavy rocks great distances
- multi-storeyed wooden towers on wheels (later called belfries) – these structures shielded attackers as they were pushed towards a city wall. Once in place, the attackers inside the towers were able to scale the wall.

Later, the Roman army went on to use these devices and ideas to become the best organised army in the ancient world.

Gods and heroes

As discussed earlier, oracles might be consulted before a battle. Prayers and sacrifices were made to the gods, both to plead for victory and to thank them in the event that this happened.

Heroes were highly valued, and stories about them became part of the **mythology** of ancient Greece. They include Heracles, Jason and his band of Argonauts, and the key warriors of the Trojan wars such as Achilles, Odysseus, Hector and Paris.

AGE 7	Boys left home at the age of seven to live in barracks and start their military training.
AGE 8–29	For the next 22 years, their training was hard: physical exercise, beatings, mind training and war games. To encourage self-reliance and mental toughness, they were fed little, so they had to steal food. They were not punished for stealing, but for being <i>caught</i> stealing.
AGE 30	A man became a citizen at age 30. Until then, he could not live with his wife and family. He had to live in the barracks with his fellow soldiers.
AGE 60	A man retired from army service at 60. He might then be elected a member of the Spartan senate.

Source 15 The life of a Spartan man

phalanx

a tight battle formation used by the ancient Greeks in which soldiers would pack together with their shields overlapping; spears in the front row were held forward, those in the rows behind were held higher

mythology

a series of stories that the ancient civilisations used to explain life and the natural world

10.10 Check your learning



Retrieve

- 1 What was the main difference between the Spartan army and other ancient Greek armies?

Comprehend

- 2 **Describe** how hoplites were different from earlier Greek soldiers.
- 3 **Summarise** what might happen to a hero in ancient Greece.

Analyse

- 4 Pick one military device: battering ram, catapult or belfry. What were the strengths and weaknesses of this device?

- 5 **Examine** (look closely at) the image of the hoplite in Source 14. Which part of his armour do you think is the most important? Why do you think this?

Apply

- 6 ‘The organised, disciplined army of Sparta contributed to its success.’ To what extent do you agree with this? A lot (strongly), a little bit (somewhat) or not at all? Write a short paragraph **justifying** (giving reasons for) your position.
- 7 **Investigate** the legend of Jason and the Argonauts. In two groups, prepare a debate on the topic ‘Jason was a Greek hero’.

10C

SKILLS IN CONTEXT



Test me!

Once you've finished the topics in this section, test yourself with this quiz and find out which worksheet you should do.

Ancient Greek pottery

Historians and archaeologists use a variety of sources to piece together the story of the past, including the very useful source of ancient pottery. Because it is so durable, many pieces have been recovered by archaeologists and studied by historians.

The ancient Greeks used ceramics for cooking, serving, transporting and storing all kinds of food and materials. The *amphora* was the most common type of storage pot used in ancient Greece. Because the Greeks decorated pots in distinctive styles over different time periods (or eras), they can be used to work out when settlements were built, lived in or abandoned. The decorations also indicate the types of things that were important to these societies, and what life was like. In fact, much of what we know about education, festivals and daily life comes from scenes painted on pots.

Historians have identified four main styles of ancient Greek pottery (see Source 16), each with its own characteristics.



Source 17 An ancient Greek *amphora* in the black-figure style, sixth century BCE

Source 16 Development of Greek pottery

Style	Approximate date	Characteristics	Sketch	Reliable URLs
Geometric	900–700 BCE	<ul style="list-style-type: none"> decorated with complex geometric patterns such as checks, meanders, zigzags and concentric circles painted in fine black lines angular stick figures of humans and animals 		
Oriental	700–620 BCE	<ul style="list-style-type: none"> decorated with mythological and exotic creatures such as sirens, lions, sphinxes and phoenixes cartoon-like figures coloured with white, brown and purple slip (glaze) details such as hair and feathers, scratched into the clay, perhaps influenced by the ivory and bone carvings of Africa and Asia 		
Black-figure	620–480 BCE			
Red-figure	520–330 BCE			



KEY SKILL

Questioning & researching

Using the internet to find relevant and reliable sources

Being able to locate relevant primary and secondary sources using the internet is an important historical skill. However, you need to keep in mind that not all information you find online is necessarily true, accurate, reliable or credible. So, in addition to being able to find source material, you need to be able to evaluate the reliability of the information you find.

Use the following steps to apply this skill:

- Step 1** Identify key words related to your topic and type these into a search engine such as Google. (Use only these keywords – do not type in whole sentences or questions.)
- Step 2** Add further relevant keywords to refine your search if you cannot find what you want on your first attempt.
- Step 3** Research beyond the first page of results. The best results do not always appear first.

Step 4 Assess the reliability of each site by asking yourself the following questions:

- Who is the author or creator? If it is an individual, do they have any qualifications listed (such as a degree or title)? If it is an organisation, is it a reputable organisation such as a government or university department?
- What is the purpose of the website? Is it trying to inform, persuade or sell?
- Is the site objective? Is the author's point of view biased or one-sided?
- Is the information accurate? Can the information be verified if you cross-check it with other sources of information?
- Does the site contain spelling mistakes or grammatical errors? (If so, this may be an indication that the site is not particularly reliable.)
- Is the information current?

For more information on this skill, see page 188 of 'The history toolkit'.

Practise the skill

- Copy the table (Source 16) into your notebook. It outlines four different styles of Greek pottery and the approximate period in which each style was popular. Characteristics of the first two styles have been provided for you as examples.
- Using the internet, **investigate** relevant, credible and reliable source material about the other styles of ancient Greek pottery. You will need to find information about the characteristics of the black-figure and red-figure styles, and record this information in dot points in your table.
- Find images of pots created in each of the four styles, in order to familiarise yourself with their features and appearance. Sketch an example of each in the third column.
- In the final column of the table, record the URLs of the sites you have found and believe to be credible and reliable (using Step 4 from the Key skill box).

Extend your understanding

- Design and draw a Greek *amphora* in one of the styles you have researched. Consider the following features before you begin:
 - type of decoration
 - depiction of figures
 - colours
 - referencing an event that could help archaeologists date your *amphora*.

Source 18 An example of ancient Greek pottery in the geometric style, eighth century BCE



10.11 Change through conflict

Learning intentions

By the end of this topic, you will be able to:

- » explain the nature of contact and conflict with other societies, including in the Persian Wars
- » understand the short-term triggers of a conflict, such as the Peloponnesian Wars.

In any society, change can occur as a result of war and conflict. Several key battles between Greek city-states and foreign armies caused many changes across ancient Greece and the region more generally. In addition to going to war with Persia, the ancient Greek city-states and communities fought among themselves. Ultimately, conflict weakened ancient Greece so much that foreign powers – such as the Macedonians, and later the ancient Romans – were able to take over much of the region.

Persian Wars

The Battle of Marathon (490 BCE)

The area of Ionia on the eastern coast of the Aegean Sea was conquered by Persia around 540 BCE. In 499 BCE, Greek city-states in Ionia revolted against Persian rule. Their stand was supported by the Greek city-states of Athens and Eretria. Together, they destroyed Sardis, a Persian capital. (See Source 3 on page 323 to locate these places.)

In 490 BCE, the Persian king, Darius I, took his revenge on the Greeks. He laid siege to Eretria until it fell. He then ordered a huge Persian fleet to sail to Marathon in Greece. Darius demanded that the Greek states submit, but Athens and Sparta defied his order.



Source 1 An artist's impression of Miltiades urging the Greek forces to attack the Persian army at the Battle of Marathon

Athenian hoplites marched to Marathon. They hung back at the sight of such a huge Persian force. But the Greek general Miltiades persuaded his fellow officers to string the hoplites out into a long line (to make their forces look bigger) and charge at the enemy (see Source 1). Greece won because the Persians fled back to their ships in fear.

The first 'marathon' runner

Miltiades knew that the retreating Persian fleet would head for Athens. He ordered a young man to run ahead to warn the city. The distance was about 42 kilometres. The young man is said to have dropped dead after delivering his warning. When the Persian navy reached Athens, they found its walls defended by civilians. Thinking the city was defended by soldiers, the Persians chose not to attack, and left.

The Battle of Thermopylae (August 480 BCE)

Ten years after the Persian king Darius lost the Battle of Marathon, his son Xerxes set his sights on conquering more Greek territory. He demanded that the Greeks surrender their weapons. The defiant reply of King Leonidas of Sparta, who led the allied Greek armies, was brief and to the point – *Come and get them!*

That is what Xerxes set out to do. Heading for Athens, his huge army had to push through the rocky pass at Thermopylae, on Greece's eastern coast. He found it guarded by a determined Greek army. For three days the Greeks held the Persians back. Then a Greek traitor showed the Persians a secret mountain route that would allow them to attack the Greeks from the front and the rear.

When he discovered that he had been betrayed, Leonidas ordered most of the Greek army to flee. He hand-picked 300 Spartans to help him delay the Persian advance for as long as possible. The Spartans battled to the last man, inflicting a huge loss on the Persians.

The Battle of Salamis (September 480 BCE)

The 'last stand' of Leonidas and his men at Thermopylae gave the Greeks enough time to regroup. By the time Xerxes and his army reached Athens, most of the city's population had been evacuated with the help of the Athenian navy. While the Persians looted and burnt the city, the Athenians had retreated to the island of Salamis, 16 kilometres west of Athens, and prepared for battle again.

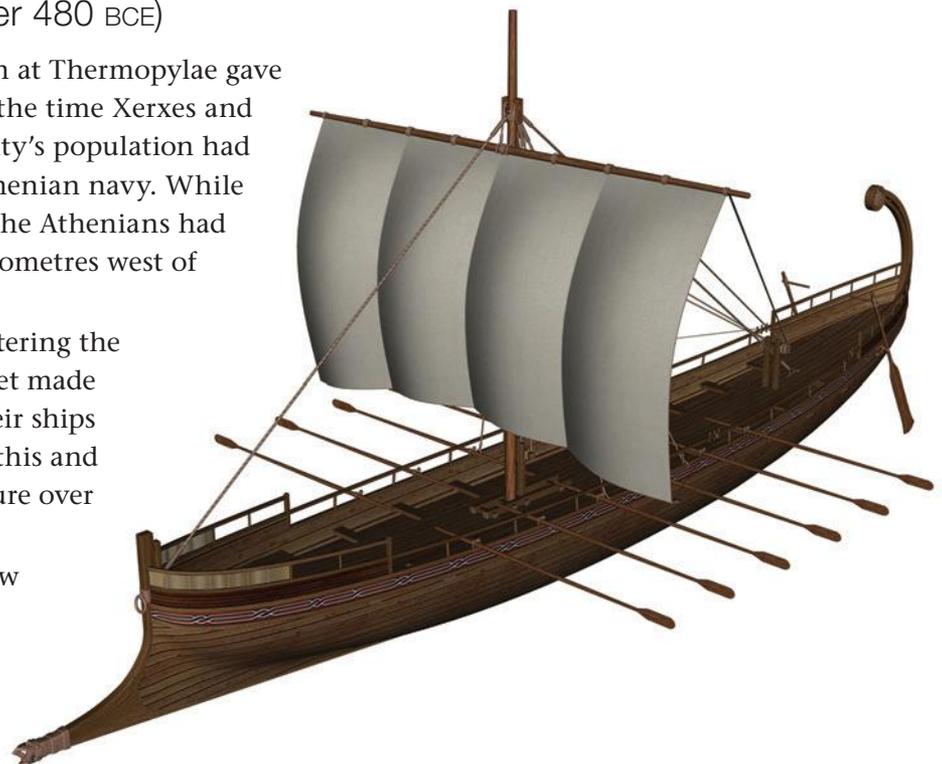
The Persian navy was tricked into entering the narrow Straits of Salamis. Their large fleet made it impossible for them to manoeuvre their ships properly. The Greeks took advantage of this and attacked. They managed to sink or capture over 300 Persian ships, and won the battle.

This crushing defeat was a severe blow to Persian morale and helped to end the Persian Empire's ambition to rule the Aegean region.



Source 2 An artist's impression of the Battle of Thermopylae

Source 3 A modern artist's illustration of a Greek ship



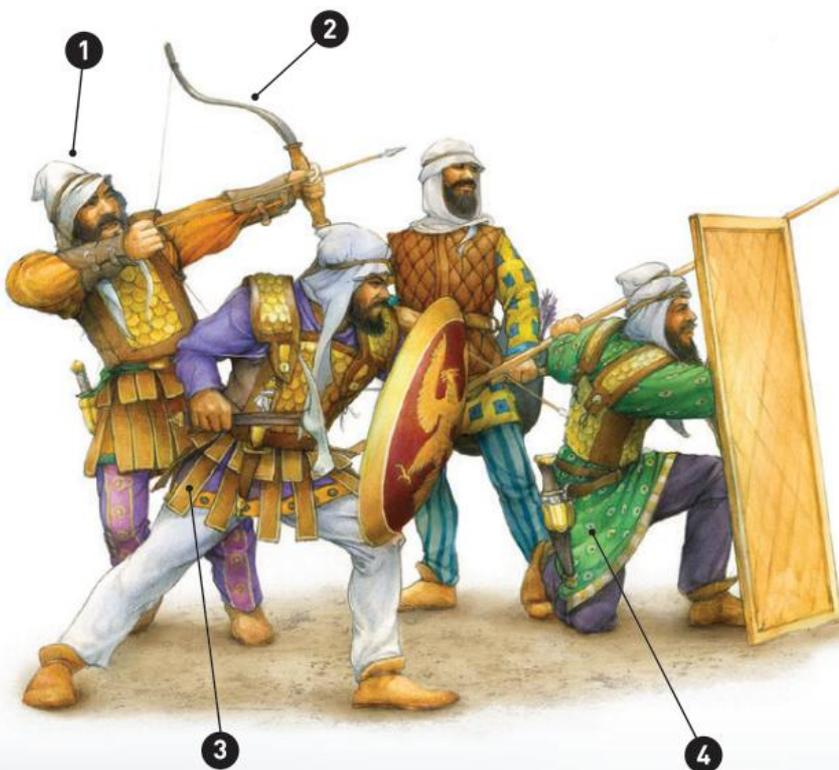
The Peloponnesian Wars (431–404 BCE)

As well as battles against outsiders, there were internal conflicts between city-states, especially Athens and Sparta. The long-running conflict between Athens and Sparta was sparked by Sparta's distrust of Athens' growing wealth and strength. In 431 BCE, Sparta marched into the region of Attica, laying siege to the walled city of Athens and burning and destroying farms. Sparta repeatedly invaded Attica over the next 10 years. This wore down both sides.

In 415 BCE, Athens attacked the city-state of Syracuse in Sicily, an ally of Sparta. The attack failed disastrously in 413 BCE, with the defeat of the entire Athenian force.

A decade later, Sparta did a political deal with Persia to get more ships. A huge sea battle was fought in 405 BCE at Aegospotami, in the north-west of the Aegean. Sparta had another stunning victory over the Athenian force.

By 400 BCE Athens was greatly weakened. The following year, Sparta again laid siege to the city. With its fleet largely gone and its morale shattered, Athens surrendered quickly. The Spartans then set up their own style of government in Athens – an oligarchy. For a time, Sparta was the supreme power in ancient Greece.



- 1 A *thanvabara* or archer wears a loose-fitting tunic and trousers under his leather armour. His bow is made from wood, bone and animal sinew and has a range of over 100 metres. He carries a secondary weapon, a sword, in case he is required to fight the enemy at close quarters.
- 2 Bows and arrows used for enemies at a distance
- 3 A Persian soldier wears leather armour and is armed with a war hammer. He carries a shield made of fabric-covered wood.
- 4 The *sparabara* or 'shield bearers' were the frontline infantrymen. This soldier wears an embroidered tunic and Scythian-style headdress. In battle, several *sparabara* form a shield wall using their large, wicker shields and 2-metre spears to protect the archers and other soldiers. The wicker shields were light and manoeuvrable, but did not provide protection against heavily armoured opponents.

Source 4 An artist's impression of Persian soldiers

Effects of the war

The consequences of all this conflict were that by 400 BCE, much of Greece's farming land was ruined and social upheaval was widespread. While Greece's power was starting to crumble, a new power was gaining strength in the north – Macedon.

By 338 BCE, Phillip II, king of Macedon, had the weakened city-states of Greece under his control. Before he was able to conquer Persia, he was assassinated in 336 BCE. His son Alexander became king. In the next 13 years Alexander conquered the Persian Empire and Egypt, and became known as Alexander the Great. His admiration for Greek culture led him to set up Greek rulers and introduce many Greek customs and practices in the lands he conquered. This widespread Greek influence survived for centuries.



Sequence this!
Conflict in ancient Greece

Sequencing significant events

To understand the way that certain historical events and movements unfold, it is important to be able to sequence events in the order in which they occur. This skill is related to the concept of chronology, which helps historians understand when, how and why events occurred. They might do this on a timeline or a flow chart.

Sometimes a chronological list of events involves cause and effect. If the causes on the list are not in order it is difficult for the historian to explain what happened and why.

For more information on this skill, refer to page 196 of 'The history toolkit'.

Practise the skill

- Below are five events or influences related to the Peloponnesian Wars (431 to 404 BCE). Rearrange the events in chronological order.
 - Sparta acquired more ships from Persia.
 - Athens launched a disastrous attack on Syracuse in Sicily.
 - Athens surrendered to Sparta.
 - Greece's economy, agricultural land and social cohesion were shattered.
 - Sparta had a deep resentment of the growing wealth and power of Athens.

KEY SKILL

Historical perspectives & interpretations

10.11 Check your learning



Retrieve

- Identify** the main events in each of the following battles: Marathon, Thermopylae and Salamis.
- Identify the short-term trigger for the Peloponnesian Wars.

Comprehend

- Summarise** the achievements of the king of Macedon that led to him becoming known as 'the Great'.
- Explain** the consequences suffered by Greece as a result of the Persian and Peloponnesian wars.

Analyse

- Examine** (look closely at) Source 4 on page 352 (the Persian soldiers) and Source 14 on page 346

(the Spartan hoplite). Pay particular attention to the armour they are wearing. Which would best suit a battle fought at close quarters? Explain your answer.

Apply

- Create** a concept map that explores the ways in which the Peloponnesian wars led to the collapse of the city-state of Athens.
- Write a letter home that a Greek hoplite might have written after the Battle of Marathon. Describe what occurred and **discuss** how this battle might have affected the morale of the Greek army, and why. Remember, when you discuss a topic, you should approach it with your own point of view, which you support using evidence from research.

10.12 Change through trade

Learning intention

By the end of this topic, you will be able to:

- » understand the causes and effects of ancient Greece's contact and trade with other societies.

Over its long history, ancient Greece came in contact with many different cultures and civilisations in its region. Sometimes this contact was peaceful, spurred on by the desire to find new markets overseas and trade locally produced goods. At other times contact was aggressive and developed into territorial claims. Either way, this contact and conflict changed ancient Greek society in many ways.

Greece's soil was good enough to grow olives and grapes but not grain crops in the quantities required to feed a growing population. Timber was plentiful in some parts of Greece, but was quickly used up to build boats. Greece had other resources, such as deposits of silver, that boosted Athens' wealth and growth in its Golden Age (fifth century BCE). Other essential metals were in limited supply.

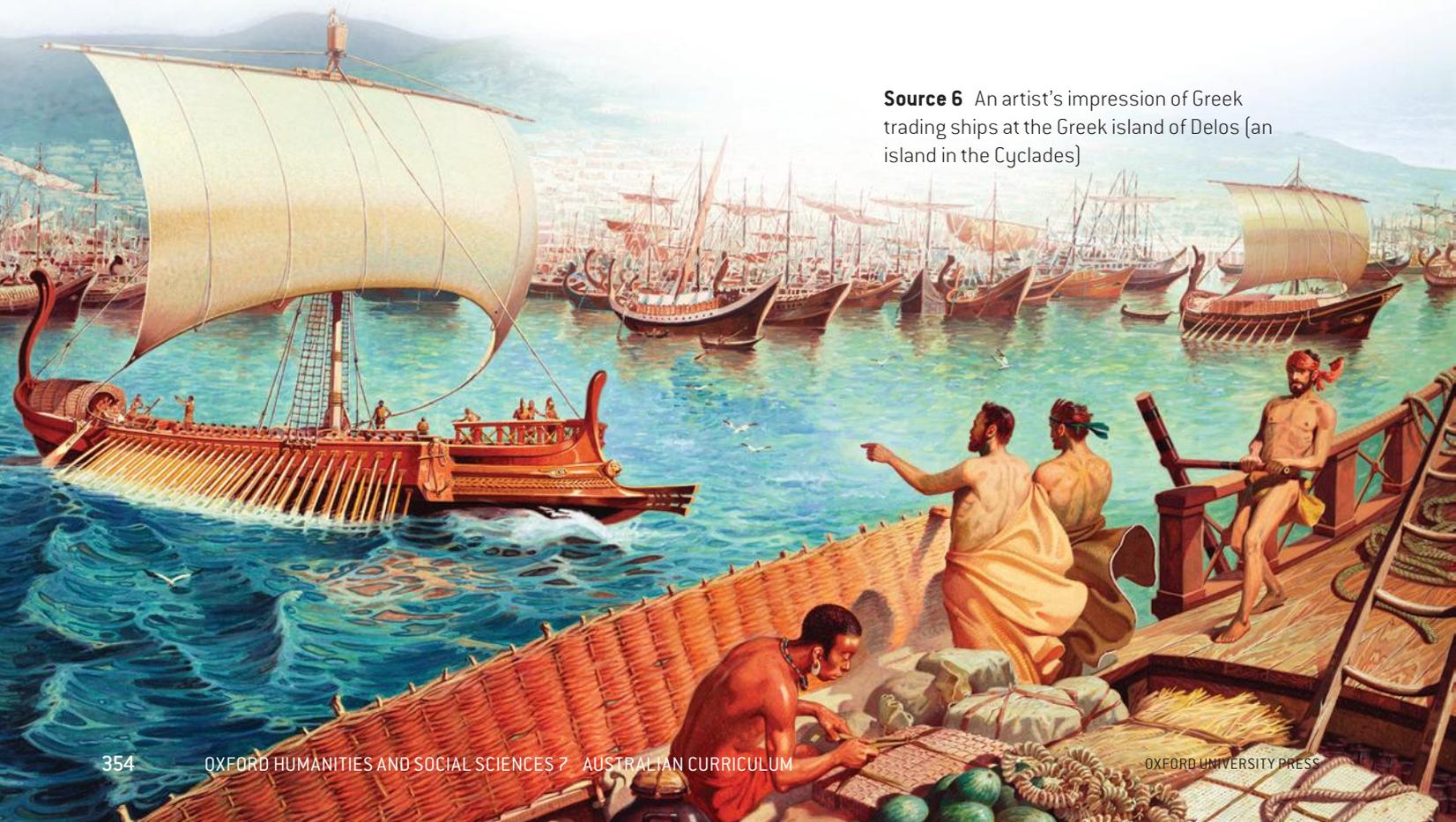
By the fifth century BCE, Greek states were trading extensively throughout the Mediterranean and they looked to the **colonies** many of them had established to provide resources and markets for the goods they produced. Trade links were also set up around the Mediterranean, including with ancient Egypt and Rome. These contacts exposed Greece to a diversity of cultures and gave it an opportunity, through trade, to advance and to acquire great wealth.

colonies

outposts set up by a country, kingdom or empire, often for social, financial or strategic (military) reasons



Source 5 An ancient Greek jug from the oriental period (seventh century BCE)



Source 6 An artist's impression of Greek trading ships at the Greek island of Delos (an island in the Cyclades)

Over time, sea trade became very important to ancient Greece. Ports sprang up along the coastline and many Greek merchants became very rich. Evidence of the increase in Mediterranean Sea traffic at this time is provided, in part, by shipwrecks, whose remnants still litter the long Greek coastline today. Radiocarbon dating of wrecks indicates that only two have been found from the eighth century BCE, while as many as 46 wrecks date from the fourth century BCE.

Through sea trade, the ancient Greeks improved their navigation and shipbuilding skills. They also acquired new ideas and skills from those they traded with. These included:

- cooking techniques using spices from parts of Asia
- metalworking techniques from the ancient Syrians, used in the making of weapons, tools, jewellery and other decorative objects
- ideas about astronomy, building methods and mathematics from ancient Egypt. Egyptian design also influenced pottery art and sculpture during Greece's so-called oriental period (see Source 5).

*** See, think, wonder**

- Look at Source 6.
- What do you see?
 - What do you think?
 - What do you wonder?



Source 7 Goods that ancient Greece imported and exported

10.12 Check your learning

Retrieve

- 1 What evidence do historians use to support the view that there was a rapid increase in sea trade in the Mediterranean between the eighth and fourth centuries BCE?
- 2 **Identify** at least three of the new techniques and skills that the ancient Greeks acquired from their trading partners, and where they were from.

Comprehend

- 3 **Explain** why ancient Greece needed to import grain.

Analyse

- 4 **Classify** the products imported by ancient Greek merchants into three

groups – food, building materials and luxury goods.

- 5 Participants came from far and wide to take part in the ancient Olympic Games. How do you think this contact might have influenced ancient Greece and other societies who came to participate in the Games?

Apply

- 6 'Trade does much more for a society than merely expanding the range of goods that are bought and sold.'
Discuss this statement in small groups then write a short (200 words) response. Be sure to support your response using evidence from this topic, as well as examples from modern-day Australia.



Quiz me!

A quick quiz on change through trade in ancient Greece

10.13 Legacy of ancient Greece

Learning intention

By the end of this topic, you will be able to:

- » explain the reach of Greek culture.

While every society leaves a certain legacy, the legacy of some civilisations is particularly long lasting and influential. Ancient Greece, which is sometimes referred to as ‘the cradle of Western civilisation’, is one such civilisation.

During the Golden Age of ancient Greece, drama, poetry, philosophy, mathematics and science all emerged in forms that continue today. The democracy that modern Australia cherishes also has its roots in the ancient city-state of Athens.

Democracy

It is generally believed that the city-state of Athens was the first state to adopt a democratic system of government. The term comes from a combination of two words – *demos* (ordinary people) and *kratos* (rule or power).

KEY CONCEPT

Continuity & change

Citizenship

Only Athenian citizens could vote and take part in democratic processes. That principle continues in Australia today, as does the Athenian practice of being eligible to vote at 18 years of age.

Athenian citizens were men over 18 whose parents had both been born in Athens. Their fathers had to be citizens (and, later, their mother’s father had to be as well). They were also the only Athenians who could own land. Women, slaves, children and foreigners were not citizens.

In that respect, things have changed. Everyone born in Australia, whether male or female, is a citizen. Those who immigrate or are welcomed as refugees can choose to become citizens if they

wish. Those applying for Australian citizenship must pass certain tests and participate in a citizenship ceremony.

For more information on this key concept, refer to page 200 of ‘The history toolkit’.



Source 8 Two newly declared Australians at their citizenship ceremony



Quiz me!

A quick quiz on the legacy of ancient Greece

Philosophy

The three most famous philosophers from ancient Greece are Socrates, Plato and Aristotle, who lived in the fifth and fourth centuries BCE. Their thinking focused on ethics and morality and encouraged people to lead good lives, for their own sake and for the good of society.

The philosophy of the ancient Greeks is believed to have played a role in the development of thinking about Christianity and Islam. Socrates, Plato and Aristotle are still widely studied by students of philosophy in schools and universities today.

Language

Many English words have their origins in ancient Greece (see Source 9). The Greek influence is also reflected in the modern English alphabet. In fact, that word is a combination of the first two words of the Greek alphabet – *alpha* and *beta*. Sixteen letters of the English alphabet bear a strong resemblance to their Greek counterparts.



Source 9 Some common words in the English language have Greek origins.

Building and architecture

The architecture of ancient Greece has endured the test of time. The public buildings of Athens and Sparta were simple, symmetrical and adorned with columns of three varieties (Doric, Ionic and Corinthian). Greek building styles were adopted by the Romans, and their popularity has persisted through medieval and Renaissance times to the present day. The Victorian Parliament building (pictured in Source 10), the front of the Capitol in Washington and St Martin-in-the-Fields in London are all examples of architecture inspired by ancient Greek styles.



Source 10 The Parliament of Victoria, located in the CBD of Melbourne, is an example of the influence of Greek architecture.

Mathematics and science

The ancient Greeks developed and refined many of the mathematical principles of ancient Egypt. One of the most famous Greek mathematicians was Pythagoras. His theorem that ‘the square of the hypotenuse of a right-angled triangle is equal to the sum of the squares of the other two sides’ is well-known to modern students.

Many scientific and medical discoveries can also be traced back to ancient Greece. Astronomers including Aristotle and Eratosthenes proposed that the Earth was round and used geometry to measure the Earth’s circumference. Hippocrates was one of the first scientists to look carefully at the causes of illness, not just the possible cures. He also speculated on the connection between diet and illness. The ideas of Hippocrates have formed the foundation of medical studies for over 2000 years. Today, doctors take the Hippocratic oath when they are admitted to practise medicine.

10.13 Check your learning



Retrieve

- 1 Identify** five features of modern life that can be traced back to ancient Greece.
- 2** What was the focus of the thinking of Socrates, Plato and Aristotle?

Comprehend

- 3 Explain** the elements of continuity and change that are evident in democracy from ancient Greece to modern-day Australia.

Apply

- 4** How much does the legacy of ancient Greece still influence our lives today? Is it a lot (strongly), a little bit (somewhat) or not at all? Write a short paragraph **justifying** (giving reasons for) your position.
- 5** ‘Ancient Greece is the cradle of Western civilisation.’ Using the internet, **investigate** this statement and write a short paragraph outlining its exact meaning.

10D

SKILLS IN CONTEXT



Test me!

Once you've finished the topics in this section, test yourself with this quiz and find out which worksheet you should do.

Source 11 A film still from *300*, a modern-day interpretation of the Battle of Thermopylae

The Battle of Thermopylae

In his book *The Histories* (written between 450 and 420 BCE), Greek historian Herodotus tells of how the great Persian army, led by King Xerxes, was defeated as it tried to invade Greece.

One of the most famous battles during this invasion was the Battle of Thermopylae, where a small force of Spartans led by King Leonidas was able to defend the narrow pass between the hills and the sea for three days. This bought the Spartans more time for their allies further south, but unfortunately almost all of their small force was killed. The feat is attributed to the Spartan warriors, who were said to fight with no fear of death.

The following extract describes how a soldier, sent to spy on the Greek army by Xerxes, observes the Spartans preparing for battle. The spy then returns and tells Xerxes what he saw:

Source 12

At that moment (the Spartans) were stripped for exercise, while others were combing their hair. The Persian spy watched them in astonishment; nevertheless he made sure of their numbers, and of everything else he needed to know, as accurately as he could, and then rode quietly off. No one attempted to catch him, or took the least notice of him.

Back in his own camp he told Xerxes what he had seen. Xerxes was bewildered; the truth, namely that the Spartans were preparing themselves to die and to deal death with all their strength, was beyond his comprehension, and what they were doing seemed to him merely absurd.

Source: Herodotus, *The Histories*, Book 7

Xerxes then calls a Greek named Demaratus (who is on the side of the Persians) to explain the significance of the Spartans' personal grooming before going into battle:

Source 13

'Once before,' Demaratus said, 'when we began our march against Greece, you heard me speak of these men. I told you then how this enterprise would turn out, and you laughed at me.

'These men have come to fight us for possession of the pass, and for that struggle they are preparing. It is the custom of the Spartans to pay careful attention to their hair when they are about to risk their lives. But I assure you that if you can defeat these men and the rest of the Spartans who are still at home, there is no other people in the world who will dare to stand firm or lift a hand against you. You have now to deal with the finest kingdom in Greece, and with the bravest men.'

Source: Herodotus, *The Histories*, Book 7

KEY SKILL

Using historical sources

Assessing the usefulness of sources

Some historical sources are more useful than others.

The first thing to ask of a source is whether it is biased. Bias is having an unbalanced or one-sided opinion. Bias is found in both primary and secondary sources. It is natural for people to show their opinion when they write something. To recognise bias in a source, ask yourself these questions:

- Who wrote it?
 - When was it written?
 - Why was it written?
 - Does this source distort the facts?
 - Does this source give one side of the story, or is it balanced?
 - Can the views expressed in this source be verified?
- Just because a source is biased does not

automatically mean that it is not useful. It may be extremely useful if you are investigating the opinions of a particular group at a particular time. However, if you are investigating the facts of an event, a biased source may be much less useful.

Consider the following points about Herodotus' account of the Battle of Thermopylae:

- the Battle of Thermopylae took place in 480 BCE and *The Histories* were written more than 30 years later
- Herodotus was less than five years old when the battle occurred
- *The Histories* were based largely on stories told to Herodotus.

For more information on this skill, see page 190 of 'The history toolkit'.

Practise the skill

- 1 How does Herodotus describe the Spartan worries in *The Histories*? Include two quotes to support your answer.
- 2 Suggest why Herodotus might be biased or inaccurate in his account of the event. Which side is presented more favourably? Support your answer with two pieces of evidence.
- 3 What conclusions can you draw about the usefulness of *The Histories* in an inquiry into the facts surrounding the Battle of Thermopylae?

Extend your understanding

- 1 Is *The Histories* a primary or a secondary source? Give reasons for your answer.
- 2 Brainstorm other primary and secondary sources that could provide further evidence about the facts surrounding the Battle of Thermopylae. For example, a piece of pottery could be found showing an illustration that shows an aspect of the battle.

Propose (put forward) reasons for which of these sources may be biased and which unbiased, and explain your thinking.



Source 14 A wall carving showing Xerxes I standing behind the throne of his father, Darius I, the king of Persia. This carving, dated c. 515–485 BCE, was discovered in the ruins of the royal palace complex of Persepolis, Iran.

10

CHAPTER REVIEW

Review activity

Read the information about Socrates and answer the questions below.

Socrates on children

Socrates was an ancient Greek philosopher who lived from about 469 to about 399 BCE. He is known for his wisdom and his insightful views on life. Socrates believed that people should reflect on their lives and he acknowledged that he did not know everything. A well-known quote attributed to Socrates is 'The unexamined life is not worth living'.

The majority of Socrates' observations were made in conversations and speeches, and were not written down. Most of the ideas that are now attributed to Socrates were in fact written by Plato, his student. Plato, who lived from about 428 to about 348 BCE, listened to Socrates' speeches and ideas and wrote them down. It has also been suggested that some sayings believed to have originated with Socrates were actually written in the early twentieth century.

The following observation on children has been widely attributed to Socrates.

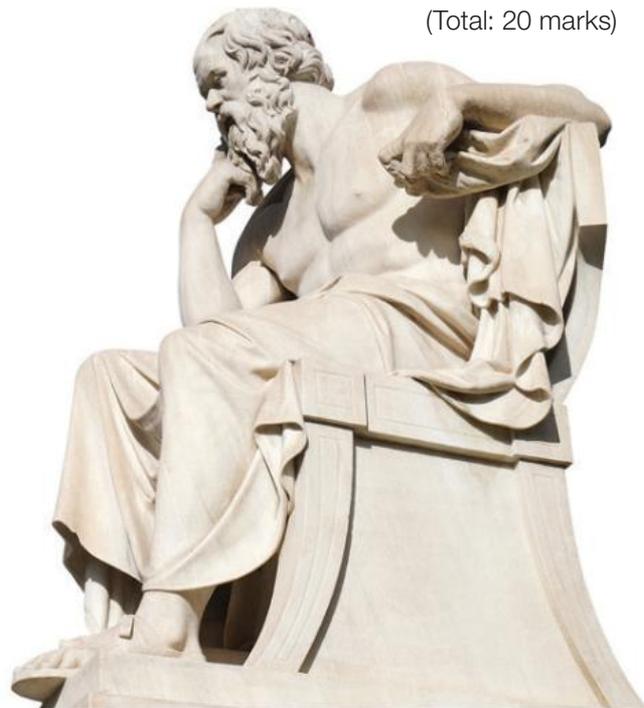
Source 15

The children now love luxury; they have bad manners, contempt for authority; they show disrespect for elders and love chatter in place of exercise. Children are now tyrants, not the servants of their households. They no longer rise when elders enter the room. They contradict their parents, chatter before company, gobble up dainties at the table, cross their legs, and tyrannize their teachers.

Socrates on children, *Encyclopaedia Britannica*

- 1 **Identify** one reason why we might doubt the reliability of this source. (1 mark)
- 2 **a** If this observation *was* made by Socrates, what can you learn from that fact that these ideas were being expressed over 2000 years ago? (2 marks)
b If this observation *was not* made by Socrates, why would so many historians continue to say that it was? (2 marks)
- 3 **Explain** how a historian could assess the reliability of this quote. (3 marks)
- 4 What is the overall message or 'point' being made in Source 15? Support your answer with a quotation from the source. (2 marks)
- 5 'There is no need to accurately quote Socrates – he lived so long ago, we can give him whatever quote we want!' To what extent do you agree with this? A lot (strongly), a little bit (somewhat) or not at all? Write a 200-word response using specific examples to **justify** (give reasons for) your answer. (10 marks)

(Total: 20 marks)



Chapter checklist

Now that you have completed this chapter, reflect on your ability to do the following:

	I can do this.	I cannot do this yet.
Explain how the physical features of ancient Greece influenced its development.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 10.2, page 322.
Describe the key features of a Greek city-state.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 10.3, page 324.
Explain the role of key groups in ancient Greece.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 10.4, page 328.
Understand the rights and responsibilities of citizens and non-citizens in Athens and Sparta.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 10.4, page 328.
Summarise the historical context, life and achievements of Sappho.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 10.5, page 332.
Understand the key beliefs, values and practices associated with religion in ancient Greece.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 10.6, page 336.
Understand the significance of the Olympic Games to religious beliefs in ancient Greece.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 10.7, page 338.
Understand the key beliefs, values and practices associated with everyday life in ancient Greece.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 10.8, page 340.
Explain the key beliefs, values and practices associated with death and funerary customs in ancient Greece.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 10.9, page 344.
Explain the significance of military practices in ancient Greece.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 10.10, page 346.
Explain the nature of contact and conflict with other societies, including in the Persian Wars.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 10.11, page 350.
Understand the short-term triggers of a conflict, such as the Peloponnesian Wars.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 10.11, page 350.
Explain the causes and effects of ancient Greece's contact and trade with other societies.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 10.12, page 354.
Explain the reach of Greek culture.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 10.13, page 356.

Check your Student obook pro for these digital resources and more:



Student book questions
Chapter 10



Key skill worksheet
Communicating:
Chapter 10

Quizlet

Play a game of Quizlet on Ancient Greece.



Chapter review quiz
Chapter 10

CHAPTER

1

Ancient Rome

In 387 CE, St Ambrose, bishop of Milan, wrote the now famous proverb, 'When in Rome, do as the Romans do'. To live in this civilisation was to think big and live life to the *maximus* – a Latin term meaning 'greatest'. Ancient Rome is renowned for its grandeur, strength and domination. The Romans grew their empire from the heart of the Mediterranean, spanning five million square kilometres and lasting over 1000 years. Romans were passionate about politics and warfare, while also being clever engineers, traders and planners. They sought a balanced lifestyle, enjoying indulgent baths and bloodthirsty entertainment, and upholding virtue. Ancient Rome also experienced natural disasters, like the one which devastated the city of Pompeii. It is no surprise that ancient Rome is still considered one of the greatest civilisations of all time.

» **Source 1** The Arch of Constantine is the largest remaining triumphant arch from ancient Rome and the last grand monument of the Roman Empire, built in 315 CE near the iconic Colosseum.



11A

How did the physical features of ancient Rome influence its development?

11B

What shaped the roles of key groups in ancient Rome?

11C

How did beliefs, values and practices influence ancient Rome?

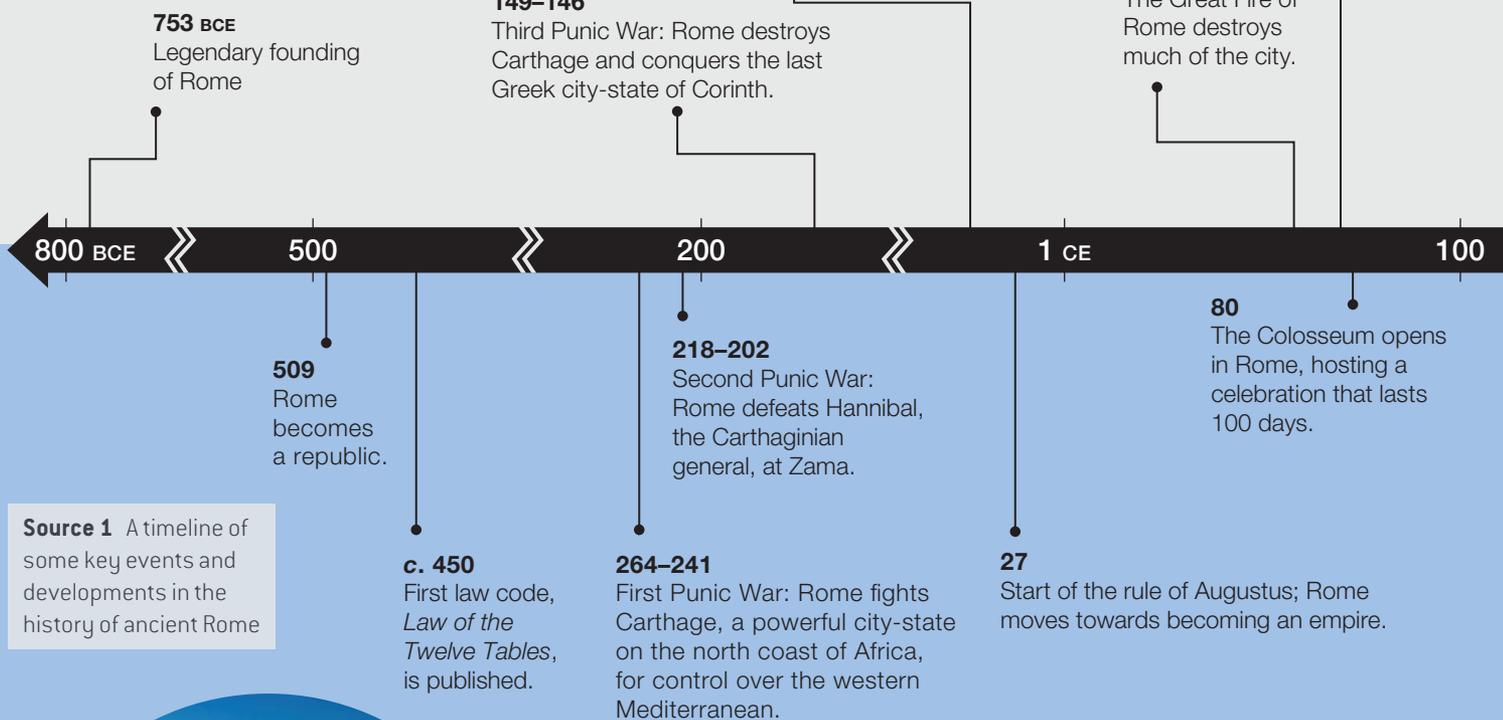
11D

How did ancient Rome change and develop?

11.1 Ancient Rome: a timeline



The foundation myth of Rome tells the story of Romulus and Remus – sons of the war god, Mars. The brothers were saved by a she-wolf before being raised by a shepherd and his wife. Romulus is said to have killed his brother Remus before founding the city of Rome and making himself king – hence the name Rome.

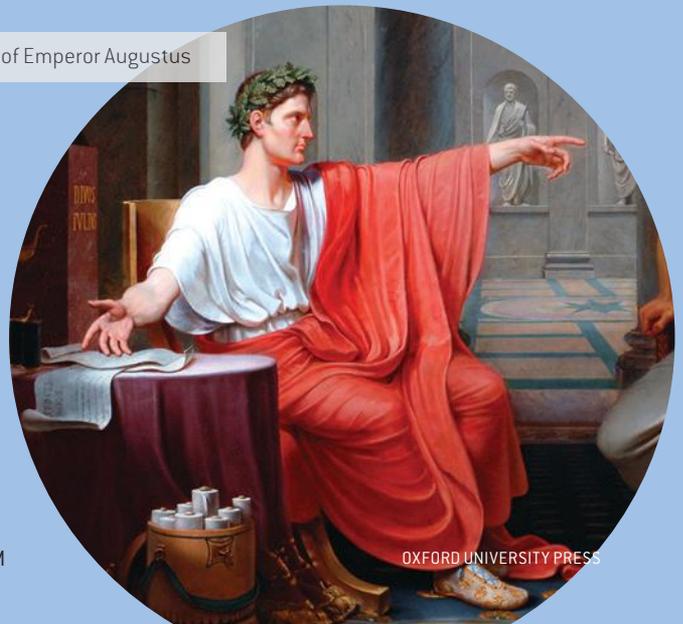


Source 1 A timeline of some key events and developments in the history of ancient Rome



The Roman Forum is now a protected archaeological park.

An artist's impression of Emperor Augustus



11A How did the physical features of ancient Rome influence its development?



An artist's impression of the sacking of Rome by invading 'barbarians' – a term used by Romans to describe people from outside the empire

360
A group of people known as the Huns start invading Europe.

410
A group of people known as the Goths attack and plunder Rome.

476 CE
'Barbarian' forces remove the last Western emperor from power, marking an end to the Western Roman Empire.

330
Work starts on St Peter's Basilica in Rome.

395
The Roman Empire is permanently divided into two parts, the Western Empire and the Eastern Empire.

451
Last strong military campaign of Roman army



300

400

500 CE



Sequence this!
Events in ancient Rome

11.1 Check your learning



Retrieve

- 1 What year does legend say Rome was founded, and who is said to have founded the city?
- 2 When did Rome become a republic?
- 3 When was the Roman Empire permanently divided into the Eastern Empire and the Western Empire?
- 4 **Identify** who was the ruler when Rome began the move towards becoming an empire.

Comprehend

- 5 Using the timeline, calculate how many years in total the Punic Wars lasted.

Apply

- 6 Select four events on the timeline that you think might have been particularly significant in the history of ancient Rome. For each event, **create** one or two related questions to which you would like to find out the answer. For example, if you select the Great Fire of Rome in 64 CE, you might ask:
 - What caused the fire?
 - How many people were killed in the fire?Record these questions in your notebook. Once you have finished working through the chapter, return to these questions and see if you are able to answer them. You may need to carry out some further research to find all the answers.

11.2 Physical features of ancient Rome

Learning intention

By the end of this topic, you will be able to:

- » understand how the physical features of ancient Rome influenced its development.

The physical features of ancient Rome were a key factor to its success. Hills, rivers, floodplains, mountain ranges and the Mediterranean Sea provided an ideal combination of physical features necessary for an empire to flourish.

The civilisation of ancient Rome began in a small region in central western Italy called Latium. It had fertile farming land, and a climate that was hot and dry in summer and mild and wet in winter. The region is bordered by the Apennine Mountain range to the east and the Mediterranean Sea to the west.

The Tiber River flows from the north, and along its marshy floodplains is where the city of Rome was founded. With mountains providing protection from invasion, the nearby coast providing easy access to trade and a river providing water for farming, the city of Rome was settled in an ideal location.

The Mediterranean Sea

The Mediterranean Sea covers an area of 2.5 million square kilometres. Due to its landlocked nature, the Sea has little tidal movement or storms, which makes its conditions ideal for sailing and navigation. The Mediterranean Sea



Enlarged map

The Mediterranean Sea and surrounding areas

THE MEDITERRANEAN SEA AND SURROUNDING AREAS



Source 2

Source: Oxford University Press

could be considered the ‘internet’ of ancient times, as it provided a network for trade, ideas and technologies to be shared among many diverse cultures from different continents.

With the Italian Peninsula located on its doorstep, Rome soon took control of the port of Ostia to commence trading activity. The Romans developed a strong navy, which helped them conquer new territories. At its peak, ancient Rome grew to control the entire Mediterranean coast (see Source 2). These included the Carthaginians in north Africa, the Celts on the Iberian Peninsula (modern-day Spain and Portugal), the Greeks and the Egyptians. The ancient Romans became so dominant in the region that they called the Mediterranean Sea *mare nostrum* – meaning ‘our sea’.

Romulus and Remus and the Seven Hills of Rome

According to legend, Rhea Silvia, daughter of King Numitor, was married to the God of War, Mars. They had twin sons, Romulus and Remus. With threats against her sons’ lives, Rhea Silvia placed them in a basket onto the Tiber River in hope they would be found safely downstream.

It is believed Romulus and Remus were discovered by a she-wolf, who fed them her own milk until a shepherd found them and raised them. The twins eventually learned of their origins and sought to establish a city of their own. They founded Rome on the banks of the Tiber where they had been rescued by the she-wolf.

When they found the surrounding land had seven hills, the brothers argued over the ideal defensive location for their city. Romulus began to build walls around his chosen hill – the Palatine Hill – which Remus mocked for their low height. Tensions built between the twins until one day Remus jumped over his brother’s wall and was killed by Romulus. Historians argue about exactly how Remus was killed; however, they agree that this act allowed Romulus to name the city after himself. Rome was founded in 753 BCE.

As Rome expanded, the seven hills created a natural boundary for the city. In the early fourth century, the 10-metre-high Servian Wall was built around Rome to protect the Seven Hills. Spanning 11 kilometres in length, it had 16 gates and acted as a **fortification**.



Source 3 An artist’s impression of a she-wolf nursing Romulus and Remus as they are discovered by a shepherd on the banks of the River Tiber



Explore it!

A virtual field trip to Rome

fortification

a tower or wall built to defend a place against attack

KEY CONCEPT

Evidence

Romulus and Remus

Historians have debated the myth of Romulus and Remus for years. They argue that there are many inconsistencies and parts of the story are impossible to support. In 1988 archaeological excavations at the Palatine Hill discovered walls which dated back to the time of the legend of Romulus. Some historians argued this could have been the wall which Remus jumped over leading to his death, but others strongly disputed this.

In February 2020, an archaeological team recovered a 2600-year-old **sarcophagus** within an ancient temple (see Source 4) which was hidden deep

beneath a palace stairwell located on one of the seven hills. Based on ancient sources that recount Romulus' location, the temple has been linked to Romulus. This new evidence has reignited the historical debate around the supposed mythical origins of ancient Rome.

Alfonsina Russo, Director of Rome's Colosseum Archaeological Park, states that 'All myths and legends have an element of truth, I am convinced that there was a founding hero.' Experts remain divided over the new evidence and if the brothers even existed.

For more information on this key concept, refer to page 190 of 'The history toolkit'.

sarcophagus

the outer case (usually stone) of the nest of coffins containing the dead body of a person of importance



Source 4 The ancient tomb linked to Rome's legendary founder, Romulus

11.2 Check your learning



Retrieve

- 1 Identify** two of the physical features that surrounded ancient Rome.
- Why did the ancient Romans call the Mediterranean Sea *mare nostrum*?

Comprehend

- 3 Summarise** how the physical features of ancient Rome contributed to its success.
- Do you agree with the statement, 'All myths and legends have an element of truth'? Use examples from this topic to **explain** your answer.

Analyse

- 5 Compare** the Mediterranean Sea to the internet today. Give an example of how a new trend may spread globally or 'go viral' online.

Apply

- 6 Create** a visual diagram which shows how a network may have connected places on the Mediterranean coastline. Using your imagination, include the flow of various things from different places, such as technology, language, fashion, food produce, and new ideas.
- 7 Propose** (put forward) two other types of evidence that could help develop historians' understanding of Romulus and Remus.

11.3 Urban planning in Rome

Learning intention

By the end of this topic, you will be able to:

- » describe how the ancient Romans planned and managed their resources, including the water supply through aqueducts and plumbing.

alluvial

made of sand and earth that is left by rivers or floods

latrines

the early name for toilets

aqueducts

human-made channels for transporting water

The Tiber River and flood control

The Tiber River was an essential resource to Rome. Measuring 400 kilometres in length, it was used as a trade and transport route. The Roman historian Livy describes the Tiber River as being an advantage for Rome, as it enabled the movement of goods and fresh produce inland without exposing the city to enemy fleets.

However, Rome was also prone to flooding after months of winter rainfall. Soil on the banks of the Tiber would become so heavily saturated that surface run-off would accumulate, and the river would overflow.

It is believed 33 floods may have occurred between 414 BCE and 400 CE. These floods created rich **alluvial** soil which made the land ideal for farming. Unfortunately, flooding also damaged buildings and limited development in low lying areas, so the Romans embarked on a series of engineering projects to manage the river.

Canals and sewers

As early as the sixth century BCE, the Romans constructed open air canals to divert smaller streams known as tributaries into the Tiber River. These canals also enabled them to drain the marshlands surrounding the seven hills. By controlling the flow of water, the Romans were able to plan the development of their city, similar to how urban planners do today. They built more residential areas, as well as landmarks for the community. They constructed a port to facilitate trade, a meat market, known as the Forum Boarium, and a huge chariot-racing track called the Circus Maximus.

By 100 BCE, the canals were covered and formed an underground sewer system known as the Cloaca Maxima. This major sewer system was connected to the bathhouses, street drains and **latrines** across the city, with wastewater entering the Tiber in a giant tube. These early sewers are still visible in Rome today (see Source 5).

Aqueducts

By the fourth century BCE, the rapidly growing city created a greater demand of the Tiber River's water supply. The Romans invented **aqueducts** to transport fresh water from mountain springs into the city. The aqueducts were a series of tunnels, pipes, bridges and archways that supplied water to fountains, latrines, public bath houses and wealthy residences across the city. The Roman geographer, Strabo, celebrated that 'almost every house is furnished with water-pipes and copious fountains.' Once constructed, these aqueducts could not be shut off, which meant they ran constantly. They were used to power mills and machinery, and flushed the city's wastewater into the sewers, improving sanitation.

The Roman aqueducts used gravity and required a slight slope for the water to flow (see Source 6). They were costly, requiring maintenance and protection to ensure the water quality was safe from debris. By the third century CE, eleven aqueducts served the city and up to 700 people were employed to manage them.

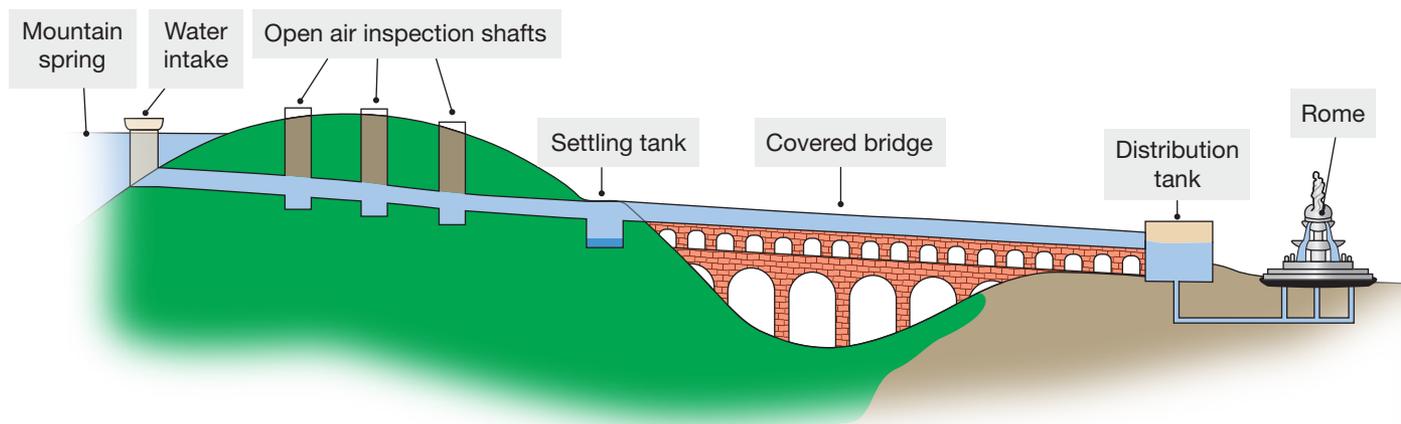


Source 5 Outlet of the Cloaca Maxima into the Tiber River

hydraulic engineering

the planning and management of the flow, pressure and storage of water

The aqueduct system grew so large that historians estimate they could have supplied 1000 litres of water to each Roman per day. As the empire grew, aqueducts were built right across the Mediterranean. The Roman aqueducts are the earliest example of **hydraulic engineering** and laid the foundations for modern plumbing systems. Some aqueducts are still in use today.



Source 6 The engineering of an aqueduct using gravity

Urban planning and roads

garrison

a group of soldiers living in a town to defend it

A key strength of the Roman Empire was their ability to build long, straight roads for military use. The road system, which was planned by surveyors, reached up to 400000 kilometres in length with 80000 kilometres paved. This massive network enabled Rome to efficiently communicate and control a huge area. The road network began in the area known today as northern England, and finished near Egypt. This is the origin of the phrase you might have heard, 'All roads lead to Rome.'

Source 7 An existing section of the Via Appia (sometimes called the Appian Way), a road built by the Romans from 312 BCE to connect Rome to the south-east of Italy

As new **garrison** sites were created for the expanding empire, the Romans developed a grid pattern known as 'centuriation'. This grid pattern was originally used to help plan the placement of soldiers' tents, with specific instructions given to ensure there was a two-chariot-wide gap between each tent and no tents erected in the centre of the camp. This layout was used to establish the garrison into a town, define clear property boundaries and plan the placement of canals and minor roads. Many major cities in the Roman empire were planned according to centuriation, with Pompeii being the best-preserved example.



The Roman Forum

The Roman Forum was the political, religious and economic centre of Rome. This rectangular plaza originated as a marketplace and was essential for daily life activities with open air markets and shops lining the paths. The Forum served many purposes over time – in early Rome it contained the palaces of kings, during the Roman Republic it provided a meeting place for the Senate, and throughout Imperial Rome it was primarily a place of religious ceremony. By 410 CE, it was abandoned and left as a cattle-grazing field.

Beginning in the eighteenth century, excavation of the Roman Forum showed that the Romans never maintained an even street level. While they were remarkable urban planners, they could not stop the build-up of soil layering and sediment deposits from the Tiber River when it flooded. When the ground became unsteady under buildings, the Romans demolished them. Instead of levelling the street as we would today, they erected new buildings on the rubble. This means that the street level was constantly raised.

The remains of the Forum show how buildings were stacked on top of each other, at varying heights (or *strata*), like

a game of Tetris (see Source 8). It is an excellent example of stratigraphy (described on page 274) and supports the common phrase, 'Rome wasn't built in a day'. The Forum is now part of a protected archaeological park which includes the Colosseum and Palatine Hill where archaeological research and preservation is ongoing. In 2008 an entry fee to the site was introduced and in 2018 a staggering 7.6 million visitors walked on some of the oldest roads in the world.

For more information on this key concept, refer to page 205 of 'The history toolkit'.

KEY CONCEPT

Significance



Quiz me!

A quick quiz on urban planning in Rome

Source 8 The Roman Forum ruins provide a good example of the varying foundation height of monuments.



11.3 Check your learning



Retrieve

- 1 **Identify** one positive and one negative effect of flooding in ancient Rome.

Comprehend

- 2 **Describe** two methods used to manage water in ancient Rome.
- 3 **Summarise** three reasons why the Roman Forum is historically significant.

Analyse

- 4 **Consider** reasons why an entry fee to the Roman Forum was introduced in 2008. Remember, when

you consider something, you should think about it carefully before making a decision.

Apply

- 5 Based on the innovations outlined in this topic, **evaluate** which one was the most important to people living in ancient Rome and why. Remember, when you evaluate something, you should weigh up its strengths and weaknesses and explain your answer.
- 6 Which innovation do you think is most important to our lives today? **Discuss** your answer with a partner or in small groups.

11A

SKILLS IN CONTEXT



Test me!

Once you've finished the topics in this section, test yourself with this quiz and find out which worksheet you should do.

Pompeii

Founded near two intersecting fault lines, ancient Rome was significantly affected by volcanic activity. The most well-known event is the eruption of Mount Vesuvius in 79 CE, which destroyed the cities of Pompeii and Herculaneum, both within 10 kilometres of the volcano.

With no previous records of the volcano being active, Pompeii was established as a wealthy town with flourishing farming and produce. However, on 24 August 79 CE a massive blast occurred. A huge plume of ash and gas erupted high into the sky

and covered Pompeii in a thick blanket of smoke, making it difficult to breathe. This was followed by a surge of hot gas and rock pouring out of the mountain at a rate of 100 kilometres per hour. The eruption lasted 24 hours and killed 16 000 people. Pompeii was covered in volcanic ash and abandoned for centuries.

In 1748 explorers started to dig the area and discovered that the ashes had preserved the city of Pompeii. Over time, the remains of the townspeople had been reduced to dust and bone. Archaeologist Giuseppe Fiorelli discovered that pouring plaster into the cleaned-out cavities revealed the shapes of the bodies such as those shown in Source 10.

MAJOR FAULT LINES ON THE ITALIAN PENINSULA



Source 9

Source: Oxford University Press

Source 10 These two people were found in 2020 and are believed to be a master and his young slave based on the clothing and physical appearance.



KEY SKILL

Using historical sources

Analysing sources using DAMMIT

When presented with a historical source, it is important to ask questions. The use of an acronym such as 'DAMMIT' can make it easier to analyse and structure your response. DAMMIT is explained in Source 12.

Source 12 The DAMMIT acronym is a helpful way to remember the questions you should ask yourself about any source.

Letters of the acronym	The questions you should ask when looking at sources
Date	When was the source created? If it was created during the time you are studying, it is a primary source, but if it was created after that then it is a secondary source. A primary source may show attitudes or describe an experience, whereas a secondary source is often an analysis or interpretation of a source.
Author	Who is the author of the source? Think about the gender, age, social status and profession. For example, they could be a historian, a leader, an aristocrat, a soldier or a prisoner.
Material	Is the source written, oral or visual? It could be a newspaper, letter, diary, photograph, artwork, vase, textbook, online blog or tweet, even statistics in the form of a graph or map.
Motive	Why did the author produce this source? Was it for official government use, a religious affiliation, the media, or personal reasons? A historian tries to establish the context of the source to help understand the perspective of the person who created it.
Intended audience	Who was the source produced for? Was the source for public or private use, was it for academics or the general public? Was it intended to be viewed, or was it intended to be private?
Tone	How is the information in the source expressed? How does it make you feel? Words to describe tone can include persuasive, critical, questioning, funny or reflective. Often primary sources are more emotional than secondary sources, which tend to be factual as they are written in hindsight.

Source 11

You could hear the shrieks of women, the wailing of babies and the shouts of men ... Some were so terrified that they prayed for death. Many prayed to the gods for help, but even more were of the view that there were no gods left, and that the universe had been plunged into eternal darkness ... We stood up every now and then to shake the ash off or we would have been crushed under its weight.

Translated extract of a letter to Tacitus from Pliny the Younger, c. 104 CE

Practise the skill

- Copy the following table into your notebook. **Examine** Source 11 and complete the table.

ACRONYM	Source 11
D	
A	
M	
M	
I	
T	

Extend your understanding

- Write a paragraph **analysing** the source using the DAMMIT acronym to help guide the structure of your response. See page 195 of 'The history toolkit' for more information on how to write a paragraph.
- Imagine you are a tour guide in Pompeii today. **Create** a script including the important information you would tell tourists when visiting the town.

11.4 Key groups in ancient Roman society

Learning intention

By the end of this topic, you will be able to:

- » explain the role of key groups in ancient Rome.

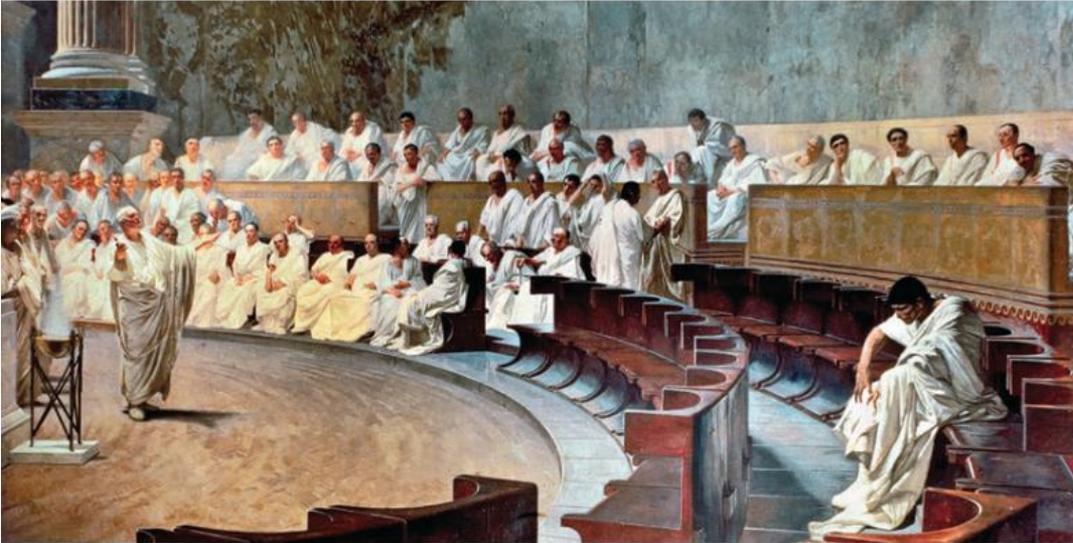
The social hierarchy of ancient Rome was guided by a complex set of rules and customs. There were clear distinctions between rulers and those they ruled; between free-born people and slaves; between the wealthy and the poor; and between men and women. Arguably, the biggest distinction was made between those who were citizens and those who were not.

Romans could only acquire citizenship if their parents were both legally married and citizens themselves. Citizens had legal and social advantages over non-citizens, including the right to vote, own property, hold political positions and legal rights in a courtroom. Citizens could not be tortured or whipped, whereas non-citizens – particularly slaves – could be. As the empire expanded the proportion of non-citizens increased. In 64 BCE, the Roman writer Cicero said, ‘This is Rome, a state formed by the gathering of nations.’

Source 1 outlines the social groups of ancient Rome in more detail.

Citizens	Non-citizens
 <p>Patricians (upper class)</p> <ul style="list-style-type: none"> • were a small, elite group of wealthy landowners • were descendants of ruling class of Rome • only married other patricians • held leadership positions; could interpret and veto the law • did not take part in trade or commerce 	 <p>Peregrinus (foreigners)</p> <ul style="list-style-type: none"> • were free men from outside Rome • had some rights, but not those of citizens, e.g. could conduct business and marry citizens • by second century CE, made up 80 per cent of the Empire's population • were given full Roman citizenship in 212 CE
 <p>Equites</p> <ul style="list-style-type: none"> • were high ranking citizens in the military, e.g. knights and cavalry of Roman army • were initially made up of patrician men, but over time wealthy plebeians who provided their own horse could also join • were influential in politics and business 	 <p>Liberti (freed men)</p> <ul style="list-style-type: none"> • were slaves who were set free or who paid for freedom • had a restricted form of citizenship • were obliged to keep working for their master, often taking the master's family name • could run small shops or farms
 <p>Plebeians (middle/lower class)</p> <ul style="list-style-type: none"> • comprised most of the population • were considered lower class, with jobs such as shopkeeper, artisan, soldier or farmer • some were property owners and others were poor; both groups took part in the law through a citizens' assembly • in 494 BCE, plebeians revolted against the patricians; over the next 200 years, they gained more rights including the right to marry a patrician and run for government positions 	 <p>Slaves</p> <ul style="list-style-type: none"> • had no rights • were prisoners of war, foreigners or people sold by their families and bought as 'goods' • by first century BCE, made up 30–40 per cent of population • mostly worked on farms, in mines or building roads • were treated cruelly and had a life expectancy of 17 years

Source 1 Social groups categorised into citizens and non-citizens



Source 2 Painting by Cesare Maccari, 1888, depicting Roman Senator Cicero accusing a fellow senator of plotting to assassinate several elected senate members



Quiz me!

A quick quiz on key groups in ancient Roman society

The political structure in ancient Rome

Rome's political system was an interesting mix of **republic** and a **democracy**, inspired by the Greeks. The Roman Republic lasted from 509–27 BCE. The **Roman Senate** had significant influence in the Republic. The word 'senate' derives from the Latin word 'senex' and means 'board of old men'. Each year, two consuls were elected to exercise power. Once they were elected, the consuls became members of the Senate.

Plebeians could meet in democratic assemblies to have their say. As Rome grew, it was agreed that plebeians could elect representatives.

By the early first century BCE, the Senate had approximately 300 members. While the type of government and positions of power in Rome changed over time, the elite Roman Senate remained throughout.

republic

a system of government in which the head of state, such as a president, is elected, as well as other politicians such as representatives and senators

democracy

a political system in which people hold the power, either directly or through representative democracy

Roman Senate

a group of officials (senators) with ruling power in ancient Rome

11.4 Check your learning



Retrieve

- 1 Why did the Romans want a 'board of old men' to govern the people?
- 2 **Name** three social groups from ancient Rome.

Comprehend

- 3 **Explain** what happened to the plebeians after 494 BCE.

Analyse

- 4 **Analyse** Source 2 using the DAMMIT acronym to help structure your answer (see page 373).

Apply

- 5 In small groups **create** some short role-plays that involve some of the key groups in society or the rulers of ancient Rome and explain their

role in the social hierarchy. Some suggestions include:

- the life of a slave who becomes a *liberti*
 - an emperor ruling the country or perhaps a story to fit Source 2
 - a plebeian who wants to marry a patrician
 - a citizens' assembly discussing rights and matters which affected their daily life
 - senators and judges working to advise the leader (king, consuls or emperor).
- 6 The Romans created many important laws. Research the *Law of the Twelve Tables* and find out what aspects of Roman life they covered. **Create** a mind map of some of the main features and specific rules that it set out.

11.5

Role of women in ancient Rome

Learning intention

By the end of this topic, you will be able to:

- » explain the role of women in ancient Rome and how it changed.

Although women in Rome could technically be considered citizens, they had few rights. The main role of women in Roman society was to raise children and run the household. In general, most sources that remain from ancient Rome were written by men and reflect these beliefs. For example, a man reflecting upon the death of a mother in the second century BCE wrote: 'She gave birth to two sons ... Her conversation was pleasant and she moved gracefully. She looked after the house and made the wool.'

In ancient Rome, the most important role of a woman was that of wife and mother. In fact, in 14 CE Emperor Augustus told his wife before passing, 'Always remember whose wife you have been.'

Roman families

The Laws of the Twelve Tables were created in 451 BCE. These laws clearly outlined the expected family structure and a woman's role within that.

A household in ancient Rome typically included parents, married and unmarried children, and slaves. The *paterfamilias* (Latin for 'father of the family') was the term given to the oldest male in the household who had power over his family. Under law, the *paterfamilias* had power to decide whether newborn children in his household lived or died, and who his daughters married. In fact, in the Roman Republic, the *paterfamilias* could legally kill his wife or daughter if she questioned his authority.

Daughters were in their father's custody until they were married, which could start as early as the age of 12. Marriage was often seen as a convenient way to make an

paterfamilias

a Latin word meaning 'father of the family'; male head of a household in ancient Rome

Source 3 An artist's impression of patrician ladies and a servant in ancient Rome



alliance with another family, especially among the patricians. Once married, women had to obey their husbands, who held guardianship over them in most aspects of their lives. Any property or money they brought to the marriage automatically belonged to their husbands.



Key skill worksheet
Communicating:
Reflecting on the role
of women

Changes to women's rights

The Punic Wars (see page 402) did much to change the lives of many women in Rome. With the men away fighting, many had to manage on their own (with their slaves). After these wars, the widows of soldiers often received large sums of money – similar to a war pension today. This further boosted their self-reliance, although it is important to note that at this time in history women were vulnerable. It was common practice for greedy men to go ‘legacy-hunting’ by befriending childless women in their old age. Their intention was to make a quick profit by inheriting a widow’s wealth when she died.

Around the second century BCE, conditions of marriage for women in ancient Rome changed, giving women more financial advantages and social freedom. Wives could join their husbands at dinner parties, gladiator fights, chariot races and religious festivals, and regularly went to the public baths. Not all men were happy about this.

Many upper-class women soon achieved a new prosperity and social standing, which encouraged women to behave more confidently. This development worried Rome’s ruler Augustus (63 BCE to 14 CE), who believed Rome would only be strong if its people were moral. As part of his reforms, he introduced strict laws to restrict women’s behaviour. He banned them from public events and even had his own daughter, Julie, exiled. Under Augustus, a woman’s freedom depended on how many children she had. If she had given birth to three children, she no longer required a male guardian. This was a reward to women in the hope of boosting the birth rate within Rome.



Think, pair, share

- Think about the laws Augustus introduced to restrict women’s behaviour. Do these seem fair?
- Discuss your ideas with a partner.
- Share your thoughts with the class.

Identifying perspectives

‘Perspective’ is the key historical concept that refers to the position from which people see an issue, such as their social, religious or political position. Their perspective determines their point of view.

When reading primary sources, it is important to ask questions about who created the source and why. For example, primary sources about Roman women generally represent a male point of view. The Latin poet Juvenal wrote the following extract about women. Read Source 4 and think about the point of view in it. Practise analysing this source by answering the questions on the next page.

For more information on this skill, see page 196 of ‘The history toolkit’.

Source 4

Better, however that your wife should be musical than that she should be rushing boldly about the entire city, attending men’s meetings, talking with unflinching face ... to Generals in their military cloaks ... This same woman knows ... what the Chinese and Thracians are after, what has passed between the stepmother and the stepson; ... who loves whom... she picks up the latest rumours ... and invents some herself: ... how cities are tottering and lands subsiding, she tells to every one she meets at every street crossing.

A translated extract from *Satire VI* written by the Latin poet Juvenal, c. 115 CE

continued on next page

KEY SKILL
Historical
perspectives &
interpretations

continued from previous page

Practise the skill

- Who wrote Source 4?
- Using your knowledge of the social hierarchy in ancient Rome, **explain** how the author is likely to have viewed women.
- In your own words, **summarise** what Source 4 is about. What do you think the purpose of this source is?
- Explain** how this source might have been written differently if it had been written by a woman.

Source 5

If you give women equal freedom with men, do you think this will make them easier to live with? Far from it! If women have equality, they will become men's masters.

A translated extract from the writing of Livy, a Roman historian (59 BCE to 17 CE).



Source 7 Cornelia Gracchus (190–100 BCE) was a trailblazer for women's independence. Refusing to remarry after her husband's death, she educated her sons independently, nurturing their political careers, and establishing a political discussion club. She was a virtuous mother-figure but also a strong-minded woman. This 1646 painting by Laurent de La Hyre shows Cornelia rejecting a marriage proposal from King Ptolemy.

Source 6 The status of women in ancient Rome

Restrictions on women	Opportunities for women
Could not vote or own property	Had greater personal freedoms than the women of other ancient civilisations, such as ancient Greece
Had no legal control over their children	Were taught how to read and write
Had to be escorted by a male guardian in public	Could become highly respected figures
Most had a less formal education than boys	Some were able to work or run their own businesses, or helped their husbands with theirs
Had no active role in civic or political life	Could play an active role in preparing sons for civic life

11.5 Check your learning



Retrieve

- How did the *paterfamilias* influence the household in ancient Rome?

Comprehend

- Describe** the appearance of the women depicted in Source 3.
 - The caption does not explain which women are the patricians and which is the servant. Look closely at the image and decide who you think are the patrician women and who you think is the servant. **Explain** how you made these decisions.
- Summarise** the point of view that Roman men appeared to have about women.
- Explain** how the role of women changed in ancient Rome.
- Read Source 5. With a partner, rewrite this quote in your own words.

Analyse

- Think about the historical concept of continuity and change. Copy the table below and **compare** the role of women today to women in ancient Rome based on your own point of view.

	Continuity	Change
Participation in politics		
Social status		
Marriage		
Family life and children		
Education		
Employment		



Quiz me!

A quick quiz on the role of women in ancient Rome

11.6 Significant individual: Julius Caesar

Learning intention

By the end of this topic, you will be able to:

- » summarise the historical context, life and achievements of Julius Caesar.

quaestor

the lowest ranking elected official; usually looked after public spending and saving

praetor

an official who worked under the consuls; one praetor commanded the army while the other was a magistrate in the justice system

Julius Caesar was a gifted Roman general and politician, who increased Rome's territories and power (especially in western Europe) through various successful military campaigns. Caesar played a critical role in the transformation of the Roman Republic into the Roman Empire.

The early years

Caesar's father, Gaius Julius Caesar, was a *quaestor* (a financial officer) and governor. His mother, Aurelia Cotta, came from a politically influential family. As the son of a patrician, he would have received a good education and would have been expected to follow his father into a political career.

Caesar became the head of his family at 16 after his father's sudden death. Though still young, Caesar already knew that to succeed in Roman politics he needed to increase his personal wealth and know influential people. In 84 BCE, at the age of 18, he married Cornelia Cinilla, who came from a distinguished family. Unfortunately, Caesar and his family were considered to be enemies of Sulla, the dictator of Rome at the time. Caesar was forced to leave Rome to avoid being killed. While in exile, he joined the army, and for the next few years distinguished himself as a capable and courageous soldier.

Caesar's rising popularity

On Sulla's death in 78 BCE, Caesar returned to Rome to build his political career. He quickly gained popularity amongst the plebeians by using his excellent oratory (public speaking) skills at citizen's assemblies, and also by bribing the right people. By 68 BCE, he was elected as a *quaestor*, then a *praetor* (an official who ran the law courts) and governor of the province of Spain.

On his return to Rome from Spain in 60 BCE, Caesar made a pact with two other leading political figures, Pompey and Crassus. They agreed to help get Caesar elected as a consul, which occurred in 59 BCE. After his one year as consul, Caesar became governor of the Roman province of Gaul (most of modern-day France). This marked the beginning of his military career. Caesar was considered a brilliant military commander who was popular with the people and his troops. His victories in Gaul and elsewhere added staggering amounts of new territory, slaves and wealth to Rome. While plebeians were overjoyed, the victory reduced the value of gold held by patricians in Rome.

THE REPUBLIC OF ROME AFTER CAESAR'S MILITARY CONQUESTS



Source 8

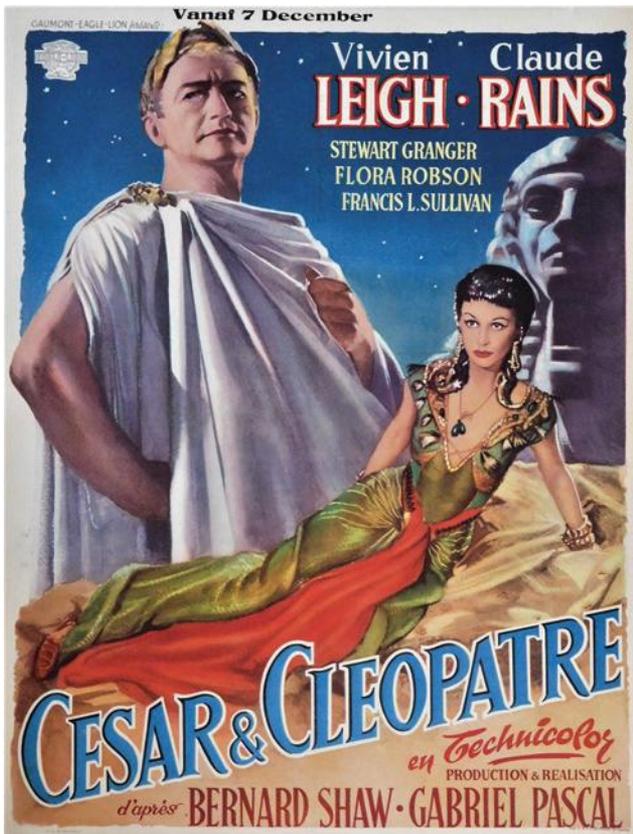
Source: Oxford University Press

Caesar's civil war

The Senate was now led by Pompey, who no longer supported Caesar. The rest of the Senators began to worry about Caesar, as he was beginning to act without consulting them. In 49 BCE, he was ordered by the Senate to give up his command in Gaul, but he refused.

No Roman general could bring his army into the home territory of Rome, so when Caesar marched his strong army across from Gaul into Rome, he declared, 'Let the die be cast' and prompted a civil war. Pompey fled to Egypt, where he hoped for protection as Caesar's pursuit continued. However, the boy king of Egypt, Ptolemy

III, killed him, and his head was presented to Caesar upon his arrival in Egypt. Ptolemy had hoped to gain Caesar's favour by presenting the head of Pompey to Caesar, but Caesar was disgusted by the murder.



Source 9 Julius Caesar has been represented in popular culture for centuries, from Shakespearean plays to books to film productions.

Key skill worksheet
Historical perspectives & interpretations:
Analysing Caesar's death

friends and former allies, stabbed Caesar 23 times when he entered the Senate House and killed him. Caesar's death led to the outbreak of a civil war in Rome that lasted for about 15 years. His death marked the end of the Roman Republic.

Caesar's achievements

During his lifetime, Caesar held many important positions, including general, consul, tribune of the people and high priest. He made new laws, reorganised the army and improved the way the Roman provinces were governed. On the new Julian calendar, the month of July was named in his honour.

Caesar and Cleopatra

King Ptolemy's older sister and co-ruler of Egypt, Queen Cleopatra, was more successful in winning Caesar's favour. They became romantically involved, and Caesar helped Cleopatra in her power struggle to gain the Egyptian throne for herself. Caesar and Cleopatra had a child, a boy named Caesarion, born in 47 BCE. The three of them returned that year to Rome to live. There, Caesar threw himself into reforms. He introduced a new currency and a new calendar (called the Julian calendar). He ordered that new Roman colonies be set up in Africa, Gaul and Greece, and started building what would become Rome's chief law courts – the Basilica Julia.

Caesar's death

In February 44 BCE, Caesar was appointed as 'dictator for life'. However, senators feared his ambition and wanted the old Roman spirit to return. On 15 March in 44 BCE, a group of about 60 senators, which included some of his



Source 10 An artist's impression of the assassination of Caesar

Although he had many political enemies, Caesar was popular with the ordinary people. He spoke publicly to them, promising to solve problems such as rising crime, high taxes and unemployment. Caesar's famous words, 'Veni, vidi, vici' (I came, I saw, I conquered) emphasised how rapidly he could win a military battle and expand Rome's power. In 42 BCE, he was officially deified (made a god) and a temple was dedicated to him in Rome.

11.6 Check your learning

Retrieve

- 1 Why was Caesar seen as a threat to the Senate over time?

Comprehend

- 2 **Describe** the benefits of Caesar's victory in Gaul.
- 3 **Explain** why you think historians regard Julius Caesar as a significant person in history.

Analyse

- 4 In your opinion, what was the most defining moment of Caesar's career? Why?

Apply

- 5 Based on what you have learnt about Caesar, would you say he was a strong leader? **Justify** (give reasons for) your answer by:
 - a creating a list of characteristics that you believe all good leaders have
 - b deciding which of these characteristics Julius Caesar possessed.
- 6 **Create** a timeline of Caesar's life based on the dates and information in this topic.



Sequence this!
The life of Julius Caesar

11B

SKILLS IN CONTEXT



Test me!

Once you've finished the topics in this section, test yourself with this quiz and find out which worksheet you should do.

Source 11 A bust of Emperor Nero



Nero and the great fire of Rome

In 54 CE, Nero became the fifth emperor of Rome. During the early years of his reign he acted generously, reducing taxes and banning the death penalty. However, Nero's behaviour became reckless and angered the citizens of Rome. By 62 CE Roman senators suspected he was going insane and had killed both his mother and first wife. In the summer of 64 CE the Great Fire of Rome burnt down 70 per cent of the city over six days and left half the population homeless. Nero was not in Rome when the fire started; instead, he was at a countryside villa. Furious Romans wanted someone to blame and they turned on their emperor for neglecting them as they suffered. Desperate to shift the blame away from himself, Nero cast blame on the Christians, who were a religious minority at the time.

Two years later, Nero visited Greece for 15 months as Emperor. In his absence, revolts occurred throughout the empire, and upon his return in 68 CE the Senate condemned him to death. Nero fled Rome and took his own life later that year.

Despite Nero's reputation, primary sources suggest he tried to assist his people as they struggled in the wake of the fire. Roman historian, Tacitus, wrote that the rumours about Nero were probably based on the idea that he may have been in the countryside, completely unaware that a fire was raging in Rome:

Source 12

Nero ... did not return to Rome until the fire approached his house. It could not however be stopped from devouring the palace, the house, and everything around it. However, to relieve the people, driven out homeless as they were, he threw open to them the Campus Martius [a military training ground] and the public buildings of Agrippa, and even his own gardens; and raised temporary structures to receive the destitute multitude. Supplies of food were brought up from Ostia and the neighbouring towns, and the price of corn was reduced ... These acts, though popular, produced no effect; since a rumour had gone forth everywhere that, at the very time when the city was in flames, the Emperor appeared on a private stage and sang ...

Tacitus' account of Nero's action during the Great Fire of Rome

Emperor Nero's reign has not been remembered favourably. Instead, he has been remembered as a power-hungry and murderous tyrant. Over time, the phrase 'Nero fiddles while Rome burns' has become popular. It is used whenever someone – particularly a leader – is doing something unimportant during a state of emergency.

KEY SKILL

Communicating

Writing an extended response

As a historian, you must look closely at sources and weigh up the evidence presented. From here you can then form your own opinion and make judgments about what may have happened in the past. This is known as an evaluation.

You will often be asked to put this opinion into writing. This can be done in an extended response, which might be a long paragraph or even an essay. Communicating how you have evaluated information and formed your own opinion is an important skill. You should always acknowledge various viewpoints or both sides of the debate before providing an overall opinion.

Follow these steps to write an extended response.

Step 1 Think about the evidence. What do the sources tell you? Do they provide a one-sided (biased) or balanced account? What is your opinion? Give reasons for your opinion, based on evidence. You might like to discuss this with a friend to get a clearer idea before writing your response.

Step 2 Set the scene with an introduction. Set the scene by outlining the 5Ws (who, what, when, where and why) of history. Then signpost the

different arguments that will be developed in your response.

Step 3 Put your first argument forward. The points you make in extended responses are known as 'arguments'. What is the first argument you will make? Be sure to use evidence from sources to back it up.

Step 4 Show an alternative argument. To avoid bias, your second argument should show a different perspective from your first. Use linking phrases such as 'however' or 'on the other hand' to help you switch from your first argument to this one. Once again, provide evidence to back this point up.

Step 5 Is any evidence or information missing? Discuss this before concluding.

Step 6 Give your own opinion in a conclusion. Finish by explaining which argument you believe is the strongest and why. Sometimes your opinion might be based on a mix of both sides, or you might firmly be on one side.

For more information on this skill, see page 207 of 'The history toolkit'.



Source 13 An artist's impression of Nero performing while Rome burns

Practise the skill

- 1 Following the steps above, write an extended response exploring whether Emperor Nero's legendary bad reputation as a leader is accurate based on his actions.

Extend your understanding

- 1 In groups, **discuss** how Nero's actions would be seen during a similar disaster today, such as bushfires or floods.
- 2 Come together as a class and hold a debate on the topic: 'True leaders become most evident during times of crisis'.

11.7 Religion in ancient Rome

Learning intention

By the end of this topic, you will be able to:

- » understand the key beliefs, values and practices associated with religion in ancient Rome.

deities

gods or goddesses



Quiz me!

A quick quiz on religion in ancient Rome

hearth

the Latin term for 'focus'; the hearth fire in the home was used for cooking food, heating water and as a gathering place for family

The Romans worshipped multiple gods and they firmly believed that these gods had direct influence over their daily lives. It is believed that the Romans adopted gods and **deities** from other cultures, such as Greece, Persia and Egypt. The Romans renamed 35 of these gods to fit the *Via Romana* (the Roman way).

To please the gods, the Romans held festivals in their honour and made offerings to them. Rituals and ceremonies were the most important part of Roman religious practice. For example, certain parts of sacrificed animals were burned as an offering to the gods. Many ancient Roman festivals align with prominent days in our modern calendar, such as Christmas, New Year, April Fools' Day and Valentine's Day.

Priests and vestal virgins

The *Pontifex Maximus* (Chief Priest) was elected to the role for life and oversaw the *pontifices* (priests). The *pontifices* did not provide spiritual advice, but instead were elected officials who worked for the government. Their main task was to maintain peace with the gods. They did this by planning and overseeing ceremonies, funerals and carrying out sacrifices on behalf of the city.

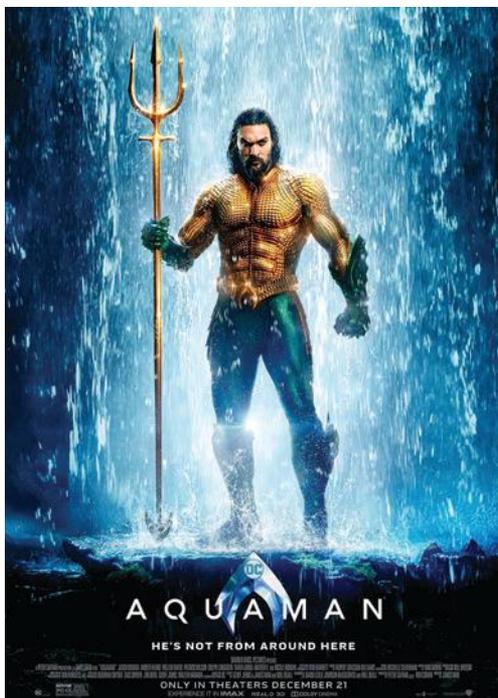
While religion was largely dominated by men in ancient Rome, there was an exclusive role for women known as 'vestal virgins'. Six noble young girls were chosen at the age of 10 to tend the sacred flame of Vesta, goddess of the **hearth**. This flame represented life, and it was believed that Rome would suffer and collapse if the flame were ever to go out. The girls would undergo 10 years of learning, 10 years of duties and 10 years instructing others. They lived secluded in a special house in the Roman Forum, and were only seen when tending the flame or assisting in ceremonies. Greatly respected and honoured, these women were allowed to return to society and marry after 30 years of service. However, most struggled to readjust to regular society.

Roman temples

To this day, the ancient Romans' dedication to religion can be seen with the remains of temples scattered across the empire. It is estimated that 424 temples, 304 shrines, and 157 statues of the gods (eight gold, 64 ivory and 85 bronze) were erected in their honour. Temples were not just places of worship, but also acted as museums and libraries of precious objects such as artworks, gems and golden antiquities.

Christianity

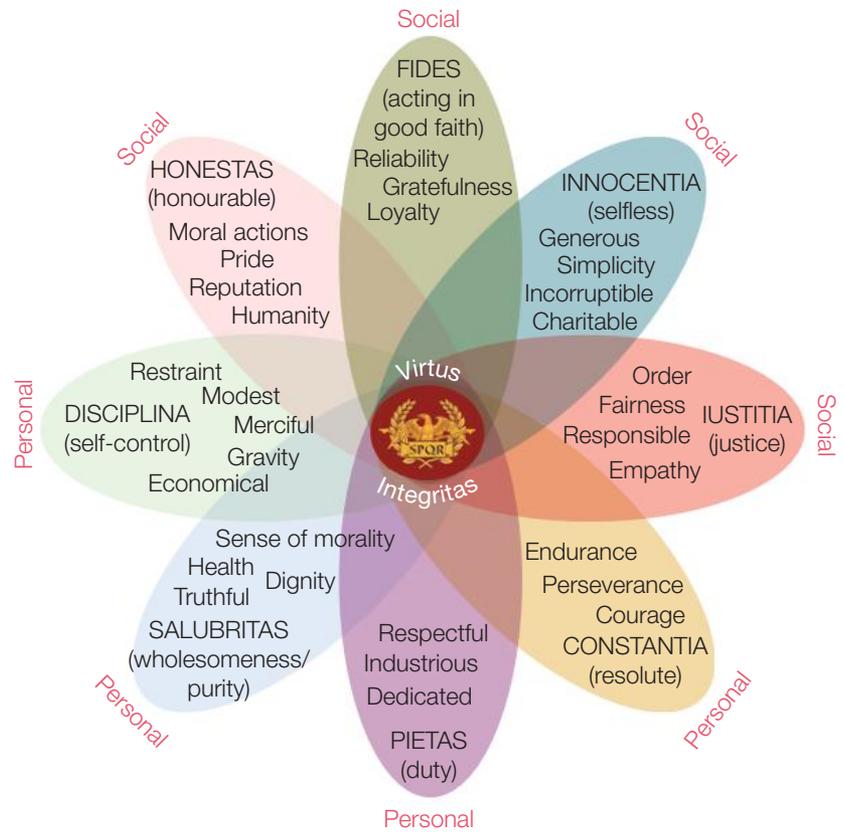
The fact that Romans had traditionally worshipped many gods was the main reason why rulers such as Nero feared Christianity and its worship of one God. For about 300 years, Romans who converted to Christianity were often tortured or killed.



Source 1 Roman mythology is still used in stories today. In the 2018 film *Aquaman*, Aquaman must retrieve the trident of Neptune, Roman god of the sea. In this poster for the film, he is holding the trident.

However, St Paul helped to spread Christianity's message throughout the empire. It appealed to the poor masses and slaves as the religion preached to help those most in need. The idea that everyone was treated equally under one god was a risk worth taking.

Despite the efforts of many Roman emperors, secret gatherings would occur in underground tombs with growing numbers. By 313 CE Christianity was legal and churches were built in Rome. By 380 CE, Emperor Theodosius made it Rome's official religion. Today, the traditions of Rome's early Christian church have gone on to influence the beliefs and practices of many people in the modern world. The Vatican (the seat of the Roman Catholic Church) and the Pope are located in Rome to this day.



Source 2 The core values that Ancient Romans aimed to live by

Roman values

The ancient Romans lived by a code of **values** that influenced their behaviours and attitudes in all aspects of their daily life (see Source 2). The Via Romana set certain expectations: for men, this was to uphold virtue (*virtus*) and for women, this was to strive for prudence and discretion. Every Roman was expected to practise these values at all levels of society, both personally and socially.

values
qualities of character that a society or community regards highly

In 63 BCE Cicero told the Roman Senate to 'Cling fast to *virtus*, I beg you men of Rome ... All else is false and doubtful ... only *virtus* stands firmly fixed, its roots run deep, it can never be shaken by any violence, never moved from its place.'

11.7 Check your learning

Retrieve

- How did the Romans keep the gods happy?
- Identify** why emperors changed their views towards Christianity over time.

Comprehend

- Explain** the role of a vestal virgin in your own words.

Analyse

- In your opinion why were values an important feature for a civilisation? Explain your answer using examples.

Apply

- Working in small groups, **investigate** the gods and goddesses of ancient Rome. Each member should complete the table below for one deity.

Name of god	Role	Description of features and look	Festival celebrations

- Create** your own visual mind map, similar to Source 2, of four to eight key values you aim to live by each day.

11.8 Everyday life

Learning intention

By the end of this topic, you will be able to:

- » understand the key beliefs, values and practices associated with everyday life in ancient Rome.



Interactive

Roman housing



Women's tunic

Men's tunic



Palla

Stola

Toga

Source 4 Clothing of Roman men and women

Everyday life in ancient Rome varied according to people's position in society – whether they were citizens or not, free-born people or slaves, wealthy or poor, male or female. The dominant role of men was shaped by the religious belief that women, children and slaves did not have souls.

Roman housing

Wealthy Romans lived very differently from the poor, who usually lived hard lives. In urban areas, the poor crammed into dark, tiny rooms in multi-storey apartment buildings called *insulae* (see Source 3). These blocks were usually poorly constructed at a rapid pace to make a quick profit and were often in danger of burning down or collapsing. The rooms were often smelly, without any heating or chimneys, and water carried in pots from wells. People walked to a public toilet where, instead of toilet paper, they shared a communal sponge that was washed out after each use.

In contrast, the wealthy lived very privileged lives. Many patrician families maintained homes in Rome (called *domus*), as well as spacious country estates known as villas. They often had private baths and courtyards, and were decorated with beautiful artworks, mosaics and marble statues.

Fashion and grooming

The men and women of ancient Rome wore tunics (simple garments of various lengths, both with and without sleeves). Tunics were made from linen or wool and could be several different colours. Women's tunics were ankle length; men's were shorter. Tunics were the only form of clothing available to slaves.

Only male citizens could wear a toga (see Source 4). Togas consisted of around six metres of cloth that was wrapped around the body over a tunic. Togas were only worn in public, and the elite senators and emperor were the only citizens who wore the colour purple to signify royalty. This was an expensive colour to manufacture: it required thousands of snails and a lengthy chemical process to produce the dye.

Wealthy women wore *stola* (a garment similar to a toga) over their tunics. When in public they also wore a *palla* (cloak) and often covered their heads with a veil or part of the *palla* to mark their social status. They also often carried a parasol or fan of peacock feathers.

Both men and women often wore wigs made from the hair of slaves. Blond and red were popular hair colours. The clean-shaven 'short-back-and-sides' look for men became the fashion after the second century BCE. For women, hair was a



Source 3 Ruins of Insula del'Ara Coeli in Rome; this is one of the few examples of an *insula* still remaining today.

major indicator of status. A natural or comfortable hairstyle was associated with the poor. Patrician women often wore curls, braids, golden hairnets and crystal hairpins. It took many maids to create an individual look for one patrician woman.

Wealthy women also spent time caring for their hair and skin. They lightened their complexions using chalk, and coloured their lips using mulberry juice. Jewellery was also worn by both men and women, but rich people never wore bracelets because they were similar to chains used on slaves.

Education

Education was a privilege of the wealthy, and then usually only for boys. Girls did learn to read and write, but most of their training related to domestic skills such as spinning yarn to make cloth, and weaving. Teachers in the home were often educated slaves. Subjects studied typically included music, history, geography, astronomy, mathematics, reading and writing, along with Greek and Latin. They were also taught the Roman values (see Source 2 on page 385) that would guide their behaviour and attitude throughout their life.

Boys generally completed their schooling around the age of 16. Their 'graduation' was celebrated by putting on a new toga and going out to register on the census (an official count of the population) as a full Roman citizen. The occasion was a family celebration.



Source 5 A fresco from Pompeii of a woman holding a stylus and a writing tablet

11.8 Check your learning

Retrieve

- Choose five terms about everyday life in ancient Rome and **define** them in your own words.

Comprehend

- Describe** two aspects of daily life in ancient Rome that have changed today and two that have continued.
- Summarise** the differences between togas and *stolas*.

Analyse

- Examine** (look closely at) Source 5.
 - Identify the features that suggest this woman may have come from a wealthy family.

- Is this source a primary or secondary source? Explain your answer.
- How useful is this source in helping us understand women in ancient Rome?

Apply

- Create** a Venn diagram that shows the similarities and differences in everyday life between the rich and poor.
- In pairs, **discuss** the continuities (similarities) and changes (differences) between education in ancient Rome and today. Share your answers with the class.



See, think, wonder

- Look at Source 5.
- What do you see?
 - What do you think?
 - What do you wonder?



Quiz me!

A quick quiz on everyday life for ancient Romans

11.9 Roman baths

Learning intention

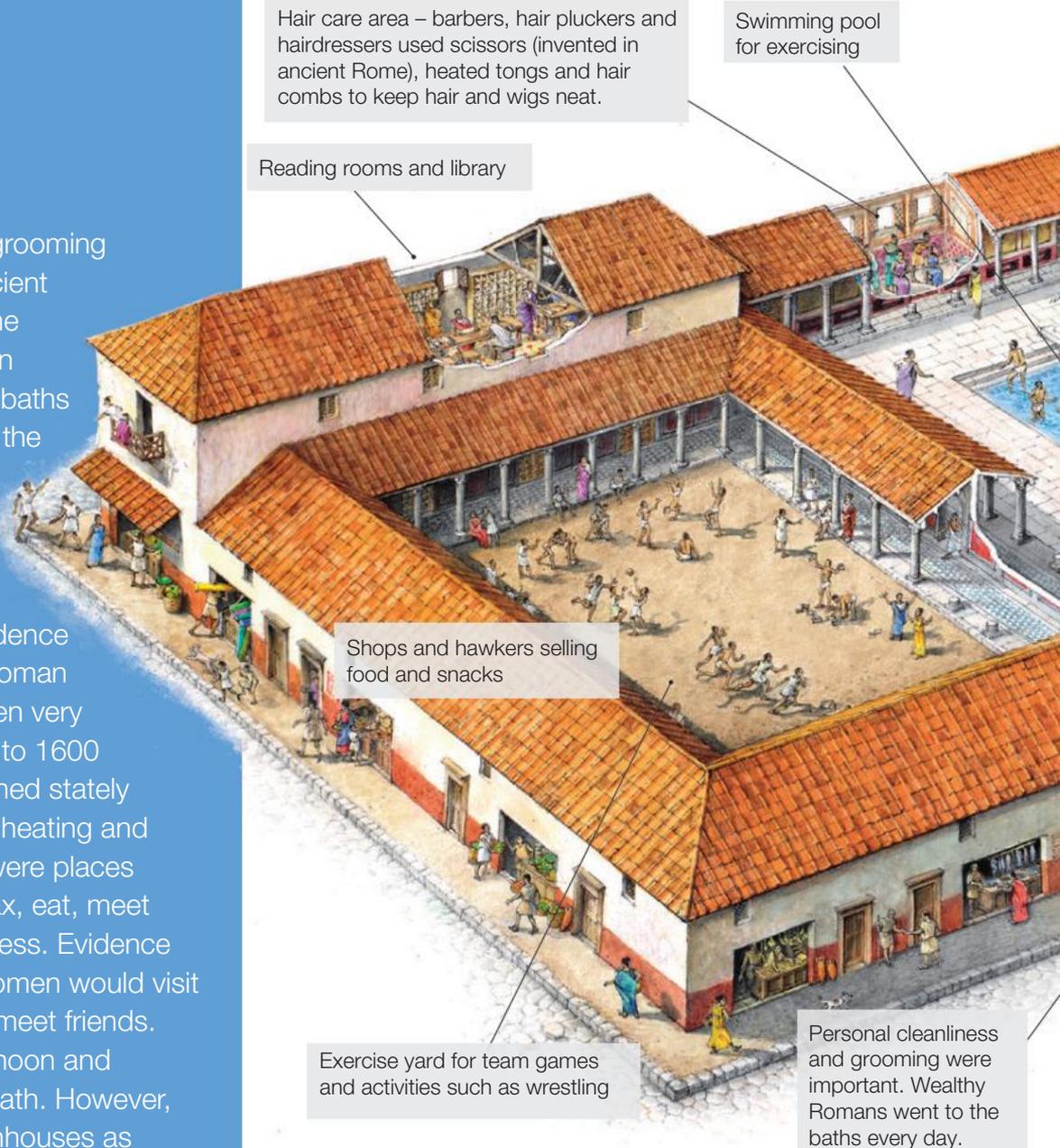
By the end of this topic, you will be able to:

- » describe the values and practices associated with the use of public baths in ancient Rome.

Personal cleanliness and grooming were very important in ancient Rome. At a cost of only one quadrans (the smallest coin denomination), visiting the baths became a daily routine. By the fourth century CE, there were 11 public baths and about 1000 private baths in Rome.

The public baths were evidence of the advanced level of Roman technology. They were often very large, accommodating up to 1600 bathers. The baths combined stately architecture with complex heating and plumbing systems. They were places to get clean as well as relax, eat, meet friends and conduct business. Evidence from Pompeii suggests women would visit in the morning, usually to meet friends. Men would go in the afternoon and exercise before having a bath. However, not everyone saw the bathhouses as places to get clean. Emperor Aurelius reflected in his personal journal that they were full of 'oil, sweat, dirt, filthy water, all things disgusting'.

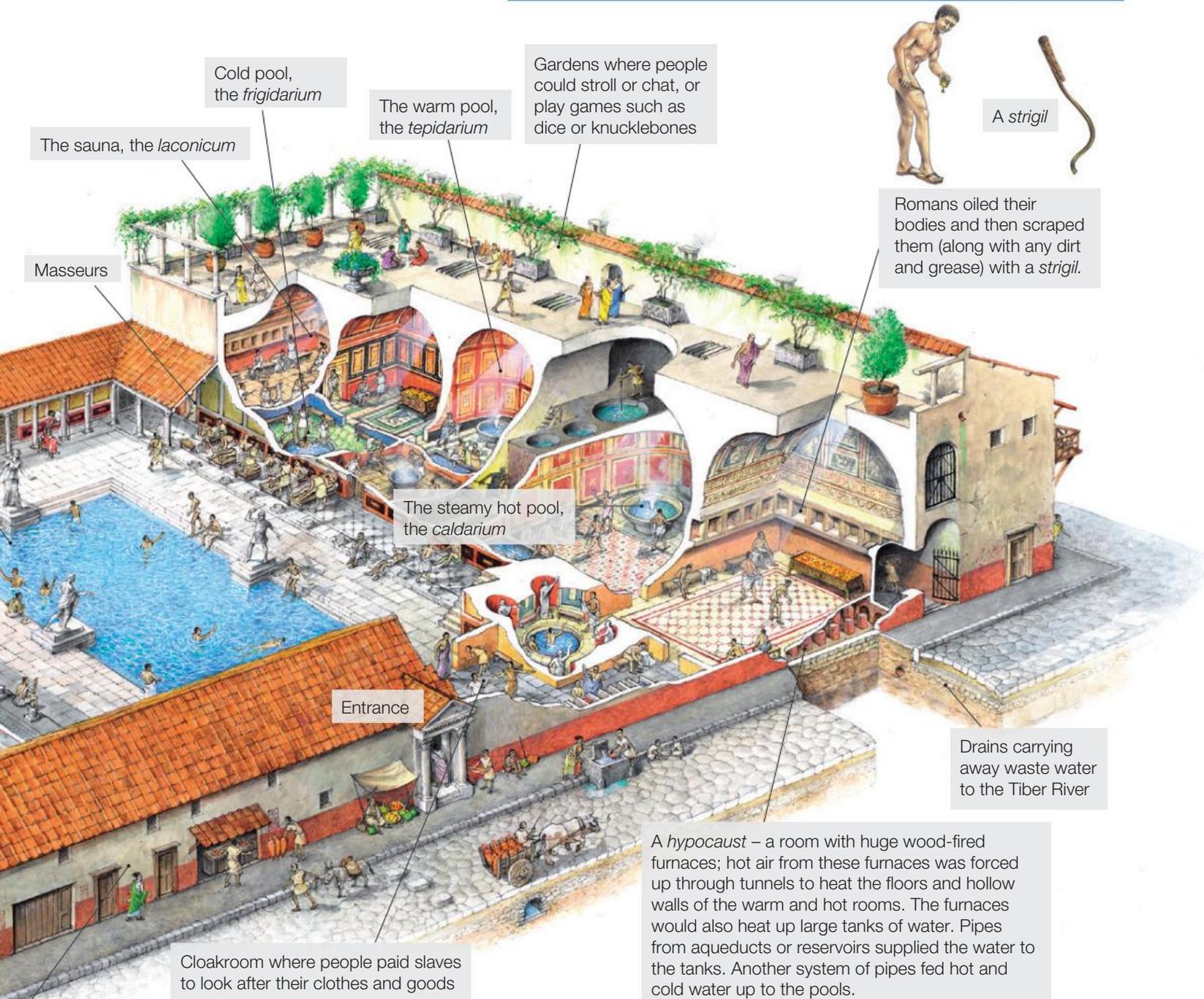
Source 6 An artist's impression of a Roman public bath



Interactive
Roman baths



Quiz me!
A quick quiz on Roman baths



11.9 Check your learning

Retrieve

- 1 In your own words, **define** what a *strigil* is.

Comprehend

- 2 **Explain** why a *hypocaust* was such an important part of the Roman baths.

Analyse

- 3 'The baths were the place to be in ancient Rome. Of course, people went there to wash, but that was almost beside the point!' In a short paragraph,

analyse what is meant by this statement, using at least two specific examples from Source 6.

Apply

- 4 Using the internet, **investigate** the usefulness of Roman baths as a source for investigating life in ancient Rome.
 - a List five areas of Roman life and culture that are better understood because archaeologists and historians have studied the ruins of Roman baths.
 - b Include references to show where you found your information. There is more information about how to reference on page 189 of 'The history toolkit'.

11.10 Public entertainment

Learning intention

By the end of this topic, you will be able to:

- » describe the values and practices associated with public entertainment in ancient Rome.



Quiz me!

A quick quiz on public entertainment in ancient Rome

Colosseum

a large amphitheatre built and used during the Roman Empire to stage gladiator fights and other forms of public entertainment

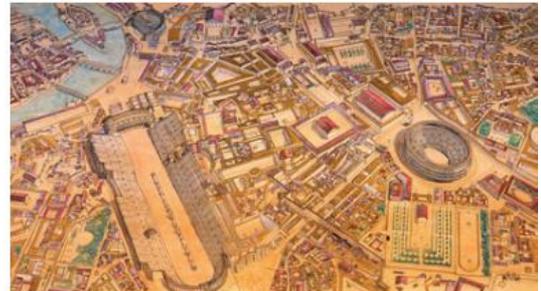
amphitheatre

an ancient version of today's football stadiums, where raised seating rose up around a flat central area where events or performances were held

Most ordinary Romans lived hard lives. At times, it was a source of envy and irritation for the poor to see how the rich lived and the privileges they enjoyed. To combat this and keep the peace, Roman rulers organised free entertainment for the common people. This ensured that they did not become restless and rebellious.

By the end of the first century BCE, entertainment was provided for the people on 159 days of each year in Rome. A day out at the Circus Maximus, which could seat close to 250 000 people, meant watching horse-drawn chariots thunder around the track some 610 metres long and 190 metres wide. Death and terrible injuries were common, but this was considered part of the fun. Roman writer Juvenal captured the atmosphere when he wrote: 'All Rome is in the Circus today. The roar that assails my eardrums ... the races are fine for young men: they can cheer their fancy and bet at long odds.'

For those who could not handle the bloodthirsty entertainment, dramatic performances took place in theatres. The Romans built theatres similar to Greek theatres all over the Empire. It was said by writers at the time that the people were kept happy and peaceful by two things – bread and circuses.



Source 7 An artist's impression of the Circus Maximus

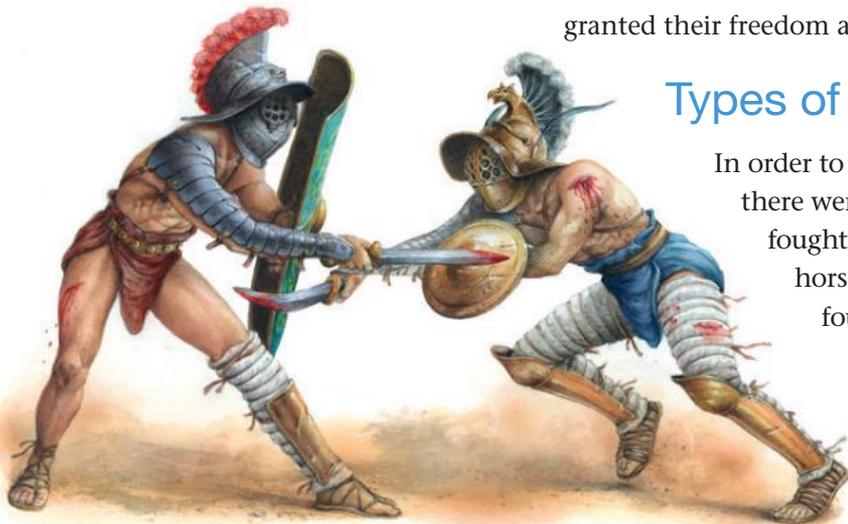
Gladiator games

Perhaps one of the most popular forms of ancient Roman entertainment were the gladiator games. The massive **Colosseum**, an **amphitheatre** in the heart of ancient Rome, was the place to go for gladiator fights (see Source 8). Romans flocked here to watch gladiators fight and kill animals or each other.

Most gladiators were unwilling participants. They were slaves, criminals or prisoners captured from around the empire. Popular gladiators who won many fights became famous in Rome and were treated in a similar way to sporting stars today. They were often granted their freedom after a time and became trainers of other gladiators.

Types of gladiators

In order to make fights interesting for the Roman audiences, there were several different types of gladiators. Most fought on foot. Others, such as the *equite*, fought on horseback. Some were heavily armoured, while others fought almost naked. Some gladiators were female. There were even 'clown' gladiators, known as the *andabatae*. Their helmets had no eye holes. They would be pushed towards each other, hacking wildly with their weapons, for the enjoyment of the crowd.



Source 8 An artist's impression of typical gladiator duels; gladiators with different weapons and equipment fought each other to make the fight interesting.

Spartacus and the slave revolts

In 73–71 BCE, the gladiator Spartacus led an uprising of thousands of slaves. He escaped in 73 BCE with eight others. They seized weapons and made their way to another town, where their actions inspired other slaves to join them. The army, which made a base near Mt Vesuvius, is said to have reached 100 000 men. In the next two years, the slave army defeated four Roman armies and took control of parts of southern Italy. In 71 BCE at the Battle of the Silarius River, Roman forces defeated the slaves. Historians agree that Spartacus was killed in this battle. Over 6000 slaves were then crucified along the main road to Rome to serve as a warning to others.

In 60 CE, Greek historian, Diodorus Siculus, wrote about how the treatment of slaves contributed directly to the cause of the slave revolt: 'The Sicilians, being very rich and elegant in their manner of living, purchased large numbers of slaves. They ... branded them with marks on their bodies ... the hatred of the slaves burst forth one day ... without pre-arrangement,

many thousands quickly gathered together to destroy their masters.'

Directly following the **revolts**, many Romans treated their slaves less harshly than before out of fear that another revolt was coming. By 50 CE, the legal rights of slaves began to change and an act was created which made it legal for slaves to become freed men if they were abandoned or set free by their masters. This act also made the murder of slaves illegal.

While Spartacus died during the Battle of the Silarius River, his brave actions have inspired generations after him, including leaders in the French Revolution.

For more information on this key concept, refer to page 198 of 'The history toolkit'.

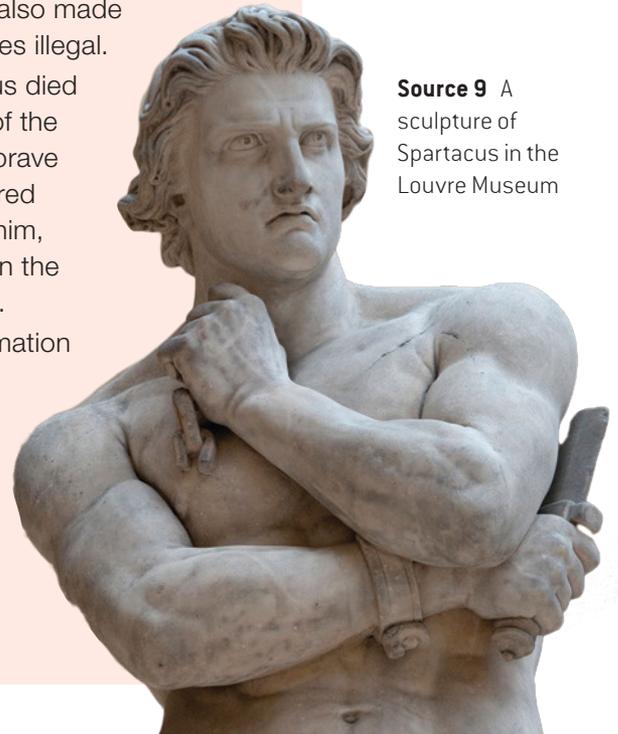
KEY CONCEPT

Cause & effect

revolts

protests against authority, especially that of a government, often involving violence

Source 9 A sculpture of Spartacus in the Louvre Museum



11.10 Check your learning



Retrieve

- 1 What was the Circus Maximus?

Comprehend

- 2 The slave revolts had a significant impact on life in ancient Rome.
 - a **Identify** two causes of the slave revolts in ancient Rome.
 - b **Explain** one short-term and one long-term effect of these revolts.

Analyse

- 3 **Compare** the atmosphere of the Circus Maximus, as described by Juvenal, to a sporting event you have attended. Remember to talk about how they are similar and how they are different.

- 4 **Analyse** why Roman rulers provided free entertainment for common people. Do you think this was a good strategy, or could they have done something else to address the concerns of the people? Support your answer with specific examples.

Apply

- 5 Using the internet and library, **investigate** the different types of gladiators that fought for the entertainment of Roman crowds.
 - a If you were forced to fight in the Colosseum in Rome, which of these gladiators would you choose to be?
 - b Compare your choice with other students in your class. Which was the most popular choice? Why?

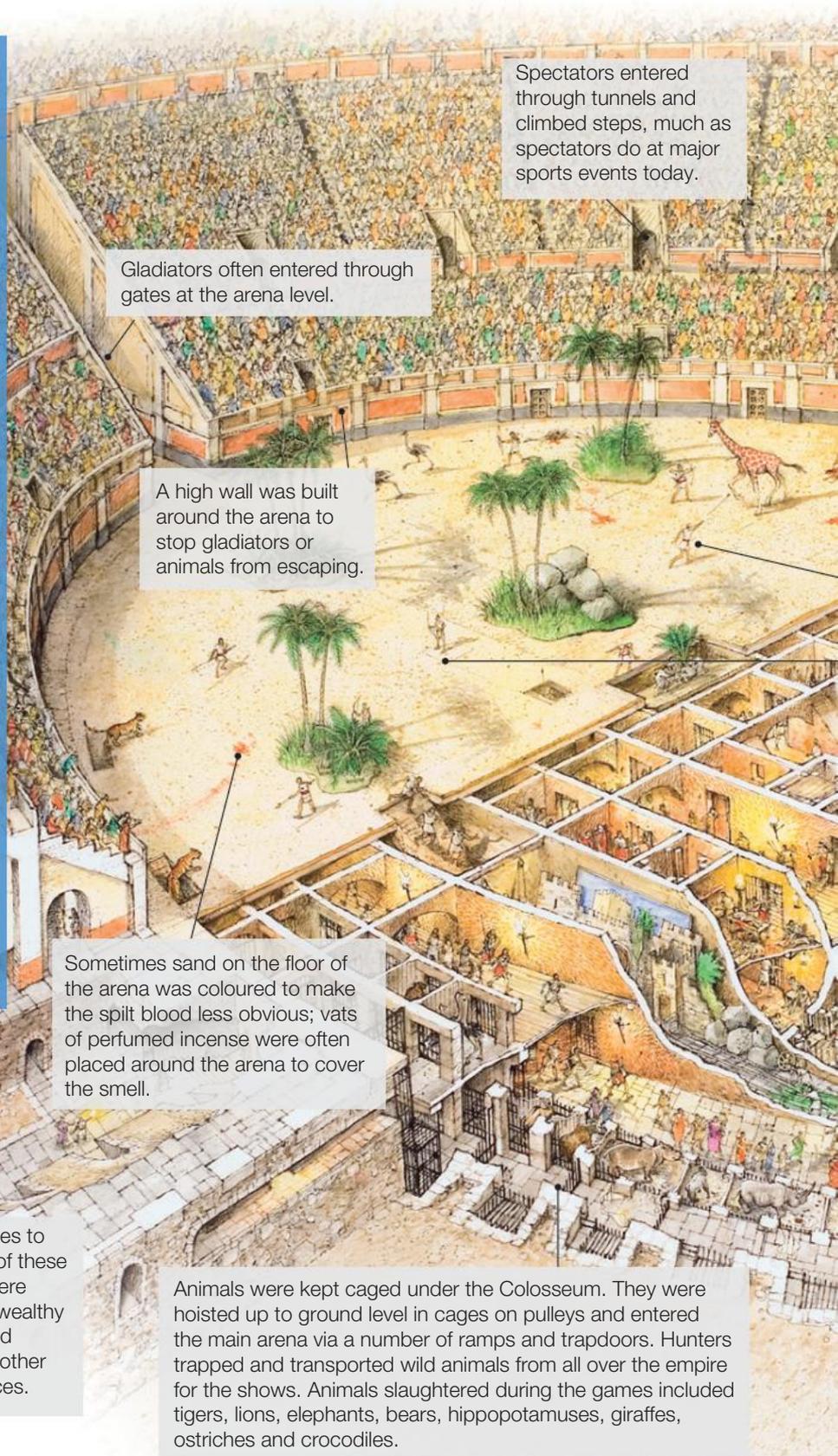
11.11 The Colosseum

Learning intention

By the end of this topic, you will be able to:

- » describe the use of the Colosseum for public entertainment.

The Colosseum building was started in 72 CE under Emperor Vespasian, and was completed in 80 CE. It could hold up to 80 000 people, and its external dimensions are longer and wider than Australia's largest stadium, the Melbourne Cricket Ground. It was built as a gift to the people. Upon opening, a celebration was held of 100 days of gladiatorial games. Over time the decorations, precious stones and metal clamps that held floors together were all pillaged and looted to make other buildings or weapons for wars during the Middle Ages. Today, the Colosseum hosts over 7.5 million visitors a year.



Spectators entered through tunnels and climbed steps, much as spectators do at major sports events today.

Gladiators often entered through gates at the arena level.

A high wall was built around the arena to stop gladiators or animals from escaping.

Sometimes sand on the floor of the arena was coloured to make the spilt blood less obvious; vats of perfumed incense were often placed around the arena to cover the smell.

There were 80 entrances to the Colosseum – four of these were unmarked and were used by the emperor, wealthy patricians, senators and visiting dignitaries; the other 76 were public entrances.

Animals were kept caged under the Colosseum. They were hoisted up to ground level in cages on pulleys and entered the main arena via a number of ramps and trapdoors. Hunters trapped and transported wild animals from all over the empire for the shows. Animals slaughtered during the games included tigers, lions, elephants, bears, hippopotamuses, giraffes, ostriches and crocodiles.



Interactive

The Colosseum



Quiz me!

A quick quiz on the Colosseum

Source 10 An artist's impression of games being held at the Colosseum

The Colosseum could hold up to 80 000 people. It could seat around 50 000 people, but hold another 30 000 spectators in standing areas.

Seating at the Colosseum was divided into sections that reflected the social status of Romans. Important people sat in the first two tiers; ordinary Romans in the third tier; and women, slaves and poor men sat (or stood) in the fourth tier.

The emperor had his own private entrance and private box to watch the action.

11.11 Check your learning



Retrieve

- 1 **Identify** the types of activities that took place under the floor of the arena.
- 2 **Name** the types of animals that the gladiators fought.

Analyse

- 3 How were the events that took place at the Colosseum different from those at the Circus Maximus (see page 390)?
- 4 Why do you think gladiator fights attracted such huge crowds? What does this suggest about ancient Roman values?

Apply

- 5 **Evaluate** the Colosseum as an example of Roman engineering. What are its strengths and weaknesses? Do you think it is an engineering marvel or just another old building? Support your answer with specific examples.

Many gladiators were slaves or convicted criminals. Some were volunteers, hoping for fame and fortune. A few were women. Even some emperors tried out their combat skills in the arena.

Sometimes, the arena was staged to look like a wooded or hilly landscape where gladiators hunted animals, or animals hunted each other. On other occasions, the arena was flooded and sea battles were held. Crocodiles were released in the water to grab anyone who fell overboard.

A large and complex maze of tunnels, storerooms and cells was located under the arena floor. Animals, props, gladiators and prisoners were held here over several levels.

11.12

Death and funerary customs

Learning intention

By the end of this topic, you will be able to:

- » describe the key beliefs, values and practices associated with death and funerary customs in ancient Rome.

mythology

a series of stories that the ancient civilisations used to explain life and the natural world

Hades

the ancient Greek god of the Underworld; also the name of the Underworld itself – the place that the souls of people went when they died

A Roman funeral was an important ritual to mark the transition from life to death. Proper burial ceremonies were held to ensure evil spirits did not rise from the underworld, roam the Earth and haunt those left behind. Roman attitudes towards death were influenced by other civilisations and religions, which evolved over time as Rome conquered more territory.

The afterlife

Mythology

A key influence on Roman beliefs about death was Greek **mythology**. Like the Greeks, many Romans believed that their souls were transported into the afterlife once they died. The souls of the dead went to the underworld, known as **Hades**. There were several sections in Hades. For example, wicked souls ended up in Tartarus – a place of everlasting torment and misery. The souls of the brave went to the Elysian Fields – a peaceful and happy place. Dead souls reached Hades by paying the ferryman, Charon, to row them across the River Styx.

Christianity

Christianity offered the Romans a new perspective on death. While mythology claimed that a heaven only existed for the gods and goddesses, Christianity promised people that if they were strong in faith, they may experience eternal life in Heaven. This was a much more appealing belief, and helped Christianity become adopted as the dominant religion by 391 CE.



Source 11 An artist's impression of the ferryman, Charon, rowing the soul of a dead Roman over the River Styx to Hades

The burial process

The ancient Romans regarded dead bodies as pollution, and those who tended to them as 'polluted'. Polluted people could not perform certain civic and religious duties until they had carried out purification rituals. This meant that funeral workers and executioners were constantly 'unclean'. As a result, they became social outcasts and had to live outside their cities and towns. Based on various ancient sources, we know that there were five distinct parts to the funeral ceremony (see Source 12).

STEP 1: PROCESSION	The corpse would be moved through the streets with a crowd of mourners. Wealthy families travelled at the back of the procession, while paid professional mourners were at the front. They would wail loudly, scratch their faces and rip out their hair as a display of grief. For poor families, a procession probably included only a flute player and the immediate family.
STEP 2: CREMATION OR BURIAL	Cremation was the main method for disposing of the dead. A person's belongings were often burned with their body, then the ashes were put in an urn and buried or placed in a tomb. At the end of the first century CE, burials became common practice.
STEP 3: EULOGY	The eulogy was offered to share the memories of the deceased. They were reserved for citizen men or elite women. An orator would stand upon the <i>rostra</i> (platform) to give a eulogy.
STEP 4: FEAST	The feast was not just an opportunity to eat, but an important ritual that marked the moment when the deceased could continue their journey to the underworld. This also meant that the family could move forward from their grief.
STEP 5: COMMEMORATION	Certain days were set aside each year to remember the dead, including the <i>Parentalia</i> festival in February, which honoured a family's ancestors. Families would gather around the tomb and make an offering to signify to the spirit in the underworld that their existence was not forgotten.

Source 12 The five stages of burial in ancient Rome

Graves and funeral clubs

Poor people in ancient Rome often belonged to funeral clubs called *collegia*. Membership gave Rome's poor some comfort that they would have the honour of a decent burial. While still alive, members would meet for a few glasses of wine while discussing their funeral arrangements. The ashes of members, after being placed in an urn, were often stored in one tomb. Each person had a pre-arranged spot for their remains.

Those who could not afford a burial plot or tomb were usually buried in a mass grave on the Esquiline Hill outside Rome. Typically, the corpses of the poor were carried there at night, often by slaves. Each corpse might be wrapped in cloth or covered with a sack before being placed in the grave. When the grave started to fill up with corpses, it was filled in with dirt. Mass graves were also used for Roman soldiers who died bravely in battle a long way from home.

Some people, though, did not receive the respect of even a 'bulk burial'. The corpses of outcasts, such as sex workers and people who took their own lives, were left out in the open for wild animals to eat.

Source 13 A Fayum mummy portrait from c. 120–130 BCE. Mummy portraits were used in Roman burials in Egypt. These lifelike images were painted by Romans on the sarcophagus of a deceased person. This level of detail in artwork was not achieved again for at least 700 years.



The Law of the Twelve Tables (Source 14) outlined many changes to the funerary customs to reduce air pollution from cremations, looting of graves and constant noise from the frequent processions within the city. The death of an emperor was the one exception to these laws, as it was believed that when emperors died, they became gods rather than spirits. They were buried in the city with impressive commemorative monuments erected.

Source 14 Some of the Twelve Table laws implemented in 450 BCE regarding funerary customs in ancient Rome

Sacred Law, The Twelve Tables

- A dead person shall not be buried or burned in the city.
- Expenses of a funeral shall be limited to three mourners wearing veils and one mourner wearing an inexpensive purple tunic and ten flutists. ...
- Women shall not tear their cheeks or shall not make a sorrowful outcry on account of a funeral.
- A dead person's bones shall not be collected that one may make a second funeral. An exception is for death in battle and on foreign soil.
- Whoever wins a crown himself or by his property, by honor, or by valor, the crown is bestowed on him at his burial ...
- Gold shall not be added to a corpse. But if any one buries or burns a corpse that has gold dental work it shall be without prejudice.
- It is forbidden ... to build a new pyre or a burning mound nearer than sixty feet to another's building without the owner's consent.

I used to think, now I think

Reflect on your learning about ancient Roman beliefs on the afterlife and complete the following sentences.

- I used to think ...
- Now I think ...

What has changed in your understanding?



11.12 Check your learning



Quiz me!

A quick quiz on death and funerary customs in ancient Rome

Retrieve

- 1 Identify** the purpose of a funeral club.

Comprehend

- 2 Describe** the Christian approach to death and the afterlife.
- 3** Choose two of the laws outlined in Source 14 and **explain** why you think it was important to change each custom.

Analyse

- 4 a** Copy this table into your notebook and complete it using Source 12 to help you to compare funerals in ancient Rome and those today.

Similarities in funerals today and in ancient Rome

Differences in funerals today and in ancient Rome

- b** Write a short paragraph exploring the continuity and change of the funeral service from ancient Rome to today.

Apply

- 5 Create** a Venn diagram showing the differences and similarities in funerary customs between rich and poor Romans.

11.13 Warfare

Learning intention

By the end of this topic, you will be able to:

- » explain the significance of military practices in ancient Rome.

Military service was a part of life for Roman citizens. It was needed to expand and defend Rome's territory. In fact, for a time the most important Roman god was Mars – son of Jupiter, and the god of war.

Through intense and disciplined training, Rome's army became very strong. They were known for their relentless attitude. Even if multiple battles were lost, Romans would continually come back to fight again until they had won the war. The high resilience and grit shown was reflected in the Roman virtue, *virtus*, and seen among the ruling class. Losing was simply not an option!

This changed, however, from around 250 CE. The Roman empire had incurred many debts to pay for the upkeep of the army and the impoverished population began to lose faith in the Via Romana values. This led to a breakdown in order and self-discipline within the army itself, which is one of the factors that contributed to the downfall of Rome's Western Empire.

Early days

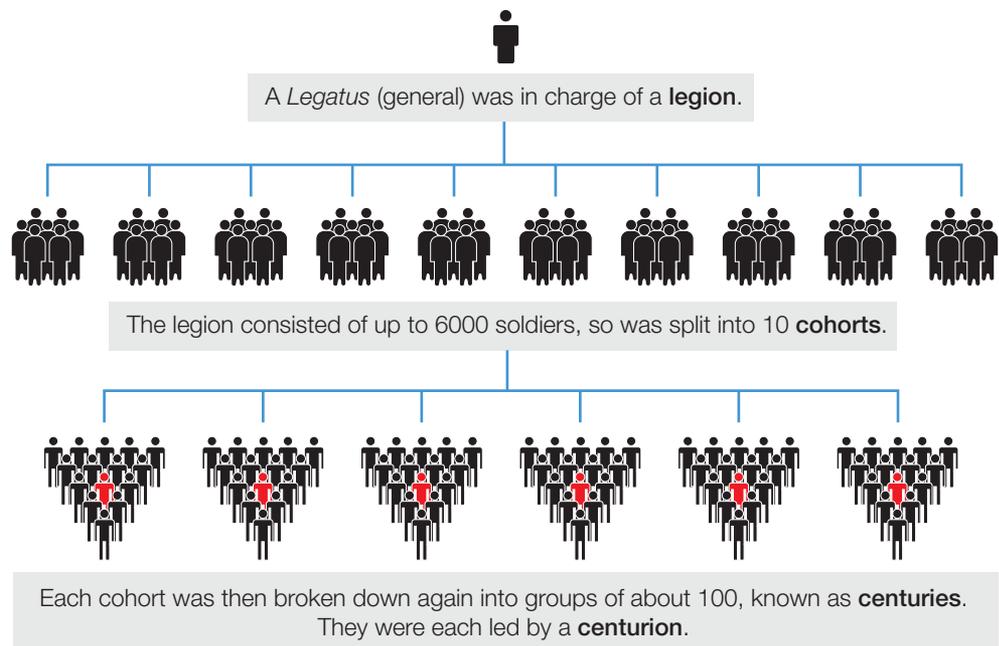
In the early days of the Republic, men had to be landowners before they could enter the army. Some were wealthy enough to own horses and buy armour and weapons. These men formed the cavalry. By 260 BCE, Rome had defeated the other peoples of Italy and controlled the whole of the country. As its territory grew, Rome needed a larger and more permanent army. Around 10 BCE, a Roman consul, Marius, declared that men no longer had to own land to join the army. Consequently, thousands of men (including the very poor) joined up.

legions

military units in the army of ancient Rome made up of 60 centuries (i.e. around 6000 soldiers); soldiers in a legion were called legionaries

The organisation of the army

The Roman army was a very disciplined organisation with a strict hierarchy (see Source 15). Roman soldiers were known as legionaries. The army itself was made up of around 30 **legions**, each of which was led by a *legatus* (general).



Source 15 The structure of a Roman legion; the Roman army was made up of around 30 legions, each with this hierarchy.



Source 16 A Roman legionary in uniform

Roman soldiers in the second century BCE were organised for battle according to age. At the front were the young men, the spearmen. Behind them were the *principes*; these were soldiers in the prime of their lives. At the rear were the older soldiers.

A typical Roman foot soldier would be dressed in a red woollen tunic over which was worn body armour (see Source 16). The armour for the torso was made up of overlapping iron plates. They also wore a helmet, a scarf to protect against chafing from their helmet and armour, a belt with studded leather strips for groin protection, and leather sandals.

Their weapons generally consisted of a dagger, sword, javelin (spear) and a large shield called a scutum. The cavalry required a smaller round shield to ride on horseback. The symbol for the army, as seen on their shields, combined the wings of an eagle with thunderbolts to represent the king of the gods, Jupiter.

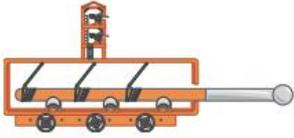
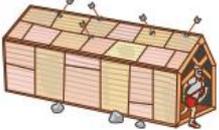
Siege warfare

Roman generals were highly skilled military strategists. One strategy employed by the Roman army to give an advantage over its enemies was siege warfare tactics. Siege warfare involved surrounding an enemy city and starving those inside into submission. It often involved slaughtering the enemy after they surrendered. A common approach was to build two parallel walls around the city. The inner wall was a barrier to stop food being brought into the city. The outer wall provided protection for the Roman troops in case warriors or supporters of those inside the city tried to attack.

The Romans had an extensive array of siege equipment, often adopted from other empires. They would further improve the design to make them easier to transport into battle.



Source 17 An artist's impression of Roman soldiers building a siege tower in readiness to lay siege to a city

Weapon	Description
Battering ram 	A structure on wheels that contained a long, suspended log encased in iron in order to breach the enemy gate
Siege tower 	A multistorey tower constructed on wheels to move towards city walls; archers would attack from the top level, while a battering ram was often placed on the lower level. It enabled soldiers to cross over the top of forts.
Catapult 	A larger engine that hurled stones from a long arm when it was suddenly released from tension
Scorpio 	A small catapult that was placed on higher ground and could fire with power and precision up to 100 metres, like a modern-day sniper weapon.
Onager 	A large slingshot which would fire projectiles long distances; it was used to break down walls or forts
Testudo 	A defensive manoeuvre that required soldiers to align their shields to create a boxed wall and protect them from enemy attack

Analyse this!
Weapons and armour in ancient Rome

Source 18 Siege equipment used by the ancient Roman army

11.13 Check your learning



Retrieve

- How did the Roman army honour the gods?
- Identify** examples of why the Roman army was considered to be strong and relentless.

Comprehend

- Explain** how the Roman army gave a sense of leadership and teamwork to its legionaries. Use Source 15 to help you answer this question.

Analyse

- Examine** (look closely at) Source 17. Using the information in Source 18, identify as many weapons and siege tactics as you can.

Apply

- Plan a battleground set up for attacking an enemy fort. Annotate your diagram with reasons for the positioning of various soldiers and siege weapons.
- Evaluate** the Roman legionary uniform (as seen in Source 16) by answering the following questions:
 - What were its strengths?
 - What were its weaknesses?
 - What is your overall opinion of it?

Use evidence to support your answers where you can.

11C

SKILLS IN CONTEXT



Test me!

Once you've finished the topics in this section, test yourself with this quiz and find out which worksheet you should do.

Pax Romana

Pax Romana is Latin for 'Roman Peace'. It is a common term used to describe a 200-year period of relative peace in Imperial Rome. Many classify Pax Romana as the time of the 'five good emperors', those being Nerva (reigned 96–98 CE), Trajan (98–117 CE), Hadrian (117–138 CE), Antoninus Pius (138–161 CE) and Marcus Aurelius (161–180 CE).

During this time, the empire expanded under a strong army, citizens felt secure under law and order, and the economy prospered as the empire's population grew to around 70 million people.

Many historians regard the Pax Romana as a high point in human history. With such peace came many developments in engineering, architecture, the arts, literature and entertainment. Historian Edward Gibbon coined the phrase 'Pax Romana'. In his book *The History of the Decline and Fall of the Roman Empire*, he writes:

Source 19 Edward Gibbon describing the era of Pax Romana

... the tranquil and prosperous state of the empire was warmly felt and honestly confessed by the provincials as well as Romans ... They affirm that, with the improvement of arts, the human species was visibly multiplied. They celebrate the increasing splendour of the cities, the beautiful face of the country, cultivated and adorned like an immense garden; and the long festival of peace, which was enjoyed by so many nations.



Source 20 This carving is from the Altar of Ara Pacis showing the Goddess of Peace, Pax.

KEY SKILL

Historical perspectives & interpretations

Plotting events on a timeline

Timelines are a very important tool for historians. They allow the reader to easily identify what happened when, and how much time went by between events.

Follow these steps when creating a timeline:

- Step 1** Determine the type of timeline required, i.e. horizontal or vertical.
- Step 2** Establish the total time span you need to cover with your timeline. Consider:
- the starting date of the timeline
 - the end date of the timeline.
- Step 3** Divide the line into equal portions of time.
- Step 4** Enter the most significant dates on the timeline and provide key facts and information about the events that took place on each date. Be sure your written text is clear and concise.
- Step 5** Make sure each event date is entered chronologically (in order) from left to right (for horizontal timelines) or top to bottom (for vertical timelines).

For more information on this skill, refer to page 196 of 'The history toolkit'.



Practise the skill

- 1 Follow the steps provided to **create** a timeline of the five good emperors of Rome. The dates that you need are available in the text on the previous page.

Extend your understanding

- 1 Using the internet, **conduct** research to create a timeline of key events and achievements during Pax Romana (27–180 CE). Your timeline should include a range of dates covering various facets of society from the following list:
 - the period of reign for the five good emperors during Pax Romana
 - four key buildings erected during Pax Romana; for example, the Pantheon, Colosseum, Trajan's Column, Hadrian's Wall, Temple of Peace, and so on
 - three public bathhouses erected; these could include Thermae Etrusci, Baths of Nero, Baths of Titus, Baths of Domitian or the Baths of Trajan
 - two famous literary works during Pax Romana; this was called the Silver Age of Latin Literature
 - one aqueduct or other engineering project completed during this time.
- 2 Why do you think this peaceful period brought economic prosperity to all Romans? Use Sources 19 and 20 to help you answer.
- 3 Imagine what it would have been like to live during Pax Romana. Write a letter or diary entry describing your week based on what you have learnt about daily life in Rome. Think about your social status, gender, employment, leisure and entertainment activities. Refer to page 203 of 'The history toolkit' for more information on empathy.

Source 21 The Pantheon temple in Rome was constructed during the reign of Emperor Hadrian. It is an architectural marvel, with a 43-metre-diameter concrete dome roof and Roman columns reaching 12 metres tall.

11.14

Change through conflict

Learning intention

By the end of this topic, you will be able to:

- » explain the nature of ancient Rome's contact and conflict with other societies.

Punic Wars

Carthage was a port city located on the north African coastline of the Mediterranean Sea, which was an ideal location for trade. After many centuries of peaceful co-existence with Rome, Carthage was threatened as the Romans advanced towards Sicily (a strategically located island under Carthage's control) in a move to protect their interests in southern Italy. As a result, the Punic Wars broke out – three wars that spanned almost 120 years from 264 to 146 BCE and were fought on land and sea. Triumph in these wars eventually gave Rome total control of the Mediterranean Sea.

First Punic War

Lasting from 264 to 241 BCE, the First Punic War had many battles, victories and stalemates over 20 years. There was huge loss of life on both sides. Battles occurred on the island of Sicily, in north Africa and at sea.

The Roman campaign was funded by wealthy patricians, which contributed greatly to their victory. Sicily became the first foreign province of the Roman Empire, and Carthage was forced to pay Rome 3200 talents of silver over the next decade.

Second Punic War

The Second Punic War was fought between 219 and 202 BCE. Carthage was now led by Hannibal, whose father had suffered defeat in the First Punic War. In 218 BCE, his

army embarked on a 2000-kilometre-long journey to descend upon Rome. Starting in modern-day Spain, the Carthaginian army traversed along the northern Mediterranean coastline, crossing rivers, mountains and even the Alps during winter (see Source 1).

Hannibal's forces were made up of 38000 soldiers, a further 8000 horsemen and 37 elephants. His army had initial success defeating the Romans in southern Italy, but ultimately, the Roman forces claimed victory once again.

Third Punic War

The Third Punic War lasted only three years and resulted in the destruction of Carthage. The Roman Senate decided it was time to conquer Carthage; at that time Senator Cato would end every speech at the Senate by saying, 'Carthage must be destroyed'.

The Romans either killed or enslaved the population of Carthage and secured



Source 1 An artist's impression of Hannibal's troops crossing the Alps

the western side of the Mediterranean for themselves. Rome controlled the African coastline by 146 BCE, greatly increasing its territory.

Barbarian invasions

After many further conquests around the Mediterranean and beyond, the Roman Empire reached its peak early in the second century CE. As the empire grew, it became too large to govern properly.

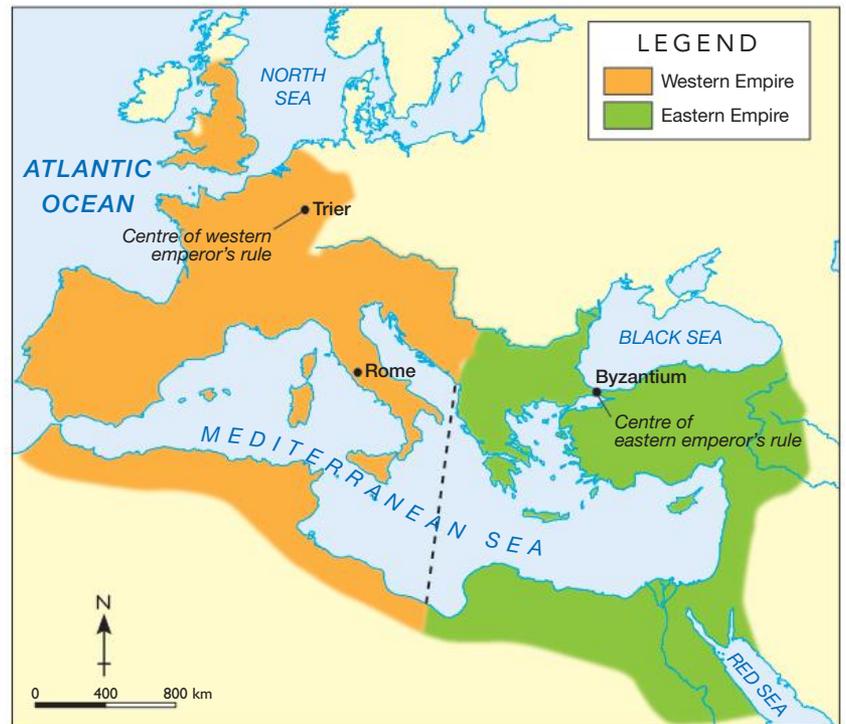
There was growing corruption in the army and economic problems back home. Instead of focusing on protecting their borders, Roman armies began fighting each other. As a result, many outside invaders were able to enter Rome and wreak havoc. These invaders included the Huns, Goths, Franks, Vandals and Saxons. The Romans referred to these people collectively as 'barbarians' because they lived outside the borders of the Empire.

Emperor Diocletian decided to split the Empire in 284 CE (see Source 2), hoping that it would make the empire easier to manage.

The Western Empire only became weaker. The barbarian invasions continued until, eventually, the Goths took over Rome in 476 CE. This is known as the Fall of Rome, and the time at which Rome entered a period in history known as the Dark Ages.

The eastern half of the Roman Empire received a new name – the Byzantine Empire. The Byzantine Empire lasted for another 1000 years.

WESTERN AND EASTERN EMPIRES OF ANCIENT ROME



Source 2

Source: Oxford University Press



Enlarged map

Western and eastern empires of ancient Rome



Sequence this!

Conflict in ancient Rome

11.14 Check your learning

Retrieve

- 1 **State** the main dates and events of the Punic Wars.

Comprehend

- 2 **Describe** the characteristics of Hannibal's journey to Rome that make it legendary and impressive.

Apply

- 3 Using Source 2 and the world map in the back of your book, **determine** (decide) which modern countries became part of ancient Rome after the Punic Wars.
- 4 Wars can have a huge impact on the civilian population. Working in groups, **create** a mind

map with three branches coming out from the centre concept titled, 'Changes to daily life during war times'. The three branches should be titled economic factors, social factors, and political factors. Brainstorm the effects a war can have on the home front and organise your thoughts under a specific factor on your mind map.

- 5 Imagine you are a soldier in Hannibal's army on its 2000-kilometre march towards Rome. Write a letter that describes where you are marching and the conditions you are experiencing.

11.15

Change through trade

Learning intention

By the end of this topic, you will be able to:

- » understand the causes and effects of ancient Rome's contact and trade with other societies.

export

the selling and transporting of goods to another country

importing

bringing in a product or service to one country from another

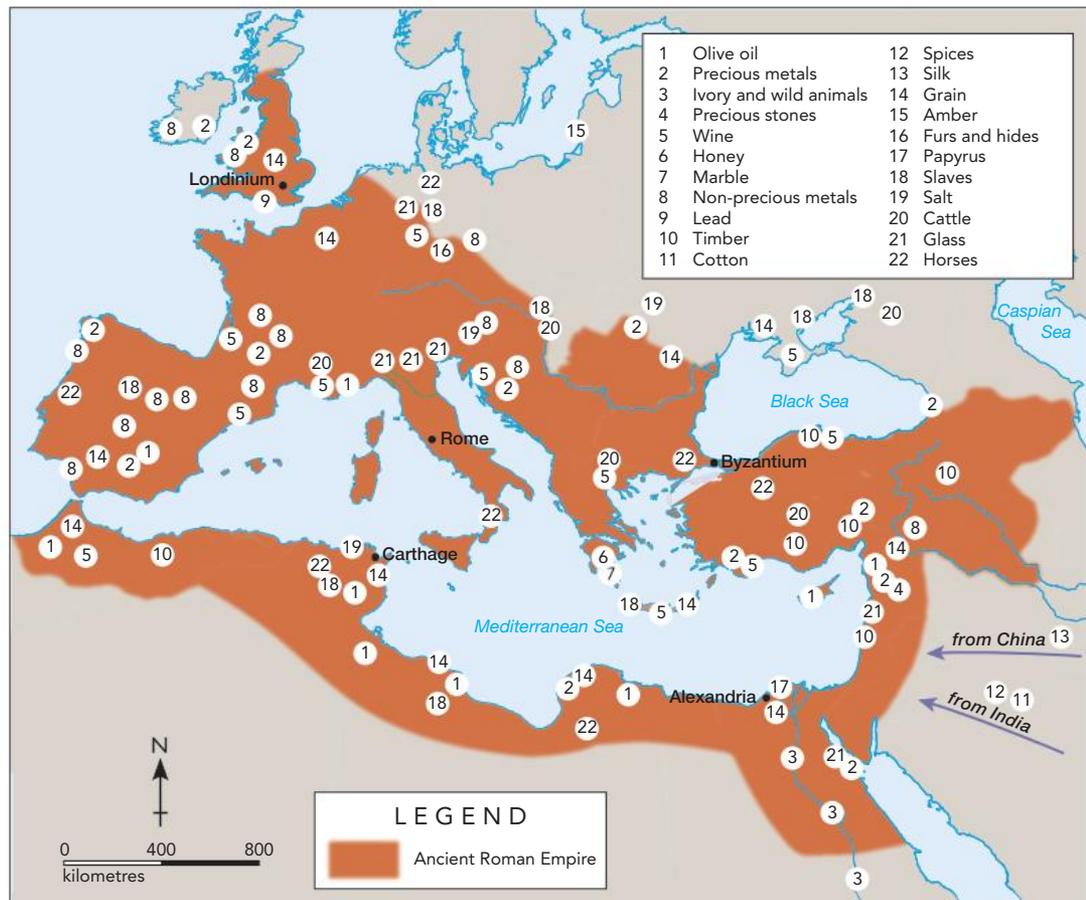


Enlarged map

Common Roman imports

Trade was vital to ancient Rome's development from a small farming settlement to a massive empire. With their prosperous farming economy, the Romans were able to **export** food and produce while also **importing** new products as the empire grew. Trade also encouraged change in society by bringing the Romans into contact with different kinds of people, who introduced new ideas about religion, new fashions and new processes and skills to the empire.

COMMON ROMAN IMPORTS



Source 3

Source: Oxford University Press

Ancient Rome's trading empire

The peak era of Roman trade was between the second century BCE and second century CE, as the highest number of recorded workers were involved in different jobs in trading. This included the people who produced the food, those who transported it from place to place, and those who sold it. Jobs in trade were generally considered suitable for the middle and lower classes, not for the elite patricians.

Around 167 BCE, Rome seized control of Spanish gold and silver mines which boosted the republic's treasury. Historian Diodorus of Sicily wrote in 70 CE that this land possessed 'the most abundant and most excellent known source of silver, and to the workers of silver it returns great revenues.' As the empire prospered,

so did its people – the Senate reduced taxes for the Romans because of this discovery. With access to these mines, coins became used as a common form of currency within Rome. It was Julius Caesar who first ordered his portrait be displayed on coins.

Trade with the East

In addition to trade by sea, the Romans also traded by land. Having expanded the empire into Egypt in 30 BCE, the Romans inherited access to trade with China and India through the **Silk Road**. The Silk Road was a series of trade routes that stretched from China to the eastern shores of the Mediterranean Sea, and provided some of the first economic, cultural and religious interactions between the East and the West.

Merchants travelled across the Silk Road, using donkeys, camels and oxen to carry their goods. A silk trade boomed between China and Rome. Silk became so popular that the Senate tried to ban it – in part, due to the economic impact of money being spent *outside* of the Roman economy, but also because it was not a modest fabric for women to wear!

Rome exported glass, golden cloths and rugs to China, however trade became increasingly difficult as the Parthian Empire (located in modern-day Turkey (Türkiye), Afghanistan and western Pakistan) blocked trade routes in an effort to maintain control and profit between the Roman and the Chinese empires.



Source 4 The wreathed head of Caesar on a Roman coin

Silk Road

a trade route stretching west from China to the Mediterranean Sea; the main route by which silk was introduced to the West

Source 5 The first clearly documented visit from China in Rome, written during the reign of Emperor Augustus, around 20 BCE, by the Roman historian, Florus

In truth, it needed but to look at their complexion to see that they were people of another world than ours.

11.15 Check your learning

Retrieve

- Using the world map at the back of your book, **identify** the modern countries from which ancient Rome once imported the following: marble, ivory, timber, horses.

Analyse

- Examine** (look closely at) Source 3.
 - List three metals, three foods and three clothing items that Rome imported.
 - What are some ways that these goods might have been used by the

Romans? How might these have changed people's lifestyles?

Apply

- 'The Silk Road is considered by many historians as one of the most significant achievements in the history of world civilisation.' Write a paragraph (150 to 200 words) to **justify** (give reasons) why you think this is the case. Use evidence from this topic to support your answer.
- Investigate** 'Constantinople and the great chain' and discover why its location was ideal for a port and trade.



Quiz me!

A quick quiz on how Rome experienced change through trade

11D

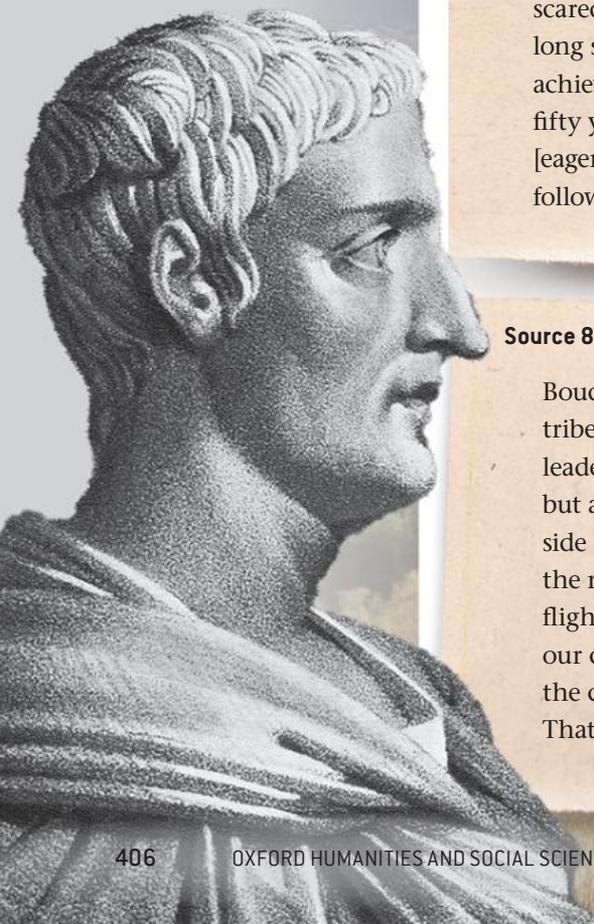
SKILLS IN CONTEXT



Test me!

Once you've finished the topics in this section, test yourself with this quiz and find out which worksheet you should do.

Source 6 Portrait of the historian, Tacitus



Tacitus: a Roman historian

Publius Cornelius Tacitus was a Roman senator, consul and historian who lived from 56 to 117 CE. He wrote many historical works that described life in Rome through his eyes.

His peers would criticise him for not boasting enough about Rome. However, Tacitus wrote Rome as he saw it, portraying the 'inglorious ... petty trifles' of the Republic. In doing so, he created a series of primary sources that historians today agree provide an honest account of life in Rome.

In Sources 7 and 8, Tacitus describes how two key leaders spoke to their troops before battles that occurred in Roman Britain. In the first extract, Tacitus writes to commemorate (remember) his father-in-law Gnaeus Julius Agricola, a Roman general who led the conquest against the Celts in modern-day England. In the second extract, Tacitus gives his account of the Celtic Queen Boudicca summoning her people to avenge the Roman occupation of Britain. Both were written by Tacitus, many years after the actual events.

Source 7

Agricola, who, though his troops were in high spirits and could scarcely be kept within the entrenchments, still thought it right to encourage them, spoke as follows:

'... As it is, look back upon your former honours, question your own eyes ... Of all the Britons these are the most confirmed runaways, and this is why they have survived so long. Just as when the huntsman penetrates the forest and the thicket [thick bushes], all the most courageous animals rush out upon him, while the timid and feeble are scared away by the very sound of his approach, so the bravest of the Britons have long since fallen; and the rest are a mere crowd of spiritless cowards ... that you might achieve in it a splendid and memorable victory. Put an end to campaigns; crown your fifty years' service with a glorious day ...' While Agricola was speaking, the ardour [eagerness] of the soldiers was rising to its height, and the close of his speech was followed by a great outburst of enthusiasm. In a moment, they flew to arms.

Tacitus, *Life of Gnaeus Julius Agricola* (98 CE)

Source 8

Boudicca, with her daughters before her in a chariot, went up to tribe after tribe, protesting that it was indeed usual for Britons to fight under the leadership of women. 'It is not as a woman descended from noble ancestry, but as one of the people that I am avenging lost freedom ... heaven is on the side of a righteous vengeance; a legion which dared to fight has perished; the rest are hiding themselves in their camp, or are thinking anxiously of flight. They will not sustain ... the shout of so many thousands, much less our charge and our blows. If you weigh well the strength of the armies, and the causes of the war, you will see that in this battle you must conquer or die. That is what I, a woman, plan to do! Let the men live in slavery if they will.'

Tacitus, *The Annals of Imperial Rome* (118 CE)

KEY SKILL

Using historical sources

Understanding purpose and point of view**Purpose**

Most primary sources are created for specific purposes; for example, a letter might be intended to share news with a friend, and a statue might be created as a gift to the gods. Even secondary sources, such as a history website or documentary, can have another purpose, such as to make money or entertain. Therefore, we need to be able to interpret the point of view or attitude presented in a source, and then decide whether it is useful and relevant.

Ask yourself:

- Why was the source written or produced?
 - Are there personal reasons?
 - Are there political reasons?
 - Is it propaganda?
- How was it written or produced?
 - Does it give a particular point of view?
 - Does it give a detached, balanced account?
 - Is it biased either for or against the issue?

Point of view

Primary sources are often useful in conveying the perspective or point of view of someone living at the time. Such information enables us to develop empathy for what it would have been like to live during the time being studied. When we can put ourselves in someone else's shoes, we can then form our own opinion.

Step 1 Identify the purpose of the source. Why was the source written or produced?

Step 2 Identify how the source has been produced. Is it written or perhaps an artwork that has been created?

Step 3 Look for the point of view in this source. Does the author bring in both sides, or is it more one-sided? Would you consider it to be biased?

Step 4 Using empathy, consider how the author may have been feeling at the time of writing. Is the creator of the source detached or emotional?

For more information on this skill, see page 190 of 'The history toolkit'.

Practise the skill

- 1** Using the steps above, **analyse** the source to identify the point of view in Sources 7 and 8. Make sure you follow all steps for both sources.

Extend your understanding

- 1 a Create** a list of pros and cons about historians who wrote at the time. What are the strengths and weaknesses of being there at the time and providing an eyewitness account?
- b Create** another pros and cons list about a historian who writes secondary sources.
- 2** Using the DAMMIT acronym (see page 194), write a paragraph **analysing** either Source 7 or 8.



Source 9 Queen Boudicca led an uprising against the Roman occupation of Britain.

11

CHAPTER REVIEW

Review activity

Read this extract from a letter by Roman philosopher Seneca and answer the questions.

A lively bathhouse

Source 10

I have lodgings right over a bathing establishment. So picture to yourself the assortment of sounds, which are strong enough to make me hate my very powers of hearing! When the stronger gentleman, for example, is exercising himself by swinging leaden [heavy] weights; when he is working hard, or else pretends to be working hard, I can hear him grunt; and whenever he releases his imprisoned breath, I can hear him panting in wheezy and high-pitched tones. Or perhaps I notice some lazy fellow, content with a cheap rubdown, and hear the crack of the pummelling hand on his shoulder, varying in sound according as the hand is laid on flat or hollow. Then, perhaps, a professional comes along, shouting out the score; that is the finishing touch. Add to this the arrest of a pickpocket, the racket of the man who always likes to hear his own voice in the bathroom, or those who plunge into the swimming-tank with unconscionable noise and splashing ... imagine the hair-plucker with his penetrating, shrill voice, – to attract more attention ... never holding his tongue except when he is plucking the armpits and making his victim yell instead. Then the cakeseller with his varied cries, the sausageman, the confectioner, and all the vendors of food hawking their wares, each with his own distinctive intonation.

Roman philosopher Seneca (3 BCE–65 CE), *Letter 56*



Source 11 Roman baths can still be seen in the modern-day city of Bath in England.

- 1 Identify** whether Source 10 is a primary or secondary source. (1 mark)
- Do you think the author of Source 10 might have had a different perspective on bathhouses if he had not lived above one? **Explain** why you think this. (3 marks)
- Based on the information gathered from Source 10, **describe** the atmosphere of the bathhouse. (2 marks)
- The concept of continuity and change is important to history, as it helps us understand that some things stay the same while others change. **Compare** the various aspects of the bathhouse to similar businesses or places we may visit today. What is similar and what has changed? (4 marks)
- Discuss** how useful Source 10 is in understanding the experience of the Roman bathhouse. Do you think it is accurate? What other evidence could help you understand what the bathhouse was like? Provide examples to support your opinion. (6 marks)
- Analyse** Source 10 using the DAMMIT acronym. In your response, provide examples from the source and from what you have learnt about ancient Rome. (4 marks)

(Total: 20 marks)

Chapter checklist

Now that you have completed this chapter, reflect on your ability to do the following:

	I can do this.	I cannot do this yet.
Understand how the physical features of ancient Rome influenced its development.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 11.2, page 366.
Describe how the ancient Romans planned and managed their resources, including the water supply through aqueducts and plumbing.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 11.3, page 369.
Explain the role of key groups in ancient Rome.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 11.4, page 374.
Explain the role of women in ancient Rome and how it changed.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 11.5, page 376.
Summarise the historical context, life and achievements of Julius Caesar.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 11.6, page 379.
Understand the key beliefs, values and practices associated with religion in ancient Rome.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 11.7, page 384.
Understand the key beliefs, values and practices associated with everyday life in ancient Rome.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 11.8, page 386.
Describe the values and practices associated with the use of public baths in ancient Rome.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 11.9, page 388.
Describe the values and practices associated with public entertainment in ancient Rome.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 11.10, page 390.
Describe the use of the Colosseum for public entertainment.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 11.11, page 392.
Describe the key beliefs, values and practices associated with death and funerary customs in ancient Rome.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 11.12, page 394.
Explain the significance of military practices in ancient Rome.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 11.13, page 397.
Explain the nature of ancient Rome's contact and conflict with other societies.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 11.14, page 402.
Understand the causes and effects of ancient Rome's contact and trade with other societies.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 11.15, page 404.

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Student book questions

Chapter 11



Key skill worksheet

Communicating:
Chapter 11

Quizlet

Play a game of Quizlet on Ancient Rome.



Chapter review quiz

Chapter 11

12

Ancient India

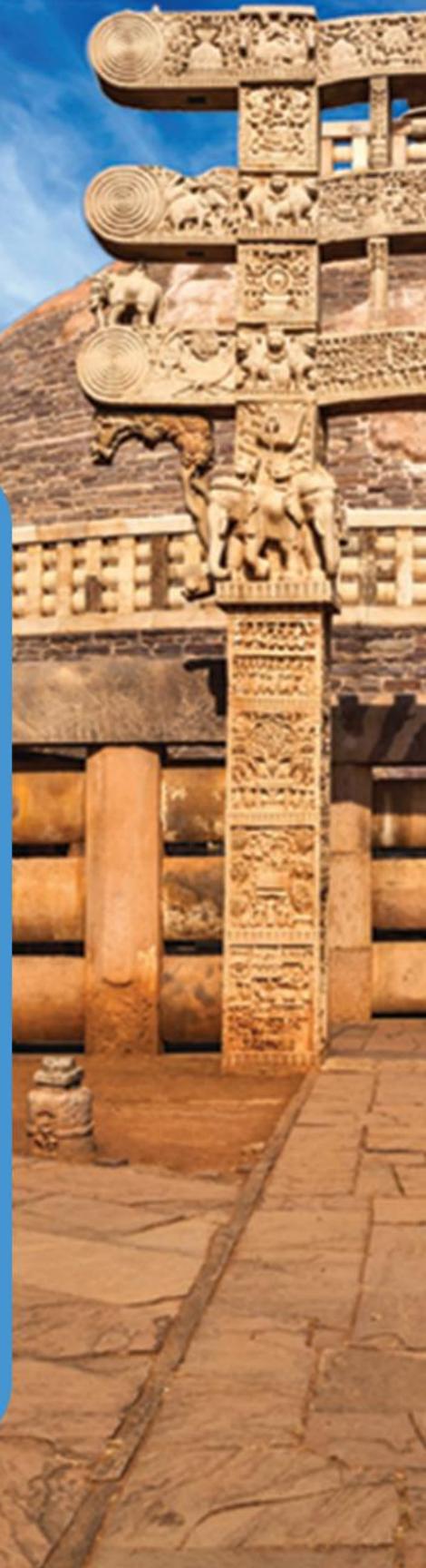
Modern-day India can trace its beginnings back to two of the oldest civilisations on Earth – the Indus Valley civilisation and the Mauryan Empire.

The Indus Valley civilisation began from around 3500 BCE in a fertile river valley in north-west India. Here, well-planned cities developed along the banks of the Indus River, while people across Europe still lived in primitive huts.

Much later, around 321 BCE, the Mauryan Empire developed along the banks of India's holiest river, the Ganges. Inscriptions left by Mauryan kings have given historians a unique insight into this ancient civilisation.

Two of the world's major religions – Hinduism and Buddhism – came into being as a result of these ancient civilisations. The people of ancient India are also believed to have begun the development of modern mathematics, and were the first to use the concept of the number zero.

» **Source 1** The Great Stupa is in the town of Sanchi in central India. It was built by Emperor Ashoka in the third century BCE during the rule of the Mauryan Empire. A stupa is a dome-shaped building that contains relics (religious artefacts). This image shows the detail and craftsmanship used by the ancient Indian people who constructed the stupa.



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12A

How did physical features influence the development of ancient India?

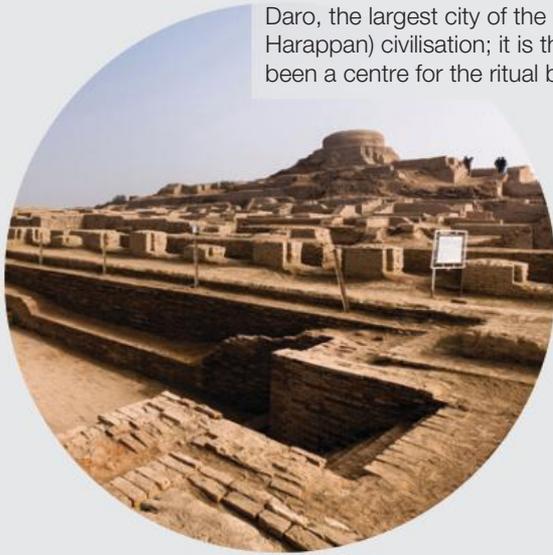
12B

What shaped the roles of key groups in ancient India?

12C

How did beliefs, values, contacts and conflicts influence life in ancient India?

12.1 Ancient India: a timeline



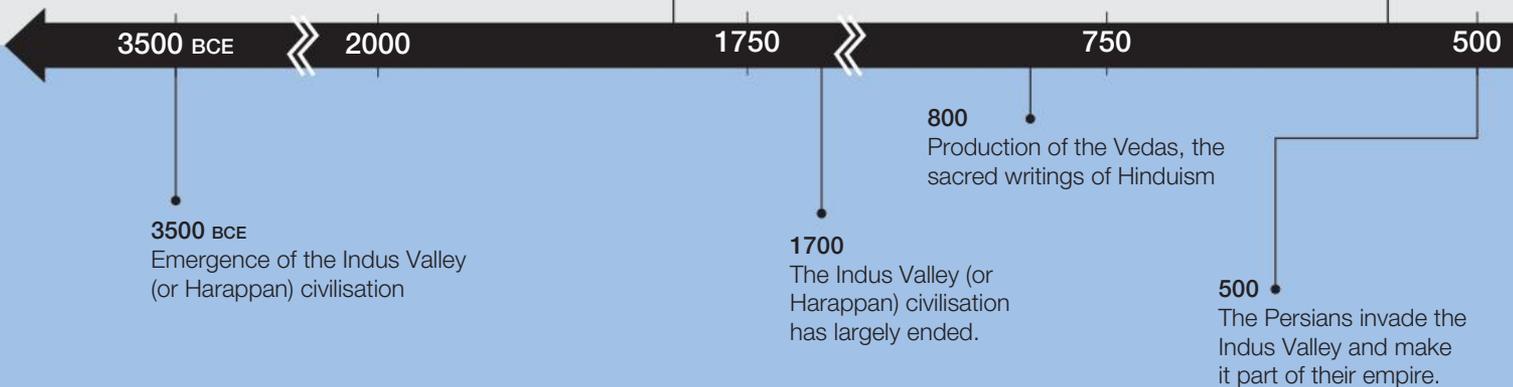
The remains of the Great Bath in Mohenjo-Daro, the largest city of the Indus Valley (or Harappan) civilisation; it is thought to have been a centre for the ritual bathing.

1800
The Aryan people begin to arrive in the Indus Valley from Central Asia.



The Hindu god Vishnu's four arms indicate that he is everywhere and all powerful.

563
Siddhartha Gautama (later known as Buddha), the founder of Buddhism, is born.



12.1 Check your learning

Retrieve

- 1 Identify** what the sacred writings of Hinduism are called.
- 2 Identify** the religion that is associated with Siddhartha Gautama.

Analyse

- 3** Use the timeline to calculate how many years in total the Mauryan Empire lasted.

Apply

- 4** Select two individuals who feature on the timeline. Use the internet to **investigate** the significance of these individuals to ancient India. Complete a chart for each person, with the following headings.

Name	Born	Died	Key life events	Significance to ancient India

Remember to include references to show where you found your information.

12A How did physical features influence the development of ancient India?

327
Alexander the Great crosses the Indus River, intent on invasion.

269
Ashoka Maurya, Chandragupta Maurya's grandson, becomes emperor of the Mauryan Empire.

232
Death of Emperor Ashoka

185
Mauryan Empire ends, marking the start of a 500-year period of small kingdoms.

320
Beginning of the Gupta Empire, a period in which the arts and sciences flourish

The four lions on Ashoka's stone pillar at Sarnath; they are now the official symbol of the modern Republic of India.



An artist's impression of invading Huns (a rival civilisation from the west) who helped bring an end to the Gupta Empire

250

1 CE

500

750 CE

250
Ashoka sends missionaries across Asia to spread Buddhist beliefs.

50
The first Buddhist stupa (religious building) constructed at Sanchi in India – it becomes known as the Great Stupa.

550 CE
End of Gupta Empire

470
Birth of Aryabhata, the first in a long line of great Indian astronomers and mathematicians

321
A northern king, Chandragupta Maurya, founds the Mauryan Empire.



Part of a stone relief from Great Stupa at Sanchi Bhopal, India



Sequence this!
Events in ancient India

Source 1 A timeline of some key events in ancient India

12.2 Landscape and climate

Learning intention

By the end of this topic, you will be able to:

- » explain how the physical features of ancient India influenced its development.

India's physical features and climate have helped to shape its history. Like most major civilisations across the ancient world, the earliest settlements in India developed in river valleys. The Indus Valley, a vast flood plain, became the location of many of ancient India's earliest and largest communities (see Source 4). The Indus River lies in the north-west of the subcontinent, in modern-day Pakistan. It begins high in the Himalayas and flows south 3180 kilometres to the Arabian Sea.

The Thar Desert lies to the south-east of the Indus River, providing a natural barrier and protecting settlements from invaders. Further south, a large **plateau** called the Deccan Plateau makes up the majority of India's southern region. The flat land of the Deccan Plateau is good for farming and animal grazing.

plateau

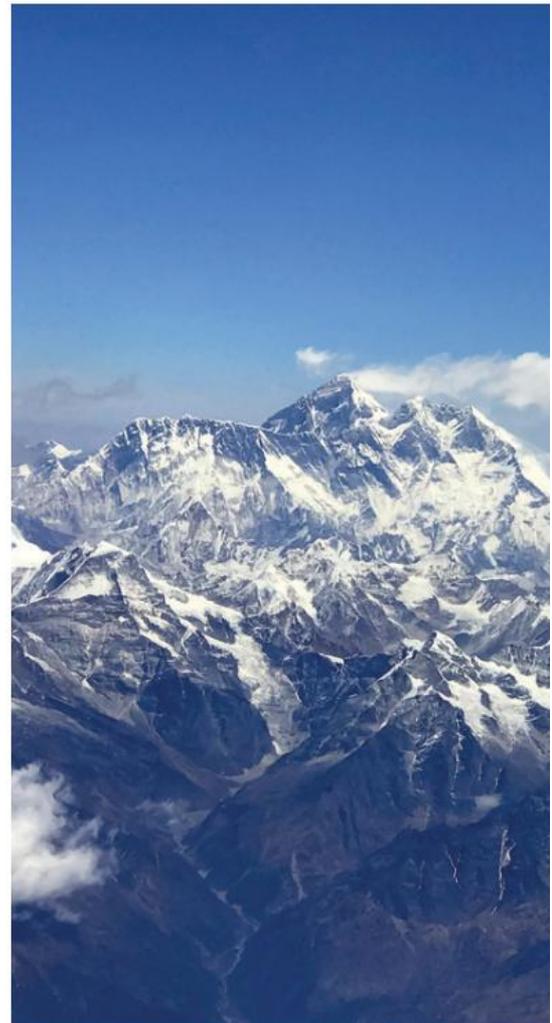
an area of flat high ground

THE INDIAN SUBCONTINENT



Source 2

Source: Oxford University Press



Source 3 Part of the Himalayas; the mountain range, which separates India from China to the north, contains 90 of the 100 highest peaks on Earth.

The Deccan Plateau slopes down to the Indian Ocean in the west and the Bay of Bengal in the east. This extensive coastline was ideal for sea trade (see Source 2).

India is a warm to very hot place year-round. Temperatures as high as 49°C have been recorded in some places, especially between March and June. The heavy monsoon rains typically arrive in June, with rain then falling most of the time until September. Most of the year's rainfall is during these few months, and India's agriculture relies on monsoon rains arriving before its fields and crops dry up in the hot, dry months leading up to the monsoon. During the monsoon months, farmers store water supplies so they can irrigate crops during the rest of the year.



Explore it!

A virtual field trip to the Indus River

12.2 Check your learning



Retrieve

- 1 Identify** the four important physical features that shaped the history of the Indian subcontinent.

Comprehend

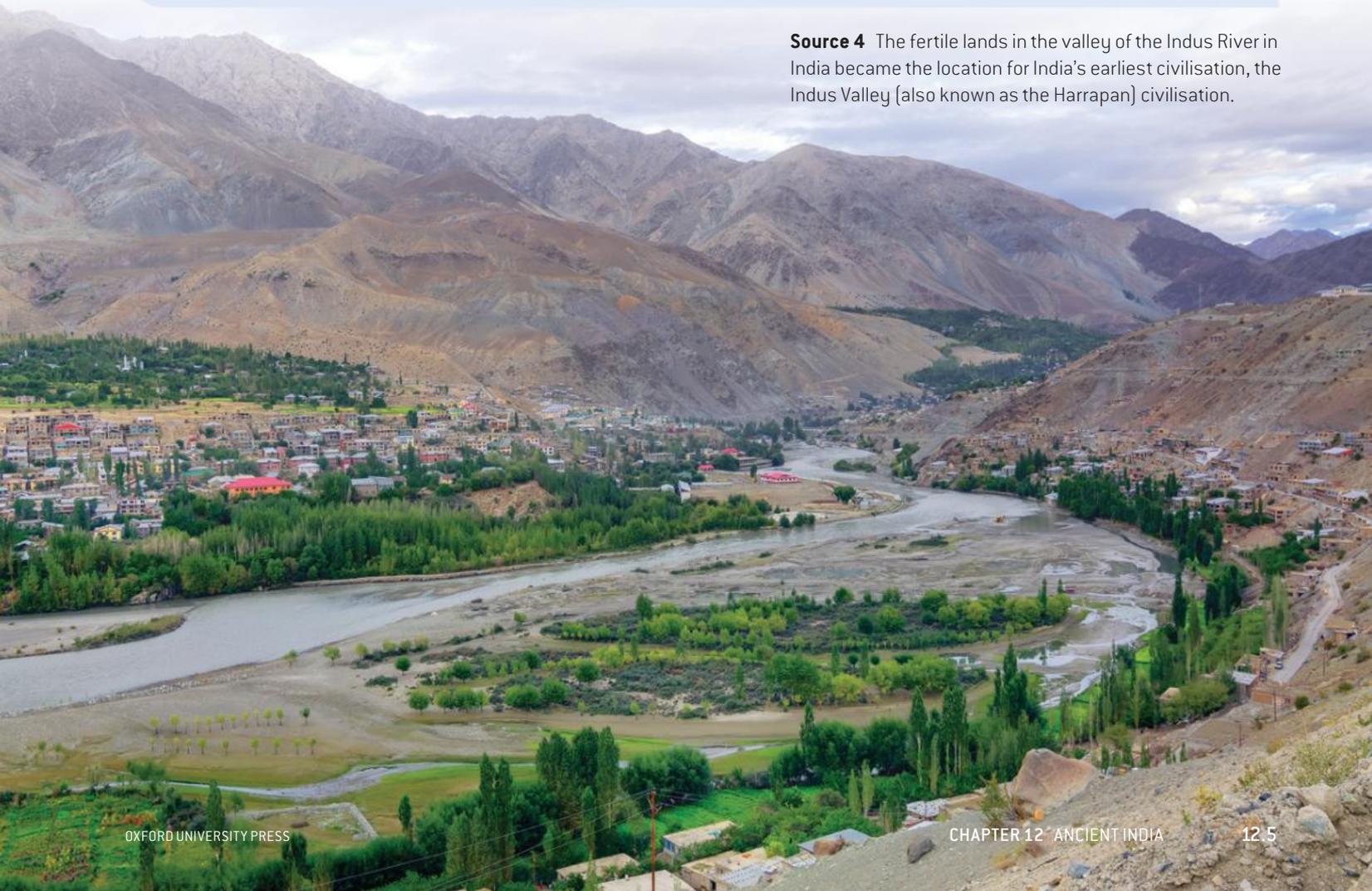
- 2 Describe** the problems that a severe monsoon might cause for a settlement.
- 3** For each of the features you identified in question 1, **explain** how they may have influenced decisions about early human settlements and lifestyles.

Apply

- 4 a Create** a photo montage of the physical features of India, using the internet to find the images. Be sure to include captions with each image.
- b** Write a sentence about how each physical feature affected ancient India.

Remember to include references to show where you found your photos and information.

Source 4 The fertile lands in the valley of the Indus River in India became the location for India's earliest civilisation, the Indus Valley (also known as the Harappan) civilisation.



12.3 Ancient India's earliest civilisation

Learning intention

By the end of this topic, you will be able to:

- » identify the time period, location and achievements of ancient India's earliest civilisation.

The earliest civilisation to be established in ancient India is often referred to as the Indus Valley civilisation. It takes its name from the Indus River around which it developed. Knowledge of this civilisation came to light with the discovery of its second largest city, Harappa. Some historians also refer to it as the Harappan civilisation for this reason.

The Indus Valley (Harappan) civilisation developed from early farming communities that depended on the river waters for irrigation. Wheat and barley were their staple crops and rice was also grown. It lasted from about 3500 to 1700 BCE, but it was at its greatest power and size from about 2600 to 1900 BCE.

The discoveries of Harappa and Mohenjo-Doro

Countries in the West first came to know of an early Indian civilisation through the writings of a British army soldier named James Lewis. He had come upon the ruins of Harappa in 1826 while travelling an area that is now the Punjab region of Pakistan. By the time archaeologist Sir Alexander Cunningham visited the site in 1873, many of the walls and buildings of Harappa had disappeared. British engineers had taken the bricks from the ancient ruins to use for the building of a railway line.

For many years, there was little archaeological interest in the site. This changed in 1919 when Indian archaeologist R.D. Banerji investigated an ancient Buddhist **stupa** about 500 kilometres south of Harappa. Banerji noticed that the stupa was surrounded by mounds of crumbling bricks. He began digging and found, among other things, three soapstone **seals**. These seals were similar to one that had previously been found at Harappa, and were engraved with the same unknown writing that could not be decoded. Banerji had stumbled across the remains of the other great city from the Indus Valley civilisation – Mohenjo-Daro.

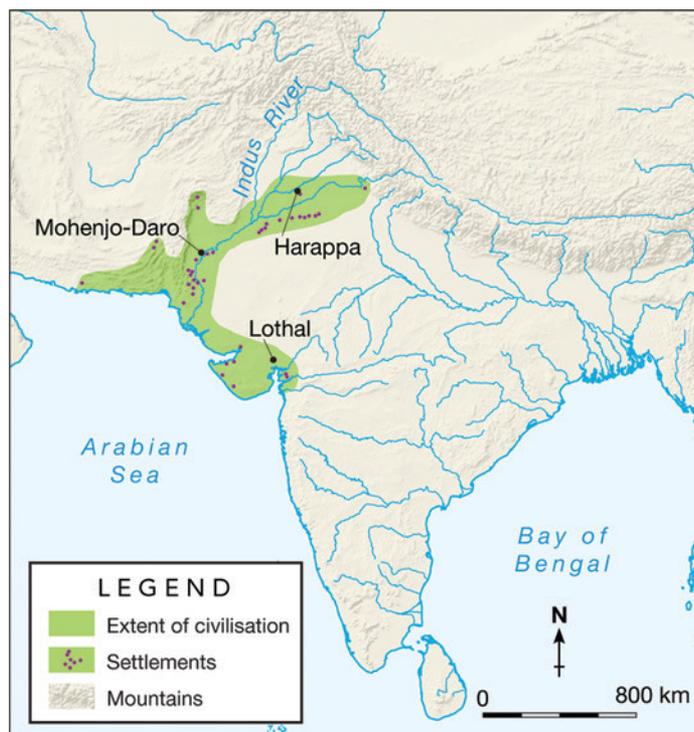
stupa

a religious structure built to house Buddhist relics

seals

engraved stamps

INDUS VALLEY CIVILISATION



Source 5

Source: Oxford University Press

Extent of the civilisation

Since the 1920s, archaeologists have located more than 1050 Indus Valley sites, which have been confirmed by their distinctive architecture and stone seals. Dockyards, grain storehouses, warehouses, brick platforms and protective walls have been found in almost all these settlements. Most are beside rivers, though some were found on the ancient seacoast and adjacent islands. These discoveries confirm the importance

of rivers and coastlines in the choice of early human settlements in this region.

Trade

The Indus Valley settlements were well located for what seems to have been the people's main occupation: trade. Rivers provided transport routes to the coast, from where goods could be shipped to other lands.

Beads made from a reddish-orange semi-precious stone called carnelian have been found in the Mesopotamian city of Ur and in Oman (on the Arabian Peninsula), where pottery and bronze weapons of Indus design have also been found.

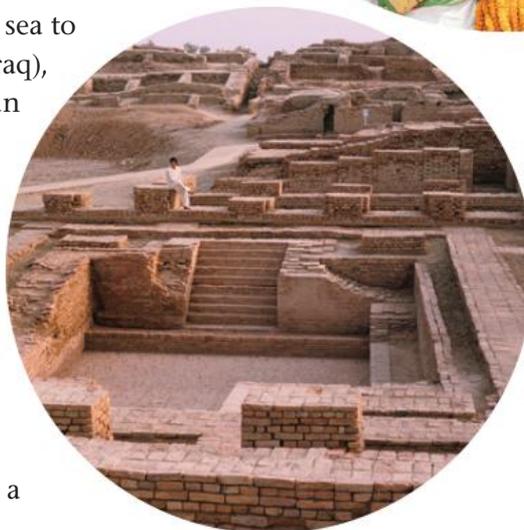
At Lothal, near the mouth of the Indus River, archaeologists have found a huge dredged canal and dock, indicating that it was an important port.

Indus Valley merchants also had links by sea to the Tigris–Euphrates delta (in modern-day Iraq), and by land with parts of today's Afghanistan and Iran and other parts of India. About a dozen Indus Valley seals have been found at sites in Iraq and Iran.

Weights (for measuring purposes) are among the artefacts that have been excavated in Indus Valley settlements. The Indus Valley people are believed to be among the first to develop a system of uniform weights and measures. These finds add to the evidence that the civilisation had a strong and widespread trade.



Source 6 The market is still a busy economy in India today. In this image, a flower market in Kolkata is bustling with people.



Source 7 The ruins of Mohenjo-Daro



Quiz me!

A quick quiz on ancient India's earliest civilisation

12.3 Check your learning

Retrieve

- 1 When did the Indus Valley civilisation exist?
- 2 **Identify** the modern-day countries where the Indus Valley (Harappan) civilisation was located. Use the world map in the back of your book to help.

Comprehend

- 3 **Describe** how the ruins of Harappa and Mohenjo-Daro were discovered.
- 4 Select three sources from the text or from your own research and **explain**

how these sources provide evidence about the achievements of the Indus Valley (Harappan) civilisation.

Apply

- 5 Ancient India was located about halfway between the ancient societies of the Mediterranean and Asian worlds, which was particularly significant once the Silk Road became a major trade route between East and West. Use the internet to research the Silk Road, and **create** a map showing this route.



I used to think, now I think

Reflect on your learning about India's earliest civilisation and complete the following sentences.

- I used to think ...
- Now I think ...

What has changed your understanding?

12A

SKILLS IN CONTEXT



Test me!

Once you've finished the topics in this section, test yourself with this quiz and find out which worksheet you should do.

Daily life in the Indus Valley civilisation

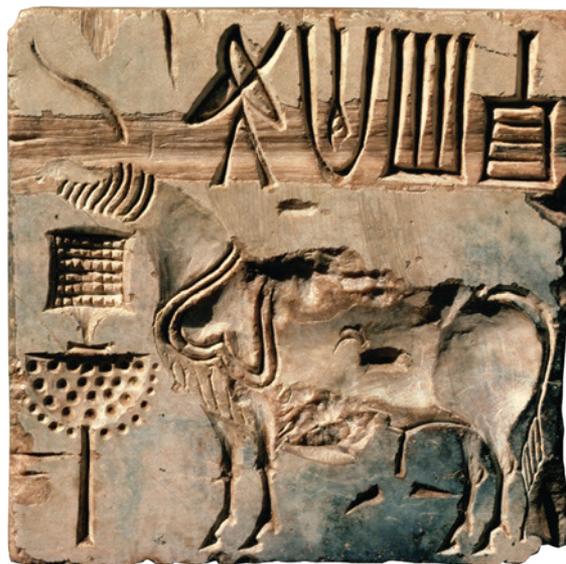
The most common, and in some ways most puzzling, archaeological finds from the Indus Valley civilisation are numerous seals made from soapstone. These seals may have been used to stamp trade goods or other property to show ownership. To this day, the inscriptions on these seals remain undeciphered. The animal most commonly found on the seals is thought to be a unicorn (others say it is a rhinoceros). About a dozen Indus Valley seals have been excavated from sites as far away as Iraq and Iran. Studying these seals closely in order to gather valuable historical evidence uses an important skill for all historians.

The most distinctive single object found at Mohenjo-Daro is a stone sculpture known as the 'Priest-King' (see Source 11), despite the fact there is no supporting evidence that the figure represents either a priest or king. The sculpture, found in 1927, is only 18 centimetres tall. The figure wears a headband and has a similar band on his right arm. His upper lip is shaved and his beard is combed. His eyes are deeply cut into the stone, and some archaeologists think there may have been a carved shell set into them. He is wearing a cloak decorated with a three-leafed design called a trefoil. The trefoils were once coloured red.

Source 8 Ancient ruins overlooking part of the fertile Indus Valley



Source 9 Some of the seals have a symbol called a swastika engraved on them, such as this example from Mohenjo-Daro.



Source 10 A seal from the ruins of Mohenjo-Daro thought to feature a unicorn

KEY SKILL

Using historical sources

Analysing visual sources

Analysing historical sources is an important skill to develop. When analysing photographs, paintings, artworks or historical objects such as stone carvings, it is useful to follow these steps:

Step 1 Check the composition of the work.

What is shown in the scene and why? How do we know what is happening? Is the entire scene or work shown, or just a section of it?

Step 2 Identify any important figures.

Who is shown in the scene and why? How many figures are there? Are they depicted as individuals or are they all the same? Are any figures larger than others and why might they be shown this way?

Step 3 Look closely at the background.

Does the background provide information about where the action is happening? Is the setting clearly shown? Are there any other decorations?

Step 4 Look for small details.

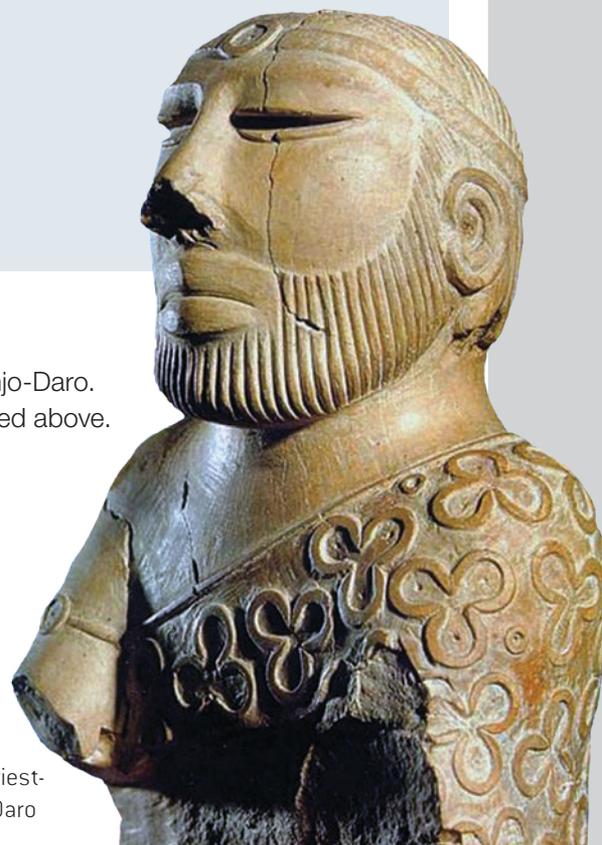
Are there any small details hidden in the scene? Examine clothing, tools, weapons, animals, buildings and other objects.

Step 5 Look for anything unusual.

Are there any elements in the scene that are confusing (either because they are new to you or because they do not fit your understanding of the period)? Make a note of these and research them further using other primary or secondary sources.

Step 6 Try to identify attitudes, personal points of view or bias.

When analysing a scene or work of art, keep in mind that it may not necessarily be an accurate representation of what actually happened. Remember that while a particular artwork or representation might show common people, it was almost certainly commissioned (ordered and paid for) by someone with money (such as a king or nobleman) who may have been interested in making things look a certain way for their own interests.



Source 11 The 'Priest-King' of Mohenjo-Daro

Practise the skill

- Source 10 is a picture of one of the seals found among the ruins of Mohenjo-Daro. Your task is to **analyse** the source, using the steps and questions described above.

Extend your understanding

- Investigate** the swastika symbol (see Source 9) to discover its different uses and meanings over time. For example, swastikas have been found in religious buildings and temples; two Canadian ice-hockey teams in the early 20th century used swastikas on their uniforms; and Adolf Hitler's Nazi party adopted the symbol in the 1930s. Write a 250-word report, with pictures, to summarise your findings. Explain why the swastika is now regarded as offensive by many people.

12.4 The social structure of ancient India

Learning intention

By the end of this topic, you will be able to:

- » explain how society in ancient India was organised and shaped through the social hierarchy.

caste system

a strict hierarchy (class system) used to organise society

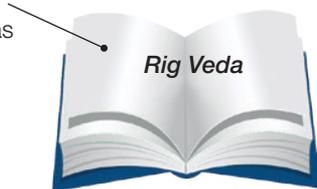
Indo-Europeans (commonly known as Aryans, or Vedic people) moved into northern India from about 1800 BCE. They produced four religious manuscripts called the Vedas, which became the holy books of Hinduism. The Vedas were written from around 1500 to 500 BCE, so this period became known as the Vedic period.

The caste system

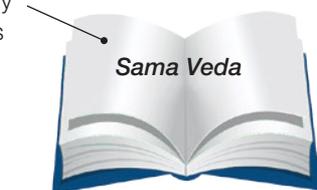
During the Vedic period, the concept of a **caste system** developed within Hinduism, dividing society into groups. The caste system in India enforced rigid limits on a person's life, dictating their responsibilities and privileges within society. The caste you were born into determined the sort of life you would lead, including the job you did, the person you married, and the people you socialised and ate with. People could not change their caste. There was no 'social mobility' such as we have now, where you may be born poor but still become rich and famous.

There were four main castes or *varnas* (and many sub-castes within each). Each caste was seen as an essential part of society. All were important, with each serving a needed role. The first three – Brahmins, Kshatriyas and Vaishyas – were the so-called 'twice born'. This was because children took part in a 'rebirth' ceremony around the age of 12, when they came of age. The fourth caste, the Shudras, did not have these spiritual privileges. Below these castes were the Untouchables, who had no rights or privileges.

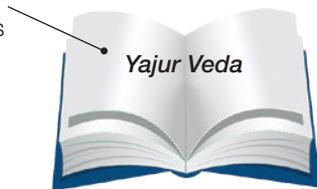
The oldest of the four Vedas (perhaps written as far back as 14 000 years ago); it consists of hymns (or *mantras*). The four Hindu castes are described in this text.



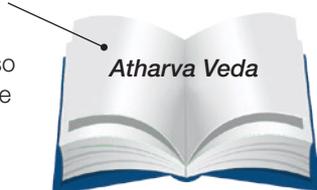
A collection of melodies mainly related to the hymns or songs in the *Rig Veda*



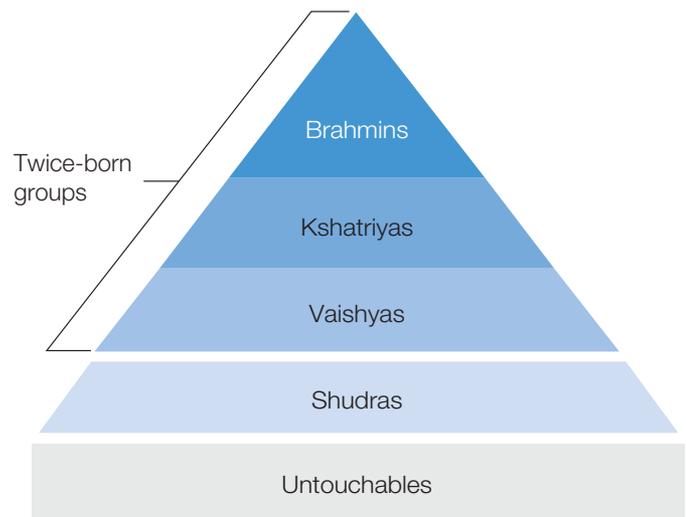
A collection of chants to be spoken by priests at set times when going about their religious rituals



A book of charms and spells; its language is less complex than that in other Vedas. It also provides more insights into the day-to-day life of the society than the other three texts.



Source 1 The four Vedas



Source 2 The caste system in ancient India

Brahmins

The Brahmins were the most privileged caste. They were the priests, teachers and performers of the religious rituals. They alone memorised and passed on teachings from the Vedas. They even exerted authority over the powerful tribal chiefs. Brahmins were expected to lead a religious, intellectual and saintly life, and develop all ideal qualities, especially honesty, integrity, cleanliness, purity, austerity, knowledge and wisdom. They were not expected to accept paid employment but could receive gifts. Although Brahmins were meant to live simply, relying on donations from others, they sometimes came to possess large estates and large sums of money. Legally, Brahmins could not be sentenced to death, nor receive torture or physical punishment. They also did not have to pay taxes.



Source 3 A Brahmin performs a religious ritual in a Hindu temple.

Kshatriyas

Kshatriyas were the noble caste. They were the leaders and protectors of society. They served as kings, warriors and tribal chiefs. Their responsibilities included the protection of citizens from harm, especially women, children, Brahmins and the elderly. They also had an obligation to protect cows.



Source 4 These Indian soldiers on parade are members of the Kshatriya caste.

In times of war, they were expected to be the first into battle and never to flee the battlefield. As leaders, they were to ensure that the citizens performed their duties; they also enforced law and order, and collected taxes from the main tax-paying caste, the Vaishyas. Spiritually, they were to advance their own spiritual awareness by knowing the scriptures and by taking counsel from the Brahmins.

Traditionally, only men from the Kshatriya class undertook military training. Reforms in modern India have allowed other castes to join the military. However, the majority of the Indian army is still made up of soldiers from the Kshatriya caste.



Source 5 Merchants such as this man are members of the Vaishya caste.

Vaishyas

Vaishyas were the farmers and merchants. Economically they were the most productive of all the castes. Eventually they became the business class and could become very wealthy. Their original function was to work and earn money to support the Brahmin and Kshatriya castes above them. As a result, they paid high taxes. Though lower than the Brahmins and the Kshatriyas in the social order, they retained certain spiritual privileges and could perform some rituals and rites of passage.



Source 6 These Shudra caste men are employed to work in a factory belonging to a merchant from the Vaishya caste.

Shudras

The Shudras were the workers, and it was their duty to serve the other three castes. They were the only section of society allowed to accept employment from members of the other castes. The Shudras paid taxes, though these were not as high as those paid by the Vaishyas. Although theirs was a life of labouring for others, it was not necessarily an unbearable existence. Employers from the Vaishya caste were obliged to supply a worker with tools, and workers for wealthy landlords were paid a regular wage.

Untouchables

At the very bottom of society were the group of people who came to be known as the 'Untouchables'. In modern India the name Dalit is used for this group. Untouchables included all those who did not fit into the four castes already described. These might include nomadic people, foreigners, non-Hindus and so on. It also included most of the poor. These were the people who did the work that the other castes regarded as polluting. Hence, they could not be 'touched'. Today, there are more than 160 million Dalits in India.

Untouchables had no rights or privileges. Neither, generally, were they shown compassion, even in the face of great suffering and injustice. A Dalit writer, Omprakash Valmiki, recently reported that, in the past, Untouchables found to be memorising Hindu sacred texts might have hot melted lead poured into their ears.



Source 7 Dalit women working as corn threshers on a farm in northern India

Jobs for Untouchables

Other castes saw Untouchables as being too 'impure' to touch. They did the jobs that were despised or considered spiritually unclean. They cleaned toilets and scrubbed out sewers, swept roads, scavenged through rubbish, removed dead animals from public places, carried out the most menial farm work and handled corpses. They could not live normal lives in a village or share public facilities such as wells, ponds and temples.

Daily life for Untouchables

Untouchables lived (as Dalits generally still do) in housing separated from the housing of the other castes. They typically dressed in clothes taken from people who had died, ate only from cracked bowls and dishes and, for jewellery, used only objects made of iron. They could not wear shoes or remain seated in the presence of someone from a higher caste. The penalty for a Brahmin who killed an Untouchable was the same as for killing a dog.

Hardships for Untouchables

Even today, Dalits can be tortured, killed or humiliated for something that they did not do. (It might be something a family member did.) Complaints by Dalits against such treatments are rarely investigated. In 2020, a Dalit woman was allegedly raped (sexually assaulted) and murdered by a group of dominant-caste men in Hathras district in Uttar Pradesh, and cremated by the Uttar Pradesh police without her family's consent. The accused men were only arrested after nationwide protests.

Many Untouchable girls in the past were forced, at a young age, to become *devadasis* (or so-called 'servants of god'). They were never allowed to marry.

Untouchables had to avoid 'polluting' members of other castes. They had to go out of their way to avoid any kind of physical contact (in extreme cases, even with someone's shadow), or being seen by a caste member. For instance, if an upper-caste member accidentally looked at an Untouchable, it was considered they had been defiled and they had to carry out purification rites. This involved bathing their eyes with perfumed water and not having food or drink for the rest of the day. It may also have included washing places where an Untouchable had stood or walked. Sometimes it involved religious ceremonies.



Source 8 Working in a sewer in Mumbai; Hindu beliefs used to require that such work be carried out by people from the 'Untouchable' caste.



Quiz me!

A quick quiz on the social structure of ancient India

12.4 Check your learning

Retrieve

- 1 In your own words, **define** the term 'twice born'.

Comprehend

- 2 **Explain** how the caste system affected the lives of people in ancient India.
- 3 **Summarise** the chief responsibilities of the Brahmin, Kshatriya and Vaishya castes.
- 4 **Explain** how the caste system would have influenced the design of towns and cities in ancient India.

- 5 Identify the term that is now used instead of 'Untouchables'. **Explain** why you think the term has changed.

Apply

- 6 Australia does not have a formal caste system as ancient India did. Do you think we have similar divisions in our society, even if they are not formalised? **Discuss** in small groups and record the group's thoughts, giving examples to support your views.

12.5 Other key groups in Indian society

Learning intention

By the end of this topic, you will be able to:

- » compare the roles of women and slaves in ancient India.

Slaves

Written sources, such as the Sanskrit Laws of Manu (first century BCE), confirm that there was slavery in ancient India, and there were certainly slaves during the Mauryan Empire. Slavery in ancient India did not operate in the same way as it did in ancient Greece and Rome. Most slaves in India appear to have been acquired by other means than as prisoners of war. Many were brought to India by traders.

Slavery was also a punishment for certain crimes. Some people even chose to become slaves to pay off a debt. If a man chose to be a slave his family could still remain free.

Being a slave in India seems to have rarely been for life.

Some slaves worked in mines. Most appear to have worked as domestic servants, probably having a better life than the Untouchables. This was because slavery was governed (at least officially) by laws.

Women

Most historians think that women enjoyed much the same status as men in ancient India. It is thought they played an active role in society, especially during the Vedic period. It seems they were educated, and respected by men for their spiritual and intellectual abilities. They could marry anyone they chose (as women, not young girls) and have a say in what happened in the family.

This position was probably supported by aspects of religious belief. Women were seen by Hindus as the human form of the goddess Shakti, the 'Great Divine Mother' (see Source 10). The creative power of Shakti was seen to be most evident when women produced children.

Changes in the status of women

The status of women described here seems to have been common during India's ancient period. However, things seem to have changed for women. Women began to lose their earlier

The rights of slaves

- Could be paid for their work
- Could occasionally have a break from their work
- Were protected by laws against being raped, whipped around the head, or ordered to remove human waste – a master could be fined for such behaviours
- Could buy back their freedom
- Might be voluntarily released by the master
- A woman could go free if made pregnant by the master; if a boy was born, he was recognised as the legal son of the master

Source 9 Some of the rights thought to have belonged to slaves in ancient India



Source 10 A shrine to Shakti, surrounded by offerings

independence and become more socially repressed by men. Their former social status began to decrease. Some of the restrictions that started to be placed on women as India moved out of its ancient period are outlined in Source 11.



Quiz me!

A quick quiz on other key groups in Indian society

Restrictions placed on women

- Girls began to be forced into marriage as 'child brides'.
- Daughters were not valued, except to do work around the house.
- Men began having more than one wife.
- Widows were treated (at least for a time) as social outcasts.
- The practice of *sati* emerged, where wives whose husbands were cremated were sometimes burned alive with them.
- Women were restricted from voicing public opinions.

Source 11 Some of the restrictions placed on Indian women



Source 12 Although such practices have been forbidden by law for half a century, child marriages still take place in India. Here, a girl aged 7, her head covered with a veil, is going through the ceremony of an arranged marriage to a 6-year-old boy.

12.5 Check your learning



Retrieve

- 1 **Identify** two rights that slaves in ancient India are thought to have had.
- 2 **Identify** two restrictions placed on Indian women as they became more socially repressed.

Comprehend

- 3 Why do you think it was better to be a slave than an Untouchable in ancient India?
- 4 **Explain** some ways in which religion (of any type) influenced the role and status of women in Indian society.

Analyse

- 5 **Distinguish** between the status of slaves and the status of women in ancient India. Use two examples in your answer. Remember, when you distinguish between two things you

must talk about how they are different.

- 6 **Compare** the experiences of women and that of slaves in ancient India. Remember, when you compare two things you must talk about how they are similar and how they are different.

Apply

- 7 Write a speech arguing why the later restrictions on women in ancient India should be addressed. **Justify** (give reasons for) your position. Once finished, deliver your speech to the class.



Source 13 A painting found in the Ajanta Caves depicts noble women listening to an announcement from Ashoka.

12B

SKILLS IN CONTEXT



Test me!

Once you've finished the topics in this section, test yourself with this quiz and find out which worksheet you should do.

Source 14 A protest march by Dalits in Mumbai



Untouchables

Being born as an Untouchable in ancient India meant having a harsh life and being seen as a worthless human. This continues unofficially in many parts of India today, despite the fact that the status of 'Untouchable' was banned in 1950. At the time, the constitution of the newly formed Republic of India declared that all its citizens had equal status.

Both Siddhartha Gautama (who became the Buddha) and Mahavira (who founded the religion Jainism) were concerned about the way Untouchables were treated. So was the political activist Mahatma Gandhi (1869–1948).

More recently, Dalits themselves have been speaking out and demanding their rights. Dalit writers, such as Valmiki, are raising international awareness of the treatment Dalits endure. In 1997, a man named K.R. Narayanan was elected as President of India. Ten years later, K.G. Balakrishnan was sworn in as India's Chief Justice. Both men are Dalits, and the first of their social class to hold such offices in India. Despite advances, there are still examples of crimes and discrimination against Dalits (see Sources 15 and 16).

Source 15

The sins of Girdharilal Maurya are many, his attackers insisted. He has bad karma. Why else would he be born an Untouchable, if not to pay for his past lives? He is a leatherworker, working with animal skins makes him unclean, someone to avoid and revile. And his unseemly prosperity is a sin. Who does this Untouchable think he is, buying a small plot of land outside the village? Then he dared speak up, to the police, demanding to use the new village well. He got what Untouchables deserve. One night, while Maurya was away, eight men from the higher Rajput caste came to his farm. They stole his tractor, beat his wife and daughter, and burned down his house. The message was clear: Stay at the bottom where you belong.

Source: *The punishment of Girdharilal Maurya* by Tom O'Neill (c. 2003), National Geographic online news

Source 16

... an organisation called Video Volunteers ... are now preparing to file a lawsuit in the Supreme Court and ask the government to take steps to stop untouchability practices.

The ... lawsuit [is] based on video evidence gathered by Dalits themselves.

The short clips that come from all over India include a man who complains that a local barber refuses to cut his hair, a group of children who are forced to eat lunch separately from their classmates and women who walk for hours to fetch water because they are not allowed to use the public tap in their village.

None of the footage on its own is particularly dramatic, but the persistent, systematic discrimination that it documents is deeply disturbing.

Source: *India's Dalits still fighting untouchability* (c. 2012) from BBC News online

KEY SKILL

Historical
perspectives &
interpretations

Identifying and analysing perspectives

Primary and secondary sources reflect and represent many different perspectives, points of view, attitudes and values. People who create sources are influenced by their gender, age, family and cultural background, education, religion, values and political beliefs, their life experiences and the time in which they live. Historians must consider a range of perspectives in their investigations, allowing more voices to be heard and a more complete picture to be formed. Identifying and analysing the perspectives of different people is a very important historical skill. To do this, you need to understand the factors that shaped people's lives and actions in the past.

Follow these steps when applying this skill:

- Step 1** Identify the historical issue around which there may be different opinions or interpretations.
- Step 2** List the various groups and people who may have been involved in or affected by this issue.
- Step 3** Identify their roles or positions in society.
- Step 4** Locate some primary sources that provide evidence about their opinions on the issue.

Step 5 Analyse each source, using the following questions as a guide:

- Why was the source written or produced?
- Who was the intended audience of the source? Was it meant for one person's eyes or for the public? How does that affect the source?
- What was the author's message or argument? Is the message explicit, or are there implicit messages as well? What can the author's choice of words tell you? What does the author choose not to talk about?
- How does the author try to get the message across? Do they give a detached, balanced account, or is it biased for or against the issue?
- Compared to today, what relevant circumstances and experiences were different for the author of the source in the past? Some examples might include religion, economy, family life and technology. How do you think these factors and experiences influenced their thoughts and actions?

Practise the skill

- 1 Consider Sources 15 and 16. In pairs or small groups, use the steps above to:
 - a **Identify** the points of view being portrayed.
 - b **Analyse** these points of view. Remember, when you analyse something, you must break it down into smaller parts and explain how they relate to each other.

Extend your understanding

- 1 **Investigate** to find primary source documents illustrating the points of view of groups or individuals when K.R. Narayanan, a Dalit, was elected as President of India in 1997. Write a short report summarising how his appointment was received.

12.6 Religious beliefs and practices

Learning intention

By the end of this topic, you will be able to:

- » summarise key religious beliefs and practices in ancient India.



Watch it!

A video and quiz on the Ganges River

deities

gods or goddesses

reincarnation

the process of being born again; to live life again in another body (human or animal)

Source 1 The religion of Buddhism traces its roots back to ancient India. It is based on the life and teachings of Siddhartha Gautama, who later became known as Buddha.

Three major religions originated in ancient India – Hinduism, Buddhism and Jainism. Over centuries, Hinduism and Buddhism developed into major world religions, while across the Indian subcontinent Hinduism and Jainism have established themselves as the most significant religions. Buddhism has declined in popularity in India but has flourished elsewhere in South-East Asia.

Hinduism

Hinduism is the oldest major religion in the world. According to religious scholars, Hinduism originated 5000 or more years ago, before the arrival of the Aryans (Indo-Europeans). The Aryans both influenced, and were influenced by, the religious practices of the original Indus Valley peoples who were known as the 'Hindus'. As well as developing the Sanskrit language, the Indo-Aryans created a body of literature called the Vedas, based on hymns and other sacred poems from their gods (see page 12.10). Over time, the Vedas became the most sacred texts in Hinduism and now form the basis of the Hindu faith.

Hindus believe in an original being, Brahman, who takes the form of many other **deities**. The three most important are Brahma (the creator of life), Vishnu (the preserver) and Shiva (the destroyer). The elephant-headed Ganesha, protector of the home and family, is another important deity.

Hindus also believe in **reincarnation**. Each re-lived life 'pays the price' for wrongdoings in the previous life, but also improves on the one before. Eventually, the person becomes one with the Brahman.

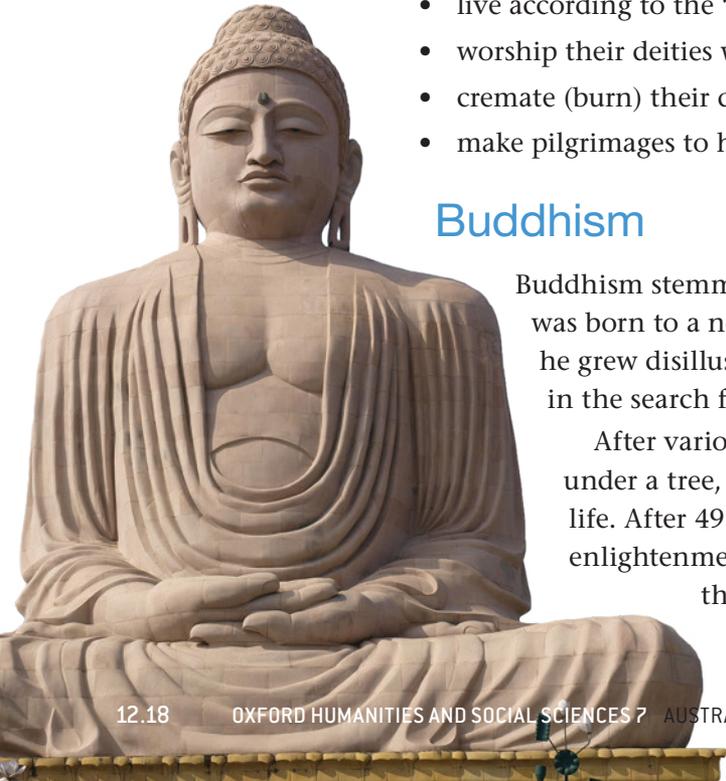
Hindu beliefs require followers to:

- live according to the 'rules' of the caste system (see page 12.10)
- worship their deities with offerings made to gods in temples and holy places
- cremate (burn) their dead, rather than bury them
- make pilgrimages to holy places such as the Ganges River (see Source 2).

Buddhism

Buddhism stemmed from the life and teachings of Siddhartha Gautama. He was born to a noble family around 563 BCE in modern-day Nepal. Over time, he grew disillusioned with his privileged life and left to pursue a simple life in the search for truth.

After various experiences, including nearly starving to death, he sat under a tree, vowing to stay there until he had found the truth about life. After 49 days of meditation he is said to have reached a state of enlightenment or nirvana. Believers say he was the first to break out of the cycle of reincarnation, and to be freed from the suffering that goes with it.



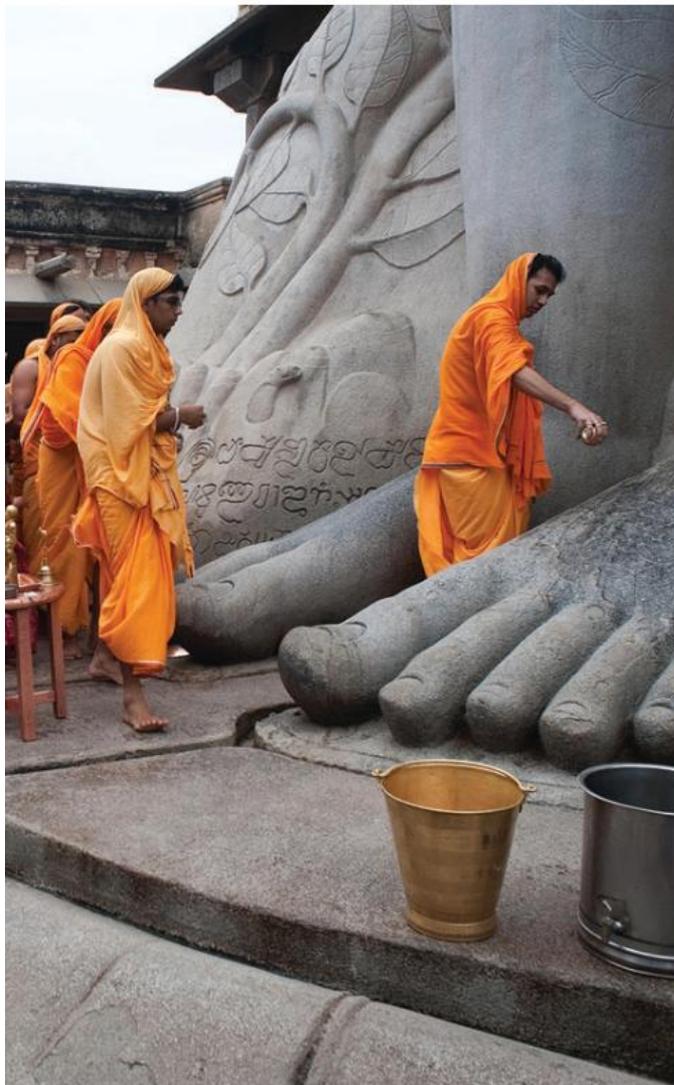
Buddhists do not worship deities. Instead they strive for a deeper insight into the true nature of life, with a focus on personal spiritual development. Buddhism teaches that greed, bloodshed and violence can never make people happy. The way to find peace of mind is through honest work, truthfulness, kindness and respect for the lives of all creatures, both human and animal.

Jainism

Jainism developed as an offshoot of Hinduism and teaches that one should do no harm to any living thing. Jains, like Hindus, believe in karma, which teaches that the effects of a person's actions determine his or her destiny in the next life – that no repentance can save someone and no god can forgive or forget past actions.



Source 2 Hindu pilgrims bathing in India's holiest river, the Ganges



Source 3 Jain pilgrims travel to the giant statue of Gomateshwara, one of the main spiritual leaders in Jainism. Located in the south of India, this is the largest statue carved from a single block in the entire world.

12.6 Check your learning



Retrieve

- 1 Name** the world's oldest major religion.
- What is one belief that Hinduism and Jainism have in common?

Comprehend

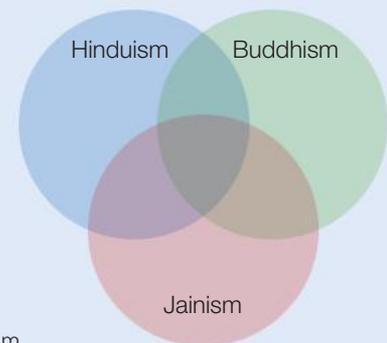
- 3 Explain** how you think the beliefs of each religion would have affected the lifestyles of people in ancient India.

Analyse

- 4 a** Copy and complete the Venn diagram in Source 4 to **identify** what these religions have in common.
- b** Write a short paragraph to **compare** Hinduism with either Buddhism or Jainism. Remember, when you compare two things you must talk about how they are similar and how they are different.

Apply

- 5 Investigate** one of the Hindu deities. List the ways this deity would have affected the lives of ancient Indians.



Source 4 Venn diagram

12.7

Everyday life in ancient India

Learning intention

By the end of this topic, you will be able to:

- » describe key beliefs, values and practices associated with everyday life in ancient India.

Daily experiences of people in ancient India depended on their position in the caste system, whether they were male or female, and where they lived.

Housing

The cities of the Indus Valley civilisation were enclosed within high brick walls. This provided populations with some protection against attack from outsiders. Houses and streets were well planned in an ordered grid pattern.

Homes of the rich

The houses of the rich in ancient India were typically several storeys high with whitewashed walls. There would also be a private garden. Often a small stream ran through it, allowing families to carry out the daily ritual washings (for religious reasons). The private life of the family centred on this garden. Herbs were grown there to help treat any illnesses.

Rooms were separated by hanging mats or tapestries. Floors were laid with polished tiles. Each day, rooms were perfumed by incense and fragrant flowers. Furniture was typically elegant and varied. In the master bedroom, there might be a soft bed with a white bedspread and a decorated canopy above, as well as tables, chairs and baskets of flower garlands to wear.



Source 5 Inside a modern home in India; this style of housing is still typical for a poor family in India.

Homes of the poor

Living conditions were much more basic for poor people, especially those living in outlying towns and villages. Their houses were usually single-storey, with walls covered with a mix of lime, dirt and cow manure. Floors were beaten dirt, and there might be only one window. Furniture was non-existent or extremely sparse. There were no chairs; people sat or squatted on the ground. There may have been a bed with a wooden or bamboo frame. Domestic utensils were restricted to pots of various sizes.

Marriage

Men in India's Vedic period typically had one wife and there were no child brides. Young people seem to have been free then to marry any person they chose, as long as they had parental agreement.

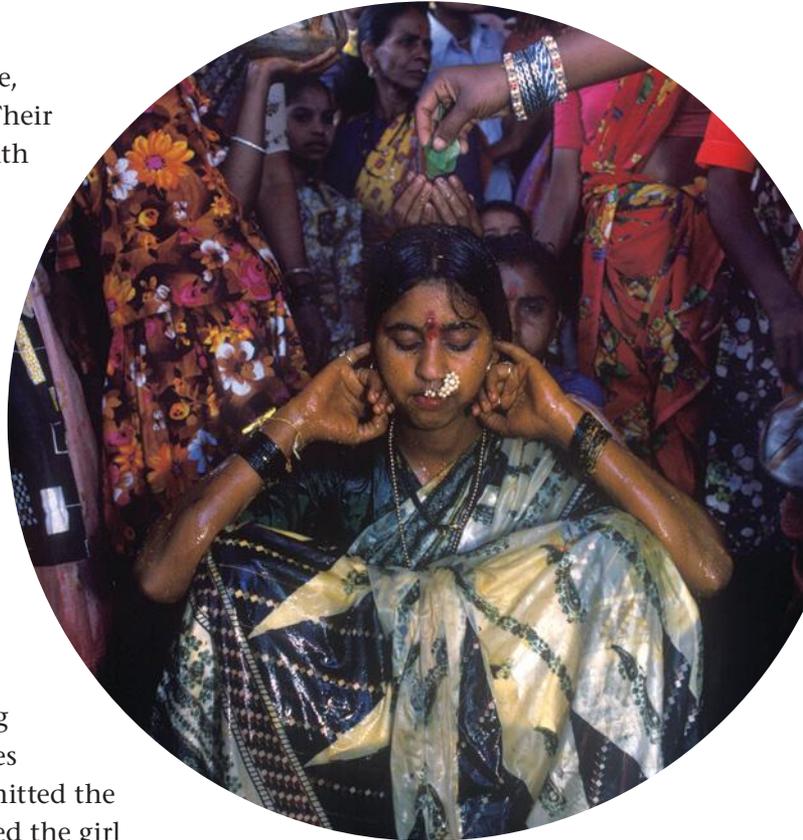
Marriages gradually became more structured, placing more restrictions on people, especially on women. Brides were married at younger ages. Some religious texts permitted the marriage of girls as young as eight, while others preferred the girl to be at least 12 years old.

Marriage evolved to become a matter that was planned over a long period. Sometimes the families arranged things directly; other times, the services of matchmakers (*ghataka*) were used. **Astrologers** were consulted to find the best time for the wedding. The father of the bride was obliged to supply a **dowry** or wedding gift to the family of the groom.

Households

After marriage, the new bride cut all ties with her birth family and became part of her husband's household and *gotra* (family line). The household into which she moved was an extended family, with grandparents, uncles, aunts and other relatives living together under the authority of the head of the household. The numbers were increased by the developing practice of **polygamy**, where men would have more than one wife.

Polygamy was permitted for all castes but was practised mainly by the Kshatriyas (nobles). Its main purpose was to ensure that a son would be produced who would preserve the *gotra*. Custom required that a man should wait eight to 12 years before taking a second wife. This was seen to be a sufficient time to wait for his first wife to bear him a son.



Source 6 A wedding in an Indian village today continues old traditions. The bride is washed in front of a sacred Mahuwa tree, known as the 'tree of life'. The tree provides edible fruit, wood, oil [pressed from seeds], flowers, fertiliser [seed husks] and alcohol [made from fermented flowers].

astrologers

people who study the stars and planets to work out their effect on human affairs

dowry

money and/or property that, in some societies, a wife or her family must pay to her husband when they get married

polygamy

marriage to more than one person at the same time

Food and diet

In ancient times, Indus Valley populations would have eaten the grain crops they grew (for example, rice, lentils and wheat) and the meat of the animals they herded (such as sheep, pigs, cattle and goats). Diets changed over time, often for religious reasons. It became more common not to eat meat in the Mauryan Empire, because animal sacrifice had become less common under Emperor Ashoka, who had converted to Buddhism. By the time of the Gupta Empire, the cow had become sacred and Hindus did not eat beef at all. Much later, with the arrival of Islam, pork also became a forbidden food for many.

Clothing and jewellery

Cotton was grown by Indus Valley farmers. Fabric made from cotton was cool to wear in India's climate. It was used to make the *saris* (the Sanskrit word for 'cloth') worn by women, and the *dhoti* worn by men.

Both these garments were a single piece of cloth wound in different ways around the body. Men wound the *dhoti* between their legs to form loose pants. Some men also wrapped fabric around their head to form turbans.

Saris later became vibrantly coloured garments, especially for young women; for wealthy women, they were often made from richly decorated silk. Typically, lots of jewellery was worn by those who could afford it.

Education

During the Indus Valley (Harappan) civilisation, formal education was limited to the upper castes. Education focused on the Sanskrit language and religious training, such



Source 7 A single piece of cloth is wound in different ways to form a *dhoti* (worn by men) and a *sari* (worn by women).



Source 8 A group of Indian women dressed in traditional saris

as learning the Vedas and ritual practices. Traditionally, students lived and studied with their teacher, or *guru*, in a forest location away from towns, called an *ashram*. Education started as young as eight years, depending on a child's intellectual abilities. Upper-caste women were educated during the Indus Valley (Harappan) civilisation, and ancient Hindu scriptures provide evidence of women scholars who were teachers and took part in philosophical debates.

The sons of traders and merchants would be taught reading, writing and basic arithmetic in village schools, using their local dialect. Other boys and girls from the lower castes – the workers and farmers – would not have received any formal schooling.



Source 9 A group of men perform the Upanayana or Sacred Thread ceremony in Mumbai. In ancient times, it marked the start of an upper-caste boy's formal education.



Quiz me!

A quick quiz on everyday life in ancient India

12.7 Check your learning



Retrieve

- 1 Which groups in society received an education, and which did not?
- 2 **Identify** the caste (type of group or class) that most commonly practised polygamy. Suggest a possible reason for this.

Comprehend

- 3 **Summarise** why the diets of ancient Indian people changed over time.
- 4 **Describe** how the homes of the rich and poor differed in ancient India.
- 5 **Explain** why cotton was used to make *sisis* and *dhoti* in ancient India.

Apply

- 6 Using the internet, **investigate** the role of cows in Hinduism. Create a poster explaining why cows are sacred to Hindus. Remember to include references to show where you found your information.
- 7 Based on information in the text, **create** a sketch of what you think an inside room of the home of a wealthy person in ancient India might have looked like.



Source 10 A student recites from the Vedas.

12.8 Warfare

Learning intention

By the end of this topic, you will be able to:

- » describe values and practices associated with warfare in ancient India.

India's two epic stories, the *Ramayana* and the *Mahabharata* (created about 2300 years ago), both mention warfare. In these texts, war is viewed as an ethical 'fight for what is right', planned and executed with great skill. A carefully balanced mix of foot soldiers, cavalry, chariot troops and elephant troops helped to ensure this. This four-part mix was called the *Caturangabala*, very similar to the name of the Indian game of chess: *Caturanga*.

Throughout its history, India has fought many invaders. There has also been much internal conflict between warring kingdoms. Hence, there was a recognised need for a king to have a strong, stable army. This is where the warrior caste, Kshatriyas, fulfilled their role. It was not until the Mauryan Empire, though, that there was an army strong enough in India to unite much of the country.

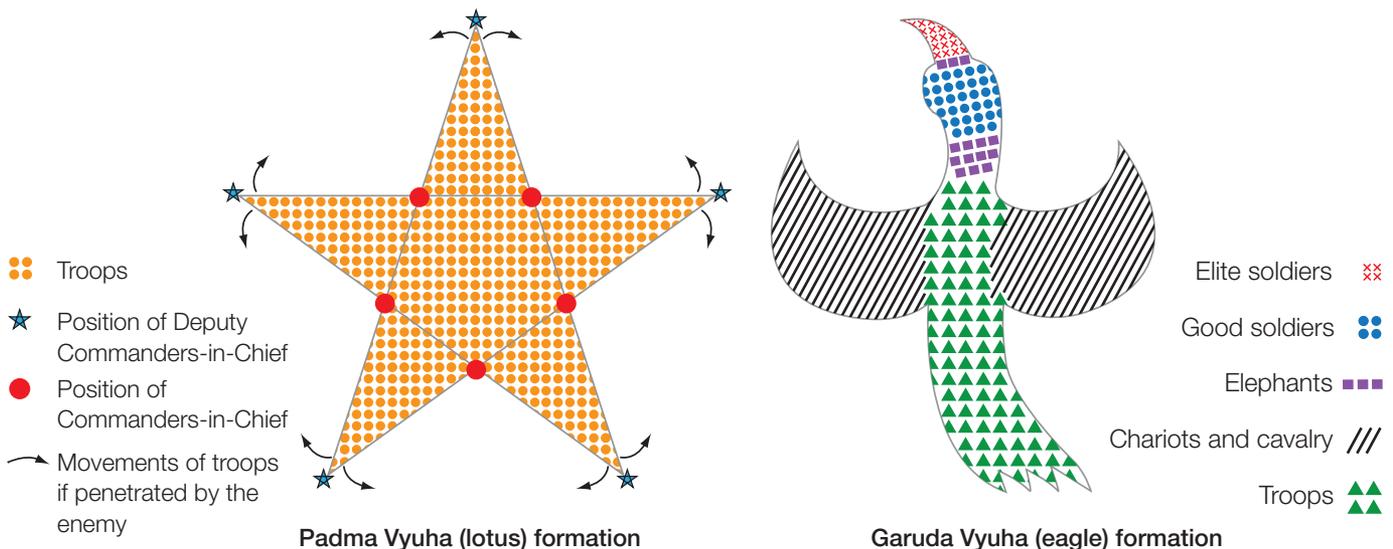


Armies and strategies

The armies of India were among the first in the ancient world to fight using battle plans. They did not charge at the enemy in a random fashion, weapons drawn. Rather, they were arranged on the battlefield in quite elaborate ways. There were many battle formations used; two are shown in Source 12.

The Mauryan army was one of the biggest in the ancient world at that time. Each of its 10 large units, called *ani kini*, was made up of increasingly smaller fighting units (see Source 13).

Source 11 An artist's impression of Alexander the Great defeating the Indian army of King Porus (and his elephant troops) at the battle of Hydaspes River in 326 BCE



Source 12 Two army formations used in ancient India

A typical battle

An Indian king was a member of the Kshatriya caste and, by definition, a warrior. The aim of a king in ancient India was not only to keep his territory intact but also to increase it through conquest. When an army marched off to battle, it was followed by a long train of supply wagons, drawn by oxen.

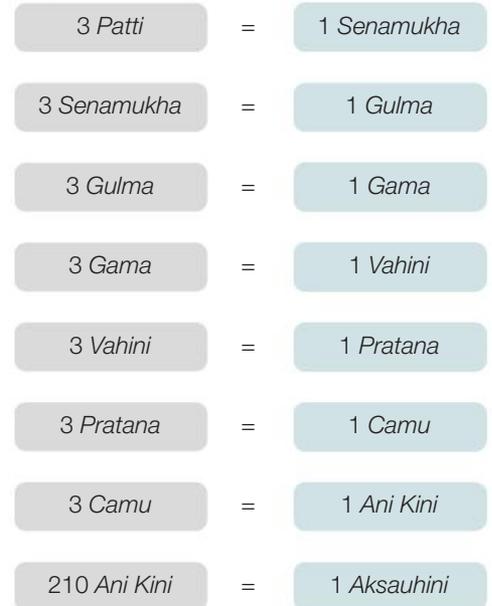
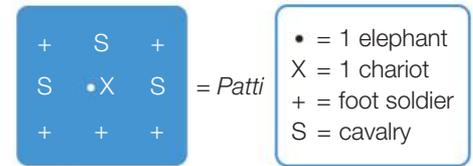
The battle was fought in accordance with established customs and rules. The day chosen for the battle was usually preceded by a week of prayers in which the king participated. Fighting began only when the omens were favourable. The enemy was warned that a battle was about to start.

The battle typically began at daybreak, with the elephants plodding forward close together, providing cover for the infantry behind them. The king usually rode in the centre of the rearguard and the charge was sounded by conch shells, gongs and war drums. If particular fighting formations had been prearranged (see Source 12), these were put in place.

By common consent, fighting stopped at nightfall and was resumed at daybreak. These events were marked by the call of instruments. After the battle, the corpses from the day's fighting were heaped on a series of funeral pyres (usually a wooden structure used to burn bodies), one for each caste among the slain.

After a victory, a king would typically:

- recite, before anything else, a hymn of thanksgiving to the gods, and distribute offerings to the Brahmins
- supervise the distribution of all the goods taken in the war, which included the enemy's women
- restore the defeated king to his throne, provided that he promised loyalty and support in return for mercy
- negotiate what was to be done with prisoners. Usually, they were made slaves for one year in the service of the conquering king.



Source 13 Some battle units of the army in ancient India

 **Analyse this!**
Armies and strategies in ancient India

12.8 Check your learning

Retrieve

- 1 **Identify** what the four-part mix was.

Comprehend

- 2 Some soldiers in the Indian army did not wear metal armour. Suggest some advantages and disadvantages of this on the battlefield.
- 3 Look closely at Source 11. Comment on King Poros' use of elephants at the Battle of Hydaspes River. Do you think this was an effective strategy? **Explain** your answer.

Apply

- 4 Examine the two army formations illustrated in Source 12. Remembering the four parts of the army of ancient India, draw a labelled sketch to show how you think one of the following other army formations was arranged: *Mala vyhva* (garland formation), *Makara vyhva* (fish formation), *Kurma vyhva* (turtle formation) or *Vajra vyhva* (thunderbolt formation). **Propose** (put forward) to a partner why you think your formation will work as a battle tactic.

12.9 Death and funeral customs

Learning intention

By the end of this topic, you will be able to:

- » describe key beliefs, values and practices associated with death and funerary customs in ancient India.

Customs related to death and funerals in ancient India were influenced by people's beliefs and traditions. Source 14 shows what usually happened when a Hindu man died in ancient India. Some of these rituals are still part of Hindu funerals in India today.

A period of mourning followed the funeral. For 10 days, after having a purifying bath, the relatives of the dead person did not work, nor permit anyone to work on their behalf. They did not have sex during this period (as they were 'polluted'). On the eleventh day after the funeral, the dead man's bones were collected from the ashes of the fireplace (now all picked clean by birds). They were placed in an urn, which was then buried in a cemetery or immersed in a holy river.

A ceremonial meal usually followed, after which the family gave gifts to the poor. Offerings were also made to the dead man (where his remains had been buried or placed in the river) so his soul would not linger in the world of the living as a ghost.

When close to death, the man was placed on the ground.

After death, professional undertakers cut the man's hair, beard, body hair and nails. They rubbed the body with perfumed oils and dressed it in new garments.

Professional mourners were hired to surround the corpse, wailing and crying while beating their chests and tearing at their hair.

The funeral procession moved to where the body would be cremated. The procession was followed by a cow chosen to be sacrificed.

The widow of the dead man was helped onto the pyre (a heap of wood for burning). She lay down by the side of her dead husband for a while before being helped off.

The priest placed sacred objects that belonged to the dead man next to his corpse, while relatives placed offerings on the pyre. The priest killed the cow and arranged its vital organs on the body.

Three fires were built around the pyre:

- at the north-west corner
- at the south-west corner
- at the south-east corner.

The nearest relative of the dead man (usually the eldest son) then lit the pyre.

The priest watched the pyre carefully to see which flames reached the corpse first because this would indicate the dead man's fortunes. It was a sign of supremely good fortune if flames from all three fires reached the corpse at the same time.



Source 14 Typical procedures for the funeral of a Hindu man in ancient India

Source 15 A Hindu funeral in progress; the pile of wood is known as a pyre.

Sati

Around 400 CE, the practice of *sati* began to spread. The widow chose, or was forced, to be burned alive with her dead husband. By doing this, she was greatly respected as a pure woman and declared a 'true wife'. It was believed that her agonising death ensured that she, her husband and seven generations of her family would all go straight to heaven.



Source 16 A nineteenth-century artist's impression of a wife burning with her dead husband on his funeral pyre – a practice known as *sati*



See, think, wonder

Look at Source 16.

- What do you see?
- What do you think?
- What do you wonder?



Quiz me!

A quick quiz on death and funeral customs in ancient India

12.9 Check your learning



Retrieve

- 1 List the tasks that professional undertakers and mourners performed.

Comprehend

- 2 **Summarise** the responsibilities of the priest in a typical funeral for a Hindu man.
- 3 **Explain** why you think Hindus cremate (burn) rather than bury their dead.

Analyse

- 4 The practice of *sati* has been outlawed in India since 1829, but some Indian

women, especially in rural areas, still choose to sacrifice their lives in this way. **Reflect on** why this is and share your answer with a partner.

Apply

- 5
 - a Using the internet, **investigate** the funeral practices for one other religion in ancient India.
 - b Draw a Venn diagram to **compare** these two different funeral practices, showing how they are similar and different and what is the same.

Source 17 This memorial wall represents the handprints of widows who died in the practice of *sati*.

12.10 Change through conflict

Learning intentions

By the end of this topic, you will be able to:

- » summarise the causes and effects of India's contact and conflict with other societies
- » examine the achievements of Ashoka.

The Aryans established control across much of India's north about 3500 years ago, before extending their influence into the Ganges River Valley. Among their many achievements, these Indo-Aryans produced the language and script of Sanskrit, from which comes Hindi, one of the official languages of modern India. They also created a literature based on the hymns and other sacred poems to their gods. Over time these were written down in Sanskrit and were called the Vedas.

The fertile Indus Valley was also attractive territory to other civilisations. The Persians made it part of their empire around 500 BCE, but did not hold it for long. Later, the Indus Valley and surrounding regions became part of the Hellenistic

Empire under Alexander the Great in 326 BCE following the defeat of the Indian king, Porus.

Two great Indian empires then emerged during ancient times. India's first empire – the Mauryan Empire – was established in 321 BCE by its conquering king, Chandragupta Maurya. A later king, Ashoka (Chandragupta's grandson), changed the face of India, first through war, and then by peaceful means.

Mauryan Empire

By the time Ashoka came to power in 269 BCE, a large part of the Indian subcontinent was under Mauryan control. The exception was Kalinga (now the Indian state of Odisha) on the east coast. In 261 BCE, Ashoka led a lengthy campaign against the people of Kalinga, which ended in a victory for the Mauryan Empire. However, he was horrified at the devastation he had caused. He recorded how 150 000 Kalingan people had been carried away as prisoners, 100 000 had been killed, and many times that

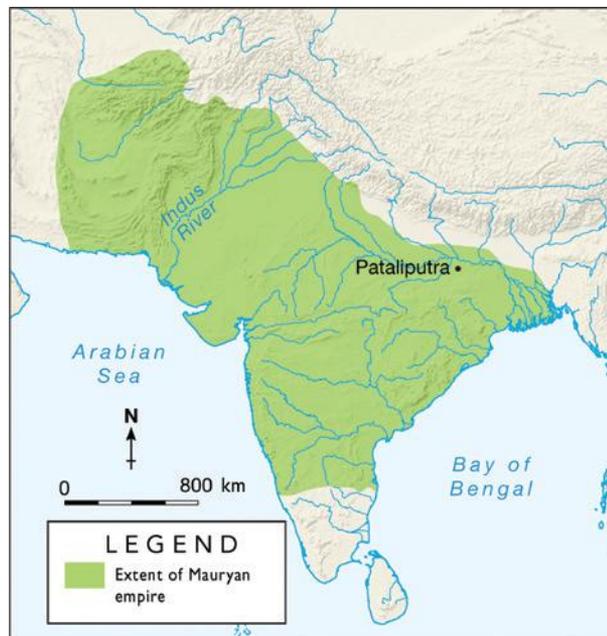
number had died as a result of the war. He vowed never to wage war again and turned to the newer religion of Buddhism for his inspiration and guidance. As a result, Buddhism became the empire's official religion in 260 BCE.

Ashoka and the spread of Buddhism

Ashoka wanted the teachings of Buddhism to be spread beyond their birthplace in northern India. He sent Buddhist missionaries to various parts of the subcontinent and beyond to carry the teachings of Buddhism and win people over to this new faith. Missionary expeditions were sent to Tibet, southern India, Burma and Sri Lanka. The mission to Sri Lanka was led by Prince Mahinda, Ashoka's son, and was the most successful of all. Prince Mahinda and the king of Sri Lanka, King Tissa, converted almost all of the inhabitants to Buddhism and built spectacular monuments. Altogether, Ashoka built 84 000 stupas across the Mauryan Empire.

Source 19 An artist's impression of Ashoka, third ruler of the Mauryan Empire

THE MAURYAN EMPIRE



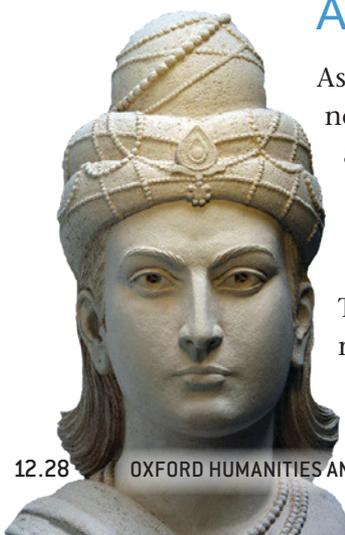
Source 18

Source: Oxford University Press



Quiz me!

A quick quiz on change through conflict in ancient India



Although Buddhism later declined in popularity in India, the descendants of missionaries sent to Sri Lanka by Ashoka carried Buddhism to Burma and Thailand. From there, it spread to the islands of modern-day Indonesia, Cambodia and Vietnam and travelled overland through central Asia to China, Korea and, finally, Japan. There are thought to now be close to 400 million Buddhists in the world, mostly in South-East Asia. That is a significant consequence of Ashoka's conversion.

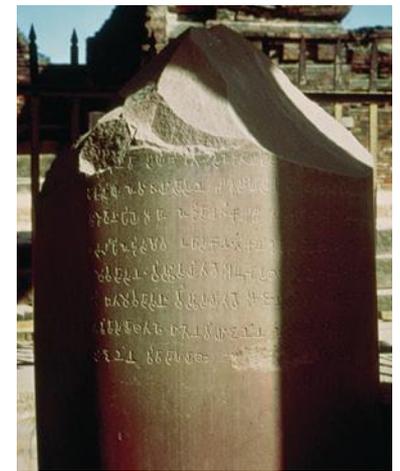


Source 20 A huge rock carving of a reclining Buddha in Polonnaruwa, Sri Lanka

Ashoka's *dhamma*

Perhaps the most significant aspect of Ashoka's reign was his effort to convey to his people his ideas about how life should be lived. These ideas were known as his *dhamma*. The word came from the Sanskrit word *dharma*, which means the universal law, or righteousness. In Buddhism, it was used for the teachings of the Buddha, but Ashoka gave the word a wider meaning beyond religious matters to include questions of ethics (morals) and social behaviour.

Ashoka asked people to be tolerant of each other. This meant that people should be considerate of slaves and servants, respect teachers, obey parents, be generous towards friends and relatives, show concern for all living beings, and refrain from killing or behaving violently. For leaders such as himself, this meant renouncing war and conquest. This teaching of non-violence also extended to the treatment of animals. Ashoka set up hospitals for animals as well as for people. To convey his ideas to his people, Ashoka had edicts (similar to instructions or laws) inscribed in stone throughout the empire.



Source 21 The remains of a pillar built by Ashoka showing engraved edicts

End of the Mauryan Empire

Ashoka ruled for 37 years and died in 232 BCE. His policy of *dhamma* was not completely successful, as social and religious tensions throughout the empire continued. Decline set in and the empire broke down when the last of the Mauryan kings, Brihadratha, was assassinated in 185 BCE.

12.10 Check your learning



Retrieve

- 1 In your own words, **define** the concept of *dhamma*.
- 2 What were Ashoka's edicts?

Comprehend

- 3 **Explain** how and why the campaign to control Kalinga changed Ashoka.
- 4 'The fertile Indus Valley was also attractive territory to other civilisations.' **Explain** what this statement means and why it would be so.

Analyse

- 5 Using Source 18 and the world map in the back of your book, **identify** the extent of the Mauryan

Empire and what countries it would encompass today.

Apply

- 6 'The death of Ashoka contributed to the downfall of the Mauryan Empire.' To what extent do you agree with this? A lot (strongly), a little bit (somewhat) or not at all? Write a response **justifying** (giving reasons for) your position.
- 7 **Create** a poster or PowerPoint presentation that shows Ashoka's contribution to ancient India.

12.11 Change through trade

Learning intention

By the end of this topic, you will be able to:

- » summarise the causes and effects of India's contact and trade with other societies.



Analyse this!

A Record of Buddhist Kingdoms

The Gupta Empire

Over 100 years after the end of the Mauryan Empire, ancient Indian civilisation was to reach new heights – this time under the rule of the Gupta Empire (c. 320–480 CE). The Gupta Empire was founded by Chandragupta I, and although the reigns of the five Gupta emperors lasted only about 150 years, they oversaw great changes and advances in many fields. This was a period when Indian arts and sciences flourished. Great Indian writings took on their final form at this time, including the Sanskrit epic tales that are still central to Indian literature, culture and society today.

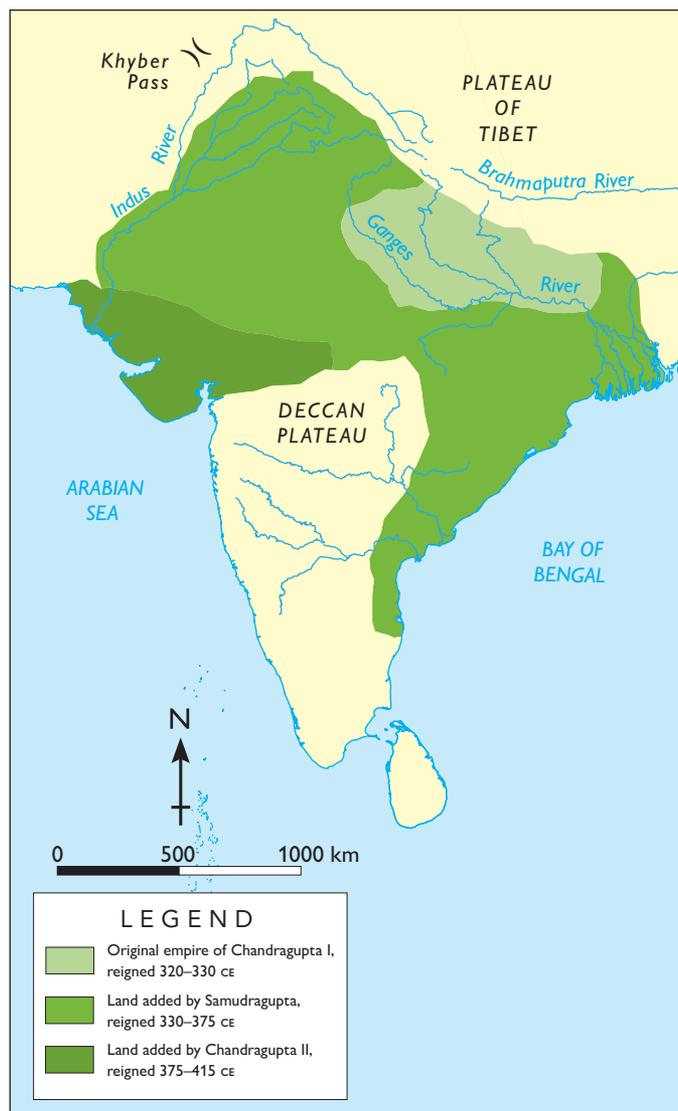
Trade also flourished, with close contacts formed not only with Asian neighbours but also with the Roman Empire in the west. Ancient India's geographical location – roughly midway along the Silk Road between China and the Mediterranean societies of Rome, Greece and Egypt – also helped to develop exchanges of goods, ideas and religions.

religions.

During the Gupta Empire, Buddhism was replaced by Hinduism as the official state religion. Despite this change, followers of Buddhism, Hinduism and Jainism coexisted peacefully and exchanged ideas.

The Gupta rulers were followers of the Hindu god Vishnu, but they were generous towards Buddhist monasteries and universities. They encouraged the works of Buddhists and Jains. Today, Buddhist sculptures carved into rock faces and paintings on temple caves from this time are evidence of this.

THE GUPTA EMPIRE



Source 22

Source: Oxford University Press



Source 23 This curvy route along the Silk Road was one of many that enabled trade and expansion for the people of ancient India. Pictured here is a route that linked India with China.

Source 24

[In this land] ... the people are numerous and happy; they have not to register their households, or attend to any magistrates and their rules; only those who cultivate the royal land have to pay [a portion of] the gain from it. If they want to go, they go; if they want to stay on they stay. The king governs without decapitalisation or [other] corporal punishments. Criminals are simply fined, lightly or heavily, according to the circumstances [of each case]. Even in the cases or repeated attempts at wicked rebellion, they only have their right hands cut off ... Throughout the whole country the people do not kill any living creature, nor drink intoxicating liquor, nor eat onions or garlic ... they do not keep pigs and fowls, and do not sell live cattle; in the markets there are no butchers' shops and no dealers in intoxicating drink.

The Heads of the Vaishya families ... establish in the cities houses for dispensing charity and medicines. All the poor and destitute in the country, orphans, widowers, and childless men, maimed people and cripples, and all who are diseased, go to those houses, and are provided with every kind of help, and doctors examine their disease. They get the food and medicines which their cases require, and are made to feel at ease.

From *A Record of Buddhistic Kingdoms*, by Fa-hsien, trans. James Legge, 1886

Ancient Indian society during the Gupta Empire

A Chinese Buddhist monk named Fa Hsien provided evidence of Indian society during the Gupta Empire. Fa Hsien toured the Gupta Empire to collect copies of Buddhist scriptures, and his writings (394–414 CE) were first translated by French scholars in the nineteenth century.

Tensions and divisions in Indian society appeared under the rule of the last Gupta ruler, Kumara Gupta, and the invading Huns ultimately ended what remained of the empire's unity. By the mid-sixth century CE, India was again ruled as a number of small kingdoms.



Source 25 An artist's impression of invading Huns who helped to end the Gupta Empire

12.11 Check your learning

Retrieve

- 1 **Identify** the length of time that the Gupta Empire lasted.
- 2 **a Identify** three changes that occurred during the Gupta Empire.
b Rank these in order of significance, and give reasons for your answer.

Comprehend

- 3 **Explain** how the Gupta kings treated people with different religious beliefs. What evidence shows this?

Analyse

- 4 **Analyse** the link between India's geographical location and its flourishing trade during the Gupta

Empire. Remember, when you analyse something you must break it down into smaller parts and explain how they relate to each other.

Apply

- 5 Using Source 24, **discuss** the legal system and health system available to Indian people living in the Gupta Empire. Remember, when you discuss a topic, you should approach it with your own point of view, which you support using evidence from research. The best discussions always consider different viewpoints.

12C

SKILLS IN CONTEXT



Test me!

Once you've finished the topics in this section, test yourself with this quiz and find out which worksheet you should do.

Source 26 A statue of the Indian astronomer and mathematician, Aryabhata; he described the Earth as a sphere, rotating on its own axis and revolving around the Sun. This explained day and night and the seasons of the year.



Legacy of ancient India

Ancient India has left many legacies for our modern world. As we have already seen, it was where Hinduism and Buddhism began. Ancient India also gave the world unique forms of architecture, art, music and dance – and a distinctive cuisine. In addition, the people of ancient India made astonishing advances in the fields of science and mathematics.



Source 27 Our system of Arabic numerals is founded on a numeral system developed in ancient India.



Source 28 Ancient followers of Buddhism and Hinduism gave the world magnificent examples of religious architecture such as the temple at Ellora, built during the Gupta Empire.

KEY SKILL

Communicating

Creating and delivering an audiovisual presentation

You have probably created several PowerPoint presentations already. You may have also tried out some other audiovisual presentation software, such as Prezi, which is freely available on the internet. Whichever program you choose, it is important to use it effectively and avoid some

common problems with these types of presentations. Use the following steps to help you avoid these mistakes.

Step 1 Design your presentation.

- Plan your presentation carefully so it has a clear beginning, middle and end.
- Make sure you present the content in a clear, concise dot-point form *not* as large slabs of text.

- Do not fill up your PowerPoint with lots of random pictures that are not related to the content. Make sure each visual is accompanied by a caption that explains why it is relevant to the presentation.
- A common mistake is to have objects and text moving on the screen in a way that just distracts the audience. Use graphics, sounds, video, animations and transitions only if they add value to the point being made, not just because you think they will look or sound good.
- Use a design that ensures your audience can clearly see and read the slides. Make sure there is enough contrast between the text colour and the background colour on the slide, and make sure your font size is large enough.

Step 2 Deliver your presentation.

- When delivering a PowerPoint presentation to an audience, don't just read out the text on each slide. Instead, talk in a way

that develops and expands on the points. Carefully plan in advance what you are going to say during each slide. Record this plan on cue cards, and refer to these cards during your speech to remind you of what to say.

- One thing at a time! At any moment, what is on the screen should be the thing you are talking about. Your audience will quickly read every slide as soon as it is displayed. If there are four points on the slide, they will have read all four points while you are still talking about the first point. Plan your presentation so just one new point is displayed at any given moment. Navigate to the next point only when you are ready to talk about the next point.
- Speak clearly – not too fast, not too slow. Vary your tone and pitch to make your presentation more interesting.
- Make eye contact with different members of your audience. Do not just look down at your cue cards.

Practise the skill

- 1 Investigate**, prepare and present an audiovisual presentation about a legacy from ancient India. Use the following questions to structure your presentation.
 - a Who invented it?
 - b When was it invented?
 - c How did it work?
 - d Why was it significant?

Your presentation should be well researched and based on relevant and reliable sources.

- 2** Give each classmate your completed peer assessment. Collect the peer assessments that your classmates completed as they listened to your presentation.

Name of presenter:		Name of person completing peer assessment:
Component of presentation	What did the presenter do well?	What could the presenter improve on?
PowerPoint design		
Oral presentation		

Read their feedback and then complete a short self-assessment by responding to the following questions:

- What did I do well in my PowerPoint design?
- What could I improve in my PowerPoint design?
- What did I do well in my oral presentation?
- What could I improve in my oral presentation?

Extend your understanding

- 1** As you listen to the presentations of your classmates, complete the peer assessment table below. Ask your teacher to photocopy several copies so that you can complete one for each presentation you listen to.



Additional resource
Peer assessment

12

CHAPTER REVIEW

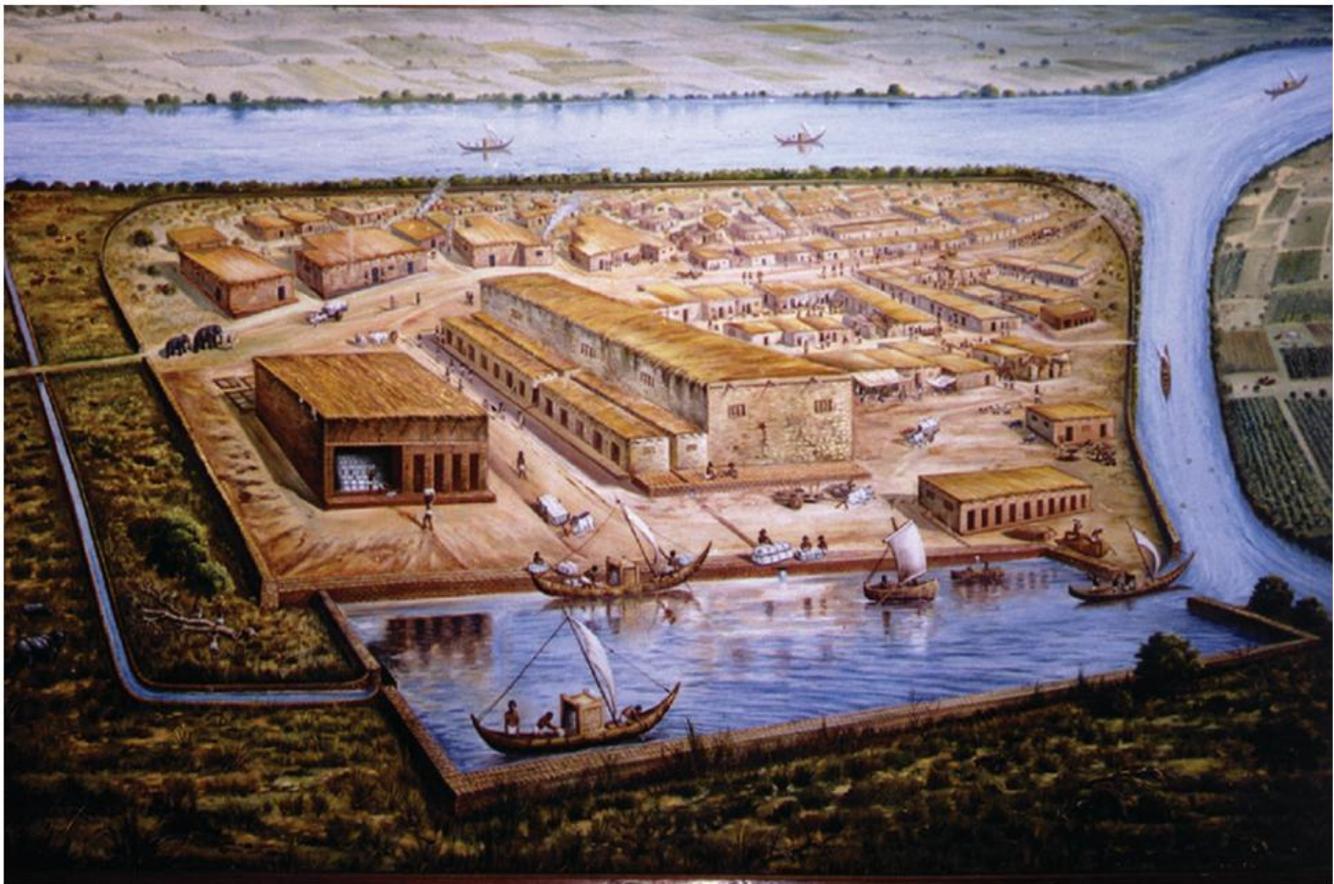
Review activity

Examine Source 29 and answer the following questions.

Indus Valley merchants

- 1 **Identify** whether Source 29 is a primary or secondary source. Why do you think this? (2 marks)
- 2 Based on the source, suggest how trade was carried out in the Indus Valley. (4 marks)
- 3 The concept of continuity and change is important to history, as it helps us understand that some things stay the same while others change. **Compare** the various aspects of the trading process to similar businesses or places we may visit today. What is similar and what has changed? (4 marks)
- 4 **Evaluate** how useful this source is to understanding the trading system of ancient Indians. Do you think it is accurate? What other evidence could help you understand the way trade was conducted in ancient India? (10 marks)

(Total: 20 marks)



Source 29 Artist's impression of Indus Valley merchants



Chapter checklist

Now that you have completed this chapter, reflect on your ability to do the following:

	I can do this.	I cannot do this yet.
Explain how the physical features of ancient India influenced its development.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 12.2, page 12.4.
Identify the time period, location and achievements of ancient India's earliest civilisation.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 12.3, page 12.6.
Explain how society in ancient India was organised and shaped through the social hierarchy.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 12.4, page 12.10.
Compare the roles of women and slaves in ancient India.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 12.5, page 12.14.
Summarise key religious beliefs and practices in ancient India.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 12.6, page 12.18.
Describe key beliefs, values and practices associated with everyday life in ancient India.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 12.7, page 12.20.
Describe values and practices associated with warfare in ancient India.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 12.8, page 12.24.
Describe key beliefs, values and practices associated with death and funerary customs in ancient India.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 12.9, page 12.26.
Summarise the causes and effects of India's contact and conflict with other societies.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 12.10, page 12.28.
Examine the achievements of Ashoka.		
Summarise the causes and effects of India's contact and trade with other societies.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 12.11, page 12.30.

Check your Student obook pro for these digital resources and more:

pro



Student book questions
Chapter 12



Key skill worksheet
Communicating:
Chapter 12

Quizlet

Play a game of Quizlet on
Ancient India.



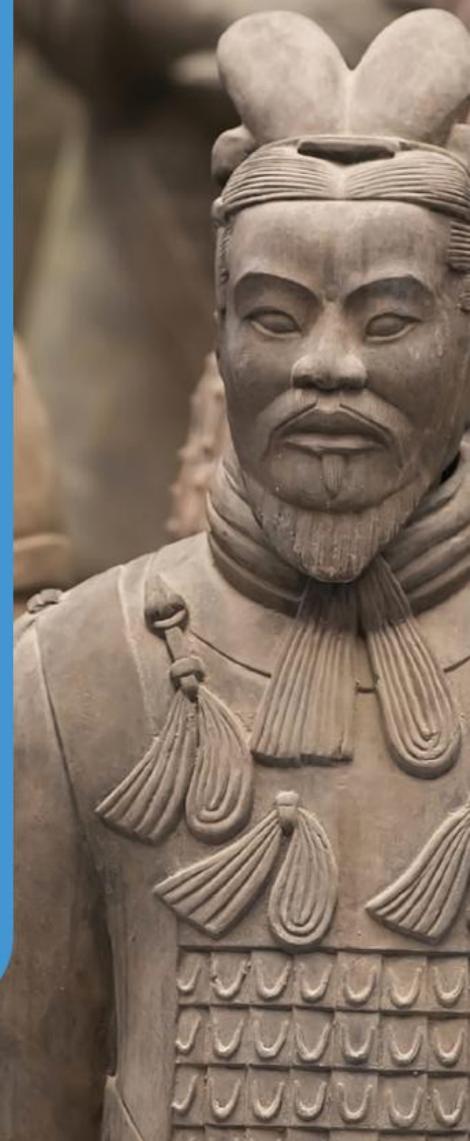
Chapter review quiz
Chapter 12

13

Ancient China

Ancient China is a civilisation characterised by its rich and distinctive culture. Isolated from the rest of the world, the Chinese collectively forged their own destiny. By 4000 BCE, their modest farming regions had grown into large settlements. Their disciplined approach to life and their strong work ethic respected the social order and valued the role of education. They believed in the forces of nature and living a balanced, harmonious life. While internal conflicts occurred when various kingdoms fought to assert their rule, the ancient Chinese did not glorify war. The establishment of the Silk Road provided an opportunity to make contact with other civilisations, and through trade, the traditions and legacies of ancient China were discovered by other parts of the world. Ancient China became a large and powerful civilisation and its significance remains strong to this day.

» **Source 1** Hundreds of terracotta warriors were found in the tomb of Emperor Qin Shi Huang of the Qin Dynasty.



obook pro

obook only chapter

Log in to your obook pro to access this chapter.

13A

How did the physical features of ancient China influence its development?

13B

What shaped the roles of key groups in ancient China?

13C

How did beliefs, values and practices influence life in ancient China?

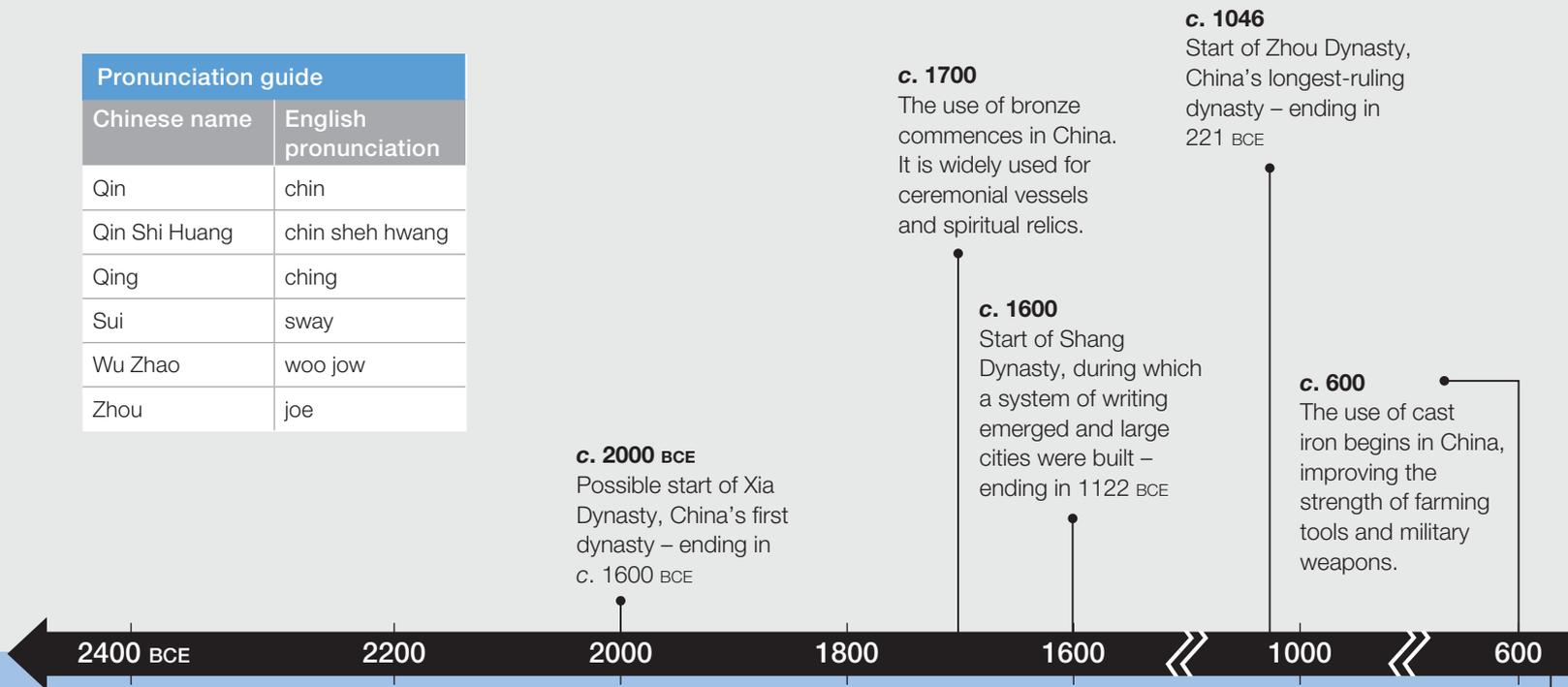
13D

How did contacts and conflicts with other people change ancient China?

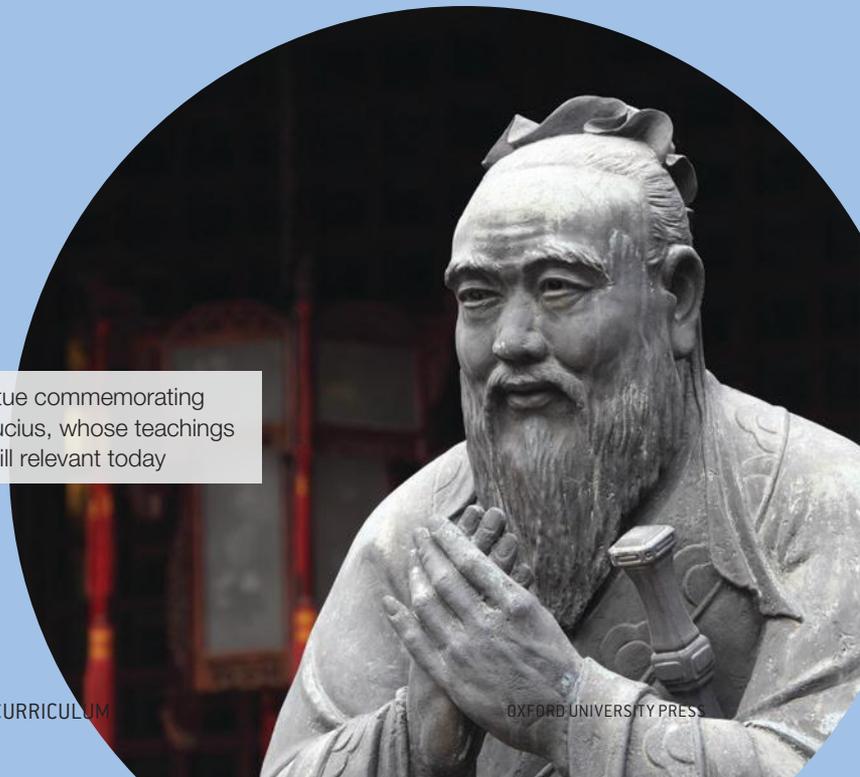
13.1 Ancient China: a timeline

Pronunciation guide

Chinese name	English pronunciation
Qin	chin
Qin Shi Huang	chin sheh hwang
Qing	ching
Sui	sway
Wu Zhao	woo jow
Zhou	joe



A bronze wine cup found at the archaeological site of Erlitou, the possible capital of the Xia Dynasty



A statue commemorating Confucius, whose teachings are still relevant today

c. 563
Siddhartha Gautama (later known as Buddha) is born; his teachings will form the basis of Buddhism.

551
Chinese philosopher, teacher and author Confucius is born.

Source 1 A timeline of significant events in ancient China



Sequence this!

Events in ancient China

481

Start of Warring States period lasting around 260 years, in which there will be almost constant conflict between different Chinese states fighting for power and control

220

Qin Shi Huang begins work to join up and extend a number of separate mud-brick defences built by lords during the Zhou Dynasty. This will become one of the strongest defensive structures ever built – the Great Wall of China.

c. 100

The manufacture of steel begins in China.

581

Start of Sui Dynasty – ending in 618 CE

690 CE

Wu Zetian becomes the only woman in the history of China to rule as Empress Regent; she forms her own dynasty, the Zhou, interrupting the Tang Dynasty for 15 years.



An artist's impression of Wu Zetian, China's only empress

400 200 1 CE 200 400 600 800 CE

221

Start of Qin Dynasty and rule of China's first emperor, Qin Shi Huang – ending in 206 BCE

140

The sixth Han emperor, Wu Di, commences rule. He will be best known for expanding Chinese territory – under his rule, China doubles in size, making it larger than the Roman Empire.

206

Start of Han Dynasty, during which time China's bureaucracy expands and strengthens – ending in 220 CE

220

The Han Dynasty ends and the empire is divided into the three kingdoms of Wei, Shu and Wu, which fight each other for control of China for 60 years.

618

Start of Tang dynasty, known as the Golden Age of arts and culture – ending in 907 CE

13.1 Check your learning



Retrieve

1 Identify when the Warring States period occurred. What happened during this period?

2 Name the first emperor of China. What was the world-famous structure he was responsible for?

3 Identify the technological innovations listed on the timeline. How may they have been used?

13.2 Physical features of ancient China



Learning intention

By the end of this topic, you will be able to:

- » describe how the physical features of ancient China influenced its development.

nomadic

belonging to a community that moves with its animals from place to place

Ancient China was located on the eastern side of the Asian continent. The dawn of ancient Chinese civilisation dates back to early farming practices in 4000 BCE. Its growth was supported by physical features of the land, including long rivers, huge mountain ranges and a varied climate.

Ancient China was geographically isolated from other civilisations of the time. Without outside influence, it was able to grow and remain strong for 2000 years. The ancient Chinese people considered China to be the ‘centre of civilisation’ or ‘Middle Kingdom’, surrounded by barbarians.

Today China has the largest population in the world with approximately 1.45 billion people.

Source 2 China’s natural borders and protection

TO THE EAST →	The Pacific Ocean, which provided access to travel by sea as well as a natural coastal protection against others
TO THE SOUTH ↓	The dense tropical rainforests of modern-day Burma, Laos and Vietnam, which were nearly impossible for others to travel through by foot
TO THE SOUTH-WEST ↙	The Himalayan mountain range provided the highest physical barrier in the world; with its extreme climate and high altitude, the Himalayas were an excellent shield from others
TO THE NORTH-WEST ↖	The harsh cold deserts such as the Gobi Desert, as well as grasslands that could only support a nomadic lifestyle

Natural boundaries

Due to a variety of physical features, ancient China was a well-protected civilisation. On all sides, China was bordered by natural protection (see Source 2).

China’s northern border was the least well-protected by natural geographical barriers. The Mongols – tribal warriors who lived as nomads – would often raid cities in northern China. To protect China from these attacks, work began on a huge defensive structure in 220 BCE: the Great Wall of China (see Source 3).

Rivers and climate

China has two major river systems – the Yellow River and the Yangtze River. The early people of China settled along these two rivers. Different settlements were ruled by individual kings. The rivers provided the settlements with fresh water, food and transportation.

Source 3 A section of China’s Great Wall showing some of the steep mountain terrain





Source 4 This is part of a map of the Yellow River, measuring 12 metres in length, on display at the Metropolitan Museum of Art in New York City. It was drawn in 1690 CE and reflects a high level of accuracy in surveying and cartography. The plain and the loess soil are quite distinctive across the landscape.

The Yellow River

The Yellow River, also called the Huang He River, is where the first settlements were founded. It is the sixth-largest river in the world, measuring 5464 kilometres in length. This river flowed across a plain and it flooded each spring, creating fertile yellow soil called loess. This river system was ideal for growing millet (a type of grain), for fishing, and for grazing sheep and cattle. It was also a fresh water resource for the people living nearby. The climate in this area was generally dry with very cold winters. The early people referred to the Yellow River as ‘China’s Sorrow’ because the annual flood caused significant damage to villages located on the low riverbanks. Over time, water management practices such as canals, terraces and stone **embankments** were created to control the river’s flow.



Explore it!

A virtual field trip to China

embankments

walls or banks of stone or earth made to keep water back

The Yangtze River

The Yangtze River is in the south of China. It is the third-largest river in the world (6380 kilometres long) and is very wide. This made it a very difficult river to cross, so there were many times in the history of ancient China where it operated as a political boundary between northern and southern China.

This area experienced more rainfall than the north. It was the first area in the world where rice was grown in large paddy fields. Some historians suggest that this could have been even before 5000 BCE. Rice was a highly nutritious food and could support a greater population using the same area of land as millet.

Farmers gradually migrated south as the area supported a variety of crops, boosting its economy and increasing farmers' wealth.

13.2 Check your learning



Retrieve

- 1 Identify** the name given to the Yellow (or Huang He) River by the Chinese people. Why did they call it this?
- Why were farmers attracted to the Yangtze River valley?

Comprehend

- 3 a** List the strengths of China’s physical features.
b List the weaknesses of China’s physical features.

Apply

- 4** Which of China’s surrounding barriers (natural and built) do you think would have posed the greatest challenge for an invading force? **Justify** (give reasons for) your opinion. Suggest what an invading force might have had to do to overcome this obstacle.

13A

SKILLS IN CONTEXT



Test me!

Once you've finished the topics in this section, test yourself with this quiz and find out which worksheet you should do.

China's physical features

China is the third-largest country in the world, with a land area of about 9.6 million square kilometres. Close to 70 per cent of its land surface consists of rugged mountains, plateaus and hills. The other 30 per cent is made up of river basins and lowland plains, which is where most of the Chinese people settled.

KEY SKILL

Using historical sources

Analysing a map in history

The concept of cause and effect helps us understand how events develop, and how they have consequences or flow-on effects. The physical features of ancient China influenced the location and development of farming land and cities. For example, the locations of mountains and deserts, as well as the need to be close to water, led to decisions on where settlements could begin. Many settled on the low riverbanks by the Yellow River, which was prone to flooding. The effect of this is that the Chinese people had to develop ways of managing and preventing flood damage in the future.

Maps are geographical representations of all or part of the Earth's surface. They are an important source of primary information for historical inquiries.

Use the list below to help you understand and analyse the information provided on maps.

- **Orientation** – It is convention for cartographers (map makers) to place a north point on maps. This helps the reader to work out position and direction.

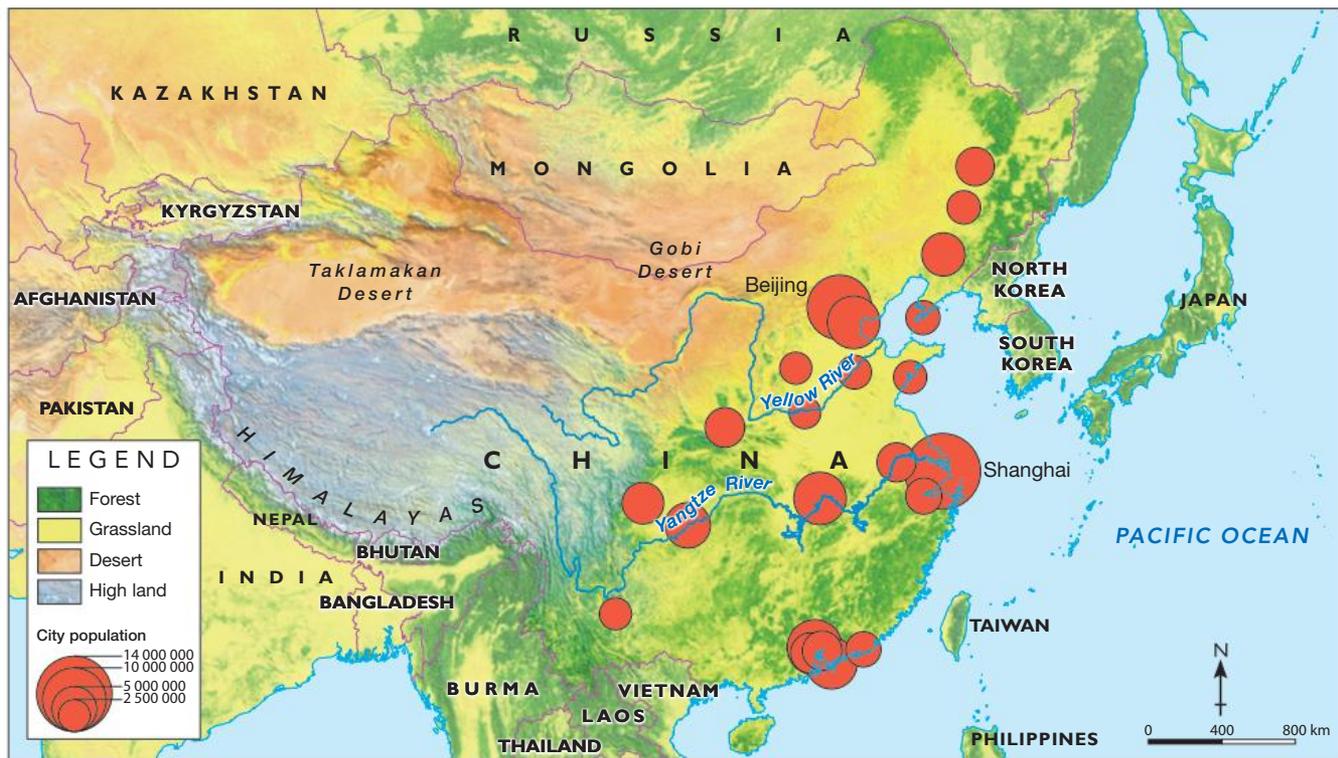
- **Title** – Like a newspaper headline, the title of a map should tell the reader 'what', 'where' and 'when' about the map. The date should help the reader fit the map into its proper chronological period.
- **Legend** – This is a key that explains the symbols used by the cartographer. To visualise reality, you need to be able to convert various shapes, colours and textures into the features they represent.
- **Scale** – This is the proportion of map to the ground. It helps the reader to judge actual distances. Scale is most often shown as a linear measure (for example, 1 centimetre on the map represents 100 kilometres of actual distance).
- **Grid** – Maps often show parallels of latitude and meridians of longitude, so that the area can be placed in its proper geographic location on the globe.



Enlarged map

Physical features of present-day East Asia, including China

PHYSICAL FEATURES OF PRESENT-DAY EAST ASIA, INCLUDING CHINA



Source 5

Source: Oxford University Press

Practise the skill

- Look carefully at Source 5 and use the legend to **identify** the different landscapes and physical features of modern-day China (an enlarged version is available on your obook pro). Then answer the following questions, recording your observations in point form.
 - Consider the different landscapes and physical features shown on the map. How many are there? Which of these features act as natural barriers?
 - Which areas would have been the best sites for farming in ancient China? Why?
 - Do you think the areas of cropland today would be the same or different from those in ancient China? **Explain** your answer.
 - Determine** (decide) which geographical feature you think was most influential in the development of ancient Chinese society. Why do you think this?
- Using the information you have gathered in question 1, write a short paragraph (150 words) to **explain** the causes and effects that various physical features had on ancient China. How have they influenced settlement patterns and borders?

Extend your understanding

- Create** your own map of East Asia.
 - In your notebook, copy (or trace) the main elements of the map in Source 5. Include the main countries and their borders, major rivers, deserts and mountains. Make sure you also include BOLTSS – border, orientation, legend, title, scale and source.
 - Use an atlas or an online map to locate the Great Wall of China. Think of an appropriate symbol or legend to represent this feature, and then add it to your map.
- Look again at Source 5. Start at any point on the Chinese border. Extend a ruler from this point, in any direction, to another point on China's border. This represents the journey you will travel.
 - In order, list all the physical features and landscapes you will cross as part of your journey. Conduct further research if you need to.
 - Which feature do you think will represent the greatest challenge, and why?

13.3 Political structure of ancient China

Learning intention

By the end of this topic, you will be able to:

- » understand how the changing political leadership of ancient China affected its development.

dynasties

periods of rule by members of the same family who come to power one after the other

The rise of dynasties

Around 5000 years ago, the Yangshao culture was the dominant culture of people in northern China. They were early farming peoples, who spread out along the banks of the Yellow River. Over time, ruling families (known as **dynasties**) emerged from this group. The head of the family was called the king or emperor and would rule the land. When the ruler died, the eldest son would usually take over.

The Chinese people believed that these rulers had been chosen and blessed by the gods, known as the Mandate of Heaven. Many dynasties fell after losing a battle with another rival family. Each dynasty expanded the size of ancient China in these early years, reaching half the land size of modern-day China (see Source 1).

Shang Dynasty (c. 1766–1122 BCE)

The Shang kingdom was established at the base of the mountains along the Yellow River in northern China. This area had fertile farming land and metal deposits that were mined to develop tools, artworks, religious artefacts, and weapons. Their discovery of and ability to mine bronze marked the beginning of the Bronze Age in China.

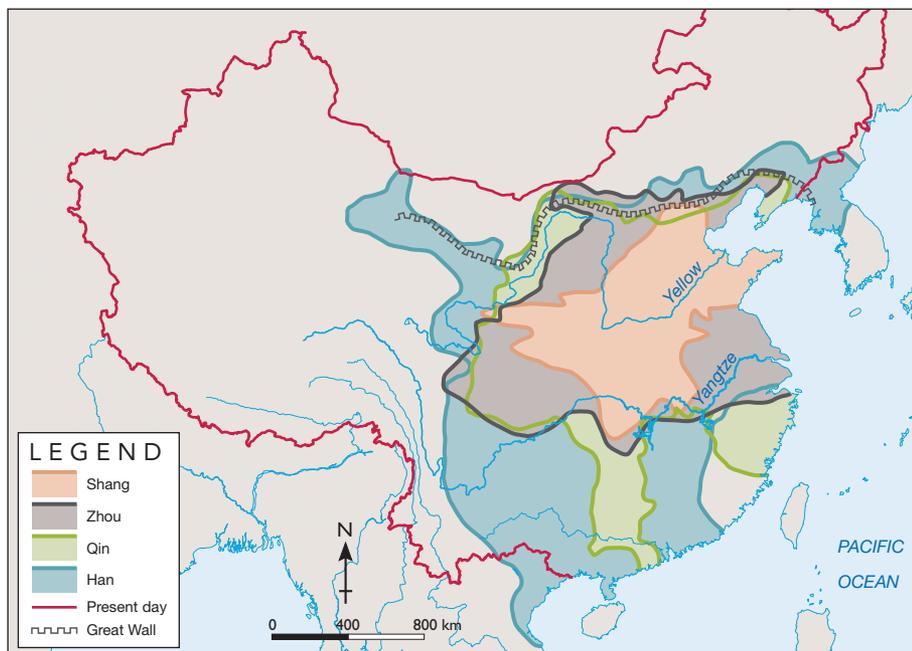
Over time, more walled cities were developed south of the Yellow River and the Shang Dynasty built palaces, elaborate burial sites and bronze statues.

The Shang followed an early

form of **feudalism** whereby the king had several lords or chiefs to help oversee the farming population outside of the walled cities. These lords ruled their own smaller kingdoms. They would tax the population in order to fund more construction.

The Shang Dynasty was also known for its strong fighters, who made and used chariots in battle against their opponents. Lords from the smaller kingdoms provided armies to protect the king as a sign of loyalty.

CHINA: EXPANDING TERRITORIES OF EARLY DYNASTIES



Source 1

Source: Oxford University Press

feudalism

a social system that existed in Europe and Asia in which people were given land and protection by a lord, and had to work and fight for him in return

Historians mainly found evidence of the Shang Dynasty from oracle bones (see Source 2). These relics show us that the Shang used a written script or language, similar to that used in China today.

Zhou Dynasty (c. 1046–256 BCE)

The Zhou kingdom was originally part of the Shang Dynasty. However, in 1045 BCE the head of the Zhou family sent his army to defeat the Shang army at the battle of Muye.

King Wu Wang established a new dynasty and moved the capital from Erlitou to the Wei Valley. The Zhou Dynasty strengthened the feudal system and expanded their territory, connecting with native peoples in the Yangtze Valley. They mastered the use of bronze and introduced cast iron around 600 BCE, which improved the durability of tools and weapons (see Source 3).

Up until 771 BCE, this dynasty lived quite peacefully. However, over the next 200 years the king of the Zhou lost control. Many lords began to fight with leaders of other states over territory. The Chinese philosopher Confucius lived during this time and was disheartened by the conflict. He taught people about living together in peace, and these teachings had a lasting impact on Chinese culture.

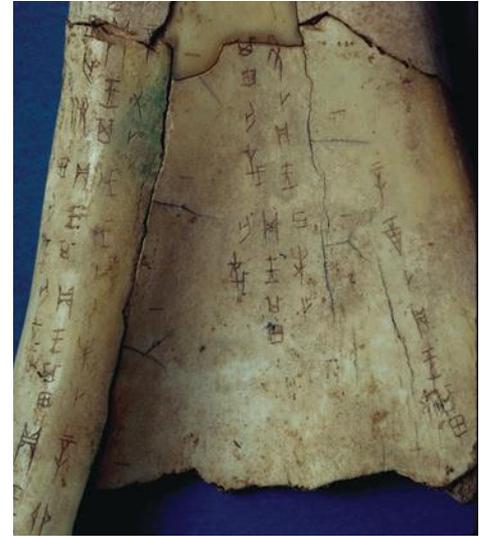
By 481 BCE, the Zhou Dynasty was in a state of constant warfare known as the Warring States period. Eventually, around 150 small states were merged into seven large states: Chu, Han, Qi, Qin, Wei, Yan and Zhao. After 260 years of conflict, the Qin kingdom conquered all other warring states and established the Qin Dynasty in 221 BCE.

Qin Dynasty (221–206 BCE)

The name China originates from the word 'Qin'. This dynasty established the first empire in China, with the leader Qin Shi Huang known as the first emperor of China.

The Qin Emperor established an **imperial** capital city in his home kingdom, located in the modern-day Xi'an area. This was different to the feudal system that had been operating in China up until this point, as it meant that Qin was the one leader who ruled over everyone.

The Qin Dynasty now controlled a large area of land incorporating both rivers and a large population. To control society, the Qin Emperor introduced a concept called 'legalism'. It was based on the idea that people were naturally selfish and short-sighted, and needed laws to keep them under control. In order to maintain an obedient population, Qin imposed strict punishments using his powerful army. Han Fei, an **official** for the emperor, wrote a book about legalism, explaining that 'hardly ten men of true integrity and good faith can be found today ... therefore the way of the enlightened ruler is to unify the laws ... to lay down firm policies instead of longing for men of good faith.'



Source 2 A cracked oracle bone discovered in China; oracle bones were used to predict the future with questions such as, 'Will we win the war?' or 'Will I have a son?' They have provided historians with information about the Shang Dynasty.



Think, pair, share

- Think about the usefulness of oracle bones as a primary source of evidence. What new information might be gained from studying them?
- Discuss your ideas with a partner.
- Share your ideas with the class.

imperial

belonging or relating to an empire or the person or country that rules it

official

a person who is in a position of authority in a large organisation

The Qin Dynasty pioneered many things, including writing script, developing a currency, and using weights and measures. They also built a network of roads and canals to improve trade. The Great Wall of China was built under the Qin Emperor, who ordered it to be built to prevent attacks from the nomads in the north.

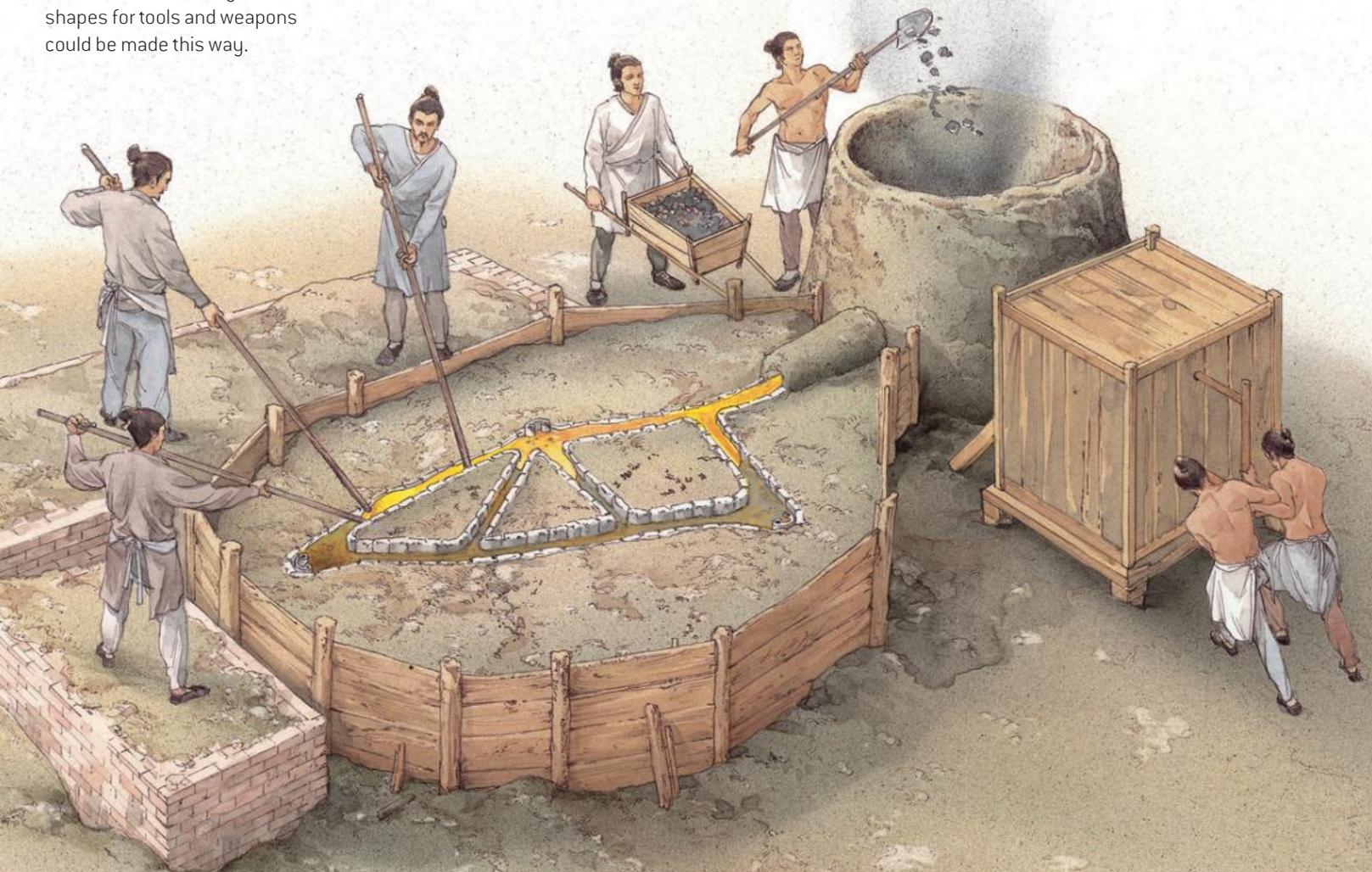
After Qin's death in 210 BCE, rebellions occurred throughout the empire. The Chinese people wanted to remove the harsh rules of legalism that Qin had put in place. Eventually, after eight years of warring, a peasant named Liu Bang led an army to defeat the Qin forces, and he founded the Han Dynasty.

Han Dynasty (206 BCE–220 CE)

The Han Dynasty lasted more than 400 years. Its founder, Emperor Gaozu (formerly Liu Bang), gained support from the people by removing the harsh laws of the Qin Emperor.

To maintain control, Gaozu allocated kingdoms in eastern China to his supporters and he focused on ruling the western regions where border attacks were more likely. He looked after the people by lowering taxes and making legalism more bearable.

Source 3 An artist's impression of the manufacture of cast iron in ancient China; molten iron was poured into moulds dug into beds of sand. A variety of metal shapes for tools and weapons could be made this way.



Under Gaozu's rule, China experienced a long period of peace. This allowed the empire to focus on other things, such as developing large cities and establishing the Silk Road (see page 13.36 for more information). The population also grew during this time. A **census** conducted in 2 CE tells us that China had the largest population in the world at the time, with 57.5 million people.

Under the Han Dynasty, emperors followed the teachings of Confucius and promoted men within the government based on their talent and skills, rather than their family ranking. Emperor Wu Di ruled for 54 years (140–87 BCE) and worked alongside his scholars to establish a university. The Han Dynasty also set guidelines on a 'proper' lifestyle, outlining suitable material possessions dependent on your social rank. For example, clothing was an important symbol of a person's prestige.

However, by the third century CE, the threat of invading nomads placed a great deal of pressure on the Han Dynasty. The government had to focus on protecting the borders, which was very costly as it involved supporting a growing army. With the population continuing to grow, there was less available farmland for people to work on, and many peasants could not afford to buy food or pay taxes. The army suffered from many rebellions, which weakened the Han Dynasty. China then divided into smaller regions with many ruling families.



Source 4 Emperor Wu Di of the Han Dynasty (r. 140–87 BCE), attended by two courtiers (attendants)

census

the process of officially counting something, especially a country's population

13.3 Check your learning

Retrieve

- 1 Who was Liu Bang?
- 2 Study Source 4. **Identify** what may have been 'proper' clothing attire for an emperor such as Wu Di.

Comprehend

- 3 **Explain** how feudalism worked to control the population in the Shang Dynasty.
- 4 **Explain** the concept of legalism in the Qin Dynasty.
- 5 Consider how dynasties usually began and ended in ancient China. **Explain**

the common link and how it contributed to the end of many dynasties.

Apply

- 6 Write a paragraph to **discuss** which dynasty you would have preferred to live under and why. In your answer, also explain why you did not choose the other dynasties. Remember, when you discuss a topic, you should approach it with your own point of view, which you support using evidence from research.



Quiz me!

A quick quiz on the political structure of ancient China

13.4 Key groups in ancient Chinese society

Learning intentions

By the end of this topic, you will be able to:

- » explain the organisation and roles of key groups in ancient Chinese society
- » identify the rights and responsibilities of the *shi* class.

hierarchy

a way of organising things (or people) from top down in order of importance or significance; ancient societies had strict hierarchies with a ruler at the top and peasants at the bottom

deference

behaviour that shows that you respect somebody or something

scholar

a person who knows a lot about a particular subject because they have studied it in detail



Source 6 The *shi* were often adorned with elaborate jewellery made from gold, bronze or iron such as this belt buckle.



Quiz me!

A quick quiz on key groups in ancient Chinese society



Source 5 An artist's impression of the Chinese philosopher, Confucius

Ancient Chinese society was based on a strict social **hierarchy**. Everyone had their place and by maintaining it, they could live together in harmony. This was reinforced by the Chinese philosopher Confucius, who taught people to show **deference** and obedience towards those with a higher rank or older age. Within each social class it was expected that a person's selfish desires would come second after what was good for the group.

The emperor and imperial family

The emperor ruled over all of society and had the power to enforce people's obedience. Owning all the land, he was also responsible for protecting them and was expected to uphold his title by behaving in a respectable manner.

The emperor and his family lived in luxurious palaces, and enjoyed food, treasures and silk garments. They drank tea or rice wine, and were entertained by watching dancers and musicians or playing board games.

The *shi* – nobles, officials and scholars

The *shi* were an elite class who made up 1 per cent of the population. They managed government administrative duties, legal matters, tax collection and advised the emperor.

Under each dynasty, this class grew as more officials were needed to support the growing population. To become a civil servant, a man required a recommendation from a noble. By 124 BCE, men also had to pass a difficult exam and hold a university degree to become an official.

The *shi* also enjoyed leisure and entertainment. Liu Shen, son of Han Emperor Ching, once said, 'A proper Lord should spend his day listening to music and delighting himself with beautiful sounds.'

The *nong* – farmers

About 90 per cent of the ancient Chinese population were farmers. They were often poor and lived a hard life, struggling to keep fertile land and pay taxes. However, they were recognised as being valuable for providing food and income to the country.

Farmers wore simple clothes and lived in small mud huts with straw roofs. They ate grains, rice, beans or vegetables and sometimes fish. They used communal wells for water, cooked outdoors and had poor sanitation.

The *gong* – artisans and craftspeople

The *gong* were highly skilled labourers who had usually mastered their craft over many generations within the family. They were generally poor, but some did make a profit from running their own business or working for the government.

This group included people who produced textiles, pottery, artworks and jewellery as well as builders, carpenters, painters and architects. Successful and skilled artisans could employ apprentices and additional workers. Despite being lower on the social hierarchy than farmers, artisans earned more than them.

The *shang* – merchants and traders

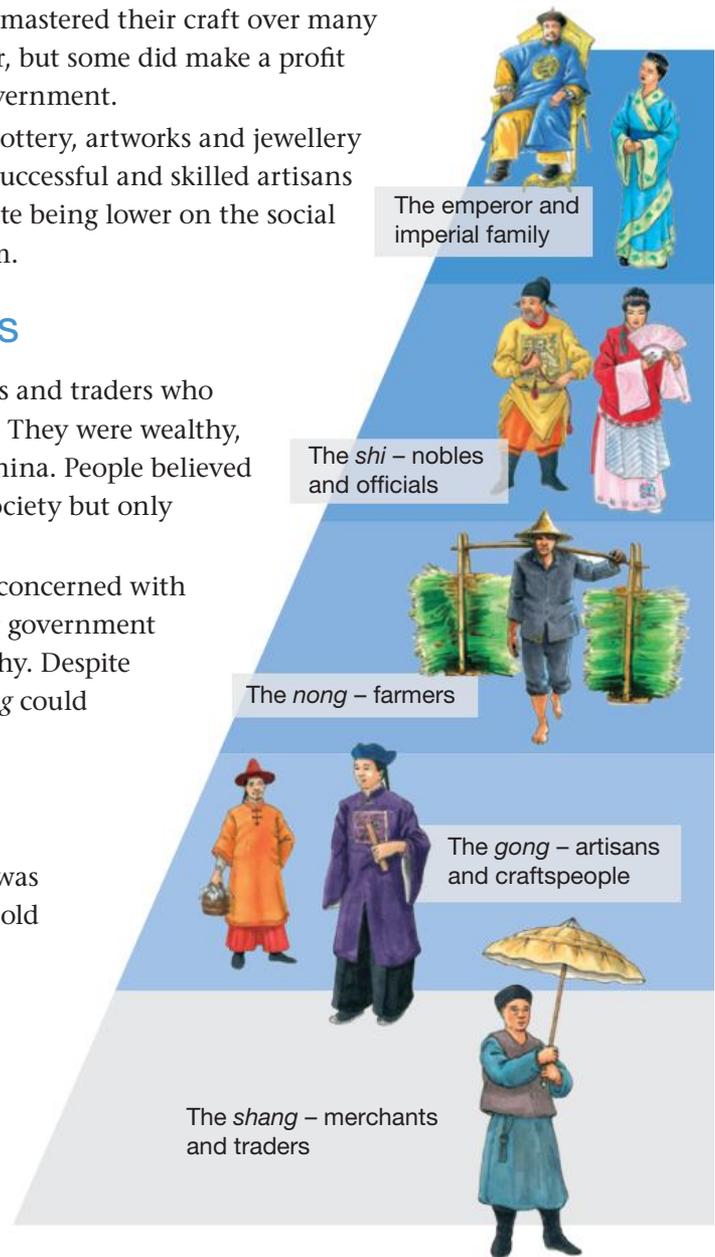
The *shang* class consisted of shopkeepers, bankers, sellers and traders who usually lived in towns and provided goods and services. They were wealthy, but were considered the lowest social class in ancient China. People believed that they did not contribute to the good of the whole society but only worked for their own gain.

The *shi* believed that the government should not be concerned with money, which meant the *shang* were unable to apply for government jobs and were placed at the bottom of the social hierarchy. Despite this, as trade increased throughout the empire, the *shang* could become very wealthy.

Slaves in ancient China

Roughly 1 per cent of the population in ancient China was made up of slaves. Slaves were either born into slavery, sold into slavery or captured during war.

While they often worked on farmland, they did not receive the same respect as the *nong*. Slaves were also used to build roads and notably built the Great Wall of China. When their master died, they too would be killed in order to serve their master after death. The Qin Dynasty was especially ruthless towards slaves, which led to other dynasties discouraging the use of slavery.



Source 7 The social hierarchy of ancient China and the key social groups within it

13.4 Check your learning

Retrieve

- 1 In your own words, **define** 'social hierarchy'.
- 2 **Identify** the hobbies of the emperor and the *shi*.

Comprehend

- 3 **Explain** why farmers and officials were both highly respected in ancient China.

Apply

- 4 In small groups, **create** a role play for the class about some aspect of life in ancient China that clearly shows the roles and responsibilities of different social groups.
- 5 Is Source 7 a reliable source? What type of source is it, and what are its strengths and weaknesses?

13.5 Women in ancient China

Learning intentions

By the end of this topic, you will be able to:

- » describe the role of women in shaping ancient Chinese society
- » understand attitudes towards women in ancient Chinese society.



Quiz me!

A quick quiz on women in ancient China

dowry

money and/or property that, in some societies, a wife or her family must pay to her husband when they get married

KEY CONCEPT Cause & effect



Source 9 These shoes were once worn by a wealthy Chinese woman.

Women in ancient China

Women in ancient China were lower than men in the social hierarchy. They were expected to do what their fathers and husbands said. In general, families preferred male children and considered the birth of a girl to be a sign of bad luck.

Women were rarely educated, although wealthy women might receive some education. Poorer women typically cooked, cleaned, wove cloth, raised the many children they were expected to have, and helped on the land if they were married to farmers.

Marriage

Women obeyed their fathers, brothers, husbands and sons. Their father decided when and whom they would marry. Once married, women had to live with their husband's family, and please them by producing many sons.

Marriage was not based on love or affection. Instead, the bride's family would pay a **dowry** to the husband's family. Belonging to a household was a necessary form of survival because women had no way to independently make money. The financial burden of the dowry was another reason why people wanted their babies to be born male.

Foot binding

In ancient China, girls' feet were bound because tiny feet improved a woman's social status – and hence the status of her family. For a time, bound feet were essential for a 'good' marriage. Tiny feet

were considered beautiful and were thought to make a woman walk in a more feminine fashion. The practice began among the wealthy but became more widespread. A poor girl might have her feet bound to improve her family's social prospects.

Bones in a girl's feet were broken and the feet were

tightly strapped until she was fully grown. The U-shaped foot had all its toes except the big toe curled under the sole. The foot might only be 10 centimetres long.

The effect of foot binding was to inflict great pain on a woman and leave her with lifelong disabilities. Walking more than a few metres was impossible. Poor women with bound feet had no choice but to work, so often did so on their hands and knees. Foot binding also made women dependent on their husbands and families, as they could not go very far beyond their home on their own.

For more information on this key concept, refer to page 198 of 'The history toolkit'.



Source 8 An artist's impression of Wu Zetian

Men outnumbered women in ancient China. For every three women, there were five men. **Polygamy** gained popularity, especially amongst the *shi*.

The age of marriage was thirteen. Despite Confucius suggesting women should marry at age 20, the government reduced the age to boost the population for a larger workforce. Historians suggest that another reason for keeping the age of marriage at 13 was because life expectancy only ranged between 22 and 35 years.

polygamy

marriage to more than one person at the same time

concubine

a woman who lives with a man, often in addition to his wife, but who is less important than they are

Empress Wu

Confucius argued that a woman in leadership would be as unnatural as having a ‘hen crow like a rooster at daybreak’. Despite this, one woman named Wu Zetian did break through the rigid social structure to become the only empress of China.

Born in 624 CE during the Tang Dynasty, Wu Zetian came from a noble family and received an education. By the age of 13, Emperor Tai Tsung and his son, the future Emperor Gaozong, had noticed her for her intelligence, beauty and wit.

Wu Zetian was recruited as a **concubine** and gave birth to two sons and a daughter. Over time, Wu Zetian gained the trust of Emperor Gaozong, who removed his first wife to remarry her.

In 660 CE, Gaozong had a stroke, so Wu Zetian took over many of his duties because she had the experience and skills to do so. After allowing her sons to both rule as emperors, by 690 CE Wu Zetian decided to stop being the ‘power behind the throne’ and crowned herself empress and set up her own dynasty.

As empress, she challenged the traditional views towards women. She instigated many important reforms during her rule (outlined in Source 10). Empress Wu died in 705 CE, at the age of 80, after controlling the empire for almost half a century.

Wu Zetian’s key achievements

- Introduced labour-saving techniques such as improved irrigation schemes to increase farming productivity

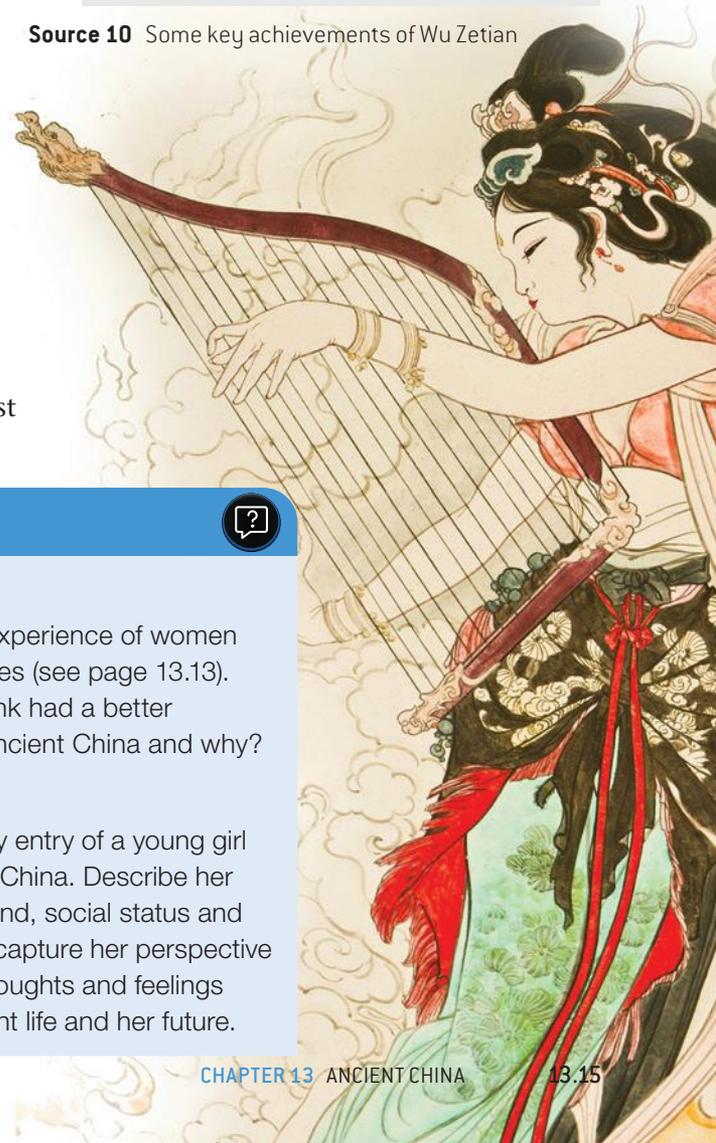
- Reduced taxes for farmers as an incentive to increase food production

- Introduced a system of workplace promotion based on merit, not social position or wealth

- Promoted the role of women as active contributors to society

- Established Buddhism as the preferred state religion and built many Buddhist temples

Source 10 Some key achievements of Wu Zetian



13.5 Check your learning

Retrieve

- Identify** three ways in which women were treated less favourably than men in ancient China.
- Give one reason why girls were married at such a young age.

Comprehend

- Write a paragraph to **summarise** why Empress Wu Zetian is considered a historically significant figure.

Analyse

- Compare** the experience of women with that of slaves (see page 13.13). Who do you think had a better experience in ancient China and why?

Apply

- Create** the diary entry of a young girl living in ancient China. Describe her family background, social status and daily life. Try to capture her perspective and possible thoughts and feelings about her current life and her future.

13.6 Significant individual: Qin Shi Huang

Learning intention

By the end of this topic, you will be able to:

- » summarise the historical context, early life and achievements of Qin Shi Huang.

regent

a person who acts as head of state if the true ruler is too young, too ill or missing

autocrat

a person who rules with unlimited authority

standardised

to have made objects or activities of the same type have the same features or qualities



Source 12 The Seven Warring States during the Zhou dynasty; the Qin state was very large and had conquered all other states by 221 BCE.



Source 11 An artist's impression of Qin Shi Huang, painted during the nineteenth century

Early life

As a child, Qin Shi Huang was known as Ying Zheng. He was born in the state of Qin in north-western China in 259 BCE. At the age of 13

he was formally declared the king of Qin, which at the time was the most powerful of all the Chinese states. As a child, Zheng ruled Qin with the help of a **regent**.

In 238 BCE, at the age of 21, Zheng took power in his own right. During the Warring States period, Zheng used the military strategy and force of his generals and troops, along with espionage and bribery, to ultimately overpower all the other six kingdoms (see Source 12). By the time he had taken control and united these states in 221 BCE, he was 38 years old. The victory unified a country that had been divided by wars between rival kingdoms for 260 years and created a unified empire. In the same year, Ying Zheng declared himself China's first emperor and changed his name to 'Qin Shi Huang', meaning 'first magnificent god of the Qin'.

The empire's new government

To strengthen his hold over his new empire, Qin Shi Huang divided the conquered states into 36 prefectures (administrative divisions), each with a governor in charge who answered to him. He forced the nobles who had ruled over the states to live near his imperial court at the capital, Xianyang. There he could watch over and control them.

Qin Shi Huang did much to organise, unify and protect the new empire. He was an **autocrat** but a very clever manager. Before Qin Shi Huang, the feudal system allowed each state to have its own code of laws. Qin Shi Huang set up one code for all of China called legalism (see page 13.9), which **standardised** everyday life. He also built good roads connecting the provinces to his capital. The code of laws and system of roads helped to keep the empire united. Qin Shi Huang even planned and began work building connecting walls to form the Great Wall of China.

Qin Shi Huang's iron rule

Despite his many positive achievements, Qin Shi Huang was also a very fierce leader who was feared by his people. He took steps to prevent rebellion in his empire. Believing that knowledge about the past was dangerous, as were ideas that encouraged free and independent thinking, he banned the teachings of Confucius. He ordered books and writing that did not support his ideas to be burned. Scholars found reading the works of Confucius were killed or enslaved. About 460 scholars were buried alive for the crime of owning banned books.

Qin Shi Huang also taxed the people heavily and forced them to serve in the army and work on his projects. Punishment for crime became much more formal across the state and was often ruthless. Slaves were also treated poorly.

Such behaviours eventually angered his people. Qin Shi Huang began to fear he would be killed. Perhaps because of this, he became more isolated and more obsessed with his death. The Qin Emperor believed he could empty his inner self and allow the forces of the universe to freely act through him. He began to drink substances that he hoped would give him eternal life, such as mercury, which we now know is poisonous.

He died while on a journey during a hot summer in 210 BCE. He was buried in an elaborate tomb, prepared for him during his life. He was 'protected' by an army of over 7000 life-size terracotta soldiers, horses and chariots.



Quiz me!

A quick quiz on Qin Shi Huang



Source 13 A selection of Qin Shi Huang's key achievements during his reign



* Think, pair, share

- Think about the achievements of Qin Shi Huang. Do they justify his harsh treatment of the people?
- Discuss your ideas with a partner.
- Share your thoughts with the class.

13.6 Check your learning



Retrieve

- 1 In your own words, **define** 'autocrat'.

Comprehend

- 2 **Summarise** the method used by Qin Shi Huang to control his new empire.
- 3 **Describe** how the painting in Source 11 shows the power of Qin Shi Huang.
- 4 **Explain** which of Qin Shi Huang's key achievements you believe was most important and why.

Apply

- 5 **Create** a feature article or front-page newspaper report which summarises why the leadership of Qin Shi Huang is considered historically significant. Choose a headline for your article highlighting your point of view about the emperor.
- 6 **Evaluate** Qin Shi Huang's strict way of ruling. What were its strengths and weaknesses? Do you think it was an effective way to rule? Explain your answer using examples.

13B

SKILLS IN CONTEXT



Test me!

Once you've finished the topics in this section, test yourself with this quiz and find out which worksheet you should do.

Source 14 An artist's impression of Ban Zhao



A woman's place

Although women were low in the social hierarchy of ancient China, there are sources that show a different perspective. The first female historian, Ban Zhao (c. 45–120 CE), gives us another insight into women of the time. Unlike most women, Ban Zhao received an education that enabled her to mingle in politics at the Emperor's Court.

Despite being married at age 14, Ban Zhao's husband died soon after their marriage, leaving her a widow. She then became a teacher and writer for the Emperor's family. Her most famous book, *Lessons for Women*, outlined how women should behave in society. Male scholars at the time disagreed with some of her writing. For instance, Ban Zhao insisted girls should be educated and that they must 'think of themselves last in all situations'.

KEY SKILL

Historical perspectives & interpretations

Understanding perspectives

A perspective is the position from which people see and understand events. Historical sources often convey the creator's perspective about an issue or event. When studying a topic, historians aim to understand a wide variety of perspectives to form a balanced opinion.

There are three key elements to look for in a source when analysing a perspective (see Source 15). For visual sources you look for parts of an image that express a perspective, whereas for written sources it is best to annotate, highlight or colour code the source text according to each element. Source 16 provides an annotated example.

For more information on this skill, see page 202 of 'The history toolkit'.

What to look for	Explanation
Context	Context is the situation in which the source was produced. What background information do you have about the creator of the source and their society at the time?
Opinions	Ask yourself: what opinions are expressed in the source? Sources can show a bias when they convey strong thoughts or feelings that are one sided. If the source is written, ask yourself which specific words or phrases show the writer's attitudes and feelings. This is called emotive language as it causes people to feel strong emotions. Visual sources can also make you feel strongly.
Inferences	An inference is an indirect message that is implied (hinted at) in the source but not stated outright. People do not always spell out what they are thinking. The reader needs to use clues in the text to 'read between the lines' and infer meanings. The creator's opinion towards something can usually be inferred by what is written and how it is expressed.

Source 15 The three things to look for when analysing perspective

Opinions:
shown
through
emotive
language

[Women] are ignorant and by nature unclever. I was favoured because of my ancestry, and, relying on the teachings of governess ... at fourteen I clutched dustbasket and broom [as a young wife] ... Let a woman retire late to bed, but rise early to her duties ... Let her not refuse to perform domestic duties whether easy or difficult. Let a woman be composed in demeanour ... Let her live in purity and quietness [of spirit] and keep watch over herself. Let her not love gossip and silly laughter. Let her bear contempt; let her even endure when others speak or do evil to her. Always let her seem to tremble and to fear ... If a husband does not control his wife, then he loses his authority. If a wife does not serve her husband, then ... [the natural order] are neglected and destroyed.

Inference: she was from a noble family

Context: she was educated and married at 14

Inference: repetition suggests an indirect message regarding the many rules placed on women

Source 16 Annotated excerpt from Ban Zhao's *Lessons for Women*, c. 106 CE

The following primary sources provide us with a range of evidence about the views about women in ancient China.

Source 17 A poem written by Fu Hsuan in the third century CE

Bitter it is to have a woman's shape!
It would be hard to name a thing more base.
If it's a son born to the hearth and home
He comes to earth as if he's heaven sent,
Heroic heart and will, like the Four Seas,
To face ten thousand leagues of wind and dust!
To breed a girl is something no one wants,
She's not a treasure to her family.

Source 18 Words of Emperor Gaozu, father of Princess Pingyang, after her death in 623 CE; recorded in Chinese literature

The band would be playing military music. The Princess personally beat the drums and rose in righteous rebellion to help me establish the dynasty. How can she be treated as an ordinary woman?... As you know, the princess mustered an army that helped us overthrow the Sui dynasty. She participated in many battles, and her help was decisive in founding the Tang dynasty. She was no ordinary woman.

Practise the skill

- 1 Read Sources 17 and 18 and **analyse** the perspective of each creator using the table below to collate your information:

	Context	Opinions	Inferences
Source 17			
Source 18			

- 2 For each source, **summarise** the perspective of the writer towards the role of women in one or two sentences.
- 3 Which source do you think shows the most bias? **Explain** why and provide examples of some emotive language used.

- 4 **Compare** the perspectives described in Sources 17 and 18 to views held in society today. Write a paragraph reflecting on what is similar and what has changed. The sources are available on your obook pro for annotating.

Extend your understanding

- 1 **Investigate** one of the following women from ancient China and explain why they are considered historically significant: Lady Fu Hao, Xun Guan, Mao Fudeng, Princess Pingyang, Tang Saier. Present your information in a suitable manner.

 **Additional resource**
Source 17

 **Additional resource**
Source 18

13.7 Religion in ancient China

Learning intention

By the end of this topic, you will be able to:

- » explain the religious beliefs, values and practices that ancient Chinese people lived by.

ancestors

people in your family who lived a long time ago

The people in ancient China held a variety of different religious beliefs and values. For thousands of years, they worshipped gods, **ancestors** and spirits. The Chinese people believed that the gods controlled the forces of nature. When a natural disaster like a flood occurred, they saw it as a sign that the gods were unhappy. Therefore, to please the gods the Chinese people established many rituals and festivals to honour them.

The ancient Chinese people had three main belief systems. These were Confucianism, Taoism and Buddhism. Together, these were known as the Three Teachings. While some emperors favoured only one belief system, others believed it was possible to follow all three within one day!

Confucianism

self-cultivation

the development of one's mind or capacities through one's own efforts

Confucius (c. 551–479 BCE) was a highly respected philosopher born during the Warring States period. His fear was that this conflict would tear China apart. He developed a set of ideas, called Confucianism, which he thought would help.

Confucianism was not a religion but a code of behaviour. However, it was encouraged by many dynasties as a 'religion' for all men to study.

The goal of Confucianism was to pursue **self-cultivation** to become a *junzi* ('gentleman' or 'superior being'). Confucius believed that all people could become a *junzi*, not just members of the noble class. He told people to obey their ruler and honour their ancestors. He promoted rituals and ceremonies, whether it be a sacrifice or celebration, as important processes that developed empathy. Today this is often referred to as mindfulness. Confucius died in 479 BCE, but his students kept his teachings alive. Eventually Confucianism spread throughout much of Asia. Today, people in China celebrate his birthday as Teacher's Day. Many of his sayings are known all around the world.

Source 2

- Do not do unto others, what you would not want others to do to you.
- If you make a mistake and do not correct it, that is called a mistake.
- Do not plan the policies of an office you do not hold.
- Exemplary persons do not promote others because of what they say, nor do they reject what is said because of who says it.
- Exemplary persons are steadfast in the face of adversity, while petty persons are engulfed by it.
- Never give a sword to a man who can't dance.

Excerpts from *The Analects of Confucius*,
c. 400 BCE



Source 1 A Qing Dynasty print showing Confucius presenting Gautama Buddha to the philosopher Lao-Tzu

Taoism

Taoism (or Daoism) began with the teachings of Lao-Tzu (600–531 BCE). Lao-Tzu believed that, to live forever, people had to become one with the life force (the Tao or ‘the Way’). This effort required constant change to balance within oneself the yin (female) and yang (male) forces that he believed made up everything in the world. Two things helped this spiritual struggle. The first was meditating, usually at shrines built in beautiful natural spots. The second was exercise, such as kung fu and t’ai chi.

Yin and yang are seen as two equal but opposite forces that together control the world. They have to be in balance. The yin includes things that are cold, closed, dark and still; the yang, things that are hot, open, bright and active.

Today we still see both the meditation and exercise aspects of Taoism reflected in the lifestyle of many Chinese people. Taoists believe in a simple life where people do not need to argue or be persuaded, but instead just be themselves.



Source 3 The yin–yang symbol; yin and yang are concepts central to many branches of classical Chinese philosophy and spiritualism, including Taoism, Confucianism and Buddhism.



Source 4 The teachings of Yoda in *Star Wars* and the phrase, ‘May the force be with you’ are often compared to Taoism.



Watch it!

A video and quiz on Confucius

Buddhism

Travellers from India brought Buddhism to China during the first century CE, via the Silk Road. By the middle of the fifth century CE, it was the state religion in China. It was begun by a wealthy Indian prince, Siddhartha Gautama, who was born around 563 BCE. He was upset by the suffering and poverty he saw as a young man, so he turned his back on his inherited wealth to search for more spiritual meaning. He called this process looking for ‘the truth’.

The state of nirvana (in Buddhism, the final spiritual state) he sought was one where there was no more hurt or pain. A person who reached it, as he did, became one with the universe, or Buddha, which means ‘the enlightened one’. That person was then freed from all the bad things about being human, such as wanting to kill, cheat or lie. To reach nirvana, a person might have to be **reincarnated** many times. Each life lived, with its unique experiences, taught the person more.

reincarnated

the process of being born again; to live life again in another body (human or animal)

KEY CONCEPT

Significance

Dragons and festivals

The dragon was a legendary creature in Chinese mythology. It was a powerful symbol of strength. Emperors often wore clothes with dragon symbols embroidered on them. The dragon was often depicted in precious jewellery and carved from jade.

People also believed the dragon had control over water, rainfall and floods.

Ancient Chinese mythology followed a unique lunar calendar. The Chinese Zodiac of twelve animals was based on astrology and helped people to count the years, months, days and hours in a calendar. It was officially recognised during the Han Dynasty. The lunar

calendar showed the order of the animals and was used to determine a person's birth year. Each animal held a meaning and certain characteristic which may help or hinder you throughout life. The year of the dragon is considered to be the luckiest year for a baby to be born into.

The Chinese celebrated a number of national festivals, many of which were linked to particular days in the lunar calendar.

Many Chinese festivals based on the calendar are still celebrated today (see Source 6).

For more information on this key concept, refer to page 205 of 'The history toolkit'.

Source 5 Parades, dancing dragons and lanterns are all features of the Chinese New Year celebrations.

Festival	When?	Description
Chinese New Year	First day of the first month	It began in a small village during the Shang Dynasty, with people using firecrackers and drums to scare off monsters. Today it is a key part of Chinese culture. A 15-day festival celebrated worldwide, and dragon dancing and the colour red are significant elements.
Dragon Boat festival	Fifth day of the fifth month	It originated during the Warring States period of the Zhou dynasty when a famous poet Qu Yuan killed himself by jumping into a river after his homeland had been conquered. Traditions include dragon boat racing, eating rice dumplings and wearing a perfume pouch to ward off evil spirits.
Night of the Sevens festival	Seventh day of the seventh month	First celebrated during the Han Dynasty, this festival is based on a legendary love story where a couple who had been separated for a long time reconnected on this day. This festival is similar to the modern Valentine's Day.

Source 6 The festivals linked to the lunar calendar in ancient China

13.7 Check your learning

Retrieve

- 1 In your own words, **define** the term '*junzi*'.

Comprehend

- 2 **Describe** the process by which a person could become a buddha.
- 3 Out of the three teachings, which one would you have preferred to follow in ancient China and why?
Explain why you did not choose the other two.

Analyse

- 4 In a paragraph, **analyse** Source 2. Use the DAMMIT acronym to guide the structure of your response (see page 194 of 'The history toolkit').

Apply

- 5 **Create** a daily routine that a person could follow to ensure they incorporate the three teachings.
- 6 There were many festivals celebrated in ancient China. Working in small groups, each choose a festival from Source 6 to **investigate**. As a group, brainstorm some important research questions that you will attempt to answer, and decide how you will collaborate and share your information. For example, you could create a website, use a specific app, put together an audiovisual presentation or compile a tourist brochure or poster.

13.8 Everyday life

Learning intention

By the end of this topic, you will be able to:

- » describe what daily life was like in ancient China.

heirs

people who have the legal right to receive somebody's property, money or title when that person dies

Confucian philosophy heavily influenced the daily lives and values of the Chinese people, especially from the Han Dynasty (206 BCE–220 CE) onwards. Confucius believed that China's people were all members of a big family. They should behave towards each other and towards their ruler as would be expected in a family. This meant being respectful, moral, fair, obedient, courteous and self-disciplined.

Family life

In ancient China, it was important to be a good person and good family member. Families preferred to have sons, rather than daughters. Sons were highly valued in ancient China as they carried on the family name. Men often had a few wives to make sure they had many male **heirs**. Eventually, the eldest son would become the head of the family.

The family unit had its own hierarchy. The oldest man in the family set all the rules. He could not be challenged. The most important relationship was the one between a father and his son. The son was to follow the teachings of his father and obey him, never doing anything that would displease him. If they earned money, sons would give all their earnings to their parents. This same level of respect and devotion was also expected between younger and older brothers, husbands and wives, and even friends.

KEY CONCEPT

Evidence

Very old noodles

Around 2000 BCE, an earthquake devastated the small village of Laija in the Yangtze River valley. Its remains were buried with ash, sediment and dirt. When excavating this village, archaeologists were surprised to find what they believed was a very old meal. It had been preserved in an upturned bowl. Scientific analysis confirmed what scholars expected – proof that these were very old noodles! It also confirmed that the noodles were made from millet.

For more information on this key concept, refer to page 190 of 'The history toolkit'.

Source 7 These noodles, discovered in the Yangtze River valley, are 4000 years old.



Source 8

- In education there should be no class distinctions.
- Learning without due reflection leads to perplexity.
- To learn something and rehearse it constantly, is this indeed not a pleasure?
- To be fond of learning is to be near to knowledge. To practice with vigour is to be near to magnanimity.
- To one who is not eager I do not reveal anything, nor do I explain anything to one who is not communicative.
- Walking along with three people, my teacher is sure to be among them. I choose what is good in them and follow it and what is not good and change it.
- At fifteen, my heart was set upon learning; at thirty, I had become established ... at seventy, I could follow my heart's desires without transgressing the line.

Excerpts from *The Analects of Confucius*, c. 400 BCE

Education

Typically, only boys were educated. A boy's education was linked to his social status. Wealthy families made sure their son received a good education.

They would learn to read and write, compose essays and poetry, and spend hours memorising Confucius' teachings. This prepared them for the rigorous tests to become a scholar, with a new life as a government official if they passed.

Confucius believed education was the first step to being a better person. He warned against simply memorising facts, instead wanting the learner to act on their knowledge. He believed his main advantage in life was that he possessed a love of learning (see Source 8).

Despite this, girls were not normally educated. It was not until later, in the sixth century BCE, that Buddhist temples established schools for girls and boys. Much later, during the Ming Dynasty, many women from wealthy households learnt to read and write.

Achieving life balance

The ancient Chinese people believed that their lifestyle needed to follow the harmony and balance upheld by the Three Teachings (see page 13.20). Tea drinking, *feng shui* and martial arts were all elements to achieve this balanced lifestyle and are still practised widely today.

Tea drinking

Tea has been drunk in China for over 2000 years. It was first drunk as a medicine or a stimulant. During the Tang Dynasty (c. 618–908 CE), it became more of a social tradition – a formal way of relaxing and mixing with others.

Feng shui

Feng shui means 'wind and water' in Chinese. The practices of *feng shui* developed from the Chinese belief that people should plan their living spaces in harmony with the energy of the natural world (including the **cosmos**).

Good *feng shui* meant placing settlements and buildings so they faced a particular way (for good energy). It also meant arranging things, such as furniture and mirrors, in a particular way within rooms. In ancient times, this arrangement was believed to protect against evil spirits.

Today, good *feng shui* is said to promote good health, prosperity in business and happy relationships. Many people today consult experts to find out how to design their houses and furnish their rooms for good *feng shui*.



Source 9 A Taoist priest making tea

cosmos
the universe



Source 10 A competitor at the Wushu championships in China, 2006, demonstrating kung fu skills

Martial arts

The martial arts (called Wushu) began in ancient China. At first, it was a type of self-defence practised by its soldiers. It has since become a unique part of China's culture, and its various forms are now also practised by many people around the world.

Kung fu is the code of skills from which a great many styles of martial arts, such as karate, have developed. It is perfected only with years of intense practice, study, meditation and self-discipline. A kung fu master learns to use the ch'i, described as the energy force of the universal power. This gives someone who is small and slight the ability to smash through a pile of bricks with a bare hand or a head. It also gives masters great athletic ability.



Quiz me!

A quick quiz on everyday life in ancient China

13.8 Check your learning



Retrieve

- 1 In your own words, **define** the term 'feng shui'.
- 2 **Identify** why having a son was so important to a family.

Comprehend

- 3 In your own words, **summarise** the key points raised by Confucius in Source 8.

- 4 **Describe** a typical week in the life of a teenage boy living in ancient China. Think about their activities, thoughts and feelings during this time.

Apply

- 5 Using the concept of continuity and change, **create** a table describing what features of the ancient Chinese lifestyle are the same in Chinese culture and what has changed.

13.9 Death and funeral customs

Learning intention

By the end of this topic, you will be able to:

- » describe the beliefs associated with death and funerary customs in ancient China.

The ancient Chinese worshipped their ancestors with great respect. To live a prosperous and happy life, a person's descendants would follow strict burial practices after the person died. They would also honour them with gifts and festivals. Families feared that a dead person's spirit may become angry and bring bad luck to them if they were not honoured properly, and remembered fondly.

Burial practices

According to Buddhism, the souls of the dead remained on earth to protect their descendants. As such, graves were their home on earth. Funerals were therefore important ceremonies that honoured and brought peace to the dead. People were

often buried with many objects for the afterlife, including food, pottery, clothing, mirrors and weapons.

Still today, the Qingming Festival is a day of sacrifice to the ancestors. Held in early April each year, families pray for protection and good luck from their ancestors. Traditions on this day include cleaning tombs or grave sites, flying kites, planting trees and only eating cold food. It is an important celebration, taken very seriously by families.



Source 11 In 1968 the tomb of Han royals, Liu Sheng and Dou Wan, were discovered. They died around 100 BCE and were buried with nearly 300 objects and 12 horses. This jade burial suit contains 2156 jade pieces and 703 grams of gold thread.

Jade

Jade (nephrite) was the most precious stone in ancient China. The ancient Chinese referred to it as the essence of heaven and earth because it was excavated from mountains (up high near heaven) and riverbeds (representing the earth).

Jade was particularly used for ritual objects and burials. A very hard stone, it was considered indestructible. For this reason, people buried it with members of their family, believing that it would provide them with immortality in the afterlife and stop the body decomposing.

Tombs and mausoleums

Historians believe that 65 per cent of the relics from ancient China have been unearthed from burial sites. Wealthy families and officials were often buried in elaborate **mausoleums** (tombs) with precious objects made from jade, gold, silver and bronze. These mausoleums even had furniture or chariots placed inside them.

mausoleums

special buildings made to hold the dead body of an important person or the dead bodies of a family

Sometimes, when the head of a family died, any of their childless wives or servants were buried with them.

Grave robbing became a popular practice in ancient China because of the riches that were buried with the dead.

The tomb and mummy of Xin Zhui

The best-preserved **mummy** in the world was found in China in 1971 (see Source 12). It was so well preserved that doctors were able to conduct an autopsy (a medical examination of a corpse) to find out how the woman died.

The woman, Xin Zhui, had been married to a wealthy Han ruler. She died from a heart attack about 2200 years ago at approximately 50 years of age. She was 158 centimetres tall and overweight. When found, her skin was soft, her hair was completely intact, and her limbs were flexible. The blood in her veins was still red. Her body had been wrapped in many layers of silk after being dipped in a liquid that still puzzles scientists today.

Her tomb was extremely well constructed and protected. It had not been robbed and still contained about 1000 items. These included lacquerware (objects such as combs and vases), silks, musical instruments and many containers of food (many types of meat, as well as grains, eggs and fruits). There were also 162 small-scale wooden servants to serve her in the afterlife.

mummy

a body of a human or an animal that has been mummified



Source 12 The mummified remains of a wealthy Chinese woman, Xin Zhui, born in 100 BCE during the Han Dynasty



See, think, wonder

Look at Source 12.

- What do you see?
- What do you think?
- What do you wonder?



Quiz me!

A quick quiz on death and funeral customs in ancient China

13.9 Check your learning



Retrieve

- 1 Identify** why the Chinese people believed it was important to remember and honour their ancestors.
- 2 Recall** three interesting facts about the mummy of Xin Zhui.

Comprehend

- 3 Explain** why jade was significant in ancient China.

Analyse

- 4 Analyse** the usefulness of burial sites as important sources in history. What makes them useful to historians?

Apply

- 5 Investigate** the tomb of Lady Fu Hao and summarise what this site has been able to tell historians based on the primary source evidence uncovered.

13.10 The terracotta warriors

Learning intentions

By the end of this topic, you will be able to:

- » identify the features of the terracotta warriors
- » explain the significance of the terracotta warriors.

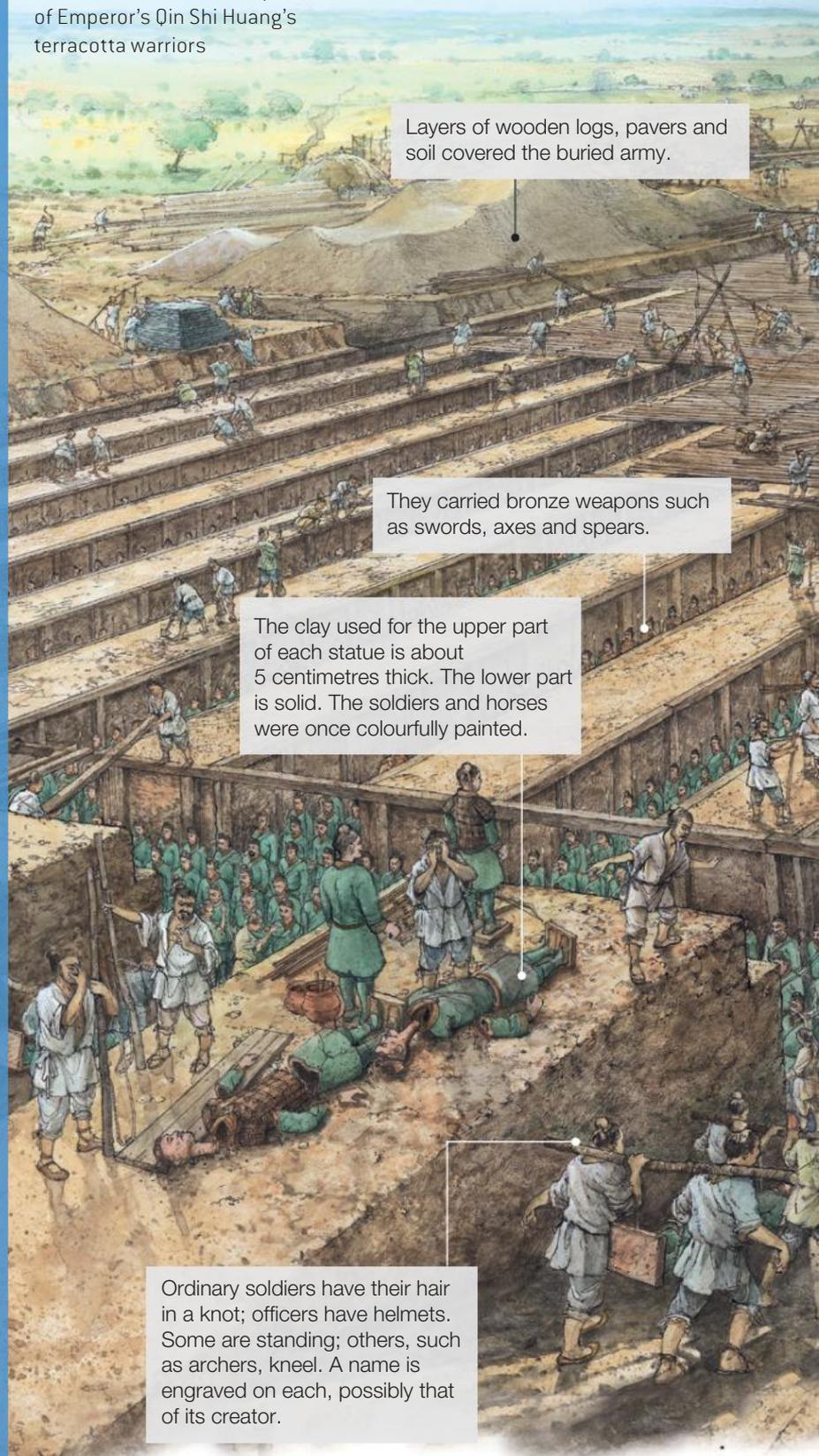
Qin Shi Huang built an underground mausoleum for himself in what is now the modern-day city of Xian. The tomb lay undiscovered until 1974. Farmers stumbled upon it when they were digging a well.

Archaeologists excavated the area to reveal a large pit of around 8000 life-sized soldiers made from terracotta, a type of fired clay. Another four pits have since been uncovered. The site covers more than 10 square kilometres and has still not been fully excavated.

As well as the terracotta army, the site was full of priceless treasures made from bronze, including bronze-lined walls. It included the bodies of many cavalry men, soldiers and a few government officials. Historians suggest that up to 700 000 tomb workers may have been buried with Qin Shi Huang to make sure the tomb remained secret.

The actual burial tomb of Qin Shi Huang is about 5 kilometres away (seen as a pyramid shape in the distance). In 2005, the area around his tomb was found to have high readings for mercury. This raised safety concerns, which stopped any future excavations.

Source 13 An artist's impression of Emperor's Qin Shi Huang's terracotta warriors



Layers of wooden logs, pavers and soil covered the buried army.

They carried bronze weapons such as swords, axes and spears.

The clay used for the upper part of each statue is about 5 centimetres thick. The lower part is solid. The soldiers and horses were once colourfully painted.

Ordinary soldiers have their hair in a knot; officers have helmets. Some are standing; others, such as archers, kneel. A name is engraved on each, possibly that of its creator.

About 8000 warriors, 130 chariots and 700 horses are buried over an area around the same size as the Melbourne Cricket Ground. It is thought there may be more still to be uncovered.



Interactive
The terracotta army

The pyramid of earth above Qin Shi Huang's tomb is nearly 80 metres high.

The site is about 2 kilometres away from Qin Shi Huang's tomb.

Wooden roof

The 7-metre-deep pits have rammed earth walls and floor.

The tomb of Qin Shi Huang has not yet been excavated. Sima Qian writes that it contains priceless treasures; and has rivers of mercury, huge magnetic security doors and a roof studded with pearls. Qin Shi Huang's 'coffin' is said to lie within a scale-model of the city of Xianying, which has an outer perimeter of about 6.3 kilometres.

The warriors were laid out in military columns in 'corridors' dug deep into the earth.



Quiz me!
A quick quiz on the terracotta warriors

Each warrior is about 2 metres tall. No two are exactly alike. Their faces are so carefully carved it is possible to tell which ethnic group of China's empire each represents.

13.10 Check your learning



Retrieve

- 1 **Identify** the number of warriors buried in the tomb of Qin Shi Huang.

Analyse

- 2 What do you think the burial of the terracotta warriors with Qin Shi Huang tells us about his beliefs and fears?

- 3 Qin Shi Huang's mausoleum is very grand. **Reflect on** what this tells us about him.

Apply

- 4 **Propose** (put forward) five reasons why the task of excavating this site has taken such a long time.

13C

SKILLS IN CONTEXT



Test me!

Once you've finished the topics in this section, test yourself with this quiz and find out which worksheet you should do.

The original influencer

Although he never held the position of emperor, Confucius' teachings significantly influenced the ancient Chinese people. He taught about an ideal way of living in society. As his ideas spread, people heard them and wanted to follow.

Confucius is, therefore, one of the original influencers. We know influencers from social media, where they can speak directly to their followers and spread their ideas. Just like Confucius, their values and ideas are not enforceable by law, but they do spread to people, drive conversations and set trends.

Background setting and colours used throughout

Body language and facial expression

Position and size of Confucius in the painting



Objects held and used

Common dress and hats

Stance

Source 14 An eighteenth-century painting of Confucius teaching students poetry, calligraphy, rites and music; it is said that Confucius had 3000 students.

KEY SKILL

Using historical sources

Identifying features in visual sources

You may have heard of the phrase ‘a picture is worth a thousand words’, but what exactly are those words? When you are presented with a visual source, it is important to identify what features show the creator’s point of view.

Some of the important things to look for in any visual source are outlined in the table below. Source 14 has been annotated to provide an example of how to interpret an image.

Source 15 What to look for in a visual source

What to look for	Questions to ask yourself
First impressions	At first glance, what captures your attention? Where is your eye drawn? Also make sure you read the caption for any clues.
People: their clothing, body language and facial expression	Are there any people or figures in the source? If so, what are they wearing? This can tell us a lot about their social status or role in society. What about their body language and facial expression? Perhaps they are natural and relaxed, or maybe tense and formal. Do they seem to be feeling a positive or negative emotion?
Position, size and quantity	How are people positioned in the image? Are they placed higher, lower or as equals; bigger or smaller; in the foreground or background of the image? How many of them are there? Is there a crowd? If so, how much of the image do they take up?
Objects and symbols	What objects are being held in the image? Perhaps they are not being used but are placed nearby. Are these objects symbolic? For example, holding a pen or book suggests the person is educated.
Scenery, environment and structures	Where is the image set? How is the environment shown by the artist? What about the human-made structures? Does the architecture tell you anything about the time and period of the setting?

Practise the skill

- 1 Examine** Source 14. Use the annotations to help identify the various features in the image. Create a dot point list to explain the relevance of each feature.
- In your own words, **summarise** the overall message that the artist of Source 14 is trying to convey.
- 3 Explain** how Source 14 shows the influence of Confucius.

Extend your understanding

- 1 a** Use the internet to locate two visual sources from ancient China. Copy and paste the images into a new document.
 - b** Annotate each source and highlight any features and their meaning. Ask yourself the questions in Source 15 to help guide your annotations.
 - c** In a short paragraph, **analyse** each source using the DAMMIT acronym to assist the structure of your response (see page 194 of ‘The history toolkit’). Remember to include references to show where you found your information.

13.11 Change through conflict

Learning intention

By the end of this topic, you will be able to:

- » explain the causes and effects of ancient China's contact and conflict with other societies.

conscripted

when somebody is ordered by law to join the armed forces

Conflict helped to shape the political and social structure of ancient China. It also led to many important inventions. Generally, the ancient Chinese people did not encourage relentless violence like the ancient Romans. This is largely because Confucianism promoted peace and harmony.

Conflicts were prompted by internal tensions and foreign threats. Internally, conflict marked the beginning and end of China's dynasties, and the regimes that each introduced.

The army

The first permanent army in ancient China was not formed until the Han Dynasty (206 BCE–220 CE). During this dynasty, China was often at war, enlarging its empire and engaging in conflicts with northern tribes. Han rulers required all able-bodied men between the ages of 23 and 56 to enlist in the army for two years. They were also expected to serve again if there was a military emergency such as an uprising or an attack.

Mostly farmers were **conscripted** to the army, boosting its numbers to hundreds of thousands. These farmer-soldiers were not trained. For some, the only exposure they had to battle skills and tactics was what they learnt 'on the job' when called up. Soldiers did not receive pay, but they were fed and given weapons and a uniform.

Generally, the people of China were not keen on war. During wartime, taxes were raised significantly and farms were often plundered by troops.

Battle tactics and weapons

During the Shang Dynasty (1766–1122 BCE), battles were fought mainly using chariots. Ancient records tell us that farmers had to plough their fields so that chariot wheels could easily cross farmland in the event of a battle.



Source 1 Painting showing the arrangement of military units; flags were used by each division. A red bird symbolised the vanguard (frontline), a green dragon was the left wing, a white tiger represented the right wing, a black tortoise was the rear guard and the Great Bear represented the commander and bodyguards.

Later, the cavalry and armed foot soldiers played a greater role. By the late fourth century BCE, the cavalry was the strongest component of the army. Fighting on horseback was greatly helped by the Chinese invention of the stirrup around 350 CE. It enabled riders to sit more securely on a fast-moving horse while using their weapons.



Source 2 A crossbow during the Qin Dynasty



Analyse this!

Battle tactics and weapons in ancient China

Inventions

Early weapons, including spears and daggers, were typically made of bronze, then later, made of iron. Weapons made from bronze included battle axes, spears, swords and halberds (spears combined with axe blades).

The crossbow was invented in ancient China and used 2500 years ago (see Source 2). It was the most distinctive feature of Chinese warfare, with the sword appearing much later. It fired bolts (metal arrows) with great force up to 200 metres. It had enough speed and force to penetrate armour. Over centuries, it became lighter, and could be cocked with one hand. They also developed **artillery** versions, which were mounted on a swivel base.

The kite was another Chinese invention, first used about 2500 years ago. Some early kites were made to spy on the enemy or to send messages.

artillery

large, heavy guns that are often moved on wheels

Source 3 Infantry units during the Han dynasty included a spearman, swordsman and crossbowman.

Armour

The first armour of Chinese soldiers was made from wood or bamboo. Later, small overlapping pieces of leather or iron were joined together with fabric ties or metal studs. This made upper-body armour both sturdy and flexible. Helmets were also worn by soldiers from the Han Dynasty onwards.



13.11 Check your learning



Retrieve

- 1 During what dynasty was China's first permanent army formed?
- 2 **Identify** the group of people who made up most of the army.

Analyse

- 3 **Examine** Source 3, looking particularly at the soldier's armour. Draw labelled sketches to show how it could be modified with materials available during ancient times to provide more protection.

Apply

- 4 **Evaluate** the strengths and weaknesses of ancient Chinese warfare. Which aspect of ancient Chinese warfare do you consider most valuable and why?
- 5 'Without conflict, the ancient Chinese people would not have created some of the greatest inventions.' **Discuss** this statement with a partner. Remember, when you discuss a topic, you should approach it with your own point of view, which you support using evidence from research.

13.12 The Great Wall of China

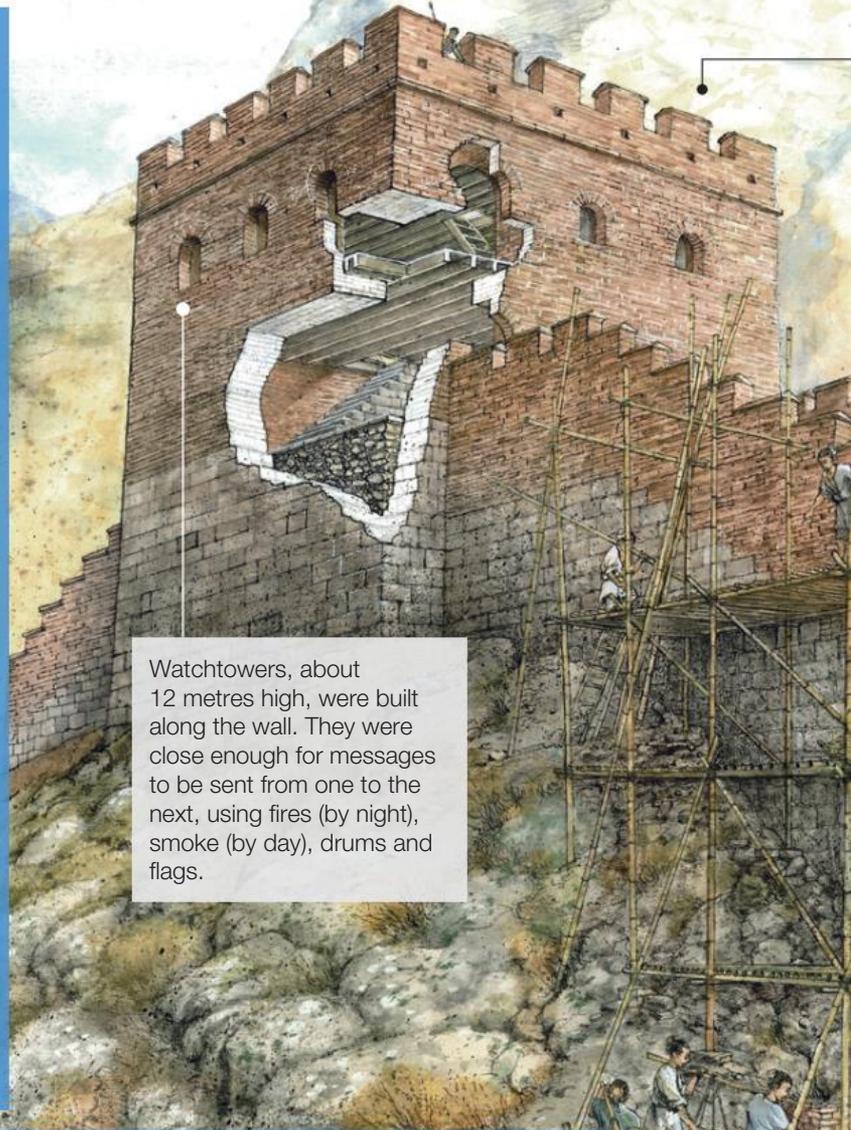
Learning intentions

By the end of this topic, you will be able to:

- » identify the features of the Great Wall of China
- » explain the significance of the Great Wall of China.

One of the strongest defensive structures ever built is the Great Wall of China. It started out as a number of separate mud-brick walls built during the Zhou Dynasty. Qin Shi Huang began the task of joining these walls and extending them in 220 BCE. This was needed to keep out invading tribes from the north (known as Mongols).

Mongols lived in a harsh environment. Unable to produce enough crops to support their population, Mongols raided towns and settlements in China to plunder food and riches. The structure we see today was largely completed during the Ming Dynasty (1368–1644 CE). That was when the watchtowers and cannons were added.



Watchtowers, about 12 metres high, were built along the wall. They were close enough for messages to be sent from one to the next, using fires (by night), smoke (by day), drums and flags.

13.12 Check your learning



Retrieve

- 1 **Identify** the actual length of the Great Wall of China.
- 2 What was used to fill the internal sections of the Great Wall?

Comprehend

- 3 **Explain** how the creation of the Great Wall is an example of China changing through conflict.
- 4 The Mongols were skilled archers and rode on horseback. **Describe** how the Great Wall could protect against these two elements of attack.

Apply

- 5 What do you think is the most effective aspect of the Great Wall's design as a military defensive structure? **Justify** (give reasons for) your answer using specific examples.
- 6 The UNESCO World Heritage List considers the Great Wall of China to be of 'significant physical evidence'. Using the internet, **investigate** the significance of the site's social, political, military and economic features. Choose a method to present your information and remember to include references to show where you found your information.



Quiz me!

A quick quiz on the Great Wall of China



Interactive

The Great Wall of China

Source 4 An artist's impression of the construction of the Great Wall of China

Battlements run along the wall's sides and around the perimeter of the watchtower roofs.

As the crow flies, the wall is about 2700 kilometres long. Its actual length is around 6500 kilometres because it twists and turns so much through mountainous country.

The Great Wall was built in sections. The two outer walls were built first. The space between them was then filled, reinforced and finally paved.

Bamboo or timber scaffolding

The Great Wall ranges from about 5 to 9 metres thick and is as tall as 7.5 metres in parts. The road built on top (between the outer walls that enclose it) is about 6 metres wide.

The fill included earth, sand, rocks—and lots of dead bodies. It was carried into position by hand. As a section of fill built up, vertical slats of bamboo or wood were hammered in to keep it in place.

The builders were farmers (mostly), slaves and, later, criminals. Working conditions were shocking and fatal accidents were common. Guards forced the builders to work hard and stopped anyone from running away. Historians think that at least 100 000 men died building the wall. Their dead bodies were added to the fill.

13.13 Change through trade

Learning intention

By the end of this topic, you will be able to:

- » explain the causes and effects of ancient China's contact and trade with other societies.

alliance

an agreement between countries or political parties to work together in order to achieve something that they all want



Map it!

The Silk Road

Ancient China's isolation from other civilisations meant that trade occurred only inside the region for a long time. The Chinese people were strong and resilient because they relied on their own natural resources for survival. Trade beyond China's borders did not begin until the Han Dynasty.

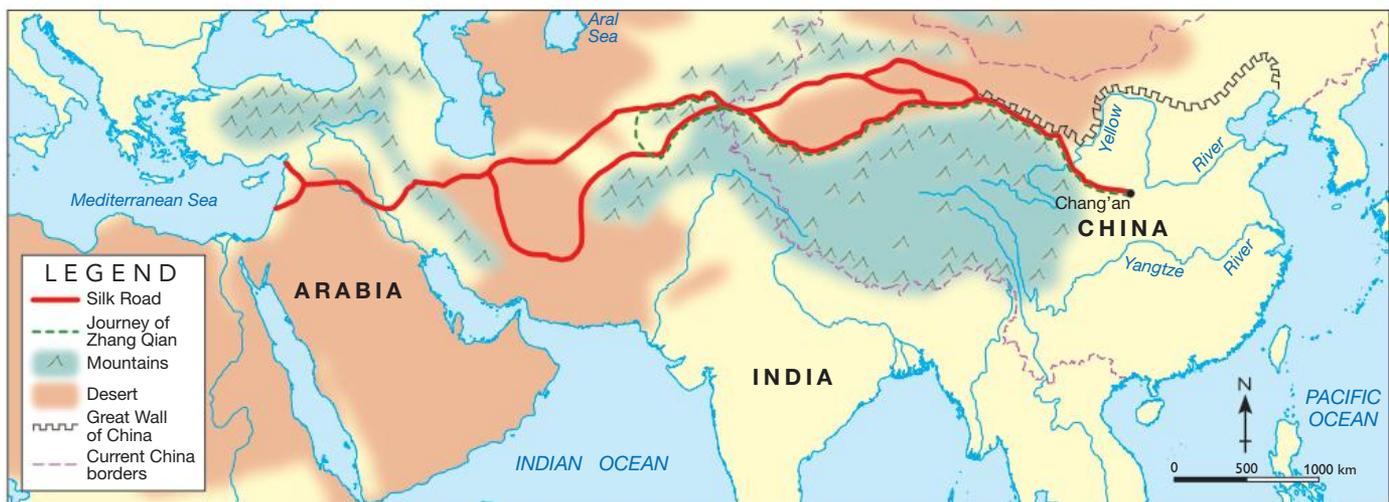
The Silk Road

In 138 BCE, Han Emperor Wu Di sent his army general Zhang Qian on a mission to form an **alliance** with traders along the western border. Along the way, Zhang Qian was captured by the Xiongnu tribe and held captive for 10 years. When he finally escaped, Zhang Qian returned home and told the emperor about cultures and customs that, until then, China had never heard of.

This news prompted Wu Di to send further missions west, along the same path that Zhang Qian had taken. The Chinese discovered that there was a strong demand for silk from other communities along this path. This is how the trade route became known as the Silk Road.

The Silk Road was a 6400-kilometre route spanning modern Central Asia and the Middle East, reaching the Mediterranean Sea (see Source 5). It included many routes connecting to other places such as India and became an important trade route for many empires.

SILK ROAD TRADE ROUTE



Source 5

Source: Oxford University Press



Enlarged map

Silk Road trade route

Merchants moved goods back and forth through the harsh terrain using long lines of camels, known as caravans. It was not an easy journey – they crossed mountains, cold deserts and hot deserts.

Travellers set up rest stops near water sources to survive the journey. These stops were placed within a day's travel of each other as concerns grew that **bandits** would raid the caravans travelling the Silk Road.

bandits

a member of an armed group of thieves who attack travellers

Silk

Silk was ancient China's most important trade product. For a long time, only the Chinese knew how to make it. It is spun from the cocoons of silkworms, which feed on mulberry leaves. It became highly prized, particularly by the ancient Romans, who exchanged large amounts of gold for it. It was such a valuable resource to the Chinese that people were executed if caught stealing silkworm eggs or cocoons.

Trade in silk and other goods boosted the economies of societies involved and exposed them to new products.

Transfer of ideas, goods and disease

The Silk Road also became very important for the spread of new technologies, religions and philosophies to other societies between the East (eastern Asia) and the West (then the Mediterranean world). Many of the inventions and discoveries of the ancient Chinese were shared by Silk Road traders. For example, China's silk-making secrets were passed to the West this way. China also benefited from the introduction of new metalworking technologies.

Travellers along the Silk Road were exposed to many different cultures. That is how Buddhism was introduced to China. Unfortunately, this trade route was also the means by which terrible diseases such as the bubonic plague were spread to new populations.

The Silk Road trade routes were a significant factor in the development of civilisations in ancient China, India, Persia, Europe and Arabia. Trade along the Silk Road boomed, and new cities, towns and forts sprang up along the way.



Source 6 A medieval atlas showing the caravans travelling the Silk Road



Source 7 Some of the goods that were traded and exchanged between ancient China and other societies along the Silk Road

13.13 Check your learning

Retrieve

- 1 List the steps that led to the beginnings of the Silk Road.
- 2 **Identify** the modern countries through which the main routes of the Silk Road pass. Use the world map at the back of this book to help you.

Comprehend

- 3 **Describe** what caravans were and what they were used for.

- 4 **Summarise** the cause and effect of ancient China's trade with other societies.

Apply

- 5 In groups, **create** a travel journal that records what Chinese merchants travelling from Central Asia to the Mediterranean Sea might have seen and done while on the Silk Road. Include sketches and photographs of places and things you see on your journey.

13D

SKILLS IN CONTEXT



Test me!

Once you've finished the topics in this section, test yourself with this quiz and find out which worksheet you should do.

The influence of farming

Farming was a vital industry in the development of ancient China.

As the earliest known rice farmers, the ancient Chinese developed irrigation techniques to make sure their paddy fields flooded properly. They also created bronze and iron tools, such as shovels, knives and ploughs, which improved efficiency.

The large-scale Dujiangyan irrigation system was built in 256 BCE and is considered a unique irrigation innovation. Another innovation was the Grand Canal, on which construction began in the fifth century BCE. The Grand Canal became the backbone of the empire's transport and communication system. It was vital for transporting farming produce from the fields to the cities, as well as messages from one region to another.

Source 8

Many of the political and social changes that can be observed over the course of the ... Warring States period are closely related to changes in agricultural practices and technologies ... a science of agriculture came into existence, and men whose technological skills in farming were of practical value came to enjoy privileged status as teachers ...

Historian Dr Robert Eno, Indiana University

KEY SKILL

Questioning & researching

Generating historical inquiry questions

One of the first and most important steps in conducting a historical inquiry is to generate key questions. These questions will direct your research.

Usually, historians generate one broad, overarching question for their inquiry, for example: How did farming innovations influence the development of ancient China? After that, they generate more specific questions. In history, the 5Ws and H refer to the most common questions asked: who, what, when,

where, why and how. A proper inquiry will require a mixture of:

- closed or simple questions (such as 'When did event X take place?'). This includes the questions starting with who, what, when and where.
- open or probing questions (for example, 'Why did event X take place?'). This includes questions starting with why and how.
- questions that relate to the historical concepts (for example, 'Which source has the strongest evidence?' or 'What other sources might be needed?').

The first step in generating questions is to create a table (see Source 9) and brainstorm all the things you know (in short statements) in one column. In the second column, generate a related question that will help to deepen or build your understanding.

Remember to include a mix of the three question types described above.

For more information on this skill, see page 187 of 'The history toolkit'.

Source 9 An example of a brainstorming table

Overarching inquiry question:	
What I already know	Questions to help me deepen or build my understanding
Point 1	Questions related to point 1
Point 2	Questions related to point 2

Practise the skill

Follow these steps to generate a range of questions related to the overarching historical inquiry question: 'How did farming innovations influence the development of ancient China?'

Step 1 Copy the table below into your notebook.

Step 2 In the first column, list what you already know from reading the passage about farming innovations.

Step 3 Generate related questions that will help to build your understanding. Include a mix of closed and open questions, as well as questions that relate to the historical concepts: cause and effect, continuity and change, significance and evidence.

The first few have been done for you:

Overarching question: How did farming innovations influence the development of ancient China?	
What I already know	Questions to deepen my understanding
Rice was an important crop in ancient China	Where did they grow rice? (closed or simple question) How did they irrigate the paddy fields? (open or probing question)
The Iron Age improved a farmer's output	How did iron change farming techniques? (question based on a historical concept)

Extend your understanding

- Investigate** the following farming innovations of ancient China:
 - Two small-scale inventions, such as the iron plough, oxen plough, dragon backbone chain pump, waterwheel, wheelbarrow or well.
 - One large-scale project such as terraced hills, building canals or an irrigation project like the Dujiangyan irrigation system.
- As part of your investigation, **compare** farming innovations during ancient China to similar tools, objects or projects used in the modern day. Remember, when you compare two things, you must talk about how they are similar and how they are different. Present this information using a Venn diagram.
- Based on your investigation, form a conclusion that answers the overarching question, 'How did farming innovations influence the development of ancient China?' Answer the question clearly by providing your own interpretation of the evidence, backed up by your research. In your answer, include a reference to Source 8.
- Present your information as a report, poster or a presentation. Organise your research under each of your inquiry questions or use sub-headings.
 - Include any diagrams or images with captions and annotations.
 - Present a conclusion that addresses the overarching question.

Review activity

Examine the sources, then answer the following questions.

Analysing sources



Source 10 A Tang Dynasty painting

Source 11

The Tang dynasty ... was the golden age of Chinese culture ... one of the greatest ... periods in the development of music, song, and dance during Chinese history. Its law code ... served as the basis for the law codes of premodern Japan, Korea, and Vietnam. The dynasty was the first to compile a national [medical book]. Both printing ... and gunpowder – developments that profoundly affected the emergence of the modern world – were invented during the period. The Tang was the golden age of Buddhism. The religion attracted large numbers ... amassed immense wealth, and exerted great influence at court. Finally, tea became the national drink during the dynasty.

Excerpt from the book *China's Golden Age: Everyday Life in the Tang Dynasty*, by historian Charles Benn, 2004.

- Identify** whether Sources 11 and 12 are primary or secondary sources. (1 mark)
- A legacy is something that exists today because of traditions, events or actions that occurred in the past. **State** three legacies mentioned in Source 11. (1 mark)
- Explain** how the sources enhance your understanding of the following:
 - leisure activities in ancient China
 - the importance of education. (6 marks)
- Which class of ancient Chinese society is depicted in Source 10? What other evidence is needed to gain a more accurate understanding of daily life for all who lived during the Tang Dynasty? (4 marks)
- Analyse** the perspective (values, attitudes and beliefs) of each source. Provide an example from each source. Remember, when you analyse something you must break it down into smaller parts and explain how they relate to each other. (8 marks)

(Total: 20 marks)

Chapter checklist

Now that you have completed this chapter, reflect on your ability to do the following:

	I can do this.	I cannot do this yet.
Describe how the physical features of ancient China influenced its development.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 13.2, page 13.4.
Understand how the changing political leadership of ancient China affected its development.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 13.3, page 13.8.
Explain the organisation and roles of key groups in ancient Chinese society. Identify the rights and responsibilities of the <i>shi</i> class.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 13.4, page 13.12.
Describe the role of women in shaping ancient Chinese society. Understand attitudes towards women in ancient Chinese society.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 13.5, page 13.14.
Summarise the historical context, early life and achievement of Qin Shi Huang.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 13.6, page 13.16.
Explain the religious beliefs, values and practices that ancient Chinese people lived by.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 13.7, page 13.20.
Describe what daily life was like in ancient China.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 13.8, page 13.23.
Describe the beliefs associated with death and funerary customs in ancient China.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 13.9, page 13.26.
Identify the features of the terracotta warriors. Explain the significance of the terracotta warriors.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 13.10, page 13.28.
Explain the causes and effects of ancient China's contact and conflict with other societies.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 13.11, page 13.32.
Identify the features of the Great Wall of China. Explain the significance of the Great Wall of China.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 13.12, page 13.34.
Explain the causes and effects of ancient China's contact and trade with other societies.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 13.13, page 13.36.

Check your Student obook pro for these digital resources and more:



Student book questions
Chapter 13



Key skill worksheet
Communicating:
Chapter 13

Quizlet

Play a game of Quizlet on Ancient China.



Chapter review quiz
Chapter 13



 nab

ПЕНГУ ДИКС
Established 1899

R. M. W. I. HCF
EST. 1922

 nab

PART 3

Economics and business

Skills

Chapter 14 The economics and business toolkit 416

Individuals, businesses and entrepreneurs

Chapter 15 Economic choices, rights and responsibilities 424

Chapter 16 The world of business 440

Chapter 17 The world of work 456

CHAPTER

14

The economics and business toolkit

Economics is the study of how people choose to use the world's limited resources to satisfy their needs and wants. Studying economics helps us understand how the world really works. Many people assume that economics is simply about money and business, but this is only one part of what economics explores. As much as anything, economics is the study of human behaviour – how people interact with one another locally and globally. Today, more than ever before, it is useful to have an understanding of economics and business skills. These skills will help you make good decisions and avoid unnecessary risks.

» **Source 1** While economic growth is often measured with money, it is really about improving our quality of life through smart decisions about how to use our resources.





14A

What are the economics and business skills?

14.1 Economics and business skills

Economics and business students learn to generate questions, interpret information, make decisions and argue their point of view through studying real-life examples. Economics and business students also learn through experiences when they are provided with an opportunity to be innovative, show leadership and practise making business decisions.

Studying economics and business requires you to ask a range of questions and analyse information to find out more about a topic. You will learn to develop questions and gather data and information from a range of sources. You will interpret data to identify trends and relationships. You will learn to find the best solutions to economic and business problems by evaluating alternatives and weighing up the costs and benefits. You will make decisions and communicate your conclusions.

Each of the skills you will learn is shown below. It might help you to think of each of these skills as tools in a toolkit.

- 1 Questioning and researching
- 2 Interpreting and analysing
- 3 Evaluating, concluding and decision making
- 4 Communicating



Source 1 Economists use several different skills. Each of these skills is like a tool in a toolkit.

14.2 Questioning and researching

Developing questions

Economics and business students ask questions. They seek out real-life economic and business cases and try to learn from and avoid mistakes made in the past. They also check facts and look at the arguments for and against a certain issue before reaching their own conclusions. When economics and business students state their opinions, they support them with evidence such as statistics, cases from the past, quotes from what others have said, and sound reasoning.

Source 2 shows how a hairdressing business could start asking questions and conducting research to work out if it should change its opening hours.

Source 2 A guide for planning the direction of an economic or business inquiry

Key question	Information needed	Possible sources of information
Is it a good idea, in response to customer demand, for local hairdressing salon Top Tangles to extend its opening hours to Sunday mornings?	<ul style="list-style-type: none"> How much would it cost the business to open on Sundays from 9 am to 12 noon? Are current employees willing and available to work on Sundays? What is the expected increase in income from extending the opening hours? Do other hairdressing businesses in the area open on Sunday mornings? How will increased opening hours affect the hairdressing salon's public image and popularity? 	<ul style="list-style-type: none"> Survey past and current customers of the salon about the idea. Seek wider feedback from potential customers about appointment time preferences. Contact staff to discuss possibility of increased hours and availability. Check the weekend opening hours of competing salons by browsing websites and social media pages.

Gathering data and information

Economics and business students gather information from a range of sources. These can take many different forms, from written records in books or online, to live video and audio recordings. Some examples of sources include economic journals, newspaper articles, letters, government department or business websites, tweets, blogs or Facebook posts, cartoons and interviews.

Locating a range of relevant sources is a valuable skill, which usually involves several different research methods, such as:

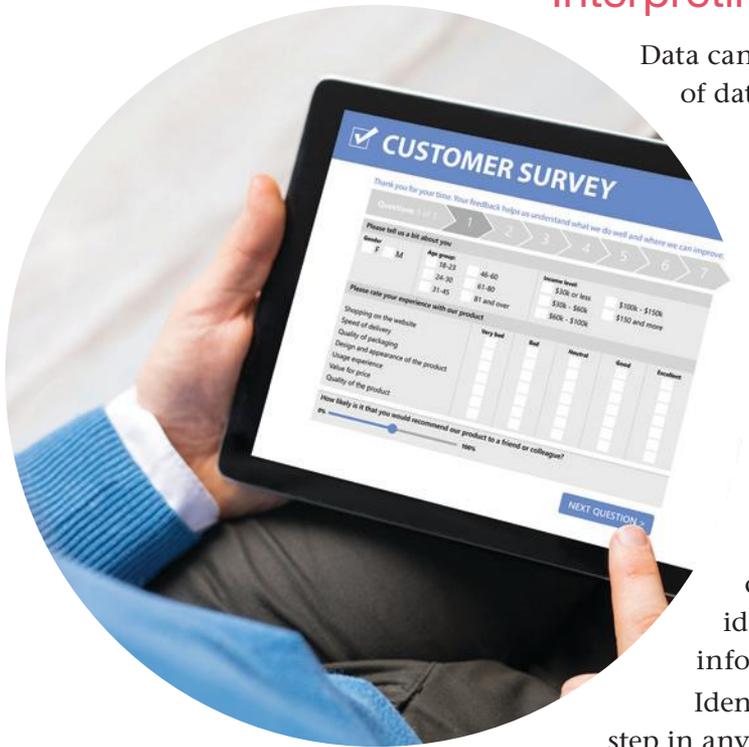
- using online search engines, such as Google
- following social media, such as Facebook and Twitter
- looking at newspaper and magazine articles in print or online
- contacting local businesses and entrepreneurs or asking people with expertise in the subject
- speaking with other class members or family members to gain an insight into their views on a particular issue.



Check your learning
Topic 14.2

14.3 Interpreting and analysing

Interpreting data



Data can be displayed in different ways. For example, a source of data might appear as:

- a graph
- a graphic representation, such as a chart or infographic
- a statistical table
- a case study
- an interview
- a questionnaire or survey
- a simulation game.

Sometimes you will be looking at sources created by others, other times you will represent data from your own investigation. Whatever the case, it is your job to then interpret the data by identifying any trends, patterns or relationships in the information.

Identifying trends and patterns in data is an important step in any economics and business investigation, as it will

help you identify the cause of a problem or event and its likely outcome or effects.

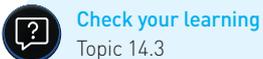
For example, Andy collected data on a phone company's advertising expenses. His data showed that the more money the company spent on advertising, the more phones they sold. Andy also recorded the number of complaints the phone company employees received during this time. He found that the amount of money the company spent on advertising seemed to have no effect on the number of complaints. This means Andy was able to identify that:

- there was a relationship between advertising and phones sold
- there was no relationship between advertising and the number of complaints received.

Economics is not a pure science. There are a lot of different theories and approaches to economics, which means there are often several different answers to the same problem. It is quite common to see two reputable economists have completely different opinions on a topic or issue. For instance, another economist may collect different data or find different trends and think that Andy is wrong and that there is a link between advertising and complaints. Many issues require us to weigh up different points of view, while keeping an open mind.

For more information on this key skill, refer to the Key skill box in Chapter 15 (Skills in Context task 15B, page 436).

Source 3 Information gathered from customer surveys can be used to make decisions about the future of a business.



Check your learning
Topic 14.3

14.4 Evaluating, concluding and decision making

Evaluating alternatives

In most situations there is more than one way to make the right economic decision, to find the best solution or to solve a problem. An economics and business student carefully considers all the circumstances related to the issue and considers the different options that are available. They evaluate, or weigh up, the costs and benefits of each alternative. They will then make a rational decision that they believe will lead to the best outcome.

Developing responses to economics and business issues

Reading about economics or business in your textbook or using online resources can only teach you so much. Applying knowledge to a real business situation is a valuable experience and there are a number of ways you can do this:

- talking to someone in business about their experiences to see whether the theory you have learnt applies in real life
- observing the world around you; when you next go shopping, think about some of the things you have been studying, such as customer services, competition, marketing techniques and types of businesses
- trying to come up with your own innovative business idea and discussing it with others
- taking part in simulation games or role-playing as a chance to improve your skills and put what you have learnt into practice.

For more information on this key skill, refer to the Key skill box in Chapter 15 (Skills in Context task 15A, page 430).



Source 4 Talking to someone from a local business in your community can be a great way to apply the economic and business theories you have learnt to familiar situations.

KEY SKILL

Evaluating,
concluding &
decision making



Check your learning

Topic 14.4

Source 5 A cost–benefit analysis helps Amelia decide whether or not to take on a casual job.

Evaluating pros and cons

To make a good economic decision, we consider our options and weigh up the costs and benefits of each to choose the option that is best for us. This type of evaluation is called a cost–benefit analysis.

Before looking at the different options, you must first do some work to find out more about the issue or topic. This can be done using the following steps.

- Step 1** Read through different sources of information or speak to people with related experience and find out what experts say about the topic or what people have done in a similar situation.
- Step 2** Make your own notes as you learn and write down any interesting facts, statistics or other information that will help you to explore the different options.
- Step 3** Next to each option write the advantages and disadvantages, or costs and benefits.
- Step 4** Get rid of the options where there are more disadvantages than advantages, or where the benefit is small compared to the disadvantages.
- Step 5** Concentrate on the strongest options and either decide which one is best or do further research before choosing the best option for you.

Practise the skill

Read the following case study and answer the questions that follow to decide what Amelia should do.

Amelia is a 17-year-old student in her final year of high school. She has

been offered a casual position working on Saturdays at her local bookshop. She is weighing up her options to see whether she has the time to take the job, or if it will have too much of an impact on her studies. Amelia has considered the benefits (the pros), as well as the costs (the cons) below, to help her to make the best choice.

PROS

- She would like a job so she can earn income to save up for an iPad.
- She loves books and has always wanted to work in a bookshop, and the experience may help her future employment opportunities.
- A break from studying once a week would be good for her mental health.

CONS

- Working hard on her schoolwork and succeeding in her final year of school is Amelia's top priority so she can get into the course she wants at university.
 - A casual job will mean Amelia has less time to study and will be putting more pressure on herself. A job would also mean less time to see her friends.
- 1** What other information does Amelia need to know before she can evaluate the pros and cons? (For example, she needs to know the price of the iPad she is saving for.)
 - 2** Brainstorm one more pro or con for Amelia's list.
 - 3** **Examine** the pros and cons to decide whether Amelia should take the job. Using specific examples from the case study and your cost–benefit analysis, write a short paragraph explaining your decision.

14.5 Communicating

Using economics and business terminology

Quizlet

Become familiar with economics and business terms by reviewing them on Quizlet.



Additional resource
Using cognitive verbs

In every subject, there is a common language that is used. Source 6 lists and defines some commonly used terms in economics and business; additional terms can also be found in the glossary at the end of this book and are defined throughout the chapters. Make sure you use the appropriate terms when you discuss any conclusions you have come to (whether you are discussing these in writing, or in a speech or debate).

Source 6 Some useful economics and business terms

Term	Definition
business	organisation involved in commercial, industrial or professional operations
consumers	people who buy things to use
cost–benefit analysis	estimating what will need to be paid (costs) and possible profits (benefits) derived from a business proposal
economics	the study of how people and society choose to use limited resources to satisfy their needs and wants
interest	the amount of money a person has to pay the lender in addition to the original amount borrowed
investing	putting money into shares, property or other financial schemes in the hope of making a profit
market	where buyers and sellers interact to exchange money for goods and services
opportunity cost	what we miss out on when making a choice
producers	people or businesses who make and sell goods and services for a profit

Communicating in economics and business

The ability to communicate your findings is an important skill in economics and business. You can communicate your findings in many ways, including through multimedia presentations (using software such as PowerPoint or Prezi), posters, reports or essays. Whichever format you decide to use, it is a good idea to include:

- an introduction – state what your research or inquiry question was, why you asked that question and why it is important.
- an explanation of what research you did – why did you use the particular sources you chose? Discuss the facts and the arguments for and against a certain issue.
- an explanation of your results – you can present your results as graphs, tables or photographs for your audience.
- a conclusion – what were your findings? Explain how you came to that conclusion.

For more information on this key skill, refer to the Key skill boxes in Chapter 15 (page 429) and Chapter 16 (Skills in Context task 16B, page 453).



Check your learning
Topic 14.5

CHAPTER

15

Economic choices, rights and responsibilities

Economics is all about choices. People are faced with choices every day. Should we walk to school or take the bus? What should we eat for lunch? Similarly, businesses also need to make choices, such as what goods or services they will provide. As consumers, we make choices about what to spend our money on. When investigating each of these choices, consumers, businesses or governments need to consider the potential consequences. Whatever choice they make, they will miss out on the alternatives they did not choose. As economists, we look at how to choose the alternative that will bring the greatest benefits as well as the consequences of the actions we choose to make.

» **Source 1** Shopping in a supermarket is an example of the economic choices made by consumers to purchase the products that will benefit them.

Pizza

Meals

30%
OFF

\$4

WAS \$6⁹⁹
SAVE \$2⁵⁰

Meat Free Soy Free
Mince
300gram
\$1.33 per 100g

25%
OFF

\$5

WAS \$7
SAVE \$2

Meat Free Pizza Slice
Mealworms
100g pack

DOWN
DOWN



Individuals, businesses and entrepreneurs

15A

How do individuals and businesses make economic choices?

15B

What are the rights and responsibilities of consumers?

15.1 Making choices

Learning intentions

By the end of this topic, you will be able to:

- » describe the difference between a need and a want
- » explain the problem of relative scarcity.

needs

things that we physically cannot survive without, including food, water and shelter

wants

things that we desire but can survive without



Watch it!

A video and quiz on First Nations trading

profit

the amount of money a business earns after taking away its expenses

Source 2 Businesses often pay celebrities to promote their products. Tennis legend and Ngaragu woman Ash Barty has promoted Fila sportswear, Jaguar cars and Vegemite.



Making economic choices is quite tricky for consumers.

This is because we have a wide range of **needs** and **wants**.

Generally speaking, a rational person aims to make choices that will fulfil their basic needs for survival, such as food, water and shelter. They also consider what will bring them the most satisfaction, such as owning a new smartwatch. The desires that are not necessary for survival are called wants. While this may seem rather simple, distinguishing between the two can be a very important part of making economic decisions.

Distinguishing needs from wants

While you may feel like you need a smartwatch, it is not something that is necessary for your survival. In our society, there are many pressures that make people feel that items they want are actually items they need.

This kind of pressure can come from businesses. The goal of a business is to make a **profit** for its owners. Businesses make profit by producing goods or services for consumers to buy and they will find clever ways of persuading you that you need their products. They develop flashy advertisements to display on billboards, television and radio. They also pay celebrities to promote their products in movies and magazines. Even without realising it, the average Australian sees thousands of advertisements a day, all of which are trying to influence them to buy a product.

Sometimes we feel pressure from our peers to buy a product. If everybody else has the latest smartphone and we do not, we might feel like a social outcast. Without these pressures, we would be less likely to buy the product. This would allow us to consider spending our money on something else that may bring us more satisfaction. For example, we could have saved our money for a rainy day, or even donated it to those in need. Whatever you decide to do with your money, make sure that it is a rational decision that is most likely to give you the greatest satisfaction in the long run.



Source 1 While many people feel that they need a smartwatch, in economic terms a smartwatch is considered a want.

Relative scarcity

Another problem caused by our wants is known as **relative scarcity**. Relative scarcity happens because our wants are unlimited, but the **resources** required to fulfil them are limited. This causes damage to the natural environment, which is certainly essential to our survival.

Our wants are unlimited in the sense that as soon as one want is satisfied, another appears. For example, a person who has already acquired a house, food, water, basic clothing and has money left over will buy an item that will make their life easier, such as a car. That person may later decide to buy a bag, designer jeans, a new car, a new smartphone, and the list goes on. People's wants can never be completely satisfied because as soon as we buy one of these items, we desire another.

relative scarcity

the problem that arises because our wants are unlimited, but the natural resources we use to fulfil them are limited

resources

natural or manufactured materials that can be used to produce goods and services

factors of production

economic resources that are divided into four categories: land, labour, capital and enterprise

employees

people who work for a business

Factors of production

Resources are limited and these resources are also known as **factors of production**. These are items required for the production of goods and services, and include:

- land – natural resources that businesses use such as water, land or animal populations, such as fish
- labour – the **employees** and their skills that are needed to produce and sell goods and services
- capital – money, equipment, buildings or any other items the business needs to produce goods or services
- enterprise – a business's ability to put land, labour and capital together to create goods and services.



Source 3 Our unlimited wants use up the world's limited natural resources, and often damage the environment through pollution and waste.

15.1 Check your learning



Comprehend

- 1 **Describe** the difference between a need and a want.
- 2 **Explain** the problem of relative scarcity.

Analyse

- 3 **Classify** each of the following items as a need or a want:

a car	e designer jeans
b hairdryer	f computer
c clean drinking water	g house.
d pens and pencils	

Apply

- 4 Factors of production are key to the production of goods and services. **Create** a table to list two examples of each of the four factors of production (land, labour, capital and enterprise) that might be needed in the production of a smartwatch.

	Example 1	Example 2
Land		
Labour		
Capital		
Enterprise		

15.2 Opportunity cost



Source 4 Businesses make decisions about what to produce based on what is most profitable.

Learning intention

By the end of this topic, you will be able to:

- » explain the concept of opportunity cost.

I used to think, now I think

Reflect on your learning about how businesses set prices and complete the following sentences.

- I used to think ...
- Now I think ...

What has changed in your understanding?

opportunity cost

what we miss out on when making a choice

Source 5 The opportunity cost of selecting your first choice (a pear) is your second choice (a banana).

Costs of factors of production

When setting prices for a good or service, businesses must think about how much it will cost to produce these things. The resources needed for the production of goods and services are known as factors of production, and include land, labour, capital and enterprise.

For some businesses, the cost of producing goods and services can be very expensive. For example, businesses that manufacture cars can have very high production costs. They must purchase and maintain expensive equipment and machinery to assemble materials or parts of the car. The materials required to make a car can also be expensive for a car manufacturer to produce or purchase from other businesses. These resources are combined or put together in a factory, which costs money to buy or rent. The cars are then shipped or transported to the place that will sell them, which also requires resources to complete. The cost of production is one of the main reasons why we cannot buy a car for \$20 and why items that are expensive to produce are also expensive to buy.

A business also needs to make choices between the different products it can produce. The item that a business has decided to not produce is known as the **opportunity cost**.

Opportunity cost

When setting prices, businesses must make many decisions. A business tries to create products or provide services that will earn the greatest profit. For example, a clothing business has to decide whether to produce shirts or pants. It will work out the costs of producing both items, as well as the selling price of each. The profit is calculated by taking away the cost from the selling price.

Even though the pants sell for a higher price, they cost more to produce. When a business has more than one option available, the opportunity cost is what it misses out on by not taking the next best option. The clothing business will choose to produce shirts, meaning that its opportunity cost will be the lost production of pants. Businesses must analyse the costs and benefits of each option in this way when making an important decision.

Understanding opportunity cost helps us put things into perspective. It makes us carefully consider what we miss out on as well as what we gain.

Source 6 Calculating profit to identify opportunity cost for a business

(Profit = Selling price – Cost to produce)

	Selling price	Cost to produce	Profit
Shirts	20	10	10
Pants	30	25	5

First choice: pear

Second choice: banana *opportunity cost*

Third choice: apple

Fourth choice: mango

Fifth choice: kiwi

Sixth choice: orange

Using a model

Models are often used in economics to illustrate the meaning of a concept. The Production Possibilities Frontier (PPF) model can be used to analyse the idea of opportunity cost and relative scarcity. This arises when a business needs to make a decision about which products or how much to produce given its available resources and level of technology.

Case study

Jacinta is a baker who needs to decide how much to produce given the amount of flour and machinery she has. The table in Source 7 shows how many muffins and cupcakes Jacinta is able to produce per hour at each of the four production points: A, B, C and D. Each point refers to how many muffins and cupcakes Jacinta is able to produce with a certain amount of flour and machinery per hour.

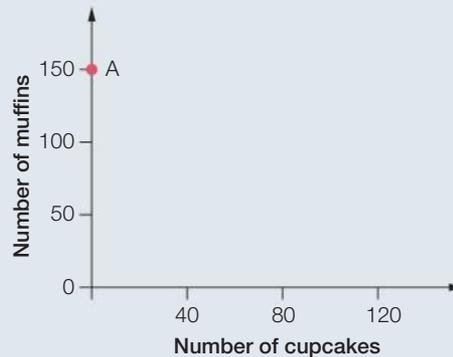
For example, at Point A, she could produce 150 muffins and zero cupcakes. However, if she would like to produce some cupcakes, she could produce at Point B where she would need to reduce her production of muffins from 150 to 100 in order to increase her production of cupcakes from zero to 40. The reason Jacinta would have to give up producing some muffins in order to produce more cupcakes is because she has a fixed amount of flour and machinery. The

opportunity cost of Jacinta moving from Point A to B is 50 muffins.

Jacinta's resources are relatively scarce, which is why she needs to decide exactly how many of each item she would like to produce.

Practise the skill

- 1 Copy Source 8 onto graph paper.
- 2 Plot each of the production points. Point A has been done as an example and labelled 'A'. Remember to label the three other points: B, C and D.
- 3 Once you have four points, draw a line to connect them. You have just drawn your first economics model!
- 4 Look at Source 7.
 - a What is the opportunity cost of making more muffins?
 - b Calculate the opportunity cost of increasing the production of cupcakes from Point B to Point C.



Source 8 Base graph of Jacinta's PPF

KEY SKILL Communicating



Quiz me!

A quick quiz on opportunity cost

Source 7 The number of muffins and cupcakes Jacinta can produce per hour

	Muffins	Cupcakes
Point A	150	0
Point B	100	40
Point C	50	80
Point D	0	120

15.2 Check your learning



Comprehend

- 1 In your own words, **explain** 'opportunity cost'.
- 2 **Describe** two factors that influence a business's decision to set a price.

Apply

- 3 The manager of a clothing factory has received a phone call from their supplier. The supplier says that the material they would normally sell to the clothing

factory for shirts has run out. As a substitute, the supplier offers material for dresses. The clothing factory must choose whether to produce dresses or pants. Using the table below, calculate the profit. **Determine** (decide) which product is the opportunity cost.

	Selling price	Cost to produce	Profit
Dresses	25	25	
Pants	30	25	5

15A

SKILLS IN CONTEXT



Test me!

Once you've finished the topics in this section, test yourself with this quiz and find out which worksheet you should do.

Source 9 A dilemma is a situation where a difficult decision has to be made.

Costs and benefits

Every day we are faced with countless choices. While some of these choices can be quite easy to make, others require a lot more thought. In situations where the answer is not so obvious, we might be tempted to go with our instincts or even flip a coin, but as economists we know better. Economists analyse the costs and benefits that each option has to offer before deciding on what to do. One way of doing this is by writing up a list of pros and cons.

KEY SKILL

Evaluating,
concluding &
decision making

Making a list of pros and cons

The purpose of a pros and cons list is to help us evaluate the choices and come to a rational decision. The pros represent the benefits of the choice we are considering, while the cons represent the negatives of that same choice. You can refer to Source 10 to see what a finished pros and cons list might look like.

- Step 1** Come up with a choice that you will consider the pros and cons for and write it as the main heading of your list.
- Step 2** Rule up a T-chart with the heading 'pros' on the left, and 'cons' on the right.
- Step 3** Carefully consider all the benefits of choosing the option you are considering and list them under the 'pros' section of the T-chart.
- Step 4** Carefully consider all the negatives of choosing the option you are considering and list them under the 'cons' section of the T-chart.

Be sure to include in this section all the things that you miss out on from the next best option (the opportunity cost).

- Step 5** Some pros and cons are more important than others so we need to give them weighting. Although this can be tricky, find the least important factor out of all the pros and cons you have listed and write the number 1 next to it.
- Step 6** Compared to the least important factor, how much more important are all the other factors? Write a number that shows how much more important they are to you next to each pro and con.
- Step 7** Add up the numbers in each column to show a total for pros and a total for cons. If the pros outweigh the cons then the choice is likely to be a good one. If the cons add up to a higher number than the pros, then the other option seems to be more appealing.

Whether or not to create a Facebook account

Pros		Cons	
Get to speak to friends that I don't see regularly.	2	Facebook can be really addictive and time consuming, which takes away from my time to study and play sport.	4
Get to share my photos with friends.	1	People sometimes bully other people on Facebook.	2
Can read people's posts when I'm bored.	1	I don't really know who has access to the information I put on Facebook.	1
I feel like I am missing out if I don't have one.	2		
TOTAL PROS	6	TOTAL CONS	7

Although it was a tough decision, I decided not to make a Facebook account for the time being. Maybe when I'm a little older I might view the pros and cons differently.

Source 10 Pros and cons of creating a Facebook account

Practise the skill

1 Read the following scenario:

You get home from school and after having a quick snack, you open your books to start studying for an economics test you have the next day. Five minutes into your study, you get a text message. All your friends from school are going to the park to play soccer. You absolutely love soccer and hate studying, but you know your parents will be disappointed if you do poorly on the test. They always say, 'If you want to go to university, you have to get better results in school!'

Create a list of the pros and cons of playing soccer versus studying to help you decide what to do.

Source 11 Making a quick pros and cons list can save time that we would otherwise spend indecisively thinking about both options.



Extend your understanding

- 1 Compare** your pros and cons list to that of the person next to you; discuss why your answers might be different.
- 2 Create** a pros and cons list for another tough decision that you have had to make or will have to make in the future.



15.3 Consumer rights

Learning intention

By the end of this topic, you will be able to:

- » understand the basic rights of Australian consumers.

When making choices about what products to purchase, consumers in Australia are legally protected from unfair treatment.

Australian consumer law

In Australia, the *Competition and Consumer Act 2010* (Cth) is one of several laws that protect the rights and responsibilities of consumers. While you do not need to know all the details of Australian consumer law, it is important that you understand your basic rights and responsibilities as a consumer, as well as where you can get help.

There are government bodies at both federal and state level that enforce the *Competition and Consumer Act 2010* (Cth) because it is so important. At a federal level, the Australian Competition and Consumer Commission (ACCC) makes decisions and provides guidance on issues that affect markets across Australia. At a state level, Consumer Affairs Victoria is the **regulatory body** that aims to make a fair and competitive marketplace for businesses and consumers in Victoria. As well as providing information to consumers, these bodies guide businesses towards operating in a way that avoids unfair situations.

Consumer guarantees

Under Australian consumer law, when you buy goods or services, they come with an automatic guarantee that they will work to a reasonable level – that is, the goods or services will work as you would expect. This is a consumer guarantee that means the goods you buy must:

- be safe
- be of reasonable quality (that is, they will not break after a few uses)
- do all the things that a person would normally expect them to
- match the descriptions made by the salesperson, on packaging and labels, and in promotions or advertising
- not have any hidden costs associated with their use or purchase
- meet any extra promises made about performance, condition and quality, such as lifetime guarantees and money-back offers
- have spare parts and repair facilities available for a reasonable time after purchase unless you were told otherwise.

Services that are provided by people through their skills, knowledge and effort must:

- be provided with acceptable care and skill, taking all necessary steps to avoid loss or damage



Source 1 The Australian Competition and Consumer Commission (ACCC) monitors petrol prices.

regulatory body

an organisation that monitors or oversees certain aspects of an industry in order to protect those affected by it



Quiz me!

A quick quiz on consumer rights

- achieve the results that the consumer and the business had agreed to
- be delivered within a reasonable time if there is no agreed end date.

Exceptions to consumer guarantees

There are some exceptions to the consumer guarantees that protect sellers from unfair situations. Consumer guarantees do not apply if you:

- got what you asked for but simply changed your mind, found the product cheaper somewhere else, decided you did not like the product, or had no use for it
- misused a product in any way that caused the problem
- knew of, or were made aware of, the faults before you bought the product
- asked for a service to be done in a certain way against the advice of the business or were unclear about what you wanted.



Source 2 While Australian consumer law protects consumers, the law does not apply when the consumer has caused the problem.

Resolving issues

If a product or service does not satisfy the consumer guarantee, a consumer has the right to approach the seller and request that the problem be fixed by the product or service being repaired, replaced or refunded. In some cases, a consumer can ask for compensation (usually in the form of money) for damages and losses. This is why it is important to keep your receipt to prove that the product or service was purchased from the seller.

The seller of the product or service must help the consumer directly, or refer them to the manufacturer or **importer** of the product who is responsible for the problem. If a consumer has made a complaint to the seller but is having difficulty resolving the problem, they should contact the ACCC or Consumer Affairs Victoria; these bodies can advise them on the best course of action.

importer

a business that brings to Australia products made overseas (to sell in the Australian market)



I used to think, now I think

Reflect on your learning about consumer rights in Australia and complete the following sentences.

- I used to think ...
 - Now I think ...
- What has changed in your understanding?

15.3 Check your learning



Retrieve

- 1 What is one Australian law that protects the rights of consumers?
- 2 **Identify** two government bodies that regulate the marketplace and ensure that consumers are protected from being treated unfairly.

- a the consumer opened the box to find the phone was already broken upon purchase
- b the consumer accidentally dropped the phone, causing the damage.

Comprehend

- 3 **Explain** why there are exceptions to the consumer guarantee.
- 4 Look at Source 2. **Explain** whether you think the seller of the phone would be required to replace it if:

Apply

- 5 Write a letter of complaint to the owner of a store about a faulty product you have purchased. The ACCC's website has a template that can help you (a link has been provided on your obook pro). In your letter, **propose** (put forward) how the store owner could resolve your complaint.



Weblink

ACCC: Write a complaint letter

15.4 Consumer responsibilities

Learning intentions

By the end of this topic, you will be able to:

- » identify the legal responsibilities of consumers
- » recognise what it means to be an ethical consumer.

See, think, wonder *

Look at Source 3.

- What do you see?
- What do you think?
- What do you wonder?

Source 3 It is important to carefully read a product's specifications before purchasing it. These are usually printed on the product's packaging.

While consumers have many rights that are protected by law, we also have many responsibilities. One of these responsibilities is to ensure that we know what we are purchasing. Consumers also have a social and moral responsibility to the environment and the people who share our planet. Ethical consumers meet this responsibility by, for example, buying local produce and consuming less.

Legal responsibilities of consumers

As discussed on pages 432–433, there are certain exceptions to the guarantees we automatically receive when we buy a product or service. After all, it would be unfair on the seller if we did not take the time to consider what we were buying and then demanded a refund because we made a careless mistake. For this reason, it is our responsibility, as consumers, to learn about the product or service we wish to buy before we purchase it.

Learning about the product or service we wish to buy involves:

- carefully reading the description and specifications of the product or service
- researching the prices of similar products or services at other stores
- reading reviews and information about the product or service
- asking questions about the product or service
- carefully reading the terms and conditions of purchase.

After we purchase a product, we must ensure that we:

- read and follow the instructions for the product's use
- take care of the product so that it is not exposed to anything that is likely to damage it (such as leaving a computer outside when it might rain)
- contact the seller or manufacturer with any important questions about how to properly use the product.

Social responsibilities of consumers

Socially responsible consumers (that is, ethical consumers) make an effort to purchase goods and services that do not have a negative impact on other people, animals or the environment. Ethical consumers consider how they can satisfy their needs and wants in the way that is least harmful to others and to the environment.

Consume less

The easiest way that we can minimise our negative impact on the environment is by buying less, especially if it does not satisfy our basic needs. To consume less, we need to be aware of how we use the products we buy and how the disposal of them affects the environment. If we do not change our wasteful consumption, the world will continue to face environmental problems.



Australian Competition and Consumer Commission

The Australian Competition and Consumer Commission (ACCC) enforces the *Competition and Consumer Act 2010* (Cth). The ACCC promotes competition and fair trading and expects businesses to compete fairly when they are doing business.

The ACCC website has many useful resources for both businesses and consumers. For instance, consumers can fill out an online form to anonymously

report a business that may not be doing the right thing under the *Competition and Consumer Act 2010* (Cth).

During the COVID-19 pandemic, the ACCC produced a series of fact sheets for consumers in 12 different languages to help with issues that arose due to the pandemic, such as travel cancellations, increases to product prices, and delivery delays.

CASE STUDY



Quiz me!

A quick quiz on consumer responsibilities

Buy local

It is more ethical to buy locally made products if you can afford them, because the people working in Australia should have been paid a minimum appropriate wage and worked under conditions that meet Australian standards. Locally made products have also not been transported across the world from the producer to the consumer – this transportation has a negative effect on the environment.

Research the product and company

Researching the products we regularly buy – as well as the companies that make them – gives us a better idea of what we are buying. This research will help us decide for ourselves if a product is being made in an ethical way. We can also research alternatives to products. We can access much of this information on the internet via our smartphones while we are shopping. For example, the ‘Shop Ethical!’ website and app has information about a wide range of products available in Australia.

Look for certification

Another way to be socially responsible consumers is by looking carefully at a product’s packaging. Some products have certification logos on their packaging, such as the Fairtrade logo. A product with Fairtrade certification, (see Source 4) for example, has been made by workers who received a fair wage for their labour.



Source 4 Fairtrade changes the way trade works through better prices, decent working conditions, and a fairer deal for farmers and workers in developing countries.



Weblink

Fairtrade International

15.4 Check your learning



Retrieve

- 1 **Identify** three legal responsibilities of consumers.
- 2 What does it mean to be an ethical consumer?

Comprehend

- 3 **Explain** why you think consuming less is the easiest way to reduce our negative impact on the environment.
- 4 **Summarise** why buying locally made products reduces our environmental impact.

- 5 Use the Fairtrade website (a link has been provided on your obook pro) to complete the following tasks:
 - a **Describe** one key issue Fairtrade is addressing.
 - b List three examples that show why this is an important issue.
 - c **Explain** how Fairtrade is addressing this issue.

Apply

- 6 **Discuss** which strategy for being an ethical consumer you might use in the future. How will you implement this strategy?

15B

SKILLS IN CONTEXT



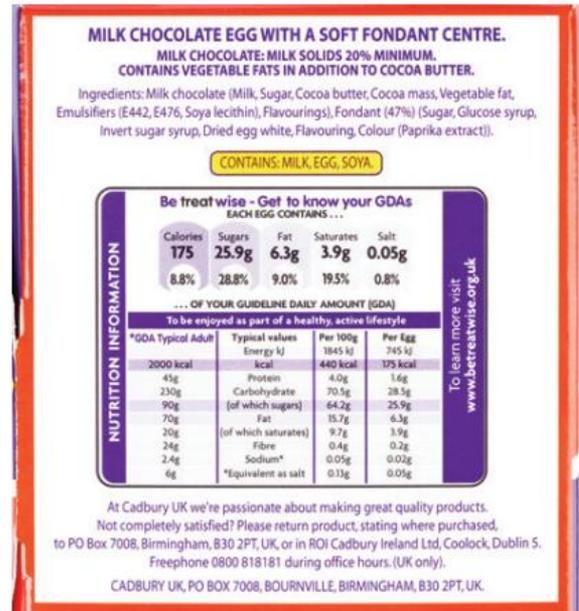
Test me!

Once you've finished the topics in this section, test yourself with this quiz and find out which worksheet you should do.

You are what you eat

Of all the products we purchase, none are more important to understand than food and drink. What we eat and drink can have a dramatic effect on our health and wellbeing.

However, with so much information on food and drink packaging, including different ingredients, nutritional information can be hard to understand. Fortunately, the law states that nearly every packaged item of food and drink has to provide nutritional information on its wrapping. By learning how to read this information, you can make more informed choices.



Source 5 This nutrition label is from a pack of milk chocolate eggs.

KEY SKILL

Interpreting & analysing

Reading a nutrition label

The infographic in Source 7 shows us what each part of a nutrition label means. Many labels also show the recommended daily intake of each nutrient for adults.

To read a nutrition label, follow these steps:

- Step 1** Locate the nutrition label on a product's packaging.
- Step 2** Identify the serving size, which is usually at the top of the label. This indicates how much of the product you should consume. This amount also relates to the per serve nutrition information.

- Step 3** Use the information in the label to identify the amount of energy, protein, fat, carbohydrates (including sugars), fibre and sodium in the product, either per serve or per 100 grams.
- Step 4** Use the list of ingredients to decide whether this product is something you can eat or you want to eat. The list of ingredients is especially helpful for people with food allergies or intolerances. For example, it is important for people who are gluten intolerant to identify whether there is wheat in a product.
- Step 5** Look up any ingredients you do not recognise and decide if you do or do not want to eat the product.

100% Juice

Nutrition Facts
Serving Size 8 fl oz (240 mL)
Servings Per Container about 11

Amount Per Serving	
Calories 110	Calories from Fat 0
% Daily Value*	
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 0mg	0%
Potassium 450mg	13%
Total Carbohydrate 26g	9%
Sugars 22g	
Protein 2g	
Vitamin C 130%	Calcium 35%
Vitamin D 25%	Thiamin 10%
Riboflavin 4%	Niacin 4%
Vitamin B₆ 6%	Folic Acid 15%
Magnesium 6%	

Not a significant source of Dietary Fiber, Vitamin A, Iron.
*Percent Daily Values are based on a 2,000 calorie diet.

Source 6 This nutrition label is from a carton of juice.

Australian Government
National Health and Medical Research Council
Department of Health and Ageing
www.eatforhealth.gov.au

HOW TO UNDERSTAND FOOD LABELS

What to look for...

Don't rely on health claims on labels as your guide. Instead learn a few simple label reading tips to choose healthy foods and drinks for yourself. You can also use the label to help you lose weight by limiting foods that are high in energy per serve.

Total Fat ▶
Generally choose foods with less than **10g per 100g**.
For milk, yogurt and icecream, choose less than **2g per 100g**.
For cheese, choose less than **15g per 100g**.

Saturated Fat ▶
Aim for the lowest, per 100g.
Less than 3g per 100g is best.

Other names for ingredients high in saturated fat: Animal fat/oil, beef fat, butter, chocolate, milk solids, coconut, coconut oil/milk/cream, copha, cream, ghee, dripping, lard, suet, palm oil, sour cream, vegetable shortening.

Fibre ▶
Not all labels include fibre.
Choose breads and cereals with **3g or more per serve**

Nutrition Information		
Serving size – 30g (2/3 cup)		
	Per serve	Per 100g
Energy	432kJ	1441kJ
Protein	2.8g	9.3g
Fat		
Total	0.4g	1.2g
Saturated	0.1g	0.3g
Carbohydrate		
Total	18.9g	62.9g
Sugars	3.5g	11.8g
Fibre	6.4g	21.2g
Sodium	65mg	215mg

Ingredients: Cereals (76%) (wheat, oatbran, barley), psyllium husk (11%), sugar, rice, malt extract, honey, salt, vitamins.

Ingredients ▲
Listed from greatest to smallest by weight. Use this to check the first three ingredients for items high in saturated fat, sodium (salt) or added sugar.

◀ 100g Column and Serving Size
If comparing nutrients in similar food products **use the per 100g column**. If calculating how much of a nutrient, or how many kilojoules you will actually eat, use the per serve column. But check whether your portion size is the same as the serve size.

Energy
Check how many kJ per serve to decide how much is a serve of a 'discretionary' food, which has 600kJ per serve.

Sugars
Avoiding sugar completely is not necessary, but try to avoid larger amounts of added sugars. If sugar content per 100g is more than 15g, check that sugar (or alternative names for added sugar) is not listed high on the ingredient list.

Other names for added sugar: Dextrose, fructose, glucose, golden syrup, honey, maple syrup, sucrose, malt, maltose, lactose, brown sugar, caster sugar, maple syrup, raw sugar, sucrose.

◀ Sodium (Salt)
Choose lower sodium options among similar foods. **Food with less than 400mg per 100g are good, and less than 120mg per 100g is best.**

Other names for high salt ingredients: Baking powder, celery salt, garlic salt, meal/yeast extract, monosodium glutamate (MSG), onion salt, rock salt, sea salt, sodium, sodium ascorbate, sodium bicarbonate, sodium nitrate/nitrite, stock cubes, vegetable salt.

Source 7 You can use this infographic to help you understand what you are eating and drinking.

Practise the skill

- Compare** the nutrition labels in Sources 5 and 6. For each nutrient listed on both the labels, suggest which product is healthier.
- Which product is healthier overall: the product in Source 5 or in Source 6? **Explain** your answer.
- Imagine if food and drink products did not have nutrition labels. How do you think this would affect consumers?

Extend your understanding

- Find three different food or drink products in your kitchen at home. For each product, read the nutrition label, using the five steps in the Key skill box. **Compare** the information about the products and rank the products from the healthiest to the most unhealthy.

15

CHAPTER REVIEW

Review activity

Read the following information, then answer the questions that follow.

The ACCC targets potentially harmful products

One of the roles of the Australian Competition and Consumer Commission (ACCC) is to protect consumers from harmful goods and services. In March 2021, the ACCC announced its five product safety priorities for the year:

- improving the safety of quad bikes
- improving the safety of button batteries
- improving unsafe infant sleeping products
- improving online product safety by working with online marketplaces
- reducing the risk of furniture falling.

The ACCC set these priorities because of the potential harm to some consumers who use these products. Quad bikes are estimated to cause six injuries every day. In 2019, quad bikes caused 23 deaths. Button batteries (small round batteries often used in toys) are a risk to small children, who may swallow them. Button batteries have been responsible for three recorded deaths since 2013. Falling furniture is also dangerous to consumers. Around 2600 people receive hospital treatment each year for injuries caused by furniture falling over.

- 1 **Identify** what ACCC stands for. (1 mark)
- 2 **Summarise** what the priorities of the ACCC were in 2021 in terms of reducing harm to consumers. (3 marks)
- 3 **Propose** (put forward) two ways in which consumers can minimise the potential harm of quad bikes and button batteries. (6 marks)
- 4 'Consumers should take responsibility for their own safety and not rely on producers or governments to protect them.' To what extent do you agree with

this? A lot (strongly), a little bit (somewhat) or not at all? **Discuss** your position in a short paragraph. (10 marks)

(Total: 20 marks)



Source 8 Quad bikes, falling furniture and button batteries are all being watched by the ACCC to ensure these products are safe for consumers to use.



Chapter checklist

Now that you have completed this chapter, reflect on your ability to do the following:

	I can do this.	I cannot do this yet.
Describe the difference between a need and a want. Explain the problem of relative scarcity.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 15.1, page 426.
Explain the concept of opportunity cost.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 15.2, page 428.
Understand the basic rights of Australian consumers.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 15.3, page 432.
Identify the legal responsibilities of consumers. Recognise what it means to be an ethical consumer.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 15.4, page 434.

Check your Student obook pro for these digital resources and more:

pro



Student book questions
Chapter 15



Key skill worksheet
Communicating:
Chapter 15

Quizlet

Play a game of Quizlet on Economic choices, rights and responsibilities.



Chapter review quiz
Chapter 15

CHAPTER

16

The world of business

Business is everywhere. We all deal with businesses every day – from using something we bought from a shop, to simply seeing or hearing an advertisement. Businesses can vary in size from small local businesses such as cafes, to massive global corporations such as McDonald's. The world's most powerful businesses can earn more money than some small countries. Businesses are responsible for the majority of goods and services produced around the world.

The day-to-day operations of a business will usually involve many different skills. Ultimately, the main goal of a business is to earn money by selling goods and services that consumers want.

» Source 1 Almost everything we use in daily life is purchased from a business.

ORGANIC
GROCERIES



ORGANIC
ORANGE JUICE

2Lt	375ml
\$6.99	\$2.99



Individuals, businesses and
entrepreneurs

16A

What makes a successful
business?

16B

What does it mean to be
a responsible business?

16.1

Types of business

Learning intention

By the end of this topic, you should be able to:

- » identify the features of different types of businesses.

There are many different business structures to choose from when starting or growing a business, each with unique features and rules.

Proprietorships

Proprietors, also known as sole traders, are individuals who run their own businesses. While they can employ other people to work for them, sole traders are completely responsible for the success or failure of the business. This means that the owner might find themselves having to sell their personal assets, such as their car or home, to pay off the debts of their business if it fails. Proprietorships are the most common legal business structure in Australia and are favoured by most small business owners since they are cheap and easy to set up.



Source 1 Proprietorships are cheap and easy to set up, but do not provide the owner with the legal protection that companies do.

Partnerships

Partnerships are formed when two or more people agree to run a business together. Partnerships help the owners share the responsibility of running a business while utilising the skills, effort and finances of the different partners. Partnerships are cheaper to set up and run than companies, but partners can be held accountable for the failures of the business and any bad decisions made by other partners on behalf of the business.

Corporations (companies)

Corporations, also known as companies, are businesses that are considered separate legal entities to their owners. Companies are more expensive and tricky to set up and maintain than proprietorships or partnerships, but they protect the owner(s)

by providing them with limited liability. This means that if the company fails, the owner will likely not be forced to sell their personal assets to pay the debts of the company. The owners of a company are called shareholders since they own a share of the company and are entitled to a portion of the company's **profits**.



Quiz me!

A quick quiz on types of business

profits

the amount of money a business earns after taking away its expenses

Cooperatives

A cooperative is a business made up of at least five members who contribute to the running of the business, all of whom have equal voting rights, regardless of their position in the business. Although not very common, cooperatives are becoming increasingly popular and successful as they make each member feel valued as equals.

Franchises

A franchise agreement allows a person (franchisee) to use the name, products and services of an existing business (franchisor), in return for franchise fees and a portion of the profits. Franchises are popular as they allow the franchisee to use a proven business model that is less likely to fail. The franchisee must follow the guidelines set by the franchisor as to how to run certain aspects of the business.



Source 2 Most fast-food chains, such as Subway, McDonald's and Pizza Hut, operate under franchise agreements.

Not-for-profit organisations

As the name suggests, a not-for-profit organisation is a business that does not operate for a profit. Most funds received by a not-for-profit organisation go towards its ongoing running costs, like paying employees, or providing a particular service to the community. Any additional money is used to support the organisation's aims, rather than going to shareholders. For example, Cancer Council Australia uses its funds to research cancer treatment, promote prevention, and provide support to anyone affected by cancer.

16.1 Check your learning



Retrieve

- 1 Name** the most common legal business structure in Australia.
- 2 Define** what is meant by limited liability.

Comprehend

- 3 Explain** how a franchise agreement works.

Analyse

- 4** Using a table, **compare** the advantages and disadvantages of each type of business.

Apply

- 5 Conduct** an interview with a local business owner asking them why they chose the type of business that they did. Add your findings to the table you created in question 4.

16.2 Goals of a business

Learning intention

By the end of this topic, you will be able to:

- » explain how and why businesses set different goals.

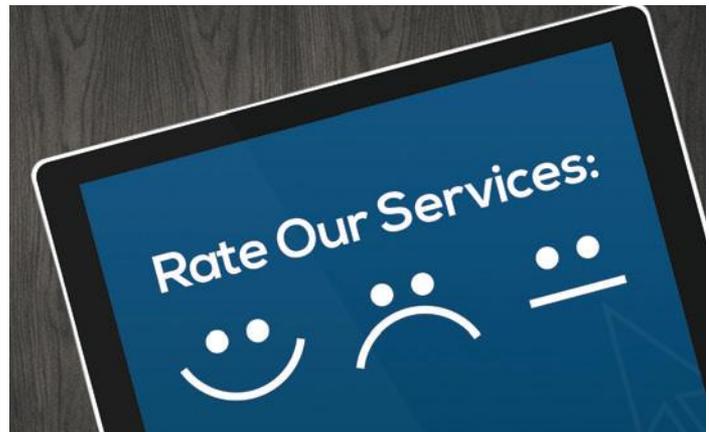
While the main goal or objective of most businesses is to make a profit, there are many other goals that a business may wish to achieve. These might include growing the business over time or improving an area of the business's operations. A good business will set goals, so that everyone in the business knows what they are working towards and can focus on achieving this. Ensuring that everyone in the business is working towards the same goals is key to the success of a business.

SMART goals

It is very important for a business or entrepreneur to set the right goals. A goal-setting technique commonly used by both individuals and businesses is the SMART goal principle (see Source 3).

- S** Specific – the goal is clear and easy to understand. It states exactly what will be achieved and when.
- M** Measurable – the goal is measurable in dollars, time, quantity, etc.
- A** Achievable – the goal is challenging, but it can be reached.
- R** Relevant – the goal is something that the individual or business should be aiming to achieve.
- T** Time-bound – there is a realistic time frame within which the goal should be achieved.

Source 3 Businesses and individuals can use the SMART goal principle to help them set the right goals.



Source 4 A business might set a goal of improving customer satisfaction.

Financial versus non-financial goals

Financial goals are directly related to money. A business will often set financial goals around increasing its sales and profit or reducing its costs. For example, a small business might set a goal to increase its sales by 10 per cent from one year to the next.

Non-financial goals are those that are not directly related to money. Although many of these goals will eventually help the business to earn money, they are not based on or measured by dollar amounts. Businesses might set non-financial goals around improving customer satisfaction, training employees or reducing their environmental impact. For example, a small business might want to increase its level of customer satisfaction by 5 per cent over the next six months. It could measure this by asking customers to complete a survey about their experience with the business.

Once a business has set its goals, it can develop a **strategy** for how it will best achieve them. For example, it might plan to achieve its goal of improving customer satisfaction by training its employees to deal with customer complaints in a friendly manner.

strategy

a plan for achieving goals

A shared vision

Entrepreneurs may have more creative goals than to just make a profit. For example, they might want to develop a new **product**, improve an existing service using new technology, or improve the lives of other people. An entrepreneur is not only able to create and commit to a vision for the business themselves, they also have the ability to get people to help them make that vision a reality. Sometimes the vision itself is so powerful that people will simply accept it; but at other times the entrepreneur needs to persuade other people of the benefits of the idea, so that they share the entrepreneur's passion and motivation for achieving it.

entrepreneurs

people who start a business or independent organisation, take risks and use initiative to achieve success

product

an item (either a good or service) that is offered for sale



Source 5 Kamilaroi man Dean Foley is the founder and CEO of Barayamal, a First Nations entrepreneurship organisation that supports the growth of First Nations businesses and entrepreneurs. Barayamal helps First Nations businesses realise their goals by providing entrepreneurial advice and supporting tech-based solutions.

16.2 Check your learning



Retrieve

- 1 Identify** the main objective of most businesses.

Analyse

- 2 Compare** financial and non-financial goals. Remember, when you compare two things, you must talk about how they are different.
- 3** Refer to Source 3 and **consider** whether the following goals are SMART. Explain why or why not in each case. Remember, when you consider something, you should think about it carefully before making a decision.
 - a** The business will be better than its competitors in the next financial year.

- b** The business will increase its level of sales by 10 per cent over the next six months.
- c** The business will offer three new products.

Apply

- 4 Create** a SMART goal that you wish to achieve. You may wish to focus on improving your marks at school during the year or learning to play a certain number of songs on an instrument by the end of the term. Make sure you reflect on whether or not you have achieved your goal when the time you set for it has finished.



Quiz me!

A quick quiz on the goals of a business



I used to think, now I think

Reflect on your learning about the kinds of goals that businesses set, and complete the following sentences.

- I used to think ...
- Now I think ...

What has changed in your understanding?

16.3 Entrepreneurship and innovation

Learning intention

By the end of this topic, you will be able to:

- » identify the characteristics of entrepreneurs and innovators.



Quiz me!

A quick quiz on entrepreneurship and innovation

CASE STUDY

Entrepreneurship

‘Entrepreneurship’ refers to taking risks and using initiative to set up a business in order to achieve success. Entrepreneurs see an opportunity or have an idea for a new business that will earn them an income and possibly satisfy other personal goals.

Not all businesses are successful. Entrepreneurs risk losing the time, effort and money that they have invested in the business idea if it does not work out.

Successful entrepreneurs often have these characteristics:

- willingness to take calculated risks
- resilience, or the ability to bounce back from failures
- a strong work ethic
- passion for the business they are in
- an understanding of finances.

Successful entrepreneurs

When Melbourne woman Kate Morris (see Source 6) was at university, she worked at a cosmetics counter. There, she discovered that many women found shopping in department stores to be intimidating. Wanting to create a more user-friendly beauty shopping experience, she founded the online cosmetics store Adore Beauty in 1999 from a garage in Melbourne, when she was 21. She started her business selling two cosmetic brands, and now sells more than 200 brands.

Another successful entrepreneur is Elon Musk (see Source 7), a South African-born American businessman and the co-founder of the electronic payment company PayPal. Musk’s long interest in electric cars led him to become a major investor in Tesla Motors, now renamed Tesla. Tesla’s first electric car, the Roadster, could travel over 390 kilometres on one charge and go from 0 to 97 kilometres per hour in less than 4 seconds.

Think, pair, share *

- Think about a famous global business. How do you think it became famous?
- Discuss your ideas with a partner.
- Share your thoughts with the class.



Source 6 Kate Morris, founder and CEO of Adore Beauty



Source 7 Elon Musk, co-founder of Tesla

Innovation

Innovation is the act of creating or starting something new and different. Innovators can improve on an existing idea or create something completely new from scratch. Quite often, an innovative idea will present an opportunity for an entrepreneur to start a business.

Businesses that are innovative will be successful, as they are constantly finding new ways to stay ahead of their competition. This is known as having a **competitive advantage**, and is incredibly important for today's businesses, which can face competition from all over the world.

Innovation not only creates business opportunities, but can also benefit society. It is responsible for nearly every item that you use every day.

Successful innovators often have these characteristics:

- They question everything and consider new possibilities.
- They observe their surroundings and look for ways to improve things.
- They make connections with different types of people and are open to different ways of thinking.
- They experiment with new ideas.
- They draw connections between the different things that they learn about.

Special circumstances, such as the COVID-19 pandemic, often inspire businesses to innovate. In an effort to stop the spread of the virus, governments in many parts of the world imposed 'lockdown' restrictions, which meant that people were unable to leave their homes except for essential reasons. A great number of consumers turned to online markets. Large businesses such as Amazon that already offered online shopping saw a huge increase in customer orders, and their profits soared. Many other businesses that had only operated from a physical shop changed their business model and started offering online shopping.



Source 8 Apple is an example of an innovative business. It consistently brings out new products, including the Apple Watch, MacBook and iPhone.

competitive advantage
when a business is able to outperform other businesses, e.g. by producing better or cheaper products

16.3 Check your learning



Retrieve

- 1 **Identify** three common characteristics of an entrepreneur.
- 2 **Identify** three common characteristics of an innovator.

Comprehend

- 3 **Explain** why you think each of the five entrepreneurial characteristics would be important for anyone who is starting their own business.
- 4 **Explain** how the COVID-19 pandemic created business opportunities.

Analyse

- 5 **Distinguish** between an entrepreneur and an innovator. Remember, when you distinguish between two things, you should talk about how they are different.

Apply

- 6 **Create** a visual display to show what an entrepreneur is. Include the characteristics of a successful entrepreneur.
- 7 **Investigate** a famous innovator. Write a short biography and list the key characteristics that you think would have helped them to become a successful innovator.

16A

SKILLS IN CONTEXT



Test me!

Once you've finished the topics in this section, test yourself with this quiz and find out which worksheet you should do.

Source 9 The Thankyou Group has helped people in need across 17 countries, including Kenya.



Social entrepreneurs: Thankyou

Not all entrepreneurs are interested only in making money for themselves. Social entrepreneurs, such as the founders of the Thankyou Group, aim to make the world a better place through their business activities.

Thankyou was started in 2008 by enthusiastic Australian university students Daniel Flynn, Justine Flynn and Jarryd Burns. They saw an opportunity to help the 900 million people who did not have access to safe drinking water by starting their own not-for-profit bottled water business, named Thankyou Water. Although it took three years before the product saw some success, it eventually became popular with consumers who wanted to know their money was going to a good cause.

Thankyou has given millions of dollars to fund projects in over 17 countries, providing hundreds of thousands of people with water, food, and hygiene and sanitation solutions. Thankyou is an example of what people can achieve when they use their entrepreneurship to make a difference.



Source 10 The Thankyou Group was founded to help provide people around the world with safe drinking water.

KEY SKILL

Questioning & researching

Interviewing an entrepreneur

How do we learn more about how and why entrepreneurs do what they do? With the right approach and preparation, interviews can be a great way of finding out more, firsthand. By interviewing somebody, you develop questions and collect information from the person's answers. Follow these steps to prepare and conduct an interview:

- Step 1** Respectfully approach an entrepreneur and politely request to interview them at a time that suits them.
- Step 2** Prepare a list of questions that you wish to ask. Because entrepreneurs are often busy running their business, a good idea would be to ask a maximum of 10 questions. Your questions could focus on the following areas:
- the business and how it runs
 - the reasons they became an entrepreneur
 - what it takes to be an entrepreneur
 - the challenges and successes faced as an entrepreneur.
- Step 3** Prepare the right equipment. It is better to record the interview with your smartphone or camera than it is to try to write down the responses to your questions as you go, but remember to ask permission before you record someone.
- Step 4** Conduct the interview. Make sure you are well presented, polite and arrive on time. When you complete the interview, be sure to ask the entrepreneur if they have any questions for you, and thank them for their time.
- Step 5** Write up the interview responses and any other notes you made from the interview.
- Step 6** Send a written thank you note to the entrepreneur.

For more information on this skill, see page 419 of 'The economics and business toolkit'.



Source 11 Co-founders of the Thankyou Group Jarryd Burns, Daniel Flynn and Justine Flynn see business as a way of helping people, rather than just making money.

Practise the skill

- 1 Follow the steps on this page to **conduct** your own interview with an entrepreneur or a small business owner. Make sure you are supervised by an adult when you conduct the interview. If this is not possible, you can conduct the interview through a video or phone call.
- 2 Prepare a 200-word report that **summarises** what you learnt from the interview and how it helped you to better understand the world of business.

Extend your understanding

- 1 **Investigate** the Thankyou Group (its website is a good place to start) and write a brief report on how this social enterprise is helping those in need.

thankyou.

Source 12 The Thankyou Group range now includes body-care and baby products.



Weblink

The Thankyou Group

16.4 Responsible businesses

Learning intention

By the end of this topic, you will be able to:

- » recognise the legal rights and responsibilities of businesses in Australia.

social responsibility

the duty to conduct business in a manner that benefits the community and the environment

product safety recall

when a business must notify consumers and organise for a faulty or dangerous product to be returned to the business



Quiz me!

A quick quiz on responsible businesses

A business owner has legal rights and responsibilities. In running their business, a business owner must follow the law. While they have the right to legally make a profit from their business, they should do so in a way that does not harm the community or the environment. This is known as **social responsibility**.

Legal rights and responsibilities

There are many laws that outline the rights and responsibilities of business owners and consumers in Australia. These laws protect both business owners and consumers from unfair treatment. This topic discusses some of the laws that relate to businesses.

Competition and Consumer Act 2010 (Cth)

The *Competition and Consumer Act 2010* (Cth) sets out the rules that businesses and consumers have to follow when buying and selling products. The rules in this Act are enforced by the Australian Competition and Consumer Commission (ACCC). The *Competition and Consumer Act* covers a wide range of issues, including the safety and quality of products, refunds and advertising. It also protects the right of a business to compete in a market without being treated unfairly by other businesses. This Act was put in place so that both businesses and consumers would get a 'fair go'.

The rights and responsibilities of employers

As an employer, a business owner has many rights and responsibilities when it comes to dealing with their employees. For example, a business owner must ensure that their employees are treated fairly and equally, and are not discriminated against on the basis of their gender, race, beliefs, sexual orientation, disability or any other personal characteristic. An employer must also provide a safe and healthy working environment at all times.

Product safety recalls

Businesses are responsible for providing safe products to consumers. If a business has sold a product that is faulty or dangerous, the business owner must organise a **product safety recall**.



Source 1 All businesses must ensure their employees are treated fairly.

In 2016 in Australia, a number of car manufacturers were legally required to recall certain cars after it was discovered that the cars had been installed with faulty airbags. Many well-known car brands were affected – including BMW, Honda, Mazda, Nissan and Toyota – because they had sourced their airbags from the same supplier. The faulty airbags have been linked to at least 32 deaths and 350 injuries around the world.

Consumers can find all product safety recalls in Australia by visiting the Product Safety Australia website, which is run by the ACCC.

Social responsibility

A business owner can be socially responsible by always considering the impact of their business on the community and the environment when making decisions. This can include implementing environmentally friendly practices such as recycling, reducing waste and decreasing pollution. For example, some businesses might only buy their materials from ethical sources, so that no child labour, sweatshops or destructive farming practices are involved. A business can also be socially responsible by giving donations to charities.

Finding the balance between making money and being socially responsible can be a tricky but rewarding task. While doing the right thing may be more expensive, it can often be more profitable in the long run. Socially responsible businesses are likely to attract customers who want their money to go to businesses that ‘do their bit’ for the community and the environment. These businesses are also less likely to lose employees, who may not want to work for a business that does the wrong thing.



Source 3 WorkSafe is a state government body that promotes and enforces safety in Victorian workplaces. One of WorkSafe’s responsibilities is to inspect workplaces, particularly those with high injury rates and potential safety hazards.



Source 2 Who Gives A Crap is a socially responsible Australian company that sells toilet paper and other paper products. It donates half of its profits to building toilets throughout the developing world.

16.4 Check your learning



Retrieve

- 1 In your own words, **define** ‘social responsibility’.
- 2 **Identify** the legislation that protects businesses and consumers.
- 3 **State** the responsibilities business owners have towards their employees.

Comprehend

- 4 Look at Source 2. Do you think consumers are more likely to buy products from the Who Gives A Crap business, rather than from another toilet paper company? **Explain** your answer, using evidence from this topic to support your points.

Apply

- 5 Think of a business you shop from. Use the internet to **investigate** the business to see if it is socially responsible. Brainstorm a list of things the business owners could do to be more socially responsible.

16B

SKILLS IN CONTEXT



Test me!

Once you've finished the topics in this section, test yourself with this quiz and find out which worksheet you should do.



Source 4 The founder of The Body Shop, Dame Anita Roddick, died in 2007, but the core values she instilled in the business remain present today.



Source 5 The Body Shop is a business that is internationally renowned for its commitment to social responsibility.

Socially responsible business: The Body Shop

The Body Shop is a cosmetics company that was founded by Dame Anita Roddick, who once said: 'Business shapes the world. It is capable of changing society in almost any way you can imagine.'

The Body Shop started in England in 1976 and opened its first Australian store in 1983. It is now well known around the globe and has 3000 stores worldwide, including more than 90 in Australia.

Much of The Body Shop's success is due to its reputation as a socially responsible business, as well as the quality of its products. Over the years, The Body Shop has run campaigns relating to human rights, protecting animals and saving the environment. The business has also shown its commitment to boosting body image and self-esteem. Through these actions, The Body Shop has won the support of many consumers.

In 1990, the business started its own charity, The Body Shop Foundation. The foundation gives financial support to innovative organisations that are unlikely to receive funding from other sources. It focuses on assisting those who are working in the areas of human rights and civil rights, saving the environment and protecting animals.

The Body Shop regularly monitors its impact on society and the environment through official investigations, called audits. The business releases this information publicly and uses it to improve its social responsibility strategies.



Source 6 The Body Shop has more than 90 stores in Australia.

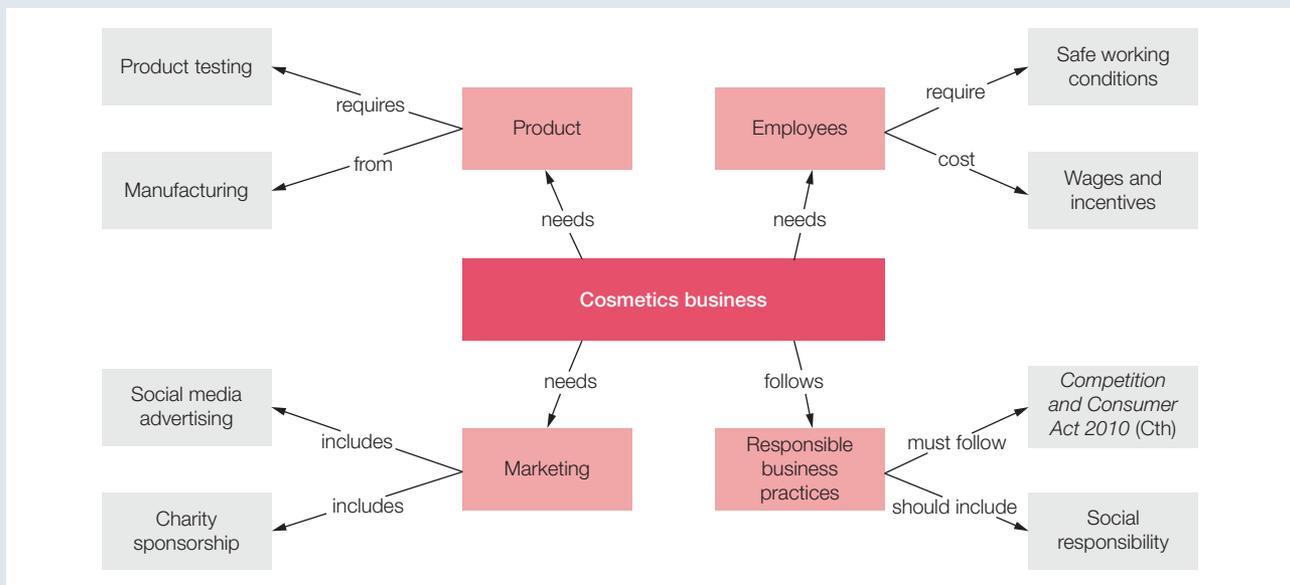
KEY SKILL

Communicating

Creating a concept map

A concept map is a visual display of ideas and how they link to one another. Ideas are usually represented in boxes or circles. When there is a relationship between ideas, the boxes or circles are connected with lines. Words can be placed on the lines to explain the relationship between the ideas. A concept map is a great way to show others what you are thinking and to keep track of your thoughts. You can map out your ideas on paper, or on your computer or tablet.

Source 7 A basic concept map exploring a cosmetics business



To create a concept map, follow these steps:

- Step 1** Identify a topic you are interested in. In the example shown in Source 7, the topic is 'cosmetics business'.
- Step 2** Write down the name of the topic and a list of all the main ideas that are related to the topic.
- Step 3** Connect related ideas with a line. Add a word or two to a line if the relationship needs clarification.
- Step 4** Keep adding ideas that relate to or follow on from the main ideas you have identified. Use the same process as in the previous step.

For more information on this skill, see page 423 of 'The economics and business toolkit'.

Practise the skill

- 1** Follow the steps above to **create** a concept map for the topic 'social responsibility'.

Extend your understanding

- 1 Investigate** The Body Shop (their website is a good place to start) and write

down a list of things that the company does to be socially responsible.

- 2 Identify** two benefits you think The Body Shop receives by operating in a socially responsible way.

- 3 Explain** the potential costs or disadvantages of The Body Shop being socially responsible.



Weblink
The Body Shop

16

CHAPTER REVIEW

Review activity

Read the information and answer the following questions.

Finding a niche

Sometimes the idea for a business comes about because somebody sees a specific need that is not being filled. The business is able to meet this need by focusing on offering a specific good or service.

Code Like A Girl is an Australian business founded by Ally Watson. Watson loves working with technology, but found that she often felt isolated in this male-dominated industry. She began Code Like A Girl as an event in 2015, to meet other females who code. It has grown into a social enterprise that aims to provide young women with the confidence needed to enter the world of coding.

Code Like A Girl is based on the belief that technology is a key element of our ever-changing world, and that it needs more women involved in 'building' technology – not just using it. The business offers short online courses for both adult women and girls from the age of eight. For adults, these courses range from learning more about the foundations of web development to programming.

Code Like A Girl also offers internships, where women can do paid work experience with companies such as the Australian Academy of Science, CSIRO, Equifax and PricewaterhouseCoopers.



Source 8 The Code Like A Girl team is made up of passionate people who enjoy coding.

- 1 What goods or services does Code Like A Girl offer to potential consumers? (1 mark)
- 2 Do you think the founder of Code Like A Girl had a financial or non-financial goal when starting her business? **Explain** your response. (3 marks)
- 3 Do you think Code Like A Girl is a socially responsible business? **Justify** your answer. (6 marks)
- 4 **Evaluate** whether or not Code Like A Girl is a successful business. Do this by considering its strengths and weaknesses, and giving your overall opinion. (10 marks)

(Total: 20 marks)

ORGANIC
GROCERIES

ORGANIC
ORANGE JUICE

2Lt \$6.99 375ml \$2.99

Chapter checklist

Now that you have completed this chapter, reflect on your ability to do the following:

	I can do this.	I cannot do this yet.
Identify the features of different types of businesses.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 16.1, page 442.
Explain how and why businesses set different goals.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 16.2, page 444.
Identify the characteristics of entrepreneurs and innovators.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 16.3, page 446.
Recognise the legal rights and responsibilities of businesses in Australia.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 16.4, page 450.

Check your Student **obook pro** for these digital resources and more:



Student book questions
Chapter 16



Key skill worksheet
Communicating:
Chapter 16

Quizlet

Play a game of Quizlet on
The world of business.



Chapter review quiz
Chapter 16

CHAPTER

1

The world of work

People work in many different occupations. Some people work in an office, some people work from home, others work in a factory or shop and still others work outdoors. Work is an important part of the way people live. People work for material reasons, such as to earn money, as well as for non-material reasons, such as self-esteem and sense of community. As we go through life, we need to earn money in order to afford basic things such as food and clothing, as well as luxuries such as holidays or a new phone. One of the main reasons why you go to school is to gain the skills, knowledge and personal abilities that will help you be a constructive member of the Australian workforce. Not only does work benefit us individually, but it also contributes to the collective well-being of the Australian economy.

» **Source 1** There are many different kinds of jobs. Some work is full time and some is part time or casual. People work to earn an income, but also to feel a sense of pride and belonging.

Individuals, businesses and
entrepreneurs



17A

Why and how do we work?

17.1

Why we work

Learning intentions

By the end of this topic, you will be able to:

- » understand the reasons why individuals work
- » explain how individuals earn a wage.

Source 2 While income is important, people do not work for money alone.

Work provides us with an income that allows us to buy the things we want and need. Work also provides people with many other benefits. The reasons why people work can be grouped into different categories:

- material reasons (related to financial gain)
- non-material reasons (not related to financial gain).

In reality, both material and non-material reasons for working (see Source 1) affect how we feel about our place in society and how happy we are.

Source 1 A range of material and non-material reasons for working

Material reasons for working	Non-material reasons for working
<ul style="list-style-type: none">• Income (i.e. money earned by a person in exchange for goods or services that can be used to buy things such as food, clothing, cars, houses)• Superannuation (i.e. money paid into a fund that can be accessed when a person retires)• Other financial benefits (such as cash bonuses, car allowances, meal allowances, staff discounts)	<ul style="list-style-type: none">• Ability to learn new skills and improve existing skills• Sense of pride, value, respect, identity and/or personal achievement (which help people's physical and mental health)• Opportunity to contribute to the success of an organisation• Ability to help people and/or make a difference for an important cause (such as refugees, animal welfare, the environment)• Opportunity to express creativity and try new things• Opportunity to build strong relationships with work colleagues (and make new friendships)• Ability to achieve a good 'work-life balance'

Understanding material reasons for working

As shown in Source 1, there are many different material reasons why people choose to work, but earning an income is probably the most important among them.

Earning an income

Depending on the type of work people do, their income can be paid in different ways:

- People who work for companies or organisations that they do not own (employees) earn a **wage**. A wage is a fixed amount that is paid regularly (for example, weekly, fortnightly or monthly) to an employee in return for work they do for the company. For example, an employee who works at a local supermarket might earn their wage by working on the checkout or stacking shelves for 25 hours a week. They will be paid for the hours they work.
- People who own their own company or organisation (business owners) earn **profits** taken from the business. Business owners might not earn a regular amount or be paid regularly. Instead, they may earn large amounts when their business performs well, or small amounts when it does not. For example, the owner of an ice-cream shop may earn a lot during the summer months, and less during the winter months.

The amount of income that people earn will depend on a wide range of factors, as shown in Source 3.



wage

an amount of money that an employee is paid based on the work that they provide

profits

the amount of money a business earns after taking away its expenses

Time worked	This includes the number of hours or days worked and when they are worked. For example, employees may be paid more for working late at night, over the weekend or on public holidays.
Nature of work	This refers to how difficult or specialised the work is. For example, surgeons who specialise in a certain field of medicine can earn higher wages for their services.
Qualifications and experience	Jobs often require certain qualifications or experience. People with higher qualifications and more experience may be able to do a job better than someone with less experience. For example, a lawyer who has excellent qualifications and many years of experience winning cases will generally be paid more than a lawyer who has just started their career.
Number of workers available	This refers to how many other people are able and willing to do the same job. For example, teachers and doctors who work in remote locations can often receive additional payments.
Laws and regulations	In every country, there are laws about the minimum amount that workers must be paid. For example, in Australia in 2020, the minimum wage for an adult was \$19.84 per hour, or \$753.80 per week. By comparison, in the United States, the federal minimum wage for an adult in 2020 was (in Australian dollars) \$9.63 per hour, or \$366.41 per week.

Source 3 The amount of income a person earns will depend on several factors.



Quiz me!

A quick quiz on why we work

Other material benefits

In addition to money earned as income, people also receive other material benefits from working, including:

- **superannuation** (Australian employers must make superannuation payments to their employees)
- other financial benefits, such as:
 - bonuses (payments to some employees and business owners if they or their company perform well)
 - allowances such as car expenses and meals if employees are required to travel
 - discounts on goods sold by the company.

superannuation

money paid regularly into a fund that cannot be accessed until retirement



Source 4 In a 2019–20 study by the Australian Taxation Office, surgeons and anaesthetists ranked as the first and second highest paid professionals in Australia.

17.1 Check your learning



Comprehend

- 1 **Explain** what a wage is and how individuals earn one.
- 2 **Summarise** three material and three non-material reasons why people work.

Apply

- 3 Refer to Sources 3 and 4 and **determine** (decide) why you think surgeons and anaesthetists are the first and second highest paid professionals in Australia.

17.2

Types of work

Learning intentions

By the end of this topic, you should be able to:

- » understand the different types of work people are involved in
- » recognise the contribution work can make to an individual's identity.

leave

a period of time when an employee does not work because of illness or holidays; it can be paid or unpaid

There are many different ways to classify jobs performed by people. One such way is to look at the different types of contracts between the employee (worker) and employer (such as a business). The kind of work you perform will determine the income you earn.

- *Full-time* – Full-time workers are those that are employed for 35 hours a week or more on an ongoing basis. Full-time workers often receive more benefits, such as sick **leave** and annual leave, than casual workers.
- *Part-time* – Permanent part-time workers are entitled to the same benefits as full-time workers but they work set times that amount to less than 35 hours a week.
- *Casual* – Casual employees are not contracted to work set hours and are generally not entitled to many of the leave entitlements that permanent employees are. Because of the lack of job security and lost benefits, casual workers are generally paid more than permanent workers performing the same job.

Voluntary work

Work allows a person to contribute to society in a positive way, but some people feel the need to help others so much so that they will even work without pay. This is known as unpaid volunteer work and is common with many charities and foundations who generally aim to make the world a better place.

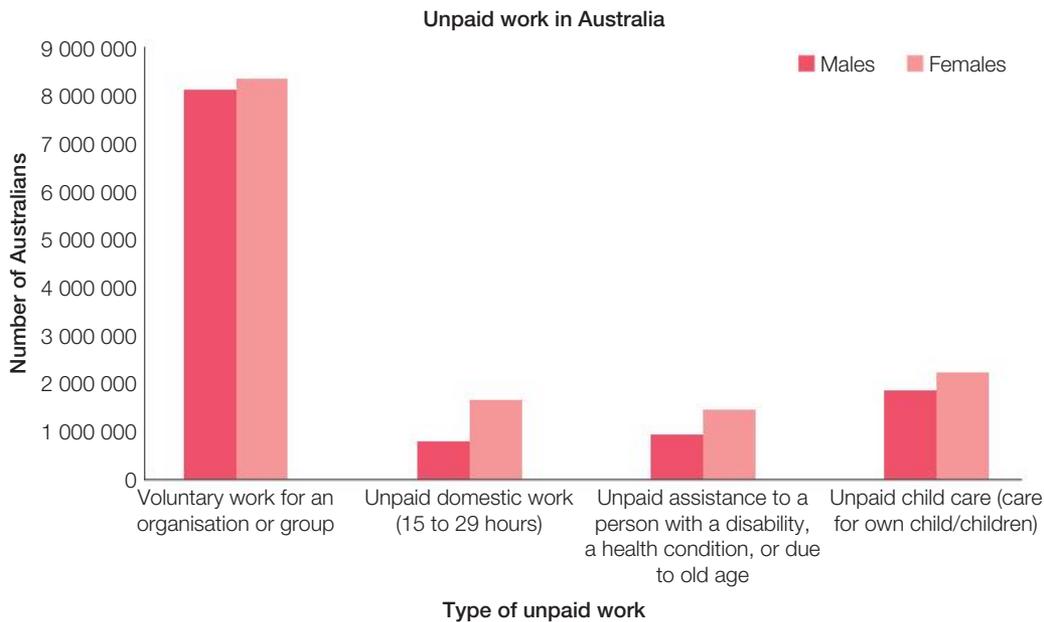


Source 5 An Amnesty International volunteer at World Refugee Day

The important thing about volunteer work is that it is completed without any expectations of gaining anything in return. However in some cases, volunteering can be a good way of gaining experience. There are many ways you can volunteer, including for social justice, health, environmental and community support organisations.



Quiz me!
A quick quiz on types of work



Source: Data from the ABS 2021

Source 6 There are approximately 16 million people in Australia who do some kind of voluntary work for an organisation or group. Other unpaid work includes domestic work, carer work and child care.



Key skill worksheet
Interpreting & analysing: Interpreting a bar graph

Internships

Internships are a form of work that involves a person working for a business or organisation to gain experience in a particular field. Most people that do internships are young people, trying to break into an industry and looking for experience to learn more about their chosen career path.

Internships can be paid, but are more commonly unpaid. This is because many people view internships as a learning experience. Regardless of whether or not they are paid, people completing the internship should be benefiting from their work and time within a business or organisation. In some instances, businesses may use interns to complete work rather than paying employees. If the business or organisation is the one benefiting from the intern's work, then it is possible the intern should be a paid employee.



2.4 million casual employees



1.0 million independent contractors (15% technicians and trades workers)



43% of employees entitled to paid parental leave



41% of people regularly work from home



9 496 300 people work full time



20.4% of employees do not have a guaranteed minimum number of weekly hours

Source 7 A snapshot of types of work in Australia

For example, if the internship is a permanent position, and the intern is completing work normally done by a paid employee, then the organisation they are working for should be paying them as an employee.

However, if the position is short-term and the organisation does not rely on an intern to complete any important work, but rather observe and learn from what others are doing, it is more likely that the position is going to be helpful for the intern and a good learning experience.

Contract work

Contract work refers to an arrangement where an employee will work for an employer for a set amount of time on a particular task, which is specified by a contract. They can work part-time or full-time on the job, depending on the terms they have agreed to in the contract.

People working on a contract, known as **contractors**, are not guaranteed any further work once the task they have been contracted to do is over. Unlike full-time and part-time employees, they are not entitled to any benefits such as sick leave.

Some people do not like contract work, as they prefer the stability of ongoing full-time work. However, others might like the flexibility of contract work, which allows contractors to work in different environments, for different employers and on a range of tasks that they might find more interesting. Contractors typically earn a regular income by organising regular job contracts, so that when one contract comes to end, it is not long before the next job starts.

contractors

individuals or businesses that are hired to perform work or provide a service as part of a contract



Source 8 In Australia, people who study medicine complete internships, where they must gain enough clinical experience to be registered as a medical practitioner.

Contract work can also include any work that a business outsources to a person outside of the organisation, known as an independent contractor or freelancer. A freelancer is often free to work for multiple companies at the same time and earns income based on the completion of short-term tasks.



Source 9 On-demand work like food delivery services and ride sharing are kinds of contract work.

*** See, think, wonder**

Look at Source 9.

- What do you see?
- What do you think?
- What do you wonder?

17.2 Check your learning



Retrieve

- 1 Why does work play an important role in our lives?
- 2 **Recall** how many hours a person who is considered full-time works each week.

Comprehend

- 3 **Explain** two differences between casual and permanent employees.
- 4 **Describe** what contract work is.

Analyse

- 5 Minjee works at a local fish and chip shop. She doesn't have set hours but often gets called in by the owner of the shop to work on the weekends. What type of employment contract is Minjee

working under? Provide reasons for your response.

- 6 Draw a table to **compare** the similarities and differences of volunteer work and unpaid internships.

Apply

- 7 Visit the Australian Government's Your Career website (a link has been provided on your obook pro) and **investigate** three types of jobs that you may be interested in doing once you finish school. Create a fact sheet for each job, showing what the job is about, what kind of skills and education you need to do the job, and why you think that the job would be suitable for you.



Weblink
Your Career

17.3

Earning an income

Learning intention

By the end of this topic, you should be able to:

- » identify the different ways individuals earn an income.

Although for most people work is their main source of income, there are other ways that a person can earn the money they need to pay for their needs and wants.

Owning a business

Owning a business is a dream that many Australians have. It allows a person to earn an income while being their own boss. Running a business allows the owner to provide people with a good or service in a way that reflects the personality, ambition and character of the owner. However, owning a business is also a big responsibility. Most businesses require the owner to invest a great deal of time, effort and money, all of which could go to waste if the business doesn't perform well enough. For this reason, it is important for prospective business owners to carefully plan out how they will start up and run their business for the foreseeable future.

Shares

Often large companies look for investors that will give them money in exchange for a share of the profits the company makes (known as **shares**). This allows the company to grow its operations while providing the investor with an income. If the company grows in value, so does the value of the shares owned by the investor. The investor or shareholder can sell the shares to make a profit, or they can continue to earn income from the dividends paid out of the profits earned by the company. The benefit of shares is that they are fairly easy to buy and sell, and don't require large sums of money like many other investments do. Buying shares can also be a very risky investment. If a company loses value or goes bankrupt, the shareholder is likely to lose any money they have invested in the company.

shares

portions of ownership in a company



STOCK	BID	OFFER	LAST	VOL	STOCK	BID	OFFER
EUR GROUP	0.060	0.070	0.000	0	FARM PRIDE	0.100	0.140
EUROGOLD	0.098	0.140	0.000	0	FE LIMITED	0.026	0.030
EUROP GAS	0.325	0.335	0.335	77T	FEQ.AX	0.120	0.130
EUROZ	1.000	1.020	1.000	4T	FERROWEST	0.024	0.033
EVOLUTION	1.935	1.940	1.935	2M	FERRUM	0.052	0.057
EVZ LTD	0.041	0.050	0.050	5T	FIDUCIAN	0.800	0.810
EXALT RES	0.000	0.000	0.000	0	FE.AX	0.110	0.125
EXC.AX	0.040	0.049	0.040	50T	FINBAR	1.075	1.080
EXCALIBUR	0.001	0.002	0.000	0	FINDERS	0.200	0.220
EXCELA	0.010	0.090	0.000	0	FIRESTONE	0.008	0.009
EXCELSIOR	0.190	0.195	0.190	30T	FIRSTFOLIO	0.014	0.015
EXCO RES	0.260	0.265	0.260	5HT	FISSION EN	0.020	0.035
EXOMA ENER	0.072	0.075	0.072	35T	FITZROYRES	0.049	0.068
EZA.AX	0.430	0.490	0.000	0	FKPSTAPLED STAF	0.225	0.230
FEHOLD	3.360	3.500	0.000	0	FLATGLASS	0.050	0.100
FACILITATE	0.020	0.053	0.000	0	FLEETWOOD		
FAIRFAX	0.385	0.400	0.385	0			
FAIRSTAR							

Source 10 The shares of large public companies are sold on the Australian Securities Exchange (ASX).

Property

In recent years, many people have used their savings to invest in properties such as houses or shops. By owning properties, the investor or landlord can lease the property to a tenant in exchange for money or rent. Purchasing a property in Australia requires a large amount of money, which people generally have to borrow from a bank. This means that they have to repay the amount back to the bank over many years, with **interest**. The large increase in the price of properties around Australia in the last 20 years has meant that people have to take out even greater loans. For this reason, purchasing a property as an investment or home has become very difficult for many Australians today.

interest

the cost of borrowing money from a bank; a person has to pay the bank interest on top of the original amount borrowed from the bank



Source 11 Rising property prices have meant that owning a home has become unachievable for many young Australians. In 2022, the average price of a residential dwelling was more than \$900 000. The price of home ownership has increased significantly in the last 10 years; in 2012 the average price of a home was around \$500 000.



Quiz me!

A quick quiz on earning an income

17.3 Check your learning



Comprehend

- 1 Describe** three ways a person can earn an income.
- 2 Summarise** the risks and benefits of starting a business.
- 3 Explain** where the shares of public companies are sold.

Apply

- 4 Discuss** one advantage and one disadvantage of shares as an investment. Remember, when you discuss a topic, you should approach it with your own point of view, which you support using evidence from research.
- 5 Discuss** one advantage and one disadvantage of property as an investment.

17A

SKILLS IN CONTEXT



Test me!

Once you've finished the topics in this section, test yourself with this quiz and find out which worksheet you should do.

Career goals

Setting goals is an important step in making the most of your talents and achieving what you want in life. As you learnt in Chapter 16 on page 444, a goal-setting technique commonly used by both individuals and businesses is the SMART goal principle. Writing a SMART goal can also be useful when seeking to achieve a career goal or get that dream job.



Source 12 Setting career goals helps people to aim high and achieve their potential.

In this chapter so far, you have learnt about why people work. Setting career goals can be a very fulfilling process and often is what keeps people in a job. Examples of career goals include:

- gaining a new skill
- starting your own business
- improving your sales record
- completing further study at university
- making a career switch
- becoming an expert in a field.

Not only does setting a goal give people a vision of what they would like to achieve in the long term, but also it motivates them in the short term. Goal-setting allows people to focus on what they would like to achieve, and assists them with organising their time and resources to best achieve that goal.

Source 13 What career goals will you set?

KEY SKILL

Questioning & researching

Setting SMART career goals

One way of getting into the career that you want is to set career goals. These goals are the steps that you take to get the career that you want.

The SMART goal technique can help you think about the steps you need to take.

Setting SMART career goals involves conducting research about the kind of

career you are interested in, and asking questions of yourself and others about how your goals can be achieved.

Follow these steps to set SMART career goals.

Step 1 Brainstorm some careers that you are interested in. Select one career that you will set SMART goals for.

Step 2 Recap the SMART goal principle. Here is what you learnt in Chapter 16:

- S** Specific – the goal is clear and easy to understand. It states exactly what will be achieved and when.
- M** Measurable – the goal is measurable in dollars, time, quantity, etc.
- A** Achievable – the goal is challenging, but it can be reached.
- R** Relevant – the goal is something that the individual or business should be aiming to achieve.
- T** Time-bound – there is a realistic time frame within which the goal should be achieved.

Source 14 The SMART goal principle

Step 3 Write down a career goal, using the SMART goal acronym. If there are any questions or parts of the acronym you cannot answer, leave these parts blank.

- *Specific* – the goal should say exactly what will be achieved and by when. To help you make the goal specific, consider the ‘W’ questions of the goal: ‘who’ (‘who is involved?’), ‘what’, ‘where’ (‘where will this goal be achieved?’), ‘when’ and ‘why’ (‘why do you want to achieve this goal?’)
- *Measurable* – the goal should be able to be measured as a number (for example, in a

quantity, in time or in dollars). To help you make your goal measurable, consider how you will know if you have reached your goal.

- *Achievable* – the goal should be challenging, but able to be achieved. To help make your goal achievable, consider whether other people you know have achieved similar goals, or if you have everything you need to be able to achieve your goal.
- *Relevant* – the goal should be something that is relevant to your life. To help you make your goal relevant, consider why it is important to you and how achieving the goal will help you.
- *Time-bound* – the goal should have a target date. Consider a deadline or time frame for your goal to help you make the goal time-bound.

Step 4 Research the answers to any questions or parts of the acronym that you could not answer, or that you need more information on. For example, you may want to research how other people who have achieved your career goal managed this. You can use sources such as the internet, or people you know.

Practise the skill

- 1 Use the above steps to set one short-term and one long-term SMART career goal.
- 2 **Summarise** your SMART goals in 100 words, including how you will start working towards achieving these goals.

Extend your understanding

- 1 You can use the SMART goal principle at school to help achieve both personal and academic goals. Choose a subject you would like to improve in by the end of the term, and **create** an academic goal for yourself, using the SMART goal principle. You can share your goal with a parent, caregiver, grandparent or teacher, so that they can check in with you from time to time. It is always great to have someone motivate you towards a goal!

17

CHAPTER REVIEW

Review activity

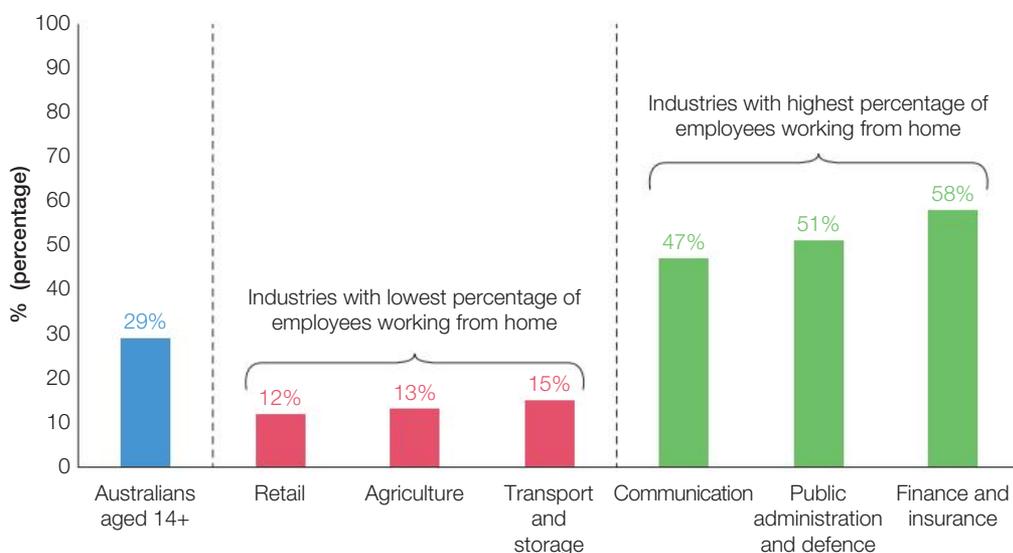
Read the information and study the graph, then answer the questions that follow.

Working from home during the COVID-19 pandemic

In 2020, the number of Australians working from home rose significantly, due to the COVID-19 pandemic. Working from home helped to stop the spread of the virus, and allowed many to continue working while feeling safe from infection. In addition to pre-existing apps and software, businesses took advantage of newer technology – such as Microsoft Teams and

Zoom – to hold meetings and keep in touch with workers remotely.

The World Economic Forum released the data in Source 15 in December 2020 to show the Australian industries with the highest and lowest number of employees working from home.



Source 15 The industries in Australia with the highest and lowest number of employees working from home in 2020

- 1 What percentage of workers worked from home in the industry with the lowest number of 'working from home' employees? (1 mark)
- 2 **Identify** the three industries that had the highest percentage of employees who worked from home. (3 marks)
- 3 **Describe** two reasons why there was a rise in the number of employees who worked from home in 2020. (4 marks)
- 4 **Propose** (put forward) why transport and storage industries had the lowest percentage of workers working from home. (6 marks)
- 5 Use the information in the graph to write a paragraph that **explains** the working-from-home trends in Australia during the COVID-19 pandemic. (6 marks)

(Total: 20 marks)



Chapter checklist

Now that you have completed this chapter, reflect on your ability to do the following:

	I can do this.	I cannot do this yet.
Understand the reasons why individuals work. Explain how individuals earn a wage.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 17.1, page 458.
Understand the different types of work people are involved in. Recognise the contribution work can make to an individual's identity.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 17.2, page 460.
Identify the different ways individuals earn an income.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 17.3, page 464.

Check your Student **obook pro** for these digital resources and more:

pro



Student book questions
Chapter 17



Key skill worksheet
Communicating:
Chapter 17

Quizlet

Play a game of Quizlet on
The world of work.



Chapter review quiz
Chapter 17



PART 4

Civics and citizenship

Skills

Chapter 18 The civics and citizenship toolkit 472

Government and democracy Laws and citizens

Chapter 19 Australia's political and legal system 480

Citizenship, diversity and identity

Chapter 20 Australia's diverse society 512

CHAPTER

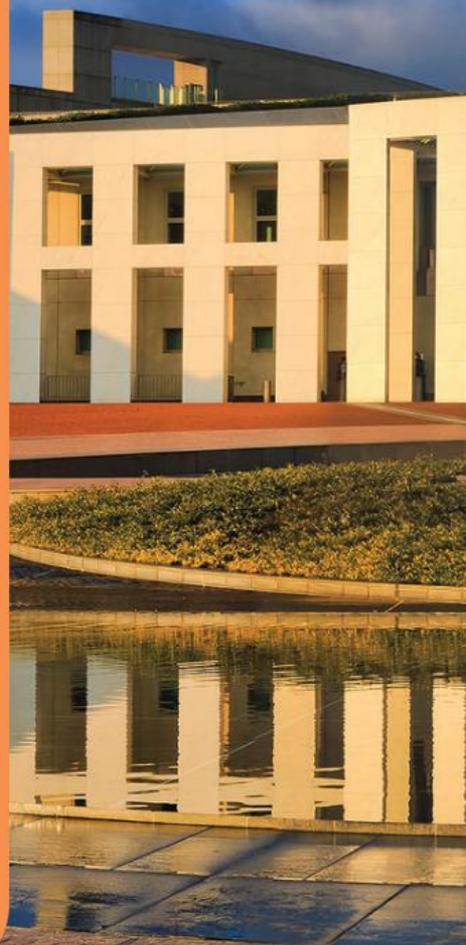
18

The civics and citizenship toolkit

Civics and citizenship is the study of the key features of democracy and of Australia's system of government and legal system. It looks at how Australia's system of government supports a diverse society with shared values that let us live together in harmony.

Civics and citizenship teaches us to ask questions about important civics issues in order to understand and participate in the world around us. It teaches us the importance of finding and analysing information and how to develop and communicate our own opinions, while understanding the perspectives of our fellow citizens.

» **Source 1** Parliament House in Canberra is the meeting place of the elected Parliament of Australia.





18A

What are the civics and citizenship skills?

18.1 Civics and citizenship skills

Active citizens are able to question, interpret and evaluate information and argue their point of view. For civics and citizenship students, the classroom is a place where you learn to share your opinions and see things from different perspectives. You should take this approach when examining Australia's multi-faith society, as well as the characteristics of Australia's democracy.

Studying civics and citizenship requires you to ask and develop a range of questions about civic issues. To answer these questions, you will develop an understanding of how to locate and select information to help you investigate contemporary civic issues. You will learn how to analyse information and how to evaluate different perspectives. You will explore the meaning of active citizenship and understand how Australian citizens can create change in local, national and global communities. You will learn how to use evidence and civics and citizenship terminology to communicate your explanations and arguments.

Each of the skills you will learn is shown below. It might help you to think of each of these skills as tools in a toolkit.

- 1 Questioning and researching
- 2 Analysis, evaluation and interpretation
- 3 Civic participation and decision making
- 4 Communicating



Source 1 Citizens use several different skills. Each of these skills is like a tool in a toolkit.

18.2 Questioning and researching

Developing questions

Civics and citizenship students develop questions to investigate and understand Australia's political and legal systems. By asking key questions, such as 'what is the "rule of law"?', civics and citizenship students are able to investigate important parts of Australia's political and legal system. Civics and citizenship students also use current affairs to develop questions; for example, 'what impact did the COVID-19 pandemic have on Australia's democratic freedoms?'

KEY SKILL Questioning & researching



Source 2 A political cartoon about the controversial issue of keeping asylum seekers in detention centres for an unspecified time, often years. This cartoon was created by Jon Kudelka and appeared in 'Can Houston package stop the boats?' in *The Australian* on 15 August 2012.

Asking what, who, where, how and why

You can learn to investigate a civics and citizenship issue, such as the keeping of asylum seekers in detention centres, by starting your questions with the words 'what', 'who', 'where', 'how', 'why', 'what impact' or 'what should'. When examining a source, whether it is a cartoon, video footage, newspaper article or election slogan, follow these steps:

Step 1 Brainstorm a list of questions and then try to answer them. Some questions, such as, 'What is happening?', might be easily answered, whereas other questions, such as 'Why is it happening?' might need further research.

Step 2 Look at the source itself to try to understand the context. The 'who' question is important here. 'Who is saying this?' can be just as important as 'What is being said?' Identifying where the source comes from can quickly alert you to whether the truth of the source's statements should be examined more carefully.

Step 3 The 'how' question is also important. In this example you might ask, 'How are the asylum seekers being detained and processed?', but you also might ask, 'How does this source (cartoon) affect me?' Are there any emotions such as fear, persuasion or humour that are being used to influence your judgment?

Practise the skill

- 1 Where would you look to find answers to the question, 'What is the issue with detaining asylum seekers?'
- 2 **Explain** why it is important to know the author of the source when researching an issue.
- 3 Why is examining how the source affects you sometimes more important than asking 'What is happening?' and other basic questions?
- 4 Look at Source 2. What tactics have been used to convey the cartoonist's message about the issue of asylum seekers in detention centres?



Source 3 Learning to question and interpret information is an important skill for civics and citizenship students.

Locating information

Civics and citizenship students gather information from a range of sources. These can take many different forms, from written records in books or online, to live video and audio recordings. Some examples of sources include case transcripts and judgments (the written decisions that judges make), newspaper articles, letters, tweets, blogs or social media posts, cartoons and interviews.

Locating a range of relevant sources is a valuable skill, which usually involves different research methods, such as:

- using online search engines, such as Google
- following social media, such as Facebook and Twitter
- looking at newspaper and magazine articles in print or online
- contacting local members of parliament or asking people with expertise in the subject
- speaking with other class members or family members to gain an insight into their views on a particular issue.

Researching online

Although books and newspapers are valuable sources of information, a lot of research today is conducted online. To ensure that sources gathered online are accurate, reliable and relevant, you should follow a number of guidelines:

- Search engines, such as Google, are useful research tools but much of the material on these sites is unreliable and inaccurate. When using search engines, be sure to define your search using keywords. Your librarian or teacher is a good person to ask for help with this.
- A reliable way of searching for sources is to use sites linked to government departments, reputable companies, universities and educational institutions. A quick way of telling whether a site is reputable is to look at the domain name in the URL (internet address). Government departments will include .gov in their URL and educational institutions will include .edu.
- Avoid blogs posted by unknown individuals. If you happen to find relevant information on a blog or social media site, always verify it by using a more reliable source.
- Never cut and paste online information without referencing where it is from. Taking someone else's work, ideas or words and using them as if they were your own is called plagiarism and is against school rules, while copying and pasting anything from a website without the website owner's permission is against the law.



Source 4 Civics and citizenship students find valuable sources on the internet.

 **Check your learning**
Topic 18.2

18.3 Analysis, evaluation and interpretation

Analysing information

Once you have located information from a range of sources, you can analyse the information and sources you have found. A useful source is one that will add to your understanding of a civics and citizenship question, topic or issue. The source also needs to be relevant and reliable. The following are good questions to ask to determine whether a source is useful:

- Is the information current?
- Is it a reliable source?
- Is there enough detailed information in the source?
- Does the information support evidence from other sources?
- Is it balanced or does it present one point of view (bias)?
- Is it based on fact or opinion?

Separating fact from opinion

When analysing information, it is important to distinguish between facts and opinions. A fact is something that can be proved: when an event took place, what happened and who was involved. An opinion is based on what people believe is likely to be true. A simple way to detect whether a statement is fact or opinion is to look closely at the language used. The use of words such as 'might', 'could' and 'think' all indicate that an opinion is being expressed. For example:

- fact: Australia detains asylum seekers for an unspecified period of time
- opinion: I think keeping asylum seekers in detention centres is unethical as they have not committed a crime.



Check your learning
Topic 18.3

Source 5 People will have different points of view on civic issues, based on their perspective.



Understanding different perspectives

In civics and citizenship it is important to understand different perspectives. Perspective is the position from which people see and understand events going on in the world around them. People will have different points of view about issues depending on their perspective, which can be affected by their age, gender, social position, beliefs and values. The more controversial an issue is, the more likely it is that there will be different points of view. In politics (and therefore in the study of civics and citizenship), people often write or speak about issues from their own perspective, which is why we must carefully evaluate sources when we are drawing conclusions from them.

18.4 Civic participation and decision making

Being an active and informed citizen means participating (taking part) in your community. Many Australian citizens go beyond the legal responsibilities they have as citizens, and help make the world a better place by contributing to their community on a local, regional/national or global level. They do this because they care about the community they live in and believe they have a social responsibility to make it a better place. For example:

- citizens in a local community – citizens may give their time or resources to help others in their local communities.
- citizens in the regional or national community – citizens may work at a national level to provide a better future for all Australians.
- citizens in the global community – citizens may act on the global level to help make the world a better place to live in.

Methods for civic participation

Participation is an important part of living in a democracy. In Australia, we participate in society in a number of ways, such as by voting in an election or referendum, serving on a jury or paying taxes. One of the most important ways we participate in a democracy is by voting in an election. By voting according to the issues that are important to us, we have the power to influence the way our country is run. Other ways of participating in a democracy might include:

- volunteering
- protesting or demonstrating about important social issues
- signing petitions
- contacting your local member of parliament (such as by calling or writing emails)
- campaigning for a person or party who is trying to get elected.

Participation is important as it allows citizens to have a say in how our democratic society is run.

Source 6 One way to participate in democratic society is to vote.



Check your learning
Topic 18.4



18.5 Communicating

Using civics and citizenship terminology

Quizlet

Become familiar with civics and citizenship terms by reviewing them on Quizlet.

In every subject, there is a common language that is used. Source 7 lists and defines some commonly used terms in civics and citizenship; additional civics and citizenship terms can also be found in the glossary definitions throughout this book and are defined throughout the chapters. If you come across a term that you are unsure of, you should use a dictionary, go online or ask your teacher to help you understand what it means. It is a good idea to keep a glossary of subject-specific terms, as well as any other new words that you come across, in your workbook.

Source 7 Some useful civics and citizenship terms

Term	Definition
citizen	a person who legally lives in a geographical area such as a town or country
citizenship	a person's status as a citizen; in a wider context, citizenship encompasses the rights and responsibilities that citizens exercise
civics	the study of the rights and responsibilities of citizens and how government works
government	the portion of the elected members of parliament that controls or regulates a nation or state
multiculturalism	the way in which people of many different cultures, races and religions live peacefully with one another as equals
parliament	the organisation that makes the laws in a country, often with a lower house to draft laws and an upper house to review the proposed law; in Australia, the monarch's representative (the governor-general) is also part of parliament and officially creates the laws
parliamentary democracy	a system of government in which people elect representatives to parliament to make laws that reflect the majority of voters' views
rule of law	the idea that everyone is equal before the law, regardless of their power or status in society
secular	when the church and state are separated so that religious institutions are not directly involved in how the government is run
separation of powers	the principle of government that makes sure no single group within the parliamentary system (i.e. neither the government, the parliament or the courts) can administer the law, make the law, and interpret and apply the law

Communicating in civics and citizenship



Check your learning
Topic 18.5

The ability to communicate your findings is an important skill in civics and citizenship. You can communicate your findings in many ways, including through multimedia presentations (using software such as PowerPoint or Prezi), posters, reports or essays. Whichever format you decide to use, it is a good idea to include:

- an introduction – state what your research or inquiry question was, why you asked that question and why it is important. This is also a good place to define any key terms.
- an explanation of what research you did – why did you use the particular sources you chose? Discuss the facts and the arguments for and against a certain issue.
- an explanation of your results – you can present your results as graphs, tables or photographs for your audience.
- a conclusion – what were your findings? Explain how you came to that conclusion.



Additional resource
Using cognitive verbs

CHAPTER

19

Australia's political and legal system

In 1901, the six Australian colonies voted to unite as one nation known as the Commonwealth of Australia. In order to become an independent nation, Australia created and developed its own political and legal system. The foundation of this system was the Australian Constitution, a written document that sets out the rules to govern our nation. The Australian Constitution established the democratic government of the Commonwealth of Australia.

The Australian Constitution also outlined the power of the government to make laws. Laws are official legal rules that guide our society so that we can live peacefully together. In Australia, the authorities which make and enforce our laws (such as the parliaments and the courts) are known as the legal system.

» **Source 1** Situated in Canberra, Parliament House is where important decisions are debated and made by our democratically elected politicians.





19A

What are the key features of Australia's government and democracy?

19B

What are the key features of Australia's legal system?

19.1

Australia's system of government

Learning intentions

By the end of this topic, you will be able to:

- » explain the meaning of representative democracy
- » summarise how Australia's federal parliamentary system works.

representative democracy

a political system based on citizens voting to elect representatives

elections

processes whereby the people are able to choose their representatives and members of parliament

parliament

an organisation that makes the laws in a country, often with a lower house to draft laws and an upper house to review the proposed law

federal parliamentary system

a political system where the responsibility to make or change laws is shared by one national (or federal) parliament and several state parliaments

federal

relating to the central government

Throughout the world, there are different types of systems of government. In Australia, our system is known as a **representative democracy**. This means that the people vote at **elections** for representatives to become members of **parliament**. Once in parliament, these members make decisions and laws on behalf of the Australian people.

Australia's federal parliamentary system

Australia's system of government is based on a federal parliamentary system. In a **federal parliamentary system**, the nation is divided into states and each state has its own parliament. In addition, there is one central (or **federal**) parliament.

In Australia, we have parliaments for each of the six Australian states and two territories. These parliaments only make laws that apply within the boundaries of their states or territories. This includes laws on education, public transport and health. The state and territory parliaments are elected by the residents of that state or territory. Each state and territory also has local governments. These local governments (also called local councils) have been given the power by the state and territory parliaments to make local laws. Local councils are elected by the residents in each local area.

We also have one Commonwealth Parliament (often referred to as the federal parliament). Our Commonwealth Parliament makes laws that apply to the whole of Australia. This includes laws on defence, immigration and trade.

In Australia's federal parliamentary system, power is divided between states and territories and the Commonwealth Parliament.



Source 1 Australia's flag was chosen from entries in a competition held after Federation. The Commonwealth Star (beneath the Union Jack, in the upper left corner) symbolises the federation of States and Territories.

Why Australia became a federation

When the First Fleet arrived in Australia in 1788, Australia's First Nations peoples had their own established system of law. Despite this, the British **colonists** put in place their own laws and legal system. From 1788 onwards, the British began to develop a system of government where each of the six **colonies** (now called states) had its own parliament. Together with the British Parliament, each colonial parliament had the power to make laws for its colony.

colonists

those who take control of a country or territory for financial, political or military gain

colonies

countries or areas under the full or partial control of another country, and occupied by colonisers from that country

Source 2 Laws made by the Commonwealth and colonial parliaments; upon federation, the colonial parliaments became known as state parliaments.

The Commonwealth Parliament was given the power to make laws on:	The colonial parliaments (now called state parliaments) kept the power to make laws on:
defence	roads
currency	public transport
postal services	education
trade	water
immigration	law enforcement

However, as Australia began to grow through the 1800s, problems began to occur between the colonies. This was because each colony made different laws about things that were common in all colonies. For example:

- Each colony had a different railway system, different postage stamps and different taxes. This made trade between colonies difficult.
- Each colony had its own independent army. There were concerns that there was no defence force capable of protecting the entire country.

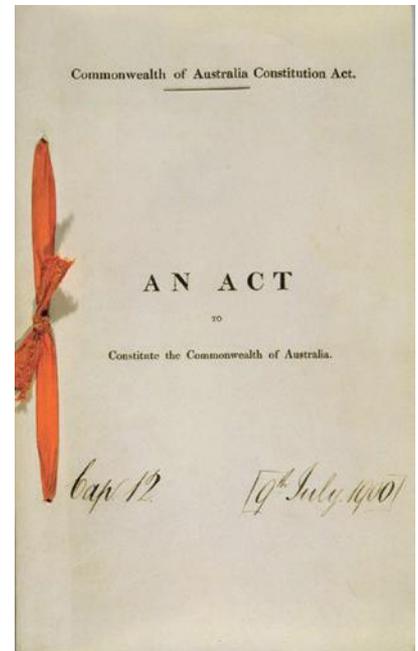
These problems made it obvious that a central parliament was needed to make laws that could apply to the entire country.

In the 1880s, the colonies began formal discussions about which laws should be made by a central parliament and which laws should be made by the individual colonies. In the 1890s, each colony sent a group of representatives to special meetings called constitutional conventions. In these meetings it was decided that a new Commonwealth Parliament would be created. This parliament would be given the power to make laws on matters that affected the whole country, such as defence and currency. The colonial parliaments would keep the power to make laws on matters such as education and law enforcement.

On 1 January 1901 (known as Federation Day) the British Parliament passed a law called the *Commonwealth of Australia Constitution Act 1900* to:

- unite the six separate British colonies and form one Australian nation with a new federal system of government
- create the Commonwealth Parliament of Australia, and outline its structure and law-making powers.

This law is more commonly known as the **Australian Constitution**.



Source 3 The Australian Constitution established a federal system of government.

Australian Constitution

a document that describes the rules, or laws, that govern Australia; the Constitution defines the structure of government in Australia, and also the rights of citizens

responsible government

the requirement that the government must be accountable to the people for its actions and decisions, and that members of the government must carry out their duties in an honest manner or resign

CASE STUDY

Influences on Australia's system of government

Australia's system of government was influenced by the British and US systems of government. The Australian parliamentary system was based on the British system, known as the Westminster system. The ideas of **responsible government** and the separation of powers come from the British system. The US system of government also had an influence on Australia. Like the US, Australia's system of government is modelled on states which are independently governed working together under a central, or federal, government.

The Westminster system

When Australia federated in 1901, it adopted many features of the system of government used in the United Kingdom, known as the Westminster system. The Westminster system includes:

- an upper and a lower house of parliament that have been elected democratically by the people
- a head of state or sovereign (such as the King or Governor-General) whose job is mainly ceremonial
- a head of government (such as a prime minister) who leads the majority of representatives in the lower house
- a cabinet made up of members of parliament (MPs)
- an independent civil service (known in Australia as the public service) that serves the government in power (for example, the Department of Health)
- an independent judiciary (made up of the courts), which upholds the rule of law.

In Australia, both the federal and state governments are modelled on the Westminster system.



Source 4 The Palace of Westminster in London is where the two houses of the parliament of the United Kingdom sit. The Westminster system is named after the area of London where the British parliament is located.

Key concepts of Australia's system of government

Australia's system of government is based on key concepts which include:

- representation
- accountability
- separation of powers.

Representation

Representation means that the people of Australia vote for people to make laws on their behalf in parliament. Our Commonwealth, state and territory parliaments consist of members who are elected by the people to make laws on their behalf. In our representative democracy elections are held regularly. This is important because if the elected representatives do not make laws that reflect the views and values of the majority of the people, they may not be re-elected.

Accountability

Accountability means that the government must be accountable (answerable) to the people. Being accountable to the people means that governments must be able to justify their actions and decisions to the voters. The idea that governments must demonstrate accountability is also known as the principle of responsible government. Responsible government means that governments must be accountable and that members of the government must carry out their duties in an honest manner, or resign.



Quiz me!

A quick quiz on Australia's system of government

Separation of powers

The separation of powers prevents our government from abusing its powers, by ensuring that no single group holds more than one of the three main powers of government. The three main powers of government are:

- legislative power: the power to make the law (held by parliament)
- executive power: the power to administer the law (held by the government)
- judicial power: the power to apply the law (held by the courts).

However, in practice, Australia does not have complete separation of powers. This is because the executive power and the legislative power are combined in some groups. For example, the Prime Minister and key ministers hold legislative power as part of parliament, and also hold executive power as part of the government. This is sometimes referred to as a partial separation of powers. In Australia, the separation of powers at federal level is established by the Australian Constitution.



Source 5 Anthony Albanese (centre) and his cabinet ministers. In Australia, the government must represent the people of Australia. The government must also be accountable to the people of Australia.

19.1 Check your learning



Retrieve

- 1 What is the Westminster system?
- 2 **Identify** one area in which colonial parliaments (which upon Federation became state parliaments) kept the power to make law.
- 3 What is the Australian Constitution?

Comprehend

- 4 **Explain** what is meant by the term 'representative democracy' and summarise why holding regular elections is important in this type of political system.

- 5 Think about the separation of power and **explain** why judges may not be elected as members of parliament and serve in the government.

Analyse

- 6 **Reflect on** why the Australian Commonwealth Parliament was established in 1901.

Apply

- 7 **Create** a diagram which outlines how Australia's federal parliamentary system works.

19.2

Australia's Constitution and branches of government

Learning intention

By the end of this topic, you will be able to:

- » explain the role of the House of Representatives, the Senate and the Governor-General.

government

the elected members of parliament who make decisions for a nation or state

Commonwealth

the federated states and territories of Australia

laws

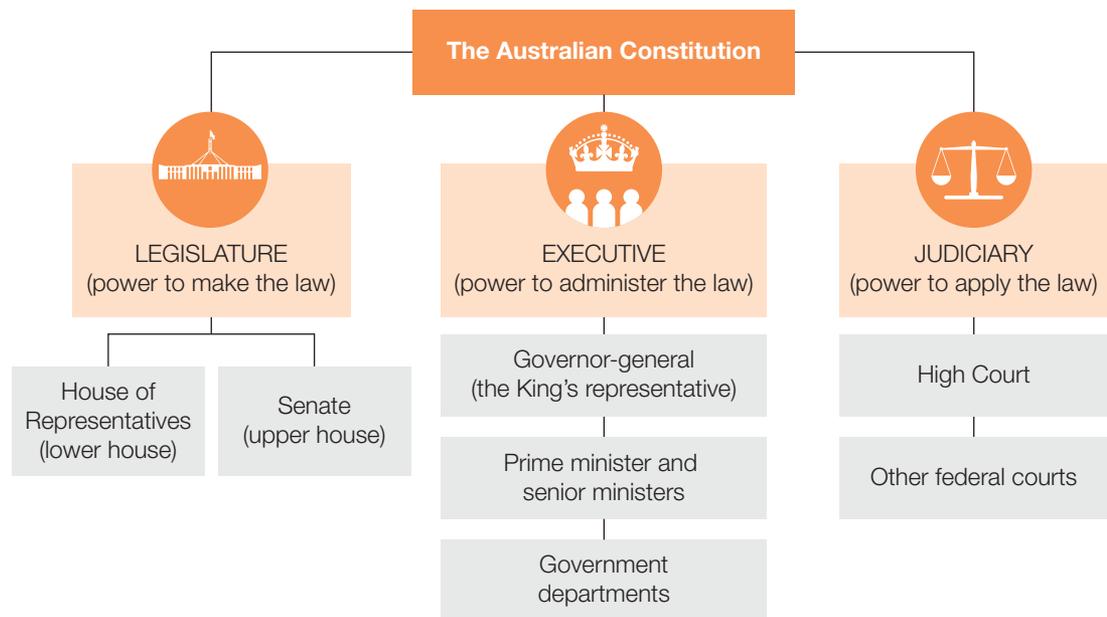
formal rules that govern the way people behave

The Australian Constitution came into effect on 1 January 1901. At this point, the six British colonies of Australia federated (united) to form one nation and became Australia's states. The Constitution established the democratic **government** of the **Commonwealth** of Australia and outlined its powers to make **laws**. The Australian Constitution is divided into eight chapters and more than 100 sections.

The branches of government

The first three chapters of the Australian Constitution define the separate powers of the three main branches of government:

- legislature (which has the power to make the law)
- executive (which has the power to administer the law)
- judiciary (which has the power to apply the law).



Source 6 The Australian Constitution defines the separate powers of the three main branches of government.

Legislature

The legislature is responsible for creating the law. At the federal level, the legislature is made up of two houses of parliament. These are the House of Representatives (the lower house) and the Senate (the upper house). For a new law to be created, it must be debated, then must pass with a majority of votes through both the House of Representatives and the Senate.

House of Representatives (the lower house)

The House of Representatives is made up of 151 members of parliament (MPs), each representing one of Australia's federal **electorates**. Most of the members elected to parliament will belong to a political party. Members of a political party have similar ideas about how to best govern the country. The role of MPs is to:

- represent the views of Australian citizens
- make and scrutinise laws based on these views.

Most proposed laws (called **bills**) are introduced into parliament in the House of Representatives.

To win an election, a party (or group of parties, known as a **coalition**) must win an absolute majority of seats in the House of Representatives. That means at least 76 of the 151 seats in the House of Representatives must be won by the same party (or coalition) to form government. The leader of the winning party (or coalition) becomes the **prime minister**. The party (or coalition) that has won the election and formed government has permission to act and make law on behalf of the Australian people.

The leader of the party (or coalition) that has the second-largest number of seats but has not gained a majority in the House of Representatives is the leader of the **Opposition**. The role of the Opposition is to hold the government accountable for its actions.

electorates

geographical areas containing a specified number of people who can vote in an election

bills

proposed laws that have not been passed by both houses of parliament

coalition

two or more political parties that join together in an attempt to win an election and form government

prime minister

the leader of the party that forms the government

Opposition

the second-largest political party, or coalition of parties, after the government party in the lower house of parliament, which works to scrutinise and oppose government policies



Source 7 The House of Representatives in Parliament House, Canberra; the House of Representatives is also known as the lower house.

Senate (the upper house)

The Senate is made up of 76 senators who represent the states and territories. The Senate shares the role of making laws with the House of Representatives and reviews laws before they are made. The Senate can approve bills proposed by the lower house (with or without changes). It can also reject them. The Senate's purpose is to act as a 'house of review.' Any bills that are put forward by the House of Representatives are reviewed by the Senate. This way, the Senate checks and scrutinises what the government of the day is doing, and holds it accountable for its actions.

The Senate was originally set up to protect the interests of the states. When the Australian Constitution was written, it was decided that each state should be equally represented regardless of its population size, so that the less populated states would still have a say in the parliament. Each state is represented by 12 senators. The Australian Capital Territory and the Northern Territory are represented by two senators each.



Source 8 The Senate in Parliament House, Canberra; the Senate is also known as the upper house.

Executive

The executive is responsible for approving laws and putting them into action. At the federal level, it is made up of the governor-general (who is the King's representative in Australia), the prime minister, senior ministers and government departments. The prime minister chooses the ministers, who are then appointed by the governor-general to be part of the executive and implement that law.

For example, the prime minister will select an MP to be the Minister for Defence. This minister will be responsible for all matters relating to the military and the naval and air forces, and will be in charge of the Department of Defence.

Judiciary

The role of the judiciary is to apply, or make rulings or judgments about, the law. It is made up of the High Court and other federal courts. These courts interpret the laws passed by parliament and apply them to specific cases and disputes.

Parliament vs government

There is a difference between the terms 'parliament' and 'government'. The government is the party (or coalition) that has a majority of seats in the House of Representatives (the lower house). The parliament is all the members who are elected to both houses of parliament, as well as the governor-general.

Part of the principle of responsible government is that the government must maintain the support of the majority of members in the House of Representatives. This makes sure that the government (the party or coalition with the majority of seats in the House of Representatives) is accountable to the parliament (all the members elected to the House of Representatives and the Senate, and the governor-general).

19.2 Check your learning



Quiz me!

A quick quiz on Australia's Constitution and branches of government

Retrieve

- 1 **State** the three main branches of government.
- 2 What is the role of the governor-general?

Comprehend

- 3 **Explain** the main role of the:
 - House of Representatives
 - Senate
 - Opposition

Analyse

- 4 **Distinguish** between the parliament and the government.
- 5 Examine Source 7. **Identify** why there would be more people sitting on the government side of house than the Opposition side.



Source 9 The governor-general is the monarch's representative in the federal parliament. General David Hurley became the governor-general in 2019, shown here meeting the then-monarch, Queen Elizabeth II.

19.3 Australian citizenship

Learning intention

By the end of this topic, you will be able to:

- » summarise the characteristics of active citizenship.

A citizen is a person who legally lives in a geographical area, such as a town or country (like Australia). Legally, all Australian citizens have responsibilities such as:

- obeying the law
- enrolling to vote, and voting in federal, state and territory, and local elections once they are 18
- serving on a jury if asked
- defending the country should the need arise.

Australian citizens also have privileges, such as:

- being able to vote for members of parliament to represent their views
- being able to stand for election to parliament
- being able to apply for an Australian passport to enter and leave the country freely
- being entitled to receive official help from the Australian Government (if needed) when in another country.

Australian citizens also have a social responsibility to members of our community.

Citizenship is a person's status as a citizen and the rights and responsibilities this status involves.



Key skill worksheet

Civic participation & decision making:
Exploring active citizenship

First Nations peoples and citizenship

The citizenship experiences of First Nations people have been very different to those of non-Indigenous people. For example, when Australia was federated in 1901, the newly written Australian Constitution stated that 'aboriginal natives shall not be counted'. Essentially, this meant that First Nations peoples were not considered to

be part of the Australian population. It was not until 1967 that a referendum was held to remove this section of the Constitution. It was not until 1962 that all First Nations peoples were given the right to vote in federal elections.

Becoming an Australian citizen

Migrants to Australia can choose to become citizens after living in Australia for a certain period of time and meeting certain requirements. The final stage of becoming an Australian citizen is the citizenship ceremony. This ceremony gives the Australian Government the chance to welcome and celebrate its new citizens. During this ceremony, new citizens are given the opportunity to take the Australian citizenship pledge:

From this time forward, I pledge my loyalty to Australia and its people, whose democratic beliefs I share, whose rights and liberties I respect, and whose laws I will uphold and obey.

Once a person becomes an Australian citizen, they take on the rights and responsibilities that come with it.



Source 10 Former boxer Jack Hassen (a Kalkadoon man) and his daughter demonstrated outside Parliament House in Canberra in the lead-up to the 1967 referendum.

Active citizenship

Many Australian citizens go beyond the legal responsibilities they have as citizens because they care about the community they live in and believe they have a social responsibility to make it a better place. These people are active citizens. Citizens who were born in Australia or who chose to become Australian citizens can be active citizens by being involved in their community and displaying Australian values such as equality.



Quiz me!

A quick on Australian citizenship

Adam Goodes' active citizenship

Adnyamathanha man Adam Goodes, a former AFL player, was awarded Australian of the Year in 2014 for his 'leadership and advocacy in the fight against racism both on the sporting field and within society'. Since receiving this award, Goodes has made a significant contribution to society by raising awareness of the need for

Australia to address racism and improve the lives of First Nations peoples. Together with former AFL teammate Michael O'Loughlin and businessman James Gallichan, he has established an organisation called Go Foundation that focuses on promoting education, employment and healthy lifestyles for First Nations peoples.



Source 11 Adam Goodes is a First Nations Australian who has been recognised for his active citizenship.

CASE STUDY



I used to think, now I think

Reflect on your learning about the citizenship experiences of First Nations peoples and complete the following sentences.

- I used to think ...
- Now I think ...

What has changed in your understanding?

19.3 Check your learning



Retrieve

- 1 **Identify** one responsibility and one privilege of Australian citizens.
- 2 **State** the final stage of becoming an Australian citizen for migrants to Australia (who choose to become citizens).

Comprehend

- 3 **Summarise** why Adnyamathanha man Adam Goodes has been recognised as an active citizen.

Analyse

- 4 **Distinguish** between the rights of First Nations peoples in the early days of Federation and those of non-Indigenous people at the time.

19.4 The freedoms of Australian citizens

Learning intention

By the end of this topic, you will be able to:

- » describe fundamental freedoms of Australians.

Democratic values are the beliefs and ideals that are held by a democratic society. Such values include respect, equality, fairness and freedom. For example, in Australia (like many democratic nations), freedom is very important. Having certain freedoms (such as those outlined below) is a very important part of living in a democracy. Among other things, they allow us to participate and have a say in the way our country is run.

Australians' fundamental freedoms

To assist in upholding the values of Australia's representative democracy, citizens are granted a number of freedoms. These include five fundamental freedoms:

- *Freedom of speech* allows people to voice their opinions freely, including criticising the government. This ensures that the representatives of the people are aware of the issues that concern their voters.
- *Freedom of association* grants people the right to join groups or organisations without fear of being persecuted for doing so. These groups could include political parties or unions, both of which unite people who are passionate about particular issues that they would like the government to address.
- *Freedom of assembly* allows people to meet in groups for social or political purposes. The ability to assemble and protest freely is an important part of a democracy because it allows us to influence political outcomes.
- *Freedom of religion* means that Australians are free to practise their many different faiths, or to practise no religion at all. Some political parties are formed to represent the views of a particular faith group, such as the Australian Christians.
- *Freedom of movement* enables Australian citizens to travel to all the states and territories in Australia, and to leave and re-enter Australia.



Quiz me!

A quick quiz on the freedoms of Australian citizens

Source 12 One aspect of freedom of religion is that Australian citizenship may be granted to people of all faiths, without discrimination.





Source 13 The Black Lives Matter protest in Perth in June 2020 is an example of Australians exercising freedom of speech and assembly.

The bounds of the law

It is important that citizens in a democracy have certain freedoms but these must be exercised responsibly. Our freedoms are limited by 'the bounds of the law'. This means that we cannot break the law to express our freedom of speech, association, assembly, religion or movement. For example, we are allowed to assemble and protest in Australia, but if that protest becomes violent, it is no longer a legal activity.

* I used to think, now I think

Reflect on your learning about freedom in Australia and complete the following sentences.

- I used to think ...
 - Now I think ...
- What has changed in your understanding?

19.4 Check your learning



Retrieve

- 1 **State** five fundamental freedoms that underpin Australia's representative democracy.

Comprehend

- 2 **Explain** why it is important to provide people with fundamental freedoms in a democracy.

Analyse

- 3 How would you rank these five fundamental freedoms in order of importance? **Compare** your answer with a classmate.
- 4 **Consider** how the bounds of the law can limit our freedoms.

Apply

- 5 **Create** a poster or infographic to promote the idea of democracy in Australia. Include one of the freedoms discussed here as the focus of your message.

19.5 Participating in democracy

Learning intention

By the end of this topic, you will be able to:

- » summarise ways Australians can participate in democracy.

For our representative democracy to function properly, it is important that people make their voices heard. By ignoring politics or issues of national importance, people increase the chances of their representatives making political decisions with outcomes that might go against their interests, values or beliefs.

Voting in elections

Australian citizens are able to vote for members of parliament to represent their views. As informed citizens, we can participate in democracy by voting for the people who we think will best represent our opinions and beliefs at local, state and federal levels of government. In fact, Australia's compulsory voting system means that everyone who is enrolled to vote must do so or pay a fine. The intention of compulsory voting is to make sure that our governments have the support of the majority of the people (and not just those who bother to vote).

Contact with elected representatives

In a democracy, it is the role of people elected to parliament or to local council to provide a voice for the citizens who voted them into office. They can only do this by having contact with their **constituents** and finding out about the issues that concern them. For example, in 2020, Tasmanian Senator Jacqui Lambie sought the advice of her constituents on how she should vote on a federal government bill that proposed to increase university fees for certain degrees.

constituents

people living in an area who have elected someone to act as a political representative



Source 14 Senator Jacqui Lambie is a politician who has consulted with her constituents.

She spoke with students and academics at the University of Tasmania to help her understand how the bill would affect higher education in the state that she represents. As a result of Lambie's consultation with her constituents, she voted against this bill in the Senate.

In a democracy it is the role of constituents to contact their elected representatives (by email or phone, through social media, or by arranging a meeting in person) to ensure that they understand the concerns of the people they represent.

Standing for parliament

Australian citizens are able to stand for election to parliament. To stand for election for the House of Representatives or the Senate, the person has to be:

- at least 18 years old
- an Australian citizen
- eligible to vote.

If elected, a person who has stood for election to parliament is then expected to act as a spokesperson for the people in their electorate (if they have been elected to the House of Representatives) or state (if they have been elected to the Senate).

Social media campaigns

Social media apps and networking sites (such as Twitter) provide people with the ability to distribute information to a huge audience, both within Australia and internationally. Using social media to participate in campaigns is another way that Australians can participate in our democracy. A social media campaign is an organised plan of activities which uses social media (such as TikTok) to try and achieve a certain aim. Social media campaigns often focus on social, political or environmental aims.

Politicians often use social media campaigns to spread their messages to more people. Social media campaigns can help political candidates who do not have the support of larger parties to gain the public's attention. Social media also gives voters the opportunity to interact with politicians and ask them questions.



Key skill worksheet

Civic participation & decision making: Understanding methods used to achieve democratic outcomes



Quiz me!

A quick quiz on participating in democracy

Source 15 Using social media to participate in campaigns is one way that Australians can participate in our democracy.





Source 16 Labor MP Andrew Leigh shows a printed copy of Kevin Rudd's e-petition on media ownership to the House of Representatives in 2020.

Petitions

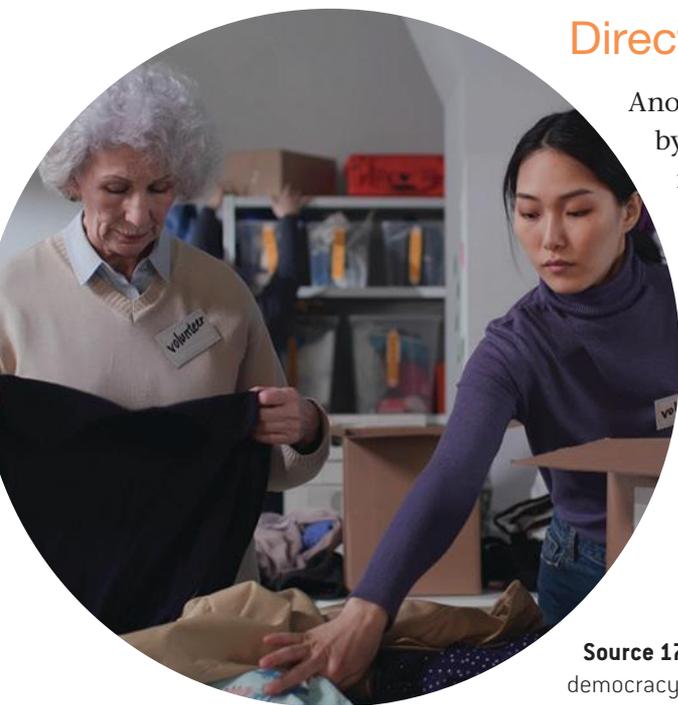
Even if you are not old enough to vote, you can still make your voice heard. One method of participating in Australia's democracy is through the use of petitions. A petition is a collection of signatures that identify people who share a stance (attitude) on a particular issue. Petitions have been used for centuries by people who want to show the government that many people support a particular cause.

Websites such as Change.org allow anyone to create a petition and share it via social media to as many people as possible. Petitions can also be created via the Parliament of Australia website. Any citizen or resident of Australia can create an e-petition that will then be submitted to the House of Representatives. For example, in 2020, former Prime Minister Kevin Rudd created an e-petition to request that the House of Representatives establish a Royal Commission (an independent investigation, with power to call witnesses) into media ownership in Australia.

The petition received more than 500 000 signatures but was ultimately unsuccessful.

Volunteering

Many volunteer organisations push for change in our democracy (for example, by seeking to make sure lower-income people can access food and clothing). Everyday people in Australia can help effect change by volunteering their services. More than six million Australians volunteer every year. Volunteers receive no payment for contributing to their communities.



Direct action

Another way that Australians can participate in our democracy is by raising awareness about issues through direct action, which is also known as 'non-violent resistance'. This includes protests (such as marches and demonstrations), boycotts of products and services, and strikes. These methods of direct action have been used in the past to raise awareness and gain attention for many different causes, and to try to influence the decision-making of the people in power (such as our elected representatives).

One of the benefits of direct action is that you do not have to be of voting age to make your voice heard.

Source 17 Volunteering is one way for Australians to participate in democracy, by engaging with issues which are important to them.

Direct action

In August 2018, Swedish teen activist Greta Thunberg began missing school on Fridays to go on strike outside Sweden's Parliament to demand more action from her government on climate change. By March 2019, she had inspired a global 'Fridays for Future' movement, with students all over the world skipping school to campaign for greater action by their governments to address climate change. In September 2019, Thunberg delivered a speech at the United Nations headquarters as part of the 2019 Climate Action Summit.

Inspired by Thunberg, an Australian teenager, Jean Hinchliffe, became one of the lead organisers of School Strike for Climate Australia. In September 2019, an

estimated 300 000 Australians attended School Strike for Climate rallies nationwide. These were some of the largest protests in our nation's history.



CASE STUDY

Source 18 School Strike for Climate organisers Jean Hinchliffe (left) and Daisy Jeffrey at a climate rally in Sydney on 20 September 2019

Lobby groups

Another way that Australians can participate in our democracy is by raising awareness about issues through **lobbying**. In Australia, there are two main types of lobby groups (sometimes called 'interest groups'): insider and outsider lobby groups. Insider lobby groups work to achieve change by working with politicians directly; while outsider lobby groups harness community support to pressure the government on particular issues. School Strike for Climate is an example of an outsider lobby group. The Australian Christian Lobby (ACL) is an example of an insider lobby group.

lobbying

making requests to politicians or public groups to try to influence the government to change the law



Weblink

Australian Electoral Commission: Find my electorate

19.5 Check your learning



Retrieve

- 1 In your own words, **define** a 'constituent'.
- 2 **Identify** three types of direct action.

Comprehend

- 3 **Summarise** three ways in which Australians can participate in our democracy.
- 4 **Describe** one benefit of using social media for politicians, and one benefit for voters.

Analyse

- 5 Greta Thunberg uses direct action, or non-violent resistance. What do you think are the advantages of using direct action to advance a political cause?

Apply

- 6 Use the Australian Electoral Commission's website to identify your local MP in the House of Representatives (a weblink has been provided on your obook pro). Conduct some further research, and then **create** a profile for your local MP that includes:
 - their picture
 - the name of your federal electorate
 - their political party (if they are a member of one)
 - how they can be contacted
 - one issue that they are passionate about.

19A

SKILLS IN CONTEXT



Test me!

Once you've finished the topics in this section, test yourself with this quiz and find out which worksheet you should do.

Source 19 The artwork surrounding the *Uluru Statement from the Heart*, shown here, depicts two Creation stories of the Anangu people, who are the traditional custodians of Uluru.

Reforming the Constitution

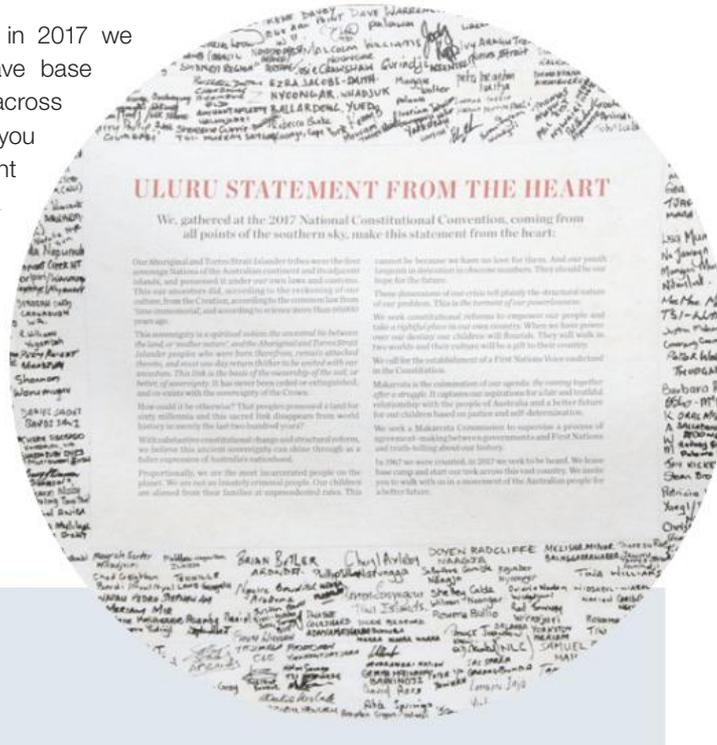
Approximately every 10 years, the Australian Constitution is officially reviewed at meetings called 'constitutional conventions', where new proposals for changes to its wording are considered.

The most recent review took place in 2017. Thirteen meetings were held across Australia, and a final meeting – called the First Nations National Constitutional Convention – was held at Uluru to consider how the Constitution could better recognise Australia's First Nations peoples.

At this convention, a document called the *Uluru Statement from the Heart* was drafted, proposing some changes to the Constitution to make it more inclusive of First Nations peoples. One recommendation was the creation of a 'First Nations Voice to Parliament', which would give First Nations peoples input into proposed laws that affect their communities. The statement concluded:

In 1967 we were counted, in 2017 we seek to be heard. We leave base camp and start our trek across this vast country. We invite you to walk with us in a movement of the Australian people for a better future.

Source 20 The *Uluru Statement from the Heart* was issued to the Australian people in May 2017.



KEY SKILL
Analysis, evaluation & interpretation

Evaluating Australia's Constitution

A constitution should reflect the values and identity of a nation. The Australian Constitution came into effect on 1 January 1901, when society was very different to what it is today.

When delegates meet at a constitutional convention, part of their

task is to evaluate whether the original wording is still relevant or whether it needs to be changed. A good place to start this process is with the preamble, which is a brief paragraph at the beginning of a constitution that states the overall purpose of the constitution.

Source 21 is the preamble to the *Commonwealth of Australia Constitution Act 1900* (Australia's Constitution does not have a preamble). Read it carefully, and follow these steps to evaluate it:

Step 1 What message is being expressed here? (For example, who is considered to be part of this new nation?)

Step 2 Why do you think the writers expressed the message in this way? (For example, what were the values of Australian people in 1901? What do you think the relationship with Britain would have been like then, compared to today?)

Step 3 Do you think the message is still relevant today? (For example, does the preamble reflect what it means to be Australian in the twenty-first century? Why or why not? What is missing?)

Step 4 How do you think the message could be altered to better reflect modern Australian society? (For example, which parts of the message should remain? What needs to be added or removed from the preamble?)

For more information on this skill, refer to page 477 of 'The civics and citizenship toolkit'.

Whereas the people of New South Wales, Victoria, South Australia, Queensland, and Tasmania, humbly relying on the blessing of Almighty God, have agreed to unite in one **indissoluble** Federal Commonwealth under the **Crown of the United Kingdom of Great Britain and Ireland**, and under the Constitution **hereby** established:

And whereas it is **expedient** to provide for the admission into the Commonwealth of other Australasian Colonies and possessions of the Queen:

Annotations:

- permanent (points to indissoluble)
- the monarch of the United Kingdom (points to Crown of the United Kingdom of Great Britain and Ireland)
- as a result of this document (points to hereby established)
- convenient, or having some advantage (points to expedient)

Source: Parliament of Australia website

Source 21 A good way to begin is by defining any terms that are unfamiliar to you. An example has been provided here.

Practise the skill

- 1 In small groups, **discuss** the preamble to the *Commonwealth of Australia Constitution Act 1900*. Which parts would you like to keep? Which parts would you like to change?
- 2 In your groups, rewrite the preamble to reflect your evaluation. It can be completely different from the original version, or you could just reword some parts – it is up to you!
- 3 Conduct a constitutional convention in your classroom. Come back together as a whole class to **compare** your ideas with each other, and then write a new preamble to the Constitution based on everyone's input.

Extend your understanding

- 1 Use the weblinks provided on your obook pro to gain a deeper understanding of the *Uluru Statement from the Heart*.
 - a Read through the whole statement (you can also listen to a recording of the statement being read by Professor Megan Davis at the First Nations National Constitutional Convention).
 - b **Identify** one brief quote from the statement that has the most powerful impact on you. Why is this message important to you? What point does it make about Australia and its First Nations peoples?
 - c **Compare** your quote and ideas with a partner.



Weblink
Uluru Statement from the Heart



Weblink
Professor Megan Davis reads the Uluru Statement from the Heart

19.6 Laws and courts

Learning intention

By the end of this topic, you will be able to:

- » understand how laws are made in Australia.

legal system

a set of institutions (for example, courts and the police) and processes that make, implement and enforce the law

statute law

law that is made by parliament; also called statute, legislation, Act of Parliament or statutory law

common law

law that is created by the courts when a judge makes a ruling about a case; also referred to as a precedent, because it sets a standard for all future judges to refer to when deciding a case

judges

impartial adjudicators whose role is to ensure proper processes are followed in court to ensure justice is upheld

precedents

previous cases or examples that are used as a guide for decision making when similar circumstances arise



Quiz me!

A quick quiz on laws and courts

Laws are formal 'legal rules' designed to govern the way people behave, so we can all live in a peaceful society. In Australia, our laws are made and enforced by many different authorities, including the parliaments, the courts and the police. These authorities make up the **legal system**. We have a legal system to make sure that laws are obeyed and the rights and responsibilities of all Australian citizens are respected.

Origins of Australia's legal system

Australia's legal system was developed from Britain's legal system. In 1788, British colonists in Australia put in place their own laws and legal system (despite Australia's First Nations people having their own established system of laws). In particular, Australia inherited the system of common law from Britain. Common law is called this because it applies to everyone in society.

How laws are made in Australia

Australia's laws are made in two ways:

- **Statute law** is made and passed by parliaments.
- **Common law** is created by **judges** and is based on the **precedents** they set when deciding a case.

Statute law

Statute law is created by parliaments. A state parliament can only pass laws relating to issues affecting its own state. The federal parliament can pass laws that apply to the entire nation. Both federal and state parliaments follow similar steps to make statute law, including debating the proposed laws.

Common law

The role of a judge is to interpret and apply statute law. However, sometimes the law is not clear about how a particular case should be dealt with. If this happens, judges can apply statute law in a way they think is fair and best fits the intention of the law. This decision may set a precedent, which means that similar cases in the future should be dealt with the same way.

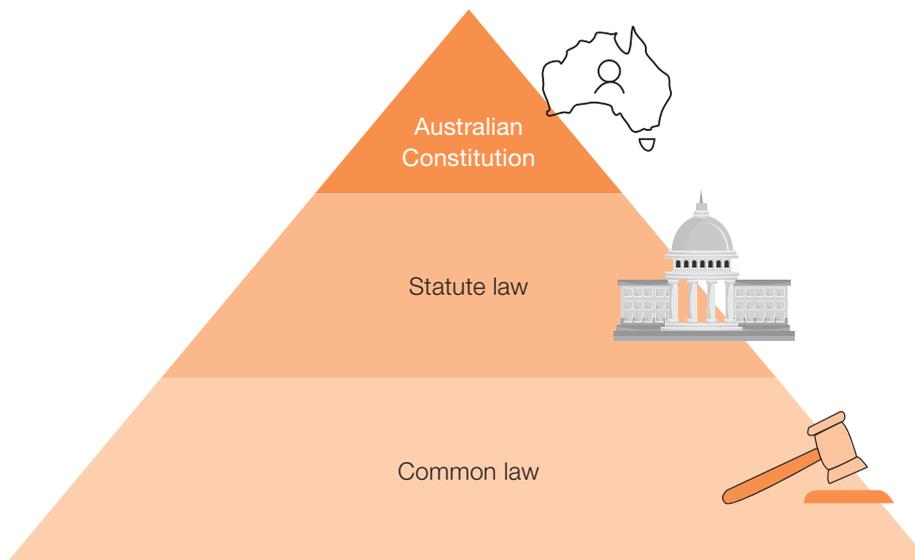
A judge only has to follow a precedent if it was set by a judge in a superior court in Australia's court hierarchy (see Source 1). This means that all common law created by the High Court (the highest court in Australia) is binding on every court in Australia.

Which is the most powerful type of law?

The Australian Constitution is ultimately the most powerful piece of law in Australia. This is because it can only be changed by the agreement of the citizens of Australia. The second most powerful type of law is statute law, as it can only be created or changed after processing through parliament. Common law is the least powerful type of law in Australia, because it can be changed by parliament (see Source 2).

Source 1 The Australian Court hierarchy of federal, state and territory courts

Federal courts (all Australian states and territories)								
Superior courts	High Court							
	Federal Court							
	Federal Circuit and Family Court of Australia							
State courts								
Superior courts	QLD	VIC	NSW	SA	WA	TAS	ACT	NT
	Supreme Court	Supreme Court	Supreme Court	Supreme Court	Supreme Court	Supreme Court	Supreme Court	Supreme Court
Intermediate courts	District Court	County Court	District Court	District Court	District Court			
Lower courts	Magistrates Court	Magistrates' Court	Local Court	Magistrates Court	Magistrates Court	Magistrates Court	Magistrates Court	Magistrates Court



Source 2 The hierarchy of laws in Australia

19.6 Check your learning



Retrieve

- 1 In your own words, **define** 'precedent'.
- 2 **Identify** which court has the highest level of authority in Australia.
- 3 **State** the country Australia's legal system developed from.

Comprehend

- 4 **Summarise** why common law is less powerful than statute law and constitutional law.

Analyse

- 5 **Reflect on** why the need for common law might arise.

Apply

- 6 In groups, brainstorm two laws that, as Australian citizens, you must obey. For each law, **propose** (put forward) why the law was probably made and the likely consequences of breaking the law.

19.7 Principles of justice

Learning intention

By the end of this topic, you will be able to:

- » describe the principles of justice.

One of the main purposes of the Australian legal system is to achieve justice. But what is justice? In the superhero world justice generally means ‘good defeating evil’ but in our legal system, justice is more difficult to define. Justice could refer to a fair outcome to a legal dispute, people being treated equally before the law or something else. When defining justice and deciding whether it has been achieved, consider the following three values, known as the principles of justice:

- **fairness**
- **equality**
- **access.**

fairness

one of the principles of justice; fairness means having legal processes in place to make sure disputes are resolved in a consistent and unbiased way

equality

one of the principles of justice; equality means people should be treated alike and have an equal opportunity to present their case, without advantage or disadvantage

access

one of the principles of justice; access means that all people should be able to use the legal system to resolve their disputes and understand their legal rights



Source 3 Lady Justice wears a blindfold to symbolise that the legal system is impartial and without favouritism. Lady Justice holds the scales of justice to represent the idea that the law should treat all people equally.

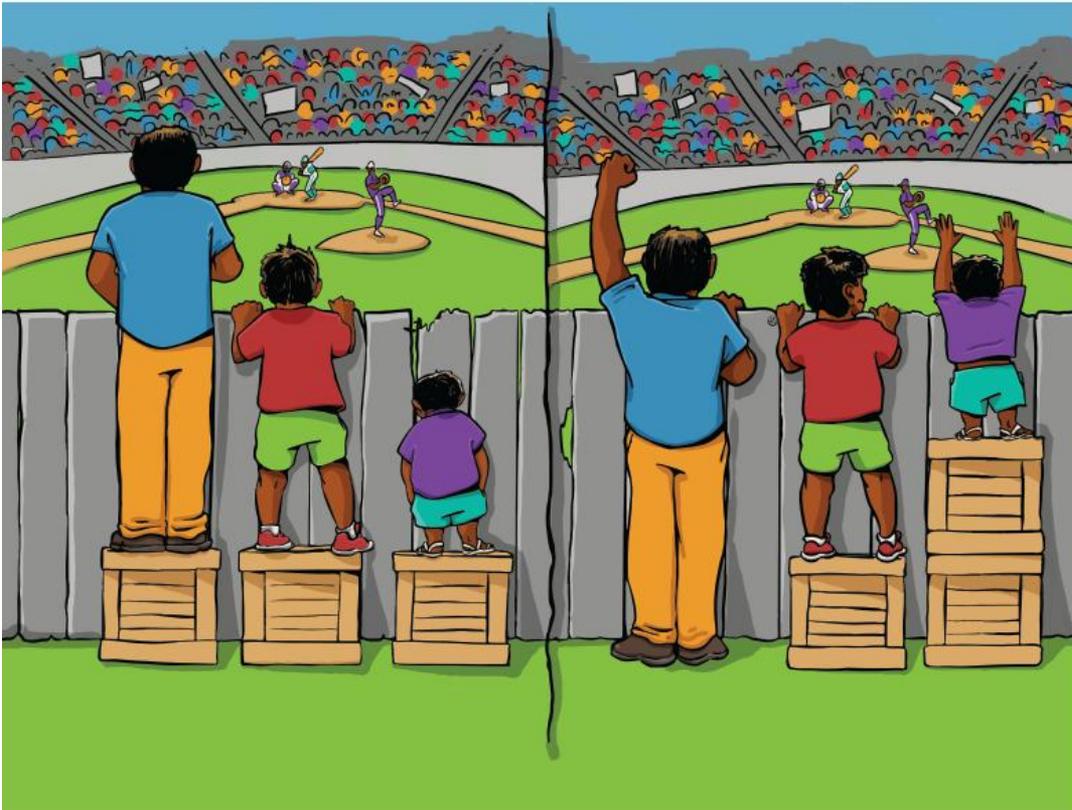
Fairness

Fairness is an important principle of justice. For a legal system to be fair, it must have processes in place to resolve (settle) disputes in an unbiased and consistent way. This includes having processes to ensure people involved in a legal dispute are given the opportunity to be heard and present their side of the story. People should also be able to have their dispute resolved by an independent and impartial (neutral) third party, like a judge, who will not favour one side over the other. Having ‘open courts’ also allows the public and media to watch court trials and check that legal processes are followed.

Equality

Equality is another important principle of justice. For a legal system to achieve equality, people involved in a legal dispute must be treated alike and given an equal opportunity to present their case regardless of their personal characteristics, like their race, religion or sexuality. In other words, people should not be discriminated against or placed at a disadvantage due to their personal differences.

To achieve equality in the legal system, it is necessary to provide some groups of people with additional support, assistance and services. For example, people who have limited English skills (like migrants, refugees and asylum seekers) or a hearing impairment should be provided with an interpreter so they can understand their rights and the legal processes involved in their case.

**Quiz me!**

A quick quiz on the principles of justice

Source 4 Fairness versus equality; to achieve equality in the legal system, it is sometimes necessary to provide people with additional support.

Access

Access is an important principle of justice. To achieve access to the legal system, people must be able to understand their legal rights and use the legal system to resolve their disputes. This includes people knowing about the different types of legal organisations, courts and tribunals that can offer legal advice and assistance and help resolve disputes.

19.7 Check your learning



Retrieve

- 1 State** the three principles of justice.

Comprehend

- 2 Describe** two processes or features of the Australian legal system that help achieve fairness.
- In your own words, **explain** the meaning of equality and access.

Analyse

- 4 Reflect on** how Source 4 illustrates fairness and equality.

Apply

- 5 Investigate** 'Lady Justice' (shown in Source 3). Who is Lady Justice? What do the three symbols she is often holding or wearing mean?

19.8 Principles of Australia's legal system

Learning intention

By the end of this topic, you will be able to:

- » describe the principles that guide Australia's legal system.

rule of law

the idea that everyone is equal before the law, regardless of their power or status in society

Several key ideas, or principles, guide Australia's legal system to ensure that justice is served. They focus on our responsibility as individuals to obey the law, as well as our right to fair treatment within the legal system.

The rule of law

The legal system enforces the laws that are designed to protect our way of life by defining our rights and responsibilities. Everyone must follow these laws. This is known as the **rule of law**. For example, even though he was the deputy prime minister at the time, Barnaby Joyce was fined \$200 for breaching New South Wales COVID-19 health orders by not wearing a facemask while at a service station in Armidale (NSW) in 2021.



Source 5 The right to a fair trial is one of the principles of Australia's legal system. Trials take place in courtrooms around Australia every day.

crime

an act that breaks an existing law, is harmful to an individual or to society as a whole, and is punishable by law

jury

a group of people who are required to decide on a 'guilty' or 'not guilty' verdict for a case

magistrate

an official who hears and judges minor cases

The right to a fair trial

Australia's system of trial is an adversarial system. This means that the trial is a truth-seeking contest between two opposing parties: the prosecution and the defence.

A number of characteristics help to ensure that a fair trial takes place:

- A person's race, sex, characteristics or any other factors not related to the **crime** should not affect the outcome of the trial.
- Each party is given an equal chance to present their argument.
- A person's guilt or innocence is determined by an independent and impartial third party – a judge (sometimes with a **jury**) or a **magistrate**.
- Trials are public. You can visit any court and observe what is happening, except under special circumstances. Allowing the public to observe trials helps ensure transparency.



Source 6 Lawyers, such as barristers, are highly skilled professionals who use their knowledge of the law to advise and represent people.



Quiz me!

A quick quiz on the principles of Australia's legal system

The right to legal representation

Most members of the public have limited knowledge of the law and need help from professionals to understand legal processes. That is why every Australian who is accused of having committed a crime has the right to a legal professional to represent them in court. In addition, a person with hearing disabilities or who does not speak English also has the right to access interpreters or translation services.

Presumption of innocence and burden of proof

The idea that someone is innocent until proven guilty is an important part of any legal system. It means that a person who is accused of a crime (such as murder or assault) is not required to prove their innocence. Instead, the prosecutor must prove that the person is guilty of the crime **beyond reasonable doubt**. This means that the **burden of proof** is on the prosecutor, as they are the one required to prove or disprove the facts in court. In **civil law** cases (disputes between people or organisations), it is up to the person making the complaint to prove that they are right.

The presumption of innocence is considered a human right around the world, and is used as a guiding principle in most democracies. Behind this principle is the idea that it is better to let someone guilty walk free than to imprison someone who is innocent.

beyond reasonable doubt

the standard of proof in a criminal trial; the judge or jury must be satisfied that there is no 'reasonable doubt' before finding an accused guilty

burden of proof

the responsibility for proving the case

civil law

an area of law that defines the rights and responsibilities of individuals, groups and organisations, and regulates private disputes

19.8 Check your learning



Retrieve

- 1 In your own words, **define** 'burden of proof'.
- 2 **Identify** three characteristics of a fair trial.

Comprehend

- 3 **Explain** why someone might need legal representation, even if they are allowed to represent themselves in court.
- 4 **Summarise** why the rule of law is important in a democratic system.
- 5 **Explain** why the burden of proof is on the prosecution and not the defence.

19.9

Participants in Australia's legal system

Learning intention

By the end of this topic, you will be able to:

- » understand how citizens can engage with Australia's legal system.

The Australian legal system is designed so that citizens can participate. Australians can engage with our legal system as lawyers or judges, as part of a jury, or even as witnesses.

Legal practitioners

Any person has the right to a legal practitioner to act on their behalf in court. A legal practitioner is a person who specialises in knowledge of the law and courtroom arguments. Having a legal practitioner act on behalf of a person makes the trial process fairer.

Solicitors

A solicitor is a registered legal practitioner who represents their client. A solicitor typically spends most of their time out of court, communicating with their clients and filling in court documents.

Barristers

A barrister is a legal practitioner who specialises in court trials, hearings and procedures. They spend most of their time in court and are often experts in certain areas of law.

Judges

As part of the judiciary (see page 489), judges are extremely important participants in the legal system. They act independently of the executive and legislature to apply laws to different cases. A judge's role can vary depending on the court they are in. Some of the roles they may need to perform include:

- deciding if a person is guilty or at fault based on the facts of the case (in cases that do not have a jury)
- deciding what is an appropriate sentence for a person who is found guilty (in criminal cases) or who is at fault (in civil disputes).

Juries

Jury duty is the term used to describe a citizen's responsibility to serve as part of a jury. In Australia, juries are usually made up of 12 people, chosen at random from the electoral roll to listen to a court



Source 7 In Australia, some cases can be heard by a judge and a jury. At the end of a case, the jury must work together to decide whether or not the accused is guilty or not guilty.

case and decide together whether they believe an accused person is guilty or not. You need to be at least 18 to be part of a jury, but you do not need to be an expert on the law. Citizens who serve as part of a jury just need to listen to the facts of a case and decide whether they believe the accused is guilty or innocent.

Witnesses

Witnesses play an important role in the legal system. People who have seen or heard an event or dispute may be called upon to present their observations as evidence in a court case. Witnesses are required to swear an oath that they will tell the truth when giving evidence.

Expert witnesses

Expert witnesses are a specific type of witness who can provide important information about a case, even though they might not have seen or heard it take place. Expert witnesses, such as doctors or forensic scientists, are often called to apply their expert knowledge of a topic to a case. The evidence provided by expert witnesses can help a jury to better understand the facts of a case.



Source 8 Witnesses can provide evidence to the court based on what they have seen or heard.

Organisations offering legal aid

Everybody in Australia is entitled to legal representation. However, there is no right to free legal representation. Citizens who are not able to afford legal representation are entitled to access legal aid. Legal aid is a taxpayer-funded service that ensures that legal representation is available for people who cannot afford their own lawyer. This means that citizens will maintain the right to be treated equally by the law and therefore to receive a fair trial. Legal aid is offered by several organisations, including state-based legal aid commissions, community legal centres, and First Nations legal services.



Quiz me!

A quick quiz on participants in Australia's legal system

19.9 Check your learning



Retrieve

- 1 State** four ways that Australian citizens may engage with the legal system.

Comprehend

- 2 Explain** the role of a jury.
- 3 Summarise** the roles of legal practitioners.

- 4** What is legal aid?

Apply

- 5 Create** a Venn diagram to show the similarities and differences between the roles of typical witnesses and expert witnesses in a court case.



* Think, pair, share

- Think about what the experience of serving on a jury would be like.
- Discuss your ideas with a partner.
- Share your thoughts with the class.

19B

SKILLS IN CONTEXT



Test me!

Once you've finished the topics in this section, test yourself with this quiz and find out which worksheet you should do.

Source 9 An official copy of the Magna Carta, held by the British Library

Why is the Magna Carta important to Australia?

The Magna Carta (meaning 'great charter') is a document that was created in England over 800 years ago. It sets out the fundamental principles upon which many modern democracies are based, including Australia. One of its main features is the idea of the rule of law: that no one – not even the ruler – is above the law.

The Magna Carta was written in response to the actions of King John, who was the King of England from 1199 until his death in 1216 (this is the same King John who appears in stories about Robin Hood). At that time, England was an absolute monarchy, which meant that the king or queen had absolute control and was not restricted by any laws. The barons (wealthy landowners and nobles) were angry because King John had lost land in various military campaigns and because he imposed high taxes on them. They threatened a rebellion unless King John agreed to give them some basic rights, which he did in the Magna Carta, in 1215.

This is how the rule of law is outlined in the Magna Carta:

No free man shall be seized or imprisoned, or stripped of his rights or possessions, or outlawed or exiled, or deprived of his standing in any other way, nor will we proceed with force against him, or send others to do so, except by the lawful judgment of his equals or by the law of the land.



Source 10 An engraving of King John signing the Magna Carta in 1215 at Runnymede, England

KEY SKILL
Questioning & researching

Collecting information

When presented with any research question, it is important to break the question down and collect information to be able to answer it. Follow these steps:

- Step 1** Make sure you understand the question. Use a highlighter to highlight the key words in the question.
- Step 2** Use an issues matrix (see Source 11) to break down the question, focusing on the 'what', 'where', 'when', 'who', 'which', 'how' or 'why'.
- Step 3** Create a document to record your findings. Make sure you summarise what you read in your own words, to ensure the final product

- is your own work. A note-taking template is available on your obook pro to help with this.
 - Step 4** Research your main question(s), taking notes as you go. When using the internet, it is important to be critical of your sources and to ensure that you only use reliable websites. Websites that contain '.gov' or '.edu' in their URLs are linked to the government or educational institutions, and are a good place to start. Avoid websites that do not state the author or the date that they last updated the information on the site.
- For more information on this skill, refer to page 476 of 'The civics and citizenship toolkit'.

Source 11 An issues matrix

What?	Where?	When?	Who?	Which?	How?	Why?	
							Is ...?
							Did ...?
							Can ...?
							Would ...?
							Will ...?
							Might ...?

 **Additional resource**
Note-taking template

Practise the skill

- 1 Apply the steps above to answer the question: 'Why is the Magna Carta important to Australia?'
- 2 **Create** a visual summary of the impact of the Magna Carta on Australia by collecting at least three different images or symbols that represent the link between our lives today and the document signed by King John in 1215. Write a short caption under each image explaining why you chose it.

Extend your understanding

- 1 Use the weblink in your obook pro to access the infographic about the impact of the Magna Carta in

other parts of the world. Read through the sections relating to the Age of Enlightenment through to the American Revolution (and don't forget to click on the red diamonds for additional information). Organise your understanding of the impact of the Magna Carta using a PMI (Plus, Minus, Interesting) chart. You will find a PMI template on your obook pro.

 **Weblink**
The Magna Carta

 **Additional resource**
Plus, Minus, Interesting template

19

CHAPTER REVIEW

Review activity

Read the information, then answer the following questions.

Freedom of speech in Hong Kong

Not everyone in the world has the right to freedom of speech. In some countries, saying something that insults or contradicts the government is an offence that can be punished severely. There are many countries that censor (suppress) the opinions of their citizens, such as North Korea and China.

Background

Hong Kong was a part of China until the mid-nineteenth century, when it became a British territory. In 1997, it was handed back to China. Since that date, Hong Kong has been classed as a 'special administrative region' of China. This means that the Chinese Government has the ability to exercise power over how the region is run.

However, before Hong Kong was returned to China, Britain and China agreed that although China would resume control of Hong Kong, the Chinese Government would allow Hong Kong to retain a high degree of independence. This meant that Hong Kong was allowed to retain its system of government (which is based on British democracy), and the people of Hong Kong were able to keep their democratic freedoms, such as freedom of speech.

However, in recent years, China has asserted increasing control over Hong Kong. This has resulted in hundreds of thousands of people taking part in pro-democracy protests.



Source 12 Police fire tear gas at pro-democracy protesters in Hong Kong in 2019.

2020 developments in Hong Kong

In June 2020, the Chinese Government passed a new national security law that gave the government significant power over how people in Hong Kong exercised their freedom of speech. Under this law, it is a crime to criticise the Chinese Government, and the maximum penalty for breaking this law is life imprisonment. Since June 2020, many people have been arrested under the national security law.

- 1 What does freedom of speech allow? (1 mark)
- 2 **Identify** two countries that censor the opinions of their citizens. (2 marks)
- 3 **Describe** one similarity between Australia and Hong Kong. (2 marks)
- 4 **Explain** how freedom of speech in Australia is different from freedom of speech in Hong Kong. (3 marks)
- 5 **Create** a table that lists the advantages and disadvantages of having complete freedom of speech that is unrestricted by the law. (6 marks)
- 6 Explain how Hong Kong's system of government differs from Australia's system of government. Do you think Hong Kong is a democracy? **Justify** (give reasons for) your response. (6 marks)

(Total: 20 marks)



Chapter checklist

Now that you have completed this chapter, reflect on your ability to do the following:

	I can do this.	I cannot do this yet.
Explain the meaning of representative democracy. Summarise how Australia's federal parliamentary system works.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 19.1, page 482.
Explain the role of the House of Representatives, the Senate and the Governor-General.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 19.2, page 486.
Summarise the characteristics of active citizenship.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 19.3, page 490.
Describe fundamental freedoms of Australians.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 19.4, page 492.
Summarise ways Australians can participate in democracy.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 19.5, page 494.
Understand how laws are made in Australia.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 19.6, page 500.
Describe the principles of justice.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 19.7, page 502.
Describe the principles that guide Australia's legal system.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 19.8, page 504.
Understand how citizens can engage with Australia's legal system.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 19.9, page 506.

Check your Student **obook pro** for these digital resources and more:

pro



Student book questions
Chapter 19



Key skill worksheet
Communicating:
Chapter 19

Quizlet

Play a game of Quizlet on Australia's political and legal system.



Chapter review quiz
Chapter 19

CHAPTER

20

Australia's diverse society

The continent of Australia had been inhabited by Aboriginal peoples for tens of thousands of years before the first Europeans arrived. Colonisation by the British changed the continent forever.

Over many generations, people from all over the world have come to settle in Australia and make it their home. These people have made Australia a multicultural nation – adding their different cultures, beliefs and values to create a rich and diverse society. Although Australians come from a range of different backgrounds, many of us share common values. Values are the beliefs and behaviours that we consider important as a nation. Our shared values allow us to live in harmony.

» **Source 1** Australia is a multicultural nation that is home to people from many different cultural, religious and language backgrounds. Here, Australians gather in Sydney at the Africultures Festival. Each year, the festival is held to celebrate African cultures and increase awareness of people from African countries in Australia.





20A

What shapes Australian society?

20B

What are Australian values?

20.1

Australian diversity and heritage

Learning intention

By the end of this topic, you will be able to:

- » define the terms 'pluralist society', 'multicultural', 'secular', 'multi-faith' and 'Christian heritage'.

diverse

including a range of people who have different racial, cultural, religious and socioeconomic backgrounds, lifestyles and life experiences

pluralist society

a society where a number of people with different racial, cultural, religious and socioeconomic backgrounds live together in a peaceful and united way

multicultural

having many different cultures, races and/or religions

secular

when the church and state are separated so that religious institutions are not directly involved in how the government is run

multi-faith

having a variety of religions



Key skill worksheet

Analysis, evaluation & interpretation:
Evaluating data

Australia's diversity

Modern Australian society is very **diverse**. This means there are lots of people in our society who have different beliefs and customs. A diverse society can also be referred to as a **pluralist society**. In a pluralist society, a range of different people can coexist peacefully despite their different lifestyles, cultures and beliefs. As Australia's population becomes increasingly **multicultural**, this diversity has become an important part of Australia's national identity.

Cultural diversity

Approximately 26 million people are living in Australia today. First Nations people make up approximately 3.3 per cent of the population. The rest of the population is made up of migrants or their descendants. The first migrants to Australia came from Great Britain. They established the first colony at Sydney Cove in 1788. Since then, migrants have come to Australia from approximately 200 countries. This makes Australia a culturally diverse nation with people from many different cultural backgrounds.

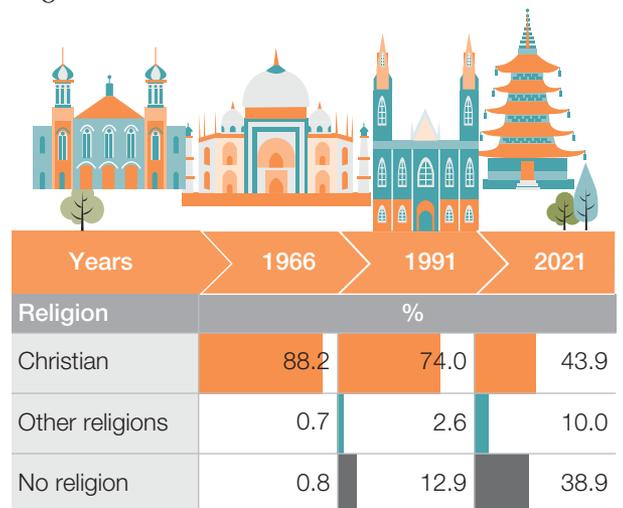
A secular nation

Australia is a **secular** nation, which means the church and state are separate when it comes to government. The government (also known as the state) is responsible for running our political and legal systems, and a core principle of Australia's democracy is that religious institutions are not allowed to directly influence the decisions of government. Australia's public health, education and political institutions are all free from religious connections. This ensures that the religious beliefs of one group are not forced onto Australians of other faiths. Being a secular nation allows Australia to be a **multi-faith** society where people have the freedom to choose their religious

Religious affiliation	Population ('000)	Population (%)
Christianity	11,148.8	43.8
Islam	813.4	3.2
Hinduism	684.0	2.7
Buddhism	615.8	2.4
Judaism	100.0	0.4
Other Religions	325.4	1.3
No religion	9,887.0	38.9
Inadequately described	97.4	0.4
Not stated	1,751.1	6.9
Total	25,422.8	100.0

Source: Australian Bureau of Statistics

Source 1 This table shows the different religions or faiths of Australians according to the 2021 census.



Source: Australian Bureau of Statistics.

Source 2 This infographic shows how religious affiliation has changed in Australia since 1966.

beliefs. While most nations around the world today adopt a secular system of government, some nations, such as Saudi Arabia, are non-secular states and base their legal system on religious teachings.

Freedom of religion

Freedom of religion is the right to believe in or practise any religion, or to practise no religion at all. This freedom extends to all faiths; a person is free to practise any religion, such as Christianity, Islam, Judaism, Buddhism, Hinduism, Jainism, Sikhism or Taoism. Freedom of religion is one of the few rights included in the Australian Constitution. The Australian Government cannot force people to follow any religion or make it illegal for people to engage in any religious activities. The fact that the right to freedom of religion is protected in Australia is clear from our multi-faith society – Australians hold a variety of beliefs and religions (see Source 1).



Quiz me!

A quick quiz on Australian diversity and heritage

Australia's Western and Christian heritage

As a former British colony, Australia inherited a core set of ideas drawn directly from the Western world. This means that Australia inherited social norms (behaviours) and values, traditions and political systems from Britain. One example of Australia's Western heritage is seen in our parliamentary system, which follows Britain's representative government model. Australia also inherited many elements of culture (such as language, art, music and architecture) from Britain – for example, the classical architecture of Queensland's Parliament House.

Our values and ethics in Australian society also draw from Western influences. Australia has Christian heritage, which

means our social and ethical values are inherited from Christian traditions. Our Christian heritage is seen in many parts of daily life, including national holidays such as Christmas Day and Good Friday. Some of the earliest understandings around human rights were influenced by Christian values. This influence can be seen in the shared Australian values of compassion and equality.

Christianity continues to impact Australian politics today. For example, there is an Annual National Prayer Breakfast in Parliament House in Canberra, and the 2017 *Marriage Equality Act* challenged the pre-existing Christian-inspired 1961 *Marriage Act*.

CASE STUDY



Source 3 Stained-glass window of Queen Victoria in Parliament House, Brisbane, Queensland

20.1 Check your learning



Retrieve

- In your own words, **define** the following terms:
 - pluralist society
 - multicultural
 - secular
 - multi-faith
 - Christian heritage.

Comprehend

- Describe** two benefits of separating the church and state.

Analyse

- Look at Source 2. **Summarise** what has been happening in Australia from 1966 to 2021.

Apply

- Some of the public holidays that are observed in Australia come from the Christian faith (such as Easter and Christmas). However, around 49 per cent of Australians are not Christians. Use Source 1 to choose a non-Christian faith and research which holidays are observed by that religion. **Create** an infographic or calendar to display these holidays.

20.2 First Nations cultures and beliefs

Learning intention

By the end of this topic, you will be able to:

- » understand the diverse spiritualities of First Nations communities in Australia.

Key skill worksheet
Questioning & researching:
Investigating the name of the Torres Strait Islands

First Nations peoples in Australia live all over the country in different places as parts of many different communities. There are two recognised groups of First Nations peoples in Australia. The largest group is Aboriginal peoples from mainland Australia and Tasmania. The second group is peoples from the Torres Strait Islands, the islands between Australia and Papua New Guinea.

There are many different language groups of First Nations people across Australia. Each language group has its own unique beliefs and spiritualities.

Spirituality in Aboriginal communities

Many Aboriginal cultures developed on the Australian continent over thousands of years. At the centre of some Aboriginal cultures is a belief system known as the Dreaming. The Dreaming is equivalent to other religions or belief systems such as Christianity, Islam or Hinduism, which all have specific beliefs, practices and creation stories. The Dreaming is about the knowledge, beliefs and practices that originated

from Creation stories, which describe how the landforms and life on Earth came into being. The Dreaming guides the way people live on the land and care for it. For some Aboriginal peoples, all living things are part of the deep and spiritual tradition of the Dreaming.

Country

Country is a term used by Aboriginal peoples to refer to all living things present on the land that they belong to. Country refers to both the physical and the spiritual features of the land, seas and stars. Country includes animals, plants and people as well as creeks, waterholes and hills. Creation spirits and seasons are also part of Country. When an Aboriginal person is on their Country, their spirit and the spirits of their ancestors live through the features of the land.



Source 4 The Aboriginal flag (top); in the flag, the black represents Aboriginal peoples, the red represents the earth and the yellow represents the sun. The Torres Strait Islander flag (bottom); in the flag, the green represents the land, the blue represents the sea, the black represents Torres Strait Islander peoples and the white star represents the five major island groups. The centre of the flag shows a white dhari (dancer's headdress) which represents Torres Strait Islander culture.



Source 5 Land is deeply connected to the Dreaming. Aboriginal peoples see themselves as custodians (caretakers) of the land, rather than owners of it.

Spirituality in Torres Strait Islander communities

There are many island groups in the Torres Strait Islands, each with their own unique cultural beliefs. At the centre of Torres Strait Islander spiritual beliefs is Tagai. Tagai is a warrior of the sea whose body can be seen in the constellations of Orion and the Pleiades. Tagai connects Torres Strait Islander people as sea people, who share a common way of life.



Quiz me!

A quick quiz on First Nations cultures and beliefs

The Coming of the Light

In 1795 an organisation called the London Missionary Society (LMS) was founded in England. The LMS aimed to spread Christianity throughout the non-European world. In the 1840s, the LMS set out to convert people of the Southwest Pacific (the region including Australia, New Zealand, Tonga and the Solomon Islands) to Christianity. On 1 July 1871, missionaries from the LMS arrived on Erub (Darnley) Island in the Torres Strait.

The missionaries, led by the Reverend Samuel MacFarlane, were met by Dabad, a warrior Elder of Erub island. Reverend MacFarlane fell to his knees and presented Dabad with a Bible. Dabad accepted the Bible as a gift and welcomed the missionaries.

Some principles of Christianity were compatible with existing Torres Strait Islander beliefs and Christianity spread

across the Torres Strait Islands. The adoption of Christianity changed the way of life on the Torres Strait Islands. The arrival of Christianity is known as the Coming of the Light.

Today, Christianity is strong throughout Torres Strait Islander communities. On 1 July every year, Torres Strait Islanders celebrate the Coming of the Light with church services, feasts and re-enactments of the missionaries landing at Erub.

'I am the Light of the World.' Thank God for the first missionaries, who on July the first 1871, at Darnley Island, brought the light of Christ to the Torres Strait.

Source 7 Inscription outside the Christian church on Thursday Island in the Torres Strait

CASE STUDY



Source 6 Christian church on Masig (Yorke) Island in the Torres Strait

20.2 Check your learning



Retrieve

- 1 State** the date of the Coming of the Light.
- 2 Name** the organisation responsible for spreading Christianity throughout the Torres Strait Islands.

Comprehend

- 3** In your own words, **describe** the concept of Country.

Analyse

- 4 Compare** spirituality in Aboriginal communities and spirituality in Torres Strait Islander communities. What is one similarity? What is one difference?

Apply

- 5** Different religious beliefs in Australia and the Torres Strait Islands spread not only through missionary activity, but also through trade. As far back as 800 years ago, fishermen from a region in modern-day Indonesia called Makassar are believed to have come to Australia to harvest sea cucumbers, working and trading with local Aboriginal peoples such as the Yolngu people in Arnhem Land in northern Australia. Go online to **investigate** the Dreaming figure known as Walitha'walitha and explain how Walitha'walitha came to be included in Yolngu spirituality.

20.3 Australia's migrants

Learning intention

By the end of this topic, you will be able to:

- » explain why people might migrate.

migrants

people who move from one place to another

refugees

people who move to another country to avoid persecution

Due to migration, Australia's national identity has gone through many changes over the past 250 years. Australia has gone from a land where only First Nations peoples lived, to being occupied by British colonists, to the present day, when Australia is home to people with a range of different backgrounds. Today, half of all Australians have at least one parent who was born overseas.

Reasons why people migrate

Migrants are people who move from one place to another. Most international migrants choose to move between countries. They often do so to improve their way of life. People might migrate in search of better employment or education opportunities. Migrants make the decision to leave their home country for many different reasons. To understand why people migrate, it is helpful to understand the different types of migrants:

- **migrant:** a person who moves from one country (or region) to settle in another country; this includes both emigrants (people leaving a country) and immigrants (people entering a country)
- **economic migrant:** a person who migrates for reasons such as seeking employment or to improve their financial position
 - **assisted migrant:** a person who migrates under a government program that offers financial assistance to migrants
 - **skilled migrant:** a migrant who is granted favourable treatment for their skills or job
 - **illegal migrant:** a person who enters or remains in a country without a legal right to do so; this does not include asylum seekers and refugees.



Source 8 Host of *The Project*, Waleed Aly, is a Sunni Muslim, born and raised in Melbourne by Egyptian migrant parents.

Refugees

Refugees are people who have to move to another country. Many refugees flee their home country because they fear for their personal safety if they remain. Others have to leave their home country due to devastating natural disasters. Asylum seekers are people who have sought protection as refugees.

Migration to Australia

Throughout Australia's history, migration has been closely tied to its relationships with other countries. For example, due to Australia's history as a British colony and its political ties with Britain, Britain remains the top country of birth of overseas-born



Source 9 Then-prime minister Scott Morrison gives out citizenship certificates during an Australia Day Citizenship Ceremony event in Canberra, 26 January 2020.

Australians (see Source 10 in Skills in Context task 20A). Australia's relationships with countries in the Asian region such as China and Vietnam have also influenced the numbers of migrants choosing to settle here. Today, Australia's population includes migrants born in nearly every country of the world, making Australia a very multicultural country.

This multiculturalism has resulted in a diverse range of music, food, beliefs and customs from more than 200 nations being present across Australia. As a result of our diverse society, Australians have the opportunity to learn about other cultures through community events such as food festivals, film festivals and traditional celebrations from other countries (such as Lunar New Year).

After living in Australia for a period of time, many migrants to Australia choose to become citizens. Once a person becomes an Australian citizen, they accept the rights and responsibilities that come with citizenship.



Quiz me!

A quick quiz on Australia's migrants



I used to think, now I think

Reflect on your learning about why people migrate and complete the following sentences.

- I used to think ...
 - Now I think ...
- What has changed in your understanding?

20.3 Check your learning



Retrieve

- 1 In your own words, **define** the terms:
 - a economic migrant
 - b skilled migrant
 - c refugee
- 2 **Name** the top country of birth of overseas-born Australians.

Comprehend

- 3 **Describe** the impact multiculturalism has had on Australian society.
- 4 **Describe** the reasons why people might migrate.

Analyse

- 5 **Consider** why people might want to migrate to Australia. Remember, when you consider something, you should think about it carefully before making a decision. List as many factors as you can about why Australia would be a popular choice for migration.

20A

SKILLS IN CONTEXT



Test me!

Once you've finished the topics in this section, test yourself with this quiz and find out which worksheet you should do.

The Census

Every five years, the Australian Government conducts a survey of the entire nation known as the Census. The Census gathers data on every person in Australia. This information is used by the government in many ways.

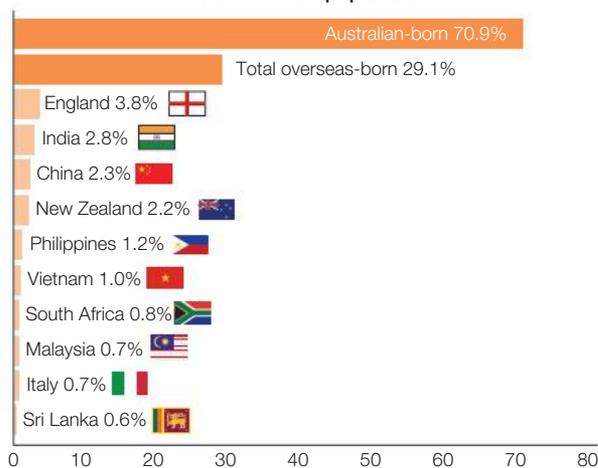
The Census is conducted by the Australian Bureau of Statistics (ABS). It gathers data about people such as their age, gender, income, occupation, type of home, languages spoken, ancestry and optional questions, including religion (see Source 11). This information helps the government understand the types of people living in Australia and can be useful for assisting the government in decisions they make for and on behalf of the Australian people.

These decisions might include providing community services in areas where a lot of people whose first language is not English live, or to build schools in areas where a lot of babies are being born.

However, the data collected by the ABS is not just used by the government. Individuals, businesses and private organisations such as research facilities can search the ABS data for specific information that would suit their purposes. The ABS does not include people's names on the data they make public.

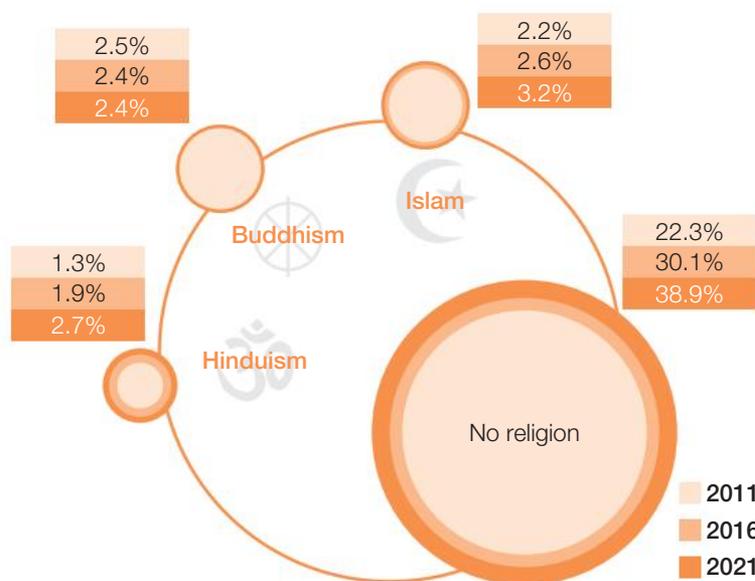
Source 11 While overall, Australians are becoming less religious, the 2021 Census showed that the proportion of people identifying with non-Christian religions is increasing.

Top 10 countries of birth of Australia's overseas born population



Source: Australian Bureau of Statistics

Source 10 The 2021 census showed that almost 30 per cent of Australia's population was born overseas.



Source: Australian Bureau of Statistics

KEY SKILL

Questioning & researching

Conducting a census survey

A census survey can be used to gather information about any population. The following steps can be used to conduct a survey. A census tries to gather information about every person in the population.

Step 1 Think of a range of questions that you would like to gather information on, such as age, religion, gender, income and so on. It is easiest if you give people options to choose from when answering each question, so make each question multiple-choice whenever possible. Just make sure there is an option that suits all possible responses.

Step 2 Compile all your questions into a single document and give it to every person in the population you are surveying.

Step 3 Add up the results for each question.

Step 4 Present the results. There are many different ways to present statistics, such as calculating percentages or creating graphs. A simple way to present results is in a table.

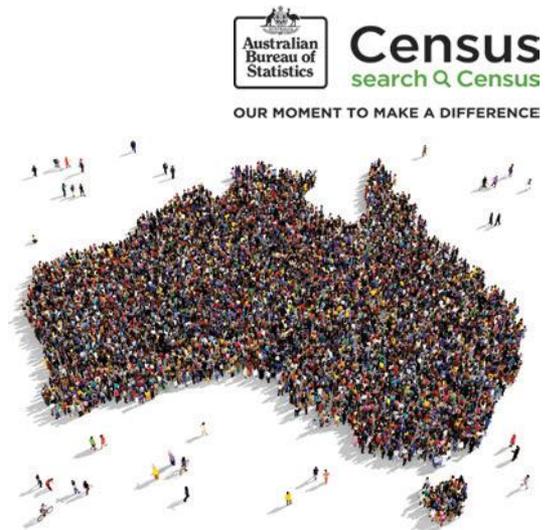
Practise the skill

- Conduct** a census of your class to find out information about classmates' country of birth, language spoken at home, age and gender. As people might be sensitive to some of these questions, include an option to choose 'prefer not to say' for each question.
- Present your findings in a table. Do not include people's names on the table.
- Use the results from your census survey to answer the questions below.
 - Which language is most often spoken at home?
 - How many of the participants were born in Australia? What percentage of the class is this?
 - Which is the most common gender in your class?

Extend your understanding

Investigate the results of Australia's most recent census. Log onto your [obook pro](#) to find this data on the ABS website. Answer the following questions.

- When was the most recent census conducted?
- What was Australia's population?
- How much had the population increased from the previous census?



Source 12 The government body in charge of collecting and analysing census data is the Australian Bureau of Statistics (ABS).

- Which state or territory has the highest population?
- When is the next census occurring?
- According to the ABS data, how often is a new person added to the Australian population?



Weblink
ABS Census data

20.4 Shared Australian values

Learning intention

By the end of this topic, you will be able to:

- » identify values shared by Australians.

Australia's national identity is made up of our shared history and values. As you have learned, Australia is one of the most culturally diverse nations in the world. Australia's population is made up of First Nations people, migrants who were born overseas (and their descendants) and the descendants of those who settled in Australia following British colonisation in 1788.

The values of Australia's democracy

Australia is a liberal democracy. This means that, as a nation, we aim to protect basic human rights and values that improve the well-being of individuals. For example, one of the democratic rights protected under Australian law is freedom of speech. Freedom of speech generally refers to the right of Australians to publicly state their views and opinions on a range of political issues without fear of being punished by the government for their actions (as long as their statements are not false or hateful and do not cause harm).

Contemporary religious values

British colonisers introduced Christianity to Australia, where it is still the most dominant religion today. However, modern Australia is a multi-faith country. Many religions, each with their own unique set of values and beliefs, are practised in Australia. Certain values are shared by many religions, such as compassion:

- In Islam, compassion is an essential value. Muslims believe compassion is one of the attributes (features) of Allah.
- In Buddhism, compassion is known as 'karuna'. Buddhists believe they should always show compassion.
- In Judaism, the values of compassion and mercy are known as 'rahmanut'. Jewish people believe people should show compassion to themselves and others.

The Australian National Dialogue of Christians, Muslims and Jews (ANDCMJ) is one example of a multi-faith group in Australia. The ANDCMJ was formed in 2003 to recognise the shared values of all Australians. In 2021, the ANDCMJ released a joint statement encouraging the Australian government to address climate change.

Shared values in Australia

Although Australians come from a range of different backgrounds, many of us share common values. Values are the beliefs and behaviours that we consider important as a nation. Shared values allow us to live in harmony, and they are reflected by our laws, and in the ideals of the majority of people



Source 1 A cancelled postage stamp designed to commemorate Australia Day in 1982; it shows a First Nations person, a British colonist, and a migrant.

within our society. The Australian Government has outlined several values in the Australian Values Statement, which is supplied to visa applicants to Australia. Some of these values are shown in Source 2.

Source 2 Some shared Australian values

Respect for freedom of individuals	Freedom of speech, association, assembly, religion and movement	A 'fair go'	Commitment to the rule of law	Parliamentary democracy
Australians should respect the dignity and freedoms of every person.	Freedom is being able to make our own decisions, without being controlled. Australians enjoy many freedoms. However, most of these freedoms are not protected by law in Australia; they are a privilege rather than a right written into the Australian Constitution and each freedom must be enjoyed responsibly.	This applies to access to education and health care, and the opportunity to work and earn a sufficient living, regardless of gender, race or socioeconomic status. It means that discrimination on any of these grounds is not acceptable. A 'fair go' embraces: <ul style="list-style-type: none"> • mutual respect for each other • tolerance • compassion for those in need • equal opportunity for all. 	All people should obey the law.	Our laws are made by parliament, which is elected by the people of Australia.

We will examine the shared values of:

- freedom
- a 'fair go'
- compassion
- equality.

Freedom

Freedom is being able to make our own decisions, without being controlled. Australians enjoy many freedoms, such as freedom of speech, association, assembly and movement. However, many of these freedoms are not protected by law in Australia; they are a privilege rather than a right written into the Australian Constitution. Each freedom must be enjoyed responsibly.

Source 3 Freedom of assembly gives Australian people the right to assemble (gather) and protest. In this image, student protesters challenge inaction on climate change.



A 'fair go'

A 'fair go' means making things reasonable, fair and equitable so that people have a chance to participate and succeed. This applies to access to education and health care, and the opportunity to work and earn a sufficient living, regardless of gender, race or socioeconomic status. It means that discrimination on any grounds is not acceptable.

Compassion

Compassion is a human response to the suffering of others that makes us want to help or relieve that suffering. Some Australians feel a responsibility to help those less fortunate, and they pressure the government to fulfill its responsibilities to people suffering in Australia and overseas. Compassion is perhaps the most important value of any healthy society, as it influences people to help others who are experiencing extreme suffering. The value of compassion has resulted in the Australian Government developing policies that welcomed migrants who were seeking safety from wartorn homelands.

Equality

Equality is the idea that every person in society is treated the same way and considered equal. It is an important part of any fair society that cares about making sure no one is discriminated against. But equality is difficult to achieve. Economic inequality has increased in Australia as fewer people control more of the country's wealth. Nevertheless, giving everyone an equal opportunity to succeed is a value held dear by many Australians.



Source 4 Although Australians come from a range of different backgrounds, many of us share common values, which helps us live in harmony.

Expressing shared values

There are many ways that the values shared by diverse communities within Australia can be expressed; for example, by flying Australian flags or singing Australia's national anthem. As of 1 January 2021, the second line of the Australian National Anthem is 'For we are *one* and free'. The original line – 'For we are *young* and free' – was changed to reflect First Nations peoples' long history in Australia. Then Prime Minister Scott Morrison stated that the change was for all Australians and helped to better reflect Australia's unity. Not everyone agreed with this change, and some argued that the national anthem should be rewritten completely.

Shared values and reconciliation

For many people, truly recognising the past injustices suffered by First Nations peoples since British colonisation is a necessary step towards properly defining Australia's identity. They argue that until we confront our past, we will never be able to honestly promote the values that we want our nation to stand for, such as a 'fair go' for all. The process of acknowledging the past and strengthening the relationship between First Nations peoples and non-Indigenous peoples is known as **reconciliation**.



Quiz me!

A quick quiz on shared Australian values

reconciliation

in Australia, the process of strengthening the relationships between First Nations peoples and non-Indigenous peoples by acknowledging the past injustices, valuing First Nations cultures and building positive connections between all Australians

20.4 Check your learning



Retrieve

- 1 What is national identity?

Comprehend

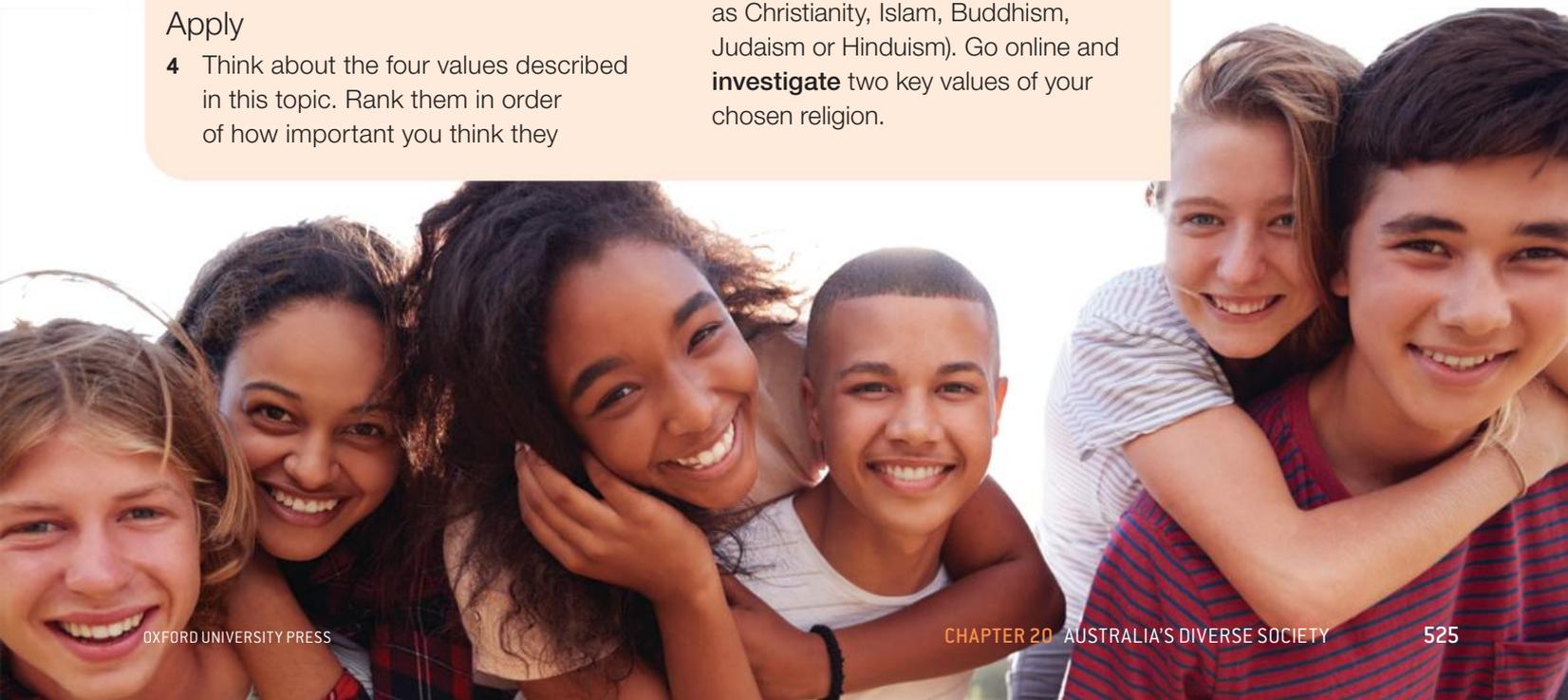
- 2 Why is it important for a society to have shared values?
- 3 Look at Source 2. **Explain** how values such as 'freedom of speech' and 'commitment to the rule of law' might make it easier for us to live together.

Apply

- 4 Think about the four values described in this topic. Rank them in order of how important you think they

are. **Justify** (give reasons for) your rankings.

- 5 **Create** a poster that could be used at international airports in Australia to welcome new migrants to the country. Include at least one important value that must be respected and one piece of information that would be helpful for new arrivals to know.
- 6 Choose a religion that is practised in contemporary Australia (such as Christianity, Islam, Buddhism, Judaism or Hinduism). Go online and **investigate** two key values of your chosen religion.



20B

SKILLS IN CONTEXT



Test me!

Once you've finished the topics in this section, test yourself with this quiz and find out which worksheet you should do.

Source 5 Many Australians are happy to celebrate the Australia Day public holiday on 26 January with a great sense of patriotism.

#ChangeTheDate

The date of Australia Day, 26 January, is the anniversary of the arrival of the First Fleet of British ships at Port Jackson, New South Wales, in 1788. It marks the beginning of British rule of the Australian continent.

Some people think that Australia Day is a significant day that celebrates Australia's national identity. It is marked by a public holiday in all states and territories.

However, many people believe that celebrating Australia Day on 26 January is wrong because it is offensive to First Nations peoples. First Nations peoples consider 26 January to be a day of mourning and have named it 'Invasion Day'. More and more Australians are demanding that the date of Australia Day is changed to a date that both First Nations peoples and non-Indigenous Australians can celebrate.



Source 6 Many Australians feel that 26 January represents the British invasion of the continent.

Australia Day was first celebrated in 1934 when the vast majority of the Australian population had European ancestry. This has changed and today Australia is a multicultural society with many Australians recognising the injustices experienced by First Nations peoples as a consequence of the First Fleet's arrival. Many Australians believe that celebrating Invasion Day goes against Australia's values. They also argue that Australia Day has been celebrated on many different dates (such as 28 July and 30 July) in the past.

People opposed to changing the date argue that celebrating Australia Day on 26 January is an important tradition that forms part of the Australian identity. Many of these people believe that the nation we live in today was shaped by the arrival of the First Fleet and it should be remembered.

Whatever side they take, people across Australia can exercise their democratic right to voice their opinion on the debate through means such as protests, marches and petitions.

KEY SKILL

Communicating

Writing a letter to your local MP or to the prime minister

In our democracy, the role of politicians is to represent the people's opinions, concerns and interests. One way of ensuring your opinion is heard is by directly contacting your local member of parliament (MP) or the prime minister via an email or letter.

Here are some steps to follow when writing such a letter:

- Step 1** Before you write, research the topic you are concerned about and make note of important facts that support your view.
- Step 2** When you are addressing the politician, make sure you use their correct title – for example, Ms Joanna Smith MP.

Step 3 Introduce yourself and state the reason you are writing.

Step 4 In your own words, politely write the main points you wish to share with the politician.

Step 5 Explain what you would like them to do about the issue.

Step 6 Sign off the letter with 'Sincerely' and your full name below it.

Step 7 Wait for a response and contact them again if you have not heard from them after a month.

For more information on this skill, refer to page 479 of 'The civics and citizenship toolkit'.

Practise the skill

- 1 Write a letter to your local MP or to the prime minister discussing why you think the date of Australia Day should or should not be changed. You may also wish to include your opinion on whether 26 January should be recognised as a day of mourning. You can also propose a new date on which to celebrate Australia Day.

Extend your understanding

- 1 Using the internet or an Australian calendar, **identify** all the public holidays celebrated in your state.
- 2 Research the historic significance of these public holidays. In your own words, **summarise** how each one is portrayed in the media and in popular culture.
- 3 **Explain** how these public holidays form part of our national identity.



Source 7 Every year on 25 April, Australians have a public holiday to mark Anzac Day. Anzac Day is a national day of remembrance; it commemorates the first landing of the Anzac soldiers at Gallipoli on 25 April 1915.

20

CHAPTER REVIEW

Review activity

Deng Thiak Adut is a former child soldier who came to Australia from Sudan in 1998. He became an Australian citizen in 2001. Read the following extract from the

Australia Day address Adut gave in 2016, then answer the questions that follow.

What does it mean to be Australian?

Source 8

I came to Australia as an illiterate, penniless teenager, traumatised physically and emotionally by war. In Sudan, I was considered legally disabled, only by virtue of being black or having a dark skin complexion. As you can see, I am very black and proud of my dark skin complexion. But in the Sudan, my colour meant that my prospects could go no further than a dream of being allowed to finish a primary education ... Australia educated me. How lucky I became. How lucky is any person who receives an education in a free land and goes on to use it in daily life.

In 1987, the year before the Australian bicentennial celebrations, I was among many young children forcibly removed from their homes and families and marched to Ethiopia, for reasons that were unknown to me at the time. I walked thousands of kilometres without shoes or underwear.

What do we take for granted as Australians? Free education, food, clothing (more than shoes and underwear), shelter, health care and personal safety. We take those things for granted until we don't have them.

Australia is a nation where most of us, most of the time, seek to give and receive a 'fair go' and 'respect democracy'. It's that 'fair go' that you see

in every new Australian success story. That is the 'advance Australia fair' in the anthem.

I know that some who are watching and listening will be wondering why I, so black, am ignoring that the ruling majority appear to be white. I don't ignore it, just as I don't ignore that the colours and faces of the Australian community are such a rich palate. Take a trip around an Australian city, visit a building site, walk around an educational campus, look at the names in our sporting teams, and hear, see, smell, and taste the richness of the cultures in any of our shopping centres. White is a colour to which so much can be added.

Source: Australia Day address given in 2016 by Deng Thiak Adut



Source 9

Deng Thiak Adut



- 1 **Explain** why Deng Thiak Adut fled to Australia from Sudan as a refugee. (3 marks)
- 2 **Analyse** Adut's message about what it means to be Australian.
 - a Note down all the reasons Adut gives for being proud to be an Australian.
 - b Note down any comments he makes that are critical of life in Australia. (4 marks)
- 3 What do you think it means to be an Australian? Try to **summarise** your own point of view in 30 words or less. (3 marks)
- 4 'Australia is a nation where most of us, most of the time, seek to give and receive a "fair go" and "respect democracy".' **Discuss** this statement in a short paragraph. In your paragraph, include points for and against this statement and conclude with your overall opinion. (10 marks)

(Total: 20 marks)

Chapter checklist

Now that you have completed this chapter, reflect on your ability to do the following:

	I can do this.	I cannot do this yet.
Define the terms 'pluralist society', 'multicultural', 'secular', 'multi-faith' and 'Christian heritage'.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 20.1, page 514.
Understand the diverse spiritualities of First Nations communities in Australia.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 20.2, page 516.
Explain why people might migrate.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 20.3, page 518.
Identify values shared by Australians.	<input type="checkbox"/>	<input type="checkbox"/> Go back to Topic 20.4, page 522.

Check your Student **obook pro** for these digital resources and more:



Student book questions
Chapter 20



Key skill worksheet
Communicating:
Chapter 20

Quizlet

Play a game of Quizlet on Australia's diverse society.



Chapter review quiz
Chapter 20

How can we reduce contaminants in local waterways so that biodiversity in the area is protected?

Australia is one of the driest continents in the world. But according to an Australian Government report, Australians consume more water per person than any other country, using an average of 100 000 L per person every year.

Water is an important resource in Australia, so it is critical to manage our waterways carefully.

Australia has many waterways, including rivers, groundwater systems, wetland environments and other human-made passages for water. Waterways are vital to our existence and are valuable economic assets.

Waterways play an important role in supporting biodiversity in our local areas, by providing habitats for wildlife (such as fish and turtles) and plants.

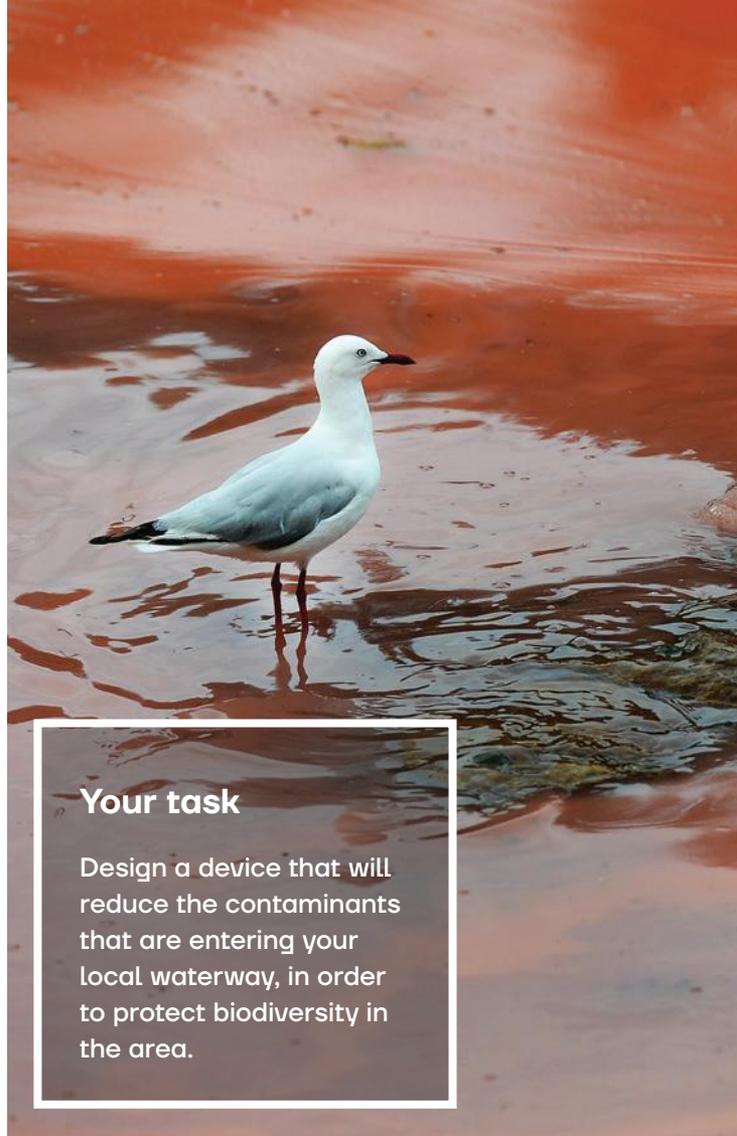
Humans rely on local waterways for drinking water, irrigation of crops, industrial processes and recreational activities. But sometimes these human activities can impact waterways, endangering the biodiversity of a local area.

Waterways also hold spiritual significance for many people. Due to the importance of local waterways to Aboriginal and Torres Strait Islander peoples, waterways are part of our cultural heritage.

We must, therefore, manage our waterways to maintain their complex ecosystems.

Water quality and contaminants

A contaminant is a substance that pollutes or poisons something. Contaminants can occur naturally, or be caused by humans – such



Your task

Design a device that will reduce the contaminants that are entering your local waterway, in order to protect biodiversity in the area.

Figure 1 Algal blooms occur when an oversupply of nutrients in the water allows algae populations to quickly increase, covering the water's surface. Contaminants such as industrial fertiliser running into waterways can cause algal blooms. Algal blooms are often toxic to other aquatic life.

as microplastics, pesticides and litter. Litter is an example of a physical contaminant, while pesticides are examples of chemical contaminants. There are many types of contaminants, which are often more heavily concentrated in industrial, urbanised or agricultural areas.

Human land-use and major weather events, such as floods and bushfires, can introduce contaminants into local waterways and affect the water quality.

When water becomes contaminated, it can affect the health of an entire ecosystem, leading to serious environmental issues, such as acidic soil or algal blooms. So it is important for all waterways to be managed to protect the organisms that rely on them to survive.



Figure 2 Litter is a contaminant in local waterways, such as the River Torrens in Adelaide.

Figure 3 The Yarra River is known to local Wurundjeri people as Birrarung, and has great cultural significance.



HUMANITIES

In Geography this year, you will learn about water as a resource and how it connects places as it moves through the environment. You will also study the variability and scarcity of water in Australia.

In History, you will investigate the importance of water in sustaining ancient civilisations.

To complete this task successfully, you will need to investigate the health of a local waterway and the nearby land uses that may be introducing contaminants to the water. You will then need to research strategies that will help to reduce these contaminants.

You will find more information on this in Chapter 2 ‘Water as a resource’ and Chapter 3 ‘Valuing and managing water’ of *Oxford Humanities and Social Sciences 7 Australian Curriculum*.



MATHS

In Maths this year, you will consolidate your understanding of area and volume and different units for measuring them. You will learn to perform calculations involving fractions, decimals and percentages – both with and without digital technology.

To complete this task successfully, you will need to combine these mathematical skills with your understanding of chemical and physical changes. You can then determine the scale of the problem and design your prototype in detail. You may need to perform calculations that relate the concentrations of contaminants, the dimensions of your prototype, the volume of water that can and needs to be processed, and the quantity of contaminants that need to be disposed of.

You will find help for applying these maths skills in Chapter 3 ‘Fractions and ratios’, Chapter 4 ‘Decimals and percentages’, and Chapter 9 ‘Length, area and volume’ of *Oxford Maths 7 Australian Curriculum*.



SCIENCE

In Science this year, you will learn about how particles move in solids, liquids and gases. Each of these states of matter occurs during the water cycle, which is influenced by both nature and humans. When water is combined with other particles, it forms different types of solutions and mixtures. The unique properties of each particle (including the water molecule) can allow it to be isolated and purified once more.

To complete this task successfully, you will need to consider the properties of each contaminant, and how these properties can be used to separate the contaminants from the water. You will also need to be familiar with the scientific method, and understand how to conduct a fair test.

You will find more information on this in Chapter 2 ‘Particle model’ and Chapter 3 ‘Mixtures’ of *Oxford Science 7 Australian Curriculum*.

The design cycle

To successfully complete this task, you will need to complete each of the phases of the design cycle.



Discover

When designing solutions to a problem, you need to know who you are helping and what they need. The people you are helping, who will use your design, are called your end-users.

Consider the following questions to help you empathise with your end-users:

- Who am I designing for?
- What problems are they facing? Why are they facing them?
- What do they need? What do they not need?
- What does it feel like to face these problems?
- What words would you use to describe these feelings?

To answer these questions, you may need to investigate using different resources, or even conduct interviews or surveys.

Define

Before you start to design your device, you need to define the criteria that you will use to test that the problem is solved.

Define your version of the problem

Rewrite the problem so that you describe the group you are helping, the problem they are experiencing and the reason it is important to solve it. Use the following question as a guide:

‘How can we help (the group) to solve (the problem) so that (the reason)?’

Determine the criteria

- 1 Define each contaminant that is present in the waterway. Describe the properties of each contaminant.
- 2 Describe how you could test whether the contaminant was present in the water.
- 3 Describe how the contaminant would affect the biodiversity of the area if it were not removed from the waterway.

Ideate

Once you know who you’re designing for, and what the criteria are, it’s time to get creative!

- Outline the criteria or requirements your device must fulfil (for example, the weight and height of your design).
- Brainstorm at least one idea per person that fulfils the criteria.
- Consider whether your idea will prevent contamination from occurring or solve the problem after it has already occurred.

Remember that there are no bad ideas at this stage. One silly thought could lead to a genius innovation!

Build

Draw each individual design for your device. Label each part of the design. Include the materials that will be used for its construction.

Include in the individual designs:

- a the method you will use to isolate each contaminant
- b the location of the device in the waterway.

If there is more than one separation method used in your design, identify the order in which you will carry out each method.

Present your design to your group. Use the criteria or requirements that you identified to decide which design your group will build.

Build the prototype

Build and test the prototype of your group's chosen device.

Use the following questions as a guideline for your prototype:

- What materials will you need to build your prototype?
- How will you test whether each step of the design is successful? What will the outcome of each step look like?
- How will you record the steps you use when testing your device?
- How will you record the details of each extracted contaminant?
- How will you dispose of the extracted contaminants after your project is completed?

Test

Use the scientific method to design and experiment with each separation method to ensure its success. You will need to control your variables between each test.

What criteria will you use to determine the success of your prototype?

Conduct your tests and record your results in an appropriate table.

Communicate

Present your design to the class as though you are trying to get your peers to invest in your device.

In your presentation, you will need to:

- explain why removing the contaminant is important for the local wildlife
- describe the key features of your design and how it will reduce the amount of contaminant in the waterways
- construct a labelled diagram of your prototype in the natural environment
- explain the principles that support your design – the importance of water in the local environment and in sustaining civilisations, how some waterways become contaminated and how these contaminants can be reduced
- estimate the number of devices needed to reduce contaminants in the waterways in your local area
- calculate the cost of implementing your design.

Check your Student obook pro for the following digital resources to help you with this STEAM project:



Student booklet
This helpful booklet will guide you step-by-step through the project.



What is the design cycle?
This video will help you to better understand each phase in the design cycle.



How to manage your project
This 'how-to' video will help you to manage your time throughout the design cycle.



How to pitch your idea
This 'how-to' video will help you with the 'Communicate' phase of your project.

How can we reduce waste so that we don't exploit resources?

In 2019, the United Nations estimated that every year 90 billion tonnes of resources (including fossil fuels, precious metals and non-metals) are extracted from the earth and turned into usable products. When these products are no longer used or wanted, only 9 per cent are recycled.

If we want to have enough resources left for future generations, humans cannot continue to extract materials from the earth in this way. It is unsustainable.

E-waste

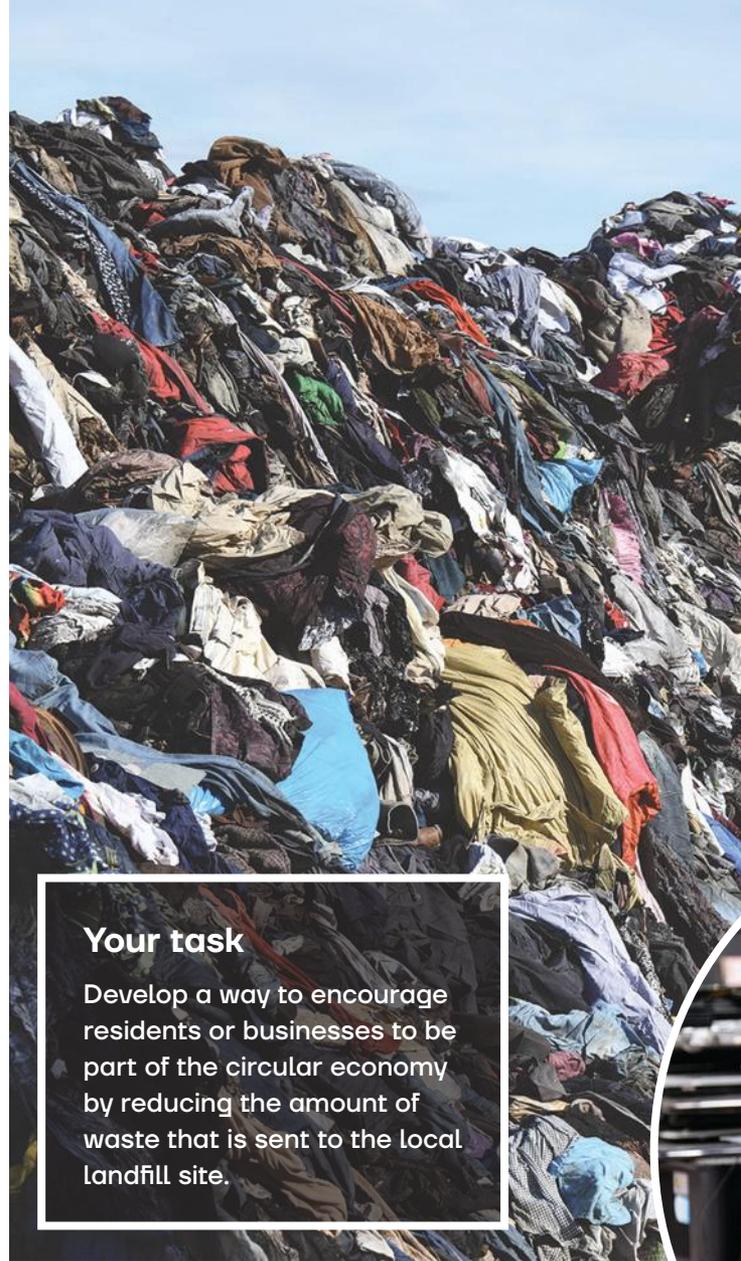
In Australia, millions of electronic devices are thrown away every year. This is known as e-waste. E-waste can be difficult to recycle, but it often contains valuable metals.

The average mobile phone contains 0.034 g of gold, 16 g of copper and 0.35 g of silver. When a phone is thrown into landfill (along with all the other e-waste that once used electricity or batteries) the materials can take many decades to break down (sometimes releasing toxins into the ground).

Recycling these materials reduces the need to mine new resources.

Fast fashion

Fast fashion is the term used for affordable clothing produced rapidly for the general public. It is designed and produced quickly to reflect current fashion trends. When fashion becomes outdated, the clothes or products that reflect that fashion are often thrown away. The Australian Bureau of Statistics (2020) identified that, on average, each person sends 23 kg of clothing to landfill each year. Over 60 per cent of this clothing is made of synthetic fibres (made from fossil fuels) that can take many years to biodegrade.



Your task

Develop a way to encourage residents or businesses to be part of the circular economy by reducing the amount of waste that is sent to the local landfill site.

Figure 1 In Australia, 6000 kg of textiles and clothing are dumped in landfill every 10 minutes.

What is a circular economy?

One potential solution to our unsustainable use of resources is a 'circular economy'. In a circular economy, resources are used and reused as much as possible. This benefits businesses because the longer a resource can be used, the more value it has. A circular economy is based on three key principles:

- 1 eliminate waste or pollution in the production of a product
- 2 keep products and materials in use
- 3 regenerate natural systems.

Some companies are already using the principles of a circular economy in the products they sell in Australia.



Figure 2 Electronic waste does not belong in landfill. Laptops that are no longer working or wanted are examples of e-waste.



Figure 3 The average mobile phone contains gold, copper and silver.



HUMANITIES

In Economics and Business this year, you will learn how consumers and producers respond to and influence each other in the market, particularly through price mechanisms. You will consider how resources are distributed, allocated or used in the production of food, clothing and electronics, and the growing consumer demand for sustainable products.

In Geography, you will investigate how the environment can affect the liveability of a place. You may survey the local area to understand the role of services and facilities provided to minimise, reduce and prevent waste, and strategies used to enhance liveability.

To complete this task successfully, you will need to consider the products you buy and the decisions businesses make when deciding what to produce, and the consequences when a product reaches its end-of-life. You will also need to gain an understanding of people's perceptions in your local area towards waste management, recycling and the importance of the environment in measuring liveability.

You will find more information on this in Chapter 5 'Liveable cities' and Chapter 15 'Economic choices, rights and responsibilities' of *Oxford Humanities and Social Sciences 7 Australian Curriculum*.



MATHS

In Maths this year, you will use fractions, percentages and decimals to represent numbers, and ratios between quantities. You will consolidate your knowledge of volume, learning about cubic units and how to convert between different units of volume. You will perform calculations with and without digital technology.

To complete this task successfully, you will need to quantify the problem, which will include using ratios or fractions to scale between individual, local, national and global situations. You will need to cost your solution, accounting for any costs saved by recycling valuable materials.

You will find help for applying these maths skills in Chapter 3 'Fractions and ratios', Chapter 4 'Decimals and percentages', and Chapter 9 'Length, area and volume' in *Oxford Maths 7 Australian Curriculum*.



SCIENCE

In Science this year, you will learn about separating mixtures, recycling different materials and disruptions to ecosystems. You will need to use your knowledge to consider the role of renewable and 'non-renewable' resources in different products, and how constantly sourcing new materials will affect the surrounding ecosystem.

To complete this task successfully, you may need to consider how the change in state of matter can aid a circular economy. You will also need to be familiar with the scientific method and understand how to conduct a fair test.

You will find more information about these issues in Chapter 3 'Mixtures' and Chapter 6 'Ecosystems' in *Oxford Science 7 Australian Curriculum*.

The design cycle

To successfully complete this task, you will need to complete each of the phases of the design cycle.



Discover

When designing solutions to a problem, you need to know who you are helping and what they need. The people you are helping, who will use your design, are called your end-users. This stage involves thinking about the problem (not possible solutions).

Consider the following questions to help you empathise with your end-users:

- Who am I designing for?
- What problems are they facing? Why are they facing them?
- What do they need? What do they not need?
- Who is producing the waste? Why is the waste being produced?
- What does it feel like to face these problems?
- What words would you use to describe these feelings?

To answer these questions, you may need to investigate using different resources, or even conduct interviews or surveys.

Define

Before you start to design your solution, you need to define the criteria that you will use to test the success of your solution.

Define your version of the problem

Rewrite the problem so that you describe the group you are helping, the problem they are experiencing and the reason it is important to solve it. Use the following phrase as a guide.

‘How can we help (the group) to solve (the problem) so that (the reason)?’

Determine the criteria

- 1 Describe the product that is being used. How much product is needed for normal functions?
- 2 Describe the waste that is being produced. In what units could you measure the amount of waste? How could you estimate how much waste is currently being produced?
- 3 Describe the different things that currently happen to this waste. To what fraction of the waste does this happen?
- 4 Describe the criteria that you will use to measure the success of your design.

Ideate

Once you know who you’re designing for, and what the criteria are, it’s time to get creative!

As a group, brainstorm ways to solve the problem. Remember that there are no bad ideas at this stage. One silly thought could lead to a genius innovation!

Once you have many possible solutions, select three to five ideas and research whether these ideas have already been produced by someone else. If the prototype idea is already on the market, can you make a better version? If it’s not, what will be needed to make it?

Build

Draw your top two ideas. Label each part of the designs. Include the materials or skills required for their construction.

Include in the designs:

- a a description of how the users will interact with the prototype idea
- b a description of how the amount of waste will be decreased, and by roughly how much
- c a description of how the design will contribute to the circular economy
- d at least one advantage and disadvantage of each design.

Select one of the designs to take to the building and testing stage.

Build the prototype

You will need to build at least three versions of your prototype idea. The first version will be tested for usefulness; the second will be used to test or survey the group you are helping; the third will be used for the presentation.

Use the following questions as a guideline for your prototype idea.

- What skills will you need?
- How will you produce a physical version of your prototype idea?
- How will you collect data on the effectiveness of your idea?

Test

Prototype 1

Use the scientific method to design an experiment that will test the effectiveness and strength of your first prototype. You will test the prototype more than once so that you can compare, but you will need to control your variables between tests.

What criteria will you use to determine the success of your solution?

Conduct your tests and record your results in an appropriate table.

Prototype 2

If your prototype will be used to reduce waste, then you will need to generate a survey to test whether the prototype is appropriate for the user. (How would they use it? Would it make their work easier or harder? How likely do you think they are to buy it, and why? How will the prototype affect normal behaviours? How will the production of the prototype affect the environment?)

Prototype 3

Use the information you have obtained from testing the first two versions to adapt your last prototype to be more effective and usable for the group you are helping. You may want to use the first two prototypes to demonstrate how the design has been improved over time.

Communicate

Present your solution to the class as though your peers are going to invest their money. How will you convince them it is a good idea?

In the presentation, you will need to:

- explain why we need to reduce the amount of waste going to the local landfill
- describe the key features of your design and how they will reduce the amount of waste in the landfill, using calculations to justify a quantitative estimate of that reduction
- construct a labelled diagram of your prototype in the natural environment
- describe how the ecosystem will be impacted by your prototype idea
- explain the principles that support your design – such as the circular economy
- use calculations to estimate the cost of implementing your design.

Check your Student **obook pro** for the following digital resources to help you with this STEAM project:



Student booklet
This helpful booklet will guide you step-by-step through the project.



What is the design cycle?
This video will help you to better understand each phase in the design cycle.



How to manage your project
This 'how-to' video will help you to manage your time throughout the design cycle.



How to define a problem
This 'how-to' video will help you to narrow your ideas down and define a specific problem.



Glossary: Geography

A

alphanumeric grid

a coordinate system on a grid in which each cell is identified by a combination of a letter and number; using this system makes it easy to locate a specific position on a map

amenities

features that make living in a place more attractive (e.g. public transport, good roads, parks)

annotated visual display (AVD)

a way of presenting the final results of a research project, incorporating images, graphs, notes and explanations in a poster-style format

aquaculture

the farming of fish and other aquatic animals and plants

aquifers

layers of rock or soil in the ground that hold water or that water can pass through

available water

fresh water that is accessible for use by humans without treatment

B

biodiverse

a term used to describe an ecosystem containing a large range of different types of plants and animals

biomass

organic matter used for fuel; sources of biomass include rubbish, crops, wood and animal waste

C

cardinal points

the four main directions: north, south, east and west

catchments

areas where water is collected by the natural landscape

city dwellers

residents or inhabitants of a city

civil war

a war between citizens of the same country

climate

the average weather – particularly rainfall and temperature – experienced in a particular area over a period of time (usually 30 years)

compass

an instrument with a magnetic needle that points to the north; used for navigation

compass bearings

a precise way of giving compass directions, such as 135° south-east

condensation

the process that takes place when a gas cools and forms a liquid; for example, water vapour becoming water droplets

continuous resources

resources, such as the Sun, that will never run out no matter how much they are used

contour lines

lines drawn on a map that connect points at the same height to show the height and steepness of land

D

delta

a fan-shaped deposit of soil formed where a river enters an ocean or lake

desalination

the process of removing salt from seawater

desert

an area that receives less than 250 mm of rain a year

developing countries

less economically developed countries that have some difficulties supporting their own people

discharge

the volume of water flowing through a river

distance

the amount of space between two objects or places, generally measured by using the scale on a map

distribution

the way in which things are arranged on the Earth's surface; the pattern formed by the way objects or places are distributed across a space

Dreaming

the belief system central to some Australian Aboriginal cultures; the Dreaming also provides a moral code and guidance on interacting with Country; the Dreaming is not fixed in time – it is in the past, present and future

E**eastings**

the gridlines that run vertically on a topographical map

ecosystems

communities of organisms that live together and interact in a specific environment

effluent

liquid waste containing contaminants, including sewage, that is put into rivers

environmental resources

anything human or natural that can be used by people to satisfy a need

Equator

an imaginary line that runs around the middle of the Earth separating the Northern Hemisphere from the Southern Hemisphere

erosion

the wearing away of the Earth's surface by forces such as river, wind and ice

ethnicity

the background, nationality or culture of a person, or group of people

F**fault lines**

cracks in the Earth's crust; movement along these cracks causes earthquakes

fertile

soils that have the nutrients and minerals to support the growing of plants

fieldwork

geographical study that takes place outside the classroom at the site of inquiry

floodplains

low-lying land next to a river or stream that is regularly flooded

G**geographical inquiry**

a process that geographers use to guide their investigations of places, people and issues

H**hydroelectricity**

a form of energy that harnesses the power of water in motion to generate electricity

I**infrastructure**

the facilities and services necessary for any community, city or country to function (e.g. buildings, electricity, roads, airports and water supply)

irrigating

watering of crops in some way other than by precipitation

irrigation

water taken from rivers and carried in pipes and channels to individual farms

L**latitude**

imaginary lines running east–west around the Earth's surface, parallel to the Equator, used to work out location and direction

life expectancy

the average number of years a person can expect to live

literacy

the ability to read and write

liveability

an assessment of what a place is like to live in, based on factors such as access to schools, safety and health care

longitude

imaginary lines running north–south around the Earth's surface, from the North Pole to the South Pole, used to work out location and direction

M**map**

a simplified plan of an area shown from directly above the area

master-planned

following a long-term plan outlining how an area should develop to support population growth; this includes the expansion of residential facilities, amenities and infrastructure

meteorologists

scientists who study the atmosphere to predict and understand the weather

metropolitan

a term used to describe a city and its surrounding suburbs

monsoon

weather or climate produced by major wind systems that change direction seasonally; in northern Australia, the north western and southeasterly winds that produce the rainy season between December and February

mouth

the end of a river where it enters a lake or ocean

N**natural disasters**

major hazardous events resulting from a natural process of the Earth (e.g. floods, volcanic eruptions, tsunamis)

non-renewable resources

resources that cannot be regenerated once they are used up (such as oil or coal)

northings

the gridlines that run horizontally on a topographical map

O

objective factors

factors contributing to liveability that can be measured in numbers, such as the climate, cost of housing, number of schools or hospitals, level of crime and availability of public transport

P

plan view

a way of showing something as if the viewer is looking down on it from above; a bird's-eye view

potential water

water that needs to be treated in some way to make it ready for use

primary data

data for geographical inquiry that was collected in the field by a geographer conducting the inquiry (e.g. survey data, hand-drawn maps or photographs)

Prime Meridian

an imaginary line of longitude that runs from the North Pole to the South Pole; longitude is defined as 0° at the Prime Meridian

Q

qualitative data

any information that can be recorded in words; e.g., Uluru is very large

quantitative data

any information that can be recorded as numbers; e.g., Uluru is 3.6 kilometres long

R

refugees

people who move to another country because of a natural disaster, to avoid war or persecution

renewable resources

resources that can regenerate or be regrown (such as trees) as opposed to those that cannot be regenerated (such as coal)

runoff

the flow of water on the ground when excess rainwater can no longer infiltrate in the soil

rural–urban fringe

the area on the edge of a city where the city ends and country or farming areas begin

S

sanitation

measures designed to ensure good health in a community by preventing human contact with health hazards (such as sewage)

secondary data

data used for a geographical inquiry that was not collected by the geographer conducting the inquiry (e.g. textbooks, atlases and government websites)

sewage

human urine and faeces carried in water

silt

small sediment particles carried downstream, caused by overland water flow and riverbank erosion

slum

an overcrowded settlement within a city, where residents are poor, housing is inadequate and there is poor access to basic services

subjective factors

factors contributing to liveability that cannot be measured in numbers, such as personal likes and dislikes, connection to family and friends, and feelings of spirituality and belonging

surface water

any body of water above ground, including streams, rivers, lakes, wetlands, reservoirs, creeks and the ocean

T

tributaries

rivers that flow into a larger river

W

wastewater

water that has been used by people in domestic or industrial settings for washing, cleaning or flushing that contains waste products

water cycle

the continuous cycle by which water evaporates from lakes and oceans, condenses into clouds, falls on land as rain, finds its way into rivers (often after human use) and returns to the oceans

water scarcity

the lack of availability of water, due to either physical shortage or lack of access to infrastructure in the area

Glossary: History

A

acropolis

a raised and fortified area within a Greek city-state on which public structures such as temples were built

agriculture

the science and practice of farming, including cultivating soil for growing

crops, and raising animals to provide food, wool and other products

alliance

an agreement between countries or political parties to work together in order to achieve something that they all want

alluvial

made of sand and earth that is left by rivers or floods

amphitheatre

an ancient version of today's football stadiums, where raised seating rose up around a flat central area where events or performances were held

amulets

charms thought to keep away evil

ancestors

people in your family who lived a long time ago

aquaculture

the farming of seafood

aqueducts

human-made channels for transporting water

archaeological digs

sites known (or thought) to contain items of interest from the past; these sites are roped off and carefully dug up by archaeologists

archaeologists

people who uncover and interpret sources from the past, such as the remains of people, buildings and artefacts

argon dating

a method of determining the age of rocks

aristocrats

people who (through wealth or birth) belong to the upper class of a social group

artefacts

any objects that are made or changed by humans

artillery

large, heavy guns which are often moved on wheels

astrologers

people who study the stars and planets to work out their effect on human affairs

autocrat

a person who rules with unlimited authority

B**bandits**

a member of an armed group of thieves who attack travellers

battering ram

a heavy wooden pole extending from the front of a boat

bias

a pre-set view about someone or something that is not altered by the presentation of facts and opinions to the contrary

BP (Before Present)

a dating method involving radiocarbon dating; used by archaeologists to indicate the number of years before the

present, e.g. 10000 years BP is 10000 years before the present date

bush tucker

a term used to describe indigenous foods, especially roots, fruits, nuts and seeds

C**canopic jars**

jars used in ancient Egypt to store body parts removed during the mummification process

caste system

a strict hierarchy (class system) used to organise society

cause and effect

the link between what causes an action and the outcome of that action; understanding that events that take place are linked and can have impacts on people and places for many years to come

census

the process of officially counting something, especially a country's population

chronological order

the order in which events have taken place

chronology

a record of events in the order they took place

citizens

people who through birth (or by meeting certain criteria) are recognised as legal members of a community

city-states

independent settlements made up of an inner fortified city surrounded by houses and farmland

civilisations

the societies, cultures and ways of life in a particular area at a particular time

colonies

outposts set up by a country, kingdom or empire, often for social, financial or strategic (military) reasons

colonisation

when a country, kingdom or empire sets up an outpost in another land, taking control of that land from its

people, often for social, economic or military reasons

Colosseum

a large amphitheatre built and used during the Roman Empire to stage gladiator fights and other forms of public entertainment

concubine

a woman who lives with a man, often in addition to his wife or wives, but who is less important than they are

conscripted

when somebody is ordered by law to join the armed forces

contestability

refers to explanations or interpretations of past events that are open to debate

continuity and change

the historical concept that explains that while some aspects of a society stay the same over time (continuity), others will develop and transform (change)

cosmos

the universe

Country

a term used by Aboriginal peoples to refer to the lands, seas and waterways they are connected to; Country includes animals, plants and people as well as creeks, waterholes and hills; Creation spirits and seasons are also included in the term 'Country'

culture

the customs and traditions that a community, society or civilisation develops over time that are passed down from generation to generation

customary law

traditional Aboriginal law connected to the Dreaming

Cyclades

an early Greek civilisation based on a group of rocky islands in the Aegean Sea from about 3000 to 1700 BCE

D**deference**

behaviour that shows that you respect somebody or something

deities

gods or goddesses

delta

a fertile area of land at the mouth of a river

democracy

a political system in which people hold the power, either directly or through representative democracy

demotic and hieratic

both simplified systems of writing based on hieroglyphs; demotic was faster and easier to write

dendrochronology

a method used to estimate the age of trees by counting the rings in the cross-section of a tree trunk

desert

an area that receives less than 250 mm of rain every year; can be hot or cold

desertification

the process by which fertile land becomes desert

DNA

short for deoxyribonucleic acid; DNA is found in the cells of all living organisms and holds the genetic code of how a living thing develops

DNA analysis

the testing of DNA to explore genetic links between ancient remains; DNA is found in the cells of all living organisms

dowry

money and/or property that, in some societies, a wife or her family must pay to her husband when they get married

Dreaming, the

the belief system central to some Aboriginal cultures; the Dreaming also provides a moral code and guidance on interacting with Country; the Dreaming is not fixed in time – it is in the past, present and future

dugong

also known as a sea cow, the dugong is native to Queensland and was a rich source of protein for early peoples in Australia

dynasty

a period of rule by members of the same family who come to power one after the other

E**Elders**

key people who are keepers of cultural and spiritual knowledge within First Nations communities

embankments

walls or banks of stone or earth made to keep water back

empire

a group of countries and/or areas, often with different languages and cultures, that are ruled by a central power or leader (known as an emperor or empress)

evidence

information provided by a source that supports a given interpretation, or provides support for possible answers to inquiry questions

evolution

the theory by which different living things have developed from early forms; evolution occurs very gradually over many thousands or even millions of years

export

the selling and transporting of goods to another country

F**feudalism**

a social system that existed in Europe and Asia in which people were given land and protection by a lord, and had to work and fight for him in return

fluorine dating

a scientific method used to estimate the age of objects by measuring the amount of fluorine they contain

fortification

a tower or wall built to defend a place against attack

G**garrison**

a group of soldiers living in a town to defend it

geneticists

scientists who specialise in the study of genetics

genetics

the study of genes; our genes carry information that gets passed from one generation to the next

H**Hades**

the ancient Greek god of the Underworld; also the name of the Underworld itself – the place that the souls of people went when they died

hearth

the Latin term for 'focus'; the hearth fire in the home was used for cooking food, heating water and as a gathering place for family

heir

a person who has the legal right to receive somebody's property, money or title when that person dies

hierarchy

a way of organising things (or people) from top down in order of importance or significance; ancient societies had strict hierarchies with a ruler at the top and peasants at the bottom

hieroglyphs

picture-like signs used in the original writing system of the ancient Egyptians

hominids

a group of primates that includes humans and their ancestors

hoplites

Greek warriors

hydraulic engineering

the planning and management of the flow, pressure and storage of water

hydroelectricity

a form of energy that harnesses the power of water in motion to generate electricity

hypothesis

a considered theory or statement, based on research and evidence, about something that has not been proven (hypotheses is the plural form)

I

Ice Age

a cooler period in the Earth's history when ice covered much of the northern hemisphere and sea levels were much lower than they are today

imperial

belonging or relating to an empire or the person or country that rules it

importing

bringing in a product or service to one country from another

interpretations

the assumptions and conclusions historians make about an event after the fact; interpretations are formed by examining evidence

inundation

a term used for a flood; there was a yearly flooding of the Nile River in Egypt

K

khepresh

a blue crown often worn by the Egyptian pharaoh when in battle; it was often studded with semiprecious stones to create a hard surface

kinship

an important part of First Nations cultures and values; kinship relates to relationships between people, and between people and the land

L

land bridge

an area of land that was exposed during the last Ice Age, allowing people and animals to cross areas that are now under water

latrines

the early name for toilets

legions

military units in the army of ancient Rome made up of 60 centuries (i.e. around 6000 soldiers); soldiers in a legion were called legionaries

lore

First Nations peoples' traditional knowledge passed down through oral stories

M

mausoleum

a special building made to hold the dead body of an important person or the dead bodies of a family

megafauna

a number of large animal species that lived in Australia during ancient times

Mesopotamia

the fertile land lying between the Tigris and Euphrates rivers (now covering a large part of Iraq); Mesopotamia is an ancient Greek word meaning 'between rivers'

middens

First Nations occupation sites that contain the remains of meals such as shells and bones

millennium

a period of 1000 years

Minoans

an early Greek civilisation on the island of Crete from about 2500 to 1600 BCE

moieties

two groups of people, grouped by descent from the father's or mother's lineage; the singular form is moiety

monarchy

a system of government in which a single monarch (such as a king or queen) has power

motifs

symbols or images, especially ones that are repeated to form a pattern

mummification

the process of preserving a dead body by preventing its natural decay; in ancient Egypt a body was mummified by removing internal organs (except the heart) and drying out the remaining body tissue, and the mummy was then buried

mummy

a body prepared for burial or entombment in ancient Egypt

Mycenaeans

an early Greek civilisation on the mainland from about 1600 to 1100 BCE

mythology

a series of stories that the ancient civilisations used to explain life and the natural world

N

nomadic

belonging to a community that moves with its animals from place to place

O

ochre

a natural pigment found in the earth; often used in artwork created by First Nations peoples

official

a person who is in a position of authority in a large organisation

optically stimulated luminescence dating

a method used to date mineral grains by measuring how long it is since they were exposed to sunlight

oral histories

historical information collected through interviews with or recordings of people telling their story or memory of the past

oral tradition

the passing on of law, culture and history through speaking – storytelling, song and dance

'Out of Africa' theory

one model in the theory of how modern humans spread around the world, hypothesising that they developed in Africa before spreading outwards

P

palaeontologists

scientists who study life in the geological past by examining the fossils of plants and animals

paleo-anthropologist

a scientist who studies human evolution by examining the archaeological record

paleo-archaeologists

scientists who study human evolution and the remains of hominids

palynology

the study of microscopic organic matter in soil

papyrus

a type of riverside plant; the ancient Egyptians made paper from the crushed pulp of the plant

paterfamilias

a Latin word meaning ‘father of the family’; male head of a household in ancient Rome

phalanx

a tight battle formation used by the ancient Greeks in which soldiers would pack together with their shields overlapping; spears in the front row were held forward, those in the rows behind were held higher

pharaoh

the leader of ancient Egypt who was believed to be a god; the pharaoh had absolute power and total control

plateau

an area of high flat ground

plebeians

a term used to describe the many poor and uneducated people in ancient Rome

polygamy

marriage to more than one person at the same time

praetor

an official who worked under the consuls; one praetor commanded the army while the other was a magistrate in the justice system

primary sources

sources that existed or were made in the time period being studied

primates

a group of mammals that includes monkeys, apes and humans

Q**quaestor**

the lowest ranking elected official; usually looked after public spending and saving

R**radiocarbon dating**

a method used to estimate the age of something that was once alive; the amount of radioactive carbon in the remains of the object is tested and gives a good indication of age because carbon breaks down over time at a known rate

regent

a person who acts as head of state if the true ruler is too young, too ill or missing

reincarnation

the process of being born again; to live life again in another body (human or animal)

repatriation

the return of someone or something – in this context, the remains and artefacts of First Nations peoples – to their place of origin

republic

a system of government in which the head of state, such as a president, is elected, as well as the other politicians such as representatives and senators

resin

a sticky substance (similar to the sap from a tree) used in ancient Egypt to glue bandages together

revolts

protests against authority, especially that of a government, often involving violence

Roman Senate

a group of officials (senators) with ruling power in ancient Rome

S**sacred sites**

places that have special importance or cultural significance to Aboriginal and Torres Strait Islander peoples

sarcophagus

the outer case (usually stone) of the nest of coffins containing the dead body of a person of importance

scarab

a type of beetle considered sacred by the ancient Egyptians; the word ‘scarab’ also refers to items of stone or metal jewellery in the form of the scarab beetle

scar trees

trees from which First Nations peoples have removed bark to create items such as canoes, shelters, weapons or containers

scholar

a person who knows a lot about a particular subject because they have studied it in detail

scribe

a highly educated person in ancient Egypt who was able to read and write

seals

engraved stamps

seasonal movement

movement based on needs and the availability of seasonal resources; in ancient Australia, this was determined by the seasons, climatic conditions and the availability of food, water and shelter

secondary sources

sources created after the time being studied

self-cultivation

the development of one’s mind or capacities through one’s own efforts

shrine

a place or building where respect and devotion is paid to a god or goddess; shrines often house religious objects known as relics

significance

the importance given to a particular historical event, person, development or issue

Silk Road

a trade route stretching west from China to the Mediterranean Sea; the main route by which silk was introduced to the West

sistra

metal musical instruments in ancient Egypt that rattled when shaken; the singular form is *sistrum*

societies

communities of people living in a particular area who have shared culture, customs and laws

songlines

travel routes across the Australian landscape that link important locations and often refer to landscape features, such as trees, waterholes and creatures

sorry business

an Aboriginal English expression, mostly adopted from mainland Aboriginal peoples, to refer to a period of cultural practices associated with death

sources

anything that allows us to understand the past; sources can be primary sources or secondary sources

species

a group of living things that look similar and can breed with each other

standardised

to have made objects or activities of the same type have the same features or qualities

stratigraphy

a method used to determine the approximate (or likely) age of remains from the past based on the strata (or layer) of earth or rock in which they were found

stupa

a religious structure built to house Buddhist relics

T**timelines**

sequences of related historical events shown in chronological order

totem

an animal or object that has spiritual significance for First Nations peoples; different totems are given to children at birth and are considered guides and protectors

U**Underworld**

the place where spirits of the dead were believed to reside according to ancient Greek beliefs

UNESCO

United Nations Educational, Scientific and Cultural Organization

V**values**

qualities of character that a society or community regards highly

W**World Heritage List**

a list compiled by UNESCO of natural or built sites, structures or features identified as being of international importance and worthy of special protection

Y**yams**

vegetables similar to sweet potato

Glossary: Economics and business

C**competitive advantage**

when a business is able to outperform other businesses, e.g. by producing better or cheaper products

contractors

individuals or businesses that are hired to perform work or provide a service as part of a contract

E**employees**

people who work for a business

entrepreneurs

people who start a business or independent organisation, take risks and use initiative to achieve success

F**factors of production**

economic resources that are divided into four categories: land, labour, capital and enterprise

I**importer**

a business that brings to Australia products made overseas (to sell in the Australian market)

interest

the cost of borrowing money from a bank; a person has to pay the bank interest on top of the original amount borrowed from the bank

investing

putting money into shares, property or other financial schemes in the hope of making a profit

L**leave**

a period of time when an employee does not work because of illness or holidays; it can be paid or unpaid

N**needs**

things that we physically cannot survive without, including food, water and shelter

O**opportunity cost**

what we miss out on when making a choice

P**product**

an item (either a good or service) that is offered for sale

product safety recall

when a business must notify consumers and organise for a faulty or dangerous product to be returned to the business

profit

the amount of money a business earns after taking away its expenses

R**regulatory body**

an organisation that monitors or oversees certain aspects of an industry in order to protect those affected by it

relative scarcity

The problem that arises because our wants are unlimited, but the natural resources we use to fulfil them are unlimited

resources

natural or manufactured materials that can be used to produce goods and services

S**shares**

portions of ownership in a company

social responsibility

the duty to conduct business in a manner that benefits the community and the environment

strategy

a plan for achieving goals

superannuation

money paid regularly into a fund that cannot be accessed until retirement

W**wage**

an amount of money that a worker is paid based on the work they do

wants

things that we desire but can survive without

Glossary: Civics and citizenship

A**access**

one of the principles of justice; access means that all people should be able to use the legal system to resolve their disputes and understand their legal rights

Australian Constitution

a document that describes the rules, or laws, that govern Australia; the Constitution defines the structure of government in Australia, and also the rights of citizens

B**beyond reasonable doubt**

the standard of proof in a criminal trial; the judge or jury must be satisfied that there is no 'reasonable doubt' before finding an accused guilty

bills

proposed laws that have not been passed by both houses of parliament

burden of proof

the responsibility for proving the case

C**civil law**

an area of law that defines the rights and responsibilities of individuals,

groups and organisations, and regulates private disputes

coalition

two or more political parties that join together in an attempt to win an election and form government

colonies

countries or areas under the full or partial control of another country, and occupied by colonisers from that country

colonists

those who take control of a country or territory for financial, political or military gain

common law

law that is created by the courts when a judge makes a ruling about a case; also referred to as a precedent, because it sets a standard for all future judges to refer to when deciding a case

Commonwealth

the federated states and territories of Australia

constituents

people living in an area who have elected someone to act as a political representative

crime

an act that breaks an existing law, is harmful to an individual or to society as a whole, and is punishable by law

D**diverse**

including a range of people who have different racial, cultural, religious and socioeconomic backgrounds, lifestyles and life experiences

E**elections**

processes whereby the people are able to choose their representatives and members of parliament

electorates

geographical areas containing a specified number of people who can vote in an election

equality

one of the principles of justice; equality means people should be treated alike and have an equal opportunity to present their case, without advantage or disadvantage

F

fairness

one of the principles of justice; fairness means having legal processes in place to make sure disputes are resolved in a consistent and unbiased way

federal

relating to the central government

federal parliamentary system

a political system where the responsibility to make or change laws is shared by one national (or federal) parliament and several state parliaments

G

government

the elected members of parliament who make decisions for a nation or state

J

judges

impartial adjudicators whose role is to ensure proper processes are followed in court to ensure justice is upheld

jury

a group of people who are required to decide on a 'guilty' or 'not guilty' verdict for a case

L

laws

formal rules that govern the way people behave

legal system

a set of institutions (for example, courts and the police) and processes that make, implement and enforce the law

lobbying

making requests to politicians or public groups to try to influence the government to change the law

M

magistrate

an official who hears and judges minor cases

migrants

people who move from one place to another

multicultural

having many different cultures, races and/or religions

multi-faith

having a variety of religions

O

Opposition

the second-largest political party, or coalition of parties, after the government party in the lower house of parliament, which works to scrutinise and oppose government policies

P

parliament

an organisation that makes the laws in a country, often with a lower house to draft laws and an upper house to review the proposed law

pluralist society

a society where a number of people with different racial, cultural, religious and socioeconomic backgrounds live together in a peaceful and united way

precedents

previous cases or examples that are used as a guide for decision making when similar circumstances arise

prime minister

the leader of the party that forms the government

R

reconciliation

in Australia, the process of strengthening the relationships between First Nations peoples and non-Indigenous peoples by acknowledging the past injustices, valuing First Nations cultures and building positive connections between all Australians

refugees

people who move to another country to avoid persecution

representative democracy

a political system based on citizens voting to elect representatives

responsible government

the requirement that the government must be accountable to the people for its actions and decisions, and that members of the government must carry out their duties in an honest manner or resign

rule of law

the idea that everyone is equal before the law, regardless of their power or status in society

S

secular

when the church and state are separated so that religious institutions are not directly involved in how the government is run

statute law

law that is made by parliament; also called statute, legislation, Act of Parliament or statutory law

INDEX

- A**
- Aboriginal peoples' belief systems 113, 242, 516–17
 - absolute dating 218, 266
 - access (principle of justice) 502, 503
 - Africa 84–5, 213, 215–17, 219
 - afterlife 304, 305–7, 345, 394
 - air pollution 148–9, 172
 - aquaculture 59, 242, 250–1, 256, 270
 - aquifers 42, 43, 66, 85, 87
 - archaeological sites, protecting and conserving 252–7, 269–73
 - argon dating 217, 218
 - Aristotle 356, 357
 - artefacts 188, 218, 225, 255
 - Athens (city-state) 328, 330–1, 334–5, 346, 352, 356
 - Australia
 - federation 482–3
 - most liveable cities 162–3
 - population distribution 114–15
 - rainfall distribution/trends 62–3, 65
 - tropical cyclones 93, 94–5, 102–3
 - water resources 62–5, 70
 - Australian citizens 490, 492–7, 519, 528
 - Australian Competition and Consumer Commission (ACCC) 432, 433, 435, 438, 451
 - Australian Constitution 50, 483, 485–9, 498–501
 - Australia's federal parliamentary system 482–3
 - Australia's legal system 500–7
 - Australia's system of government 482–5
- B**
- battering rams 346, 347, 399
 - bills 487, 488
 - Book of the Dead* 304, 306, 307
 - Brewarrina Fish Traps 250–1
 - British colonists 482, 500
 - Budj Bim Cultural Landscape, Western Vic. 59, 242, 254, 256, 270
 - burial goods 294, 305
- C**
- Caesar, Julius 379–81
 - catapults 347, 399
 - catchments 88, 89
 - Census 520, 521
 - #ChangeTheDate 526
 - Christianity 384–5, 394, 514–15, 517, 522
 - church and state, separation of 514
 - circular economy 534
 - cities 142
 - clean water and sanitation 143, 146–7
 - environmental quality 143, 148–9
 - infrastructure 144, 152–3
 - living in large cities 115, 116–18
 - natural landscapes 143, 150–1
 - safety 144, 154
 - world's least liveable 164–7
 - world's most liveable 142, 144, 150, 151, 158, 160–3
 - citizenship
 - active 491
 - ancient Rome 374
 - Athens 356
 - Australia 490–1, 519
 - city-states, ancient Greece 322–5, 328–31, 334, 346, 352
 - clean water and sanitation 143, 146–7
 - climate 62, 232, 236–7, 284–5
 - climate change 65, 87, 172
 - colonies 354, 482–3
 - colonisation, impact on First Nations peoples' cultures 224–5, 228, 252, 482, 526
 - Colosseum 390, 392–3
 - Commonwealth Parliament 482, 483, 485
 - House of Representatives (lower house) 486, 487, 489, 495
 - Senate (upper house) 486, 487, 488, 489, 495
 - communities 130–7
 - companies 442–3, 464
 - conserving ancient sites 272–3
 - continuity and change 200–1, 227, 356
 - continuous resources 38, 39
 - contract work 462–3
 - corporations 442–3, 464
 - costs 428–31
 - Country 112–13, 125, 132, 221, 239, 244, 249, 254, 516–17
 - courts and laws 500–1
 - crime 134–5, 144, 165, 504
 - cultural resources 58–9
 - customary law 245
 - Cyclone Yasi 93, 102–3
- D**
- Damascus, Syria 164, 166–7
 - DAMMIT 194–5, 373
 - dams 60–1, 78–9
 - Darwin's theory of natural selection 214, 217
 - death and funeral customs 294–5, 301, 304–7, 344–5, 394–6
 - deities 290, 336
 - democracy 334, 356, 375, 492–3
 - participating in, Australia 478, 494–7, 522–3
 - dendrochronology 218, 267
 - deserts and desert regions 111, 280
 - developing countries 85, 146
 - direct action 496–7
 - DNA 214, 217, 268
 - Dreaming/Dreaming stories 113, 244, 517
 - droughts 64, 65
- E**
- earthquakes 150, 151
 - economic water scarcity 84, 85
 - education 144, 156–7, 340, 347
 - EIU Global Liveability Survey 143, 160, 161, 162, 164
 - Elders (First Nations peoples) 246–7
 - elections 482, 494, 495
 - Elysian Fields 344, 394
 - entrepreneurs and entrepreneurship 445, 446, 447, 448–9
 - environment 9, 56
 - of early Australia 232–3, 236–7
 - moral and social responsibility to 434–5
 - environmental quality, effect on liveability 143, 148–9, 172
 - environmental resources 38–9, 40, 52–3
 - equality (principle of justice) 502, 503
 - equality (shared value) 523
 - ethical consumers 434–5
 - evaporation 40, 64, 66
 - evidence 190, 216, 275, 341, 368
 - ancient Australia 224–5
 - interpreting from deep time history 218–19, 222
 - primary sources as 190, 296–7
 - evolution 212–17
 - executive 485, 486, 488
 - exports 355, 404, 405
- F**
- factors of production 427, 428
 - fairness (principle of justice) 502, 503
 - farming 241, 289, 296–7
 - fashion 285, 340, 386, 534
 - federal parliamentary system 482–3
 - fieldwork 14, 129, 168–9
 - fire-stick farming 240
 - First Nations peoples
 - aquaculture and water management 58–9, 242, 250–1
 - archaeological evidence 224–7, 230–1
 - on the Australian continent 220–3, 232
 - belief systems 113, 244–5, 516–17
 - colonisation effects 224, 225, 228, 252, 482, 526
 - communities 132–3, 223
 - Dreaming stories 113, 244, 517
 - farming in ancient Australia 241
 - food availability, early Australia 236–7
 - funeral ceremonies 230, 248–9
 - initiation rites 248
 - land management 239–41
 - migration across the continent 222–3
 - Mungo Man and Mungo Lady 223, 230–1, 248, 258
 - oral traditions 224, 228–9, 234–5
 - protecting cultural heritage 252–4
 - reconciliation 525
 - rock art 224, 226–7
 - social organisation 246–7
 - spiritual and cultural value of water 58, 59
 - spiritual connection to the land (Country) 109, 112–13, 125, 132, 221, 239, 244, 249, 254, 258, 517–18
 - stories of rising sea levels 234–5
 - system of law 482, 500
 - fish traps 59, 242, 250–1, 256, 270
 - floods and flooding 48, 64–5, 68–9, 97–8, 280, 283
 - fluorine dating 218, 266
 - food 54, 76–7, 86, 236–7, 340

freedoms 492–3, 510, 515, 522–3
freshwater resources 44–5, 48, 52, 56–7

G

galleries 265, 269
gladiators and gladiator games 390, 392–3
gods and goddesses
 ancient Egypt 298, 299, 300, 305
 ancient Greece 336, 337, 342, 344, 347
 ancient Rome 384
government 485–9, 514
governor-general 488, 489
graphs 15, 16–18, 62, 77, 91, 118–19, 123–4,
 158–9, 180

H

Hatshepsut (female pharaoh) 293, 310
health care 144, 156, 157
heritage, protecting 252–7, 269–71
historical perspectives and interpretations
 196–206, 291, 327, 353, 377–8, 401
historical sources
 conserving and protecting 252–7, 269–71
 using 190–5, 231, 251, 285, 296, 331, 373, 407
Hittites 312, 313, 314
hominids 213, 215
Homo sapiens 213, 216, 217
hoplites 346, 350
House of Representatives (lower house) 486, 487,
 489, 495
housing 284–5, 341–2, 386
human evolution 212–13, 215–17
hunter-gatherers 216, 239
hydroelectricity 54–5

I

Ice Age 216, 220, 233
imports 355, 404, 405
income 458–60, 464–5
infrastructure, and liveability 144, 152–3
'Invasion Day' 526
investors 464, 465
irrigation 44, 54, 76–7, 86, 286–7

J

judges 500, 506–7
judiciary 485, 486, 489
juries 504, 506
justice, principles of 502–3

K

Kimberley rock art 226–7
kinship system, First Nations peoples 246, 247

L

land and water management (First Nations
 peoples) 58–9, 239–43
land bridges 220, 221, 233
large cities, living in 115, 116–19
legal representation, right to 505, 507
legal system 500–1
legislature 485, 486, 487–8
liveability
 with a disability 158–9

EIU Global Liveability Survey 143, 160, 161,
 162, 164
measuring 143–5, 146–57
strategies to improve 174–9
threats to 170–3
liveability of place 108–9
 access to clean water and sanitation 143, 146–7
 access to health care and education 144, 156–7
 building safe communities 134–5
 and environmental quality 143, 148–9
 and infrastructure 144, 152–3
 local areas 168–9, 178–9
 and natural landscapes 143, 150–1
 safety and stability 144, 154–5
 world's least liveable cities 164–5
 world's most liveable cities 142, 144, 150, 151,
 158, 160–3
living in Australia 115, 116–19, 120–1, 122–3,
 125–6, 130–7
locating relevant sources 188, 272–3, 476

M

maps 21–9, 47, 60, 83, 103, 137
marriage 235, 300, 329, 377
megafauna 232, 233
Mekong River and Delta, Vietnam 49, 76–9
Melbourne 88–9, 128–9, 158–9, 162
middens 222, 225
migration to Australia 518–19
migration waves 217, 219, 220
Minoan civilisation 322, 326
movement of peoples from Africa 216–17, 219
multi-faith society 514, 522
multiculturalism 514, 519
mummies and mummification 294–5, 301,
 304, 306–7
Mungo Man and Mungo Lady 223, 230–1, 248,
 258
Mycenaean civilisation 322, 326

N

national identity 522, 526
natural landscapes, effect on liveability
 143, 150–1
Nile River, importance of 280–3, 286
non-renewable resources 38, 39

O

oceans 40, 41, 92
ochre 222, 224, 226
Olympic Games 201, 336, 338–9, 341
opportunity cost 428–9
oracles 337, 347
oral traditions (First Nations peoples) 224,
 228–9, 234–5
Out of Africa theory 215, 217

P

papyrus 280, 282
parliament 482, 489, 500
 see also Commonwealth Parliament
Peloponnesian Wars 352–3
Persian Wars 350–1
perspectives 202–3, 221, 377–8, 477
pharaohs 285, 289, 292–5, 302–3, 312–15

philosophy 356, 360
place(s) 6, 101, 132
 connecting through water 47–8
 liveability of 108–9, 116–18, 120–6, 132–7
Plato 356, 360
Pompey 379, 380
population distribution 114, 138
population pyramids 18, 118, 123–4
priests and priestesses 289, 290, 384
primary sources 190–1, 193, 224–5, 231, 251,
 285, 296–7, 407
prime minister 487, 527
principles of Australia's legal system 504–5
principles of justice 502–3
profits 426, 428, 443, 458
pros and cons, evaluating 422, 430–1
public entertainment 390, 392–3
public transport 153, 158–9, 171, 176
pyramids 305, 308–9

Q

qualitative and quantitative data 19

R

radiocarbon dating 218, 219, 222, 267
rain/rainfall 40, 41, 44, 62–7
Rameses II (pharaoh) 312, 313–15
reconciliation 525
recreational environments 176, 177
refugees 165, 518
relative dating 218, 266, 274
religious beliefs and values
 ancient Egypt 298–9, 304–5
 ancient Greece 336–7, 342, 344, 347
 ancient Rome 384–5
 Australia 514–15, 522
remote areas, living in 115, 125–6
renewable resources 38, 39
repatriation (artefacts and remains)
 252–3, 258
representative democracy 482, 484, 492
responsible government 483, 489
right to legal representation 505, 507
rising sea levels 220, 233, 234–5
river basins, world 66, 70
river management 79, 80–1
river resources, Australia 63, 70
River Styx 344, 394
rivers 40, 44, 48–9, 50, 52, 66, 78–9
rock art 224, 226–7, 254
Roman baths 388–9, 408
Roman Empire 370, 379, 385, 397, 402–5
Roman Republic 375–6, 379–80, 397, 406
rule of law 504, 508, 523
rural areas, living in 115, 120–1

S

safety, of place, and liveability 134–5, 144,
 154, 155
Sahul (mega-continent), human arrival on
 220–3, 233
sanitation, access to 143, 146–7
sarcophagus 304, 306, 368
scientific dating techniques 218–19, 266–8, 274
scribes 288, 300

sea trade 355, 405
 secondary sources 190–1, 193, 224–5, 231, 251
 Senate (upper house) 486, 487, 488, 489, 495
 separation of powers 485, 486
 sewage 80, 86
 shares and shareholders 443, 464
 slaves 288, 291, 330–1, 342, 377, 390, 393
 SMART goals 444–5, 466–7
 social entrepreneurs 448–9
 social responsibility 434–5, 450–3
 social structure 288–91, 328–31, 374–5
 Socrates 356, 360
 soldiers 289, 302–3, 346–7, 352, 398
 songlines 222, 260
 sources of information 188–9, 349, 359
 and evidence 190, 296–7
 see also primary sources; secondary sources
 Sparta (city-state) 329–31, 346–7, 352
 spirituality in Aboriginal communities 112,
 244–5, 516–17
 see also Country; Dreaming/Dreaming stories
 stability of place, effect on liveability 144, 154–5
 statute law 500, 501
 stratigraphy 218, 266, 274
 superannuation 458, 459
 surveys 129, 168–9
 sustainability 8, 162, 174–5

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T
 Tartarus 344, 394
 temples 337, 341, 384
 theatre 342–3, 390
 Tiber River 366, 367, 369
 tombs, ancient Egypt 295–6, 304–5, 316
 Torres Strait Islander peoples 229, 245, 249, 517
 trade/trade routes 48, 260, 310–11, 354–5, 404–5
 transport networks 48, 108, 152, 153
 tropical cyclones 92–103
 Tutankhamun (pharaoh) 294–6
 Typhoon Haiyan 96–9, 101

U
 Uluru-Kata Tjuta National Park 256–7
 Underworld 336, 344
 UNESCO, role of 255–7, 270
 urban sprawl 170–1

V
 values 202, 522–6
 Vietnam, rice growing 76, 77
 voluntary work 460–1, 496
 voting in elections 494

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W
 warfare 302–3, 312–15, 346–7, 397–9
 water
 as a resource 42–3, 52–3, 54–5, 56–7, 58–9
 connecting places 48–9
 for energy 54–5
 for growing food 54, 76–7, 86
 as a potential resource 44–5
 value of 74–7
 water cycle 40, 41
 water management 58–9, 79–81, 240–1
 water pollution 48, 80–1, 86–7, 89
 water resources 62–5, 104
 water scarcity 84–91
 water supplies 46–7, 87–9
 weapons and armour 303, 346, 352, 398
 weather maps 28, 103
 Westminster system 483
 wetlands 52–3, 63
 work
 career goals 466–7
 types of 460–3
 why we work 458–9
 working from home during COVID-19
 pandemic 468
 World Heritage List 255–7, 270

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Chapter 8: Gary Blake / Alamy Stock Photo, p.264 source 1; dpa picture alliance / Alamy Stock Photo, p.265 source 3; dpa picture alliance / Alamy Stock Photo, p.265 source 4; WEBISTAN PHOTO AGENCY, p.267 source 7; Science Photo Library / Alamy Stock Photo, p.268 source 9; Stefano Ravera / Alamy Stock Photo, p.269 source 10(a); Multi-disciplinary investigation of the tomb of Menna (TT69), Theban Necropolis, Egypt by Peter Vandenabeele et al, from *Spectrochimica Acta Part A: Molecular and Biomolecular Spectroscopy*, Volume 73, Issue 3, 1 August 2009, Pages 546-552, <https://doi.org/10.1016/j.saa.2008.07.028>, p.269 source 10(b); Gunditj Mirring Traditional Owners Aboriginal Corporation RNTBC, p.270 source 11; DigitalGlobe/Getty Images, p.271 source 12; Ivan Sebborn / Alamy Stock Photo, p.273 source 14; Shutterstock, p.268 source 8, p.262 source 1, p.273 source 13, p.274 source 17, p.274 & p.275 background.

Chapter 9: DEA PICTURE LIBRARY/De Agostini via Getty Images, p.278 source 1 top left; De Agostini via Getty Images, p.279 source 1 top right; Image Source / Alamy, p.281 source 3; Heritage Arts/Heritage Images via Getty Images, p.284 source 9; Heritage Arts/Heritage Images via Getty Images, p.284 source 7; DEA / G. DAGLI ORTI/De Agostini via Getty Images, p.285 source 10; Prisma by Dukas Presseagentur GmbH/Alamy, p.285 source 11; F. Jack Jackson/Alamy, p.287 source 12; DEA PICTURE LIBRARY/De Agostini via Getty Images, p.287 source 13; DEA PICTURE LIBRARY/De Agostini via Getty Images, p.287 source 14; Werner Forman/Universal Images Group/Getty Images, p.290 source 3; DeAgostini/Getty Images, p.293 source 7; P.Plailly / E.Daynes / Science Photo Library, p.294 source 8; Buddy Mays/Alamy, p.295 source 10; gyro/iStock / Getty Images, p.295 source 9; akg-images / Erich Lessing, p.297 source 12; The Natural History Museum / Alamy,

p.299 source 3; DeAgostini/Getty Images, p.300 source 4; www.BibleLandPictures.com/Alamy, p.302 source 7; Werner Forman/Universal Images Group/Getty Images, p.303 source 8; Tony ALS/Alamy, p.304 source 10; The Picture Art Collection/Alamy, p.305 source 11; Dorling Kindersley Ltd/Alamy, p.306 & p.307 source 12; Dorling Kindersley/Getty Images, p.308-309 source 14; Science Photo Library/Alamy, p.310 source 1; Science Photo Library/Alamy Stock Photo, p.310 source 2; DEA / G. DAGLI ORTI/De Agostini/Getty Images, p.312 source 5; Jonathan Nelson/Alamy, p.313 source 6, p.314 background; DeAgostini/Getty Images, p.314 source 7; World History Archive / Alamy Stock Photo, p.316 source 9; Shutterstock, p.276 source 1, p.278 source 1 top right, p.278 source 1 bottom, p.279 source 1 top left, p.281 source 2, p.286 source 16, p.289 source 2, p.291 source 4, p.296 source 11, p.296 bottom, p.298 source 1, p.299 source 2, p.300 source 5, p.301 source 6, p.308 source 13, p.316 & p.317 background.

Chapter 10: Gustavo Tomsich/CORBIS/Corbis/Getty Image, p.320 source 1 bottom; funkyfood London - Paul Williams / Alamy Stock Photo, p.320 source 1 top left; Dave Bartruff, p.320 source 1 top right; Ian G Dagnall/Alamy, p.323 source 4; DK Images, p.324 source 5; De Agostini via Getty Images, p.326 source 7; DEA / G. DAGLI ORTI/De Agostini via Getty Images, p.327 source 9; Chronicle / Alamy Stock Photo, p.329 source 2; The Print Collector/Alamy, p.330 source 4; Bettmann/Getty Images, p.330 source 5; Atlantide Phototravel/Getty Images, p.332 source 6; Fine Art Images/Heritage Images/Getty Images, p.336 source 1; Entertainment Pictures / Alamy, p.336 source 2; Look and Learn / Bridgeman Images, p.337 source 3; DEA / G. DAGLI ORTI/De Agostini via Getty Images, p.340 source 6; Joe Sohm/Visions of America/Universal Images Group via Getty Images, p.340 source 5; DK Images, p.343 source 9; Niday Picture Library/Alamy, p.344 source 11; Christophel Fine Art/Universal Images Group via Getty Images, p.345 source 12; Azoor Photo/Alamy, p.349 source 18; akg-images, p.350 source 1; akg-images / Peter Connolly, p.351 source 2; Elena Elenaphotos21 / Alamy Stock Photo, p.351 source 3; The Print Collector/Alamy, p.354 source 5; National Geographic Image Collection/Alamy, p.354 source 6; Peter Eastland / Alamy Stock Photo, p.355 source 7; Jeff Darmanin/Newspix, p.356 source 8; Moviestore Collection Ltd/Alamy, p.358 source 11; INTERFOTO/Alamy, p.359 source 14; Shutterstock, p.318 source 1, p.321 source 1 top right, p.328 source 1, p.334 source 9, p.334 source 10, p.348 source 17, p.357 source 10, p.352 & p.353 bottom, p.360 bottom.

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source 10; Christopel Fine Art/Universal Images Group / Getty Images, p.394 source 11; Granger Historical Picture Archive/ Alamy Stock Photo, p.395 source 13; DeAgostini/ Getty Images, p.398 source 16; DeAgostini/ Getty Images, p.398 source 17; Look and Learn / Bridgeman Images, p.402 source 1; Granger Historical Picture Archive / Alamy Stock Photo, p.405 source 4; Classic Image/ Alamy Stock Photo, p.406 source 6; Album / Alamy Stock Photo, p.367 source 3; Masheter Movie Archive / Alamy Stock Photo, p.380 source 9; Chronicle / Alamy Stock Photo, p.407 source 9; DEA PICTURE LIBRARY/De Agostini / Getty Images, p.387 source 5; Shutterstock, p.362 source 1, p.364 source 1 top left, p.364 source 1 bottom left, p.370 source 7, p.371 source 8, p.372 left, p.386 source 3, p.400 source 20, p.401 source 21, p.400 & p.401 background, p.406 & p.407 background, p.408 source 11.

Chapter 12: Suzuki Kaku / Alamy Stock Photo, p.12.2 top left; Ipsumpix/Corbis via Getty Images, p.12.3 top right; John Davidson Photos/ Alamy, p.12.4 source 3; Mike Goldwater/Alamy, p.12.7 source 7; Antony Ratcliffe/Alamy, p.12.7 source 6; CPA Media Pte Ltd/Alamy, p.12.9 source 11; robertharding/Alamy, p.12.8 source 10; DeAgostini/Getty Images, p.12.8 source 9; imageBROKER/Alamy, p.12.11 source 5; Avishek Das/SOPA Images/LightRocket via Getty Images, p.12.12 source 6; Roger Hutchings/Alamy, p.12.12 source 7, p.12.13 background; Dinodia Photos/ Alamy, p.12.14 source 10; ephotocorp/Alamy, p.12.15 source 13; Bettmann/Getty Images, p.12.15 source 12; SAJJAD HUSSAIN/AFP via Getty Images, p.12.16 source 14; Tom O'Neill, p.12.16 source 15; Alison Wright/Getty Images, p.12.19 source 2; Franck METOIS/Alamy, p.12.19 source 3; Andrew Aitchison/In Pictures Ltd./ Corbis via Getty Images, p.12.20 source 5; Homer Sykes/Alamy, p.12.21 source 6; John Warburton-Lee Photography/Alamy, p.12.22 source 7; Boaz Rottem / Alamy Stock Photo, p.12.22 source 8; Education Images/Universal Images Group via Getty Images, p.12.23 source 10; Dinodia Photos/ Alamy, p.12.23 source 9; National Geographic Image Collection/Alamy, p.12.24 source 11; Eye Ubiquitous/Alamy, p.12.26 source 15; Wellcome Library, p.12.27 source 16; imageBROKER / Alamy Stock Photo, p.12.27 source 17; Album/ Alamy, p.12.28 source 19; robertharding/Alamy, p.12.29 source 20; Bridgeman Images, p.12.29 source 21; Dinodia Photos/Alamy, p.12.30 source 23; © Look and Learn / Bridgeman Images, p.12.31 source 25; Dinodia Photos/Alamy, p.12.32 source 26; Copyright © Harappa.com, p.12.32 source 29; Shutterstock, p.12.2 top right, p.12.3 top left, p.12.3 bottom, p.12.5 source 4, p.12.8 source 8, p.12.0 source 1, p.12.11 source 3, p.12.11 source 4, p.12.13 source 8, p.12.18 source 1, p.12.32 source 28, p.12.34 background, p.12.35 background.

Chapter 13: TAO Images Limited / Alamy Stock Photo, p.13.2 bottom left; Album / Alamy,

p.13.3 top; TAO Images Limited/Alamy, p.13.4 source 3; Purchase, W. M. Keck Foundation Gift, The Dillon Fund Gift and gifts from various donors, in memory of Douglas Dillon, 2006, p.13.5 source 4; Lowell Georgia/Getty Images, p.13.9 source 2; Dorling Kindersley, p.13.10 source 3; Archiv Gerstenberg/ullstein bild via Getty Images, p.13.11 source 4; IanDagnall Computing / Alamy Stock Photo, p.13.12 source 5; Gift of Mr. and Mrs. Eugene V. Thaw, 2002 / Met Meuseum, p.13.12 source 6; Heritage Image Partnership Ltd / Alamy Stock Photo, p.13.14 source 9; CPA Media Pte Ltd/Alamy, p.13.14 source 8; IanDagnall Computing/Alamy, p.13.16 source 11; FLHC2 / Alamy Stock Photo, p.13.18 source 14; CPA Media Pte Ltd / Alamy Stock Photo, p.13.20 source 1; Reuters, p.13.23 source 7; INSADCO Photography / Alamy Stock Photo, p.13.24 source 9; Christophe Boisvieux/ Getty Images, p.13.25 source 10; Asian Art & Archaeology, Inc./CORBIS/Corbis via Getty Images, p.13.26 source 11; Dennis Cox/Alamy, p.13.27 source 12; Dorling Kindersley / Richard Bonson, p.13.28 source 13; 泉 lin/Alamy, p.13.30 source 14, background; The Picture Art Collection/Alamy, p.13.32 source 1; Lou-Foto / Alamy Stock Photo, p.13.33 source 2; Dorling Kindersley / Richard Bonson, p.13.35 source 4; Album/Alamy, p.13.37 source 6; Art Images via Getty Images, p.13.37 source 7; CPA Media Pte Ltd / Alamy Stock Photo, p.13.40 source 10; Shutterstock, p.13.0 source 1, p.13.2 bottom right, p.13.6 background, p.13.15 bottom right, p.13.21 source 4, p.13.22 source 5, p.13.38 background.

Chapter 14: Shutterstock, p.414, p.416 source 1, p.418 source 1, p.420 source 3, p.421 source 4, p.422 source 5.

Chapter 15: BRENTON EDWARDS/AFP/Getty Images, p.426 source 2; Robert Kneschke / Alamy Stock Photo, p.435 source 4; Martin Shields / Alamy Stock Photo, p.437 source 6; Shutterstock, p.424 source 1, p.426 source 1, p.427 source 3, p.428 source 4, p.430 source 9, p.431 source 11, p.432 source 1, p.433 source 2, p.434 source 3, p.436 background, p.438 source 8 (all), p.438 & p.439 background.

Chapter 16: Fairfax/Craig Sillitoe, p.446 source 6; Newspix, p.451 source 3; Gareth Davies/Getty Images, p.452 source 4; Jeffrey Isaac Greenberg 5+ / Alamy Stock Photo, p.443 source 2; Dean Foley, p.445 source 5; Thankyou, p.448 source 9, The BodyShop, p.452 source 5; Code Like a Girl, p.454 source 8; p.448 source 10, p.449 source 11, p.449 source 12; Shutterstock, p.440 source 1, p.442 source 1, p.444 source 4, p.446 source 7, p.447 source 8, p.450 source 1, p.451 source 2, p.452 source 6.

Chapter 17: Shutterstock, p.456 source 1, p.458 source 2, p.459 source 4, p.460 source 5, p.462 source 8, p.463 source 9, p.464 source 10, p.465 source 11, p.466 source 12, p.466 source 13, p.468 & p.469 background.

Chapter 18: Taras Vyshnya / Alamy Stock Photo, p.472 source 1; Hongqi Zhang / Alamy Stock Photo, p.476 source 3; Jon Kudelka, p.475 source 2; Shutterstock, p.470, p.474 source 1, p.476 source 4, p.477 source 5, p.478 source 8.

Chapter 19: Parliament House Art Collection, Art Services Parliament House, p.483 source 3; Saeed Khan/AFP / Getty Images, p.484 source 5; Mick Tsikas / AAP Image, p.487 source 7; Mick Tsikas / AAP Image, p.488 source 8; Farifax Photos, p.490 source 10; Stefan Postles / Stringer, p.491 source 11; Paul Kane - CA/Crickert Australia /Getty Images, p.492 source 12; AAP, p.493 source 13; Sam Mooy/ Getty Images, p.494 source 14; Farifax Photos/ ALEX ELLINGHAUSEN, p.496 source 16; Jenny Evans/Getty Images, p.497 source 18; Richard Milnes / Alamy Stock Photo, p.498 source 19 & source 20; PA Images / Alamy Stock Photo, p.499 source 9; Interaction Institute for Social Change | Artist: Angus Maguire, released under a creative commons CC BY-SA 4.0 license <https://creativecommons.org/licenses/by-sa/4.0/>, p.503 source 4; High Court, p.504 source 5; Newspix, p.505 source 6; Getty Images, p.506 source 7; Design Pics Inc / Alamy Stock Photo, p.507 source 8; IanDagnall Computing / Alamy Stock Photo, p.508 source 10; Science Photo Library / Alamy Stock Photo, p.508 source 9; DALE DE LA REY/AFP/Getty Images, p.510 source 12; Shutterstock, p.480 source 1, p.482 source 1, p.484 source 4, p.495 source 15, p.496 source 17, p.502 source 3.

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| 5 Andorra – Andorra-la-Vella | 22 Albania – Tirane | 38 Equatorial Guinea – Malabo |
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| 11 Slovakia – Bratislava | 28 Qatar – Doha | 44 St Kitts and Nevis – Basseterre |
| 12 Austria – Vienna | 29 United Arab Emirates – Abu Dhabi | 45 Antigua and Barbuda – St John's |
| 13 Hungary – Budapest | 30 Senegal – Dakar | 46 Dominica – Roseau |
| 14 Moldova – Kishinev | 31 Gambia – Banjul | 47 St Lucia – Castries |
| 15 Slovenia – Ljubljana | 32 Guinea Bissau – Bissau | 48 Barbados – Bridgetown |
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For many of us, the water is where we go to enjoy ourselves. This boy is having fun snorkelling on the Great Barrier Reef. However, seas and rivers have been important to civilisations in other ways for tens of thousands of years. In ancient Egypt, the Nile River was the centre of society. In ancient Greece and Rome, the Mediterranean Sea provided a crucial link to other countries that allowed the two empires to prosper. And long before, in ancient Australia, First Nations peoples witnessed the continent of Australia come into being when sea levels rose at the end of the Ice Age. Water has always been one of the world's most valuable resources, as well as a powerful force of creation and destruction.



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