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JACARANDA

HUMANITIES AND SOCIAL SCIENCES

FOR WESTERN AUSTRALIA

THIRD EDITION

7



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JACARANDA 7
HUMANITIES AND
SOCIAL SCIENCES

FOR WESTERN AUSTRALIA | THIRD EDITION

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This suite of resources may include references to (including names, images, footage or voices of) people of Aboriginal and/or Torres Strait Islander heritage who are deceased. These images and references have been included to help Australian students from all cultural backgrounds develop a better understanding of Aboriginal and Torres Strait Islander Peoples' history, culture and lived experience.

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The publisher acknowledges ongoing discussions related to gender-based population data. At the time of publishing, there was insufficient data available to allow for the meaningful analysis of trends and patterns to broaden our discussion of demographics beyond male and female gender identification.

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Meet our author team

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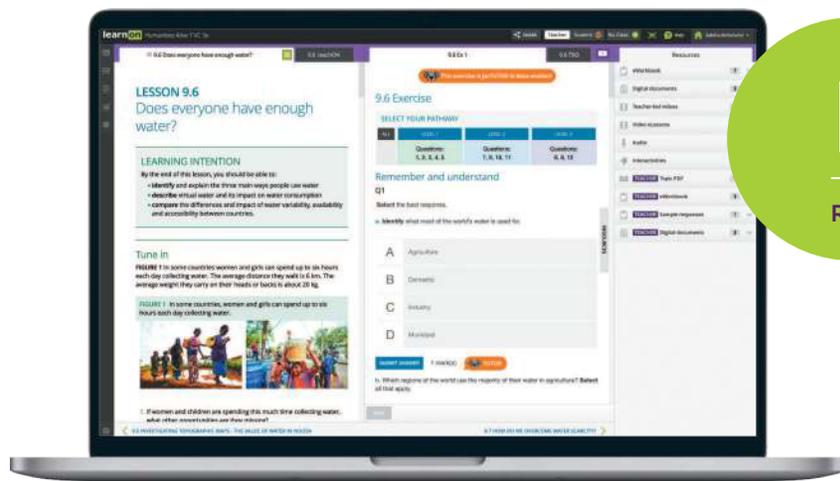
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About this resource



NEW FOR

REVISED WESTERN AUSTRALIA CURRICULUM



JACARANDA

HUMANITIES AND SOCIAL SCIENCES 7 FOR WESTERN AUSTRALIA THIRD EDITION

Developed by teachers for students

Every lesson in the new *Jacaranda Humanities and Social Sciences* series has been carefully designed to support teachers and to help students by sparking curiosity and engagement through discussion and HASS skills activities

Because both *what* and *how* students learn matter



Learning is personal

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for each of your lessons
in one simple view

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- Trusted, curriculum-aligned content
- Engaging, rich multimedia
- Deep insights into progress
- Immediate feedback for students
- A full suite of lesson resources for teachers

Practical teaching advice and ideas for
each lesson provided in teachON

The screenshot displays the learnON interface for a lesson titled "9.6 Does everyone have enough water?". The page includes a navigation bar with the "learnON" logo and "Humanities and Social Sciences 7 WA 3e". The lesson title is prominently displayed, followed by a "LEARNING INTENTION" section with a bulleted list of objectives. Below this is a "Tune in" section with a text block and a "FIGURE 1" caption. The figure consists of two photographs showing people carrying water containers. A question is posed at the bottom of the page, and a sidebar on the right contains a "9.6 Exercises" section with a "SELECT YOUR" dropdown menu and a "SUBMIT ANSWER" button.

learnON Humanities and Social Sciences 7 WA 3e

9.6 Does everyone have enough water? 9.6 teachON

LESSON 9.6

Does everyone have enough water?

LEARNING INTENTION

By the end of this lesson, you should be able to:

- identify and explain the three main ways people use water
- describe virtual water and its impact on water consumption
- compare the differences and impact of water variability, availability and accessibility between countries.

Tune in

FIGURE 1 In some countries women and girls can spend up to six hours each day collecting water. The average distance they walk is 6 km. The average weight they carry on their heads or backs is about 20 kg.

FIGURE 1 In some countries, women and girls can spend up to six hours each day collecting water.



1. If women and children are spending this much time collecting water, what other opportunities are they missing?

9.6 Exercises

SELECT YOUR

ALL

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A Agric

B Dome

C Indust

D Munic

SUBMIT ANSWER

b. Which regions o

all that apply.

SAVE

9.5 INVESTIGATING TOPOGRAPHIC MAPS - THE VALUE OF WATER IN NOOSA

powerful learning tool, learnON

The image shows a screenshot of the learnON software interface on a laptop. The interface is divided into several sections. At the top, there is a navigation bar with options like 'SHARE', 'Teacher', 'Student', 'No Class', 'Help', and a user profile 'Sabiha Mcfarland'. Below this, there are tabs for '9.6 Ex 1' and '9.6 TBQ'. A prominent orange banner states 'This exercise is jacTUTOR AI Beta enabled'. The main content area is titled '9.6 TBQ' and features a 'Resources' sidebar on the right. This sidebar lists various resource types with counts and dropdown menus: eWorkbook (7), Digital documents (3), Teacher-led videos (7), Video eLessons (1), Audio (5), Interactivities (3), TEACHER Topic PDF (1), TEACHER eWorkbook (3), TEACHER Sample responses (1), and TEACHER Digital documents (3). The main content area shows a 'LEVEL 2' tab selected, with a list of questions and a 'jacTUTOR' icon. A question is visible: '...of the world use the majority of their water in agriculture? Select'. Callout boxes on the right side of the image point to specific features: 'Differentiated question sets' points to the question list; 'Teacher and student views' points to the 'Teacher' and 'Student' buttons; 'Textbook questions' points to the '9.6 TBQ' tab; 'eWorkbook' points to the 'eWorkbook' resource; 'Digital documents' points to the 'Digital documents' resource; 'Video eLessons' points to the 'Video eLessons' resource; 'Audio' points to the 'Audio' resource; 'Interactivities' points to the 'Interactivities' resource; 'Extra teaching support resources' points to the 'TEACHER' resources; 'Interactive questions with immediate feedback' points to the 'jacTUTOR' icon; and 'jacTUTOR' points to the 'jacTUTOR' icon.

Differentiated question sets

Teacher and student views

Textbook questions

eWorkbook

Digital documents

Video eLessons

Audio

Interactivities

Extra teaching support resources

Interactive questions with immediate feedback

jacTUTOR

Get the most from your online resources

Online, these new editions are the **complete package**

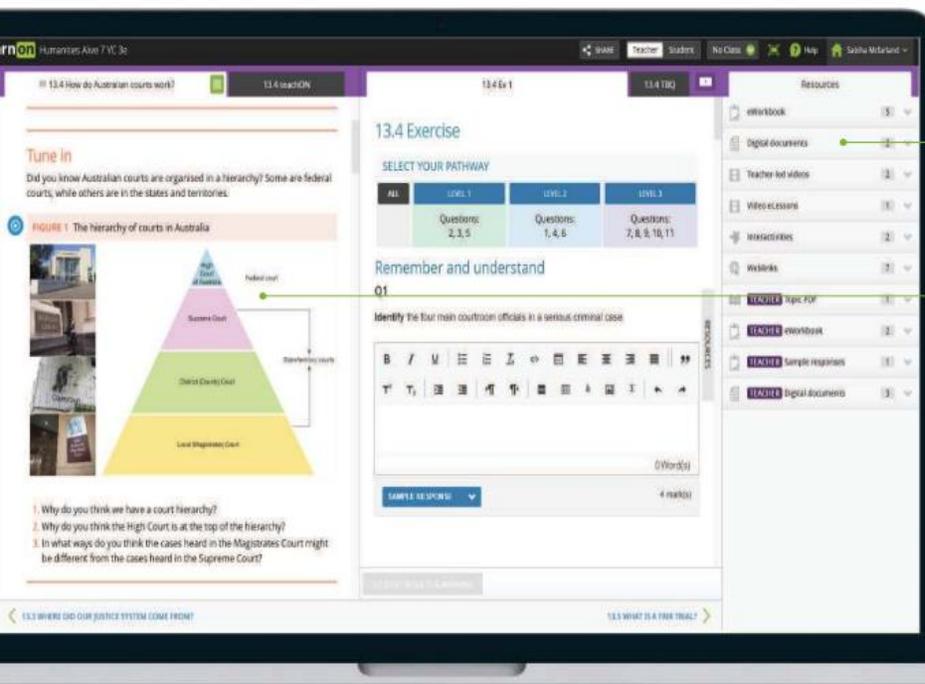
Trusted Jacaranda theory, plus tools to support teaching and make learning more engaging, personalised and visible.

Embedded interactivities and videos enable students to explore concepts and learn deeply by 'doing'.

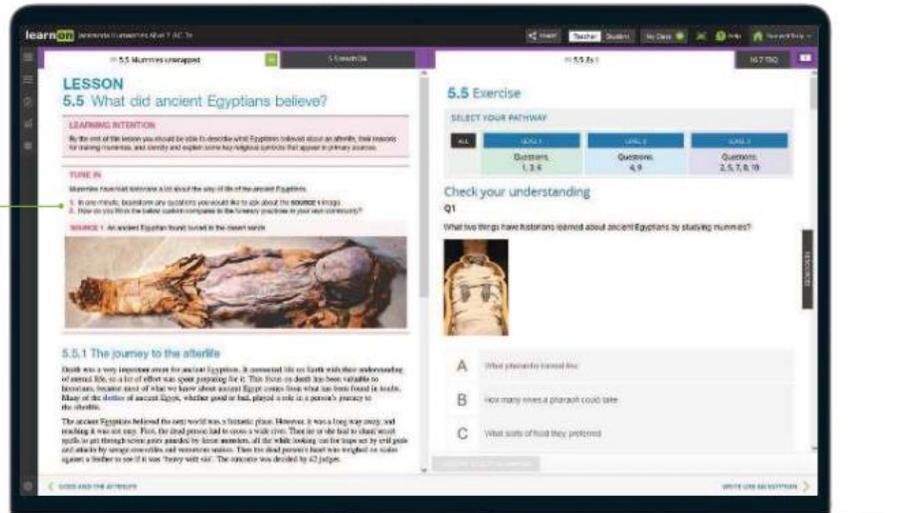


Targeted digital resources include video eLessons and weblinks.

Tables and images break down content, allowing students to understand complex concepts.

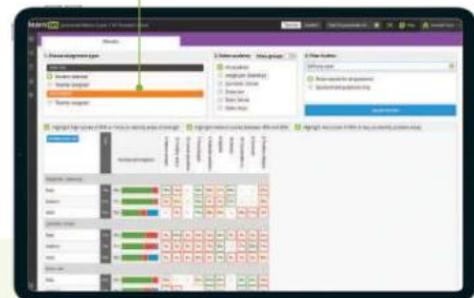


Brand new! Tune in in activities to spark interest and kick off every lesson with discussion and source analysis

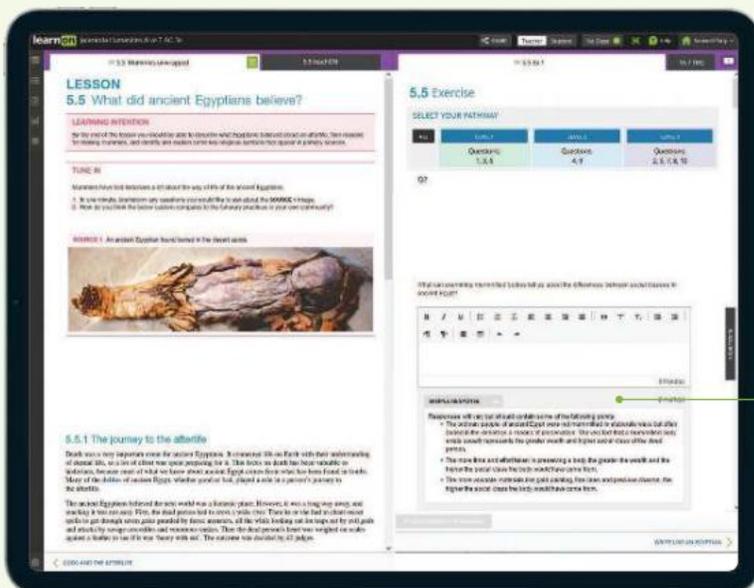


Three differentiated question sets, with immediate feedback in every lesson, enable students to challenge themselves at their own level.

Instant reports give students visibility into progress and performance.



Every question has immediate, corrective feedback to help students overcome misconceptions as they occur and get unstuck as they study independently — in class and at home.



The new jacTUTOR

An AI tutor to build confidence and get unstuck

With jacTUTOR, every student can have the help of a personal tutor when they get stuck, in class or at home. This purpose-built tool sits safely within your favourite Jacaranda resource, so guidance will always be specific to that lesson, question and curriculum.



A personal tutor for every student

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Get guidance, not the answer

jacTUTOR doesn't just give the answer away. Students are given prompts to help understand what they should be asking to get to a correct answer.



Combat anxiety

Afraid to raise a hand or ask more questions? With jacTUTOR, students will find a safe space to ask questions, get clarification and try again.



A safe space

To keep students safe, any concerning or inappropriate comments are automatically flagged and sent to their teacher.

The screenshot shows the jacTUTOR interface overlaid on a laptop screen displaying a math lesson. The lesson is titled "LESSON 5.4 The unitary method and best buys" and includes a "5.4 Exercise" section with a table of chocolate prices and a "Fluency Q1" question. The jacTUTOR chat window is open, showing a user asking for help with a specific exercise and the AI providing a response with three suggested prompts: "WHAT IS THE QUESTION ASKING?", "CAN YOU SHOW ME HOW TO START?", and "HOW CAN I CHECK MY ANSWER?".

Chocolate weight	Cost
150 g	\$3.25
250 g	\$4.75
325 g	\$5.50



A wealth of teacher resources

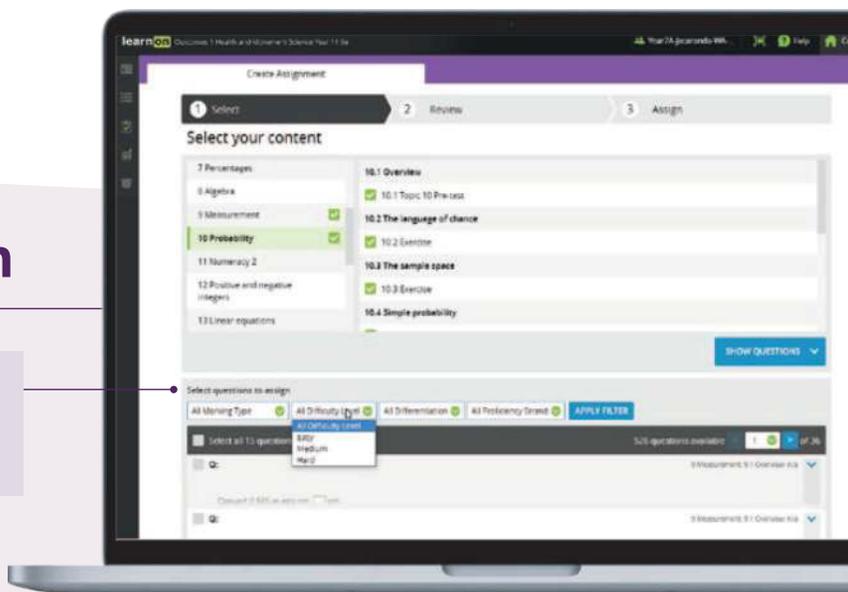


A wealth of enhanced teaching-support resources for every lesson, including:

- work programs and curriculum grids
- practical teaching advice
- quarantined topic tests (with solutions)

Customise and assign

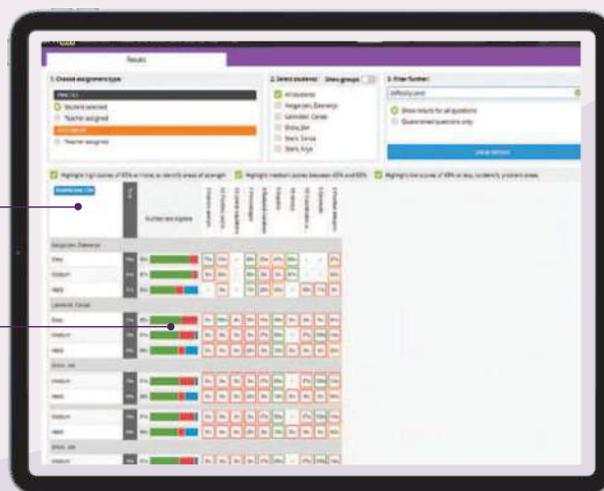
An inbuilt testmaker enables you to create custom assignments and tests from the complete bank of thousands of questions for immediate, spaced and mixed practice.



Reports and results

Data analytics and instant reports provide data-driven insights into progress and performance within each lesson and across the entire course.

Show students (and their parents or carers) their own assessment data in fine detail. You can filter their results to identify areas of strength and weakness.



Acknowledgements

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1 HASS concepts and skills

LESSON SEQUENCE

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1.2 Key concepts and skills in HASS	4
1.3 SkillBuilder: Identifying what you need to know	9
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1.13 Review	46



LESSON 1.1 Overview

INQUIRY QUESTION

Why is it important to study HASS, and what skills can I build?

Welcome to Year 7 HASS. This subject is all about you: humans. It's about where we live and how we live. It's also about how and where people lived in the past, how people different from you are living now, and what life might be like for people in the future.

HASS stands for **H**umanities and **S**ocial **S**ciences. In HASS, there are four subjects:

- Civics and Citizenship
- Economics and Business
- Geography
- History.

But HASS isn't just about each of these subjects by themselves; in HASS, you will also explore how these subjects are connected — just like the parts of our world are connected.

learn on



eWorkbook

Customisable worksheets for this topic



Digital document

Key terms glossary

This topic is supported by a range of differentiated worksheets available in your Resources panel. For each SkillBuilder, there are three levels of worksheets: Level 1, Level 2 and Level 3. Use these worksheets for a structured, step-by-step approach to mastering and applying your HASS skills effectively.

A network diagram consisting of numerous colorful nodes (red, blue, yellow, orange, green, white) connected by thin lines of various colors (red, blue, yellow, orange, green, black). The nodes are scattered across the page, with some larger and some smaller, and the lines form a complex web of connections. The background is a light, textured surface.

SkillBuilder

Use the SkillBuilder activities to develop these HASS skills:

- QUESTIONING AND RESEARCHING
- ANALYSING
- EVALUATING
- COMMUNICATING AND REFLECTING

LESSON 1.2 Key concepts and skills in HASS

LEARNING INTENTION

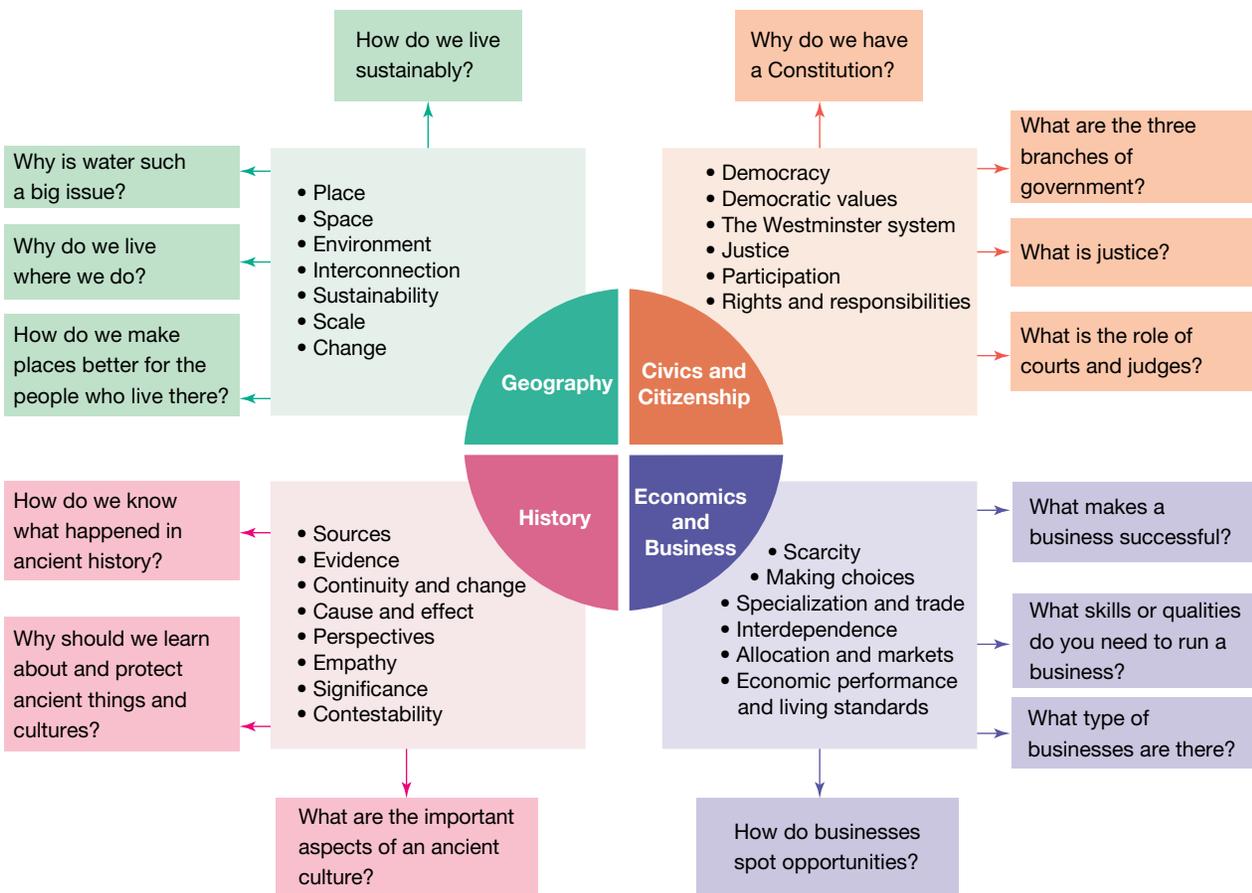
By the end of this lesson you should be able to **identify** the key concepts and skills in year 7 HASS.

1.2.1 Key concepts in Year 7 HASS

The main concepts (or ideas) in HASS are listed in the diagram that follows. You will get to know what these words mean as you work through each subject this year, and in future years.

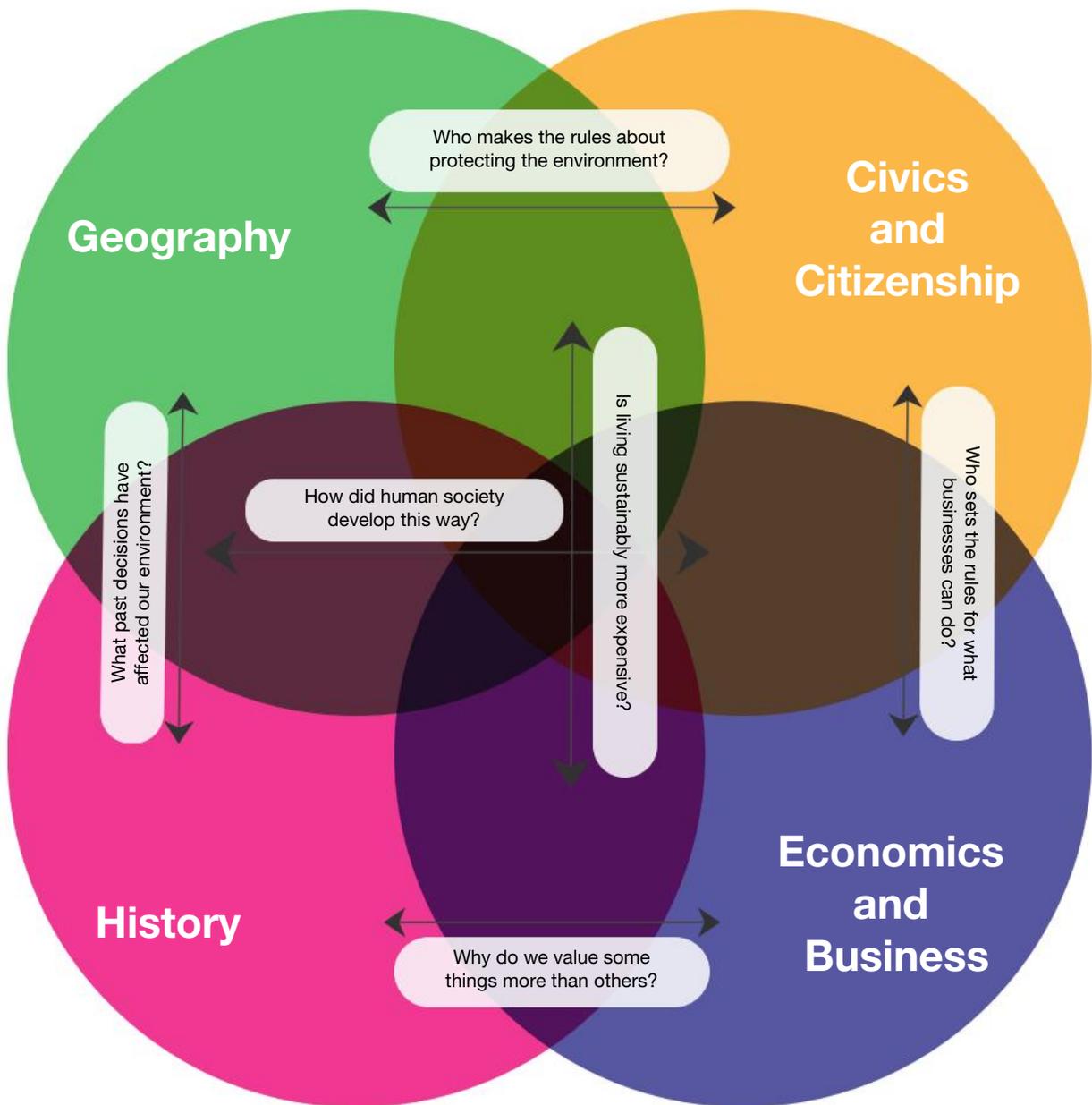
The big questions we try to answer in HASS this year relate to things that affect your everyday life; as individuals, members of teams and families, and members of local and global communities – even if it doesn't seem like they might affect you at the moment.

FIGURE 1 The main concepts in HASS for each subject



Just because there are four subjects within HASS, it doesn't mean they aren't connected. They all connect to each other in many ways. For example, this year, you will explore some of the following connections.

FIGURE 2 The different subjects in HASS are all connected.



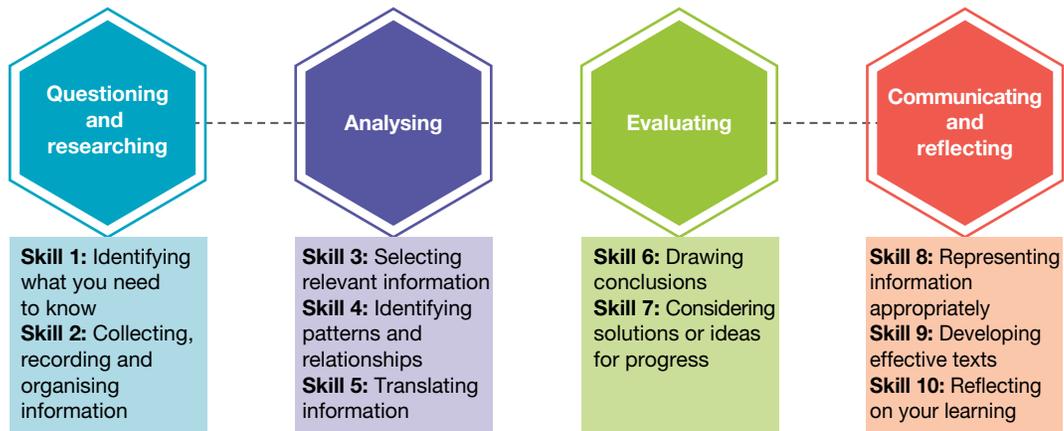
1.2.2 Key skills in HASS

In HASS, it's important to be curious about the world around you. You will need to investigate and research to learn more about humans and their society.

In primary school, you will have learned some of these skills on a basic level, but as you work through HASS you will learn to use these skills in a more sophisticated or detailed way. You will find the same skills taught in years 7, 8, 9 and 10 HASS, but as you move through school, the level at which you will use these skills will become deeper and more accomplished.

Below is an outline of the four main skills you will learn to help you be more curious, each broken down into a set of smaller steps. Each of these skills will be explained in more detail in this topic.

FIGURE 3 Each HASS skill is made up of a set of smaller skills.



1.2.3 Questioning and researching

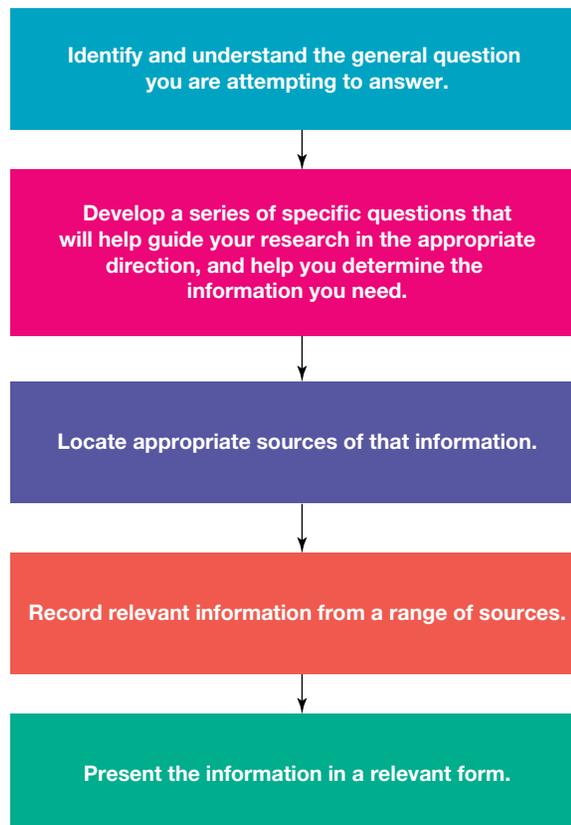


Questioning and researching are connected, multi-step processes.

When you have been given a topic to investigate or a problem to solve, you need to ask good questions to focus your research. Without clear focus questions, it is very hard to find the information you need.

There are two main questioning and research skills you will develop this year across your HASS subjects.

FIGURE 4 The process of researching a topic



You will work on:

- asking good focus questions to improve your research
- ways to check that the information you find is useful, accurate and reliable.

1.2.4 Analysing



Analysing is the process of deciding what you are learning from the information you are looking at. Sometimes the information in a source seems easy to find, but for other sources you have to look or think a little deeper.

As a part of this process, you also need to think in more detail about how accurate and reliable the information is. You also need to think about how useful it is. A good way to do this is to look at your hypothesis or focus question and then think about how well you can answer the question or prove your hypothesis using this information.

You will be working with many different types of source in HASS this year; for example, maps, written documents, pictures, diagrams and tables of data. Good researchers always consider whether information comes from a **useful source**, an **accurate source** and a **reliable source**. When you look at any source of information — whether it is in HASS, another subject or outside school — you should consider these things.

1.2.5 Evaluating



Evaluating means looking at the information and sources you have gathered, as well as the relationships, trends and viewpoints you have discovered through your analysis. You then come to conclusions about what you have learned and weigh up the benefits or problems associated with possible solutions or actions.

This is the skill where you bring everything you have learned together and make a judgement to answer your hypothesis. Don't be too quick to jump to those conclusions though.

In HASS, you will often find that your evidence leads you to a 'yes, but ...', or a 'sometimes' or a 'no, but ...' In fact, the more skills you develop in HASS, the more likely you are to reach one of these 'grey area' conclusions. They generally show that you are thinking quite deeply about an issue and can see it from a range of perspectives.

Not having one solution or explanation is a good thing if you can give strong reasons to show why there might be more than one answer to consider.

1.2.6 Communicating and reflecting



Now that you have your notes and your sources of evidence to demonstrate what you have learned, you must think of your audience. For example, if you are creating a poster for your Year 7 classmates, you need to make sure they understand what they are reading and not make it too hard or too easy. You also need to design it in a way they will find interesting. If you are creating a poster for an old person's home, however, you might use a very different design and language.

The final part of any learning process is reflecting on what you have learned. This means looking back at what you have *done* (questioning and researching, analysing, evaluating and communicating) as well as what you have *learned* about the topic you have been investigating.

Reflecting on what went well and what you might be able to do better helps you to learn how to improve your skills and understanding.

1.2.7 HASS skills focus in Year 7

Think of building these HASS skills in the same way you might consider your ability to make a cake. When people begin baking, they start with basic cakes with simple flavours. There might not be any decorations, or the cakes might be a little bit messy or simple. As a person's baking skills improve, they will be able to make more complicated cakes with different flavour combinations and layers, and the decorations will become more complicated and impressive.

A similar process happens with your HASS skills. In primary school, you started by asking simple questions, but, as you learned more, your questions became deeper and more complex.

FIGURE 5 Your HASS skills will build in complexity across years 7-10.



1.2 Exercise

learnon

Learning pathways

■ LEVEL 1

1, 2, 3, 5

■ LEVEL 2

4, 6, 7, 9

■ LEVEL 3

8, 10

REMEMBER AND UNDERSTAND

1. HASS stands for Humanities and Social Sciences. True or false?
2. What is the main purpose of the 'Questioning and researching' SkillBuilder in HASS?
 - A. To improve communication skills
 - B. To develop curiosity about the world and focus research
 - C. To create visually appealing posters
 - D. To analyse data from various sources
3. Analysing is about deciding what you learn from the information. True or false?
4. What skill involves coming to conclusions about your research and weighing up benefits or problems?
 - A. Questioning
 - B. Communicating
 - C. Evaluating
 - D. Researching
5. Communicating in HASS involves reflecting on what went well and what could be improved. True or false?

ANALYSE AND APPLY

6. **Explain** the importance of reflecting on what you have learned in the HASS learning process.
7. What does the term 'evaluating' mean in the context of HASS skills?
8. How can designing a poster for different audiences affect your communication?
9. **Describe** how HASS skills build in complexity from primary school to year 10.

EVALUATE AND COMMUNICATE

10. How does the analogy of baking a cake relate to developing HASS skills?

Answers and sample responses for this topic are available online.

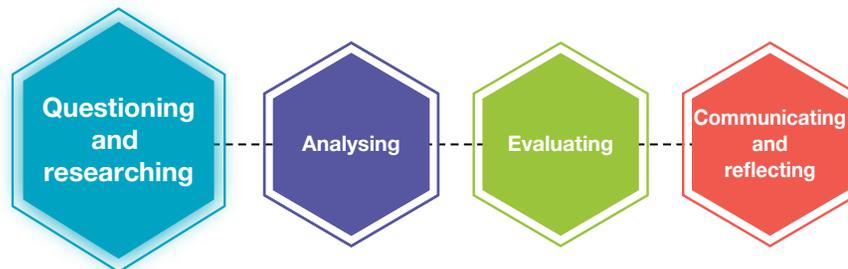
LESSON 1.3 SkillBuilder: Identifying what you need to know

LEARNING INTENTION

By the end of this SkillBuilder you should be able to **identify** what you need to know to develop a focus question.

1.3.1 When to use this SkillBuilder

This SkillBuilder develops your questioning and researching HASS skills. Use this SkillBuilder at **the start** of your inquiry process.



1.3.2 Tell me

To **identify** knowledge and perspectives means:

- working out what you know about a topic
- identifying what you believe about a topic or think is true.

Listing what you know and what you think helps you identify what you don't yet know.

Once you know what you need to find out, the best way to look for the answers is to write **focus questions**. This helps you look for the information you need more effectively. Your focus questions will not only help you search for information about what you don't know, they will also help you test whether what you think or believe about a topic is true.



In Year 7 HASS, the focus of this skill is developing focus questions to help you research a topic.

1.3.3 Show me

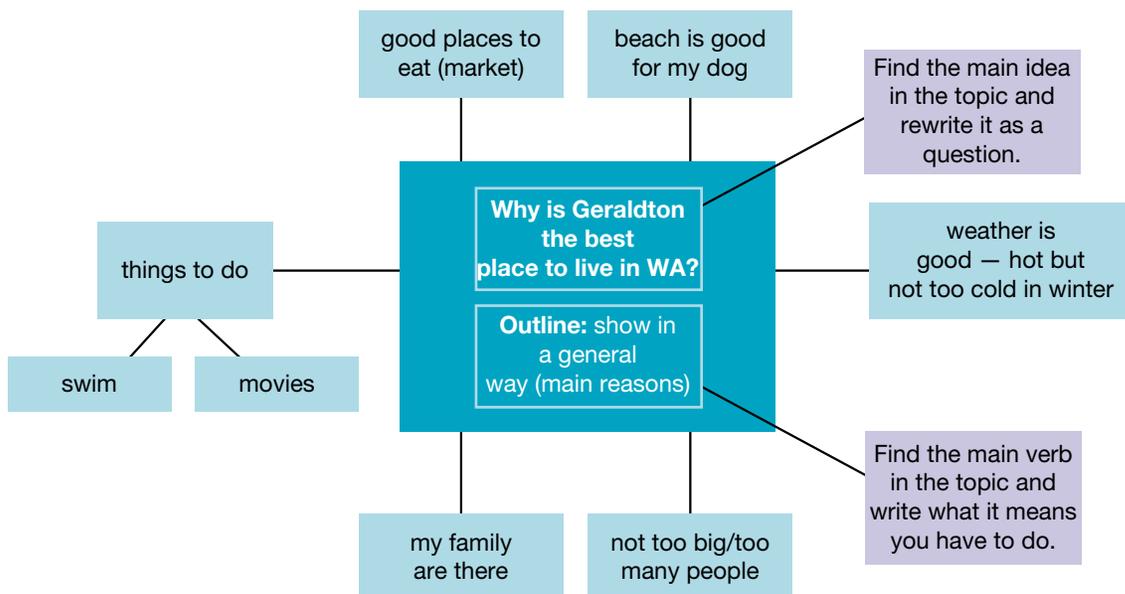
Imagine you have been given the following topic: Outline why your hometown is the best place to live in Western Australia.

Step 1: Identify what you already know or believe.

Find the main idea or event you have been asked to focus on (sometimes rewriting the topic as a question can help you to do this).

- Create a brainstorm of key points or ideas that come to mind when you think about the topic.
Think about listing:
 - what you know (fact)
 - what you think you know (possible fact)
 - what you believe (opinion)
 - what others might believe (possible opinion).
- Identify the main verb in the topic and find out what it means — these verbs tell you what you need to do in order to answer the question properly. (Write this in your brainstorm so you remember what the task is.)

FIGURE 1 What a brainstorm of key ideas might look like



WHAT IF I DON'T KNOW ANYTHING?

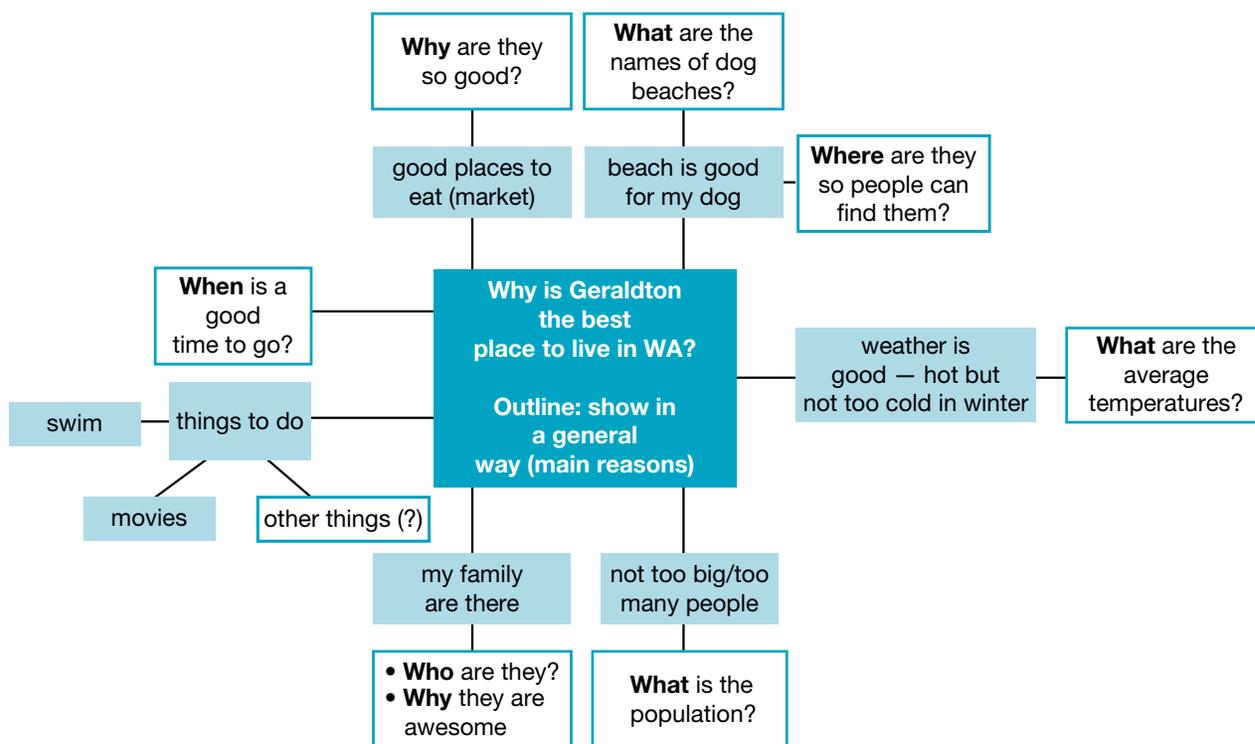
If you feel like you don't know anything about a topic, try some of these tips.

- Think of ways to divide the topic you are brainstorming into parts: in this case, people, places, the environment and things to do.
- Write any words, people or places that you think might be linked to the topic. (Add a ? after an idea if you're not sure it's connected.)
- Write questions (what is that? who is that? where did that happen?)
- Look in the topic for clues or reminders; you could list *place*, *best* and *Australia* from this topic.
- Go back to your class notes or text to review some of the headings that might remind you of what you have learned.
- Ask yourself: Did I learn something about this last year in HASS? Or in another subject?

Step 2: Identify what you need to know to further your understanding.

- Look at your brainstorm or list. Are there any gaps?
- Use the 5W 1H words (**who**, **what**, **when**, **where**, **why**, **how**) to find gaps.
- Add more ideas or questions to your brainstorm in a different colour to fill the gaps.

FIGURE 2 Adding the 5W 1H words to the brainstorm



Step 3: List what you know and what you need to find out.

After brainstorming, create two lists: what you know (but need to fact check), and what you don't know but need to find out.

- Create a table summarising what you already know and what you will need to find out. Try to include details of whether other people might disagree. (Your lists don't need to be very long; but it doesn't matter if there is a lot you need to find out.)
- Use the 5W 1H words to help form your 'What I want to know' questions.

TABLE 1 A summary of brainstorm ideas

What I know	What I want to know
I like the weather (but not everyone does).	What weather do most people like?
I like the size of the town (but not everyone does).	How many people live there?
My family live there and like it.	Why do my family like living there?
There are a lot of different things to do (and dog-friendly).	What things can't you do?
There are a lot of different types of food available.	What kinds of food do most people like? Is it available here?
	What do other people think makes a town good to live in?

Step 4: Write a hypothesis

Based on your list of what you do and don't know, write a **hypothesis**. A hypothesis is an explanation, made on the basis of limited evidence, and is a good basis for a more detailed study or investigation. Anyone who develops a hypothesis is making a guess, based on the evidence they have. When a hypothesis is well supported by solid evidence, we call it a theory.

- With this example topic, you are being asked to *outline*, so your hypothesis should be a single sentence that summarises your ideas.
- If your topic asks you to come to a decision or argue something, your hypothesis will summarise your point of view.

Framing your hypothesis as an 'I think ...' sentence can help you to form your ideas more easily. For your final hypothesis, remove the 'I think ...' to make your statement stronger.

TABLE 2 A hypothesis

What I know	What I want to know
I like the weather (but not everyone does). I like the size of the town (but not everyone does). My family live there and like it. There are a lot of different things to do (and dog-friendly). There are a lot of different types of food available.	What weather do most people like? How many people live there? Why do my family like living there? What things can't you do? What kinds of food do most people like? Is it available here? What do other people think makes a town good to live in?
Hypothesis: My town has all the features that make it the best place to live in Western Australia.	

WHAT IF MY HYPOTHESIS IS WRONG?

The point of your hypothesis is to focus your research. It doesn't matter if it is right or wrong. Sometimes when your hypothesis is wrong, it leads to much deeper and more interesting research than if you guessed right from the beginning! A good hypothesis will be easy to argue for and against.

Step 5: Develop focus questions.

After pulling apart the topic into smaller ideas and thinking about it in different ways, you are now ready to write some focus questions.

- Use the 5W 1H process again to break down what you need to research.
- Try to include at least two or three questions from each type.

TABLE 3 Focus questions

What	Where	When	Who	Why	How
What are the average temperatures and rainfall? Are these what people like?	Where do people like to eat?	When are there events that people might like?	Who lives there and what are they like?	Why is the town good for families?	How do other people decide if somewhere is a good place to live?
What is the population and what is it like (ages, jobs, languages)?	Where do people work?	When is the best time to be there?	Who agrees that it's the best place? (Is there data?)	Why might other people disagree with me?	How well does my town match people's idea of a great town to live in?
What jobs do people do?					

WHAT IF MY QUESTIONS CHANGE AFTER I START RESEARCHING?

Often your questions will change as you go deeper into a topic. If you are half-way through your research and come up with more questions or you need to ask different questions, you can always update your table.

Remember: Writing good focus questions is a many-step process that you will develop over time. Be prepared to practise!

1.3.4 Let me do it

1.3 SkillBuilder activity

Practise your skills at identifying perspectives and knowledge with the following activities.

- Follow the detailed steps in the **Show me** section.
- Complete a step-by-step **Worksheet** from your online Resources.

Civics and Citizenship

Outline the process that led to Australian Federation in 1901.

Economics and Business

Write a biography of an entrepreneur. You need to include the following:

- Early life
- How they became an entrepreneur
- What was their idea? What is their business now?
- How has their idea impacted on the world?
- What characteristics of an entrepreneur have they displayed in their life and success?

Geography

Create a blog that presents **demographic characteristics** of a place that you know well. Do your own research to find out the demographic characteristics of the area.

History

Choose an ancient society that you have studied in class. Create a museum display about your ancient society.

You must cover the following:

- system of government
- daily life
- use of slaves
- religions.

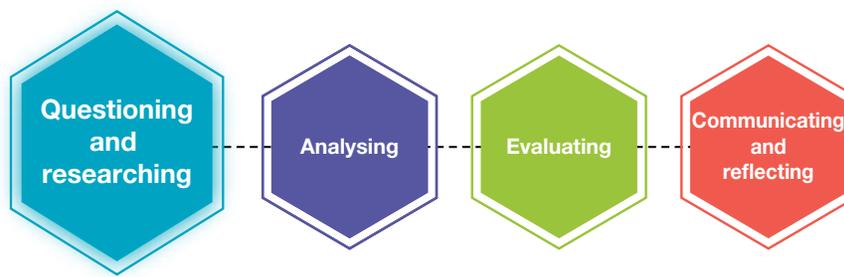
LESSON 1.4 SkillBuilder: Collecting, recording and organising information

LEARNING INTENTION

By the end of this SkillBuilder you should be able to clearly record information from different sources.

1.4.1 When to use this SkillBuilder

This SkillBuilder develops your questioning and researching HASS skills. Use this SkillBuilder **after** you have closely examined your task and your existing knowledge, and identified the range of possible perspectives on the topic. Use this SkillBuilder **before** you start looking for sources of information.



1.4.2 Tell me

This skill involves finding many sources of information to answer your focus questions and fill in the gaps in your knowledge about a topic. This skill also means being able to organise your notes in a way that makes the information easy to use.

Why can't I *just* use Wikipedia or ChatGPT?

You might go straight to Wikipedia or AI tools like ChatGPT when you need to answer a question because it's easy, **but** you should *always* check any information you collect from Wikipedia or AI tools with a source that you know you can trust. For example, anyone can update Wikipedia entries. Even though Wikipedia has a checking process, not everything on a page might have been checked before you read it! You also need to be aware of your school's policies about using AI.



In Year 7 HASS, the focus of this skill is clearly recording information from different sources to help you research a topic.

1.4.3 Show me

Step 1: Find information from a variety of sources.

To help ensure that your information is correct, you should always use at least two sources to research a topic or question.

- Find different types of sources that answer your focus questions.
- Check you have sources from different authors or organisations.

Imagine you have been asked to write a report that outlines Greta Thunberg's ideas for slowing climate change. After careful brainstorming, you came up with these focus questions and hypothesis.

Type your focus questions into a search engine or library catalogue. Your search will bring up a lot of results, but not all of them are the same types of sources. Good researchers will try to include different types of sources.

Try to use:

- sources that come from at least two different websites or authors/publishers (don't forget sources can be images, videos or audio, not just written)
- **primary sources** and **secondary sources**
- sources that are reliable.

TABLE 1 Focus questions and hypothesis

What	Where	When	Who	Why	How
What does GT believe we should do about climate change?	Where has GT travelled to speak to people?	When does GT think effects will get worse?	Who are GT's inspirations?	Why did GT start her school strike?	How did GT become famous?
What has GT done to slow climate change?	Where does GT think is the place worst affected by climate change?	When did GT start her school strike?	Who disagrees with what GT is doing?	Why do some people not agree with her?	How does GT want people to act?

Hypothesis: Greta Thunberg's ideas to slow climate change are all about making governments and leaders feel guilty about not doing something sooner.

If you search 'Greta Thunberg', there are over 46 million results. The first two are from Wikipedia and X (formerly known as Twitter). Notice that sometimes when you search for topics, you will see the articles organised into different types.

You may find a lot of different articles that seem to answer your focus questions about Greta Thunberg's beliefs and actions, but how do you know that the information is reliable?

Use the checklist below to check if an online source is likely to be reliable before you use it.

TABLE 2 Quick check: Is your online source likely to be reliable?

	More likely to be reliable	Less likely to be reliable
1. Find the author or organisation	<ul style="list-style-type: none"> Person, organisation or charity known for trustworthy information (e.g. the UN or NASA) Searching the author/organisation online returns detailed information about them and their work Author/organisation has nothing to gain from you believing them 	<ul style="list-style-type: none"> No writer or organisation is named Searching for author/organisation brings up few (or only their own) sites Author/organisation might gain something from you believing them (e.g. money, votes, sales)
2. Read the headline	Attention-grabbing but language is not emotional (facts, arguments, scientific)	Very dramatic, or over-the top, very emotional language (enemy, hoax, crisis)
3. Look for the article's sources	Lists sources or links to where the information in the article was found	Does not list or link to any sources

You will look more closely at different types of sources, including primary and secondary sources, in each of your HASS subject areas this year. Different subjects will use different types of sources more often. For example, in Geography you might use more maps than in Civics and Citizenship, or in History you might use more timelines than in Economics and Business.

FIGURE 1 Overview of the search results for 'Greta Thunberg'

The image shows a search engine results page for the query "Greta Thunberg". The search bar at the top contains "great thunberg" and shows "About 3,46,00,000 results (0.73 seconds)". Below the search bar, there are tabs for "All", "News", "Images", "Videos", "Books", and "More". The first result is from Wikipedia, titled "Greta Thunberg - Wikipedia". A red box highlights the text "Source of the first result" pointing to the Wikipedia link. To the right of the search results, there is a grid of images of Greta Thunberg. Below the images, there is a knowledge panel for "Greta Thunberg" with details about her birth, nationality, and awards. A red box highlights the text "Total results from the search" pointing to the search bar area. Below the knowledge panel, there are sections for "People also ask", "Top stories", "Books", "Profiles", and "People also search for". A red box highlights the text "Source of the second result" pointing to a Twitter post by Greta Thunberg (@GretaThunberg) that says "I'm extremely honoured to receive the Gulbenkian Prize for Humanity. We're in a climate emergency, and my foundation will as quickly as possible donate all the prize money of 1 million Euros to support ... -> 1/3".

great thunberg

All News Images Videos Books More Settings Tools

About 3,46,00,000 results (0.73 seconds)

Showing results for **greta thunberg**
Search instead for **great thunberg**

en.wikipedia.org › wiki › Greta_Thunberg

Greta Thunberg - Wikipedia

Greta Tintin Eleonora Ernman Thunberg (Swedish: [ˈgrɛːta ˈtɪnˌnɑːrj] (listen); born 3 January 2003) is a Swedish environmental activist who has gained international recognition for promoting the view that humanity is facing an existential crisis arising from climate change.

Years active: 2018–present
Movement: School strike for climate
Speeches by Greta Thunberg · Voyage of Greta Thunberg · Olof Thunberg

Relatives: Olof Thunberg (grandfather)
Occupation: Student, environmental activist

People also ask

- Does Greta Thunberg fly?
- How did Greta Thunberg get famous?
- What is Greta Thunberg doing?
- Is Greta Thunberg a vegan?

Feedback

Top stories

- THE HINDU**
Greta Thunberg donates million-euro rights prize to green groups
52 mins ago
- NDTV**
Greta Thunberg Donates Million-Euro Rights Prize To Green Groups
5 hours ago
- THE TIMES OF INDIA**
Greta Thunberg donates million-euro rights prize to green groups
1 hour ago

More for greta thunberg

https://twitter.com/GretaThunberg

Greta Thunberg (@GretaThunberg) · Twitter

- I'm extremely honoured to receive the Gulbenkian Prize for Humanity. We're in a climate emergency, and my foundation will as quickly as possible donate all the prize money of 1 million Euros to support ... -> 1/3
Twitter · 21 hours ago
- "Ou, 17, has become a target for the authorities who see that activism as a challenge to their control." Support the brave @howey_ou in her climate activism. If we don't have democracy, we have nothing. #FaceTheClimateEmergency #LetChinaStrikeForClimate www.theguardian.com/wor...
Twitter · 22 hours ago
- To the EU leaders right now meeting in Brussels, deciding our future: Here's a little something for you to keep in mind. (Video by @CarbonBrief) #EUCCO #FaceTheClimateEmergency
Twitter · 3 days ago

View on Twitter

Total results from the search

Source of the first result

Source of the second result

Step 2: Read your sources carefully.

Examine your source carefully, focusing on finding the answers to your questions.

- Highlight key points.
- Link each highlighted idea to your focus questions.

For example, if you were using this extract from an article of top ten facts about Greta Thunberg from National Geographic Kids, it might look like this when you finished reading.

Notice that there aren't any *notes* yet, only the most important details have been highlighted and numbered to match your focus questions. (Notice the focus questions are there for reference too.)

FIGURE 2 Key points about Greta Thunberg

Keep your focus questions beside you as you read each source.

Who is Greta Thunberg?



What	Where	When	Who	Why	How
<p>What does GT believe we should do about climate change? 1</p>	<p>Where has GT travelled to speak to people? 3</p>	<p>When does GT think effects will get worse? 5</p>	<p>Who are GT's inspirations? 7</p>	<p>Why did GT start her school strike? 9</p>	<p>How did GT become famous? 11</p>
<p>What has GT done to slow climate change? 2</p>	<p>Where does GT think is the place worst affected by climate change? 4</p>	<p>When did GT start her school strike? 6</p>	<p>Who disagrees with what GT is doing? 8</p>	<p>Why do some people not agree with her? 10</p>	<p>How does GT want people to act? 12</p>

- 1) Greta Thunberg is an environmental activist. She was born in Stockholm, Sweden, in 2003. When she was eight, she started learning about climate change. The more she learned, the more baffled she became as to why so little was being done about it.
- 2) At the age of 11, Greta became so sad about climate change that she temporarily stopped speaking!
- 3) Greta has Asperger syndrome, a condition that affects how people socialise. But Greta views her condition as a positive, calling it her "superpower"! She says it helps her see the world in black and white, and that there are "no grey areas when it comes to climate change."
- 4) In August 2018, Greta decided to take action. Instead of going to school, she made a large sign that read *SCHOOL STRIKE FOR CLIMATE*, and calmly sat down outside the Swedish parliament. Her aim? To make politicians take notice and act to stop global warming. 6
- 5) Greta was inspired by teenage activists in Florida, USA, who were protesting to end gun violence. Read more about the *School Strike for Climate* protests that Greta inspired! 7
- 6) Greta's strike was picked up by the Swedish media, and the word started to spread. Soon enough, tens of thousands of students from around the world joined her Fridays for Future strikes – skipping school on Fridays to protest against climate change. 11

Number each highlighted part so you know which question it helps to answer (or in a comment or sticky note on a digital page)

Highlight information in a source that answers your questions.

Always record the full details of every source

Source: National Geographic Kids UK, published by Creature Media Ltd

Step 3: Record your information in notes.

Clear and organised notes will help you find the information later. It is important you use the same format for all your notes, as this will help you record your information in a way that is easy for you to understand and find later.

- Make notes in your own words about the information you have found.
- Make sure you have found the answers to all your focus questions.
- Order your notes.

One way you can do this is by handwriting your notes, making sure you use different words and synonyms as appropriate. Writing your notes as dot points, rather than full sentences, helps with this too.

If you are using a computer, it is OK to copy and paste the information into your document but you should always either:

- include all the details of where you found the information or
- re-type it as your own notes underneath the pasted text, making sure you use different words and synonyms as appropriate.

For example, if you were taking notes from the top ten facts about Greta Thunberg from National Geographic Kids, a section of your notes might look like this the example in **FIGURE 3**.

FIGURE 3 Example of notes about Greta Thunberg research

Who is Greta Thunberg?



1) Greta Thunberg is an environmental activist. She was born in Stockholm, Sweden, in 2003. When she was eight, she started learning about climate change. The more she learned, the more baffled she became as to why so little was being done about it.

2) At the age of 11, Greta became so sad about climate change that she temporarily stopped speaking!

3) Greta has Asperger syndrome, a condition that affects how people socialise. But Greta views her condition as a positive, calling it her "superpower"! She says it helps her see the world in black and white, and that there are "no grey areas when it comes to climate change."

4) In August 2018, Greta decided to take action. Instead of going to school, she made a large sign that read "SCHOOL STRIKE FOR CLIMATE", and calmly sat down outside the Swedish parliament. Her aim? To make politicians take notice and act to stop global warming.

5) Greta was inspired by teenage activists in Florida, USA, who were protesting to end gun violence. Read more about the School Strike for Climate protests that Greta inspired!

6) Greta's strike was picked up by the Swedish media, and the word started to spread. Soon enough, tens of thousands of students from around the world joined her Fridays for Future strikes – skipping school on Fridays to protest against climate change.

What	Where	When	Who	Why	How
What does GT believe we should do about climate change? 1	Where has GT travelled to speak to people? 3	When does GT think effects will get worse? 5	Who are GT's inspirations? 7	Why did GT start her school strike? 9	How did GT become famous? 11
What has GT done to slow climate change? 2	Where does GT think is the place worst affected by climate change? 4	When did GT start her school strike? 6	Who disagrees with what GT is doing? 8	Why do some people not agree with her? 10	How does GT want people to act? 12

Use headings so that you know which notes came from which sources

Use headings to separate information from each source.

Use your own words or put quote marks around word-for-word information.

Focus on what will answer your questions – use the focus question numbers to organise your notes.

SOURCE:

National Geographic Kids, published by Creature Media Australia Pty Limited under license from National Geographic Partners.
6. School strike starts August 2018 at Swedish Parliament building

7. Inspired by teenagers in Florida (protesting gun violence, not climate)

11. Became famous from media in Sweden reporting about her protest

Source: National Geographic Kids UK, published by Creature Media Ltd

This list doesn't answer all the focus questions yet, and more than one source of information is needed for any research. Keep finding new sources until you can answer all your focus questions.

FIGURE 4 An example of further notes about Greta Thunberg

	GRETA THUNBERG'S plan to stop climate change
	SOURCE:
	National Geographic Kids, published by Creature Media Australia Pty Limited under license from National Geographic Partners.
	6. School strike starts August 2018 at Swedish Parliament building
	7. Inspired by teenagers in Florida (protesting gun violence, not climate)
	11. Became famous from media in Sweden reporting about her protest
	SOURCE:
	TED.com/speakers/greta_thunberg
	3. Travel to speak: London, Stockholm, Helsinki and
	1. United Nations and World Economic Forum
	vegan, low carbon, no planes
	SOURCE:
	Time: time.com/person of the year 2019 greta thunberg
	'We can't continue living as if there was no tomorrow, because there is a tomorrow.'

When you have answers to all your focus questions, put them in order — collect together the notes about each focus question. One easy way to do this is in a table, for example:

TABLE 3 Notes for each focus question

Focus question	Notes	Sources
1. What does GT believe we should do about climate change?	Go vegan, no planes, low-carbon use	<i>Time</i> magazine
2. What has GT done to slow climate change?		
3. Where has GT travelled to speak to people?		

EXTEND YOUR NOTE-TAKING SKILLS

When it comes to note-taking, you don't need to invent your own system. Practise your research skills by looking up the following ways of keeping your notes organised.

- Cornell
- Outline
- Mapping

Step 4: Follow ethical protocols or rules.

One of the most important parts of research is to **cite** all your sources. This means that if you use someone else's information or ideas, you need to show what you used, and where and how you used their work.

This rule is important because it helps to show you have not broken the first rule of research: do not **plagiarise**.

- List all the details of every resource you use in your research.
- Include a list of the sources you used in your research in your assignment/work.

WHAT COUNTS AS PLAGIARISM?

Any time you use other people's work (words, images, video or audio) as though it is your own, that is plagiarising — even if it is by accident. When you take notes, you must be careful to rewrite information into your own words or give credit to the sources.

<p>Original text: Greta's strike was picked up by the Swedish media, and the word began to spread.</p>		<p>Too close: Her strike was picked up by the media in Sweden, and the news began to spread.</p>		<p>Own words: Greta became famous around the world after the media in Sweden reported on her protest.</p>
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There are many different systems used to show this information. Your school will have a specific referencing format that they use. One of the most common types in HASS is called Harvard referencing.

Notice where you should use full stops, italics and different types of brackets.

TABLE 4 Harvard referencing format

Common reference	How to cite using Harvard referencing format
Books	<p>Author family name, author first name initial. (Year published). <i>Title of book</i>. City: Publisher, Page(s).</p> <p>Example: Smith, A. (2021). <i>The life of Greta Thunberg</i>. Perth: HASS Publishing Emporium, p. 4.</p>
Websites with the author listed	<p>Family name, First initial (Year published). <i>Page title</i>. [online] Website name. Available at: URL [Accessed Day Mo. Year]</p> <p>Example: Smith, A. (2021). <i>Developing my skills in HASS</i>. [online] HASS in WA. Available at: www.HASSEmporiumWA.com.au [Accessed: 21 February 2020]</p>
Website without an author listed	<p>Website name, (Year published). <i>Page title</i>. [online] Available at: URL [Accessed Day Mo. Year]</p> <p>Example: National Geographic Kids (2020). <i>Greta Thunberg Facts!</i> [online] Available at: https://www.natgeokids.com/au/kids-club/cool-kids/general-kids-club/greta-thunberg-facts/ [Accessed: 20 March 2020]</p>

1.4.4 Let me do it

1.4 SkillBuilder activity

Practise your skills collecting, recording and organising information with the following activities.

- Follow the short version of the steps in the **Review** section at the end of this topic.
- Use the detailed steps in the **Show me** section.
- Complete a step-by-step Worksheet from your online Resources.

Civics and Citizenship

Find useful, reliable and accurate sources that outline the process that led to Australian Federation in 1901 and collect your notes in an organised way.

Economics and Business

Find useful, reliable and accurate sources about your chosen entrepreneur, and collect your notes in an organised way.

Geography

Find useful, reliable and accurate sources about the demographic characteristics of a place that you know well, and collect your notes in an organised way.

History

Find useful, reliable and accurate sources about an ancient society and collect your notes in an organised way.

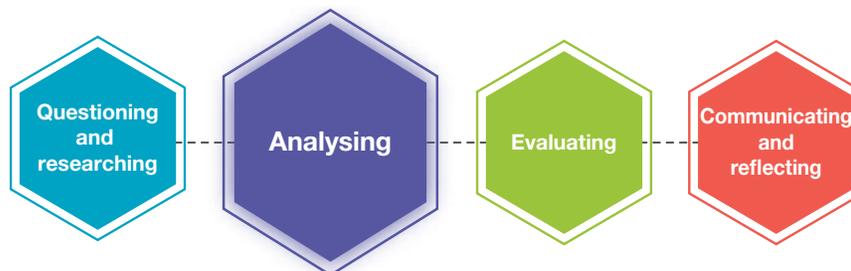
LESSON 1.5 SkillBuilder: Selecting relevant information

LEARNING INTENTION

By the end of this SkillBuilder you should be able to find information that is right for your specific research task.

1.5.1 When to use this SkillBuilder

This SkillBuilder develops your analysing HASS skills. Use this SkillBuilder **after** you have refined your list of inquiry questions. Use this SkillBuilder **before** you start to make detailed notes from each source.



1.5.2 Tell me

Not all information you collect or notes you make will be directly useful to your task. Some of the information you find might also turn out to be more useful than you first thought. To be useful, information has to be relevant to your topic and your focus questions, but information also might be relevant even if it doesn't immediately seem related.

- If you learn a lot and it helps you answer the question, then it is really useful.
- If you don't really understand what it is saying, or it doesn't answer your question, then it is not useful at all.
- You might find some information that is *somewhat* useful. You will not be able to answer focus questions from only one source, so write down the useful information and keep looking.



In Year 7 HASS, the focus of this skill is finding information that is right for your specific research task.

1.5.3 Show me

Step 1: Identify what you are learning from the information you have found.

Sometimes the information you are looking for is clearly stated in a source, but for many sources you will have to think about what it suggests or hints. This is called making an **inference**.

After you have collected your information, think about what the information suggests.

- Think carefully about your sources, look for details you might have missed or information that is *suggested* rather than stated.
- Think about the task and your focus questions, decide if there is anything you should have researched but haven't yet.

For example, look closely at **FIGURE 1**. Examine the background and foreground. Don't forget the information in the caption is part of the source.

FIGURE 1 An iron worker at the Empire State Building construction site, 1930, New York City, USA.



To take all the lessons possible from a source, you need to examine what is there and then consider what it suggests. What can you learn from looking at the source and reading the caption?

This process is like looking for clues to solve a mystery: what does this source *mean*, rather than only listing what it *shows* or *tells*.

For example, below are some of the clues in **FIGURE 1**.

- It is a photo taken in 1930 in New York City.
 - The worker is building a skyscraper.
 - The iron worker is a man with a moustache wearing overalls, gloves and a hat.
 - He is working many storeys high, sitting on the building frame, but there is nothing to stop him falling off the building — ropes, harness etc.
 - The air in the background looks quite smoky or foggy.
 - There are wooden planks in the foreground.
- What does this suggest? Building skyscrapers in New York in the 1930s was very dangerous work.

WHAT IF I CAN'T FIND ANY CLUES?

Don't worry about your ideas being wrong or too simple. You're just coming up with ideas at this stage. If you are stuck for ideas, imagine yourself in the scene or event that is being shown or discussed.

- What is good?
- What is bad?
- What would you want to know more about?

EXTEND YOUR ANALYSIS SKILLS: WHAT CAN'T YOU SEE?

Sometimes what is missing from a source tells you just as much as what is there.

1. Make a list of what you can see in the image below.
2. Think about how the same activity or situation might have been different in another time or place, or from a different person's point of view.
3. Based on what you see and what you know, think about what might have caused the difference.

Look again at **FIGURE 1** from the 1930s and think about how a picture of a building site might be different today.

FIGURE 2 Iron workers at the 32nd floor of the Esso Building in New York City, USA, 1954.



For example:

- A building site today would have a lot of power tools. There are no power tools in **FIGURE 1**; the worker is using a hand tool. This might mean: the whole skyscraper might have been built by hand. This is a reasonable inference to make.
- A worker on a building site today would have a hard hat to protect their head and harness to stop them from falling. This worker has no safety equipment but gloves. This could suggest that safety laws have changed since the 1930s, or that some types of safety equipment had not been invented yet.

Use **FIGURE 2** to practise finding the clues to what is missing in a source. (Don't forget the caption is an important part of the source!)

Step 2: Decide how accurate and reliable the information is.

Some sources are more reliable and accurate than others for specific tasks, so you should never use a source unless you know it can be trusted and is suited to the task you are completing.

- Test your source for reliability.
- Consider the purpose of the source and the creator's perspective (point of view).
- Identify if there might be **bias** in the source.

To test whether the information you have collected from a source is right for the task, use this checklist.

Checklist: Is my source reliable and accurate?

- What** type of source is it?
- Who** wrote or created this source?
- When** was the source created?
- Why** was the source created?
- What **evidence** does the source provide?
- What was happening at the time the source was created (context)?
- What is the **perspective** of the source?
- What **other perspectives** or points of view might people have about the source?
- What have I **learned** from this source?

For example, which of the following sources would be the most reliable and accurate if you were trying to decide whether your town really is the best place to live in WA?

A table can sometimes help you see which is or isn't most likely to be reliable.

TABLE 1 Organise the information in a table

What is the source?	FIGURE 3: Employment data from the Australian Bureau of Statistics (ABS) about your town from the last two Censuses (2011 and 2016)	FIGURE 4: An online review from a travel site for backpackers looking for work in regional WA
What is the data?	Unemployment rate (%) 2011: 5.5 Unemployment rate (%) 2016: 8.8	Heaps of work Review by: anon. 21 January 2021 Spent two months here packing tomatoes, stayed in backpackers in High Street. Awesome people, heaps of work in the area. See Pete at the co-op in William St for work boots and tips on who's hiring.

<p>What do I know about the source?</p>	<ul style="list-style-type: none"> • What: Unemployment rate data • Who: ABS (Aust Govt.) • When: 2011 and 2016 • Why: Reported in the censuses • Evidence: Of the unemployment rate (people without jobs) in the town • Context: Census collects information about Australians every five years. • Perspective: Neutral reporting of data • Other perspectives: People living there or wanting to move would see this as a bad sign. • Key lesson: Data show unemployment grew between 2011 and 2016. 	<ul style="list-style-type: none"> • What: Online review • Who: Anonymous (unnamed) • When: 21 Jan 2021 • Why: Review • Evidence: Of work available as a tomato picker • Context: Information for other backpackers looking for short-term work • Perspective: Positive experience — found work and loved town • Other perspectives: Could see this as negative (taking work from local people), or positive (backpackers bringing in tourist money, maybe there are more jobs now than in 2016?) • Key lesson: There is seasonal work in the town being done by tourists — have things changed?
<p>Is it likely to be accurate and reliable?</p>	<p>Very likely to be reliable and accurate Why: FIGURE 3 is more likely to be accurate and reliable because it was published by a well-known and respected government organisation. It uses data that are recorded and published by the government over time to show trends. This source is less likely to be biased and more likely to be accurate.</p> <p>But: It is also over five years old, so it might be out of date.</p>	<p>Less chance of being reliable or accurate</p> <p>Why: FIGURE 4 was written about the town by a visitor, who stayed in the town for a short time while working there. It doesn't give a broad or long-term view of work in the area, it is just one person's experience. We also don't know who the author is — maybe it's Pete!</p> <p>But: It is more recent than the other source, so maybe things have changed? Time to find some more recent data to check.</p>

EXTEND YOUR ANALYSIS SKILLS: IS IT FAKE NEWS?

When you are learning about current events in HASS subjects, you will rely on sources from the news media. The internet makes it easy to access news sources, but has also made it easy for people to post things that are not true. It can be difficult to know what is true.

You may have heard the term 'fake news'. This is information that is false and deliberately misleading. It is designed to change or control a reader's point of view. Fake news can also be called 'disinformation'.

People create and share fake news for political and social reasons; some people even use it to make money. Fake news can also create distrust and disagreement because you may read one thing on a topic and your friend may read another.

The image shows a stack of newspaper pages. The top page has a large, bold headline 'FAKE NEWS' in the center. To the left, there is a small section titled 'FINANCIAL REVIEW' with a line graph showing an upward trend. Below the graph is a small photo of hands holding a pen. To the right of the main headline, there is a sub-headline 'Where is the economy heading?' and another sub-headline 'The Road to Recovery BUSINESS ANALYSIS'. Below that is another sub-headline 'This Week Best Investment In Stock Market MARKET REVIEW'. The text on the pages is mostly illegible, but the layout mimics a real newspaper.

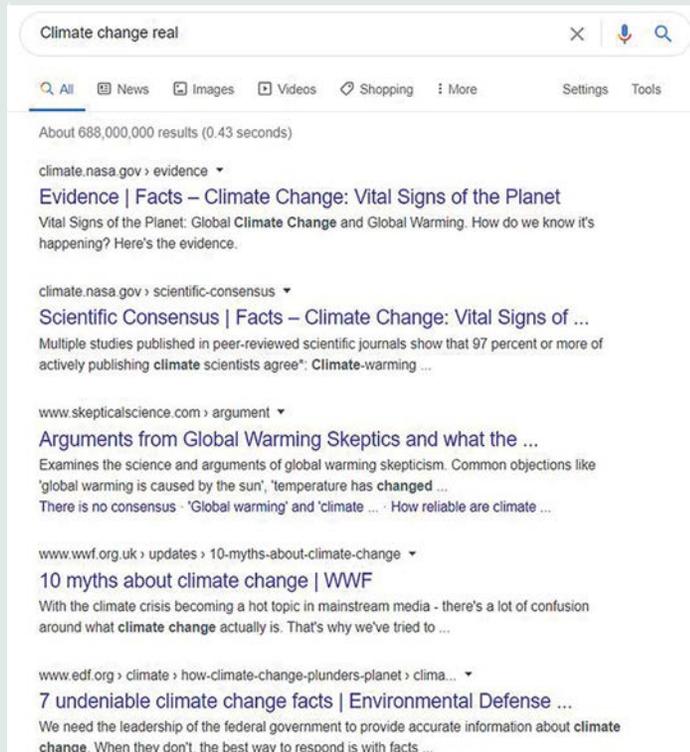
Just because someone calls information 'fake news', it doesn't mean that it is 'fake news'; always test the information yourself.

Looking closely at information sources will help you form your own opinions on current topics and will help you learn in an unbiased way.

Practise using the 'Is my source reliable and accurate?' checklist using written sources.

Enter the question 'Is climate change real?' into a search engine.

Follow the checklist to decide whether you can trust what you read. If the source does not pass the checklist test, the information may not be reliable.



1.5.4 Let me do it

1.5 SkillBuilder activity

Practise your skills selecting relevant information with the following activities.

- Follow the short version of the steps in the **Review** section at the end of this topic.
- Use the detailed steps in the **Show me** section.
- Complete a step-by-step **Worksheet** from your online Resources.

Civics and Citizenship

Carefully analyse sources outlining the process that led to Australian Federation in 1901.

Economics and Business

Carefully analyse sources about the life of your chosen entrepreneur.

Geography

Carefully analyse data about the demographic characteristics of a place that you know well.

History

Carefully analyse data about an ancient society.

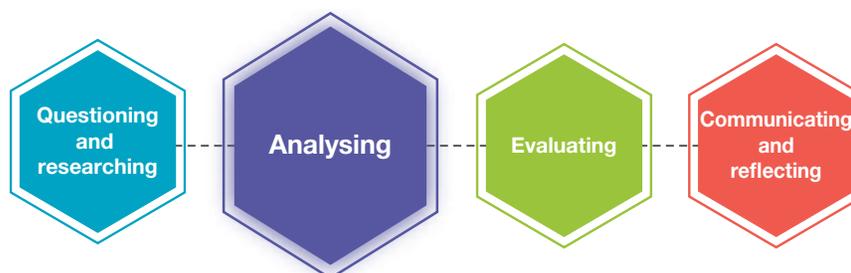
LESSON 1.6 SkillBuilder: Identifying patterns and relationships

LEARNING INTENTION

By the end of this SkillBuilder you should be able to **analyse** patterns and links in your information and data.

1.6.1 When to use this SkillBuilder

This SkillBuilder develops your analysing HASS skills. Use this SkillBuilder **after** you have collected sources that appeared to be reliable and useful. Use this SkillBuilder **before** you start to write your response.



1.6.2 Tell me

When you have decided the source is reliable, accurate and useful, you then need to see if you notice any patterns or relationships between the information and data you have found.

Ask yourself: what information is similar and what information presents a different viewpoint or idea?

Once you have written this information down, explain how these relationships and viewpoints impact on the information and sources you have found. Do they prove or disprove your hypothesis? Do they provide new questions to research?



In Year 7 HASS, the focus of this skill is looking for links (similarities or differences) and patterns.

1.6.3 Show me

Looking for links and patterns can seem difficult but as you practise these skills, they do become easier. Let's have a look at an easy process to help you learn.

Step 1: Identify any relationships or trends that you notice.

Look at your notes carefully. Can you see any connections in the information? Are there similar events that happened at different times or events that had flow-on effects or started a chain reaction? These connections are also called **relationships**.

One example of a relationship you might find within your information is **cause and effect**. A cause and effect relationship is one in which an event or action leads to other things.

A simple example might be if you put money into a savings account, the total goes up. If you take money out, it goes down. There is a cause and effect relationship. Cause: depositing money regularly. Effect: your total savings rise. Cause: withdrawing money regularly. Effect: your total savings go down. A more complex example of a relationship might be the causes and effects of not being able to find a job.

A **trend** is the way something moves in a general direction. Think about saving money, for example: if you keep putting money into a savings account, the total will get bigger, even if you make a withdrawal from time to time. The total is moving in an upward trend if you deposit more than you withdraw over a long time. If you regularly take more money out than you put in, you will see a downward trend in your total savings.

FIGURE 1 Issues or events might have many causes and many effects, both positive and negative.

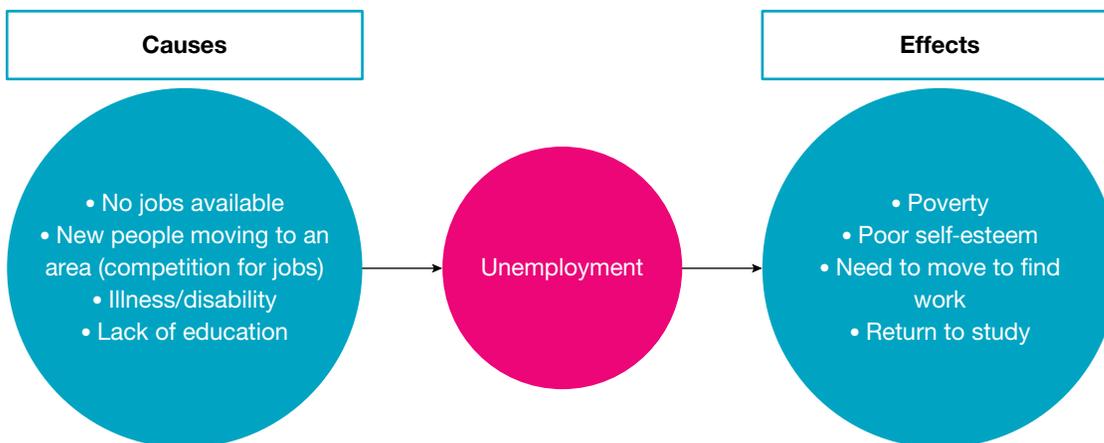


FIGURE 2 There may be some individual results that go up or down, but a trend describes a general or overall direction of change.



Step 2: Identify different viewpoints and perspectives.

Next you need to look for different viewpoints. For example, if you are researching whether your town is the best place to live, you might believe that it is, but other people may have different ideas. *Your* viewpoint is your perspective.

FIGURE 3 New information may affect your perspective.

My town is the best place to live.

There are three main reasons why:

- there isn't much traffic
- people know each other and look out for each other
- it's right on the beach.

DAILY NEWS
World • Business • Finance • Lifestyle • Travel • Sport • Weather
01.01.2018 10:41:17 AM

CYCLONE: BLUE ALERT

A tropical cyclone watch has been issued for the WA coast between Onslow and Carnarvon. Residents are advised to put their action plans in place. Heavy rain and flooding are expected as far south as Geraldton.

Other people may think a different town is better. They may prefer to live in a tent in the middle of the desert, or a big apartment in a city. They may not want to risk experiencing a cyclone or being cut-off from town by floods. This is *their* perspective of the topic.

Step 3: Explain how these viewpoints impact on the information you are looking at.

You now need to think about if considering the points of view of others changes how you think. Do you now think that living in the middle of nowhere sounds great? Or maybe that your town is a bit crowded? Or has looking at others' perspectives made you even more convinced that your town is the best place to live?

If your perspective has changed, what was it that changed your mind? Maybe it was the fact that you have been camping and it was wonderful. Or you think people raised some issues about your town that you haven't noticed before.

When you analyse a source, consider the following questions:

- What new information is here that supports my view?
- What points of view are shown that are different to my view?
- Why might people believe different things to me?
- Do their reasons change my mind?

FIGURE 4 Consider how hearing someone else's perspective might make you think differently.

My town is the best place to live.

There are three main reasons why:

- there isn't much traffic (but there also isn't any public transport or many people to give us a lift somewhere if we need it)
- people know each other and look out for each other
- it's right on the beach (but it's also in a cyclone zone, which makes it more dangerous for flooding too).

DAILY NEWS
World • Business • Finance • Lifestyle • Travel • Sport • Weather
01.01.2018 10:41:17 AM

CYCLONE: BLUE ALERT

A tropical cyclone watch has been issued for the WA coast between Onslow and Carnarvon. Residents are advised to put their action plans in place. Heavy rain and flooding are expected as far south as Geraldton.

A good researcher always keeps their mind open to being shown that their original ideas, or their hypothesis, might not be the only way to look at an issue. A good researcher also understands that what you believe to be true about an issue, or how you feel, depends on your perspective.

1.6.4 Let me do it

1.6 SkillBuilder activity

Practise your skills finding patterns and relationships with the following activities.

For more help with this activity:

- Follow the short version of the steps in the **Review** section at the end of this topic.
- Use the detailed steps in the **Show me** section.
- Complete a step-by-step **Worksheet** from your online Resources.

Civics and Citizenship

Find relationships or trends in the process that led to Australian Federation in 1901. Think about the other perspectives people may have had about Federation.

Economics and Business

Find relationships and trends between the characteristics of entrepreneurs and how successful they have been in their businesses.

Geography

Find relationships and trends between different demographics of the place you know well. For example, are there lots of schools in areas where there are lots of school-aged children?

History

Find relationships and trends between the different aspects of your ancient society. For example, does the system of government allow the ownership of slaves?

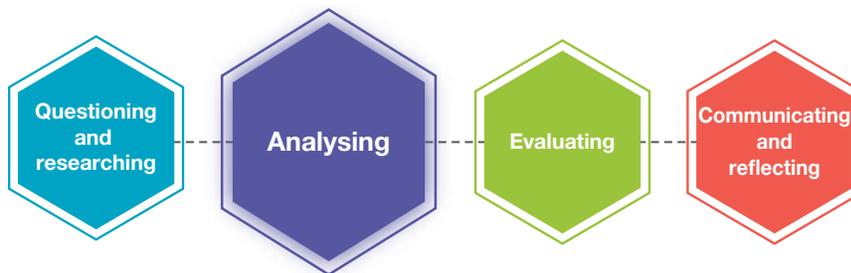
LESSON 1.7 SkillBuilder: Translating information

LEARNING INTENTION

By the end of this SkillBuilder you should be able to **identify** the best way to present your information.

1.7.1 When to use this SkillBuilder

This SkillBuilder develops your analysing HASS skills. Use this SkillBuilder **after** you have collected sources that appeared to be reliable and useful. Use this SkillBuilder **to start writing** your response.



1.7.2 Tell me

When you present your information, you need to write it into your own words and present it in the way that gets your message across most clearly.

This shows other people reading it that you haven't copied someone else's work and that you understand what you are talking (or writing) about. By using subject specific words, you are also showing your audience you understand the topic you are presenting. It helps you to be more precise and exact with your ideas too.

Translating information is also about finding the right way to show your information. This might mean showing data sets in graphs or tables or creating a diagram or chart to show information.



In Year 7 HASS, the focus of this skill is finding the right way to show your information.

1.7.3 Show me

Putting information into your own words is important because it helps you understand the information in a different way. Again, this takes practice, but use these steps and it will become easier.

Step 1: Present the information you found in your own words.

As we said in the introduction, you need to present information in your own words to show you have understood what is being said and what you learned. It is also important because you don't want to plagiarise someone else's work. The author worked hard to write their information in their own words and it's not fair if someone else takes credit for it.

While you may have taken care not to copy other people's words in your notes, before you start writing it is a good time to:

- look up words that you wrote down in your notes but don't really understand
- include all the correct technical or subject-specific terms.

FIGURE 1 When you think deeply about an issue, you will see both sides of the story.



Step 2: Create diagrams or visuals to show information, if needed.

Sometimes you will need to present information and evidence in different ways. This could be to show similarities and differences between relationships, or to present data and statistics that help prove your hypothesis.

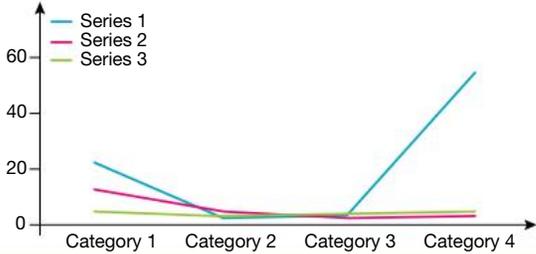
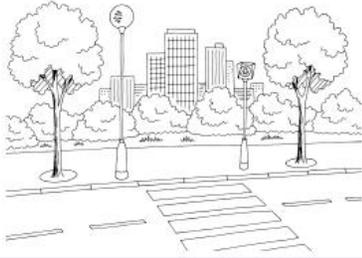
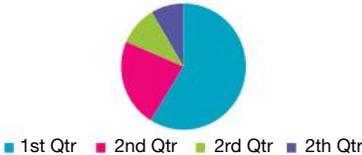
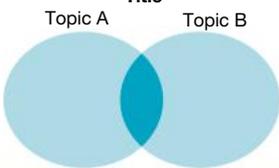
What you need to notice in this step is the phrase 'if needed'. Sometimes people will make graphs and charts because they look good but which actually don't supply the information that is needed to prove the hypothesis. So, if you decide you need a diagram or visual aid, make sure you know what it is trying to prove. One informative and clear diagram is much better than several pretty diagrams that don't say a lot.

Even with a diagram, you need to include all the details to show where your information was sourced.

WHAT IF I DON'T KNOW WHICH FORMAT IS BEST?

There are many examples of different visuals in your textbooks or in reliable online sources. If you have a data set or piece of information that you want to show visually, look for a similar data set or pieces of information to see what kind of format works. You shouldn't copy the style and design of the example, of course, but you can use examples to help you decide which format works with which types of information.

TABLE 1 Examples of diagrams and visual aids

Type	What it looks like	Examples of what it might show
Flow chart		Processes, step-by-step instructions, to show that one event or thing leads to or causes another
Graph	<p style="text-align: center;">Title</p> 	Trends (patterns of change over time) and comparing data
Hand drawing		Diagrams, field sketches, often with labels to highlight important features
Map	 <p>Source: Spatial Vision</p>	Directions, landscapes
Pie chart	<p style="text-align: center;">Title</p> 	Parts or percentages of a whole
Venn diagram	<p style="text-align: center;">Title</p> 	Similarities and differences between two or more things

1.7.4 Let me do it

1.7 SkillBuilder activity

Practise your skills finding the right way to show your information with the following activities.

For more help with this activity, you might:

- Follow the short version of the steps in the **Review** section at the end of this topic.
- Use the detailed steps in the **Show me** section.
- Complete a step-by-step **Worksheet** from your online Resources.

Civics and Citizenship

Carefully review the information you have collected and the observations you have made about the process that led to Australian Federation in 1901. Find the best way to divide and show this information.

Economics and Business

Carefully review the information you have collected and the observations you have made about your entrepreneur. Find the best way to divide and show this information.

Geography

Carefully review the information you have collected and the observations you have made about the area. Find the best way to divide and show this information.

History

Carefully review the information you have collected and the observations you have made about the ancient civilisation. Find the best way to divide and show this information.

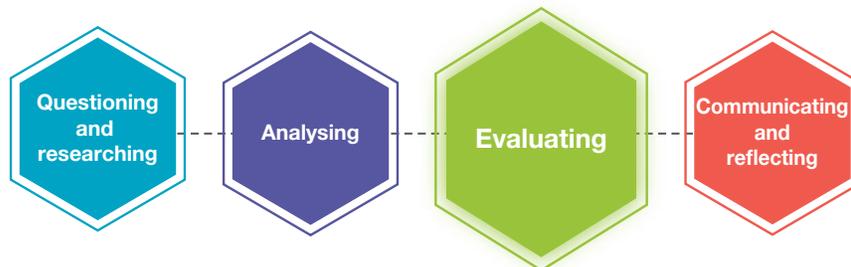
LESSON 1.8 SkillBuilder: Drawing conclusions

LEARNING INTENTION

By the end of this SkillBuilder you should be able to **evaluate** evidence to form your own view.

1.8.1 When to use this SkillBuilder

This SkillBuilder develops your evaluating HASS skills. Use this SkillBuilder **after** you have collected sources that appear to be reliable and useful. Use this SkillBuilder **to start writing** your response.



1.8.2 Tell me

Drawing conclusions means making a judgement or decision about what you have learned. The answer isn't always obvious. Sometimes the answer isn't a clear 'yes or no', 'right or wrong' or 'less or more'. Humans and human society are often a little more complicated than that.



In Year 7 HASS, the focus of this skill is forming a point of view: what do you think or believe?

1.8.3 Show me

Through your analysis and drawing conclusions from your analysis you can now form your own point of view. This may be the point of view you had right from the beginning or it may be completely different. You just need to make sure it is an *informed* point of view.

An informed point of view is one based on reliable evidence, clear examples and well-explained ideas.

Step 1: Look for problems or issues related to the topic or your research.

Look back over your research. Can you see any problems? Could one of your sources be unreliable and you missed it? There may be an issue that you have not noticed. Will this change the overall analysis of your information?

Read through the notes you have taken. There may be something you still aren't clear about. This is an issue with your research. Go back to your source and re-read it. You will need to re-write that dot point so that it is clear and informs your decision making.

HAVEN'T I DONE THIS ALREADY AT OTHER STAGES?

Remember researching and communicating your ideas is a circular process; you might have to go back to check sources a few times to answer all your questions properly.

Step 2: Decide whether your hypothesis was right.

Now that you have resolved the issues and problems with your research or the topic, look back at your hypothesis. Were you right? Is your hometown the best place to live? Or is somewhere else better or just as good?

When you present your argument, you need to link back to your hypothesis and say if you were right or wrong. You also need to say *why* you were right or wrong.

One way of doing this is to create a PMI chart.

- The **P** is a list of all the 'pluses' (good outcomes or benefits — on the positive side).
- The **M** is a list of all the 'minuses' (the bad outcomes or negatives — the minus side).
- The **I** is a list of what is still 'interesting' — the questions or ideas that you know are important or relevant, but you can see how they might fit on both the P and the M sides. (These are often your 'grey areas' that might not have an answer at all. They might be both positives and negatives at the same time.)

For example, if you were creating a PMI to consider whether your research supported your hypothesis that your hometown was the best place to live in WA, you might list some of the variables in **TABLE 1**.

TABLE 1 An example PMI chart

P	M	I
Warm weather with regular rainfall	Unemployment going up	Mining and fishing industries
Cheaper houses than Australian average	Can flood / have cyclones	Growing tourist industry
Strong farming industry	Long drive to next main town	

1.8.4 Let me do it

1.8 SkillBuilder activity

Practise your skills assessing your hypothesis and drawing conclusions with the following activities.

For more help with this activity, you might:

- Follow the short version of the steps in the **Review** section at the end of this topic.
- Use the detailed steps in the **Show me** section.
- Complete a step-by-step **Worksheet** from your online Resources.

Civics and Citizenship

Carefully evaluate the information you have collected and the observations you have made about the process of Federation.

Economics and Business

Carefully evaluate the information you have collected and the observations you have made about your chosen entrepreneur.

Geography

Carefully evaluate the information you have collected and the observations you have made about the best place to live in WA.

History

Carefully evaluate the information you have collected and the observations you have made about your chosen ancient society.

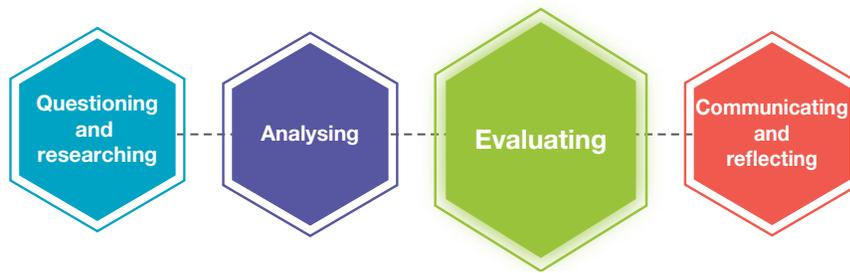
LESSON 1.9 SkillBuilder: Considering solutions or ideas for progress

LEARNING INTENTION

By the end of this SkillBuilder you should be able to **evaluate** evidence to come up with solutions to problems or ideas for change.

1.9.1 When to use this SkillBuilder

This SkillBuilder develops your evaluating HASS skills. Use this SkillBuilder **after** you have collected sources that are reliable and useful. Use this SkillBuilder **to start writing** your response.



1.9.2 Tell me

One of the things you can be asked to do is provide a solution to a problem or how to move forward from one place to another. There may be many solutions and you might be unable to settle on just one. This is fine. Just make sure you outline all the good solutions and why you wouldn't just pick one of them. Maybe one solution would work in one place but not in another. Maybe two solutions will help solve the problem. Just be clear in your explanation.

Sometimes there may be one clear solution. Again, explain the solution and why it is the best one. Or there may be no clear solution but some ways that can make things better than they currently are. This is generally true for really complex problems, like climate change. Explain why there is no one clear solution but outline the ideas on how you can move forward.



In Year 7 HASS, the focus of this skill is weighing up the costs and benefits of change.

1.9.3 Show me

Use the steps below to clarify if there are clear solutions or just ideas for change. A solution is a change that will solve a problem. An idea for change might not make things better or worse for everyone, it might just make things different.

This can seem overwhelming at first: thinking logically and following a process will really help you get better at it.

Step 1: Think of possible solutions to problems, or ideas for change.

Using the information and data you have collected, brainstorm lists of solutions or ideas for change. Once you have written as many as you can think of, go back and look at each one.

- Ask yourself if it would work — why or why not?
- If it wouldn't work, cross it off your list and write a brief reason why.
- If it would work, put a tick next to it and a brief reason why.
- If it is a possible, put a question mark next to it and a brief reason why.

Work through the list until you have solutions or ideas for change that seem possible, then identify the effects these ideas or solutions would have. The effect is the change that would take place if the idea or solution were used to fix the problem. These can be positive, negative or neutral (no change).

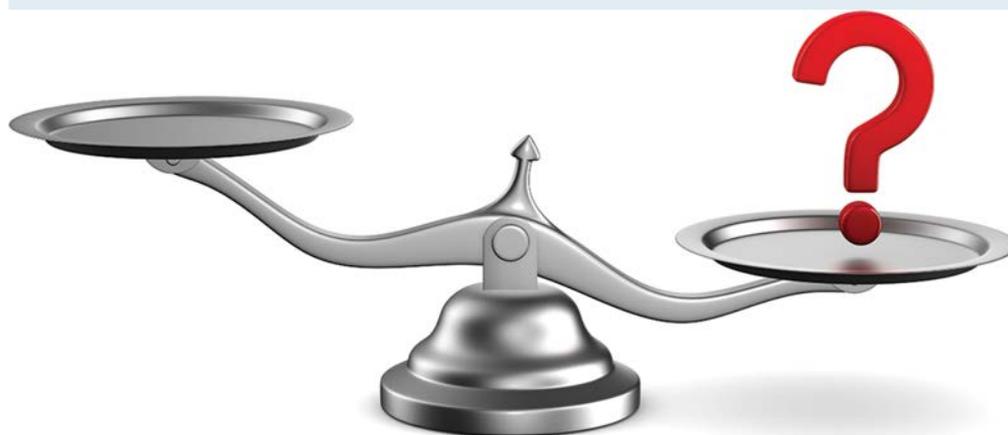
Decide which of these they would be and briefly explain why. Ideally good solutions and ideas will have a positive or neutral effect on the problem. A negative effect just makes the problem bigger.

Step 2: Weigh up whether the effects are worth the consequences.

When you have discarded ideas that would have negative effects, it's time to look at the positive and neutral effects of the remaining solutions. This is when you ask yourself: 'Is it worth it?'

How will people and the environment involved be affected or changed? If it is positive, then it is worth the consequences. Sometimes if the effects are neutral, you need to think about if it is worth implementing the solution at all. Over time, will the change become positive or negative?

FIGURE 1 Considering solutions means weighing up the positive and negative effects.



One way of weighing up the effects is a cost–benefit analysis. A **cost–benefit analysis** is a detailed examination of the strengths and weaknesses of different alternatives to see whether the benefits outweigh the costs. The idea behind a cost–benefit analysis is that you should decide to act on an alternative only if the benefit is greater than the cost.

A good cost–benefit analysis:

- identifies potential need for change
- suggests actions to make the change
- calculates the costs and benefits of each action
- compares the costs and benefits to determine if the benefits outweigh the costs
- makes a decision about the best alternative to recommend.

For example, if you decide after your research that your town might not be the best place to live in WA after all, you might want to consider some suggestions for how to improve life for everyone who lives there.

What we need to change: We have a higher crime rate than most towns in Australia.

TABLE 1 Cost–benefit analysis

Possible actions	Costs	Benefits
More police		
More things for people to do		
More jobs and help for people who don't have much money		

1.9.4 Let me do it

1.9 SkillBuilder activity

Practise your skills thinking of solutions to problems and weighing up ideas for change with the following activities.

For more help with this activity, you might:

- Follow the short version of the steps in the **Review** section at the end of this topic.
- Use the detailed steps in the **Show me** section.
- Complete a step-by-step **Worksheet** from your online Resources.

Civics and Citizenship

Evaluate whether the process that led to Australian Federation was successful, and whether it might have had better outcomes for some groups.

Economics and Business

Evaluate whether the entrepreneur you have researched is a positive role model for young people wanting to start a business.

Geography

Carefully review the information you have collected and the observations you have made. Based on what you have learned, suggest one change that might be made in the area to improve life for the people who live there. Explain the consequences of this change and what impact you think it would have.

History

Carefully review the information you have collected and the observations you have made. Suggest how life could have been improved for one group of people in that society. Explain the consequences of the change and the impact it would have had on the society as a whole.

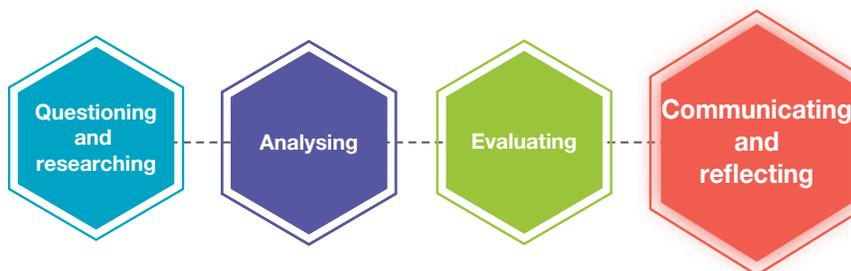
LESSON 1.10 SkillBuilder: Representing information appropriately

LEARNING INTENTION

By the end of this SkillBuilder you should be able to **identify** the best way to communicate your information.

1.10.1 When to use this SkillBuilder

This SkillBuilder develops your communicating and reflecting HASS skills. Use this SkillBuilder **to help with creating** your response.



1.10.2 Tell me

Representing information appropriately is making sure you are saying what you want to say in the right way. There is no point representing the government system of Ancient Rome as a graph. The information will make no sense. However, if you represent the different parts of the government system in a diagram that shows how it works, people will understand what you are saying and they will learn from it.

You need to look at what you are being asked to do, your hypothesis and your information. What is the best way to make sure you are addressing all three of these things? This could be something like an infographic, a persuasive text or an oral presentation with a PowerPoint or Canva slide of key information.



In Year 7 HASS, the focus of this skill is information clearly.

1.10.3 Show me

For the skill of showing information clearly, you need to remember your audience. To present information clearly is to make it easy for them to understand and interesting for them to read or listen to. The aim is for your audience to learn something.

Step 1: Choose the right way to let others know what you have discovered.

By now you are going to have plenty of information that will prove or disprove your hypothesis. But you will only have a certain number of words, space or time to present your information. You will need to look back over it and decide what you want the audience to know. You know from your research what information is reliable and accurate so that part is done but now you need to select the important information.

Ask yourself, what information answers the questions? What information best presents your viewpoint? Once you have decided, highlight or tick those key points and diagrams. Now copy and paste them or write them into your presentation.

FIGURE 1 Before you present information, you need to decide which information to include and how to present it.



A word of warning: In the same way much of the information you read on the internet provided a very specific perspective, you need to be careful that your perspective isn't the only viewpoint presented. Make sure you include some other views as well. You want people to learn but also to make up their own minds in an unbiased way.

Step 2: Identify the best ways to show data and sources.

Once you have done this, think about the best way to present the information. Often your teacher will tell you what form your communication could take. Some examples and tips for how to use them are included below.

Since you are in Year 7 you will have plenty of time to practise. If you are able to choose your format, try different styles. This allows you to find what interests you and to practise at the same time

TABLE 1 Different ways to present your information

Format	Top tips
Oral presentations	<ul style="list-style-type: none">• Speak slowly and pause between ideas.• Use only key information in your slides. (The majority of your information should be spoken because people don't want to read something long while they are listening to you say the same thing.)• Use pictures.
Reports or essays	<ul style="list-style-type: none">• Carefully select your headings (they should clearly show a reader what information is in the section; they are a tool to find information, so don't leave your reader guessing).• Make sure the information matches these headings.
Newspaper articles	<ul style="list-style-type: none">• Follow the conventions of a newspaper article; cover the 5W 1H words in the opening paragraph, then give more detail as you go.• Use appropriate language — correct and quite formal.
Websites	<ul style="list-style-type: none">• Use small chunks of information and visuals.• Leave space in the design rather than trying to cram too much in.• Only make your reader scroll if necessary — use links and menus instead.
Infographics, posters or visual displays	<ul style="list-style-type: none">• Information should be in bite-sized chunks.• Graphs, tables and pictures should be relevant and placed near information that allows them to make sense.

1.10.4 Let me do it

1.10 SkillBuilder activity

Practise presenting information in a way that suits your purpose.

For more help with this activity, you might:

- Follow the short version of the steps in the **Review** section at the end of this topic.
- Use the detailed steps in the **Show me** section.
- Complete a step-by-step **Worksheet** from your online Resources.

Civics and Citizenship

Carefully review the information you have collected and the observations you have made about the process of Australian Federation. Write a report that includes a timeline of major events, and any other visuals you think will help to display your ideas.

Economics and Business

Carefully review the information you have collected and the observations you have made about your entrepreneur. Write a biography, including a timeline of major events in the person's life, and any other visuals you think will help to display your ideas.

Geography

Carefully review the information you have collected and the observations you have made. Write a blog post that includes a map of the area you have researched, and at least one graph and one table showing important information.

History

Carefully review the information you have collected and the observations you have made. Create four display boards for the museum. Include a timeline of key events, at least one diagram and a table showing important information.

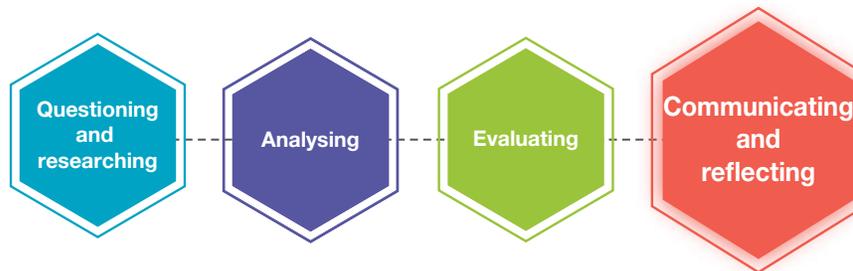
LESSON 1.11 SkillBuilder: Developing effective texts

LEARNING INTENTION

By the end of this SkillBuilder you should be able to demonstrate how to create a strong paragraph with appropriate terms and structure.

1.11.1 When to use this SkillBuilder

This SkillBuilder develops your communicating and reflecting HASS skills. Use this SkillBuilder **to help with creating** your response.



1.11.2 Tell me

Developing effective texts involves making texts that allow the reader to learn something. When you write your first draft, read it carefully. Are you interested in what you are reading? Is it easy to understand? In the places where you think you could improve, make changes that will make your text more easily understood.



In Year 7 HASS, the focus of this skill is using effective paragraph structure and vocabulary.

1.11.3 Show me

Remember, you can always ask your teacher for help. They can provide you with the paragraph structure your school uses and make sure you are using the right words in the right way. But for now, let's have a look at the best way for you to do this.

Step 1: Create strong paragraphs (using evidence) to explain ideas.

There are many different ways to write a paragraph, but all paragraphs have the same basic features.

1. **Thesis statement or argument:** This is a sentence that states the main point you are going to be arguing in that paragraph. Look back to the beginning of your research. What did you want to prove and what were your reasons for this?
Example: My town is the best town to live in because the weather is great.
2. **Explanation:** Why you think your thesis statement is correct. This should be more specific than your opening sentence.
Example: The weather in my town is great because it is warm in summer and we can go to the beach. It rains in winter, which means everything grows well.
3. **Examples:** Provide examples of what you mean. This proves you know what you are talking about: you haven't just made up an idea. This is where your research comes in handy.
Example: In summer the temperatures are around 30 degrees, which means the beach is lovely during the day. In winter we get about 50 millimetres of rainfall over the whole winter. This means that our dams can fill up, and gardens and crops are healthy.
4. **A concluding or linking sentence:** You want your paragraphs to flow nicely and a good concluding sentence allows the reader to follow your argument easily. This concluding sentence should link back to your overall topic.
Example: Because the weather is so nice all year round, people want to come and live here as it means they have a nice life.

FIGURE 1 Being able to go to the beach may be an argument in favour of your town being the best.



Step 2: Use terms that are correct and appropriate.

Once you have a draft, look over it. Do you have the right words in the right places? More importantly do you know what they mean? If you are unsure, look them up or change them. If you can't understand them, will your audience be able to?

It's great to experiment with language but be careful with your words. Don't suffer from 'big words syndrome' just because you think it will score extra marks or make you sound smarter.

Using smaller words that are clear and used correctly is always better than using long, complicated words incorrectly. If you are not completely sure what a word means, look it up or find an alternative that you know is correct.

1.11.4 Let me do it

1.11 SkillBuilder activity

Practise writing a strong paragraph with good subject vocabulary.

For more help with this activity, you might:

- Follow the short version of the steps in the **Review** section at the end of this topic.
- Use the detailed steps in the **Show me** section.
- Complete a step-by-step **Worksheet** from your online Resources.

Civics and Citizenship

Read through your report and make sure every paragraph has a thesis statement, explanations, evidence and a linking sentence. Make sure all your words make sense.

Economics and Business

Read through your report and make sure every paragraph has a thesis statement, explanations, evidence and a linking sentence. Make sure all your words make sense.

Geography

Read through your report and make sure every paragraph has a thesis statement, explanations, evidence and a linking sentence. Make sure all your words make sense.

History

Read through your report and make sure every paragraph has a thesis statement, explanations, evidence and a linking sentence. Make sure all your words make sense.

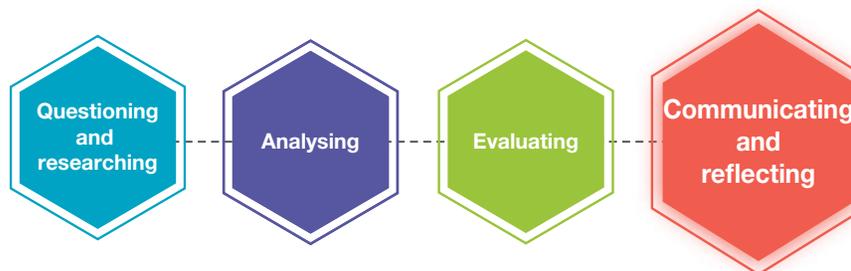
LESSON 1.12 SkillBuilder: Reflecting on your learning

LEARNING INTENTION

By the end of this SkillBuilder you should be able to **explain** how you might use what you have learned in the future.

1.12.1 When to use this SkillBuilder

This Skill Builder develops your communicating and reflecting HASS skills. Use this SkillBuilder **after** you have completed your inquiry task.



1.12.2 Tell me

This process means thinking about what you learned and how well you are developing the skills of HASS.

Ask yourself questions such as:

- What did I learn?
- How can I apply this to my life?

- How well did I research?
- What can I improve next time?

In a reflection, it is important to be as specific as possible. This is how you learn.

Instead of: I wrote my questions well.

Try giving more detail: I wrote the 5W 1H questions well, but I think I can improve my evaluative questions for next time. I can do this by making them more specific to the hypothesis I am proving.

Communicating
and
reflecting

In Year 7 HASS, the focus of this skill is explaining how you might use what you have learned in the future.

1.12.3 Show me

Try to reflect on each step in the process. This might seem like a big job but just look at each step and glance through what you've done. Chances are you have been reflecting and changing as you went along.

Step 1: Look back at your process and what you learned and could do better next time

There are many great ways to reflect on what you have learned and how you went about the process. One way is two stars and a wish: What are two things you thought you did well in, or really enjoyed? What is one way you can improve in the process for next time?

For example:

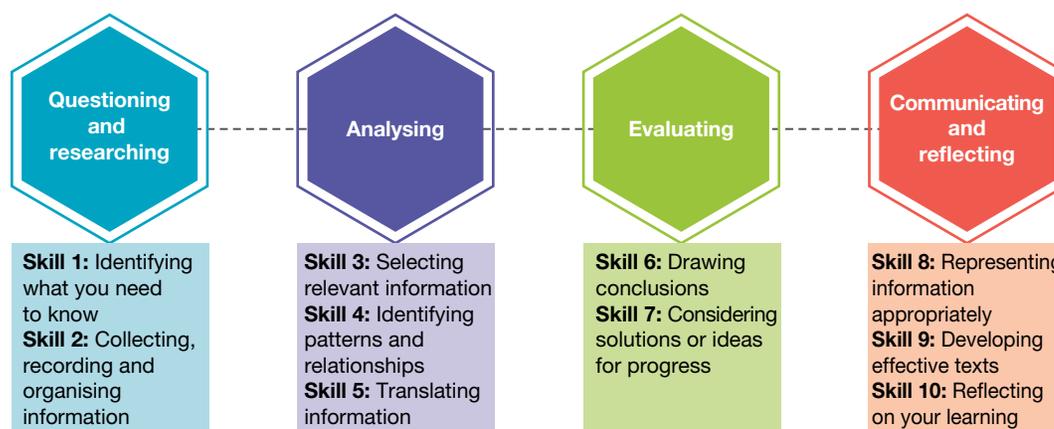
Two stars

1. I found really good sources.
2. I was able to communicate what I learned from the sources in a great PowerPoint presentation.

One wish: I think I could have evaluated the information better and provided stronger ideas and solutions.

Try to do this for each step in the process.

This doesn't need to be a huge analysis of what you did and did not do, but a few words that will make you really proud of yourself and some ideas on what to do better. The next time you are asked to use these skills, you can look back on the improvements and say, 'This time I need to work on...' Then you can focus on that particular part to improve.



Step 2: Ask yourself questions about how the task could apply in your life

When you have reflected on how you might improve your HASS skills further, think about how the concepts and skills you have learned from a task might be useful in your life outside school.

These thoughts don't need to be about the topic, they can be things like:

- When I look things up on the internet I will know what makes a website reliable or unreliable.
- I will be able to structure my paragraphs in a more effective way for all my subjects.
- I can reflect on what I have learned in a better way for other subjects.

1.12.4 Let me do it

1.12 SkillBuilder activity

Think about how your HASS skills are developing.

For more help with this activity, you might:

- Follow the short version of the steps in the **Review** section at the end of this topic.
- Use the detailed steps in the **Show me** section.
- Complete a step-by-step **Worksheet** from your online Resources.

Civics and Citizenship

Look back through all your research and communication. List what you did well and what can you improve. Explain three ways that you might use the knowledge and skills you have gained in other areas of your life.

Economics and Business

Look back through all your research and communication. List what you did well and what can you improve. Explain three ways that you might use the knowledge and skills you have gained in other areas of your life.

Geography

Look back through all your research and communication. List what you did well and what can you improve. Explain three ways that you might use the knowledge and skills you have gained in other areas of your life.

History

Look back through all your research and communication. List what you did well and what can you improve. Explain three ways that you might use the knowledge and skills you have gained in other areas of your life.

LESSON 1.13 Review

1.13.1 Key knowledge summary

Questioning and researching

1. Develop focus questions to help you research a topic.
 - Step 1: Identify what you already know or believe.
 - Step 2: Identify what you need to know to further your understanding.
 - Step 3: List what you know and what you need to find out.
 - Step 4: Write a hypothesis.
 - Step 5: Develop focus questions.
2. Record information from different sources.
 - Step 1: Find information from a variety of sources.
 - Step 2: Read your sources carefully.
 - Step 3: Record your information in notes.
 - Step 4: Follow ethical protocols or rules.

Analysing

3. Find information that is right for your specific research task.
 - Step 1: Identify what you are learning from the information you have found.
 - Step 2: Decide how accurate and reliable the information is.
4. Look for links (similarities or differences) and patterns.
 - Step 1: Identify any relationships or trends that you notice.
 - Step 2: Identify different viewpoints and perspectives.
 - Step 3: Explain how these viewpoints impact on the information you are looking at.
5. Find the right way to show your information.
 - Step 1: Present the information you found in your own words.
 - Step 2: Create diagrams or visuals to show information, if needed.

Evaluating

6. Form a point of view.
 - Step 1: Look for problems or issues related to the topic or your research.
 - Step 2: Decide whether your hypothesis was right.
7. Weigh up the costs and benefits of change.
 - Step 1: Think of possible solutions to problems, or ideas for change.
 - Step 2: Weigh up whether the effects are worth the consequences.

Communicating and reflecting

8. Show information clearly.
 - Step 1: Choose the right way to let others know what you have discovered.
 - Step 2: Identify the best ways to show data and sources.
9. Use effective paragraph structure and vocabulary.
 - Step 1: Create strong paragraphs (using evidence) to explain ideas.
 - Step 2: Use terms that are correct and appropriate.
10. Explain how you might use what you have learned in the future.
 - Step 1: Look back at your process and what you learned and could do better next time.
 - Step 2: Ask yourself questions about how the task could apply in your life.

1.13.2 Key terms

accurate source the information is correct and factual

analysing examining information and opinions closely to see how they are constructed and looking for connections between their parts or with other ideas and opinions

bias prejudice or one-sidedness; seeing something from just one point of view

cause and effect the concept that every historical event will have a cause, and every event or action is likely to be the cause of subsequent effects or consequences

cite to give the details of

cost-benefit analysis an examination of the strengths and weaknesses of different options in order to see if the benefits are greater than the costs

demographic characteristics statistics/data about specific people and groups

evaluating looking critically at information, including trends, relationships and points of view, to form conclusions or make decisions

focus questions questions that break a big topic down into its main parts or key areas

hypothesis an idea or explanation that is used as a starting point for deeper investigation or research

identify to recognise and name

inference to infer, or make an inference, is to come to a reasonable decision about what evidence suggests; to make an educated guess

plagiarise to copy other people's work and present it as though it is your own

primary sources objects and documents that were created or written in the period you are investigating

relationship the link connecting two or more people or things

reliable source trustworthy and well backed-up with strong evidence, able to be relied on

secondary sources reconstructions of the past written or created by people living at a time after the period you are studying

trend the direction in which something is developing, moving or changing

useful source the information helps to answer your research or focus questions

1.13.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry question:

Why is it important to study HASS, and what skills can I build?

1. Discuss your views on the question with a partner. Has your learning changed your perspective? If so, how?
2. Write a short paragraph summarising your answer to the inquiry question.

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 **eWorkbook** Customisable worksheets for this topic
Reflection

 **Digital document** Key terms glossary

1.13 Review exercise

Learning pathways

■ LEVEL 1

2, 3, 5, 8, 10

■ LEVEL 2

1, 4, 6, 7, 12, 14

■ LEVEL 3

9, 11, 13, 15

REMEMBER AND UNDERSTAND

1. The concept of every historical event having a cause and every event being likely to cause subsequent effects or consequences is known as **correlation / cause and effect / random occurrence**.
2. When you **make up / record / ignore** information from different sources, you should ensure it is accurate and reliable.
3. Bias is the concept of seeing something from multiple points of view. True or false?
4. A primary source can be an object or document created during the period you are investigating. True or false?
5. Which of the following describes a reliable source?
 - A. Biased and one-sided
 - B. Trustworthy with strong evidence
 - C. Created after the period being studied
 - D. An educated guess
6. What is the first step in developing focus questions?
 - A. Write a hypothesis.
 - B. Identify what you already know.
 - C. Record information from different sources.
 - D. Create strong paragraphs.
7. The term 'demographic characteristics' refers to:
 - A. statistics about people and groups.
 - B. historical events and their causes.
 - C. prejudice or one-sidedness.
 - D. an educated guess.
8. What should you do to avoid plagiarising someone's work?
 - A. Write a hypothesis.
 - B. Give details of your sources.
 - C. Look critically at information.
 - D. Use effective paragraph structure.
9. Which method helps in weighing the costs and benefits of change?
 - A. Cite details of sources
 - B. Cost–benefit analysis
 - C. Give details of sources
 - D. Record information from different sources
10. What does 'analysing' involve?
 - A. Examining information and opinions closely.
 - B. Identifying demographic characteristics.
 - C. Recording information from different sources.
 - D. Forming a point of view.

ANALYSE AND APPLY

11. **Explain** the significance of using ethical protocols when recording information from different sources.
12. **Describe** the steps involved in forming a point of view during research.
13. How can identifying trends help in evaluating historical events?

EVALUATE AND COMMUNICATE

14. Why is it important to choose the right way to present your research findings?
15. How can the skills gained from researching history be useful in other areas of life?

Answers and sample responses for this topic are available online.

2 Civics and Citizenship concepts and skills

LESSON SEQUENCE

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LESSON 2.1 Overview

INQUIRY QUESTION

Why is it important to study Civics and Citizenship, and what skills do I need?

As a student of Civics and Citizenship, you are developing the knowledge and skills that you will need to be an active part of our society now and in the future. In your study of Civics and Citizenship, you will cover topics around Australia's systems of government and the justice system. This will help you to understand how society is run and how Australia's government and justice system works.

Engaging with civic life will help to ensure that you are an active and informed citizen with a sense of belonging in your community. It may also be very helpful in your chosen career.

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-  **Digital document**
Key terms glossary
-  **Video eLesson**
Civics and Citizenship concepts and skills





SkillBuilder

Use the SkillBuilder activities to develop these HASS skills:

- QUESTIONING AND RESEARCHING
- ANALYSING
- EVALUATING
- COMMUNICATING AND REFLECTING

LESSON 2.2 Civics and Citizenship concepts and skills

LEARNING INTENTION

By the end of this SkillBuilder you should be able to:

- **identify** and **explain** the Civics and Citizenship concepts and skills
- **explain** why the study of Civics and Citizenship is important.

2.2.1 Introduction

Compared to many places in the world, Western Australia is generally a safe place to live. Reasons include:

- laws enforced by police that apply to the whole community
- public roads built and maintained by local councils and state government
- many essential services provided by the government, such as electricity, hospitals and the post
- comparatively low unemployment levels compared with other countries.

Most of these factors depend on having a stable and secure government, and on the people who we elect to government (parliamentarians) being accountable to the people who elected them (voters).

2.2.2 Concepts in Civics and Citizenship

TABLE 1 The six core concepts that you will learn about in Civics and Citizenship.

Concept	Description
Democracy	You will learn what democracy is and how it works in Australia.
Democratic values	You will learn the standards or instructions that shape our democracy.
The Westminster system	You will learn where Australia's system of government comes from and its structure.
Rights and responsibilities	You will learn that democracy involves both rights and responsibilities.
Justice	You will learn how the justice system operates and what the rule of law is.
Participation	You will learn how you as an individual can be involved in the political and legal systems in Australia.

Democracy

Democracy is a political system in which citizens choose how they are governed. Australia is a democratic country because we elect (vote for) people to run our local, state and federal (national) governments.

Democratic values

Democratic **values** are the standards or instructions that shape a democracy. The values that shape our Australian democracy include having free and fair elections; having consistent rules that governments and courts have to follow; respecting individuals' freedom to have their own views, ideas and beliefs; and equality of race, religion, gender and ethnicity. You will explore these values in more depth as you study the different parts of our political system.

The Westminster system

Westminster is the area of London in which the British parliament is found. Australia's system of government is based on the British system, which is known as the Westminster system. You will learn about the basic structure of this system and begin to understand the benefits and problems with the way this system has developed over time.

Rights and responsibilities

The study of Civics and Citizenship is not only about what the government or legal system provides or protects for us as citizens, such as the right to vote or the right to practise our religion; with these rights also come responsibilities. You will study what the system needs us to do to keep it working well. This includes responsibilities such as voting and keeping our democratic values.

Justice

The idea of justice is that people are treated fairly and in a way that is morally right in the eyes of the law. That doesn't mean that everyone who commits a crime gets the same punishment; it means that they receive a fair punishment. This is one of the key values in the Australian legal system, but that does not mean it is always achieved.

Participation

The concept of participation is about how you as an individual can be involved in the political and legal systems in Australia in the future. This year you will study how citizens can be involved in the justice process as witnesses or jurors; and the process for changing the Australian Constitution through a referendum.

2.2.3 HASS skills

The skills you will develop across all of your HASS subjects fall into four main groups. While you will work on building these skills across all of your HASS subjects this year, you will use these skills in specific ways in Civics and Citizenship in year 7.

2.2.4 Questioning and researching

Questioning and researching involves locating relevant and detailed information and/or data from a range of appropriate sources. In Civics and Citizenship this year, you will:

- construct questions to frame research
- use a variety of methods to collect relevant information
- use ethical protocols in gathering this information
- work out the best recording methods
- identify differences between primary sources (e.g., a cartoon, speech, artefact) and secondary sources (e.g., reference books, such as a dictionary or encyclopedia).

FIGURE 1 The Houses of Parliament in London are in an area called Westminster, home of the Westminster system of government.



FIGURE 2 Parliament House in Canberra is the home of the Federal Parliament. Can you identify how the design reflects different parts of Australian society?



2.2.5 Analysing

Analysing involves interpreting information to identify the main features or ideas, then examining the information closely to determine how the parts relate to the whole.

In Civics and Citizenship this year, you will analyse a variety of sources including political advertising, speeches, media releases, court judgements, cartoons and news reports.

The skills you develop will help you to:

- decide what kinds of information you can rely on to be accurate
- identify if information is current
- spot bias in information that is presented as fact
- analyse different types of data, such as graphs, tables and charts of election results or opinion poll results.

2.2.6 Evaluating

This year, you will also learn to draw evidence-based conclusions by evaluating information and/or data. You will:

- consider information and data from different points of view
- identify if a source might be providing mixed or inaccurate information
- understand an issue in detail and suggest possible ways that problems or challenges could be resolved.

2.2.7 Communicating and reflecting

The ability to communicate and share your ideas with other people is also an important part of Civics and Citizenship. This year, you will reflect on findings from your research and build your ability to express your views clearly.

You will learn how to:

- write and present descriptions and explanations using suitable and appropriate language
- present information to suit a specific audience
- communicate your ideas in different ways; for example, writing essays, delivering oral presentations, creating tables of data and drawing cartoons.

SkillBuilder discussion

Communicating and reflecting

1. Mind-map some topics or issues that are in the news at the moment.
2. Choose one issue. How would you explain this issue to someone from another generation who hadn't heard of it before?
3. How would this be different from how you would explain it to your friends?

FIGURE 3 Different generations have different perspectives, values and opinions.



2.2 SkillBuilder activity

COMMUNICATING AND REFLECTING

1. Think of an issue that you care about (e.g., improving public transport, reducing plastic waste, or funding for schools).
2. What is the issue that you care about? Which level of government is responsible for it? How could you participate to create change?
3. In small groups, **discuss** why it is important for young people to participate in civic processes. How do different methods of participation (e.g., voting, petitions, protests) influence decision-making?

2.2 Exercise

learn**on**

Learning pathways

■ LEVEL 1

1, 4, 10, 11

■ LEVEL 2

2, 5, 7, 9, 12

■ LEVEL 3

3, 6, 8, 13, 14, 15

REMEMBER AND UNDERSTAND

1. What is democracy?
 - A. A system where citizens choose their leaders
 - B. A system controlled by a monarch
 - C. A system where only the wealthy vote
 - D. A system where laws are made by the judiciary
2. Which of the following is a democratic value?
 - A. Free and fair elections
 - B. Equal rights for all citizens
 - C. Freedom of speech
 - D. All of the above
3. Where is the Westminster system from?
 - A. Australia
 - B. United States
 - C. Britain
 - D. Canada
4. What are primary sources?
 - A. Reference books
 - B. Cartoons, speeches, artefacts
 - C. Dictionaries
 - D. Encyclopedias
5. Which of the following is a responsibility of citizens?
 - A. Practicing religion
 - B. Voting
 - C. Running for office
 - D. All of the above
6. What does justice mean in the Australian legal system?
 - A. Equal punishment for all crimes
 - B. Fair treatment under the law
 - C. Monetary fines
 - D. No punishment
7. How can citizens participate in the political and legal systems?
 - A. By voting
 - B. By being witnesses or jurors
 - C. By taking part in referendums
 - D. All of the above

8. Which of the following is part of communicating and reflecting in Civics and Citizenship?
 - A. Writing essays
 - B. Oral presentations
 - C. Debates
 - D. All of the above
9. What does evaluating information involve?
 - A. Drawing evidence-based conclusions
 - B. Considering different points of view
 - C. Identifying inaccurate information
 - D. All of the above
10. Which of the following skills will you develop in Civics and Citizenship?
 - A. Questioning and researching
 - B. Analysing
 - C. Communicating and reflecting
 - D. All of the above

ANALYSE AND APPLY

11. **Describe** the concept of democracy.
12. What are democratic values?
13. **Explain** the importance of the Westminster system in Australia.

EVALUATE AND COMMUNICATE

14. **Outline** the role of citizens in maintaining the justice system.
15. **Identify** one right and one responsibility of citizens in Australian democracy.

Answers and sample responses for this topic are available online.

LESSON 2.3 SkillBuilder: Notetaking and writing questions for research

LEARNING INTENTION

By the end of this SkillBuilder you should be able to:

- write inquiry questions for research in Civics and Citizenship
- create organised notes.

In Year 7 you will learn how to break a topic into smaller parts that make it easier to locate relevant information and/or data from a range of appropriate sources. As you break the topic into smaller parts, you will learn how to formulate inquiry questions and use these as the basis for note-taking.

2.3.1 Tell me

Research means investigating a topic or event and collecting information to help you understand it in detail. To conduct a thorough investigation, it is important to have guiding questions (inquiry questions). Simply searching for key terms online can return a lot of information, but not all of it will be relevant. Inquiry questions help narrow down the information to what is directly relevant to your research.

Additionally, it is essential to use and review information in order for our brain to retain it. This process helps transfer information from short-term to long-term memory. Taking notes by hand can aid in retaining information, whether listening to a teacher, watching a documentary, reading a textbook or researching online.

The Cornell note-taking method, developed by Professor Walter Pauk at Cornell University, provides a structured approach to note-taking. This method can be used for both revision and research purposes. Pauk's method includes the '5 Rs' of note-taking: record, reduce, recite, reflect and review (see **FIGURE 1**).

FIGURE 1 The 5 Rs of note-taking

<p>Original content</p> <p>↓</p> <p>Note-taking</p> <p>↓</p> <p>Your words</p>	<p>Record</p>	<p>During the lesson, write down the key facts.</p>	
	<p>Reduce</p>	<p>Make a summary of the key facts and ideas using cue words and short bullet points.</p>	
	<p>Recite</p>	<p>Without looking at your notes of the text, write the information in your own words.</p>	
	<p>Reflect</p>	<p>Develop your own opinions and ideas. Make links to other topics you have learned. Raise questions and record original ideas.</p>	
	<p>Review</p>	<p>Before studying new material, take 10 minutes to review your old notes. Skim over the main ideas and details.</p>	

2.3.2 Show me

Imagine you have been asked to investigate how the Australian Constitution was written. You need to plan your investigation and break it down into a series of manageable steps. These steps are summarised in **FIGURE 2**.

Once you have formulated your research questions, set up one blank lined page for each question (see **FIGURE 3**). If you use more than one source, make sure you clearly identify which information has been taken from each source.

Divide up your page as shown in **FIGURE 3**.

- Leave space at the top to record source details.
- Leave about eight lines at the bottom of the page for a brief summary.
- Split the rest of the page using a 30:70 split (as shown).
- Record the question and key terms in the smaller left-hand column.
- Record notes in point form in the larger right-hand column.

FIGURE 2 The general process of researching a topic

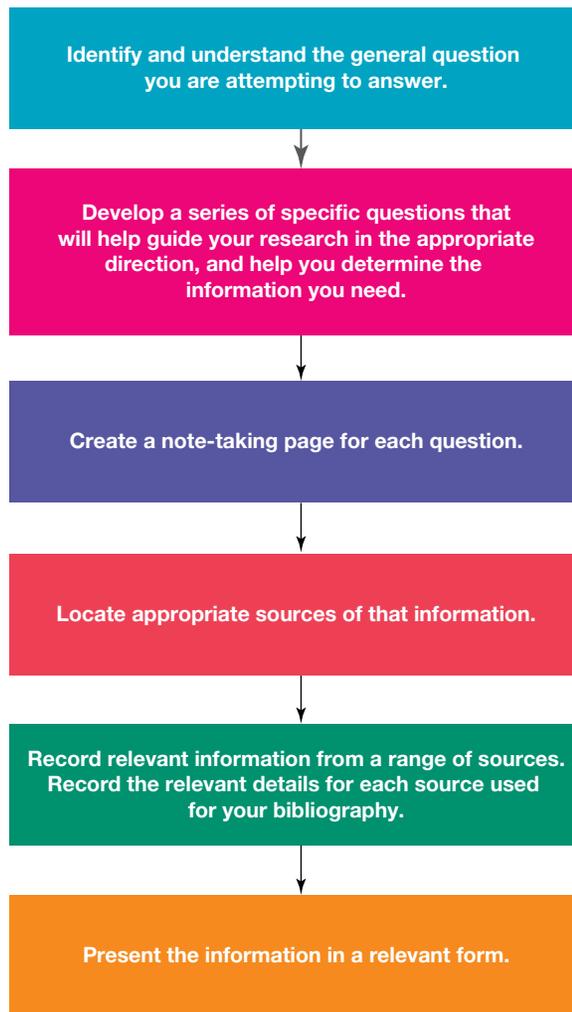


FIGURE 3 How to set up your page for the Cornell note-taking method

•		Class: _____
•		Date: _____
•	Cornell notes	
•	Cue column	Note-taking column
•	-Key words	-Key ideas
•		-Important dates, people, places
•	-Key questions	-Diagrams and pictures
•		-Formulas
•		-Repeated (stressed) information
•		
•	Summary	
•	-Summary of your notes in your own words	
•		
•		
•		

2.3.3 Let me do it

2.3 SkillBuilder activity QUESTIONING AND RESEARCHING

Practise the skill of using inquiry questions and note-taking for research by selecting one of the following research topics.

Research topics

- Investigate the 2023 Australian Indigenous Voice referendum.
- How do Australian citizens participate in the justice process?

LESSON 2.4 SkillBuilder: Writing argument paragraphs

LEARNING INTENTION

By the end of this SkillBuilder you should be able to write an argument in paragraphs.

Year 7 students are expected to be able to communicate to others through an explanation or argument. Formal communication should always be straightforward and clear, especially when it is written.

2.4.1 Tell me

Throughout your life, you will need to present and communicate arguments. At school these can be in written form, such as an essay. An essay has several key characteristics:

- It clearly explains the background of an issue.
- It contains evidence and examples of the issue.
- It discusses the positives and negatives of an issue.

Paragraphs are a useful tool in presenting arguments. Each paragraph will discuss either a positive or a negative aspect of an issue in a 'scholarly' or academic way.

2.4.2 Show me

Step 1 – Understanding structure

An argument paragraph is a section of an essay that communicates a point of view. It begins with a topic sentence. The paragraph will then explain the point of view and support it with evidence. Finally, a linking sentence will draw the reader's attention back to the key questions being discussed. In this way, an argument paragraph follows the TEEL structure (see **FIGURE 1**).

Step 2 – Using the TEEL structure

Read the following news article: 'Juries need to be told how they're allowed to use the internet to ensure fair trials' (see **FIGURE 2**).

Your teacher then asks you to write an essay focusing on the following statement:

'It is important that court cases in Australia are open and transparent to the public; therefore, social media should be allowed in courts.'

FIGURE 1 Using the TEEL structure will help you organise your argument paragraphs.



JURIES NEED TO BE TOLD HOW THEY'RE ALLOWED TO USE THE INTERNET TO ENSURE FAIR TRIALS

Juries are supposed to consider evidence without influence or bias from the outside world. However, the widespread access to and use of the internet and social media threatens to undermine this, with significant consequences for our criminal justice system and those within it.

Because courts cannot effectively police smartphone use, they must adapt to it. This week the Tasmania Law Reform Institute completed its yearlong inquiry into courts and the information age, and has recommendations as to how they can adapt.

The right to a fair and unbiased trial by your peers

An accused person's right to a fair trial is the most fundamental principle of our criminal justice system. It is a phrase that describes a system that affords an accused person many protections. That system relies on jurors being impartial and returning a verdict that is based solely on the evidence that is presented within the courtroom.

In the past, this was easy to achieve. Juror communications during trial hours and even after them could be controlled.

...

FIGURE 2 What jurors see online could affect their decisions in the courtroom



The shift in the way people access news, information and communications in the modern age has changed this reality.

Almost every Australian has access to the internet via their smartphone or other devices, social media use is habitual among much of our population and the internet is a ubiquitous source of information for most people.

Jurors are no different — in fact, they represent the wider Australian community these statistics describe. While jurors' smartphones are removed from them during trial, they cannot be removed before or after the trial period, nor at the beginning or end of the day. As a result jurors may intentionally, or simply by habit, seek out or communicate information about the trial.

Use and misuse of social media

Between 2018 and 2020, the Tasmania Law Reform Institute conducted an inquiry into juror misuse of the internet and social media during trials. The institute concluded there is likely to be a high, but unquantifiable and undetectable, level of misuse.

However, there is evidence across Australian jurisdictions that jurors have used their internet-connected devices to:

- research legal terms or concepts or other information relevant to the trial. A West Australian juror in a drug-related trial obtained information online about methamphetamine production
- research the accused, witnesses, victims, lawyers or the judge. Two South Australian jurors sitting in a blackmail trial against multiple defendants conducted online searches about the accused, which disclosed past outlaw motorcycle gang affiliations
- communicate with people involved in the trial. Multiple New South Wales jurors on a long-running fraud trial became Facebook friends, sharing posts such as a digitally altered photo of one of the jurors wearing a judge's wig.

...

Misuse is under-reported. In those few instances where reports are made, fellow jurors, rather than court officers, tend to be the ones who raise the issue. Indeed, it is an important part of their role.

...

Educate, inform and encourage self-regulation

The law reform institute ultimately concluded it is impossible for, and beyond the capacity of, courts to completely police juror internet use. It has thus recommended not reforming the law, but rather strengthening and standardising juror education and directions. These recommendations are divided across two stages of jury selection, as part of an overall strategy:

- pre-selection: prospective jurors should receive improved training and information about the role of the juror and the risks of internet use
- post-selection: once a jury has been selected, judges need to explain to jurors what dangers arise from using the internet to access and publish on social media, seeking information about the case, parties, court officers, lawyers and self-conducted research into legal concepts or sentences. The report has recommended the court adopt minimum standard directions, but also have the flexibility to make specific directions relevant to any particular trial.

The report recommended certain current practices and laws should remain unchanged, including:

- removing phones from jurors while they are in court (even though the effect is limited, it avoids juror distraction)
- leaving contempt (punishment) laws in place for those jurors who intentionally ignore court training and directions. That might include monetary fines and, in severe cases, imprisonment.

This process is aimed at encouraging self-regulation among jurors, by educating them how to curtail their internet use and why it's so important.

Source: The Conversation Media Group Ltd. Jemma Holt and Brendan Gogarty. 'Juries need to be told how they're allowed to use the internet to ensure fair trials'. 22 January 2020. Retrieved from <https://theconversation.com/juries-need-to-be-told-how-theyre-allowed-to-use-the-internet-to-ensure-fair-trials-130127> [Online Resources].

Step 3 – Planning with TEEL

The following paragraph (**FIGURE 3**) has been written using the TEEL structure. It has been colour coded to make it easier to see TEEL in action (**T**opic, **E**xplanation, **E**vidence, **L**ink).

FIGURE 3 An example of a TEEL paragraph.

T	What is the argument I am making in this paragraph?	Rules of court cases have to be followed.
E	What is the reason I believe this argument is true or important?	The rules are important for a trial to be fair: the current rules are to give everyone a fair chance to present their evidence. Jurors seeing information on social media might change their view of what they see and hear in court.
E	What evidence can I use to back up my argument?	Rules: each side presents their case and evidence to jurors, but when there is extra information, they may not be able to weigh up the cases fairly (e.g. researching previous convictions that are not related).
L	How does this link to the main topic?	Social media use in courts should be controlled.



2.4.3 Let me do it

2.4 SkillBuilder activity

COMMUNICATING AND REFLECTING

Use the information and tips in this SkillBuilder to practise writing your own argument paragraphs. Be sure to use the TEEL structure as it will help you logically organise your thoughts and arguments. This will make sure that you are communicating clearly.

Here are some essay topics you can use to form the basis of your argument topics.

You will need to do some research before writing your practice paragraphs.

1. Witnesses should be allowed to provide written, instead of oral, testimony.
2. Juries are unqualified to make judgements of law.
3. 'Presumption of innocence' protects guilty people more than those wrongly accused.
4. Criminal trials should be held as soon as there is enough evidence to prosecute someone.

LESSON 2.5 SkillBuilder: Writing a submission

LEARNING INTENTION

By the end of this SkillBuilder you should be able to write a simple submission.

Year 7 students are expected to be able to communicate ideas through a variety of methods, including structured writing, such as essays. Another application of this skill is in the form of a formal submission to an organisation or government body.

2.5.1 Tell me

A formal submission is a letter or email to an organisation or government body requesting a specific action or expressing an opinion on an issue. Parliamentary committees often call for public submissions to investigate community issues or bills. Any Australian citizen or resident can write a formal submission, often used to request permission from government agencies (such as permission to host a community event).

Submissions are similar to essays, with clear structure and developed ideas. However, they differ by asking for specific actions and being more personal (often written in the first person, I . . .).

Learning to write submissions helps apply written communication skills in real-world scenarios and enables active participation in a democratic society.

2.5.2 Show me

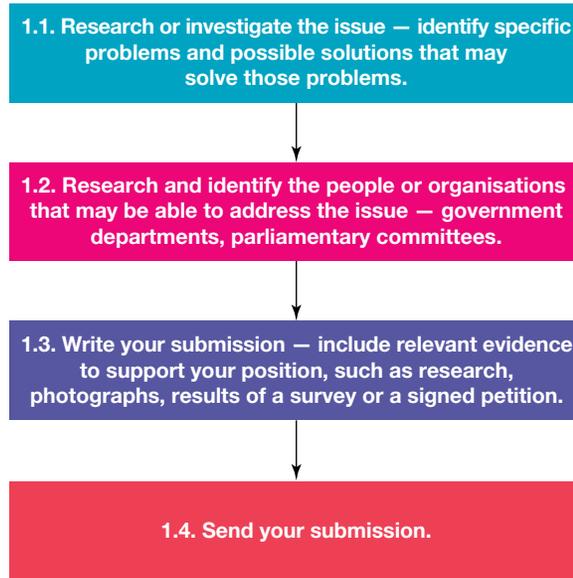
Your submission may be one of hundreds of letters sent to a government department or parliamentary committee; therefore, it is important that it is clear and concise (short). Follow the process set out in **FIGURE 1**.

Case study: Troublesome intersection

Max lives near an intersection with a new roundabout. He has seen several cars and trucks hit the roundabout in recent weeks.

The specific issue is traffic safety on the new roundabout and Max wants to participate in solving this issue.

FIGURE 1 How to write a submission



Step 1 — Problems and solutions

Max wondered why there were so many accidents — was the problem driver behaviour or the roundabout itself?

He drove through the intersection and walked on the footpath around the roundabout. He noticed it was not easy to see the roundabout from one direction (driving from the north) and it was not lit at night.

Specific problem — roundabout can't be seen easily from the north and is not lit at night.

Possible solutions — provide lighting at the roundabout, improve signage and add line markings — especially from the north.

Step 2 — Who is responsible?

Max wasn't sure which level of government was responsible for the road, so he first rang the government department responsible for roads at the state level. The person Max spoke to was able to tell him that the road was maintained by his local government (council).

Responsible organisation — local council

Step 3 — Write your submission

Max followed the following steps to write a submission to his local council. He included photographs that he had taken of the roundabout and statistics related to the accidents.

- Clearly address the issue (or terms of reference for a parliamentary committee).
- Make sure your points are relevant and highlight your own perspective.
- Begin with a short introduction about yourself or the organisation you represent.
- Emphasise the key points so that they are clear.
- Outline how problems can be addressed.
- Include only documents that directly relate to your key points.
- Include only information you would be happy to see published on the internet (if writing to a parliamentary committee).

What if I can't find a specific person to write to?

In this example, if Max couldn't find out who in his local government was the most appropriate person to write to, he could address the submission to 'whom it may concern'. If you are emailing,

you can locate a general enquiry email address. You should state the issue in the subject line of the email.

Here is the submission Max wrote:

Dear Mr Jones,

I write to express concern about the safety of the new roundabout at the intersection of Tom Road and Jones Street in the suburb of Highwater. I live on Tom Road in Highwater, close to the intersection of concern. I do acknowledge that roundabouts are generally safer than other forms of controlled intersection and I congratulate the council for selecting this method of traffic control. However, the design of the roundabout, and lack of visual markers for traffic approaching the intersection from the north on Jones Street, are concerning. Although the roundabout is new, there are already considerable tyre and scrape marks from vehicles going over the island kerbing, suggesting that many drivers have not seen the roundabout until it was too late to stop.

Specific problems with the roundabout are as follows:

1. The roundabout is around a bend, so drivers don't see it until they are at the roundabout.
2. There is no street lighting.
3. There is only one sign from the north on Jones Street.

I believe that the roundabout could be made much safer with the following suggestions:

1. Implement additional street signs warning of the roundabout on all roads, but especially on Jones Street to the north of the intersection.
2. Ensure the street lighting on Tom Road is extended so that the roundabout at Jones Street is lit at night.
3. Add reflective markers on the road kerbing.

I have included photographs of the roundabout and the approach from the north on Jones Street as evidence of these issues. I look forward to hearing from you regarding this matter.

Kind regards,

Max Safety

Step 4 – Send your submission

Members of parliament and local councils generally have websites and social media accounts that provide contact details. These details usually include email and postal addresses.

2.5.3 Let me do it

2.5 SkillBuilder activity

COMMUNICATING AND REFLECTING

Practise the skill of writing a formal submission by selecting one of the following examples and working through the steps. If it is an issue that genuinely concerns you, then you may choose to send the submission to the relevant organisation.

Examples follow for different levels of issue.

That your school:

- establishes an eSports competition
- modifies the school uniform
- implements a free breakfast program for students
- has the library open after hours for students.



That your local government:

- builds a skate park in public open space
- has regular street sweeping, especially in bike lanes
- provides bins for 'green waste' as well as general rubbish.

LESSON 2.6 SkillBuilder: Creating political media

LEARNING INTENTION

By the end of this SkillBuilder you should be able to create a cartoon, meme or advertisement to express a point of view about a political issue.

At a Year 7 level, students should be able to represent information and use appropriate formats to suit a particular audience and purpose. This involves an understanding of the audience, and modifying the presentation of information to suit that audience.

2.6.1 Tell me

Political media can take many forms:

- Political cartoons use pictures, words and humour to represent ideas about a person or issue from a point of view.
- Political parties use advertisements to highlight the positive aspects of one party, or the negative aspects of another.
- Political memes are like cartoons — they use humour to highlight an aspect of a person or issue, using a reference that the intended audience understands.

Political media often present information about a person or issue from a particular point of view. This is done deliberately to highlight an issue, provide support for people or criticise a decision or action.

Part of identifying and using bias relates to **objective** and **subjective** information.

- Objective information is data or events that are presented without **emotive words** or opinion. For example, describing a car accident as a 'traffic collision' is objective.
- Subjective information is information that is presented with opinion or bias. For example, describing the same car accident as 'a horror smash' is subjective. This is because 'horror smash' is a very emotive phrase that has been used to get a strong reaction from the reader.

2.6.2 Show me

Step 1

Creating political media can be tricky — it requires understanding of the person or issues and the intended audience, as well as creativity. Generally, only one viewpoint is presented, rather than a broad discussion of all points of view.

When creating political media cartoons, start by understanding the issues and people involved. If you want to create a meme, you need to make sure that the intended audience is familiar with the reference image, or that it speaks for itself.

Step 2

Work out the perspective or angle you want to present. Is the issue something that you want to celebrate or criticise? Do you want to make the reader angry or sad, or adopt a particular viewpoint?

You will need to choose the visual and written content carefully to convey your message.

Make sure you also understand the alternative perspective; you may find after research that you want to change your approach or point of view.

CASE STUDY

COVIDSafe

There are many examples of political cartoons, advertisements and memes. This case study shows how an issue can become the focus of a political cartoon.

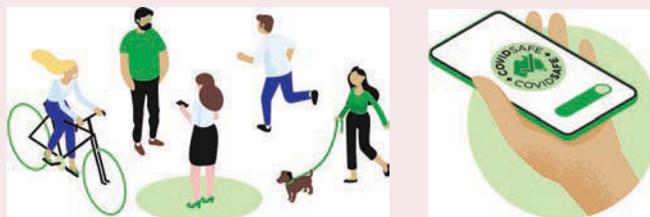
In early 2020, Australia faced the COVID-19 pandemic. Identifying potential infections was called *contact tracing* and initially involved numerous phone calls to track an infected person's significant contact in the previous 14 days. Countries such as Singapore developed applications to streamline the process and allow faster identity of contacts.

In April 2020, the Australian government launched COVIDSafe, an application for contact tracing. Concerns about data safety were raised due to existing data retention laws requiring phone and internet companies to keep user data for two years. The government reassured the public that only contact tracers could access the data from the application, which would be deleted soon after.

Cartoonist David Pope created a cartoon highlighting public concerns about the Department of Home Affairs misusing information gathered from the COVIDSafe app (**FIGURE 2**). This cartoon emphasises people's caution in providing the government with more personal data.

The cartoon shows a likeness of the then Minister for Home Affairs Peter Dutton, who has been drawn as the coronavirus. The Chief Medical Officer of Australia, Brendan Murphy, is shown with the measuring tape, talking to then Prime Minister Scott Morrison. The measuring tape and the text in the speech bubble are a play on the concept of social distancing. You should note that the depictions of the three people are a recognisable likeness of each person.

FIGURE 1 A screenshot of the COVIDSafe application. You can see that there is information to explain to the user what the application is for and how it works. This aims to reassure users that the application is safe.



What COVIDSafe is for

The COVIDSafe app helps find close contacts of COVID-19 cases. The app helps state and territory health officials to quickly contact people who may have been exposed to COVID-19.

The COVIDSafe app speeds up the current manual process of finding people who have been in close contact with someone with COVID-19. This means you'll be contacted more quickly if you are at risk. This reduces the chances of you passing on the virus to your family, friends and other people in the community.

State and territory health officials can only access app information if someone tests positive and agrees to the information in their phone being uploaded. The health officials can only use the app information to help alert those who may need to quarantine or get tested.

The COVIDSafe app is the only contact trace app approved by the Australian Government.

How COVIDSafe works

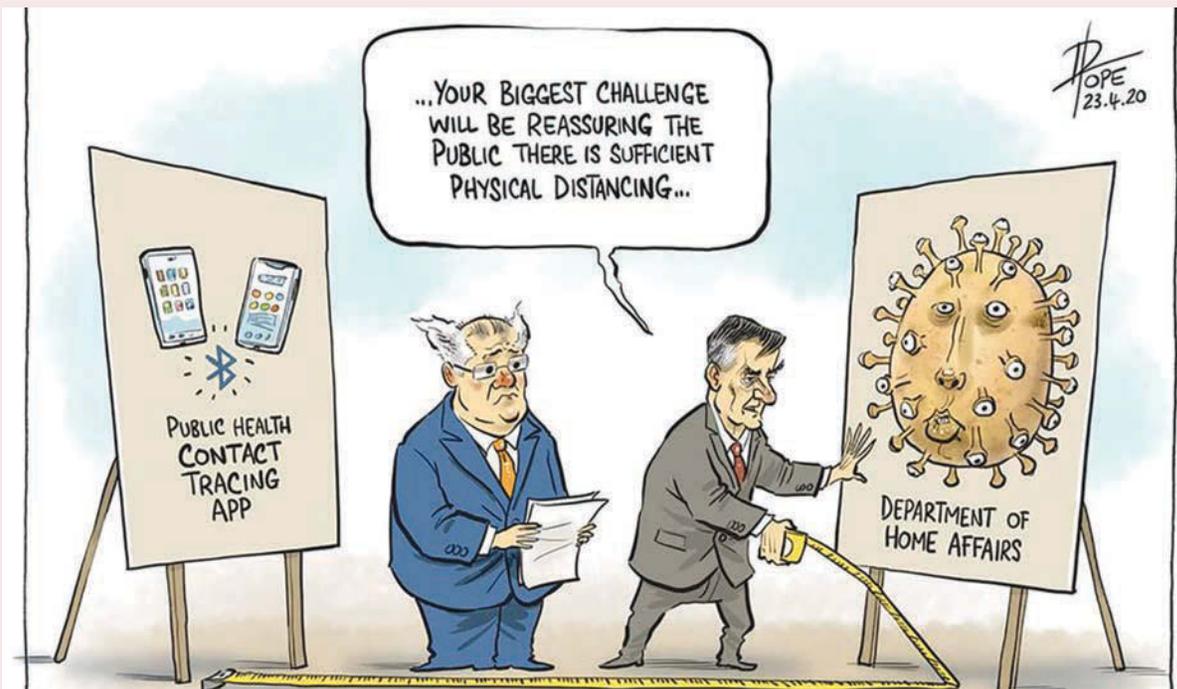
When you download the app you provide your name, mobile number, and postcode and select your age range (see [Privacy](#)). You will receive a confirmation text message to complete installation. The system then creates a unique encrypted reference code just for you.

COVIDSafe recognises other devices with the COVIDSafe app installed and Bluetooth® enabled. When the app recognises another user, it notes the date, time, distance and duration of the contact and the other user's reference code. The COVIDSafe app does not collect your location.

To be effective, you should have the COVIDSafe app running as you go about your daily business and come into contact with people. Users will receive daily notifications to ensure the COVIDSafe app is running.

The information is encrypted and that encrypted identifier is stored securely on your phone. Not even you can access it. The contact information stored in people's mobiles is deleted on a 21-day rolling cycle. This period takes into account the COVID-19 incubation period and the time it takes to get tested. For more, see [Privacy](#).

FIGURE 2 Cartoonist David Pope's take on COVIDSafe privacy issues



Step 3

Draw drafts of your advertisement, cartoon or meme. (Political cartoonists and advertising companies create many amazing drafts that never get published!) When you have finished a draft, test it on friends or family members (or someone from the audience you want to appreciate your work) to see if they can identify:

- the issue
- the people or situation
- the main message.

The purpose of creating this media is to get your point across, so keep on drafting until your test audience understands. Then, create the final version.

2.6.3 Let me do it

2.6 SkillBuilder activity COMMUNICATING AND REFLECTING

Create a political advertisement, cartoon or meme about an issue that is current in state or federal politics. This means that you need to start by watching or reading the news to be aware of current issues. You should note the language and bias that are used to make the audience feel a certain way about the issue.

LESSON 2.7 Review

2.7.1 Key knowledge summary

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

2.2 Civics and Citizenship concepts and skills

- Democracy is a political system in which citizens choose the way they are governed.
- Democratic values are the standards or instructions that shape a democracy.
- Australia's system of government is based on the British system, which is known as the Westminster system.
- The study of Civics and Citizenship is about what the government or legal system provides or protects for us as citizens (rights) and the responsibilities that come with these rights.
- The idea of justice is that people are treated fairly and in a way that is morally right in the eyes of the law.
- Participation in the political and legal system is how individuals can help make decisions and create change in society.
- The skills you will develop across all your HASS subjects fall into four main groups:
 - Questioning and researching involves locating relevant and detailed information and/or data from a range of appropriate sources.
 - Analysing involves interpreting information to identify the main features or ideas, then examining the information closely to determine how the parts relate to the whole.
 - You will learn to draw evidence-based conclusions by evaluating information and/or data.
 - The ability to communicate and share your ideas with other people is also an important part of Civics and Citizenship.

2.7.2 Key terms

emotive words words that create a strong emotional reaction

objective information where data or events are presented without emotive words or opinion

political media news, articles and other content that provide information or opinions about politics, government and public issues

subjective information where information is presented based on opinion or bias

values individual beliefs that help to guide our actions

2.7.3 Reflection

Complete the following to reflect on your learning.

Revisit the Inquiry question posed in the Overview.

Why is it important to study Civics and Citizenship, and what skills do I need?

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

learn on

-  **eWorkbooks** Customisable worksheets for this topic
Reflection
-  **Digital document** Key terms glossary

2.7 Review exercise

Learning pathways

■ LEVEL 1

1, 2, 3, 11, 12

■ LEVEL 2

4, 5, 7, 8, 10, 14

■ LEVEL 3

6, 9, 13, 15

REMEMBER AND UNDERSTAND

1. Which political system allows citizens to choose their government?
 - A. Monarchy
 - B. Democracy
 - C. Dictatorship
 - D. Oligarchy
2. What is the basis for Australia's system of government?
 - A. American Constitution
 - B. Westminster system
 - C. French Republic
 - D. Ancient Greek democracy
3. Which term refers to standards that shape a democracy?
 - A. Legal codes
 - B. Democratic values
 - C. Constitutional laws
 - D. Social norms
4. What does the study of Civics and Citizenship encompass?
 - A. Only legal rights
 - B. Rights and responsibilities
 - C. Only responsibilities
 - D. Economic policies
5. What does the concept of justice emphasise?
 - A. Economic equality
 - B. Moral fairness
 - C. Social status
 - D. Political power
6. Which skill involves interpreting information and examining how parts relate to the whole?
 - A. Questioning
 - B. Researching
 - C. Analysing
 - D. Communicating
7. Which skill involves locating relevant information from various sources?
 - A. Analysing
 - B. Communicating
 - C. Questioning and researching
 - D. Drawing conclusions
8. Which method helps individuals make decisions and create change in society?
 - A. Participation
 - B. Observation
 - C. Isolation
 - D. Reflection
9. What is the role of communication in Civics and Citizenship skills?
 - A. To isolate ideas
 - B. To share ideas
 - C. To restrict discussions
 - D. To limit interactions

10. What is one of the main groups of skills developed in HASS subjects?
- A. Financial management
 - B. Questioning and researching
 - C. Physical fitness
 - D. Technological innovation

ANALYSE AND APPLY

11. **Explain** the significance of democratic values in a political system.
12. **Describe** the impact of the Westminster system on Australia's government.
13. What are the primary components of studying Civics and Citizenship?
14. What skills are important for analysing information in Civics and Citizenship studies?

EVALUATE AND COMMUNICATE

15. **Explain** how participation in the political system benefits society.

Answers and sample responses for this topic are available online.

3 The Australian Constitution

LESSON SEQUENCE

3.1 Overview	74
3.2 Why we have a constitution and how it can be changed	76
3.3 Australia's parliamentary system	82
3.4 The separation of powers	86
3.5 Inquiry: An Australian republic?	89
3.6 Review	91



LESSON 3.1 Overview

INQUIRY QUESTION

How does the Australian Constitution shape the way our country is governed, and why might we want to change it?

Imagine playing a sport without rules. Just like sports have rules, Australia is governed by a set of rules known as the Australian Constitution. These rules outline the powers and limitations of those in governance.

learn on

-  **Pre-test**
Online pre-test
-  **eWorkbook**
Customisable worksheets for this topic
-  **Digital document**
Key terms glossary
-  **Video eLesson**
The Australian Constitution



SkillBuilder

Use the SkillBuilder activities to develop these HASS skills:

- QUESTIONING AND RESEARCHING
- ANALYSING
- EVALUATING
- COMMUNICATING AND REFLECTING



LESSON 3.2

Why we have a constitution and how it can be changed

LEARNING INTENTION

By the end of this lesson you should be able to:

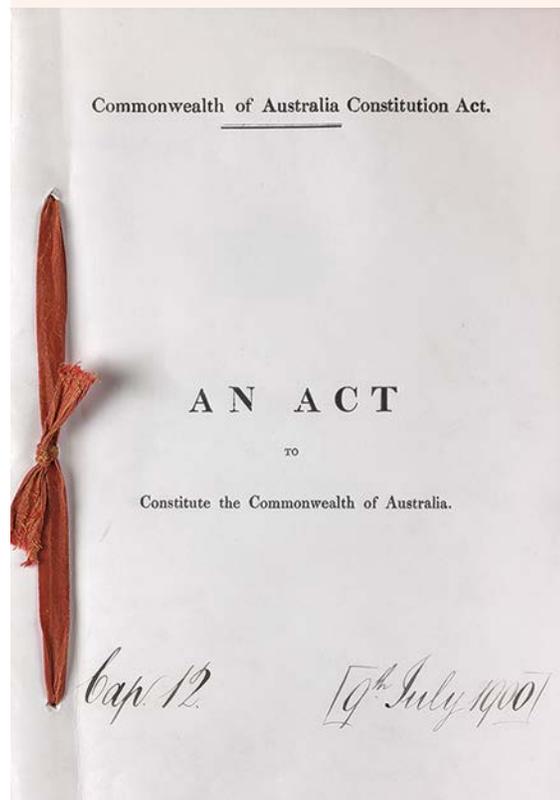
- **explain** why and how the Australian Constitution was created
- **describe** the process for constitutional change.

Tune in

The Constitution is a rulebook for how the nation is governed. Because the Australian Parliament gains its authority from the Constitution, it cannot be changed by the Parliament alone.

1. **Where do you think the Constitution came from and why? Discuss why we need a 'rulebook for the nation'.**
2. **What influence did it have on the idea of Australia as a unified nation?**
3. **What Australian laws are you aware of?**

FIGURE 1 The *Commonwealth of Australia Act 1900* established the law-making powers of the Australian and state parliaments.



Source: Her Majesty's Stationery Office, *Commonwealth of Australia Constitution Act, 1900: Original Public Record Copy*, 1900, Official Gifts Collection, Parliament House Art Collection, Department of Parliamentary Services, Canberra, ACT.

3.2.1 The creation of our Constitution

After the 1850s gold rush, the colonies' populations grew quickly. By 1890, there were about 3 million people, and most were born in Australia. People started to feel more loyal to their colony than their parents' home countries.

FIGURE 2 Leaders from the colonies met several times to write a constitution for Australia's planned federation.



In the 1890s, many people wanted the six Australian colonies to join and become one country. This new country would need a national government, but the colonies (which would become states) would still have their own parliaments.

In the 1890s, colony representatives met to write a **constitution**. These men, called the 'founding fathers', decided how power would be shared between the states and a central government. Women were not allowed to take part in this process.

When states join and share some powers with a central government, it's called a 'federation'. The Australian Constitution was created to identify which powers the states would keep, and which powers the central government would have. For example, before Federation, each colony had its own money and army. After Federation, it made sense to have one national currency and one defence force for the whole country.

SkillBuilder discussion

Analysing

1. Who opened the first federal parliament in 1901?
2. What role did Charles Nuttall play in the opening ceremony?
3. Why was the opening of the first federal parliament significant in Australian history?

FIGURE 3 Opening of First Federal Parliament by HRH the Duke of Cornwall & York, by Charles Nuttall, 1901



By 1898, the main ideas of the new Constitution were agreed upon. Each of the colonies held a **referendum** to allow their citizens to vote on whether they wished to join this new federated Australia. By 1900, most people in all six colonies had voted 'yes', and the British Parliament approved the new Constitution.

The Commonwealth of Australia was created on 1 January 1901. In March, the first national elections were held. The new parliament opened in Melbourne's Exhibition Building on 9 May 1901. Federal parliament met in Victoria's Parliament House until 1927, when it moved to the new capital, Canberra.

3.2.2 Why have a constitution?

Not all countries have a written constitution like Australia's. The United States of America does, but countries such as Canada and New Zealand do not. They follow rules from different pieces of **legislation**. Australia, Canada and New Zealand all have the British monarch as their head of state and similar government systems.

Advantages of having a constitution

1. A constitution is a set of rules for the government. In Australia, laws must be made by parliament, not just one person.
2. A written constitution can list rights for everyone. For example, the Australian Constitution guarantees freedom of religion.
3. In Australia, the Constitution separates the powers of federal and state parliaments.

Disadvantages of having a constitution

1. A written constitution can be hard to alter. Australia has changed a lot since the Constitution was written over 100 years ago. The founders had no idea what the modern day was going to be like, and how to prepare for that.
2. A written document can be hard to understand. Some words have different meanings, which can cause confusion and arguments.
3. Enforcing a constitution depends on the willingness of everyone to obey it. Sometimes, dictators ignore it and take control by force, like Hitler did in 1933, which ultimately led to World War II.

How the Constitution protects our freedoms

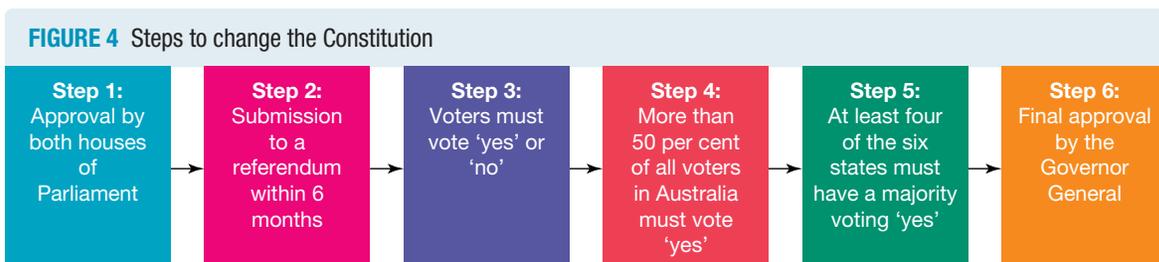
The Constitution helps protect freedoms by setting up democratic institutions, dividing government powers, creating independent courts and protecting some rights directly.

3.2.3 The process for changing the Constitution

When creating our Constitution, the founders ensured it couldn't be easily altered by politicians seeking more power. They also wanted to prevent the larger states from dominating the smaller ones, making it deliberately difficult to change.

To amend the Constitution as outlined in Section 128, the following steps must be taken:

- A proposed amendment must be approved by a majority in both houses of Parliament.
- Within six months, the proposal is submitted to a referendum for all registered voters.
- Voters express their support or opposition by writing 'Yes' or 'No'.
- More than 50 per cent of all voters in Australia must vote 'Yes'.
- At least four of the six states must also have a majority voting 'Yes'.
- If these conditions are met, the amendment is presented to the Governor-General for final approval.



SkillBuilder discussion

Communicating and reflecting

1. Do you think that Australia should become a republic?
2. Would you have written 'yes' or 'no' in the 1999 referendum?

The double majority

As you can see from the steps in changing the Constitution, it is not enough for a majority of all voters in Australia to approve a change to the Constitution. A majority in favour in at least four of the six states is also needed.

This requirement is referred to as the 'double majority', ensuring that larger states do not dominate smaller ones. New South Wales and Victoria, with over 15 million inhabitants, constitute more than 45 per cent of Australia's population of more than 27 million and elect 86 of the 150 members of the House of Representatives.

3.2.4 Where do proposals for change come from?

Proposals to change the Constitution can come from state governments, federal government inquiries, community pressure or special constitutional conventions. Usually, strong popular support is needed for any proposal to succeed.

Examples of constitutional change

- 1951 — Banning the Communist Party: The government wanted to ban the Communist Party but failed to gain enough support. Australians were unwilling to change the Constitution without strong community support.
- 1967 — Recognising Aboriginal and Torres Strait Islander Peoples: This successful referendum allowed the federal government to make laws for Aboriginal and Torres Strait Islander Peoples. It removed discriminatory sections of the Constitution.
- 1999 — Becoming a republic: A referendum proposed making Australia a republic with a president, but it did not gain enough support. Many people still believe Australia should become a republic.
- 2023 — Voice to Parliament: A referendum proposed an Aboriginal and Torres Strait Islander Voice to parliament, giving constitutional recognition to Aboriginal and Torres Strait Islander Peoples. It did not gain enough support.

FIGURE 5 A ballot paper from the referendum held in 1999

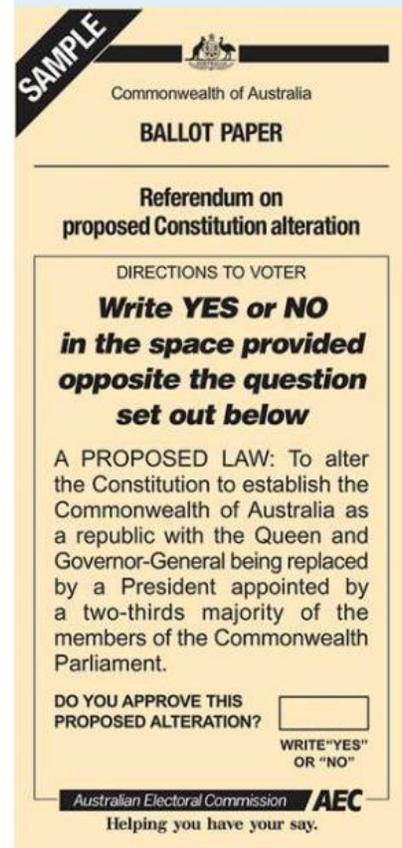


FIGURE 6 The Communist Party was considered a threat to Australia's security.

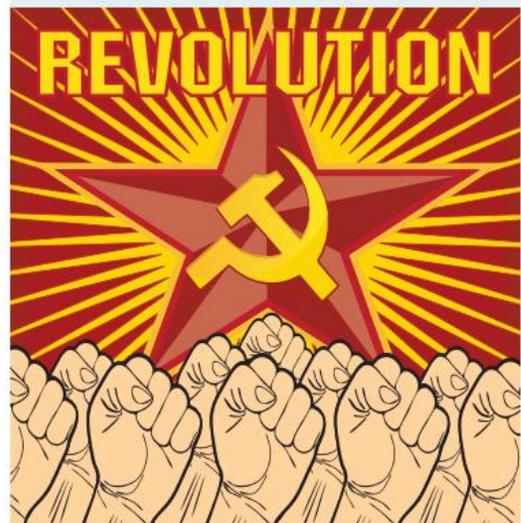


FIGURE 7 In 1998, a special constitutional convention was held in the old Parliament House in Canberra to consider the issue of Australia becoming a republic.



SkillBuilder discussion

Questioning and researching

1. Look at **FIGURE 7**. Why do you think changes to the Constitution need a double majority?
2. How might Australia's political system and daily life change if it became a republic instead of remaining a constitutional monarchy?
3. Why might people have different opinions about whether Australia should become a republic or stay as a constitutional monarchy? Suggest some reasons.

3.2 SkillBuilder activity COMMUNICATING AND REFLECTING

1. Australia's Constitution was written in the 1890s. Some people believe that many parts of it are now out of date, but that it is too hard to change.
 - a. Do you agree or disagree with this opinion?
 - b. **Explain** one reason for your agreement or disagreement.
2. Most proposals for constitutional change come from the parliament, such as the constitutional convention shown in **FIGURE 7**.
 - a. Should it be possible for the general public to initiate constitutional change, perhaps through a petition to parliament?
 - b. **Explain** why you think this would be a good idea or a bad idea.

Learning pathways

■ LEVEL 1

1, 2, 4

■ LEVEL 2

3, 6, 7, 8

■ LEVEL 3

5, 9, 10

REMEMBER AND UNDERSTAND

- List** the following stages for constitutional change in the correct order:
 - The proposed change is put to the people to vote in a referendum.
 - The proposal goes to the Governor-General for approval.
 - The proposed change must achieve a double majority for the referendum to be successful.
 - A proposed change to the Constitution must be approved by a majority of members of both houses of the federal parliament.
 - Voters write the word 'Yes' or 'No' in a box on the voting paper to signify their support or opposition to the proposed change.
- Which two of the following are advantages of having a written constitution?
 - There are clear distinctions between the powers of the federal parliament and the powers of the state parliaments.
 - A written constitution can be difficult to change as society progresses.
 - Some words have a number of meanings, which can be ambiguous.
 - The Constitution guarantees certain rights, such as freedom of religion.
- Identify** two possible sources of proposals for changing the Constitution.
- For a double majority to be achieved, a majority in favour in all six states is also needed. True or false?
- State** why the founding fathers felt it was necessary to include the double majority as a requirement for constitutional change.

ANALYSE AND APPLY

- If a referendum to change the Constitution was approved by the majority of voters in Western Australia, Victoria and Queensland, as well as the two territories, **explain** why the proposed constitutional change would not be achieved.
- Explain**, giving one example, why it is hard for a constitutional referendum to be successful in Australia.
- Suggest** which freedoms or groups in Australia could possibly be threatened if a dictator seized power.

EVALUATE AND COMMUNICATE

- Imagine that there has been a proposal to hold a referendum to change Section 128 of the Constitution so that the double majority is no longer required for constitutional change.
 - Outline** one argument in favour of making such a change and one argument against the change.
 - Do you believe that this proposal would be successful at a referendum? **Justify** your answer.
- After reading about the advantages and disadvantages of having a written constitution, do you believe it is a positive or a negative feature of our system of government? **Justify** your opinion in writing and compare it with the opinions of your classmates.

Answers and sample responses for this topic are available online.

LEARNING INTENTION

By the end of this lesson you should be able to:

- **explain** how the different parts of Australia's parliament interact
- **understand** how federal parliament makes decisions for Australia.

Tune in

Australia is a constitutional monarchy, with King Charles III as head of state.

FIGURE 1 King Charles III



1. What is your opinion on the British monarch also serving as Australia's head of state?
2. In 1975, the Queen's representative (the Governor General) fired Australia's elected government. Should the Governor General, an unelected official appointed by the monarch, be allowed to do that?
3. In America, the president isn't in parliament, but the Australian prime minister is. Is this good or bad?

3.3.1 The three parts of parliament

The Australian Parliament has three main parts that work together, like cogs in a machine, all turning to pass laws and keep Australia functioning. They are:

- The House of Representatives (lower house)
- The Senate (upper house)
- The King's representative (Governor-General)

All three parts must work cooperatively to make laws and government effectively. Our Commonwealth Parliament is **bicameral**. Its main job is to make laws in areas set by the Constitution. Section 51 of the Constitution is the part of the Constitution that outlines the specific role and power of the federal government.

3.3.2 Working together — the House of Representatives

As the lower house in the federal parliament, the House of Representatives has the following features:

- Parliament has 150 members elected for roughly three years. Each member represents an area called an electorate, with about 110 000 voters. Bigger states like New South Wales have more members, while smaller states like Western Australia have fewer members.
- The Speaker leads the House of Representatives. They are elected by members and keep order during debates, making sure everyone follows the rules called 'standing orders'.
- Most laws start in the House of Representatives, where the government sits.
- Laws need a majority vote to pass.

SkillBuilder discussion

Questioning and researching

1. What functions take place in the House of Representatives?
2. How is the seating arranged in the House of Representatives?

FIGURE 2 The House of Representatives chamber in Parliament House



3.3.3 Working together – the Senate

The Senate is the upper house of the federal parliament.

It acts as a review house, meaning it checks laws passed by the House of Representatives. While the Senate does have the power to create laws, almost always laws come from the House of Representatives.

- Senators must vote on new ideas before they become law. They can reject or change any law they think isn't right.
- Since 1981, governments have rarely had a majority in the Senate. This means the Senate often tries to improve laws.
- The Senate has 76 members. Each state elects 12 senators, and the Northern Territory and ACT each elect two. This gives each state equal power. Senators serve for six years, with half elected every three years. Senators from the Territories serve only three-year terms.
- The Senate President leads meetings, like the Speaker does in the House.

SkillBuilder discussion

Analysing

1. How does the Senate differ from the House of Representatives?
2. What role does the Senate play in Australia's legislative process?
3. How are senators seated and organised within the Senate?

FIGURE 3 The Senate chamber in Parliament House



3.3.4 Working together: The Governor-General

The third part of Parliament is the British monarch, represented in Australia by the Governor-General. The Governor-General gives **royal assent** to new laws passed by Parliament. They can also ask for changes before the law is made official. Royal assent means that the Governor General (on behalf of the King), approves the law.

The Governor-General has special powers called ‘reserve powers’. They can call a new parliament, open it or end it before an election. They almost always follow the advice of the government.

In 1975, the Governor-General used these powers to dismiss the government. This meant an election needed to be called. It remains a hotly debated topic in the history of Australia’s democracy.

3.3.5 Working together: Executive government

The Governor-General holds the executive power for Australia on behalf of the King. They lead a group called the Executive Council that gives advice. However, the Prime Minister and **Cabinet** have the real executive power, making key decisions that the Executive Council formally approve.

Much of executive government is based on ‘conventions’ that existed in the **Westminster system** before Australian federation, but were not specifically included in the Constitution. These include:

- the role of the Prime Minister and Cabinet
- the Governor-General acting on advice from ministers
- the Prime Minister and Cabinet leading the majority party in the House of Representatives, deciding on laws and government spending through the annual budget.

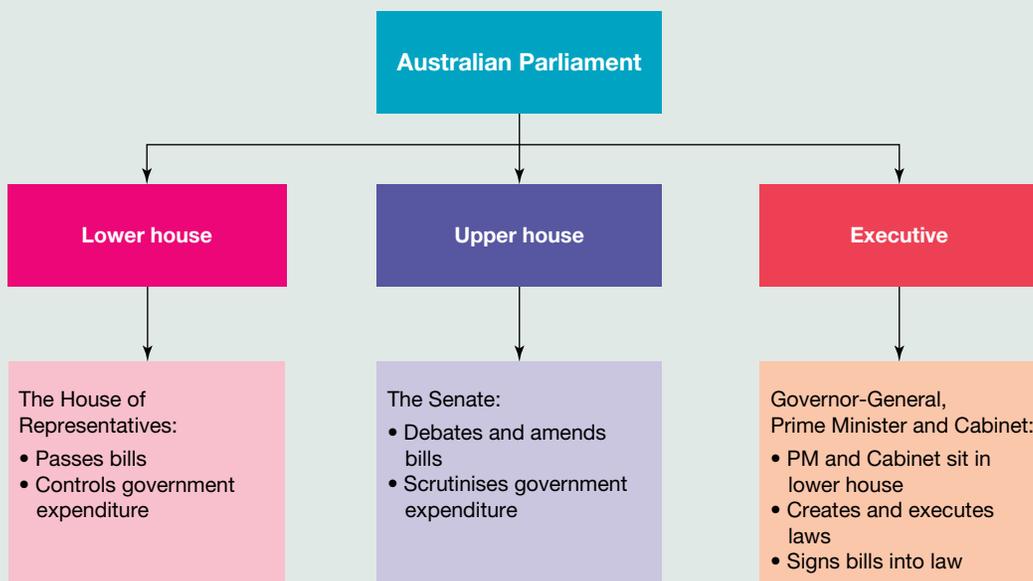
3.3 SkillBuilder activity

QUESTIONING AND RESEARCHING, COMMUNICATING

AND REFLECTING

1. Research the parliamentary system of the United States of America or the United Kingdom.
2. Present your findings in a diagram like **FIGURE 4**. Include names of current leaders and the house.

FIGURE 4 Australian parliamentary system



Learning pathways

■ LEVEL 1

1, 3, 4

■ LEVEL 2

2, 5, 6, 7

■ LEVEL 3

8

REMEMBER AND UNDERSTAND

1. Are the following statements true or false?
 - a. A bicameral parliament has three houses to make laws in those areas defined by the Constitution.
 - b. The Governor-General gives the royal assent to legislation that has been passed by both houses of parliament.
2. **Identify** what is royal assent.
3. In federal parliament, what is the name of the lower house?
 - A. The Senate
 - B. The House of Representatives
 - C. The Legislative Assembly
 - D. The Legislative Council
4. **Outline** the two main functions of the Senate.

APPLY AND ANALYSE

5. **Describe** how House members and Senators are elected differently.
6. How does the role of the Governor-General compare to the roles of the Prime Minister and Cabinet in Australia?
7. **Identify** and explain two rules for the Commonwealth government not in the Constitution.

EVALUATE AND COMMUNICATE

8. The Senate was made to give smaller states equal power. Since most senators are from political parties, does it still do this? **Discuss** why or why not.

Answers and sample responses for this topic are available online.

LESSON 3.4 The separation of powers

LEARNING INTENTION

By the end of this lesson you should be able to:

- **explain** why Australia has different parts of government
- **analyse** how powers are divided between these parts.

Tune in

FIGURE 1 Our parliamentary system comes from Westminster, a part of London where the British Parliament meets.



1. How is the Prime Minister chosen in Australia's Westminster system?
2. What role does the Governor-General have in Australia's Westminster system?
3. How does responsible government work within Australia's Westminster system?

3.4.1 The three branches of government

The British colonised Australia, so the new Australian government followed the British system, called 'Westminster'. The Westminster system is old and has rules to keep things fair. One rule is the 'separation of powers'. This means the government has three parts: making laws, carrying out laws and interpreting laws. Each part has its own tasks and doesn't interfere with the others.

The separation of powers is written into the Australian Constitution. The Australian Constitution outlines three arms of government:

1. legislative
2. executive
3. judicial.

Legislative power — Making laws

The parliament is the part of government that makes and changes or **repeals** existing laws. It has two parts: the House of Representatives and the Senate. It also includes the Governor-General, who represents the King.

A new law starts as a Bill. It must be discussed and voted on by both houses, then approved by the Governor-General. Once this happens, it becomes a law called an 'Act'.

Executive power — Carrying out laws

The executive part of government makes sure laws are carried out. The Governor-General has this power but ministers usually do the work. Each minister looks after different areas:

- The defence minister manages the army.
- The immigration minister is responsible for people coming to Australia.
- The environment minister takes care of nature protection.

Public servants help with these tasks, too.

Judicial power — Interpreting laws

The judicial arm includes the **judiciary** and courts, which enforce laws and solve disputes. The courts make sure the law is fair and protect our **rights**. The High Court of Australia checks that both the legislative and executive arms follow the Constitution. Once a judge is appointed, they can't be easily removed, so they can make fair decisions.

SkillBuilder discussion

Evaluating

'The separation of powers protects us from the abuse of power.'

1. List arguments to support the statement.
2. List arguments to oppose the statement.
3. Which do you support?

FIGURE 2 The High Court of Australia has the power to interpret and enforce the Constitution.



3.4.2 Why do we have the separation of powers?

Separation of powers keeps the government balanced. Here's how it works:

- Members of parliament make laws but must face elections regularly. Only the people of Australia can remove MPs through voting, instead of a Governor General or King.
- An independent court checks if parliament and the executive follow the Constitution. The High Court can cancel laws that break the Constitution.
- Government ministers need a majority of both houses to agree before new laws can be made. If not, the law won't pass.
- Government ministers are members of parliament. They must answer questions about their actions.

3.4 SkillBuilder activity **EVALUATING**

Use the internet to find who does these roles in our government. Then, **construct** a table showing if each role is legislative, executive or judicial.

- a. The minister for defence
- b. Your local member of the House of Representatives
- c. The Chief Justice of the High Court
- d. The minister for education in your state

Learning pathways

■ LEVEL 1

2, 4, 5, 7

■ LEVEL 2

1, 3, 6, 8

■ LEVEL 3

9, 10

REMEMBER AND UNDERSTAND

1. **Identify** the three arms of government and give an example of a member from each.
2. **Determine** whether the following statements are true or false.
 - a. The Constitution supports the idea of a division of powers between the state parliaments and the federal parliament.
 - b. The Governor-General has the power to change or repeal existing laws.
3. Select the correct options to complete the sentence. The separation of powers is a safeguard designed to **allow / encourage / prevent** one particular group **to hold / from holding** all of the **members / power / seats**.
4. For each of the following, **state** whether the role is legislative, executive or judicial.
 - a. Members of parliament
 - b. Government minister
 - c. High Court judge
 - d. The Cabinet
5. Select the correct options to complete the sentence. The separation of powers is a safeguard designed to **allow / encourage / prevent** one particular group **to hold / from holding** all of the **members / power / seats**.

APPLY AND ANALYSE

6. **How** does the separation of powers contribute to the balance of government in Australia? **Explain** with examples.
7. **Describe** the three arms of government according to the Constitution, and give an example of their main functions.
8. **Describe** the ways in which the executive arm is not separate from the legislative arm of government.

EVALUATE AND COMMUNICATE

9. **Explain** why it is significant that the High Court has the power to interpret the Australian Constitution.
10. Do you think separating powers helps protect our rights and freedoms? **Justify** your answer.

Answers and sample responses for this topic are available online.

LESSON 3.5 Inquiry: An Australian republic?

LEARNING INTENTION

By the end of this lesson you should be able to **discuss** arguments for and against the campaign for Australia to become a republic.

Background

Despite the loss of the referendum in 1999, many people still believe that Australia should eventually become a republic. On the other hand, media coverage of royal marriages, the births of royal babies and royal visits to Australia has revived interest in the monarchy. Both sides of the debate believe passionately in their position, but many Australians do not understand the issue, or the arguments proposed by each side.

FIGURE 3 Australian Republic Movement members campaigning for an Australian head of state



Discuss the following:

- What does 'head of state' mean?

Before you begin

Check the **Inquiry rubric** in the digital documents to help you with this task and self-assess at the end.

Inquiry steps

Step 1: Questioning and researching

Investigate these questions.

- What is a *head of state*?
- Australia is a *constitutional monarchy*. What does this term mean? What are the features of a constitutional monarchy?
- What is a *republic*? What is the difference between a constitutional monarchy and a republic?

Step 2: Analysing

Analyse your research to consider what changes are needed to the Australian Constitution for Australia to become a republic.

Step 3: Evaluating

- What are the arguments usually put forward ***in favour*** of Australia becoming a republic? Select the five arguments that you think are the strongest, and **explain** each.
- What are the arguments usually put forward ***against*** Australia becoming a republic? Select the five arguments that you think are the strongest, and **explain** each.

Step 4: Communicating and reflecting

Produce a presentation that explains the issue of whether Australia should become a republic. Include:

- what has to happen for this to occur
- the arguments proposed by each side.

You do not have to form an opinion yourself, but you should present enough information to help others form their own opinion on the issue.

Select a format to present your point of view. For example, this could be a short video, a mock TV interview or a PowerPoint presentation.

LESSON 3.6 Review

3.6.1 Key knowledge summary

3.2 Why we have a constitution and how it can be changed

- The Constitution outlines the powers of our government and what they can and cannot do.
- A constitution was needed because Australia already had six self-governing colonies. It was important to make clear how power would be shared between the new national parliament and the six existing parliaments.
- Changing the Constitution is difficult. Of the 45 attempts to change it, only 8 have been successful.
- The Constitution can only be changed through a referendum where a double majority votes in favour of the change.

3.3 Australia's parliamentary system

- Parliament has three parts: House of Representatives, Senate and Governor-General.
- The House of Representatives is where government is formed.
- The Senate reviews laws and represents state interests.
- The Governor-General gives final approval to laws.

3.4 The separation of powers

- Under our Constitution, we have a separation of powers.
- Power is separated between the legislative branch, which makes laws; the executive branch, which enforces the laws; and the judicial branch, which interprets laws and resolves disputes under those laws.

3.5 Inquiry: An Australian republic?

- Changing the Constitution is difficult as there are different views on issues.

3.6.2 Key terms

bicameral a parliament with two houses

Cabinet the top-level decision-making group within the Australian Government made up of most or all ministers

constitution a set of rules that determines the structure of government and its law-making powers

judiciary a collective name given to the judges who preside over law courts

legislation a term used to describe laws passed by parliament

referendum a process of allowing the people to vote on an important issue

repeal removing a law so that it no longer applies

rights the freedoms and protections guaranteed to all citizens in a democracy, including the right to vote, participate in government decisions, express opinions and be treated equally under the law

royal assent the formal approval by the monarch's representative, and the final step necessary before a law comes into force

Westminster system the parliamentary system of Great Britain, which has been copied and adapted by many other countries including Australia; called that because the British Parliament meets in a building called the Palace of Westminster

3.6.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry question posed in the Overview:

How does the Australian Constitution shape the way our country is governed, and why might we want to change it?

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

learn on

-  **Post-test** Online post-test
-  **eWorkbooks** Customisable worksheets for this topic
Reflection
-  **Digital document** Key terms glossary

3.6 Review exercise

Learning pathways

LEVEL 1

1, 2, 3, 6 8

LEVEL 2

4, 5, 7, 12, 13

LEVEL 3

10, 11, 14, 15

REMEMBER AND UNDERSTAND

1. Why did the idea of a federated Australia become popular during the 1880s and 1890s?
 - A. Gold had been discovered in the 1850s.
 - B. More than half the population had been born in Australia.
 - C. The colonies were too small to govern themselves.
 - D. The colonies wanted to hand over their residual powers.
2. When states join and give some power to a central government, what is this called?
 - A. Federation
 - B. Constitution
 - C. Referendum
 - D. Legislation
3. Which section of the Constitution outlines the specific role and power of the federal government?
 - A. 42
 - B. 67
 - C. 19
 - D. 51
4. Australia's parliamentary system is based on the Westminster system from which country?
 - A. Japan
 - B. Spain
 - C. Britain
 - D. America
5. Which of the following is *not* a disadvantage of having a constitution?
 - A. A constitution protects the rights and freedoms of citizens.
 - B. A constitution can be difficult to alter.

- C. A constitution can be open to interpretation.
 - D. A constitution relies on citizens to follow its principles.
6. What is the separation of the government's responsibilities into legislative, executive and judicial arms known as?
 - A. The separation of responsibilities
 - B. The division of responsibilities
 - C. The separation of powers
 - D. The division of powers
 7. What was the purpose of the 1967 referendum relating to Aboriginal and Torres Strait Islander Peoples? Select all options that apply.
 - A. Create Aboriginal and Torres Strait Islander Peoples' land rights
 - B. Include Aboriginal and Torres Strait Islander Peoples in the census
 - C. Give Aboriginal and Torres Strait Islander Peoples the right to vote
 - D. Remove discrimination against Aboriginal and Torres Strait Islander Peoples
 8. What did the 1999 republic referendum ask voters to consider?
 - A. Introducing an Australian president nominated by a vote of two-thirds of the members of parliament
 - B. Introducing an Australian president elected by popular vote of the people
 - C. Replacing the Queen with the Governor-General
 - D. Appointing the Governor-General with a vote of two-thirds of the members of parliament
 9. The Australian Constitution outlines three arms of government. Which of the following is not one of them?
 - A. Legislative
 - B. Executive
 - C. Judicial
 - D. Administrative
 10. The Governor-General has special powers called reserve powers. Which of the following actions is not within their power?
 - A. Calling a new parliament
 - B. Opening and ending parliament sessions
 - C. Approving new laws
 - D. Making new laws

ANALYSE AND APPLY

11. **Analyse** why it might be difficult to pass a referendum, and what factors could influence its outcome. Consider how public opinion, government policies, and media coverage might play a role.

EVALUATE AND COMMUNICATE

12. **Compare** the roles of the House of Representatives and the Senate in Australia's parliament. How do their functions differ and how do they work together?
13. **Outline** the pros and cons of the double majority requirement for changing the Constitution.
14. **Explain** the significance of the 1967 referendum that recognised Aboriginal and Torres Strait Islander Peoples. What impact did this have on Australian society and politics?
15. Australia's Constitution was made to keep state governments important. Some people think we don't need state governments any more and that local councils could handle more jobs. They say this would make government simpler. Others believe state governments are needed because they are closer to people and can provide important services. Changing this would need big changes to the Constitution.
 - a. **Consider** the following and give reasons for your responses.
 - i. Modern communications did not exist when the Constitution was drafted, so the federal government would have seemed very distant. State governments, however, were based in every capital city and so were closer to the people. Have changes in our forms of communication made state governments unnecessary?
 - b. **Identify** three changes that would have to happen for a referendum to abolish the states to be successful.

Answers and sample responses for this topic are available online.

4 Australia's legal system

LESSON SEQUENCE

4.1 Overview	96
4.2 The principles of justice	98
4.3 How courts work	103
4.4 The presumption of innocence	109
4.5 Right to a fair trial and legal representation	112
4.6 Inquiry: Can community action make a difference?	121
4.7 Review	122



LESSON 4.1 Overview

INQUIRY QUESTION

How do features of the Australian legal system protect the rights of individuals and uphold the principles of justice?

Imagine being in court, accused of a crime you didn't commit, and then being found guilty. How would you feel?

Australia's **rule of law** and our **legal system** should protect everyone. Do you know how to find a lawyer? Everyone should have access to justice.

learn on

-  **Pre-test**
Online pre-test
-  **eWorkbook**
Customisable worksheets for this topic
-  **Digital document**
Key terms glossary
-  **Video eLesson**
The courtroom



SkillBuilder

Use the SkillBuilder activities to develop these HASS skills:

- QUESTIONING AND RESEARCHING
- ANALYSING
- EVALUATING
- COMMUNICATING AND REFLECTING

LESSON 4.2 The principles of justice

LEARNING INTENTION

By the end of this lesson you should be able to:

- **explain** what is meant by the rule of law
- **explain** the principles of justice.

Tune in

Justice comes from ancient Greek, Roman and Egyptian societies. Lady Justice began in the time of Emperor Augustus, although the blindfold first appeared in the sixteenth century. Look at **FIGURE 1** with a partner, and discuss what message you think is being conveyed by Lady Justice. What does the word 'justice' mean to you?

1. **What items does Lady Justice hold, and what do you think they represent?**
2. **Why is Lady Justice often blindfolded?**

FIGURE 1 Lady Justice is commonly used to represent the idea of justice.

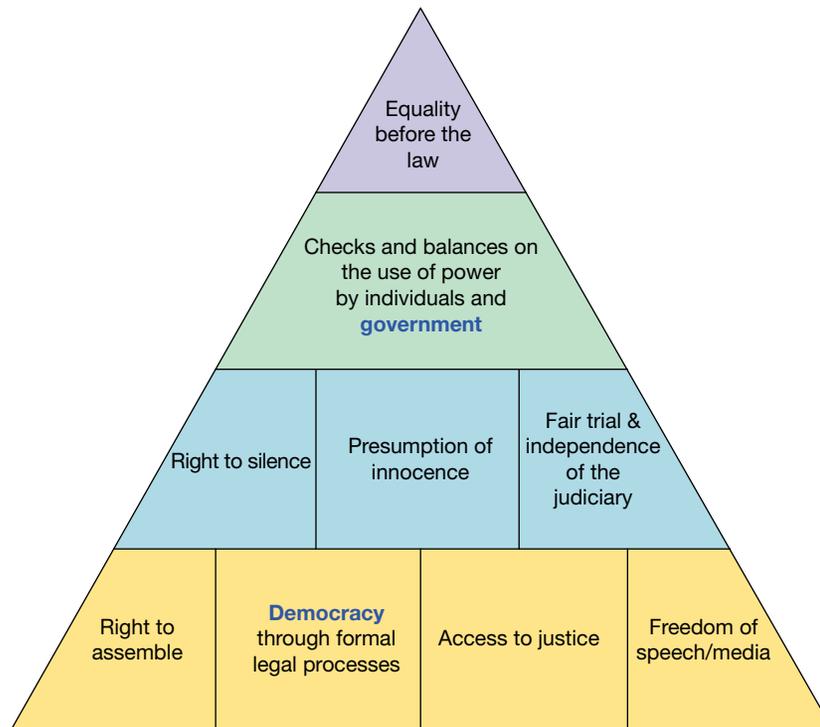


4.2.1 Introducing justice

Justice is not an easy term to define. It can mean different things to different people. For some people, justice is about following the law, while for others, it's about finding the truth based on the facts. Our legal system has key principles that uphold justice and protect everyone's rights. One of these principles is the rule of law, which means that everyone must follow the law. It doesn't matter if you are rich or poor, the prime minister or just an everyday person — everyone is equal before the law.



FIGURE 2 The rule of law brings together key aspects of our legal system to protect the rights of citizens.



4.2.2 Fairness, equality and access

The rule of law promotes three other principles of justice: fairness, equality and access.

Fairness

In the legal system, fairness means everyone will be treated impartially and using consistent processes. Impartial, unbiased judges and juries help make this happen.

There are several ways in which the legal system upholds fairness, including:

- The **presumption of innocence**: A person accused of a crime is presumed to be innocent until proven that they are guilty in a court. They can only be found guilty if the court is sure they committed the crime. This means that the magistrate, judge or jury must believe that the accused is guilty **beyond reasonable doubt**.
- The *right to silence*: Any person charged with a crime has the right to silence.
- Both sides (the **prosecution** and the **accused**) can show evidence and question each other.
- Strict rules ensure fairness in court (**procedural fairness**): For example, juries can't hear about past crimes, so decisions are based only on the facts.

But is this fair? Does treating everyone the same lead to a fair result?

Fairness also means helping people with their specific needs.

Equality

Equality means everyone is treated the same, no matter their race, gender or family status. The legal system must treat people equally and without discrimination.

Ways in which our legal system aims to treat people equally and without discrimination include:

- the presence of a judge who is an independent decision-maker
- the rules related to evidence and procedure such as evidence needing to be relevant
- using interpreters so that a person who needs assistance in understanding English, or has a hearing and/or speech impairment, can be involved in their case
- providing legal aid so that people who cannot afford a lawyer can get one.

Fairness and equality are similar. What makes a system fair often helps it be equal, too. For example, think about equality and fairness in school rules in relation to school uniform:

- *Equality* — students who are not in the correct uniform are given a detention (the same rule for all).
- *Fairness* — students who have a valid note will be given a uniform pass and will not receive a detention (making an adjustment using a consistent process). This approach to fairness is also known as 'equity'.

Sometimes the legal system treats people differently so that justice is served, like offering legal aid (see **FIGURE 3**).

SkillBuilder discussion

Analysing

1. Look at **FIGURE 3**. What is the difference between equity and equality?
2. How does equity ensure fairness?
3. Why is equality important in society?

FIGURE 3 Fairness means we must make sure that we 'level the playing field' (equity) because simply treating everyone equally might lead to injustice.



Access

Access means that all people should be able to make use of the legal system when they need to. Everyone should understand what their rights are and how to get legal advice. Legal aid services can help with this. It also means you can pursue your case, whether in court or in other ways.

Ways in which our legal system provides for access include:

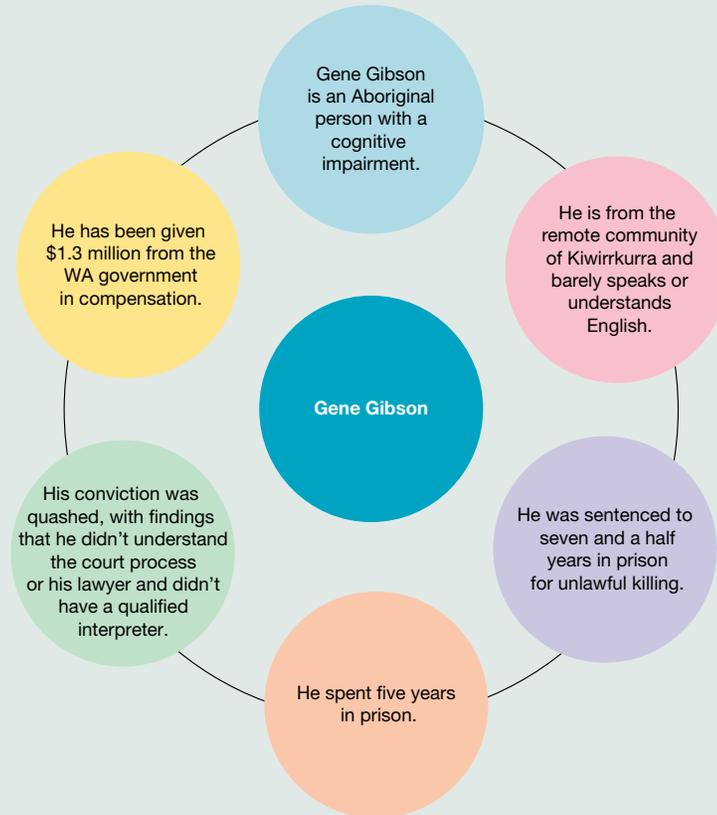
- a court hierarchy, where people can access experts who have specialised knowledge in dealing with cases
- the right to appeal a decision made by a court if a person is not satisfied with the outcome of their case
- different ways to settle disputes other than going to court, such as mediation, conciliation and arbitration. These methods are often quicker and cheaper than taking a case to court.

4.2 SkillBuilder activity **EVALUATING**

Case study: When the system is not just

Read the information on Gene Gibson provided in **FIGURE 4**. You can also complete your own research on Rosie Anne Fulton, as this case allows us to explore issues related to justice, disability rights, and systemic inequality in Australia.

FIGURE 4 Which of the principles of justice are relevant to this case?



1. Create two tables similar to those provided and work with a partner to fill them in.
 - a. In the first table, **propose** evidence of the rule of law protecting and not protecting rights in the Gene Gibson case.

Applying the rule of law	
Rights protected	Rights not protected

- b. In the second table, apply the principles of justice (see section 4.2.2) and **propose** evidence of how the principles were met and not met in the Gene Gibson case.

Meeting the principles of justice	
Principles met	Principles not met

2. Using the information in your tables, write two paragraphs that **summarise** your findings.
3. With your partner, **suggest** a solution to help ensure the legal system achieves the principles of justice.

Learning pathways

■ LEVEL 1

1, 3, 4, 9

■ LEVEL 2

2, 5, 8

■ LEVEL 3

6, 7, 10

REMEMBER AND UNDERSTAND

- Identify** the three principles of justice.
 - Fairness, equity, access
 - Fairness, equality, access
 - Rule of law, fairness, access
 - Rule of law, equality, access
- Identify** the three symbols of justice.
 - Legal Aid, scales, courtroom
 - Fairness, equality, access
 - Sword, blindfold, scales
 - Police, lawyers, judges
- Rules about not sharing an accused person's previous crimes are an example of what?
 - The rule of law
 - Procedural fairness
 - The principles of justice
 - A symbol of justice
- In 2021, during the COVID-19 pandemic, Victoria's then premier was fined \$400 for not wearing a mask. This is an example of the application of what?
 - The rule of law
 - Procedural fairness
 - The principles of justice
 - A symbol of justice
- Sarah was charged with driving without a licence and knows what to expect in court. This is an example of what principle of justice?
 - Fairness
 - Equality
 - Access
 - All the above

ANALYSE AND APPLY

- Explain** why treating everyone the same is not always fair. Provide a real-life example where fairness requires equity instead of equality.
- a.** Which principles of justice overlap?
 - Fairness and access
 - Equality and access
 - Fairness and equality
 - They all overlap**b.** **Justify** your answer to part **a.**

EVALUATE AND COMMUNICATE

- Contrast** the prosecution and the accused in a criminal case.
- Define** the term 'procedural fairness'.
- Using an example, **distinguish** between fairness and equality.

Answers and sample responses for this topic are available online.

LESSON 4.3 How courts work

LEARNING INTENTION

By the end of this lesson you should be able to:

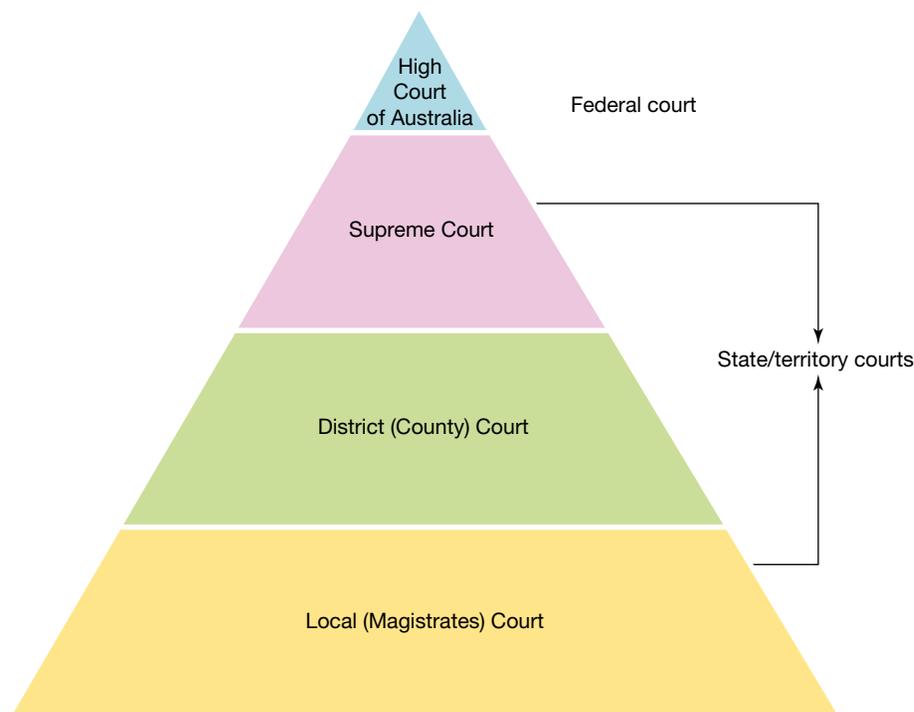
- arrange the courts into a hierarchy
- **explain** the role of the courts.

Tune in

Did you know Australian courts are organised in a hierarchy? Some are federal courts, while others are in the states and territories.



FIGURE 1 The hierarchy of courts in Australia



1. Why do you think we have a court hierarchy?
2. Why do you think the High Court is at the top of the hierarchy?
3. In what ways do you think the cases heard in the Magistrates Court might be different from the cases heard in the Supreme Court?

4.3.1 Going to court

If someone is charged with a crime, their case may be heard in court. The court will decide if they are guilty or not guilty. If a person believes that another person has harmed them, the case may be heard in a court. The court will decide if the other person is liable or not liable.

4.3.2 The court hierarchy

The lowest courts in the hierarchy are local courts, known as the Magistrates Court in Western Australia. The Magistrates Court hears most cases in Western Australia. It is more informal than the higher courts, with no jury. **Magistrates** don't wear wigs or robes, and you don't need to call them 'Your Honour'.

The Magistrates Court hears minor cases like drink driving, shoplifting or disputes involving small amounts of money. The magistrate will decide how to settle a dispute or if someone is guilty or not. If a person is found guilty, the magistrate gives a sentence. For serious cases, they may decide to send the case to a higher court.

SkillBuilder discussion

Questioning and researching

1. What is the name of the court shown in **FIGURE 2**?
2. Where is this court located?
3. What types of cases are heard here?

FIGURE 2 Perth Magistrates Court is located in the Central Law Courts. In this court, a magistrate will decide how to settle a dispute or if someone is guilty or not.



Next in the hierarchy are the district courts. The District Court hears disputes involving larger amounts of money and more serious crimes such as armed robbery, drug trafficking and serious assaults.

SkillBuilder discussion

Questioning and researching

1. What is the name of the court shown in **FIGURE 3**?
2. Where is this court located?
3. What types of cases are heard here?

FIGURE 3 The District Court of Western Australia in Perth. In this court, a judge or jury will decide how to settle a dispute or if someone is guilty or not.



Each Australian state has a Supreme Court for serious cases like murder. This is the highest court in each state. The Supreme Court also hears disputes involving large amounts of money.

SkillBuilder discussion

Questioning and researching

1. What is the name of the court shown in **FIGURE 4**?
2. Where is this court located?
3. What types of cases are heard here?

FIGURE 4 The Supreme Court of Western Australia in Perth. In this court, a judge or jury will decide how to settle a dispute or if someone is guilty or not.



The High Court is at the top of the hierarchy. This is the highest court in Australia. It is a federal court. It hears important appeals and complex legal issues. Topic 14 explains that the High Court can interpret and enforce the Constitution.

SkillBuilder discussion

Questioning and researching

1. What is the name of the court shown in **FIGURE 5**?
2. Where is it located?
3. What types of cases are heard here?

FIGURE 5 The High Court of Australia in Canberra



TABLE 1 Summary of courts and what they do

Court	Summary of responsibilities
Magistrates Court	Most informal, hears minor cases
District Court	More serious crimes such as robbery or involving larger amounts of money
Supreme Court	Serious cases like murder or larger amounts of money
High Court	A federal court, handles appeals from lower courts and legal issues

4.3.3 The courtroom

Courtrooms can be tense. Decisions there affect people's lives. The people who work in courts handle real dramas. The main courtroom officials include a magistrate or **judge**, **jurors**, a **prosecutor** and **counsel for the accused**. Let's next look at what might happen during a trial before a court.

4.3.4 A criminal trial

At the beginning of a criminal **trial** in a higher court, the accused is asked, 'How do you plead?' A **jury** of 12 may decide if someone is guilty or not guilty. They must listen carefully to evidence. If not guilty, the accused person goes free; if guilty, the judge decides the sentence.



FIGURE 6 Inside a serious criminal trial



- 1 The judge's associate is a trained lawyer who manages much of the paperwork.
- 2 People on the electoral roll can be called to be jurors. In a criminal case, a jury has 12 members. They decide if someone is guilty beyond reasonable doubt, and all must agree in murder or manslaughter cases.
- 3 The prosecutor must show the jury that the accused is guilty by asking questions of witnesses.
- 4 The judge is called 'Your Honour'. They listen to both sides and help the jury understand the case. If the jury finds someone guilty, the judge decides the sentence.
- 5 The defence counsel represents the accused. If they plead guilty, the lawyer make arguments to try to reduce the punishment. If they plead not guilty, the lawyer must show they are innocent.
- 6 The tipstaff helps the judge keep order in the court.
- 7 Witness box, from which people give evidence
- 8 Public watching court cases
- 9 A prison officer from the prison where the accused has been held
- 10 The accused
- 11 Media reporting on court cases

CASE STUDY

Actor pleads guilty in court

An Australian actor was charged with drug driving, driving while unlicensed and providing false details to police in April 2021. He was intercepted by police while driving his silver Peugeot in Melbourne. The police stopped him after checking his car's registration and discovering he was unlicensed.

At the scene, the actor initially told police that he didn't have his licence on him, and gave police a false name. When the police officers expressed doubt about the name, the actor claimed to have a twin brother. However, he correctly identified himself when police threatened to arrest him. He pleaded with police not to test him for drugs, admitting to using marijuana a few days before. After the actor admitted that he had lost his licence two months earlier, his car was impounded on the spot.

The police later found that he had methamphetamine (ice) in his system.

The actor appeared in the Melbourne Magistrates' Court in October 2022. He pleaded guilty to the charges. His defence lawyer told the court that he was driving to his mother's house for Easter and to drop off groceries. Melbourne was in a COVID lockdown at the time. The lawyer explained that he panicked when giving police the false name because he knew that he should not have been driving with a suspended licence. The court also heard that the actor's ongoing legal troubles were causing significant strain on him and his family. Additionally, he had 169 outstanding penalties with Fines Victoria, amounting to \$65 215.

In delivering her decision, Magistrate Olivia Trumble noted that while the actor's actions were serious, imprisonment was not appropriate. She acknowledged his remorse and his ongoing efforts to recover, but said that he needed to deal with the outstanding penalties. The magistrate also noted that the actor had shown a total disregard for his unlicensed status.

The actor was fined \$2500 and disqualified from driving in Victoria for 16 months.

FIGURE 7 An Australian actor was charged with drug driving, providing false details to police and driving while unlicensed in Melbourne. After pleading guilty, he was fined \$2500 and disqualified from driving for 16 months.



4.3 SkillBuilder activity

QUESTIONING AND RESEARCHING

Find a news article about a recent Western Australian criminal case and fill in the table.

Note:

- First complete rows 1 to 6.
- Complete rows 7 and 8 if the information is available in your article.
- If you cannot complete rows 7 and 8, complete row 9.

1	Title of article
2	Date and source (including the URL)
3	Name of the court
4	Name of the accused
5	Identify the charge or charges.
6	The names of other court officials named and their role (including lawyers)
7	The decision — what was the outcome of the case? Guilty or not guilty?
8	The sentence imposed
9	If you were the judge or magistrate, what do you think would be an appropriate penalty? Justify your decision.

Learning pathways

■ LEVEL 1

2, 3, 5

■ LEVEL 2

1, 4, 6

■ LEVEL 3

7, 8, 9, 10, 11

REMEMBER AND UNDERSTAND

1. **Identify** the four main courtroom officials in a serious criminal case.
2. Match the key terms with the correct definitions in the following table.

1. A court official who hears cases in the Magistrates Court	a. Prosecutor
2. A court official who hears cases in higher courts	b. Counsel
3. A lawyer who represents the accused person	c. Juror
4. A person chosen to hear and assess evidence in a court case	d. Magistrate
5. The party bringing a criminal action against the accused	e. Judge

3. Select the correct option to complete the following sentence: Magistrates and judges are addressed in court as *Your Highness / Your Honour / Sir or Madam / Professor*.
4. **State** how many jurors are assigned for criminal cases.
5. **Identify** the one phrase that best explains the responsibility of a jury in a criminal trial.
 - A. To determine a defendant's guilt beyond any reasonable doubt
 - B. To determine a defendant's guilt on the balance of probabilities
 - C. To determine a defendant's guilt to any standard they deem appropriate
 - D. To determine a defendant's guilt and decide on an appropriate punishment

ANALYSE AND APPLY

6. The system of courts for each state or territory is referred to as a hierarchy. Arrange the courts in their correct position in the Western Australian court hierarchy.
 - High Court
 - Magistrates Court
 - Supreme Court
 - District Court

EVALUATE AND COMMUNICATE

7. In most courts, a jury can find someone guilty if 11 or all 12 jurors agree. **Explain** why this might be hard to achieve.
8. **Justify** the procedural rule that prevents judges from asking a witness a question except where this is required to clarify a point.
9. **Justify** the need for courts in our legal system.
10. **Explain** why you think our legal system has a hierarchy that classifies courts as higher and lower.
11. a. **Describe** what happened when police stopped the actor in Melbourne.
b. **Explain** what the actor's case shows about the role of the Magistrates Court in handling driving offences.

Answers and sample responses for this topic are available online.

LESSON 4.4 The presumption of innocence

LEARNING INTENTION

By the end of this lesson you should be able to **explain** what presumption of innocence is and why it is important.

Tune in

What do you think when you see someone in handcuffs?

FIGURE 1 Unlike in this image, the presumption of innocence suggests the accused should not be handcuffed when appearing in court unless he or she presents a risk to other people.



1. Why does it matter whether or not someone wears handcuffs to court?
2. Why is someone presumed innocent until proven guilty when they appear in court?

4.4.1 Innocent until proven guilty

If you were accused of something you didn't do, you would want your teacher to believe you until there was proof. In court, most people expect to be presumed innocent until proven guilty. This idea is called the **presumption of innocence** and comes from English law. It means that in Australia, the court assumes someone is innocent until proven otherwise. The court must be sure beyond reasonable doubt that the person committed the crime. In a criminal trial the prosecution has the **burden of proof**.

4.4.2 Presumption of innocence and bail

If someone is charged with a crime, they might get bail, a promise to appear in court later. Bail lets them go home instead of staying in custody. It can include conditions like paying money or surrendering a passport. For serious cases, bail can be refused if the person might not show up or could be dangerous.

SkillBuilder discussion

Questioning and researching

1. Look at **FIGURES 2** and **3**. Which side do you find more convincing?
2. Can you think of any more arguments for or against?

FIGURE 2 Arguments for the presumption of innocence



The presumption of innocence means that the prosecution must prove beyond reasonable doubt that a person has committed the crime they are charged with.

Without the presumption of innocence, the police could arrest and imprison you for no reason. They would only need to *think* that you did something wrong and they could arrest you! Imagine walking around every day with the fear that you might be accused of breaking a law and that you would not be presumed to be innocent.

We need this principle to protect us. It is far better to let one or two guilty people go free than to lock up innocent people. After all, most people are law-abiding citizens.

SkillBuilder discussion

Communicating and reflecting

1. Do you think everyone should be presumed innocent, no matter the crime they are accused of?
2. Do you think that a person charged with mass murder, for example, should have the right to presumption of innocence, or should he or she lose access to this right? Be prepared to justify your opinion.

FIGURE 3 Arguments against the presumption of innocence



The presumption of innocence allows every accused person to clog up our courts and gives legal people too much work to do. It is a loss of both time and money.

There is also the risk that a person accused of a serious crime might go into hiding or commit another crime before the trial begins.

We should do more to help the police deal with troublemakers instead of making it easier for criminals to avoid consequences.

Any victim of crime would tell you that people who are charged with crimes are too protected. They would also tell you that the police are honest and do a good job. So if the police do charge someone with a crime, they must be pretty sure that the accused actually committed that crime.

4.4 SkillBuilder activity

QUESTIONING AND RESEARCHING

The media is expected to avoid news coverage that undermines the presumption of innocence. However, there are many cases where the media has ignored this principle. One well-known historical case is the charges made against Martin Bryant in 1996 for his involvement in the Port Arthur massacre. Find out more about what the media did before the Bryant case went to court.

4.4 Exercise

learn**on**

Learning pathways

■ LEVEL 1

1, 3, 4, 5

■ LEVEL 2

2, 7, 8, 9

■ LEVEL 3

6, 10

REMEMBER AND UNDERSTAND

1. List some countries that believe in the presumption of innocence.
2. Define the term 'beyond reasonable doubt'.
3. What is bail and when can it be granted?
 - A. Bail is a fine paid to the court and can be granted at any time.
 - B. Bail is a temporary release of an accused individual and can be granted pending trial under certain conditions.
 - C. Bail is a verdict pronounced by the jury and can be granted after the trial.
 - D. Bail is a formal accusation and can be granted when the trial concludes.
4. Under what circumstance would bail be refused?
 - A. When the accused pleads guilty.
 - B. When the accused has a strong alibi.
 - C. When the accused is considered a flight risk or poses a danger to society.
 - D. When the accused cooperates with the investigation.
5. The defence has the burden of proof in a criminal trial. True or false?

ANALYSE AND APPLY

6. Examine **FIGURE 1**. **Identify** in what way does this image undermine the principle of the presumption of innocence.
7. How do news stories before a trial starts affect what people think about whether someone is guilty or innocent? Give examples of how this could affect the idea that everyone is innocent until proven guilty.
8. **Analyse** what might happen if an accused person went to court and was put on trial without the presumption that they were innocent.

EVALUATE AND COMMUNICATE

9. Using **FIGURES 2** and **3**, **discuss** the advantages and disadvantages of the principle of presumption of innocence.
10. **Explain** what you think is the relationship between presumption of innocence and burden of proof.

Answers and sample responses for this topic are available online.

LEARNING INTENTION

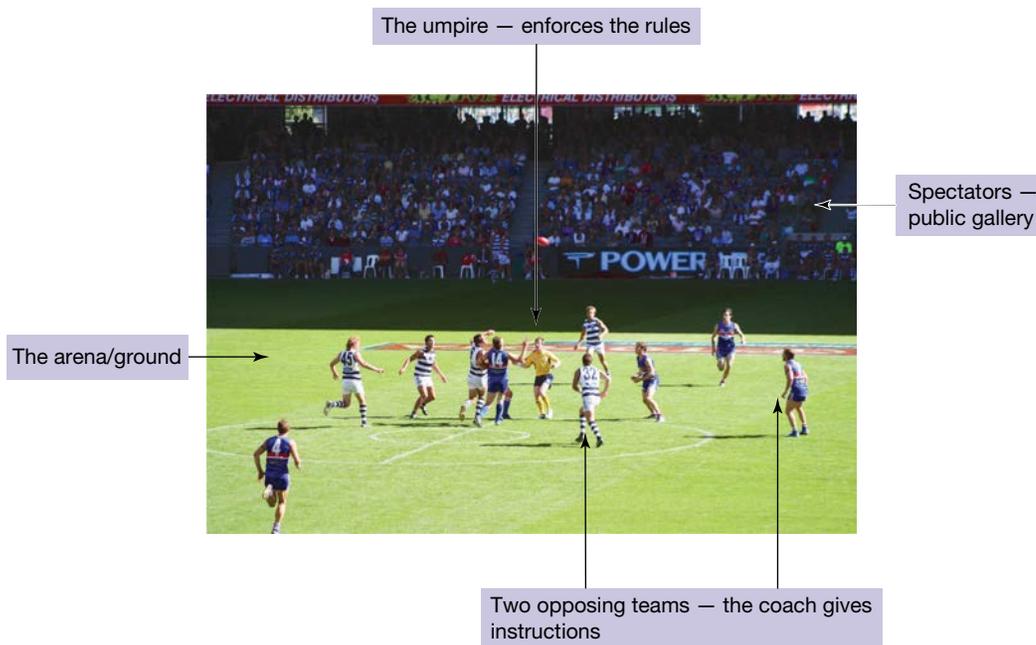
By the end of this lesson you should be able to:

- **identify** and **discuss** the elements of a fair trial
- make connections between witnesses, legal representation and due process, and a fair legal system
- **explain** how Australians can access justice and legal representation.

Tune in

The Australian trial system has sometimes been compared to a football match. Look at **FIGURE 1** with a partner, and brainstorm a list of similarities and differences between a football match and a trial.

FIGURE 1 The courtroom is like a football game where everyone must follow the rules.



1. How is a courtroom case similar to a football game?
2. What roles do the judge and referee play?
3. Why is teamwork important in both settings?

4.5.1 Main elements of a fair trial

SkillBuilder discussion

Analysing

1. What are the key parts of a fair trial?
2. How does a judge ensure fairness?
3. Why is evidence important in a trial?

Fair and equal treatment for all

In Australia, we believe everyone deserves a fair trial. If accused of a crime, you would expect that you would have the chance to share your side. You would want a judge who listens to both sides fairly.

Main elements of a fair trial

The main elements of a fair trial are summarised in **FIGURE 2**. Let us now look at each element in more detail.



FIGURE 2 Main elements of a fair trial



Preliminary examination of evidence

When someone is charged with a crime, they go to the Magistrates Court. This court hears minor offences and some serious cases. It can also examine serious cases in a **committal hearing** (before going to trial). If there's enough evidence, the case goes to a higher court like the District Court or Supreme Court.

Committal hearings help ensure a fair trial. The prosecution must share all evidence, so the accused can prepare their defence and challenge the evidence.

Right to legal representation

For a fair trial, each side should have **legal representation**. This means that a lawyer will assist with a case. The lawyer might present the accused's case in court. If someone can't afford a lawyer, they may get help from legal aid.

A public hearing

Most trials are held in public, so anyone can watch. This allows the community to see that the rules are followed and promotes fairness.

A trial can be closed to the public if it helps justice; for example, if a witness is very young. Cases involving people under 18 are heard in the Children's Court, which is private.

Independent judge

The right to a fair trial means everyone is treated equally. The judge is like the umpire in football. They ensure both sides follow the rules. They also ensure that both sides have the opportunity to present their case. The judge is independent. This means that the judge doesn't question witnesses or decide how arguments are presented. However, the judge may ask witnesses questions to make things clearer.

FIGURE 3 Anyone on the electoral roll can be randomly called for jury duty.



Judge and jury have no prior knowledge of the case

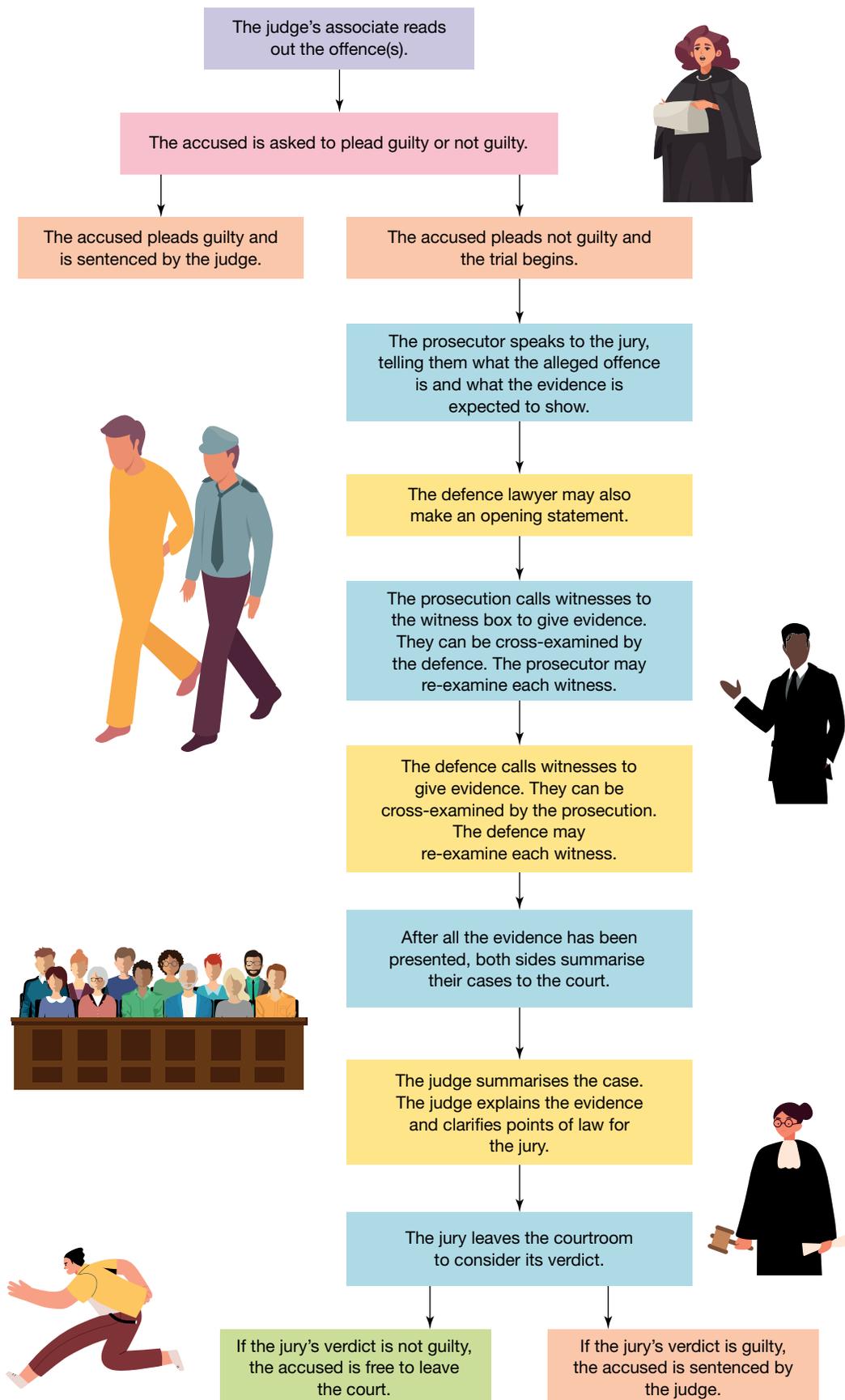
A jury is a group of ordinary people randomly selected to hear and assess the evidence in a court case. The judge and jury shouldn't know about the case until it is in court. They can't use the internet or other sources to learn about it.

During the trial, the judge helps the jury understand legal issues and explains the law at the end. Jurors must listen closely to the evidence and decide based only on that and the law explained by the judge. Jurors can't discuss the case with anyone, even after the trial. They also can't share information on social media or give interviews.

Strict procedures and rules of evidence

A fair trial follows strict rules to ensure both sides can present their case and challenge each other's evidence. Only certain types of evidence are allowed, such as a doctor giving medical evidence. These strict rules of evidence and procedure ensure **due process**. Due process refers to the procedures that occur during a trial that ensure that people are treated fairly by the legal system.

FIGURE 4 Procedure for a trial in a higher court with a jury



4.5.2 Witnesses

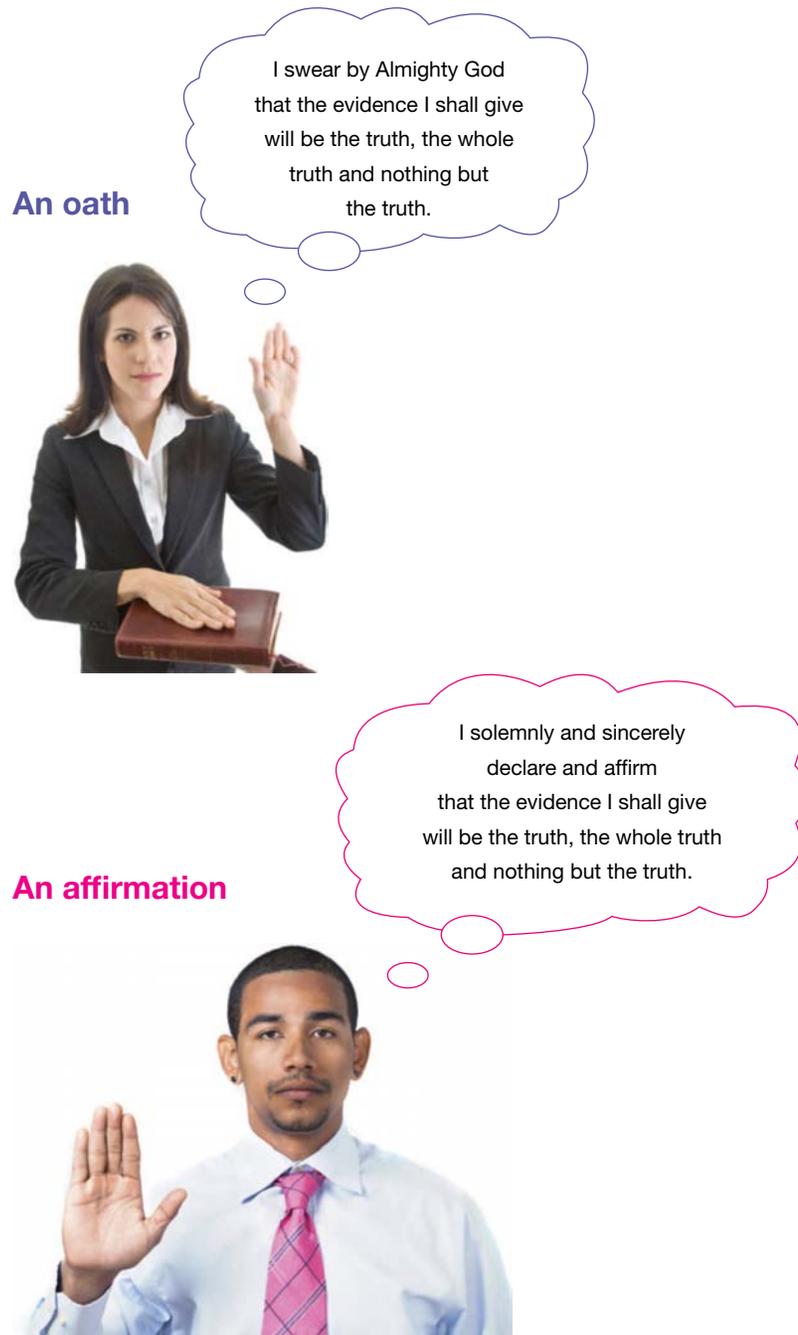
A **witness** is someone who saw or knows something important about a crime. It is one way that citizens participate in the justice system. Witnesses can give evidence if they are victims, have direct information or are experts. Experts might talk about handwriting evidence or how the accused was influenced by mental health or drugs. All witnesses must promise to tell the truth. Both sides can ask witnesses to answer questions.

SkillBuilder discussion

Analysing

1. Look at **FIGURE 5**. Why do witnesses need to promise to tell the truth?
2. What is the difference between an oath and an affirmation?
3. Why do you think that witnesses can choose between an oath or an affirmation?

FIGURE 5 Before testifying, witnesses must promise to tell the truth with an oath or affirmation.



CASE STUDY

Fair trial or bias?

In December 2020, three influencers dined at the Silver Pearl Restaurant in Sydney. They ordered a lobster meal and a bottle of wine costing \$364. Partway through the meal, the influencers complained to staff about feeling sick. They accused the restaurant of serving frozen lobster, instead of fresh lobster. The restaurant later posted on Instagram, claiming that the influencers continued eating despite their complaints, finished the meal and refused to pay. The post described the influencers' behaviour as 'dishonest . . . fraudulent . . . entitled . . . classless'.

The influencers felt the Instagram post harmed their reputations. They claimed that the post suggested they were frauds, bullied waitstaff and used fake food poisoning claims to avoid payment. As a result, the three influencers sued the restaurant. The case reached the Federal

Court, where Judge Robert Bromwich raised questions about its appropriateness for a higher court. The judge noted that the Federal Court usually handles significant defamation cases.

The influencers' lawyer, Roger Rasmussen, felt that Justice Bromwich was biased against them. He argued that the judge had shown bias during proceedings and had called the case a minor one. Mr Rasmussen requested that the judge step down from the case. However, the judge rejected this request. Justice Bromwich clarified that he had not shown bias, but had only commented that the case might not result in a large payout due to its lower-level nature. The influencers were ordered to cover the restaurant's legal costs for the failed request. The main defamation case, however, was still set to go to trial in late 2024.

In March 2024 the case was dismissed. Following the dismissal of the case brought against Silver Pearl in Federal Court proceedings, Silver Pearl extended an apology to the influencers, a Silver Pearl spokesperson said in a statement.

'This apology, disseminated through official social media channels, reflects Silver Pearl's commitment to empathy and understanding, without any admission of wrongdoing or liability.'

The restaurant also said no damages were awarded to the influencers involved.

'Silver Pearl reaffirms its dedication to providing exceptional service to all patrons and fostering positive community relationships,' the statement read.

FIGURE 6 Three influencers refused to pay for a meal at the Silver Pearl Restaurant in Sydney. This led to the restaurant posting about the incident on Instagram. The influencers then sued the restaurant for defamation.



4.5.3 Difficulties in gaining access to the legal system

All Australians should have access to justice. We all have the right to legal representation, but some people cannot access the law for various reasons.

Some people may not understand the law. Those with limited English might struggle to explain their problems. They may not know their rights or where to get help. Some might feel scared of lawyers or can't afford one.

Our legal system has devised ways of providing access to justice and legal representation for everyone.

4.5.4 Legal aid

Not everyone can afford to pay for a lawyer. In Australia, **legal aid** is important for access to justice. Without it, some people wouldn't have a lawyer and could lose their right to a fair trial.

Legal aid is provided for people who can't afford a lawyer. It is offered by legal aid commissions, community legal centres and in many states, Aboriginal and Torres Strait Islander peoples' legal services.

SkillBuilder discussion

Communicating and reflecting

1. Discuss what the cost of meeting with a legal professional might be.
2. What may cause the costs to be higher than you may have anticipated?

FIGURE 7 Everyone has the right to legal representation. However, consultations with legal professionals can be expensive, which excludes some people from accessing it.



Legal aid commissions

Each state and territory has a legal aid commission. They are funded by the government and provide legal assistance, legal information and advice, and lawyers for people going to court.

SkillBuilder discussion

Analysing

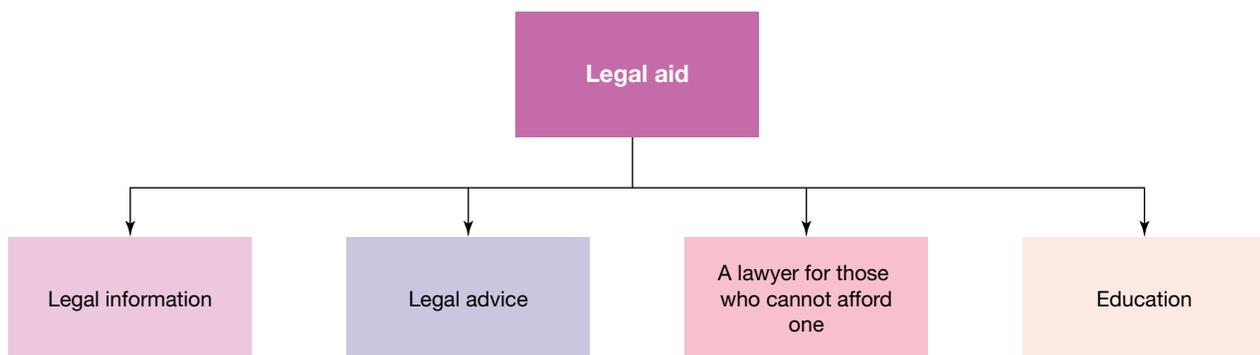
1. What support does legal aid offer?
2. Who can receive help from legal aid?
3. Why is legal aid important for people?

Legal aid services are free unless ongoing help is needed, in which case a small fee may apply. Names vary by state, like Legal Aid WA, the Legal Service Commission South Australia and Victoria Legal Aid.

Legal information is free on legal aid websites in 36 languages. There are strict eligibility rules for those needing a legal aid lawyer to represent them in court.

Legal aid services work with private law firms to help more people. Lawyers volunteer as duty lawyers to support those without a lawyer in court.

FIGURE 8 What legal aid provides



Community legal centres

Community legal centres offer free legal advice and help, especially for disadvantaged people and those with special needs.

Some centres get money from the government and donations, but others rely mostly on volunteers, who can be lawyers or non-lawyers.

Community legal centres help locals but rarely go to court.

4.5 SkillBuilder activity

EVALUATING, COMMUNICATING AND REFLECTING

Evidence is very important in a criminal trial. The jury can only find the accused guilty if the evidence supports this decision. Procedural fairness means there are strict rules about what evidence can be used in a trial.

1. **Investigate** the different types of evidence used in court. Make a table to classify each type as admissible or inadmissible. The first row is done for you.

Admissible evidence (allowed)	Inadmissible evidence (not allowed)
Video recordings	Hearsay evidence

2. **Select** three examples from each column to explore more.
3. Create a visual presentation of your findings. This might be a PowerPoint presentation or a short documentary or commercial.
 - a. Begin by introducing your topic.
 - b. **Explain** what is meant by due process and the difference between admissible and inadmissible evidence.
 - c. Include your chosen evidence types — remember to make your presentation engaging.
 - d. Include a bibliography.

FIGURE 9 Due process relates to procedural fairness during the trial.



4.5 Exercise

learnon

Learning pathways

■ LEVEL 1

1, 2, 6

■ LEVEL 2

4, 5, 7, 8

■ LEVEL 3

3, 9, 10, 11

REMEMBER AND UNDERSTAND

1. When someone is charged with a serious crime, they go to the Magistrates Court to be told whether they will have a trial in a higher court. **Identify** the name of this process.
 - A. Committal hearing
 - B. Pre-trials
 - C. Sentence hearing
 - D. Civil hearing

2. **Identify** the statement that best describes the role of legal aid.
 - A. Legal assistance to people who could not otherwise afford the cost of hiring a lawyer
 - B. Legal representation for all defendants on trial
 - C. Tutoring for people who are studying to be a lawyer
 - D. The assistant of the court when a trial is in progress
3. **Define** the elements of a fair trial by matching each element to its corresponding description.

1. The prosecution must show its evidence in court. They must share this with the accused's lawyers before the trial starts.	a. Preliminary examination of evidence
2. The case for the accused will be presented by their lawyer.	b. Right to legal representation
3. Unless a good reason exists not to, the trial will be open to the public.	c. A public hearing
4. The judge cannot question witnesses or decide how each side argues.	d. Independent judge
5. The judge and jury learn about the case during the trial.	e. Judge and jury have no prior knowledge of the case
6. Due process means the judge follows the rules.	f. Strict rules of evidence and procedure

4. **Explain** the role of a juror and a witness in a fair trial.
5. **Identify** a situation in which a judge might be permitted to ask a witness questions during a trial.

ANALYSE AND APPLY

6. Can any citizen who is on the electoral roll be randomly selected to sit on a jury?
7. **Analyse** the following scenarios. Advise each person of the most appropriate body that could provide them with legal advice.
 - a. Janet is an elderly pensioner who has been charged with growing cannabis for commercial use.
 - b. Yousif has recently arrived in Australia from Africa and has been charged with driving without a licence.

EVALUATE AND COMMUNICATE

8. Select two elements that contribute to a fair trial. **Explain** how each element might contribute to a fair trial.
9. **Explain** why you think our legal system enables everyone to receive access to justice and legal representation.
10. **Identify** what you consider to be the most important element contributing to a fair trial. **Justify** your response.
11. a. **Explain** how accusations of judicial bias, such as those raised by Mr Rasmussen, challenge the principle of due process.
 b. **Analyse** Justice Bromwich's decision in the case study to remain on the case despite claims of bias. **Explain** what this decision indicates about the judicial process and fair trials.

Answers and sample responses for this topic are available online.

Inquiry: Can community action make a difference?

LEARNING INTENTION

By the end of this lesson you should be able to:

- **discuss** issues related to the campaign to stop imprisoning Aboriginal and Torres Strait Islander men and women for the non-payment of fines
- **explain** your findings on whether community action can make a difference.

Before you begin

Access the **Inquiry rubric** in the digital documents section of the Resources panel to guide you in completing this task at your level. At the end of the inquiry task, you can use this rubric to self-assess.

Inquiry steps

Step 1: Questioning and researching

Define your inquiry question. Use the below as inspiration.

- Why are people sent to prison for not paying fines? What are the reasons that fines are not paid?
- Are there any alternatives to sending people to prison?
- What are the rates of imprisonment for Aboriginal and Torres Strait Islander men and women and non-Indigenous men and women in Australia? Why does this matter? Does it seem fair? Why has this become an issue?
- How can 'people power' lead to a change in the legal system?
- What other questions do you have in relation to this topic?

Conduct research to find out more about this topic so that you can answer your inquiry question.

Step 2: Analysing

Identify strategies that individuals can use to bring issues related to the law to the attention of lawmakers.

What would you do if you thought an aspect of the law needed to change?

Step 3: Evaluating

Identify individuals and groups who have campaigned to change the law.

- What strategies did they use?
- How effective were these strategies?

Step 4: Communicating and reflecting

Select a format to present your point of view. For example, this could be a short video, a mock TV interview or a PowerPoint presentation.

LESSON 4.7 Review

4.7.1 Key knowledge summary

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

4.2 The principles of justice

- The Australian legal system follows key principles, like the rule of law, which means everyone must follow the law.
- The Australian legal system has three other important principles: fairness, equality and access.
- Fairness and equality work together, so sometimes we treat people differently.

4.3 How courts work

- Everyone in Australia has the right to a fair trial.
- Both sides can share evidence and ask questions in front of a fair judge.
- Everyone can have a lawyer in court, even if they cannot pay.

4.4 The presumption of innocence

- Presumption of innocence means that any accused person who appears before a court is presumed to be innocent until the prosecution proves that they are guilty beyond reasonable doubt.
- The burden of proof is the legal principle describing who has to prove a case in court. In a criminal trial, this burden is on the prosecution.

4.5 Right to a fair trial and legal representation

- A fair trial happens when both sides show their evidence, the judge is independent and rules are followed.
- Regular people participate in a fair trial as witnesses giving evidence, and as jurors deciding if the accused is guilty.
- Legal aid helps people who cannot afford a lawyer in a dispute or criminal case.

4.6 Inquiry: Can community action make a difference?

- Many Aboriginal and Torres Strait Islander peoples are in jail for not paying fines.
- We can explore how to fix this issue.

4.7.2 Key terms

accused a person who has been charged with a criminal offence

beyond reasonable doubt the standard of proof required in a criminal trial where the prosecution must prove that the accused is guilty to such a high degree that a reasonable person would have little doubt that the accused committed the crime

burden of proof the legal principle describing who has to prove a case in court; in a criminal trial, this burden is on the prosecution

committal hearing in very serious cases, the procedure held in a lower court to determine if enough evidence exists for the case to move to a higher court

counsel for the accused a lawyer who represents the accused person

democracy a political system according to which citizens choose the way in which they are governed, and elect representatives to make laws on their behalf

due process the procedures occurring during a trial that ensure people are treated fairly by the legal system

government a group of people with the power to rule over a country or state and make decisions and laws on behalf of the people

judge a court official who hears cases in the higher courts, such as the District or County Court, or the Supreme Court

juror a person selected to hear and assess the evidence in a court case

jury a group of ordinary people randomly selected to hear and assess the evidence in a court case

justice the use of laws to treat people fairly and in a way that is morally right

legal aid the provision of legal assistance to those involved in a dispute or criminal matter who are unable to pay for legal representation

legal representation services performed by a qualified legal practitioner, such as a lawyer, who deals with legal matters on behalf of the person who has hired them

legal system a system for interpreting and enforcing the laws of a country

magistrate a court official who hears cases in a Magistrates Court

presumption of innocence the principle that all accused people who appear before a court are presumed to be innocent until the prosecution proves that they are guilty

procedural fairness having fair procedures in place to protect the rights of all parties

prosecution the party bringing a criminal action against the accused

prosecutor the person who presents a criminal case on behalf of the state

rule of law the legal principle that all citizens are subject to the law, and equal before the law, as it is upheld by independent courts

trial the court process to determine whether someone committed a criminal act

witness someone who saw or knows something important about a crime

4.7.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry question posed in the Overview:

How do features of the Australian legal system protect the rights of individuals and uphold the principles of justice?

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

learn on

-  **Post-test** Online post-test
-  **eWorkbook** Customisable worksheets for this topic
Reflection
-  **Digital document** Key terms glossary

4.7 Review exercise

Learning pathways

■ LEVEL 1

3, 4, 8

■ LEVEL 2

1, 2, 6, 7, 9, 10

■ LEVEL 3

5, 11, 13, 14, 12, 15

REMEMBER AND UNDERSTAND

1. Identify the statement that best describes the meaning of the term 'legal system'.
 - A. A way of breaking the law of a country
 - B. A system for interpreting and enforcing the laws of a country
 - C. A system for making the jails of a country
 - D. A way of going through law school

2. Identify the main role of courts.
 - A. To deal with people who have done bad things
 - B. To only hear serious crimes, such as murder
 - C. To apply the law and settle disputes
 - D. To decide if accused people will go to jail or not
3. Where will most criminal cases be heard?
 - A. The District Court/County Court
 - B. The Supreme Court
 - C. The High Court
 - D. The Magistrates Court/Local Court
4. Define the term 'presumption of innocence'.
 - A. Accused people are presumed innocent until proven guilty.
 - B. Accused people are innocent until proven guilty.
 - C. All accused people who appear before a court must prove their innocence.
 - D. Accused people are innocent until proven guilty in court.
5. Identify a purpose of committal hearings.
 - A. To commit to both sides being available to present their cases
 - B. To guarantee that evidence will be presented using court procedures
 - C. To ensure that the judge is independent
 - D. To determine if enough evidence exists for a case to move to a higher court
6. Explain what we mean when we refer to a judge as being 'independent'.
 - A. They sit by themselves in court.
 - B. They have no direct involvement in how either side will present its case.
 - C. They can enter and leave the court when they please.
 - D. They always decide if an accused is guilty or not guilty.
7. Identify one reason for calling an expert witness.
 - A. To say if the accused is mentally ill
 - B. To tell the court what someone told them they saw the accused do
 - C. To give instructions to the jury
 - D. To present their version of events to the court
8. Which of the following statements best describes a jury?
 - A. A group of people who present evidence in court
 - B. The party bringing a criminal action against the accused
 - C. A group of people chosen to listen to a court case
 - D. The person who represents the accused
9. Which statement best describes the reason for strict procedures and rules of evidence in a court?
 - A. To make sure that a case can move on to a higher court
 - B. To interpret and enforce the laws of the country
 - C. To guarantee that a verdict is reached by the jury
 - D. To make sure both sides can share their case
10. Identify which group of people can access legal aid.
 - A. People who would otherwise be unable to afford a lawyer
 - B. People who wish to change the law
 - C. People who have been selected to be on a jury
 - D. People who need to learn about the law

ANALYSE AND APPLY

11. a. **Identify** and explain one factor that can improve access to justice and legal representation.
 b. **Outline** how this factor improves access to justice and to legal representation.

EVALUATE AND COMMUNICATE

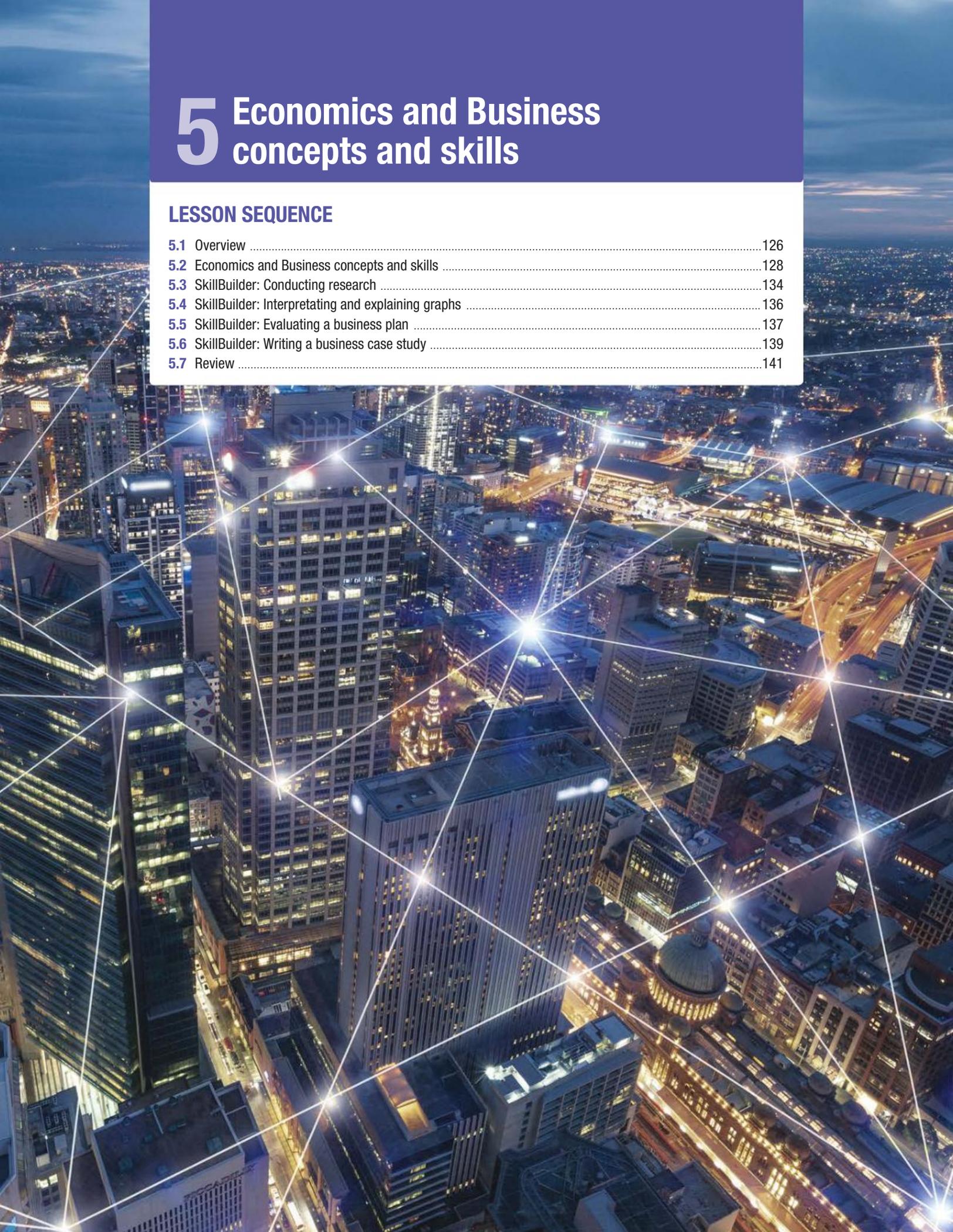
12. **Distinguish** between the principles of justice, fairness and equality.
13. Using an example, **suggest** why the legal system may need to treat people differently.
14. **Evaluate** the significance of the presumption of innocence in the legal system. Why is it important for ensuring justice?
15. How is a fair trial maintained by the roles of different courtroom officials such as the judge, jurors and witnesses? **Describe** how each contributes to the fairness of the trial.

Answers and sample responses for this topic are available online.

5 Economics and Business concepts and skills

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LESSON 5.1 Overview

INQUIRY QUESTION

Have you ever thought about how the choices you make every day can affect businesses and the whole economy?

Have you purchased food today? Have you used electricity, caught public transport or been driven in a car? Do you have a bank account, or have you sent a text to a friend? If you answered yes to just one of these questions, you have been involved in the world of **Economics** and **Business**.

When we buy goods and services, deposit money in a bank account or obtain a casual (or, in the future, a more permanent) job, we are contributing to the economy.

The focus of topics and lessons in Year 7 is how businesses and people depend on each other; that is, businesses make products that people need and want. Studying Economics and Business in Year 7 also allows us to learn more about **entrepreneurs**, who are creative, take risks to start new businesses and use technology to innovate.

learn on

-  **eWorkbook**
Customisable worksheets for this topic
-  **Digital document**
Key terms glossary
-  **Video eLesson**
Economics and business concepts and skills



SkillBuilder

Use the SkillBuilder activities to develop these HASS skills:

- QUESTIONING AND RESEARCHING
- ANALYSING
- EVALUATING
- COMMUNICATING AND REFLECTING

LESSON 5.2 Economics and Business concepts and skills

LEARNING INTENTION

By the end of this lesson you should be able to **explain** Economics and Business concepts and skills.

5.2.1 Introduction

Economics and Business is about understanding how people use resources and make decisions. Economics looks at how goods and services are produced, distributed and consumed. It explores concepts like supply and demand, prices and how markets work. Business focuses on how companies operate, make profits, and provide goods and services. It includes topics like marketing, management and finance. Together, Economics and Business helps us understand how the economy functions and how businesses contribute to society. This knowledge is useful for making informed decisions in everyday life and for future careers.

5.2.2 Economics and Business concepts

There are six concepts that underpin Economics and Business.

TABLE 1 The concepts you will use in Economics and Business.

Concept	Description
Scarcity	Learn about the economic problem of having unlimited needs and wants, but limited resources to satisfy them.
Making choices	We need to make choices about how resources are used. Making choices about alternatives is an important part of economics.
Allocation and markets	Making decisions about how we will use resources is known as resource allocation . The market answers most of the economic questions and is where buyers and sellers negotiate prices for goods and services.
Specialisation and trade	Specialisation is when workers, businesses or nations focus on one task or on making one product. Countries trade when they buy and sell products from each other.
Interdependence	This is the mutual reliance in an economy, where consumers, workers, businesses, and governments depend on each other.
Economic performance and living standards	Economic performance is how well a country's economy is doing based on its goals. This is linked to standard of living, which is how good life is, measured by how much money people make.

5.2.3 Scarcity

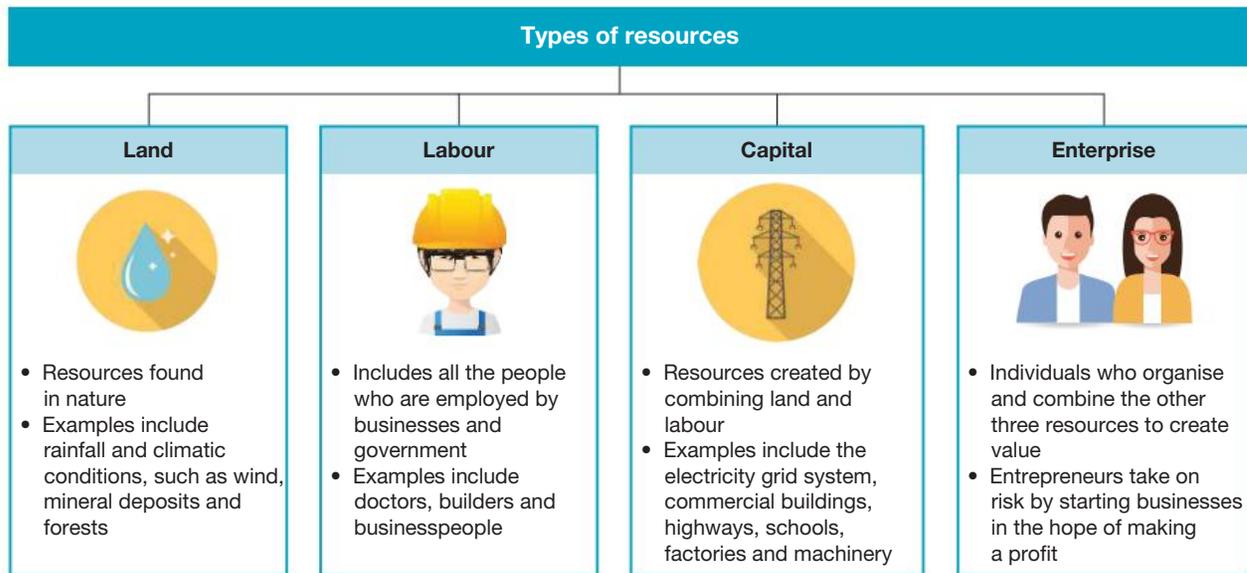
In economics, **scarcity** is the basic economic problem. Scarcity means people have unlimited **needs** and **wants**, but limited **resources** to satisfy them. It's the concept of making choices about which wants we satisfy first. This problem is always present in all economies.

- Needs are goods or services essential for survival.
- Wants are desires for things that make life enjoyable but are not necessary for survival.

Sometimes, the line between needs and wants isn't clear. For instance, you need food but might want cake. Generally, needs include clothing, food and shelter, while wants might be cars, computers, internet and mobile phones. However, many people today might consider these items essential

To satisfy our needs and wants, businesses use resources to produce goods and services. The four main types of economic resources are land, labour, capital and enterprise.

FIGURE 1 The four main types of economic resources are land, labour, capital and enterprise.



Economic scarcity means that we need to make choices. We cannot produce an unlimited or infinite number of goods and services because we do not have an infinite amount of resources. We cannot buy an unlimited number of goods and services because we do not have unlimited amounts of money either. We need to make choices about how scarce resources are used. Making choices about alternatives is an important part of economics, as is explaining how economic resources might be used more sustainably.

5.2.4 Making choices

Every choice we make has an **opportunity cost**, which is the next best thing we give up. For example, if a student spends money on sushi, they can't spend it on a sandwich. The opportunity cost is the sandwich they didn't buy.

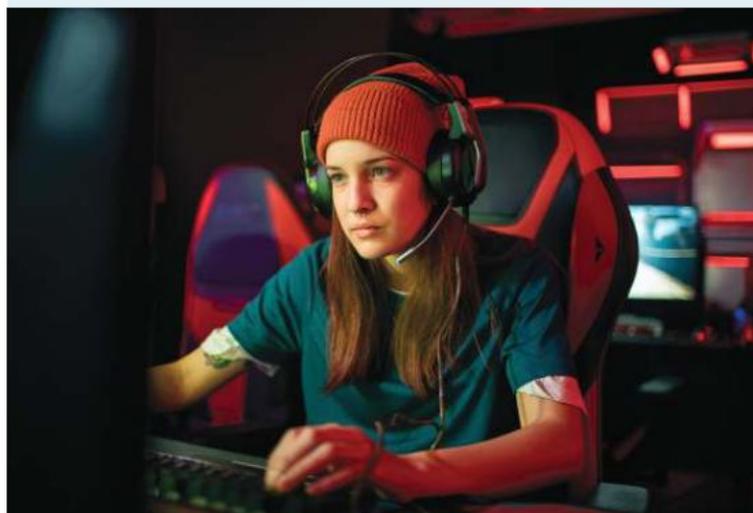
Consumers, businesses and governments all face opportunity costs. Consumers decide how to spend their money and time. Businesses choose what products to make and who to sell them to. Governments decide how to manage the economy. Understanding opportunity cost helps us make better decisions.

SkillBuilder discussion

Communicating and reflecting

1. Mind-map with a partner some of the opportunity costs that you, or someone you know, may have faced within the week.
2. Discuss how these decisions can be complicated

FIGURE 2 The cost of purchasing a video game includes the opportunity cost of the alternative decision given up. For example, the money could have been spent on a new T-shirt.



5.2.5 Allocation and markets

All individuals, business and economies must decide how they will use their scarce resources to satisfy their unlimited needs and wants. Making decisions about how we will use resources is known as resource allocation. Our society has developed an **economic system** to make choices that will solve the basic economic problem. Remember, that basic economic problem is scarcity.

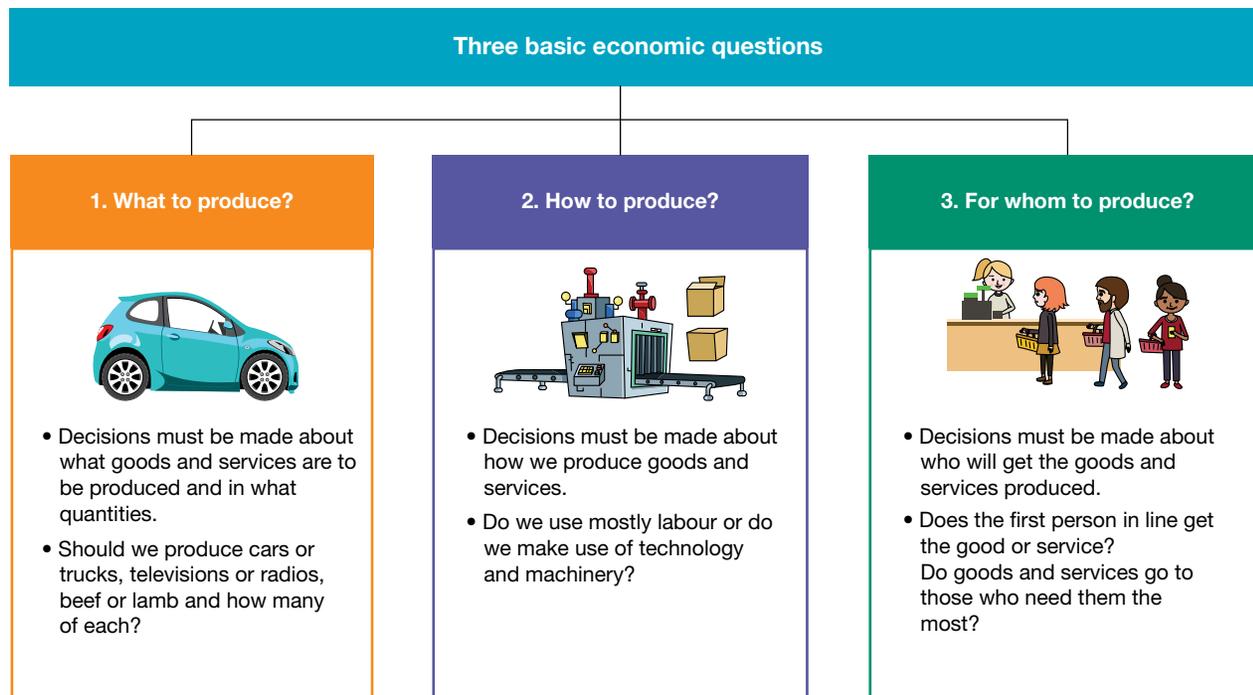
An economic system is simply the way we organise the production and distribution of our goods and services. All economic systems must answer three basic economic questions: what to produce? how to produce? for whom to produce? These questions are summarised in **FIGURE 3**.

SkillBuilder discussion

Analysing

1. Think of and list some of the weird and wonderful things that you can buy.
2. How do you think businesses decide on what to produce?

FIGURE 3 All economic systems must answer three basic economic questions.



Australia's economic system is a **market capitalist economy**, where buyers and sellers negotiate prices in a market. Markets can be physical like Fremantle Markets, or virtual like eBay and Amazon. There are various types of markets such as labour, property, grocery, and stock markets. Governments sometime intervene to address inefficiencies and make lower-income earners can access necessary goods and services.

5.2.6 Specialisation

Specialisation occurs when workers, businesses, or nations focus on a specific task or product. This efficient use of resources can be seen in assembly lines where each worker or machine performs one distinct task.

For example, in car manufacturing, each worker completes a specific task, allowing the business to produce many cars quickly. If one person were responsible for the entire car, production would be much slower.

Countries also specialise by focusing on products they produce efficiently. They trade these products with other countries that specialise in different items. For instance, Australia exports iron ore, coal and wheat, while importing processed fuels, cars and electronics. Businesses and consumers trade goods and services, like buying products in a store.

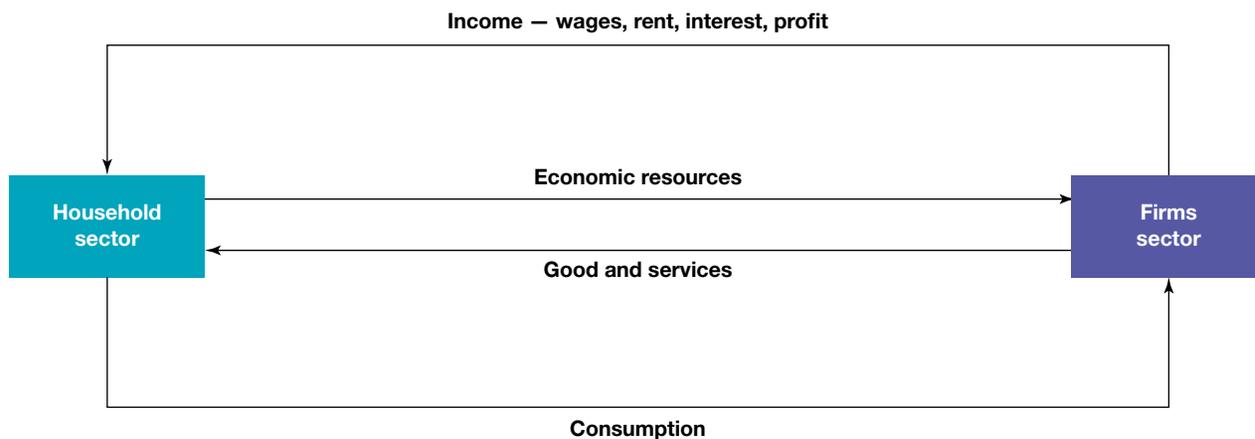
5.2.7 Interdependence

Interdependence means that people and things rely on each other, affecting each other's actions. In an economy, consumers, workers, businesses and governments all depend on each other. For example, a shop needs customers to make money, and customers need jobs to earn money to spend at the shop. This mutual dependence ensures that all parts of the economy are connected.

FIGURE 4 Specialisation can be seen on an assembly line. Production is organised to maximise efficiency. Employees will work on different sections completing specific tasks.



FIGURE 5 A simple two-sector circular flow model of income, demonstrating the interdependence between consumers and businesses.



5.2.8 Economic performance and living standards

The main aim of an economy is to satisfy the needs and wants of its people by producing goods and services efficiently. In Australia, the government manages the economy and aims for low inflation, economic growth, and full employment.

Economic performance is measured using indicators such as:

- *Gross Domestic Product (GDP)*: Measures economic growth.
- *Unemployment rate*: Indicates the number of people without jobs.
- *Inflation rate*: Indicates changes in the prices of goods and services.

These measurements help the government make decisions to improve economic growth and living standards

5.2.9 HASS skills

In addition to the concepts in Economics and Business, you will also develop four key HASS skills.

TABLE 1 The four Economics and Business skills that you will develop in Year 7.

Skill	Description
Questioning and researching	Involves locating relevant and detailed information and/or data from a range of appropriate sources. In Year 7 Economics and Business, this includes conducting research about consumer decisions.
Analysing	Interpreting information to identify the main features or ideas, and then examining the information closely to determine how the parts relate to the whole. In Year 7 Economics and Business, this includes analysing how much is spent on needs vs. wants.
Evaluating	Examining interpretations of information to draw evidence-based conclusions. It requires taking into account ambiguities and multiple perspectives in a source and proposing potential responses to contemporary challenges or issues. In Year 7 Economics and Business, this includes evaluating the behaviours and skills of an entrepreneur.
Communicating and reflecting	Presenting information in a range of formats to suit the intended audience and purpose. This includes essays, oral presentations, debates, tables and cartoons. Reflecting on your skills is also an important part of the process. In Year 7 Economics and Business, this includes creating a profile of an entrepreneur.

5.2 SkillBuilder activity **EVALUATING**

Investigating opportunity cost in sport

1. Read each scenario and identify the opportunity costs — the next best alternatives that the tennis player is potentially giving up.
 - a. Entering major Grand Slam, where winning could earn significant ranking points and prize money. This is scheduled for the same month as a smaller local tournament.
 - b. Participation in an exhibition match with a famous player, which would surely gain publicity.
2. A tennis player has the opportunity to sign a lucrative sponsorship deal with a sports brand. However, the contract requires them to wear the brand's gear exclusively for the next two years, limiting their freedom to choose other endorsements. The deal offers significant financial gain but restricts the player's flexibility.
 - a. What are the benefits of signing the sponsorship deal?
 - b. What is the opportunity cost of signing the deal (i.e., what is the player giving up)?
 - c. What are the benefits of not signing the sponsorship deal?
 - d. What is the opportunity cost of not signing the deal?

3. Discuss the impact of opportunity costs on decision-making in tennis, or any other sport of your choice.

FIGURE 5 The Australian Open tennis tournament can give us lots to discuss and even sporting scenarios can be linked back to economics.



5.2 Exercise

learn**on**

Learning pathways

■ **LEVEL 1**

1, 3, 8

■ **LEVEL 2**

2, 4, 5, 9

■ **LEVEL 3**

6, 7, 10

REMEMBER AND UNDERSTAND

1. What is the basic economic problem?
 - A. Inflation
 - B. Scarcity
 - C. Unemployment
 - D. Trade
2. Which of the following is NOT one of the four main types of economic resources?
 - A. Land
 - B. Labour
 - C. Technology
 - D. Capital
3. What does opportunity cost refer to?
 - A. The money spent on a purchase
 - B. The next best alternative given up
 - C. The profit earned from an investment
 - D. The amount of time spent on a task
4. Which of the following is characteristic of a market capitalist economy?
 - A. Government controls all resources
 - B. Market negotiates prices for goods and services
 - C. Resources are shared equally among citizens
 - D. There is no private property

5. What is specialisation in modern economies?
 - A. Focusing on the production of a limited range of goods or services
 - B. Equal distribution of resources
 - C. Government intervention in the market
 - D. Increasing the variety of products

ANALYSE AND APPLY

6. **Define** scarcity and **explain** its significance in economics.
7. What are the four main types of economic resources?
8. **Describe** the concept of opportunity cost with an example.

EVALUATE AND COMMUNICATE

9. **Explain** the role of specialisation in modern economies.
10. How do key economic indicators help measure economic performance?

LESSON 5.3 SkillBuilder: Conducting research

LEARNING INTENTION

By the end of this SkillBuilder you should be able to locate, select and organise relevant data and information from a range of sources. Conducting research is an integral part of the questioning and researching HASS skill.

5.3.1 Tell me

While studying Economics and Business, you will develop the skill of asking questions. Asking questions will help you to complete research (through discovering or verifying knowledge about something). Questioning relates to posing statements that require answers. You usually ask questions about what is known and what is not known in order to improve your knowledge. Research is important because it allows us to find out what is unknown and contributes to filling in gaps in our knowledge.

The following steps provide a useful guide to the process of writing questions and carrying out research:

- identify and understand the general task you are attempting to complete
- develop a series of specific questions that will help guide your research in the appropriate direction, and help you determine the information you need
- locate appropriate sources of that information
- record relevant information from a range of sources
- present the information in an appropriate form.

5.3.2 Show me

Imagine that you have been asked to collect and organise data from various sources to research price rises for a selected group of products. By following the steps below, you'll develop the skills necessary to understand economic trends and make informed conclusions.

Step 1

Identify the purpose of your research

Outline what you want to achieve. For example, you might want to understand how the prices of dairy products have changed over the last five years.

Step 2

Create specific research questions

Create questions that will guide your investigation, such as:

- How have the prices of milk, cheese and butter changed over the past five years?
- Are there any noticeable patterns or trends in price changes?
- What factors could have contributed to these price changes?

Step 3

Locate reliable information sources

Gather data from trusted sources such as:

- government reports on consumer prices
- market research publications
- online databases and reputable websites
- historical price records from retailers.

Step 4

Collect and organise data

As you collect data, take detailed notes and organise the information in a way that makes it easy to understand.

TABLE 1 Price changes for 1 litre of full cream milk in a well-known Australian supermarket 2018–2025

Year	Milk
2018	\$1.20
2019	\$1.30
2020	\$1.40
2021	\$1.60
2022	\$1.80
2023	\$1.90
2024	\$2.00
2025	\$2.20

Step 5

Analyse and present your findings

Present the collected data in tables, charts or graphs to show key patterns or differences. Draw relevant conclusions based on your analysis and prepare a report summarising your findings.

You can then use the answers to present your information in the required form. For example, this may be an oral report to the rest of the class, an essay to be marked by your teacher, a PowerPoint presentation or any other format that is appropriate.

5.3.3 Let me do it

Complete the following activity to practise the skill of investigating.

5.3 SkillBuilder activity

QUESTIONING AND RESEARCHING

Choose three everyday items such as a loaf of bread, a packet of rice or flour, or a kilogram of fruit of your choice. Visit three different stores either in person or online (for example, a supermarket, a convenience store and a local market) and record the price of the chosen items at each location.

Discuss any price differences you observed and hypothesise reasons for these variations (for example, store location, brand, packaging). Present your information to your teacher and class.

LEARNING INTENTION

By the end of this SkillBuilder you should be able to interpret and **explain** a graph. Interpreting and explaining graphs is part of the analysing HASS skill.

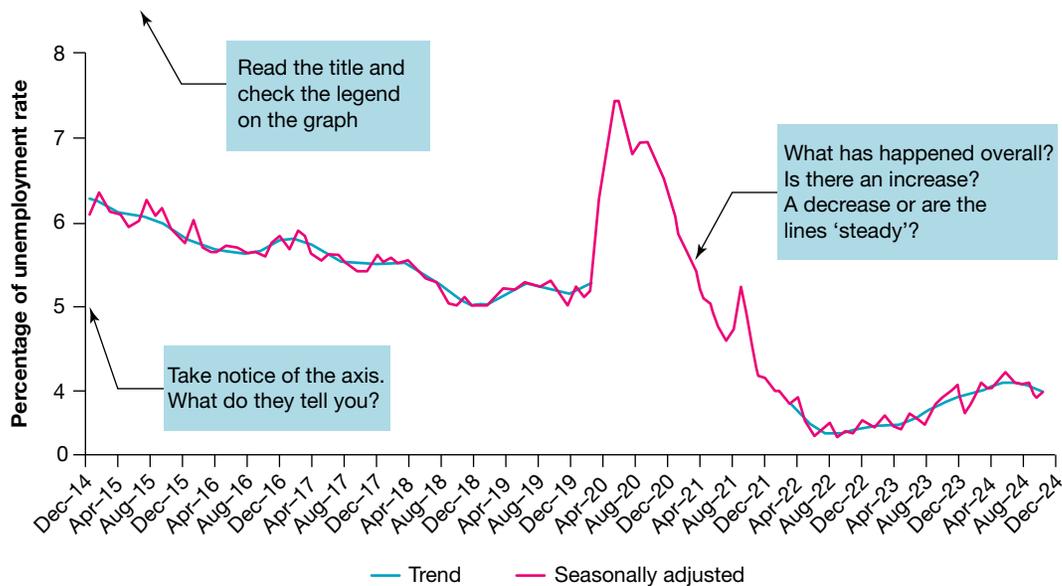
5.4.1 Tell me

Interpreting and analysing graphs is another skill that you will develop while studying Economics and Business. This skill involves studying information to identify the main features or ideas. You may also be able to determine how the parts relate to the whole. One way in which you might analyse in Economics and Business is by interpreting information in a graph.

5.4.2 Show me

Line graphs are very useful for showing trends (patterns of change over time) and comparing data. When analysing a line graph, first examine the heading — what does it tell you about the data contained in the graph? Next, examine the key, which identifies what each of the lines on the graph represents. Then look closely at the vertical and horizontal axes, which show you the variables as numbers, percentages, years and so on.

FIGURE 1 Unemployment for a 10-year period in Australia



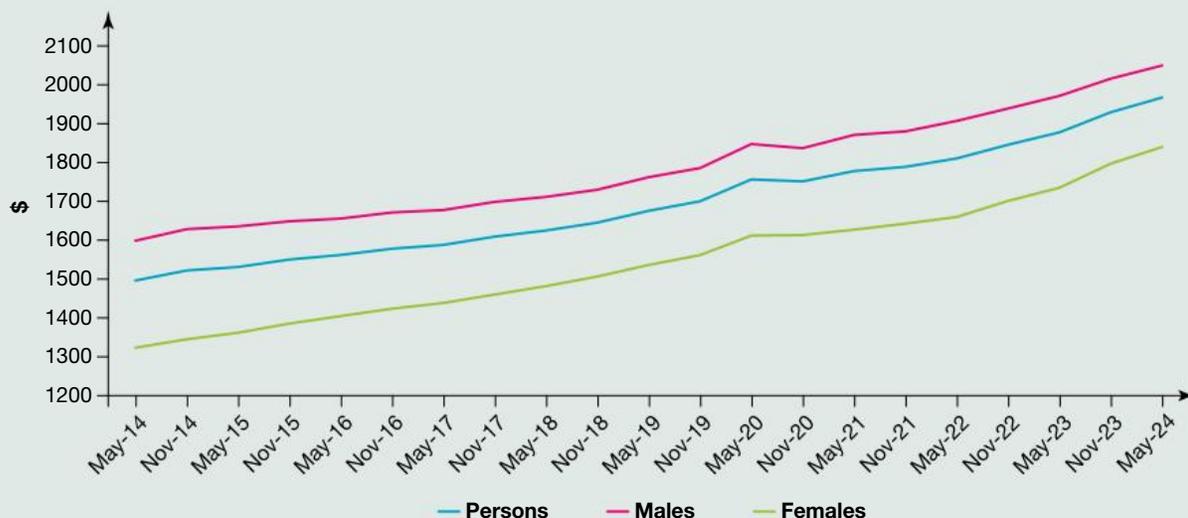
When reading the lines on a graph you should be able to see an overall picture of what is happening; that is, whether a particular variable has increased, decreased or remained steady over time. Examine these lines closely — what changes do you see? If change has occurred over time, has it been steady and gradual, or perhaps sudden and erratic? When examining a line graph, note down any patterns that you identify. You will then be ready to complete your interpretation, which involves writing a paragraph to summarise the information you have found in your analysis.

5.4.3 Let me do it

Complete the following activity to practise the skill.

5.4 SkillBuilder activity ANALYSING

Analyse and **interpret** the following graph. Use what you have learned about the line graph (vertical axis and horizontal axis and variables) to analyse what the graph tells you. Write a paragraph describing the trends shown.



LESSON 5.5 SkillBuilder: Evaluating a business plan

LEARNING INTENTION

By the end of this SkillBuilder you should be able to accurately and appropriately **evaluate** a business plan. Evaluating a business plan is part of the evaluating HASS skill.

5.5.1 Tell me

Evaluating is to making overall judgements based on evidence. This is a skill that you might develop in economics and business by looking at the benefits or advantages of something and then also considering the costs or disadvantages of something. In this lesson we will evaluate a business plan.

5.5.2 Show me

TABLE 1 Business plan for a Sunny Café

Section	Details
Business name	Sunny Café
Location	Main Street, Ballarat
Owner	Alex Johnson

(continued)

TABLE 1 Business plan for a Sunny Café (continued)

Section	Details
Mission statement	Provide a warm and inviting place for the community to enjoy delicious coffee, fresh pastries, and friendly service
Products and services	Coffee: espresso, cappuccino, latte, iced coffee Pastries: croissants, muffins, cookies Snacks: sandwiches, salads
Market analysis	Serve local community including students, workers and families Location on Main Street ensures steady stream of customers
Marketing strategy	Social media: Instagram, Facebook Flyers and posters Special offers: 'Buy One Get One Free on coffee'
Financial plan	Startup costs: \$10 000 Monthly expenses: \$2000 Monthly revenue goal: \$5000 Profit: \$3000 per month
Conclusion	Sunny Café aims to be the go-to spot in Ballarat for a great cup of coffee and a relaxing atmosphere

Alex's business plan is a good one. However, it is not perfect. And it still needs to be evaluated. An evaluation will include looking at the advantages and disadvantages of the plan. The process has been started for you.

Advantages	Disadvantages
Well-defined financial plan with clear startup costs and profit goals	The start up costs could be broken down further. What do the start up costs actually include?

5.5.3 Let me do it

Complete the following activities to practise this skill.

5.5 SkillBuilder activity EVALUATING

- List the benefits or strengths you can see for the business plan. For example, Alex is planning to operate as a **sole trader** — this type of business is very suitable if Alex wants to maintain full control of the business and wants to keep all the profit.
- Next, **identify** the limitations that you can see in the business plan. For example, operating as a sole trader means that the business is very reliant on Alex being able to operate the business every day.
- Finally, what do you think? Should Alex go ahead with the business? Write down an evidence-based conclusion.

LESSON 5.6 SkillBuilder: Writing a business case study

LEARNING INTENTION

By the end of this SkillBuilder you should be able to prepare, research, structure and write a business case study. Writing a business case study is part of the communicating and reflecting HASS skill.

5.6.1 Tell me

When we communicate something, we are often using information and presenting it in a different format. We also aim to make it interesting for whomever we are going to show it to. You will also need to use terminology that is used by economists and people in the world of business.

5.6.2 Show me

The case study below has information from a variety of sources including the boost juice website. The information has been organised into sections and contains dot points to highlight key achievements.

CASE STUDY

Boost Juice

Who is Boost Juice?

Boost Juice Bars is a global chain of retail stores selling fruit juice and smoothies. Boost Juice also sells snacks, including banana bread, wraps and yoghurt. Janine Allis and her husband, Jeff, started the business in 2000 in South Australia.

Why is Boost Juice successful?

Janine was inspired by a trip to the United States, where juices and smoothies were common. Back in Australia, Janine found, 'In shopping centres, there was nowhere to get something healthy.' Using her trip to the United States as research, Janine explains, 'I studied the concept of smoothies and juice and took what I liked to develop a new concept in Australia called Boost.' The business started small with just one shop in Adelaide.

Janine was very hands-on in setting up the business — developing the structures, business plan and ethics that were needed to grow the business. This meant getting involved in every aspect: 'I flew to Adelaide to open the first store; I ran it, scrubbed the floors and really learned the business.'

This modest start gave Janine the chance to test the market. To reach their goal of expanding their brand, Janine focused on **franchises**, developing strong branding as a way to lure the best franchisees and to win customers. 'I never had the intention of opening just one store, but you have to open the first one to work out the cost of goods, your wages, expenses and income, and work out if you have a viable business.'

Running her own business was a risk, but it gave Janine a way to try to balance her work and home life and the opportunity to work from home when her children were young. 'When the time came to expand with a building program on 15 to 18 sites, we sold the house and put the money into the business.'

FIGURE 1 An image of a typical Boost bar — bright, colourful and fun



Other Information about Boost Juice

- 2000: Opened first Boost Juice (Adelaide)
- 2002: \$1 million annual turnover
- 2008: 213 stores and on track for \$100 million annual turnover
- 2014: 300 stores in 10 countries and annual turnover of more than \$135 million
- 2022: Over 580 stores in 15 countries
- Highest grossing company stores: Sydney and Melbourne airports
- Highest grossing company franchisees: Chadstone and Pacific Fair Shopping Centres
- Ethical and social responsibility: Boost uses paper cups that are renewable, sustainable and biodegradable, and which are printed using non-toxic, food-safe inks and are not harmful to the environment. Boost Juice has a tree planting and school fundraising program.
- 2025: Over 650 stores worldwide

A good business case study:

- includes a profile of the business (the trading name and the products it sells)
- explains some of the history of the business
- gives reasons the business has been successful
- covers any other issues or questions as required
- includes extra information about the business
- is of reasonable length (approximately 300 words)
- is easy to read
- is well presented.

5.6.3 Let me do it

Complete the following activity to practise this skill.

5.6 SkillBuilder activity

COMMUNICATING AND REFLECTING

Write your own business case study to communicate to your class about a business of your choice. Use the following questions to guide you:

- What is the name of the business and what products does it sell?
- When and why did the owner start the business?
- Does the owner consider themselves to be an entrepreneur?
- What are the reasons for the success of the business?
- Do any other issues or information need to be covered? These might include:
 - where the business is located and why it is located there
 - where the business is located and why it is located there
 - how it develops or developed a high-quality product
 - how it maintains quality service
 - the promotion or advertising it uses
 - the number of staff it employs
 - who gave the business support and advice when the business was getting started
 - whether the business has a business plan (or ever had one)
 - who manages the finances of the business and how they are managed
 - in what ways the business is ethically and/or socially responsible.

5.7.1 Key knowledge summary

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

5.2 Economics and Business concepts and skills

- Scarcity is the ‘basic economic problem’, and this involves society having limited resources available to satisfy unlimited needs and wants.
- The four main types of economic resources are land, labour, capital and enterprise.
- Every choice made involves an opportunity cost, which is the next best alternative given up whenever a choice is made.
- All economies must make decisions about how resources will be allocated among producers and what types of goods and services will be produced. This means economies must answer the three economic questions: what to produce? How to produce? And for whom to produce?
- Australia is a market capitalist economy, which means that most answers to the three economic questions are made by the market (where buyers and sellers negotiate prices for goods and services).
- Governments may need to intervene in the economy to reduce inefficiencies.
- Modern economies have developed a method of production called specialisation, where a worker, business or nation focuses on the production of a limited range of goods or services to increase production and provide a surplus that can be used to trade.
- Participants in an economy are mutually dependent (or interdependent); that is, consumers, workers, businesses and governments are reliant on each other.
- Our economy and government have a number of economic objectives, including satisfying the needs and wants of citizens by efficiently producing as many goods and services as possible, and achieving low inflation, economic growth and full employment.
- Economic performance can be measured through key economic indicators, including gross domestic product, the unemployment rate and the inflation rate.
- Standard of living refers to the quality of life of individuals or countries, and this is influenced by the level of economic activity.
- The skills you will develop across all your HASS subjects fall into four main groups:
 - Questioning and researching involves posing statements that require answers, particularly in regard to what is known and what is not known in order to improve your knowledge. Research is important because it allows us to find out what is unknown and contributes to filling in gaps in our knowledge.
 - Analysing involves interpreting information to identify the main features or ideas, and then examining the information closely to determine how the parts relate to the whole.
 - Evaluating involves proposing explanations for events or issues and making overall judgements based on the evidence.
 - Communicating and reflecting involves presenting findings or representing information using an appropriate format to suit a particular audience. The appropriate use of economics terminology and business terminology is very important in this.

5.7.2 Key terms

business any activity conducted by an individual or individuals to produce and sell goods and services to make a profit

economic system a way of organising the production and distribution of the nation's goods, services and incomes

economics a social science (study of human behaviour) that analyses the decisions made by individuals, businesses and governments about how limited resources are used to satisfy society's unlimited needs and wants

economic performance the measure of how well an economy is performing based on whether it is achieving its economic objectives

entrepreneur a person who takes on a risk by starting a business with an idea, hoping to make a profit through initiative and enterprise

franchise a business that gives the right to another person or business to sell goods or services using its name

interdependence the mutual dependence between participants in an economy; that is, the reliance of consumers, workers, businesses and governments on each other

market where goods, services or resources are exchanged between buyers and sellers

market capitalist economy an economic system that relies on the market to allocate resources based on the actions of consumers and producers, and where resources are generally owned by private individuals and businesses

needs goods or services that consumers consider necessary to maintain their standard of living

opportunity cost the next best alternative given up whenever a choice is made

resource allocation decisions about how scarce resources are distributed among producers, and which types of goods and services will be produced to satisfy wants and needs

resources items of value that we use to produce goods and services to satisfy needs and wants, which include land, labour, capital and enterprise

scarcity the economic problem of having unlimited needs and wants, but limited resources to satisfy them

sole trader a person who owns and runs their own business, making all the decisions and keeping all the profits

specialisation a method of production where a worker, business or nation focuses on the production of a limited range of goods or services in order to increase production and make the most efficient use of resources

wants goods or services that are desired in order to provide satisfaction to the user, but which are not necessary for survival or to meet the basic standard of living in a community

learn on

 **eWorkbooks** Customisable worksheets for this topic
Reflection

 **Digital document** Key terms glossary

5.7.3 Reflection

Complete the following to reflect on your learning.

Revisit the Inquiry question posed in the Overview.

Have you ever thought about how the choices you make every day can affect businesses and the whole economy?

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

5.7 Review exercise

Learning pathways

■ LEVEL 1

2, 4, 7, 10, 12

■ LEVEL 2

1, 6, 8, 11, 14

■ LEVEL 3

3, 5, 9, 13, 15

REMEMBER AND UNDERSTAND

1. What is one key issue in Australian economics?
 - A. Financial literacy
 - B. Business planning
 - C. Balance between economic growth and environmental sustainability
 - D. Reasoning and problem-solving skills
2. What best suits the role that technology plays in the workforce?
 - A. It drives innovation and creates jobs.
 - B. It does not change the types of jobs available and the skills needed.
 - C. It influences market trends.
 - D. It helps develop reasoning skills.
3. What is the primary learning intention of SkillBuilder: Conducting research?
 - A. To interpret and explain a graph
 - B. To locate, select and organise relevant data and information
 - C. To accurately evaluate a business plan
 - D. To communicate findings using an appropriate format
4. Why is financial literacy crucial?
 - A. It enables informed decisions and helps build a resilient economy.
 - B. It helps maintain quality service.
 - C. It drives innovation and creates jobs.
 - D. It influences market trends.
5. What is the first good practice when researching?
 - A. Evaluating the benefits and costs of something.
 - B. Creating specific research questions.
 - C. Communicating findings in a suitable format.
 - D. Making overall judgements based on evidence.
6. What kind of trends can line graphs show?
 - A. Market analysis
 - B. Historical price records
 - C. Patterns of change over time
 - D. Business plans
7. Why is understanding the purpose of your research important?
 - A. It helps maintain quality service.
 - B. It drives innovation.
 - C. It keeps focused and on track.
 - D. It influences market trends.
8. How can interpreting a business plan best benefit a new business owner?
 - A. It ensures steady stream of customers.
 - B. It helps make informed decisions.
 - C. It identifies the main features or ideas.
 - D. It evaluates the advantages and disadvantages.
9. What is the significance of Australia's connection to the global economy?
 - A. It drives innovation.
 - B. It influences market trends.
 - C. It prepares for the future job market.
 - D. It helps access new markets for goods and services.

10. What is one approach suggested for presenting data in research?
- A. Creating specific research questions
 - B. Using tables, charts, or graphs
 - C. Evaluating evidence
 - D. Making overall judgements

ANALYSE AND APPLY

11. **Explain** how the balance between economic growth and environmental sustainability affects Australia.
12. **Describe** the process of investigating price changes for a selected group of products.
13. **Explain** how automation and artificial intelligence impacts the workforce in Australia.
14. What are the advantages of communicating findings using case studies in economics and business?

EVALUATE AND COMMUNICATE

15. **Evaluate** the interdependence between households and businesses using the two-sector circular flow model to explain.

Answers and sample responses for this topic are available online.

6 Consumers and businesses

LESSON SEQUENCE

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6.3 Responding to consumer demand	153
6.4 Determining prices	158
6.5 Inquiry: Consumer behaviour	162
6.6 Review	164



LESSON 6.1 Overview

INQUIRY QUESTION

How do businesses use limited resources to meet the endless needs and wants of people, while selling what customers want to buy and setting the right prices to stay competitive in the market?

Think about your day so far. What choices have you made? Did you buy anything? Maybe you paid for lunch or a bus ticket. Or perhaps you are thinking about getting something like a new watch or phone. Which store are you considering and why? Is it a new or a well-known business? A small shop or a big company?

Your decisions to buy things are influenced by many factors. In this topic, you will explore what affects your choices, especially for bigger purchases that need more thought.

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Pre-test

Online pre-test

eWorkbook

Customisable worksheets for this topic

Digital document

Key terms glossary

SALE

fresh markdowns

right now WOW!



SkillBuilder

Use our SkillBuilder activities to get instant feedback on the HASS skills of:

- QUESTIONING AND RESEARCHING
- ANALYSING
- EVALUATING
- COMMUNICATING AND REFLECTING

LESSON 6.2 Needs and wants

LEARNING INTENTION

By the end of this lesson you should be able to:

- **describe** the difference between needs and wants
- **outline** the meaning of opportunity costs
- **explain** how households and businesses work together
- **outline** how goods and services meet those needs.

Tune in

You probably know the story of Aladdin, a boy who finds a magic lamp with a genie that grants three wishes.

We can relate to Aladdin when thinking about our needs and wants, as we all have wishes but limited resources.

1. Write a list of the three wishes (wants) you desire most and compare your list with the rest of the class.
2. Discuss with your class which of your three wishes satisfied 'needs'. Which of your three wishes satisfied 'wants'?
3. Explain the difference between needs and wants.

FIGURE 1 Like Aladdin, we all have things we wish for, but limited means for these wishes to be granted.



6.2.1 Needs and wants

Imagine you are alone on an island. To survive, you need essentials like food, clothing and shelter. These are called basic **needs**. Besides these, you might want things to make life better, like a bed, a torch, a fishing rod, a comb or a table and chair, and a mobile phone. These are called **wants**. While they would be nice to have, you could survive without them.

Even on a desert island, there are things you need for survival. Can you identify some basic needs?

TABLE 1 Needs versus wants

	Definition	Examples	Properties
Needs	Goods or services that are essential for life	Water, food, shelter, air, clothing, medication	<i>Finite list:</i> <ul style="list-style-type: none">• They must be satisfied if life is to continue.• They remain throughout life.• They temporarily wane when satisfied.
Wants	Non-essential goods and services	Torch, bed, fishing rod, armchair, toothbrush, mobile phone, laptop	<i>Unlimited list:</i> <ul style="list-style-type: none">• Life can continue without them.• Wants change throughout life.• New wants arise once others are satisfied.

6.2.2 Goods and services

To meet our needs and wants, we buy goods and services. **Goods** are things we can see and touch, like food, mobile phones, cars and clothes. **Services** are actions done for us, like those from doctors, dentists, banks, mechanics and teachers.

If you were alone on a desert island, you would have to make or find everything you need and want. You'd be a one-person economy, producing and consuming all the goods and services. In today's world, we usually rely on **businesses** to provide these goods and services.

FIGURE 2 As consumers, we can buy goods or services.



SkillBuilder discussion

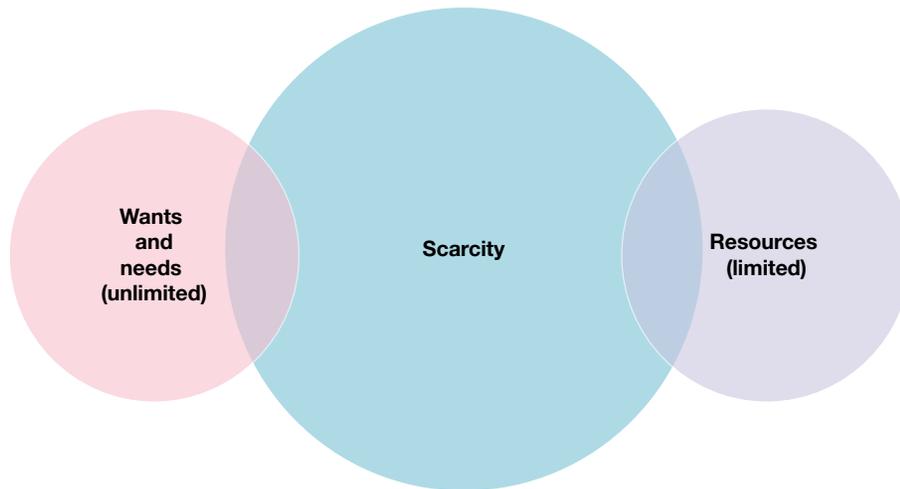
Questioning and researching

1. Make a list of the goods and services that you have bought or have been bought for you in the last week.
2. Are there any examples that are hard to categorise as a good or a service?

Relative scarcity

Producers need resources like machines, raw materials and people to meet consumer needs and wants. These resources can be limited, creating relative scarcity. This means there aren't enough resources to satisfy everyone's unlimited needs and wants.

FIGURE 3 Scarcity happens when limited resources can't meet our unlimited needs and wants.



SkillBuilder discussion

Analysing

1. What happens when the resources we need are limited?
2. Why does scarcity occur in our economy?
3. How does scarcity affect our choices?

6.2.3 Opportunity cost

Since resources are limited but needs and wants are unlimited, consumers must make important choices, like in Australia. Making this choice is known as **opportunity cost**.

For example, on the weekend, you might choose to play basketball with your team or go to the movies with friends. If you pick basketball, you miss out on the movies.

Every choice has a cost, and consumers try to keep these costs low.

In another example, imagine you have a limited amount of money, for example \$10, and you have to decide how to spend it. You really want to buy a game that costs \$10, but you also want to buy a book that costs \$10. Since you only have \$10, you can only choose one of them. If you decide to buy the game, you won't have enough money to buy the book. The opportunity cost here is the book you didn't buy because you chose the game.

Opportunity cost exists because we have limited resources (like money, time or materials) but unlimited wants and needs. We can't have everything we want, so we have to make choices. Every time we make a choice, we give up something else. The thing we give up is the opportunity cost.

So, in simple terms, opportunity cost is what you miss out on when you decide to do or buy something else. It's a way to understand that every decision has a cost, even if it's not always about money.

6.2.4 Producers and consumers

The economy is like a cycle. **Producers** make and sell goods and services, while **consumers** buy them.

Producers pay their **employees** and hope to make money from sales. This money is then used to buy from other producers. Producers need consumers to buy from them, and consumers need producers to provide what they want.

6.2.5 The relationship between businesses and consumers

SkillBuilder discussion

Communicating and reflecting

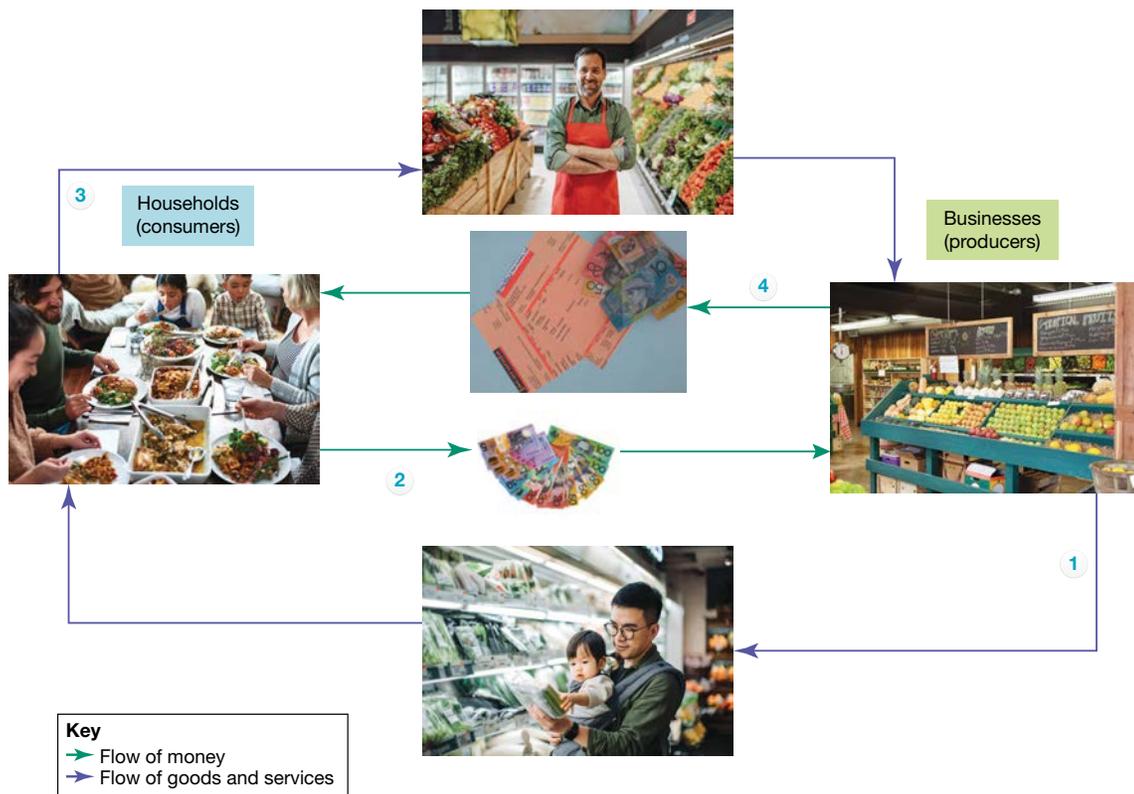
1. Look at **FIGURE 4**. Do you think money makes the world go round?
2. Is there too much or too little focus on money in our society?

In Australia, we meet our needs and wants by earning money. This can come from working, government help or investments. We use this money to buy goods and services. When we work, we provide **labour** to make goods or services for others. When we spend money, we are consumers buying things we need or want. Every day, we make choices like where to buy milk or how to get to school. These choices affect what businesses make and influence the economy.

FIGURE 4 shows the two-sector circular flow model. This illustrates how people trade work for money and use that money to buy goods and services.



FIGURE 4 The two-sector circular flow model shows the interrelationship between consumers and businesses.



- 1 Businesses are producers that make or supply goods and services that are distributed to households.
- 2 Consumers use cards and cash mostly to purchase goods and services.
- 3 Consumers are often also employed. This means that they have a job and provide businesses with their labour to produce goods and services.
- 4 Employees receive money in the form of wages for their labour.

6.2 SkillBuilder activity ANALYSING

Discuss with your parents or carers what they buy in a week. Collect data on needs and wants, then share with your class.

1. **List** five goods and five services that you or someone you know may have purchased in the last week.
2. **Identify** the items listed as a need or a want, and organise them into categories — for example, food or entertainment.
3. **Investigate** with your family approximately what proportion of their weekly budget they spend on each category. (Some banking apps can also provide this information.)
4. **Construct** a pie chart showing this breakdown.
5. Share and **discuss** your findings as a class.

6.2 Exercise

learnon

Learning pathways

■ LEVEL 1

1, 2, 3, 6

■ LEVEL 2

4, 7, 8

■ LEVEL 3

5, 9, 10

REMEMBER AND UNDERSTAND

1. What is the difference between needs and wants? **Identify** all possible answers from the options provided.
 - A. Needs are non-essential goods and services, whereas wants are goods or services that are essential for life.
 - B. Needs are goods or services that are essential for life, whereas wants are non-essential goods and services.
 - C. Needs include food, water and shelter, and wants include designer clothes, a mobile phone and a computer.
 - D. Needs include designer clothes, a mobile phone and a computer, while wants include food, water and shelter.
2. **Identify** two types of business that provide services.
 - A. Doctors
 - B. Car manufacturers
 - C. Clothing retailers
 - E. Mechanics
3. **Identify** three types of business that provide goods.
4. _____ is the performance of mental or physical tasks in exchange for _____. It contributes to the production of goods and services.
5. **Explain** what is meant by opportunity cost.

ANALYSE AND APPLY

6. **Explain** the role of a producer in the economy.
7. **Explain** the role of a consumer in the economy.
8. **Explain** how an individual can be both a producer and a consumer in an economy.
9. **Describe** one way that producers and consumers are dependent on each other.

EVALUATE AND COMMUNICATE

10. **Assess** whether the relationship between producers and consumers could succeed without money. **Propose** what you think might happen if money didn't exist.

Answers and sample responses for this topic are available online.

LEARNING INTENTION

By the end of this lesson you should be able to:

- **describe** the role of producers
- **outline** the relationship between consumers and producers
- **explain** how consumer demand influences producers.

Tune in

1. Think about your favourite products and why you like them. Share a few examples with the class.
2. Look at the images below. What makes these products a lifestyle option or environmentally friendly? Why do you think consumers might prefer these products over others?

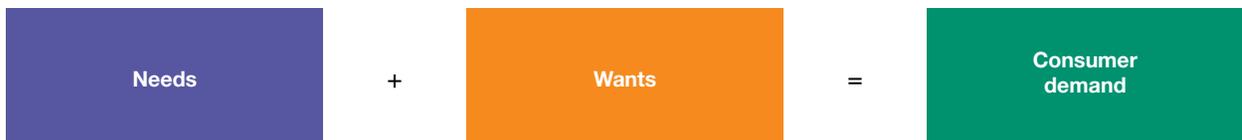
FIGURE 1 Businesses need to respond to consumer demands.



6.3.1 What consumers want

Any producer wishing to be successful in business must supply goods or services that match the needs and wants of consumers. It is no use trying to sell something that nobody wants to buy. The ability to understand and act on consumer preferences is an important skill for anyone wishing to go into business.

FIGURE 2 Consumer demand is based on needs and wants.



6.3.2 The marketplace

A market is any organised exchange of goods and services for money. This can happen in a physical marketplace such as a shopping centre, but it can also occur without any actual physical location. When we purchase goods or services online or over the telephone, we are still participating in a market.

FIGURE 3 The internet is an important tool that allows consumers to find out about goods and services available to them, and purchase them.



FIGURE 4 Hairdressers compete with each other in a market for hairdressing services.



A market provides a way for consumers to learn about goods and services, either by visiting shops or websites. It also offers payment methods and delivery services. In physical shops, consumers pay with cash, cards or smartphones, and receive their goods immediately. Online markets require online payment and delivery services.

Markets can be categorised by the goods and services offered. For example, grocery markets have businesses competing to provide various products, and takeaway food markets have restaurants offering different choices. Shopping centres with multiple hairdressers create a market for hairdressing services.

6.3.3 Responding to consumer demand

How does a business owner find out what consumers want?

- *Analyse the business's sales:* There is no point in stocking products that no-one wants to buy, so business owners constantly monitor their sales to work out what is most popular and make sure they can supply it.
- *Carry out market research:* This includes **customer surveys** to identify possible future consumer preferences.
- *Examine social trends:* This requires finding out what sorts of issues people are concerned about and then responding to those concerns. Examples include the desire for a healthy lifestyle, environmentally friendly products and organic food.

Lifestyle and alternative options

We often hear that our lifestyle can harm our health and **wellbeing**. Obesity is increasing, and eating unhealthy foods and not exercising can be dangerous. As people become aware of these health issues, they seek healthier options when shopping. Producers respond by making their products seem as healthy as possible.

SkillBuilder discussion

Analysing

1. Why do you think so many new health products and services are being introduced in the market?
2. What factors might be influencing this growth?
3. How can you analyse the effectiveness of gyms and personal trainers?

FIGURE 5 Gyms and personal trainers have increased in number as consumers become more health conscious.



We see this often in food packaging. Phrases such as ‘low in cholesterol’, ‘98 per cent fat-free’ and ‘no added sugar’ are designed to appeal to health-conscious consumers. In Australia, packaging laws require all ingredients to be listed on food packets, allowing us to verify these claims and compare products. While not all health claims are necessarily accurate, competition between similar products lets consumers choose healthier options.

Concerns about health also lead to new goods and services in the market. Next time you visit a supermarket or pharmacy, notice the huge number of vitamins and dietary supplements on sale. This industry has grown rapidly, with significant spending on TV ads to promote new products. Additionally, the number of gyms and personal trainers has increased as people seek healthier lifestyles. This growth in health-related businesses illustrates how markets respond to consumer preferences.

Environmentally friendly products and packaging

Education has raised awareness about our environmental impact and the need to reduce pollution. Businesses that use environmentally friendly methods to produce goods and services may appeal more to consumers. You might have seen tuna cans labeled ‘pole and line caught’. This method avoids accidentally catching other fish species, making it more environmentally friendly. Consumers have shown a preference for such products.

SkillBuilder discussion

Evaluating

The population of bluefin tuna in the ocean has dramatically decreased because of consumer demand for it, with some estimates saying that the current population is now only 4 per cent of what it once was.

Is buying pole and line caught tuna enough, or should we be doing more to protect the ocean environment?

FIGURE 6 Consumers have shown a preference for environmentally friendly methods of catching tuna.



Environmentally friendly products include cosmetics from The Body Shop, which uses sustainable production methods and avoids animal testing. Washing detergents often claim to be biodegradable, and electrical goods have energy efficiency stickers. Some products, like soap and cosmetics, use recycled plastic packaging. All of these are examples of producers responding to consumer concerns for the environment. Another change is the decision by supermarket giants Coles and Woolworths to no longer provide single-use plastic bags. These bags were not bio-degradable and often ended up in landfill or waterways once discarded.

Organic food

The demand for organic food is growing as people look for healthy and environmentally friendly options. Organic food is grown without pesticides, making it healthier and safer for the environment. Many packaged foods now feature 'organic' labels to attract consumers. Successful businesses adapt to consumer preferences and offer products that meet these needs.

FIGURE 7 Organic fruits and vegetables are seen to be both healthier and more environmentally friendly.



6.3 SkillBuilder activity

COMMUNICATING AND REFLECTING

1. Visit your local supermarket and identify four food products that claim to be healthy options.
 - a. **Explain** what particular claim is made for each product.
 - b. How does the labelling for each product attempt to get across a healthy message?

Learning pathways

■ LEVEL 1

1, 2, 4, 7

■ LEVEL 2

3, 6, 8, 9

■ LEVEL 3

5, 10, 11

REMEMBER AND UNDERSTAND

- What is a market?
 - A place where people buy and sell goods
 - A type of fruit
 - A sports event
 - A music genre
- What are two ways a business owner can find out what consumers want to buy?
 - By guessing
 - By asking friends
 - By conducting surveys
 - By reading consumer reports
- Identify** two conditions that are needed for a market to work.
 - There must be buyers and sellers.
 - There must be a product to exchange.
 - There must be online access.
 - There must be advertising.
- Market research means estimating future sales. True or false?
- Why have virtual or online markets become popular?
 - They are more convenient.
 - They are more expensive.
 - They are more fun.
 - They offer less variety.

ANALYSE AND APPLY

- Identify** two benefits that online markets have over physical markets.
- Identify** one way in which producers have responded to consumers' desire for a healthy lifestyle.
- Explain** why the demand for organic food shows both a desire for healthy food options and an awareness of environmental issues.
- Explain** why Coles and Woolworths no longer provide single-use plastic bags.
- The types of businesses that operate in the hairdressing market include hairdressing salons; manufacturers of shampoo, conditioners and hair dyes; manufacturers of scissors and combs; suppliers of electrical goods such as hairdryers and electrical trimmers; towel suppliers; and furniture businesses. **Identify** as many businesses as you can that operate in the following markets.
 - Takeaway food market
 - Bicycle sales and repairs market
 - Gymnasium and fitness market

EVALUATE AND COMMUNICATE

- Markets for different products can affect each other. **Explain** how conditions in the market for apples may affect the conditions in the market for apple juice.

Answers and sample responses for this topic are available online.

LESSON 6.4 Determining prices

LEARNING INTENTION

By the end of this lesson you should be able to **explain** the ways businesses set the price for their goods and services.

Tune in

Imagine you want to earn some extra money to buy a new video game. You plan to bake and sell cookies outside your house.

1. How do you decide the price to sell them for?
2. What factors do you need to think about?

FIGURE 1 If you want to make a profit on your chocolate chip biscuits, what do you need to factor in when setting the price?



6.4.1 Deciding on price

One of the most important decisions that any business owner has to make is how much to charge for their goods and services. This will have a major impact on the success of the business, as prices set too high may drive away potential customers, while prices set too low may make it difficult to achieve a **profit**.

Businesses can work out their prices in several ways, such as:

- using the recommended retail price
- following price leaders
- using percentage mark-ups
- pricing according to what the market will bear
- offering quotes to customers.

6.4.2 Recommended retail price

Sometimes the manufacturer of a product may provide a recommended price that can be used by **retail** businesses selling that product to consumers. Manufacturers of electrical goods often do this. This price is known as the recommended retail price (RRP). Such a price can only be a recommendation, as it is illegal in Australia for any manufacturer to dictate the selling price. Nevertheless, the RRP can be a useful guide to the retail business owner, particularly when starting a new business.

FIGURE 2 Electrical goods often have a recommended retail price.



6.4.3 Price leaders

Some businesses are more influential in a particular market than others. These businesses are often price leaders — they set the prices rather than follow the prices of others. In the food and grocery market, the two big supermarket chains (Coles and Woolworths) tend to be price leaders. To survive, smaller supermarkets must compete with at least some of the prices of those larger stores, so their owners will carefully monitor the price leaders. All businesses need to adjust their prices from time to time to ensure they can compete. They will often look to price leaders as a guide to what is a reasonable price. For example, when Coles and Woolworths lowered milk prices to \$1 a litre in 2011, other suppliers had to follow suit. This practice still happens today.

SkillBuilder discussion

Analysing

1. Why do you think these larger stores have so much influence on prices?
2. How do you think this affects smaller businesses and their customers?
3. Can a low price be both good for consumers and a business?

FIGURE 3 Large supermarkets are often price leaders in the grocery market.



6.4.4 Cost plus pricing

Using a **cost plus pricing** is a common way of setting prices. This is when a business decides how much to charge for a product by adding a certain amount of money to the cost of making the product. For example, if it costs \$10 to make a toy and the business wants to make a \$5 profit, they will sell the toy for \$15.

This \$5 is used to cover the other costs of the business, such as wages and electricity bills, and to contribute to the business's profits. The business owner has to calculate an appropriate amount to allow this to happen.

6.4.5 Discount pricing

This is when a business lowers the price of a product for a short period of time to attract more customers. For example, if a shirt usually costs \$20, the store might sell it for \$15 during a sale. By offering products at a lower price for a limited time, businesses can create a sense of urgency and encourage customers to make a purchase. This strategy can also help clear out old inventory and make room for new products.

FIGURE 4 The cost plus pricing (or percentage mark-up) on products is used to cover business expenses and provide a profit to the business owner.



SkillBuilder discussion

Questioning and researching

1. How do you think discount pricing might impact the way customers shop and the business's overall sales?
2. Can you think of any potential downsides to this approach?

FIGURE 5 A business aims to increase sales and number of customers through discount pricing.



6.4.6 Competitor pricing

This is when a business sets the price of its product based on what other businesses are charging for similar products. For example, if one store sells a book for \$10, another store might sell the same book for \$9 to attract more customers.

By setting prices based on what other businesses are charging for similar products, a business can attract customers who are looking for the best deal. This strategy can help a business gain market share and build customer loyalty. Prices can be set to match or be lower than competitors' prices.

FIGURE 6 Businesses monitor the prices of their competitors and can offer to match prices to win customers.



6.4.7 Quotes

Many service businesses will set a price by offering a quote to a consumer to perform certain work. A business such as a plumber or electrician might find that the amount of labour and the cost of materials used can vary from job to job. Preparing a quote for each new job may be a better way to determine the price. A quote is an estimate of the costs involved in an individual job, plus a certain amount so the business makes a profit. Consumers will sometimes seek out quotes from a number of competing businesses before choosing one.

FIGURE 7 Tradespeople such as electricians often use quotes to determine the prices they charge.



6.4.8 Pricing changes based on changing technology

As technology advances, it can impact the prices of products and services. For example, when a new smartphone model is released, the price of older models often goes down. This is because the new model has better features and technology, making the older models less desirable. Additionally, advancements in manufacturing technology can reduce production costs, allowing companies to lower prices while maintaining profitability.

FIGURE 8 When a new model phone is released, older versions can be discounted.



6.4.9 Pricing changes based on seasonal factors

Seasonal factors also play a role in setting prices. For instance, during the summer, the demand for air conditioners and fans increases, which can lead to higher prices. Conversely, in the winter, the demand for these products decreases, and prices may drop. Similarly, holiday seasons like Christmas or Easter can cause prices to fluctuate. Retailers often increase prices before the holiday season and then offer discounts during sales events to attract more customers.

Fresh produce can also be cheaper when in season as there is a lot of stock, and become more expensive when it is harder to source.

FIGURE 9 When strawberries are in season, there is a lot of stock and prices go down.



6.4 SkillBuilder activity ANALYSING

1. Analyse the list of products below:
 - a Ferrari car
 - cornflakes
 - private healthcare
 - school fees
 - bread
 - newspapers
 - petrol
 - a house.
2. Identify the price at which each item sells.
3. Discuss why these items (and others) may be priced the way they are.

Learning pathways

■ LEVEL 1

1, 2, 3, 6

■ LEVEL 2

4, 7, 8

■ LEVEL 3

5, 9, 10

REMEMBER AND UNDERSTAND

1. What is a recommended retail price?
 - a. The price at which a product is sold in bulk.
 - b. The price suggested by the manufacturer for sale to the public.
 - c. The price at which a product is sold at a discount.
 - d. The price that includes taxes and duties.
2. What makes a business a price leader?
 - a. The ability to produce goods at the lowest cost.
 - b. Dominance in the market due to innovative products.
 - c. The power to influence the market price by being the first to set it.
 - d. The largest number of retail locations.
3. How would a tradesperson calculate a quote for a customer?
 - a. By guessing the cost based on previous jobs.
 - b. By calculating the total cost of labour and materials, then adding a profit margin.
 - c. By asking the customer for their budget.
 - d. By checking competitors' prices and undercutting them.
4. How does technology affect pricing?
5. A manufacturing business can force retailers to sell at the recommended retail price. True or false?

ANALYSE AND APPLY

6. **Explain** why setting the 'right' price is important to a business owner.
7. **Explain** how a price leader can affect other businesses in a market.
8. **Explain** the advantage to a business of discount pricing.
9. **Define** competitor pricing and how it can benefit a business.

EVALUATE AND COMMUNICATE

10. In 2011, Coles and Woolworths both lowered the price of a litre of milk to \$1. **Discuss** why they might have done this.

Answers and sample responses for this topic are available online.

LESSON 6.5 Inquiry: Consumer behaviour

LEARNING INTENTION

By the end of this lesson you should be able to **identify** and **describe** the factors that influence economic decision-making within consumer and financial contexts.

Background

In this inquiry, you will investigate contemporary economic and business issues surrounding consumer and business behaviour.

Before you begin

Access the **Inquiry rubric** in the digital documents section of the Resources panel to guide you in completing this task at your level. At the end of the inquiry task, you can use this rubric to self-assess.

FIGURE 1 A poster with two cans of soft drinks



Inquiry steps

Step 1: Questioning and researching

Discuss the following:

1. *Why* do we buy the things that we buy?
2. *What* do businesses do to try to persuade us to buy products?

Consider the advertisement provided. Who is this aimed at?

Explain how it is trying to influence a consumer.

Step 2: Analysing

Name a similar or substitute product to the one shown. Using a Venn diagram or table comparison, answer the following questions:

- What is the same about the products?
- What is different?
- Why are there differences?
- Which product is most innovative?
- Which product would you choose and why?

Step 3: Evaluating

Working in a small group, select a well-known advertisement for a product. You may use an online, TV, magazine or social media example.

Examine the advertisement. Identify the **target market** and the market segments it is aimed at.

Step 4: Communicating and reflecting

Use the information gathered from your survey to prepare an oral presentation and PowerPoint presentation on shopping preferences by your selected group of people.

LESSON 6.6 Review

6.6.1 Key knowledge summary

6.2 Needs and wants

- We purchase goods and services to satisfy our needs and wants.
- Employees provide labour to businesses and receive money in return, enabling them to purchase goods and services from other businesses.
- Opportunity cost exists because we have limited resources (like money, time or materials) but unlimited wants and needs. Every time we make a choice, we give up something else. The thing we give up is the opportunity cost.

6.3 Responding to consumer demand

- A market is any organised exchange of goods and services for money, with many different markets operating in the economy as a whole.
- Markets in Australia are influenced by what consumers wish to buy, including products that are healthy and environmentally friendly.

6.4 Determining prices

- Businesses can set their prices by using the recommended retail price, following price leaders, and using cost plus pricing, discount pricing and competitor pricing.
- Technology and seasonal factors such as time of year and holiday periods also influence prices.

6.6.2 Key terms

business an organisation that provides goods and/or services to consumers in order to make a profit

consumer a person or group who is the final user of goods and services produced within an economy

cost plus pricing when a business decides how much to charge for a product by adding a certain amount of money to the cost of making the product.

customer survey the polling of customers to identify their level of satisfaction with the business's products and quality of service

employees people who work for a wage or salary

goods physical items that satisfy needs and wants

income money earned through employment or investment

labour the human skills and effort required to produce goods and services

needs goods or services that consumers consider necessary to maintain their standard of living

opportunity cost the next best alternative given up whenever a choice is made

producer an individual or business involved in the production of goods and services

profit what remains after all business expenses have been deducted from the money that has been collected from selling goods or services

retail a business that sells goods and services to consumers

services actions done for you by others to satisfy your needs and wants

target market a market at which a product is deliberately aimed

wants goods or services that are desired in order to provide satisfaction to the user, but which are not necessary for survival or to meet the basic standard of living in a community

wellbeing an overall measure of quality of life

6.6.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry question posed in the Overview:

How do businesses use limited resources to meet the endless needs and wants of people, while selling what customers want to buy and setting the right prices to stay competitive in the market?

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

learn on

-  **Post-test** Online post-test
-  **eWorkbooks** Customisable worksheets for this topic
Reflection
-  **Digital document** Key terms glossary

6.6 Review exercise

Learning pathways

■ LEVEL 1

1, 5, 6, 8, 9, 11

■ LEVEL 2

2, 3, 7, 12, 14

■ LEVEL 3

4, 10, 13, 15

REMEMBER AND UNDERSTAND

1. What is the primary purpose of a business?
 - A. To provide goods and services solely for free
 - B. To make a profit
 - C. To employ as many people as possible
 - D. To create as many products as possible
2. What is one way that producers and consumers depend on each other?
 - A. They want each other's money.
 - B. Producers pay the consumers who buy from them.
 - C. Consumers rely on producers to provide goods and services.
 - D. Consumers try to satisfy both needs and wants.
3. A market can work effectively only if:
 - A. consumers can find out about the goods or services available for sale.
 - B. consumers can use credit cards.
 - C. businesses employ enough consumers to provide the labour they need.
 - D. it can satisfy the needs and wants of all consumers.
4. Which of the following best describes opportunity cost?
 - A. The cost of missed opportunities
 - B. The potential benefit given up when choosing one alternative over another
 - C. The expense of buying a second-hand product
 - D. The price of goods during a sale

5. What impact do consumers' preferences have on markets?
 - A. They have no impact.
 - B. They only affect small businesses.
 - C. They influence what products are available.
 - D. They determine government policies.
6. How do businesses find out about their customers' preferences?
 - A. By providing healthy products
 - B. By importing cheaper goods from overseas
 - C. By carrying out market research
 - D. By supporting environmentally sustainable production
7. Cost plus pricing is used by a business because it allows the business owner to:
 - A. make a much larger profit.
 - B. avoid using recommended retail prices.
 - C. keep prices close to those of price leaders.
 - D. cover all business expenses and make a profit.
8. How do seasonal factors influence pricing?
 - A. Prices remain constant throughout the year.
 - B. Prices fluctuate based on demand during different seasons.
 - C. Prices are reduced in summer only.
 - D. Prices increase solely during winter.
9. What strategy do businesses use to attract customers when they lower product prices temporarily?
 - A. Competitor pricing
 - B. Discount pricing
 - C. Cost plus pricing
 - D. Recommended retail pricing
10. What does the term 'goods' refer to in an economic context?
 - A. Services provided by doctors and teachers
 - B. Physical items that satisfy needs and wants
 - C. Actions performed to assist others
 - D. Investments and financial assets

ANALYSE AND APPLY

Read the following case study and then answer questions 11–14.

Vanessa operates a kitchenware business. She sells cooking utensils, plates, cutlery and kitchen appliances. Vanessa employs three people in her shop, which is located in a busy shopping centre. There is no other specialist kitchenware retailer in the shopping centre, but there is a supermarket that sells some kitchen utensils and an electrical retailer selling some kitchen appliances.

11. **Outline** the advantages Vanessa might have in the local market for kitchenware.
12. **Identify** and **explain** one method Vanessa can use to identify the preferences of her customers.
13. Which businesses in this market are likely to be price leaders in the kitchenware market? **Justify** your answer.

EVALUATE AND COMMUNICATE

14. If Vanessa decides to use cost plus pricing to determine the prices she charges, **identify** two factors she will have to consider in her price.
15. **Explain** how businesses determine the prices of their goods and services. Provide at least two methods and describe how each method works.

Answers and sample responses for this topic are available online.

7 Innovation and enterprise

LESSON SEQUENCE

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LESSON 7.1 Overview

INQUIRY QUESTION

Why do businesses innovate and respond to opportunities?

What makes entrepreneurs different from other business owners?

There are different types of businesses, but they all seek to identify and respond to market opportunities and give customers what they need. Sometimes this is done by innovating a product, process or technology. This is a strength of entrepreneurs, who can see a gap and take a risk.

learn on

 **Pre-test**

Online pre-test

 **eWorkbook**

Customisable worksheets for this topic

 **Digital document**

Key terms glossary

 **Video eLesson**

What is economics?



SkillBuilder

Use the SkillBuilder activities to develop these HASS skills:

- QUESTIONING AND RESEARCHING
- ANALYSING
- EVALUATING
- COMMUNICATING AND REFLECTING

LESSON 7.2 Types of businesses

LEARNING INTENTION

By the end of this lesson you should be able to:

- **compare** different types of businesses
- **explain** why people choose one form of business over another.

Tune in

Starting a business involves decisions about its size, number of stores and how it will be run.

1. What are some amenities commonly found in large shopping centres?
2. How do large shopping centres impact local businesses?
3. What are the advantages of shopping at a very large shopping centre?

FIGURE 1 Westfield Carousel, located in Perth, houses over 350 businesses.



7.2.1 Why businesses exist

Starting a business is hard and risky. If it fails, the owner could lose money, so the decision must be made carefully.

Businesses are often started by people who want to achieve one or more of the following:

- *To make a profit:* A successful business can earn the owner more money than a regular job.
- *To fill a gap in the market:* A gap in the market means a good or service that is not being provided at all or not being provided in the local area.
- *To meet a social need:* Some people start businesses to help with social issues. For example, the owners of Thankyou Water saw that many people didn't have clean drinking water. They used their profits to help fix this. While Thankyou no longer makes single-use water bottles, it still works to end poverty by funding projects through other products.
- *To extend a hobby:* Some business owners start a business based on a hobby they enjoy, especially as they near retirement. This could include being a handyman or setting up a gardening business or a bookstore.
- *To provide employment:* Businesses often have employees. Some are started to provide jobs for local people, young people, or people who are disabled or elderly.

Every business needs a type of ownership structure, no matter why it starts.

7.2.2 Three main forms of business ownership

A business owner can choose different types of ownership. The three main types are:

- sole trader (one person)
- partnership (a group)
- corporation (owned by shareholders).

Businesses can also be cooperatives or franchises.

FIGURE 2 Many types of businesses are possible.



Sole trader

A sole trader is a business owned by one person, though they can hire others. These are usually small businesses like cafés, hairdressers, plumbers or electricians.

SkillBuilder discussion

Analysing

1. Who owns a sole trader business?
2. What is the simplest form of business structure?
3. What is the owner's responsibility in a sole trader business?

FIGURE 3 A sole trader means the business is owned by one person.



The sole trader keeps all the profit made by the business but is responsible for any losses. This is called **unlimited liability**, meaning they might have to sell personal items like their house to cover debts. Sole traders are often called entrepreneurs, and the business usually has one person's name, like Mario's Café.

TABLE 1 Advantages and disadvantages of a sole trader business

Advantages	Disadvantages
Simple and low cost to start	Unlimited liability
Owner has full control and keeps all profit	Owner must perform multiple roles
Minimum regulations	Long hours because success depends on effort

Partnership

A partnership is a business owned by two or more people, called partners. They share profits and losses equally and make decisions together.

Some partnerships can have only two partners, while some have over 400. Partners don't have to work for the business (they are known as silent partners). Profits are shared between partners based on how much money they contributed to start the business.

Partnerships are common among doctors, accountants and lawyers. The business name often includes the partners' names, like Kennedy & Lee Lawyers. Like sole proprietors, partnerships have unlimited liability, meaning partners are responsible for debts. A partnership can start with a verbal agreement, but it's better to have a written one. This agreement says how profits will be shared, how decisions will be made and what happens if the partnership ends.

FIGURE 4 Partnerships are businesses run by two or more people.



TABLE 2 Advantages and disadvantages of a partnership

Advantages	Disadvantages
Inexpensive and simple form of ownership	Unlimited liability
Partners can share the responsibility for decision-making, the risks and the workload	Finding suitable partners can also be difficult
Partners can pool their finances and their expertise	Disputes between the partners can arise
Minimal government regulation	Future of business can become complicated if partners decide to leave

Corporation

A corporation, or company, is owned by shareholders. In Australia, corporations are incorporated, making the business a separate legal entity. This means the corporation, not the shareholders, is responsible for its debts.

Corporations have **limited liability**, so shareholders only lose the money they invested if the business can't pay its debts.

Corporations can be public or private. Public corporations allow anyone to buy or sell shares. They may be listed on the Australian Securities Exchange (ASX). Private corporations, often family-owned, restrict who can buy shares. Public companies must have 'Limited' (Ltd) after their name, while private companies use 'Proprietary Limited' (Pty Ltd).

TABLE 3 Advantages and disadvantages of a corporation

Advantages	Disadvantages
Attract finance by selling shares	Complex to establish and set up
Can continue after an owner of the business sells their shares	Strict laws outline the operation of corporations
	Large corporations can become very inefficient

7.2.3 Alternative forms of business ownership

Sole traders, partnerships and corporations are not the only ways to run a business. A business can also be a cooperative, owned by the people it serves, or a trust, where someone manages property for the members. After choosing a type, a business owner can also run their business as a franchise.

Cooperative

In a cooperative, people come together to share resources for a common goal. Common examples include farmers, community education centres and credit unions. Cooperatives help members use their expert knowledge to manage their work and reduce costs by working together.

One example is the Dairy Farmers Milk Co-operative, which describes itself as 'farmers helping farmers'. It has over 200 members from more than 100 farms across Australia, supplying over 150 million litres of milk each year to Bega Dairy and Drinks.

FIGURE 5 The Dairy Farmers Milk Co-operative is an example of a farming cooperative.



There are many types of cooperatives for different purposes, like housing, consumers and workers. Retailers' cooperatives buy in bulk to get discounts, helping local grocery stores, hardware stores and pharmacies.

Franchise

A franchise isn't a form of ownership, but it's a popular way to run a business. A franchisor is the person or group that gives others the right to use their business name and products. The franchisee is the person who buys the franchise by paying a fee. Franchisees can run their business as a sole proprietorship, partnership or corporation.

SkillBuilder discussion

Evaluating

1. McDonald's has almost 40 000 franchises worldwide. Where do you think most of them are?
2. Why do you think McDonald's franchises are so successful?
3. Study the images in **FIGURE 6**. Why do these McDonald's look different from each other?

FIGURE 6 McDonald's has the highest number of franchises worldwide, almost 40 000.



TABLE 4 Advantages and disadvantages of a franchise

Advantages	Disadvantages
Established brand recognition	Limited control over business decisions
Training and support from franchisor	Ongoing royalty fees
Lower risk of business failure	Restrictions on creativity and innovation
Marketing and advertising support	Dependence on franchisor's success

7.2.4 Choosing the best form of ownership

A business owner can choose from different types of ownership when starting a business. They need to think about what they prefer and the pros and cons of each type. For example, someone who likes to work alone and wants an easy set-up might pick a sole proprietorship. A person wanting to sell products across Australia or overseas might choose a company structure. As a business grows and its goals change, the owner may need to rethink the best type of ownership for their business.

7.2 SkillBuilder activity **EVALUATING, COMMUNICATING AND REFLECTING**

Work with a partner to complete the following:

1. Complete some of your own research about the different types of businesses.
2. Using this information, **summarise** three advantages and three disadvantages of each form of business ownership using a table such as the one provided.

Business ownership type	Advantage	Disadvantage

3. **Discuss** an idea for a business with your partner. Write a paragraph on what you might sell, who you might sell to, and where you might be located.
4. Choose an appropriate type of ownership for the business. Write a paragraph to **justify** why this type of ownership will suit you best.
5. Present your idea and your chosen business ownership to your class.

7.2 Exercise

learnon

Learning pathways

■ **LEVEL 1**

1, 2, 3, 5

■ **LEVEL 2**

4, 6, 8

■ **LEVEL 3**

7, 9, 10

REMEMBER AND UNDERSTAND

1. **Identify** the difference between a sole trader and a partnership.
 - a. A sole trader has unlimited liability but a partnership does not.
 - b. A partnership has unlimited liability but a sole trader does not.
 - c. A sole trader has only one owner and a partnership has two or more owners.
 - d. There is no difference.
2. A partnership has unlimited liability. True or false?
3. **Explain** what is meant by a franchise.
4. **List** five examples of franchise businesses.

5. Circle the correct options to complete the sentences. **Unlimited / Short-term / Limited / Fixed / Financial** liability means that the owner(s) of a business can be held personally responsible for the business's debts. **Unlimited / Short-term / Limited / Fixed / Financial** liability means that if the business cannot pay its debts, shareholders in the corporation will only lose the money they have invested.

ANALYSE AND APPLY

6. Distinguish between a franchise and a co-operative.
7. 'The public corporation ownership structure allows access to greater finance but can lead to a loss of control of a business.' **Discuss** this statement.
8. **Define** 'partnership'.
9. **List** the possible consequences of the partners of a business having a dispute.

EVALUATE AND COMMUNICATE

10. **Evaluate** the benefits of operating a business as a franchisee.

Answers and sample responses for this topic are available online.

LESSON 7.3 Innovation and technology

LEARNING INTENTION

By the end of this lesson you should be able to:

- **explain** the reasons businesses seek to build or create a competitive advantage
- **describe** how businesses innovate and differentiate products and services from competitors.

Tune in

Consider the computer in **FIGURE 1**. Apple considered this computer as 'revolutionary'. It had a 16-bit processor and 256 KB of memory (this was expandable to 8 MB at significant cost).

It also boasted the best graphics — with 4096 different colours and 259 of them could be shown on screen at any one time!

1. **What do you notice about this computer compared to the last one you used?**
2. **This was considered innovative when it was released. What does this tell you about how innovation is related to change?**
3. **How did the introduction of personal computers in the 1980s spark innovation and change within various industries?**

FIGURE 1 An Apple II GS, which was released in 1986 and discontinued in 1992



7.3.1 Defining innovation

Innovation means finding new and better ways of doing things. This can include creating new products, improving existing ones, or changing how products are made or delivered. Often this innovation

uses technology to improve products or processes. As Australian businesses compete globally, they need innovation to gain an advantage over competitors.

FIGURE 2 Innovation involves many skills and processes.



7.3.2 Types of innovation

Two common types of innovation are **product innovation** and **process innovation**:

- *Product innovation*: This happens when a new product is made or an existing one is improved. For example, TVs have been updated with smart functions, 3D display and rollable screens.
- *Process innovation*: This occurs when the production process of a product or service is improved. For example, robots are used to make cars more efficiently.

7.3.3 Identifying needs and gaps in the market

In order to innovate, businesses need to know what consumers want. They do this by identifying needs and gaps through gathering feedback from customers, analysing the practices of other companies or monitoring national and global trends. For instance, at a local level, they may observe a growing concern for environmental sustainability among consumers, prompting them to develop eco-friendly products such as compostable packaging or solar power systems.

In Western Australia, an example of this is the expansion of solar energy companies. The region's high amount of sunshine makes it an ideal location for solar power. Companies such as Synergy have developed solar energy solutions for residential and commercial use, helping individuals and businesses to use solar energy rather than fossil fuels.

The **demand** from customers in any market can change due to:

- *Changing incomes*: More income means more demand for luxury items, less income means less demand.
- *Changing tastes and fashions*: They can increase or decrease demand for certain products.
- *Changing prices of complementary and substitute goods*: These are products that go together (like cars and petrol) or can replace each other (like tea and coffee).
- *Changing population*: Age and gender distribution impacts demand, like an ageing population demands more health products.
- *Changing expectations about the market*: Customers act based on expected future prices and incomes.
- *Changes in the number of potential customers*: More customers often mean greater demand.

Due to the nature of the **competitive market**, businesses need to create a competitive advantage to meet these changing demands before competitors do.

SkillBuilder discussion

Evaluating

1. How does Nike use social media and Nike+ to stay ahead in the market?
2. What impact do Nike concept stores have on customer experience and brand loyalty?
3. How can other businesses learn from Nike's use of technology to drive innovation?

FIGURE 3 Nike has created a competitive advantage by focusing on social media, including its own social network (Nike+), and introducing Nike concept stores.



7.3.4 Using technology to improve efficiency

Innovation can also occur when a business uses technology to make their business more efficient. For example, ride-sharing services like Uber have simplified the process of transportation. By using an app, you can locate a nearby driver and be picked up at your current location. This innovation has transformed the way we travel, making it more convenient and efficient than having to find and flag down a taxi.

Another example is food delivery services, which use technology to improve the delivery process. Customers can order food through an app from their preferred restaurant and have it delivered to their homes. Before this, consumers could only order direct from individual restaurants.

FIGURE 4 Food delivery apps are a recent innovation in the market.



7.3.5 Developing new products and services

When businesses identify an opportunity, they often develop new products or services to meet the demand. For example, electric vehicles are becoming increasingly popular due to their environmental benefits and potential to reduce pollution. Companies such as BYD and Tesla have created electric cars that are not only eco-friendly but also competitively priced, meeting the demand from consumers.

7.3.6 Innovation in retail

Online shopping has changed the way we buy things. Businesses have created websites and apps where customers can look at and buy products without leaving their homes. This convenience has made shopping easier and faster, leading many companies to improve their online presence.

In Australia, businesses like supermarket and fashion stores have embraced online shopping. Supermarkets offers online shopping with the choice to pick up or have delivered quickly to your door. Fashion retailers such as the Iconic, allows customers to explore and buy clothes from a variety of brands online, making it simple for people to buy products without visiting multiple stores in person.

These innovations in technology make it easier and quicker for people to shop, increasing sales for businesses.

7.3 SkillBuilder activity QUESTIONING AND RESEARCHING

Undertake research to **identify** a business that has engaged in either product innovation or process innovation. Use your research to complete the following.

- a. **Name** the business.
- b. **Outline** the nature of the business's innovation.
- c. **Identify** the innovation as either product or process innovation.
- d. **Explain** how this innovation has helped the business establish a competitive advantage.

7.3 Exercise

learnon

Learning pathways

■ LEVEL 1

1, 5, 6

■ LEVEL 2

2, 3, 4, 7

■ LEVEL 3

8, 9, 10

REMEMBER AND UNDERSTAND

1. What is a competitive market?
 - A. One in which a large number of businesses are selling different products
 - B. One in which a small number of businesses are competing with each other to satisfy the demands of a large number of customers
 - C. One in which a large number of businesses are competing with each other to satisfy the demands of a large number of customers
 - D. All of the above
2. **List** the factors that can cause the demands of customers in a market to change.
3. Which of the following is an example of product innovation?
 - A. Implementing robots in car manufacturing
 - B. Creating a new smart TV with 3D display features
 - C. Developing a new software for efficient delivery management
 - D. Using solar panels in commercial buildings
4. a. **Define** 'innovation'.
b. **Identify** two examples of innovation in business.
5. A business would seek a competitive advantage because it's the law to do so. True or false?
6. Which of the following is an example of innovation in business?
 - A. Developing ideas for a new product or service
 - B. Improving an existing product or service
 - C. Changing the way that a product or service is produced or delivered
 - D. All of the above

ANALYSE AND APPLY

7. What are some ways businesses can gather information to identify market needs and gaps?
8. Consider each of the following cases and **explain** how:
 - a. an increase in people's income would affect the demand for jewellery
 - b. an increase in the number of people concerned about the environment would affect demand for plastic bags
 - c. a surge in the price of petrol would affect demand for large cars
 - d. a fall in the price of butter would affect the demand for margarine.

EVALUATE AND COMMUNICATE

9. Other than product and process innovation, **describe** how else a business might engage in innovation.
10. **Suggest** three sources of information a business could use to conduct an analysis of the trends in the market including their customers' needs and wants and their competitors' products.

LESSON 7.4 The role of entrepreneurs

LEARNING INTENTION

By the end of this lesson you should be able to:

- **explain** what an entrepreneur does
- **describe** the skills they bring to businesses in Australia.



Tune in

The word 'entrepreneur' is used a lot in business, but what is an entrepreneur? What does an entrepreneur look like? How do you know if someone is an entrepreneur?

Being an entrepreneur is one way that a person can work and earn an income.

1. **Brainstorm the skills and qualities that an entrepreneur might have and share these with your class.**
2. **Make a list of famous or well-known entrepreneurs.**
3. **Next to your list of names, write down what you think the entrepreneur is mainly known for.**

FIGURE 1 What is an entrepreneur?



7.4.1 What is an entrepreneur?

An **entrepreneur** could be someone just like you. Entrepreneurs use their skills, knowledge and attitudes to turn ideas into actions. In Australia, the government supports people to start their own businesses and bring their ideas to life.

Entrepreneurs have certain characteristics. They:

- persist in doing something about an opportunity they have recognised
- are not afraid to search for opportunities to promote their ideas
- thrive on the challenge of creating their own successful business
- have a problem-solving mindset
- are not afraid of taking risks to demonstrate leadership and teamwork
- are innovative.

An entrepreneur is someone who has an idea and turns it into a business. How old do you need to be? Any age! If you have a good idea and the drive to make it happen, you could be like these young entrepreneurs who have had big success stories:

- Sleepwear company, Night Sweet Thing, was started in 2019 by friends Bridey and Gandhari from New South Wales, Australia. They used TikTok to promote their business during COVID-19.
- Blake Garrett started his school software company, School Bytes, in 2015 when he was 17. He came up with the idea after hearing his school's office staff complain about their old system.
- Subway sandwich shops were the brainchild of 17-year-old US-based Fred DeLuca.
- Rip Curl, an Australian company, was started up in the Australian backyard of surfers Brian Singer and Doug Warbrick.
- Dell Computers was set up when 18-year-old Michael Dell realised it was a lot cheaper to build computers than to buy them ready made.

- Poppy King founded Poppy Industries at age 18 after recognising the gap in the market for matte lipstick.
- Molly Whiticker-Ferrie was aged 14 when she started her Melbourne-based business, Fairy Friends Forever, which specialised in birthday parties for girls.

Richard Branson

Richard Branson started the Virgin Group, which has companies such as an airline and a mobile phone network. He began his first business at age 16, a student magazine. You might know him for his fun stunts when launching new projects, like his idea for space travel.

Branson is passionate and listens to his staff and customers. He carries a notebook to write down ideas and shares future plans with his team to inspire them to do their best.

FIGURE 2 Richard Branson



Lorna Jane Clarkson

Lorna Jane Clarkson started the activewear brand, Lorna Jane. While working as a dental therapist, she made leotards and noticed people wanted stylish workout clothes. In 1993, she and her husband, Bill, opened their first store. Now, they have over 130 stores worldwide.

The Clarksons took a risk by focusing on fitness clothing, even when others thought it was a small market.

FIGURE 3 Lorna Jane Clarkson



Melanie Perkins

Melanie Perkins co-founded Canva, an online graphic design tool that has revolutionised the field of digital design. Born and raised in Perth, Melanie displayed entrepreneurial spirit from a young age. During her time at the University of Western Australia she came up with the idea of creating a simple graphic design platform after noticing the difficulties students faced with complex design software. She founded Canva in 2013 with Cliff Obrecht and Cameron Adams.

Canva has become one of the fastest-growing technology companies. It boasts millions of users worldwide and offers services in multiple languages. Perkins' innovative approach to business and her commitment to empowering others through design have earned her numerous accolades and recognition in the entrepreneurial community.

FIGURE 4 Melanie Perkins



SkillBuilder discussion

Questioning and researching

1. How did Melanie Perkins' early life influence her idea for Canva?
2. How has Canva's simple design tool changed the graphic design industry?
3. What lessons can new business owners learn from Melanie Perkins' success with Canva?

7.4.2 The difference between a business owner and an entrepreneur

We've seen examples of famous entrepreneurs, but what's the difference between a business owner and an entrepreneur? Both run businesses and help the Australian economy, but they act differently.

Business owners may start or buy a business and focus on running it every day to make a profit. They prefer to take small risks and make safe choices.

Entrepreneurs do more. They look for new opportunities and take bigger risks. They create a shared vision and demonstrate **initiative**, **innovation** and **enterprise**. A business owner might solve a problem for a **target market**, while an entrepreneur aims to make a big change in the world.

7.4 SkillBuilder activity COMMUNICATING AND REFLECTING

Many Australian entrepreneurs have launched successful businesses. Afterpay is an example of this.

FIGURE 5 Afterpay is an Australian company that lets people buy things now and pay later. It started in 2014 and has 16 million customers worldwide.



1. On your own or in pairs, research Australian entrepreneurs. An online search for the term 'Australian entrepreneurs' is a good starting point.
2. **List** three entrepreneurs you are interested in finding out more about.
3. Write a short summary on each entrepreneur. You should include the following:
 - what idea or product the entrepreneur has developed
 - how long the business has been running or when it started
 - whether the entrepreneur's idea or product has changed in this time, or whether the entrepreneur has developed a new idea
 - the profitability of the business or the wealth that the entrepreneur has gained.
4. Choose one entrepreneur to **investigate** further. At this stage, you should **discuss** the following:
 - Based on your research, what kind of attitude does your chosen entrepreneur have?
 - In your opinion, do you consider your chosen entrepreneur to be successful? **Justify** your answer.
5. Present your entrepreneur profile to the class.

Learning pathways

■ LEVEL 1

2, 3, 4

■ LEVEL 2

1, 5, 6, 7

■ LEVEL 3

8, 9, 10

REMEMBER AND UNDERSTAND

1. **Define** 'entrepreneur'.
2. Which of the following best describes the attributes of an entrepreneur?
 - A. Persistent innovators who do not want the responsibility of owning a business
 - B. Persistent innovators who provide the money to start a business
 - C. Persistent and problem-solving innovators who pursue an idea for a business opportunity through to start-up
 - D. People who have the same attitudes as business owners, but are wealthier
3. Complete the following sentences.
 Entrepreneurs are _____ for the Australian economy. Entrepreneurs can be any _____. One of the defining features of an entrepreneur is that they are willing to take _____.
4. **Determine** if the following statements are true or false.
 - a. Business owners and entrepreneurs are the same thing.
 - b. Entrepreneurs are successful because they avoid challenges.
 - c. Entrepreneurial behaviour is encouraged in Australia.
5. **State** what is meant by the following entrepreneurial behaviours.
 - a. Seizing an opportunity
 - b. Showing initiative
 - c. Being innovative
 - d. Being enterprising

APPLY AND ANALYSE

6. **Explain** the difference between a business owner and an entrepreneur.
7. **Explain** what is meant by a 'target market'.
8. Why is being an entrepreneur so important to the success of a business?

EVALUATE AND COMMUNICATE

9. **Distinguish** between innovation and enterprise.
10. Entrepreneurs and business owners take risks. **Describe** two risks they may take and why it is important that they take these risks.

Answers and sample responses for this topic are available online.

Inquiry: Who are the innovators and entrepreneurs?

LEARNING INTENTION

By the end of this lesson you should be able to:

- **summarise** a recent innovation
- **explain** the role of the entrepreneur within the economic and business environment.

Background

Society is diverse, and so are entrepreneurs. Entrepreneurs help us and our communities in many ways.

Before you begin

Check the **Inquiry rubric** in the digital documents to help you with this task and self-assess at the end.

Inquiry steps

Step 1: Questioning and researching

Go to the **Australian Government Business** website in the Resources panel. It shows how entrepreneurs can get business support and new ideas.

Define 'entrepreneur'.

Using the **Australian Government Business** weblink in the Resources panel or other websites, find news and updates on new innovations.

Step 2: Analysing

Select one innovation and **summarise** it. Include information about whether the innovation has any of the special features that enable a good or service to be more successful.

Explain how this innovation can benefit society.

Do you think that everyone can become an entrepreneur? **Explain** your answer.

Step 3: Evaluating

Explain how you might like to contribute to society in the future. Will you be an entrepreneur? Will you work for someone else? Will this ideally be full-time or part-time? Will you volunteer? **Explain** the reasons for your answers.

Step 4: Communicating and reflecting

Communicate your findings on the role of the entrepreneur. Use a format of your choice agreed upon by your teacher.

FIGURE 1 Innovation and entrepreneurship are important to business and society.



LESSON 7.6 Review

7.6.1 Key knowledge summary

7.2 Types of businesses

- The three main types of business ownership are: sole trader (one owner), partnerships (two or more owners) and companies (up to 50 owners for private, unlimited for public).
- Other ownership structures include cooperatives and franchises.

7.3 Innovation and technology

- Businesses seek to build or create a competitive advantage, often through innovation, to meet the changing demands of a competitive market.
- Two of the most common types of innovation are product innovation and process innovation.
- Technology is a key part of innovation.

7.4 The role of entrepreneurs

- An entrepreneur takes on a risk by starting any business with an idea, hoping to make a profit through initiative and enterprise.
- Any person, of any age, can be an entrepreneur, as long as they have a great idea and the determination to make it happen.
- Business owners manage daily operations to make a profit. They reduce risks and make smart decisions. They may have ideas to solve problems and meet customer needs.

7.5 Inquiry: Who are the innovators and entrepreneurs?

- Entrepreneurs and innovation enable goods and services to be more successful.

7.6.2 Key terms

competitive market a market where a large number of businesses compete with each other to satisfy the demands of a large number of customers

demand the amount of a particular good or service that a customer will want to purchase at a given price

enterprise the creative or bold efforts made by someone to achieve something new

entrepreneur a person who takes on a risk by starting a business with an idea, hoping to make a profit through initiative and enterprise

initiative the first step or opening move in a series of actions

innovation either adding a new product to an existing product line, or significantly improving an existing product or process

limited liability where shareholders cannot lose more than their investment in the event of the failure of the business

process innovation when changes and improvements are made to the production process of a product or service

product innovation when a new product is created or an existing product is improved

target market a market at which a product is deliberately aimed

unlimited liability where business owners are personally responsible for all debts and losses of the business, potentially risking personal assets

7.6.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry questions posed in the Overview:

Why do businesses innovate and respond to opportunities?

What makes entrepreneurs different from other business owners?

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

learn on

-  **Post-test** Online post-test
-  **eWorkbooks** Customisable worksheets for this topic
Reflection
-  **Digital document** Key terms glossary

7.6 Review exercise

Learning pathways

■ LEVEL 1

1, 2, 6, 7, 9, 13

■ LEVEL 2

3, 4, 5, 10, 11

■ LEVEL 3

8, 12, 14, 15

REMEMBER AND UNDERSTAND

1. What are the three main types of business ownership?
 - A. Sole traders, corporations, cooperatives
 - B. Sole traders, partnerships, companies
 - C. Partnerships, companies, franchises
 - D. Corporations, cooperatives, franchises
2. What is unlimited liability?
 - A. The owner is not responsible for business debts
 - B. Profits are shared equally among owners
 - C. The owner may have to sell personal items to cover debts
 - D. The business cannot be sold
3. What distinguishes a corporation from a sole trader?
 - A. It is owned by one person.
 - B. It has unlimited liability.
 - C. It is owned by shareholders.
 - D. It is a form of hobby extension.
4. What is a franchisee?
 - A. Someone who buys a franchise
 - B. Someone who sells shares
 - C. Someone who manages property for members
 - D. Someone who creates their own business

5. Which of the following is an example of product innovation?
 - A. Using robots to make cars
 - B. Ordering food through an app
 - C. Developing compostable packaging
 - D. Introducing a smart TV
6. What defines an entrepreneur?
 - A. Someone who manages daily operations to make a profit
 - B. Someone who takes on a risk by starting a business with an idea
 - C. Someone who reduces risks and makes smart decisions
 - D. Someone who solves problems and meets customer needs
7. What are two common types of innovation in business?
 - A. Product innovation and service innovation
 - B. Process innovation and technology innovation
 - C. Product innovation and process innovation
 - D. Service innovation and technology innovation
8. Why do businesses innovate and respond to opportunities?
 - A. To comply with regulations
 - B. To build a competitive advantage
 - C. To reduce operational costs
 - D. To increase product range
9. What are online shopping innovations in Australia known to enhance?
 - A. Shopping speed and convenience
 - B. Product variety
 - C. Loyalty programs
 - D. In-store experience
10. What role do entrepreneurs play in the economy?
 - A. Running businesses to make a profit
 - B. Taking small risks
 - C. Looking for new opportunities and taking bigger risks
 - D. Making safe choices

ANALYSE AND APPLY

11. **Identify** the difference between a partnership and a corporation.
12. **Discuss** the benefits of being an entrepreneur.
13. **Describe** how online shopping has been an innovation in retail businesses.

EVALUATE AND COMMUNICATE

14. **Discuss** why businesses innovate and respond to opportunities.
15. **Explain** how investing in technology can improve a business's competitive advantage and increase productivity.

Answers and sample responses for this topic are available online.

8 Geographical concepts and skills

LESSON SEQUENCE

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LESSON 8.1 Overview

INQUIRY QUESTION

Why is geography important to study, and what skills do I need to understand geography?

The world around us is made up of a large range of interesting places, people, cultures and environments. Geography is a way of exploring, analysing and understanding this world of ours — especially its people and places. Studying Geography at school allows you to build up your knowledge and understanding of our planet, at different scales: the local area, our nation, our region and our world. Geographers investigate the characteristics of places and the relationships between people and places.

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eWorkbook

Customisable worksheets for this topic



Digital document

Key terms glossary



Video eLesson

Geography concepts and skills



SkillBuilder

Use the SkillBuilder activities to develop these HASS skills:

- QUESTIONING AND RESEARCHING
- ANALYSING
- EVALUATING
- COMMUNICATING AND REFLECTING



LESSON 8.2 Geographical concepts and skills

LEARNING INTENTION

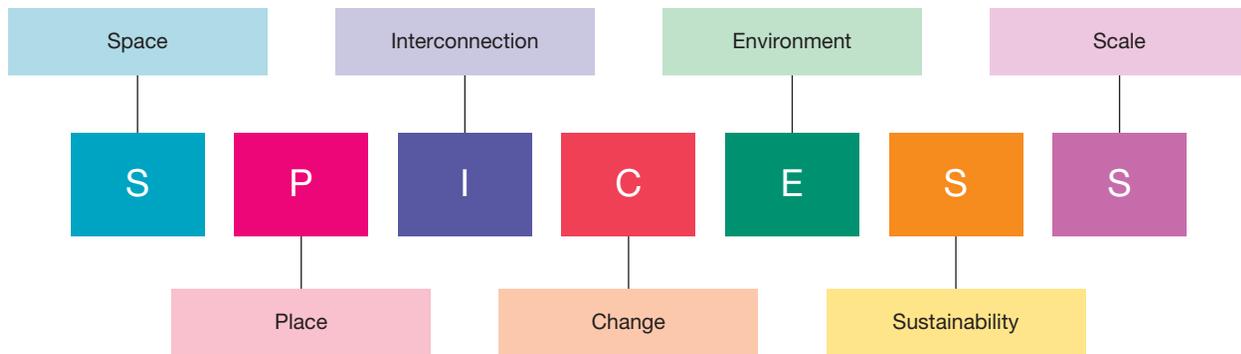
By the end of this lesson you should be able to:

- **identify, explain and apply** the seven geography concepts using the acronym SPICESS
- write a class definition of 'geography', **explain** what geographers do and **outline** the skills that they will need.

8.2.1 Introduction

Geographical concepts help you to make sense of your world. You can use these concepts to both investigate and understand the world you live in. The concepts help you to think geographically. The seven major concepts are **space, place, interconnection, change, environment, sustainability** and **scale**. You will use the seven concepts to investigate two topics: water as a resource, and place and liveability.

FIGURE 1 A way to remember these seven concepts is to think of the term SPICESS.



8.2.2 What is space?

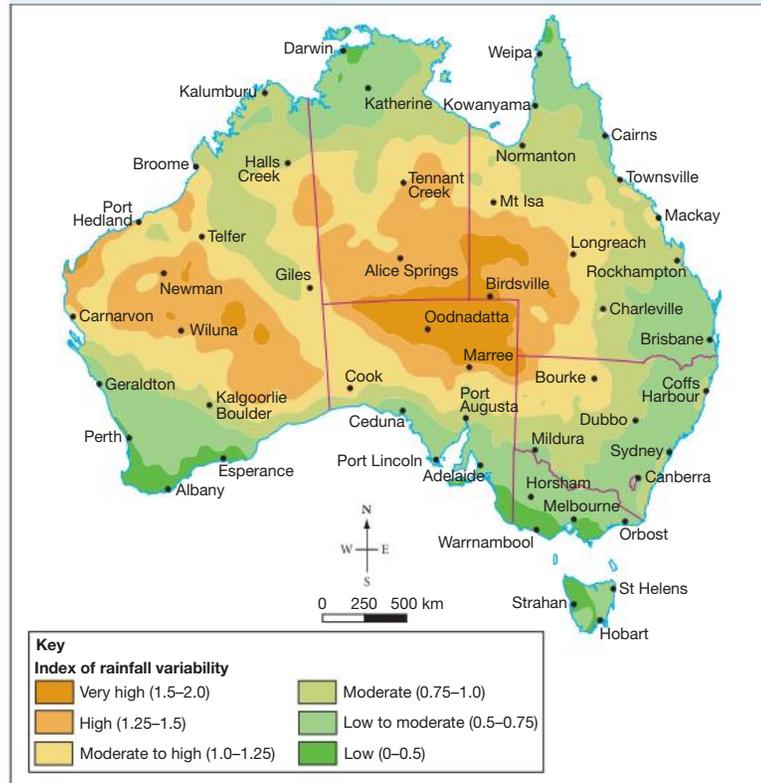
The concept of space is about where things are located and distributed on the surface of the Earth. The space can be organised and managed by people or it can simply be where it is located in the natural environment.

8.2.3 What is place?

The world is made up of places. We understand its places by studying their variety, how they influence our lives and how we create and change them.

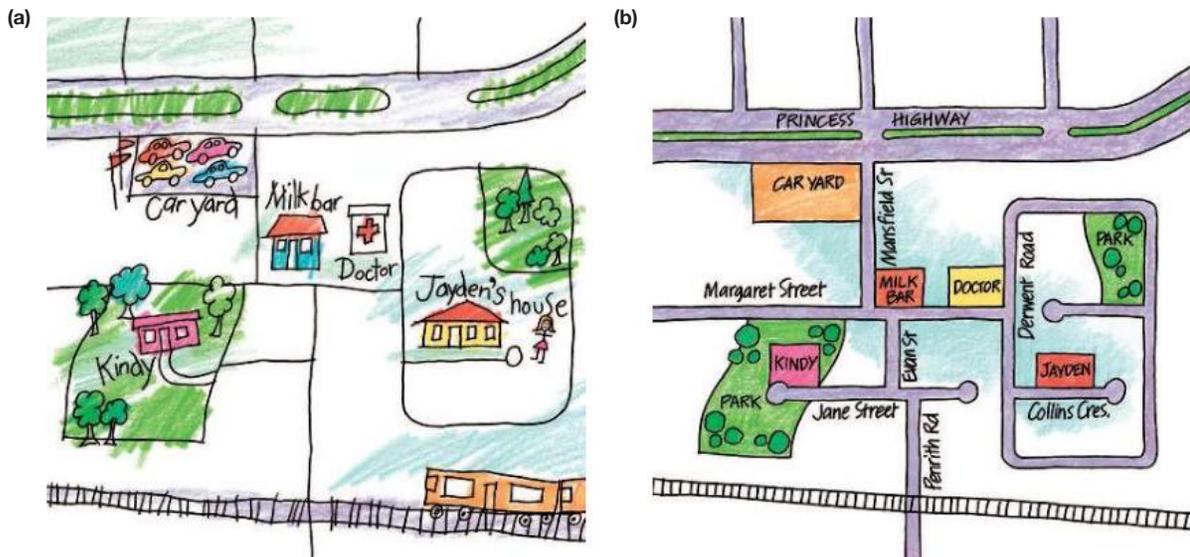
Places may be natural (such as an undisturbed wetland) or highly modified (such as a large city). Place refers to how people perceive a location. You often have mental images and perceptions of places — your city, suburb, town or neighbourhood. They may be very different from someone else's perceptions of the same places.

FIGURE 2 Rainfall influences how we experience a place.



Source: MAPgraphics Pty Ltd, Brisbane

FIGURE 3 Map of Jayden's local place (a) drawn by Jayden and (b) drawn by Annette, Jayden's mother



SkillBuilder discussion

Communicating and reflecting

1. Why is it that Jayden and Annette draw the same place differently?
2. What things do each of them focus on?

8.2.4 What is interconnection?

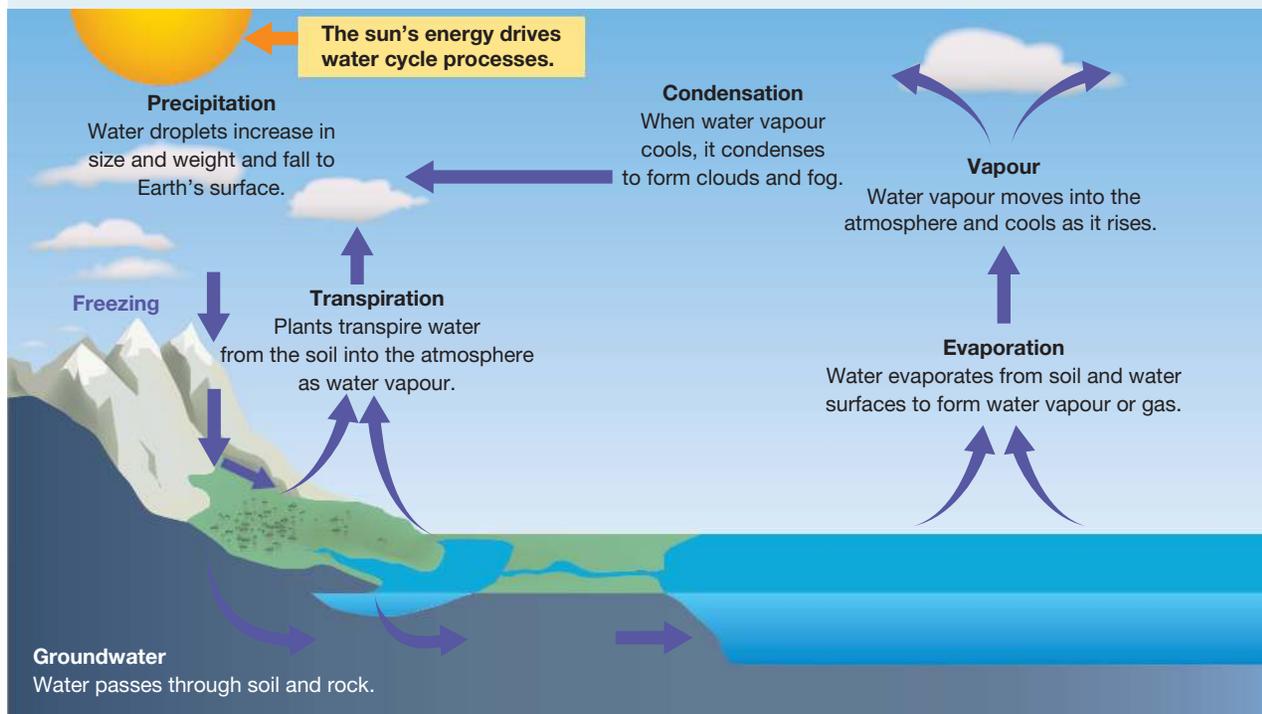
People and things are connected to other people and things in their own and other places. Understanding these connections helps us to understand how and why places are changing. Interconnection emphasises that no object of geographical study can be viewed in isolation.

An event in one location can lead to change in a place some distance away.

FIGURE 4 Mount Tom Price township and mine in Western Australia, with fly in, fly out (FIFO) worker huts in the left foreground. It is interconnected to the rest of Australia by both the flights and the workers.



FIGURE 5 The water cycle shows many interconnections.



8.2.5 What is change?

The concept of change is about using time to better understand a place, an environment, a spatial pattern or a geographical problem.

The concept of change involves both time and space — change can take place over a period of time, or over a geographical area. The time period for change can be very short (e.g. the impact of a flash flood) or over thousands or millions of years (e.g. the development of fossil fuel resources).

FIGURE 6 Port Douglas, 60 km north of Cairns, has always been a busy area, first as a mining region and port and later as a destination.



Environmental change can occur over short or long periods of time. Technology can result in rapid change — think of the explosions at a mining site that reveal mineral seams.

The degree of change occurring can be used to predict, or plan for, actual or preferred futures.

8.2.6 What is environment?

People live in and depend on the environment. It has an important influence on our lives.

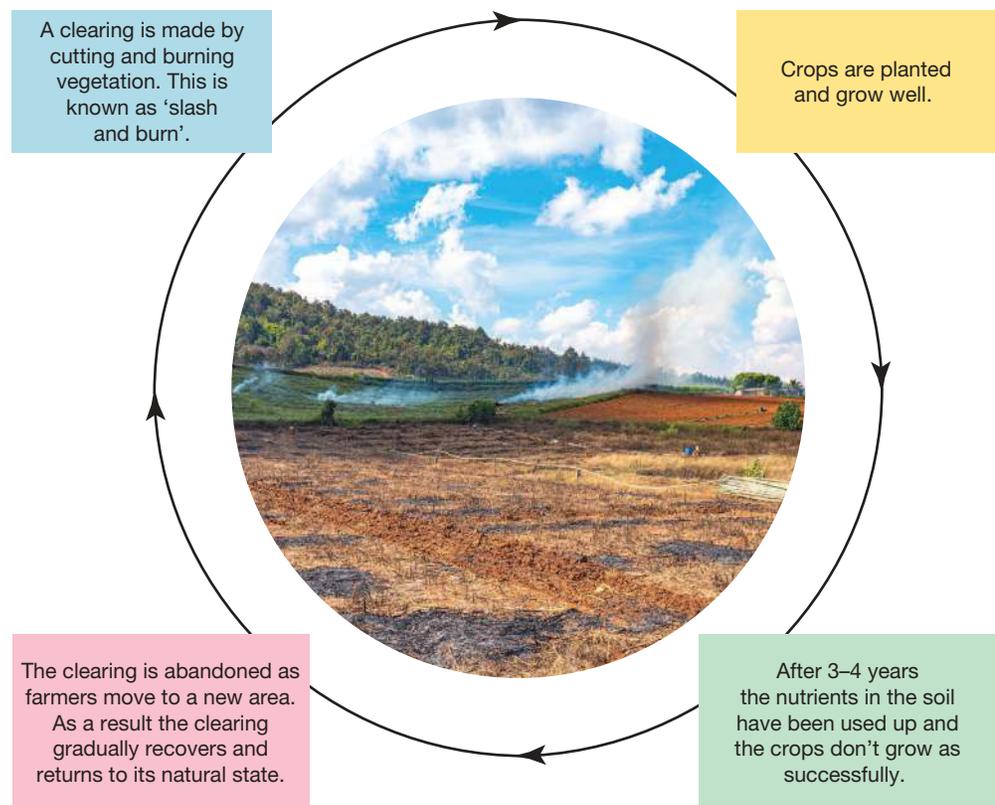
The environment is the physical and biological world around us. It supports and enriches human and other life by providing raw materials and food, absorbing and recycling wastes, and being a source of enjoyment and inspiration to people.

SkillBuilder discussion

Communicating and reflecting

1. What environmental changes have occurred in the diagram?
2. Consider your environment. How is it changing?

FIGURE 7 The process of shifting cultivation alters the environment that is being farmed.



8.2.7 What is sustainability?

Sustainability is about maintaining the capacity of the environment to support our lives and those of other living creatures.

Sustainability considers the interconnection between the human and the natural world, and who gets which resources and where. It involves the use of resources in a responsible way that doesn't exhaust them for future generations.

8.2.8 What is scale?

When we examine geographical questions at different spatial levels, we are using the concept of scale to find more complete answers. Scale can be applied from local, regional, national or global levels.

Looking at things at a range of scales allows a deeper understanding of geographical issues.

Different factors can be involved in explaining phenomena at different scales. Local events can have global outcomes; for example, removing areas of forest at a local scale can have an impact on climate at a global scale. A policy at a national scale, such as forest protection, can have an impact at a local scale, such as the protection of an endangered species.



Source: Spatial Vision

8.2.9 Geography is about our wonderful world

Have you ever visited a place other than the one you live in? If so, you probably noticed that some of the features and characteristics were similar and some were different. Geographers aim to understand these characteristics as well as the relationship between people and the different environments around us.

As a geographer, you answer questions ranging from the local to the global, in the past, present and future. Along the way, you will develop skills and inquiry methods to answer these questions for yourself.

8.2.10 Geography is something you do

One of the best parts of studying Geography is the opportunity to visit places outside the classroom. Going on a field trip allows you to collect data and information for yourself and to work collaboratively with other members of your class.

FIGURE 9 Using maps to work out locations and to plot data



Geographers use what is called an ‘inquiry’ approach. This means that you will investigate geographical questions by collecting, analysing and interpreting information and data to develop your own understanding and draw your own conclusions.

This helps you develop proposals for what should happen and what action should be taken in the future.

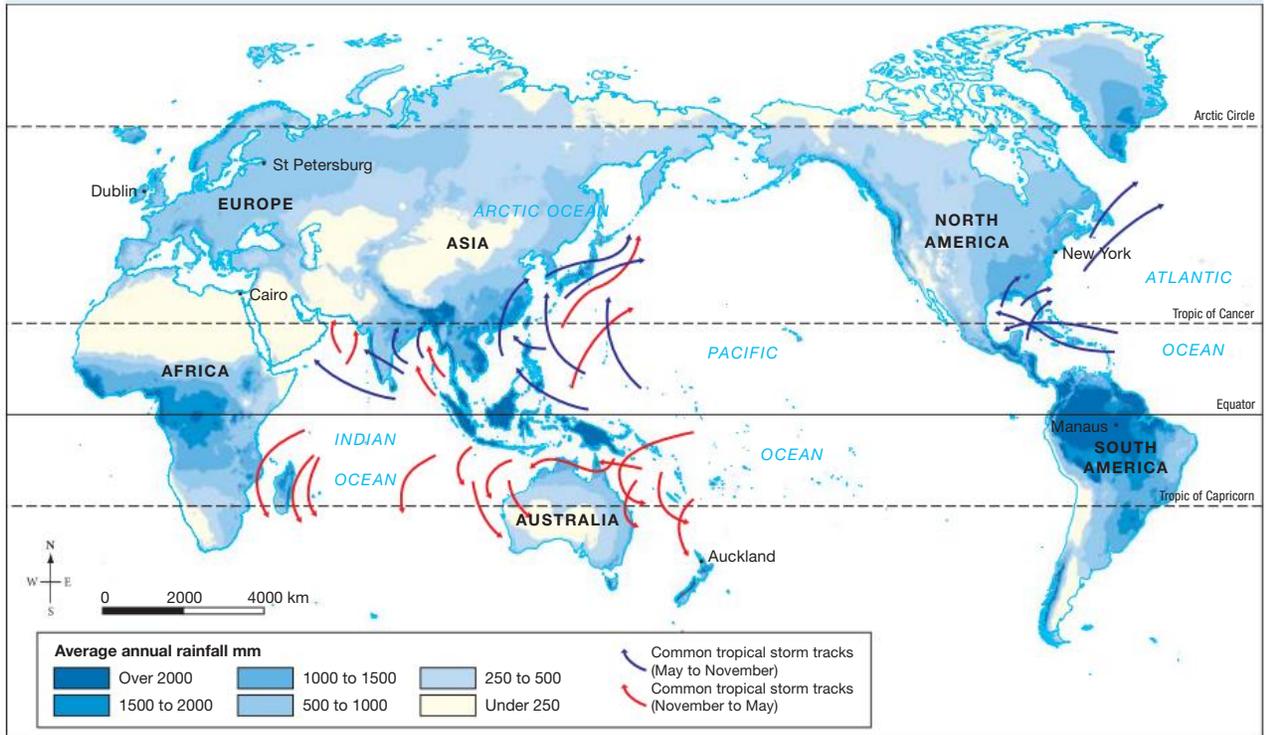
Studying Geography develops a wide range of skills that you can apply in your everyday life, in your future life and possibly in your career!

8.2.11 Geography is a way of thinking

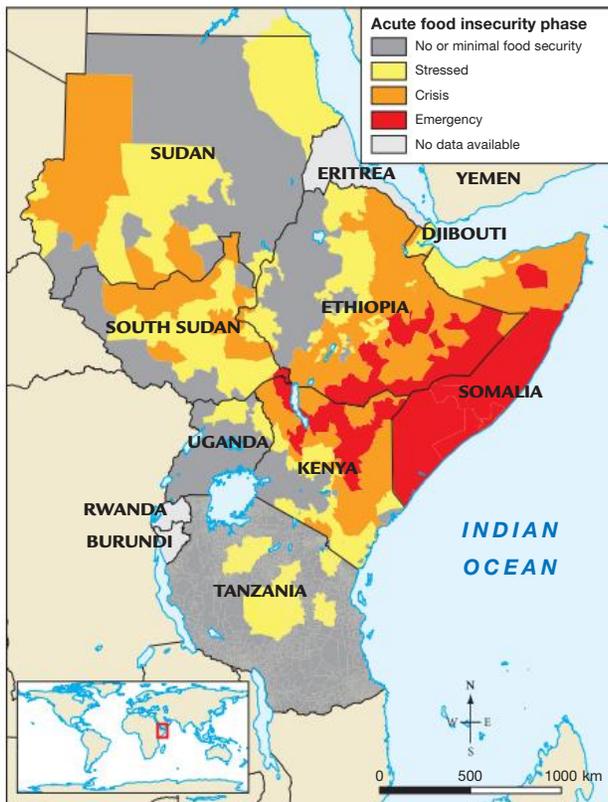
Geography is a way of thinking about and a way of looking at the world. One of the key tools geographers use is a map. Maps (such as the ones shown in **FIGURES 10** and **11**) contain a lot of information. As a student, you will often use different types of maps produced by someone else (e.g. from this textbook, atlases and online). As a geographer, you will produce your own maps and spatial information, by hand or digitally. Using and interpreting maps are important skills you will develop. It is also important to identify major patterns and trends in maps to unlock the information they contain.

As a geographer, you should also ask yourself, ‘What can I contribute as an informed and responsible citizen to make this world a better place?’

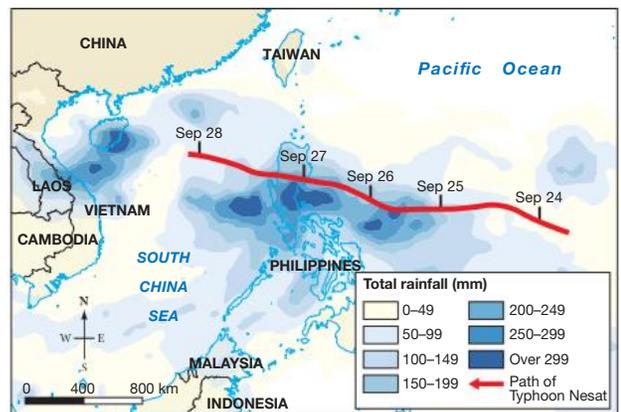
FIGURE 10 Maps: A key tool for the geographer



Source: WorldClim.



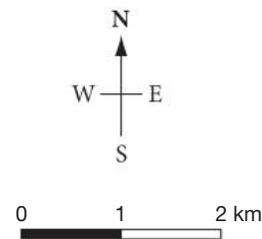
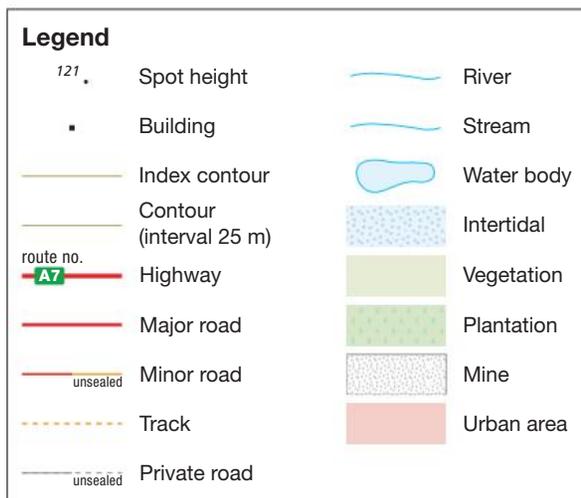
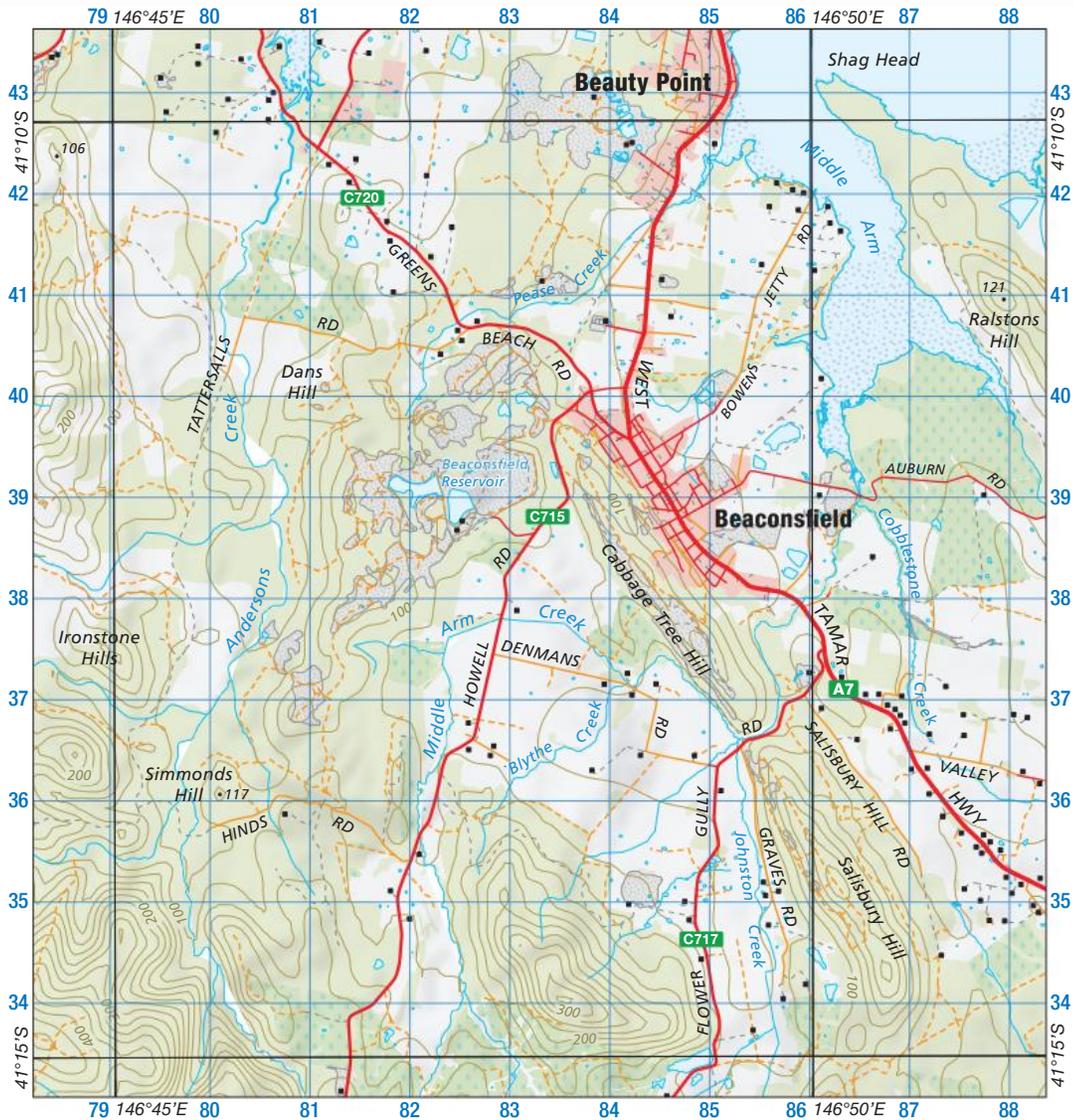
Source: USAID, FEWS NET 2011



Source: NASA Earth Observatory



FIGURE 11 Topographic map extract, Tamar Valley, Tasmania



Source: Address Points, Coastline, Contours, Hydrographic Areas, Hydrographic Lines, Spot Heights, Tasmania 25m DEM, TASVEG 3.0, Transport Nodes, Transport Segments from www.theLIST.tas.gov.au
© State of Tasmania.

8.2.12 Skills used in studying Geography

As you become more familiar with geography, there are essential skills to practise and master. The skillbuilder lessons in this topic will show you how to apply the HASS skills in geography and also teach specific geography skills. You will practise with activities related to the topics covered in this subject.

TABLE 1 The four HASS skills you will develop in geography in Year 7.

Skill	Description
Questioning and researching	You will construct a range of questions related to geography. Collect and process information from primary and secondary sources, including fieldwork. Use geospatial technologies and digital tools to make decisions and come to conclusions. You will also use a range of formats, including maps and geospatial technologies to explain patterns, relationships and trends in issues such as wealth and livability, or the relationship between mountain ranges and rainfall.
Analysing	You will develop skills in selecting and interpreting information to identify relationships and trends. This can be done using maps or graphs. You will translate information from one source to another and use your geography skills to analyse what you learn.
Evaluating	Geography is all about making decisions and coming to conclusions in an evidence-based manner. You will consider ethical values and analyse data using the concepts of space, change, interconnection and environment. For example, you might use an analysis of the distribution of water to determine the sustainability of a farm.
Communicating and reflecting	Communicating your ideas and reflecting on your conclusions are key skills you will develop in the study of Geography. When communicating in Geography you need to ensure that you consider your audience, acknowledge your sources and choose appropriate methods of communication to ensure your message is clear and well-conceived. In Year 7, you will be expected to explore new ways of presenting information, take risks and develop new presentation skills.

The SkillBuilder subtopics found throughout this topic will tell you about the skill, show you the skill and let you apply the skill to the topics covered.

8.2 SkillBuilder activity

COMMUNICATING AND REFLECTING

Investigating a river

1. Look at **FIGURE 12**. Discuss the types of data the students might be collecting. Why might this data be useful in studying a river?
2. Think of a question you could investigate about a river. Write down the question and explain how you might find out the answer. For example: How does the depth of the river change along its course? Measure using a metre stick ruler or depth gauge.
3. What patterns might you notice in the data (e.g., does the river get deeper in certain areas)? How could this information help people who live near the river?
4. Based on your question, write a short paragraph explaining why geographical inquiry is important when studying rivers.

FIGURE 12 Collecting your own data and information



Learning pathways

■ LEVEL 1

1, 4, 5, 8

■ LEVEL 2

2, 6, 7, 9

■ LEVEL 3

3, 10

REMEMBER AND UNDERSTAND

- Which of the following best defines the concept of 'space' in geography?
 - The arrangement of objects and people on the Earth's surface
 - The physical distance between two locations
 - An area with defined boundaries
 - The atmosphere surrounding the Earth
- What is meant by the geographical concept of 'place'?
 - physical location with a specific address
 - A location that holds meaning and significance for individuals or groups
 - An area characterised by a particular climate
 - A space used for human activities
- How does interconnection influence geographical phenomena?
 - It separates regions from one another.
 - It shows how features and processes are related and affect each other.
 - It identifies isolated geographical locations.
 - It maps the boundaries of continents.
- Which of the following is an example of a natural environment?
 - A city park
 - A rainforest
 - A shopping mall
 - A residential neighbourhood
- What does sustainability aim to achieve in geography?
 - Unlimited consumption of resources
 - Preservation of resources for future generations
 - Economic growth without environmental concerns
 - Expansion of urban areas

ANALYSE AND APPLY

- Explain** the concept of 'scale' in geography and how it helps to understand geographical phenomena.
- Describe** how the concept of 'change' is important in understanding geographical processes.
- What are the key steps involved in conducting a geographical inquiry?
- Why is concluding and reflecting important in geographical studies?

EVALUATE AND COMMUNICATE

- Reflect** on the various ways you might collect and encounter geographical information. **Suggest** three ways that you could present this information to an audience.

Answers and sample responses for this topic are available online.

LEARNING INTENTION

By the end of this SkillBuilder you should be able to read a map and understand geographic relationships.

8.3.1 Tell me

What are maps and why are they useful?

Maps show parts of the world from a bird's-eye view. Cartographers simplify aerial photos or satellite images and use colours and symbols to represent features like roads, rivers and towns. All maps should include six key elements, remembered by the acronym BOLTSS (see **FIGURE 1**). Maps help us understand and navigate places, especially when travelling.

FIGURE 1 Essential map features follow the BOLTSS system

BOLTSS

Border — a box around the map to clearly show its extent

Orientation — a compass direction

Legend — a key to what the symbols and colours on the map stand for

Title — a clear indication of what the map is about or its theme

Scale — indicates distances on the map compared with the actual area being shown

Source — where possible, the information used to make the map should be sourced

Understanding map legends

Maps use various colours and symbols, explained in the legend, usually found in a corner or reference section. Cartographers represent features through point symbols (e.g., a church), line symbols (e.g., roads) and area symbols (e.g., forests). Common symbols, like blue lines for rivers, help readers quickly identify features. When creating maps, keep symbols small to maintain clarity.



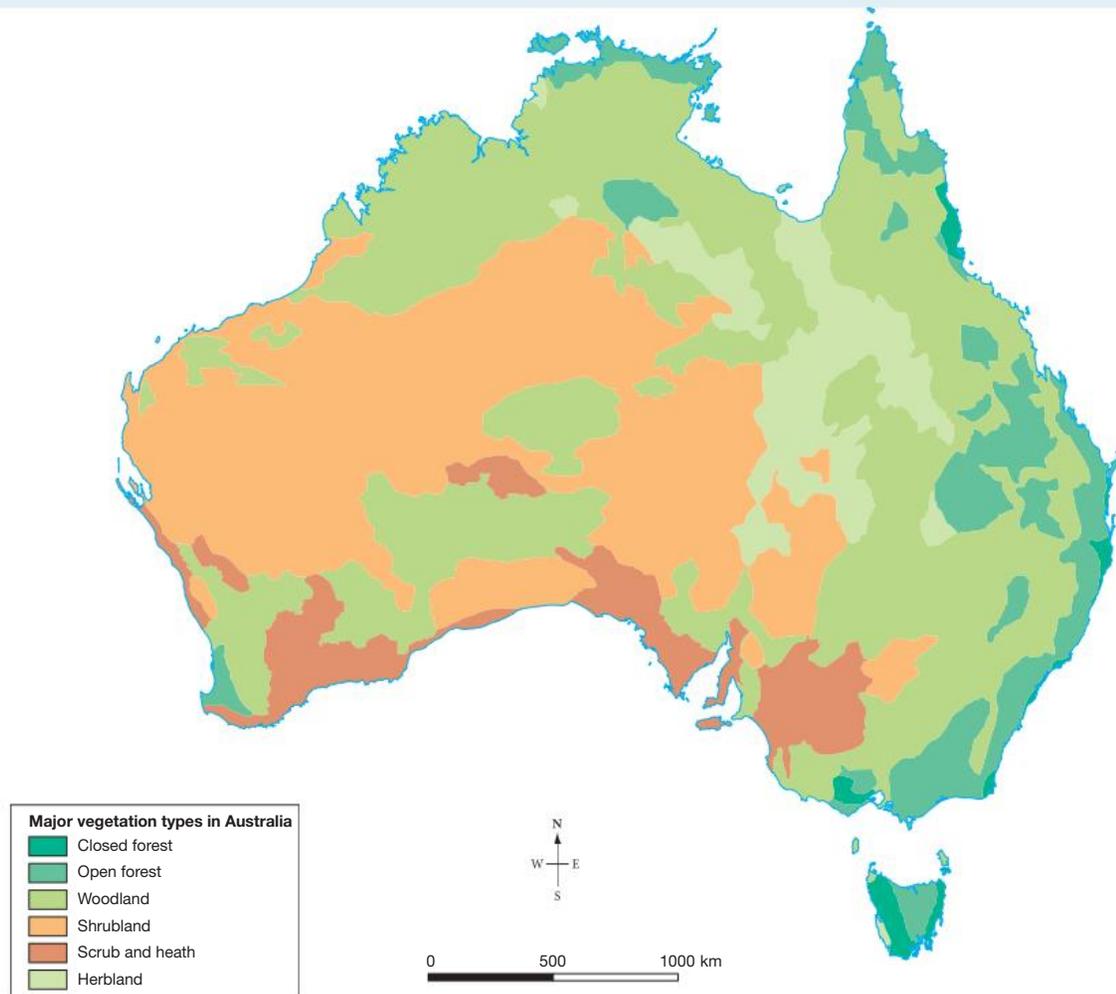
8.3.2 Show me

How to read a map

You will need:

- a map of the region being considered (see **FIGURES 3 and 4**).

FIGURE 3 Major vegetation types in Australia



Source: Map taken from <http://www.anbg.gov.au/aust-veg/veg-map.html>. Reproduced with permission from Sydney University Press

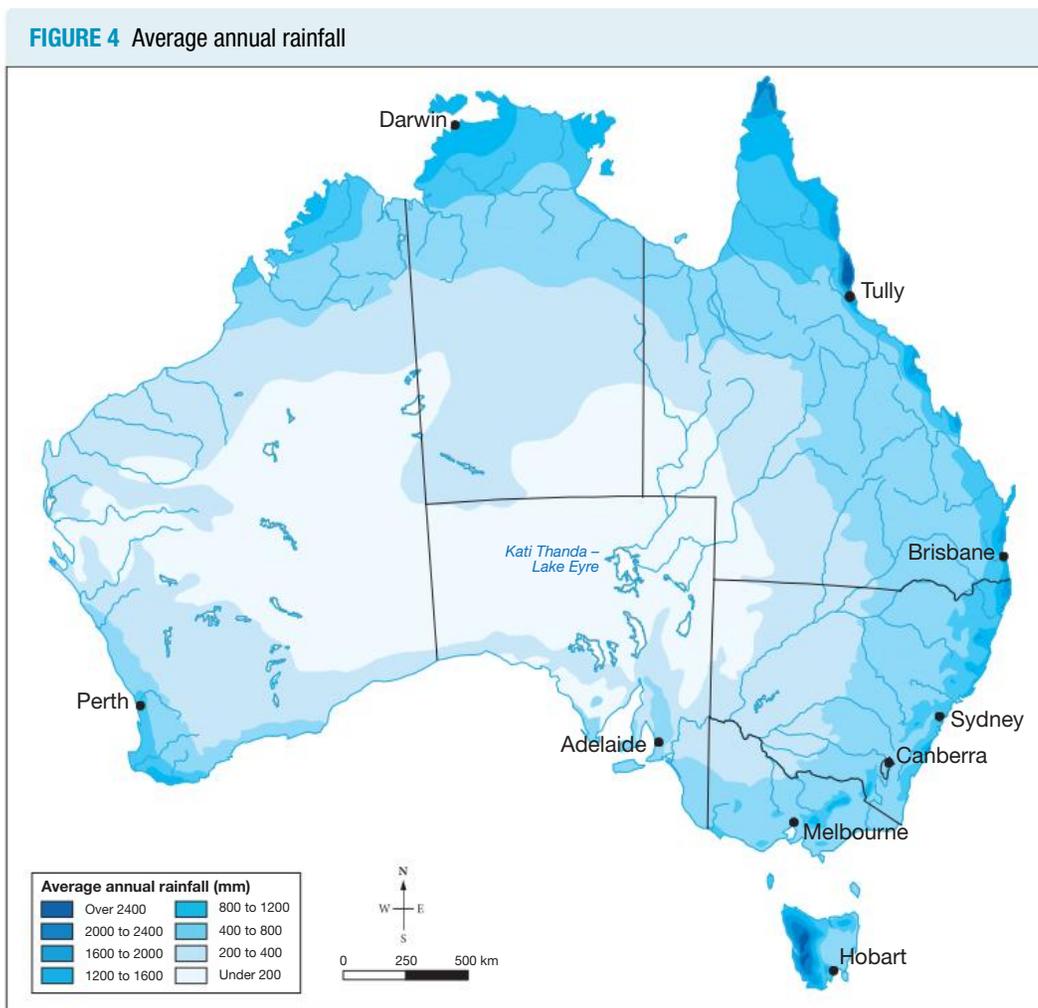
Procedure

Step 1

Identify and carefully read the title of the map. This will help you understand the information you can expect to see on the map. Sometimes, the title tells you the date of the information that has been mapped. The map in **FIGURE 3** has a title that tells us it is a map of Australia showing major vegetation types. The colours in the key help us to understand the distribution of vegetation. **FIGURE 4** uses colour to represent average rainfall.

Step 2

Next, examine the key. We notice that closed forest is found in about half the area of Tasmania, in some small linear coastal tracts along parts of the east coast of mainland Australia and in the Otway region of Victoria. We could make a similar detailed description of open forest. Looking at the pattern of forests overall, we conclude that only a small area of Australia is forested – less than 10 per cent. **FIGURE 4** is a choropleth map that uses shades of one colour to reflect varying levels of rainfall.



 Learn more about this skill by watching the video and completing the interactivity in your Resources panel.

8.3.3 Let me do it

Complete the following activity to practise this skill.

8.3 SkillBuilder activity

ANALYSING, COMMUNICATING AND REFLECTING

Apply your skills to answer the following questions. Use the checklist provided to make sure you complete all aspects of the task.

Refer to **FIGURES 3** and **4** to complete the following questions.

- Describe** the area of Australia that mainly has shrubland.
 - Identify** where in Australia you would find closed forest.
 - What is the average annual rainfall of Tully?
 - What is the average annual rainfall of each of Australia's state capital cities?
 - Describe** the area of Australia that receives less than 200 mm of annual rainfall.
 - Describe** the distribution of the wettest areas in Australia.
- Using information from both maps, **identify** any interconnections/relationships between vegetation types and annual rainfall.
- Create a table with the average rainfall in one column and types of vegetation in the other column. (You may have more than one type of vegetation for each amount of rainfall.)
 - Add a third column that includes whether a capital city can be found in this range of rainfall.
 - Explain in a paragraph any findings you have from your inquiry regarding the relationships between vegetation, annual rainfall and population centres.

Checklist

I have:

- described data
- identified relationships
- created comparisons.

LESSON 8.4 SkillBuilder: Reading a weather map

LEARNING INTENTION

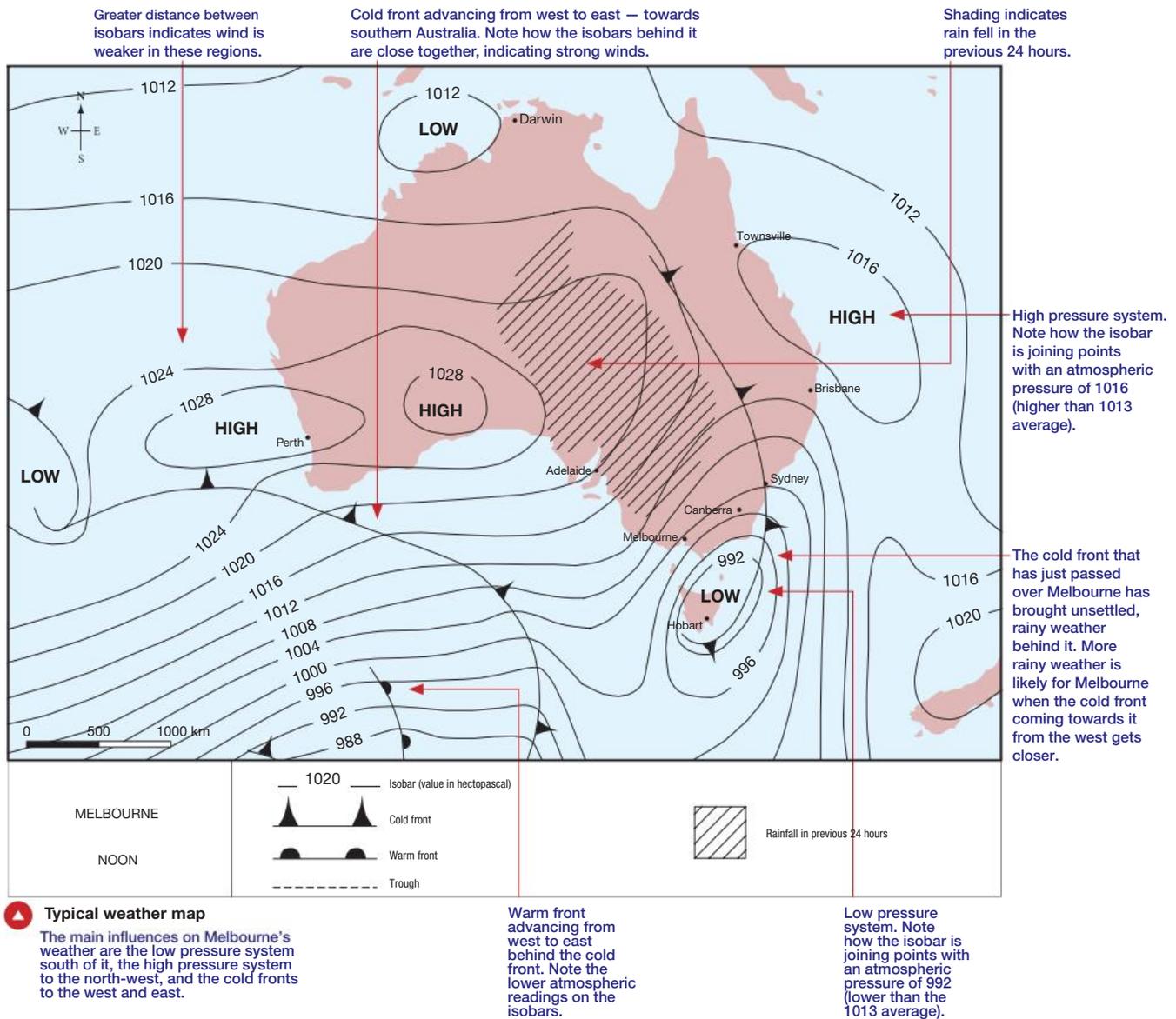
By the end of this SkillBuilder you should be able to read a weather map and make an educated prediction of upcoming weather conditions in Perth.

8.4.1 Tell me

What are weather maps?

Weather maps or 'synoptic charts' appear every day in newspapers and during the television news. We may see them as digital images on our phones as weather apps. Weather maps use lines and symbols to show areas of low and high pressure and weather events such as cyclones, rainfall, warm and cold fronts. The lines on a weather map are called 'isobars'. They join places with the same atmospheric pressure. The numbers on the isobars represent differences in atmospheric pressure, which is the weight of the air. This varies from place to place, depending on the air temperature. Meteorologists use sensitive instruments called 'barometers' to measure atmospheric pressure.

FIGURE 1 A weather map that you might see in digital and printed resources



Source: MAPgraphics Pty Ltd, Brisbane

How are weather maps useful?

Understanding weather is crucial. Weather impacts everyone's lives. Reading weather maps helps you anticipate upcoming conditions. Farmers, tourists and emergency services all rely on forecasts for planning and safety.

Today, meteorologists predict weather more accurately using satellite images, radar, weather balloons, automatic stations, ships and aircraft.

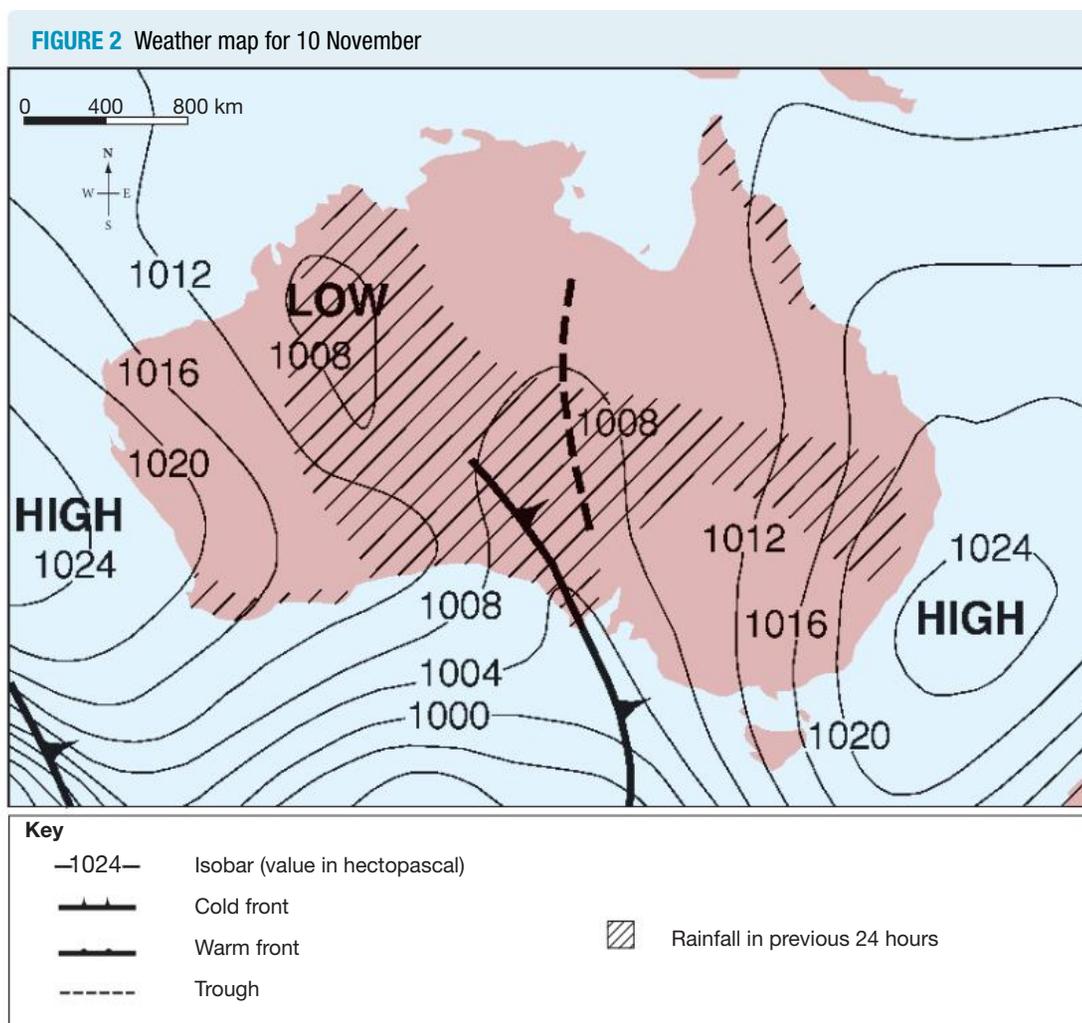
8.4.2 Show me

How to interpret a weather map

You will need:

- a weather map
- a key to interpret the weather map symbols.

The average weight of air is 1013 hectopascals (hPa). Measurements higher than this (e.g. 1020 hPa) indicate areas of high atmospheric pressure, where air is sinking. Measurements lower than this (e.g. 985 hPa) indicate areas of low atmospheric pressure, where air is rising. You can use this code to read the weather map in **FIGURE 2**.



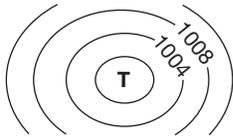
Source: MAPgraphics Pty Ltd, Brisbane

TABLE 1 Symbols on weather maps for the southern hemisphere

Symbol	Name	What does it mean?	Comment
	Isobars	Join places with the same air pressure	The closer together these lines, the stronger the wind.
	High-pressure area	Sinking air	Generally fine weather. Winds rotate around these areas anticlockwise.
	Low-pressure area	Rising air	Generally cooler weather, rain. Winds rotate around these areas clockwise.

(continued)

TABLE 1 Symbols on weather maps for the southern hemisphere (continued)

Symbol	Name	What does it mean?	Comment
	Tropical cyclone	Rapidly rising air	Strong winds, torrential rain.
	Cold front	The 'line' along which an approaching mass of cold air meets warmer air	Fall in temperature, rain. Front moves in the direction of arrowheads.
	Warm front	The 'line' along which an approaching mass of warm air meets colder air	Temperature rises, sometimes light rain. Uncommon in Australia.
	Rain	Rain in the last 24 hours	Usually associated with low-pressure areas and fronts.
	Trough	A dip in isobars	An area associated with unsettled weather and precipitation.

Procedure

Step 1

Pressure systems

Examine high-pressure systems (pressure above 1013 hPa) and low-pressure systems (pressure below 1013 hPa). Pressure systems generally move from west to east as they cross Australia and move around the world. In **FIGURE 2**, a high-pressure system is approaching south-west Western Australia. This system is likely to bring fine weather to the region. The low-pressure system east of Broome brings cooler weather and rain.

Step 2

Air masses and fronts

Examine any air masses and fronts. **FIGURE 2** shows a cold front where cold air meets warmer air. This is likely to cause a fall in temperature and rain in South Australia.

Step 3

Precipitation

Examine precipitation patterns. Precipitation includes snow, hail and dew, but rainfall is the most common form of precipitation. In **FIGURE 2**, we can see that more than half of Australia has received rain in the last 24 hours. This chart does not indicate how much rain has fallen.

Step 4

Wind

Wind is not shown on this weather map. However, the closer together the isobars are, the stronger the winds will be. There are no significant areas of high wind shown for Australia on 10 November.

Step 5

Troughs

The weather map in **FIGURE 2** shows a trough in central Australia. The trough line runs north from central South Australia towards the Gulf of Carpentaria. Troughs are usually associated with unsettled weather and precipitation.



Learn more about this skill by watching the video and completing the interactivity in your



Resources panel.

8.4.3 Let me do it

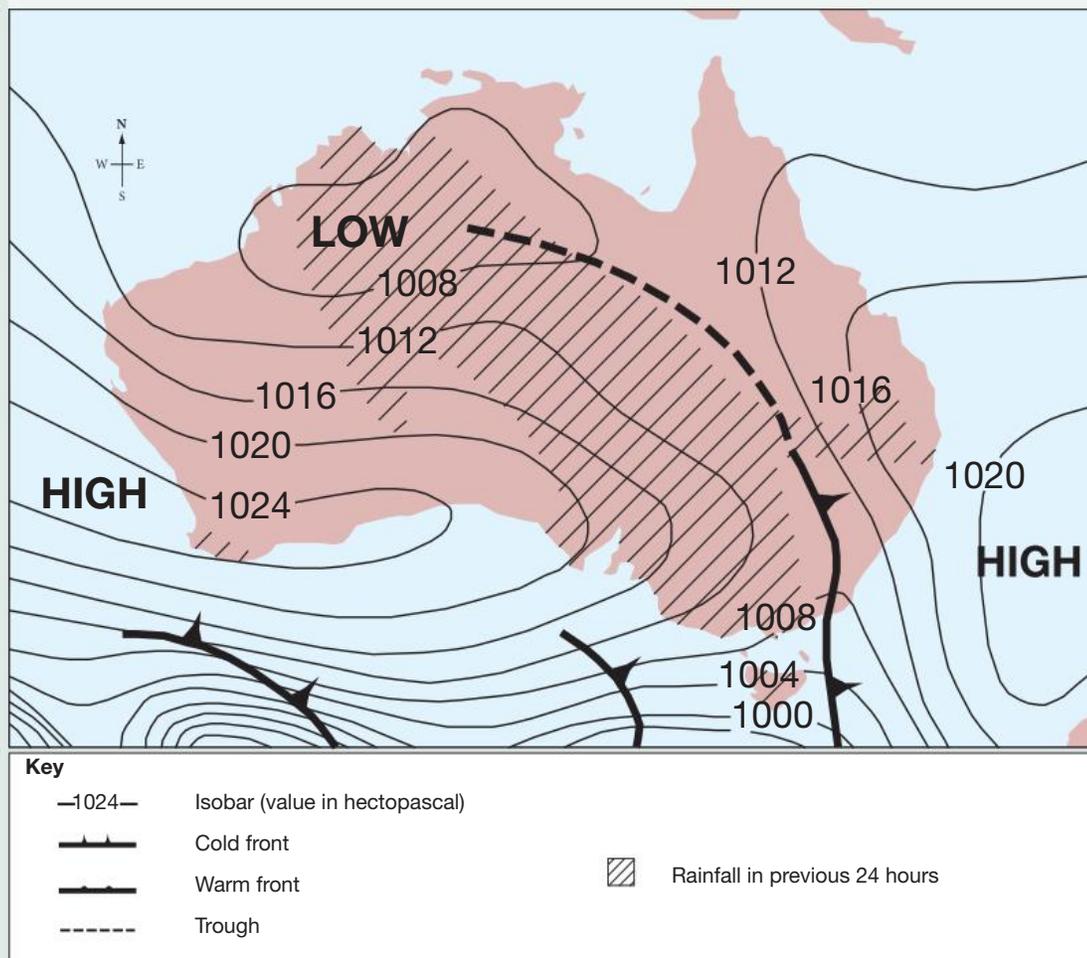
Complete the following activity to practise this skill.

8.4 SkillBuilder activity ANALYSING, EVALUATING

The map in **FIGURE 3**, produced on 11 November, predicts the weather for 12 November. **FIGURE 4** shows what the weather was actually like that day. Based on the skills you have learned in this SkillBuilder, interpret the maps and answer the following questions. Use the checklist provided to make sure you cover all aspects of the task.

1. List what is different in **FIGURE 3** from the map showing actual weather for two days earlier (10 November), shown in **FIGURE 2**.
2. Predict Perth's weather for 12 November. Include a description of what may happen throughout the day.
3. Using Geography skills to **analyse** weather.
 - a. **Explain** how the weather on November 12 would impact three different spaces across Australia.
 - b. **Discuss** why the weather changes on a regular basis.
 - c. **Describe** the interconnection between areas of low air pressure (below 1013 hPa) and rainfall.
 - d. Theorise as to how the weather in different parts of Australia would determine the type of environments found across the country.
4. Use **FIGURE 4** to check your answers to questions 2 and 3.

FIGURE 3 Weather map showing predicted weather for 12 November



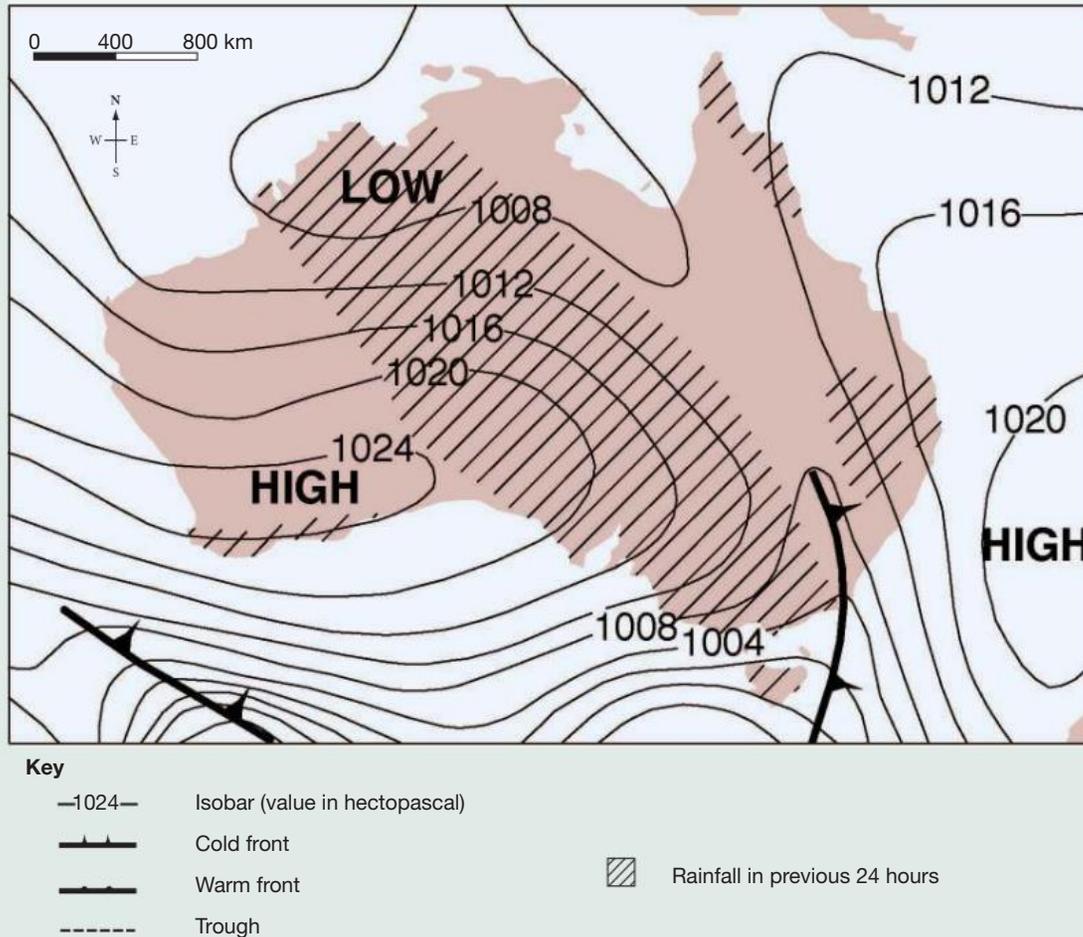
Source: MAPgraphics Pty Ltd, Brisbane

Checklist

I have:

- interpreted pressure systems, air masses and fronts, precipitation, wind and troughs
- written a detailed description of Perth's weather using a weather map
- used the Geography concepts of space, change, interconnection and environment to explain the impact of the weather.

FIGURE 4 Map showing actual weather for 12 November



Source: MAPgraphics Pty Ltd, Brisbane

LESSON 8.5 SkillBuilder: Constructing a pie graph

LEARNING INTENTION

By the end of this SkillBuilder you should be able to construct a pie graph to show information.

8.5.1 Tell me

What is a pie graph?

A pie graph, or pie chart, is a graph in which slices or segments represent the size of different parts that make up the whole. The circle of 360 degrees represents the total, or 100 per cent of whatever is being

examined. Pie charts are useful for easily seeing the size of the segments. Presenting the parts in order, from largest to smallest, makes it easier to interpret.

A pie graph can be drawn by hand or using a spreadsheet program such as Excel.

How are pie graphs useful?

Pie graphs give us an overall impression of data. They are useful for comparing the proportions of categories. However, if more than eight segments are needed, the graph becomes difficult to read, and it is better to use a bar graph. Unlike line graphs, pie graphs are not useful for showing a trend over time.

A good pie graph:

- has a clear and accurate title that explains the purpose of the graph
- has segments that are either labelled directly or indicated using a colour key
- includes percentages or raw figures
- has segments drawn clockwise from largest to smallest, starting at 12 o'clock with the largest and finishing at 12 o'clock with the smallest, unless there is a segment for 'other', which is always last
- includes the source of the data.

8.5.2 Show me

How to complete a pie graph by hand

You will need:

- paper
- a pencil
- a protractor
- a ruler
- coloured pencils
- a data set — in this case, energy generated from renewables in Australia (see **TABLE 1**).

Model

TABLE 1 Percentage of electricity generated from renewables and non-renewable sources in Australia (2023)

Renewable energy	Percentage (%)
Hydro	6
Solar	16
Wind	12
Bioenergy	1
Fossil fuels	65

Source: Department of Climate Change, Energy, the Environment and Water, <https://www.energy.gov.au/energy-data/australian-energy-statistics/renewables#:~:text=In%202023%2C%2035%25%20of%20Australia's,earlier%202022%2D23%20financial%20year.>

Procedure

Step 1

Order the statistics from largest to smallest. If there is an 'other' category, put it last.

Step 2

If you have not been given percentages, you will need to calculate them. Add all categories together to give you your total figure. Divide each individual category by the total figure and then multiply by 100. This will give you a percentage.

Step 3

Convert the percentage to degrees of a circle by multiplying by 3.6. (100 per cent of the circle = 360 degrees, so 1 per cent of the circle = 3.6 degrees.)

TABLE 2 Converting percentages to degrees in circle

Energy Source	Percentage (%)	Degrees (°)
Non-renewables	65.0	234.0
Solar	16.0	57.6
Wind	12.0	43.2
Hydro	6.0	21.6
Biomass	1.0	4.0
Total	100.0	360.4

Source: Department of Climate Change, Energy, the Environment and Water, <https://www.energy.gov.au/energy-data/australian-energy-statistics/renewables#:~:text=In%202023%2C%2035%25%20of%20Australia's,earlier%202022%2D23%20financial%20year.>

Step 4

Draw a straight line from the centre of the circle to 12 o'clock.

Step 5

Use the protractor to mark the first and largest segment, working clockwise. To do this, place the 0 degrees line on the protractor along the line you have just drawn. Now mark in the second largest group. Use the protractor to mark each of the other segments in descending size, marking the 'other' category last (if needed).

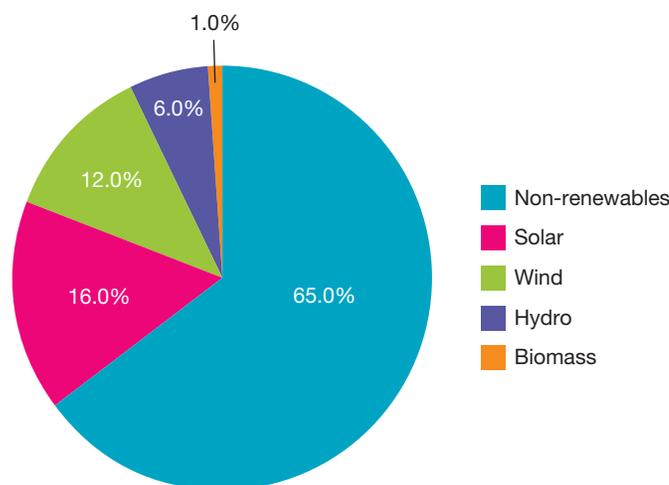
Step 6

Label and colour each segment, making sure you include the percentage label.

Step 7

Provide a clear title and source.

FIGURE 1 Percentage of electricity generated from renewables and non-renewables in Australia (2023)



Learn more about this skill by watching the video and completing the interactivity in your Resources panel.

8.5.3 Let me do it

Complete the following activities to practise this skill.

8.5 SkillBuilder activity ANALYSING, EVALUATING

1. Use the data in **TABLE 3** to **construct** a pie graph. Use the checklist provided to make sure you complete all aspects of the task.

TABLE 3 Source of electricity worldwide, 2023

Source of electricity	Percentage (%)
Coal and oil	38
Natural gas	23
Hydro	15
Nuclear	10
Wind and solar	10
Other	4

Source: Based on data from the International Energy Association (IEA) (2023). World gross electricity production, by source, 2023. <https://www.iea.org/data-and-statistics/charts/world-gross-electricity-production-by-source-2017>. All rights reserved.

2. Once you have created your pie graph, apply the skills you have developed in this SkillBuilder to answer the following questions.
 - a. What is the most common source when producing electricity?
 - b. Are renewables or non-renewables the main source of electricity?
 - c. Name a renewable that is part of the 'other' category.
 - d. In Iceland, 70 per cent of all electricity is produced from hydro power and 30 per cent from geothermal power. Is this similar to or different from the world trend?
 - e. Research the sources of energy production for another country. Compare your results to Australia and Iceland.

Checklist

I have:

- provided a clear title and source
- plotted the data accurately and labelled each segment
- included the percentages
- shown largest to smallest clockwise from 12 o'clock, with 'other' last.

LESSON 8.6 SkillBuilder: Using topographic maps

LEARNING INTENTION

By the end of this SkillBuilder you should be able to use a topographic map.

8.6.1 Tell me

What are topographic maps?

Topographic maps are more than just contour maps showing the height and shape of the land. They also show features of the natural environment, such as forests and lakes, and features of human environments, such as roads and settlements (places where a community of people live).

Why are topographic maps useful?

All topographic maps use similar symbols to show the main features of the landscape. These symbols make it easy for map readers to quickly identify the features shown in the legend or key. Topographic maps are useful for various purposes, from bushwalkers wanting to understand the landscape in which they plan to walk, to town planners and engineers needing to construct infrastructure such as roads and bridges.

FIGURE 1 This is an aerial photograph of Mount Gambier, South Australia, an area with many extinct volcanoes. Lakes have formed in the craters of several volcanoes. The most famous is Blue Lake. We can see many features in the photo, but a topographic map can give us more information, especially about the shape of the landscape — its topography.



8.6.2 Show me

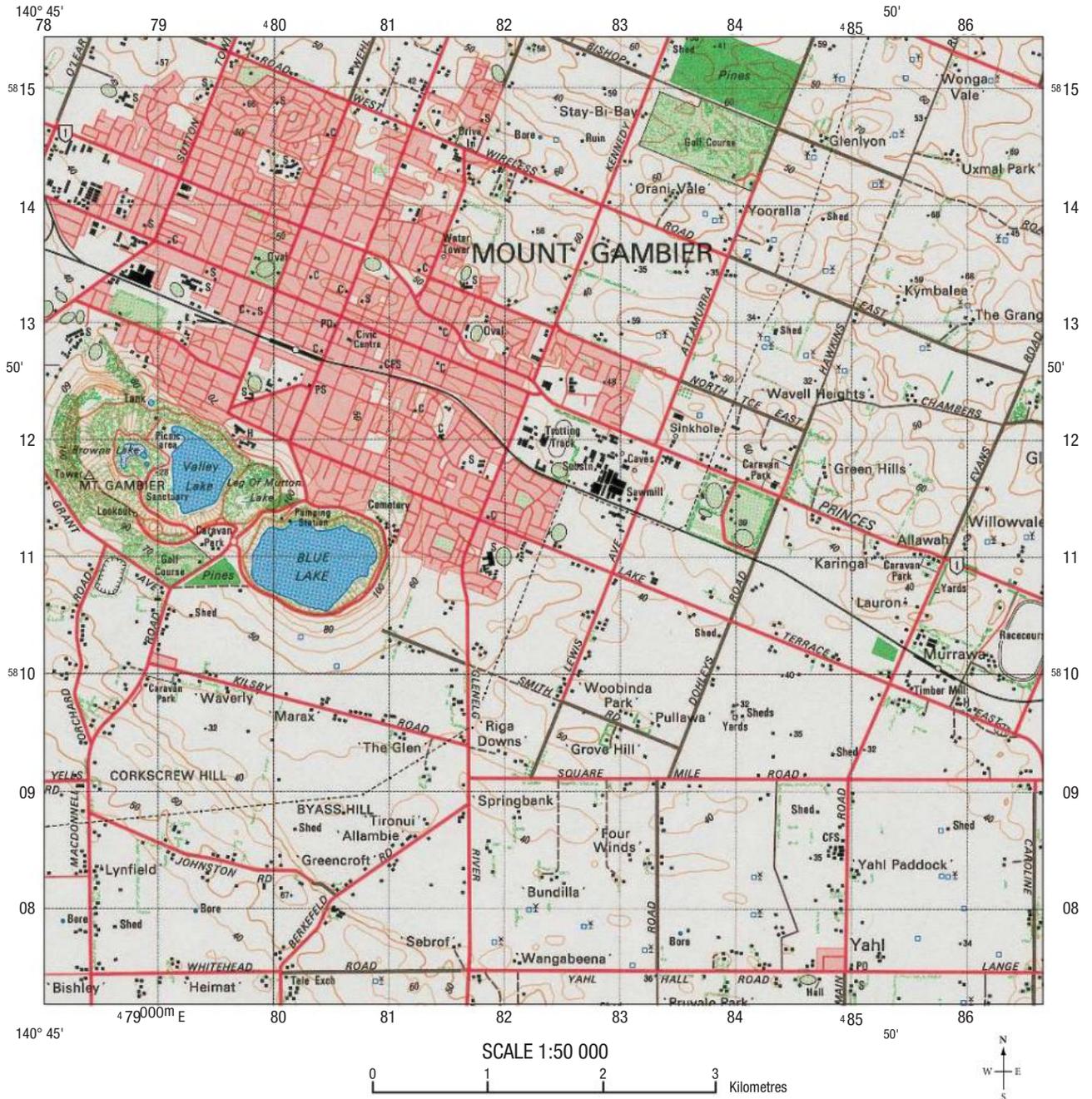
How topographic maps help us to locate places on a map

You will need:

- a topographic map (see **FIGURE 2**).

A topographic map can provide many observations. **FIGURE 2** shows Mount Gambier's map, highlighting Blue Lake with its steep surrounding slopes. The township lies north of Blue Lake, with a railway line passing through near the civic centre and post office. The town spans about 4 kilometre both east–west and north–south. The local golf club is located in the north-east. These details are noted using the legend, north arrow and scale.

FIGURE 2 This topographic map extract of Mount Gambier can be used to determine the location, direction and distance of geographical features in the area shown on the map.



Built-up area; Parks, recreation areas		Power transmission line; Levee or bank		
Road, sealed surface, two or more lanes; National route marker		Survey beacon; spot elevation		
Road, sealed surface, one lane		Lake perennial; Watercourse		
Road, unsealed surface, two or more lanes; Bridge		Lake, intermittent; Land subject to inundation		
Road, unsealed surface, one lane; Gate; Cattle grid		Dam or waterhole on watercourse; Tank or small dam		
Vehicular track		Contours; Depression contours		
Railway, multiple track; Station; Siding		Cliff, Escarpment or low cliff		
Railway, single tract; Cutting; Embankment		Pine plantation; Orchard or low cliff		
Building; Post office; Police station; School		Windmark		
Hospital; Church; Mine; Windmill		Trees and scrub, scattered		
Fence; Quarry		Trees and scrub, medium, dense		

Source: Government of South Australia, Department of Environment, Water and Natural Resources.

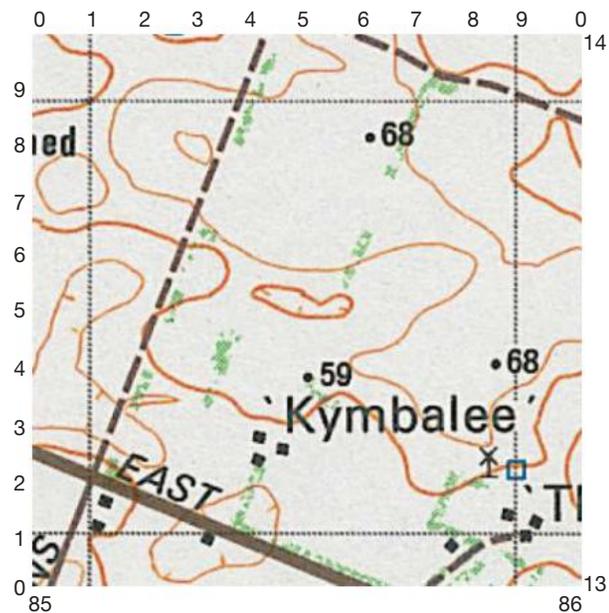
Area and grid references

A 1-kilometre-square grid is overprinted on a topographic map. These grid lines are numbered with two-digit numbers in the map's margins. Lines that run up and down the map (north–south) are called 'eastings'. The numbers increase as you move to the east. Lines that run horizontally across the map (east–west) are called 'northings'. The numbers increase as you move north. In a grid reference, the eastings are given first, and then the northings.

Four-figure grid references tell you the grid square in which to find a feature. The letters AR are placed in front of a four-figure reference to show the area reference. For example, AR8513 contains the town of Kymbalee (see **FIGURE 3**).

Six-figure grid references pinpoint an exact point in the grid square. The third and sixth figures represent one-tenth of the distance between the two grid numbers. These divisions are not written on the map, so they must be estimated. The letters GR are used in front of a six-figure grid reference. No spaces are used between the digits in four- or six-figure references; for example, Kymbalee's grid reference is GR854132.

FIGURE 3 Working out a six-figure grid reference



- Learn more about this skill by watching the video and completing the interactivity in your Resources panel.

8.6.3 Let me do it

Complete the following activity to practise this skill.

8.6 SkillBuilder activity ANALYSING

Answer these questions using the **FIGURE 1** aerial photograph and **FIGURE 2** topographic map extract of Mount Gambier. Use the checklist provided to make sure you complete all aspects of the task.

- Examine FIGURE 1.** From which direction was this photograph of the crater lakes taken?
- Examine FIGURE 2.** Look at the contour lines to the south of Blue Lake. Is the land flat or steep? How can you tell?
- Sketch the special symbols used in the legend showing that the crater lakes:
 - form a depression
 - have steep sides.
- Give the main features found in the following area references.
 - AR8010
 - AR8013
- Give area references for the following features.
 - Valley Lake
 - The trotting track
- Find the following features.
 - GR858087
 - GR816077
 - GR807128
 - GR812123
- From the topographic map extract of Mount Gambier, give six-figure grid references for features that show the following.
 - Mount Gambier has a large timber industry.
 - Mount Gambier is a popular tourist resort.
 - Mount Gambier has many sporting facilities.
 - Mount Gambier is the centre of a farming region.

8. Approximately how wide is Blue Lake at its widest point?

Checklist

I have:

- identified north, south, east and west using the north point
- used the key to identify features
- used grid references to describe the location of a specific feature
- used the scale to calculate distances
- interpreted topography by considering how close together the contour lines are.

LESSON 8.7 SkillBuilder: Interpreting topological maps

online only

What are topological maps?

Topological maps are very simple maps, with only the most vital information included. These maps generally use pictures to identify places, are not drawn to scale and give no sense of distance. However, everything is correct in its interconnection to other points.

LESSON 8.8 SkillBuilder: Using alphanumeric grid references

online only

What are alphanumeric grid references?

Alphanumeric grid references are a combination of letters and numbers that help us locate specific positions on a map. They are linked to the lines that form a grid over certain kinds of maps. The letters and numbers are placed alongside the gridlines, just outside the map. The grid, letters and numbers allow you to pinpoint a place or feature by stating its alphanumeric grid reference.

LESSON 8.9 SkillBuilder: Drawing a climate graph

online only

What are climate graphs?

Climate graphs, or climographs, are graphs that show climate data for a particular place over a 12-month period. They combine a column graph and a line graph. The line graph shows average monthly temperature, and the column graph shows average monthly precipitation (rainfall).

LESSON 8.10 SkillBuilder: Creating and analysing overlay maps

online only

What are overlay maps?

An overlay map usually consists of two or more maps of the same area. A base map is overlaid with a transparent overlay, showing different information. Overlay maps allow users to see the relationships between the information on two or more maps.

LESSON 8.11 SkillBuilder: Annotating a photograph

online only

What are annotated photographs?

Photographs are used to show aspects of a place. Annotations are added to photographs to draw the reader's attention to what can be seen and deduced.

LESSON 8.12 SkillBuilder: Interpreting diagrams

online only

What are diagrams?

A diagram is a graphic representation of something. In Geography, it is often a simple way of showing the arrangement of elements in a landscape and the relationships between those elements. Diagrams also have annotations: labels that explain aspects of the illustration.

LESSON 8.13 SkillBuilder: Cardinal points — wind roses

online only

What are wind roses?

A wind rose is a diagram that shows the main wind features of a place; in particular, wind direction, speed and frequency. Wind directions can be divided into 8 or 16 compass directions.

LESSON 8.14 SkillBuilder: Creating a concept diagram

online only

What is a concept diagram?

A concept diagram, sometimes mistakenly called a concept map, is a graphical tool that shows links between ideas or concepts. Concept diagrams organise links into different levels. Concept diagrams enable you to organise your ideas and communicate them to others.

LESSON 8.15 SkillBuilder: Understanding satellite images

online only

What are satellite images?

Satellite images show parts of our planet from space. They are taken from satellites and transmitted to stations on Earth. Satellites can collect a variety of data, including standard photographic imagery, colour infrared and radar data. They can show Earth in close-up or from far away.

LESSON 8.16 Review

8.16.1 Key knowledge summary

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

8.2 Geographical concepts and skills

- The acronym SPICESS helps you remember the seven geographical concepts: space, place, interconnection, change, environment, sustainability and scale.
- Skills in Geography:
 - Geography is a way of exploring, analysing and understanding this world of ours, especially its people and places.
 - Geographers use what is called an 'inquiry' approach. This means that you will investigate questions by collecting, analysing, and interpreting information and data in order to develop your own understanding and draw your own conclusions.
 - Geography is a way of thinking and a way of looking at the world. One of the key tools geographers use is a map.
 - Maps contain a lot of information about people and places. As a geographer, you will produce your own maps and spatial information, by hand or digitally.

8.16.2 Key terms

environment the natural and human surroundings in which people, plants and animals live, including ecosystems, landscapes, and built environments

interconnection the way people, places and environments are linked to each other through natural processes, trade, migration, culture and technology

place a specific location on Earth that has unique physical and human characteristics, making it meaningful to people

sustainability the responsible use and management of resources to meet current needs while ensuring future generations can also meet theirs

scale the ratio that shows how much smaller a map is compared to the real world, e.g., one centimetre on a map equals one kilometre in real life

8.16.3 Reflection

Complete the following to reflect on your learning.

Revisit the Inquiry question posed in the Overview.

Why is geography important to study, and what skills do I need to understand geography?

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

learn on

 **eWorkbooks** Customisable worksheets for this topic
Reflection

 **Digital document** Key terms glossary

8.16 Review exercise

Learning pathways

■ LEVEL 1

3, 7, 11, 12

■ LEVEL 2

1, 2, 5, 6, 9, 13

■ LEVEL 3

4, 8, 10, 14, 15

REMEMBER AND UNDERSTAND

1. What does the acronym SPICES mean in geography?
 - A. Space, Place, Interconnection, Change, Environment, Sustainability, Scale
 - B. Space, Population, Interaction, Climate, Ecosystem, Sustainability, System
 - C. Soil, People, Integration, Change, Ecosystem, Species, Scale
 - D. Space, People, Interaction, Climate, Environment, Sustainability, Scale
2. Which of the following is NOT a geographical concept included in SPICES?
 - A. Space
 - B. Population
 - C. Place
 - D. Sustainability
3. Geography is a way of:
 - A. playing sports
 - B. analysing and understanding the world
 - C. creating art
 - D. reacting to sources
4. The inquiry approach in geography involves:
 - A. memorising facts
 - B. investigating questions by collecting, analysing and interpreting information
 - C. drawing pictures
 - D. reciting poems
5. What key tool do geographers use to explore the world?
 - A. Books
 - B. Maps
 - C. Vehicles
 - D. Cameras
6. Maps contain a lot of information about:
 - A. animals and plants
 - B. people and places
 - C. weather and climate
 - D. history and mythology
7. As a geographer, you will produce your own maps:
 - A. by hand or digitally
 - B. using paint
 - C. with clay
 - D. on paper
8. Geographers are most likely to use maps to:
 - A. find their way around
 - B. to develop a hypothesis
 - C. analyse spatial information
 - D. build models
9. Learning geography requires mastering a range of:
 - A. practical skills
 - B. artistic skills
 - C. writing skills
 - D. drawing skills

10. Geography is mostly helpfully in allowing us:
- A. to get from one place to another
 - B. understand the world, its people and places
 - C. to remember capital cities
 - D. to develop creativity

ANALYSE AND APPLY

11. **Explain** what is meant by geography and why is it important?
12. **Describe** what is meant by the concept of space in geography
13. What is the difference between the concepts of environment and sustainability?

EVALUATE AND COMMUNICATE

14. **Evaluate** the usefulness of technology to a geographer
15. **Propose** how geographical skills can be useful in everyday life.

Answers and sample responses for this topic are available online.

LEARNING INTENTION

By the end of this SkillBuilder you should be able to interpret a topological map.

8.7.1 Tell me

What is a topological map?

Topological maps are very simple maps, with only the most vital information included. These maps generally:

- use pictures to identify places
- are not drawn to scale
- provide no sense of distance
- provide general directions
- exaggerate the size of certain places
- do not show exact routes.

However, everything is correct in its interconnection to other points.

How is a topological map useful?

A topological map is useful as a mental map to help you locate important features. Large areas can be drawn to show the viewer the important points. You could use these in class as summary maps of a topic or as quick sketch maps to illustrate a point or to clarify something for another student.

They are also useful for:

- giving tourists a snapshot of where features are located
- quickly showing how to get to a place
- showing very large transport routes such as bus and train routes across a city
- planning international flights.

A good interpretation of a topological map:

- identifies and communicates key features
- clearly represents and communicates the data.

8.7.2 Show me

How to use a topological map

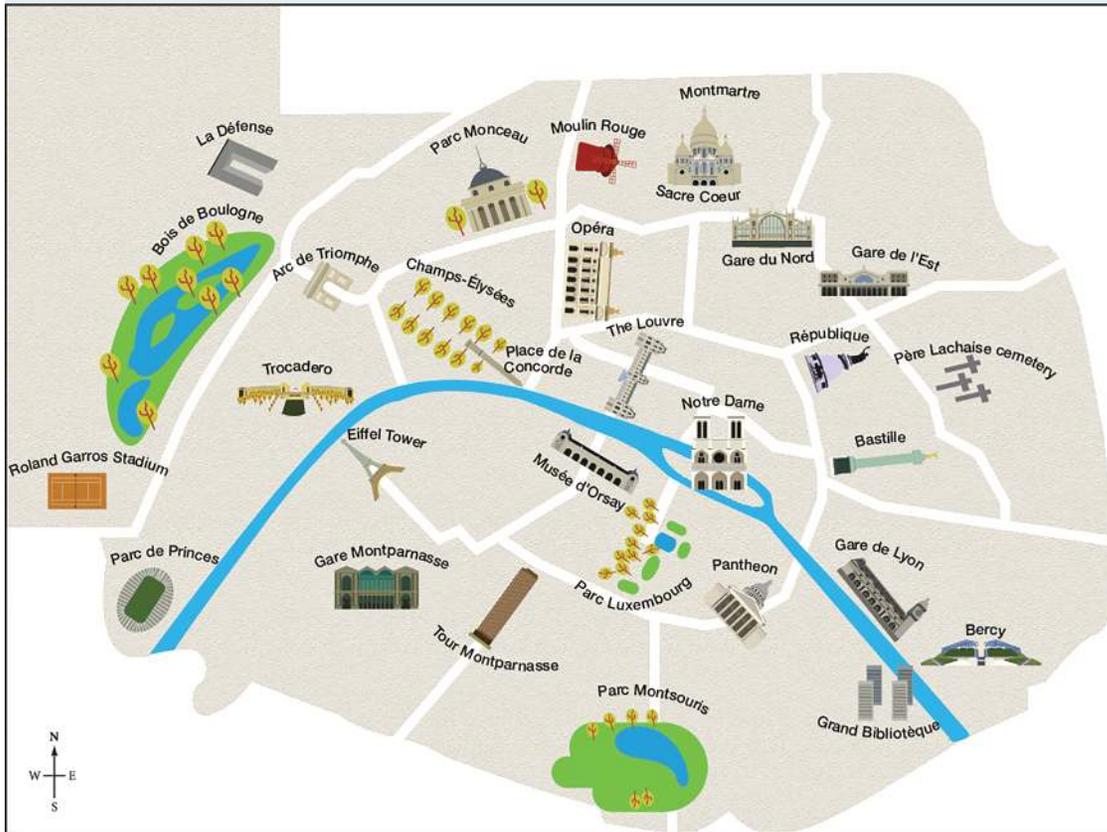
You will need:

- a topological map (see **FIGURE 1**).

Model

FIGURE 1 shows a topological map of central Paris designed for tourists. It highlights key sites and their locations relative to the river. For example, the Champs-Élysées and the Louvre are on the same side and close to each other. Major routes between monuments are indicated, though they may not be the shortest due to the lack of scale, making it challenging to judge distances accurately. Despite this, the map gives a general idea of where attractions are located, helping tourists plan their visits. For instance, deciding whether to walk along the river or take another route from the Eiffel Tower to the Arc de Triomphe might require additional maps or guidance.

FIGURE 1 A tourist map of Paris and its monuments



Procedure

Step 1

Look around the topological map and identify the key features shown. In **FIGURE 1**, almost 30 major tourist attractions of Paris are shown as drawings of each place. Some drawings are larger than others, which might show the significance and the popularity of these places with tourists.

Step 2

Think about the interconnection between features. On the map in **FIGURE 1**, the interconnection between the places is that each one is a Paris tourist attraction. Some major roads are shown, but these may not be the optimum route to travel. These pathways represent just one way to connect between the places.

Step 3

Since no scale is provided, could a tourist walk between all these places? Think about possible distances. Consider the distance from the Gare du Nord railway station to the city centre. A tourist may well have travelled this route and be able to give the map a sense of scale. Could you see all these monuments in a day? The answer to both questions is no. Interpreting a topological map gives a first impression, but it is not an accurate map. It may be useful for moving around an area, but it lacks detail.

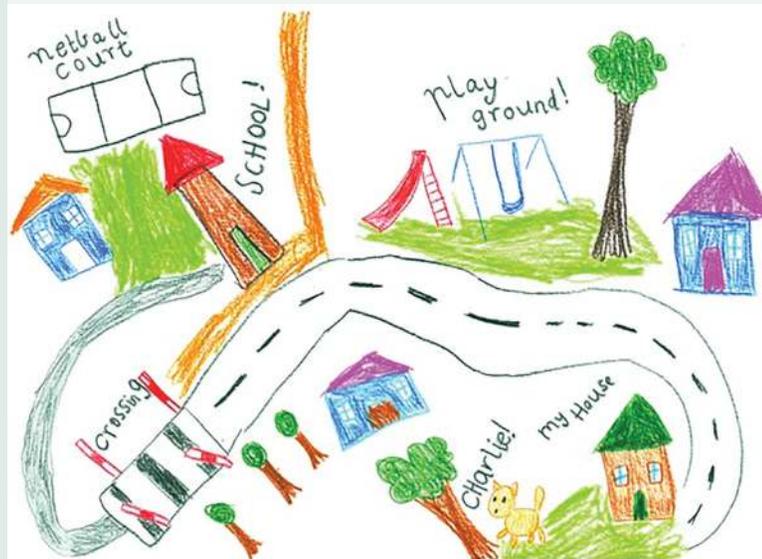
8.7.3 Let me do it

Complete the following activities to practise this skill.

8.7 SkillBuilder activity

1. Using the child's map shown in **FIGURE 2**, **describe** the route the child takes from home to school. Use the checklist to make sure you cover all aspects of the task.

FIGURE 2 Drawing by a child who walks to school



2. Use your skill in understanding and **interpreting** topological maps to answer the following questions.
 - a. What is the purpose of this topological map?
 - b. **Describe** the pattern of houses along the route.
 - c. What symbols have been used to show the sporting area of the school grounds?
 - d. Why do you think this child drew the road at such a size and included the road markings?
 - e. **Describe** the environment along the route from home to school.

Checklist

I have:

- identified and communicated key features on the topological map
- clearly represented and communicated the information in the description.

LEARNING INTENTION

By the end of this SkillBuilder you should be able to use an alphanumeric grid reference.

8.8.1 Tell me**What are alphanumeric grid references?**

Alphanumeric grid references combine letters and numbers that help us locate specific positions on a map. They are linked to the lines that form a grid over certain kinds of maps. The letters and numbers are placed alongside the gridlines, just outside the map. The grid, letters and numbers allow you to pinpoint a place or feature by its alphanumeric grid reference.

FIGURE 1 An alphanumeric grid is a simple coordinate system on a grid in which each cell is identified by a combination of a letter and a number.

	a	b	c	d	e	f
1	a1	b1	c1	d1	e1	f1
2	a2	b2	c2	d2	e2	f2
3	a3	b3	c3	d3	e3	f3
4	a4	b4	c4	d4	e4	f4
5	a5	b5	c5	d5	e5	f5
6	a6	b6	c6	d6	e6	f6

Why are alphanumeric grid references useful?

If it weren't for grid references, finding places in detailed books of maps such as street directories and atlases would be very time consuming. Grid references allow users to quickly locate the information they want among the hundreds of other features shown on a map. They also enable people to communicate precisely with one another about location using the same map.

8.8.2 Show me

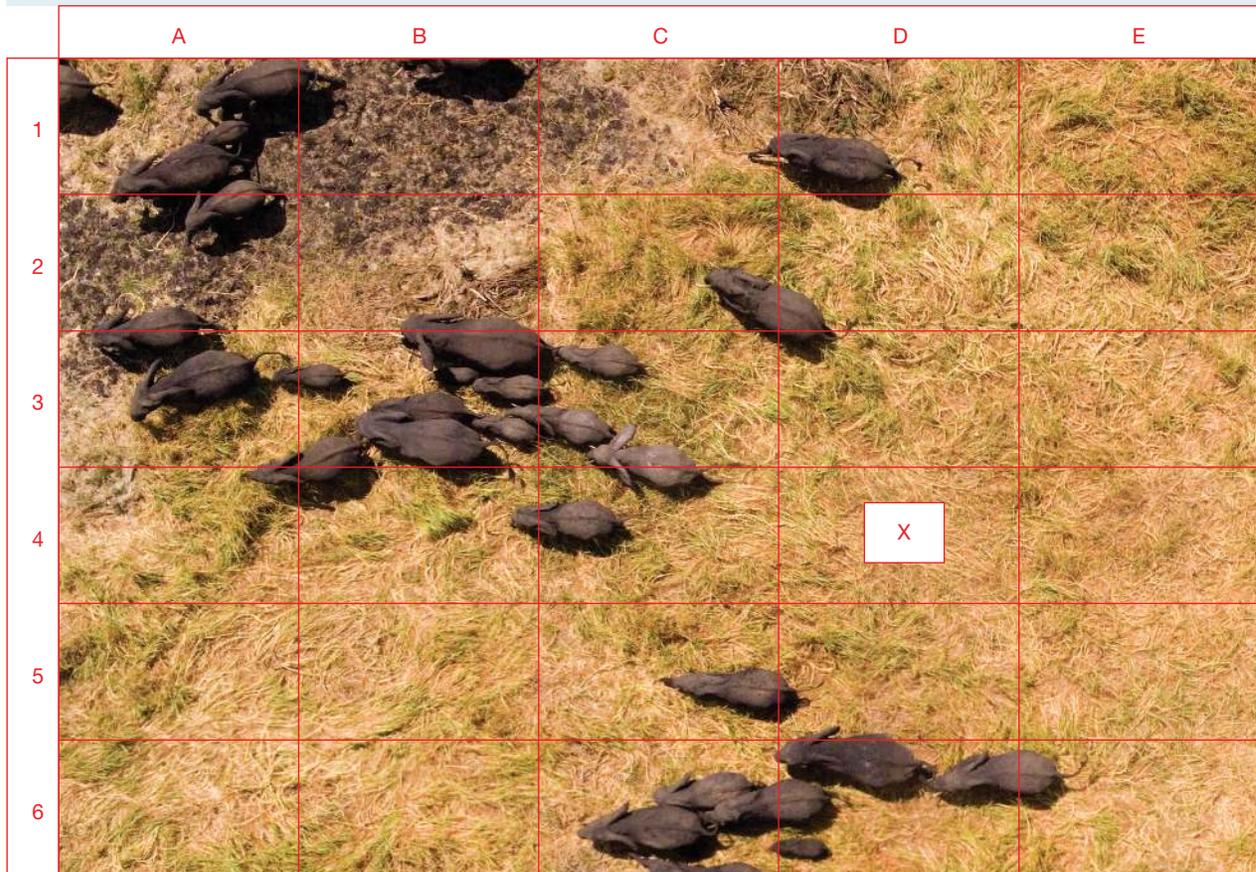
How to use alphanumeric grid references

You will need:

- a map that has alphanumeric grid references (see **FIGURE 3**)
- a pen and notebook.

Model

FIGURE 2 Aerial photo of elephants in Botswana



Procedure

Step 1

We will demonstrate this skill using the photo in **FIGURE 2**. In this aerial photograph of elephants in Botswana, we want to locate the veterinarian, Jessica, who is at point X.

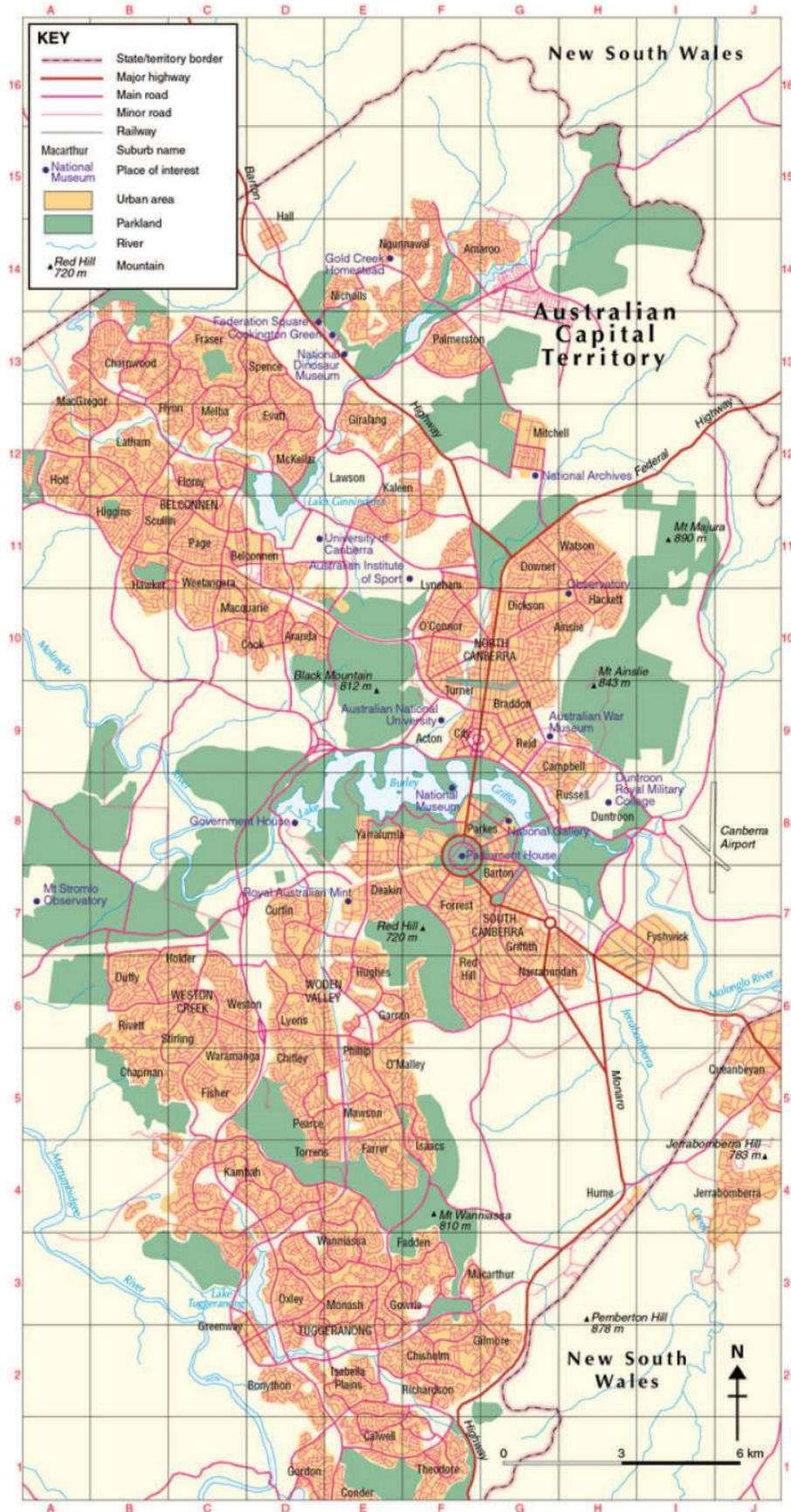
Step 2

Place your finger in the grid square that contains the X. By running your finger up the column of squares, you can see that Jessica is in column D. Write this down in your notebook.

Step 3

Now, run your finger across the row of squares, and you will see that she is in row 4. Write this down to the right of the letter D in your notebook. This gives us the grid reference for Jessica's location: D4. Now, write the name of the feature (in this case, Veterinarian: Jessica) beside the grid reference.

FIGURE 3 Canberra and its suburbs



Source: MAPgraphics Pty Ltd, Brisbane.

8.8.3 Let me do it

Complete the following activities to practise this skill.

8.8 SkillBuilder activity

- Using **FIGURE 3**, give grid references for the following features.
 - Canberra airport
 - Queanbeyan
 - Mount Ainslie
- The Prime Minister is hosting a group of leaders from the Asia–Pacific region. The leaders will visit some local attractions in and around Canberra as part of their trip. Use the Canberra map in **FIGURE 3** and the following grid references to report on the places of interest that the group visited.
 - Before lunch, the group went to E7, E13 and F11.
 - They had lunch at F9.
 - After lunch, they visited G9 and H8 before making their way to A7.
 - That night, they had dinner at D8.

Checklist

I have:

- run up or down the column of squares first and then run across the row of squares to identify the grid references
- written the letter of the alphabet before the numeral for each reference
- double-checked my answers.

LESSON 8.9 Skillbuilder: Drawing a climate graph

LEARNING INTENTION

By the end of this SkillBuilder you should be able to draw a climate graph.

8.9.1 Tell me

What are climate graphs?

Climate graphs, or climographs, display climate data for a specific location using a column graph for average monthly precipitation and a line graph for average monthly temperature. The left axis shows temperature, while the right axis shows rainfall. Temperature may be shown as one mean monthly value or two lines for mean maximum and minimum temperatures.

Mount Isa, about 1800 kilometres northwest of Brisbane in Queensland's arid Gulf Country, is a key outback centre with around 18 000 residents, mostly involved in mining copper, silver and zinc. The climate graphs for Mount Isa in **FIGURES 1** and **2** illustrate how temperature lines help us understand the area's climate.

Why are climate graphs useful?

Climate graphs are used to show the climate of a place over a 12-month period. Because the red line on the graph shows temperature and the blue columns show rainfall, you can quickly understand the graph. It is much easier to compare the climate of two places by looking at their climate graphs than by looking at tables of statistics, so drawing and using these graphs is an important geographical skill. It also very easy to compare climate patterns for different areas when the graphs are drawn using the same conventions.

FIGURE 1 Climate graph for Mount Isa, Queensland

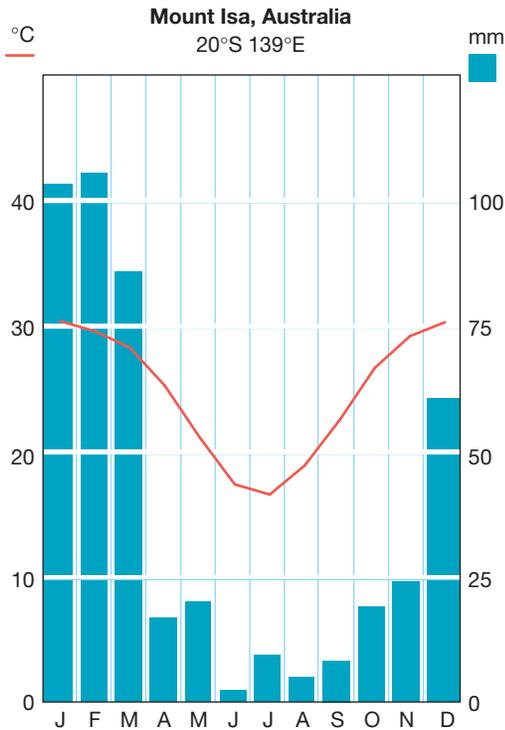
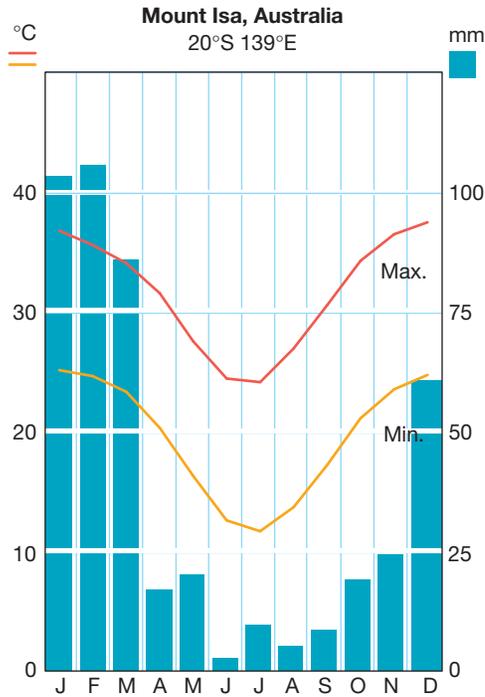


FIGURE 2 Climate graph for Mount Isa, showing average maximum and minimum temperatures



A good climate graph:

- is drawn in pencil first, and then coloured
- has ruled axes
- has labelled axes
- makes use of small dots before a line is drawn
- has a smooth curve for the temperature line in red
- has rainfall columns shaded in blue
- includes a title
- includes a source.

8.9.2 Show me

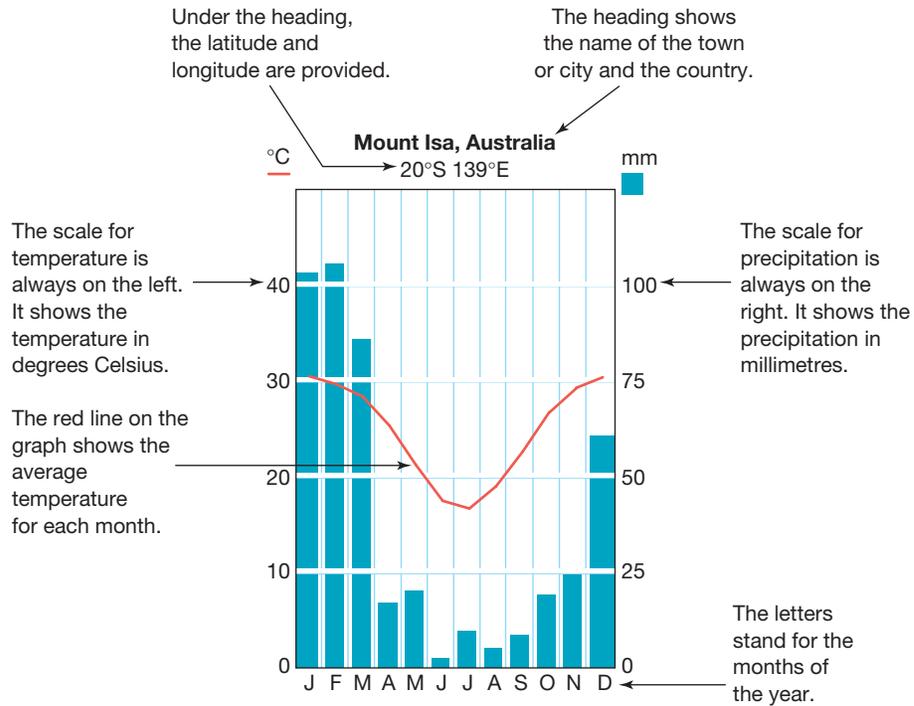
How to complete a climate graph

You will need:

- data to plot on your graph (see **TABLE 1**)
- graph paper
- a grey lead pencil
- a ruler
- a red pen and a blue pencil.

Model

FIGURE 3 Features of a climate graph



Procedure

Step 1

Look at the data in **TABLE 1**. It has two sets of data: average monthly precipitation and average monthly temperature.

TABLE 1 New Delhi, India, 28°N 77°E, average monthly precipitation and average monthly temperature

	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.
°C	14.1	16.9	22.4	28.6	32.8	33.8	31.0	29.8	29.2	26.0	20.3	15.4
mm	22.7	20.1	14.5	10.1	15.0	67.9	200.4	200.3	122.5	18.5	3.0	10.0

Source: www.worldclimate.com

Step 2

Consider the range of the data before you decide what scales will work for the vertical axes. For the right axis, find the wettest month. The precipitation scale begins at 0 and must extend far enough to include the wettest month. For the left axis, find the highest and lowest temperatures. A scale of 0 °C to 40 °C will suit most climate graphs. Try to use temperature and precipitation scales that prevent the line and column graphs from overlapping. This may not be possible if the place has very high rainfall.

Step 3

Use a ruler and pencil to draw the axes on graph paper. Divide the horizontal axis into 12 equal sections to represent the months of the year. Label each month with its initial. Label the temperatures on the left vertical axis and precipitation on the right vertical axis.

Step 4

Construct a column graph showing the average monthly rainfall. Make sure you use the right vertical scale to plot your data. Rule a line across each column and colour the column blue.

Step 5

Construct a line graph showing the average monthly temperature. Plot the temperature by placing a dot in the centre of each month. Make sure that you use the left vertical scale. Use a red pen to join the dots with a smooth curve; don't use a ruler.

Step 6

Add a title, giving the name of the place, the country and the latitude and longitude. You can also indicate the elevation if you wish.

Step 7

Add the source details of the data used.

FIGURE 4 Set of axes for New Delhi climate graph

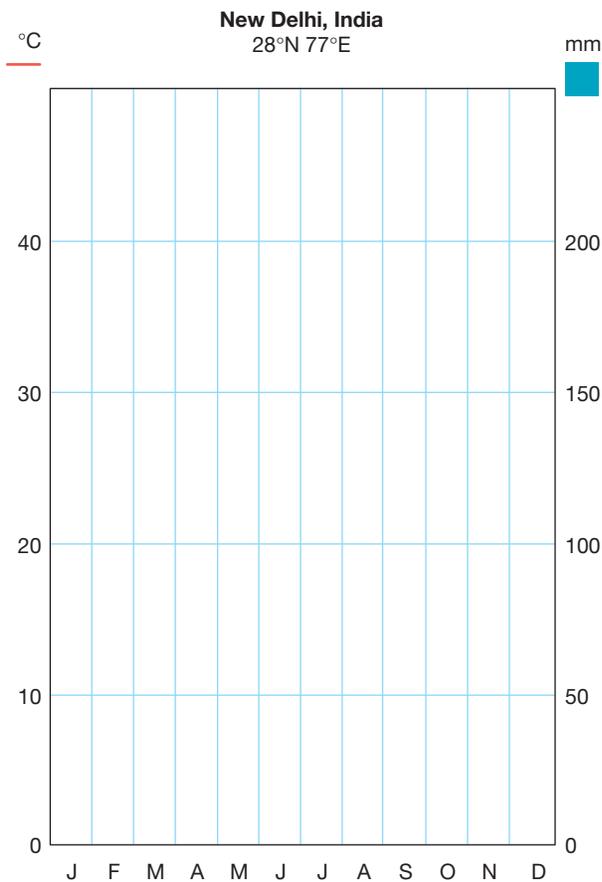
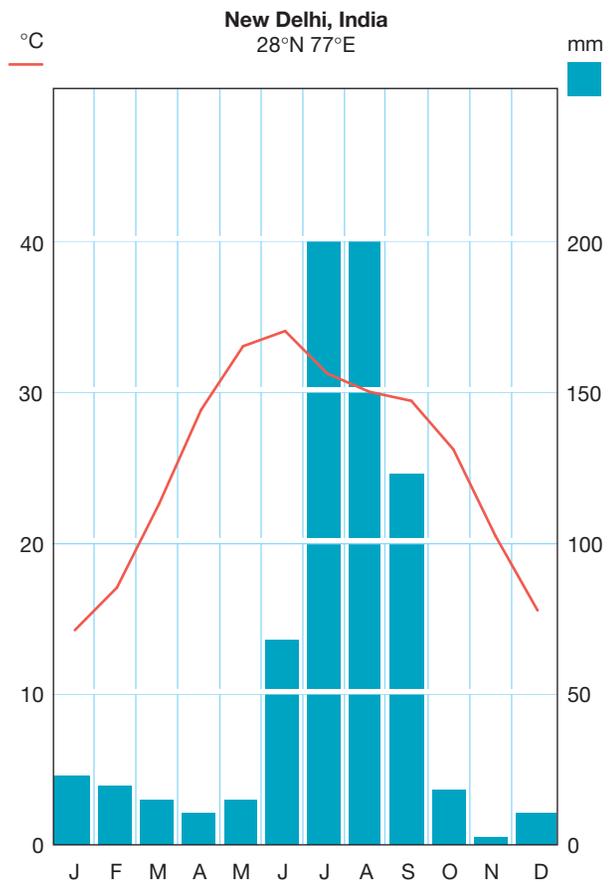


FIGURE 5 New Delhi climate graph



8.9.3 Let me do it

Complete the following activities to practise this skill.

8.9 SkillBuilder activity

1. Mount Buller is a mountain in the Australian Alps. It is three hours' drive from Melbourne and is the closest major mountain to Melbourne for skiing in winter. Use the data in **TABLE 2** to **construct** a climate graph for Mount Buller. Use the checklist provided to make sure you complete all aspects of the task.

TABLE 2 Mount Buller, Australia, 37.15°S, 146.44°E, elevation 1707 metres, average monthly precipitation and average monthly temperature

	Jan.	Feb.	Mar	Apr.	May	Jun.	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.
°C	17.2	16.5	14.4	10.0	6.2	3.0	1.4	2.0	4.9	8.2	11.8	14.3
mm	59.0	68.0	44.8	76.1	110.0	154.2	161.0	145.6	143.0	110.6	126.8	84.3

Source: Australian Bureau of Meteorology

2. Apply the skills you have developed in this SkillBuilder to answer the following questions.
 - a. Which month is warmest in Mount Buller?
 - b. Which month is coolest in Mount Buller?
 - c. Which month has the greatest precipitation in Mount Buller?
 - d. Which month has the least precipitation in Mount Buller?
 - e. **Describe** the climate of Mount Buller.

Checklist

I have:

- ruled the axes and labelled them
- drawn first in lead pencil and then used colour
- used small dots for the lines and then created a smooth curve with red pen
- shaded the columns in blue
- included a title and source.

LESSON 8.10 SkillBuilder: Creating and analysing overlay maps

LEARNING INTENTION

By the end of this SkillBuilder you should be able to create and analyse an overlay map.

8.10.1 Tell me

What are overlay maps?

An overlay map usually consists of two or more maps of the same area. These maps are drawn at the same size or scale but show different information. The base map often shows information that does not change very much. Another transparent overlay, showing different information, is laid over the base map.

Why are overlay maps useful?

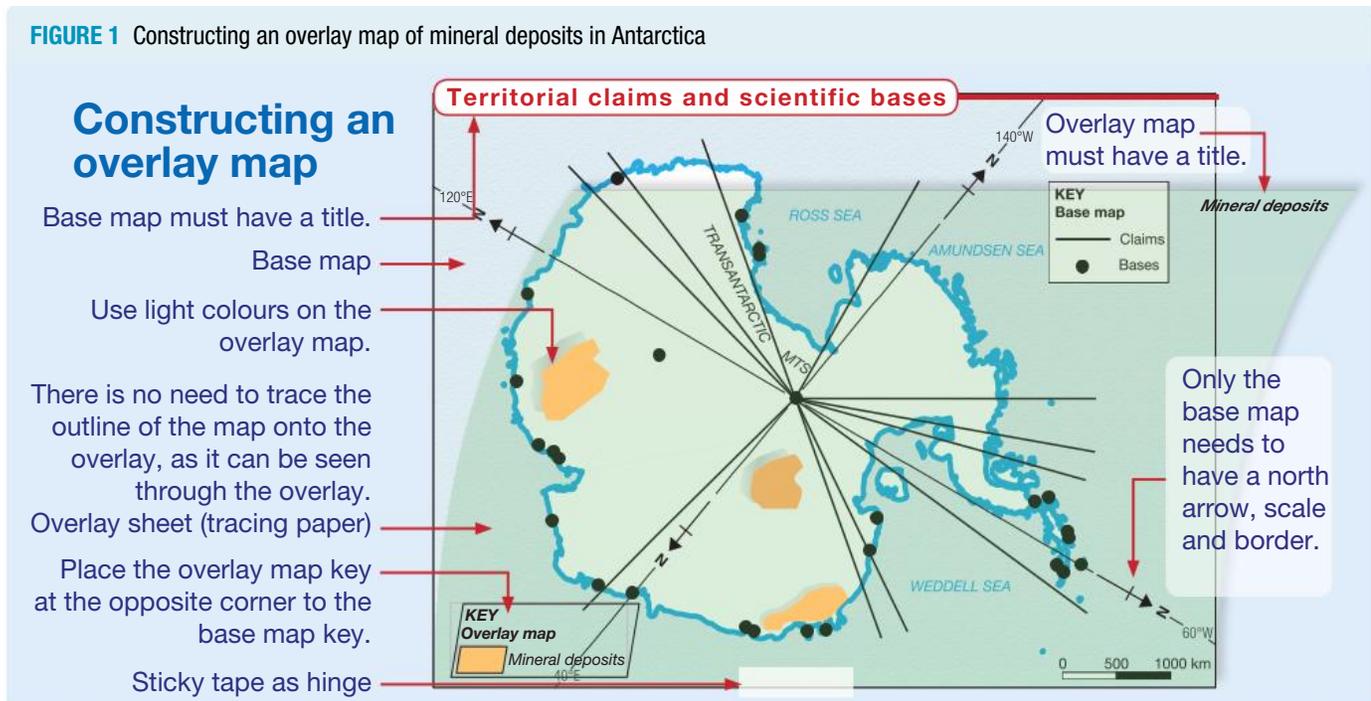
An overlay map is useful for comparing two different features on a map. It is really two maps in one — a base map drawn on paper and an overlay drawn on tracing paper to depict additional information.

Overlay maps allow map users to see the relationships between the information on two or more maps. They are useful when looking for patterns of spatial association — that is, features found in a similar distribution pattern.

Model

In the overlay map in **FIGURE 1**, the base map depicts the continent of Antarctica, territorial claims and scientific bases. The overlay illustrates mineral deposits.

FIGURE 1 Constructing an overlay map of mineral deposits in Antarctica



A good overlay map:

- is drawn in pencil first, with colour added later
- includes BOLTSS on the base map
- uses light colours on the overlay so the base map information remains visible
- includes a key for the element depicted on the overlay
- is hinged to the base map using sticky tape
- includes a title for the overlay.

8.10.2 Show me

How to complete an overlay map

You will need:

- two or more maps of the same area, drawn at the same scale, and showing different information
- tracing paper or clear transparency sheet
- cardboard (optional)
- clear adhesive tape
- a black lead pencil
- coloured pencils.

Procedure

Step 1

Create a base map of an area showing the distribution of features you want to display (see **FIGURE 2**). Base maps are drawn on clean white paper. To make a base map, find a map of the area you want to show, and trace the features relevant to your purposes. Make sure you include BOLTSS.

FIGURE 2 The fictional Price Shire



Source: Price Shire Council

Step 2

Create an overlay of a second feature on the tracing paper (see **FIGURE 3**). (Make sure you draw the second map of exactly the same area and at the same scale and size as the base map.)

FIGURE 3 Land use in Price Shire



Source: Price Shire Council

Step 3

Use adhesive tape to join the base map and the overlay (see **FIGURES 4** and **5**). Before doing so, check that key features such as coastlines and major roads line up on both maps. You may wish to attach your base map to some cardboard to make it more durable. You can create more than one overlay, each depicting a different feature. If you do this, you can hinge each overlay from a different side of the base map.



FIGURE 5 This overlay map reveals that farmland tends to be found in areas with fertile soils, and that forest tends to be found in hilly areas.



8.10.3 Let me do it

Complete the following activities to practise this skill.

8.10 SkillBuilder activity

1. Create an overlay map to show the relationship between Australia's rainfall and population distribution. Use **FIGURE 6** to create a base map of rainfall patterns, and then use **FIGURE 7** to add the population overlay. Use the checklist provided to make sure you complete all aspects of the task.
2. Once you have created your overlay map, answer the following questions using the skills you developed in this SkillBuilder.
 - a. Look carefully at your base and overlay maps and hunt for patterns between them. Find examples where rainfall and population:
 - i. mostly coincide with each other
 - ii. sometimes coincide with each other
 - iii. do not coincide at all with each other.
 - b. **Describe** these areas, either by percentage or by the amount of overlap.
 - c. How strong is the spatial association (relationship) between the following?
 - i. High rainfall and high population density
 - ii. Low rainfall and a low population density

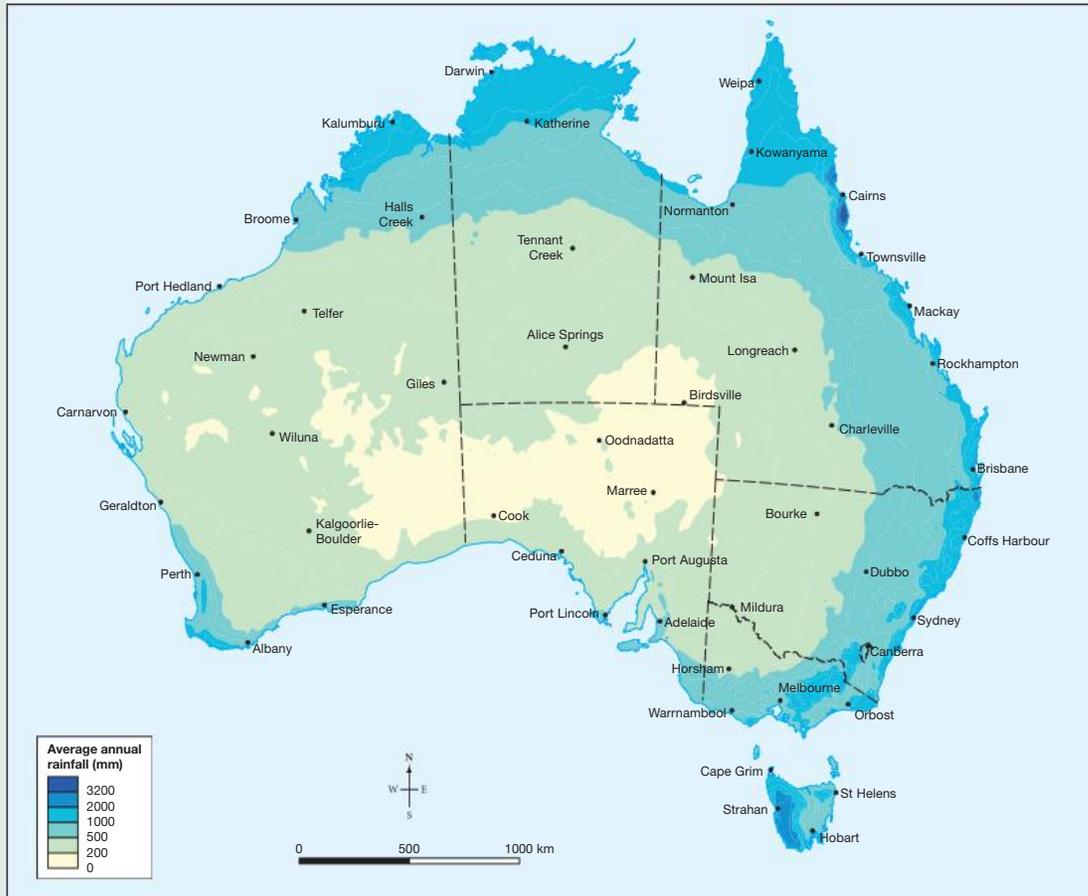
Checklist

I have:

- drawn in pencil first and then added colour
- included BOLTSS on the base map
- used light colours on the overlay
- included a key on the overlay

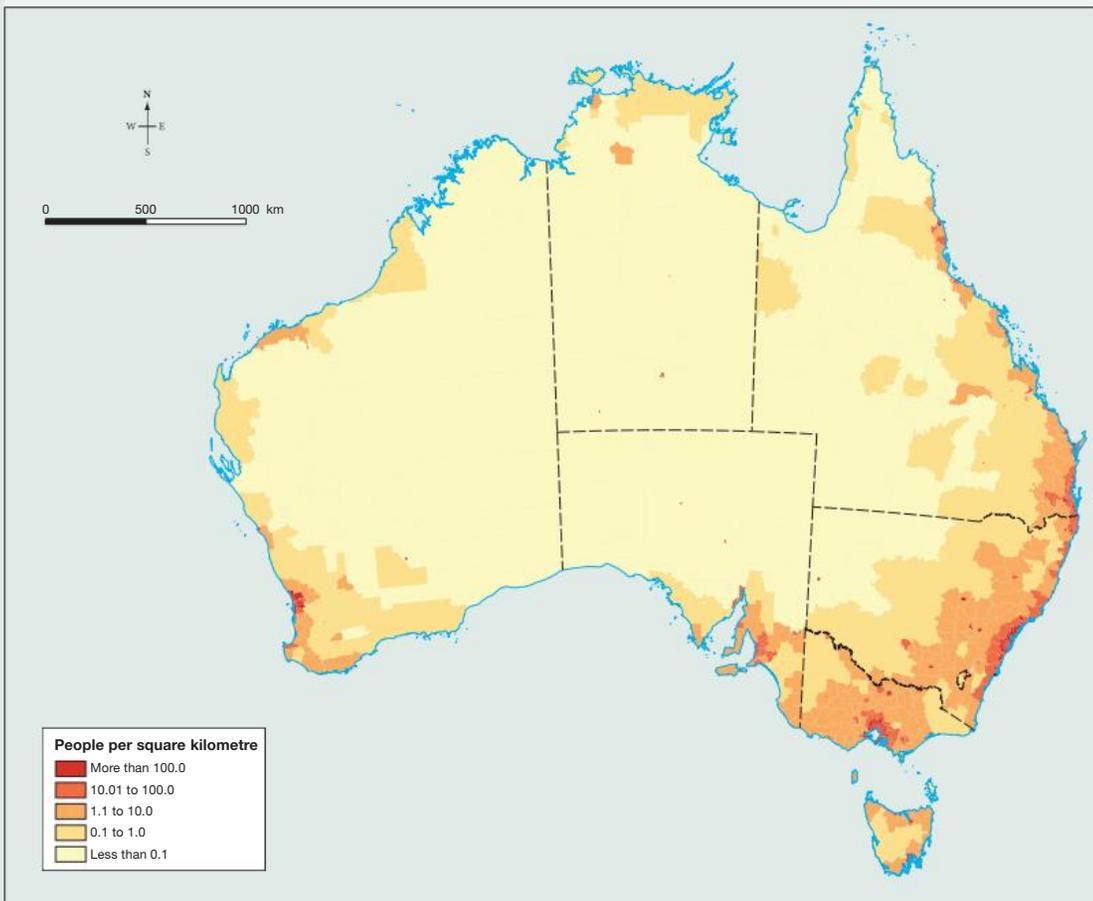
- hinged the overlay to the base map using adhesive tape
- included a title for the overlay.

FIGURE 6 Base map, Australian rainfall



Source: Bureau of Meteorology

FIGURE 7 Overlay map, Australian population density



LESSON 8.11 SkillBuilder: Annotating a photograph

LEARNING INTENTION

By the end of this SkillBuilder you should be able to annotate a photograph.

8.11.1 Tell me

Using annotated photographs in Geography

Photographs show aspects of a place but may not provide all the information. Different viewers notice different elements based on their interests and knowledge. Annotations help highlight key details. See **FIGURE 1** as an example.

Digital photographs can be cropped and manipulated, making it hard to get an accurate overview. The angle and time of the photo also affect visibility. Consider the photograph's angle and what might be outside its frame.

Why use annotated photographs?

Annotated photographs are useful in geographical inquiries. Geographers are interested in analysing places, and photographs provide a snapshot at one point in time. The annotations are vital to fully understanding the photograph. When photographs are used to show spatial change over time, the same views are photographed at different times, and you use annotations to highlight the changes.

A good annotated photograph includes:

- a clear title that includes the location of the photograph
- labels of the main features
- annotations of processes (if known)
- date and time that the photograph was taken
- the source of information — the photographer's name.

8.11.2 Show me

How to annotate a photograph

You will need

- a photograph or a print of a photograph
- a black fine-line felt-tipped pen
- a ruler.

Procedure

Step 1

Examine the photograph in **FIGURE 1** carefully, looking for the key information it shows you. This image clearly shows evidence of high water.

Step 2

Check the date the photograph was taken. The source tells the reader who took the photograph and the time of year it was taken. In this case it was Philip Mallis who uploaded the image on 14 September 2023. The photo was taken on 12 October 2022.

Step 3

Add labels to the image, focusing on the key aspects you wish the viewer to notice. These might include *River in high flow, path covered*. Adding labels is often easier if you took the photograph and made field notes while you were on site. For example, you could have determined if the river was flowing and in which direction. Sometimes, labels need to be placed outside the photograph so that the image remains clear, and fine lines must be drawn from each annotation to the relevant feature.

FIGURE 1 Trail underwater in Melbourne, during Yarra River flooding



Source: Philip Mallis uploaded on 14 September 2023. Taken on 12 October 2022

8.11.3 Let me do it

Complete the following activities to practise this skill.

8.11 SkillBuilder activity

1. Annotate the following photograph. You may wish to work from a photocopy, scan or sketch. Label any physical processes that you can see. Label the human activities that are shown. Use the checklist provided to make sure you cover all aspects of the task.

FIGURE 2 Beach during summer, Cottesloe, Perth, Western Australia, Australia



2. Once you have labelled your photograph, **apply** your skills to answer the following questions:
 - a. Name two activities that you can see.
 - b. What is the rock type structure in the distance?
 - c. What time in the day might it be?
 - d. What are the weather conditions?
 - e. Give evidence to support the idea that beaches are an important place for people to visit.

Checklist

I have:

- a clear title that includes the location of the photograph
- labelled the main features
- included annotated processes, if known
- included the date and time when the photograph was taken
- provided the source of the information.

LESSON 8.12 SkillBuilder: Interpreting diagrams

LEARNING INTENTION

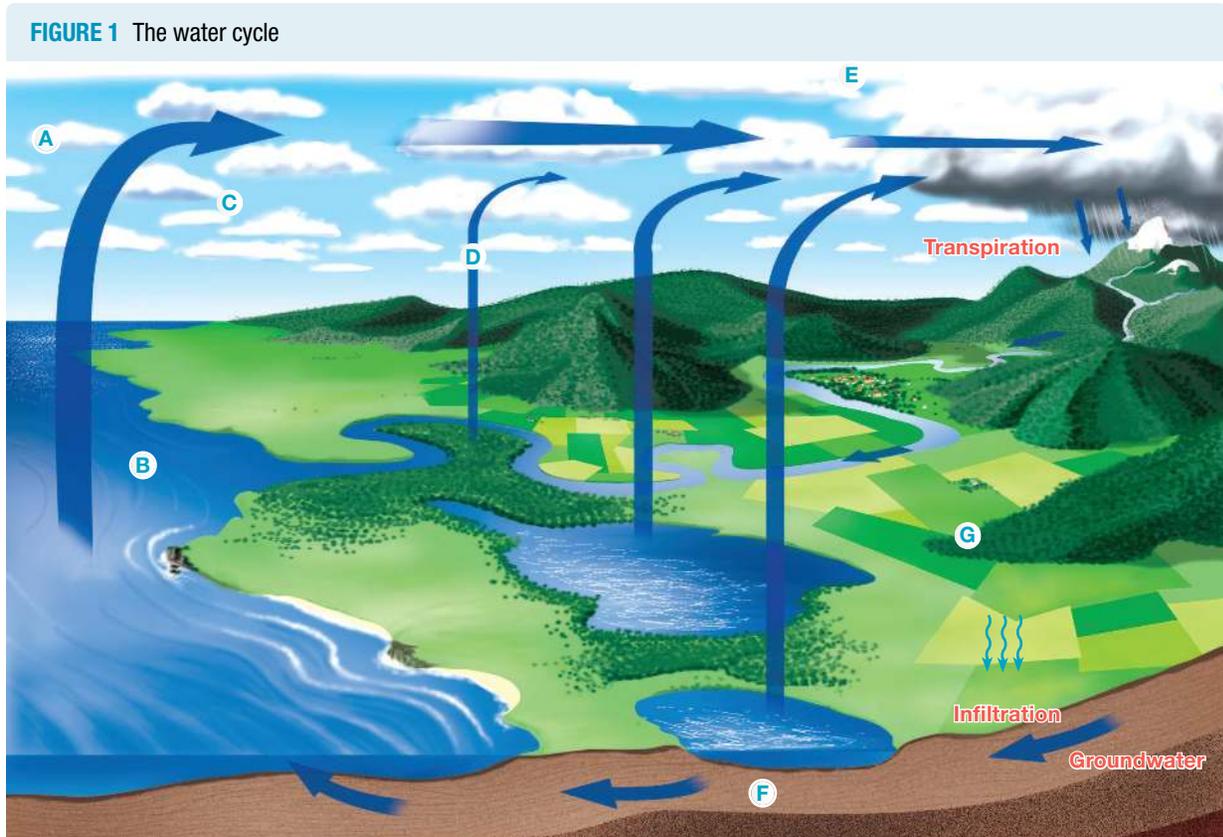
By the end of this SkillBuilder you should be able to interpret diagrams.

8.12.1 Tell me

What are diagrams?

A diagram is a graphic representation that shows elements in a landscape and their relationships. In geography, diagrams like the water cycle (see **FIGURE 1**) use annotations to explain aspects of the illustration. Interpreting diagrams means examining both visual and text elements to understand the information presented.

Rainfall is part of the water cycle. Water evaporates from oceans, lakes and vegetation, then condenses into clouds. Precipitation (rain, sleet, hail or snow) falls back into rivers, lakes, oceans and underground, continuing the cycle.



- A** The sun's heat provides the energy for the water cycle process.
- B** The sun evaporates water from oceans, damp soil, leaves and people's skin, turning it into water vapour.
- C** The warm air that absorbs evaporated moisture expands and rises into the atmosphere.
- D** As warm, moist air rises, it cools. Water vapour that cannot be held in the air condenses into tiny water droplets or ice crystals. As more of these form, clouds appear. This process is known as condensation.
- E** When the droplets or crystals in the cloud become too heavy to overcome the pull of gravity, they fall to Earth as precipitation.
- F** Run-off from land returns to the sea via rivers and underground channels.
- G** Infiltration occurs when water seeps into the soil.

How are diagrams useful?

Diagrams are useful for representing ideas visually. They are often used to increase understanding of written information. They can be used to:

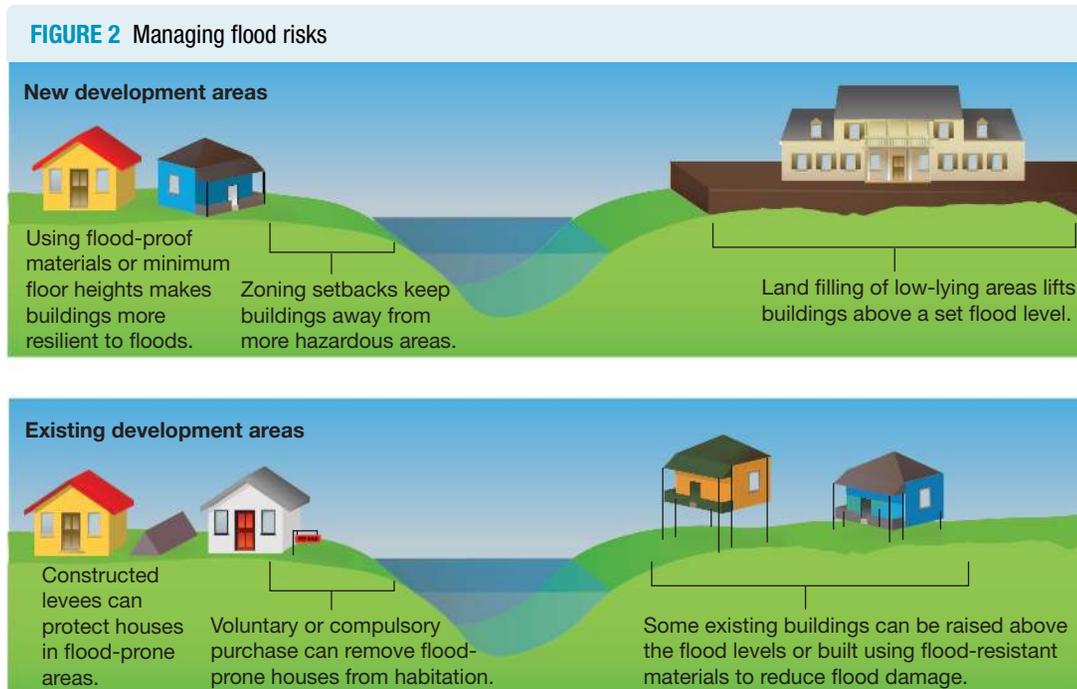
- illustrate a process
- simplify a concept
- show flows and movements
- illustrate relationships spatially.

The diagram in **FIGURE 2** shows how properties can be designed to manage floods in new development areas and existing development areas.

A good diagram:

- is large so it can be easily interpreted
- has understandable annotations or labels

- is clear and simple
- includes a precise title or caption
- states the source – where it came from or who created it.



8.12.2 Show me

How to interpret a diagram

You will need:

- a diagram (see **FIGURE 3**)
- any information that is related to the diagram.

Model

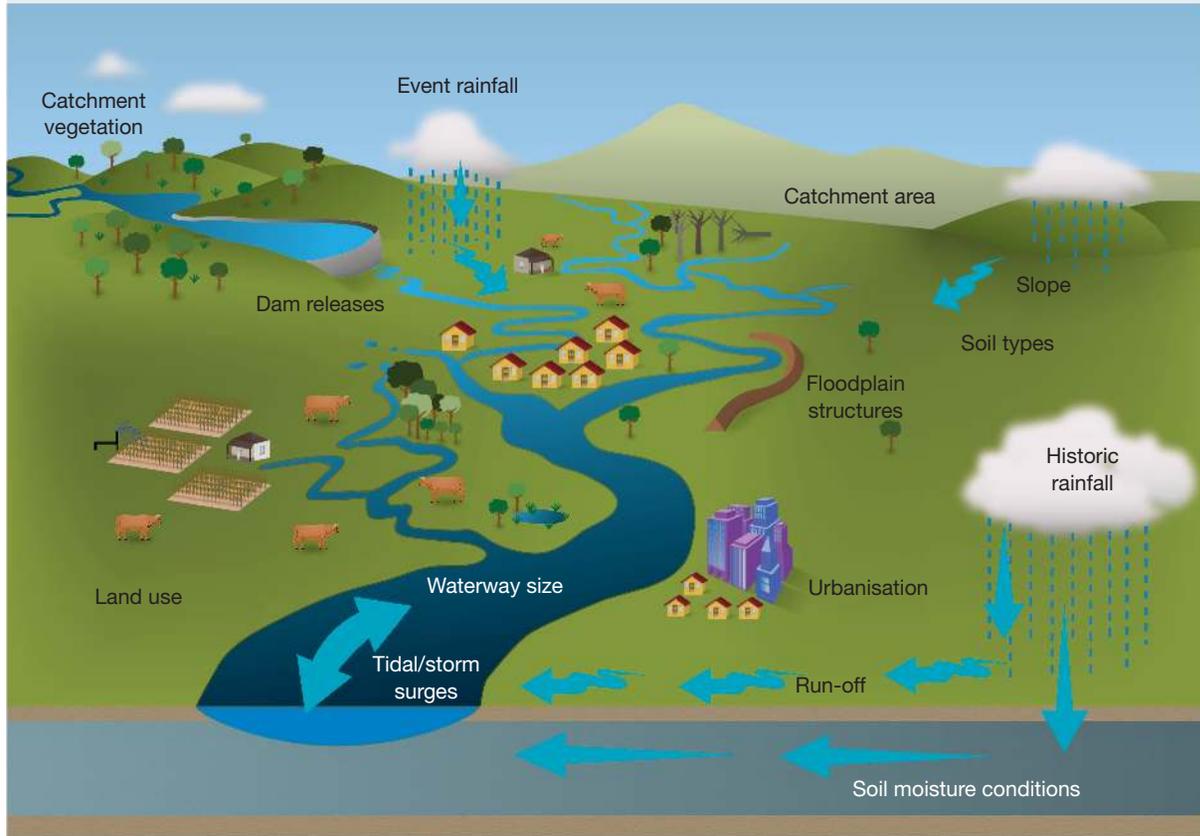
Rainfall amount and intensity are key factors in flooding, but other factors also matter. In a catchment, land use affects how much rainwater enters rivers. Water can soak into unsaturated soil, but urban areas with hard surfaces lead to more run-off into drains and creeks. Vegetation slows water movement, while dams control downstream flow. Land shape is crucial too, as water runs faster on steep slopes.

Procedure

Step 1

Identify and carefully read the diagram's title because it helps you understand its purpose. The diagram in **FIGURE 3** illustrates factors that can affect flooding, which are explained under the diagram.

FIGURE 3 Factors that can affect flooding



Source: www.chiefscientist.qld.gov.au/publications/understanding-floods/what-is-a-flood.

Step 2

Examine the diagram and the notes. Look at each part of the diagram. You will notice that various factors are identified, including rainfall, run-off, vegetation, size of waterways, soil type, slope and land use.

Step 3

Now consider the diagram as a whole. Studying the diagram helps you conclude that many factors affect flooding. It is more complicated than simply how much rain falls and how quickly.

8.12.3 Let me do it

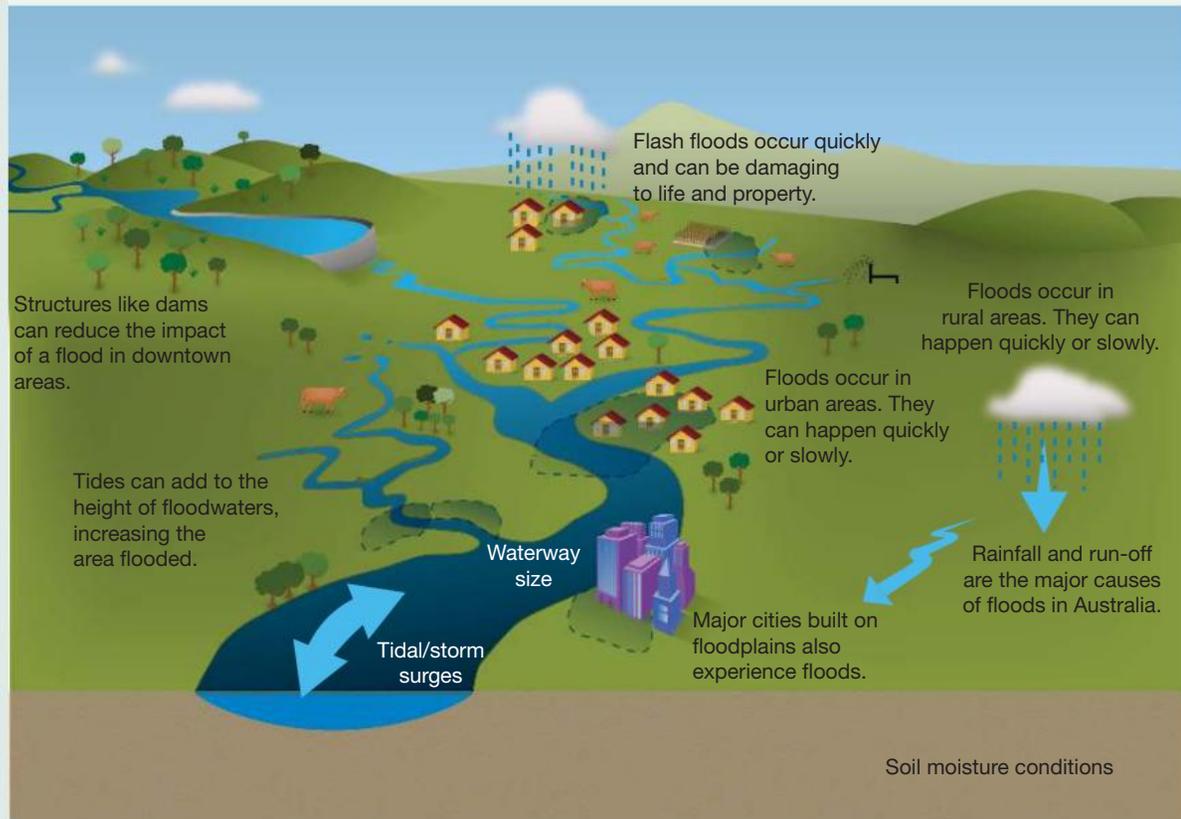
Complete the following activities to practise this skill.

8.12 SkillBuilder activity

Rainfall is the main cause of flooding in Australia. Floods can happen quickly (flash flooding) or slowly and are difficult to predict. Cities and farms are often built on floodplains (land that is subject to occasional flooding) because they provide access to water and good quality soil. In coastal areas, tides can add to flooding.

1. Apply your skills to interpret **FIGURE 4** and answer the following questions.
 - a. How might a dam affect flood events?
 - b. What is run-off?
 - c. What effect can high tides have during flooding in coastal areas?
 - d. Why are cities sometimes built on floodplains?
 - e. What are some effects of floods?

FIGURE 4 Characteristics of floods



Checklist

I have:

- understood the title
- **examined** all parts of the diagram — the illustrations, annotations and any accompanying text
- **assessed** the diagram as a whole.

LESSON 8.13 SkillBuilder: Cardinal points — wind roses

LEARNING INTENTION

By the end of this SkillBuilder you should be able to interpret wind roses.

8.13.1 Tell me

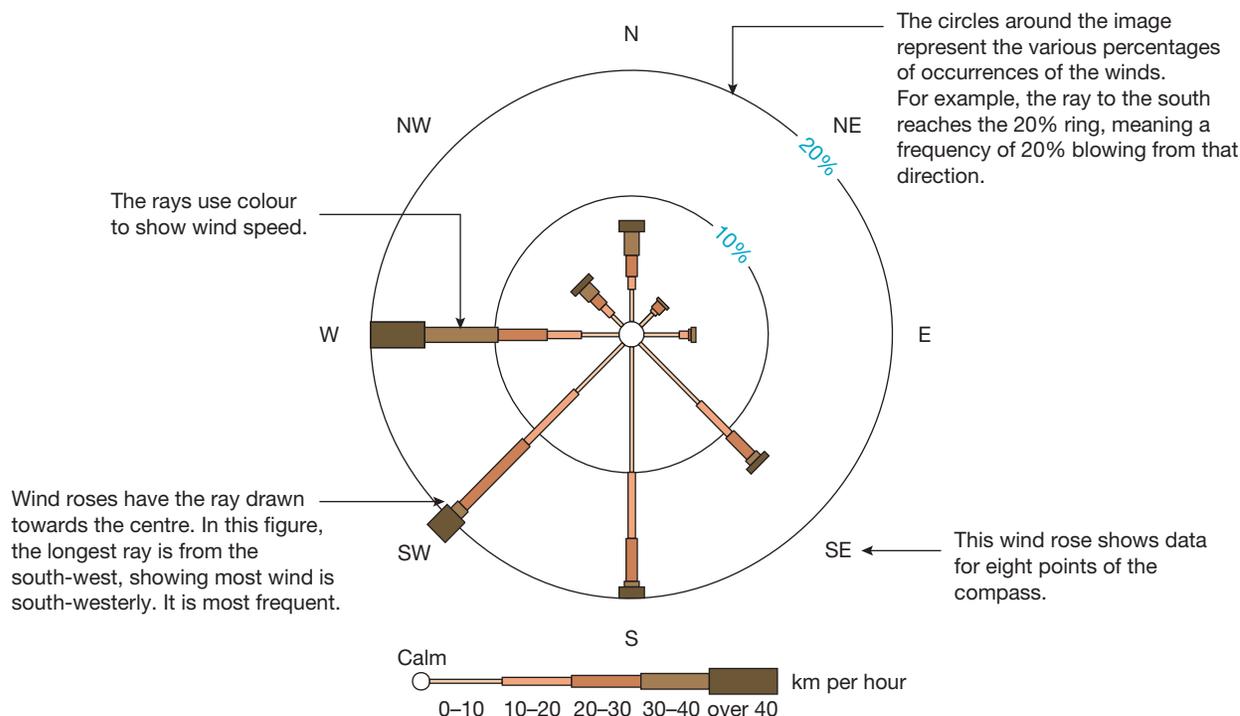
What is a wind rose?

A wind rose is a diagram that shows the direction, speed and frequency of wind. We name wind direction according to the direction from which the wind is blowing. For example, a wind described as 'a southerly' is coming from the south. Wind direction can be described using 8 or 16 compass directions.

To understand a wind rose, you must know your cardinal points. Let's quickly revisit these.

The **FIGURE 2** wind rose shows data for eight points of the compass.

FIGURE 2 A wind rose



8.13.2 Show me

How to read a wind rose

You will need:

- a wind rose (see **FIGURE 3**)
- a ruler.

Procedure

To describe wind patterns using a wind rose, you need to examine the rays' direction, length and width. We will use **FIGURE 3** to explore this process.

Step 1

Determine the direction of wind with the greatest frequency by finding the longest ray. In **FIGURE 3**, the longest ray is from the south, so we can say that the predominant average wind direction in Melbourne at 3 pm is a southerly.

Step 2

Determine the direction of wind with the highest speed by finding the widest ray. In **FIGURE 3**, we can see that the highest average speeds were reached by winds coming from the north (northerlies).

Step 3

Work out the general pattern and main features of wind direction and strength. The **FIGURE 3** wind rose shows us that in Melbourne at 3 pm, the predominant average winds are southerlies, occurring more than 30 per cent of the time. The next most frequent wind at 3 pm is a northerly, which blows more than 20 per cent of the time. Winds blow from the west only around 10 per cent of the time, and easterlies are very infrequent.

8.13.3 Let me do it

Complete the following activities to practise this skill.

8.13 SkillBuilder activity

Interpret the wind roses in **FIGURES 3** and **4** to answer the following questions. Use the checklist provided to make sure you cover all aspects of the task.

FIGURE 3 Wind rose for Melbourne, annual average at 3 pm

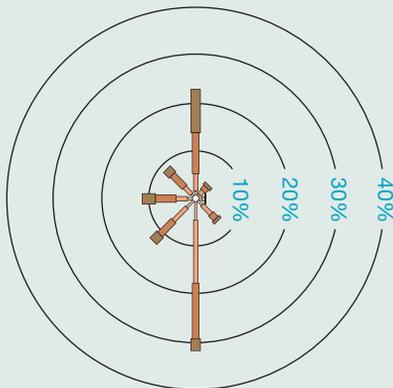
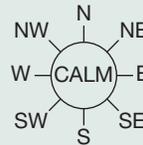
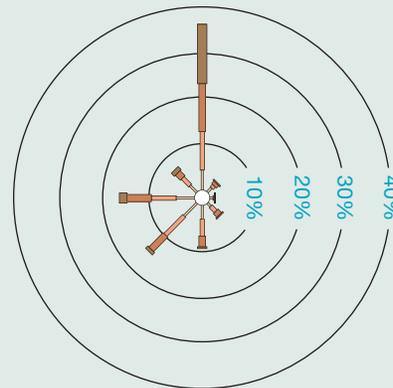
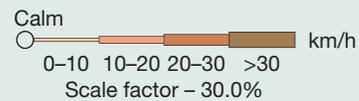
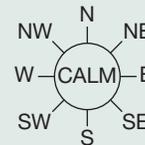


FIGURE 4 Wind rose for Melbourne, annual average at 9 am



1. In which direction are the winds at the highest frequency for Melbourne, 9 am?
2. In which direction are the winds at the highest speed for Melbourne, 9 am?
3. In which direction are the lowest frequency winds for Melbourne, 9 am?
4. In which direction are the winds at the lowest frequency for Melbourne at 3 pm?
5. **Compare** and **contrast** the wind direction patterns for Melbourne at 9 am and at 3 pm.

Checklist

I have:

- found the longest ray to determine the direction of wind with the highest frequency
- found the widest ray to determine the direction of wind with the highest speed
- worked out the general pattern and main features of wind direction and strength.

LESSON 8.14 SkillBuilder: Creating a concept diagram

LEARNING INTENTION

By the end of this SkillBuilder you should be able to create a concept diagram.

8.14.1 Tell me

What is a concept diagram?

A concept diagram, sometimes mistakenly called a 'concept map', is a graphical tool that shows links between ideas or concepts. Concept diagrams organise links into different levels.

Why are concept diagrams useful?

Concept diagrams help organise and communicate ideas, clarifying your understanding of a topic. They highlight relationships between thoughts. They are useful for reflection and identifying research aspects when brainstorming.

A good concept diagram should:

- include a clear title
- be presented neatly and clearly
- explain what each colour represents
- be easy for another person to understand.

8.14.2 Show me

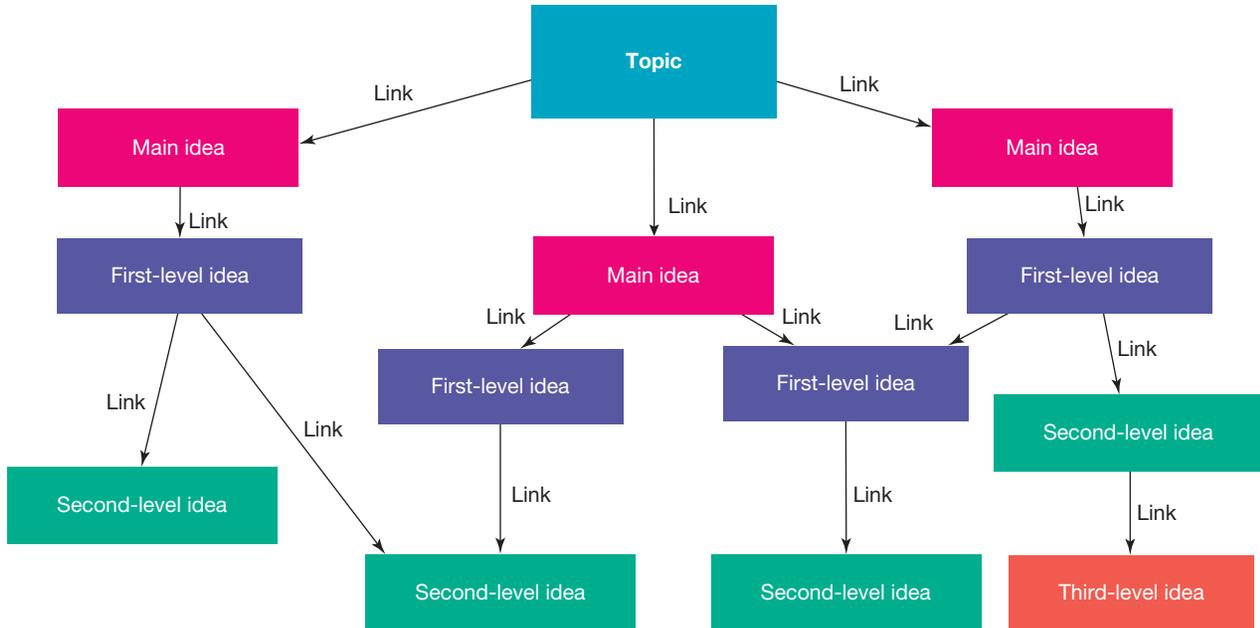
How to create a concept diagram

You will need:

- a blank sheet of paper
- a ruler
- colour pencils
- an eraser
- a black lead pencil.

Model

FIGURE 1 Example of a concept diagram



Procedure

Step 1

First, start with a topic. Place this in the middle of a blank sheet of paper. Rule a box or draw a circle around it.

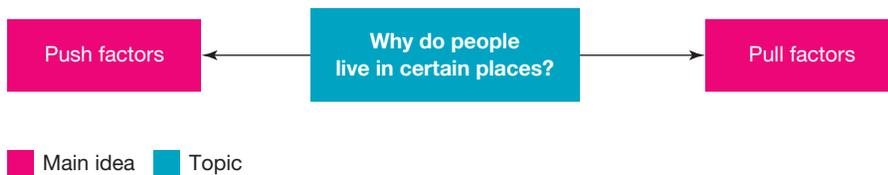
FIGURE 2 Start with the topic.



Step 2

Use your ruler to draw lines out from this box or circle and add key words about the topic or issue. This level is called the main ideas level.

FIGURE 3 Add your main ideas.



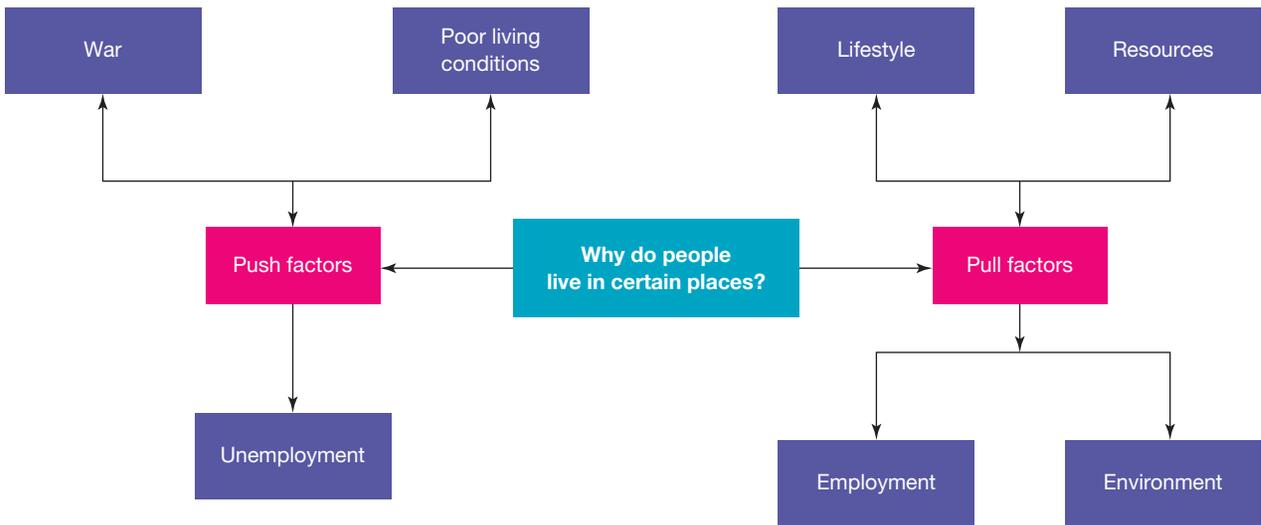
Step 3

Add other lines to each of the main ideas and add words that relate to each of them. This level is called first-level ideas.

Step 4

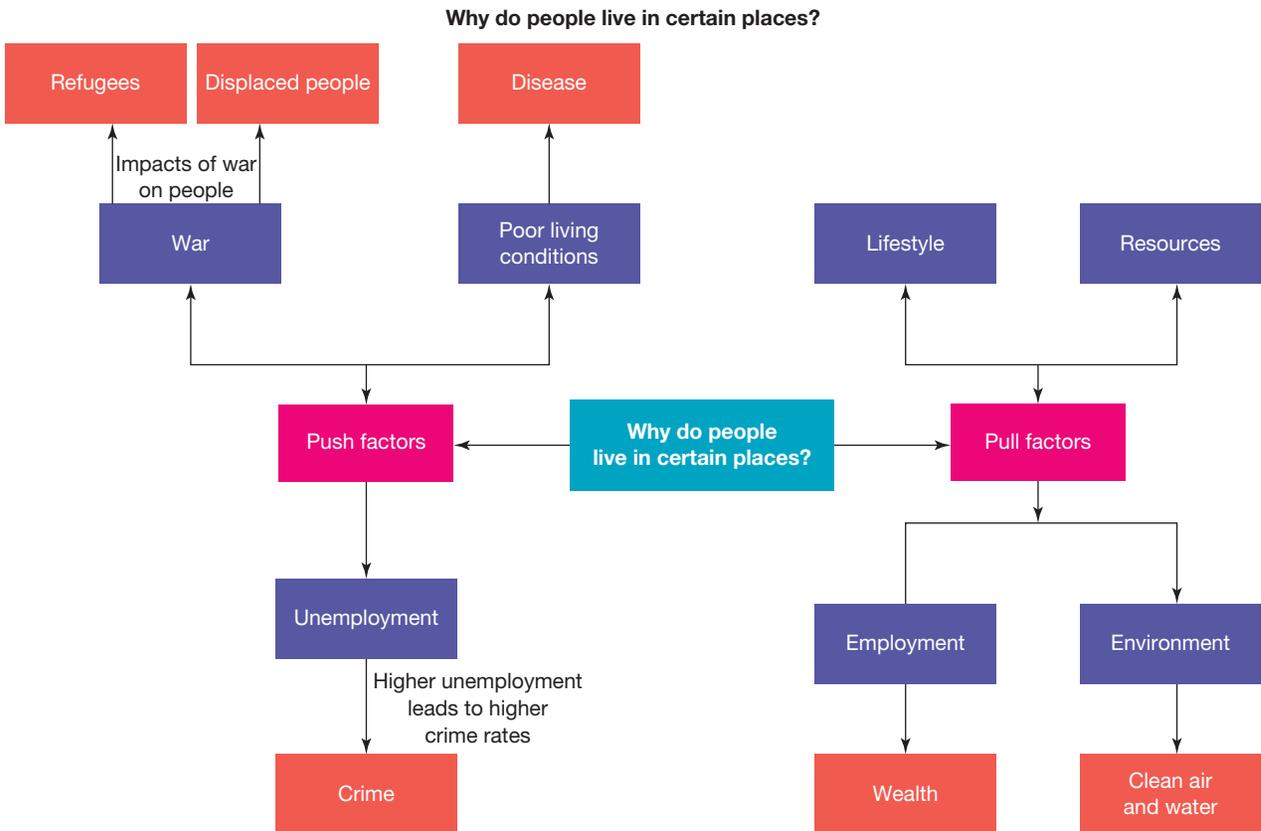
Add new lines and words, so that the diagram develops into something that resembles a spider web. This level is called second-level ideas. If you like, you can add extra information on some of the connecting lines. You may also choose to add colours to represent different levels or connections. Add a clear title.

FIGURE 4 Add your first-level ideas.



■ First-level idea ■ Main idea ■ Topic

FIGURE 5 Add second-level ideas and give your concept diagram a title.



■ Second-level idea ■ First-level idea ■ Main idea ■ Topic

8.14.3 Let me do it

Complete the following activity to practise this skill.

8.14 SkillBuilder activity

1. **Apply** what you have learned in this SkillBuilder to **create** a concept diagram of the reasons Australians live where they do. You may want to structure your concept diagram using some of the following aspects:
 - natural features or built features that attract people to live in certain places
 - push and pull factors
 - your own family's reasons for living where they do, or your classmates' families' reasons for living where they do
 - reasons remote areas are settled
 - lifestyle choices.

Checklist

I have:

- included a title
- neatly constructed and presented the information
- explained what each colour represents
- ensured the finished diagram is easy for another person to understand.

LESSON 8.15 SkillBuilder: Understanding satellite images

LEARNING INTENTION

By the end of this SkillBuilder you should be able to understand a satellite map.

8.15.1 Tell me

What are satellite images?

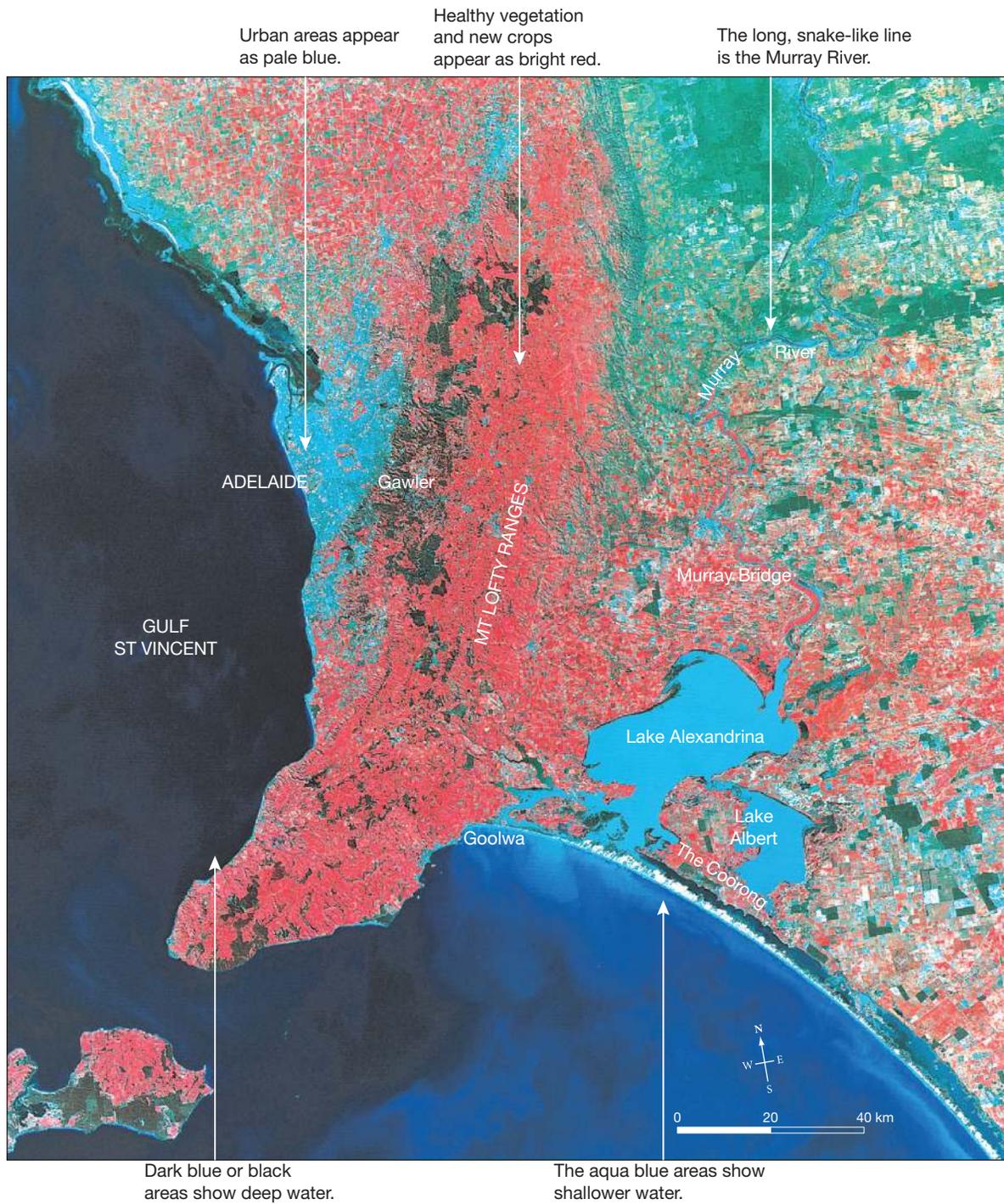
Satellite images capture views of Earth from space, providing data like standard photos, colour infrared and radar. Collected by satellites and sent to Earth, these images can show close-up or distant views. Computer techniques enhance patterns on the Earth's surface using this data.

Landsat satellites, commonly used for such images, orbit 700 kilometres above Earth every 100 minutes with cameras that detect light variations. This process, called 'remote sensing', selects specific light bands and assigns false colours to reveal spatial patterns. **FIGURE 1** shows the Mount Lofty Ranges in South Australia with labelled patterns.

Why are satellite images useful?

Satellite images help geographers observe a much larger area of the Earth's surface than photographs taken from an aircraft. They can also provide data relatively quickly. They are often used to monitor natural disasters, including cyclone activity, bushfires and floods. Digital information from satellites is beamed to stations on Earth as radar or microwave signals. A computer program is then used to enhance the images. This enables the study of landforms, farmland, disasters, environmental change, weather patterns and even military targets.

FIGURE 1 A historical infrared false colour map of Adelaide and surrounding area



Source: © Commonwealth of Australia. Geoscience Australia 1982.

8.15.2 Show me

How to interpret a satellite image

You will need:

- a satellite image (see **FIGURE 2**).

Procedure

Looking at images taken from above, including satellite images, can be confusing. Your ability to interpret what you see will improve with practice. These steps will help you to gather the most information from images.

Step 1

Read the title and check for the date when the image was taken. Read any other information on the map.

Step 2

Identify the main features of the image. What stands out? For example, roads will appear as continuous lines intersected by other lines. Rivers tend to be snake-like, and sometimes you may notice trees lining the riverbanks. Dwellings usually have rectangular roofs and are often clustered together.

The **FIGURE 2** image of Melbourne is centred on the central business district and the river Yarra. To the left and right you can see the major sporting stadiums.



Step 3

Look for and label the biophysical features. You can see designated green areas and more irregular patterns of vegetation. These have been shown in the green boxes.

Step 4

Look and label the built features, such as roads, bridges, sports stadiums and residential housing. Again, look at patterns. Areas of small roofs with road access and surrounding vegetation suggest detached residential housing. These have been shown in the orange boxes.

Step 5

Some colours, patterns and shapes may still be puzzling. Obtain a map of the same area — try an atlas or street directory, Google Maps or Earth. Find names of key features to use in your description. If the features you have identified are shown on the map, check whether your analysis so far matches the map. Use the map to investigate the aspects that are still puzzling. Be aware that the image may have been taken on a different date from when the map was produced; this might explain other differences in what you see.

8.15.3 Let me do it

Complete the following activity to practise this skill.

8.15 SkillBuilder activity

If you have ever holidayed on the Gold Coast, you may have visited the Currumbin Wildlife Sanctuary. As seen in **FIGURE 3**, Currumbin generally has more natural vegetation than much of the Gold Coast, partly because it is more difficult to build on the steep hills there, and partly because the forests are valued as wildlife habitat. Currumbin is a popular surf beach and holiday destination.

FIGURE 3 Satellite image of Currumbin on Australia's Gold Coast, 8 May 2000



Source: Satellite image courtesy of GeoEye. Copyright 2009. All rights reserved

Study **FIGURE 3** and answer the following questions. Use the checklist provided to ensure you complete all aspects of the task.

1. Look carefully at the satellite image and list features you can recognise.
2. Find the bridge that crosses Currumbin Creek. Are there any cars on the bridge?
3. What impact have visitors had on the plant life behind the beach?
4. Go to Google Maps and zoom in to Currumbin Beach, Queensland, to find a map of the area shown in **FIGURE 3**. Turn the satellite layer on. What changes can you see?
5. **Suggest** how the biophysical features and topography have influenced the settlement pattern in this area.

Checklist

I have:

- checked the title
- **identified** biophysical and built features
- **compared** the satellite image with another map to check my interpretation.

9 Water in Australia

LESSON SEQUENCE

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LESSON 9.1 Overview

INQUIRY QUESTION

Why is water distributed unevenly across Australia?

Earth is called the 'Blue Planet' because it is mostly covered by water, of which most is too salty and unusable for living things. Fresh water is limited and must be used wisely to ensure current and future populations have enough to meet their needs.

learn on



Pre-test

Online pre-test



eWorkbook

Customisable worksheets for this topic



Digital document

Key terms glossary



Video eLesson

Water as a resource



SkillBuilder

Use the SkillBuilder activities to develop these HASS skills:

- QUESTIONING AND RESEARCHING
- ANALYSING
- EVALUATING
- COMMUNICATING AND REFLECTING

LESSON 9.2 Water: An environmental resource

LEARNING INTENTION

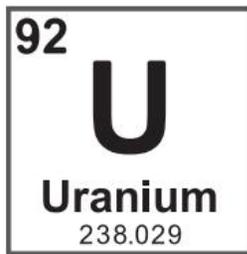
By the end of this lesson, you should be able to:

- **classify** resources as renewable, non-renewable or continuous
- **describe** how water changes its form and location within the environment.

Tune in

Did you know that some materials sourced by humans from Earth are able to be replenished in our lifetime?

FIGURE 1 People use different kinds of resources.



1. Can you identify each resource in FIGURE 1?
2. Which of the resources do you think can be replaced in our lifetime?
3. Which of these resources causes harm to nature if not handled properly?

9.2.1 Why do we need resources?

We depend on resources extracted from Earth to survive, including water to drink, soil to produce our food, and forests and mines to supply other materials. **Environmental resources** are materials found in nature that are necessary or useful to people.

The global distribution of environmental resources depends on Earth's rocks and climate.

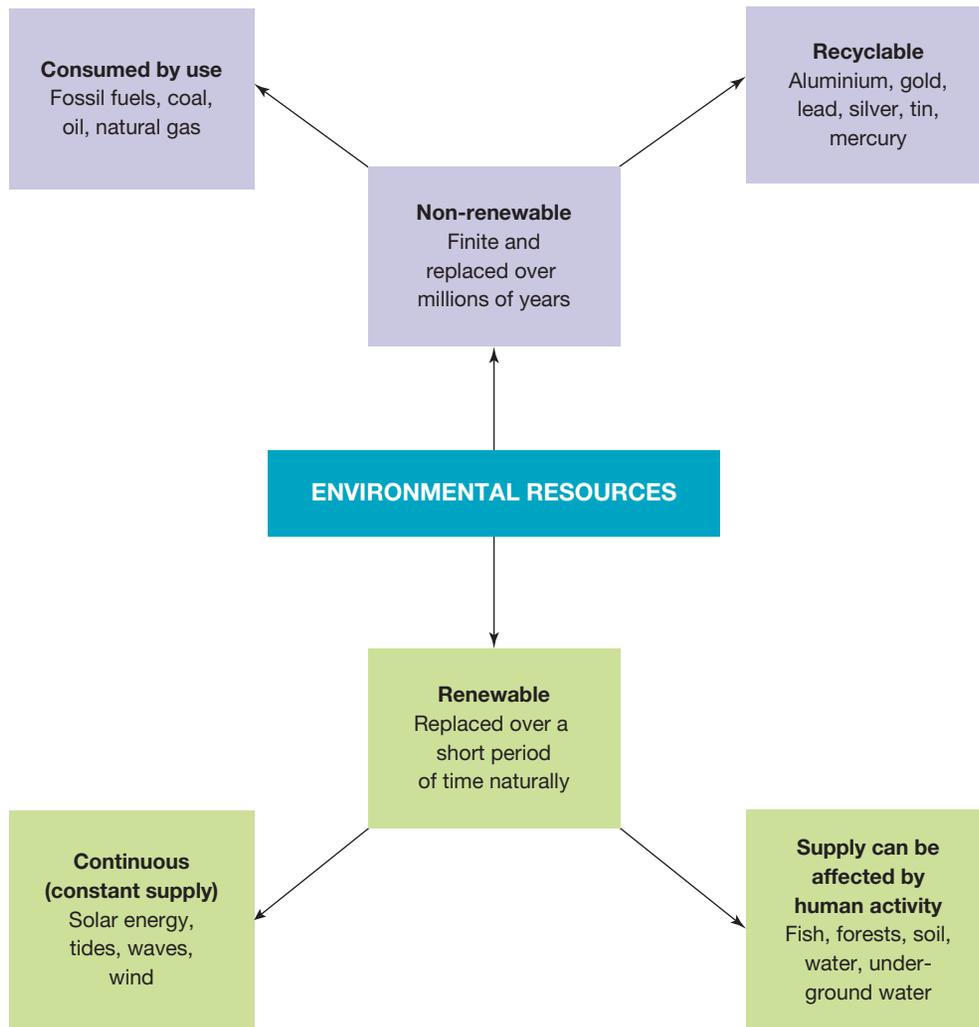
Human activities like farming, fishing, logging and mining all rely on natural resources.

9.2.2 How do we classify resources?

There are two types of environmental resources: renewable and non-renewable. Renewable resources are those that can be replaced in a short time, whereas non-renewable resources cannot, and they can take thousands or even millions of years to be regenerated. **FIGURE 2** shows that how we use and manage these resources helps classify them. Using resources wisely ensures non-renewable ones are recycled and renewable ones are not used up too quickly.



FIGURE 2 Environmental resources can be either renewable or non-renewable



SkillBuilder discussion

Communicating and reflecting

1. Look at **FIGURE 2**. What are the two subdivisions of non-renewable resources?
2. Which category of resources do metals fall into?
3. Give two examples of situations where we use continuous energy.

Renewable resources can be replaced naturally if managed carefully. Fish, for example, are a renewable resource we rely on for food and healthy oceans.

Non-renewable resources cannot be replaced quickly and are limited. Fossil fuels like oil, coal and natural gas take thousands of years to form. Others can be recycled; aluminium, for example, can be melted down and turned into new products.

Continuous resources are never used up by humans. Examples include solar or wind energy.

9.2.3 What are continuous resources?

Environmental resources that never run out and aren't affected by how much people use them are called 'continuous' or 'renewable' resources. These continuous environmental resources remain available regardless of how much humans use. Examples include both solar and wind energy that can be used when the sun shines or the wind blows. Another example is biomass, which involves using organic waste material to create heat, electricity and biofuels.

Geothermal energy is produced by the heat from the Earth's interior. Iceland, for example, takes advantage of volcanic activity to generate electricity to heat homes. **FIGURE 3** shows a range of renewable environmental resources. Can you list other examples of continuous environmental resources?

FIGURE 3 Some sources of renewable energy: (a) solar, (b) biomass, (c) wind, (d) hydro-electric, (e) geothermal, (f) tidal



SkillBuilder discussion

Communicating and reflecting

1. What is the source of geothermal energy?
2. What are the benefits of using a continuous source of energy?
3. Which type of energy do you think is the most dependable? Why?

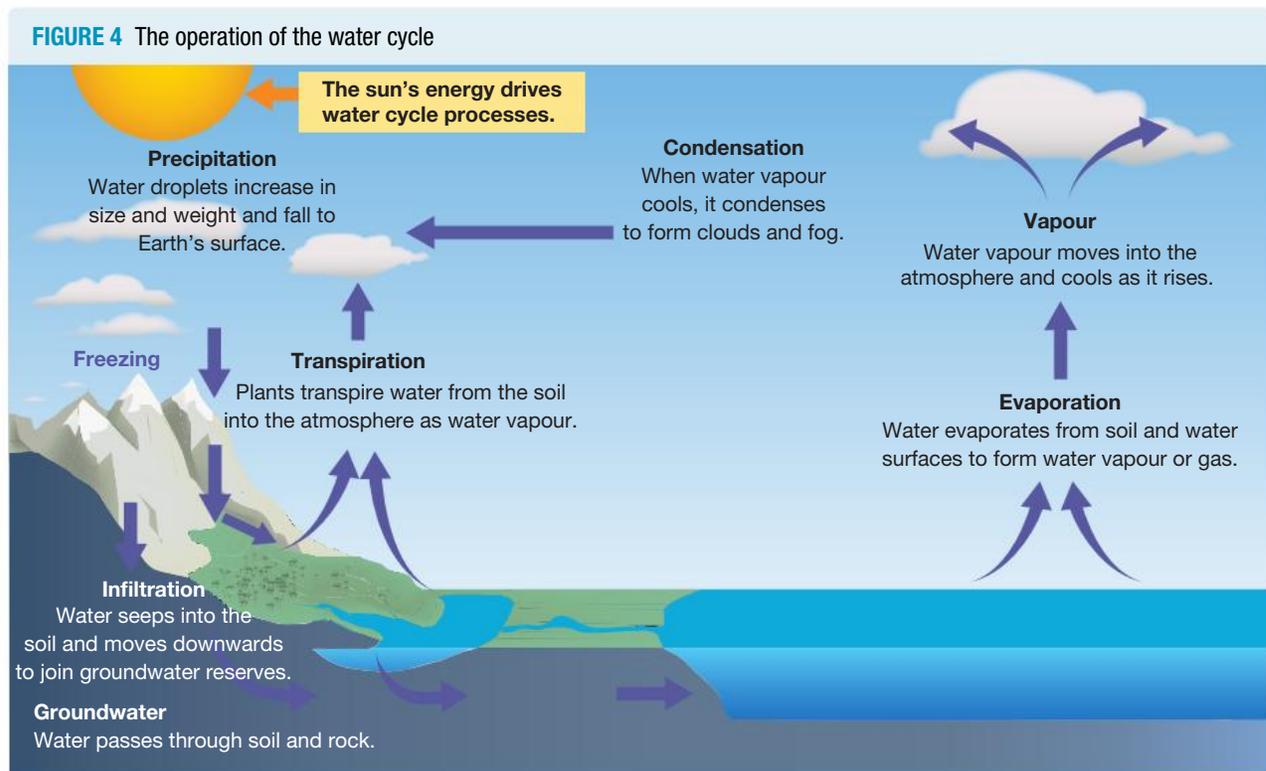
9.2.4 The water cycle

Water is a finite resource, but the total amount on the Earth has remained relatively unchanged for millions of years. The water cycle or **hydrologic cycle** is how water moves around Earth, powered by the sun. This cycle is always changing water's form — like vapour, liquid or ice — through the processes of evaporation, condensation and freezing.

Experts say up to 70 per cent of Earth's fresh water is trapped in ice in places like the Arctic and Antarctica. This water can't be used right away, so it's called a **potential resource**. Water in vapour, saltwater or wastewater is also a potential resource.

The water cycle in **FIGURE 4** shows how water connects different places. Water flows through the environment in various forms and is essential for life. People often live near rivers and lakes to have a steady water supply, which is also crucial for farming.

While the quantity of water remains stable, its distribution and quantity can change due to factors such as climate change, pollution and human activity.



9.2.5 How long does water stay in one place?

Water can stay in one place for a short time or a very long time. It stays in the **atmosphere** for about nine days before falling as **precipitation**. In soil, it lasts one to two months.

Water stays in snow and rivers for two to six months, but much longer in lakes, glaciers, oceans and **groundwater**. In the Antarctic ice sheets, some ice is 800 000 years old, but most is around 20 000 years old.

Scientists can drill into the ice sheets in Greenland and Antarctica, extracting long cylinders of ice from depths more than 3 km (see **FIGURE 5**). These ice cores contain trapped air bubbles, preserving evidence of past climate and atmospheric conditions. This includes levels of carbon dioxide and methane that were present in the atmosphere when the snow was compressed over time.

SkillBuilder discussion

Evaluating

1. Refer to **FIGURE 5**. What techniques might a scientist use to analyse ice core samples?
2. How do ice core samples from Antarctica contribute to our understanding of climate change?
3. What challenges do scientists face when conducting research in Antarctica?

FIGURE 5 Scientists study ice core samples taken from large ice sheets over 3 km thick in Greenland and Antarctica to learn how the climate has changed over time.



9.2 SkillBuilder activity QUESTIONING AND RESEARCHING

Use reliable and accurate internet sources to research and complete the following.

1. **Identify** which place in the world has the highest recorded rainfall.
 - a. What is the name of this place and in which country is it found?
 - b. What is the average total rainfall per year (in mm)?
 - c. What may be some of the locational factors that help explain this high rainfall total?
2. **Identify** which place in the world has the lowest recorded rainfall.
 - a. What is the name of this place and in which country is it found?
 - b. What is the average total rainfall per year (in metric)?
 - c. What may be some of the locational factors that help explain this low rainfall total?
3.
 - a. How reliable are the sources you used for this research?
 - b. **State** one reason for your answer to part a.

Learning pathways

■ LEVEL 1

1, 2, 3

■ LEVEL 2

4, 5, 6,

■ LEVEL 3

7, 8, 9, 10

REMEMBER AND UNDERSTAND

1. What are environmental resources?
 - A. Resources that can be replaced over a short period of time
 - B. Resources that are limited and will eventually run out
 - C. Radioactive metals used as fuel in nuclear reactors
 - D. Raw materials that occur in the environment and are necessary or useful to people
2. **Explain** the difference between renewable, non-renewable and continuous resources.
3. Complete the following table by listing two examples of each type of resource.

Renewable	Non-renewable	Continuous

4. Which renewable resources are most affected by human activity?
 - A. Fossil fuels, coal, oil, natural gas
 - B. Solar energy, tides, waves, water, air
 - C. Fish, groundwater supply, forests, soil
 - D. Aluminium, gold, lead, silver, tin, mercury

ANALYSE AND APPLY

5. **Explain** how the hydrologic cycle moves water across the Earth.
6. **State** if the following statements are true or false. Rewrite the incorrect statements to make them true.
 - a. The sun’s energy interrupts the operation of the water cycle.
 - b. It has been calculated that water stays in the atmosphere for an average of nine days.
 - c. It is estimated that up to 50 per cent of Earth’s fresh water is locked in ice sheets in the Arctic.
 - d. Water spends between two and six months in snow and rivers.
 - e. Precipitation is when water vapour cools and condenses to form clouds and fog.
 - f. More liveable places are commonly situated on rivers and lakes.
7. **Identify** the place where water stays for the longest period of time during the operation of the water cycle.
8. **Explain** how ice core samples can be used to help us understand changes to the water cycle over time.
9. Refer to **FIGURES 2** and **3** to answer the following questions.
 - a. **List** the two sources of renewable energy generated that are found in the atmosphere.
 - b. **Identify** places in the world where these two power sources may be more effective. Give reasons for your answer.

EVALUATE AND COMMUNICATE

10. Write a clear paragraph that **describes** to students in Years 3 and 4 how the water cycle works.

Answers and sample responses for this topic are available online.

LEARNING INTENTION

By the end of this lesson you should be able to:

- **explain** how groundwater moves through Earth and provides a valuable resource for people in places that have little rain
- **explain** how groundwater helps people in dry areas.

Tune in

Water sometimes flows deep beneath the surface of Earth. **FIGURE 1** shows a natural thermal hot spring.

FIGURE 1 At Zebedee Springs pristine water emerges from deep within Earth and creates a natural thermal hot spring.



1. What do you understand by the term 'thermal pool'?
2. Why do you think the water in the Zebedee Springs is warm?
3. Is the water in Zebedee Springs a renewable or non-renewable resource? Explain.

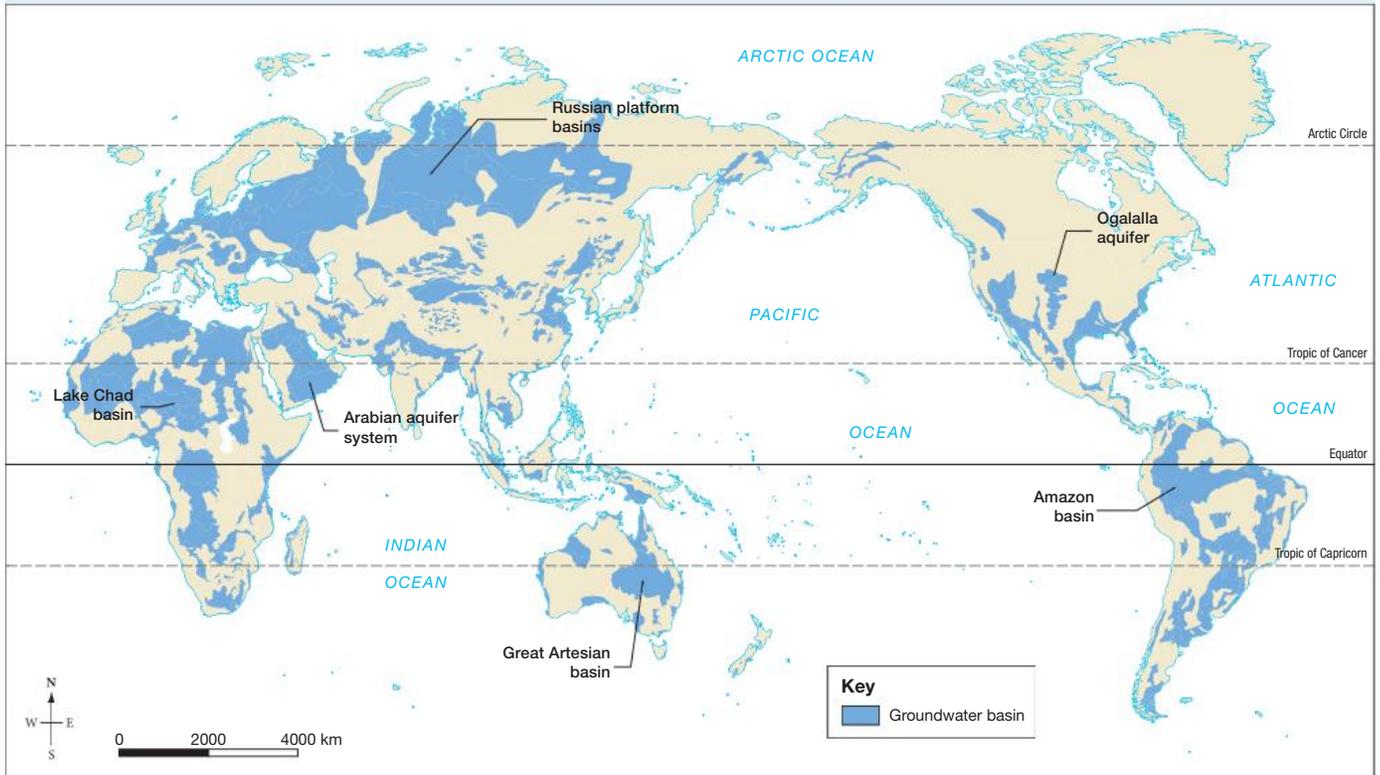
9.3.1 Groundwater and the water cycle

Approximately 1 per cent of Earth's water is **groundwater**, compared to 0.4 per cent in rivers and lakes, and 97.5 per cent in oceans.

Groundwater is part of the water cycle and is found under Earth's surface.

When rain falls, some flows into rivers and dams (surface run-off), and some soaks into the ground (infiltration). The water moves through soil and rocks with tiny pores, like pouring water into a jar of sand or stones. Groundwater is stored in layers of water-bearing rocks called **aquifers**. These rocks are **permeable**, meaning they have tiny spaces or pores that allow water to pass through and be stored, similar to how a sponge holds water.

FIGURE 2 The world's major groundwater basins



Source: BGR & UNESCO 2008: *Groundwater Resources of the World 1* : 25 000 000. Hannover, Paris.

SkillBuilder discussion

Analysing

1. Look at **FIGURE 2**. Which regions of the world rely most on groundwater from these major basins?
2. How does the distribution of major groundwater basins correlate with global population centres?
3. What are some environmental concerns associated with the depletion or contamination of groundwater in these major basins?

9.3.2 Artesian water

An **artesian aquifer** is trapped between rocks that water can't pass through. When a well is drilled, water may gush out. It stops if the pressure drops or the well is sealed.

Groundwater and surface water are linked. Groundwater refills when surface water soaks into aquifers. This is called groundwater recharge (shown in **FIGURE 3**).

In some areas the groundwater emerges from Earth's surface and creates a natural spring, such as Zebedee Springs in the El Questro Wilderness Park in Western Australia's Kimberley Region (**FIGURE 1**). Groundwater is essential for drinking, farming and industry. Some companies bottle spring and mineral water or use it to make drinks like soft drinks and beer. Bore water is used for watering parks, golf courses and crops.

Groundwater is important to the natural environment; in wetlands it supports unique plants and animals. During long periods without rain, it keeps many rivers flowing. The Great Artesian Basin (**FIGURE 4**) is one of the world's largest groundwater basins. Groundwater moves very slowly and can take years to reach deep aquifers. This makes it a non-renewable resource, called 'fossil water' because it can't be replaced quickly.

Did you know?

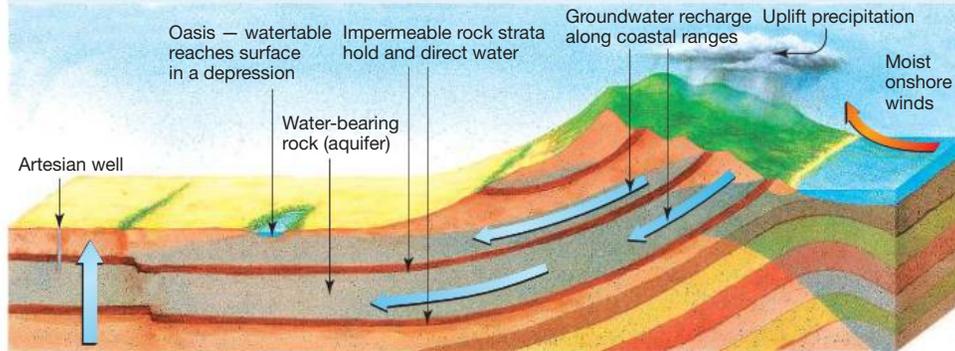
People once thought groundwater would never run out, but in some places, it's running low. Pumping too much can make land sink. Cities like Jakarta and Mexico City are sinking because of this. If we use more groundwater than is replaced, aquifers can dry up.

SkillBuilder discussion

Communicating and reflecting

1. Look at **FIGURE 3**. How does an artesian well differ from an aquifer?
2. What roles do water-bearing rock and impermeable rock play here?
3. What are uplift and precipitation?

FIGURE 3 How water moves from the east coast of Australia, where it rains more, into the porous rocks



9.3.3 Mound springs of the Oodnadatta Track

The Great Artesian Basin covers over 20 per cent of Australia. Groundwater comes to the surface in several places along the Oodnadatta Track, shown in red on **FIGURES 4** and **5**.

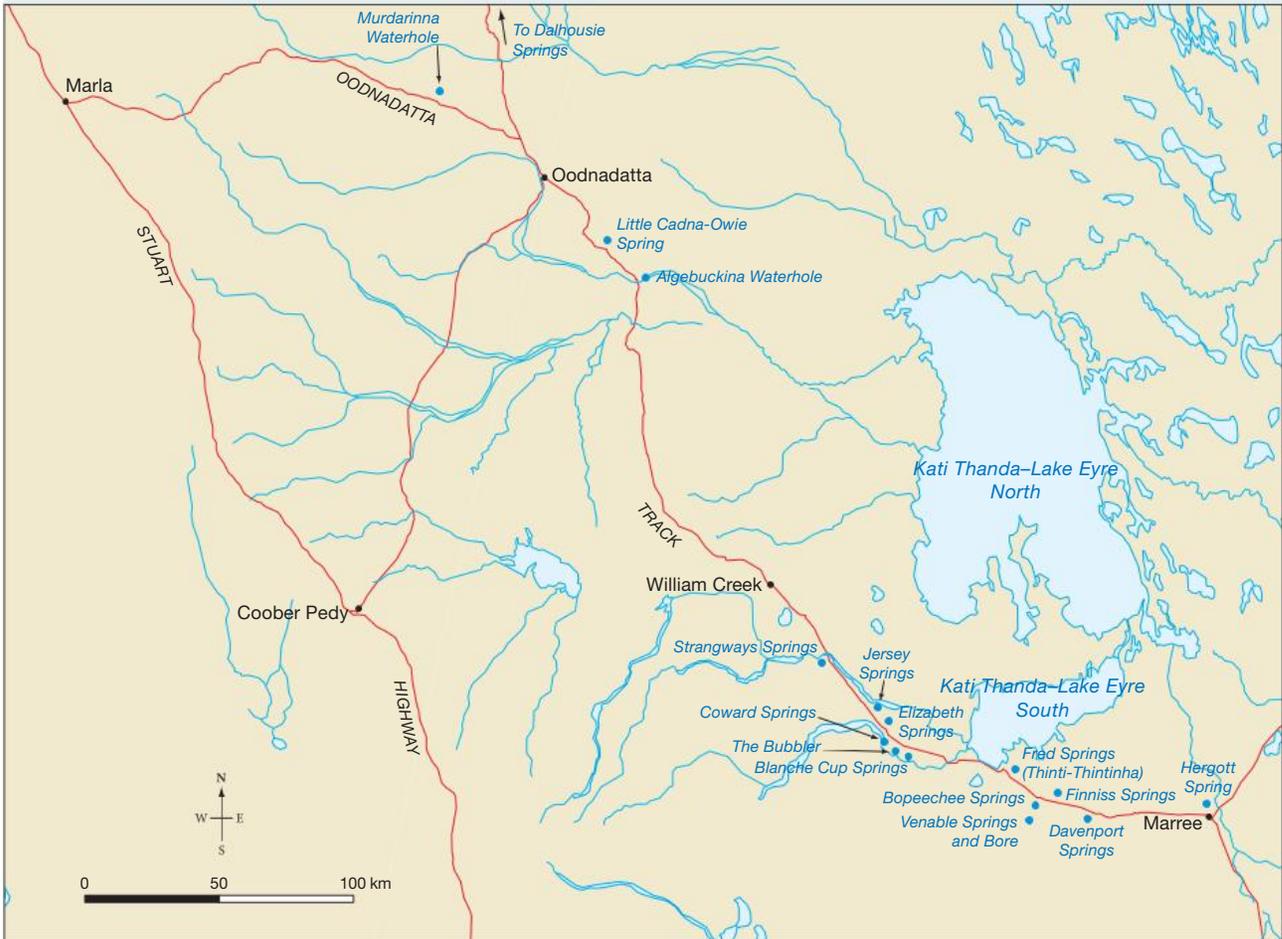
FIGURE 4 Location of the Oodnadatta Track and Great Artesian Basin, one of the world's largest groundwater basins



Source: Spatial Vision/Geoscience Australia.



FIGURE 5 Groundwater springs along the Oodnadatta Track



Source: Redrawn with permission from the SA Arid Lands Natural Resources Management Board / © Copyright Commonwealth of Australia Geoscience Australia 2006.

9.3 SkillBuilder activity **ANALYSING**

1. Complete the **Oodnadatta Track** interactivity in the Resources panel.
2. Use Google Maps (in satellite view) and enter the search terms 'Oodnadatta' or 'William Creek' to locate the Oodnadatta Track. You can also study **FIGURE 6**.

FIGURE 6 Aerial view of the William Creek town, South Australia



- a. **Describe** the landscape you see.
- b. Why is finding groundwater so important in this environment?

3. Use internet research to **investigate** the value of the spring water found in one area of inland Australia.
 - a. Locate a secondary source that shows what the springs meant to early explorers; for example, **identify** information from an explorer's journal to present a viewpoint.
 - b. Locate a secondary source that shows what the springs meant to Aboriginal and Torres Strait Islander Peoples and **identify** information from it to present a viewpoint.
 - c. Locate evidence to show the importance of spring water sources as social gathering sites.

9.3 Exercise

learnon

Learning pathways

■ LEVEL 1

1, 2, 4, 5

■ LEVEL 2

3, 6, 8

■ LEVEL 3

7, 9

REMEMBER AND UNDERSTAND

1. **Identify** what the term 'permeable' means.
 - A. A barrier that blocks everything
 - B. A source of renewable energy
 - C. A barrier that holds back some substances and lets others through
 - D. Pressure that occurs between permeable rocks
2. What is groundwater recharge?
 - A. When water is trapped between impermeable layers of rock
 - B. When the pressure of the water in bores raises it above the land surface
 - C. When water naturally seeps or gushes from the ground
 - D. When surface water seeps into the soil and filters down to aquifers
3. **Explain** the difference between an aquifer and an artesian aquifer.
4. **Explain** why the Great Artesian Basin is important.

ANALYSE AND APPLY

5. **Explain** how groundwater and surface water are interconnected.
6. **Explain** what the quality of bore water is like. Is it suitable for humans to drink?
7. Water is a renewable resource. **Explain** why groundwater is sometimes thought of as fossil water and as a non-renewable resource.

EVALUATE AND COMMUNICATE

8. Refer to **FIGURE 2** and **describe** the location of the world's groundwater regions.
9. **Construct** a diagram to show how surface water reaches the water table to become groundwater.

Answers and sample responses for this topic are available online.

Water supply, climate change and Australia's water security

LEARNING INTENTION

By the end of this lesson you should be able to:

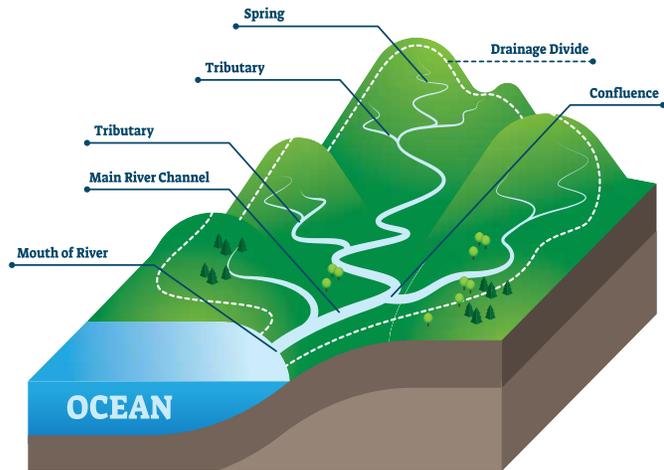
- **describe** the distribution of water across Australia
- **explain** how Australia's climate affects water availability
- **explain** the impact of climate change on water availability in Australia.

Tune in

Most of the water that Australians use is found in surface water such as the drainage basin shown in **FIGURE 1**.

1. **What direction is this river flowing towards? What evidence supports this response?**
2. **What do you notice about changes to the shape of the river and to the way it moves as it makes its way to the sea?**
3. **Brainstorm four ways humans could capture water in this drainage basin for future use.**

FIGURE 1 How drainage basins work

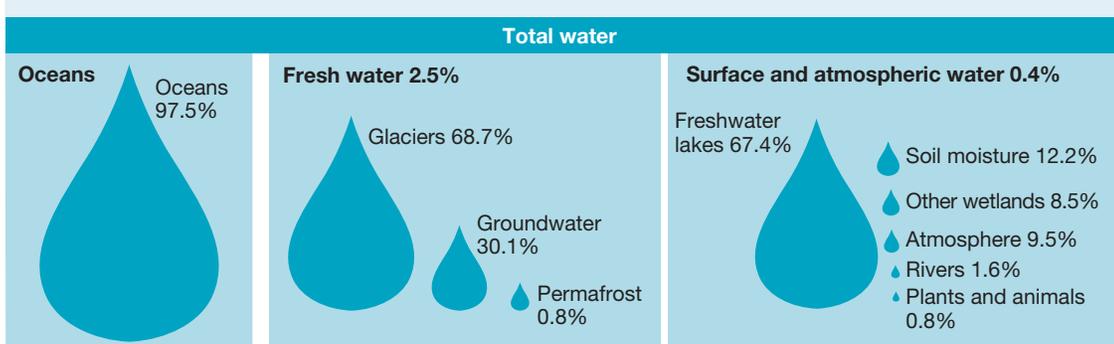


9.4.1 Dry, variable and evaporated

Even though Earth looks blue from space, most of the water is salt water and not usable. The small amount of fresh water available is not evenly spread around the world.

Water covers about 75 per cent of Earth's surface. But **FIGURE 2** shows 97.5 per cent is salt water, and only 2.5 per cent is fresh. Most fresh water (69.5 per cent) is locked in glaciers, ice, snow and permafrost. The rest is mostly groundwater, and only 0.4 per cent is in rivers, lakes, wetlands, and in plants and animals.

FIGURE 2 The distribution of water on Earth



SkillBuilder discussion

Questioning and researching

1. Look at **FIGURE 2**. Which water body stores the most water?
2. What percentage of fresh water is stored in glaciers?
3. Which water body stores the most water that is not saline?

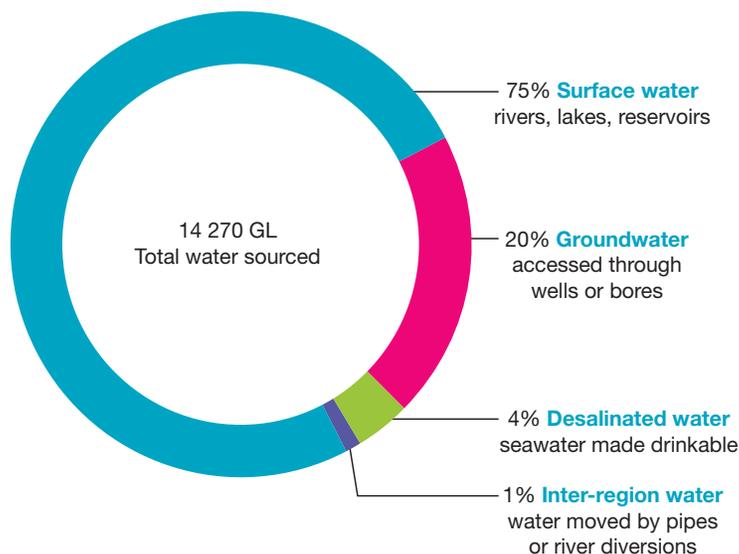
Rainfall is uneven across Australia with very little fresh water available.

Australia is the driest inhabited continent (only Antarctica is drier).

- The Lake Eyre Basin is the driest region.
- North-east Queensland and western Tasmania are the wettest. Water availability depends on climate, rainfall and evaporation.

FIGURE 3 shows that 75 per cent of Australia's water comes from surface water and 20 per cent from groundwater. (See lesson 9.3, **FIGURE 2** for the location of major groundwater basins). GL stands for gigalitre, which is a unit of volume equal to 1 billion litres (1 000 000 000 litres).

FIGURE 3 Sources of water used in Australia, 2019–20



9.4.2 Australia's climate

Weather is the daily changes in the atmosphere, while climate is the average weather over a long time.

FIGURE 4 shows Australia's climate pattern. Notice how it changes with distance from the coast.

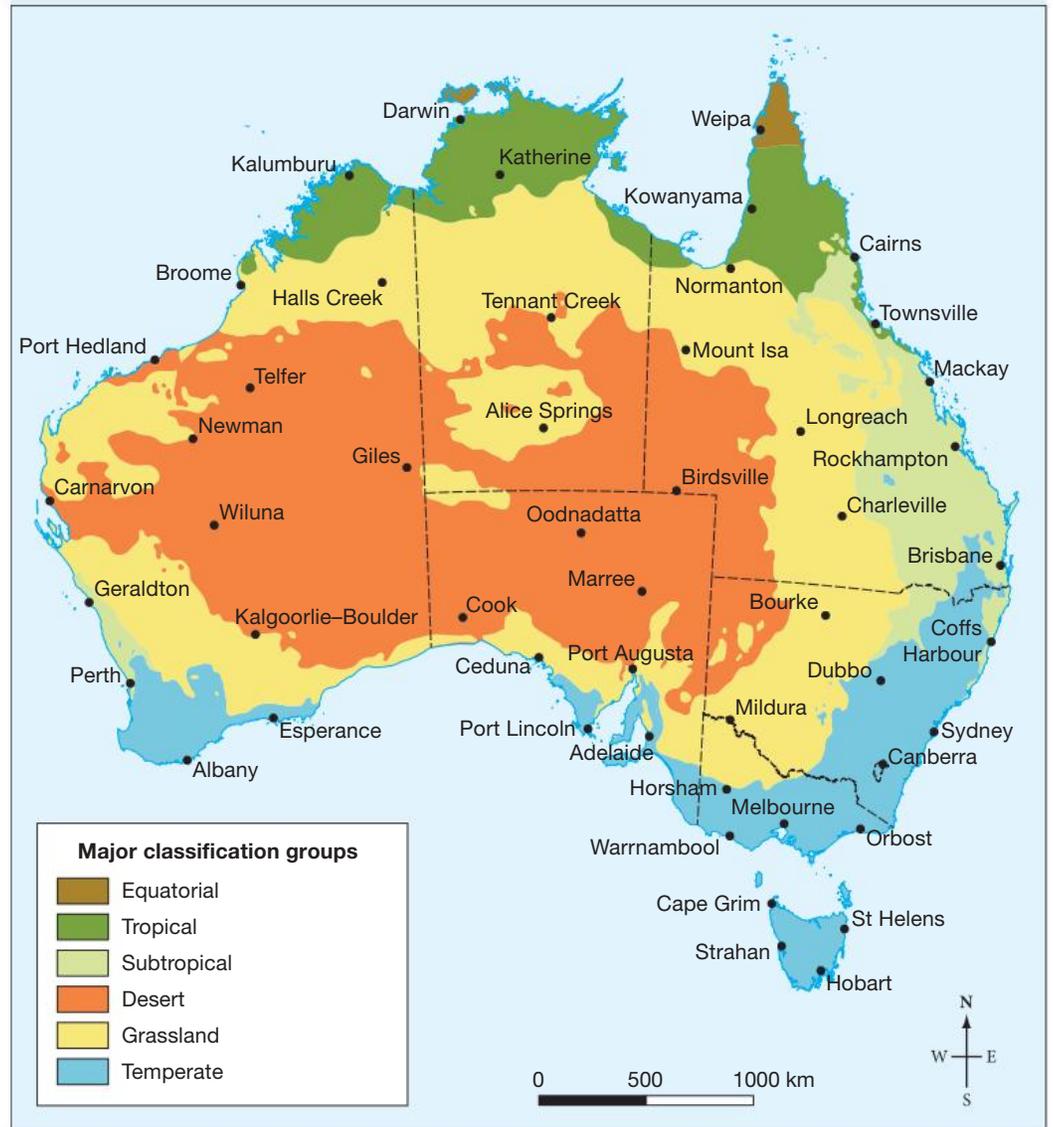
Rainfall variability means how much rain changes each year. Coastal areas get similar rain every year. Desert areas in central Australia get little rain, but it changes a lot from year to year.

SkillBuilder discussion

Analysing

1. Study **FIGURE 4**. What are the climate zones of Australia?
2. Name the two climate zones that cover most of the country.
3. How do temperate and tropical climate zones differ in location?

FIGURE 4 Climate zones of Australia



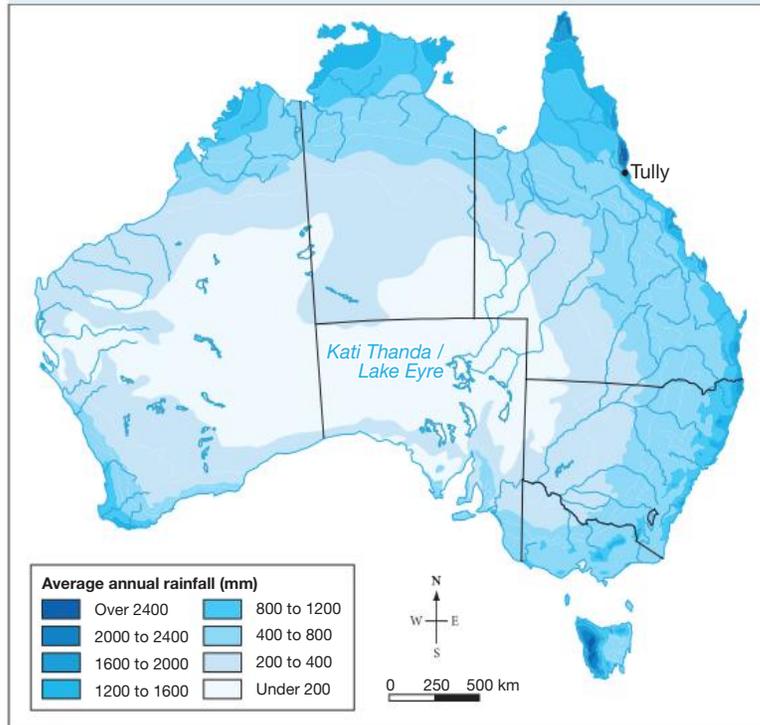
Source: Map redrawn by Spatial Vision © Copyright Commonwealth of Australia 2022, Bureau of Meteorology.

One challenge for Australians using water is that most rain doesn't end up in rivers — it evaporates. Australian rivers only hold 1 per cent of the water in the world's rivers, even though Australia makes up 5 per cent of the world's land. On average, only 10 per cent of our rain runs into rivers, streams or groundwater. This drops to 3 per cent in dry areas and rises to 24 per cent in wetter places. Central Australia is very dry and has high **evaporation** rates.

Relative humidity measures how much moisture is in the air compared to the maximum it can hold at a certain temperature. Relative humidity is usually higher in coastal areas and places with lots of rain, such as north Queensland and western Tasmania.

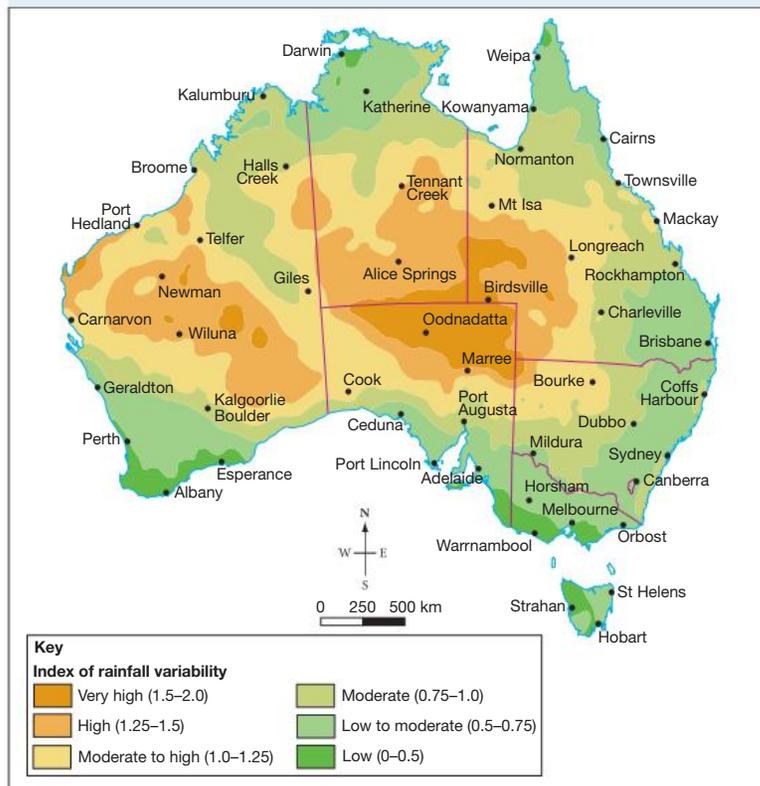


FIGURE 5 Australia's average annual rainfall



Source: Bureau of Meteorology 2003, on the Australian Water Map, Earth Systems Pty Ltd.

FIGURE 6 Australia's rainfall variability



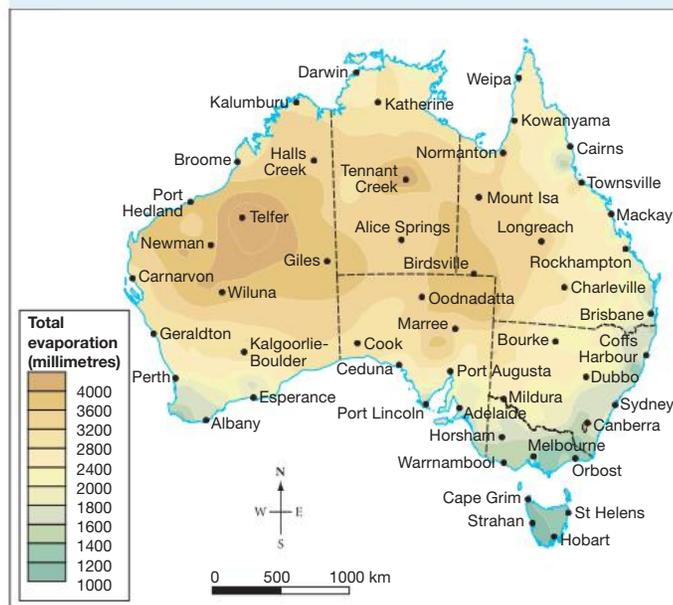
Source: MAPgraphics Pty Ltd, Brisbane.

9.4.3 Climate change and water security in Australia

The effects of climate change in Australia can already be seen. Rainfall patterns are changing, less rain is falling in the southeast and southwest of Australia, while rainfall has increased in northern Australia.

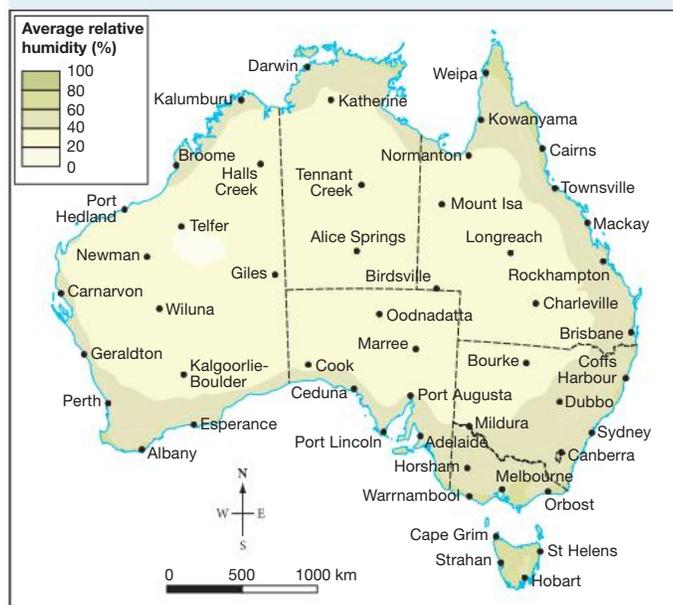
Evaporation rates have increased due to higher temperatures, reducing the availability of surface water. Higher temperatures and reduced rainfall have increased the bush fire season and bush fires are more intense.

FIGURE 7 Average annual evaporation, Australia



Source: Bureau of Meteorology.

FIGURE 8 Average relative humidity across Australia



Source: Bureau of Meteorology.

Shifting rainfall patterns make Australia’s climate more variable, leading to more extreme floods and droughts.

Increased rainfall variability, higher temperatures and a growing population increase the pressure on water resources for urban, agricultural and environmental use. Extreme weather events such as floods and drought have become frequent.

9.4 SkillBuilder activity **COMMUNICATING AND REFLECTING**

- Find your home on the Australia map. Look at **FIGURES 5, 6, 7 and 8**, then complete a table. **Compare** your home with another place nearby and one far away.

	Average rainfall	Rainfall variability	Average evaporation	Relative humidity
Where I live: _____				
Another place in my state/territory: _____				
A place far from where I live: _____				

- Conduct research online to **list** some of the short-term effects that drought can have on Australia.
- Predict** some long-term impacts that Australia and its people would experience if drought continued for up to ten years.

9.4 Exercise

learnon

Learning pathways

■ LEVEL 1

1, 2, 4

■ LEVEL 2

3, 5, 7, 10

■ LEVEL 3

6, 8, 9

REMEMBER AND UNDERSTAND

- State** the percentage of the world’s water that is the following:
 - Salty
 - Available for use by people
- What percentage of the world’s freshwater is locked up in glaciers?
 - 68.7 per cent
 - 71.9 per cent
 - 79.3 per cent
 - 83.9 per cent
- Identify** the correct options from the list provided to complete the following statement about rainfall variability.
Rainfall variability is the _____ from year to year in the _____ of rainfall in a _____ location. _____ variability means that rainfall is likely to be _____ from year to year.

amount	high	change	particular
more	irregular	variability	

4. **Explain** the difference between weather and climate.
5. **Explain** why Australia has high evaporation rates.

ANALYSE AND APPLY

6. Study the rainfall, humidity and evaporation maps (**FIGURES 5–8**). Fill in the missing word in the following statements in order to **describe** the interconnection between these features of our climate.
 - a. Areas with low rainfall and low humidity tend to have a _____ evaporation rate.
 - b. Areas with high rainfall and high humidity tend to have a _____ evaporation rate
7. Use **Figures 5, 7 and 8** to complete the following table:

	Tennant Creek (NT)	Strahan (Tasmania)
Total evaporation		
Average relative humidity		
Average rainfall		

EVALUATE AND COMMUNICATE

8. Refer to **FIGURES 5 and 6**.
 - a. **Identify** the climate zone in Australia that has the most rainfall variability and the climate zone that has the least rainfall variability.
 - b. **Predict** the factors that may contribute to this variation in rainfall reliability across Australia.
9. **Explain** the interconnection between climate change and extreme weather events in Australia.
10. **Identify** where the driest part of Australia is located.

Answers and sample responses for this topic are available online.

LESSON 9.5

Investigating topographic maps: The value of water in Noosa

LEARNING INTENTION

By the end of this lesson you should be able to **explain** how people value water socially, culturally and economically in Noosa.

9.5.1 Noosa's beaches and rivers

Noosa is 140 km north of Brisbane, Queensland, between the mouth of the Noosa River and the headland of Noosa National Park. Its beaches and waterways show how water can be valuable in many ways.

As a popular tourist spot, the beaches, rivers and lakes bring money to the area. The water also has aesthetic value, meaning it looks beautiful and attracts visitors. People enjoy relaxing and having fun with water activities like cruises, canoeing, surfing and kite-surfing, which are part of what makes Noosa special.

FIGURE 1 Visitors can enjoy the spectacular views from Noosa National Park.



FIGURE 2 An oblique aerial photograph of Noosa



SkillBuilder discussion

Analysing

1. Refer to **FIGURE 4**. What is the highest elevation point marked on the map?
2. Where are the lowest elevation points located on the map?
3. Which natural features are prominent in the northern part of the map extract?

FIGURE 3 Many activities for holiday-makers at Noosa are water-based.



FIGURE 4 Topographic map extract of Noosa



Source: Data based on QSpatial, State of Queensland (Department of Natural Resources, Mines and Energy, Department of Environment and Science), <http://qldspatial.information.qld.gov.au/catalogue/>

Learning pathways

■ LEVEL 1

1, 2

■ LEVEL 2

3, 4, 7, 8

■ LEVEL 3

5, 6, 9

REMEMBER AND UNDERSTAND

1. **State** the contour interval of the map in **FIGURE 4**.
2. **State** the feature at the following area references.
 - a. AR0376
 - b. AR0470
 - c. AR0583.
3. **State** the spot height at AR1081.

ANALYSE AND APPLY

4. **List** different ways in which people use the water around Noosa. What evidence is shown on the map for these uses?
5. **Explain** why you think the settlements around Noosa have developed in their current locations. Support your answer with observations from **FIGURE 4**.

EVALUATE AND COMMUNICATE

6. **Predict** how more tourism and development in Noosa might affect the value of water. Think about its economic, cultural and aesthetic value.
7. What natural features around Noosa might attract tourists or new residents? Use evidence from **FIGURE 4** to support your response.
8. How might the waterways and coastline influence economic activities in Noosa? Provide examples using information from **FIGURE 4**.
9. **Predict** how climate change may impact Noosa. Support your answer with evidence from **FIGURE 4**.

Answers and sample responses for this topic are available online.

LESSON 9.6 Does everyone have enough water?

LEARNING INTENTION

By the end of this lesson you should be able to:

- **identify** and **describe** the three main ways people use water
- **explain** why there are variations in water variability, availability and accessibility in Australia.

Tune in

FIGURE 1 In some countries women and girls can spend up to six hours each day collecting water. The average distance they walk is 6 km. The average weight they carry on their heads or backs is about 20 kg.

FIGURE 1 In some countries, women and girls can spend up to six hours each day collecting water.



1. If women and children are spending this much time collecting water, what other opportunities are they missing?
2. Discuss this issue with a partner and document your observations.

9.6.1 Water as an environmental resource

On average, people use 1240 cubic metres of water each year. Each individual typically needs one cubic metre of water for drinking, about 100 cubic metres for other personal needs, and 1000 cubic metres to grow all the food they consume annually. **Water stress** occurs when there isn't enough water to meet all demands. A country with less than 1000 cubic metres of renewable fresh water per person is considered to be experiencing water stress.

The term '**water scarcity**' refers to water shortages or poor access to available water supplies for local communities. Water usage varies by location and can be different depending on where we live.

9.6.2 Water variability

Rainfall can vary significantly due to seasonal and environmental factors. This inconsistency, known as 'water variability', is most severe in places with extreme environmental conditions. Australia experiences high water variability, which can affect even the country's driest environments.

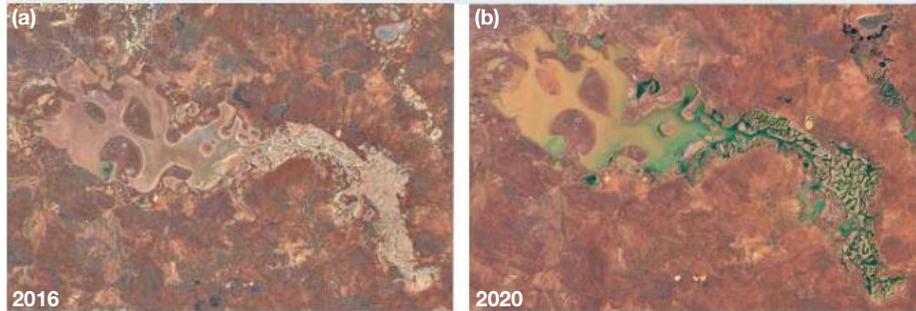
For example, Lake Carnegie (**FIGURE 2**) in central Western Australia has an average annual rainfall of just 225 mm. By comparison Perth receives 722 mm, Melbourne 515 mm, Adelaide 547 mm, Sydney 1042 mm, and Brisbane 1080 millimetres. However in 2020, Lake Carnegie received 270 mm of rain in just one day (more than its yearly average).

SkillBuilder discussion

Analysing

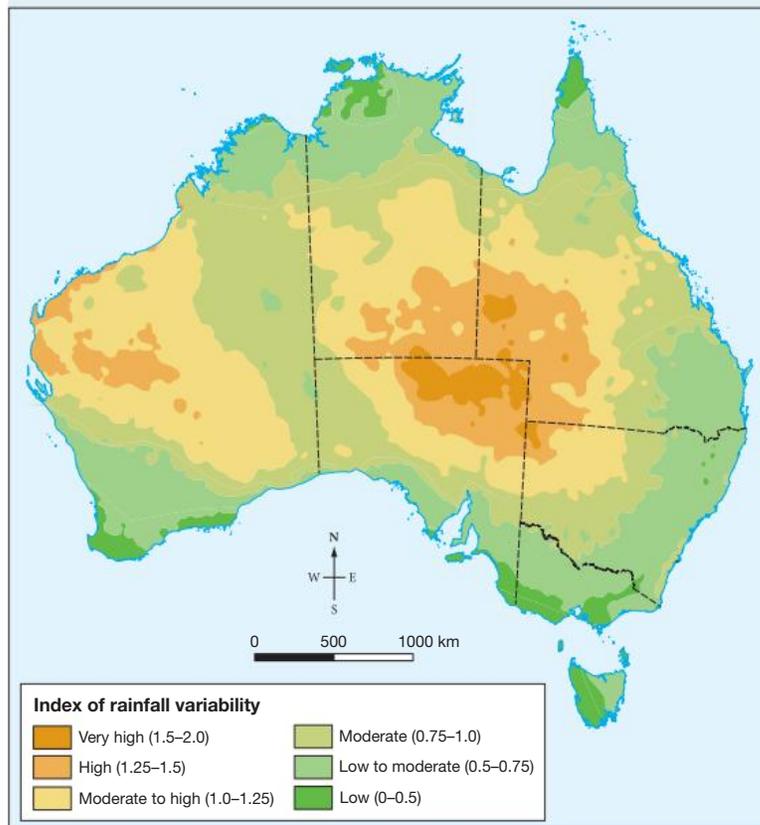
1. Study **FIGURE 2**. Why is the average annual rainfall at Lake Carnegie so low?
2. Describe the type of environment you would expect to see at Lake Carnegie.
3. Describe how this area changed in 2020 after high rainfall.

FIGURE 2 Lake Carnegie as it is regularly seen (a) and after unseasonably high rainfall (b)



Similarly, extreme rainfall variability is shown in **FIGURE 3** in areas including outback New South Wales, Queensland, Western Australia, South Australia and the Northern Territory.

FIGURE 3 Australia's rainfall variability from 1900 to 2019



Source: Map redrawn by Spatial Vision © Copyright Commonwealth of Australia 2020, Bureau of Meteorology.

9.6.3 What influences Australia's water variability?

El Niño and La Niña

SkillBuilder discussion

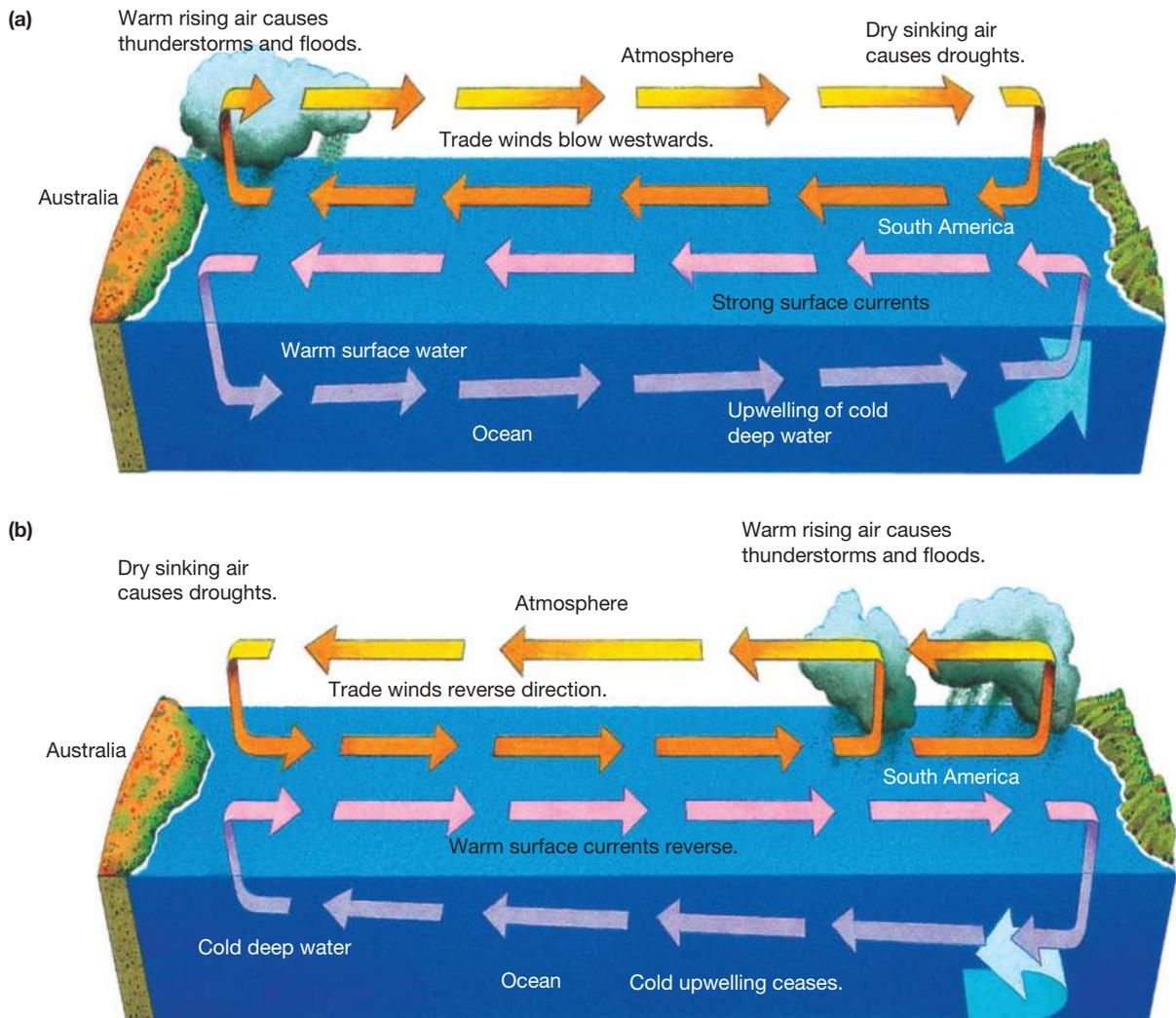
Communicating and reflecting

1. Work with a partner to brainstorm three differences between a normal year and an El Niño year.
2. Suggest why a farmer might be interested in monitoring El Niño events.

Australia's rainfall patterns are largely due to the influence of two unique climate events — **El Niño** and La Niña; the warm and cool phases of a recurring climate pattern across the tropical Pacific.

In a normal year, warm surface water is blown west across the Pacific Ocean towards Australia. This brings heavy rain to northern Australia, Papua New Guinea and Indonesia. On the other side of the Pacific, South America experiences drought. When an El Niño event occurs, these winds and surface ocean currents reverse their direction. The warm, moist air is pushed towards South America, producing rain in South America and drought in Australia (see **FIGURE 4**).

FIGURE 4 Weather events in (a) a typical year and (b) an El Niño year



El Niño and the southern oscillation

Rainfall fluctuations have several causes that are not fully understood. The main cause of major rainfall changes in Australia is the **Southern Oscillation**, which is a major air pressure shift between the Asian and east Pacific regions. The strength and direction of the Southern Oscillation is measured by the Southern Oscillation Index (SOI), calculated from air pressure fluctuations between Tahiti and Darwin. In an average year, the SOI is between -10 and $+10$.

If the SOI is strongly negative (below -10), it means air pressure in Darwin is higher than in Tahiti, leading to an El Niño event with less rainfall and drought in Australia. If the SOI is strongly positive (above $+10$), it means air pressure in Darwin is much lower than normal, leading to a La Niña event with above-average rainfall.

9.6.4 Water availability and access ability

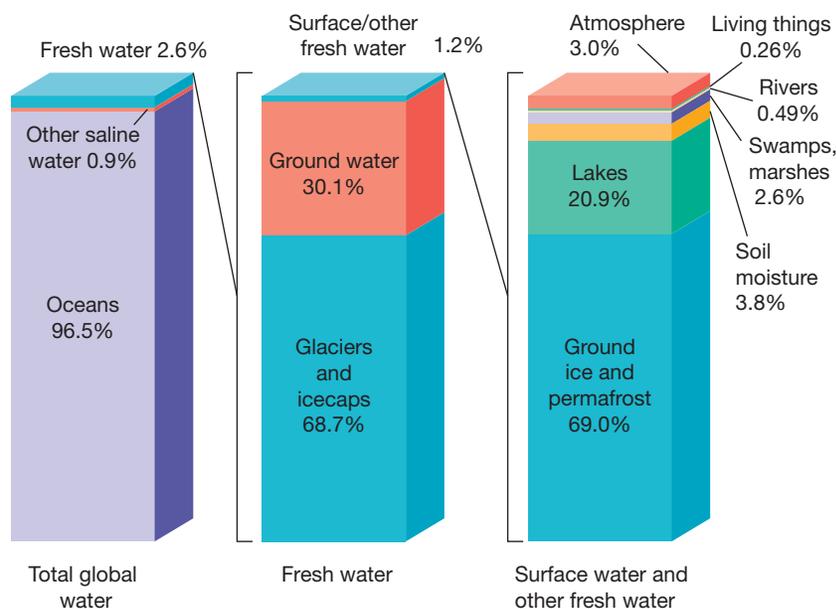
Although 70 per cent of Earth is covered in water, only a small amount is available for human use. As you have learned in lesson 9.4, 96.5 per cent is in our oceans and only 2.6 per cent is freshwater. Most of the freshwater is trapped in glaciers, icecaps and groundwater, with just 1.2 per cent as surface water.

Even within that tiny amount of surface freshwater, only a small percentage is accessible for human consumption, mainly found in rivers and lakes. This limited availability of fresh water is a significant issue, especially as the human population continues to grow (see **FIGURE 5**).

Additionally, a major reason that people lack access to water is the difference between where people live and where rain falls. Other reasons include water being used for agriculture and industry in regions where it is dry. In Australia, about 70 per cent of our fresh water is used for farming. In dry areas irrigation water is lost due to evaporation or it soaks too low into the ground for crops to use.

Beyond agriculture, large volumes of water are also used in the production of goods. For example, manufacturing clothing, electronics and food products often requires significant water at various stages, from growing raw materials to processing and packaging. This indirect or 'virtual' water use adds pressure to already limited freshwater supplies, especially in regions where water is scarce.

FIGURE 5 Water availability breakdown



9.6 SkillBuilder activity **EVALUATING**

There are a number of websites that have information on water footprints, water as a resource and water used in food production. Complete your own research to locate some reliable sources of information for each of these terms. Complete the questions that follow.

1. **Describe** the relationship between water-stressed countries and food production.
2. Provide an example where the water footprint figure is in conflict with the opinion of farmers.
3. Refer to **FIGURE 3** showing rainfall variability in Australia.
 - a. **Identify** the regions most suitable for agricultural production.
 - b. Do you think agricultural production should be confined to these areas? **Justify** your answer.

FIGURE 6 Around 3000 litres of water would have been used to create this tie-dyed T-shirt. This includes the water to grow the cotton and the manufacturing process.



9.6 Exercise

learn **on**

Learning pathways

■ **LEVEL 1**

1, 2, 3

■ **LEVEL 2**

4, 6, 8, 9

■ **LEVEL 3**

5, 7, 10

REMEMBER AND UNDERSTAND

1. **Identify** what most of Australia's water is used for.
 - A. Agriculture
 - B. Domestic
 - C. Industry
 - D. Municipal
2. Match each of the terms to the statement that best describes it by placing the corresponding letter in the answer column.

Water variability	a. Water that is readily accessible for consumption and use.
Water availability	b. The amount of rainfall a location receives can vary significantly and depends on a number of seasonal and environmental factors.
Water accessibility	c. The quantity of water that can be used for human purposes.

3. **Explain** the difference between water availability and accessibility.
4. **Distinguish** between water scarcity and water stress.
5. Refer to **FIGURE 4** and select the most appropriate words to complete the statement.
During an El Niño year Australia will be **wetter / drier**. Whereas during a La Niña year Australia will be **wetter / drier**.

ANALYSE AND APPLY

6. **Explain** why Australia experiences high water variability.
7. **Describe** the interconnection between El Niño and the Southern Oscillation Index.
8. Why is Earth referred to as the 'Blue Planet'?

EVALUATE AND COMMUNICATE

9. Given the large amount of water on Earth, **suggest** why water accessibility is a problem.
10. What do you think is more important – water availability or water accessibility? **Justify** your response.

Answers and sample responses for this topic are available online.

LESSON 9.7 Overcoming water scarcity

LEARNING INTENTION

By the end of this lesson you should be able to **identify** strategies to enable water to be shared in a sustainable way.

Tune in

One in three people around the world do not have access to safe drinking water.

3.6 billion people do not have access to a safe toilet.

1. **Consider the ways water is used in your household.**
 - **Predict which appliance in your home uses the most water for one cycle of use: the washing machine, toilet or dishwasher?**
 - **Predict how much water is used in an average shower and in an average handwash.**
 - **Mind-map what may happen to people if they do not have access to clean/safe water.**
2. **Describe one social impact on people who do not have access to a safe toilet.**

FIGURE 1 A typical household uses water in many ways.



9.7.1 Managing Australia's water supply

SkillBuilder discussion

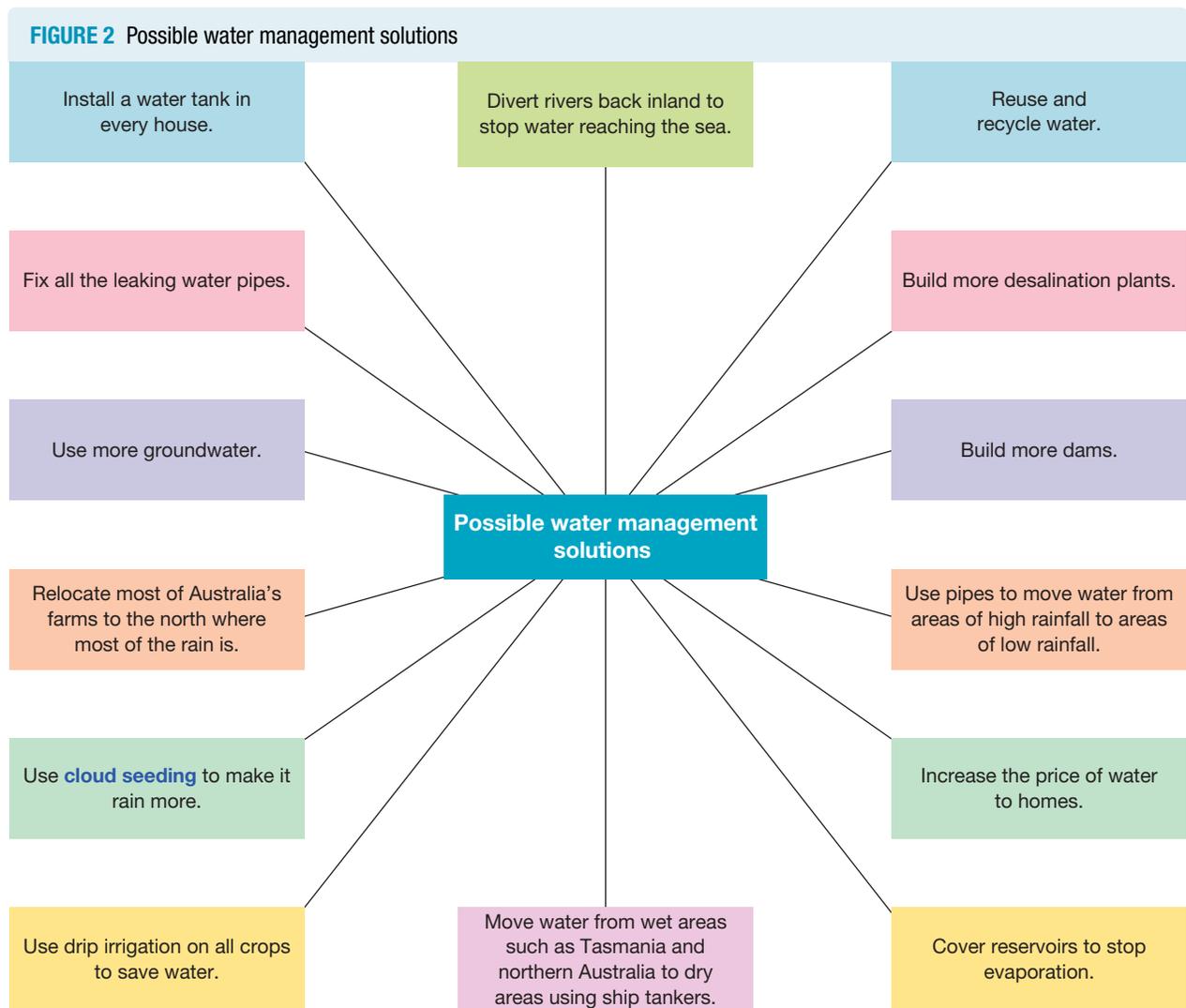
Questioning and researching

1. Look at **FIGURE 2**. Categorise each strategy as either easy to implement or difficult to implement.
2. Select one from each category and explain why you categorised it as easy or difficult.

We cannot make more water, but we can manage it better. With more people and the predicted effects of climate change, water needs careful management.

Agriculture uses the most water in Australia. To save water, we can improve irrigation systems, which sometimes waste up to 70 per cent of water through leaks and evaporation. Additionally, we can recycle water, use desalinated water and collect stormwater.

FIGURE 2 outlines some of the ways we can develop more efficient uses of Australia's valuable water resources.



9.7.2 Managing water scarcity in Perth

Perth, Western Australia has a population of around 2.3 million people, which is predicted to reach around 3.5 million by 2060. A growing population creates a growing demand for water at home, in industries, suburbs and farms. To cope with future water scarcity, the Water Corporation of Western Australia has developed the Integrated Water Supply Scheme. This scheme provides water for Perth as well as parts of the south-west, goldfields and agricultural regions of Western Australia.

To deal with the drying climate in the south-west of Western Australia, the Water Corporation has moved away from dams as the main source of water. Instead, they collect water from a combination of:

- dams
- aquifers
- desalination plants
- stormwater.

In the 1970s, the stream flow of water into dams averaged 420 gigalitres per year. By 2010 this average had fallen to 70 gigalitres. Dams in the future will be used as reservoirs to store water from other sources until it is distributed. Adding groundwater to dams ensures good water quality.

- Perth has three levels of aquifers; the deepest of these is the Yarragadee Aquifer, which is a very reliable source. Some water is taken from shallow aquifers that drain naturally into the ocean.
- The Water Corporation has built Australia's first waste-water recycling plant at Beenyup in Perth's north (see **FIGURE 3**). Here, waste-water is purified to drinking standard and injected into the aquifers — 28 billion litres of fresh water each year, enough to supply 100 000 households.

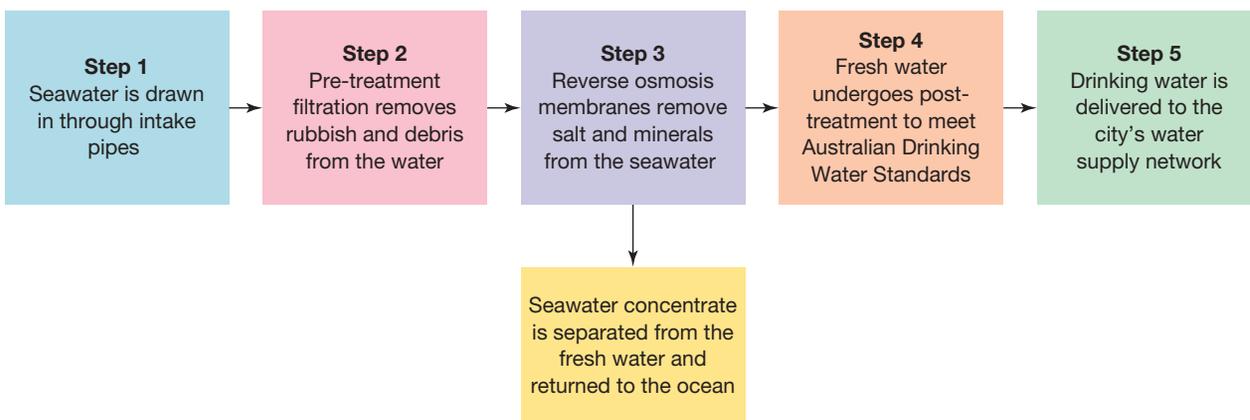
FIGURE 3 Australia's first waste-water recycling plant at Beenyup



- Perth has two desalination plants at Kwinana and Binningup; together they provide nearly half of the city's water — about 150 million litres per year. Desalination is sustainable and completely independent of climate change. A third plant is under construction at Alkimos, which will add an additional 50 billion litres of drinking water to Perth's water supply.
- Stormwater is water that runs off from roads and other hard surfaces following rain events. Stormwater will naturally find its way into shallow aquifers. The Water Corporation encourages households and businesses to collect water from roofs; it is not suitable for drinking but can be used outside the home for watering gardens.

Today only 7 per cent of Perth's water comes from dams. Aquifers supply 46 per cent and desalination 47 per cent of the city's and the south-west region's water. By continuing to invest in desalination plants, Perth's water security is being ensured. As the population continues to grow, the water needs of all will be able to be met in the future.

FIGURE 4 The desalination process



SkillBuilder discussion

Analysing

1. Why are desalination plants built?
2. Where do you think the waste products from a desalination plant go?
3. Do you think desalination plants are environmentally friendly? Explain.

9.7.3 Managing water across borders – The Murray–Darling Basin

The Murray–Darling Basin is a vast river system covering 14 per cent of Australia. It stretches across four states (Queensland, New South Wales, Victoria and South Australia) and the Australian Capital Territory. It includes 22 separate river catchments.

Water is taken out of the river along its length for storage in dams and use in irrigation. During times of drought, little water reaches the mouth of the Murray River, sometimes causing it to close.

This creates problems for communities downstream; for example Adelaide relies on water from the Murray for its water supply. Reduced water flow has a negative impact on the environment as there is insufficient water flowing through wetlands to sustain them.

In 2007 the federal government established the Murray–Darling Basin Authority (MDBA) to implement and enforce strategies to ensure the sustainable use of water in the Basin.

FIGURE 5 The 22 river catchments in the Murray–Darling Basin



Source: Catchments | Murray–Darling Basin Authority © Murray–Darling Basin Authority 2023 (CC-BY) 4.0.

9.7.4 Other water management solutions for Australia

In an environment prone to drought and increasing demands for water, it is vital to protect and manage our water resources.

Many strategies have been suggested to solve our water problems. Some, such as towing icebergs from Antarctica, are seen as impractical. Others, such as those in **FIGURE 2**, need to be considered in light of various factors such as cost, impact on people and the environment, technology and politics. Both governments and individuals have a role to play in water conservation and management.

Government sector action

All Australian states and territories have bodies to manage and ensure a reliable supply for domestic, industrial, business, agricultural and environmental use. Desalination plants, waterwise programs and the maintenance of infrastructure are all parts of this plan.

For example:

- In Coober Pedy desalination is used to treat bore water rather than sea water to remove salts and other impurities to produce high-quality drinking water.
- In times of drought governments introduce water restrictions to limit the pressure on water supplies by individuals and businesses. This includes limiting watering of gardens and not permitting car washing at home.
- Provision of rebates encourage individuals to install water-efficient appliances and water tanks (see **FIGURE 6**). In agricultural regions assistance is provided to improve irrigation practices.

FIGURE 6 Collecting water from your roof can provide water for flushing toilets, watering the garden or washing the car.



Personal action

During 2021–2022, an estimated 1.78 gigalitres of water was used by Australian households. This is enough to fill King's Park in Perth to a depth of around 4.5 metres.

There are many things we can do around the home to use water more efficiently. Some ideas include:

- putting aerators on taps
- using a hose with a shut-off nozzle
- cleaning driveways and paths with a broom rather than a hose.

Other ways to save water are shown in **FIGURE 7**



FIGURE 7 Ways you can save water in your home.

Ensure your next washing machine has lots of water-efficiency stars.



Ensure you completely fill your dishwasher before using it.



Don't keep the tap running when washing fruit and vegetables. Wash them in a bowl instead.



Install a dual-flush toilet.



Dispose of tissues in the bin — don't flush them down the toilet.



Have short showers. Try for three minutes!



Don't run the tap when brushing your teeth.



Use a water-saving showerhead and keep a bucket in the shower for excess water to use on the garden.



Cover soil in much to retain moisture in soil. Grow drought-tolerant plants.



Water the garden in the early morning or evening to reduce evaporation.



9.7 SkillBuilder activity

QUESTIONING AND RESEARCHING, COMMUNICATING

AND REFLECTING

Research online to learn more about water management in the Murray–Darling Basin.

1. **Investigate** information about water management in the Murray–Darling Basin.
2. Read about how water is managed in this area and **summarise** key points.
3. **Identify** one aspect of water management that you find interesting.
4. Write a short summary on the aspect you chose. **Discuss** why it is important and how it helps manage water in the Murray–Darling Basin.
5. Use headings and bullet points to organise your thinking.
6. Include pictures or diagrams if you can find any relevant ones.

9.7 Exercise

learn**on**

Learning Pathway

■ LEVEL 1

1, 2, 5

■ LEVEL 2

3, 4, 7, 8

■ LEVEL 3

6, 9, 10

REMEMBER AND UNDERSTAND

1. Complete the following sentence. *Desalination* is a process that removes _____ from _____.
2. What is the aim of a desalination plant? **Select** the best option from the list provided.
 - a. To provide drinking water
 - b. To add minerals to drinking water
 - c. To produce salt
 - d. To remove salt from spring water
3. **Identify** two ways the government attempts to ensure there is a reliable water supply.
4. **Explain** two ways that households can use water more efficiently.
5. Fill in the gaps:
_____ uses the most water in Australia. To save water, we can improve irrigation systems, which sometimes waste up to _____ of water through leaks and _____.

ANALYSE AND APPLY

6. **Explain** why the desalination plants in Perth are considered both sustainable and environmentally friendly.
7. **Explain** why it is difficult to manage water when the water supply crosses country or state borders.

EVALUATE AND COMMUNICATE

8. Why do you think the topic of using recycled water can create debate in the community? **List** the pros and cons for the use of recycled water.
9. Coober Pedy is approximately 370 km from the sea. **Explain** why a desalination plant has been used in this location.
10. **Suggest** a reason why the water harvested from your roof and stored in a rainwater tank might not be suitable for drinking.

Answers and sample responses for this topic are available online.

LESSON 9.8 Droughts

LEARNING INTENTION

By the end of this lesson you should be able to:

- **explain** the causes of droughts
- **describe** the impact of droughts on people and the environment
- **suggest** strategies for managing drought events.

Tune in

FIGURE 1 shows Menindee Lakes, nine large, shallow lakes in southwest New South Wales on the Darling River.

FIGURE 1 Menindee Lakes, a series of lakes along the Darling River, shown during rainy and drought conditions.



Identify the similarities and differences between the two photos.

9.8.1 What is a drought?

Australia, the driest inhabited continent, lies in a high-pressure region with dry, stable air. Rainfall varies widely, influenced by the Southern Oscillation and El Niño (see lesson 9.6).

Drought conditions occur when high-pressure systems are more extensive than usual, creating rainfall shortages. Drought means below-average rainfall, when there is not enough water to meet our needs. Water needs differ so, for example, Sydney might experience drought with more rain than Alice Springs during above-average rainfall. Droughts vary in timing and duration, like the short 1982–1983 drought and the longer Millennium Drought. Different weather systems make nationwide droughts rare. Drought can have devastating impacts on both people and the environment. They can be relatively brief or last for years or decades.

All mainland Australian states are affected by drought, particularly inland and agricultural regions where rainfall is less reliable leading to prolonged dry periods.

For example, the Tinderbox Drought (2017–2019) was one of Australia’s most intense droughts, particularly affecting eastern and southeastern Australia. It contributed to severe water shortages, agricultural losses, and ecological damage, setting the stage for the Black Summer bush fires of 2019–2020.

9.8.2 Causes and impact of the Margaret River drought

Margaret River, located around 270 km southwest of Perth, is an important tourism, agricultural and wine-producing region. It is known for its Mediterranean climate of:

- hot, dry summers with very little rainfall
- mild, wet winters, with the majority of annual rainfall.

Since 2000, the Margaret River region has experienced four extreme droughts; all have been linked to climate change:

- winter cold fronts have shifted south, causing less rain
- forest clearing near the coast has altered wind patterns and how rain forms
- rising temperatures have made the region drier, resulting in longer and more severe droughts.

Climate data shows many areas along the southwest of Western Australia are being affected by the lack of rainfall, putting the region at an increased risk of fire and agricultural challenges. Rainfall in the region has declined by 16–20 per cent since the 1970s. **FIGURE 2** shows the average annual rainfall and last four years of rainfall data. **FIGURE 3** shows that rainfall was at a record low in 2023.

FIGURE 2 Margaret River has an average annual rainfall of 1100 mm; rainfall totals have been significantly lower over the last four years.

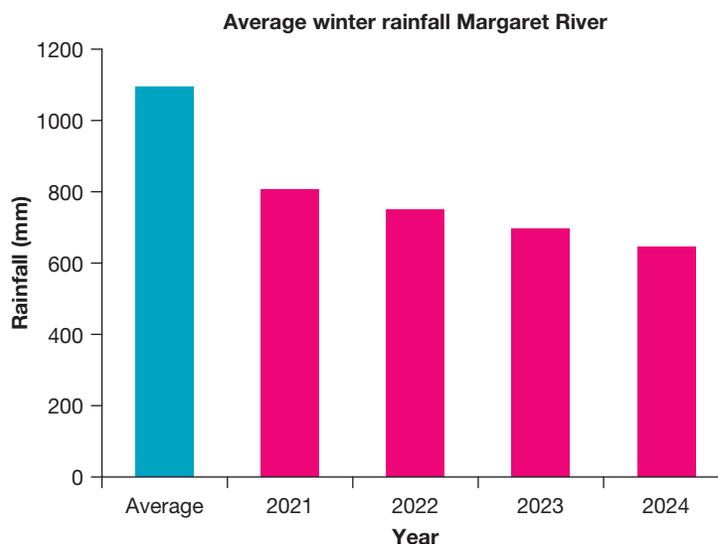
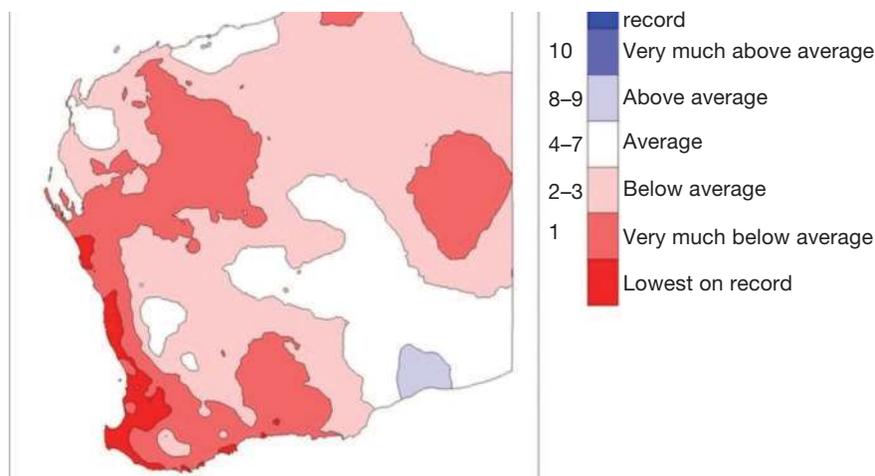


FIGURE 3 Margaret River experienced its lowest rainfall on record in 2023.



Source: Bureau of Meteorology

FIGURE 4 The Margaret River mouth has been impacted by drought. Ecologists have suggested it may be a sign of forest collapse in the region.



The drought in the Margaret River region has had significant impacts:

- **Agriculture:** Water shortages lead to lower crop yields, increasing food prices and shortages of some goods. Dry conditions also affect the amount and quality of feed for livestock.
 - *The wine industry:* This is a major part of the Margaret River economy. Smaller grapes and irregular harvests impact the quality of the wine and threaten the region's reputation for premium wines.
- **Environmental:** Native vegetation will die off without sufficient rainfall, which threatens the biodiversity of entire ecosystems such as coastal heath, woodlands, wetlands, rivers and forests.
 - *Groundwater depletion:* Reduced rainfall means that groundwater recharge is much slower. Without access to groundwater, trees and other vegetation are more vulnerable to drought.
- **Water shortages:** Shortages have led to water restrictions, which impact the daily lives of individuals. This includes measures such as designated watering days and fines for non-compliance.
- **Fire risk:** Dry conditions make it easier for fires to start and spread, putting human settlements, agriculture and the environment at risk. Additionally, fire-fighting reserves may also be depleted.

9.8.3 Managing the impact of drought

The Australian Research Council predicts that within the next 20 years Australia may experience a **megadrought**.

A variety of strategies have been developed by the government in conjunction with agencies such as the CSIRO:

- Governments have implemented policies to support farmers and their communities prepare for and recover from the impacts of drought. Financial assistance and subsidies has been provided to enable farmers to introduce water-saving technologies such as drip irrigations systems and enclosing open irrigation channels.
- The Sugarloaf Pipeline was developed to carry water from the Goulburn River to Melbourne's Sugarloaf reservoir. It was intended to be used when Melbourne's total water storages dropped below 30 per cent. A similar scheme has been proposed over the years to transfer water from Northern Australia during the monsoons or periods of heavy excessive rainfall via pipeline to drought-affected areas in the south and west of the country.

- The Drought Resilience Mission, an initiative of the CSIRO, was launched in 2021 and aims to reduce the impact of drought by 30 per cent by the end of this decade.
 - One such program involves the development of drought-tolerant wheat varieties with traits that allow them to access stored soil moisture and improve yields during dry conditions.
 - Anameka saltbush has been developed as a supplementary feed for sheep and cattle in Western Australia. It is nutritionally higher and more palatable than other saltbush varieties and provides higher economic returns for both wool and meat production in dry years (see **FIGURE 5**).

FIGURE 5 Anameka saltbush is now being used on Australia's eastern seaboard to lessen the economic impact of drought on farmers.

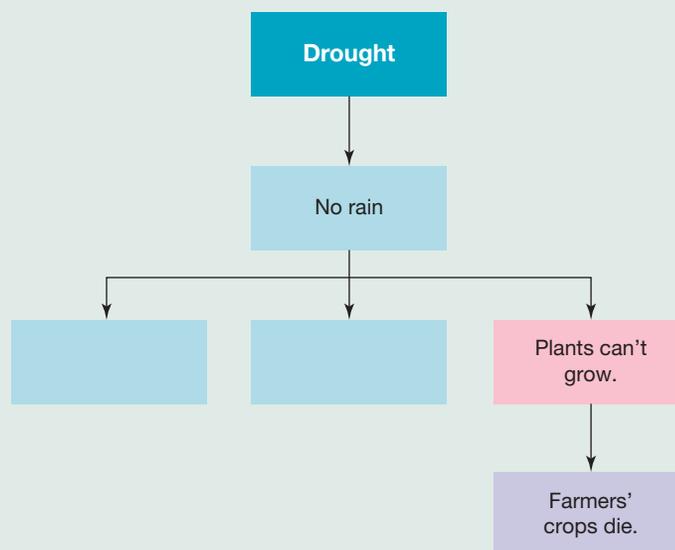


Developed in conjunction with the Bureau of Meteorology, My Climate View allows farmers to improve their climate resilience by accessing climate data for their specific location. This data allows farmers to make informed decisions about what to plant, the optimum time to plant and how to make efficient use of their water.

9.8 SkillBuilder activity

COMMUNICATING AND REFLECTING

1. Think about all the environmental, economic and social impacts of droughts. **List** these impacts.
2. Using this list, **construct** a flow diagram to illustrate how these three groups relate to, connect to and influence each other. A sample flow chart based on drought has been provided to help you get started. You can add more boxes and arrows to show how elements are connected.
3. **Compare** your flow diagram with the class, and add further connections.



Learning Pathway

■ Level 1

1, 3

■ Level 2

2, 4, 7, 8

■ Level 3

5, 6, 9

REMEMBER AND UNDERSTAND

1. What is a drought?
 - A. A long period of below-average rainfall, when not enough water is available to supply our normal needs.
 - B. A long period of average rainfall, when not enough water is available to supply our normal needs.
 - C. A long period of above-average rainfall, when enough water is available to supply our normal needs.
 - D. A long period of average rainfall, when enough water is available to supply our normal needs.
2. Why is Australia so dry?
 - A. The temperature is too high.
 - B. Rainfall is too low.
 - C. It is dominated by high-pressure systems.
 - D. It is dominated by low-pressure systems.
3. Only the Margaret River region is impacted by drought. True or false?
4. **Explain** what is meant by the term 'megadrought'.

ANALYSE AND APPLY

5. **Predict** the impact climate change will have on droughts in Australia.
6. **Explain** how drought affects the availability of ground water.
7. **Explain** the factors that contribute to the severity of the Margaret River drought.

EVALUATE AND COMMUNICATE

8. **Outline** one CSIRO initiative and how it might help reduce the impact of drought.
9. Answer the following questions:
 - a. **Describe** three ways in which droughts can affect environments.
 - b. **Describe** three ways in which droughts can affect communities.

Answers and sample responses for this topic are available online.

LESSON 9.9 Inquiry: What is the water quality of a local waterway?

LEARNING INTENTION

By the end of this lesson you should be able to:

- **investigate** local catchment water quality
- **demonstrate** your understanding with a report and presentation.

Background

Water is very important and should be managed carefully everywhere. Water quality affects our health. When it rains, water can carry rubbish and chemicals into rivers.

Your team will study the water quality of a local catchment or waterway and make a report and presentation. Check different places along the river or creek to see why water quality changes.

To do this, you need both primary and secondary research. **Primary research** means looking at the water yourself, taking photos and collecting data. **Secondary research** means using published materials like maps or articles from other groups.

Examples of primary research methods include:

1. collecting and testing water samples from a body of water
2. documenting evidence of litter and water contamination
3. observing water bugs, which provide evidence of a healthy body of water.

FIGURE 1 Primary research means collecting water samples, noting litter and watching water bugs.



Before you begin

Check the **Inquiry rubric** in the digital documents to help you with this task and self-assess at the end.

Inquiry steps

Step 1: Questioning and researching

Research the main features of your local river catchment area.

- What sort of data and information will you need to study water quality at your fieldwork sites?
- How will you collect and record this information?

Where are the best spots to get data? You can decide once you know which waterway you're visiting.

- How will you record your information? Think about using GPS, videos, cameras or mobile devices.

Step 2: Analysing

Gain some knowledge of the fieldwork location and requirements before you visit the site.

- Use topographic maps and Google Earth to learn about the location. Then, complete a sketch map of the waterway and mark the places you'll visit.

You can then scan your sketch map and have it available electronically on the field trip. Alternatively, use Google Maps to record all the sites you visit.

Determine what equipment you need for each site. Work in groups, with each group collecting different data.

- Use the data collection templates on your device or print them out.

Step 3: Evaluating

Collect and organise your data, then decide what to include in your report. Choose the best way to show your results — tables, graphs or maps. If you use a spreadsheet, you can make graphs on your computer. Add photos to your map to show features you recorded. You can also label the photos to explain what you saw.

Describing and interpreting your data is important. Answer questions about your findings to help explain them.

- Where is water quality highest (best) in the waterway studied?
- Is water quality better in the upper reaches of the river or creek?
- Does an urban waterway have better water quality than a rural waterway?
- Does surrounding land use have an impact on water quality?
- Do large waterways have better water quality than smaller waterways?
- What were the main contributors to poor and good water quality?
- How does surrounding vegetation affect water quality?

Access the digital documents section of the Resources panel to download the following:

- Data recording template
- Presentation template
- Record sheets
- Report template

Step 4: Communicating and reflecting

Communicate your findings. You will create a fieldwork report and a presentation. Include all your research and evidence to support your findings. Ensure that your report includes:

- a title
- an aim
- a hypothesis (what you think you will find) — write this before you go into the field
- your findings
- a conclusion.

You'll suggest ways to improve water quality in the creek or river you visited.

FIGURE 2 Data can be collected at the site and then entered immediately into data collection templates.



LESSON 9.10 Review

9.10.1 Key knowledge summary

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

9.2 Water: An environmental resource

- People depend on Earth's environmental resources for survival.
- Australia has an abundance of environmental resources, both renewable and non-renewable. These include minerals, soils, forests and natural scenery.
- Water is a renewable resource in most forms.
- The water cycle is a process that cycles water in different forms and connects people and places.

9.3 Groundwater: Connecting people and place

- Groundwater is water stored underground and is important in dry areas.
- If more groundwater is used than replaced, aquifers can dry up, making groundwater a limited resource.

9.4 Water supply, climate change and Australia's water security

- Only a small fraction of global water is available for use by people.
- Australia is the driest permanently inhabited continent in the world.
- Australia's rainfall is highly variable even at a global level.

9.5 Investigating topographic maps: The value of water in Noosa

- The environment around Noosa is valued for economic, aesthetic and cultural reasons.
- Management strategies help to ensure the demands of tourist and locals are met.

9.6 Does everyone have enough water?

- Australia uses 70 per cent of its water for agriculture.
- Australia's rainfall patterns are influenced by El Niño and La Niña. El Niño causes drought in Australia and rain in South America.

9.7 Overcoming water scarcity

- Australia is the driest inhabited continent on Earth and, although it has several large rivers, the availability of fresh water is scarce. Weather events such as El Niño produce extended periods of drought.
- Personal behaviours can help minimise water use and wastage.
- Governments help manage drought and water scarcity. This includes building desalination plants and encouraging responsible water use at home.

9.8 Droughts

- A drought is a long time with less rain, causing not enough water for daily needs.
- Sustained periods of drought can have varied and significant impacts on environments and communities.
- Cross-boundary water management must be planned so upstream and downstream populations share water fairly.
- The CSIRO is developing initiatives to reduce the impact of drought.

9.9 Inquiry: What is the water quality of a local waterway?

- Water quality will vary depending on the location of the testing site and whether or not rain has fallen in the previous 24 hours.
- All recordings should be dated to add validity to the results.

9.10.2 Key terms

aquifer a body of permeable rock below the Earth's surface that contains water, known as groundwater; water can move along an aquifer

artesian aquifer an aquifer confined between impermeable layers of rock; the water in it is under pressure and can flow upward through a well or bore

atmosphere the layer of gases surrounding Earth

catchment the drainage basin of a river

climate change any change in climate over time, whether due to natural processes or human activities

cloud seeding implanting clouds with substances to cause rain

continuous resource a resource that is never used up by humans

desalination a process that removes salt from sea water to produce water suitable for drinking

El Niño the reversal (every few years) of the more usual direction of winds and surface currents across the Pacific Ocean; this change causes drought in Australia and heavy rain in South America

environmental resource a material found in nature that is necessary or useful to people

evaporation the process by which water is converted from a liquid to a gas and thereby moves from land and surface water into the atmosphere

groundwater water stored underground in aquifers, accessed through wells or bores

hydrologic cycle another term for the water cycle

inter-region water the movement of water between different geographical areas, often via pipelines or river diversions, to balance supply and demand

megadrought a drought lasting more than 20 years

mound spring mound formation with water at its centre, formed by minerals and sediments brought up by water from artesian basins

non-renewable resource a resource that cannot be renewed in a short time and is finite

permeable a material's ability to allow liquids or gases to pass through it. For example, sponges are permeable because water can flow through their holes and spaces.

potential resource a resource that exists but is unusable in its current state, such as salt water, ice and water vapour

precipitation a form of water from the atmosphere (for example, rainfall, snow)

primary research collection of original information

rainfall variability the change from year to year in the amount of rainfall in a given location

relative humidity the amount of moisture in the air

renewable resource a resource that can be naturally replaced if carefully managed

secondary research collection of resources on an issue, prepared by others and offering different viewpoints

soak place where groundwater moves up to the surface

southern oscillation a major air pressure shift between the Asian and east Pacific regions; its most common extremes are El Niño events

surface water water found on Earth's surface, such as rivers, lakes and reservoirs

uranium a dense grey radioactive metal used as a fuel in nuclear reactors

water footprint the total volume of fresh water that is used to produce the goods and services consumed by an individual or a country

water scarcity when the demand for water is greater than the supply available

water stress a situation that occurs in a country with less than 1000 cubic metres of renewable fresh water per person

9.10.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry questions posed in the Overview:

Why is water distributed unevenly across Australia?

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

learn on

-  **Post-test** Online post-test
-  **eWorkbook** Customisable worksheets for this topic
Reflection
-  **Digital document** Key terms glossary

9.10 Review exercise

Learning pathways

■ LEVEL 1

1, 2, 5, 8

■ LEVEL 2

3, 4, 6, 7, 9, 10

■ LEVEL 3

11, 12, 13, 14, 15

REMEMBER AND UNDERSTAND

1. What is the main difference between a renewable and a non-renewable resource?
 - A. Renewable resources are cheaper than non-renewable resources.
 - B. Renewable resources are more expensive than non-renewable resources.
 - C. Renewable resources can be replaced in a longer period of time than non-renewable resources.
 - D. Renewable resources can be replaced in a shorter period of time than non-renewable resources.
2. Only 2.5 per cent of the world's water is fresh water. Where is most of this locked up?
 - A. Groundwater
 - B. Wetlands
 - C. Glaciers, snow and ice
 - D. Atmosphere
3. How are groundwater and surface water interconnected?
 - A. They are not interconnected but are two different water systems.
 - B. Surface water is evaporated and then precipitated back to Earth.
 - C. Rivers slowly fill up aquifers.
 - D. Groundwater is replenished when surface water infiltrates deep into water-bearing rock or aquifers.
4. When does water scarcity occur?
 - A. When the demand for water is greater than the supply available
 - B. When the demand for water is less than the supply available
 - C. When too much water is available to fulfill all demands
 - D. When not enough water is available to fulfil all demands

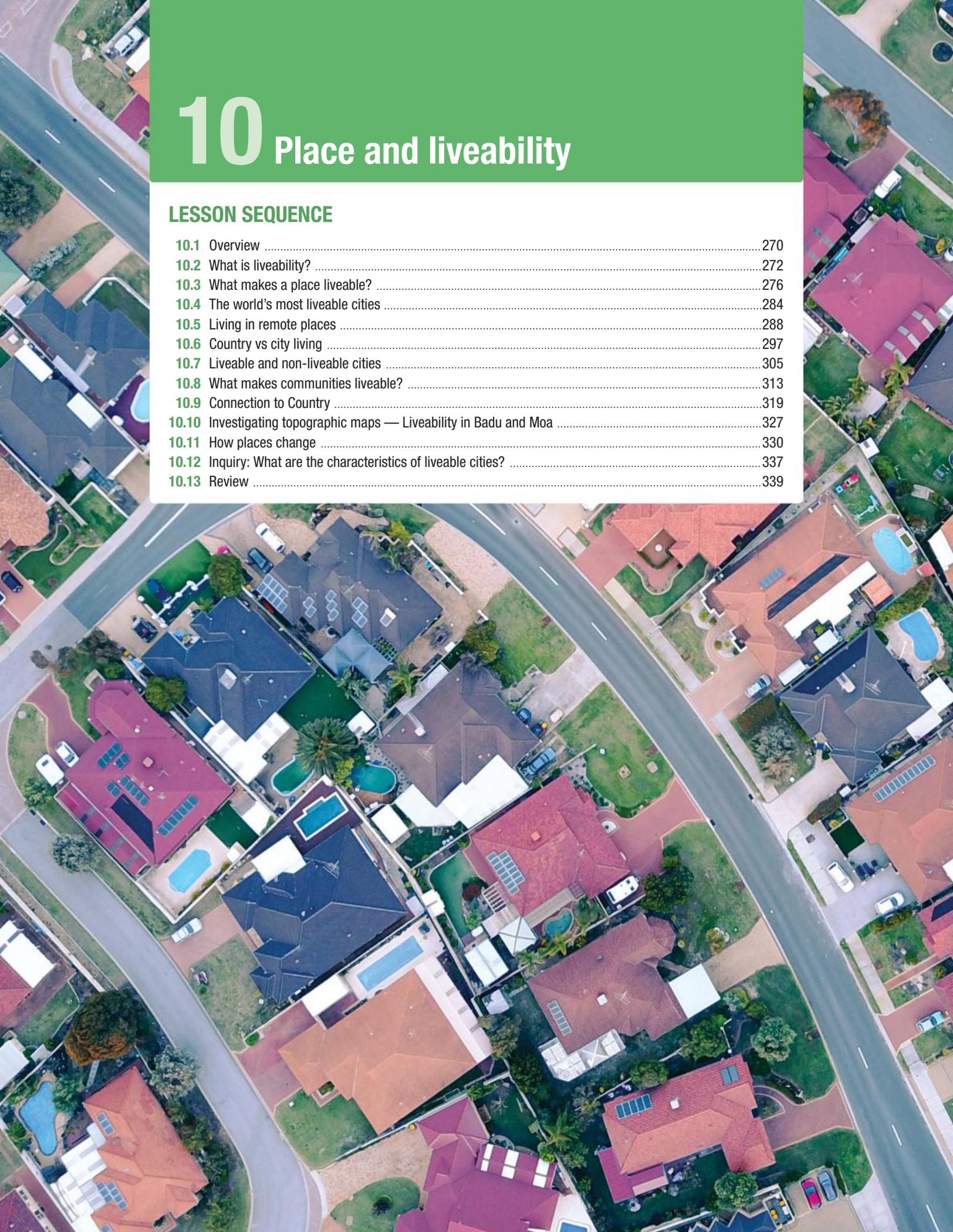


5. Identify the renewable energy sources from the options below. Select all that apply.
 - A. Wind
 - B. Coal
 - C. Solar
 - D. Oil
 - E. Natural gas
 - F. Water
 - G. Geothermal
6. Which of these statements provides the most accurate definition of a drought?
 - A. A prolonged period with no rainfall
 - B. A prolonged period with average rainfall
 - C. A prolonged period with below-average rainfall
 - D. A prolonged period with inconsistent rainfall
7. How do rainfall and run-off contribute to the amount of water Australia has to use?
 - A. Rainfall and run-off make no difference to the amount of water Australia has to use.
 - B. Where there is a lot of rainfall, plenty of water is available for use. When rainfall is low and variable and there is little run-off, there is little water available for use.
 - C. It is variable whether rainfall and run-off make a difference to the amount of water Australia has to use.
 - D. All of the above
8. What are Australia's weather patterns heavily influenced by?
 - A. El Niño and La Niña
 - B. Our extreme southerly location
 - C. The relative dryness of our country
 - D. Our lack of mountainous regions
9. Which of the following statements is true in relation to climate change?
 - A. Climate change will have not impact on the environment.
 - B. Climate change will increase the frequency and impact of drought.
 - C. Climate change will mean that droughts occur less frequently.
 - D. Climate change will result in lower average temperatures and more rainfall.
10. Water stress occurs when:
 - A. the demand for water is greater than the supply available.
 - B. the demand for water is less than the supply available.
 - C. there is too much water to fulfill all demands.
 - D. there is not enough water to fulfil all demands.

EVALUATE AND COMMUNICATE

11. Answer the following questions:
 - a. **Suggest** three ways that people use groundwater as a resource.
 - b. **Explain** how groundwater is used unsustainably.
12. **Explain** how climate change is leading to increased frequency and severity of droughts.
13. **Explain** two water management strategies used by communities to improve the sustainability of water as an environmental resource.
14. **Explain** two economic and two environmental impacts of drought.
15. **Explain** the difference between the terms 'water variability', 'water accessibility' and 'water availability'.

Answers and sample responses for this topic are available online.



10 Place and liveability

LESSON SEQUENCE

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LESSON 10.1 Overview

INQUIRY QUESTION

What is meant by the concept of liveability? What factors influence where someone chooses to live?

We all live in different **places**. Places are important to people, whether they are regional or metropolitan, **remote** or central. No two places are alike; they differ in appearance, size, features and access.

Your quality of life depends on things like where you live, climate, landscape and **community** facilities, and how connected you feel to others. You might have a favourite place to live, which could be different from what others like. This is because everyone values different things. This topic explores why people chose a particular place to live and the strategies used to enhance liveability.

learn on

Pre-test

Online pre-test

eWorkbook

Customisable worksheets for this topic

Digital document

Key terms glossary

Video eLessons

Place and liveability



SkillBuilder

Use the SkillBuilder activities to develop these HASS skills:

- QUESTIONING AND RESEARCHING
- ANALYSING
- EVALUATING
- COMMUNICATING AND REFLECTING



LESSON 10.2 What is liveability?

LEARNING INTENTION

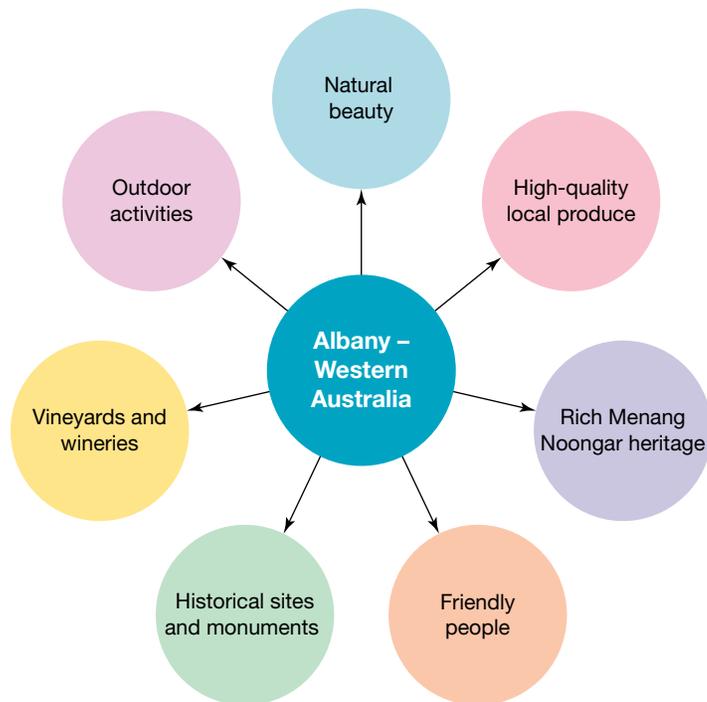
By the end of this lesson you should be able to:

- **define** what is meant by liveability
- **explain** how places are viewed differently by people
- **suggest** reasons why people's perceptions of liveability differ.

Tune in

Think of your favourite place. Make a mind map of what makes it special. An example has been provided in FIGURE 1.

FIGURE 1 Albany is a town in the south coast of Western Australia. Below are the features that make Albany special.



10.2.1 A sense of place

Places are central to the study of Geography. They have unique identities and special features. The characteristics of a place come from:

- natural features
- human features — that is, features built by people
- a combination of natural and human features.

FIGURE 2 Some important places. From left to right: Christ the Redeemer statue, Rio de Janeiro; Disney World, Orlando, Florida, the United States; Taj Mahal in Agra, India; and the Grand Canyon, Utah, the United States



SkillBuilder discussion

Questioning and researching

Look at the images in **FIGURE 2**.

1. Write some questions that someone might have in relation to these images.
2. Why do you think these are important places for people?

10.2.2 Perception of liveability

If you heard that Vienna or Melbourne was the world's best place to live, what would you think this meant? Is it just city councils boasting, or can we actually measure liveability? Does liveability mean the quality of life for city residents?

The characteristics of a place influence our opinion of that place and whether we consider it as a place where we would like to live.



TABLE 1 Here's what some fictional characters say about their community's liveability. They are from different places and share what liveability means to them.



'I think a liveable city is a city where I can have a healthy life and where I can safely and quickly get around on foot or by bicycle or public transport, or even by car — as a last resort. A liveable city is a city for everyone, including children and old people, rich and poor, and people of different religions, races and fitness levels. A liveable city should be attractive, and have good schools, a choice of things to do and fresh air.'

John from Perth



'I think that a place is liveable if I have food every day, I do not have to walk more than ten minutes to collect water for cooking and my father has work close by, so he is home for dinner. Liveability means warm weather, enough rain and being able to go to school every day.'
Nafula from Kenya



'Liveability is all about the **natural environment**. I think a place is liveable if the air is clean, there is plenty of water in the river and there is a healthy forest nearby. Being able to grow your own food, use renewable energy and live a simple life are all a part of what is important to me and can make a place liveable.'
Joy from Huon Valley, Tasmania



'The community is what makes a place liveable. Being connected with my neighbours through the community gardens, food co-op, volunteer network at our kids' school and the car-share scheme all makes me feel a valued member of my community. I like knowing people who care and that we all care for each other.'
Laura from Bristol, United Kingdom

SkillBuilder discussion

Questioning and researching

1. Look at **TABLE 1**. What does John from Perth think makes a city liveable and how is this different from Laura?
2. What things does Nafula from Kenya say are important for liveability?
3. What natural features does Joy think are needed for a place to be liveable?

10.2 SkillBuilder activity

COMMUNICATING AND REFLECTING

1. Interview an older person about what they remember about the place or community that they grew up in.
2. Ask how they measured liveability back then.
3. Ask if they found their described place liveable and reasons for any changes they would make.
4. **Reflect** on your learnings from the conversation.
5. **Compare** your community's current liveability to their descriptions of liveability. Which community would you prefer to live in?

Learning pathways

■ LEVEL 1

1, 2, 4, 8

■ LEVEL 2

3, 5, 6, 7

■ LEVEL 3

9, 10

REMEMBER AND UNDERSTAND

1. Liveability means the same to everyone. True or false?
2. **Identify** the elements that contribute to liveability.
 - A. Community
 - B. Housing
 - C. Transport
 - D. Food and water
 - E. Education
 - F. All of the above
3. Which of the following are most likely to be important aspects of liveability for a woman in Kenya? **Select** all that apply.
 - A. Having choices in places to eat and sleep
 - B. Having food every day
 - C. Being able to go to school every day
 - D. Having a good job and a nice car
 - E. Being near clean water
4. **Identify** the correct definition of the term 'place'.
 - A. A specific area on the Earth's surface that has been given meaning by people.
 - B. Any area of varying size that has one or more characteristics in common.
 - C. A point on the Earth's surface where something is to be found.
 - D. Any location that is being used by humans.

ANALYSE AND APPLY

5. Study **FIGURE 2**. **Describe** five characteristics in the environment of each feature that creates its individual sense of place.
6. Do you think that people's favourite places would vary with the age of the individual? **Explain** your answer.
7. Study the images in **FIGURE 2**. **Suggest** reasons for why these places have become famous around the world.
8. Think about different places that you have visited.
 - a. **Name** and **describe** a place that you have visited and enjoyed that is predominantly made up of natural characteristics.
 - b. **Name** and **describe** a place that you have visited and enjoyed that is predominantly made up of human characteristics.

EVALUATE AND COMMUNICATE

9. Liveability means different things to different people.
 - a. Write a statement similar to those in section 10.2.2 about the community that you live in that **explains** what makes it liveable.
 - b. **Consider** how your liveability statement might be if you were blind, unemployed, elderly or unable to speak English. **Create** community liveability statements that reflect two of these residents.
10. Think about your community 50 years from now. **Predict** how the characteristics of your community might be different. Include your thoughts on aspects such as housing, traffic, number of people, age of the population and the types of facilities.

Answers and sample responses for this topic are available online.

LEARNING INTENTION

By the end of this lesson you should be able to:

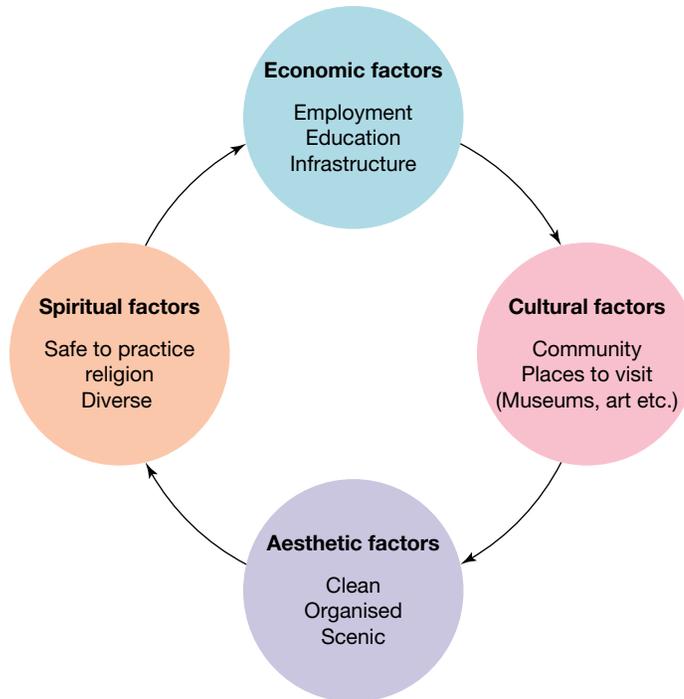
- **explain** the reason why people choose to live in certain places
- **describe** how places change over time.

Tune in

Why would someone choose to live in a busy city, or a rural town with only a couple of stores? We choose places to live for many reasons, and **FIGURE 1** shows the four factors that guide these decisions.

Imagine you had to select a new place for your family to live. Refer to the four factors in **FIGURE 1** and, in pairs, discuss the features you'd be looking for in each factor.

FIGURE 1 Economic, cultural, aesthetic and spiritual factors influence where you live.



1. How could spiritual factors influence people's decision about where to live?
2. How does the aesthetic aspects shape a person's behaviour?
3. Suggest which of the four aspects has the biggest influence on a person's decision about where to live?

10.3.1 Push and pull factors

People live in different places for many reasons. **Pull factors** attract people, while **push factors** drive them away. Everyone has different views.

Reasons for living in a place can change over time. They are affected by demographics such as age, education, income and cultural background.

Four factors influence the liveability of places or why people decide to live there:

- available financial resources (money)
- employment
- relationships with other people (e.g. wanting to be near family or moving for a partner's job)
- lifestyle.

People's living choices change as they grow up. For example, a young adult may want city life, while a parent may prefer a quiet suburb.

Some towns in Australia, like Kanowna, 22 kilometres east of Kalgoorlie, grew quickly after gold was found in 1893. They built hospitals, schools and other **infrastructure** to support a town of 12 000.

As gold ran out, people left Kanowna, and it was mostly empty by the 1950s. The discovery of new gold deposits in the 1970s led to the Kanowna Belle Gold Mine opening in 1993. Most workers live in Kalgoorlie, except **fly in, fly out (FIFO)** employees. Only ten people lived in Kanowna by 2016.

Similarly, Cossack, near Port Hedland, was established in the late 1860s as a pearling base. Development of the pastoral industry in the Pilbara **region** and gold discoveries attracted more people to the port town.

As the pearling industry continued to grow, the size of transport ships grew bigger and the harbour couldn't keep up. By the 1950s, Cossack had fallen into **urban decay** and was eventually abandoned due to the relocation of the pearling industry in Broome. Today, visitors can explore historic buildings on the 5-km Heritage Trail.

FIGURE 2 The restored courthouse is one of the attractions on the Cossack Heritage Trail.



FIGURE 3 The Customs House and Store is another attraction on the Cossack Heritage Trail.



10.3.2 Economic, cultural, aesthetic and spiritual factors

Push and pull factors help explain why people choose where to live. They might move for work but stay for other reasons. These reasons are broken into economic, cultural, aesthetic and spiritual factors. A brief outline of each of these factors is provided in **FIGURE 1** at the start of this lesson.

One example of these different liveability factors is illustrated in **FIGURE 4**. People are attracted to many places and stay for different reasons. Having ways to access services and facilities, such as through public transport, affect the liveability of a place.

SkillBuilder discussion

Communicating and reflecting

1. London has some distinct features — can you list them?
2. What kind of liveability factor is the bus and underground system? Can you categorise the other features on your list?

FIGURE 4 London's famous double-decker buses and underground, a key feature of the city's public transport system.



10.3.3 Objective and subjective measures

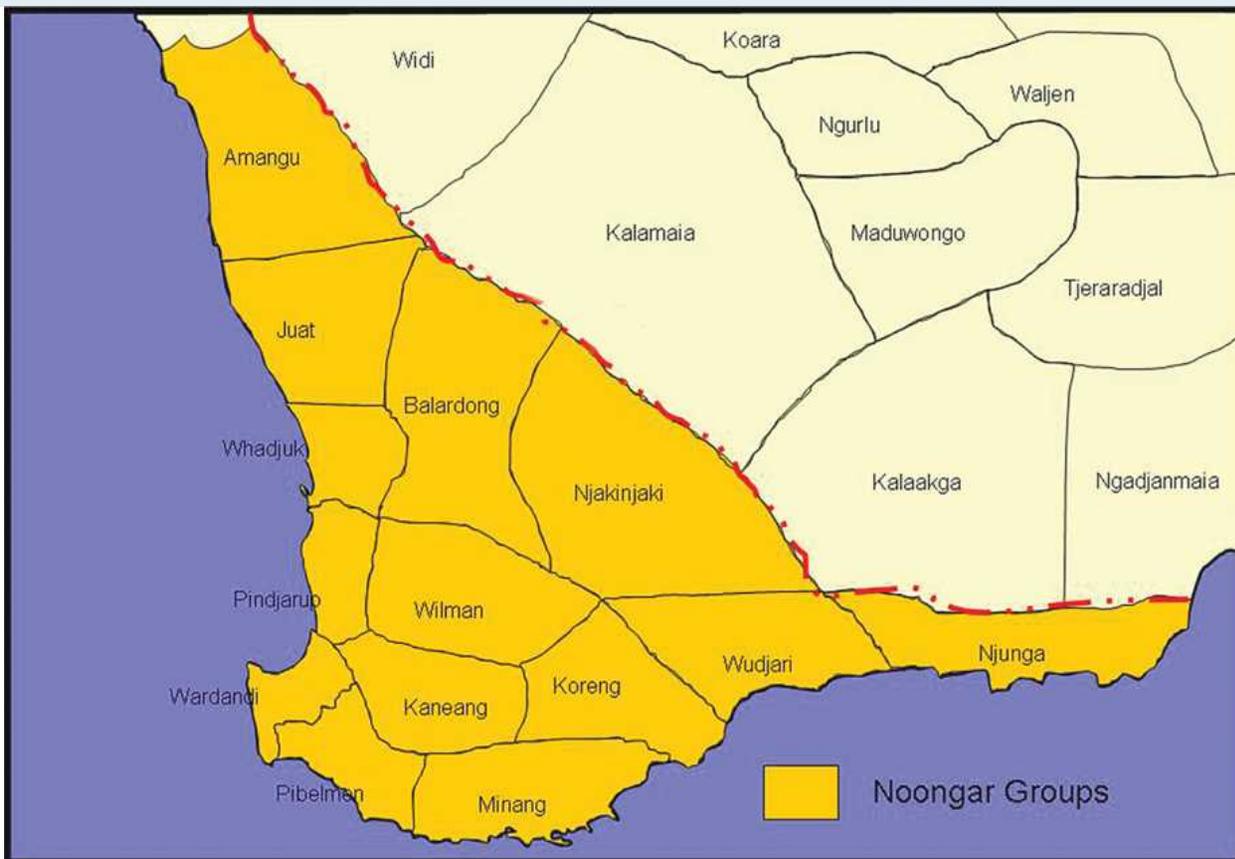
When moving, people hope to find all four factors. Sometimes this doesn't happen. For example, Shaun moves to Darwin for work (an economic factor) but misses the nightlife (a cultural factor). Shaun's job is an **objective** reason for living somewhere, whereas nightlife is a **subjective** reason, as many people in Darwin enjoy the nightlife.

10.3.4 My place

What is your **neighbourhood** or local place like? All of us live in a community, and these are often centred on the place where we live or go to school or work.

Teenagers have special places that matter to them: their bedroom, home and neighbourhood.

FIGURE 5 Aboriginal and Torres Strait Islander Peoples' groups of south-west Western Australia



In a neighbourhood, you get to know what makes it special. Some have people with similar interests, ages and backgrounds, while others are mixed and multicultural. This variety makes Australia an interesting place to live.

Neighbourhoods have always been part of Australia. For many Aboriginal and Torres Strait Islander Peoples, **Country** is linked to language. The Noongar people, for example, have 14 communities in south-west Western Australia. Each community spoke its language and shared customs, keeping people connected.

Almost 90 per cent of Australians live in towns and cities. Some live in unique communities outside cities. Describing our local place can be hard, but geographers use maps to help.

10.3.5 What makes Australia so liveable?

Where is your favourite place in Australia? Is it a holiday **location**? Is the climate warm, the scenery beautiful and is it fun? Is it in a city, the **wilderness**, or nearby, with a great **built environment**?

Some of Australia's most popular places to visit are the Great Barrier Reef, Uluru, Sydney and the Gold Coast. Sydney and the Gold Coast are built environments. The other two are known for their beautiful remote nature.

Some great places are near cities, while others are remote. They attract many visitors who enjoy different **aspects** of the local environment.

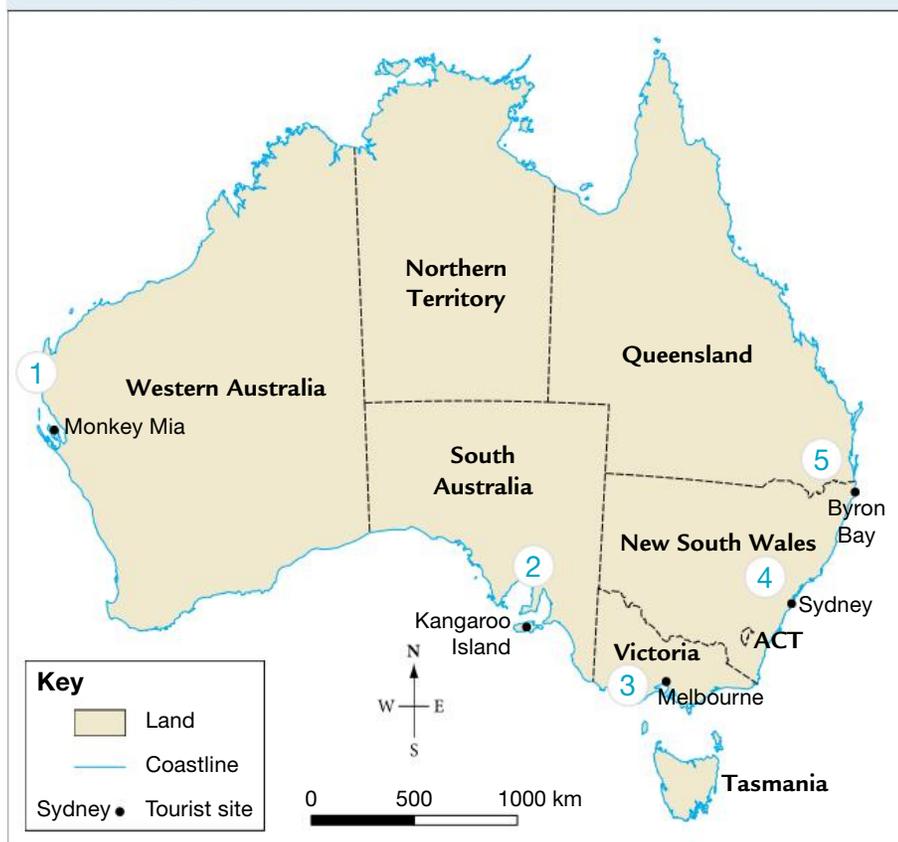
FIGURE 6 shows the location of five of Australia's most popular places for tourists.

SkillBuilder discussion

Communicating and reflecting

1. Look carefully at **FIGURE 6**. Have you been to or heard of any of the special places on the map? If so, what did you enjoy?
2. What do you notice about the locations of these popular attractions?

FIGURE 6 Five popular tourist destinations in Australia



Source: Spatial Vision

Monkey Mia

Monkey Mia is in Shark Bay, Western Australia. For many decades dolphins have come to the beach to interact with fishermen and then tourists. It's beautiful and not too crowded, with most people camping nearby.

FIGURE 7 Wild dolphins up close is an attraction for tourists to Monkey Mia.



Kangaroo Island

Kangaroo Island is Australia's third largest island, located 160 km south of Adelaide. It's a beautiful place for wildlife lovers, being home to koalas, kangaroos, seals and penguins. With stunning beaches and rocky outcrops, it's now a popular tourist spot.

FIGURE 8 Kangaroo Island is known for its abundance of wildlife.



Melbourne

Melbourne is Australia's second-largest city and ranks highly as a **liveable city** on global liveability listings. Tourists enjoy Melbourne's sports, culture, shops and restaurants. It's known for its laneways and café culture and has good public transport.

FIGURE 9 Melbourne is attractive for both residents and tourists.



Sydney

Sydney is Australia's largest and oldest city, often called the 'Harbour City'. It has great beaches, restaurants, theatres and famous landmarks, making it a popular destination.

FIGURE 10 Sydney has many cultural and environmental attractions.



Byron Bay

Byron Bay is a relaxed beach town in northern New South Wales, 160 km south of Brisbane. It's famous for surfing and beautiful beaches.

FIGURE 11 Byron Bay's natural beauty and laidback atmosphere attract residents and tourists.



10.3 SkillBuilder activity

ANALYSING, COMMUNICATING AND REFLECTING

1. Use a map to locate the current settlement of Cossack in Western Australia.
 - a. **Calculate** the distance between Cossack and the nearby towns of Wickham and Port Samson.
 - b. **Study** the land use features of the environment around all three locations. **Identify** the economic, aesthetic and spiritual uses of the land. **Classify** these uses as possible push or pull factors.
2. **Design** a map of your most liveable place. Consider the natural and built environments; distance to a city, services, job and recreational opportunities; climate; and lifestyle. **Annotate** your map to **explain** why this is where you would like to live.

Learning pathways

■ LEVEL 1

1, 2, 3, 5

■ LEVEL 2

4, 6, 9

■ LEVEL 3

7, 8, 10

REMEMBER AND UNDERSTAND

1. **Select** the correct option:
 - a. When choosing a place to live, **employment / religion / education** is a subjective factor.
 - b. When choosing a place to live, **spirituality / the nightlife / employment** is an objective factor.
2. **Determine** whether the following statements are true or false.
 - a. Pull factors are negative aspects of a place; they don't attract people to come and live in a place.
 - b. Push factors are reasons that encourage people to leave a place and go somewhere else.
 - c. Access to employment and education are cultural factors.
3. Briefly **explain** what happened in Cossack, Western Australia.
4. In your own words, **define** the term 'liveable city'.
5. **Select** the correct option. Approximately **10 / 30 / 60 / 80 / 90** per cent of Australians live in towns and cities.

ANALYSE AND APPLY

6. **Define** the term 'urban decay' in your own words.
7. **Suggest** reasons why some people continue to live in decaying urban environments, and why others might choose to move.

EVALUATE AND COMMUNICATE

8. Consider the information on Kanowna and imagine that you have been employed at the Kanowna Belle Gold Mine. You have been given the option of housing within Kalgoorlie or within the original Kanowna township. Consider the potential advantages and disadvantages of both options and **explain** what your final decision would be.
9. After reading about the five places described in section 10.3.5, which of these places is most similar to your most liveable place? **Explain** your answer.
10. If you wished to live in a relaxed coastal environment close to a capital city, which of the places in **FIGURE 6** would be best? **Justify** your response

Answers and sample responses for this topic are available online.

LESSON 10.4 The world's most liveable cities

LEARNING INTENTION

By the end of this lesson you should be able to:

- **describe** the location of the most and least liveable cities
- make connections between places based on liveability factors.

Tune in

Did you know the Economist Intelligence Unit ranks the world's most liveable cities?

TABLE 1 shows the 2024 rankings, with Melbourne and Sydney in the top ten.

Mind map seven criteria you would choose to measure liveability. For example, your first could be access to clean water or air and water quality.

TABLE 1 Most liveable cities, 2024

Rank	City	Index
1	Vienna	98.4
2	Copenhagen	98.0
3	Zurich	97.1
4	Melbourne	97.0
5	Geneva	96.8
5	Calgary	96.8
7	Sydney	96.6
7	Vancouver	96.6
9	Osaka	96.0
9	Auckland	96.0

Source: The Economist Intelligence Unit

10.4.1 What is liveability?

Cities often boast about being the best — safest, richest or fastest growing — to attract visitors and attention. Liveability is defined as the features making a place desirable and enjoyable to live in, measured by safety, health, comfort, community facilities and freedom.

10.4.2 Who says which city is the most liveable?

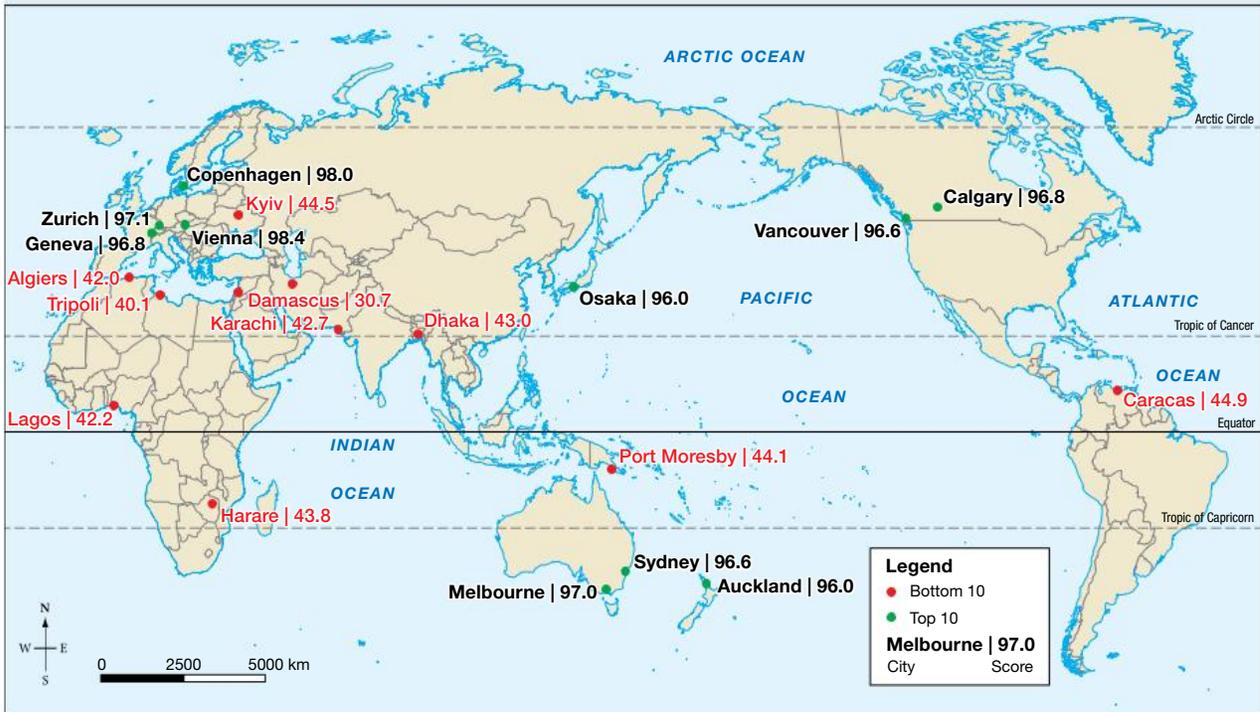
International organisations, media and educational establishments rank the world's most liveable cities by comparing data. These rankings help workers thinking about moving and also companies working out if they should offer extra pay for jobs in less liveable cities. They also attract migrants, tourists and investors.

Rankings are based on:

- stability (crime, terror threats, civil unrest)
- healthcare
- culture and environment (religious tolerance, corruption, climate, natural disasters)
- education
- infrastructure (transport, housing, energy, water, communication)
- economic stability
- recreational and sporting facilities
- availability of consumer goods (food, cars, household items).

FIGURE 1 shows the top and bottom 10 cities from the Economist Intelligence Unit's 2024 liveability rankings. The survey reviews 173 cities; a score of 100 would equate to the perfect or ideal city. In previous years, Vienna, Melbourne and Vancouver shared the top ranking. In 2019, Vienna gained top spot with Melbourne falling to second and Vancouver to sixth. In 2021, Auckland was the top city, with Adelaide second. Melbourne tied for eighth with Geneva, while Vancouver and Vienna dropped out of the top 10.

FIGURE 1 City liveability rankings



Source: Data from The Economist Intelligence Unit Limited. The Global Liveability Index (2024), The world's most liveable cities. Retrieved from <https://www.eiu.com/n/campaigns/global-liveability-index-2024/>. Map made by Spatial Vision.

SkillBuilder discussion

Analysing

1. Look at **FIGURE 1**. Identify the top and bottom ranked cities in 2024.
2. Make a list of reasons you think would contribute to a city achieving a top 10 and bottom 10 ranking.
3. Match each city shown on the map with the continent it is on. Explain where most of the top and bottom cities are located.

The map shows the top cities' scores are close, with only a 2.4 point difference among the top 10. From 2008 to 2019, the global average liveability score increased by about one percentage point, with approximately 60 per cent of surveyed cities improving. However, due to the COVID-19 pandemic, there were significant ranking shifts between 2019 and 2021.

Countries' responses to COVID-19 greatly influenced their rankings. Strict lockdowns and high COVID-19 cases lowered many cities' scores, particularly in Europe. Island nations, such as Australia and New Zealand, with quick actions to control cases fared better. The pandemic's impact on healthcare and lockdowns affected rankings more than education, safety or infrastructure. Six cities, including Vancouver, Calgary and Toronto — the only North American cities in the top 10 in 2019 — dropped out.

During this period, the average liveability score decreased by seven percentage points, before rebounding in 2024. See **TABLE 2** for changes in rankings from 2019 to 2024.

TABLE 2 Changes in EIU city liveability ratings from 2019 to 2024

City	2019 ranking	2021 ranking	2024 ranking
Vienna	1	12	1
Melbourne	2	8	4
Sydney	3	11	7
Adelaide	10	3	11
Auckland	12	1	10
Perth	14	6	15

10.4.3 What do these top 10 liveable cities have in common?

Four of the most liveable cities are located in Europe, followed by Australia and Canada with two each, then Japan and New Zealand. They are all mid-sized cities, with a low **population density**, low crime rates and mild weather.

They are planned cities with good infrastructure and transport links. They are modern places, not more than 300 years old and found in some of the world's wealthiest nations.

Cities in the United States do not feature in the top rankings due to their higher crime and congestion rates. The highest ranked city is Honolulu at 23. **TABLE 3** provides an insight into the various ratings.

TABLE 3 Decoding the ratings

Rating	Description
80–100	There are few, if any, challenges to living standards
70–80	Day-to-day living is fine, in general, but some aspects of life may have problems
60–70	Negative factors have an impact on day-to-day living
50–60	Liveability is substantially constrained
50 or less	Most aspects of living are severely restricted

10.4 SkillBuilder activity **EVALUATING**

- Use a spreadsheet to collect data on the top and bottom 10 cities from **FIGURE 1**. Focus on:
 - population
 - population density
 - number of universities
 - number of hospitals
 - **literacy rates**
 - recent violence, civil unrest and crime rates
 - traffic issues
 - public transport
 - infrastructure
 - water/sanitation.
- Create** graphs to show your data, following geographic conventions and citing data sources.
- Interpret your graphs. Discuss the differences between the most and least liveable cities, citing specific places and datasets.

Learning pathways

■ LEVEL 1

1, 3, 4, 7

■ LEVEL 2

2, 6, 8, 9

■ LEVEL 3

5, 10

REMEMBER AND UNDERSTAND

- Select** the correct option to complete the sentence. The Economist Intelligence Unit ranks **50 / 99 / 140 / 173 / 205** cities in their liveability rankings.
- Identify** the type of climatic region where most of the liveable cities are found.
 - Hot and dry climate
 - Cold climate
 - Wet climate
 - Mild climate
- Refer to **FIGURE 1**. **Identify** the three lowest ranked cities in the 2024 liveability ranking.
 - Algiers
 - Adelaide
 - Tripolin
 - Damascas
 - Calgary
 - Karachi
 - Honolulu
- Analyse** the information in **FIGURE 1**.
 - How many of the top 10 most liveable cities are found in each of the following regions?
 - Australia and the Pacific
 - Africa
 - Europe
 - North America
 - Identify** how many of the most liveable cities are found in the Northern Hemisphere.
 - Identify** the two continents where most of the least 10 liveable cities are located.
- London and Los Angeles have a similarly low ranking. **Propose** why these two well-known cities are ranked so low.

ANALYSE AND APPLY

- Predict** why you think a city might suddenly fall down the liveability rankings.
- Propose** a strategy to improve a city's liveability ranking.
- Refer to **TABLE 3** to **predict** three cities that match each rating category description.

EVALUATE AND COMMUNICATE

- Suggest** at least two reasons why Auckland might have moved from ranking 12 in 2019 to first position in 2021 and back to tenth position in 2024.
- Propose** and **justify** two reasons why Australian cities outperform cities in the United States in the liveability rankings.

Answers and sample responses for this topic are available online.

LESSON 10.5 Living in remote places

LEARNING INTENTION

By the end of this lesson you should be able to:

- **explain** how access to and availability of services and facilities in rural areas affects liveability
- **discuss** strategies that could be used to ensure the sustainable survival of rural and remote places.

Tune in

Deciding to move can be a big decision, especially if you are moving from a busy urban city to a remote or rural area.

1. What do you think of when you hear 'remote' and 'rural'?
2. Why might someone move to a rural or remote area?

FIGURE 1 Would you move to a rural area?



10.5.1 Settling inland Australia

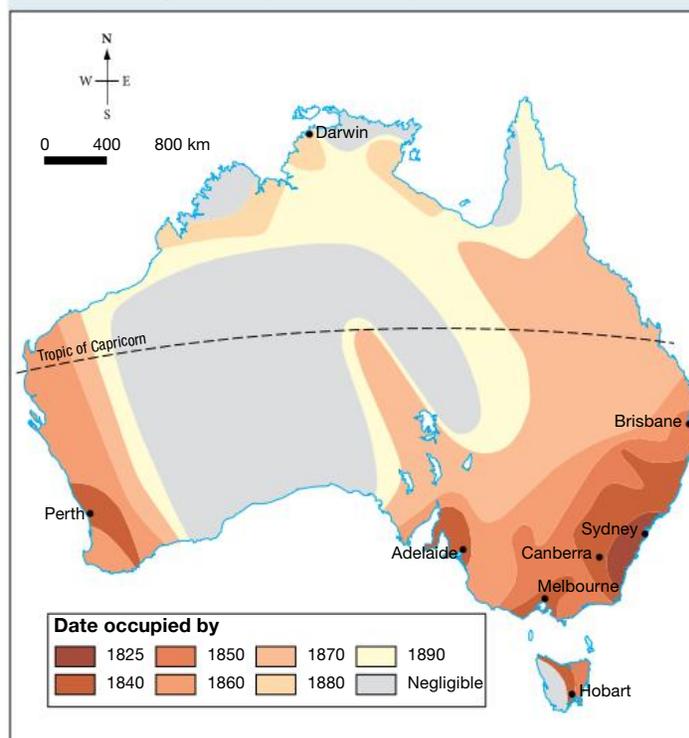
European settlers have occupied Australia for over 200 years — in this time they have moved from cities and coastal regions to more remote locations where they have searched for farmland and minerals. These moves inland mean that sometimes people can be 50 km from the nearest neighbour and 6 hours away from the nearest city shops.

Moving inland is easier now with better transport and internet. For 100 years, governments and private industry have attempted to encourage people to move to remote places. Examples include soldier settlement programs and mining projects. But many Australians still prefer cities.

Soldier settlement schemes

After both World Wars, Australia gave land to returned soldiers. This helped them find work and settle in less populated areas.

FIGURE 2 Stages in European land occupation in Australia



Source: © Spatial Vision

SkillBuilder discussion

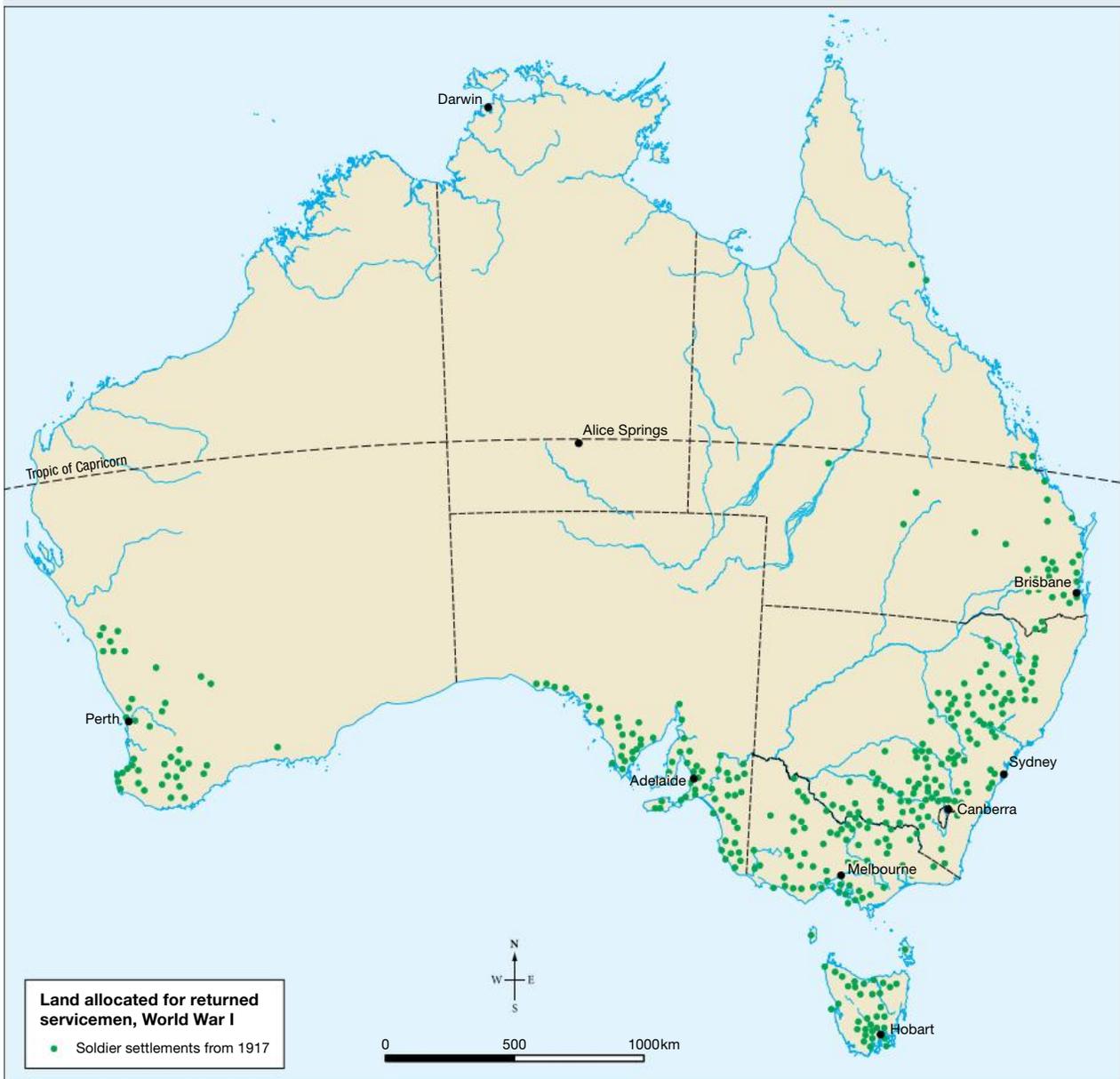
Analysing

1. What regions are highlighted for early European settlement in **FIGURE 2**?
2. What time periods are shown on the map?
3. How did land occupation change over time?

After World War I, more than 25 000 soldiers were resettled in rural farming belts in all Australian states. They had to stay for 5 years and improve their land. Many struggled because they were not suited to farming, the farms were too small to be viable and they did not have money to invest in stock or equipment.

After World War II, a similar scheme was more successful; farms were bigger and roads, housing and fencing were supplied.

FIGURE 3 Location of soldier settlement areas, 1917



Source: Spatial Vision

SkillBuilder discussion

Analysing

1. Look at **FIGURE 3**. Where are soldier settlement areas located?
2. Mind map and discuss some of the reasons for the soldier settlement schemes.

Remote mining communities

Karratha, Broken Hill and Tom Price are remote mining towns. Skilled and semi-skilled workers can earn high salaries for working in these remote locations. Many fly in and fly out (FIFO). In 2024, it was estimated that 60 000 workers fly in for a shift that may last up to 2 weeks and fly home for 2 weeks off. Mining companies provide accommodation in mining camps with meals and work gear included.

FIGURE 4 Mount Tom Price mine and Tom Price township

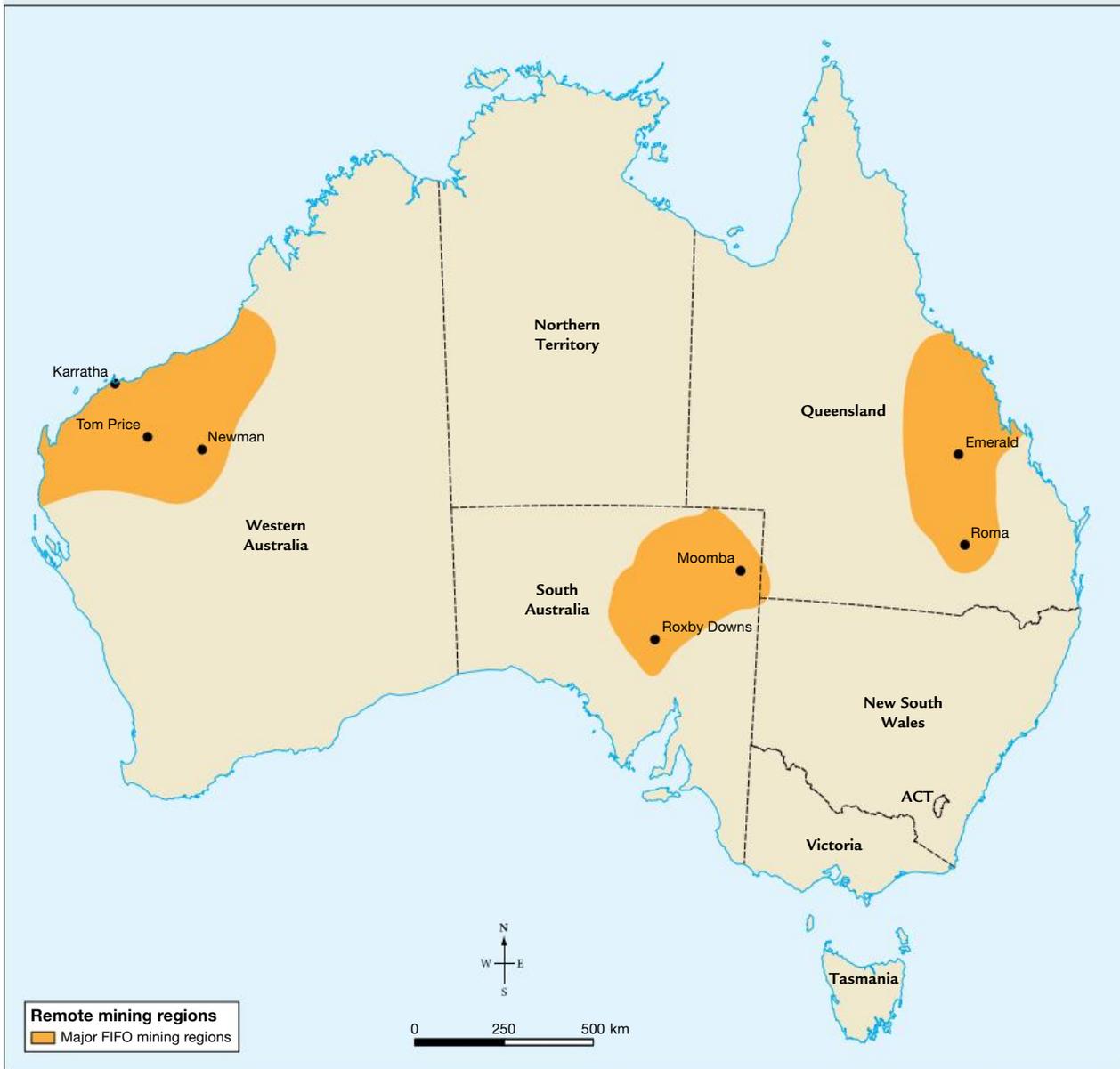


SkillBuilder discussion

Communicating and reflecting

1. Describe the landscape around Mount Tom Price mine and township shown in **FIGURE 4**.
2. Why do you think the mine and township have the same name?
3. Would you like to live here? Give reasons for your answer.

FIGURE 5 Location of remote mining regions



Source: Spatial Vision

SkillBuilder discussion

Evaluating

1. What do you know about the remote mining regions shown on the map?
2. Make a list with a partner of the advantages and disadvantages of this kind of remote working.
3. Discuss how remote working might affect the concept of interconnection.

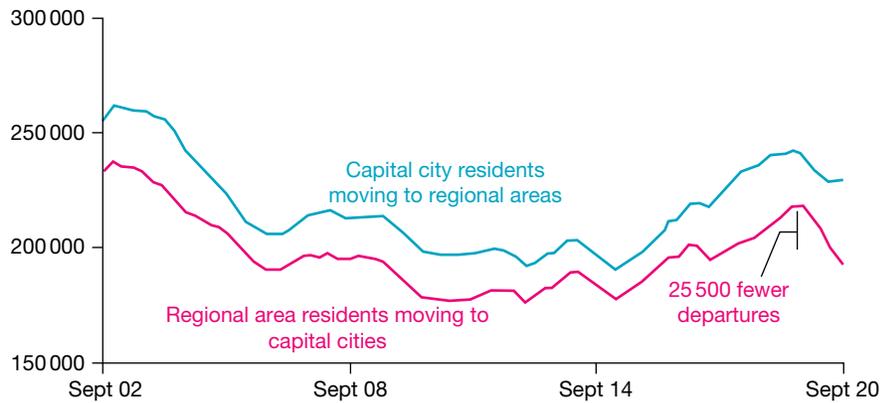
10.5.2 Moving for more space

During the COVID-19 pandemic, many Australians left big cities for the countryside. They wanted more space, a garden and a nice view while learning and working from home.

Fast internet allowed students to learn and parents to work from home. After lockdowns in Melbourne and Sydney, a population shift occurred from the city to the country. In 2020, regional areas gained

36 200 people, and this regional growth has continued, with a 1.1 and a 1.4 per cent increase in 2023 and 2024 respectively.

FIGURE 6 Movement between capital cities and regional areas in 2020



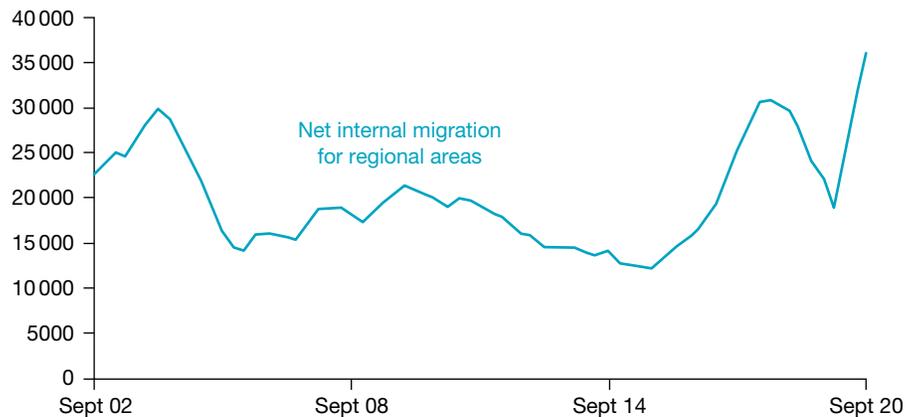
Source: Migration between cities and regions: A quick guide to COVID-19 impacts, Centre for Population, 2020.

SkillBuilder discussion

Analysing

1. Look at **FIGURES 6** and **7**. Describe what was happening to the movement of people in Australia in 2020.
2. Suggest reasons for this movement.

FIGURE 7 Net internal migration for regional areas in 2020



Source: Migration between cities and regions: A quick guide to COVID-19 impacts, Centre for Population, 2020.

10.5.3 Rural settlements

Some people live in rural areas as they are involved in farming or provide services for the agricultural industry. Griffith is a large regional town in New South Wales (population 28 000). The climate is warm with unreliable rainfall. The introduction of **irrigation** in 1912 made the area suitable for farming. Residents have the benefit of a country lifestyle with the convenience of urban living.

Two main types of farm are in this area.

- Type A farms are about 220 hectares.
 - They grow rice, corn, wheat, vegetables and raise cattle.
 - Require less labour per hectare of land.

FIGURE 8 Farms in the Griffith area support businesses in the town.



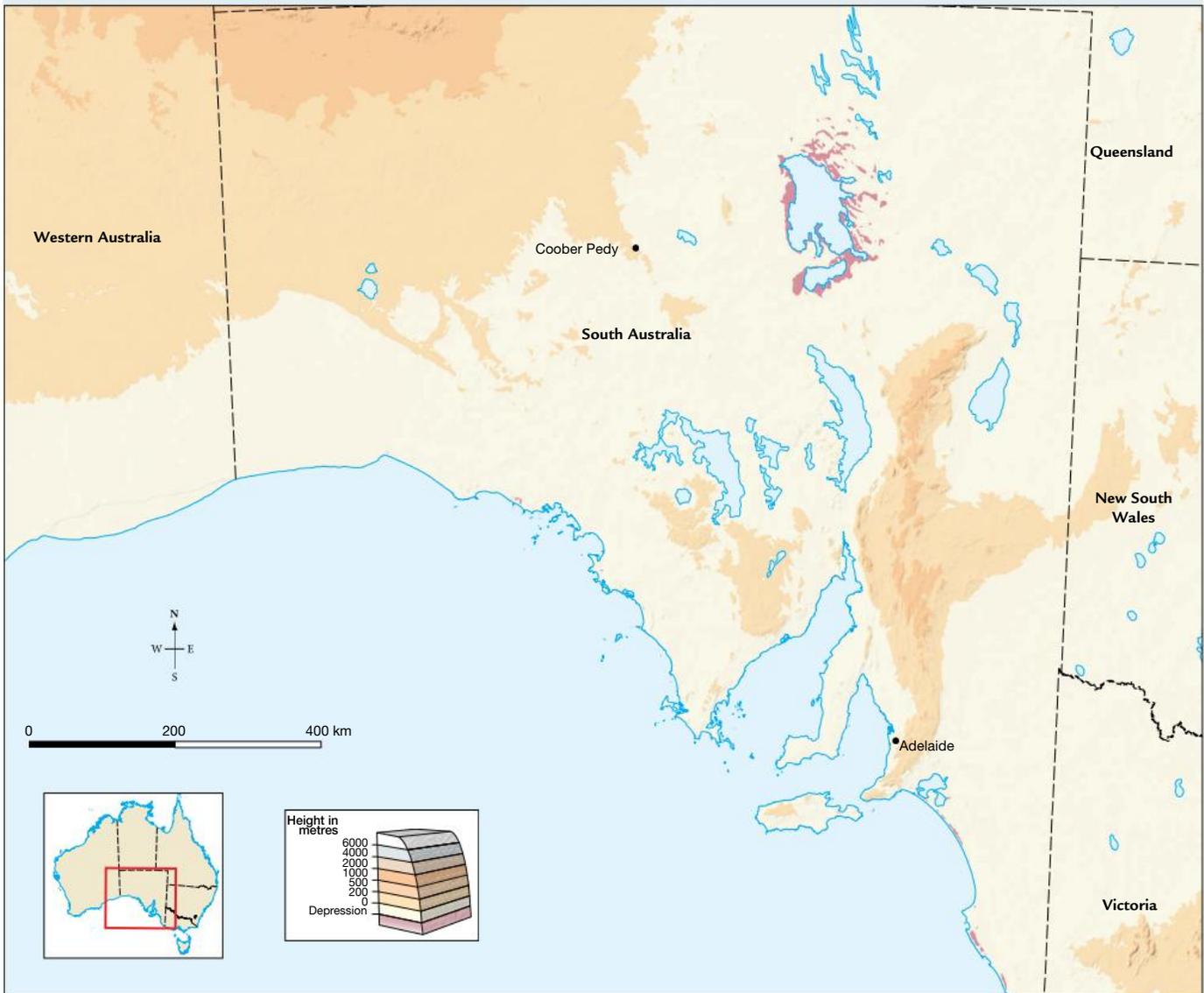
- Yield per hectare is lower; however, low levels of labour enable crops or **livestock** grazing over a large area.
- Irrigation is usually used.
- Type B farms are **horticulture** farms (usually 20 hectares).
 - They grow permanent crops like grapes, peaches, plums and oranges.
 - Require more labour per hectare.
 - Yields per hectare are high.
 - They always need irrigation.

10.5.4 Are rural communities sustainable?

Rural communities are important to Australia. Many are experiencing a decline because young people are leaving for jobs and education, making some towns struggle to survive.

Coober Pedy is a lively multicultural town in northern South Australia, 800 km north of Adelaide. It's in a very **arid** area and the traditional custodians of the land are the Antakirinja people. Opal was found there in 1915, and the town grew quickly in the 1960s. It's known as the 'Opal Capital of the World'.

FIGURE 9 Coober Pedy location map



Source: Spatial Vision

Opals are still important to Coober Pedy; however, the town now draws its income from mining services, tourism and public services. Coober Pedy has a large Antakirinja community. In 2024 the estimated population was almost 2000 people.

What does the future hold for Coober Pedy?

🌿 Coober Pedy is famous for its underground homes (see **FIGURE 12**) — an environmentally friendly way of keeping people cool in summer and warm at night. Recently, significant deposits of valuable minerals like iron, copper, gold and coal have been found.

Yet in 2014, the Cairn Hill iron ore/copper/gold mine 55 kilometres south-east of Coober Pedy was closed due to low iron ore prices.

Coober Pedy is ideally located to act as a centre for mining and government services. This could help the town grow and attract more people.

Coober Pedy has good hospital and medical services, primary and secondary schooling, a TAFE campus, childcare services and police.

But these services are struggling to keep doctors and nurses.

This area is very remote, with early communication limited, but farms have been linked to telecommunication services since 1987. The Stuart Highway is the main road for the town.

FIGURE 10 Climate graph for Coober Pedy, South Australia

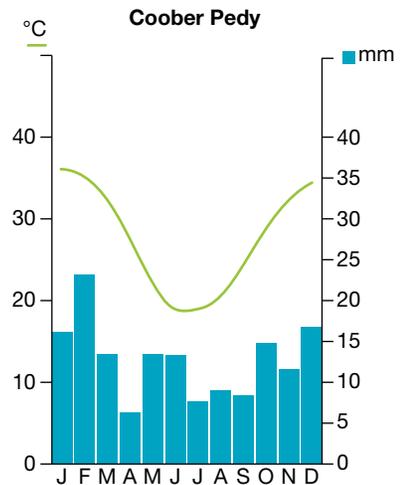
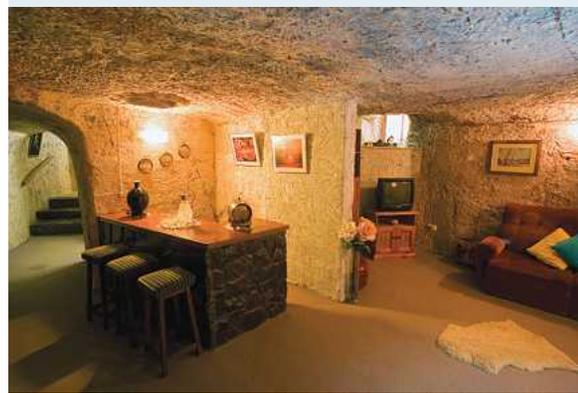


FIGURE 11 Along with other South Australian fields, Coober Pedy produces most of the world's opal. Mullock heaps create Coober Pedy's distinctive landscape.



FIGURE 12 Much of Coober Pedy's population lives underground to take advantage of the cooler and more stable underground climate.



SkillBuilder discussion

Evaluating

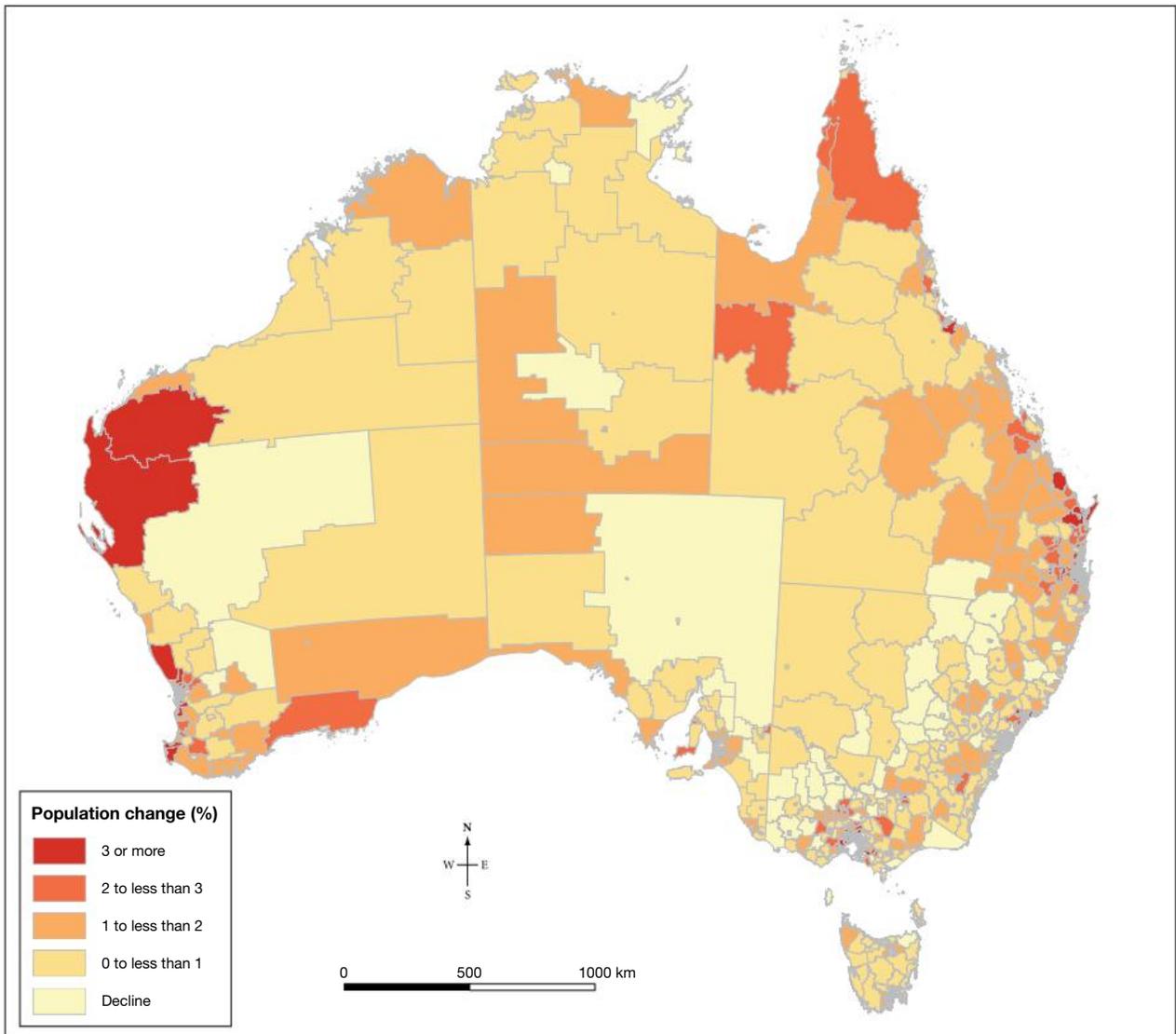
1. Discuss strategies that could be used to entice more people to live in Coober Pedy and reverse its population decline.
2. Develop a shortlist of possible strategies that could be implemented.

10.5.5 A question of survival

Many rural communities are facing tough times. They deal with increased overseas competition, the changing value of the Australian dollar and climate change. Towns that are not experiencing a population decline (see **FIGURE 13**) have found new ways to generate an income. They have changed their primary crops to olives or grapes or use nearby national parks to promote tourism.

Sometimes, a rural community can't change or solve problems. If mining jobs disappear, people may earn less and find it hard to get new jobs.

FIGURE 13 Australia's population increase and decrease 2019–2023



Source: Data from Australian Bureau of Statistics. Retrieved from <https://statmaps.abs.gov.au/portal/apps/storymaps/stories/2453e03f096e43548d5d2a2b80baf0e4>. Map drawn by Spatial Vision

10.5 SkillBuilder activity

QUESTIONING AND RESEARCHING, COMMUNICATING AND

REFLECTING

1. Do you think the population shifts caused by events such as the COVID-19 pandemic and lockdowns will remain permanent or were they just a reaction to the pandemic? Conduct some research to help you decide.
2. **Report** your findings back to the class. Your report must include up-to-date data, graphs and charts, and be multimodal (using PowerPoint, Prezi or Google Slides, for example).

Learning pathways

■ LEVEL 1

1, 2, 3, 7

■ LEVEL 2

5, 6, 8

■ LEVEL 3

4, 9, 10

REMEMBER AND UNDERSTAND

- Define** what makes a place remote.
 - It is close to a city centre
 - It is in the countryside
 - It is a long way from major population centres
 - It has a population of less than 1000
- Determine** whether the following statements are true or false.
 - FIFO reduces remoteness.
 - During 2020 the number of people moving to the regions increased.
- Which of the following is *not* an incentive to leave the hustle and bustle of the city and move to a remote location?
 - Good internet access
 - The ability to work from home
 - Busy streets
 - Increased variety and number of cultural events
- Many remote communities struggle to survive.
 - Identify** one factor that led to the growth of Coober Pedy.
 - Explain** why Coober Pedy has not suffered significant decline.
- Which of the following factors is *not* an incentive to work in a remote mining community?
 - High wages
 - Long stretches of work followed by an extended period of leave
 - Distance from family and friends
 - Living in an accommodation camp

ANALYSE AND APPLY

- Answer the following questions:
 - Explain** why soldier settlement schemes were used after each of the two World Wars
 - Which of the two schemes was the most successful? **Justify** your answer.
- Describe** why rural communities are under threat.
- Refer to **FIGURE 2**. **Describe** the settlement of Australia from 1825 to 1890.

EVALUATE AND COMMUNICATE

- Study **FIGURE 3**. **Compare** the location of soldier settlements with a rainfall map of Australia (see topic 9). **Explain** the relationship between the locations of soldier settlements and rainfall.
- How would you promote Coober Pedy as a tourist attraction? **Create** a list of factors which would encourage someone to visit.

Answers and sample responses for this topic are available online.

LESSON 10.6 Country vs city living

LEARNING INTENTION

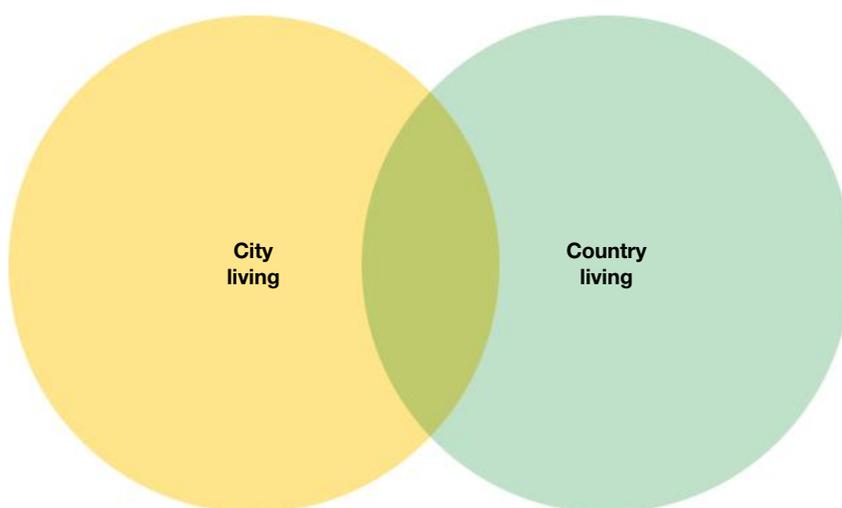
By the end of this lesson you should be able to **compare** the availability of services and facilities in different types of residential area.

Tune in

City and country living have similarities and differences. Think about your own experience to help you.

Create a Venn diagram similar to the example in **FIGURE 1** to list the similarities and differences between city living and country living.

FIGURE 1 City living vs country living



10.6.1 The attraction of the country

Country towns vary. Some are tiny with only a post office and shop, while others are larger regional centres with schools and a range of stores.

Most Australians live in large urban centres; but country areas are important for food and **natural resources**. Many dream of country life for its beauty and space. Many Australians holiday in country places and dream of moving to the country; attracted by cheaper housing, less traffic, a sense of safety and the natural environment.

10.6.2 Demographic features

The **demographic** features of country towns depend on their location and local activities. Albany is 418 km south-east of Perth. Known for its stunning coastline and rich history, Albany is a hub for tourism and fishing. The timber industry also plays a significant role in the local economy. Broome, on the other hand, is situated 2240 km north of Perth. It is renowned for its pearling industry and attracts many visitors. The construction industry and tourism are major contributors to Broome's economy.

TABLE 1 Predicted population for selected Western Australian places

Local government area	2026	2036	Growth 2021–2036
Perth (urban)	36 895	48 645	18 990
Albany	42 850	48 730	8625
Broome	19 625	22 770	4565
Narrogin	4960	4865	–100

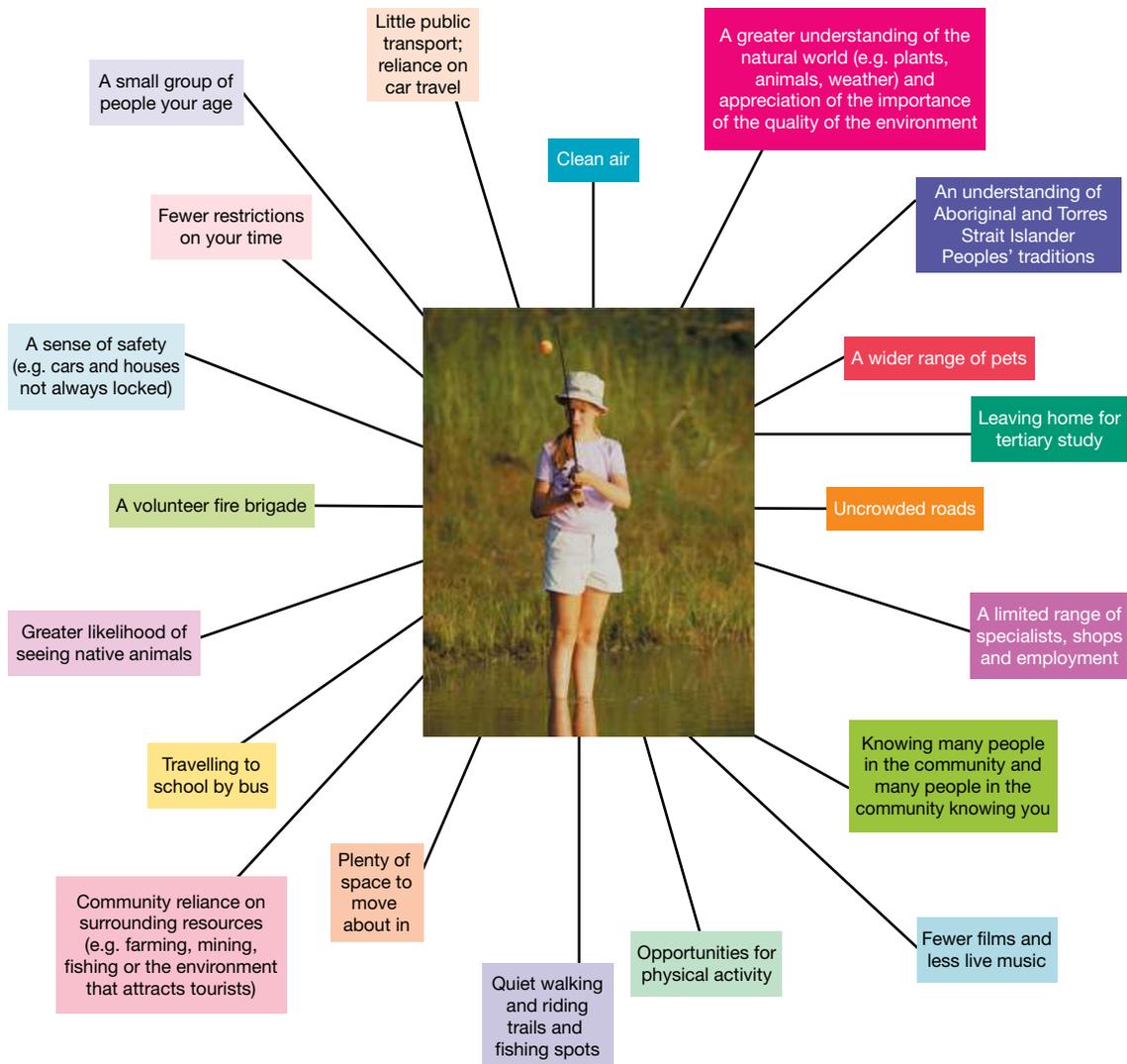
Source: Data from <https://www.wa.gov.au/government/document-collections/wa-tomorrow-12-population-forecast-data-tables>

A sense of belonging

Living in the country lets you join many community activities. These can be about money (such as fundraising), the environment (such as Landcare) or social groups. They help people feel connected.

Small towns often have many sports. In Albany you can play Australian Rules football, cricket, tennis and more. There are also cultural activities and entertainment like films, dancing and art groups.

FIGURE 2 Growing up in a country town might mean ...



SkillBuilder discussion

Questioning and researching

1. What are some benefits of living in a country town?
2. How does school life differ in a country town compared to a city?
3. What types of activities are common for kids in country towns?

Transport — road and rail

Transport is very important to people when they choose where to live. In Australia, we use roads and trains to travel. Regional towns are linked to cities by a network of roads, highways and railways that move people and goods.

All of Australia's regional towns are linked to capital cities through the National Land Transport Network (see **FIGURE 3**). The National Broadband Network also helps more people connect online, helping them access health and banking services, making distance feel smaller.



FIGURE 3 National Land Transport Network, including road and rail.



Source: Department of Infrastructure, Transport, Regional Development and Communications

Medical

As with their city counterparts, a range of health services are available to people in regional locations across Australia.

In regional areas, fewer people mean less healthcare is available. This can be tough, but the internet helps connect people to services.

Telehealth helps people in remote areas get good healthcare. From March 2022 to February 2024 nearly 120 million services helped almost 20 million patients. There are also state/territory programs to assist with transport for medical needs.

FIGURE 4 A range of regional health services are available.

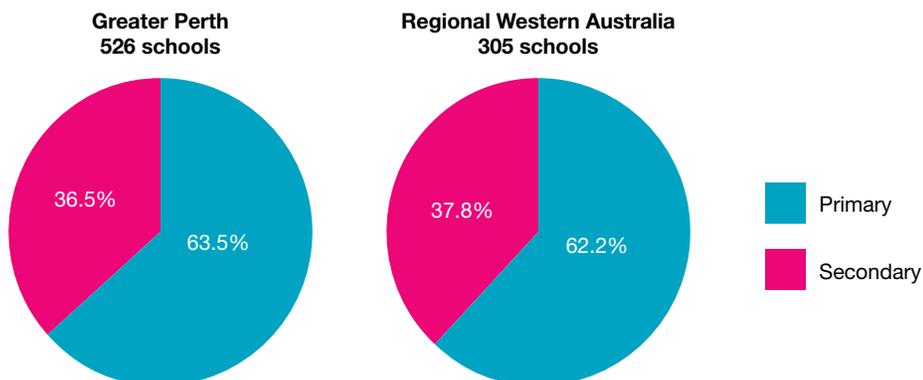


Education

There are more schools in cities than in regional areas. However, students in rural areas can still attend schools, universities and TAFE. Students do face extra challenges getting good education.

The internet helps schools, universities and TAFE offer online courses. This lets students study from home and increases the number of students in regional and rural areas completing university or TAFE courses.

FIGURE 5 Breakdown of metropolitan and regional primary and secondary schools in Western Australia



Source: System and School Performance.

The internet helps education in rural areas, but challenges still exist. These are outlined in **FIGURE 6**.

FIGURE 6 Advantages and challenges of education in regional Australia.

Advantages	Challenges
<input type="checkbox"/> Smaller class sizes	<input type="checkbox"/> Fewer resources
<input type="checkbox"/> Teacher knows all of their students	<input type="checkbox"/> Fewer subjects offered
<input type="checkbox"/> Smaller schools	<input type="checkbox"/> Specialist teachers difficult to find
<input type="checkbox"/> A strong sense of community. The school can become the heart of the town	<input type="checkbox"/> Post-school employment opportunities can be limited

10.6.3 Areas that are growing

Which place in Australia is growing the fastest? Do popular places mean they're the best? What makes a suburb the most popular? Coastal areas are popular for holidays. Is the fastest growing place near the coast?

People move for many reasons. As seen in lesson 10.3, pull factors attract them, like cheaper housing, improved lifestyle and good jobs. Push factors force them to leave, like losing a job, poor facilities or natural disasters.

After the 2021 **census**, two of the five fastest growing suburbs in Australia were in Melbourne, two were in Queensland and one was in New South Wales. While Brisbane was the fastest growing capital city in 2021, in 2024 this switched to Melbourne.

In 2024 the fastest growing suburbs in Western Australia were Brabham–Henley Brook (12 per cent), Alkimos–Eglinton (11 per cent) and Byford (9.9 per cent).

In Western Australia, the fastest-growing areas from 2018 to 2019 were Alkimos–Eglinton, North Coogee and Casuarina–Wandi.

Why is the Gold Coast growing so fast?

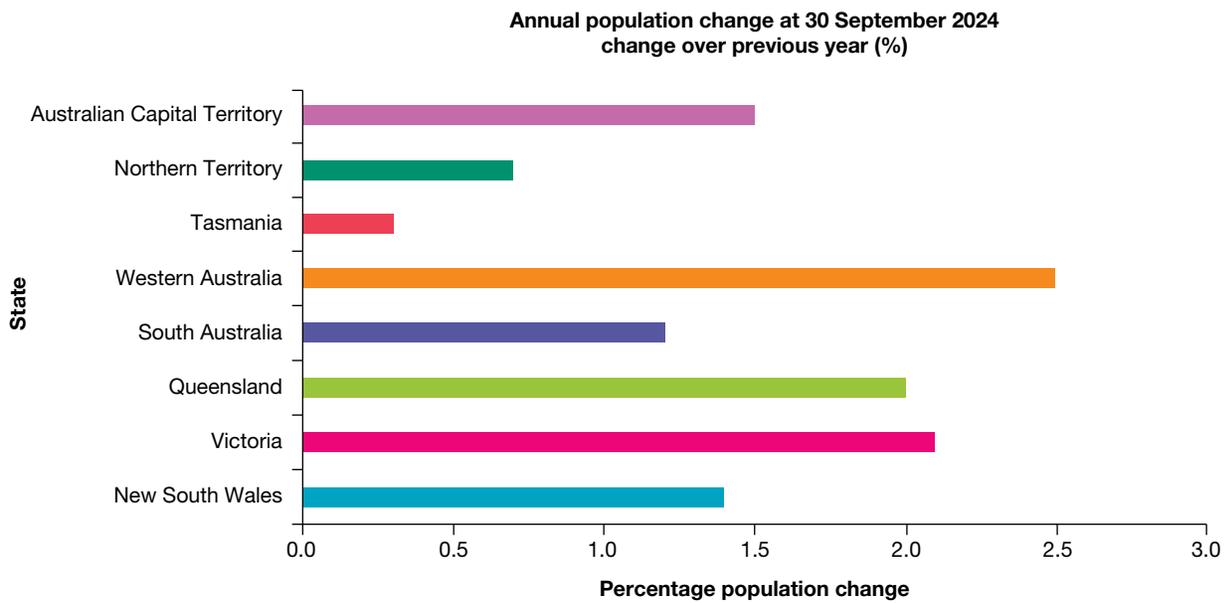
The Gold Coast's warm weather, beach culture and holiday lifestyle have attracted many new residents. The Gold Coast is the sixth-largest urban area in Australia. It is a major tourist destination, offering a wide range of work opportunities, community facilities and transport links. Many new residents are older Australians who have retired to this place.

The increased population has placed pressure on the coastal environment, as well as on the existing infrastructure of schools, hospitals, roads and housing.

The growth of the Gold Coast has led to sporting opportunities. The main states for Australian Rules football are Victoria, South Australia, Western Australia and Tasmania. The Gold Coast Suns started in 2009, helping more kids join AFL.

The Gold Coast hosted the 2018 Commonwealth Games. Metricon Stadium was upgraded for athletics and ceremonies. Australia has hosted five Commonwealth Games, but this was the first time they were not held in a state capital city.

FIGURE 7 Net migration change 2016 to 2021



Source: Australian Bureau of Statistics, National, state and territory population September 2024

SkillBuilder discussion

Analysing

1. Which state or territory had the highest population growth as shown in **FIGURE 7**?
2. How does population growth in Western Australia compare to Victoria?
3. Which state had the lowest population growth?

CASE STUDY

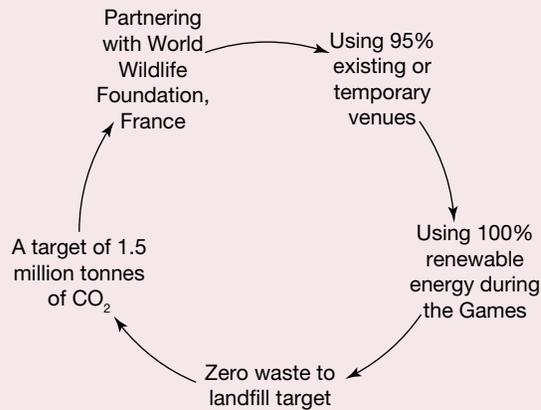
Paris 2024 Summer Olympic Games

The 2024 Summer Olympic Games were held in Paris — a truly global city steeped in history. Millions of athletes and spectators descended on the city, creating a big environmental impact. As part of their bid to host the Games, Paris committed to a raft of environmental measures to make their Olympic Games the most sustainable.

The Summer Olympic Games is one of the biggest sporting events held globally. The Games create a huge financial and environmental cost — think about all the travel (by athletes and spectators), all the food, all the cameras and all the lights. These factors create a lot of emissions.

The goal of the organisers of the Paris Olympic Games and Paralympic Games was to advance the sustainability agenda by being the first climate-positive Games.

FIGURE 8 The 2024 Paris Olympics focused on being sustainable.



10.6 SkillBuilder activity **EVALUATING**

How do you feel about living in different places? The following nine statements refer to different opinions about living in rural areas or cities.

- Rural areas are peaceful, have lots of space and clean air.
- Cities provide more choice in activities and places to live.
- I feel isolated in cities.
- Pollution and noise in big cities impair living conditions.
- I don't feel safe in big cities because of crime.
- Rural areas have great communities with people supporting one another.
- The natural environment in many rural areas is very attractive.
- I feel isolated in rural areas.
- Jobs and transport are more accessible in cities.

Make a diamond ranking diagram. Put your top choice at the top and your least favourite at the bottom. Then choose two more for each side and three for the middle. **Explain** your ranking to someone else. How might these rankings change if they were completed by people who live in places different from where you live? Can you test this hypothesis?

10.6 Exercise

learnon

Learning pathways

■ **LEVEL 1**

2, 3, 4

■ **LEVEL 2**

1, 6, 7

■ **LEVEL 3**

5, 8, 9, 10

REMEMBER AND UNDERSTAND

1. **Determine** which of the following opinions is about living in rural areas.
 - A. They are peaceful, have lots of space and clean air
 - B. People feel isolated in them, they lack community support
 - C. They have great communities with people supporting one another
 - D. All of the above

2. **Select** the best answer from the list provided to fill in the gaps.

capital	substantial	Australia's	large	Country
---------	-------------	-------------	-------	---------

_____ towns come in all shapes and sizes. They can be small with only a post office and general store, or they can be _____ towns. Because most of _____ population and businesses are concentrated in the _____ cities, even people who live in quiet _____ towns outside the capital cities see themselves as living in the country.

3. Determine whether the following statements are true or false.
- People who live in country centres have a strong sense of identity, connectedness and belonging.
 - It is predicted that by 2036, Perth's population will have grown by 25 000.
4. What features of the Gold Coast have made it grow so quickly? **Select** all possible answers from the options provided.
- Warm weather
 - Cooler weather
 - Beaches
 - Holiday lifestyle
5. Push and pull factors result in the rise and fall of the population for a place. Use examples to **explain** the differences in environment, services and facilities between a place with push factors and a place with pull factors.

ANALYSE AND APPLY

6. The Paris 2024 Summer Olympic Games aimed to be the greenest Olympic Games ever staged. **Identify** three things they did to achieve this.
7. **State** three ways that country and regional centres can overcome access to essential services such as education and medical care.
8. **Select** the question that this answer relates to:
Many of Australia's towns and cities are growing so quickly because global human populations are also rapidly increasing. People are living longer than ever before and people in more developed countries, such as Australia, have access to health services.
- What is behind the growth of Australia's regional centres?
 - What are some of the reasons for Australia's growing cities?
 - Australia's population is declining. Why?

EVALUATE AND COMMUNICATE

9. In Australia, people move between the city and the country.
- Explain** two reasons why people would move from the country to the city.
 - Explain** two reasons why people might move from the city to the country.
10. Governments and town planners use demographic information.
- Explain what is meant by demographic information.
 - Describe** how the government might use demographic information from country towns.
 - Imagine** you are a town planner; **propose** three features you would add to a new suburban development that would make it a more appealing place to live.

Answers and sample responses for this topic are available online.

LESSON 10.7 Liveable and non-liveable cities

LEARNING INTENTION

By the end of this lesson you should be able to:

- **describe** how the location and accessibility of services and facilities in cities influence people's perceptions of liveability
- **explain** why Perth is considered a liveable city
- **explain** why Dhakka is considered a less liveable city.

Tune in

Prior to the COVID-19 pandemic, Perth's global liveability survey rank was 14. Perth's ranking rose to sixth during the pandemic; but has fallen in the post-pandemic years. Dhaka in Bangladesh, on the other hand, has consistently been a 'least liveable city' and ranked in the bottom five.

The overall climate in each location differs; however they both experience high levels of humidity — Dhaka at 74 per cent and Perth a little lower at 66 per cent. A range between 30–50 per cent is considered comfortable.

FIGURE 1 Perth moved up the 10 most liveable city rankings.



FIGURE 2 Dhaka has consistently been ranked at the lower end of the liveability rankings.



1. Mind map what you know about Perth and Dhaka.
2. For each place, highlight any facts that might affect its liveability rating.
3. Explain what is meant by humidity and how it plays a role in liveability.
4. Why do you think Perth rose into the top 10 most liveable cities during the pandemic but has been unable to stay there?

10.7.1 Perth — pluses and minuses

For years, Perth was among the most liveable cities in the world according to the Economist Intelligence Unit (EIU). In 2021, Perth made it into the top 10, moving eight places from fourteenth to sixth with a score of 93.3. In 2024 Perth dropped back to fifteenth place with a score of 95.9.

In 2024, Perth was awarded the maximum score of 100 for the categories of healthcare, education and infrastructure, a score of 95 for stability and 88.7 for culture and environment.

Perth faces challenges too, like homelessness and fewer local services in some areas.

FIGURE 3 The balance of positive and not so positive features for a city like Perth.



SkillBuilder discussion

Communicating and reflecting

1. Explain why Perth is considered a liveable city according to the global liveability index.
2. Describe how Perth's liveability changed from 2019 to 2021.
3. Study the positives and not so positives of living in a city like Perth. Which of these are objective measures and which are subjective?

10.7.2 Is all of Perth the same?

Not all parts of a city are equally liveable. In Perth, some areas have high incomes, big houses and great views of the sea or the Swan River. People living there also have good shops and fun places to go. But even highly liveable suburbs can have poor housing and homelessness, though less so.

Perth is split into different areas with a clear north–south divide. The far north offers a coastal lifestyle with large blocks of land and improved road and rail infrastructure providing easy access to the CBD. Places like Joondalup attract students, retirees and families because they have many **amenities**.

Southern suburbs, like Rockingham, have been improved via express train and bus services to the city and are more affordable for families. Mandurah, once separate, has now merged with Perth into one large area to form a **conurbation**.

Inner-city suburbs north of the Swan River, like Northbridge, Leederville and Mt Lawley, are favourites for professionals and young couples who enjoy a diverse lifestyle. They mix old buildings with new homes and apartments. Suburbs like Como and Applecross in the south are near the city, and have many cafés and restaurants, while feeling quiet and close to nature.

FIGURE 4 Perth has a variety of amenities to offer that make it liveable.



Street performers at the annual multi-arts Fringe World Festival.



Suburban area serviced by an excellent road network, including a multi-lane highway.



Perth Arena is home to the Perth Wildcats; it also hosts netball and tennis; including the ATP Cup.



Optus Stadium is a 60 000 seat multi-purpose venue, it is the home ground of AFL teams West Coast and Fremantle, and hosts international and domestic cricket, soccer and rugby.



Perth and its suburbs are serviced by an excellent public transport system, officially branded as Transperth.



Cottesloe Beach is a favourite among locals for swimming, snorkelling and surfing.

SkillBuilder discussion

Communicating and reflecting

Imagine that you are making a similar graphic to **FIGURE 4**, but of your suburb or closest town. What key attractions would you include?

10.7.3 Dhaka — a less liveable city

Dhaka, the capital of Bangladesh, has a population of over 24 million people and covers 306.4 square kilometres, resulting in a density exceeding 23 000 people per square kilometre. Parts of Dhaka resemble Australian suburbs with solid housing, shopping centres and high car ownership. However, widespread poverty and unplanned growth make it one of the least liveable cities globally.

Dhaka has been consistently ranked as one of the ten least liveable cities, reflecting its ongoing challenges across all five liveability indicators — stability, healthcare, culture and environment, education and infrastructure.

FIGURE 5 Location of Dhaka



Source: Spatial Vision

Environment

Dhaka is in Asia at 23.43 °N. **FIGURE 6** shows:

- a clear dry season
- 80 per cent of rain during the monsoon
- consistently hot and humid conditions
- about 2000 millimetres of rain annually
- warm to hot temperatures year-round.

Dhaka is only 2–13 metres above sea level. Snow-melt from the Himalayas feeds the rivers. This area is at high risk from climate change because increases in snow- and ice-melt or rainfall will add to river flow. Many rivers flow near Dhaka and the risk of flooding is high. Strong winds often occur during the monsoon, which also cause damage.

FIGURE 6 Climate graph for Dhaka

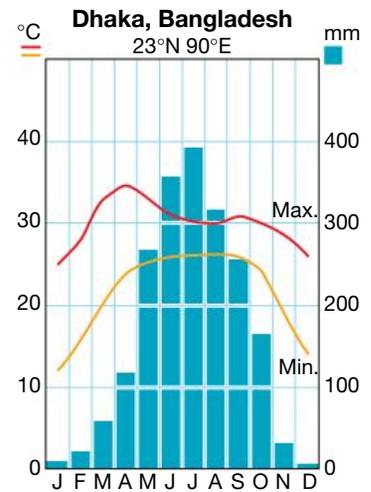
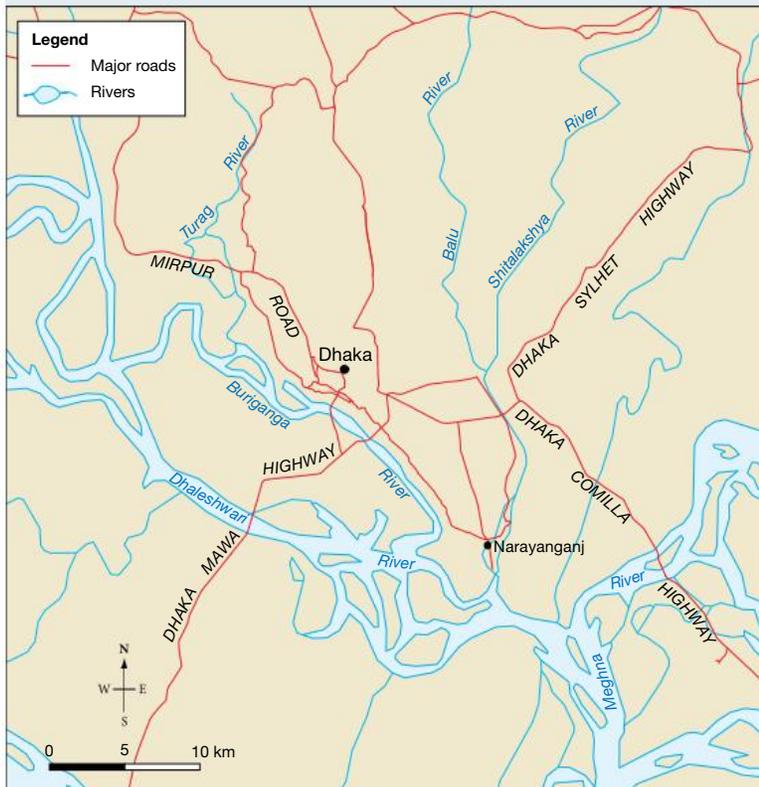


FIGURE 7 Map showing the many rivers that flow through and around Dhaka.



Source: © OpenStreetMap contributors

Infrastructure

Dhaka is one of the world's densest cities, growing annually at 3.13 per cent. Many migrate there seeking jobs in its expanding industrial sector.

The massive influx into Dhaka has caused unplanned urban expansion onto vacant lands, with about half the population living in slums lacking government-provided infrastructure.

FIGURE 8 A communal water pump in a slum region

Water is not pumped to houses.

Houses are built from found materials.

Some people have to walk 900 metres to a toilet.

Gangsters control the cost and supply of electricity.

Roads are poor and congested.

There are no gutters or sewerage systems.



Safety

High crime rates plague Dhaka's poor areas, including gang violence, land grabbing, crimes against women and children, and crimes related to gambling, drugs, alcohol and illegal weapons. The limited and unreliable police presence fails to provide adequate protection.

Education

Primary education is compulsory, but the government is unable to provide enough schools and resources for the increasing population. Many students do not attend school all the time because their families need them to earn money, often because their parents do not have jobs.

In spite of the tough conditions, the education rate in the city is slightly higher than in rural areas, and the national literacy rate is about 78 per cent.

Jobs and economy

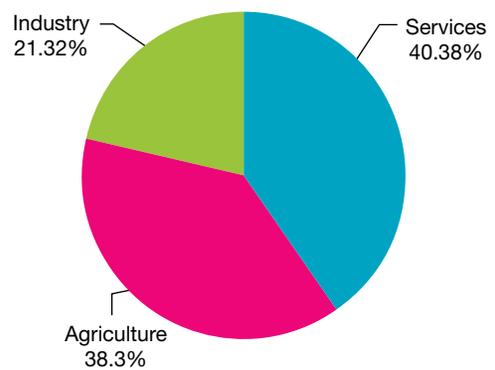
Most jobs are in the **informal sector**, like rickshaw driving, street vending and garment work. Women often work as servants or in **agriculture**, where pay is low, and all family members might need to work. Food is grown on vacant land within and around the city.

SkillBuilder discussion

Questioning and researching

1. Identify common jobs in the informal sector and describe the typical employment for women.
2. Investigate the minimum wage in Bangladesh and what might a young person earn. Make sure you use a reliable source for this information.
3. List the healthcare challenges in the city, focusing on slum areas.

FIGURE 9 Employment by sector in Bangladesh



Child labour

Child labour is common. It is estimated that 28 per cent of children between the ages of 5–11 and 35 per cent of children aged from 12–14 are working. Close to one-third have full-time jobs and are not attending school. Most are employed by the manufacturing sector, followed by agriculture. Around 34 per cent of children are working in hazardous industries which pose a significant risk to their health and safety.

FIGURE 10 Children undertake exhausting work and are often paid very little. They undertake informal work, meaning it is not regulated and they are not protected by formal labour laws.



Poverty

In 2024 about 18.7 per cent of the population lived below the poverty line, surviving on less than \$2.15 per day. This is a decrease from 2022 when 22.4 per cent of the population was classed as living below the poverty line. The earlier rise in poverty levels had been largely attributed to impacts of the COVID-19 pandemic, increased cost of living, urbanisation and overpopulation. Despite these hardships, many people believe city life offers a better quality of life than rural areas.

Healthcare

Healthcare in Dhaka is mainly hospital-based in the formal city areas but lacks enough beds, equipment and staff. Slums lack medical facilities, and many can't afford treatment. While some private charities offer maternal health programs, mortality rates are considered high. Around 3 per cent of babies born will die within their first month of life, and a further 2.5 per cent before their first birthday. Another 3 per cent will die before the age of 5. Around 2 per cent of pregnant women will die from pregnancy-related complications.

10.7 SkillBuilder activity

COMMUNICATING AND REFLECTING

1. Choose a city from the other least liveable cities and a liveable city (refer to lesson 10.3) and **investigate** how their natural environments create challenges and provide benefits. **Consider** the city's location, climate and landscape.
2. Find an image of each of your chosen cities that you think best reflects what you have discovered during your investigation.
3. **Annotate** your images to communicate your findings.

Learning pathways

■ LEVEL 1

1, 2, 3, 4

■ LEVEL 2

5, 6, 8

■ LEVEL 3

7, 9, 10

REMEMBER AND UNDERSTAND

1. **Describe** the difference between Perth's inner and outer suburbs.
2. **Identify** the categories in which Perth received a perfect score in the EIU 2024 global liveability index. **Select** all that apply.
 - A. Healthcare
 - B. Culture and environment
 - C. Infrastructure
 - D. Stability
 - E. Education
3. What are the two ways of **describing** the weather in Perth?
 - A. Hot and dry in summer
 - B. Unreliable
 - C. Mild for most of the year
 - D. Mild in winter
 - E. Reliable and constant
4. **Identify** the sector of the economy where most people find work in Dhaka.
 - A. Formal sector
 - B. Service sector
 - C. Informal sector
 - D. Manufacturing sector
 - E. Business sector
5. Why do some children not attend school in Dhaka? **Select** all that apply.
 - A. It is difficult to get to school.
 - B. There are no schools to go to.
 - C. Their parents do not have jobs.
 - D. Child labour is the accepted norm.
 - E. It is not compulsory for primary-aged children to attend school.

ANALYSE AND APPLY

6. Dhaka is heavily influenced by its natural environment. **Explain** how the natural environment influences life in Dhaka.
7. **Compare** the population of Dhaka with the population in Australia.

EVALUATE AND COMMUNICATE

8. In many parts of Perth, high-rise apartments rather than single dwellings on a large block are becoming more common. **Suggest** reasons for this trend.
9. **Explain** why Perth continues to have a high dependence on private cars and how this affects liveability.
10. Life in the Dhaka slums is affected by a variety of factors.
 - a. **Explain** how the lack of resources that are normally provided by government (such as water, healthcare, education and safety) affects the people living in Dhaka.
 - b. **Explain** why very young children go into the workforce.
 - c. **Propose** reasons for the continued growth of Dhaka, even though it rates poorly in terms of liveability.

Answers and sample responses for this topic are available online.

LESSON 10.8 What makes communities liveable?

LEARNING INTENTION

By the end of this lesson you should be able to **identify** local strategies to improve liveability for different groups in society.



Tune in

In a liveable community the needs of diverse groups are met.

What is on your wish list?

FIGURE 1 Improved beach access for people with disability is on some people's wish list.



1. Mind map a list of characteristics or features that are essential in your community.
2. Compare your list with other members of your class. Do any items appear on most people's wish lists? Is anything missing?
3. Work collaboratively to determine the top five or six characteristics that make your community liveable.

10.8.1 Liveability studies

A study of a region's liveability considers both natural and human characteristics. All communities want a safe, healthy place to live, a sustainable environment, a liveable wage, good infrastructure and social opportunities.

Liveability survey results depend on several factors:

- Where a person lives affects access to services, jobs and nature, and influences how people view the region.
- Different age groups have different needs and opinions.
- Whether the person responding has a disability.
- Current economic conditions impact people; for example, a major employer may have opened or closed.
- Environmental conditions like drought also affect people.
- Government policies that shape infrastructure, housing and local grants.

To assess liveability, various themes must be explored using census data, surveys and fieldwork.

Most communities agree that essentials like safe water and sanitation, sealed roads and reliable internet and power are crucial. To achieve items on a liveability wish list, communities may need help from different levels of government for things like major roads or railways. However, some items, like sporting clubs or youth groups, are best set up by the community itself.

TABLE 1 Matching liveability indicators to key themes

Measure	Indicators	Examples
Social	<ul style="list-style-type: none"> • Population characteristics (gender, age) • Education (primary, secondary, tertiary) • Health (life expectancy, health-centre attendance, length of walking tracks, smoking rates, weight, chronic diseases) • Safety (perception, crime rates, road deaths and injuries, work safety) 	<ul style="list-style-type: none"> • Volunteering • Voting • Aged care accommodation • Access to public transport • Membership of clubs and organisations • Diversity (ethnicity)
Environmental	<ul style="list-style-type: none"> • Biodiversity • Planning for the future • Water access • Waste management • Ecological footprint 	<ul style="list-style-type: none"> • Public spaces • Household recycling • Weather • Land clearing
Economic	<ul style="list-style-type: none"> • Employment • Variety of businesses • Income • Financial stress • Housing types 	<ul style="list-style-type: none"> • House ownership • Infrastructure • Internet access • Power • Car ownership

FIGURE 2 Community wish list: some aspects of liveability are common to all groups and some are desired by particular groups.



TABLE 2 Some of the more common items on a community wish list

Younger families	Older families and individuals
<ul style="list-style-type: none">• Family housing• Financial security• Friendly community• Neighbourhood house• Green space in developments• Parks and gardens• Paths for prams• Paths for bikes and scooters• Playgrounds• Schools	<ul style="list-style-type: none">• Community groups• Public parks• Public seating• Public transport• Recognition of those from non-English speaking backgrounds• Accessibility features e.g., ramps and signs in braille.• Shopping nearby• Single-person housing• University of the Third Age

Skillbuilder discussion

Communicating and reflecting

1. Study **TABLE 2**. Think of your own community — which of the things on the list do you have?
2. Which do you think your community needs?
3. Are there any things missing from the list?

10.8.2 Liveability case study — transport strategies

People in towns and cities always seek ways to improve their living conditions. Communities consist of people from a range of age groups, different land uses, a range of needs and a variety of interests. Improvement ideas may be broad or focused.

Movement within and between neighbourhoods is a key issue. Bicycles and scooters are now seen as a way to boost mobility, reduce traffic, cut air pollution and improve health. Bicycle tracks promote recreational riding for all ages (see **FIGURE 3**), while dedicated paths along main routes (see **FIGURE 4**) encourage commuting by bike instead of cars.

FIGURE 3 Recreational riding along a trail mainly designed for bicycles.



FIGURE 4 Special bicycle lanes increase the safety of bike riding.



In 1965, Amsterdam introduced bike sharing — public bikes for hire, mainly for short trips. Although it initially failed, the idea continued. Modern schemes address theft and vandalism with identifiable bikes and location tracking via GPS or radio frequency. Bicycles are rented using credit card payments or smart cards based on membership required to hire a bike. Mobile apps enable bike users to connect with bicycle lanes and public transport. The number of bike-share programs declined following COVID-19; but is now rebounding. The program now includes e-scooters and is known by the broader term ‘micromobility’ system to reflect this. In 2024, there were almost 2600 shared micromobility systems operating globally with 1.13 billion users. It is projected by 2029 there will be 1.29 billion users and the number of e-scooters will have increased ten-fold.

Copenhagen, the top bike-friendly city since 2014, sees around 62 per cent of its population cycling to work or school, covering 3.72 million kilometres daily. Beijing leads in bike-sharing programs with more than 11 million users making more than 1 billion journeys in 2023. Micromobility systems improve liveability for all ages and locations.

An example of a successful bike-sharing scheme is in Paris. The Vélib program started in 2007 and doubled in size quickly. By 2012, bike trips in Paris increased by 41 per cent. Today, the program has over 20 000 bikes and 1465 stations, spaced 300 metres apart. Forty per cent of the bikes now have electric motors with a 50-kilometre range when fully charged. These bikes also have a 50-kilogram basket capacity. The program is popular with locals and tourists, boasting 400 000 subscribers and 4.7 million trips monthly. In summer, a single bike may be used for more than ten trips in a day.

The electric bikes help solve issues in hilly areas, where people ride downhill but use other transport to return, causing bike availability imbalances. Bike sharing is also part of Paris’ plan to reduce car traffic and pollution, which includes closing streets to cars on weekends, lowering speed limits, encouraging bus use and extending bike lanes.

SkillBuilder discussion

Evaluating

1. Why do you think bike-sharing programs are so popular? Compare how modern bike-sharing systems have improved since the first attempt.
2. The number of bicycle/e-scooter share programs increased by around 20 per cent between 2020 and 2024. Predict how many micromobility share programs there will be in 2029.
3. Do you think bicycles and e-scooters will replace cars for local trips? Give reasons for your answer.

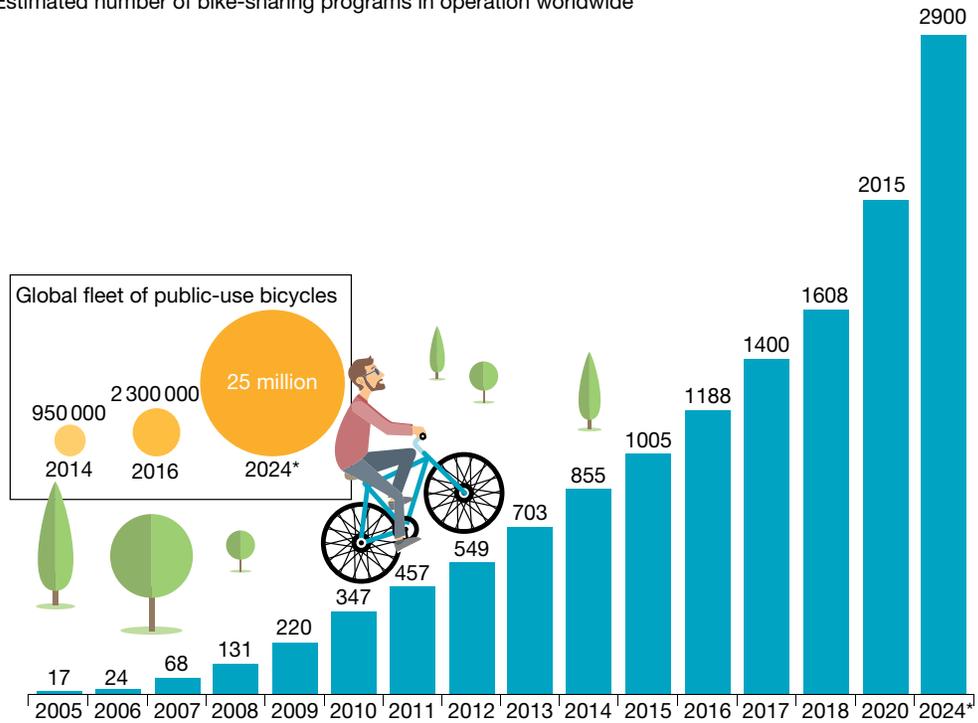
FIGURE 5 The Vélib program in Paris has been very successful.



FIGURE 6 Bike sharing is on the rise globally.

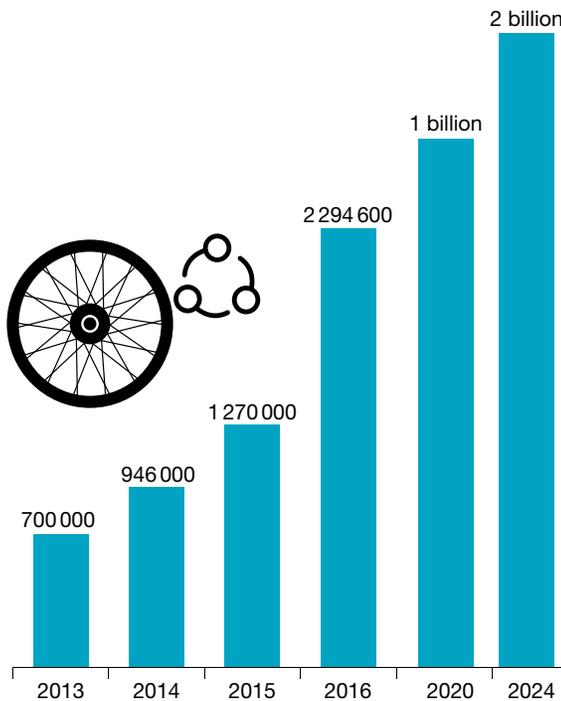
Bike sharing clicks into a higher gear

Estimated number of bike-sharing programs in operation worldwide

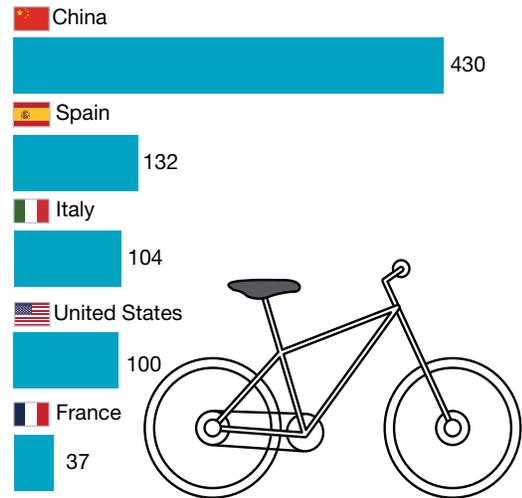


The global rise of bike sharing

Number of public-use bicycles in the world



Top five countries by number of public-use bicycle programs*



CC BY ND * year-end 2024

@StatistaCharts

10.8 SkillBuilder activity

COMMUNICATING AND REFLECTING

- Some cities provide schemes to encourage people to ride bikes. **Conduct research** to find out about the success of bike incentive schemes in a European city. Include the following:
 - the name of the city
 - the date of the scheme
 - a summary of the scheme
 - evidence of success or failure of the scheme.
- Predict** whether a similar scheme would be viable in the area where you live.
 - Would the scheme work as it is?
 - What modifications might be needed? Why?

10.8 Exercise

learnon

Learning pathways

LEVEL 1

1, 2, 5, 10

LEVEL 2

4, 6, 7

LEVEL 3

3, 8, 9

REMEMBER AND UNDERSTAND

- Identify** the three measures used when investigating liveability.
 - Population
 - Economic
 - Social
 - Sustainability
 - Environmental
- All information to determine the liveability of an area can be obtained from census statistics. True or false?
- Refer to **TABLE 1**.
 - Identify** two aspects that could be placed in a different theme. **Justify** your suggested change.
 - Propose** one more indicator that should be included. In which theme would it belong?
- Recall** three advantages of increasing bicycle riding.
- Identify** the problem that was faced by the first bike-sharing schemes.
 - Increased accidents
 - Increased public transport use
 - Reduced cars on the road
 - None of the above
 - Theft and vandalism

ANALYSE AND APPLY

- Refer to **FIGURE 2**. **Compare** and **contrast** the liveability wish list for young families and older people. You may wish to present your answer visually, as a Venn diagram.
- Liveability means different things to people of different ages. With the use of an example, **demonstrate** how improving liveability for one age group might help the liveability of another age group.
- Refer to **FIGURE 6**.
 - Propose** a reason for the rapid increase in the number of shared bikes in cities around the world.
 - Propose** a reason why China is the fastest growing market for share bikes.
 - Explain** how the introduction of electric bikes might encourage more people to use share bikes.
 - Predict** potential problems that might be caused by using electric bikes.

EVALUATE AND COMMUNICATE

- Refer to the community wish list in section 10.8.1. **Identify** three items from the community wish list that you think are most needed in the area you live in. **Justify** your answer.
- Explain** whether a bike-sharing scheme would be a viable option in your area. **Justify** your answer.

Answers and sample responses for this topic are available online.

LESSON 10.9 Connection to Country

Aboriginal and Torres Strait Islander readers are advised that this lesson may contain images and references to people who have died.

LEARNING INTENTION

By the end of this lesson you should be able to **explain** the cultural and historical links to the land by Aboriginal and Torres Strait Islander Peoples and how this influences liveability.



Tune in

Aboriginal and Torres Strait Islander Peoples have a deep connection and responsibility to Country. Read the excerpt provided in **FIGURE 1** from *The Lost Girls* to learn more about the importance of Country.

FIGURE 1 Excerpt from *The Lost Girl* by Ambelin Kwaymullina (illustrated by Leanne Tobin)

The girl had lost her way. She had wandered far from the Mothers, the Aunties, and the Grandmothers, from the Fathers and the Uncles and the Grandfathers. She had hidden in the shadow of a rock and fallen asleep while she waited for her brothers and sisters to find her. Now it was night, and no one answered when she called, and she could not find her way back to camp.

The girl wandered, alone. She grew thirsty, so she stopped by a waterhole to drink, and then hungry, so she picked some berries from a bush. Then the night grew colder, so she huddled beneath an overhanging rock, pressing herself into a hollow that had trapped the warm air of the day. Finally, she saw a crow flying in the moonlight, flapping from tree to tree and calling 'Kaw! Kaw! Kaw!'. The girl followed the crow. She followed him through the trees and over the rocks and up the hills, until at last she saw the glow of her people's campfires in the distance.

The people laughed and cried at once to see the girl was safe. They growled at her for her foolishness, and cuddled her, and gave her a place by the fire. Her little brother asked if she had been afraid; but the girl said, 'How could I be frightened? I was with my Mother. When I was thirsty, she gave me water; when I was hungry, she fed me; when I was cold, she warmed me. And when I was lost, she showed me the way home'.

1. What does the story *The Lost Girl* highlight about the importance of the land and Country to the Aboriginal and Torres Strait Islander Peoples?
2. Highlight any phrases that indicate a spiritual connection, a cultural connection and a familial connection to Country.

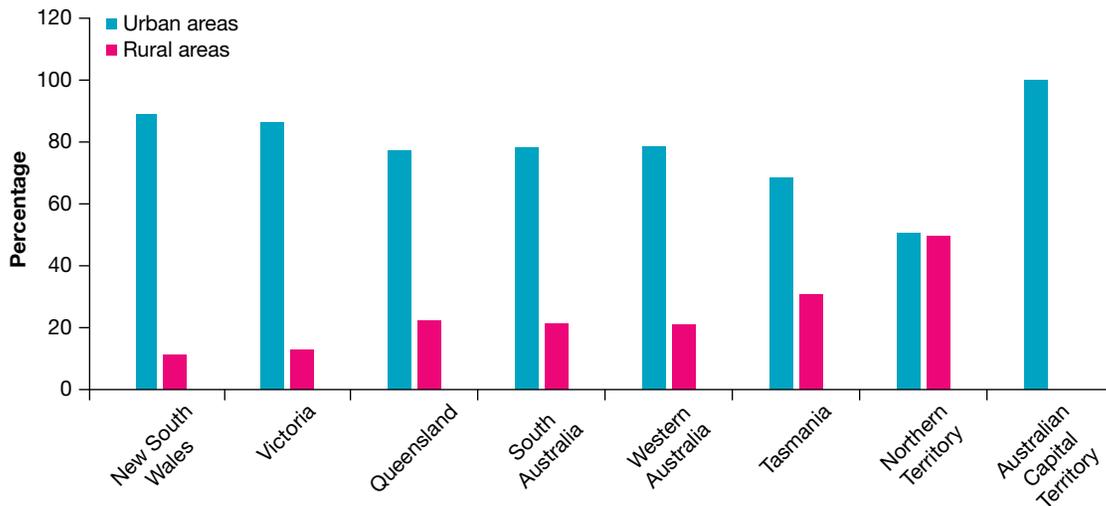
10.9.1 A connection to Country

Aboriginal and Torres Strait Islander Peoples refer to the land as Country. They have a deep spiritual and cultural connection developed over 65 000 years. They believe their identity and wellbeing are connected to their Country; therefore, they have a responsibility to care and protect the land, as it cares for and protects them. Despite this, Aboriginal and Torres Strait Islander Peoples are becoming increasingly urbanised; according to the 2021 census, 75 per cent of Aboriginal and Torres Strait Islander Peoples live in urban areas.

Connection to Country is achieved through very specific local knowledge of a region's natural history, coupled with complex layers of past personal and family experiences. So living remotely isn't the same as living on Country. A relationship with the land must exist.

The Dreaming stories, traditions and ancestral connections of Aboriginal and Torres Strait Islander Peoples are tied to a specific area or place. Aboriginal and Torres Strait Islander Peoples speak to Country, sing to Country, visit Country, worry about Country, feel sorry for Country, celebrate Country and long for Country. It is intrinsic to their very being.

FIGURE 2 Aboriginal and Torres Strait Islander Peoples living in urban and rural areas by state, 2021.



Source: ABS Census of Population and Housing, 2021

SkillBuilder discussion

Analysing

1. Which state or territory shown in **FIGURE 2** has the highest urban percentage?
2. How do Queensland and Western Australia compare?
3. What's the trend for urban vs rural living?

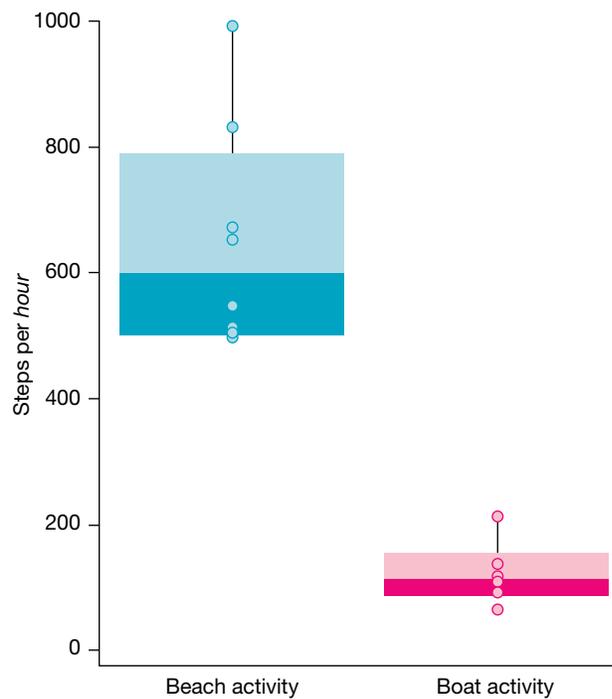
10.9.2 Healthy Country, healthy people

The land supports Aboriginal and Torres Strait Islander Peoples spiritually, physically, socially and culturally. Their mental and physical health often reflects the health of their Country. For example, those near the Murray River link their poor health to the poor condition of the river. Environmental damage and access limits have made it hard to share traditional knowledge and activities, which have negative consequences for people and land.

Being on Country helps Aboriginal and Torres Strait Islander Peoples' mental health. Many feel better by reconnecting with Country. This strengthens their identity and improves their mental wellbeing.

On Country, Aboriginal and Torres Strait Islander Peoples can do traditional activities, like gathering traditional foods which involves walking (see **FIGURE 3**), digging and chopping. These methods also have big health benefits.

FIGURE 3 Steps taken when on Country



Overall steps taken per hour of self-initiated activity when on Country

Boxplots illustrate the average number of steps taken per hour of activity across 3 days (where date available) for each participant (open circles: beach, $n = 8$; boat, $n = 6$).

Did you know?

Smoking ceremonies by Aboriginal and Torres Strait Islander Peoples have been practiced for at least 60 000 years. The smoke from native plants is believed to have cleansing properties, keeping bad spirits away. These ceremonies are performed when people arrive on Country (or specific places on Country) as a way of cleansing them and giving them safe passage to continue their journey.

FIGURE 4 Aboriginal and Torres Strait Islander Peoples have held smoking ceremonies for millennia.



10.9.3 Sustainability

For tens of thousands of years, Aboriginal and Torres Strait Islander Peoples have managed the land and its resources to ensure environmental harmony and sustainability. Caring for Country, by living on Country, helps keep the environment healthy.

Through practicing their traditional land management techniques on Country, Aboriginal and Torres Strait Islander Peoples provide a wide range of environmental services. Some of these are outlined in **FIGURE 5**.

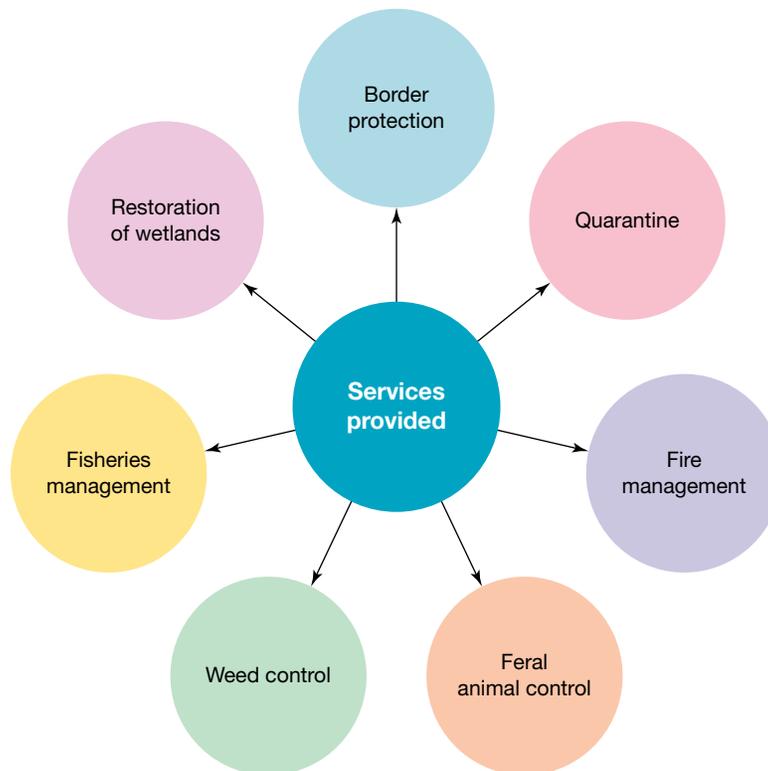
The introduction of Indigenous Protected Areas (IPAs) has meant that Aboriginal and Torres Strait Islander Peoples can manage their land to meet international conservation standards. They manage the land and receive funding to help with using traditional conservation strategies. Research shows IPAs help Australia meet biodiversity goals effectively.

SkillBuilder discussion

Analysing

1. What environmental services do Aboriginal and Torres Strait Islander Peoples provide?
2. How do they manage natural resources?
3. What role do they play in conservation?

FIGURE 5 Environmental services provided by Aboriginal and Torres Strait Islander Peoples.



10.9.4 The Yolngu Peoples of Arnhem Land

The Yolngu Peoples are the traditional custodians of 55 000 hectares in the Northern Territory. Their land includes rocky outcrops, floodplains, sandy beaches and rugged coastline.

The Yolngu Peoples have a strong connection to Country and culture.

Over 40 languages are spoken across Eastern Arnhem Land, and English is often the second or third language for many Aboriginal and Torres Strait Islander Peoples.

FIGURE 6 Arnhem Land, Northern Territory



10.9.5 The Noongar Peoples of southwest Western Australia

Noongar Country covers a vast area, encompassing the southwestern corner of Western Australia. This region includes Perth, and extends to areas such as Albany, Esperance and Geraldton. The Noongar Peoples are made up of 14 language groups (e.g., Whadjuk, Ballardong, Minang) from different geographic areas. The Noongar Peoples have lived in the southwest of Western Australia for at least 45 000 years, with some estimates extending beyond 60 000 years.

The Noongar connection to land and Country is based on cultural and spiritual values. Central to these beliefs is the notion of belonging to the land rather than owning the land. Noongar communities lived in seasonal cycles. They set up temporary camps within their Country, moving when the land needed time to heal. They returned when the land could provide for them again.

The land met all their needs — food, water, medicine and shelter. In return, they treated the land with respect, taking only what they needed and caring for it.

FIGURE 7 Margaret River is part of Noongar Country.



10.9.6 Why living on Country is important to Aboriginal and Torres Strait Islander Peoples

For tens of thousands of years the land provided all their needs. The land is seen as the foundation of people — past, present and future.

Connection to Country is highly spiritual. It links to a sense of belonging and identity. Country is more than physical land; it includes plants, animals, sky, people, language, customs, seasons, creation spirits and cultural heritage.

Country holds memories and knowledge from the Dreaming — the time of creation. Sacred places like burial grounds and waterholes help keep these stories alive. This is reflected in cultural sites that help them survive across generations.

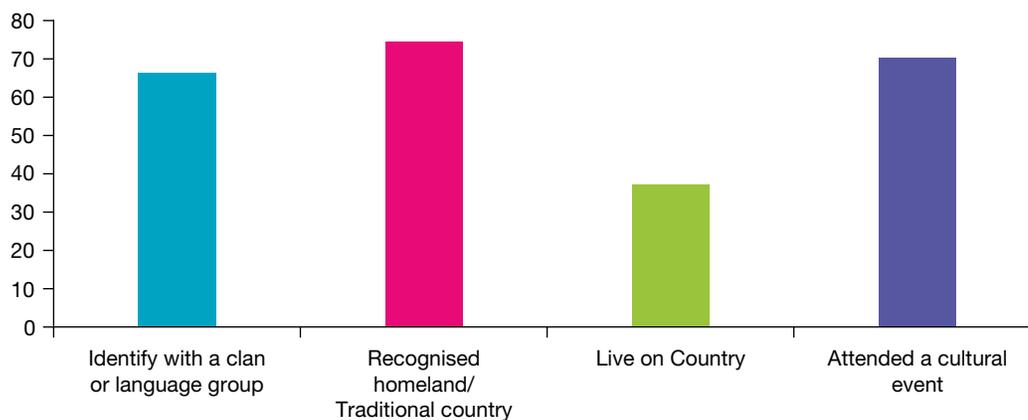
FIGURE 8 Country is a complex idea where all aspects of physical and spiritual life are connected.



Aboriginal and Torres Strait Islander Peoples are connected to the land and each other through kinship groups. Elders are respected leaders who are trusted with the knowledge and responsibility of caring for the land and passing it to future generations. The language holds words and ideas that have no equivalent in English, showing their deep understanding of the land. These practices reflect their deep and ongoing connection to Country — a relationship that is spiritual, cultural and lived.

This connection to Country is spiritual and is kept strong through ceremonies, stories and cultural practices.

FIGURE 9 Aboriginal and Torres Strait Islander Peoples have a strong connection to their family, community and culture.



Source: Australian Bureau of Statistics.

Language and culture

According to the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS), over 250 Aboriginal and Torres Strait Islander Peoples languages are spoken in Australia. In the 2021 census, one in ten Aboriginal and Torres Strait Islander Peoples said they spoke an Aboriginal and Torres Strait Islander language at home.

Acknowledgement of Country

To show respect, people often give an Acknowledgement of Country. This recognises Aboriginal and Torres Strait Islander Peoples as the Traditional Custodians of the land.

10.9.7 How are Aboriginal and Torres Strait Islander Peoples connecting others to Country?

About 200 km north of Broome is the Kimberley region. Local Aboriginal and Torres Strait Islander communities have set up camping sites where visitors can have a cultural experience. Visitors can enjoy yarns around the campfire, and learn about local history and the seasonal lifestyle, like bush foods and fishing.

Supported by Tourism Western Australia and run by the Traditional Custodians, the aim is to foster understanding between Aboriginal and Torres Strait Islander Peoples and non-Indigenous people. Money from tourism stays in the local community.

SkillBuilder discussion

Evaluating

1. Locate the camping sites of Aboriginal and Torres Strait Islander Peoples near Broome.
2. Identify activities visitors can do at the camping sites.
3. Suggest how tourism helps local Aboriginal and Torres Strait Islander communities.

FIGURE 10 In 2022, Aboriginal and Torres Strait Islander communities on the Dampier Peninsula welcomed non-Indigenous visitors to connect with the oldest living culture in the world.



10.9 SkillBuilder activity

QUESTIONING AND RESEARCHING, COMMUNICATING AND

REFLECTING

Aboriginal and Torres Strait Islander Peoples have a strong connection to the land. Children are taught from an early age to respect the environment. They are taught to take only what they need and not to waste anything.

The mangrove regions of the north of Australia are an important source of food, timber and medicines for the Aboriginal and Torres Strait Islander communities who live in this region.

Use online resources to investigate how communities live with and care for the mangroves.

1. As a class, mind map a list of how mangroves provide food, shelter, timber and medicine.
2. Select a feature of mangroves for further research.
3. **Create** a poster based on your findings:
 - a. Outline what you investigated
 - b. Explain how the land is cared for
 - c. Describe what the land provides for the people
 - d. Show how connection to Country is evident
4. Use the posters to create a class collage.

Learning pathways

■ LEVEL 1

1, 2, 3, 4

■ LEVEL 2

5, 6, 8

■ LEVEL 3

7, 9, 10

REMEMBER AND UNDERSTAND

- Select** the most appropriate answer. What is Country to Aboriginal and Torres Strait Islander Peoples?
 - Land, sea and sky
 - Animals, rocks and water
 - Family
 - Land they own
- Select** the most appropriate words to fill in the gaps and complete the sentence.

physically	wellbeing	Aboriginal and Torres Strait Islander Peoples	mental	Country
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The land sustains _____ in every aspect of their lives: spiritually, _____, socially and culturally. Connection to _____ runs so deep for many Aboriginal and Torres Strait Islander Peoples that often their _____ and physical health and _____ are reflected in the Country.

- According to AIATSIS, there are more than _____ language groups across Australia.
 - 50
 - 110
 - 220
 - 250
- Identify** the statement that best **describes** the purpose of a smoking ceremony.
 - A smoking ceremony is a vital component of a controlled burn that will regenerate the land.
 - A smoking ceremony is needed to call the creation spirits.
 - A smoking ceremony has cleansing properties that will keep bad spirits away.
 - A smoking ceremony is used to threaten strangers.
- Determine** whether each of the following statements is true or false.
 - English is the first language of Aboriginal and Torres Strait Islander Peoples living in the Northern Territory.
 - Connection to Country is just about land management.
 - For Aboriginal and Torres Strait Islander Peoples, the land holds their collective memory from the time of the Dreaming.

ANALYSE AND APPLY

- Using **FIGURE 2 determine** which state or territory has the highest percentage of Aboriginal and Torres Strait Islander Peoples living in rural areas and which has the least.
- Refer** to **FIGURE 9. Explain** how the graph demonstrates a strong connection to Country.
- Answer the following questions:
 - Explain** how Aboriginal and Torres Strait Islander communities in the Kimberley region of Western Australia are working to foster an understanding between Aboriginal and Torres Strait Islander Peoples and non-Indigenous Australians.
 - Describe** the benefits to local communities from running a tourism venture such as that offered in the Kimberley region of Broome.

EVALUATE AND COMMUNICATE

- Explain** what is meant by the phrase 'the land is a living museum'.
- Consider** the environmental services provided by Aboriginal and Torres Strait Islander Peoples' shown in **FIGURE 5**. Which do you think is of greatest benefit to sustainability? **Justify** your response.

Answers and sample responses for this topic are available online.

LEARNING INTENTION

By the end of this lesson you should be able to **describe** what liveability is like in Badu and Moa.

10.10.1 Badu and Moa Islands

Both islands are located 40–60 kilometres off the far north Queensland coast in the Torres Strait. Moa Island has a small population of approximately 240 people. Badu Island has a slightly larger population of around 850 people.

These small, isolated communities rely on the ocean to provide food and as a pathway for trade. Their livelihood is threatened by climate change, particularly rising sea levels. Communities on the islands are heavily reliant on regular rainfall and have reservoirs to ensure a secure clean water supply. More recently, septic tanks and drainage facilities have been installed, improving the environmental health of the islands. Because of improved water security and the development of infrastructure, an increasing number of tourists are travelling to Badu and Moa Islands.

SkillBuilder discussion**Questioning and researching**

1. Determine how far Moa and Badu Islands are from the Queensland coast.
2. Identify the population of Moa and Badu Islands.
3. How do these island communities get their food and water?

FIGURE 1 Moa Island is the second largest island in the Torres Strait.





FIGURE 2 Topographic map extract of Badu Island and Moa Island in the Torres Strait.



Source: Data based on QSpatial, State of Queensland (Department of Natural Resources, Mines and Energy, Department of Environment and Science), <http://qldspatial.information.qld.gov.au/catalogue/>; Geoscience Australia.

Learning pathways

■ LEVEL 1

1, 3

■ LEVEL 2

2, 4

■ LEVEL 3

5, 6

REMEMBER AND UNDERSTAND

1. **Describe** where Badu and Moa islands are located. Use the terms *latitude* and *longitude* in your answer.
2. **Identify** the height and area reference of Mt Augustus.
3. Locate and give the area reference for three different human features located on the islands.

ANALYSE AND APPLY

4. Based on what you can see on the map, **explain** how liveable you think the islands are. **Support** your answer with evidence from the map.
5. What factors might affect how liveable your Badu and Moa islands are for different people? Choose one feature of the islands and **explain** the following:
 - a. Why might someone born and raised on the islands think the feature increases liveability?
 - b. Why might someone born and raised on the islands think that this feature decreases liveability?
 - c. Why might someone born and raised in a big city in Australia think that this feature increases liveability?
 - d. Why might someone born and raised in a big city in Australia think that this feature decreases liveability?

EVALUATE AND COMMUNICATE

6. **Describe** what challenges could exist if the island communities are reliant on rainfall for their water sources.

Answers and sample responses for this topic are available online.

LESSON 10.11 How places change

LEARNING INTENTION

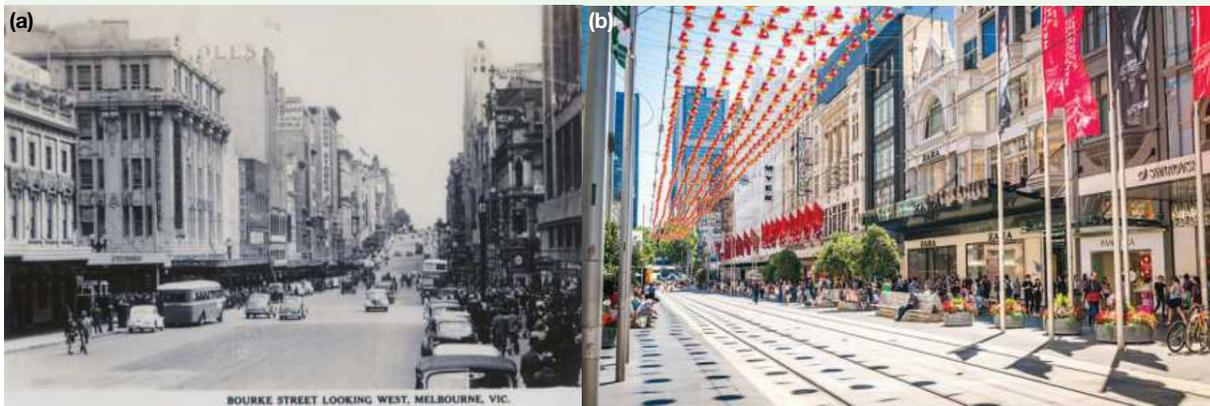
By the end of this lesson you should be able to:

- **explain** why places change over time
- **describe** the changes that might occur in a place over time
- **predict** how a place might look in the future.

Tune in

1. Think of a familiar place, like your school or neighbourhood. Draw what it might look like in 5, 10 and 20 years. Think about trends in transport, sustainability, employment and education.
2. Explain the changes you've predicted for your place and why you drew them. Do these changes improve your place or make it worse?

FIGURE 1 Bourke Street Mall, Melbourne in (a) 1948 and (b) 2019.



10.11.1 On the move

A town will change over time if the factors influencing people's decision-making about living there also change. Decisions might be influenced by government plans, changes in the natural environment, employment opportunities and access to resources and other places.

The original buildings in Tallangatta, in north-east Victoria, about 40 kilometres from Albury and Wodonga, can be seen only when the water level in Lake Hume is very low. The current town was moved from its original location in 1956. Houses were lifted onto trucks (with parts of the buildings often falling off during the journey) and moved about eight kilometres (see **FIGURE 2**). The original site, in a valley beside the Mitta Mitta River, was flooded when the size of Lake Hume was increased.

FIGURE 2 A Tallangatta house being moved to the new town site.



10.11.2 Town closed

In 1917, the town of Cook was built on the dry Nullarbor Plain to service the Indian Pacific railway. It had a population of 300 people; large enough to support a school, hospital, shops and accommodation for train drivers. Privatisation of the railway in 1997 led to the town's closure. With no residents, Cook is now a ghost town.

FIGURE 3 The location of Cook



Source: Spatial Vision

SkillBuilder discussion

Analysing

1. Refer to **FIGURE 3**. Where is Cook located in relation to major cities?
2. In which state is Cook located?
3. Are there any nearby landmarks marked on the map?

10.11.3 Access to resources

Silverton, near Broken Hill, had 3000 residents during its mining peak. After the mine closed, most left for larger mines in Broken Hill. As of the 2021 census, Silverton's population is 48. The town has become a popular filming location for movies like *Mad Max 2* and *Mission Impossible 2*. In 2017, the Silverton Wind Farm project began with 58 turbines, making it Australia's seventh-largest wind farm. Silverton attracts about 150 000 tourists annually, drawn by its scenery, historic buildings, mining history, wind farm and film sites.

SkillBuilder discussion

Analysing

1. What are some popular attractions in Silverton?
2. How far is Silverton from Broken Hill?
3. What type of activities can tourists enjoy in Silverton?

FIGURE 4 Silverton has reinvented itself as a tourist destination.



Resource discovery

Karratha is a hot, dry place 1600 kilometres north of Perth. It was founded in the 1960s to support workers in the growing iron ore mines of the Pilbara region. Further growth occurred with the development of the natural gas industry in the 1980s. The town supports a permanent population of 17 000 (2021 census) and provides accommodation for around 13 000 FIFO workers. The town currently has the capacity to comfortably accommodate 50 000 permanent and temporary residents.

FIGURE 5 The planned town of Karratha.



10.11.4 Sea change

Margaret River, 270 kilometres south of Perth, is popular for its rural lifestyle, but remains accessible to the capital city. Moving to the coast is a **sea change**, while moving inland is a **tree change**.

Change over time

Margaret River is popular for its beaches, caves, wineries, national parks and mild weather — making it well suited to farming and tourism.

Over time, people's views on the region have changed (see **FIGURE 6**).



FIGURE 6 Change over time in the Margaret River region.

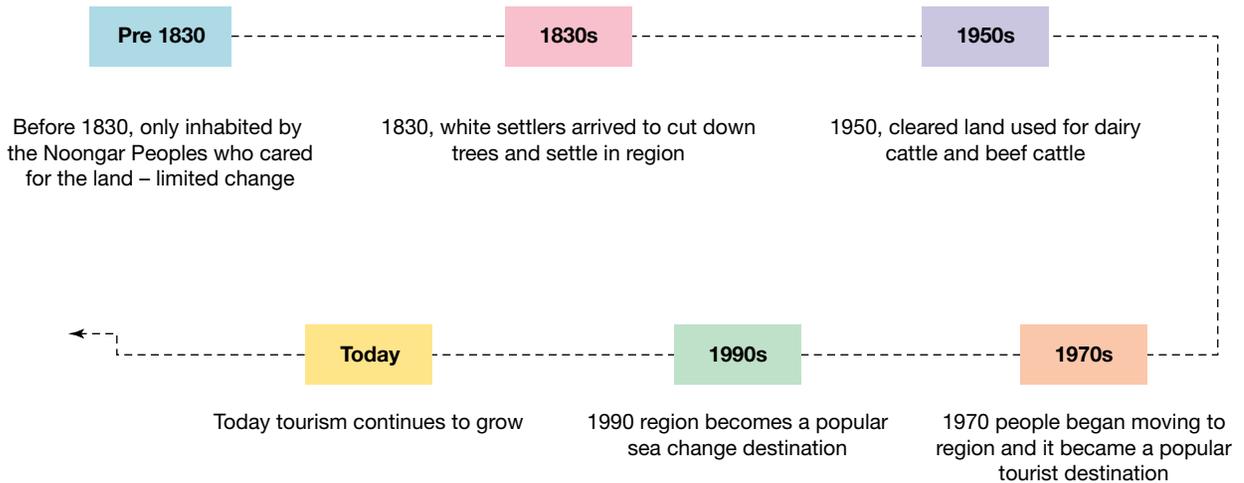


TABLE 1 Movement of people into and out of the shire of Augusta–Margaret River, 2016–2021

State / Territory	In migration	Out migration	Net migration
New South Wales	83	61	22
Victoria	72	32	40
Queensland	50	88	–38
South Australia	33	12	21
Western Australia	2458	1806	652
Tasmania	10	16	–6
Northern Territory	37	12	25
From Overseas	681	–	–

Source: Australian Bureau of Statistics, Census of Population and Housing, 2021.

10.11.5 Tourism

Port Douglas, 60 kilometres north of Cairns, was a busy mining port in the 1870s with a population of more than 10 000 people. Environmental concerns saw mining stop and by the 1960s, only 100 lived there. Improvements in roads and flights in the 1980s brought tourists to the warm weather, beautiful beaches and the World Heritage areas of the Great Barrier Reef and Daintree rainforest. The permanent population is now around 3650, but it can double in size during peak holiday season (May–September).

Skillbuilder discussion

Evaluating

Places change over time. Look at **FIGURES 7** and **8**, which show Port Douglas from 1971 and 2007.

1. List the people affected by the changes you see.
2. How would different people feel about the changes?
3. What do you imagine the aerial view looks like today?

FIGURE 7 Port Douglas in 1971, before the tourist boom



FIGURE 8 Port Douglas in 2007



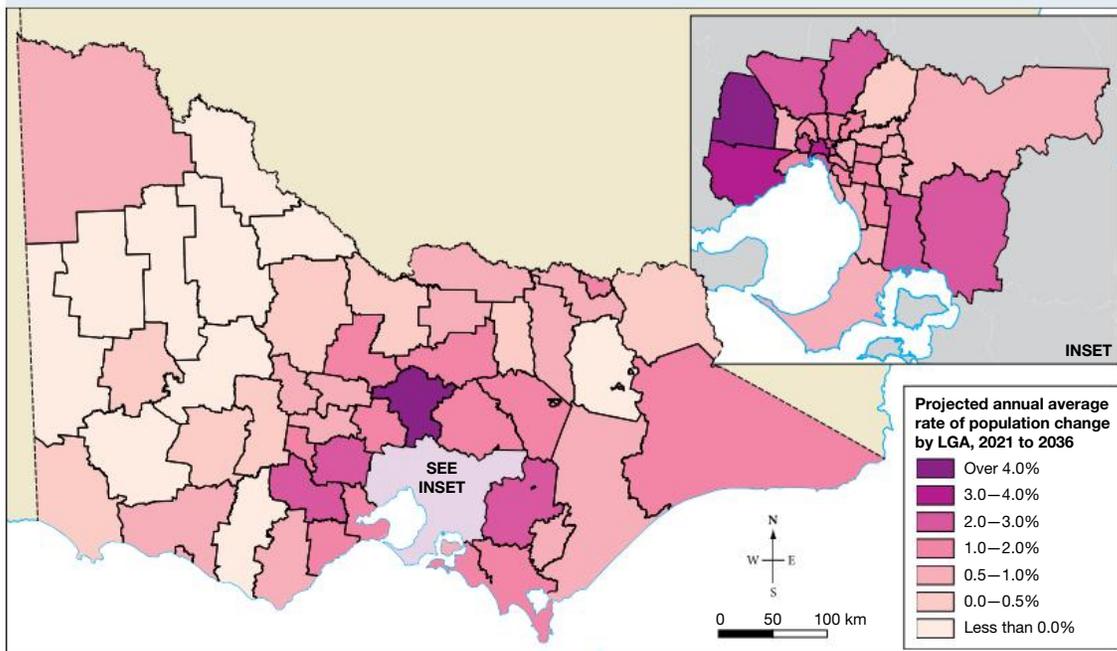
10.11.6 Change in the future

In Victoria, some rural towns might lose people as big farms use more machinery and factory closures result in less job opportunities.

Towns near Melbourne are expected to grow. People can access jobs and entertainment in the city while living in regional Victoria. More people mean more businesses and services are needed.



FIGURE 9 Projected population change for regional Victoria, 2011–2036



Source: © Copyright State of Victoria Department of Transport and Planning(2023). Victoria in Future 2023 Population and household projections to 2051. Retrieved from https://www.planning.vic.gov.au/_data/assets/pdf_file/0022/703453/DTP0552-Victori-in-Future-2023-report.PDF?form=MG0AV3. Map drawn by Spatial Vision.

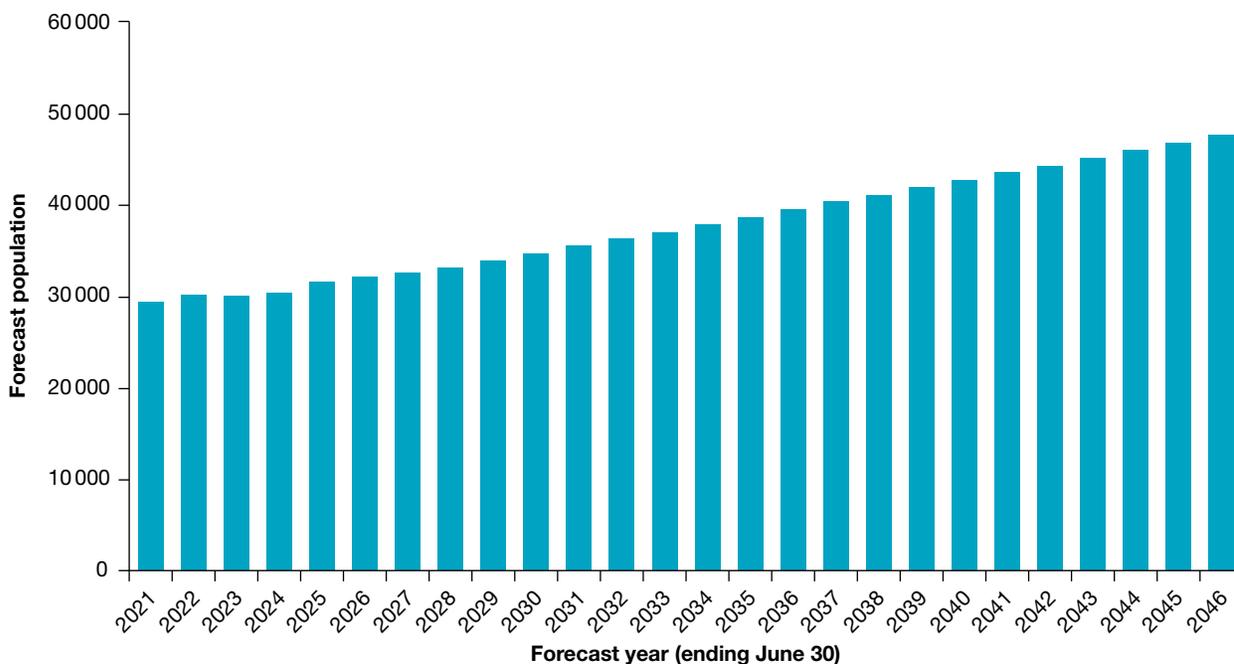
In Western Australia, the population of Perth is expected to grow from 2.1 million in 2023 to 3.5 million in 2050; an increase of almost 67 per cent. A growing economy, quality of life and increased urban development are the key drivers of this change, making it the third largest city in Australia.

SkillBuilder discussion

Evaluating

1. Study **FIGURES 9** and **10** Describe the projected change in Perth's population from 2021 to 2046.
2. Why do you think the population of Perth is increasing?
3. Is Perth or Melbourne growing at a faster rate? Justify your answer.

FIGURE 10 Forecast population growth for Perth, 2021–2046



Source: Population and household forecasts, 2021 to 2046, National Forecasting Program, .id (informed decisions), January 2024.

10.11 SkillBuilder activity ANALYSING

1. Find maps of Victoria that provide information about landform and climate. Refer to your maps and **FIGURE 9** to complete the following.
 - a. Think about landform and population change. Are most areas of declining population in places that are not mountainous? Are most areas of increasing population on the coast side of the mountains?
 - b. Think about climate and population change. Are most of the highest growth population areas in places where rainfall is over 600 millimetres per year? Are most areas of declining population in places where the rainfall is lower?
 - c. What might be the reasons for your findings in questions **a.** and **b.**?

Learning pathways

■ LEVEL 1

1, 2, 3, 6

■ LEVEL 2

4, 5, 7, 8

■ LEVEL 3

9, 10

REMEMBER AND UNDERSTAND

1. **Identify** the water storage that drowned Tallangatta.
 - A. The ocean
 - B. Lake Hume
 - C. One month of heavy rain
 - D. The Murray River
2. People are now drawn to Silverton to see the town in its isolated, dry setting, which is a location for many film sets. True or false?
3. **Select** the correct answer to complete the sentence. During the peak season, the population of Port Douglas is the **same as / double / triple / half** its permanent population.
4. Refer to **TABLE 1**. **Identify** the three main places new residents came from to settle in Margaret River between 2016 and 2021.
5. **Describe** why May to November is the peak holiday season in Port Douglas.

ANALYSE AND APPLY

6. **Explain** why population changes are expected in regional Victoria in the coming years.
7. What would be the advantages and challenges of living in a town such as Port Douglas, which relies on tourism?
8. Study **FIGURES 7** and **8**. **Describe** how Port Douglas has changed between 1971 and 2007. **Suggest** a reason for this change.

EVALUATE AND COMMUNICATE

9. Refer to the map in **FIGURE 9**.
 - a. **Describe** the location of the areas predicted to grow by more than 3 per cent. For example, are they inland or by the coast? Are they in the north, south, east or west of the state? Are they clustered together or spread out? Are they close to Melbourne?
 - b. **Predict** what will happen to towns in regional Victoria.
 - c. **Identify** the proportion of Victoria that is predicted to increase its population and the proportion that is predicted to decrease its population.
10. Factors that cause change can be categorised as social (related to people), economic (related to money) or environmental (related to setting or surroundings). **Consider** all the reasons for change provided in this lesson and allocate each to its correct category.

Answers and sample responses for this topic are available online.

Inquiry: What are the characteristics of liveable cities?

LEARNING INTENTION

By the end of this lesson you should be able to:

- **explain** what it means for a city to be liveable
- **communicate** what these characteristics are and how they are determined.

Background

In this inquiry, you will investigate what makes a city liveable and how it is determined. Share your findings in an oral presentation.

Each year, the Economic Intelligence Unit (EIU) ranks 173 major cities using five key indicators:

- stability
- healthcare
- culture and environment
- education
- infrastructure.

FIGURE 1 Many factors affect how liveable a city is.



FIGURE 2 Education and infrastructure are two of the five key indicators used in the EIU liveability rankings.



In this activity you will:

1. **Identify** the five key indicators the EIU uses to rank cities and what they mean.
2. **Explain** what you know about liveable and less liveable cities.
3. List what you'd like to learn.
4. Find which cities are in the EIU's top 10 and bottom 10. Choose cities to compare.

Before you begin

Access the **Inquiry rubric** in the digital documents section of the Resources panel to guide you in completing this task at your level. At the end of the inquiry task, you can use this rubric to self-assess.

Inquiry steps

Step 1: Questioning and researching

In this inquiry, you will need to make comparisons between one of the cities in the top 10 and one in the bottom 10 ranked cities.

- **Select** your two cities and **write** your inquiry question — make sure you chose cities that have not been covered in detail in this topic.
- **Conduct research** into your chosen cities.
- Collect relevant data in table or graph form.
- Use the key indicators to guide your research, and make notes under these indicators for each city.
- Locate appropriate images to **illustrate** each indicator; you might like to annotate these for future reference.

Step 2: Analysing

- **Create** a summary table for each city.
- **Identify** connections between your summary tables and your other elements such as graphs, tables and images.

Step 3: Evaluating

- **Evaluate** what makes one place liveable and another less liveable.
- **Decide** which information you will use in your presentation and how it can be used effectively.

Step 4: Communicating and reflecting

- **Create** your presentation.
- Remember to take care with your font size and colour. Avoid making your slides text-dense.
- Use visuals and dot points. Prepare cue cards to help guide you through your presentation.

LESSON 10.13 Review

10.13.1 Key knowledge summary

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

10.2 What is liveability?

- A sense of place is personal and varies from person to person.
- Natural and human features influence a sense of place.
- People have different views of liveability.
- Perceptions of liveability depend on a person's background, age and expectations.

10.3 What makes a place liveable?

- Local neighbourhood, holiday and tourism locations often promote a positive sense of place.
- Aboriginal and Torres Strait Islander Peoples often identify with their Country.
- Identifying the most liveable places differs from person to person.

10.4 The world's most liveable cities

- 173 cities are ranked based on criteria to create the liveable city index.
- Melbourne, Vienna and Vancouver shared first place for several years. In 2021, both Vienna and Vancouver fell out the top 10 and Melbourne fell to eighth. In 2024, Vienna was again ranked first, Melbourne fourth and Vancouver eighth.
- Changes in rankings are due to city improvements; COVID-19 affected the 2021 results.
- The most used ranking index is produced by the Economic Intelligence Unit.

10.5 Living in remote places

- Mining and farming are key activities in remote Australia.
- Australians are generally moving towards cities and major towns.
- Some Australians moved from cities to have more space; this is easier now due to high-speed internet.

10.6 Country vs city living

- People choose where to live based on push and pull factors.
- Country communities are small but often have a closer sense of belonging.
- Small country communities are important for Australia's economy due to the agricultural industry.

10.7 Liveable and non-liveable cities

- Perth has been in the top 20 most liveable cities for many years, placing fifteenth in 2024.
- Factors like weather can be both positive and negative for Perth as a liveable city.
- Less liveable cities are generally in developing countries.
- Extreme poverty affects many in less liveable cities, with many people living below the poverty line.
- Less liveable cities have lower literacy levels, though this is improving slowly.

10.8 What makes communities liveable?

- People view liveability differently based on their life stage and location.
- The ability to easily move around a city impacts its liveability.
- In cities, bicycle-sharing schemes are growing and now include e-scooters. They reduce traffic congestion and pollution, and improve health.
- Beijing has the most shared bikes in the world.

10.9 Connection to Country

- Aboriginal and Torres Strait Islander Peoples have a significant connection to the land.
- They treat the land as a member of their family; a living entity.

- Aboriginal and Torres Strait Islander Peoples use their traditional land management skills to help achieve sustainable goals.
- Aboriginal and Torres Strait Islander Peoples have the world's oldest continuous culture.
- There are more than 150 language groups.
- Connection to Country is deeply spiritual; tied to identity and belonging.

10.10 Investigating topographic maps – Liveability in Badu and Moa

- These communities rely on the ocean for food and trade, but climate change threatens their livelihood.
- Septic tanks and drainage systems have improved the environment, health and liveability of the islands.

10.11 How places change

- Towns change a lot over time due to government decisions and land management.
- Changes in tourism patterns can significantly affect smaller communities.

10.12 Inquiry: What are the characteristics of liveable cities?

- Liveability is determined by specific indicators used to rank and compare cities.

10.13.2 Key terms

agriculture cultivation of land, growing crops or raising animals

amenities features that make a place more pleasant or attractive

arid lacking moisture; especially having insufficient rainfall to support trees or plants

aspect feature or quality, or the direction something is facing

biodiversity the variety of life in a habitat or ecosystem

built environment a place that has been constructed or created by people

census a survey to count population and gather statistics in Australia

community a group of people who live and work together, they share similar values; a group of people living in a particular region

conurbation an extended urban area, usually made up of a town merging with the suburbs of a city

Country the place where Aboriginal and Torres Strait Islander Peoples come from and where their ancestors lived; it includes the living environment and the landscape

demographic describes statistical characteristics of a population

fly in, fly out (FIFO) workers who fly to work in remote places, work 7-to-21-day shifts and then fly home for extended leave

horticulture the growing of garden crops such as fruit, vegetables, herbs and nuts

informal sector jobs not officially recognised by the government

infrastructure structures like roads, schools and utilities that help a community run

irrigation water provided to crops and orchards by hoses, channels or sprays or drip systems in order to supplement rainfall

literacy rate the percentage of people over 15 who can read and write

liveable city a city that people want to live in, which is safe, well planned and prosperous and has a healthy environment

livestock animals raised for food or products

location a point on the Earth where something can be found

natural environment elements like wind, soil, water, plants and animals

natural resources resources such as landforms, minerals and vegetation that are provided by nature rather than people

neighbourhood a region in which people live together in a community

objective objective information is where data or events are presented without emotive words or opinion

place specific area of the Earth's surface that has been given meaning

population density number of people per square kilometre

pull factors reasons that attract people to come and live in a place

push factors reasons that encourage people to leave a place and go somewhere else

region any area of varying size that has one or more characteristics in common
remote a place that is distant from major population centres
sea change the act of leaving a fast-paced urban life for a more relaxing lifestyle in a small coastal town
subjective subjective information is where information is presented based on opinion or bias
tree change the act of leaving a fast-paced urban life for a more relaxing lifestyle in a small country town, in the bush, or on the land as a farmer
University of the Third Age a movement promoting lifelong learning during retirement or later life
urban decay the process where a once functioning city or part of a city falls into disrepair and is abandoned. This is often the result of economic factors such as the decline of an industry leading to a lack of employment.
wilderness a natural place that has been almost untouched or unchanged by the actions of people

10.13.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry question posed in the Overview.

What is meant by the concept of liveability? What factors influence where someone chooses to live?

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

learn on

-  **Post-test** Online post-test
-  **eWorkbook** Customisable worksheets for this topic
Reflection
-  **Digital document** Key terms glossary

10.13 Review exercise

Learning pathways

■ LEVEL 1

2, 3, 9, 12

■ LEVEL 2

1, 4, 6, 8, 11

■ LEVEL 3

5, 7, 10, 13, 14, 15

REMEMBER AND UNDERSTAND

1. The early settlers of Australia chose to live on the coast and along rivers for a number of reasons. Which of the following would not have been a factor?
 - A. Good access to sea transport
 - B. Milder climate
 - C. More scenic landscapes further inland
 - D. Bays and rivers providing safe ports for ships, their main form of transport



2. Which of the following are correct in regard to the services and facilities available in country towns?
 - A. There are sporting activities
 - B. There are no cultural activities
 - C. There are no environmental groups
 - D. There are social groups
3. What factors contributed to the growth of tourism in Port Douglas?
 - A. Mining and population growth
 - B. Decreased population and stunning beaches
 - C. Improved road and air access, warm weather and World Heritage areas nearby
 - D. High-rise buildings and city infrastructure
4. What is 'Country' for many Aboriginal and Torres Strait Islander Peoples?
 - A. Soil, rocks and minerals
 - B. Cultural traditions and practices
 - C. Home and family
 - D. Urban areas
5. Which of the following is a way in which liveability can change? Select the best response.
 - A. Over a number of years
 - B. Over a season
 - C. After an extreme event
 - D. All of the above
6. Why is infrastructure so important for improving liveability? Select all possible options.
 - A. It provides roads for transport
 - B. It adds to the visual appeal of a city
 - C. It provides hospitals for healthcare
 - D. It provides clean water for drinking
7. What key economic activities are most common in remote Australia?
 - A. Tourism and fishing
 - B. Farming and mining
 - C. Construction and manufacturing
 - D. Education and healthcare
8. Identify the types of jobs people from the poorer regions of Dhaka have access to.
 - A. Jobs in the mining industry
 - B. Jobs in the corporate industry
 - C. Jobs in the informal sector
 - D. Jobs in the formal sector
9. What factor caused Melbourne, Vienna and Vancouver to fall in the liveability rankings in 2021?

A. Political changes	B. Economic downturn
C. Environmental disasters	D. COVID-19 pandemic
10. What does the term 'sea change' refer to?
 - A. Moving from the city to the coast
 - B. Moving to an inland location
 - C. Changing the natural environment
 - D. Changing jobs and careers

ANALYSE AND APPLY

11. What services allow FIFO settlements such as Tom Price to exist?
12. Using examples, **explain** the difference between push and pull factors.
13. **Explain** how the place in which you live influences your view of what makes a satisfactory standard of living.

EVALUATE AND COMMUNICATE

14. **Propose** at least three examples that show the influence of the environment on living conditions.
15. Answer the following questions.
 - a. **Explain** the advantages and disadvantages of informal housing.
 - b. **Explain** the advantages and disadvantages of the informal sector of the economy.

Answers and sample responses for this topic are available online.

11 Historical concepts and skills

LESSON SEQUENCE

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LESSON 11.1 Overview

INQUIRY QUESTION

Why is the ancient world important to study, and what skills do I need to understand History?

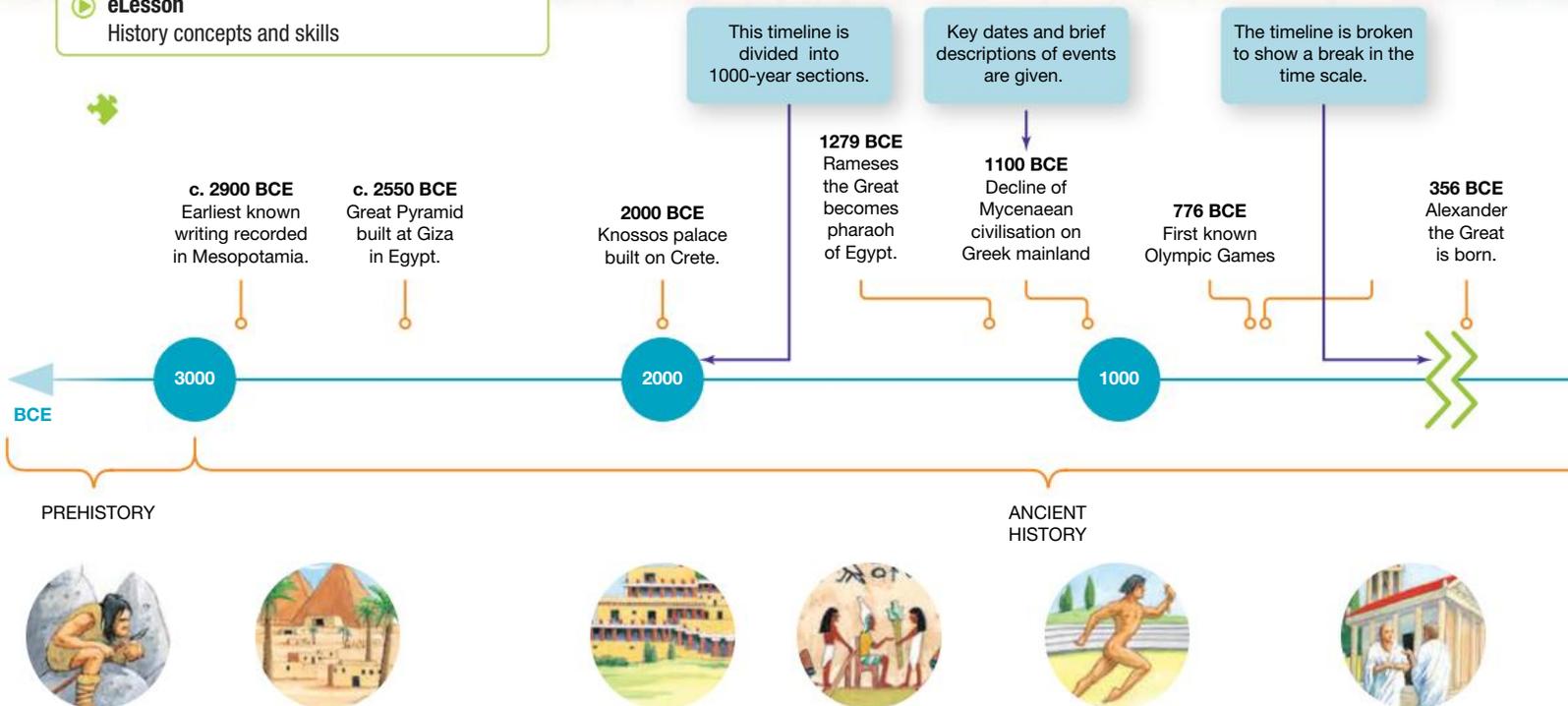
Our study starts in a period called the Old Stone Age, when the ancestors of every modern human on our planet lived in Africa. We then follow the path of these human-like species, who migrated out of Africa less than 100 000 years ago. Most archaeologists believe that Aboriginal and Torres Strait Islander Australians arrived in Australia between 50 000 and 65 000 years ago and possibly much earlier, spreading throughout the land over many thousands of years. Approximately 11 000 years ago, people in the Middle East changed from hunting and gathering to a way of life based on farming. Gradually, farming spread, enabling people to live in settled communities from times around 3000 and 2000 BCE.

learn on

 **eWorkbook**
Customisable worksheets for this topic

 **Digital document**
Key terms glossary

 **eLesson**
History concepts and skills



SkillBuilder

Use the SkillBuilder activities to develop these HASS skills:

- QUESTIONING AND RESEARCHING
- ANALYSING
- EVALUATING
- COMMUNICATING AND REFLECTING



Where appropriate, a timeline is divided into eras.

Brackets are used to mark a specific period of history.

221 BCE
First Qin emperor unifies China.

146 BCE
Rome conquers Greece.

392 CE
Christianity becomes the official religion of Roman Empire.

632 CE
Death of Mohammed

900 CE
Most Mayan cities in decline (South America)

1340 CE
Black Death reaches Europe.

1500 CE
World sea exploration begins.

1789 CE
French Revolution

BCE

CE

1000

2000

CE

MEDIEVAL HISTORY

MODERN HISTORY



LESSON 11.2 Historical concepts and skills

LEARNING INTENTION

By the end of this lesson you should be able to:

- **identify** the historical concepts and skills
- **explain** why they are important.

11.2.1 Introduction

Although the ancient civilisations disappeared a long time ago, much **evidence** of the ancient past has been left behind. Our modern society can trace aspects of its origins back to people or civilisations that existed thousands of years ago.

We can thank the ancient Egyptians for some aspects of modern architecture and the art of writing; the ancient Greeks for developments in medicine, mathematics, science and philosophy; the ancient Romans for their influence on art and architecture and our modern political and legal system; and the ancient Chinese for many technologies, including the compass, paper and printing, and gunpowder.

Our societies operate in many ways that are similar to those that existed thousands of years ago. We, as historians, can study similarities from the evidence that these societies left behind, examining such things as art and religion, currency, laws and regulations, trade routes, writing and language.

11.2.2 Historical concepts

Historians study past civilisations, cultures and societies to understand how people lived, their ideas, customs, rulers and livelihoods. They examine sources to explain how lives were shaped by others and events. This topic covers concepts and skills related to discovering **ancient history** in Australia and worldwide, exploring the development of early societies. You will become proficient in these concepts through future lessons.

TABLE 1 The concepts that you will use in History.

Concepts	Description
Sources	Any written or non-written materials that can be used to investigate and give us information about the past.
Evidence	Written and non-written materials (sources) that can give us information about the past; evidence is the information we get from sources that is useful to our investigations.
Continuity and change	Considering the parts of life or society that have stayed the same and those that have changed over a period of time.
Cause and effect	Looking at the relationship between historical events or actions; e.g. when one event or action happens because of the other.
Significance	Considering the importance given to events of the past.
Perspective	Considering a person's point of view, and how they see and understand what is going on around them.
Empathy	Looking at the the past from the point of view of a person or group.
Contestability	Looking at the debate over how we interpret the past; for example, because of a lack of evidence or different views.

SOURCE 1 We can also view the concepts and skills diagrammatically.



The concepts and skills you will learn while studying History are also important in many careers. These skills will help you to:

- carry out research
- draw conclusions and make decisions based on evidence
- recognise the difference between fact and opinion
- understand that more than one way of thinking about any problem is usually possible
- think critically
- communicate effectively.

Knowledge of history helps us to understand our **heritage**. We start to understand where our ideas, languages, laws and many other aspects of our lives came from. A knowledge of history is important in our everyday lives too. And history gives many people great personal pleasure. How much more enjoyment do people derive from travel, books and movies when they know about the history that shaped the places they visit, or the stories they read or watch on a screen?

11.2.3 Sources

Evidence refers to the facts that indicate whether something is true or really happened. Sources are needed to prove or disprove events from the past.

Sources

Sources are any written or non-written materials that can be used to investigate and provide information about the past. We can use sources from the time we are studying, and after the time, to explore the different points of view, or **perspectives**, of people from the past.

Primary and secondary sources

Historians can use two types of sources to investigate events from the past.

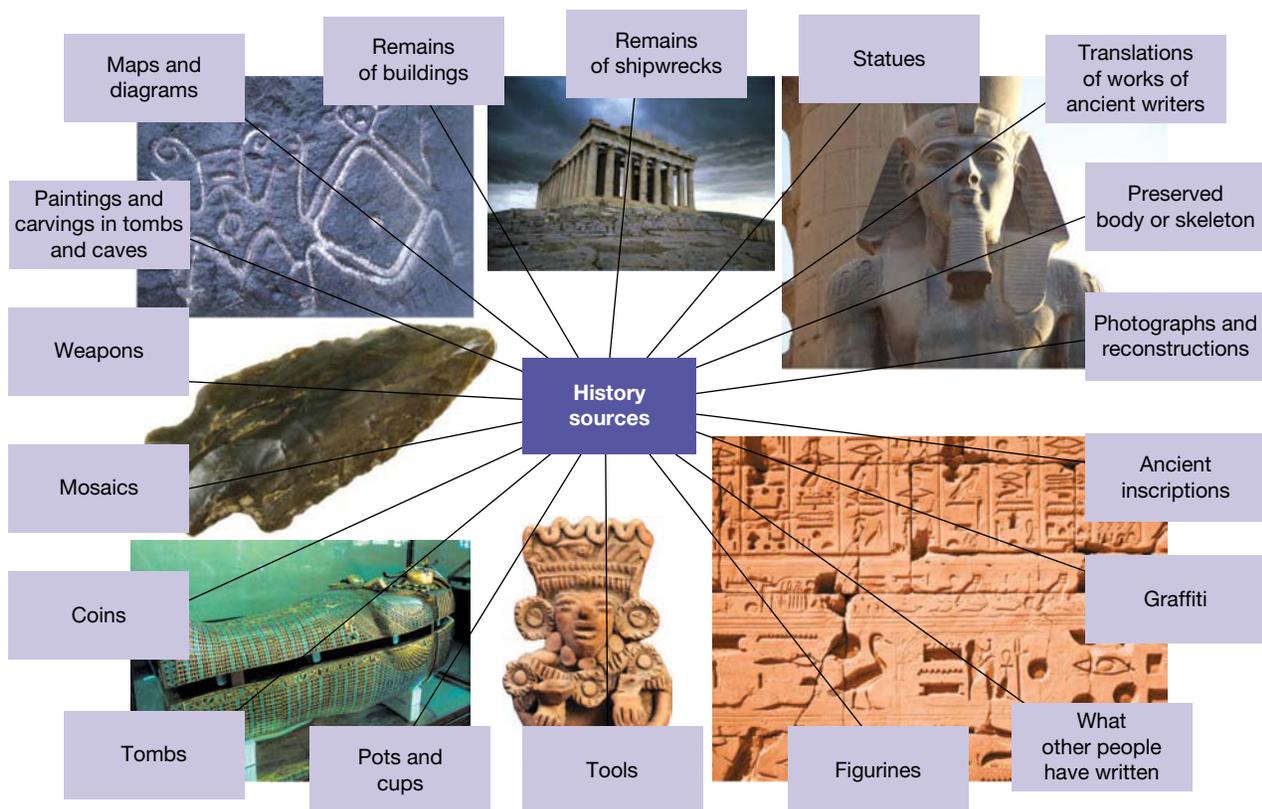
- **Primary sources** were created or written in the period that the historian is investigating.
- **Secondary sources** are written or created by people living after the period that the historian is studying.

Primary sources might include bones, stone tools, art, photographs or many other traces. Written primary sources can include such things as poems, songs, letters, newspapers, speeches, myths and legends.

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

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

SOURCE 2 The many different types of primary source



11.2.4 Evidence

Evidence refers to the available facts that indicate whether something is true or that it really happened. Evidence can come from primary and secondary sources. Evidence is what historians use to discover when events have happened, how they happened, and why they happened. Sources provide historians with the evidence they need to prove or disprove events from the past.

Analysing evidence

When using historical sources as evidence, historians need to ask questions of each source, such as: Where did the source come from (origin)? Why was it created (purpose)? A source may be a fact or

someone's opinion — that is, it could be **biased**. One way to test sources for reliability is to compare them with other sources. If this evidence leads to the same conclusion, we call it 'supporting evidence'. If it leads to different conclusions, we have 'contradictory evidence'.

When we use sources to try to find out about the past, we must ask some questions. For example:

- What type of source is this?
- Who wrote or created this source and when was it written or created?
- Why was this source written or created?
- What evidence does the source provide?
- What was happening at the time the source was written or created?
- Can I trust the source?

11.2.5 Continuity and change

When studying different societies, historians can see that some aspects of life have remained the same over time, while other aspects of life have changed dramatically. This concept is known as 'identifying **continuity and change**'.

Change refers to something that is different from what has occurred in the past. It may occur over a long period of time or may occur dramatically and suddenly.

Continuity refers to the things that endure, relatively unchanged, over time. You will find that many things remain the same across long periods in history. Sometimes these continuities have lasted into modern times.

SOURCE 3 The ruins of an ancient house at Sardis, located in present-day Türkiye (formally Turkey)



SkillBuilder discussion

Questioning and researching

1. Consider house building. Look at the images in **SOURCES 4** and **5** — what are the main changes in construction?
2. What remains the same?

SOURCE 4 A modern suburban house in Western Australia



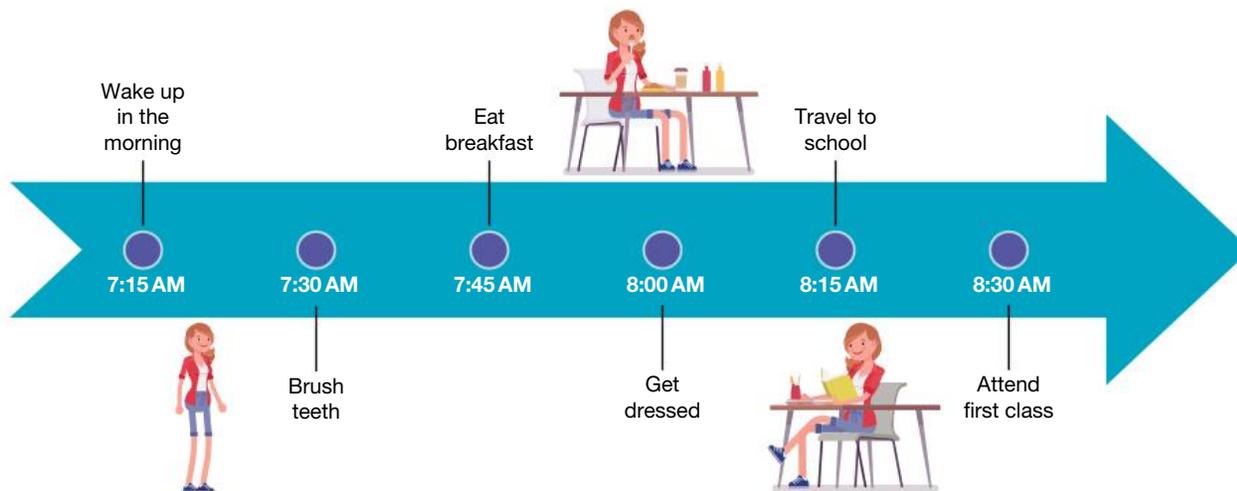
Sequencing, chronology and timelines

Historians often use sequencing of events and create timelines to study the changes that have happened over time. We can make comparisons between and among historical events occurring at the same time, between and among historical periods, and between the present time and the past. The causes of change, or reasons change has been resisted, can also be investigated.

Chronology involves recording events in order of time. It is an important skill because historians need to know the order in which events occurred so they can get a sense of what happened. A story will make more sense if we start at the beginning and work towards the end. Historians also sequence events chronologically to track changes that have happened over time and the causes of these changes.

A historian will use a **timeline** to see how one event might have contributed to another. A timeline representing the sequence of events in your morning can be seen in **SOURCE 8**.

SOURCE 5 A simple timeline representing the sequence of events during a typical morning



11.2.6 Cause and effect

Once historical events have been placed into chronological order, investigating how one event has caused another event and how events are connected becomes easier. We can also look at the developments that have happened in both the short term and over a longer period of time.

In history, events do not occur without reason. Every event will have a cause and is likely to result in several effects or consequences. Identifying patterns of **cause and effect** is an essential skill for historians that allows them to explain how and why things happened in the past.

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

Some causes occur immediately before an event begins, while others may have existed for several years, decades or centuries before the event. Some effects occur immediately after an event or action, while others may occur years, decades or centuries following the event or action.

11.2.7 Perspective

Historians often come across many different versions of the same event. This is because of perspective, which is the different points of view that people may have of an event. Imagine you and some of your friends were asked to describe what happened at lunchtime. You would probably all have a different version of the events, depending on what things you saw and what you consider to be important.

People in the past may have had different points of view about an event, depending on their age, gender, social position and their beliefs and values. We try to understand the **perspectives** of people in the past by exploring their points of view, attitudes and values. Historians also have perspectives, and this can

influence their interpretation of the past. Often, we can get a sense of the way people thought and felt through primary sources, such as diaries, or through visiting museums and historical sites.

11.2.8 Empathy

It is important for historians to empathise with the people they study. This means trying to understand how people thought and felt at different times in the past. Using **empathy**, we use evidence to imagine what the past was like for people at the time. We need to consider such questions as:

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

Empathy helps historians understand people from the past by considering their thoughts, feelings and actions. It is about imagining their lives based on evidence. Throughout this textbook, you will be asked to think like someone from the past. This is not just a creative writing task; you need to use your imagination based on historical facts.

11.2.9 Significance

Historical **significance** relates to the importance of particular aspects of the past such as events, individuals or groups, developments, ideas or movements, and historical sites. We need to make judgements about what is important and what is less important.

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

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

SkillBuilder discussion

Evaluating

What aspects of your life as a student do you consider to be significant? For example, consider access to technology, the physical state of the space you use, the resources you can access or the subjects that you are studying.

Do you think that the things you consider to be significant were important 10, 50 or 100 years ago? Do you think they will be significant 50 years from now?

11.2.10 Contestability

Wherever historians find sources and whatever methods they use to study the past, there will always be different opinions. This is called **contestability** and it is important in history.

Historical debates happen when there is not enough evidence or when different views lead to different conclusions. Sometimes, little evidence remains of an event, and historians must use what they have to

make reasonable guesses. This means their ideas can be debated. Other times, several perspectives of the same event exist. Historians must look at the evidence and make reasonable judgments about what happened, but these can still be debated. Many historical debates are ongoing, such as the causes of wars and the roles of people, groups and ideas in significant changes.

11.2.11 HASS skills used in History

This year, you will continue to build your ability to use the four broad categories of skills in the Humanities and Social Sciences. The following summaries are to remind you of these four key skills.

TABLE 2 The four HASS skills you will develop in History in year 7.

Skill	Description
Questioning and researching	<p>Locating relevant and detailed information and/or data from a range of appropriate sources.</p> <p>In year 7 History this includes primary and secondary sources related to the ancient world, such as artefacts, written sources and archaeology.</p>
Analysing	<p>Interpreting information to identify the main features or ideas, and then examining the information closely to determine how the parts relate to the whole.</p> <p>In year 7 History this includes looking for patterns of change over time, such as looking at how ancient societies developed over time. You will also build your ability to identify the causes and effects of historical events.</p>
Evaluating	<p>Examining your interpretations of information to draw evidence-based conclusions. It requires taking into account ambiguities and multiple perspectives in a source and proposing potential responses to contemporary challenges or issues.</p> <p>In year 7 History this includes drawing conclusions about the impact of significant individuals and the ways life was diverse for different groups in society.</p>
Communicating and reflecting	<p>Presenting information in a range of formats to suit the intended audience and purpose. This includes essays, oral presentations, debates, tables and cartoons. Reflecting on your skills is also an important part of the process.</p> <p>In year 7 History this might include writing from the perspective of different people living in ancient societies, role-playing the life of a pyramid builder sketching ancient weapons, or creating a timeline of key events and people.</p>

In addition to these broad HASS skills, you will learn a range of essential practical skills as you study History. The SkillBuilder subtopics found throughout this title will build your HASS and history skills and build your understanding of historical concepts.

11.2 SkillBuilder activity

COMMUNICATING AND REFLECTING

1. In small groups, **construct** a list of ten events, places or people that you consider to be the most significant in world history. Rank them in order of historical significance and then share your responses with your classmates.
2. After you have shared your responses, **discuss** some of the reasons each of the lists is unique and what would cause the lists to be similar or different.

Learning pathways

■ LEVEL 1

1, 2, 3, 7

■ LEVEL 2

4, 5, 6, 8, 10

■ LEVEL 3

9

REMEMBER AND UNDERSTAND

- What is heritage?
 - A record of past events in order of time
 - Information that has been passed from one person to another
 - Everything that has come down to us from the past
 - Information that indicates whether something is true or really happened
- Describe** the difference between primary sources and secondary sources.
- Complete the following sentences by choosing words from the box.

Contestability	theory	debate	contradict	evidence
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- A hypothesis is a _____ or possible explanation that has to be tested by looking for _____ that might support it and other evidence that might _____ it.
 - _____ is the situation when particular interpretations of the past are open to _____.
- Describe** a way to test primary sources for reliability.
 - Explain** what the term 'bias' means and why we might not be able to trust a primary source.
 - What does it mean to empathise with the people you study?
 - Identify the questions you might consider when trying to understand the perspectives of people in the past.

ANALYSE AND APPLY

- Look at the mind map in **SOURCE 2** and describe each of the types of sources pictured around the mind map.
- Suggest what we might learn about the past from old graffiti or one of the other types of primary sources listed in the **SOURCE 2** mind map.

EVALUATE AND COMMUNICATE

- Explain** why it might be wrong to think that primary sources are more reliable than secondary sources.
- Create** a list of two primary sources that could be used to create a history of your school (a secondary source). Beside each source in your list, **identify** what you think you could find out by using it as evidence.

Answers and sample responses for this topic are available online.

LESSON 11.3 SkillBuilder: Historical questions

LEARNING INTENTION

By the end of this SkillBuilder you should be able to develop key historical questions.

11.3.1 Tell me

What are historical questions?

Historical questions may be asked to evaluate historical sources, or examine cause and consequence, or they may be about how or why something happened.

Why are historical questions useful?

Historical questions allow us to critically evaluate historical sources, understand the causes and consequences of events, and explore the reasons behind historical occurrences. They guide researchers in their investigation of the past, helping them to construct detailed and accurate narratives. By asking historical questions, we can gain insights into the complexities of history and develop a deeper appreciation for the events that have shaped our world.

SOURCE 1 An example of a historical question

'What were the consequences of rising sea levels on Aboriginal and Torres Strait Islander Peoples during Deep Time?'

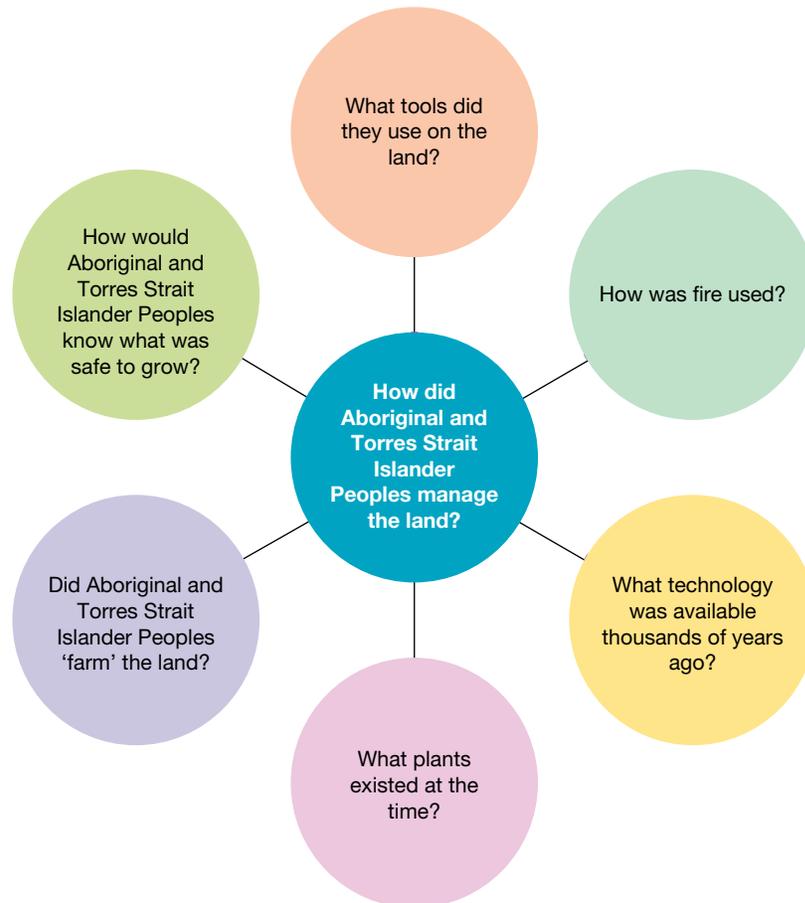
11.3.2 Show me

To develop historical questions, you will first need to choose your topic. If your topic is 'Aboriginal and Torres Strait Islander Peoples during Deep Time' a good place to start is with a mind map to establish what you would like to know or gain a deeper understanding of.

Step 1

Mind map a list of initial questions about a specific historical event — in this example we could focus on how Aboriginal and Torres Strait Islander Peoples managed the land. Some questions that you might have could be:

SOURCE 2 A mind map of some of the questions that came up in the quest to find out more about how Aboriginal and Torres Strait Islander Peoples managed the land.



Step 2

To answer the questions that you have developed, you will need to have a source to help you.

SOURCE 3 Joseph Lycett, the early nineteenth-century convict artist, painted images of Aboriginal and Torres Strait Islander Peoples' lives. Lycett's paintings show fire being used as a tool to catch animals and create grasslands. Early European explorers often noted open country with scattered trees that looked like welltended parkland. Firestick farming created the landscape that Europeans occupied in 1788.



The image can already help with some of the questions — such as, what technology was available thousands of years ago? The spears in **SOURCE 3** are exactly that — technology that helps to secure food.

You may wish to use other sources in this resource or you might find additional ones from your own research.

11.3.3 Let me do it

Complete the following activities in small groups to practise this skill.

11.3 SkillBuilder activity QUESTIONING AND RESEARCHING

1. Decide on a topic from history that you would like to inquire about to find out more.
2. Mind map a list of initial questions about this historical event, such as its causes or what it was like.
3.
 - a. Locate two to three historical sources related to the event.
 - b. Look at the sources and determine if the initial questions can be answered with the available evidence.
 - c. Based on your evaluation, you may wish to refine your initial questions by introducing some other historical concepts and skills such as cause, consequence, continuity and change. Present your list of improved questions to your class.
 - d. **Discuss** how the questions have evolved and how they better address your initial historical 'inquiry'.

LESSON 11.4 SkillBuilder: Chronology

LEARNING INTENTION

By the end of this SkillBuilder you should be able to sequence events in chronological order.

11.4.1 Tell me

What is a timeline?

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

Why are timelines useful?

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

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

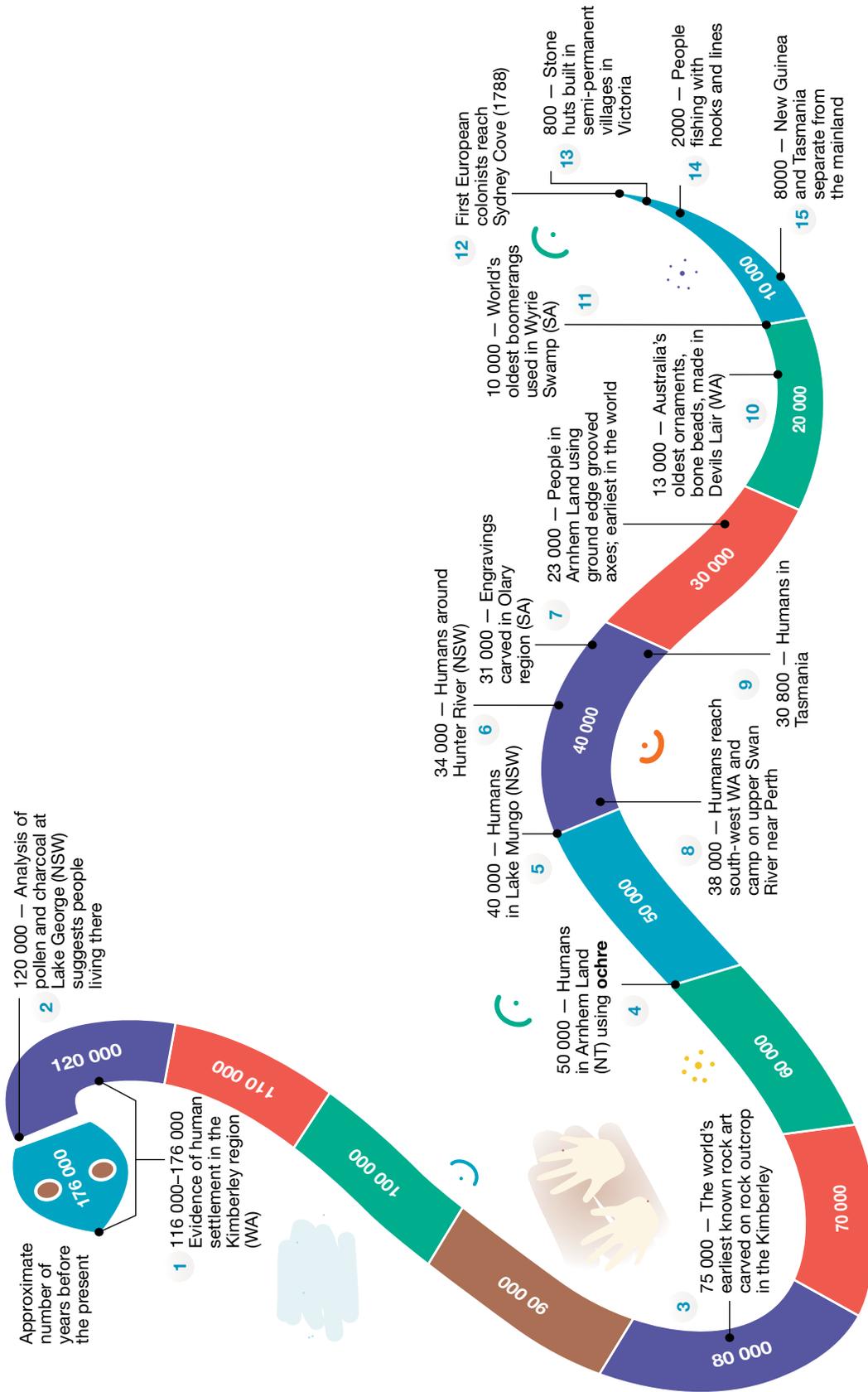
SOURCE 1 A simple chronology

DIARY AND WORK RECORD	
8	
0800	
9	Tennis lessons
0900	
10	
1000	
11	Haircut
1100	
12	
1200	
1	Lunch with Luke
1300	
2	
1400	
3	
1500	
4	Homework -
1600	Geography assignment
5	
1700	
6	
1800	

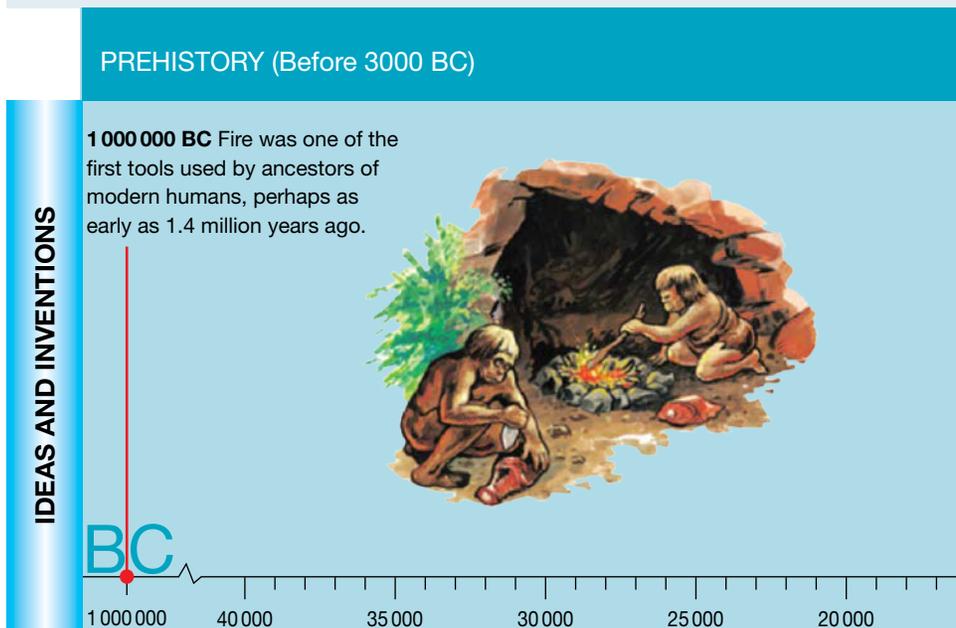
Generally, timelines are constructed using a sequence of dates with the addition of descriptive labels. The timeline may span thousands of years (see **SOURCE 2**) or cover a very short period. In print, timelines may be as simple as a horizontal or vertical line, or highly visual with use of colour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

SOURCES 2 and **3** show some examples of highly visual timelines that could be presented in printed history textbooks.

SOURCE 2 An example of a timeline that covers a long span of time



SOURCE 3 An extract from a timeline that provides some illustrative material to accompany descriptive text labels



11.4.2 Show me

How to create a timeline

Timelines can cover very short or very long periods of time. They have the following features and requirements:

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

Step 1

Study the timeline shown in **SOURCE 4** and the way this timeline has been constructed.

- It is a vertical timeline
- It has been divided into thousands of years
- A scale of approximately one inch has been used to represent 5000 years

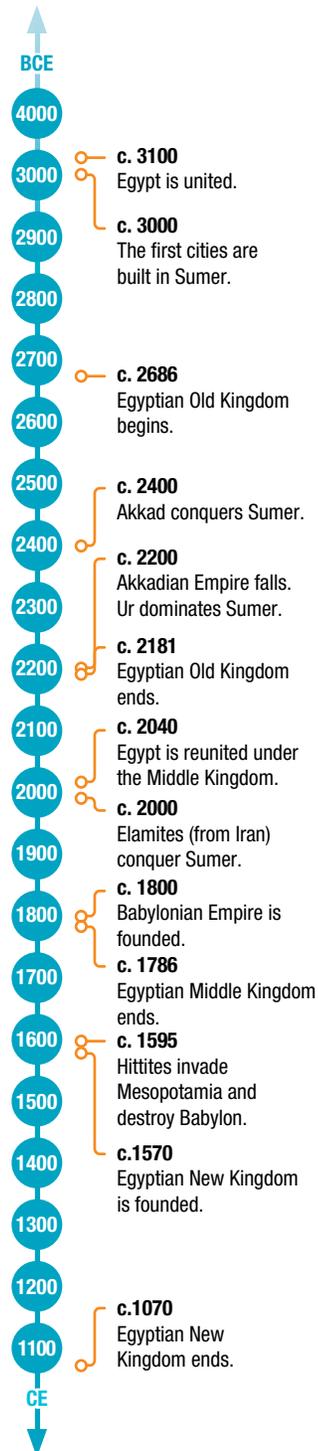
Step 2

A completed timeline has a clear title.

The title should state:

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

SOURCE 4 Timeline of the rise and fall of kingdoms and empires in Egypt and Mesopotamia between 3000 BCE and 1000 BCE



11.4.3 Let me do it

Complete the following activities to practise this skill.

11.4 SkillBuilder activity

ANALYSING

1. **Construct** a timeline of the rise and fall of civilisations in east and south Asia between 2500 BCE and 200 BCE.
 - Use a vertical timeline.
 - Divide it into centuries.
 - Decide on the scale you will use.

Key events for your timeline	
c. 2500 BCE	Cities are built by the Indus Valley civilisation.
c. 2100 BCE	According to Chinese legends, the Xia dynasty begins ruling China.
c. 1600 BCE	The Shang dynasty is established in China. The Indus Valley cities are abandoned and India is invaded by Aryans.
c. 1100 BCE	Iron begins to be used in India.
c. 1045 BCE	The Zhou overthrow the Shang and start the Zhou dynasty.
c. 770 BCE	The Eastern Zhou dynasty begins in China.
c. 500 BCE	Iron begins to be used in China.
475 BCE	The Warring States period begins in China, starting centuries of conflict.
327 BCE	India is invaded by Alexander the Great (of Macedonia and Greece).
304 BCE	India is united under the Mauryan Empire.
221 BCE	China is united under the Qin dynasty.
206 BCE	The Qin dynasty is overthrown in a peasant revolt. The Han dynasty begins.

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

- Which of these two cultures was the first to build cities?
 - Which was the first to use iron?
2. Answer the following questions based on the timeline you have drawn:
 - a. What time span does your timeline cover (i.e. how many years in total are covered by your timeline)?
 - b. Which Chinese dynasty shown on your timeline was the earliest?
 - c. How many years elapsed between the establishment of the Shang and Qin dynasties?
 - d. Did the Indian or Chinese civilisation use iron first? What period of time separated the introduction of the use of iron in the two civilisations?
 - e. **Identify** three significant events during the period of time illustrated on the timeline for:
 - i. China
 - ii. India.
 - f. What statement could you make about the length of Chinese dynasties over the period shown on your timeline?
 - g. Which event of significance for ancient Indian civilisation occurred during the period of the Shang dynasty in China?
 - h. **Outline** a consequence for Indian civilisation of the invasion of Alexander the Great.
(*Hint: Look for an event that happened relatively shortly after his invasion.*)

LESSON 11.5 SkillBuilder: Sources

LEARNING INTENTION

By the end of this SkillBuilder you should be able to use historical sources.

11.5.1 Tell me

What are the main ancient Greek sources?

Ancient Greek sources include pottery, tombs, temples, fortifications, weapons, tools, coins, theatres and written records. They also include artworks such as statues and other sculptures in stone and bronze and the paintings that decorated vases and other types of pottery.

Why is it important to analyse and corroborate ancient Greek sources?

Almost all of our knowledge of Ancient Greece comes from such sources. Works of art, in particular, tell us much about ancient Greek culture, especially myths and religious ideas. Buildings and sculptures tell us about technology, skills and values. Written records tell us about Greek ideas about politics, myths, history, science and a vast range of other subjects. Not all ancient Greek sources are really primary sources as some were written long after the events they describe.

SOURCE 1 A sixth century BCE Spartan cup showing Spartan soldiers returning from war carrying a slain comrade



11.5.2 Show me

How do we analyse and corroborate ancient Greek sources?

When you study an ancient source, you need to think carefully about the clues it provides and ask questions about its accuracy, usefulness and reliability. You need to ask questions such as:

1. What is it?
2. Who created it and when was it created?
3. Who or what was it created for?
4. For what aspect of ancient Greek history does it provide useful evidence?
5. Is the evidence it provides accurate and reliable and how can we tell this?
6. What conclusions can we draw from the source about ancient Greek society?

These questions have been applied to **SOURCES 1** and **2**.

Ancient writers and many later historians have regarded Spartans as tough soldiers who would die fighting rather than surrender or run from battle. **SOURCES 1** and **2** are relevant to this issue.

1. *What is it?* It is a cup with a design showing Spartan soldiers carrying the body of a comrade killed in battle.
2. *Who created it and when was it created?* We do not know who made it but we know that it was created in Sparta in the sixth century BCE.

3. *Who or what was it created for?* We cannot know whom it was created for. It was made to be a cup but more likely as a decoration than for practical uses.
4. *For what aspect of ancient Greek history does it provide useful evidence?* It indicates that Spartans honoured their men who died in battle by carrying their bodies from the battlefield.
5. *Is the evidence it provides accurate and reliable and how can we tell this?* Without other evidence, we cannot tell whether this source is accurate and reliable. However, several ancient Greek sources support this view of the Spartans.
6. *What conclusions can we draw from the source about ancient Greek society?* The Spartans regarded fighting bravely and dying in battle as great virtues.

SOURCE 2 Written by the Athenian general and historian, Thucydides (c. 460–403), in his book, *History of the Peloponnesian War*, this extract describes the surrender of a force of 120 Spartans in the seventh year of this war between Athens and Sparta

was . . . made, to know if they [the Spartans] would surrender themselves and their arms to the Athenians . . . [Hearing] this offer, most of them lowered their shields and waved their hands to show that they accepted it. Hostilities now ceased . . . after consulting together they surrendered themselves and their arms . . .

Nothing that happened in the war surprised the Hellenes [Greeks] so much as this. It was the opinion that no force or famine could make [Spartans] give up their arms, but that they would fight on . . . and die with them in their hands: indeed, people could scarcely believe that those who had surrendered were of the same stuff as the fallen.

1. *What is it?* It is an account of the surrender of a force of Spartans during the Peloponnesian War.
2. *Who created it and when was it created?* It was written by Thucydides, an Athenian general and historian, in the fifth century BCE, soon after the events it describes.
3. *Who or what was it created for?* Thucydides wrote a history of the Peloponnesian War, a conflict that divided the Greeks for many years. The extract was part of that history. Its original readers would most likely have been other Athenians.
4. *For what aspect of ancient Greek history does it provide useful evidence?* It tells of an occasion when a Spartan army surrendered to Athenians rather than fighting to the death.
5. *Is the evidence it provides accurate and reliable and how can we tell this?* In judging its accuracy and reliability, we should take into account that the writer was an Athenian general and, therefore, someone who had fought against the Spartans. Without other evidence, we cannot tell whether this source is accurate and reliable. However, as many other Greeks would have witnessed this event it is unlikely that Thucydides would have distorted the facts.
6. *What conclusions can we draw from the source about ancient Greek society?* We can conclude that, although the Spartans regarded fighting bravely and dying in battle as great virtues, they did not always carry out this ideal. If the source is reliable, we might conclude that Spartans were not always as heroic as many liked to think they were.

11.5.3 Let me do it

Complete the following activities to practise this skill.

11.5 SkillBuilder activity ANALYSING

1. Ancient writers and many later historians have regarded Spartan women as being as tough as Spartan men. **SOURCES 3** and **4** are relevant to this issue. Use the following questions to analyse **SOURCES 3** and **4**.
 - a. What is it?
 - b. Who created it and when was it created?
 - c. Who or what was it created for?
 - d. For what aspect of ancient Greek history does it provide useful evidence?
 - e. Is the evidence it provides accurate and reliable and how can we tell this?
 - f. What conclusions can we draw from the source about ancient Greek society?

SOURCE 3 From Plutarch, *Moralia, III, Sayings of Spartan Women*, 241. Plutarch lived c. 46–120 CE. He was born in Athens but was an admirer of Sparta and was writing many centuries after the events he described.

Another Spartan woman killed her son, who had deserted his post because he was unworthy of Sparta. She declared: 'He was not my offspring . . . for I did not bear one unworthy of Sparta'.

Another, hearing that her son had fallen at his post, said: 'Let the cowards be mourned, I, however, bury you without a tear, my son and Sparta's'.

As a woman was burying her son, a shabby old woman came up to her and said, 'You poor woman, what a misfortune!' 'No, by the two goddesses, what a good fortune,' she replied, 'because I bore him so that he might die for Sparta and that is what happened for me'.

Another woman handed her son his shield, and exhorted him: 'Son, either with this or on this'.*

* In order to run from battle a soldier would have to throw away his heavy shield. A soldier who was killed in battle would be carried home on his shield.

2. Apply your skills to answer the following questions.
 - a. **Explain** how you would differentiate between ancient Greek primary sources and secondary sources about Ancient Greece.
 - b. Why should **SOURCE 3**, the extract from Plutarch, be classified as secondary source?
 - c. In this SkillBuilder, you have worked with a Spartan cup and a bronze figure (**artefacts**) and written accounts by two ancient Greek historians.
Identify three other types of primary sources that a historian could use for a study of Ancient Greece.
 - d. **Explain** why it is sometimes difficult to judge the reliability of ancient Greek primary sources.

SOURCE 4 A bronze figure of a running girl, 520–500 BCE, believed to have been made in or near Sparta



LEARNING INTENTION

By the end of this SkillBuilder you should be able to **describe** broad patterns of change over time.

11.6.1 Tell me

What are broad patterns of change?

In this topic, we have studied developments in human societies from early communities (around 60 000 BCE) to later ancient times (up to around 650 CE). Over such a long period, we would expect significant changes. Broad patterns of change are not the kinds of changes that might have affected one community, such as a change of rulers. Rather, they are patterns of change that are extensive or widespread.

Broad patterns of change have taken place in the modern world in just a generation. For example, when your parents were your age there was no internet, and Instagram or X could hardly have been imagined. Such technological changes have revolutionised the ways we communicate. In the ancient world, patterns of change occurred much more slowly but, just as much as the recent technological revolution, these changes transformed human societies.

Why is it important to describe broad patterns of change?

In a period as long as that of the ancient world, there are many examples of broad changes in technologies, religious beliefs and the ways in which societies were organised and governed. Identifying such broad patterns of change will help you to:

- recognise the nature of a change that occurred
- recognise the speed of any change
- recognise the extent or significance of any change
- assess the role of changes in contributing to other changes.

11.6.2 Show me

How can broad patterns of change be described?

From your work in this topic, you will already understand that there were enormous changes from the Old Stone Age and into later ancient times. You will be able to recognise such changes when comparing primary sources from different ages within the times of the ancient world. You can recognise evidence of broad patterns of change by asking questions, such as the next question.

For what broad patterns of change do these sources provide evidence?

To answer such a question, you need to break it down into more specific questions, such as:

1. What kind of development was this? For example, was it a change in the ways in which people provided for basic needs, such as food and shelter, or a change in beliefs, transport, technology, trade or entertainment?
2. What was the situation before the change?
3. How did the change occur?
4. What was different after the change?

In the following example, these types of questions have been applied to **SOURCES 1, 2 and 3**.

Returning to the question we posed earlier:

For what broad patterns of change do **SOURCES 1, 2 and 3** provide evidence?

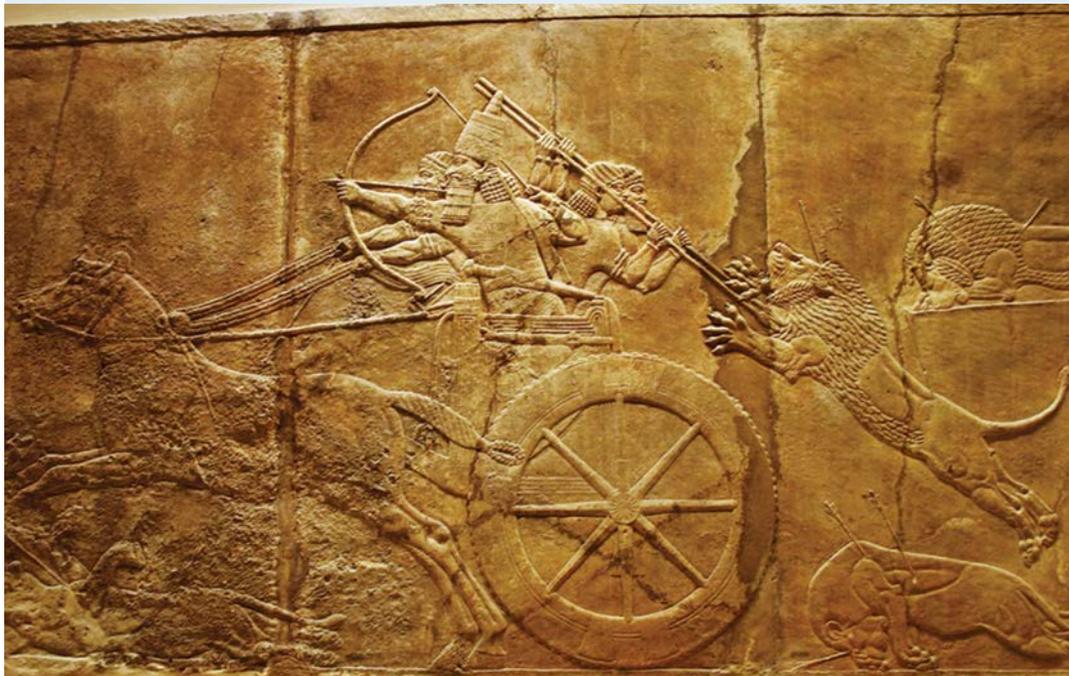
SOURCE 1 This Old Stone Age painting on rock shows a man hunting deer. It is from Mexico. Similar Stone Age rock paintings, cave paintings and engravings have been found in many places, including Australia. Some are believed to be 30 000 years old.



SOURCE 2 This ancient Egyptian wall painting of people harvesting crops is from the tomb of a successful Egyptian artisan named Sennedjem, c. 1306–1290 BCE.



SOURCE 3 This relief sculpture depicts ancient Assyrians hunting lions. It is from around 883 BCE to 612 BCE when Assyria was a powerful empire in the Middle East.



We can break the question down to more specific questions and answer these:

1. *What kind of development was this?* **SOURCES 1** and **2** provide evidence for a change from hunter-gatherer societies to societies based on farming.
2. *What was the situation before the change?* Before the New Stone Age, which saw the development of farming, all peoples provided for their needs by hunting and gathering, like the hunter depicted in **SOURCE 1**.
3. *How did the change occur?* The change first came about around 9000 BCE, when people in the Fertile Crescent began growing crops and herding sheep and goats. As others saw advantages in adopting these new ways, the development spread to other societies, such as the ancient Egyptians, shown in **SOURCE 2**.
4. *What was different after the change?* People were able to produce food in smaller areas than were needed by hunter-gatherers so they could settle in permanent dwellings. They could also produce a surplus so that some people could specialise in work other than food production. Large, settled societies saw the need for laws and powerful rulers. The surpluses the people produced could support a ruling class, who saw hunting as a form of sport or recreation, as depicted in **SOURCE 3**, rather than as a necessity, as in **SOURCE 1**.

11.6.3 Let me do it

Complete the following activities to practise this skill.

11.6 SkillBuilder activity

QUESTIONING AND RESEARCHING

1. Apply the following questions to **SOURCES 4** and **5** to identify broad patterns of change in another aspect of life in ancient times.

General question: For what broad patterns of change do **SOURCES 4** and **5** provide evidence?

More specific questions:

- a. What kind of development was this?
- b. What was the situation, as shown in **SOURCE 4**, before the change?
- c. How did the change occur?
- d. What was different, as shown in **SOURCE 5**, after the change?

SOURCE 4 Creevykeel Megalithic Tomb was constructed in Ireland around 3000 BCE by New Stone Age people. This was around the same time that structures such as Stonehenge and other stone circles, temples and tombs were built in England. Because everything else built by these peoples was made of wood and other vegetable matter, such giant stone monuments, called megaliths, are the only built traces they left behind.



SOURCE 5 Part of the remains of the ancient Roman town of Pompeii, which was buried in volcanic ash when Mount Vesuvius erupted in 79 CE



LESSON 11.7 SkillBuilder: Cause and effect

LEARNING INTENTION

By the end of this SkillBuilder you should be able to **explain** cause and effect effectively.

11.7.1 Tell me

To analyse cause and effect effectively you will need to:

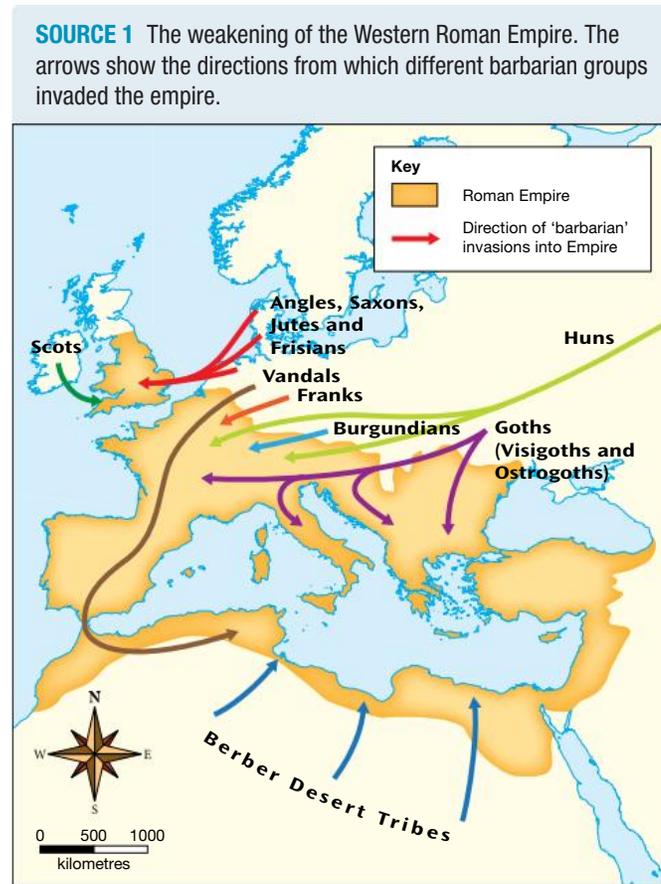
1. Look for multiple factors that contributed to an event. These can include social factors, and economic, political, cultural and environmental influences.
2. Determine which factors were most significant in bringing about the event. Consider both direct (intentional) and indirect (unintentional) causes.
3. Identify the immediate outcomes as well as the longer-term impacts of the event. Consider how it affected different groups and regions.
4. Understand how the causes and effects are linked. Explore how one event may have led to another or how it influenced subsequent developments.

By following these steps, we can gain a deeper understanding of the complexities of historical events and appreciate the interconnectedness of past occurrences.

11.7.2 Show me

How do we know about the factors that contributed to an event?

Let us consider the fall of the Roman Empire using **SOURCE 1**.



This source shows that large-scale migrations took place across Europe in the fifth century CE. For example, Burgundians and other tribes entered Gaul; Angles, Saxons and Jutes from Germany and Denmark moved into Britain; and Vandals, another Germanic tribe, travelled into Spain. Some of these migrating peoples were referred to as **barbarians**.

These migrations almost certainly would have had an impact on the Roman Empire, creating many direct and indirect pressures.

Which factors were most significant in the fall of the Roman Empire?

We can **hypothesise** that these large-scale migrations would cause the following:

- weakening control for the Romans
- shifts in power
- military strain as the Romans tried to defend their empire
- cultural transformation.

Examining the most significant factors

There may not be one defining factor that caused the fall of the Roman Empire, but we can examine the events to see which were most significant. It is a good idea to place the information in a table or draw a concept diagram.

TABLE 1 Significant invasions on the Roman Empire

Year	Event	Description and impact
455 CE	Sack of Rome by the Vandals	Under King Geiseric, the Vandals sailed from Carthage and sacked Rome, causing extensive destruction and looting.
476 CE	Fall of the Western Roman Empire	Germanic chieftain, Odoacer, deposed the last Roman emperor, Romulus Augustulus, ending the Western Roman Empire.
452 CE	Invasion of Italy by the Huns	Led by Attila, the Huns invaded Italy, causing widespread devastation and significantly weakening the Roman Empire.
378 CE	Battle of Adrianople	The Visigoths defeated the Roman army led by Emperor Valens, resulting in a catastrophic loss for the Romans.

Let's consider **SOURCE 2**.

SOURCE 2 In 455 Rome was pillaged by the Vandals. This painting by Karl Briullov depicts the events of Vandal king Geiseric who sailed his powerful fleet from Carthage to 'sack' Rome.



The painting illustrates the chaos and destruction, looting, violence and the dismantling of Roman infrastructure.

The painting may also depict the clash between the Roman and Vandal cultures.

The artwork captures the emotional turmoil of the Romans during the sack. The fear, despair and helplessness of the citizens is a central theme, reflecting the human cost of the invasion.

With some additional research we know that this was the latter of many invasions on the Roman Empire. While it was a major contributor in the fall of Rome, it was not the only factor.

11.7.3 Let me do it

11.7 SkillBuilder activity **EVALUATING**

Lake Mungo was previously a site where Aboriginal Australians lived approximately 50 000 years ago. It contained many food sources that were hunted by Aboriginal communities such as fish and birds.

Lake Mungo is a significant place as it now provides evidence of how Aboriginal and Torres Strait Islander Peoples lived. In 1968, human remains of a woman who had been cremated were uncovered in the dry lake. The remains were dated to have been buried around 40 000 years ago. This is crucial evidence of the existence of ancient Aboriginal and Torres Strait Islander communities in Australia.

1. To explore how Lake Mungo has changed over time and what this tells us about environment, culture and history, complete the following:
 - a. Find an artist's impression of ancient Lake Mungo (e.g., when it was full of water and home to early Aboriginal communities). **Compare** this image to the one that you see at **SOURCE 3**.
 - b. What differences do you see between each image? **List** 3–4 differences.
 - c. What might these differences tell us about how the environment has changed?
2. Make a list of all the potential causes of these changes to Lake Mungo. Causes can include social factors and economic, political, cultural and environmental influences. Determine which causal factor you deem to be the most significant and why.
3. How would the changes to Lake Mungo have impacted Aboriginal Peoples:
 - a. Socially, including relationships and community?
 - b. Culturally, including the ability to practise traditions, customs and rituals?
 - c. Spiritually, including connection to Country?
 - d. Environmentally, including liveability and access to food sources?

Research the significance of Lake Mungo to communities today, including the Paakantji, Mutthi Mutthi and Ngyimpaa Peoples. How does Lake Mungo continue to impact these people today?

SOURCE 3 Lake Mungo today, a dry lakebed marked by sand drifts



LESSON 11.8 SkillBuilder: Significance

LEARNING INTENTION

By the end of this SkillBuilder you should be able to **analyse** the significance of historical events and sources.

11.8.1 Tell me

What is significance?

To identify historical significance, we must create a set of criteria that helps us to determine what is important from the past.

Criteria that can help us decide on significance include:

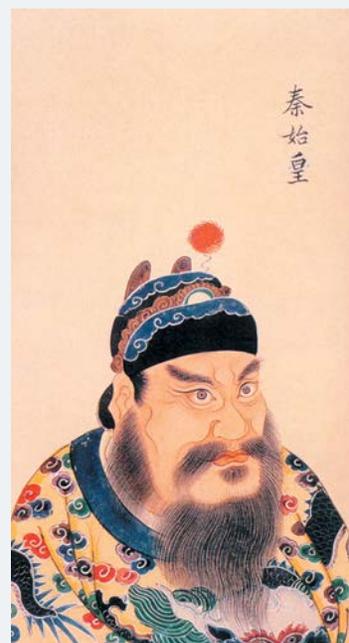
- the changes that occurred because of a key historical event, movement or figure, and whether these changes have made a lasting impact today
- the number of people who were impacted by a historical event, movement or figure
- how a historical event, movement or figure has been remembered, celebrated or commemorated over time
- whether a historical event, movement or figure was unique or new for the period
- what a historical event, movement or figure reveals to us about the ideas, attitudes, beliefs, practices and customs of the time.

11.8.2 Show me

Let's apply this set of criteria to determine the historical significance of key leaders in Ancient China, using the sources below as evidence. These sources discuss Qin Shihuang, who wanted to be seen as a great and powerful ruler to his people. **SOURCE 1** is an example of his propaganda. **SOURCE 2** provides other evidence.

SOURCE 1 From an inscription ordered by Qin Shihuang (shown in image). It was carved in 219 BCE.

... Great are the Emperor's achievements ...
All people under heaven
Work with a common purpose.
Tools and measures are the same ...
The written script is made the same ...
He defines the laws, leaving no one in doubt,
Making known what is forbidden ...
No evil is tolerated,
So all strive to be excellent people ...
None dare to be lazy ...
The ordinary people know peace ...
People help each other,
There are no robbers or thieves:
People delight in his rule ...
Wherever life is found,
All acknowledge his supreme rule ...



SOURCE 2 Hsun-tzu, a Confucian scholar of the third century BCE, commenting on the methods of the rulers of the state of Qin in the last years of the Warring States period. These same methods were used throughout China under the Qin dynasty.

The Qin rulers employ their people harshly, terrorise them with authority, embitter them with hardship, bribe them with rewards, and destroy them with punishments.

What changes occurred because of Qin Shihuang?

- **SOURCE 1** discusses the changes made to ensure that tools, measures and written language were consistent across the empire. It also discusses that Qin Shihuang's rule led to limited crime, robbers or thieves, and that people generally lived a pleasant life under his reign. These changes are discussed quite positively. However **SOURCE 2** comments on the more negative changes that occurred under Qin Shihuang, such as terror and punishment. **SOURCE 2** states that people lived with hardship, as opposed to the peaceful way of life described in **SOURCE 1**.

Who was impacted by the rule of Qin Shihuang?

- Both sources indicate that the Chinese people were impacted by Qin Shihuang's rule, including aspects of their life such as law and order, communication and work.

How has Qin Shihuang been remembered, celebrated or commemorated over time?

- It is evident within **SOURCE 1** — an inscription ordered by Qin Shihuang himself — that the ruler wanted to be remembered positively, for bringing peace to his people and encouraging them to live a more prosperous life. However, in **SOURCE 2**, he and the entire Qin dynasty are remembered as cruel and terrorising, punishing the Chinese people and making their lives more difficult.

Was there anything unique or new under Qin Shihuang's rule?

- **SOURCE 2** indicates that the rules implemented under Qin Shihuang were not unique to his rule, but rather were a common feature of all Qin rulers.

What do the sources tell us about the ideas, attitudes, beliefs, practices and customs of ancient China under Qin Shihuang's rule?

- **SOURCE 1** reveals to us that Qin Shihuang wanted to appear in a favourable way and implemented propaganda to convince the public of his goodness. It shows us the ways in which rulers attempted to shape their public image in the eyes of their people. **SOURCE 2** reveals that people felt oppressed under the Qin dynasty and their views and attitudes contradict the ways in which Qin Shihuang wanted to be perceived, as seen in **SOURCE 1**.

As a result, we can come to a conclusion about the significance of Qin Shihuang as a ruler within ancient China. His rule was *significant* as he contributed to a poor and repressive way of life among Chinese people, using strict laws and tactics to control the population. However, his rule is also significant as it reveals the ways in which leaders in ancient societies attempted to present themselves to the public and gain control over society using propaganda to shape their views and attitudes.

11.8.3 Let me do it

11.8 SkillBuilder activity **EVALUATING**

This activity will help you to apply a set of criteria to determine the significance of a key leader in Ancient Egypt who is discussed in this textbook — Tutankhamun. If you are not studying Ancient Egypt, you can use any other key leader from your chosen ancient society.

1. Using Topic 3 of this textbook and your own research, examine the life and rule of Tutankhamun. Record key events and achievements in his rule.

2. Answer the following questions to determine the significance of his rule in ancient Egypt:
 - a. What changes occurred because of Tutankhamun?
 - b. Who was impacted by the rule of Tutankhamun?
 - c. How has Tutankhamun been remembered, celebrated or commemorated over time?
 - d. Was there anything unique or new under Tutankhamun's rule?
 - e. Locate two historical sources that depict Tutankhamun's rule. These sources could be inscriptions, tombs, paintings, images or historian interpretations. What do the sources tell us about the ideas, attitudes, beliefs, practices or customs of Ancient Egypt during Tutankhamun's rule?
3. Come to a conclusion about the significance of Tutankhamun's rule. Was he an important leader and why do you think this? Does he reveal anything important to us about Ancient Egypt?
4. Research a different ancient Egyptian ruler such as Akhenaten, Nefertiti, Cleopatra or any other key figure. Use the criteria above to examine this ruler and determine whether they are more or less significant of a ruler than Tutankhamun.

LESSON 11.9 SkillBuilder: Communicating

LEARNING INTENTION

By the end of this SkillBuilder you should be able to apply key historical terms and metalanguage to write about the past.

11.9.1 Tell me

How do we write about the past?

A key skill in History is being able to effectively communicate our findings about the past to construct a historical argument. However, the building block of any good historical argument is a series of effective sentences. Using the correct terminology and metalanguage in a sentence to discuss sources or historical skills and concepts is essential to developing a coherent argument about the historical event, movement or figure we are discussing.

Table 1 lists key terminology and metalanguage that you may have come across in your study of Year 7 History.

TABLE 1 Historical terminology in Year 7

Ancient societies	Historical concepts
Country	Source
Deep time	Evidence
Ancient	Significance
Society	Cause
Feudalism	Effect/impact/result/consequence
Hierarchy	Continuity
Emperor/pharaoh/ruler/leader	Change
Warfare	Bias
Death/funerary customs/afterlife	Reliable
Conquest	Limitations

We can also use a range of more generic terms and vocabulary to enhance our sentences, in different ways. These words are often referred to as “signposts” – words that let the reader know about the direction of your writing.

TABLE 2 Useful terminology and vocabulary to enhance writing

Sequencing ideas	Adding a similar idea	Adding an opposing idea
First ...	Similarly ...	However ...
Second ...	Furthermore ...	On the other hand ...
Third ...	In addition ...	Despite this ...
Initially ...	... also ...	... rejects ...
Subsequently ...	... furthers ...	... contradicts ...
Last ...	... supports ...	... rather ...
Adding evidence	Cause and consequence	Concluding an idea
This can be seen ...	As a result ...	Ultimately ...
As shown by ...	Consequently ...	Therefore ...
For example ...	... due to ...	Thus ...
... demonstrated by ...	... caused by ...	In conclusion ...
... suggested by ...	... leading to ...	Nevertheless ...
... such as ...	... resulting in ...	Overall ...

11.9.2 Show me

We're going to examine the source below and write a paragraph that responds to the following question:

'What caused the end of the Indus River Valley civilisation?'

SOURCE 1 From *Geography*, a book by the Greek historian and geographer, Strabo (c. 63 BCE–24 CE). Strabo's book was an encyclopaedia of geographical knowledge of his time. Here he was recounting observations made by an earlier historian, Aristobulus, who accompanied Alexander the Great to India around 327 BCE. Aristobulus's book has been lost.

*[Aristobulus] says that when he was sent upon a certain mission he saw a country of more than a thousand cities, together with villages, that had been deserted because the Indus had abandoned its proper bed, and had turned aside into the other bed on the left that was much deeper, and flowed with precipitous descent like a **cataract**, so that the Indus no longer watered by its overflows the abandoned country on the right, since that country was now above the level, not only of the new stream, but also of its overflows.*

First, let's analyse this source:

- *What is the subject or main idea of the source?* The subject is the abandoned cities of the Indus River Valley. According to the writer, the cities were abandoned because the river changed its course so that it no longer provided water at a level suitable for use by the people of those cities.
- *When was the source created?* The source was created between c. 63 BCE and 24 BCE.
- *Who created the source?* Strabo is using information he obtained by reading Aristobulus, who was in India around 327 BC.
- *Is the source supported or contradicted by the evidence of other sources?* Aristobulus's statements about the river changing course are supported by archaeological evidence in Topic 6 of this textbook. This change had a different effect in Mohenjo-daro from that described by Aristobulus, but his description could be accurate for other Indus Valley towns and cities.

Now, let's use historical terminology to analyse the source in a paragraph and answer the question above.

- Begin by describing the source — *First, SOURCE 1, written by Greek historian and geographer, Strabo, discusses the abandoned cities of the Indus River Valley. The source details some of the reasons that contributed to the end of the Indus River Valley civilisation, such as environmental factors.*

- Add evidence from the source — *This can be seen when Strabo states that the ‘Indus [river] had abandoned its proper bed’, referring to the river changing its course away from the civilisation.*
- Analyse cause and consequence — *As a result, the people of the Indus River Valley were no longer able to access the water they needed to survive, causing them to abandon the city in search of more suitable land.*
- Corroborate this idea using another source — *Archaeological evidence from the Indus River Valley supports Strabo’s discussion about the environmental factors which may have caused the end of the ancient civilisation. Excavations suggest that Mohenjo-daro experienced a series of floods, which caused major issues for the city and its people. The city was rebuilt at least seven times as a result of heavy flooding, and eventually became difficult to live in.*
- Summarise your idea — *Ultimately, it can be argued that one of the causes of the end of the Indus River Valley civilisation was the changing environment, which altered the landscape and made it inhabitable for its people.*

Put these sentences together and it forms the paragraph below. Identify all the key historical terminology and vocabulary used, including language specific to ancient societies and signposts:

First, **SOURCE 1**, written by Greek historian and geographer, Strabo, discusses the abandoned cities of the Indus River Valley civilisation. The source details some of the reasons that contributed to the end of the Indus River Valley civilisation, such as environmental factors. This can be seen when Strabo states that the ‘Indus [river] had abandoned its proper bed’, referring to the river changing its course away from the civilisation. As a result, the people of the Indus River Valley were no longer able to access the water they needed to survive, causing them to abandon the city in search of more suitable land. Archaeological evidence from the Indus River Valley supports Strabo’s discussion about the environmental factors which may have caused the end of the Indus River Valley civilisation. Excavations suggest that Mohenjo-daro experienced a series of floods, which caused major issues for the city and its people. The city was rebuilt at least seven times as a result of heavy flooding, and eventually became difficult to live in. Ultimately, it can be argued that one of the causes of the end of the Indus River Valley civilisation was the changing environment, which altered the landscape and made it inhabitable for its people.

11.9.3 Let me do it

11.9 SkillBuilder activity COMMUNICATING AND REFLECTING

Examine the sources below and write a paragraph that responds to the following question:

‘What role did gladiators play in ancient Rome?’

SOURCE 2 Written by the Roman Emperor Augustus (Octavian), who ruled from 27 BCE to 14 CE

Three times I gave shows of gladiators under my name . . . Twenty-six times, under my name or that of my sons and grandsons, I gave the people hunts of African wild beasts in the circus, in the open, or in the amphitheatre; in them about 3500 beasts were killed.

SOURCE 3 A terracotta figurine of two gladiators. The figurine is from the first or second century CE. By this time there were several different categories of gladiators, including the *hoplomoch* (with a circular shield) and the *thraex* (with a small rectangular shield). Several gladiator figurines have been found.



1. For each source, answer the following questions:
 - a. What is the subject or main idea of the source?
 - b. When was the source created?
 - c. Who created the source?
2. **Compare** what the two sources suggest about gladiators in Ancient Rome. Do they share the same idea, or do they express different ideas?
3. Write a paragraph that answers the overall question above, using historical terminology and metalanguage found within this lesson. You may want to structure your paragraph by writing sentences that focus on the following:
 - Begin by describing **SOURCE 2**.
 - Add evidence from the source.
 - Corroborate this idea using **SOURCE 3**.
 - Add evidence from the source.
 - **Summarise** your response to the question.
4. Swap with another classmate and read each other's paragraphs. Highlight the historical terminology and vocabulary that is used within their writing, including signposts.

LESSON 11.10 Review

11.10.1 Key knowledge summary

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

11.2 History concepts and skills

- Historians investigate and interpret the past.
- History helps us to understand our heritage and appreciate other cultures.
- History helps us to understand the present and what the future may hold.
- History provides us with essential skills.
- You will learn eight Historical concepts throughout your course.
 - *Sources*: These are any written or non-written materials that can be used to investigate and provide information about the past. The two types of sources are primary sources, which come directly from the time of the event, and secondary sources, where are written or created after the event has already happened.
 - *Evidence*: Using historical sources as evidence relates to analysing sources to judge how reliable they are, and exploring the different points of view, or perspectives, of the people from the past. Using evidence from sources, historians can form a hypothesis (a possible theory to explain what happened).
 - *Continuity and change*: Identifying continuity and change is being able to recognise that while many changes occur over time, some things remain constant. Historians often use sequencing of events and create timelines in order to study the changes that have happened over time. Historians divide the past into ages and periods.
 - *Cause and effect*: Using chronological order and timelines helps us to recognise cause and effect. Analysing cause and effect relates to understanding that every historical event will have a cause, and every event or action is likely to be the cause of subsequent effects or consequences.
 - *Perspective*: Perspective is the different points of view that people may have of an event. We try to understand the different perspectives of people in the past by exploring their points of view, attitudes and values. Historians also have their own perspectives, which can influence the way they see the past.
 - *Empathy*: Historians try to discover how people thought and felt in the past. We should avoid judging people from the past by the standards of our own age. Using historical imagination requires using your imagination, but basing your ideas on evidence.
 - *Significance*: Determining historical significance is being able to make judgements about the importance assigned to particular aspects of the past; for example, events, developments, movements and historical sites. Historians will often have differing opinions about how significant certain things are.
 - *Contestability*: When attempting to interpret the past, differing interpretations will always exist, and these can be debated and contested. Sometimes evidence is available that supports different versions of events and, in these cases, historians must make a judgement, based on the evidence, as to what most likely happened.

11.10.2 Key terms

ancient history the period from the beginning of civilisation to the fall of the Roman Empire

artefact an object made or changed by humans

biased one-sided or prejudiced; seeing something from just one point of view

cause and consequence the concept that every historical event will have a cause, and every event or action is likely to be the cause of subsequent effects or consequences

chronology a record of past events in order of time, from Latin *chronos* meaning time and *logos*, meaning to work out

civilisations societies that have towns and features such as complex forms of government and religion

contestability when particular interpretations of the past are open to debate

continuity and change the concept that while many changes occur over time, some things remain constant

evidence information that indicates whether something is true or really happened

heritage everything that has come down to us from the past

hypothesis (plural: hypotheses) a theory or possible explanation

Latin the language of Ancient Rome and its empire

perspectives point of view or attitude

prehistory the period before writing was invented

primary sources objects and documents that were created or written in the period of time that the historian is investigating

secondary sources reconstructions of the past written or created by people living at a time after the period that the historian is studying

significance the importance assigned to particular aspects of the past (e.g. events, developments, movements and historical sites)

timeline a diagrammatic tool representing a period of time, on which events are placed in chronological order

11.10.3 Reflection

Complete the following to reflect on your learning.

Revisit the Inquiry question posed in the Overview.

Why is the ancient world important to study, and what skills do I need to understand History?

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

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eWorkbooks

Customisable worksheets for this topic
Reflection



Digital document

Key terms glossary

11.10 Review exercise

Learning pathways

■ LEVEL 1

1, 2, 8, 13

■ LEVEL 2

3, 4, 5, 9, 10

■ LEVEL 3

6, 7, 11, 12

REMEMBER AND UNDERSTAND

1. We study history in an effort to learn about what?
 - A. Our past
 - B. Our heritage
 - C. Our future
 - D. Our grandparents

2. What are historical sources?
 - A. Written materials that provide information about the past
 - B. Non-written materials that provide information about the past
 - C. Stories from people who lived during the time of the event we are studying
 - D. All of the above
3. How can we, as historians, test the reliability of evidence from sources?
 - A. Compare them with other sources that are available
 - B. Ask a teacher
 - C. Ask Google
 - D. Check for bias
4. Why do historians make use of chronology, sequencing and timelines?
 - A. To investigate how events have happened from start to finish
 - B. To investigate the relationship between different events
 - C. To investigate what has changed about society and what has stayed the same
 - D. All of the above
5. What must historians be able to do to identify cause and effect?
 - A. Place events in chronological order
 - B. Create timelines
 - C. Identify patterns of cause and effect
 - D. Explain the relationship between two events
6. Why do different perspectives of events occur?
 - A. Differing values and attitudes
 - B. Differing age and gender
 - C. Differing social status
 - D. All of the above
7. What does determining historical significance mean a historian can do?
 - A. Explain all the important events that have taken place in history
 - B. Make judgements about what is more important and what is less important
 - C. Decide what is important and what is not
 - D. Argue that one event is more significant than another
8. When do historical debates occur?
 - A. Many sources of evidence are available about the same event.
 - B. Some sources of evidence contradict other sources.
 - C. Evidence is missing about an event a historian is investigating.
 - D. All of the above
9. Why is gaining confidence and expertise with history skills important?
 - A. Learning about our past can help us to predict what may happen in the future.
 - B. Critical thinking and effective communication skills are important to employers.
 - C. Knowledge of our own history is important to our everyday lives.
 - D. All of the above

ANALYSE AND APPLY

10. **Explain** what a historian is doing when identifying continuity and change.
11. **Contrast** short-term causes and effects and long-term causes and effects.
12. **List** three features of a well-constructed timeline.

EVALUATE AND COMMUNICATE

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

Answers and sample responses for this topic are available online.

12 Deep Time History of Australia

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LESSON 12.1 Overview

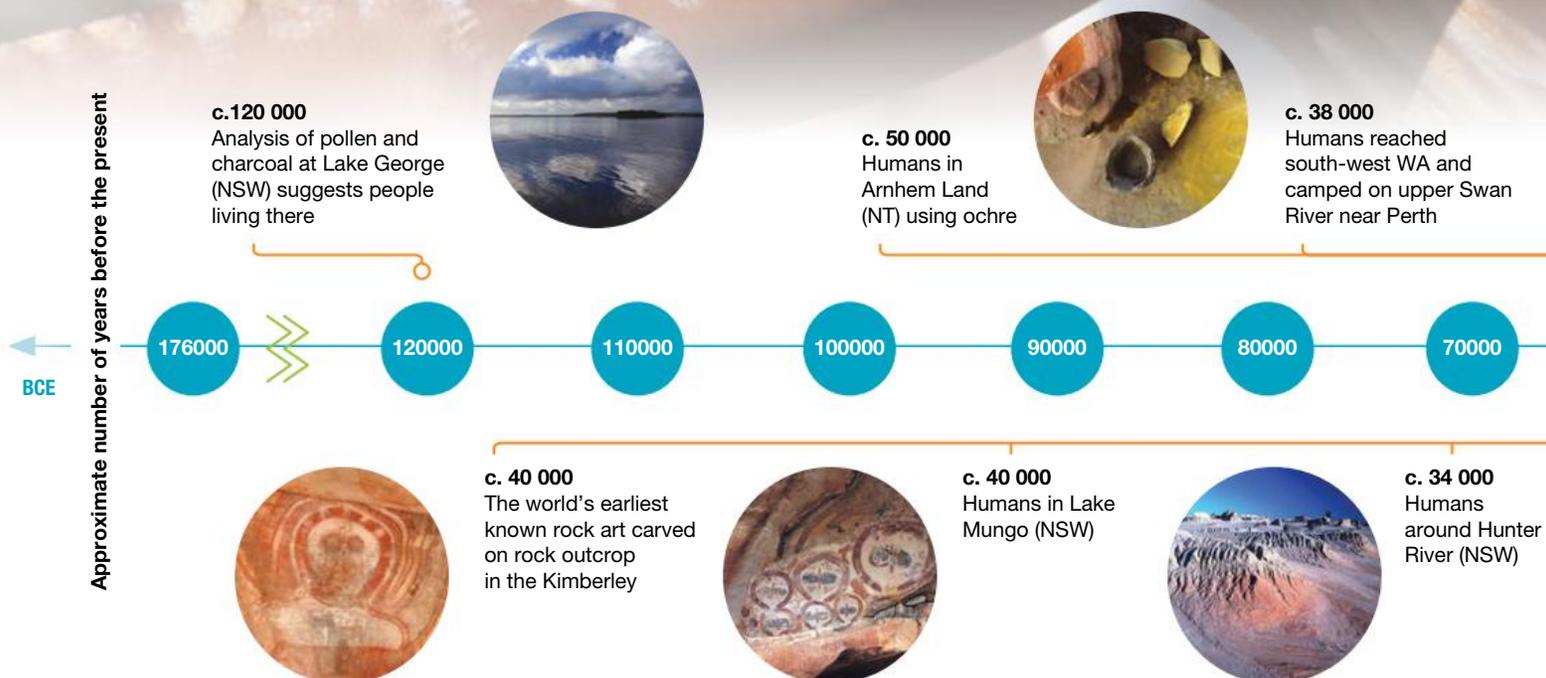
INQUIRY QUESTION

How do Aboriginal and Torres Strait Islander Peoples, as the world's oldest continuing cultures, show both continuity and change over time?

The history, culture and beliefs of Aboriginal and Torres Strait Islander Peoples go back a very long time. Scientists think the culture began between 65 000 and 120 000 years ago. This is much older than ancient Rome or Egypt and is the *world's longest continuous culture*.

learn on

- Pre-test**
Online pre-test
- eWorkbook**
Customisable worksheets for this topic
- Digital document**
Key terms glossary
- Video eLesson**
Deep Time history of Australia



SkillBuilder

Use the SkillBuilder activities to develop these HASS skills:

- QUESTIONING AND RESEARCHING
- ANALYSING
- EVALUATING
- COMMUNICATING AND REFLECTING

c. 31 000
Engravings carved in Olary region (SA)

c. 23 000
People in Arnhem Land using ground edge grooved axes; earliest in the world

c. 12 000
Land bridge between Australian continent and Papua New Guinea flooded creating Torres Strait Islands

c. 10 000
World's oldest boomerangs used in Wylie Swamp (SA)



1788
First European colonists reach Sydney Cove

50000

40000

30000

20000

10000

0

CE



c. 30 800
Humans in Tasmania

c. 13 000
Australia's oldest ornaments, bone beads, made in Devils Lair (WA)

c. 8000
Coastlines of Papua New Guinea and Tasmania stabilised and separated from mainland

c. 2000
People fishing with hooks and lines

LESSON 12.2 The Dreaming and Deep Time

LEARNING INTENTION

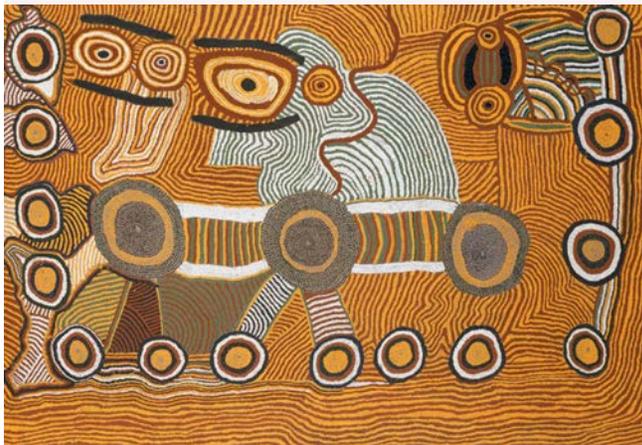
By the end of this lesson you should be able to begin to **explain** Deep Time and the key beliefs that shaped the many different Aboriginal and Torres Strait Islander communities.



Tune in

SOURCE 1 shows the landforms around Kiwirrkura, about 400 km west of Alice Springs. Aboriginal and Torres Strait Islander artists used symbols to create maps of Country and sacred sites. These artworks are maps of Dreaming places made by ancestral beings, just like songlines, which are sung in short verses about their journeys.

SOURCE 1 Donkeyman Lee Tjupurrula Kukatja's artwork *Tingarri Dreaming at Walawala*



Symbols commonly used in Aboriginal and Torres Strait Islander art



Man



Two men sitting



Footprints



Rainbow, cloud,
cliff or sandhill



Water, rainbow, snake,
lightning, string, cliff
or honey store



Waterholes
connected by
running water



Camp site, stone,
waterhole, rock
hole, breast, fire,
hole or fruit

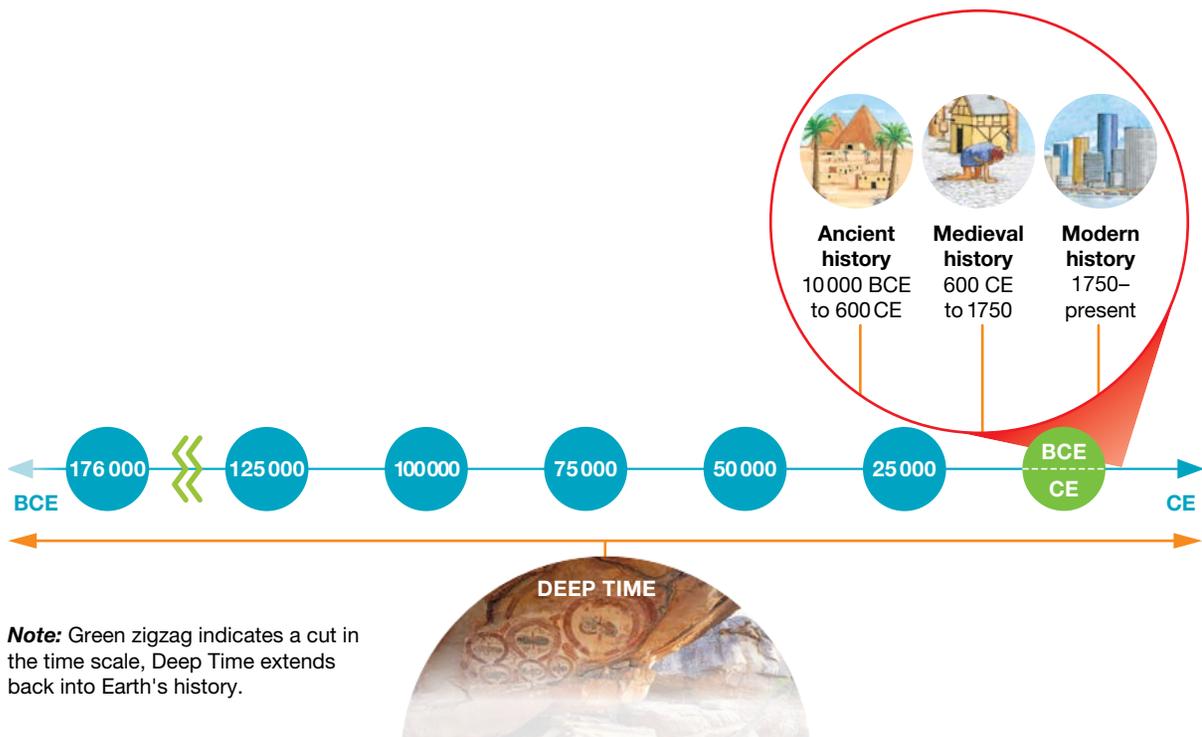
Look at **SOURCE 1** and discuss what the artwork communicates, and how the information about the Walawala landscape is expressed.

12.2.1 Understanding Deep Time

Deep Time means looking back at Earth's history, and it also helps us think about the future. Aboriginal and Torres Strait Islander Peoples have lived on this land for at least 65 000 years. This is much longer than Western ancient histories, like ancient Rome or Egypt, which go back about 6000 years.

Aboriginal and Torres Strait Islander Peoples' early histories were not written down. Instead, they were painted, carved, built and shared through stories. The land itself can tell these stories, and Aboriginal and Torres Strait Islander cultural knowledge helps us understand them.

SOURCE 2 A timeline showing how Deep Time relates to other significant periods in history.



12.2.2 Explaining creation – The Dreaming

SkillBuilder discussion

Questioning and researching

1. Study **SOURCE 3**. What does the Dreaming 'tell us'?
2. Where have the stories come from?
3. Why were real events made into stories?

SOURCE 3 From Regina McKenzie, *Towards a New Dreaming*

Dreaming tells us about our history and where we came from. These stories are real events from long ago. They are made into stories so children can understand them better.

The Dreaming informs how different Aboriginal Peoples live and work together. It highlights the deep connections between people, their land and the Dreaming. A person's birthplace, family and cultural group determine their connection to Country.

The Dreaming is hard to translate into English because it is unique to Aboriginal Peoples' cultures. Each language group has its own words for the Dreaming. For example, it is known as:

- *Ungud* by the Ngarinyin Peoples of the Kimberley region in Western Australia
- *Wongar* by the Yolngu Peoples of northeast Arnhem Land.

Many Aboriginal Peoples believe their ancestors have always been part of Australia. Their Dreaming stories explain that people and the land have always been connected. These stories say that people have been here since the very beginning and that they did not come from South-East Asia during the Ice Age.

The Dreaming stories and science both show how Aboriginal Peoples are connected to their land. Scientists who study old remains and **DNA** find that their work matches what the Dreaming says about people and Country.

12.2.3 Everywhen

The connection between the Dreaming, Country and time is known to Aboriginal Peoples as Everywhen. Everywhen expresses time as a cycle of life, where the past, present and future exist together. It is through Everywhen that the Dreaming, the time of the powerful spirit ancestors, continues to shape Country and life. The Dreaming and Everywhen connects the spiritual, natural and human worlds. Everywhen continues to be expressed through ritual, stories, songs and traditions.

12.2.4 The Songlines

Over thousands of years, a complex trade and communication network developed, stretching hundreds of kilometres and connecting many groups. The paths used for travel and trade are called Dreaming tracks or Songlines. These tracks follow the journeys of Dreaming ancestors and are marked by features like water holes, hills and rivers. People remembered these paths through songs, known as Songlines.

As the ancestral beings travelled across Australia, they created landmarks and named the land's features. For example, the Rainbow Serpent, called 'Jarapiri' in northern and central Australia, laid eggs that became the big round rocks called Karlu Karlu (formerly known as Devil's Marbles). The Serpent's movements made rivers and waterholes.

Songlines recorded the routes of ancestral beings' creation journeys. These Dreaming tracks served as maps, giving Aboriginal and Torres Strait Islander Peoples a detailed mental picture of their land and its creatures.

12.2.5 The many peoples of Aboriginal and Torres Strait Islander Australia

As modern Australians, we are a multicultural people, as were Deep Time Aboriginal and Torres Strait Islander Peoples. The exact number of Aboriginal languages spoken when Europeans arrived in Australia is unknown. But it is believed that there were approximately 250 separate language groups and at least another 700 different **dialects**.

The spread of people across the vast continent of Australia and into the Torres Strait Islands took thousands of years. People settled in very different natural environments and developed unique cultural traditions, customs and languages. Languages were linked to the songlines, sacred sites and the ancestral beings of the Dreaming.

Did you know?

The first sea voyages to Sahul, the combined continent of Australia and New Guinea, would have been one of the longest and most dangerous sea voyages ever made. This journey would have been the first time that human beings travelled beyond the massive single land mass that covered modern Africa, Asia, Europe, western Indonesia and the Americas. The coastline these first seafarers landed on would eventually be drowned by rising sea levels.

12.3 SkillBuilder activity

ANALYSING

Dreaming stories contained information that became maps, assisting people to make their way across vast distances. As people travelled along the songlines, they would recite the stories connected to the landscape to help them remember directions and features of Country.

1. Research a Dreaming story that explains the creation of a particular place.
2. **Identify** the location explained in the story.
3. **Explain** how the story represents the geographical features of Country.
4. **Analyse** the story you researched in question 1. How does the story show the powerful connection between Dreaming beliefs and the detailed knowledge of Country held by Aboriginal Peoples?

Learning pathways

■ LEVEL 1

1, 4, 5, 6

■ LEVEL 2

2, 3, 7

■ LEVEL 3

8, 9, 10

REMEMBER AND UNDERSTAND

1. **Outline** what is meant by Deep Time.
2. **Identify** what we can use sources, such as Dreaming stories, to learn about.
3. Briefly **explain** the term Everywhen.
4. Fill in the gaps. The pathways of daily travel and trade across the continent are known as _____. Travel pathways are marked out by features of the landscape and remembered by Aboriginal and Torres Strait Islander Peoples as the _____. The songlines recorded the journey taken by the _____ as they travelled across the land. The _____ gave people a detailed mental image of their land that enabled them to travel safely through Country.
5. What were the 250 language groups of Australia linked to?

ANALYSE AND APPLY

6. Is **SOURCE 1** a primary or secondary source? **Explain**.
7. **Explain** how you could compare the symbols used in Aboriginal and Torres Strait Islander Peoples' art with, for example, Egyptian hieroglyphs or Sumerian cuneiform.
8. **SOURCE 2** explains the importance of the Dreaming. Using the source and the information from the text, write your own definition of the Dreaming.

EVALUATE AND COMMUNICATE

9. During the eighteenth-century, European powers, such as Britain, could take control of land outside their own borders if they could claim it was unoccupied. The term used was 'terra nullius', meaning a land belonging to no-one. Using the text as your evidence, **explain** why the claim that Australia was terra nullius was incorrect.
10. Use the sources and the text from this lesson to write a paragraph **explaining** why Everywhen and Dreaming are important words to understand when beginning our study of the Deep Time history of Australia.

Answers and sample responses for this topic are available online.

LESSON 12.3 Country and creation

LEARNING INTENTION

By the end of this lesson you should be able to:

- **explain** the significance of the creation stories to the Deep Time history of Aboriginal and Torres Strait Islander Peoples
- **recognise** relationship and connection to Country.

Tune in

Rock art holds deep cultural and spiritual significance for Aboriginal and Torres Strait Islander Peoples. It serves as an important record of knowledge, traditions and connections to Country. Archaeological studies have provided evidence of the long history of Aboriginal Peoples in Australia, with some rock art dating back at least 43 000 years, reflecting the enduring presence and continuity of these cultures.

SOURCE 1 shows the Wandjina, a very important ancestral spirit for the Wunumbal, Ngarinyin and Worora Peoples of the Kimberley region. The Wandjina came from the sky and gave people the knowledge of how to care for Country.

1. Look closely at the faces of the Wandjina: large round eyes and no mouth. The halo around their heads is believed to represent clouds and rain. Why do you think this ancestral spirit would have been painted in this way?
2. Why do you think the Wandjina were carved and painted onto the rock of cave walls and cliff faces?

SOURCE 1 Wandjina rock art painted on the wall in Kimberley. The Wandjina are ancestral beings of the Kimberley region and the bringers of rain and control the weather and fertility.



12.3.1 Explaining creation — spiritual beliefs

As people lived in different parts of Australia, they developed diverse spiritual beliefs, traditions and languages, reflecting their deep connection to the land and sea. Aboriginal Peoples and Torres Strait Islander Peoples have distinct spiritual traditions that guide their ways of life and connection to Country and Place.

For many Aboriginal communities, the Dreaming explains the creation of the world, the relationships between people, animals and the land and the importance of rituals and traditions. It also passes down knowledge about the environment, such as where to find water, food and shelter.

Torres Strait Islander communities have their own spiritual and cultural traditions, which include stories of Tagai, Zogo beliefs and connections to their ancestors and totems. These traditions guide their ways of living and reflect their strong ties to the sea and islands.

While spiritual beliefs differ between groups, both Aboriginal and Torres Strait Islander Peoples share a deep respect for their ancestors, a responsibility to care for Country and Place, and the importance of passing down knowledge through oral traditions, ceremonies and art. It also teaches people about their land and where to find water, food and shelter.

The Dreaming is like a giant storybook, passed down through stories, songs, dances and art. The ancestral beings travelled across the land shaping everything — mountains, rivers and animals. These beings left behind clues, like the shapes of mountains or patterns in plants, to show where they went and how everything came to be.

The ancestral beings also gave people the *lore*, the rules of life that keep harmony between people and nature. The lore protected sacred sites and safeguarded the wellbeing of the community

SkillBuilder discussion

Analysing

1. Who is Tagai?
2. What made him angry and what did he do?
3. Why would this story be of importance to people living in the Torres Strait Islands?

SOURCE 2 This text extract tells us about Torres Strait Islander Peoples' stories. Tagai, a warrior and fisherman, shaped their world. The stars helped them navigate the ocean. In their stories, Tagai created the star patterns in the night sky.

Tagai was a great fisherman. One day, he and his crew of 12 were fishing from their canoe but caught no fish. Tagai went to the reef to look for fish.

As it got hotter, the crew of Zugubals (beings who look like people on Earth) became thirsty. They drank all of Tagai's water. When Tagai returned and saw this, he was very angry. He punished his crew by sending them to the sky. Six went to the Pleiades star cluster (Usal) and six to Orion (Utimal). He told them to stay in the northern sky and not come near him.

Tagai can be seen in the southern sky in a canoe made of stars. His left hand is the Southern Cross holding a spear. His right hand is a group of stars in the constellation Corvus holding a fruit called 'Eugina'. His canoe is made from the stars of Scorpius.

12.3.2 The creation story of Bunjil the eagle

SkillBuilder discussion

Evaluating

1. How did the Wurundjeri people's Dreaming story describe the creation of Earth?
2. What does Bunjil represent?
3. Why do you think the eagle represents a powerful ancestral spirit?

Bunjil is a very important ancestral spirit from the creation stories of a number of Aboriginal Peoples, such as the Kulin Nation of southeastern Australia. There are variations of the Bunjil the eagle story across different Kulin Nation language groups and among other Aboriginal groups in Victoria. These variations reflect the oral tradition of storytelling, where stories adapt over time and across regions while maintaining their core teachings. However, to all these Peoples, Bunjil represents creation and connection to Country. Bunjil's image as the eagle shows him to be a protector spirit who continues to watch over the land and its people.

SOURCE 3 Bunjil, appearing as the Australian wedge-tailed eagle. The wedge-tailed eagle is a symbol of strength and wisdom as it soars above the Earth, seeing all below.

Did you know?

The eagle has great spiritual significance for many Aboriginal and Torres Strait Islander Peoples. The eagle is seen as a messenger between Earth and the gods because it is believed to fly higher than any other bird. They are also known for the strength of their vision, giving the eagle wisdom and foresight. The eagle's ability to soar into the sky represents freedom and courage. The Māori people of New Zealand and the North American Lakota, Cree and Anishinaabe Peoples also revere the eagle as a creator spirit.



Bunjil, a creator ancestral spirit of the Wurundjeri people, appeared as a wedge-tailed eagle. Bunjil fell from the Sky Country as a star and was then transformed into an eagle. Bunjil blew air from his beak, creating the Earth, and then scratched at the soil with his sharp **talons** to create the first trees and plants. As Bunjil was returning to the Sky Country he swooped on the branch of a gum tree that was lying on the Earth. Bunjil shook the branch and created a snake called Mindi. Mindi became Bunjil's brother and the lore giver. Mindi and Bunjil then created all the animals of their Earth.

12.3 SkillBuilder activity

COMMUNICATING AND REFLECTING

The Wandjina shown in **SOURCE 1** are very important ancestral beings, particularly to the people of the Kimberley region of Western Australia. They create the landscape, plants, animals and people. The Wandjina also control the weather, bringing water with the **monsoon** rains. The Wandjina gave people the rules of life and the customs that must be kept to ensure harmony between people and nature.

1. Refer to **SOURCES 1, 2 and 3** to reinforce your understanding of the significance of the Dreaming and the creation stories.
2. Working in groups, write a simple explanation of what you think the creation stories of the Dreaming help people to understand, and why they are of such importance.
3. Use **SOURCE 1** as the visual centrepiece for a poster promoting a museum exhibition of Australia's Deep Time history. Write a short explanation of the place of the Wandjina in expressing Dreaming beliefs.

12.3 Exercise

learnon

Learning pathways

■ LEVEL 1

1, 2, 5, 8

■ LEVEL 2

3, 4, 6, 7

■ LEVEL 3

9, 10

REMEMBER AND UNDERSTAND

1. **Explain** how the Dreaming is passed down through the generations.
2. Why do you think the stars are so important to Torres Strait Islander Peoples?
 - A. Stars provided the Torres Strait Islander Peoples with an understanding of the universe.
 - B. Stars provided the Torres Strait Islander Peoples with a scientific understanding of ocean currents.
 - C. Stars provided the Torres Strait Islander Peoples with navigation guidance, enabling them to find their way across the ocean.
 - D. Stars provided the Torres Strait Islander Peoples with clues about changing weather conditions.
3. Briefly **explain** the importance of rock art to archaeology.
4. Suggest reasons why the details of the creation stories differ across Australia.
5. What purpose do all the creation stories share?

ANALYSE AND APPLY

6. **Recall** the sources in this lesson. How does the Dreaming strengthen the link between people and Country?
7. **SOURCE 1** shows a representation of an ancestral being. **Suggest** why it would be important to express the Dreaming through art.
8. Dreaming stories communicate values and the lore. Refer to **SOURCE 2**. **Explain** what lore you think the story of Tagai is expressing.

EVALUATE AND COMMUNICATE

9. Aboriginal and Torres Strait Islander Peoples' cultures and traditions have been passed down orally for thousands of years. Archaeologists are now beginning to understand that these Dreaming stories, rock art and carvings provide clues into Deep Time history of Australia. **Explain** why you think this is important for Aboriginal and Torres Strait Islander Peoples.

10. Insulting or ignoring the lore and the values given by ancestral beings would lead to misfortune. The ancestral beings punish those who fail to live in harmony with the natural world. In one paragraph, **demonstrate** your understanding of this, referring to the sources to support your explanation.

Answers and sample responses for this topic are available online.

LESSON 12.4 Changing landscapes and life

LEARNING INTENTION

By the end of this lesson you should be able to:

- **explain** how Aboriginal and Torres Strait Islander Peoples adapted to the changes in their Deep Time environment
- **describe** how the record of their changing landscape was passed on.

Tune in

Before the last Ice Age, Lake Mungo provided the resources needed for life. It is now one of the most important archaeological sites of ancient Australia.

1. Describe the landscape of Lake Mungo as shown in SOURCE 1.
2. How does this picture provide evidence of the changing climate of the land surrounding Lake Mungo?
3. Why do you think Lake Mungo has become such an important Australian archaeological site?

SOURCE 1 Lake Mungo has been a dry lakebed for approximately 15 000 years. Before the last Ice Age the lake provided the resources needed for life. Lake Mungo is now one of the most important archaeological sites of ancient Australia.



12.4.1 Droughts and floods

Further evidence of Australia's Deep Time history was found in the sand dunes of Lake Mungo National Park in western New South Wales. The dry layers act as a time capsule from the Pleistocene period, which began about 2.5 million years ago. During this time, the Pleistocene Lakes dried up, affecting the lives of Aboriginal and Torres Strait Islander Peoples. As Lake Mungo dried, sea levels rose, flooding Australia's coastal plains and creating features like the Great Barrier Reef.

The Pleistocene period, known as the last 'great ice age', saw much of the Earth's water frozen into ice caps, forming land bridges that allowed people to travel, including to Australia. The Holocene period began around 12 000 years ago, with melting ice and rising sea levels shaping today's continents. These periods differ from European time periods like the Stone Age or Bronze Age, as they are based on climate and sea level changes.

By 1788, Aboriginal and Torres Strait Islander Peoples lived across Australia, adapting to various climates. The rising sea levels of the Holocene period covered land bridges between New Guinea and Australia, and between Australia and Tasmania, creating the islands we see today. This separation led to isolated island life, with people in Tasmania and the Torres Strait relying more on the sea for food.

12.4.2 Changing Country and culture

About one-seventh of Australia's land was covered by rising oceans at the end of the last Ice Age. Dreaming stories remember these changes and tell of long-ago events.

Half of Australia's coast turned into sandy beaches, 30 per cent became tidal flats and 20 per cent changed to cliffs and estuaries. Many coastal people became islanders or moved away as their land was covered by water.

The Keppel Islands were now 13 km from the mainland. Woppaburra Peoples used one-piece bark canoes to travel between the islands and used stone drills to make fishhooks from turtle shells.

Aboriginal and Torres Strait Islander Peoples lived near what is now the Great Barrier Reef for thousands of years. Before the reef formed over 7000 years ago, they lived where the ocean floor is now. As the reef formed, the coastline moved more than 30 km inland.

Dreaming stories say the reef islands were once joined to the mainland. People walked across floodplains and hills to hunt kangaroos and emus.

In the region of the Spencer Gulf in modern-day South Australia, the Nukunu Peoples tell of the great flood that came and swallowed their land. In the area surrounding Kangaroo Island, an ancestral being ordered the waters to rise and drown his wives as they were running away from him. All these Dreaming stories explain what modern science has revealed about the changing landscape that came with climate change of the Holocene period.



SkillBuilder discussion

Questioning and researching

1. What evidence of inhabitation did archaeologists find on Barrow Island?
2. Where is Boodie Cave located?
3. What information did the records of Barrow Island provide us with?

SOURCE 2 From Naaman Zhou's 'Earliest evidence of Aboriginal occupation of Australian coast discovered', *The Guardian*, 2017.

Australia's oldest [known] coastal site was found in a cave on Barrow Island in Western Australia. People lived there more than 50,000 years ago. Archaeologists found charcoal, animal bones, and old tools. Barrow Island, 60 kilometers from the Pilbara coast, became an island about 7,000 years ago because of rising sea levels. The cave was used for hunting and living, and it has the oldest record of what people ate in Australia.

SkillBuilder discussion

Communicating and reflecting

1. What does **SOURCE 3** show about the geography of the Torres Strait islands?
2. What do you think the challenges would be for the people living on these islands?
3. Why do you think the people living on these islands would have needed to develop strong trade links with other island and mainland peoples?

SOURCE 3 The Torres Strait contains 247 islands and hundreds of cays, reefs and sandbanks. The Murray Islands are the vents of volcanoes flooded by rising sea levels 8000 to 10 000 years ago.



Did you know?

Torres Strait Islander people of each language group traded with their immediate neighbours. The Kaurareg people were the only Torres Strait Islander people trading directly with the Cape York communities. The trade between the two groups took place on tiny Muralug Island, which lay very close to the Cape York coastline. The Kaurareg acted as traders, exchanging goods on behalf of all the other Islanders. The Kaurareg exchanged goods such as finely crafted Muralug Island dugong harpoons and small bamboo items for the spears and ochres from Gudang Peoples of the region now known as Cape York.

12.4 SkillBuilder activity COMMUNICATING AND REFLECTING

The sources in this lesson provide evidence of a changing environment.

1. Look carefully at the sources to gain a clear understanding of what environmental change meant for Deep Time Aboriginal and Torres Strait Islander Peoples.
2. Working in groups, write a simple explanation of how landscape and climate influence the ways people live, who they trade with and what they believe.
3. Using **SOURCE 1** or **3** as the centrepiece for a poster promoting a documentary on 'the changing land of Deep Time Australia'. Write a short description to accompany your image, highlighting the fascinating history this documentary presents.

12.4 Exercise

learnon

Learning pathways

■ LEVEL 1

1, 4, 5

■ LEVEL 2

2, 3

■ LEVEL 3

6, 7, 8

REMEMBER AND UNDERSTAND

1. Prior to European settlement Aboriginal and Torres Strait Islander Peoples had established more than 250 Countries or communities across the Australian continent. True or false?
2. Complete the following passage. At the end of the _____ period, changing climate resulted in _____ melting. This meant that the coastline of Australia changed. _____ were flooded by rising sea levels, isolating Aboriginal and Torres Strait Islander Peoples' communities in _____ and the _____.
3. Lake Mungo was once an inland freshwater lake. Approximately how many years ago did it dry up?
 - a. 10 000
 - b. 20 000
 - c. 30 000
 - d. 40 000
4. What do the Dreaming stories and the scientific study of the Great Barrier Reef reveal about the changes that came with the end of the last Ice Age?
5. How did the end of the Ice Age change life for the people of the Torres Strait and Tasmania?

ANALYSE AND APPLY

6. **Compare** the landscapes of **SOURCES 1** and **3**. **Suggest** ways that the geography of these two locations would have shaped the lives of people living there.
7. **Explain** how the **SOURCE 2** description of the archaeological finds on Barrow Island help us to understand the effect of the Holocene climate change.

EVALUATE AND COMMUNICATE

8. Think about the connection between the Dreaming stories and the archaeological investigation of the Deep Time locations of Australia. **Demonstrate** your understanding by creating the front cover of a book with the title *From Dreaming to Deep Time*.

Answers and sample responses for this topic are available online.

LESSON 12.5 Living with the megafauna

LEARNING INTENTION

By the end of this lesson you should be able to **describe** the features of the megafauna and the evidence of Aboriginal and Torres Strait Islander Peoples' responses to their changing environment.

Tune in

You are living during the last stage of the Pleistocene epoch, Ice Age, on the big continent called Sahul. People live in the north on thick ice sheets and big glaciers. They share their land with giant animals like woolly mammoths, sabre-toothed cats and huge ground sloths.

1. What challenges would people face living in such a harsh environment?
2. How would Australia change if our own sea levels rose 150 m due to climate change?
3. How did the landscape in the image differ from the current Australian landscape?

SOURCE 1 Life in the Ice Age



12.5.1 The great continent of Sahul

The ancient continent of Sahul comprised what is now Australia, New Guinea, Tasmania and the Aru Islands of eastern Indonesia. Sahul existed at a time when Australia's geography was very different from today.

The **Pleistocene** climate changed between ice ages and warm times. When the ice formed, it created the land bridges between Asia and Australia. People travelled from Africa, through Asia, and into Australia. We don't know exactly where they first landed in Australia (Sahul) because rising sea levels covered those land bridges when the Ice Age ended.

The seas separated New Guinea from Australia about 8000 years ago and Tasmania about 6000 years ago. Humans likely took another 4000 years to settle across the Australian continent after arriving.

12.5.2 Megafauna: The creatures of the Dreaming

Archaeological evidence shows that humans and giant animals, called megafauna, lived in Australia together for 15 000 to 20 000 years. At Cuddie Springs in northwest New South Wales, which is land of the Muruwari, Ngemba, Weilwan and Yualwarri Peoples, scientists found stone tools and bones of animals like *Genyornis*, *Diprotodon* and *Sthenurus*.

Rock art across Australia also shows these giant animals. The detailed pictures suggest that the artists saw these animals in real life. For example, on Yolngu Country, in Arnhem Land, there are rock paintings of a very powerful animal with a large jaw and thick snout. These paintings are thought to be 40 000 to 50 000 years old.

The Aranda people tell of Kadimakara, a giant animal that lived in the trees when places like Willandra Lakes and Lake Eyre were lush. As the land dried, Kadimakara fell, and its bones were found near the shrinking lake. Palaeontologists have discovered leopard-like *Thylacoleo* bones and other giant animals in this area.

Sahul had at least 50 unique megafauna, mostly marsupials, some of which laid eggs. These included hoppers, scavengers, burrowers, predators and browsers. During the late Pleistocene, many marsupials were much larger than today. *Genyornis* was a giant emu, and *Sthenurus* a huge kangaroo. The ancient wombat, *Phascolonus*, was up to eight times bigger than modern wombats and could dig large burrows. *Diprotodon*, another wombat-like marsupial, was as big as a hippopotamus with a head over one metre long and a koala-like nose pad.

Scientists have debated why these giant animals went extinct. Some think they were hunted by early humans, but there's little proof of this. Another hypothesis is that extinction of the megafauna was due to climate change.

SOURCE 2 Lizards like *Megalania prisca*, now extinct, were up to 7 m long and had curved teeth.

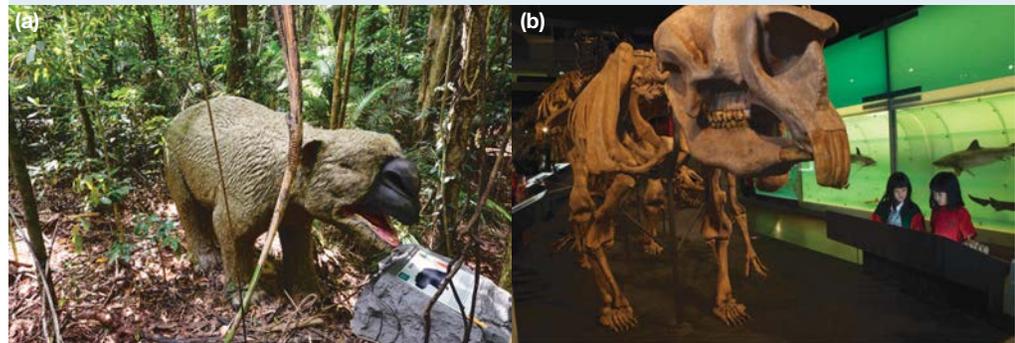


SkillBuilder discussion

Evaluating

1. What key details does the *Diprotodon* model at the Daintree Discovery Centre emphasise about its appearance in ancient Queensland?
2. How does the *Diprotodon* skeleton at the Melbourne Museum illustrate its size and structure compared to other prehistoric creatures?
3. What insights about *Diprotodon*'s physical characteristics and environment can we gather from studying both the model and skeleton in these exhibits?

SOURCE 3 (a) A *Diprotodon* model at the Daintree Discovery Centre, Queensland, and (b) an articulated *Diprotodon* skeleton at the Melbourne Museum showing its size.



SOURCE 4 Debunking the myth that Aboriginal stories are just myths: The Yamuti and the megafauna *Diprotodon*

Jacinta Koolmatrie is from the Adnyamathanha and Ngarrindjeri peoples in South Australia. She works in museums and shares stories from her ancestors about the land, water and sky. These stories are very old and are told around the fire, through paintings on walls, and in songs and dances. They are very important to her people's culture and language.

When outsiders came, they tried to write down these stories but didn't always understand them. They called them 'myths', which made them seem less important. But for Jacinta and her people, these stories are real and important.

As a child, Jacinta heard about the Yamuti, a frightening animal that scared kids. The story said the Yamuti couldn't look up, so kids were told to climb trees if they saw it. This made kids stay close to their parents and lock doors at night.

The Yamuti was described as very big, similar to the *Diprotodon*, a giant marsupial from long ago. The *Diprotodon* was huge but probably not dangerous.

The story of the Yamuti could be based on real animals like the *Diprotodon*.

Even if the Yamuti isn't exactly the *Diprotodon*, the stories are based on real things from over 40 000 years ago. These stories helped keep people safe and still matter today.

SkillBuilder discussion

Questioning and researching

1. What was the Yamuti?
2. Why were children told to climb the trees if they saw a Yamuti?
3. How were these stories told?



12.5.3 Megafauna power

The giant reptiles, flightless birds and marsupials of Pleistocene Australia would have provided abundant food supplies and resources for Aboriginal and Torres Strait Islander Peoples. The hunting of these giants would have meant that people had to work together and develop specialised hunting weapons and tools. The large size of these Pleistocene animals probably meant that people hunted less frequently and had less of an impact on Country.

Scientists believe that approximately 20 000 years ago the megafauna became extinct. Their extinction and the loss of large prey would have meant that people had to hunt more frequently. They needed to chase the smaller and more agile animals like the kangaroos, wallabies and emus. People also had to adapt their land management practices to deal with a changing climate and geography. The ability to develop new hunting and living skills allowed Aboriginal and Torres Strait Islander Peoples to thrive across the continent and islands of Australia from Deep Time to the present.

12.5.4 Occupation and migration

The changing climate and rising sea levels of the Holocene period created Australia's coastal islands. Rottneest Island in Western Australia, Kangaroo Island in South Australia and Flinders Island in Tasmania were cut off from the Australian mainland by the rising water. Archaeological evidence tells us that people lived in these locations before sea levels flooded their land. Rottneest Island, traditionally named *Wadjemup* by the Noongar People, was isolated approximately 7000 years ago. The shell middens and stone tools found by archaeologists show the evidence of long occupation by people who had lived from the coastal plants and animals. Noongar stories describe a time when their people lived on Rottneest Island, providing evidence of their enduring spiritual connection to Country. The evidence of vast trade networks, shared practices, beliefs and tool technology show that even as people were forced to move from their flooded land, they kept their Country and cultural connections.

The stories kept the Deep Time knowledge of the great changes to Country, and how Aboriginal and Torres Strait Islander Peoples from all across Australia responded and adapted to their new landscapes.

SkillBuilder discussion

Analysing

1. Where is the Dampier Archipelago?
2. How does the source show an 'archipelago'?
3. What evidence does the source show of rising sea levels?

SOURCE 5 An aerial view of the Dampier Archipelago, on the northwestern coast of Australia



12.5 SkillBuilder activity

COMMUNICATING AND REFLECTING

SOURCE 4 talks about the Yamuti and the giant *Diprotodon*. Like the Aranda story of the Kadimakara, the Yamuti story was told to children for many generations.

The Yidindji People from Cairns tell stories about when their ancestors lived on land with big floodplains and hills, where the Great Barrier Reef is now. The Nukunu People from Spencer Gulf have stories about a time when the gulf was not so deep. The Narrangga People remember when the gulf was a marshy place with lots of birds and animals.

Children learned about the Dreaming and Country from stories told by their Elders.

1. Research another story that explains how Australia's land and climate have changed, how rising sea levels affected it, or about Australia's giant animals. Connect this story to the Deep Time history of Australia's Aboriginal and Torres Strait Islander Peoples.
2. Communicate your research as an illustrated storybook for children. The story should explain the key features of Country and climate or the role of Palaeolithic giants in it.

12.5 Exercise

learn**on**

Learning pathways

■ LEVEL 1

1, 2, 3, 4

■ LEVEL 2

5, 6

■ LEVEL 3

7, 8, 9, 10

REMEMBER AND UNDERSTAND

1. Match the name of the megafauna animal with the description provided.

Name	Description
1. <i>Genyornis</i>	a. Leopard-like animal living mainly in the trees
2. <i>Thylacoleo</i>	b. Wombat-like animal with a head over a metre in length
3. <i>Diprotodon</i>	c. Large kangaroo-like animal with a short flat face
4. <i>Meglania prisca</i>	d. Large emu-like flightless bird
5. <i>Sthenurus</i>	e. Huge lizard with bulky body and powerful short tail

2. Decide whether each of the following statements is true or false.
 - a. The ancient continent of Sahul was composed of the continent of Australia, New Guinea, Tasmania and the Aru Islands.
 - b. There is no evidence that the megafauna and human beings lived at the same time.
 - c. During the Pleistocene period, no animals or people inhabited Sahul.
 - d. There is little evidence of megafauna inhabiting Sahul.
3. **Identify** three Australian regions where the Ice Age warming greatly changed the environment.
4. The glacial ice periods exposed land bridges between Asia and _____.
5. Select the statement that best **explains** how the glacial periods helped people move out of Africa and into Sahul.
 - A. The hotter climate made it easier for people to sail out of Africa.
 - B. The colder climate flooded land bridges and made it easier for people to sail out of Africa.
 - C. The glacial periods created land bridges, allowing people to walk across and take shorter sea voyages.
 - D. The glacial ice period covered land bridges, enabling people to sail across shallow, safer waters.

ANALYSE AND APPLY

6. Write an extended caption to accompany **SOURCE 3** describing the *Diprotodon* and the similarities you can see with wombats or any other animals.
7. How does the Dreaming help teach Aboriginal and Torres Strait Islander children about their culture and beliefs?
8. **SOURCE 4** tells the story of the Yamuti. **Name** the megafauna that looks like the Yamuti. **Reflect** on how stories help record ancient history.

EVALUATE AND COMMUNICATE

9. **Develop** your own hypothesis to explain why the megafauna vanished and were ultimately replaced by their much smaller Australian relatives.
10. The responses of Aboriginal and Torres Strait Islander Peoples to Deep Time changes to Country shows the resilience of culture. Write a short Rottnest Island tourist information sheet explaining why Australia is regarded as being home to the world's 'longest continuing culture'.

Answers and sample responses for this topic are available online.

LESSON 12.6 Connection to Country and kin

LEARNING INTENTION

By the end of this lesson you should be able to **identify** the images and symbols of the kinship systems and totems guiding the daily and ceremonial life of Aboriginal and Torres Strait Islander Peoples.

Tune in

Look at the **SOURCE 1** image of totems. The story shows the Manarrngu mourning ceremony for Gurrumarringu, a great hunter who died from a snakebite. The kangaroo and goanna are animals he hunted.

Totems are animals, plants or objects that people and groups must take care of. They show special qualities and help protect the environment because people must look after their totems.

1. What qualities or strengths do you think are represented by the **SOURCE 1** totems?
2. Discuss the animal totem you would feel lucky to have if you could choose one.
3. Explain why you picked this totem and what qualities it shows.

SOURCE 1 A bark painting by David Malangi, 1966, called *Totems of the Manarrngu, Mortuary Rites*, shows a file snake on the left, a water goanna over a kangaroo in the centre and a tree on the right.



12.6.1 Kinship

In Aboriginal and Torres Strait Islander Peoples' communities, kinship is very important. Kinship is a system that shows how people are related and what their roles are. Kinship is linked to spiritual beliefs because Dreaming ancestors are seen as family, and everyone is connected to the land.

Three levels of kinship exist: moiety, totem and skin names.

- *People in the same moiety are like siblings:* They cannot marry and must support each other. Everything, including plants and animals, belongs to a moiety. Moieties into two groups, usually based on the mother's or father's family line, balancing each other in ceremonies and daily life.
- *Totems are shared between moieties to maintain balance:* A totem shows a person's identity and role in the community. People can have multiple totems for their nation, family and self. Totems are spiritual symbols given at birth to connect people with their Country, including its plants, sky, water and spirits.
- *Skin names show a person's family history and connections, helping people understand their relationships across generations:* Husbands and wives have different skin names, as do parents and children. Each nation has its own skin name, often with a gender-specific prefix or suffix. *Note:* Not all Aboriginal and Torres Strait Islander community groups use skin names.

Kinship networks grew stronger through ceremonies and exchanging gifts. Trade often happened over long distances and through different areas, so kinship agreements were complex. Goods had to be shared carefully to honour all connections. Learning and respecting traditions and ceremonies helped keep alliances and trade connections strong.

SkillBuilder discussion

Communicating and reflecting

1. Read **SOURCE 2**. How many Aboriginal tribes made the Kulin nation?
2. What similarities do they share?
3. What did the Aboriginal tribes do to strengthen their ties?

SOURCE 2 Excerpt from a speech by Bryon Powell, Kulin National Heritage Organisation, May 2000

The Kulin nation had five Aboriginal tribes in Central Victoria, around Melbourne. They were made up of clans and family groups. The tribes shared the same language, customs, traditions and trade links. The Woiwurrung and Boon Wurrung tribes were very close. They married each other to strengthen their ties and traded goods with one another.



SOURCE 3 When outsiders visited Wurundjeri lands, they participated in the Tanderrum ceremony, which granted safe passage and involved exchanging gifts. A nineteenth-century painting by Charles Troedel depicts Wurundjeri members fishing and camping at Merri Creek near Melbourne.



In the Torres Strait Islands, kinship was crucial, often leading to conflicts over limited resources. Trade was vital for survival on small islands, but it could be tense due to disputes over property and kinship rights. Trading groups kept their canoes close to shore to quickly leave if issues arose among different clans and language groups.

12.6.2 Totems

Aboriginal and Torres Strait Islander Peoples spoke many languages, each with its own beliefs. A strong spiritual connection with Country was shared by all.

Aboriginal and Torres Strait Islander Peoples' traditions, lores and ceremonies focus on taking care of the land because all life comes from it. For Aboriginal and Torres Strait Islander Peoples', spirituality and the land are connected.

Elders share their knowledge of the land and lore through ceremonies and the Dreaming. When the Dreaming began, the ancestral beings created totems for people showing the different communities and language groups. Totems gave people a sense of belonging to their Country and culture.

The sacred places were protected by following Dreaming beliefs and rituals. The Dreaming gave rules about where people could live, whom they could marry and which animals they could hunt. Some areas were set aside where hunting was not allowed, to make sure that important animals were protected. Totems guided people in managing their resources. Each person had a totem to honour for life.

12.6.3 Land, sea and sky Country

For Aboriginal and Torres Strait Islander Peoples, the land, sea and sky are places of great spiritual significance because they represent the ancestral beings, the songlines and the sacred sites of Country. Each group has a responsibility to care for Country, respecting and understanding the boundaries between themselves and another group's Country. For coastal peoples, the sea territories are recognised in the same way. Sea boundaries are connected to fishing rights and responsibilities handed down through generations of ancestral knowledge. The stars, the wind and the ocean currents link people to their ancestral fishing grounds, reefs and islands. The sky is also part of this landscape. The ancestral beings continue to move across the sky guiding navigation, ceremonies, the changing seasons and the activities that take place at different times of the year.

Did you know?

Totems have a very important role in **conservation**. Because totem animals are believed to be spirit ancestors, it is the responsibility of each totem group to protect them. People are forbidden to hunt or harm their totem animal. This protects the health of the whole **ecosystem** because it also keeps animal habitats safe. Totems ensure care of the environment and **sustainable** management of animals and plants.

12.6 SkillBuilder activity

QUESTIONING AND RESEARCHING

Aboriginal and Torres Strait Islander Peoples have different beliefs, lores and ways of recognising family relationships, such as moiety.

For example, the Yolngu People of Arnhem Land are either Dhuwa or Yirritja moiety. The Yolngu believe that the ancestral beings gave everything to either the black cockatoo, Dhuwa, or the white cockatoo, Yirritja.

Even with the differences, kinship connects many of the different languages and cultural groups across Australia. People who shared totems may live far apart, but they would still meet for trade, marriage and ceremonies.

1. Imagine the difficulties nineteenth-century European invaders would have encountered when trying to understand the Aboriginal or Torres Strait Islander Peoples' culture and kinship.
2. Research one nation, such as the Whadjuk Noongar Peoples of the Perth area. Through your research **identify** the following:
 - The region that is the Country of the people and the geographic features of the land
 - How the land and climate may have changed over the long period of Deep Time
 - The languages and dialect/s spoken
 - Stories related to the Dreaming, when the spirit ancestors travelled the land creating all the physical features such as mountains and rivers
 - Archaeological evidence of the Deep Time history of the region
3. Write a simple explanation of the culture and beliefs of your chosen group that could be understood by a nineteenth-century European. Focus on the importance of Country, kinship and belief to Aboriginal and Torres Strait Islander Peoples.

12.6 Exercise

learn **on**

Learning pathways

■ LEVEL 1

2, 4, 6

■ LEVEL 2

1, 3, 5, 7, 8

■ LEVEL 3

9, 10

REMEMBER AND UNDERSTAND

1. Briefly **explain** what the kinship system is and why it is of such significance to Aboriginal and Torres Strait Islander communities.
2. How were kinship and trade connected?
 - A. Ceremonies and exchanging of gifts strengthened Kinship networks.
 - B. Kinship ties and agreements were complex and determined who traded.
 - C. Trade goods were shared carefully to honour all kinship connections.
 - D. All of the above
3. **Suggest** reasons why all trade negotiations were conducted on the shoreline of the Torres Strait Islands.
4. **State** whether each of the following statements is true or false.
 - a. Two Aboriginal and Torres Strait Islander People could not have the same totem.
 - b. Totems were chosen by the individual.
 - c. Totems helped Aboriginal and Torres Strait Islander Peoples to manage their resources.
 - d. A totem was given at the time of a person's birth.
 - e. Totems were used for trade among Aboriginal and Torres Strait Islander Peoples.
5. **Explain** what totems are and why they vary from one community to another.

ANALYSE AND APPLY

6. **SOURCE 2** explains what kinship means. **Describe** how the Kulin strengthened their kinship ties.
7. **Infer** what the artist of **SOURCE 3** shows about Wurundjeri culture. How does this help us understand the role of kinship and ceremony in their daily life?
8. Refer to **SOURCE 1** to understand the importance of totems. **Describe** how the totems in the artwork show the natural environment.
9. Aboriginal and Torres Strait Islander communities call more people 'brother' or 'sister'. **Explain** what this suggests about kinship relationships.

EVALUATE AND COMMUNICATE

10. **Construct** a list of questions to explore this main question: How important were kinship systems and totems to Aboriginal and Torres Strait Islander Peoples?

Answers and sample responses for this topic are available online.

LESSON 12.7 Trade and technology

LEARNING INTENTION

By the end of this lesson you should be able to **identify** trade links that crossed Australia and the technology that developed over time.

Tune in

While reading about the trade items in this lesson, think about how everyday objects give us an understanding of the world that we live in.

1. **Think about an everyday object that you use at home. Tell your partner what the object is and why it is useful to you.**
2. **Discuss what the everyday object you have identified would tell an archaeologist from the future about our way of life in modern Australia.**

SOURCE 1 What objects do you use every day?



12.7.1 What was the Aboriginal and Torres Strait Islander Peoples' economy?

Archaeological sites across Australia show that trade networks have existed for thousands of years (and still do today). People traded with their neighbours and with groups far away. Trade was important for both practical needs and cultural reasons. Many different items were exchanged.

- **Stone:** Heaviest item traded, wrapped in paperbark and tied with string. Grinding stones were crucial for making flour. Sandstone slabs from north-west Queensland were brought 500 km to the Diamantina plains. Volcanic stone for axe heads came from Mount William, north of Melbourne. The Wurundjeri people mined and traded this stone for cutting bark for canoes on the Murray River.
- **Ochre:** From Pukardu in the Flinders Ranges, this was traded 500 km north through South Australia, New South Wales and Queensland. Message sticks were sent ahead to negotiate trades. Pukardu ochre had spiritual value and was used in ceremonies. In return, people traded black paint, boomerangs, spears, nets and grass seeds.
- **Pitjuri:** A small plant grown in central Australia, traded near the Cooper, Diamantina and Georgina rivers. Used as a drug for hunger, tiredness and pain. People from the north traded spears, spinifex glue, stone knives and pearl shells. From the east came wooden shields and spear shafts, and from the west came ochre and light spears. The south traded weapons, stone axe heads and possum skins.

12.7.2 Trade tracks and Songlines

Over thousands of years, a complex trade network developed, which connected different groups across long distances. These pathways, used for travel and trade, are known as Dreaming tracks or Songlines. One example of a Songline is the route across what is now known as the Nullarbor Plain. Modern transport networks have often followed these routes, due to their practical paths through terrain. One example is the Albany Highway, which was once a Noongar track between families in Perth and Albany. Songlines acted as maps, helping Aboriginal and Torres Strait Islander Peoples understand and navigate their land.

SkillBuilder discussion

Communicating and reflecting

1. How were message sticks used by the Yirandali language Dalleburra People of Queensland?
2. What symbols or markings are typically found on these message sticks?
3. How do message sticks reflect the communication practices of the Yirandali language Dalleburra People?

SOURCE 2 The Yirandali Dalleburra People in Queensland used message sticks with symbols, not words. They helped people stay safe when travelling through other groups' land. Smoke signals were sent first, then the message stick was given to the Elders with an explanation.

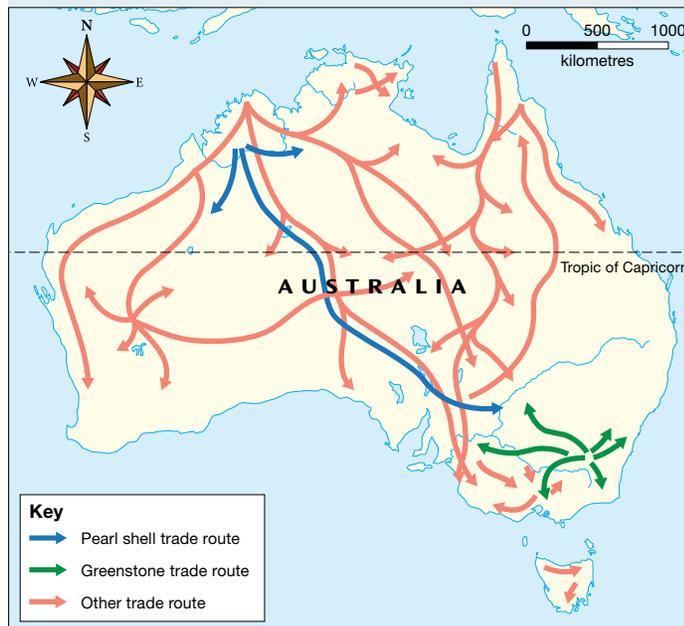


SkillBuilder discussion

Evaluating

1. Study **SOURCE 3**. Which regions were connected by these trade routes?
2. How did these trade routes support exchange of things among Aboriginal and Torres Strait Islander communities?
3. What role did these trade routes play in interactions among different Aboriginal and Torres Strait Islander Peoples?

SOURCE 3 The major trade routes of Aboriginal and Torres Strait Islander Peoples



Source: Museum of Australia, Cited in Barlow, Alex, *Aboriginal Technology*, 1994.

12.7.3 The pearl-shell trade

Pearl shells travelled the furthest of all traded items in ancient Australia. The Ngarluma People collected them from beaches or reefs using rafts. They traded the shells with the Yindjibarndi, Nyamal and Njangamarda-Iparuka Peoples for spears made from mulga and witjuti wood. Wrapped in soft bark, the shells passed through many hands.

The Gooniyandi People collected pearl shells from the Fitzroy River and traded pearl shells, stone blades and spear points for boomerangs and carved spears with desert peoples.

The further the pearl shells travelled from the Kimberley coastline, the more valuable they became. Evidence of their journey is found from the tropics in the far north to the mallee scrub between Adelaide and Victoria.

SOURCE 4 Pearl shells



12.7.4 Trade practices

Aboriginal and Torres Strait Islander communities lived in small groups on Country for most of the year, moving with the seasons and available food. An important event was the annual gathering when food was plentiful. Feasts on freshwater eels in Western Victoria or Bogong moths in the Snowy Mountains allowed for ceremonies, marriages, legal decisions and trade.

Trade happened within Australia and also with people from south-east Asia. For example, from at least the 1700s, traders from Makassar (in Indonesia) came to collect trepang (sea cucumber), which was very valuable in Asian markets.

These interactions were cultural as well as commercial. Kwini people sometimes joined the Asian traders on their boats, learning new skills and languages. The Makassar traders brought new technologies such as canoes (instead of rafts) and other goods.

12.7.5 Gatherings

When groups gathered, they sent formal invitations with message sticks. In western Victoria, the land was crowded, but people shared resources and traded when there was enough food. At Mount Noorat, people traded spear points, possum cloaks, acacia resin, seashells and net bags during eel feasts. Leftover eels were dried and wrapped in kangaroo skin to take home.

In the Snowy Mountains, when the snow melted, there was plenty of food. Every year, the Ngarigo and Walgalu Peoples sent message stick invitations to nearby groups for trade and ceremonies. Men caught Bogong moths, cooked them into rissoles and shared them at feasts.

DID YOU KNOW?

Dr Heather Built, an archaeologist, studied how the Gunditjmarra People farmed eels in Victoria's Lake Condah wetlands. She thought the farms could feed up to 10 000 people.

Bogong moths come from the Bogong High Plains in the Victorian Alps. When roasted, they taste nutty and are very nutritious.

12.7.6 Torres Strait trade

The farmers and fishers of the Torres Strait Islands had extra food at certain times of the year. Turtle and dugong could be dried, stored and traded with nearby clans in Cape York and Papua New Guinea.



SOURCE 5 Illustration detailing dugout canoes with two sails which were used to transport people and trade goods between the Torres Strait Islands, Papua New Guinea and the Australian mainland.



Trade was very important for survival on the Torres Strait Islands. The Torres Strait Islander Peoples got their fishing and transport canoes through trade with the Saibai Peoples from Papua New Guinea's Fly River area. The trees needed for the construction of the canoes don't grow on the Torres Strait Islands.

The Saibai traded with canoe builders who lived up the river in forests. They changed their single outrigger canoes, good for lagoons, into double outrigger canoes for rough seas. They added masts and woven nipa-palm sails. Torres Strait Islander Peoples traded shellfish, dried fish, turtle and **dugong** for these new canoes, drums, **sago**, bows and arrows, and feathers from **cassowary** and birds of paradise.

12.7.7 Tools and technology

Over thousands of years, the climate changed, affecting where people could find water and food. After the Ice Age, rising seas covered land, so people had to adapt. They didn't just react to changes — they also made the land better for farming. In a process we call **intensification**, they used fire to help grow plants like millet, fruit and nuts. They created tools like stone axes and picks, some of which are over 50 000 years old and were traded across southeastern Australia.

Stone was widely used in the construction of tools and weaponry:

- *Millstones*: Large sandstone tools from western New South Wales, used to grind seeds from grasses, wattle and kurrajong trees.
- *Whetstones*: Smaller, portable millstones with grinding surfaces on both sides.
- *Percussion stones*: Also known as hammer stones, used for breaking and trimming stones, shredding bark and pounding bones, seeds and shells.
- *Anvil stones*: Flat or egg-shaped with a roughened centre, used to hold objects being shaped with hammer stones.
- *Chisels*: Long axe heads attached with gum to a handle, used to split bark and timber.
- *Blades*: Highly crafted stone implements used as spearheads and for carving and cutting hide.

Wood was important for making things like canoes, weapons, message sticks and tools. Bark was used for canoes, huts, sleeping mats, clothing and sandals. People also used shells, bones, gum, grass, skins and hair in their daily lives.

SkillBuilder discussion

Questioning and researching

1. What are some features of the boomerangs in the image?
2. How were hand axes used by Aboriginal and Torres Strait Islander Peoples?
3. What materials were traditionally used to make these artefacts?

SOURCE 6 A collection of Aboriginal and Torres Strait Islander Peoples' artefacts, tools and weapons, including boomerangs and hand axes



12.7.8 Astronomy

An understanding of sky Country, including the brightness and colour of stars, was used for predicting weather and recognising seasonal changes. For example, for communities living in the central desert, the first rise of the star cluster known as Seven Sisters or Pleiades, marks the ideal time to look for dingo pups, because it coincides with the peak in dingo breeding season.

Communities developed a deep understanding of a specific environment over thousands of years. This knowledge helped influence ways of hunting, fishing and agricultural practices. For example, the Bardi Peoples of the Kimberley region used their understanding of the tides to successfully determine when to collect shells and when to fish.

12.7 SkillBuilder activity

COMMUNICATING AND REFLECTING

Look at **SOURCE 1** to learn what ancient Australians traded and how they did it. Trade was part of daily life and important for ceremonies. As ancient Australia changed, so did the trade networks.

1. In small groups, use the text and sources to create a mind map. Show the goods traded, where they came from, and where they went.

- Look at a map of Australia to **identify** one of the trade regions from this lesson. Research the following.
 - The geographic features and landforms of the area (e.g., rivers)
 - The climate (e.g., subtropical)
 - The natural resources available (e.g., seafood through being close to the sea)
- Discuss** the challenges of surviving in your location, like unreliable water or cold winters. Also, consider what natural resources could be traded with other groups.
- List** the three most valuable trade resources from your location. Then, trade or barter with other groups to get three more resources you need.
- Look at your map to **identify** where the extra trade goods came from and how hard it was to move them. Present your list of six resources to the class, explaining why you chose them and the challenges of trading them.

12.7 Exercise

learn **on**

Learning pathways

■ LEVEL 1

1, 3, 4

■ LEVEL 2

2, 5, 6, 7

■ LEVEL 3

8, 9, 10

REMEMBER AND UNDERSTAND

- Fill in the gaps.

_____ shells travelled further than all items traded in ancient Australia. The Ngarluma People collected them from beaches or reefs using _____. They traded the shells with the Yindjibarndi, Nyamal and Njangamarda-Iparuka Peoples for spears made from _____ and _____ wood. Wrapped in soft _____, the shells passed through many hands. At the _____ River, the Gooniyandi People traded pearl shells, stone blades and spear points for _____ and carved spears with desert peoples.
- Briefly **explain** the importance of the following trade items to Aboriginal and Torres Strait Islander communities.
 - Pearl shell
 - Ochre
 - Grinding stones
- Determine** whether each of the following statements is true or false.
 - Message sticks were sent before the exchange of goods took place.
 - Trade often happened alongside ceremonial events.
 - Groups gathered when seasons were bad to exchange scarce food resources.
 - Aboriginal Peoples understood how to preserve food.
 - Groups generally shared food rather than traded it.
- The Peoples of the Torres Strait Islands traded with the people of _____ and the coastal people of _____. Animal goods that could be dried such as turtle and _____ were exchanged.
- Explain** why trade was critical for survival on the Torres Strait Islands.

ANALYSE AND APPLY

- What do the messages on the message sticks in **SOURCE 2** tell you about what was important to Aboriginal and Torres Strait Islander Peoples?
- How can studying stone help archaeologists learn about the tool-making, trade and travel of Aboriginal and Torres Strait Islander Peoples?

EVALUATE AND COMMUNICATE

- Torres Strait Islander Peoples and some coastal mainland communities used wind names to indicate direction. Referring to **SOURCE 5**, write two sentences **evaluating** the importance of dugout canoes to the life and culture of Torres Strait Islander Peoples.
- Write a paragraph comparing and contrasting the trade practices of ancient Australian communities and Torres Strait Islander communities. Describe what they did the same and what they did differently.

Answers and sample responses for this topic are available online.

LESSON 12.8 Caring for Country

LEARNING INTENTIONS

By the end of this lesson you should be able to:

- describe** historians' interpretations of Aboriginal and Torres Strait Islander Peoples' histories and cultures
- explain** the cultural importance and shared responsibility we have for the care of heritage sites, artefacts and ancestral remains.

Tune in



Empathy means understanding how someone feels or thinks. We use empathy when we imagine what life is like for others by reading a book, watching a movie, looking at art or listening to people.

Some of the footprints in **SOURCE 1** were made by a child who ran here 20 000 years ago. They give us just a small clue into that child's life, but are still very important to history.

These footprints of a child give us a special connection to Deep Time. At that time, people lived off the land by hunting, gathering and telling stories. These footprints show us how they moved across the land and lived with nature.

What do you think is the significance of this site to world heritage?

SOURCE 1 The Pleistocene footprints from the clay at Lake Mungo left an ancient human record of life in Australia.



12.8.1 Investigating Australia's ancient past

Archaeological and scientific studies give us lots of interesting information from ancient burial sites. But we shouldn't forget that these sites continue to have spiritual significance. The study of Deep Time is not just a story about the past.

SkillBuilder discussion

Questioning and researching

- What does **SOURCE 2** provide a description of?
- What helped archaeologists to identify that there was a child with the group?
- What makes this archaeological site so 'personal'?

SOURCE 2 Adapted extract from Harvey Johnstone and Michael Westaway, archaeologists

Some footprints show a child walking, pausing, turning and running away from their group before quickly returning. This might suggest the child was called back by an adult or sibling. Such personal details are rare in open-site archaeology.

Aboriginal and Torres Strait Islander Peoples still care for their land and the generations connected to it. Australian governments now recognise their rights over human remains, artefacts and heritage sites. There is discussion about the future control and care of our heritage sites, artefacts and ancestral remains.

The role of the archaeologist

Investigating archaeological sites is where we start to gather information. These sites help us understand how people lived. Archaeologists survey the landscape and then often dig pits and trenches to uncover the layers of history found in ancient campsites or middens.

12.8.2 Sites and artefacts in Western Australia

There are many archaeological sites and artefacts that scientists and archaeologists study.

- **Quarries:** Quartz for sharp tools and greenstone was quarried from Shark Bay for axe heads.
- **Scarred trees:** Old trees in Yanchep National Park show scars from bark removal for shelters, graves, water containers, shields and canoes.
- **Rock art:** Patterns and pictures on rocks, painted with ochre or charcoal, carved or rubbed in. The Kimberley region has thousands of rock art sites.
- **Rock wells and springs:** Dug into rock to provide water in areas without rivers or creeks.
- **Fish traps:** Engineered fish traps along the coast, for example, the Oyster Harbour Fish Traps by the Menang people in Kinjarling/Albany.
- **Burials:** Found near Lake Monger and King's Park.
- **Mounds and middens:** Raised areas with old campsites, rubbish and ash from fires. Middens have shellfish, charcoal, bones and tools.

Did you know?

Bones and teeth show health and disease. At Roonka Flat in South Australia, people had jaw arthritis and tooth loss. Archaeologists link this to chewing tough food and using the mouth as a tool.

SOURCE 3 A shellfish midden at King River, Northern Territory



12.8.3 Lake Mungo

Aboriginal and Torres Strait Islander readers are advised that this section contains images of and references to people who have died.

The old Lake Mungo area in western New South Wales was once a lake but is now dry. Erosion has revealed signs of ancient people who lived there. Lake Mungo is in the land of the Paakantji, Ngiampaa and Mutthi Mutthi Peoples.

In 1968, wind uncovered the burnt remains of a young woman named Mungo I in the sand dunes. It was first thought she lived 25 000 years ago, but now it's believed she lived about 42 000 years ago.

Since then, many remains and artefacts have been found. One of the oldest is Mungo III, or Mungo Man. He lived 38 000 to 42 000 years ago. His body was placed with hands together and knees bent. Archaeologists found ochre, a red substance, used in his burial, turning the soil pink.

Lake Mungo is one of 17 lakes in the Willandra region. This area is a World Heritage Site, important for nature and culture. Remains of fireplaces, shell middens and human burials show that Lake Mungo once had lots of water and supported many life forms.

In 2003, archaeologists found 20 000-year-old footprints of the Willandra Peoples in dried clay that turned to stone. Mary Pappin Junior, a Mutthi Mutthi woman, showed these footprints to the archaeologists. Elders from the Paakantji, Ngiampaa and Mutthi Mutthi Peoples help care for the Lake Mungo site with the government.

12.8.4 Appreciating our heritage

Caring for the human and archaeological remains of ancestors is of great importance to Aboriginal and Torres Strait Islander Peoples. These remains connect people spiritually to their ancestors. The return of remains from museums back home to Country is a big issue. When remains are returned there are several ceremonies and practices that must be followed:

- Discussing with traditional custodians to decide how remains should be cared for, what ceremonies should be performed and where reburial should be.
- Honouring the ancestors with appropriate mourning practices, smoking ceremonies.
- Restricting entry to the site to certain people, such as Elders or people with ceremonial roles.

Many places in Australia are important for history and culture. The Australian government has set up over 70 Indigenous Protected Areas. Working with Aboriginal and Torres Strait Islander Peoples, traditional custodians manage these areas, caring for plants, animals and special sites. Aboriginal and Torres Strait Islander community rangers help manage the tourists visiting the sites. Ongoing care of Country keeps their culture strong.

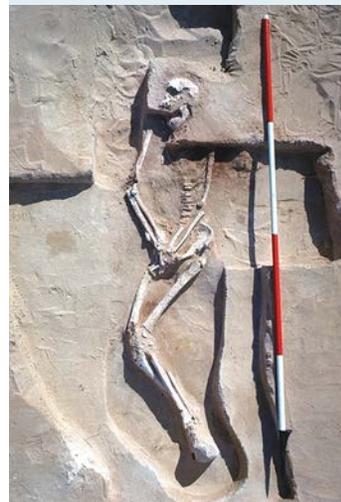
In 2010, the Heritage Council of Victoria agreed to the Burra Charter, an agreement that put in place conservation rules:

- Heritage sites enrich our lives by helping us understand the past and the culture we live in today.
- A heritage site's importance comes from its location, objects, use and the meaning it has for people today.
- Cultural significance must be considered and studied carefully before making decisions about a heritage site.
- Records must be kept ensuring the continued care and understanding of heritage sites.

Sites such as Budj Bim, on Gunditjmarra Country in Victoria, and the Willandra Lakes in New South Wales have been given protection by their World Heritage listing. World Heritage sites are selected because of their great significance to the shared culture and history of our world:

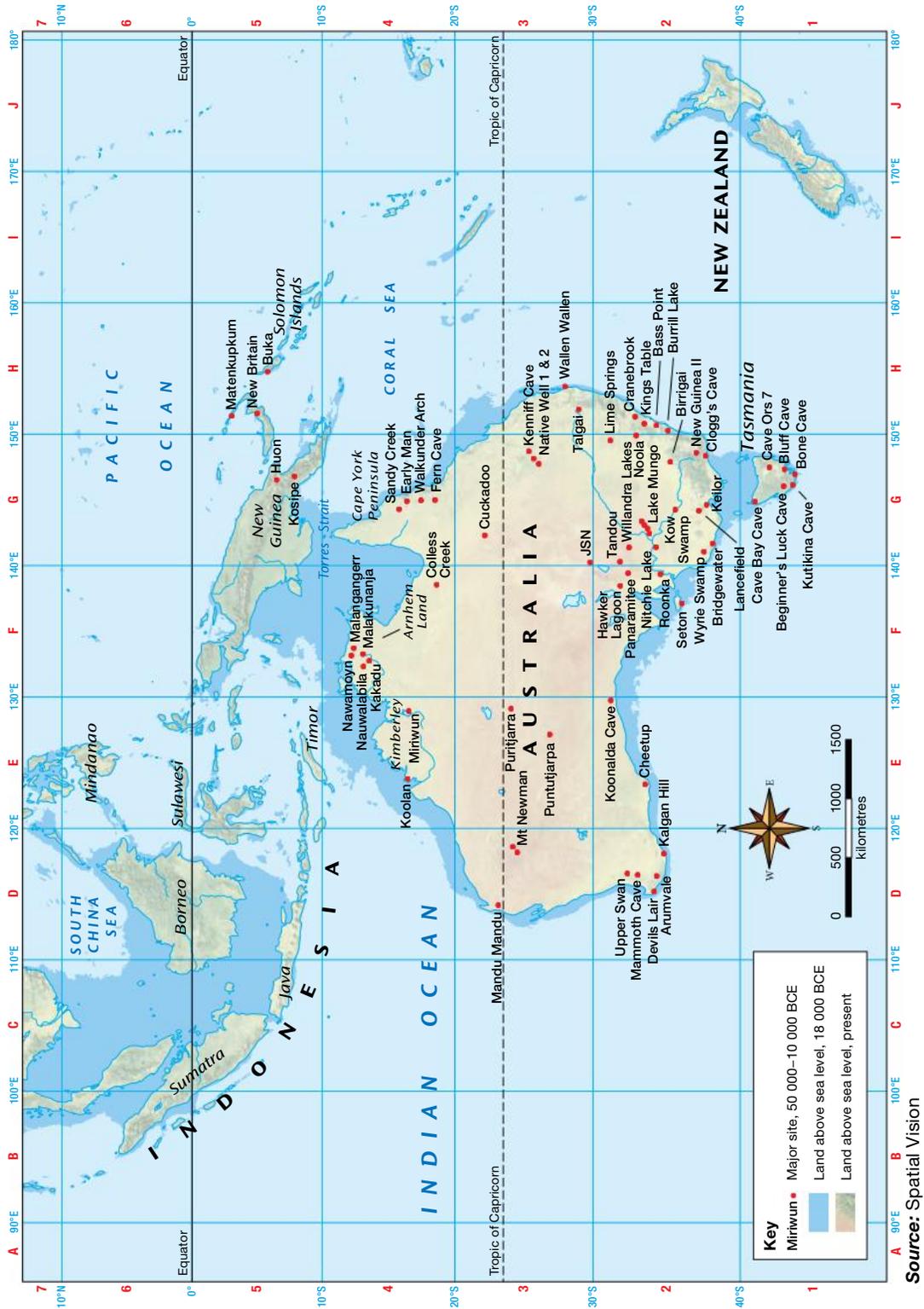
- Budj Bim's great **aquaculture** system shows the unique land and water management of Deep Time Gunditjmarra people. The stone **weirs** and channels were constructed over 6000 years ago to farm eels as a sustainable resource.
- The Willandra Lakes shows Deep Time life dating back over 40 000 years. Dry lakes are evidence of climate change during the Pleistocene period. Human remains of Mungo I and Mungo III show ancient cultural practices.

SOURCE 4 The remains of Mungo III, a man placed on his side with hands clasped and then buried in a shallow grave



Source: J. M. Bowler & Traditional Owners, c/o National Parks of NSW, Buronga, 2739.

SOURCE 5 A map of Australia showing some Aboriginal and Torres Strait Islander Peoples' art sites and locations of ceremonial and cultural significance in southeastern Australia



12.8 SkillBuilder activity

COMMUNICATING AND REFLECTING

Establish the location of an Aboriginal site of cultural significance that you can visit.

1. In small groups, plan your excursion and design archaeological activities. Consult traditional custodians when planning. Invite a member of the Aboriginal community to join and explain the site and artefacts.
2. Treat the site with the same respect as a church, mosque or war memorial. Plan how to move carefully to avoid damage.

In the planning process you will also need to:

- Check with local park and wildlife services for the rules of the site in their care.
- Make sure all visitors know the site rules, and check with local Elders that the site is appropriate for visiting. Some sites are sacred and are not to be shared with everyone, even within Country. This includes men's business and women's business. Only take written notes, photos and drawings as records of your visit.
- Learn about the site's key features: its water proximity, weather protection, accessibility and surrounding vegetation.
- Research the Dreaming stories and beliefs of the peoples who created and maintained the site.

12.8 Exercise

learnon

Learning pathways

■ LEVEL 1

1, 2, 4

■ LEVEL 2

3, 5, 6

■ LEVEL 3

7, 8

REMEMBER AND UNDERSTAND

1. **Identify** the artefacts and evidence of life found at Lake Mungo.
2. Hundreds of Pleistocene footprints were preserved at Lake Mungo because the people walked across a layer of thick _____ that later dried and hardened.
3. **State** what the principles of the Burra Charter are designed to achieve.
4. The remains of Mungo I, found near Lake Mungo, are about 20 000 years old. True or False?

ANALYSE AND APPLY

5. The map in **SOURCE 5** shows artefacts and sites around Australia of archaeological significance. **Identify** what the difficulties are in protecting and conserving these sites.
6. Look at the photograph in **SOURCE 4**. What evidence of Aboriginal and Torres Strait Islander Peoples' spiritual and funerary practices could an archaeologist gain from studying this source?

EVALUATE AND COMMUNICATE

7. **Discuss** the concept of a 'shared heritage' and decide what that should mean in modern Australia. Write your own definition of the term.
8. **Explain** the main points of the 2010 Burra Charter and then **identify** why you believe it is of significance to the care of Australia's deep history sites.

Answers and sample responses for this topic are available online.

How is the connection to culture and Country continuing?

LEARNING INTENTION

By the end of this lesson you should be able to recognise the changing interpretations of Aboriginal and Torres Strait Islander Peoples' histories and cultures, and the continuing significance of their connection to Country.

Tune in

SOURCE 1 An emu-feather dance skirt, made and worn by Wendy Berick of the Dja Dja Wurrung Peoples (Melbourne, Victoria)



SOURCE 2 Denise Lovett of the Gunditjmara people (western Victoria) explaining the importance of connecting artefacts, such as the emu-feather skirt made by her ancestors, with understanding and knowledge of culture.

I look at the feathers that the women would have collected, made and danced with. I wonder what song they were singing while they danced. Rightfully, this should have been handed down to someone's daughter and the story handed down too. It's sad that we don't have the whole meaning of them, that they are just objects.

1. What is the SOURCE 1 skirt made from?
2. What was the purpose of the skirt?
3. What do you think is the cultural significance of the skirt?

12.9.1 Continuing connection to culture and Country

Caring for Country and culture is very important to Aboriginal and Torres Strait Islander communities. In caring for Country, Aboriginal and Torres Strait Islander Peoples share knowledge and pass on their traditions. This knowledge teaches future generations how to manage the land and conserve the archaeological evidence of Deep Time history.

Artefacts are wonderful sources of information when we know where they came from and their cultural background. Art and objects are understood when explained by Aboriginal and Torres Strait Islander Peoples who have the knowledge of culture and traditions. Devastatingly, the consequences of colonisation are that some of these stories have been lost.

The evidence of Aboriginal and Torres Strait Islander Peoples' history and culture

Archaeologists now work directly with Aboriginal and Torres Strait Peoples. The knowledge of traditional custodians is respected, and is now studied along with the archaeological and written evidence to build our knowledge of Deep Time history. Oral history, for example, was not recognised by earlier twentieth-century historians but is now regarded as a very important source of information.

The significance of the Mungo remains

The discovery of Mungo Woman (Mungo I) and Mungo Man (Mungo III) are of world archaeological importance because:

- They are at least 40 000 years old, making them among the oldest human remains to be found outside Africa.
- They are the oldest examples of ceremonial burials and cremation, revealing ancient rituals and spiritual beliefs.

The remains of Mungo Man and Woman show the continuing connection between Deep Time history and Aboriginal and Torres Strait Islander Peoples today. They give physical evidence that the Aboriginal and Torres Strait Islander Peoples of Australia are the custodians of the longest-continuous culture in the world. In 2017, the remains of 108 Aboriginal people, including Mungo Man, were returned to Mungo National Park for reburial by the traditional custodians of Country. Mungo Man's remains had been in museum storage since 1974. The return of human remains finally demonstrates a respect for the rights and the knowledge of Aboriginal and Torres Strait Islander Peoples.

SkillBuilder discussion

Evaluating

1. Read **SOURCE 3**. How does the discovery challenge previous understandings or timelines of Aboriginal and Torres Strait Islander settlement in Australia?
2. What significant implications does the discovery of Aboriginal and Torres Strait Islander Peoples habitation dating back 80 000 years have for our understanding of human history in Australia?
3. How do researchers think Australia's landscape looked when people first lived there, compared to how it looks today?



SOURCE 3 Newspaper article, 'Australian dig finds evidence of Aboriginal habitation up to 80 000 years ago'

A groundbreaking archaeological discovery in Australia's north has extended the known length of time Aboriginal people have inhabited the continent to at least 65 000 years.

The findings on about 11 000 artefacts from Kakadu National Park prove Indigenous people have been in Australia for far longer than the much-contested estimates of between 47 000 and 60 000 years, the researchers said. Some of the artefacts were potentially as old as 80 000 years.

The new research upends decades-old estimates about the human colonisation of the continent, their interaction with megafauna, and the dispersal of modern humans from Africa and across south Asia.

'People got here much earlier than we thought, which means of course they must also have left Africa much earlier to have travelled on their long journey through Asia and south-east Asia to Australia,' said the lead author, Associate Prof Chris Clarkson, from the University of Queensland. 'It also means the time of overlap with the megafauna, for instance, is much longer than originally thought — maybe as much as 20 000 or 25 000 years. It puts to rest the idea that Aboriginal people wiped out the megafauna very quickly.'

The significant trove of thousands of artefacts was buried in 2.6 metres of sand and sediment on the western edge of the Arnhem Land plateau. The site at Madjedbebe is on the traditional lands of the Mirarr people.

Source: Helen Davidson and Calla Wahlquist, 'Australian dig finds evidence of Aboriginal habitation up to 80 000 years ago', *The Guardian*, 20 July 2017.



12.9.2 From 'history' to Deep Time

Mungo Man and Woman, the Dreaming, Country and the songlines show the connection between the past and the present. Aboriginal and Torres Strait Islander Peoples have lived in Australia for at least 65 000 years, and so their history is ongoing and 'living' because the past is still present through culture and belief. The terms historians use to study the past, such as 'history' and 'prehistory', do not always help us to understand Aboriginal and Torres Strait Islander Peoples and their past. 'Prehistory' and 'history' usually refer to the difference between the time before written records, and the time from when written records began. 'Pre-history' does not recognise the many ways Aboriginal and Torres Strait Islander Peoples recorded their past and their culture.

The term 'deep history' helps us to understand the continuation of a story stretching back tens of thousands of years. Deep history is recorded through oral traditions, natural landscape, archaeology, ceremonies, dance and memories of a living culture.

SkillBuilder discussion

Analysing

1. Look at **SOURCE 4**. What does it show images of?
2. What totems can you see in the source?
3. How is this image evidence of a 'living culture'?

Did you know?

Stone tools are the longest-lasting items archaeologists find because things like plants and animals don't last as long. Sometimes, nature helps preserve objects, like the wooden boomerangs found in South Australia's Wylie Swamp, which lasted over 10 000 years. There are also 20 000-year-old bone tools found at Devil's Lair in Western Australia.

SOURCE 4 Aboriginal and Torres Strait Islander Peoples are the custodians of a rich culture and history.



12.9 SkillBuilder activity COMMUNICATING AND REFLECTING

As an archaeologist studying **SOURCE 3**, you want to learn more about Australia's Deep Time history through material remains.

1. Refer to the 2.1 Overview lesson and select one period from the timeline of Australia to examine in more detail.
 - Research your chosen time period. Is it Pleistocene or Holocene? **Identify** key features of life on Earth during that time.
 - Use the timeline to **identify** where to look for evidence of people from your chosen time. Find one artefact to help understand their world.
 - Read **SOURCE 3** as an example of how archaeologists use artefacts as clues of how people lived in these distant times.

- Analyse** your artefact using questions from **SOURCE 1** about the emu-feather skirt. What do you see? What does it make you think of? What more do you want to learn about it?
- Communicate your understanding of the significance of your artefact. Write a short guide for museum visitors about your artefact. Include where and when the artefact is from, who the traditional custodians of that area are and some details about the region's geography. Also, share what life might have been like for people back then. Your goal is to help people understand a time that is very different from today.

Note: Artefacts similar to those being archaeologically studied are still in use by Aboriginal and Torres Strait Islander communities in some regions of Australia today.

12.9 Exercise

learn **on**

Learning pathways

■ LEVEL 1

1, 3, 4, 5

■ LEVEL 2

2, 6, 8, 9

■ LEVEL 3

7, 10

REMEMBER AND UNDERSTAND

- What is the significance of the Mungo remains?
 - They are the oldest dinosaur fossils found in Australia.
 - They provide some of the earliest evidence of human life and cultural practices in Australia.
 - They show that the first humans in Australia came from Europe.
 - They are important examples of early farming tools used by Aboriginal Peoples.
- Explain** why modern archaeologists work with traditional custodians and Elders of Country and the importance of this.
- Identify** how the histories, stories and lore of ancient Australia have been passed down through generations.
- Artefacts found in Kakadu National Park could be up to 80 000 years old. True or false?
- _____ tools are a rare archaeological find.

ANALYSE AND APPLY

- Explain** the difference between 'history' and 'pre-history'.
- Propose** two reasons archaeological sources may not give a complete picture of life in ancient Australia.
- Why is the evidence found at Kakadu a 'ground-breaking archaeological discovery'?
- Identify** where the trove of around 11 000 artefacts was located.

EVALUATE AND COMMUNICATE

- 'Artefacts from Deep Time Australia can only reveal their true meaning if their cultural background is also considered'. **Explain** what you understand by this statement. Refer to the source and the text for ideas.

Answers and sample responses for this topic are available online.

Inquiry: Should we return ancestral remains from museums?

LEARNING INTENTION

By the end of this lesson you should be able to research, record and present information demonstrating your understanding of an issue of importance to Aboriginal and Torres Strait Islander Peoples' history and culture.

Background

Museums help to protect and keep safe the history and culture of ancient Australia. The National Museum of Australia holds collections of artefacts from Deep Time to today. Unfortunately, the sacred and cultural importance of these museum artefacts has not always been respected. Museum collections of human remains and Aboriginal and Torres Strait Island artefacts are part of a 'living culture' and so they continue to have deep ceremonial and spiritual value.

Archaeologists have excavated burial sites and taken human remains for study. The disturbance of graves and the theft of ancestral human remains has caused deep sorrow and anger. While some progress has been made in returning remains, such as Mungo III, the process is slow and not always respectful of the rights and responsibilities of the traditional custodians.

In recent decades Aboriginal and Torres Strait Islander Peoples have increasingly called for the return of the ancestral remains and sacred objects that are held in museums.

Your task is to conduct a small group investigation into a campaign for the return of ancestral remains from museums.

Before you begin

Access the **Inquiry rubric** in the digital documents section of the Resources panel to guide you in completing this task at your level. At the end of the inquiry task, you can use this rubric to self-assess.

Inquiry steps

Step 1: Questioning and researching

- **Discuss** the reasons why you think ancestral remains should be returned to the traditional custodians.
- **Identify** museums that currently hold Aboriginal or Torres Strait Islander Peoples' ancestral remains
- **Identify** traditional custodians or communities seeking the return of ancestral remains and artefacts.
- Research a case study, such as Mungo III's return from the Australian National University, to **identify** the key events and steps taken in the successful return of ancestral remains.

Step 2: Analysing

- Contact an Aboriginal and Torres Strait Islander Peoples' community representative to develop your understanding of the importance of ancestral remains to Aboriginal and Torres Strait Islander Peoples. **Analyse** the role community/Elders believe museums and archaeologists should have in the study and care of artefacts.
- Contact a museum to **identify** the problems associated with the return of ancestral remains and artefacts, and the continuing role the museum has in the study and care of artefacts.
- Record your interviews.

Step 3: Evaluating

After researching and discussing your findings, begin designing a campaign in support of the return of ancestral remains. Your campaign could involve:

- **Education:** Design materials such as pamphlets and posters explaining the importance of ancestral remains to Aboriginal and Torres Strait Islander Peoples.

- *Awareness:* Work with your community representative to plan a public exhibition or meeting to explain why ancestral remains have been returned to traditional custodians, and the need to continue the effort to return remains.
- *Promotion:* Write to local government or museum administrators to express your understanding of the reasons why ancestral remains should be returned to the traditional custodians.

Step 4: Communicating and reflecting

Your group can put your findings together as a report, organised into the following sections:

- *Introduction:* A brief history of the removal and return of ancestral remains
- *Overview of current efforts and challenges:* Findings from your case study research and interviews
- *Traditional Custodians' beliefs:* The understanding gained through your interviews with community members of the continuing spiritual and cultural connection with ancestral remains, and the responsibility to honour ancestors
- *Recommendations for continuing action:* The steps museums and archaeologists need to make to improve relationships, build opportunities to work with Aboriginal and Torres Strait Islander Peoples and assist in the return of ancestral remains to Country

12.11.1 Key knowledge summary

12.2 The Dreaming and Deep Time

- Deep Time refers to Earth's history and Aboriginal and Torres Strait Islander Peoples' 65 000-year connection to the land through art, stories and cultural knowledge.
- The Dreaming explains creation and connects people, land and ancestors through stories and cultural practices unique to each language group.
- Everywhen merges past, present and future in a timeless cycle, shaping life and Country through rituals and traditions.

12.3 Country and creation

- Creation stories, like the Dreaming and Tagai, guide cultural practices and connect people to land and sea.
- Rock art, such as Wandjina and Bunjil, reflects spiritual beliefs and a deep link to Country.
- Ancestral spirits shaped the land, providing lore for harmony and inspiring communities today.

12.4 Changing landscapes and life

- Aboriginal and Torres Strait Islander Peoples adapted to environmental changes, such as rising sea levels, shaping landscapes like Lake Mungo and the Great Barrier Reef.
- Dreaming stories connect people to land and nature, reflecting changes and aligning with scientific findings.
- Archaeological sites like Barrow Island reveal resourcefulness in changing climates.

12.5 Living with the megafauna

- Sahul, the ancient continent, was home to megafauna like Diprotodon, which coexisted with Aboriginal Peoples during the Pleistocene.
- Dreaming stories, rock art, and archaeology highlight human adaptation to environmental changes and megafauna.
- Rising sea levels and extinction of megafauna led to new practices and enduring connections to Country.

12.6 Connection to Country and kin

- Kinship systems, including moiety, totems, and skin names, define roles, relationships and spiritual ties to Country.
- Totems connect people to land, sea and sky, fostering environmental care and cultural identity.
- Ceremonies and shared traditions strengthen kinship and ensure continuity across generations.

12.7 Trade and technology

- Aboriginal and Torres Strait Islander Peoples traded items like stone tools, ochre, and pearl shells for practical and cultural purposes.
- Seasonal gatherings allowed groups to trade goods, share food, and strengthen relationships.
- They developed and traded tools like grinding stones and blades, showing their creativity and adaptability.

12.8 Caring for Country

- Caring for Country and Place involves studying Deep Time through archaeological sites like Lake Mungo while respecting their spiritual and cultural significance.
- Aboriginal and Torres Strait Islander Peoples' heritage includes artefacts, rock art, and remains, which connect communities to ancestors and culture.
- Heritage sites like Budj Bim and Willandra Lakes are protected through collaboration with traditional custodians, promoting cultural preservation and environmental care.

12.9 How is the connection to culture and Country continuing?

- Aboriginal and Torres Strait Islander Peoples maintain their connection to Country through cultural practices, artefacts and oral traditions, demonstrating a living culture.
- Discoveries like Mungo Man reveal the Deep Time history of ceremonial burials and the longevity of Aboriginal culture, the oldest continuous culture in the world.
- The concept of Deep Time highlights ongoing connections between past and present, integrating oral traditions, archaeology and natural landscapes.

12.10 Inquiry: Should we return ancestral remains from museums?

- Aboriginal and Torres Strait Islander Peoples advocate for the return of ancestral remains from museums to honour spiritual, cultural and ceremonial connections.
- The slow progress in returning remains, like Mungo III, highlights the need for respectful collaboration between museums and traditional custodians.
- Campaigns for repatriation focus on education, raising awareness, and promoting respectful relationships to ensure ancestral remains are returned to Country.

12.11.2 Key terms

aquaculture the rearing of aquatic animals, or the cultivation of aquatic plants for food. Aquaculture was a major part of the pre-European settlement economies of Aboriginal and Torres Strait Islander communities.

cassowary a large flightless bird related to the emu with a bare head and neck

conservation to prevent waste or destruction

dialects different forms of a language

DNA the material in all living things that carries genetic information

dugong a sea animal, sometimes called a sea cow, found mainly on the coasts bordering the Indian Ocean

ecosystem a community of organisms, plants or animals and the environment they exist in

intensification the action of making or becoming something greater

midden a mound of material, such as shells and bones, marking the place where people once lived

Pleistocene A period of Earth's history from about 2.6 million to 11 700 years ago, known for ice ages and early human development

sago a starch food obtained from palm used to produce a flour

sustainable able to be cared for and maintained

talons a claw, especially belonging to a bird of prey

weir a low dam built across a river to raise the level of upstream water to regulate the flow and catch fish

12.11.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry question posed in the Overview:

How do Aboriginal and Torres Strait Islander Peoples, as the world's oldest continuing cultures, show both continuity and change over time?

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

learn on



Post-test

Online post-test



eWorkbook

Customisable worksheets for this topic
Reflection



Digital document

Key terms glossary

12.13 Review exercise

Learning pathways

■ LEVEL 1

3, 4, 5, 8, 9, 10

■ LEVEL 2

1, 2, 6, 7, 11

■ LEVEL 3

12, 13, 14, 15

REMEMBER AND UNDERSTAND

1. Why was pitjuri a valuable trade item?
 - A. It was valued for its great beauty.
 - B. It was a strong timber used to make spears.
 - C. It was used for decoration.
 - D. It was a drug that could relieve pain, tiredness and hunger.
2. Why are kinship relationships very complex in Aboriginal and Torres Strait Islander communities?
 - A. People lived in small village communities.
 - B. People were living in harsh environments.
 - C. Family links were tied to spiritual beliefs.
 - D. Families were very large.
3. A totem is a special plant or animal that is which of the following?
 - A. People were permitted to hunt it or gather it for food.
 - B. It was only known of through Dreaming beliefs.
 - C. It was chosen during an initiation ceremony to protect a young person.
 - D. It was painted and carved onto rock walls.
4. What were the tutini?
 - A. A set of Tiwi Island beliefs
 - B. Elaborately carved grave posts used in the pukumani ceremony
 - C. A weapon used by Torres Strait Islanders
 - D. A totem
5. What is Lake Mungo the site of?
 - A. The largest ceremonial grounds found
 - B. The most remote Aboriginal and Torres Strait Islander communities
 - C. The oldest known cremation site in the world
 - D. The most complex rock art in Australia
6. Why are the Elders the ceremonial leaders in Aboriginal and Torres Strait Islander communities?
 - A. Their old age has given them wisdom.
 - B. They are respected community members with a deep knowledge of tradition.
 - C. They are born into a hereditary position of power.
 - D. They are the great warriors.
7. How did Aboriginal and Torres Strait Islander Peoples use fire to manage the land?

Select three correct responses.

 - A. They started bushfires to scare away enemies.
 - B. Burning grasslands promoted lush new growth.
 - C. Fire flushed animals from their burrows so they could be killed.
 - D. They burnt areas to let others know where they had been.
 - E. They burnt the undergrowth to reduce the risk of large bushfires.
8. What is the estimated number of Aboriginal and Torres Strait Islander Peoples that existed when Europeans first arrived in Australia?
 - A. 50
 - B. 100
 - C. 150
 - D. 250

9. As the ancestral beings travelled across Australia giving life, they created landmarks and named the geographic features of the land. The countless pathways of daily travel and trade crossed the continent and are known as the Dreaming tracks.
What do Aboriginal and Torres Strait Islander Peoples also remember these tracks as?
- A. Songlines
 - B. Sacredlines
 - C. Dreamlines
 - D. Pathlines
10. What is the word for how Aboriginal Peoples explain creation, the nature of the world and the importance of ritual and tradition?
- A. The Storytelling
 - B. The Dreaming
 - C. The Sagas
 - D. The Folklore

ANALYSE AND APPLY

11. **Summarise** the changes that took place in Australia between the Pleistocene and the Holocene periods.

EVALUATE AND COMMUNICATE

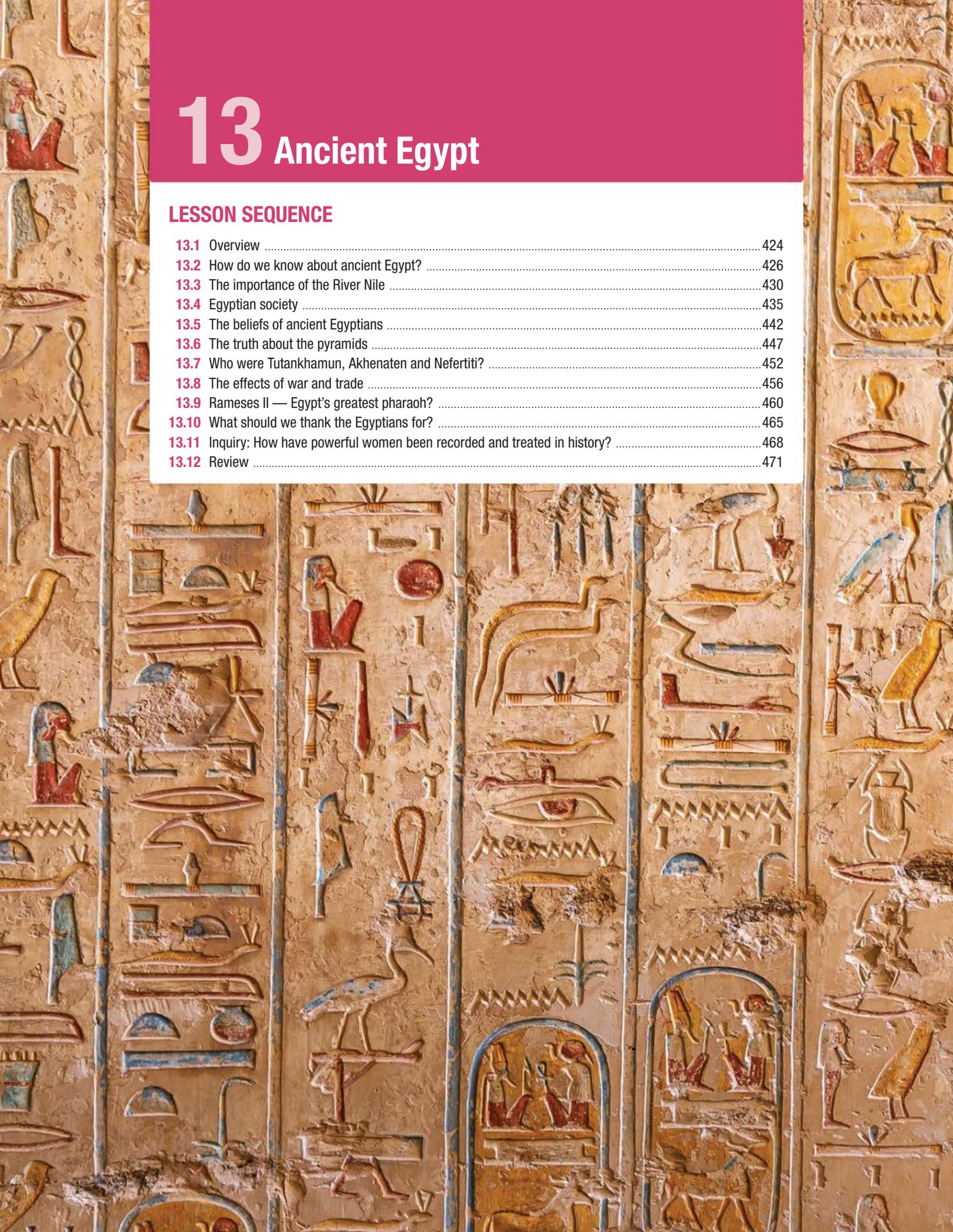
12. Communicate your understanding of Deep Time history and then identify the ways in which the Deep Time history of Australia has been recorded.
13. **Identify** the ways in which Aboriginal and Torres Strait Islander Peoples managed the land and cared for Country.
14. **Explain** how the songlines were formed and then used to create trade networks.
15. **Compare** the concept of *kinship* in Western societies and the kinship system as it continues to be defined in Aboriginal and Torres Strait Islander communities. **Identify** the similarities and differences in a one paragraph explanation of kinship.

Answer and samples responses for this topic are available online.

13 Ancient Egypt

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LESSON 13.1 Overview

INQUIRY QUESTION

How do we know about ancient Egypt, and what were its defining features, achievements and legacies?

Egypt is a relatively poor country with few natural resources. It has no oil, unlike some of its neighbours.

Many tourists visit Egypt to see the pyramids and ancient tombs in the **Valley of the Kings**. Tourists and historians continue to wonder why Egyptians were so fascinated by death and how they built pyramids without any machinery.

learn on

 **Pre-test**
Online pre-test

 **eWorkbook**
Customisable worksheets for this topic

 **Digital document**
Key terms glossary

 **Video eLesson**
Ancient Egypt

c. 5000–3100

People settle along the Nile and learn to use bronze. At least two separate states develop.

c. 3100

King Narmer unites Egypt. The Archaic period, also called Early Dynastic Period (to c. 2686 BCE), begins.

c. 2686–2181

The Old Kingdom: a long period of peace and order

c. 2551–2528

Khufu rules. The Great Pyramid is built.

5000

4500

4000

3500

3000

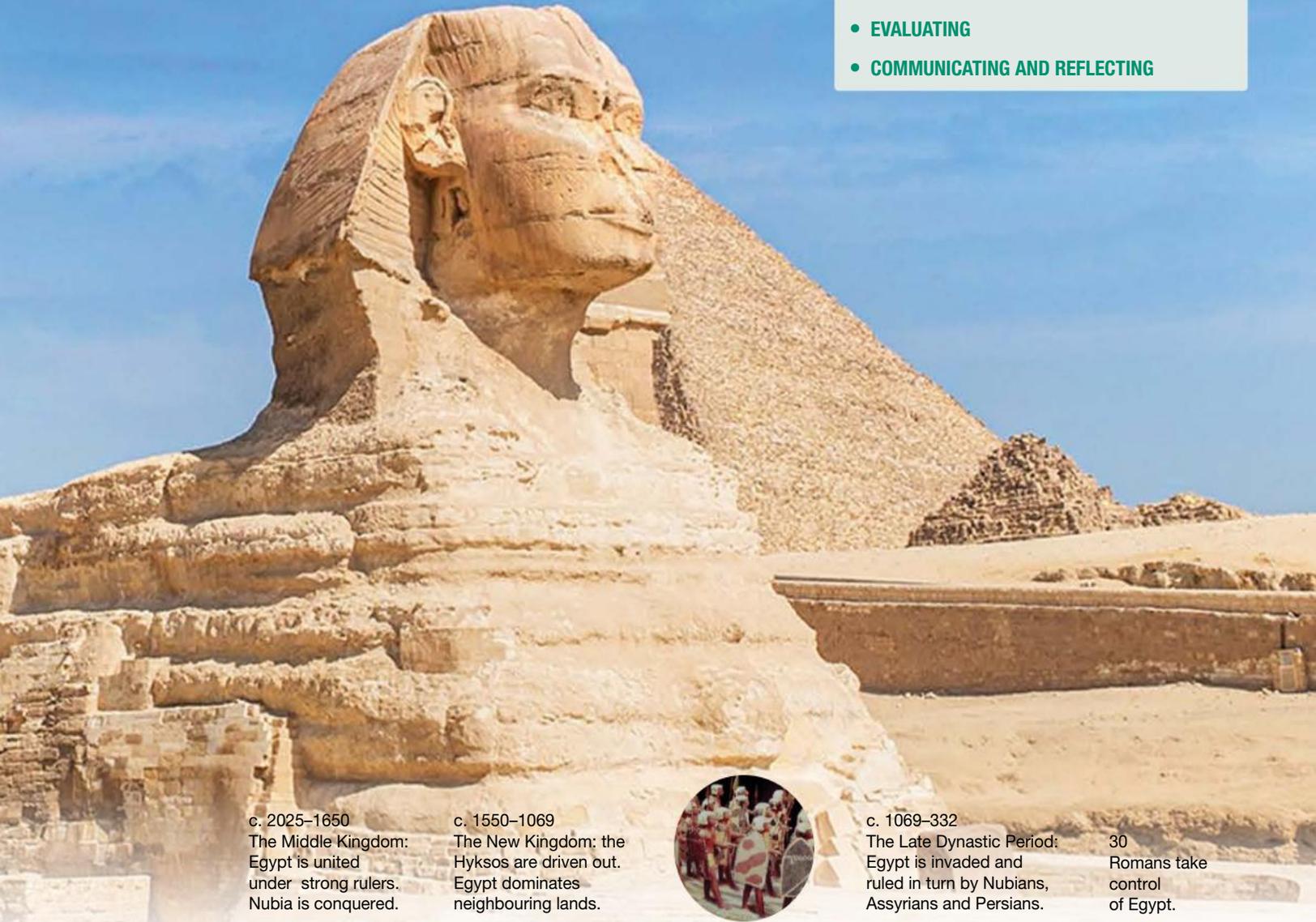
2500

BCE

SkillBuilder

Use the SkillBuilder activities to develop these HASS skills:

- QUESTIONING AND RESEARCHING
- ANALYSING
- EVALUATING
- COMMUNICATING AND REFLECTING



c. 2025–1650
The Middle Kingdom:
Egypt is united
under strong rulers.
Nubia is conquered.

c. 1550–1069
The New Kingdom: the
Hyksos are driven out.
Egypt dominates
neighbouring lands.



c. 1069–332
The Late Dynastic Period:
Egypt is invaded and
ruled in turn by Nubians,
Assyrians and Persians.

30
Romans take
control
of Egypt.

c. 2181–2025
The First Intermediate
Period: a time of disorder
and division as rival
leaders fight for control

c. 1650–1550
Second
Intermediate
Period: the
Hyksos invade
and occupy Egypt.



c. 1479–1458
Hatshepsut rules.

c. 1279–1212
Rameses II rules.

c. 332–30
Alexander the Great
conquers Egypt. One of
his generals founds the
Ptolemaic Dynasty.
The Ptolemaic Period lasts
until Rome takes over.

2000

1500

1000

500

BCE

CE

CE

LEARNING INTENTION

By the end of this lesson you should be able to:

- **describe** how historians used hieroglyphics to understand Egypt's history
- **analyse** the importance of key discoveries in understanding Egypt.

**Tune in**

SOURCE 1 shows the Rosetta Stone, discovered in Egypt around 1799. It has been in the British Museum since 1802. The stone is black granite with three versions of a decree from Memphis, Egypt, in 196 BCE. The top band has hieroglyphics, the middle band has **demotic script** (simplified hieroglyphics) and the bottom band has ancient Greek. Before this, no one could read ancient Egyptian texts.

1. In small groups, discuss how the stone helped historians crack the code.
2. Consider what we wouldn't know today if the stone hadn't been found.

SOURCE 1 The Rosetta Stone.



13.2.1 How do we know about ancient Egypt?

The ancient Egyptians left many primary source evidence. As in Mesopotamia, most Egyptian houses were made of mud bricks, leaving few traces. However, their temples, pyramids and tombs were made of stone and held mummies and art. They also created enormous statues and painted wall panels.

13.2.2 How can we read ancient Egyptian writing?

The Egyptians began writing over 5000 years ago, possibly around 3100 BCE. At first, they used simple drawings and symbols for words. They wrote on stone, pottery and **papyrus** (paper made from plants). When the Greeks saw this writing on temple walls in the fourth century BCE, they called it hieroglyphs, meaning 'sacred writing'.

By the fourth century CE, the secret of reading hieroglyphs was lost. But in 1799, a French soldier found the Rosetta Stone in Rosetta (now called Rashid). This stone had the same message in three scripts: hieroglyphs, demotic script (a simpler form of hieroglyphs) and ancient Greek. Since people could still read Greek, they used it to understand hieroglyphs.

After years of effort by scientists like Thomas Young and Jean François Champollion, the code was cracked. Scholars could now read Egyptian records, including king lists, myths, hymns, legal documents and even graffiti.

The hieroglyphic alphabet was much larger than ours, with over 700 symbols. Some were simple drawings, like a bird, while others were shapes, like a semicircle. See **SOURCE 2**.

At first, each symbol represented a word. As the language grew more complex, some symbols also stood for:

- consonant sounds (e.g., an owl for the sound ‘m’)
- ideas or actions (e.g., two legs for movement).

SOURCE 2 Translators have linked hieroglyphic symbols to most letters in our alphabet.

Symbols for single sounds

a		b		c, k		d		e, y	
f		g		h		i		j	
l		m		n		o		p	
q		r		s		t		u	
w		x		z		th		sh	

Symbols for syllables

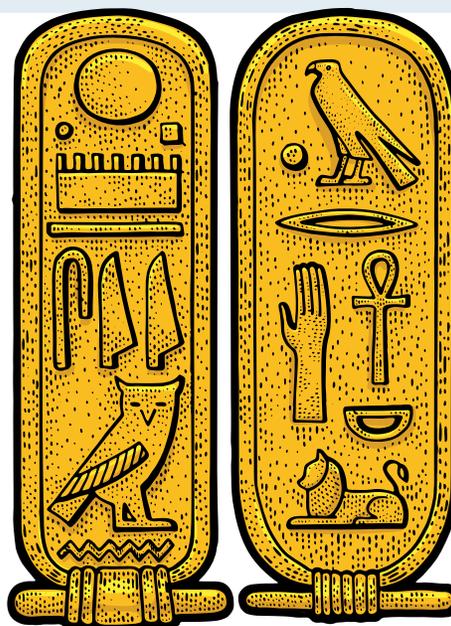
neb		ankh		mer		mes	
su		sha		ka		men	

SkillBuilder discussion

Analysing

1. Look at **SOURCES 2** and **3**. Identify the symbol that represents the letter ‘a’ in hieroglyphics.
2. Locate the hieroglyph used for the sound ‘sh’. What does this hieroglyphic symbol remind you of?
3. Describe the shape of the symbol used for the sound ‘mes’.

SOURCE 3 A cartouche is an oval frame around the name of an Egyptian god in hieroglyphs.



SkillBuilder discussion

Analysing

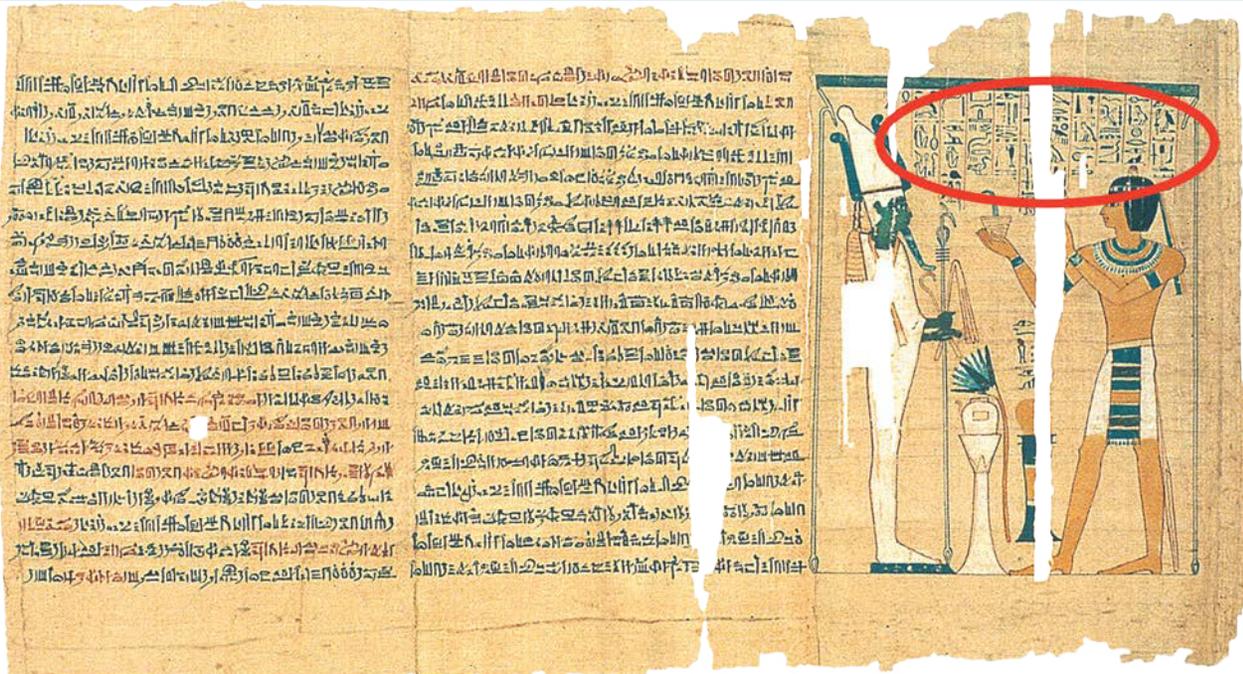
1. Identify who the Egyptian high priest is presenting an offering to in **SOURCE 4**.
2. Recall the two types of scripts shown on the papyrus sheet.

Reading hieroglyphs

At first, hieroglyphic symbols were written in columns and read top to bottom. Around 2000 BCE, they were arranged in rows and sometimes read left to right or right to left. A pharaoh's name was enclosed in a cartouche (see **SOURCE 3**).

Hieroglyphs were mainly for religious and official documents, readable only by priests and scribes, which is why they are found in tombs. Due to the time-consuming nature of hieroglyphs, simpler scripts were developed, such as **hieratic** (see **SOURCE 4**) and demotic, which used simplified hieroglyphs.

SOURCE 4 An Egyptian high priest presents an offering to **Osiris**, with both hieroglyphic and hieratic scripts on the papyrus.



13.2 SkillBuilder activity QUESTIONING AND RESEARCHING

1. The table below shows 5 important Egyptian archaeological discoveries. Research each one and complete the first two table columns.
2. Rank the five discoveries by significance, and **justify** your choices.

	What did we learn from this discovery?	What impact did this discovery have?	How significant is it? (rank 1 to 5)
The Rosetta Stone			
The Oxyrhynchus Papyri			
Tutankhamun's tomb			
Meteoric Jewellery			
The excavation of Luxor and the 'Plague of Cyprian'			

LESSON 13.3 The importance of the River Nile

LEARNING INTENTION

By the end of this lesson you should be able to:

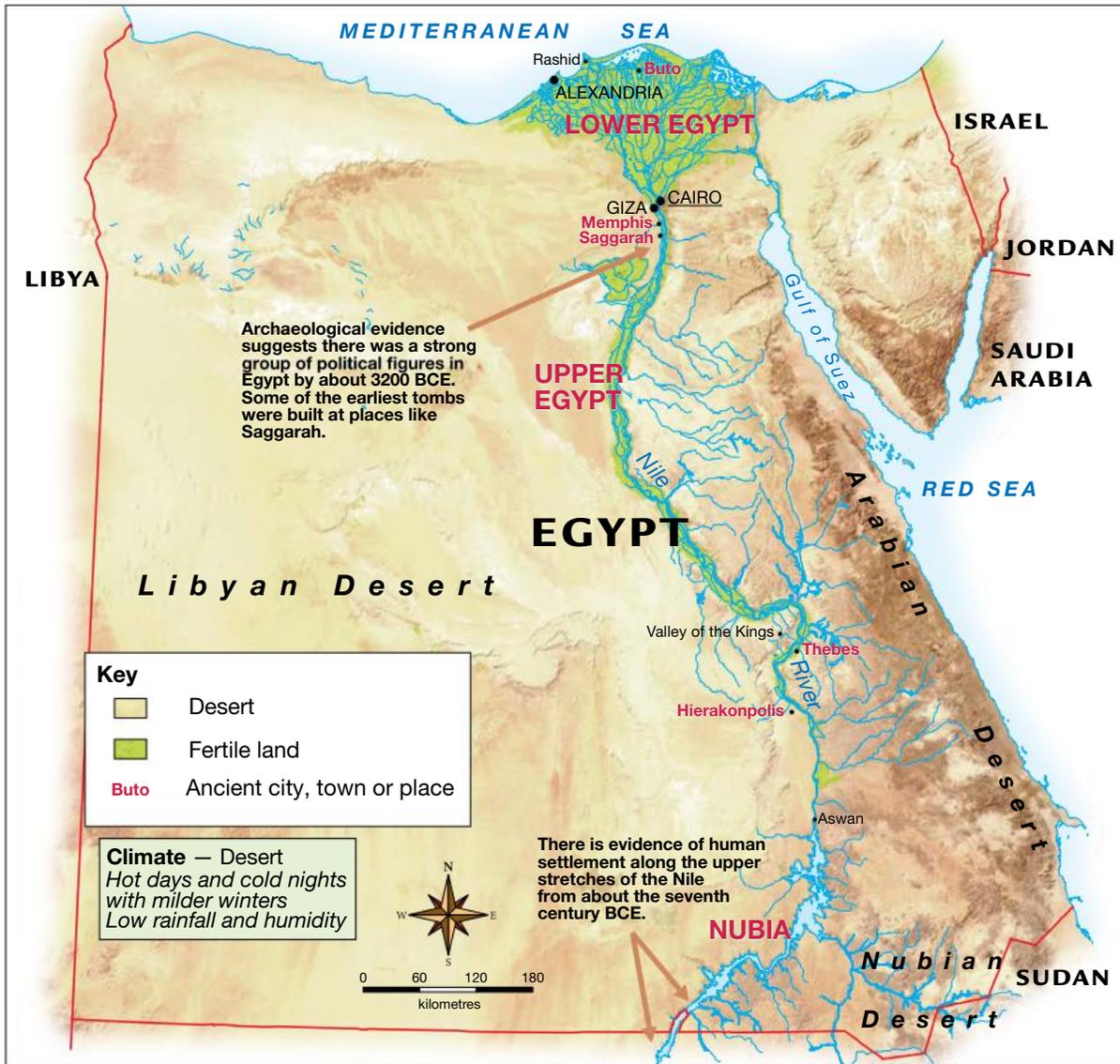
- **explain** the River Nile's importance to ancient Egyptian farming, transport, defence and religion
- **compare** the Nile's historical and modern uses.

Tune in

SOURCE 1 shows the main geographical features and key sites of ancient Egypt.

1. Locate the main ancient cities on the map. What pattern do you notice?
2. Why was the River Nile so important? List two reasons why it was so useful to Egyptian people.

SOURCE 1 Ancient Egypt



Source: Map drawn by MAPgraphics

13.3.1 Farming and the Nile

Like other ancient civilisations, Egypt developed along a waterway, the Nile, which made life possible in the hot, dry land. The Nile, formed by the White Nile and Blue Nile from central Africa, flows through deserts and finally empties through a long **delta** into the Mediterranean Sea.

Ancient Egyptians lived in the 'Black Lands', the Nile's floodplain. From June to September, heavy rains flooded the Nile, leaving fertile soil essential for civilisation. By 5000 BCE, people settled by the Nile for its water, plants, animals and fish. They domesticated cattle, sheep, goats and geese, and grew crops, making boats, baskets and papyrus from reeds.

The floods also set Egypt's calendar, with the **Inundation** (flooding) regarded as the new year. Egyptians used a way of lifting water for irrigation, a **shadoof**, moving water to fields. This meant fewer people needed to farm, and allowed more people to become scribes or **artisans**. More food led to leisure activities like hunting, games and music.

See **SOURCE 2** for details.

SkillBuilder discussion

Analysing

1. Identify who is hunting birds in the painting.
2. Describe the tool Nebamun uses to hunt the birds.
3. Describe this artwork. You may wish to focus on the colour, the images, the people and the animals.

Did you know?

Away from the Nile floodplain, 90 per cent of Egypt is desert. The dry deserts didn't provide much for the Egyptians, but they were hard to cross. This helped protect Egypt from invasion for many years.

SOURCE 2 A painting from Nebamun's tomb (c. 1400 BCE) shows him hunting birds with a stick, alongside his wife, daughter, and cat.



13.3.2 Transport and the Nile

The Nile was a major trade and transport route, like a highway. Land travel was slow due to desert paths, so boats were used to move people and goods. Winds helped boats sail south, and the current made rowing north easier.

SOURCE 3 From *The Histories*, written by the ancient Greek historian Herodotus, who visited Egypt in 475 BCE.

... it is clear to any intelligent observer ... that the Egypt to which we sail nowadays is ... the gift of the Nile ... When the Nile overflows, the whole country is converted into a sea, and the towns, which alone remain above water, look like islands. At these times water transport is used all over the country instead of merely along the course of the river.

13.3.3 Defence and the Nile

Egypt was protected by fortifications (large defensive walls) at the Nile **cataracts** (rapids) to block invasions from Nubia (see **SOURCE 1**). These walls were built throughout ancient Egypt's history. The Mediterranean Sea, where the Nile ends, also served as a natural barrier against invaders.

13.3.4 Religion and the Nile

The ancient Egyptians worshipped many **deities** (gods and goddesses), with three linked to the Nile.

- Hapi, the god of the Inundation, was believed to bring fresh silt for farming and was the lord of fish and birds. Hapi's priests performed rituals for good floods.
- Khnum, the god of fertility and water, was believed to create humans from clay.
- Satet, the warrior goddess and protector of Egypt's southern borders, was believed to cause the Inundation

SOURCE 4 demonstrates the gratitude of Egyptians for the Nile.



SOURCE 4 This Hymn to the Nile, probably from the nineteenth and twentieth dynasties in the New Kingdom, expresses the gratitude Egyptians felt for the Nile.

Hail to you, O Nile, that issues from the earth and comes to keep Egypt alive! He that waters the meadows which Re created, in order to keep every kid alive. He that makes to drink the desert and the place distant from water: that is his dew coming down from heaven. The lord of fishes, he who makes the marsh-birds to go upstream. He who makes barley and brings emmer [wheat] into being, that he may make the temples festive. If he is sluggish, then nostrils are stopped up, and everybody is poor. When he rises, then the land is in jubilation, then every belly is in joy, every backbone takes on laughter, and every tooth is exposed. The bringer of good, rich in provisions, creator of all good, lord of majesty, sweet of fragrance. He who makes every beloved tree to grow, without lack of them.

13.3 SkillBuilder activity **ANALYSING**

1. Use **SOURCE 5**, and what you have learned so far to answer the following questions:

SOURCE 5 The Nile today



- a. **Identify** the types of animals near the Nile in the image.
 - b. **Explain** how the land by the Nile is being used today.
 - c. **Describe** the plants growing along the Nile.
2. **Compare** the past and present roles of the Nile by completing the table with your research notes.

	The Nile during ancient Egypt	The Nile in contemporary Egypt	Similar or different?
Where most people live			
Food and water			
Transportation			
Trade route			
Defence			
Religion			
Energy			
Annual flooding			

3. Complete some further research on the river Nile. Using your research, **discuss** how and why the Nile is changing. Do the benefits outweigh the drawbacks? Are rivers as important today as in the past? **Explain** your reasoning.

Learning pathways

■ LEVEL 1

1, 2, 3, 4

■ LEVEL 2

5, 6, 7

■ LEVEL 3

8, 9, 10

REMEMBER AND UNDERSTAND

1. **Rate** the Nile's importance in Egypt's development (1–5) and **explain** your rating.
2. Flooding was disastrous for ancient Egyptians. True or false?
3. **Match** each word with its correct definition by writing the number in the answer column.

Answer number	Term	Definition
1	The Nile	River from central Africa flowing to the Mediterranean Sea.
2	Delta	Wetland formed where a river deposits water and sediment.
3	Papyrus	Early paper made from reeds.
4	Nile Inundation	Annual flood depositing fertile silt for crops.
5	Shadoof	Irrigation tool for raising water with a pole and bucket.
6	Cataracts	Shallow, turbulent water caused by rocks.
7	Hapi	Egyptian god of the annual flood, bringing fertility.
8	Khnum	Ram-headed god ensuring fertile silt.
9	Satet	Warrior goddess guarding the Nile cataracts.

4. **Describe** how the invention of Egypt's irrigation system contributed to the development of Egyptian civilisation.
5. How did Egypt's geography contribute to its defence against invaders?
 - A. The harsh deserts and cataracts of the Nile acted as natural barriers, making it difficult for enemies to approach.
 - B. Egypt's forests and mountain ranges provided strong hideouts for soldiers.
 - C. The Mediterranean Sea created isolation from other ancient civilizations.
 - D. The fertile Nile Delta was heavily fortified with stone walls built by early pharaohs.

ANALYSE AND APPLY

6. Read **SOURCE 3**. Why did Herodotus call Egypt 'the gift of the Nile'?
7. Find an example from the text that shows how ancient Egyptians linked nature with their religion.
8. From **SOURCE 4**, **identify** four ways the hymn shows the Nile's importance to ancient Egyptians. You can quote or paraphrase.

EVALUATE AND COMMUNICATE

9. In **SOURCE 4**, what can you **infer** from the line, 'Hail to you, O Nile' about how ancient Egyptians felt about the river? Look up 'hail' if unsure.
10. How did the Nile help protect Egypt from Invasions?

Answers and sample responses for this topic are available online.

LESSON 13.4 Egyptian society

LEARNING INTENTION

By the end of this lesson you should be able to:

- **explain** the social hierarchy of ancient Egypt
- **describe** the influence of each group on society.

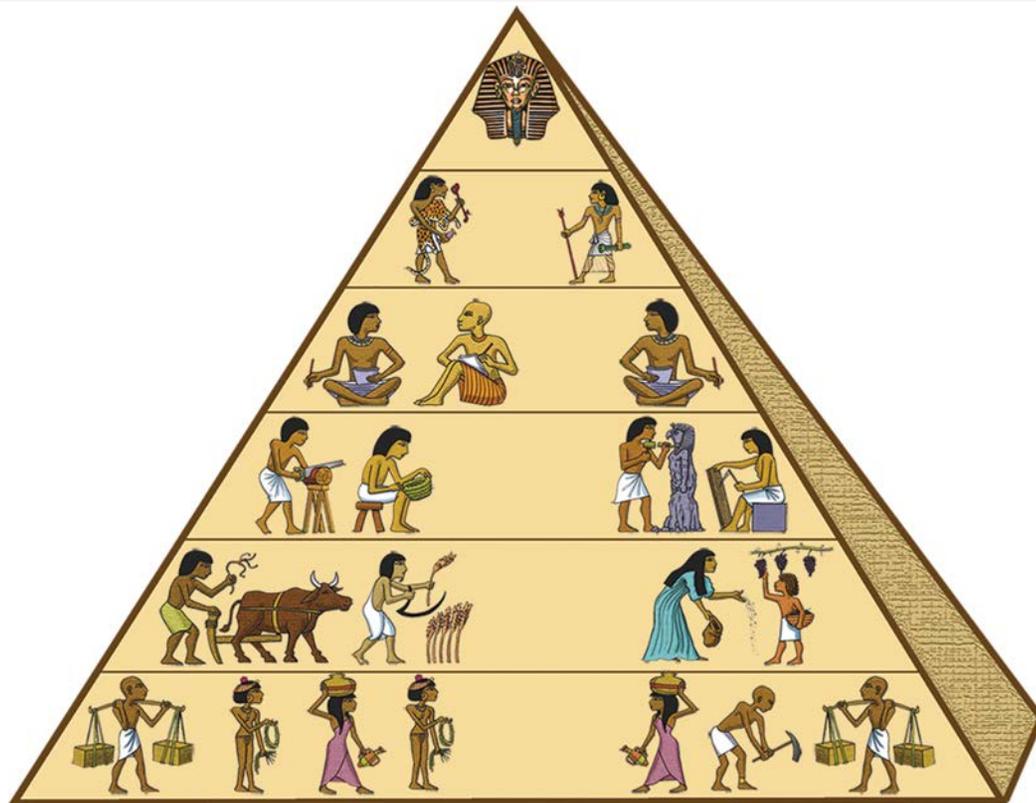


Tune in

Label the social pyramid in **SOURCE 1** with the provided social groups, ranking them by their importance in ancient Egyptian society.

- Scribes
- Peasants
- Servants
- The vizier (prime minister)
- Slaves
- Labourers
- Nobles
- Generals
- The pharaoh (king/god)
- Artisans such as stonemasons
- Priests
- Merchants
- Nomarchs (governors, officials)

SOURCE 1 A social pyramid showing where each class ranked in ancient Egypt



1. Identify the group at the top of Egypt's social pyramid.
2. Determine the groups at the bottom of Egypt's social pyramid.
3. Analyse which group ranked above peasants and slaves in Egypt's social pyramid.

13.4.1 The Pharaoh

SkillBuilder discussion

Questioning and researching

1. What was the role of the pharaoh in ancient Egyptian society?
2. Who was the first known pharaoh of ancient Egypt?
3. Explain the primary responsibilities of the pharaoh in ancient Egyptian society.

Power and responsibility

The pharaoh was the wealthiest and most powerful person in ancient Egypt, supported by an army, priests, scribes and officials. He ruled alone and was seen as a god.

Heavenly powers

Egyptians believed the pharaoh had supernatural powers, descended from Amun-Ra, with Horus within him. They thought his laws controlled everything, from the Nile floods to crop growth. Out of respect, they called him pharaoh, meaning 'great house'.

Earthly responsibilities

The pharaoh was expected to protect and feed the people and keep peace. He made laws, controlled the government and army, and was shown as a military hero in art (see **SOURCE 2**). Few specific laws have survived, and cases were likely judged by officials.

The pharaoh managed temple building, tax collection, mines, irrigation, trade and religious ceremonies. He appointed officials and priests. His wealth came from taxes paid in labour and produce. Thousands worked on his farms or in the palace as cooks, cleaners, dancers, stable workers, craftsmen, weavers and wigmakers.

SOURCE 2 The pharaoh's power was shown by his false beard, bull's tail, and holding a flail (Osiris symbol) and shepherd's crook (symbol of kingship).



SkillBuilder discussion

Analysing

1. Look carefully at **SOURCE 3**. Describe the scene on Tutankhamun's gold emblem showing his war return.
2. Identify symbols showing Tutankhamun's importance.
3. Analyse how the emblem reflects the pharaoh's role in war and leadership.

Did you know?

Relief carvings show Egyptian soldiers cutting hands from enemies, which scribes counted and recorded to glorify the pharaoh's victories.

SOURCE 3 A gold emblem of Pharaoh Tutankhamun returning from war, one of many priceless objects found in his tomb.



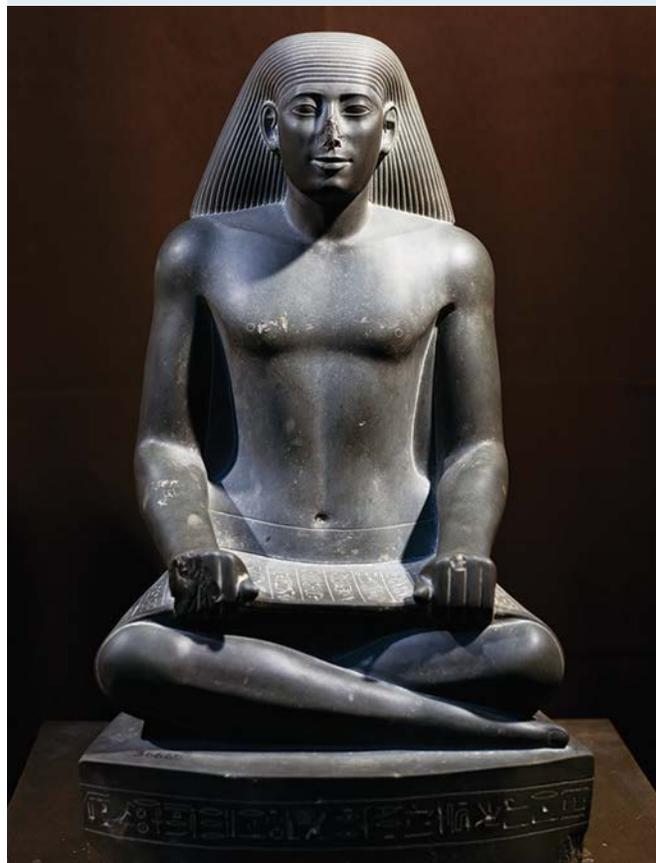
13.4.2 Nobles, priests, officials and scribes

SkillBuilder discussion

Questioning and researching

1. Identify the figure depicted in the statue and his role in ancient Egypt.
2. Describe the object the scribe is holding in his lap.
3. Explain how long it took to become a scribe like Nespekasut in ancient Egypt.

SOURCE 4 A statue of Nespekasut, a senior scribe of Karnak, shows him seated with a papyrus on his lap. Becoming a scribe required 12 years of study.



Nobles were wealthy landowners in ancient Egypt, living privileged lives while peasants and labourers worked on their estates. Priests controlled temples, thereby gaining power. Officials handled administration and ensured the pharaoh's orders were followed.

- Most high officials were nobles, but some scribes rose from being peasants.
- Scribes ranked below nobles, priests and officials but above peasants.
- Scribes could read and write, keeping important records like taxes.

13.4.3 The ordinary people

Artisans and merchants

Artisans were a large group of common people. Sons learned their craft from their fathers. Craftsmen included:

- stonemasons, who built temples, tombs, statues and monuments
- painters, who decorated temples, tombs and coffins
- woodworkers, who made furniture
- wigmakers, who made wigs and false beards
- metalworkers, weavers, instrument makers, papermakers and jewellers.

Until the fourth century BCE, artisans were paid with food and beer since Egypt had no money.

Merchants were wealthier and worked in trade.

Peasants

Peasants were the largest group. Most farmed land was owned by the pharaoh, priests or nobles, so most crops produced by peasants were given as rent or taxes. They ploughed, planted and harvested. During floods, they worked on projects like pyramids and temples. There were also labourers, servants and some slaves. Ordinary Egyptians stayed in their class to maintain ma'at (harmony) and follow the gods' will.

SkillBuilder discussion

Questioning and researching

1. Describe the farming activities shown in this Egyptian papyrus.
2. Identify the tools and animals used by the workers in the image.
3. Explain how these farming methods might have supported Egyptian society.

SOURCE 5 An Egyptian papyrus depicting farming work



Ordinary women

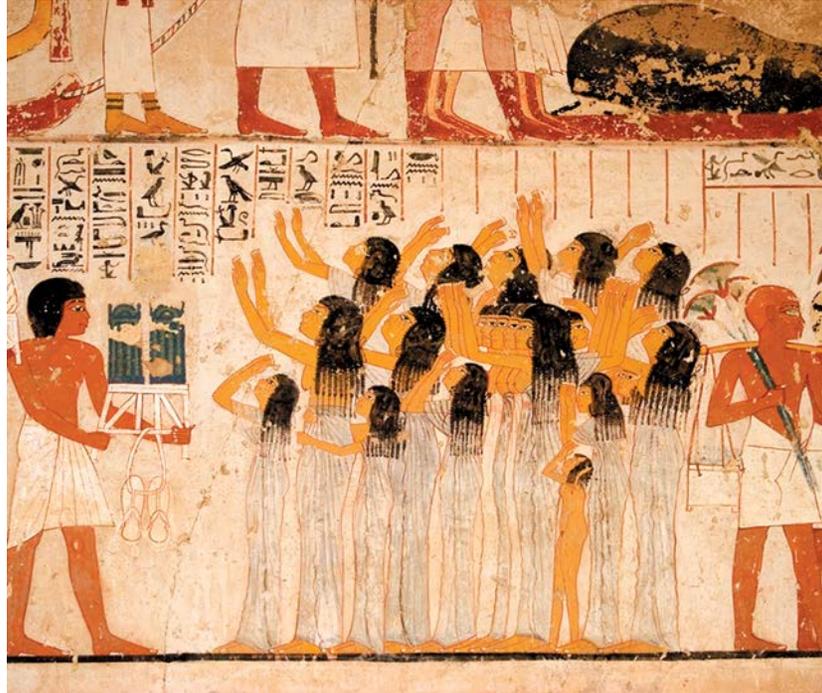
Women in ancient Egypt had fewer rights than men. They cooked, cared for children and worked in fields. Most couldn't read or write and had limited jobs, but they enjoyed more freedom than in other ancient societies.

SkillBuilder discussion

Analysing

1. Analyse the mourners' body language. What emotions are shown?
2. Describe their clothing and hairstyles. What do these suggest about their role?
3. Interpret this scene's importance in Egyptian burial practices.

SOURCE 6 Mourners painted on the tomb of the vizier Ramoseh



SkillBuilder discussion

Questioning and researching

1. Describe Merseankh and Raherka's posture and expressions. What do they show about their relationship?
2. Identify Raherka's clothing and hairstyle. What do they reveal about Egyptian men's fashion?
3. Examine the material and style. How do they reflect Egyptian art?

SOURCE 7 A painted limestone statue of Merseankh and her husband Raherka, from around 2500–2350 BCE.



Upper-class women

In ancient Egypt, a woman's rank depended on her husband's, but she could gain status as the mother of a high-ranking man. Wives and daughters of pharaohs and nobles lived privileged lives with fine clothes and many servants. By 1550 BCE, women could inherit, own and sell property. They could become part-time priestesses, as well as choose to marry or divorce.

Wealthy marriages were often business deals, and some men had multiple wives. Pharaohs sometimes married their sisters but had other wives as well.

Some upper-class women became high officials, such as Nebet, a vizier under Pharaoh Pepy I. Nefertiti, wife of Pharaoh Akhenaten, was influential and often depicted with him, even in a war chariot.

Did you know?

Upper-class Egyptian women had many cosmetics and jewellery, including kohl pots, curlers, tweezers, combs, cosmetic boxes, rings, necklaces, **amulets** and makeup grinding stones.

SOURCE 8 Bottles like these held eyeliner.

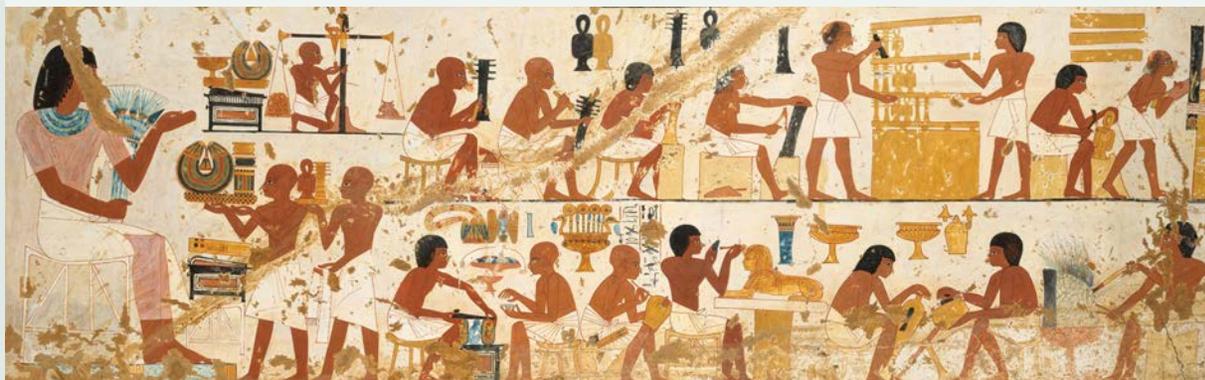


13.4 SkillBuilder activity EVALUATING

Inscriptions and paintings show ordinary Egyptians working happily in fields or doing skilled jobs for the pharaoh, suggesting a peaceful society. But is this true?

1. What does **SOURCE 9** infer about workers' lives? Why was it made?
2. What does **SOURCE 10** tell you about workers' lives?
3. **Explain** why you think the two sources tell two different stories.
4. Ninety-five per cent of ancient Egyptians were illiterate. **Discuss** what problems this would pose for historians trying to discover the thoughts and feelings of ordinary Egyptians.

SOURCE 9 Tomb of Nebamun and Ipuky, circa 1390–1349 BCE



SOURCE 10 An ancient scribe's record of the strike of workers employed to construct and decorate the tomb of Rameses III

[The] gang walked out [of the tomb] because they were hungry; there is no wood, no vegetables, no fish. So they went to consult the magistrate...who declared, '[the people of the Tomb]' are in the right'.

13.4 Exercise

learn **on**

Learning pathways

■ **LEVEL 1**

1, 2, 5, 6, 9

■ **LEVEL 2**

3, 4, 7, 8

■ **LEVEL 3**

10, 11

REMEMBER AND UNDERSTAND

- Rank these groups in order: artisans, nobles, scribes, peasants and pharaohs.
- Ancient Egyptians believed the pharaoh could control nature. True or false?
- The pharaoh did nothing for his people. True or false?
- Identify** an example of how someone could improve their social position.
- Match the person with the description provided by writing the correct definition number in the Answer column.

	Description	Answer
a. Pharaoh	2. Looked on as a god; the ruler of the kingdom	
b. Noble	8. The wealthy class; owned land	
c. Priest	7. Controlled the temples, so had a lot of power	
d. Official	6. Administrators; carried out the pharaoh's wishes and judged law cases	
e. Scribe	3. Trained to read and write; kept state records, including taxes	
f. Artisan	1. Common people who had a craft	
g. Merchant	5. Wealthy commoners who traded goods	
h. Peasant	4. Farmed the land owned by the pharaoh, priests and nobles	

ANALYSE AND APPLY

- What does **SOURCE 10** suggest about the reasons for the tomb workers' strike?
- Interpret SOURCES 2** and **3** to describe how pharaohs wanted to be seen by their people.
- Examine SOURCE 4** and explain what it suggests about the status of scribes.
- Identify** features of **SOURCE 5** that show the work of peasants.

EVALUATE AND COMMUNICATE

- Compare** the lives of ordinary and upper-class women in **SOURCES 7** and **9**.
- Form a hypothesis about relationships between women and men using **SOURCES 7, 8** and **9**. What evidence would you need to test it?

Answers and sample responses for this topic are available online.

LESSON 13.5 The beliefs of ancient Egyptians

LEARNING INTENTION

By the end of this lesson you should be able to:

- **describe** Egyptian beliefs about the afterlife
- **explain** why Egyptians made mummies
- **identify** religious symbols in primary sources.

Tune in

Mummies reveal much about ancient Egyptian life.

SOURCE 1 An ancient Egyptian found buried in the desert sands



1. Describe the condition of the mummy found in the desert sands.
2. Analyse what this burial method suggests about ancient Egyptian funerary practices.
3. Explain how the desert environment might have helped preserve the body.

13.5.1 The journey to the afterlife

Death was a very important event for ancient Egyptians, linking life on Earth with eternal life. They spent much time preparing for death. Most of our knowledge comes from tombs. Many deities were believed to guide the journey to the afterlife, which was a fantastic but difficult journey.

- The dead crossed a wide river.
- They chanted spells to pass seven gates guarded by monsters.
- They avoided traps and attacks by crocodiles and snakes.
- Finally, their heart was weighed by 42 judges against a feather to check for sin.

Preparing for the journey of the soul

The ancient Egyptians believed that a dead person had a number of souls. Two of these were the *ka* and the *ba*. The *ka*, the person's life force, stayed within the tomb, getting strength from the food and drink left there. The *ba*, the person's character, set off on its journey towards the afterlife, returning to the tomb to rest each night. To do these things, the soul needed a body. So dead people's bodies were carefully preserved, or embalmed, so they did not rot.

SkillBuilder discussion

Analysing

1. Describe what is happening in the scene shown in **Source 2**.
2. Identify the gods present in the image and their roles in the afterlife.
3. Explain the significance of the heart being weighed against a feather in this image.

An embalmed body is called a **mummy**. Mummies were buried with lots of the possessions the person's soul might need in the afterlife. They included food and drink, clothing, perfume, furniture, jewellery and special charms called amulets. Sometimes small wooden or stone figures representing servants doing activities such as making bread, ploughing a field or sailing a ship were placed in tombs. As well, prayers, hymns and magic spells from the 200 such texts in the Book of the Dead were often written on a scroll of papyrus and buried with the mummy or carved in hieroglyphs on the walls of the tomb. These texts were thought to protect the soul from evil and guide it through the afterlife. After a dead person's body was mummified, a funeral ceremony was held.

The body was carried in a boat across the Nile and buried on the western bank, where the sun set. This was the direction in which the next world was believed to lie. Important people, such as pharaohs, were buried in elaborate underground tombs consisting of many rooms and tunnels. Poorer people were buried in the hot, dry sands to help preserve their bodies.



SOURCE 2 Scenes from the *Book of the Dead of Hunefer* (from around 1310 BCE) are painted on papyrus to guide the dead to the afterlife. If a heart was light as a feather, the person joined Osiris; if heavy, it was eaten by a monster with parts of a lion, hippopotamus and crocodile.



13.5.2 The gods of the ancient Egyptians

Ancient Egypt had many deities overseeing various aspects of life. For example, the god Hapi was linked to the River Nile. Some gods appeared as humans, animals or had animal heads on human bodies. At first, each settlement had unique gods, but over time, deities were worshipped more widely.

SOURCE 3 Figurines were thought to come to life in the tomb and carry out the wishes of the dead person.



SOURCE 4 Some ancient Egyptian Gods

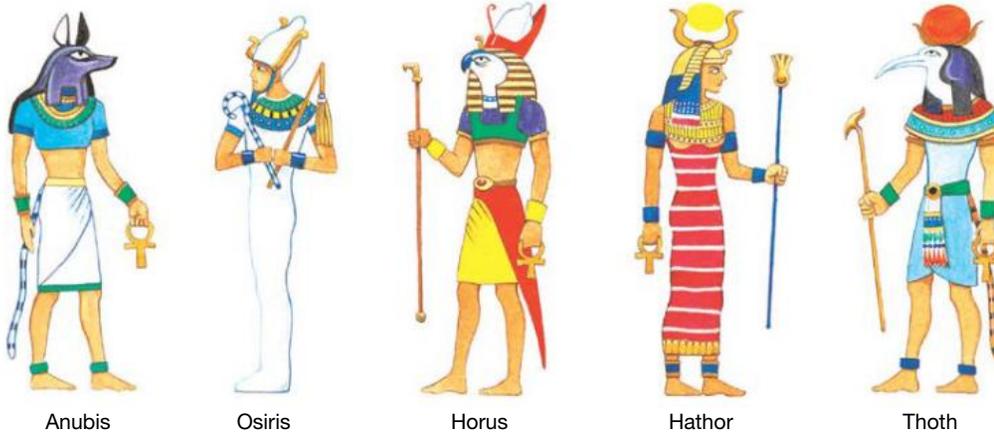


TABLE 3.1 Egyptian gods and their responsibilities

Name of god	Responsibility	Associated animal/symbol
Amun-Ra	God of creation; sun god and king of gods	The sun
Osiris	God of the dead; afterlife judge	Pharaoh mummy
Seth	God of confusion and chaos	Hippopotamus
Isis	Mother goddess; goddess of fertility; Osiris's wife	Woman with throne crown
Horus	God of the sky; guardian of the pharaoh	Falcon
Hathor	Goddess of beauty, love, sky, fertility, music, dance and alcohol	Woman with cow horns
Thoth	God of scribes, wisdom, knowledge and time	Man with ibis head
Anubis	God of embalming; god of tombs and burials	Man with jackal head

SOURCE 5 Ancient Greek historian Herodotus observed how important cats were to the ancient Egyptians. They were thought to protect people's homes. It is no wonder they were chosen as one of the animals to be associated with a god.

What happens when a house catches fire is most extraordinary: nobody takes the least trouble to put it out, for it is only the cats that matter; everyone stands in a row, a little distance from his neighbour, trying to protect the cats, who nevertheless slip through the line, or jump over it, and hurl themselves into the flames. This causes the Egyptians deep distress. All the inmates of a house where a cat has died a natural death shave their eyebrows . . .

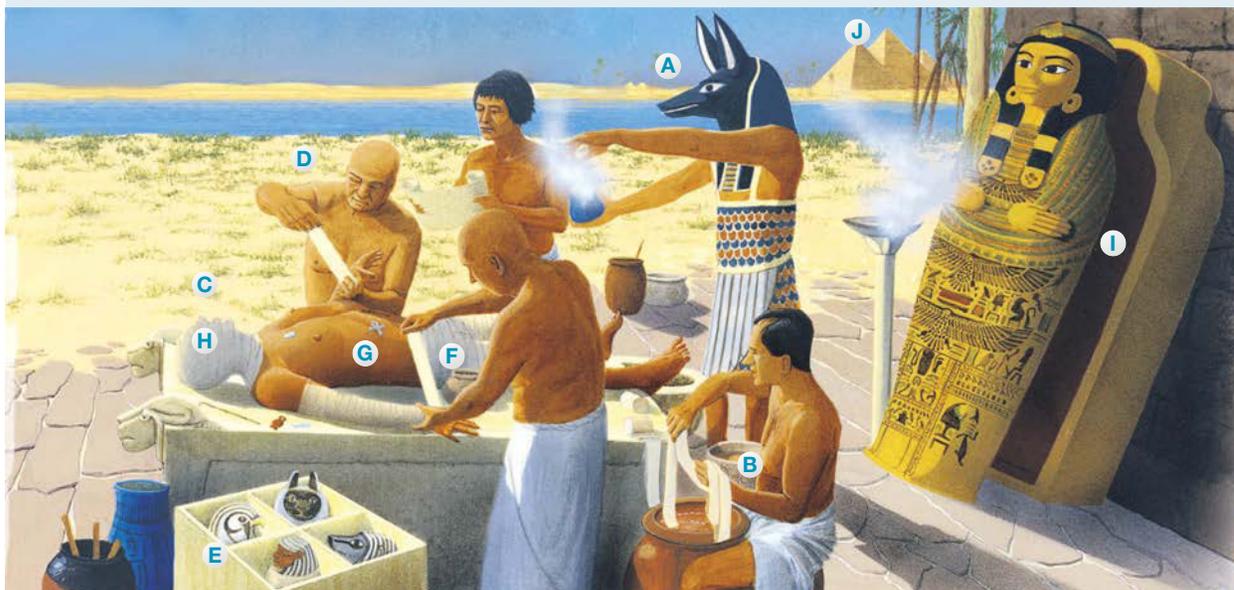


13.5.3 Dead mummies do tell tales!

The art and hieroglyphs on ancient Egyptian tomb walls, along with their mummies, provide historians with insights into their way of life. The following sources reveal some of the significant practices associated with death and funerary customs.



SOURCE 6 Instructions to a priest for preparing a mummy



- A** Prepare a jackal mask as Anubis and learn prayers from the Book of the Dead to chant.
- B** Wash the body with water or palm wine.
- C** Remove the brains through the left nostril with a hook and discard.
- D** Cut the left side, remove organs except the heart.
- E** Cover organs with **natron** to absorb moisture, rub with oils, wrap in linen and place in **canopic jars**.
- F** Cover the body with natron for 40 days, rub with oils, pack the stomach with linen and sew.
- G** Place a charm over the wound and a scarab over the heart, and wrap the body in linen with amulets.
- H** Add a linen mask, paint or gold leaf and protective symbols.
- I** Place the mummy in a coffin decorated with jewels and spells.
- J** Inform relatives the mummy is ready. The chief priest will lead the funeral and open the mouth for the afterlife.

SkillBuilder discussion

Evaluating

1. Look at **SOURCE 7**. What can be observed about the condition and preservation of Katebet's mummy in the image?
2. Are there any visible artefacts, jewellery or inscriptions in the image that provide clues about Katebet's status and life?
3. What details in the image suggest the techniques and materials used in the mummification process of Katebet?

SOURCE 7 The mummy of Katebet, a wealthy woman of high status, dates to around 1300 BCE.



13.5 SkillBuilder activity ANALYSING

Research online to complete the following tasks:

- Find the four symbols from the table on the mummy in **SOURCE 7**.
- Use the table below to **explain** the significance of each symbol on the mummy.

Symbol	Reason it is placed on a mummy
Isis	
Scarab	
Anubis	
Shabti figurine	

13.5 Exercise

learnon

Learning pathways

LEVEL 1

1, 2, 4, 7

LEVEL 2

5, 8, 10

LEVEL 3

3, 6, 9, 11

REMEMBER AND UNDERSTAND

- Identify** how the body in **SOURCE 1** was preserved.
- Describe** what is happening in **SOURCE 2**.
- Explain** why Egyptians were buried with possessions.
- Identify** two gods associated with death.
- Describe** what historians have learned from studying mummies.
- Complete** the sentences by matching the columns.

Left Column	Right Column
A mummy is	a body preserved by drying and wrapping.
Natron is	a mineral salt used to dry out bodies.
Bodies were mummified	so their souls would have a place to rest.
Canopic jars were used	to store organs removed from the body.
Magic charms were wrapped in	with bandages to help the soul's journey to the afterlife.

ANALYSE AND APPLY

- How does **SOURCE 5** show Egyptians valued cats?
- Study **SOURCE 1**:
 - What would remain of this boy's body without mummification?
 - Which technique could date it?
 - What does the gold face paint suggest about his family's rank?
- Using the sources:
 - Explain** why body preservation was crucial to Egyptians.
 - Compare** ancient Egyptian burial practices and beliefs with today's in a brief paragraph.

EVALUATE AND COMMUNICATE

- Evaluate** how beliefs about the gods and afterlife might make Egyptians content with their place in society.
- Why do you think many Egyptian gods had animal heads?

Answers and sample responses for this topic are available online.

LESSON 13.6 The truth about the pyramids

LEARNING INTENTION

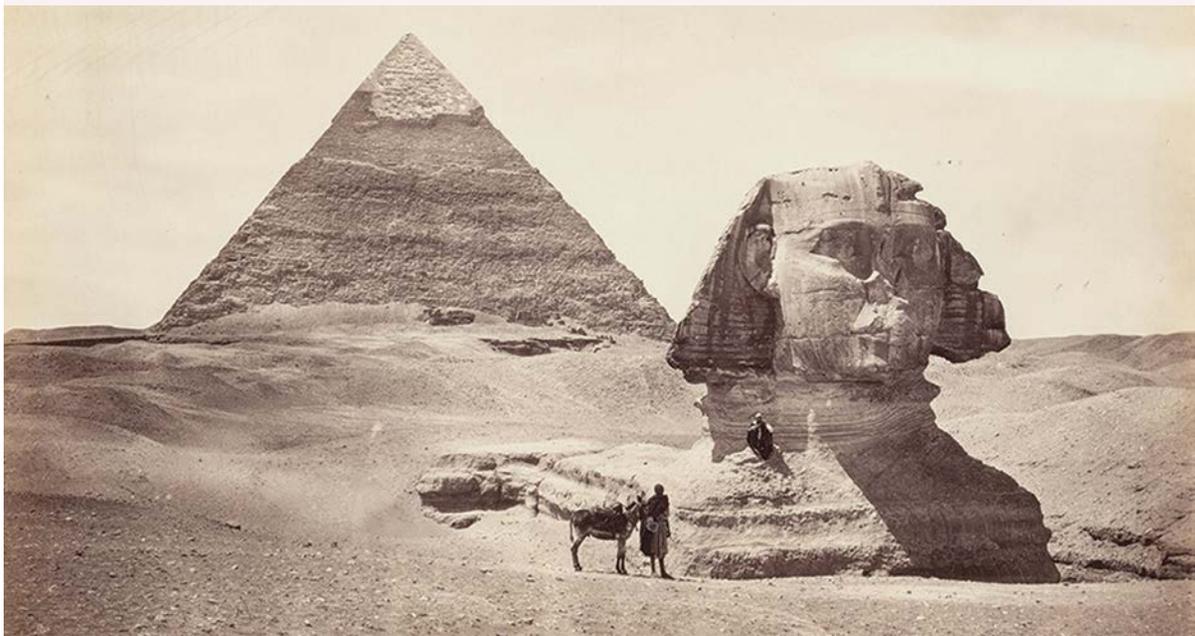
By the end of this lesson you should be able to:

- **explain** why ancient Egyptians built the pyramids
- **explain** theories on how they constructed these structures.

Tune in

The **Great Pyramid** of Khufu, 150 metres tall, is Egypt's most famous legacy. It is made of 2.3 million stone blocks, each weighing around 2.5 tonnes, heavier than an adult rhinoceros!

SOURCE 1 The Great Pyramid of Khufu with the Sphinx in the foreground



1. What questions do you have about the pyramids?
2. In groups, formulate a hypothesis about how the Great Pyramid was built and present it to the class.
3. Challenge each hypothesis with questions. No Googling!

13.6.1 Pyramids and hidden tombs

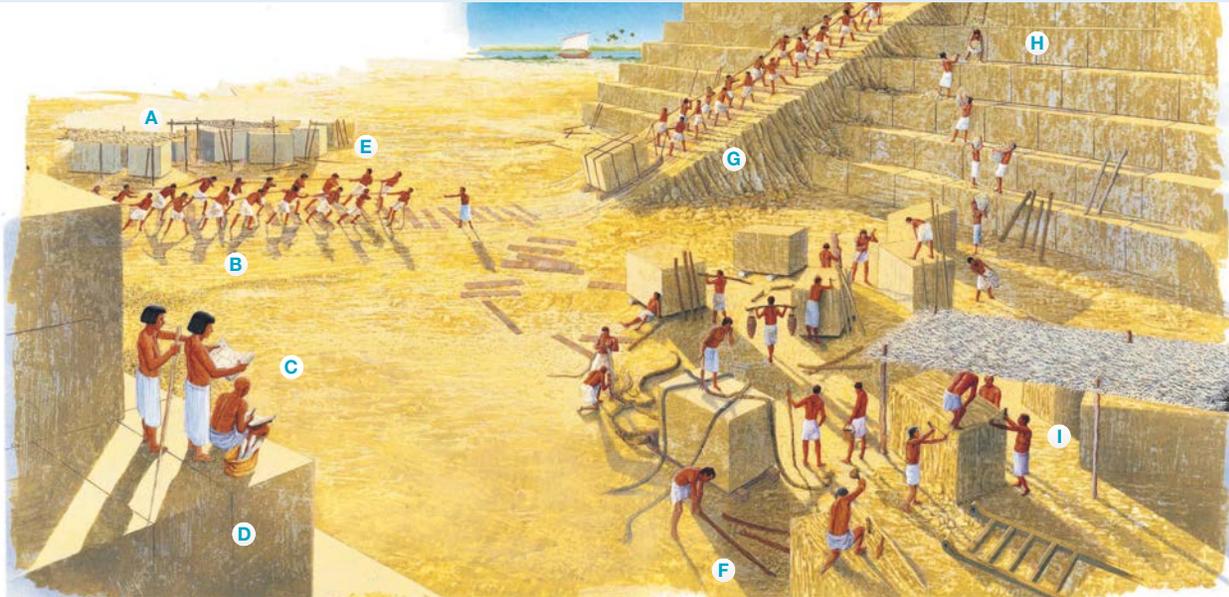
Built around 4500 years ago, Egypt's 80 pyramids are the oldest human-made structures. The three at Giza are the most impressive. How they were built is unknown, but Egyptians used simple tools.

From 2500 BCE, pharaohs were buried in pyramids for about 500 years until tomb raiders became a problem. Later, tombs in the Valley of the Kings were mostly raided, except for Tutankhamun's tomb.

The Great Pyramid at Giza, built around 2550 BCE, was for Pharaoh Khufu. The other two pyramids were for his son Khafre and grandson Menkure. The Great Pyramid stands nearly 150 metres high and is made of 2.3 million granite blocks, each weighing about 2.5 tonnes.



SOURCE 2 The pyramids at Giza are the only surviving wonder of the Seven Wonders of the Ancient World.



- A** Daily work: Set 200 to 300 granite blocks each day.
- B** Transport methods: Dragged blocks over soft sand.
 - Moved on rolling logs on hard surfaces.
- C** Management: Architects and overseers controlled the work, with scribes documenting details. Craftsmen included stonemasons and carpenters.
- D** Outer layer: Originally had polished white limestone, mostly removed for buildings in Cairo.
- E** Materials source:
 - Granite from Aswan; limestone from eastern quarries.
 - Transported via barges on the Nile.
- F** Labour force: About 100 000 men (not slaves) worked for 20 years to build the Great Pyramid.
- G** Construction ramps: Sand ramps may have been built to lift blocks.
- H** Precision cutting: Blocks were cut so precisely that a knife blade barely fits between them. Wood stakes may have been used to split the rock.
- I** Edge squaring: Workers ensured block edges were square.

Pyramid mysteries

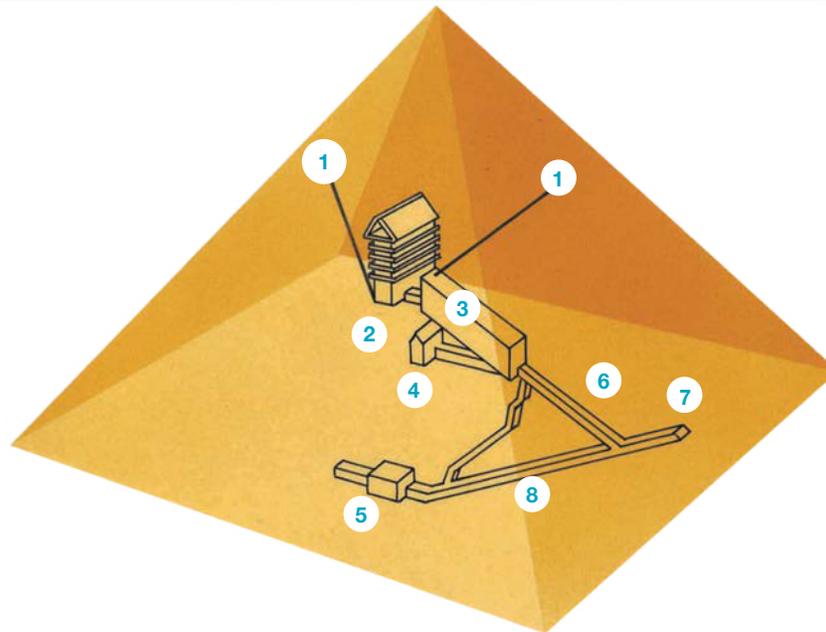
Some say the technology of the pyramids is so astonishing that they must have been built by an alien intelligence. Another view is that those who built the pyramids at Giza, and the **Great Sphinx** that guards them, used knowledge and skills passed down from an old but highly advanced civilisation that existed long before the Old Kingdom in Egypt. But archaeologists and historians prefer more scientific explanations.

Heavenly sails

One treasure that robbers missed in the Great Pyramid was a 43-metre-long boat for Khufu's afterlife. Found in 1954, it was in 1224 pieces inside a sealed cavity. When opened, archaeologists could still smell the cedar oil after 4500 years!



SOURCE 3 Inside the Great Pyramid



- 1 Air shafts
- 2 Pharaoh's burial chamber
- 3 Grand gallery
- 4 Queen's chamber
- 5 False chamber
- 6 Ascending corridor
- 7 Entrance
- 8 Descending corridor

13.6.2 Why did the age of pyramids end?

The end of the Old Kingdom marked the end of the age of pyramid building. Several different dates are given for the collapse of the Old Kingdom, the most common being 2181 BCE. But did it collapse?

Many historians of the twentieth century assumed that the collapse of the age of pyramids was due to failure of the regular flooding of the Nile. That flooding was essential for Egypt's prosperity because it provided fresh topsoil for farming. It was also assumed that the long age of peace and stability was replaced by a time of chaos after the death of pharaoh Pepi II. What made historians believe this?

One source of evidence were ancient texts that suggest that during this time Egypt experienced foreign invasions, disease, **civil war** and famines — even cannibalism. These texts were used to support the Biblical account of Moses, the Jewish slaves and the plague of Egypt. However, the ancient Egyptian sources on which this view is based were written 800 years after the events were supposed to have occurred. So are they reliable sources? Does other evidence contradict those sources?

Most historians now see these texts as fiction or propaganda to uphold pharaohs' power, warning against chaos without strong leadership. Recent skeleton studies show no signs of famine or violence, supporting this view.

SkillBuilder discussion

Questioning and researching

1. Look carefully at **SOURCE 4**. Explain what this source shows.
2. What do you notice about the figures that might tell you about the situation in Egypt at the time?

SOURCE 4 Relief from Unas's causeway at Saqqara



SOURCE 5 Extract from *The Admonitions of Ipuwer* (dated to late Middle Kingdom era)

Everywhere barley has perished and men are stripped of clothes, spice, and oil. Everyone says: 'There is none.' The storehouse is empty and its keeper is stretched on the ground.

13.6 SkillBuilder activity ANALYSING, EVALUATING

1. Carry out your own research using multiple credible sources to find out more about how the pyramids were constructed.
2. Create a table to record your findings, including the list of theories.
3. Rate each theory with a five-star system based on believability.
4. **Explain** which theory you find most and least believable.

Theory	Evidence?	Believability rating
a. Aliens built the pyramids.		
b. Slaves built the pyramids.		
c. Knowledge came from a lost advanced civilisation.		
d. Egyptian workers used canals, ropes and tracks to move stones.		
e. Ramps lifted the blocks.		
f. Herodotus said 100 000 workers built the pyramid.		
g. Stones were dragged on wet sand to move easily.		
h. Stones were rolled to the site.		
i. Blocks were made from limestone concrete and poured into moulds.		

Learning pathways

■ LEVEL 1

2, 3, 4

■ LEVEL 2

1, 5, 6, 8

■ LEVEL 3

7, 9, 10

REMEMBER AND UNDERSTAND

- Which tools and equipment were commonly used by Egyptian pyramid builders?
 - Iron hammers, pulleys, and steam-powered lifts
 - Bronze chisels, wooden sledges, and copper tools
 - Steel drills, cranes, and cement mixers
 - Gold saws, wheeled carts, and scaffolding made of glass
- Select the correct answer: There are **2 / 3 / 4 / 5** famous pyramids at Giza.
- The Great Pyramid of Giza was built as the tomb of which ruler?
 - Khafre
 - Menkure
 - Sphinx
 - Khufu
- The pyramids served as homes for royalty. True or False?
- Outline** why pharaohs stopped building pyramids after 500 years and switched to tombs in the Valley of the Kings.

ANALYSE AND APPLY

- SOURCE 2** shows the steps in building a pyramid. Select three steps and explain the tools and equipment needed by the workers.
- Study SOURCE 3.** Imagine you are an ancient Egyptian planning to rob Khufu's tomb. Write a note to your accomplice on how to enter the burial chamber and what to watch for.
- Imagine you are a pyramid worker with access to two pieces of modern equipment. **Explain** which equipment you would use and how it would change your task.

EVALUATE AND COMMUNICATE

- Many old Hollywood movies wrongly suggest that pyramids were built by slaves. **Discuss** how the scene in **SOURCE 2** would differ if this were true.
- How were the massive stone blocks for the pyramids moved?

Answers and sample responses for this topic are available online.

Who were Tutankhamun, Akhenaten and Nefertiti?

LEARNING INTENTION

By the end of this lesson you should be able to:

- **explain** why the discovery of Tutankhamun's tomb was a significant archaeological event
- **describe** the religious changes made by Akhenaten and Nefertiti
- **evaluate** the significance of these individuals.



Tune in

'Can you see anything?' Lord Carnarvon asked.

'Yes, wonderful things!' replied Howard Carter.

These were the words of the British archaeologist when he discovered the tomb of Tutankhamun.

1. What do you think was behind the door in SOURCE 1?
2. Lord Carnarvon died a year after this door was opened. Did he die from the mummy's curse?

SOURCE 1 The unbroken seal of Tutankhamun's tomb



13.7.1 An archaeologist's dream

The discovery of Tutankhamun's tomb was a key twentieth-century archaeological event. This was not because of the tomb's size or the pharaoh himself. Tutankhamun, a teenage king, had just a small tomb with four chambers. Its importance lies in its untouched treasures — over 5000 priceless objects. We can only imagine the treasures lost from larger tombs that were robbed.

SkillBuilder discussion

Analysing

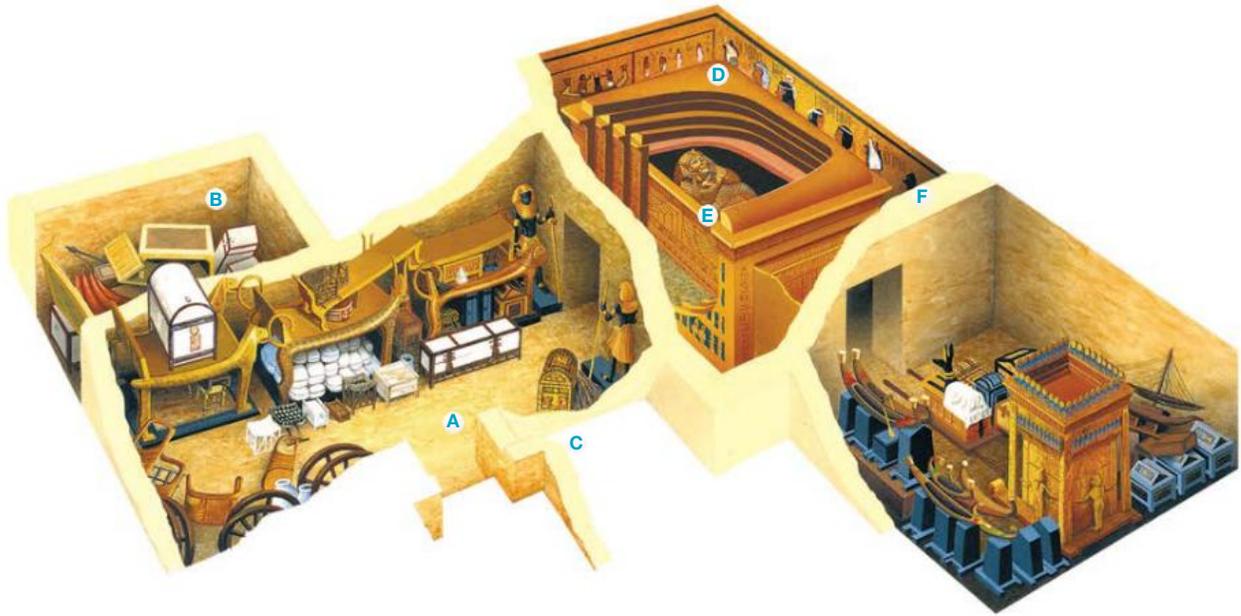
1. Describe the condition of Tutankhamun's head.
2. Identify the materials used for Tutankhamun's head.
3. Explain the significance of this head in ancient Egyptian history.

SOURCE 2 Head of the 19-year-old pharaoh Tutankhamun



In 1922, British archaeologist Howard Carter discovered Tutankhamun's tomb after years of searching in the Valley of the Kings. Digging around some old workers' huts, he found a step carved into the rock. More digging uncovered a sealed entrance with Tutankhamun's seal. After clearing rubble, Carter found the stone door, cut a hole and lit a candle. At first, he saw nothing, but then as his eyes adjusted to the darkness, he saw strange animals, statues and gold.

SOURCE 3 The *Illustrated London News* described the discovery of Tutankhamun's tomb on 9 December 1922 as 'the most sensational Egyptological discovery of the century'.



Key findings in Tutankhamun's tomb

- A** The antechamber held about 700 items like stools, beds, statues, chariots, jars, lamps and clothing.
- B** The side chamber had 600 items, including furniture, food baskets, and jars of wine and oil.
- C** 200 000 tonnes of rubble were removed to access the tomb.
- D** The gold-covered burial chamber was 5 metres by 3.5 metres, with three coffins, the innermost of 1100 kg of gold, called a **sarcophagus**, holding his mummy.
- E** The mummy had a gold mask adorned with blue glass and semi-precious stones.
- F** The treasury held treasures like a shrine with canopic jars, gold statues, a golden throne and jewellery.

SkillBuilder discussion

Questioning and researching

1. Identify the different objects visible in Tutankhamun's tomb.
2. Describe the layout of the tomb shown in the image.
3. Explain the purpose of the items found in Tutankhamun's tomb.

SOURCE 4 Translated inscription Tutankhamun had carved into a stone column, marking a return to the worship of many gods

I found the temples fallen into ruin, with their holy places overthrown and their courts overgrown with weeds. I reconstructed their sanctuaries, I endowed the temples and made them gifts of all precious things. I cast statues of the gods in gold and electrum, decorated with lapis lazuli and all fine stones.

13.7.2 A new mystery?

The last major pharaoh before Tutankhamun was Akhenaten, who became pharaoh around 1353 BCE as Amenhotep IV. In his fifth year, he started a religious revolution, worshipping the sun god Aten and renaming himself Akhenaten. He rejected other gods, but after his death, images of him and the new religion were destroyed.

Nefertiti, Akhenaten's first wife, is shown as elegant and beautiful in a limestone bust from 1340 BCE and in images worshipping Aten with him.

SkillBuilder discussion

Analysing

1. Look carefully at **SOURCE 5**. Identify the materials used to create the bust of Nefertiti.
2. Describe the features visible in Nefertiti's bust.
3. Explain the significance of Nefertiti in ancient Egyptian history.

SOURCE 5 This limestone bust of Nefertiti is held in the Egyptian Museum Berlin.



Tutankhamun, married to their third daughter, became pharaoh at nine in 1336 BCE. He restored the traditional gods and was known for fixing what was ruined. He died at 19 without an heir. **SOURCE 2** shows his mummy's head, and **SOURCE 6** suggests he wasn't alone in his tomb.

SOURCE 6 'Egypt's Queen Nefertiti may lie concealed in Tutankhamun's tomb, say archaeologists', *ABC News*, 5 October 2015

A British archaeologist, Dr Nicholas Reeves, from the University of Arizona, has used high-resolution scans, including radar and thermal imaging, to peer into hidden chambers in King Tutankhamun's underground tomb. Using these scans, he believes that Queen Nefertiti is buried there also.

...

His theory is that Nefertiti has lain undisturbed behind what he believes is a partition wall for more than 3000 years. The archaeologist believes the boy king, who died unexpectedly at 19, was buried in a rush in an underground burial chamber that was probably not intended for him.

13.7 SkillBuilder activity ANALYSING

A key skill in history is recognising patterns over time. It is important to understand when changes occur, why they happen, and their impact. Identifying periods of continuity — when things stay stable — is equally essential, as it helps connect the present with the past.

Work together as a group to fill out the table below.

Person	What did they do?	Why?	What impact did their action have?	Is this an example of change or continuity?
Nefertiti				
Akhenaten				
Tutankhamun				

Learning pathways

■ LEVEL 1

1, 2, 4, 5

■ LEVEL 2

3, 6, 7

■ LEVEL 3

8, 9, 10

REMEMBER AND UNDERSTAND

- Why was Tutankhamun's tomb such a rare and significant discovery?
 - Tutankhamun is the most popular pharaoh.
 - It was untouched.
 - It contained more gold than any other.
 - It was the first to be discovered.
- State** if the following are true or false.
 - Howard Carter was not looking for Tutankhamun's tomb.
 - Carter found the tomb by digging around old workers' huts.
 - Though the tomb was filled with treasures, gold was not found.
- Explain** the meaning of the following concepts:
 - Burial chamber
 - Treasury chamber
 - Sarcophagus
- Who were Akhenaten and Nefertiti?
- Under Tutankhamun, Egypt made a complete return to traditional _____.

ANALYSE AND APPLY

- Using **SOURCE 3**, identify one item from each chamber: side chamber, burial chamber and treasury chamber. **Explain** what these items reveal about life in ancient Egypt.
- Read Tutankhamun's inscription in **SOURCE 4**.
 - Who changed Egyptian religion before Tutankhamun's reign?
 - Why did the temples fall into ruin?
 - Describe** the effect of Tutankhamun's reign on Egyptian religion and why he may have needed to undertake these works.
- Review **SOURCE 3** and read **SOURCE 6**.
 - What was Dr Reeves's hypothesis about Nefertiti and Tutankhamun's tomb?
 - Where in **SOURCE 3** could the partition wall and hidden chambers be?
 - What evidence did Reeves provide to support his hypothesis?

EVALUATE AND COMMUNICATE

- Reeves's theory faced immediate criticism from other archaeologists. **Propose** why his theory was criticised.
- Reflect on what you've learned about the ancient Egyptians in this lesson.
 - Discuss** how ancient Egyptians might have felt about Akhenaten's religious changes.
 - Suggest** why we lack evidence of ordinary Egyptians' thoughts on these changes.

Answers and sample responses for this topic are available online.

LEARNING INTENTION

By the end of this lesson you should be able to:

- **describe** ancient Egypt's contact with other societies through trade and war
- **identify** the reasons for Egypt's rise and eventual decline.

Tune in

Egypt fought conflicts with several societies, including Nubia, Libya, the Hyksos, Hittites and the Peoples of the Sea. However, none were as feared as the Assyrians, known for their iron weapons, disciplined military, and brutal tactics of killing, torturing and enslaving resistors.

SOURCE 1 A wall panel depicting Assyrian soldiers attacking a fort



1. Examine SOURCE 1 and identify three Assyrian military tactics depicted in the wall panel.
2. Discuss why an ancient society might choose to go to war.
3. Evaluate the impacts of wars on winners as well as losers.

13.8.1 From the Old Kingdom to the New Kingdom

Empires are created by force and eventually fall. Egypt faced civil wars and invasions but also had strong governments that expanded control (see timeline in lesson 3.1). Egypt began as two kingdoms — Upper and Lower Egypt — united by King Narmer around 3100 BCE (see map in lesson 3.3). Egypt's history spanned 2700 years, with three key periods of unity and power: the Old, Middle and New Kingdoms.

The Old Kingdom: peace and stability

The Old Kingdom (2686–2181 BCE) was marked by pyramid construction and advancements in building and art. The era was one of peace, stability and prosperity, leading to the creation of the Great Sphinx. The kingdom thrived due to Nile floods, irrigation and trade with Nubia. A strong central government

ensured stability and land fertility. Egypt's natural barriers — sea, deserts and Nile cataracts — helped protect it from invasion.

The First Intermediate (Middle) Period: instability

The collapse of the Old Kingdom led to a century of bloodshed as nobles fought for control, making it easier for foreigners to enter the Nile Delta.

During the Sixth Dynasty, Pharaoh Pepi I sent expeditions to Nubia and Canaan. Droughts weakened royal power, and nomarchs (regional governors) competed for control, leading to the period known as the First Intermediate (Middle) Period.

During this period, Egypt's army was mostly made up of peasants. By the time of the New Kingdom, Egypt's army had become a permanent force, with chariots, archers, infantry (soldiers who march on foot) and foreign mercenaries.

Trade

Egypt's relations involved trade and war. Trade began around 6000 BCE and continued through Roman rule (30 BCE–646 CE). From the start of the Old Kingdom, Egypt traded with Nubia, Mesopotamia, Syria, Libya and Phoenicians. Egypt relied on trade for goods and luxuries.

Nubia provided gold, ivory and wood, while Egypt exchanged grain, beer and linen. Trade funded Old Kingdom pyramids and New Kingdom temples. Most trade used a barter system, with money introduced after the Persian invasion (525 BCE).

Despite trade, Egypt often conflicted with Nubia. In the Middle Kingdom, Egypt took part of Nubia and built forts to control gold routes. They also attacked Libyans and desert tribes to the north.

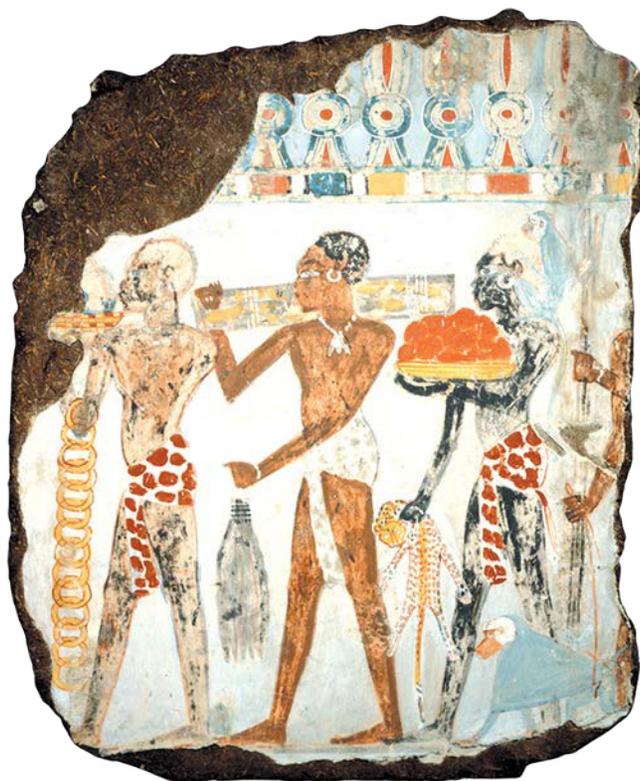
SkillBuilder discussion

Analysing

1. Nubians are shown carrying valuable items like ebony logs, leopard skins and gold rings. What does this suggest about the trade relationships between Nubia and ancient Egypt?
2. How do the items being carried, such as giraffe tails and a live baboon, reflect the cultural and economic exchanges between these regions?
3. What can the artistic style and details of this scene tell us about how Nubians were seen in ancient Egyptian society?



SOURCE 2 A scene on the wall of Sobekhotep's tomb shows Africans, likely Nubians, carrying ebony logs, leopard skins, gold rings, giraffe tails and a live baboon.



The Second Intermediate (Middle) Period and the New Kingdom: expansion

- Egypt was again weak in the Second Intermediate (Middle) Period when the Hyksos invaded from the north-east. However, this time was followed by the New Kingdom, the time of Egypt's greatest power. At the start of this period, the armies of Pharaoh Ahmose defeated the Hyksos, who had occupied Egypt. Ahmose also regained control of northern Nubia.
- In the fifteenth century BCE, Egypt defeated a coalition of **Asiatic** princes at the Battle of Megido. The territory occupied by modern Israel, Lebanon and Syria became part of the Egyptian Empire. Later pharaohs fought against the Hittites to keep control of these lands. In these wars Egypt plundered its defeated enemies and gained more wealth from the tribute (treasure, slaves and livestock) that had to be paid by conquered rulers.

13.8.2 Decline and fall

After Rameses II, Egypt weakened as Libyans and Peoples of the Sea invaded the Nile Delta. Despite victories, Egypt lost unity, with priests controlling Upper Egypt and princes ruling Lower Egypt.

In the Late Dynastic Period, Nubians took control, followed by the Assyrians in 663 BCE. Bronze Age Egypt had no iron ore and could not match the Assyrians' iron weapons. Later, Egypt fell to the Persians, then the Greeks and finally the Romans.

SOURCE 3 From an inscription in the temple of Pharaoh Rameses III at Thebes describing a victory over the 'Peoples of the Sea', in about 1188 BCE

Year 8 under the majesty of [Rameses III] . . . foreign countries made a conspiracy. No land could stand before their arms . . . they were coming forward toward Egypt . . . I have the river mouths prepared like a strong wall, with warships, galleys and coaster . . . The troops consisted of every picked man of Egypt. They were like lions . . . The chariotry consisted . . . of every good and capable chariot-warrior. Those who reached my frontier . . . were dragged in, enclosed on the beach, killed and made into heaps . . .

13.8 SkillBuilder activity ANALYSING

1. Work with a partner to **identify** the effects of each of the causes listed in the table.

Cause	Effect
a. Regularity of the Nile flooding and a strong, central government	
b. Peace and stability during the Old Kingdom	
c. Drought	
d. Trade with Nubia	
e. Invasion by the Hyksos	
f. Wars of the New Kingdom	
g. Invasion by various groups over time, such as the Libyans and Nubians	
h. Having no iron ore in Egypt	

2. Draw conclusions based on your completed table using the following guiding questions:
 - a. What factors seem to cause war and conflict?
 - b. What factors seem to contribute to stability and peace?
 - c. How does a civilisation achieve prosperity?
 - d. What factors seem to lead to the decline of a civilisation?

Learning pathways

■ LEVEL 1

1, 2, 3, 4, 5

■ LEVEL 2

6, 7, 9

■ LEVEL 3

8, 10

REMEMBER AND UNDERSTAND

- Which three main historical periods are used to describe ancient Egyptian history?
 - The New Kingdom
 - The Ancient Kingdom
 - The Old Kingdom
 - The First Intermediate Kingdom
 - The Upper Kingdom
 - The Lower Kingdom
 - The Middle Kingdom
- What factors enabled foreigners to invade Egypt's Nile Delta during the First Intermediate Period?
 - They were granted access as a trap.
 - Egypt lacked a strong leader.
 - Egyptian nobles were in conflict with each other.
 - The Egyptians were peaceful and unprepared for war.
- When was Egypt at its strongest and weakest?
- List** the lands controlled by Egypt during its peak. Locate them on a map.
- Which groups invaded Egypt after the New Kingdom of Pharaoh Rameses II?
 - Hyksos
 - Nubians
 - Chinese
 - Assyrians
 - Romans
 - Libyans

ANALYSE AND APPLY

- Analyse SOURCE 2.**
 - Describe the details in the source.
 - Outline what **SOURCE 2** reveals about Egypt's trade with Nubia.
- Examine** the inscription of Rameses III in **SOURCE 3.**
 - Describe its style.
 - Explain why it is written in that style.
- Infer** why Egypt's relationship with Nubia shifted from peaceful trade to conflict.

EVALUATE AND COMMUNICATE

- Create** a visual timeline of the main periods and events from this lesson.
- Summarise** the causes and effects of the rise and fall of Egypt in one paragraph.

Answers and sample responses for this topic are available online.

LEARNING INTENTION

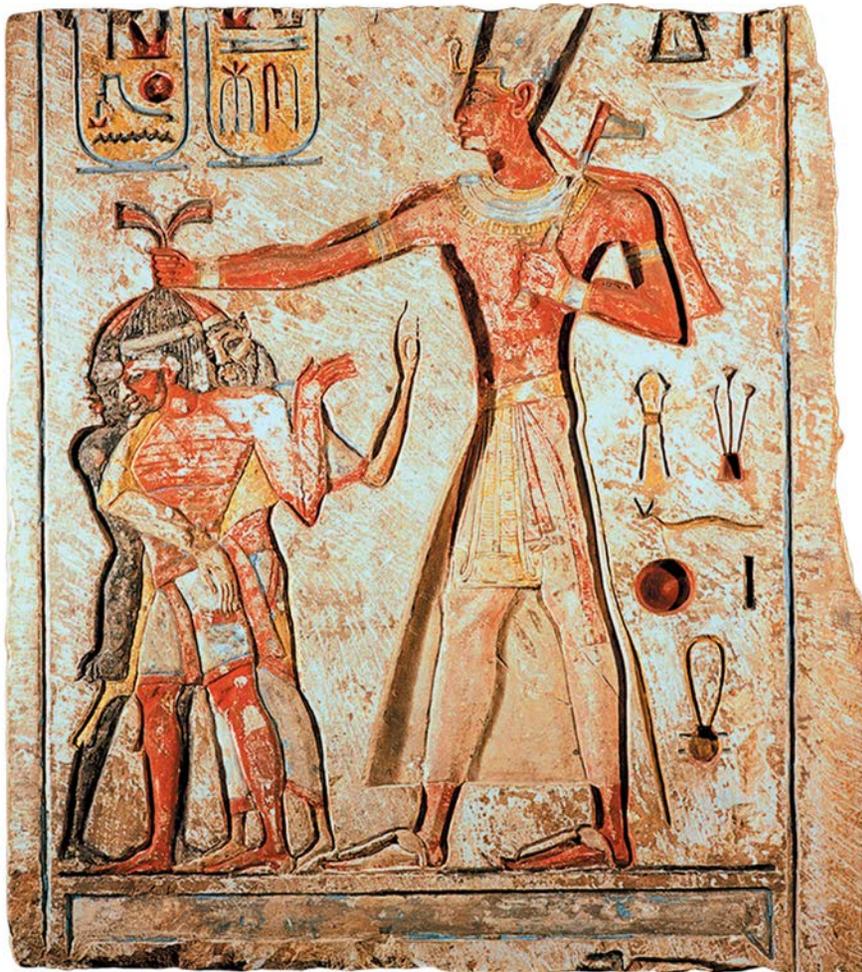
By the end of this lesson you should be able to:

- **describe** the significant figure often regarded as ancient Egypt's greatest pharaoh
- **evaluate** the reliability of sources depicting him as a great leader.

**Tune in**

Rameses II is often seen as the greatest pharaoh. However, does the evidence support this view?

SOURCE 1 A painted limestone panel depicts the great New Kingdom pharaoh Rameses II striking bound prisoners of war.



1. Describe what Rameses II is doing in the panel shown in SOURCE 1.
2. Assess how such actions by a political leader would be regarded today.
3. Analyse how these actions would have been viewed in ancient Egypt.

13.9.1 Who was Rameses II?

SkillBuilder discussion

Evaluating

1. Look at **SOURCE 2**. What features of the statue's head, such as its expression and headdress, reflect the power and divinity attributed to Rameses II?
2. How does the craftsmanship and size of the statue compare to other statues from the same period?
3. What historical and cultural significance does the statue hold, and how does it contribute to our understanding of Rameses II's reign and legacy?

SOURCE 2 The head of the colossal statue of Rameses II at the Temple of Luxor in central Egypt.



You have already encountered several rulers of ancient Egypt in this topic. They include Narmer, the first pharaoh of both Upper Egypt and Lower Egypt; Khufu, for whom the Great Pyramid was built; and Tutankhamun, who became famous because his tomb was discovered with its contents untouched. However, many historians have regarded Rameses II, who ruled Egypt between ca. 1279 and 1212 BCE, as the greatest of all pharaohs. Rameses II (sometimes spelled Ramses and Ramesses) was probably born around 1303 BCE. He was a son of King Seti I. Rameses was in his early twenties when he became Egypt's ruler. He held that position for longer than any other pharaoh. Because of his military campaigns and building projects, including temples and cities, he became known as Rameses the Great.

The warrior king

Around 1278 BCE, Rameses's navy defeated sea pirates attacking Egyptian ships in the Mediterranean. Leading an army of 100 000, Rameses became famous for battles against the Hittites and Nubians, repelling invasions, regaining territories and securing Egypt's borders.

▶ 13.9.2 Fighting the Hittites

For over 20 years, starting around 1277 BCE, Rameses led campaigns against the Hittites. In his first campaign, he defeated Palestinian princes and captured Amurra, a **vassal state** of the Hittite Empire in Syria. The next year, his army attacked Kadesh, but the Hittites ambushed one division. Isolated, Rameses still defeated many Hittites (see **SOURCE 4**). The battle ended in a **stalemate**, but Rameses claimed victory. Later campaigns led to captured Hittite territory, with a peace treaty around 1258 BCE.

Great ruler or great bragger?

Historians have many primary sources about Rameses II because he built monuments celebrating his achievements. He constructed large statues portraying himself as a handsome, smiling and powerful ruler.

At his temple in Abu Simbel, each of the four cliff-carved statues is nearly 20 metres tall. Records of his battles, including victories over the Hittites, were engraved on monuments across Egypt. His reputation was so great that nine future pharaohs adopted his name.

SOURCE 3 This relief sculpture in Luxor shows Hittite soldiers crushed under the wheels of Rameses II's chariot at the Battle of Kadesh.



SOURCE 4 From a poem inscribed by order of Rameses II on the walls of five temples to commemorate his victory at Kadesh

In the midst of many peoples, all unknown,
Unnumbered as the sand,
Here I stand,
All alone;
There is no-one at my side;
My warriors and chariots afeared [frightened],
Have deserted me . . .
. . . Two thousand and five hundred pairs of horses were around,
And I flew into the middle of their ring,
By my horse-hoofs they were dashed all in pieces to the ground . . .

SOURCE 5 Detail of Rameses II from sculptures and hieroglyphs at his temple in Abu Simbel



Did you know?

In the 1960s, an international effort saved the Abu Simbel temple and statues by cutting them into sections and relocating them to higher ground, preventing submersion from rising water behind the Aswan High Dam.

13.9 SkillBuilder activity ANALYSING

Historians develop skills to assess significance and determine who makes these decisions. They use specific criteria and ask questions to evaluate individuals, including:

- Role in society: What was their importance?
- Achievements: What did they accomplish?
- Impact: Did their achievements change society or history?
- Influences: What shaped their identity?
- Trustworthiness of information: How reliable is our knowledge of them?
- Perception: How were they viewed at the time? Did perspectives vary?
- Self-representation: How did they present themselves?
- Cultural interpretation: Have historians from different cultures viewed their significance differently?
- Contemporary perspective: How do we perceive these individuals today?

Some writers accept Rameses's propaganda as fact without question, while others, like those in **SOURCE 7**, approach it with scepticism.

SOURCE 6 From 'Rameses II — the greatest leader of all time?' on Military History Matters website

Rameses had walked blindly into a Hittite trap. With little warning, a huge detachment of 2500 Hittite chariots descended on the division of Ra as it marched toward the camp . . . Egyptian survivors of the initial assault fled in disarray as the Hittites poured into the Egyptian camp. Yet it was at this point, as the pharaoh stood alone and defeat seemed certain, that Rameses proved his worth. He leapt into his war chariot and personally drove back the Hittite advance from the camp. As the Hittites faltered, they were hit by a second setback. Egyptian reinforcements had been sent by sea and fortuitously in time to help Rameses repel the Hittites.

SOURCE 7 From 'Rameses II' entry in the online *World History Encyclopedia*

The reign of Rameses II has become somewhat controversial in the last century, with some scholars claiming he was more of a showman and a propagandist than an effective king, and others arguing the opposite. The records of his reign, however — both the written and the physical evidence of the temples and monuments — argue for a very stable and prosperous reign.

Analyse the information about Rameses in this lesson and **SOURCES 6** and **7** by completing the table with one sentence for each entry.

	By himself	By the Military History Matters website	By the <i>World History Encyclopedia</i>
How was Rameses II represented?			
Why was he represented that way?			
Was the representation from a reliable or unreliable source?			

Learning pathways

■ LEVEL 1

1, 3, 5, 6

■ LEVEL 2

2, 4, 8

■ LEVEL 3

7, 9, 10

REMEMBER AND UNDERSTAND

- Which enemy group was not defeated by Rameses II?
 - Nubians
 - Assyrians
 - Hittites
 - Mediterranean pirates
- Why is Rameses II known as Rameses the Great?
 - He discovered the Rosetta Stone and translated hieroglyphs.
 - He ruled for a short time but introduced writing to Egypt.
 - He led military campaigns, built impressive monuments, and ruled for a very long time.
 - He was the last pharaoh before Egypt became a Roman province.
- Rameses II's forces fought the Nubians at the Battle of Kadesh. True or false?
- Was the Battle of Kadesh truly an Egyptian victory? **Justify** your answer.
- In 1258 BCE, the conflict with the Hittites ended with a _____.

ANALYSE AND APPLY

- Study **SOURCE 2**. What impression of Rameses II does the colossal head convey, and why would he want this portrayal?
- Refer to **SOURCES 3** and **4**:
 - What happened to Hittite soldiers at the Battle of Kadesh according to **SOURCE 3**?
 - According to **SOURCE 4**, why were Rameses II's soldiers absent, how many enemies did he face and how did he defeat them?
 - Do **SOURCES 3** and **4** provide conflicting or supporting evidence?
 - Are these sources reliable? Provide reasons.
 - How might Rameses II's soldiers have felt about the inscriptions in **SOURCE 4**?

EVALUATE AND COMMUNICATE

- What problems may arise for historians from the fact that all four sources and most primary sources about Rameses II were produced on his orders?
- Create** a timeline of the main events in Rameses II's life.
- Using **SOURCES 4** and **5**, **describe** how Rameses II wished to be remembered.

Answers and sample responses for this topic are available online.

LEARNING INTENTION

By the end of this lesson you should be able to **describe** ancient Egyptian inventions still in use today.

Tune in

Shown in **SOURCE 1** is an ancient Egyptian invention we still use every day.

1. What do you think **SOURCE 1** might be?
2. How do you think the circle shapes might connect to its function?

SOURCE 1 An inscription found on the walls of the Kom Ombo Temple, an ancient Egyptian temple located in Upper Egypt, near the Nile River.



13.10.1 Paper

The Egyptians created the first ink and made paper from papyrus, which grew along the Nile's banks.

SkillBuilder discussion

Questioning and researching

1. What kinds of symbols and pictures are shown on the papyrus, and what do they mean?
2. How was the Book of the Dead used in ancient Egyptian culture, and who would have used it?
3. What materials and techniques do you think were used to create the papyrus, and how have they helped it survive for so long?



SOURCE 2 Papyrus from the Book of the Dead — a collection of magical spells and prayers to help the dead in the afterlife (c. 1310 BCE)



13.10.2 Makeup

The Egyptians invented cosmetics and hygiene products, including the toothbrush and breath mints. By 4000 BCE, they made black eyeliner from soot and galena, and green eyeshadow from malachite. Both noble men and women used makeup.

13.10.3 The calendar

The Egyptians created a 365-day calendar with 12 months of 30 days and five extra days at year-end. This calendar helped predict the Nile's floods, essential for agriculture (as shown in **SOURCE 1**).

13.10.4 Mathematics

Some say the ancient Egyptians invented mathematics, but that's not entirely true. Other cultures, such as the ancient Africans of the Congo, and Sumerians, Chinese, Indians and Mayans, also developed mathematics, likely sharing knowledge over time.

SkillBuilder discussion

Questioning and researching

1. Suggest why the Great Pyramid of Khufu was built so much larger than the other pyramids, and what was its purpose.
2. Identify what kinds of treasures and artefacts have been found inside the pyramids, and what do they tell us about ancient Egyptian life and beliefs.

SOURCE 3 Pyramids at Giza. The Great Pyramid of Khufu towers above the others.



The ancient Egyptians used mathematics for impressive engineering feats like the pyramids, which could not have been built without it. The Great Pyramid is the only surviving Ancient Wonder and remains Egypt's greatest legacy, attracting thousands of tourists each year.

SOURCE 4 Princess Nefertiabet eating (2589–2566 BC). You can see Egyptian numbers on the right panel.



13.10 SkillBuilder activity

COMMUNICATING AND REFLECTING

When considering how people lived thousands of years ago, it may seem we have no connection to them. However, looking closely reveals our similarities. Next time you brush your teeth, thank the ancient Egyptians!

In small groups, choose one ancient Egyptian invention still in use today.

1. Research its development over time and take notes.
2. Create a visual timeline of its changes and display it in the classroom.
3. **Discuss** whether you could live without this invention and explain why.

13.10 Exercise

learn**on**

Learning pathways

■ LEVEL 1

1, 2, 3, 4

■ LEVEL 2

5, 6

■ LEVEL 3

7, 8, 9, 10

REMEMBER AND UNDERSTAND

1. **List** four ancient Egyptian inventions.
2. The ancient Egyptians made paper from _____.
3. True or false?
 - a. Only noble women wore makeup.
 - b. Egyptians were the first to invent mathematics.
 - c. The Egyptian calendar is exactly the same as our calendar today.
4. The calendar helped the ancient Egyptians predict when the Nile would _____, which was essential for their _____.
5. What does it mean that “the pyramids could not have been built without mathematics”?
 - A. The workers had to take math tests before building.
 - B. The ancient Egyptians used math to decorate the pyramids with numbers.
 - C. Mathematics was used to plan measurements, angles, and construction techniques.
 - D. The pyramids were built to teach math to young scribes.

ANALYSE AND APPLY

6. List five questions you have about any of the sources in this lesson.
7. Look at **SOURCE 2**. How do you think the ancient Egyptians created colours without modern art supplies?

EVALUATE AND COMMUNICATE

8. What is the most significant Egyptian invention or legacy? **Justify** your answer in a short paragraph.
9. What did the Egyptians use to make black eyeliner?
10. Why did the Egyptians create a 365-day calendar?

Answers and sample responses for this topic are available online.

LESSON 13.11

Inquiry: How have powerful women been recorded and treated in history?

LEARNING INTENTION

By the end of this lesson you should be able to:

- **analyse** the treatment of women leaders in history
- **evaluate** historical records on women in leadership.

Background

Women leaders have been treated differently throughout history. In this lesson, compare Pharaoh Hatshepsut with Julia Gillard and explore other female leaders.

Before you begin

Check the **Inquiry rubric** in the Resources panel. Use it to guide and self-assess your work.

Inquiry steps

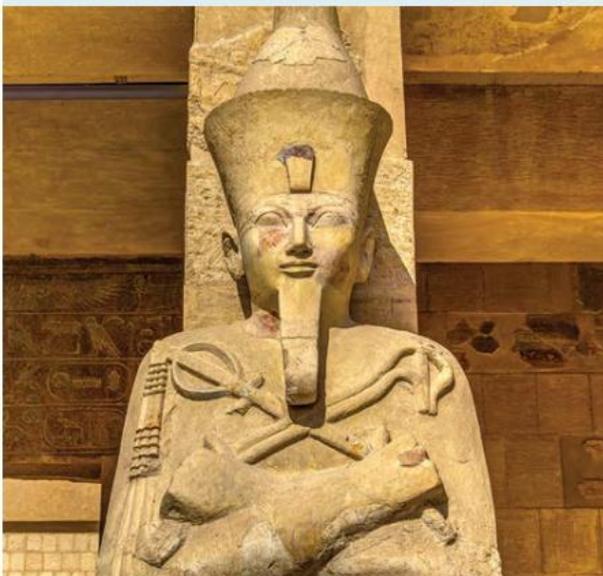
Step 1: Questioning and researching

Look at the provided primary sources. What do you want to investigate? Write an inquiry question inspired by these sources.

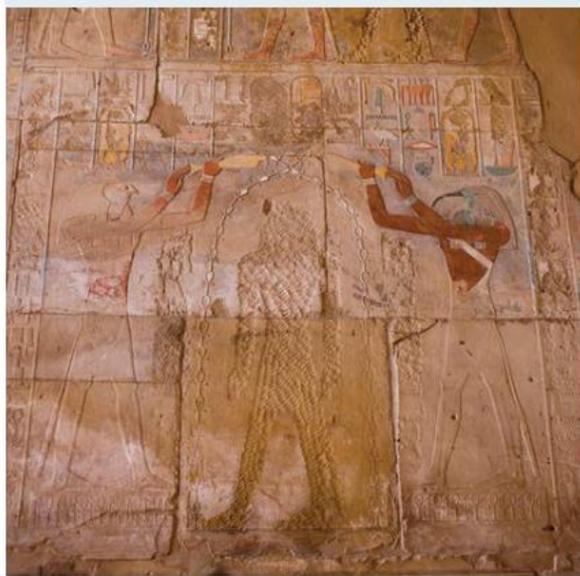
SOURCE 1 An inscription in the pharaoh Hatshepsut's mortuary

Then his majesty said to them: this daughter of mine . . . I have appointed as my successor upon my throne . . . she shall direct the people . . . it is she indeed who shall lead you. Obey her words.

SOURCE 2 Hatshepsut was often shown as a man, with a false beard, in statues, drawings, and paintings.



SOURCE 3 Defaced relief of Hatshepsut in the temple of Amun



SOURCE 4 Australia's first female prime minister, Julia Gillard



SOURCE 5 Protest outside Parliament House against Gillard and Labor Party policy, 2011



Step 2: Analysing

Read the secondary source and highlight sections that answer your inquiry question.



SOURCE 6 Analysis of Hatshepsut by historian Robert Darlington

Hatshepsut becomes a pharaoh

Although women in ancient Egypt generally had more rights than in other ancient societies, the leaders of ancient Egypt were nearly all male. Before Hatshepsut, only three women had ruled the land.

The only circumstance in which a woman could become ruler was if the pharaoh died before the heir to throne was old enough to rule. In that case, the Chief Royal Wife could act as regent. This meant that she would be a temporary ruler on behalf of the heir. If there was no heir, the Chief Royal Wife could rule as pharaoh.

Hatshepsut was the daughter of Thutmose I (who ruled Egypt c. 1506 BCE–1493 BCE). As was common in Egyptian royal families, she married her half-brother, who became Thutmose II and ruled from c. 1493 to 1479 BCE. When her brother died in 1479 BCE, his son Thutmose III was just three years old. This meant that Hatshepsut was able to become regent, ruling on his behalf.

When Thutmose III was about eight years old, Hatshepsut arranged to have herself crowned as pharaoh. She and Thutmose III became co-rulers of Egypt. Hatshepsut made two claims in support of her right to the throne. She claimed that her father, Thutmose I, had appointed her to succeed him as ruler. She also claimed to be the daughter of the god Amun. Hatshepsut and Thutmose II ruled together until 1458 BCE.

Achievements

Hatshepsut is believed to have brought wealth to Egypt, particularly through trade in gold, ebony and incense. She led Egypt's armies — on at least one occasion against Nubia. She had grand structures built that still stand, including her mortuary temple at Deir El Bahri. However, after her death in 1458 BCE, her images were chiselled off some walls, many of her statues were smashed and an attempt was made to remove her from the records of pharaohs.

If **SOURCE 6** doesn't answer your question, research online using the **Hatshepsut** and **Hatshepsut — The pharaoh that wouldn't be forgotten** links in the Resources panel.

Step 3: Evaluating

Explain what these sources reveal about the challenges faced by female leaders in ancient Egypt and twenty-first-century Australia. Are things changing?

Step 4: Communicating and reflecting

What is the answer to your inquiry question? Use examples from your research and present your findings to the class in a format of your choice.

LESSON 13.12 Review

13.12.1 Key knowledge summary

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

13.2 How do we know about ancient Egypt?

- Scholars have read ancient Egyptian sources since hieroglyphs were decoded in the nineteenth century.

13.3 The importance of the River Nile

- Egyptian civilisation relied on the Nile.
- The Nile's floods gave fertile soil for farming.
- The Nile was important for transport and defence and was connected to the gods.

13.4 Egyptian society

- Egyptian society was structured like a pyramid.
- Pharaohs had great power and responsibility.
- Most people were peasants, but some had skilled jobs.
- Women had fewer rights than men but more than in other ancient societies.

13.5 The beliefs of ancient Egyptians

- Ancient Egyptians worshipped many gods.
- They believed in the afterlife and buried possessions for it.
- Mummification was a careful and complex process.
- Burial customs give us most of the evidence about ancient Egypt.

13.6 The truth about the pyramids

- In the Old Kingdom, pyramids housed pharaohs' mummies.
- Egyptians used stone, wood and bronze tools to build them.
- Later pharaohs were buried in the Valley of the Kings due to pyramid robberies.

13.7 Who were Tutankhamun, Akhenaten and Nefertiti?

- Tutankhamun's tomb is important because its contents were not robbed.
- Akhenaten led a religious revolution, making Aten the main god.
- Nefertiti was Akhenaten's influential wife.

13.8 The effects of war and trade

- Egypt traded and fought with other countries.
- During strong periods, Egypt drove out invaders and dominated other lands.
- During weak times, Egypt was invaded.

13.9 Rameses II – Egypt's greatest pharaoh?

- Rameses II is seen as the greatest pharaoh for his military success and monuments.
- His greatness is debated since much evidence was built on his orders.

13.10 What should we thank the Egyptians for?

- Egyptians invented paper, makeup, a 365-day calendar and mathematics.

13.11 Inquiry: How have powerful women been recorded and treated in history?

- Hatshepsut was one of few women to become pharaoh.
- After her death in 1458 BCE, her images were removed and attempts were made to erase her from history.

13.12.2 Key terms

amulet charm believed to protect against evil

artisans skilled craftspeople

Asiatic peoples of Asia, including the Middle East

canopic jars used to store the liver, lungs, intestines and stomach of the person being mummified

cataracts rapids, where the river's surface is broken by rocks

civil war war between rival factions within one state or country

deities god or goddess

delta low, triangular area where a river fans out as it nears the sea

demotic script the simplest of the ancient Egyptian scripts; almost like handwriting

Great Pyramid the oldest and largest pyramid in Egypt; one of the Seven Wonders of the Ancient World

Great Sphinx monument with the body of a lion and the face of a man; located in Giza near the Great Pyramid

hieratic Egyptian script that was less decorative and complex than hieroglyphs

Inundation the seasonal flooding of the Nile

mummy body that has been embalmed

natron a mineral salt used to dry out dead bodies

papyrus paper made from crushing reeds

sarcophagus stone or wooden coffin (often inscribed or decorated) in Egypt

shadoof irrigation device used to lift water from the river

stalemate a situation in a contest or conflict in which neither side can defeat the other

Valley of the Kings gorge on the Nile in Upper Egypt that contains many royal tombs

vassal state a state whose ruler recognises another, more powerful ruler as overlord

13.12.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry question:

How do we know about ancient Egypt, and what were its key features, achievements and legacies?

1. Discuss your views on the question with a partner. Has your learning changed your perspective? If so, how?
2. Write a short paragraph summarising your answer to the inquiry question.

learn on

-  **Post-test** Online post-test
-  **eWorkbook** Customisable worksheets for this topic
Reflection
-  **Digital document** Key terms glossary

13.12 Review exercise

Learning pathways

■ LEVEL 1

1, 2, 3, 4, 6, 7, 9, 11

■ LEVEL 2

5, 8, 10, 12

■ LEVEL 3

13, 14, 15

REMEMBER AND UNDERSTAND

- In Egypt, the Inundation was which of the following?
 - A temple
 - An annual period of flooding
 - A bucket used for irrigation
 - A writing tool
- The Nile is formed by the joining of which two rivers?
 - The Murray and Darling
 - Green Nile and Yellow Nile
 - Red Nile and Black Nile
 - White Nile and Blue Nile
- After the pharaoh, who was the next most powerful official?
 - The president
 - The prime minister
 - The vizier
 - The lord high executioner
- Who were included as skilled artisans in ancient Egypt?
 - Peasants and slaves
 - Stone masons and paper makers
 - Scribes
 - Nobles and priests
- Which of the following woman ruled Egypt as pharaoh from 1479 to 1458 BCE?
 - Nefertiti
 - Cleopatra
 - Hatshepsut
 - Neber
- The Great Pyramid was built during which of these periods of ancient Egyptian history?
 - The Old Kingdom
 - The First Intermediate Period
 - The Middle Kingdom
 - The Second Intermediate Period
- In ancient Egypt, a woman's social rank depended on the rank of which of these?
 - Her mother and father
 - Her brother or sister
 - Her cousins
 - Her husband or son
- Which gods were associated with death, tombs and the afterlife?
 - Seth and Horus
 - Osiris and Anubis
 - Isis and Hathor
 - Amun-Ra and Thoth
- When a body was mummified, where were most internal organs stored?
 - Refrigerators
 - Cupboards
 - Cellars
 - Canopic jars



10. Why was the tomb of Tutankhamun a significant discovery?
- A. Tutankhamun was a powerful pharaoh.
 - B. The tomb was enormous.
 - C. It was the only royal tomb that had not been robbed.
 - D. There was a curse on the tomb.

ANALYSE AND APPLY

11. Look at **SOURCE 1**.
This obelisk was taken from Egypt to Constantinople (now Istanbul) during the Roman Empire.
- a. **Identify** the hieroglyphs visible on the obelisk.
 - b. **Describe** the symbols and their significance in ancient Egypt.
 - c. **Interpret** what this section of the obelisk might represent or communicate.
12. **Describe** the ancient Egyptian view of death and the afterlife.
13. **Explain** why opinions on Rameses II's greatness differ.

EVALUATE AND COMMUNICATE

14. **Discuss** the importance of the Nile to ancient Egyptians in a paragraph.
15. Summarise one type of evidence we have of ancient Egyptian life and **explain** what it reveals.

SOURCE 1 A section of a huge Egyptian obelisk engraved in neat hieroglyphs



Answers and sample responses for this topic are available online.

14 Ancient Greece

LESSON SEQUENCE

online only

- 14.1 Overview
- 14.2 How do we know about ancient Greece?
- 14.3 The Minoans and Mycenaeans
- 14.4 The Greek 'Dark Age'
- 14.5 Government in Athens and Sparta
- 14.6 Everyday life in Sparta
- 14.7 Everyday life in Athens
- 14.8 Laws, myths, gods and oracles
- 14.9 The Olympic Games
- 14.10 How Greece was changed by wars
- 14.11 The heritage of ancient Greece
- 14.12 Inquiry: Did the Spartans really kill their weak babies?
- 14.13 Review



LESSON 14.1 Overview

INQUIRY QUESTION

How do we know about ancient Greece, and what were its defining features, achievements and legacies?

In 2004, the Summer Olympics were held in Athens, Greece, where the first ancient Olympics took place in 776 BCE. Greece gave us many important ideas that still influence us today.

Melbourne has the largest Greek community outside of Athens. Ancient Greek culture continues to shape our world.

learn on

Pre-test

Online pre-test

eWorkbook

Customisable worksheets for this topic

Digital document

Key terms glossary

Video eLesson

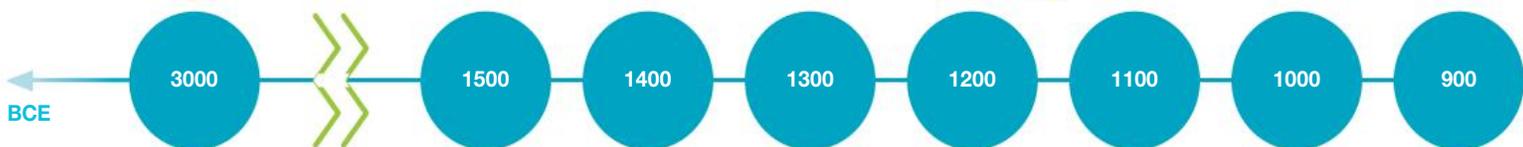
Ancient Greece



c. 3000
The Minoan civilisation develops on Crete.

c. 1400–1200
The Great Age of Mycenae flourishes.

c. 1150
The Greek 'Dark Ages' (to c. 750): Many Greeks migrate from the mainland to the Aegean islands and the coast of Asia Minor.



c. 1000
Dorians settle in Sparta and other Mycenaean sites.



c. 800
The Greek alphabet is developed.

SkillBuilder

Use the SkillBuilder activities to develop these HASS skills:

- QUESTIONING AND RESEARCHING
- ANALYSING
- EVALUATING
- COMMUNICATING AND REFLECTING



c. 776

The First Olympiad is held.

508

Democracy is introduced in Athens.

460–445

The First Peloponnesian War.

431–404

The Peloponnesian War is waged between alliances led by Athens and Sparta.

336

Alexander the Great becomes ruler of Greece.

146

The Romans conquer Greece.

800

700

600

500

400

300

200

100

0

CE

c. 750

The Greek archaic period (to c. 490)

c. 490

Greek Classical Age (to c. 323): a period of great achievements in art, literature and drama

490

The Persian Wars begin.

403–371

Sparta dominates the Greek world.

371

The Thebans defeat the Spartans.

334

Alexander the Great invades the Persian Empire.



LESSON 14.2

How do we know about ancient Greece?

LEARNING INTENTION

By the end of this lesson you should be able to:

- **describe** the archaeological and written sources for ancient Greece
- **explain** the gaps in our knowledge.

Tune in

Archaeological sources such as sculptures can tell us about the past.

SOURCE 1 Many marble sculptures once adorned the Parthenon (temple) in ancient Athens.



1. Discuss how sculptors around 2500 years ago could produce art such as that shown in SOURCE 1.
2. Brainstorm what you think these sculptures could have been about.

14.2.1 How do we know about ancient Greece?

Millions of people visit Greece each year to see its ancient history. Famous places include the Parthenon and Erechtheion on the **Acropolis** of Athens, and the ruins of the first Olympic Games. The National Archaeological Museum in Athens holds the largest collection of ancient Greek artefacts. Other important sites include the Temple of Poseidon and Delphi, which the Greeks called the 'navel of the Earth'. Some Greek treasures, like the Parthenon Marbles, were taken by Lord Elgin in the early 1800s and are now in the British Museum in London.

Written sources

The Greeks left many writings that are still read today. Famous writers include Homer, Herodotus, Thucydides, Plato, Aristotle and Sophocles. Their work helps us understand ancient Greece better.

Archaeological sources

These Ancient Greek sources include things like pottery, statues, buildings and tools. These objects help us learn about how the ancient Greeks lived, what they believed in and what their daily life was like. For

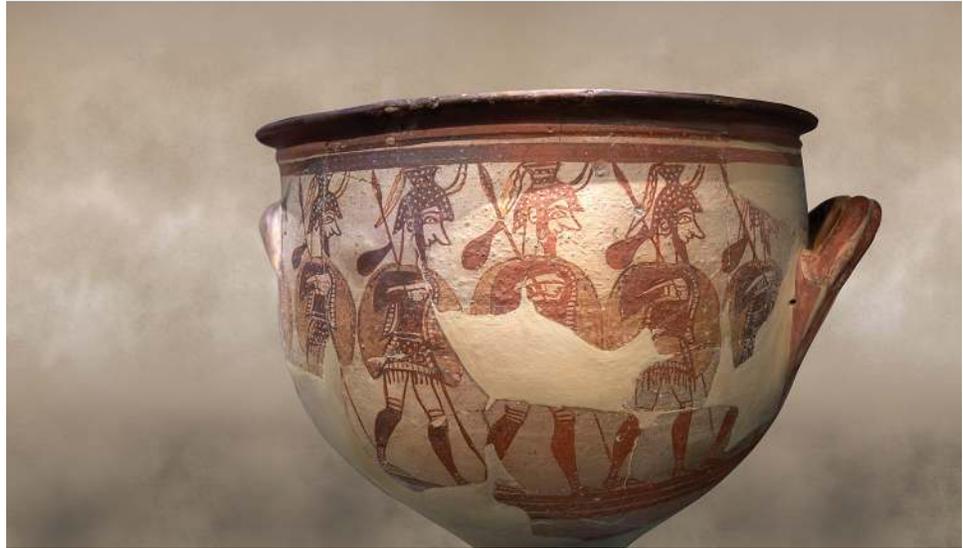
example, decorated pots can show us scenes of myths, sports or everyday activities. Temples and ruins help us understand their religion and architecture.

SkillBuilder discussion

Questioning and researching

1. Look at **SOURCE 2**.
What do the paintings of Mycenaean soldiers tell us about their weapons, armor and fighting techniques?
2. Explain why these soldiers were important to Mycenaean society.
3. How does the pottery help us understand the daily life and culture of the Mycenaean?

SOURCE 2 Mycenaean soldiers painted on pottery. Mycenae was the earliest civilisation on the Greek mainland.



SOURCE 3 This is a theatre mask used in ancient Greek plays. Beside it are the remains of an amphitheatre found on the Turkish coast where actors performed wearing masks.



14.2 SkillBuilder activity QUESTIONING AND RESEARCHING

The Parthenon is the building on top of the Acropolis.

1. Research online to find images and information about the Parthenon.
2. **Identify** the features of the Parthenon used in modern buildings. Share with your class.

Learning pathways

■ LEVEL 1

1, 2, 3, 4

■ LEVEL 2

5, 6, 7

■ LEVEL 3

8, 9, 10

REMEMBER AND UNDERSTAND

1. **State** the main reason that millions of people visit Greece each year.
2. **Identify** the ancient Greek writers whose works are still read today.
 - A. Homer
 - B. Thucydides
 - C. Aristotle
 - D. All of the above
3. The original Olympic Games were held at Olympia. True or false?
4. **Recall** what the earliest civilisation on the Greek mainland was called.
 - A. Mycenae
 - B. Dorian
 - C. Aeolian
 - D. Ionian
5. Who was Herodotus?
 - A. A famous Greek warrior who led battles against Persia
 - B. A Greek philosopher who taught Alexander the Great
 - C. A Greek historian known as the 'Father of History'
 - D. A king of Athens who built the Parthenon

ANALYSE AND APPLY

6. **Explain** how **SOURCE 1** provides evidence of the artistic skills of ancient Greek sculptors.
7. Use **SOURCE 1** to **propose** a hypothesis about the wealth and values of ancient Athens.
8. **Discuss** what you think we might learn from **SOURCE 2** about the skills of Mycenaean potters.
9. **Explain** what kind of character you think the mask in **SOURCE 3** was meant to represent. How can you tell?

EVALUATE AND COMMUNICATE

10. **Summarise** what you have discovered about ancient Greece from **SOURCES 1** to **3**.

Answers and sample responses for this topic are available online.

LESSON 14.3 The Minoans and Mycenaeans

LEARNING INTENTION

By the end of this lesson you should be able to **describe** the Minoans — the first ancient Greek civilisation — and the Mycenaeans who conquered them around 1375 BCE.

Tune in

The sculptures shown in **SOURCE 1** have been dated to the time of the first ancient Greek civilisation, the Minoans.

1. **Why do you think they would have sculpted the heads of bulls?**
2. **Consider what significance bulls might have had for them.**

SOURCE 1 Ancient Minoan sculptures of bulls



14.3.1 Minoan civilisation

Civilisation in Greece began before 3000 BCE on Crete, the largest Greek island. Archaeologist, Arthur Evans, found Minoan cities and named them after King Minos. By 2500 BCE, the Minoans built towns and made bronze tools, weapons and pottery. Their main city, Knossos, had walls with pictures of athletes on wild bulls (see **SOURCE 2**). The Minoans traded by sea with Egypt and Syria and used a writing that modern language experts have called Linear A, which disappeared around 1450 BCE. Later, volcanic eruptions and earthquakes destroyed their cities.

SkillBuilder discussion

Analysing

1. Name the type of artwork mentioned in the source. What does this name mean?
2. Where was this artwork found?
3. Describe the activity that the Minoan men and women are doing in the painting.

SOURCE 2 A fresco (wall painting) from Knossos showing young Minoan men and women leaping on the back of a bull



14.3.2 The Mycenaeans

By about 1375 BCE, invaders from cities like Mycenae and Athens took over the Minoans. The Mycenaeans were great traders and were highly skilled in the use of bronze. They copied some Minoan culture, lived in palaces, and enjoyed music and sports. They spoke early Greek and used a writing that modern language experts have called Linear B, which was decoded in 1952. Homer's *Iliad* tells how the Mycenaeans captured Troy around 1200 BCE.

SkillBuilder discussion

Evaluating

1. Study **SOURCE 3**. Which civilisations are mentioned in the source?
2. What island is associated with the Minoan civilisation?
3. How did the geographical locations of the civilisations influence their trade routes and interactions with each other?

SOURCE 3 Crete, Greece and Egypt at the time of the Minoan and Mycenaean civilisations



Source: Map drawn by Spatial Vision.

Homer's *Iliad* and the Trojan War

The story in the *Iliad* is so famous it was even made into a movie. We don't know if it's true, and archaeological finds have added to the debate. The story was passed down for 300 years before Homer, who lived in the eighth century BCE, wrote it down.

As the *Iliad* tells the story, there are several main characters. Among them are:

- Agamemnon, the king of Mycenae
- Menelaus, the king of Sparta and brother of Agamemnon
- Helen, the wife of Menelaus
- Priam, the king of Troy
- Paris, son of Priam
- Odysseus, a Mycenaean warrior hero.

In the *Iliad*, the war started when Paris took Helen to Troy. Agamemnon led a Greek army in a ten-year siege of the city. The Greeks tricked the Trojans by leaving a giant wooden horse with warriors hidden inside. The Trojans thought it was a gift and brought it into the city. At night, the Greeks came out of the horse, opened the gates and destroyed Troy.

SOURCE 4 A scene from one of the wall paintings found at Tiryns, a Mycenaean site from the fourteenth to thirteenth centuries BCE



Fact or fiction?

People have doubted the truth of the *Iliad* for a long time (see **SOURCE 5**). In 1870, archaeologist Heinrich Schliemann used the story to find what he believed was Troy (see **SOURCE 6**). He found ruins, but later digs showed the city he found was from the wrong time.

SOURCE 5 From *The Histories*, written by the ancient Greek historian, Herodotus (c. 484–425 BCE)

... had Helen really been in Troy, she would have been handed over to the Greeks with or without Paris' consent; for I cannot believe that either Priam or any other kinsman of his was mad enough to be willing to risk his own and his children's lives and the safety of the city, simply to let Paris continue to live with Helen.

SkillBuilder discussion

Questioning and researching

1. Study **SOURCE 6**. Suggest the evidence that Schliemann and later archaeologists found that indicates there were nine different settlements built on top of each other.
2. What methods and tools might the archaeologists have used to excavate and study the layers of settlements, and what challenges might they have faced in preserving the site?

SOURCE 6 At Canakkale in Turkey, Schliemann found city ruins. Later digs showed nine settlements built on top of each other.



The Mask of Agamemnon?

Four years later, Schliemann excavated Mycenae and found five royal graves with gold treasures. One of the gold masks, pictured in **SOURCE 7**, was called the 'Mask of Agamemnon', but many archaeologists doubt it is really his, for several reasons, including:

- Schliemann had a record of faking archaeological finds. He could have had the mask made.
- The grave where the mask was found is about 300 years earlier than the supposed date of the Trojan War.

The 'Mask of Agamemnon' looks different from other masks, including **SOURCE 8**, found with Mycenaean chiefs. There is no clear proof that the Trojan War happened or that Schliemann found Agamemnon's grave.

14.3 SkillBuilder activity

COMMUNICATING AND REFLECTING

1. Compare **SOURCES 7** and **8**.
 - a. **Describe** the features of the masks in **SOURCES 7** and **8**
 - b. If both of these masks were really found in the graves at Mycenae, **explain** why you think a decision was made to call **SOURCE 7** rather than **SOURCE 8** the mask of Agamemnon.
2. Choose one primary source from this lesson. **Propose** three questions to check if it's reliable and useful for studying Minoan or Mycenaean history.

SOURCE 7 The gold 'Mask of Agamemnon' was found by Heinrich Schliemann in 1876 during Mycenae excavations. It's in the National Archaeological Museum, Athens.

SOURCE 8 Another Mycenaean gold mask from excavated graves in Mycenae, now held in the National Archaeological Museum, in Athens



Learning pathways

■ LEVEL 1

2, 3, 4, 9

■ LEVEL 2

1, 6, 7, 8

■ LEVEL 3

5, 10

REMEMBER AND UNDERSTAND

1. **Describe** the achievements of Minoan civilisation.
2. **Identify** what caused the collapse of Minoan civilisation.
 - A. The Persian Wars
 - B. An earthquake
 - C. An invasion
 - D. The Romans
3. **Explain** what role the Mycenaeans might have played in the destruction of Minoan Crete.
4. How, according to legend, did the Mycenaeans win the Trojan War?
 - A. They killed Priam, the king of Troy.
 - B. They left a wooden horse with Greek warriors inside and pretended to sail away.
 - C. They defeated the Trojans during battle.
 - D. They did not win the Trojan War.
5. **Describe** the supposed causes and effects of the Trojan War.

ANALYSE AND APPLY

6. Look closely at **SOURCE 2**.
 - a. **Describe** what is depicted in this Minoan wall painting.
 - b. Do you think the Minoans did this for sport or could there be another explanation for the scene? **Justify** your answer.
7. Study **SOURCE 3**. **Explain** how Crete's location helped the Minoans trade and how they benefited.
8. Analyse **SOURCE 4** and **explain** what you might be able to suggest about Mycenaean art and everyday life from this source.
9. In **SOURCE 5**, **identify** what Herodotus doubts about the account of the Trojan War in the *Iliad*.
 - A. That the Mycenaeans used a wooden horse to enter and take the city
 - B. That Troy was defeated
 - C. That Helen ever existed
 - D. That the Trojan king would have risked defeat, death and destruction just so Paris could keep Helen
10. **Explain** why it is likely that the walls in **SOURCE 6** are not the walls of ancient Troy.

Answers and sample responses for this topic are available online.

LESSON 14.4 The Greek 'Dark Age'

LEARNING INTENTION

By the end of this lesson you should be able to:

- **identify** Greece's physical environment
- **explain** how it impacted its civilisation from 1150 BCE to 490 BCE.

Tune in

Pottery and other works of art can be powerful sources to help us better understand history. Examine **SOURCE 1**.

SOURCE 1 Mycenaean pottery showing **hoplites**



1. Is this piece of pottery considered a primary or secondary source? Why?
2. Discuss the elements of this source that suggest what hoplites were.
3. Consider how accurate you think these images are.
4. Share your thoughts with your class.

14.4.1 The influence of geography

Mycenaean kings ruled southern Greece from 1600 BCE to 1200 BCE. After 1200 BCE, their culture collapsed, leading to the Greek 'Dark Age', which lasted almost 400 years. We know little about ancient Greece from 1150 BCE until the Greek alphabet was developed around 800 BCE. The landscape, climate and resources shaped Greek civilisation. As shown in **SOURCE 2**, 75 per cent of Greece is mountainous, so settlements were isolated, and only 20 per cent of land could be farmed.

SOURCE 2 The origins of Greece



Source: Map drawn by Spatial Vision.

Trade

Although sea travel was dangerous, the Greeks relied on it for trading bronze, timber and wheat, which didn't grow well in their rocky soil. From 600 BCE, they imported food from Egypt, Italy and the Black Sea, and exported olive oil, wine and pottery.

14.4.2 The development of the Greek city-states

The Greek 'Dark Age', c. 1150–750 BCE

The period from 1150 to 750 BCE is called the Greek 'Dark Age' because little is known about it. Mycenaean palaces were destroyed, and most fortresses, except Athens, were abandoned. Until the late twentieth century, most historians thought the destroyers were **Dorians** from northern Greece. However, evidence shows the Mycenaean kingdoms had already collapsed before the Dorians arrived. During the Dark Age, writing was lost, trade stopped and governments disappeared. Many Greeks migrated to the Aegean islands and Asia Minor. Around this time, the **Iron Age** began, leading to iron tools and weapons.

SkillBuilder discussion

Questioning and researching

1. What do you think archaeologists are looking for when they dig at ancient sites?
2. Why might ancient Greeks have chosen to build a settlement near the Black Sea?
3. What techniques and tools might the archaeologists have used to excavate the site, and how might they be preserving the artefacts they find?

SOURCE 3 An archaeological excavation at the site of an ancient Greek settlement in what is now the Black Sea port of Odessa, in Ukraine



SkillBuilder discussion

Questioning and researching

1. Look at **SOURCE 4**. Describe the relative location of Athens.
2. What is the modern name of the port associated with Athens?
3. Arid mountains are typical of Greece. What else would you associate with Greece?

SOURCE 4 Athens today as seen from its port, Piraeus. The arid mountains in the background are typical of Greece.



The Archaic Period and the rise of the polis

The time from 750 to 490 BCE is called the Archaic Period. Many changes happened in Greece. **Pan-Hellenic** events like the Olympic Games helped unite Greek culture. Around 750 BCE, Greeks set up colonies in Italy, Sicily and the Black Sea due to a lack of farmland. By the early 600s BCE, independent city-states, called **poleis**, like Athens, Sparta and Corinth, developed and often fought for land.

14.4 SkillBuilder activity

COMMUNICATING AND REFLECTING

1. **Construct** a timeline of important events from this lesson. Use dates from around 1600 BCE to 490 BCE. On your timeline, mark any events that were big turning points.
2. **Describe** the broad changes that occurred in Greece over this period.

14.4 Exercise

learn**on**

Learning pathways

■ LEVEL 1

1, 2, 5, 6

■ LEVEL 2

3, 4, 7

■ LEVEL 3

8, 9, 10

REMEMBER AND UNDERSTAND

1. Complete the following paragraph by **identifying** the correct words from the list: sea, fifth, unreliable, mountainous, isolated, hot.
The type of civilisation that developed in ancient Greece was influenced by the _____ landscape, _____ summers and _____ rainfall. Only a _____ of the land was good for farming. Because Greek settlements were _____ from each other, the Greeks used the _____, despite the risk of dangerous storms.
2. The Greek 'Dark Age' refers to what period of time?
A. When Troy was defeated by the Mycenaeans
B. When Mycenaean civilisation collapsed
C. When Minoan cities were destroyed following the eruption of a volcano on the island of Santorini
D. All of the above
3. **Describe** what became of the Mycenaean cities and writing in this period.
4. **Explain** why many Greeks migrated during this period.
5. **Identify** three locations where many Greeks set up colonies during the Archaic Period.
A. Sicily
B. Bulgaria
C. Southern Italy
D. The Black Sea
E. Northern Greece

ANALYSE AND APPLY

6. **Examine SOURCE 2. Describe** how much of Greece is mountainous and how that would have affected farming and travel.
7. Referring to **SOURCE 2, explain** why the Greek coastline is very long relative to the size of the country.
8. Look closely at **SOURCE 3** and **propose** three questions you would ask about its usefulness and reliability as evidence for the establishment of ancient Greek colonies.
9. Using **SOURCE 4, describe** the landscape surrounding Athens.

EVALUATE AND COMMUNICATE

10. Using all the sources from this lesson, **summarise** why Greece became a place of independent city-states that often fought each other.

Answers and sample responses for this topic are available online.

LEARNING INTENTION

By the end of this lesson you should be able to **explain** the different systems of government that developed in Athens and Sparta.

Tune in

A bust is a sculpture of a person's head, shoulders and chest. The bust in **SOURCE 1** was made by a sculptor in Rome in the second century CE. The original Greek bust is lost.

1. **Discuss who you think Pericles was.**
2. **Brainstorm possible reasons Pericles was so significant that Romans would have wanted a bust of him made seven centuries after his death.**

SOURCE 1 A Roman copy of the original Greek bust of Pericles



14.5.1 Athens — the roots of democracy

Athens and Sparta shared many things with other city-states, like worshipping the same gods and using the same language. But each city-state had its own laws and rulers.

Originally, city-states were ruled by kings. Later, most were controlled by **oligarchies**, a governing council of rich aristocrats. From the seventh century BCE, many were led by tyrants who made changes to gain support. However, aristocrats often regained power. In 508 BCE, Athens introduced **democracy**.

In this system, Athenian citizens voted on laws and chose leaders in meetings called the 'Ecclesia'. **Ostracism** meant that if 6000 citizens spoke up against a man, he could be exiled from Athens for 10 years.

But was it a fair democracy?

In Athens, only adult citizens could vote, just like in Australia today. However, in the fifth century BCE, only about 45 000 of Athens' 300 000 people were citizens. Women and children, who made up nearly half the population, as well as **metics** (12 per cent) and slaves (25 per cent), could not vote.

Since only some people could vote and everyone had specific roles — like women taking care of the home and men serving in the military — were the Greek citizens truly 'free'?

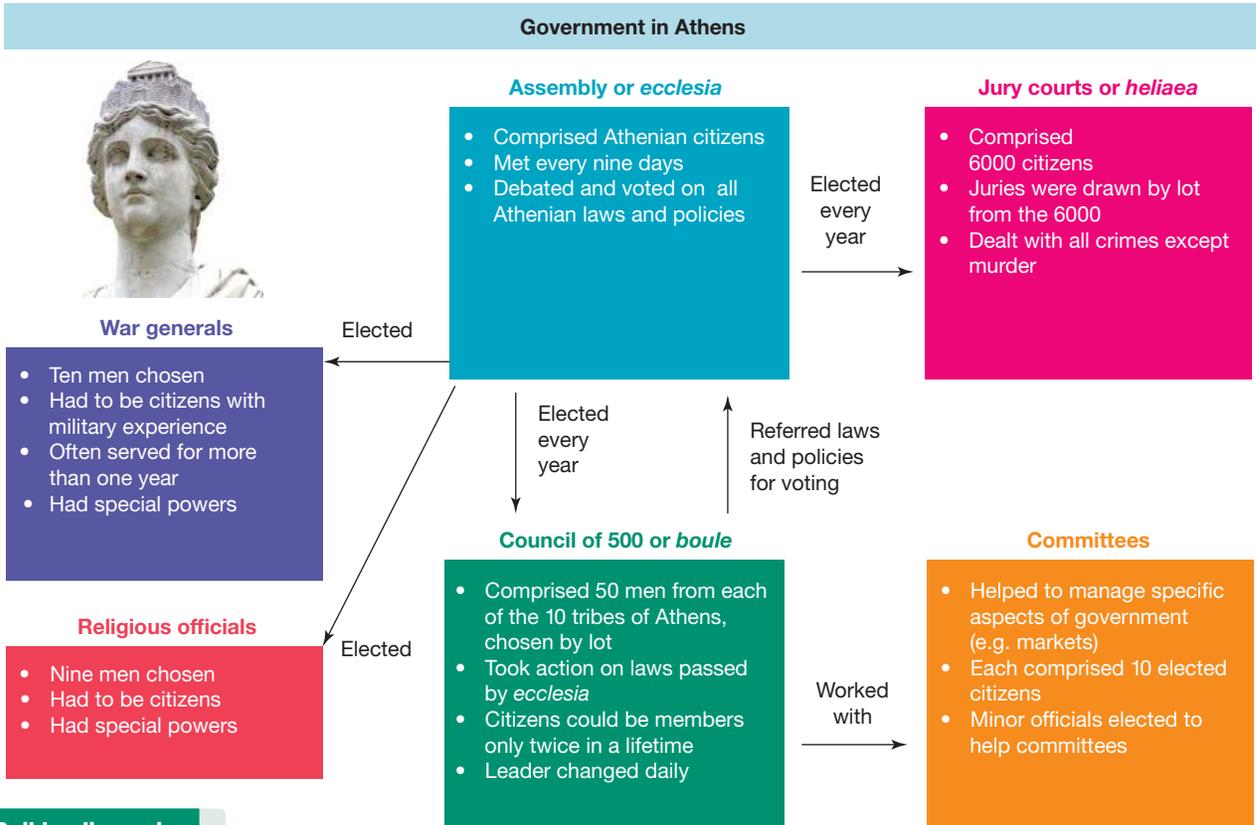
Did you know?

All citizens in Athens could take part in the government because the population was small. Each citizen could discuss and vote on laws and be elected to public office. This is called 'direct democracy'.

In Australia, we have 'representative democracy'. Citizens over age 18 vote for politicians to represent them and their community. The party with the most seats in the House of Representatives forms the government, while the losing party forms the Opposition to review the government's actions. The Senate has 76 members who are supposed to protect state interests.



SOURCE 2 Government in Athens

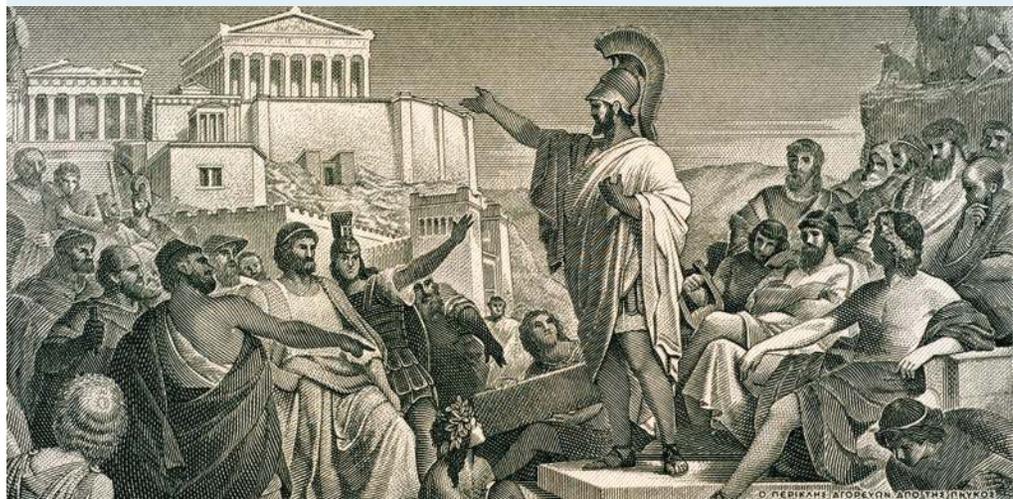


SkillBuilder discussion

Analysing

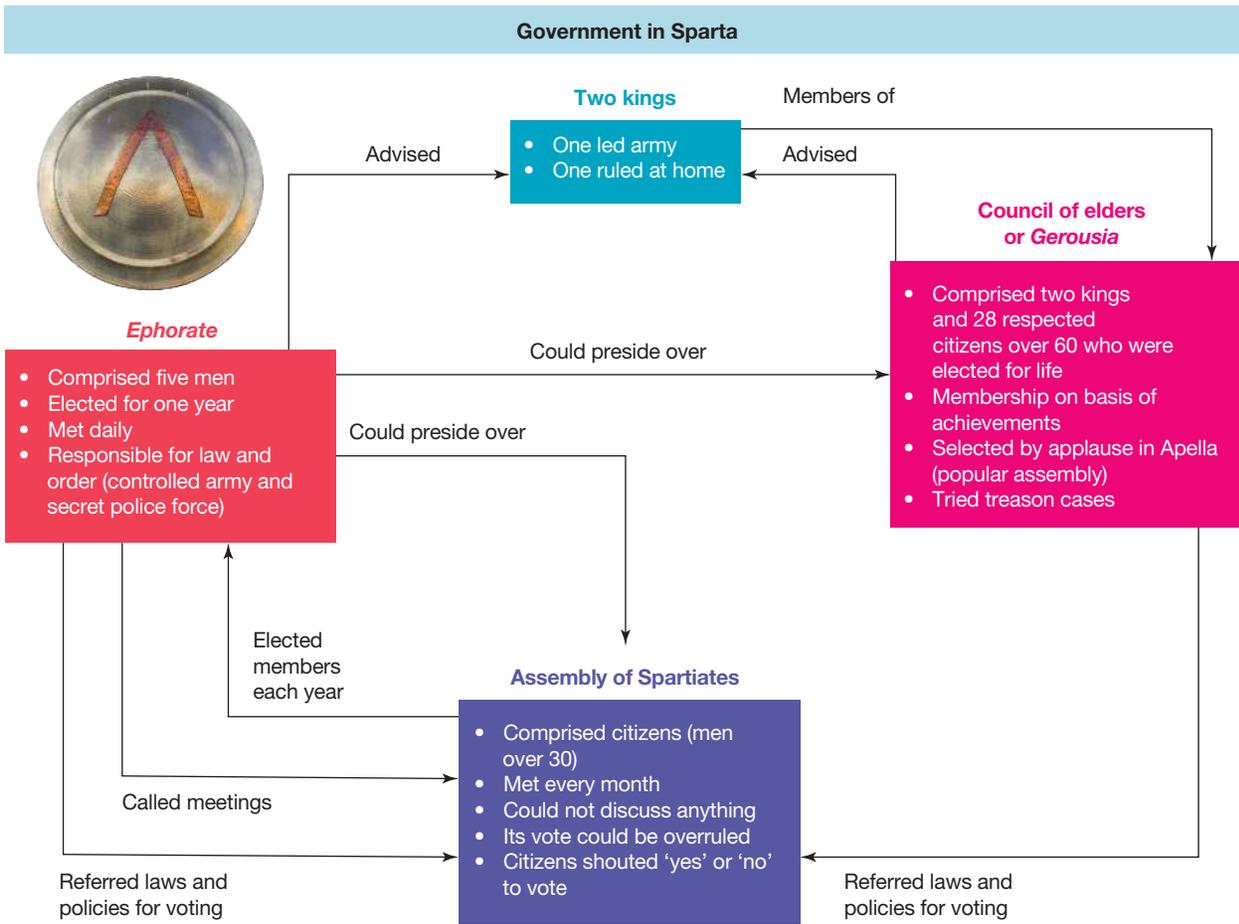
1. Look at **SOURCE 3**. How does the painting show the mood and atmosphere of the Athenian Assembly following Pericles' death?
2. Identify the historical details and symbols that are included in the painting to show the political and social changes in Athens after Pericles' death.
3. Describe how the artist's style and choice of colors influence the viewer's perception of this significant moment in Athenian history?

SOURCE 3 Painting of Athenian Assembly after the death of Pericles in 429 BCE





SOURCE 4 Government in Sparta



SkillBuilder discussion

Analysing

1. Study **SOURCE 4**. What type of government did Sparta have?
2. How did Sparta's government differ from that of Athens?
3. What role did the military play in Spartan governance?

14.5.2 Spartan rule

Dorians settled in Sparta around 1000 BCE. In the eighth century BCE, Sparta conquered the nearby Laconian plain and Messenia. They made many of the local people, called **helots**, their slaves and treated them harshly.

At first, Sparta had two kings, but by the end of the seventh century BCE, it became an oligarchy. A few powerful families controlled the government. Citizens in the Assembly could only say 'yes' or 'no' to laws, and their votes could be ignored.

14.5 SkillBuilder activity

COMMUNICATING AND REFLECTING

1. **State** the three types of government many Greek states had before Athens started democracy. **Identify** the main differences between them.
2. **Conduct** research to find out how modern democracy is different from ancient Greek democracy.
3. **Summarise** your findings and include your sources.

14.5 Exercise

learn**on**

Learning pathways

■ LEVEL 1

1, 2, 3, 8

■ LEVEL 2

5, 6, 9

■ LEVEL 3

4, 7, 10

REMEMBER AND UNDERSTAND

1. What did the ancient Greek city-states have in common? Select all that apply.
 - A. Language and alphabet
 - B. Ruling systems
 - C. Gods
 - D. Laws and traditions
 - E. Festivals and myths
2. In _____ BCE, Athens introduced a new system of government called democracy.
3. **Identify** the correct words to complete the passage.

Someone suspected of trying to grab **wealth** / **power** / **children** in Athens could be ostracised. Ostracism meant that if **600** / **6000** / **60 000** citizens spoke up against a man, he could be exiled from Athens for **5** / **10** / **25** years.

4. **Identify** what effect the Spartan conquest had on the Messenians.
5. Around what time did Sparta become an oligarchy? **Explain** what this meant.

ANALYSE AND APPLY

6. Using **SOURCE 2**, **explain** the difference between the Athenian Assembly and the Council of 500.
7. **Describe** the scene in **SOURCE 3** and suggest what impression it gives of the character of the Athenian Assembly meetings.
8. **Examine SOURCE 4** and **explain** who could be Spartan citizens.
9. **Describe** powers held in Sparta by each of these institutions: the Ephorate, the Gerousia and the Assembly.

EVALUATE AND COMMUNICATE

10. Using the sources in this lesson, **deduce** if ordinary citizens had more power in Athens or in Sparta.

Answers and sample responses for this topic are available online.

LEARNING INTENTION

By the end of this lesson you should be able to:

- **describe** the military practices in Sparta
- **describe** how Spartan men and women lived.

Tune in

The word ‘Spartan’ often means ‘tough and disciplined’. This idea comes from stories about Spartan boys who trained as warriors from age seven. They were starved and had to steal food to survive. If they were caught, they were punished. A famous story by Plutarch tells of a boy who died rather than be caught, though Plutarch wrote this centuries later.

SOURCE 1 From Plutarch, *Life of Lycurgus*

[One of the Spartan boys] who was carrying concealed under his cloak, a young fox, suffered the animal to tear out his bowels with its teeth and claws, and died rather than have his theft detected.

1. Clarify what you think this story is saying. What happened?
2. What kind of message do you think it was sending?

14.6.1 A strong city-state

After stopping a slave revolt around 650 BCE, Sparta became a military state. Spartan men were warriors, and women raised strong children.

SOURCE 2 As the Greek writer Plutarch notes, the main aim of boys’ education was to teach them to be fierce, disciplined soldiers.

The boys learned to read and write no more than was necessary. Otherwise their whole education was aimed at developing smart obedience, perseverance under stress and victory in battle. So as they grew older they intensified their physical training, and got into the habit of cropping their hair, going barefoot and exercising naked. From the age of twelve they never wore a tunic, and were given only one cloak a year. Their bodies were rough, and knew nothing of baths or oiling.

SkillBuilder discussion**Analysing**

1. Describe how Spartan males lived, according to **SOURCE 3**.
2. What was the primary focus of life for Spartan males?
3. Where did Spartan males spend much of their time? Discuss reasons for this.

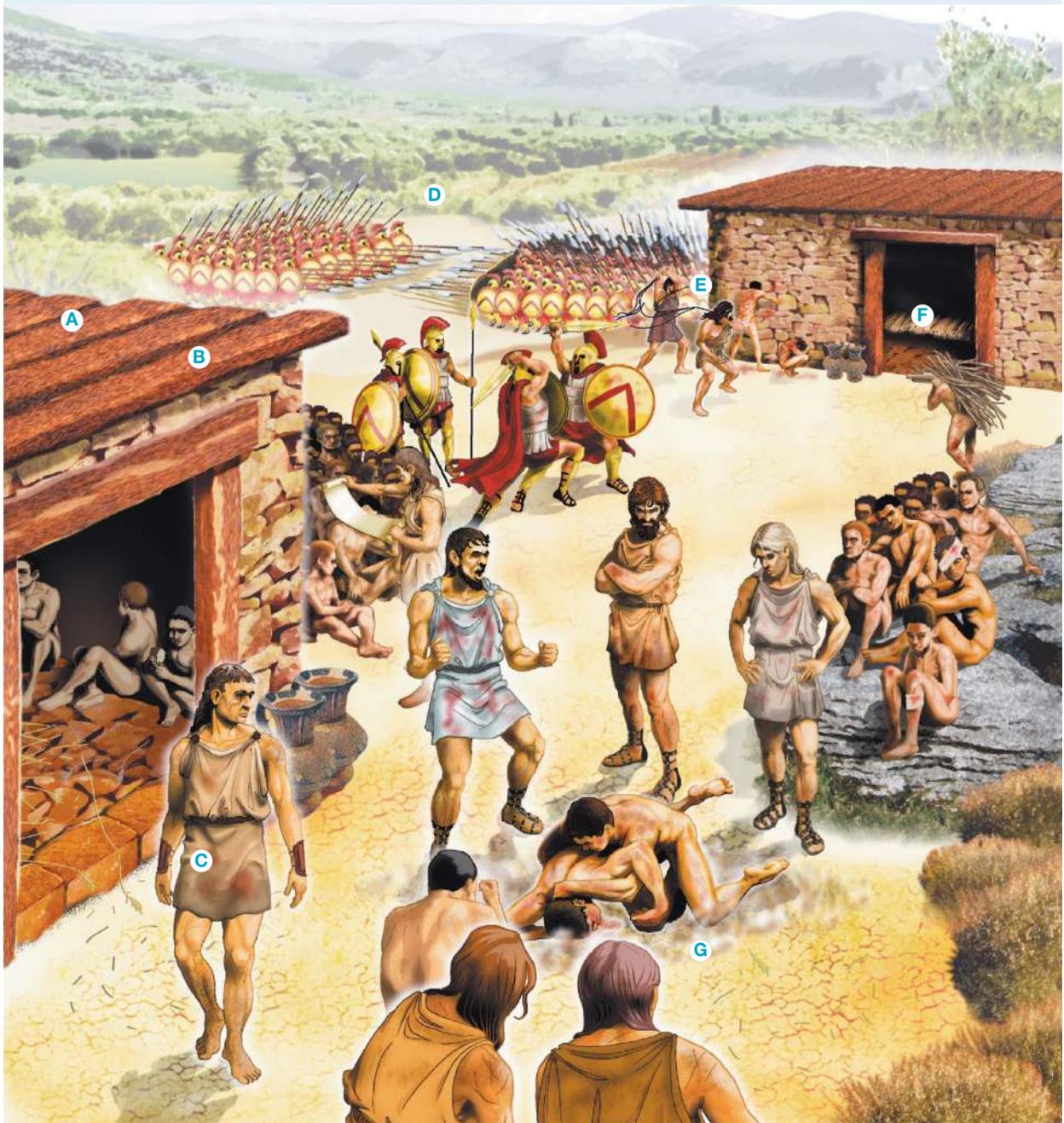
Sparta was a city-state in ancient Greece with a fortified centre and farmlands. It had its own laws and government. Sparta was powerful because it had a permanent army.

A tough life

Sparta ruled the **Peloponnese peninsula**, but life there was tough. Ancient writers said weak baby boys were left on hills to die, though new evidence questions this. Boys left home at seven to start military training. Their personal needs did not matter; everything was about protecting Sparta.



SOURCE 3 Spartan males lived a harsh and disciplined life, much of which was spent in military camps.



- A** The army barracks and other Spartan settlements had no walls.
- B** Even after marrying, Spartan men ate in the army barracks. To be a citizen, a man had to join an army mess.
- C** Men lived in military camps until they were 30, when they could become a citizen and marry.
- D** Spartan soldiers grew their hair long and wore little clothing. In battle or training, they wore armour and red cloaks. In phalanx formation, they stood close with shields touching and spears pointing forward.
- E** Boys were often whipped to teach them to handle pain and be brave. Stealing was accepted, but getting caught was punished harshly.
- F** Beds were a bundle of long reeds, cut from the riverbanks, and laid on the floor.
- G** In military camps, boys and young men exercised, played war games and learned Sparta's rules. They had no comforts from home, and discipline was very strict.

Spartan women

Spartan women couldn't be citizens, vote or hold office, but they could own land and go to court. Many women ended up owning a third of Sparta's wealth because men died in battle. Like boys, they were taught to be brave and outspoken. They wore simple clothes, cut their hair short and didn't use makeup or jewellery. They trained to stay fit and had the role of having healthy children.

14.6.2 The helots and the perioeci

Helots in Sparta were slaves. They weren't owned by people, but by the state. They farmed land for Spartans, who feared a helot rebellion because the helots outnumbered them. This fear made Sparta a strict military state.

The **perioeci** lived near Sparta and were free but had to serve in the army if needed. They were craftspeople and merchants, jobs forbidden to Spartans.

How did the helots react to enslavement?

When the Spartans conquered the Messenians, they made them slaves. This allowed Spartans to be full-time soldiers since the helots farmed their land. The Messenian helots never gave up wanting freedom and rebelled around 650 BCE and again in 464–459 BCE. Spartan methods to control the helots may have made them more rebellious. The **Ephorate** ran a secret police called the 'Krypteia', sending young Spartans to spy on and kill helots who seemed likely to lead a rebellion (see **SOURCES 4** and **5**).



SOURCE 4 A description of the treatment of helots, by the ancient Greek writer, Plutarch (c. 46–120 CE)

The magistrates dispatched privately some of the ablest of the young men into the country, from time to time, armed only with their daggers . . . they . . . killed all the Helots they could light upon; sometimes they set upon them by day, as they were at work in the fields, and murdered them . . .

Aristotle, in particular, adds, that the ephori [ephors], so soon as they were entered into their office, used to declare war against them [the helots], so that they might be massacred without a breach of religion.



SOURCE 5 A description of the treatment of helots who had fought for Sparta against Athens in 424 BCE, by the ancient Greek writer, Thucydides (c. 460–403 BCE)

The Helots were invited by a proclamation to pick out those of their number who claimed to have most distinguished themselves against the enemy, in order that they might receive their freedom; the object being to test them, as it was thought that the first to claim their freedom would be the most high-spirited and the most apt to rebel. As many as two thousand were selected accordingly, who crowned themselves and went around the temples, rejoicing in their new freedom. The Spartans, however, soon afterwards did away with them, and no-one ever knew exactly how each one of them perished.

How have historians explained Sparta's treatment of the helots?

We have very few sources about ancient Sparta. Most come from archaeology and writings by ancient Greeks like Herodotus and Thucydides. Almost none were written by Spartans or helots. Many historians have written books and articles about Sparta using the little evidence we have. **SOURCES 6** and **7** are two examples.



SOURCE 6 An account of Spartan motives for suppressing the helots, from Sarah B Pomeroy, et al., *Ancient Greece: A Political, Social and Cultural History*, 1999

The Second Messenian War [of c. 650 BC] had been a terrifying revelation of the potential risks of the helot system, and the possibility of a repetition haunted the imaginations of Spartans and their enemies. One certain way of avoiding such a catastrophe, abandoning Messenia, was unthinkable . . . the Spartans realized that if all potential hoplites could be mobilized and trained to the highest degree of skill possible, Sparta would enjoy an overwhelming military advantage over its helots and other enemies . . . In effect they waged a perpetual war against the helots and were consequently always prepared to engage in other acts of aggression when necessary.



SOURCE 7 An account of Sparta recruiting helots as soldiers, from Antony Andrewes, *Greek Society*, 1991

The other main source [of recruits] was the helots. The 700 whom Brasidas took with him to the north [in 425 BC] were still formally slaves; they were only liberated on their return home . . . About the same time . . . Sparta created a whole new class . . . These were helots who were already liberated at the time when they were enrolled. For the next fifty years, they were a very important part in Sparta's military effort . . . The training-up of such numbers from a notoriously oppressed and ill-treated class looks like an appalling risk, though no doubt, in case of trouble, the Spartans could count on the perioikoi [perioeci] to support them.

14.6 SkillBuilder activity **EVALUATING**

1. **Compare** and **contrast** **SOURCES 6 and 7** and make notes on the differences and similarities between each.
2. **Describe** the conclusions each of these secondary sources present on Spartan attitudes towards the helots.
3. **Discuss** how **SOURCE 6** and **SOURCE 7** differ in their interpretations of Sparta's treatment of the helots.

14.6 Exercise

learn on

Learning pathways

■ **LEVEL 1**

2, 3, 8

■ **LEVEL 2**

1, 4, 6

■ **LEVEL 3**

5, 7, 9, 10

REMEMBER AND UNDERSTAND

1. **Identify** why Sparta needed to develop a strong army.
2. **Identify** the correct words to complete the passage.

Spartan women had **less** / **more** freedom and **better** / **worse** lives than Athenian women. Spartan women **could** / **could not** own land and represent themselves in court. They were expected to **stay meek and helpless** / **keep physically fit**, bear **smart** / **strong** children and to be **obedient** / **tough**.

3. **Identify** the correct words to complete the passage.

The **Dorian** / **perioeci** / **helots** were descended from **Dorian** / **perioeci** / **helots** tribes who had settled in other areas around Sparta. They were mainly craftspeople and merchants but they could not be Spartan citizens. The **Dorian** / **perioeci** / **helots** were slaves.

4. **Identify** why the position of the helots differs from that of slaves in other parts of Greece.
 - A. They were owned by individuals.
 - B. They were owned by the Spartan state.
 - C. They had rights and freedoms.
 - D. They were treated with respect by the Spartans.
5. **Explain** how the slavery of the helots made the Spartan way of life possible.

ANALYSE AND APPLY

6. Read **SOURCE 2**. **Explain** how the hardships Spartan boys had to endure would have helped them to develop obedience and perseverance.
7. Look carefully at **SOURCE 3** and **examine** the labels. Then answer the following questions.
 - a. **Recall** what Spartan boys did to keep fit and increase their mental strength.
 - b. Would Spartan army camps have been easy targets for an enemy? **Explain**.
 - c. **Discuss** why the way Spartans lived might have reduced the influence of the family and benefited the Spartan state.
 - d. **Describe** what an approaching phalanx of Spartan soldiers would look like. Why might it frighten their enemies?
8. Read **SOURCES 4** and **5** and **analyse** them by answering the following questions.
 - a. What information about Spartan treatment of helots does each source provide?
 - b. Who wrote each source and around when would they have been written?
 - c. How useful is each source as evidence for this topic?
 - d. What more would you need to know about each of the authors to judge the reliability of these two sources?

EVALUATE AND COMMUNICATE

9. Do **SOURCES 4** and **5** provide complementary evidence or conflicting evidence for the Spartans' treatment of the helots? **Justify** your answer.
10. Using the sources and other information in this lesson, **explain** how Sparta's enslavement of the helots changed everyday life in Spartan society after 650 BCE.

Answers and sample responses for this topic are available online.

LESSON 14.7 Everyday life in Athens

LEARNING INTENTION

By the end of this lesson you should be able to:

- **identify** the significant features of Athenian society
- **describe** how the lives of men and women were different when Athens was very powerful.

Tune in

SOURCE 1 shows a bride being escorted to the home of her new husband after a wedding feast at her parents' home.

SOURCE 1 A painting from a small Greek pottery box



1. Consider why the bride shown in **SOURCE 1** would be escorted by so many people.
2. Based on what you've learned so far, do you think she would have had any choice about the marriage?
3. What might this image tell us about the roles of women and families in Ancient Greek society?

14.7.1 The very different lives of Athenian men and women

By the fifth century BCE, Athens was one of the richest and most beautiful cities, known for its temples and love of the arts. Plays were often performed in theatres, and people valued learning.

In Athenian life, men were very important. They decided things like their daughters' marriages and whether babies would live. Most girls married in their early teens to much older men (see **SOURCE 1**).

After marriage, men spent time away from home on government duties or socialising with friends. Women mostly stayed at home, focusing on raising children, especially sons. They managed the household with help from slaves and older daughters. Marriage feasts were one of the few times women could celebrate with men.

Education

Only boys went to school in Athens. Some wealthy girls might have a tutor at home to teach them reading or the lyre. Boys started school at around seven and studied from dawn to dusk.

Housing

Most Athenian houses were two storeys but fairly small. Wealthy Greeks didn't build big mansions because they spent money on athletic and religious events. A rich family's home might have a central courtyard, a bathroom and a stone floor.

Athenian houses were made of sun-dried bricks, with rooms facing inward. They were often dark, smoky and airless because windows were small and high. Open fires were common indoors, and furniture was limited, with items stored on the floor or hung on walls.

Men and women had separate living areas. The women's area was far from the entrance and often dark, keeping it away from strangers.

14.7.2 Public life, death and burial

Only men could be citizens in Athens. Women had few rights; they couldn't hold public office or go shopping, but they could join some religious festivals.

Men often held banquets, as shown in **SOURCE 3**. Slaves took off guests' sandals and washed their feet. The men relaxed on low couches, eating foods like fried fish, boiled vegetables, goat cheese, bread, figs, dates and grapes.

In the fifth century BCE, Athens was very wealthy, with a strong democracy, good trade, a rich culture and a sense of pride.

SkillBuilder discussion

Communicating and reflecting

1. Identify one of the few reasons that women could leave their homes.
2. What was the name for the place where water was collected?
3. Discuss what a gathering at the water fountains might have been like.

SOURCE 2 One of the few trips women could make outside the home was to collect water from public fountains near the agora. They carried the water in an amphora, a large clay jar.



SkillBuilder discussion

Questioning and researching

1. Look at **SOURCE 3**. Describe the activities men would do to relax after a meal.
2. What kinds of entertainment did men sometimes enjoy?
3. Write down five questions that you have about life in Athens.

SOURCE 3 After a meal, men relaxed by telling jokes and riddles, and playing musical instruments. They were sometimes entertained by singers, dancers, musicians or gymnasts.



Death and burial practices

Athenians, like most Greeks, believed in an underworld ruled by Hades, the brother of Zeus. They thought a person's spirit (psyche) left the body when they died. To help the spirit reach the afterlife, the dead person's mouth and eyes were closed. The body was covered in oil, wrapped, and displayed for two days while women mourned and friends visited.

The next day, the body was taken in a procession to the cemetery outside Athens and placed in a tomb. In the seventh and sixth centuries BCE, wealthy families built mounds, statues and monuments for graves. By the end of the fifth century, simpler stone coffins were used.

14.7.3 A city of beauty and bustle

Like other city-states, Athens had a big acropolis in the center of its homes and a large **agora** (marketplace). It was surrounded by a wide area of open land.

The Acropolis

During this time, beautiful buildings were built on the Acropolis in Athens, a large rocky hill about 150 metres high. The biggest was the **Parthenon**, shown in **SOURCE 4**. It was a temple dedicated to Athena, the city's protector during war.

SkillBuilder discussion

Questioning and researching

1. Look at **SOURCE 4**. Explain what the Parthenon might have originally looked like when it was first built.
2. Why was the Parthenon used to store gunpowder by the Turks?
3. Investigate how the Parthenon has been preserved and restored since the explosion in 1687.

SOURCE 4 Work on the Parthenon began in 447 BCE and took 25 years to finish. Much of the building was destroyed in 1687 when it was used by the Turks to store gunpowder, which exploded during an attack.



The Parthenon was decorated with many beautiful sculptures and carved panels of gods, battles and festivals. In the early 1800s, Lord Elgin, the British Ambassador to the Turkish Empire, took many of these panels.

SkillBuilder discussion

Analysing

1. Study **SOURCE 5**.

Describe what an agora looked like — what were its main features?

2. What were the main functions of the agora?

3. Why was the agora considered the heart of the city?

Now, more than half of the remaining panels, called the Parthenon Marbles, are in the British Museum. The Greek government is trying to get them back.

The agora

Below the Acropolis was the agora (see **SOURCE 5**). This large, tree-filled square surrounded by public buildings was the city's centre. It was where people bought food, animals, furniture, jewellery, musical instruments and pots.

Men went there to shop, learn about new ideas, watch plays and chat with friends. Women were rarely seen in the agora.

SOURCE 5 The agora was the political, legal, commercial and social heart of the city in ancient Greece.



- A** Public buildings around the agora in Athens included the law courts, the mint, the military headquarters and the Bouleuterion (meeting place of the Council of 500).
- B** Plays were first held in the agora and later in special theatres. They started as religious ceremonies to honor Dionysus, the Greek god of wine and fun.
- C** Athenian pots were usually decorated with detailed scenes of daily life and with the stories of myths and legends.
- D** Slaves were bought and sold in the agora. A skilled slave might cost 6000 drachma, while a simple wooden couch cost 20 drachma. A drachma was the main silver coin in ancient Greece. Before coins, people traded goods through bartering.
- E** Ropes and pulleys were used to lift stone blocks to build columns. Metal rods connected each block to the ones above and below.
- F** Large crowds listened to philosophers like Socrates. The works of Plato (Socrates' student) and Aristotle (a student of Plato) have been translated into English.

Attica

Most people in Athens lived in Attica, the countryside ruled by Athens. Many were farmers, but the dry, rocky land made it hard to grow grain. So, Athens imported grain from places like Egypt and Sicily.

However, olives, figs and grapes grew well, and selling olive oil and wine made Athens rich.

14.7 SkillBuilder activity

COMMUNICATING AND REFLECTING

Your task is to work in small groups to design a poster or a museum display for an exhibition on everyday life in ancient Athens.

1. Select four of the following headings to focus on.
 - Eating and drinking
 - Clothing, hairstyles, make-up and jewellery
 - Worshipping
 - Entertainment
 - Marriage
 - Children
 - Occupations
2. For each of your four areas, conduct research and collect information and images from this lesson and websites.
3. Select one suitable image from your research for each area and write a paragraph about it.
4. **Create** your display in an engaging and informative way.

14.7 Exercise

learnon

Learning pathways

LEVEL 1

1, 2, 5

LEVEL 2

4, 6, 7, 10

LEVEL 3

3, 8, 9

REMEMBER AND UNDERSTAND

1. Which of the following is correct in relation to Athenian males?
 - A. They received an education.
 - B. They held all the power within Athenian families.
 - C. They decided when and whom their daughters would marry.
 - D. All of the above
2. **State** if the following are true or false.
 - a. Girls generally received no education.
 - b. Girls were able to choose any male of a similar age to marry.
 - c. Women spent almost all of their lives confined to their homes, doing housework and raising children.
3. **Explain** what Athenian funeral rituals tell us about their beliefs.
4. **Recall** what the Acropolis and Parthenon were.
5. **Identify** how the Parthenon Marbles were lost to Greece.
 - A. They were destroyed by the Turks.
 - B. They were stolen by Athenian citizens.
 - C. They were removed and shipped to Britain.
 - D. They were destroyed in an explosion.

ANALYSE AND APPLY

6. Examine **SOURCE 1**.
 - a. **Describe** the scene and **identify** the bride and groom.
 - b. **Explain** what evidence this source provides for the wealth and social class of the family.

7. **Explain** what evidence **SOURCE 2** provides for the clothing and hairstyles of Athenian women and their position in Athenian society.
8. **Describe** the scene in **SOURCE 3** and **discuss** what Athenian women might have thought about men's banquets.
9. **Examine** **SOURCE 4** and use clues from **SOURCE 5** to **explain** how the Parthenon's supporting columns were built.

EVALUATE AND COMMUNICATE

10. Look at **SOURCE 5**. Imagine you are a time-travelling reporter. Write a short speech or news report comparing the agora to a modern marketplace, explaining how each reflects the values of its society.

Answers and sample responses for this topic are available online.

LESSON 14.8 Laws, myths, gods and oracles

LEARNING INTENTION

By the end of this lesson you should be able to **describe** the significant beliefs, values and practices of the ancient Greeks, shown in their laws, myths and religious ideas.

Tune in

The statue in **SOURCE 1** likely shows either Poseidon, the god of the sea, or Zeus, the king of the gods.

1. **Look at the statue and discuss if you think the Greeks believed their gods were more like humans compared to the gods of Egypt and other ancient societies.**
2. **Suggest why you think the artist used this pose for the statue.**
3. **Can you think of any modern examples of statues that have been created and the reasons for them?**

SOURCE 1 A large bronze statue of a Greek god, from c. 460 BCE.



14.8.1 Laws, myths and gods

The ancient Greeks lived in about a hundred city-states that often fought each other. They shared the Greek language, myths, gods and festivals, which helped them feel connected.

Greek laws

Each Greek city-state had its own laws, but we don't have a complete collection of them. Some laws, like those about inheritance, were similar. However, Athens and Sparta had different laws. By the seventh century BCE, many city-states chose 'law-givers' to write down their laws.

Most information we have about ancient Greek laws is from Athens. Draco was the first law-giver in Athens around 620 BCE, followed by Solon around 594 BCE. Solon made new laws, saying murderers should be banished but most crimes only needed fines. He also fixed a big problem where people could be enslaved for unpaid debts. Solon ended this practice and freed those enslaved.

In Athens, courts were set up to decide cases, and citizens chosen by lot made the decisions. In Sparta, laws were not written down. Lycurgus is said to be the law-giver who created the Spartan laws, but his story may be a myth.



SOURCE 2 Herodotus, *The Histories*, Book I, 66.

How the change to good government came about I will now relate. Lycurgus, a distinguished Spartan, visited the Delphic oracle, and no sooner had he entered the shrine than he was greeted with these words:

Hither to my rich temple have you come, Lycurgus,

Dear to Zeus and to all gods that dwell in Olympus.

I know not whether to declare you human or divine –

Yet I incline to believe, Lycurgus, that you are a god.

. . . [Lycurgus] made fundamental changes in the laws, and took good care that the new ones should not be broken. Later he reorganized the army, introducing the system of messes and the new tactical divisions of squadrons and companies . . . By these changes Spartan government was put upon a sound basis, and when Lycurgus died a temple was built in his honour.

Greek myths

The early Greeks shared many myths (see **SOURCE 3**), which they passed down through stories. Starting around 800 BCE, these stories were written down. The most famous are Homer's *Iliad* and *Odyssey*. The *Iliad* is about the siege of Troy, while the *Odyssey* follows Odysseus on his ten-year journey home, facing strange creatures and dangers. In these myths, the gods act like people and often take sides in human fights.

The gods of Mount Olympus

The Greeks believed that many gods controlled their lives. These gods lived on Mount Olympus in northern Greece. They were **immortal** but had human weaknesses.

- The chief god was Zeus, and the other gods were his family. Each god was responsible for different parts of human life. Hera, Zeus's wife, was patroness (protector) of marriage and children.
- Ares was the god of war.
- Artemis was the patroness of hunting and wild animals.
- Dionysus was the god of wine and pleasure.
- Athena was the goddess of wisdom.
- Hephaestus was the god of fire.
- Hermes was the messenger of the gods.
- Apollo was the sun god and god of law.
- Aphrodite was the goddess of love and beauty.
- Poseidon was the god of the sea.
- Pluto was the god of the underworld.

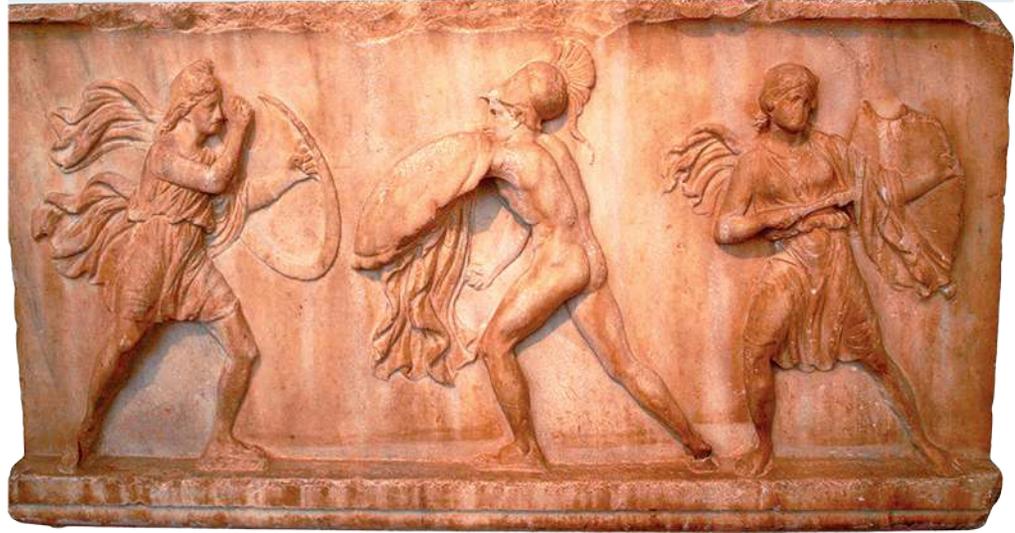
These were the main gods, but there were others and many mythical heroes. The heroes weren't immortal but had powers beyond normal people.

SkillBuilder discussion

Analysing

1. Discuss how the sculpture in **SOURCE 3** might have been made
2. Explain what this sculpture is showing.
3. Who were the Amazons in Greek mythology and why were they important?

SOURCE 3 This sculpture is from Athens, made around 350 BCE. It shows two Amazons fighting a Greek warrior. In Greek myths, the Amazons were a group of female warriors. They often battled against Greek soldiers.



SkillBuilder discussion

Questioning and researching

1. Study **SOURCE 4**. Where does this metope come from?
2. Which of Heracles' labours is depicted in the scene?
3. Who are the figures shown helping Heracles in the scene?



SOURCE 4 This **metope** comes from the Temple of Zeus at Olympia. It shows a part of Heracles' 12 labours. In the scene, Atlas gives Heracles the apples of the Hesperides. At the same time, Heracles and Athena hold up the sky and the world.



Did you know?

In Greek **mythology**, Heracles was a strong hero, not a god. As a baby, he strangled poisonous snakes. As a youth, he killed a fierce lion. He did many great deeds, like capturing Cerberus, the three-headed dog of the underworld. He even held up the sky for a time. He died after putting on a poisoned robe, which made him throw himself into a fire. The gods then took him to live with them on Mount Olympus.

14.8.2 The oracles – messages from the gods

Today, some people believe in fortune tellers. The ancient Greeks believed in oracles, too. An oracle was a place to ask the gods about the future. The most famous oracle was at Delphi, known as the ‘navel of the world’. To consult the oracle, people paid a fee, sacrificed a goat and looked for **omens** in its **entrails**. They asked questions to a priestess called the Sybil. The priests of Apollo explained her answers, but they were often unclear and could mean many things.

SOURCE 5 From *The Persian Wars*, by the ancient Greek historian Herodotus

... the Athenians, anxious to consult the oracle, sent their messengers to Delphi . . . [They] went back with it to Athens. When, however, upon their arrival they produced it before the people, and inquiry began to be made into its true meaning, many and various were the interpretations which men put on it.

14.8 SkillBuilder activity

COMMUNICATING AND REFLECTING

1. Use your library or the internet to **investigate** a Greek myth. It could be related to the scenes in **SOURCE 3** or **SOURCE 4**.
2. Briefly **summarise** the myth and tell it to the class.
3. In small groups, **discuss** how myths, religion and future predictions are alike and different in ancient Greece and today. For example, **compare** oracles in ancient Greece to today’s astrologers who write horoscopes.

14.8 Exercise

learnon

Learning pathways

■ LEVEL 1

1, 3, 5, 8

■ LEVEL 2

2, 4, 6, 7

■ LEVEL 3

9, 10

REMEMBER AND UNDERSTAND

1. **Recall** how most crimes were punished under Solon’s laws.
 - A. Death
 - B. Fines
 - C. Imprisonment
 - D. Banishment
2. **Identify** which of Solon’s laws would have been popular with poor citizens in Athens.
3. What were the two meanings of the term ‘oracle’?
 - A. A message from the gods
 - B. A Greek myth
 - C. A place where messages from the gods were requested and received
 - D. A war
 - E. A law
4. **Explain** why the ancient Greeks consulted oracles.
5. In Greek mythology, the Amazons were the gods who lived on Mount Olympus. True or false?

ANALYSE AND APPLY

6. **Identify** reasons most historians would doubt the story in **SOURCE 2**.
7. **Consider** why the scene in **SOURCE 3** was a popular theme in ancient Greek art.
8. **Identify** the three figures in **SOURCE 4**.
9. Read **SOURCE 5**.
 - a. **Explain** why the message from the oracle at Delphi could have many different meanings.
 - b. What can you **infer** about the kind of answers given to questions that were put to the oracle?
 - c. **Determine** why such answers might have been given.

EVALUATE AND COMMUNICATE

10. Using the information in this lesson, **evaluate** how shared myths and gods helped create a sense of Greek identity.

Answers and sample responses for this topic are available online.

LESSON 14.9 The Olympic Games

LEARNING INTENTION

By the end of this lesson you should be able to:

- **describe** the ancient Greek Olympics
- **explain** how the Olympics were linked to Greek religion and helped build a sense of Greek identity.



Tune in

SOURCE 1 shows the entrance to the ancient stadium at Olympia in Greece. The arch was added by the Romans.

SOURCE 1 The entrance to the ancient stadium at Olympia



As a class, discuss the following:

1. When the modern Olympics were first held.
2. Where the Olympic Games originated in ancient times.
3. How different the modern Olympic Games are from the ancient Olympic Games.
4. Whether anyone has watched any modern Olympic events live or on TV.

14.9.1 The ancient Olympics

For modern athletes, the Olympic Games are the biggest competition, bringing together top athletes from around the world in sports like running, high jump, swimming, soccer and discus throwing. It is a great honour to represent a country at the Olympics, and winning a medal is a huge achievement. The modern games were inspired by ancient Greece, but they were quite different.

In ancient Greece, the most important festival was held every four years at Olympia to honour the god Zeus, and was called the **Olympiad**. The first Olympic Games were in 776 BCE. By the sixth century BCE, athletes from all over Greece came to compete. A truce was declared between city-states during the games, helping to unite the Greeks. The festival continued until 393 CE when the Christian Roman emperor Theodosius I ended it.

SkillBuilder discussion

Questioning and researching

1. Look at **SOURCE 2**. Who is the author of *History of the Peloponnesian War*?
2. What is the subject of the work?
3. In what time period did the author live?

SOURCE 2 From *History of the Peloponnesian War*, by the contemporary historian, Thucydides

This summer were celebrated the Olympic Games . . . The Spartans were refused access to the temple by the Eleans and so prevented from sacrificing and competing in the games. This was because the Spartans had not paid the fine which had been imposed upon them by the Eleans according to the Olympic law. The Elean case was that the Spartans had made an attack . . . and had sent hoplites of theirs into Lepreum during the period of the Olympic truce.

14.9.2 The events

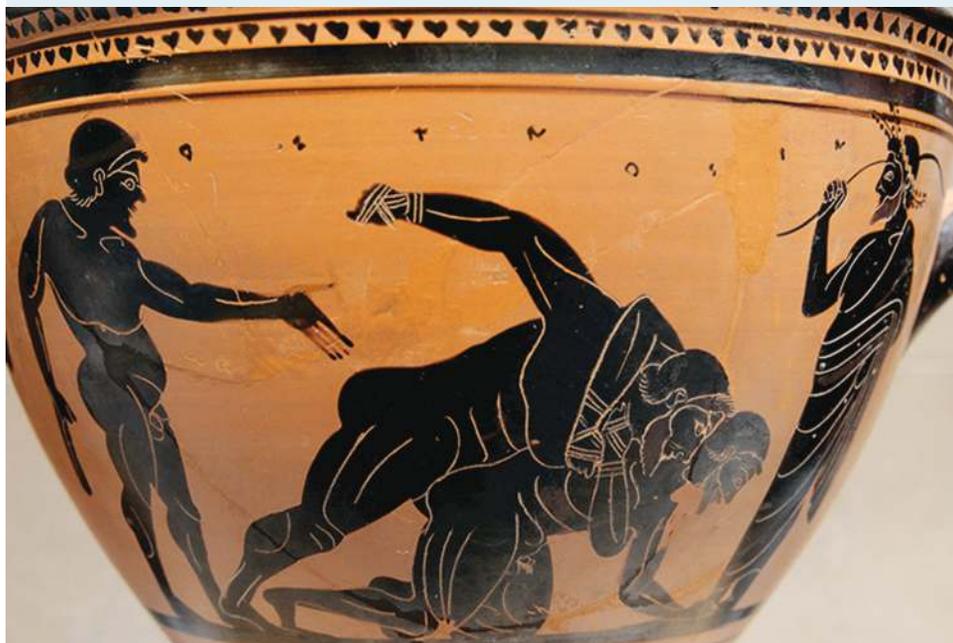
The main events in the ancient Olympics were running races, like the stade (sprint) and the dolichos (long race). Other events included boxing, wrestling, the pankration (see **SOURCE 3**), and the pentathlon, which had discus, long jump, javelin, running and wrestling. Chariot racing, with up to 40 chariots, became the most exciting event. Winners received crowns of olive leaves.

SkillBuilder discussion

Questioning and researching

1. Look at **SOURCE 3**. Describe what is shown on the Athenian vase.
2. From which century does the vase originate and how do we write this in numbers?
3. Are there similar events in modern Olympic games? What differences might exist?

SOURCE 3 A fifth century BCE Athenian vase shows the pankration, a wrestling sport with few rules.



Did you know?

The ancient Olympic festival lasted five days and began with a religious ceremony. Events included acrobats, plays and sideshows. Over time, poetry and music contests were added. Athletes competed naked, and only men could participate, though women were later allowed to watch.

14.9 SkillBuilder activity EVALUATING, COMMUNICATING AND REFLECTING

In groups, find out why a modern country has been excluded from the Olympic Games or has chosen not to take part in them.

1. **Investigate** using the internet and make notes on your findings.
2. **Evaluate** the information you find to answer the following questions:
 - How significant was it to people who lived at that time?
 - Who/what was affected by it?
 - How long-lasting were the consequences?
 - Do you think it has any effect on the Olympics today?
3. **Summarise** your evaluation and present it to the class.

14.9 Exercise

learn on

Learning pathways

LEVEL 1

2, 3, 4, 9

LEVEL 2

1, 5, 6

LEVEL 3

7, 8, 10

REMEMBER AND UNDERSTAND

1. Where did the idea for the modern Olympic Games come from?
2. **Identify** which date is given to the first Olympiad.
 - A. 393 CE
 - B. 776 BCE
 - C. 550 BCE
 - D. 290 CE
3. The god _____ was honoured at the ancient Olympic festival.
4. **Identify** three events from the ancient Olympics that are not in the modern Olympics.
 - A. Chariot racing
 - B. Boxing
 - C. A race in armour
 - D. The pankration
 - E. Wrestling
5. **Explain** why some events from the ancient Olympics would not be held in any modern Olympics.

ANALYSE AND APPLY

6. According to Thucydides in **SOURCE 2**:
 - a. Which Greek city-state was refused permission to attend the Olympic Games?
 - b. What evidence does this source give for reasons a city-state could be excluded from the ancient Olympics?
7. Study the picture of the pankration in **SOURCE 3**. **Describe** what it and other events not in the modern Olympics might show about the purpose of the ancient Olympics.
8. **Evaluate** what **SOURCE 1** suggests about how the Romans came to regard the Olympics when they conquered Greece.

9. **Compare** the ancient Greek Olympics and the modern Olympics by listing the differences you know. If you don't know much about the modern Olympics, make your best guess. You can organise your notes under these headings:

- Locations where the games are held
- Nationalities and gender of the athletes
- Events
- Rewards for winners and place-getters
- Purpose of the Olympics
- Periods of time from the beginning to the end of one Olympic Games

EVALUATE AND COMMUNICATE

10. Based on your work in this lesson, how would you **evaluate** the historical significance of the ancient Olympics?

Answers and sample responses for this topic are available online.

LESSON 14.10 How Greece was changed by wars

LEARNING INTENTION

By the end of this lesson you should be able to **identify** the significant events that united and divided the ancient Greeks, and changed Greece forever.

Tune in

The leader in **SOURCE 1** is shown on a Roman mosaic from Pompei, but he is not Roman.

SOURCE 1 An ancient leader depicted fighting against forces of the Persian Empire in 333 BCE



1. Discuss who you think this leader could be.
2. Explain why you've chosen the leader you have and consider why the Romans might have depicted him.

14.10.1 The first Persian invasion, 492–490 BCE

The Greek city-states often fought each other but united when Persia attacked in 490 BCE and again in 480–479 BCE. They defended Greece from the powerful Persian Empire. Later, the Macedonians invaded Greece.

Persia, now called Iran, was a huge empire under Cyrus the Great and his successor, Cambyses. It included lands like Turkey, Palestine, Syria and Egypt. In 499 BCE, Greek cities in Anatolia, with help from Athens, rebelled against Persia. The revolt failed, and Persia took control of nearby Greek islands.

The Battle of Marathon

To punish Athens, King Darius of Persia sent a fleet to invade Greece in 492 BCE, but it was wrecked in a storm. When Athens refused to submit, Darius sent another fleet in 490 BCE. His army captured Eretria and landed at Marathon (see **SOURCE 2**), where 10 000 Athenians and their allies defeated 50 000 Persians in a surprise attack.

SOURCE 2 Naval and land campaigns of the Persian Wars



Source: Map drawn by Spatial Vision.

14.10.2 The second invasion, 480–479 BCE

Darius died in 486 BCE, but his son Xerxes planned an even bigger invasion of Greece. He built a floating bridge to carry his army across the Hellespont. A massive army of Persian spearmen, archers and cavalry marched into Greece, supported by a large fleet (see **SOURCE 2**). To fight them, 31 Greek states united. Athens led the navy, while Sparta led the army. At Thermopylae in 480 BCE, Spartan King Leonidas and 300 Spartans, along with 7000 other Greeks, held off the Persians but were eventually defeated, delaying Xerxes' advance.

Naval battles

After the Battle of Thermopylae, the Greek fleet fought three battles against the larger Persian fleet at Artemisium, 60 km away. Both sides lost many ships, but the Persians were weakened. When the Persian fleet reached Attica, Athens was evacuated and burned. The Greek navy then attacked the Persians at Salamis, where the narrow sea helped them win completely.

SkillBuilder discussion

Analysing

1. Study **SOURCE 3**. Identify the types of weapons and armour that the Greek and Persian soldiers used during the Battle of Thermopylae.
2. Discuss how the terrain of Thermopylae would have influenced the tactics and outcome of the battle.
3. Can you identify any differences in the fighting styles and strategies of the Greek and Persian armies?

SOURCE 3 A modern artist's impression of Greek and Persian infantry at Thermopylae in 480 BCE



The final clashes

In 479 BCE, the Spartans led a Greek army of about 100 000 and defeated a much larger Persian force at Plataea. The Greek fleet then sailed to Samos and defeated the Persians at Cape Mycale. Although fighting continued, the Greeks no longer feared a Persian invasion.

SOURCE 4 From the description of the Battle of Thermopylae in Herodotus, *The Histories*, Book VII, 227

Of all the Spartans and Thespians who fought so valiantly, the most signal proof of courage was given by the Spartan Dieneces. It is said that before the battle he was told by a native of Trachis that, when the Persians shot their arrows, there were so many of them that they hid the sun. Dieneces, however, quite unmoved by the thought of the strength of the Persian army, merely remarked: 'This is pleasant news that the stranger from Trachis brings us: if the Persians hide the sun, we shall have our battle in the shade.'

14.10.3 Alexander the Great

The Peloponnesian Wars

The Greeks worked together for a while, but this didn't last. During the Peloponnesian Wars (460–445 BCE and 431–404 BCE), Greece split into two sides: one led by Athens and the other by Sparta. The second war ended when Sparta, with help from Persia, made Athens surrender. After this, Sparta controlled Greece until Thebes defeated Sparta in 371 BCE.

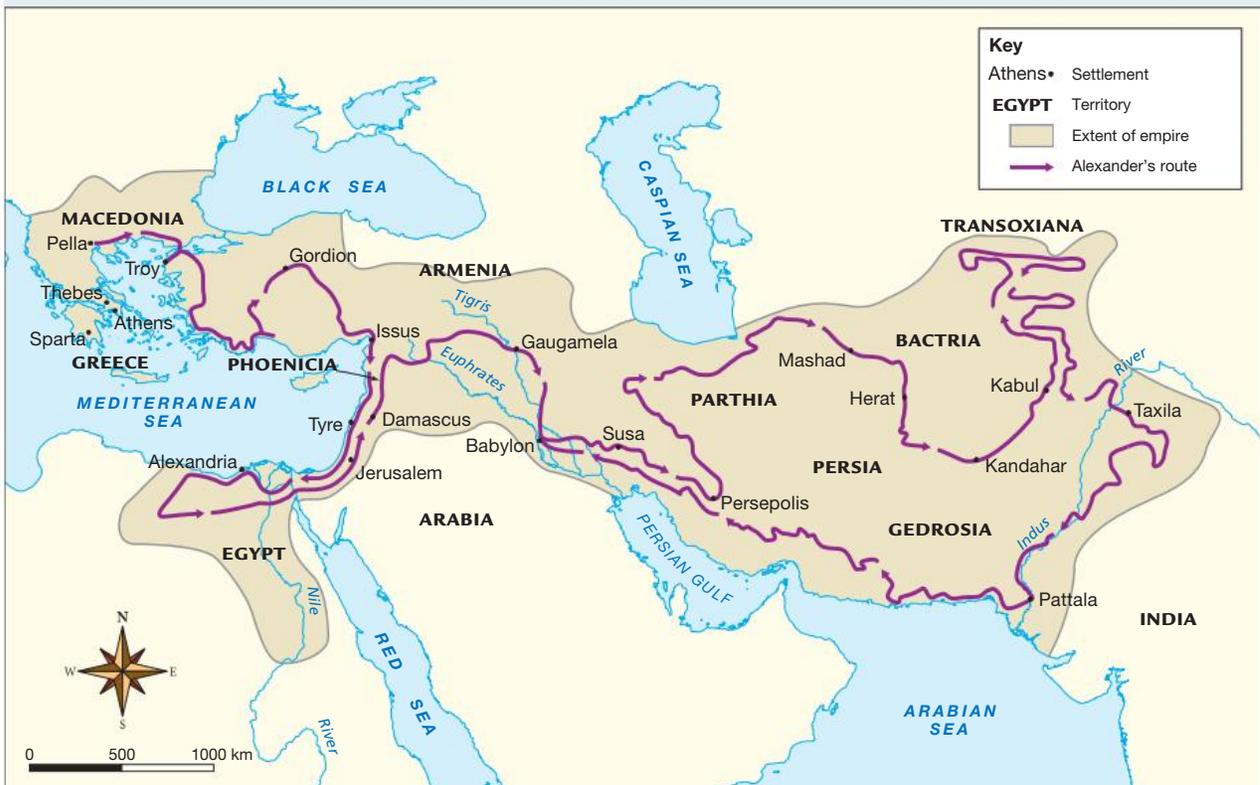
Macedon conquers Greece

After years of fighting, the Greek city-states were too weak to stop a new invasion. In 338 BCE, Philip of Macedon conquered Greece. Two years later, Philip was killed, and his son Alexander became the ruler. When Thebes rebelled, Alexander defeated the city, killing 6000 people and enslaving the rest.

Alexander creates an empire

In 334 BCE, Alexander led an army of Greeks and Macedonians to invade the Persian Empire. He defeated King Darius III in battles at Issus and Gaugamela in 333 and 331 BCE (see **SOURCE 5**). In 330 BCE, Alexander took Persepolis, the Persian capital, and called himself the 'Great King'. He continued east and reached India by 326 BCE, defeating King Porus and his war elephants. Alexander built cities to strengthen his control, many named 'Alexandria'. He died of fever at just 32 years old. His empire split into three parts: Macedon, Egypt and the Seleucid Empire.

SOURCE 5 Alexander the Great built his empire in 11 years, traveling about 34 000 km.



Source: Map drawn by Spatial Vision.

SkillBuilder discussion

Analysing

1. Look at **SOURCE 5**. How long did it take Alexander the Great to build his empire?
2. Approximately how far did Alexander travel during his conquests?
3. What significant achievement is highlighted in the source about Alexander the Great?

SOURCE 6 This is a silver coin from around 324 BCE that shows two sides. One side has a figure on horseback, thought to be Alexander the Great. The other side shows a person wearing a Macedonian cloak, Greek armour and a Persian headdress, holding a thunderbolt. These are believed to be the only images of Alexander from his lifetime.



14.10 SkillBuilder activity ANALYSING, EVALUATING

Your task is to **identify** important events in this lesson and **explain** if one caused another. Just because one event happens after another doesn't mean it caused it. For example, the Greek victory over the Persians did not cause the Peloponnesian Wars.

You can use a table like this one. The first entry is already done for you.

Event or change	Cause or causes	Effect or effects
Greek cities of Anatolia revolted against Persia.	Athens provided help to those Greeks who saw the chance to break away from the Persian Empire.	The revolt failed and Persia took the offshore Greek islands.

14.10 Exercise

learn **on**

Learning pathways

■ LEVEL 1

2, 3, 4

■ LEVEL 2

1, 5, 6, 8

■ LEVEL 3

7, 9, 10

REMEMBER AND UNDERSTAND

- Name** the modern countries that were part of the Persian Empire under Cambyses.
- To prepare for the second Persian invasion of Greece, Xerxes built a floating _____ across the Hellespont, raised a huge _____ and readied a great _____ along the coast.
- Identify** why the Persian invasions of Greece failed.
 - The Greek army was larger.
 - The Persian fleet was wrecked in a storm.
 - Their army wasn't strong enough.
 - The Persian fleet was wrecked in an explosion.

4. Select the correct option to complete the statement.
The Peloponnesian Wars lasted for a total of **33 / 42 / 47 / 52** years.
5. **Describe** how Alexander the Great treated Greek city-states that revolted against him.

ANALYSE AND APPLY

6. **Examine** the map in **SOURCE 2** and answer the following.
 - a. How close did Persian forces get to Athens in 490 BCE?
 - b. **Identify** who defeated the Persians at Marathon, ending the first Persian invasion attempt.
7. Read **SOURCE 4**. **Analyse** and **evaluate** it using the following questions:
 - a. Who wrote this source and why might it have been written?
 - b. As the Spartans were all killed in the battle, how could the writer have obtained this story?
 - c. How could we know that the story is reliable?
8. **Identify** what clue **SOURCE 3** provides about reasons the Spartans and other Greeks were able to delay the Persian army at Thermopylae.

EVALUATE AND COMMUNICATE

9. Study **SOURCES 1** and **6**.
 - a. **Describe** the way that Alexander is depicted in these sources.
 - b. **Discuss** why you think he is depicted like that. (*Clue:* normally only a god would be shown holding a thunderbolt.)
10. Study the map in **SOURCE 5** and **compare** it with a modern map. **Identify** the modern countries that now occupy the places conquered by Alexander the Great.

Answers and sample responses for this topic are available online.

LESSON 14.11 The heritage of ancient Greece

LEARNING INTENTION

By the end of this lesson you should be able to **describe** what ancient Greece has given to the modern world. This includes important ideas in medicine, mathematics, science, philosophy, drama, poetry and architecture.

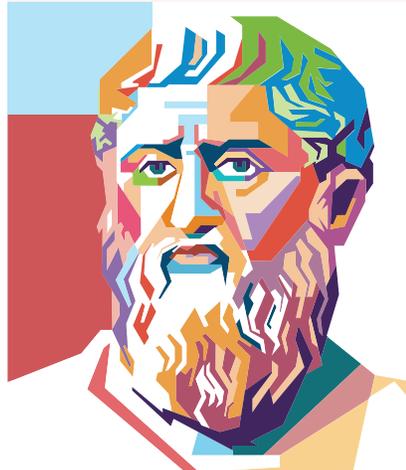


Tune in

Plato was a Greek philosopher from Athens during the Classical period. Historians think he invented an early alarm clock called a 'water clock'. It was different from our clocks today.

1. **In class or in small groups, mind map how you think it worked without electricity.**
2. **You can also draw simple sketches of your ideas.**

SOURCE 1 A modern artwork of Plato



14.11.1 Medicine, mathematics, science and philosophy

Ancient Greece gave us many important ideas that still affect us today. These include democracy, the Olympic Games and advances in science, maths, architecture, medicine, philosophy, drama and poetry. Greek civilisation was at its peak in the fifth century BCE. By the fourth century BCE, Greek culture spread all the way to India because of Alexander the Great's conquests. After the Romans conquered Greece in 146 BCE, they also adopted Greek culture and helped pass on these ideas through time.

Most ancient Greeks believed that sickness was a punishment from the gods. Hippocrates (c. 460–377 BCE) changed this idea by teaching that sickness came from problems in the body, like diet. His Hippocratic Oath is still important for doctors today.

Mathematics, science and philosophy

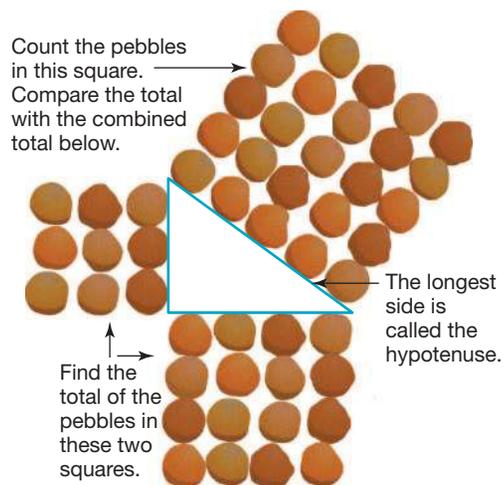
Ancient Greece had many great thinkers. Anaxagoras, Aristarchus and Eratosthenes studied **astronomy** and suggested that the Earth orbits the sun. Pythagoras (c. 582–500 BCE) arranged pebbles to show connections between space and numbers; he is famous for Pythagoras's theorem (see **SOURCE 2**). He also believed the Earth was round and that everything was made of four elements: earth, air, fire and water. Euclid created important ideas in geometry, while Thales (c. 624–546 BCE) discovered static electricity. Archimedes, in the third century BCE, found key principles in physics. Socrates, Plato and Aristotle helped develop philosophy. Aristotle taught that planets, the moon and stars moved around the Earth, a belief held for nearly 2000 years.

SkillBuilder discussion

Evaluating

1. Study **SOURCE 2**. Who was Pythagoras?
2. Identify the mathematical discovery that is attributed to Pythagoras. What type of triangle did it apply to?
3. Consider why his finding is still useful and relevant to us.

SOURCE 2 Pythagoras was a philosopher and mathematician. He discovered that in a right-angled triangle, the square of the side opposite the right angle equals the sum of the squares of the other two sides.



14.11.2 Architecture, drama and poetry

The Greeks created building styles we still use today. Many modern buildings are influenced by ancient Greek designs. For example, St George's Hall in Perth has a **portico** like an ancient Greek temple.

Theatre was very popular in ancient Greece. One famous Greek playwright was Aristophanes (c. 448–380 BCE). He wrote funny plays that are still performed today. Many ancient Greek sayings are still used because they are relevant today. For example, Aesop, a fable writer from the sixth century BCE, said, 'We hang petty thieves and appoint great ones to public office' and 'In union, there is strength'.

SOURCE 3 The Erechtheion ruins are seen as the most beautiful building on the Acropolis in ancient Athens.



14.11.3 Sappho of Lesbos: The most famous woman of ancient Greece

Ancient Greek women had few rights and couldn't take part in public life, which meant most didn't get the chance to become famous or have their work recognised. One exception was Sappho from the island of Lesbos. She was born around 620 BCE into an aristocratic family, which gave her opportunities that many women didn't have. Sappho had a daughter named Cleis and was called 'the poetess' in ancient times. She was honored with statues and admired by the philosopher Plato. Sadly, some Greeks made fun of her for being a lesbian, and later, some Christian writers attacked her. Pope Gregory VII even ordered her writings to be burned. Many of her poems were preserved on Egyptian papyrus, but only fragments remain today.

SOURCE 4 A Roman bronze replica of the head of Sappho



SkillBuilder discussion

Analysing

1. Look at **SOURCES 5, 6** and **7** and identify what types of sources these are.
2. Discuss what these sources tell you about Sappho.

SOURCE 5 Some fragments of Sappho's poetry

And lovely laughing — oh it puts the heart in my chest on wings,
for me when I look at you, even a moment, no speaking
is left in me
no: tongue breaks and thin
fire is racing under skin
and in eyes no sight and drumming
. . . fills ears
and cold sweat holds me and shaking
grips me all . . .

SOURCE 6 From Judith Schalansky, 'What we know about Sappho', *The Paris Review*, 2020

In total, all the poems and fragments that have reached us, as brief, mutilated, and devoid of context as they are, add up to no more than six hundred lines. It has been calculated that [only] around 7 per cent of Sappho's work has survived.

SOURCE 7 From 'Sappho', Poetry Foundation website, 2022

Her celebration of love has echoed through the centuries not only in the work of translators and direct imitators, but also in all those other voices that have dared to declare their love to be radically important . . . Finally, she is widely recognized as one of the great poets of world literature . . .

14.11 SkillBuilder activity **EVALUATING, COMMUNICATING AND REFLECTING**

Complete the following.

1. Read **SOURCE 5** and **describe** the emotions expressed and their physical effects.
2. **Infer** from **SOURCE 6** why we may never fully understand Sappho's talent and fame.
3. Read **SOURCE 7** and **explain** why the writer thinks Sappho's work is part of ancient Greece's heritage and why she is a great poet.
4. Referring to **SOURCES 4, 5, 6** and **7**, discuss whether you think Sappho's achievements should be regarded as being of historical significance. **Justify** your answer.

Learning pathways

■ LEVEL 1

1, 2, 4, 5

■ LEVEL 2

3, 6, 9

■ LEVEL 3

7, 8, 10

REMEMBER AND UNDERSTAND

- Identify** what most ancient Greeks believed to be the cause of sickness.
 - Bacteria
 - Punishments from the gods
 - Pollution
 - An evil spirit
- Match each person in the following table with their achievement or mistake. Add the correct letter to the centre column.

Person	Achievement or mistake
Hippocrates	a. Geometry
Pythagoras	b. Static electricity
Aristotle	c. Medicine
Thales	d. Physics
Archimedes	e. Philosophy

- Explain** how the ancient Greek idea about the elements differed from our modern understanding of the elements.
- Name** a building that has been influenced by ancient Greek styles.
- Select the correct option to complete the sentence.
Aristophanes was an ancient Greek **god / ruler / playwright / philosopher**.

ANALYSE AND APPLY

- Study **SOURCE 3**.
 - Describe** the surviving features of the Erechtheion.
 - Explain** why you think it is regarded as an outstanding example of ancient Greek architecture.
- Using **SOURCE 3**, **explain** what evidence the remains of the Erechtheion provide for the quality of ancient Greek building techniques.

EVALUATE AND COMMUNICATE

- Is the observance of the Hippocratic Oath in modern times an example of continuity or change? **Justify** your answer.
- Identify** where and how ancient Greek plays are still performed today.
- Discuss** why only fragments of the poetry of Sappho of Lesbos survived into later times.

Answers and sample responses for this topic are available online.

LESSON 14.12

Inquiry: Did the Spartans really kill their weak babies?

LEARNING INTENTION

By the end of this lesson you should be able to:

- **compare** sources
- ask questions to **clarify** facts.

Background

Many people believe the image in **SOURCE 1**, that Spartan warriors were tough and strong. A common story says that weak or sick babies were killed to make sure Sparta had strong warriors. This idea is often seen as shocking.

SOURCE 1 A common image of a strong, fearless Spartan warrior attacking in battle dress



There are two main versions of this story. One says weak babies were thrown off a cliff on Mt Taygetus, while the other says they were left in the wild to die.

Plutarch, a writer who lived much later, said that a lawmaker named Lycurgus made these rules in the eighth century BCE. But Plutarch lived between 46 CE and 120 CE.

By reading the sources below, you can learn more and think about different opinions. You can also look online or in your library for other information.

SOURCE 2 From Plutarch, *Life of Lycurgus*

[If] they found it [a child] stout and well-made, they gave orders for its rearing . . . but if they found it puny and ill-shaped, ordered it to be taken to what was called the Apothetae, a sort of chasm under Taygetus; as thinking it neither good for the infant itself, nor for the public interest, that it should be brought up . . .

SOURCE 3 From Evan Andrews, '8 reasons it wasn't easy being spartan', History Channel website, 2018

All Spartan infants were brought before a council of inspectors and examined for physical defects, and those who weren't up to standard were left to die . . . If a Spartan baby was judged to be unfit for its future duty as a soldier, it was most likely abandoned on a nearby hillside. Left alone, the child would either die of exposure or be rescued and adopted by strangers.

SOURCE 4 From Trikkaliotis, D and others, 'The fate of sickly and disabled new-born babies in ancient Greece (Sparta and Athens)', *PANR Journal*, 2020

Our ancient and only testimony [about the practice of killing weak babies] is the biographer Plutarch who lived seven centuries later from the period that the alleged cruel custom [of killing weak babies] took place . . . Plutarch does not mention his sources, even though he very often does it in other cases . . . Ancient Greek authors who wrote on Sparta, its constitution and education of young boys and girls seem to ignore this brutal and merciless practice . . . No bones have been found related to babies. It is evident that Plutarch's statement regarding the exposure of sickly infants is difficult and hard to accept.

For each of these sources, does the writer accept or challenge the claim that Spartans killed their weak or sickly children?

Before you begin

Access the **Inquiry rubric** in the digital documents section of the Resources panel to guide you in completing this task at your level. At the end of the inquiry task you can use this rubric to self-assess.

Inquiry steps

Step 1: Questioning and researching

1. Write your inquiry question. It could be based on the following issues:
 - a. Can we trust a source that was written centuries after the practices it describes and does not cite any earlier sources to support its claims?
 - b. What is the difference between these three sources in relation to the way the children were killed and whether they were killed?
 - c. Would such killings be consistent or inconsistent with everything you have learned about Sparta?
 - d. What other views on this issue have been expressed by historians and archaeologists?
2. **Investigate** to find other sources besides the three provided in this lesson that can help you to answer your inquiry question.

Step 2: Analysing

3. **Analyse** the three sources and any others you find. Take notes on what helps answer your question.

Step 3: Evaluating

4. **Evaluate** the arguments in the sources. Do they accept or challenge the claim that Spartans killed their weak or sickly children?

Step 4: Communicating and reflecting

5. What is your answer to your inquiry question? Present your findings in any format you like. Use examples from your research to support your answer.

LESSON 14.13 Review

14.13.1 Key knowledge summary

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

14.2 How do we know about ancient Greece?

- Many archaeological finds from ancient Greece have survived, including buildings, amphitheatres, statues and vases.
- The ancient Greeks left many written sources, including histories, poetry and drama.

14.3 The Minoans and Mycenaeans

- Minoan civilisation developed on Crete from around 3000 BCE and was destroyed around 1575 BCE.
- Mycenaean civilisation flourished between 1400 and 1200 BCE.
- The Mycenaeans were the legendary conquerors of Troy, as told in the *Iliad*.

14.4 The Greek 'Dark Age'

- Geographical features shaped the kind of civilisation that developed in Greece and its patterns of trade.
- Most Mycenaean citadels were abandoned in this period and the art of writing was lost.
- Dorians occupied much of southern Greece.
- Many Greeks migrated from the Greek mainland.

14.5 Government in Athens and Sparta

- The city-states of Athens and Sparta developed very different forms of government.
- Under the Spartan system, power was concentrated in the hands of a few families.
- Athens adopted democracy from 508 BCE.

14.6 Everyday life in Sparta

- From around 650 BCE, Sparta became a harsh military state.
- Spartan enslavement of the Messenians made the Spartan way of life both possible and necessary.
- Spartan women had more power than Athenian women.

14.7 Everyday life in Athens

- From the fifth century BCE, Athens was a rich and beautiful city with a flourishing culture.
- Men ruled Athenian society. Women were denied education and had very few rights.
- Athenian burial customs reflected those of most of the ancient Greek world.

14.8 Laws, myths, gods and oracles

- Each Greek city-state appears to have had its own laws.
- The myths and gods of ancient Greece were common to all Greek city-states.
- The ancient Greeks believed in oracles, the most important of which was at Delphi.

14.9 The Olympic Games

- The ancient Greek Olympic festival was held every four years to honour the god Zeus.
- The festival contributed to a common sense of Greek identity.
- The festival was very different from the modern Olympic Games.

14.10 How Greece was changed by wars

- When the Persian Empire invaded Greece, many of the Greek city-states united and were able to inflict crushing defeats on the Persians.
- The Greek city-states were weakened by the Peloponnesian Wars and were conquered by King Philip of Macedon.
- Philip's son, Alexander the Great, became ruler of Macedon and Greece.
- Alexander invaded the Persian Empire and created a vast empire.

14.11 The heritage of ancient Greece

- The heritage of ancient Greece includes the idea of democracy and the Olympic Games.
- Other legacies of ancient Greek culture were developments in science and the arts.
- Rome absorbed Greek culture and contributed to passing down Greek ideas through the ages.

14.12 Inquiry: Did the Spartans really kill their weak babies?

- Two different traditional accounts exist of Spartans killing their weak or sickly babies.
- No reliable evidence exists to support either of these accounts.

14.13.2 Key terms

acropolis a city, citadel or complex that sits on a high hill

agora a large open space in the centre of a Greek city that served as a public meeting area and marketplace

astronomy the study of the stars and planets

democracy a political system according to which citizens choose the way in which they are governed

Dorians tribes from the north of Greece who moved into the south during the Dark Age

entrails the internal organs of an animal

Ephorate a five-man ruling body in Sparta that advised the kings

helot a slave of the Spartan state

hoplites Greek foot soldiers

immortals gods who lived forever

Iron Age the period in which people learned to use iron to make tools and weapons

metic a free man living in Athens but not born there; could not vote or own property but served in the army and paid taxes

metope a rectangular space above an architrave of a Greek building that often had paintings or sculptures on it

mythology a body of myths

oligarchy a governing council of rich aristocrats

Olympiad a staging of the Olympic Games

omen a sign that predicts good or evil

ostracism the punishment of being banished from Athens

pan-Hellenic for all the Greeks

Parthenon the Athenian temple dedicated to the goddess Athena

Peloponnese peninsula the southern part of mainland Greece, joined to the north by the narrow Isthmus of Corinth

perioeci peoples of Laconian towns around Sparta who could be required to fight for Sparta but were not citizens

polis an ancient Greek city-state (plural: **poleis**)

portico a roof supported by columns, usually attached as a porch to a building

14.13.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry question posed in the Overview:

How do we know about ancient Greece, and what were its defining features, achievements and legacies?

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

-  **Post-test** Online post-test
-  **eWorkbook** Customisable worksheets for this topic
Reflection
-  **Digital document** Key terms glossary

14.13 Review exercise

Learning pathways

LEVEL 1

1, 5, 7, 11

LEVEL 2

2, 3, 6, 9, 10

LEVEL 3

4, 8, 12

REMEMBER AND UNDERSTAND

1. Which of the following causes probably contributed to the collapse of the Minoan civilisation?
 - A. Lack of trade
 - B. A tsunami and earthquakes
 - C. Plagues
 - D. Floods
2. The earliest Mycenaean stories to appear in written sources are which of these?
 - A. The *Iliad* and *Odyssey*
 - B. The *Bible*
 - C. The *Koran*
 - D. The *Upanishads*
3. Many Greek city-states were isolated from each other due to which of these geographical features?
 - A. Rivers
 - B. Deserts
 - C. Mountains
 - D. Seas
4. In ancient Athens, ostracism meant which of the following fates?
 - A. Imprisonment
 - B. Torture
 - C. Enslavement
 - D. Exile
5. Which of the following people in Athens were excluded from the rights of citizens?
 - A. Farmers and soldiers
 - B. Poor people
 - C. Women, metics and slaves
 - D. Rich people
6. Which of the following resources did the ancient Greeks import?
 - A. Olive oil and grapes
 - B. Bronze and timber
 - C. Wine and beer
 - D. Pottery
7. Although Spartan women could not be citizens, what could they do?
 - A. Vote
 - B. Hold public office
 - C. Fight in wars
 - D. Own land

8. Helots were which of the following?
 - A. Messenians enslaved by the Spartans
 - B. Allies of the Athenians
 - C. Followers of Alexander the Great
 - D. Peoples of the Persian Empire
9. In Athens, what was the large temple dedicated to the goddess Athena called?
 - A. The Agora
 - B. Attica
 - C. The Parthenon
 - D. The Erechtheion
10. What event was part of the ancient Greek Olympic festival but not part of the modern Olympic Games?
 - A. Long distance running
 - B. The high jump
 - C. Discus throwing
 - D. The pankration

ANALYSE AND APPLY

11. **Write** an analysis of **SOURCE 1** based on the following questions.
 - a. What are the main details of the painting on the vase?
 - b. What types of skilled craft workers or artists would have created the vase?
 - c. Why would it have been created?
 - d. What evidence does it provide of ancient Greek artistic skills?
 - e. What evidence does it provide of ancient Greek beliefs and values?

SOURCE 1 A red-figured stamnos (a type of ancient Greek vase) from about 430–420 BCE. The mythical scene shows Helen being abducted by Theseus.



EVALUATE AND COMMUNICATE

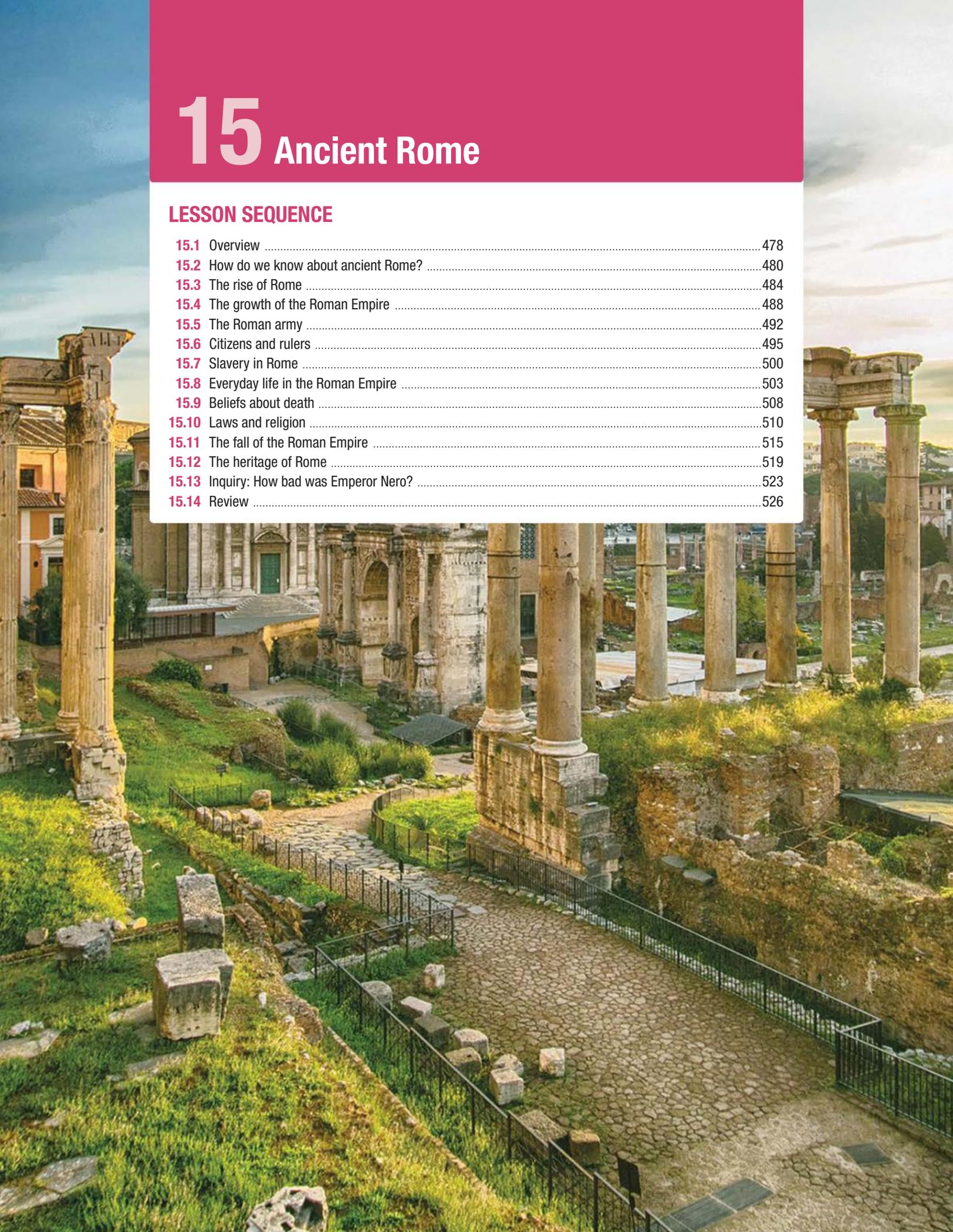
12. Alexander the Great is considered to be one of the most significant individuals, not just in ancient Greek history but in ancient history generally. Write a half- to one-page assessment of Alexander's significance using the following points as a guide:
 - how Alexander maintained his power in Greece
 - Alexander's invasion and defeat of the Persian Empire
 - the extent of his conquests by the time of his death
 - the effect of his rule on the Greek city-states
 - the significance of his role in spreading Greek culture.

Answers and sample responses for this topic are available online.

15 Ancient Rome

LESSON SEQUENCE

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LESSON 15.1 Overview

INQUIRY QUESTION

When, where and why did ancient Rome develop, and what were its defining features, achievements and legacies?

In the twenty-first century the United States of America is a superpower, much like the Roman Empire was long ago. From the second century BCE to the second century CE, Rome controlled most of the world that was known to it. Rome had amazing achievements in science, engineering and art, but it also had cruel games. The Roman Empire fell in the fifth century CE, but its ideas still influence us today. Many people visit Rome because of its fascinating history.

learn on

Pre-test

Online pre-test

eWorkbook

Customisable worksheets for this topic

Digital document

Key terms glossary

Video eLesson

Ancient Rome



753 BCE
Rome is founded,
according to legend.

509 BCE
Rome becomes
a republic.



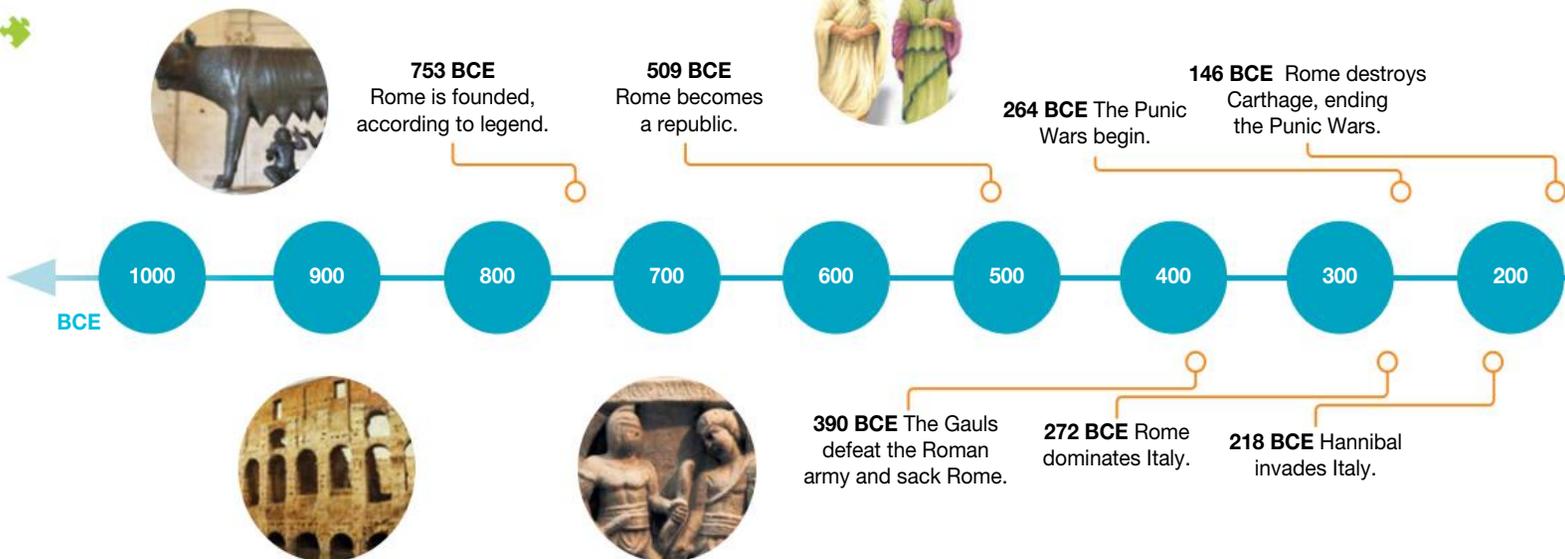
264 BCE The Punic
Wars begin.

146 BCE Rome destroys
Carthage, ending
the Punic Wars.

390 BCE The Gauls
defeat the Roman
army and sack Rome.

272 BCE Rome
dominates Italy.

218 BCE Hannibal
invades Italy.



SkillBuilder

Use the SkillBuilder activities to develop these HASS skills:

- QUESTIONING AND RESEARCHING
- ANALYSING
- EVALUATING
- COMMUNICATING AND REFLECTING



LESSON 15.2 How do we know about ancient Rome?

LEARNING INTENTION

By the end of this lesson you should be able to **identify** and **analyse** a range of source material about ancient Roman history.

Tune in

In addition to the many written records, the Romans left many archaeological remains.

SOURCE 1 Some of the many columns and sculptures that were created in ancient Rome



1. Describe what you can see in SOURCE 1.
2. Why are columns and sculptures from 2000 years ago still in good condition?
3. What does their condition tell us about the skills of ancient Romans?

15.2.1 How do we know about ancient Rome?

The Romans wrote many records about their time. Famous writers like Seneca (c. 4–65 CE), Tacitus (c. 55–117 CE) and Suetonius (c. 69–140 CE) are still read today. Many people visit Italy to see ancient Roman buildings like the Colosseum and the Forum.

Pompeii

Many also visit the ruins of Pompeii near Naples. It was buried in ash and **pumice** when Mount Vesuvius erupted in 79 CE.

In the 1800s archaeologists, led by Giuseppe Fiorelli, dug up Pompeii, finding streets, houses and even graffiti 'frozen in time'. They pumped plaster into cavities left by bodies in the hardened ash to create the forms you can see in **SOURCES 2** and **3**. Pompeii provides us with detailed evidence of Roman town life because:

- the town was destroyed very quickly
- those lucky enough to escape had no time to take their belongings
- the town was preserved undisturbed under metres of ash.



SOURCE 2 Plaster casts of victims of the volcanic eruption that destroyed Pompeii

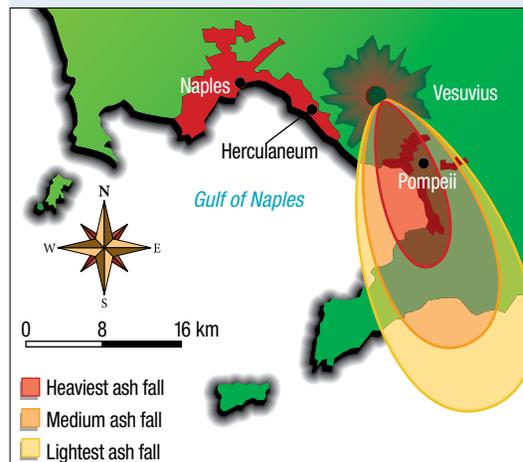


SkillBuilder discussion

Questioning and researching

1. Study **SOURCE 2**. Describe what the casts show about the victims' last moments.
2. How do the casts help us understand the force of the eruption?

SOURCE 3 The eruption of Mount Vesuvius. The prevailing winds carried most of the fallout from the explosion south, and Pompeii was soon covered by 3–4 metres of ash and pumice.



Source: © Wiley composition services

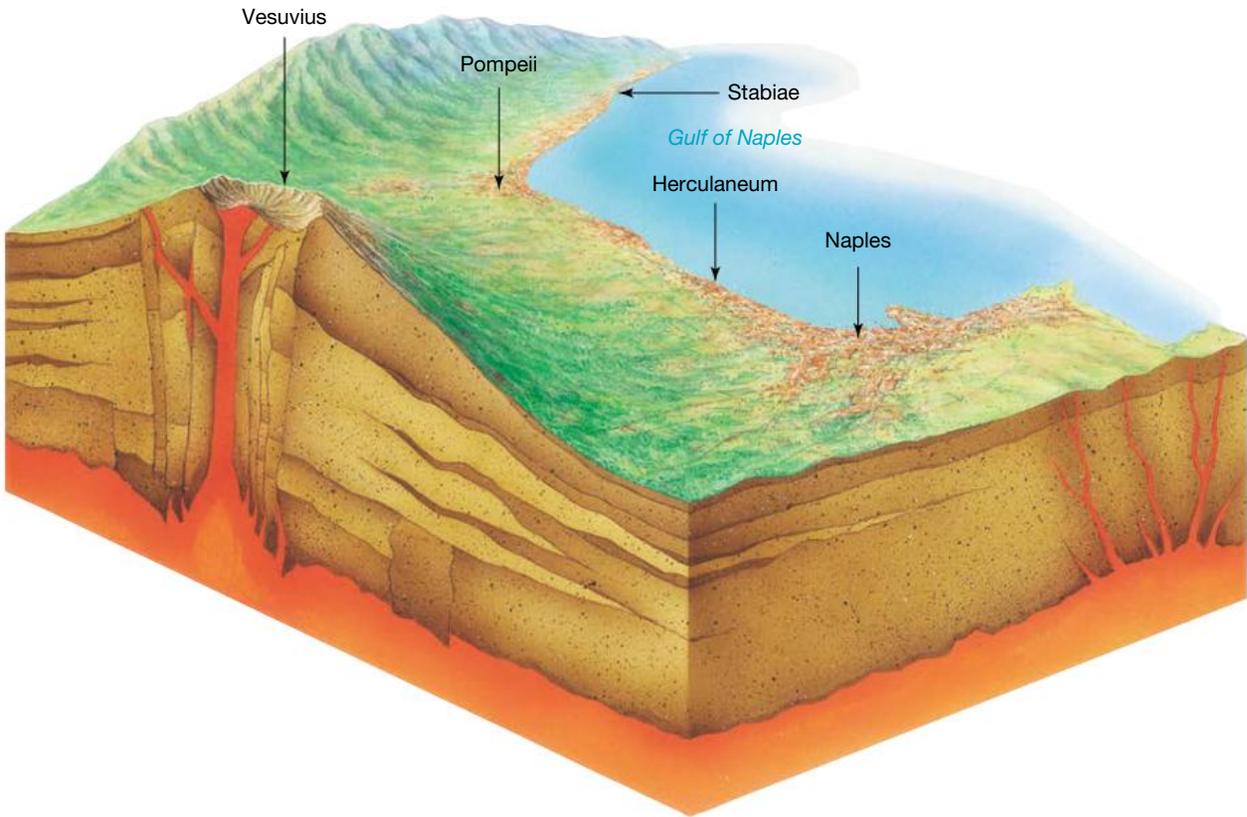
SkillBuilder discussion

Analysing

1. Look at **SOURCE 3**. In which locations did the heaviest ash fall occur?
2. Why would the ash have fallen in the way it did?
3. Identify the depth of the ash fall — explain the significance of this.



SOURCE 4 Pompeii and Herculaneum were totally destroyed by the eruption of Vesuvius. At first, the volcano spurted a column of ash and pumice high into the air, which fell back like rain. As the energy in the eruption weakened, the column collapsed into a glowing avalanche. Herculaneum, which had escaped the earlier fallout of ash, was covered by about 20 metres of boiling ‘mud’ — a mixture of hot ash, pumice and rocks.



15.2 SkillBuilder activity

QUESTIONING AND RESEARCHING

SOURCE 5 is an account by someone who witnessed the eruption of Vesuvius and the devastation that followed.

1. Carefully read **SOURCE 5** to answer the following questions.
 - a. According to Pliny the Younger’s description, what was falling on the people trying to flee in boats?
 - b. How do we know that the eruption of Vesuvius was followed by earth tremors?
 - c. How does Pliny convey the sheer horror of the destruction of Pompeii?
 - d. What evidence supports Pliny’s story?

SOURCE 5 From an account by Pliny the Younger, who, as a young man, witnessed the destruction of Pompeii

By now ash, which became hotter and thicker ... was falling on the boats. This was followed by pieces of tufa [porous rock] and stones blackened, burnt and cracked by the fire ... Meanwhile sheets of flame and tall columns of fire were belching forth from several parts of Vesuvius, their flashing and intensity heightened by the darkness of the night ... The buildings were being frequently and violently shaken and seemed as they tottered backwards and forwards to being moved from their foundations ...

Learning pathways

■ LEVEL 1

1, 3, 4, 5

■ LEVEL 2

2, 6, 7, 8

■ LEVEL 3

9, 10

REMEMBER AND UNDERSTAND

- Recall** what destroyed Pompeii.
 - Fire
 - War
 - Eruption of Mount Vesuvius
 - Tidal waves
- State** the year that the eruption of Vesuvius took place.
- Identify** when Pompeii was excavated.
 - Seventeenth century
 - Eighteenth century
 - Nineteenth century
 - Twentieth century
 - Twenty-first century
- State** the approximate number of metres of ash and pumice that covered Pompeii.
- Which three pieces of evidence do the ruins of Pompeii provide for us?
 - Few people escaped.
 - Survivors provided details of daily life.
 - There was no time to remove belongings.
 - The town was preserved undisturbed for more than 1700 years.

ANALYSE AND APPLY

- Describe** the position of the bodies in **SOURCE 2**. Do you think they died quickly or slowly? Give reasons for your answer.
- Describe** how the archaeologists created the forms we see in **SOURCE 2**.
- Analyse SOURCES 4 and 5**. How was the destruction of Herculaneum different from that of Pompeii?
- List** three questions you would ask about each of **SOURCES 2–5** if you were using them as evidence for the destruction of Pompeii.

EVALUATE AND COMMUNICATE

- Explain** how Pompeii shows features of everyday Roman life.

Answers and sample responses for this topic are available online.

LESSON 15.3 The rise of Rome

LEARNING INTENTION

By the end of this lesson you should be able to:

- **explain** why Rome became the great power of the ancient Mediterranean world
- **describe** the tactics they used to attain dominance.

Tune in

Power is something that some modern nations have. It can take different forms. Australia is considered to be a middle-ranking power, similar to quite a few other countries. The United States and China are regarded as big powers. Many modern countries are not regarded as powers at all.

SOURCE 1 What makes some countries more powerful than others?



1. Discuss what gives a country power. Is it population size, economic strength, its education system, or is it more to do with military strength?

15.3.1 Rome's origins

Ancient Rome's history lasted from about 753 BCE to 476 CE. The Roman Republic was from 509 BCE to 27 BCE, then came the Roman Empire ruled by emperors.

The ancient Romans had myths about their origins. In one myth, twin brothers, Romulus and Remus, were raised by a she-wolf. In 753 BCE, Romulus became the first ruler of Rome after he killed Remus. The wolf became a symbol of the city.

The Romans and their nearby tribes were called Latins. They lived on the Latium plain, with a mild climate, good soil and reliable water supply from the Tiber River. The city is located where the Tiber is easy to cross and close to salt flats (salt was a very important commodity in ancient times). In the sixth century BCE, Etruscan kings ruled Rome. In 509 BCE, the Romans rebelled, expelled the last king and became a **republic**, making Rome the strongest city-state in Latium.

15.3.2 Rome's growing power

Over the next two centuries, Rome grew stronger through war. In 493 BCE, Rome made a treaty with Latin tribes to defeat the Aequi and Volsci. In 396 BCE, Rome captured the Etruscan city of Veii. Later, Gauls attacked Rome, but by 272 BCE, the Romans defeated the **Etruscans**, the **Samnites** and hill tribes, taking control of Greek colonies in the south.

Tactics of power

By 272 BCE, Rome had a population of about 150 000 people and controlled most of Italy, getting rich from plundering and taxes. To control such a vast area, the Romans:

- used conquered peoples against one another
- made alliances with former rivals
- sold defeated enemies into slavery
- allowed conquered cities to keep their own local government, but forced them to supply troops for Rome
- colonised strategically important places with Roman citizens.

SkillBuilder discussion

Analysing

1. What does the armour shown in **SOURCE 2** tell us about military practices?
2. How do the items reflect the commander's status?
3. Why is this burial significant in Roman culture?

Did you know?

In the early Roman Republic, powerful families held most political power. The top leaders were two consuls, who commanded the military and handled legal issues. The republic lasted nearly 500 years.

SOURCE 2 These items were found in a Latin (possibly Roman) tomb of a military commander who was buried about 475 BCE, soon after Rome became a republic. They include his bronze body armour, helmet, axe and spearheads (held in the National Archaeological Museum of Rome).



SkillBuilder discussion

Communicating and reflecting

1. Look at the map in **SOURCE 3**. Which place names do you recognise?
2. Explain how Italy is divided in terms of territory.



SOURCE 3 Italy in the sixth century BCE



Source: Map drawn by Spatial Vision

15.3 SkillBuilder activity ANALYSING

SOURCE 4 From a description by the ancient Roman historian, Livy, of a Roman victory over the Volscians in 385 BCE

The large enemy forces, relying only on their numbers ... were bold only in battle cry, throwing of missiles and the first onrush of the battle; sword-fighting, holding ground, an enemy's face flashing in its fury they could not stand up to. Their front lines were driven in and panic spread to the supporting troops ... then the ranks were broken in many places ... After that, as the first lines collapsed and everyone saw his own turn to be killed was coming to him, they turned and ran. The Romans followed hard on their heels, and so long as they kept their weapons and fled in a packed crowd, it was the infantry's task to keep up the pursuit. But when the enemy were seen to be throwing away their weapons and scattering widely over the land, then came the moment for the cavalry squadrons to be let loose ... and by riding across their path hold the column until the infantry could catch up and finish the enemy off with a regular massacre.

1. How does Livy describe the actions of the Volscians (hill tribes) in his first three sentences?
2. What attitude to the Volscians do these three sentences convey?
3. How would you **describe** the tactics used by the Romans once the Volscians were running?
4. Is it likely that Livy was an eyewitness to this battle? If not, from whom would he have got this information?
5. Titus Livy (born 59 BCE) spent more than 40 years in Rome while writing his history of Rome. What do you think would have been his purpose in writing this account?
6. Could Livy have been biased? Give the reasons for your answer.

15.3 Exercise

learn**on**

Learning pathways

■ LEVEL 1

2, 3, 6

■ LEVEL 2

1, 5

■ LEVEL 3

4, 7

REMEMBER AND UNDERSTAND

1. According to legend, **explain** why the wolf became a symbol of Rome.
2. Which of the following was *not* one of Rome's geographical advantages?
 - A. A mild climate
 - B. A mountainous location, making it difficult to attack
 - C. A reliable water supply
 - D. Fertile soil
3. Why was Rome involved in several wars between 493 BCE and 272 BCE?
 - A. Desire for expansion and power
 - B. To improve the skills of their armies
 - C. To uphold honour
 - D. Continuous attacks by enemies
4. **Explain** the effects of war on Rome's power.

ANALYSE AND APPLY

5. **Compare SOURCE 2** with images of Greek soldiers in topic 3. **Identify** items in **SOURCE 2** that indicate that the Latins, including Romans, were influenced by ancient Greeks.
6. Use **SOURCE 3** to **list** the peoples the Romans defeated to gain control of Italy.

EVALUATE AND COMMUNICATE

7. Using the sources and other information in this lesson, **identify** ways in which Rome changed between 509 and 272 BCE and **explain** how they achieved these changes.

Answers and sample responses for this topic are available online.

LESSON 15.4 The growth of the Roman Empire

LEARNING INTENTION

By the end of this lesson you should be able to **describe** the expansion of the Roman Empire and the defeat of its great rival, Carthage.

Tune in

Analyse **SOURCE 1** to begin exploring the Roman soldiers' resourcefulness and how it assisted them in battle.

SOURCE 1 Remains of Chester's Roman Wall Fort, northern England



1. What can you see in **SOURCE 1** that suggests to you that Roman soldiers were capable builders?
2. The Romans built a long wall with forts to keep Scottish warriors out of England. They realised they couldn't defeat the Scottish tribes. Why do you think that was?

15.4.1 Building the empire through war

Over centuries, Romans expanded their empire. By 146 BCE, Rome was the strongest power in the Mediterranean.

SkillBuilder discussion

Questioning and researching

1. Identify the key locations of Hannibal's battles in **SOURCE 2**.
2. Describe how Hannibal's route impacted his strategy.
3. What obstacles did Hannibal face during his campaign?

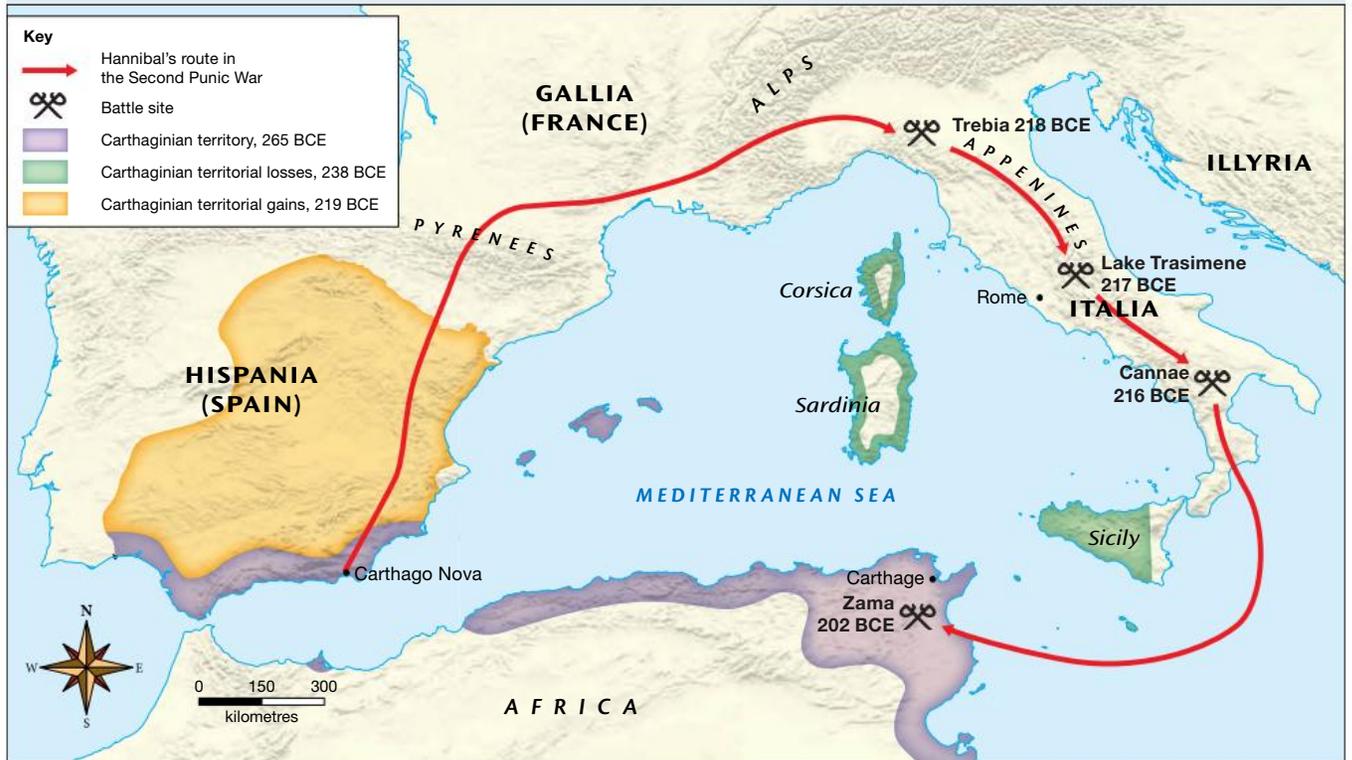
The Punic Wars

The Punic Wars were a series of three wars fought between the Roman Republic and the Carthaginian (Punic) empire from 264 BCE to 146 BCE. In the First Punic War, Rome defeated Carthage and gained control of Sardinia and Sicily.

The Second Punic War (218–202 BCE) began when Hannibal invaded Italy (see **SOURCE 2**) with 40 elephants. He won battles at Trebia, Lake Trasimene and Cannae. After these defeats, the Romans avoided further formal battles but launched counterattacks on Carthaginian Spain and North Africa. This meant Hannibal's army had to return to defend Carthage. The Romans, led by Fabius Maximus, later defeated him at Zama in 202 BCE.

In 146 BCE, Romans captured and destroyed Carthage, enslaving its people.

SOURCE 2 Hannibal's route and major battles in the Second Punic War



Source: Map drawn by Spatial Vision

SkillBuilder discussion

Evaluating

1. What challenges would Hannibal have faced crossing the Alps?
2. How did the terrain impact his army?
3. Why was this crossing significant?

SOURCE 3 A modern artist's impression of Hannibal's forces crossing the Alps



The Social War and the growing empire

The Social War was fought from 91 BC between the Roman Republic and its allies in Italy. The Italian allies lost the war but gained the right to be Roman citizens.

By 30 BCE, the Roman Empire covered most of the Mediterranean. In 43 CE, they invaded Britain and reached the Rhine and Danube rivers by 96 CE (see the map in lesson 5.6).

15.4 SkillBuilder activity

COMMUNICATING AND REFLECTING

1. Create a timeline of events and developments in this lesson, noting approximate dates or ranges of dates from around 146 BCE to 96 CE.
2. Note on your timeline any developments that could be considered turning points.
3. **Describe** the broad changes that occurred in the Roman Empire over this period.

Learning pathways

■ LEVEL 1

1, 3, 4, 5

■ LEVEL 2

2, 6, 7

■ LEVEL 3

8, 9, 10

REMEMBER AND UNDERSTAND

1. **Select** the three major battles in which Hannibal defeated the Romans.
 - A. Trebia
 - B. The First Punic War
 - C. Lake Trasimene
 - D. Lake Cannae
 - E. Zama
2. **Explain** how Fabius Maximus outmanoeuvred Hannibal.
3. The Social War was caused by Roman citizens rebelling against social injustice. True or false?
4. **State** how far north the Roman Empire extended by 43 CE.
5. When did the Roman Empire reach its greatest extent?
 - A. Late first century CE
 - B. Early second century CE
 - C. Late second century CE
 - D. Early third century CE

ANALYSE AND APPLY

6. Use **SOURCE 2** and an atlas to **list** the modern countries through which Hannibal's forces would have reached Italy.
7. Use **SOURCE 3** to **describe** the hazards of Hannibal's journey across the Alps.
8. **Infer** what **SOURCES 2** and **3** might tell us about Hannibal's significance as a military leader.

EVALUATE AND COMMUNICATE

9. In modern times, **describe** how we would view a power that massacred or enslaved the entire population of a defeated city, as the Romans did to Carthage.
10. **Suggest** the trading advantages, especially in sea trade, that Rome would have gained by destroying Carthage.

Answers and sample responses for this topic are available online.

LESSON 15.5 The Roman army

LEARNING INTENTION

By the end of this lesson you should be able to:

- **identify** the key features of the Roman army
- **describe** its role in expanding and maintaining the power of the Roman state.



Tune in

What made Roman soldiers intimidating? Was it their training or bravery?

Roman soldiers feared their officers more than their enemies because of strict discipline.

Decimation was a severe punishment in the Roman army. Soldiers were split into groups of ten. One soldier was chosen to be killed by the others.

1. Describe why anyone would want to join the Roman army.
2. Comment on how discipline would have affected the performance of the soldiers.

SOURCE 1 Roman soldiers were subject to harsh discipline.



15.5.1 Roman army weapons and tactics

Until the first century BCE, the Roman army was made up of land-owning citizens. They provided their own equipment and fought for glory and wealth. The fighting season was from late spring until early autumn, after which the soldiers returned to their lives as farmers.

As Rome grew, a stronger army was needed. From 396 BCE, soldiers were paid. Men joined between the ages of 17 and 22 and served for about 20 years. They had to be fit.

15.5.2 A Roman soldier's harsh life

Roman soldiers (called legionaries) couldn't marry and paid for their own supplies of food and equipment. Extra soldiers, called **auxiliaries**, were provided by the countries Rome had conquered.

When not marching or fighting, legionaries built camps, roads, walls and **aqueducts**.

Soldiers could share the **loot** from a battle and often received land when they retired.



SOURCE 2 Roman soldiers were well trained and well equipped.



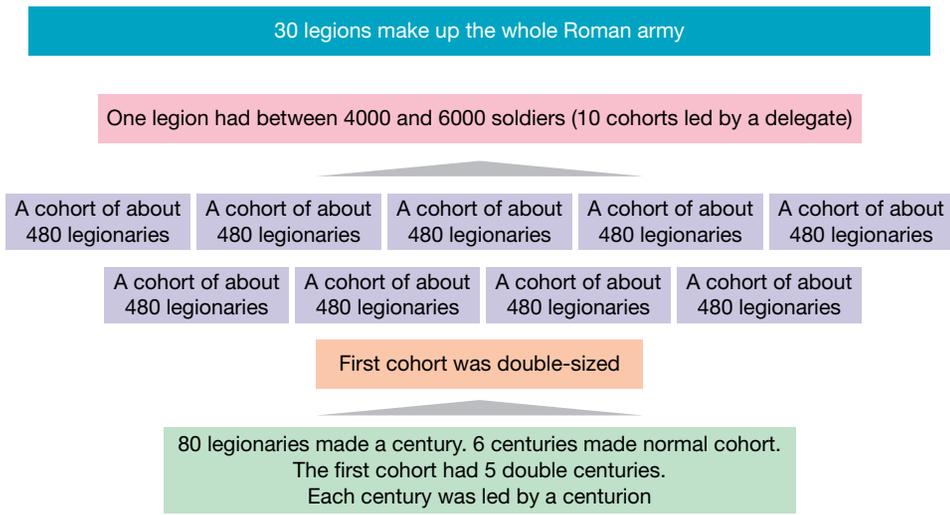
- A** Legions marched with a silver eagle pole, showing their power.
- B** Sandals needed to be strong and well ventilated for long marches. Iron studs in the soles helped support and protect soldiers.
- C** The dagger had a double-edged blade.
- D** These tall, crested helmets helped soldiers see their leaders in battle.
- E** Roman forts had wooden stakes called 'palisades' to keep them safe.
- F** Soldiers often stood side by side, overlapping their shields to create a protective cover called a 'testudo', from the Latin word for tortoise.
- G** The javelin's head had a soft iron strip that bent in shields, making removal hard.
- H** Decorated leather belts showed a soldier's rank and protected against injuries.
- I** The short sword was 60 cm long and used for stabbing up close.
- J** The upper body armour had metal strips and leather straps.

SkillBuilder discussion

Questioning and researching

1. Study **SOURCE 3**. Make a list of questions that you have about the structure of the Roman army.
2. What are your observations about the army based on the diagram?

SOURCE 3 Structure of the Roman army



15.5 SkillBuilder activity

QUESTIONING AND RESEARCHING

Read **SOURCE 4**. What questions can we ask of Polybius to unpack what he's trying to say about the discipline in the army? Write four questions you could use to **analyse SOURCE 4**. For example, why was being careless on patrol so bad that it would lead to such a brutal and public death?

SOURCE 4 The Roman historian, Polybius, reports that discipline in the army was harsh, with penalties that included death.

A court martial composed of the tribunes is convened at once to try [a soldier for being careless on patrol duty]. If he is found guilty he is punished by the bastinado. This is inflicted as follows: the tribune takes a cudgel [short, heavy stick] and just touches the condemned man with it, after which all in the camp beat or stone him, in most cases dispatching [killing] him in the camp itself.

15.5 Exercise

learnon

Learning pathways

■ LEVEL 1

1, 3, 4, 5

■ LEVEL 2

2, 6, 7, 8

■ LEVEL 3

9, 10

REMEMBER AND UNDERSTAND

1. The Roman army fought in spring and autumn for good weather. True or false?
2. **Explain** what began to change in the Roman army from 396 BCE and why.
3. What did Roman soldiers have to pay for out of their own wages?
 - A. Time to farm their land
 - B. Soldiers did not get wages.
 - C. Their own equipment and armour
 - D. Nothing
4. How were Roman soldiers employed when not fighting? Select all that apply.
 - A. As teachers and scholars
 - B. Building camps and roads
 - C. As merchants and traders
 - D. Building walls and aqueducts
5. **Define** the following terms: 'auxiliaries', 'aqueduct', 'loot'.

ANALYSE AND APPLY

6. Use **SOURCE 2** to **sketch** and label a diagram of a testudo.
7. Using **SOURCE 2**, **explain** what was meant to happen when a Roman javelin pierced an enemy's shield.
8. **Explain** why the tactics shown in **SOURCE 2** made the Romans powerful enemies.
9. **State** what benefits Roman soldiers could receive from their leaders.

EVALUATE AND COMMUNICATE

10. Rome's military leaders gained popular support by granting loot from battles to soldiers. **Evaluate** what dangers this practice could have presented to Rome.

Answers and sample responses for this topic are available online.

LESSON 15.6 Citizens and rulers

LEARNING INTENTION

By the end of this lesson you should be able to:

- **describe** Rome's changing system of government from republic to empire
- **explain** the significance of the class groups that the people of Rome were divided into.

Tune in

Ancient Rome's government aimed for prosperity, but not everyone was equally represented.

1. **How is the patrician in SOURCE 1 dressed?**
2. **Could someone dressed like that do manual work?**
3. **What does his outfit say about patricians' status?**
4. **How could patricians rise in society?**

SOURCE 1 A statue of a Roman patrician



15.6.1 Social divisions

After the Romans expelled the last Etruscan king (c. 509 BCE), they formed a republic. Rich people had the most power, while women and slaves had none.

To be a Roman citizen, you needed to be male, age 25 or older, freeborn and able to vote on laws.

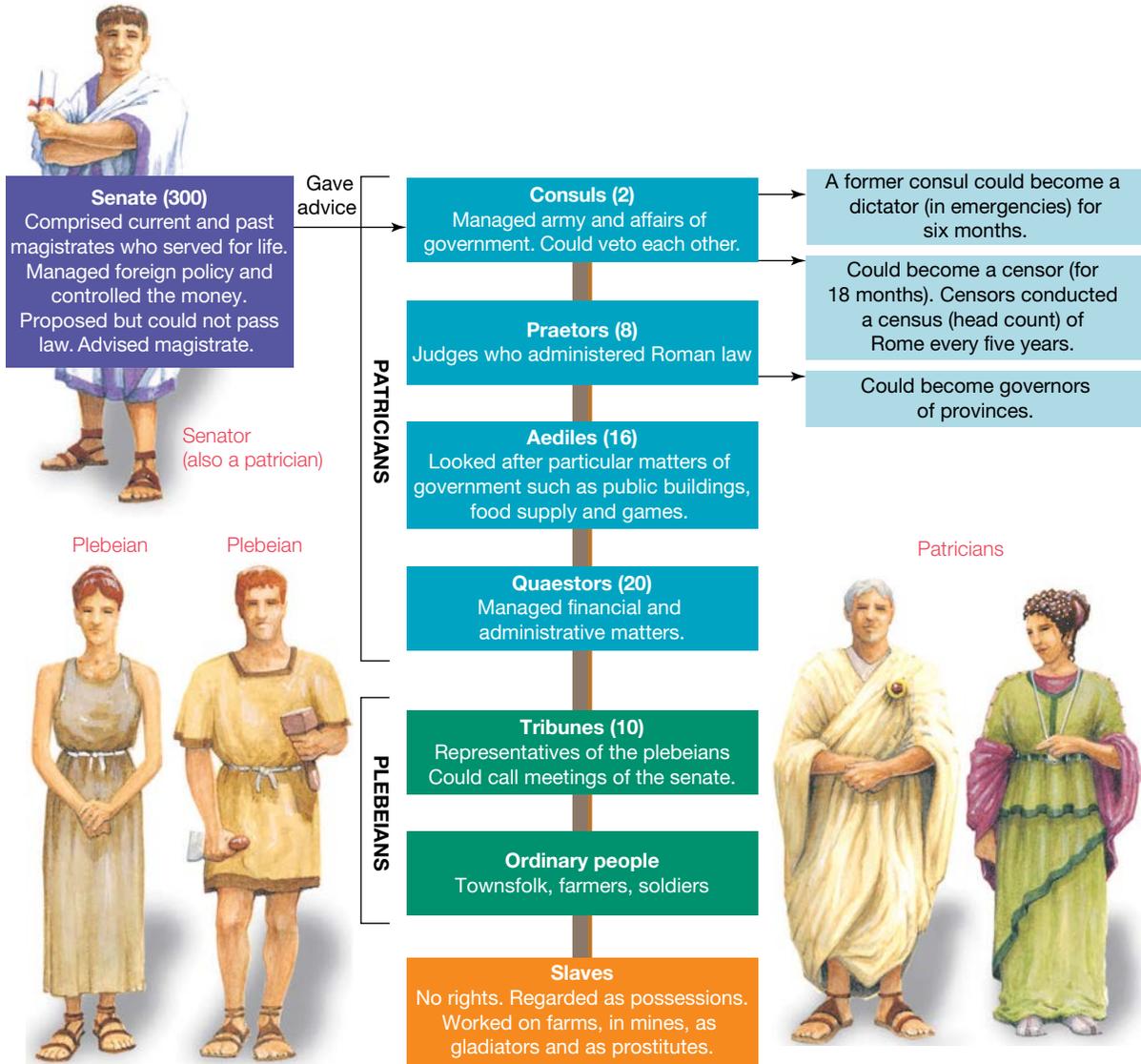
Roman citizens were divided into two classes — **patricians** and **plebeians** (see **SOURCE 2**). Patricians were from rich families who founded the republic. Plebeians were everyone else; although some became rich, they rarely had much influence.

There were more plebeians than patricians. Plebeians went on strike for more power.

From this strike, plebeians gained the right to elect ten tribunes, or protectors. Tribunes could veto laws to help ordinary people.



SOURCE 2 The structure of the Roman class system



SkillBuilder discussion

Analysing

1. Study **SOURCE 2**. Identify the main classes in the Roman system.
2. How did class affect a person's rights and privileges?
3. What roles did the upper and lower classes play in society?

SOURCE 3 Romans from the first century CE, depicted on an altar held in the National Museum of Rome



Did you know?

All Roman provinces paid taxes. In 212 CE, all free people got citizenship. Conquered people adopted Roman ways and benefited from trade. This peace imposed by the conquerors was called the *Pax Romana*.

15.6.2 Ruling the Roman Republic

Every year, Rome elected over 50 **magistrates** to run the city. They served one year and worked with colleagues. After serving, they joined the **Senate**, which in theory just advised consuls but in reality held much power and controlled Senate meetings.

Voting in the Roman Republic

All citizens could vote in assemblies to share their opinions and elect magistrates. Initially, voting was public, but later it became a secret ballot using wax pieces marked with 'V' (disagree) or 'A' (agree) for counting.

Democracy or not?

The Roman Republic seemed democratic, but it wasn't. Plebeians had little say because their votes counted less than patricians. They formed their own assembly. To avoid a revolt, patricians allowed plebeians to elect tribunes. By 287 BCE, plebeian assembly decisions were lawful, but plebeians had less power overall.

15.6.3 From republic to empire

Increased wealth led to power struggles among patricians, causing chaos. In 27 BCE, the Roman Republic became an empire (see **SOURCE 4**).

Julius Caesar

Julius Caesar outsmarted rivals and became popular. In 49 BCE, he attacked Pompey, his rival and former friend, starting a **civil war** and becoming Dictator for life.

SkillBuilder discussion

Analysing

1. What key achievements is Caesar known for?
2. How did Caesar's actions impact the Roman Republic?
3. What conflicts did Caesar face during his rise to power?

SOURCE 4 Profile of Gaius Julius Caesar (based on the writings of the Roman historian, Suetonius)

Born 100 BCE; died 44 BCE. Class: patrician

Well built, tall, fair hair, balding (combed his hair forward), dark brown eyes

Very fit, but sometimes had epileptic fits

Ambitious, but fair man who judged men on their fighting record

Good at sword fighting, horse riding, public speaking, writing

Often wore a wreath of laurel leaves on his head (as a sign of victory)

Introduced the Julian Calendar, used for more than 1500 years

Introduced a number of land, law, tax and social justice reforms



Caesar or rex?

After defeating Pompey, some senators accused Caesar of being like a king. On 15 March 44 BCE, they arranged his murder. Those who fatally stabbed him included his old and trusted friend, Marcus Brutus.

SOURCE 5 Suetonius's description of Caesar's assassination (Suetonius lived about 69–140 CE)

As soon as Caesar took his seat [in the Senate House], the conspirators crowded around him as if to pay their respects. Tillius Cimber ... came up close, pretending to ask a question ... caught hold of [Caesar's] shoulders. 'This is violence!' Caesar cried, and at that moment one of the Casca brothers slipped behind and with a sweep of the dagger stabbed him just below the throat. Caesar grasped Casca's arm and ran it through with his stylus; he was leaping away when another dagger caught him in the breast. Confronted by a ring of drawn daggers, he drew the top of his gown over his face ... Twenty-three dagger thrusts went home as he stood there.

The Roman Empire

After Caesar's assassination, Octavian (later called Augustus) became ruler and declared himself emperor, starting a dynasty that ruled until 68 CE.

SOURCE 6 The Roman Empire at its peak. The empire consisted of a number of provinces, each ruled by a governor.



Source: Map drawn by Spatial Vision

The Roman Empire lasted until 476 CE under various emperors who were either given the title or simply seized power.

15.6 SkillBuilder activity QUESTIONING AND RESEARCHING

Australia is a democracy where all citizens can vote equally.

Everyone aged 18 and over must vote in federal elections every three years. Voting is private.

Your task is to use information in this lesson, including **SOURCE 2**, to **compare** democratic rights in modern Australia with rights in the Roman Republic by copying and completing the following table.

Comparisons	Modern Australia	Roman Republic
Who could vote?		
Did all citizens have the same voting rights?		
What was the highest position in government?		
How were people chosen for the highest position in government?		
Could an elected politician legally become a dictator?		

15.6 Exercise

learnon

Learning pathways

■ LEVEL 1

1, 2, 4, 5

■ LEVEL 2

3, 6, 7, 8

■ LEVEL 3

9, 10

REMEMBER AND UNDERSTAND

- What were the requirements to qualify as a Roman citizen? **Select** all that apply.
 - Any gender
 - Male
 - 18 or older
 - 25 or older
 - Freeborn
- In practice, which social class had the most power?
 - Citizens
 - Patricians
 - Plebeians
 - Magistrates
 - Males
- Explain** how the plebeians gained some power.
- Identify** what powers the Senate had in the Roman Republic.
- The Roman Republic collapsed in 27 CE. True or false?

ANALYSE AND APPLY

6. Look carefully at **SOURCE 3**. **Suggest** which social class these Romans would have belonged to.
7. Look at **SOURCE 4**. **Identify** characteristics that may have helped Julius Caesar become Dictator for Life.
8. **Analyse SOURCE 5**. According to Suetonius, how many Romans must have taken part in Caesar's assassination?
9. **Explain** how you could test the reliability of **SOURCE 5**.

EVALUATE AND COMMUNICATE

10. **Suggest** why Rome struggled to stay a republic due to its society and political system.

Answers and sample responses for this topic are available online.

LESSON 15.7 Slavery in Rome

LEARNING INTENTION

By the end of this lesson you should be able to:

- **describe** the extent and suffering of slaves in the Roman Empire
- **outline** the causes and consequences of the great slave uprising.

Tune in

Slavery was common in ancient societies, but it was harsher in Roman society and the Empire.

SOURCE 1 A Roman stele (funerary monument) of a freedman (former slave), dressed in a toga, and his freedwoman wife



1. Why did the Roman Empire have many slaves?
2. How do you think they were treated?
3. Is slavery completely gone today?

15.7.1 Slavery in ancient Rome

As the Roman Empire grew, many captives were sold into slavery. Many slaves worked on the estates of rich Romans. Others were servants. Slaves had hard lives and could be **crucified** for rebellion. In Roman law, individuals sold into slavery had no ancestry, no legal person-hood and they could not formally marry.

Miners, prostitutes and gladiators suffered the most. Miners rarely lived past 21; gladiators fought to the death (see **SOURCES 2** and **3**). However, unlike most slaves, gladiators knew how to fight.

SOURCE 2 From an account of gladiators in combat by the Roman historian Seneca (4–65 CE)

I arrived at the Colosseum in the middle of the day ... No sooner has a man killed his rival than the crowd shout for him to kill another, or be killed. In the end every fighter dies ... why watch their sufferings?

15.7.2 The great slave rebellion

In 73 BCE, at Capua, gladiators led by a **Thracian** named Spartacus started a rebellion. They overpowered their guards and escaped. They grew to 10 000, defeated Roman legions and freed other slaves, causing panic throughout Rome.

The rebels were eventually defeated. Spartacus's group lost a battle, with about 60 000 dying (see **SOURCES 4** and **5**). Over 6000 were captured and crucified as a warning to others.

SkillBuilder discussion

Questioning and researching

1. Look at **SOURCE 3**. Describe the details that show the gladiators' status.
2. How does the sculpture reflect gladiators' culture?
3. What combat techniques might we learn from the sculpture?



SOURCE 3 A relief sculpture depicting two gladiators named Scholasticus and Damascenus from the third century CE. The sign indicates that Damascenus died in the fight. Most gladiators' lives ended this way, although a few very successful fighters were able to buy their freedom.



SkillBuilder discussion

Analysing

1. Read **SOURCE 4**. What sort of tribe did Spartacus belong to?
2. Where did he lead his army?
3. Describe what made Spartacus different from others.

Did you know?

Slaves had no rights until Emperor Claudius banned torturing them. Most still lived harsh lives, while a few gained freedom.

SOURCE 4 From an account of the slave revolt by the Greek historian, Plutarch (c. 46–120 CE)

Spartacus ... was a Thracian from the nomadic tribes and not only had a great spirit and great physical strength, but was ... most intelligent and cultured ... Spartacus had grown to be a great and formidable power but ... could not expect to prove superior to the whole power of Rome, and so he began to lead his army towards the Alps ... His men, however, would not listen to him. They were strong in numbers and full of confidence ...

... both consuls were sent out to deal with what was considered a major war and a most difficult one to fight ...

SOURCE 5 From Plutarch's description of the final battles of the revolt

Crassus's troops killed 12 300 men, but he found only two of them who were wounded in the back. All the rest died ... fighting back against the Romans.

... Spartacus ... surrounded by enemies, still stood his ground and died fighting to the last.

15.7 SkillBuilder activity **EVALUATING**

Spartacus led a major slave revolt starting in 73 BCE, which scared Roman rulers. Known as the Third Servile War, it was crushed by eight Roman legions in 71 BCE. Spartacus became a legend. He inspired the novel, *Spartacus*, by Howard Fast and a 1960 Hollywood movie and later the Netflix series, *The Roman Empire*.

State your view on whether Spartacus should be regarded as having historical significance. **Consider** the following.

1. How important was his rebellion?
2. How many people were affected?
3. To what extent were people's lives changed?
4. How long-lasting were the consequences?

15.7 Exercise

learnon

Learning pathways

■ LEVEL 1

1, 2, 3, 4

■ LEVEL 2

5, 6, 8

■ LEVEL 3

7, 9, 10

REMEMBER AND UNDERSTAND

1. Which group benefited the mostly from slavery?
 - A. Magistrates
 - B. Slaves
 - C. Wealthy, free citizens
 - D. Women
2. **Identify** what you think would have been the worst jobs for slaves.
3. Which reason did *not* help the gladiators to revolt?
 - A. They had combat experience and skills.
 - B. They had a strong leader in Spartacus.
 - C. They could easily escape their masters.
 - D. Many were angry about their treatment.

- The 6000 captured rebels were executed by crucifixion. True or false?
- Identify** Claudius's reforms on slavery and **explain** how effective they were.

ANALYSE AND APPLY

- Examine SOURCE 1.** How does it show that some former slaves advanced in Roman society?
- Read **SOURCE 2.**
 - Explain** how we know not all Romans liked gladiatorial combats.
 - Do you think many Romans agreed with Seneca? **Justify** your response.
- Suggest, with supporting reasons, how long you think a gladiator's career was likely to last.
- Analyse SOURCE 4.** According to Plutarch, how big a threat did Rome's rulers see the slave revolt to be?

EVALUATE AND COMMUNICATE

- In **SOURCES 4** and **5**, **explain** what Plutarch says about the following.
 - Why Spartacus was eventually defeated
 - The courage of Spartacus and the other rebels

Answers and sample responses for this topic are available online.

LESSON 15.8 Everyday life in the Roman Empire

LEARNING INTENTION

By the end of this lesson you should be able to:

- describe** daily life for Roman citizens, both rich and poor
- identify** the social and cultural changes that came as the Roman Empire expanded.

Tune in

An old saying is that, in unequal societies, the rich and powerful keep the poor from rebelling with 'bread and circuses'.

SOURCE 1 Circus Maximus in Rome



- Does this saying refer to the Roman rulers keeping plebeians happy?
- The bread was given to stop the poor from rebelling. What do you think 'circuses' means in ancient Rome?

15.8.1 Changing Roman society

About 90 per cent of people in the Roman Empire were peasants, many of whom were plebeians. Most were workers or **tenant farmers**.

Wealthy Romans lived in luxury, while the gap between rich and poor grew larger.

Large Roman towns had well-planned streets, a **forum** and fancy villas for the rich. They enjoyed banquets with dancers and musicians, sometimes overeating and vomiting to keep feasting.

The poor ate bread and porridge, lived in rented slums and relied on public fountains for water (see **SOURCE 2**).

SOURCE 2 From a description of housing conditions of the poor by the Roman writer, Juvenal, first century CE.

We live in a city shored up with slender props ... for that is how the landlords stop the houses from falling down.

The impact of slavery on social change

The main reason for the large numbers of poor citizens in Roman towns was that conquered peoples became slaves. Many displaced Roman farmers moved to cities for work or to survive on the dole. The dole was a state-run social welfare program which gave cheap or free grain and bread to males.

SkillBuilder discussion

Communicating and reflecting

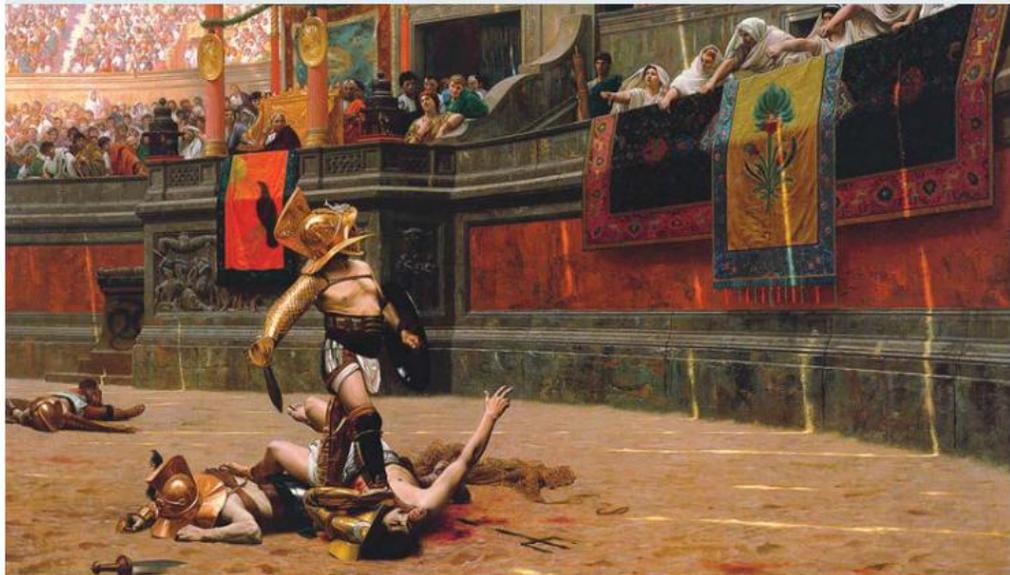
1. Look at **SOURCE 3**. Describe the weapons that the gladiators are using.
2. What is the setting of the fight?
3. What would be the modern-day equivalent of this type of entertainment?

Did you know?

Public entertainments included gladiator fights, and fights involving gladiators and animals.

So many lions were captured for such shows that they vanished from the Middle East.

SOURCE 3 Public entertainments included fights between gladiators, and between gladiators and animals.





SOURCE 4 A typical villa of the type occupied by wealthy Romans



- A** The atrium, or central courtyard, contained a shallow pool. The pool was filled by rain that entered through an opening in the roof (through which light also entered).
- B** The solid high external walls had few or no windows.
- C** The lararium, or household shrine, was also usually erected in the atrium.
- D** Small olive oil lamps made of pottery or bronze provided lighting in the evening.
- E** Furniture consisted mainly of beds, couches, low tables and chairs, which were placed on a mosaic or tiled floor. The floor was sometimes heated from beneath.

Did you know?

Roman fathers had total power over families, including killing or selling children. Girls had little schooling, and married women had few rights.

15.8.2 Roman culture

Ancient Rome had a rich culture, mainly enjoyed by the wealthy. They were influenced by the Greeks, especially in art. Rich Romans used Greek slaves to educate their children.

The Romans loved Greek literature. Famous poets like Virgil and Horace wrote important works. Virgil's *Aeneid* tells of Aeneas. Both Virgil and Horace were supported by noble **patronage**.

Virtues

Ancient Romans valued **virtue**. Boys learned to read, write and use Roman numerals, and studied **rhetoric** and great writers.



SOURCE 5 The general layout of cities throughout the Roman Empire followed the pattern set for the city of Rome.



- A** Roman toilets had stone benches with holes. Running water took away waste, and a sponge on a stick was used for cleaning.
- B** Roman roads were straight and long. They had layers of rubble, concrete or gravel, with stone slabs on top. The middle was higher to help water drain off.
- C** The Romans improved the Etruscans' arch, creating tunnel vaults, cross-vaults and the dome.
- D** Aqueducts used gravity to carry water to settlements and had to be built very carefully.
- E** The Romans could fire bricks and used tools like rulers and chisels. They used a groma to make straight, level roads by lining up strings with landmarks.
- F** Domes were used in public buildings, like baths. The Pantheon, built around 120 CE, has the second biggest dome in the world.
- G** The Romans changed building by inventing concrete using volcanic dust, lime and water that set into hardened material.
- H** People visited public baths daily to wash and socialise. They had hot and cold pools, saunas and shops. Some could hold thousands!
- I** The public baths were heated by a **hypocaust**. Slaves kept fires burning, sending hot air through tunnels to heat the pools.
- J** Roman cranes were large wooden structures, powered by a big wheel turned by slaves.

Did you know?

Roman buildings still stand today. Wealthy homes had running water, while poor housing often fell down. The Cohortes Vigilium fought fires.

15.8.3 Roman technology

The Romans built 84 000 km of roads, bridges, aqueducts and public buildings, many of which lasted for centuries.

As the Roman Empire grew, they built roads, walls and towns. These needed water, toilets and **public baths**. The army did much of the work.

15.8 SkillBuilder activity COMMUNICATING AND REFLECTING

Ancient Roman society achieved much in planning and arts but was cruel to slaves and to women and children.

1. Create a mind-map of the positive and negative aspects of ancient Roman society.
2. Based on your mind-map, briefly **explain** how you think Roman society was capable of such contradictions.

15.8 Exercise

learn**on**

Learning pathways

■ LEVEL 1

1, 2, 4

■ LEVEL 2

3, 5, 6, 7

■ LEVEL 3

8, 9

REMEMBER AND UNDERSTAND

1. **State** the jobs that most plebeians were employed in.
2. Why did large numbers of plebeians become unemployed?
 - A. No wages needed; farming succeeded.
 - B. Skills were not high enough for new technology.
 - C. Machines made work easier.
 - D. Slaves replaced free workers.
3. **Describe** ways in which privileged Romans were influenced by Greek culture.
4. Boys and girls had a similar education. True or false?
5. **Describe** the facilities that were needed in Roman towns.

ANALYSE AND APPLY

6. **Identify** what evidence **SOURCE 2** provides about the housing of the poor.
7. Imagine you are a member of the wealthy Roman family who own the villa depicted in **SOURCE 4**. **Describe** how you would decorate and furnish it.
8. Examine **SOURCE 5**.
 - a. **Describe** a Roman public toilet.
 - b. **Explain** how aqueducts worked.
 - c. **Explain** how public baths were heated.
 - d. **Construct** and label a diagram to show how Roman roads were built.

EVALUATE AND COMMUNICATE

9. Referring to the sources and other information in this lesson, **explain** how the growth of the Roman Empire changed Roman society.

Answers and sample responses for this topic are available online.

LESSON 15.9 Beliefs about death

LEARNING INTENTION

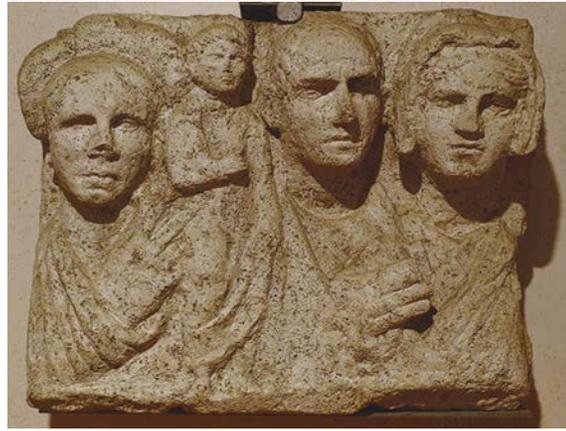
By the end of this lesson you should be able to **describe** funerary customs in ancient Rome.

Tune in

Losing someone affects those left behind. In ancient Rome, how might people have remembered them?

1. What do you think most people, in modern times, believe about death?
2. Do religious people have different beliefs about death to people who are not religious?
3. Do different religions have different beliefs about death?
4. Did ancient Romans prefer cremation or burial?
5. Did they have anything like modern funerals?

SOURCE 1 This stele (upright stone slab) served as the grave marker of a Roman family group of former slaves with a male child.



15.9.1 Beliefs and funeral customs

Roman funerals and cemeteries show their beliefs about death, honouring the dead and the afterlife.

Many Romans believed souls lived on after death and could be judged. They placed a coin in the dead person's mouth to pay the ferryman to the underworld.

Romans believed in caring for their dead. When someone died, their family mourned and called their name. The body was washed, dressed in clothes like a toga and prepared for burial. Funeral processions went from home to the cemetery. There were ceremonies with chanting, speeches and sometimes animal sacrifices.

15.9.2 Tombs and commemorations

Through most of the Roman Empire, Romans usually cremated bodies and kept ashes in urns. At the end of the Roman Empire, burial became more common, often in grand tombs with a stone coffin called a sarcophagus.

Poor Romans had simple tombs. Those who could not afford them used catacombs, which are tunnels under the city.

After funerals, Romans remembered the dead. They inscribed epitaphs on tombs and celebrated during the nine-day Parentalia festival. Wealthy families displayed portrait busts at home.

SkillBuilder discussion

Questioning and researching

1. Study **SOURCE 2**. What are the figures on the sarcophagus?
2. What can you interpret from the depictions?
3. Who donated the sarcophagus?

SOURCE 2 An inscription on this sarcophagus reveals that it was donated by two Roman citizens to their friend. The figures on the sarcophagus are a cobbler (shoemaker) and a spinner (a maker of thread for cloth). It is probable that one of these occupations was that of the deceased and the other was that of the donors.



15.9 SkillBuilder activity

QUESTIONING AND RESEARCHING, COMMUNICATING AND

REFLECTING

At least 40 networks of ancient catacombs lie under the city of Rome, often decorated with wall paintings.

1. Conduct research on these catacombs, making notes on anything that refers to their importance to the study of Roman history.
2. **Propose** a short explanation for why the catacombs are important to historians and archaeologists. Many websites provide useful information. You could include some illustrations in your report.

15.9 Exercise

learn**on**

Learning pathways

■ LEVEL 1

3, 4, 5, 6

■ LEVEL 2

1, 2, 7

■ LEVEL 3

8, 9, 10

REMEMBER AND UNDERSTAND

1. **Describe** what Roman family members did at home and at the cemetery following a family member's death.
2. **Explain** what the custom of placing a coin on or in a dead person's mouth reveals about the following.
 - a. The influence of Greek myths on Roman ideas
 - b. The belief, held by at least some Romans, in a life after death
3. Where did funeral ceremonies take place? **Select** all that apply.
 - A. In the town centre
 - B. At the deceased's home
 - C. Funeral ceremonies did not occur
 - D. At the cemetery

4. What was a sarcophagus?
 - A. A traditional dress
 - B. An animal
 - C. A coffin
 - D. A funeral rite
5. The tombs and burial places of the rich and poor were similar. True or false?

ANALYSE AND APPLY

6. The child in **SOURCE 1** is wearing a toga. **Explain** what this tells you about Roman society.
7. **Account for** the gift of the sarcophagus in **SOURCE 2**.
8. In a style that would appeal to their families, **propose** a eulogy for any one of the figures in **SOURCE 1** or **SOURCE 2**.

EVALUATE AND COMMUNICATE

9. Use the sources and other information in this lesson to **explain** what we could discover about Roman society from evidence of funeral customs. Use the following headings: attitudes to the dead; beliefs about an afterlife; occupations; social classes; movement between social classes.
10. Why would the change from cremations to burials have provided more evidence of Roman inequality?

Answers and sample responses for this topic are available online.

LESSON 15.10 Laws and religion

LEARNING INTENTION

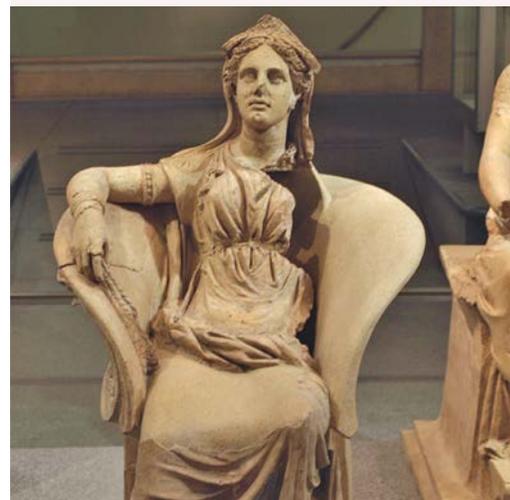
By the end of this lesson you should be able to **explain** the significance of changes in Roman religion and laws to Roman government, daily life and values.

Tune in

Demeter was the ancient Greek goddess of agriculture, grain and bread. In Roman times, worship of Demeter was merged with worship of Ceres, the Roman goddess of agriculture.

1. **As you already know, women had almost no rights in Roman society. How do you think it came about that ancient Rome had many goddesses as well as gods?**
2. **Are you aware of any other ancient Roman goddesses?**
3. **How do you think ancient Roman gods and goddesses featured in daily life?**

SOURCE 1 An ancient clay statue of the goddess Demeter



15.10.1 Roman law

Over 1200 years, many changes affected Roman society, especially in law and religion.

When Etruscan kings ruled, laws were based on their decisions. In the Roman Republic, written laws were needed to ensure fairness.

In 451 BCE, ten Roman citizens recorded the laws. These became the Twelve Tables (see **SOURCE 2**) and focused on citizens' rights.

SkillBuilder discussion

Analysing

1. Read **SOURCE 2**. What does 'Table IV, law 2' speak about?
2. Which law prevented marriages between plebeians and patricians? What does this mean?
3. What can be concluded from Table IV, law 2?

SOURCE 2 Three laws from the Twelve Tables

Table IV, law 2: If a father sell his son three times, the son shall be free from his father.

Table V, law 1: Females shall remain in guardianship [under the control of their fathers] even when they have attained their majority [became adults].

Table XI, law 1: Marriages should not take place between plebeians and patricians.

As Rome grew, new laws were added for everyday life, covering crime, property, trade and politics. The rich often used bribery (see **SOURCE 3**).

SOURCE 3 From the Roman writer, Petronius, who lived in the first century CE

What use are laws when money calls the tunes and people without a gentleman's income have no real rights at all?

Changing laws

Over the centuries, Roman law changed in many ways. This included decisions by magistrates, Senate decrees, assembly votes and orders from emperors. For example, in 212 CE, Emperor Caracalla gave citizenship to all free people. Laws also became kinder to women, children and the poor.

15.10.2 Roman religion

The Romans believed in many gods and goddesses. They accepted other religions as long as people honoured the Roman emperor. Roman religion focused on rituals for protection, rather than rules for living or beliefs about an afterlife.

Roman state religion

Ancient Romans built temples for their gods and held rituals and festivals with music and animal sacrifices. Families also had shrines at home for their household gods.

Romans believed that it was important to know the will of the gods before political decisions were made.

People thought the gods sent signs called 'omens'. They used **divination** to read these signs, using animal entrails, dice and **astrology** and consulting oracles.

Adopted gods

As the empire grew, Romans added more gods, especially from the Greeks. They use Roman names for Greek gods. For example, Poseidon became Neptune, and Zeus became Jupiter, the most important Roman god.



SOURCE 4 Some Roman gods and goddesses and their Greek equivalents

Jupiter

(Greek equivalent: Zeus)
King of the gods
Symbols: eagle, thunderbolt



Juno

(Greek equivalent: Hera)
Wife of Jupiter
Goddess of women, marriage and childbirth



Vesta

(Greek equivalent: Hestia)
Goddess of the hearth or fireplace

Mars

(Greek equivalent: Ares)
God of war



Neptune

(Greek equivalent: Poseidon)
God of the sea

Venus

(Greek equivalent: Aphrodite)
Goddess of love and beauty



Mercury

(Greek equivalent: Hermes)
Jupiter's messenger
God of trade and thieves

Mithraism, the cult of Mithras, believed in life after death and was popular with Roman soldiers. They linked the Celtic goddess, Sulis, with Minerva and called her 'Sulis Minerva'.

SkillBuilder discussion

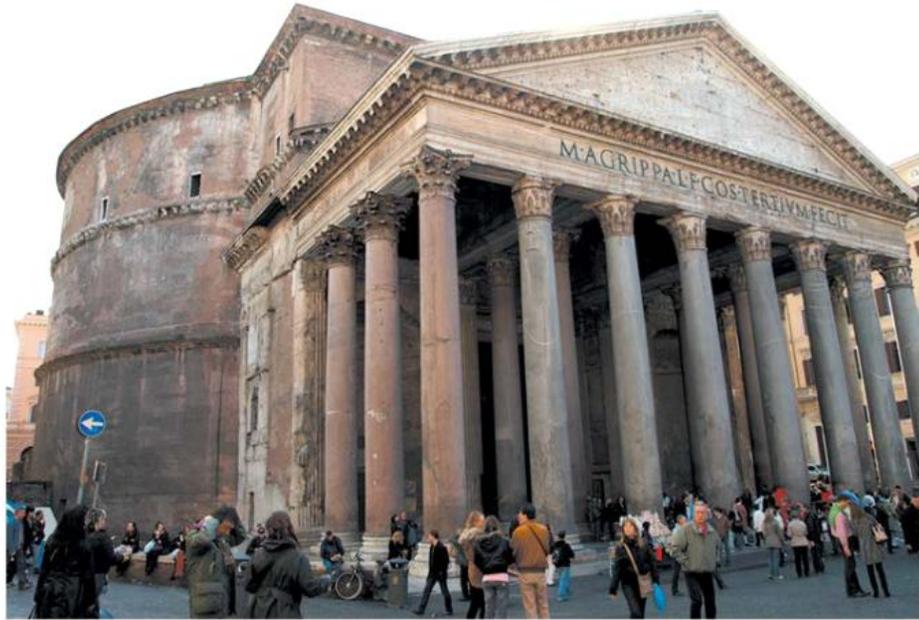
Questioning and researching

1. Study **SOURCE 5**. Describe the architectural design of the Pantheon.
2. The Pantheon was converted to a Christian church in the seventh century. How might its function have changed?

Did you know?

Roman priests and priestesses performed rituals to please the gods. The Vestal Virgins were important, keeping the fire for the goddess Vesta. They could be executed for having relationships.

SOURCE 5 The Pantheon, the largest Roman temple. It was built between 118 and 128 CE.



15.10.3 The spread of Christianity

Christianity began in Roman Palestine around the first century CE. It was based on Jesus of Nazareth's teachings. He said he was God's son and taught people to be kind. Some saw this as **blasphemous**, and he was arrested and crucified by Pontius Pilate.

Jesus' followers shared his message, bringing hope to many, especially the poor and slaves. The Romans saw Christianity as a threat because Christians wouldn't worship the emperor. Persecution continued until Emperor Constantine legalised Christianity in 313 CE, making it the state religion by 391 CE.

SOURCE 6 Account by the Roman historian, Tacitus (c. 55–117 CE), of the persecution of Christians by the Emperor Nero

Dressed in wild animals' skins [the Christians] were torn to pieces by dogs, or crucified, or made into torches to be ignited after dark. Nero provided his Gardens for the spectacle, and ... mingled with the crowd ... Despite their guilt as Christians, and the ruthless punishment it deserved, the victims were pitied. For it was felt that they were being sacrificed to one man's brutality rather than to the nation's interest.

SOURCE 7 From the Edict of Milan, in which Emperor Constantine granted religious freedom. An edict is a formal command.

... no one whatsoever should be denied freedom to devote himself either to the cult of the Christians or to such religion as he deems best suited for himself ...

15.10 SkillBuilder activity **EVALUATING**

Billions of Christians believe Jesus of Nazareth was the most important person in history. Others, including those of different religions, might not see him as God's son but still find him significant.

State your view on whether Jesus should be regarded as having great historical significance.

Consider the following:

1. How significant was his teaching to people at the time?
2. Were large numbers of people influenced by him in later times?
3. To what extent were people's lives changed by his teachings and influence?
4. How long-lasting has his influence been?

15.10 Exercise

learn**on**

Learning pathways

■ LEVEL 1

1, 2, 5, 7

■ LEVEL 2

3, 4, 8

■ LEVEL 3

6, 9, 10

REMEMBER AND UNDERSTAND

1. Answer the following.
 - a. Why did the Roman Republic need written laws? **Select** all that apply.
 - A. To prevent magistrates from interpreting the laws unfairly
 - B. To prevent slaves from ever reaching freedom
 - C. To prevent patricians from dominating matters of law
 - D. To prevent emperors from creating new laws
 - b. **Explain** how lawmaking changed under the emperors.
2. The purposes of Roman religious rituals and festivals were for the entertainment of the people. True or false?
3. **Explain** how Roman religion changed as the empire expanded.
4. **Identify** why Christianity had a special appeal for slaves and the poor.
5. The Romans were tolerant of other religions. So why did they persecute Christians?
 - A. They were at war with Christians.
 - B. The Christians were starting uprisings.
 - C. They did not believe in the Christian god.
 - D. The Christians refused to worship the Roman emperor.

ANALYSE AND APPLY

6. Read **SOURCES 2** and **3** and **identify** what these extracts reveal about the powers of fathers, the rich and patricians.
7. Using **SOURCE 4**, **list** three Greek gods and/or goddesses and their Roman equivalents.
8. The Pantheon (**SOURCE 5**) is considered an architectural wonder. **Explain** what the construction of such a building suggests about the importance of religion to the Romans.
9. **Analyse SOURCE 6**. **Identify** what kinds of punishments were suffered by Christians.

EVALUATE AND COMMUNICATE

10. Read **SOURCE 7** and **explain** why the Edict of Milan was a turning point in Roman history.

Answers and sample responses for this topic are available online.

LESSON 15.11 The fall of the Roman Empire

LEARNING INTENTION

By the end of this lesson you should be able to **describe** the power struggles within Rome that gradually destroyed its unity, economy and ability to defend itself from invasion.

Tune in

The arch shown in **SOURCE 1** was commissioned by the Roman Senate and was erected in Rome to honour Emperor Constantine's victory over his rival, Maxentius, in 312 CE.

In 315 CE when the arch was completed, the Roman Empire appeared to be strong, but it was already showing signs of weakness.

SOURCE 1 Some of the details on the Arch of Constantine



Discuss what you think could bring the empire down.

15.11.1 A weakening empire

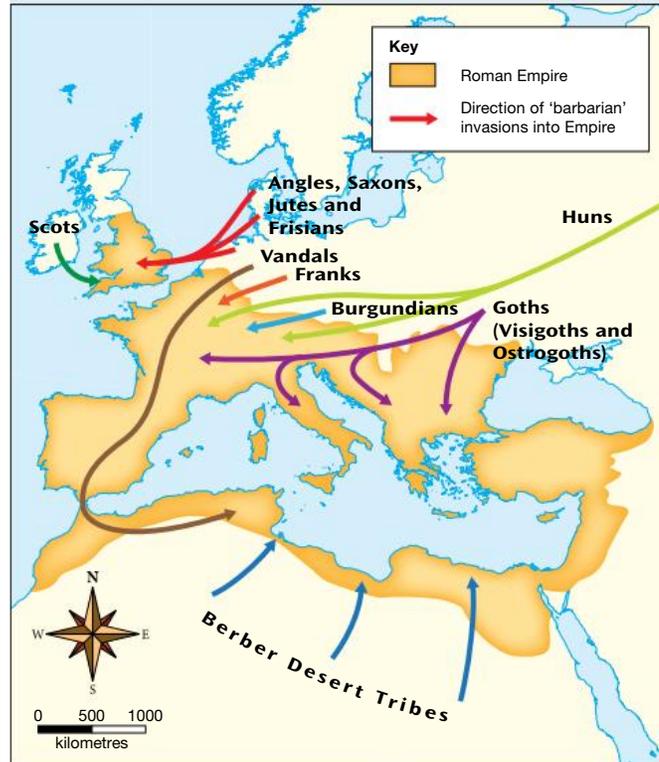
The Roman Empire started to weaken around 180 CE. Army generals fought for power, and trade declined. **Barbarian** raids also increased.

In 284 CE, Emperor Diocletian split Rome into Eastern and Western empires with two emperors. He hoped this would make the government stronger, but problems continued.

From 307 to 310 CE, six rival emperors fought for power. The winner, Constantine, built a new capital called New Rome, later named Constantinople (now Istanbul).

In 378 CE, the Visigoths defeated Rome's armies. Emperor Theodosius (379–395 CE) let them create a separate state within the empire as they promised to protect the empire. Theodosius reunited the empire in 394 CE, but the split became permanent after his death.

SOURCE 2 The weakening of the Western Roman Empire. The arrows show the directions from which different barbarian groups invaded the empire.



Source: Map drawn by Spatial Vision

15.11.2 The empire falls

In the fifth century CE, many tribes moved across Europe. The Burgundians invaded Gaul, while the Angles, Saxons and Jutes attacked Britain. In 410, Roman armies left Britain to defend Rome, which was sacked by the Visigoths.

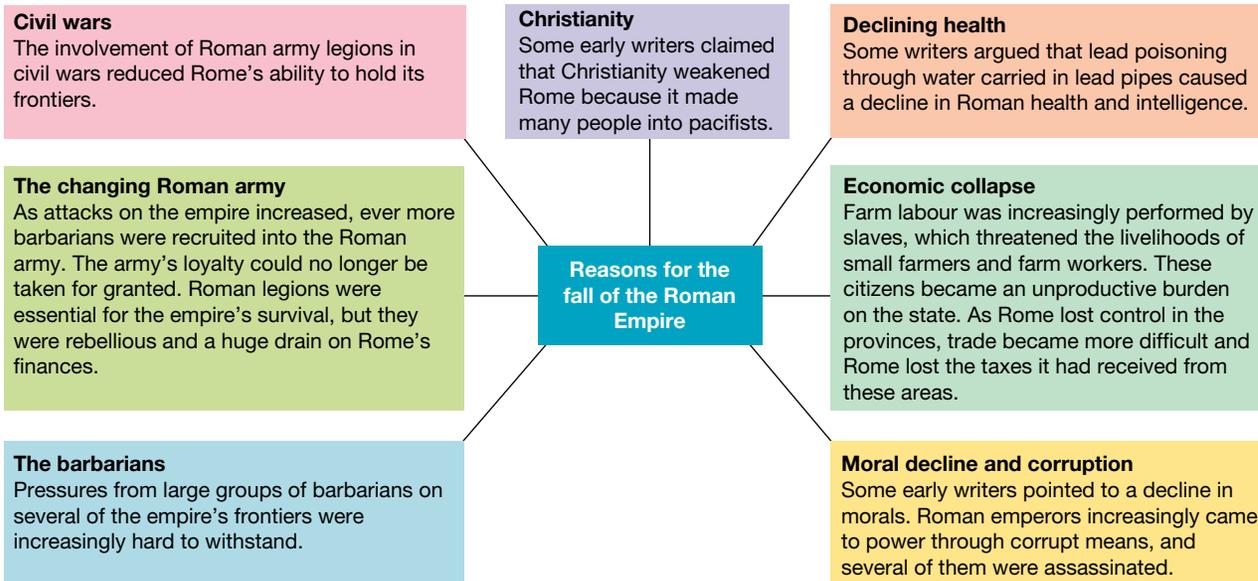
The invasions weren't planned. Many tribes invaded the Roman Empire to escape others. For example, the Ostrogoths fled from the Huns. In 451, Romans, Visigoths and Burgundians defeated the Huns. However, in 455, the Vandals looted Rome, and in 476, Odoacer removed the last Western Roman emperor, Romulus Augustulus.

SOURCE 3 Detail from The Big Game Hunt, a mosaic of the third to fourth century CE found at the Villa dei Casale, Piazza Armerina, Sicily



Historians past and present have suggested several reasons for the fall of the Roman Empire. The mind-map shown in **SOURCE 4** outlines some of them. War and economic collapse stand out as the key reasons.

SOURCE 4 Reasons for the fall of the Roman Empire



SkillBuilder discussion

Analysing

1. Study **SOURCE 4**. How did the barbarians contribute to the fall of the Roman Empire?
2. What is the most important reason for the fall of the Roman Empire?
3. What role did religion play in the fall of the Roman Empire?

15.11 SkillBuilder activity

QUESTIONING AND RESEARCHING, COMMUNICATING AND

REFLECTING

Several barbarian groups contributed to the fall of the Roman Empire.

1. **Select** one of these groups to focus on.
2. **Investigate** your chosen group, making notes on any points that explain how they contributed to the fall of the Roman Empire. Many websites provide useful information in this area.
3. **Select** at least three sources that help to provide evidence for your explanation. Make sure you keep a list of all sites or sources you use for your bibliography.
4. Create a report to present to the class. You could include some illustrations in your report or support it with a PowerPoint presentation.

Learning pathways

■ LEVEL 1

1, 3, 4, 5

■ LEVEL 2

2, 6, 7, 8

■ LEVEL 3

9, 10

REMEMBER AND UNDERSTAND

1. **State** around what year the Roman Empire began to weaken.
2. **Explain** why Diocletian divided the Roman Empire.
3. What event in 378 CE showed Rome's weakness?
 - A. Raids by barbarians into the empire's lands
 - B. The division of Rome into Eastern and Western empires
 - C. Defeat of Roman armies by the Visigoths
 - D. The death of Theodosius
4. The Romans abandoned Britain in 410 CE to defend Rome. True or false?
5. **Select** the correct definition of the term 'barbarians'.
 - A. Soldiers in the Roman army
 - B. All peoples who lived beyond the borders of the Roman Empire
 - C. Advanced, civilised people who dominated early Rome from about 575 BCE to about 396 BCE
 - D. Members of the aristocratic families that founded the Roman Republic
 - E. A mountain tribe of central Italy

ANALYSE AND APPLY

6. Study **SOURCE 2** and **identify** the various groups of barbarians who threatened the Roman Empire.
7. With reference to **SOURCE 2**, **explain** why the different directions of these separate attacks would have made it difficult to defend against them.
8. **SOURCE 3** depicts traders loading boats.
 - a. **Describe** the scene.
 - b. **Explain** why declining trade would have been both a cause and an effect of the weakening of the Roman Empire.

EVALUATE AND COMMUNICATE

9. **Construct** a timeline of events leading to the fall of the Western Roman Empire.
10. **Identify** reasons in **SOURCE 4** that you think would have contributed the most to the empire's fall. **Explain** your choice.

Answers and sample responses for this topic are available online.

LESSON 15.12 The heritage of Rome

LEARNING INTENTION

By the end of this lesson you should be able to **explain** how the spread of Christianity and the survival of Roman power in the Eastern Empire helped to preserve Roman culture, despite its decline in western Europe.



Tune in

Many visitors travel to Rome and Italy to see ancient Roman sites, like the Colosseum and the Roman Forum. These are important parts of Rome's history.

Discuss what else you think could be part of Rome's heritage.

SOURCE 1 The Colosseum is a popular part of ancient Roman heritage.



1. What key features of the Colosseum are visible?
2. How was the Colosseum used?
3. What does it symbolise?

15.12.1 The Eastern Roman Empire and Christianity

As the Western Roman Empire fell, it split into non-Roman kingdoms. Many still felt Roman. Europe entered the Dark Ages with wars and fewer cities.

Odoacer took down Romulus Augustulus but didn't want to be emperor. He accepted the authority of the Eastern Roman emperor, which kept Roman law and Latin as its court language. Later, Emperor Justinian tried to restore the Western Empire. The **medieval** Byzantine Empire lasted until 1453 CE, when Constantinople fell to the Ottoman Turks.

Roman Christianity

When Christianity became the Roman state religion, it changed the Church more than the Empire. Roman emperors supported Christianity, helping to stop **pagan** beliefs and **heresy**. King Clovis of the Franks converted in the 490s, helping the Church keep Roman culture alive in medieval Europe.

SOURCE 2 From Hugh Trevor-Roper, *The Rise of Christian Europe*, 1966

In ... some respects ... the barbarians preserved rather than destroyed the Empire ... The barbarian Christian kings who rule over Italy, France and Spain in the fifth and sixth centuries still regard themselves as Roman ... they still acknowledge themselves subject to the emperor in the East; they still respect Roman traditions, Roman methods.

SkillBuilder discussion

Analysing

1. Study **SOURCE 3**. Who are the people shown in the mosaic, and what are they giving to the Virgin Mary?
2. Why do you think the mosaic shows them both giving gifts to the Virgin Mary?
3. What does this mosaic tell us about the relationship between religion and leadership in the Eastern Roman Empire?

SOURCE 3 A mosaic in the Hagia Sophia, in Istanbul. This church was built on the orders of the great Eastern Roman emperor Justinian I (527–565 CE). The mosaic shows Emperor Constantine presenting the Virgin Mary with the city of Constantinople and Justinian presenting her with the Church.



Did you know?

Roman law influenced laws in Europe for centuries. Latin, the Roman language, helped shape Italian, French, Spanish and Portuguese. Many Latin words are also in English.

15.12.2 Passing on the culture

Ancient Roman writers influenced later authors. In the **Middle Ages**, Christian monks copied these books by hand, and many are still read today. Greek ideas also passed to the Romans. Latin became the language of the Church and scholars, allowing educated people to communicate. Today, Latin terms are still used in sciences like botany to classify plants.

In the fifteenth century, the Renaissance revived interest in Roman art and ideas. Many buildings show this influence. In the eighteenth century, leaders used ideas from the Roman Republic to create new governments.

European unity

The Roman Empire was replaced by many states, but the idea of European unity remained. Around 800 CE, Charlemagne united much of Europe in an empire based on Roman models. This empire fell apart after his death, but Europe later united again through the European Union.

Did you know?

The Roman calendar had 12 months named after gods and emperors. For example, August is named after Emperor Augustus.

SOURCE 4 When the Pantheon was given to the Christians in 608, it was preserved with few changes apart from additions such as this Christian altar.



15.12 SkillBuilder activity

COMMUNICATING AND REFLECTING

In history, we use arguments to understand the past and must ensure our reasoning is correct.

An argument is a group of sentences arranged so that the sentence called the 'conclusion' is said to follow from the other sentences that are called the 'premises'.

A logical argument is one in which the conclusion follows from the premises.

A fallacy is a misleading argument, or an argument based on reasoning errors.

A common mistake is thinking that if one event happens first, it causes the next. This is a fallacy.

An example could be the following argument:

Premise 1: In 284 CE, the Roman Emperor Diocletian divided Rome into Eastern and Western empires under two separate emperors.

Premise 2: The Western Roman Empire declined and fell during the following two centuries.

Conclusion: Dividing the Roman Empire caused the Western Roman Empire to collapse.

This argument might seem reasonable until you consider what you get if you use the same kind of reasoning for a different argument. For example:

Premise 1: The team ate big servings of oranges during half-time in the game.

Premise 2: The team scored its winning goals in the second half of the game.

Conclusion: Eating oranges caused the team to win.

The reasoning error with both arguments is assuming that the first event must be the cause of the second event without demonstrating any causal link between the two events.

Construct a logical argument with at least two premises and a conclusion to show how ancient Greek culture was passed on to the modern world through Roman culture.

Learning pathways

■ LEVEL 1

1, 2, 5

■ LEVEL 2

3, 4, 6, 8

■ LEVEL 3

7, 9, 10

REMEMBER AND UNDERSTAND

- As the Western Roman Empire collapsed, Europe was entering the **Medieval / Dark / Middle Ages**.
- How did the Eastern Roman Empire maintain Roman civilisation after the fall of the Western Roman Empire?
Select all that apply.
 - Removed Roman Christianity
 - Maintained Roman law
 - Maintained Roman culture
 - Altered Roman law
 - Maintained Roman Christianity
- Explain** how the power of the Roman Christian Church was maintained.
- Describe** the roles in preserving Rome's cultural heritage played by the following.
 - Christian monks and scholars in the Middle Ages
 - The fifteenth-century Renaissance
- What political idea from ancient Rome influenced thinkers in the eighteenth century?

ANALYSE AND APPLY

- The Emperor Justinian used religion to create political unity. **Describe** the scene in **SOURCE 3** and explain the message it gave to early Christians.
- Describe** ways in which **SOURCE 2** provides evidence of the continuation of Roman culture after the fall of Rome.
- Look closely at **SOURCE 4** and **explain** how it provides an example of ways in which Rome's heritage has been preserved.

EVALUATE AND COMMUNICATE

- Using the sources and information in this lesson, **construct** a mind-map to show what Roman influences continued after the fall of Rome.
- The European Union (EU) has removed economic barriers between member states and encouraged free trade across its borders. **Suggest** how this could be seen as a legacy of the ancient Roman Empire.

Answers and sample responses for this topic are available online.

LESSON 15.13 Inquiry: How bad was Emperor Nero?

LEARNING INTENTION

By the end of this lesson you should be able to:

- corroborate primary and secondary sources
- ask questions to **evaluate** the accuracy of different interpretations.

Background

In this inquiry, you will use skills in corroborating primary and secondary sources and asking questions about their accuracy and usefulness to draw conclusions and use as evidence.

SOURCE 1 The site of Rome's Circus Maximus, where, according to Suetonius, Nero drove a chariot in a race



SkillBuilder discussion

Questioning and researching

1. Read **SOURCE 2**. What were Nero's entertainments?
2. What type of life did Nero lead?
3. What novel game did he invent?

SOURCE 2 An account of Nero's lifestyle by the ancient Roman writer, Suetonius (c. 69–140 CE)

He gave an immense variety of entertainments ... parties, chariot races in the Circus, stage plays, a gladiatorial show ... and actually raced four-camel chariots! At the Great Festival, as he called the series of plays devoted to the eternity of the Empire ... all kinds of gifts were scattered to the people ...

Nero practiced every kind of obscenity, and ... finally invented a novel game: he was released from a cage dressed in the skins of wild animals, and attacked the private parts of men and women who stood bound to stakes.

Before you begin

Access the **Inquiry rubric** in the digital documents section of the Resources panel to guide you in completing this task at your level. At the end of the inquiry task you can use this rubric to self-assess.

Conflicting interpretations in secondary sources

Nero Claudius Caesar Germanicus was the adopted son of Emperor Claudius and became emperor at just 17 in 54 CE. He was known for doing terrible things, like hurting his family and senators. People liked his parties, but in 68 CE, he lost power and took his own life.

Many people think Nero was a very cruel emperor. This idea grew from a movie called *Quo Vadis*. It showed him as the main enemy of Christians and linked him to the fire in Rome.

Read the following secondary sources.

SOURCE 3 From Robert Draper, 'Rethinking Nero', *National Geographic*, 2014

The case against Nero ... would appear to be open and shut. And yet ... his death was followed by outpourings of public grief ... mourners long continued to bring flowers to his tomb ... The dead do not write their own history. Nero's first two biographers, Suetonius and Tacitus, had ties to the Senate and would memorialise his reign with lavish contempt ...

SOURCE 4 From Alexander Canduci, *Triumph and Tragedy*, 2010

His creative and artistic side sat uneasily next to his bloodthirsty [side] and ... disregard for others ... in the aftermath of the fire rumours spread that Nero was the culprit who had started it. In order to throw suspicion off himself ... Nero began a campaign against the Christians ... feeding them to the beasts at the Great Games, crucifying them and setting them alight.



SOURCE 5 From Shushma Malik and Caillan Davenport, 'Mythbusting Ancient Rome: Throwing Christians to the lions', *The Conversation*, 2019

The myth of constant persecution [of Christians] largely stems from two works written in the early fourth century A.D., *On the Deaths of the Persecutors* by Lactantius, a Christian professor of Latin, and the *Church History* of Eusebius, Bishop of Caesarea ... Those authors were living in the reign of Constantine, the first Christian emperor ... In both their works, the torture and execution of Christians in preceding centuries is associated with the emperors under whom they occurred. But the reality is that the punishment of Christians in the first three centuries A.D. was not directed by imperial policy. The emperor Nero is referred to as the first persecutor of the Christians by Lactantius ... However, the initiative to punish Christians did not come from the emperors at all, but from below.

Consider the following questions.

1. Read **SOURCE 2**. What did Suetonius think of Nero?
2. Read **SOURCE 3** and **describe** Robert Draper's view.
3. In **SOURCE 4**, what judgement of Nero does Alexander Canduci make?
4. Read **SOURCES 5** and **6**. **Explain** how these sources account for the popular belief that Nero was responsible for Roman persecution of Christians and who the authors regard as really responsible. What point are the authors making about the role of rumours in creating Nero's terrible reputation?
5. For each of these sources, does the writer accept or challenge the view that Nero was a monster?



SOURCE 6 From Caillan Davenport and Shushma Malik, 'Mythbusting Ancient Rome: The emperor Nero', *The Conversation*, September 2016; on the allegation that Nero was responsible for the Great Fire of Rome (64 CE)

But are any of these stories ... of the emperor Nero actually true? ... These tales can be found in our ancient historical sources (all of which were written at least a generation after Nero's death) but should not be taken at face value. This is because they are reported by sources as rumours, rather than facts ... While most scholars now agree that Nero was not responsible for the fire, the modern-day rumour mill (as represented by the internet) is loath to exonerate the emperor. There are two reasons usually given for why Nero set fire to Rome. The first is that he was a mad megalomaniac who burned down the city simply because he could. The second ... is that Nero wanted to rebuild Rome according to his own plans, which included a sumptuous new residence for himself, the 'Golden House' ... There is a modern myth that the new palace was built solely for parties and orgies.

If we examine our historical accounts closely, the only evidence for Nero the arsonist comes from rumour and hearsay. This is freely admitted by the historian Tacitus: even though Nero was out of Rome when the fire started ... Our ancient sources are clear about the fact that they are reporting rumours ... Rumours, even if ultimately untrue, helped to define the expectations of a good emperor in the minds of the readers.

Reading these sources will enable you to compare different judgements that have been made. You can also use the internet and/or your library to find other relevant secondary sources.

Inquiry steps

Step 1: Questioning and researching

Write your **inquiry question**. It could be based on something like the following issues.

- Can we trust a source that does not cite earlier sources to support its claims?
- What is the difference between these sources in relation to the way they judge Nero?
- Would Nero's behaviour have been worse than other Roman rulers?
- What other views on this issue have been expressed by historians?

Research your question.

Step 2: Analysing

Analyse the sources provided and others that you find.

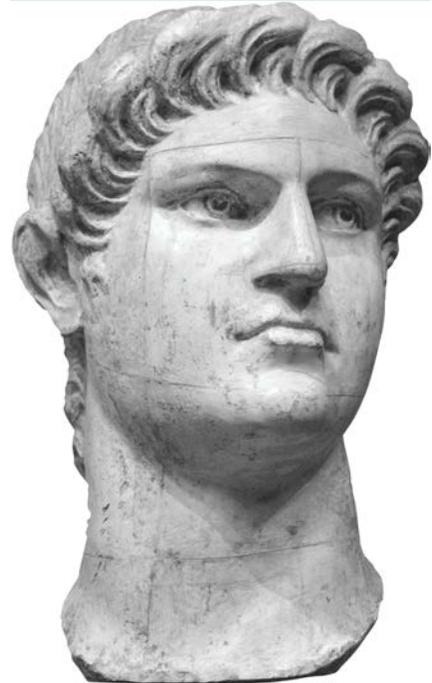
Step 3: Evaluating

Evaluate the arguments in the sources.

Step 4: Communicating and reflecting

What is your answer to your inquiry question? **Present** your findings in a format of your choosing. Support your answer with examples from your research, analysis and evaluation.

SOURCE 7 Emperor Nero



LESSON 15.14 Review

15.14.1 Key knowledge summary

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

15.2 How do we know about ancient Rome?

- Ancient Romans left vast amounts of written evidence.
- Rome has many archaeological treasures.

15.3 The rise of Rome

- According to legend, Rome was founded in 753 BCE.
- In 509 BCE, the Romans rebelled against their Etruscan kings and founded a republic.
- Rome grew powerful through alliances and conquest.

15.4 The growth of the Roman Empire

- Through the Punic Wars, between 264 and 146 BCE, Rome eliminated a major rival and became the strongest power in the Mediterranean region.
- By 96 CE, Rome had extended its empire into northern Europe and to the Black Sea.

15.5 The Roman army

- From 396 BCE, the Roman army became a professional fighting force.
- Roman army discipline was harsh.
- Legionary rewards gained support for leaders.

15.6 Citizens and rulers

- Roman citizens were divided into patricians and plebeians.
- Julius Caesar seized power in 49 BCE but was assassinated.
- Octavian ended the republic and controlled Rome 27 BCE.

15.7 Slavery in Rome

- Spartacus led a slave revolt in 73 BCE, defeating Roman legions before defeat.
- Slaves could be treated with great brutality.

15.8 Everyday life in the Roman Empire

- Widespread use of slave labour changed Roman society.
- Vast differences existed between the lives of rich and poor Romans.
- Greek culture influenced the lives of the more privileged Romans.
- Roman technology built enduring, impressive structures.

15.9 Beliefs about death

- Funeral customs reveal ancient Roman beliefs and values.
- Honouring dead ancestors was seen as duty.

15.10 Laws and religion

- Roman law dealt mainly with the rights of men as citizens.
- Women, children and slaves followed the male head's authority.
- Emperors increasingly enacted laws through decrees.
- Romans worshipped hundreds of gods and goddesses.
- Christianity transformed from being persecuted to the state religion in 391 CE.

15.11 The fall of the Roman Empire

- From around 180 CE, the empire began to weaken.
- Civil wars and invasions caused empire's collapse.
- Historians have suggested many different reasons for Rome's fall.

15.12 The heritage of Rome

- The Eastern Roman Empire lasted nearly another thousand years.
- The Roman Christian Church helped to preserve Roman culture.
- The idea of European unity is one of many legacies of ancient Rome.

15.13 Inquiry: How bad was Emperor Nero?

- Historians have made very different judgements about Emperor Nero.
- Some have seen Nero as a monster.
- The worst judgements of Nero may be based on rumours.

15.14.2 Key terms

aqueduct a structure built to carry water long distances

astrology interpreting the influence of the stars on human affairs

auxiliaries soldiers in the Roman army drawn from areas conquered by Rome and made part of its empire

barbarians the Roman term for all peoples who lived beyond the borders of the empire

blasphemous great disrespect shown to God or to something holy, or something said or done that shows this kind of disrespect

civil war a war between rival factions within one state or country

crucified to be killed by crucifixion, an ancient form of execution in which the victim was tied or nailed to a pole or (as was Jesus) a cross and left to die slowly in agony

divination the skill of reading omens

Etruscans advanced, civilised people who dominated early Rome from about 575 BCE to about 396 BCE

forum an open meeting place of a town or city

heresy an opinion or belief that contradicts orthodox beliefs, especially in religion

hypocaust an underfloor and water-heating system used in Roman villas and public baths

loot goods or property taken from a defeated enemy after a battle

magistrates men elected by the citizens to run Rome for a year

medieval of the Middle Ages

Middle Ages between ancient and modern historical periods (generally between the fifth and fifteenth centuries)

pagan a name used to refer to people who believed in non-Christian gods

patricians members of the aristocratic families who founded the Roman Republic

patronage supporting and encouraging authors and artists

plebeians all non-patrician citizens of Rome

public bath a public building complex containing baths of varying temperatures, and sports and beauty facilities; a popular meeting place for Roman citizens

pumice lava ejected from a volcano that solidifies into a light, porous rock

republic a system of government in which the head of state is not a monarch

rhetoric the art of public speaking

Samnites a mountain tribe of central Italy

Senate the governing body in ancient Rome; (in theory) an advisory body of ex-magistrates

tenant farmers poor farmers who rented small plots of land

Thracian a native of the Roman province of Thracia

virtue a moral standard or value

15.14.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry question posed in the Overview:

When, where and why did ancient Rome develop, and what were its defining features, achievements and legacies?

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

learn on

-  **Post-test** Online post-test
-  **eWorkbooks** Customisable worksheets for this topic
Reflection
-  **Digital document** Key terms glossary

15.14 Review exercise

Learning pathways

■ LEVEL 1

2, 3, 4, 7, 8, 11

■ LEVEL 2

1, 5, 6, 10

■ LEVEL 3

9, 12

REMEMBER AND UNDERSTAND

1. Who were Rome's enemies in the Punic Wars?
 - A. Etruscans
 - B. Gauls
 - C. Visigoths
 - D. Carthaginians
2. How was Pompeii destroyed in 79 CE?
 - A. Invasion
 - B. Volcanic eruption
 - C. Tsunami
 - D. Disease
3. What tactics were employed by the Romans to control their empire?
 - A. Allowing conquered peoples to run the empire
 - B. Giving gifts to those they conquered
 - C. Using conquered peoples against one another
 - D. Killing everyone they defeated
4. In Roman society, what group of people were patricians?
 - A. Rich people
 - B. The poor
 - C. Slaves
 - D. Aristocrats

5. What was the period from 509 BCE to 27 BCE known as?
 - A. Roman Republic
 - B. Roman Kingdom
 - C. Roman Empire
 - D. People's Republic of Rome
6. The Roman invasion of Britain took place in which of these years?
 - A. 390 BCE
 - B. 146 BCE
 - C. 43 CE
 - D. 378 CE
7. People in Roman towns were supplied with which of these?
 - A. Water, public toilets and public baths
 - B. Free housing
 - C. Banquets
 - D. Transport
8. Who was Spartacus?
 - A. A former Roman general
 - B. A gladiator
 - C. A Christian
 - D. A Visigoth
9. What was the main reason the Romans persecuted Christians?
 - A. Christians refused to worship the Roman emperors.
 - B. Romans were intolerant of other religions.
 - C. Romans already had too many gods.
 - D. Christians stirred up rebellions.
10. Christianity was made legal under which of these Roman emperors?
 - A. Augustus
 - B. Nero
 - C. Diocletian
 - D. Constantine

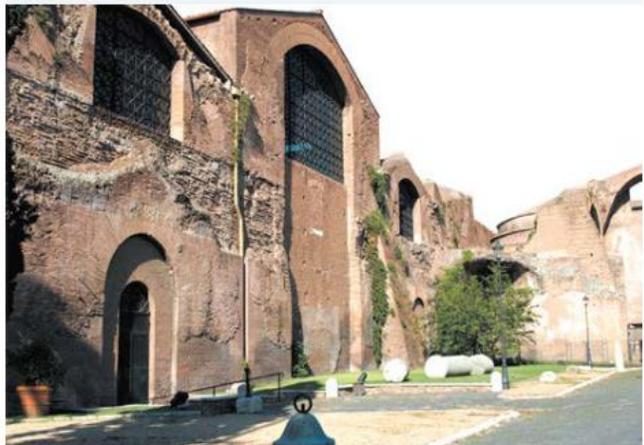
ANALYSE AND APPLY

11. a. **Describe** the features of the building in **SOURCE 1**.
 - b. Why would such public facilities have been very important to the poor citizens of Rome?
 - c. What would have motivated Roman politicians and rulers to build such facilities?
 - d. **Explain** how this building is a useful source of evidence for Roman society.

EVALUATE AND COMMUNICATE

12. **Construct** a hypothesis about Roman building skills based on the fact that the building in **SOURCE 1** is still standing in Rome.

SOURCE 1 The Baths of Diocletian, in Rome



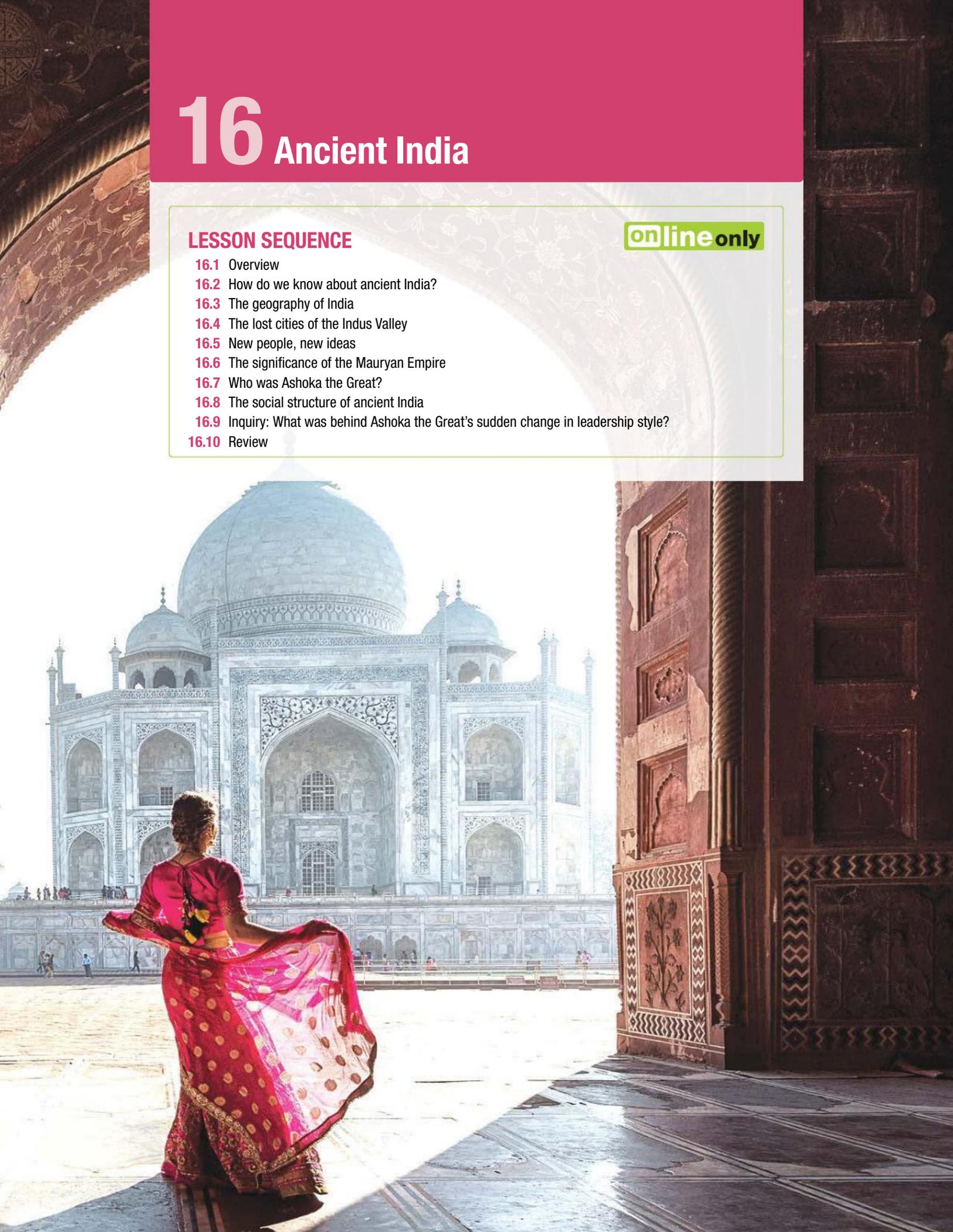
Answer and samples responses for this topic are available online.

16 Ancient India

LESSON SEQUENCE

online only

- 16.1 Overview
- 16.2 How do we know about ancient India?
- 16.3 The geography of India
- 16.4 The lost cities of the Indus Valley
- 16.5 New people, new ideas
- 16.6 The significance of the Mauryan Empire
- 16.7 Who was Ashoka the Great?
- 16.8 The social structure of ancient India
- 16.9 Inquiry: What was behind Ashoka the Great's sudden change in leadership style?
- 16.10 Review



LESSON 16.1 Overview

INQUIRY QUESTION

How did life and society change over time in the Indus Valley Civilisation?

India, with over 1.4 billion people, is the world's most populated country. Its economy was the fifth largest in 2024, though many Indians still face poverty. India is a key trading partner with Australia, with many Indian people living, working and studying here.

Ancient India was much bigger, geographically, than modern India — it covered the entire region that today includes India, Pakistan, Bangladesh and Sri Lanka. This region was home to some of the world's earliest civilisations.

learn on

Pre-test

Online pre-test

eWorkbook

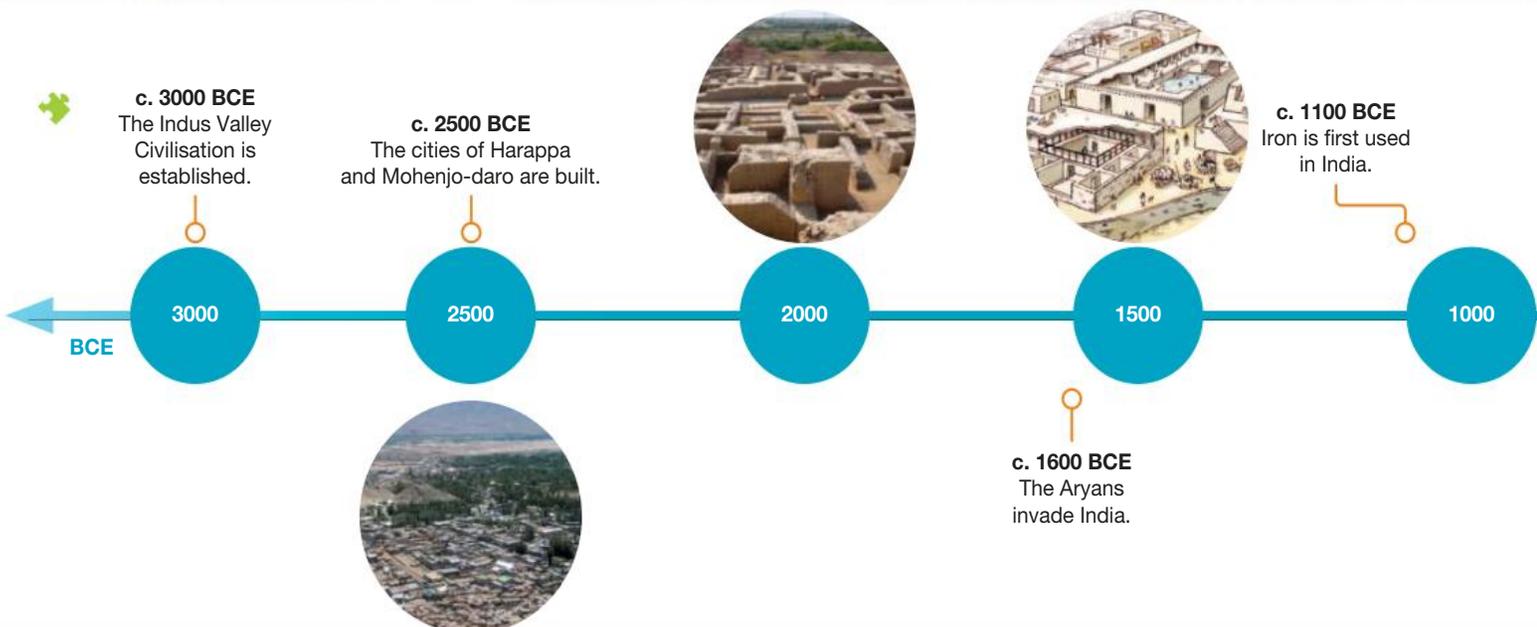
Customisable worksheets for this topic

Digital document

Key terms glossary

Video eLesson

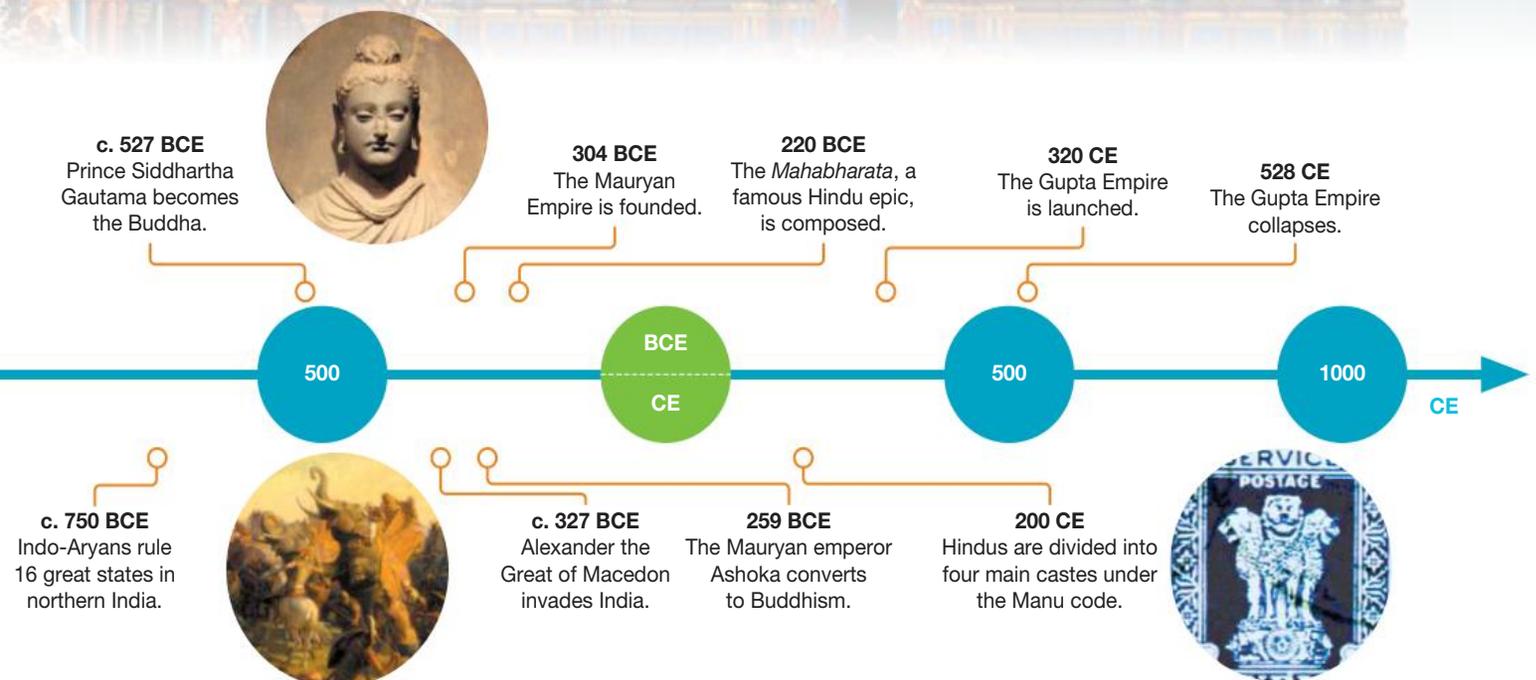
Ancient India



SkillBuilder

Use the SkillBuilder activities to develop these HASS skills:

- QUESTIONING AND RESEARCHING
- ANALYSING
- EVALUATING
- COMMUNICATING AND REFLECTING



LEARNING INTENTION

By the end of this lesson you should be able to **describe** the types of historical sources that inform us about ancient India.

Tune in

SOURCE 1 A globe showing the relative position of India.



1. Mind map and write a list of all the things you already know about India, including people, events, customs, food and traditions. Don't worry if you can't remember all the names, events or people — just write as many points down as you can. You may like to do this activity with a partner.
2. Discuss your lists as a class. Do you notice any similarities?

16.2.1 How do we know about ancient India?

Ancient India has a history of over 3500 years. The oldest civilisation, the Indus Valley Civilisation, started in present-day Pakistan. Its ruins were hidden for thousands of years until archaeologists found them in 1921.

Most of what we know about ancient civilisations comes from things like pottery and old buildings. Unlike the vast treasures of ancient Rome or Egypt, fewer artefacts have been found from the Indus Valley.

Our knowledge of ancient India largely comes from studying three main cities: Harappa, Mohenjo-daro and Lothal.

Evidence from other civilisations

Ancient India connected with other civilisations. King Darius I of Persia sent an explorer to travel along the Ganges River. Later, Alexander the Great tried to invade India in 334 BCE. Alexander's stay was brief, but it had a significant influence on Buddhist art. Before the Greeks, the Buddha wasn't shown as human, but their art inspired Indian artists to create **anthropomorphic** depictions of the Buddha (see **SOURCE 3**).

SkillBuilder discussion

Questioning and researching

1. Read **SOURCE 2**. What animal do the Indians use to travel through the desert in search of gold?
2. How do the Indians time their search for gold to avoid the giant ants?
3. According to the Persians' story, what happens if the ants catch up to the Indians during their journey?

SOURCE 2 From *The Histories* by the Greek historian Herodotus, written about 440 BCE

[The Indians of the north-west] go out to fetch gold — for in this region there is a sandy desert ... the sand has a rich content of gold ... There is found in this desert a kind of ant of great size — bigger than a fox, but not so big as a dog ... [These] Indians plan their timetable so as to actually get their hands on the gold during the hottest part of the day, when the heat will have driven the ants underground ... When the Indians [on their camels] reach the place where the gold is, they fill the bags they have brought with them with sand, and start for home again as fast as they can go; for the ants (if we may believe the Persians' story) smell them and at once give chase; nothing in the world can touch these ants for speed, so not one of the Indians would get home alive if they did not make sure of a good start while the ants were mustering their forces.

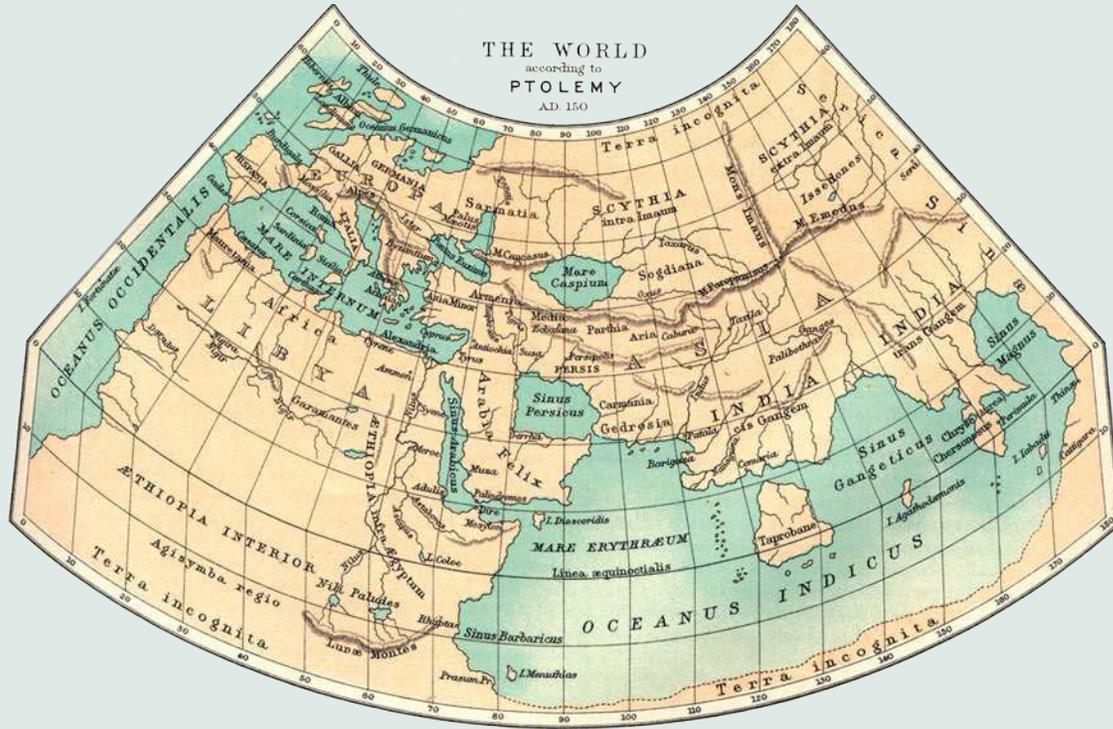
SOURCE 3 Depiction of the Buddha from Gandhara



16.2 SkillBuilder activity **ANALYSING**

- Study the map in **SOURCE 4** and compare it to a modern map of the same area. Create and complete a table that lists the similarities and differences you can identify.

SOURCE 4 A reconstruction of the Greek mathematician Ptolemy's map of the world, which he drew about 150 CE.



	The world according to Ptolemy (AD 150)	Modern map Source of map:
Similarities		
Differences		

16.2 Exercise

learnon

Learning pathways

■ **LEVEL 1**

1, 2, 3, 6, 7

■ **LEVEL 2**

4, 5, 8

■ **LEVEL 3**

9, 10

REMEMBER AND UNDERSTAND

- The Indus Valley Civilisation originated in which modern-day country?
 - India
 - Afghanistan
 - Pakistan
 - Nepal
- Archaeologists first discovered the Indus Valley Civilisation ruins in the year _____.

3. **Identify** where the main forms of information about ancient civilisations come from. Select all that apply.
 - A. Paintings
 - B. Pottery
 - C. Songs and poems
 - D. Engraved stone artefacts
 - E. Walls of ancient structures
4. **State** one reason not a lot of records remain of the Indus Valley Civilisation.
5. **Recall** what influenced the creation of anthropomorphic depictions of the Buddha.

ANALYSE AND APPLY

6. Engravings from religious buildings provide much of the archaeological evidence we have from ancient India. **Name** three strengths and three weaknesses of this form of evidence.
7. Read **SOURCE 2**.
 - a. **Recall** the observations Herodotus makes about India and its culture.
 - b. **Evaluate** the accuracy of these observations.
8. Describe the depiction of the Buddha as shown in **SOURCE 3**. **Explain** how this depiction differs from those seen in India before contact with the Greeks.

EVALUATE AND COMMUNICATE

9. **Explain** one reason for the differences between Ptolemy's map in **SOURCE 4** and a modern map.
10. **Name** three key cities of the Indus Valley Civilisation. **Propose** reasons these cities are no longer as important to India as they once were.

Answers and sample responses for this topic are available online.

LESSON 16.3 The geography of India

LEARNING INTENTION

By the end of this lesson you should be able to:

- **describe** India's unique geographic characteristics
- **explain** the impact they had on early Indian civilisations.

Tune in

Choosing where to live is a decision that is based upon house prices, proximity to schools, public transport links, family, friends, access to entertainment and general safety.

People in ancient times would have thought about very different factors.

1. **If you were building a new city 5000 years ago, what would you need nearby? Make a list.**
2. **Look at the image. Why do you think people chose to build here?**
3. **What problems might they have faced in this location?**

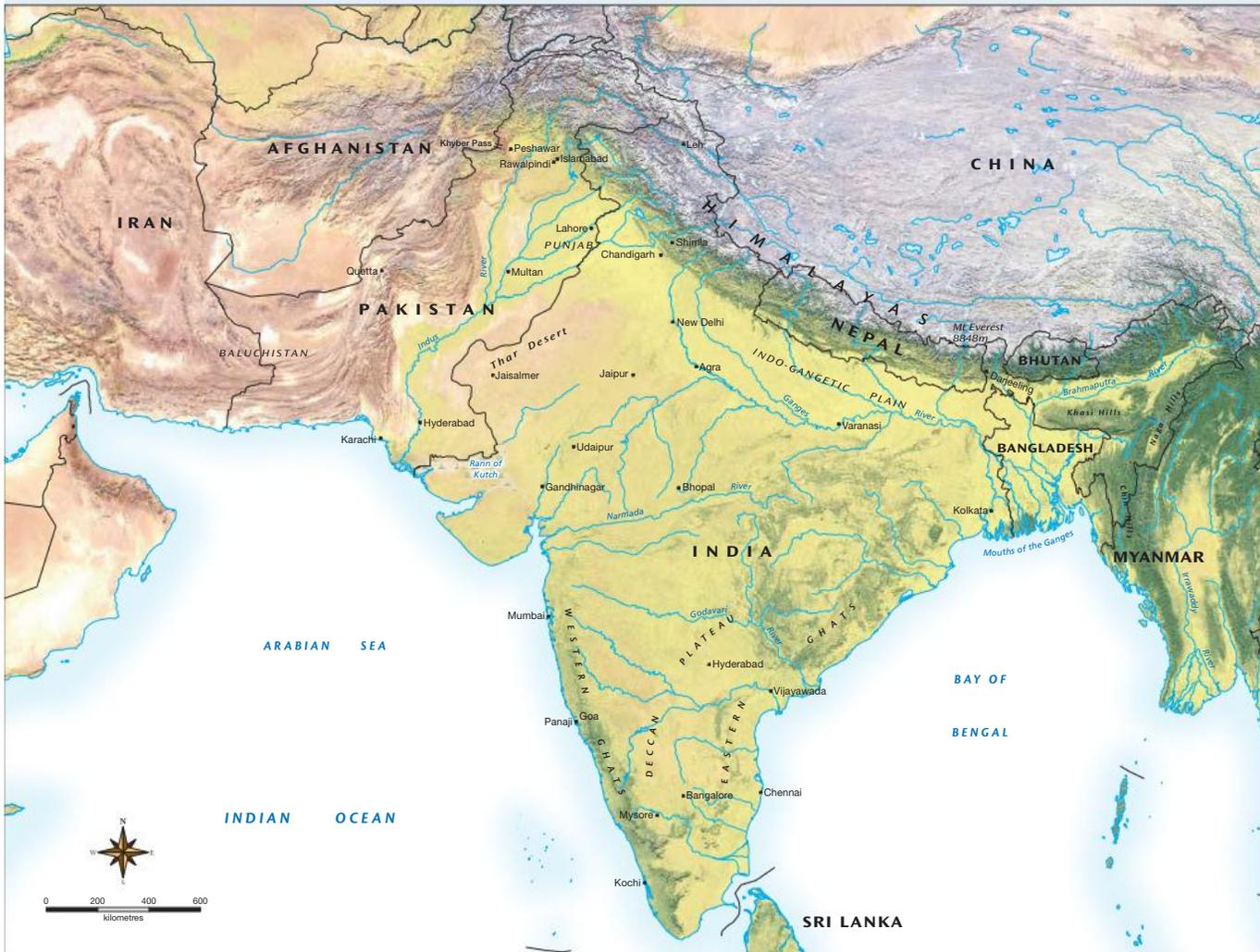
SOURCE 1 Hills, lake and tea plantations in Kerala, India



16.3.1 Region and climate

India is the seventh largest country in world, but is just one country that comprises the Indian subcontinent. The subcontinent has three main areas: the Himalayan region, the Indo-Gangetic Plain and the Deccan Plateau. The Himalayas have some of the world's tallest mountains and provide water to major rivers like the Ganges. The Indo-Gangetic Plain is flat and fertile, while the western side becomes the dry Thar Desert.

SOURCE 2 A map of the Indian subcontinent



Source: Spatial Vision

SkillBuilder discussion

Analysing

1. How do farmers in the Deccan Plateau use rivers for crops?
2. What are the main features of the Deccan Plateau's terrain?
3. Why did ancient civilisations grow near river valleys?

The Deccan Plateau is rocky and barren, with farmers relying on rivers fed by **monsoon** rains. The Indian subcontinent has diverse weather patterns influenced by seasonal monsoons, featuring six seasons each year. Ancient civilisations developed along river valleys for reliable water, fertile soils and access to the sea, like other early civilisations in ancient Iraq and Egypt.

16.3 SkillBuilder activity

COMMUNICATING AND REFLECTING

Your task is to inform others about the geography of India in a clear and interesting way.

Create a blank outline map of India. Complete your own investigations so that you can label the following:

- major geographical features (rivers, mountain ranges, plateaus, deserts)
- main areas of food production
- major cities
- two areas of high population density and two areas of low population density.

Use clear, coloured labels to ensure your audience understands what features you are pointing out. You may also like to use icons or images in your map to add interest.

Present your map to the class and **explain** the features you've added.

16.3 Exercise

learn**on**

Learning pathways

■ LEVEL 1

1, 3, 6

■ LEVEL 2

2, 4, 5, 7

■ LEVEL 3

8, 9, 10

REMEMBER AND UNDERSTAND

- What is a subcontinent?
 - A small part of a continent
 - A continent
 - A country in a continent
 - A very large land mass attached to a continent
- Name** the nations that make up the Indian subcontinent.
- Match each region with its main feature:

Himalayas	Flat fertile land
Indo-Gangetic	Rocky plateau
Deccan	Tall mountain

- Name** the three main rivers of the Indian subcontinent.
- Using **SOURCE 2**, explain how rivers influenced where ancient Indians built their cities. Give three specific examples.

ANALYSE AND APPLY

- Look closely at **SOURCE 2**. Calculate the distance of the Indian subcontinent from east to west and from north to south.
- Given the size of the Indian subcontinent and the variety in terrain and climate, do you think it possible that its population could share the same language and culture? **Explain**.
- Describe** the role that rivers played in India's early history.
- Explain** what other geographical features, besides rivers, influenced the development of ancient Indian civilisations.

EVALUATE AND COMMUNICATE

- Explain** how the rivers of the Indian subcontinent might have helped to develop a civilisation based on farming.

Answers and sample responses for this topic are available online.

LESSON 16.4

The lost cities of the Indus Valley

LEARNING INTENTION

By the end of this lesson you should be able to:

- **describe** the cities of Harappa and Mohenjo-daro and the people who lived there
- **explain** how the Indus Valley Civilisation ended.

Tune in

In 2013, archaeologists discovered pottery, wells and a well-preserved iron dagger near Keezhadi in Southern India. When uncovering artefacts, archaeologists often make educated assumptions about their use. The photograph shown in **SOURCE 1** was taken from the Keezhadi excavation site.

What do you think the purpose of the square holes is? Provide reasons for your assumptions.

SOURCE 1 Square holes at the Keezhadi excavation site



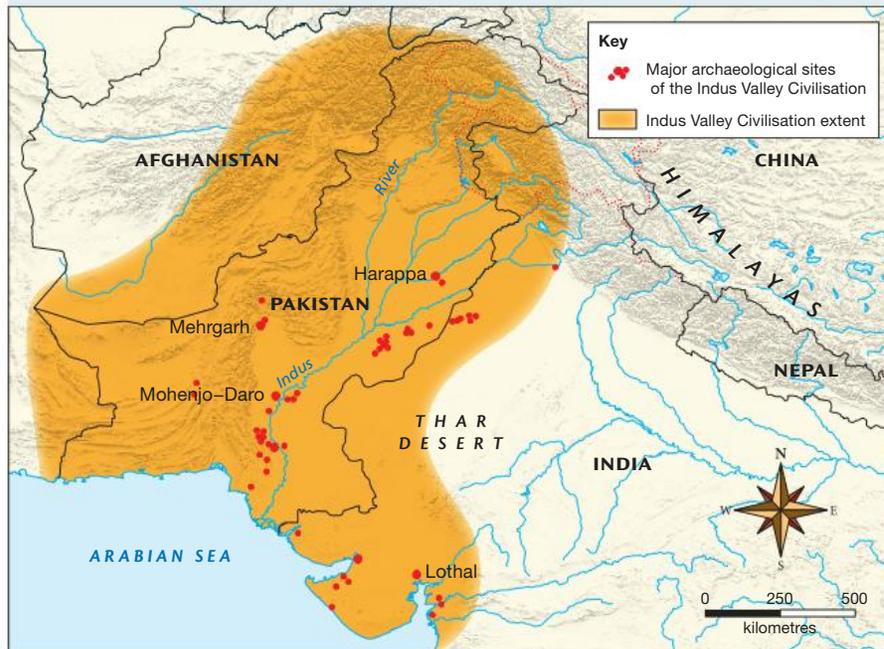
16.4.1 The Indus Valley Civilisation

People have lived in the Indian subcontinent since the Old Stone Age. By 7000 BCE, farming communities formed, and the first towns appeared around 3000 BCE. These towns thrived for 1400 years before disappearing, leaving only brick ruins. The first Indian cities were in the Indus River valley, known as the Indus Valley or Harappan Civilisation, named after the city of Harappa.

SOURCE 2 Mohenjo Daro is an ancient Indus Valley Civilisation city that was abandoned in the nineteenth century.



SOURCE 3 The main archaeological sites of the Indus Valley Civilisation



Source: Spatial Vision

The cities of the Indus Valley thrived. Farmers worked the fields surrounding the cities and officials managed the sale and trade of crops and livestock. The cities were well organised. Their leaders kept records using a special writing system. Skilled workers made jewellery and tools, while traders used boats to carry goods along rivers and across the sea to other lands. We know this because archaeologists have found objects from Mesopotamia (modern Iraq) in Indus Valley cities.

Refer to **SOURCE 4**. These are stamp seals, used by merchants, which were found at the Mesopotamian city of Ur and other sites in that region. Similarly, seals from Mesopotamian cities have been found at Indus Valley locations such as the port city of Lothal.

SOURCE 4 Indus Valley stamp seals excavated at Mohenjo-daro.



SkillBuilder discussion

Questioning and researching

1. How did Indus Valley traders transport their goods?
2. The stamp-seals in **SOURCE 4** were designed to leave an impression when pressed into wet clay. The imprint would be fixed to bundles of merchandise as merchants' marks. What animals do you see and why do you think these were used?
3. Where have Mesopotamian artefacts been found?

SOURCE 5 Trade routes in the Indus Valley Civilisation and Mesopotamia



Source: Spatial Vision

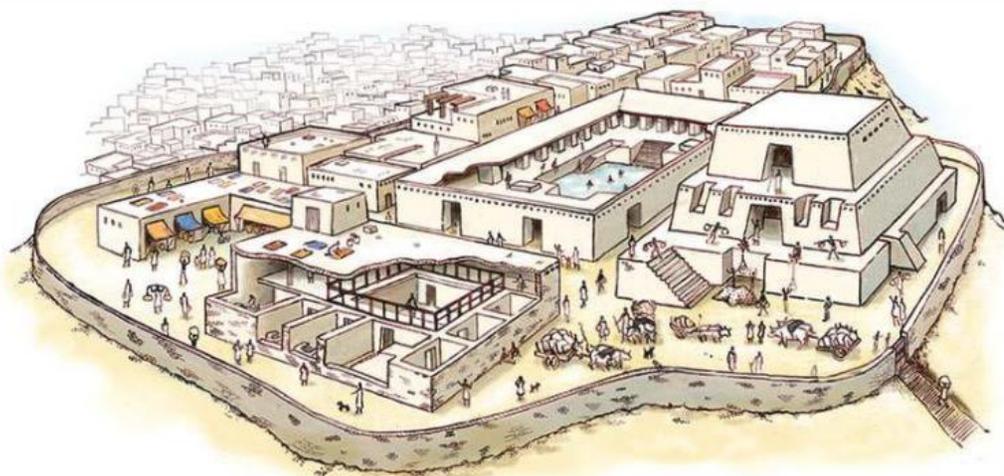
16.4.2 Living in the lost cities

We know about Indus Valley cities like Harappa and Mohenjo-daro from archaeological sites. These cities had **grid systems**, strong walls and buildings made of bricks. Most people were farmers, and the extra food they produced helped the cities grow.

Features of Mohenjo-daro

You can see the grid system in the artist's impression of Mohenjo-daro in **SOURCE 7**. This area features a large **granary** positioned high above the floodplain, essential for storing grain like wheat and barley. Its walls have ventilation ducts to prevent spoilage. Additionally, a brick-lined, sunken structure in this 'Higher Town' is believed to be an enormous bath, possibly used for ritual bathing, as suggested by its design and contemporary Indian customs.

SOURCE 6 A modern artist's impression of Mohenjo-daro. The large structure to the right is a granary.



SOURCE 7 The Great Bath of Mohenjo-daro



Many wells in Mohenjo-daro provided fresh water for drinking and washing, constructed from wedge-shaped bricks. Some bricks had grooves to prevent the rope from slipping when drawing water. Most wells were built inside dwellings, though some were found along city streets.

SOURCE 8 A well at Mohenjo-daro



SkillBuilder discussion

Analysing

1. Look carefully at **SOURCE 7** and **8**. What kind of layout does the town have?
2. What do you see in the centre of the town? Why might this feature be located here?
3. Where are the windows positioned on the buildings? Why might this be?

Mohenjo-daro was remarkably **hygienic** for an early city, with many houses featuring baths and toilet-like structures. Houses had drainage outlets leading to gutters, and terracotta pipes and chutes were used to expel waste. Drains below the streets were large enough for workers to access and maintain. Harappa had similar features, with populations estimated at 35 000 for Harappa and 30 000 for Mohenjo-daro.

16.4.3 The end of a civilisation

The end of the Indus Valley Civilisation remains a mystery, but historians have proposed some hypotheses. Initially, it was believed that the Aryan invasion (see lesson 16.5) caused its end, but this theory is now largely dismissed, as the cities were abandoned before the invasion and no evidence of warfare has been found. The region is earthquake-prone and has experienced significant flooding, with evidence suggesting that Mohenjo-daro was rebuilt at least seven times. Most recently and notably, the disastrous floods of 2010 (see **SOURCE 10**) threatened the site, although fortunately, the floodwaters did not reach it.

People gradually left these cities, but their traditions and culture survived. Even today, some pottery styles in the Indus Valley are similar to those of the ancient civilisation. The Indus Valley Civilisation may not have ended; its culture likely blended into the diverse array of cultures in the Indian subcontinent.

SOURCE 9 The Indus River

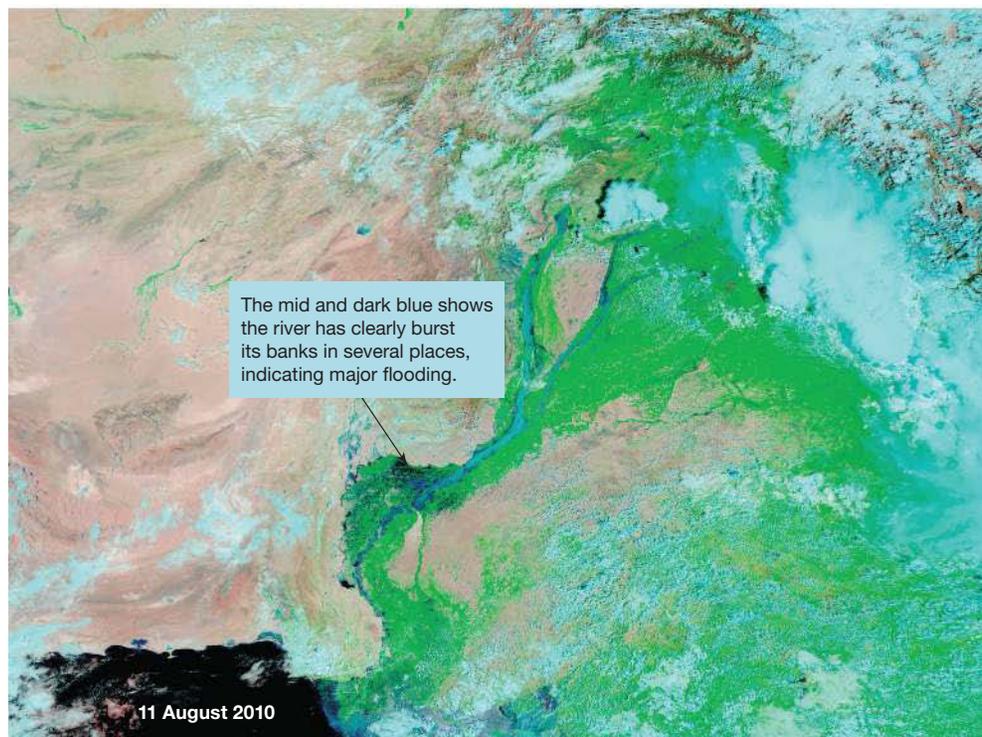
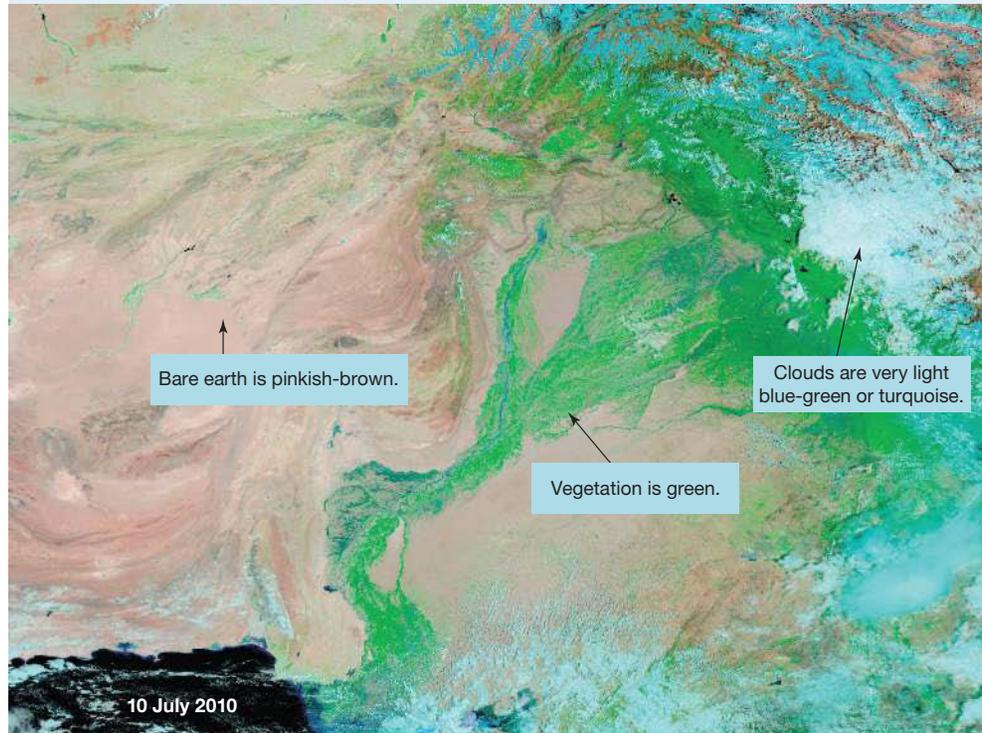


SkillBuilder discussion

Analysing

Discuss the overall changes that you see between the two images and suggest why they have occurred.

SOURCE 10 NASA images from space showing the flooding of the Indus River in 2010. The top image shows the Indus River Valley on 10 July, just before the floods. The bottom image shows the valley on 11 August, at the height of the floods. These images combine infra-red and visible light to give us a clearer picture of the difference between water and dry land.



16.4 SkillBuilder activity ANALYSING

Consider **SOURCES 4** and **5** in this lesson.

1. **Describe** the similarities and differences between the seals.
2. Research more information about the merchant stamp seals that were used. Choose one interesting fact to share.
3. **Summarise** the conclusions you have drawn about contacts between the civilisations of Mesopotamia and the Indus Valley based on **SOURCE 5**.

16.4 Exercise

learn on

Learning pathways

■ LEVEL 1

1, 2, 3, 10

■ LEVEL 2

4, 5, 6, 8

■ LEVEL 3

7, 9

REMEMBER AND UNDERSTAND

1. Cities first emerged in the Indus Valley in _____ BCE.
2. What two structures dominate the Higher Town at Mohenjo-daro?
 - A. The aqueduct
 - B. The granary
 - C. The communal baths
 - D. The city centre
3. Using **SOURCE 6** and **SOURCE 7**, explain how the people of Mohenjo-daro:
 - a. Protected their food supplies
 - b. Kept their city clean
4. **State** two reasons it is unlikely that the Aryans destroyed the Indus Valley Civilisation.
5. **Propose** what may have finally led to the cities being abandoned.

ANALYSE AND APPLY

6. Look at **SOURCE 3**.
 - a. **Explain** why you think the cities and other settlements (shown by dots) are mostly located along the Indus River and its tributaries.
 - b. **Justify** why Lothal would be a suitable place for a port to serve these cities.
7. Look at **SOURCE 6**.
 - a. In a short paragraph, **describe** the layout of Mohenjo-daro as seen in this source.
 - b. **Explain** why you think the people of Mohenjo-daro would have needed such a huge granary for their produce.
 - c. **Evaluate** what such a large single granary tells us about the way society would have been organised at Mohenjo-daro.
 - d. From where would they have brought the produce to store in the granary?
8. **Compare** the satellite images in **SOURCE 10** with the map in **SOURCE 3**.
 - a. **Identify** which ancient Indian city was threatened with flooding in August 2010.
 - b. **Propose** what modern Indian governments could do to protect this and other important archaeological sites from the dangers of flooding.

EVALUATE AND COMMUNICATE

9. **Discuss** how the cities of Harappa, Mohenjo-daro and Lothal were so well preserved.
10. Compile a table that **summarises** the factors that contributed to the end of the Indus Valley Civilisation.

Answers and sample responses for this topic are available online.

LESSON 16.5 New people, new ideas

LEARNING INTENTION

By the end of this lesson you should be able to:

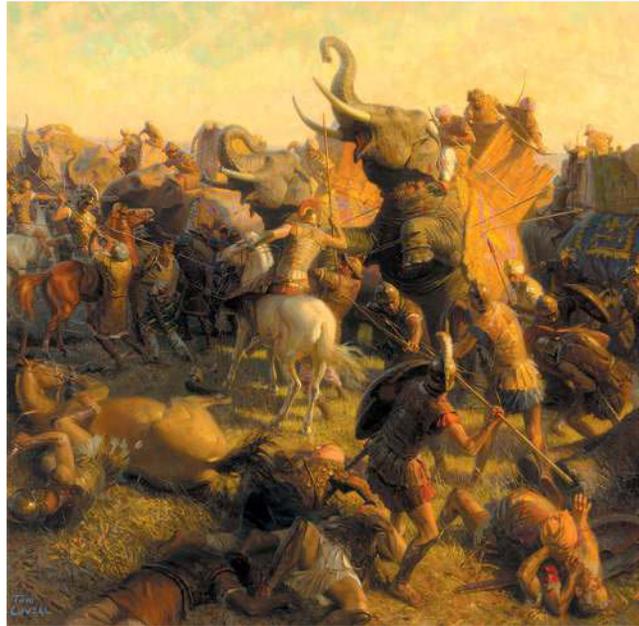
- **describe** the extent of ancient India's trade with other lands
- **identify** how the Aryans changed India
- **discuss** why the Mauryan Empire was so important.

Tune in

The image shown in **SOURCE 1** depicts the army of Alexander the Great in battle with the Hindu king, Porus, at the Battle of Hydaspes. This image is a secondary source because it is a painting that was created *after* the events it depicts occurred.

1. **Identify the ways that secondary sources are useful to historians.**
2. **Some secondary sources may not be entirely accurate. Does this mean that they are not useful? Discuss.**

SOURCE 1 A depiction of Alexander's **Macedonian** and Greek army encountering an Indian army under the Hindu king, Porus, at the Battle of Hydaspes



16.5.1 Trade during the Indus Valley Civilisation

By 3000 BCE, valuable goods like stones and spices were traded between the Indus Valley Civilisation and distant lands. We know this because archaeologists have found Indus Valley trading seals in Mesopotamia, and ancient Roman maps show trade routes to India. The city of Lothal, one of the world's oldest ports, was active during this time. Objects like jewellery and pottery found in Harappa and Mohenjo-daro also show how these cities traded with other civilizations.

SkillBuilder discussion

Questioning and researching

1. Look at **SOURCE 2**. Name the major cities of the Indus Valley Civilisation.
2. What makes the Indus Valley Civilisation an important trade area?
3. What kinds of items would you imagine were traded from this area?

SOURCE 2 The location of important cities of the Indus Valley Civilisation



Source: Spatial Vision

The port of Lothal was excavated between 1955 and 1960. While small compared to modern ports, it was large enough to hold boats capable of distant travel. Traders would leave via the Sabarmati River, sail down the Gulf of Khambhat and cross the Arabian Sea, likely meeting Mesopotamian traders in modern Iran.

SOURCE 3 A photograph of the ancient dock at Lothal



16.5.2 The Vedic Civilisation

The next civilization in India was named after a collection of sacred writings called the **Vedas**, developed around 1600 BCE. Written in **Sanskrit**, the Vedas are foundational to Hinduism, with the *Rig-Veda* being the most important. The Vedic (or Aryan) culture originated from western Asia, with some groups moving into Europe and others entering India.

The Aryans were nomadic warriors who moved across the Indus and Ganges rivers using horses and chariots. Unlike the city-building Indus Valley Civilization, they formed tribes led by chiefs or rajas and often fought among themselves.

Civil conflict led the Aryans to divide their land into 16 Mahajanapadas or 'city-states'. Later, Persian leaders like Cyrus the Great and Darius I invaded Northern India and the Indus Valley until they were defeated by Alexander the Great. Alexander then invaded northern India, believing it marked the end of the known world, and fought one of his costliest battles at Hydaspes.

16.5.3 The Mauryan Empire

When Alexander the Great left India in 321 BCE, a powerful new ruler emerged. Chandragupta Maurya united India for the first time, creating the Mauryan Empire. Under his rule, India became strong and prosperous. The empire reached its peak under Chandragupta's grandson, Ashoka, who ruled a vast territory stretching from Afghanistan to Bangladesh.

Ashoka and Buddhism

A fierce warrior king in his youth, the horrors of war changed Ashoka. In 259 BCE, Ashoka converted to Buddhism and chose a path of peace. Under his rule, writing and learning became important again. Ashoka spread Buddhist teachings across Asia and built new roads and trading networks. He even sent Buddhist missionaries to other regions and assisted the spread of Buddhism in Asia. Therefore, the first known writings since the fall of the Indus Valley Civilisation were Buddhist religious texts.

SkillBuilder discussion

Analysing

1. Study **SOURCE 4**. Why might the local ruler have chosen to be depicted in a Roman-type helmet on the coin?
2. What could this symbolise about his reign or his relationship with Rome?

SOURCE 4 An Indian silver coin (c. first century BCE) depicting the local ruler wearing a Roman-type helmet with bristles



After Ashoka died, the empire began to decline. When the last Mauryan ruler was killed, the empire collapsed. Greek rulers then invaded India, bringing their own culture and ideas. Greek artistic trends heavily influenced the development of Indian art. This change is reflected in representations of the Buddha.

Even as empires changed, trade continued to grow. Roman ships sailed to Indian ports, and traders followed routes written down in Roman documents. These connections continued into India's next great period, known as the Golden Age.

SkillBuilder discussion

Questioning and researching

1. What artistic techniques can you identify in the bas-relief at **SOURCE 5**.
2. How might the artists' techniques reflect the artistic style of the Gupta dynasty?
3. What does this bas-relief tell us about the cultural and religious environment of India during the Gupta dynasty?

SOURCE 5 Buddhist bas-relief in the Ajanta Caves, created during the Gupta dynasty



16.5 SkillBuilder activity

COMMUNICATING AND REFLECTING

List the major events of ancient Indian civilisation mentioned in this lesson and place them in chronological order from most distant to most recent.

1. Create a timeline using the events you have listed.
When creating a timeline, you need to carefully consider the scale of time. **Identify** when the first and last events on your timeline will be. This will help you **determine** the right scale to use on your timeline.
2. **Compare** your timeline to those of other students.

16.5 Exercise

learnon

Learning pathways

LEVEL 1

1, 2, 3

LEVEL 2

4, 5, 6, 8

LEVEL 3

7, 9, 10

REMEMBER AND UNDERSTAND

1. Place the following options into the correct spaces to complete the sentence.
Gulf of Khambhat, Arabian Sea, Sabarmati River
When traders were leaving Lothal, they would exit the ancient port via the _____ and make their way down the _____ and across the _____.
2. Seals can be found on artefacts from many different civilisations across the ancient world. The purpose of this practice was to identify where items were being sent. True or false?
3. **Identify** the foreign forces that attempted to control India after the fall of the Mauryan Empire.

A. Chinese Empire	B. Ancient Greek Empire
C. Ottoman Empire	D. Roman Empire
E. Mongol Empire	
4. **Explain** why Ashoka adopted the Buddhist faith.
5. **State** at least three ways in which the Vedic Civilisation was different from the Indus Valley Civilisation.

ANALYSE AND APPLY

6. **Identify** evidence that suggests that trade occurred between the Indus Valley Civilisation and Mesopotamia.
7. Look closely at the location of Lothal on the map in **SOURCE 2**.
 - a. Considering that it was a port town, what is strange about its location?
 - b. Given the nature of the location of Lothal, **consider** why this may not have been a problem during the time the port was in operation.
8. **Explain** what **SOURCE 4** suggests about Indian contact with the Roman Empire.

EVALUATE AND COMMUNICATE

9.
 - a. Create a table that **summarises** the accomplishments of the Vedic Civilisation and the Mauryan Empire.
 - b. Using the table, **evaluate** the accomplishments of the Vedic Civilisation and the Mauryan Empire. Which of the two do you believe had the most significant impact on the development of Indian culture and beliefs? Provide historical evidence to support your arguments.
10. **Explain** the relationship (cause and effect) between the following events, people and/or beliefs.
 - a. The writing of the *Vedas*
 - b. The defeat of Alexander the Great
 - c. Ashoka's brutal experiences of war
 - d. The assassination of the last Mauryan ruler

Answers and sample responses for this topic are available online.

LESSON 16.6 The significance of the Mauryan Empire

LEARNING INTENTION

By the end of this lesson you should be able to **identify** and **discuss** the unique aspects of the political system used by Chandragupta Maurya.

Tune in

The Mauryan **medallion** in **SOURCE 1** shows riders on an elephant under a decorative umbrella. They are likely part of a royal procession.

1. **In small groups, carefully examine the medallion.**
2. **List all of your observations about this source. Note down all the details that you notice.**
3. **Discuss what you can infer about the Mauryan Empire based on your observations.**

SOURCE 1 Mauryan silver medallion from the second century BCE



16.6.1 Chandragupta Maurya and Kautilya

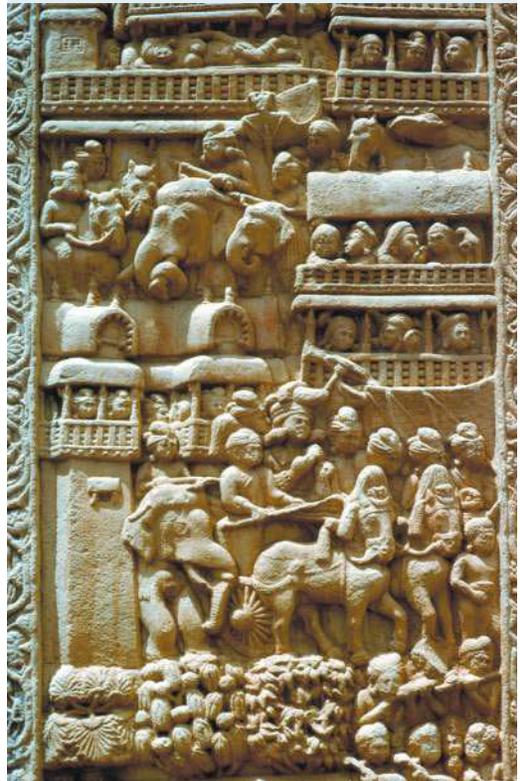
- ▶ In 323 BCE, Chandragupta Maurya created India's first true empire, The Mauryan Empire, sometimes called the Mauryan dynasty. With help from his adviser, Chanakya (also known as Kautilya), set up a strong central government. Chanakya is also credited with compiling a set of rules on running a government, called The Arthashastra. The Arthashastra laid the basis for responsible administration and a powerful unified government across the subcontinent. The Mauryan Empire was divided into districts run by administrators who reported to the emperor, ensured law and order, provided troops for the army and collected taxes.

The observations of Megasthenes

We learn about Chandragupta's empire from two main sources. The first is Chanakya's *Arthashastra*. The second comes from Megasthenes (see **SOURCE 3**), a Greek ambassador who visited Chandragupta's magnificent capital city, Pataliputra. According to Megasthenes, it was a vast and splendid city ringed with a high wooden wall and 570 towers.

Chandragupta built his empire through successful battles. He drove out Seleucid forces from northern India in 324 BCE, and when they tried to return in 305 BCE, he defeated them again. After Chandragupta, his son Bindusara made the empire even bigger by conquering 16 more kingdoms. The empire reached its greatest size under Chandragupta's grandson, Ashoka.

SOURCE 2 Bas-relief from the Great Stupa of Sanchi, showing what appears to be a festive scene from a Mauryan city



SkillBuilder discussion

Evaluating

1. Using **SOURCE 3** list the key features of Pataliputra according to Megasthenes.
2. Do you think that this source is reliable or not? Give reasons for your answer.

SOURCE 3 From an ancient Greek account of a report by a Greek ambassador, Megasthenes, who had visited the Mauryan capital, Pataliputra, on a mission from the Seleucid Empire

Megasthenes informs us that this city [Pataliputra] stretched in the inhabited quarters to an extreme length on each side of eighty **stadia**, and that its breadth was fifteen stadia, and that a ditch encompassed it all round, which was six hundred feet in breadth and thirty **cubits** in depth, and that the wall was crowned with 570 towers and had four-and-sixty gates. The same writer tells us further this remarkable fact about India, that all the Indians are free, and not one of them is a slave.

16.6 SkillBuilder activity ANALYSING

To use historical sources as evidence, you need to be able to **analyse** the source. This is often seen as a two-step process. In this activity, you will use **SOURCE 2** in this lesson as an example.

1. First, you simply need to **describe** what you can see in the source. Are there people, animals, tools? What is happening in the scene — does it depict a battle, a festival or just a scene from everyday life?
2. Next, you need to **interpret** any metaphorical meaning that may be contained within the visual source. Perhaps the king is depicted as taller than all other people in the source, denoting his importance and power. This metaphorical meaning can often provide a deeper understanding of the purpose or intent of the source.

Be careful, though — sometimes metaphorical meaning does not actually exist, and a visual source may simply be a depiction of an actual historical event.

- Using the information gathered from steps 1 and 2, write an **analysis** of **SOURCE 2**, the bas-relief from the Great Stupa.

16.6 Exercise

learn**on**

Learning pathways

■ LEVEL 1

1, 2, 3, 6

■ LEVEL 2

5, 7, 8

■ LEVEL 3

4, 9, 10

REMEMBER AND UNDERSTAND

- The Mauryan emperors conquered a region reaching from _____ in the east to _____ in the west.
- Only one written primary source is known from the time of the Mauryan Empire. True or false?
- Identify** the leader credited with creating the first unified Indian state.
 - Chanakya
 - Megasthenes
 - Ashoka
 - Chandragupta Maurya
- Arrange the following events in chronological order: beginning of the Mauryan dynasty; beginning of the Seleucid Empire; end of the Mauryan dynasty; Chandragupta defeats the Seleucids and drives them out of the region.
- State** which empire Chandragupta drove out of the Indus Valley, thus expanding the Mauryan Empire.

ANALYSE AND APPLY

- Describe** what you believe is happening in **SOURCE 2**. How does this source help us understand what life was like in the Mauryan Empire?
- Explain** how **SOURCE 2** supports Megasthenes' description of a Mauryan city in **SOURCE 3**.
- Explain** how we know from **SOURCES 1** and **2** that during the Mauryan Empire Indians relied heavily on the elephant. How was the elephant helpful to them?

EVALUATE AND COMMUNICATE

- Identify** and **explain** the administrative changes Chanakya undertook.
- 'It was Chanakya, not Chandragupta, who was responsible for the success of the early Mauryan Empire.' Do you agree or disagree with this statement? **Justify** your response.

Answers and sample responses for this topic are available online.

LEARNING INTENTION

By the end of this lesson you should be able to:

- **describe** the achievements of a significant historical figure
- **explain** the impact this individual's leadership had on Indian culture.

Tune in**What makes a great leader?**

Ashoka 'the Great', Alexander 'the Great', Catherine 'the Great' — throughout history, approximately 105 monarchs have used this imposing title. But what actually makes a 'great' leader?

1. List all the different leaders you have had in your life. Consider leaders in all aspects of your life including family, school and any extracurricular activities in which you participate.
2. What characteristics do you believe make someone a great leader?
3. What leadership characteristics do you think you have?

SOURCE 1 An artist's impression of Ashoka the Great

**16.7.1 The greatest ruler in world history?**

Ashoka, known as 'Ashoka the Great', was a warrior king who expanded the Mauryan Empire, including the brutal Kalinga campaign.

After his father's death, Ashoka vied with his brothers for the throne — a struggle that Ashoka eventually won. Legend claims that Ashoka may have even killed his brothers during this conflict.

Over the next eight years, Ashoka conducted wars of conquest that extended the Mauryan Empire to its furthest limits. His final military campaign was in Kalinga, a kingdom on the north-east coast of India. During this bitter campaign, tens of thousands were slaughtered and the cities of Kalinga sacked after witnessing the suffering from this battle, Ashoka renounced violence and embraced Buddhism. Ashoka dedicated himself to spreading the message of peace through missionaries.

The edicts of Ashoka

We know a lot about Ashoka's rule from **edicts** inscribed on pillars and rocks across his empire. These edicts show that Ashoka cared for people and animals. He provided medical care, planted shade and fruit trees and banned sacrifices and hunting, even though he liked hunting when he was younger. He also stopped burning forests for farming to protect the animals living there and promoted a vegetarian diet to show respect for all living things.

Ashoka got rid of harsh punishments like torture and the death penalty, and he said everyone, including parents, teachers and those of different religions, should be treated with respect.

Ashoka's edicts show his commitment to *dharma* (or *dhamma*), which means doing the right thing towards people, animals and nature. After Ashoka died in 232 BCE, his son helped spread Buddhism to Sri Lanka, but the Mauryan Empire began to decline. Still, it was an important time in India's history, showing how a unified state could work.

SkillBuilder discussion

Questioning and researching

1. Describe what you can see on this stamp.
2. Why might this kind of image have been chosen?

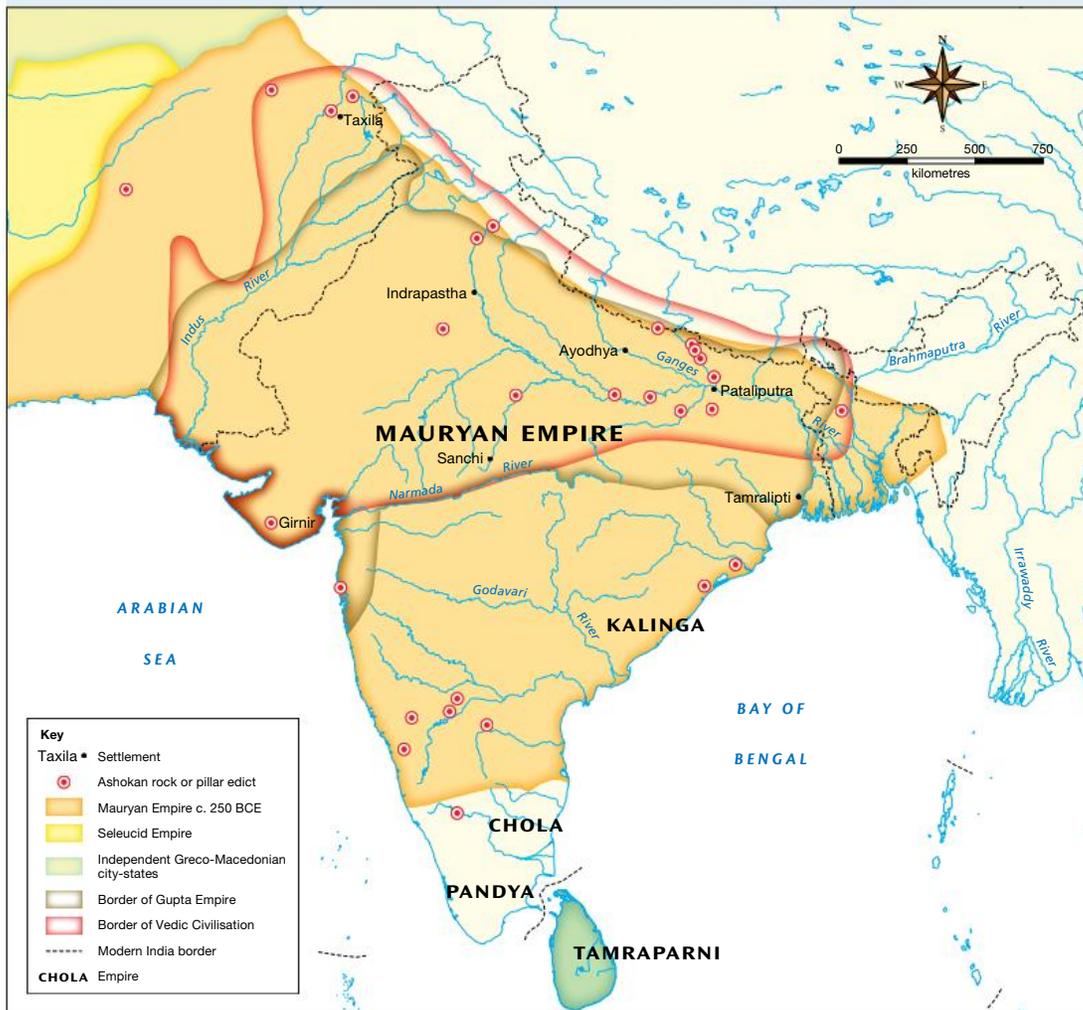
SOURCE 2 A stamp issued on 15 August 1949, the second anniversary of modern India's independence.



SOURCE 3 Another of Ashoka's pillars, this one with a single lion on top, at Kolhua. Behind it is a Buddhist stupa.



SOURCE 4 The furthest extent of the Mauryan Empire, as achieved by Ashoka. Also shown are the sites where Ashoka erected his rock or pillar edicts.



Source: Spatial Vision

SkillBuilder discussion

Questioning and researching

1. Read **SOURCE 5**. What are some qualities that Dhamma has?
2. What gifts does the speaker claim to have given to animals?
3. What should people reflect on to avoid evil deeds?

SOURCE 5 From the pillar edicts of Ashoka

Dhamma is good, but what constitutes Dhamma? [It includes] little evil, much good, kindness, generosity, truthfulness and purity. I have given the gift of sight in various ways. To two-footed and four-footed beings, to birds and aquatic animals, I have given various things including the gift of life. And many other good deeds have been done by me. People see only their good deeds saying, 'I have done this good deed.' But they do not see their evil deeds saying, 'I have done this evil deed' or 'This is called evil.' But this [tendency] is difficult to see. One should think like this: 'It is these things that lead to evil, to violence, to cruelty, anger, pride and jealousy. Let me not ruin myself with these things.' And further, one should think: 'This leads to happiness in this world and the next.'

16.7 SkillBuilder activity

COMMUNICATING AND REFLECTING

The aim of this activity is to teach you how to analyse information and then use that information to make informed judgements. To practise this skill, we're going to use two different sources — Ashoka's edicts and the political strategies of Kautilya (which were described in lesson 16.6). Ashok's edicts are primary sources whereas Kautilya's strategies are described in a secondary source — the resource you are now reading.

Step 1: Read the source and information provided. While it may seem silly to mention this as a first step, proper reading of a source is a step that sometimes gets overlooked. Try not to scan or skim-read, but instead read carefully and **identify** key information.

Step 2: Re-read the source and information. This time, write notes as you go, making sure that your notes are accurate and descriptive.

Step 3: Use your notes to make your informed judgement. Answer the following question using both the information you have collected and the opinions you have formed by completing this process.

Discuss how Ashoka's edicts, as shown in **SOURCE 5**, differ from the ideas of Chandragupta's chief minister, Chanakya, described in lesson 16.6. How do you think Ashoka's subjects would have felt about these changes?

16.7 Exercise

learnon

Learning pathways

■ LEVEL 1

1, 2, 3, 6

■ LEVEL 2

7, 8, 10

■ LEVEL 3

4, 5, 9

REMEMBER AND UNDERSTAND

1. Ashoka was Chandragupta's
 - A. brother.
 - B. son.
 - C. grandson.
 - D. father.
2. **Identify** the correct definition of 'dharma'.
 - A. A Buddhist moral teaching
 - B. A religion
 - C. A ruler
 - D. A family tradition
3. The edicts of Ashoka were recorded on ancient scrolls. True or false?
4. How did Ashoka change after witnessing the appalling suffering brought about by war with Kalinga?
5. **Describe** how the Mauryan Empire grew under Ashoka's rule.

ANALYSE AND APPLY

6. **Examine SOURCE 2.** Propose why you think modern India's government, on the second anniversary after independence, issued a stamp with one of Ashoka's pillars on it.
7. **Consider** why you think Ashoka inscribed his edicts on monuments, as seen in **SOURCE 3**.
8. **Explain** how **SOURCE 4** supports the idea that Ashoka was trying to get his message across to all Indians through his edicts.

EVALUATE AND COMMUNICATE

9. **Evaluate** the effects a life of battle had on Ashoka.
10. **Discuss** how Ashoka's reign influenced religious observance in ancient India.

Answers and sample responses for this topic are available online.

LEARNING INTENTION

By the end of this lesson you should be able to:

- **identify** the beliefs and traditions of Indian religions
- **explain** the role of different groups in the social hierarchy of ancient Indian society
- **describe** ceremonies and customs that signify important moments in the lives of Indian people
- **explain** the role of women in ancient Indian society.

Tune in

The status and rights of women vary in different cultures and different time periods.

1. Consider the rights that women have in most Western contemporary societies.
2. Discuss what rights and opportunities you think women have now that they didn't have in ancient India.
3. Revisit your discussion at the end of this lesson and evaluate the accuracy of your answer.

SOURCE 1 What has changed for women in India over time?

**16.8.1 Hinduism and the natural world**

India's fertile geography, shaped by rivers like the Ganges, supported civilisations and influenced religions like Hinduism, Buddhism and Jainism. Hinduism is practised by nearly 80 per cent of Indians and is named after the Sanskrit word *Sindh*, meaning river. Ancient texts like the Vedas and Mahabharata regard nature as sacred, teaching harmony through *dharma*. Dharma can be described as a person's responsibility to follow religious and cultural teachings and laws.

SOURCE 2 An excerpt from the Sanskrit verse *Srimad Bhagavata Mahapurana (2.2.41)*

Ether, air, fire, water, earth, planets, all creatures, directions, trees and plants, rivers and seas — they all are organs of God's body. Remembering this, a devotee respects all species.

Hinduism explained

Hinduism is both a pantheistic and polytheistic religion. The first term describes religions that see the entire universe as being divine. Pantheists do not believe in a single god-like being, but rather see god in all aspects of the natural world. This means that Hindus are also polytheists because they worship the natural world through a variety of divine beings.

SkillBuilder discussion

Questioning and researching

1. Discuss why festivals are still so important in Indian culture.
2. What makes bathing in the Ganges River an important ritual?
3. What other Indian festivals can you name?

Did you know?

During the Ganesha Festival in August, Hindus place statues of the elephant god, Ganesh, in their homes and in decorated tents to receive his blessing. On the eleventh day, the statues are taken to a river or the sea and immersed in water.

SOURCE 3 Hindus bathing in the Ganges River during a major religious festival in northern India.



A key belief in Hinduism is reincarnation. This means when someone dies, their spirit is born again in a new body. After many lives, a person can find happiness by becoming one with the universal spirit called Brahman.

A key part of Hinduism is **samsara**, the cycle of life and death, and rebirth. The soul, or **atman**, continues to exist eternally and is reborn into a new body which can be any living plant, animal or human. If a person has good **karma** in a previous life, then their **atman** will be reborn or reincarnated into something better than they were previously.

Hindus see all living things as sacred because they are a part of the universal spirit. That's why many Hindus are vegetarians, and cows are especially respected and protected.

16.8.2 The caste system

As ancient India's socio-economic development continued, inequality between groups of people began to emerge. From Vedic times, Hinduism divided society into classes called castes. The caste system (see **SOURCE 5**) was a means of social control — of keeping people in the social classes into which they were born. By around 200 CE, the Manu code described four main castes: Brahmins, warriors and landowners, farmers and craftsmen and Untouchables.

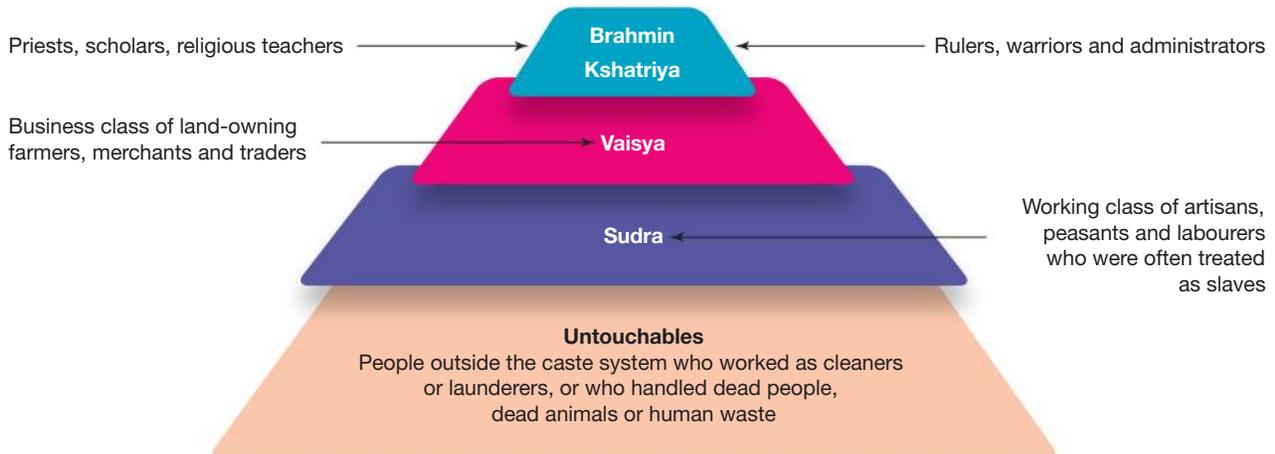
SOURCE 4 The Ganesha Festival, held in August



Caste determined who they could marry and what work they could do. Higher castes had special privileges, while lower castes faced many restrictions. When Buddhism emerged, it challenged some of these social divisions by teaching that spiritual progress depended on a person's actions rather than who or what situation they were born to.



SOURCE 5 People were born into their caste, which determined their role in society.



SkillBuilder discussion

Analysing

1. Most people in the modern world regard the caste system as cruel and unjust. Discuss this viewpoint.
2. How might a caste system benefit a society?

16.8.3 The status of women in ancient India

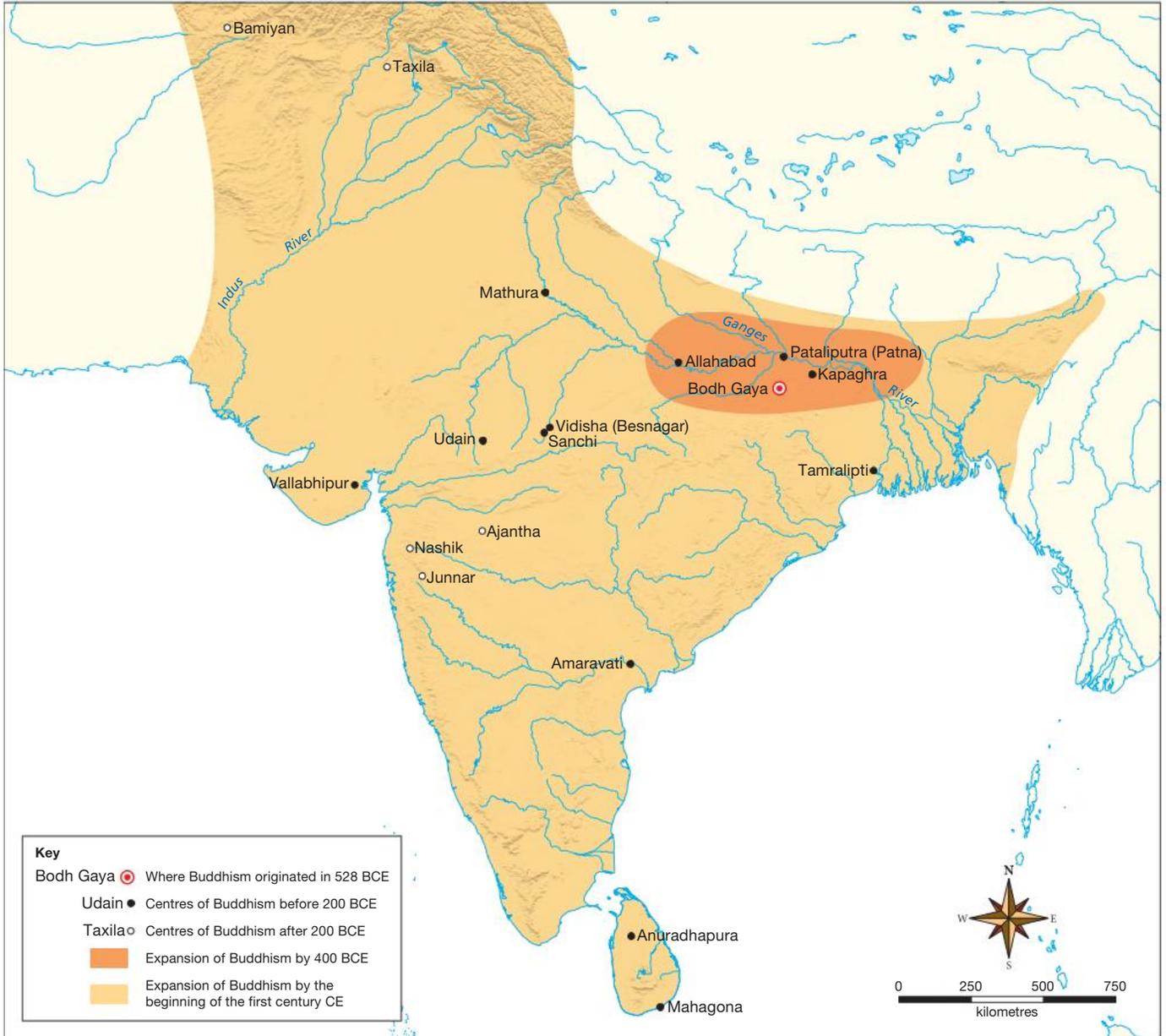
The role of women in ancient India changed significantly over time. During the early Vedic period (1500–1000 BCE), women had more freedoms – some could study sacred texts, participate in religious rituals and choose their husbands through a ceremony called ‘Swayamvara’. We also know of female scholars like Gargi and Maitreyi who debated philosophy with men.

However, women's position in society gradually changed. By the time of the Mauryan Empire, many earlier freedoms had been limited. Later texts like the *Manusmriti* recommended more restrictions on women's independence. These changes affected different social classes differently – royal women often had more privileges than others.

16.8.4 Buddhism and the natural world

Buddhism spread across Asia and beyond (see **SOURCE 6**). It began in India. Buddhism emphasises contentment and respect for nature, teaching that humans are interconnected with the natural world and should meet their needs without harming the environment. A key belief is reincarnation – knowing that one could be reincarnated as an animal encourages kindness and respect for all living things.

SOURCE 6 The spread of Buddhism within India up to the first century CE



Source: Spatial Vision

Buddhism explained

Buddhism was founded by Siddhartha Gautama, a Hindu prince, in the sixth century BCE. After witnessing suffering in his kingdom, he renounced his riches to seek deeper truths. He lived as a hermit for seven years and then began teaching the Four Noble Truths. He became known as ‘the Buddha’, meaning ‘the Enlightened One’.

SkillBuilder discussion

Questioning and researching

1. What are some distinctive features of the Gandhara Buddha statue?
2. How does this statue represent the teachings and symbolism of Buddhism?

SOURCE 7 Statue of the Buddha from the Gandhara region in northern Pakistan, first century CE



The Four Noble Truths

The Four Noble Truths of Buddhism:

- All people, regardless of wealth, suffer pain.
- Pain persists as long as one is trapped in the cycle of reincarnation (birth, death, rebirth).
- Desire or craving causes pain.
- To overcome desire, one must follow the Eightfold Path.

The Eightfold Path emphasises wisdom, ethical conduct, helping others and practising right concentration or meditation. The goal is to eliminate desire and achieve nirvana, a state of peace and joy, free from desires and suffering, where the soul merges with the universe.

Buddhism spread across ancient India but declined by the 12th century CE. It spread to China, Japan, Tibet, Korea and Southeast Asia, where it remains influential today.

16.8.5 Jainism and the natural world

Jainism, another of ancient India's three religions, emphasises *ahimsa* or non-violence, teaching that harming any living being is wrong. Many Jains are vegetarians and protect the environment, even sweeping the ground to avoid harming insects.

Jainism explained

Ahimsa is one of five major vows in Jainism that all Jains must follow. By keeping these vows, Jains believe anyone can become a god.

The Five Vows of Jainism are:

- *ahimsa* — non-violence
- *satya* — truthfulness
- *asteya* — non-stealing
- *brahmacharya* — celibacy/chastity
- *aparigraha* — non-attachment.

Jains follow special vows to try to escape the cycle of reincarnation. They believe that once a person is free from reincarnation, their soul becomes immortal and stays in a state of happiness forever.

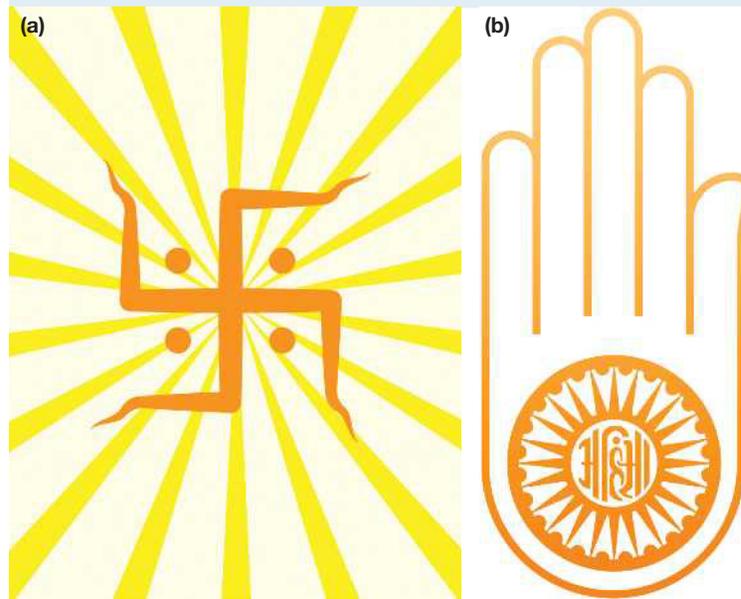
Today, Jainism is a smaller religion in India. It became better known in the western world because of Mahatma Gandhi, a famous Indian leader. Although Gandhi was not born a Jain, his non-violent protests were similar to Jain teachings.

SkillBuilder discussion

Communicating and reflecting

Study **SOURCE 8**. Find out more about both of these symbols. You may discuss them with a partner or do some of your own investigating.

SOURCE 8 Two Jainism symbols: (a) the Hindu Swastika and (b) the declaration of non-violence, *ahimsa*



16.8.6 Rites of passage in ancient India

Life events are significant in many religions, such as baptisms in Catholicism and bar or bat mitzvahs in Judaism. In ancient India, *samskara* marked key moments in the lives of Hindus, Buddhists and Jains, with the most important *samskara* in Hinduism outlined in **TABLE 1**.

TABLE 1 The most important *samskara* in Hinduism

Samskara	Description
Garbhadhana	A ritual that signifies the intent to conceive a child
Pumsavana	A ritual to increase the chances of conception
Simanatonayana	'Parting of the hair' ceremony; completed to ensure the safe delivery of a baby
Jatakarman	A ritual to celebrate the birth of a baby
Namakarana	A baby-naming ceremony usually performed on the 10th to 12th day after its birth
Nishkramana	A ritual during which a baby is formally introduced to the world for the first time; the timing usually corresponds to sunrise or sunset
Annaprashana	A ritual during which a baby will eat solid food for the first time
Chudakarana	The ritual of a child's first haircut (usually involves shaving the head, especially for boys)
Karnavedha	An ear-piercing ceremony that in modern times is more common for girls than boys
Vidyarambha	A ritual to celebrate the beginning of a child's education
Upanayana	A rite of passage during which a child receives a sacred thread, usually from a teacher
Praishartha	A ritual that marks the beginning of the study of sacred texts, including the Hindu <i>Vedas</i>
Keshanta and Ritusuddhi	Rituals that mark a young man's first shave (Keshanta) and a young woman's first menstruation cycle (Ritusuddhi)
Samavartana	A ritual to celebrate graduation from the education system
Vivaha	The range of rituals in a marriage ceremony
Antyeshti	Funeral rites, often including cremation

SkillBuilder discussion

Questioning and researching

1. What is the Upanayana ritual, and who participates in it?
2. What does the sacred thread in the Upanayana ceremony symbolise?
3. How long is the sacred thread worn after the Upanayana ceremony?

SOURCE 9 A modern example of the Upanayana ritual



Ancient Indians took part in these rituals and continue to do so today, for many reasons. The most simple of these reasons is that the various *samskara* allowed people to demonstrate their commitment to what they believe. Take the ritual of *Upanayana*, for example. Conducted between a *guru* (teacher) and a student, this ritual is conducted by only the upper three castes of Indian society. The ceremony marks the beginning of a student's educational journey. Yet, more importantly, it also signifies a young person's acceptance as a full member of their community. During the ceremony, a sacred thread is tied across the student's chest. While it may need to be replaced over the years, this thread is worn for the remainder of the bearer's life — a constant reminder of their connection to their beliefs.

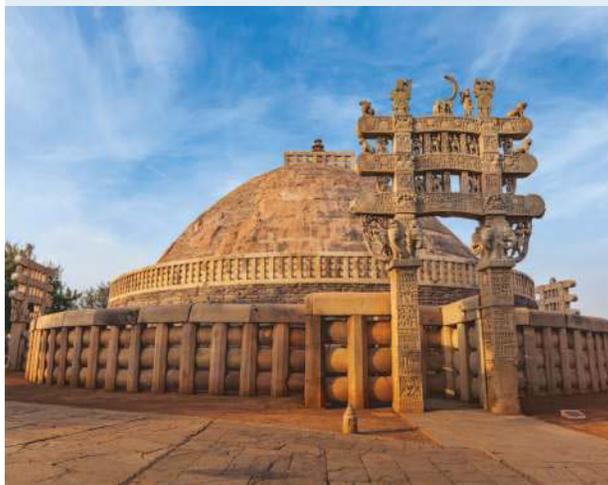
16.8.7 Death and funerary customs

In ancient Indian beliefs, death is seen as a transition to another life due to the belief in reincarnation. For Hindus, a funeral, called *antyeshti*, is when the soul leaves the body. Adults are usually cremated, and their ashes are scattered in the Ganges or other significant places.

Did you know?

An interesting, but rare, custom in Indian funerals is the use of professional mourners. People referred to as *rudaali* are employed by the grieving family to attend the funeral. *Rudaali* are only employed by members of the upper castes who, because of their status, are not allowed to publicly show their emotions. Due to this social restriction, the role of the *rudaali* is to mourn on their behalf.

SOURCE 10 The Great Stupa at Sanchi and a small personal stupa



The concept of death in ancient Indian belief systems is extremely interesting. With the belief in incarnation strong in many Indian religions, death is seen as a transition from one life into another. For Hindus, the funerary ceremony, or *antyeshti*, signifies the separation of the soul from the body. For this reason, adults are usually cremated, with their ashes scattered either in a sacred river such as the Ganges.

Buddhists in ancient India practised cremation, with monks chanting prayers to help the soul transition to its next incarnation. *Stupas*, found at monasteries, were hemispherical structures representing the burial mounds of the Buddha. While the central mound was plain, the walls and arches featured intricate engravings. The Buddha was symbolised through images like footprints shown in **SOURCE 11** rather than in human form. Stupas housed relics of Buddhist scholars and monks, and smaller stupas containing ashes were often used in family shrines.

SOURCE 11 Engraved stupa walls at the Great Stupa of Sanchi, showing footprints of the Buddha with a wheel — the Ashoka Chakra — embedded in them



16.8 SkillBuilder activity

COMMUNICATING AND REFLECTING

Historical sources can provide information about past civilisations and what was important to them.

1. **Examine SOURCE 11.**
2. **Identify** what is located within the Buddha's footprints.
3. Conduct research to find out more about this object and answer the following questions:
 - What does the object symbolise?
 - Why has the object been added to this engraving of the Buddha's footprints?
 - Is this object displayed in modern India? Provide an example.
4. **Summarise** the significance of this object to the people of India.

16.8 Exercise

learnon

Learning pathways

LEVEL 1

1, 2, 3, 6, 8

LEVEL 2

5, 7

LEVEL 3

4, 9, 10

REMEMBER AND UNDERSTAND

1. Select the correct words to complete the passage.
Siddhartha Gautama was an Indian **priest/prince/worker** who founded Buddhism in the **fifth/sixth/eighth** century BCE. He gave up his worldly riches to seek the deeper truths about life, including the **Two/Four/Six** Noble Truths. People began to call him the Buddha, or the Enlightened One.
2. Reincarnation is the process through which a deceased person's spirit or soul moves to the afterlife. True or false?
3.
 - a. From _____ times, Hinduism divided society into classes called 'castes'.
 - b. The caste system was a means of _____ control.
 - c. **Identify** the two groups that occupied the top caste of the system.
 - d. **Recall** why the lowest ranked group was known as the Untouchables.
4. **Explain** dharma and how it relates to the natural world.
5. **Explain** why people participate in the various rituals explained in this lesson.

ANALYSE AND APPLY

6. **Consider** the sources included in this lesson. From what you have learned in this topic, **explain** why you think water plays a key role in these Hindu festivals.
7. **Propose** why the Indian subcontinent has been inhabited for so long, and by numerous civilisations.
8. Using **SOURCE 6**, **identify** in which part of India the most centres of Buddhism were located by about 200 BCE.

EVALUATE AND COMMUNICATE

9. **Describe** what you notice about the representation of the Buddha shown in **SOURCE 7**.
10. The major religions of India are closely linked through shared beliefs and customs. **Evaluate** the accuracy of this statement with examples.

Answers and sample responses for this topic are available online.

LESSON 16.9

Inquiry: What was behind Ashoka the Great's sudden change in leadership style?

LEARNING INTENTION

By the end of this lesson you should be able to **explain** the reasons behind Ashoka the Great's sudden change in leadership style and military approach.

Background

In this inquiry, you will take a closer look at the remarkable personal change made by Ashoka the Great. You may like to revisit lesson 16.7 to refresh your knowledge about the famous warrior-turned-philosopher.

Before you begin

Access the **Inquiry rubric** in the digital documents section of the Resources panel to guide you in completing this task at your level. At the end of the inquiry task, you can use this rubric to self-assess.

Inquiry steps

Step 1: Questioning and researching

Find a range of primary and secondary sources to support the observations you make about Ashoka and his leadership styles. You can use this text as a starting point, but try to find additional sources using your school's library and the internet.

Step 2: Analysing

Analyse your research in the context of your guiding questions. In other words, once you have obtained more historical information, try to categorise this information in relation to your questions. A table like the one provided is just one way to organise and analyse your research.

Source	Primary or Secondary	Summary of source	Relevant inquiry question

Step 3: Evaluating

Evaluate your information by making a judgement on the key research question — which of Ashoka's leadership and military styles were the most effective in building an empire? To assist your evaluation, you may want to revisit the table you just completed.

Step 4: Communicating and reflecting

What is the answer to your research question? Present your findings in a format of your choosing. Support your answer with examples from your research, analysis and evaluation.

SOURCE 1 An artist's impression of Ashoka the Great



LESSON 16.10 Review

16.10.1 Key knowledge summary

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

16.2 How do we know about ancient India?

- Indian history spans over 3500 years.
- The Indus Valley Civilisation has fewer surviving artefacts than the vast treasures of ancient Egypt or Rome.
- Harappa and Mohenjo-daro are key archaeological sites.

16.3 The geography of India

- Unique physical factors in the Indus Valley were vital for early Indian civilisations.
- The Ganges, Brahmaputra and Indus rivers provided a steady supply of fresh water.
- The combination of fresh water and fertile soil allowed farmers to establish permanent settlements.

16.4 The lost cities of the Indus Valley

- Excavations at Harappa, Mohenjo-daro and Lothal uncovered pottery, jewellery, structures and street plans, revealing India's past.
- Protecting these sites is crucial.
- Urban development, tourism and climate change threaten these important archaeological sites.

16.5 New people, new ideas

- Frequent battles and contact with invaders shaped Indian society, leaving cultural impacts.
- Trade with Europe made India a target for powerful armies.

16.6 The significance of the Mauryan Empire

- Ancient India was divided into tribes and had frequent conflicts.
- The Mauryan Empire unified India, bringing peace and advancements in law and governance.

16.7 Who was Ashoka the Great?

- Ashoka expanded the Mauryan Empire through military campaigns.
- After witnessing the brutality of war, he embraced Buddhism and helped popularise it in ancient India.

16.8 The social structure of ancient India

- The caste system created a rigid social hierarchy. While Buddhists rejected it, remnants of this system still exist today.
- Women's status declined over time, and religion strongly influenced customs and funerary practices in Indian society.

16.9 Inquiry: What was behind Ashoka the Great's sudden change in leadership style?

- Ashoka the Great changed his leadership and military style to focus on Buddhism.
- Various sources offer insights into him.

16.10.2 Key terms

anthropomorphic describing or representing something as having human traits, despite its original lack of these characteristics

cubit an ancient measure of length, based on an adult's forearm

edict order issued by a sovereign to his or her subjects

granary place for storing grain

grid system a street network that creates square and rectangular blocks

hygienic healthy, sanitary

karma a concept from ancient Sanskrit that means the result of a person's actions as well as the actions themselves. It essentially means that your actions have consequences – what you throw out into the world, comes back to you.

Macedonian native of Macedon, an ancient kingdom north of Greece

medallion a coin-shaped, usually metallic, decorative disk

monsoon rainy season accompanied by south-westerly summer winds in the Indian subcontinent and South-East Asia

samsara the endless cycle of every soul's birth, death and rebirth

Sanskrit ancient Indian language used in classical Hindu literature

stadia the plural form of stadium, which is a measure of about 200 metres

Vedas ancient sacred texts of Hinduism, composed in India around 1500 BCE, containing hymns, rituals and spells

16.10.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry question posed in the Overview:

How did life and society change over time in the Indus Valley Civilisation?

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

learn on

-  **Post-test** Online post-test
-  **eWorkbooks** Customisable worksheets for this topic
-  Reflection
-  **Digital document** Key terms glossary

16.11 Review exercise

Learning pathways

■ LEVEL 1

1, 2, 3, 5, 6, 10, 11

■ LEVEL 2

4, 7, 8, 12, 13

■ LEVEL 3

9, 14, 15

REMEMBER AND UNDERSTAND

1. When did the first permanent settlements of the Indus Valley Civilisation arise?
 - A. About 4000 BCE
 - B. About 3000 BCE
 - C. About 2000 BCE
 - D. About 1000 BCE
2. What natural resource was crucial to the development of the Indus Valley Civilisation?
 - A. Gold
 - B. Silver
 - C. Water
 - D. Trees

3. Why don't we know the names of any of the Indus Valley rulers?
 - A. Because written language was not used at the time.
 - B. Because there were too many different leaders.
 - C. Because there were no leaders of the Indus Valley Civilisation.
 - D. Because we do not have enough archaeological evidence of these leaders.
4. Which ancient Indian city housed a port that enabled international trade?
 - A. Harappa
 - B. Mohenjo-daro
 - C. Lothal
 - D. Sanchi
5. What is the greatest threat to the archaeological sites from ancient India?
 - A. Rapid urbanisation
 - B. Increased tourist numbers
 - C. Increased flooding events
 - D. All of the above
6. What was unique about the rule of Ashoka the Great?
 - A. He abandoned his reign at the peak of its powers.
 - B. He converted India from Hinduism to Buddhism.
 - C. He united the warring states of India.
 - D. He was assassinated by his own brother.
7. What were the *Vedas*?
 - A. A group of religious texts
 - B. A group of foreign invaders
 - C. A group of Hindu rituals
 - D. A group of young Buddhist scholars
8. Which group is at the bottom of the caste system?
 - A. Brahmin
 - B. Vaishya
 - C. Sudra
 - D. Dalit (Untouchables)
9. One method Jains take to achieve liberation is which of the following?
 - A. The Eightfold Path
 - B. Enlightenment
 - C. Nirvana
 - D. The Five Vows
10. The ancient Indian language used in classical Hindu literature is called
 - A. Suscrit.
 - B. Sanskrit.
 - C. Sanswrit.
 - D. Suskrit.

ANALYSE AND APPLY

11. Using the sources shown throughout this topic, **create** a map that shows the establishment and expansion of ancient Indian civilisations. Include the invasions launched by other countries.
12. **Explain** the ways in which religion influenced early Indian civilisations.
13. How did trade with the outside world affect the development of early Indian civilisations?

EVALUATE AND COMMUNICATE

14. Why is it difficult to make conclusive statements about much of ancient Indian history?
15. Throughout ancient Indian history, civilisations were rigid and resisted outside influences. **Evaluate** this statement, using specific examples to support your view.

Answers and sample responses for this topic are available online.

17 Ancient China

LESSON SEQUENCE

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LESSON 17.1 Overview

INQUIRY QUESTION

Why and where did ancient China's civilisation emerge, and what were its defining features, achievements and legacies?

China is one of the world's oldest civilisations. For many years, it stayed separate from the western world. In the 1800s and early 1900s, China faced invasions and wars. Today, it is a global superpower.

China has the largest population and one of the fastest-growing economies. Big cities like Shanghai are busy trading centres with many huge skyscrapers. This growth has a cost, with rising pollution and concerns about the impact of industries on the environment.

learn on

Pre-test

Online pre-test

eWorkbook

Customisable worksheets for this topic

Digital document

Key terms glossary

Video eLesson

Ancient China

c. 2100 BCE
The legendary Xia dynasty is established.

c. 1200 BCE
Silk is first made in China.

c. 500 BCE
Iron working begins in China.

3000

2000

1000

800

700

600

500

BCE

c. 1600 BCE
The Shang dynasty begins (lasts until 1046 BCE).

1045 BCE
The Western Zhou dynasty begins (to 770 BCE).

770 BCE
The Eastern Zhou dynasty begins (to 256 BCE).

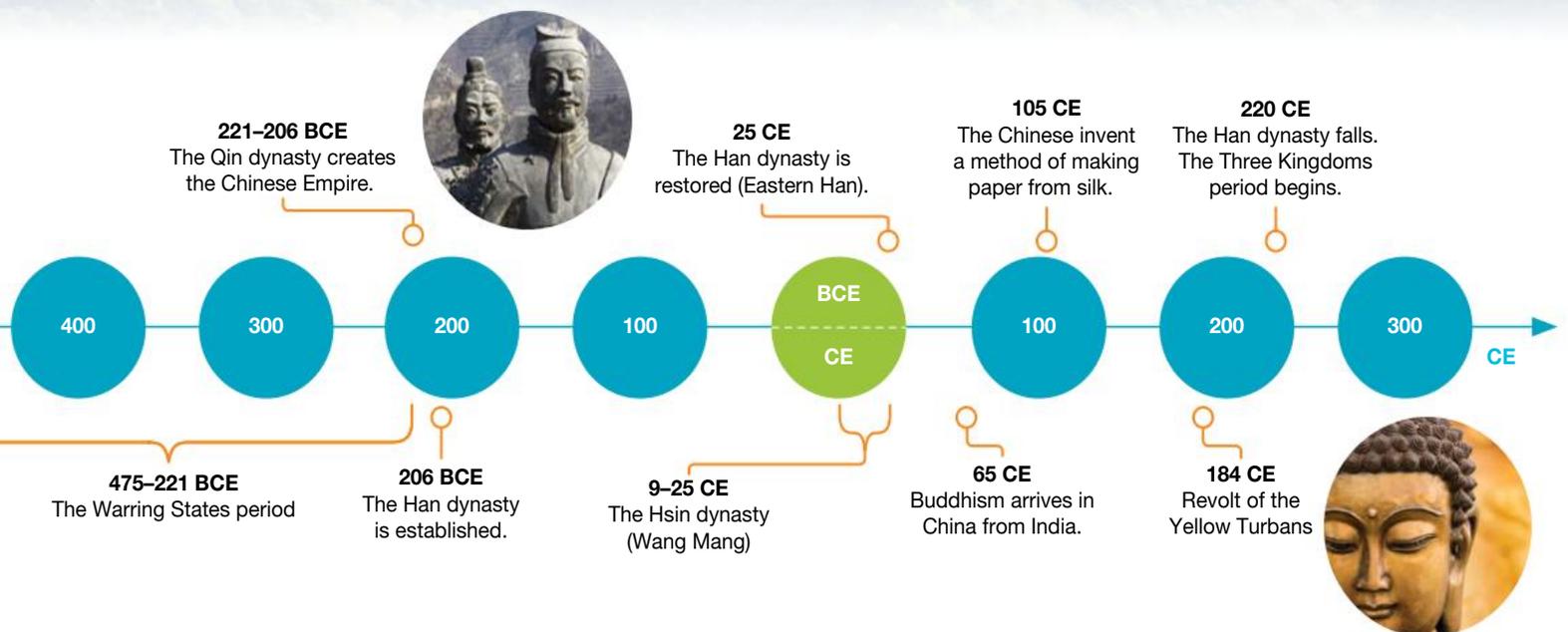
551–479 BCE
Confucius lives.



SkillBuilder

Use the SkillBuilder activities to develop these HASS concepts and skills:

- QUESTIONING AND RESEARCHING
- ANALYSING
- EVALUATING
- COMMUNICATING AND REFLECTING



LEARNING INTENTION

By the end of this lesson you should be able to:

- **describe** what we know about ancient China
- **explain** how to use sources.

Tune in

In 1928, almost 100 000 engraved bones and turtle shells were found near Anyang. They had early Chinese writing on them that gives us clues about life at the time.

1. **This bone was found covered in the earliest known Chinese writing. Mind map why you think people would have written on bone.**
2. **What do you think the writing could have been about?**
3. **How might these inscriptions have been important for Shang rulers?**

SOURCE 1 Shang dynasty inscriptions on bone**17.2.1 Examining the evidence about ancient China**

Many sources tell us about ancient China, from the Great Wall to writings by poets and historians.

People settled along China's Huang River about 6000 years ago. Inscriptions from the Shang dynasty mention harvests, rainfall and animals. By this time, the Chinese had developed writing on bone and turtle shells (refer to **SOURCE 1**). Inscriptions show that they believed that China was a place of civilisation surrounded by barbarians. Archaeologists have found iron tools and weapons from the Eastern Zhou period. Iron gave the armies a great advantage over enemies who still used softer, bronze weapons.

Archaeological finds show the rich cultures of the Qin and Han dynasties. One exciting discovery was made in 1974 when local farmers found a huge army of life-size terracotta warriors (see **SOURCE 2**). These warriors guard the tomb of China's first emperor, Qin Shihuang. Archaeologists estimate there are about 7000 clay warriors and 600 clay horses in the tomb and many weapons.

SkillBuilder discussion

Questioning and researching

1. Study **SOURCE 2**. Why were thousands of terracotta warriors buried around the tomb of China's first emperor?
2. How were the terracotta warriors made, and why are they all unique?
3. What do the terracotta warriors tell us about ancient Chinese beliefs?

SOURCE 2 Some of the thousands of terracotta warriors that were buried around the tomb of China's first emperor.



17.2 SkillBuilder activity ANALYSING



SOURCE 3 From Sima Qian's book, *Shiji*. Sima Qian was a Chinese historian who lived from about 145 to 86 BCE (during the Han dynasty).

In the ninth moon the First Emperor was buried in Mount Li . . . he employed his soldiery, to the number of 700 000, to bore down . . . and there a foundation of bronze was laid and the sarcophagus placed thereon. Rare objects and costly jewels were collected . . . in vast quantities. **Artificers** were ordered to construct mechanical crossbows, which, if anyone were to enter, would immediately discharge their arrows . . . On the roof were delineated the **constellations** of the sky, on the floor the geographical divisions of the earth . . .

The Second Emperor said, 'It is not fitting that the **concubines** of my late father who are without children should leave him now'; and accordingly he ordered them to accompany the dead monarch to the next world . . . someone suggested that the workmen who had made the machinery and concealed the treasure knew the great value of the latter . . . Therefore, so soon as the ceremony was over . . . the **mausoleum** was closed, so that not one of the workmen escaped.

Examine **SOURCE 3**.

1. In this extract from *Shiji*, Sima Qian talks about Qin Shihuang's tomb. **Propose** what you think would have been the purpose of the mechanical crossbows.
2. **Identify** what was pictured on the roof. **Discuss** why this might have been done.
3. **Identify** what was done to the concubines and the workmen and **infer** what this tells you about the emperor's power and attitudes to human life.

Learning pathways

■ LEVEL 1

1, 2, 3, 5

■ LEVEL 2

4, 6, 7

■ LEVEL 3

8, 9, 10

REMEMBER AND UNDERSTAND

- Identify** when farming began in ancient China.
 - Around 6000 years ago
 - Around 1000 years ago
 - Around 600 000 years ago
 - Around 100 000 years ago
- Examine SOURCE 1. Identify** the clues about ancient China's civilisation that have been provided by inscriptions and implements.
 - They had developed writing.
 - Iron was being used to make weapons and tools.
 - They kept records of harvests and rainfall.
 - All of the above
- Recall** and select the correct answer to complete the following sentence.
The Chinese had developed writing by **Xia / Shang / Han** times.
- Discuss** the advantage that armies using iron weapons had over enemies using bronze weapons.
- Describe** what was discovered in the complex surrounding the tomb of Emperor Qin Shihuang.

ANALYSE AND APPLY

- Explain** how **SOURCE 1** provides evidence of a writing system during the Shang dynasty.
- Study **SOURCE 2**.
 - Describe** the terracotta warriors.
 - How can you know that they were not mass-produced?
 - What do they tell you about the emperor's army, wealth and power?
- Using **SOURCES 2** and **3**, write a one-paragraph **explanation** of the position of the emperor and the burial practices that were carried out after his death.
- Qin Shihuang is often described as a ruthless, harsh ruler. Refer to **SOURCES 2** and **3** to either support or refute this view.

EVALUATE AND COMMUNICATE

- Sima Qian wrote during the Han dynasty, after the Qin dynasty. **Discuss** why this should make us cautious about accepting that **SOURCE 3** is accurate.

Answers and sample responses for this topic are available online.

LESSON 17.3 How land shaped China's civilisation

LEARNING INTENTION

By the end of this lesson you should be able to **describe** China's physical environment and how it helped shape its early civilisation.

Tune in

The city of Shanghai is on the Yangtze River, one of the first places where farming and civilisation developed in China.

SOURCE 1 River traffic in Shanghai

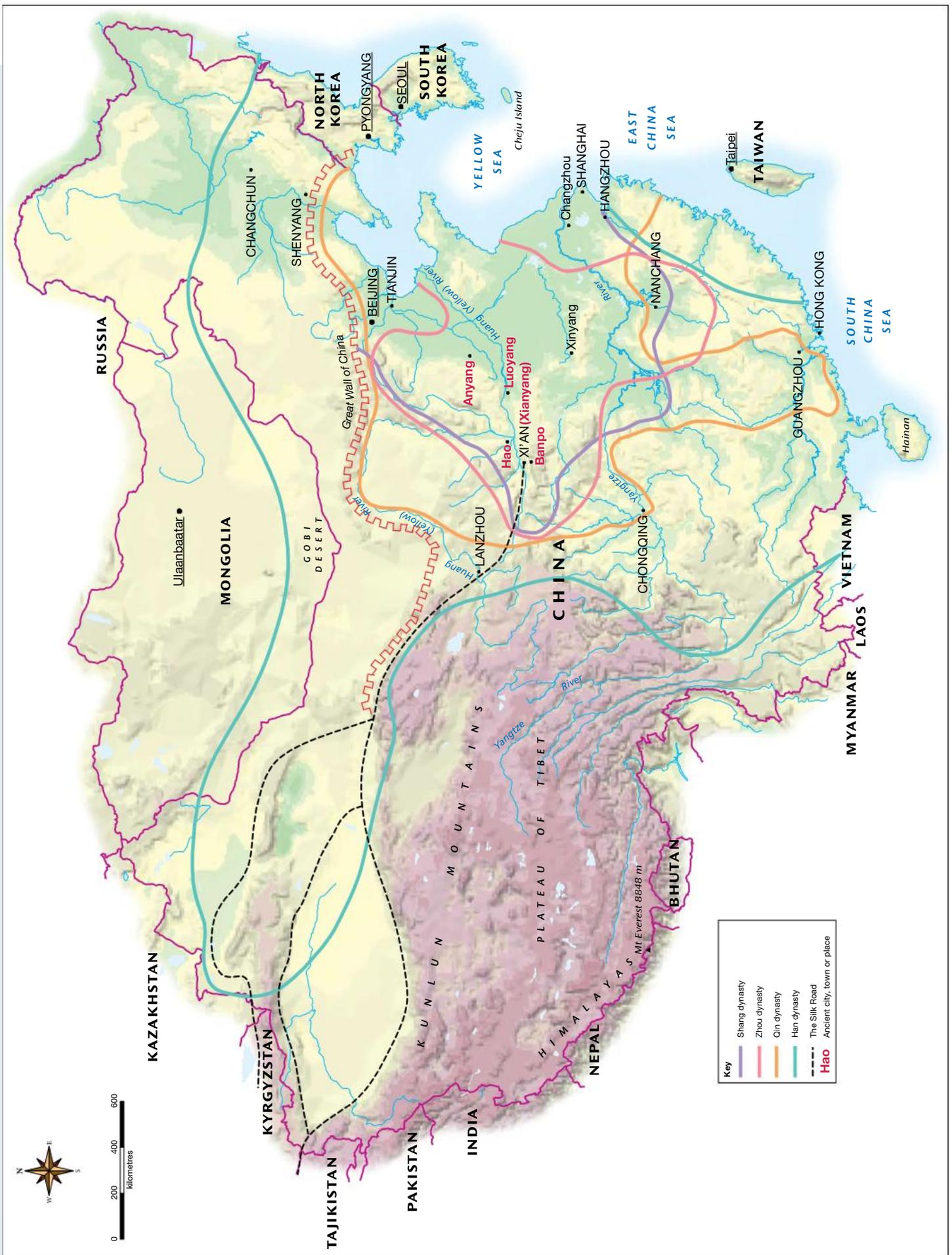


1. What advantages do you think the river provides for Shanghai today?
2. What advantages do you think river valleys provided for early civilisations?
3. What types of goods are being transported on the river in Shanghai?

17.3.1 China's physical features and the beginning of civilisation

The ancient Chinese believed their country was the centre of the world. They didn't know about other civilisations until about 126 BCE. Legends speak of a 'golden age' and a dynasty called the 'Xia', but there is no clear evidence that the Xia existed.

SOURCE 2 A map of ancient China



Source: Map drawn by Spatial Vision.

SkillBuilder discussion

Analysing

1. Study **SOURCE 2**. What major rivers are shown on the map of ancient China, and how did they help the civilisation to grow?
2. Which regions on the map were most densely populated in ancient times?
3. How did the natural borders, like mountains or deserts, impact ancient China's interactions with other civilisations?

Civilisation in China developed around river valleys, which gave fertile land for farming. However, floods could also destroy farms and villages. Chinese rulers were believed to have the **mandate of heaven**, meaning they were chosen by the gods. If a ruler failed to protect the people from disasters like floods or wars, they could lose this mandate and be overthrown.

Did you know?

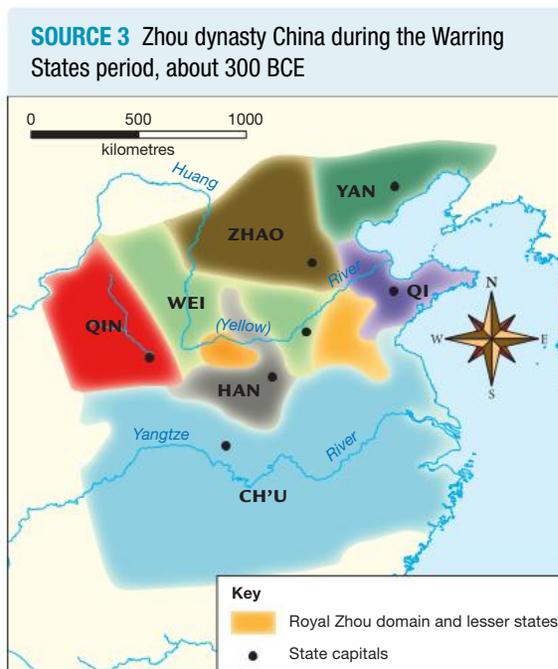
The name 'China' comes from the state of Qin. By 300 BCE, people in India and Central Asia knew about Qin. Today, Chinese people call their country *Zhongguo*, meaning 'central states'.

China's earliest dynasties

The first proven dynasty was the Shang (1600–1046 BCE), which was often at war with its neighbours. The Zhou defeated them and started a new dynasty. The Zhou dynasty is split into the Western Zhou (1045–771 BCE) and Eastern Zhou (770–256 BCE).

The Warring States period (475–221 BCE)

The Eastern Zhou rulers had little power. Local lords controlled their own areas, and many wars happened between them. Stronger lords defeated weaker ones and took their land. In the end, only seven states — Qin, Han, Zhao, Wei, Ch'u, Yan and Qi — were left to fight for control of northern China.



Source: Map drawn by Spatial Vision.

17.3 SkillBuilder activity

COMMUNICATING AND REFLECTING

Create a timeline by putting these events in the right order:

- The Eastern Zhou dynasty
- The Western Zhou dynasty
- The legendary Xia dynasty
- The Warring States period
- The Shang dynasty

Identify and **describe** any continuous pattern your timeline shows.

17.3 Exercise

learn **on**

Learning pathways

■ LEVEL 1

1, 2, 3, 4, 5

■ LEVEL 2

6, 7, 8

■ LEVEL 3

9, 10

REMEMBER AND UNDERSTAND

1. **Identify** the idea of the mandate of heaven.
 - A. The rulers were gods.
 - B. The rulers were perceived as gods by the people.
 - C. Power and authority were given to a ruler by the gods.
 - D. The gods made laws that could not be broken.
2. The mandate could be withdrawn if a ruler failed to protect the people from floods, famine, war and other disasters. True or false?
3. Why is the Xia dynasty often referred to as the 'legendary' Xia dynasty?
 - A. The Xia dynasty achieved great advancements.
 - B. The people of the Xia dynasty were legendary warriors.
 - C. The ruler of the Xia dynasty was a god.
 - D. No primary evidence has been found to prove its existence.
4. **Explain** why we know more about the Shang and Zhou dynasties than some other dynasties of ancient China.
5. What was the Warring States period?

ANALYSE AND APPLY

6. Examine **SOURCE 2**.
 - a. How big was China in Shang and Zhou times compared with modern China?
 - b. Which major rivers can you find in the area that was part of China under the Shang and Zhou dynasties?
7. Examine **SOURCE 3**.
 - a. During the Warring States period, which states occupied land around river valleys?
 - b. What advantages would they have gained from that?
8. Using the sources and information in this lesson, **summarise** a list of ways in which the adoption of farming must have changed Chinese society.
9. Referring to **SOURCE 2**, **propose** how the natural features of China's varied geography would have helped to protect it against invasion.

EVALUATE AND COMMUNICATE

10. **Propose** how China's rivers would have contributed to the development of its civilisation.

Answers and sample responses for this topic are available online.

LESSON 17.4 Everyday life and death

LEARNING INTENTION

By the end of this lesson you should be able to:

- **describe** how ancient China's society was organised
- **explain** how class and power were linked
- **describe** how people from different classes lived and were treated after they died.

Tune in

People's everyday lives varied between different social classes in ancient China.

SOURCE 1 Modern day in the Chinese capital, Beijing



Examine **SOURCE 1**.

1. What can you see in this image that suggests that it is in China?
2. Is this how you would have expected Chinese citizens to appear?
3. Consider how differently ordinary Chinese people might have looked in ancient times.

17.4.1 The ruling classes

Chinese society was led by rulers who were helped by lords, wealthy landowners and **bureaucrats**. These groups had power over many peasants, workers without land, artisans and some slaves.

- Ancient Chinese rulers had a lot of power. This is shown by Shang dynasty tombs, which had war chariots and the bodies of many followers. These people were likely sacrificed to serve the rulers in the afterlife.
- Below the supreme ruler were the powerful lords. They governed the states, such as Zhao, Qin and Wei, within the kingdom.
- Next were the landowning gentry. The warrior gentry led the lords' armies. Bureaucrats also came from the gentry, but they needed to be scholars to work in the government.

The lords of ancient China often fought with nomadic tribes to the north and west, as well as with each other. Warriors first fought in chariots and later on horseback. The lords and warriors saw war as a kind of sport. When not fighting, they spent time hunting, feasting or attending ceremonies.

Upper-class women had servants and luxuries, but they were considered less important than men. When they married, they were treated as the property of their rich husbands, who could have more than one wife.

SOURCE 2 A late Zhou dynasty bronze musical bell



SOURCE 3 An ox-shaped bronze zun (wine vessel) from the late Zhou dynasty



SkillBuilder discussion

Analysing

1. Study **SOURCES 2** and **3**. What materials were used to make these objects, and what do you think they were used for?
2. Why do you think the people of the Zhou dynasty made objects like bells and wine vessels in such detailed shapes?
3. What can these objects tell us about the beliefs, values or daily life of people in the Zhou dynasty?

Did you know?

In ancient China, women and men wore ornaments and jewellery as a badge of their social rank. This made it easy to tell at a glance their position in society.

17.4.2 The common people

The struggling peasants

Most people in ancient China were peasants with little power. They reared sheep, pigs, poultry, buffalo and oxen and grew grains like wheat and barley. Many worked for lords and had to give them half of what they grew, plus pay taxes. Life was hard, and some had to sell their children into slavery. Peasants faced floods, famine and war. Most of the **infantry** in the armies were **conscripted** peasants using weapons like **halberds** with bronze blades. Many died in battle, and captured soldiers were often killed or made slaves.

The lowest classes

Below the peasants were artisans, merchants and slaves. Artisans were skilled workers like armourers, metalworkers and carpenters. They were a small class because their products were mostly for the ruling classes. Merchants traded goods but were a smaller, lower class. Some were wealthy but they were not seen as useful and ranked just above slaves. Most slaves were captured in war or were punished for crimes committed by relatives rather than by themselves.

17.4.3 Everyday life

People in ancient China had very different lives based on their social class. Rulers, lords and wealthy people had a lot of power, while peasants, artisans and slaves faced many struggles. Most people were peasant farmers living in small villages. They worked long hours on family farms and did most tasks by hand. Floods and droughts often forced families to work together on irrigation canals. In towns, crafts were passed down from father to son. Craftsmen and merchants also had hard lives, but they could travel for work and trade, which was better than being a peasant.

Women's hard lives

In ancient China, women were seen as less important than men. Fathers were in charge of families. Women took care of the home and children, and peasant women often worked in the fields, too. Their fathers arranged their marriages, and after marriage, they lived with their husband's family. Married women had to obey their husbands' family members but could gain respect by having sons. Baby girls were not valued and sometimes were abandoned or sold.

Entertainment

Most families in ancient China worked hard with little time or money for fun, except during festivals. However, rulers and wealthy merchants enjoyed many entertainments. They had Chinese opera with stories, board games and acrobatics, which became popular during the Qin dynasty.

SOURCE 4 A bronze *mao* (spearhead) from the late Shang dynasty



SOURCE 5 From Michael Lowe, *Everyday Life in Early Imperial China*

... evidence in the form of reliefs [sculptures] that decorated a tomb illustrates the type of entertainment that rich families could afford to stage, right at the end of the Han period. There was dancing and sword-play, juggling and acrobatic feats, accompanied by skilled players with their drums and bells, their wind and stringed instruments; and we know of other forms of amusements ... such as cock-fighting, dog or horse racing and bird hunting.

17.4.4 Death and burials

We know little about how poor people dealt with death in ancient China, but we know a lot about the funeral customs of the rich. They could afford fancy tombs and elaborate ceremonies. Many people believed that when someone died, their soul went to a spirit world. A big funeral showed that the deceased was important in life. People thought that the living needed to help the dead so they wouldn't become evil spirits.

From about 5000 BCE to the 1700s CE, wealthy families buried goods like food and drink with their dead. Sometimes, rulers had people buried with them to serve them in the afterlife. Rich families had grand funeral feasts and ceremonies, and they were sometimes buried with puppets dressed in fine silk. Their tombs had paintings of joyful banquets. Poor people didn't have these things and were likely buried in simple pits. Many may not have had any burial during famines or wars.

SOURCE 6 Life-sized terracotta warriors were buried to guard China's first emperor, Qin Shihuang.



SOURCE 7 Jade burial suit of Princess Dou Wan, who lived before 100 BCE. The pieces of jade (2150 of them) are held together with gold wire.



SkillBuilder discussion

Questioning and researching

1. Study **SOURCE 6**. Why were life-sized terracotta warriors buried with Emperor Qin Shihuang?
2. How do the terracotta warriors reflect the military power of the Qin dynasty?
3. What does the burial of these warriors tell us about beliefs in the afterlife during Emperor Qin's rule?

Did you know?

Burial suits were often made of jade because it was believed that jade would stop the body from decaying and so ensure immortality.

17.4 SkillBuilder activity COMMUNICATING AND REFLECTING

In groups, write and perform a role-play of an imaginary discussion between peasants and members of the ruling classes on the following issues:

- how much of their produce tenant farmers had to give to their landlords
- the suffering of peasants who were conscripted as infantry during wars.

Identify the feelings that both groups would have had, and why they would have differed greatly.

Learning pathways

■ LEVEL 1

1, 2, 3, 5, 6

■ LEVEL 2

4, 7, 8

■ LEVEL 3

9, 10

REMEMBER AND UNDERSTAND

- Select** the correct words to complete the following sentence.
The **gentry / lords** governed states within the kingdom. The **gentry / lords** headed the lords' armies and those who were scholars became government officials.
- Peasants suffered in wars no matter which side won. True or false?
- Identify** three ways people could become slaves in ancient China.
 - By being born as a slave
 - By being sold into slavery
 - By being punished for crimes they (or a relative) committed
 - By being captured as soldiers
- Why were merchants regarded as belonging to a very low class even though they might be wealthy?
- Describe** ways in which women were disadvantaged.
- Explain** what beliefs were held about life after death.

ANALYSE AND APPLY

- Examine SOURCES 2, 3, 4 and 5. Describe** how each of these objects was used and which social class would have used it.
- Read **SOURCE 5** and **explain** what evidence it provides of inequality in ancient China in death and in life.
- Study **SOURCES 6 and 7. Suggest** what evidence each of these sources provides about ancient Chinese society.

EVALUATE AND COMMUNICATE

- Explain** why the power and wealth of the ruling classes can be considered as a cause of the poverty and hardships suffered by the common people of ancient China.

Answers and sample responses for this topic are available online.

LEARNING INTENTION

By the end of this lesson you should be able to:

- **investigate** the environmental problems China has faced for many years
- **explain** how these issues have affected the Chinese people.

Tune in

Pandas are native to China. Only a few decades ago these much-loved animals were in danger of extinction.

SOURCE 1 Pandas eating bamboo in a research base and breeding centre in China



Examine **SOURCE 1**.

1. Why do you think the pandas shown are in a research and breeding centre?
2. Why do you think that such species were threatened?

17.5.1 China's natural environments

Today, China faces big environmental problems. Since the late 1900s, its rapid growth has created thousands of factories making goods for the world. This has meant many new power stations have been built. Air pollution in cities has been so bad that during the 2008 Olympic Games in Beijing, factories had to stop working, and many cars were taken off the roads. These problems are big today, but even in ancient times, China's population affected the environment.

China is a huge country with many climates and landscapes. It has mountains and plateaus in the west, deserts in the north, forests in the northeast and plains along the coast. For example, Beijing has freezing winters, while southern China is warm.

SOURCE 2 This section of the Great Wall of China straddles mountains north of Beijing. The wall extends over 5000 km through many different landscapes.



In ancient times, China mainly covered the fertile valleys of the Huang and Yangtze rivers. More than 90 per cent of people lived in the east, where the rivers provided water for farming. However, these rivers often flooded, causing great damage and loss of life.

Did you know?

Over many years, mud from soil erosion raised the Huang River so high that it flowed above the land. When these barriers broke, floods killed many people. In 1117 CE, over a million people died in a major flood.

17.5.2 A big population

One in four people today is Chinese. Even in ancient times, China had a large population that could change quickly. They estimate:

- in Qin dynasty times (221–206 BCE), 20 million people were in China
- by 1 CE, there were about 60 million people
- by 220 CE, the population had fallen to about 40 million
- China's population then took almost another thousand years to surpass 60 million.

During the Han dynasty, China's population grew due to peace and better farming. But clearing forests and farming the Huang River caused soil erosion, turning it yellow. By 220 CE, rebellions, soil erosion and famines reduced the population. Many animals lost their homes. In ancient times, elephants and rhinos lived in China, but rhinos went extinct, and elephants now live in small protected areas.

17.5 SkillBuilder activity EVALUATING

1. **Describe** the pollution in Shanghai.

SOURCE 3 A constant haze of air pollution hangs over modern China's cities. This is a view of Shanghai.



- What are the main sources of air pollution in Shanghai and other modern Chinese cities?
 - How does air pollution affect the health and daily lives of people living in Shanghai?
 - What measures are helping to reduce air pollution in Shanghai and improve air quality?
2. **Discuss** how concerned you think anyone living in Shanghai should be about such pollution.
 3. Conduct research to find out:
 - how pollution in China became so extreme
 - what China is now doing about it.
 4. Communicate your findings to the class in any format you choose.

Learning pathways

■ LEVEL 1

1, 2, 3

■ LEVEL 2

4, 5, 6

■ LEVEL 3

7, 8

REMEMBER AND UNDERSTAND

- Identify** how China's rapid modern economic growth has affected the natural environment.
 - It has not had any impact.
 - It made the climate across the country the same.
 - It reduced the population.
 - It created high levels of air pollution.
- Identify** the different types of natural environment that exist in China.
 - Mountains
 - Deserts
 - Forests
 - Grasslands
 - Coasts
 - All of the above
- Why have over 90 per cent of China's people lived around the river valleys in the country's east?
 - These rivers provided water for farming.
 - There was more space.
 - It was easier to travel around.
 - There was good soil for farming.
- Identify** the most likely reasons for China's population growth between 221 BCE and 1 CE, and for its decline by 220 CE.
- Describe** the way that rising populations and land clearances for farming affected China's rivers and wildlife.

ANALYSE AND APPLY

- Describe** the landscape in **SOURCE 2**. Then use your library or the internet to find pictures of other landscapes along the Great Wall. **Explain** why these areas could not support the large populations found in eastern China.
- Explain** what has remained the same and what has changed in China from ancient to modern times with regard to the following.
 - Population levels
 - Environmental problems

EVALUATE AND COMMUNICATE

- Explain** how population growth could have been both a cause and an effect of the clearing of forests and cultivation of farmlands in ancient China.

Answers and sample responses for this topic are available online.

LEARNING INTENTION

By the end of this lesson you should be able to **explain** the significance of Confucianism and the beliefs of Daoism and Buddhism on the laws and government of China.

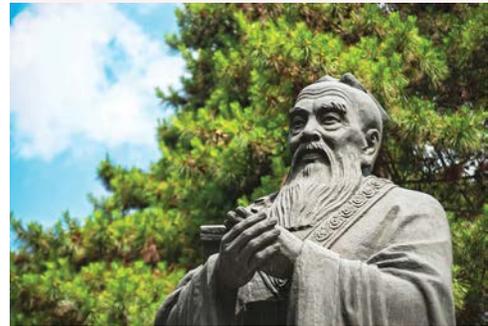
Tune in

The following is a Confucian saying:

‘The man who asks a question is a fool for a minute; the man who does not ask is a fool for life.’

1. **Mind map what you think this saying means.**
2. **Have you or your peers heard of any other Confucian sayings?**
3. **Discuss whether the quote provided still applies to modern life.**

SOURCE 1 A statue of Confucius made centuries after his death

**17.6.1 The ideas and influence of Confucianism**

In ancient China, people worshipped nature gods and ancestors. Three main beliefs — Confucianism, **Daoism** and Buddhism — shaped life and taught tolerance. Confucianism also influenced ancient Chinese law.

Confucius (551–479 BCE)

During the wars of the Zhou dynasty, philosophers tried to solve problems. Confucius, regarded as China’s greatest thinker, was born into a noble family. He chose to teach about life and government instead of becoming a high official.

The philosophy of Confucius

We know about Confucius from a book called *The Analects*, which contains his sayings written by his followers. He focused on how good behaviour could create a fair and peaceful society. Confucius taught about family duty, kindness and that rulers should lead by example. Although he didn’t convince rulers in his time, his ideas lasted. His student, Mencius, did influence rulers, and Confucius’s teachings shaped Chinese thought for many years, valuing wise leaders over warriors.

SOURCE 2 From *The Analects*

The princes of today are greedy in their search after material goods. They indulge themselves in pleasure and neglect their duties and carry themselves with a proud air. They take all they can from the people and invade the territory of good rulers against the will of the people, and they go out to get what they want without regard for what is right. That is the way of the modern rulers.

SOURCE 3 From *The Analects*

When the ruler himself does what is right, he will have influence over people without giving commands, and when the ruler does not do what is right, all his commands will be of no avail.

17.6.2 Religions in ancient China

Daoism

Legend says Laozi, who lived around the same time as Confucius, taught Daoism.

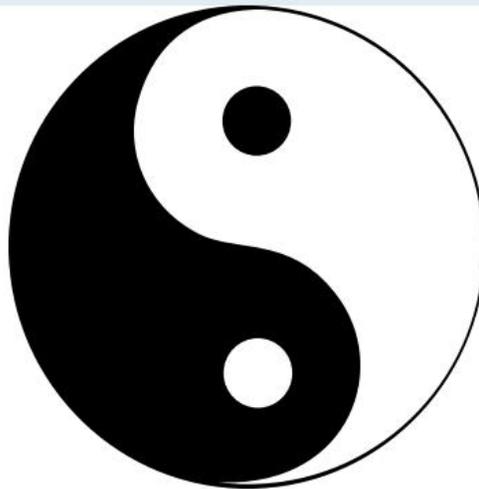
Daoism holds that people should live in harmony with nature to find happiness. They also thought people could become immortal. Daoists created kung fu and the idea of yin and yang, showing how opposites work together to create harmony and balance.

SkillBuilder discussion

Communicating and reflecting

1. What do the yin and yang symbol represent in Daoist philosophy?
2. How does the balance between yin and yang reflect the natural world and human life?
3. Discuss the ways that the concept of yin and yang is important for understanding Daoist beliefs and practices.

SOURCE 4 The Daoist symbol for yin and yang



Buddhism

SkillBuilder discussion

Questioning and researching

1. Look at **SOURCE 5**. What features in the statue might show that it was influenced by Chinese Buddhism?
2. Why do you think Buddhism spread from China to other countries like Korea?
3. How can art, like this statue, help us understand the cultural connections between ancient societies?

SOURCE 5 Chinese Buddhism spread to neighbouring countries. This Buddhist statue in Korea reflects Chinese influence.



Buddhism began in India in the sixth century BCE and was taught by the Buddha, who gave up his life of luxury to seek enlightenment. Buddhism teaches that suffering is caused by desire and that people live many lives. In each life, they should try to live better until they reach nirvana, a peaceful state free from suffering. Buddhism came to China through the Silk Road and became important by the first century CE.

17.6.3 Laws in ancient China

Confucianism has greatly influenced Chinese traditions, especially in respecting elders and honouring ancestors. While Confucius didn't influence government during his life, his ideas became important later. He believed there was a golden age of good government in early Zhou times. After he died, many people continued to follow his teachings. One famous follower was Mencius, who lived around 372–298 BCE. He taught that five important relationships—father and son, husband and wife, older brother and younger brother, friend and friend, and ruler and subject—help create a good society. Mencius influenced some rulers during the late Warring States period.

Laws of the first Qin emperor

In 221 BCE, China's first emperor, Qin Shihuang, united the Warring States and made the laws of the state of Qin the laws for all. Confucianism had little influence, and Confucian scholars were not allowed to teach. Instead, the harsh laws followed Legalism (see **SOURCE 6**), the school of thought that believed people were bad by nature.



SOURCE 6 An extract from the laws of the state of Qin before 221 BCE. Such laws operated throughout China under the Qin emperors.

When five men jointly rob something worth one cash or more, they should have their left foot amputated, be tattooed, and be made convict labourers. If fewer than five men were involved but what they robbed was worth more than 660 cash, they should be tattooed, their noses cut off, and made convict labourers . . .

Suppose the holder of a low rank stole a sheep. Before the case was judged, he falsely accused someone else of stealing a pig . . . He should be left intact and made a convict labourer.

Anyone who kills a child without authorisation is to be made a convict labourer. This does not apply to killing a deformed or abnormal newborn.

Suppose A ran away from her husband and married B . . . After they are caught, what should the sentence be? They should be tattooed and made convict labourers . . . Convict labourers . . . are to be manacled and fettered.

SkillBuilder discussion

Questioning and researching

1. Read **SOURCE 6**. What are some key rules or laws mentioned in the extract from the laws of the state of Qin?
2. How did these laws affect the daily lives of people living in Qin during that time?
3. In what ways did the laws of Qin influence the legal system of China under the Qin emperors?

Laws after the fall of the Qin

The Han dynasty replaced the Qin in 206 BCE and hired Confucian scholars as officials. They changed laws based on Confucian ideas, which shaped Chinese thought and law until 1911. These laws also influenced countries like Vietnam and Korea.

17.6 SkillBuilder activity **EVALUATING**

What might a Confucian scholar have decided to do if he recognised that the Han emperor was not providing for the people's welfare and was failing to provide a good example?

Consider how his decision might be influenced if this scholar:

- a. believed that as a civil servant he had an ethical obligation to obey the emperor
- b. believed that the emperor's policies were so unjust that he had lost the mandate of heaven
- c. believed that, as a follower of Confucius he, the scholar, had to stand up for Confucian principles and speak critically to the emperor regardless of the consequences
- d. knew that, like Sima Qian before him (see lesson 17.8), he would probably be castrated and imprisoned for speaking out.

Write a brief paragraph on each of the preceding points and then **compare** your evaluation with a partner.

17.6 Exercise

learnon

Learning pathways

■ LEVEL 1

1, 2, 3, 4, 6

■ LEVEL 2

5, 7, 8

■ LEVEL 3

9, 10

REMEMBER AND UNDERSTAND

1. When did the ideas of Confucius begin to influence Chinese thought?
 - A. While he was in power
 - B. Before he was in power
 - C. After his death
 - D. None of the above
2. **Identify** the main ideas of Daoism. Select all correct answers.
 - A. Living simply and in harmony with nature
 - B. Immortality
 - C. Revenge
 - D. Yin and yang
 - E. Unhappiness
3. **Identify** the central ideas of Buddhism. Select all that apply.
 - A. Reincarnation
 - B. Immortality
 - C. Reaching enlightenment
 - D. The strive to eliminate human desire
 - E. Yin and yang
4. **Identify** the school of thought that was the main influence on Chinese law under the Qin dynasty.
5. How was Confucianism incorporated as an influence on Chinese law under the Han dynasty?

ANALYSE AND APPLY

6. **Identify** aspects of **SOURCE 1** that suggest that Confucius was highly regarded long after his death.
7. Read **SOURCES 2** and **3**.
 - a. Why was Confucius critical of the rulers of his time?
 - b. What did Confucius regard as qualities of a good ruler?
8. Read section 17.6.2 and look at **SOURCES 4** and **5**. **Explain** why ancient China was tolerant of different beliefs.

9. Read **SOURCE 6**.

- a. According to the laws of Qin, a robber should have his left foot cut off and be made a convict labourer. How difficult would such a life be with only one foot?
- b. In this source 'left intact' means not mutilated. Using this source as your evidence, **explain** which crimes were punished the most severely under Qin law.
- c. **Explain** what conclusions you can draw about the rights of women and children under Qin law.

EVALUATE AND COMMUNICATE

10. **Discuss** why Confucius might be deserving of being regarded as a very significant individual in Chinese history.

Answers and sample responses for this topic are available online.

LESSON 17.7 Qin Shihuang, the first emperor of China

LEARNING INTENTION

By the end of this lesson you should be able to **explain** the start of the Qin dynasty and the significant changes in China during this time.

Tune in

Qin Shihuang was regarded as a ruthless and brutal ruler in accounts of his reign that were written under the Han dynasty, which followed his dynasty.

SOURCE 1 A modern statue of Qin Shihuang, China's first emperor, at the entrance to the site of his tomb in Xian, China.



Examine **SOURCE 1** and discuss the following.

1. What kind of image of a ruler is conveyed by this statue?
2. Propose why you think such a statue would be constructed in modern China.

17.7.1 Qin rule

Ying Zheng, the ruler of Qin, ended the Warring States period by conquering all the other states in China. He founded the Qin dynasty (221–206 BCE) and gave himself the title 'Shihuangdi'. In modern Chinese, he is called Qin Shikuang (pronounced *chin shir hwang*) meaning 'First Emperor of the Qin'. The Qin dynasty was the shortest in Chinese history but very important. It was China's first centralised empire, and its legacies include the Great Wall.

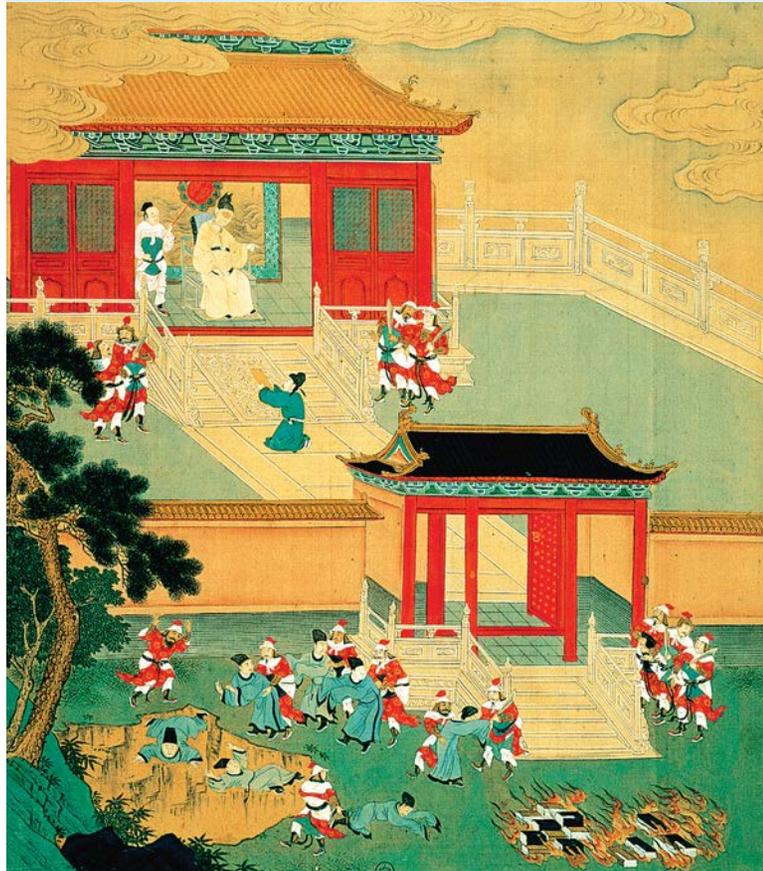
SkillBuilder discussion

Analysing

1. Study **SOURCE 2**. What message does this painting convey about Qin Shihuang's policies towards knowledge and education during his reign?
2. How did the burning of books and the execution of scholars affect Chinese culture and history?
3. What reactions might people have had to these actions depicted in the painting, both at the time and in later interpretations?



SOURCE 2 A Chinese painting illustrating Qin Shihuang's burning of the books and the execution of scholars



From 221 BCE, Qin Shihuang's harsh laws were enforced across China. He sent armies to conquer southern China and took weapons from the people. He banished many nobles and forced others to live in his capital. In 213 BCE, to stop rebellious ideas, he ordered a public burning of books, including those of Confucian scholars (see **SOURCE 2**), and executed scholars who kept their books.

Qin Shihuang ended the feudal system, where nobles controlled land, and instead divided the country into local areas run by officials. He allowed land to be bought and sold freely.

17.7.2 The Great Wall and other achievements of Qin Shihuang

As early as the seventh century BCE, Chinese states built walls to protect against the northern **Xiongnu** tribes. During the Warring States period, they also built walls between each other. To unify China, Qin Shihuang destroyed those walls and linked the northern ones, creating about half of the Great Wall (see **SOURCES 3** and **4**).



SOURCE 3 The Great Wall of China is the world's largest construction, over 5000 km long with 20 000 watchtowers. It took centuries to build and cost many lives, with the current wall much bigger than the original Qin wall.



- A The height and width of the Great Wall vary along its length. On average, the wall is 7 m high and 5 m wide.
- B Qin Shihuang began linking existing short walls built by earlier rulers into one continuous wall to protect his empire from attacks from the north.
- C Throughout successive dynasties, the wall was extended and repaired. Most of the present wall was built between the fourteenth and sixteenth centuries.
- D The wall was topped by a road wide enough in parts to accommodate marching soldiers, horsemen and chariots.
- E Soldiers on the watchtowers would signal an attack by lighting a fire.
- F Watchtowers were protected by battlements. Soldiers would fire arrows down on the enemy as they tried to scale the wall.

SkillBuilder discussion

Analysing

1. What were the main reasons for building the Great Wall of China, and how did it serve its purpose?
2. How did the construction of the Great Wall impact the lives of the workers involved in its building?
3. In what ways did the Great Wall evolve from the original Qin wall to the larger structure we see today?

Qin reforms

To strengthen central rule and make China more efficient, Qin Shihuang introduced many reforms.

- Separate states were replaced with central rule and one set of laws.
- The calendar and people's dress were standardised throughout the empire.
- A single form of writing, weights, measures and money was used in the empire. This made trade and taxes easier.
- His new capital was Xianyang. Highways were built from it to unite the country, and new trading cities were founded.
- He ordered that all carts have the same axle width. This helped carts move easier on dirt roads since their wheels could fit in the same ruts.

17.7.3 The fall of the Qin

Qin Shihuang wanted to live forever. He sent people to find the secret of everlasting life, but they never returned. He surrounded himself with fortune-tellers who promised him immortality, but he died at age 49 in 210 BCE while travelling. His minister, Li Si, and others pretended he was still alive to choose a new leader. To hide the smell of his body, they followed the emperor's carriage with a cart of rotting fish. Later, they announced his death, which might have been caused by mercury in immortality drugs.

Qin Shihuang's successor, the Second Emperor, ruled for only a few years. High taxes and forced labour made life hard for peasants, who were forced to build palaces, roads and the Great Wall. From 209 to 206 BCE, a peasant rebellion destroyed the Qin dynasty. The rebel leader, Liu Bang, became emperor and started the Han dynasty. Qin Shihuang's dream of a long-lasting dynasty failed, but he united rival states into an empire and created a government system that lasted until the twentieth century.

Did you know?

In ancient China, dragons were symbols of wisdom, strength and goodness. Qin Shihuang was the first to use the dragon as a symbol for emperors.

SOURCE 4 An extract from Thomas Bartlett, *Qin Dynasty: China's Ancient Revolution*

The overall image of the Qin state and its imperial phase [the period of the Qin dynasty], as transmitted through history by surviving records, is a grimly harsh one . . . These charges [against the Qin rulers] reflect early Han writers' self-interested writing of Qin history . . . Overall, the Qin reflects in concentrated form the inhumane aspects of the Warring States period . . . But, from the perspective of nation building, some modern Chinese . . . emphasise his achievements, typically saying that 'he sacrificed one generation to benefit 10 000 future generations'.

SOURCE 5 A section of the Great Wall of China



17.7 SkillBuilder activity

COMMUNICATING AND REFLECTING

Scenario

Modern leaders sometimes use advertising teams, called 'spin doctors', to make their actions seem better. Imagine your group is hired by Qin Shihuang to create an advertisement focusing on his achievements, not the suffering or deaths caused by his rule.

Criteria

- Your message should be no longer than a TV ad or a full-page newspaper ad. You can also use social media to share your message.
 - It should aim to be persuasive.
 - It should be selective, using only those facts that make the emperor look good.
1. **Identify** three achievements that you think Qin Shihuang would want advertised.
 2. Develop each of these into a brief, persuasive and positive message.
 3. **Create** a simple advertisement that includes all of these messages. You may want to include images or even acting (in the case of a commercial).
 4. Communicate your propaganda message to your peers.

17.7 Exercise

learnon

Learning pathways

■ LEVEL 1

1, 2, 3, 4

■ LEVEL 2

5, 6, 7, 8

■ LEVEL 3

9, 10

REMEMBER AND UNDERSTAND

1. Ying Zheng gave himself the title _____, which means 'First Emperor of the Qin'.
2. Qin Shihuang reduced the influence of Confucian scholars by ordering that they be imprisoned. True or false?
3. **Explain** why Qin Shihuang weakened the power of the nobles.
4. **Propose** how the emperor's attempts to live forever might have contributed to his early death.
5. **Explain** how standard calendars, laws, money, weights and measures, axle widths and system of writing would have made trade, taxation and government more efficient.

ANALYSE AND APPLY

6. **Describe** what is being done in **SOURCE 2** and why.
7. **SOURCE 3** is a secondary source and **SOURCE 5** is a photograph of a primary source. **Compare** them to judge the accuracy of **SOURCE 3**.
8. **Describe** features of the Great Wall that would have made it an effective barrier against invasion.
9. Look at the landscape in **SOURCE 5** and read the **SOURCE 3** caption. **Deduce** why so many people could have died building the Great Wall.

EVALUATE AND COMMUNICATE

10. Read **SOURCE 4** and other information in this lesson and answer the following.
 - a. **Describe** how Chinese society changed under the first emperor.
 - b. **Predict** how groups such as the nobles, peasants and Confucian scholars would have regarded these changes.

Answers and sample responses for this topic are available online.

LESSON 17.8 The rise and fall of the Han dynasty

LEARNING INTENTION

By the end of this lesson you should be able to **explain** how the Han dynasty grew, how trade connections developed, and why the Han eventually fell.

Tune in

Cavalry became a major part of the Han army because of the mobility it gave Chinese armies fighting mounted nomads.

SOURCE 1 Terracotta figures representing Han dynasty cavalry



1. Discuss why you think the figures shown in SOURCE 1 would have been created.
2. Is anything similar created for the modern military? Brainstorm examples with a partner and compare with the class.
3. What do you think about the Han Dynasty when you see these figures?

17.8.1 Reforms, expansion and trade

After the Qin dynasty fell, a civil war lasted four years. Liu Bang won and started the Han dynasty, which lasted for centuries. The Han made great achievements in education, science and trade. Today, Chinese people still call themselves 'Han'.

Han reforms

Liu Bang worked to make China prosperous after the Qin dynasty. He reduced the size of the army, lowered taxes for peasants and encouraged farming to make sure enough food was grown. By the first century BCE, the population reached 60 million. He also started state education, where boys studied Confucian books to become civil servants, but girls were not allowed to attend.

Did you know?

The Han dynasty was generally kinder than the Qin dynasty. But when a historian, Sima Qian, defended an officer who was unfairly blamed for a Chinese defeat, Emperor Wudi had Sima Qian **castrated** and thrown into prison.

China expands

China grew larger under the Han dynasty. In 138 BCE, Emperor Wudi sent Zhang Qian and 99 others to make friends with people in the west. After being captured and escaping twice, Zhang returned in 125 BCE with stories about new places. He went on two more missions to find trade routes to Central Asia and India. By 102 BCE, the Han controlled much of southern and western China. In 109 BCE, they also reached northern Korea, spreading Chinese culture to Japan.

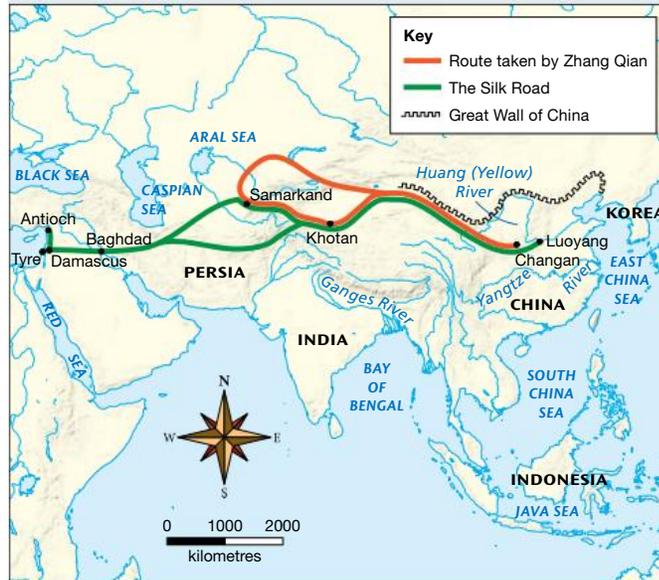
SkillBuilder discussion

Analysing

1. Study **SOURCE 2**. What places do you think the Silk Road connected, and why might that have been important?
2. What kinds of goods or ideas do you think were traded along the Silk Road?
3. How might the Silk Road have helped different cultures learn from and influence each other?



SOURCE 2 The Silk Road — the world's longest trade route in continuous use



Source: Map drawn by Spatial Vision.

The Silk Road

By the early first century BCE, Chinese missions created the famous Silk Road. Camel trains carried valuable silk across deserts and mountains to India, Persia and the Roman Empire. Traders also brought jade, silver and Roman glassware to China along this route.

17.8.2 Growing discontent, rebellion and the fall of the Han

The rich get richer and the poor get poorer

To control new lands, the Han rulers **deported** many local people and settled Chinese there. While rich merchants and rulers gained, ordinary people suffered. The Han rulers raised taxes on peasants. Many had to sell their land or even their children into slavery.

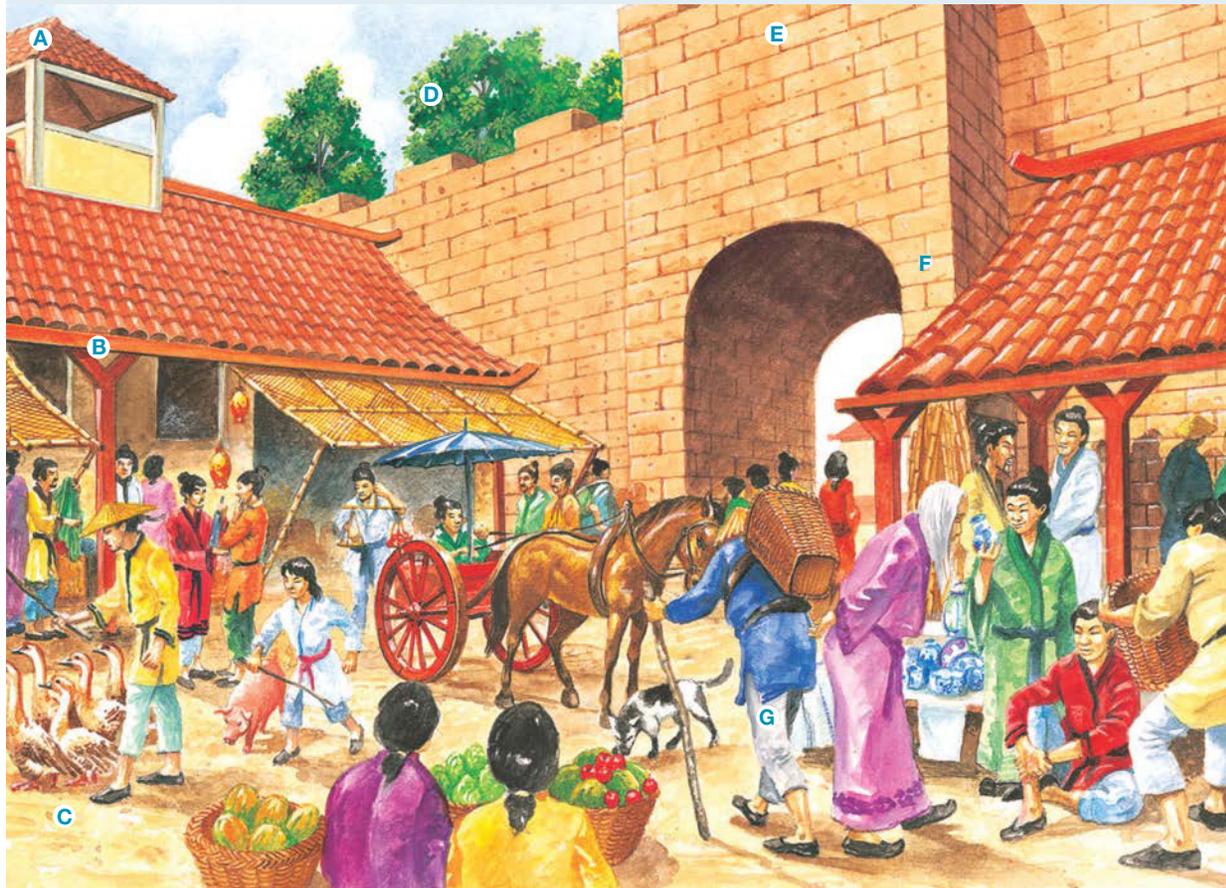
Wang Mang

Peasants grew more desperate while powerful landlords got richer. Some rich people thought this was unfair. Wang Mang was an official who had support from Confucian scholars. In 9 CE, he took control of China from the baby Han emperor and started the Hsin dynasty. In his first year, Wang Mang announced many changes.

- All land was to become the property of the emperor so that the estates of big landlords could be given to the peasants.
- The slave trade was to be banned.
- Low-interest loans were to be given to peasants so that they did not have to borrow from money lenders.



SOURCE 3 Chinese life under the Han



- A** In cities like Xianyang, busy marketplaces were just inside the gates for travelling merchants. Even if they were rich, merchants were not respected like farmers. The market sold and traded goods from all over China and beyond.
- B** In the noisy markets, people bought and sold food and animals. There were musicians, acrobats, jugglers, letter writers, dentists and craftworkers.
- C** Owls, panthers, deer, dogs, pigs, ant eggs, snails and turtles were all available, mostly bought by the rich.
- D** Ancient Chinese cities had two walls to protect the people. You can still see some of these walls today. The inner wall was called *cheng*, and the outer wall was *guo*. Moats, called *chi*, often surrounded them. The inner city was known as *geng*.
- E** Rich and poor people lived in large family groups. Confucian values helped strengthen family ties. Respect for elders and ancestor worship were also very important.
- F** Murals, jade jewellery and carvings, glazed pottery, silk goods and objects made from cast iron such as ploughs were bought and sold.
- G** Confucian beliefs held that women were less important than men. Girls didn't get an education and worked under their mothers. Fathers chose their husbands. After marriage, they lived with their husbands' families and obeyed their mothers-in-law. A woman had no status until she had a son.

SkillBuilder discussion

Questioning and researching

1. Study **SOURCE 3**. What does it tell us about daily life in a Han dynasty city?
2. Why do you think merchants were not respected as much as farmers, even if they were wealthy?
3. How do the roles of women and family life reflect the influence of Confucian beliefs in Han society?

The fall of the Hsin dynasty

Wang Mang's reforms were stopped by powerful people, leading to peasant revolts in 14 CE. In 23 CE, rebels called the Red Eyebrows attacked and killed him. The Hsin dynasty ended, and a new Han emperor took over in 25 CE.

The Eastern Han dynasty

The Eastern Han dynasty began when the capital moved east. So many people had died in the rebellion that there was now enough land for the peasants. Large areas of state land were given to them and taxes were reduced. However, big landowners still took half the harvest and grew more powerful than the Han government.

The Yellow Turbans and the fall of the Eastern Han

By the middle of the second century CE, more peasant uprisings started. In 184 CE, the Yellow Turbans led a huge revolt. As the government weakened, **warlords** took control of local areas. They defeated the Yellow Turbans but then fought for the throne. By 220 CE, the Han dynasty ended, and China faced years of civil war.

17.8 SkillBuilder activity COMMUNICATING AND REFLECTING

Peasants had overthrown the Qin dynasty and one of their leaders had started the Han dynasty and become the new emperor.

SOURCE 4 From a Chinese scholar of the early second century BCE, in the *Han-shu Han History*

These days a family of five peasants will have at least two persons who are liable for labour-services and conscription. What with their ploughing in the spring and hoeing in the summer, harvesting in the autumn and storing in the winter, with felling firewood, repairing government offices and rendering labour-service . . . in none of the four seasons will they have a day of rest. And, in spite of all this painful toil, they will still have to endure such natural disasters as flood and drought and also the cruelty of an impatient government which imposes taxes . . . those who own something sell it off at half its price; and those who own nothing borrow at doubled rates of interest. It is for this reason that some dispose of their lands and houses, and sell their children and grandchildren to redeem their debts.

SOURCE 5 From the statement of a Han dynasty official in 81 BCE

Those who live in . . . spreading mansions . . . know nothing of the discomforts of one-room huts and narrow hovels, of roofs that leak and floors that sweat.

Those with a hundred teams of horses . . . and wealth heaped in their storehouses . . . do not know the anxiety of facing days that have a beginning but no end.

Use evidence from **SOURCES 4** and **5** to argue that life didn't change much for China's peasants under the Han and Hsin dynasties.

Begin by outlining:

- the social problems described in **SOURCES 4** and **5**
- the perspectives of these writers
- the specific evidence these sources provide for the peasants' motives for rebellion against Han rule.

Conclude by **summarising** your argument.

Learning pathways

■ LEVEL 1

1, 2, 3, 6

■ LEVEL 2

5, 7, 9

■ LEVEL 3

4, 8, 10

REMEMBER AND UNDERSTAND

1. **Recall** how Liu Bang became the founder of the Han dynasty.
 - A. He inherited the position.
 - B. He was elected.
 - C. He defeated his rivals.
 - D. He killed Qin Shihuang.
2. How did the Early Han try to win support for their rule?
 - A. By reducing the size of the army
 - B. By encouraging family life and farming
 - C. By reducing taxes and making the laws easier to understand
 - D. All of the above
3. The Chinese education system promoted critical and independent thinking. True or false?
4. **Explain** how Wang Mang tried to help the peasants.
5. **Describe** how the ruling classes regained control.

ANALYSE AND APPLY

6. **Identify** the events that brought about the end of the Eastern Han dynasty.
7. Look at **SOURCE 3** and **analyse** it using these questions:
 - a. Why were the cities enclosed by walls?
 - b. What role did marketplaces play in expanding trade?
 - c. What can you discover from this source about activities, clothing and hairstyles in a Han-era town?
8. Look at **SOURCE 2** and **explain** what China would have gained from contacts established through the Silk Road.
9. Study **SOURCE 1** and **suggest** why the Han adopted cavalry as a major part of their army.

EVALUATE AND COMMUNICATE

10. Using the information and sources in this lesson, **explain** what caused rebellions such as that of the Red Eyebrows and Yellow Turbans.

Answers and sample responses for this topic are available online.

LESSON 17.9 The heritage of ancient China

LEARNING INTENTION

By the end of this lesson you should be able to **describe** ancient China's inventions and scientific ideas that influenced the world.

Tune in

China's civilisation has lasted a long time. But do you know how much we owe to ancient China? For example, they were the first to invent the compass.

SOURCE 1 A replica of an ancient Chinese compass



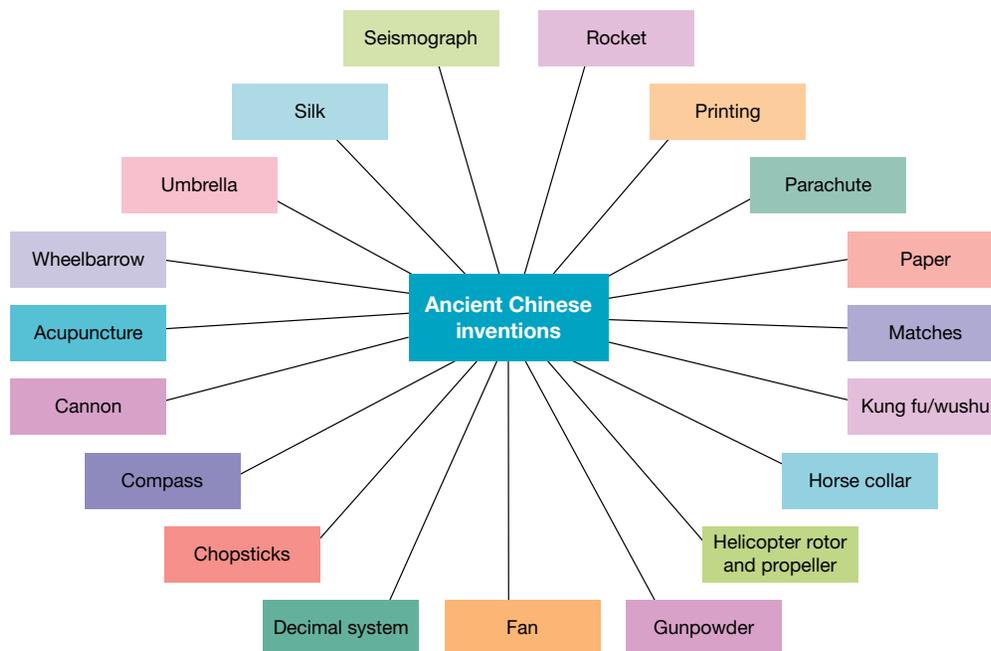
1. How do you think the compass shown in SOURCE 1 would have worked?
2. Refer to the list in 17.9.1 and pick three inventions. Think about how they might have been invented. What needs did they meet? How do you think the first versions compare to our modern ones?
3. In what ways do ancient Chinese inventions still impact our lives today?

17.9.1 Some great Chinese inventions

Ancient China left many legacies. One was rule by emperors, lasting until 1911. Modern Chinese leaders still have similar powers. China's heritage includes the Great Wall and discoveries from Qin and Han tombs. Many important inventions also came from ancient China, long before they appeared in the western world.

Some of the more important ones are shown in SOURCE 2.

SOURCE 2 Many things we take for granted today were invented by the people of ancient China.



SkillBuilder discussion

Questioning and researching

1. Study **SOURCE 3**. Identify what the material is. What do you know about how this material is made?
2. What does the colour red symbolise?
3. Why is this colour prominent in Chinese culture?

SOURCE 3 A fragment of red Chinese silk featuring dragons, a symbol of wisdom, strength and goodness



Compass

The Chinese invented the magnetic compass. It was first used to help build houses facing a direction that matched nature.

Paper and printing

Ancient China invented paper and printing, which changed people's lives. Early paper was made by mixing rags, rope and bark into a watery pulp (see **SOURCE 4**). This paper was used for many things, like umbrellas, money and writing. Before paper, people wrote on expensive silk. With the invention of block printing in 750 CE, scholars bought important books.

SkillBuilder discussion

Evaluating

1. Study **SOURCE 4**. What materials were used in ancient China to make paper, and how did the process work?
2. How did the invention of paper change communication and record-keeping in ancient China?
3. Discuss the ways that paper-making in ancient China would have influenced cultures and societies around the world.

SOURCE 4 Paper-making in ancient China



17.9.2 Also made in China

Today, we buy many goods from China. Long ago, China invented things like gunpowder, improved medicine, detected earthquakes and even created kites.

Gunpowder

Long ago, the Chinese wanted to find a drug for eternal life and accidentally discovered gunpowder. At first, it was used for fireworks and ceremonies. Later, they made bombs with bamboo and cannons from cast iron. The Chinese also created the first multi-stage rockets, flame-throwers and hand grenades for their armies.

Acupuncture has been used in China since the third century BCE. It was thought to help balance yin and yang in the body. By 200 CE, the Chinese knew about blood circulation and used hemp as an **anaesthetic**. Human **dissection** was banned because it went against Confucian beliefs.

Seismographs

Zhang Heng invented the first seismograph in 132 BCE (**SOURCE 6**). A ball dropped from a dragon's mouth into a toad's mouth, showing the earthquake's direction.

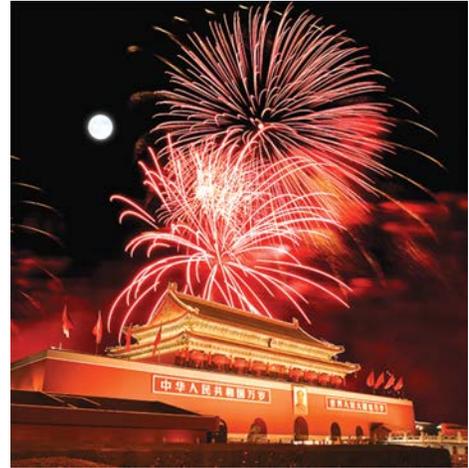
Kites

Kites were first made from bamboo and silk, then paper. They were used in festivals, battles, fishing and scaring birds away from crops.

17.9.3 Conserving China's cultural heritage

UNESCO is a global group that protects important natural and cultural sites. These include ancient remains. UNESCO keeps a list of World Heritage Sites, which you can see online. China has many listed sites, including the Mausoleum of Qin Shihuang (see **SOURCE 7**) and the Great Wall of China (see **SOURCE 8**).

SOURCE 5 Gunpowder was first used in fireworks.



SOURCE 6 Zhang Heng's seismograph



SOURCE 7 Terracotta soldiers and horses at the Mausoleum of Qin Shihuang



SOURCE 8 The Great Wall of China is over 21 000 km in length and, on average, more than 10 million people visit it each year.



SkillBuilder discussion

Questioning and researching

1. What were the main reasons for building the Great Wall of China?
2. Why does the Great Wall of China attract so many visitors each year?
3. What different landscapes and features can be seen along the Great Wall's long route?

17.9 SkillBuilder activity

QUESTIONING AND RESEARCHING

Look at **SOURCES 1, 5, 6** and **7** and choose one of these ancient Chinese inventions.

1. **List** five questions that you could ask about this source to learn more about its significance.
2. **Investigate** on the internet to answer your questions.
3. **Compare** your questions to those of other students.

17.9 Exercise

learn**on**

Learning pathways

■ LEVEL 1

1, 2, 3, 4

■ LEVEL 2

6, 7

■ LEVEL 3

5, 8

REMEMBER AND UNDERSTAND

1. For what purpose were compasses first used in China?
 - A. To navigate complex trade routes
 - B. To aid in the farming process
 - C. So houses were built facing a direction that was in harmony with nature
 - D. So that people could find their way through cities
2. **Identify** which material was originally used for writing in China.
 - A. Paper
 - B. Silk
 - C. Bark
 - D. Rock
3. How did the Chinese discover gunpowder?
 - A. During the search for a drug for the plague
 - B. During the search for a drug for immortality
 - C. During the development of weapons for war
 - D. During the development of materials for mining
4. **Recall** the medical advances in which China led the world.
5. **Describe** the role of UNESCO.

ANALYSE AND APPLY

6. Look at **SOURCE 4** and **explain** what you can tell about early Chinese methods of papermaking and printing.
7. Study **SOURCES 7** and **8**. **Identify** what evidence you can see of measures that have been taken to conserve these important historical sites.

EVALUATE AND COMMUNICATE

8. **Compare** the ancient Chinese inventions from this lesson. Choose one that you think had the biggest impact on people then and future generations. Create a short advertisement for it.

Answers and sample responses for this topic are available online.

Inquiry: How should we judge the legacy of Qin Shihuang?

LEARNING INTENTION

By the end of this lesson you should be able to:

- **assess** an important person's role and achievements
- **distinguish** different viewpoints in secondary sources.

Background

Historians have different views about the Qin dynasty's legacy. Reading the next sources will help you compare these ideas. You can also look online or in the library for more information.

Note: you will notice Qin Shihuang referred to as Qin Shi Huang, Qin Shi-Huang or Shi Huangdi in these sources. These variations are all correct.

A selection of secondary sources

SOURCE 1 From Felicity Jiang, 'The Qin Dynasty — First Imperial Dynasty in China', *China Highlights* website

The Qin Dynasty lasted for only 15 years ... But during their short reign, they destroyed more than half the population and much of the culture, literature and scholarship of the Zhou era. It is thought that the population dropped from about 40 million at the beginning of their reign to about 18 million by the end of their reign.

In carrying out their plans, they caused enormous misery and destruction, but they built a lot of infrastructure such as roads, canals and the Great Wall that benefited later empires ... By standardizing even the writing and ideas and customs and religion, they laid the foundation for later empires.

SOURCE 2 From Joshua J Mark, 'Qin Dynasty' entry, *World History Encyclopedia* website

Although the Qin Dynasty is often referred to positively as the first political entity to unite China ... the reigns of Shi Huangdi and his inept son and grandson were a dark time for the people of China, who were impoverished, brutalised, and kidnapped from their homes to serve the ego of the emperor. It is a chilling detail that the Qin dynasty is the shortest, only 15 years, in the history of China owing to its brutality and blatant rejection of the central value of the Mandate of Heaven that a ruler care for the people above any personal considerations.

SOURCE 3 From Claudius Cornelius Muller, 'Qin Shi-Huang emperor of China' entry, *Encyclopaedia Britannica* website

Most of the information about Qin Shi Huang's life derives from the successor Han dynasty, which prized Confucian scholarship and thus had an interest in disparaging the Qin period ... With few exceptions, the traditional historiography of imperial China has regarded him as a villain ... Modern historians, however, generally stress the endurance of the bureaucratic and administrative structure institutionalised by Qin Shi Huang, which ... remained the basis of all subsequent dynasties in China.

SOURCE 4 From 'Qin Shi Huang' entry, *New World Encyclopedia* website

Because of this systematic Confucian bias on the part of the Han scholars, some of the stories recorded about Qin Shi Huang are doubtful . . . Some of the stories are plainly fictitious . . . This makes it difficult to know the truth about other stories . . .

Only in modern times were historians able to penetrate beyond the limitations of traditional Chinese historiography . . . there emerged a new appreciation of the man who had unified China . . . In the new era [since 1972] Qin Shi Huang has been seen as a farsighted ruler who destroyed the forces of division and established the first unified, centralised state in Chinese history by rejecting the past.

Before you begin

Access the **Inquiry rubric** in the digital documents section of the Resources panel to guide you in completing this task at your level. At the end of the inquiry task you can use this rubric to self-assess.

Inquiry steps

Step 1: Questioning and researching

For each of the provided sources, **discuss** the following:

Is the writer's dominant judgement about Qin Shihuang and the Qin dynasty favourable or unfavourable?

State your inquiry question. Your question could be based on anything — for example, one of the following issues:

- a. How significant were the changes made under Qin Shihuang to people living at the time?
- b. How many people were affected?
- c. To what extent were people's lives changed?
- d. What is Qin Shihuang's legacy, and should he be remembered as an especially cruel ruler or as a far-sighted ruler who brought significant change to his country?

Investigate your inquiry question.

Step 2: Analysing

Analyse the sources you find. Some may be biased, so separate fact from opinion. Look for reasons behind Qin Shihuang's actions and their effects.

Step 3: Evaluating

Evaluate the significance of the changes and how many people were affected by them.

Step 4: Communicating and reflecting

What is your answer to your inquiry question? Present your findings in a way you like. Use examples from your research to support your answer. Then, complete your self-assessment using the **Inquiry rubric**.

17.11.1 Key knowledge summary

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

17.2 How do we know about ancient China?

- Shang dynasty inscriptions are our earliest written evidence of ancient China.
- Archaeological finds provide evidence of rich cultures during Qin and Han times.
- The most exciting find was the discovery of the terracotta warriors guarding the tomb of Qin Shihuang.

17.3 How land shaped China's civilisation

- No primary source evidence has been found for the legendary Xia dynasty.
- Early Chinese rulers based their authority on the mandate of heaven.
- Early Chinese civilisation was based on farming in river valleys in eastern China.

17.4 Everyday life and death

- Rulers were supported by powerful lords and landowning gentry, who included warriors and bureaucrats.
- Peasants formed the largest group and they suffered through natural disasters and wars.
- Merchants and slaves were at the bottom of Chinese society.
- Life for all classes of ordinary people was harsh, especially for women.
- We know much more about death and the funeral customs of the ruling classes than of ordinary people.
- The ruling classes' custom was to bury goods with the dead to provide for them in the afterlife.
- Until Han times, people were also buried with rulers to serve them in the afterlife.

17.5 China and the natural environment

- China is a vast country with a wide variety of climates and landscapes.
- Of the large population, 90 per cent lived in the east, where agriculture was based along river valleys.
- Intensive clearing of land for farming caused massive soil erosion and other environmental damage.

17.6 Confucianism, religions and laws

- Confucianism is not a religion. It is concerned with how good conduct can create social harmony.
- Confucianism had no influence in its founder's lifetime but had much influence in later periods.
- Daoism and Buddhism became major religious influences in ancient China.
- The laws of China's first emperor were based on the harsh laws of the state of Qin.
- Confucianism regained influence under the Han and later dynasties.

17.7 Qin Shihuang, the first emperor of China

- Qin Shihuang took control of China in 221 BCE after conquering other states. He changed the defensive walls into the Great Wall of China.
- He stamped out potential threats to his power through several measures, including confiscating weapons, controlling the nobles and burning books.
- By 206 BCE, the Qin dynasty had been destroyed in a peasant rebellion.

17.8 The rise and fall of the Han dynasty

- The Han dynasty carried out reforms to avoid the fate of the Qin, and China expanded under the Han.
- Chinese missions led to the founding of the Silk Road, which opened trade between China and India, Persia and the Roman Empire.
- Inequality grew under the Han and rebellions led to its fall in 220 CE.

17.9 The heritage of ancient China

- China's legacies include an amazing number of inventions, including printing and gunpowder.
- China's cultural heritage includes many UNESCO-listed sites, including the Great Wall and the Mausoleum of the First Emperor.

17.10 Inquiry: How should we judge the legacy of Qin Shihuang?

- Traditionally, Chinese historians have regarded Qin Shihuang as a particularly cruel and ruthless ruler.
- Han dynasty historians had an interest in portraying the first emperor as a villain.
- In modern times, Chinese historians have tended to value Qin Shihuang as a far-sighted ruler who created China's first unified state.

17.11.2 Key terms

acupuncture a medical practice in which long, sharp needles are inserted under the skin as a means of diagnosing, relieving or curing illness

anaesthetic a drug to deaden pain

artificer a craftsman or inventor

bureaucrat a government official

castrated having had the testicles cut off

concubines women who lived with the emperor in a relationship but were not married to him

conscripted forced to become a soldier

constellations groups of stars

Daoism a Chinese philosophy and spiritual tradition that teaches people to live in harmony with the Dao (the way)

deported forced to leave the country

dissection the systematic cutting up of a body for medical study

halberds daggers mounted on axe handles

infantry foot soldiers

mandate of heaven a Chinese expression meaning that a ruler had been chosen by the gods

mausoleum a large tomb structure

Philosophy study of the fundamental principles and causes of things

warlords generals from powerful landowning families

Xiongnu the ancient Chinese name for the nomadic Turkic tribes of Central Asia

17.11.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry question posed in the Overview:

Why and where did ancient China's civilisation emerge, and what were its defining features, achievements and legacies?

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

learn on



Post-test

Online post-test



eWorkbook

Customisable worksheets for this topic
Reflection



Digital document

Key terms glossary

17.11 Review exercise

Learning pathways

■ LEVEL 1

4, 5, 9, 10

■ LEVEL 2

1, 2, 3, 8, 12

■ LEVEL 3

6, 7, 11, 13, 14

REMEMBER AND UNDERSTAND

1. Shang dynasty inscriptions provide early evidence of ancient Chinese what?
 - A. Ironwork
 - B. Gunpowder
 - C. Farming
 - D. Manufacturing
2. The 'mandate of heaven' meant which of the following for Chinese emperors?
 - A. They were believed to be gods.
 - B. They were supposedly chosen by the gods to rule.
 - C. They lived like gods.
 - D. They said there were no gods.
3. During the Warring States period, wars occurred between which of the following?
 - A. Local lords who controlled their own states within the Zhou kingdom
 - B. Local lords who controlled their own states outside the Zhou kingdom
 - C. Nomads who wanted to invade China
 - D. Nobles and peasants
4. Merchants occupied which of these positions in Chinese society?
 - A. At the top, along with nobles
 - B. Between nobles and peasants
 - C. Almost at the bottom
 - D. Between peasants and artisans
5. Environmental problems in ancient China were caused mainly by which of the following?
 - A. Polluting the air
 - B. Burning coal
 - C. Polluting the ocean
 - D. Clearing forests for farming
6. What were the main ideas of Confucius concerned with?
 - A. Worshipping gods
 - B. Conduct that ensured a harmonious society
 - C. Obedience to kings
 - D. Rebellious against authority
7. The martial art of kung fu was developed by which of these groups?
 - A. Daoists
 - B. Buddhists
 - C. Followers of Confucius
 - D. Qin Shihuang's army
8. Qin Shihuang changed the feudal system by which of these means?
 - A. Burning books
 - B. Executing scholars
 - C. Confiscating weapons
 - D. Allowing farming land to be bought and sold
9. Around how many people might have died constructing the Great Wall of China?
 - A. Five hundred
 - B. One million
 - C. Two thousand
 - D. Five million



10. Under Qin Shihuang's orders, scholars who refused to burn their books were what?
- A. Beheaded
 - B. Fined
 - C. Imprisoned
 - D. Buried alive

ANALYSE AND APPLY

11. What or who were the Yellow Turbans and Red Eyebrows?
12. The Silk Road was the land route for trade between China and which places?

EVALUATE AND COMMUNICATE

13. Imagine that you have been hired by the Chinese tourism authorities who erected the stone marker in **SOURCE 1**.

SOURCE 1 The stone marking the modern entrance to the Mutianyu section of the Great Wall of China, about 70 kilometres north of Beijing



Your job is to create a guide for Australian and other English-speaking tourists visiting this site. Use what you have learned in this topic and find more information online, including the UNESCO World Heritage List. Your guide should include:

- a. the history of this section of the wall from the time when the various walls were joined under Qin Shihuang up to the time when this section was rebuilt during the early Ming dynasty
- b. an explanation of what was involved in building the wall
- c. information about what the wall would have meant to Chinese people in Qin times and later.

14. Analyse SOURCE 2 using the following questions.

- a. Describe the details of the painting.
- b. Identify ways in which the appearance of the students and the room differ from a modern examination room.
- c. Describe the kinds of questions that examiners would be likely to ask.
- d. Describe the types of answers that students would be expected to give.
- e. To fully analyse this source, you would need information that is not provided here. List examples of such types of information.

SOURCE 2 This painting depicts a Chinese emperor assessing the performance of students in exams for the civil service.



Answers and sample responses for this topic are available online.

GLOSSARY

accurate source the information is correct and factual

accused a person who has been charged with a criminal offence

acupuncture a medical practice in which long, sharp needles are inserted under the skin as a means of diagnosing, relieving or curing an illness

agriculture cultivation of land, growing crops or raising animals

alluvium the loose material brought down by a river and deposited on its bed, or on the floodplain or delta

amenities features that make a place more pleasant or attractive

amulet charm believed to protect against evil

anaesthetic a drug to deaden pain

analysing examining information and opinions closely to see how they are constructed and looking for connections between their parts or with other ideas and opinions

ancient history the period from the beginning of civilisation to the fall of the Roman Empire

appropriate technology technology designed for a specific place, is affordable and locally repairable

aquaculture the rearing of aquatic animals, or the cultivation of aquatic plants for food. Aquaculture was a major part of the pre-European settlement economies of Aboriginal and Torres Strait Islander communities.

aqueduct a structure built to carry water long distances

aquifer a body of permeable rock below the Earth's surface that contains water, known as groundwater; water can move along an aquifer

arid lacking moisture, especially having insufficient rainfall to support trees or plants

artefact an object made or changed by humans

artesian aquifer an aquifer confined between impermeable layers of rock; the water in it is under pressure and can flow upward through a well or bore

artificer a craftsman or inventor

artisans skilled craftspeople

Asiatic peoples of Asia, including the Middle East

aspect feature or quality, or the direction something is facing

astrology interpreting the influence of the stars on human affairs

atmosphere the layer of gases surrounding Earth

auxiliaries soldiers in the Roman army drawn from areas conquered by Rome and made part of its empire

avalanches rapid movement of snow down a slope, usually under the influence of gravity; can also be triggered by animals, skiers or explosions

balance of power when minority parties/independents influence government decisions

barbarians the Roman term for all peoples who lived beyond the borders of the empire

barometer an instrument used to measure air pressure

beyond reasonable doubt the standard of proof required in a criminal trial where the prosecution must prove that the accused is guilty to such a high degree that a reasonable person would have little doubt that the accused committed the crime

biased one-sided or prejudiced; seeing something from just one point of view

bicameral a parliament with two houses

biodiversity the variety of life in a habitat or ecosystem

blasphemous great disrespect shown to God or to something holy, or something said or done that shows this kind of disrespect

built environment a place that has been constructed or created by people

burden of proof the legal principle describing who has to prove a case in court; in a criminal trial, this burden is on the prosecution

bureaucrat a government official

business any activity conducted by an individual or individuals to produce and sell goods and services to make a profit

Cabinet the top-level decision-making group within the Australian Government made up of most or all ministers

canopic jars used to store the liver, lungs, intestines and stomach of the person being mummified

cassowary a large flightless bird related to the emu with a bare head and neck

castrated having had the testicles cut off

casual an employee who works only when needed

cataracts rapids, where a river's surface is broken by rocks

catchment the drainage basin of a river

cause and effect the concept that every historical event will have a cause, and every event or action is likely to be the cause of subsequent effects or consequences

census a survey to count population and gather statistics in Australia

change the process by which places, environments or spatial patterns alter over time. In Geography, change can be natural (like erosion or climate change) or human-made (like urban development or deforestation).

chronology a record of past events in order of time, from Latin *chronos* meaning time and *logos*, meaning to work out

cite to give the details of

civil war a war between rival factions within one state or country

civilisations societies that have towns and features such as complex forms of government and religion

climate change any change in climate over time, whether due to natural processes or human activities

cloud seeding implanting clouds with substances to cause rain

colonial relating to the time when Australia was a British colony, under the control of the British government

committal hearing in very serious cases, the procedure held in a lower court to determine if enough evidence exists for the case to move to a higher court

community a group of people who live and work together, they share similar values; a group of people living in a particular region

competitive market a market where a large number of businesses compete with each other to satisfy the demands of a large number of customers

concubines women who lived with an emperor in a relationship but were not married to him

conscripted forced to become a soldier

conservation to prevent waste or destruction

constellations groups of stars

contestability when particular interpretations of the past are open to debate

constitution a set of rules that determines the structure of government and its law-making powers

consumer a person or group who is the final user of goods and services produced within an economy

contemporary issues the diverse range of current events and issues that are facing society

continuity and change the concept that while many changes occur over time, some things remain constant

continuous resource a resource that is never used up by humans

conurbation an extended urban area, usually made up of a town merging with the suburbs of a city

convention an unwritten rule, not a law; an accepted way of doing something

cooperative a farm, business or other organisation owned and run jointly by its members, who share the profits or benefits

cost plus pricing when a business decides how much to charge for a product by adding a certain amount of money to the cost of making the product.

counsel for the accused a lawyer who represents the accused person

Country the place where Aboriginal and Torres Strait Islander Peoples come from and where their ancestors lived; it includes the living environment and the landscape

cost-benefit analysis an examination of the strengths and weaknesses of different options in order to see if the benefits are greater than the costs

crevasses a deep crack in ice

crucified to be killed by crucifixion, an ancient form of execution in which the victim was tied or nailed to a pole or (as was Jesus) a cross and left to die slowly in agony

cultural intolerance when individual differences are not accepted by others

customer survey the polling of customers to identify their level of satisfaction with the business's products and quality of service

cyclones intense low-pressure systems producing sustained wind speeds in excess of 65 km/h; they develop over tropical waters where surface water temperature is at least 27 °C

Daoism a Chinese philosophy and spiritual tradition that teaches people to live in harmony with the Dao (the way)

deities gods or goddesses

delta low, triangular area where a river fans out as it nears the sea

demand a need or want of consumers expressed by the spending of income

democracy a political system according to which citizens choose the way in which they are governed, and elect representatives to make laws on their behalf

demographic characteristics statistics/data about specific people and groups

demotic script the simplest of the ancient Egyptian scripts, almost like handwriting

deported forced to leave the country

desalination a process that removes salt from sea water to produce water suitable for drinking

dialects different forms of a language

direct action peaceful public activities to create change

discrimination unfair or prejudicial treatment of people and groups based on race, gender, age or sexual orientation

dissection the systematic cutting up of a body for medical study

diverse showing a great deal of variety

divination the skill of reading omens

DNA the material in all living things that carries genetic information

Dreaming The Dreaming in Aboriginal and Torres Strait Islander spirituality explains the beginning of Earth, life cycles, creation and nature. It shows everyone's place in the world and the importance of rituals and traditions.

drought a long period of time when rainfall received is below average

due process the procedures occurring during a trial that ensure people are treated fairly by the legal system

dugong a sea animal, sometimes called a sea cow, found mainly on the coasts bordering the Indian Ocean

ecological footprint total area of land used to produce the goods and services consumed by an individual or country

economic performance the measure of how well an economy is performing based on whether it is achieving its economic objectives

economic system a way of organising the production and distribution of the nation's goods, services and incomes

economics a social science (study of human behaviour) that analyses the decisions made by individuals, businesses and governments about how limited resources are used to satisfy society's unlimited needs and wants

ecosystem a community of organisms, plants or animals and the environment they exist in

El Niño the reversal (every few years) of the more usual direction of winds and surface currents across the Pacific Ocean; this change causes drought in Australia and heavy rain in South America

electoral system the process for conducting elections and choosing representatives

emotive words words that create a strong emotional reaction

employees people who work for a wage or salary

enterprise the creative or bold efforts made by someone to achieve something new

entrepreneur a person who takes on a risk by starting a business with an idea, hoping to make a profit through initiative and enterprise

environment the natural and human surroundings in which people, plants and animals live, including ecosystems, landscapes and built environments

environmental resource a material found in nature that is necessary or useful to people

equilibrium a resting point in a market where the forces of supply and demand are equally matched, and where the market is 'cleared'

Etruscans advanced, civilised people who dominated early Rome from about 575 BCE to about 396 BCE

evaluating looking critically at information, including trends, relationships and points of view, to form conclusions or make decisions

evaporation the process by which water is converted from a liquid to a gas and thereby moves from land and surface water into the atmosphere

evidence information that indicates whether something is true or had really happened

Federation when separate states or colonies join to form one united country, sharing law-making power between the national and state governments

fly in, fly out (FIFO) workers who fly to work in remote places, work 7-to-21-day shifts and then fly home for extended leave

focus questions questions that break a big topic down into its main parts or key areas

forage to search for provisions or food

forum an open meeting place of a town or city

franchise a business that gives the right to another person or business to sell goods or services using its name

frostbite damage caused to the skin when it freezes, brought about by exposure to extreme cold; extremities such as fingers and toes are most at risk, along with exposed parts of the face

full-time an employee who works 35 hours or more per week, or who works the minimum number of hours stipulated by the industrial award for that occupation or industry

gale force winds wind over 62 kilometres per hour

gig economy jobs that are particularly short term in nature. These include short-term contract positions, which are characterised by minimum wage and conditions.

global citizens people who are aware of the world and working to make it better

goods physical items that satisfy needs and wants

government a group of people with the power to rule over a country or state and make decisions and laws on behalf of the people

Great Pyramid the oldest and largest pyramid in Egypt; one of the Seven Wonders of the Ancient World

Great Sphinx monument with the body of a lion and the face of a man; located in Giza near the Great Pyramid

groundwater water that is stored underground in the cracks and spaces in soil, sand and rock. It comes from rain and water that soaks into the ground and collects in areas called aquifers.

halberds daggers mounted on axe handles

heresy an opinion or belief that contradicts orthodox beliefs, especially in religion

heritage everything that has come down to us from the past

hieratic Egyptian script that was less decorative and complex than hieroglyphs

horticulture the growing of garden crops such as fruit, vegetables, herbs and nuts

hydrologic cycle another term for the water cycle

hydrometeorological hazards natural disasters caused by weather or water, like floods, storms or droughts

hypocaust an underfloor water-heating system used in Roman villas and public baths

hypothermia when a person's core body temperature falls below 35 °C and the body is unable to maintain key systems; risk of death without treatment

hypothesis (plural: hypotheses) an idea or explanation that is used as a starting point for deeper investigation or research

inclusiveness providing equal access to opportunities and resources for everyone

income money earned through employment or investment

infantry foot soldiers

inference to infer, or make an inference, is to come to a reasonable decision about what the evidence suggests; to make an educated guess

informal sector jobs not officially recognised by the government

infrastructure structures like roads, schools and utilities that help a community run

initiative the first step or opening move in a series of actions

innovation either adding a new product to an existing product line, or significantly improving an existing product or process

intensification the action of making or becoming something greater

inter-region water the movement of water between different geographical areas, often via pipelines or river diversions, to balance supply and demand

interconnection the way people, places and environments are linked to each other through natural processes, trade, migration, culture and technology

interdependence the mutual dependence between participants in an economy; that is, the reliance of consumers, workers, businesses and governments on each other

interest group an organisation focused on specific issues or community needs

Inundation the seasonal flooding of the Nile

irrigation water provided to crops and orchards by hoses, channels, sprays or drip systems in order to supplement rainfall

isobars lines on a map that join places with the same air pressure

judge a court official who hears cases in the higher courts, such as the District or County Court, or the Supreme Court

judiciary a collective name given to the judges who preside over law courts

juror a person selected to hear and assess the evidence in a court case

jury a group of ordinary people randomly selected to hear and assess the evidence in a court case

justice the use of laws to treat people fairly and in a way that is morally right

labour the human skills and effort required to produce goods and services

Latin the language of Ancient Rome and its empire

legal aid the provision of legal assistance to those involved in a dispute or criminal matter who are unable to pay for legal representation

legal representation services performed by a qualified legal practitioner, such as a lawyer, who deals with legal matters on behalf of the person who has hired them

legal system a system for interpreting and enforcing the laws of a country

legislation a term used to describe laws passed by parliament

limited liability where shareholders cannot lose more than their investment in the event of the failure of the business

literacy rate the percentage of people over 15 who can read and write

liveable city a city that people want to live in, which is safe, well planned and prosperous, and has a healthy environment

livestock animals raised for food or products

lobby group an organisation that tries to influence government decisions

location a point on Earth where something can be found

loot goods or property taken from a defeated enemy after a battle

lore the accumulated traditional knowledge, beliefs and customs passed down from generation to generation in a society; it is passed on orally, not in written form

magistrate a court official who hears cases in a Magistrates Court

magistrates men elected by the citizens to run Rome for a year

mandate of heaven a Chinese expression meaning that a ruler had been chosen by the gods

market where goods, services or resources are exchanged between buyers and sellers

market capitalist economy an economic system that relies on the market to allocate resources based on the actions of consumers and producers, and where resources are generally owned by private individuals and businesses

material living standards access to physical goods and services

mausoleum a large tomb structure

medieval of the Middle Ages

megadrought a drought lasting more than 20 years

meteorologists a person who studies and predicts weather

midden a mound of material, such as shells and bones, marking the place where people once lived

Middle Ages between ancient and modern historical periods (generally between the fifth and fifteenth centuries)

monsoon rainy season accompanied by south-westerly summer winds in the Indian subcontinent and South-East Asia

mound spring mound formation with water at its centre, formed by minerals and sediments brought up by water from artesian basins

multiculturalism a society in which the cultures and traditions of many different groups coexist and are encouraged

mummy a body that has been embalmed

natron a mineral salt used to dry out dead bodies

natural environment elements like wind, soil, water, plants and animals

natural resources resources such as landforms, minerals and vegetation that are provided by nature rather than people

needs goods or services that consumers consider necessary to maintain their standard of living

neighbourhood a region in which people live together in a community

non-government organisations (NGOs) non-profit groups working on humanitarian tasks

non-material living standards factors that affect a person's quality of life regardless of income

non-renewable resource a resource that cannot be renewed in a short time and is finite

objective information where data or events are presented without emotive words or opinion

opportunity cost the next best alternative given up whenever a choice is made

pagan a name used to refer to people who believed in non-Christian gods

papyrus paper made from crushing reeds

part-time an employee who works fewer than 35 hours per week

patricians members of the aristocratic families who founded the Roman Republic

patronage supporting and encouraging authors and artists

Pay As You Go (PAYG) Pay As You Go tax system

permeable a material's ability to allow liquids or gases to pass through it; e.g. sponges are permeable because water can flow through their holes and spaces.

persecution hostility, violence or ill-will directed at a person or group of people on the basis of their personal characteristics

perspectives points of view or attitudes

Philosophy study of the fundamental principles and causes of things

place a specific location on Earth that has unique physical and human characteristics, making it meaningful to people

plagiarise to copy other people's work and present it as though it is your own

plebeians all non-patrician citizens of Rome

Pleistocene a period of Earth's history from about 2.6 million to 11 700 years ago, known for ice ages and early human development

pluralism a system or idea where different groups, beliefs or opinions are accepted and have the right to exist and be heard in society or government

political media news, articles and other content that provide information or opinions about politics, government and public issues

popular sovereignty the idea that the people have the power to choose their leaders and make decisions through voting

population density the number of people per square kilometre

potential resource a resource that exists but is unusable in its current state, such as salt water, ice and water vapour

precipitation a form of water from the atmosphere; e.g. rainfall, snow

prehistory the period before writing was invented

presumption of innocence the principle that all accused people who appear before a court are presumed to be innocent until the prosecution proves that they are guilty

primary research collection of original information

primary sources objects and documents that were created or written in the period of time that the historian is investigating

procedural fairness having fair procedures in place to protect the rights of all parties

process innovation when changes and improvements are made to the production process of a product or service

product innovation when a new product is created or an existing product is improved

producer an individual or a business involved in the production of goods and services

profit what remains after all business expenses have been deducted from the money that has been collected from selling goods or services

progressive income tax a tax system whereby the percentage of tax paid increases as income increases

prosecution the party bringing a criminal action against the accused

prosecutor the person who presents a criminal case on behalf of the state

public bath a public building complex containing baths of varying temperatures, and sports and beauty facilities; a popular meeting place for Roman citizens

pull factors reasons that attract people to come and live in a place

pumice lava ejected from a volcano that solidifies into a light, porous rock

push factors reasons that encourage people to leave a place and go somewhere else

rainfall variability the change from year to year in the amount of rainfall in a given location

referendum a process of allowing the people to vote on an important issue

region any area of varying size that has one or more characteristics in common

relationship the link connecting two or more people or things

relative humidity the amount of moisture in the air

reliable source trustworthy and backed up with strong evidence, able to be relied on

remote a place that is distant from major population centres

renewable resource a resource that can be naturally replaced if carefully managed

repeal removing a law so that it no longer applies

republic a system of government in which the head of state is not a monarch

resource allocation decisions about how scarce resources are distributed among producers, and which types of goods and services will be produced to satisfy wants and needs

resources items of value that we use to produce goods and services to satisfy needs and wants, which include land, labour, capital and enterprise

retail a business that sells goods and services to consumers

rhetoric the art of public speaking

rights the freedoms and protections guaranteed to all citizens in a democracy, including the right to vote, participate in government decisions, express opinions and be treated equally under the law

rites of passage ceremonial events that mark transitions in a person's life, for example some ceremonies apply to young people between 10 and 16 years, representing a point of transition from childhood to adulthood

royal assent the formal approval by the monarch's representative, and the final step necessary before a law comes into force

rule of law the legal principle that all citizens are subject to the law, and equal before the law, as it is upheld by independent courts

sago a starch food obtained from palm used to produce a flour

salary fixed or regular payment for work completed or services performed

Samnites a mountain tribe of central Italy

sarcophagus stone or wooden coffin (often inscribed or decorated) in Egypt

scale the ratio that shows how much smaller a map is compared to the real world, e.g., one centimetre on a map equals one kilometre in real life

scarcity the economic problem of having unlimited needs and wants, but limited resources to satisfy them

sea change the act of leaving a fast-paced urban life for a more relaxing lifestyle in a small coastal town

seagrass marine plants with the same basic structure as terrestrial (land) plants. They trap and stabilise sediment and provide habitats and food sources for green turtles and fish.

seasonal an employee who usually works during a season, such as winter or the fruit-picking season

secondary research collection of resources on an issue, prepared by others and offering different viewpoints

secondary sources reconstructions of the past written or created by people living at a time after the period that the historian is studying

secular not having a connection to religion

Senate the governing body in ancient Rome; (in theory) an advisory body of ex-magistrates

services actions done for you by others to satisfy your needs and wants

shadoof an irrigation device used to lift water from the river

significance the importance assigned to particular aspects of the past (e.g. events, developments, movements and historical sites)

soak place where groundwater moves up to the surface

social cohesion the degree to which communities are united by shared values, traditions and experiences

sole trader a person who owns and runs their own business, making all the decisions and keeping all the profits

southern oscillation a major air pressure shift between the Asian and east Pacific regions; its most common extremes are El Niño events

specialisation a method of production where a worker, business or nation focuses on the production of a limited range of goods or services in order to increase production and make the most efficient use of resources

specific powers areas that the federal government controls under the Constitution

speculator a person who invests in stocks, property or other ventures in the hope of achieving a profit and a source of income

stalemate a situation in a contest or conflict in which neither side can defeat the other

standard of living quality of life as measured by the amount of money made by an individual or household (using income per capita or income per household)

storm surges a sudden increase in sea level as a result of storm activity and strong winds; low-lying land may be flooded

subjective information that is based on opinion or bias

supply a market force that relates to the quantity of a particular good or service that producers are willing to sell at a given price over a period of time

surface water water found on Earth's surface, such as rivers, lakes and reservoirs

sustainability the responsible use and management of resources to meet current needs while ensuring future generations can also meet theirs

sustainable able to be cared for and maintained

talons a claw, especially belonging to a bird of prey

target market a market in which a product is deliberately aimed

tenant farmers poor farmers who rented small plots of land

Thracian a native of the Roman province of Thracia

timeline a diagrammatic tool representing a period of time, in which events are placed in chronological order

torrential rain heavy rain often associated with storms, which can result in flash flooding

tree change the act of leaving a fast-paced urban life for a more relaxing lifestyle in a small country town, in the bush, or on the land as a farmer

trend the direction in which something is developing, moving or changing

trial the court process to determine whether someone committed a criminal act

tribalism behaviour and attitudes that stem from strong loyalty to one's own social group, sometimes in opposition to other groups

troposphere layer of the atmosphere closest to Earth, extending about 17 kilometres above Earth's surface, but thicker at the tropics and thinner at the poles; where weather occurs

typhoons the name given to cyclones in the Asian region

undernourished not getting enough food for good health and growth

unicameral a parliament with only one house

University of the Third Age a movement promoting lifelong learning during retirement or later life

unlimited liability where business owners are personally responsible for all debts and losses of the business, potentially risking personal assets

uranium a dense grey radioactive metal used as a fuel in nuclear reactors

urban decay the process where a once functioning city or part of a city falls into disrepair and is abandoned. This is often the result of economic factors such as the decline of an industry leading to a lack of employment.

useful source the information that helps to answer research or focus questions

Valley of the Kings gorge on the Nile in Upper Egypt that contains many royal tombs

values principles that help you to decide what is right and wrong, and how to act in various situations

vassal state a state whose ruler recognises another more powerful ruler as overlord

virtual water all the hidden water used to produce goods and services

virtue a moral standard or value

wage payment for work completed or services performed, usually dependent on hours worked per week or month

wants goods or services that are desired in order to provide satisfaction to the user, but which are not necessary for survival or to meet the basic standard of living in a community

warlords generals from powerful landowning families

water footprint the total volume of fresh water that is used to produce the goods and services consumed by an individual or a country

water scarcity when the demand for water is greater than the supply available

water stress a situation that occurs in a country with less than 1000 cubic metres of renewable fresh water per person

weir a low dam built across a river to raise the level of upstream water to regulate the flow and catch fish

wellbeing an overall measure of quality of life

Westminster system based on the British Parliament and used by many countries, including Australia; named after the Palace of Westminster, where the British Parliament meets

White Australia Policy informal name for the *Immigration Restriction Act 1901*, which effectively prevented non-European immigration to Australia

whiteouts a weather condition where visibility and contrast is reduced by snow; individuals become disoriented because they cannot distinguish the ground from the sky

wilderness a natural place that has been almost untouched or unchanged by the actions of people

witness someone who saw or knows something important about a crime

work-life balance the division of one's time and focus between working and family or leisure activities

Xiongnu the ancient Chinese name for the nomadic Turkic tribes of Central Asia

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