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VICTORIAN CURRICULUM VERSION 2.0

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OXFORD

Third Edition

OXFORD HUMANITIES 10

Victorian Curriculum

Mark Easton | Geraldine Carrodus | Annie Wilson | Joanne Wilson
Bernie Howitt | Meaghan Ryan | Kirk Thomson | Tim Delany
Bronwyn Cook | Nicholas Amanatidis | Lauren Joyce

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About this course

Contents by skill

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

Geography

Curriculum sub-strand	Key skill	Practise the skill	Lesson
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Curriculum sub-strand	Key skill	Practise the skill	Lesson
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Curriculum Sub-strand	Key skill	Practise the skill	Lesson
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		Identifying the origin, context and purpose of primary and secondary sources	16C
		Considering perspectives	17B
		Developing a written historical argument	17C

This skill can be practised using the key skill worksheet on Oxford Digital.

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Curriculum Sub-strand	Key skill	Practise the skill	Lesson
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Note: Some skills may appear multiple times across History as not all modules are compulsory.

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Economics and business

Curriculum sub-strand	Key skill	Practise the skill	Lesson
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Curriculum sub-strand	Key skill	Practise the skill	Lesson
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Task words

What are task words and why do we use them?

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

Common task words and the activities associated with them are shown in Source 1. Understanding these task words and the activities behind them will help you work out how to best answer a question.

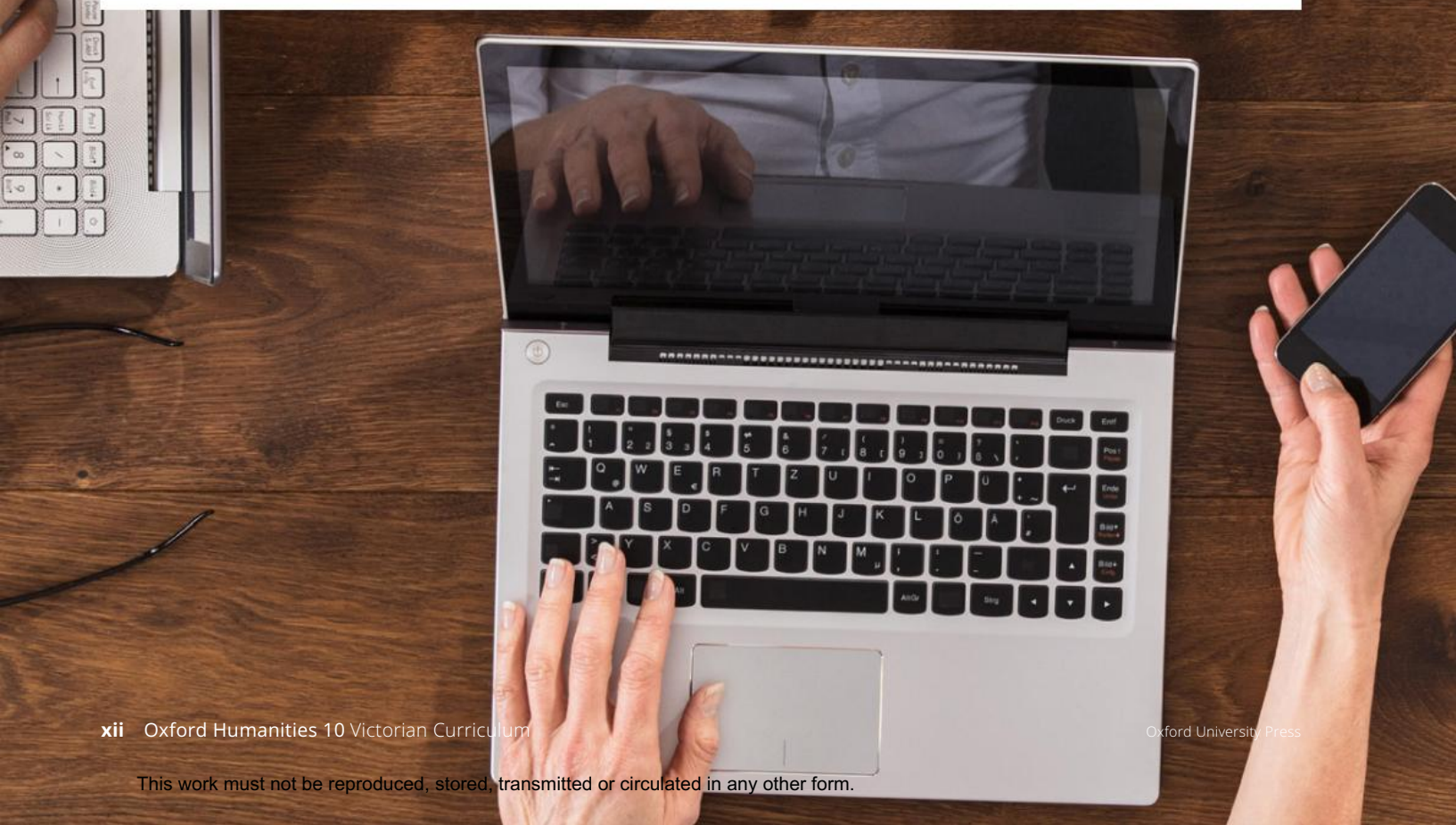
Some task words need more thinking and understanding than others. For example, if you were given a picture of an apple and an orange, and asked to name the two fruits, you might instantly remember "apple" and "orange" and could write the names down without much trouble. However, if you were asked to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

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

- Review and understand
- Apply and analyse
- Evaluate and create

This is because working in order from "Review and understand" to "Apply and analyse" and finally to "Evaluate and create" helps your learning process.

Source 1 shows the thought processes required for each task word, and the category it belongs to.



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Source 1 The definitions and categories associated with task words

Task word	Definition	Category
Identify	To state or name a feature or factor	*Review and understand* – recall information from permanent memory and activate and transfer knowledge from your permanent memory to your working memory
Describe	To give a detailed account of something	
Define	To state the meaning or qualities of a word or phrase	
Outline	To briefly provide the main idea or point without going into too much detail	
Summarise	To give an overview of something in your own words	
Suggest	To put forward an idea for consideration	*Apply and analyse* – use your knowledge in specific situations and your reasoning to go beyond what was directly taught
Explain	To make a situation, idea or concept clear or plain, by describing it in detail and adding supporting evidence, such as quotes, data or information from a source	
Analyse	To examine a complex feature, issue or concept by breaking it down into smaller parts and showing how they relate to each other	
Classify	To divide into parts or categories in a logical way	
Compare	To explain how two (or more) things are similar and how they are different	
Examine	To consider something in detail	
Distinguish	To explain the differences and distinctive characteristics. This is different to comparing two things, as you need to explain how two things are different.	
Determine	To decide or come to a conclusion about something	*Evaluate and create* – develop ideas and use higher order analysis skills to go deeper
To what extent	To describe the degree or level to which a statement or opinion or contention is correct. You might think it is totally correct, somewhat (a little bit) correct, or not correct at all.	
Justify	To show (or prove) your statement or opinion by using evidence or examples to support yourself	
Discuss	To give a reasoned argument for and against a particular issue, including strengths and weaknesses if appropriate. you can also give your opinion – and you should if the question asks you to	
Evaluate	To identify key features of something, and assess their strengths and weaknesses; to provide your opinion about the overall worth of what you are evaluating	
Create	To bring something into existence	
Research	To investigate a topic using library and internet resources in order to find out more about it	

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Introducing *Oxford Humanities 10 Victorian Curriculum* (Third edition)

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Toolkit modules

- Standalone toolkit modules for each subject explicitly teach skills relevant to the subject.

Skills in context tasks

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

Margin glossary terms

- On-page glossary definitions for key terms support students at their point of learning.

Key skills

- Key skill activities enable students to practise and master skills in each subject.

Extend your understanding

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

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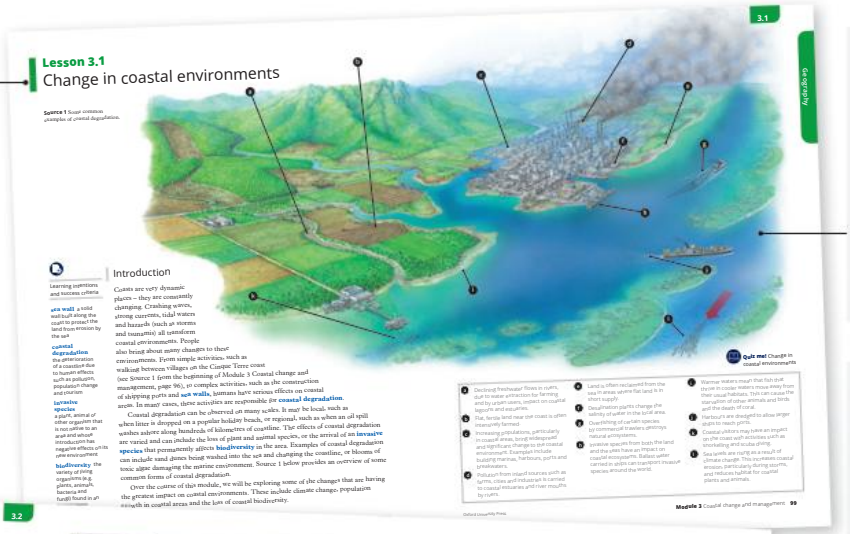
Lesson-based approach

- Module content is sequenced in numbered lessons to support teaching and learning.



Source materials

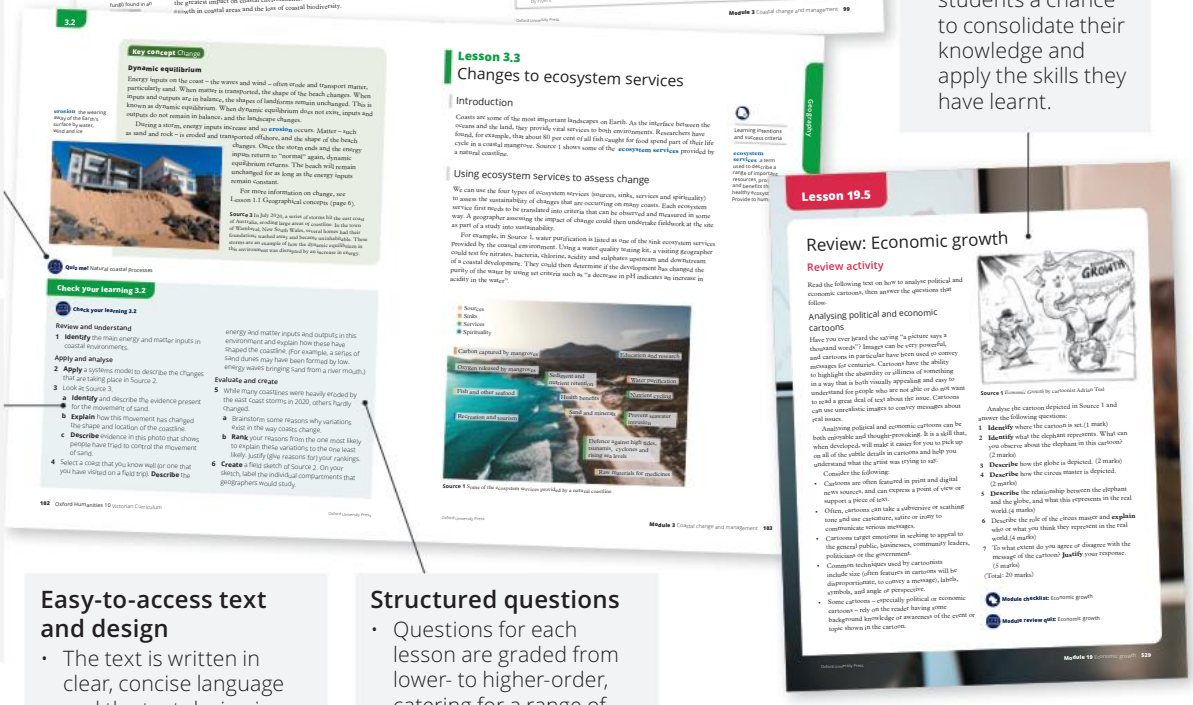
- A rich variety of sources, such as photographs, maps, illustrations, text extracts and graphs will spark students' curiosity and provide rich learning activities.

Integrated digital resources

- Digital icons signpost a range of engaging resources that can be accessed via Oxford Digital, including key content videos, quick quizzes and interactive maps.

Module review

- At the end of each module, a review activity gives students a chance to consolidate their knowledge and apply the skills they have learnt.



Task words

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

Easy-to-access text and design

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

Structured questions

- Questions for each lesson are graded from lower- to higher-order, catering for a range of abilities.

Integrated STEAM projects

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

Problem-solving through design thinking

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

Full digital support

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

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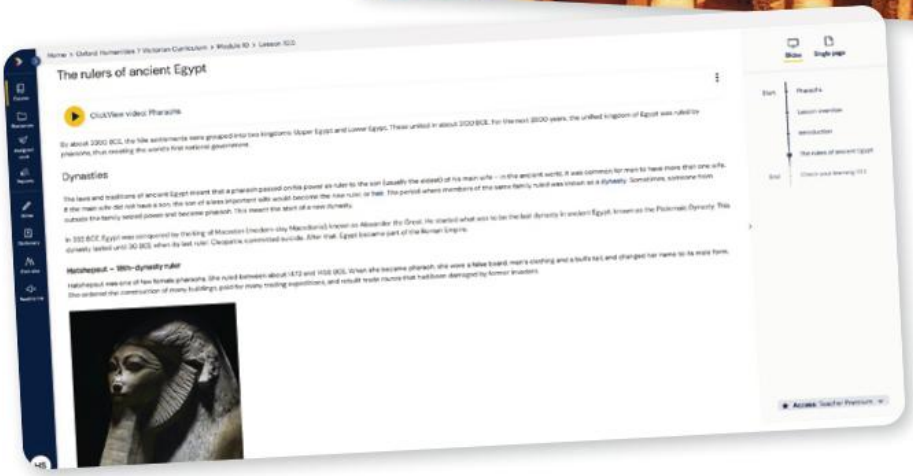
Key features of oxforddigital

Oxford Digital has been designed in consultation with Australian teachers for Australian classrooms. The new platform delivers fully accessible, reflowable course content with videos, auto- and teacher-marked activities, interactives and more embedded right where you need them.

There's also a range of unique features designed to improve learning outcomes.



As a student, you can:

- **view** all Student Book content in a **fully accessible**, reflowable format that's delivered in bite-sized chunks so you can work at your own pace
- use the "Read to me" button to have any part of the course read aloud to you
- **highlight, take notes, bookmark pages**, or define words with the built-in **Australian Oxford Dictionary**
- **watch hundreds of concise key content videos** to help you revise anything you don't understand, catch up on things you've missed, or help you with your homework
- **complete** hundreds of interactive questions and quizzes as you work through the content and get the answers and results sent to you.

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As a teacher, you can:

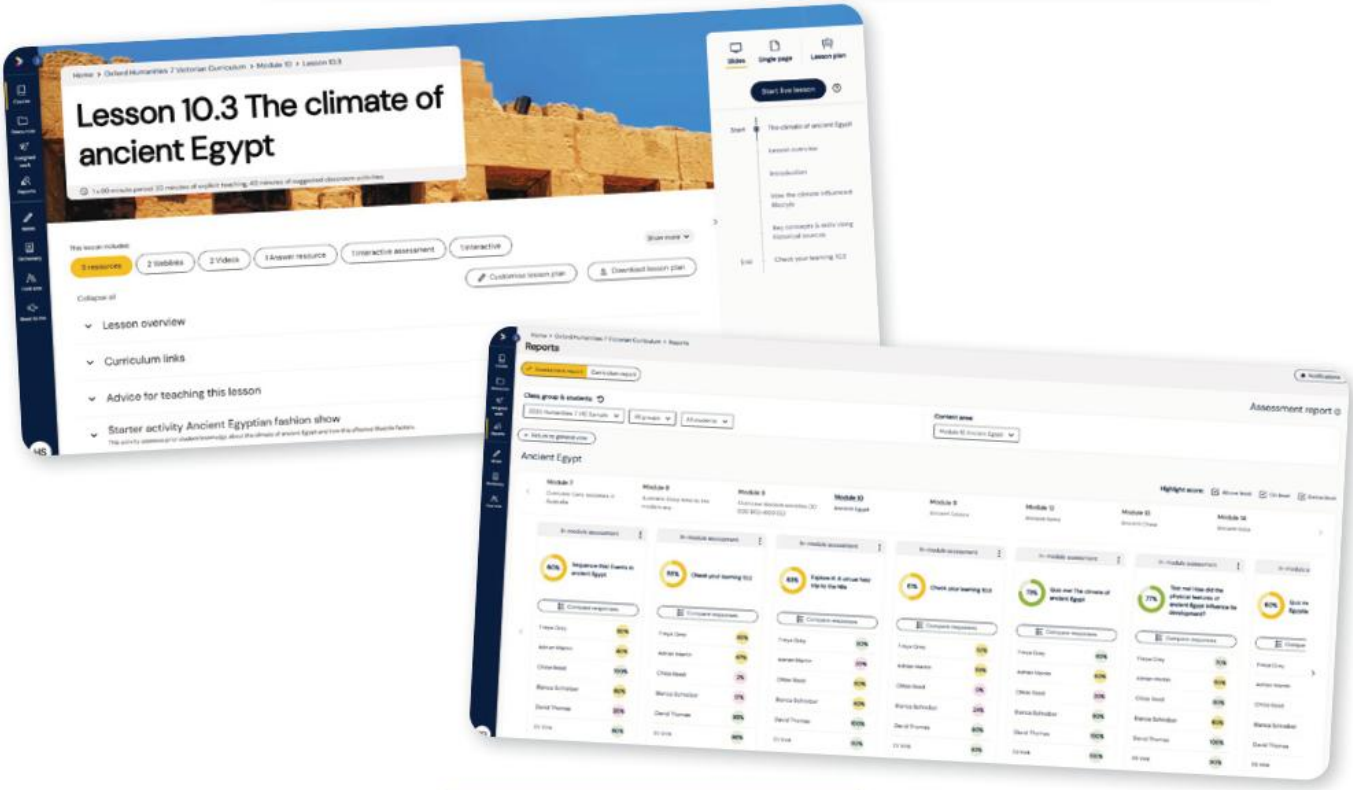
> **elevate** your teaching and **reduce planning and preparation time** with **Live Lesson mode**. This is an Australian first that lets you upgrade from traditional print-based lesson plans to **fully interactive, perfectly sequenced and timed interactive lessons complete with classroom activities** that are ready to go

> **personalise** learning for every student and **differentiate** content based on student strengths and weaknesses. Assign support or extension resources to any student using a range of differentiation resources

> begin every lesson with ready-made **learning intentions** and **success criteria**

> **revolutionise** your planning, marking and reporting with powerful analytics on student performance and progress.

- **Assessment report** shows how students are performing in each online interactive assessment, providing feedback for teachers about areas of understanding
- **Curriculum report** summarises student performance against specific curriculum content descriptors and curriculum codes



Find out more

For a complete overview of all the features and benefits of Oxford Digital:

> activate your digital access (using the instructions on the inside front cover of this book) and click on "About this course" in the Course menu.

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Part 1 Geography

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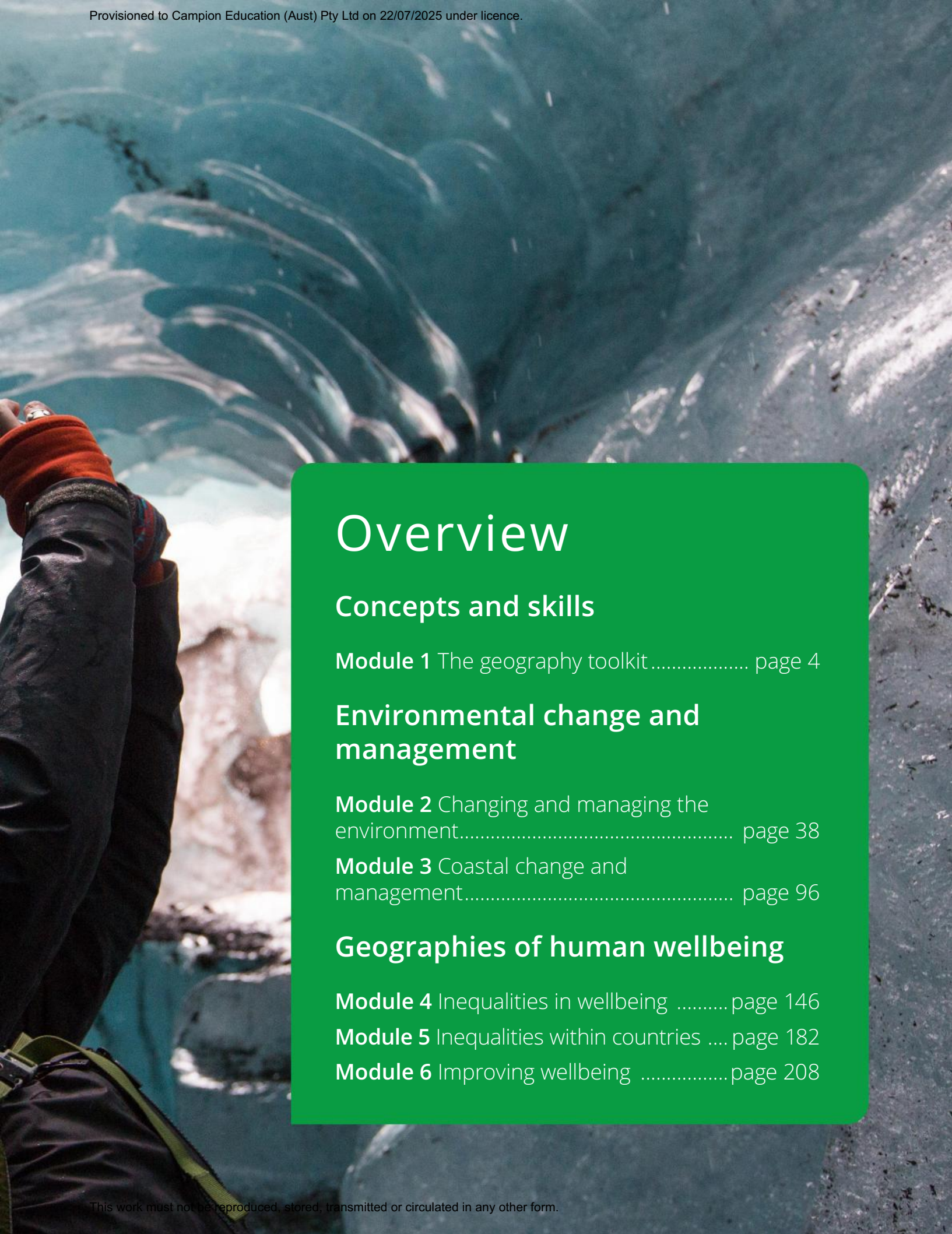

Overview

Concepts and skills

Module 1 The geography toolkit ..... page 4

Environmental change and management

Module 2 Changing and managing the environment..... page 38

Module 3 Coastal change and management..... page 96

Geographies of human wellbeing

Module 4 Inequalities in wellbeing ..... page 146

Module 5 Inequalities within countries .... page 182

Module 6 Improving wellbeing ..... page 208

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Module 1

The geography toolkit

Sub-strand: Geographical skills

Overview

Geography is the study of the places that make up the world around us. Geographers are interested in how human activities and natural processes change the Earth – its places and the links between these places. In this era of rapid population growth, climate change and globalisation, geographers help other people understand change more than ever before. By gathering, analysing and presenting information, geographers explain how change affects people and places and how these changes can be managed.

Geographers have a sense of wonder and curiosity about the world which leads them to ask questions about what they see and experience. To answer these questions, geographers use a range of key concepts and key skills. It helps to think of each of these concepts and skills as a tool that you can use to understand your world. As you master each of the key concepts and key skills, you will fill your toolkit.

Source 1 Divers examine a giant clam and coral formation at St Crispin Reef in the Great Barrier Reef Marine Park off Port Douglas in Queensland. This year, you will learn about coastal change and management.

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Lessons in this module

1A What are the geographical concepts?

Lesson 1.1 Geographical concepts

1B What are the geographical skills?

Lesson 1.2 Geographical skills
Lesson 1.3 Asking questions
Lesson 1.4 Collecting information
Lesson 1.6 Representing data
Lesson 1.5 Analysing maps
Lesson 1.7 Identifying patterns and relationships
Lesson 1.8 Concluding and decision making
Lesson 1.9 Communicating

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Lesson 1.1
Geographical concepts

Introduction

Geographers use seven key concepts to help investigate and understand the world. These concepts provide a framework for thinking geographically and will help guide you through every geographical inquiry. At times you will use several of these concepts at once, other times you may focus on just one.

The seven key concepts in geography are:

1. place
2. space
3. sustainability
4. interconnection
5. environment
6. change
7. scale.

Place

A place is a part of the Earth's surface that is identified and given meaning by people. It can be very large, like a whole continent, or small, like the corner of a library.

Places can be natural (shaped by the environment and largely unchanged by humans) or built (constructed by humans). Each place is unique with its own set of characteristics.

Places determine our relationships with one another (for example, our closest relationships are likely to be with people in the same place). The environmental and social qualities of a place also influence the way we live. Climate, landscapes, types of plants and resources, transport networks, entertainment venues and workplaces all have a major impact on the way we live.

For Aboriginal and Torres Strait Islander peoples, Place also has a deeper spiritual meaning. For Aboriginal peoples, Place means the special places within Country. These can include places of ceremony, initiation, birth and learning, as well as places for Sorry Business.

Source 1 Kosciuszko National Park

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They also include landmarks related to the ancestor spirits and creation. For Torres Strait Islander peoples, Place refers to spaces that individuals or groups occupy and regard as their own, and they may have spiritual significance. These spaces include lands, waters and the sky.

Geographers use the concept of place when conducting any **geographical inquiry**. For example, a geographer visiting Kosciuszko National Park would be interested in the natural forces that have shaped the landscape and the ways that human activities have changed it. They would ask questions such as "How have visitors to this alpine place impacted the plants and water?" and "Has the path and boardwalk reduced these impacts?".

geographical inquiry a process that geographers use to guide their investigations, beginning with asking questions and using geographical skills

Space

To a geographer, the concept of space is the way that things are arranged on the Earth's surface. They also investigate the ways people use and change the spaces in which they live. Geographers look for patterns in the way features and structures are arranged, and the concept of space helps them to do this. It has three main elements:

1. location – where things are located on the Earth's surface
2. spatial distribution – the shapes and patterns in which things are arranged on the Earth's surface
3. organisation – how and why things are arranged and managed by people on the Earth's surface.

Source 2 Geographers might look at this photo of Manhattan, New York, and ask questions such as: "How has the park impacted the wellbeing of people who live in Manhattan?", "Does everyone in Manhattan have equal access to the park?" and "What does the height of the buildings tell us about the value of land in Manhattan?" to investigate the space.

Understanding of the location, patterns and planning of spaces helps geographers to make sense of our world. Geographers investigate the way that people use and change the space in which they live. They recognise that different groups of people use space in different ways and that these uses change over time. By examining, researching and describing how spaces are used, geographers can further our understanding of the world and help manage it in the future.

It is easy to confuse the concepts of place and space. It may help you to remember that places can be divided and organised into spaces. Spaces are assigned with different purposes. For example, a place like your school is organised into different spaces for learning (such as classrooms and computer rooms), eating (such as the cafeteria or canteen) and running the school (such as staff rooms and administration buildings). Each of these spaces has its own purpose.

Sustainability

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

Sustainability encourages us to think more carefully about these different types of resources – the ways they are formed and the speed at which they are being used. Non-renewable resources (such as oil, coal and natural gas) will run out if we continue to use them.

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Other resources (such as wind, forests, solar and water) are renewable. This means that they replace themselves naturally or can be replaced to meet the needs of society.

Sustainable patterns of living meet the needs of the current generations without compromising the ability of future generations to meet their own needs. It also encourages us to look more closely at renewable options and take greater care of the Earth. Actions to improve sustainability can operate at the local, national or international scale.

There can be debate surrounding the sustainability of an environment, because people and organisations with different interests may put forward different points of view. For example, a tree-logging company may say that their practices are sustainable because they replant as many trees as they cut down. However, a conservation group may be equally convinced that a forest cannot be sustained when its trees are cut down.

Geographers use the concept of sustainability to investigate how natural and human systems work. They also use sustainability to understand how resources can be managed in such a way that they will be sustained into the future.

Source 3 In 2015, the United Nations created 17 Sustainable Development Goals for countries to commit to, in order to live more sustainably. You can read more about these in Lesson 6.2 The sustainable development goals (page 212).

Interconnection

All environments and every living and non-living thing in them are connected. These connections can be on a local or global level.

Geographers use the concept of interconnection to understand the links between places and people, and how these interconnections affect the environment and the way we live. Some examples of interconnection include:

- the water cycle – this cycle links the water in the oceans with the land. When rain falls on inland areas, water flows across the land and into rivers and streams. Farmers rely on this natural link to provide the water they need to grow food.
- the internet – with online access available through our mobile phones, tablets, computers and televisions, we are connected to different people all over the world This interconnection can help to reduce inequalities in human wellbeing.
- the global marketplace – we are connected to many places via international trade. More than 3,000 ships carrying two million containers pass through the Port of Melbourne each year. These ships and the goods they carry link dozens of countries around the world.

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Environment

The concept of environment relates to the living and non-living elements that make up an area, and the ways they are organised into a system. The world is made up of many different environments. Some environments – such as deserts, mountains, coral reefs and ice caps – are natural. For an environment to be considered natural, its soils, rocks, climate, plants and animals must remain largely untouched by humans. Natural processes such as tectonic plate movement, erosion and weathering have formed these environments over millions of years.

By contrast, built (or human) environments include large cities, towns, suburbs and areas of farmland. These environments have been so changed by humans – largely for settlement and economic activity – that very few natural features remain.

Source 4 Young Men in Ethiopia chat on a mobile phone during their weekly visit to the market.

Geographers are interested in investigating and describing the relationships between people and the environment, including:

- the ways different groups of people perceive and use the natural environment and why these perceptions differ
- the ways people change the environment and how these changes can be managed
- the impact of environmental hazards on people and how the impacts of these hazards can be reduced.

The study of different environments helps geographers analyse the changes humans make to natural environments and understand their impact so that they can be managed wisely.

Source 5 The Galapagos Islands in Ecuador are a popular tourist location where tourists interact with the natural environment. Geographers are interested in the impacts of this activity.

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Change

The concept of change helps us to understand what is happening around us and to see the world as a dynamic place. Change in both time and space allows geographers to examine how environments develop, transform or disappear. Change can be the result of natural forces (such as climate, earthquakes, volcanoes) or the result of human activity (such as the building of a new bridge or clearing of forest for farmland). Sometimes changes can be positive, such as the regeneration of vegetation, while other changes can have negative consequences, such as the pollution of waterways from industry.

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

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

Scale

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

- local – an inquiry into increased electricity use for air conditioning in your neighbourhood due to higher-than-average temperatures. Increased energy consumption may result in power outages.
- regional – an inquiry into coral bleaching on the Great Barrier Reef. Warming ocean temperatures can trigger coral bleaching often resulting in coral death.
- national – an inquiry into changing weather patterns and increased frequency of extreme weather events in Australia, such as bushfires. This affects government allocation of resources including water security, agriculture and emergency services.
- international – an inquiry into drought in Africa. Rains have become less reliable in many places as the climate has changed, and many African nations have been hit by a series of devastating droughts that have brought widespread hunger and starvation.
- global – an inquiry into the reduction in Arctic sea ice due to global warming. This reduction in white ice means that less of the Sun's energy is reflected back into space and more is absorbed into the Earth's land and sea, resulting in increases in temperatures globally.

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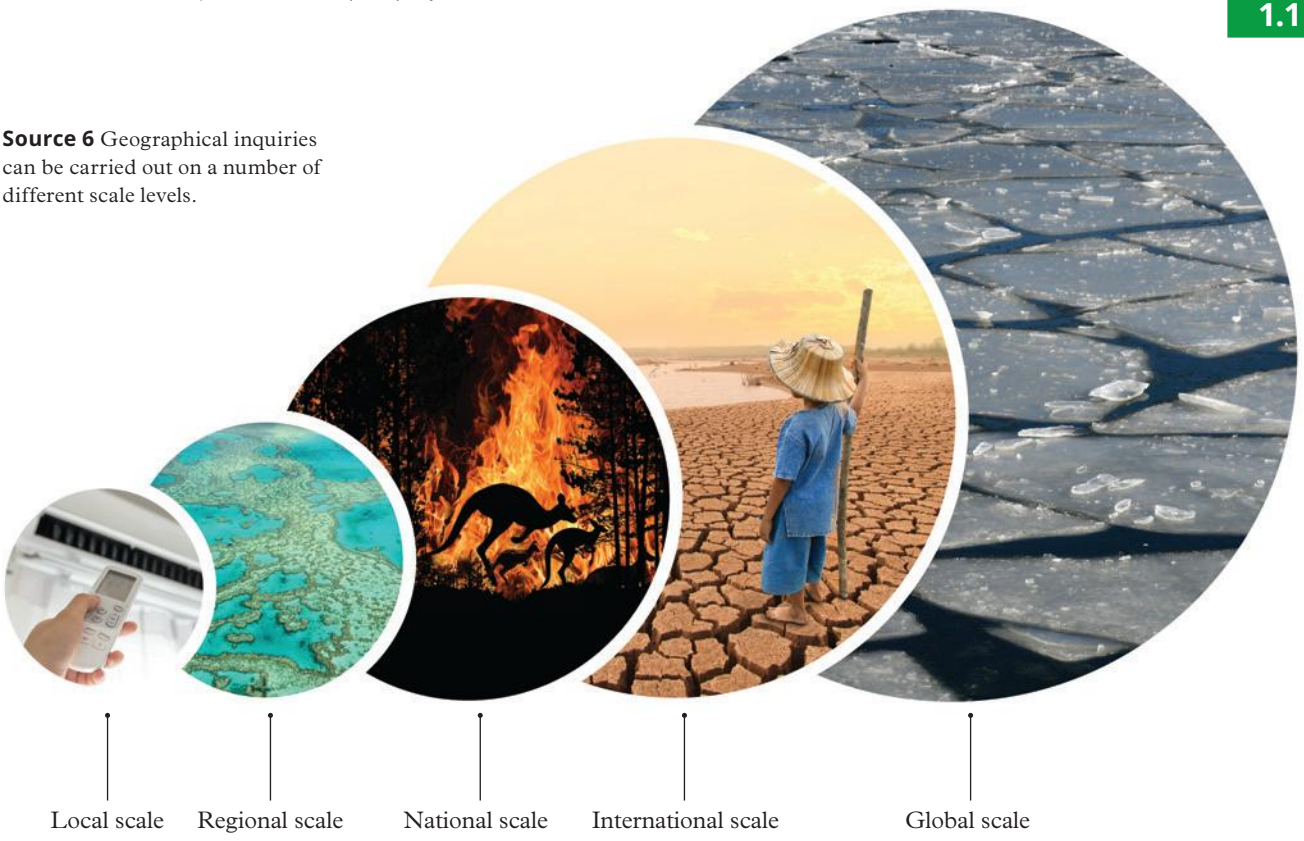

Source 6 Geographical inquiries can be carried out on a number of different scale levels.

Check your learning 1.1

Lesson 1.2
Geographical skills

Introduction

Geographers are investigators. They explore the world around them by asking questions about what they see. These questions begin an investigation that requires them to collect and analyse information, and to communicate what they have discovered.

To complete an investigation, geographers need a wide range of skills. In studying geography, you will gradually master each of these skills. As you develop each new skill, you will gain another important tool for explaining the natural processes and human activities that shape our amazing planet. The geographical skills are:

1. Asking questions
2. Collecting information
3. Analysing maps
4. Representing data
5. Identifying patterns and relationships
6. Concluding and decision making
7. Communicating.

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

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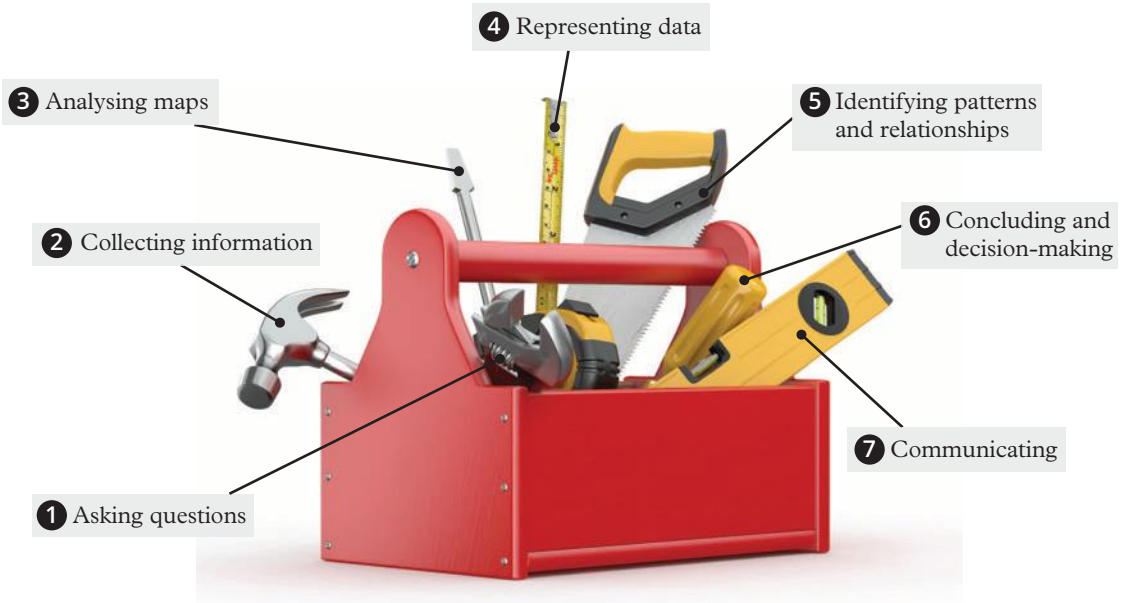

Source 1 As you explore geographic problems and ways to respond to them, you will use a range of different skills. Each of these skills is like a tool in a toolkit.

Being an ethical geographer

When conducting research and obtaining data for an inquiry, it is important for geographers to be mindful of issues that are likely to raise ethical concerns. This may include being aware of privacy concerns, ensuring anonymity if required, and obtaining informed consent from research participants. Geographers may also need to outline where and how the information obtained will be used or published, and special attention may need to be given for relational data where geographical references or coordinates might disclose a participant's location or identity.

Source 2 Ethical geographers always treat people and environments with respect.

If geographers undertake an inquiry that involves consulting with Aboriginal and Torres Strait Islander communities, they should be aware that there are guidelines and protocols that should be followed. While these are not necessarily rules, it is important to understand that Aboriginal and Torres Strait Islander peoples have distinctive regional and cultural identities that require respectful consideration for meaningful consultation. This may involve preferred terminology, cues for cultural communication, and other means for making consultation harmonious and productive. If conducting such an inquiry, it is advisable to do further reading.

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Lesson 1.3
Asking questions

Introduction

Understanding our world begins by observing the processes that are taking place all around us. Geographers look at people, land, air, water, plants and animals and the connections between them to understand what is happening. They also seek to investigate where, why and how natural, managed and constructed environments are formed and changed. These observations often include identifying any problems or issues that need to be investigated and resolved.

Key skill Asking questions

Developing geographical questions

One of your greatest assets as a geographer is curiosity. Geographers look at the world around them and ask questions about what they see, experience or have thought about. You may, for example, see a news item about climate change or visit the centre of a large city on a field trip or go to a national park on holiday. As you start thinking like a geographer, you will begin to ask questions about these events and places. These questions may be the starting point for a geographical inquiry.

Learning to develop geographical questions will help you to begin an inquiry about a particular topic or place. Start your questions with the words "what", "where", "how", "why", "what impact" or "what should".

Source 1 Asking questions is an important skill for geographers. This geographer is examining the Great Barrier Reef from above in a helicopter.

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Your questions should examine ideas such as:

- Where is it?
- How big is it?
- How does it interact with other things in this place?
- How is it changing? How should people best manage this change?

The best geographical questions open an exciting area for you to explore. For example, a visitor to the Great Barrier Reef might ask a simple question, such as: "What is the total area of the reef?". This is a question with a reasonably straightforward answer. A better geographical question to ask could be: "How has the total area of the reef changed over time?". This question opens a new area to explore, because the answer will lead to further questions and a greater depth of understanding.

Some other sample questions are:

- Why are some patches of the sea dark green and others light green?
- How does marine life use the reef?
- Where is the reef located and how does this impact it?

Practise the skill

1 **Explain** why "How has the total area of the reef changed over time" is a better geographical question that "What is the total area of the reef?".

2 **Examine** Source 5 in Lesson 1.1 Geographical concepts (page 6), which shows tourists on the Galapagos Islands. Work with a partner to develop a set of geographical questions about this place. Where could you begin to find the answers to your questions?

Planning a geographical inquiry

Once you have developed a series of geographical questions, it is usually best to narrow your investigation by selecting one for the focus of your geographical inquiry. You should select a question that interests you and helps you to better understand the environment you are investigating.

Planning an inquiry about the Great Barrier Reef

Having chosen to investigate the key geographical question "How is the Great Barrier Reef impacted by climate?", it is time to consider what information you need to answer this question and where you are going to locate the information. A good way to do this is to use a planning table like the one in Source 2.

Source 2 Planning is a key stage in conducting a geographical inquiry.

Key inquiry question	Data needed	Possible sources of data
How is the Great Barrier Reef impacted by climate?	Climate data, particularly temperature and rainfall for places at various distances from the Great Barrier Reef	Atlas to locate towns and cities at various distances from the Great Barrier Reef
		Encyclopaedia entry for the climate of Queensland
		Online search for climate data for selected towns and cities
	Observation of photographs and satellite images of the region	Photographs and satellite images of the Great Barrier Reef from throughout this module
		Google Earth, including historic imagery
	An understanding of the impact of latitude on temperature and rainfall	Printed resources such as geography textbooks, encyclopaedias and Bureau of Meteorology books and leaflets
		Climate data website, such as the one available on Oxford Digital.

Weblink: Climate of the Great Barrier Reef

Check your learning 1.3

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Lesson 1.4
Collecting information

Collecting data

Geographers use a wide variety of tools to collect information. In any geographical inquiry, you will collect data that helps you answer your key question.

Primary and secondary data

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

Often a geographer collects information that supports their inquiry but has not been specifically collected or designed by the geographer for the inquiry. This type of information is called **secondary data**. Sources of secondary data can include maps, graphs, statistics and websites that someone else has developed. Some of the best secondary sources of information may be photographs from newspapers and magazines, or satellite images from Google Earth.

Source 1 shows some examples of primary and secondary data.

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

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

Source 1 Examples of primary and secondary data.

Some examples of primary data	Some examples of secondary data
• Hand-drawn maps and field sketches • Photographs and images taken for the inquiry • Questionnaires and surveys designed and created for the inquiry • Graphs created from data (such as number of visitors, number of cars counted, and temperature and wind statistics) gathered by the geographer for the inquiry	• Information from textbooks, atlases, maps, graphs, reports and websites that were not created specifically for the inquiry • Data that was collected by a government department (such as **census** data), the media, companies and other organisations and was not collected specifically for the inquiry

Regardless of whether you are using primary or secondary data, your investigation or inquiry into any geographical topic should follow these steps:

1. Collect and record the information you think you will need to answer your key inquiry question.
2. Evaluate this information and data to determine that they are accurate and relevant.
3. Represent your findings in an interesting and appropriate way, such as tables, graphs, maps and sketches (see Lesson 1.6 Representing data, page 27, for more information on these).

It is important to always evaluate data for reliability, relevance and bias, especially when collecting secondary data online.

census a "head count" or audit of the number of people living in a particular place at a particular time; information collected during a census often includes age, occupation, income, etc.

Reliability, potential bias and usefulness

Geographers need to evaluate the sources they use for reliability and potential bias, as well as usefulness. In the case of collecting data from primary sources, such as interviewing subjects directly on a topic, the information gathered will be reliable because it is gathered firsthand. It is therefore important to keep in mind any potential bias that may be influencing an interview subject's response. An interview that a geographer is conducting on the potential impacts of turning local parkland into an industrial park, for instance, would have very

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different responses from a representative of the industrial developer than from a member of a local wildlife conservation group. It is important for a geographer to evaluate this kind of bias and remember to ask questions about the motivation behind it.

When selecting secondary sources, such as maps, graphs, photographs or other data, you will need to ensure they are reliable and unbiased. Questions that you could ask to do this include:

- Is the data from a government body (e.g. BOM) or a research agency (e.g. CSIRO)?
- Is the data free from bias?
- Is the data presented on the website of a company that might have a vested interest in influencing public opinion?

Key skill Collecting information

Evaluating the reliability of websites

There is an enormous amount of material available online, but it is important to keep in mind that not all websites provide reliable information. Websites should be critically evaluated for reliability by following these steps:

- **Step 1** Find out how old the information is. When was it first published? This will help you decide whether it is useful for your inquiry or not.
- **Step 2** Find out who published the information. Is it possible they are biased? You can often find out more about the organisation publishing information by going to their home page or "about us" page.
- **Step 3** Look at the extension at the end of the website address, as this gives you an important clue about the origin of the information. For example, .com is used by commercial organisations such as online stores; .org is used by non-commercial organisations such as NGOs and welfare groups; .gov by government departments; .edu by schools and universities; .biz by businesses; and .mil by military groups.
- **Step 4** If you cannot find out when the information was published or who published it, it is probably too unreliable to use in a geographical inquiry. Look for a more reliable source of information.

Practise the skill

1 Common websites used for reference information include the CIA World Factbook, the Australian Bureau of Statistics, National Geographic and the United Nations Development Programme. Using the steps listed above, evaluate the reliability of the data found on these websites.

Quantitative and qualitative data

quantitative data any information that can be recorded as numbers (e.g. "the literacy rate in India is 74 per cent")

qualitative data information that focuses on quality rather than quantity; as such, it is usually someone's opinion and may differ from person to person

Primary and secondary data provide either **quantitative data** or **qualitative data**. Quantitative data includes anything that can be measured and recorded as numbers. Qualitative data, on the other hand, includes anything that can be recorded in words.

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

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Source 2 shows some examples of quantitative and qualitative data.

Source 2 Examples of quantitative and qualitative data.

Some examples of quantitative data	Some examples of qualtitative data
• Climate and temperature statistics • Tourist numbers • Population figures (including birth and death rates) • Types and amounts of food grown • Plant and animal species and wildlife in certain areas • Forest clearance rates • Numbers of people killed in natural disasters	• Opinions • Points of view • Personal stories • Likes and dislikes • Feelings

Conducting fieldwork

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

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

Fieldwork provides the opportunity for firsthand investigation of both natural and built environments, and to develop skills associated with observing, measuring and recording. Different forms of geographical data can be collected and analysed to find relationships between the natural and human environments. The results of a fieldwork investigation are presented and communicated in a fieldwork report. There is a worksheet available on Oxford Digital to learn the steps to writing a basic fieldwork report.

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

Key skill worksheet: Writing a basic fieldwork report

Source 3 You never know where fieldwork will take you!

Different types of fieldwork

For geographers the field is an essential primary source of data. Books, websites and maps can give you some information about a particular place, but they are usually secondary sources of information. To really understand a landscape or issue you need to go and see it for yourself.

The aim of all fieldwork is to enable you to develop the skills of observation, information gathering, analysis and interpretation of different forms of data, and communication of your results. The types of fieldwork you conduct will differ according to your chosen topic and the fieldwork site. Your tasks will include:

- identifying different types of environments and the features within them
- recording data from different sources
- sampling things like water quality and wind speed
- comparing different features to see if there is a pattern
- calculating amounts such as water flow, numbers of different species of plants and animals, visitor numbers
- communicating your findings.

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Fieldwork locations and inquiry questions

Fieldwork can take place in many locations and for a wide variety of purposes. Rivers and coasts are popular fieldwork locations as the constant movement of water in these places changes the natural environment, often resulting in a response from people. Shopping centres, parks and city streets are also popular because the constant movement of people creates patterns, flows and changes. Source 4 provides examples of fieldwork locations and inquiry questions that can be the beginning of an investigation at some of these locations.

Source 4 Examples of fieldwork locations and inquiry questions for a range of topics in Year 10 geography

Topic	Fieldwork location/s	Inquiry questions
Changing and managing the environment	River or stream	• What natural processes are shaping this environment? • How do these natural processes impact on human activities? • What human activities have changed the natural processes and environment in this place? • How have these environmental changes been managed? • How effective has this management been? • What further management strategies could be used to better manage change in this place?
Coastal change and management	Coast	
Inequalities in wellbeing	Two contrasting suburbs	• What are living conditions like in these two suburbs? • What are the similarities and differences? • How can these differences be mapped? • Why do these differences occur? • How can wellbeing be improved in these suburbs?
Improving wellbeing	Program to improve wellbeing	• What are the aims of this program? • Why does it exist? • How successful is it in reducing inequalities in wellbeing? • How could it become more successful? • How could it be applied in other regions and places?

Ethical fieldwork

Ethics refers to the correct ways of behaving and thinking. It is important to always act in an ethical way when conducting a geographic inquiry. This is particularly important while on a field trip. You must ensure, for example, that you have minimal impact on the environment. Consider carefully where you walk on fragile environments such as sand dunes and steep slopes and always dispose of your litter in the proper way.

Source 5 When conducting fieldwork, always be mindful of the environment you are in and avoid trampling on sensitive or fragile areas.

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There are also ethical concerns to consider when dealing with other people.

- If you interview or survey members of the public you must inform them of the purpose of your research and allow them to consent or refuse to take part
- Avoid asking sensitive questions such as a person's age, income or home address
- Never take photographs of other people without their consent
- Take a neutral stance when interviewing people rather than stating your own point of view.

Using geographical images

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

Landscapes can be photographed from several different angles depending on the position of the camera at the time the photograph was taken. Each angle makes some features of the landscape easier to see and interpret than other features, and so you need to carefully consider at which angle the image has been taken.

Look at Source 6 to Source 10 to familiarise yourself with the different types of geographical images.

Ground level

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

This angle allows you to clearly see the height of any object and the detail in vertical surfaces. However, ground level is not the most effective method when investigating something like the Great Barrier Reef, as it is underwater.

Source 6 Ground level

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Oblique aerial photograph

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

This angle allows you to see both the foreground and the background of the scene. You can also see both the height of an object and its width or area. However, objects in the background seem much smaller than those in the foreground.

Source 7 Oblique aerial photograph

Vertical aerial photograph

The camera is positioned directly above the landscape.

This vertical (or plan) view allows you to see the extent of any feature. However, it is difficult to judge the height of a landscape. In this image, for example, it is difficult to judge the depth of the water.

Source 8 Vertical aerial photograph

Satellite images

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

These images are often used to investigate patterns, such as the shape of the reef, its position relative to land, and the distribution of small reef shapes. It is difficult, however, to see smaller features of the environment.

Source 9 This satellite image of the Great Barrier Reef was captured by NASA.

False colour images

You may have heard the terms "false colour image" or "false colour map". The term "false colour" does not mean the colours used in an image are incorrect, it just means different colours have been used to make the image or map easier to interpret.

The colours used in a false colour image can be quite exaggerated and unnatural-looking. This is because the colours of the natural features are too similar to demonstrate a particular point or aspect. If someone is trying to show where a muddy brown river meets a brown-coloured riverbank where there are brown rocks and some brownish shrubs, they might decide to use false colour to clearly show where the different elements are. In that case, they may decide to make the shrub areas bright green, the river neon yellow and the rocks bright red, leaving just the riverbank brown. This is why you should always examine the accompanying legend to interpret the colours used in a false colour map.

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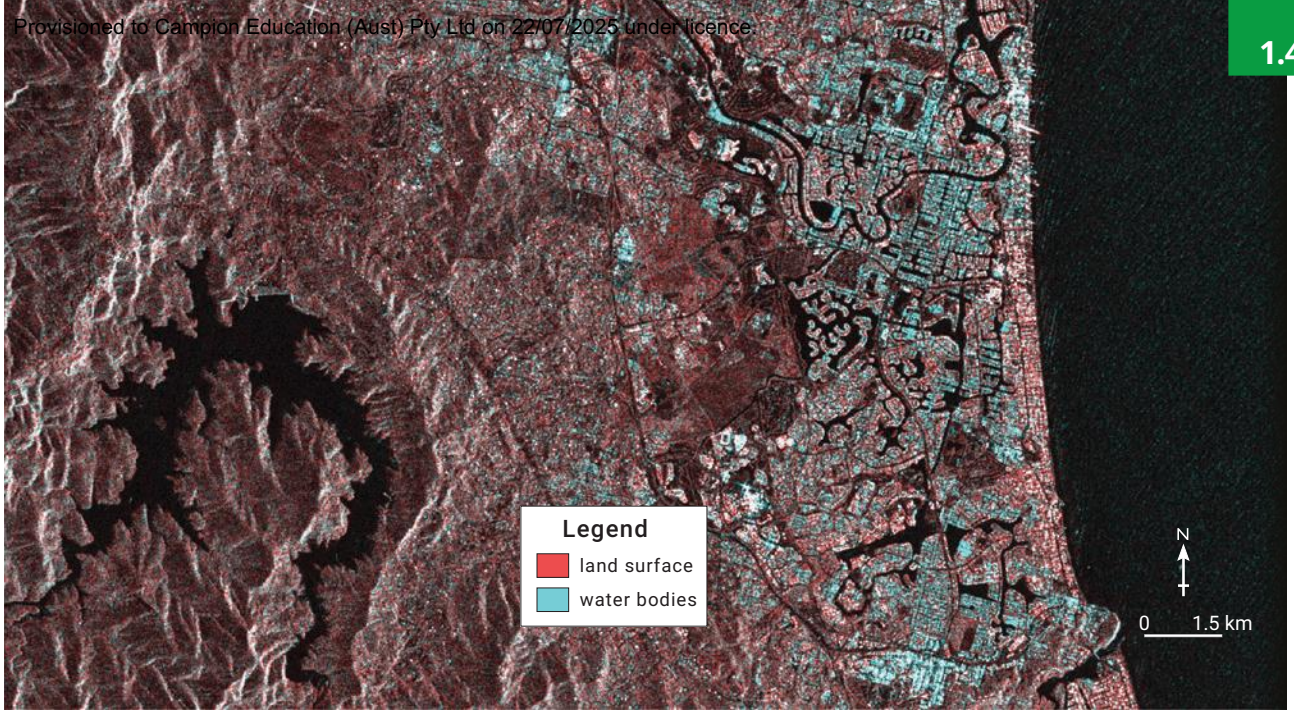


Source 10 This false colour image was captured by a satellite. It uses blue and red to show the contrast between water bodies and the land surface in the Gold Coast, south-east Queensland.

Geographic Information Systems (GIS)

Geographic Information Systems (GIS) are a way of creating, viewing, organising and analysing geographical information with the use of a software application. GIS encompasses collecting geospatial data – real-world distance between landmarks, water depth, height and width of buildings, layout of streets and suburbs – and presenting it through digital means.

Smartphone apps like Google Maps and Google Earth use GIS data to allow you to navigate through the real world, using data that has been gathered using computer technology. GIS has many different applications and is used for planning, telecommunications, transport and logistics, to name just a few. GIS allow geographers to access and share an incredible amount of data and look at the world in new ways.

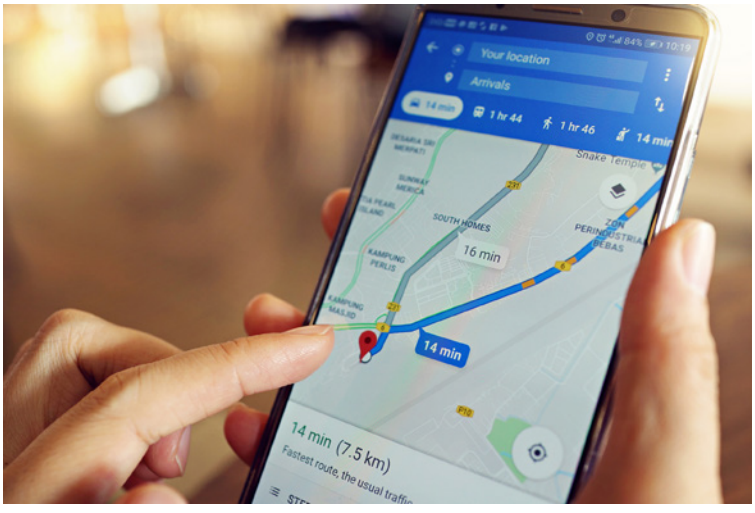
GIS are made up of three elements:

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

Geographic Information Systems combine **satellite images**, graphs and databases to allow you to identify patterns and trends so that you can gain a better understanding of the world around you. They allow you to turn different layers of data on and off in order to isolate exactly what you are looking for. You can even create and share your own maps, look at 3D models of areas and record video simulations, known as flyovers.

Geographic Information Systems (GIS) a software application designed to capture, store, manipulate, analyse, manage and present all kinds of geographical information

satellite image an image of a place taken from satellites orbiting above the Earth's surface



Source 11 Today, a GIS can be found on almost every smartphone, in the form of apps such as Google Maps and Google Earth.

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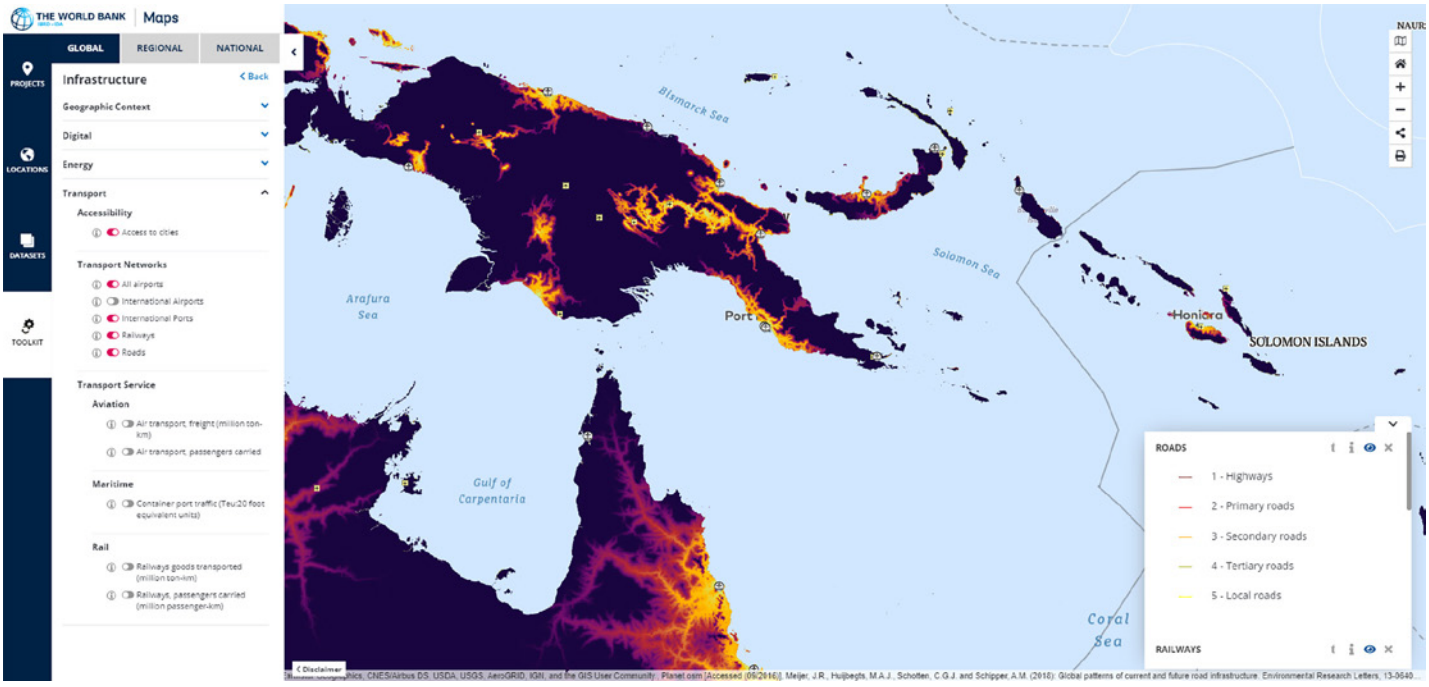
These systems are already a part of many people's everyday lives. Governments, companies and individuals all around the world use GIS.



Source 12 A screenshot of a World Bank GIS map exploring the link between topography and accessibility in Papua New Guinea

Check your learning 1.4

Lesson 1.5
Analysing maps

Introduction

map a simplified plan of an area shown from directly above

One of the most useful tools geographers use to process information is a **map**. Sometimes you will create maps to process information you have collected, and often you will analyse maps to interpret the data represented on them. As such, analysing maps is an important skill for you to develop.

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

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

There is a range of different maps and graphic representations you will analyse and create throughout your studies in geography. A short explanation for some complex maps and graphic representation is provided in this lesson.

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

Topographic maps

Topographic maps show the shape of the land (such as the shapes formed by valleys, hills and ridges) by using **contour lines**. Numbers on some of the contour lines show the height of the

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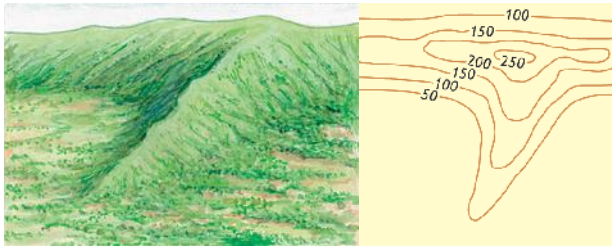
land above sea level. The closer together the contour lines are, the steeper the land. Symbols and colours are also used on topographic maps to show other natural features (such as forests, rivers and lakes) and built features (such as towns, roads and mines). The contour patterns of six common features are shown below in Source 1 to Source 6.

Common contour patterns on topographic maps

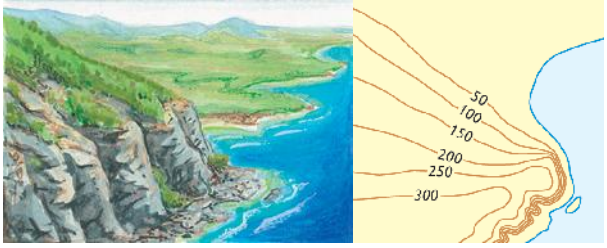
Source 1 Round hill or volcano

Source 2 Valley

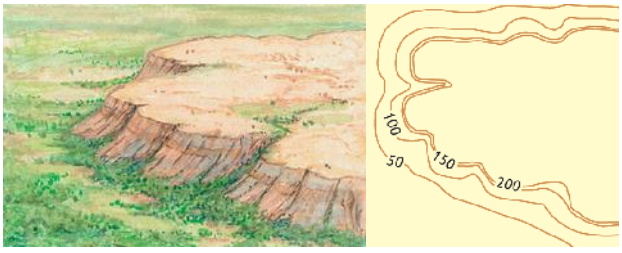
Source 3 Ridge



Source 4 Spur



Source 5 Cliff

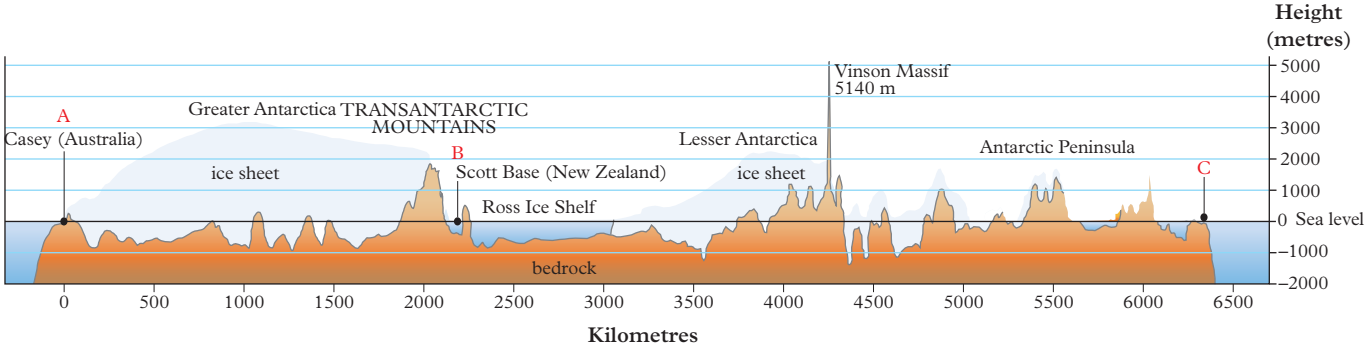


Source 6 Plateau

Cross-sections

Unlike a map that shows a landscape in plan view, a cross-section provides a profile (side) view of a landscape. This allows geographers to see the **relief** of the land from side-on, meaning they can see where the land goes up and down. Interpreting cross-sections can increase our understanding of how the relief of the land influences the way in which it is used (such as where people choose to live or where food is grown). Cross-sections are made using contour lines.

relief the variations in elevation (height) of areas on the Earth's surface



Source 7 This cross-section of Antarctica helps geographers understand the size of the ice sheets and the size of bedrock underneath them, and also see the different areas where ice is thinning.

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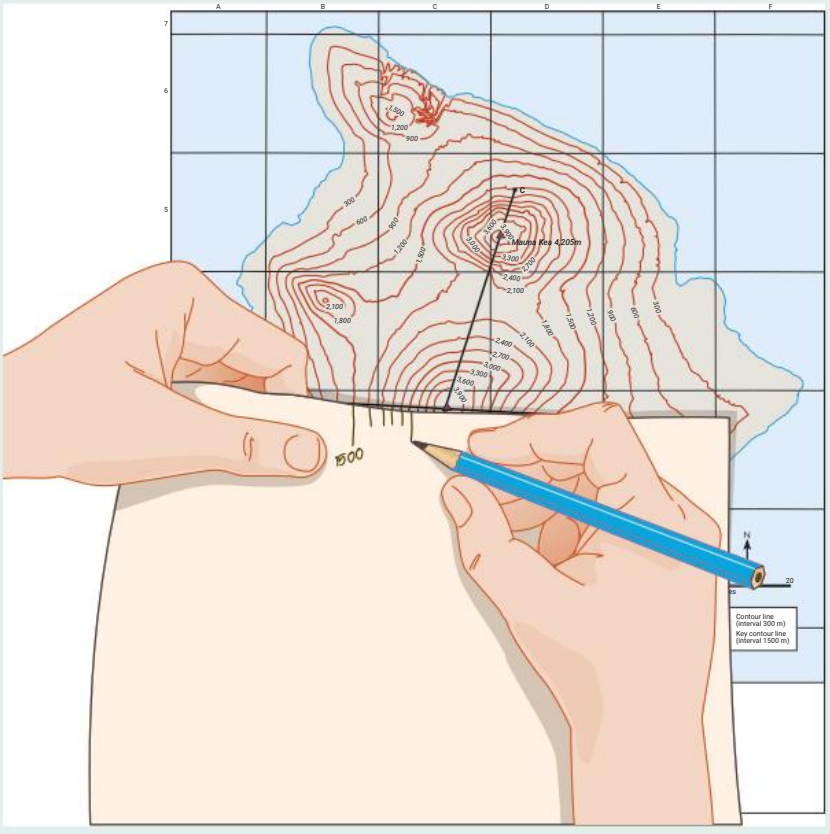
Key skill Analysing maps

Drawing a cross-section using contour lines

- **Step 1** Identify the cross-section by finding two points on the map to form the outer edges.
- **Step 2** Line up the straight edge of a plain piece of paper across the map so that it covers the two points you identified in step 1. Mark these two points as A and B.
- **Step 3** Make small marks on your paper where each contour line meets it and write the height of the contour.
- **Step 4** On another piece of paper, draw a set of axes for your cross-section. The horizontal axis should be the same width as the distance between points A and B on the map. The vertical scale should begin below the lowest point on your cross-section and extend above the highest point.
- **Step 5** Lay your straight-edged piece of paper along the newly created horizontal axis. For each contour height shown, add a dot onto your cross-section at the correct height according to the vertical scale. Join these dots into a smooth line.
- **Step 6** Lightly shade the area below the line to show that it is solid land. Label both axes and give your cross-section a title.

You can practise this skill using the cross section in Source 8.



Source 8 A cross-section that has been created from a topographic map of Hawaii.

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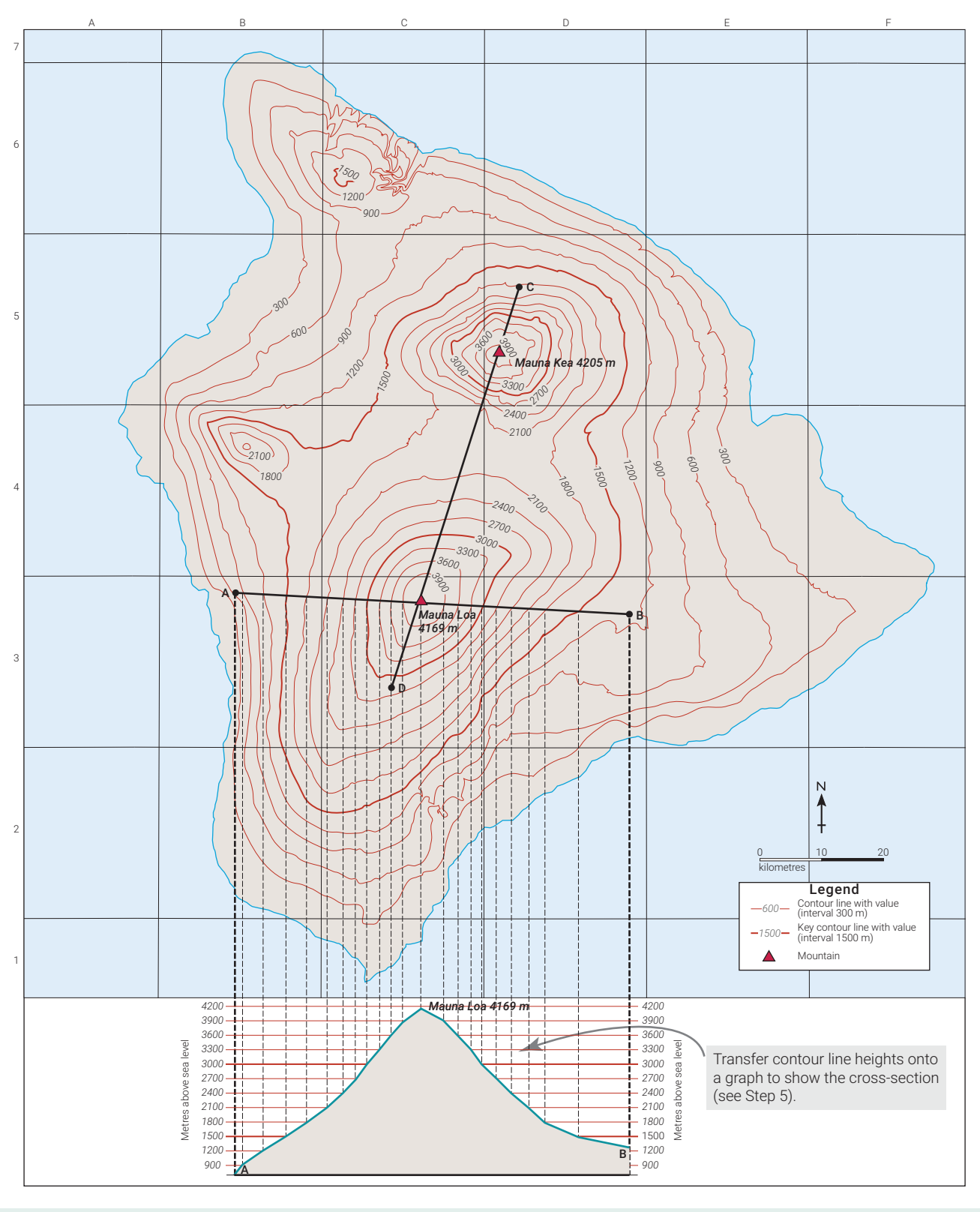

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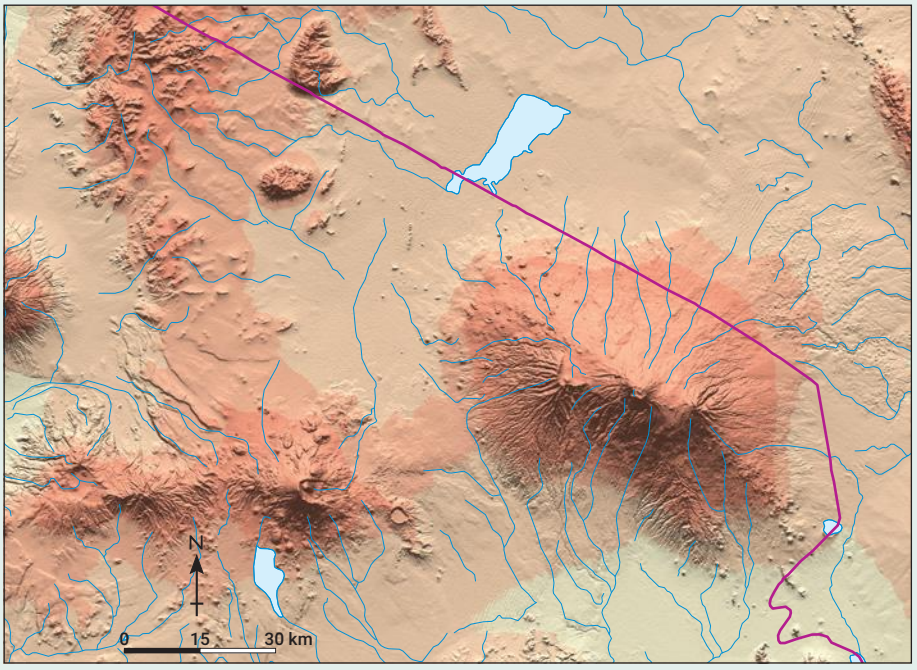
Digital maps and terrain models

There are about 6,000 human-made satellites orbiting the Earth. Many of these collect digital data about the shape and height of the land and transmit it back to computers on the ground. This data is then interpreted and can be used to draw maps. Cartographers can use computer programs to add colours to these digital maps to highlight certain aspects of the environment. In Source 9, for example, the land has been shaded according to its height. The data can also be manipulated in other ways. In Source 10 it has been used to create a side view of the landform being mapped. This type of illustration is known as a digital terrain model.



Source 9 In this digital map of the Mount Kilimanjaro region, land has been shaded according to its height above sea level. Shadows have also been added to help map users understand the shape and height of the land.

Source 10 This is a digital terrain model of Mount Kilimanjaro and the surrounding area. The data was collected by a NASA space shuttle and an orbiting satellite. Cartographers have exaggerated the height of the landform so that it appears twice as high as it actually is.

Cartograms

You will have already seen cartograms in the course of your geography studies. These are the maps that look distorted and have areas that appear thinner or more enlarged than they would normally be, depending on what they are showing. Cartograms are sometimes called "value by area" maps, which means the spaces on the maps are distorted to show a representation of a value rather than land area. There are various software programs available that can generate cartograms.

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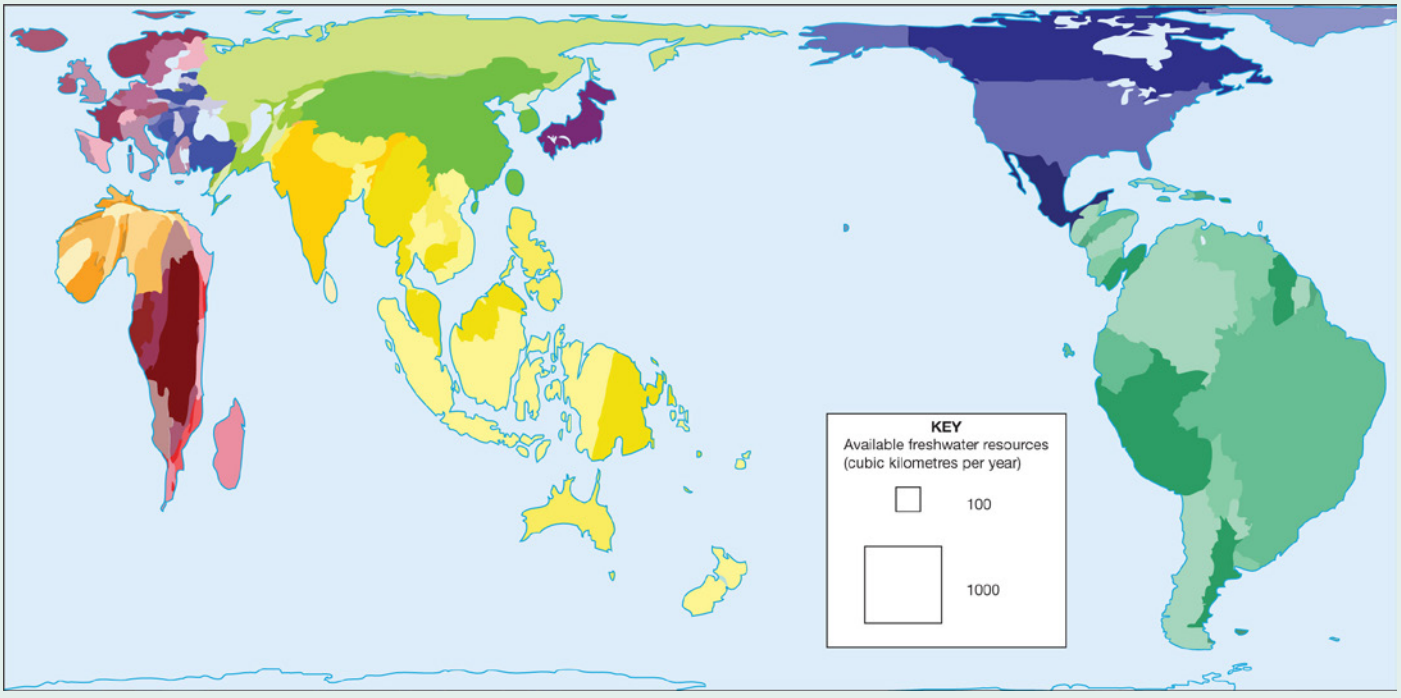

Source 11 This cartogram shows the Earth's fresh water resources. The distortion shows that South America has large supplies of fresh water, while Africa has very little.

Check your learning 1.5

Lesson 1.6
Representing data

Introduction

In Years 7 and 8 you will have learnt how to create and interpret simple graphs, such as bar graphs, column graphs and pie charts. As you did in Year 9, in Year 10 you will be working with more complex graphs. Sometimes you will create graphs and sometimes you will interpret them to make sense of the information they provide. Some of these types of complex graphs are described below.

Compound column graphs

A compound column graph, sometimes called a stacked column graph or stacked bar graph, is used by geographers to compare the parts of something to the whole. They are a more complex type of column graph in which each column is split into sections. The results are then stacked on top of each other, in different colours or different shades of a colour, so that results can be easily compared.

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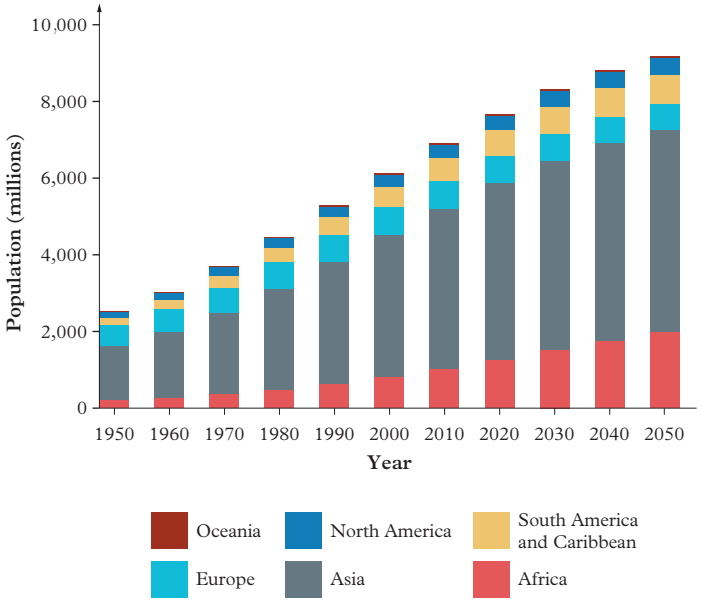
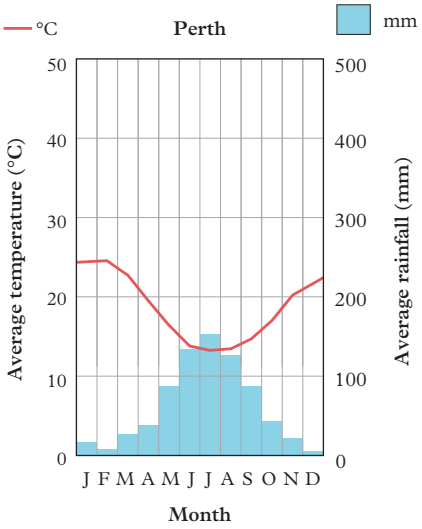
Each column in a compound column graph represents a total, and each different coloured segment represents a part that makes up that total. The compound column graph in Source 1, for example, shows the increase in world population from 1950 projected up to 2050. Of the total increase in population, it is immediately clear that Asia, coloured olive green, has experienced and will continue to experience the greatest growth. It is also immediately clear that Oceania, coloured red, has experienced very small population growth in comparison. Presenting the information in this way means we can quickly see and compare a number of figures that contribute to a total.



Source 1 A compound column graph showing the increase in world population by region, 1950–2050.

Climate graphs

Climate graphs show the general climate of a place – what the weather is like overall in a certain location, graphing the average monthly temperature and rainfall over the course of a year or other set period of time (see Source 2). Climate graphs combine line and column graphs. Temperature is recorded as a line graph and rainfall is recorded as a bar graph.

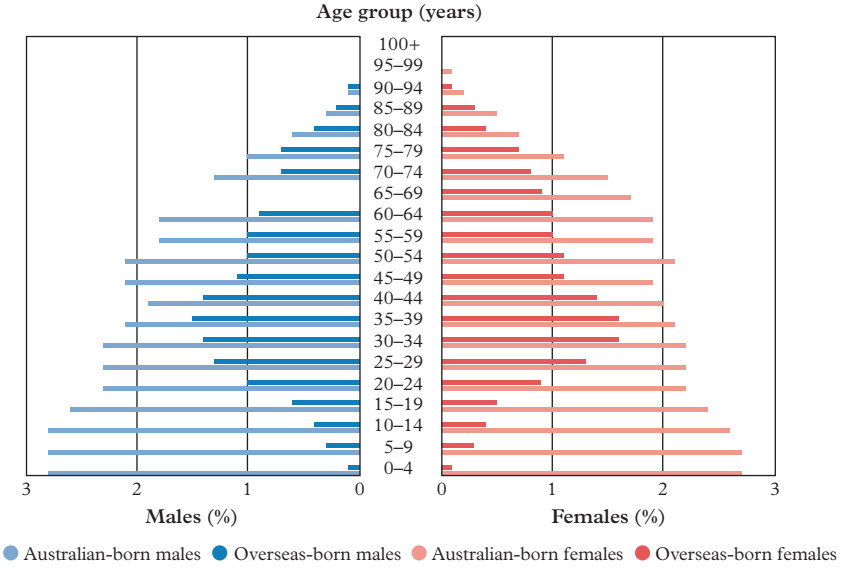


Source 2 A climate graph showing the average monthly temperature and rainfall in Perth.

Population pyramids

Population pyramids are horizontal bar graphs that show the proportion of males and females in different age groups in a population. Most commonly, they are used to compare the population structures and growth rates in different countries. A triangular-shaped graph shows a population with a high birth rate – that is, the population in that country is growing – while a graph that tapers in (is narrower) at the younger ages indicates a population that is contracting or declining.

Population pyramids can also help geographers to identify the ways in which the population in a single country is changing over time, by comparing two pyramids that show the age distribution of the population in different years.



Source 3 A population pyramid for Australia in 2023, showing the percentages of Australian-born males and females, and the percentages of overseas-born males and females. For example, in the 10–14 age group, you can see that Australian-born males make up 2.8% of the population and overseas-born males make up 0.4%.

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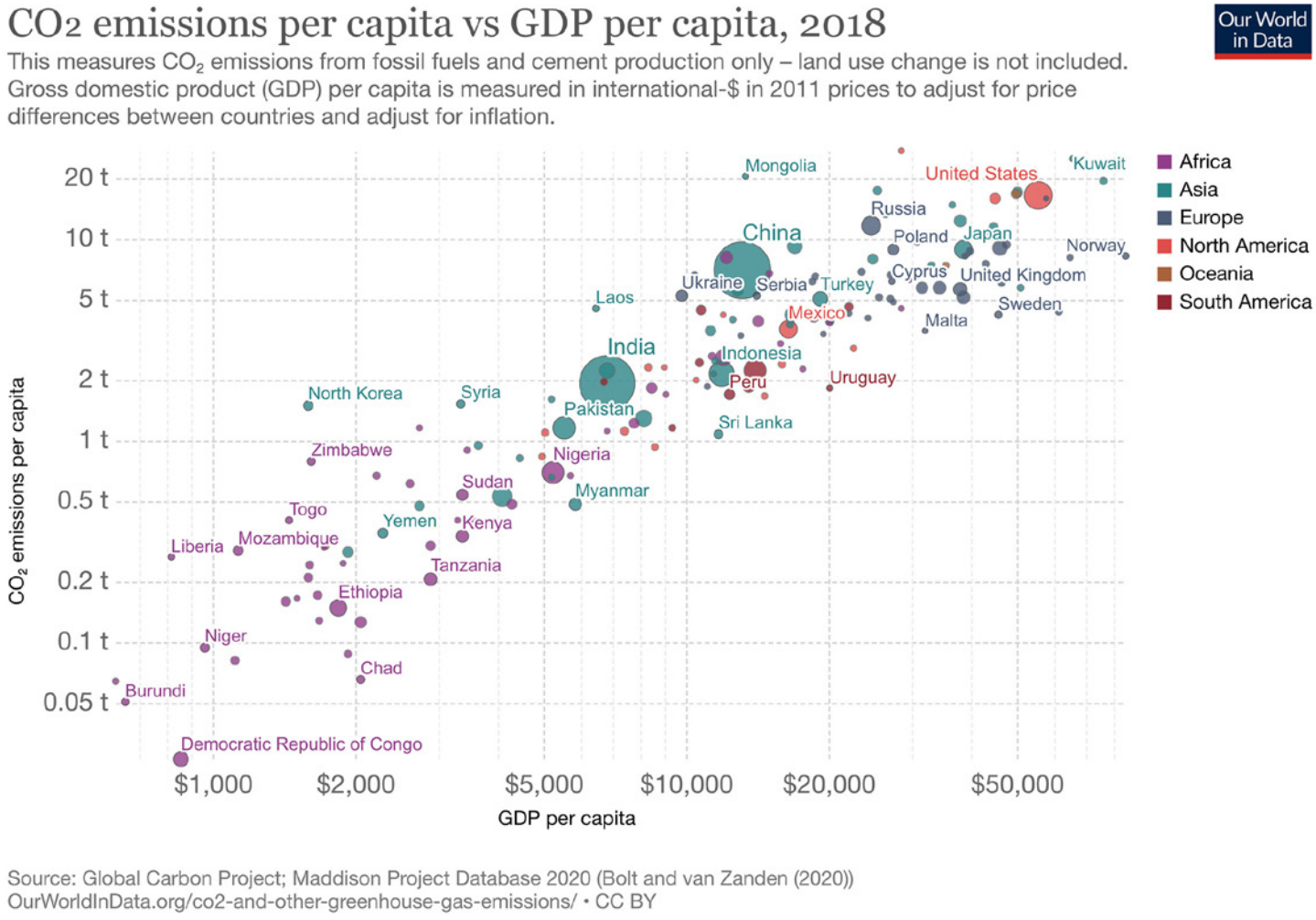
Scatter plots

Maps can be useful for showing a pattern, but they don't really explain that pattern. A special type of graph, called a scatter plot (also known as scattergram or scatter graph), is a better way of doing this. A scatter plot compares two sets of data in a visual way so that any connections between them can be easily seen.

The scatter plot in Source 4 compares carbon emissions per person with gross domestic product (GDP) per person for selected countries. It is essentially testing the theory that emissions are higher in countries with a higher GDP (which is a measure of wealth).

In this graph most of the countries lie close to the trend line, therefore it is possible to say that there is a relationship between the carbon emissions in a country and the GDP per person. People in wealthier countries emit more carbon than those in less wealthy countries.

Those countries that lie apart from the general trend, such as Mongolia, are called outliers. A geographer studying this graph might use it as the beginning of a geographical inquiry into carbon emissions in Mongolia.



Source 4 Scatter plot measuring carbon dioxide emissions against GDP

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Other graphic representations

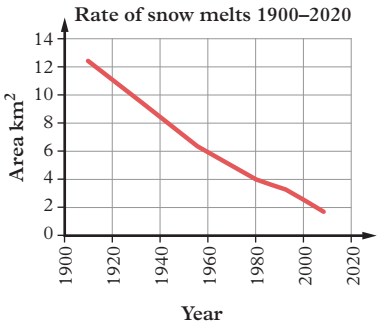
Geographers create diagrams and other graphic representations to help them look for patterns in the data they have gathered. These tools also help people who were not involved in the inquiry (such as the general public, the government or people in the media) understand the work that has been done.

Geographical diagrams

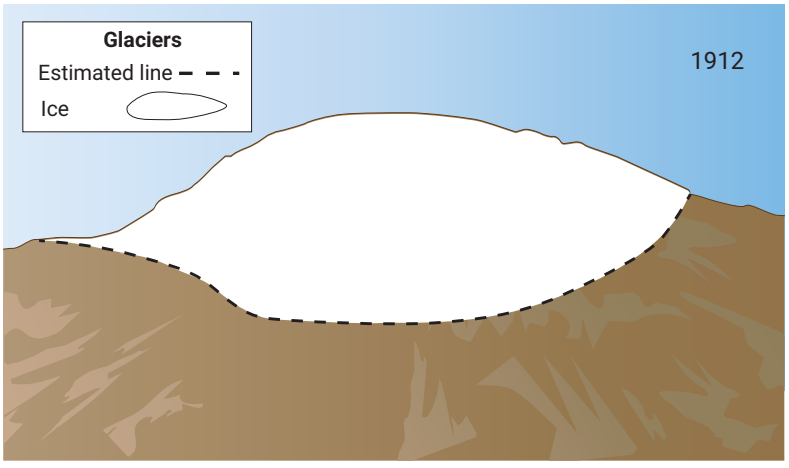
Geographical diagrams are simplified drawings of the real world. They allow geographers to show the features or characteristics of places or things much more directly than describing them in words. Certain interesting or complex processes can be more easily explained and demonstrated in a diagram, and communicated quickly and effectively by simple visual representation (see Source 5).

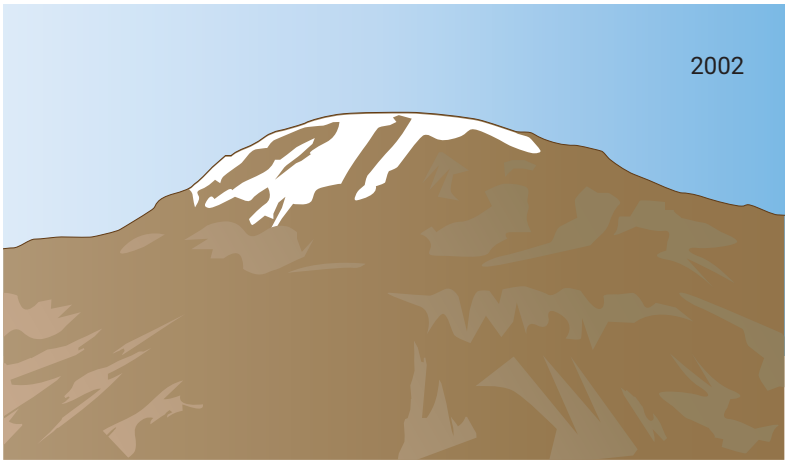
Tables

Tables allow geographers to present and compare data by organising it under different headings. Tables can be useful for presenting information over a range of time periods or locations.



Source 5 This diagram shows the dramatic rate at which snows have melted on Mount Kilimanjaro.





Source 6 This table, based on data gathered by geographers in 2006, shows the change in area of seven glaciers (A–G) on Mount Kilimanjaro over a period of 91 years.

Areas (103 m²)	Glacier area A	Glacier area B	Glacier area C	Glacier area D	Glacier area E	Glacier area F	Glacier area G	Total
1912	5,676	3	27	5,011	811	372	158	12,058
1953	3,829	0	16	2,156	493	181	0	6,675
1976	2,440	0	0	1,409	209	113	0	4,171
1989	1,900	0	0	1,168	147	90	0	3,305
2003	1,304	0	0	1,025	132	49	0	2,510

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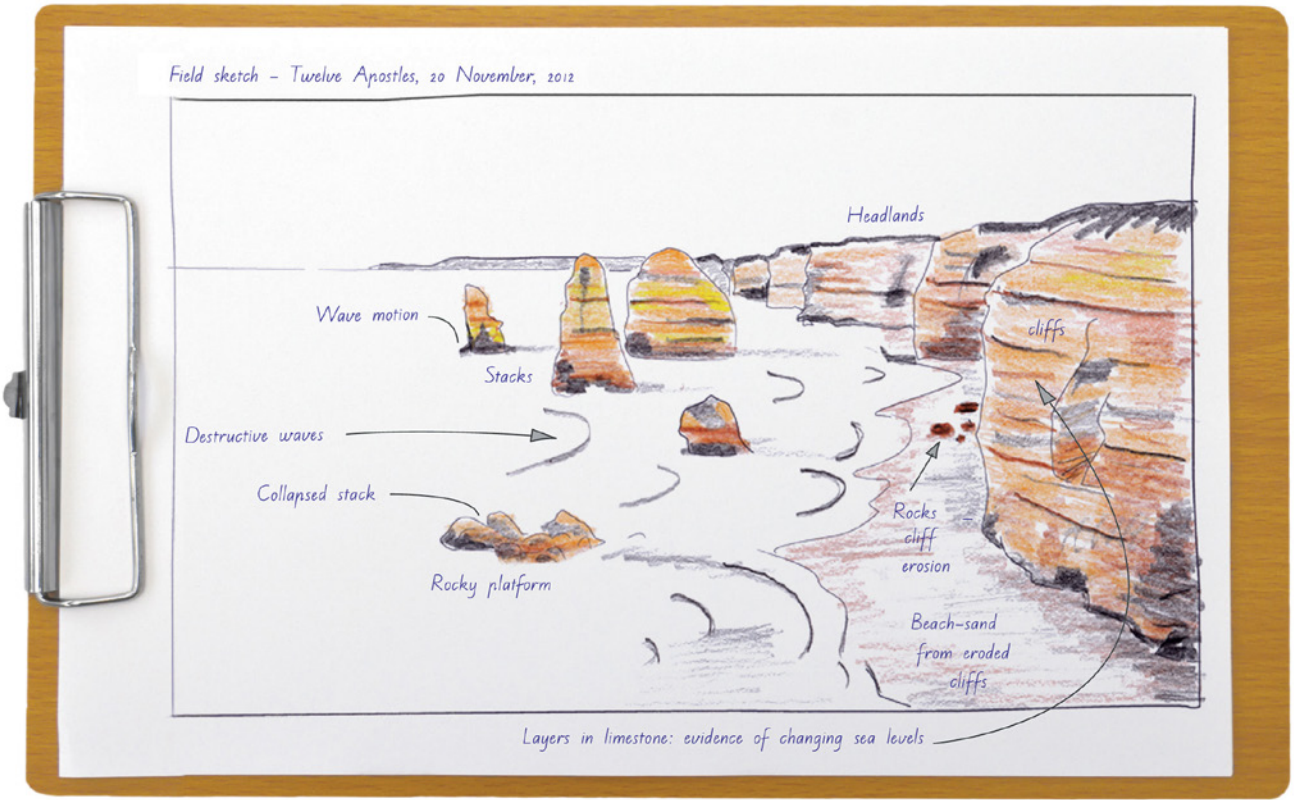
Geographical sketches

A **geographical sketch** can be an extremely useful way of collecting information and presenting it in a straightforward and immediate way. They are often completed in the field (and are known as field sketches) or are sketched from photographs. The aim of a geographical sketch is to focus on those parts of the environment that are relevant to the current geographical inquiry. For example, a geographer studying the role of waves in the erosion of a coastline would sketch the rocks and landforms of a beach, while a geographer studying tourism at the coast would sketch the buildings and roads at the same beach. Sketches allow the geographer to simplify information to make it easier to understand.

geographical sketch a sketch focusing on those parts of the environment relevant to the current geographical inquiry



Source 7 Field sketches are useful for capturing information quickly and directly.

Check your learning 1.6

Lesson 1.7
Identifying patterns and relationships

Introduction

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

1 the SHEEPT method
2 the PQE method.

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Using the SHEEPT method

SHEEPT is a tool used by geographers to help them consider the many factors that may contribute to the patterns identified in their data. When you are examining issues related to your inquiry, it is useful to think about them in terms of these six factors and rank them in order of importance. This will help you reach your conclusions. Source 1 explains what the letters SHEEPT stand for.

Source 1 These are the six factors of the SHEEPT method.

Factor	Description
S - Social	Factors relating to culture and people
H - Historical	Factors relating to past events
E - Environmental	Factors relating to the natural environment (including climate, landforms and vegetation)
E - Economic	Factors relating to the earning or spending of money (including income earned from industry and tourism, and the cost of building a dam or highway)
P - Political	Factors relating to governments (including laws, regulations and policies)
T - Technological	Factors relating to the availability and use of different types of technology (including the development of greener technologies, alternative energy sources and GIS)

Using the PQE method

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

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

PQE sample

Source 3 is a sample response that has been written using the PQE method to describe the **distribution** of dry deserts in the physical map of Australia.

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

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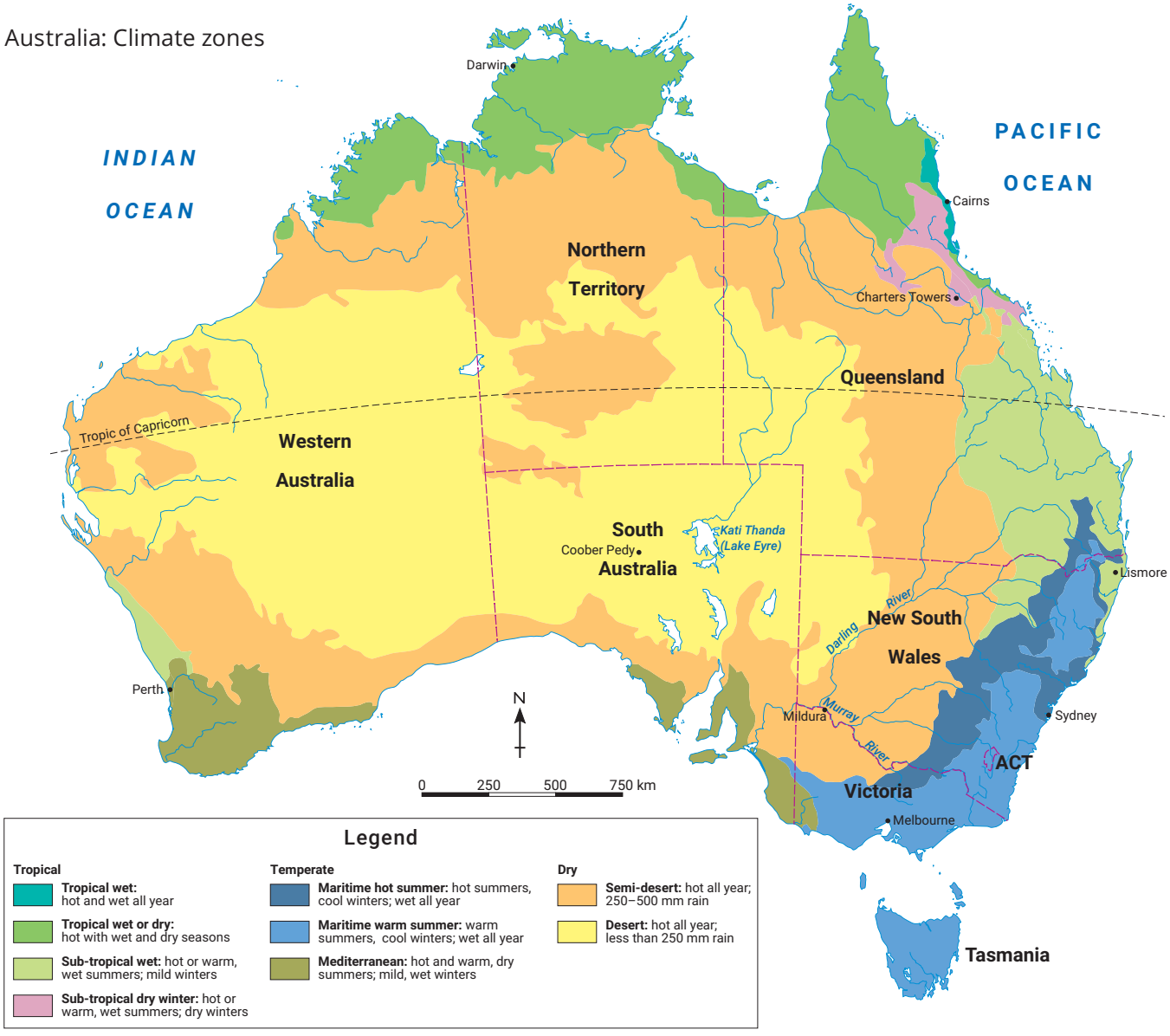
Australia: Climate zones



Source: Oxford University Press

Source 2

If you can identify the type of map that you are looking at, make sure you name it.

Dry deserts in Australia are located in the central area of the continent.

They extend from central Queensland and north-western New South Wales in the east through much of South Australia and the southern half of the Northern Territory into central Western Australia. In the Northern Territory, two large areas of semi-desert interrupt the continuous expanse of desert in the continent's interior.

An exception to this pattern occurs in Western Australia where the desert extends to the coastline.

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

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

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

Source 3 A sample PQE method analysis you can use to help structure your response.

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Lesson 1.8
Concluding and decision making

Introduction

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

Reflecting

It is important to reflect on the results of a geographical inquiry. This is an essential step because it allows you to learn important lessons from any mistakes that you have made and apply these lessons in your next investigation. There are several ways to reflect on your geographical inquiry. Reflecting involves looking at what you have learnt, thinking about how it was learnt, and asking critical questions about the way your geographical inquiry was conducted. One of the best methods to help you reflect is to complete a self-evaluation checklist (see Source 1).

Source 1 A self-evaluation checklist is a very useful way of reflecting on the findings of your geographical inquiry.

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

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Responding

As well as reflecting on the ways you conducted your inquiry, you also need to respond to what you found out. You may even decide that you need to recommend some action based on what you found.

Geographers often use the information gathered and analysed in their inquiry for a specific purpose. This could be to report on an issue and educate people, to raise awareness of a potential problem, or to lobby local, state or federal government about a particular concern. This can be done via various means, from presenting official reports or studies, to using social media and starting an online petition. The work you do as a geographer can contribute to your environment, and responding and acting is an important part of this work.

If the results of your geographical inquiry lead you to recommend a plan of action, there are some important things to consider.

- Is your plan environmentally sustainable? Does it impact in a negative way on the natural environment and natural processes?
- Does your plan bring more economic benefits than it costs? Is it affordable in both the short-term and the long-term?
- Does everyone affected by your plan of action benefit from its outcomes? Or do only a few people?

Case study The Great Barrier Reef

A number of geographic inquiries have found that plagues of Crown of Thorns Starfish (COTS) which feed on coral have destroyed large areas of the reef. The starfish are native to the reef but outbreaks of them seem to be becoming more common and are causing more damage than in the past.

This is probably linked to climate change which has caused greater stress to corals, giving them less time to recover between outbreaks. Scientists are working on developing new responses to these outbreaks including using smell baits to lure them towards divers who inject them with vinegar to kill them or using natural predators such as the giant triton snail.

Before using these strategies, the scientists must carefully evaluate their social, economic and environmental sustainability.

Source 2 A diver on the Great Barrier Reef encounters a predatory Crown of Thorns Starfish

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Lesson 1.9
Communicating

Introduction

A key skill in the study of geography is the ability to communicate your findings clearly and effectively. There are several ways of doing this and you should select the method that best suits your audience and purpose:

- written methods, such as essays or reports
- oral methods, such as oral reports, presentations, discussions and debates
- graphic methods, such as maps, graphs, and diagrams
- visual methods, such as annotated visual displays, photographs, sketches and posters
- digital methods, such as wikis, GIS, databases, 3D models and simulations, and multimedia presentations.

Key skill Communicating

Planning, creating and delivering a PowerPoint presentation

Using PowerPoint is a good way of organising and presenting your findings. Following these steps will prepare you to give a PowerPoint presentation with confidence.

PowerPoint allows you to embed images and provides a structure for outlining your key points in a clear and concise way. You can then talk through your presentation using the slides to both prompt and support you – using visual aids captures your audience's attention and makes your presentation a lot more informative, too.

Follow these steps and tips when planning, creating and delivering the findings of a geographical inquiry:

Plan your presentation

- **Step 1** Gather the findings of the research you have carried out as part of your geographical inquiry, including the sources you have used, the results of any surveys or interviews, and any relevant images, graphs, maps or photographs.
- **Step 2** Plan your presentation carefully so it has a clear beginning, middle and end.
- **Step 3** Know the requirements of your presentation. Your teacher will tell you how long your presentation is expected to be and what key points need to be covered. It is important that you plan your presentation in line with these requirements. For example, if you are required to talk for 10 minutes, you might like to present around 10 PowerPoint slides and talk about each one for around a minute.

Create your presentation

- **Step 4** It's time to create your slides. Here are some tips to help you create a clear and visually engaging PowerPoint presentation:
  - Present the content in clear, concise dot-point form – not huge slabs of information in paragraph form! You do not need to put all your findings up on the screen.
  - Only include visuals that relate to the content on that particular slide.

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  - Only use animations and transitions if it adds value to the point you are making. Otherwise they will distract the audience.
  - Use a design that ensures your audience can clearly see and read the slides. Consider colours, font size and readability.
- **Step 5** Do not just stand up and read out the text on each slide. Instead, talk in a way that develops and expands the points on each slide. Carefully plan what you are going to talk about during each slide, then record this plan on cue cards that you can refer to throughout your presentation.
- **Step 6** Practise your presentation. You can do this on your own, or in front of a friend or family member. You might feel a bit silly at first, but practising will help you perfect your timing and get you used to talking through the key points.

Deliver your presentation

- **Step 7** Prior to class, check that everything is working as it should and that the screen you are projecting onto is ready and clearly visible to the audience. Check that your speakers are working if you are using any videos or sounds.
- **Step 8** Deliver your presentation by speaking clearly and making eye contact with your audience.
- **Step 9** Invite the audience to ask questions. If you do not know the answer, or are unsure, don't just make something up on the spot. You are better off being honest and offering to answer any questions at a later stage once you've researched the answer.

Practise the skill

Prepare and deliver a PowerPoint presentation on an issue of geography that you find interesting. Ensure you include some interesting visual elements, such as photographs or graphs, as well as your key points.

Source 1 Carefully plan and practise your presentation so you can deliver it with confidence.

Check your learning 1.9

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Module 2

Changing and managing the environment

Sub-strand: Environmental change and management

Overview

The Earth supports 8.2 billion people every day, supplying us with the water, air and food we need to survive. However, many human activities are threatening the planet's ability to support life. Forests are disappearing, deserts are growing, water is being polluted, sea levels are rising, and the climate is getting warmer, bringing more frequent and larger disasters such as bushfires and cyclones. Individuals, communities and countries are being affected by these changes. Many people are working to reduce their impact – in many places environmental damage is being addressed and, in some cases, even reversed.

Source 1 The tiny island nation of the Marshall Islands in the Pacific Ocean is at risk of being one of the first countries to disappear beneath the world's rising oceans. With an average height of only 2 metres above sea level, any change in sea level has disastrous consequences.

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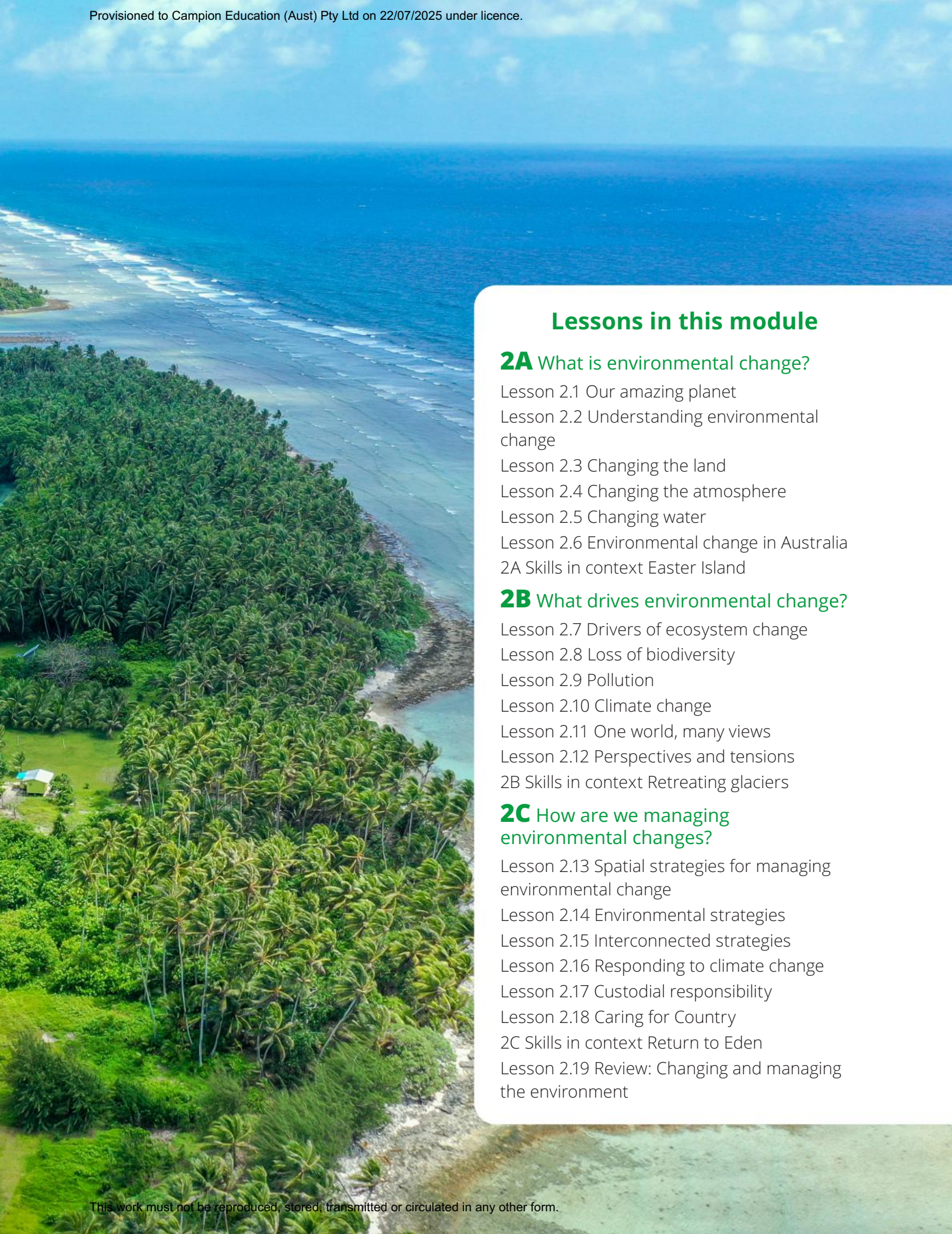

Lessons in this module

2A What is environmental change?

Lesson 2.1 Our amazing planet
Lesson 2.2 Understanding environmental change
Lesson 2.3 Changing the land
Lesson 2.4 Changing the atmosphere
Lesson 2.5 Changing water
Lesson 2.6 Environmental change in Australia
2A Skills in context Easter Island

2B What drives environmental change?

Lesson 2.7 Drivers of ecosystem change
Lesson 2.8 Loss of biodiversity
Lesson 2.9 Pollution
Lesson 2.10 Climate change
Lesson 2.11 One world, many views
Lesson 2.12 Perspectives and tensions
2B Skills in context Retreating glaciers

2C How are we managing environmental changes?

Lesson 2.13 Spatial strategies for managing environmental change
Lesson 2.14 Environmental strategies
Lesson 2.15 Interconnected strategies
Lesson 2.16 Responding to climate change
Lesson 2.17 Custodial responsibility
Lesson 2.18 Caring for Country
2C Skills in context Return to Eden
Lesson 2.19 Review: Changing and managing the environment

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Lesson 2.1
Our amazing planet

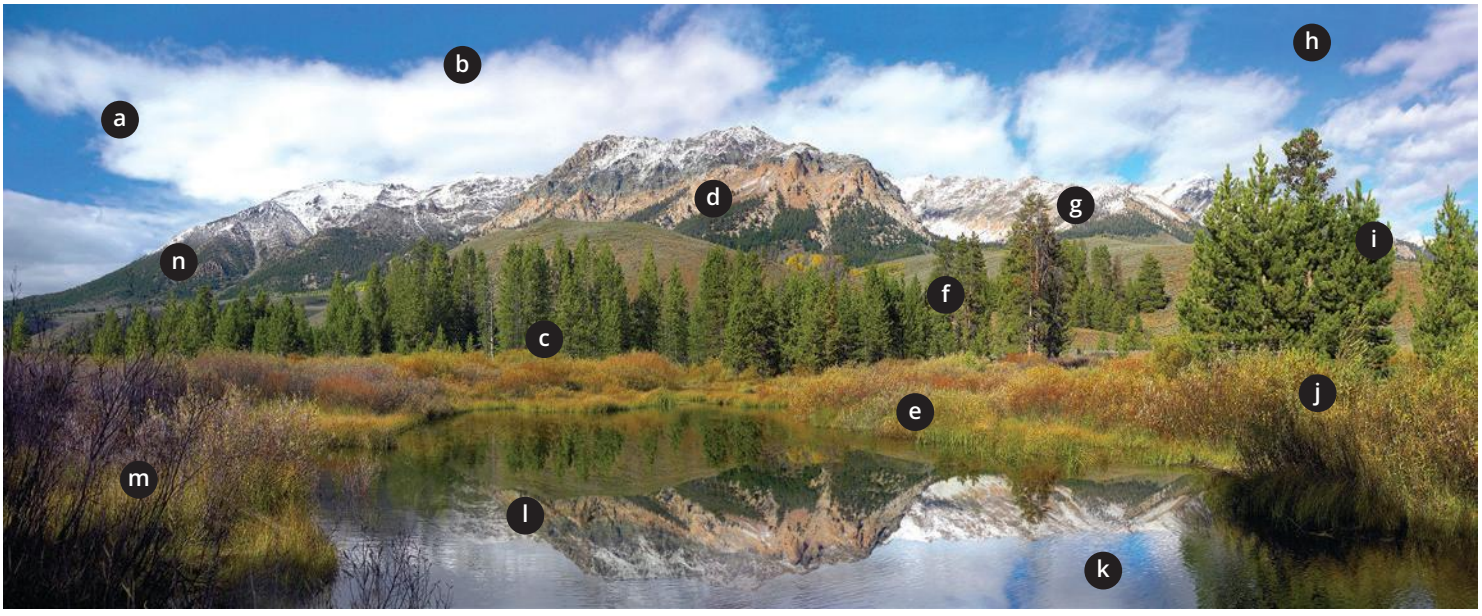
Learning intentions and success criteria

Introduction

The Earth provides organisms such as plants and animals with everything they need to survive: food, light, water and air. Humans, of course, are one of these organisms, and our survival on the Earth is largely due to the services provided by the natural environment around us (see Source 1).

The way we think about our environment has changed dramatically over the past few decades. Once seen as a bottomless pit of resources providing everything we need, it is now viewed as a fragile system becoming degraded by human actions.

- **a** Purifying the air, providing oxygen
- **b** Moderating weather extremes
- **c** Decomposing and dispersing waste
- **d** Building and maintaining soil fertility
- **e** Protection from river and coast erosion
- **f** Providing food and fibre
- **g** Controlling farming pests
- **h** Protection from UV rays
- **i** Providing shade
- **j** Plant pollination
- **k** Filtering water
- **l** Cycling and moving nutrients
- **m** Dispersing seeds
- **n** Places for recreation and reflection



Source 1 Some of the ecosystem services provided by the environment

The four S's of ecosystem services

Ecosystem services can be classified according to the products they provide and the functions they perform. There are four main classifications: sources, sinks, services and spirituality.

Sources

sources natural products that can be used or converted by humans for use

Sources (also called provisioning services) are those natural products that can be used or converted by humans for our use. These include mineral deposits, such as the coal that we turn into fuel; iron ore that we use in manufacturing; timber from natural forests; and food sources – from plant crops to deep sea fish.

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Sinks

Sinks (also called regulating services) are those processes in the natural environment that absorb our waste. For example, micro-organisms in oceans break down oil spills and, in a similar way, bacteria in the soil break down human waste.

sinks processes that take place in the natural environment that absorb waste

Services

Services (also called supporting services) are processes taking place in the natural environment that support life, but do not produce consumable resources. For example, wetlands filter water and slow floodwaters; while forests absorb carbon dioxide and produce oxygen.

services processes that take place in the environment that support life

Spirituality

Spirituality (also called cultural services) refers to the personal relationships that human beings have with the environment. For some, this is a deep connection to the land formed over many generations (such as the connection that Aboriginal and Torres Strait Islander peoples have with their ancestral lands). For others, it is the experience of spending time in the natural environment and the sense of well-being that this brings. For example, people taking part in activities such as surfing and bushwalking often feel a deep connection with the environment.

spirituality a sense of wellbeing and spiritual connection offered by the environment

Healthy ecosystems

Complex ecosystems have developed over millions of years, where the health of the ecosystem as a whole is connected strongly to the health of every organism within it. If one organism – such as a particular species of plant or animal – dies out, other organisms are impacted.

As humans have increased their use of ecosystem services across the planet, they have caused great change to ecosystems. Desertification, soil erosion, and air and water pollution are all examples of human impacts on ecosystems and are just some of the forces that have led to great changes in the natural world. In many places on the Earth, ecosystems have been changed to such an extent that the ecosystem services on which we rely are threatened.

In Australia, our ecosystems are some of the most threatened, with many in danger of collapse.

Quiz me! Our amazing planet

Source 2 Australia's sub-alpine forest ecosystems are in danger of collapse. More frequent bushfires – such as those that burned this region in Victoria's Alps – are driving environmental change in this ecosystem.

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Check your learning 2.1

Check your learning 2.1

Review and understand

1 **Identify** the four types of ecosystem services and write a definition for each in your own words.

2 **Identify** two examples of human impacts on ecosystem services.

Apply and analyse

3 **Examine** the diagram in Source 1.
   a **Classify** each of the ecosystem services shown as source, sink, service or spirituality.
   b Provide one more example of each.

4 **Examine** the image of the Australian Alps in Source 2.
   a **Give examples of** three ecosystem services of this environment.
   b How might each of the functions you listed in question 4a be impacted if another bushfire burns this area?

Evaluate and create

5 Which of the ecosystem services shown in Source 1 do you consider to be the most valuable to humans? **Justify** (give reasons for) your choice.

6 Which ecosystem service do you think is most threatened by human activities? **Predict** what would change if this service could no longer be provided by the environment.

Lesson 2.2
Understanding environmental change

Learning intentions and success criteria

ecosystem a complex community made up of living organisms that interact with each other and with their environment; an abbreviation of "ecological system"

pollution any substance released into the environment that causes damage

climate change a change in global or regional climate patterns; in particular, a change apparent from the mid to late twentieth century onwards and attributed largely to the increased levels of atmospheric carbon dioxide produced by the use of fossil fuels

Introduction

We live in a changed world. Today, less than a quarter of the Earth's land surface can still be considered wild. The rest has been transformed in a variety of ways by human activities, including:

- removing natural tree cover to use the land for farming and cities
- damming and diverting rivers to produce electricity and more reliable sources of water
- digging for minerals and energy sources beneath the Earth's surface
- polluting the land, air and water with waste materials.

These changes have had dire consequences for many **ecosystems** and species of plants and animals that we share the planet with. Tens of thousands of species are becoming extinct each year – largely as a result of the loss of natural habitat, but also due to **pollution** and the changes brought about by **climate change**. There are three main categories of environmental change:

- changes to the land
- changes to the atmosphere
- changes to water.

Changes to the land

As the human population has increased over the past two centuries, cities, towns and farms have spread rapidly across the Earth's surface. This process has greatly altered the soils and plants. Perhaps the greatest changes have been to the world's forests. Vast areas have

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been cleared to make way for farms and cities, and the forests' resources (such as wood from trees) have been used for energy and building materials. Less than one-quarter of the world's original forest cover remains intact today, and the small amount that remains is under increasing pressure from expanding populations in Africa, Asia and South America. Fertile soil, too, is a declining resource, as overuse has led to a loss of fertility, soil **erosion** and increased salt in many regions.

erosion the wearing away of the Earth's surface by water, wind and ice

Source 1 A gigantic dust storm approaches Khartoum, the capital city of Sudan. Dust storms such as these are becoming more frequent. They are the result of changes made to the land, including over-farming and the removal of natural land cover (such as trees and other vegetation).

Changes to the atmosphere

The Earth is surrounded by a combination of different gases known as the **atmosphere**. These gases provide many of the requirements for life on the Earth as we know it, including oxygen and fresh water. The atmosphere also protects the Earth (and everything on it) from the freezing cold conditions and dangerous ultraviolet rays of space. Despite the importance of the atmosphere to sustaining life on the Earth, it has been used as a dumping ground for many gases and chemicals produced by human activities. The burning of **fossil fuels** – such as coal for transport, electricity generation and industry – has changed the natural levels of certain gases in the atmosphere. In addition to this, many airborne chemicals have been released through the production of goods and services that we use every day, such as steel and oil. In some cases, the chemicals released into the atmosphere have brought about a partial breakdown in the layer of gases – known as the **ozone layer** – that shields us from ultraviolet light. They are also responsible for an increase in the acidity of rain, and a warming of the atmosphere leading to global changes in our climate.

atmosphere all of the gases that surround the Earth

fossil fuel a fuel made from the decomposed (fossilised) remains of plants and animals that lived millions of years ago (e.g. coal, oil, gas)

ozone layer a layer of gases, with a large proportion of ozone, high in the atmosphere that protects the Earth from harmful amounts of the sun's rays

Changes to water

Fresh water is vital to the survival of all life on the Earth. Water is used by humans in countless ways. We use it for drinking, washing, transport, firefighting, producing electricity, mining, fishing and recreation, as well as a host of other things. Above all, however, we rely

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on fresh water for producing the food we eat. About 70 per cent of the total water taken from rivers, streams and underground water sources is used to irrigate (water) crops and provide water for farm animals. The diversion and damming of rivers to provide a reliable supply of water for farmers and for city-dwellers causes water shortages in other places around the world.

Changes made by humans to the natural water supply are having serious impacts on the natural environment. Some freshwater supplies are now becoming so polluted that they are undrinkable, leading to problems for the animals, birds, fish and plants that also rely on the water to survive.

Source 2 The Glen Canyon Dam in the Arizona Desert, United States, provides water and electricity to the nearby town of Page. Around the world, human changes to water supplies are having serious impacts on the natural environment.

Quiz me! Understanding environmental change

Check your learning 2.2

Check your learning 2.2

Review and understand

1 **Outline** how human activities have impacted on the land.

2 **Explain** why human changes to the environment have increased over the past 200 years.

Apply and analyse

3 **Examine** the image of the Glen Canyon Dam in Source 2. **List** all of the human impacts on this environment that you can see.

4 Source 1 and Source 2 show the impacts of environmental changes in desert areas. What factors do you think make these areas particularly vulnerable to the effects of human activities? **Justify** (give reasons for) your answer.

Evaluate and create

5 **List** all of the environmental changes mentioned in this lesson.

- a **Rank** them from the one you know the most about to the one you know the least about.
- b For the three at the bottom of your list (which you know least about), **create** one inquiry question you would like answered before you have finished this module.
- c **Share** your three questions with the class.

6 Advances in technology and engineering have enabled larger communities to live in desert areas. **Discuss** the arguments for and against this development and give your opinion.

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Lesson 2.3
Changing the land

Introduction

Learning intentions and success criteria

The loss of productivity and the decline in the fertility of land-based environments as a result of human activities is referred to as **land degradation**. Land degradation currently affects about one quarter of the world's total land area and about 38 per cent of the world's farmed areas. Up to 3 billion people, including many Australians, are directly affected by land degradation. It is also contributing to climate change, as cleared, degraded land stores much less carbon than natural land cover, such as **rainforest**. The three main types of land degradation are:

- soil degradation
- soil erosion
- ecosystem decline.

land degradation the loss of productivity and the decline in the fertility of land-based environments as a result of human activities

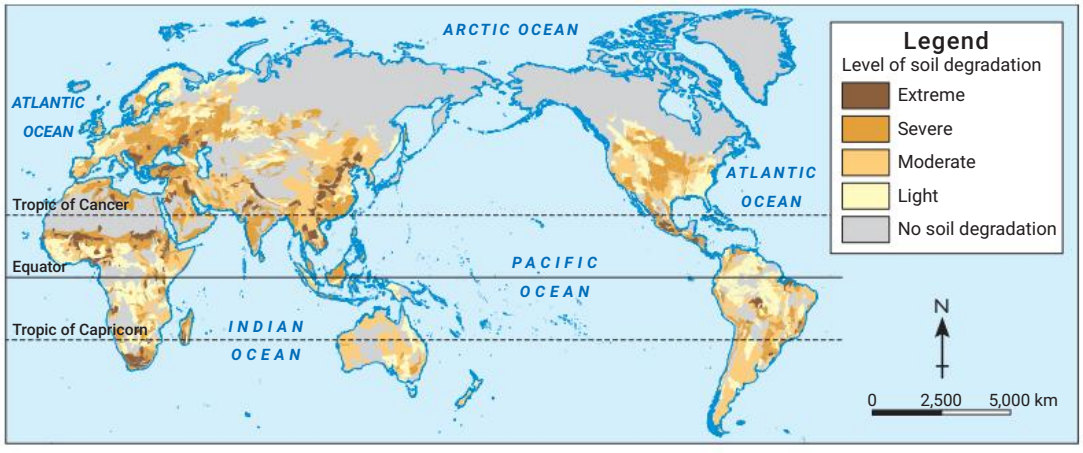
rainforest a dense forest area found in tropical regions, with warm temperatures and heavy rainfall

Soil degradation

Soil degradation refers to the loss of fertility of soil, often due to a chemical change. Soil can degrade in a few ways: by becoming compacted by large machinery and hard-hooved animals, by becoming acidic due to a build-up of fertiliser, or from a loss of soil nutrients caused by farming the land too intensively. Soil degradation is a global problem that affects every permanently inhabited continent (see Source 1). One of the greatest problems for Australia is the build-up of salt – called **salinity** – in the topsoil.

salinity a measure of the amount of salt present in the soil

World: Soil degradation



Source: Oxford University Press

Source 1

Enlarged map: World – Soil degradation

Soil erosion

Soil erosion is when soil is gradually worn away by natural phenomena such as rivers, rain, waves, glaciers and the wind. Human activities – particularly clearing trees for farming – accelerate erosion in many places. Cleared land is more vulnerable to wind erosion, gully erosion (water scouring away the land) and sheet erosion (the loss of topsoil over a large area). Source 2 shows the impact of introduced animals, such as goats, on soil.

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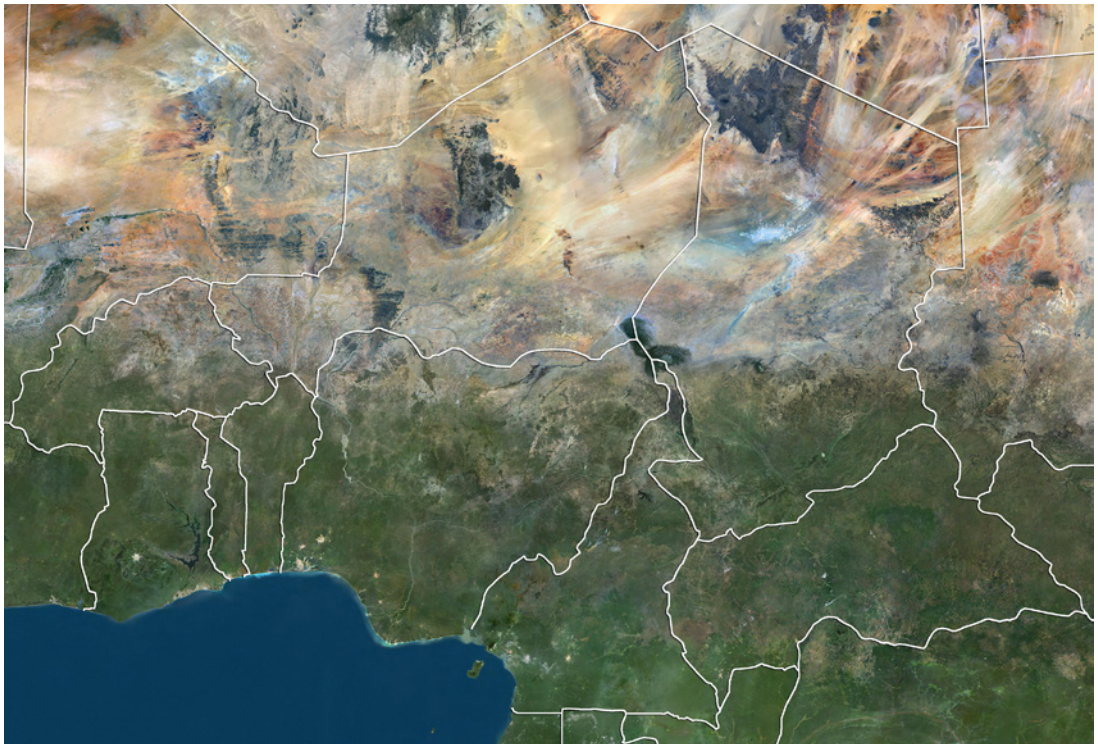
Source 2
This landscape in Tanzania has become heavily eroded due to overgrazing by goats, which has exposed the fragile soils to heavy rain.

Ecosystem decline

As well as soils, the natural ecosystems of an area, such as forests and streams, can become degraded. This may be through a loss of vegetation, the invasion of alien plant and animal pests, or a decline in the quality of streams and rivers. When coupled with a decline in soil quality, a degradation of ecosystems can lead to **desertification** – particularly in areas close to existing deserts.

desertification
the transformation of fertile land into relatively dry desert

Source 3 shows an area of north Africa that is becoming desertified due to changes in rainfall patterns and farming practices. These images were obtained from satellites that carry a range of sensors, some of which measure the health of vegetation. Satellite imagery is an important spatial technology used by geographers to assess change.



Source 3 A satellite image of the Sahel region of north Africa

Map it! World: Soil degradation

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Check your learning 2.3

Check your learning 2.3

Review and understand

1 In your own words, **define** "land degradation".

2 **Explain** why land degradation is a concern for many people around the world.

Apply and analyse

3 **Examine** Source 1.

- a **Identify** the regions of the world that experience extreme soil degradation.
- b Use the SHEEPT model (see Lesson 1.7 Identifying patterns and relationships, page 31) to **explain** why these areas experience extreme soil degradation.
- c Use the PQE method (see Lesson 1.7 Identifying patterns and relationships, page 31) to **describe** the distribution of the levels of soil degradation in Australia.
- d **Compare** this with the levels of soil degradation in Tanzania.

Evaluate and create

4 In small groups, **discuss** some steps that could be taken to restore the land shown in Source 2. Use these steps to develop and present an action plan. This could include an annotated copy or field sketch of Source 2. You can find a larger version of this source on Oxford Digital.

5 The area in Source 3 lies at the southern edge of the Sahara Desert and is known as the Sahel. Use an atlas to **describe** the geographical characteristics of this region. This could include a list of the countries shown in this image as well as a description of the climate, population and soils.

6 Many areas of the world that have severe or extreme levels of soil degradation are on the edges of deserts. In small groups, **discuss** why this is the case. Why are these regions vulnerable to degradation?

Enlarged photograph: Degraded land in Tanzania

Lesson 2.4
Changing the atmosphere

Introduction

Learning intentions and success criteria

The layer of gases that surrounds the Earth – known as the atmosphere – is being changed in many ways. Pollutants such as carbon dioxide, nitrogen and sulphur released into the atmosphere from factories, power stations and transport are disturbing its natural balance of gases. This shift in the composition of the atmosphere, together with a reduction in forest cover, is responsible for an increase in global temperatures and changes in our climate.

Air pollution

Air pollution is one of the world's worst environmental health risks. It leads to increased rates of asthma, lung disease and heart disease. It is estimated that more than 4.2 million people around the world die each year from outdoor air pollution (see Source 1). This is largely the result of breathing air with high concentrations of fine particles from traffic exhaust, factory and power plant emissions, and fires. Another 3 million deaths each year are the result of indoor air pollution. These are mainly due to fuels such as coal and dried animal waste that are burned indoors for heating and cooking (mainly in developing countries).

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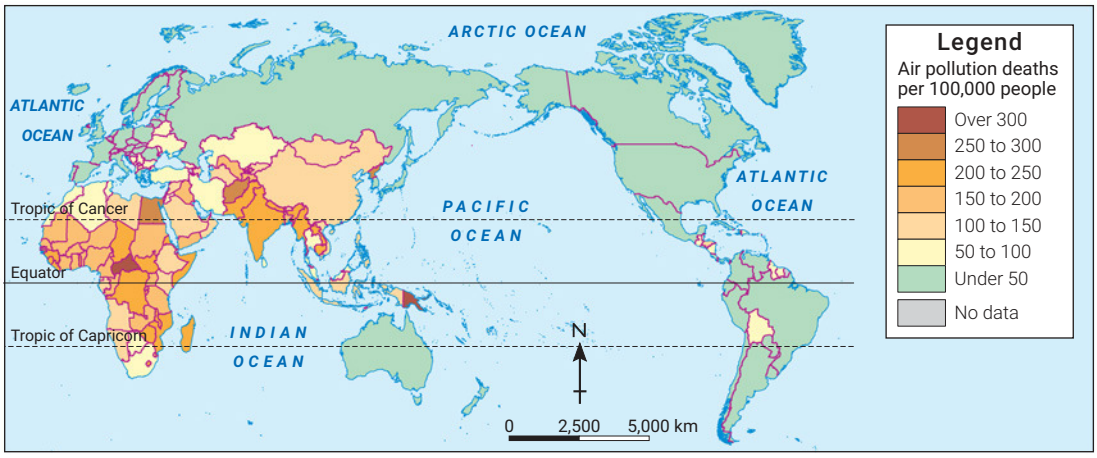
As tougher laws and restrictions governing emissions from factories and vehicles are introduced in countries across the developed world, outdoor air quality is slowly improving. However, in many countries across the developing world, air quality is actually becoming worse. This is particularly true of some countries in Asia and Africa, where the number of deaths each year from air pollution is increasing. This is due mainly to the rapid growth and expansion of cities. As cities grow, the demand for cheap energy increases. Currently, the cheapest and most reliable source of energy in these countries comes from burning fossil fuels, such as coal and oil. Measurements of air quality show that 98 per cent of cities in the developing world have rates of air pollution that exceed safe guidelines.

World: Air pollution deaths



Source: Oxford University Press

Source 1

Interactive map: World – Air pollution deaths

India – an air pollution hotspot

India has some of the highest levels of air pollution on the planet. Forty-two of the world's 50 most polluted cities are in India. It is estimated that two million Indians die prematurely from the effects of air pollution each year.

Source 2 Delhi has some of the world's worst air pollution.

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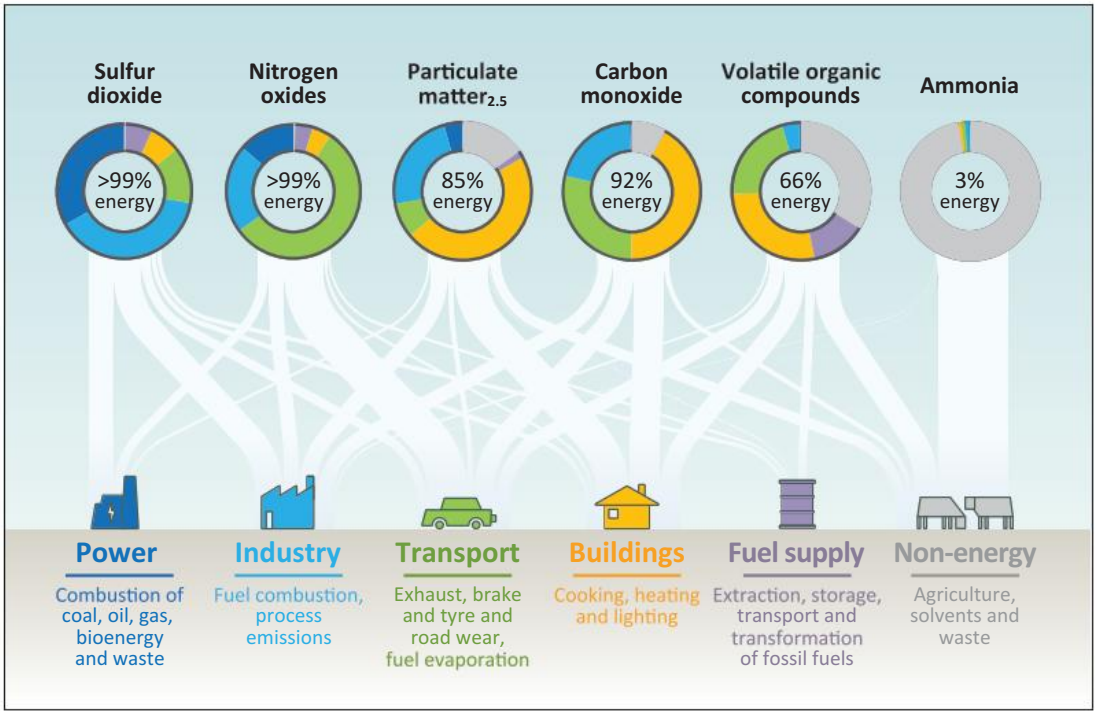
Much of this pollution comes from a rapid increase in the number of vehicles clogging India's congested roads. In addition to this, there has been a rapid growth in industry across the country. More and more, these factories demand cheap energy, and much of this energy comes from coal-fired power plants. In fact, around 70 per cent of India's electricity is generated from burning coal, much of which is imported from overseas. Australia exports about 50 million tonnes of coal to India each year – a figure that is expected to grow in the future as the population grows and demand increases further.

A good news story – the recovering ozone layer

Around 10 kilometres above the surface of the Earth sits a concentration of ozone – molecules that contain three atoms of oxygen. This region of the atmosphere is known as the ozone layer. The ozone layer shields the Earth and its inhabitants from much of the sun's ultraviolet radiation. Exposure to this radiation is linked to increased rates of cancer (especially skin cancer), as well as lower productivity of plants.

The number of ozone molecules in the ozone layer is constantly changing, but in the 1970s scientists recorded a steady decline of ozone (particularly in an area above Antarctica). Known as the "ozone hole", this reduction of molecules was linked to the release of chemicals into the atmosphere from aerosol cans and refrigerators. In 1987, an international agreement – the Montreal Protocol – banned the use of these chemicals in an attempt to stop the ozone hole from increasing in size.

In recent years, there have been signs that the ozone layer is beginning to recover. It is now expected that it will return to 1980 levels by 2070. The Secretary-General of the United Nations referred to the Montreal Protocol as "perhaps the single most successful international agreement to date".



Source 3 Selected primary air pollutants and their sources

Quiz me! Changing the atmosphere

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Check your learning 2.4

Check your learning 2.4

Review and understand

1 In your own words, **define** "ozone layer".

2 **Explain** why the air quality is so poor in India.

Apply and analyse

3 Use the geographical concept of interconnection to **describe** Australia's role in air pollution in India.

4 Air pollution has been described as a "transnational" problem, meaning that it crosses international borders. **Explain** why this makes it a difficult problem to solve.

5 **Examine** Source 1.
   - a **Identify** the regions that have the highest death rates due to air pollution.
   - b In which regions do you predict these rates will grow? **Justify** (give reasons for) your answer.

Evaluate and create

6 Access the real-time air quality map using the link on Oxford Digital. This shows the current pollutant levels for hundreds of cities around the world.
   - a Scroll down for the legend. **Describe** the distribution of the cities that have levels currently greater than 150 AQI (air quality index).
   - b **Outline** the precautions suggested for people who live in these cities.
   - c **Describe** the AQI in Australian cities.

7 Examine Source 3. Select one of the pollutants listed and **research** the impacts of this pollutant on human health and the natural environment.

Weblink: Real-time air quality map

Lesson 2.5
Changing water

Learning intentions and success criteria

irrigating
watering otherwise dry land by artificial means (e.g. pipes, ditches, sprinkler systems) to help with the growing of crops

aquifer
an underground water supply consisting of a layer of rock or other permeable materials that hold water

Introduction

Inland waters such as rivers, lakes and wetlands are some of the world's most degraded environments. Human activities have reduced the quality and quantity of clean fresh water in many of these places. Extracting water from rivers to use in homes, factories and farms – and damming rivers for water supply, flood control and hydroelectricity – have all affected the health of inland waters. Pollution from farms and industry sources entering these waters has also caused damage.

People extract large amounts of fresh water from various natural sources. The highest demand for fresh water is for **irrigating** farms to grow food. In Australia, for example, 70 per cent of the water extracted from rivers and **aquifers** is used in farming. As the world's population and its demand for food and water grow, many of the world's water resources are becoming degraded by having too much water extracted. This has led to shrinking lakes in some regions and increased salinity in the water in others.

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Damming the rivers

Of the world's 292 large river systems, two-thirds have been changed by dams and reservoirs. Dams disrupt the flow of water – flooding some areas and stopping water reaching others. Damming also disrupts **ecosystem services**, such as the provision of fresh water, fertile soil and food production. The natural interaction between rivers and coastal ecosystems is degraded, as fewer nutrients and less water and sediment reach the river mouth and sea.

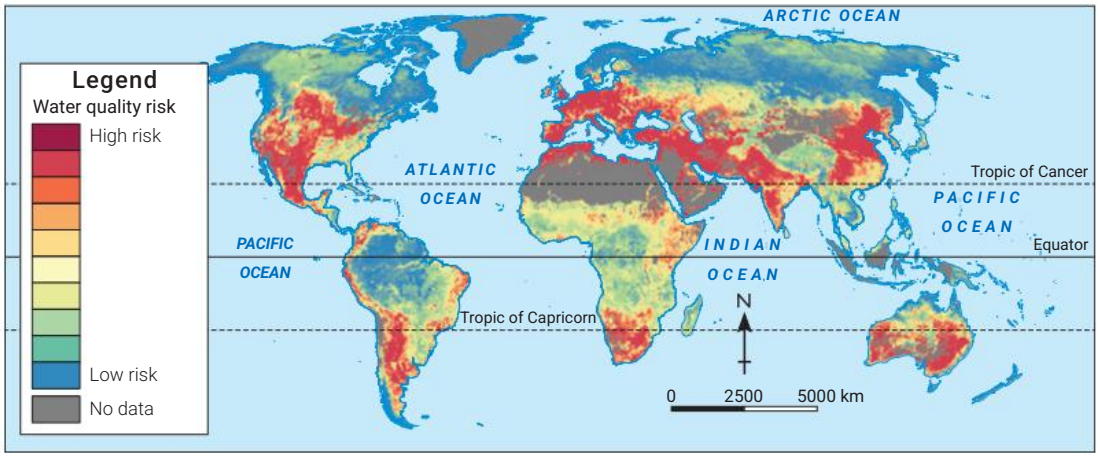
ecosystem services a term used to describe a range of important resources, processes and benefits that healthy ecosystems provide to humans

Pollutants in our water

Water pollution is the contamination of our rivers, lakes, wetlands, estuaries, seas and oceans. This pollution can be the result of human activities on or near the water – such as shipping, fishing and oil drilling – or human activities conducted on land, a long way from the waterways. Land activities such as the use of fertilisers and pesticides in farming, littering, clearing land, creating tips and **landfill**, processing sewage and industrial activities can all cause pollution of the waterways. In many places, people take their water from untreated sources such as rivers and lakes, where there may be dangerous levels of pollutants. This water is used for domestic purposes such as drinking, cooking and cleaning.

landfill a method used to dispose of rubbish by burying it; also used to describe the place where rubbish is buried

World: Risk of poor water quality



Source: Oxford University Press

Source 1

Interactive map: World – Risk of poor water quality

Quiz me! Changing water

Source 2 Local boys draw water from their well in the desert, northern Chad

Case study Water pollution in Chad

Chad is a landlocked country of 18 million people in north Central Africa. The northern half of the country is part of the Sahara Desert, making water a scarce, precious resource. Less than half of Chad's population has access to a safe drinking source, with most people collecting water from rivers, lakes and wells. About seven in every 10 people in Chad do not use a toilet, and instead practise open (outdoor) defecation. This pollutes the water supply, leading to diseases such as diarrhoea and malnutrition. The United Nations agency UNICEF is working to provide sanitation facilities, such as pit toilets, and to educate people about the importance of washing their hands after using the toilet. At present, only one in 17 children use soap and water to clean their hands.

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Check your learning 2.5

Check your learning 2.5

Review and understand

1 **List** the human activities that contribute to water degradation.

2 **Summarise** the circumstances that have led to water degradation in Chad.

Apply and analyse

3 **Examine** Source 1. Use the PQE method (see Lesson 1.7 Identifying patterns and relationships, page 31) to **describe** the distribution of places with a high risk of poor water quality.

4 Use the SHEEPT method (see Lesson 1.7 Identifying patterns and relationships, page 31) to **classify** the factors responsible for the degradation of freshwater resources around the world.

5 **Compare** Source 1 with the map of air pollution (Source 1) in Lesson 2.4 Changing the atmosphere (page 47).

a Does there appear to be a strong, medium, weak or no association between these two maps?

b **Explain** why you think this is the case.

Evaluate and create

6 An additional case study on water pollution in Hanoi is available on Oxford Digital. Read the case study and answer the following questions:

a **Compare** water pollution in Hanoi with water pollution in Chad. What are some of the similarities and differences?

b What do you think are some of the barriers to improving water quality in these places?

Case study: Water pollution in Hanoi

Lesson 2.6
Environmental change in Australia

Learning intentions and success criteria

Introduction

In a 2021 study, scientists identified 17 of Australia's ecosystems that have collapsed or are in the process of collapsing. An ecosystem collapses when:

- it loses its key features
- it shrinks in size
- it loses its plant and animal species, and
- it loses vital services and functions.

Global impacts

In Australia, these ecosystem collapses are largely the result of global climate change. Climate change is causing changes in rainfall patterns and quantities, increased temperatures and rising sea levels. As a result, there are more frequent and larger weather-related disasters, such as heatwaves, floods, storms and bushfires. For example, in the summer of 2019–20, every single state and territory in Australia experienced widespread bushfires.

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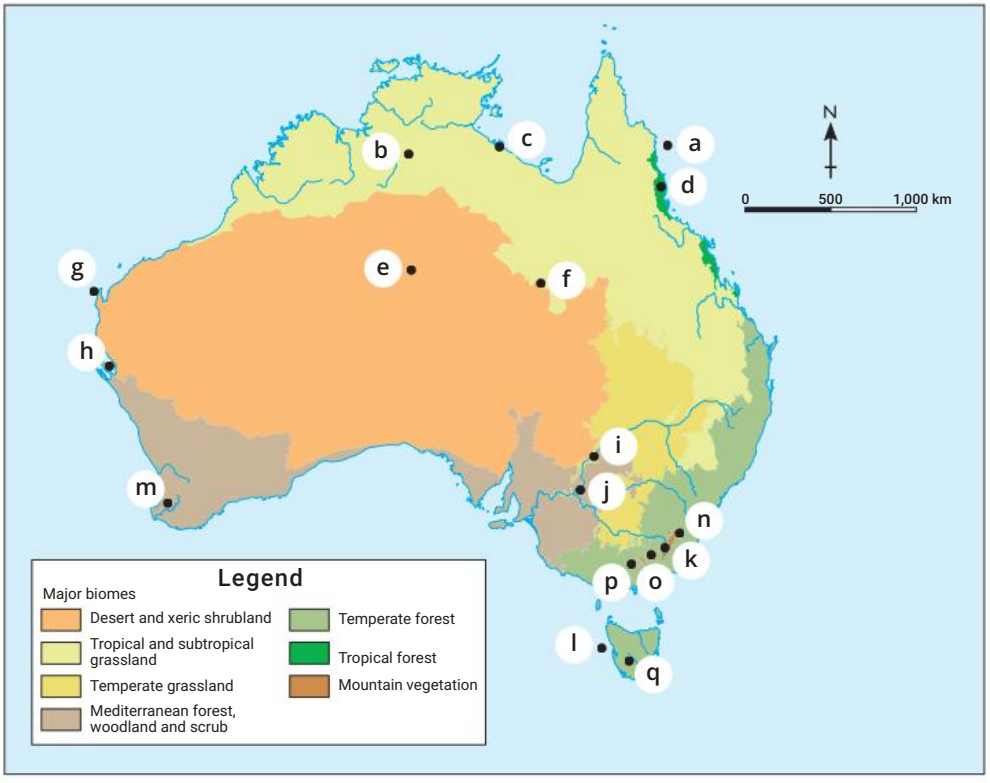
Local impacts

Australia's ecosystems are also facing regional and local impacts. The drivers of ecosystem change in Australia are either "presses" or "pulses". Presses are long-term, large-scale changes such as those relating to temperature or salinity; pulses are short-term regional events such as flood or fire. Pressures from human activities – such as farming, water extraction and pollution – have also degraded our ecosystems.

Australia's natural environment is among the most degraded in the world. In the past 200 years, 25 native mammals have gone extinct. This is the highest extinction rate of any country.

Australian ecosystems showing evidence of collapse



Source: Oxford University Press

Source 1

- a Great Barrier Reef
- b Australian tropical savanna
- c Mangrove forests
- d Wet tropical rainforest
- e Western-central arid zones
- f Georgina Gidgee woodlands
- g Ningaloo Reef
- h Shark Bay seagrass beds
- i Murray–Darling Basin waterways
- j Murray–Darling Basin riverine
- k Sub-alpine forests
- l Great Southern Reef kelp forests
- m Mediterranean forests & woodlands
- n Monaro Tablelands
- o Snowpatch herbfields
- p Mountain ash forests
- q Gondwanan conifer forests

Enlarged map: Australian ecosystems showing evidence of collapse

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Case study Tasmania's Gondwanan conifer forests

Of our 17 collapsing ecosystems, seven of them are forests. One is Tasmania's Gondwanan conifer forests, which contain ancient tree species that have remained unchanged for millions of years. These forests of pencil pines and King Billy pines support ancient invertebrate animals that exist nowhere else. The forests cannot, however, survive fire, and are therefore limited to fire-free areas. Changing rainfall patterns and higher temperatures have resulted in more fires. In the past 200 years, around 30 per cent of the forests' range has been lost. The insects, birds and animals that have evolved to live in these ancient forests are now endangered by the loss of habitat and the collapse of their ecosystem.

Source 2 Tasmania's pencil pines evolved before flowering plants appeared on the Earth, and exist nowhere else.

Source 3 Pencil pines cannot survive fire.

See, think, wonder

Look at Source 2 and Source 3.

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

Map it! Australian ecosystems showing evidence of collapse

Check your learning 2.6

Check your learning 2.6

Review and understand

1 **Outline** how scientists define an ecosystem collapse.

2 Answer these questions.

  a **Explain** the differences between a press and a pulse.

  b Is a bushfire – such as the one that burned the forest in Source 3 – a press or a pulse? **Explain** your answer.

Apply and analyse

3 **Outline** how the change in Tasmania's forests demonstrates that change in one part of an ecosystem can bring about changes in other parts.

Evaluate and create

4 **To what extent** should we be concerned about the collapse of Australia's ecosystems? A lot (strongly), a little bit (somewhat) or not at all? Write a paragraph to explain your position.

5 Select one of the 16 other ecosystems from Source 1. **Research** the presses and pulses impacting this ecosystem and present your findings as a written report that includes a map and several properly acknowledged images.

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2A Skills in context
Easter Island

Source 1 A selection of stone moai statues on Easter Island

Introduction

Easter Island is one of the world's most remote places. It lies in the Pacific Ocean, over 2,000 kilometres from the nearest inhabited country. When European **colonisers** first visited the island in the sixteenth century, they found the local people living in primitive conditions and engaged in almost continual warfare. Most baffling of all were the more than 600 stone statues weighing hundreds of tonnes that dotted the island.

The statues were built by the ancient Polynesians who lived on the island, probably as a tribute to tribal chiefs. To move them from the quarry to prominent sites, islanders used the trunks of large trees to create tracks and rollers. Over time, the population of the island reached about 7,000 and there was increased pressure on timber resources for statue transport as well as for housing, boats, fuel and agriculture. The trees, however, were not being replaced by new growth, because rats brought by the original Polynesian sailors as a food source ate all the seeds.

The destruction of the island's trees and shrubs led to a decline in living conditions for the people. Statue building ceased, the population declined, soils became less fertile and more easily eroded, water quality declined and, as competition for scarce resources increased, tribal warfare broke out.

In many ways, the history of Easter Island serves as a warning to the rest of the world about the dangers of extreme environmental change.

colonisers those who take control of a country or territory for financial, political or military gain

Key skill Analysing maps

Using topographic maps to investigate environmental change

Topographic maps show a small region of the Earth's surface in great detail. This includes the height and shape of the land (known as the topography), which are shown through the use of contour lines or relief shading. By examining topographic maps, geographers can better understand the natural environment and the ways that human activities bring about environmental change. Follow these steps when interpreting a topographic map:

- **Step 1:** Read the title of the map so you know what the map is showing. You may like to find it in an atlas so you can understand its location relative to other places.
- **Step 2:** Look closely at the legend and find an example of each feature shown in the legend on the map. Take note of those features that often appear together and those occupying large areas on the map.
- **Step 3:** Use the line scale to roughly estimate the overall size of features on the map. For example, the length of an island or the distance between two cities.
- **Step 4:** Look closely at the legend showing the colours used to represent the height of the land. Look at the patterns of these colours on the map and try to picture the landforms shown. Remember that the closer together these colours appear, the steeper the land.

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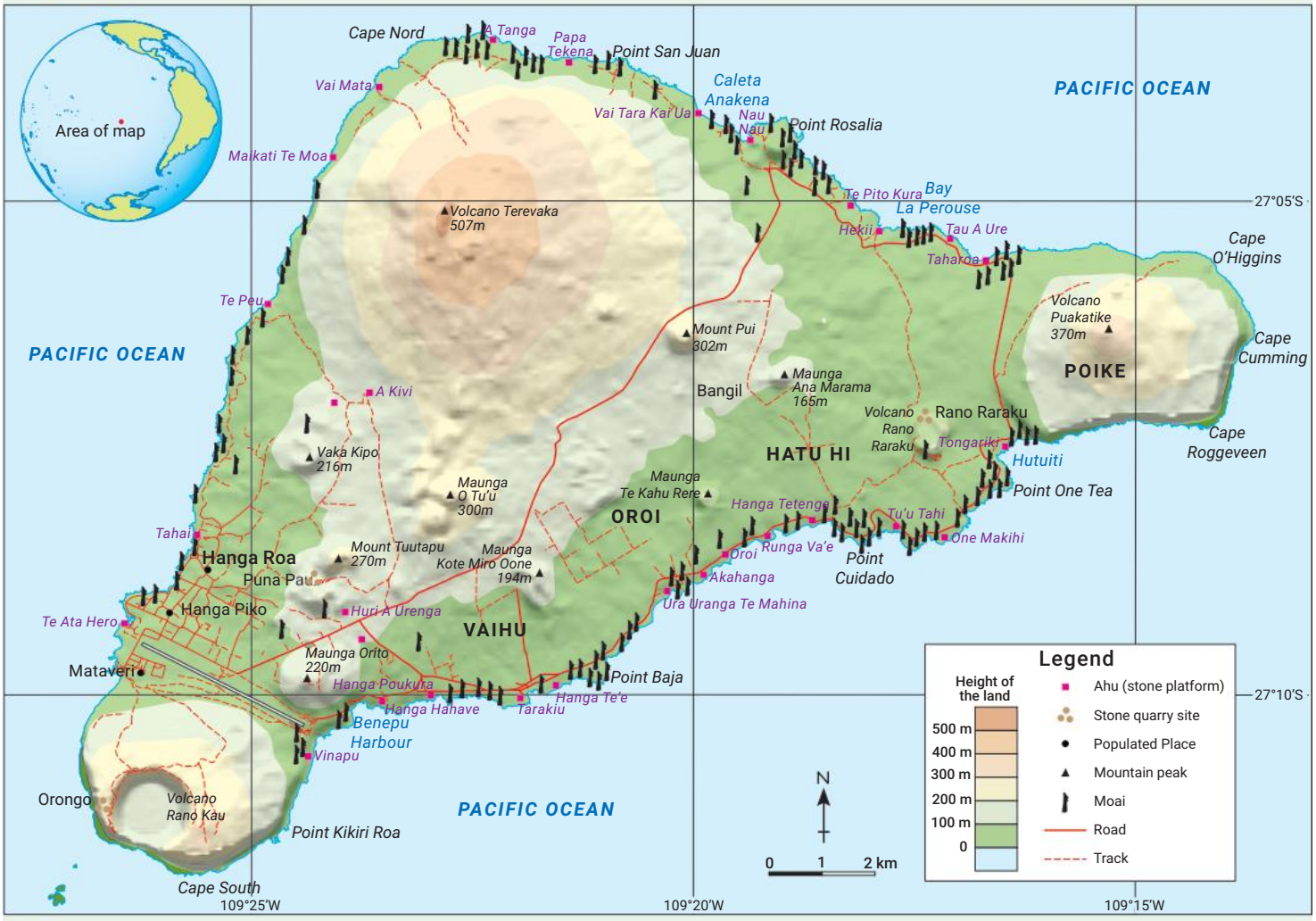
Easter Island: Topographic map



Source: Oxford University Press

Source 2

Practise the skill

1 **Examine** Source 2.
   - **a** Use the legend to describe the relief (shape of the land) of Easter Island. In your description use the names of specific places such as mountains.
   - **b** Analyse how the relief has affected the distribution of roads and populated places.

2 **Examine** the distribution of the moai in Source 2.
   - **a** Use the line scale to estimate the distance from the quarry site at Puna Pau to the Vai Mata ahu (stone platform).
   - **b** Describe the distribution of the statues on the island.
   - **c** How does the relief affect this distribution?

Extend your understanding

1 How did statue building contribute to environmental change on Easter Island?

2 The reasons for the decline of the Easter Islanders are still widely debated. Use the internet to find out about two or more conflicting theories. Why is there often disagreement about historical events?

3 Did the Easter Islanders use their resources sustainably? Give three reasons for your answer.

4 What lessons can be learnt from Easter Island about the ways that we use the natural environment today?

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Lesson 2.7
Drivers of ecosystem change

Introduction

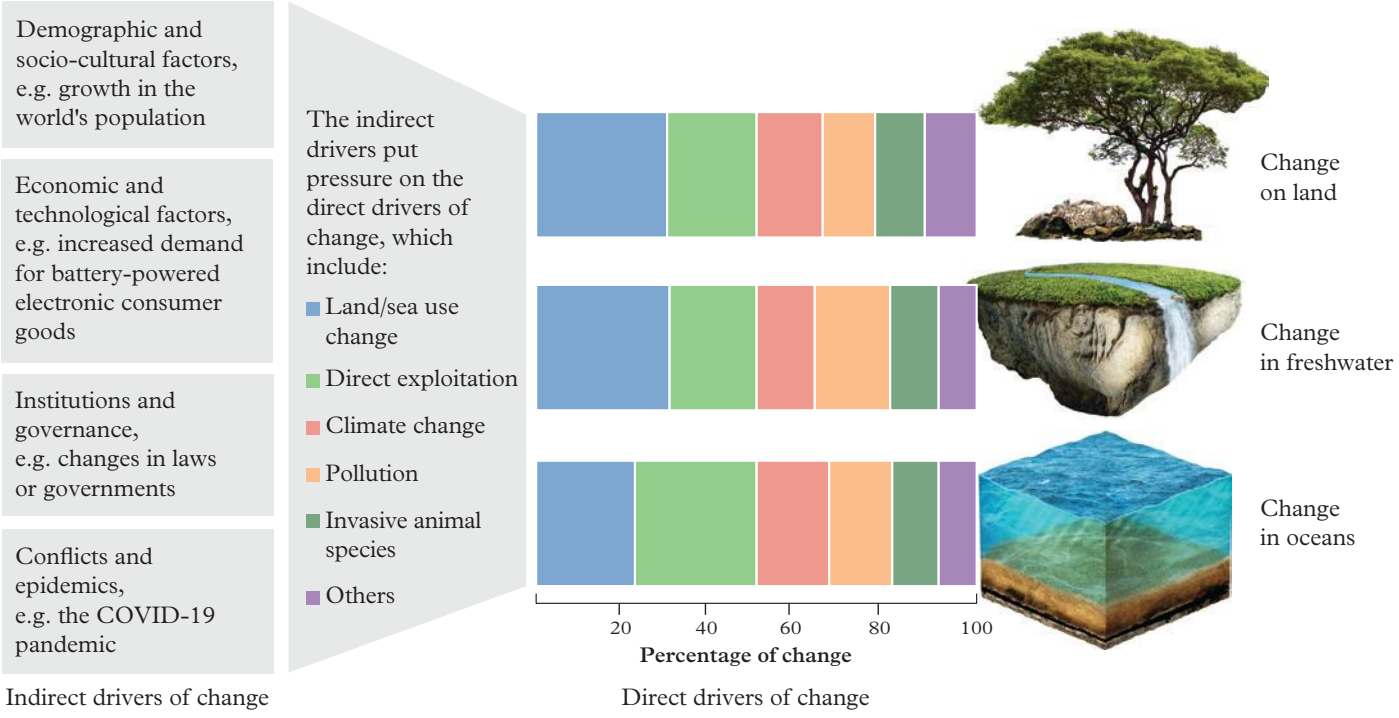
Learning intentions and success criteria

When exploring the ways in which the environment is changing, it is important to look at both the causes and consequences of these changes. There are usually a range of factors working together that bring about environmental change. For example, the collapse of Australia's ecosystems you read about in Lesson 2.6 Environmental change in Australia (page 52) cannot be explained by just one cause. Global factors such as climate change and local factors such as bushfires are both driving this change.

Drivers of change

Geographers use the term "drivers of change" to talk about these factors. They investigate these drivers at two levels, and understanding them both is crucial to understanding why so many natural environments are under threat:

- *Direct drivers of change* are factors that are undeniably responsible for change. These can occur naturally or may be caused by human activities. Examples of direct drivers of environmental change include habitat disruption, climate change, invasive species and pollution.
- *Indirect drivers of change* are sometimes called "underlying causes", because they put pressure on the direct drivers of change. Examples of indirect drivers of environmental change include the growth of the world's population, changes in wealth and consumption patterns, and changes to technology and government policies. For example, one of the main indirect factors driving loss of biodiversity in certain areas is the increased demand for battery-powered electronic consumer goods, such as mobile phones and laptop computers. The increased mining activity (direct driver) causes a loss of biodiversity, but the mining itself is driven by the demand for these goods.



Source 1 The links between indirect and direct drivers of environmental change

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Case study Lithium-ion batteries

If you have a portable electronic device, such as a mobile phone, tablet or laptop, it is almost certainly powered by a lithium-ion battery. They are also used to power a wide range of other everyday items, including power tools, wheelchairs, toys, buses and e-bikes. The growth in the demand for these batteries is driven by changes in consumer behaviour, as nowadays almost everyone owns a portable electronic device. Increasing wealth in highly populated countries such as China and India also drives the demand for these batteries.

Lithium-ion batteries contain three key minerals: cobalt, graphite and lithium.

Cobalt

Over 60 per cent of the world's cobalt is mined in one of the world's poorest countries, the Democratic Republic of Congo (DRC). To access the cobalt in the DRC, miners have stripped away large areas of rainforest, where locals have always hunted wild animals for food.

Once protected by dense rainforest, the western lowland gorilla is now a critically endangered animal and has all but vanished from the DRC rainforests. Not only has their habitat been destroyed, but without any protection from the rainforest, these gorillas have become easy to hunt.

The cobalt mines also contain sulphur which, when exposed to air and water, can produce sulphuric acid. This drains into nearby rivers and streams, causing irreversible damage to the ecosystems downriver. The impact of this sulphuric acid will likely last for centuries.

Source 2 A cobalt mine in the DRC – such mines cause environmental change, and there is also evidence that profits from cobalt mining are being used by armies in the region to fund long-running and bloody conflicts.

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Source 3 Dark clouds blanket the sky near a graphite mine in north-eastern China. People who live near graphite mines complain of contaminated air and water affecting their crops and health.

Graphite

Two-thirds of the world's mined graphite comes from China. Explosives are often used to reach natural graphite deposits. This process releases fine particles of graphite into the air, which can be carried through the atmosphere for hundreds of kilometres. The graphite pollutes the soils and waterways of the area, and causes respiratory diseases for those who breathe it. It also enters the food chain, as particles land on crops.

Lithium

Half of the world's lithium is located beneath an area of salt flats that spans the countries of Argentina, Bolivia and Chile. This area is known as the "Lithium Triangle". To extract the lithium, miners drill into the salt flats and pump the salty water containing the lithium and other minerals to the surface, into an "evaporation pond". After several months, the water evaporates and the minerals are filtered. They are then put into another evaporation pond and the evaporation process begins again.

This process uses an enormous amount of water: about 1.8 million litres is needed to produce 1 tonne of lithium. The water pollutes nearby streams that are used by farmers to irrigate their crops. Piles of discarded salt and canals filled with polluted water are particularly harmful to the landscape in Chile.

Source 4 Evaporation ponds on the salt flats of Chile's Atacama Desert

See, think, wonder

Look at Source 4.

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

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Key skill Collecting & representing data

Creating a Google Earth tour

There are a number of tools in Google Earth that you can use to better understand your world and to present information in an interesting way. One of these allows you to create a tour that visits different places.

Follow these steps to create a tour that visits three of the countries mentioned in the case study:

- **Step 1:** Open Google Earth and use the search tool to find Mutanda Mine, a cobalt mine in the DRC.
- **Step 2:** Add a placemark at this location using the "pin" icon in the toolbar. Give your placemark the name "Mutanda Mine". As you do this, you will notice that the place name is added to the list of "places" in the menu on the left-hand side of the Google Earth screen.
- **Step 3:** Repeat these steps to add a placemark for Liumao, a site of graphite mines in China.
- **Step 4:** Add a placemark for the evaporation ponds in Chile. These are located 200 kilometres east of the city of Antofagasta.
- **Step 5:** You have now set the three stops on your Google Earth tour. Start the tour at your home by finding this location. Click the "Record a Tour" icon, and this will open a small menu at the bottom of the screen. Once you click the red button in this menu, the program will record all the movements made on the screen.
- **Step 6:** Click the red button and then the "Mutanda Mine" label in the "places" menu. Once this has been reached, click the "Liumao" label in the same way and then the label for the evaporation ponds in Chile. When all three sites have been visited on the tour, stop recording by clicking the red button again.
- **Step 7:** You have now created a tour. You can save this and replay it. You can also add it to PowerPoint presentations. By using other tools, you can add photographs and commentary.

For more information on this skill, refer to Lesson 1.6 Representing data (page 27).

Quiz me! Drivers of ecosystem change

Check your learning 2.7

Check your learning 2.7

Review and understand

1 **Define** the term "indirect drivers of change".

2 **Identify** the causes of an increase in demand for lithium-ion batteries.

Apply and analyse

3 **Examine** Source 1.

   a **Identify** the two direct drivers that cause the most change on land, and in freshwater and oceans.

   b Which direct driver causes the least amount of change? **Suggest** what might be included in this category.

4 **Distinguish between** direct drivers and indirect drivers of environmental change.

5 **Describe** the changes that occur to the rainforests of the DRC when cobalt is mined. Use Source 2 to help you in your description.

Evaluate and create

6 Many people buy electric cars, as they believe they are a more "environmentally friendly" option than cars powered by petrol or diesel. **Explain** why this choice may not be as friendly to the environment as people think, using evidence to support your answer.

7 Answer these questions.

   a **Research** to find out which devices you use are powered by lithium-ion batteries.

   b Use the geographical concept of interconnection to **explain** how these batteries link you to natural environments in China, Chile and the DRC.

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Lesson 2.8
Loss of biodiversity

Learning intentions and success criteria

Introduction

"Biodiversity" refers to the variety of living organisms on the planet. It is measured by the number of species present in a particular ecosystem or region. The Earth's biodiversity is currently under threat, decreasing at a rate that rivals the mass extinction of the dinosaurs. It is difficult to give an exact figure on the number of species reaching extinction each year, but it has been estimated at between 17,000 and 100,000 species annually. The world's most famous fossil hunter, Dr Richard Leakey, believes this represents "a rate comparable with the impact of a giant asteroid slamming into the planet".

This loss of biodiversity not only impacts the natural environment but also has serious consequences for all human beings on the Earth. Ecosystem services such as food, fibre and fresh water supplies, crop pollination by insects and birds, and protection against natural disasters are in decline.

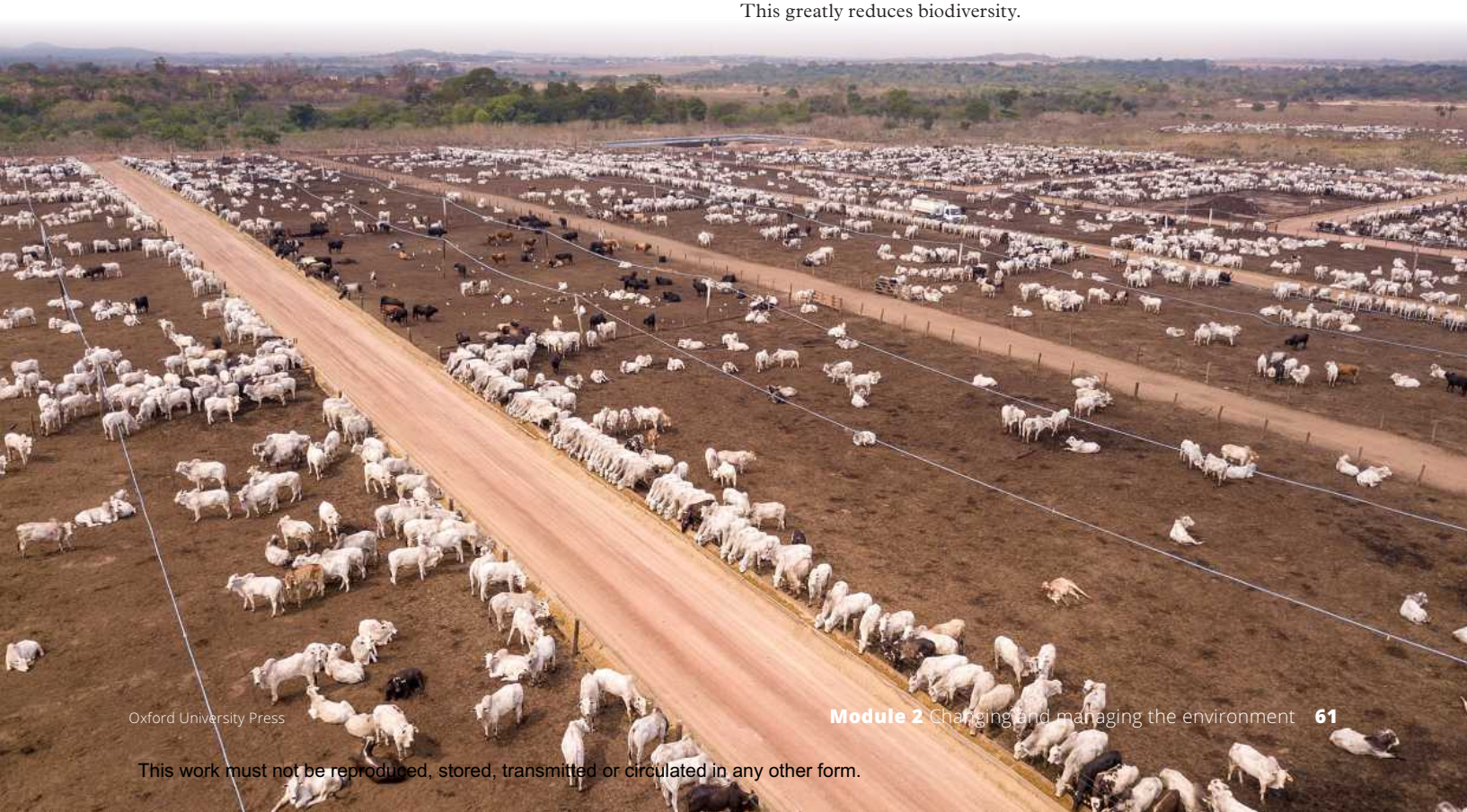
What is causing the loss of biodiversity?

This loss of biodiversity is due almost entirely to the impact of just one species – humans. Our use of the Earth's resources and the changes this use brings to the natural environment are pushing many species to extinction. The five main drivers of the loss of biodiversity are:

- habitat change, such as **deforestation**
- over-exploitation of resources, such as fresh water
- pollution of land, water and air
- spread of invasive species
- climate change brought about by human activity.

deforestation
the removal of trees and other plant life from a forested area, either by cutting down or by burning; usually carried out to clear the land for farming

Source 1 Much of the world's land surface is no longer in its natural state, with farmland and cities replacing areas that were once covered by forests and grasslands. Farming tends to replace hundreds of species with just one – as shown in this image of a beef cattle farm in Brazil. This greatly reduces biodiversity.



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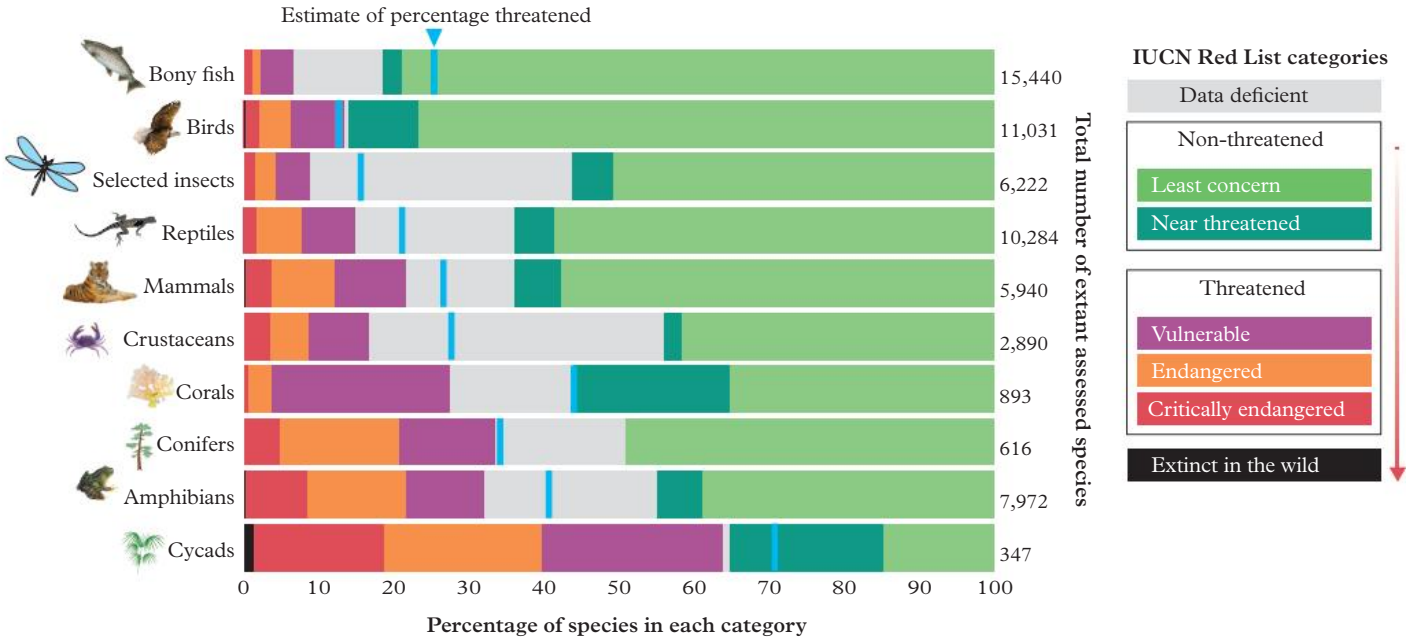
Species facing extinction

The International Union for the Conservation of Nature (IUCN) is an organisation that assesses the likelihood that species will become extinct. Of the almost 163,000 species they have studied, 28 per cent can be considered threatened with extinction. Cycads and corals are particularly under threat (see Source 2).



Source 2 IUCN data on the levels of threat faced by the major life groups (known as taxonomic groups)

Source 3 The golden toad was last seen in 1989 and, like 33 other amphibian species that have disappeared since then, it is now considered extinct.

A world without frogs?

The number of frog species in the world is in dramatic decline and many researchers are linking this to climate change. The skin of frogs is particularly thin and permeable, meaning that moisture passes through it easily. With the drier, warmer climate, many frogs are losing more water through their skin than they are taking in.

Frogs are also losing their breeding grounds, as small ponds and water collected in the hollows of trees are drying up and disappearing.

The greatest threat, however, is from disease. A parasitic fungus from Africa, known as amphibian chytrid, has spread across the planet in the last few decades. Warmer temperatures associated with climate change have created favourable conditions for the spread of this parasite, which was previously held back by cooler night-time temperatures.

After studying the spread of this disease in Central America, a leading researcher in this field stated that "disease is the bullet killing frogs, but climate change is pulling the trigger". He found that two-thirds of all of the region's species of harlequin frogs were already extinct from this combination of factors. He and other scientists believe that frogs may be the planet's early warning system on climate change.

Quiz me! Loss of biodiversity

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Check your learning 2.8

Check your learning 2.8

Review and understand

1 In your own words, **define** "biodiversity".

2 **Identify** the five main causes of loss of biodiversity.

Apply and analyse

3 **Explain** how biodiversity and ecosystem services are linked.

4 **Examine** Source 2.

- a **Identify** the taxonomic group that has suffered the most extinctions.
- b Which of the five main causes of biodiversity loss do you think is most responsible for this?
- c **Describe** the levels of threat faced by amphibians.

5 **Describe** the change in biodiversity shown in Source 1. Which of the five main causes of biodiversity loss does this illustrate?

Evaluate and create

6 What is the level of threat facing the world's corals? **Research** what ecosystem services would be threatened by a loss of coral species.

7 Search for the "IUCN Red List" on the internet. Use this list to **research** Australia's southern corroboree frog. How many of these frogs remain in the wild, and what dangers do they face?

8 Choose another species that interests you and **research** whether or not it is under threat. If it is, what dangers does it face? If it isn't currently under threat, predict the circumstances that might cause it to be so.

Lesson 2.9
Pollution

Introduction

Learning intentions and success criteria

Pollution is any substance released into the environment that has harmful or poisonous effects. Polluting substances reduce the ability of the natural environment to provide ecosystem services.

Pollution is often a side-effect of a process intended to benefit human beings. Pesticides, for example, are designed to kill harmful insects that damage crops, but they can also pollute our water and kill beneficial organisms, such as bees. The loss of bees then reduces the amount of pollination that occurs, setting off a chain of negative effects in the environment.

Here, we look at some common forms of air, water and land pollution.

Air pollution

Air pollution is the contamination of the atmosphere through the release of harmful gases and small particles. This can happen on a variety of scales.

- Sometimes it is *local*; for example, when a factory releases smoke and gases through a smokestack (chimney), which affects the surrounding area.
- In some industrial urban environments, however, factories, vehicles, houses and other sources of pollution combine to produce *large-scale* pollution, which affects the air quality right across the city (see Source 1).

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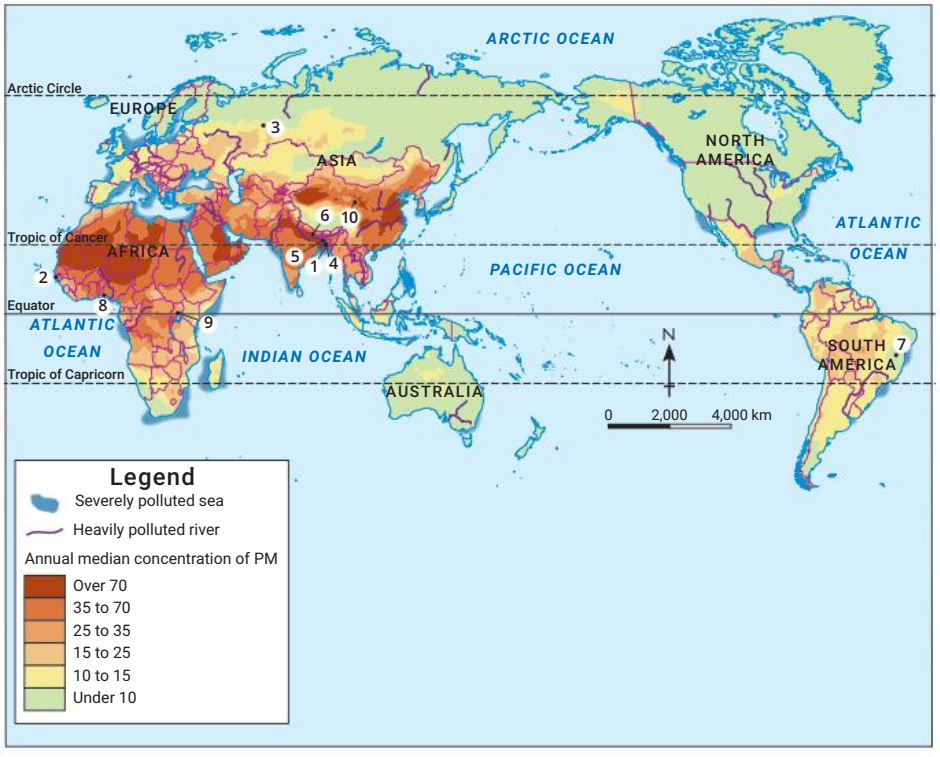
- When this large-scale pollution causes changes to the atmosphere – such as when carbon dioxide and methane trap the sun's heat in the atmosphere and cause climate change – pollution occurs on a *global scale*.

Source 1 In industrial areas – such as Dusseldorf in Germany – factories add to the air pollution created by power plants and transport.

World: Global distribution of pollution



Source: Oxford University Press

Source 2 Top 10 contaminated sites

Note: This map includes the annual median concentration of particulate matter (PM) in the air; the WHO considers levels above 12 to be unsafe.

1. ULAB (used lead acid battery) sales and servicing shops, Narayanganj, Bangladesh
2. Pesticide storage near l'Aéroport de Ziguinchor, Senegal
3. Kizel Coal Basin, West Urals, Russia
4. Doyaganj ULAB market, Dhaka, Bangladesh
5. Rostom and Moktar ULAB recycling, Bogra, Bangladesh
6. Sirslya River, Birguni, Nepal
7. INB Caetité (uranium mine) Bahia, Brazil
8. PCB (polychlorinated biphenyl) pollution at Ijora Power Generation Station, Lagos, Nigeria
9. Lead pollution at Bugolobi Sewerage Sludge Disposal Site and sewage treatment plant in Bugolobi Kampala, Uganda
10. Hai Bei Chemical Factory, Qing Hai province, China

Interactive map: World – Global distribution of pollution

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Water pollution

Water pollution is the contamination of rivers, lakes, wetlands, estuaries, seas and oceans through the release of harmful substances. Water pollution can be caused by human activities on or near the water, such as shipping and deep-sea oil drilling. Ships, for example, release waste-water and oil into the sea, causing pollution. Land activities – sometimes a long way from water – can also lead to pollution entering our waterways. These land activities include farming (especially when using fertilisers and pesticides), littering, land clearing, creating tips and landfill, processing sewage and industrial activities. Industrial or farming waste released into a river can travel the length of that river and enter waterways, causing water pollution over a widespread area. Likewise, litter washed down stormwater drains during a storm can end up polluting the ocean.

water table
the highest underground level at which the rocks and soil in a particular area are completely wet with groundwater

Land pollution

Land pollution is the contamination of areas of land through the release of harmful substances. Soil contamination is often localised, such as at the sites of old petrol stations, battery-recycling plants, mines, sewage treatment facilities or landfill. Soil contamination can also occur on a much larger scale. One example is the increasing salinity in the soil resulting from rising **water tables** in Australia's Murray–Darling Basin. Land pollution can cause the contamination of groundwater, which is often an important source of drinking water.

Source 3 Some of the most contaminated places in the world are informal markets and factories in India and Bangladesh, where car batteries are dismantled to extract the lead.

Map it! World: Global distribution of pollution

Check your learning 2.9

Check your learning 2.9

Review and understand

1 Answer these questions.
   - **a** **Identify** the three main forms of pollution.
   - **b** In your own words, **define** each of the forms you named in question 1a.

Apply and analyse

2 **Examine** Source 2.
   - **a** Use the PQE method (see Lesson 1.7 Identifying patterns and relationships, page 31) to **describe** the distribution of severe air pollution.
   - **b** What link might exist between polluted rivers and polluted oceans? Can you **identify** any examples of this link in Source 2?
   - **c** **Identify** the countries that experience more than one type of pollution. Use a world map, such as the one at the back of the Student Book, to help.

3 **Explain** the personal and environmental impacts of dismantling car batteries (see Source 3).

Evaluate and create

4 Which type of pollution has the greatest impact on ecosystem services? **Justify** (give reasons for) your answer.

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Lesson 2.10
Climate change

Learning intentions and success criteria

Introduction

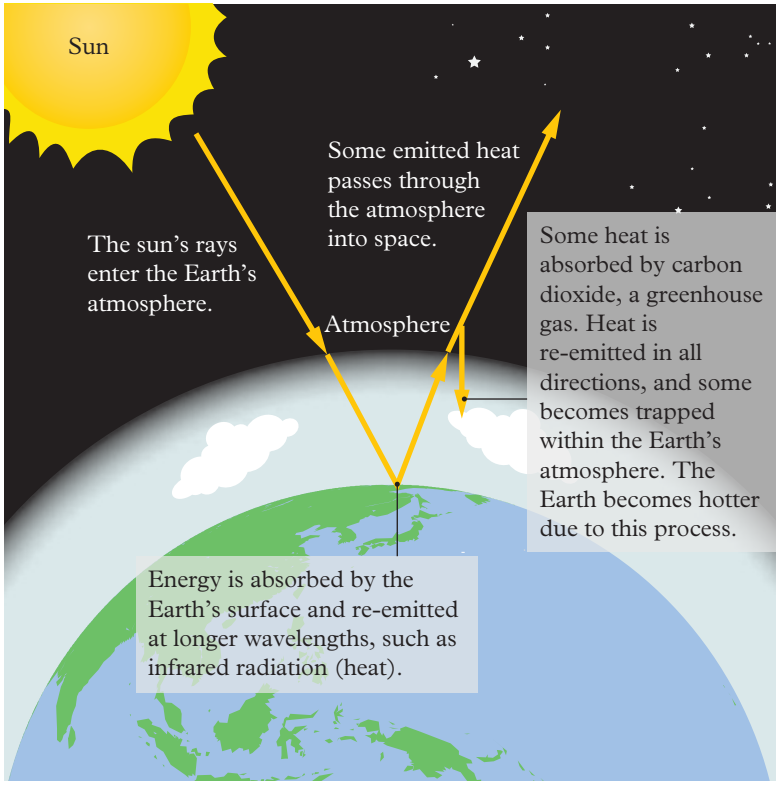
Although the world's climate has been naturally changing for millions of years, in more recent times there has been an increase in the concentration of certain gases in the atmosphere. Many of these gases – known as **greenhouse gases** – are found naturally in the environment, but human activities have increased their levels to a point where they are influencing the global climate. The four main greenhouse gases, and human activities that produce them, are:

greenhouse gas
a gas, such as carbon dioxide, that absorbs radiation from the sun's rays, trapping heat in the Earth's atmosphere

- carbon dioxide – from burning fossil fuels, such as coal
- methane – from the large-scale farming of livestock
- nitrous oxide – from the use of fertilisers
- fluorinated gases – from refrigerators and solvents.

As these gases increase in the atmosphere, they trap more and more of the sun's heat. Over time, this causes the overall temperature of the atmosphere to increase. Average temperatures are now 1.1°C warmer than they were 200 years ago, and are increasing at a rate of 0.2°C every 10 years. This might not sound like much, but it is enough to cause dramatic changes in the world's ecosystems, including:

- changing rainfall patterns all over the world
- ice melting in polar regions
- less snow falling in mountainous regionsrising sea levels (these have already risen by about 19 centimetres since 1900, and are predicted to rise a further 30 centimetres by 2050)
- more frequent and severe climate-related disasters, such as droughts, floods, cyclones and bushfires.



Source 1 How an increase in greenhouse gases can cause the Earth to become hotter

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Environmental responses to climate change

Ecosystems develop and flourish under specific environmental conditions. As climate change alters these conditions, the plants and animals within the ecosystems respond in one of four ways:

- They change their basic biology – certain animals may reproduce less often or lay smaller eggs.
- They change the timing of certain events, such as flowering – certain plants may flower earlier or later depending on the conditions. This can impact on creatures that rely on these plants for food.
- They die out – when a species dies out it can have serious impacts on the entire ecosystem.
- They move – in general, many plants and animals are moving towards the poles and into higher altitudes, as temperatures in these places are similar to those in their previous habitats. This affects plants and animals already living in these places.

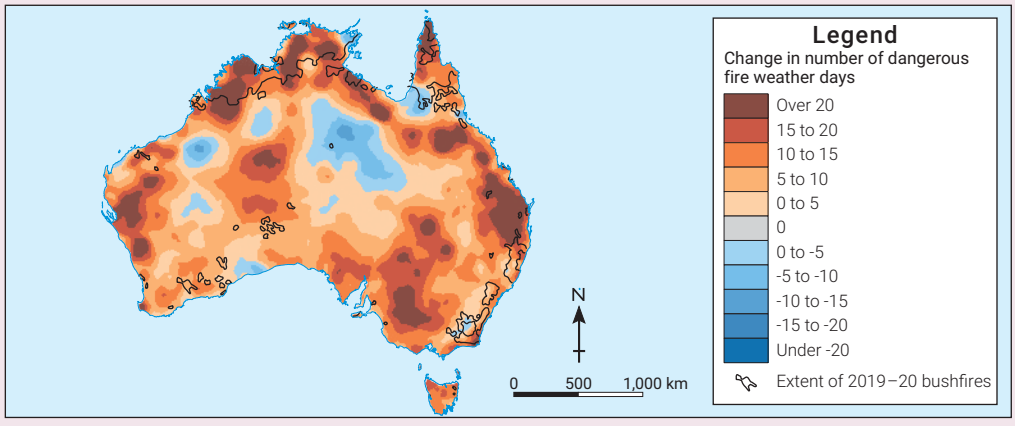
Case study The increasing bushfire risk in Australia

Meteorologists (scientists who study the weather) and fire experts have observed that bushfires in Australia are becoming larger, more frequent and more unpredictable. They have also observed that fire season in much of southern Australia is beginning earlier and finishing later than in the past. There are now up to 25 more dangerous fire weather days per year than was the case between 1950 and 1980 (see Source 2).

Extreme bushfires produce their own weather systems and thunderstorms, creating lightning – which, in turn, starts more fires. These are the types of conditions that occurred in the devastating 2009 Black Saturday bushfires in Victoria, and in the much larger bushfires that occurred in many parts of Australia during the summer of 2019–20.

The scale of the 2019–20 fires was described by the President of the Australian Academy of Science as "unprecedented anywhere in the world". In saying this, he was referring not only to their size, but also to the impact they had on Australia's ecosystems and biodiversity. It is estimated that over a billion birds, mammals and reptiles were killed in the fires, as well as millions of other animals such as bats, frogs and fish. At least 50 species were pushed closer to the brink of extinction, including marsupials and birds that have existed in this country for millions of years.

Change in the number of dangerous fire weather days when comparing 1950–80 to 1980–2020



Source: Oxford University Press/Bureau of Meterology

Source 2

Interactive map: Change in the number of dangerous fire weather days when comparing 1950–80 to 1980–2020

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Quiz me! Climate change

Check your learning 2.10

Check your learning 2.10

Review and understand

1 **Identify** three of the main causes of climate change.
2 **Describe** two ways that the environment responds to climate change.

Apply and analyse

3 **Explain** the work done by meteorologists that helps us to better understand changes in fire seasons in Australia.
4 **Examine** Source 1 in Lesson 2.6 Environmental change in Australia (page 52), which gives details of Australian ecosystems showing evidence of collapse. In which of these ecosystems is bushfire a factor?
5 Use Source 2 to **describe** the pattern of changes in dangerous fire weather days.
6 **Explain** how changes in climate impact on bushfires in Australia.

Evaluate and create

7 **Discuss** with a partner how climate change affects ecosystem services (see Lesson 2.1 Our amazing planet, page 40). Share these ideas with the rest of the class.

Lesson 2.11
One world, many views

Learning intentions and success criteria

Introduction

On 20 August 2018, 15-year-old Swedish student Greta Thunberg unknowingly started a movement that would spread globally. On that day, instead of going to school, she decided that she would begin to protest outside the Swedish Parliament. Carrying a sign that translated to "School Strike for Climate" (see Source 1), she demanded the Swedish Government reduce the nation's greenhouse gas emissions. Posting on Instagram and Twitter, she invited others to join her.

By December 2018, more than 20,000 students had held strikes in many countries, including Australia. Greta Thunberg began appearing in newspaper and television reports, becoming a worldwide sensation. She met with the United Nations Secretary-General and spoke at the United Nations Climate Action Summit in New York. She was named *Time Magazine*'s Person of the Year in 2019 and has been nominated three times for the Nobel Peace Prize.

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Critics of Greta Thunberg

While Greta Thunberg has many supporters around the world, she also has many critics. Presidents, prime ministers, newspaper columnists and internet trolls have all condemned her, labelling her a "joke". The former president of Brazil, Jair Bolsonaro, called her a "little brat" when she publicly condemned the killing of two Indigenous men involved in a protest over the destruction of the Amazon rainforest. Under Bolsonaro's presidency, deforestation of the Amazon rainforest has significantly increased.

Bolsonaro has consistently denied and rebuffed claims about this. When leaders of other nations objected to the land clearing, he told them: "The Amazon is ours, not yours." When presented with satellite images clearly showing the destruction of the landscape, he called them "lies".

Source 1 Greta Thunberg begins her strike for climate action.

Source 2 A protester in Brazil; the sign translates to "living nature".

Different world views

Why is it that some people become so passionate about preserving the natural environment while others do not? For example, when faced with the reality of climate change, one person demands that changes are made, while others see only the economic cost of making these changes. We can see these differences all over the world, wherever the natural environment is changing.

Studies show that different people view the environment in different ways because of the fundamental beliefs they hold about human beings and our place in the natural world. The reasons for holding these beliefs are very complex, but it appears that where we live, our standard of living, our education and our religion all play important roles. Although each person's view of the world is unique, researchers classify world views into four major groups (see Source 3). It is important to understand that one view is not necessarily "better" or "worse" than another; it is simply different.

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World views

Human-centred

Egocentric
I am the most important creature on Earth. Everything and everyone else is important to the extent that they support me and my lifestyle.

Anthropocentric
Humans are the most important species. We are in charge of the Earth and the natural world. We can use nature to support us and our lifestyle.

Earth-centred

Ecocentric
We should do whatever we can to minimise our impact and preserve the Earth's biodiversity. We are no more important than any other organism.

Biocentric
We have a responsibility to use the Earth's resources in a sustainable way. Other species may be useful to us but they also have as much right to exist as we do.

Source 3 World views about the environment

I used to think, now I think

Reflect on your learning about how people think about the world and complete the following sentences.
- I used to think ...
- Now I think ...

What has changed in your understanding?

Quiz me!
Different world views

Check your learning 2.11

Check your learning 2.11

Review and understand

1 **Outline** how Greta Thunberg's School Strike for Climate transformed into a global movement.

Apply and analyse

2 Use Source 3 to **classify** Greta Thunberg's and Jair Bolsonaro's world views.

3 **Distinguish between** human-centred and Earth-centred world views.

4 **Examine** Source 3.
   - **a** **Explain** which of these four world view statements best reflects your own world view.
   - **b** Find a classmate with a similar world view to yours and **discuss** what they think about Greta Thunberg's protest.
   - **c** Find a classmate with a very different world view to yours and **discuss** what they think about Greta Thunberg's protest.

Evaluate and create

5 Differing world views may be the underlying cause of many conflicts and disagreements about the use of the natural environment. **Create** a scenario where a disagreement arises over the use of a natural environment you know well. **Present** your scenario as a newspaper article.

6 **Research** an individual interested in the natural environment, such as David Attenborough, David Suzuki, Rachel Carson, Wangari Maathai, Bob Brown or Amelia Telford. **Investigate** their contribution to our understanding of the natural world and their area of interest. How would you characterise their world view?

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Lesson 2.12
Perspectives and tensions

Introduction

Learning intentions and success criteria

As you have learnt, people have different world views. These differences can result in tension and even conflict. In a similar way, there are also differences in views about the ways that environmental change should be managed. Some people believe everything possible should be done to respond to an environmental issue, while others don't see environmental change as a problem at all.

Key concept Scale

These differences occur at a range of scales from local to global. A simple local example is an issue such as graffiti in public places. While some in the community see this as vandalism that should be punished as a crime, others see it as a form of art that should be celebrated. This makes it very difficult for authorities to manage the change. If they enact a policy of arresting street artists and painting over their work, they might be accused of denying people their right of free expression. On the other hand, if they allow street artists to paint wherever they want, they might be accused of allowing the street artists to violate the rights of property owners.

For more information on this key concept, refer to Lesson 1.1 Geographical concepts (page 6).

Source 1 Street artists in Hosier Lane, Melbourne where street art is legal. To some, it's an eyesore, to others it's a tourist attraction.

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Australia has been home to some significant environmental tensions when individuals and communities with one view about environmental change have clashed with groups with opposing views.

In 1978 the Tasmanian Government announced plans to dam the Franklin River to produce electricity. A range of individuals and groups joined forces to protest against this plan. One of these groups was the United Tasmania Party, the world's first Green party, which would become the Australian Greens.

Source 2 Bob Brown leading protests against the Franklin Dam in the early 1980s

They were concerned that the proposed Franklin Dam would destroy large areas of the pristine south-western wilderness. Tasmania already had 39 dams and 26 hydroelectricity stations in 1980. The area was being considered for listing as a World Heritage Area, so the proposal to build a dam while that process was underway was seen as particularly provocative.

The Franklin Dam protesters were supported by a publicity campaign that made the events taking place in the south-west of Tasmania a national issue. Campaigners came from across the country to support a direct-action campaign that would physically impede attempts to build the dam by forming a human blockade around the dam site. Arrests became common as a wide range of people decided that the Franklin Dam was the issue where they would make a stand.

In 1983, the Australian Federal Government stopped the building of the dam against the wishes of the Tasmanian Government. This was a tension over environmental change at the regional scale, which became a debate at the national scale.

At the global scale, individuals, communities and governments are struggling to find a common response to the challenges of a changing climate. There are many reasons why this is the case and some of these will be explored in later lessons.

Check your learning 2.12

Check your learning 2.12

Review and understand

1 **Outline** why local governments sometimes struggle to respond to issues such as graffiti.

2 **Describe** some of the tactics used by people who opposed the building of the Franklin Dam.

Apply and analyse

3 **Explain** why there are often tensions about the ways in which the environment is used.

4 **Compare** the separate issues of graffiti and building dams. What are some of the similarities and some of the differences?

Evaluate and create

5 The Franklin Dam protest was one of many environmental protests in the latter part of the last century. Others included tensions about Lake Pedder, Jabiluka uranium mine, nuclear testing in the Pacific and whaling. **Research** one of these protest movements and prepare a short report that outlines the competing sides and their views about the use of the environment.

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2B Skills in context
Retreating glaciers

Introduction

The Earth's average temperature is rising. As a result, sea levels are rising around the world. This is because water expands in volume when it heats up. The warmer atmosphere also causes ice to melt, and as the ice in glaciers and ice sheets melts, it creates meltwater. This meltwater flows in rivers to the sea, also contributing to sea level rise.

The Greenland Ice Sheet is the second largest body of ice on the Earth, with the Antarctic Ice Sheet being number one. In the past 30 years, the Greenland Ice Sheet has lost about 3,900 billion tonnes of ice – contributing about 11 millimetres of the total sea level rise of 50 millimetres that occurred in the same period. The Greenland Ice Sheet feeds many large glaciers that carry ice and water to the Arctic and Atlantic oceans. One of these is the Jakobshavn Glacier.

Like virtually all the world's 198,000 glaciers, the Jakobshavn Glacier is losing ice. As it enters the Arctic Ocean at its terminus (the end of the glacier), the ice melts and breaks into icebergs, which are carried by ocean currents until they melt (see Source 1). The icebergs and melted ice – like a giant slushy – can be clearly seen in the water in Source 2. Also marked on this satellite image are lines that show the terminus of the glacier in selected years. As you can see, the glacier's terminus is retreating towards the ice sheet.

Source 1 Floating ice at the terminus of the Jakobshavn Glacier

Key skill Interpreting geographical images

Using a satellite image to investigate environmental change

Satellite images can provide an image of a large area of the Earth's surface. Therefore, they have become one of the geographer's most useful tools when investigating the causes and impacts of environmental change. Satellites have been used to photograph the Earth's surface for over 60 years, allowing us to see how the surface has changed in that time. By using the line scale on the satellite image of Jakobshavn Glacier in Source 2, you will be able to investigate how this glacier has changed since 1851. Follow these steps to begin your investigation:

- **Step 1:** Look carefully at the image so that you have a good general understanding of what is being shown. Pay particular attention to the title (in the caption), the labels on the image and the scale.
- **Step 2:** Locate the landscape being photographed in an atlas so that you can place it within its geographical context.
- **Step 3:** Use the line scale to estimate the distance the terminus has retreated between 1851 and 2014. As each of the lines curve, you should use an imaginary line drawn in the centre of the glacier as your point of reference.

For more information on this skill, refer to Lesson 1.4 Collecting information (page 15).

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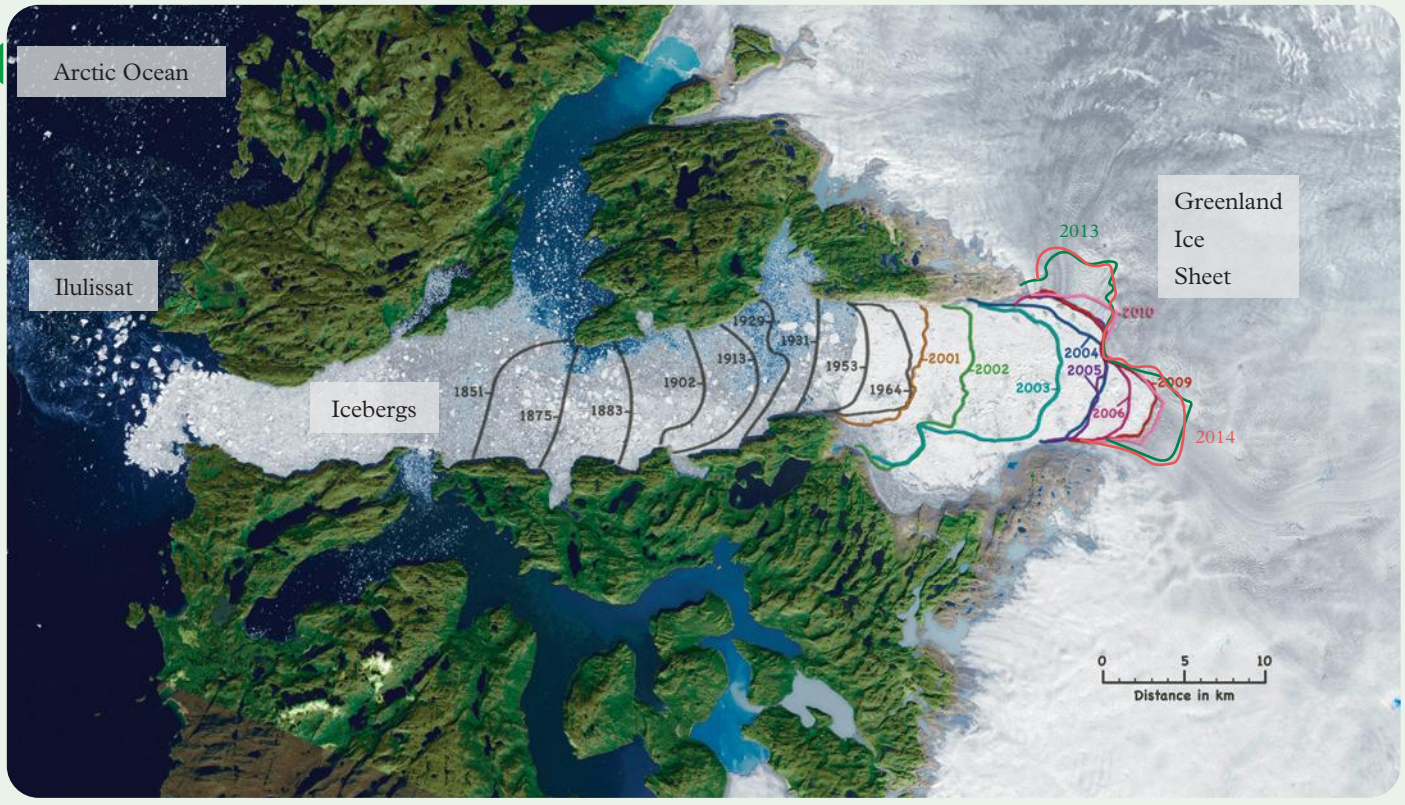

Source 2 A satellite image of the Jakobshavn Glacier showing changes in the location of the terminus between 1851 and 2014.

Practise the skill

1 Follow the steps above to estimate the total distance the Jakobshavn Glacier has retreated, as shown in Source 2.

2 Use Source 2 to estimate the annual rate of glacier retreat. This needs to be done carefully, as the dates shown on the image are not evenly spaced. To calculate the annual rate of retreat, divide the distance of retreat by the number of years. In the first example this is 14 ÷ 51 = 0.274 kilometres per year. Convert this to metres by multiplying it by 1,000: 0.274 x 1,000 = 274 metres per year. Use a table like this one to record your findings.

Dates	Number of years	Retreat (in km)	Annual rate of retreat (metres/year)
1851–1902	51	14	274
1902–1953			
1953–2014			

3 **Determine** whether the glacier's retreat is speeding up, slowing down or remaining about the same. Use data from your table to support your answer.

Extend your understanding

1 Use the historic imagery tool in Google Earth to explore satellite images of the Jakobshavn Glacier and the Greenland Ice Sheet. **Describe** the other environmental changes you notice in this area.

2 Many of the world's mountain and polar glaciers are retreating. Because of their locations, a number of these are difficult to study, but others have been examined in detail. A few have become famous, as images of them are often used by the media to demonstrate the reality of climate change. These include the Muir, Exit and Columbia glaciers in Alaska; the glaciers of Mount Kilimanjaro in Tanzania; the Stein Glacier in Switzerland; the Petermann Glacier in Greenland; and the Franz Josef Glacier in New Zealand.

a Using the internet, **research** the changes that have occurred to one of these natural landscapes.

b Present your findings as a PowerPoint presentation or a Google Earth tour (see Lesson 2.7 Drivers of ecosystem change, page 57, for instructions) to the class.

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Lesson 2.13
Spatial strategies for managing environmental change

Introduction

Learning intentions and success criteria

Geographers have a key role to play in managing environmental changes. Some of our key skills are learning how best to respond to a challenge, to develop and justify a strategy, and to explain the impacts of this strategy. There are many different ways to respond to an environmental challenge, but we will explore three main types of responses in the next few lessons:

- spatial strategies
- environmental strategies
- interconnected strategies.

Spatial strategies

This type of response involves the organisation of physical spaces within a specific region. Creating a new national park or wildlife corridor to preserve biodiversity are spatial strategies. So too are planning communities and cities that encourage the use of public transport and renewable energy. Source 1 shows some of these spatial strategies in place in an Australian landscape. Two areas of uncleared rainforest have been linked together with a wildlife corridor. This allows birds, animals and fish to move safely across the landscape to access a range of resources such as food and water. In the surrounding farm paddocks, large trees have been left as an important habitat for nesting animals and birds.

Source 1 Spatial strategies to help manage threats to biodiversity in the Atherton Tablelands, Queensland

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Case study Protecting the Mountain Pygmy Possum

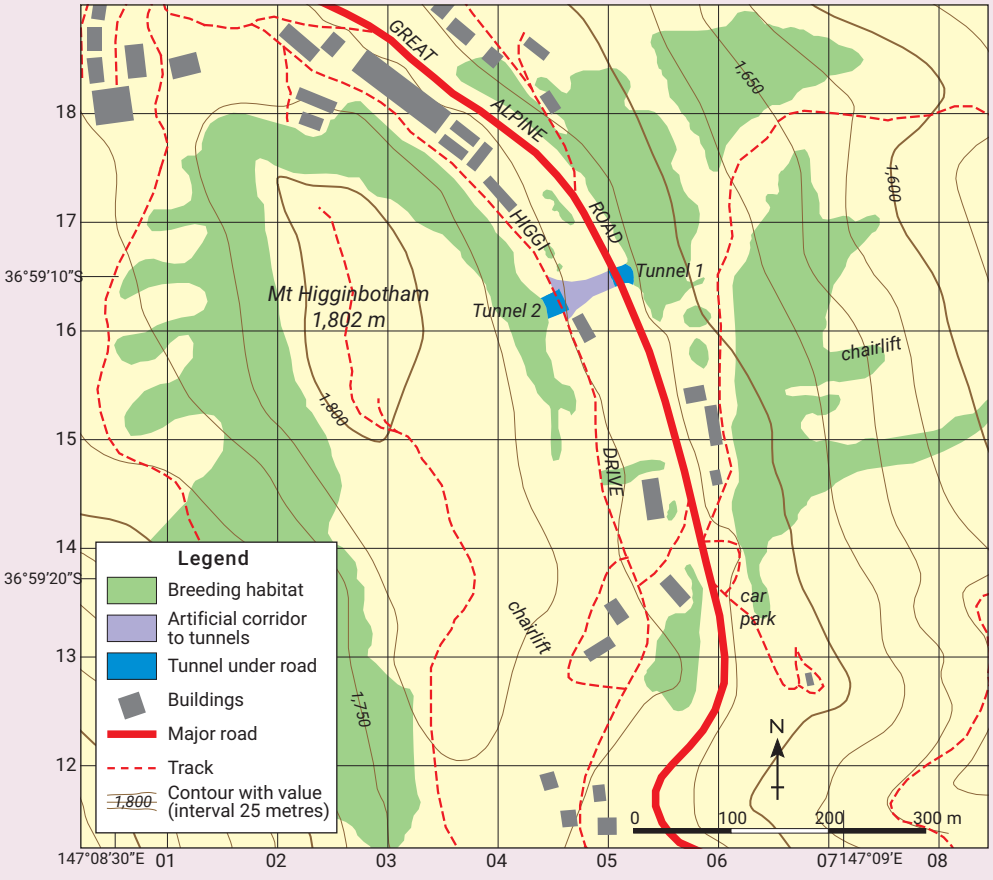
The high country of Victoria and New South Wales is home to one of the world's most remarkable and most endangered animals: the mountain pygmy possum. With a lifespan of almost 12 years, it is perhaps the longest living small mammal on Earth and is one of the very few marsupials that hibernates.

The mountain pygmy possum was thought to be extinct until one was found in a Mount Hotham ski lodge in 1966. It is now considered one of the world's most critically endangered animals, numbering around 2,000 in the wild. There are a number of reasons for its population decline:

- Mountain pygmy possums share their mountain home with tens of thousands of skiers. The roads and ski runs in this region cut across their habitat, interrupting their breeding cycle and exposing them to being hit by vehicles.
- Bushfires burnt much of the possums' habitat in 2003.
- Foxes and feral cats prey on the few possums that remain.
- Warmer temperatures have resulted in less snow.

Source 2 About the size of a mouse, the mountain pygmy possum emerges from hibernation at the beginning of summer.

Mount Higginbotham: Topographic map



Source: Oxford University Press

Source 3

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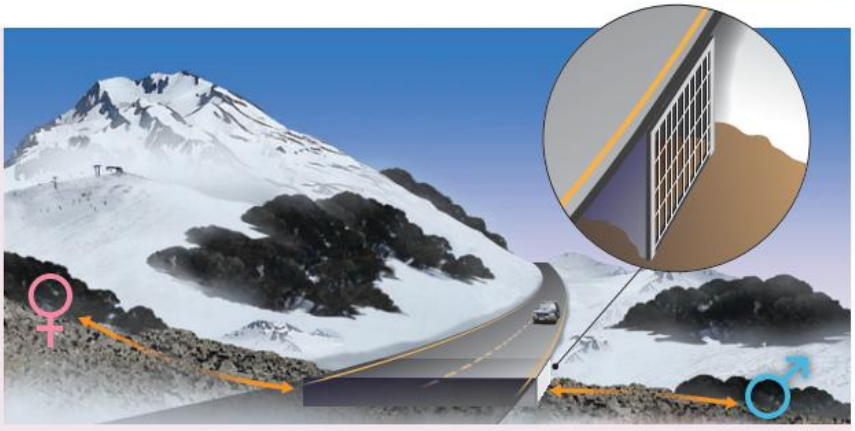
The last of these factors, climate change, may be the pygmy possums' greatest threat. In more recent times, the snow has been melting earlier in the year, meaning the possums are emerging from hibernation sooner. In many cases, this has meant they emerge before the arrival of their summer food supplies, Bogong moths. The early snow melt also leaves them vulnerable in other ways: snow insulates the possums from temperature extremes and helps to control the number of foxes and feral cats, the possums' predators. Put simply, warmer temperatures result in less snow, and less snow means fewer pygmy possums. Some scientists are predicting the extinction of this remarkable animal within a decade.



Source 4 A diagram showing a cross-section of one of the tunnels and (inset) an entrance to the tunnel

As mentioned, the roads intersecting their alpine home have interfered with the breeding cycle of pygmy possums. In one location, a spatial strategy has been put in place to manage this challenge in a clever way. Scientists found that females and males live in separate locations and only come together during the mating season. Females generally live at higher altitudes on Mount Higginbotham and males migrate up the slopes to meet them and mate. Near the Mount Hotham ski resort, the Great Alpine Road runs between the habitats of the males and females. The males were reluctant to cross the road due to the dangers of passing cars and predator attack and therefore less females were becoming pregnant.

Following a study by researchers, two tunnels were constructed under the road. The entrances to these tunnels were covered with metal grates to prevent larger animals from entering. The tunnels were then lined with large rocks to provide protection and shelter. Slopes leading to the tunnels were also covered with boulders and rocks. Within a week, males were observed using the tunnels to reach the females. The solution was instantly given the name the "tunnels of love". Similar corridors have since been constructed across roads and ski runs at Mount Blue Cow in New South Wales. As virtually all the possums live in ski resort areas, more tunnels may yet be needed.

Check your learning 2.13

Check your learning 2.13

Remember and understand

1 **Explain** the purpose of a wildlife corridor.

2 **Explain** how warmer temperatures brought about by climate change are affecting mountain pygmy possums.

3 **Describe** how the "tunnels of love" are helping to conserve pygmy possum numbers.

Apply and analyse

4 **Explain** how the tunnels on Mount Higginbotham can be considered to be a spatial strategy.

5 **Examine** the topographic map (Source 3).

- **a** What threats to pygmy possums can you **identify**?
- **b** In which direction do the males travel to reach the females on the higher ground?

Evaluate and create

6 What other actions could be taken to protect the mountain pygmy possum?

7 **Evaluate** the sustainability of using national parks to manage environmental change. Start by listing some of the advantages and some of the disadvantages of this spatial strategy. Complete this activity in discussion with a partner and then **share** your ideas with your class.

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Lesson 2.14
Environmental strategies

Learning intentions and success criteria

Introduction

Geographers are discovering that it is important to consider all parts of the environment when developing, proposing and justifying a response to environmental change. This approach is sometimes referred to as "ecosystem based management" as it considers all parts of the ecosystem, including humans, rather than just one part such as an animal or plant species.

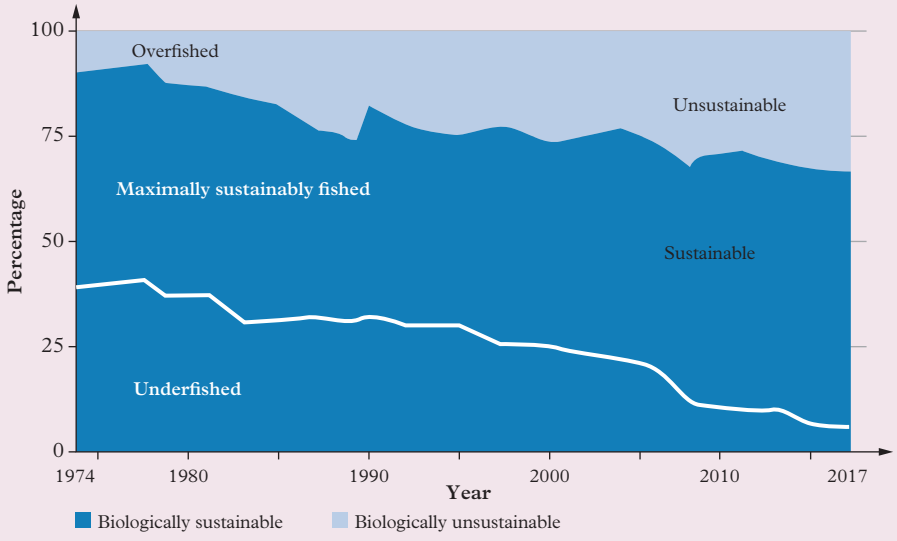
Case study The fishing industry and world fish production

Fish are a vital food resource, providing over 15 per cent of the animal protein eaten each day by 3 billion people. Currently, about 600 million people are employed in the fishing (fish catching) or aquaculture (fish farming) industries.

Many of the world's fish species, however, have been fished beyond sustainable levels and their numbers are now in serious decline (see Source 1). More than one-quarter of the species investigated by the United Nations are described as being "overfished" and have no potential for increased production in the future. Most fish species are described as being "maximally sustainably fished". This means that they are currently being fished at the limit of their sustainable level.

Source 1 These Bluefin tuna are caught in the Mediterranean Sea and then fattened in cages, before being shot, frozen and shipped to Japan to become sushi. Remaining stocks of wild tuna are listed as endangered species, but little is being done to protect them.

Unsustainable levels of fishing are being driven by the food demands of an increasing world population and by modern fishing techniques. These techniques include using spotter planes and GPS to locate large schools of fish, fishing in deeper waters and dragging huge nets along the ocean floor. Fewer and fewer fish are now surviving to adulthood, because they are being caught and eaten as juveniles, before they have had a chance to breed and produce more fish. This means that the fish being caught are not being replaced.



Source 2 Global trends in world marine fish species supplies since 1974.

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Case study A warning from the past: The disappearing Atlantic cod

The people of the north-western United States and Canada have fished the coastal waters of the Atlantic Ocean for hundreds of years. The most prized fish of their catch is the Atlantic cod, which once existed in vast numbers. Up until the mid-1950s, around 300,000 tonnes of Atlantic cod were caught each year in the region's waters. By the middle of the 1960s, large-scale fishing trawlers, using vast nets and mechanical winches, were catching 100 tonnes of Atlantic cod an hour. By 1968, the amount caught peaked at more than 800,000 tonnes, before the Atlantic cod population collapsed. Despite attempts to protect the remaining cod in the past few decades, the population has never recovered.

Making fishing more sustainable

To effectively respond to the environmental challenge of overfishing, researchers, including geographers, study many aspects of the marine ecosystem. They examine the place of the fish species in the food web, its interactions with the environment and how its is affected by human activities. Increasingly, these researchers have also considered other environmental changes such as climate change, pollution from land runoff, and coastal developments such as roads, factories and tourist resorts.

After careful consideration of these factors, countries such as Australia, New Zealand and the United States have put in place fisheries management plans to make their fishing industries sustainable and to ensure good numbers of fish in the ocean in the future. These plans monitor fish populations and place quotas on the fishing industry, limiting the numbers of fish that can be caught. The plans have proven very effective at increasing and maintaining fish numbers.

Consumers can also play a part in ensuring the sustainability of fish supplies by choosing to only eat fish that have been farmed or caught in sustainable ways. Organisations such as the Australian Marine Conservation Society provide lists of fish that are safe to eat and fish that you should avoid because they are endangered.

Source 3 In Australia, fishing quotas are carefully set and monitored. This Australian navy boat patrols the waters of Australia's north, keeping watch on the activities of fishing boats from Australia and neighbouring countries such as Indonesia.

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Check your learning 2.14

Check your learning 2.14

Review and understand

1 In your own words, **define** ecosystem based management.

2 **Explain** why it is important to consider all aspects of an ecosystem when responding to environmental challenges.

Apply and analyse

3 **Explain** why the setting of fish quotas is an example of an environmental management strategy.

4 Use the key concept of sustainability to **explain** what is happening to the world's fish stocks.

Evaluate and create

5 Aquaculture is seen by many as the best way of providing fish for human consumption in the future. **Research** this booming industry. Do you see this as a sustainable alternative to traditional fishing?

6 **Construct** your own line graph to explore global trends in fish supplies into the future.

- **a** Draw up a set of axes: the vertical axis (*y*-axis) should show the percentage of fish species from 0 to 100 per cent. The horizontal axis (*x*-axis) should show the year from 1974 to 2050.
- **b** Copy the line showing fish species that are "overfished" from Source 2 onto your graph.
- **c** Based on the trend from 1974 to 2017, continue this line in a different colour to show the likely trend until 2050.
- **d** Describe the trend shown on your completed graph. If your prediction turns out to be true, what will this mean for the fishing industry and consumers around the world?

Lesson 2.15
Interconnected strategies

Learning intentions and success criteria

Introduction

When the environment changes due to human activities there are causes and impacts of these changes. Climate change is an example of a significant global change that has clearly understood causes such as burning fossil fuels and cutting down forests. The impacts are also becoming very clear: rising temperatures and sea levels, more severe weather disasters, a loss of species and food insecurity have all been attributed to climate change.

While it is important to deal with the impacts of change, this is generally only a short-term solution as the challenges and issues will keep occurring and even worsen. Interconnected thinking requires geographers to think more deeply about the causes, both the direct drivers of the change and the underlying indirect causes. Source 1 in Lesson 2.7 Drivers of ecosystem change (page 57) includes a list of some of the more significant drivers of change.

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Case study Salinity

Salt is a natural part of the Australian environment. Deposited by salt-laden winds from the sea and from the weathering of rocks, it is a component of most soils. It has been estimated, for example, that in parts of Western Australia the soil typically contains between 170 and 950 tonnes of salt per hectare. Because this salt has accumulated slowly over millions of years, Australia's native vegetation has adapted to the salty soils. The native deep-rooted trees and shrubs soak up much of the rainwater entering the soil. This keeps the water table low in the ground, and means that the salt stays deep in the soil and away from plant roots.

However, changes in the Australian landscape since the arrival of Europeans have significantly altered this system. Large areas of native vegetation have been cleared and replaced by shallow-rooted crops and grasses. This means that much more water is held in the soil and so the water table rises, bringing with it the salt that has accumulated over millions of years. It collects in low-lying areas, killing the introduced plants. As the water evaporates, salt is left at or near the surface, creating large salt pans where nothing can grow (see Source 1 and Source 2). The salt also moves across the landscape, turning freshwater streams into salty drains.

In some places, irrigation increases the amount of water in the soil. This also has the impact of raising the water table and bringing salt to the surface.

Salinity is Australia's most serious and widespread land degradation issue, currently affecting 2.5 million hectares of farmland, much of it in Western Australia.

Managing salinity

Many Australian farmers, particularly in Western Australia, have responded to the threat of soil salinity by changing the ways they farm the land. They have found that dealing with the causes of salinity is a better long-term strategy than dealing with its impacts. Some of these changes have been more successful than others, but all are designed to use the soil in a more sustainable way. Source 2 shows some of the strategies used by farmers to combat soil salinity. The most successful strategy used so far appears to be lowering the level of the water table, which keeps salt in the water away from plants.

For more information on this key concept, refer to Lesson 1.1 Geographical concepts (page 6).

Source 1 Salt rising to the surface in the south-western corner of Western Australia – a region known as the "wheat belt".

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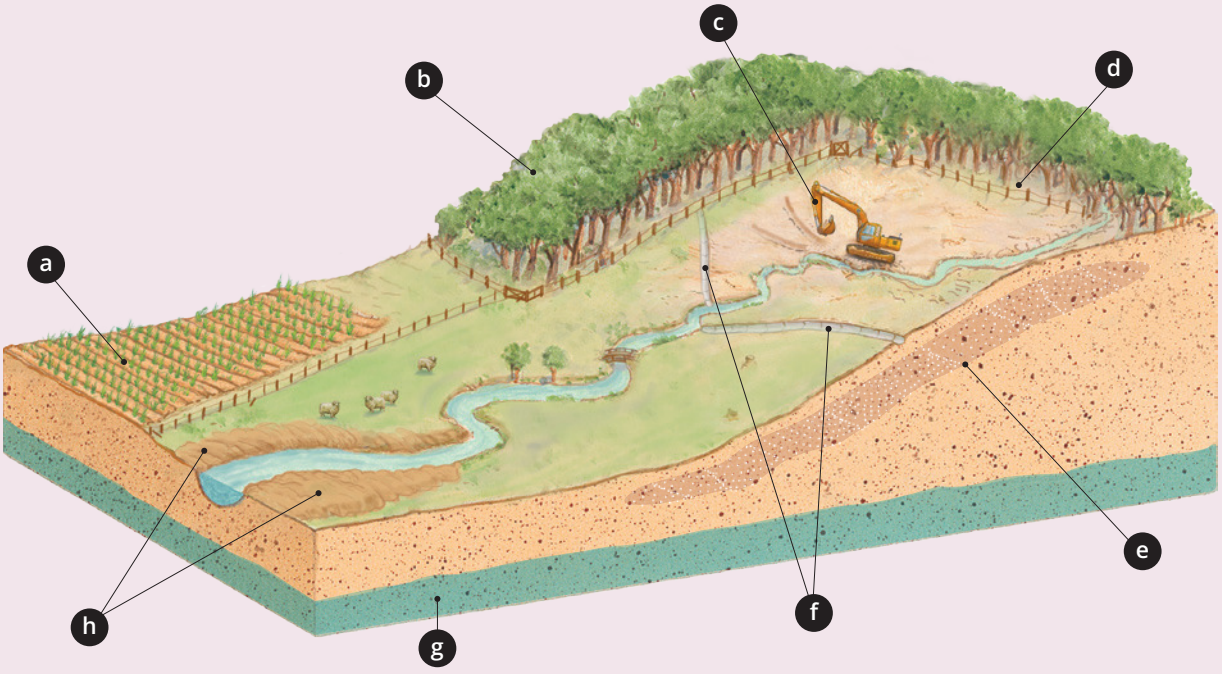

Source 2 A range of responses and strategies can be used to tackle salinity.

- **a** Planting of crops such as lucerne, saltbush and wheatgrass helps lower the water table.
- **b** Planting of native trees helps prevent erosion.
- **c** Construction of levees and banks channel water flow, directing salty water away from plants.
- **d** Fencing areas of native vegetation away from grazing animals helps prevent erosion and keeps soil healthy.
- **e** Some salts will still remain dispersed in the soil.
- **f** Drains funnel salty water away from plants.
- **g** Water table is kept low so that the roots of plants are not exposed to salt in the water.
- **h** Levees and banks build up barriers to stop salty water flowing into the soil.

Case study Fighting salinity at Toolibin Lake

Toolibin Lake, in the Western Australian wheat belt, is a small ephemeral wetland (meaning it only fills with water occasionally, depending on rainfall).

As one of the last remaining freshwater wetlands in the region, it contains important habitats for a number of plant and animal species, many of which are endangered. In the 1970s, the lake bed began to show signs of increasing salinity, and a large number of trees died. Source 3 shows the distribution of salinity in the area. A geographical investigation found that this was due to the flow of salty water into the lake from surrounding farmland, together with a rising water table.

In the 1990s, a number of measures were put in place to lower the water table and reduce the salinity (Source 4). These measures included measuring the salt levels in the stream that flows into the lake and diverting excessively salty water to a nearby lake. Pumps on the lake bed were installed to lower the water table and to remove salty water from the soil. Around the lake, belts of trees were planted to intercept water as it flowed towards the lake and also to help in lowering the water table.

A review of these measures in 2010 showed that the water table had been held below the target of 1.5 metres across most of the lake. However, an analysis of satellite imagery from 1990 to 2009 showed that in some areas of the lake, trees had flourished; but in others, they had continued to decline.

Researchers then examined the ways in which the two dominant tree species, sheoak and paperbark, had responded to changing water and salt levels. They found that the trees had responded in very different ways. New sheoak seedlings were found on the floor of the lake, but the paperbark trees had

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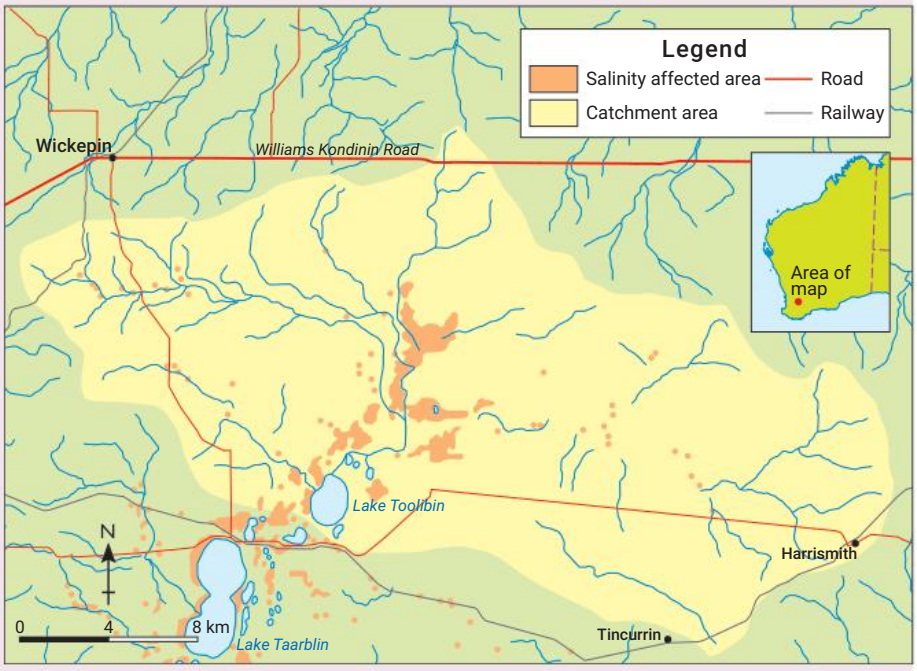
continued to decline in health and numbers.

This information has been used to develop new management plans for the lake, working with the local Landcare group. Landcare is a national network of thousands of locally based community groups, whose members care for the natural resources of Australia. With regard to Toolibin Lake, much of the work has focused on increasing the number of trees planted on surrounding farms. The farms in the area tend to grow cereal crops, such as wheat. Getting the farmers to plant trees will further reduce salinity across the region.

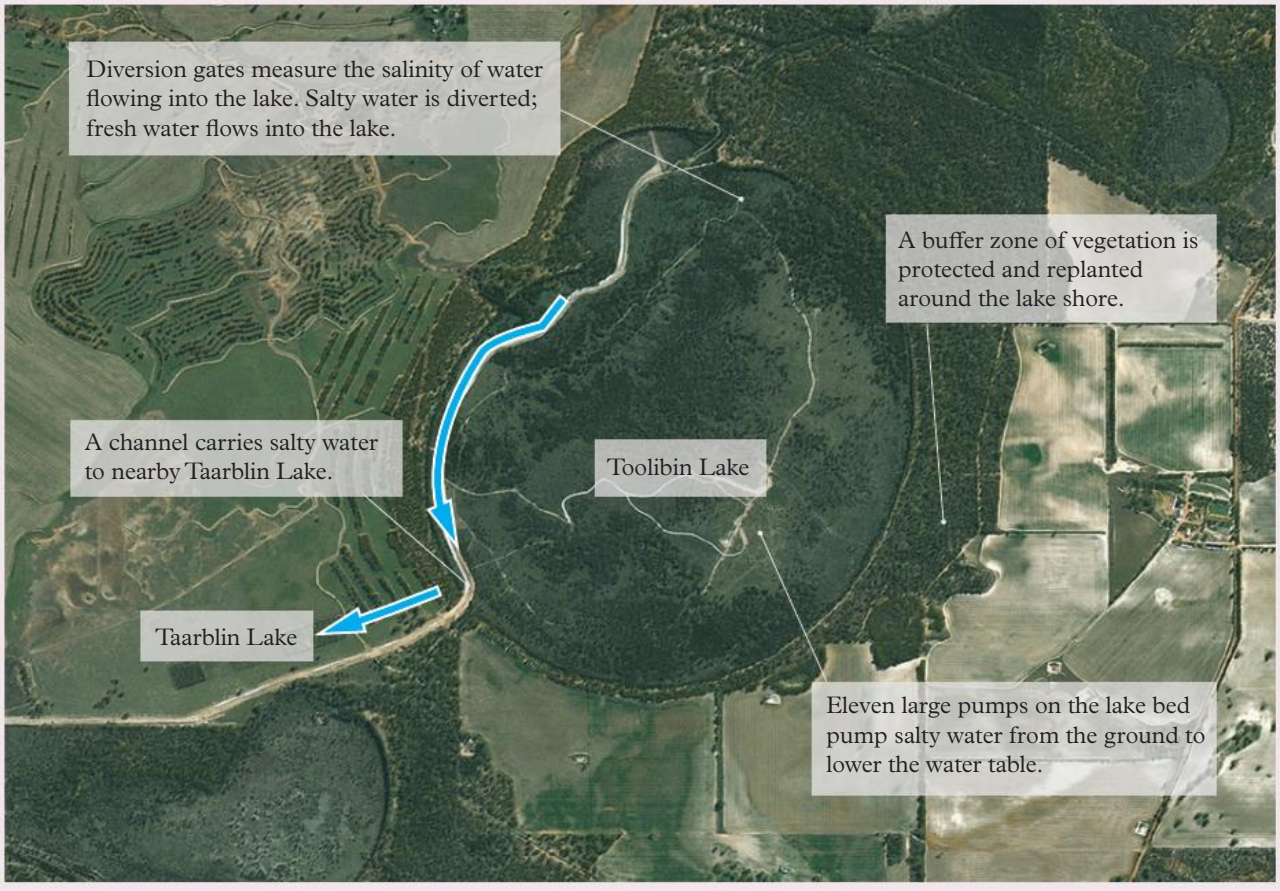
Toolibin Lake: Areas of salinity



Source: Oxford University Press

Source 3

Enlarged map: Toolibin Lake – Areas of salinity



Source 4 An aerial photograph of Toolibin Lake, showing the measures used to lower the water table and reduce salinity.

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Quiz me! Managing salinity

Check your learning 2.15

Check your learning 2.15

Review and understand

1 **Identify** where salt in soil comes from.
2 **Outline** how the arrival of European farming methods affected soil salinity.

Apply and analyse

3 **Classify** the responses to salinity shown in Source 2 as either dealing with the causes of the problem or dealing with its impacts.
4 **Apply** your understanding of the drivers of change to **describe** the indirect causes of salinity in Western Australia's wheat belt.

Evaluate and create

5 **Research** ways in which farmers throughout the wheat belt may be able to lower the water table and reduce salinity.
6 In small groups, **discuss** why repairing land degradation in the Toolibin Lake area has been so difficult. What do you think this means for repairing the damage of a much larger area, such as the entire Western Australian wheat belt?

Lesson 2.16
Responding to climate change

Learning intentions and success criteria

Introduction

One of the greatest environmental changes humans have ever faced is occurring right now. Changes in our climate have the potential to devastate many of the ecosystem services we and other species rely on for survival. The ways in which we and our leaders respond to these changes will determine many aspects of our future. However, finding and sticking to an agreed response seems difficult and, at times, impossible.

There are many reasons for this. Despite the work and reports of thousands of the world's top scientists, who have shown that climate change is real and that it is happening now, many people do not believe it. On the other hand, some believe it is such a big problem there is little, if anything, they can do about it. Many of the responses proposed will mean that people will have to change the way they live, and many find these types of changes difficult to face.

There are many ways individuals, organisations and governments are responding to climate change. They fall into three broad groups, and we will explore each.

Source 1

> Greenhouse gas emissions keep growing, global temperatures keep rising, and our planet is fast approaching tipping points that will make climate chaos irreversible. We are on a highway to climate hell with our foot still on the accelerator.
>
> UN Secretary-General Antonio Guterres, 7 November 2022

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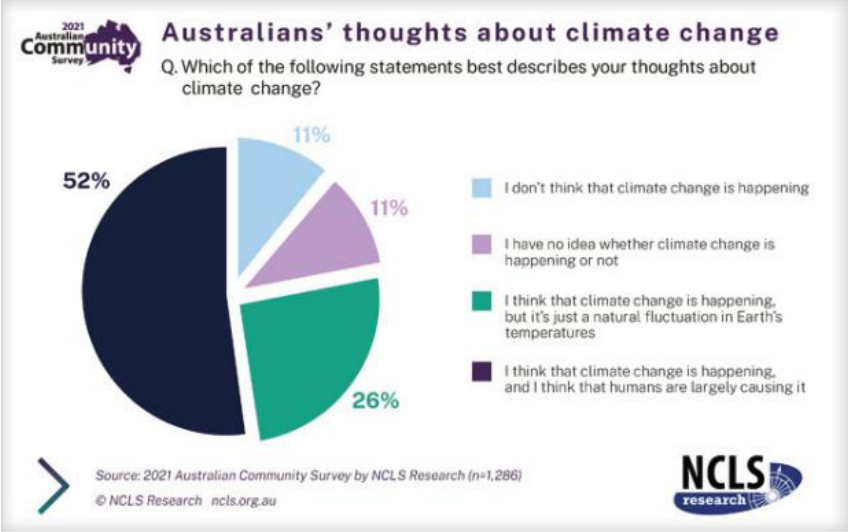
Response 1: Do nothing

Surveys of the Australian population have consistently shown many of us are climate change deniers or sceptics. Almost half of all Australians do not believe climate change is happening and that human activities are largely responsible. On a global scale, an international study found that about one-quarter of people in other countries felt the same way. For these people, there is no point in investing time and money into dealing with a problem they don't think exists. Some of our government leaders are also climate change deniers.

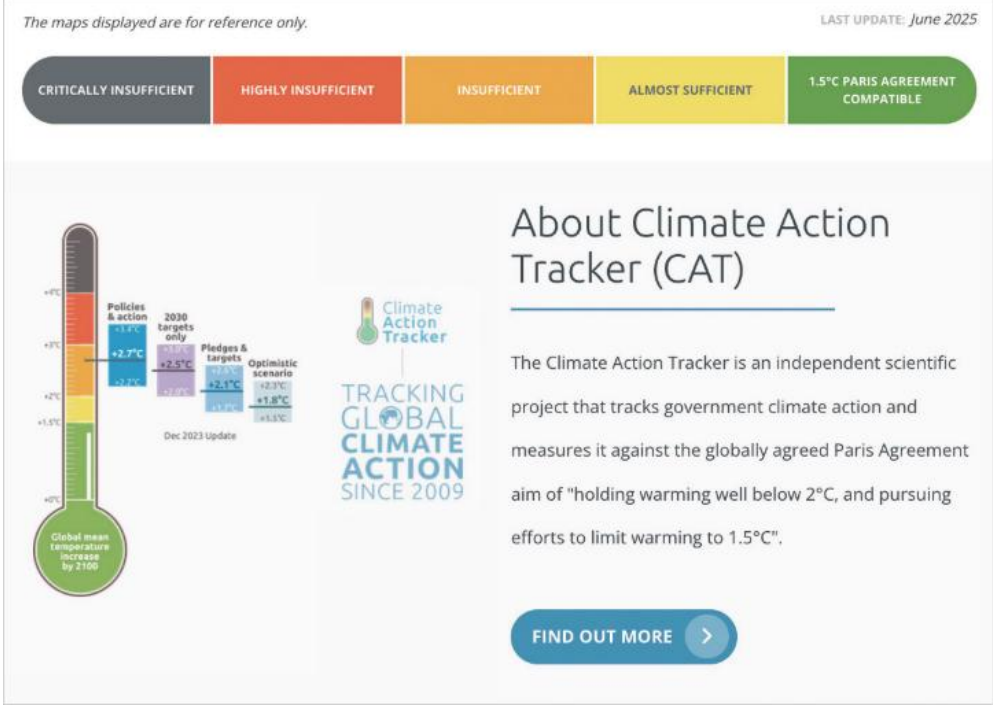


Source 2 The results of a 2021 survey into Australians' attitudes to climate change show 11 per cent don't think climate change is happening, 11 per cent have no idea whether climate change is happening, 26 per cent think climate change is just a natural fluctuation in Earth's temperatures and 52 per cent think that humans are largely causing it.

Response 2: Respond to the causes

The most recent UN report into climate change stated that "increases in greenhouse gas (GHG) concentrations since around 1750 are unequivocally caused by human activities" and that this has "warmed the atmosphere, ocean and land". To slow the rate of warming therefore, we need to reduce the amount of GHG entering the atmosphere. There have been many attempts by the UN to convince the nations of the world to agree to a target of reducing their emissions and to put into place policies and systems that would achieve that target. The most recent of these occurred in 2015 when the leaders of 196 countries signed the Paris Climate Agreement. They agreed to pursue efforts "to limit the temperature increase to 1.5°C above pre-industrial levels". To achieve this, "greenhouse gas emissions must peak before 2025 at the latest and decline 43% by 2030".

It has proven difficult to track each country's progress towards these goals, but an independent scientific organisation publishes an online tool, Climate Tracker, which keeps track of progress in 39 countries. By the end of 2023 they found that none of these countries had reduced their emissions in line with the Paris Agreement and that under their current policies the Earth's temperature would rise to about 2.7°C by 2100 rather than the agreed 1.5°C.



Source 3 A progress report by Climate Action Tracker

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Response 3: Respond to the effects

Planners and land managers are responding to the ongoing and future impacts of climate change in many ways. This is creating new challenges that differ from place to place. Parks Victoria, who manage 4 million hectares of landscapes, have recently adopted a new strategy when responding to the effects of climate change.

Under this new strategy, park rangers assess sites in our national parks and reserves that are changing due to climate change and decide which response they will adopt: Resist, Accept or Direct. Source 4 shows a ranger visiting a site that has recently been impacted by bushfires. Rangers have found that large areas of mountain ash trees are now being burnt so often due to climate change that they are unable to germinate new seeds. They are referred to as "ghost forests" by the rangers.

Source 4 A park ranger assesses a site in Victoria impacted by bushfire

Check your learning 2.16

Check your learning 2.16

Review and understand

1 **Describe** the Resist, Accept, Direct plan adopted by Parks Victoria.

2 **Outline** the aims of the Paris Climate Agreement.

Apply and analyse

3 Which of the three responses described in this lesson do you believe is the best response to climate change? **Justify** your response.

4 Is the Parks Victoria approach a spatial strategy, an environmental strategy or an interconnected strategy? **Justify** your response.

Evaluate and create

5 **Select** one of the ecosystem services shown in Source 1 in Lesson 2.1 Our amazing planet (page 40). **Research** the ways in which climate change is impacting this service.

6 **Access** the Climate Action Tracker and use the tools provided to examine Australia's progress towards reaching its Paris Climate target.

7 **Create** and **conduct** a survey that explores people's feelings about and responses to climate change. Here are a couple of questions to get you started: Do you agree or disagree with this statement: "I believe the science that has found that human activities are responsible for climate change". To what extent does this statement apply to you: "I am worried that climate change threatens people and the planet".

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Lesson 2.17
Custodial responsibility

Introduction

Learning intentions and success criteria

Aboriginal and Torres Strait Islander peoples have been part of the Australian landscape for at least 65,000 years. Over that time, they have developed relationships with the land and the water that have helped them to survive and thrive in some of the harshest environments on the Earth. As non-Indigenous Australians struggle with issues such as water scarcity and land degradation, some are learning that the principles followed by Aboriginal and Torres Strait Islander peoples provide a model that can help them to view and use environmental resources more sustainably.

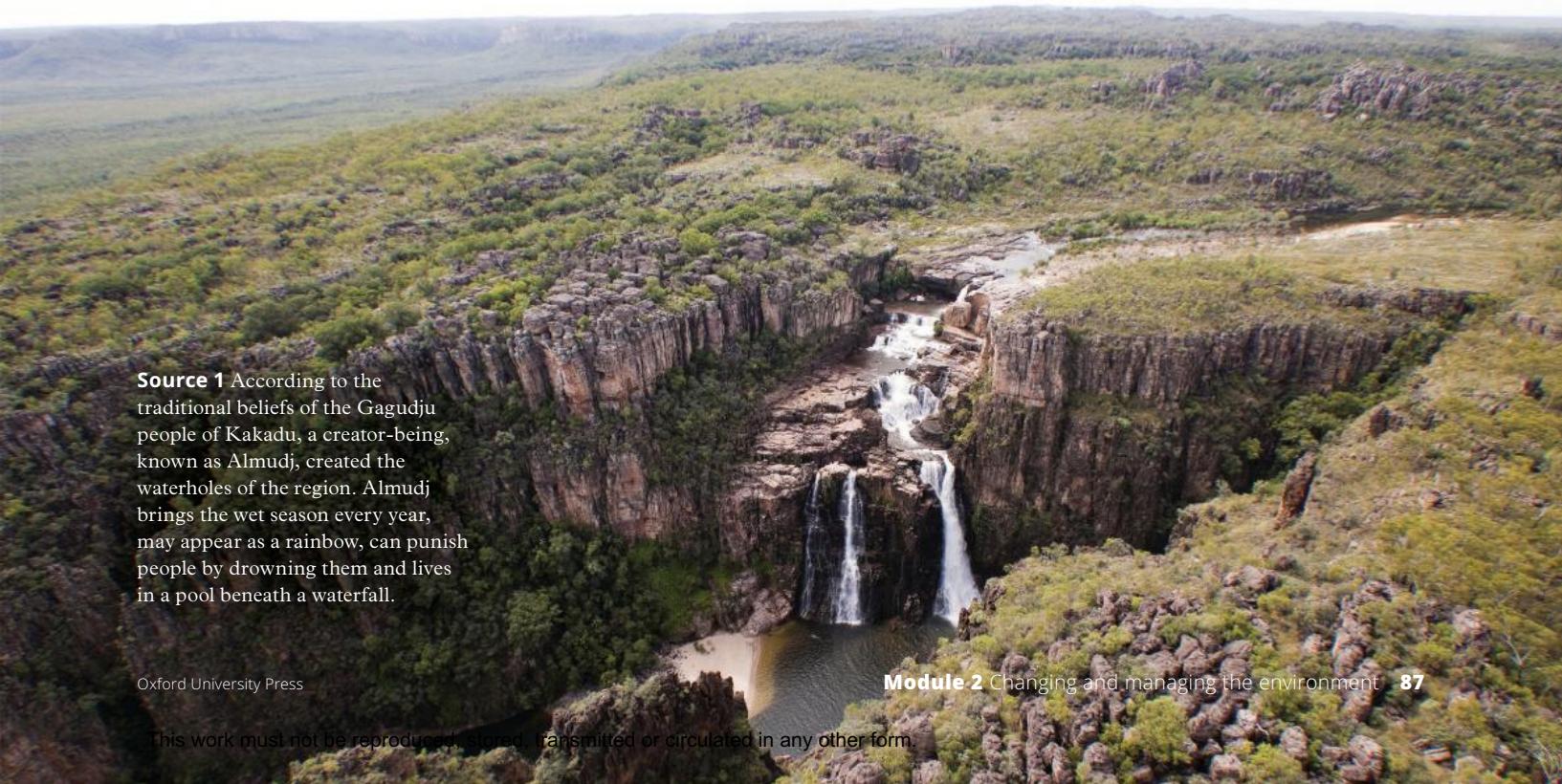
Key concept Interconnection

Holistic views of the natural world

Aboriginal and Torres Strait Islander peoples believe that all features of a landscape – land, water, sky, animals, plants and people – are inextricably linked to form one interconnected whole; and that change in one part of the landscape will bring change to the others. This traditional view, which dates back tens of thousands of years, is now accepted as scientific fact by many researchers and scientists, who refer to it as interconnection. It is a key component of Aboriginal and Torres Strait Islander views of Creation, as well as their management of land and water.

This holistic view of landscapes links Indigenous peoples with the natural world. Aboriginal and Torres Strait Islander peoples believe that they have custodial responsibility for the land and water in the country in which they live, and that this responsibility is passed to them by their ancestors and from them to their descendants. Water and land resources – such as rivers, lakes, billabongs and mountains – are protected by a complex series of laws, customs and beliefs. The Nyungar people of south-western Western Australia, for example, throw a handful of sand into streams and lakes as they approach, in order to warn the spirit of the water of their approach.

For more information on this concept refer to Lesson 1.1 Geographical concepts (page 6).



Source 1 According to the traditional beliefs of the Gagudju people of Kakadu, a creator-being, known as Almudj, created the waterholes of the region. Almudj brings the wet season every year, may appear as a rainbow, can punish people by drowning them and lives in a pool beneath a waterfall.

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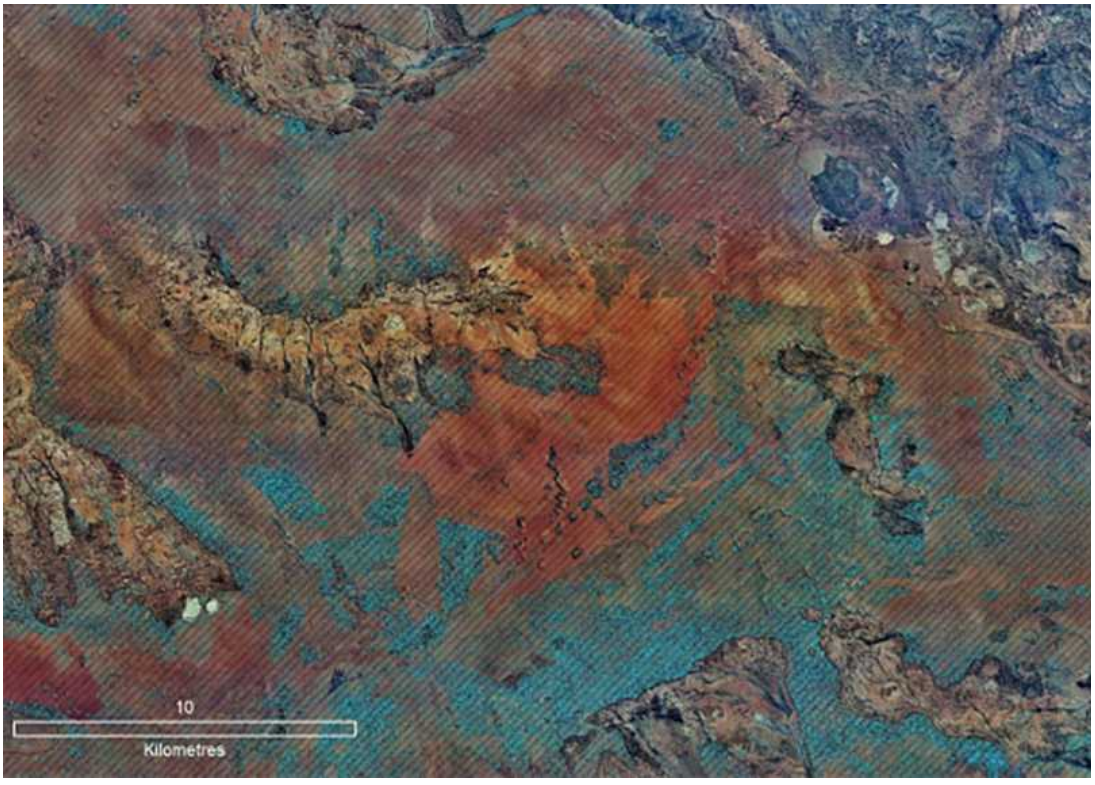
The Birriliburu Rangers

The Martu peoples have been living in the central deserts of Western Australia for at least 40,000 years. To put that number in perspective, when Egyptians laid the foundations for the pyramids in Giza, the Martu peoples had already been in the desert for 35,000 years. In that time, they have developed a deep understanding of and relationship with the natural environment. The Martu peoples were granted native title of the Birriliburu Indigenous Protected Area (IPA) in 2002 and have custodial responsibility for the region. At 6.6 million hectares, the IPA contains amazing dune systems, salt lakes, clay pans and mountain ranges.

The Martu peoples developed a network of Aboriginal rangers, whose role is to preserve and protect the unique features of this Western Desert landscape. Their work includes monitoring threatened species, removing invasive species and reintroducing the traditional fire regime.

The Birriliburu Rangers work in close partnership with other organisations, including the non-profit group Bush Heritage. The rangers share their knowledge of the landscape, including the importance of particular sources of food and water. In this way, the Martu people continue their ancient connection with this land, and the natural environment is better protected from both direct and indirect drivers of change.

This partnership with Bush Heritage involves sharing knowledge both ways in order to manage environmental change and challenges. Bush Heritage provides resources to the rangers, including specialist equipment, remote sensing cameras, satellite images and funds to pay wages. They help to maintain a complex database recording the names of plant and animal species in the area, and help record the impact of controlled burning on the landscape (see Source 2).



Source 2 Modern scientific techniques – such as this satellite image – can be combined with ancient wisdom to better understand and protect the Western Desert. This colour-enhanced image is used to investigate the impact of controlled burning on the spinifex trees and mulga trees of the region.

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Quiz me! Custodial responsibility

Check your learning 2.17

Check your learning 2.17

Review and understand

1 In your own words, **define** the term "custodial responsibility".

Apply and analyse

2 What world view do you think might be held by somebody who is a Birriliburu Ranger? **Explain** why you think this.

3 **Explain** how Aboriginal and Torres Strait Islander peoples' concepts of interconnection help manage scarce water resources in arid regions of Australia.

4 **Explain** why land management agencies such as Bush Heritage work with Aboriginal peoples to manage environmental change and challenges.

Evaluate and create

5 What are your beliefs about the natural environment? Where do these beliefs come from?

6 In groups, **discuss** the importance of non-Indigenous groups working with Aboriginal and Torres Strait Islander peoples to manage Australia's land and waters. **Share** your discussion with the rest of the class.

Source 3 Aboriginal peoples have long understood the importance of fire in the Australian landscape.

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Lesson 2.18
Caring for Country

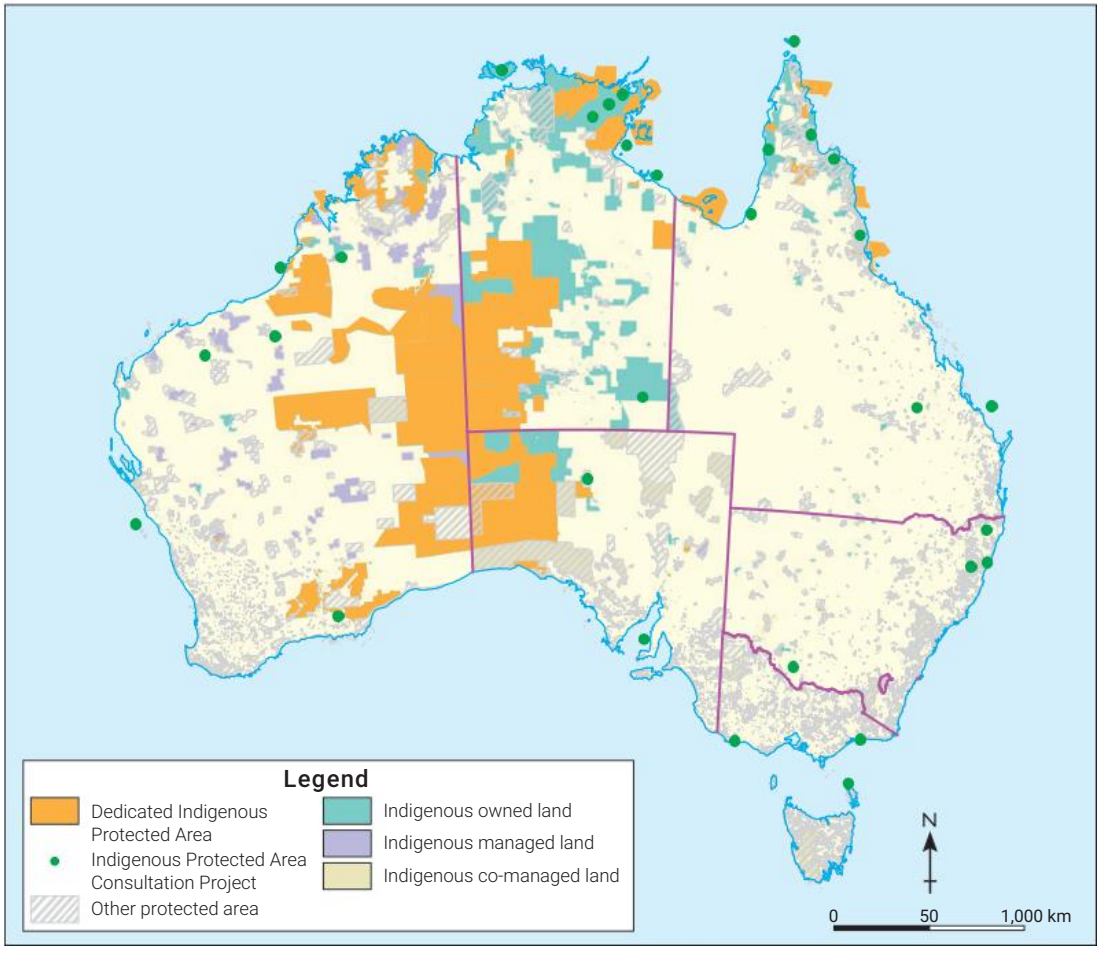
Learning intentions and success criteria

Introduction

As you have learnt, Aboriginal and Torres Strait Islander peoples have a spiritual connection with the land. They feel responsible for looking after the stories, places, resources and culture of an area. This is sometimes referred to as "caring for Country". Important aspects of caring for Country are connecting with ancestors and maintaining the natural resources of a region. In this way, Aboriginal and Torres Strait Islander peoples seek to live sustainably. This concept of caring for Country applies to all landscapes, including the forests, deserts, wetlands and mountains.

The Australian Government recognises the special connection that Aboriginal and Torres Strait Islander peoples have with the land in a number of ways, such as the establishment of a network of Indigenous Protected Areas. In these areas, the traditional owners of the land have agreed to promote biodiversity and to protect the natural and cultural values of the land. At present, there are 85 Indigenous Protected Areas across Australia covering more than 87,000 square kilometres. These areas protect some of Australia's most fragile and vulnerable environments.

Indigenous protected areas and Aboriginal lands, including Birriliburu and Mandingalbay Yidinji



Source 1 Source: Oxford University Press/Department of Climate Change, Energy, the Environment and Water

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Key concept Place

Source 2

> We had a native title determination and Indigenous Land Use Agreements, but it wasn't until we started developing the Indigenous Protected Area project that we could see a way of "putting country back together" – to manage country in a tenure-blind way with our partners.
>
> Dale Mundraby, Mandingalbay Yidinji traditional owner

Trinity Inlet

Trinity Inlet is a large saltwater estuary in Far North Queensland. On the west bank of this estuary is the city of Cairns, while on the east bank lies the Mandingalbay Yidinji Indigenous Protected Area. Covering almost 10,000 hectares, the Indigenous Protected Area is a world of saltwater wetlands, rugged ranges covered in rainforest, mangroves, salt marshes and sandy beaches. It is home to many rare and endangered plants and animals, including the cassowary (see Source 3) and several frog species found nowhere else in the world.

Prior to 2011, this region was divided into a number of reserves, national parks and private plots. Unsustainable farming practices led to a loss of biodiversity, particularly in the saltwater wetlands of Trinity Inlet. Following a successful native title application, the Indigenous Protected Area was established in a process which the local Aboriginal people, the Mandingalbay Yidinji, described as "putting country back together". The traditional owners now work in partnership with governments to restore the area.

Source 3 Australia's second largest bird, the cassowary, is vulnerable to extinction due to the loss of rainforest across large parts of Queensland.

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Specific programs include trapping feral pigs, collecting seeds and re-vegetating mangroves in barren areas, as well as building walking tracks and other facilities for visitors. The managers of the Indigenous Protected Area see ecotourism as the future of the region, once plants become established and birds and animals return.

For more information on this concept, refer to Lesson 1.1 Geographical concepts (page 6).

Source 4 An oblique aerial photograph looking north-east towards the Mandingalbay Yidinji Indigenous Protected Area from Cairns

Check your learning 2.18

Check your learning 2.18

Review and understand

1 **Define** Indigenous Protected Area.

2 **Explain** what Mandingalbay Yidinji traditional owner Dale Mundraby means by "putting country back together".

Apply and analyse

3 The Mandingalbay Yidinji Indigenous Protected Area is located very close to the city of Cairns. **Analyse** how this is both an opportunity and a challenge for the managers of the Indigenous Protected Area.

4 **Examine** Source 1. **Describe** the distribution of Indigenous Protected Areas and Aboriginal lands in Australia. What could account for this distribution pattern?

Evaluate and create

5 **Create** a geographic sketch of the oblique aerial photograph provided (Source 4). On your sketch label Cairns, Trinity Inlet, saltwater wetlands, mangroves, agricultural land, mountain ranges and rainforests. You may need to consult an atlas or use the internet to help you.

6 In your own words, **define** ecotourism. Do you think that ecotourism is a sustainable use of this Indigenous Protected Area? **Justify** your response.

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2C Skills in context
Return to Eden

Introduction

The region at the confluence of the Tigris and Euphrates rivers in Iraq (that is, where the rivers meet) once supported one of the world's great wetlands: the Mesopotamian Marshes.

Between the 1970s and 2002, however, the area of the wetlands shrunk by more than 90 per cent, and the only major marshes that survived were the Al Hawizeh Marshes, sitting on the border between Iraq and Iran. The shrinkage was a result of new irrigation dams that drew water from the rivers upstream to support agriculture. Much of the wetlands became dry and the ecosystems collapsed. The numbers of migratory birds declined dramatically, and the local people were forced to move to the cities.

Since 2003 many of the drainage structures have been dismantled and the marshes allowed to reflood. By the end of 2006, more than half of the region had been reflooded and much of the original vegetation had recovered. Farmers are also returning to the area.

Source 1 The Mesopotamian Marshes provide habitats for a variety of wildlife, including the common kingfisher.

Key skill Collecting & representing data

Constructing overlay maps from satellite images

An overlay map is a type of map that uses information on a piece of transparent paper or plastic (known as an overlay) placed over a base map. Overlay maps allow geographers to show a place at two different times, so that they can instantly identify changes. To construct an overlay map from two satellite images, follow these steps:

- **Step 1:** Construct a base map of the region, tracing the earlier satellite image. Add key natural and human features, such as rivers, canals, towns and lakes.
- **Step 2:** Add labels to rivers and towns. Add BOLTSS, and the date of the image.
- **Step 3:** On a plastic sheet or piece of tracing paper, construct a map of the same region from a later satellite image. Ensure that the two satellite images show the same region at the same scale. This map will sit on top of your base map, so line up features such as rivers that have stayed the same.
- **Step 4:** Place the overlay map on top of the base map and use a piece of tape like a hinge along the top to stick them together.
- **Step 5:** Add a title to the overlay map that does not cover the base map title.

For more information on this key skill, refer to Lesson 1.6 Representing data (page 27).

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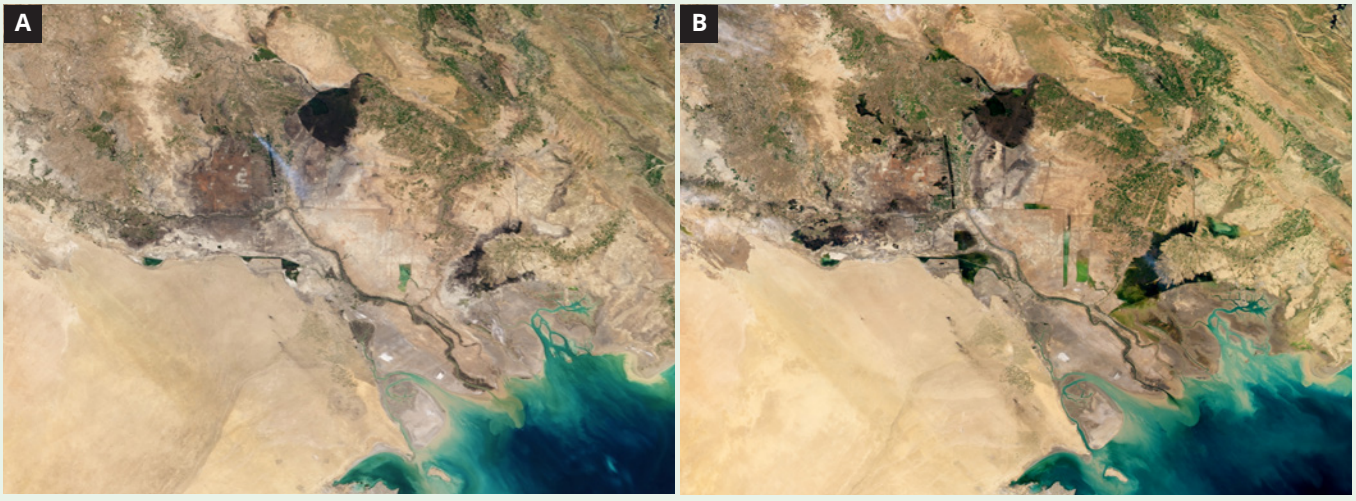

Source 2 Satellite images of the Mesopotamian Marshes from 2000 (A) and 2010 (B); the green areas show the extent of the marshes.

Practise the skill

1 **Construct** an overlay map of the Mesopotamian Marshes using the satellite images in Source 2.

2 **Describe** the changes to the rivers and marshes of this region from 2000 to 2010, as shown in your overlay map.

3 **Describe** the scale of this series of environmental changes. Is this change at the local, regional, national, international or global scale? **Explain** why.

Extend your understanding

1 The decline of the Mesopotamian Marshes is an example of the pressure faced by many of the world's freshwater resources, but their rebirth is a beacon of hope, as it shows that areas can be restored. **Select** one of these other examples of water resources under pressure: Aral Sea, tributaries of the Dead Sea, Kara-Bogaz-Gol lagoon, Everglades wetlands, Lake Chad, Lake Balkash, Lake Chapala, Lake Nakuru or the Coorong. Work in groups to complete the following tasks.

a **Research** the changes that have occurred over time.

b **Identify** and **describe** the causes of these changes.

c **Describe** any attempts that have been made to restore the natural environment and **comment** on their effectiveness.

d **Present** your findings as an annotated visual display (AVD). Use images such as satellite images, maps and aerial photographs in your display.

e **Compare** your example to those researched by other groups in your class. What are the similarities between them? What is unique about the one you researched?

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Review: Changing and managing the environment

Source 1 The Elwha Dam has been removed.

Review activity

Read the information and examine Source 1 and Source 2, then answer the questions below.

Dam busters

In the north-western United States, two large dams are being torn down, piece by piece. For nearly 100 years there have been hydroelectricity dams on the Elwha River in Washington State, but in 2011 excavators mounted on barges began dismantling them.

Most of the Elwha River runs through the Olympic National Park. Studies on the impact of the dams found that natural ecosystems had significantly declined in quality and capacity as a result. The greatest impact was on the Chinook salmon, whose migration to spawning rivers had been blocked. This resulted in a 70 per cent decrease in spawning sites (where salmon reproduce). As a result, the river fertility decreased, reducing the amount of food available to wildlife – for example, bears – in the national park. By removing the dams, it is hoped that the natural ecosystems will be restored.

1 **Outline** the impact of the original dams on the ecosystem services in the region. (2 marks)

2 **Identify** three reasons why the dams have been removed. (3 marks)

3 **Examine** Source 2.

   a **Identify** the type of scale used in this map. Then, use the scale to estimate the distance between the Elwha and Glines Canyon dams. (2 marks)

   b **Identify** the direction in which the Elwha River flows between these two dams. Support your answer with evidence from the map. (2 marks)

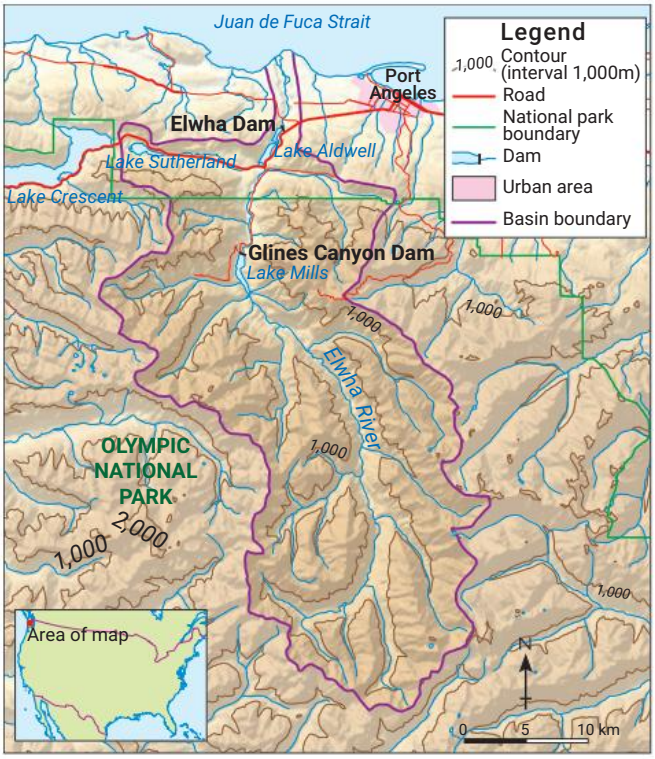
   c Use evidence from the map to **explain** the ways in which the dams impacted the water resources in this region. (3 marks)

   d Use the contour lines on the map and Source 1 to **describe** the topography (shape of the land) in this region. (2 marks)

4 In a carefully worded paragraph, **analyse** how the removal of these dams is an example of the geographical concept of sustainability. (6 marks)

(Total: 20 marks)

Elwha River: Former locations of the Elwha Dam and the Glines Canyon Dam



Source 2 Source: Oxford University Press

Module checklist: Changing and managing the environment

Module review quiz: Changing and managing the environment

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Module 3

Coastal change and management

Sub-strand: Environment change and management

Overview

Coasts are areas where the land meets the sea. Home to more than 1 billion people around the world, coastal areas are some of the most visited and heavily populated areas on the planet. Human activities in coastal areas have affected many of the natural environmental processes there. This has led to a wide range of issues including a loss of biodiversity, high levels of pollution, erosion and rising sea levels due to climate change. In fact, coasts are one of the Earth's most threatened environments.

Coasts are critically important – not only to the people who live along them, but also to the health of the planet. Around the world, geographers are playing a vital role in developing strategies to manage these problems and protect coasts for future generations.

Source 1 The Cinque Terre coast in Italy faces a range of management issues. The most pressing of these is the impact of the enormous number of tourists who visit the area's five villages each year. In 2023, a record 4 million tourists visited Cinque Terre.

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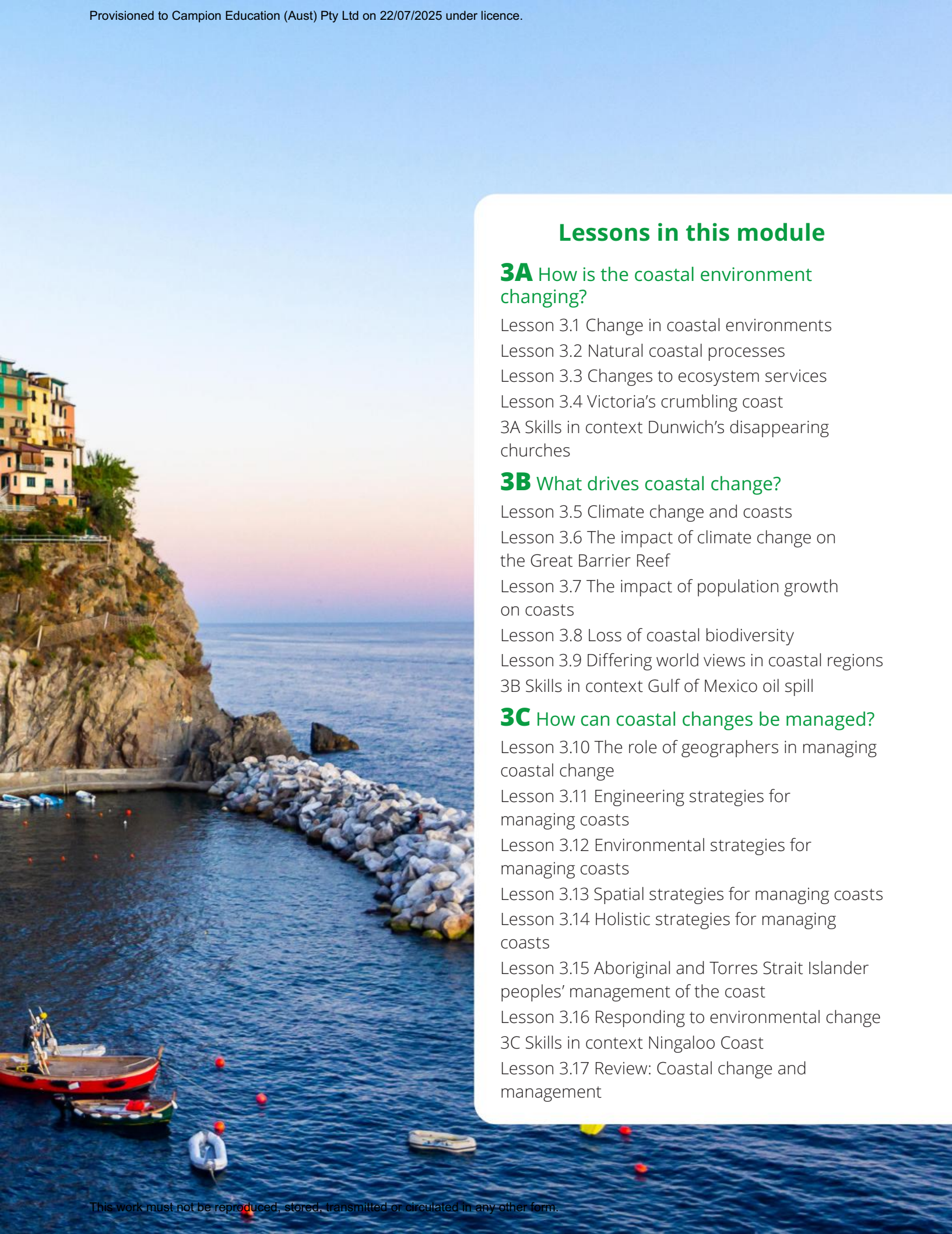

Lessons in this module

3A How is the coastal environment changing?

Lesson 3.1 Change in coastal environments
Lesson 3.2 Natural coastal processes
Lesson 3.3 Changes to ecosystem services
Lesson 3.4 Victoria's crumbling coast
3A Skills in context Dunwich's disappearing churches

3B What drives coastal change?

Lesson 3.5 Climate change and coasts
Lesson 3.6 The impact of climate change on the Great Barrier Reef
Lesson 3.7 The impact of population growth on coasts
Lesson 3.8 Loss of coastal biodiversity
Lesson 3.9 Differing world views in coastal regions
3B Skills in context Gulf of Mexico oil spill

3C How can coastal changes be managed?

Lesson 3.10 The role of geographers in managing coastal change
Lesson 3.11 Engineering strategies for managing coasts
Lesson 3.12 Environmental strategies for managing coasts
Lesson 3.13 Spatial strategies for managing coasts
Lesson 3.14 Holistic strategies for managing coasts
Lesson 3.15 Aboriginal and Torres Strait Islander peoples' management of the coast
Lesson 3.16 Responding to environmental change
3C Skills in context Ningaloo Coast
Lesson 3.17 Review: Coastal change and management

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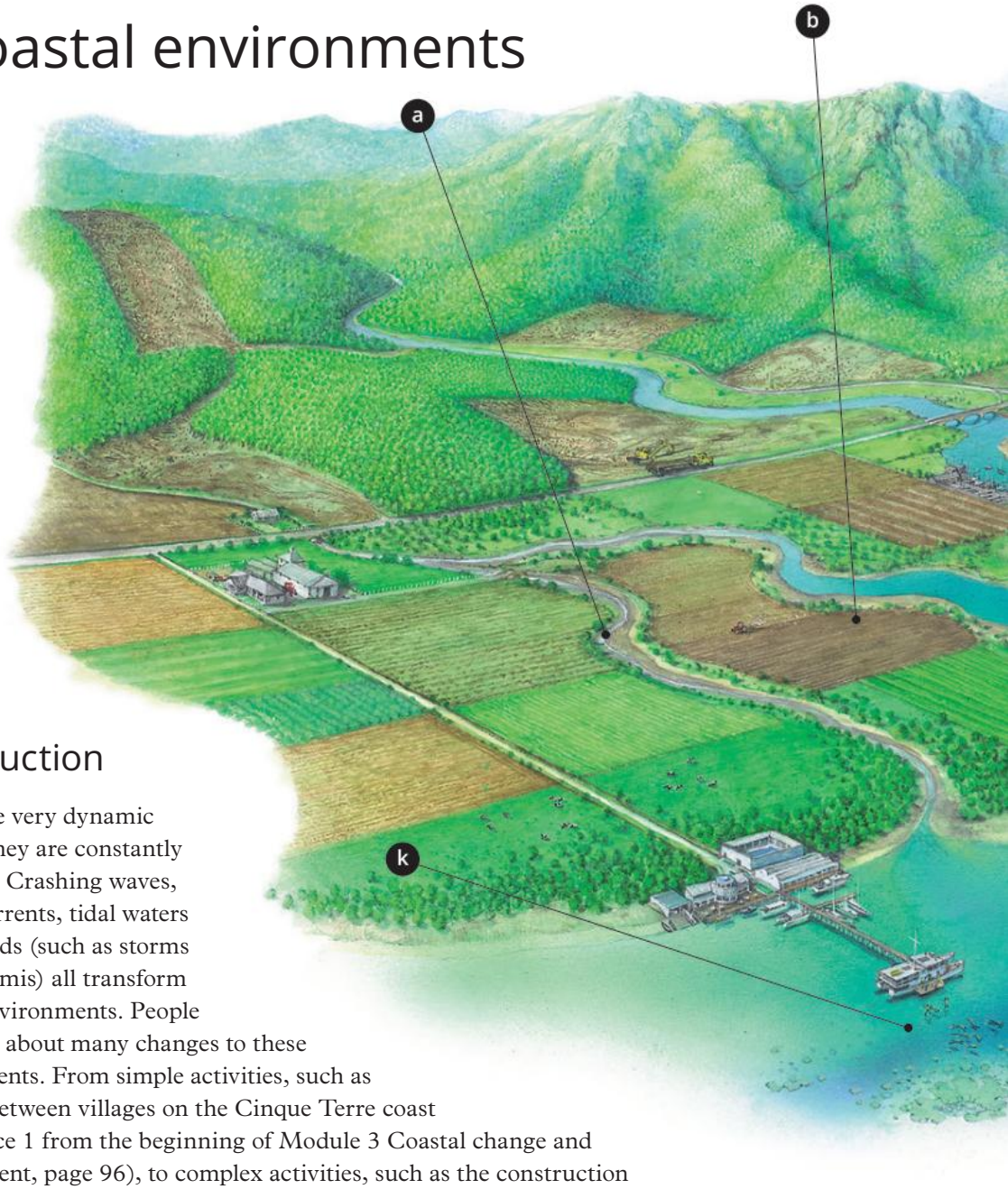
Lesson 3.1
Change in coastal environments



Source 1 Some common examples of coastal degradation.

Learning intentions and success criteria

sea wall a solid wall built along the coast to protect the land from erosion by the sea

coastal degradation the deterioration of a coastline due to human effects such as pollution, population change and tourism

invasive species a plant, animal or other organism that is not native to an area and whose introduction has negative effects on its new environment

biodiversity the variety of living organisms (e.g. plants, animals, bacteria and fungi) found in an environment

Introduction

Coasts are very dynamic places – they are constantly changing. Crashing waves, strong currents, tidal waters and hazards (such as storms and tsunamis) all transform coastal environments. People also bring about many changes to these environments. From simple activities, such as walking between villages on the Cinque Terre coast (see Source 1 from the beginning of Module 3 Coastal change and management, page 96), to complex activities, such as the construction of shipping ports and **sea walls**, humans have serious effects on coastal areas. In many cases, these activities are responsible for **coastal degradation**.

Coastal degradation can be observed on many scales. It may be local, such as when litter is dropped on a popular holiday beach, or regional, such as when an oil spill washes ashore along hundreds of kilometres of coastline. The effects of coastal degradation are varied and can include the loss of plant and animal species, or the arrival of an **invasive species** that permanently affects **biodiversity** in the area. Examples of coastal degradation can include sand dunes being washed into the sea and changing the coastline, or blooms of toxic algae damaging the marine environment. Source 1 below provides an overview of some common forms of coastal degradation.

Over the course of this module, we will be exploring some of the changes that are having the greatest impact on coastal environments. These include climate change, population growth in coastal areas and the loss of coastal biodiversity.

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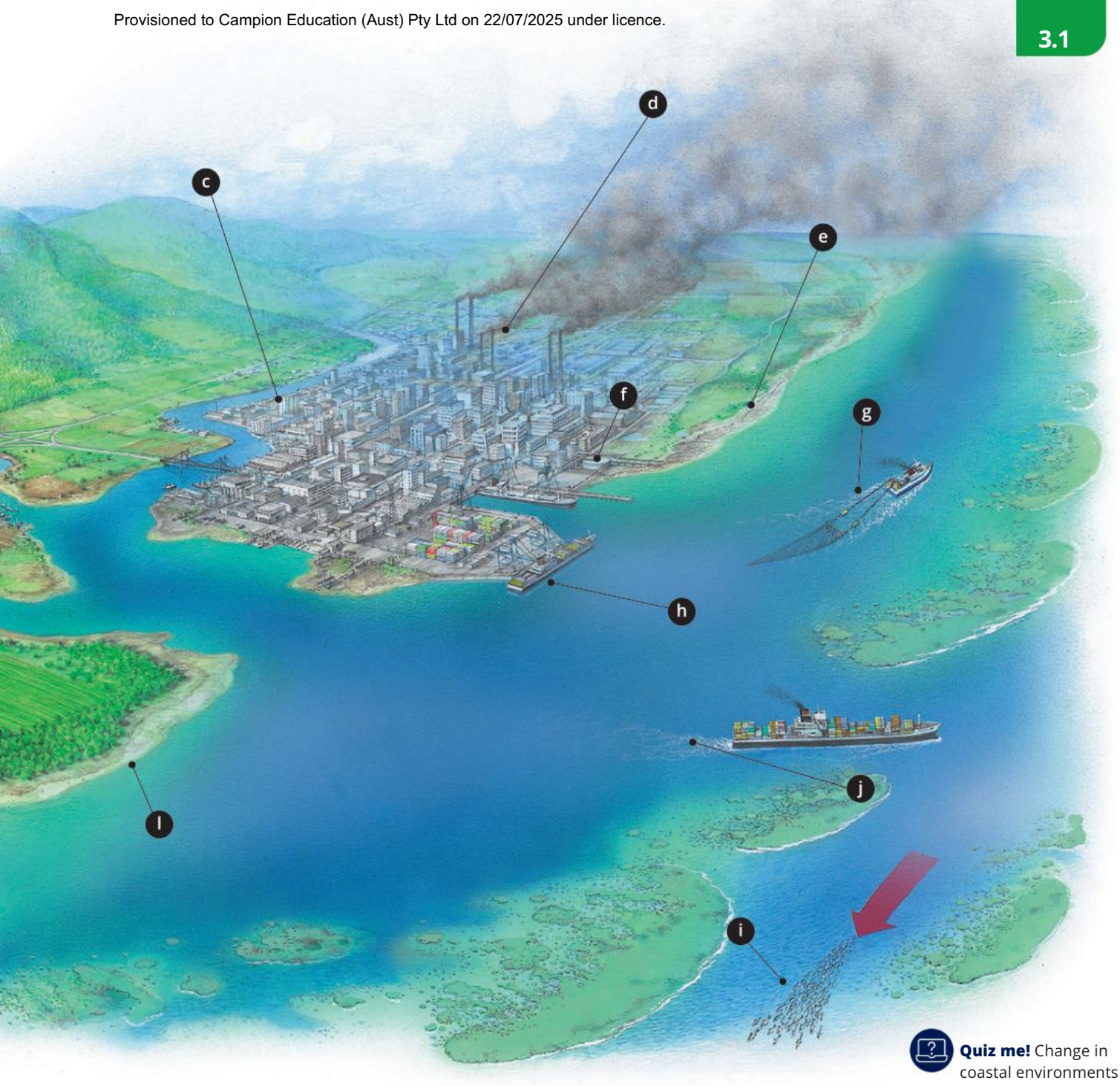

Quiz me! Change in coastal environments

- **a** Declining freshwater flows in rivers, due to water extraction for farming and by urban users, impact on coastal lagoons and estuaries.
- **b** Flat, fertile land near the coast is often intensively farmed.
- **c** Increasing populations, particularly in coastal areas, bring widespread and significant change to the coastal environment. Examples include building marinas, harbours, ports and breakwaters.
- **d** Pollution from inland sources such as farms, cities and industries is carried to coastal estuaries and river mouths by rivers.
- **e** Land is often reclaimed from the sea in areas where flat land is in short supply.
- **f** Desalination plants change the salinity of water in the local area.
- **g** Overfishing of certain species by commercial trawlers destroys natural ecosystems.
- **h** Invasive species from both the land and the seas have an impact on coastal ecosystems. Ballast water carried in ships can transport invasive species around the world.
- **i** Warmer waters mean that fish that thrive in cooler waters move away from their usual habitats. This can cause the starvation of other animals and birds and the death of coral.
- **j** Harbours are dredged to allow larger ships to reach ports.
- **k** Coastal visitors may have an impact on the coast with activities such as snorkelling and scuba diving.
- **l** Sea levels are rising as a result of climate change. This increases coastal erosion, particularly during storms, and reduces habitat for coastal plants and animals.

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Check your learning 3.1

Check your learning 3.1

Review and understand

1 **Identify** two of the changes currently affecting coastal environments.

2 Are coastal environments close to cities more at risk from degradation than those in remote areas? **Explain** your answer.

Apply and analyse

3 The three main indirect drivers of environmental degradation at the coast are climate change, population growth and economic growth. Look closely at Source 1.

- **a** **Classify** each of the examples of coastal degradation shown according to one of these three drivers.
- **b** Are there any changes to the environment in Source 1 that could not be classified in this way? **Explain** your answer.
- **c** **Identify** the type of driver that appears to be responsible for most of the changes shown.
- **d** **Classify** each of the changes shown according to whether they are taking place on a local, regional, national, international or global scale.

4 **Apply** the geographical concept of interconnection and describe the links between changes on the land and changes at the coast.

Evaluate and create

5 **Examine** Source 1.

- **a** Select one of the causes of coastal degradation shown in Source 1. **Suggest** one strategy to solve the problems this creates.
- **b** **Evaluate** the strengths and weaknesses of the strategy that you proposed in question 5a.

Lesson 3.2
Natural coastal processes

Learning intentions and success criteria

Introduction

While this module mostly focuses on the ways that human activities bring about changes to coastal environments, it is important to remember that natural processes are also constantly shaping and changing the coast. Rocks are eroded and material such as sand is transported by the energy of waves, tides and currents, creating a dynamic landscape that is constantly evolving. All this change means that coasts are very complex environments to study and understand.

A dynamic balance

Geographers often use models – such as the systems model – to understand environments, study the relationships between environments, and learn more about the intricate forces that cause changes.

To apply a systems model to a coastline, each individual **landform** is considered to be a separate compartment. Energy (such as wind and waves) and matter (such as water and sand) are studied as they arrive at and leave each compartment. Arriving energy and matter are referred to as inputs, and leaving energy and matter are outputs.

landform a natural geographical feature or shape on the Earth's surface (e.g. a dune, hill, valley, beach or cave)

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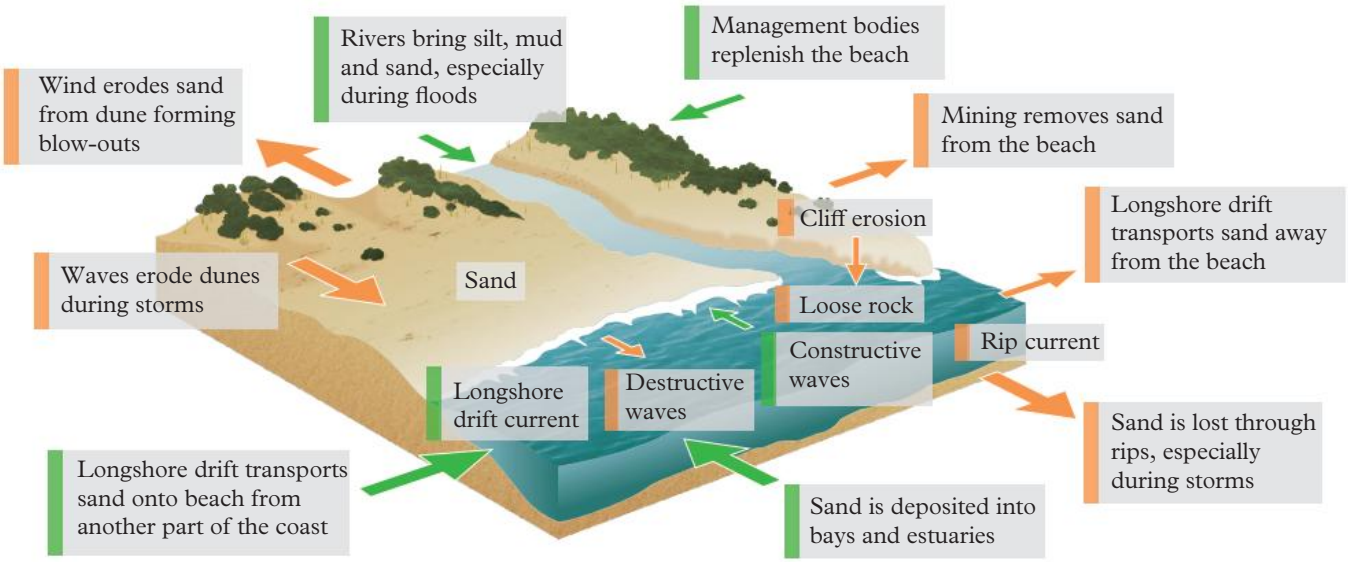
If the inputs of matter are greater than the outputs, then landforms – such as dunes and **spits** – increase in size and the coast grows outwards. If the outputs are greater than the inputs, then landforms decrease in size and the coast retreats (see Source 1).

spit a narrow, low-lying tongue of sand or other eroded material attached to the coastline at one end



Source 1 How natural processes change coastal environments; green arrows represent inputs while orange arrows represent outputs.

Source 2 Cape Byron, the easternmost point on the Australian mainland, is a dynamic coast. On the eastern side of the cape, large waves are eroding the coast, while on the more sheltered western side, smaller waves are depositing sand on a series of beaches.

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Key concept Change

Dynamic equilibrium

Energy inputs on the coast – the waves and wind – often erode and transport matter, particularly sand. When matter is transported, the shape of the beach changes. When inputs and outputs are in balance, the shapes of landforms remain unchanged. This is known as dynamic equilibrium. When dynamic equilibrium does not exist, inputs and outputs do not remain in balance, and the landscape changes.

erosion the wearing away of the Earth's surface by water, wind and ice

During a storm, energy inputs increase and so **erosion** occurs. Matter – such as sand and rock – is eroded and transported offshore, and the shape of the beach changes. Once the storm ends and the energy inputs return to "normal" again, dynamic equilibrium returns. The beach will remain unchanged for as long as the energy inputs remain constant.

For more information on change, see Lesson 1.1 Geographical concepts (page 6).

Source 3 In July 2020, a series of storms hit the east coast of Australia, eroding large areas of coastline. In the town of Wamberal, New South Wales, several homes had their foundations washed away and became uninhabitable. These storms are an example of how the dynamic equilibrium in this environment was disrupted by an increase in energy.

Quiz me! Natural coastal processes

Check your learning 3.2

Check your learning 3.2

Review and understand

1 **Identify** the main energy and matter inputs in coastal environments.

Apply and analyse

2 **Apply** a systems model to describe the changes that are taking place in Source 2.

3 Look at Source 3.
   - a **Identify** and describe the evidence present for the movement of sand.
   - b **Explain** how this movement has changed the shape and location of the coastline.
   - c **Describe** evidence in this photo that shows people have tried to control the movement of sand.

4 Select a coast that you know well (or one that you have visited on a field trip). **Describe** the energy and matter inputs and outputs in this environment and explain how these have shaped the coastline. (For example, a series of sand dunes may have been formed by low-energy waves bringing sand from a river mouth.)

Evaluate and create

5 While many coastlines were heavily eroded by the east coast storms in 2020, others hardly changed.
   - a Brainstorm some reasons why variations exist in the way coasts change.
   - b **Rank** your reasons from the one most likely to explain these variations to the one least likely. Justify (give reasons for) your rankings.

6 **Create** a field sketch of Source 2. On your sketch, label the individual compartments that geographers would study.

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Lesson 3.3
Changes to ecosystem services

Introduction

Coasts are some of the most important landscapes on Earth. As the interface between the oceans and the land, they provide vital services to both environments. Researchers have found, for example, that about 80 per cent of all fish caught for food spend part of their life cycle in a coastal mangrove. Source 1 shows some of the **ecosystem services** provided by a natural coastline.

Learning intentions and success criteria

ecosystem services a term used to describe a range of important resources, processes and benefits that healthy ecosystems provide to humans

Using ecosystem services to assess change

We can use the four types of ecosystem services (sources, sinks, services and spirituality) to assess the sustainability of changes that are occurring on many coasts. Each ecosystem service first needs to be translated into criteria that can be observed and measured in some way. A geographer assessing the impact of change could then undertake fieldwork at the site as part of a study into sustainability.

For example, in Source 1, water purification is listed as one of the sink ecosystem services provided by the coastal environment. Using a water quality testing kit, a visiting geographer could test for nitrates, bacteria, chlorine, acidity and sulphates upstream and downstream of a coastal development. They could then determine if the development has changed the purity of the water by using set criteria such as "a decrease in pH indicates an increase in acidity in the water".

Source 1 Some of the ecosystem services provided by a natural coastline

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Features of an anthropogenic coast

- Coastal protection constructions, such as sea walls
- Cleared vegetation
- Dredged shipping channels
- Mining operations including sand mining and oil drilling
- Fishing and aquaculture
- Coastal agriculture
- Forestry
- Shipbuilding and other industries
- Shipping and port facilities
- Dammed rivers for hydroelectric power generation
- Naval and other defence operations
- Tourism and recreation
- Roads
- Drained coastal wetlands and salt marshes
- Land reclamation
- Cities

Source 2 Features of an anthropogenic coast

In the same way, a geographer undertaking fieldwork could interview local fishers to evaluate the impact of changes on the ecosystem service of providing a source of food. They could also observe the health of dune systems to assess their ability to withstand storms and rising sea levels.

Human-dominated coasts

People have always been drawn to the coast. Coastal environments provide us with many ecosystem services that we need to live and thrive, such as food, shelter, transport, recreation and flat land for building. Areas near the mouths of rivers also provide fresh water and fertile soil. Human influence tends to be concentrated in certain places on the coast where these services are most available. In these places, the coastlines are now so altered by human activities that some geographers refer to them as **anthropogenic** coasts (see Source 2), meaning humans have become the dominant force in these environments. The increase of human activities in coastal areas has impacted the natural processes that shape the landscape and the ecosystem services they provide.

anthropogenic
created or caused by humans

Source 3 The Gold Coast in Queensland is an example of an anthropogenic coast.

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Quiz me! Changes to ecosystem services

Check your learning 3.3

Check your learning 3.3

Review and understand

1 **Identify** an example of each of the four types of ecosystem services provided by a healthy coast.

Apply and analyse

2 **Compare** the coast shown in Source 3 with the one shown in Source 1. Which ecosystem services have been impacted by human activities on the Gold Coast?

3 Choose a section of coastline you have visited or know well. **Describe** the natural and human processes that have shaped it.

Lesson 3.4
Victoria's crumbling coast

Introduction

Learning intentions and success criteria

From the towering limestone cliffs and sea stacks of the Great Ocean Road to the long stretch of sand known as Ninety Mile Beach, Victoria's coastlines feature some of our best known landforms and landscapes.

Like all coastlines, Victoria's are constantly changing. The natural processes of erosion, transportation and deposition that have shaped this landscape for millions of years continue. As a result of these processes some coasts, such as those near Port Campbell, are wearing away while others are growing.

However, human activities are now, more than ever, altering the ways in which coasts naturally change. About 90 per cent of all Victorians (more than 6 million people) live within 50 kilometres of the coast. The demand for infrastructure such as housing, roads, water storage, sewerage, ports and energy is therefore concentrated in coastal areas. This is having an impact on coastal ecosystems and the services they provide.

Increasingly too, climate change is bringing new challenges to these fragile environments. Rising sea levels, changing rainfall patterns and increased storm activity are all impacting our coasts as well as magnifying the impacts of other changes. These will be examined in more depth in a later lesson.

Source 1 shows the range of impacts that human activities have on the Great Ocean Road.

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Human impact on the Great Ocean Road

Source: Oxford University Press

Source 1

1. The population of Torquay at the eastern end of the Great Ocean Road is booming. It increased by more than a third between the Census years of 2016 and 2021. The boom is expected to continue and to expand westwards along the coast.
2. Like many small towns in the area, the population of Lorne explodes in summer. The resident population increases tenfold to 15,000 in the warmer months.
3. The limestone cliffs in the area of Port Campbell are eroding at a rate of approximately 2 centimetres per year. One of the stacks, which are known as the Twelve Apostles, collapsed in 2005.
4. About 5 million people visit the Great Ocean Road each year. It generates revenue of about $1.3 billion a year and supports more than 9,000 jobs.
5. At Apollo Bay, beach erosion has increased from 9 centimetres a year in 2012 to a metre in some years since. The coastline is now 17 metres further inland than it was in the 1960s.
6. The Great Ocean Road has been moved inland at Peterborough away from eroding cliffs.
7. Sea levels along this coast have risen 22.5 centimetres since 1880 and are predicted to rise by another 80 centimetres by 2100.
8. About 2.5 kilometres south of Port Campbell, a well has been drilled into a gas field on the seabed and gas is piped to a gas plant near the town of Waarre.

Source 2 The town of Lorne

Oxford University Press
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Source 3 Tourists admiring the Twelve Apostles

Source 4 Five metres of sand were eroded at Apollo Bay during a storm in 2018.

Quiz me! Victoria's crumbling coast

Check your learning 3.4

Check your learning 3.4

Review and understand

1 **Describe** the location of the Great Ocean Road.

2 Look at Source 4. What evidence can you see that the landscape is changing?

Apply and analyse

3 How do tourists such as those in Source 3 impact coastal environments? Think about the facilities they require as well as their individual actions.

4 Use the map scale to **estimate** the length of the Great Ocean Road.

5 **Rank** the seven changes described in Source 1 from the one likely to cause the greatest impact to the one likely to cause the least. **Justify** your ranking order.

Evaluate and create

6 Select one of the changes described in Source 1. **Evaluate** how this change might interfere with the natural processes that shape coasts.

7 Conduct a geographic inquiry into the coastal erosion at Apollo Bay. There is a guide to the steps of an inquiry in Lesson 1.3 Asking questions (page 13). Begin by creating some geographic questions. The historic imagery on Google Earth is a valuable source for you to use in your inquiry.

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3A Skills in context
Dunwich's disappearing churches

Introduction

Dunwich is a small coastal village located in south-eastern England. In the thirteenth century, it was one of England's largest towns. Merchants traded wool, grain, fish, wine and furs across the North Sea to Iceland, the Netherlands and France. Dunwich had eight churches, three chapels and two hospitals.

Large storms in 1286 and 1328 swept large areas of the town into the sea. Because so much material was deposited in the sea, the harbour was blocked by the growth of a large spit. Trade and fishing were ruined and the population declined. By 1347, a quarter of the town had been lost, and the remainder of Dunwich collapsed into the sea over the next few hundred years. Most of the original buildings have gone, including all eight churches. The last one disappeared early in the twentieth century (see Source 1).

Source 1 The last of Dunwich's old churches – photographed in 1908, shortly before it collapsed into the sea

The coastline at Dunwich has receded, on average, 1 metre per year. Buildings that sit on top of the present-day cliffs above the eroding waves were once 2 kilometres inland. Storms, tides and longshore drift have all combined to make Dunwich a very different place today.

Key skill Collecting & representing data

Mapping environmental change using multiple overlays

Creating overlay maps is a useful technique for showing and measuring environmental change. To complete a multiple overlay map, follow these steps:

- **Step 1** Construct a base map of the region using the current topographic map. This should be traced rather than drawn freehand, to make it as accurate as possible. Include key natural and human features, such as the coastline, towns, roads and the extent of marshes.
- **Step 2** Add labels such as the names of rivers and towns. Add a north arrow, legend, title, scale and source.
- **Step 3** On a plastic sheet or piece of tracing paper, construct a map of the same region from the earliest map you have at the same scale. Remember that this map will sit on top of your base map, so features such as rivers that have remained the same should line up.
- **Step 4** Place the overlay map carefully on top of the base map and use a piece of tape like a hinge along one side to anchor the overlay in place.
- **Step 5** Add a title to the overlay map that does not cover the one on the base map. A north arrow, legend, scale and source should not be needed as these are the same as for the base map.
- **Step 6** Repeat steps 3–5 to complete an overlay from another map of the same region from another time. Hinge this at the opposite side of the base map with a piece of sticky tape.

For more information on collecting and representing data, see Lesson 1.6 Representing data (page 27).

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Practise the skill

1 **Construct** a multiple overlay map using the current topographic map in Source 3 as the base map. For the first overlay, use the map from the year 200 CE in Source 2. For the second overlay, use the map from 1587 (also in Source 2). Larger versions of these maps are available on Oxford Digital.

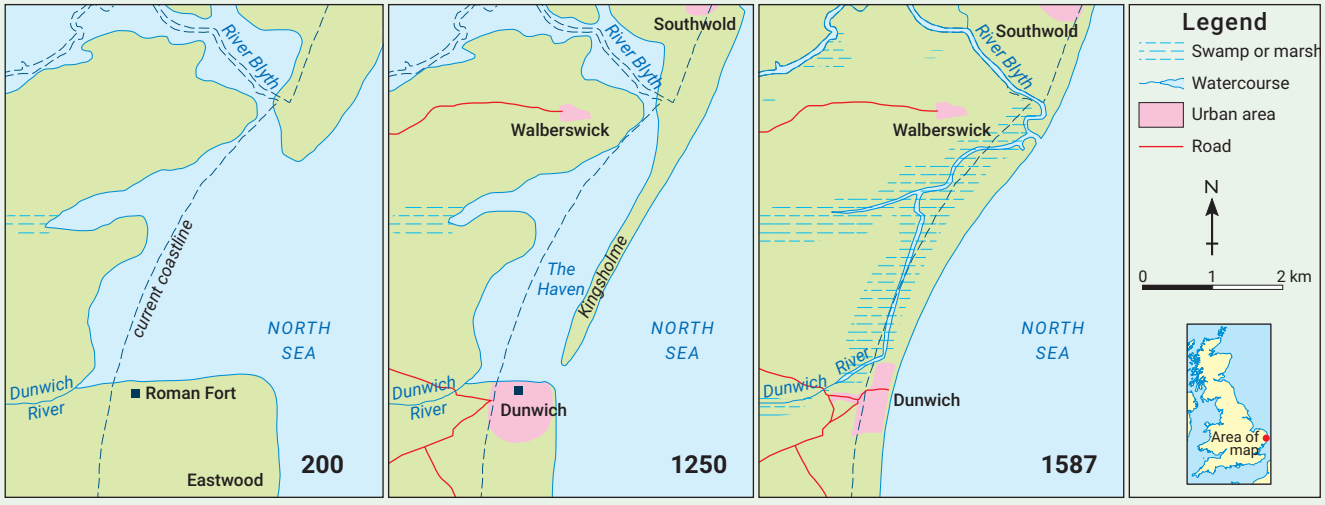
2 **Describe** the changes that occurred to this coastline between 200 CE and 1587. Was the dominant process during this time erosion or deposition?

3 **Identify** other features on the 200 CE map that might help to explain the dominant process that occurred between 200 CE and 1587.

4 **Describe** the changes that have occurred to this coastline since 1587. Is the dominant process erosion or deposition?

5 **Estimate** the area of lost land since 1587. Do this by multiplying the length of this strip of land by its average width.

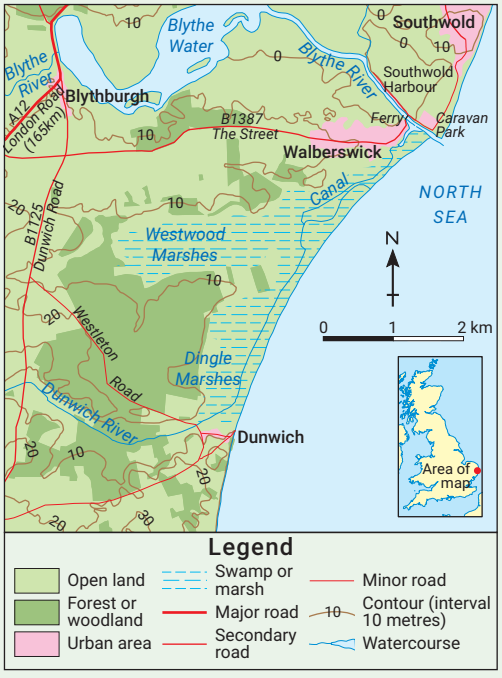
Dunwich: Changing coastline



Source: Oxford University Press

Source 2 These maps show the coastline in the region of Dunwich in 200 CE, 1250 and 1587.

Dunwich: Topographic map



Source 3 Source: Oxford University Press

Enlarged map: Dunwich – Changing coastline

Enlarged map: Dunwich – Topographic map

Extend your understanding

1 Some ways to manage coastal change include building sea walls, groynes and breakwaters (see Lesson 3.11 Engineering strategies for managing coasts, page 128). Which of these measures would you recommend the local authorities adopt to manage erosion on this coastline? **Justify** your answer.

2 Some Dunwich residents have voiced their support for a managed retreat to protect the coast. **Research** what a managed retreat is and decide if you agree with the residents that this is a solution. Use evidence from your research to support your decision.

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Lesson 3.5
Climate change and coasts

Learning intentions and success criteria

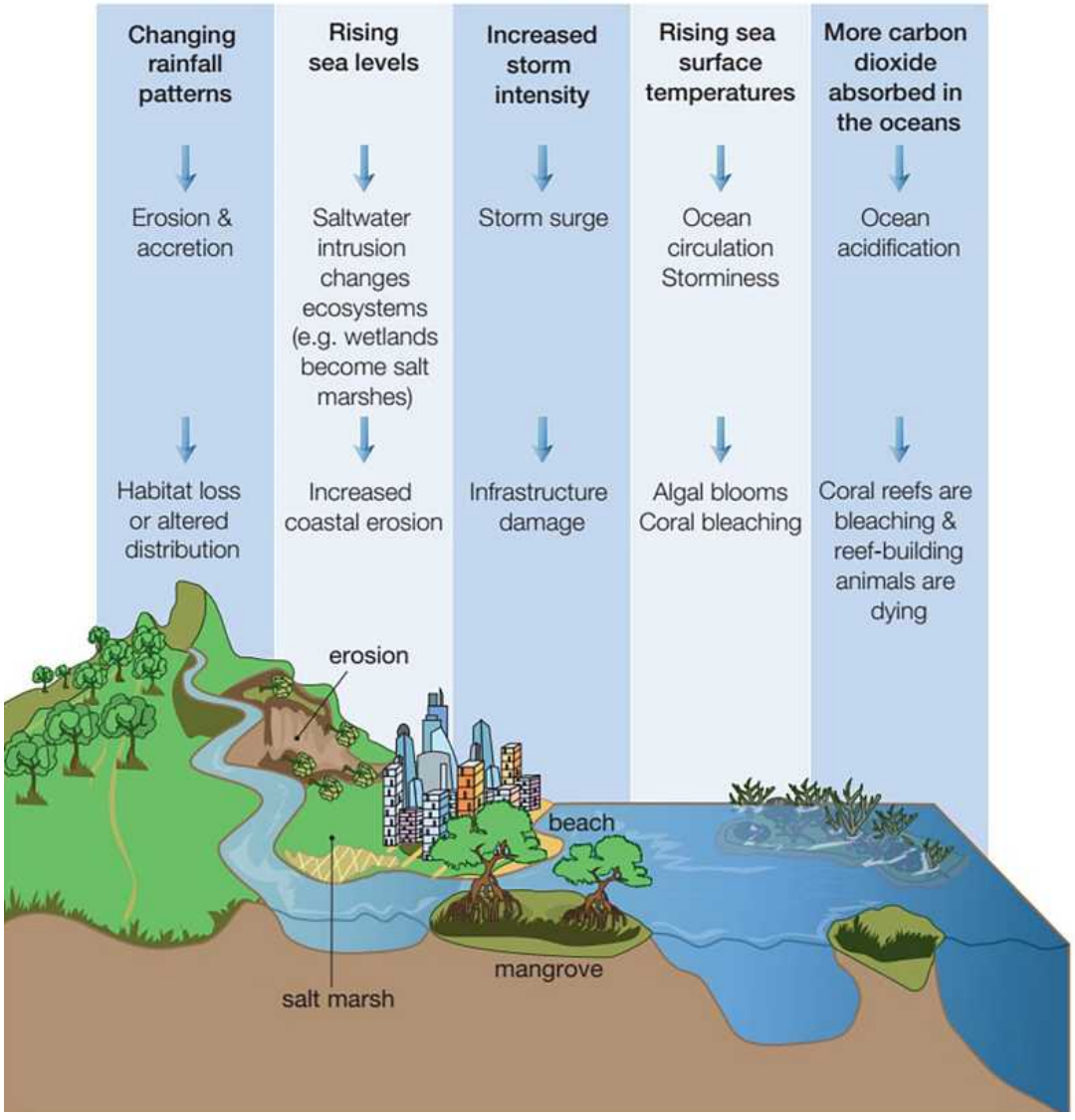
Introduction

The world's climate is changing. Human activities such as land clearing and fossil fuel burning have increased the amounts of carbon dioxide in the atmosphere. This is leading to a global increase in the temperature of both the atmosphere and the ocean.

Coastal systems are undergoing greater change than virtually any other environment. As the interface between the land and the sea, coasts face pressures from changes in both these places. Source 1 summarises the effects of **climate change** on coastal areas.

One of the greatest concerns for Australian coastal areas is the rising of sea levels.

climate change a change in global or regional climate patterns; in particular, a change apparent from the mid to late twentieth century onwards and attributed largely to the increased levels of atmospheric carbon dioxide produced by the use of fossil fuels



Source 1 The influence of climate change on the coast

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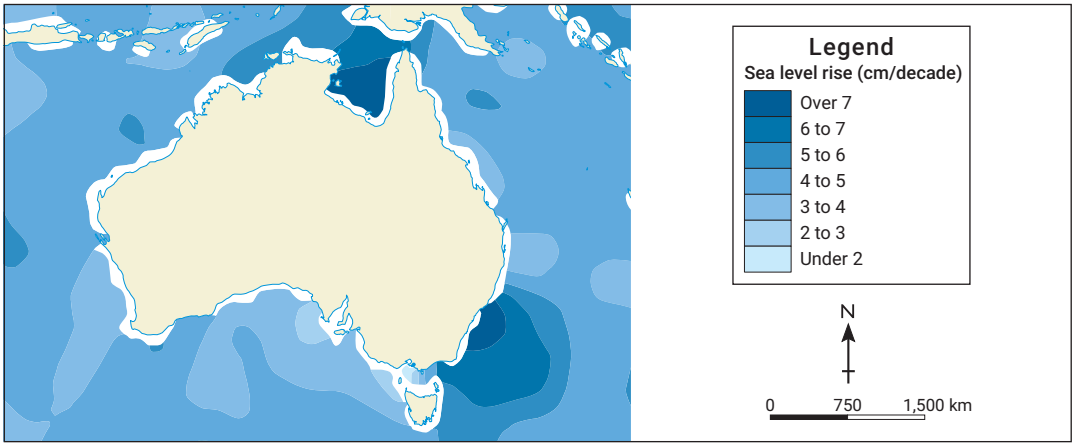
Australia's rising seas

It can be difficult to convince people that sea levels are rising. This is because ocean and coastal waters are constantly changing, as waves, tides and currents keep them in movement. Also, sea levels are rising very slowly.

This does not mean that they are *not* rising. In fact, sea levels have been rising for at least a century. Scientists use a combination of tide gauges and new technologies such as satellite altimeters (instruments used to measure altitude) to monitor and measure sea level changes. These measures show that sea levels have risen by about 21 centimetres since 1900, with about one-third of that rise occurring since the year 2000.

Australia: Sea level rise, 1993–2019



Source: Oxford University Press

Source 2

Enlarged map:
Australia – Sea level rise, 1993–2019

The physical impact of rising seas

An Australian Government report in 2011 stated:

> Sea levels are rising around Australia. A sea-level rise of a metre or more during this century is plausible. It could be less or much more. Between 16,000 and 250,000 individual homes are potentially at risk of inundation from a 1.1 metre rise in sea level.

As well as the risk to homes situated on the coastline, rising sea levels are causing:

- an increase in the erosion of beaches, with some beaches at risk of disappearing completely
- an increase in the incidence of flooding in low-lying coastal areas
- salt water to enter coastal aquifers, destroying freshwater sources
- an increase in the severity of extreme weather events such as cyclones, bringing with them increased incidences of serious storm damage.

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Coastal squeeze

ecosystem
a complex community made up of living organisms that interact with each other and with their environment; an abbreviation of "ecological system"

As sea levels rise, important coastal **ecosystems** such as mangroves and salt marshes respond by retreating inland. However, in many places, sea walls and other coastal structures mean ecosystems cannot move and are therefore trapped in a narrowing strip of land. This process is known as coastal squeeze. It has led to healthy salt marshes and mangrove forests – which are highly effective natural barriers to erosion – being killed off by built structures that, in many cases, are much less effective at controlling erosion.

Map it! Australia: Sea level rise, 1993–2019

Check your learning 3.5

Check your learning 3.5

Review and understand

1 In your own words, **define** coastal squeeze. What causes this problem?

2 **Explain** why coastal erosion is expected to increase as sea levels continue to rise.

Apply and analyse

3 Look closely at Source 2. **Describe** the regions of Australia that experienced the greatest rises in sea levels from 1993 to 2019.

4 **Create** four further annotations for Source 1 that provide additional examples of the impacts that rising sea levels and sea surface temperatures will have on natural and human environments.

5 Visit the Coastal Risk Australia website (a link is provided on Oxford Digital) and use its maps to:

a **identify** the predicted sea level rise in a capital city or region of your choice

b **describe** what impacts the predicted sea level rise by 2100 would have.

Weblink: Coastal Risk Australia

Source 3 This sea wall in Manche, France, is squeezing the salt marsh (centre) into a narrower strip as sea levels rise.

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Lesson 3.6
The impact of climate change on the Great Barrier Reef

Introduction

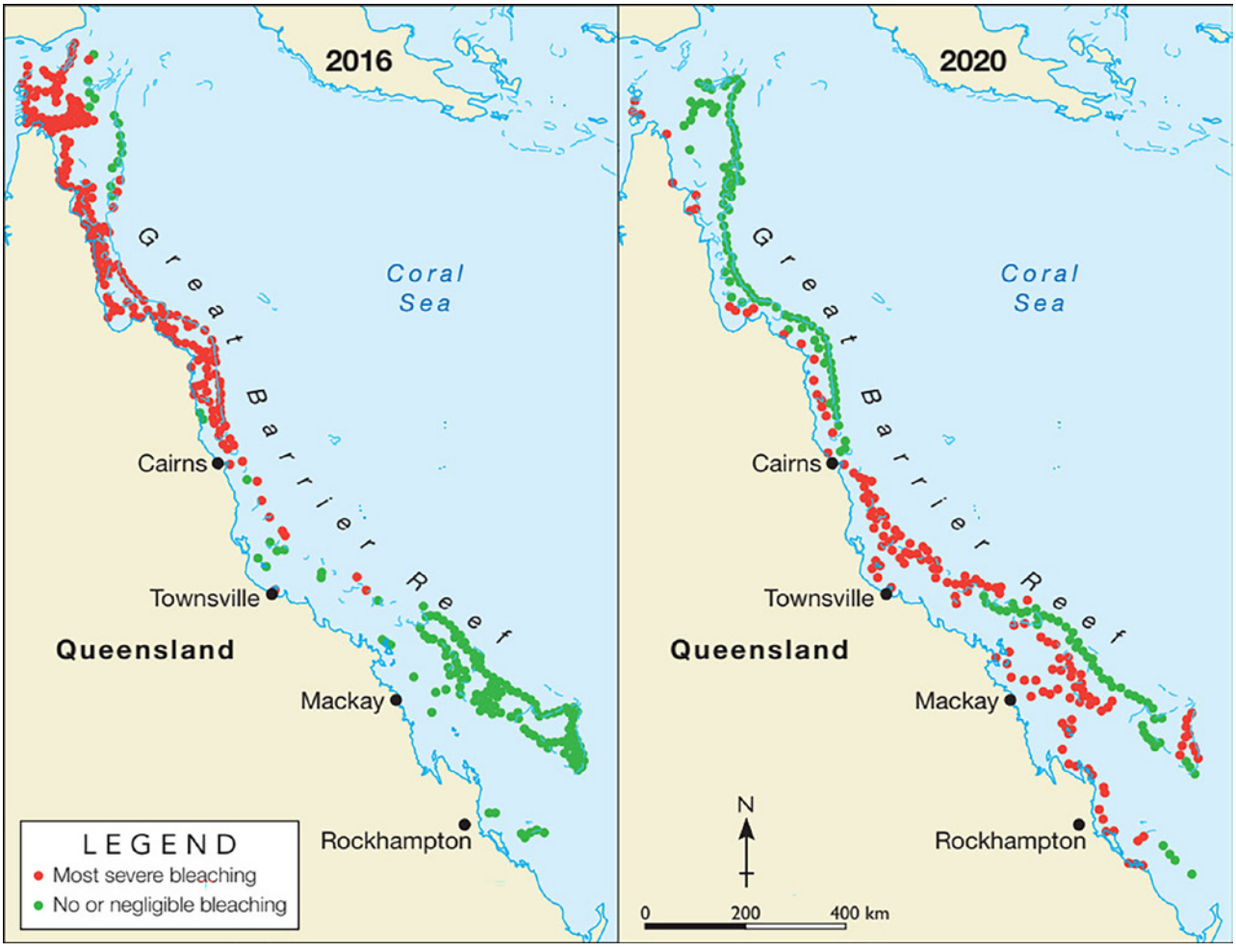
Learning intentions and success criteria

Queensland's Great Barrier Reef (GBR) is not only one of the world's most beautiful natural treasures, but also one of its most important. Extending over 2,300 kilometres and 14 degrees of latitude, the reef contains more than 2,900 separate coral reefs and some of the world's most extensive mangrove and seagrass ecosystems. But the combined effects of a changing climate – rising sea temperatures, rising sea levels, **ocean acidification** and extreme weather events – are causing problems for this remarkable natural environment.

ocean acidification the ongoing decease in the pH level (a measure of acidity and alkalinity) of the Earth's oceans, caused by the uptake of carbon dioxide from the atmosphere by the water

Enlarged map: Mass bleaching events on the BGR in 2016 and 2020

Mass bleaching events on the GBR in 2016 and 2020



Source: Oxford University Press

Source 1

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Rising sea temperatures

The GBR lies in the Coral Sea off the Queensland coast. Studies show that the current temperatures of this sea are warmer now than at any time over the past 300 years. On average, temperatures are 1.0°C warmer than they were in the late 1800s. As average temperatures rise, warm weather events heat the sea surface to a temperature that coral polyps (the tiny organisms that construct the coral reef) cannot tolerate. The coral polyps feed on algae, but the warmer water temperature causes a build-up of poisons in the algae. To survive, the polyps expel the algae on which they feed, as well as some of their own tissue. This process turns the coral white and is known as coral bleaching.

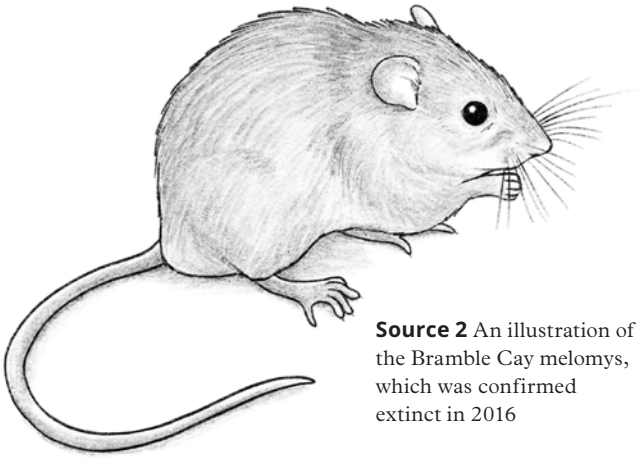
In 2016, a mass bleaching event associated with a marine heatwave affected over a quarter of the GBR's coral. A similar heatwave occurred in 2020 (see Source 1).

A global bleaching event that began in the northern hemisphere in 2023 led to another mass bleaching event on the Great Barrier Reef in March 2024. As bleaching events become more frequent, the corals will not have time to recover and whole reef ecosystems will collapse (see Lesson 2.6 Environmental change in Australia, page 52, for more on Australia's collapsing ecosystems).

Rising sea levels

As the climate warms, land ice is melting. The water from this melting ice ends up in our oceans. Rising sea temperatures are also causing the ocean to expand because of the warmer water.

In the Coral Sea, sea levels are rising by about 3 millimetres per year. This is expected to have little impact on the coral reefs as they can grow upwards by about 6 millimetres per year. Surrounding ecosystems, however, are likely to be severely affected. As salt water in further inland, environments such as n and freshwater lakes are expected to ch significantly. Low-lying islands are als expected to disappear beneath the risir seas, changing the distribution of nesti birds and turtles, and hastening the extinction of mammals and reptiles. The Bramble Cay melomys became the first mammal made extinct by climate change when its tiny island in the GBR was inundated with sea water.



Source 2 An illustration of the Bramble Cay melomys, which was confirmed extinct in 2016

Ocean acidification

Ocean acidification can have dire consequences for a coral reef. As carbon dioxide is absorbed into the ocean, it reduces the amount of carbonate (a kind of salt) in the water. Marine animals need this carbonate to make their shells and skeletons. Reef-building animals such as coral polyps then use these shells and skeletons to create a reef. With fewer shells and skeletons available, construction of the reef is seriously limited. Over the long term, ocean acidification is expected to be the greatest challenge facing the GBR.

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Extreme weather events

Increases in the severity and frequency of flooding and tropical cyclones also pose serious threats to the reef. Flooding brings increased sediment to the GBR, and this sediment smothers plants. Pesticides and other chemicals are also carried by floodwaters, adding to the levels of pollution in the water around the reef.

Cyclones generate large and powerful waves that damage corals and the reef structure. Reefs are able to recover from these natural events, but they need time to do so. As extreme weather events become more frequent, reefs have less recovery time.

Explore it! A virtual field trip to the Great Barrier Reef

Check your learning 3.6

Check your learning 3.6

Review and understand

1 **Identify** four effects of climate change.

2 **Describe** the impact of climate change on the following:
   - **a** nesting birds
   - **b** reef-building animals
   - **c** coral polyps.

Apply and analyse

3 **Examine** Source 1.
   - **a** **Describe** the distribution of most severe bleaching in 2016.
   - **b** **Compare** this to the 2020 mass bleaching event.
   - **c** Brainstorm possible reasons why the distribution of the areas most severely bleached in 2016 and 2020 differs.

Evaluate and create

4 **Rank** the four impacts of climate change described in this topic from the one likely to have the greatest impact on the GBR to the one likely to have the least impact. Write a paragraph **justifying** your ranking.

5 Imagine that the GBR disappeared due to the combined effects of climate change. How would this affect the Queensland coast and the Queensland economy? **Justify** your answer.

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Lesson 3.7
The impact of population growth on coasts

Learning intentions and success criteria

megacities cities with a population of more than 10 million people

groyne a human-made barrier that juts out from the beach into the water, built to prevent erosion of the beach from the power of destructive waves and longshore drift

breakwater a wall built out into the sea to help prevent large waves from reaching the coastline and causing erosion

deposition the laying down of solid material that has been eroded and transported from another part of the Earth's surface

Introduction

More than one-third of the world's population – that is, nearly 2.4 billion people – live within 100 kilometres of the coast. Most of the world's **megacities** in both the developed and developing world are located on the coast, and many of them are growing rapidly. In China, for example, 1,000 people per day move to coastal cities from the country's interior.

The impact of billions of people in millions of coastal cities, towns, villages and farms has caused one United Nations expert to state that "humankind is in the process of annihilating coastal and ocean ecosystems".

The coast has always been an attractive place for human settlement. Coastal regions provide access to food and water, and people have long used ocean-going boats and ships for transportation. But the growing population along the coast – together with increasing levels of trade and movement between settlements – has had many detrimental effects on coastal ecosystems:

- Engineering structures such as sea walls, **groynes**, **breakwaters**, training walls and marinas have hardened the coast and changed natural cycles of erosion and **deposition**.
- Changing the natural flow of water by deepening channels, diverting rivers and building dams has altered the amount of fresh water and sediment arriving at the coast, impacting on natural ecosystems and landforms.
- The discharge of sewage into the ocean, the run-off of fertilisers from farms, and other contaminants entering coastal waters have caused pollution in the oceans.
- Increased numbers of people in coastal areas have led to over-fishing of fish and shellfish. In some places, coastal fish stocks have fallen by 90 per cent in the past 30 years.
- Ports are often an entry point for invasive species that bring dramatic changes to coastal ecosystems.
- The presence of large numbers of people on beaches has an impact: people leave litter on beaches, they walk over native plants and build walkways, they can destroy breeding areas of sea birds and they bring predators such as dogs into the environment.

Source 1 Litter left on the beach is an example of the impact people can have on coastal areas.

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Continued growth and competition for land

Many coasts have been converted from natural ecosystems to human landscapes. Cities need space to grow and harbours for trade and transport. Mangroves, marshes and **estuaries** have been drained and filled in, sand dunes flattened and built over, and communities of coastal plants cleared. In some places, land for expansion has been so scarce that new land has been built in bays and estuaries from rocks, rubbish and silt from the sea bed. This is known as **land reclamation**.

estuary a wide tidal mouth of a river

land reclamation the process of creating new land from oceans, bays, harbours and estuaries by dumping rocks, silt from the sea bed or other materials into the water

Case study Singapore

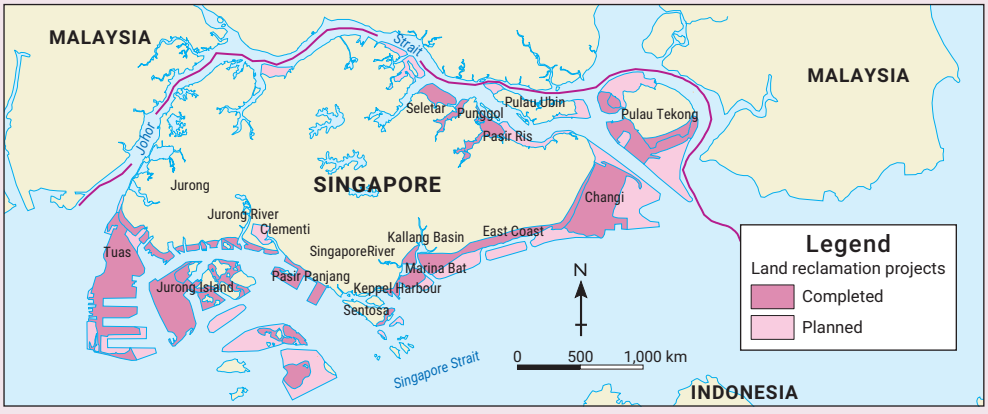
In the past 50 years, one of the world's smallest countries, Singapore, has grown in size by almost a quarter. In this island, 85 square kilometres of land has been reclaimed from the sea.

In the beginning, walls were built from rocks in the shallow bays and estuaries surrounding the island, enclosing areas that were then filled with sand. However, Singapore soon ran out of sand for this project and began importing it from neighbouring countries, such as Indonesia, Malaysia and Cambodia. It imported millions of tonnes of sand from these countries over a period of several decades. Concerned with the environmental impacts of dredging sand from rivers and beaches, the exporting countries banned the practice.

As a result, Singapore changed its method of reclaiming land. Now, huge concrete walls are built in the sea and enclose the area to be reclaimed. The sea water is then pumped out, and a smaller amount of sand and other materials is used to bring the new land above sea level.

Singapore plans to reclaim another 60 square kilometres of land by 2030.

Singapore: Reclaimed land



Source: Oxford University Press

Source 2

Quiz me! The impact of population growth on coasts

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Check your learning 3.7

Check your learning 3.7

Review and understand

1 In your own words, **define** land reclamation and explain why it is used.

2 **Describe** the changes to coastal ecosystems occurring as a result of coastal city growth.

Apply and analyse

3 Use an atlas to locate the world's megacities and **identify** the following:
   - **a** megacities located on the coast
   - **b** megacities located on river mouths or estuaries.

4 **Suggest** two reasons why the impacts described in this lesson would be particularly serious for small island communities.

Evaluate and create

5 Would the population impact on coasts be greatest in developing or developed countries? **Discuss** this with a partner and then with the class.

6 **Create** an overlay map of Singapore, using Source 2. On the base map, show the natural outline of the island. On the overlay, show the total area of reclaimed land. Describe the spatial change over time shown on your map.

7 Use Google Earth to explore the coastline of Singapore (a link is provided on Oxford Digital). **Estimate** the percentage of the coastline that is:
   - **a** heavily modified (for example, reclaimed land)
   - **b** lightly modified (for example, where sea walls or groynes have been constructed)
   - **c** not modified.

Weblink: Google Earth

Lesson 3.8
Loss of coastal biodiversity

Learning intentions and success criteria

Introduction

The number of plant and animal species on a global scale is in decline because of human activities. Recent studies of three key coastal ecosystems – explored in detail below – reveal that all are declining in size and biodiversity.

Coral reefs

ecosystem services a term used to describe a range of important resources, processes and benefits that healthy ecosystems provide to humans

Coral reefs are home to one-quarter of the world's fish species. Up to a billion people rely on the **ecosystem services** provided by coral reefs, including food, protection from waves and storms, and income from reef-based tourism. Despite their importance, coral reefs are under threat. Fourteen per cent of all the world's coral has died since 2009.

As well as the threats from warmer sea temperatures causing coral bleaching, coral reefs are in danger from human activities (such as land-based industries that increase the levels of sediment and pesticides in the ocean) and invasive species (such as the crown-of-thorns starfish). Coastal development for tourism and cities, including land reclamation (see Lesson 3.7 The impact of population growth on coasts, page 116), are also impacting on this vital ecosystem.

Geographers estimate that the world will lose 70 to 90 per cent of its living coral if global temperatures warm by 1.5°C above pre-industrial values. They have already risen by 1.1°C.

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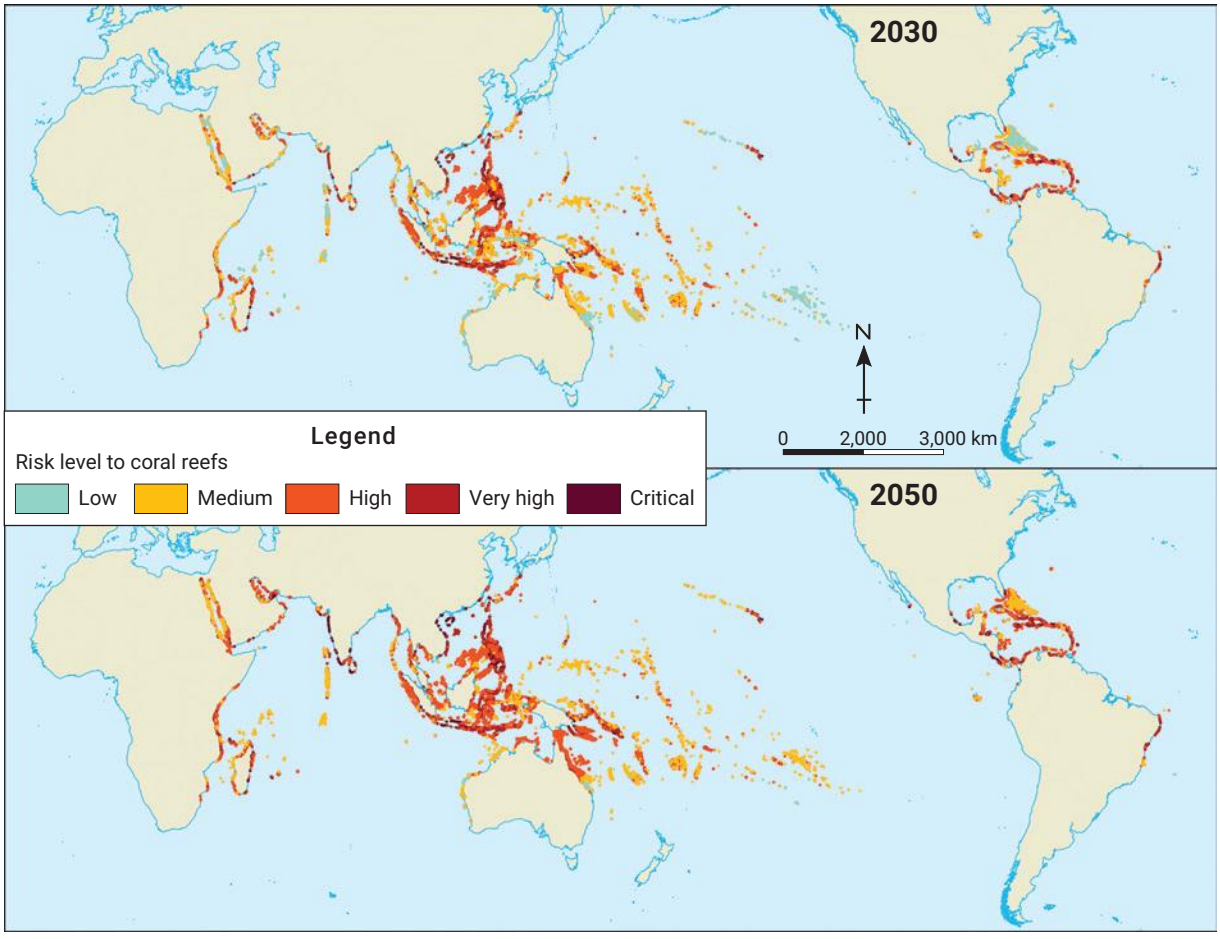
World: Coral reefs projected to be at risk in 2030 and 2050



Source: Oxford University Press

Source 1

Interactive map: World – Coral reefs projected to be at risk in 2030 and 2050

Mangroves

Mangroves provide a wide range of crucial ecosystem services in many tropical areas, including supplying wood, protecting communities from the effects of offshore storms and providing a breeding ground for fish and crustaceans. Despite their importance, at least one-fifth of the world's mangroves have been lost since 1980 – an estimated area of 36,000 square kilometres. Countries such as Kenya, Liberia and Puerto Rico have already lost over 70 per cent of their mangrove forests. Mangroves have been cleared to make way for agricultural land (including palm oil plantations), harbours, housing and fish farms.

Mangroves provide natural protection from wave erosion. Geographers have voiced concerns that clearing them makes communities more vulnerable to the impacts of rising sea levels.

Source 2 Mangrove forests in Indonesia have been substantially cleared to make way for rice fields and shrimp farms.

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Seagrass beds

Seagrass beds are an important ecosystem for dugongs and manatees (both large sea mammals) and the leafy seadragon (see Source 3), as well as providing food for hundreds of other species. Seagrass beds are also important for stabilising sediments in the water, absorbing carbon dioxide and protecting against erosion. Over the past 200 years, about 30 per cent of the world's seagrass beds have disappeared, many of them within the past few decades.

The main threats to seagrass beds and the biodiversity they support are the dredging of the sea bed, the development of tourist marinas, and water pollution from rivers and streams.

Source 3 The amazing leafy seadragon is threatened by a loss of seagrass near Australia's southern cities.

Map it! World: Coral reefs projected to be at risk in 2030 and 2050

Check your learning 3.8

Check your learning 3.8

Review and understand

1 **Describe** the important role of mangroves in coastal landscapes.

Apply and analyse

2 What ecosystem services are provided by the three coastal habitats discussed? **Classify** these as sinks, sources, services or spiritual functions (see Lesson 2.1 Our amazing planet, page 40, and Lesson 3.3 Changes to ecosystem services, page 103).

3 **Examine** Source 1.
   - a **Describe** the distribution of the world's coral reefs using the PQE method (see Lesson 1.7 Identifying patterns and relationships, page 31).
   - b **Identify** the reefs that are projected to be most at risk by 2030.
   - c **Identify** the reefs that are projected to be most at risk by 2050.

4 Refer to Source 1 in Lesson 2.7 Drivers of ecosystem change (page 57). **Identify** the key drivers of biodiversity loss in coastal environments.

Evaluate and create

5 **Research** the threats faced by one coastal species in Australia such as the dugong, orange-bellied parrot, coastal emu, grey nurse shark, marine turtle or sea snake, and present your findings to the class.

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Lesson 3.9
Differing world views in coastal regions

Learning intentions and success criteria

Introduction

As you have learnt, people's views about the environment differ. Some see the natural environment as a resource to be used for their own gain or to benefit the community. Others believe that we are a part of the natural environment and therefore should look after it as much as possible. Because there are many world views, there are often tensions about the ways in which environments, such as coasts, should be used and managed.

Source 2 shows the world views that a variety of people may have about the beach in Source 1.

Source 1 A stretch of beach on the central coast of New South Wales

Source 2 A variety of world views that might be held by people about the beach in Source 1

	Wealthy tourist	What a beautiful beach! I could stay here for a week if there was a nice resort with restaurants and a pool overlooking the water.
	Tourist developer	This is a great location for my new resort. Lots of people from all over the world would come and stay here but I would need to make it easy for them to get here. Maybe an airport nearby would be a good idea.
	Hiker	My tent won't take up much room, all I need is fresh water and a toilet and I could stay a few days and enjoy the natural environment.
	Resident	Moving here is the best decision I made. I love the peace and quiet and the pristine beach where I can walk my dog.
	Local planner	I'm worried about erosion on this beach as sea levels rise. This might threaten any developments here and we might have to build some sea walls to protect them.
	Ecotourism operator	I can organise sea-kayaking expeditions along this coast to see the seal colony near the headland.
	Commercial fisher	This bay looks like a great place to fish for bream and Spanish mackerel.
	Environmentalist	There are so few natural coasts left in this part of Australia. We should protect this landscape by creating a national park here.

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People vs environment?

Many of the world's most famous tourist beaches are not all that they seem to be. For example, at Waikiki Beach in Hawaii (see Source 3), millions of tourists come each year to enjoy the sand, the surf and the sun. However, because of the coastal development along the shoreline the beach has been robbed of its supply of sand and is heavily eroding. To counter this, local authorities pump tens of thousands of tonnes of sand from the ocean floor onto the beach every few years in a process known as beach renourishment. To hold this in place, walls have been built jutting out from the shore. This is an example of human needs being put above the needs of the environment and occurs in many different ways on beaches all around the world.

Source 3 Waikiki Beach, Hawaii

Quiz me! Differing world views in coastal regions

Check your learning 3.9

Check your learning 3.9

Review and understand

1 **Define** beach renourishment.

Apply and analyse

2 **Classify** each of the people in Source 2 as either egocentric, anthropocentric, ecocentric or biocentric (see Lesson 2.11 One world, many views, page 68, for definitions).

3 **Explain** why the differences in people's world views can result in tensions and conflict in coastal areas.

Evaluate and create

4 Imagine that you are a reporter who has been sent to the beach in Source 1 to report on a proposal for a new resort to be built. **Create** your final report that includes interviews with some of the key stakeholders.

5 **Evaluate** the sustainability of beach renourishment. Begin by thinking about how this management response will impact ecosystem services.

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3B Skills in context
Gulf of Mexico oil spill

Introduction

The Gulf of Mexico lies between the United States, Mexico and Cuba, and contains one of the world's busiest oilfields. There are almost 3,200 active oil wells in the Gulf, along with a further 27,000 abandoned oil wells.

In April 2010, the Deepwater Horizon – an active oil well operated by British Petroleum (BP) – exploded and sank to the sea floor, 1,500 metres below the surface. Oil gushed from the well for three months, while BP and American authorities tried desperately to plug the hole. The results were catastrophic. An oil slick covering 1,500 square kilometres started moving towards the American coastline. Thousands of sea birds, fish, dolphins and turtles were covered in oil and died. Other animals along the shoreline, such as crabs and molluscs, were also badly affected. Local industries such as fishing and tourism collapsed, and many people lost their livelihoods.

Key skill Analysing maps

Analysing environmental issues using complex maps

In the case of an environmental accident, the impacts of the accident usually have multiple causes. Geographers try to go beyond the direct cause (the oil well blew up) to explore other indirect factors that influenced the course and extent of the impacts. These are generally a combination of natural processes and human activities.

Complex maps are maps that contain more than one set of information. Geographers use complex maps to analyse different features, reveal patterns and explain links between features in a given area. You can analyse a complex map by following these steps:

- **Step 1** Look carefully at the map and read its title to make sure you understand what is being shown.
- **Step 2** Examine the map's legend. Complex maps can have more than one part to a legend, and these parts will be represented on the map in different ways.
- **Step 3** Train your eyes to look for one set of information at a time. For example, look at solid blocks of colour on the map and work out what they tell you.
- **Step 4** Move to a different set of information by selecting another symbol or block of colour from the legend. Examine the map to identify this symbol or colour.
- **Step 5** Look for concentrations of the same symbol in areas, to see if patterns exist.
- **Step 6** Note any patterns you can find on the map between different features and locations.
- **Step 7** Describe the degree to which patterns are connected.
- **Step 8** Try to suggest reasons for the connection between the two patterns.

For more information on analysing maps, see Lesson 1.5 Analysing maps (page 22).

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Gulf of Mexico: Extent of oil spill from Deepwater Horizon, 2010

Source: Oxford University Press

Source 1

Enlarged map: Gulf of Mexico – Extent of oil spill from Deepwater Horizon, 2010

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Practise the skill

1 Using Source 1, **analyse** the causes and effects of the Gulf of Mexico oil spill. A larger version is available on Oxford Digital.
Once you have completed your analysis, fill in a table like the one in Source 2 as a way of organising your results. An example has been done for you.

Source 2

Geographic factor	Possible contributing feature	Description of feature
Physical environment	Shape of the coastline	The Gulf of Mexico is an extensive broad bay that opens to the Atlantic Ocean and Caribbean Sea in the east.
	Features of the seabed	
	Location of coastal marshes	
Natural processes	Ocean currents in the Gulf	
Demographics	Distribution of towns and cities	
	Location of oil refineries and oil rigs	

Extend your understanding

In addition to complex maps, geographers use information from a range of other sources to explain how the impacts of the accident progressed and to look at the longer-term impacts on the environment.

Research the Gulf of Mexico oil spill on the internet before answering the following questions.

1 Can you identify any contributing factors to the accident that are not shown on Source 1? Add these factors to a table like the one in Source 3.

2 Since 2000, more oil wells have been drilled in much deeper water than in the past. Some experts believe that this was an important factor in this disaster. Why do you think wells are now being drilled in much deeper water?

Source 3

Contributing factors	Possible contributing feature	Description of feature
Economic factors	Level of development of the United States	
	Importance of oil in the US economy	
	Importance of tourism and fishing industries	
Technological factors	Operation of oil refineries and oil rigs	
	Technical failure of oil rig	

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Lesson 3.10
The role of geographers in managing coastal change

Learning intentions and success criteria

Introduction

Geographers have an important role to play in the management of environmental change. Because they draw on knowledge and skills from the natural sciences (such as geology, biology, chemistry and physics), the social sciences (such as psychology, history and economics) and humanities (such as philosophy) they are uniquely placed to see the "whole picture" when examining environmental change. Geographers can, for example, consider the reasons why people act in a certain way, and consider the impacts of these actions on the environment. They can also help to explain why people respond to change in different ways and, most importantly, recommend a course of action that is beneficial to both the natural environment and people.

Fieldwork

When examining environmental change such as coastal erosion, geographers often begin by developing a set of geographical questions. They then set out to answer these questions using a range of geographic tools. One of the most useful tools is **fieldwork** – that is, visiting the environment being studied and observing it first-hand.

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

When exploring changes at the coast, geographers use a range of specific techniques. These include constructing cross-sections of dunes, cliffs and other landforms, photographing evidence of change and measuring longshore drift. By visiting the same site at regular intervals (for example, once a year) geographers can also observe changes that have occurred between their visits. It may also be important to visit the site at different times of the year to observe seasonal changes, such as the effects of storm waves during winter or the impacts of holiday-makers during summer.

The following case study is an example of the sort of environmental issues that might be explored by a geographer completing fieldwork.

Case study Coastal issues at Hampton Beach, Victoria

Hampton Beach lies on Port Phillip Bay, about 15 kilometres south-east of the Melbourne CBD (see Source 1). Over the past century, human interference in the natural processes of erosion, transportation and deposition have brought about dramatic changes in the amount of sand on the beach. To protect roads and homes from coastal erosion, a sea wall was built along the coast in the 1930s. Later, in the 1950s, a breakwater was built at Sandringham Harbour to protect boats from storm waves.

Source 1 An oblique aerial photograph of the Hampton Beach area being investigated for fieldwork; labels have been added by the geographer.

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The adoption of these management strategies stole the supply of sand to the beach. The sea wall meant that sand from the dunes no longer fell to the beach, and the breakwater trapped sand moving along the coast under the power of longshore drift.

The local council has responded to the concerns of residents about their disappearing beach by building a series of groynes to trap sand, and by dredging sand from the sea floor and pumping it onto the beach (see Source 2). This top-up of sand needs to be carried out regularly and is an expensive solution to the problem of erosion. Studies show that rising sea levels are adding to the threat of erosion at Australian sandy beaches such as Hampton Beach.

Source 2 Sand is dredged from the bay and pumped onto the beach in a process known as beach renourishment.

Source 3 A view of Sandringham Harbour from the top of the existing dune

Source 4 An artist's impression of Hampton Beach painted between 1885 and 1914

Explore it! A virtual field trip to Hampton Beach

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Check your learning 3.10

Check your learning 3.10

Review and understand

1 **Explain** why fieldwork is an essential tool for geographers.

2 **Explain** why geographers are uniquely placed to help describe and manage environmental change.

Apply and analyse

3 **Determine** how successful the groynes at Hampton Beach have been. (You may need to refer to the information about groynes in Lesson 3.7 The impact of population growth on coasts, page 116.)

4 **Examine** the photographs in Source 1 to Source 3. What evidence can you find in these sources that the Sandringham breakwater interrupts the natural process of longshore drift?

Evaluate and create

5 Look carefully at the photographs in this lesson. **Create** a series of geographical questions that could be used as the basis of a field trip to Hampton Beach. You may like to begin your questions with the words "what", "where", "how", "why", "what impact" and "what should". Share your questions with a partner and then with the class.

6 Use the key skill worksheet on conducting successful fieldwork (available on Oxford Digital) to design a fieldwork investigation at Hampton Beach. Be sure to investigate:

- **a** the causes of coastal erosion
- **b** the effects of coastal erosion
- **c** the responses to coastal erosion.

Key skill worksheet: Conducting successful fieldwork

Lesson 3.11
Engineering strategies for managing coasts

Learning intentions and success criteria

Introduction

Many attempts have been made by people in the past to try to control the natural coastal processes of erosion, transportation and deposition. Unfortunately, due to a poor understanding of these processes, attempts have often made problems worse or simply moved them to another part of the coast. In addition, issues were often managed on a local scale without regard for the broader environments that influence the coast, such as river catchments and marine ecosystems.

Source 1 One of the world's fastest eroding coastlines is in Yorkshire in north-east England.

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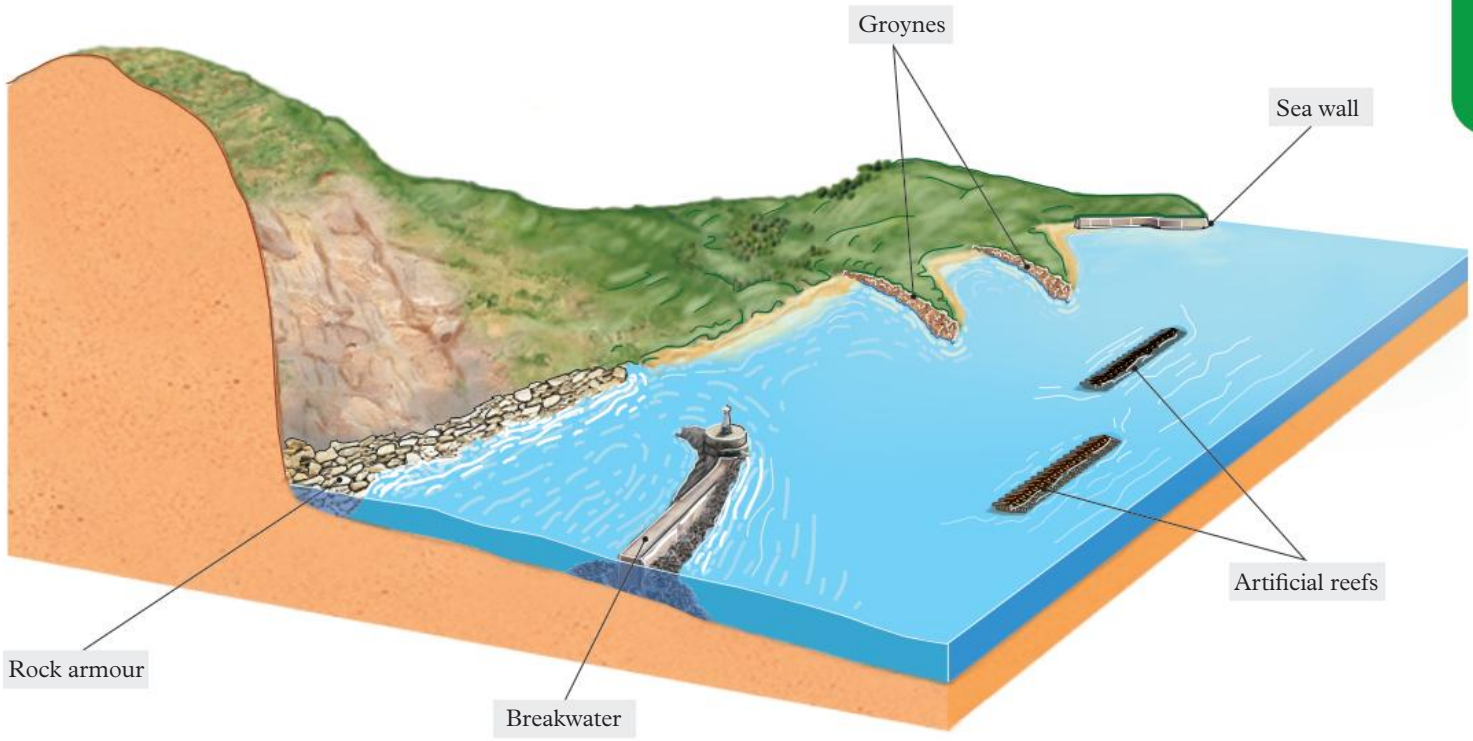
Managing natural processes: Hard vs soft engineering techniques

One of the key principles underpinning effective coastal management is to work with natural processes. In the past, coastal management has tended to use "hard engineering". Hard engineering refers to the building of structures such as sea walls, groynes, artificial reefs, rock armour and breakwaters to protect coastlines from the erosive effects of waves or to trap sand. The main hard engineering techniques are shown in Source 2.



Source 2 A stretch of coastline showing a number of hard engineering techniques commonly used around the world today

Many people in coastal areas like these hard options, as the results are obvious and immediate. However, these structures tend to be expensive and have a high impact on natural environments. In many cases, they create other problems – or just move the problem further along the coast.

By comparison, "soft engineering" coastal management techniques use the natural processes of the coast. They are often less expensive than hard engineering options and are considered to be more sustainable as they have less impact on the natural environment. One of the main types of soft engineering is beach nourishment.

Beach nourishment replaces beach material such as sand that has been removed by erosion or longshore drift (see Source 3). Beaches are a natural defence against erosion and coastal flooding, and are a desirable feature of the landscape for residents and tourists alike. The natural process that eroded the beach in the first place will continue, however, so the beach needs to be nourished again and again.

Quiz me! Engineering strategies for managing coasts

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Check your learning 3.11

Check your learning 3.11

Review and understand

1 **Explain** why many people in coastal areas like hard engineering techniques.

2 **Describe** the natural process that is occurring in north-east England.

Apply and analyse

3 **Distinguish between** hard and soft engineering techniques.

4 **Outline** some of the possible positive and negative environmental impacts of beach nourishment.

Evaluate and create

5 **Examine** the image of the eroding coastline in Source 1.

a Which management strategy would you recommend in response to erosion of this coast? **Explain** your answer.

b **Evaluate** the strengths and weaknesses of your strategy. What other information would you need to be able to make a more informed recommendation?

Lesson 3.12
Environmental strategies for managing coasts

Learning intentions and success criteria

Introduction

As the natural processes that shape coasts have become better understood, many communities have realised that working with these processes is better than trying to control them with hard engineering strategies. Two examples of this approach are dune stabilisation and managed retreat.

Dune stabilisation

In the past, the importance of sand dunes was sometimes poorly understood. They were often removed or covered so that roads, houses and other structures could be built on them. In many places, this broke the natural cycle of erosion, transportation and deposition because the sand in the dunes was trapped, unable to supply new sand to the beach. Over time, this resulted in increased beach erosion that then threatened the very structures that had been built on the dunes.

In some places, dunes have been heavily eroded by visitors to the beach walking over them, trampling plants and creating a corridor through which wind is funnelled that further erodes the dune.

A better environmental strategy is to stabilise the dunes with new planting of grasses such as marram grass, shrubs and trees that hold the dune in place and allow it to contribute its ecosystem services such as protecting the coast from erosion during storm events.

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Source 1 On Perth's Trigg Beach, new plantings of native seedlings are helping to stabilise the dune system.

Managed retreat

A relatively new strategy involves the relocation of human settlements and hard engineering defences, such as sea walls and groynes, so that the natural processes of erosion and deposition can take place. In many cases, low-lying areas flood, allowing salt marshes, wetlands and mudflats to re-establish themselves in these areas (see Source 2). Over time, these habitats provide a natural defence against further erosion. Unlike many hard engineering techniques, managed retreat can be relatively inexpensive. However, people living in these regions can be unwilling to relocate and need to be compensated for the loss of their properties. Many communities that are threatened by rising sea levels have already retreated or are considering it.

Source 2 Managed retreat at Abbotts Hall Farm in Essex, England, has allowed salt marshes to be re-established.

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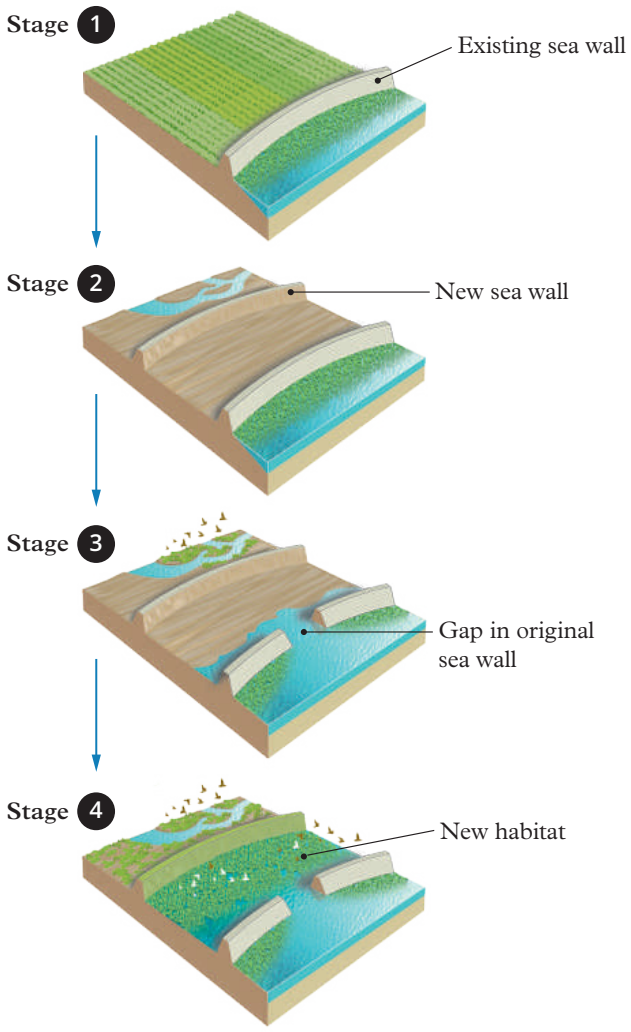
Source 3 illustrates the four stages of managed retreat.

1. The farmland is protected behind an existing sea wall.
2. If there is no high ground to stop sea water flooding inland, a new wall is constructed and the land between the two walls is contoured into a more natural shape.
3. Gaps are created in the original wall so that the tide can move in and out.
4. The incoming tide carries sand and mud that is deposited and helps create a new habitat and soak up wave energy.

If there is no natural barrier such as hilly land, engineers can construct a second barrier which allows an intertidal ecosystem to develop.



Source 3 The four stages of managed retreat

Quiz me! Environmental strategies for managing coasts

Check your learning 3.12

Check your learning 3.12

Review and understand

1 **Describe** the response of dune stabilisation.

2 **Outline** why managed retreat is likely to become more common in the future

Apply and analyse

3 **Analyse** the key differences between the engineering strategies described in Lesson 3.11 Engineering strategies for managing coasts (page 128) and the environmental strategies described in this lesson.

4 **Explain** why managed retreat can be considered to be an environmental strategy.

Evaluate and create

5 **Create** a series of geographic sketches that show the impacts of covering sand dunes in hard surfaces such as roads.

6 **Evaluate** the sustainability of managed retreat. Start by listing some of the advantages and disadvantages of this management strategy.

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Lesson 3.13
Spatial strategies for managing coasts

Introduction

Learning intentions and success criteria

An effective way to manage and protect natural environments such as coasts is to use a spatial strategy such as creating marine and **national parks**. In these places, the natural environment is given legal protection.

National parks

national park
an area of natural beauty that is protected by law for the use of the general public and the protection of the natural environment

Each state and territory of Australia has a large number of special places, both coastal and inland, that the government has decided to protect. These might be as small as a single historic house or beach, or as large as a wilderness. Despite the name, virtually all of Australia's more than 550 national parks are the responsibility of the individual state and territory governments.

Although management strategies differ between states and territories, the common ideals are that:

- the land, plants and animals within the parks should have protection from activities that threaten their existence
- people should be able to visit these special places.

This can lead to problems, as visitors who come to see these areas in all their natural beauty may threaten the very environment they are visiting. The managers of the national parks have the task of controlling what visitors do in each one by limiting or restricting certain activities in sensitive areas.

Source 1 Royal National Park in New South Wales is Australia's oldest national park. Established in 1879, it protects large areas of coastal rainforest and ancient sand dunes.

Marine national parks and reserves

While national parks protect special places on land, Australia's diverse marine environments also need to be protected. In 2012, the Australian Government announced the creation of one of the world's largest marine reserve networks. Around 4.3 million square kilometres of our oceans are now managed mainly for the purposes of biodiversity conservation. This is an area roughly equivalent to the combined land area of Queensland and Western Australia.

Managing a marine reserve is particularly challenging because, unlike national parks on land, fences and signs are not easily erected to limit access to particularly sensitive areas. Instead, marine reserves are divided into zones, and certain activities are allowed, banned or limited in each zone. It is the responsibility of anyone who enters a marine reserve to be aware of the activities permitted within each zone.

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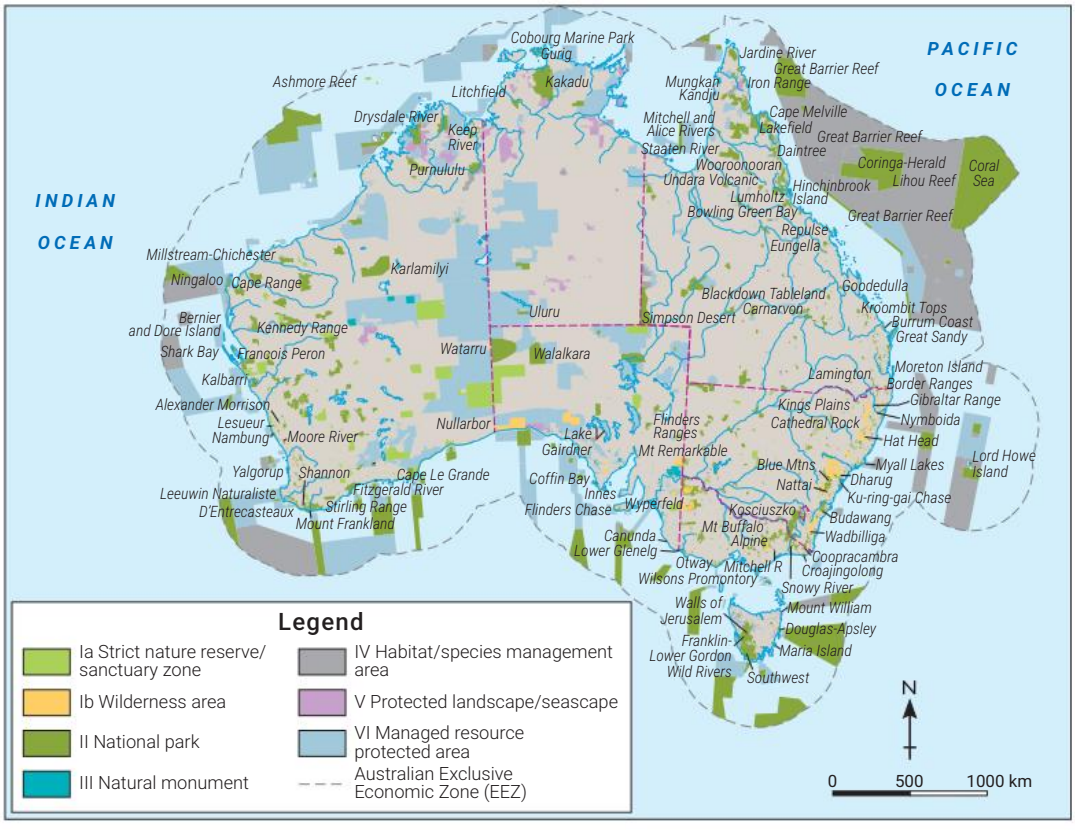
Every marine reserve in Australia – except for the Great Barrier Reef, which is recognised as a special case – has been assigned a particular management category (see Source 2). These are the same as those adopted in other countries, and have been developed by the International Union for the Conservation of Nature (IUCN).

Source 2 The IUCN management categories for the conservation of marine reserves

IUCN number	Name of reserve type	Purpose of the reserve
Ia	Strict nature reserve	Managed primarily for scientific research or environmental monitoring
Ib	Wilderness area	An area with minimal human presence or disturbance
II	National park	Protected and managed to preserve its natural condition
III	Natural monument	A small area protected for its human or natural significance such as its geology
IV	Habitat/species management area	Managed primarily to ensure the maintenance of habitats or to meet the requirements of specific species
V	Protected landscape/ seascape	An area that is managed to balance human activities and natural processes
VI	Managed resource protected area	Managed to ensure long-term protection and maintenance of biological diversity, with a sustainable flow of natural products and services to meet community needs

Australia: National parks and marine reserves



Source: Oxford University Press

Source 3

Enlarged map: Australia – National parks and marine reserves

Quiz me! Spatial strategies for managing coasts

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Check your learning 3.13

Check your learning 3.13

Review and understand

1 **Outline** how natural environments are protected in Australia.

2 **Describe** the ideals that are behind the management strategies implemented in national parks.

Apply and analyse

3 **Examine** Source 3.

- **a** Where are Australia's largest marine reserves located?
- **b** **Describe** the location of marine reserves in the state in which you live.

Evaluate and create

4 There were many objections to the Australian Government announcement in 2012 that millions of square kilometres of ocean were to become marine reserves. In small groups, consider which Australian groups would be likely to support this announcement and which would be likely to oppose it. Brainstorm the arguments that each of these groups would use to support their points of view.

5 Source 3 shows the extent of Australia's Exclusive Economic Zone (EEZ). **Research** this area and find out the benefits for Australia in having such a large EEZ. You may also like to find out about the Timor Gap EEZ and how this was created.

Lesson 3.14
Holistic strategies for managing coasts

Introduction

Learning intentions and success criteria

In response to the serious issues facing coastal and marine ecosystems, a major United Nations conference held in 1992, called the Earth Summit, proposed a new system for managing coastal environments. Known as Integrated Coastal Zone Management (ICZM), it is now a widespread practice in many coastal nations, such as New Zealand, India, Canada, Bangladesh and the Netherlands.

The United Nations recognises that one of the common issues associated with coastal management is that government departments and interest groups often propose very different solutions to issues depending on their own needs and interests. In many cases, these solutions ignore the needs of other coastal users. Coastal interest groups include those relating to residents, the tourism industry, fisheries, farmers, forestry, manufacturing, mining, waste disposal, marine transportation and real estate developers.

The key to ICZM is that when devising a management plan, it seeks to pull together the many groups and individuals with an interest in the coast in an integrated way (see Source 1). The success of ICZM is dependent on funding, consistent government priorities and the expertise available to organise and manage large projects.

Eight principles of Integrated Coastal Zone Management

- Involve all relevant governments
- Take a long-term view
- Use a holistic approach
- Consider local conditions
- Work with natural processes
- Get people involved
- Use a range of approaches
- Be prepared to change strategy

Source 1 The eight key principles of ICZM

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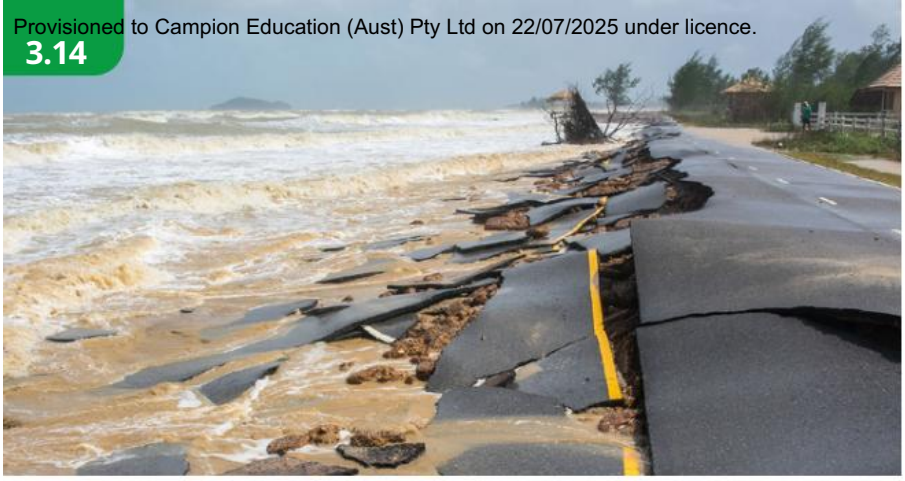

Source 2 The challenges facing many coastal environments require an integrated approach.

Case study ICZM in Bangladesh

Each ICZM plan is designed to best address the issues of the country for which it has been developed. In Bangladesh, for example, the key issues are rising sea levels that bring saltwater floods to low-lying communities, and the impacts of cyclones and storm surges. It is estimated that a 1-metre rise in sea level would leave 17,000 square kilometres of land in Bangladesh submerged and 30 million people without a home (see Source 3). It would affect 1 million hectares of farmland and threaten the freshwater supplies of three major cities.

In response to these threats the Bangladeshi Government, with the assistance of the World Bank and expertise from the Netherlands, has developed an ICZM strategy that focuses on disaster mitigation. To date, 150,000 hectares of mangroves have been replanted and more than 2,500 cyclone shelters constructed.

Bangladesh: Predicted impact of 1-metre sea-level rise

Source 3

Source: Oxford University Press

Source 4 A nursery for mangrove trees

Quiz me! Holistic strategies for managing coasts

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Check your learning 3.14

Check your learning 3.14

Review and understand

1 In your own words, **define** ICZM.

2 **Explain** how and why ICZM has been implemented in Bangladesh.

Apply and analyse

3 Source 1 in Lesson 3.1 Change in coastal environments (page 98) illustrates a range of significant problems that occur in coastal areas. Work with a partner to:
- select one of the examples of coastal degradation shown in this source
- using the eight key principles of ICZM, **suggest** how people could manage this issue
- present your ideas as a set of written proposals.

Evaluate and create

4 **Evaluate** the implementation of ICZM principles in Bangladesh. Write your evaluation in the form of a short report, addressing the following:
- What do you see as some of the barriers to ICZM being adopted in Bangladesh?
- What do you see as some of the advantages in managing coastal changes using this approach?
- What is your overall impression of ICZM being adopted in Bangladesh?

Lesson 3.15
Aboriginal and Torres Strait Islander peoples' management of the coast

Introduction

Learning intentions and success criteria

Prior to the European colonisation that began in 1788, the coastal areas of Australia supported large numbers of Aboriginal and Torres Strait Islander peoples. The coasts provided a reliable source of food from both the sea and the surrounding land.

Today, nearly half of all Aboriginal and Torres Strait Islander peoples in Australia live near the coast. Many maintain a close association with the coast through cultural and historic connections, through continued use of coastal resources and by law. In the Northern Territory, for example, Aboriginal communities own and manage approximately 85 per cent of the coastal land.

Coastal places with special significance to Aboriginal and Torres Strait Islander peoples are under the same environmental threats as other coastal places, from:

- population and economic growth
- land use changes
- climate change
- the arrival of invasive species.

Aboriginal and Torres Strait Islander communities are working with government to restore lands that are important to them. This joint approach means that factors of Aboriginal and Torres Strait Islander heritage are taken into account when decisions are made about the use and restoration of degraded areas.

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Case study Ngarrindjeri management of the Coorong

Source 1

> The land and waters is a living body. We the Ngarrindjeri people are a part of its existence. The land and waters must be healthy for the Ngarrindjeri people to be healthy. We are hurting for our Country. The Land is dying, the River is dying, the Kurangk (Coorong) is dying and the Murray Mouth is closing. What does the future hold for us?
>
> Tom Trevorrow, Ngarrindjeri Elder, Camp Coorong, 2002

The region in South Australia known as the Coorong, where the Murray River reaches the sea, covers an area of 14,000 square kilometres. The Coorong was recognised as a "Wetland of International Importance" and as a breeding ground for many bird and fish species by the Ramsar Convention on Wetlands in 1985.

Due to a combination of factors – including water extraction in the Murray–Darling Basin, drought and barrages (dams) built across the Murray to hold back sea water – the region has become severely degraded. In particular, the waters of the Coorong Lagoon and lakes have become saltier than the sea, wetlands have dried out and acidic soils have become exposed.

Source 2 An oblique aerial photograph of the Coorong, Lower Lakes (including Lake Alexandrina and Lake Albert) and Murray Mouth region of South Australia

Another cause of this degradation has been the building of dams that collect water during wet seasons and then release this water during dry seasons. This has disrupted the natural cycle of floods and droughts affecting the Murray River, and has had a dramatic effect on the natural ecosystems of the river, particularly at its mouth. In some years, so little water flows through the mouth that it closes, cutting off the lakes of the region from the sea.

The traditional owners of the region, the Ngarrindjeri people, maintain a strong connection with the lands and waters of the Coorong. The Ngarrindjeri people believe that the health of their nation is closely linked to the environmental health of the region, and that a freshwater flow that allows plants and animals to thrive must be maintained.

The Ngarrindjeri community, through the Ngarrindjeri Regional Authority (NRA), has formed a close relationship with the South Australian Department of Environment, Water and Natural Resources (DEWNR) to deal with short-term crises in the region and to plan for a sustainable future. This has resulted in the adoption of a long-term plan that aims to secure a future for the region as a "healthy, productive and resilient wetland system that maintains its international importance". The plan includes a number of specific goals:

- to protect and restore natural habitats
- to restore viable populations of native bird, fish and other animal species; restoring the natural flow of fresh water to the Coorong and Lower Lakes are seen as a key component of this goal
- to improve water quality and increase flows through the wetlands; it is proposed, for example, that very salty water be pumped out of the lagoon to the sea
- to recognise the Ngarrindjeri community's association with the area.

Large areas of dunes, wetlands and farmland have already been replanted using native plant species as the first step in this plan to restore the Coorong area.

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Coorong: Aboriginal lands and national parks

Source: Oxford University Press

Source 3

Quiz me! Aboriginal and Torres Strait Islander peoples' management of the coast

Check your learning 3.15

Check your learning 3.15

Review and understand

1 **Identify** why many Aboriginal and Torres Strait Islander peoples lived near the coast in the past.

2 **Suggest** reasons why the Ngarrindjeri people are particularly concerned about the health of the Coorong ecosystems.

Apply and analyse

3 Use Source 2 to **describe** the natural environment of the Coorong and Lower Lakes. Include the water and land features that you can identify.

4 **Examine** Source 3.

a **Describe** and account for the location of Aboriginal lands.

b **Describe** the locations of the barrages. Why have the barrages been built in these places? How would they change the natural environment of Lake Alexandrina and the Coorong?

5 Based on Tom Trevorrow's statement (Source 1), how would you classify his environmental world view? **Justify** your answer.

Evaluate and create

6 **Research** the Ramsar Convention on Wetlands and its goals. Identify which other wetlands in Australia are listed in the Ramsar Convention.

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Lesson 3.16
Responding to environmental change

Learning intentions and success criteria

Introduction

Once an environmental issue has been identified and assessed, it is often necessary to come up with a suitable response. The environmental response must be individually designed for that particular environment. Management responses that are effective in one place may be ineffective or even damaging in other places.

When considering a suitable response to environmental issues, important questions to ask include:

- Does the response deal with the causes of the issue as well as its effects?
- Is the response affordable in both the short and long term?
- Is the response beneficial to all natural environments, or does it just move the problem and perhaps result in greater environmental changes in another place?Is the response fair to all of the relevant stakeholders?

Case study Sierra Leone's disappearing beaches

Sand mining is having a serious environmental impact on the coastal environment in the African nation of Sierra Leone. The capital city, Freetown, is experiencing a population and building boom. The population is growing by about 40,000 people per year and there is a growing demand for new housing, as well as for commercial and industrial buildings. Many of these buildings are made from concrete, which requires vast quantities of cheap, good-quality sand.

Sand-mining operations can involve up to 40 trucks at a time, each with a team of diggers, who shovel sand from a beach. This process is creating changes in both the natural environment (as the sea is able to penetrate further inland) and the human environment. Local residents are being affected as the remaining dunes are eroding rapidly and houses are falling into the sea.

Possible responses

Sierra Leone is trying to build a viable tourism industry to boost the nation's economy, but tourist resorts are in danger of losing their beaches. A possible response to this problem would be to declare sand mining illegal and arrest those who continue to take sand from the beaches. Another possible response would be to import sand from other places.

Source 1 Sand mining on Hamilton Beach, Freetown, Sierra Leone

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Some of the factors to consider when planning a response to the issue of sand mining in Sierra Leone are:

- Sierra Leone is one of the world's poorest countries. Sand mining provides a source of income for hundreds of workers and their families.
- As Sierra Leone is a developing country, the levels of technology in industries such as transport and mining are low.
- Coastal areas are often heavily used for many purposes: for fishing, residences, tourism and recreation, as well as a source of building materials.
- As dunes disappear, coastal erosion is accelerating and is now up to 6 metres per year in some places.
- Global climate change is expected to raise sea levels on this coast and to increase the number and severity of storms generating large, destructive waves.
- Corrupt local officials accept payments from the construction companies to allow them to continue sand mining.

Key skill Communicating

Evaluating possible responses to environmental issues

Part of a geographer's role is to evaluate the strengths and weaknesses of responses to environmental, economic and social issues.

When evaluating possible responses to environmental issues such as the one in Sierra Leone, follow these steps:

- **Step 1** Read the background information carefully and make sure that you understand it. Conduct some additional research on the issue if anything is unclear.
- **Step 2** In some cases, you may need to suggest your own responses to environmental issues. In other cases, you will evaluate responses suggested by others; for example, in the case of Sierra Leone, consider the following responses:
  - Response 1 – Declare sand mining illegal and arrest those who continue to take sand from beaches
  - Response 2 – Import sand from other places.
- **Step 3** Develop a set of criteria to evaluate each of the suggested responses. These criteria should consider all sides of the issue; for example, economic viability, environmental sustainability and social justice.
- **Step 4** Create a table to evaluate each response against each criterion. You may like to use symbols, such as:
  - ✓ – criterion met
  - % – criterion partly met
  - × – criterion not met
  - ? – unsure.
- **Step 5** Use the data in your table to select the best response to the issue. You may need to reconsider particular aspects of the response (and make modifications), or combine aspects of more than one response, to come up with the best solution.
- **Step 6** Based on your evaluation, present your final recommendation. Include maps and diagrams to help describe the proposal and the intended benefits.

Practise the skill

1 Follow the steps above to develop a sustainable response to beach sand mining in Sierra Leone.

For more information on communicating, see Lesson 1.9 Communicating and reflecting (page 36).

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Quiz me! Responding to environmental change

Check your learning 3.16

Check your learning 3.16

Review and understand

1 **Explain** why beach sand mining is a problem.

2 **Explain** why the Sierra Leone Government does not simply ban beach sand mining.

Apply and analyse

3 Answer these questions.

a **Identify** the effects of sand mining.

b **Rank** them from the most to least significant in terms of the severity of environmental impact.

c Using the information in this topic and your own knowledge, **analyse** one of the highest-ranking effects of sand mining that you identified in question 3a.

3C Skills in context
Ningaloo Coast

Introduction

On the north-west tip of Western Australia is one of the world's most spectacular coastal environments: the Ningaloo Coast. Long white beaches run along the shore, and visitors can swim out from the beach to Australia's longest fringing reef (a reef that lies extremely close to shore). The region is also home to dugongs and visited by humpback whales, greenback turtles and whale sharks.

Much of the region is under some form of legal protection as part of the Ningaloo Marine Reserve and Cape Range National Park. It was also added to the UNESCO World Heritage List in 2011. However, the Ningaloo Coast faces a number of potential environmental threats. These include:

- oil and gas exploration off the coast
- damage to coral reefs from boat owners anchoring in the fragile reef areas
- illegal fishing
- plastic bags killing turtles and whales by intestinal blockage
- vegetation damage from off-road driving
- waste disposal and pollution
- increasing level of water consumption
- potential for bushfires
- invasive species (foxes, goats, cats) destroying or attacking native plants and animals.

Source 1
An oblique aerial image of Ningaloo Reef near Coral Bay

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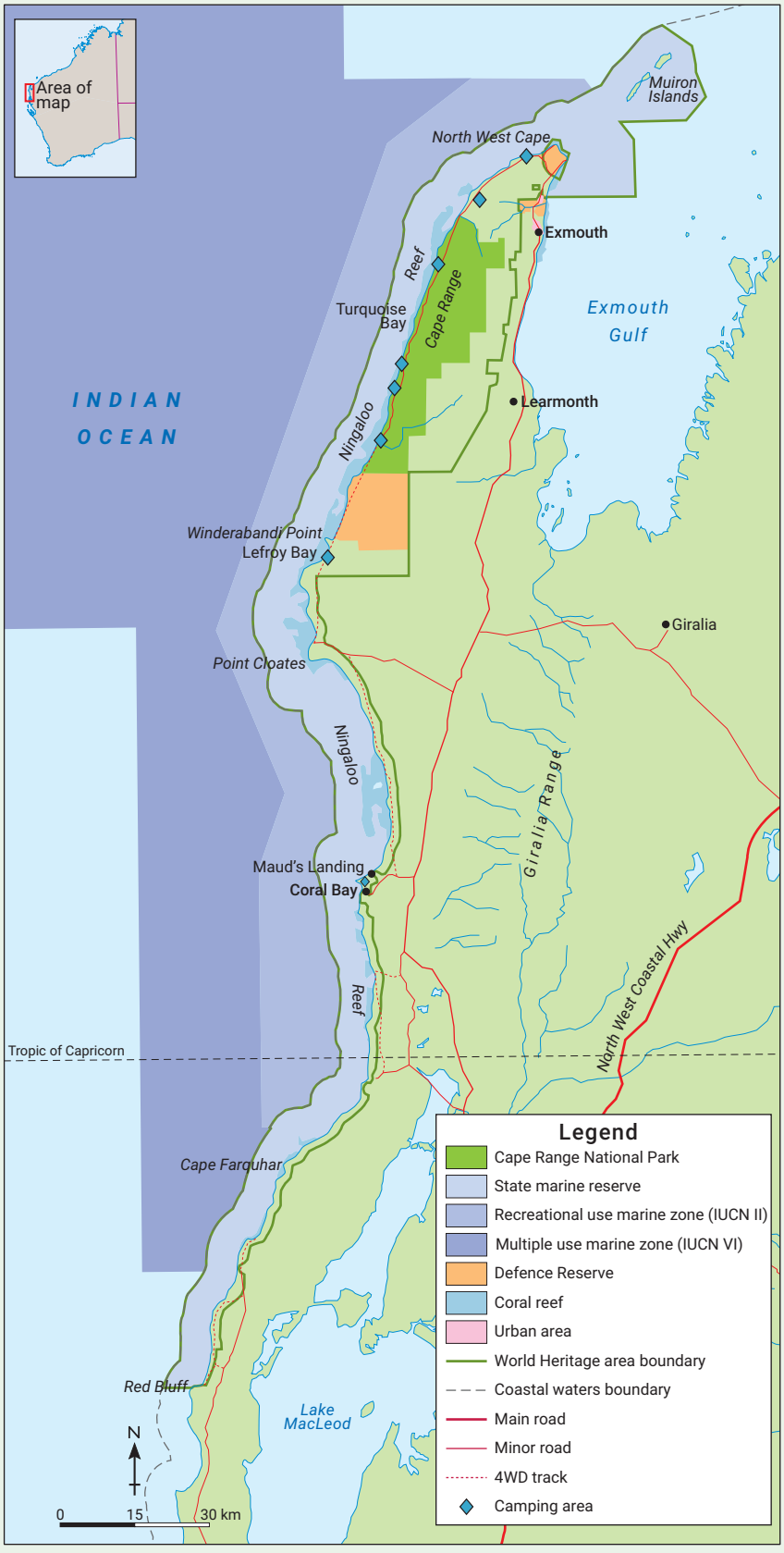
Key skill Analysing maps

Ningaloo: Marine reserve areas



Source 2

Source: Oxford University Press

Enlarged map:
Ningaloo – Marine reserve areas

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Analysing complex maps

Complex maps contain more than one set of information. Geographers use complex maps to analyse different features, reveal patterns and explain links between features in a given area. You can analyse a complex map by following these steps:

- **Step 1** Look carefully at the map and read its title to make sure you understand what is being shown.
- **Step 2** Examine the map's legend. Complex maps can have more than one part to a legend, which will be represented on the map in different ways. For example, in Source 2, areas of colour are used to show recreational use zones and state marine reserves. Different symbols are also used – to show roads and coastal water boundaries.
- **Step 3** Train your eyes to look for one set of information at a time. For example, look at solid blocks of colour on the map and work out what they tell you.
- **Step 4** Move to a different set of information by selecting another symbol or block of colour from the legend. Examine the map to identify this symbol or colour.
- **Step 5** Look for concentrations of the same symbol in areas, to see if patterns exist.
- **Step 6** Note any patterns you can find on the map between different features and locations.
- **Step 7** Describe the degree to which patterns are connected.
- **Step 8** Try to suggest reasons for the connection between the two patterns.

For more information on analysing maps, see Lesson 1.5 Analysing maps (page 22).

Practise the skill

Look at the map of Ningaloo marine reserve areas (Source 2).

1 **Identify** the symbol for "multiple use marine zones" in the legend, and then locate these areas on the map.
2 **Describe** the concentration of multiple use marine zones.
3 **Describe** the relationship between the multiple use marine zones and the location of recreational use marine zones.
4 **Describe** the location of the Ningaloo World Heritage Area.

Extend your understanding

Do some further reading on the internet to complete the following tasks.

1 **Research** Ningaloo's World Heritage listing.
   a What does "World Heritage" mean?
   b Why are sites placed on the World Heritage List?
   c Why was the Ningaloo Coast added to the list?
2 In the early 2000s, a large resort and marina called Coral Coast Resort was planned for the coastal area to the north of Coral Bay known as Maud's Landing. Do some research and write a 250-word report that **explains** why this resort was not built.
3 "It is impossible to preserve a natural coastal environment while tourists continue to visit it." **To what extent** do you agree with this statement: A lot (strongly), a little bit (somewhat) or not at all? Write a short paragraph explaining your position.

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Review: Coastal change and management

Review activity

Booming Busan

Examine the two images in Source 1 and use your skills in interpreting satellite images to answer the questions below.

1. Locate the Nakdong River in Source 1. **Describe** the changes that have occurred to the three small islands at the mouth of the river between 1988 and 2017. (2 marks)
2. **Identify** and describe the natural process that has been responsible for the change in these islands. (3 marks)
3. Locate Gadeok Island in Source 1. **Describe** the changes that have occurred on the northern tip of this island between 1988 and 2017. (3 marks)
4. **Identify** and describe the human activity that has been responsible for these changes. (3 marks)
5. **Identify** and describe three coastal changes that have occurred to the coastline at the port of Busan between 1988 and 2017. (3 marks)
6. In a carefully worded paragraph, **explain** the probable causes of these coastal changes. Include both direct and indirect causes of change. (6 marks)

(Total: 20 marks)

Port of Busan: 1988

Port of Busan: 2017

Source 1 These two satellite images show the port of Busan in 1988 (A) and 2017 (B).

Module checklist: Coastal change and management

Module review quiz: Coastal change and management

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Module 4

Inequalities in wellbeing

Sub-strand: Geographies of human wellbeing

Overview

In 2019, *Time Magazine* called South Africa the "World's Most Unequal Country". Like many places around the world today, there are huge differences between the way people in some parts of the country live compared with others. The access they have to food and fresh water, the types of houses in which they live, their levels of education, access to health care and levels of employment vary enormously across the country.

Geographers are interested in measuring these variations and exploring the reasons why they exist. Studying the links between these factors gives geographers an idea of the level of wellbeing in different populations. Human wellbeing is an overall measure of the ability of human beings to access the things they need to live happy and healthy lives.

Source 1 This aerial image shows the differences between poor and middle-class areas in Johannesburg, South Africa

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Lessons in this module

4A How is wellbeing measured?

Lesson 4.1 Defining wellbeing
Lesson 4.2 Different views of wellbeing
Lesson 4.3 Measuring wealth
Lesson 4.4 Measuring health
Lesson 4.5 Measuring education
Lesson 4.6 Measuring gender equality
Lesson 4.7 Measuring freedom
Lesson 4.8 Combination measurements
4A Skills in context The global obesity epidemic

4B How does wellbeing vary on a global scale?

Lesson 4.9 Measuring links between wellbeing
Lesson 4.10 Measuring changes in wellbeing over time
Lesson 4.11 Why inequalities in wellbeing occur
4B Skills in context No place to call home: the wellbeing of stateless people
Lesson 4.12 Review: Inequalities in wellbeing

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Lesson 4.1
Defining wellbeing

Learning intentions and success criteria

Introduction

wellbeing
the ability of human beings to access the things they need in order to live happy and healthy lives (e.g. food, water, education, safety and security)

Geographers define human **wellbeing** as the ability of people to access the things they need to live happy, healthy and contented lives. Whether a person is born in a refugee camp in Tanzania, a megacity in China, a rural town in France or a coastal city in Australia, their primary requirements for life are the same. These requirements include fresh water, a secure food supply, shelter, clothing and safety. Once these primary needs have been met, secondary needs – such as the ability to make a decent living, good health and access to education – become important in determining an individual's level of wellbeing.

Source 1 The United States is home to more billionaires than any other country. However, as in all countries, wealth is unevenly distributed.

Source 2 People in Singapore enjoy one of the world's best health-care systems. A baby born in Singapore is 70 times more likely to survive their first year of life than a baby born in Afghanistan.

Wealth

Our access to the basic necessities of life are determined largely by our degree of wealth and our ability to earn a living. Wealth is generated by producing and selling things, earning wages from work, making investments or owning assets. If we have enough wealth, we can use it to access a wide variety of goods and services. If we do not, we may struggle to buy things such as food, medicine and tools that we could use to generate more wealth (see Source 1). There are huge variations in wealth across the globe. It is estimated, for example, that the wealthiest 1 per cent of adults own almost half of the world's assets, and that the 26 richest people in the world have a greater combined wealth than the world's 3.5 billion poorest people combined.

Health

Human health is affected by a wide range of factors. Clean air, clean water and a secure supply of nutritious food are all vital, but other factors are also important. These include the ability of a community to treat and control the spread of diseases, provide health care when individuals are sick or injured, care for the vulnerable such as babies and older people, and provide emergency services in times of crisis. Access to health care is vital during natural disasters such as a drought or human-made disasters such as war, which can limit supplies of food and water. People living in war-torn countries often struggle to find the basic requirements needed for a healthy life.

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Education

Access to a formal education is viewed by many people as the key to improving wellbeing. Being able to read and write gives people access to a greater number of services, and provides a range of options that can lead to better jobs, higher wages and improved standards of living. Education also increases people's self-esteem and allows them to have more control over their future.

In many countries, poverty and conflict are the two major reasons why children do not attend school. Further, education can be especially difficult for girls to obtain, because in a great number of cultures, educating boys is seen as more worthwhile. While parents may work hard to send their sons to school, they may prefer to have their daughters helping out at home.

Source 3 In 2022, about 76 per cent of Indian adults could read and write. This compares with a rate of just 12 per cent in 1947. Despite this dramatic improvement, India is home to the world's largest number of illiterate people.

Despite these obstacles, rates of schooling and literacy (the ability to read and write) are increasing around the world. For example, in the countries of Africa that lie south of the Sahara Desert (a region known as Sub-Saharan Africa), the enrolment rates of children in primary school rose from 54 per cent in 1970 to 99 per cent in 2022. In wealthy countries, such as Australia, New Zealand and the United States, primary education is seen as so valuable that it is made compulsory, free and universal.

Quiz me! Defining wellbeing

Check your learning 4.1

Check your learning 4.1

Review and understand

1 **Define** "human wellbeing" in your own words.

2 **Explain** why access to education is seen by many as the key to improving wellbeing.

Apply and analyse

3 **Distinguish between** primary requirements and secondary requirements for wellbeing.

4 **Describe** the contrasts in wealth shown in Source 1.

5 **Suggest** possible reasons why survival rates of babies born in Singapore are better than those in Afghanistan.

Evaluate and create

6 Conduct some research to **discuss** wellbeing in Australia. Use the headings "wealth", "health" and "education" to guide your discussions.

7 Which photograph in this lesson best shows what wellbeing means to you? **Justify** (give reasons for) your answer.

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Lesson 4.2
Different views of wellbeing

Learning intentions and success criteria

Introduction

The way we define wellbeing is dependent on many factors. These include our values, beliefs, history, environment, level of education and **culture**. People from different environments and cultures often view wellbeing in vastly different ways.

Common indicators of wellbeing

culture a term used to describe the shared characteristics (e.g. language, food, religion, beliefs, etc.) of a population or group of people

Gross Domestic Product (GDP) the total monetary value of all the goods and services produced by a country over a specific time period (usually a year)

literacy rates statistical measures of the percentage of adults (over the age of 15) in an area or population that can read and write

Geographers often rely on a range of quantitative data to measure and compare levels of wellbeing around the world. Two of the most common measures used today are **Gross Domestic Product (GDP)** and **literacy rates**. These measures are referred to as universal indicators because, while they are not perfect, the data they provide is easily obtained and allows geographers to make basic international comparisons. You will learn more about these measures in later lessons.

Wellbeing for Aboriginal and Torres Strait Islander peoples

Many Aboriginal and Torres Strait Islander peoples have a view of wellbeing based on traditional beliefs of interrelationships between individuals, their community and the land. Wellbeing is achieved when the relationships between these factors work together in harmony. This is often described as a holistic view of wellbeing. Importantly, ill-health will arise and persist when the harmony of these relationships is disrupted.

Source 1 For Aboriginal and Torres Strait Islander peoples, wellbeing is partly determined by an individual's connection to their community and ancestry.

Source 2 The seven domains the ABS tracks to determine the wellbeing of Aboriginal and Torres Strait Islander peoples

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It can therefore be difficult to measure the wellbeing of Aboriginal and Torres Strait Islander Australians using only the common universal indicators. The Australian Bureau of Statistics (ABS) has attempted to develop a model that takes into account Aboriginal and Torres Strait Islander values when considering wellbeing levels. As well as using measures of health, literacy and wealth, this model includes wellbeing measures related to an individual's connection to their community, ancestry, cultural traditions and identity, land and spirituality.

Case study Bhutan and Gross National Happiness (GNH)

Source 3

> It's easy to mine the land and fish the seas and get rich. Yet we believe you cannot have a prosperous nation in the long run that does not conserve its natural environment or take care of the wellbeing of its people, which is being borne out by what is happening to the outside world.
>
> Thakur Singh Powdyel, Bhutan's Minister of Education

Since 1971, the tiny Himalayan country of Bhutan has rejected GDP as the way to measure the wellbeing of its people and instead adopted a measure known as Gross National Happiness (GNH). While this might seem like nothing more than a good idea, in Bhutan it is taken very seriously. A GNH measure is taken every year, as the country's government attempts to move its citizens towards a happier state.

Source 4
Since 1971, GNH has replaced GDP as the measure of wellbeing in Bhutan.

The four guiding principles of GNH are equitable social development, cultural preservation, conservation of the environment and promotion of good governance. Children are taught these principles at school, along with better environmental practices and basic agriculture. At school, bells have been replaced with soothing music and there are daily meditation sessions.

In a study that measured happiness in 178 countries, the Bhutanese ranked as the eighth happiest people on the planet. Bhutan was the only country in the top 20 with a low GDP.

Map it! World: Happy planet index

Check your learning 4.2

Check your learning 4.2

Review and understand

1 **Outline** what GDP measures.

2 **Explain** how GDP is used as an indicator of wellbeing.

Apply and analyse

3 **Apply** the geographical concept of place to explain why wellbeing is closely linked to the land for many Aboriginal and Torres Strait Islander peoples.

4 Australia has not adopted GNH as a measure of wellbeing. **Suggest** one reason why this might be the case.

5 **Compare** GDP with GNH. What are their similarities? What are their differences?

Evaluate and create

6 What are some important aspects of your own wellbeing? **Compare** the ways they are similar to or different from the measures of wellbeing in this topic.

7 The New Zealand Government recently began to measure wellbeing using a measure called the Living Standards Framework (LSF). **Research** the LSF and list two strengths and two weaknesses in how it measures wellbeing.

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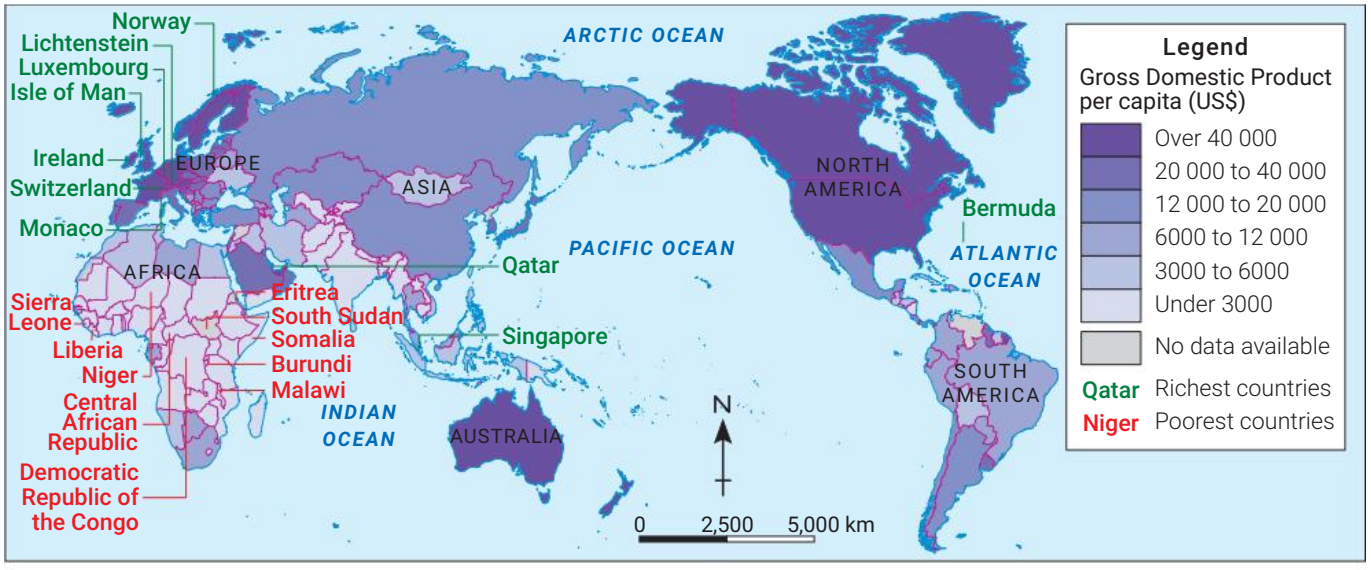
Lesson 4.3
Measuring wealth

Learning intentions and success criteria

Introduction

By any measure, the world's wealth is unevenly distributed and has been since European nations explored the world 500 years ago, colonising nations in the search for resources that would improve their wellbeing. A country's wealth is usually measured by evaluating its GDP. This is done by determining the size of its economy – by adding the total value of all goods and services produced during a year. To make meaningful comparisons between countries with different size populations, the total GDP is divided by the size of the population to produce a measure known as "GDP per capita". Source 1 shows the GDP per capita of countries worldwide, together with the location of the world's 10 richest countries and the world's 10 poorest countries.

World: Gross Domestic Product per capita



Source: Oxford University Press

Source 1

Interactive map: World – Gross Domestic Product per capita

Case study Levels of wealth within the Democratic Republic of the Congo

In Sub-Saharan Africa, about 40 per cent of the population lives below the poverty line. The poverty line is the estimated minimum level of income needed to secure the necessities of life, such as food, water and shelter, and is currently estimated at US$2.15 a day.

While this proportion has decreased over the past few decades, it still leaves 430 million people living in absolute poverty. Over 86 million of these people live in the largest sub-Saharan country, the Democratic Republic of the Congo (DRC), which is one of the world's poorest nations.

The DRC has vast natural resource wealth, including fertile soil, vast hydroelectric power potential, and some of the world's largest deposits of precious minerals and metals – including those necessary to produce new technologies, such as lithium and cobalt. It has been

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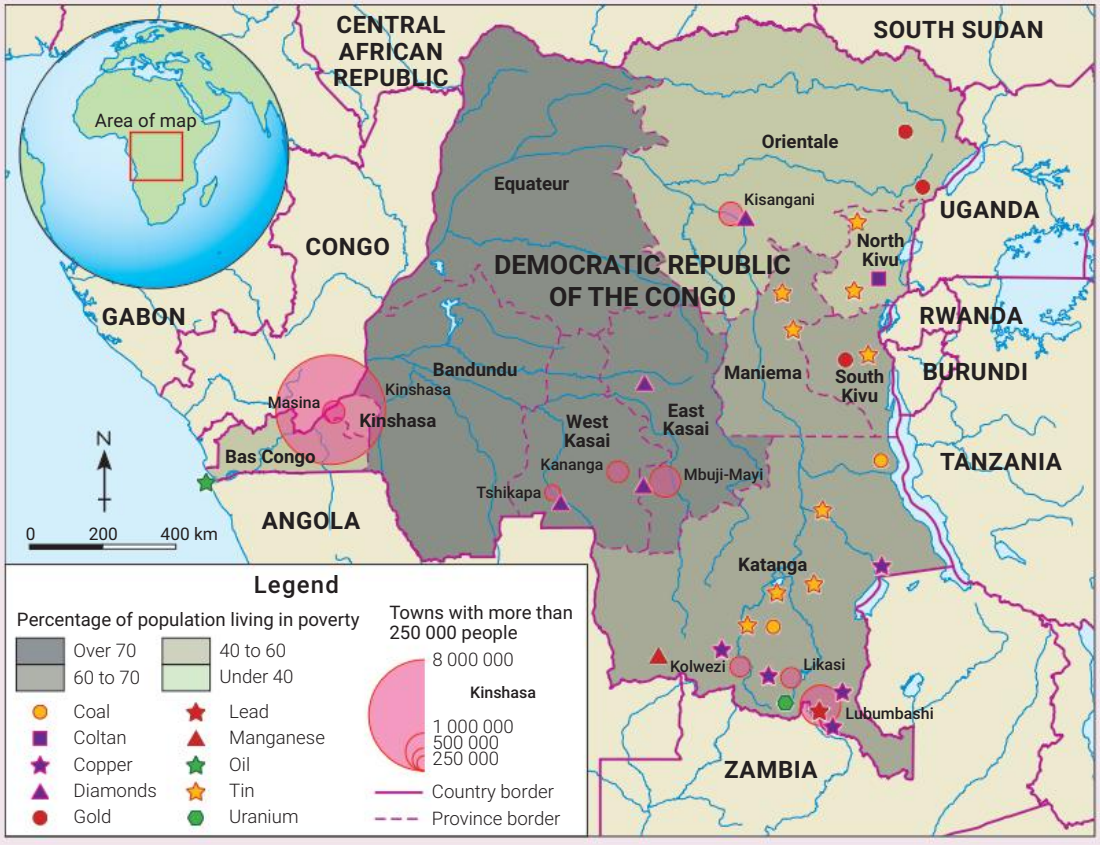
estimated that the DRC contains US$24 trillion of untapped mineral wealth. The mining industry, however, is driven by corruption, where individual DRC labourers work in appalling conditions for very low rates of pay. For many people in rural areas, however, it provides one of the only opportunities for ongoing work. Minerals such as gold are seen by many as a road to wealth and worth fighting for. This has resulted in armed conflict in some districts. It is also taking workers away from farming, leaving the country without enough food to feed its people. Some people living in poverty in rural areas have fled to large cities – such as the capital, Kinshasa – in the hope of improving their wellbeing.

The Democratic Republic of the Congo



Source: Oxford University Press

Source 2

Enlarged map: The Democratic Republic of the Congo

Source 3 Gold mining in the DRC is back-breaking, dangerous work.

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Map it! The Democratic Republic of the Congo

Check your learning 4.3

Check your learning 4.3

Review and understand

1 **Define** the term "poverty line".

2 Using Source 1:
   - a **List** the world's 10 poorest countries.
   - b **Identify** the region of these 10 countries.
   - c **List** the world's 10 richest countries.

Apply and analyse

3 **Examine** Source 2.
   - a **Describe** the relationship in the DRC between:
     - i mineral deposits and poverty
     - ii city living and poverty.
   - b **Summarise** the issues affecting the development of the DRC.
   - c **Describe** the pattern of poverty within the DRC using the PQE method. Use the names of specific places in your description.

4 Many people in the DRC are moving to Kinshasa.
   - a Use Source 2 to **explain** why this may be the case.
   - b **Predict** three problems a big influx of migrants might cause for the city and its people.
   - c **Propose** (put forward) one possible solution that the city of Kinshasa could use to help overcome one of the problems you listed in part b.

Evaluate and create

5 Using the internet, **research** additional information to complete the following task:
   - – Brainstorm the factors that might help to explain why global wealth is so unevenly distributed, especially between countries labelled green and red in Source 1.
   - – Try to think of as many reasons as you can and then **classify** them into groups of factors. Decide on headings for these groups.

Lesson 4.4
Measuring health

Learning intentions and success criteria

Introduction

In some countries, people struggle to obtain the most basic health-care services, and doctors work in hospitals that are old and poorly equipped. In other countries, hospitals have state-of-the-art facilities and access to the newest treatments and drugs. While it is easy to see how unevenly distributed health services are across the world, the level of health and its contribution to the wellbeing of a community or country is a complex concept. There are many other variables that can affect the health of people, including diet and other lifestyle factors.

For these reasons, geographers rely on indicators of health – such as life expectancy and **infant mortality rates** – to measure and compare the health of individuals within countries. Other indicators – such as the number of doctors per 1,000 people and access to reliable water – can also be used to examine the reasons why health differs between countries.

infant mortality rates statistical measures of the proportion of children in an area or population under the age of 12 months who die; expressed as number of deaths per 1,000 live births

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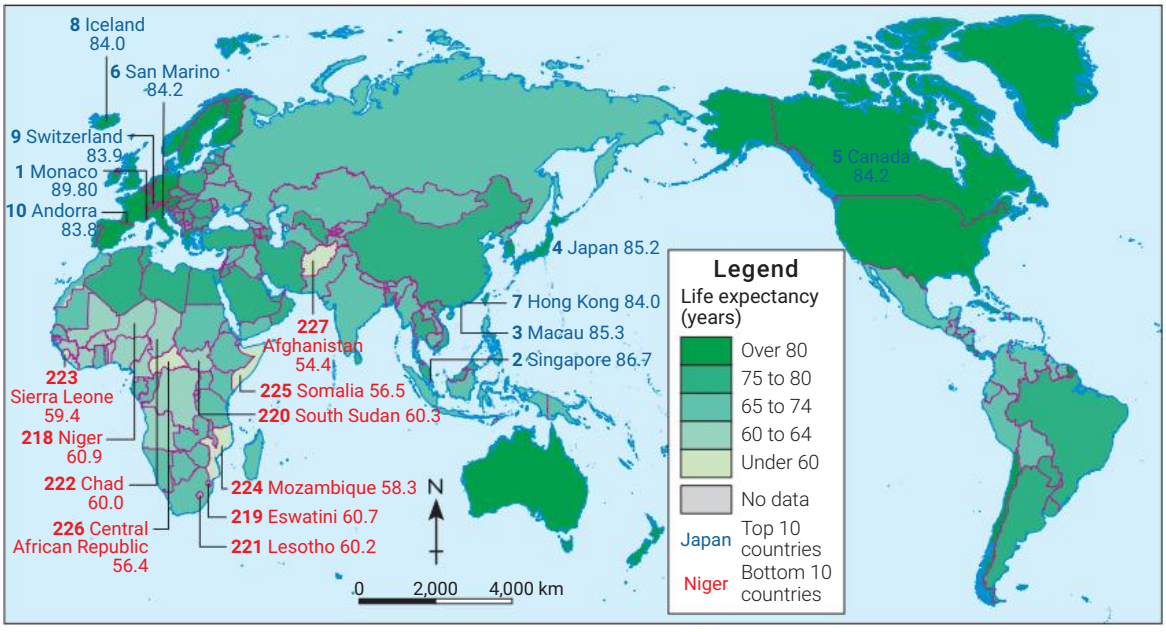
Life expectancy

Life expectancy is the average number of years that a person can expect to live. For people in **developing countries**, life expectancy is generally shorter than for people in **developed countries**. A child born in sub-Saharan Africa in 2022, for example, can expect to live for 61 years, while a child born on the same day in Singapore can expect to live for 87 years – 26 years longer. The lower life expectancy in sub-Saharan Africa is due to a wide range of factors, including the presence of diseases such as malaria and HIV/AIDS, poor water and food security, and poor access to health care.

developing countries
non-industrialised (i.e. largely agricultural) countries with a relatively fragile economy and a low standard of living that is not always able to support the needs of its citizens

developed countries
industrialised countries with well-developed economies and relatively high standards of living that are able to support the needs of their citizens

World: Life expectancy



Source: Oxford University Press

Source 1

Interactive map: World – Life expectancy

Case study Levels of health in the DRC

The DRC has one of the lowest life expectancies in the world, with a baby born today expected to live to the age of 63. For children born in developing countries, the first year of life is often the most difficult. In the DRC the proportion of children who die in their first year – known as the infant mortality rate – is 57 per 1,000 births, whereas in Australia it is three per 1,000 births, meaning that a Congolese child is about 20 times more likely to die in their first year than a child born in Australia.

Studies of infant mortality in developing countries have discovered some specific factors that put children at higher levels of risk. Children and

Source 2 Mariam, with two of her five children

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their mothers are much more vulnerable in rural areas than in cities. Women in cities tend to give birth in hospitals and health clinics, while women in rural areas often give birth at home without a nurse or doctor present. Children born to educated mothers, even those with only a primary school level of education, also have a higher survival rate. In some regions, survival rates can be up to three times greater than for children of uneducated mothers.

Mariam (see Source 2) is five months' pregnant with her sixth child. She lives in the village of Lukweti, in the east of the DRC. There are no health clinics in the village, so she must walk to a mobile clinic delivered by doctors and nurses from the charity group Doctors Without Borders (Médecins Sans Frontières) for her monthly check-up. The area in which she lives has seen ongoing conflict and violence for several years, and soldiers often loot any medical facilities for medicines and supplies.

Source 3 Indicators of health in the DRC and Australia. Data from CIA Factbook

Health indicator	DRC	Australia
Life expectancy at birth	63 years	83 years
Infant mortality rate (children who die in their first year)	57 per 1,000 births	3 per 1,000 births
Maternal mortality rate (mothers who die as a result of pregnancy or childbirth)	447 per 100,000 births	3 per 100,000 births
Population who drink from an unsafe water source	40.6% (Urban: 11.2% Rural: 65.3%)	0%
Number of doctors for every 1,000 people	0.38	4.13
Population without improved sanitation	64.5% (Urban: 46.6% Rural: 79.5%)	0%
Children under 5 who are underweight	23.14%	0.2%

Source 4 Three generations of Congolese women wait outside a hospital in Province Orientale. The grandmother holds her granddaughter, who is soon to be immunised against polio.

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Quiz me! Measuring health

Check your learning 4.4

Check your learning 4.4

Review and understand

1 **List** two variables that affect the health of people.

2 In your own words, **explain** the links between poverty and indicators of health such as life expectancy and infant mortality.

3 **Define** the term "infant mortality rate".

Apply and analyse

4 Using Source 1, **describe** the distribution of countries with life expectancies below 65.

5 **Compare** Source 1 with the map showing GDP per capita in Source 1 of Lesson 4.3 Measuring wealth (page 152). **Describe** the relationships you see between these two indicators, using evidence from the maps to support your description.

6 Answer these questions.

a **Explain** the health risk factors Mariam faces during pregnancy and childbirth.

b **Suggest** how these risk factors might be different to those faced by a woman in Melbourne experiencing pregnancy.

Evaluate and create

7 Use the data in Source 3 to complete the following tasks:

a Write a paragraph **comparing** levels of health in the DRC and Australia.

b To support your paragraph, **create** a simple bar graph using data about one health indicator.

8 One well-known organisation addressing inequalities in health is Doctors Without Borders, known more commonly by its French name, Médecins Sans Frontières (MSF). Using the internet, **research** this organisation to find out where it works and how it improves the health of people in developing countries.

Lesson 4.5
Measuring education

Learning intentions and success criteria

Introduction

Education provides much more than the opportunity to read, write and count. It is seen by many international aid agencies and experts in the field as the key to helping people, communities and nations lift themselves out of poverty. Education provides individuals with opportunities to:

- become more engaged with society
- have a range of skills and tools to better care for themselves and their children
- participate in the workforce and improve their country's economylive healthier lives
- combat poverty
- reduce inequalities in wellbeing.

Source 1 The United Nations agency UNICEF is working to increase the proportion of children who attend school in the DRC. It estimates that 7 million children are out of school and, in rural areas, less than half of school-aged girls attend school.

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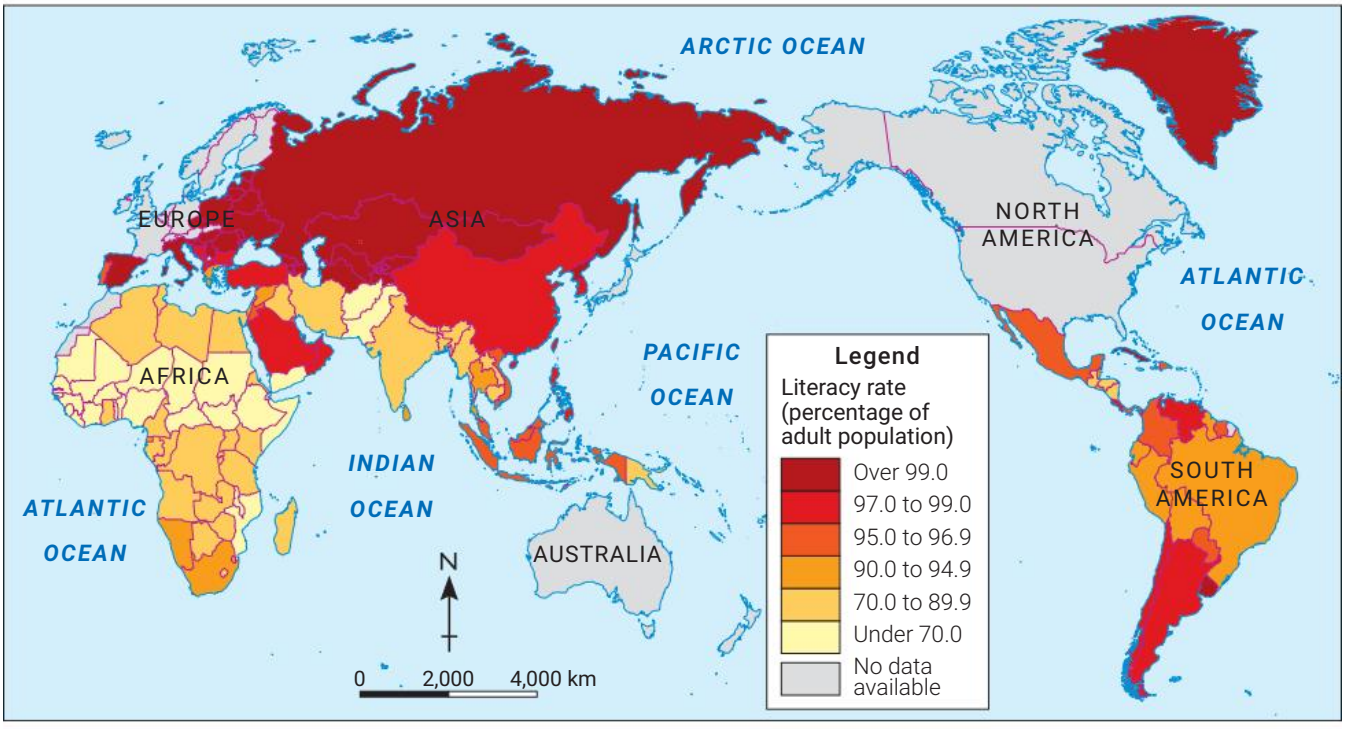
Literacy rates

Literacy rates measure the percentage of adults who can read and write, and are often used as an indicator of education levels within countries. Literacy rates can be difficult to calculate, however, as many countries do not keep accurate data.

It is also important to be aware of potential variations in literacy within countries. For example, in many countries people in rural areas have lower literacy levels than city-dwellers. In some countries, girls are not given the same educational opportunities as boys.

World: Literacy rates



Source: Oxford University Press

Source 2

Interactive map: World – Literacy rates

Barriers to successful education

Access to education varies widely across the globe. In developed countries such as Australia, Britain, Germany and France, about 99 per cent of all school-aged children are enrolled in schools. In developing countries such as the DRC, however, most children attend primary school, but few (43 per cent) attend secondary school and only six out of every 100 school leavers continue their study at university.

There are many factors that determine whether or not a child will attend school. These include:

- *system barriers* – such as a lack of trained teachers, classrooms and educational materials, including books
- *attendance barriers* – such as school fees, distance to school, poor transport networks and the concern of many parents about the safety of their children; many children also work to help support their families
- *social barriers* – such as variations in language, religion and conflict within countries.

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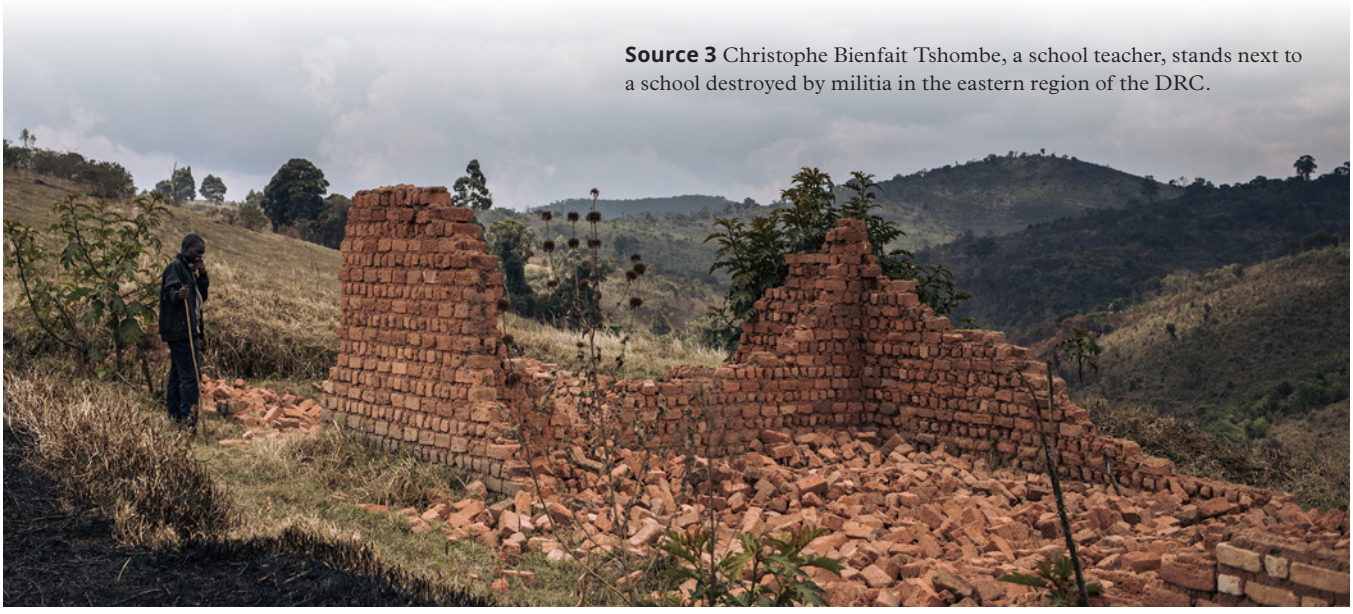
Barriers in the DRC

In the DRC, a series of ongoing conflicts and civil wars are an example of a social barrier. These conflicts have disrupted the education of many children. In 2016–17 a conflict erupted in the central-south of the country between a local tribal chief and the government. During the brutal conflict, government institutions – including schools – were deliberately targeted. As many as 5,000 people were killed and 1.4 million fled the violence. This included more than 600,000 children, who could not then attend school. Some of the rebel fighters recruited children as soldiers, and in many cases sexual violence against girls was used as a terrorist weapon.



Source 3 Christophe Bienfait Tshombe, a school teacher, stands next to a school destroyed by militia in the eastern region of the DRC.

Quiz me! Measuring education

Check your learning 4.5

Check your learning 4.5

Review and understand

1 **Explain** what literacy rates are, and why they can be difficult to calculate.

2 **Identify** three social barriers that may determine whether or not a child attends school.

Apply and analyse

3 **Compare** Source 2 (showing literacy rates) with the map in Source 1 (showing GDP per capita) in Lesson 4.3 Measuring wealth (page 152). **Describe** the relationships you see between these two indicators, using evidence from the maps to support your description.

4 Use Source 2 and the World Statistics database on Oxford Digital to compare the literacy rates for Australia and the DRC. **Propose** three reasons why differences in literacy rates occur between these two countries.

Interactive: World statistics database

5 **Suggest** the likely future in education for children in the DRC who were affected by the conflict in 2016–17.

Evaluate and create

6 **Evaluate** the three barriers to education to decide which one would be the most difficult to overcome. Give some reasons for your answer.

7 In small teams, **create** some strategies to help communities overcome one or more of the barriers to education. **Share** your strategies with the class.

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Lesson 4.6
Measuring gender equality

Learning intentions and success criteria

Introduction

Throughout much of the world today there are gender inequalities. For example, if you are a woman, you are more likely to be living in poverty and unable to read or write. You are more likely to be a refugee and subject to gender-based violence. You are also less likely to be in government, to be employed or to own property.

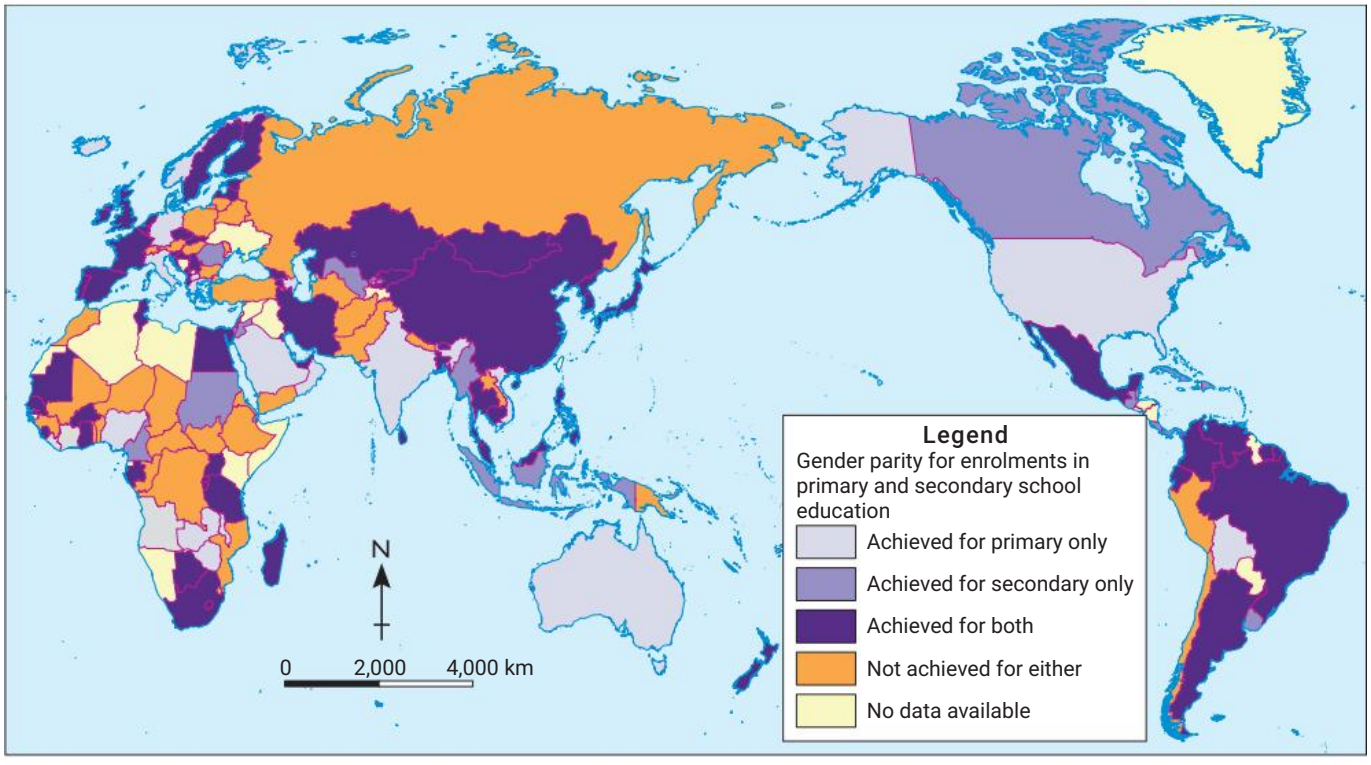
Geographers use three important indicators to assess gender equality in any given country. These are women's participation in education, in the workforce and in government. These three things are essential to raising the status of women and providing opportunities for better jobs, female-friendly government policies and higher levels of wealth.

Gender inequality in education

Globally, three-quarters of all primary school-aged children with no access to school are girls. In fact, two-thirds of adults unable to read or write are women. In many countries around the world, boys outnumber girls in schools (see Source 1). This gap is a reflection of gender-based discrimination in societies where sons are often considered more important than daughters.

Poverty also has an impact on this inequality. In India, for example, girls from poorer families often attend inferior schools that teach only basic literacy and numeracy (that is, if they attend school at all). Higher levels of schooling cost money, and poor families are more willing to invest in their sons than their daughters.

World: Gender parity in education



Source: Oxford University Press

Source 1

Interactive map: World – Gender parity in education

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Gender inequality and job opportunities

In virtually every country, men are much more likely to own land than women are. Women also earn less, as in every country men are typically paid more money than women are. This is known as the gender pay gap. In 2024, for example, the Australian Workplace Gender Equality Agency reported that, on average, Australian men earn 21.7 per cent more than women per week.

Global studies into the gender pay gap reveal that, on average, women are paid 68 per cent of what men are paid. These studies have also found that, in most places around the world, female participation rates in the paid workforce are much lower than those of men.

One of the main factors that contributes to this is the traditional role of women working in the home. Around the world, many women raise children and undertake an enormous amount of domestic work for long periods of time, while their male partner remains a part of the paid workforce.

Additionally, in many of the countries where women have low participation rates in the paid workforce, they are instead doing agricultural work. A large number of women are not paid for this work. Source 2 shows the percentage of women in the workforce who work in agriculture. For many women in developing countries, the work involves long hours every day on family farms that produce just enough food to support their families. They also perform most of the domestic chores, such as collecting wood and water, caring for children and preparing food.

Source 2 Percentage of employed women who work in agriculture

	1991	2000	2010	2019	2022
World	43	39	32	25	26
High-income countries	6	6	3	2	2
Middle-income countries	51	46	37	28	29
Low-income countries	74	74	69	63	62

Source 3 In Burundi, 92 per cent of women in the workforce are doing agricultural work.

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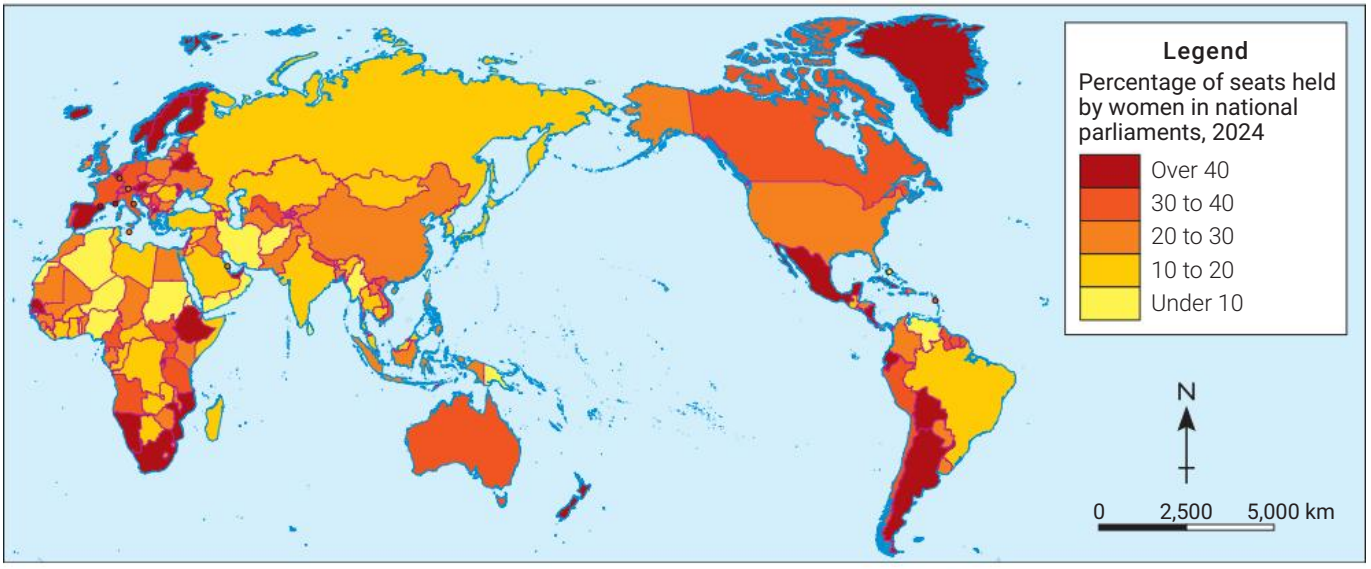
Gender inequality in government

There are only six countries in the world in which more than half of the representatives in national parliaments are women (see Source 4). Globally, women make up only 27 per cent of the world's elected officials; 113 countries have never had a female leader; and there are 21 countries where women make up less than 10 per cent of parliamentarians. Low levels of representation in government can make it difficult for gender equality laws – such as universal education – to be discussed and enacted.

World: Percentage of women in national governments, 2024



Source: Oxford University Press

Source 4

Quiz me! Measuring gender equality

Check your learning 4.6

Check your learning 4.6

Review and understand

1 **Define** the term "gender inequality" in your own words.

Apply and analyse

2 **Examine** Source 1. **Identify** the regions of the world where parity (equal numbers) of male and female students has been achieved for both primary and secondary education.

3 Using the sources provided in this lesson, compare the regions of Europe and sub-Saharan Africa in terms of:
   - **a** parity (equality) in education
   - **b** the percentage of women in government.

Evaluate and create

4 **Examine** the data in Source 2.
   - **a** **Identify** three trends you notice.
   - **b** **Decide** what sort of graph would best represent this data and then **create** your graph.

5 **Research** gender equality and inequality in Australia.
   - **a** Focus on issues such as employment, wage levels, number of seats in parliament and education.
   - **b** **Present** your findings as a written report. Remember to acknowledge the sources of the data you use.

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Lesson 4.7
Measuring freedom

Introduction

Learning intentions and success criteria

On 10 December 1948, the United Nations adopted the Universal Declaration of Human Rights. After World War II, the newly formed United Nations had decided to establish an international agreement setting out basic human rights that should be made available to all. The idea was that those in power would be responsible for ensuring the human rights of their citizens were protected to the best of their government's ability. This was a recognition that the wellbeing of people was linked to the ways they were treated. This was the first time in history that the nations of the world had listed the basic human rights to which all human beings are entitled.

The Declaration now underpins many laws to protect basic human rights all around the world. These rights include:

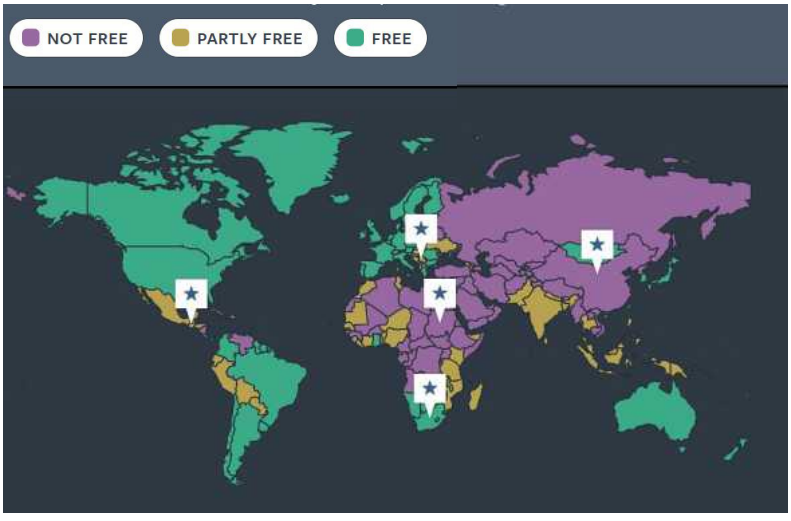
- the right to: equality, life, freedom, security, equality before the law, a fair public hearing, be presumed innocent until proven guilty, move freely, seek asylum in another country, marriage, family, own property, freedom of opinion, peaceful assembly, free elections, social security, desirable work, rest, adequate living standards, education, and share in scientific advancements
- freedom from: discrimination, slavery, torture, arbitrary arrest, interference with privacy, religious persecution, and state or personal interference in the above rights.

The map in Source 2 has been compiled by the US based independent research group Freedom House and shows the countries of the world ranked by freedoms experienced by the citizens of each country. The score is determined by close study of the political rights and civil liberties, scoring each country on 25 questions such as "does the country have free and fair elections". There is a link to the Freedom House website on Oxford Digital.

Weblink: Freedom House

Source 1 In several countries, including South Sudan, children are forced into conflict and to become child soldiers. Some groups, including Amnesty International, argue that "the right to refuse to kill" should be added to the list of basic human rights.

World: Global Freedom, 2024



Source: Freedom House

Source 2

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Threats to human rights

Many researchers believe that the abuse of political power is the leading cause of poverty and inequality in the world today. In particular, they point to the corruption that exists in many developing nations, where those in power use their position for their own benefit rather than the benefit of the country.

In some countries, people experience very low levels of wellbeing due to being held in some form of slavery. It is estimated that there are more than 50 million slaves in the world today, 12 million of them children. The Australian-based *Walk Free Foundation* defines modern slavery as "the systematic removal of a person's freedom – their freedom to accept or refuse a job, their freedom to leave one employer for another, or their freedom to decide if, when, and whom to marry – in order to exploit them for personal or commercial gain".

Source 3 North Korea is one of the world's most repressed nations. It is very difficult to access data for North Korea, but it is estimated that more than a quarter of North Koreans live below the poverty line and more than 10 per cent live in slavery. Despite this, it is believed that up to one-third of the annual budget is spent on the military under a policy known as *songun*, or putting the military first.

Quiz me! Measuring freedom

Check your learning 4.7

Check your learning 4.7

Review and understand

1 Using Source 2, **identify** the regions of the world where people are most repressed.

2 Using Source 2, **identify** the regions of the world where people are most free from repression.

Apply and analyse

3 **Explain** how corruption within a country can affect the wellbeing of its people.

4 **Examine** Source 2.
   - **a** Using the PQE method, **describe** the pattern of political rights and civil liberties.
   - **b** **Suggest** two reasons why Australia and New Zealand have economic freedom.

Evaluate and create

5 **Discuss** with a partner how the Universal Declaration of Human Rights (available on Oxford Digital) would influence wellbeing if the rights set out were adopted as law in every country in the world.

6 Using Source 2 and an atlas, **select** five countries from each of the three levels of freedom to complete the following tasks:
   - **a** Use the World statistics database on Oxford Digital to determine the HDI ranking of each of these 15 countries.
   - **b** **Construct** a scatterplot (see Lesson 4.9 Measuring links between wellbeing, page 170) comparing the level of economic freedom in each country with its HDI ranking.
   - **c** **Describe** the pattern shown.

Additional resource: Universal Declaration of Human Rights

Interactive: World statistics database

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Lesson 4.8
Combination measurements

Introduction

Learning intentions and success criteria

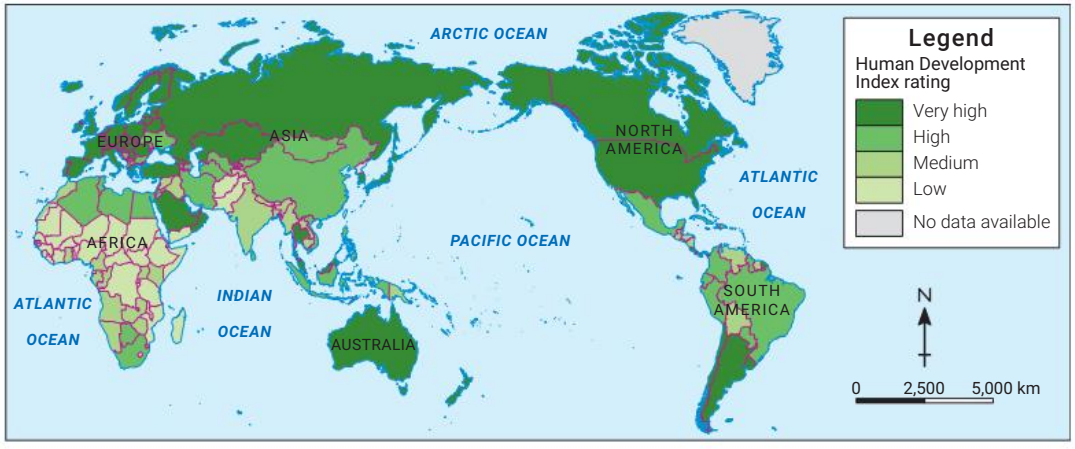
Many of the indicators you have already explored, such as literacy rates and life expectancy, measure just one aspect of wellbeing. These are useful for geographers who are studying this one aspect, however, it is also useful to combine these indicators to give a broader idea of wellbeing in each country. There are several ways of doing this.

Human Development Index (HDI)

The **Human Development Index (HDI)**, developed by the United Nations, combines several indicators into a single measure. The world's countries are ranked using indicators of health (life expectancy), education (literacy) and income (GDP per capita). This ranking is then used to place the world's countries into four categories, ranging from "very high" HDI to "low" HDI. The United Nations uses the same measure each year in its annual Human Development Report, so that a country's scores, rankings and categories are regularly updated.

Human Development Index (HDI) a tool developed by the UN to grade and rank the social and economic development of the world's countries in order from most to least developed; used as a measure of human wellbeing

World: Human Development Index ratings



Source: Oxford University Press

Source 1

Enlarged map: World – Human Development Index ratings

Source 2 The Swiss have the world's ninth highest life expectancy, 100 per cent literacy and rank in the top 10 wealthiest nations per person. By combining these three measures, their HDI is calculated as the highest in the world.

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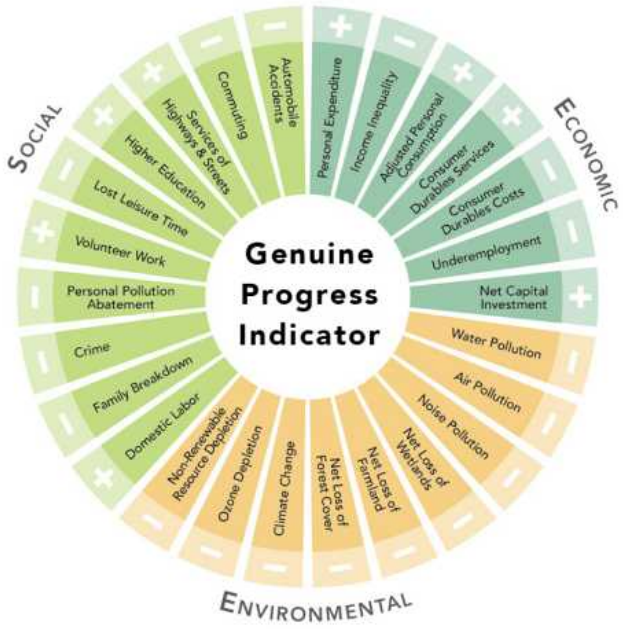

Source 3 The GPI wheel

Genuine Progress Indicator (GPI)

For some geographers, measuring wellbeing in a country or part of a country requires more than considering two or three indicators. A recent development in measuring wellbeing is to consider a much wider range of factors that take into account not only social and economic factors, but environmental factors too. Source 3 shows the factors to consider when estimating the GPI of a community.

While most geographers continue to use single indicators such as GDP per capita, there is a growing trend to consider a much wider range of factors to calculate wellbeing. Using the ideas of the GPI, for example, other organisations have developed their own methods:

- The Organisation for Economic Co-operation and Development (OECD) has created The OECD Better Life Index (see Lesson 20.1 Living standards, page 532).
- The Happy Planet Index has been developed by the Hot or Cool Institute who believe that "the 21st century should be defined by the pursuit of good lives that do not cost the Earth".
- Some countries, such as Bhutan, measure Gross National Happiness (see Lesson 4.2 Different views of wellbeing, page 150).

Map it! Human Development Index ratings

Check your learning 4.8

Check your learning 4.8

Review and understand

1 Why have some geographers developed new methods of calculating wellbeing such as the Genuine Progress Indicator?

2 **Explain** why the United Nations continues to use the same wellbeing calculator every year.

Apply and analyse

3 Using the PQE method, **describe** the pattern of HDI on a global scale.

4 **Analyse** how the GPI differs from the HDI.

Evaluate and create

5 Access the OECD Better Life Index. **List** the indicators used to calculate this index. **Evaluate** the strengths and weaknesses of this index.

Weblink: OECD Better Life Index

6 You have now learnt about many methods of measuring wellbeing. These range from single indicators such as life expectancy and literacy to the use of multiple indicators such as HDI and GPI. **Evaluate** which of these is the most useful to geographers studying patterns of wellbeing. **Justify** (give reasons for) your response.

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4A Skills in context
The global obesity epidemic

Introduction

Chronic food shortages and hunger are among the greatest threats to wellbeing in many developing countries. However, one of the fastest-growing public health crises in a great number of countries is obesity. Once only a problem in developed countries, obesity has now spread to developing nations, such as Mexico, China, India and Brazil. It is estimated that more than half of the adults in the world are overweight or obese.

Excessive body weight and obesity are linked to health problems such as heart disease, strokes, arthritis, diabetes and some cancers. Obesity is a leading cause of premature death in many countries and a huge burden on public health resources. It has become such a serious issue that many experts now describe it as the global obesity epidemic.

Key skill Asking questions

Developing questions from media reports

Much of our understanding about events and trends happening around the world comes to us through media reports. These reports can take the form of printed media such as newspapers and magazines, electronic media such as television and radio reports, or new media such as the internet and mobile phones.

By learning a few simple techniques, you can use the news to generate geographical questions to guide your inquiries. Follow these steps:

- **Step 1:** Check the source of the news article for reliability and possible bias. Find out who wrote the article and which news organisation published it. Mainstream media organisations are generally more reliable than smaller ones, but this may not always be the case. If possible, use the news company website to investigate possible bias.
- **Step 2:** Work out what type of report you are watching, reading or hearing. Is the information presented being reported as fact or is it an opinion piece? Both are valuable, but it is important to know the difference.
- **Step 3:** What is the reporter's main contention or key point? State it in your own words.
- **Step 4:** What information and arguments are used to support the reporter's contention?
- **Step 5:** What evidence does the reporter use to support these arguments? What is the source of this evidence?
- **Step 6:** Look closely at any images or graphics that are included in the report. How do they help to support the reporter's contention and arguments?
- **Step 7:** What further questions does this article raise for you? Good geographical questions open up new lines of inquiry for you to explore. Try using question starters such as "How many", "Where does", "Why does", "Who is affected", "What changes does" and "How should people".

For more information on this skill, refer to Lesson 1.3 Asking questions (page 13).

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Practise the skill

1 Use the steps provided to **analyse** and develop questions about the article in Source 1.

2 Share your geographical questions with your classmates and build up a class list of questions.

Source 1

What's driving the worldwide obesity epidemic?

The rise of obesity around the globe has led the World Health Organization (WHO) to urge countries to impose a tax on sugary drinks, which are blamed for the spread of the epidemic.

Countries with such different food cultures as, say, Mexico and Palau are facing the same nutritional risks and following the same obesity trends. Our research aims to understand why, and we have examined the link between various facets of globalisation (trade, for instance, or the spread of technologies, and cultural exchanges) and the worldwide changes in health and dietary patterns.

...

The WHO identifies unhealthy nutrition patterns, along with increasing physical inactivity, as the main drivers of rising body weight around the world. Diets rich in sugar, animal products and fats constitute important risk factors for non-communicable diseases, such as cardiovascular diseases, diabetes, and different types of cancer.

...

The meat factor

... [G]lobalisation has led people to consume more meat products. Interestingly, the social dimensions of globalisation (such as the spread of ideas, information, images and people) are responsible for this effect, rather than trade or other economic aspects of globalisation.

...

The processed-food impact

... [I]ncreasing consumption of processed foods is often associated with rising weight levels.

...

After saturating Western markets, supermarkets began to spread to developing countries, which had greater growth prospects. Latin America, central Europe and South Africa saw their grocery stores boom in the 1990s. Retailers later opened in Asia and are now entering markets in African countries.

An interesting, yet little explored, aspect in the discussion of processed foods is the role of multinational companies in offering unhealthy "Western diet", such as fast food and soft drinks. Multinationals are one of the two market leaders in many emerging countries, including Brazil, India, Mexico, and Russia and they are known for substantial food and beverage advertising.

An extract from *The Conversation*, 14 December 2016

Extend your understanding

1 **Examine** the image in Source 3 showing a child eating. Why did the journalist who wrote the article in Source 2 choose to include this image?

2 **Select** one of the geographic questions from the class analysis of the article in Source 1. Use this as your key inquiry question to begin an investigation into the global obesity epidemic. **Report** back to the class on what you find during your research.

Source 2

More than a billion people obese worldwide, research suggests

More than a billion people are living with obesity around the world, global estimates published in *The Lancet* show.

This includes about 880 million adults and 159 million children, according to 2022 data.

The highest rates are in Tonga and American Samoa for women and American Samoa and Nauru for men, with some 70-80% of adults living with obesity.

Out of some 190 countries, the UK ranks 55th highest for men and 87th for women.

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The international team of scientists say there is an urgent need for major changes in how obesity is tackled.

Obesity can increase the risk of developing many serious health conditions, including heart disease, type 2 diabetes and some cancers.

Ranking global obesity rates (the percentage of population classed as obese, after age differences are accounted for), researchers found:

- The US comes 10th highest for men and 36th highest for women
- India ranks 19th lowest for women and 21st lowest for men
- China is 11th lowest for women and 52nd lowest for men

Senior researcher Prof Majid Ezzati, of Imperial College London, told the BBC: "In many of these island nations it comes down to the availability of healthy food versus unhealthy food.

"In some cases, there have been aggressive marketing campaigns promoting unhealthy foods, while the cost and availability of healthier food can be more problematic."

Prof Ezzati, who has been looking at global data for years, says he is surprised at the speed the picture has changed, with many more countries now facing an obesity crisis, while the number of places where people being underweight is regarded as the biggest concern, has decreased.

- Half of world could be overweight by 2035
- Obesity "linked to cancer rise"

The report, spanning 1990 and 2022, found the rate of obesity quadrupled among children and adolescents. Meanwhile for adults, the rate more than doubled in women and nearly tripled in men.

At the same time, the proportion of adults classed as underweight has fallen by 50%, but researchers emphasise it still remains a pressing problem, particularly among the poorest communities.

World Health Organization (WHO) director general Dr Tedros Adhanom Ghebreyesus said: "This new study highlights the importance of preventing and managing obesity from early life to adulthood, through diet, physical activity, and adequate care."

He added that it would take the work of governments and communities and "importantly requires the co-operation of the private sector, which must be accountable for the health impacts of their products".

Study co-author Dr Guha Pradeepa, from the Madras Diabetes Research Foundation, says major global issues risk worsening malnutrition caused by both obesity and being underweight.

She said: "The impact of issues such as climate change, disruptions caused by the Covid-19 pandemic and the war in Ukraine risk worsening both rates of obesity and underweight, by increasing poverty and the cost of nutrient-rich foods.

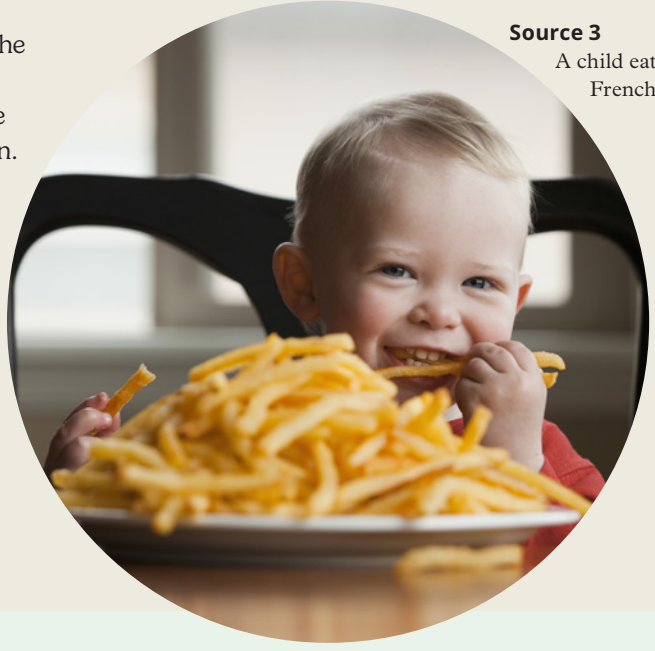
The knock-on effects of this are insufficient food in some countries and households, and shifts to less healthy food in others."

The network of more than 1500 researchers, collaborating with the WHO, analysed height and weight measurements from some 220 million people aged five and over.

They used a measure called body mass index.

While they acknowledge this is an imperfect measure of the extent of body fat, and say some countries had better data than others, they argue it is the most widely used, making this global analysis possible.

An extract from "More than a billion people obese worldwide, research suggests" by Smitha Mundasad, *BBC*, 1 March 2024



Source 3
A child eating French fries

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Lesson 4.9
Measuring links between wellbeing

Learning intentions and success criteria

Introduction

Aspects of wellbeing such as health, wealth and education are usually closely related. A change in one aspect of a person's wellbeing usually affects other aspects of their wellbeing. For example, children who attend school tend to have better health than those who do not. Links such as these can be seen at the national scale as well as at the local scale. One of the most useful tools when exploring these links is a special type of graph known as a **scatterplot**.

scatterplot a type of graph that uses two sets of data by plotting points along two axes, the pattern of which shows their correlation; also called a scattergraph or scattergram

correlation a statistical measure that indicates the extent to which two or more variables are related or linked

Using scatterplots

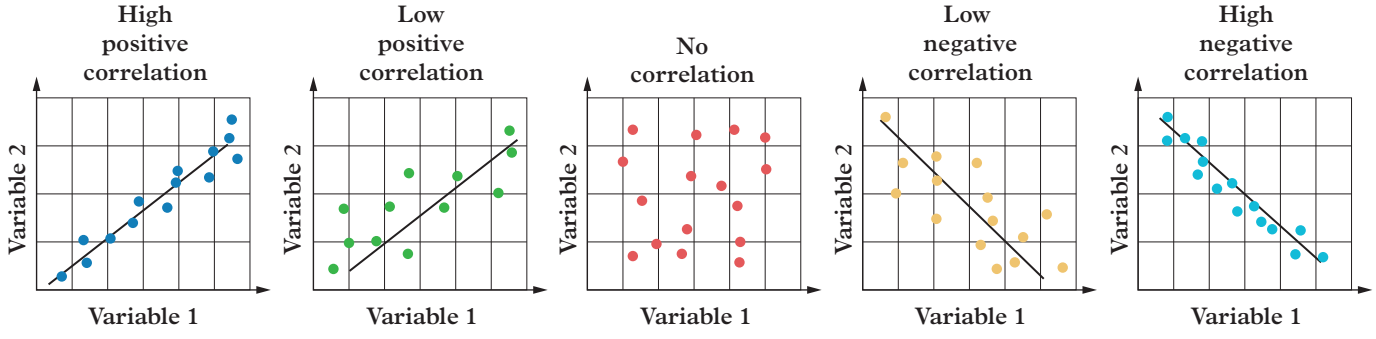
Scatterplots are similar to line graphs in that they are used to display data plotted against two variables. Scatterplots are used by geographers to show the degree to which one of the variables shown on the graph is related to the other. This relationship is known as the **correlation**. Commonly, scatterplots show data for a number of countries, each represented by a dot on the graph.

- When the dots come close to forming a straight line, they are closely related and therefore are said to have a "high correlation".
- When the dots do not come close to forming a straight line, they are not closely related and therefore are said to have a "low correlation".
- When the trend is increasing, the correlation is positive.
- When the trend is decreasing, the correlation is negative.

A trend line is often added to a scatterplot to demonstrate the strength of the relationship between the two variables.

Source 1 shows a selection of the most common trends that can be seen on a scatterplot.

With the introduction of digital graphing tools, more data can be added to make scatterplots even more useful. Three variables can now be graphed to create a 3D scatterplot. In Source 2, for example, the size of each dot is determined by the size of the population of the country. By animating graphs, it is also possible to show changes in variables and their correlation over time.



Source 1 Simple scatterplots showing different types of correlation

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Source 2 This scatterplot taken from the Gapminder website explores the correlation between life expectancy and fertility (babies per woman) worldwide.

Key skill Collecting & representing data

Constructing scatterplots using Microsoft Excel

You can use a program such as Microsoft Excel to construct a scatterplot and show the correlation between two variables. (Note: These instructions may need to be varied a little, depending on the version of the program you are using.)

- **Step 1:** Enter the data into an Excel spreadsheet. The first indicator goes into column A and the second into column B. The data for each country must go into a separate cell (box) on the spreadsheet.
- **Step 2:** Highlight all of the cells containing data.
- **Step 3:** Using the menu at the top of the spreadsheet, select "insert" → "scatter" → "the first scatterplot". This will convert your data into a scatterplot.
- **Step 4:** The vertical axis usually defaults to begin at zero, but the correlation is often easier to see if it begins at slightly less than the lowest value being graphed. Look at your graph and decide what you would like as the lowest value on the vertical axis. Use "format" → "chart elements" → "vertical (value) axis" → "format selection", and enter the value you have decided on in the "minimum bounds" box. You can use this menu to make other changes to the axes as required. Close the menu.
- **Step 5:** Right click on one of the dots on the graph and select "add trend line".
- **Step 6:** Use the chart design dropdown "add chart element" menus to turn off the gridlines and the legend. Add a title and label the axes.

Practise the skill

1 Use the World statistics database on Oxford Digital to find the life expectancy and GDP rates for all the countries of Oceania. With this data, **construct** a scatterplot exploring the links between life expectancy and GDP per person for the countries of Oceania.

For more information on this key skill, refer to Lesson 1.6 Representing data (page 27).

Interactive: World statistics database

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Quiz me! Measuring links between wellbeing

Check your learning 4.9

Check your learning 4.9

Review and understand

1 **Explain** the purpose of scatterplots.
2 **Define** the word "correlation".

Apply and analyse

3 In your own words, **describe** the relationship between life expectancy and fertility, as shown in Source 2.
4 Scatterplots often contain one or two countries that do not conform to the general pattern and sit apart from most other countries on the graph. These are called outliers.
   a **Identify** the number of outliers in Source 2.
   b **Suggest** two reasons why these countries might not conform to the general pattern.

Evaluate and create

5 **Visit** the Gapminder website and scroll down to "Animating data". **Click** the "play" button to see how countries have changed over time. **Explore** the graphs on this website by selecting different indicators for each axis and observing the ways in which their correlation changes.

Weblink: Gapminder

Lesson 4.10
Measuring changes in wellbeing over time

Learning intentions and success criteria

Introduction

Geographers are interested not only in wellbeing at a range of scales over time, but also in changes to wellbeing over time. This allows them to see if wellbeing is improving or worsening. This is often the starting point for a geographic enquiry into why these changes are occurring, which begins with using questions.

For example, to what extent has a new health initiative such as an immunisation program improved child mortality in a community? How has a conflict or war changed children's access to education in a country? How did the COVID-19 pandemic impact on human wellbeing? These are the questions geographers seek to answer through their enquiries.

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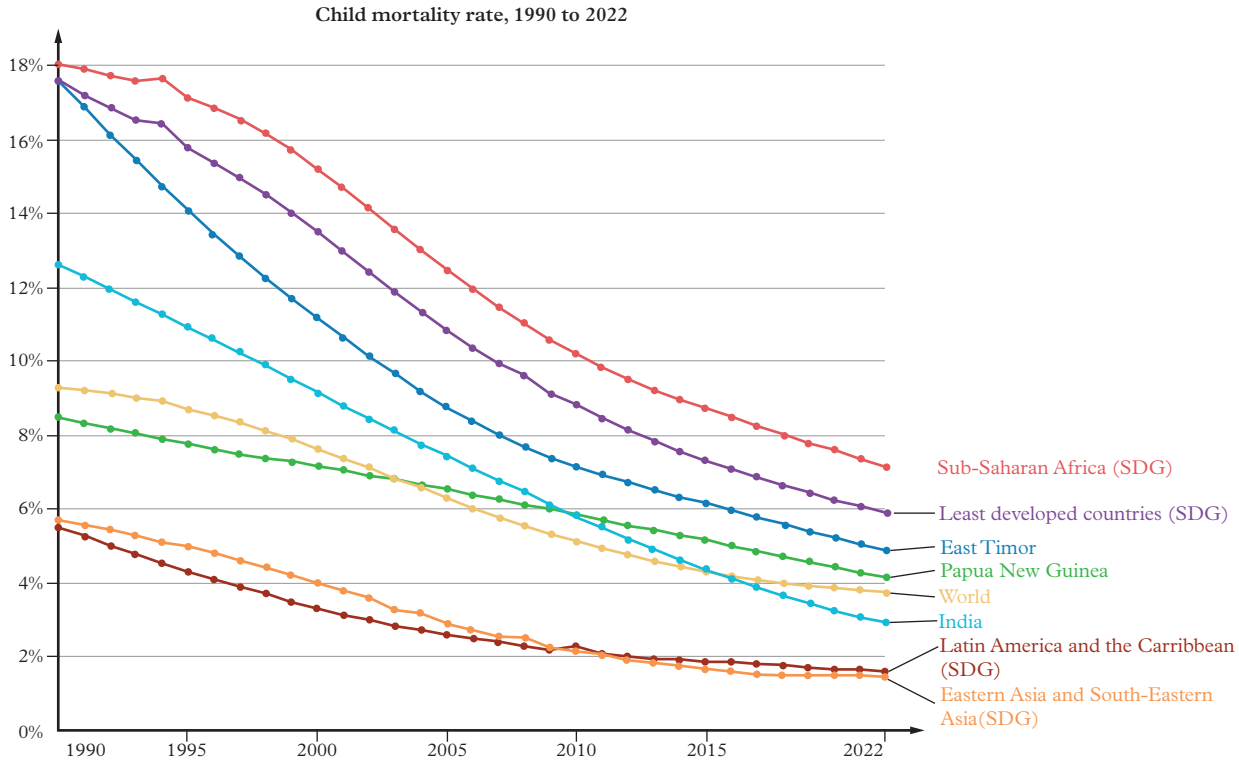
Case study Changes over time in infant mortality

One of the most significant changes in human wellbeing during recent times has been the fall in infant mortality. In 1990, 6.4 per cent of all children born did not survive their first year. By 2022 this had fallen to 2.8 per cent. This means that millions more people are surviving their first year and going on to live through childhood and adulthood.

There are many reasons for this fall in infant mortality. Some of them are the same as the reasons why most people live longer than people did in the past: better nutrition; greater access to clean, safe water; better sanitation and improvements in health care such as vaccinations against disease. There are also fewer deaths due to conflict, famine and poverty. Furthermore, there have also been advancements in the care that pregnant women and newborn babies receive. We now have a better understanding of the importance of monitoring the weight of small children, for example.



Data Source: United Nations Inter-agency Group for Chile Mortality Estimation (2024): Gapminder (2015)
OurWorldinData.org/child-mortality | CC BY

1. Newborn: A newborn is defined as a baby born alive, and usually refers to neonates - under 28 days old.
Read more in our article; How do statistical organizations define age periods for children?

Source 1 Infant mortality rate at a global, regional and national scale 1990–2022

Using graphs to show change over time

Graphs, particularly line graphs, allow us to see change over time. We can see if change has occurred and at what rate. We can also see if this rate of change is slowing or accelerating. By adding lines for different regions and countries to create a multiple line graph, we can also discover if a selected country is typical of others or not. This may open up a new line of enquiry that explores why differences between countries occurred.

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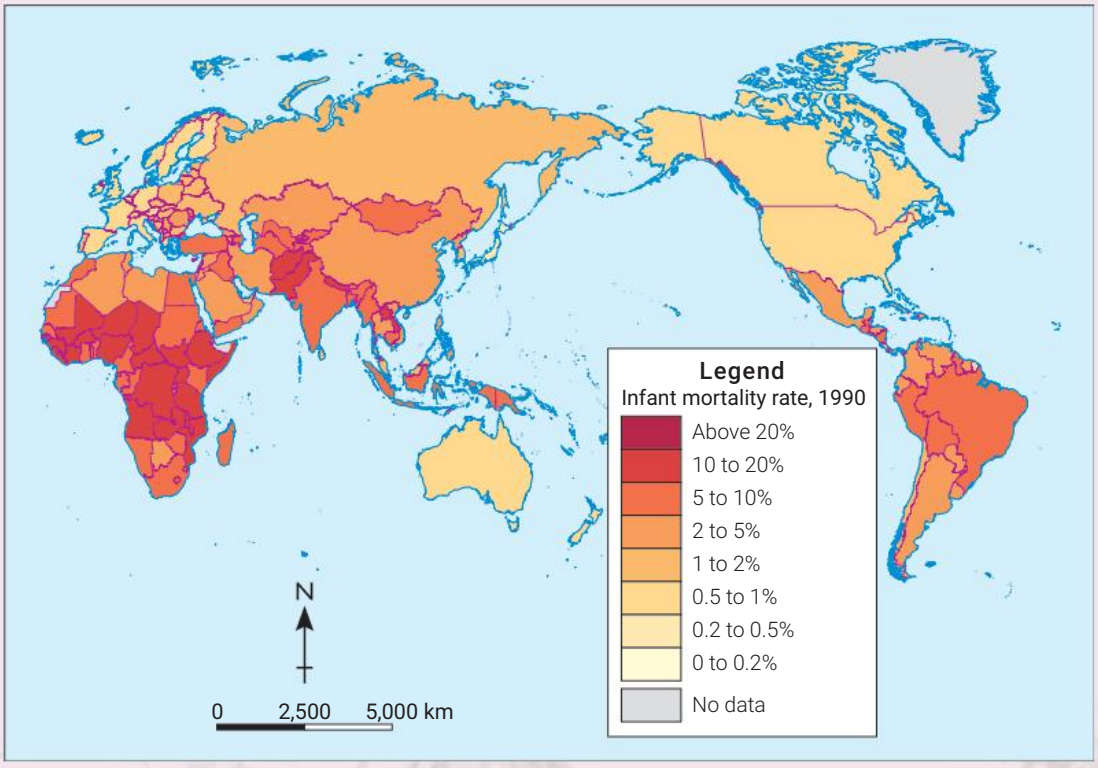
Using maps to show change over time

By comparing maps that show the same indicator of wellbeing at different times, geographers can see the spatial changes that have occurred in that indicator. This allows them to see places that have changed a little and those that have changed a lot. Geographers studying change in a particular country can also find out if their selected country is typical of others in the region or not.

World: Global infant mortality rate, 1990



Source: Oxford University Press

Source 2

Source 3 Infant mortality rates have fallen in Papua New Guinea. In the 1950s about 18 in every 100 newborns did not survive their first year. In 2024 that figure is closer to three.

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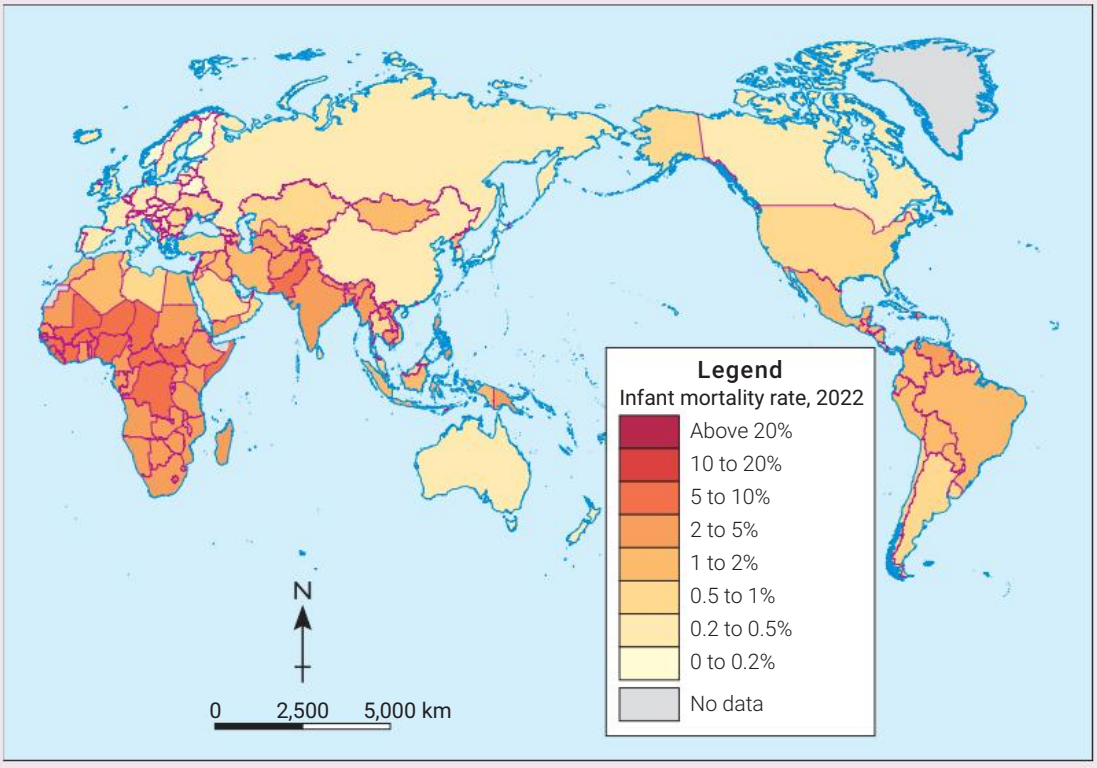
World: Global infant mortality rate, 2022



Source: Oxford University Press

Source 4

Check your learning 4.10

Check your learning 4.10

Review and understand

1 **Explain** why geographers are interested in the ways in which wellbeing changes.

2 **Explain** why a line graph is a good way to show the ways in which an indicator of wellbeing changes.

Apply and analyse

3 Use the SHEEPT factors to **classify** the reasons why infant mortality has fallen since 1990.

4 Using data from Source 1, Source 2 and Source 4, **describe** the change in infant mortality in Papua New Guinea between 1990 and 2022.

5 **Compare** the changes in Papua New Guinea to those that have occurred in India in the same time.

Evaluate and create

6 **Construct** a scatterplot that explores the link between infant mortality and GDP per capita for the countries of South-east Asia. The relevant data is in the World statistics database on Oxford Digital and the steps for constructing a scatterplot are in Lesson 4.9 Measuring links between wellbeing (page 170).

7 **Describe** and **explain** the link between these two variables.

Interactive: World statistics database

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Lesson 4.11
Why inequalities in wellbeing occur

Learning intentions and success criteria

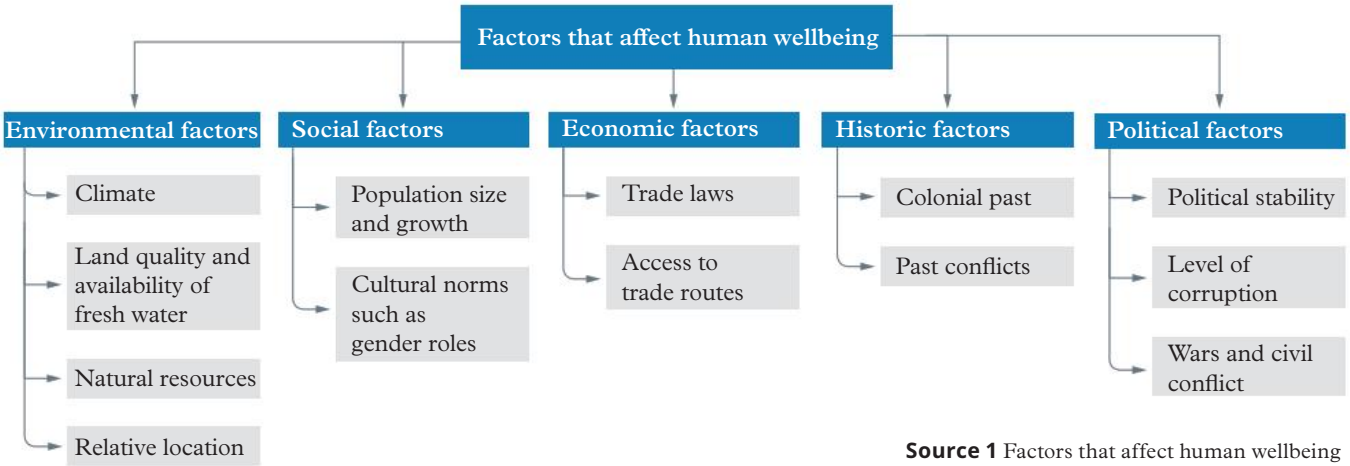
Introduction

As you have learnt, wellbeing varies significantly within and between countries. The factors behind these variations are complex, but can be broken up into five main groups: environmental, social, economic, historic and political.

Environmental factors that affect wellbeing include the suitability of the land for agriculture, the climate and whether there are any natural resources present in the landscape. In some places, good growing conditions ensure food is plentiful and minerals in the ground bring wealth and industry. In other places, poor soils or unreliable rainfall are the key factors that limit people's wellbeing.

Social, economic, historic and political factors are all examples of human factors that affect wellbeing. These include elements such as population size, cultural norms, laws and rules regulating business and trade, historical events, political systems and wars. In some places, long periods of stability have allowed for great improvements in living conditions. In other places, the wellbeing of people has been affected by ongoing conflict and decades of corruption and persecution. In these cases, people's access to resources such as water, food and health care is limited, affecting their quality of life.

Every region and country around the world has its own unique set of interrelated factors that determine the wellbeing of the people who live there. Some of the key factors that determine a country's level of wellbeing are outlined in Source 1.



Source 1 Factors that affect human wellbeing

Source 2 Seven of the countries that rank highest in HDI are in Europe, including Norway, which sits at number two. Australia is the tenth-ranked country.

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Key concept Space

The Arabian Peninsula: Contrasts in wellbeing

The Arabian Peninsula in the Middle East is a space shared by several countries, including Yemen and Saudi Arabia. Due to their proximity to each other, they have similar climates, soils, topography and mineral resources. Despite these similarities, the wellbeing ranking of these two nations is very different. On the HDI, Saudi Arabia is rated as the country with the 40th highest level of wellbeing in the world. By contrast, Yemen is 146 places lower, at 186th. Saudis live, on average, nine years longer, and they have a Gross Domestic Product (GDP) 20 times higher than that of their Yemeni neighbours.

This difference in ranking can be explained by inequalities in factors relating to wellbeing. One example is wealth. Saudi Arabia's economic wealth is derived largely from its vast reserves of oil. It is the world's largest exporter of refined oil products, such as petrol. This accounts for about 90 per cent of its total export earnings. Importers of Saudi petrol and oil include China, Singapore and India. Saudi Arabia also attracts millions of workers to contribute to its economy from South Asian countries such as India and Pakistan.

Yemen also has vast reserves of oil, as well as other valuable minerals including zinc, silver, nickel, gold, copper and cobalt. However, exports from Yemen have been blocked since 2014. This is because it is engaged in a bloody civil war, as rival religious and political groups fight for control of the country. Saudi Arabia is active in this war, supporting one of the religious groups. The conflict has created a humanitarian crisis, with 14 million Yemenis at risk of famine.

For more information on this key concept, refer to Lesson 1.1 Geographical concepts (page 6).

Source 3 On the Yemen border, a resident of Jizan Region, Saudi Arabia, keeps a watchful eye on the area. Tensions in the region have been escalating as Yemeni people flee to Saudi Arabia to escape violence, conflict and famine.

Quiz me! Why inequalities in wellbeing occur

Check your learning 4.11

Check your learning 4.11

Review and understand

1 **Identify** two environmental factors that affect wellbeing.

Apply and analyse

2 Using Source 1, **explain** why Australia has high levels of wellbeing.

3 Using Source 2, **describe** the environmental factors that help to explain Norway's high levels of wellbeing.

4 **Compare** the levels of wellbeing in Saudi Arabia and Yemen by **describing** their similarities and differences.

Evaluate and create

5 **Conduct** research to complete the following tasks.

a "Levels of human wellbeing are mainly the result of human factors rather than natural ones." **To what extent** to do you agree with this statement? **Share** your thoughts in small groups.

b **Find** and **research** examples similar to the Arabian Peninsula, where neighbouring countries have very different levels of wellbeing, for example Haiti and the Dominican Republic, or North and South Korea. **Explain** the reasons for this with reference to the five factors in Source 1. **Present** your findings in a table.

6 The other countries of the Arabian Peninsula are Kuwait, Bahrain, Qatar, the United Arab Emirates and Oman. Use the table of wellbeing indicators on Oxford Digital to **research** differences in wellbeing between these countries. Does wellbeing in these countries most closely resemble Yemen or Saudi Arabia?

Additional resource: Table of wellbeing indicators

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4B Skills in context

No place to call home: the wellbeing of stateless people

Source 1 The Rohingya refugees in Bangladesh, who have fled ethnic violence in Myanmar, are not recognised as citizens in either country.

Introduction

There are millions of people in the world who are stateless. This means that no country recognises them as citizens. These people usually live on the margins of society with very low levels of wellbeing. They are denied a legal identity and struggle to obtain official documents, such as a birth certificate, passport, marriage licence or driver's licence. As a result, they often cannot apply for jobs, attend schools or visit a doctor.

Over one-third of the world's stateless people are children. The UN estimates there are at least 4.4 million stateless people, but concedes the figure may be as high as 10 million.

People become stateless for a number of reasons, including ethnic and religious discrimination or when their home country ceases to exist. Examples include:

- 900,000 Rohingya people who have fled Myanmar to escape ethnic violence
- 700,000 people who live in the Cote d'Ivoire, but are not recognised as citizens because they are the descendants of migrants
- 550,000 people in Thailand who are victims of ethnic discrimination
- thousands of ethnic Russians – when the Soviet Union broke up in the 1990s, they became stranded in new countries, unable to gain citizenship; there are 187,000 in Latvia, 70,000 in Estonia and 82,000 in Ukraine
- the Kurdish people of northern Syria, who are not recognised as citizens; there are at least 160,000, but hundreds of thousands of others have fled the country because of the ongoing civil war, including more than half a million living in Syria
- 134,000 people in the Dominican Republic becoming stateless, most of Haitian descent – in 2013 the government removed the nationality of people living in the country whose parents are both foreigners and were not recognised as official migrants.

Key skill Collecting & representing data

Constructing an infographic

An infographic is a method of presenting complex information using graphics so that it can be interpreted quickly and easily by an audience.

To construct an infographic, follow these steps:

- **Step 1:** Decide on the issue that you are presenting in your infographic and the point you wish to make about it.
- **Step 2:** Research the issue you are presenting. As with all information, check that it is reliable. If you are using the internet, for example, information from governments (.gov), educational institutions (.edu) and organisations (.org) tends to be more reliable than information from commercial sites (.com).
- **Step 3:** Think carefully about how your information can be presented as images rather than as numbers or data. Simple pictures work best.

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- **Step 4:** Think carefully about how you are going to set the information out on the page. Some infographics use the idea of a journey to present their information and join together key pieces of information with roads, railway tracks or arrows.
- **Step 5:** Put all of this together neatly. You may like to use an online program such as infogr.am or easel.ly to create your infographic.

For more information on this key skill, refer to Lesson 1.6 Representing data (page 27).

Practise the skill

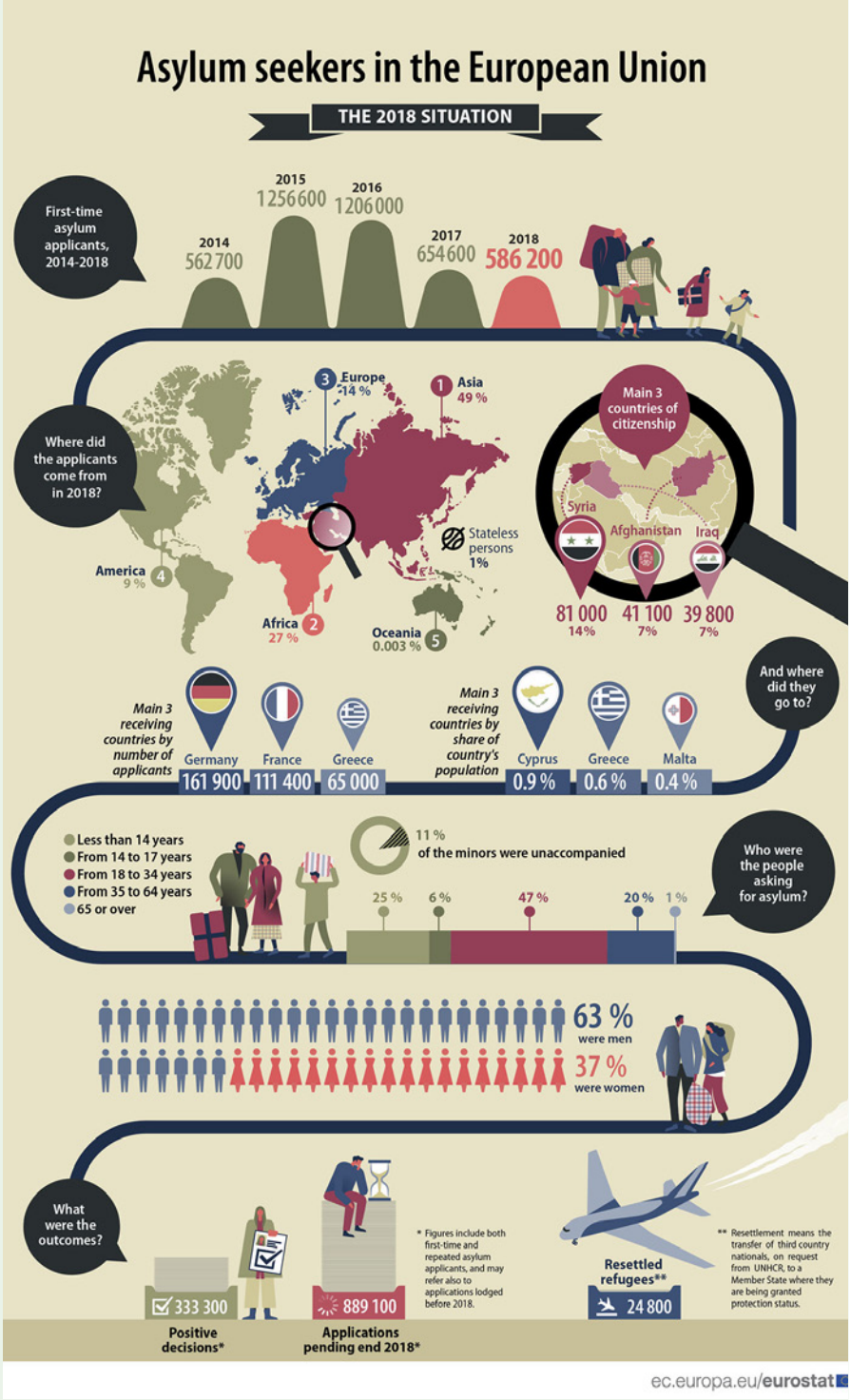
1 **Construct** an infographic on stateless people in the world. You can do your own research, or simply use the facts and figures provided in this lesson.

2 When completed, **examine** your classmates' infographics. Which techniques used by others did you find best presented the data in a visual way?

Extend your understanding

1 **Research** one of the groups of stateless people listed. Find out how they became stateless and the impact this has had on their wellbeing. **Present** this information using infographic techniques.

2 In October 2024, the United Nations created the Global Alliance to end Statelessness. **Research** the Global Alliance online to find out how it is hoping to achieve this goal and its progress towards doing so. A weblink has been provided on Oxford Digital to help get you started.



Source 2 An infographic prepared by the European Commission to highlight the number of refugees and asylum seekers in Europe.

Weblink: Global Alliance to end Statelessness

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Review: Inequalities in wellbeing

Review activity

Infant mortality in Papua New Guinea

Papua New Guinea (PNG) is Australia's closest neighbour, yet is worlds apart with regard to levels of wellbeing. While Australia is ranked in the top 10 countries in terms of our HDI, PNG is ranked 154th – one of the lowest rankings in the Asia–Pacific Region. There are also many variations in wellbeing on a regional scale in PNG.

Analyse the map in Source 1 to explore aspects of wellbeing further, then answer the following questions.

1 Using your knowledge, **list** three indicators of wellbeing. (3 marks)

2 **Identify** two locations with low infant mortality rates, and two locations with high infant mortality rates. (4 marks)

3 Use the PQE method to **describe** the distribution of infant mortality rates in PNG. (6 marks)

   a **Summarise** the difference between the infant mortality rates in Sandaun and in the National Capital District. (2 marks)

   b Why do differences occur in wellbeing between rural and urban areas? **Explain** your answer using knowledge from this module. (3 marks)

4 **Suggest** one way to improve infant mortality rates in Papua New Guinea. (2 marks)

(Total: 20 marks)

Module checklist: Inequalities in wellbeing

Module review quiz: Inequalities in wellbeing

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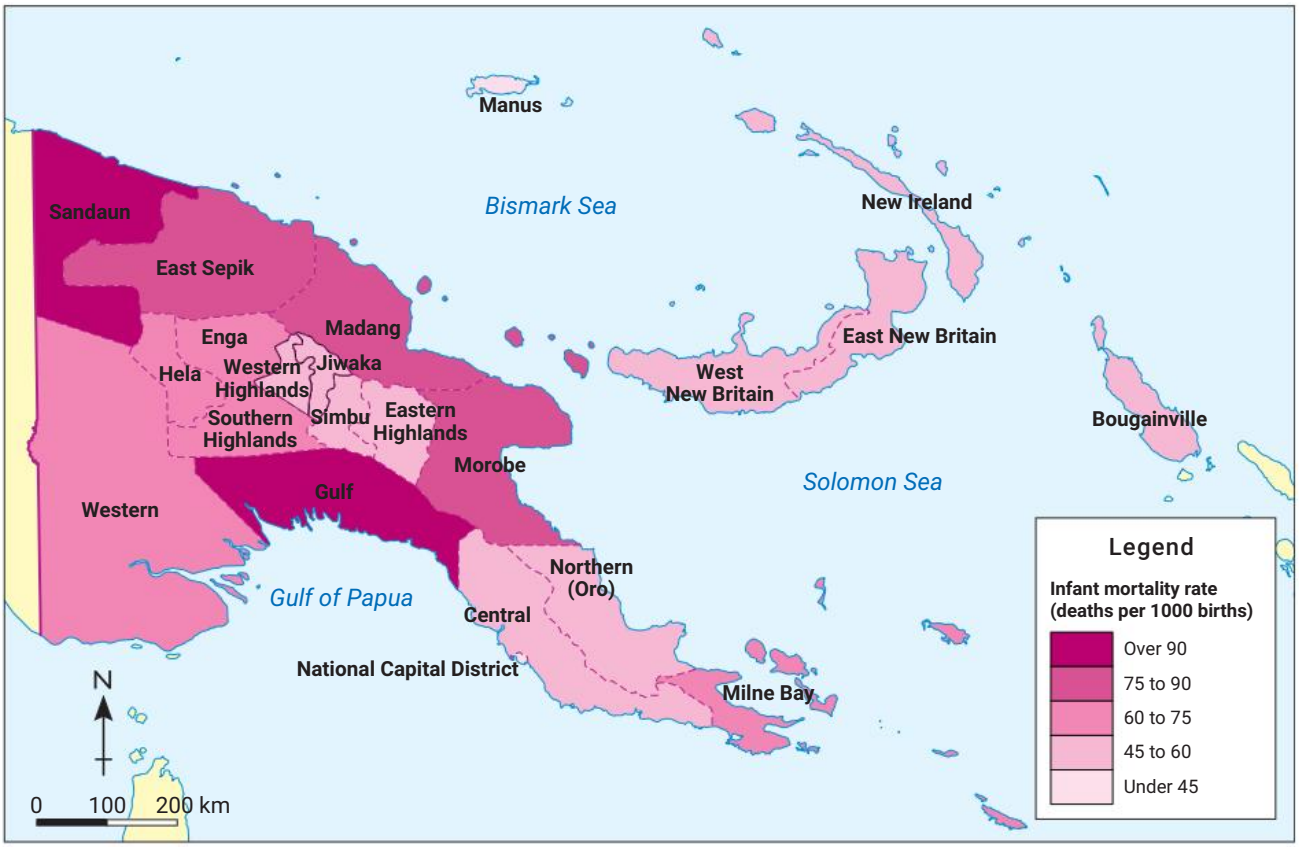
Papua New Guinea: Infant mortality rate



Source: Oxford University Press

Source 1

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Module 5

Inequalities within countries

Sub-strand: Geographies of human wellbeing

Overview

Inequalities in wellbeing exist at a range of scales from the local to the global. At the local scale, there can be contrasts between one suburb and the next. At the regional scale, there are inequalities between one state and another or between rural and urban places in the same country. In this module, you will explore these regional and local inequalities in two contrasting countries: India and Australia.

India is a vibrant and culturally rich nation, home to more people than any other country in the world. There are more people living in India today than have ever lived in any country throughout history. Some of these people enjoy high levels of wellbeing, however, many millions do not. You will examine these contrasts and the reasons for them.

Australians enjoy one of the highest levels of wellbeing of any country. However, this is not the case for all Australians. Aboriginal and Torres Strait Islander peoples, particularly those living in remote communities, have poorer health and lower wealth and education than other Australians. You will find out why these and other inequalities occur in the Australian community.

Source 1 In the city of Mumbai in India, a large slum area lies across the river from the city's Central Business District where the city's wealth is concentrated.

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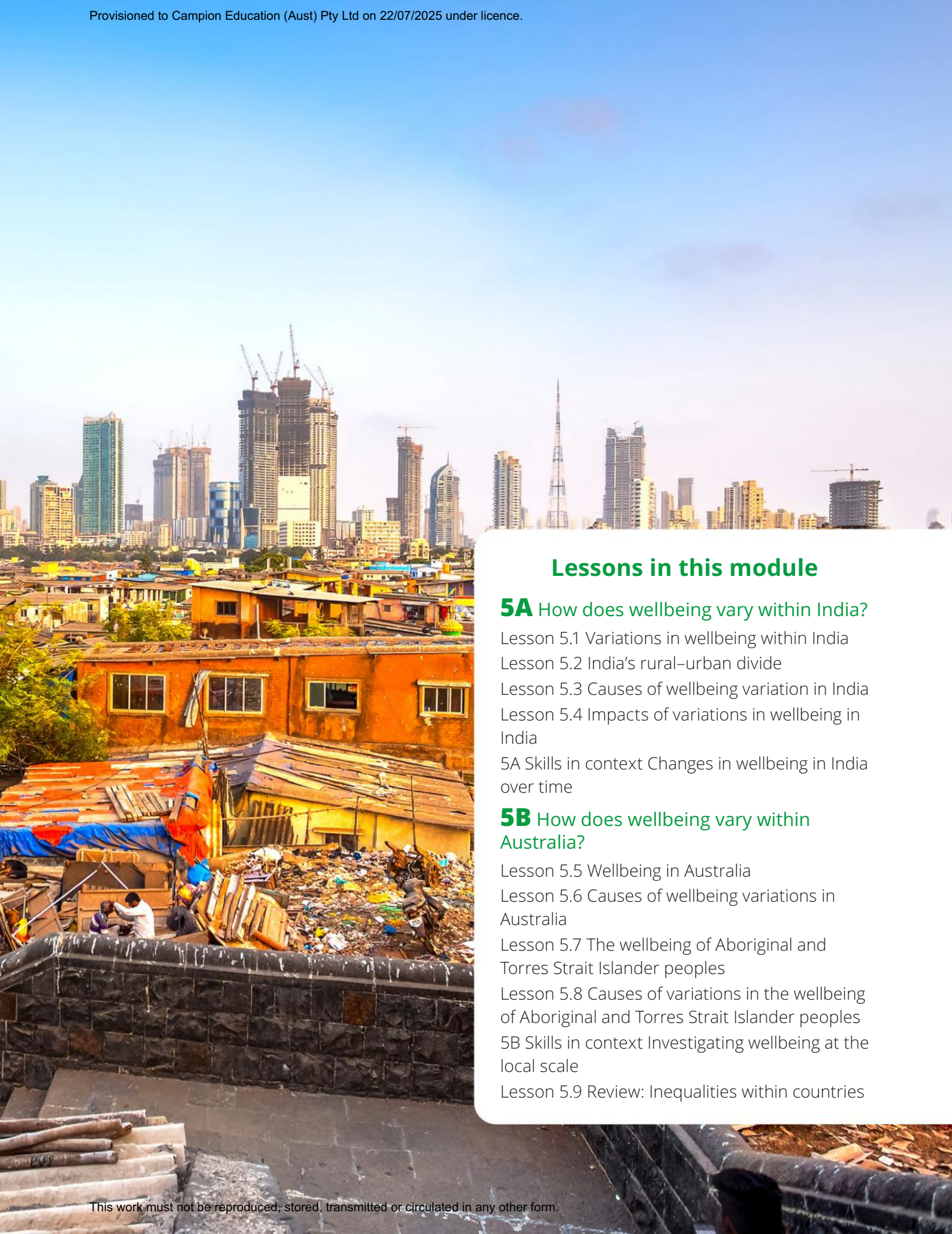

Lessons in this module

5A How does wellbeing vary within India?

Lesson 5.1 Variations in wellbeing within India

Lesson 5.2 India's rural–urban divide

Lesson 5.3 Causes of wellbeing variation in India

Lesson 5.4 Impacts of variations in wellbeing in India

5A Skills in context Changes in wellbeing in India over time

5B How does wellbeing vary within Australia?

Lesson 5.5 Wellbeing in Australia

Lesson 5.6 Causes of wellbeing variations in Australia

Lesson 5.7 The wellbeing of Aboriginal and Torres Strait Islander peoples

Lesson 5.8 Causes of variations in the wellbeing of Aboriginal and Torres Strait Islander peoples

5B Skills in context Investigating wellbeing at the local scale

Lesson 5.9 Review: Inequalities within countries

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Lesson 5.1
Variations in wellbeing within India

Learning intentions and success criteria

Introduction

India is a vast, complex and dynamic nation. Its population currently stands at more than 1.4 billion and is growing by about 11.5 million people a year. It is now the world's most populous nation– a position it is unlikely to lose for centuries.

Source 1 About half the population of Kerala live in cities, the second highest rate of urbanisation in India.

As with most nations, there are tremendous variations in wellbeing within India. At one end of society, there are hundreds of millions of poor, subsistence farmers, who are growing just enough food to feed their families. At the other end, there are around 759,000 Indian millionaires. India also has one of the world's largest middle classes, estimated to be about 430 million people.

India is divided up into many different states and union territories. Source 2 shows the range of HDI rankings for these states and territories. By looking at two states in particular – Kerala and Bihar, which have India's highest and lowest rankings in human development respectively – we can see the great contrasts in wellbeing that exist within India.

Enlarged map: India – HDI for different states, 2021

India: HDI for different states, 2021

Source: Oxford University Press

Source 2

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Wellbeing in Kerala

The south-west state of Kerala is ranked as having the highest HDI in India. It has the lowest level of poverty, the highest literacy rates, the lowest population growth rates and the fastest economic growth in the country. In many ways, the state compares favourably with wellbeing in many developed countries.

There are several factors responsible for this comparatively high level of wellbeing. About 2 million people from Kerala live and work in the countries of the Persian Gulf, such as Qatar, and each year they send home a combined income of about US$14 billion. This means their families can afford education and health services. The state was also one of the first to change its laws so that individual farmers can own land, increasing their incentives to make a profit. In addition, fertile soils and a favourable climate help to boost agricultural production.

Tourism is one of Kerala's biggest industries. The COVID-19 pandemic had a devastating impact on tourism in Kerala; however, the state's economy fared better than most in India.

Wellbeing in Bihar

The north-east state of Bihar is ranked as having the lowest HDI in India. The state is 90 per cent rural, with most of the population living in villages and small towns. The people of Bihar farm the fertile land on either side of the Ganges River, which splits the state in two. One-third of the state's population – some 42 million people – live below the poverty line, but this figure is as high as 70 per cent in some parts of the state.

The reasons for the low levels of wellbeing in Bihar are complex, and studies have failed to agree on the main causes. Some commentators blame India's political situation and point to low levels of investment by the federal government in health and education **infrastructure** in Bihar, such as hospitals and schools. Furthermore, most rural families do not own their own land, or they own an area so small that it cannot supply their needs.

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

Often, children and young adults from these families move to the cities in other states seeking a better life. It is estimated that 5 million Biharis are working in other states. During the COVID-19 pandemic, however, many lost their jobs and defied lockdown rules to return home. This, in turn, led to a human tragedy, as they walked hundreds of kilometres over a period of weeks. Many did not survive the journey.

Source 3 Wellbeing indicators for the states of Kerala and Bihar, and India (total)

Indicator	Kerala	Bihar	India
People living in poverty	0.48%	27%	11%
Under 5 mortality rate	5 per 1,000	55 per 1,000	29 per 1,000
Underweight children	9%	35.9%	32.1%
Literacy rate	94%	61.8%	74.4%
Houses with no toilet	0.1%	37.7%	17.8%

Source 4 Bihar is a largely rural state with about nine in every 10 people living in small villages.

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Quiz me! Variations in wellbeing within India

Check your learning 5.1

Check your learning 5.1

Review and understand

1 **Identify** two factors affecting the relatively high level of wellbeing in Kerala.

2 **Outline** why levels of wellbeing are low in Bihar.

Apply and analyse

3 Using Source 2, **describe** the pattern of wellbeing in India according to the HDI. Use the names of specific states, as well as compass directions in your description.

4 **Compare** the two images of Indian life shown in this lesson. Remember that when you are comparing something you should point out both the similarities and the differences.

5 Geographers really don't know how many people there are in India, as there has not been a census since 2011 and the number is constantly changing. Use the United Nations Population Fund (UNFPA) weblink on Oxford Digital to **identify** the most up-to-date estimate and brainstorm the difficulties faced by Indian officials in completing a census.

Weblink: UNFPA

Evaluate and create

6 Using Source 3:

a **Construct** a multiple bar graph contrasting wellbeing in Kerala, Bihar and India (total).

b **Describe** the pattern in your completed graph.

Lesson 5.2
India's rural–urban divide

Learning intentions and success criteria

Introduction

It is difficult to obtain up-to-date data about levels of wellbeing in India. The government usually conducts a **census** every ten years. The most recent reliable census was completed in 2011, while the 2021 census has been postponed many times. Geographers must therefore rely on data collected in other ways such as research studies and state level surveys. From these sources it has been found that about 154 million people in India are living below the poverty line. Hundreds of millions of others live just above it. This poverty, however, is unevenly spread across the country, with significant inequalities in wellbeing between rural and urban areas. People in rural areas are almost twice as likely to be living below the poverty line than people in urban areas.

census a "head count" or audit of the number of people living in a particular place at a particular time; information collected during a census often includes age, occupation, income, etc.

Source 1 Some of the key indicators of the rural-urban divide

Key wellbeing indicator	Urban India	Rural India
Average monthly income (AU$)	384	260
Access to safe drinking water	97%	95%
Access to improved sanitation such as a flush toilet	99%	75%
Underweight children under 5	29%	38%
Living below poverty line	4.6%	7.2%

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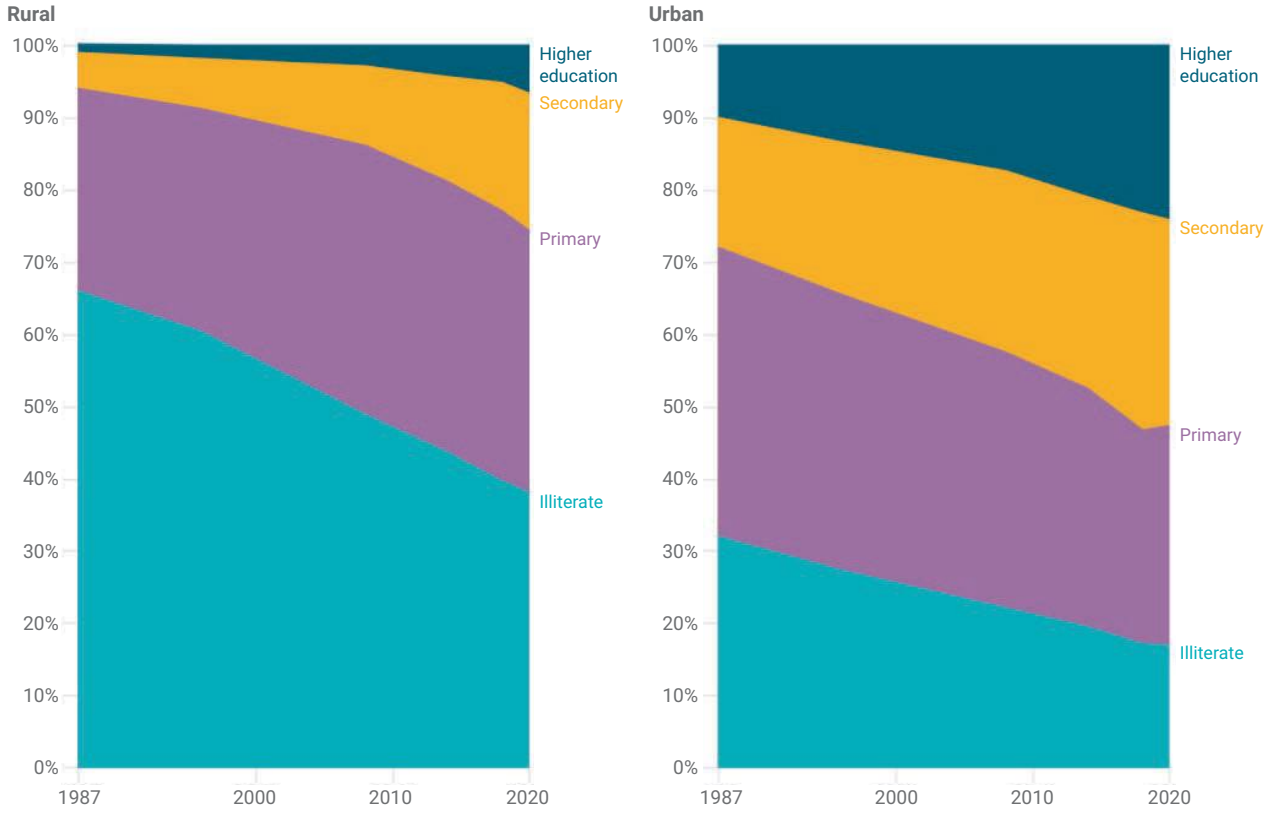
As India embarks on a path of economic and social change, the gap between rural and urban India is narrowing, but there is still some way to go before equality is achieved. Source 1 shows some of the key indicators of the rural–urban divide, or what some researchers have called "A Tale of Two Indias".

Education levels by region over time

Illiteracy rates have fallen across the country, but higher education is still largely restructed to urban areas



Data excludes those below the age of 25. Data refers to the highest completed level of education

Source: National Sample Survey rounds 42, 52, 64, 71, 75 and 78, National Sample Survey Office

Data For India

Source 2 Literacy levels are improving in India, but rural areas are still lagging behind urban areas.

Wellbeing in rural India

India is largely a nation of farmers and rural villagers; well over half of the population lives in settlements of no more than 5,000 people. For many of these people, life is hard, and standards of living are low when compared to people living in urban areas.

Indian rural poverty is the result of a range of factors that differ from place to place. These include low food production levels leading to malnutrition; poor infrastructure such as roads, electricity and communication networks; ineffective safety-net programs such as job schemes; and poor access to financial resources such as bank loans and credit. Farmers are also at the mercy of nature. Droughts, floods and widespread landscape degradation have all contributed to rural poverty.

Source 3 A young girl collects dried cow dung to be used as cooking fuel in a rural village in the state of Uttar Pradesh.

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caste system a social system in which people are born into a social group (called a caste); the caste system is generally associated with the Hindu religion in India and is still used today

megacities cities with a population of more than 10 million people

Watch it! Architecture in Dharavi

Poverty is greatest among minority ethnic groups (particularly in degraded forest areas) and marginalised classes of people, such as Dalits (also known as "untouchables"), who make up the lowest class in Indian society according to the Hindu **caste system**. In communities where coastal fishing is the main source of food, poverty is increasing because overfishing and marine degradation have greatly reduced fish stocks.

Wellbeing in urban India

India is home to some of the world's largest and fastest-growing cities. The country has 41 cities of more than 1 million people, and two of the world's **megacities** (Mumbai and Delhi). These cities are home to much of the nation's wealth, as new opportunities in service industries such as banking and information technology have emerged. These opportunities have led to a growing middle class, which has in turn led to improved infrastructure in the cities.

Those living in urban areas have greater access to health care, which has meant fewer infant deaths and better health in early childhood. On average, children in urban areas also spend more time at school and achieve a higher level of education.

Check your learning 5.2

Check your learning 5.2

Review and understand

1 **Describe** the differences in wellbeing between urban and rural areas in India.

2 **Explain** why it is difficult to track indicators of wellbeing in India.

Apply and analyse

3 **Explain** why some geographers say there are "two Indias".

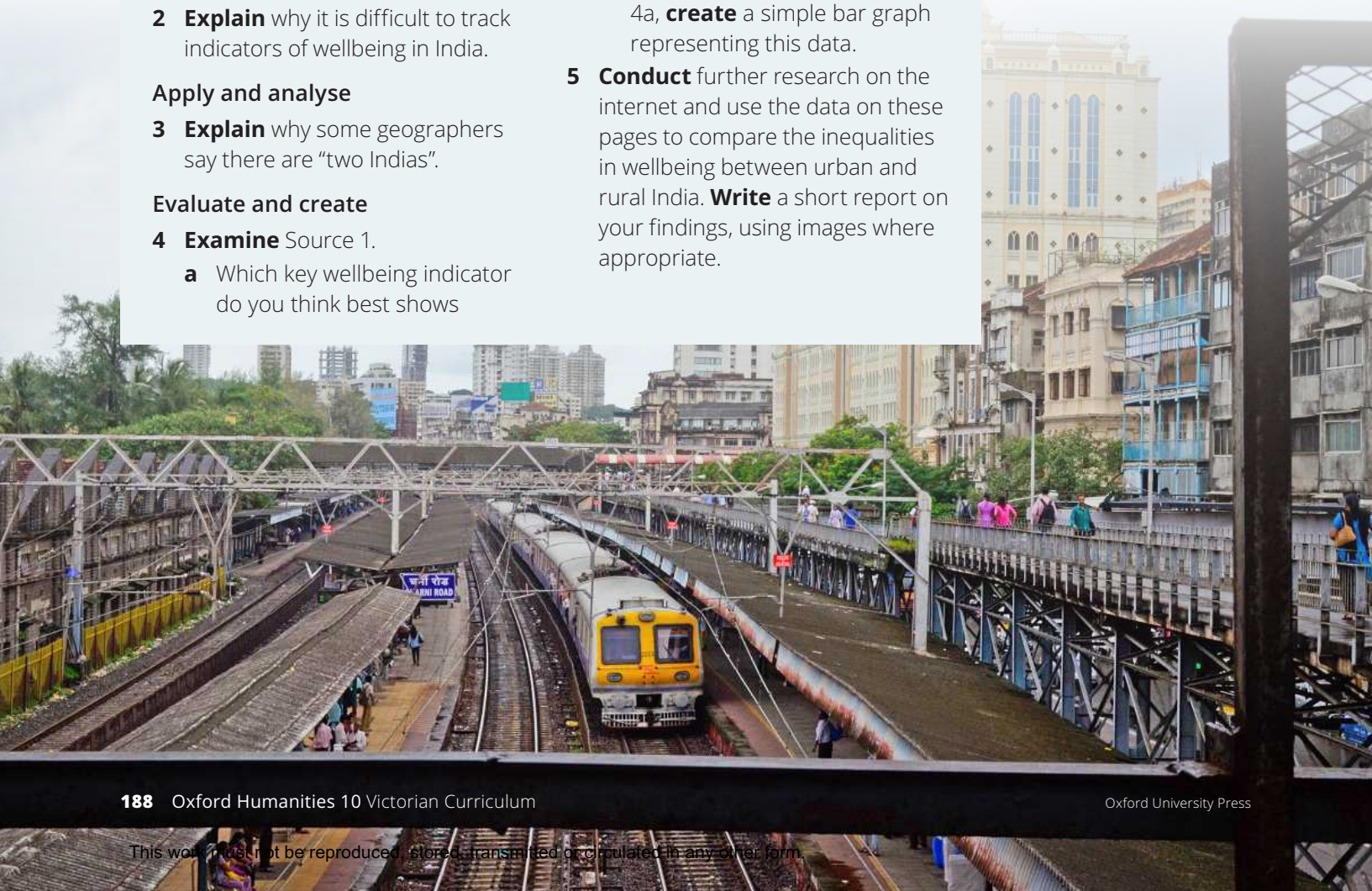
Evaluate and create

4 **Examine** Source 1.

a Which key wellbeing indicator do you think best shows the rural–urban divide in India? **Justify** your answer.

b Using the wellbeing indicator you chose in question 4a, **create** a simple bar graph representing this data.

5 **Conduct** further research on the internet and use the data on these pages to compare the inequalities in wellbeing between urban and rural India. **Write** a short report on your findings, using images where appropriate.



Source 4 Residents of Mumbai are supported by public transport infrastructure. This train station is located right outside Saifee Hospital (right). Transport and health care are two factors that contribute to higher levels of wellbeing in urban India.

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Lesson 5.3
Causes of wellbeing variation in India

Introduction

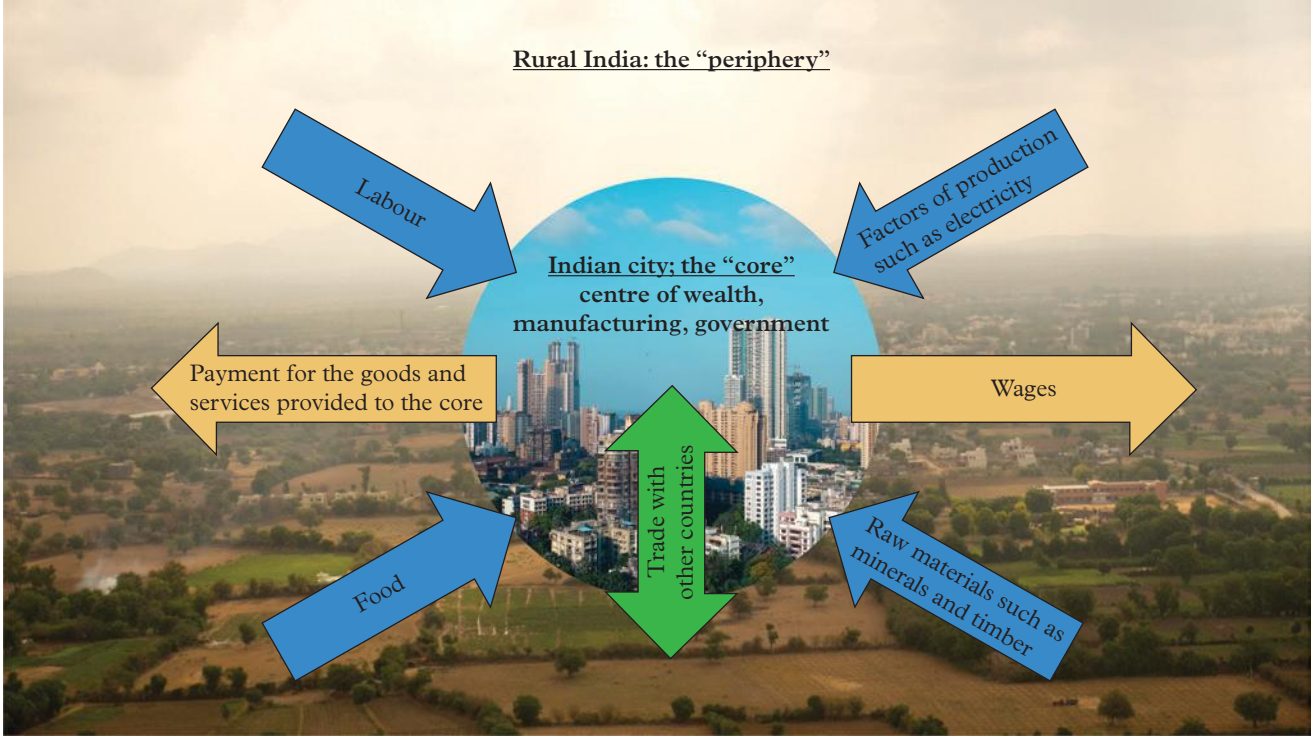
Learning intentions and success criteria

Every country in the world experiences variations in wellbeing within its population. In India, however, these variations seem large. There are many complex and interrelated reasons for this; we will explore some of the main ones in this lesson using a geographic model. Geographers often use models to simplify complex ideas. The core-periphery model helps us to understand why there are variations in wellbeing between rural and urban areas.

The core-periphery model

First developed by an American geographer, John Friedman, to explain the differences between urban and rural areas in South America in the 1960s, this model labels the city as the core and the rural areas outside of the city as the periphery. The economic wealth of the country is concentrated in the core, but the periphery has abundant natural resources and labour. For progress to take place, therefore, there must be exchanges made between the core and the periphery. However, the core tends to prosper and get wealthier, while the periphery tends to get poorer in comparison.

Friedman showed that countries tend to pass through four stages as they develop and industrialise. The first stage is pre-industrial and the last is when there is equal wealth and power between the core and the periphery. India lies somewhere in the middle, in a transition phase. Source 1 shows some of the features of this stage of development.



Source 1 Rural India: the "periphery"

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Variations in the natural environment

India is a large country with many variations in its soil, climate and terrain. In some areas, agricultural production is very difficult, and this has a negative impact on levels of wellbeing in these regions. In other regions, conditions are more favourable, and wellbeing tends to be higher as more food is produced more easily.

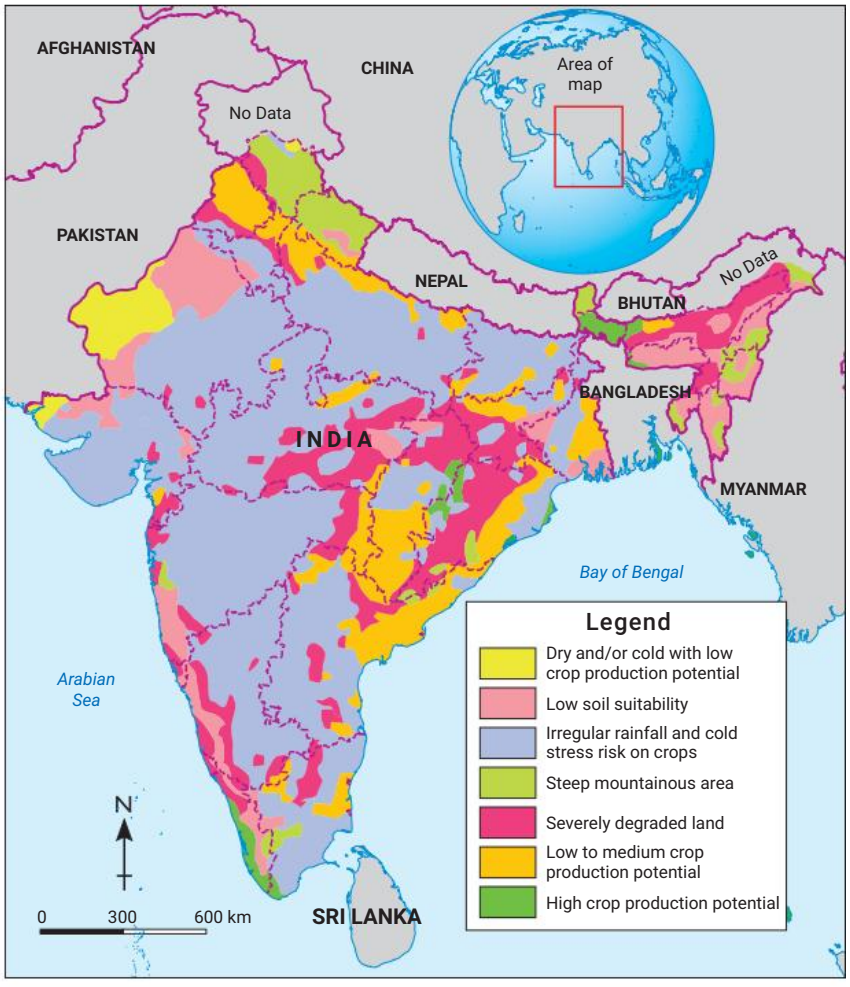
The natural environment also helps to explain why India struggles at times to provide food security to all of its people. Environmental conditions are unsuitable for growing food.

These environmental conditions, together with a lack of agricultural technology and poor irrigation, have led to frequent famines. In 2013, a severe drought in the western Indian state of Maharashtra became the worst the region had experienced in four decades. As reservoirs ran out of water, farmers were unable to produce food. Shortages meant people went without.

In the late nineteenth century, India experienced its worst famines, resulting in the starvation and deaths of millions of rural Indians. These days, India can import food such as rice and grains when food supplies are threatened. However, the imported food is more expensive, and the price increases lead to severe hardship for India's poor.

Source 2 shows some of the major environmental conditions and the impacts they have on food production throughout India.

India: Major environmental constraints on food production



Source: Oxford University Press

Source 2

Quiz me! Causes of wellbeing variation in India

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Check your learning 5.3

Check your learning 5.3

Review and understand

1 **Examine** Source 2. **List** four features of the natural environment that farmers must overcome to produce food in India.

2 **Explain** the link between the uneven distribution of resources and variations in human wellbeing.

Apply and analyse

3 **Compare** Source 2 with Source 2 in Lesson 5.1 Variations in wellbeing within India (page 184). Can you find evidence that certain environmental constraints on food production have led to lower levels of human development? Use the names of specific states in your answer.

4 **Examine** Source 1. Use this model to **explain** why there are disparities in wellbeing between rural and urban India.

Evaluate and create

5 The core-periphery model is 60 years old. **Evaluate** its usefulness in understanding wellbeing variations between rural and urban areas in modern India.

Lesson 5.4
Impacts of variations in wellbeing in India

Introduction

Learning intentions and success criteria

India is a country that is rapidly developing and has the potential to become an economic powerhouse on a regional and global scale. However, not all Indians are benefiting from this economic growth, with millions living in poverty.

Poverty impacts both individuals and the nation. It leads to poor health outcomes as people struggle to meet their basic needs of health care, nutrition and sanitation. This can be seen in India's relatively high infant mortality rate. Poverty also leads to low levels of education as people seek work from an early age rather than attending school. Low literacy levels then result in a poorly skilled workforce. Poverty can also result in gender inequality and an increased risk of violence towards women. It also leads to the degradation of the natural environment as natural resources are overused and there is little protection for natural areas. High crime rates, particularly crimes against property such as theft, are also a result of poverty.

People find themselves trapped in what is called the poverty cycle (see Source 1).

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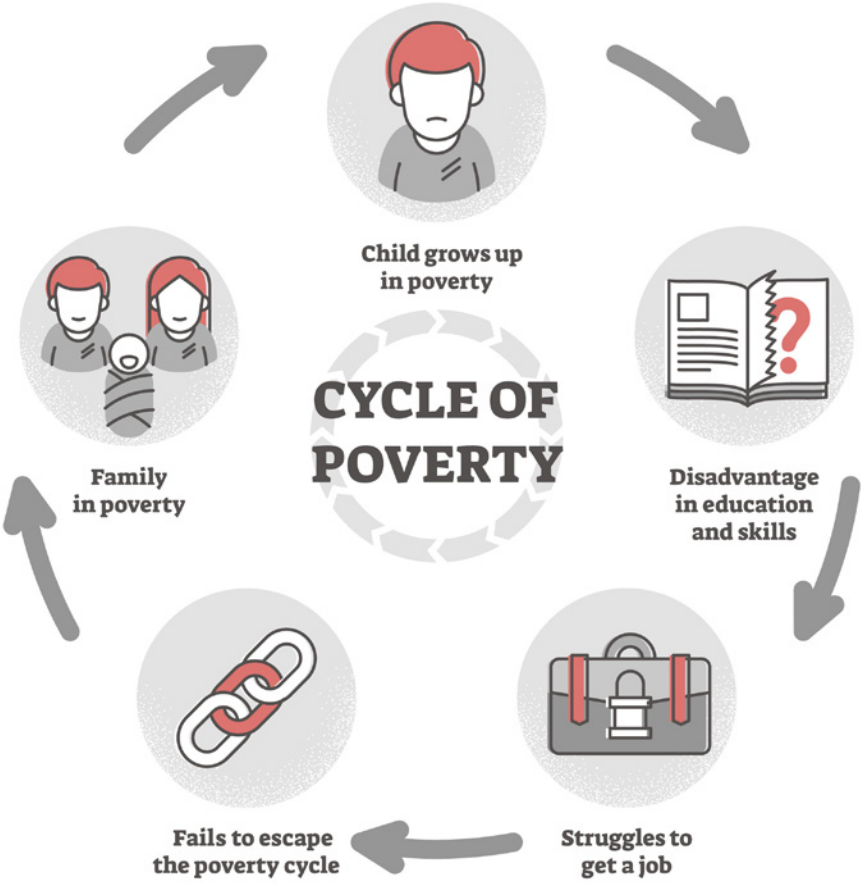

Source 1 The poverty cycle

Key concept Place

India's urban slums

Many people in India respond to the inequalities in wellbeing between rural and urban areas by moving from the countryside to the city. Millions of Indians from rural areas have poured into the country's booming cities, hoping to leave poverty behind. The reality for many, however, is that they exchange rural poverty for urban poverty (see Lesson 5.2 India's rural–urban divide, page 186).

For geographers, this relates to the concept of place, as these people establish new homes in new areas. The new arrivals from the countryside tend to take up residence in slum areas on land that is considered unsuitable for ordinary housing, often because it is swampy or prone to landslides. Indian cities contain some of the world's largest slums. Residents build their own homes out of discarded materials and live with the constant fear of eviction as they have no legal right to be there.

Source 2 New apartments rise above an urban slum in Mumbai, one of India's largest cities.

Many Indian cities are struggling to provide

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their citizens with the infrastructure needed for wellbeing, such as fresh water, sanitation, reliable access to electricity, schools, roads and hospitals. However, it is not all bad news. Packed with people determined to improve their lives and communities, many slums have become so well established that their infrastructure is often close to the standard in other parts of the city, and usually better than in rural areas.

The biggest struggle for many slum areas, however, is the provision of adequate sanitation. Many homes in the slums do not have a toilet, and the toilets that do exist are often open pits shared by hundreds of people. While many amenities are often organised and run by the slum-dwellers themselves, they rely on city authorities to provide proper sewage disposal. Because the slums are considered to be illegal settlements, however, authorities are reluctant to invest in sanitation for them.

For more information on this key concept, refer to Lesson 1.1 Geographical concepts (page 6).

Source 3 Access to amenities in slum and non-slum urban households across a selection of Indian cities (percentage of households). Source: censusindia.gov.in (2011 census)

City	Tap water		Toilet		Electricity		Mobile phone	
	Slum	Non-slum	Slum	Non-slum	Slum	Non-slum	Slum	Non-slum
Ahmedabad	86.2	86.6	61.3	94.6	91.5	98.9	48.8	63.1
Bangalore	84.3	80.2	86.8	97.8	96.6	98.4	71.0	66.5
Chennai	78.2	83.7	91.0	97.4	98.4	99.3	70.0	59.2
Delhi	86.7	89.9	50.6	95.8	97.8	99.6	66.1	63.4
Kolkata	90.8	87.0	92.0	96.2	95.5	96.5	70.1	63.5
Greater Mumbai	96.1	97.3	32.8	75.1	95.6	98.3	76.6	53.5
Pune	98.8	98.4	35.8	90.6	96.2	98.9	73.4	62.0

Quiz me! Impacts of variations in wellbeing in India

Check your learning 5.4

Check your learning 5.4

Review and understand

1 In your own words, **explain** the poverty cycle.

2 **List** the ways that poverty impacts the wellbeing of individuals.

Apply and analyse

3 Use the core-periphery model (Lesson 5.3 Causes of wellbeing variation in India, page 189) to **explain** why many people in India move from rural areas to urban areas.

4 **Examine** Source 3. Do the levels of access to amenities available in the slum and non-slum areas of these Indian cities surprise you? What health or safety issues might be a concern for residents with limited access to some of these amenities?

5 **Propose** which Indian city in Source 3 has residents of slums with the lowest level of wellbeing. Use data from the source to support your answer.

Evaluate and create

6 **Create** an annotated sketch of Source 2. On your sketch, label any inequalities in wellbeing that you can identify.

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5A Skills in context
Changes in wellbeing in India over time

Introduction

India has undergone great changes in the last 40 years and these changes will continue for many years to come. The population of the country is now the largest in the world and this growth is helping to fuel an economic boom. At the same time, however, India is struggling to meet all the needs of its rapidly growing population. As you have learnt, this has resulted in great inequalities in wellbeing. In these activities you will explore these changes and their impacts on wellbeing.

Source 1 It's not always easy finding a seat on a train in the world's most populous country!

Key skill Collecting & representing data

Constructing a multiple-line graph

Multiple-line graphs are useful tools because they allow geographers to observe and compare changes in data over time. This enables geographers to more easily identify trends and changes in different sets of data and the links between them.

- **Step 1:** Construct a set of axes. The years are placed on the horizontal *x*-axis. The years must be evenly spaced out; for example, 1 centimetre for every five years. The data being graphed is placed on the vertical *y*-axis and should extend slightly higher than the highest figure being graphed. Once again, the scale must be even; for example, 1 centimetre for every 10.
- **Step 2:** Plot the first set of data with a series of small neat dots and join these with a smooth coloured line. Add a label at the end of the line describing the indicator you have graphed.
- **Step 3:** Repeat step 2 for the remaining sets of data. Use a different colour for each line.
- **Step 4:** Add a title and label each axis.

For more information on this skill, refer to Lesson 1.6 Representing data (page 27).

Practise the skill

1 **Construct** a multiple-line graph to show the changes in wellbeing in India between 1981 and 2020 using the selected key indicators listed in the following table.

Source 2 Selected key indicators of wellbeing in India 1981–2020 [Source: macrotrends.net]

	1981	1991	2001	2006	2011	2020
Adult literacy rate (%)	41	48	61	63	69	93
Maternal mortality rate (per 100,000 live births)			371	248	170	103
Access to reliable electricity (%)			62	68	79	96.5
Unemployment rate (%)		6.85	8.04	8.61	8.22	7.86
Carbon emissions (tonnes per person)		0.68	0.88	1.04	1.4	1.58
Crime rate (crimes per 100,000 people)		5.46	4.30	3.84	3.79	2.91

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Extend your understanding

1 Using your completed multiple-line graph and the data, **construct** a carefully worded paragraph describing the changes in wellbeing in India since 1991.

2 Why do you think there are some gaps in the data? How did you deal with this when completing your graph?

Key skill Collecting & representing data

Constructing a population pyramid

Population pyramids are bar graphs that show the percentages of males and females in each age group in a population. Source 3 shows the population pyramid for India in 1981. Follow these steps and use Microsoft Excel to construct a population pyramid.

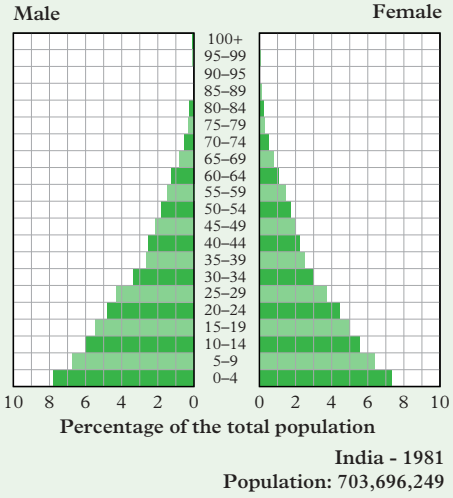
- **Step 1:** Enter the population data into an Excel spreadsheet. Column A lists the age groups, column B, the data for men and column C, the data for women. Enter the data for women as a negative value. This will then place this data at the left of the completed pyramid.

	A	B	C
2		Men	Women
3	85+	0.1	–0.3
4	80–84	0.3	–0.4
5	75–79	0.5	–0.6
6	70–74	1	–1.1
7	65–69	1.4	–1.5
8	60–64	1.8	–1.8
9	55–59	2.2	–2.2
10	50–54	2.6	–2.6
11	45–44	3.1	–2.9
12	40–44	3.6	–3.3
13	35–39	4	–3.7
14	30–34	4.3	–3.9
15	25–29	4.5	–4.1
16	20–24	4.7	–4.3
17	15–19	4.6	–4.2
18	10–14	4.5	–4.1
19	4–9	4.3	–3.9
20	0–4	4.1	–3.8

Source 3 Inputting data into Excel is part of the first step for constructing a population pyramid.

- **Step 2:** Highlight your three columns of data and from the "Insert" menu, select "recommended charts" and then the "funnel" graph option. This will create your population pyramid and place it onto your spreadsheet.
- **Step 3:** By clicking on the pyramid, two new menu options appear at the top of the screen: "Chart Design" and "Format". Use the options in these menus to change the look of your pyramid. Change the title to the name of the country and the date. You can also stretch your pyramid to make it longer. This then allows all of the age group labels to be shown.
- **Step 4:** You can then save your completed pyramid and copy it into your workbook.

For more information on this skill, refer to Lesson 1.6 Representing data (page 27).



Source 4 An example of how your population pyramid should appear once you have completed the above steps.

Practise the skill

1 Use Microsoft Excel to create a population pyramid for India in 2024.

Extend your understanding

1 **Compare** the pyramid you have completed for India in 2024 to the one in Source 4 showing the population structure in 1981. What changes do you notice? Account for these changes.

2 Geographers use the term "demographic dividend" to describe a country whose change in population structure leads to an economic boom. **Research** the demographic dividend and decide if this concept applies to India.

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Lesson 5.5
Wellbeing in Australia

Learning intentions and success criteria

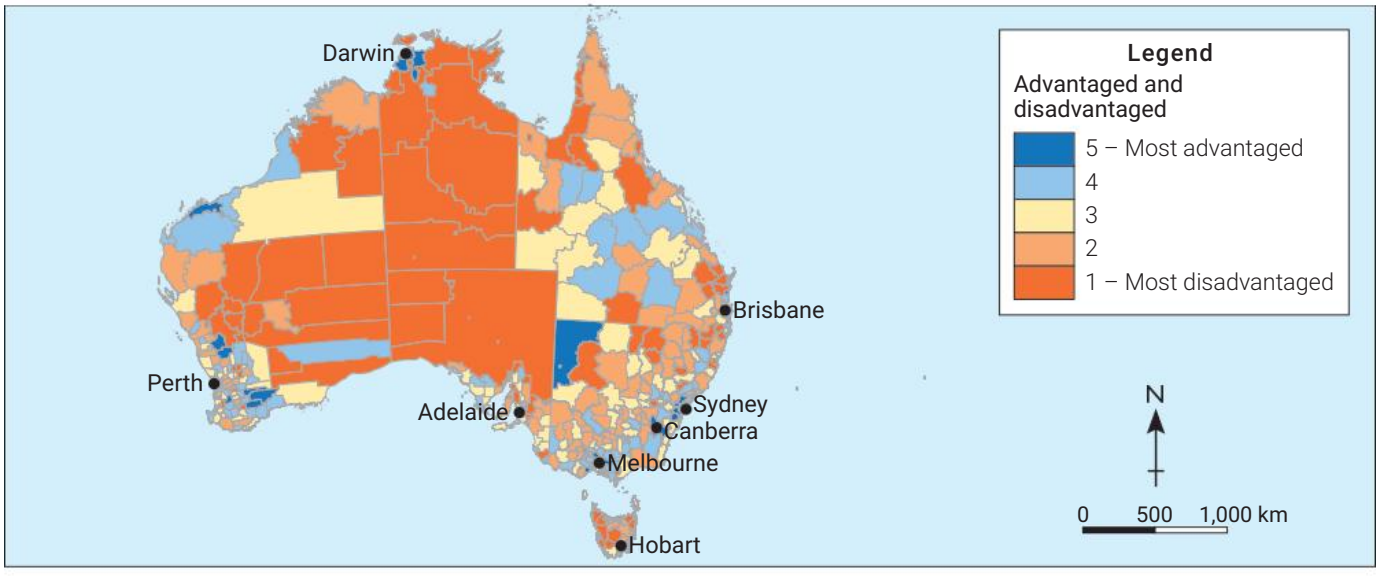
Introduction

Each year, the United Nations releases the HDI (see Lesson 4.8 Combination measurements, page 165), which ranks countries around the world in terms of their development. In 2022 Australia was ranked tenth out of 193 countries on the HDI. However, despite the high levels of wealth and wellbeing in Australia nationally, there are still many variations between specific regions, cities, towns and suburbs across our country. Some places may have excellent access to hospitals, schools and recreation facilities, together with low levels of crime and poverty. Other places may have poor access to these services, as well as higher levels of crime and poverty. Variations in these types of things can be difficult to measure at a local or regional scale because indicators such as life expectancy and literacy rates are almost always measured at the national scale.

There are other sources of information, however, that can help geographers measure wellbeing at the regional and local scale. One of these sources is the **census**. In Australia, a census is carried out every five years. Each Australian citizen is asked to provide answers to a series of questions on a whole range of topics. The census gives us a great deal of information about life across Australia, such as the areas of advantage and disadvantage. The Australian Bureau of Statistics (ABS) collects the census data and combines a number of indicators to give each region a score. This is based on each region's relative advantage or disadvantage "in terms of people's access to material and social resources, and their ability to participate in society" (see Source 1). Note: A quintile is one-fifth of the population. At the time of writing, the latest data available was from the 2021 census. New census data will be made available for Australia in 2027.

census a "head count" or audit of the number of people living in a particular place at a particular time; information collected during a census often includes age, occupation, income, etc.

Australia: Index of relative advantage and disadvantage for local government areas



Source: ABS census, 2021

Source 1

Enlarged map: Australia – Index of relative advantage and disadvantage for local government areas

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Poverty in Australia

In 2020, the Australian Council of Social Service (ACOSS) published a study in partnership with the University of New South Wales. Titled "Poverty in Australia 2020", the study used census data and other research to examine levels of poverty across Australia.

In this study, individuals and households that receive less than half the average Australian yearly income are deemed to be living in poverty. It is worth noting that this definition is very different from measurements used in other countries. Using this definition, the researchers found that 13.6 per cent of Australians – around 3.2 million people – are living in poverty.

Spatial variations in wellbeing

The 2021 census data revealed that inner-city suburbs, particularly in Sydney and Perth, have the lowest levels of disadvantage, while rural and remote communities in Queensland and the Northern Territory are most disadvantaged. The most advantaged community in Australia was Woollahra in central Sydney (see Source 2). The average weekly income for each household in this region was $3,192 and more than half of all adults had a university degree. About 4 per cent of Woollahra residents had at least one of their parents born overseas, and the most common jobs were as managers and professionals.

The most disadvantaged community was Woorabinda which is located inland from Gladstone in south-east Queensland. Households in this region earned an average of $684 a week, and less than 4 per cent had a university degree. Over 90 per cent of Woorabinda residents were Aboriginal or Torres Strait Islander peoples, and the most common jobs were community and personal service workers.

The rural–urban divide

Studies of the spatial distribution of wellbeing in Australia have found that people living in rural areas in Australia have lower levels of wellbeing than people living in urban areas. This pattern is repeated in other developed countries around the world. Studies of health statistics in Australia show that the further away from a major city you live, the less healthy you are likely to be. For example, in rural areas:

- rates of hospitalisation for serious injury or illness are higher
- there are fewer doctors for every 1,000 people
- smoking rates and alcohol consumption are higher
- rates of death and serious injury from workplace and road accidents are higher.

Source 2 The 2021 census found that the inner suburbs of Sydney, such as Woollahra, had the lowest levels of disadvantage in Australia.

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Quiz me! Wellbeing in Australia

Check your learning 5.5

Check your learning 5.5

Review and understand

1 **Explain** why it is more difficult to measure, rank and map variations in wellbeing at the local and regional level than the global scale.

2 **Identify** three health concerns that are more serious for Australians living in rural areas than for those living in urban areas.

Apply and analyse

3 **Examine** Source 1.
   - a **Identify** which regions of Australia are most advantaged.
   - b **Identify** which regions of Australia are least advantaged.
   - c In a carefully worded paragraph, **describe** the distribution of regions in Australia according to their quality of life rankings, using the PQE method (see Lesson 1.7 Identifying patterns and relationships, page 31). Refer to specific towns, cities, regions and states in your description.

4 What barriers do you think exist that make it difficult to improve wellbeing in rural and regional areas of Australia? **Propose** one solution to improve wellbeing in these areas.

Evaluate and create

5 Access the GIS map showing the areas of advantage and disadvantage using the weblink on Oxford Digital.
   - a Use the search tool to search for your postcode. **Identify** your suburb's level of disadvantage. What patterns of disadvantage do you notice in your local area?
   - b Change the map layer to "state suburbs" and use this to **compare** two of Australia's capital cities. **Describe** the similarities and differences you notice between the patterns of advantage and disadvantage in these two cities.

Weblink: GIS map

Lesson 5.6
Causes of wellbeing variations in Australia

Learning intentions and success criteria

Introduction

Multiple studies in Australia have shown there is a clear link between the wealth of an individual and their physical and mental wellbeing. By comparing those who earn the top 20 per cent of incomes with those who earn the bottom 20 per cent, researchers have found that the top earners live, on average, 6.4 years longer. They are also more physically active, smoke less and are much less likely to be obese or to have diabetes. The research has also shown that the gap is widening, and that similar links are found in many countries.

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People on lower incomes are also impacted more by rising prices. Throughout Australia, many people are struggling through what is being called a cost-of-living crisis as the prices for essential items such as food and rent are rising faster than increases in incomes.

Source 1

> The countries in which poverty levels are the highest are generally those that have the most rapid increases in population and the highest fertility levels.
>
> United Nations Population Fund

The tyranny of distance

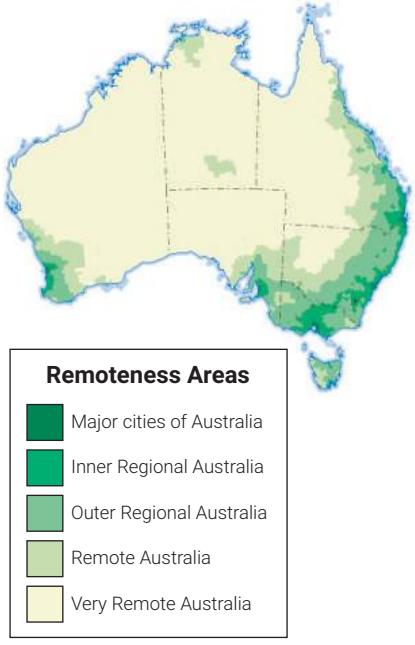
There are clear and measurable wellbeing differences between different places in Australia based on their distance from a large city. Geographers who study these differences divide Australia into five remoteness categories:

- Major Cities of Australia
- Inner Regional Australia
- Outer Regional Australia
- Remote Australia
- Very Remote Australia.

Source 2 Australia's first specialist heart hospital opened in Melbourne in early 2023. Like most specialist medical clinics, it is located in one of the major cities.

By closely examining census data, such as that shown in Source 4, it is possible to discern clear links between remoteness and wellbeing. As with most variations in wellbeing, there are many factors that can help to explain the patterns in the data. Researchers have found that the distance to health care facilities and a lower number of medical specialists are contributing factors.

Australia: Areas of remoteness



Source: ABS

Source 3

Source 4 Australian census data showing variations in wellbeing based on remoteness

	Major cities	Inner regional	Outer regional	Remote	Very remote
Adults with a university degree (%)	40.7	26.7	22.3	20	20
Coronary heart disease per 1,000 people	9.5	11.6	13	21.2	21.2
Average age at death, males	80	79	77	73	67
Average age at death, females	85	84	83	79	69
Number of medical specialists per 100,000 people	152	130	120	58	21

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Source 5 People living in remote and very remote places in Australia often find it difficult to access specialist medical services such as dentistry and treatment for chronic conditions such as diabetes and heart disease.

Quiz me! Causes of wellbeing variations in Australia

Check your learning 5.6

Check your learning 5.6

Review and understand

1 **Describe** the link between wealth and health in your own words.
2 **Explain** why people who live in remote areas of Australia have lower levels of wellbeing than those in large cities.

Apply and analyse

3 **Compare** the reasons for differences in wellbeing between rural and urban areas in Australia with the reasons these differences exist in India (Lesson 5.3 Causes of wellbeing variation in India, page 189). What are some of the differences and some of the similarities?
4 In which remoteness category do you live? **List** the medical facilities located within 5 kilometres of your home. How does this impact your wellbeing?

Evaluate and create

5 Compare the map of remoteness with the map of relative advantage and disadvantage in Lesson 5.5 Wellbeing in Australia (page 196). **List** the links that you notice and then use these to create a paragraph describing the connections between location and wellbeing.
6 **Select** two of the indicators in the table and use them to **create** a scatterplot in which you compare them. **Compare** your scatterplot with those of others in your class who graphed different indicators. **Describe** your findings.

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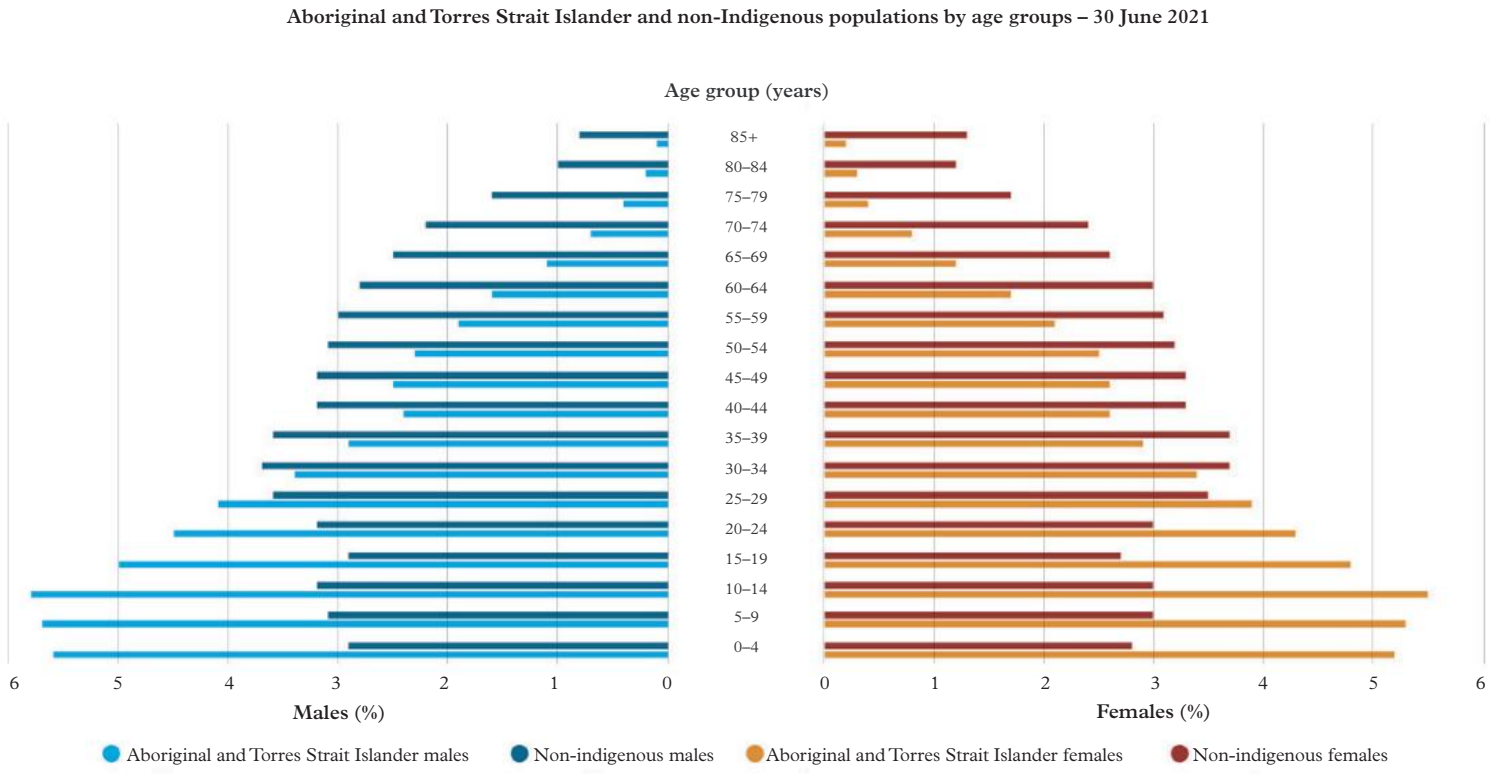
Lesson 5.7
The wellbeing of Aboriginal and Torres Strait Islander peoples

Introduction

Learning intentions and success criteria

By most measures there are significant differences in wellbeing between Aboriginal and Torres Strait Islander communities and non-Indigenous communities around Australia. Aboriginal and Torres Strait Islander children are twice as likely to be born underweight and twice as likely to die before their fifth birthday than non-Indigenous children. They are also less likely to attend pre-school, and much less likely to reach minimum standards in literacy and numeracy while at school. Although almost nine out of every 10 non-Indigenous young adults complete Year 12, that figure is closer to seven out of 10 for Aboriginal and Torres Strait Islander young adults. The pattern is similar with employment. Only 49 per cent of Aboriginal and Torres Strait Islander adults are in employment, compared to 75 per cent of their non-Indigenous counterparts.

An Aboriginal or Torres Strait Islander boy born in 2022 can expect to live 8.8 years less than a non-Indigenous boy. For girls, the figure is 8.1 years. The difference is even greater for those living in remote areas. Aboriginal and Torres Strait Islander peoples living in these areas have a life expectancy 12.4 years less than non-Indigenous people living in the same area. Some of these differences can be seen in a dual population pyramid (Source 1).



Source: Australian Bureau of Statistics, Estimates of Aboriginal and Torres Strait Islander Australians 30 June 2021

Source 1 Aboriginal and Torres Strait Islander and non-Indigenous populations by age groups – 30 June 2021

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Measuring happiness

Although statistical indicators such as life expectancy and literacy suggest low levels of wellbeing among Aboriginal and Torres Strait Islander peoples, other measures tell a different story. A 2024 Australian Institute of Health and Welfare report stated that "for Aboriginal and Torres Strait Islander (First Nations) peoples, good health is more than the absence of disease or illness; it is a holistic concept that includes physical, social, emotional, cultural and spiritual wellbeing, for both the individual and the community".

Source 2 Happiness among Aboriginal and Torres Strait Islander peoples in remote areas is higher for those involved in cultural activities than for those who rarely or never attend cultural events.

The ABS has therefore begun to ask Aboriginal and Torres Strait Islander Australians to assess their own wellbeing by asking questions about their levels of happiness and satisfaction with life in the National Aboriginal and Torres Strait Islander Social Survey (NATSISS). The data collected reveals some important trends. Torres Strait Islander peoples, for example, are much more likely to report feeling happy, full of life, calm and peaceful, and having lots of energy than individuals in the broader Australian community.

The NATSISS results also showed that Aboriginal and Torres Strait Islander adults living in remote areas were generally more satisfied with their life than those living in non-remote areas, such as towns and cities.

Quiz me! The wellbeing of Aboriginal and Torres Strait Islander peoples

Check your learning 5.7

Check your learning 5.7

Review and understand

1 **Identify** the difference in life expectancy rates between Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians.

Apply and analyse

2 **Examine** Source 1.
   - a **Describe** the differences between Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians in these age groups:
     - » 0–15
     - » over 65.
   - b What does this population pyramid reveal about differences in birth rates and death rates between the two groups?

3 **Explain** why it is important to measure wellbeing in more than one way.

Evaluate and create

4 **Examine** Source 2, including the caption. Conduct some further reading on the internet and complete these tasks.
   - a **Write** a reflection on why people are happier if they engage in cultural and community activities.
   - b **Create** a survey questioning people about their level of happiness and the factors that affect their happiness. Include questions about their involvement in cultural and community activities. **Conduct** the survey and **write** a report on your results, outlining what makes people happy.

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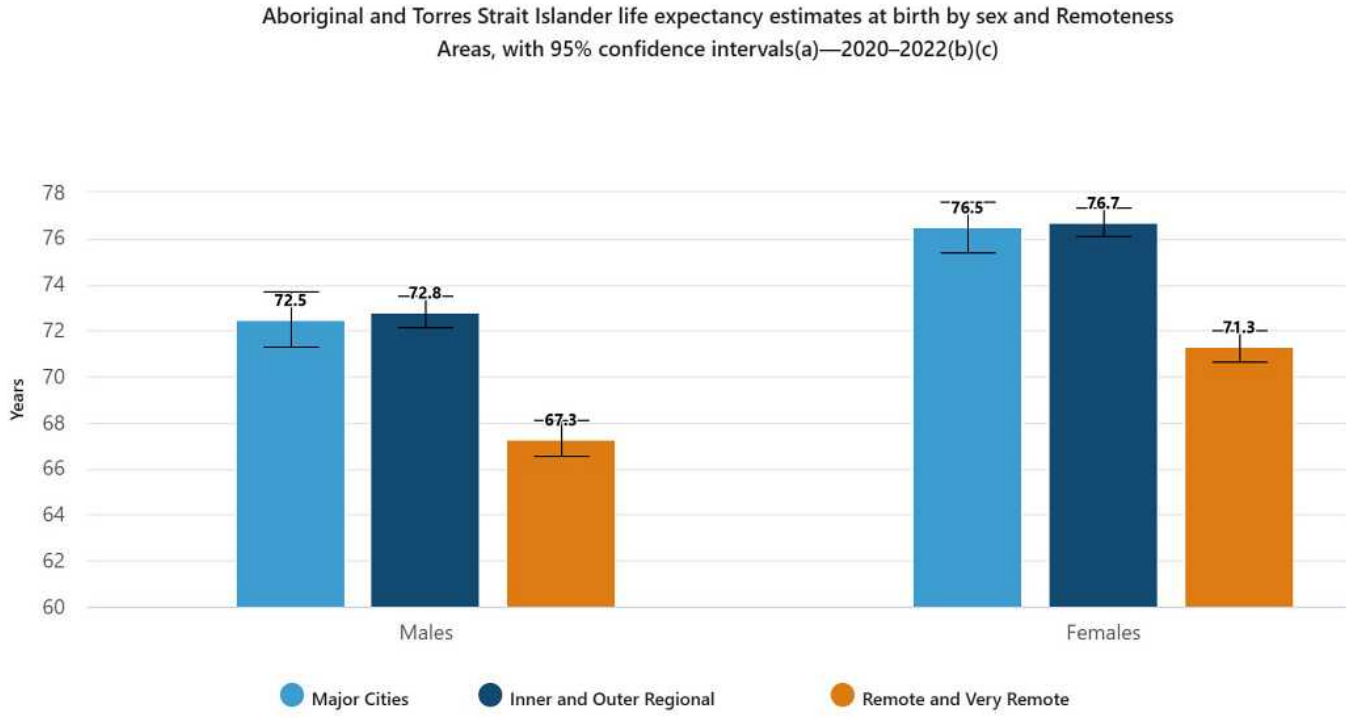
Lesson 5.8
Causes of variations in the wellbeing of Aboriginal and Torres Strait Islander peoples

Introduction

Learning intentions and success criteria

Aboriginal and Torres Strait Islander peoples are more likely to live in remote areas than non-Indigenous Australians. They are therefore more likely to be impacted by poorer access to medical facilities such as hospitals, clinics and specialist services. There are also more limited employment opportunities in these areas and fewer opportunities in education such as university and other tertiary institutions. However, in virtually all other measures – such as school attendance, literacy, health, disease and employment – the most disadvantaged Aboriginal and Torres Strait Islander communities are those in remote areas.

These variations can be clearly seen in the differences in life expectancy when compared with remoteness (Source 1).



Source 1 Aboriginal and Torres Strait Islander life expectancy estimates

The burden of history: The Stolen Generations

Thousands of Aboriginal and Torres Strait Islander children were forcibly taken from their families between 1910 and 1972 as part of various government policies, which aimed to assimilate these children into "white" society and "breed out" Aboriginality and culture. In some communities as many as one in three children were removed. The children were usually taken away from their traditional areas and placed in an institution. There are approximately 33,000 **Stolen Generations** survivors, all of whom are now aged over 50.

Stolen Generations
Aboriginal and Torres Strait Islander children who were forcibly removed from their families by government officials and church Missions in Australia and raised by white Australians

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Source 2 These girls live in the remote community of Ramingining in the Northern Territory, 580 kilometres east of Darwin. Only about 60 per cent of Aboriginal and Torres Strait Islander children living in remote areas regularly attend school, compared with 85 per cent of those living in cities.

Source 3 Singer-songwriter Archie Roach, a Gunditjamara and Bundjalung Elder, was forcibly taken from his family when he was two or three. First placed in an orphanage, he was then fostered by a Melbourne family. When he was 15, he found out his birth mother had passed away. He then battled with alcoholism and lived on the streets for 14 years before beginning a music career. His 1990 song "They Took the Children Away" described his childhood trauma and became an important cultural record of the Stolen Generations.

Quiz me! Causes of variations in the wellbeing of Aboriginal and Torres Strait Islander peoples

These people and their descendants make up about one-third of all Aboriginal and Torres Strait Islander peoples. In comparison with Indigenous Australians who were not taken, their level of wellbeing is generally poorer. They are more likely to be arrested and imprisoned, to be homeless, to be unemployed and to have a lower income. The Healing Foundation, which works to address the ongoing trauma of the taking of children, has found that Stolen Generations survivors may unknowingly pass their trauma on to their children and subsequent generations. This is referred to as intergenerational trauma.

Check your learning 5.8

Check your learning 5.8

Review and understand

1 Who are the Stolen Generations?

2 **Examine** Source 2. **Explain** how these girls have overcome some of the burdens of distance.

Apply and analyse

3 Use the internet to find the lyrics to the Archie Roach song "They Took the Children Away". **Analyse** these lyrics to **describe** what they reveal about the trauma Roach experienced.

4 Using data from this lesson and from Lesson 5.6 Causes of wellbeing variations in Australia (page 198) **describe** the impact of location on the wellbeing of Aboriginal and Torres Strait Islander peoples.

Evaluate and create

5 Why do you think children living in remote communities are less likely to attend school? What are some of the barriers they must overcome? **Suggest** a response to these barriers that would increase the likelihood of increasing school attendance.

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5B Skills in context

Investigating wellbeing at the local scale

Introduction

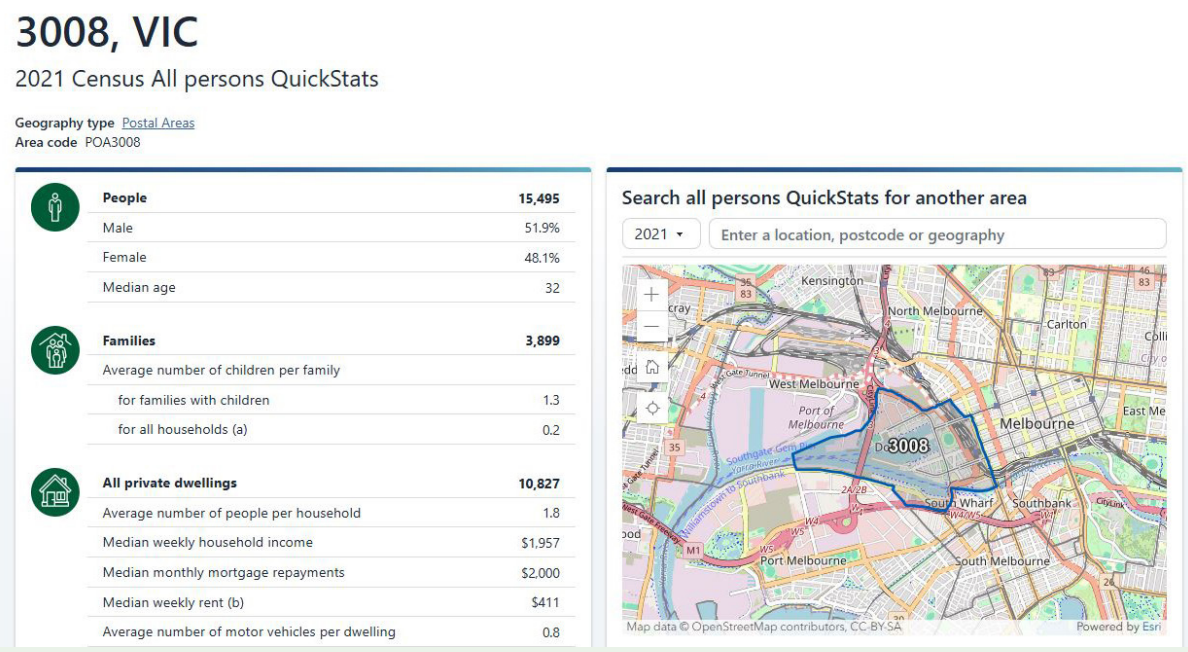
Most studies of wellbeing focus on differences and variations between nations. However, there are also variations at the local scale. In this Skills in Context lesson, you will learn how to use census data to collect and map information about wellbeing in your local area. Based on your completed research and maps, you will then explore some possible reasons for the variations in wellbeing at the local scale.

Key skill Collecting & representing data

Collecting and mapping data

A census is held in Australia every five years and the results are processed and published by the ABS. Geographers often use this information to map data and trends across an area. You can collect data about your local area and map it by following these steps:

- **Step 1:** Access the ABS website. Click on the "Census" tab in the menu. Then select "Find Census data" and then "Search census data".
- **Step 2:** This page allows you to access the census data at a wide range of scales, including at the local level. A useful way of working at the local scale for this study is by using postcodes. To access the data for your suburb, enter your four-digit postcode in the "Search by area name" tool. If more than one option is displayed, choose "POA" (postal area). Click "Go".
- **Step 3:** This should open a map of your postcode and provide you with a range of statistics for it, as collected in the most recent census. Click on the "All Persons" button.
- **Step 4:** Scroll down the page to see the data that is available and select a category you would like to map.
- **Step 5:** In a research table, record the data for your postcode for your selected indicator. Access the same data for your neighbouring postcodes by using the search tool. You can find out what your neighbouring postcodes are by using the interactive map on the ABS Maps website. Choose a postal area in the drop-down menu and zoom into your postcode (see Source 1). Click on the neighbouring postal areas to find their postcodes, list them in your research table, and then use the QuickStats to access and record data for these postcodes.



3008, VIC

2021 Census All persons QuickStats

Geography type Postal Areas
Area code POA3008

People	**15,495**
Male	51.9%
Female	48.1%
Median age	32
Families	**3,899**
Average number of children per family	
for families with children	1.3
for all households (a)	0.2
All private dwellings	**10,827**
Average number of people per household	1.8
Median weekly household income	$1,957
Median monthly mortgage repayments	$2,000
Median weekly rent (b)	$411
Average number of motor vehicles per dwelling	0.8

Source 1 A screenshot from the ABS "QuickStats" census page

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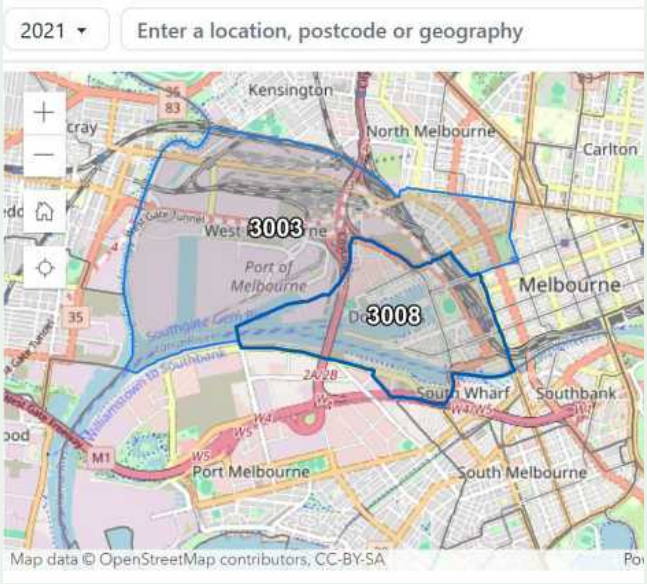
- **Step 6:** Once you have collected the data you can map it by constructing a choropleth map. Print out a map of your area. You can use one you already have, or print the one from the ABS website. Trace a copy showing only the postcode boundaries.
- **Step 7:** Use the data collected from the census to construct a choropleth legend for your map. Divide your data into four or five categories. Use darker shades of a colour for higher values and lighter shades for lower values. For example, your suburb might have fewer people per household (if that was what you chose to map) than the neighbouring suburb. So, you would colour your suburb a lighter shade and the neighbouring suburb a darker shade.
- **Step 8:** Shade your map according to the legend you created in Step 7.
- **Step 9:** Complete your map with BOLTSS.

For more information on this key skill, refer to Lesson 1.6 Representing data (page 27).



Source 2 A screenshot from the ABS Maps interactive map

Practise the skill

1 **Construct** a choropleth map of variations in median household income in your local area (include at least six suburbs) by collecting information from the ABS website. Follow the above steps to gather your data and map the information.

2 **Describe** the pattern shown on your completed map.

Extend your understanding

1 **Examine** the variations shown on your map.

a **List** the possible reasons for these variations. These will vary from place to place, but here are some possibilities:

» distance from the centre of a large city

» presence of employment opportunities, such as factories and shopping centres

» presence of higher educational opportunities, such as universities

» presence of transport networks, such as railway stations and major roads

» presence of large, shared accommodation areas, such as aged-care facilities or school hostels

» presence of geographic features, such as a coastline or large park.

b Use your knowledge of the local area, together with street directory maps, to **evaluate** these possible reasons.

2 Collect information from the ABS site and **analyse** variations in another indicator of wellbeing. Do this for the same suburbs you investigated earlier. You could, for example, choose to analyse the number of motor vehicles per dwelling, highest year of schooling completed or percentage of people unemployed.

3 You can also use the census data to explore levels of wellbeing in communities that are not located close to each other.

a Follow the steps in the key skill to compare wellbeing in Woollahra, Woorabinda (see Lesson 5.5 Wellbeing in Australia, page 196) and the area in which you live.

b Summarise what you have learnt about variations in wellbeing within Australia.

4 **Evaluate** the use of census data to describe and compare wellbeing by following these steps:

a What are the strengths of census data for this purpose?

b What are the weaknesses of census data for this purpose?

c What is your overall opinion about how useful census data is for this purpose?

Weblink: Australian Bureau of Statistics

Weblink: ABS interactive map

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Review: Inequalities within countries

Review activity

Use your analysis skills to examine the source and text below, then answer the questions that follow.

The links between natural hazards and wellbeing

As you have learnt, there are many factors that impact human wellbeing. Some of these are man-made such as conflict or corruption. Others are natural such as soil fertility and the distribution of minerals. In this task you will determine whether the presence or absence of natural hazards impacts levels of wellbeing in India. Analyse the map in Source 1 and use the map in Source 2 in Lesson 5.1 Variations in wellbeing within India (page 184) to complete the following activities.

1 How is HDI calculated? (1 mark)

2 **Describe** the distribution of cyclone/storm prone areas in India. (3 marks)

3 Account for the distribution of earthquakes in India. (2 marks)

4 **Compare** the natural hazards experienced in Jammu and Kashmir with those experienced in Odisha. (3 marks)

5 Give an example of each of the following. (3 marks)

- **a** A state with a high HDI that experiences cyclones
- **b** A state with a very low HDI that experiences drought
- **c** A state with a very high HDI that experiences earthquakes

India: Natural hazards

Source: Oxford University Press

Source 1

6 **Describe** the link between areas that are flood prone and HDI. (2 marks)

7 Write a paragraph in response to this prompt. You may agree or disagree with the prompt but in your paragraph, you must support your argument with evidence from the two maps. "Natural hazards have little to no influence on wellbeing in the states of India." (6 marks)

Total: 20 marks

Module checklist: Inequalities within countries

Module review quiz: Inequalities within countries

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Module 6

Improving wellbeing

Sub-strand: Geographies of human wellbeing

Overview

All over the world, the wellbeing of millions of people is slowly improving. From local projects to global initiatives, inequalities between rich and poor in many areas are being addressed.

More than a billion people have moved above the poverty line in the past 25 years and the same number have gained access to safe drinking water. Millions of girls have attended school for the first time, millions more babies have survived beyond their first year of life, and the rates of infection for many deadly diseases have fallen. These improvements are due to the hard work of many different organisations and agencies – from small not-for-profit groups to huge multinational non-government organisations such as Médecins Sans Frontières.

Thanks to the financial support of government grants, contributions from the business community and donations from ordinary citizens, these organisations are able to continue their work – improving levels of human wellbeing for those who need this help the most.

Source 1 A doctor from the international aid organisation Médecins Sans Frontières (Doctors Without Borders) feeds a baby with a syringe in a refugee camp in the Democratic Republic of the Congo.

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Lessons in this module

6A How do we respond on a global scale?

Lesson 6.1 The United Nations

Lesson 6.2 The sustainable development goals

Lesson 6.3 Australia and foreign aid

Lesson 6.4 The role of non-government organisations

Lesson 6.5 Médecins Sans Frontières/Doctors Without Borders (MSF)

6A Skills in context Charity

6B How do we respond on a national scale?

Lesson 6.6 Improving wellbeing in Australia

Lesson 6.7 Improving the wellbeing of Aboriginal and Torres Strait Islander peoples

Lesson 6.8 Are we closing the gap?

Lesson 6.9 Improving wellbeing in India

6B Skills in context Reducing infant mortality in Timor-Leste

Lesson 6.10 Review: Improving wellbeing

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Lesson 6.1
The United Nations

Learning intentions and success criteria

Introduction

The UN plays a huge role in improving wellbeing across the globe. However, the UN does not work alone. It works with individual governments and non-government organisations, each of which sets its own goals and develops its own programs.

The role of the UN

The UN was founded at the end of World War II in 1945, to increase political and economic cooperation among its member countries, to promote peace and to prevent the future outbreak of armed conflicts around the world. Since that time, it has grown into a vast organisation with multiple agencies working towards the key goals: "maintaining international peace and security, developing friendly relations among nations and promoting social progress, better living standards and human rights".

The UN has 193 member countries. These countries provide the funding to operate the UN's agencies and programs. Four key areas for the UN are peace and security, development, human rights and humanitarian aid.

developing countries non-industrialised (i.e. largely agricultural) countries with a relatively fragile economy and a low standard of living that is not always able to support the needs of its citizens

Peace and security

The UN has continued with its initial aim of promoting peace and security among the nations of the world. It provides assistance in areas such as disarmament, mine clearance, counter-terrorism and peacekeeping forces, as well as encouraging nations and communities in conflict to work towards a peaceful resolution.

Source 1 UN peacekeepers pass groups of people fleeing conflict in South Sudan.

Development

UN programs throughout the **developing countries** of the world are aimed at reducing poverty and improving the wellbeing of billions of people. In terms of promoting economic development, the UN works with countries to promote trade between them and to build stable governments.

Human rights

The UN seeks to uphold the values of the Universal Declaration of Human Rights throughout the world (see Lesson 4.7 Measuring freedom, page 163). Since the creation of the Universal Declaration of Human Rights in 1948, the UN has adopted several further declarations. These include conventions aimed at ending discrimination

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against women (in 1979) and further protecting the rights of children (in 1989). In 2006, the rights of Indigenous peoples were described in a further declaration. This aims to support Indigenous groups to protect and strengthen their cultural identity.

The UN works towards ending violence against children, human trafficking and the use of sexual violence as a weapon of war. It also promotes the freedom of Indigenous peoples to determine their own futures.

The UN believes that every child has the right to an education.

Source 2 The UN works to provide free universal education, particularly among groups who have found this difficult to access. This includes the young girls of Pakistan.

Source 3 The WFP provides aid to 100 million people per year in almost 90 countries, including Iraq.

Humanitarian aid

In those regions where **food security** is an issue, the UN works to improve farm productivity and provide food in times of famine through the World Food Programme (WFP). The WFP was awarded the Nobel Peace Prize in 2020. As well as providing food assistance, the UN also provides refuge for millions of people fleeing conflict in refugee camps and aid to those suffering from the impacts of natural and human disasters.

food security a term used to describe a condition in which all people at all times have access to enough safe nutritious food to sustain a healthy life

Quiz me! The United Nations

Check your learning 6.1

Check your learning 6.1

Review and understand

1 **Describe** the initial aim of the UN.

2 **Identify** the types of discrimination the UN is now dedicated to eliminating.

Apply and analyse

3 **Summarise** how the UN is working to improve wellbeing.

4 **Explain** how peace and security can help improve wellbeing.

Evaluate and create

5 **Research** the WFP and respond to the following questions:

- **a** Which areas are currently receiving assistance from the WFP?
- **b** Which countries received emergency support in the past year? What was the cause of the emergency?
- **c** Which are the top five donor countries that support the WFP?

6 Using Source 1 as a starting point, **research** the UN peacekeepers in South Sudan. Write a short news article about their role and **evaluate** the impact of their operation.

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Lesson 6.2
The sustainable development goals

Learning intentions and success criteria

Sustainable Development Goals (SDGs) a set of 17 goals developed by the UN in 2015 that are designed to end poverty, protect the Earth from unsustainable development, and improve the wellbeing of all people by 2030

indicator something that helps show the state of a thing; good indicators are measurable

wellbeing the ability of human beings to access the things they need in order to live happy and healthy lives (e.g. food, water, education, safety and security)

Introduction

At a meeting of the United Nations (UN) in 2015, representatives of all 193 member countries present agreed to a set of goals called the **Sustainable Development Goals (SDGs)** (2015–30). These followed on from the Millennium Development Goals (1990–2015), which helped to lift more than a billion people out of extreme poverty.

The Sustainable Development Goals (2015–2030)

A total of 17 SDGs were created and agreed to by all. Of these, seven relate specifically to reducing inequalities in human wellbeing. Progress towards achieving the SDGs is continually tracked using **indicators** of **wellbeing**. Source 2 shows progress for the seven wellbeing goals from the 2024 progress report. Many countries, including Australia, use the SDGs and the progress reports as a framework for allocating funds to their overseas aid programs.

In the foreword to the 2024 report, the UN Secretary-General António Guterres noted that:

> only 17 per cent of the SDG targets are on track, nearly half are showing minimal or moderate progress, and progress on over one third has stalled or even regressed. The scarring effects of the COVID-19 pandemic, escalating conflicts, geopolitical tensions, and growing climate chaos are hitting SDG progress hard. ... Inequalities keep growing. The climate crisis continues to escalate. Biodiversity loss is accelerating. Progress towards gender equality remains disappointing.

He pointed to three "bolder actions" that need to take place for progress to improve:

- peace
- solidarity
- a surge in implementation.

Source 1 Conflict is one of the main barriers to making progress on the Sustainable Development Goals. This child is searching for food scraps in central Gaza, where war has destroyed much of the infrastructure that supports wellbeing.

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1 NO POVERTY	End poverty in all its forms everywhere	
2 ZERO HUNGER	End hunger, achieve food security and improved nutrition and promote sustainable agriculture	
3 GOOD HEALTH AND WELL-BEING	Ensure healthy lives and promote well-being for all at all ages	
4 QUALITY EDUCATION	Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	
5 GENDER EQUAITY	Achieve gender equality and empower all women and girls	
6 CLEAN WATER AND SANITATION	Ensure availability and sustainable management of water and sanitation for all	
10 REDUCED INEQUALITIES	Reduce inequality within and among countries	

Source 2 A 2024 chart summarising the progress towards achieving the seven wellbeing SDGs; the UN provides comprehensive updates on its website.

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Quiz me! The sustainable development goals

Check your learning 6.2

Check your learning 6.2

Review and understand

1 In your own words, **define** "wellbeing" as it relates to a group of people, rather than an individual.

2 **Describe** the aims behind the creation of the SDGs.

3 **Explain** what countries like Australia use these goals for.

Apply and analyse

4 **Examine** Source 2, which summarises the progress made towards the seven wellbeing SDGs in 2024.

   a **Identify** the targets closest to being achieved.

   b **Identify** the targets furthest from being achieved.

   c **Explain** why you think this is the case.

Evaluate and create

5 **Evaluate** the impact of war on progress towards achieving the SDGs. Begin by brainstorming the ways in which conflict might impact each of the goals listed in Source 2. **Research** the wars in Gaza, Ukraine or Sudan for real-life examples of these impacts.

6 Hold a class debate or write an argumentative essay on the following prompt. In an argumentative essay you should take a side and present arguments that support that side. Prompt: "There is no point in having Sustainable Development Goals if there is little hope of them being achieved."

Lesson 6.3
Australia and foreign aid

Learning intentions and success criteria

Introduction

In its 2023–24 budget, the Australian Government provided $4.77 billion in overseas aid. Most of Australia's aid is spent on countries in the Asia–Pacific Region, particularly Indonesia, Papua New Guinea and the small island nations in the Pacific.

Aid is given to poorer countries to improve the lives of those living in poverty and to make the countries in the Asia–Pacific Region more stable. Not only does this aid help improve wellbeing, it also supports Australia's economic and security interests by helping to build stronger, healthier countries in our region.

In addition, Australia gives aid to countries outside the Asia–Pacific Region when there is a humanitarian disaster, such as famine or war. Source 2 shows the top 20 recipients of aid from Australia in 2023–24, along with their **Human Development Index (HDI)** ranking.

Human Development Index (HDI) a tool developed by the UN to grade and rank the social and economic development of the world's countries in order from most to least developed; used as a measure of human wellbeing

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Source 1 A mother brings her child for a vaccination at an Australian-funded clinic in Nepal.

Source 2 Where Australia gives aid: Top 20 country recipients, 2023–24

Country	Australian aid 2023–24 ($million)	HDI ranking (2024)
Papua New Guinea	500	154
Indonesia	285.7	112
Solomon Islands	103.6	156
Timor-Leste	79.1	155
Philippines	69.4	113
Vietnam	63.2	107
Vanuatu	50	140
Afghanistan	50	182
Cambodia	47.9	148
Fiji	44	104
Myanmar	42.1	144
Bangladesh	30.8	129
Samoa	29	116
Kiribati	26.1	137
Nauru	25.9	122
Laos	23.1	139
Tonga	22.1	98
Sri Lanka	16	78
Tuvalu	11.4	132
Nepal	9.1	146

I used to think, now I think

Reflect on your learning about how Australia distributes foreign aid and complete the following sentences.

- I used to think ...
- Now I think ...

What has changed in your understanding?

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What does foreign aid do?

Australia delivers aid to these countries in a number of ways:

- Money is given to aid organisations such as World Vision that do work at the community level.
- Emergency aid, such as that provided during the COVID-19 pandemic, is often provided in the form of food supplies, fresh water and medical teams.
- The Australian Government works with other governments to assist in the delivery of important services, such as policing and hospitals.

Source 3 Australia sent COVID-19 vaccine doses to Papua New Guinea, as well as specialist medical teams.

The sorts of aid programs that receive funding from the Australian Government are wide-ranging and include:

- programs that directly improve the health of communities and save lives – these include safe water and sanitation (where it is not available), maternal and child health services, and disease prevention (see Source 1)
- programs that address inequalities by increasing access to education, helping people with disabilities and empowering women
- programs that support sustainable economic development, improve food security and employment, and reduce the negative impacts of environmental change
- programs that help other governments to improve their systems relating to security, justice and human rights
- humanitarian aid and disaster response programs for communities impacted by crisis situations and natural disasters (see Source 3).

Quiz me! Australia and foreign aid

Check your learning 6.3

Check your learning 6.3

Review and understand

1 **Explain** why Australia provides aid to overseas communities and countries.

2 **Identify** three concerns that are addressed by aid programs.

Apply and analyse

3 Why do you think the Australian Government does not simply send aid money to the leaders of each country? **Explain** your answer.

4 Select one of the photographs in this lesson showing Australian aid at work. **Imagine** that you are one of the people receiving assistance. **Suggest** three ways in which the aid you receive has improved your wellbeing.

Evaluate and create

5 Use the data in Source 2 to complete the following tasks:

a **Construct** a scatterplot (see Lesson 4.9 Measuring links between wellbeing, page 170).

b Use your completed scatterplot to **evaluate** the theory that Australia gives the most aid to the poorest countries.

c **Construct** a choropleth map of the top 20 recipients of Australian aid.

d Use your completed map to **evaluate** the theory that Australia gives more aid to countries in the region than to countries furthest away.

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Lesson 6.4
The role of non-government organisations

Introduction

Learning intentions and success criteria

While governments are important sources of aid that help to improve wellbeing, there are also hundreds of **non-government organisations (NGOs)** with a similar aim. NGOs range from vast international groups such as World Vision and the Red Cross to very small organisations with only a few members working to make a difference in a single community. What NGOs have in common, however, is that they are non-profit organisations, meaning all their money goes to support their work, and they depend on donations from governments or private individuals and companies to fund what they do.

non-government organisations (NGOs) any not-for-profit organisation independent of the government that is organised and administered on a local, national or international level; NGOs often rely on the support of donors and volunteers

In this lesson, we will look at two organisations:

- BRAC – a large organisation that works to reduce the causes of inequalities in wellbeing around the world
- ZOE International – an NGO that works to prevent child trafficking and to rescue children from slavery.

BRAC

BRAC (formerly the Bangladesh Rural Advancement Committee) was founded in 1972 to alleviate poverty by providing micro-credit to people living in poverty in Bangladesh. Micro-credit refers to small loans – which can be as little as $20 – that allow individuals to finance projects such as machinery repair, hiring a new labourer, or purchasing a sewing machine or shoe-repair kit so that they can start their own small businesses.

From these small beginnings, BRAC is now the world's largest NGO. It has over 100,000 employees and helps to improve the wellbeing of around 26 million people every year – mainly in Bangladesh, but also in 11 other countries in Asia and Africa. In addition to offering micro-credit, BRAC now provides education to millions of children, public health programs aimed at reducing child mortality, services for the disabled, disaster relief and internet connections to thousands of rural communities.

Source 1 Pregnant women are educated about maternity healthcare at a clinic run by BRAC in Dhaka, Bangladesh.

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Source 2 A ZOE field worker speaking at a school in Thailand

ZOE International

ZOE International was founded in the United States by Michael and Carol Hart after they became aware of the issue of child trafficking and slavery in South-east Asia. They chose the word "ZOE" for their NGO, as it is the Greek word for life. Since 2002, ZOE has rescued thousands of children from slavery and supported them in purpose-built homes near the northern city of Chiang Mai in Thailand. ZOE also prevents child trafficking and exploitation by travelling to other cities and rural villages, particularly near the Myanmar border, to educate local people about the dangers of human trafficking.

In 2011, ZOE Foundation Australia was launched to support the work of ZOE International. As part of their work to prevent modern slavery, they visit schools in Australia to help students learn about human trafficking and slavery overseas, as well as working to assist children who are enslaved or exploited within Australia. ZOE International also operates in the USA, Mexico and Japan.

Quiz me! The role of non-government organisations

Check your learning 6.4

Check your learning 6.4

Review and understand

1 **Describe** the aims of ZOE International.
2 **Define** the term "micro-credit". How does micro-credit assist people living in poverty?

Apply and analyse

3 **Explain** why ZOE believe it is important to educate students in Australia and Thailand about human trafficking and slavery.

Evaluate and create

4 Visit the BRAC website (there is a link on Oxford Digital). Use the "Where we work" tab to explore the countries in which BRAC is active and the types of assistance it provides in each country. **Create** a table to summarise your findings.
5 Visit the ZOE website (there is a link on Oxford Digital). **Investigate** the three parts of their work: prevent, rescue, restore. **Give an example** of an action or activity undertaken by ZOE that focuses on each of these aims.

Weblink: BRAC

Weblink: ZOE

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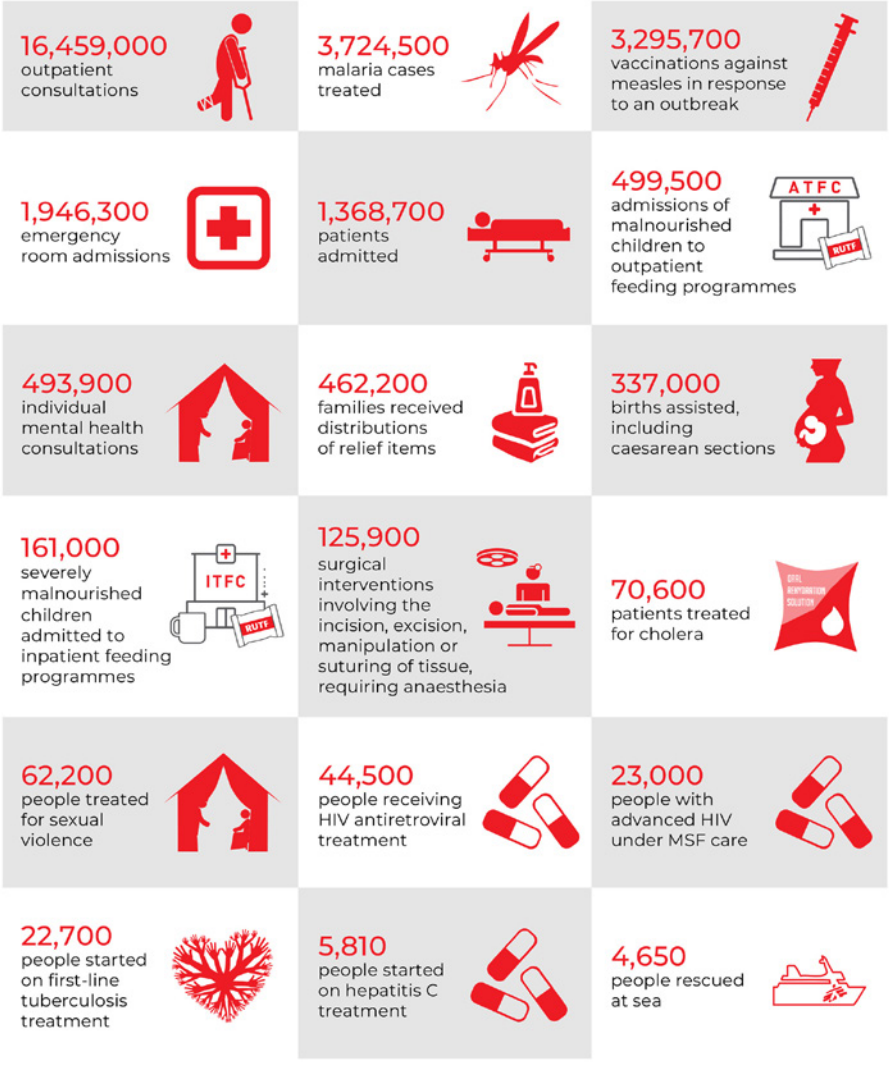
Lesson 6.5
Médecins Sans Frontières/ Doctors Without Borders (MSF)

Introduction

Learning intentions and success criteria

Médecins Sans Frontières (MSF), also known as Doctors Without Borders, was founded by 13 French doctors in 1971 to deliver "emergency aid to people affected by armed conflict, epidemics, exclusion from health care and natural disasters". It currently provides emergency and essential health care in projects in more than 70 countries. Source 3 shows the locations of its programs based on data from 2023.

MSF believes strongly in drawing attention to the health care needs of marginalised and neglected groups of people in acute and protracted crises, and is determined to bring down barriers that keep people from getting the treatment they need to stay alive and healthy. Guided by the principles of impartiality, independence and neutrality, MSF draws funding from individual donations rather than from governments, remaining independent and able to decide where and how to respond, for the people who need it most.



Source 2 Key data about the work of MSF in 2023

Source 1 Dr Lisa Searle from Tasmania has completed 14 assignments with MSF between 2010 and 2025, including in 2015 in Haiti, where she helped set up a clinic for victims-survivors of sexual violence.

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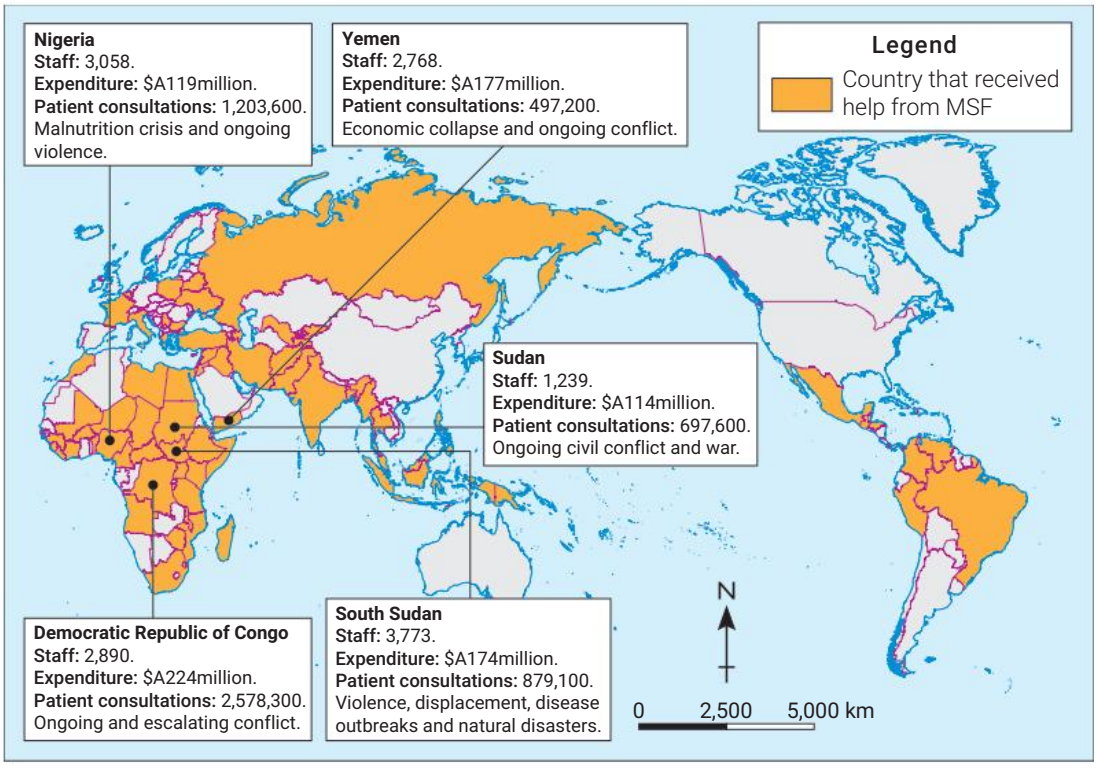
World: Countries that received help from MSF in 2023



Source: Oxford University Press

Source 3

Quiz me! Médecins Sans Frontières

Check your learning 6.5

Check your learning 6.5

Review and understand

1 Why do you think this NGO is called Doctors Without Borders?

2 Give some examples of the type of work undertaken by MSF.

Apply and analyse

3 Examine Source 3.

- **a** Use the PQE method to **describe** the distribution of countries where MSF worked in 2023.
- **b** Visit the "Resource Centre Where we Work" on the MSF website (there is a link on Oxford Digital) and find the most recent "International Activity Report". Use this report to **identify** the type of medical-humanitarian assistance provided by MSF in each country in Source 3.
- **c** In small groups, discuss how the types of assistance MSF provides could improve the health and wellbeing of people in different countries.

Evaluate and create

4 Beginning with the MSF website, **research** the difficult situations sometimes faced by its medical and support teams. **Explain** why MSF staff, such as Dr Lisa Searle, are prepared to face these difficulties to improve the wellbeing of people in other places.

Weblink: MSF

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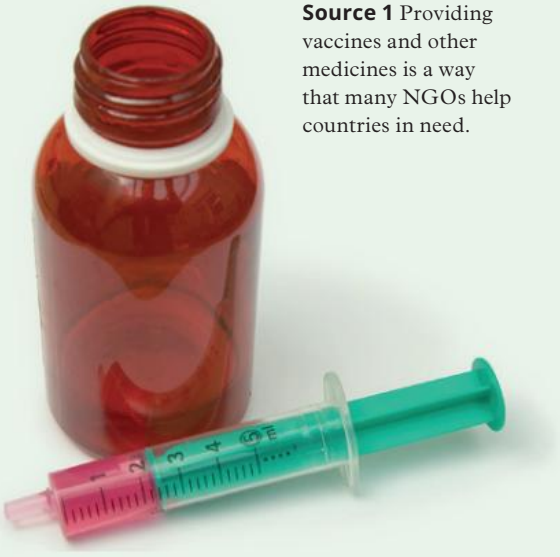
6A Skills in context
Charity

Introduction

Many NGOs, including those you have learnt about in this module, are funded by donations from individuals and private companies. Donations vary from place to place, depending on a wide range of variables including income.

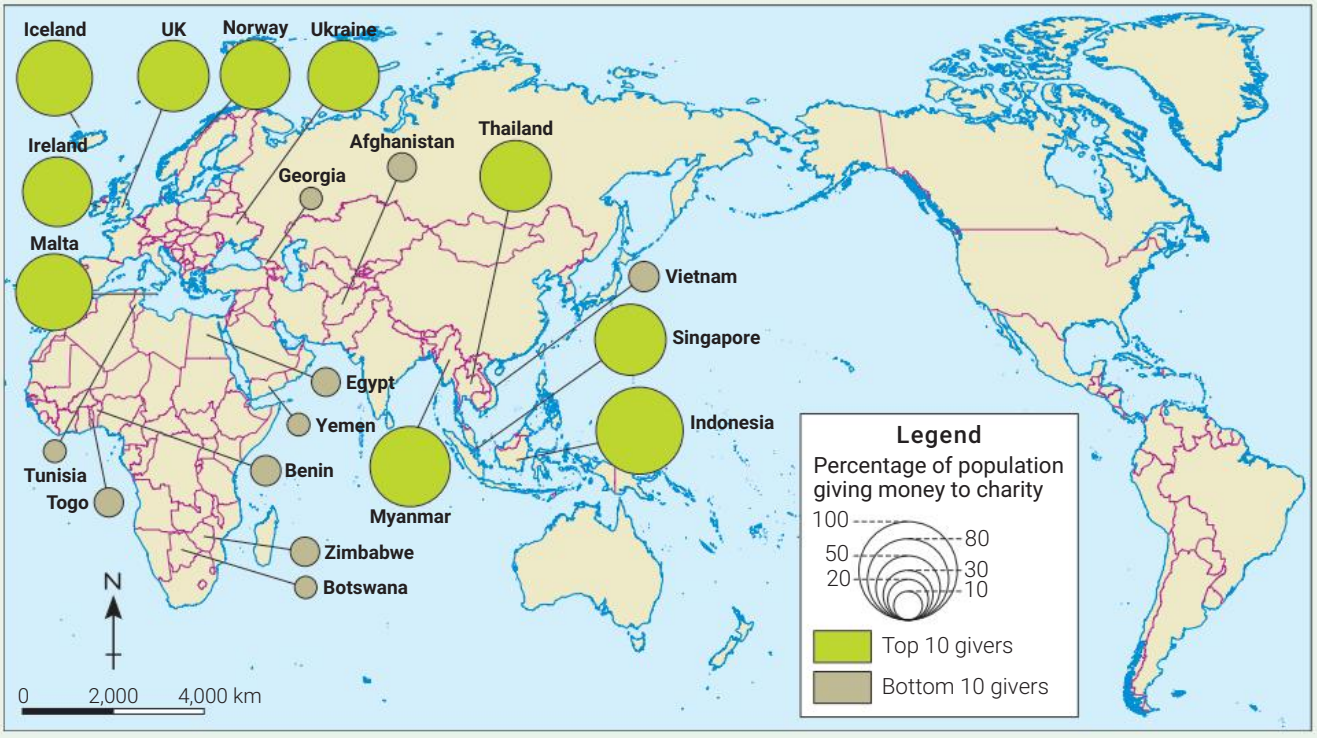
Of course, giving money to help other people is only one type of charity. Many people give their time as volunteers. This can be of great assistance to others and can help to increase their level of wellbeing. Most of the doctors who work with MSF, for example, donate their time to work in areas where they are needed.

Source 2 shows the percentage of the population who donate money to charity in 20 selected countries.



Source 1 Providing vaccines and other medicines is a way that many NGOs help countries in need.

World: Charitable giving index



Source: Oxford University Press

Source 2

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Key skill Collecting & representing data

Creating proportional circles maps

A proportional circles map is able to show the differences in the size or extent of various factors within a country or region graphically. This allows the data to be represented visually and understood quickly. A proportional circles map is commonly used to represent figures, such as imports, exports or population.

To draw a proportional circles map, use the following steps (you will need a ruler and a compass):

- **Step 1:** On an outline map of the world, locate each of the places you wish to include in your proportional scale and mark them with a small dot.
- **Step 2:** Choose an appropriate scale range for your map. If you were looking at population figures of big cities, for example, you might choose a scale that goes up by 500,000 people each time. Keep your data within a scale of five different values, so that you end up with a maximum of five different-sized circles.
- **Step 3:** Construct a scale on a horizontal line that is relatively short (about 5 centimetres), or the circles will become too big. Do this by dividing the scale into even values, starting at 0 and placing line markers every 2.5 or 5 millimetres. For example, at 2.5 millimetres, mark 500,000; at 5 millimetres, mark 1,000,000, and so on.
- **Step 4:** Place the point of your compass on the horizontal line at 0 and the pencil of your compass on the horizontal line at the first marker point on your scale. Use the compass to draw a circle. This will be the radius size of the proportional circle for your first value.
- **Step 5:** Create a legend for your map and draw a circle for your first value, following step 4. Enter the value next to the circle.
- **Step 6:** Repeat steps 4 and 5 until you have circles for all the values entered into your legend.
- **Step 7:** Now map your data. Set the compass to the radius size that matches the appropriate value. Draw the proportional circle on the map at the spot you marked in step 1.
- **Step 8:** Repeat these steps for the remaining dots on your map. As you draw your map, you may find that some circles overlap. Label each circle with the name of the city.
- **Step 9:** Complete your map with BOLTSS.

For more information on this skill, refer to Lesson 1.6 Representing data (page 27).

Practise the skill

1 **Construct** a proportional circles map using the data provided in Source 2 in Lesson 6.3 Australia and foreign aid (page 214), relating to the amount of aid given to countries by the Australian Government in 2023–24.

Extend your understanding

1 **Examine** Source 2.
   - **a** List the 10 countries on this map with the largest percentage of population who give money to charity.
   - **b** **Compare** this map to Source 1 in Lesson 4.3 Measuring wealth (page 152). **Describe** any links that you can find between charitable giving and GDP.
   - **c** In a recent study of charitable behaviours, Australia ranked eighth for donating money, twelfth for volunteering and eleventh for helping a stranger. Do you find these rankings surprising? **Justify** your answer.

2 **Research** the Bill & Melinda Gates Foundation. Select one of the areas where this aid organisation helps and describe what the foundation does in this area.

Source 3 One of the world's largest charity organisations was started by Microsoft founder Bill Gates, who is among the world's wealthiest men. The Bill & Melinda Gates Foundation has donated more than US$77 billion to improve the wellbeing of people around the world. In this photograph, Gates is giving a vaccine to a child in Africa.

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Lesson 6.6
Improving wellbeing in Australia

Introduction

Learning intentions and success criteria

Australia has one of the highest levels of wellbeing in the world. In the 2023 UN *Human Development Report*, Australia was ranked as having the tenth highest HDI rating in the world. Australians can expect to go to school for longer and to live longer, healthier lives than virtually any other nationality.

However, while data such as this is welcome news regarding our position in the world, it can hide the inequalities that exist within our nation. There are significant variations in wellbeing, for example, between rural and urban Australians, and between Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians. A number of government groups and NGOs are working to reduce these variations.

Inequalities in health

Studies show that there are significant differences in the health of different groups of Australians. People from poorer households are less likely to be physically active, to visit a dentist or medical specialist, or to have a medical test such as a skin cancer check or mammogram to detect breast cancer. They are more likely to smoke and to be obese or overweight. As well as inequalities due to income, studies have also found health inequalities relating to location, ethnicity and age. Source 1 shows some of the health inequalities that exist between Australia's states and territories.

Source 1 Health inequalities between states and territories in Australia (2020)

Source: Australian Institute of Health and Welfare *Northern Territory data was not available for inclusion

Health indicators	ACT	NSW	NT	Qld	SA	Tas	Vic	WA	National
Adults who were daily smokers (%)	4.8	7.5	13.1	10.5	9.0	11.3	7.6	7.7	8.3
Patients in emergency care seen on time (%)	51	74	50	67	50	52	65	48	65
Life expectancy (years)	84.1	83.3	78.4	82.8	83.0	82.3	83.5	83.7	83.2
Infant mortality rate (per 1,000 births)	2.1	3.0	8.3	4.1	1.8	4.3	2.8	2.3	2.8
Rate of melanoma (per 100,000)	44.4	53.6	NA*	74.6	38.6	51.6	41.1	57.4	53.5

Inequalities in education

There are similar trends in education to those exhibited in health areas. Children from poorer households are less likely to attend early childhood education and less likely to go to university than children from wealthier households. They also have less access to information technology such as broadband internet, particularly in rural and remote regions. Students in rural areas generally have a more restricted choice of subjects to study and are less likely to finish high school.

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The rural–urban divide

In many areas of wellbeing in Australia there is a rural–urban divide. There are fewer education and employment opportunities in rural areas, and less access to health services and medical care. People in rural areas are more likely to suffer from chronic health conditions, such as diabetes and heart disease, and to die earlier than those living in towns and cities. They are also at a higher risk of injury from work and car accidents.

Think, pair, share

- Think about what could be done to improve access to medical care in rural areas.
- Discuss your ideas with a partner.
- Share your ideas with a friend.

Reducing inequality

Governments have tried to reduce these inequalities in wellbeing in Australia in two main ways:

- targeted programs that focus on a particular problem or issue; for example, campaigns to reduce smoking or to encourage people to have health checks
- general programs to maintain and lift the wellbeing of the entire community; the National Disability Insurance Scheme and Medicare, which ensure people can access care regardless of their financial situation, are examples of these.

Case study Royal Flying Doctor Service

There are many professionals working to improve wellbeing across Australia. One of these groups is the Royal Flying Doctor Service (RFDS). Founded over 90 years ago, it provides emergency and ongoing medical care to patients living in rural and remote areas of Australia. In an average year, the RFDS will see over 370,000 patients, hold 21,000 health clinics and fly over 27 million kilometres. This makes it one of the largest aeroplane-based medical services in the world.

Source 2 The RFDS is the "GP" for hundreds of communities across rural Australia.

Quiz me! Improving wellbeing in Australia

Weblink: Royal Flying Doctor Service

Check your learning 6.6

Check your learning 6.6

Review and understand

1 **Identify** the health indicators showing that people in rural areas have lower levels of wellbeing than people in urban areas.

2 **Explain** how the RFDS helps to reduce these inequalities.

Apply and analyse

3 **Examine** Source 1. **Compare** the health statistics for your home state or territory with one other state or territory.

Evaluate and create

4 Access the live RFDS flight map using the weblink on Oxford Digital.

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a **Identify** how many RFDS planes are currently in the air.

b **Describe** the flight path of each current flight.

5 Use the data in Source 1 to **create** a scatterplot exploring the links between two of the indicators of wellbeing. **Describe** the trend shown in your competed scatterplot.

6 One of the difficulties for governments in reducing inequalities in wellbeing is being able to evaluate the effectiveness of individual programs. In groups, **discuss** how the effectiveness of the RFDS could be evaluated and **share** your ideas with the class.

Lesson 6.7

Improving the wellbeing of Aboriginal and Torres Strait Islander peoples

Learning intentions and success criteria

Introduction

As you have learnt, studies show that the wellbeing of Aboriginal and Torres Strait Islander peoples is well below that of other Australians. A UN official described the standard of health in Aboriginal communities in Australia as being worse than in developing countries in some respects. A range of government groups and NGOs are working to close the gap between Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians in a range of important areas.

Improvements in health

Chronic diseases such as heart attacks and diabetes are responsible for about 70 per cent of the health gap between Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians. The federal government, in partnership with local health services, is working to:

- encourage Aboriginal and Torres Strait Islander peoples to have regular health checks
- train health workers in the techniques of managing chronic diseases such as diabetes and arthritis; this includes giving advice on such things as the health benefits of increased physical activity and stopping smoking

Source 1 Regular health checks for Aboriginal and Torres Strait Islander peoples are a vital component of closing the gap.

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- reduce the cost of medicines and treatments through the Pharmaceutical Benefits Scheme program
- increase the number of Aboriginal and Torres Strait Islander peoples working in the health sector
- build more hospitals and health centres in Aboriginal communities
- improve the quality and range of foods available in the shops in Aboriginal communities
- provide mobile health facilities that visit remote communities and target dental, eye and ear problems
- change the type of fuel sold in many remote petrol stations to make it unsuitable for sniffing, in order to reduce the rates of this type of substance abuse
- improve the mental health of Aboriginal and Torres Strait Islander peoples; one initiative, called Link-Up, helps Aboriginal peoples trace and contact family members who were part of the **Stolen Generations**
- increase participation of Aboriginal and Torres Strait Islander children in sport and recreation
- strengthen cultural ties within communities through the support of language and the arts
- upgrade and maintain airstrips in remote communities for the RFDS to provide better access to emergency health care.

Stolen Generations
Aboriginal and Torres Strait Islander children who were forcibly removed from their families by government officials and church Missions in Australia and raised by white Australians

Case study Fred Hollows Foundation

Fred Hollows was an eye doctor who believed that "everyone, no matter where they live, should have access to high-quality, affordable eye care". He identified Aboriginal and Torres Strait Islander peoples as having some of the highest rates of eye disease in the world.

One of these diseases is trachoma, an agonising condition that is the fourth leading cause of blindness in Aboriginal and Torres Strait Islander adults. Australia is the only developed country in which trachoma occurs as it is usually associated with poverty and poor sanitation. The Fred Hollows Foundation, in partnership with local Indigenous peoples, has developed the SAFE program to eradicate trachoma in Australia. The acronym SAFE stands for:

- Surgery: to prevent blindness by eyelid surgery to correct inverted eyelashes
- Antibiotics: community-wide distribution of antibiotics to treat active infection
- Face washing: to stop eye-seeking flies that spread infection
- Environment: to give communities access to water and improved sanitation.

The national Trachoma Elimination Project, to which The Foundation contributes, has seen trachoma rates drop from 14 per cent in 2009 to 3.3 per cent in 2022. The Foundation also works to improve the eye health of people in 18 other countries. In 2023 the Foundation performed 4.4 million eye tests and 612,000 operations and treatments.

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Source 2 Aboriginal and Torres Strait Islander adults are three times more likely to go blind than non-Indigenous adults. Almost all of this blindness is preventable or treatable.

Quiz me! Improving the wellbeing of Aboriginal and Torres Strait Islander peoples

Check your learning 6.7

Check your learning 6.7

Review and understand

1 **Describe** the strategy that the Fred Hollows Foundation is using to improve the wellbeing of Aboriginal and Torres Strait Islander adults.

Apply and analyse

2 What did a UN official have to say about Aboriginal and Torres Strait Islander health in Australia? **Explain** why you think he made this comment.

3 The federal government, in partnership with local health services, has a number of strategies to improve the health of Aboriginal and Torres Strait Islander peoples. Select one of the strategies.

   a **Summarise** the aims of the strategy

   b How do you think the effectiveness of the strategy could be measured?

Evaluate and create

4 Fred Hollows is not the only well-known person to become involved in projects aimed at improving wellbeing. Angelina Jolie, Miley Cyrus, Emma Watson, Cathy Freeman and Matthew McConaughey are other well-known examples. **Discuss** why you think celebrities often become involved in this type of work.

5 Visit the Fred Hollows Foundation website using the weblink on Oxford Digital. **Create** a report on one of the three programs that are helping to improve wellbeing.

Weblink: The Fred Hollows Foundation

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Lesson 6.8
Are we closing the gap?

Learning intentions and success criteria

Introduction

In 2008, the Australian Prime Minister, Kevin Rudd, apologised to Aboriginal and Torres Strait Islander peoples affected by the official government policies that separated children from their families, a group known as the Stolen Generations. As part of this apology, Rudd gave a promise "to close the gap between Indigenous and non-Indigenous Australians on life expectancy, educational achievement and employment opportunities".

Each year the prime minister must report on the progress that has been made in closing the gap. In his 2024 speech Anthony Albanese noted:

> Sixteen years after the Apology, only 11 out of 19 socio-economic outcomes for Aboriginal and Torres Strait Islander peoples are improving. Just four are on track to meet their targets. What should give us pause is that outcomes have worsened for four critical targets – children's early development, rates of children in out-of-home care, rates of adult imprisonment, and tragically suicide.

The 2024 report revealed the following:

Source 1 Progress on "closing the gap" targets, 2024

Target for Aboriginal and Torres Strait Islander peoples	Data for Aboriginal and Torres Strait Islander peoples
Close the Gap in life expectancy within a generation, by 2031.	In 2022 the gap in life expectancy for males and females is 8.8 years and 8.1 years, respectively.
By 2031, increase the proportion of babies with a healthy birthweight to 91%.	In 2021, 89.6% of babies born were of a healthy birthweight.
By 2025, increase the proportion of children enrolled in early childhood education to 95%.	In 2023, 101.8% of children were enrolled in a preschool program.
By 2031, increase the proportion of children assessed as developmentally on track to 55%.	In 2021, 34.3% of children commencing school were assessed as being developmentally on track.
By 2031, increase the proportion of young adults (age 20–24) attaining Year 12 or equivalent qualification to 96%.	In 2021, 68.1% of young adults aged 20–24 years had attained Year 12 or equivalent qualification.
By 2031, increase the proportion of people aged 25–64 who are employed to 62%.	In 2021, 55.7% of people aged 25–64 years were employed.
By 2031, increase the proportion of people not living in overcrowded housing to 88%.	In 2021, 81.4% of people were not living in overcrowded housing.
By 2031, reduce the rate of adults in prison by at least 15%.	In 2023, the rate of prisoners was 2,265.8 per 100,000 adult population.

Source 2 Ntaria School is in Hermannsburg, outside Alice Springs in the Northern Territory. Increased government funding has allowed remote schools such as Ntaria to offer longer pre-school programs. This has resulted in improved literacy and numeracy as well as improved health, as the children are also given healthy lunches.

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Source 3 Aboriginal and Torres Strait Islander peoples are among the most imprisoned people in the world, making up just 3 per cent of the Australian population, but 29 per cent of the prison population. This rate has worsened since the Closing the Gap program began, highlighting issues with government policies and systemic racism..

Quiz me! Are we closing the gap?

Check your learning 6.8

Check your learning 6.8

Review and understand

1 What was the initial aim of the "Closing the Gap" program?

Apply and analyse

2 The "Closing the Gap" targets rely on quantitative measures to measure their progress. **Explain** why these measures are used rather than qualitative measures (such as levels of happiness and satisfaction).

3 **Examine** Source 1 showing progress in relation to eight of the 17 "Closing the Gap" targets. Which of the targets is the furthest from being met? Use data from the source to support your answer.

Evaluate and create

4 "Efforts to close the wellbeing gap between Aboriginal and Torres Strait Islander Australians and non-Indigenous Australians have been largely successful." Using evidence from Source 1, **evaluate** what the government could do to further close the wellbeing gap, including what areas need the most improvement.

Lesson 6.9
Improving wellbeing in India

Introduction

Learning intentions and success criteria

The International Fund for Agricultural Development (IFAD) is an agency of the UN. It was created in the mid-1970s in response to a number of famines across Africa. The goal of the agency is "to empower poor rural women and men in developing countries to achieve higher incomes and improved food security". IFAD is active in poor rural communities throughout the world, particularly in the Asia–Pacific, Africa, Latin America and Caribbean regions.

IFAD's work in India is focused on groups identified as being the most disadvantaged among the nation's rural poor – women, tribal groups, small farmers, landless people and unemployed youth. There are currently 36 IFAD-sponsored projects in operation across India, directly benefiting more than 6 million households (see Source 1).

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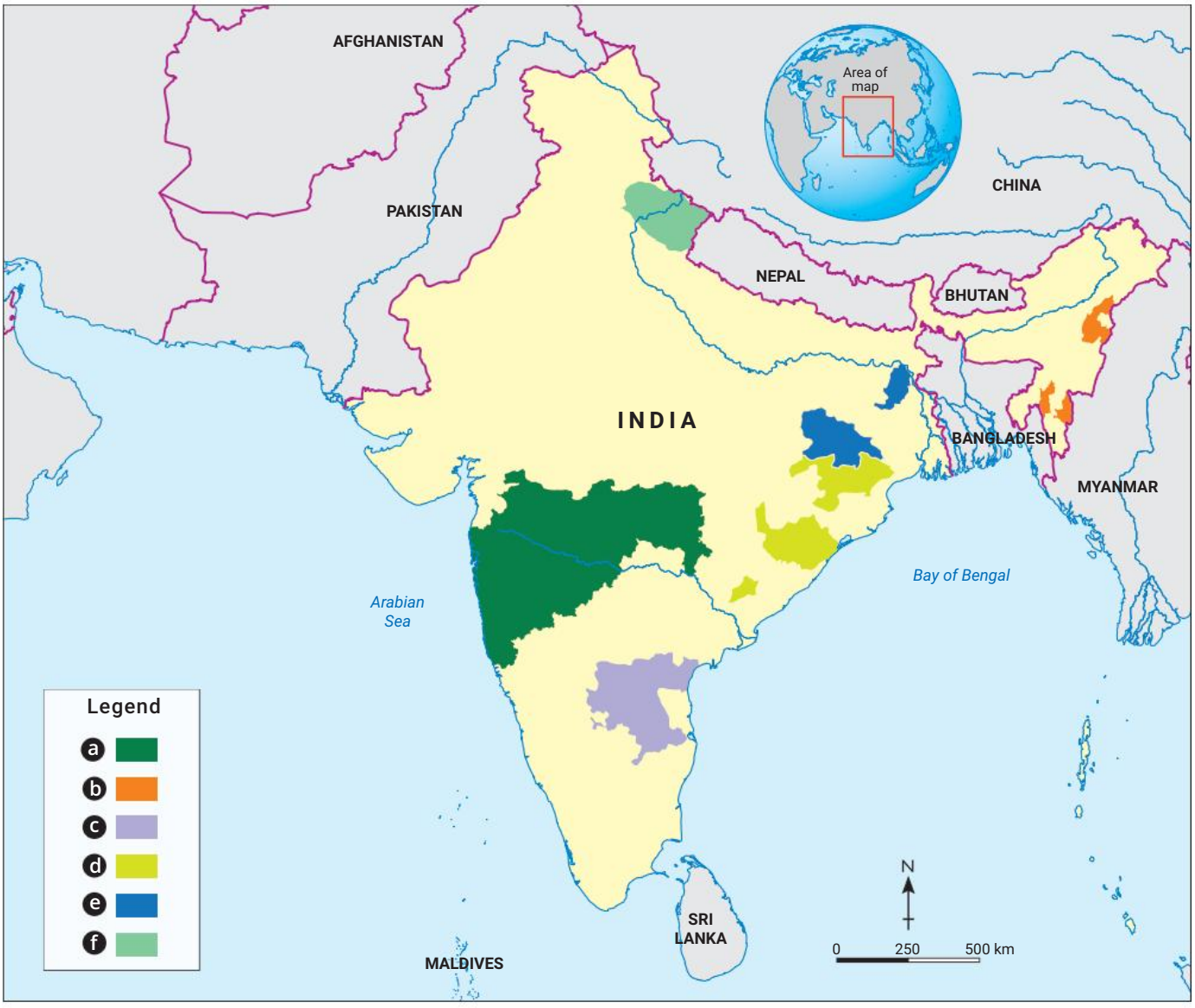
India: Locations of selected IFAD projects



Source: IFAD

Source 1

a The goal of this project is to enable 1 million households to move out of poverty. This will be done by increasing the status of rural women through self-help groups and microloans, as well as improving food security by building resilience to climate change.

b This project aims to change farming practices in the hilly region of north-eastern India to increase food security (see the Key concept in this lesson).

c This region of India suffers from drought, a situation that is worsening due to climate change. IFAD aims to educate farmers about drought-resistant crops and better water management strategies, particularly soil moisture.

d This project aims to reduce rural poverty, particularly among minority tribal groups, by providing microloans to small business ventures. IFAD is also investing in better access to health and education, and helping the tribespeople to secure their entitlement to land and forests.

e Some of India's most disadvantaged people live in the Jharkand region. Following a request from the Indian Government, IFAD is helping to empower local communities, help farmers better manage their land irrigation, and help rural people living in poverty to begin small income-generating jobs, such as mango orchards and poultry farms.

f This project aims to promote changes in farming methods, along with new job opportunities in rural tourism.

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Key concept Sustainability

Farming in north-eastern India

Food insecurity in the hilly regions of north-eastern India has increased in the past few decades as the result of a growing population combined with unsustainable farming practices. Traditionally, farmers in this region used slash-and-burn farming techniques – where a patch of forest was cut down and burned, and the land was used until the soil became infertile. The farmer would then move to a fresh patch of forest. However, as the population increased, this sort of farming resulted in huge losses of forest, soil erosion and a fall in food production. Widespread food and water insecurity followed.

IFAD encouraged farmers to terrace their hillsides and protect their forests (see Source 2). This is a much more sustainable approach to farming. Soil erosion and forest clearing both fell dramatically, resulting in a wide range of improved wellbeing outcomes for hundreds of thousands of people. The changes achieved better food security from crops, increased fish populations in the streams and rivers of the forests, and more varied diets for the farmers. As the terraced farms require less labour to maintain, a wider range of jobs have been developed, incomes have increased, children are more likely to attend school and infant mortality rates have fallen.

Source 2 Rice terraces in Nagaland, north-eastern India

Source 3 IFAD works to improve the lives of people in poor rural areas such as this woman in India.

For more information on this key concept, refer to Lesson 1.1 Geographical concepts (page 6).

Quiz me! Improving wellbeing in India

Check your learning 6.9

Check your learning 6.9

Review and understand

1 State what IFAD stands for and **describe** the aims of the organisation.

2 **Identify** the groups of people who are most disadvantaged in India.

Apply and analyse

3 **Summarise** the ways IFAD aims to reduce rural poverty by increasing food security.

4 **Explain** how the agricultural technique of terracing can help improve human wellbeing.

5 Using the PQE method, **describe** the distribution of IFAD projects in India.

Evaluate and create

6 **Construct** an overlay map of India to explore the relationship between levels of wellbeing there and the location of IFAD projects. Conduct some research to find a map showing the HDI ratings across India and use the data from Source 2 in Lesson 5.1 Variations in wellbeing within India (page 184) as the overlay. When you have completed your overlay map, describe the relationship between HDI and IFAD projects.

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6B Skills in context

Reducing infant mortality in Timor-Leste

Reducing infant mortality in Timor-Leste

Timor-Leste is one of Australia's closest neighbours and one of the world's newest countries. The Timor-Leste people declared independence from Indonesia in 2002. It is often described as one of the world's poorest countries, and by many measures, its people have low levels of wellbeing. Average life expectancy at birth is 70 years and GDP per capita is US$4,600. In the latest HDI rankings, Timor-Leste was placed as the 155th country.

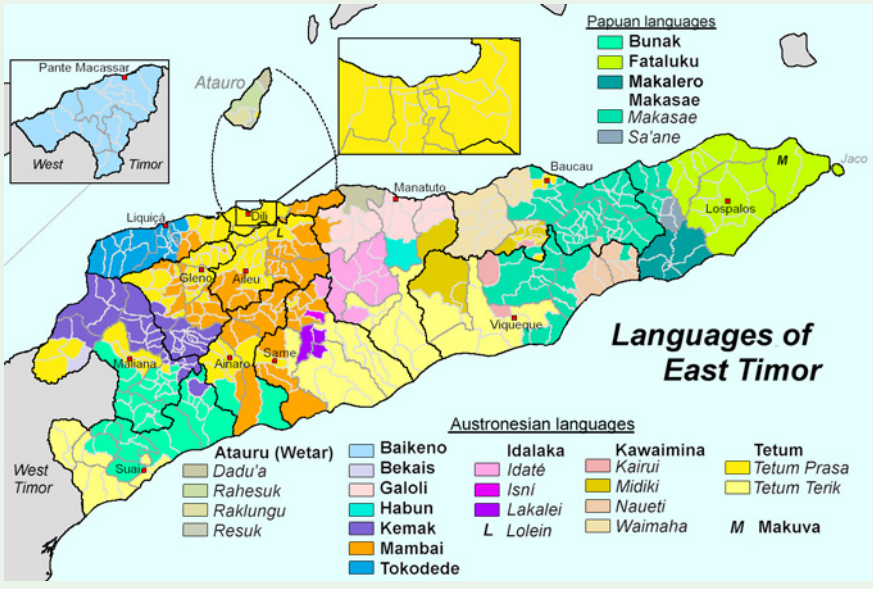
Infant mortality rates are high with 32 babies from every 1,000 dying in their first year (see Source 1 in Lesson 4.10 Measuring changes in wellbeing over time, page 172). As with many wellbeing challenges, there are many factors responsible for this high rate of infant deaths. One of these is an unreliable supply of clean water at the places where rural mothers give birth. Clean water is vital for the health of the mother and baby as this is used to clean them after birth and to sterilise delivery kits.

Alice Hall, from UNICEF Australia, recently visited some of the maternity clinics in Timor-Leste and stated that "many neonatal deaths are associated with infection, which can easily be prevented by having access to clean water and good hygiene practices". Many rural women choose not to attend the clinics because of the danger of infection and instead are giving birth in their homes. This too is risky. UNICEF estimates that about four in every 10 infant deaths are due to preventable causes such as infection.

Despite being a small country, Timor-Leste is a land of diversity. This is apparent in the number of languages spoken. More than 20 different languages can make it difficult for a common wellbeing strategy or message to be adopted throughout the country.

Source 1 A healthy baby at home in Timor-Leste

Timor-Leste: Language diversity



Source 2

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Key skill Collecting & representing data

Developing and evaluating strategies

Geographers are problem solvers. By taking into account the factors that contribute to a challenge, they try to develop strategies to address the problems and explain predicted impacts. Use the following steps to develop and evaluate a strategy.

- **Step 1:** Evaluate and explore the problem, issue or challenge. This could be through a full geographic enquiry in which you ask questions before collecting, representing, describing, interpreting and analysing information. See Module 1 The geography toolkit (page 4) for more information on planning a geographic enquiry.
- **Step 2:** Establish the underlying causes of the challenge.
- **Step 3:** Explore the environmental, cultural and social context of the place in which this challenge exists.
- **Step 4:** Propose a response to address the underlying causes. This could be based on a successful response to the same challenge in another place.
- **Step 5:** Evaluate the sustainability of the proposed response. This evaluation should consider environmental, economic and social sustainability. There is more information about the key concept of Sustainability in Lesson 1.1 Geographical concepts (page 6).
- **Step 6:** Write a final report in which you:
  - outline the challenge using data where appropriate
  - describe the underlying causes
  - describe the environmental, cultural and social context
  - outline your proposed strategy
  - write a paragraph explaining why this is an appropriate and sustainable strategy.

For more information on this skill, refer to Lesson 1.6 Representing data (page 27).

Practise the skill

1. Develop and evaluate a strategy for reducing infant mortality in Timor-Leste.
2. Select one of the other wellbeing challenges described in Module 4 Inequalities in wellbeing (page 146) and Module 5 Inequalities within countries (page 182). Examples include poverty in the Democratic Republic of Congo (Lesson 4.3 Measuring wealth, page 152), global obesity (4A Skills in context The global obesity epidemic, page 167), statelessness (4B Skills in context No place to call home: the wellbeing of stateless people, page 178) and rural poverty in India (Lesson 5.2 India's rural–urban divide, page 186). Explore your chosen challenge before developing and evaluating a strategy to address it.

Extend your understanding

1. **Research** other indicators of wellbeing in Timor-Leste. By what measures could it be considered to be one of the world's poorest countries? What are some of the historic and environmental factors that help to explain this level of wellbeing?
2. World Vision Australia is an NGO working to improve wellbeing in Timor-Leste. **Research** one of the programs being undertaken by World Vision and **evaluate** its effectiveness and sustainability.

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Review: Improving wellbeing

Review activity

Read the information, examine Source 1 and Source 2, and answer the questions that follow.

World Vision Australia

World Vision Australia is one of the largest charity organisations in Australia working to improve wellbeing. World Vision Australia's mission is to "be a Christian charity dedicated to helping vulnerable children lead full lives". It is funded mainly by donations from individual Australians (see Source 1).

World Vision Australia's programs to improve wellbeing can be classified into four key focus areas:

- community development and alleviating poverty – this is done through improving access to clean water, improving health and education access, protecting children, and improving food security and employment opportunities
- humanitarian and emergency relief during times of natural and human disasters and the recovery from these in the long-term
- advocating for the rights of vulnerable people, particularly the rights of children
- the Australia First Nations Program, which aims to create positive change for Aboriginal and Torres Strait Islander peoples.

Source 1 Focus areas of World Vision Australia's programs in 2023

Note: "DFAT" stands for Department of Foreign Affairs and Trade.

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1 Can World Vision Australia be considered an NGO? **Explain** your answer (3 marks).

2 Use Source 1 to **classify** these examples of World Vision Australia's programs into one of the four focus areas (1 mark each).

- **a** delivering meals to families in India forced into lockdown during the COVID-19 pandemic
- **b** child sponsorship that enables more girls to go to school in Tanzania
- **c** encouraging children to deepen their understanding of Aboriginal and Torres Strait Islander knowledge and values at schools in New South Wales
- **d** a campaign aimed at the Australian Government helping to raise awareness of children impacted by the COVID-19 pandemic
- **e** child sponsorship that means more mothers give birth with the assistance of a trained health worker in Myanmar
- **f** teaching women in Papua New Guinea financial literacy techniques such as budgeting and saving
- **g** teaching African farmers techniques to reverse desertification and improve food security.

3 Select one of the programs listed in question 2 and write a paragraph that **describes** how it will improve wellbeing. (6 marks)

4 Use the PQE method to **describe** the distribution of World Vision's aid programs in 2020 as shown in Source 1. (4 marks)

(Total: 20 marks)

Source 2 In 2023, World Vision Australia provided more than 10 million people with food support.

Module checklist:
Improving wellbeing

Module review quiz:
Improving wellbeing

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Part 2 History

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Overview

Concepts and skills

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Investigation: Australians at war (1914–1945)

Module 8 World War I (1914–1918) ..... page 264

Module 9 World War II (1939–1945) ..... page 266

Overview: A changing world post-1945

Module 10 Overview: A changing world post-1945 ..... page 344

Investigation: Aboriginal and Torres Strait Islander Peoples' rights and freedoms (1938–present)

Module 11 Aboriginal and Torres Strait Islander peoples' rights and freedoms ..... page 362

Overview: The globalising world

Module 12 Overview: The globalising world ... page 420

Investigation: The globalising world (1945–present)

Module 13 Popular culture ..... page 438

Module 14 The environment movement ..... page 490

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Module 16 Political crisis: the Vietnam War .... page 494

Module 17 Regional and global conflict: the Irish Troubles ..... page 496

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Module 7

The history toolkit

Sub-strand: Concepts and skills

Overview

History is a process of inquiring into the past. Historians seek to piece together accurate pictures of what life was like in days gone by. They also look for patterns – what has remained the same, what has changed, and why.

Historians ask questions, form opinions and theories, locate and analyse sources, and use evidence to develop informed explanations about the past. Oral accounts, documents, artefacts and archaeological finds form the basis of research in history.

This year you will be looking at events that took place from 1939 to the present day and how these events influenced modern-day Australia. By studying important world events such as World War II, and significant events in Australia post-1945, historians understand how aspects of our past have shaped the modern world.

Source 1 The Aboriginal Tent Embassy on the lawns of Old Parliament House in Canberra was established in 1972 to protest against the Australian Government's refusal to recognise Aboriginal land rights. Today, it still stands as a reminder of the struggle for the rights and freedoms of Aboriginal and Torres Strait Islander peoples in Australia.

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Lessons in this module

7A What are the historical concepts and skills?

Lesson 7.1 Historical concepts and skills
Lesson 7.2 Historical questions
Lesson 7.3 Chronology
Lesson 7.4 Using historical sources
Lesson 7.5 Continuity and change
Lesson 7.6 Causes and consequences
Lesson 7.7 Historical significance
Lesson 7.8 Communicating

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Lesson 7.1
Historical concepts and skills

Introduction

Historians use a variety of concepts and skills to help them investigate and understand the past. As you learn to apply these concepts and skills, listed below, you will begin to think like a historian and conduct your own historical inquiry:

- historical questions
- chronology
- using historical sources
- continuity and change
- causes and consequences
- historical significance
- communicating.

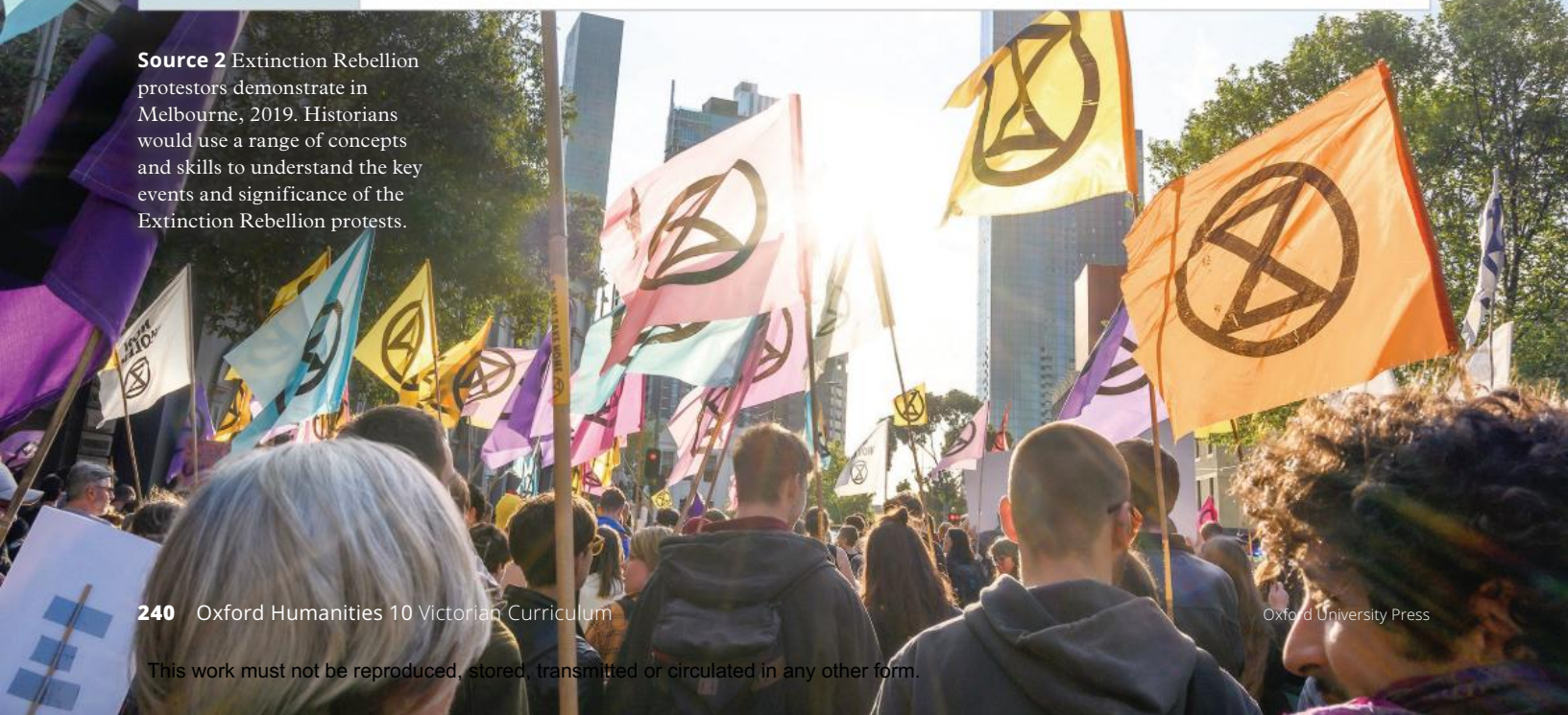
These concepts and skills will be covered in more detail in the following lessons.

By studying history, you will gradually master the historical skills (see Source 1) and understand how the historical concepts relate to them.

You will already be familiar with many of these concepts and skills from your previous studies. This year, you will revisit each one and learn to apply them more effectively.

Source 1 Historical concepts and skills

Historical questions	• Developing **historical questions** about the past • Locating relevant sources online and in print
Using historical sources	• Understanding the purpose, content, features and context of primary and secondary sources • Evaluating the reliability and usefulness of primary and secondary sources as historical evidence
Historical perspectives and interpretations	• Using **chronological** sequencing to demonstrate the relationship between events and developments in different periods and places • Analysing the **causes and consequences** (both short-term and long-term) of events or developments • Evaluating patterns of **continuity** and instances of **change** over a period of time • Comparing the points of view and perspectives of people from the past with empathy • Analysing different historical interpretations • Deciding on the **historical significance** of an event, person or thing from the past
Communicating	• Using historical terms, skills and concepts • Using evidence from a range of referenced sources • Structuring a historical argument



Source 2 Extinction Rebellion protestors demonstrate in Melbourne, 2019. Historians would use a range of concepts and skills to understand the key events and significance of the Extinction Rebellion protests.

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Lesson 7.2
Historical questions

Developing historical questions about the past

One way to understand the past is to undertake a historical inquiry. A historical inquiry is a process of asking questions, finding and analysing sources, and using information from sources as evidence to develop an informed explanation or argument about the past. Historians begin any historical inquiry by asking big questions. From research in response to these big questions, historians develop a **hypothesis** about what events took place, why, where, and who was involved.

hypothesis a considered opinion, theory or statement, based on research and evidence, about something that has not been proven

The photograph in Source 1 shows a group of women working in a factory during World War II, assembling the wing of an aeroplane. Female workers on the **home front** were essential during the war to maintain the supply of weapons and other goods to men on the battlelines.

home front those citizens who remain at home during a war

History

Key concepts & skills Historical questions

Developing historical questions

Look closely at Source 1. This photograph could provide an interesting starting point for questioning and researching the roles of women during World War II. To help to guide the research process, think of some questions that begin with the words "what", "where", "how", "when" and "why"; for example:

- What are the people in the photograph doing?
- Who are they?
- What are they building and what might it be used for?

These kinds of questions are known as closed questions, meaning they are usually quick and easy to answer, and they will provide you with facts.

In addition to asking closed questions, it is important that you also ask more complex questions requiring greater thought and reflection. These are known as open-ended questions. Open-ended questions such as "What were working conditions like for these people?" and "What consequences did increasing numbers of women in the workforce have on society?" will often open up exciting new areas for you to explore.

Practise the skill

1. **Develop** two closed and two open-ended questions of your own that will help guide your research into women on the home front in Australia during World War II.
2. Once you have generated your questions, **identify** the information you will need to answer these questions and where you might be able to locate it.
3. Are there any questions for which you have not been able to find reliable information? What reasons might there be for this?

Source 1 Using sources such as this, historians can begin to develop a range of closed and open questions.

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Locating relevant sources

artefact an object that is made or changed by humans

Sources provide information for historians. They can take many different forms, from historical **artefacts** to written records in books or online. Some examples of sources include human remains, coins, textbooks, newspapers, letters and diaries.

Source 2 Most research today is conducted online.

Locating a range of relevant sources is a valuable skill often involving a number of different research methods, such as:

- checking catalogues at your school and local library
- using online search engines, such as Google, Yahoo and Bing
- visiting museum and government websites
- looking at newspaper and magazine archives
- contacting local historical societies
- interviewing older family members about the past.

Locating relevant sources online

Books and newspapers are valuable sources of information. A lot of research is also conducted online. To ensure sources gathered online are accurate, reliable and relevant, a number of guidelines should be followed:

- Search engines are useful research tools, but sometimes material found online is not reliable and can contain inaccuracies, false and misleading information, or material that is out of date. When using search engines, define your search using keywords.
- A reliable way of searching for sources is to use sites linked to government departments, reputable companies, museums, universities and educational institutions. A quick way of telling if a site is reputable is to look at the suffix of the domain name in the URL (internet address). Some of the most common domain suffixes are listed in Source 3, along with some information about their reliability.
- Avoid blogs posted by unknown individuals. If you happen to find information relevant to your investigation on a blog or social media site, always verify it by using a more reliable source.
- Never cut and paste information from the internet straight into your own work. Taking someone else's work, ideas or words and using them as if they were your own is called plagiarism. Plagiarism is unethical and if you plagiarise, your work can be rejected.

Source 3 Some common domain suffixes and their characteristics

Domain suffix	Description
.edu	• The site is linked to an educational institution, such as a university or school. These sites are generally very reliable.
.gov	• The site is linked to a government institution. These sites are generally very reliable.
.net	• The site is linked to a commercial organisation or network provider. Anyone is able to purchase a domain name with this suffix, and generally there is no one to regulate the information posted on these sites. As a result, these sites may be unreliable.
.org	• This site is linked to an organisation. Generally, these organisations are not-for-profit (e.g. British Museum). If the organisation is reputable and can be contacted, it generally means the information provided has been checked and verified by that organisation. Be aware of any special interests the organisation may represent (e.g. particular religious, commercial or political interests), as this may influence what it has to say on a particular issue.
.com	• This site is linked to a commercially based operation and is likely to be promoting certain products or services. Domain names with these suffixes can be purchased by anyone, so the content should be carefully checked and verified using another, more reliable source.

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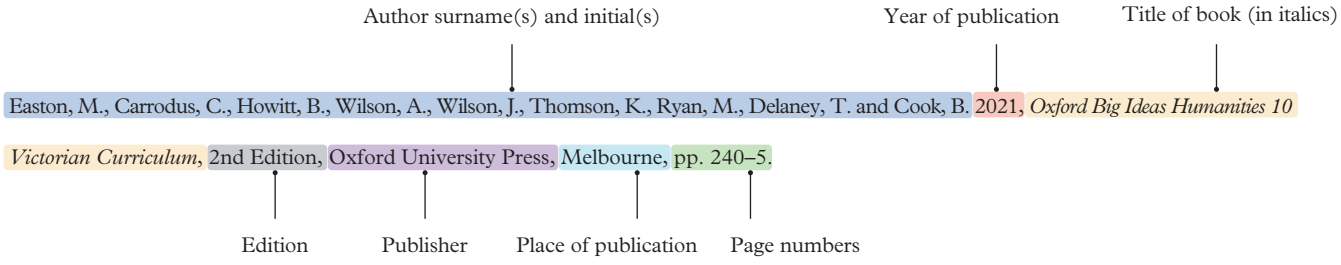
Referencing your sources

As you identify and locate relevant sources, it is essential that you record details to include in your reference list or bibliography.

Referencing a book

When citing (mentioning) a book in a bibliography, include the following, in this order, if available:

1 author surname(s) and initial(s)
2 year of publication
3 title of book (in italics)
4 edition (if relevant)
5 publisher
6 place of publication
7 page number(s).

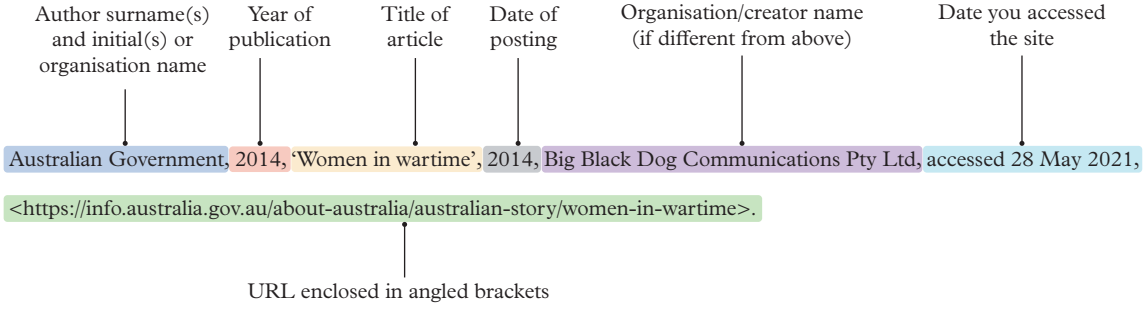


Source 4 An example of how to cite a book in a bibliography

Referencing an online source

When citing an online source in a bibliography, include the following information, if available:

1 author surname(s) and initial(s) or organisation name
2 year of publication or date of webpage (last update)
3 title of document (article) enclosed in quotation marks
4 date of posting
5 organisation name (if different from above)
6 date you accessed the site
7 URL or web address enclosed in angled brackets <>.



Source 5 An example of how to cite an online source in a bibliography

Check your learning 7.2

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Lesson 7.3
Chronology

Sequencing events

chronology a record of events in the order they took place

Chronology can help us organise things that happened over a small period of time, such as a day or week, or large periods of time, such as hundreds of thousands of years. We can also use chronology to look at events that happened in one place or society or compare events across many different places and societies. Chronology allows us to develop an ordered sense of time. Once events have been ordered chronologically, we are able to use a range of historical skills and concepts such as causes and consequences and continuity and change to analyse them in detail.

Key concepts & skills Chronology

Creating a timeline

Timelines are used by historians to order important events chronologically. Follow these steps when constructing a timeline:

- **Step 1:** Work out the length of time you want to represent on your timeline, then divide it evenly into suitable blocks of time.
- **Step 2:** To represent a large span of time, you may need to break your timeline into sections using a jagged line. This shows that a section of time has been left out and will ensure that your timeline will fit on the page.
- **Step 3:** Mark specific dates into the timeline. These dates need to be accurately plotted so that they appear in chronological order. A full date with day and month can be added for particularly significant events if this is appropriate.
- **Step 4:** Provide a brief description of what took place on each date on the timeline. You can include pictures and captions.

Practise the skill

1 **Create** your own timeline on one of the topics listed below:
   - key battles of World War II
   - Japan's involvement in World War II
   - Australia's involvement in World War II.

2 Your timeline should have at least eight entries and feature at least two images, with captions.

Source 1 A simple timeline of some key events from 1919 to 1945

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Lesson 7.4
Using historical sources

Understanding evidence and sources

Evidence is the information gathered from historical sources that can be used to develop, revise or support an argument or challenge an interpretation.

Evidence can be gathered from two types of sources with distinctive features:

- **Primary sources** are objects created or written at the time being investigated; for example, during an event or very soon after. Examples of primary sources include official documents (such as laws and treaties), personal documents (such as diaries and letters), photographs, films and documentaries. These original, firsthand accounts are analysed by historians to answer questions about the past.
- **Secondary sources** are accounts about the past that were created after the time being investigated. They often use or refer to primary sources and present a particular interpretation. Examples of secondary sources include writings of historians, encyclopaedia entries, documentaries, history textbooks, films, illustrations, reconstructions and websites.

primary source a source that existed or was made in the time being studied

secondary source a source created after the time being studied

History

Historians often have different opinions or points of view and do not always agree on evidence, even when it comes from the same source. This is why historians are constantly searching for new sources of evidence to help them gain a more complete picture of the past.

Source 1 Both of these sources depict the march for voting rights from Selma to Montgomery in Alabama, United States, 1965. However, image A is a primary source while image B is a secondary source. This is because image A is a photograph that was taken at the time, while image B is a still from a film, *Selma*, created in 2014.

Origin, purpose and context of sources

Both primary and secondary sources are useful, however, it is important to understand:

- where they came from (origin)
- what the creator of the source wanted to achieve (purpose)
- the historical setting in which they were created (context).

It is also important to understand motive, or why the source was created. These factors are important because they provide clues about the perspective of the person who made

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the source, as well as the attitudes and beliefs that were common at that time. All sources are influenced by the author's own perspective. In some cases, the author may even have intentionally ignored certain facts because of their own views. This is referred to as **bias** and is often aimed at persuading the reader to agree with the author's point of view.

bias a pre-set view about someone or something that is not altered by the presentation of facts and opinions to the contrary

Asking "who", "what", "when" and "why" questions will help you identify the origin and purpose of sources (see Source 2 and Source 3).

- Image A in Source 3 is a primary source. It is an aerial photograph, taken on 5 February 1945, of a bridge built as part of the Thailand–Burma Railway over the River Kwai in Thailand. The bridge itself is also a primary source.
- Image B in Source 3 is a secondary source. This photograph was taken on location in Sri Lanka during the filming of the 1957 British–American war film, *The Bridge on the River Kwai*. This popular film (which is also a secondary source) gave a largely fictional account of events that took place during the construction of the bridge during World War II.

Source 2 Asking these questions will help you identify the origin and purpose of a source.

Who?	Who wrote, produced or made the source?	• From what perspective is the creator seeing the events? • Was the creator a member of a particular group, religion or organisation?
What?	What type of source is it?	• Was the source created at the time of the event or afterwards?
When?	When was the source written, produced or made?	• How old is the source? • Is the source an eyewitness account or was it created at a later date? • Is the source complete?
Why?	Why was the source written, produced or made?	• Was the source designed to entertain, persuade or argue a point of view? • Did the creator have anything to gain personally from creating the source? • What other events may have been happening at the time and might have influenced the creator or affected the source?

Source 3 The origin and purpose of these sources is very different, even though they are both related to the building of the Thailand–Burma Railway by Allied prisoners of war (POWs) during World War II.

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Key concepts & skills Using historical sources

Evaluating sources as evidence

Once you have located and collected a variety of sources and types of information to analyse, you will need to process and synthesise the most relevant information. This information can then be used as evidence. There are several ways to organise large amounts of information so that you can decide quickly and easily which sources provide the most useful, relevant and reliable evidence.

Graphic organisers are very useful tools for collecting, comparing and selecting suitable resources that you have located. Follow the steps below and refer to Source 4 when constructing a source evaluation chart.

- **Step 1:** In the first row of the chart outline your historical question, inquiry topic or hypothesis.
- **Step 2:** In the first column, summarise the key content or main argument relevant to your topic that is mentioned in the first source you collect. Some sources may have more relevant context than others.
- **Step 3:** In the second column, assess the context of the source and note down the pros and cons. Consider the origin, motive, intended audience and potential biases present.
- **Step 4:** In the third column, outline the features of the source such as the type of source and its form such as written, visual, object, oral etc.
- **Step 5:** In the final column, record the reference information to ensure you can create a reference list or bibliography of those sources used as evidence. Repeat steps 2–5 for all sources collected.
- **Step 6:** In the final row of the table, evaluate how useful the sources are by comparing them and listing the top five in order of relevance.

Source 4 An example of a source evaluation chart, showing how you might process, compare and select sources.

Research topic: What were the experiences of Allied prisoners of war during the construction of the Thailand–Burma Railway? Hypothesis: That Allied prisoners of war were treated so harshly that they died in their thousands.			
Key content	**Features of source**	**Context and purpose of source**	**Reference information**
Source 1 "Changi", ABC website	Secondary source – special interest webpage	Pros: • The webpage includes some great primary sources. • The webpage is written by a reputable organisation (the ABC) and was developed to accompany a television documentary on the subject. Cons: • The webpage is not detailed enough. • The webpage is focused mainly on conditions at the prisoner of war camp known as Changi. Only a fairly small section of the article talks specifically about the Thailand–Burma Railway.	http://www.abc.net.au/changi/history/burma.htm (accessed 24 February 2021)
Source 2		Pros: Cons:	
Source 3		Pros: Cons:	
Source 4		Pros: Cons:	
Recommended sources in order of relevance and usefulness:			
1 2 3 4			

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Evaluating the value of sources

All sources (primary and secondary) should be evaluated for reliability and usefulness. The reliability and usefulness of a source will depend on the questions asked of it. A reliable source is a source that is trustworthy because it provides good quality information. The usefulness of a source depends on what you intend to use it for. A source might not be useful in providing the information you are looking for, but it might be useful in showing the author's views about something or showing the dominant attitudes of the time.

Asking the following questions will help you determine the reliability and usefulness of a source:

- Does it provide information that is supported and reinforced by evidence from other sources?
- Does it provide enough information and sufficient detail to help answer the research question?
- Is it balanced or does it present one point of view (in other words, is it biased)?
- Does it provide accurate information about events, or does it provide information about attitudes and opinions common at the time?
- Does it provide factual information or opinion? (See Source 5 for more on differentiating between fact and opinion.) A source that provides opinions can still be reliable, if these opinions are backed up with evidence.

Source 6 This illustration was created in 1946 by Murray Griffin, a prisoner who was held at the Changi POW camp in Singapore. It depicts the kinds of punishments given to British and Australian POWs by the Japanese during the construction of the Thailand–Burma Railway. As a primary source created by a POW, this is a very useful source for understanding the experience of being a prisoner of war at this time.

Source 5 Differentiating between fact and opinion

Term	Definition	Example	How to tell
Fact	Something that can be proved beyond doubt and across multiple sources	The crossing over the River Kwai in Kanchanaburi, Thailand, was built by Allied prisoners of war (POWs) and slave labourers under orders from the Japanese army during World War II.	This statement has been made in multiple, reliable sources.
Opinion	Something based on what a person (or persons) believes to be true, but that cannot necessarily be proven	I think the 1957 film *The Bridge on the River Kwai* shows that British prisoners of war suffered harsh treatment at the hands of the Japanese during the construction of the Thailand–Burma Railway.	Look for the use of words such as "might", "could" and "think". These indicate that an opinion is being expressed.

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Key concepts & skills Using historical sources

Analysing propaganda posters

Propaganda is information or material that attempts to influence the behaviour or opinions of people within a society. Regardless of the forms it takes (for example, posters, films or flyers), all propaganda is designed with the same goal in mind – to influence people's thoughts and actions by promoting a particular idea or course of action. Very often, propaganda is also designed to damage the reputation or cause of an enemy.

Throughout the first half of the twentieth century, propaganda posters were used by many nations. Although they do not always present the truth, these posters can tell us a lot about the time period by giving us insights into the opinions and attitudes that were popular at the time. The most effective propaganda poster uses a range of techniques to convey its message simply and directly.

When asked to analyse a propaganda poster, follow these steps:

- **Step 1:** Look for evidence of a range of visual techniques. Propaganda posters use a range of visual techniques to grab the attention of viewers and get their message across quickly and effectively, for example:
  - **Colours** – often a combination of bright, bold colours (or dark, menacing colours) are used to convey a message, seize the viewer's attention and/or provoke some kind of emotional response.
  - **Images and symbols** – a range of different images and symbols are used to convey the message and/or identify people and countries. It is common for flags, logos and animals to be used to represent countries. For example, Source 7 proudly displays the symbols of the German eagle and the swastika to represent German strength and unity. It is also common for enemies to be represented using racist or derogatory imagery.
  - **Text** – most often, a clear and simple message accompanies a propaganda poster. This is often a call to action or a warning of some kind. For example, Source 7 declares "Germany awake! List of candidates: 2 National Socialists".
- **Step 2:** Ask a range of questions to analyse the intended message and audience of the poster. Once you have identified the main visual techniques being used, it is time to think more deeply about what the poster is trying to achieve.

Source 7 A sample analysis of a National Socialist (Nazi) propaganda poster, *Germany Awake!* This poster was created by Felix Albrecht for the German federal elections, held 31 July 1932.

- **a** The text "Germany awake!" calls the viewer to action. It suggests that Germany has been sleeping and that it is now time for action. The strong use of red grabs the audience's attention and is associated with the greatness of the German Empire. Red was also the colour of the National Socialist (Nazi) Party.
- **b** The swastika became a symbol of Nazi strength and racial superiority in the 1930s and 1940s in Europe.
- **c** The eagle is a traditional symbol of German strength and power. Its strength is emphasised by it being large and central.
- **d** The text "List of candidates: 2 National Socialists" instructs people to vote for the National Socialist (Nazi) Party and tells them how to use the ballot paper.
- **e** In the background, a large crowd of people all show their support for this message by raising their right arms in the air (the Nazi salute).

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You can do this by asking questions, such as:

- Who is the intended audience? Who was the poster made for?
- What is the historical context of the poster? What year was it produced?
- What is the purpose of the poster? What is the intended message? What is it trying to get people to do?
- Is it effective at getting its message across to the audience? Why or why not?

Practise the skill

1 Use the steps provided above to **analyse** the propaganda poster in Source 8.

2 **State** the similarities and differences between Source 7 and Source 8. Which do you think is more effective at achieving its goal? Provide reasons for your answer.

Source 8 This Australian propaganda poster from 1942 reflects the threat and fear of Japanese invasion of Australia during World War II. (AWM TEP 393543)

Comparing perspectives

A person's perspective is the position from which they see and understand events going on in the world around them. People will have different points of view about a particular event, person, society or artefact depending on their perspective, which can be affected by their age, gender, social position and their beliefs and values.

Just like everyone else, historians see events from different perspectives, which can influence their interpretations of the past and the ways they write about it. Despite their own perspectives, historians must try to understand the different values and beliefs that shaped and affected the lives of people who lived in the past. Historians may further categorise perspectives into personal, social, political, economic or religious points of view.

Source 9 South Vietnamese refugees travel to Australia by boat, 1976

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An example of variances in perspectives is present through the diversity of Australian views about the responsibility of our government to refugees. Consider the information below and how an historian's perspective may influence the way they write about the period.

At the end of the Vietnam War in 1975, the government of South Vietnam (supported by the United States, Australia and other anti-communist countries) was defeated by North Vietnam (supported by the USSR and other communist countries). The end of the war led to the reunification of North and South Vietnam under a communist government. Vietnamese people in the south who had supported US and Australian troops were regarded as traitors by the new government. Millions of people were sent to "re-education camps" where they were tortured or abused.

Consider the perspective
Consider what you know or are able to find out about the creator or author of the source. For example, are you able to determine their cultural background, social status, profession, gender or beliefs? All of these factors affect a person's perspective, and their point of view about particular events will depend on their perspective.

Identify point of view
Look closely at the source. What is the creator's or author's view on the event detailed in the source?

Seek different perspectives
To avoid bias in your inquiry, seek different sources from alternative perspectives. For example, if the first source was created by a man, look for one created by a woman.

Source 10 Exploring historical perspectives

From 1975 onwards, well over 1 million refugees fled Vietnam, including by boat. The first "boat people" from Vietnam to arrive in Australia landed in 1976. At the time, some parts of the Australian population believed that any refugees or asylum seekers should enter Australia through the established legal channels, and their view of "boat people" was that they should not have arrived in Australia in this way. The view of the Vietnamese refugees who arrived by boat was that they had no option but to leave Vietnam in any way they could.

Using empathy

While historical perspectives are likely to be quite different to your own, one way to appreciate the circumstances people faced in the past, and the motivations, values and attitudes behind their actions, is to use empathy. Empathy is the ability to "walk in someone else's shoes" – to be aware of their feelings, thoughts and experiences. Empathising brings history to life by connecting us as human beings, regardless of how much time has passed.

You should always seek different perspectives to make sure your research avoids bias. When seeking different perspectives, it is important to remember that some groups in society will not be as well-represented in primary sources as others, for example, Aboriginal and Torres Strait Islander peoples, women, people of colour and people from lower classes.

Source 11 and Source 12 are just two of many accounts that help historians form opinions about the perspectives towards the arrival of Vietnamese refugees by boat in Australia. There are many other sources that could provide further evidence and allow us to form a more accurate and reliable picture. Source 11 is an extract from MP Dai Le's maiden speech to Parliament in 2022. A former ABC reporter, MP Dai Le represented her local community in Cabramatta before being elected as an independent into the Federal Parliament. In the source, she describes conditions on the boat to Australia, and her concerns for migrants currently. Source 12 is an extract from another reporter, Denis Warner, who was a foreign correspondent at the time the South Vietnam government was defeated. He presented his views to the Senate Standing Committee on Foreign Affairs and Defence on the issue of Vietnamese refugees in 1975. In Source 12, he raised concerns that the government was not showing loyalty to those Vietnamese who worked in the Australian embassy.

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Source 11

Many of my colleagues in this chamber will attest that one of Australia's greatest prime ministers, the Hon. Gough Whitlam, proudly represented the people of Fowler, as I do today... Trying to peer through the tarp, all I could hear was the storm, and I was terrified we wouldn't survive because none of us could swim... The ocean was pitch-dark, and all I could think of was that I was going to fall into this black abyss...Australia, you welcomed my mother and my family with open arms. You gave us comfort, food and a warm bed to sleep in... I ask the government to first look locally to address the skills shortage because in my electorate of Fowler there's almost 10 per cent unemployment...We also have migrants and refugees with professional qualifications who are now working in underqualified occupations.

Extract from Dai Le MP's First Speech to Parliament, 5 September 2022

Source 12

I have been told repeatedly by officials that Mr Whitlam accepted personal responsibility for the admission, or otherwise, of all Vietnamese refugees wanting to come to Australia. I was told by one official that Mr Whitlam was quite unsympathetic. "These Vietnamese sob stories don't wring my withers," he is reported to have said. Mr Whitlam is also on record that there would be no reprisals in Vietnam and is privately said to hold the view that it would be better if the refugees returned there.

Extract from Senate Committee papers regarding the issue of Vietnamese refugees written by Denis Warner, journalist and war correspondent during the Vietnam War. Presented on 13 October 1975

Analysing historical interpretations and debates

Historians use sources to give meaning and order to past events. In other words, their interpretations are used to explain the *why* and *how* of history. These explanations or **interpretations** can differ among historians.

interpretations the assumptions and conclusions historians make about an event after the fact; interpretations are formed by examining evidence

The development of historical understanding about the past relies on the primary sources available to historians. Sources can include written sources, like inscriptions, laws, histories, memoirs and plays, or they can be artefacts, such as statues, coins and buildings. Oral accounts of the past, passed down from generation to generation, are also primary sources. These sources are often fragmented or there may even be an over-abundance of sources.

Historians may have access to the same sources but draw different conclusions or provide different interpretations about what these sources tell us about the past. This is called **contestability**. Contested interpretations must be reasonable interpretations based on the available sources.

contestability refers to explanations or interpretations of past events that are open to debate

The fewer available sources, the more tentative historians' interpretations are. Differences in interpretations do not make one historian's interpretation wrong and another one's right. A historian's interpretation of a source from the past must be a reasonable one, but there can often be different ways events can be understood and thus interpreted. For example, people in the past have not always made clear what the motives for their actions were, so historians need to interpret their actions to determine their motives.

Students of history need to be able to question and analyse the interpretations of historians and recognise their differences. Remember, when examining a secondary source about events or places from the past, you are looking at the historical interpretation of the person who created that source.

When historians uncover new evidence they may revise their previous interpretations,

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re-opening the historical debate. To evaluate or decide your opinion, you will need to analyse these interpretations and recognise their similarities and differences. It is important to consider and question a range of perspectives and interpretations to develop your own stance or argument. Source 13 shows some of the questions you might ask when reading secondary sources about the experience of Vietnamese refugees arriving by boat.

Source 13 Asking yourself these questions can help explain historical interpretations.

Contestability

Historians may draw different conclusions or provide different interpretations about what sources tell us about the past. For example, there is an ongoing public debate in Australia about how to interpret and represent Australian history since British colonisation, particularly with reference to its impact on Aboriginal and Torres Strait Islander peoples. The growth of the civil rights movement in Australia since the 1960s prompted a new wave of historians to argue that "official" Australian history since British colonisation had largely ignored the stories of hundreds of thousands of Aboriginal and Torres Strait Islander peoples who had suffered as a result. Historians such as Henry Reynolds wanted to correct the imbalance in the history books and acknowledge the murders, injustices and racial policies that had dominated the relationship between non-Indigenous people and Aboriginal and Torres Strait Islander peoples since Australia's colonisation.

Other historians resisted this approach to Australian history, arguing that it was too negative and obscured the achievements of "white Australia". Historians such as Geoffrey Blainey have called it a "black armband" view of history.

Source 14 The Australian Bicentenary "celebrations" in 1988 – which marked 200 years of colonisation – attracted protests from both Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians who wanted the negative aspects of colonisation recognised.

Check your learning 7.4

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Lesson 7.5
Continuity and change

What is continuity and change?

Over time, some things stay the same, while others change. This concept is referred to as continuity and change and focuses on observing the patterns and turning points in events, ideas, people and developments. This can be seen in aspects of everyday life that have continued across centuries, or in changes in politics, technology or religious beliefs that have affected an entire society's culture.

Historians refer to aspects of the past that have remained the same over time as continuities. Aspects of the past that do not stay the same are referred to as changes. Change can occur within a society or time period, but also across different places and time periods.

Historians research the pace, scale and extent of change to help understand why some aspects of a society stay the same over time (continuity), while others will develop and transform (change). This idea will help you to understand what has shaped the various historical perspectives and interpretations of the past.

To identify continuity and change, the sequence (order) and historical significance of events (or people, issues or ideas) should be understood. Events should be put in chronological order to highlight when a change occurred. A chronology can also be used to observe a certain period of time and identify patterns of continuity (or change) over time.

From there, a historian may research several different examples of continuity or change within a society to be able to see any patterns or turning points. They can then start to analyse the past, by exploring these two key questions: "how" and "why".

An analytical investigation into continuity or change firstly considers how it happened, by identifying the extent, pace and scale of the continuity or change. For example, was the rate of change gradual (occurring slowly over time), or did it occur quickly? Does a long-held tradition still exist at the same scale today?

The second part of the analysis explores why it occurred and uses evidence to understand why these continuities or changes have occurred. When explaining why a continuity or change exists, use evidence to determine the overarching factor or reason behind it, such as social, political, environmental, technological or economic. For example, a change in a political leader may have been caused by an increase in strikes due to poor economic conditions for workers.

When multiple changes within a period of time have been identified, these changes can be ranked in order of historical significance. The significance of each change can be evaluated based on your analysis of how and why. To evaluate, you need to consider how your own opinion and judgements influence the ranking order of significance. To further understand the significance of an event, refer to the key concept & skill of historical significance (see Lesson 7.7 Historical significance, page 258).

Source 1 The arrival of television in Australia in 1956 is an example of a change within Australian culture. This historically significant event changed the way many Australians filled their leisure time, by allowing them to entertain themselves at home. The early years of television in Australia were dominated by American television programs, which transmitted American popular culture. In this way, the television was a vehicle for social and cultural change around Australia.

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Key concepts & skills Continuity & change

Exploring Australian propaganda

The use of **propaganda** in Australia during World Wars I and II provides an opportunity to consider continuity and change. The propaganda posters in Source 2 to Source 5 were used in Australia. While all of these images encourage people to support the war effort, there are some key similarities (continuities) and differences (changes) between them. For example, the propaganda posters from both World War I and World War II use imagery such as German military uniforms and Japanese imperial flags to convey the threat of the enemy (an example of a continuity). The propaganda posters from World War I focus on Europe and Australia, while the propaganda posters from World War II extend the threat to other nations nearby to Australia, including New Guinea, Singapore and Malaya (an example of a change).

propaganda information or material that attempts to influence the behaviour or opinions of people within a society

Source 2 A propaganda poster used to encourage Australian enlistment in World War I, following its outbreak in Europe

Source 4 This poster, published around 1918, shows a "Hun" (a derogatory word used to refer to Germans) as a brutal monster, with the blood of its victims dripping from Europe down towards Australia.

Source 3 A propaganda poster used to rally Australian support in World War II, following the Japanese attack on Darwin in 1942 (AWM ARTV09225)

Source 5 An Australian propaganda poster produced in 1942, during World War II, by the Department of Aircraft Production (Beaufort Division)

Practise the skill

1. What is the purpose of the propaganda posters shown in Source 2 to Source 5?
2. **Identify** who is being demonised as the enemy in Source 2 to Source 5.
3. Answer these questions:
   - **a** **Create** a basic chronology of the dates and key international events that involved Australia between World War I and World War II. In your chronology, include:
     - » the start and end dates (years) of World War I and World War II
     - » the forces Australia fought with in each war
     - » the forces Australia fought against in each war.
   - **b** Using your chronology, **propose** the cause of one example of change between two of the sources.

History

Check your learning 7.5

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Lesson 7.6
Causes and consequences

Analysing causes and consequences

causes and consequences the link between what causes an action and the outcome of that action; understanding that events that take place are linked and can have effects on people and places for many years to come

reparations money paid by one country to another as compensation for damage, injuries and deaths it has caused during war

Treaty of Versailles the treaty (binding agreement) that ended World War I; it forced Germany to accept responsibility for starting the war and to pay reparations

The concept of **causes and consequences** is used by historians to identify chains of events and developments, both in the short term and in the long term. Causes and consequences aim to identify, examine and analyse the reasons why events occurred, whether they were intended or unintended, and the resulting outcomes. It helps to think of this as the "why" and "what" of history.

Sometimes the link between causes and consequences is very clear. Generally, there are many causes (reasons) that lead to an event or action. There can also be many consequences (outcomes). Sometimes the consequences are simple to identify. These are known as short-term consequences. In other cases, the consequences are more difficult to predict and may not even become obvious until long after the event. These are known as long-term consequences.

Source 1 Germany's defeat in World War I led the leaders of the Allied forces to come together to decide the terms of the German surrender and agree on **reparations** to be paid by Germany as compensation (event). These terms were all outlined in the **Treaty of Versailles** (cause). They resulted in a range of short-term and long-term consequences. Hyperinflation was one of many short-term consequences in Germany brought about by the Treaty of Versailles. For a time, the prices of goods increased so rapidly that money became worthless and was burned for heat.

The first step in analysing causes and consequences is to identify the event, development or change. The next step is to identify the cause or causes of the event/development/change, and then the consequences. Different types of causes might be social, economic or political, or a cause might be sudden and act as a catalyst (a trigger) for change.

Once the cause or causes of the event have been discovered, identify the short-term and long-term consequences. It is important to note that short-term and long-term consequences can be intended (meant or planned), or unintended (not meant or not planned). They can also be ranked in order of importance, according to their significance or impact. Once the consequences have been identified, explain how each consequence is linked to the cause, using historical sources as evidence for your response. Remember that historical events can have multiple causes, and multiple consequences.

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Key concepts & skills Causes & consequences

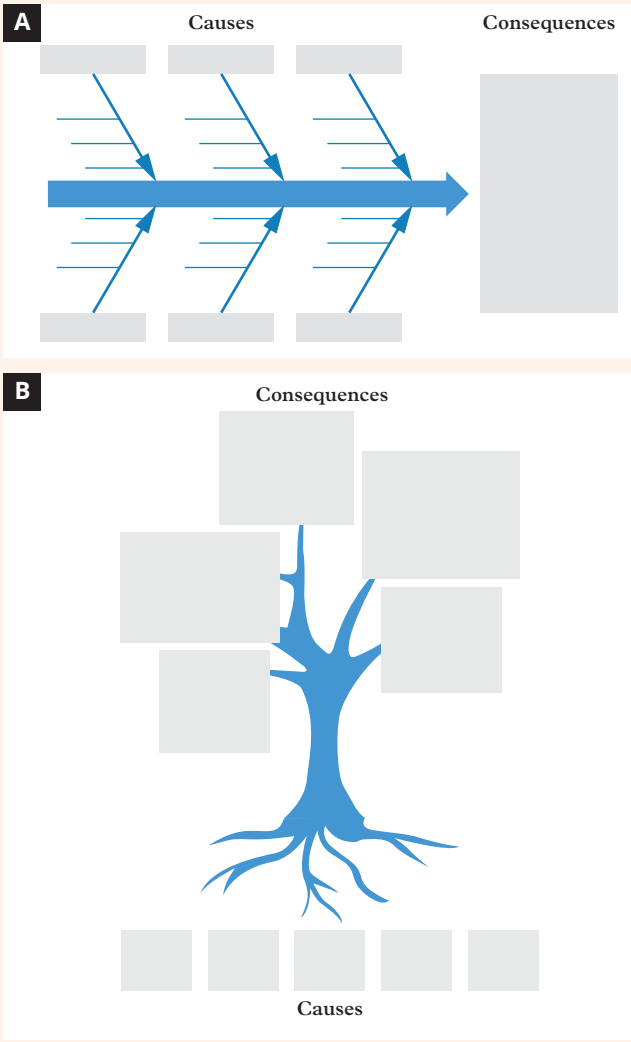
Understanding German reparations

When analysing causes and consequences, organising the dates of the event or issues in chronological order can help you observe the links between a cause and the short-term and long-term consequences. Timelines can also be used to organise events, people and movements in a way that helps you identify links between the causes and consequences of an event or change. Graphic organisers, such as a fishbone diagram or cause and consequence tree (see Source 2), can also be a good way to organise information in a way that helps you to see the links between the event or change, the cause and the consequences.

The Treaty of Versailles resulted in a range of consequences – some short-term, others long-term – as outlined in Source 3. It is generally accepted that the consequences of the Treaty of Versailles caused such extensive economic suffering in Germany that it contributed to the rise of the Nazi Party and the start of World War II.

Follow these steps to construct a cause and consequence tree.

- **Step 1:** Construct a cause and consequence tree or use the template available on Oxford Digital to visually organise multiple consequences. Think about whether your list of consequences can be categorised as being social, political or economic, or long-term, short-term and triggers. Write the title of each category at the end of the largest branches.
- **Step 2:** Now consider more specific examples or events that fit under each category and write these on smaller stems or twigs which are attached to those branches.
- **Step 3:** At the base of the tree write down the cause, often considered the "root cause".



Source 2 (A) A fishbone diagram; (B) a cause and consequence tree

- **Step 4:** Use this diagram to now write a response. The branches help to classify your topic sentences, and the stems represent evidence or examples within a paragraph. Conclude your response by possibly evaluating which consequence was most significant in your opinion.

Source 3 Short- and long-term consequences of the Treaty of Versailles

Short-term consequences	Long-term consequences
• feelings of humiliation and anger among the German people • severe economic difficulties and instability, leading to hyperinflation • high unemployment • unstable government • the scapegoating of groups such as the Jews and communists for the country's economic problems	• the rise of Adolf Hitler and the election of the Nazi Party to government in Germany, with promises to restore Germany to its former glory • the start of World War II, as Germany moved to "reclaim" territories it had lost in Europe at the end of World War I • the events of the Holocaust

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Practise the skill

1 Construct a cause and consequence tree to summarise the consequences of the Treaty of Versailles in Germany. Use Source 2 to Source 4 to stimulate further thinking of possible flow-on consequences to fill out the crown of your tree with stems and twigs.

2 Use a fishbone diagram to categorise and record the many possible causes that led to the agreed terms in the Treaty of Versailles.

3 Answer these questions:

   a **Explain** how the *long-term consequence* of the rise of Adolf Hitler is linked to the Treaty of Versailles.

   b Do you think this long-term consequence was intended or unintended? **Explain** your response.

Source 4 French Prime Minister Georges Clemenceau (left), US President Woodrow Wilson (centre) and British Prime Minister David Lloyd George (right) greet the crowd after signing the Treaty of Versailles on 28 June 1919. The Treaty of Versailles had many short-term and long-term consequences.

Template: Cause and consequence tree

Template: Fishbone diagram

Check your learning 7.6

Lesson 7.7
Historical significance

What is historical significance?

The concept of historical significance relates to the importance assigned to aspects of the past. This includes people, events, developments, discoveries, movements and historical sites. History is full of so many important events, significant people and interesting places. We need to make a judgment about which of them are worthy of study. To determine if a person, event, development, discovery, movement or site is historically significant, historians may ask the following questions:

- How important was it to people who lived at that time?
- How many people were affected by it?
- To what degree were people's lives affected by it?
- How widespread and long-lasting were its consequences?
- Can its consequences still be felt today?

Historical significance investigates the widespread changes caused by an event, person or development in the past and the continuing consequences of those changes today. For this reason, it relates closely to continuity and change, and causes and consequences. When

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analysing the historical significance of an event, development, issue, person, group or society, you should ask the questions listed above. For example, to what degree were people's lives affected by the event, development or issue you are analysing? Another method of deciding the significance of something is by asking the questions outlined in the "5Rs" of historical significance. Source 1 outlines each of the 5Rs of historical significance and Source 2 provides an example of what the 5Rs might look like in your own writing.

	5Rs of significance	Questions to ask when analysing significance
R	Remarkable	What was the most notable thing about the event/individual/group of people?
R	Resulted in change	What happened as an immediate result of the event/individual/group of people (think short-term impacts)?
R	Revealing	What does the event/individual/group of people tell us about the time period?
R	Resonates	How does the event/individual/group of people have an effect on future generations (think long-term impacts)?
R	Remembered	How is the event/individual/group of people remembered today (think about evidence that still exists)?

Source 1 The 5Rs of historical significance: Remarkable, Resulted in change, Revealing, Resonates, Remembered

The development of the Universal Declaration of Human Rights adopted in 1948 by the United Nations was remarkable for recognising the equal rights of everyone to experience freedom, justice and peace around the world. This resulted in change as it was the first time that nations around the world agreed to list the basic human rights that they should be protecting for their citizens. It reveals an awareness and reflection of the atrocities inflicted by those in power during World War II and an urgent need to ensure such inhumane treatment or discriminatory behaviour is prevented. The Universal Declaration of Human Rights resonates with people today as it underpins many international laws such as freedom of speech, free elections, innocent until proven guilty and freedom of belief. It is remembered today as one of the greatest achievements of the United Nations and the importance of international diplomacy to progress humanity.

Remarkable

Resulted in change

Revealing

Resonates

Remembered

Source 2 An example of how to apply the 5Rs of historical significance in your own writing.

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Lesson 7.8
Communicating

Using historical terminology

Just like scientists and mathematicians, historians share a common language. They use historical terms and concepts to clarify what they are talking about and share their findings. Source 1 lists and defines some important historical terms you will come across during your study of the transformation of the modern world.

Source 1 Some useful historical terms in relation to the transformation of the modern world

Term	Definition
appeasement	a policy adopted by Britain and France towards Germany from the mid-1930s until 1939; it was designed to avoid a second world war by granting certain allowances to Hitler and the Nazi government
communism	a way of organising a society in which the means of production (e.g. factories, farms and machinery) are publicly owned (by the state) and goods are distributed equally according to need; as opposed to privately owned and controlled systems, such as capitalism
democracy	a political system (or system of government) where the people determine how they will be managed or governed, and may exercise the power to directly govern themselves or elect representatives to govern on their behalf
genocide	the deliberate and systematic (planned) mass killing of people based on their race, ethnicity, religion or culture
globalisation	the increasing interconnections between countries all around the world, particularly economic, political, trade and cultural exchanges to decrease the importance of national barriers to the production and trade of goods and services
Holocaust	deliberate and systematic (planned) mass murder of Jews and other "undesirables" by the Nazis during World War II
immigration	the act of entering and settling permanently in a country or region to which a person is not native
imperialism	the method of extending a country's power and influence through colonisation, use of military force, or other means
propaganda	information or material that attempts to influence the behaviour or opinions of people within a society; propaganda can take many forms (e.g. posters, flyers, advertising campaigns, films) and is designed to promote a cause or course of action and/or damage the cause of an enemy
referendum	the method for changing the wording of the Australian Constitution; it requires a proposal for change to be approved by the Australian people in a compulsory public vote
Third Reich	third regime or third empire; the First Reich dated from 962 CE to 1806; the Second Reich was Imperial Germany (1871–1918); and Nazi Germany (1933–45) was described by Hitler as the Third Reich
White Australia Policy	a term used to describe a series of government policies introduced after Federation in 1901 that prevented "non-white" immigrants from settling in Australia, instead favouring those from certain European nations (especially Britain); these policies were progressively overturned between 1949 and 1973

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Using evidence from a range of referenced sources

Historical writing requires you to describe and explain events using information from a range of sources as evidence. You will often be required to outline the significance of a past event, while providing reasons for the event and referring to relevant evidence. As you have learnt, different types of sources need to be used to ensure that historical writing presents a balanced view and is supported by reliable evidence.

This year, you will be expected to use descriptions, explanations and historical arguments that include evidence from sources.

Writing descriptions

The purpose of descriptions is to give clear information about people, places or objects at particular moments in time. They focus on the main characteristics or features of particular people or things. They "paint a picture" in words for readers, to increase their understanding.

Descriptions must be well planned. They must always follow a set structure, and events must be organised in chronological order. Use the structure in Source 2 or ask your teacher to provide you with a template.

Source 2 Structure of a description

Introduction	• Introduces the subject • States the name of the person or event • Outlines why the topic is important
Body	• The body provides details about the person or event (including dates and important facts) • Information must be organised in paragraphs, with a new paragraph for each detail • Quotations and descriptive words must be used where relevant
Conclusion (optional)	• Revisits the most important details and provides a concluding statement

Writing explanations

The purpose of explanations is to tell how or why something happened. They provide the reader with a greater understanding of the causes and consequences of past events. Explanations must be clear and factual. They should not contain opinions or emotional language. There must be supporting evidence from a variety of sources for each point made, and these sources must be acknowledged in a bibliography using the correct referencing format.

How to reference in an explanation

When you use information from a source within the explanation, either by a direct quote or an indirect reference, the source needs to be acknowledged. This is done in various ways, depending on the referencing system you are using. One of the simplest referencing systems is the Harvard method, where quotes and indirect references are acknowledged within the text. In brackets write the name of the author, the year the source was published and the page number where it occurs (Smith 1999, p. 234).

If you are using the Oxford method for your citations, number each quote or indirect reference in superscript at the end of the quote within the text and provide the details in a footnote below. The footnote should contain the full details of the source: author, title, place of publication, publisher, date of publication and page number.

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Use the structure in Source 3 for your written explanation or ask your teacher to provide you with a template.

Source 3 Structure of an explanation

Introduction	• Clearly states the main idea or aim • Briefly outlines the reasons why an event occurred and its consequences
Body	• Each idea must be supported by evidence; the evidence should be analysed to explain its significance or importance • Information must be organised in paragraphs, with a new paragraph for each argument or idea • Language should be precise and not contain emotional words • Personal opinions should be avoided
Conclusion (optional)	• Provides a short and clear overview of the main ideas presented in the body • States a conclusion drawn from evaluating the evidence

All historical writing needs to be acknowledged. At the end of your writing, you must always include a full reference list, or bibliography. This list shows your readers the range of different sources of evidence you used and where they can be found. A sample bibliography is available on Oxford Digital.

Additional resource: Sample bibliography

Writing arguments

Historical arguments identify different possibilities in historical interpretations and argue a point of view. Historical arguments must reference the available evidence. Source 4 can be used as a guide to writing a historical argument that will effectively communicate the evidence from your research supporting your inquiry.

Source 4 Structure of a historical argument

Introduction	• This clearly states the topic of the investigation. • It outlines the line of argument that will be followed and why that line is being taken. • The aim of the introduction is to make the line of argument you are adopting clear to the reader.
Body	• Information should be presented in paragraphs that link sequentially and logically. • Each paragraph should introduce a key point of your argument and the evidence that supports it. • All evidence and specific examples used should be analysed, explaining why they are an important part of the argument. • Each paragraph should be linked to the one that follows it. • The aim of the body is to provide the evidence and specific examples that convince the reader of the validity of your argument. It should contain a range of relevant sources that support your point of view.
Conclusion	• This provides a short and clear overview of the main ideas presented in the body. • It states a conclusion drawn from the evidence. • The aim of the conclusion is to reinforce to the reader why your argument is valid.

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Source 5 is an annotated historical argument which argues a point of view and references evidence.

How realistic was the United States' claim that the use of the atomic bomb against Japan in 1945 was the result of strategic imperatives and not revenge?

Introduction Sets the context Outlines the argument Makes the writer's point of view clear No quotes or references should occur in the introduction – this is not where you try to prove anything. Try to avoid a simplistic beginning – e.g. 'The United States' claim was very realistic …'.	When the US Air Force dropped atomic bombs on the Japanese cities of Hiroshima and Nagasaki in August 1945, many US citizens believed that it was justified revenge for the Japanese attack on Pearl Harbor and brutal treatment of US prisoners of war. The United States was keen to characterise Japan as a brutal and lawless nation, but argued it was a strategic decision to use the bomb. The United States considered this to be the only way to quickly end the war in the Pacific (therefore saving the lives of thousands of US military personnel and even Japanese people). The alternative was an invasion of Japan, but this would have lengthened the war by months or years, at an enormous cost.
Body paragraphs Topic sentence Support argument with: Evidence in the form of reference to sources or information In-text referencing: Surname of author, date of publication and page number (if available) Topic sentence links to last sentence of previous paragraph	It is clear that the US government was keen to 'punish' Japan, not only for Pearl Harbor but also for Japan's treatment of US POWs. 'We have used it (the atomic bomb) against those who attacked us without warning at Pearl Harbor, against those who have starved and beaten and executed American prisoners of war' (Truman 1945). The attack on Pearl Harbor on 7 December 1941, 'a date which will live in infamy' (Roosevelt 1941), increased US hatred for the Japanese. This worsened after the Bataan Death March in 1942 in the Philippines, when hundreds of US and Filipino POWs were brutally treated or killed. Underlying this hatred was obvious racism against the Japanese. Japanese people were constantly dehumanised and their culture was ridiculed in US propaganda. Japanese–Americans were rounded up and placed in internment camps. However, racism and revenge were not Truman's primary motives. The US government was convinced that Japan would not surrender unless drastic action forced it to. After months of napalm fire-bombing of Japanese cities, which killed thousands and left cities in ruins, Japan still seemed unlikely to surrender. The majority of US citizens believed 'the bombs were necessary to end the war against a fanatical enemy quickly and save untold numbers of American lives' (Dower 2008). The willingness of the Japanese to fight to the death, as seen at Iwo Jima and Okinawa, convinced the US military command that an invasion of Japan would continue the war with a huge loss of US lives. Even after the first bomb was dropped on Hiroshima, kamikaze attacks continued against US naval vessels and several US POWs were beheaded.
Conclusion Sums up the argument Reasserts the message from the introduction No new information should be added, and no evidence used – this is not the place to continue proving your points.	Truman insisted that using the bomb was a military decision, not an act of revenge, despite comments he later made after the event. Thousands of US lives were saved. Had the US government decided to instead invade Japan, the war would have continued indefinitely. Japan had made clear it would have defended its homeland to the very end. The representation of the Japanese throughout the war as less than human showed the racism of the US government and revenge was also a factor. However, for those who had to make the final decision about using atomic bombs, strategic imperatives were the most compelling factor.

A **reference list** consists only of those books, journals, etc. that you *referred to in the essay* and includes the relevant page numbers.

A **bibliography** is a list of the books, journals, internet sites you *consulted.* A bibliography for this historical argument is provided on Oxford Digital.

Check the referencing system your school uses (for example, the Harvard method) and follow that format.

Source 5 An example of a written historical argument

Check your learning 7.8

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Module

8

World War I (1914–1918)

Sub-strand: Australians at war (1914–1945)

oxforddigital **This module is available on Oxford Digital.**

Overview

World War I is often called "the Great War", "the first modern war" or "the war to end all wars". It was the first war in which modern machine guns, chemical weapons, tanks, fighter aircraft and submarines were used to cause devastation on a global scale. Regardless of what it is called, the events of World War I destroyed entire cities and towns and took the lives of millions of soldiers and civilians.

At the end of World War I, the map of Europe was redrawn. Once-powerful empires were broken up and new nations were created in their place. The war also tested Australia's commitment to Great Britain. Although Australia displayed a strong sense of loyalty to Britain by committing troops and resources, the Australian public was divided over the issue of conscription.

Today, the sacrifice of those who fought and died in World War I is commemorated in Australia on Anzac Day and Remembrance Day, as well as in many nations around the world.

Source 1 Trench warfare was a major part of the fighting that took place across Europe during World War I.

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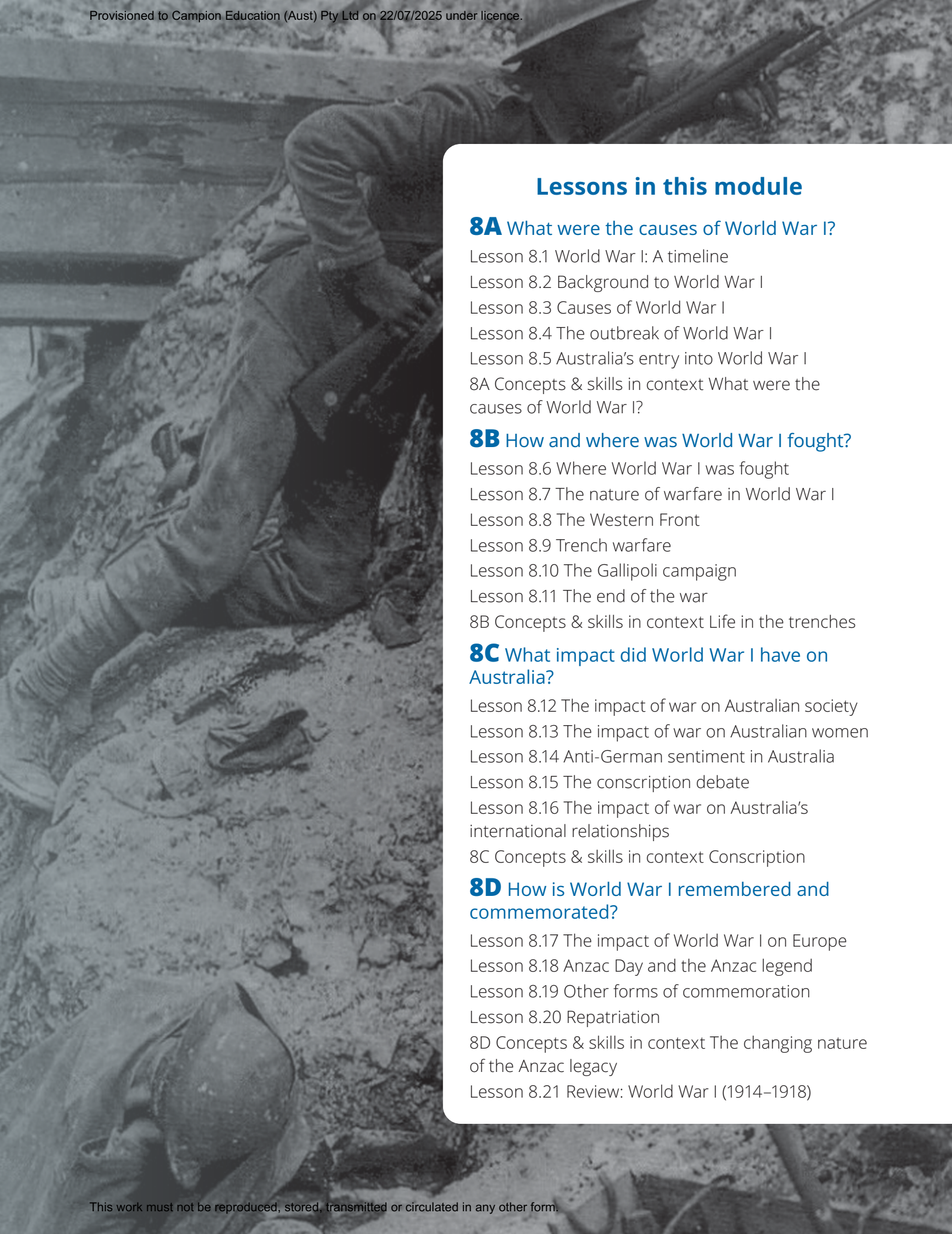

Lessons in this module

8A What were the causes of World War I?

Lesson 8.1 World War I: A timeline
Lesson 8.2 Background to World War I
Lesson 8.3 Causes of World War I
Lesson 8.4 The outbreak of World War I
Lesson 8.5 Australia's entry into World War I
8A Concepts & skills in context What were the causes of World War I?

8B How and where was World War I fought?

Lesson 8.6 Where World War I was fought
Lesson 8.7 The nature of warfare in World War I
Lesson 8.8 The Western Front
Lesson 8.9 Trench warfare
Lesson 8.10 The Gallipoli campaign
Lesson 8.11 The end of the war
8B Concepts & skills in context Life in the trenches

8C What impact did World War I have on Australia?

Lesson 8.12 The impact of war on Australian society
Lesson 8.13 The impact of war on Australian women
Lesson 8.14 Anti-German sentiment in Australia
Lesson 8.15 The conscription debate
Lesson 8.16 The impact of war on Australia's international relationships
8C Concepts & skills in context Conscription

8D How is World War I remembered and commemorated?

Lesson 8.17 The impact of World War I on Europe
Lesson 8.18 Anzac Day and the Anzac legend
Lesson 8.19 Other forms of commemoration
Lesson 8.20 Repatriation
8D Concepts & skills in context The changing nature of the Anzac legacy
Lesson 8.21 Review: World War I (1914–1918)

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Module

9

World War II (1939–1945)

Sub-strand: Australians at war (1914–1945)

Overview

World War I was called "the war to end all wars", yet only 20 years after it ended the world was again plunged into war. World War II was fought from 1939 to 1945 in almost every part of the globe. Battles were fought between two military alliances: the Allies – including France, Britain, the Commonwealth, the United States and the Soviet Union – and the Axis Powers – including Germany, Italy and Japan.

Although the official numbers of those killed and wounded are impossible to confirm, it is clear that World War II was responsible for a devastating loss of life. Historians estimate that between 60 million and 85 million people died, with at least 40 million of those killed being civilians. Among the dead were around 6 million Jews murdered by Nazi forces under the command of German dictator Adolf Hitler. This systematic persecution and murder of Jews became known as the Holocaust. It remains one of the most significant events of World War II.

Source 1 Watching from a balcony, Sir Anthony Eden, Dominions Secretary, inspects Australian troops after their arrival in the Middle East, taken on 3 February 1940.

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Lessons in this module

9A What were the causes of World War II?

Lesson 9.1 World War II: a timeline

Lesson 9.2 Causes of World War II

Lesson 9.3 Significant individual: Adolf Hitler

Lesson 9.4 Japan's rise to power

9A Concepts & skills in context Hitler's speeches and the failure of appeasement

9B How did Australia respond to the outbreak of World War II?

Lesson 9.5 Australia's commitment to the war

Lesson 9.6 Life on the home front: wartime government

Lesson 9.7 Life on the home front: the changing role of women

Lesson 9.8 Aboriginal and Torres Strait Islander peoples at war

9B Concepts & skills in context Australian wartime propaganda posters

9C What course did World War II take, and what were some significant events?

Lesson 9.9 The course of the war in Europe

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Lesson 9.11 The course of the war in Asia and the Pacific

Lesson 9.12 The Kokoda campaign

Lesson 9.13 The Battle for Australia

Lesson 9.14 How Australians experienced the war

9C Concepts & skills in context Antisemitism and the Holocaust

9D How did World War II end and how were Australia's international relationships affected?

Lesson 9.15 The end of the war

Lesson 9.16 The atomic bombings

Lesson 9.17 Australia's international relationships

9D Concepts & skills in context Continuities and changes in warfare between the two world wars

Lesson 9.18 Review: World War II (1939–1945)

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Lesson 9.1
World War II: a timeline

Source 1 A timeline of some key events and developments relating to World War II

Learning intentions and success criteria

Sequence this!
World War II

30 January 1933
Hitler becomes Chancellor of Germany, leading the National Socialist German Workers Party (better known as the Nazi Party).

9–10 November 1938
A series of attacks take place on Jewish homes, businesses and synagogues across Germany and Austria. The attacks become known as *Kristallnacht* (Night of the Broken Glass).

A Jewish-owned shopfront after *Kristallnacht*

1919 » 1933 » 1938 1939 1940 1941

1919
The Paris Peace Conference is held and the Treaty of Versailles is signed, leaving Germany humiliated.

1 September 1939
Germany attacks Poland and German troops cross the border, causing Britain and France to declare war on Germany. All countries in the British Empire, including Australia, also declare war on Germany.

1940
France, Belgium, Norway, Denmark and the Netherlands fall to Germany. The Dunkirk evacuation takes place.

10 April 1941
Siege of Tobruk begins

The signing of the Treaty of Versailles in 1919

USS *Arizona* sinking in Pearl Harbor – the United States enters the war the next day.

Oxford University Press

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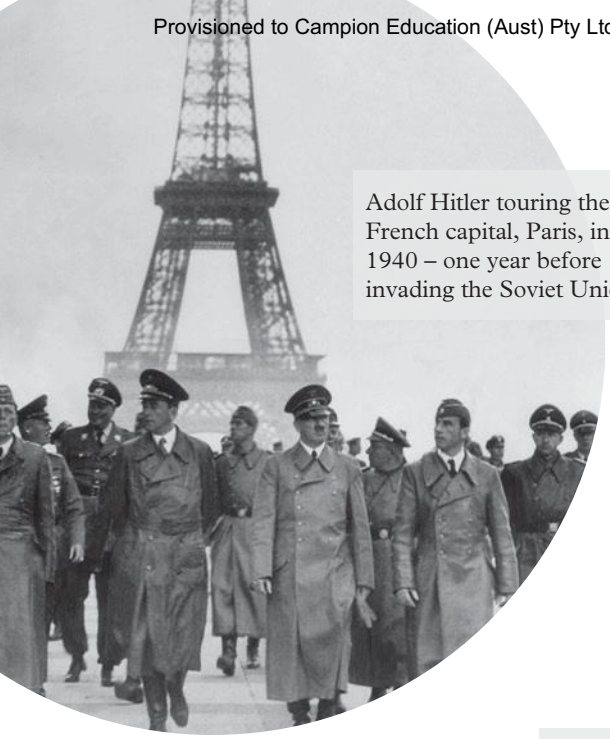

Adolf Hitler touring the French capital, Paris, in June 1940 – one year before invading the Soviet Union

The Kokoda campaign

An aerial view of Hiroshima, Japan, after the atomic bomb was dropped

22 June 1941
Operation Barbarossa (the German invasion of the Soviet Union) begins.

December 1941
The Japanese attack Pearl Harbor and Singapore. The war in the Pacific begins.

19 February 1942
The Japanese bomb Darwin. Australia is put on a "total war" footing.

July–November 1942
The Kokoda campaign is fought between Australia and Japan in Papua.

6 June 1944
The D-Day landing of Allied troops in Europe takes place.

8 May 1945
VE (Victory in Europe) Day marks the end of the war in Europe.

30 April 1945
Hitler commits suicide in Berlin, leading to the surrender of Germany.

6–9 August 1945
The United States drops two atomic bombs on the Japanese cities of Hiroshima (6 August) and Nagasaki (9 August), leading to Japan's surrender.

15 August 1945
VP (Victory in the Pacific) Day marks the end of the war in the Pacific.

1942 1944 1945

History

Check your learning 9.1

Check your learning 9.1

Review and understand

1 **Identify** the year in which Hitler became Chancellor of Germany.

2 **Identify** when Britain and France declared war on Germany.

3 **Identify** when Darwin was bombed by the Japanese.

Apply and analyse

4 **Suggest** one way that the Paris Peace Conference may have contributed to the beginning of World War II.

5 Answer these questions.

a Identify the event that initiated the Pacific War.

b Without doing any further reading, **distinguish between** the war in Europe and the Pacific War, and give reasons for your response.

6 **Calculate** how long the Pacific War lasted

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Lesson 9.2
Causes of World War II

Learning intentions and success criteria

Allies the coalition of countries in opposition to the Central Powers in World War I; they included Britain, the Commonwealth, France and Russia, which were joined by the United States in 1917

armistice a formal agreement during a war to stop fighting and discuss making peace

Introduction

The fighting of the "Great War" came to an end in late 1918, as the **Allies** – who had been bolstered by American troops and resources from 1917 – found success on the Western Front. Faced with imminent invasion, Germany signed an **armistice** in a railroad car outside of Compiègne, France. This took effect at the 11th hour on the 11th day of the 11th month of 1918, thus ending what would become known as World War I.

Just 20 years later, Europe was once again at war. At the time, many people blamed the outbreak on those who had negotiated the terms of peace at the end of World War I. In particular, they blamed the treaty (binding agreement) that Germany was forced to sign – the Treaty of Versailles. The reality was more complex than that, however; and many short- and long-term factors contributed to the outbreak of conflict in 1939.

Source 1 (From left) British Prime Minister David Lloyd George, Italian Prime Minister Vittorio Orlando, French Prime Minister Georges Clemenceau and US President Woodrow Wilson – known as the "Big Four" – in Paris during negotiations for the Treaty of Versailles

The Treaty of Versailles

Central Powers the coalition of countries in opposition to the Allies in World War I; they included Germany and Austria-Hungary, which were joined by the Ottoman Empire in November 1914

reparations money paid by one country to another as compensation for damage, injuries and deaths it has caused during war

In January 1919, 32 countries sent representatives to the Paris Peace Conference – at the Palace of Versailles, outside Paris – to negotiate the terms of surrender for the defeated **Central Powers**. The months of tense negotiations were dominated by the four major powers (see Source 1). The Treaty of Versailles, which was signed on 28 June 1919, brought World War I to an end. It imposed a series of harsh terms on Germany (see Source 2), and forced Germany to accept responsibility for starting the war.

Source 2 Key outcomes of the Treaty of Versailles

• Germany had to pay **reparations** in the amount of 132 billion gold marks or £7 billion – equivalent to roughly AU$670 billion today.
• Germany's army was limited to 100,000 men, conscription was banned, the German air force and submarine production were disbanded, and the production of weapons and ammunitions in German factories was limited.
• German territory was given to neighbouring nations, such as France, Denmark, Belgium and Poland. Germany's allies in the war were also punished, e.g. the borders of the Austro-Hungarian Empire were redrawn in order to create Czechoslovakia and Yugoslavia (see Source 3).
• German colonies were divided between the Allies – including Australia, which claimed German New Guinea and Nauru.
• The League of Nations was established – an organisation formed with the aim of preventing another war and maintaining world peace by settling disputes between nations through negotiation (see the Key concepts and skills Historical significance in this lesson).
• Article 231, commonly known as the "War Guilt Clause", forced Germany to accept complete responsibility for initiating World War I.

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The terms of the Treaty of Versailles were devastating for Germany, both politically and economically. They created a weak and unstable economy, with mass unemployment and **hyperinflation**, primarily felt in 1923. Over time, this led to a sense of resentment and bitterness among the German people. Many of them felt that they had been unfairly treated. During this period, a series of attempted **coups** also took place across Germany, adding to political instability, such as the Spartacist Uprising (January 1919), Kapp Putsch (March 1920), and the Munich Beer Hall Putsch (November 1923).

In addition, the treaty alienated some of the Allies. For example, Italy was outraged that it received few benefits for joining the Allies.

hyperinflation extremely rapid and uncontrolled inflation (price rises); Germany experienced hyperinflation from 1921 to 1924, during which time prices rose so rapidly that money was effectively worthless

coups coming from the French term coup d'état, meaning illegal attempts at taking power from an organisation or government

Europe: Borders after the Treaty of Versailles

Source: Oxford University Press

Source 3

Enlarged map: Europe – Borders after the Treaty of Versailles

Think, pair, share

Look at the disputed areas in Source 3.

- Think about the Treaty of Versailles and the punishments imposed upon Germany.
- Discuss your ideas with a partner.
- Share your thoughts with the class.

The Treaty of Versailles also sowed the seeds for the Pacific War. Japan was permitted to keep Chinese territory it had seized from Germany during the war. However, Japan unsuccessfully tried to introduce a "racial equality" clause into the treaty. The clause was opposed by Britain and Australia in particular. Japan's failure to ensure its equality with the other powers contributed to the breakdown in Japan's relations with the West, and the rise of Japanese **nationalism** and **militarism**.

nationalism a sense of pride in and love of one's country; also the idea that one nation's culture and interests are superior to those of another nation

militarism a focus within a country on boosting the strength of the military by growing the armed forces and increasing spending on military equipment

History

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Key concepts & skills Historical significance

The League of Nations

The League of Nations was established in 1920 as a result of the Treaty of Versailles. It was the first international organisation formed to maintain world peace and prevent the outbreak of future wars by encouraging nations to negotiate with each other rather than engage in military conflicts. At organised hearings, aggressive countries could be warned, punished with economic sanctions or threatened with military action. Forty-two countries, including Australia, joined the League of Nations.

The League of Nations had no armed forces of its own, and little power to force members to comply with its decisions. It had some minor successes in the 1920s, such as resolving territorial disputes between some countries in Europe, but it failed in its central aim of preventing another world war. By 1939, Japan, Germany, Italy and the Soviet Union had all left the League.

Despite its failure, the League of Nations is still considered to be significant in history because it laid the foundations for the formation of the United Nations at the end of World War II (see Lesson 9.17 Australia's international relationships, page 333).

For more information on this concept, refer to Lesson 7.7 Historical significance (page 258).

Increasing resentment

Following the end of World War I in 1918, a new democratic government, known as the Weimar Republic, took power in Germany. Even though this government had no choice in the matter, many Germans blamed it for agreeing to the terms of the Treaty of Versailles, and it was very unpopular with the people.

The new government also had serious economic problems to deal with. The Great Depression had a severe impact on Germany, with mass unemployment rising from 1.3 million in 1929 to over 6 million in 1932, a rise from 4.5 per cent of the labour force to 25 per cent.

As a result of these tough economic and political conditions, several political movements and ideologies became popular in Europe and Asia, including nationalism, militarism, imperialism, **fascism** and **communism**. These movements emphasised strict government control and military power, and were quick to take hold in countries such as the Soviet Union, Italy, Japan and Germany.

fascism a way of organising a society in which a government ruled by a dictator has complete power over the lives of the people, commerce and industry, and in which any criticism of or opposition to the government is suppressed by force

communism an ideology (or belief system) in which the community, or society as a whole, owns all property and resources. In this system, each person works according to their skills and talents, and in return, they receive what they need to live and thrive, aiming for fairness and equality among everyone

antisemitism prejudice, hatred or discrimination against Jews

The rise of Hitler

In 1920, a fascist group formed in Germany called the National Socialist German Workers' Party – better known as the Nazi Party. Adolf Hitler, who was elected chairman of the party in 1921, had fought with the German army in World War I and, like most Germans, resented the restrictions placed on Germany by the Treaty of Versailles.

Hitler was a strong and charismatic leader, supported by a small, powerful inner circle of people. The Nazi ideology was built on German nationalism, anticommunism, imperialism, **antisemitism**, and the idea that ethnic Germans were racially superior to all other races. Nazis also believed in the "stab-in-the-back myth". This was the idea that Germany was not defeated in World War I on the battlefield, but was betrayed by **socialists** (creating the Weimar Republic) and Jews living in Germany.

The Nazi Party attempted to seize power in 1923 in Munich in an uprising known as the "Beer Hall Putsch". This uprising failed, and the ringleaders, including Hitler, received short prison sentences. After this incident, Hitler was determined to win power legally at the ballot box. In November 1932, the Nazi Party received 37.3 per cent of votes – more than any other party, but not a majority. Due to his popularity, Hitler was appointed Chancellor of Germany in 1933 after negotiating a deal with other leaders.

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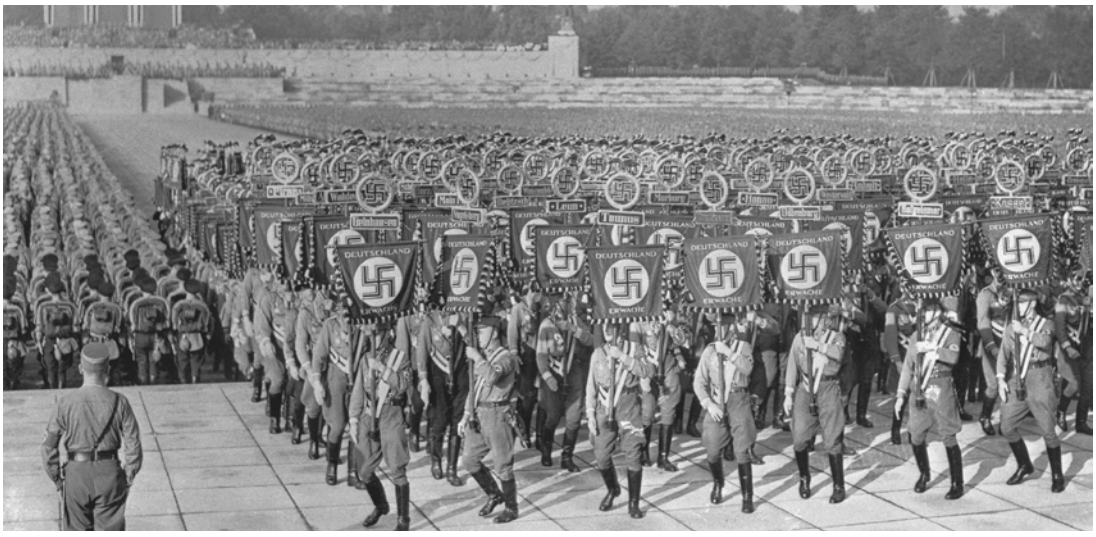

Source 4 Members of the Nazi Party display their strength at the 1933 Nuremberg Rally.

socialists people advocating socialism; a political and economic theory that promotes the public ownership of a nation's resources and means of production by all citizens; under socialism, all citizens share equally in economic resources, as allocated by a democratically elected government

The Third Reich

After coming to power, Hitler began putting his beliefs into practice. The period of his rule became known as the **Third Reich**. During this time there was little or no personal freedom. People were encouraged to report on friends, neighbours and even family members suspected of disloyalty to the regime. **Propaganda** and large, well-organised rallies were used to convince citizens of the legitimacy of the regime and to silence critics. Punishments were severe, and often involved torture and imprisonment. Jews were the primary targets of Nazi persecution. Other targets included writers, artists, playwrights, university professors and others traditionally associated with free thinking.

Ceremonies, uniforms, symbols, marches, music and rallies were used by the Nazis to create a sense of belonging and show strength. There was a particular attempt to gain the support of young people through organisations such as Hitler Youth and the League of German Girls. The huge Nuremberg rallies held in the 1920s and 1930s played an important role in gaining popular support for the Third Reich (see Source 4).

Third Reich third regime, or third empire; the First Reich dated from 962 CE to 1806; the Second Reich was Imperial Germany (1871–1918); and Nazi Germany (1933–45) was described by Hitler as the Third Reich

propaganda information or material that attempts to influence the behaviour or opinions of people within a society

Source 5 Image A is of the Hitler Youth, which began in 1933, and has the caption "Youth Serves the Führer". Image B shows Hitler, the swastika and the eagle (both symbols of the Third Reich). The text reads "Long live Germany!". These posters were used at events such as the Nuremberg rallies, called *Reichsparteitag*, meaning "Reich Party Convention". Held in 1923, 1927, 1929, and annually between 1933 and 1938, these rallies celebrated the Third Reich.

History

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Appeasement

The policy of appeasement was one of the primary causes of World War II, as British Prime Minister Neville Chamberlain and other leaders enabled Adolf Hitler to become increasingly aggressive without facing immediate consequences. This policy involved mainly Britain and France making concessions to Hitler's Nazi Germany in the hopes of preventing another world war.

In 1935, Nazi Germany publicly reinstated conscription and signed the Anglo-German Naval Agreement, permitting Germany to expand its navy to 35 per cent of Britain's Royal Navy. Both actions violated the restrictions imposed by the Treaty of Versailles.

In 1936, Hitler moved German troops into the demilitarised Rhineland, and in 1938 annexed Austria without any opposition. These acts demonstrated the Allies' unwillingness to intervene or punish Germany for breaking terms of the Treaty of Versailles.

Finally, in September 1938 at the Munich Agreement, Britain and France allowed Hitler to annex the Sudetenland in Czechoslovakia, believing this would satisfy his expansionist ambitions. Chamberlain returned to England, waving the signed paper between himself and Hitler, declaring "I believe it is peace for our time". However, by 1939 Hitler continued his expansion, with the invasion of Czechoslovakia in March, and Poland in September. This final invasion triggered Britain and France to declare war on Germany, marking the start of World War II.

Quiz me! Causes of World War II

Check your learning 9.2

Check your learning 9.2

Review and understand

1 **Outline** three of the conditions imposed on Germany by the Treaty of Versailles.
2 **Identify** when the League of Nations was formed and outline the reasons for its creation.
3 **Explain** why the Weimar Republic was unpopular in Germany in the 1920s.
4 **List** two ways in which the Third Reich restricted personal freedom.
5 **Describe** the process by which the Nazis created a sense of belonging among German people.

Apply and analyse

6 Even though the League of Nations ultimately failed, many historians still consider its formation to be a significant historical event. **Propose** two reasons why this is so.
7 **Apply** the concept of cause and consequence to explain how different political ideologies such as fascism became popular at this time.
8 Which cause of the war do you think was the most important? **Justify** (give reasons for) your answer.
9 **Compare** the arguments for and against appeasement among the British and French leaders at this time.
10 **Examine** the propaganda posters in Source 5.
   a What impression do they create of the Nazi regime and the Third Reich?
   b What aspects of the posters (such as signs, symbols, colours) help to create this impression?
   c **Explain** the context of these posters.

Evaluate and create

11 Use the information in this topic to **create** a timeline showing the events that took place between 1918 and 1939.

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Lesson 9.3
Significant individual: Adolf Hitler

Introduction

For generations, the name Adolf Hitler has been linked with the idea of "evil" and an "authoritarian **dictator**". It is important to understand how Hitler exploited the democratic processes in Germany to seize unparalleled power and impose his ideology on the world.

Learning intentions and success criteria

dictator a political leader who has complete power over a country, especially one who has gained it using military force

Early life

Hitler was born in the town of Braunau (present-day Austria) in 1889. He was very close to his mother, Klara, but is said to have had a bad relationship with his father, Alois, who worked in the Austrian public service and died when Hitler was 13. Hitler showed early academic promise in primary school, but dropped out of secondary school at 16 and went to Vienna to become an artist.

During his time in Vienna, Hitler was a drifter. He was twice rejected by the Academy of Fine Arts. Historians debate whether Hitler already held antisemitic views before he moved to Vienna, or whether his experiences there caused him to look for others to blame and inspired his hatred of Jewish people.

History

During World War I

Despite his Austrian birth and his father's position, Hitler became a strong believer in German nationalism. He evaded **conscription** into the Austro-Hungarian army by travelling across the border to Munich, where he enlisted in the German army in 1914. He served as a message runner on the Western Front – a job that was considered "safe". Nevertheless, he was wounded in October 1918, and was in hospital at the time of the armistice (ceasefire). He passionately opposed the armistice and believed that Germany should never have surrendered. This influenced his later ideology. During the war, Hitler's superiors thought he lacked leadership skills, so he was never promoted beyond the rank of corporal.

conscription the compulsory recruitment of people to serve in the armed forces, often during times of war

Key influences and ideas

Hitler was influenced by a number of competing ideologies, such as German nationalism, ideas of "racial purity", anticommunism and – arguably most importantly – antisemitism. Antisemitism existed in German society, and in other European countries, long before the Nazi Party came to power in 1933. In fact, it can be traced back as far as the ancient world. Hitler's political career began in 1919 when he joined the German Workers' Party (DAP), a small group of extreme nationalists and antisemites who saw their role as trying to convince the German people that Jews were primarily responsible for Germany's plight.

Source 1 Hitler salutes members of the Nazi Party, Nuremberg, 1927.

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In July 1921, he took over the leadership of the party. It had been renamed the National Socialist German Workers' Party (NSDAP), or Nazi Party.

The Nazis wanted to make Germany great again after its defeat in World War I. As part of this goal, they used pseudo-scientific theories about race that have since been discredited. These theories divided the human race into a hierarchy of distinct racial groups. The nationalist movement and the pseudo-scientific **eugenics** movement (see Lesson 9.10 The Holocaust, page 300) influenced their thinking. The Nazis believed that "Aryan" Germans were a "master race", destined to rule the world. Jews were seen as the single most dangerous threat to this plan because of their supposed racial differences, economic power and social values.

eugenics the belief in (and practice of) "improving" the genetic qualities of the human race by discouraging people with "genetic defects" or "negative genetic traits" (characteristics) from reproducing and/or encouraging people with "positive genetic traits" to reproduce

The Nazis used antisemitic propaganda to influence the German public. Jews everywhere were portrayed as acting as a single unit. Antisemitism was emphasised as a "racial" prejudice rather than a religious one.

In order to achieve an "Aryan" society, other races considered by the Nazis to be "weak" or "polluting" were to be removed. In addition to Jews, these groups included Sinti and Romani peoples (often referred to as "gypsies") and Slavs (Polish and Russian people), as well as non-racial groups such as people with disabilities, Jehovah's Witnesses, communists and those who did not conform to traditional heterosexuality. Nazi persecution of these groups was widespread, but Jews in particular were made scapegoats for many of Germany's problems.

Rise to power

The Nazi Party's first attempt to seize power in 1923 was a disaster. Hitler was charged with treason (betrayal of country), but received friendly treatment from the court. In his defence he claimed honourable and nationalistic motives. The judge allowed Hitler to discuss his ideas in court, with few restrictions. He eventually served only eight months in prison, enjoying many privileges – such as daily visits from friends and family, and no forced labour. Hitler used this time to write *Mein Kampf* ("My Struggle"), a book outlining his ideology, experiences and plans for the Nazi Party.

On his release from jail, Hitler decided that the Nazis should try to gain power by exploiting the political system rather than attacking it. His party gained a small number of seats in the Reichstag (the German legislative assembly) during the 1920s, but it was the **Great Depression** that gave the party its real opportunity, as Hitler spoke of strengthening the economy and providing jobs.

Great Depression a period of severe economic downturn between 1929 and 1934 that affected most countries around the world

By 1932 the Nazi Party was the largest single party in the Reichstag. Hitler was appointed Chancellor of Germany in January 1933 by President Hindenburg.

When the Reichstag caught fire in February 1933, Hitler was granted emergency powers through the *Enabling Act 1933* – effectively, this provided him with the ability to eventually remove opposition parties and cement himself as a dictator. After Hindenburg's death in 1934, Hitler combined the roles of Chancellor and President, making himself the *Führer* (supreme ruler) of Germany. Hitler's government then began implementing many of the plans and policies described in *Mein Kampf*, a number of which directly violated the restrictions imposed by the Treaty of Versailles. These included the expansion of the military, reintroduction of conscription, expansion of Germany's borders, systematic persecution of the Jewish community, and compulsory sterilisation for many Jewish and Sinti/Roma people, as well as those with disabilities.

Allied Powers the coalition of countries in opposition to the Axis Powers in World War II; they included Britain, the Commonwealth and France, which were joined by the United States and the Soviet Union in 1941

For the first three years of World War II, Hitler's popularity remained strong. However, in 1942 Germany suffered severe military losses and German cities were regularly bombed by the **Allied Powers**. Some Germans began to turn against Hitler. There were at least

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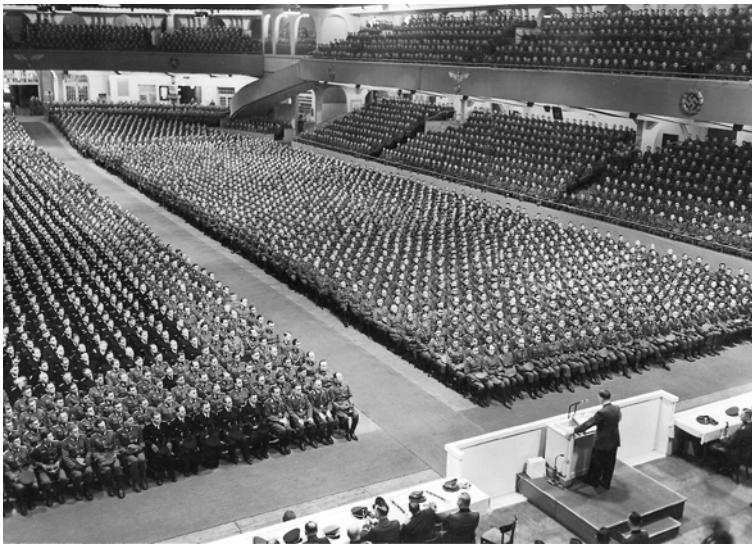
17 recorded assassination attempts against him and many more were rumoured to have occurred. Hitler gradually withdrew from public life and directed operations from his underground "bunker" in Berlin.

Hitler took his own life as the Soviet army overran Berlin on 30 April 1945.



Source 2 Hitler delivering a speech in the Sports Palace, 1942 – he was known to be a powerful public speaker, which helped to spread his popularity.

Source 3 Hitler's passionate speeches could last anywhere between one to three hours.

Quiz me! Signficant individual: Adolf Hitler

Check your learning 9.3

Check your learning 9.3

Review and understand

1 In your own words, **define** the "Great Depression".

2 **Identify** the ideologies that were influential in shaping Hitler's ideas.

3 **List** four facts about Hitler's childhood and teenage years.

4 **Summarise** Hitler's experience during World War I, including:
- which job he performed in the German army
- why he was never promoted beyond the rank of corporal.

5 **Describe** some of the key characteristics of Hitler's ideology.

6 **Explain** how the Great Depression helped Hitler and the Nazis rise to power.

7 **Explain** how Hitler exploited the democratic process to seize power.

Apply and analyse

8 What special treatment did Hitler receive when he was tried for treason after the Nazi Party's first attempt to seize power in 1923? **Propose** two reasons why this may have been the case.

Evaluate and create

9 Conduct a class debate on the following topic: "Hitler himself was not personally significant. Any dictator could have seized power in Germany at that time."

I used to think, now I think

Reflect on your learning about the influence of pseudo-scientific theories on the Nazi Party and complete the following sentences.
- I used to think ...
- Now I think ...

What has changed in your understanding?

History

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Lesson 9.4
Japan's rise to power

Learning intentions and success criteria

Introduction

By 1930, Japan was relying on large food imports to sustain its population of almost 65 million people. As a result of the Great Depression, Japan's export-driven economy suffered, especially in textiles, as Western countries such as the United States introduced the *Smoot-Hawley Tariff Act* (1930) to protect their own farmers. Japan's lack of natural resources, such as oil and rubber, drove its expansionist policies to obtain these resources from neighbouring territories. By the early 1930s, many young soldiers were mobilised into the Japanese army from rural areas, where the effects of the Great Depression were devastating. This contributed towards their commitment to expanding Japanese territory to achieve economic security.

Japanese militarism

After the Meiji Restoration in 1868 Japan had rapidly industrialised, building a powerful military and fostering nationalism. There was a sense that Japan had a unique opportunity to lead Asia. Japan's military strength was tested in the Sino-Japanese War (1894–1895). After their victory over China, Japan established itself as a regional power, and secured control over Taiwan. Next, Japan shocked the world by defeating Russia in the Russo-Japanese War (1904–1905), gaining influence in Korea and Manchuria. When Japan annexed Korea in 1910, their imperial ambitions increased even further. During World War I, Japan fought with the Allies, having signed the Anglo-Japanese Alliance with Britain in 1902. Japan contributed towards World War I by capturing German territories and bases, such as Qingdao (Tsingtao) in Shandong, and islands across the Pacific, such as the Marshall, Caroline and Mariana Islands.

Source 1 The Japanese Navy commenced the Russo-Japanese War with a surprise attack on the Russian fleet at Port Arthur on 8 February 1904. The attack, like Pearl Harbor, preceded any formal declaration of war by Japan.

Resentment after World War I

Although Japan fought with the Allies in World War I, at the Paris Peace Conference their contributions were not rewarded. Japan had proposed a "racial equality clause" for the proposed League of Nations. Despite support from the majority, it was blocked by key Western powers, particularly the United States and Australia, due to their own concerns about immigration and racial policies. Japan also demanded recognition of its control over the Shandong Province. Although they temporarily secured this at the Treaty of Versailles, Chinese protests and the later Washington Naval Conference (1922) forced Japan to return Shandong. Japan's naval capacity was also restricted to be less than the United States and Britain, at a 5:5:3 ratio. These were all causes for Japanese resentment towards the western Allied nations.

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Source 2

The Renaissance during the Middle Ages stimulated the progress of the material civilization in Europe and helped the Europeans to grow richer and stronger than the Asiatic races who kept on slumbering in their old civilization.

Being seized by an insatiable, aggressive desire, the Europeans took full advantage of their lethargy and swooped down on India and other parts of Asia. They either conquered the Asiatic people by force, or dominated them by dint of superior economic organization, or cheated them out of their territories.

The ascendance of the white races is due to the fact that they came into the possession of material civilization a little earlier than their non-white brothers. The white are obsessed with the mistaken theory that they are superior to all other races. This is the most serious obstacle in the way of the realization of racial equality...

Of all the non-white countries, Japan had taken the lead in adopting the best parts of European civilization – including its military side. She codified her laws, and reformed her police and judicial systems, her military and naval forces, thus placing herself almost on an equal footing with that of the European countries.

Extract from *Illusions of the White Race* by Ōkuma Shigenobu, 1921. Shigenobu was one of the leaders of the Meiji Restoration and served as Japan's Minister of Finance, Foreign Minister, and twice as Prime Minister.

Japanese invasion of Manchuria

Throughout the early 20th century Japan had maintained a presence in Manchuria, intending to keep it as a neutral area necessary for the defence of their colony in Korea. They were alarmed by the unification of China in the late 1920s, while the Soviets continued to place pressure on northern Manchuria. On the night of 18 September 1931 Japanese troops initiated the "Mukden Incident", causing an explosion along the Japanese-controlled South Manchurian Railway, and labelled it a "Chinese attack". Japanese reinforcements arrived from Korea and their army expanded across northern Manchuria. In 1932 Japan proclaimed Manchukuo an "independent" state. Japan then left the League of Nations in 1933. At this point, Britain and France followed the policy of appeasement and thought Japan could be used to weaken China.

Source 3 Japanese troops enter Manchuria in China, 1933

Japanese expansionism

On 7 July 1937, minor clashes between Chinese and Japanese troops at the Marco Polo Bridge, not far from Beijing, would escalate and cause the Second Sino-Japanese War (1937–1945). What followed was the invasion of northern and central China, with Japan quickly capturing Beiping (Beijing), Shanghai and Nanking (Nanjing). The occupation of China's capital included the "Rape of Nanking" (December 1937–January 1938), where Japanese forces committed widespread atrocities, such as mass killings and sexual violence, resulting in an estimated 200,000 to 300,000 deaths. By 1939, Japan occupied much of eastern China. Their aggressive expansionism and dominance in East Asia contributed towards growing tensions with Western powers, setting the stage for World War II.

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Quiz me! Japan's rise to power

Check your learning 9.4

Check your learning 9.4

Review and understand

1 **Identify** the victories that demonstrated Japan's military strength before World War I started in 1914.

2 **Outline** the reasons for Japan's resentment with the Allied powers following World War I.

3 **Explain** why Japan invaded Manchuria.

Apply and analyse

4 **Analyse** Source 2. Explain the reasons for Shigenobu saying there are "illusions of the White Race".

5 **Compare** the rise of Japanese militarism with Nazi fascism. **Describe** the shared goals or beliefs that united Japan and Germany, leading to their alliance in the Tripartite Pact of 1940.

Evaluate and create

6 **Research** Japanese *bushido* and the concept of *kokutai*. **Evaluate** to what extent these concepts shaped the militaristic ideology of Japan in the lead-up to World War II.

9A Concepts & skills in context

Hitler's speeches and the failure of appeasement

Introduction

In 1919, Adolf Hitler gave his first public speech in Munich. Between then and January 1945, he would deliver over 2,000 speeches. In so doing, he spread ideals of antisemitism, German nationalism and *Lebensraum* (more "living space") for ethnic Germans.

Beginning as early as 1933, the Nazis broke the terms of the Treaty of Versailles. They re-strengthened the Germany army and invaded neighbouring territories. Meanwhile, Britain, France and the League of Nations were desperate to prevent another global war and, despite Hitler's worrying proclamations, they adopted the policy of appeasement. Many historians believe the failures of appeasement (see Lesson 9.2 Causes of World War II, page 270) to be the leading cause of World War II. They suggest that the Western powers must have understood Hitler's intentions, and therefore it was their failure to stop him that led to enormous consequences.

Source 1 Hitler is recognised as a great orator (speaker). Here, he addresses crowds during the war.

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Source 2

We have a burning conviction that the German people in 1914 went into the great battle without any thought of personal guilt [for the start of the war] and weighed down only by the burden of having to defend the Reich from attack, to defend the freedom and material existence of the German people. In the appalling fate that has dogged us since November 1918 we see only the consequence of our inward collapse ...

... The delusion that some are the conquerors and others the conquered destroys the trust between nations and thereby also destroys the world economy. But the misery of our people is terrible! ...

... In fourteen years the November parties have ruined the German farmer. In fourteen years they created an army of millions of unemployed.

Extract from a speech by Adolf Hitler, 1 February 1933, two days after he was appointed chancellor. Hitler spoke on the radio to the German people.

Source 3

[Hitler said:] "[A]ll this seems to be academic; I want to get down to realities. Three hundred Sudetens [ethnic Germans] have been killed and things of that kind cannot go on; the thing has got to be settled at once: I am determined to settle it: I do not care whether there is a world war or not: I am determined to settle it and to settle it soon and I am prepared to risk a world war rather than allow this to drag on."

To that [Neville Chamberlain] replied: "If the Fuehrer is determined to settle this matter by force without waiting even for a discussion between ourselves to take place what did he let me come here for? I have wasted my time."

Extracts from a conversation between British Prime Minister Neville Chamberlain and Adolf Hitler, Berchtesgaden, Germany, 1938

Source 4

In the course of my life I have very often been a prophet, and have usually been ridiculed for it. During the time of my struggle for power, it was in the first instance the Jewish rade that received my prophecies with laughter – when I said that I would one day take over the leadership of the State, and with it that of the whole nation, and that I would then, among many other things, settle the Jewish problem ... I think that for some time now they have been laughing on the other side of their face [laughter]. Today I will once more be a prophet. If the international Jewish financiers, inside and outside Europe, succeed in plunging the nations once more into a world war, then the result will not be the Bolshevisation of the earth, and thus the victory of Jewry, but the annihilation of the Jewish race in Europe!

Extract from Hitler's "Prophecy" speech to the Reichstag, 30 January 1939

Key concepts & skills Communicating

Writing a historical discussion

Historical discussions present different opinions about particular historical questions or issues. Follow these steps to write your own historical discussion:

- **Step 1:** Consider evidence from a range of sources, and outline different possible interpretations.
  - Consider various primary sources – such as newspapers, photographs or political and legal documents from the time.
  - Also consider the ideas of other historians, in secondary sources such as textbooks and websites.
- **Step 2:** You need to mention in your writing where information is coming from. For example:
  - "According to the historian Peter Williams …"
  - "Hitler's 'Prophecy' speech to the Reichstag on 30 January 1939 shows that …"
  - "The image of Hitler speaking demonstrates …"
- **Step 3:** Conclude with your own point of view on the question or issue.
- **Step 4:** Include a bibliography that references all sources used in the discussion.

For more information on communicating, see Lesson 7.8 Communicating (page 260).

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Source 5 A summary of the structure of a written discussion

Introduction	• Introduces the topic, question or issue • Outlines why the topic, question or issue is important
Main body	• A series of paragraphs outline different arguments or opinions about the topic, question or issue • Each opinion or argument that is presented should also refer to the evidence that supports it
Conclusion	• Sums up the issue and gives the writer's opinion

Practise the skill

1 Write a 500-word historical discussion in response to this prompt:
"Hitler's speeches clearly outlined the intentions of the Nazi Party. Therefore, it is the Western Allies who are to blame for World War II because they failed to stop Hitler."
Use the information and sources in this lesson, together with your own research, to locate a range of primary and secondary sources that provide evidence about the significance of Hitler's speeches, and the failures of appeasement. Include a bibliography that references all your sources.

Extend your understanding

1 Hitler took advantage of the problems in Germany to rise to power. **Describe** the political and economic problems for the average German citizen when he rose to power.

2 Using Source 1 to Source 4 and the information you have located, write a paragraph **explaining** why Jews were persecuted and targeted by Hitler.

3 Berlin hosted the 1936 Olympic Games. **Research** the games to discover how the Nazi Party used them to promote their ideas and values.

Lesson 9.5
Australia's commitment to the war

Learning intentions and success criteria

Source 2 Robert Menzies (1894–1978) was prime minister of Australia when World War II was declared.

Introduction

When Britain declared war on Germany on 3 September 1939, Australia gave its full support to the declaration. Only a few hours later, the Australian prime minister, Robert Menzies, made a radio broadcast to the nation.

Source 1

Fellow Australians,

It is my melancholy duty to inform you officially, that in consequence of a persistence by Germany in her invasion of Poland, Great Britain has declared war upon her and that, as a result, Australia is also at war. No harder task can fall to the lot of a democratic leader than to make such an announcement.

Extract from a speech made by Prime Minister Robert Menzies, 3 September 1939

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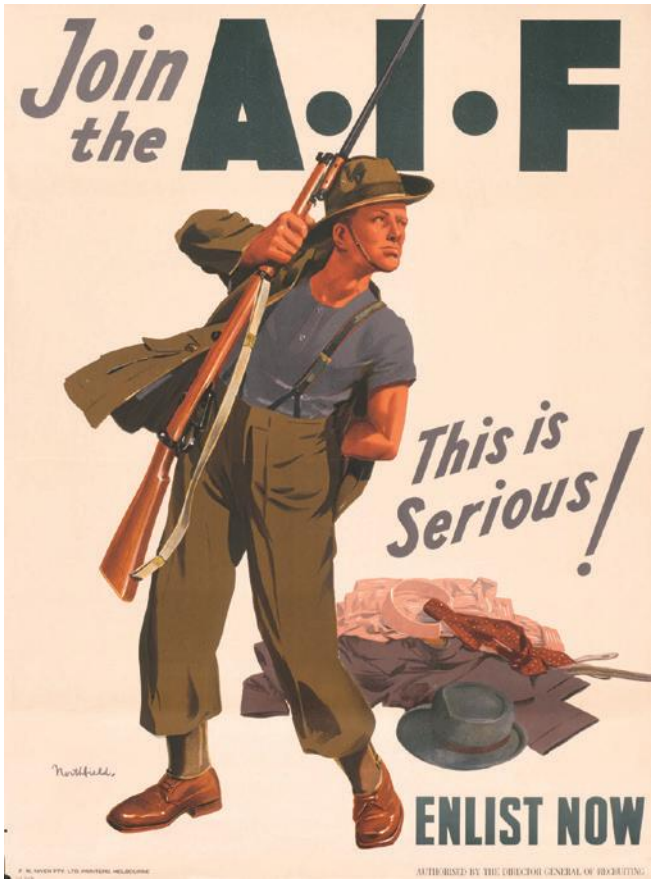
Despite the declaration of war, Menzies was initially reluctant to commit Australian troops to fight in Europe. Australia's military was in a depleted state, and Menzies wanted to ensure that Australia could defend itself at home if required. The First AIF had been disbanded after World War I. In 1939, the Australian army consisted of around 3,000 professional soldiers, and a voluntary militia (non-professional soldiers) called the Citizen Military Force (CMF). The CMF could only serve in defence of Australia. These units were mainly equipped with weapons brought home from World War I by the First AIF.

Despite his doubts, Menzies authorised the creation of the Second AIF in September 1939. The Australian Government had promised 20,000 soldiers for the British war effort, but initially struggled to fulfil this commitment. Soldiers in the AIF were paid less than those in the CMF, and AIF wages were even lower than the dole (state benefits). As a result, many members of the CMF were reluctant to transfer to the AIF. The Royal Australian Air Force (RAAF) was also much more attractive to many Australians, because it seemed more exciting and offered higher wages. It took three months to fill the 6th Division of the AIF, in contrast to the three weeks it took to raise 20,000 men at the start of World War I.



Source 3 A Second AIF recruitment poster (AWM ARTV06723)

The fall of France in 1940 changed Australia's perception of the war. Recruitment rates surged, three new divisions of the AIF were formed, and the government began to pour money into war-related industries. From 1940 to 1942, the AIF served mainly in Libya, Greece, Crete, Syria, Egypt and Malaya.

Conscription was still a matter of great debate in Australia at the start of World War II. When conscription was introduced in October 1939, it only required unmarried men who were 21 years old to report for three months' militia training and service in the CMF. These men could also choose to serve only in Australia or its territories.

In 1942, however, all men aged 18–35 and single men aged 35–45 became eligible to be conscripted into the CMF. These conscripts, despite being given the derogatory nickname "Chocos", performed admirably under incredibly difficult conditions in the Kokoda and Milne Bay campaigns. (Choco was short for "chocolate soldier" because members of the militia were thought to "melt" in the heat of battle.)

From September 1939 until December 1941, Australia gave full support to the war in Europe. This changed dramatically with the bombing of Pearl Harbor in 1941 and the fall of Singapore in 1942.

After John Curtin was elected prime minister in 1941 and Japan entered the war, Australia's experience of the war changed (see Source 4). Women were encouraged to enter the workforce; industry and the production of goods and equipment became regulated by the government; and coastal defences were extended and reinforced. With the fall of Singapore, it seemed that Australia was directly under threat for the first time (see Lesson 9.13 The Battle for Australia, page 314).

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Source 4

Men and women of Australia, we are at war with Japan. That has happened because, in the first instance, Japanese naval and air forces launched an unprovoked attack on British and United States territory; because our vital interests are imperilled and because the rights of free people in the whole Pacific are assailed. As a result, the Australian Government this afternoon took the necessary steps which will mean that a state of war exists between Australia and Japan. Tomorrow, in common with the United Kingdom, the United States of America and the Netherlands East Indies governments, the Australian Government will formally and solemnly declare the state of war it has striven so sincerely and strenuously to avoid.

Extract from John Curtin's declaration of war on Japan; from the ABC radio broadcast of the prime minister's address to the nation, 8 December 1941

Source 5 Soldiers of the Second AIF leave Australia to serve in the war, January 1940. Their helmets show their enlistment numbers and the cases on their chests hold their gas masks. (AWM 011141)

Analyse this! John Curtin's declaration of war on Japan

Check your learning 9.5

Check your learning 9.5

Review and understand

1 **Explain** why Prime Minister Robert Menzies was initially reluctant to commit Australian troops to fight in Europe.

2 Answer these questions.
   a **Identify** the reasons why the AIF initially struggled to fulfil Australia's commitment of supplying 20,000 soldiers to support British troops in Europe.
   b **Identify** the event that boosted recruitment.

3 **Explain** why conscripted members of the CMF were nicknamed "Chocos".

Apply and analyse

4 What do Menzies' words (see ?) tell us about the relationship between Britain and Australia in 1939? **Explain** your answer.

5 **Summarise** how and why Australia increased its commitment to the war after 1941. Refer to Source 4 in your answer.

Evaluate and create

6 Conduct some additional research and **create** a simple mind map to show Australia's use of troops in the war. Use different colours to represent different contributions to the war effort. In your mind map, include the CMF, the AIF, the RAAF, conscripted troops and women at home in Australia.

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Lesson 9.6
Life on the home front: wartime government

Introduction

Learning intentions and success criteria

When Australian Prime Minister Robert Menzies committed Australia to the war in 1939, the direct threat to the Australian mainland was low, due to its distance from the European theatre of war. However, after the Pacific War began in 1941, and Japanese forces moved closer to Australia, the perceived threat of invasion meant that the Australian war effort increased significantly. This changed the lives of ordinary Australians on the **home front**.

home front those citizens who remain at home during a war

History

National Security Act

One of the first steps towards total war taken by the Australian Government was the *National Security Act*. This Act, passed on 8 September 1939, introduced laws that gave the federal government greater powers to respond to the threat of war. It allowed newspapers and the media to be censored, and legalised the detention of so-called "enemy aliens"; for example, Germans and Italians living in Australia. It also meant that groups that opposed the war, such as the Communist Party of Australia and Jehovah's Witnesses, were banned.

Source 1 Mail being censored (AWM 139316)

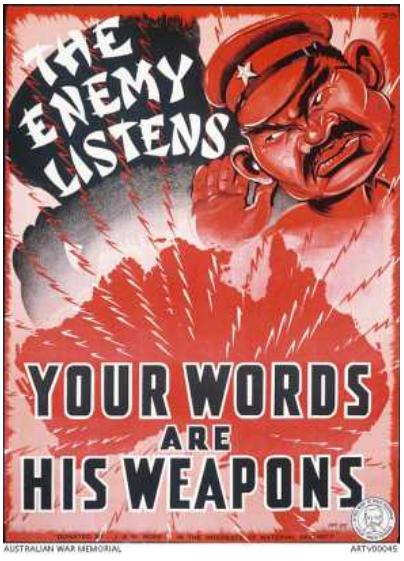
Censorship and propaganda

During the war years, the Australian Government believed that strict censorship was necessary to maintain national security and boost public morale. The Department of Information was responsible for the administration of censorship. All forms of media, such as newspapers and radio broadcasts, were subject to controls that limited what they could report. For example, when Australian and US soldiers brawled in the so-called "Battle of Brisbane" on 26 November 1942, the death of one Australian and the injury to others was withheld from the public because the event was seen as threatening US–Australian relations.

In addition to this, the Department of Information censored mail (see Source 1) and monitored phone calls to ensure that military information relating to troop movements and locations was not communicated to the enemy.

In addition to censoring information during the war, the Australian Government also relied heavily on propaganda. Propaganda is information designed to influence the ideas and attitudes of a group of people by presenting only one side of an argument. Throughout World War II, propaganda was used to encourage Australians to support the war in different ways: enlist to fight; work in certain industries; and support certain causes. Most importantly, propaganda was used to unite Australians against a common enemy. Propaganda did this by encouraging an emotional response from people. Anger, fear and a sense of national pride were all strong motivations.

Censorship and propaganda were used together during the war to ensure that Australians were sympathetic to significant changes being made to laws and government policies.



Source 2 A campaign poster urging civilians in Australia not to gossip (AWM ARTV00045)

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Source 3 Italian POWs at Liverpool Prisoner of War and Internment Camp, New South Wales, during World War II (AWM 123706)

Internment

During the war, the Australian Government took steps against people living in Australia who they believed threatened national security. Initially, this included the **internment** of Germans and Italians living in Australia who were believed to be pro-Nazi or pro-fascist (see Source 3). When war with Japan began, all Japanese who lived in Australia were also interned. Approximately 7,000 "enemy aliens", many of whom had lived peacefully and innocently in Australia for decades, were interned in camps around the country.

internment
the detention or imprisonment of people (commonly in large numbers) without trial, especially during times of war

Everyday life

Although the people of northern Australia suffered numerous air attacks from the Japanese, the lives of most Australians further south were not dramatically affected by the actual fighting of World War II. However, their lives were influenced in other ways, including the types of work they were allowed to perform. The government gave priority to industries such as manufacturing (for war materials such as aircraft and munitions) and agriculture (which was vital for food supplies).

In 1942, the federal government established the Directorate of Manpower to control the workforce. This allowed the government to force people to work in particular jobs or industries. In a way, this was similar to conscription – only for industry service rather than military service.

Source 4 Preparing for the night-time blackout

Other government policies influenced many aspects of Australian life during the war years. The fear of air raids, for example, led to the introduction of blackouts, which plunged major cities into darkness. Streetlights were switched off, car headlights were reduced to narrow beams, and houses were required to have blackout curtains to prevent light showing in the street (see Source 4). Failure to comply could result in fines.

The wartime government also imposed many other restrictions. It reduced hotel and bar trading hours and set maximum prices for restaurants. In 1942, it brought in national identity cards, which included personal details and listed the industry an individual worked in. Daylight saving was introduced to save power, and annual leave entitlements were cut back.

Rationing

As the war dragged on, the supply of many basic goods and products was limited. Restrictions on trading ships coming to Australia and the need to dedicate supplies of food and products to the war effort overseas meant that there were shortages of food and clothing for many ordinary Australians. In order to ensure that available supplies were distributed evenly, the Australian Government introduced a rationing system in May 1942. Products such as butter, milk, eggs, meat, tea, shoes and clothes were all rationed. Alcoholic drinks were also rationed, and people were encouraged to restrict travel unless it was absolutely necessary.

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The government issued civilians with ration books containing coupons, which had to be presented when paying for certain goods. Pregnant women and families with young children were given extra rations.

During the war, some items simply could not be produced, such as pyjamas, lawnmowers and children's toys. Recycling was encouraged, and depots were set up for scrap metal, cloth and rubber. People were also urged to grow their own food to supplement their rations. Vegetable patches appeared in front gardens and many families kept chickens in the backyard.

Australians responded imaginatively to wartime rationing. Newspapers and magazines such as *The Australian Women's Weekly* offered advice about how to cope with the shortages. This included handy hints for cooking, and how to paint seams on the backs of their legs to look as if they were wearing stockings. Women were encouraged to avoid buying new items, by repairing and patching clothes for as long as possible.

reserved occupations occupations that were considered vital to the war effort at home, such as farming and manufacturing; men working in these occupations were not allowed to enlist in the armed forces

Men on the home front

Almost 750,000 Australians (mostly men) enlisted in the Second AIF during World War II. However, a great many more men and women were engaged in the war economy. Many men were not allowed to enlist in the armed forces because they worked in **reserved occupations**, such as farming and manufacturing (see Source 5). These men were needed at home to construct vital wartime infrastructure and military buildings, such as ports, aerodromes, bridges and barracks, and also to make war equipment and munitions. The Allied Works Council was set up in 1942 to oversee such projects. As part of this program, the Civil Construction Corps was established. The corps, while a civilian organisation, was run with military-style discipline. By mid-1943, more than 50,000 men served in the corps, which was mostly made up of labourers, carpenters and truck drivers.

Source 5 These men are shown producing munitions during World War II. Jobs such as these were known as "reserved occupations" because they were essential to the war effort.

Men who were unable to enlist because of age, health or their positions in reserved professions also joined the Volunteer Defence Force. Members of this force, including many veterans of World War I, were trained to protect the home front against enemy attack. The Volunteer Air Observers Corps monitored the sky for potential air raids. Air-raid wardens made sure that everyone followed blackout procedures and participated in evacuation drills.

Analyse this! Italian POWs

History

Check your learning 9.6

Check your learning 9.6

Review and understand

1. Identify when the *National Security Act* was passed and **describe** what it did.
2. What was the "Battle of Brisbane"? **Explain** why details about it were censored.
3. **List** the items that were rationed in Australia.
4. **Explain** the purpose of the Directorate of Manpower.

Apply and analyse

5. **Classify** the different roles for men on the home front during the war.

Evaluate and create

6. **Consider** propaganda in the twenty-first century. Can you think of any examples of propaganda produced by the Australian Government today?
7. In pairs, **discuss** if you think the Australian Government censors anything today.

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Lesson 9.7
Life on the home front: the changing role of women

Learning intentions and success criteria

Women's work during the war

Australian women had a very broad range of duties and responsibilities during World War II. The needs of the armed forces, the war economy and the deployment of many men overseas created new types of work possibilities. Before the war, Australian women were not permitted to serve in the military. Most working women were employed in factories, shops or family businesses. It was expected that women would resign from their employment once they had children. Although the number of women entering the workforce between 1939 and 1945 only increased by about 5 per cent, the types of jobs they were involved in changed dramatically.

At the start of World War II, women on the home front were encouraged to take the sorts of roles that they had held during World War I. They were expected to knit and sew, pack parcels, raise money, encourage enlistment and maintain the home.

This changed as the war came closer to Australia. From late 1940, women were not only permitted, but were encouraged to join the services (see Source 1). Around 35,000 women served in the army, making up around 5 per cent of the entire force. The Women's Auxiliary Australian Air Force (WAAAF), established in October 1940, was quickly followed by the women's army and navy forces. About one-tenth of the total RAAF ground staff were women. Women were not sent overseas to fight, but were trained in many of the home front tasks so that more servicemen could be freed up to join the overseas forces.

By the end of the war, the WAAAF was made up of 18,500 women, the Australian Women's Army Service (AWAS) had 24,000, and the Women's Royal Australian Naval Service (WRANS) boasted 2,000.

Source 1 A recruitment poster to attract women into the services (AWM ARTV00332)

Source 2 Three female motorcycle messengers of the National Emergency Services in NSW, 1943. Members of the organisation supplied their own uniforms and vehicles.

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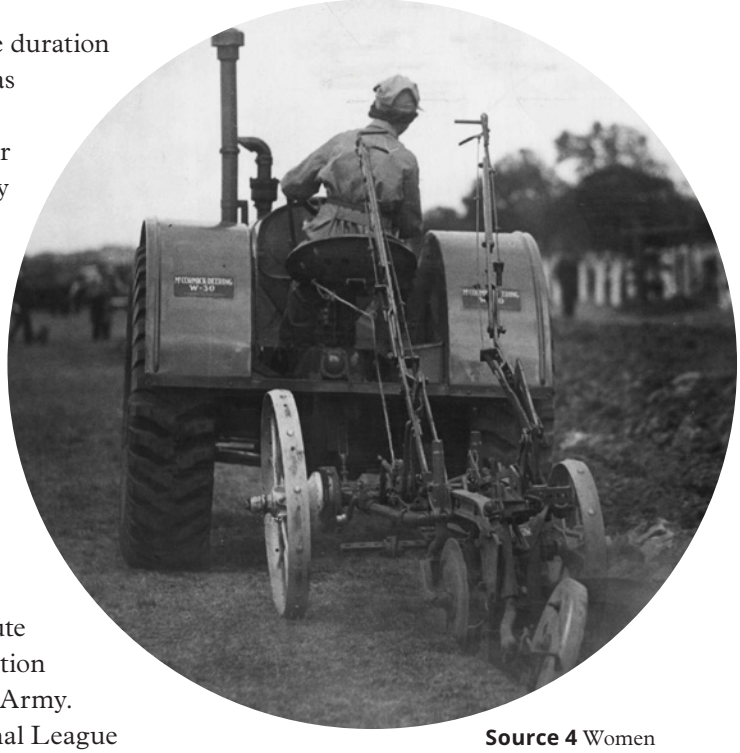
Most commonly, women's roles in the armed forces were clerical. However, some were involved in "traditional men's roles", as signallers, truck and ambulance drivers, intelligence officers, wireless telegraphers or aircraft ground staff (see Source 3). Despite their new skills, women were still generally not permitted to take on combat roles or serve outside Australia. The exception was nurses, who served in most areas where Australian troops were sent. Near the end of the war, however, the AWAS did send women overseas – posting 350 women to Lae, Hollandia and Rabaul. It was the only non-medical service to do so.

Source 3 Female plane-maintenance workers

Outside the auxiliary forces, it was argued that increasing women's employment generally would enable more men to enter military service. However, the understanding was that this employment was only for the duration of the war. So women entered new areas of work, acting as tram conductors, and taxi and truck drivers. As the war progressed, Australian women worked increasingly in war industries, such as manufacturing munitions and military equipment. Under Directorate of Manpower regulations, women could be deployed in occupations that suited their skills. For example, a woman trained as a florist could be compelled to work in a factory because of her skills with wire; while a dancer could be sent to work on a farm because she was agile and physically fit.

By mid-1943, nearly 200,000 women were employed in roles that would assist the war effort. They were paid roughly two-thirds of men's pay rates.

As the war continued, and more and more men were conscripted, many farms suffered from a shortage of workers. The Women's Land Army was set up to distribute female labour to farms and orchards to keep food production going. Around 3,000 women were members of the Land Army. Volunteer groups such as the Australian Women's National League continued to take on the more traditional tasks for the war effort, such as knitting socks for the troops, preparing Red Cross food parcels, and raising money for soldiers' families. Other volunteers completed training in emergency services, such as first aid and ambulance driving in case of air raids.



Source 4 Women working the land, 22 July 1940

After the war

At the end of the war there was a general expectation that women would return to domestic duties in the home and that the returned soldiers would be welcomed back into the workforce. This is mostly what happened, but there were some women (especially single women) who remained in their jobs (see Source 5).

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Source 5 Female employment in Australia (thousands). *Commonwealth of Australia Yearbook 1946–1947*, p. 488

Year	Employers & self-employed			Wage & salary earners			Total civilians
	Rural industries	Other industries	Total	Rural industries	Other industries	Total	
1933	15.1	56.2	71.3	4.4	447.5	451.9	523.2
1939	16.0	62.0	78.0	4.0	561.6	565.6	643.6
1943	11.7	34.4	46.1	28.1	682.1	710.2	756.3
1945	17.0	43.1	60.1	23.0	667.1	690.1	750.2
1946	16.0	61.0	77.0	21.0	660.9	681.9	758.9

It is often argued that women were forced out of the workforce and back to a dull, domestic existence at the end of the war. There is some truth in this, but there is also evidence that many women wanted to return to traditional roles. Many who had had boring and unfulfilling jobs during the war were glad to be rid of them. Others who had put off marriage and childbearing during the war were delighted to return to domesticity and begin raising their families.

Graph it! Female employment in Australia

Check your learning 9.7

Check your learning 9.7

Review and understand

1 **List** the kinds of jobs that women did in the services and for the general economy during the war.
2 **Identify** how many Australian women served in the army.
3 **Describe** the purpose of the Women's Land Army.

Apply and analyse

4 **Analyse** Source 1 as a piece of wartime propaganda.
5 **Analyse** Source 5. What do you observe? What does this tell us about women in the workplace in Australia?

Evaluate and create

6 **To what extent** did the war change the role and status of Australian women? Use evidence to support your answer.
7 In pairs, **create** a role-play based around some of the issues women faced at the end of World War II. Adopt the roles of the following two characters:
– A woman who has been working as a meteorologist during the war – she is single and has been earning a good wage during the war. She has also enjoyed the work and the independence. She does not see why she should now be forced to leave the workforce.
– A man who has recently returned from the war and is keen to begin work as an accountant with his previous employer – unfortunately, there are no vacancies at the accounting firm, because all available roles have been filled by well-qualified women.

Each person must speak at least five times during the role-play and support their arguments for and against the sacking of women and the re-employment of men in the workforce after the war.

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Lesson 9.8
Aboriginal and Torres Strait Islander peoples at war

Introduction

Learning intentions and success criteria

It is impossible to know how many Aboriginal and Torres Strait Islander peoples served during World War II. Their contributions varied from fighting in combat overseas and defending the home front, while establishing and joining services and departments dedicated to the war effort across Australia.

Overseas service

At the start of the war, the AIF officially only accepted Aboriginal and Torres Strait Islander peoples who were of "substantially European descent". However, Aboriginal and Torres Strait Islander peoples were accepted by the RAAF from the outset, and many joined the AIF by claiming to be another nationality. Furthermore, due to the early shortage of recruits, many recruiters accepted Aboriginal and Torres Strait Islander volunteers, despite official restrictions. Reg Saunders became the first Aboriginal commissioned officer in the Australian army in 1944. After the bombing of Darwin, the restrictions on Aboriginal and Torres Strait Islander peoples joining the AIF were relaxed. A small number of Torres Strait Islanders were also recruited into the US army.

It is estimated that around 3,000 Aboriginal and Torres Strait Islander soldiers served in the armed forces during World War II, but the number who enlisted under another nationality was probably much higher.

Aboriginal and Torres Strait Islander peoples made a huge contribution to the war effort. By 1944, almost every able-bodied male Torres Strait Islander had enlisted. This meant that, as a proportion of its population, no other community in the world voluntarily contributed as many men to the war effort. At first, their pay was one-third that of regular soldiers. After a two-day "mutiny" in December 1943, it was raised to two-thirds.

Source 1 Aboriginal and Torres Strait Islander soldiers on parade, 1940 (AWM P02140.004)

The defence of Australia

In addition to the regular army, a number of Aboriginal and Torres Strait Islander peoples served in special forces (military units trained to conduct special operations). For example, the Torres Strait Light Infantry was formed in 1941 to defend the strategically important Torres Strait area. Also in 1941, anthropologist and soldier Donald Thomson was authorised to organise and lead the Northern Territory Special Reconnaissance Unit. This unit

History

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contained 51 Aboriginal and Torres Strait Islanders and five non-Indigenous Australians. They lived off the land while they patrolled the coastline of northern Australia. In the event of a Japanese invasion, they were to conduct a **guerrilla** campaign from behind enemy lines, using traditional weapons. Despite the significant contribution that they made to the war effort, the soldiers in these units were not formally enlisted in the army, and received goods such as tobacco rather than monetary pay until 1992, when backpay and medals were awarded.

guerrilla an unconventional method of warfare involving an unseen enemy, surprise and ambush tactics

Other roles on the home front

Other Aboriginal and Torres Strait Islander peoples were employed by the army in a variety of roles. Some worked on farms and in butcheries, and some built roads and airfields. Others were construction workers, truck drivers and general labourers. They also filled more specialised roles, such as salvaging downed aircraft and organising munitions stockpiles. Many Aboriginal and Torres Strait Islander women were also involved in these roles, as well as joining organisations such as the Australian Women's Army Service. For example, Oodgeroo Noonuccal joined in 1942, after her two brothers were captured in the fall of Singapore. Her work during the war would lay the foundations for her later advocacy for Aboriginal rights. She also became Australia's first published Aboriginal Australian poet (Source 2).

Source 2

We want hope, not racialism,

Brotherhood, not ostracism,

Black advance, not white ascendance:

Make us equals, not dependants.

Extract "Aboriginal Charter of Rights", from Oodgeroo Noonuccal, *My People: a Kath Walker Collection*, Jacaranda, Milton, 1970

Despite their important work, pay rates remained low for Aboriginal and Torres Strait Islander workers. The RAAF briefly increased their wages, but was pressured to lower them again by the government.

Return to life after the war

There seems to have been remarkably little racism or tension between Aboriginal and Torres Strait Islanders and non-Indigenous Australians in the army. When they returned to civilian life, however, many Aboriginal and Torres Strait Islander veterans faced the same discrimination they had left behind before the war. They were still denied the right to vote, for example, and denied access to the land settlement support schemes for returning soldiers. Many were also banned from Returned and Services League (RSL) clubs, except on Anzac Day. Most were not given the opportunity to use the skills they had learnt during the war when they returned home. Len Waters, a Kamilaroi (Gamilaraay) man who joined the RAAF in 1942 and flew 95 missions, dreamed of becoming a civilian pilot after the war. However, he was forced to return to his pre-war occupation as a shearer.

One former soldier, Tommy Lyons, who had served at Tobruk, said on his return: "In the army you had your mates and you were treated as equal, but back here you were treated like dogs."

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Source 3 This informal group portrait shows members of the 2/18th Australian Field Workshop, which included Aboriginal and Torres Strait Islander and non-Indigenous soldiers. Alick Jackomos (front row, centre), a Greek Australian, worked for Aboriginal rights and was one of the founders of the Aboriginal Advancement League after the war. (AWM P00898.001)

Quiz me! Aboriginal and Torres Strait Islander peoples at war

Check your learning 9.8

Check your learning 9.8

Review and understand

1 **Identify** the number of Aboriginal and Torres Strait Islander soldiers who are estimated to have fought in the war.

2 **Outline** the different ways Aboriginal and Torres Strait Islander peoples contributed to the war effort.

Apply and analyse

3 **Compare** the benefits of Aboriginal and Torres Strait Islander and non-Indigenous World War II veterans.

4 Answer these questions.

   a **Explain** why Len Waters was a significant individual.

   b What does Waters' experience suggest about the treatment of Aboriginal and Torres Strait Islander peoples after World War II?

5 **Examine** Source 3 and answer the following questions.

   a **Explain** the context of this image in your own words.

   b What does this image tell us about racism and discrimination during the war?

   c **Apply** empathy to suggest how the Aboriginal and Torres Strait Islander soldiers pictured may have felt after returning home from the war, and why.

Evaluate and create

6 **Research** the Coloured Digger Project and the proposed memorial to Aboriginal and Torres Strait Islander soldiers. Record some of the opinions on the proposed memorial.

7 In pairs, **discuss** how significant you think Reg Saunders' promotion to become the first Aboriginal commissioned officer was. Why do you think it took until 1944 for an Aboriginal or Torres Strait Islander soldier to get promoted to officer rank? Compare your responses with those of other pairs in the class.

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9B Concepts & skills in context

Australian wartime propaganda posters

Introduction

Throughout the course of World War II, a range of propaganda was used in Australia in order to encourage Australians to think and act in particular ways.

Propaganda came in many different forms, including newspapers, radio, posters and other forms of mass communication (such as the short newsreels shown before feature films in cinemas).

Source 1 An Australian recruitment poster, 1942

Source 2 An Australian poster warning against the danger of spreading information

Key concepts & skills Using historical sources

Analysing propaganda

Propaganda is anything that has been deliberately created to influence an audience's beliefs or actions. Even though the word "propaganda" has a negative connotation today, it is only information – a tool – and is neither good nor bad. It can provide historians with a great deal of information about the period being investigated. However, it needs to be very carefully analysed and evaluated.

Use the following steps to guide your analysis of a propaganda poster:

- **Step 1:** Identify the content of the source. *What is it that you see in the source?* Consider the following:
  - What is the source? (Is it a poster? Painting? Photograph? Is it a primary or secondary source?)
  - Does the source represent a particular moment or event in time?
  - What does the source contain? (Does it include symbols? Colour? Text?)
- **Step 2:** Check the context of the source. *Where did the source come from and who created it?* Consider the following:
  - When was the source created? (What events may have been happening at the time that might have influenced the producer of the source?)
  - How does this source show the "bigger story"? (How does it fit in with the period being studied?)
- **Step 3:** Uncover the *motive* of the source. *Why was the source created?* Consider the following:
  - Who created the source? (This will identify which perspective is being considered.)
  - Who is the intended audience of the source? (Who is the producer of the source intending to influence or inform?)
  - What is the producer of the source trying to achieve?
- **Step 4:** *Analyse* the source. How accurate is the source? Consider the following:
  - Does the source present a fair depiction of people, events and conditions? Or does it mislead with exaggerated information?
  - Does the source represent the views of the majority? Or does it represent the views and attitudes of a minority group?

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– How reliable is the source? (Is it useful for historians? Can it be trusted?)

For more information on using historical sources, see Lesson 7.4 Using historical sources, page 245.

Practise the skill

An example of the way in which propaganda can be analysed is provided in Source 3.

1 Look carefully at Source 1 and **analyse** it, using the steps above as a guide.

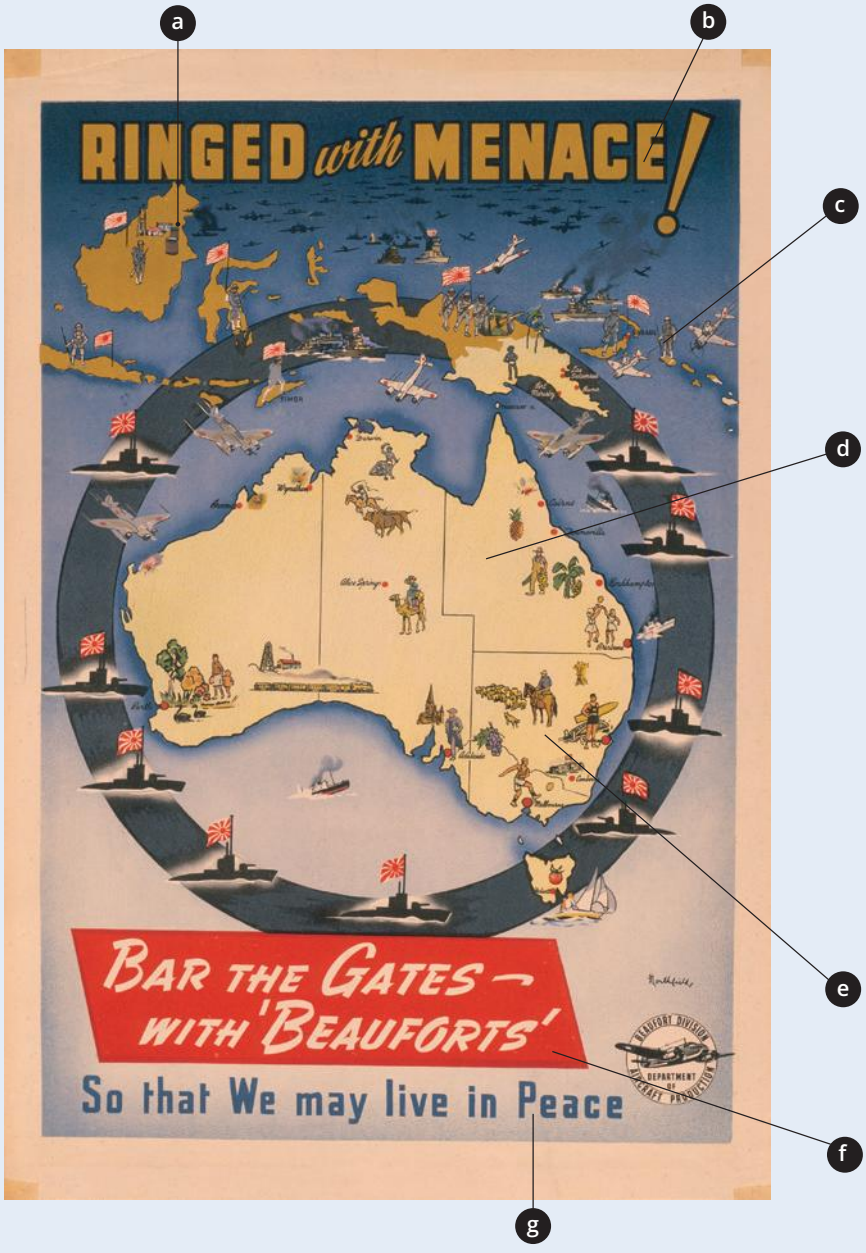
2 Write a short paragraph **comparing** Source 1 and Source 2 in terms of audience, message, intended effect and purpose.

Extend your understanding

1 Brainstorm forms of propaganda that exist today but were not available during World War II.

2 It is often assumed that propaganda contains false or untrue information. This is not always the case. Consider, for example, the many advertisements produced by the government to influence people to quit smoking. These can be defined as propaganda, given that they are an attempt to influence people's opinions and behaviour.

Locate another example of modern-day propaganda. **Analyse** it using the steps outlined above.



Source 3 An Australian propaganda poster produced by the Department of Aircraft Production (Beaufort Division) in 1942; "Beauforts" were the first all-metal aircraft built in Australia.

- **a** Countries to the north of Australia are shown flying the Japanese flag – they are darkly coloured to illustrate the threat of invasion moving closer and closer to Australia's shores.
- **b** The use of emotive language such as "menace" is designed to shock and scare viewers.
- **c** Australian ships close to Japanese territories are shown in flames and sinking in order to generate an emotional response (such as anger or grief) in the viewer.
- **d** The central image of Australia surrounded by Japanese submarines and aircraft is designed to unsettle people and convince them that the threat of invasion is real – the dark blue circle makes Australia appear as though it is a target on a dart board.
- **e** Australians are shown peacefully enjoying sports and working on farms – "the Australian way of life"
- **f** The call to action is in capital letters on a bright red background to draw people's attention – "Bar the Gates" creates an image of Australia as a place that needs to be locked up in order to keep it safe.
- **g** The goal of peace is highlighted at the bottom of the poster (close to the call to action) so that the viewer associates peace with the production of Beauforts.

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Lesson 9.9
The course of the war in Europe

Learning intentions and success criteria

appeasement a policy adopted by Britain and France towards Germany from the mid-1930s until 1939; it was designed to avoid a second world war by granting certain allowances to Hitler and the Nazi government

Blitzkrieg a German term meaning "lightning war"; a military tactic adopted by German forces during World War II that involved launching sudden, intense attacks on enemies using fighter aircraft and tanks followed by the advance of ground troops

Introduction

On 1 September 1939, Germany invaded Poland. Britain and France abandoned the policy of **appeasement** that had been employed in the hopes of avoiding another war. Both nations – including British colonies and dominions, such as Australia – declared war on Germany on 3 September 1939.

Initial German success

The German invasion of Poland was the first example of what became known as ***Blitzkrieg*** tactics. These tactics involved the use of coordinated air and land forces to quickly overrun the enemy, followed by slower-moving ground forces – often using horse-drawn transport – that "mopped up" the shattered defenders and occupied their territory.

Despite the British and French commitment to support Poland, the speed of the German advance made it virtually impossible for either power to offer practical military support. By the end of September, Poland was divided between Nazi Germany and the Soviet Union (which had invaded Poland from the east on 17 September 1939).

The "Phoney War"

The period after the German invasion of Poland is known as the "Phoney War". Although Germany, Britain and France were officially at war from September 1939, there were no major battles until April 1940. While there were some sea battles during this time, Britain and France did not attack Germany on land; instead, the British built up their strength and prepared to defend France against German attack. The Phoney War ended in April 1940, when Germany attacked and defeated Denmark and Norway.

For the first two years of the war, Nazi Germany and its allies enjoyed considerable military success. In a series of military campaigns, it used new tactics and equipment to establish an empire that stretched from the English Channel to the Soviet Union; from Norway to the African countries of Algeria and Libya.

Source 1 Adolf Hitler at the Eiffel Tower in Paris, following the fall of France in 1940

The Battle of France

In May 1940, Germany invaded the Low Countries (Belgium, the Netherlands and Luxembourg) and France using *Blitzkrieg* tactics. Despite outnumbering the Germans, the Allied forces were unable to deal with the speed of the German attack. The British Government evacuated 338,000 British and French troops from the port of Dunkirk, in northern France (see Source 2). On 22 June 1940, France surrendered, although some military units outside France rejected the surrender and continued fighting Germany as the **Free French Forces**.

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Source 2 In May–June 1940, more than 300,000 Allied troops were cut off by the German army and were evacuated from the French port of Dunkirk. This event became known as the Dunkirk evacuation.

Free French Forces a resistance organisation founded by French General Charles de Gaulle in 1940, committed to fighting the Axis Powers

Blitz a term used to describe a period during World War II when major cities across Britain were the target of sustained bombing campaigns by the German air force

The Battle of Britain

Germany turned its attention to defeating Britain, with a military operation called Operation Sea Lion. The plan for an invasion required the *Luftwaffe* (German air force) to destroy Britain's Royal Air Force, before a combined land and sea assault could be launched. If the Royal Air Force was destroyed, the *Luftwaffe* could prevent the Royal Navy from interfering with a German invasion fleet.

Facing stiff resistance from the British, Germany eventually changed its tactics to focus on bombing Britain's industrial cities – a period of the war known as the **Blitz**. The Royal Air Force, which included around 100 Australians, was extremely successful in resisting the German attacks from July 1940 to May 1941. By then, Germany was focused on the invasion of Russia, and the threat to Britain had passed.

Source 3 German bombers during the Battle of Britain, 1940

The Siege of Tobruk

Italy entered the war on Germany's side in June 1940. Its leader, Benito Mussolini, planned to conquer Egypt from the Italian territory of Libya. However, Australian troops led a British counter-attack into Libya, capturing Bardia, Tobruk and Benghazi early in 1941. Hitler sent General Erwin Rommel, one of his most experienced officers, with German forces to support the Italians in Libya. Rommel drove the British back into Egypt, although a force of 8,000

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siege a military strategy to weaken an area by cutting it off from the outside world

Axis Powers the coalition of countries in opposition to the Allied Powers in World War II; they included Germany, Italy and Japan

British and Indian troops, 4,000 Polish soldiers, and 14,000 Australians from the 9th Division of the AIF held on to Tobruk after a **siege** that lasted 241 days. Tobruk was vital to the **Axis Powers** and their operations as it was the only deep-water port in Eastern Libya – without it, all supplies and troops would need to be moved overland. Royal Australian Navy ships braved enemy air attack to bring in supplies and evacuate the wounded from the besieged city.

Source 4 Australian troops, nicknamed the "Rats of Tobruk", occupy a frontline position. (AWM 041790)

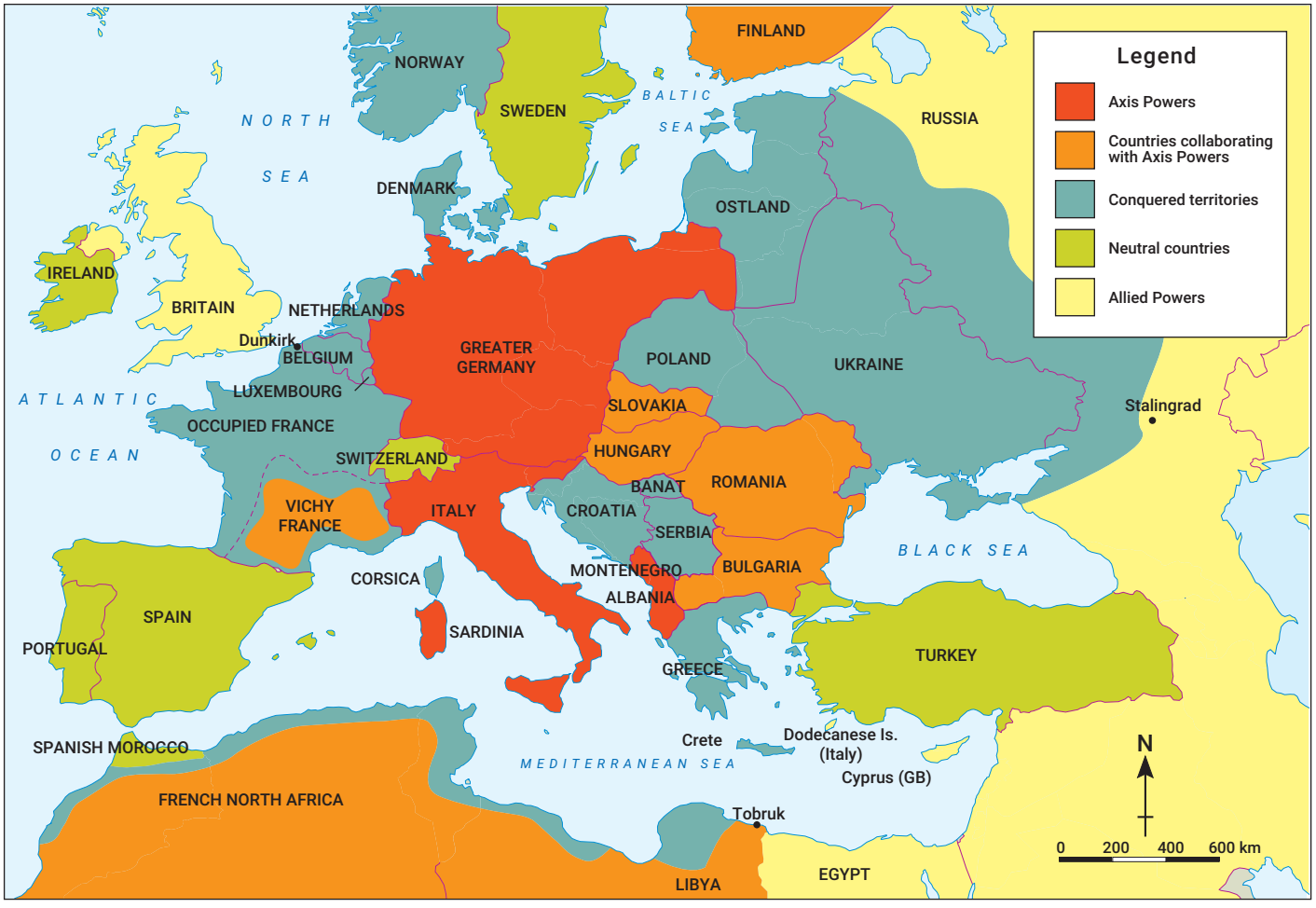
German propaganda described the men defending Tobruk as "rats" – a name that was embraced by the Australian troops as a compliment. The "Rats of Tobruk", as they became known, proved very aggressive and successful, despite primitive conditions and a complete lack of air support.

This was Nazi Germany's first land defeat in World War II. By September 1941, however, most of the Australians had been replaced by Polish troops, and Rommel finally captured Tobruk in June 1942. A total of 749 Australians were killed, 1,996 were wounded and 604 were taken as prisoners during the siege.

The Allies were able to regroup at El Alamein (Egypt) and eventually repel and defeat Rommel, securing victory in northern Africa.

Enlarged map: Europe and North Africa – The height of Axis power, 1942

Europe and North Africa: The height of Axis power, 1942



Source: Oxford University Press

Source 5

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Operation Barbarossa

The peak of the campaign by the Axis Powers in Europe was the *Blitzkrieg* invasion of the Soviet Union, which began in June 1941. Code-named Operation Barbarossa, it is still the largest military operation – in terms of manpower, area covered and casualties – in human history. The Axis force was made up of more than 3 million troops, 150 divisions, 3,600 tanks and 4,300 aircrafts.

In 1939, Germany and the Soviet Union had signed a pact, agreeing not to attack each other. Germany's invasion of the Soviet Union in 1941 broke this agreement. There were several reasons for the invasion. Hitler had long argued that the large land mass of Eastern Europe should provide *Lebensraum* ("living space") for ethnic Germans, and useful resources for the war effort. The Nazis also opposed communism, and considered Russia's Slavic peoples to be racially inferior to Germans.

Eastern Front the theatre of war between the European Axis Powers, and the Soviet Union and its allies in World War II; it took place in Central and Eastern Europe, and the Baltic and Balkans regions

Germany won several major battles and captured huge areas of territory on the **Eastern Front**, while the Soviet army was forced to retreat. By November 1941, German forces were within striking distance of Moscow, the Soviet capital.

However, the Germans were unable to capture Moscow. They were unprepared for the severity of the Soviet winter (see Source 6) and were met by stubborn resistance. When the winter of 1941–42 ended and the Germans could manoeuvre again, Hitler directed his forces to southern Russia and its oilfields. Their advance eventually came to a halt at Stalingrad (now known as Volgograd) in September 1942, in a battle that would become one of the bloodiest in history. The epic siege lasted 890 days. The German army eventually surrendered at Stalingrad in February 1943. Nevertheless, Nazi forces still occupied a great area of the Soviet Union, and their control extended over most of continental Europe (see Source 5).

Analyse this! Adolf Hitler at the Eiffel Tower

Source 6 German troops were defeated as much by the weather as by the Russian troops on the Eastern Front in 1941–42.

History

Check your learning 9.9

Check your learning 9.9

Review and understand

1. **Explain** what is meant by the "Phoney War".
2. **Describe** the achievements of the "Rats of Tobruk".
3. **Explain** how Germany's *Blitzkrieg* tactics contributed to its success in the early years of the war.

Apply and analyse

4. **Examine** Source 5.
   - **a** Is this a primary or secondary source? **Explain** your answer.
   - **b** **Describe** the Axis territory in 1942.
   - **c** **Compare** the Axis territory with the Allied territory in 1942.

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5 **Analyse** the significance of Operation Barbarossa as a military operation.

Evaluate and create

6 **Create** a diagram or flow chart to explain how *Blitzkrieg* tactics worked. Why do you think they were so effective?

7 During the Battle of Britain, British fighter pilots were instructed to shoot down German sea rescue planes if they thought those planes were being used for surveillance purposes. According to the Geneva Convention – an international agreement signed in 1929, outlining the basic standards of war – this was a crime.

a In pairs, **research** the Geneva Convention and make a list of the rights protected under it.

b With your partner, **discuss** whether shooting down rescue planes is acceptable conduct when your nation is fighting for its survival.

c **Compare** your responses with those of others in your class. Do you all agree?

Lesson 9.10
The Holocaust

Learning intentions and success criteria

Introduction

In 1933, it is estimated that the Jewish population of Europe stood at around 11 million. By the end of World War II in 1945, it is estimated that more than 6 million Jews had died at the hands of the Nazis. To put this into perspective, more than half of all European Jews were killed.

This systematic, government-led persecution and murder of Jews took place throughout Nazi-occupied territories under the command of Adolf Hitler. It is among the most brutal and destructive policies of the twentieth century, and is referred to as the **Holocaust**. Hundreds of thousands of German military and civilian personnel were involved in the mass murder. Millions more collaborated or accepted these events without protest.

Holocaust the deliberate and systematic (planned) mass murder of Jews and other "undesirables" by the Nazis during World War II

The word "Holocaust" is of Greek origin, and means "sacrificed by fire" or "burned". Out of respect for the dead, Jewish communities today use the Hebrew word *Shoah* instead, meaning "catastrophe".

Beginnings of the Holocaust

The origins of the Holocaust can be traced back further than Hitler's lifetime. Antisemitism has its roots in the ancient world and was rife throughout Europe in the Middle Ages. In the 1880s, the eugenics movement became popular. Eugenics – a practice that aimed to "improve" the human gene pool by controlling the types of people giving birth to children – was taught as a subject at many universities. For a time, eugenics was supported by people like Winston Churchill, who later became the British prime minister, and was government policy in countries such as the United States. By the 1930s the popularity of the eugenics movement was declining, but the Nazi Party's policies were heavily influenced by its ideas.

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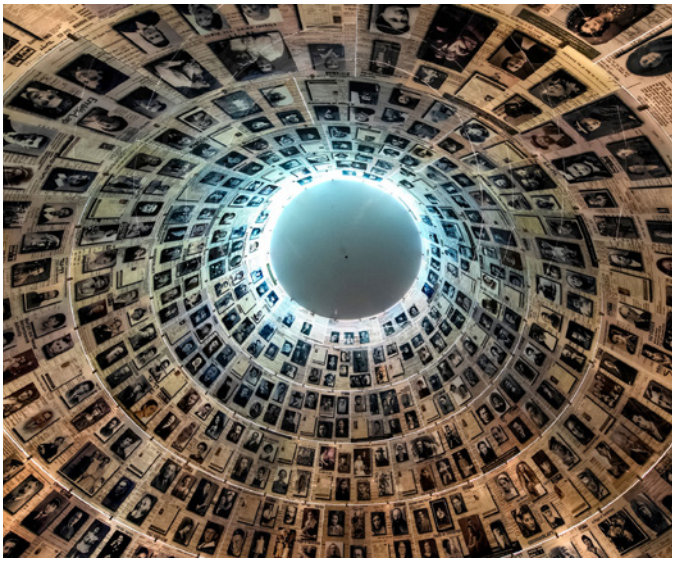
Hitler outlined the development of his antisemitism and even some of his proposed policies towards Jews in his book *Mein Kampf* ("My Struggle"; 1925). Many of his beliefs were borrowed from the eugenics movement. He declared that "the personification of the devil as the symbol of all evil assumes the living shape of the Jew". *Mein Kampf* also outlined Hitler's hatred of communism, and his belief that Germany would have to expand east to provide *Lebensraum* ("living space") for ethnic Germans. The seeds of Hitler's cruel and murderous policies were present in his ideology at least a decade before he became Chancellor of Germany in 1933.



Source 1 The conical-shaped Hall of Names in the Holocaust History Museum in the Yad Vashem Holocaust complex in Israel – the Hall of Names shows around 600 portraits of Jewish Holocaust victims. As there are no cemeteries, headstones, or traces left of the six million Jewish holocaust victims, "Pages of Testimony" collect the personal identity and brief life stories of these people.

Within months of coming to power, Hitler introduced a law that allowed the compulsory sterilisation of people with mental or physical disabilities. In other words, anyone who was "disabled" (a broad definition of "disability" was used, ranging from schizophrenia, to deafness, to alcoholism) could be legally forced to have an operation to ensure they could not have children. More than 400,000 people were sterilised and around 5,000 died as a result of these operations. Another 70,000 were killed under a related euthanasia program, where severely disabled children under the age of 17 were given lethal overdoses or faced starvation. This eliminated those who did not fit within Hitler's vision of a racially pure Germany.

Antisemitism and eugenics eventually combined in Germany's racial policies. As well as violence against Jews and **boycotts** of Jewish businesses (see Source 2), the government refused to grant German citizenship to Jews and sought to remove all Jews from the government, the legal professions and universities. Laws limited the number of Jewish students allowed in public schools, banned Jews from many public places, expelled Jewish officers from the army, and transferred ownership of many Jewish businesses to non-Jewish Germans.

boycotts withdrawals of political, trade and/or other contact with a country or an organisation

stormtroopers the Nazi Party's "assault division"; it was largely made up of former soldiers from World War I, and used methods of violent intimidation

As Hitler's policies began to take hold, many Jews (and Germans) refused to believe the reality of what was taking place around them. Some Jews – including the famous scientist Albert Einstein – left Germany. Others believed that they would be protected because they were German citizens. However, the Nuremberg Laws of 1935 stripped Jews of their German citizenship, forbade Jews to marry non-Jews, and took away their political rights.

In 1938 there was a wave of violence directed against Jewish synagogues, businesses and houses across Germany. It was known as *Kristallnacht*, or the "Night of Broken Glass". While there is no doubt that this was organised by the Nazis, Hitler claimed that it was a spontaneous attack by German people, and that it showed the depth of anti-Jewish feeling. The Nazi regime was widely criticised in the international press as a result of *Kristallnacht*.

Source 2 Nazi **stormtroopers** (also known as "brownshirts") stand outside a Jewish business, directing people to shop elsewhere, 1933. The sign reads: "Germans, Attention! This shop is owned by Jews. Jews damage the German economy and pay their German employees starvation wages. The main owner is the Jew Nathan Schmidt."

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Spread of antisemitism and the formation of ghettos

Source 3 A cloth Star of David badge that Jews were required to wear in public (the word "Jude" means "Jew" in German)

Soon after the invasion of Poland in 1939, **ghettos** were set up in Nazi-occupied territories, such as Poland, Hungary and areas of the Soviet Union. Ghettos were bricked off or encircled with barbed wire to stop people from escaping. Over the course of the war, many Jewish people were rounded up and forced to leave their homes and move into ghettos.

One of the largest ghettos was in Warsaw, in Nazi-occupied Poland (see Source 5). Conditions inside were extremely brutal. It was very crowded and there was often no running water or toilet facilities. Jews were not usually allowed to leave the ghetto and had to depend on the few rations provided by the Nazis. One survivor described the Warsaw ghetto as "a prison without a roof".

Approximately 800,000 Jews died in the ghettos from malnutrition, disease and forced labour. Others were openly murdered by shooting.

Although the principal victims of the Holocaust were European Jews, Nazi policies also targeted other segments of society, such as Sinta and Romani peoples (often referred to as "gypsies"), as well as people who did not conform to traditional heterosexuality, communists, Slavs (Polish and Russian people), and people with physical or intellectual disabilities, who were considered *Untermenschen* (subhuman). Between 200,000 and 500,000 Sinta and Romani people alone were killed by the Nazis. These criminal actions were later labelled **genocide** – deliberate attempts to wipe out entire groups of people.

Nazi occupation policies, particularly in Eastern and Central Europe, were also brutal. In Poland and areas of the Soviet Union, for instance, they resulted in the deaths of millions of civilians.

ghettos sections of towns or cities established by the Nazis during World War II to confine and isolate Jews and other "undesirables" from the wider population

genocide the deliberate and systematic mass killing of people based on their race, ethnicity, religion or culture

concentration camps prisons in which civilians, enemy aliens, political prisoners or prisoners of war are detained under extremely harsh conditions

Concentration camps

In addition to forming ghettos in large cities to confine Jews and other "undesirables", the Nazi government used existing **concentration camps** in Germany and built many new camps throughout the occupied territories, mostly in Poland. The exact number of concentration camps is not known; however, it is generally accepted that there were between 2,000 and 8,000 camps.

The camps varied in character. Some were forced labour camps, where inmates were compelled to do hard physical labour such as mining and road-building under harsh conditions (see Source 7). Others were prisoner of war (POW) camps, where Allied soldiers were held and often tortured in order to reveal secret information. Still others functioned as extermination camps, designed for the sole purpose of murdering. Many camps, however, served a combination of these functions. The best known and largest of these camps was Auschwitz–Birkenau, where many inmates considered unsuitable for forced labour were gassed and their bodies burned in crematoria (giant ovens: see Source 6). More than 1 million Jews alone were murdered at Auschwitz.

Source 4 A Jewish youth selling compulsory Star of David armbands in Warsaw, Poland

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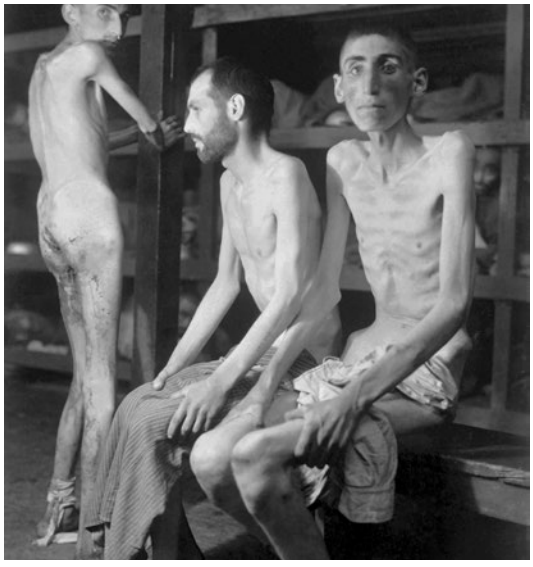
Source 5 The clearing of Jews from the Warsaw ghetto in Nazi-occupied Poland in 1943 – towards the end of the war, German troops cleared ghettos and transported those living in them to concentration camps, either to work or to be killed.

Source 6 Crematoria, where the remains of people killed at Buchenwald concentration camp were cremated



Source 7 Russian, Polish and Dutch slave labourers interned at the Buchenwald concentration camp had an average weight of 75 kilograms each before entering camp. Eleven months later, when this photograph was taken, their average weight had dropped to 31 kilograms.

Mass shootings

With the invasion of the Soviet Union in June 1941, Nazi policy towards the Jews began to move into its most extreme phase. Between the start of the invasion and early 1943, roughly 1.6 million Eastern European Jews were executed in mass killing campaigns that were conducted by members of the *Einsatzgruppen* (mobile killing squads). Local collaborators, the

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Source 8 Polish inmates dig graves for their fellow prisoners after a mass execution by the Nazis, 1941.

SS (Hitler's elite forces) and some members of the *Wehrmacht* (German armed forces) also participated in this extermination. The process generally involved rounding up the members of a local Jewish community and executing them in an area close to their homes. On 29–30 September 1941 at Babi Yar, near the city of Kiev, 33,771 Jews were executed.

This phase of the Holocaust was the most public, and rumours of executions began to spread in the occupied areas and in Germany itself.

The "Final Solution"

In January 1942, at a meeting in the city of Wannsee near Berlin, leading Nazi officials identified a process to achieve *Endlösung der Judenfrage* (a "Final Solution to the Jewish Question"). The aim was to eliminate the estimated 11 million European Jews. The "Final Solution" was the forced deportation and transportation of Jews to concentration camps before extermination.

Historians generally agree that around 3 million Jews were killed in concentration camps, while another 3 million died in other violent or oppressive circumstances outside the camps. All 6 million Jewish deaths were the result of Nazi extermination policies. Of these 6 million deaths, 1.5 million of them were children and babies. A further 5 million non-Jewish people were also victims of this instrument of terror, dying of maltreatment, disease and starvation.

The legacy of the Holocaust

More than 6 million of Europe's 11 million Jews were killed in a deliberate campaign of extermination during the Holocaust. Some survivors endured slave labour in the various camps. Many others hid or were protected by sympathetic non-Jews. There were also those who took up arms against the Nazis – such as the Jewish Combat Organisation, whose members led uprisings in some of the major ghettos.

After the war, many European Jews migrated to other countries, including Australia, where they have established vibrant new communities. After enduring the horrors of the Holocaust, many wished to join their fellow Jews who were already living in their ancient homeland. So, in November 1947, the **United Nations** endorsed the establishment of an independent Jewish state in what became known as Israel. Israel declared its independence in May 1949.

United Nations an international organisation formed in 1945 with the aim of increasing political and economic cooperation among member countries

The horrors of the mass murders and other atrocities committed by the Nazis shocked people all around the globe. After the war, the nations of the world were determined to prevent such grave crimes from ever happening again, or at least to ensure that people committing such crimes would not go unpunished. The facts and lessons of these events are commemorated in Holocaust museums that have been established in many countries, while memoirs and films communicate the Jewish experience of *Shoah* to the world. New international treaties on human rights, the humane treatment of civilians in times of war, sanctuary for refugees and the elimination of racial discrimination have come into effect since the events of the Holocaust. These treaties, such as the Universal Declaration of Human Rights, recognise the inherent dignity and equal and inalienable rights of all members of the human race as the foundation of freedom, justice and peace in the world.

I used to think, now I think

Reflect on your learning about the Holocaust and complete the following sentences.
- I used to think ...
- Now I think ...

What has changed in your understanding?

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Explore it! A virtual field trip to Auschwitz–Birkenau

Check your learning 9.10

Check your learning 9.10

Review and understand

1 **Explain** the meaning of the word "Holocaust". What term do Jewish communities use to refer to the Holocaust?

2 In your own words, **define** the eugenics movement. How popular was it?

3 **Identify** two of the laws implemented during Nazi Germany to persecute Jews.

4 **List** some of the groups persecuted by the Nazis.

Apply and analyse

5 **Distinguish between** labour camps and extermination camps.

6 **Explain** the purpose and method of the "Final Solution".

7 Answer these questions.

a **Describe** some of the ways in which people have ensured that the events of the Holocaust will not be forgotten.

b **Explain** why it is important that the Holocaust is never forgotten.

8 **Explain** why some sources say that there were 6 million victims of the Holocaust, while others say there were 11 million.

9 Hitler outlined his antisemitic attitudes in his book *Mein Kampf* and introduced antisemitic policies after coming to power in 1933. **Explain** why so few Jews fled Germany before it was too late.

Evaluate and create

10 Research the testimony of a survivor of the Holocaust. You can do this by exploring the website of the Melbourne Holocaust Museum, or Yad Vashem (The World Holocaust Remembrance Center).

a **Outline** why survivors of the holocaust share their stories.

b **Evaluate** the responsibilities we have, as individuals and as a society, to remember the Holocaust.

c **Suggest** how we can actively contribute to preventing similar atrocities from occurring in the future.

History

Source 9 These are the tracks along which trains took people to their death at the Auschwitz–Birkenau concentration camp in Oswiecim, Nazi-occupied Poland.

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Lesson 9.11
The course of the war in Asia and the Pacific

Learning intentions and success criteria

Introduction

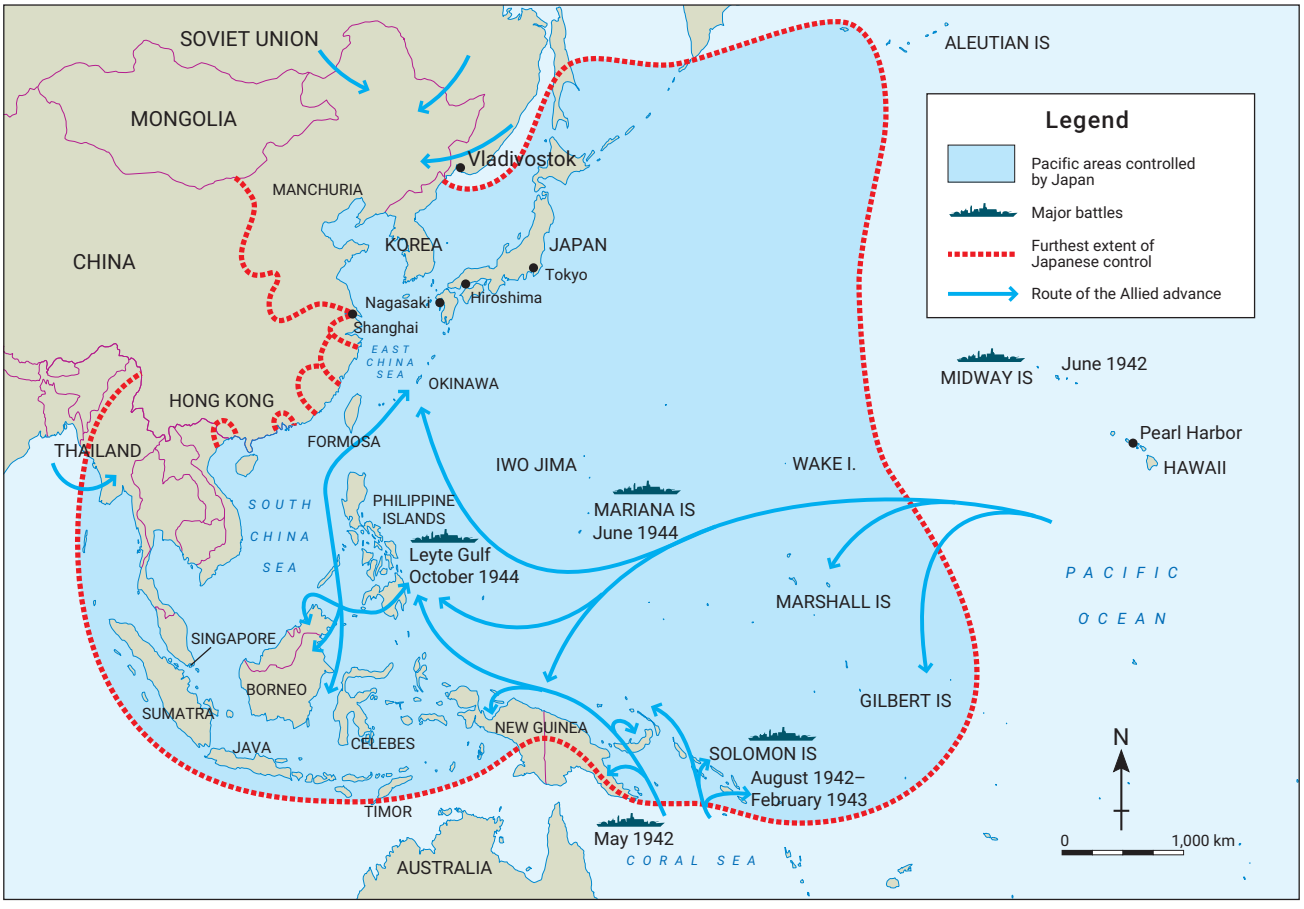
When we think about World War II, many of us tend to think exclusively of the devastating events in Europe. However, significant events also took place in the Asia–Pacific region, where one of the Axis Powers was located: Japan.

When World War II began in Europe, the world's attention was diverted away from Japan. Despite evidence of Japanese aggression, there was still a belief that the Japanese did not pose a significant threat.

The Japanese attack on the American naval base at Pearl Harbor, Hawaii, on 7 December 1941 changed this. Japan had hoped to destroy America's Pacific Fleet, as a preventative strike to stop American interference in the Pacific. Twenty US ships and over 300 aeroplanes were destroyed, and 2,403 soldiers, sailors and civilians were killed. But while the attack on Pearl Harbor seemed to be successful, the damage inflicted on the American fleet was less than originally thought – mainly because the aircraft carriers were away from the base at the time. Rather than preventing American intervention, the attack caused the United States, Australia and the Netherlands to declare war on Japan. Germany declared war on the United States, which also brought the Americans into the war in Europe.

Enlarged map: Asia and the Pacific – The Japanese Empire in 1942

Asia and the Pacific: The Japanese Empire in 1942



Source 1

Source: Oxford University Press

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The Pacific War

For the first two years of the Pacific War, Japan's expansion was quick and successful. Following the attack on Pearl Harbor, Japanese forces quickly occupied Malaya, Singapore, Hong Kong, the Philippines, Guam and Wake Island. Malaya was attacked by the Japanese for its rubber resources, quinine was taken from Java, and Borneo was raided for its oil – all resources that were much needed for battle.

Japan also conquered Burma in the west, and pushed south through French Indochina (Vietnam, Cambodia and Laos) and the Dutch East Indies to reach Australia's doorstep in New Guinea (see Source 1). Britain and the United States had seriously underestimated Japan's military ability. This, together with the element of surprise and the imaginative use of combined naval and air forces by the Japanese, gave Japan an early advantage.

The fall of Singapore

Singapore surrendered to the Japanese on 15 February 1942, and more than 130,000 Allied troops, including 15,000 Australians, became Japanese prisoners of war. Controversially, a small number of soldiers, including the Australian commander Gordon Bennett, escaped on ships to avoid capture.

The fall of Singapore caused great concern in Australia. Singapore had been regarded as almost impossible to invade, and the strong British presence there prior to 1942 had meant that Australia felt protected. The defeat of the British base in Singapore meant that there was nothing to stop the Japanese advance into Australia. Australia's leaders realised that they could no longer depend on Britain, and that they needed new allies against Japan.

Source 2

> I make it quite clear that Australia looks to America, free of any pangs as to our traditional links of kinship with the United Kingdom ... We know the problems that the United Kingdom faces. We know the constant threat of invasion ... but we know too that Australia can go, and Britain can still hold on ... We are therefore determined that Australia shall not go, and we shall exert all our energies towards the shaping of a plan, with the United States as its keystone, which will give our country confidence of being able to hold out until the tide of battle swings against the enemy.
>
> Australian Prime Minister John Curtin, quoted in the Melbourne *Herald*, 27 December 1941

The battle for Darwin

The fall of Singapore brought the war much closer to Australia than had ever been anticipated. Only four days later, on 19 February 1942, Japan launched over 260 aircraft in an assault on Darwin (see Source 3). A total of 681 bombs were dropped, and 252 people were killed.

Most other Australians were unaware of the seriousness of the attack, as the government played down the bombing and the number of deaths. A Royal Commission into the events surrounding the attack revealed that some people, including members of the defence forces, had panicked under fire. There were also stories that some people had looted bombed buildings or simply fled the city.

Source 3 Bomb damage to the Darwin oil tanks as a result of the first Japanese air raid, 19 February 1942

History

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By November 1943, Darwin had suffered 64 air raids. Other towns in the Northern Territory, Queensland and Western Australia were also struck. In total, there were 97 airborne attacks on northern Australia and approximately 900 Allied troops and civilians were killed. Several ships and almost 80 aircraft were lost. Many people felt that the bombing of Darwin was the beginning of a full-scale invasion of Australia, but the truth of this remains unknown.

War comes to Sydney Harbour

On 31 May 1942, three Japanese midget submarines, launched from a group of five larger submarines further out to sea, entered Sydney Harbour. The submarines sank a ferry carrying military personnel. Twenty-one people were killed before Australian forces sank the submarines. A week later, two larger submarines surfaced off the coast at Bondi, shelling several Sydney suburbs and the nearby city of Newcastle. While little damage was done, the appearance of Japanese vessels emphasised to Australians that the war was now much closer to home.

militia a fighting force that is made up of non-professional (civilian) fighters

Source 4 A propaganda poster used to rally Australian support following the Japanese attack on Darwin (AWM ARTV09225)

Turning points

In March 1942, Japanese forces established bases on mainland New Guinea, with the objective of capturing Port Moresby, the capital. From there, they could launch regular bomber raids against northern Australia. With this threat looming, Prime Minister John Curtin agreed to place all Australian forces under the command of the American General Douglas MacArthur, formerly the commander of the US-controlled Philippines. While American forces were assembling in Australia, and the battle-hardened soldiers of the Second AIF were returning to defend Australia, it was left to inexperienced Australian **militia** units to stop the Japanese advance to Port Moresby.

Several battles are identified as key turning points in the Asia–Pacific war zone, including the Battle of Midway (4–7 June 1942). There, Japanese naval forces attempted to lure several US aircraft carriers into a trap to capture the strategically important Midway Islands. US code-breakers intercepted Japanese communications. The US navy destroyed four Japanese aircraft carriers and more than 200 aircraft.

This was an important win for the Americans, as they severely weakened Japanese forces. The United States would use this weakness to prevent supply ships from taking war materials, such as oil, munitions and food, to Japanese forces in the region.

Historians have described the Battle of Midway as "the most stunning and decisive blow in the history of naval warfare".

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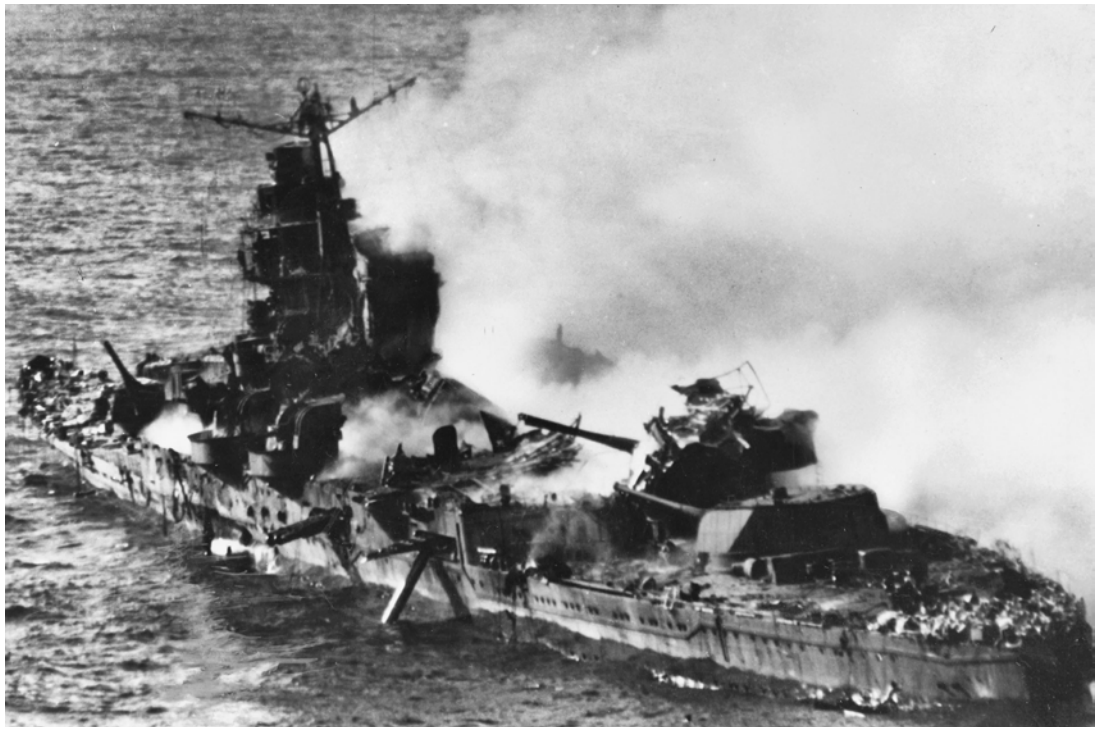

Source 5 A Japanese cruiser, after being bombed by US aeroplanes during the Battle of Midway, 1942

Quiz me! The course of the war in Asia and the Pacific

Check your learning 9.11

Check your learning 9.11

Review and understand

1 **Outline** Japan's main reason for attacking Pearl Harbor.

2 Identify and **describe** the turning points in the Pacific War in 1942.

Apply and analyse

3 Using Source 1, locate and **list** the countries and areas taken over by Japan between 1937 and 1942.

4 In your own words, **explain** how the fall of Singapore was perceived by Australians. Use evidence from Source 2 in your answer.

5 **Explain** why the Battle of Midway was a significant turning point in the Asia–Pacific.

6 **Analyse** Source 2. What was Prime Minister John Curtin saying about Australia's changing relationship with Britain and the United States?

Evaluate and create

7 **Research** the effects of the bombing of Darwin and the submarine attack on Sydney Harbour using library and internet resources. How did these events impact Australia?

I used to think, now I think

Reflect on your learning about significant events that took place in the Asia–Pacific Region during World War II and complete the following sentences.

- I used to think ...
- Now I think ...

What has changed in your understanding?

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Lesson 9.12
The Kokoda campaign

Learning intentions and success criteria

Introduction

Japanese forces occupied parts of the north-east of the island of New Guinea in early 1942. As the Japanese navy was halted at the Battle of the Coral Sea, Japan's only option to seize Port Moresby, the capital, seemed to be an overland assault through dense jungle along a narrow path known as the Kokoda Track.

The Kokoda Track (sometimes called the Kokoda Trail) is a roughly 96-kilometre-long narrow path in Papua, connecting Port Moresby to the village of Kokoda (see Source 1). Surrounded by steep mountains and jungle, the track was frequently a river of sticky mud, and it was extremely slippery.

As the risk of a Japanese attack on Port Moresby increased, a military force had to be assembled. Because most Australian troops had been fighting for more than two years in Africa and the Middle East, or had been captured as POWs in the fall of Singapore, a new group of soldiers had to be assembled. Military leaders gathered a group of volunteers from the Citizen Military Force (see Lesson 9.13 The Battle for Australia, page 314) and local Papuan soldiers. They became known as Maroubra Force. These troops were young, inexperienced and underprepared for frontline combat. They received little training in jungle warfare, and were equipped with old, outdated weapons. By mid-1942, however, more experienced officers were sent to support the young soldiers.

Some units were kept around Port Moresby in reserve, while a smaller force was posted to the village of Kokoda in July 1942 to defend the airfield there. It took them eight days and nights to reach Kokoda, with the troops arriving on 15 July 1942.

Papua: The Kokoda Track

Source: Oxford University Press

Source 1

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Events and effects

The first clash of the Kokoda campaign occurred on 23 July 1942, when a small Australian platoon slowed the Japanese advance across the Kumusi River, before falling back to Kokoda. On 29 July 1942, 80 men defended Kokoda against a Japanese attack, suffering heavy casualties as they engaged in hand-to-hand fighting. The next morning, they retreated further along the track to the village of Deniki. They suffered heavy casualties attempting to retake Kokoda on 8 August 1942, as well as during the retreat along the track. This retreat was followed by a two-week break in the fighting, when the survivors met with reserves from Port Moresby and prepared to defend the track at Isurava.

The Battle of Isurava was a major turning point in the Kokoda campaign. Maroubra Force defended the track bravely, but was outnumbered and suffered heavy casualties on the first day of battle. At Isurava, however, the first substantial reinforcements from the AIF began to arrive, providing a vital boost for the Maroubra Force. The battle lasted four days, before the Australians had to retreat further, mounting small-scale delaying actions along the way. Further battles took place at Mission Ridge and Imita Ridge, before the Japanese troops began to run out of supplies and their advance stalled. In October, Australian troops launched a counter-attack along the track, gradually forcing the Japanese back. By 2 November 1942, Kokoda was back in Allied hands. However, months of hard fighting lay ahead before the Allies could shift the Japanese from their bases at Buna and Gona.

Approximately 625 Australians were killed fighting along the Kokoda Track, and at least 1,600 were wounded. More than 4,000 suffered from serious illnesses, such as malaria. In the immediate aftermath of the campaign, members of Maroubra Force were hailed as "the men who saved Australia". The campaign also had an immediate impact on the organisation of both the American and Australian armies. The Australian troops on the track had been poorly supplied because of the unreliability of air drops. Both the Australian and American militaries developed new techniques for dropping supplies after their experiences at Kokoda.

Source 2 Steps on the Kokoda Track (AWM 026821)

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Papuan peoples

Papuan peoples living in the villages along the Kokoda Track prior to World War II lived a traditional life, maintaining little contact with the outside world. From 1942, however, both Australian and Japanese troops trampled crops, destroyed huts and stole food due to the nature of the war. Villages were destroyed and many villagers were killed.

The Papuan peoples had no reason to be loyal to the Australians, who often treated them as second-class citizens in their own country. Yet many assisted the Australians – moving supplies to the frontline and carrying the sick and injured over the track to Owers' Corner. Their compassion for the sick soldiers earned the gratitude of the Australians, who called them the "fuzzy wuzzy angels".

After the Kokoda campaign, many villagers continued working for the Allies, building tracks, bridges and huts. Some joined the Papuan Infantry Battalion or the New Guinea Infantry Battalion.

Sapper Bert Beros wrote one of the famous Australian poems of World War II, sending it to his mother, who had it published in the Brisbane *Courier-Mail* (see Source 3).

Source 3

Many a lad will see his mother and husbands see their wives Just because the fuzzy wuzzy carried them to save their lives From mortar bombs and machine gun fire or chance surprise attacks To the safety and the care of doctors at the bottom of the track

May the mothers of Australia when they offer up a prayer Mention those impromptu angels with their fuzzy wuzzy hair.

Extract from the poem *Fuzzy Wuzzy Angels* by Bert Beros

Source 4 Simple houses made of straw and wood in Avatip, modern-day Papua New Guinea; in this region, one can only meet people from isolated local tribes.

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Key concepts & skills Continuity & change

The ANZAC spirit at Kokoda

The Kokoda campaign encapsulated and continued the ANZAC spirit, which was born from the courage, mateship and bravery shown by Australian and New Zealand soldiers in World War I.

One brave soldier at Kokoda was an Australian sergeant named Bill Guest. His battalion attempted to reoccupy Kokoda in August 1942, but – outnumbered by the enemy and with no way of accessing supplies – they were forced to pull out. Although most of his battalion retreated, Guest remained behind with 21 other men to make sure the wounded among them would make it out safely. After six days trekking through the jungle with no food, Guest and his men rejoined the battalion at Isurava. They were weak and sick, but fought bravely when Japanese forces launched an attack on 27 August 1942. They were saved from defeat when reinforcements arrived to fight alongside them.

On 14 August 2002, Australian Prime Minister John Howard and the Prime Minister of Papua New Guinea, Sir Michael Somare, unveiled a memorial to the Kokoda campaign at Isurava (see Source 5). Bill Guest was present for the unveiling, representing himself and the 56,000 Australians who were at one time or another involved in the Kokoda campaign.

Source 5 A delegation of Wisconsin National Guard senior leaders at the Isurava World War II Memorial. The memorial was constructed for the 60th anniversary of the Kokoda campaign.

For more information on this concept, refer to Lesson 7.5 Continuity and change (page 254).

Explore it! A virtual field trip to the Kokoda Track

Check your learning 9.12

Check your learning 9.12

Review and understand

1 **Describe** the location of the Kokoda Track.
2 **Identify** the groups of people that made up Maroubra Force.
3 **Explain** why the Australians called the local villagers "angels".

Apply and analyse

4 In your own words, **explain** how the Kokoda campaign continued the ANZAC legend.
5 **Analyse** Source 3. How do you think Australians back home would have interpreted this poem? What would they think of the Papuans?

Evaluate and create

6 **Research** the experiences of Australian and Japanese soldiers fighting in the Kokoda campaign. Prepare a PowerPoint presentation that compares and contrasts the experiences of the two groups.

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Lesson 9.13
The Battle for Australia

Learning intentions and success criteria

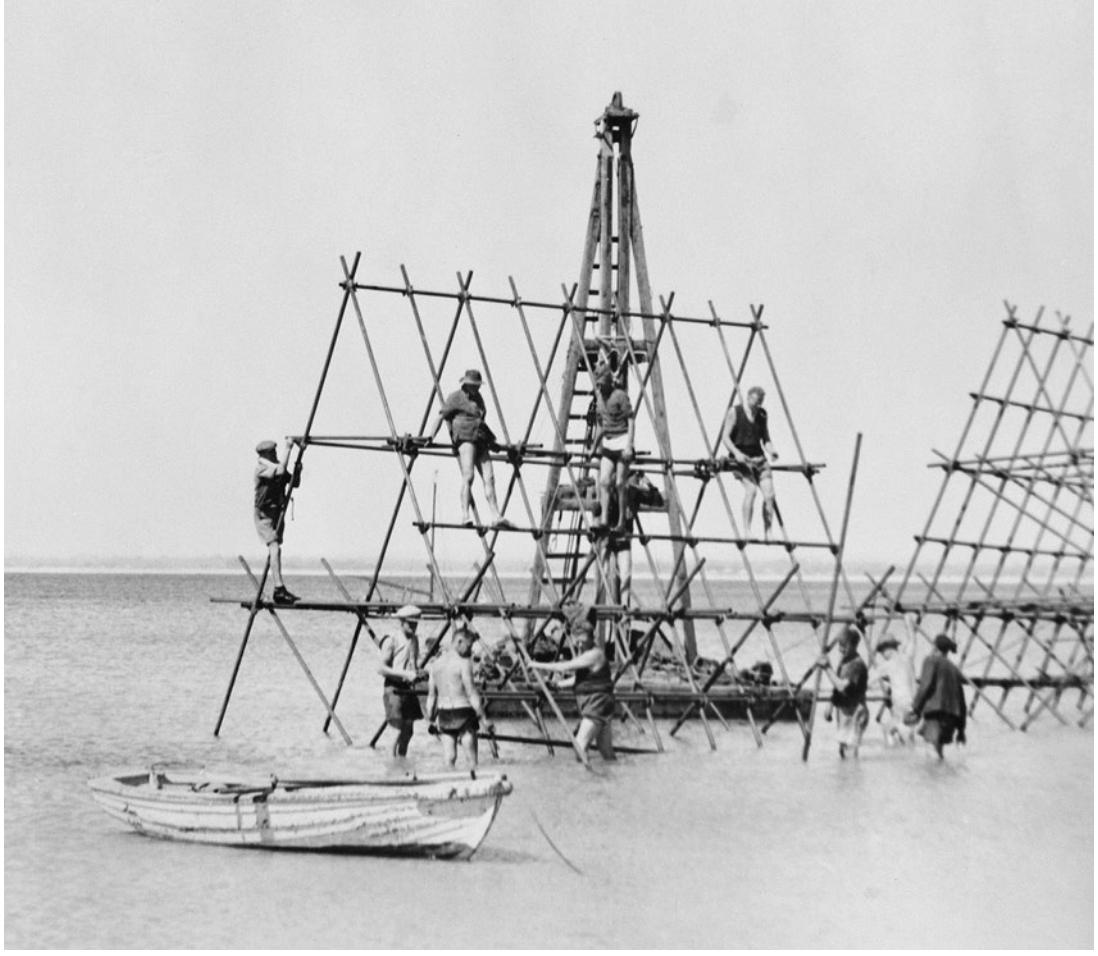
Introduction

Following Japan's success in the Asia–Pacific Region, fears grew that it would target Australia next. After Japan took Singapore on 15 February 1942, Australian Prime Minister John Curtin said: "The fall of Singapore opens the Battle for Australia." Just days later, the Japanese attacked Darwin, and in May they entered Sydney Harbour.

Rumours quickly spread about a supposed imminent Japanese invasion. In coastal areas, large anti-boat scaffolds – called "hurdle defences" – were built on the beaches to defend against enemy beach landings (see Source 1), and Curtin called upon the nation to act:

> You must make a complete sacrifice for Australia, or become a complete sacrifice to the enemy. It's fight, work – or perish.

By mid-1944, however, the threat of Japanese invasion had passed. This was mainly due to Allied success in the Asia–Pacific, including in the Battle for the Coral Sea and the Battle for Milne Bay.



Source 1 Men build large hurdle defences on the beaches in South Fremantle, Western Australia, 1943.

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The Battle of the Coral Sea

The Battle of the Coral Sea took place between Japanese and Allied forces (from the United States and Australia) off the north-east coast of Australia from 4 to 8 May 1942. It was the first aircraft carrier battle ever fought, with all attacks carried out by aeroplanes. It also became the largest naval battle ever fought off Australian shores. The Japanese were attempting to capture Port Moresby – to halt the movement of troops and resources between Australia and the United States, while also extending their influence in the Pacific area.

This was the first time in World War II that the Japanese experienced failure in a major operation. The Battle of the Coral Sea prevented invasion of Port Moresby by sea, but the Japanese would soon attempt to capture the city by land.

The Battle of Milne Bay

Unable to reach Port Moresby via the Kokoda Track, around 2,000 Japanese landed at Milne Bay – roughly 370 kilometres from the capital – on the night of 25 August 1942. They were equipped with supplies and heavy equipment, such as tanks. However, they had completely underestimated the Allied forces, who numbered almost 9,000 troops, including two Australian infantry brigades. The Japanese pushed on, and were soon joined by around 800 reinforcements.

Like the Kokoda Track, the terrain of Milne Bay was difficult, swampy, narrow, covered in dense jungle, hot and humid. While the Japanese were initially successful, capturing the village of Gili Gili, torrential rain soon prevented the tanks from proceeding (see Source 2).

The Australians also had to face enemy jungle snipers. It was reported that the Japanese would call orders out in English at night, sometimes tricking the Australians into abandoning their positions.

Source 2 Australian soldiers pass abandoned Japanese tanks in Milne Bay.

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Perspectives on the Battle for Australia

Until the mid-1990s, no historian had recorded that Japan had planned to invade Australia. However, with hindsight, the combined actions of the bombing of Darwin, the attack on Sydney Harbour and the fighting in nearby Papua began to look like strategic moves towards Australia. To this day, historians argue about the extent to which Japan really wanted to invade Australia.

Source 3

The Allied successes on the Kokoda Track, at Milne Bay, and on Guadalcanal ensured the security of Australia ... If Port Moresby had been taken by [Japanese] troops advancing over the Kokoda Track, the whole strategic situation would have been transformed. In that sense, Kokoda was the most important battle fought by Australians in the Second World War ... during 1942 Australia was in great peril. The Allied policy of 'Beat Hitler First' meant that Australia faced the prospect of a Japanese invasion with only limited support from the United States.

Extract from Dr David Horner, Professor of Australian Defence History, Australian National University, "Defending Australia in 1942", *War & Society*, May 1993

Source 4

It seems to be that Australians want to believe that they were part of a war, that the war came close; that it mattered ... Set against the prosaic reality, the desire is poignant and rather pathetic.

Extract from by Peter Stanley, Australian historian and research professor, University of New South Wales, "Threat made Manifest", *Griffith Review*, Spring 2005

Remembering the Battle for Australia

On 3 September 2008, Australian Prime Minister Kevin Rudd honoured the service and sacrifice of all those who served in the defence of Australia in 1942 and 1943, announcing that a "Battle for Australia" day was to be held each year on the first Wednesday of September.

Commemorations for the Battle for Australia recognise those who fought on land, air and sea in the Kokoda campaign, the Battle of the Coral Sea and the Battle of Milne Bay, and in other nearby places, including Papua, New Guinea and Bougainville.

Quiz me! The Battle for Australia

Check your learning 9.13

Check your learning 9.13

Review and understand

1 **Identify** when "Battle for Australia" day takes place.
2 **Explain** why Australians began to fear a potential Japanese invasion in 1942.
3 **Identify** the city the Japanese forces were attempting to capture in the Battle of the Coral Sea and the Battle of Milne Bay.

Apply and analyse

4 **Analyse** the significance of the following events:
   a the Allied victory in the Battle of the Coral Sea
   b the Allied victory in the Battle of Milne Bay.
5 **Analyse** the different perspectives on the Battle for Australia shown in Source 3 and Source 4. Which side of the argument do you think is more correct?
6 How important do you think it is to commemorate the Battle for Australia each year? **Justify** your response.

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Lesson 9.14
How Australians experienced the war

Introduction

Learning intentions and success criteria

In the early years of World War II, Australia's contribution to the war effort closely mirrored that of World War I. Roughly 550,000 Australians served overseas in the armed forces out of a total population of 7 million. Australian service personnel fought in campaigns in Europe, the Middle East and the Pacific.

In 1941, Australian ground forces were stationed in North Africa, Greece, Crete and Syria as part of the wider imperial commitments. RAAF pilots and crew also played a major role in the Allied bombing campaigns over Germany, where 6,500 died.

The bombing of Pearl Harbor and the fall of Singapore increased the level of Australia's involvement. From 1942, the majority of Australian forces were deployed in the South-West Pacific area – in New Guinea, the Dutch East Indies (now Indonesia) and the Pacific Islands.

In 1943, conscription into the armed forces in Australia's overseas territories – including New Guinea and the Solomon Islands – was introduced with little opposition. Because of the real threat of Japanese invasion, the issue of conscription was much less divisive than it had been during World War I.

In Australia, as with the other nations involved in World War II, "total war" meant that both service personnel and civilians became part of the war effort. From early 1942, when the war came close to Australia's shores, all aspects of the Australian economy were focused on the war effort. "Luxury" industries such as furniture-making were disbanded, and men involved in "critical" war-related industries were not allowed to enlist. The United States made Australia its main base for the South-West Pacific, meaning that up to 1 million American service personnel were based in Australia. The economy was geared to meet the needs of these soldiers, as well as supporting the Australian forces and maintaining the war effort.

Source 1 Australian Army Rising Sun Badges, like this one from 1942, were issued to soldiers of the AIF during World War II. They helped identify Australians fighting abroad.

History

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Prisoners of war (POWs)

Australian service personnel were captured by the enemy in all the major theatres of war. Roughly 8,184 Australians were held as POWs in German and Italian camps. Of these, 269 died. These men were mostly captured in Greece and North Africa, while many members of the RAAF had been shot down in bombing raids over Germany and captured there. Most Australian POWs in Europe were imprisoned in purpose-built POW camps under decent conditions. Nine Australians were, however, among a group of 168 Allied pilots shot down over France and imprisoned in the Buchenwald concentration camp.

Source 2 Australian POWs in a Japanese prison camp at the end of the war (AWM 019199)

By far the highest number of Australian POWs were captured by the Japanese in the Pacific (see Source 2). Between January and March 1942, more than 22,000 Australian service personnel were captured by Japanese forces in the region, with 15,000 taken in Malaya and Singapore alone. By 1945, more than 8,000 had died. The significantly higher rate of deaths among POWs captured by the Japanese can be attributed to Japan's attitude towards prisoners. Japanese military culture, shaped by traditional values, meant that the Japanese treated enemy prisoners poorly. Japan refused to follow the terms of the **Geneva Convention**, which outlines the basic standards of war, including in relation to the treatment of captured civilians and military personnel.

Geneva Convention a term used to describe a number of international treaties and agreements that established a code of conduct for all countries during times of war; they outline the rights of prisoners (both military and civilian), and protections for the wounded and for civilians living in and around war zones

At camps in Ambon in Indonesia and Rabaul in New Guinea, conditions were so appalling that more than half of those captured died, and hundreds of Australian prisoners were massacred. POWs were also killed in tragic accidents. In 1942, 1,053 Australian POWs were killed while being transported from New Guinea to Japanese-occupied China. The Japanese ship they were on was torpedoed and sunk by an American submarine, unaware that the ship was carrying Allied POWs.

The Japanese also made use of POWs as forced labour, most notably on the Thailand–Burma Railway. Along with British, Dutch and American prisoners, 13,000 Australian POWs were used to build the Thailand–Burma Railway, which was to supply the Japanese campaign. About 2,800 Australians died from malnutrition, mistreatment and disease.

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Key concepts & skills Historical significance

Edward (Weary) Dunlop

Among Australia's POWs there were many remarkable stories of heroism and resilience. One of the most notable was the story of Edward (Weary) Dunlop, a Melbourne doctor who was serving in Java. When Singapore fell in February 1942, Dunlop had the opportunity to escape, but he remained behind to tend to his patients and became a POW of the Japanese later that year.

Dunlop was sent to work on the Thailand–Burma Railway, where he often put his own life on the line to care for sick and wounded soldiers. He also stood up to the Japanese on behalf of those unfit for work. In one instance, he saved the life of a blind amputee POW by standing between him and the bayonets of the Japanese soldiers. When the Japanese surrendered in 1945, Dunlop remained in Thailand to coordinate the evacuation of liberated POWs.

Source 3

> [T]housands of us [were] starved, scourged, racked with malaria, dysentery, beri beri, pellagra and the stinking tropical ulcers that ate a leg to the bone in a matter of days, and always Weary Dunlop and his fellow MOs [medical officers] stood up for us, were beaten, scorned, derided, and beaten again.
>
> Quote from an ex-POW, vicnet website

Source 4 Edward (Weary) Dunlop (right) in Singapore, 1942, with Lieutenant Colonel A.E. Oates

For more information on this concept, refer to Lesson 7.7 Historical significance (page 258).

Australian nurses in the war

Roughly 5,000 Australian nurses served near many combat areas across North Africa, the Middle East, Britain, Asia, the Pacific and Australia. Over the course of the war, 78 died, usually due to enemy action or as a prisoner of war (POW). The first army nurses arrived with the Second AIF in Egypt and Palestine in 1940, remaining for two years.

When Japan entered the war, the Australian Army Nursing Service (AANS) nurses in the Middle East were brought home. Many were captured and held as POWs, particularly after the fall of Singapore. Nurses, such as Sister Wilma Oram, faced harsh conditions in Changi Prison but continued to care for fellow prisoners using limited resources. Another nurse, Sister Vivian Bullwinkel, was also captured after the fall of Singapore, and survived the horrific Banka Island Massacre. She later testified about the brutality she and other nurses experienced there.

Source 5 Sister Elizabeth Bray and Sergeant Dawson, a nursing orderly, attend to their patients during a flight between New Guinea and Australia, c. 1944

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In early 1944, 15 nurses were recruited to the newly formed No. 1 Medical Air Evacuation Transport Unit (1 MAETU). They ran air evacuations to transport seriously wounded troops from New Guinea, providing in-flight medicine and care (see Source 5). They were nicknamed "The Flying Angels", carrying up to 18 stretcher cases at a time. Within the first year of operation, roughly 8,000 patients were evacuated by the MAETU.

Reports on the war

When major battles occurred, many Australians often heard reports delivered by the Australian prime minister or read about them in their local newspapers. By reading primary sources (see Source 6 to Source 8), we can try to understand and interpret the attitudes held by people at the time.

While events such as the bombing of Darwin or the submarine attack on Sydney were well documented, other incidents, such as the Cowra breakout, were not publicised. This censorship of certain events gives us insight into Australia's decision to "protect" the public.

Source 6

Darwin has been bombed – but not conquered. We must face with fortitude the first onset, and remember that whatever the future holds in store for us, we are Australians and will fight grimly and victoriously. Let us each vow that this blow at Darwin and the loss that it has involved, and the suffering it has occasioned, shall gird our loins and steel our nerve. We, too, in every other Australian city, can face these assaults with the gallantry that is traditional in the people of our stock.

Statements by Prime Minister John Curtin in response to the bombings on Darwin, published in *The Advocate*, 23 February 1942

Source 7

Is our system of reconnaissance, observation and warning as efficient as it should be? Planes were damaged on the ground. Was there proper dispersal and camouflage? Why did these machines not take the air? Has our ingenuity failed to provide other fields from which an invading enemy air fleet can be attacked? There may not be much time to absorb the lessons of Darwin, but they must be examined quickly and applied at once in other centres which may become early targets for enemy raiders.

Extract from an editorial titled "Are We Learning Darwin Lesson?", *Courier-Mail*, 23 February 1942

Source 8

The news is at once alarming and reassuring. The communiqué from Allied Headquarters is a glowing tribute to the vigilance of our services and the efficiency of our defences. If the vigilance of our defence forces had not been so keen and their counter-stroke so swift and deadly we might at this moment be confronted with a disaster.

Statements by Deputy Leader of the Federal Opposition Billy Hughes following the submarine attack on Sydney, published in *The Sydney Morning Herald*, 2 June 1942

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Cowra breakout

In August 1944, Australia held 2,223 Japanese POWs. Of these, 1,104 were housed in "Camp B" in a war compound near Cowra in mid-west New South Wales. Many of the prisoners had adopted aliases (different names) in captivity to avoid the news of their capture reaching their friends and family in Japan.

Source 9 The bugle used to signal the Japanese breakout from Cowra

On 4 August 1944, inmates were informed that they were to be relocated to a POW camp in Hay, 400 kilometres west of Cowra. By informing the prisoners of their transport, Australians were acting in accordance with the Geneva Convention, which required advance notification for all prisoner transfers. Instead, the news acted as the catalyst for the largest prison breakout in World War II. At 2 am on 5 August 1944, a Japanese bugle call (see Source 9) was heard across the compound, and 900 prisoners – armed with knives and other weapons – broke fences to escape. The prisoners were fired upon, but their numbers were too great and nearly 400 of them managed to escape.

Over the next nine days, all the prisoners were recovered. In total, 231 prisoners were killed or committed suicide, and another 108 were injured. Four Australians were dead. There was great secrecy surrounding this event, as the authorities feared what might happen to Australian POWs in Japanese camps if the news spread.

Today, there remains controversy over some of the killings of Japanese prisoners, and whether they were necessary. Questions also remain about how the inmates were armed and managed to escape in the first place.

Analyse this!
Australian POWs

History

Check your learning 9.14

Check your learning 9.14

Review and understand

1 **Identify** five of the places where Australian soldiers served during World War II.

2 **Describe** the ways in which the Japanese treated their POWs. Give examples.

3 In your own words, **define** the Geneva Convention.

4 **Explain** why there were significantly higher death rates in Japanese POW camps. Use evidence from this topic to support your answer.

Apply and analyse

5 **Analyse** Source 6 to Source 8 by reading them closely and answering the following questions:
   - **a** Write a short brainstorm on your impression of each of these sources. What do you notice about each one?
   - **b** **Identify** the message in each of these sources.
   - **c** **Determine** how accurate the information in each one is.
   - **d** **Compare** the tone in each source.

6 **Determine** the significance of the Cowra Breakout. Refer to Lesson 7.7 Historical significance (page 258) to help you get started.

Evaluate and create

7 **Research** Edward (Weary) Dunlop and write a short biography that provides details about his early life, his experiences and actions during World War II, and his life after the war, including the work he undertook to help former POWs.

8 **Research** Lieutenant Colonel Vivian Bullwinkel. Evaluate the challenges she faced sharing her story of survival, and how she used her experiences to raise awareness about the sacrifices made by the Australian nurses during World War II.

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9C Concepts & skills in context
Antisemitism and the Holocaust

Introduction

There is considerable evidence that details the experiences of those who were subjected to antisemitism in Nazi Germany, before, during and at the end of World War II.

Evidence includes the hundreds of laws passed in Germany during the 1930s. Once the war started, the Nazis took photographs in the ghettos and in concentration camps. Then, when the camps were liberated by the Allies in May 1945, there were more photographs taken and views recorded by those who liberated the camps. The soldiers were shocked at what they found. Still later, as Holocaust survivors began to readjust to life after the trauma, many of them documented their experiences and feelings.

Source 1

I hated the brutality, the sadism, and the insanity of Nazism. I just couldn't stand by and see people destroyed. I did what I could, what I had to do, what my conscience told me I must do. That's all there is to it. Really, nothing more.

Quote from Oskar Schindler, a German industrialist who saved the lives of many Jews

Source 2

When people came to gas chamber, they had a soldier going around and said, "Women here, men here. Undress. Take shower." They told them, "You're going to a camp. Going to work. Tie shoes together. And make sure your children tie their shoes together. Because when you come out, you don't so much spend time look for your shoes and your clothes." All a lie. They were not thinking about it that they will be dead in another fifteen minutes.

Quote from Holocaust survivor Sigmund Boraks

Source 3

A Jew cannot be a citizen of the Reich. He cannot exercise the right to vote; he cannot hold public office ... Marriages between Jews and nationals of German or kindred blood are forbidden ... Jews are forbidden to display the Reich and national flag or the national colours.

Extracts from the Nuremberg Laws – a series of antisemitic laws put in place in Germany by the Nazis

Source 4

I feel the urge to present to you a true report of the recent riots, plundering and destruction of Jewish property [on *Kristallnacht*]. Despite what the official Nazi account says, the German people have nothing whatever to do with these riots and burnings. The police supplied [stormtroopers] with axes, house-breaking tools and ladders ... the mob worked under the leadership of [Hitler's stormtroopers].

Extract from anonymous letter from a German civil servant to the British consul, 1938

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Evaluating the reliability and usefulness of sources

Being able to evaluate the reliability and usefulness of different sources is one of the most important historical skills you need to master. The first thing to understand is that these terms (reliable and useful) are not interchangeable: a source can be both unreliable and useful at the same time, or reliable and not useful at the same time!

Follow these steps to evaluate reliability and usefulness:

- **Step 1 Evaluating reliability:** To determine the reliability of a source, you need to identify whether it is biased. To recognise bias in a source, think about:
  - who created it, and when
  - why it was created
  - how it represents the facts
  - whether it shows just one side of the story
  - whether the views expressed in the source can be verified.
  - You can then come to a conclusion about whether the source is biased. You need to explain how and why a source is biased, and how this bias affects its reliability. The more biased the source, the less reliable it is; *but* remember that sources are never completely reliable nor unreliable.
- **Step 2 Evaluating usefulness:** Some historical sources are more useful than others. But sources are not simply useful or not useful in their own right. They are useful or not useful depending on what you wish to find out from them.
  Just because a source is biased does not automatically mean that it is not useful. It may be extremely useful if you are investigating the opinions of a particular group at a particular time.
  To make a conclusion about whether a source is "useful", you need to be very clear about *what* you want to use the source for.
  To evaluate a source's usefulness:
  - Identify whether the source is biased/reliable.
  - Look at what the source is telling/showing you and compare it to what you would like to know. Remember to consider both explicit (clear) and implicit (hidden) messages.
  - Ask yourself: what are the uses of this source to answer my historical question? What are the problems of using this source to answer my historical question?
  - Make a final judgment about the source's usefulness for your purposes.

For more information on using historical sources, see Lesson 7.4 Using historical sources (page 245).

Practise the skill

1 **Analyse** each of the sources provided in this task. Then, using the steps above:
   - **a** **evaluate** each source's reliability
   - **b** **evaluate** how useful each source would be in explaining Nazi attitudes towards Jews
   - **c** **evaluate** how useful each source would be as evidence that not all Germans supported the Nazi's antisemitic policies.

   For each source, be sure to **explain** how you reached your conclusions.

Extend your understanding

1 **Research** some of the main concentration camps that were built by the Nazis in Germany and its occupied territories. For each camp, take notes on the following:
   - **a** name of the camp
   - **b** location
   - **c** when it was built
   - **d** its main purpose
   - **e** the years in which it operated
   - **f** the estimated number of Jews (and non-Jews) killed in the camp.

2 See if you can locate the story of a person who survived the camp, and **summarise** some of their main experiences. If possible, try to also find some images, drawings or photographs of some aspect of the camp.

3 **Create** a PowerPoint presentation that highlights your findings.

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Lesson 9.15
The end of the war

Learning intentions and success criteria

Introduction

From late 1942, crucial land, air and sea victories for the Allies represented turning points within the European and Pacific theatres of war. Within months, Allied forces were able to advance into Axis-occupied territory in Europe, while simultaneously preventing Japan from expanding its influence in the Pacific.

By 1943, the Germans' *Blitzkrieg* tactics had lost the element of surprise and their wartime success had peaked. That year, Britain, the British dominions (including Australia), the United States, the Soviet Union and the Free French Forces formed an alliance to force Germany and its allies into an unconditional surrender. This would bring about the end of the war in Europe.

The tide of war turns in Europe

After Germany's failed invasion of the Soviet Union, the Soviet army pushed east from 1943, winning a series of battles against Germany. By 1945, Germany had been forced out of most of Eastern Europe, with Soviet troops occupying Russia, Poland, Romania, Czechoslovakia and the Baltic states. The Russians continued their advance into Germany, and reached the German capital, Berlin, in April 1945.

Italy joins the Allies

As the Soviet troops advanced on the Eastern Front, the Western Allies were invading southern Italy from North Africa. Having defeated the German and Italian forces in the North Africa campaign (8 November 1942 to 13 May 1943), the Allies began Operation Husky on 10 July 1943. The aim of this military operation was to invade Sicily – moving 150,000 troops, 3,000 ships and 600 tanks into the area. This invasion would cause the arrest and fall of the Italian dictator Benito Mussolini. On 13 October 1943 the Italian Government declared war on Germany, joining the side of the Allies.

liberation setting free a country or a person from the control of somebody or something else

D-Day

Code-named Operation Overlord, the Allied **liberation** of Western Europe began on 6 June 1944 with the largest seaborne invasion in history. This date is commonly known as "D-Day". On this day, 156,000 American, Canadian and British forces landed across five beaches of Normandy, in northern France. Within a week, the Allies had over 326,000 troops, 50,000 vehicles and 100,000 tonnes of equipment ready to push east towards Germany. Paris was liberated on 25 August 1944.

Source 1 American troops storming a beach at Normandy, France, on D-Day

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The Battle of the Bulge

On 16 December 1944, Hitler launched the Germans' last major **offensive** of World War II, with the Battle of the Ardennes, also known as the Battle of the Bulge. With the intent of splitting the Allied line, the Germans sent 250,000 soldiers in a surprise attack against 80,000 Americans. They were initially successful, and continued to confuse the Allies by changing road signs and dressing up in Allied uniforms to spread misinformation and sabotage communications. But by early January 1945, the Allies were able to coordinate **counter-offensives** and they claimed victory on 25 January 1945. The Allies suffered 75,000 casualties, while the Germans lost 120,000 men. The Allies now pushed east to Berlin.

offensive a large-scale military operation by an attacking force against a defending enemy force

counter-offensives large-scale military operations by a defending force against an attacking enemy force

Key concepts & skills Using historical sources

Evidence: Hitler's death

Even in primary sources, which are great historical resources, you must determine what evidence is reliable and what is not.

For example, there were many conflicting reports about Hitler's death and what was done with his body following Germany's defeat in the war. In fact, in the following months, newspapers published conflicting accounts of what happened.

Some reports claimed that Hitler had committed suicide, and that afterwards his body was burned. Others claimed that his body had been found by Soviet troops when Berlin fell, and shipped back to Russia. Some theories even claimed that Hitler had escaped.

In 2018, the debate was put to rest when French scientists analysed fragments of Hitler's teeth, confirming that he did in fact die by suicide in Berlin in 1945.

For more information on this concept, refer to Lesson 7.4 Using historical sources (page 245).

News Chronicle

LATE LONDON EDITION

HITLER DEAD

Doenitz, new Fuehrer, says: We fight on

WEHRMACHT ORDERED TO MAINTAIN DISCIPLINE

All the generals must surrender

The man who now leads the Third Reich

Berlin's garrison herded together in last stand

Bernadotte tells his story

Hitler's birthplace overrun

GERMAN NAVY MAY FIGHT ON

FOOD GOING TO DUTCH BY SEA, AIR, ROAD

LONDON TRAMS STRIKE TODAY

Her teeth are YOUR concern—

Source 2 The front page of the *News Chronicle* (London), 2 May 1945, announces the death of Adolf Hitler.

The defeat of Germany

As the Allies entered Germany in Western Europe, the Soviets were advancing from the east. Both forces were racing to Berlin. In April, the Soviets encircled the German capital with one of the largest concentrations of military power ever gathered, approximately 1.5 million soldiers, and launched a final assault. Hitler remained in Berlin to direct the defence of the city from his underground "bunker". Many parts of Berlin were defended by the Hitler Youth – one battalion sent into battle had an average age of 14 years. The Soviets seized Berlin after just a week of fighting in the streets. Hitler committed suicide on 30 April 1945 (see Source 2), and Germany officially surrendered on 7 May 1945. The war in Europe was over.

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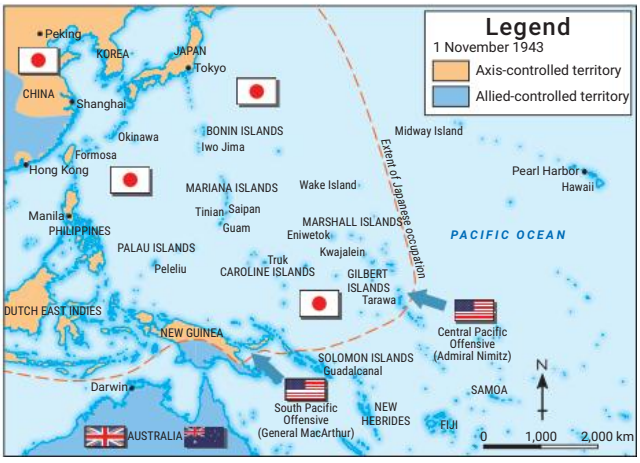
The Pacific War

By early 1942, Japan was at the height of its influence in the Pacific. But the Japanese Empire had suffered two major losses at the Battle of the Coral Sea (May 1942) and the Battle of Midway (June 1942). This shift in the balance of naval power allowed the United States to take the offensive for the first time. In August 1942, the United States landed in Guadalcanal (in the Solomon Islands) to seize a strategic airfield site on the island (see Source 3). This resulted in the six-month Battle of Guadalcanal. Meanwhile, another offensive was taking place in Eastern Papua to prevent Japanese forces from capturing Port Moresby. This was known as the Kokoda campaign, in which Australian forces fought (see Lesson 9.12 The Kokoda campaign, page 310). By February 1943, both battles had ended with victory for the Allies, who had prevented Japan from pushing further south in the Pacific.

The United States' two-pronged offensive across the Central and South-West Pacific



Source: The National WWII Museum, New Orleans

Source 3

The drive to Japan

From 1943 the Allies fought their way to Japan by "island hopping", which involved skipping over the heavily fortified islands to land on weaker ones. By early 1945, the US forces took hold of the Philippines (see Source 4), and in May 1945 Australia was tasked with liberating Borneo.

By the time US forces had established bases in the Marianas, they were able to send B-29 bombers to strike the **Japanese home islands**. On 8 March 1945, a single raid on Tokyo killed 83,000 people, mainly civilians, and left over 1 million homeless. Over the next few months more than 30,000 bombing raids on the major cities of Japan occurred.

The Japanese defence became more desperate. Japanese **kamikaze** pilots carried out suicide missions – crashing their planes into US ships. The US Government projected that an invasion of the Japanese home islands would lead to massive casualties of more than 225,000 lives. In an attempt to end the war, an atomic bomb was dropped over Hiroshima, Japan on 6 August 1945, killing at least 145,000. A second atomic bomb was dropped on 9 August 1945 over Nagasaki, Japan, killing at least 74,000. Japan surrendered to the Allies on 15 August 1945.

The Pacific War had claimed the lives of 2 million Japanese, nearly 700,000 civilians, 100,000 Americans and 17,500 Australians.

Japanese home islands the group of islands forming the country of Japan; this term was commonly used in World War II to define the area of Japan to which its sovereignty and the constitutional rule of the emperor would be restricted

kamikaze a Japanese term meaning "divine wind"; during World War II, Japanese pilots who deliberately crashed their planes into Allied ships were called kamikaze

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Source 4 US ships land on the beach at Leyte Island in the Philippines, October 1944.

Quiz me! The end of the war

Check your learning 9.15

Check your learning 9.15

Review and understand

1 **Identify** the countries that formed an alliance in 1943 to try and force Germany and its allies to surrender.

2 **Describe** the events that led to Germany officially surrendering.

3 **Outline** which Japanese cities suffered atomic bombings, and the immediate consequences of these.

4 **Identify** the first offensive battle in the Pacific for the Americans.

5 **Explain** the role that the Soviet army played in recapturing territory in Eastern Europe and, eventually, Berlin.

Apply and analyse

6 Read the Key concepts & skills section about Hitler's death in this lesson.

   a Why do you think some newspapers reported that Hitler had escaped?

   b What makes the scientific analysis of Hitler's teeth more reliable than reports from the time?

Evaluate and create

7 "By 1943, the Germans' *Blitzkrieg* tactics had lost the element of surprise." In pairs, **discuss** the extent to which the element of surprise is an important factor in war.

History

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Lesson 9.16
The atomic bombings

Learning intentions and success criteria

Introduction

In addition to the horrific events of the Holocaust, the dropping of the atomic bombs on the Japanese cities of Hiroshima and Nagasaki, which effectively ended the war, is remembered as one of the most significant events of World War II.

The development of more sophisticated technology in World War II culminated in the invention of the atomic bomb. In spite of the horrific bombing raids experienced in Europe, it is the use of nuclear weapons that remains a symbol of the terrifying force and destructive effects of war. The use of the two bombs also marked the beginning of the **Cold War** and the ever-present threat of nuclear destruction.

Cold War the state of political conflict and hostility that existed between the Soviet Union (and its allies) and the United States (and its allies) from 1945 to 1990; it was characterised by threats, propaganda and public competition

The Potsdam Declaration

Following the end of the war in Europe, the Allies turned their attention to the Pacific War – with the goal of forcing Japan to surrender. At the Potsdam Conference in July 1945, the Allied leaders from the United States, Britain and China issued the Potsdam Declaration to Japan. This was an ultimatum, threatening that if Japan did not unconditionally surrender it would face "prompt and utter destruction". Japanese Prime Minister Kantaro Suzuki replied "*mokusatsu*", which is derived from the Japanese word for "silence". This may be interpreted as "no comment", but the press reported that Suzuki was refusing or ignoring the declaration. Regardless, no further statements were made.

Source 1 Robert Oppenheimer (left) and US General Leslie Groves (right) examine the wreckage of the tower and shack that held the first nuclear weapon, 11 September 1945.

The Manhattan Project

The Manhattan Project was the name given to the research program that developed the first atomic bomb. It had its origins in a letter from two of the world's leading physicists, Leo Szilard and Albert Einstein, that was sent to US President Franklin D Roosevelt in 1939. The letter outlined their fears that Nazi Germany was beginning research into atomic bombs, and recommended that the United States should begin its own nuclear program. Roosevelt accepted this proposal, and began funding secret research into atomic energy. In 1942, the research program was placed under the command of the American military, and became the Manhattan Project.

Even before the United States entered World War II, it was dedicating huge resources to the Manhattan Project. By 1944, approximately 129,000 people were working on it, including scientists, construction workers and military personnel. Among these was a physicist named Robert Oppenheimer (see Source 1) who became known as the "father of the atomic bomb" for his role in the project.

After three years of using their research to develop a weapon, members of the Manhattan Project tested the first atomic bomb on 16 July 1945, in New Mexico. This test was code-named "Trinity".

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The Trinity test was extremely successful. At the time it was the largest human-made explosion in history, and the shock wave was felt up to 160 kilometres away. The test observers immediately contacted the new US President Harry S Truman, who was at the Potsdam Conference, and told him that they had been successful.

The following month, two other atomic bombs developed by the Manhattan Project would be dropped on Hiroshima and Nagasaki in Japan, in what history would record as the last major acts of World War II.

The Japan campaign

In mid-1945, Japan was losing the Pacific War. America had recaptured the Mariana Islands and the Philippines, and Japan was running out of resources.

The Japan campaign began with a series of minor air raids by the United States. These soon developed into a major strategic firebombing campaign in late 1944, which involved dropping large numbers of small bombs that were designed to start fires. The change to firebombing tactics resulted in devastating attacks on 67 Japanese cities, killing as many as 500,000 people. Despite the damage and the huge civilian death toll, the Japanese military refused to surrender.

The United States therefore continued to push towards the Japanese home islands. Two major land battles – at the islands Iwo Jima and Okinawa – revealed how fierce Japan's defence of the home islands would be. Both islands were heavily fortified and fiercely defended. Around 6,800 American and approximately 21,000 Japanese troops were killed at Iwo Jima. The Battle of Okinawa (see Source 2) was the bloodiest in the Pacific War, with 50,000 Americans wounded and 12,000 killed. Approximately 95,000 Japanese troops were killed, including many who committed suicide rather than surrender. It is unknown how many civilians were killed in the American invasion of Okinawa, but estimates vary from 42,000 to 150,000.

Despite the immense loss of life on both sides at Iwo Jima and Okinawa, the American commanders in the Pacific continued preparations for Operation Downfall, the plan to invade Japan. The Soviet commanders also prepared to enter the Pacific War – intending to declare war on Japan and invade the Japanese-occupied region of Manchuria on 9 August 1945. However, these commanders were not aware of the Manhattan Project. Japan's apparent rejection of the Potsdam Declaration in July 1945 caused Truman to authorise the atomic bombings of Japanese cities, hoping that it would force Japan to surrender and save millions of lives that might be lost in Operation Downfall.

Source 2 A demolition crew from the 6th Marine Division watch dynamite charges explode and destroy a Japanese cave, Okinawa, May 1945.

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The bombings of Hiroshima and Nagasaki

On 6 August 1945, an atomic bomb nicknamed "Little Boy" (see Source 3) was dropped on the city of Hiroshima. Hiroshima was chosen because it was a large, urban, industrial city that also served as a military storage area and an assembly point for troops. No one knew how much damage the bomb would do, so Hiroshima was one of the few major cities not targeted by the American firebombing campaign. In that way the damage caused by the bomb could be more easily observed.

The bombing occurred at 9.15 am on a Monday morning in Hiroshima. The city's residents had been given no warning of the attack. The bomb's immediate impact was horrific. Approximately 80,000 people, or 30 per cent of Hiroshima's population, were killed, and another 70,000 were injured. Roughly 69 per cent of the city's buildings were completely destroyed. The long-term effects of the bombing were even worse. People suffered from burns, radiation, cancer and many other side effects. The exact figures are disputed, but the total number of deaths caused by the bomb by the end of 1945 was between 90,000 and 160,000. By 1950, around 200,000 people had died because of side effects.

Source 3 "Little Boy" – the atomic bomb that destroyed almost 70 per cent of Hiroshima in August 1945

After the bombing of Hiroshima, Truman released a statement saying that a new weapon had been used, and that "if they [the Japanese Government] do not now accept our terms, they may expect a rain of ruin from the air". On the same day, the Soviet Union declared war on Japan and invaded the Manchuria region. However, the Japanese Government still did not respond to the Potsdam Declaration. On 9 August 1945, a second atomic bomb, nicknamed "Fat Man", was dropped on the port city of Nagasaki.

The bomb's impact on Nagasaki was just as devastating as it was on Hiroshima. Between 40,000 and 75,000 people were killed by the immediate effects of the bomb, and a further 74,000 were injured. By the end of 1945, at least 80,000 were dead because of the bomb's long-term effects.

Source 4 The atomic bombing of Nagasaki, 9 August 1945

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Key concepts & skills Causes & consequences

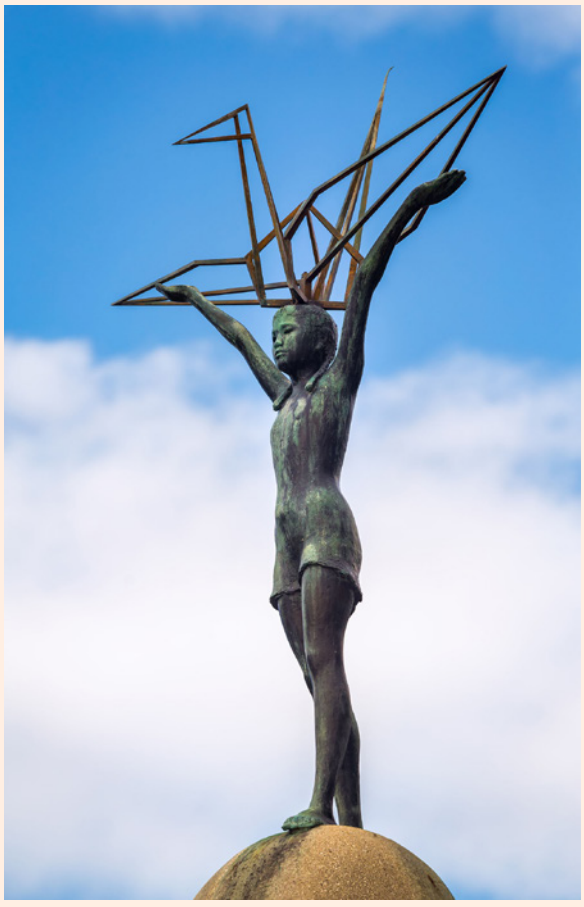
The story of Sadako Sasaki

Sadako Sasaki is one of the most famous victims of the atomic bombings in Japan during World War II. She was only two years old when the atomic bomb was dropped on her home city of Hiroshima. She survived the explosion, but began to experience symptoms nearly a decade later. In November 1954, she developed swelling on her neck, and purple spots on her legs. She was diagnosed with leukaemia, and hospitalised in February 1955.

While in hospital, Sadako was visited by a friend who taught her how to fold paper to make origami cranes. There is a Japanese tradition that folding 1,000 paper cranes brings good luck, and grants the person who folds them one wish. Sadako attempted to fold 1,000 cranes, but died in October 1955, at the age of 12, before she could complete her task. Her friends and family finished the cranes, and built a memorial to Sadako and all the children who were affected by the bombings.

There were tens of thousands of victims of the atomic bombings. Sadako's death is just one example of the horrifying effects caused by the bombing of Hiroshima.

For more information on this concept, refer to Lesson 7.6 Causes and consequences (page 256).



Source 5 A statue of Sadako Sasaki holding a crane in the Peace Memorial Park in Hiroshima

Japan surrenders

Japan was shocked and devastated by the two atomic bombings and the declaration of war by the Soviet Union. Although the Japanese military commanders wanted to continue fighting the war, Emperor Hirohito ordered his government to surrender.

On 14 August 1945, the Japanese Government notified the Allies that it would accept the terms of the Potsdam Declaration, provided the emperor retained full sovereignty over Japan; that is, the right to rule independently and free of foreign influence. That night, members of the Japanese military attempted to overthrow the government and remove Hirohito from power. They were unsuccessful.

On 15 August 1945, Hirohito's surrender speech was broadcast on Japanese radio, marking the end of World War II – a day that became known as "Victory in the Pacific Day". The formal declaration of surrender was signed on 2 September 1945, and the Allies occupied Japan from that date until 1952.

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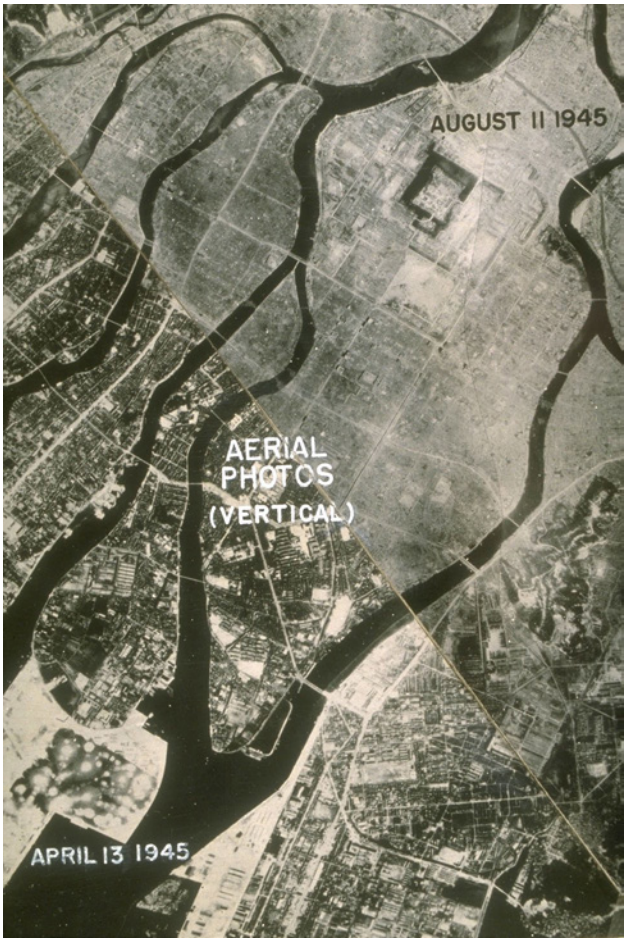

Source 6 Hiroshima before (13 April 1945) and after (11 August 1945) the atomic bombing

Debate about the bombings

Immediately after World War II ended, most Americans supported the use of the atomic bombs to force Japan to surrender. Disturbing images of maimed survivors were **censored** in the United States, and many people were so used to anti-Japanese propaganda that they felt little empathy for the victims of the bombings. Since then, however, there have been fierce debates over whether the atomic bombings were justified or necessary to win the war.

Some argue that the bombings saved millions of lives by preventing the need for an invasion of the Japanese home islands. The ferocity with which Japanese soldiers fought at Iwo Jima and Okinawa made this a popular view among American soldiers and their families. Other supporters of the decision to use the atomic bombs say that Japan's "never surrender" warrior culture meant that, without the bombings, Japan would not have surrendered. Some historians have argued that the atomic bombings were in fact the inevitable result of both sides engaging in total war.

Some critics of the bombings argue that the surprise bombing of civilians with nuclear weapons was fundamentally and morally wrong. Others argue that the bombings constituted war crimes, or crimes against humanity. In a 2003 interview, Robert McNamara, US Secretary of Defense from 1961 to 1968, recalled General Curtis LeMay – who was involved in planning the bombings – telling him: "If we'd lost the war, we'd all have been prosecuted as war criminals."

censored banned or limited information, books or ideas that are considered sensitive or damaging

Think, pair, share

- Think about the consequences of the atomic bombings of Hiroshima and Nagasaki.
- Discuss your ideas with a partner.
- Share your thoughts with the class.

Explore it!
A virtual field trip to Peace Memorial Park (Hiroshima)

Check your learning 9.16

Check your learning 9.16

Review and understand

1. **Outline** the reasons for the choice of Hiroshima as the target for the first atomic bombing.
2. **Identify** the people who sent the letter to US President Franklin D Roosevelt that kickstarted the Manhattan Project, and outline the two main points of the letter.
3. **Explain** why Operation Downfall was never fully carried out.

Apply and analyse

4. **Apply** the concept of cause and effect to explain how people dying in the 1950s were linked to the bombings of Hiroshima and Nagasaki.
5. Using the 5Rs of historical significance (see Lesson 7.7 Historical significance, page 258), **determine** how significant the race to build atomic weapons was.

Evaluate and create

6. **Outline** some of the arguments for and against the atomic bombings of Hiroshima and Nagasaki in World War II. Do you believe the bombings were justified?

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Lesson 9.17
Australia's international relationships

Introduction

Learning intentions and success criteria

Although Australia did not experience the levels of war damage of many of its allies and was never occupied by enemy forces, the conflict had a number of important consequences for the nation. It fundamentally altered Australia's relationship with Britain and the United States. The legacies of World War II also laid the foundations for great economic and social change in the second half of the twentieth century.

Australia and the United States

In 1939, Australia's Prime Minister Robert Menzies had committed Australia to a war in support of the British Empire. By 1945, though, the world had changed. Britain had entered the conflict as one of the world's greatest powers. The countries of the empire cooperated to confront Nazi aggression in Europe. However, as the conflict expanded into a global one, the strains of war took their toll. In confronting Nazi Germany, Britain became dependent on the financial, military and economic support of the United States.

As the war continued, Britain's resources were reduced, and the nation found it increasingly difficult to defend itself, and to fight Germany and Italy in Europe and North Africa. Britain could only send limited resources to Asia when the war expanded into the Asia–Pacific Region. When Japan struck, Britain experienced its greatest wartime defeat with the fall of Singapore in 1942.

To address this changing situation, Prime Minister John Curtin moved Australian troops from the Middle East to Australia, against the advice of the British Government. This was a practical, short-term solution to a major strategic problem. The long-term consequence was the realisation that Australia could no longer rely on Britain to defend it. Australia now focused on a strategic relationship with the United States. As a result of this new arrangement, Curtin placed Australian forces under the control of the broader US military campaign in the Pacific. US General Douglas MacArthur also established his base for the South-West Pacific campaign in Australia.

Source 1 Australian Prime Minister John Curtin welcomes US General Douglas MacArthur to Australia, 1943.

History

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Source 2 US sailors and soldiers quickly made friends in Australia, and were received with hospitality.

Until this point, Australia's foreign policy had largely been determined by the needs of the British Empire. This relationship with the United States was an important step in establishing an independent Australia, and continues to have an important bearing on Australian foreign policy decisions.

Domestic changes

The social and economic implications of the war were far-reaching for Australia. Wartime industries had encouraged the growth of manufacturing and services. For the first time in the nation's history, farming ceased to be the major area of economic activity. Food processing and canning, an increase in steel production, and the manufacture of consumer goods such as washing machines and refrigerators all expanded during and after World War II. The first Holden car rolled off the assembly line at Fisherman's Bend, Victoria, on 29 November 1948, and cost the equivalent of two years' wages for the average worker: £675 ($1,350).

The presence of almost 1 million American service personnel in Australia during the war also had a significant cultural impact. For some Australian women these men would become boyfriends or husbands. The influence of American cinema, language and culture made its first major inroads in Australia during this period. Australians had mixed feelings about this cultural "invasion". On one level, many feared the loss of Australian culture and traditions. On another, for many younger Australians there was a fascination with American music, dress and slang.

The experiences of the war years also reshaped the role of Australian governments in people's lives, and cemented the place of the federal parliament as the most significant of the three tiers of government in the nation. In order to fight the war, the federal government had significantly expanded the scope of its activities. Income taxation and its spending were now centrally controlled, and the banking system was regulated by the government. The Australian public placed greater reliance and expectations on the government to successfully manage the economy and social issues.

Source 3 A memorial to those who lost their lives in the bombing of Darwin, February 1942

The experience of war and the deaths of roughly 39,000 Australian service personnel and civilians also shaped Australia's future. The commemoration of the 1939–45 fallen was incorporated into commemorations of World War I. Local communities recognised the sacrifice of the more recent deaths by extending and expanding the monuments originally constructed to remember the dead of the 1914–18 conflict, which ironically had been described as "the war to end all wars".

Postwar migration

After World War II, many Australians felt that they had only narrowly avoided a Japanese invasion. The government, under the new Prime Minister Ben Chifley, decided that Australia needed to increase its population to protect itself from the threat of foreign invasion. The slogan "Populate or perish" was coined

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by the Immigration Minister, Arthur Calwell, to promote this new immigration policy. The "Populate or perish" campaign initially focused on encouraging British migrants, but this failed to increase the population enough. For the first time, Australia began to actively seek migrants from continental Europe (see Source 4).

The war had caused somewhere between 11 and 20 million refugees in Europe. Many of these refugees – including Holocaust survivors and people who had fled the Soviet occupation of Eastern European nations – were housed in displaced persons' (DP) camps. These camps were initially organised by the armies of various nations, but were gradually taken over by the United Nations. They provided shelter, nutrition and basic health care for the refugees. A more permanent solution had to be found, however. Around 6 million refugees were returned to their own countries by the end of 1945, but a huge number faced persecution in their homelands and remained in the DP camps. In 1947, around 850,000 refugees were still living in DP camps in Europe. The International Refugee Organization (IRO) was founded by the United Nations in 1946 to find homes for these people.

In 1947, desperate to increase its population, Australia reached an agreement with the IRO to resettle 12,000 refugees a year. These "new Australians", as they came to be called, were accepted on the condition that they agreed to work in government-selected jobs. Australia eventually exceeded its commitment to the IRO, and resettled approximately 180,000 refugees.

As well as refugees, the government sought to encourage people from southern and central Europe to migrate to Australia. In the 20 years after the end of World War II, almost 2 million people migrated to Australia. The influx of migrants from non-English-speaking nations, as well as the belief that Australia's security was linked to its population size, changed Australia's migration policy. The "dictation test" – which had been used since 1901 to effectively exclude migrants on the basis of race – was abolished in 1959. This led to Australia accepting refugees throughout the rest of the twentieth century, including those from the Middle East and Vietnam; and, eventually, accepting Asian migration.

World War II was the catalyst to change Australia's migration policies and Australia's relationships with the rest of the world.

Source 4
Immigrants arrived from all corners of Europe as part of the "Populate or perish" campaign.

See, think, wonder

Look at Source 4.
- What do you see?
- What do you think?
- What do you wonder?

History

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Foundation of the United Nations

The League of Nations – which had been set up after World War I to provide an international forum to promote peace – had clearly failed. The first step towards establishing its replacement was the Declaration of the United Nations, which was signed by 47 nations between 1942 and 1945. Even while World War II was still in progress, plans were under way to create a new international body.

The United Nations (UN) officially came into existence in 1945, with 51 nations as founding members. The first major meeting to prepare the Charter of the UN was held in San Francisco in April 1945 (see Source 5). Australian delegate Herbert "Doc" Evatt, the Minister for External Affairs, played a key role in drafting the Charter.

Source 5 Australia's delegation to the UN Conference, San Francisco, 25 April 1945; Herbert "Doc" Evatt is seated second from the right.

The Charter outlined the role of the UN as an international organisation to prevent war. It also included provisions for the UN to aid refugees, support economic reconstruction after the war, and protect human rights.

Evatt argued that larger powers, such as the United States and the Soviet Union, should not dominate the system, and that smaller nations, such as Australia, had an important role to play. Evatt was involved in negotiating the establishment of the State of Israel, which was one of the first initiatives of the UN. He also played a key role in the drafting of the UN Universal Declaration of Human Rights in 1949.

Evatt went on to become one of the first presidents of the UN General Assembly, the forum for discussing and debating issues of international peace and security. Other elements of the UN – such as the Security Council, the World Health Organization (WHO), the World Bank, the International Atomic Energy Commission (IAEC), the International Court of Justice and the UN Education, Scientific and Cultural Organization (UNESCO) – all had their origins during the foundation of the UN and continue to play a significant part in world affairs.

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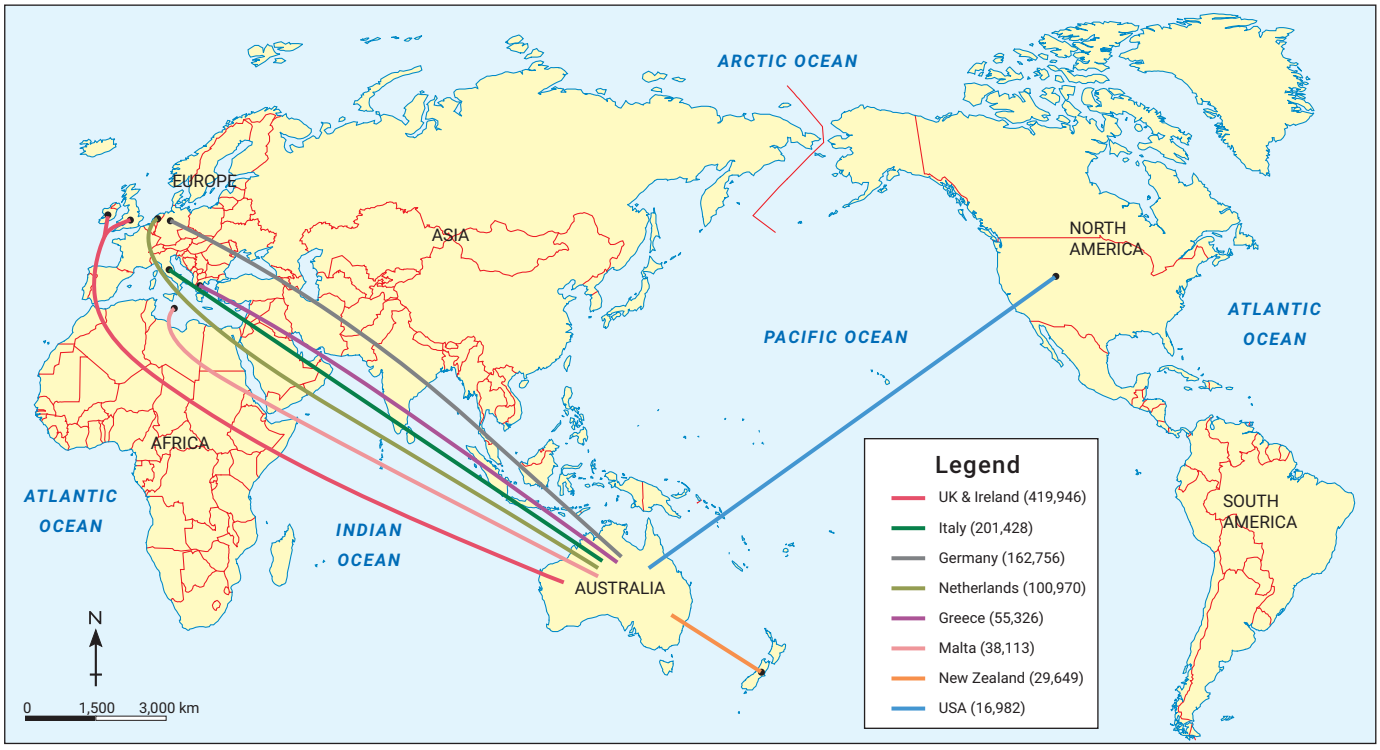
Top eight countries of settler migration to Australia, 1949–1959



Source: Oxford University Press

Source 6

Think, pair, share

- Think about the patterns of settler migration shown in Source 6 and how these migrations have affected Australia.
- Discuss your ideas with a partner.
- Share your thoughts with the class.

ANZUS Treaty

In 1949, the United States, Britain and a number of other European countries formed the North Atlantic Treaty Organization (NATO) to safeguard the freedom and security of all members. At this time, the Australian Government was concerned about political freedoms within the Pacific area, due to the rise of communism in China and Korea after the conclusion of the war. Therefore, Australia, New Zealand and the United States (ANZUS) signed a security treaty on 1 September 1951, committing the three nations to peace and safety in the region. The ANZUS negotiation was the first time that Australia formulated political alliances without the involvement of Britain, choosing to refuse Britain's involvement as head of the Commonwealth.

The ANZUS Treaty has only been invoked once, when Australian Prime Minister John Howard committed Australia to involvement in the "War on Terror" in response to the 9/11 terrorist attacks on the United States.

Australia's postwar relationship with Japan

From 31 January 1946, the British Commonwealth Occupation Force (BCOF) participated in the Allied occupation of Japan. This was another first for Australia – the first time it was involved in the military occupation of a country it had defeated in war. Of the 45,000 BCOF personnel, 16,000 were Australians. While the United States were responsible for the military government of Japan, the BCOF was required to supervise the **demilitarisation** and disposal of Japan's war operations, including factories and military equipment. By the end of 1948, the BCOF was entirely made up of Australian members.

demilitarisation
the removal of all military forces

History

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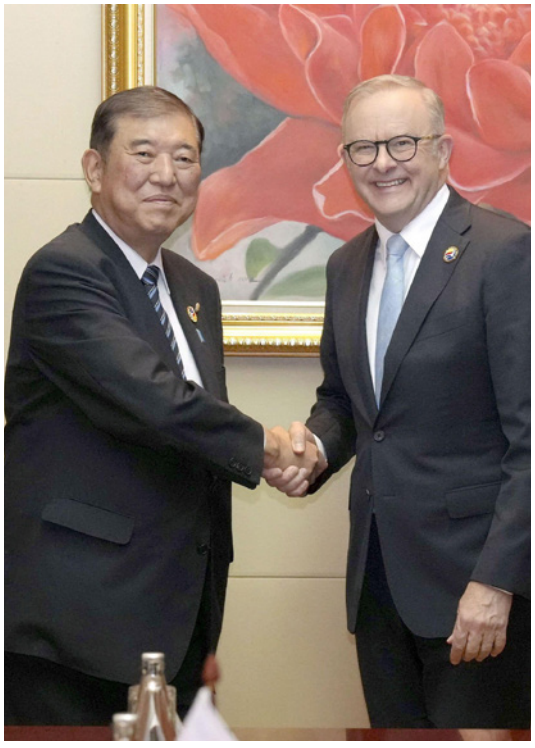

Source 7 Japanese Prime Minister Shigeru Ishiba shakes hands with Australian Prime Minister Anthony Albanese before their talks in Vientiane, Laos, on 11 October 2024.

By 1952, Australia's relationship with Japan was re-established with the signing of the Japanese Peace Treaty (in San Francisco). The Allies no longer needed to occupy Japan, and Haruhiko Nishi was appointed as Japanese ambassador to Australia. In 1953, a Japanese embassy was established in Canberra, with Australia having already established its embassy in Tokyo in 1947.

Australia and Japan continue to develop diplomatic and economic relations in the postwar period. In 1957 Australia became the first nation to open its doors to trade with Japan after World War II with the Australia–Japan Commerce Agreement. In 1976 Australia and Japan signed the Basic Treaty of Friendship and Cooperation (known as the NARA Treaty), which established non-discriminatory treatment in dealings with trade, investment and migration. Today, Japan remains one of Australia's largest trading partners, export markets and sources of foreign investment.

Quiz me! Australia's international relationships

Check your learning 9.17

Check your learning 9.17

Review and understand

1 **Explain** why Prime Minister John Curtin turned to the United States for support during World War II.
2 **Outline** the moves Curtin made once war loomed on Australia's doorstep.
3 **Identify** who coined the slogan "Populate or perish".
4 **Explain** why Australia wanted a larger population after World War II.
5 **Describe** the purpose of the ANZUS Treaty.

Apply and analyse

6 **Propose** two ways in which you think Australia would be different today if Robert Menzies had remained prime minister throughout World War II. Use evidence to support your answer.
7 Can the wartime relationship between Australia and the United States be described as a "love–hate" relationship? **Justify** (give reasons for) your response.
8 **Analyse** the significance of Herbert "Doc" Evatt as a historical figure.

Evaluate and create

9 Why do you think Australia was the first nation to open its doors to Japanese trade? How strong is the relationship between the two countries today? Use evidence to support your answer.
10 **Evaluate** the significance of World War II to the development of Australia's international relationships following the war.

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9D Concepts & skills in context

Continuities and changes in warfare between the two world wars

Introduction

The concept of total war and high casualties persisted from World War I to World War II. However, World War II represented a fast-paced, larger geographical and ideologically charged conflict, driven by advances in technology and strategies. World War II significantly changed the nature of warfare, developing modern military practices that are still seen today.

There were continuities between the wars of a total war concept. Both wars mobilised entire nations – which included their economies, societies, and industries – to support the war effort. This included conscription and resource allocations that affected entire populations. The massive loss of lives in both wars affected military and civilian populations. World War I killed roughly 16 million people, while World War II killed at least 75 million people. Finally, alliances were central in both wars, with complex partnerships forming military strategies. This includes the Triple Entente in World War I, and the Allied and Axis powers in World War II.

Developments in technology and weaponry significantly changed the nature of warfare between the two world wars. Conflict in World War I primarily took place in trenches. In World War II, airpower became a decisive factor. This included strategic bombing campaigns such as the Blitz over the United Kingdom, Dresden, and Hiroshima. While tanks were first used in World War I, in World War II they were central to German *Blitzkrieg* tactics. Submarines were also used in both wars, but World War II introduced aircraft carriers, which changed maritime strategy.

Other changes between the wars included scope and geography. World War I largely took place in Europe, however World War II was fought across Europe, Africa, Asia and the Pacific. World War II also saw an increase in civilian targeting through methods that included strategic bombing, mass executions, and genocide, such as the Holocaust. With the introduction of nuclear weapons in World War II, the nature of warfare completely changed and ushered in the atomic age.

Source 1 British soldiers in a frontline trench, World War I

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Source 2 United States B-17 planes bomb Dresden on 17 April 1945

Source 3 Nazi Berlin falls to Russian Soviet forces In World War II. Soviet heavy tank IS-2s move through a heavily bombed and shell-damaged street in 1945.

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Key concepts & skills Continuity & change

Identifying continuities and changes between sources

Over time, some things stay the same, while others change. This is referred to as continuity and change. To identify continuity and change, the sequence (order) of events and significance of these events (or people, issues or ideas) should be understood. These events should be placed in chronological order, which can then be interpreted to discover examples and patterns of changes or continuities over time.

Use the following steps to guide your analysis of a propaganda poster:

- **Step 1:** Consider a topic that spans over a period of set time. For example, you may consider technology and weaponry used between World War I and World War II. Identify five to 10 events or examples of this topic.
- **Step 2:** Place these events or examples in chronological order. This will allow you to discover and consider aspects of continuity or change.
- **Step 3:** Rank these events or examples in order of significance. The significance of a change can be determined by:
  - identifying how many people were affected by the change
  - considering how widespread the effects of the change were
  - determining if the effects of the change can still be felt today.
- **Step 4:** Describe and explain the impact of this change or continuity. When describing an example of change, you should:
  - Note the type of change. Is it political, social or economic?
  - Comment on the impact of the change. Does it affect different groups of people? Are the impacts short-term or long-term?

For more information on identifying continuity and change, see Lesson 7.5 Continuity and change (page 254).

Practise the skill

1 Follow the steps provided above to research one of the following themes to evaluate the continuities and changes between World War I and World War II:
  - Technology and weaponry (such as tanks, aircraft, chemical weapons, and nuclear weapons)
  - Military tactics and strategies (such as trench warfare and *Blitzkrieg*)
  - Impact on civilians (such as the use of propaganda, casualties, and strategic bombing)
  - Scale and geography of conflict (such as the European theatre, and the global conflict)
  - The role of alliances and ideology (such as imperial rivalries, and ideological conflicts)

Extend your understanding

1 **Evaluate** what these continuities and changes between the wars reveal about the evolving nature of global conflict.

2 **Research** and **compare** the continuities and changes between warfare in World War II and modern warfare.
  - **a** What are the similarities?
  - **b** What are the differences?

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Review: World War II (1939–1945)

Review activity

Read the text below, and answer the questions that follow.

Normandy invasion (D-Day landings)

By 1941, Nazi Germany controlled much of mainland Europe and had invaded the Soviet Union. Stalin urged the Allies to launch an invasion in Western Europe, which they were still unprepared to do. In November 1943, Hitler appointed Field Marshal Erwin Rommel as inspector of coastal defences, knowing the Allies would eventually attempt a landing.

Between 1 April and 5 June 1944, British and American strategic air forces deployed 11,000 aircraft, dropping 195,000 tonnes of bombs on French rail centres and road networks. These bombings were deceptive, with two-thirds of bombs dropped outside of the invasion area to persuade the enemy that landings would be made in the Pas-de-Calais area, rather than Normandy.

Originally planned for 5 June 1944, the landing was postponed by a day due to bad weather. Before dawn on 6 June 1944, over 24,000 US and British troops parachuted into Normandy to secure key roads, bridges and defensive positions. The early morning saw 7,000 ships arrive, bombarding German coastal defences. At 6.30 am, the first of 156,000 Allied troops, covered by 11,000 aircraft, would land across Utah, Omaha, Gold, Sword and Juno beaches. These troops consisted primarily of American, British and Canadian troops, but also included 3,200 Australians.

The Allies suffered 10,250 casualties, with 4,440 killed. D-Day marked the beginning of the end for Nazi Germany. Eleven months later, Germany surrendered, and the European conflict came to an end.

Source 1

> The beach was a total chaos, with men's bodies everywhere, with wounded men crying, both in the water and on the shingle. We landed at high tide, when the water was right up to the shoreline, which was marked by a sharp-edged crystal-line sand, like a gravel, but very, very sharp. That was the only defilade which was present on the beach to give any protection from the fire above. That was where all the men who had landed earlier were present, except for a handful who had made their way forward, most of them being killed ... The beach sounded like a beehive with the bullets flying around. You could hear them hit and you could hear them pass through the air.
>
> A quote from Captain Joseph T Dawson,
> 16th Infantry Regiment, US 1st Infantry Division

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Source 2 Omaha Beach after the D-Day landings, which is protected by barrage balloons as ships deliver trucks loaded with supplies

1 **Summarise** what the main objective of the D-Day landings were, and why this operation was critical to the Allied effort in World War II. (3 marks)

2 **Describe** how deception tactics played a role in the success of the D-Day landings for the Allies. (2 marks)

3 Using Source 1 and Source 2, **explain** what happened on D-Day. (5 marks)

4 **Outline** what you believe would have been the greatest challenges in preparing for the Normandy landings, from both the Allied and German perspectives. (4 marks)

5 **Evaluate** the impact the D-Day landings had on the course of World War II, and consider how different the war would have been if the operation had failed. (6 marks)

(Total: 20 marks)

Module checklist: World War II (1930–1945)

Module review quiz: World War II (1930–1945)

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Module

10

Overview: A changing world post-1945

Sub-strand: A changing world post-1945

Overview

The twentieth century was a time of social change. Key events of World War II had highlighted the inequalities that existed around the world. During this time, people in Western societies, such as Australia and the United States, began questioning old attitudes. In Australia, the Aboriginal rights movement celebrated major victories in the 1960s, as Aboriginal and Torres Strait Islander peoples achieved equal citizenship and were entitled to vote in federal elections for the first time. In the United States, the struggle for civil rights for Black Americans gained worldwide attention.

The women's movement also became stronger in the years after World War II, as women fought for their roles and rights to be equal with those of men, particularly in the workforce.

Source 1 Activist and Baptist minister Dr Martin Luther King Jr. was a leader of the civil rights movement from 1955 until 1968, when he was assassinated. In this image, he waves to the crowd gathered for the March on Washington in 1963, in support of civil rights. It was at this event that King delivered his famous "I have a dream" speech.

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Lessons in this module

10A How did the outcomes of World War II shape the modern world?

Lesson 10.1 The effects of World War II on the modern world

10B In what ways have people fought for rights and freedoms since 1945?

Lesson 10.2 The struggle for rights and freedoms since 1945

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Lesson 10.1
The effects of World War II on the modern world

Learning intentions and success criteria

Allied Powers the coalition of countries in opposition to the Axis Powers in World War II; they included Britain, the Commonwealth and France, which were joined by the United States and the Soviet Union in 1941

The aftermath of World War II in Europe

After World War II, Germany was divided into four zones of occupation (see Source 1). Each sector was occupied and administered by the armed forces of one of the main **Allied Powers**. Britain, the United States, France and the Soviet Union controlled separate parts of the country, and the capital city of Berlin was also divided in this way.

After the war it became clear that the communist government of the Soviet Union was determined to expand its authority in the region. It set out to achieve this by influencing the governments of a number of countries in Central and Eastern Europe that the Soviet army had liberated during the German retreat in the final days of the war. These countries became Soviet "satellite states" – meaning that although they were officially independent, they were heavily influenced by the Soviet government and military. The Soviet satellite states were Poland, Bulgaria, Hungary, Czechoslovakia, East Germany, Romania and Albania. The nation of Yugoslavia, which formed at the end of World War I, also emerged from World War II as an independent communist state allied with the Soviet Union.

Germany: British, American, French and Soviet occupation zones after World War II

Source: Oxford University Press

Source 1

The division of Germany

In 1949 the British, French and American occupation zones in Germany were combined to create a new country called the Federal Republic of Germany (or West Germany). That same year, the Soviet zone was officially renamed the German Democratic Republic (or East Germany). A patrolled border fence was erected between East and West Germany, and people living in the Soviet occupation zone at this time were no longer permitted to leave. From this point onwards, the border between Soviet-controlled countries in Eastern Europe and democratic countries in Western Europe became divided by what British Prime Minister Winston Churchill described as the "Iron Curtain" (see Source 2).

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Central Europe: The Iron Curtain in the postwar period

Source: Oxford University Press

Source 2

Although Berlin lay behind the Iron Curtain, the western half of the city was still under Western control. It effectively became an island of democracy surrounded by a sea of communism. In fact, from June 1948 until May 1949, the only way to get food and supplies into West Berlin was by plane. This was known as the "Berlin Blockade".

The start of the Cold War

By the time World War II ended in 1945, it was becoming clear that the balance of power around the world was shifting. The once great imperial powers of Britain and France had been devastated by the war, and struggled to rebuild their cities and economies. In their place, two **superpowers** emerged – the United States and the Soviet Union.

Although the United States and the Soviet Union had been allies against the **Axis Powers** during the war, they actually shared a deep mistrust of one another, mainly because the two countries were founded on such different ideological approaches:

- The United States was founded on democratic principles and its economy was based on the system of capitalism.
- The Soviet Union was founded on socialist principles and its economy was based on the system of communism.

superpowers a very powerful and dominant nation; especially used during the Cold War era to refer to the United States and the Soviet Union (both nuclear powers, and considered to be most powerful nations on the Earth)

Axis Powers the coalition of countries in opposition to the Allied Powers in World War II; they included Germany, Italy and Japan

History

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From 1945 to 1991, the fierce lack of trust between the United States and the Soviet Union fuelled many diplomatic disputes. Although no actual fighting ever took place, relations between the two superpowers over this period were so frosty that the situation became known as the **Cold War**.

Source 3 A comparison of the key features of capitalism and communism

	Capitalism	Communism
Definition	• A way of organising a society in which investment in, and ownership of, the means of production (e.g. factories, farms and machinery) are privately owned by individuals or corporations and run to generate profits	• A way of organising a society in which the means of production are publicly owned (by the state) and goods are distributed equally according to need
Government control	• Multi-party democracies with voting rights for citizens • Freedom of speech and protest • Belief that government should not interfere in the economy any more than necessary	• Single-party control • Belief that the government should control the economy for the benefit of all citizens
Competition	• Belief that competition is healthy and encourages individuals to be the best they can be	• Belief that competition pits people against each other; working together for the common good is seen as the best way to motivate people
Profit	• Profits are considered fair reward for owners of business • Different wages and salaries for different jobs is considered fair and encourages people to aim higher	• Profits kept in the hands of a few private business owners is seen as the exploitation of the workers • Collectives (groups of workers) should distribute profits evenly

Cold War the state of political conflict and hostility that existed between the Soviet Union (and its allies) and the United States (and its allies) from 1945 to 1990; it was characterised by threats, propaganda and public competition

The Cold War period was characterised by **propaganda** campaigns, international spying and fierce public competition over sporting events such as the Olympic Games. Of greatest concern, however, was competition between the United States and the Soviet Union to possess the largest armies and nuclear weapons stockpiles. This competition was known as the international **arms race**.

While all of these issues dominated world affairs during the Cold War, the international arms race became a key global concern because it presented the very real threat of a nuclear war.

Source 4 Protecting yourself during the early years of the Cold War in the United States meant taking out insurance not only against natural disasters, but also against the threat of a nuclear attack by the Soviet Union.

The Truman Doctrine and the Marshall Plan

By 1947, the United States had become increasingly concerned about the growing power of the Soviet Union. In March of that year, US President Harry S Truman told the US Congress (parliament) that it was America's job to contain the spread of communism. This became known as the "Truman Doctrine".

Truman believed that communism took hold when people faced financial hardship. In order to limit the spread of communism across Europe, the United States offered financial aid to European countries that had been badly affected by the war. This

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program was called the Marshall Plan, and involved the distribution of American aid worth around US$13 billion, designed to stimulate the economies of Europe. Food, machinery and many other things were shipped to democratic countries in Europe. The Soviet Union and its allies were also offered aid, but did not accept. The Premier of the Soviet Union, Joseph Stalin, saw this as an attempt by the United States to dominate Europe by making it dependent on American handouts.

propaganda information or material that attempts to influence the behaviour or opinions of people within a society

arms race a situation in which rival countries compete to build and possess the largest stockpile of weapons

Berlin: A city divided

In the decades following the division of Germany, the differences between life in the communist East and capitalist West became very obvious. West Germany's economy grew rapidly and the standard of living there increased greatly. By comparison, personal freedoms in East Germany were severely limited and the economy struggled. As a result, around 3 million people left East Germany for West Germany between 1949 and 1961, despite attempts by the Soviets to stop this. Most of these people were able to leave the East by crossing into West Berlin. This situation was humiliating for the Government of East Germany, so on 13 August 1961 (one day after around 4,000 East Germans had crossed into West Berlin), a temporary barbed-wire fence was erected to stop people leaving the East. This was soon replaced by a heavily-guarded concrete wall that entirely surrounded West Berlin, known as the "Berlin Wall" (see Source 5). The division of Germany remained in place until 1990, when the country was reunified; and the Berlin Wall became the most enduring symbol of the Cold War in Europe.

Source 5 Workers constructing the Berlin Wall in 1960; the wall became an enduring symbol of the Cold War in Europe.

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Growing tensions between the United States and the Soviet Union

The Cuban Missile Crisis

One of the most serious and potentially dangerous events of the Cold War was a confrontation between the United States and the Soviet Union that took place in October 1962. Known as the "Cuban Missile Crisis", this event was the closest the world has ever come to an outright nuclear war. Today it is remembered as one of the defining events of the Cold War.

In 1959, a communist rebel named Fidel Castro came to power in the island nation of Cuba, overthrowing the government of Fulgencio Batista (a corrupt leader who was supported by the US Government). Soon afterwards, Castro brought most Cuban industries under state control and nationalised American-owned companies. This meant that private companies and assets became the property of the Cuban Government. As a result, many investors in the United States (including the US Government) lost commercial investments they had in Cuba. In retaliation against this move, the US Government halted all aid to Cuba and stopped importing Cuban sugar. This was very damaging to Cuba's economy, as sugar was its primary export. Castro asked the Soviet Union for help, and in 1960, the Soviet Union signed an agreement to buy 1 million tonnes of Cuban sugar every year.

This alliance with the Soviet Union made the United States very nervous. In April 1961, the CIA (a US Government intelligence agency) helped a group of Cuban anti-communists to invade Cuba, with the goal of overthrowing Castro. The invasion failed and was a public embarrassment for the United States.

In September 1961, Castro asked the Soviet Union for weapons to defend Cuba against any future US attacks. About a year later, photographs of Cuba taken by American spy planes revealed Soviet nuclear missiles under construction at various sites in Cuba. These sites brought every city and town in the United States within range of Soviet nuclear missiles (see Source 6).

US President John F Kennedy made a televised announcement to the American people on 22 October 1962 that they were under threat. He also proclaimed that any nuclear missile launched from Cuba would be regarded as an attack on the United States by the Soviet Union, and demanded that the Soviets remove all weapons from Cuba.

For a few days in late October, US naval ships formed a blockade of Cuba to prevent additional Soviet missiles and equipment from reaching the island, and Soviet field commanders in Cuba were prepared to use nuclear weapons to defend Cuba if the United States invaded. It seemed very likely that there would be a war between the United States and the Soviet Union.

Luckily, Kennedy and Soviet Premier Nikita Khrushchev were able to reach an agreement, whereby the Soviets removed their missiles from Cuba in exchange for a commitment by the United States not to invade Cuba.

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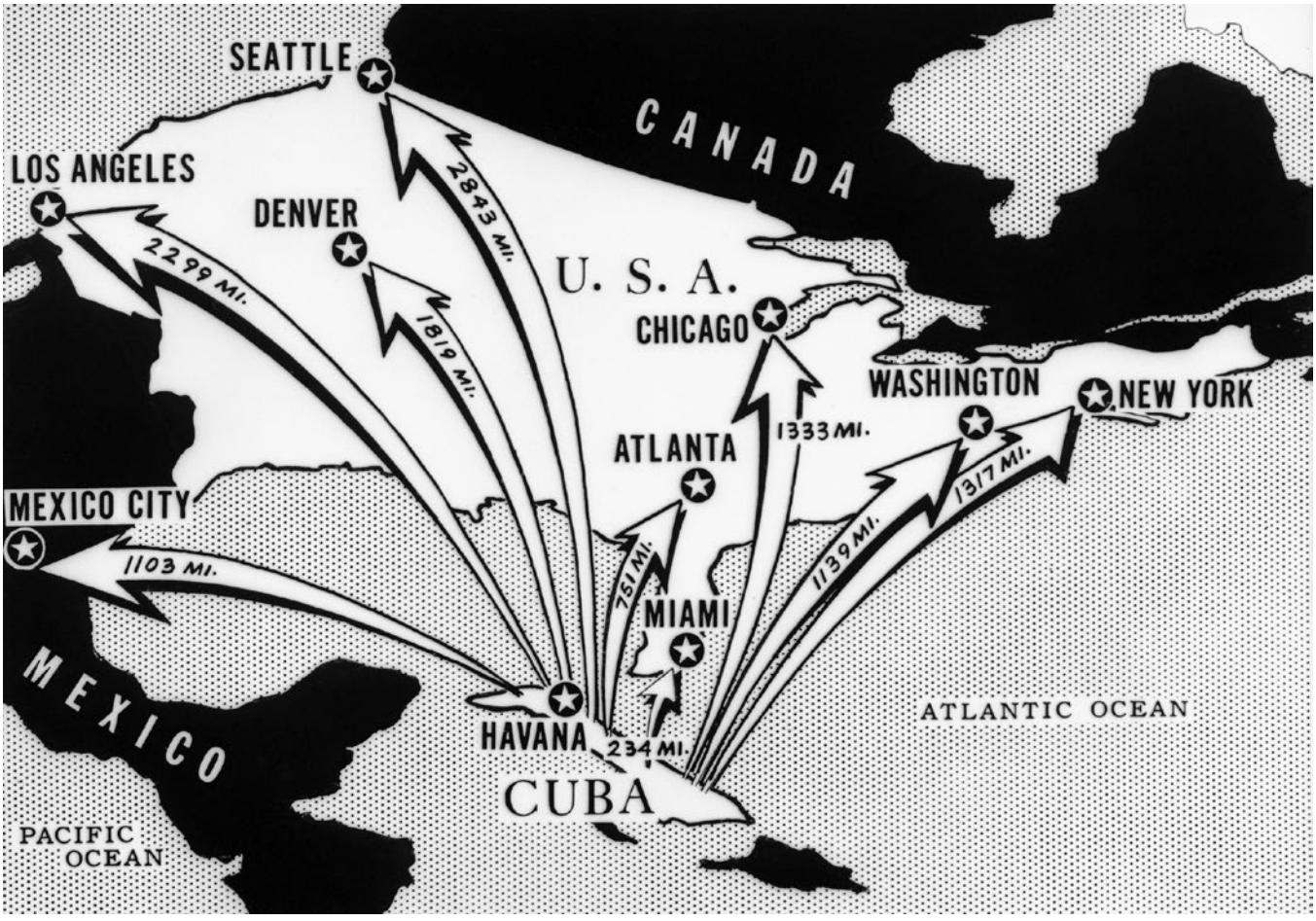
North America: Distances of major US cities from Cuba



Source: Bettmann/Corbis

Source 6

The space race

Another key element of Cold War rivalry between the United States and the Soviet Union was space exploration. This was seen as necessary for national security, as satellites take imagery of Earth from above, and nuclear weapons used satellites as part of their navigation system. It became a public symbol of technological superiority. In many ways, the so-called "space race" became a way for the two superpowers to compete without direct military conflict.

The space race became particularly serious when the Soviets successfully launched a satellite, called *Sputnik 1*, in October 1957. Ten days later, they launched a second satellite called *Sputnik 2* – this time with a dog inside it. The dog, named Laika, was the first animal to orbit the Earth. This caused huge concern in the United States, where it was felt that American superiority in terms of education and technology was being threatened.

Source 7 Astronaut Buzz Aldrin was part of the first space mission to land people on the moon.

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The following year, the United States sent a satellite into space and established the National Aeronautics and Space Administration (NASA) to coordinate and plan its future space program. Once again, the Soviets moved ahead of the Americans in the space race by successfully sending the first manned flight into space in April 1961. This triggered a pledge from Kennedy in May 1961 that the United States would be the first nation to land a man on the moon. This goal was achieved by *Apollo 11* on 20 July 1969 (see Source 7).

The end of the Cold War

In addition to the enormous costs of the international arms race, the economies of both nations were strained by the high cost of the space race. Throughout the 1980s, the Soviet Union was also fighting an expensive and frustrating war in Afghanistan. When the reformist politician Mikhail Gorbachev came to power in 1985, he was determined to end the Cold War and to bring economic and political reform to the Soviet Union. He initiated dramatic agreements with the United States, which involved both nations agreeing to reduce the amount of money and energy they were investing in the arms race. He also took steps to introduce more democratic political processes across the Soviet Union.

These initiatives rapidly improved relations between the United States and the Soviet Union, ultimately bringing an end to the Cold War. What Gorbachev failed to anticipate, however, was that without the Communist Party and the Soviet army maintaining complete control of all the Soviet satellite states, the Soviet Union would soon break apart. Attempted political reforms at home left the Soviet Union unwilling to defend challenges to its authority in many countries across Eastern Europe.

During 1989 and 1990, the Berlin Wall came down and Germany was reunified. Elsewhere in Eastern Europe, borders opened and free elections were held that ousted communist regimes.

Source 8 The fall of the Berlin Wall in November 1989 came to symbolise the triumph of democracy and the end of the Cold War.

Oxford University Press
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In August 1991, Gorbachev resigned as leader of the Soviet Union. By October of that year, 10 Soviet republics had declared their independence and the Soviet Union collapsed. With stunning speed, the Iron Curtain was lifted and the Cold War came to an end.

Quiz me! The effects of World War II on the modern world

Check your learning 10.1

Check your learning 10.1

Review and understand

1 **Define** the following terms in your own words:
   - **a** the international arms race
   - **b** the space race
   - **c** the Cold War.

2 **Summarise** the Cuban Missile Crisis and explain why it is regarded as such a significant historical event.

3 **Explain** why the East German Government built a wall around the western part of Berlin.

Apply and analyse

4 Suggest why Churchill referred to the border between Eastern and Western Europe as the "Iron Curtain".

5 Answer these questions.
   - **a** **Explain** why the United States was so concerned about the relationship between Cuba and the Soviet Union.
   - **b** Do you believe the US fears were justified?

Evaluate and create

6 Examine Source 7 carefully and complete the following tasks.
   - **a** **Research** why this source was produced, who produced it, and when it was published.
   - **b** Do you think this source is an example of propaganda? **Justify** (give reasons for) your response.

Lesson 10.2
The struggle for rights and freedoms since 1945

Learning intentions and success criteria

Introduction

The events of World War II highlighted the inequalities that existed around the world. The **Holocaust** was such a horrific example of discrimination and persecution that it prompted many individuals and groups around the world to stand up and demand freedom and equal rights for all.

Holocaust the deliberate and systematic (planned) mass murder of Jews and other "undesirables" by the Nazis during World War II

The formation of the United Nations

The **United Nations** was formed immediately after the end of World War II in 1945, during a meeting of 50 nations in San Francisco. All nations present signed the Charter of the United Nations, which set out the purpose and rules of operation of the organisation. The key goals of the United Nations were to prevent future wars, and ensure the wellbeing and freedom of all peoples.

United Nations an international organisation formed in 1945 with the aim of increasing political and economic cooperation among member countries

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concentration camps prisons in which civilians, enemy aliens, political prisoners or prisoners of war are detained under extremely harsh conditions

Universal Declaration of Human Rights an international document that outlines basic rights and fundamental freedoms to which all human beings are entitled; the declaration was adopted by the General Assembly of the United Nations in 1948

The defeat of Germany and the freeing of prisoners from **concentration camps** by Allied soldiers had brought the full horrors of the Holocaust to the attention of the world. There was global agreement that such a thing should never be allowed to happen again.

In 1948, the **Universal Declaration of Human Rights** was released. It was the first international declaration of its kind. Article 1 of the declaration states that "all human beings are born free and equal in dignity and rights". It marked a new era of international cooperation and outlined a vision for the postwar world.

Structure of the United Nations

The structure of the United Nations is based around its Charter. The Charter consists of 111 articles that, together, explain how the United Nations works.

The Charter established five separate branches of the United Nations:

1. *General Assembly* – this discusses and makes decisions about issues of international peace and security. All members of the United Nations are represented in the General Assembly.
2. *Security Council* – this consists of five permanent members (the United States, Russia (the former Soviet Union), Britain, China and France) and six non-permanent members. The Security Council has the task of maintaining peace and security at an international level. It can recommend the use of a blockade or other financial imposition on any country that decides to break international law. If these do not work, then the Security Council can call on the United Nations to use military force.
3. *Economic and Social Council* – the main task of this branch is to promote and improve the economic and social wellbeing of those living in the member states.
4. *International Court of Justice* – this is the main judicial body of the United Nations.
5. *Secretariat* – this is the body that runs the United Nations. The Secretary-General is the chief administrative officer of the United Nations.

The main involvement of the United Nations in modern conflicts has been to supply peacekeeping forces. These forces may only be deployed when all parties involved in a conflict accept their presence. There are two types of United Nations peacekeeping operations: unarmed observer groups and lightly armed military forces. The military forces are only allowed to use their weapons for self-defence.

Source 1 Flags outside the current United Nations building in New York

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Rights and freedoms movements

A number of movements around the world were formed after World War II to fight for the recognition of a range of rights and freedoms. These can be grouped broadly into three categories:

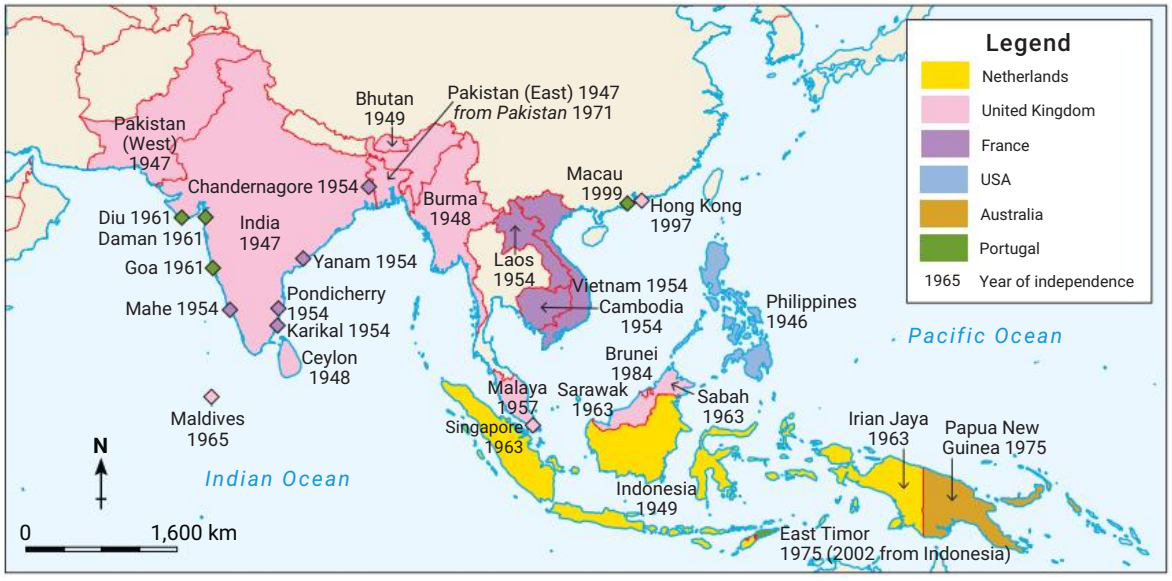
1. *Independence movements* – in the immediate postwar period, a number of former **colonies** around the world fought for their independence from their imperial masters.
2. *Racial equality movements* – around the world, traditional views and established laws based on racial difference were challenged. In the United States, Black Americans (together with other disadvantaged cultural and ethnic groups) set out to remove all forms of social and legal discrimination based on race. A similar movement in Australia campaigned for equal rights for Aboriginal and Torres Strait Islander peoples and the repeal of laws that deprived them of civil liberties. In the 1960s, two major victories were celebrated in Australia. For the first time, Aboriginal and Torres Strait Islander peoples achieved equal citizenship and were entitled to vote in federal elections. The 1960s also marked the beginning of a determined attempt to achieve land rights for Aboriginal and Torres Strait Islander peoples in Australia.
3. *Gender equality movements* – across the Western world, in countries like Australia, the United States and Britain, women campaigned for equality at all levels of society.

Together, these movements brought about enormous social and political changes that have influenced the modern world. Many of these rights are taken for granted by people today, but the struggle for the acceptance and recognition of many of these rights took enormous courage and determination.

colonies countries or areas under the full or partial control of another country, and occupied by colonisers from that country

History

Asia–Pacific region: Independence movements after World War II



Source: Oxford University Press

Source 2

Independence movements

The postwar period saw a wave of different groups start to demand their human rights. Countries under the control of the old empires saw their chance to fight for self-rule. Other groups who were disadvantaged in society because of their race or sex also started to demand equal rights around this time, and organised into movements to bring about change.

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decolonisation the process by which a country that was previously a colony of an imperial power becomes politically independent

The immediate postwar years saw a wave of **decolonisation** sweep across the world. Once-powerful empires (such as Britain, France, the Netherlands and Spain) that had been weakened by the war faced growing opposition from those living under colonial rule. Over a period of just a few years, European powers were forced to withdraw from their colonies and recognise their independence (see Source 2).

The process of decolonisation began in India and Pakistan, with both countries gaining independence from British rule in 1947. From there, the movement swept across Asia, with Indonesia breaking away from the Netherlands in 1949 and France giving up control of Vietnam in 1954. This desire for self-rule later reached other parts of the world. By the early 1980s, former colonial countries throughout Africa, Asia and the Caribbean had all gained their independence.

Racial equality movements

During the postwar period, people in many Western societies questioned old attitudes, beliefs and ways of doing things. Traditional attitudes towards racial and ethnic groups within society were challenged by a range of grassroots organisations and social movements that raised awareness about inequality. These groups fought hard for the acceptance and recognition of a range of basic human rights. Over time, they brought about change by transforming attitudes and gaining support from the broad population. Many of these organisations are still active today, as the struggle for personal freedoms and democratic rights continues.

Source 4 and Source 5 highlight some significant events and ideas that influenced the struggle for rights and freedoms in the United States and Australia.

Source 3 Protesters outside the Aboriginal Tent Embassy, which was established in 1972.

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Source 4 An overview of the struggle for rights and freedoms by Black Americans

Civil rights movements and actions	Lesson 10.2 The struggle for rights and freedoms since 1945 (page 353) Lesson 11.6 The US civil rights movement (page 383) Lesson 11.7 Australia's civil rights movement (page 387)	• The Universal Declaration of Human Rights is adopted by the United Nations in 1948. • Segregation (the separation of Black people from white people) is widespread in the southern states of the United States. • In 1954 (in the case of *Brown vs the Board of Education*) the US Supreme Court rules segregation in US schools to be unconstitutional (illegal). • The case of Emmett Till in 1955 – in which a 14-year-old Black American boy was murdered for talking to a white woman – brings national attention to the issue of race relations in the United States. • In 1955, Rosa Parks refuses to give her seat to a white passenger on an Alabama bus. • In 1957, nine Black American students enrol at the all-white Little Rock Central High School, Arkansas. The US army is sent in to enforce their right to attend the school. • In the early 1960s, a mixed group of Black Americans and white Americans ride buses throughout the southern states, testing the end of segregation. Known as the "Freedom Riders", the group exposes that many southern states are ignoring the rulings of the Supreme Court. • The March on Washington in 1963 sees around 250,000 people attend to hear Dr Martin Luther King Jr give his famous "I have a dream" speech.

Source 5 An overview of the struggle for rights and freedoms by Aboriginal and Torres Strait Islander peoples

How Aboriginal and Torres Strait Islander peoples were disadvantaged	Lesson 11.2 The struggle for Aboriginal and Torres Strait Islander rights (page 366)	• In the first census after Australian Federation in 1901, Aboriginal and Torres Strait Islander peoples are not counted. • An assimilation policy is introduced in 1937 – Aboriginal and Torres Strait Islander peoples of mixed race are to be assimilated into white society. • Segregationist practices until the 1960s exclude Aboriginal and Torres Strait Islander peoples from mixing with white people and from holding certain jobs. • From the late nineteenth century until the 1970s, Aboriginal and Torres Strait Islander children are removed from their families to be brought up in white families or state-run institutions. They become known as the "Stolen Generations".
Aboriginal rights movements and actions	Lesson 11.3 Aboriginal and Torres Strait Islander activism in the nineteenth and twentieth centuries (page 372) Lesson 11.7 Australia's civil rights movement (page 387)	• Aboriginal and Torres Strait Islander peoples boycott sesquicentenary (150th-anniversary) celebrations of British colonisation in 1938, and instead hold a Day of Mourning. • Australian Freedom Riders take a bus journey through rural New South Wales to protest segregation.

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Significant Aboriginal and Torres Strait Islander peoples	Lesson 11.4 Significant individual: Jack Patten (page 375) Lesson 11.5 Significant individuals during the nineteenth and twentieth centuries (page 377) Lesson 11.9 Towards reconciliation (page 397)	• Significant Aboriginal and Torres Strait Islander peoples in this period include the following: – Jack Patten, leader of the Aborigines Progressive Association (NSW) – William Cooper, leader of the Australian Aborigines League (Vic) – Albert Namatjira, Aboriginal artist – Charles Perkins, leader of the Freedom Riders – Lowitja O'Donoghue, founding chairperson of the Aboriginal and Torres Strait Islander Commission (ATSIC) and Order of Australia recipient.
Aboriginal land rights	Lesson 11.7 Australia's civil rights movement (page 387) Lesson 11.8 Land rights: a continuing struggle (page 392)	• In the Wave Hill Walk-off in 1966, Aboriginal pastoral (farm) workers demand equal pay and a return of their traditional lands. This is the first Aboriginal land rights claim. • The Aboriginal flag is designed in 1971. • In 1972, the Aboriginal Tent Embassy is established on the grounds of federal parliament. • Eddie Mabo wins native title to his family's land on Murray Island in 1992. This decision is followed by the *Native Title Act* in 1993. • The *Wik* decision of 1996 allows for native title on land under a pastoral lease. • The *Native Title Amendment Act* of 1997 effectively overturns native title.
Changes to government attitudes	Lesson 11.7 Australia's civil rights movement (page 387) Lesson 11.10 Two speeches, two perspectives (page 402) Lesson 11.11 The reconciliation movement (page 406)	• In the 1967 referendum, the Australian people vote "yes" to counting Aboriginal and Torres Strait Islander peoples in the census. This leads to Aboriginal and Torres Strait Islander peoples also obtaining full voting rights. • Prime Minister Paul Keating gives his famous "Redfern Park" speech in 1992, acknowledging past injustices towards Aboriginal and Torres Strait Islander peoples. • In 2008, Prime Minister Kevin Rudd says sorry to the Stolen Generations.

Gender equality movements

The other major movement of the period was the struggle for gender equality. Across the Western world, including in Australia, women campaigned hard for equality. Although by 1920 Australian women (with the exception of Aboriginal and Torres Strait Islander women) had the right to vote and run for parliament, they were a long way from enjoying equal status with men in other areas of Australian society. Despite entering the workforce during World War II, after the war many women were expected to return to their duties as mothers and homemakers. Married women were prohibited from holding permanent government positions, and it was assumed that women generally would give up their jobs to men returning from the war. Those who chose to continue working faced discrimination in the form of unequal employment opportunities and lower pay.

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Over time, rising female participation in the workforce, social changes and technological advances all contributed to rapid changes in the roles of women in Australia. By the late 1950s, women were demanding equal pay for their work and attempting to overturn the widely held belief that it was a man's role to act as financial provider. In 1969, the Conciliation and Arbitration Commission ruled that men and women working in Australia should be paid equally.

The 1970s saw the emergence of women's liberation movements, inspired by figures such as Germaine Greer (a prominent feminist writer and thinker). Greer's book *The Female Eunuch* (published in 1970) asserted that women were enslaved within society by discrimination and commonly accepted values of male superiority. Greer argued that women should strive to break free of these conditions and that the male domination of society must be fought. Feminists achieved some notable successes in these years, including the passing in South Australia of the *Maternity Leave Act 1973* and the *Sex Discrimination Act 1975*. These pieces of legislation protected a woman's right to maternity leave and protected people against being victimised for complaining about discrimination.

With the introduction of the federal *Sex Discrimination Act* in 1984, and the appointment of the first Sex Discrimination Commissioner, Pamela O'Neil, sex-based discrimination in most areas of Australian life became illegal. Despite these gains, feminists continued to combat sex-based prejudice and discrimination in Australian society. They targeted issues such as sexist language and attitudes, as well as the depiction of women in the media as second-class citizens and/or sexual objects.

Source 6 Protesters at the International Women's Day march in Sydney, 1969

Gender equality activists have continued to campaign for equal pay and recognition in the workforce. Australia's national gender pay gap has hovered between 11 per cent and 18 per cent for the past two decades. In 2012, the **Fair Work Commission** moved to address this pay gap by gradually increasing the amount people were earning in female-dominated industries. Recent International Women's Day marches have highlighted that while significant progress has been made in achieving rights for women, the fight for equality in the workplace continues.

Fair Work Commission
Australia's national workplace tribunal, which carries out a range of functions concerning working conditions and resolution of workplace disputes

History

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Source 7 Protesters in Sydney holding placards demanding that women be allowed to be train drivers, 1976

Key concepts & skills Continuity & change

Changing language and terminology

Language is always evolving. A word or term that was accepted and widely used in the past may no longer be considered appropriate today. For example, the term "Aborigines" was once commonly used to refer to Aboriginal and Torres Strait Islander peoples throughout Australia. This term is now considered outdated due to its links to racist colonial Australia.

The term "Indigenous" is sometimes considered inappropriate when used to refer to Aboriginal and Torres Strait Islander peoples, as this term suggests that Aboriginal and Torres Strait Islander peoples are a single group, when this is not the case.

There is no single viewpoint on the most appropriate language to use when referring to Aboriginal peoples or Torres Strait Islander peoples throughout Australia. In this book, we have used "Aboriginal and Torres Strait Islander peoples" when referring to the collective experiences of Aboriginal and Torres Strait Islander peoples. In this context, "Aboriginal peoples" refers to the original inhabitants and descendants of mainland Australia (including Tasmania and offshore islands such as Fraser Island).

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"Torres Strait Islander peoples" refers to the original inhabitants and descendants of the 274 islands in the Torres Strait, located between northern Queensland and Papua New Guinea.

Aboriginal peoples have been identified by the name of each person's language group or nation, when this information is publicly known.

Within the Aboriginal community, the term "Blak" is sometimes used as a way of reclaiming Blackness. Across Aboriginal and Torres Strait Islander communities of Australia, the term "First Nations" is growing in popularity for recognising Aboriginal and Torres Strait Islander peoples as the first sovereign peoples of this continent.

For more information continuity and change, see Lesson 7.5 Continuity and change (page 254).

Quiz me! The struggle for rights and freedoms since 1945

Check your learning 10.2

Check your learning 10.2

Review and understand

1. In your own words, **define** the term "decolonisation". Where did this first take place, and what were the reasons for this change?
2. **Identify** the year in which India achieved independence from Britain.
3. Identify the year the United Nations officially formed and **outline** its key goals.
4. **Outline** the expected role of women after World War II. How have expectations of the role of women changed in Australia since the 1950s?

Evaluate and create

5. Conduct some brief **research** on the federal *Sex Discrimination Act 1984*. What did this Act outlaw? How did the introduction of this Act change conditions for women living in Australia?

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Module

11

Aboriginal and Torres Strait Islander peoples' rights and freedoms

Sub-strand: Aboriginal and Torres Strait Islander Peoples' rights and freedoms (1938–present)

Overview

Aboriginal peoples have lived in Australia for at least 65,000 years. The arrival of Europeans in 1788 resulted in significant changes to Aboriginal peoples' traditional customs and ways of life. Colonial governments and communities formally and informally discriminated against Aboriginal and Torres Strait Islander peoples. Federation in 1901 made their exclusion from Australian society even more pronounced.

Aboriginal and Torres Strait Islander peoples have made repeated attempts to have their traditions and rights recognised. An Aboriginal and Torres Strait Islander rights movement emerged in a new form from the 1930s and celebrated major victories in the 1960s, as Aboriginal and Torres Strait Islander peoples gained citizenship and were entitled to vote in federal elections for the first time.

By the 1990s, the reconciliation movement was in full swing.

A formal apology to the Stolen Generations was sought, but it was not until the Rudd government took office that it was finally delivered, in 2008.

Source 1 Aboriginal and Torres Strait Islander peoples have struggled to have their rights and freedoms recognised under Australian law since British colonisation in 1788. This march for Aboriginal rights took place in Canberra in 2008.

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Warning

Aboriginal and Torres Strait Islander readers are advised that this module (and the resources that support it) may contain the names, images, stories and voices of deceased persons.

Non-Indigenous readers should be aware that for some Aboriginal and Torres Strait Islander communities, showing the names and photographs of deceased persons may cause sadness or distress, and, in some cases, be contrary to cultural protocols.

Lessons in this module

11A How have Aboriginal and Torres Strait Islander peoples in Australia struggled for rights and freedoms?

Lesson 11.1 Rights and freedoms: a timeline

Lesson 11.2 The struggle for Aboriginal and Torres Strait Islander rights

Lesson 11.3 Aboriginal and Torres Strait Islander activism in the nineteenth and twentieth centuries

Lesson 11.4 Significant individual: Jack Patten

Lesson 11.5 Significant individuals during the nineteenth and twentieth centuries

11A Concepts & skills in context The Stolen Generations

11B How have Aboriginal and Torres Strait Islander peoples in Australia achieved change?

Lesson 11.6 The US civil rights movement

Lesson 11.7 Australia's civil rights movement

Lesson 11.8 Land rights: a continuing struggle

Lesson 11.9 Towards reconciliation

11B Concepts & skills in context Charles Perkins: a significant individual

11C How do activists continue the struggle for civil rights and freedoms?

Lesson 11.10 Two speeches, two perspectives

Lesson 11.11 The reconciliation movement

Lesson 11.12 The Uluru Statement from the Heart and the Voice referendum

11C Concepts & skills in context The Dark Emu debate

Lesson 11.13 Review: Aboriginal and Torres Strait Islander peoples' rights and freedoms

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Lesson 11.1
Rights and freedoms: a timeline

Learning intentions and success criteria

Source 1 A timeline of some key events and developments relating to civil rights and freedoms

Freedom Riders outside their bus

1938
Australia's sesquicentenary (150th anniversary) is celebrated around Australia. Aboriginal leaders in Melbourne hold "Day of Mourning and Protest" events and call for citizenship rights.

1948
The Universal Declaration of Human Rights is adopted by the United Nations.

1962
All Aboriginal and Torres Strait Islander peoples given the right to vote

1963
Martin Luther King Jr. delivers his "I have a dream" speech during the March on Washington.

1965
Australia's Freedom Riders become aware of de facto segregation throughout country New South Wales while touring the regions on a "fact finding" mission.

1967
There is overwhelming support for the referendum to change the Constitution to allow the Commonwealth to make laws for Aboriginal and Torres Strait Islander peoples, and to include them in the census.

1972
The Aboriginal Tent Embassy is established on the lawns of Parliament House in response to the McMahon Government's refusal to accept native title.

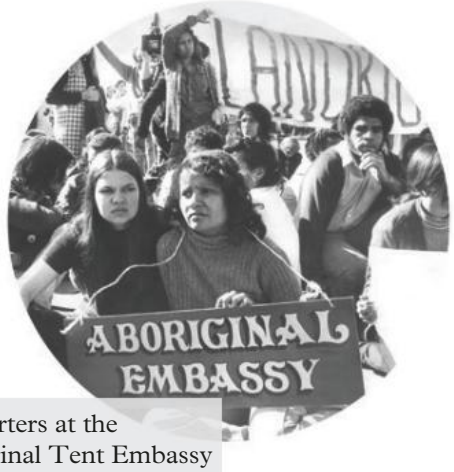
1975
The Whitlam government returns 3,300 square kilometres of land to the Gurindji people – a beginning to land rights for Aboriginal and Torres Strait Islander peoples in Australia.

1990
The Aboriginal and Torres Strait Islander Commission (ATSIC) is formally established as the key representative body responsible for the implementation of self-determination policies.

1992
The High Court overturns *Terra Nullius* and acknowledges native title in the historic *Mabo* ruling. Prime Minister Paul Keating's "Redfern Park" speech includes frank admissions about the removal of Aboriginal and Torres Strait Islander children from their families.

Sequence this!
Rights and freedoms

The Day of Mourning and Protest in 1938 was held in defiance of the national sesquicentenary (150th anniversary) celebrations.



Supporters at the Aboriginal Tent Embassy

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Adam Goodes was named Australian of the Year in 2014.

1997
The *Bringing Them Home* report is tabled in parliament. The report includes thousands of testimonies from the members of the Stolen Generations.

1998
26 May 1998 is the first National Sorry Day. Prime Minister John Howard refuses to apologise.

2004
The Howard government abolishes ATSIC.

2008
Prime Minister Kevin Rudd issues a formal apology to the Stolen Generations.

2010
Prime Minister Julia Gillard announces plans to recognise Aboriginal and Torres Strait Islander peoples in the Constitution.

2011
For the first time, Aboriginal people join Anzac Day marches in Canberra, with banners reading: "Lest We Forget the Frontier Wars".

2014
Adnyamathanha man Adam Goodes receives the Australian of the Year Award for his "leadership and advocacy in the fight against racism both on the sporting field and within society".

2019
Uluṟu climb is closed. Budj Bim Cultural Landscape is added to the UNESCO World Heritage List.

2020
Black Lives Matter protests in the United States inspire protests in Australia about the deaths of Aboriginal peoples in custody.

2021
The words to the national anthem are changed to "Australians all let us rejoice, for we are one and free".

2023
The Voice referendum is held on 14 October.

History

Check your learning 11.1

Check your learning 11.1

Review and understand

1 **Identify** when the first Day of Mourning and Protest was held.

2 **Identify** when *Terra Nullius* was overturned by the High Court.

Apply and analyse

3 **Calculate** how many years there were between the *Bringing Them Home* report being tabled and Prime Minister Kevin Rudd making a formal apology to the Stolen Generations.

4 In 1967 and in 2023 Australians voted in referendums concerning the rights of Aboriginal and Torres Strait Islander peoples. **Describe** what a referendum is. **Propose** (put forward) reasons why you think these referendums had different outcomes based on their context (events before and after).

5 The year 2019 saw two culturally significant landmarks protected (Uluṟu and Budj Bim). **Suggest** why this was so important.

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Lesson 11.2
The struggle for Aboriginal and Torres Strait Islander rights

Learning intentions and success criteria

Introduction

Note:

Readers are advised that some of the historical sources used in this lesson may contain words and descriptions that are considered offensive today. While the sources may not reflect current understanding, they are provided in a historical context.

colonised when a country or territory is taken control of for financial, political or military gain

Eurocentric focusing only on European culture, history or advancement and believing this approach is better than other countries and/or cultures

segregation in US history, the policy of separating Black American people from white people

assimilation the process by which a minority group adopts the language and customs of a dominant population

When the British **colonised** the east coast of Australia in 1788, they did not understand the culture of the Aboriginal population there. The British claimed that they could not find signs of permanent residence, or evidence of farming, and proclaimed Australia *Terra Nullius* – a Latin term that means "nobody's land". In 1835 Sir Richard Bourke, Governor of New South Wales, issued a proclamation formally implementing the doctrine of *Terra Nullius*.

Today, we know that the British explorers were very wrong, as Aboriginal peoples had very sophisticated forms of agriculture and their own unique way of living. The **Eurocentric** world view of the explorers meant that they did not value the Aboriginal peoples' way of life.

The negative effects of European settlement on Aboriginal peoples that had started in 1788 continued with the policies of Australian colonial and state governments in the late nineteenth and early twentieth centuries. The expansion of British colonial settlements into established Aboriginal lands destroyed many traditional ways of life. Large numbers of Aboriginal peoples died prematurely as the result of violence perpetrated by Europeans and diseases introduced by Europeans. By the time of Federation in 1901, European settlements dominated most of the continent.

Aboriginal and Torres Strait Islander cultures were not officially recognised, and public policy was dominated by ideas of **segregation** and **assimilation**. Both of these ideas were based on the assumption that Aboriginal peoples were inferior to Europeans.

Source 1 Aboriginal children at the Catholic Little Flower Mission in Arltunga, Northern Territory, *c.* 1946

Aboriginal Protection Boards

Before Federation in 1901, Aboriginal Protection Boards were established in the colonies around Australia to "manage" Aboriginal populations. After Federation, these boards became the responsibility of state governments. Removing children from their families was the core work of these boards (see 11A Concepts & skills in context The Stolen Generations, page 381). The new Commonwealth took no responsibility for the wellbeing of this significant minority. Chief Protectors were appointed to Aboriginal peoples in each state.

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Aboriginal **Reserves** and **Missions** were established by governments and religious organisations across Australia to support the assimilation policy (see Source 1). But most agree that the real reason for these Missions was segregation – to keep Aboriginal peoples away from white society. For many Aboriginal and Torres Strait Islander peoples, these institutions meant separation from families and communities, isolation and loss of culture, identity and control.

Reserves settlements established during the nineteenth century in Australia (usually by colonial powers) to move Aboriginal peoples away from European-occupied areas, and to assimilate them into European culture and beliefs

Missions settlements established during the nineteenth century in Australia (usually by Christian missionaries) to convert Aboriginal and Torres Strait Islander peoples to Christianity and assimilate them into European culture and beliefs

census a "head count" or audit of the number of people living in a particular place at a particular time; information collected during a census often includes age, occupation, income, etc.

The situation at Federation

When the Australian colonies federated in 1901, Aboriginal and Torres Strait Islander peoples remained politically and legally marginalised. Many of the rights extended to the citizens of the new Commonwealth of Australia were denied to the nation's original inhabitants. A number of Acts passed by the new Commonwealth Parliament specifically excluded them. Aboriginal peoples were not entitled to vote in federal elections unless previously registered to vote in their state. They did not receive the basic wage and they were not eligible for aged and disability pensions. Travel restrictions were often enforced on them. Aboriginal peoples were excluded from military training and Aboriginal mothers did not receive the "baby bonus" that was given to non-Indigenous mothers. When the first **census** was held in 1911, Aboriginal and Torres Strait Islander peoples were not counted as members of the Australian population.

Western Australian Senator Alexander Matheson was one of the strongest opponents of Aboriginal people being given the right to vote.

Source 2

> We must take steps to prevent any Aboriginal from acquiring the right to vote. Surely it is absolutely repugnant to the greater number of the people of the Commonwealth that an Aboriginal man or Aboriginal lubra or gin [woman] – a horrible, degraded, dirty creature – should have the same rights that we have decided to give to our wives and daughters ... The honourable gentleman [New South Wales Senator James Walker] fails to recognise that we have taken this country from the blacks, and made it a white man's country, and intend to keep it a white man's country, so that there is no earthly use in the honourable gentleman saying that 100 years ago this was a black man's country ... We are aware of the fact that it is very regrettable, and the only consolation we have is that they are gradually dying out.
>
> Extract from a speech by Western Australian Senator Alexander Matheson, Commonwealth Parliamentary Debates, Senate, 22 May 1901, responding to New South Wales Senator James Walker's statement: "This was a black-fellow's country before it was a white man's country"

After Federation, state governments and religious organisations continued to dominate Aboriginal and Torres Strait Islander policy. The trend to assimilation underpinned work in relation to Aboriginal peoples in two key areas: the Christian Missions and the removal of mixed-race Aboriginal and Torres Strait Islander children from their families.

Controlled by colour

The "assimilation policy" was officially adopted at the Aboriginal Welfare Conference of Commonwealth and State Authorities in 1937. Aboriginal and Torres Strait Islander peoples of mixed race were to be assimilated into white society whether they wanted to be or not. This was a new form of control. The view was that if Aboriginal peoples were not going to simply "die out", then all efforts should be directed to ensuring that those of mixed race, in particular, could be assimilated (see Source 3 and ?). The removal of Aboriginal and Torres Strait Islander children continued, and new powers were given to "welfare" officials to judge whether children were "progressing".

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Source 3

> The destiny of the natives of aboriginal origin, but not of the full blood, lies in their ultimate absorption ... with a view to their taking their place in the white community on an equal footing with the whites.
>
> Extract from a conference paper from the Aboriginal Welfare Conference of Commonwealth and State Authorities, 1937

New government resources were aimed at changing the ways that Aboriginal peoples lived. Traditional Aboriginal camps were demolished and additional assistance was given to Missions to "do the job".

Jackson's Track

In 1936, a white man called Daryl Tonkin set up a sawmill at Jackson's Track in Gippsland, Victoria. The settlement was occupied by many Aboriginal people – including the family of Lionel Rose, Australia's first boxing world champion. Tonkin, who married an Aboriginal woman, recalls the idyllic life of those living there in his book *Jackson's Track*. However, from the 1940s, government and church officials began putting pressure on the Aboriginal Elders to move their families to somewhere more "civilised". "Welfare" would visit frequently, and in 1961 the community was forcibly dismantled by the welfare board.

Source 4

> It wasn't long before people at the Track found out what the authorities had decided to do. The church people came around to all the camps and explained how they had the welfare of the blackfellas in mind and that they truly felt this was the best thing for them. They said the good people of the church had worked together to build some housing for the blackfellas and that in one week a truck would be out to fetch them.
>
> Extract from Daryl Tonkin, *Jackson's Track*, Viking Australia, 1999, p. 254

apartheid a system of racial segregation enforced in South Africa from 1948 to 1994; literally meaning "the state of being apart"

Source 5 Two dwellings at Jackson's Track, Victoria, c. 1947–60 (Source: Museum Victoria. Photographer: Richard Seeger)

Tonkin explains a few pages later that the promised "housing" was actually tents, and that a number of previously employed Aboriginal men began drinking for the first time in their lives to escape the boredom and depression of their new lives away from "the Track".

Segregation

Another effective means of controlling Aboriginal and Torres Strait Islander peoples was to prevent them from fully participating in society. "Colour bars" – bans that prevented Aboriginal peoples from entering clubs, pubs, restaurants, theatres, public swimming pools or using public transport – resulted in a form of **apartheid**.

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Aboriginal and Torres Strait Islander peoples were not allowed to work in certain jobs – including in post offices – and were expected to work for much less money. For the first 30 years after Federation, segregation was applied quite consistently across the states and territories of Australia.

Despite assimilation being the official policy of the government, the practice of segregation continued until the 1960s. Separate sections in theatres, separate wards in hospitals, and denial of school enrolment to Aboriginal and Torres Strait Islander children were common. Aboriginal rights activists in the 1960s had plenty of evidence that obvious discrimination continued across Australia.

The Stolen Generations

From the late 1800s to the 1970s, many thousands of Aboriginal and Torres Strait Islander children were forcibly removed from their families. These children, now referred to as the **Stolen Generations**, face ongoing emotional and social difficulties because of this.

In most states, it was believed that if mixed-race Aboriginal children could be brought up in a "white" community, their Aboriginality could be "overcome" and their "white" attributes would shine through. These children were raised in Missions, orphanages, or placed with white families (see Source 6). Unfortunately, they often ended up being rejected by both the Aboriginal and European communities.

Aboriginal children who weren't seen as mixed-race were also removed from their families. They were put into state-run institutions where they were prepared for unskilled and semi-skilled work. For example, the Cootamundra Girls' Home in New South Wales trained girls to be domestic servants.

Stolen Generations
Aboriginal and Torres Strait Islander children who were forcibly removed from their families by government officials and church Missions in Australia and raised by white Australians

Source 6 A Darwin newspaper advertisement from 1934 seeking homes for children of mixed race

Think, pair, share

- Think about the perspectives of the children shown in Source 6.
- Discuss your ideas with a partner.
- Share your thoughts with the class.

History

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The *Bringing Them Home* report

In 1997, the Human Rights and Equal Opportunity Commission collated the stories of the Stolen Generations for the Commonwealth Parliament. Its report, entitled *Bringing Them Home*, revealed the pain felt by the many Australians who were affected by this policy.

Source 7

> Most of us girls were thinking white in the head but were feeling black inside. We weren't black or white. We were a very lonely, lost and sad displaced group of people. We were taught to think and act like a white person, but we didn't know how to think and act like an Aboriginal. We didn't know anything about our culture.
>
> We were completely brainwashed to think only like a white person. When they went to mix in white society, they found they were not accepted [because] they were Aboriginal. When they went and mixed with Aborigines, some found they couldn't identify with them either, because they had too much white ways in them. So that they were neither black nor white. They were simply a lost generation of children. I know. I was one of them.
>
> Extract from *Bringing Them Home: Report of the National Inquiry into the Separation of Aboriginal and Torres Strait Islander Children from their Families*, Human Rights and Equal Opportunity Commission, April 1997, p. 131

In the discussions around the release of the *Bringing Them Home* report, a number of "justifications" for these policies of separating Aboriginal and Torres Strait Islander mixed-raced children from their families were raised by non-Indigenous society. Common ones included "child protection", beliefs that Australia's Aboriginal and Torres Strait Islander peoples would "die out", and a desire to "civilise" Aboriginal and Torres Strait Islander children through their assimilation into white society, and to enable them to attend secondary school (unavailable in many remote locations). However, the report dealt with many of these questions by making comparisons with non-Indigenous children removed from their families (see Source 8).

Source 8

> In contrast with the removal of non-Indigenous children, proof of "neglect" was not always required before an Indigenous child could be removed. Their Aboriginality would suffice. Therefore, while some removals might be "justifiable" after the event as being in the child's best interests, they often did not need to be justified at the time.
>
> Extract from *Bringing Them Home*, p. 9

Saving children from "neglect" was not the main motive behind the forcible removal of Aboriginal and Torres Strait Islander children from their families. More often, it was the desire of European settlers to civilise or "breed out" Aboriginality. Dr Cecil Cook, Chief Protector of the Northern Territory between 1927 and 1939, was perhaps the most famous government official involved in the removal of Aboriginal children during this period. His controversial views were that Aboriginal women who had a white parent should be "elevat[ed] … to 'white' standards with a view to their absorption by mating into the 'white' population". This assimilationist argument was used as motivation to remove thousands of Aboriginal and Torres Strait Islander children from their families.

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Source 9 Marita Ah Chee – an Anmetjere woman from Alice Springs – was taken from her family to Garden Point Mission on Melvin Island, Northern Territory, in 1947. After 13 years she came back to Alice Springs to work as a nanny. Her Aboriginal mother, having heard that she was back, went "doorknocking" until mother and daughter were finally reunited after 15 years.

Analyse this!
Senator Alexander Matheson

Check your learning 11.2

Check your learning 11.2

Review and understand

1 In your own words, **define** the following terms: "assimilation", "segregation", "Stolen Generations", "Missions" and "Reserves".

2 **Outline** why British colonisers did not recognise Aboriginal peoples' way of life.

3 Using Source 6 and Source 7, **explain** how the forcible removal of children affected (and continues to affect) Aboriginal and Torres Strait Islander children and their families.

Apply and analyse

4 Dr Cecil Cook argued that Aboriginal women who had a white parent should be "elevat[ed] ... to 'white' standards with a view to their absorption by mating into the 'white' population". **Explain** why this view is racist. **Consider** the language used. What does it say about government policy and attitudes at the time?

Evaluate and create

5 Do some **research** into the *Bringing Them Home* report. **Summarise** the reasons why this report was created and the impact it has had on Australia.

6 **Create** a timeline showing some of the ways Aboriginal and Torres Strait Islander peoples were discriminated against in Australia from 1788 to the 1960s. Use square brackets to demonstrate a long period of time. Colour-code each event as either a policy designed to assimilate and/or segregate.

7 In your opinion, what was the greatest impact that European settlers had on Aboriginal and Torres Strait Islander peoples? Could this impact have been lessened if the policy of *Terra Nullius* had not been applied when Australia was colonised? **Justify** (give reasons for) your point of view in a 200-word TEEL paragraph, citing at least two historical sources.

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Lesson 11.3
Aboriginal and Torres Strait Islander activism in the nineteenth and twentieth centuries

Learning intentions and success criteria

Introduction

civil rights the rights belonging to every individual, including civil liberties, due legal process, equal protection under the law and freedom from discrimination

Despite the many discriminatory policies of Australian colonial and state governments in the late nineteenth and early twentieth centuries, Aboriginal and Torres Strait Islander peoples have made repeated attempts to have their traditions and rights recognised. Many of the people who would go on to become important figures in the struggle for Aboriginal and Torres Strait Islander **civil rights** came from the Aboriginal Reserves and Missions that had been set up by Aboriginal Protection Boards.

Key concepts & skills Historical significance

Cummeragunja Station: birthplace of a movement?

Cummeragunja Station was a farming settlement established in 1881 on the New South Wales side of the Murray River, near Moama. It was set on about 700 hectares of land not far from the Maloga Mission, which is where many of the original inhabitants came from. It was in the heart of the Yorta Yorta Nation, and not far from Corowa, where colonial leaders would meet 12 years later to plan for a "new" Australian Commonwealth. Originally, the Aboriginal residents managed Cummeragunja Station with little interference from the government. It was a productive farm and was home to many Aboriginal families when Maloga Mission closed down some years later. In 1906, the Aboriginal Protection Board began to assert greater control over the Mission and its residents; but fortunately, the first manager it appointed – J.G. Danvers – was sympathetic.

For a time, the school at Cummeragunja Station allowed Aboriginal children to continue studying well beyond the legislated three years. The outcome of this was that in the early part of the century, a number of future Aboriginal leaders acquired knowledge and skills that would later support their efforts to bring greater rights and freedoms to their people. Jack Patten (see Lesson 11.4 Significant individual: Jack Patten, page 375) attended primary school there, Sir Doug Nicholls attended the school until he turned 14, and William Cooper was one of many leaders to take advantage of adult literacy classes (see Lesson 11.5 Significant individuals during the nineteenth and twentieth centuries, page 377).

Cooper – a Yorta Yorta man who had spent most of his life fighting for justice for his people from his home at Cummeragunja – eventually left in 1933. He moved to Footscray in Melbourne at the age of 72 in order to qualify for the aged pension. From his new home, he joined together with many other former Cummeragunja residents to form the Australian Aborigines League. These included Nicholls, Margaret Tucker and Thomas Shadrach James, who had been one of the teachers at Cummeragunja decades before.

In 1938, the Aboriginal Protection Board appointed a notoriously cruel and brutal manager at Cummeragunja called Arthur McQuiggan. Living conditions at Cummeragunja worsened even more; workers were given inadequate rations, children were forced into domestic work, and illnesses spread among residents. With Cooper's help, the residents petitioned the board to remove McQuiggan, but were unsuccessful. The following year, Cummeragunja was the focus of the national Aboriginal rights movement when more than 200 people walked off the Mission and crossed the river

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to Victoria, to protest against poor treatment and conditions. This was the first ever mass strike of Aboriginal peoples in Australia.

For more information on this concept and skill, refer to Lesson 7.7 Historical significance (page 258).

Source 1 William Cooper, on the far left, with his family in 1936. Margaret Tucker, Cooper's cousin and a well-known activist, stands beside him. They are joined by Cooper's wife, Sarah, on the far right, and his son Lynch.

The early protests

When the centenary (100th anniversary) of the British colonisation of Australia was celebrated in 1888, little attention was paid to Aboriginal and Torres Strait Islander peoples. All colonies except South Australia proclaimed "Anniversary Day" a public holiday in order to allow people to celebrate. Aboriginal and Torres Strait Islander peoples refused to attend the festivities, but very few people of European descent noticed. Aboriginal and Torres Strait Islander peoples were excluded from public life and largely ignored.

On 26 January 1938, the sesquicentenary (150th anniversary) of British colonisation took place. Organised groups of Aboriginal Australians decided to use it as a chance to protest for their rights. They referred to these protests as a Day of Mourning and Protest (see Source 3).

Source 2 Twenty-five Aboriginal men from Menindee were forced to participate in this 1938 re-enactment of the landing of the First Fleet, watched by a group of white dignitaries. They were told their families would starve if they refused.

The Australian Aborigines League (in Victoria) and the Aborigines Progressive Association (in New South Wales) had previously been involved in petitions calling for civil rights for Aboriginal peoples. They refused to participate in the re-enactment of the First Fleet's landing at Farm Cove in Sydney, which was the focus of white celebrations. Instead, the Aboriginal groups planned a protest march from the Sydney Town Hall.

After they were refused permission to meet at the Town Hall, they decided to march to the Australian Hall in Elizabeth Street instead. They were refused entry to the Australian Hall through the front door and were forced to enter through a rear door. The meeting was one of the earliest civil rights meetings in Australian history.

Think, pair, share

- Think about the 1938 re-enactment of the First Fleet landing. How do you think the different people involved would have felt?
- Discuss your ideas with a partner.
- Share your thoughts with the class.

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Key concepts & skills Historical significance

Day of Mourning and Protest

The 1938 Day of Mourning and Protest is remembered as one of the most historically significant events in the struggle for Aboriginal civil rights in Australia. A manifesto (written declaration) titled *Aborigines Claim Citizen Rights* was distributed at the meeting in the Australian Hall. The manifesto opened with a declaration:

> This festival of 150 years of so-called "progress" in Australia commemorates also 150 years of misery and degradation imposed on the original native inhabitants by white invaders of this country.

It was a powerful statement that introduced white Australians to an alternative view of their history.

One of the protesters at the meeting, Jack Patten, delivered an address that marked a turning point in the fight for acceptance by Aboriginal Australians (see Source 2 in Lesson 11.4 Significant individual: Jack Patten, page 375). Patten would go on to be one of the most significant figures in this struggle.

Source 3 Aboriginal Australian civil rights activist Jack Patten, a Yorta Yorta man and president of the Aborigines Progressive Association, addresses the first Aboriginal Day of Mourning and Protest in Sydney on 26 January 1938

For more information on this concept, refer to Lesson 7.7 Historical significance (page 258).

Analyse this! Day of Mourning and Protest

Check your learning 11.3

Check your learning 11.3

Review and understand

1 **Describe** the action taken by the Australian Aborigines League and the Aborigines Progressive Association on 26 January 1938.

2 **Summarise** why many Aboriginal and Torres Strait Islander peoples do not want to celebrate on 26 January each year.

Apply and analyse

3 **Propose** (put forward) reasons why the Cummeragunja Station produced so many important leaders of the civil rights movement in Australia.

Evaluate and create

4 Do some further research to complete the following task.

a **Research** one of the following individuals who (at some point) lived on Cummeragunja Station:
   - Doug Nicholls
   - Margaret Tucker
   - William Cooper
   - Thomas Shadrach James.

b **Create** a short biography outlining some interesting facts about this person's early life and provide a summary of their key achievements in the struggle for civil rights of Aboriginal and Torres Strait Islander peoples.

5 Investigate the 1938 Day of Mourning. **Discuss** how it helps you understand criticisms of Australia Day not being an inclusive event.

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Lesson 11.4
Significant individual: Jack Patten

Introduction

Learning intentions and success criteria

Note:

Readers are advised that some of the historical sources used in this lesson may contain words and descriptions that are considered offensive today. While the sources may not reflect current understanding, they are provided in a historical context.

John Thomas Patten, known as Jack Patten, was an Aboriginal Australian civil rights activist and journalist who made a huge contribution to the fight for the rights and freedoms of Aboriginal and Torres Strait Islander peoples.

Early life

Jack Patten, a Yorta Yorta man, was born on 28 March 1905 at Cummeragunja Station in the Yorta Yorta Nation, near Moama on the New South Wales side of the Murray River (see Lesson 11.3 Aboriginal and Torres Strait Islander activism in the nineteenth and twentieth centuries, page 372). He was the eldest of six children to John James Patten, a blacksmith and police tracker, and his wife Christina Mary, a local farmer's daughter.

After he attended high school in West Wyalong, New South Wales, Patten won a scholarship and tried to join the navy to continue his education. He was rejected because of his race. He then took on a number of labouring jobs and joined a boxing troupe that travelled around Australia. On these travels, and on subsequent journeys around Australia, he developed a very clear picture of the issues facing Aboriginal and Torres Strait Islander peoples.

Great Depression a period of severe economic downturn between 1929 and 1934 that affected most countries around the world

History

Political awakening

Patten moved with his family to Salt Pan Creek, Sydney, in 1929. At this **Great Depression**-era camp he joined a group of dispossessed Aboriginal people who were already beginning to organise themselves into a political movement. Patten would speak about Aboriginal citizenship and equality on Sundays in the Domain in Sydney and, in 1938, published the first Aboriginal newspaper, *The Australian Abo Call* (see Source 1).

With his political partner, William Ferguson, Patten founded the Aborigines Progressive Association in 1937, and worked with the Australian Aborigines League in Victoria to coordinate the first Aboriginal Day of Mourning and Protest in Sydney on 26 January 1938 (see Source 2).

Five days later, Patten and the other Aboriginal leaders met with Prime Minister Joseph Lyons and presented their 10-point plan for citizens' rights.

In 1939, Patten responded to a call from his relatives at Cummeragunja to help support their struggle against management. Patten and his brother George were arrested for inciting the Aboriginal people to leave the Reserve. He was then labelled a Nazi agent by the Sydney press.

Once released from jail, Patten won a long battle when he convinced the government to overturn a ban preventing Aboriginal peoples from enlisting

Representing 80,000 Australian Aborigines

The Australian
ABO CALL
THE VOICE OF THE ABORIGINES
EDITED BY J. T. PATTEN

We ask for Education, Opportunity, and Full Citizen Rights

No. 1 MONTHLY, 3d. APRIL, 1938.

To all Aborigines!

"The Abo Call" is our own paper.

It has been established to present the case for aborigines, from the point of view of the Aborigines themselves.

This paper has nothing to do with missionaries, or anthropologists, or with anybody who looks down on Aborigines as an "inferior" race.

We are NOT an inferior race, we have merely been refused the chance of education that whites receive."The Abo Call" will show that we do not want to go back to the stone Age.

Representing 80,000 Full Bloods and 20,000 Half-castes in Australia, we raise our voice to ask for education, Equal Opportunity, and Full Citizen Rights.

"The Abo Call" will be published once a month. Price 3d.

The Editor asks all Aborigines and Half-castes to support the paper, by buying it and also by acting as agents for sale to white friends and supporters.

Please send postal note when ordering copies.

Address all letters to –
J.T. Patten, "The Abo Call", Box 1924 KK,
General Post Office, Sydney, N.S.W.

OUR TEN POINTS

Deputation to the Prime Minister

THE PRIME MINISTER OF AUSTRALIA.

MR. J.A. LYONS, P.C., C.H., M.H.R.

Sir,

In respectfully placing before you the following POLICY FOR ABORIGINES, we wish to state that this policy has been adopted by the Aborigines Conference held in Sydney on 26th January of this year. This policy is the only policy which has the support of the Aborigines themselves.

URGENT INTERIM POLICY

Before placing before you a long-range policy for Aborigines, and with the long-range policy in under consideration, we ask as a matter of urgency:

That the Commonwealth Government should make a special financial grant to each of the State Governments, in proportion to the number of Aborigines in each state, to supplement existing grants for Aborigines. We ask that such grants be applied to improving living conditions of Aborigines at present under State control. We beg that this matter be treated urgently as our people are being starved to death.

The following ten points embrace a LONG RANGE POLICY FOR ABORIGINES, endorsed by our Association.

A LONG RANGE POLICY FOR ABORIGINES.

1. – We respectfully request that there should be a National Policy for Aborigines. We advocate Commonwealth Government control of all Aboriginal affairs.

2. – We suggest the appointment of a Commonwealth Ministry for Aboriginal affairs, the Minister to have full Cabinet rank.

3. – We suggest the appointment of an Administrative Head of the proposed Department of Aboriginal Affairs, the Administrator to be advised by an Advisory Board, consisting of six prominent Aborigines, one representing each Aboriginal tribal, to be nominated by the Aborigines Progressive Association.

4. – The aim of the Department of Aboriginal Affairs should be to raise all Aborigines to the status of Australian Citizens, to give them equal rights with the whites in Australia, in particular, and without delay, all Aborigines should be entitled:

(a) To receive the same educational opportunities as white people.

(b) To receive the benefits of labour legislation, including Arbitration Awards, on an equality with white workers.

(c) To receive the full benefits of workers compensation and insurance.

(d) To receive the benefits of old-age and invalid pensions, whether living a Aboriginal settlements or not.

(e) To own land and property, and to be allowed to save money in personal banking accounts, and to come under the same laws regarding intestacy and transmission of property as the white population.

(f) To receive wages in cash, and not by orders, issue of rations, or any other method.

5. – We recommend that Aborigines and Half-castes should come under the same marriage laws as white people, and should be free to marry partners of their choice, irrespective of colour.

6. – We recommend that Aborigines should be given the same consideration regarding housing as our white workers.

7. – We recommend that a special policy of Land Settlement for Aborigines should be put into operation, whereby Aborigines who desire to settle on the land should be given the same encouragement as is now extended to our Soldier Settlers, with expert advice in agriculture, and financial assistance to enable such settlers to become ultimately self-supporting.

8. – In regard to unclothed and semi-civilised Aborigines, we suggest that a Department of Native Welfare, staffed by men and women, of Aboriginal blood, should be specially trained by the Commonwealth Government as Sheriff and Officers, to bring the wild people into contact with civilisation.

9. – We recommend that all Aboriginal Soldiers who served in the Great War, Soldier Settlers, with expert advice in agriculture, and financial assistance to enable such settlers to become ultimately self-supporting.

10. – We recommend that all Aboriginal Soldiers who served in the Great War, and their wives, and their wives and children, be given the same treatment as white people.

AT THE CONFERENCE OF 26th JANUARY.

T. Foster (Co-Pressent.), J. Nicholls (Co-president), W. Cooper (Melbourne), D. Nicholls (Melbourne), J. T. Patten (Co-Pressent), W. Ferguson (Dubbo).

EASTER MEETING

A general meeting of Aborigines will be held at Le Perouse Reserve on Easter Monday, April 18, 1938.

The main purpose of the meeting is to adopt a Constitution and Rules for the Aborigines Progressive Association, also election of officers.

Please make a big effort to attend this important meeting, which will put one fight for Citizen Rights on a proper legal footing.

SELECT COMMITTEE

The Select Committee upon the Administration of the Aborigines Protection Board (New South Wales) took a lot of evidence, and then shelved it without making a report.

The Select Committee was a farce, as some of the evidence concerned the Aborigines Protection Board, and the war-time, and there was no time to present full evidence about the conditions of the 20,000 Aborigines and Half-castes of New South Wales.

Parliament was more worried about one white man than about ten thousand blacks.

We call for a Royal Commission to investigate Aboriginal Administration in N.S.W.

We have a big lot of evidence, some of which will be published in "The Abo Call" in future numbers.

MR. BRUNNER'S PROMISE

In his policy speech in the N.S.W. Elections, the leader of the Country Party, Mr. H. F. Brunner, promised "a new deal for Aborigines."

In a letter to Mr. Brunner who said to the Millions Club, Sydney, a few months ago, that "Jacky-Jacky is not a good advertisement for Australia."

In Mr. Brunner's own electorate, near Tabulam, N.S.W., the Aborigines are living in dreadful conditions, which are a very bad advertisement for Mr. Brunner.

We hope that his "New Deal" will be a better deal than we have had for the past 150 years.

PACKSADDLE

Our friends in Darwin inform us that a white man also was charged with rape at the same time as Packsaddle, but no mention was made of this in either Darwin or Sydney papers.

"THE ABO CALL"

Send us your order for a dozen copies of "The Abo Call" and give or sell them to friends and supporters.

Price to agents
2/- per dozen
post free

Send cash with order to:
"The Abo Call",
Box 1924 KK,
G.P.O., Sydney.

Source 1 *The Australian Abo Call – The Voice of the Aborigines* was the first Aboriginal newspaper.

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in the armed forces. Until then, Aboriginal peoples needed to lie about their Aboriginality to be accepted. Patten was finally able to enlist, and he served in the Middle East with the 6th Division of the Australian Imperial Force in World War II. He was wounded in 1942 and retired from active service.

Patten returned to work in northern Australia, helping build infrastructure as part of the effort to protect the area from invasion.

Source 2

On this day the white people are rejoicing, but we, as Aborigines, have no reason to rejoice on Australia's 150th birthday. Our purpose in meeting today is to bring home to the white people of Australia the frightful conditions in which the native Aborigines of this continent live. This land belonged to our forefathers 150 years ago, but today we are pushed further and further into the background.

The Aborigines Progressive Association has been formed to put before the white people the fact that Aborigines throughout Australia are literally being starved to death. We refuse to be pushed into the background. We have decided to make ourselves heard. White men pretend that the Australian Aboriginal is a low type, who cannot be bettered. Our reply to that is, "Give us the chance!"

We do not wish to be left behind in Australia's march to progress. We ask for full citizen rights, including old-age pensions, maternity bonus, relief work when unemployed, and the right to a full Australian education for our children. We do not wish to be herded like cattle and treated as a special class. As regards the Aborigines Protection Board of New South Wales, white people in the cities do not realise the terrible conditions of slavery under which our people live in the outback districts.

I have unanswerable evidence that women of our race are forced to work in return for rations, without other payment. Is this not slavery? Do white Australians realise that there is actual slavery in this fair progressive Commonwealth? Yet such is the case. We are looking in vain to white people to help us by charity. We must do something ourselves to draw public attention to our plight. That is why this Conference is held, to discuss ways and means of arousing the conscience of white Australians, who have us in their power but have hitherto refused to help us.

Extract from an address delivered by Jack Patten, President of the Aborigines Progressive Association, on the Day of Mourning and Protest, 26 January 1938

Stolen children

After the war, when Patten was clearing land where his family had settled in Grafton, northern New South Wales, six of his children were taken from him by the Aboriginal Protection Board. Patten was unable to secure the release of his five daughters, who were trained as domestic servants in Cootamundra, but he was able to find and release his son, John. Together, they fled to Barmah, Victoria, near Patten's family at Cummeragunja.

John Patten, professionally known as Johnny Jarrett, would later become a well-known Aboriginal Elder and community leader himself, as well as a successful rugby league footballer and boxer.

His final years

Suffering depression from his war experience, Patten left his family and made a living as a labourer in Melbourne. He continued to be a powerful advocate for Aboriginal issues, and spoke out against British atomic weapons testing at Maralinga in South Australia.

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Patten was killed in a motor accident in Fitzroy in 1957. Unlike many of his contemporaries, he was not returned to a final resting place at Cummeragunja. He was buried at Fawkner Cemetery in Melbourne.

Quiz me! Significant individual: Jack Patten

Check your learning 11.4

Check your learning 11.4

Review and understand

1 **Identify** the Aboriginal nation of which Jack Patten was a member.
2 **Outline** why Patten was unable to join the navy.
3 State the name and **outline** the purpose of the first Aboriginal newspaper in Australia.
4 **Summarise** what happened to Patten's children.

Apply and analyse

5 Read Source 2.
   a **Explain** some of Patten's main concerns.
   b **Summarise** what he was asking for on behalf of Australia's Aboriginal population.
   c **Identify** which of these rights were already given to white Australians.
   d Research online and find a copy of the first *The Australian Abo Call – The Voice of the Aborigines* featuring Patten's 10 points. **Identify** how many of these goals have been met as of today.

Evaluate and create

6 Write a short TEEL paragraph of 150 words that **evaluates** Patten's main contributions to the Aboriginal rights movement.
7 **Create** a newspaper article about Patten in 1957, written just after his death. Include key biographical information, significant achievements and challenges, and his ongoing legacy.

Lesson 11.5
Significant individuals during the nineteenth and twentieth centuries

Introduction

Learning intentions and success criteria

Despite the official government discrimination and control that affected most aspects of their lives, Aboriginal and Torres Strait Islander peoples participated in and contributed to Australian society during the nineteenth and twentieth centuries. They were employed on cattle stations and other farms, and in other industries including fishing and timber milling. Many Aboriginal and Torres Strait Islander peoples fought in World Wars I and II.

The period between the wars was particularly significant, as this was when it came to public attention that many Aboriginal peoples were excelling in areas of public life such as art and sport.

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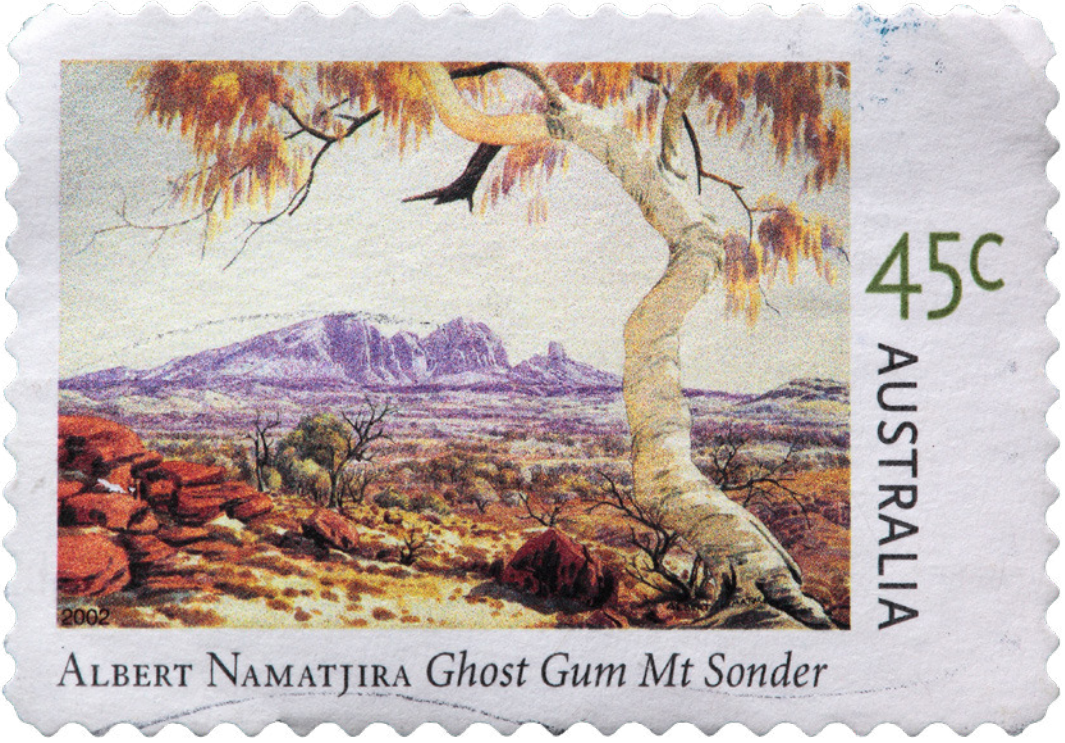
Achievements in art

In Melbourne in 1938, the Aboriginal artist Albert Namatjira (see Source 1 and Source 2) held his first exhibition of European-style paintings. Namatjira was an Arrernte man who, at the time, was living at the Hermannsburg Mission in the southern-central Northern Territory. Over the next decade he sold hundreds of paintings and is still regarded as one of our most influential artists. In 1957, Namatjira and his wife Rubina became the first Aboriginal people to be granted a form of Australian citizenship.

reconciliation the bringing together of Aboriginal and Torres Strait Islander and non-Indigenous Australians; it involves working to overcome past divisions and address inequalities between Aboriginal and Torres Strait Islander and non-Indigenous Australians



Source 1 *Ghost gum, Mount Sonder*, a painting by Albert Namatjira, on a postage stamp

Source 2 Albert Namatjira

After Namatjira's death in 1959, a trustee for the Northern Territory Government sold the copyright to his work. This was in contradiction of his will, in which he left all his assets to Rubina and their children. Namatjira's descendants had to fight for decades – until 2018 – to have the copyright returned and to receive royalties from his paintings.

Achievements in sport

During this period, a number of outstanding Aboriginal athletes achieved some significant successes in the field of sport. Sir Doug Nicholls, a Yorta Yorta man from Cummeragunja Station in southern New South Wales, was first recruited by the Carlton Football Club and went on to play for the Fitzroy Football Club in 1932. He was also selected to play for Victoria in State of Origin football. Nicholls was a pioneering campaigner for **reconciliation**. He was also the first Aboriginal person to receive a knighthood and the first to serve as governor-general.

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Eddie Gilbert, a Kaantju man, had been forcibly taken from his Queensland home as a three-year-old in 1908, as part of the Stolen Generations. Gilbert grew up on the Barambah Aboriginal Reserve, where he learnt to play cricket. Gilbert was one of the fastest bowlers of his time. He dismissed Donald Bradman for a duck (that is, without any runs) in a Sheffield Shield game in 1931. Bradman later described the balls he faced from Gilbert as the quickest of his career.

Living on a Reserve, Gilbert had to receive written permission to leave every time he was to play first-class cricket. Though he played 23 first-class matches for Queensland, he was never selected to play for Australia.

Source 3 Aboriginal test cricketer Eddie Gilbert

Achievements in literature and science

Margaret Tucker (see Source 1 in Lesson 11.3 Aboriginal and Torres Strait Islander activism in the nineteenth and twentieth centuries, page 372) was born at the Warangesda Mission in New South Wales, the daughter of a Wiradjuri man and a Yorta Yorta woman. At 13, she was forcibly removed from her family and taken to the Cootamundra Domestic Training Home for Aboriginal Girls. After her training, she began to work for a family in Sydney, where she was abused. Later, she moved to Melbourne and became a well-known Aboriginal rights activist while working in factories. Tucker was a founding member of the Australian Aborigines League and became the first Aboriginal woman in the Commonwealth's Ministry of Aboriginal Affairs. Her important autobiography, *If Everyone Cared* (1977), covers the consequences of the government policy of removing Aboriginal children from their families.

David Unaipon, a Ngarrindjeri man, was born at the Point McLeay Mission in South Australia. When he was at school, he was identified as being exceptionally intelligent, and was encouraged to study literature and science. He was apprenticed to a bootmaker when he was a young man, and became the church organist on the Point McLeay Mission. As an adult, Unaipon was an author, lecturer, inventor and travelling preacher. He was famous for his studies on perpetual motion and discovered the mechanism that would later help develop modern sheep shears. Unaipon was also famous for being the first Aboriginal author to publish books in English. His image is on the Australian $50 note (see Source 4).

Source 4 David Unaipon is featured on the Australian $50 note.

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Contributions to military service

Another key contribution by Aboriginal peoples was in war (see Lesson 9.8 Aboriginal and Torres Strait Islander peoples at war, page 291). In both world wars, Aboriginal men saw active service. This was despite the fact that in World War I, they were barred from enlisting until 1917, at which point "part-Aboriginals" were accepted. At least 500 Aboriginal men managed to serve.

In 1940, after the outbreak of war in Europe and the Pacific, William Cooper (see Source 1 in Lesson 11.3 Aboriginal and Torres Strait Islander activism in the nineteenth and twentieth centuries, page 372), an Aboriginal rights activist from the Yorta Yorta people, wrote to the prime minister urging him to introduce citizenship rights for Aboriginal people, which would mean that they could fight for Australia. Cooper had lost a son in World War I and believed his request was sensible, as it would help Australia's war effort. However, his attempt was not successful. Later, Jack Patten, another Aboriginal activist (see Lesson 11.4 Significant individual: Jack Patten, page 375), successfully lobbied for Aboriginal enlistment bans to be lifted. The creation of the *Commonwealth Electoral (War-time) Act* of 1940 even gave Aboriginal servicemen a vote – but only for the duration of the war and for six months afterwards.

Analyse this! Albert Namatjira

Check your learning 11.5

Check your learning 11.5

Review and understand

1. **Outline** the barriers Eddie Gilbert faced as an Aboriginal cricketer.
2. **Explain** what made Albert Namatjira's artworks unique and what his legacy was.
3. **Summarise** the significant achievements of Sir Doug Nicholls, both in the sporting arena and in life.

Evaluate and create

4. **Research** Aboriginal Australians at Gallipoli and write a TEEL paragraph discussing the discrimination they faced – both on the front and when they returned home.
5. Aboriginal people have contributed to many aspects of Australian life. **Research** another aspect of Australian life not discussed here (such as medicine, music, law or education) and create a poster about the significant contributions of another Aboriginal person. Consider Marion Leane Smith, Vincent Lingiari or Fred Maynard.

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11A Concepts & skills in context
The Stolen Generations

Introduction

At different times during the past 200 years a range of laws, practices and policies in Australia have resulted in the forcible removal of Aboriginal and Torres Strait Islander children from their families. The 1997 *Bringing Them Home* report (see Lesson 11.2 The struggle for Aboriginal and Torres Strait Islander rights, page 366) has now ensured that the perspectives and stories of members of the Stolen Generations can be heard and understood by members of the wider Australian public.

Analysis of relevant primary sources reveals there were a range of motives for this tragic and unjust practice that had serious and long-term effects.

In 1937, government representatives from each state and territory (except Tasmania) attended the first Commonwealth and state "Aboriginal Welfare" Conference to discuss Aboriginal and Torres Strait Islander peoples' issues. This was the first time such discussions had been held at a national level. Source 1 is an extract from comments made by a Chief Protector at the conference.

Source 1

In Western Australia we have power under the act to take any child from its mother at any stage of its life, no matter whether the mother be legally married or not ... Although the children were illegitimate, the mothers were greatly attached to them, and did not wish to be parted from them. I adopted the practice of allowing the mothers to go to the institution with the children until they satisfied themselves that they were properly looked after. The mothers were then usually content to leave them there, and some eventually forgot all about them.

Are we going to have a population of 1,000,000 blacks in the Commonwealth, or are we going to merge them into our white community and eventually forget that there ever were any aborigines in Australia?

Extract from a speech by A.O. Neville, Chief Protector of Aborigines, Western Australia, 1937. It is important to note that the language used in this extract is no longer accepted and now considered derogatory.

Source 2

It was winter 1957, seven o'clock in the morning. The sun was up and the sounds of birds drifted down into our small kitchen. My brother Lenny was sitting on the floor, eating toast; my brothers Murray and David and I, rubbing our eyes in a state of half sleep, were waiting for mum to smear Vegemite on our bread before we dressed for school. A routine day in the Simon household.

Someone rapped loudly on the door. My mother didn't answer it. We hadn't heard anyone come up the path. The knocking got louder, and finally my mother, who was reluctant to answer any callers when my father wasn't home, opened the door and exchanged words with three people. We strained to hear what they were saying. Three men then entered the room.

A man in a suit ordered my mother to pick up Lenny and give him to me. My mother started to scream. One of the policemen bent down and picked up my brother and handed him to me. My mother screamed and sobbed hysterically but the men took no notice, and forced my brothers and me into a car.

My mother ran out onto the road, fell on her knees and belted her fists into the bitumen as she screamed. We looked back as the car drove off to see her hammering her fists into the road, the tears streaming down her face ...

An extract from the account of Bill Simon, an Aboriginal man who was forcibly removed from his family when he was 10 years old

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Source 3 Melbourne Town Hall is lit purple to mark National Sorry Day on 26 May 2020. The first National Sorry Day was held on 26 May 1998 – one year after the tabling of the *Bringing Them Home* report.

Key concepts & skills Using historical sources

Considering perspectives

Primary and secondary sources reflect and represent many different perspectives, points of view, attitudes and values. People who create sources are influenced by their gender, age, family and cultural background, education, religion, values, political beliefs, life experiences and the time in which they live. It is the historian's job to make sure that they consider a range of perspectives in their investigations, allowing more voices to be heard and a more complete picture to be formed. To identify and analyse different perspectives, you need to understand the social, cultural and emotional contexts and factors that shaped people's lives and actions in the past.

Follow these steps when practising this skill:

- **Step 1:** Identify a historical issue around which there may be different opinions or interpretations.
- **Step 2:** List the various groups and/or people who may have been involved in or affected by this issue.
- **Step 3:** Identify the role or position of these groups/people in society.
- **Step 4:** Locate primary sources that provide evidence about the points of view of these groups/people.
- **Step 5:** Analyse each source, using the following questions:
  - Why was the source written or produced?
  - Who was the intended audience of the source? Was it meant for one person's eyes, or for the public? How does that affect the source?
  - What was the author's message or argument? What ideas were they trying to get across? Is the message explicit (obvious), or are there implicit (subtle) messages as well? What can the author's choice of words tell you? What about the silences – what does the author choose *not* to talk about?
  - How does the author try to get the message across? Do they give a detached, balanced account, or is it biased for or against the issue?
  - Compared to what we face today, what relevant circumstances and experiences were different for the author of the source in the past? (Some examples might include religion, economy, family life, technology, etc.) How do you think these factors and experiences influenced their thoughts and actions?

For more information on this concept and skill, refer to Lesson 7.4 Using historical sources (page 245).

Practise the skill

1 Read Source 1 and Source 2 and follow the steps above to **identify** and **analyse** the perspectives of AO Neville and Bill Simon. Pay particular attention to the questions provided in step 5 when analysing both of the sources.

Extend your understanding

1 Look again at your list of groups/people involved in or affected by the practice of forcibly removing Aboriginal and Torres Strait Islander children from their families and communities. Of these groups and individuals, whose perspectives are *not* represented in Source 1 and Source 2?

2 Conduct some **research** to locate additional primary source documents that help to illustrate the perspectives of these other groups or individuals. Identify and analyse these perspectives, using the steps provided.

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Lesson 11.6
The US civil rights movement

Introduction

Learning intentions and success criteria

During the 1960s, the struggle for civil rights for Black Americans gained worldwide attention. A series of events and significant individuals in the US civil rights movement would go on to inspire and influence civil rights campaigners in Australia.

During World War II, considerable numbers of Black Americans left the former slave-owning states in the south to work in war industries in California, Michigan and Pennsylvania. These states offered a better quality of life and more equality than the southern states. After the war, in 1948, **segregation** in the US army was officially abolished. Many Black American men had served in the war and many had died for their country. It was felt that they could no longer be denied their rightful place in their country and armed services.

In the southern states, segregation had been legally enforced since the American Civil War ended in 1865. Following the action taken in the US army, the US Supreme Court began to rule against segregation generally. In 1954, the Supreme Court ruled that segregation in American schools was unconstitutional – meaning that it was illegal under US law. This ruling became famous as the *Brown vs The Board of Education* ruling. However, state governments, particularly in the south, resisted federal intervention.

Source 1 A separate waiting area for Black Americans at a bus station in the United States

segregation in US history, the policy of separating Black American people from white people

Source 2 Martin Luther King Jr waves to the crowd gathered for the March on Washington in support of civil rights for Black Americans, 1963.

History

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The case of Emmett Till

In August 1955, a 14-year-old Black American boy called Emmett Till was murdered near the town of Money in Mississippi. He had been brutally beaten and shot after being accused of flirting with a white woman. His body was dumped in the Tallahatchie River. Before the funeral in his home city of Chicago, his mother displayed his body in an open casket. She wanted the world to see the brutality of his murder. The two white men accused of his murder were found not guilty in a trial conducted before an all-white jury in Mississippi in September 1955. They later admitted to the murder in a 1956 magazine interview, knowing they could not be tried twice for the same crime.

Source 3 Emmett Till's mother at his funeral in 1955

The death of Emmett Till became a major turning point for the civil rights movement. The momentum generated by the case led to the 1957 *Civil Rights Act*. This Act aimed to ensure that all Black Americans could exercise their right to vote. It provided resources for ongoing monitoring of civil rights abuses, and it also called for a government report on race relations.

The Emmett Till case went on to become a symbol for the civil rights movement across the United States. Authors used the case in many books to challenge public racism, and in 1962 the famous musician Bob Dylan recorded a song called "The Death of Emmett Till".

Emmett Till's death was a tragedy that inspired thousands to change American society.

Bus boycott and segregation

At roughly the same time, Black Americans across the country began to assert their demands for equality in a number of different ways. In 1955, Rosa Parks was arrested in Montgomery, Alabama, after refusing to give up her seat at the front of a bus for a white passenger. The arrest resulted in a boycott of the Montgomery bus service by Black American passengers, beginning in December 1955. One year later, the Montgomery Bus Boycott ended when the City of Montgomery was ordered by the US Supreme Court to stop segregating black and white passengers on its bus services. This victory inspired further efforts to end segregation in America.

Source 4 Rosa Parks is fingerprinted following her arrest.

In 1957, nine Black American students tried to enrol in the all-white Little Rock Central High School in the State of Arkansas. Despite the 1954 *Brown vs The Board of Education* Supreme Court ruling banning segregation of black and white children in schools, the Arkansas governor used armed officers to prevent the nine students from entering the school. The students also had to face a white crowd threatening to hang them. President Dwight D Eisenhower intervened, sending in the US army to allow the students to enter the high school they were legally entitled to attend (see Source 5).

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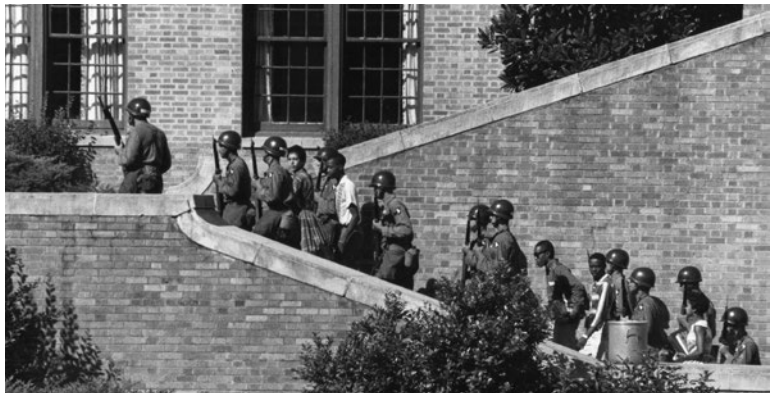

Source 5 The Little Rock Nine entering Little Rock Central High School under the protection of the US army, 1957

President John F Kennedy's inaugural address in 1961 inspired many Black Americans. Among these was Mississippi student James Meredith, who exercised his democratic right by attempting to enrol in the Oxford Campus of the University of Mississippi. This action prompted riots at the campus and threats from the **Ku Klux Klan**.

The Ku Klux Klan is a group of white Protestants who have historically been opposed to rights for people of colour, Catholics, Jewish peoples and immigrants. The organisation has been responsible for many hate crimes. Eventually, Kennedy was forced to bring in the US Marshals and the Mississippi National Guard to control the crowd. Two people were killed and hundreds of soldiers and protesters were injured. Despite these violent protests, Meredith was eventually enrolled.

Ku Klux Klan a secret society of white supremacists originally formed in the southern states of the United States after the American Civil War to protest against the granting of civil rights to freed Black slaves; the group uses violence and acts of intimidation to achieve its goals

The Freedom Riders

The US Freedom Riders were activists who wanted to test the effect of the US Supreme Court's decision to end racial discrimination on public transport. The first group of Freedom Riders (seven Black Americans and six white Americans) boarded public buses from Washington DC to the southern states of Virginia, North and South Carolina, Georgia, Alabama, Mississippi and Louisiana in 1961. The riders' strategy was a simple one. They held **sit-ins**. They would sit side by side, Black and white, and at least one Black rider would sit in the front section, previously reserved for "white" passengers. They ate in restaurants together, and they ignored segregation signs when using toilets and drinking fountains. These were forms of **passive resistance**.

sit-ins a form of non-violent protest where demonstrators occupy a place open to the public, such as a racially segregated lunch counter or bus station, and then refuse to leave

passive resistance non-violent opposition to authority, including a refusal to cooperate with laws

The Freedom Riders' journeys were interrupted by frequent mob attacks – usually organised by the Ku Klux Klan – and arrests by southern law enforcement officers on various charges. Once in jail, the riders would sing freedom songs as a continued protest and, in some cases, they were released simply because the police could not stand the singing. When the county jails were full, a number of riders were transferred to the Mississippi State Penitentiary, put into maximum-security units and denied many basic rights.

The Freedom Riders also faced difficulty seeking medical treatment after their frequent beatings by the mobs and law enforcement officers. This racist brutality was one of the reasons that many other riders joined the campaign over the course of the summer of 1961. After pressure from Dr Martin Luther King Jr and other leading activists, Attorney General Robert Kennedy intervened. In September 1961, he insisted that states comply with federal **desegregation** laws.

desegregation the elimination of segregation

These victories resulted largely from the courage of ordinary American citizens, brave enough to participate in the civil rights struggle. They also helped to make leaders such as Martin Luther King Jr household names. King went on to be acknowledged as the main leader of the US civil rights movement.

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Source 6 Freedom Riders sitting on board an interstate bus escorted by Mississippi National Guardsmen (a reserve military force of the US army)

In 1963, King led the March on Washington, calling for civil and economic rights for Black Americans. It was attended by 250,000 people, many of whom demanded an end to segregation. At this march, King redefined the civil rights movement. While the US Supreme Court had delivered a legal plan for desegregation, King's famous "I have a dream" speech was a moral plan for change.

After Kennedy's assassination in November 1963, the new President Lyndon B Johnson accepted the challenge that King's success had created. On 2 July 1964, the US Congress (parliament) enacted the *Civil Rights Act*, which outlawed discrimination based on race or gender. It was landmark legislation, but the challenge of changing racist attitudes among members of the general public still remained.

Analyse this! The Little Rock Nine

Check your learning 11.6

Check your learning 11.6

Review and understand

1 **Outline** the connection between *Brown vs The Board of Education* and the Little Rock Nine.

2 **Identify** when the *Civil Rights Act* was passed by the US Congress. What did it change?

3 **Describe** what is meant by "passive resistance". Use examples from the Freedom Riders.

Apply and analyse

4 Read Dr. Martin Luther King Jr's "I have a dream" speech. **Discuss** whether you think King's dream (as outlined in his speech) has been realised. **Explain** why or why not.

5 Many Black Americans were murdered during the civil rights movement, but Emmett Till's death is often spoken about as being a spark for change. Explain what his death inspired and **propose** (put forward) reasons why you think this was the case.

Evaluate and create

6 **Create** a speech for the Aboriginal and Torres Strait Islander peoples' civil rights movement in Australia during the 1960s. Use King's "I have a dream" speech as inspiration.

7 In the context of the US civil rights movement, many people argue that "while laws changed, social attitudes did not". **To what extent** do you agree with this? A lot (strongly), a little bit (somewhat) or not at all? Write a short paragraph explaining your position.

8 **Research** Rosa Parks and the Montgomery Bus Boycott. Create a short presentation that provides information about her life, her personal characteristics and the contribution she made to the US civil rights movement.

9 Write a 150-word diary entry from the perspective of one of the Little Rock Nine students on their first day at Little Rock Central High School. In your entry, **discuss** how the student is feeling.

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Lesson 11.7
Australia's civil rights movement

Introduction

Learning intentions and success criteria

Australia's Aboriginal rights leaders in the 1960s inherited a movement that had evolved from the Day of Mourning and Protest a generation before (see Lesson 11.3 Aboriginal and Torres Strait Islander activism in the nineteenth and twentieth centuries, page 372). The success of the US civil rights movement also inspired many non-Indigenous Australians to fight for greater equality for Aboriginal and Torres Strait Islander peoples. By the 1960s, Aboriginal and Torres Strait Islander peoples had a **life expectancy** almost 20 years less than non-Indigenous Australians.

Some legislative changes around this time included:

- In **1959**, the government agreed to provide welfare payments to Aboriginal peoples under the *Social Services Act*, though the Act required that these payments be paid to a third party.
- In **1962**, all Aboriginal and Torres Strait Islander peoples were given the right to vote in federal elections.
- In **1968**, Aboriginal peoples achieved equal pay with other Australians.

Unfortunately, the equal pay legislation had some unintended consequences. Until that time, most Aboriginal workers had only been receiving half the minimum wage paid to white Australians. In some areas, particularly in farming communities, some Aboriginal workers were sacked because their bosses refused to pay the higher wages or could not afford them.

Despite these legislative changes, racist attitudes towards Aboriginal and Torres Strait Islander peoples were still prominent in society. As in the United States, the small steps of some brave individuals created a momentum for genuine change.

life expectancy a statistical measure of the average number of years a person in an area of population can expect to live from the year in which they were born

land rights the rights and interests in land and the resources in the land of Aboriginal and Torres Strait Islander peoples; also refers to the struggle for those rights

History

The Wave Hill Walk-off

One of the most significant turning points in the struggle for Aboriginal rights was the Wave Hill Walk-off (strike) on 23 August 1966. The walk-off at Wave Hill Station, which was on traditional Gurindji land, was in response to the British Vestey Company's refusal to pay the Gurindji farm workers their wages of $25 per week.

The walk-off highlighted the entrenched discrimination that existed in Australian society. But it also brought attention to the issue that would become central to Aboriginal claims for the next two generations: **land rights**.

Vincent Lingiari, who entered public life dramatically when he led the Gurindji people in the Wave Hill Walk-off, quickly ensured that this protest had a more fundamental goal – returning traditional lands. Lingiari and other Gurindji leaders petitioned the Governor-General in 1967, arguing that morally the land was theirs and should be returned to them. This claim was refused by the Governor-General.

Source 1 Gurindji Elder Vincent Lingiari

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Source 2 Gough Whitlam and Aboriginal Elders Victor Lingiari (son of Vincent Lingiari, left) and Mick Rangiari (right) mark the thirtieth anniversary of the Wave Hill Walk-off at Wave Hill mob's first campsite on the banks of the Victoria River, near Kalkarindji in the Northern Territory, 23 August 1996.

In 1971, a song called "The Gurindji Blues" was written and released by white folk artist Ted Egan. It was created in response to the Wave Hill Walk-off. The lyrics of the song supported the fight for acceptance of the Gurindji people. It features the voice of Aboriginal leader Galarrwuy Yunupingu and is introduced by Lingiari.

Although the song received very little radio play due to racist attitudes of the time, it continued the battle for recognition of the rights of the Gurindji people.

The walk-off finally ended in 1973, and in 1975 one of the decisive moments in Aboriginal Australian history took place. Prime Minister Gough Whitlam symbolically poured earth into Lingiari's hand as he handed over 3,300 square kilometres of land to the Gurindji people.

The federal *Aboriginal Land Rights (Northern Territory) Act 1976* granted the Gurindji and other Aboriginal groups in the Northern Territory title to some of their traditional land. For the first time, a specific group of Aboriginal and Torres Strait Islander peoples had recognition of their connection to their land.

The story of the Wave Hill struggle has become a part of Australian popular culture. Bundjalung and Lamalama singer Kev Carmody and white singer Paul Kelly wrote the song "From Little Things Big Things Grow" as a tribute to Lingiari's pioneering campaign.

The Australian Freedom Riders

The Australian Freedom Riders who toured regional New South Wales in early 1965 had a similar agenda to their US Freedom Rider comrades (see Lesson 11.6 The US civil rights movement, page 383). The tour began as a fact-finding mission by a group officially known as Student Action for Aborigines, and ended as a genuine protest against segregation across Australia. The students were mostly non-Indigenous and had been involved in organised protests in Sydney.

The Freedom Riders were led by a man called Charles Perkins, who would become the first Aboriginal man to graduate from an Australian university. Perkins modelled the Australian rides on the 1961 US Freedom Rides. He took a bus into parts of rural New South Wales where racist attitudes were most prominent. The Australian Freedom Riders left Sydney on 12 February 1965, and headed initially for Wellington and Gulargambone (see Source 3).

Walgett and Moree

In Walgett, Aboriginal people were banned from entering the town's Returned and Services League (RSL) Club. This "home" of the ANZAC spirit was a symbolic target for the Freedom Riders, who protested outside the club (see Source 4). The actions of the Freedom Riders angered some in the town, and their bus was run off the road as they left.

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New South Wales: The route taken by the Australian Freedom Riders

Source: Oxford University Press

Source 3

Interactive map: New South Wales – The route taken by the Australian Freedom Riders

In Moree, Aboriginal people were banned from swimming in the council swimming pool. The Freedom Riders staged protests at the Town Hall and the local swimming pool, ensuring that Aboriginal children could enter the swimming pool alongside their non-Indigenous peers. Again, the Freedom Riders were attacked. Up to 500 locals forced them to leave town.

By this stage, the Freedom Riders were being followed closely by journalists (including television reporters), and as a result their protests were known nationwide.

While the Australian Freedom Riders did not stop racist actions, they highlighted the practices to millions of urban Australians who were not aware that these types of discrimination were common in many Australian country towns. The media coverage they attracted helped develop a movement for further change. Australians moved towards a **referendum** to include Aboriginal peoples in the census and to enable the Commonwealth to deliver direct services to Aboriginal peoples. Thus the media played an important role in the Aboriginal rights campaign.

referendum the method for changing the wording of the Australian Constitution, which requires any change to be approved by the Australian people at a compulsory public vote

History

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Source 4 Freedom Riders protesting outside the RSL Club in Walgett; the word "Tobruk" in one sign refers to the Siege of Tobruk in World War II, where Aboriginal Australians fought bravely for their country

The 1967 referendum

In 1967, the Liberal government of Harold Holt had rejected the land rights claim of the Gurindji people at Wave Hill in the Northern Territory. However, recognising that there were inequalities to address, Holt called a referendum seeking authority to count Aboriginal and Torres Strait Islander peoples in the Australian census that same year. The change would also allow the federal government to legislate for Aboriginal and Torres Strait Islander peoples, rather than leaving this to different state governments. All major political parties supported the proposal.

Source 5 Campaigning for "Yes" in the 1967 referendum

As with all referendums, campaigns were organised and leaders were mobilised to explain the reasons for and against change (see Source 5). By 1967, 87 per cent of households owned a television, so, in addition to the traditional poster and newspaper campaigns of previous referendums, voters could actually watch the debate take place on their televisions.

During the lead-up to the referendum, both major political parties publicly endorsed the "Yes" case and the Federal Council for the Advancement of Aborigines and Torres Strait Islanders (FCAATSI) arranged a number of public actions in Canberra and the state capital cities to promote the cause. The churches were also big supporters.

One of the main issues that led to people supporting the referendum was the discrepancies that were created by having different state laws. For example, Aboriginal and Torres Strait Islander peoples who were acting within the law in New South Wales could be arrested for doing exactly the same thing in Queensland. Others voted "Yes" because there was a view that resources for Aboriginal and Torres Strait Islander peoples, including social services, would be more readily available if they were delivered by the Commonwealth. Many people simply thought it was fair that Aboriginal and Torres Strait Islander peoples be counted as human beings in the Commonwealth of Australia.

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Contrary to popular belief, this referendum did not "give Aboriginal people the vote". That right had already been granted in all states by an Act of Parliament in 1962. In fact, between 8,000 and 10,000 Aboriginal people voted in the 1967 referendum. The referendum was also not to declassify Aboriginal people as "flora and fauna". This myth, however, reflects the racism and colonial attitudes of the time.

The referendum was the most successful ever passed, with more than 90 per cent of Australians agreeing to the proposal (see Source 6). (However, the "Yes" vote was closer to 80 per cent in Western Australia and far lower in some rural areas.) In Australian political history, this was an extraordinary result. Between 1901 and 2011 there have been 44 referendums, of which only eight have been carried.

Many Aboriginal leaders today, however, question the success of the referendum in changing attitudes. Mick Dodson, a leader and activist who is a member of the Yawuru people of north-west Australia, expressed concerns that when **native title** was being debated in federal parliament in the late 1990s, few Aboriginal leaders were even consulted – even after 30 years of public land rights campaigns.

native title the right of First Nations peoples (Aboriginal and Torres Strait Islander peoples) to have ownership of land (property) based on having a spiritual, religious and cultural connection with the land

Graph it! The 1967 referendum results by state

Source 6 Referendum results by state

State	Yes		No		Informal (invalid) votes
Votes	Votes	Percentage	Votes	Percentage	
New South Wales	1,949,036	91.46	182,010	8.54	3,461
Victoria	1,525,026	94.68	85,611	5.32	19,957
Queensland	748,612	89.21	85,611	10.79	9,529
South Australia	473,440	86.26	75,383	13.74	12,021
Western Australia	319,823	80.95	75,282	19.05	10,561
Tasmania	167,176	90.21	18,134	9.79	3,935
Total for Commonwealth	5,163,113	90.77	527,007	9.23	91,464

History

Check your learning 11.7

Check your learning 11.7

Review and understand

1 **Identify** the traditional owners of the land on which the Wave Hill Station stood.

2 **Identify** which prime minister returned land to its traditional owners at the end of the Wave Hill Walk-off. **Describe** the symbolism of this gesture.

3 Who led the Australian Freedom Rides in 1965? **Outline** the aim of the Australian Freedom Riders.

4 **Explain** what was and what wasn't achieved by the 1967 referendum. **Consider** the misunderstandings around the actual changes to the constitution.

Evaluate and create

5 **Research** the lyrics to "From Little Things Big Things Grow" by Kev Carmody and Paul Kelly, and "Gurindji Blues" by Ted Egan featuring Galarrwuy Yunupingu. Compare the context and messages of the two songs.

6 **Create** a diary entry from the perspective of one of the students on the Freedom Rides of 1965. Make sure you describe:

- **a** your motivation for joining the Freedom Riders
- **b** what you hoped the Freedom Riders might achieve
- **c** some of your key experiences; for example, at Moree.

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Lesson 11.8
Land rights: a continuing struggle

Learning intentions and success criteria

Introduction

The Aboriginal struggle for land rights has a long and important history in Australia. Throughout the nineteenth century, the sites of British colonisation and settlement continued to expand onto Aboriginal land almost without restriction. The false concept of *Terra Nullius* established at the time of British colonisation – and reinforced by the proclamation of Sir Richard Bourke, Governor of New South Wales, in 1835 – ensured that there would be no recognition of Aboriginal rights to land. Early farmers leased large amounts of land from the Crown (the British Government) and white occupation of the land equated to ownership.

However, there is some evidence that this situation was contested from time to time. From the 1840s onwards, the British wanted the Australian colonies to give formal recognition to native title and to grant rights for Aboriginal peoples to share rural lands. Farmers and their allies rejected this. In the 1870s, Aboriginal groups in parts of New South Wales petitioned unsuccessfully for their right to own farming land.

The challenges faced by Aboriginal and Torres Strait Islander peoples were immense, but the 1970s offered some hope for activists. The Whitlam government was elected in 1972 and announced **self-determination** as the framework for Aboriginal Affairs policies, introducing the idea that Aboriginal people were best placed to determine what happened to them and their lands.

self-determination the right of the people in a particular place to choose the form of government they will put in place and the course of action they will take

In 1976, after Whitlam had left office, Malcolm Fraser's government passed the *Aboriginal Land Rights Act*, which officially granted land title to the Gurindji people and other Aboriginal groups in the Northern Territory. This represented the beginning of a powerful shift in the Aboriginal rights movement.

While these power shifts provided some hope, Aboriginal leaders knew they still had a long way to go. For example, state governments continued to grant licences to mining companies without consulting traditional land owners, resulting in land being devastated by the effects of mining. The civil rights movement and land rights campaigns of the 1960s and 1970s laid the basis for great change, but many issues remained unresolved.

Tent Embassy

embassy a group of people who represent their country in a foreign land; also refers to the building where these people are based

Before Whitlam's election, the Aboriginal Tent **Embassy** had been established on the lawn in front of the Australian Parliament in 1972 as a peaceful protest site (see Source 1). It was called an "embassy" because as they had no rights in their land, the Aboriginal protesters thought of themselves as aliens – and as aliens, they would need their own embassy.

The embassy was erected in response to the slow progress being made on Aboriginal land rights. While the 1967 referendum had delivered administrative responsibility for Aboriginal and Torres Strait Islander peoples to the Commonwealth, many felt that there still needed to be an acknowledgment of traditional ownership.

Key figures of the embassy, including Roberta (Bobbi) Sykes (an Australian activist and poet), Gary Foley (a Gumbainggir activist) and Michael Anderson (an Euahlayi leader) established the embassy in the middle of the night on Australia Day in 1972. The embassy sought to draw attention to wrongs carried out against Aboriginal peoples and to air their grievances. One of its placards linked it to land rights, reading: "White Australia you are living on stolen land".

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Source 1 The Tent Embassy, 1972

As well as highlighting significant symbolic goals, the embassy leaders had a list of practical demands that they wanted to negotiate. These included:

- legal and title rights to land currently being mined
- the preservation of all sacred sites
- compensation for lands not returnable – a $6 billion down payment plus an annual percentage of gross national income.

The demands were rejected and the police removed the tents and arrested a number of activists. Over the next five years, the embassy was erected, demolished and re-erected several times, until Charles Perkins negotiated its temporary removal on the promise of action on land rights. In that time, a number of commitments by the Commonwealth led many to believe that progress was being made. Whitlam established a significant bureaucracy to support Aboriginal welfare and land rights claims, and Fraser passed the *Aboriginal Land Rights Act 1976*.

Source 2 The Tent Embassy was re-established in 1992 on the twentieth anniversary of its founding. It remains in place today.

The Tent Embassy was re-established on the grounds of Old Parliament House in 1992, where it continues to remind the nation of the ongoing issues relating to reconciliation.

History

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Mabo decision and *Native Title Act*

In June 1992, a group of Torres Strait Islander people led by activist Eddie Mabo won a historic land rights case in the High Court of Australia. The judgment meant that the Torres Strait Islanders had a right to their land because they had been the original owners before European settlement. The court ruled that native title may apply to all claims to land that had not been sold or given away; in other words, **Crown land**. The ruling stated that:

Crown land land belonging to the monarch or to the state in a self-governing country that is part of the British Commonwealth

> there may be other areas of Australia where an Aboriginal people maintaining their identity and their customs are entitled to enjoy their native title.

In December 1993, the federal government passed the *Native Title Act* to place the *Mabo* decision in piece of formal legislation. The *Native Title Act* also addressed some concerns of non-Indigenous Australians who felt their ownership of property could be challenged as a result – it confirmed land ownership for those who had purchased property. It also declared that future native title claimants must prove that Aboriginal and Torres Strait Islander people had an unbroken link with the land in question; this requirement is one of many in the act that are incredibly hard for claimants to establish, especially for those that were forcibly removed from their land. The federal government established a National Native Title Tribunal and developed a research process that was necessary before a native title application could be made. This was done to reassure groups such as landowners and miners who feared that their titles or claims might be taken from them.

Source 3 Bethel, Bonita and Maleta Mabo celebrate the 1992 *Mabo* decision

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Key concepts & skills Historical significance

Eddie Mabo

Eddie Koiki Mabo was a Torres Strait Islander born in 1936 on Mer Island (known as Murray Island) in the Torres Strait. His mother died shortly after his birth and he was adopted by his mother's brother, Benny Mabo, and his wife Maiga.

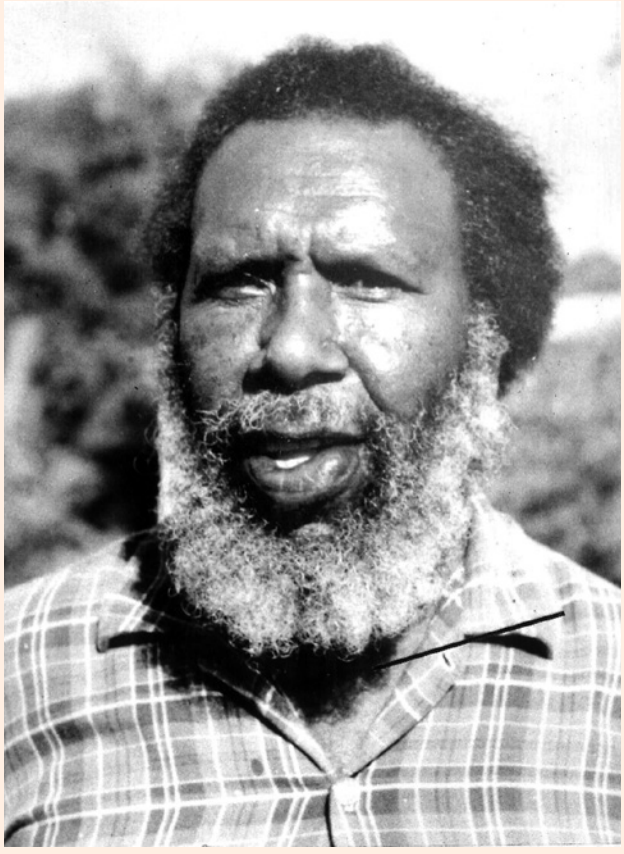
Mabo learnt from a young age that he would inherit Benny's land, and he knew exactly where the boundaries were by looking at land features, trees and rocks. However, after breaking Mer Island law as a teenager, he was exiled and it was many years before he returned to his land.

On the mainland, he worked on pearling boats and on the railways. He became involved in the trade union movement and began speaking out for Aboriginal and Torres Strait Islander peoples. In 1959 he married Bonita Neehow, and a few years later he secured a job as a gardener at James Cook University in Townsville, where he began to read and attend lectures.

When a land rights conference was held at James Cook University in 1981, Mabo made an important speech about his ownership of land on Mer Island. He was immediately encouraged by a lawyer at the conference to test his ownership claims in the courts. When he told the people of Mer Island, they were very supportive and a 10-year legal battle began, with Mabo as the leader. In particular, the Mer Islanders were challenging the legal concept of *Terra Nullius*.

The case was known as *Mabo v Queensland* and, in the course of proceedings, officials of the Queensland Supreme Court visited Mer Island to clarify details of Mabo's claim. He was able to show the judges (and the media) exactly where his land started and finished.

The legal battle took a toll on Mabo's health. In 1991, he became ill and in January 1992 he died of cancer. The High Court of Australia ruled in favour of Mabo five months later. The government refused to pay for Mabo's widow, Bonita, to attend the court case, so she had to drive from Townsville to Canberra. She was delayed and missed the final ruling.



Source 4 Eddie Mabo

The *Mabo* decision was one of the most important legal judgments for Aboriginal and Torres Strait Islander peoples in the twentieth century.

For more information on this concept and skill, refer to Lesson 7.7 Historical significance (page 258).

Wik decision

In 1996, the question of native title on pastoral leases was raised and investigated in the High Court of Australia in the *Wik* case. Pastoral leases are unique to Australia. They allow Crown land to be used by farmers and graziers, but do not grant them sole tenure. As these leases account for 42 per cent of the Australian land mass, it was a major issue in the land rights campaigns.

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The Wik people of Cape York, Far North Queensland, argued in court that native title could exist alongside a current or defunct pastoral lease. The court agreed, but stressed that where pastoralists' rights and Aboriginal and Torres Strait Islander rights were in conflict, the rights of the pastoralists would prevail. The court pointed out that pastoralists had the exclusive right to pasture, but not exclusive rights to the possession of land.

Because of criticism and concern expressed by pastoralists and conservative leaders, in 1997 the Howard government introduced the *Native Title Amendment Act*. This legislation, which took effect in 1998, effectively extinguished native title – not only on pastoral land, but also on most other Crown land.

The United Nations Committee on the Elimination of Racial Discrimination demanded that Australia explain its stance. Australia was the first Western nation to have to explain its human rights position to this committee.

Source 5 Jabiru – "This land was left to us by our ancestors and now it comes back to us again," said senior traditional owner Yvonne Margarula on 26 June 2021.

Jabiru returned to Mirarr traditional owners

In 1982 the Ranger uranium mine was established in the town of Jabiru, which is located in Kakadu National Park. Since then, the traditional owners – the Mirarr people – have fought for the mine's closure. Their application for native title was lodged in the Federal Court on 1 September 1997 and, on 26 June 2021, the land was returned to the Mirarr people, who intend to rehabilitate the mine site and turn the township into a vibrant hub for tourism and culture.

Quiz me! The continuing struggle for land rights

Check your learning 11.8

Check your learning 11.8

Review and understand

1 In your own words, **define** the term "self-determination".

2 **Identify** when and where the Aboriginal Tent Embassy was set up, and outline its purpose.

3 **Explain** what the *Aboriginal Land Rights Act* meant for Aboriginal and Torres Strait Islander peoples.

Apply and analyse

4 **Describe** the location of Eddie Mabo's traditional land, and **explain** how his knowledge of this land was relevant in *Mabo v Queensland*.

5 **Summarise** the High Court's ruling in the *Wik* decision, and its significance.

Evaluate and create

6 The *Mabo* decision is one of the most significant moments in Australian history. **Evaluate** the significance of the *Mabo* decision, using the 5Rs of historical significance to structure your response (see Lesson 7.7 Historical significance, page 258).

7 Research the Aboriginal flag and the Torres Strait Islander flag and their history. **Create** a brief presentation for the class. Be sure to **explain** the origins of the flags, the symbolism in the designs, and any significant individuals who had a role in the development of the flags, up to their final acceptance as flags of Australia.

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Lesson 11.9
Towards reconciliation

Introduction

Learning intentions and success criteria

The concept of reconciliation is best understood as a continuing process and not a single event. It is the way in which Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians can come together and share common goals as unified Australians. The acceptance of the 1967 referendum, a **bipartisan** commitment to land rights in the mid-1970s and the passage of the *Aboriginal Land Rights Act 1976* saw the Gurundji people achieve land recognition. These events were seen as steps towards genuine reconciliation.

bipartisan (in a two-party political system such as Australia) an action or vote involving agreement from both parties

These small successes paved the way for more organised and consistent efforts to acknowledge the wrongs committed by governments and individuals against Aboriginal and Torres Strait Islander peoples in the past.

History

ATSIC and Aboriginal rights movements

The Hawke government established the Aboriginal and Torres Strait Islander Commission (ATSIC) in March 1990. ATSIC was an elected body selected by Aboriginal and Torres Strait Islander peoples. It was designed to be an organisation through which all Aboriginal and Torres Strait Islander peoples could be formally involved in government processes. It was also seen as a first step towards Aboriginal and Torres Strait Islander self-determination – that is, Aboriginal and Torres Strait Islander peoples taking control of their own affairs.

ATSIC was to have both representative and **executive** roles, with 35 regional offices and a budget. The Hawke government saw it as an important vehicle for managing Aboriginal and Torres Strait Islander affairs.

executive relating to or having the power to put plans or actions into effect

The *Aboriginal and Torres Strait Islander Commission Act 1989* was passed in early November. Its objectives were designed to ensure full participation by Aboriginal and Torres Strait Islander peoples in decision making:

- to ensure maximum participation of Aboriginal and Torres Strait Islander peoples in government policy formulation and implementation
- to promote Aboriginal and Torres Strait Islander self-management and self-sufficiency
- to further Aboriginal and Torres Strait Islander economic, social and cultural development
- to ensure coordination of Commonwealth, state, territory and local government policy affecting Aboriginal and Torres Strait Islander peoples.

By the early 2000s, however, criticism was growing in regard to what was seen as a lack of achievements by ATSIC for Aboriginal and Torres Strait Islander communities. Some felt that there were problems due to the structure of ATSIC, and that the Western democratic process did not sit easily with traditional Aboriginal and Torres Strait Islander values, where family group relationships are most important. Lowitja O'Donoghue, the first chairperson of ATSIC, described the problems this way:

> You elect your own mob [and they] vote for funding for their own mob rather than those who have the greater need ... What I've always said is, "We're dealing here with taxpayers' money. This is a white fella organisation, not a black fella one. And so we've got to operate in a different way." That's the dilemma.

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ATSIC was also constrained in regard to its funding. In 2003–04, it only received 46 per cent of the total budgeted Commonwealth expenditure for Aboriginal Affairs. ATSIC was not given responsibility for the areas of health care, social security or education. This severely limited what it could achieve.

In its last few years, the majority of ATSIC's budget was spent on economic development programs, including the Community Development Employment Project (CDEP) scheme. Supporters saw this as providing genuine work for young Aboriginal and Torres Strait Islander peoples who chose to live in traditional communities. Others were concerned that it could never deliver the skills training and economic benefits that it set out to provide.

Following continued concerns over mismanagement and funding discrepancies, ATSIC was abolished in 2004 by the Howard government. The CDEP continued to operate, although a number of CDEP programs were abolished in 2007 as part of the Howard government's Northern Territory National Emergency Response (see Lesson 11.11 The reconciliation movement, page 406). This was a reflection of the Howard government's reluctance to recognise and respect Aboriginal and Torres Strait Islander peoples.

Think, pair, share

- Think about the dilemma Lowitja O'Donoghue identified with the way ATSIC was run.
- Discuss your ideas with a partner.
- Share your thoughts with the class.

Source 1 Aboriginal people protesting against the abolition of ATSIC

Key concepts & skills Historical significance

Lowitja O'Donoghue

Lowitja O'Donoghue, a Yankunytjatjara woman, was born in 1932 in Indulkana, South Australia. She was forcibly taken away from her mother, a Yankunytjatjara/Pitjantjatjara woman, at the age of two and did not see her again for 33 years. She never knew her father, who was white and of Irish descent.

O'Donoghue grew up in the Colebrook Home in Quorn, South Australia, far away from her community. After a long struggle, she won admission to the nursing school at the Royal Adelaide Hospital in 1954, where she was the first Aboriginal Australian to qualify. After working as a nurse for several years, she became a public servant in Aboriginal Affairs in 1962 – first in South Australia and then for the Commonwealth.

Since then, she has been involved in various senior positions, helping to give a voice to the Aboriginal peoples of Australia. She was the founding chairperson of ATSIC and co-chairperson of the Australian Citizens' Parliament.

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In 1976, O'Donoghue became the first Aboriginal woman to receive the Order of Australia. She became a Commander of the Order of the British Empire in 1983, and in 1984, she was named Australian of the Year. In 1992, at the launch of the United Nations International Year for the World's Indigenous People, O'Donoghue became the first Australian Aboriginal person to address the United Nations General Assembly. Since then, she has been further honoured by awards of the Companion of the Order of Australia in 1999 and the Papal Award (Dame of the Order of St Gregory) in 2005.

O'Donoghue stood beside Prime Minister Kevin Rudd as he made the nation's apology to the Stolen Generations on National Sorry Day, 13 February 2008.

On 4 February 2024 Lowitja O'Donoghue died peacefully at the age of 91, surrounded by her family, on Kaurna Country in Adelaide.

For more information on this concept, see Lesson 7.7 Historical significance (page 258).

Source 2 Lowitja O'Donoghue

Quiz me! Towards reconciliation

Check your learning 11.9

Check your learning 11.9

Review and understand

1 **Summarise** the main objectives of the *Aboriginal and Torres Strait Islander Commission Act 1989*.

2 **Outline** Lowitja O'Donoghue's main achievements.

3 **Explain** what reconciliation means in an Australian political sense. To what extent is this definition limited?

4 In a short paragraph, **summarise** the role of ATSIC. Use the 5Ws (who, what, when, where, why) to structure your response.

Apply and analyse

5 Reflect on the critique of ATSIC that began in the early 2000s. **Analyse** what other factors were responsible for limiting ATSIC's achievements. What could the government have done to be more supportive?

6 **Suggest** why Kevin Rudd asked Lowitja O'Donoghue to stand next to him at the National Sorry Day ceremony.

Evaluate and create

7 **Research** the Aboriginal and Torres Strait Islander advisory and representative groups that have existed since ATSIC. **Compare** these groups to the proposal for the "Voice" to parliament.

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11B Concepts & skills in context
Charles Perkins: a significant individual

Introduction

Charles Perkins was an Arrernte and Kalkadoon man. In 1965, he became the first Aboriginal person to graduate from an Australian university when he received a Bachelor of Arts from the University of Sydney. A former professional soccer player with a charismatic personality, he became one of the most important Australian Aboriginal activists and leaders. His involvement in the Australian Freedom Rides through New South Wales in the 1960s (see Lesson 11.7 Australia's civil rights movement, page 387) played a significant role in bringing to attention the racial discrimination that was so rife in rural Australia.

Key concepts & skills Communicating

Creating and delivering an audiovisual presentation

It is likely that as part of your school work, you have already created many PowerPoint presentations. You may have also tried out some other audiovisual presentation software, such as Prezi, which is freely available on the internet. Whichever program you choose, it is important to use it effectively, and avoid the common problems of these types of presentations. Follow these steps to help you avoid these typical problems:

- **Step 1:** Design your presentation:
  - Plan your presentation carefully so it has a clear beginning, middle and end.
  - Make sure you present the content in clear, concise bullet-point form, not huge slabs of information in paragraph form.
  - Do not simply fill up your PowerPoint with lots of random pictures that are only loosely related to the content. Include visuals that relate to the content on that particular slide. Make sure each visual is accompanied by a caption that explains why it is relevant to the presentation.
  - A common mistake is to have objects and text moving on the screen in a way that distracts the audience. Use graphics, sound, video, animations and transitions only if they add value to the point being made, not just because you think it will look good.
  - Use a design that ensures your audience can clearly see and read the slides. Make sure there is enough contrast between the text colour and the background colour on the slide, and make sure your font size is large enough.
- **Step 2:** Deliver your presentation:
  - When delivering an audiovisual presentation to an audience, do not just stand up and read out the text on each slide. Rather, talk in a way that develops and expands upon the points. Carefully plan in advance what you are going to talk about during each slide. Record this plan on cue cards, and refer to these during your speech to remind you of what to say.
  - Remember: one thing at a time. At any moment, what is on the screen should be the thing that you are talking about. Your audience will quickly read every slide as soon as it is displayed. If there are four points on the slide, they'll have read all four points while you are still talking about the first point. Plan your presentation so just one new point is displayed at any given moment. Click to go to the next point only when you are ready to talk about that next point.
  - Speak clearly – not too fast, not too slow. Vary your tone and pitch to make your presentation more interesting.
  - Make eye contact with different members of your audience. Do not just look down at your cue cards.

For more information on this skill, refer to Lesson 7.8 Communicating (page 260).

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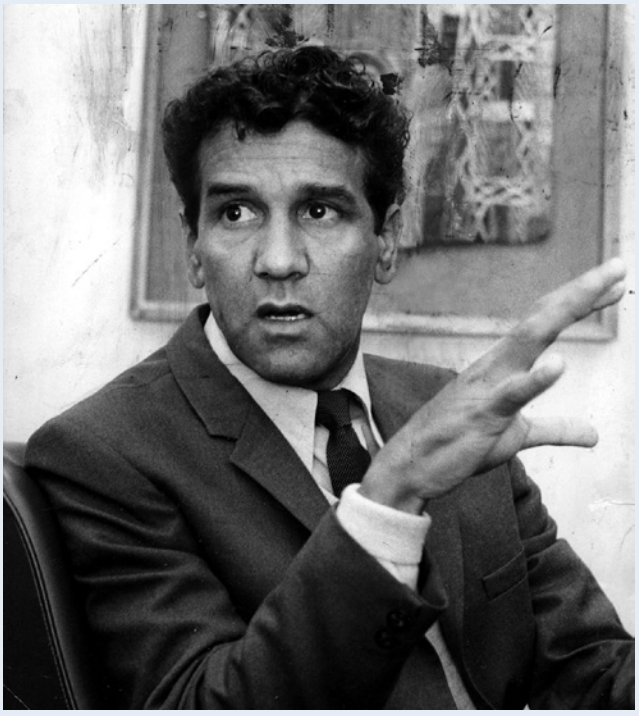
Practise the skill

1 **Research**, prepare and deliver an audiovisual presentation about Charles Perkins and his role in achieving change for Aboriginal peoples in Australia. Your presentation should be based on relevant and reliable sources.
Use the following questions to guide you:
   a What was Perkins' childhood like and how did this motivate him with regard to his later activism?
   b What were some of his sporting and academic achievements?
   c What were the Australian Freedom Rides and what was Perkins' role in them?
   d How was Perkins influenced by the American Freedom Riders?
   e What were some key features of his political career in the years after the Freedom Rides?



Source 1 Charles Perkins was a central figure in the Australian civil rights movement.

Extend your understanding

1 As you listen to the presentations of your classmates, complete a peer assessment in the form below for each one.
As part of a class discussion give your classmates some "warm" (positive) and "cool" (constructive criticism) feedback, remembering to always be supportive and tactful. Only mention feedback that will help them improve for next time.
2 When you are listening to feedback on your own presentation, remember to thank each person and afterwards reflect using the below questions:
   – What did I do well in terms of my PowerPoint design?
   – What could I improve in terms of my PowerPoint design?
   – What did I do well in terms of my oral presentation?
   – What could I improve in terms of my oral presentation?

Name of presenter:		
Topic of presentation:		
What are 3–5 things you learnt during this presentation?		
	PowerPoint design	**Oral presentation**
What is some "warm" feedback you can give the presenter (positive/ achievements)?		
What is some "cool" feedback you can give the presenter (constructive criticism)?		

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Lesson 11.10
Two speeches, two perspectives

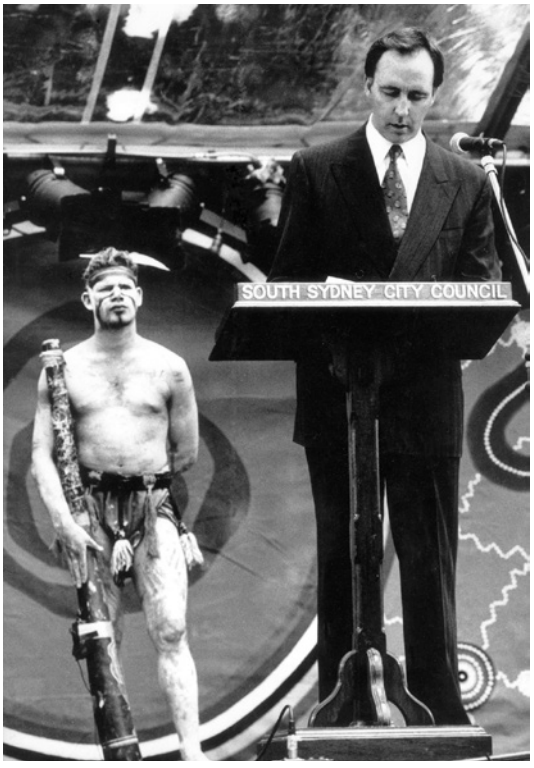
Learning intentions and success criteria

Introduction

Civil rights remains a divisive and contentious issue for some people. This division and the different positions taken by political parties in Australia over the years are clearly reflected in two major speeches made by two different prime ministers in Australia during the 1990s.

The "Redfern Park" speech

In December 1992, six months after the *Mabo* decision (see Lesson 11.8 Land rights: a continuing struggle, page 392), Prime Minister Paul Keating gave a speech to launch the United Nations International Year of the World's Indigenous People. Keating spoke to a mainly Aboriginal audience in the Sydney suburb of Redfern (see Source 1). His speech was written by one of Keating's main speechwriters, Don Watson. Known as the "Redfern Park" speech, it is one of the most significant delivered by an Australian prime minister on Aboriginal and Torres Strait Islander issues.



Source 1 Paul Keating giving his "Redfern Park" speech, December 1992

The speech was historic because it was the first time an Australian prime minister had publicly acknowledged the injustices Aboriginal and Torres Strait Islander peoples had experienced because of past policies. It challenged non-Indigenous Australians to imagine what it would have been like if they had experienced such wrongs. It kept the reconciliation debate alive by keeping the issue in the public eye.

Perhaps the most powerful moment of the speech was when Keating said:

> [T]he starting point might be to recognise that the problem starts with us non-Aboriginal Australians. It begins, I think, with that act of recognition. Recognition that it was we who did the dispossessing. We took the traditional lands and smashed the traditional way of life. We brought the diseases. The alcohol. We committed the murders. We took the children from their mothers. We practised discrimination and exclusion.

These were words many Aboriginal and Torres Strait Islander peoples never thought they would hear from an Australian prime minister.

It was thought the "Redfern Park" speech heralded a major breakthrough on the path to reconciliation by honestly recognising the injustices of Australia's past.

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In 2007, Radio National listeners voted the "Redfern Park" speech as the third most unforgettable speech in history, behind Martin Luther King Jr's "I have a dream" and Jesus' "Sermon on the Mount".

Rejection of an official apology

During his term as prime minister, John Howard rejected the idea that an official apology to Aboriginal and Torres Strait Islander peoples was needed, and made it clear in 1997 that none would be made for the past actions of non-Indigenous people or to groups such as the Stolen Generations.

Howard and other conservative political and social leaders argued that previous generations were responsible for the experience of Australia's Aboriginal and Torres Strait Islander peoples. An apology was therefore not necessary from members of today's society and would place "blame" on those who were not responsible. They also argued that the intent of those who initiated the actions or events was good, even if the result was damaging.

Source 2 The Koori mural in Thornbury, Melbourne, containing the Aboriginal flag – the flag is one of the most significant symbols of Aboriginal rights and provides a single banner under which all Aboriginal nations can unite. The mural was designed in 1983 by artist Megan Evans and members of the Aborigines Advancement League (AAL), including Yorta Yorta artist Lin Onus, AM.

Contrary to this view, a groundswell of opinion saw state premiers offering such apologies. Queensland started the process with a parliamentary apology on 26 May 1997. Western Australia followed on 27 May 1997, South Australia on 28 May 1997, the Australian Capital Territory on 17 June 1997, New South Wales on 18 June 1997, Tasmania on 13 August 1997, Victoria on 17 August 1997 and the Northern Territory on 28 October 2001.

The federal government, however, did speak of reconciliation. On 26 August 1999, Howard said that parliament expressed:

> ... its deep and sincere regret that Indigenous Australians suffered injustices under the practices of past generations, and for the hurt and trauma that many Indigenous people continue to feel as a consequence of those practices.

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The Leader of the Opposition, Kim Beazley, spoke emotively of the need to:

> ... unreservedly [apologise] to Indigenous Australians for the injustice they have suffered, and for the hurt and trauma that many Indigenous people continue to suffer as a consequence of this injustice.

The Australian Reconciliation Convention

See, think, wonder

Look at Source 3.
- What do you see?
- What do you think?
- What do you wonder?

In May 1997, Howard gave a speech at the Australian Reconciliation Convention in Melbourne. This was designed to celebrate the 30 years since the famous referendum of 1967. The aim was to achieve reconciliation by 2001.

As prime minister, Howard was to deliver the keynote address. His stance against a formal apology had angered delegates, and when he spoke some turned their backs on him, while others booed (see Source 3).

Source 3 John Howard's speech at the Reconciliation Convention upset some delegates who responded by turning their backs on him.

Howard made his position clear when he stated:

> In facing the realities of the past ... we must not join those who would portray Australia's history since 1788 as little more than a disgraceful record of imperialism, exploitation and racism ... Australians of this generation should not be required to accept guilt and blame for past actions and policies over which they had no control.

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For those who saw such hope in Keating's "Redfern Park" speech, Howard's approach seemed a step backwards. As prime minister he controlled the political agenda, and Australia had to wait until he lost his seat in the 2007 election to move towards a formal apology to Aboriginal and Torres Strait Islander peoples (see Lesson 11.11 The reconciliation movement, page 406).

Source 4 "Sorry – couldn't be bothered", a political cartoon by Eric Löbbecke, published in *The Australian*, 9 February 2008; Howard refused to attend Prime Minister Kevin Rudd's apology to the Stolen Generations at parliament in 2008.

Quiz me! Two speeches, two perspectives

History

Check your learning 11.10

Check your learning 11.10

Review and understand

1 **Explain** the purpose of Paul Keating's "Redfern Park" speech.

2 Look at Source 1 and Source 3. **Explain** how the location and setting of each speech reflect the views of the prime minister of the time. Which do you think is more respectful?

Apply and analyse

3 **Compare** Keating's speech to the one John Howard gave at the Australian Reconciliation Convention. What are the similarities and differences?

4 **Analyse** Howard's statement: "In facing the realities of the past … we must not join those who would portray Australia's history since 1788 as little more than a disgraceful record of imperialism, exploitation and racism." Do you think his characterisation of Australia's history is accurate? **Explain** why or why not.

Evaluate and create

5 **Evaluate** Howard's reasoning for not wanting to make an official apology. What are the strengths and weaknesses of his position? What is your overall opinion?

6 Locate the full text of both Keating's "Redfern Park" speech and Martin Luther King Jr's "I have a dream" speech. **Create** a Venn diagram to identify the similarities and differences between the two.

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Lesson 11.11
The reconciliation movement

Learning intentions and success criteria

Introduction

Popular support for the Stolen Generations grew significantly around the end of the 1990s. Central to the claims of many Australians was the view that the nation would be strengthened by a formal acknowledgment of past wrongs. This idea was suggested in 1996 by the Governor-General, William Deane, and featured as Recommendation 5 in the *Bringing Them Home* report (see Lesson 11.2 The struggle for Aboriginal and Torres Strait Islander rights, page 366).

Source 1 A National Sorry Day march in Sydney, 2007

The first National Sorry Day was held on 26 May 1998, to mark the first anniversary of the handing down of the *Bringing Them Home* report. Each year since then, events have been staged to commemorate the findings and consider the government's scorecard on responding to the recommendations in the report. In 2005, the day was temporarily renamed the National Day of Healing for All Australians – a gesture of goodwill from the National Sorry Day Committee, which frequently acknowledged the support given to its movement by a wide range of Australians.

Source 2 Cathy Freeman lights the Olympic flame.

Popular culture and the 2000 Olympics

The reconciliation movement stimulated wide-ranging creative expression, from films such as *Rabbit-Proof Fence* (2002), to songs by Aboriginal artists Archie Roach and Ruby Hunter, and works by performance artists such as the Bangarra Dance Company. Roach's award-winning album, *Charcoal Lane* (1990), contained the heartbreaking song "Took the Children Away". Roach had been removed from his family as a young child and the honesty of his song-writing introduced a wide audience to the pain and trauma that would surface in the *Bringing Them Home* report.

The 2000 Sydney Olympics also provided a stage for popular support of reconciliation. Cathy Freeman became one of the most popular athletes in Australia when she both lit the Olympic flame at the opening ceremony (see Source 2) and then won the 400-metres final. Her victory lap, where she draped herself in both the Aboriginal and Australian flags, was seen as a decisive moment in the history of reconciliation.

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The closing ceremony of the Sydney Olympics provided one further step towards reconciliation. The rock band Midnight Oil performed as part of the ceremony. The band chose to perform its song "Beds Are Burning", a statement of support for Aboriginal and Torres Strait Islander peoples. To Prime Minister John Howard's chagrin, the band also performed in specially designed "sorry" suits (see Source 3).

Source 3 Midnight Oil at the closing ceremony of the 2000 Sydney Olympics

The international scene

The 2000s saw significant global interest in the rights of First Nations peoples. In New Zealand, Māori people had secured more historic rights than Aboriginal and Torres Strait Islander peoples, yet problems linked to poverty within the Māori population remained significant throughout the 1990s. The 1994 movie *Once Were Warriors* highlighted the degrading influence of alcohol and violence on poor Māori families. Government efforts saw some gains made, particularly with regard to cultural reconciliation and politics. A Māori Party was formed in 2004 and won five seats at the 2005 election. Māori television began broadcasting in te reo Māori (the language of the Māori people) in 2004.

In Canada, formal recognition of First Nations, Inuit and Métis peoples was marked by a Statement of Reconciliation in 1998. In 2008, the Canadian Government established the Truth and Reconciliation Commission to investigate the impacts and consequences of the Indian Residential Schools on Indigenous Canadian children during the twentieth century. These schools had been established to assimilate indigenous children into Euro-Canadian culture.

The United Nations declared 2007 the International Year of Indigenous People. By 2010, most governments around the world had endorsed the United Nations Declaration on the Rights of Indigenous Peoples.

The apology to the Stolen Generations

In his first week in parliament in 2008, the new prime minister, Kevin Rudd, apologised to Aboriginal and Torres Strait Islander peoples for poor or unwise treatment from the time of European settlement through to recent years. No offer of compensation was made, but the nation recognised that Aboriginal and Torres Strait Islander peoples had been wronged. This had been one of Rudd's key election promises, and a moment that many people had been waiting for. Brendan Nelson, the Leader of the Opposition, affirmed Rudd's sentiment.

Parliament was packed as the apology was made, and many people gathered in public spaces, schools and offices all over the country to view the live telecast of the speeches.

Source 4 Kevin Rudd giving the apology to the Stolen Generations

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Source 5

We apologise especially for the removal of Aboriginal and Torres Strait Islander children from their families, their communities and their country.

For the pain, suffering and hurt of these Stolen Generations, their descendants and for their families left behind, we say sorry.

To the mothers and the fathers, the brothers and the sisters, for the breaking up of families and communities, we say sorry.

And for the indignity and degradation thus inflicted on a proud people and a proud culture, we say sorry.

Extract from Kevin Rudd's apology to the Stolen Generations, 13 February 2008

These were words that many Aboriginal and Torres Strait Islander Australians had died without ever hearing. It was a turning point in our national history.

Many prominent Aboriginal rights leaders were in parliament, including Pat Dodson, who is sometimes described as the father of the reconciliation movement. Media coverage of the apology continued for many days, with the word "sorry" featuring prominently on all major newspapers the following day. Opinion polls showed that a significant number of Australians rated Rudd's apology as "good", "great" or "excellent".

As part of the apology, Rudd made a promise "to close the gap between Indigenous and non-Indigenous Australians on life expectancy, educational achievement and employment opportunities". Each year the prime minister must release a *Closing the Gap* report on the progress that has been made.

The major criticism of the apology was the ambiguity over compensation. Many in the community still regarded this as a major challenge that the government would have to meet.

It was noted by Aboriginal leaders that although an official apology was an important step, its symbolism was meaningless unless it was immediately accompanied by practical measures to remove Aboriginal and Torres Strait Islander disadvantage. They argued that such measures were necessary for Aboriginal peoples to be in a position where they are on an equal footing with other Australians. Only once health, education and job opportunities are similar to those of non-Indigenous Australians will it be possible to feel that a true reconciliation has come about and that Aboriginal and Torres Strait Islander peoples have been recognised fully.

Source 6 Public support at the time of the apology was high – the word "sorry" appeared everywhere.

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A sense of urgency

The path to reconciliation is a long one. It requires much effort to deal with the continuing misery, poverty, poor physical and mental health, low life expectancy, and general social and political marginalisation of Australia's Aboriginal and Torres Strait Islander peoples.

Source 7 Life expectancy in Australia, Source: Productivity Commission 2024, Closing the Gap Annual Data Compilation Report July (2024)

Life expectancy (in years)	Aboriginal and Torres Strait Islander	Non-Indigenous
Male	71.9	80.7
Female	75.6	83.7

Unfortunately, the apology to the Stolen Generations and the *Mabo* victory (see Lesson 11.8 Land rights: a continuing struggle, page 392) were not accompanied by improvements in social outcomes for Aboriginal and Torres Strait Islander peoples. In fact, there has been significant worsening of social wellbeing in many communities. Disadvantage is particularly concentrated in rural Aboriginal communities around Australia.

This was certainly not expected by Aboriginal leaders who fought for improved rights from the 1960s onwards. In *The Politics of Suffering* (2009), anthropologist Peter Sutton chronicles how well-intentioned Aboriginal Affairs policies in Australia from the 1970s – including improved services and welfare – inadvertently resulted in increased child abuse, domestic violence and drug and alcohol use. Sutton's message has been difficult to comprehend by politicians and non-Indigenous Australians who asked, how could self-determination, the opposite of the enforced assimilation of generations past, not deliver significant improvements?

Obviously the answers to this question are complicated. Fundamentally, while the policies offered some funding and other resources to Aboriginal communities, they did not provide lasting employment, effective education, and adequate policing or regulations against the sale of alcohol – the cause of many of the problems. The issue of alcohol is a particularly complex one, tied in with the marked social and economic disadvantage and trauma that extends across generations.

Little Children are Sacred report

In 2007, the Northern Territory Government's *Little Children are Sacred* report was released. This was the report of a board of inquiry into the Protection of Aboriginal Children from Sexual Abuse. It highlighted the extent of Aboriginal and Torres Strait Islander disadvantage, particularly among children.

In response, the Howard government created the Northern Territory National Emergency Response (NTER) in 2007, also known as "the Intervention". This policy package included restrictions on how welfare payments could be spent, immediate bans on the sale of alcohol and hard-core pornography in many Aboriginal townships, medical checks for evidence of sexual abuse, and additional police assigned to investigate claims of sexual abuse of children.

The NTER did receive initial support from both sides of parliament and some Aboriginal leaders, although some people in the community expressed concern about the "heavy-handed" nature of the NTER policy.

Noel Pearson, a Guggu Yalanji man and founder of the Cape York Land Council, was one of the first to give "qualified" support for the NTER, and had already argued for a decade that so-called "progressive" policies were failing young Aboriginal peoples. Pearson's "Light

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on the hill" speech, delivered in 2000 to an Australian Labor Party audience, included a frank and honest assessment of the difference between white and black Australia.

The NTER was not, however, supported by all Aboriginal leaders. Some raised concerns that it would be a return to the **paternalism** of old and that it represented an infringement of the human rights of Aboriginal people – the federal government had to suspend the *Racial Discrimination Act 1975* (Cth) in order to implement the NTER, as the laws relating to welfare restrictions and the possession of alcohol applied only to Aboriginal people.

paternalism controlling people in a paternal ("fatherly") manner, especially by deciding their needs without allowing them rights or responsibilities

Source 8 An Aboriginal woman and child at a camp in Alice Springs, Northern Territory, 2007

Closing the gap?

Supporters and critics alike closely observed the progress of the NTER. In 2010, Mal Brough – the Coalition minister originally responsible for the NTER – complained that bureaucracy and poor leadership had held up key work. Data released by the government that year, in a *Closing the Gap* report, showed that reports of child sex abuse, alcohol-related violence and assault had increased in the three years since the NTER began. This brought into question the success of the NTER.

In the following *Closing the Gap* report (2011), law and order data was replaced by details of government investments and achievements in areas such as health, education and land rights. Many of these achievements are to be celebrated, but do they collectively amount to overall improvements for Aboriginal and Torres Strait Islander peoples in Australia?

In recent years, the policies of the NTER have faced widespread criticism. In 2017, Rex Wild QC, co-chair of the *Little Children are Sacred* report, said that many of the report's key

I used to think, now I think

Reflect on your learning about Aboriginal and Torres Strait Islander peoples and their fight for rights, and complete the following sentences:

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

Source 9 Protesters in Alice Springs march against the NTER.

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findings and recommendations were ignored in the NTER policy, which failed to address the deep-rooted causes of alcoholism and child abuse. Others have pointed out that the NTER policies worked to further incarcerate Aboriginal children, with little evidence showing that communities were safer after the intervention.

Source 10 Noel Pearson (left) with Mal Brough, the Coalition minister responsible for the NTER

Analyse this! Kevin Rudd's apology to the Stolen generations

Check your learning 11.11

Check your learning 11.11

Review and understand

1 **Identify** when most governments around the world endorsed the United Nations Declaration on the Rights of Indigenous Peoples.

Apply and analyse

2 **Examine** the data in Source 7. What do you think are some of the reasons that would account for such a difference in life expectancy?

3 "Do you think that we should try to record and teach all sides of our history, or only the parts we are proud of?" Write a short paragraph that responds to this question, using evidence from this topic to **justify** your response.

Evaluate and create

4 **Research** the lyrics of "Beds Are Burning", the song performed by Midnight Oil at the 2000 Sydney Olympics. Analyse the message of this song and suggest why it upset John Howard.

5 Conduct some **research** to explain why Pat Dodson is considered to be the father of the reconciliation movement.

6 **Evaluate** whether the 2000 Sydney Olympics was a significant landmark on the path to reconciliation. Provide evidence to support your view.

7 **Create** a closing ceremony for an Olympics held in Australia this year that shows the world the state of reconciliation in Australia.

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Lesson 11.12
The Uluru Statement from the Heart and the Voice referendum

Learning intentions and success criteria

Uluru Statement from the Heart

In 2015, then Prime Minister Malcolm Turnbull and Opposition leader Bill Shorten appointed a Referendum Council to develop a process towards a referendum to recognise Aboriginal and Torres Strait Islander peoples in the Australian Constitution.

The Council, which included Aboriginal and non-Indigenous Australians, led a series of "Dialogues" across the country from 2016–17. This culminated in "The First Nations National Constitutional Convention", held from 23–26 May 2017.

This convention, held at Uluru, included 250 Aboriginal and Torres Strait Islander delegates who met to discuss a path to constitutional recognition. At the end of the convention, the Uluru Statement from the Heart was developed. Central to the statement were the ideas of "Voice, Treaty and Truth".

Source 1

> Proportionally, we are the most incarcerated people on the planet. We are not an innately criminal people. Our children are aliened from their families at unprecedented rates. This cannot be because we have no love for them. And our youth languish in detention in obscene numbers. They should be our hope for the future.
>
> These dimensions of our crisis tell plainly the structural nature of our problem. This is the torment of our powerlessness.
>
> We seek constitutional reforms to empower our people and take a rightful place in our own country. When we have power over our destiny our children will flourish. They will walk in two worlds and their culture will be a gift to their country.
>
> We call for the establishment of a First Nations Voice enshrined in the Constitution.
>
> We seek a Makarrata Commission to supervise a process of agreement-making between governments and First Nations and truth-telling about our history.
>
> In 1967 we were counted, in 2017 we seek to be heard. We invite you to walk with us in a movement of the Australian people for a better future.
>
> Extract from the "Uluru Statement from the Heart", 2017

See, think, wonder

Reflect on your learning about the Uluru Statement from the Heart and complete the following sentences.

- I used to think ...
- Now I think ...

What has changed in your understanding?

The road to the 2023 referendum

In October 2017, the Coalition government, led by Malcolm Turnbull, rejected the Voice proposal in a statement:

> The Government does not believe such an addition to our national representative institutions is either desirable or capable of winning acceptance in a referendum.

Malcolm Turnbull would later come to support the "Yes" campaign.

In his 2022 election victory speech, Prime Minister Anthony Albanese committed to the Uluru Statement from the Heart in full.

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By March 2023, the Albanese government announced the question for the referendum (see Source 2), which was then approved by the House of Representatives and the Senate in June 2023. The referendum was held on 14 October 2023.

The debate

From early 2023 a public debate emerged around the referendum, with both sides utilising television, radio, print and social media to reach a broad range of Australians. In July an official pamphlet was released by the Australian Electoral Commission (AEC), which outlined both the "Yes" and "No" campaigns (see Source 3).

In addition to the issues addressed in the mainstream debate, there was also a concerning amount of misinformation on social media. Online fearmongering campaigns included claims that the Voice would create a "third chamber of Parliament" and that Aboriginal and Torres Strait Islander peoples would have claims to land rights on all private property.

A campaign slogan, "If you don't know, vote No" surfaced, which some Australians interpreted as an encouragement not to research the referendum question and therefore remain ignorant to its meaning.

Many Aboriginal and Torres Strait Islander peoples also reported an increase in racism during the debate, characterised by racial stereotypes and racially degrading language.

Statement of the proposed changes to be made to the Constitution

The proposed law, being the Constitution Alteration (Aboriginal and Torres Strait Islander Voice) 2023, would change the Constitution by inserting the following text after Chapter VIII:

Chapter IX—Recognition of Aboriginal and Torres Strait Islander Peoples

129 Aboriginal and Torres Strait Islander Voice

In recognition of Aboriginal and Torres Strait Islander peoples as the First Peoples of Australia:

(i) there shall be a body, to be called the Aboriginal and Torres Strait Islander Voice;

(ii) the Aboriginal and Torres Strait Islander Voice may make representations to the Parliament and the Executive Government of the Commonwealth on matters relating to Aboriginal and Torres Strait Islander peoples;

(iii) the Parliament shall, subject to this Constitution, have power to make laws with respect to matters relating to the Aboriginal and Torres Strait Islander Voice, including its composition, functions, powers and procedures.

The proposed law would also change the Constitution by inserting the following text into the Table of Contents in the Constitution, after the reference to 'Chapter VIII Alteration of the Constitution':

Chapter IX Recognition of Aboriginal and Torres Strait Islander Peoples

Source 2 Statement of the proposed changes to be made to the Constitution in the 2023 referendum

Source 3 Key arguments for the Yes campaign and the No campaign in the 2023 referendum. Source: Australian Electoral Commission, Referendum pamphlet, 2023

Arguments for the Yes campaign	Arguments for the No campaign
Recognition of Aboriginal and Torres Strait Islander peoples and paying respect to their culture and history in the constitution.	The voice is legally risky, as there is no comparable constitutional body globally, so it has not been tested before.
The idea came directly from Aboriginal and Torres Strait Islander peoples.	A change to the Constitution is permanent.
A voice would enable better decision making by advising the government on laws and policies affecting Aboriginal and Torres Strait Islander communities.	The proposed Voice lacks detail in terms of structure – how its members will be chosen and how it would operate.
A voice is needed to address the gaps in life expectancy, infant mortality and health, education, employment and custody rates in a practical way by listening to Aboriginal and Torres Strait Islander peoples.	The Voice will create further racial divisions in Australia by creating a separate constitutional body based on ancestry.
This would be a step towards self-determination and the other suggestions in the Uluru Statement from the Heart, namely "treaty" and "truth-telling", giving Indigenous Australians a stronger say in decisions impacting their lives.	The Voice risks being too bureaucratic or symbolic, as it could never represent the views or concerns of all Aboriginal and Torres Strait Islander peoples.
Promote national unity through reconciliation.	There are concerns over the scope of the Voice and what legislation it can advise on.

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Source 4 Political cartoon by Fiona Katauskas, 2023

Results of the referendum

In order for a referendum to pass there must be a "double majority", which is a national majority of voters in the states and territories and a majority of voters in a majority of the states. That is, at least four out of six states must vote yes. The 2023 Voice referendum received neither.

Source 5 2023 referendum results

State	Yes vote	Yes %	No votes	No %	Informal (invalid) votes
NSW	2,058,764	41.04	2,957,880	58.96	57,285
VIC	1,846,623	45.85	2,180,851	54.15	39,038
QLD	1,010,416	31.79	2,167,957	68.21	27,266
SA	417,745	35.83	748,318	64.17	11,478
WA	582,077	36.73	1,002,740	63.27	13,454
TAS	152,171	41.06	218,425	58.94	3,697
NT	43,076	39.70	65,429	60.30	820
ACT	176,022	61.29	111,192	38.71	2,237
National	6,286,894	39.94	9,452,792	60.06	155,545

Aftermath of the referendum

Following the Voice referendum results, a statement from the Yes Campaign called for a Week of Silence:

> This is a bitter irony. That people who have only been on this continent for 235 years would refuse to recognise those whose home this land has been for 60,000 and more years is beyond reason ...
>
> We are calling A Week of Silence from tonight (Saturday 14th October) to grieve this outcome and reflect on its meaning and significance. We will not be commenting further on the result at this time.

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After this, many Aboriginal and Torres Strait Islander leaders shifted their focus to other components of the Uluru Statement from the Heart, such as treaty-making and truth-telling. The referendum debate had highlighted the serious issues facing Aboriginal and Torres Strait Islander communities that needed to be addressed.

Many people also reflected on the referendum process and criticised the government's approach, with some suggesting they should have pursued bipartisan support, meaning that both sides of the government supported a yes vote (as they did in the 1967 referendum). Instead, the debate became too political, pitting one side of politics against the other.

The referendum debate and its result exposed deep societal divisions regarding race, reconciliation and national identity in Australia. Many Aboriginal and Torres Strait Islander peoples felt a sense of rejection by the Australian people.

Quiz me! The Uluru Statement from the Heart and the Voice referendum

Check your learning 11.12

Check your learning 11.12

Review and understand

1 **Describe** the purpose of a Voice to Parliament and the issues it was trying to address.

2 **Identify** the proposed changes to the constitution in the 2023 referendum.

3 **Explain** why the slogan "If you don't know, vote no" was considered dangerous. Use Source 4 in your response.

Apply and analyse

4 Using evidence from this module and your own research, write a TEEL paragraph **explaining** what you would have voted in the 2023 referendum and why.

5 **Consider** how social media, misinformation and/or a lack of understanding may have influenced peoples' decisions in the referendum. Suggest ways this could have been countered by groups that focused on presenting truthful facts.

Evaluate and create

6 **Research** which former prime ministers campaigned for and against the Voice referendum. Do their stances surprise you, based on what you have learnt in this module? (You might like to consider Malcolm Turnbull's opinion, which changed from 2017–23.)

7 **Evaluate** the significance of the 2023 Voice referendum. In particular, focus on the lessons we can learn from the outcome of the referendum and how Australia approaches reconciliation in the future.

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11C Concepts & skills in context
The *Dark Emu* debate

Introduction

In 2014 author Bruce Pascoe, a Bunurong, Yuin and Tasmanian Aboriginal man and author, published *Dark Emu*. In this text, Pascoe used colonial sources to challenge the story of Aboriginal peoples as only hunter-gatherers when the British colonised Australia in 1788. Pascoe argued that Aboriginal people practised forms of agriculture, aquaculture and permanent settlement.

In 2019, Pascoe published a children's book called *Young Dark Emu: A Truer History*, which he hoped would inspire younger readers to learn about the innovation and culture of Aboriginal peoples. Pascoe's books were widely praised for bringing pride to Aboriginal communities and exposing non-Indigenous Australians to the genius of the "Old people".

As *Dark Emu* grew in popularity, critics of the text emerged among some academic communities. This included Peter Sutton, an anthropologist, and Keryn Walshe, an archaeologist, who published a book *Farmers or Hunter-gatherers? The Dark Emu Debate*. In their book, Sutton and Walshe claimed that Pascoe selectively interpreted or exaggerated evidence to support his claims. They suggested that Pascoe looked at the issue through a Eurocentric framework and incorrectly used the term "agricultural". Instead, they suggest that most Aboriginal people were "hunter-gatherer plus", which should not be undervalued.

In addition to this, some conservative critics called into question Pascoe's Aboriginality as a way of questioning his book. These claims were investigated, however many criticised this investigation as racist, by aiming to discredit Pascoe's book through discrediting him.

Source 1

Bruce Pascoe: I was a bit bemused actually, because I don't think our views are very far apart.

Peter Sutton: Well Bill Gammage suggested something like that too, but I don't think it's about terms only, because terms relate to categories of behaviour and behaviours, like economic ones like harvesting, storage, processing. I think we interpret that quite differently, because by portraying the old people and their economy as much more like ours than people thought before. "Ours" being my European ancestry, I think it gave some people a feeling of being closer to the old people because they had something in common with us, which was farming. I think you do use that term.

Bruce Pascoe: No, I think you misunderstand my book. I've got an ambition for Australian kids that they learn about this stuff. The sophistication of Aboriginal people. I think the term hunter and gatherers has been used by people to reinforce *terra nullius*. That's a real shame, because what I am interested in is that Australians know that Aboriginal people had a sophisticated lifestyle and were doing pretty remarkable things, they were building.

Peter Sutton: Let's go back to sophistication. I have a real problem with this. What's wrong with being unsophisticated?

Bruce Pascoe: Well see, I don't think we were.

Peter Sutton: No, that's not the point. Why do you hold up a God of sophistication as a kind of a solution to people feeling bad about themselves?

Bruce Pascoe: What Aboriginal people were doing was very unusual in the world and I want Aboriginal kids to know these things so they have more pride in the old ancestors and the more we learn about our country the better we will look after it. That's my view.

Peter Sutton: We agree to disagree and occasionally we agree to agree.

Extract from an interview between Bruce Pascoe and Peter Sutton in the 2023 Documentary "The Dark Emu Story".

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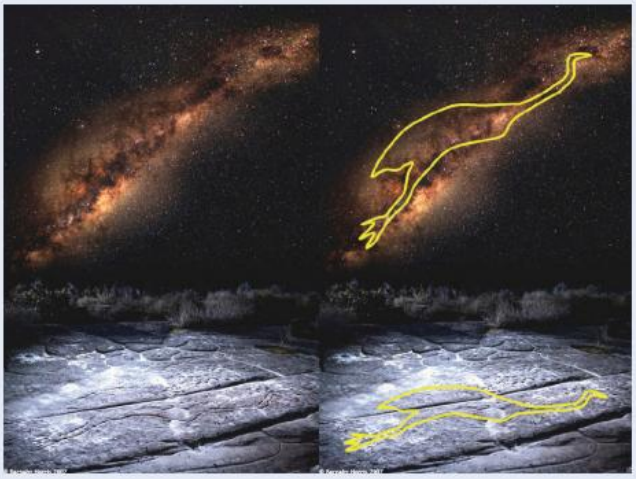
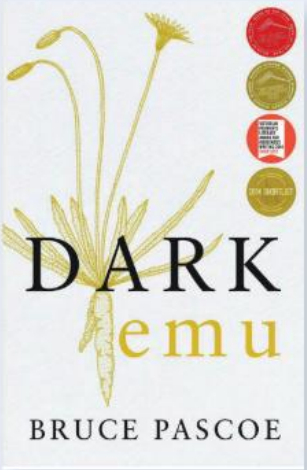


Source 2 *Dark Emu* was named after the Aboriginal sky constellation, known as Gugurmin, or "dark emu", to the Wiradjuri people.

Source 3 The *Dark Emu* book by Bruce Pascoe



Key concepts & skills Historical questions

Generating questions

One of the first and most important steps in conducting a historical inquiry or research is to generate or pose key questions. The questions that you generate will frame or direct the research that you then undertake. Follow these steps to generate questions:

- **Step 1:** Generate one broad, overarching question for your inquiry or research; for example: "What was the historical significance of the *Dark Emu* debate in terms of understanding Aboriginal culture?"
  After that, you need to generate more specific questions that are related to your overall inquiry or research question. You will need to generate a mixture of:
  - closed or simple questions; for example, "*When* did event X occur?"
  - open or probing questions; for example, "*Why* did event X occur?"
  - questions that relate to the process of historical inquiry or research; for example, "*What* evidence is there?" "*What* other sources might be needed?"
- **Step 2:** The next step is to think about what you already know about the topic. Use this knowledge as a springboard for questions that will help you understand the topic in more depth.
  - Using a table similar to the one in Source 4, brainstorm all the things you know in bullet-point form in the first column.
  - In the second column, use each dot point from the first column to generate related questions that will help to deepen or build your understanding. Remember to include a mix of the three question types described in step 1.

For more information on this skill, refer to Lesson 7.2 Historical questions (page 241).

Source 4

Overarching question:	
What I already know	**Questions to help deepen or build my understanding**
Point 1	Questions related to point 1
Point 2	Questions related to point 2

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Practise the skill

1 Use the process described above to generate a range of questions related to the following overarching historical question: "What was the historical significance of the *Dark Emu* debate in terms of understanding Aboriginal culture?"

a **Create** a table like the one in Source 4. Identify what you already know as a result of reading the information in this task. List these ideas in bullet points in the first column.

b In the second column, use each dot point from the first column to generate related questions that will help to deepen or build your understanding. The first one has been done for you (see Source 5).

Source 5

Overarching question: What was the historical significance of the *Dark Emu* debate in terms of understanding Aboriginal culture?	
What I already know	**Questions to help deepen or build my understanding**
• *Dark Emu* challenged colonial narratives, highlighted Aboriginal innovation and sparked public discussion about history. • Farmers or hunter-gatherers? The *Dark Emu* debate brought in a broad range of academic perspectives and highlighted issues with evidence and how it is used to write history.	• What events led Pascoe to write *Dark Emu*? • What sources did Pascoe use to write his book? • What evidence is there of Aboriginal people as only hunters and gatherers? • What experts are used in *Farmers or Hunter-gatherers? The Dark Emu Debate*? • What do anthropologists and archaeologists do? Do their definitions help us understand history better? • Are there criticisms of Sutton and Walshe's book? • What does "Hunter-gatherer plus" mean?

Extend your understanding

1 Using Source 1, **identify** and **describe** how Pascoe and Sutton's opinions differ. Use quotes to support your ideas.

2 One of the criticisms of *Dark Emu* was that it used historical sources selectively. **Describe** how authors can do this.

3 In 2023, Blackfella Films Pty. Limited produced a documentary called *The Dark Emu Story*.

a Watch this documentary and complete the below table, listing dot points in each column:

Positives of the *Dark Emu* debate	Negatives of the *Dark Emu* debate

b Write an essay on the below question: While books like *Dark Emu* and *Farmers or Hunter-Gatherers? The Dark Emu Debate* are controversial, they do help young people understand the complexity of Aboriginal cultures and appreciate their innovations prior to British colonisation. **To what extent** do you agree? Use evidence to support your ideas.

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Review: Aboriginal and Torres Strait Islander peoples' rights and freedoms

Review activity

Read the text, and then answer the questions that follow.

Land rights battle in 2020

In 2014, an archaeological report revealed that caves in the Juukan Gorge in Pilbara, Western Australia, were of "high archaeological significance" after several unique artefacts were discovered, including:

- a belt made of human hair dating back 4,000 years.
- a sharpened kangaroo bone dating back 28,000 years (the oldest example of bone technology found in Australia)
- grinding and pounding stones (believed to be the earliest use of grindstone technology in Western Australia)
- evidence of continuous human habitation since the last Ice Age.

Archaeologist Dr Michael Slack stated that:

> ... this site was something special. It was a massive cave, it had such a rich cultural deposit, such an old occupation. And so significant in that respect that it's one of those sites you only excavate once or twice in your career.

On 28 May 2020, mining company Rio Tinto destroyed this 46,000-year-old Aboriginal site to expand an iron ore mine. Rio Tinto was aware of the existence of the site after receiving the archaeological report and sponsoring a documentary about the site's significance. Rio Tinto's actions were entirely legal as it was abiding by Western Australia's *Aboriginal Heritage Act 1972*. Section 17 of this Act makes it illegal to excavate, destroy, damage, conceal or in any way alter any Aboriginal site without ministerial consent; however, Rio Tinto had received such consent in 2013. Traditional owners do not have the right to appeal the decision and they were not consulted.

Source 1 People protesting the destruction of Aboriginal sacred sites, 2020

Rio Tinto's actions made international headlines. Rio Tinto released an apology statement, promising not to repeat its actions, and several senior figures at the company – including the CEO – resigned over the incident. A parliamentary inquiry was also established, entitled "Never Again", which highlighted the failings of Rio Tinto, the Western Australian Government, the Australian Government and native title law.

1. **Explain** what made the Juukan Gorge so culturally significant. (3 marks)
2. **Explain** why Rio Tinto's actions were legal. (3 marks)
3. **Explain** why this event made international headlines and sparked protests. (3 marks)
4. The destruction of this cultural site highlighted a continuing lack of respect from the Western Australian and Australian governments with regard to Aboriginal land rights. **Compare** the destruction of the Juukan Gorge to another land rights battle discussed in this module. (5 marks)
5. **Propose** (put forward) what needs to change in order for events like this to never occur again. (6 marks)

(Total: 20 marks)

Module checklist: Aboriginal and Torres Strait Islander peoples' rights and freedoms

Module review quiz: Aboriginal and Torres Strait Islander peoples' rights and freedoms

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Module

12

Overview: The globalising world

Sub-strand: The globalising world (1945–the present)

Overview

Since the end of World War II in 1945, the world has changed immensely. Advances in technology, travel, communication and medicine have had a profound effect on the modern world. Many changes have revolutionised our daily lives. Appliances have replaced back-breaking work in the home, smartphones let us communicate with people all over the world, and aeroplanes make international travel faster and more comfortable. More than ever before, the nearly 8 billion human beings on Earth are part of a single global community.

All of these changes, however, come at a cost. The rapid increase in world population and unprecedented growth in the consumption of resources have put our planet under serious strain. In this unit, you will learn about one of the many aspects of our globalising world in more detail.

Source 1 Once one of the world's busiest airports, Hong Kong Airport was deserted in 2020 due to the COVID-19 pandemic. The reach of COVID-19 and the speed at which it spread were effects of living in a connected, globalised world.

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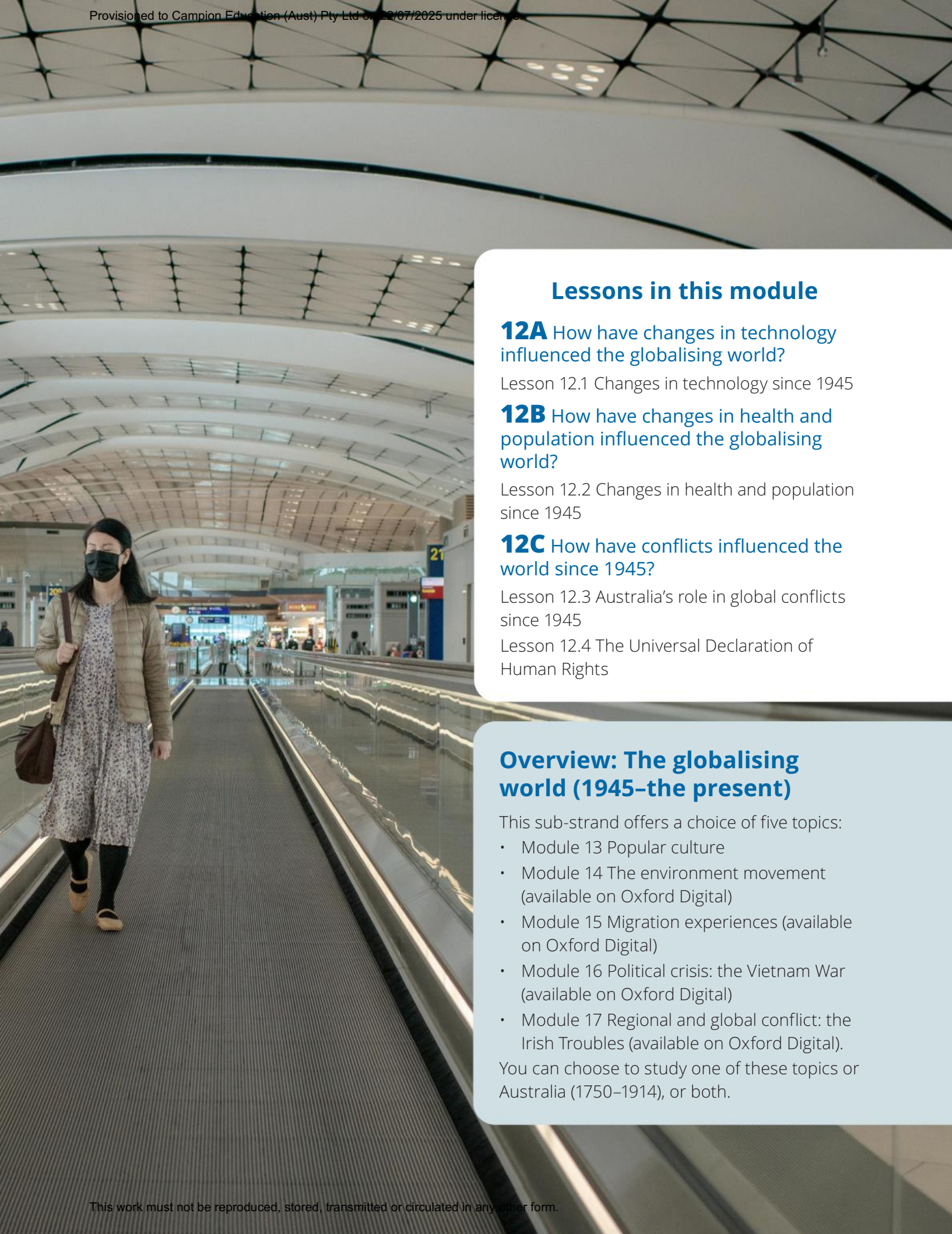

Lessons in this module

12A How have changes in technology influenced the globalising world?

Lesson 12.1 Changes in technology since 1945

12B How have changes in health and population influenced the globalising world?

Lesson 12.2 Changes in health and population since 1945

12C How have conflicts influenced the world since 1945?

Lesson 12.3 Australia's role in global conflicts since 1945

Lesson 12.4 The Universal Declaration of Human Rights

Overview: The globalising world (1945–the present)

This sub-strand offers a choice of five topics:

- Module 13 Popular culture
- Module 14 The environment movement (available on Oxford Digital)
- Module 15 Migration experiences (available on Oxford Digital)
- Module 16 Political crisis: the Vietnam War (available on Oxford Digital)
- Module 17 Regional and global conflict: the Irish Troubles (available on Oxford Digital).

You can choose to study one of these topics or Australia (1750–1914), or both.

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Lesson 12.1
Changes in technology since 1945

Learning intentions and success criteria

Introduction

The twentieth century was a time of extraordinary technological change and innovation. The first half of the century saw the first powered aeroplane flight, the expansion of industrialisation and mechanisation, the invention of penicillin and advances in theoretical physics that laid the groundwork for what became known as the "nuclear age", which began after the first atomic bomb was detonated. By the second half of the century, people had orbited the Earth and walked on the moon, developed new treatments for many medical conditions, eradicated diseases such as smallpox, and witnessed the birth of the internet.

Technology in the home

Some of the technological innovations that had the most immediate impacts during the twentieth century were designed for the home. From the 1920s, the growing availability of electricity in ordinary homes allowed people to change traditional housekeeping routines. Electric ovens and hot water services freed people from the need to burn wood and clean chimneys. Vacuum cleaners meant that rugs and carpets no longer had to be taken up and beaten by hand to remove dust (see Source 1).

Source 1 An advertisement from the 1940s for Hoover vacuum cleaners

By the 1950s, a wide range of appliances and whitegoods were available. Electric kettles, toasters and mixers transformed the kitchen, but the invention of the washing machine and the electric refrigerator were arguably the most important of the time. Before the washing machine, laundry was commonly washed by hand using a copper boiler, soap and a washboard. After that, it was wrung out in a hand-wringer and hung out to dry. The first washing machines had no spin or rinse cycles, but still represented enormous savings in time and effort.

Various methods of refrigeration existed prior to 1950, but these were far less effective than the type of refrigerators we are used to today. Before the 1950s, food could be stored in a Coolgardie safe, where it was kept cool by the evaporation of water from a gauze covering. Alternatively, it could be stored in an ice chest, but this method relied on a daily delivery of a slab of ice from the local ice-works. The invention of the electric refrigerator allowed people to store food for much longer periods than ever before. This changed their shopping and eating habits.

Later, electric refrigerators were followed by electric freezers and microwaves that once again revolutionised food preparation in the home.

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Home entertainment

Entertainment was transformed by the invention of radio and television. The first radio station to go to air in Australia was 2SB in Sydney, in November 1923. Others quickly followed. Radio became increasingly popular from the 1920s to the 1940s, as the technology improved. Radios became smaller and more portable, and more stations and types of shows were offered.

Television arrived in Australia in 1956. At first, it was offered in black and white only, but by 1975, colour television had become available. In the 1980s the video cassette recorder (VCR) arrived, allowing people to record television shows to watch at their leisure. Together, these technologies provided much greater opportunities for people to entertain themselves at home.

Source 2 Television revolutionised home entertainment for families in Australia from the 1950s onwards.

Source 3 The Holden FX, the first Australian-produced car, went on sale in 1948.

Travel and trade

Just a century ago, the world was a much less mobile place than it is today. Horse-drawn transport was still in use in Australia at the start of the twentieth century, international travel and trade were only possible by sea, and most Australians spent their holidays much closer to home.

Road travel

In the postwar period, the motor car became much more affordable and more common. The first traffic lights in Australia were installed in Melbourne in 1928 and the first Australian-produced car, the Holden FX, went on sale in 1948 (see Source 3). Roads were sealed to reduce dust from the ever-growing volume of traffic, and highways expanded to connect cities and towns all over the country. By 2020, car registrations exceeded 19.8 million. However, while the growth of car ownership has meant greater freedom for many people and a boom to the tourism industry since World War II, many people are now questioning its broader impacts, including pollution and greater congestion in cities.

Air travel

Passenger aviation arrived in Australia in the 1920s (see Source 4). Qantas was established in 1921, and by the 1950s other commercial airlines were operating domestically, including Trans Australian Airlines (TAA) and Australian National Airways (ANA). Up until the first jet aeroplane arrived in Australia, aeroplanes were propeller-driven. The so-called "jet age" began in 1959 with the arrival of Qantas's first Boeing 707 and expanded during the 1970s.

Source 4 In 1922, Alexander Kennedy, an 84-year-old cattleman, was the first paying passenger on Qantas.

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Source 5 Today, Qantas is Australia's biggest airline. Pictured is a Qantas Boeing 747.

The arrival of the Boeing 747 (see Source 5) meant larger planes that could travel longer distances. Prices became more affordable, and both domestic and international travel by air came within the reach of many Australians.

Trade

Even the nature of shipping has changed dramatically during the postwar period. Ships became far larger and more powerful, allowing for the bulk transport of vast quantities of resources. Containerisation of freight developed after World War II, allowing goods to be shipped all over the world in standard-sized metal containers. These containers can be loaded and unloaded from ships using heavy machinery, and can be easily transferred to trains or trucks for rail or road transport. Containerisation led to the loss of jobs for dock workers who had traditionally loaded and unloaded ships, but also reduced the costs of transport for many goods, helping to make them cheaper.

Communications

The way that Australians communicate with each other and the world has transformed entirely since 1900. At the start of that century, Australians often had to wait for significant lengths of time to receive news from overseas relatives and interstate friends. Mail was the main form of communication, and was transported by ship from overseas or by rail within the country. However, as aviation technology improved, postal services began to use airmail.

The other main method of sending messages was sending telegrams, by telegraph. Although instantaneous, a telegram still had to be delivered by a messenger to the recipient. Furthermore, messages tended to be short, as the technology was expensive.

Source 6 The Port of Shanghai in China has been the world's busiest container port since 2010. Each year, over 700 million tonnes of cargo are usually processed through the port and shipped all around the world.

Oxford University Press
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Several advances contributed to a gradual reduction of Australian isolation. A telegraph line was connected to Britain by 1927, allowing instantaneous overseas news. Cinema newsreels also became more common. Though these had to travel in the same way as letters, people were now able to see what was happening elsewhere. Radio station broadcasts began in 1923 and, by the middle of the century, telephone use became widespread, with direct long-distance (or subscriber trunk dialling, known as STD) and overseas telephone services becoming available in the 1970s.

Then, in the last part of the twentieth century, another communications revolution began with the invention of the microchip. Mobile phones, computers and the internet changed personal correspondence and the way people conducted business. The number of emails and SMS messages sent around the world now far outnumber traditional letters. In addition, households are now shifting away from fixed lines (landlines) in favour of mobile telephone and wireless internet services. Satellite communication allows the transfer of data, voice and images instantaneously around the globe. Together, these technologies have allowed people from all over the world to communicate and carry out a range of tasks in real time – something that could never have been imagined at the end of World War II.

Source 7 Early mobile phones

Quiz me! Changes in technology since 1945

Check your learning 12.1

Check your learning 12.1

Review and understand

1 **Outline** some of the key developments in household technology that occurred in the first half of the twentieth century.

2 Answer these questions.

   a In your own words, **define** the term "containerisation".

   b **Explain** the impact that the introduction of containerisation had on society.

Apply and analyse

3 Of the inventions discussed in this lesson, select two that you believe are the most significant. **Justify** (give reasons for) your decisions.

4 **Analyse** the significance of air travel. How significant was it in creating the globalised world we live in today?

Evaluate and create

5 **Discuss** one serious problem raised by technology. Why is it a problem and how do you think it could be best addressed?

6 Write a letter to an Australian person living in 1950s Australia explaining how important technology is to your daily life. Remember, it is likely that the recipient of your letter could have never imaged the types of technology that we have access to today.

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Lesson 12.2
Changes in health and population since 1945

Learning intentions and success criteria

World population

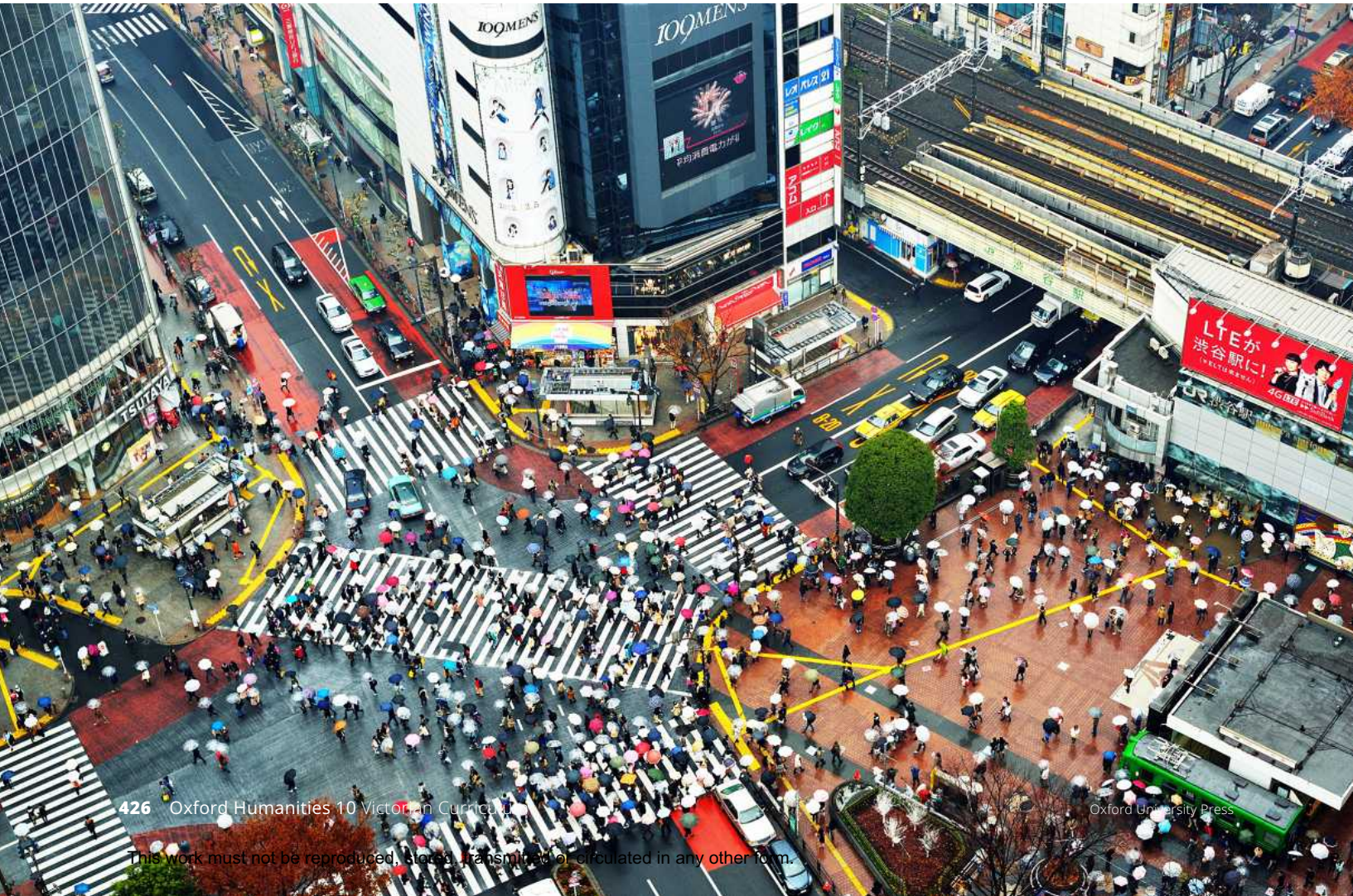
At the end of World War II in 1945, the world's population stood at approximately 2.2 billion people and Australia had a population of around 7 million. Just 80 years later, the world's population is over 8 billion and Australia's population has almost quadrupled to 27.5 million. Based on current trends, experts believe that world population will reach 9 billion by 2050.

World population has increased so rapidly for many reasons. Advances in agricultural production (leading to better food supply), better sanitation, and improvements in health and medicine have all played a role. **Life expectancy** has also increased in many parts of the world, meaning that many people (particularly in the developed world) are living longer than ever before.

life expectancy a statistical measure of the average number of years a person in an area of population can expect to live from the year in which they were born

While it is possible to regard the growth of human population as a reflection of human success, concerns have also been expressed in recent years that a large human population, coupled with increasing consumption of natural resources, is putting the natural environment at risk.

Source 1 The capital of Japan, Tokyo, has a population of around 38 million people, and has grown from around 9 million people since the end of World War II. It is the most populated city on Earth. Improvements in health, sanitation and agricultural production have all contributed to its growth.



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Changes in life expectancy across the globe

Australia has one of the highest life expectancies in the world. A non-Indigenous Australian boy born between 2020 and 2022 can expect to live for 80.6 years, and a girl for 83.8 years. However, life expectancy is not as high for Aboriginal and Torres Strait Islander peoples. The Australian Institute of Health and Welfare estimated in 2023 that an Aboriginal or Torres Strait Islander person born in the same period has a life expectancy of 71.9 years (males) and 75.6 years (females). The causes for this include poverty and poor health, both of which link directly to the history of land dispossession and oppression that Aboriginal and Torres Strait Islander peoples have experienced since Australia was colonised in 1788.

By contrast, the **United Nations** estimates that people living in the African country of Chad have the lowest life expectancy in the world. There, on average, men only live to the age of 51 and women to the age of 55.

Source 2 A child suffering from HIV in Africa. The spread of HIV/AIDS in sub-Saharan Africa has dramatically affected the life expectancy of people living there.

Measures of life expectancy are not static, and many areas of the world have seen dramatic increases since the end of World War II. For example, life expectancy rates in developing countries such as China and Brazil have risen substantially over the past 65 years – almost doubling by some estimates. Sadly, life expectancy has also decreased in some places. The HIV/AIDS pandemic has been devastating for sub-Saharan Africa (see Source 2). Botswana, Zimbabwe and South Africa all saw life expectancy drop significantly from the late 1980s, as infection rates soared. By 2006, life expectancy in Zimbabwe was only around 44 years for men and 43 years for women, although this has now increased to 56 (males) and 62 (females).

United Nations
an international organisation formed in 1945 with the aim of increasing political and economic cooperation among member countries

History

Improvements in public health and standards of living

In 1967, the World Health Organization declared its intention to eradicate smallpox, a disease that killed up to a third of all sufferers and disfigured many survivors. Through a vaccination program the target was achieved, with the last case of smallpox recorded in 1977. Other diseases, although not eradicated, have been dramatically curbed through widespread vaccination. Polio and measles are two examples, with polio cases in the developed world reduced by 99 per cent.

In spite of these examples, many of the advances in public health have been due to simple factors such as improved sanitation, better urban planning and better nutrition. From the 1950s, the **Green Revolution** vastly increased the food output of farms in all continents except Africa, leading to improved nutrition and food supply. The Green Revolution involved a combination of methods such as:

- increased mechanisation (for example, the use of tractors and irrigation pumps)
- the development of new, higher-yield crops
- the invention of new fertilisers and pesticides.

World trade also intensified in the years after World War II, aided by improved communications and transport systems. By the end of the twentieth century, the world had entered the era of **globalisation**, meaning that goods are now being traded more freely across many parts of the world. Commerce and banking have also become globally integrated, as the 2008 Global Financial Crisis (in which losses by banks in the United States led to worldwide shortages of financial credit) demonstrated.

Green Revolution
a period of research, development and alteration of agricultural techniques that took place between the 1940s and 1960s, most markedly in the developing world, which saw increased global agricultural production

globalisation
the increasing interconnections between countries all around the world, particularly economic, political, trade and cultural exchanges

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Many people believe that increased global trade has led to higher standards of living. Advocates of globalisation argue that poorer countries are able to sell their goods to a much greater market than before, and that people in the developing world have access to more jobs. However, critics point out that globalisation does not necessarily mean that any new wealth created will be shared. For Australia, globalisation has seen an increase in exports of mineral resources to overseas markets, but it has also brought with it the collapse of some manufacturing industries, as companies have looked to source the skills of cheaper workers in other countries.

Environmental pressures

The twentieth century has seen continued urbanisation and industrialisation. As a result, more and more people are now engaged in the production of goods and services, rather than the production of food. Urban populations drain energy resources, and create large amounts of waste and pollution. Industry, previously concentrated in Western countries, has become more global since the end of World War II, due to the growth of industries in Germany, Japan and South Korea, and more recently in China and India.

These trends have had serious ecological implications and, over time, the public concern for the environment has increased greatly. By the end of the twentieth century, there were clear differences between those who saw the planet as a resource to be exploited, and those who saw it as a unique biological system to be preserved. Development and conservation frequently clashed, as a range of issues and campaigns made the environment movement a critical part of historical change.

The second half of the twentieth century saw the emergence of environmental thinking. A major development in environmental thinking was the Gaia hypothesis. This proposed that life on the Earth was interconnected and formed a self-contained system that allowed life to flourish – in other words, the Earth is a single, interdependent system. The idea of **sustainability** has also become increasingly important during the twentieth century.

sustainability
a concept that relates to the ongoing capacity of the Earth to maintain all life; this means developing ways to ensure the Earth's resources are used and managed responsibly, so they can be maintained for future generations

See, think, wonder

Look at Source 3.
- What do you see?
- What do you think?
- What do you wonder?

Source 3 The Gulf of Mexico oil spill in 2010 is one of the most significant environmental disasters ever recorded. The oil platform operated by BP gushed crude oil for 87 days before it could be capped. During this time, it released around 800 million litres of crude oil into the Gulf of Mexico, devastating animal and plant populations and destroying many local businesses.

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It requires human beings to take a long-term view when it comes to the use of resources. It also requires the exploitation of natural resources to be measured and managed, so they are safeguarded for future generations.

In the postwar period, environmental movements developed in response to the belief that governments were not dealing with environmental threats appropriately. Individuals formed activist groups to focus attention on issues at a range of scales – local, regional, national, international and global. International non-government organisations such as Greenpeace have brought a range of environmental issues to the world's attention, from nuclear testing in the Pacific to whaling in the Southern Ocean. Local conservation groups in Australia have fought to protect endangered species and the natural environment against development.

Source 4 Concerned students in Melbourne gather in protest for the School Strike for Climate, 2019. The movement was started by Swedish activist Greta Thunberg.

Green politics has gradually made an impact on the international political scene, and Green parties now participate at various levels of government in many countries. The environment is increasingly becoming a global issue, as world governments recognise the need for coordinated efforts against threats such as **climate change**. The Paris Agreement, signed by Australia in 2016, is an international commitment to reduce **greenhouse gas** emissions in an attempt to limit the potentially devastating effects of global warming.

climate change a change in global or regional climate patterns; in particular, a change apparent from the mid to late twentieth century onwards and attributed largely to the increased levels of atmospheric carbon dioxide produced by the use of fossil fuels

greenhouse gas a gas, such as carbon dioxide, that absorbs radiation from the sun's rays, trapping heat in the Earth's atmosphere

Quiz me! Changes in health and population since 1945

History

Check your learning 12.2

Check your learning 12.2

Review and understand

1 **Outline** three reasons for the rapid growth in world population since 1945.

2 **Identify** the disease that was eradicated by 1977.

3 In your own words, **describe** the Gaia hypothesis.

Evaluate and create

4 Visit the website of the Australian Conservation Foundation (a link is provided on Oxford Digital).

   a What environmental issues does this organisation see as currently important to Australia's future?

   b What actions has it taken, is it taking, or does it intend to take, in order to address these concerns?

Weblink: Australian Conservation Foundation

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Lesson 12.3
Australia's role in global conflicts since 1945

Learning intentions and success criteria

Introduction

The involvement of Australian troops in Europe and the Pacific during World War II – together with events such as the fall of Singapore and the bombing of Darwin by the Japanese – encouraged Australians to think more closely about issues of national security in the postwar world. In order to protect Australia from future attacks, Prime Minister Robert Menzies (who was in office from 1949 to 1966) set out to build stronger relationships with our neighbours in the Asia region and to ally Australia more closely with the United States.

Communism in Asia and the domino theory

communist based on the principles of communism; a way of organising a society in which the means of production (e.g. factories, farms and machinery) are publicly owned (by the state) and goods are distributed equally according to need

Cold War the state of political conflict and hostility that existed between the Soviet Union (and its allies) and the United States (and its allies) from 1945 to 1990; it was characterised by threats, propaganda and public competition

domino theory the theory put forward by US President Dwight D. Eisenhower that if one nation in South-East Asia adopted communism, others would follow – just like a row of dominoes topple once the first one is pushed over

In 1949, after years of civil war, Mao Zedong became the **communist** leader of the People's Republic of China. This was the first powerful communist revolution to take place in Asia. Many people in Australia feared that a communist government in China would have an influence on other countries in the region. As a result, Australia's key foreign policy objective at this time was to increase national security and stop the spread of communism in Asia by joining regional treaty organisations.

In 1951, a treaty – known as the ANZUS Treaty – was signed by Australia, New Zealand and the United States. This was a military alliance that committed the three nations to assisting each other in terms of defence. In September 1954, another alliance – known as the Southeast Asia Treaty Organization (SEATO) – was formed between the United States, Britain, France, Australia, New Zealand, Pakistan, Thailand and the Philippines. The members of SEATO were all anti-communist countries. Like ANZUS, SEATO was essentially a **Cold War** pact designed to limit or stop the spread of communism around the world. At this time, many leaders in the Western world believed that if one country fell to communism, neighbouring countries would follow. This became known as the **domino theory**.

The Australian Government's belief in the domino theory encouraged it to support Britain and the United States in a number of conflicts across South-East Asia in the 1950s and 1960s, especially when communist rebels were attempting to seize power. The most significant of these were Australia's involvement in the Korean War and the Vietnam War.

The Korean War

When Japan surrendered at the end of World War II, the area of land it controlled on the Korean peninsula was divided into two halves – North Korea and South Korea. North Korea was occupied by the Soviet Union, and South Korea was occupied by US-led United Nations (UN) forces.

In June 1950, the leader of the Soviet Union, Joseph Stalin, encouraged the leader of North Korea, Kim Il-Sung, to invade South Korea. US President Harry S. Truman immediately called on the UN to take action. The UN ordered the North Korean army to retreat, but they refused. In response, the UN sponsored a military intervention that was led by US troops

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under the command of General Douglas MacArthur. Australian Prime Minister Robert Menzies, who was strongly anti-communist, believed that if communism was not stopped in Asia, it would eventually spread to Australia. Thousands of Australians enlisted and volunteered to fight in Korea (see Source 1).

The fighting eventually ended with a negotiated ceasefire on 27 July 1953, which left Korea a divided country, just as it had been before the Korean War broke out. It remains this way today.

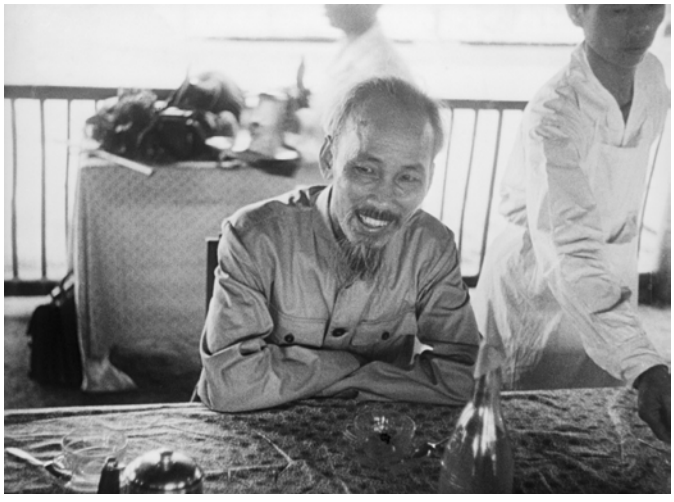
Source 1 Australian troops in the Korean War, c. 1951

The Vietnam War

Since the mid-nineteenth century, a large section of Indochina (including modern-day Vietnam, Laos and Cambodia) had been part of the French Empire. During World War II, Japanese forces invaded this region and occupied it. A communist group, known as the Viet Minh, formed under the leadership of Ho Chi Minh to fight the Japanese.

After Japan's surrender in 1945, the Viet Minh formed a government and declared Vietnam's independence. However, the French wanted to take Vietnam back as one of their colonies. By December 1946, the French and the Viet Minh were involved in a war that would last for nine years.

By 1952, Vietnam had become divided. The Viet Minh had control of the north, and the French had set up a rival government in the south, under the Vietnamese Emperor Bao Dai. The Soviet Union and China offered support and recognition to the Viet Minh in the north, while the United States and Britain did the same for Bao Dai in the south. Bao Dai was ousted from power in the south by Ngo Dinh Diem, a corrupt landowner who had little support from within Vietnam. However, because he was anti-communist, he had the support of the United States. Diem's police tortured and killed peasants suspected of supporting the Viet Minh.



Source 2 In the Vietnam War, the Viet Minh fought for Vietnamese independence under the leadership of Ho Chi Minh.

In 1957, the Viet Minh in North Vietnam began a guerrilla war (a war fought by small, independent groups of fighters) against South Vietnam in order to reunify their country. The United States, under President John F. Kennedy, started sending American advisers to support the anti-communist government of South Vietnam.

In December 1960, the National Liberation Front for South Vietnam was formed in opposition to Diem's government. It allied with North Vietnam and became known as the Viet Cong. North Vietnam dramatically increased its military assistance to the Viet Cong, which then began attacking South Vietnamese military units. The Viet Cong continued to use **guerrilla** warfare against the government of South Vietnam and the United States through the war.

guerrilla
an unconventional method of warfare involving an unseen enemy, surprise and ambush tactics

History

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US military involvement in the Vietnam War increased from 300 military advisers in 1955 to over 500,000 US troops by 1968. To justify this level of intervention, US President Eisenhower, and presidents following him, all declared their belief in the domino theory.

Australia's involvement in Vietnam

Australia's prime minister at the start of the Vietnam conflict was Robert Menzies. Menzies fully supported the United States' anti-communist policy, and was a committed ally throughout the war. He was also a strong believer in the domino theory. In 1962, the Australian Government sent its first military advisers to South Vietnam. The initial commitment of 30 men would grow to 60,000 over the next decade and would lead to the introduction of **conscription** in Australia for overseas military service. Public opinion polls at this time indicated that most Australians supported the government's decision. This would change dramatically in the coming years (see Source 3). By 1970, mass demonstrations were being held in the major capitals of Australia to demand a suspension of the war to allow for peace talks.

conscription
the compulsory recruitment of people to serve in the armed forces, often during times of war

When the United States began withdrawing troops from Vietnam in 1969, Australia followed suit. Between 1970 and 1972, all Australian combat troops were withdrawn. On 27 December 1972, the newly elected Labor government ended all Australian military aid to South Vietnam.

Around 500 Australians died during the Vietnam War, including 185 national servicemen (conscripts). Until the deployment of Australian soldiers to Afghanistan in 2001, Vietnam had been Australia's longest war.

Source 3 Images of the Vietnam War – such as this one of children fleeing a village that had been bombed with napalm (a flammable sticky jelly used in bombs and flame-throwers) – caused many Australians to turn against the war.

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Australian involvement in the UN

Australia was a founding member of the UN and played an active role in the drafting of its Charter at the San Francisco Conference of 1945. The Australian delegation, led by Herbert "Doc" Evatt, actively promoted the rights of smaller nations. Since then, Australia has served five terms on the UN Security Council (which has the task of maintaining peace and security at an international level): 1946–47, 1956–57, 1973–74, 1985–86 and 2013–15. In 1946, Labor politician Norman Makin was the first Australian to act as President of the Security Council. In 1948, Evatt was elected President of the UN General Assembly (which makes decisions about issues of international peace and security).

Australia has played an active role in the UN Commission on Human Rights and has been a strong supporter of the work of the expert UN bodies dealing with the implementation of international human rights conventions. Australia also has a long history of contributions to UN peacekeeping operations. Australia currently has peacekeeping forces in many places around the world, including the Persian Gulf and Timor-Leste (East Timor) (see Source 4).

superpower
a very powerful and dominant nation; especially used during the Cold War era to refer to the United States and the Soviet Union (both nuclear powers, and considered to be most powerful nations on the Earth)

Enduring allies

Despite the best efforts of the UN Security Council, the world remains an unpredictable and uncertain place. Since the end of the Cold War in 1991, the United States has been the last **superpower** of the twentieth century. But on 11 September 2001, the world looked on as a series of deadly coordinated attacks on key targets in the United States took place, including the deliberate crashing of two passenger jets into the World Trade Center towers in New York and another into the Pentagon in the State of Virginia.

The events of 11 September marked the beginning of a new era in global conflict that became known as the "War on Terror". Military action since 2001 has centred on wars in both Iraq and Afghanistan. Throughout the War on Terror, Australia has continued to be a strong ally of the United States. Australian troops have served both in Iraq and Afghanistan, and specialist military advisers and strategists have worked closely with US command. Australian troops were withdrawn from Iraq in 2008, but continued fighting in Afghanistan until 2013. During the 12 years of fighting there, 40 members of the Australian Defence Force were killed and 261 were seriously wounded. In 2021, US troops were also withdrawn from Afghanistan. Shortly afterwards, the Afghan capital, Kabul, was seized by the Taliban regime.

Quiz me! Australia's role in global conflicts since 1945

Source 4 Australia's peacekeeping missions, 1947–2025

Australia's involvement in peacekeeping missions, 1947–2025, including military and policing operations	
Indonesia	1947–1951
Kashmir	1950–1985
Middle East (including Israel and surrounding areas)	1956–present day
Cyprus	1964–present day
Zimbabwe	1979–1980
Iran	1988–1990
Namibia	1989–1990
Pakistan–Afghanistan	1989–1993
Persian Gulf	1990–present day
Iraq	1991–1999
Western Sahara	1991–1994
Cambodia	1991–1998
Somalia	1993–1995
Rwanda	1994–1995
Bougainville (Papua New Guinea)	1994, 1998–2003
Timor-Leste	1999–present day
Sierra Leone	2000–2003
Solomon Islands	2000–2013
Ethiopia/Eritrea	2000–present day
Sudan	2005–present day
Darfur	2007–present day

History

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Source 5 An Australian peacekeeping soldier in Timor-Leste.

Check your learning 12.3

Check your learning 12.3

Review and understand

1 **Outline** the key motivators behind Australia's involvement in overseas conflicts during the Cold War period.

2 **Explain** why the United States supported Ngo Dinh Diem during the Vietnam War.

3 **Identify** and briefly describe the two treaties that Australia signed to help combat the spread of communism.

4 **Explain** the domino theory.

Apply and analyse

5 **Propose** one reason why the Soviet Union and China supported the Viet Minh during the Vietnam War.

6 **Examine** Source 3.

- **a** Identify the type of source this is: primary or secondary.
- **b** Why do you think this source (and others like it) caused many Australians to reconsider their views on the war?

Evaluate and create

7 "The Australian Government made the correct decision to become involved in the Vietnam War." **To what extent** do you agree with this statement? Write a short paragraph explaining your position.

8 **Create** an anti-communism poster encouraging the Australian public to support the commitment of Australian troops to the conflict in Vietnam during the Menzies era.

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Lesson 12.4
The Universal Declaration of Human Rights

The legacy of World War II

Millions of people were massacred during World War II. Many millions more never saw their families or homes again as a result of the destruction. During the war, a number of world leaders started to develop an ambitious global response to these atrocities. The commitment to form the **United Nations** – a "world government" of sorts – was designed to ensure that such events would never happen again. Part of this involved establishing a set of international laws and treaties to protect people. Immediately after the end of World War II, the United Nations was formed and work started on formalising a set of basic **human rights**.

Learning intentions and success criteria

United Nations
an international organisation formed in 1945 with the aim of increasing political and economic cooperation among member countries

human rights
basic freedoms or standards that promote and uphold the dignity of all people and are guaranteed by a moral sense of duty or by the law

History

Australia's role

Because of the horrors brought about by World War II there was enthusiasm to begin the work of protecting certain human rights by law. Leaders of emerging powers, including Australia's Minister for External Affairs, Herbert "Doc" Evatt (see Source 1), convinced traditional powers (such as Britain and France) that the United Nations General Assembly – which discusses and makes decisions about issues of international peace and security – must be seen to take a leading role in the development of laws to protect human rights. The world could not afford to be caught up in another catastrophe such as World War II. Evatt was President of the General Assembly in 1948 and 1949, during which time he led the drafting of the Universal Declaration of Human Rights.

This landmark document has 30 articles and has informed many international and national treaties and covenants (agreements) relating to human rights (some of which are outlined in Source 2). Most significantly, the declaration holds that human rights are inalienable – meaning that they cannot be taken away from any one of us.

Source 1 Herbert "Doc" Evatt (right) with Moshe Sharett, Israeli Foreign Minister, in 1949

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Source 2

Article 1 All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2 Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3 Everyone has the right to life, liberty and security of person.

Article 4 No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5 No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6 Everyone has the right to recognition everywhere as a person before the law.

The first six articles of the Universal Declaration of Human Rights, 1948

White Australia Policy a series of government policies introduced after Federation in 1901 that prevented "non-white" immigrants from settling in Australia, instead favouring those from certain European nations (especially Britain)

Source 3 Eleanor Roosevelt with the Universal Declaration of Human Rights

Evatt was supported by many other leaders including Eleanor Roosevelt, an American delegate and the widow of former US President Franklin D. Roosevelt. Eleanor Roosevelt's speech to the General Assembly on 2 December 1948 impressed upon the world the need for action. Eight days later, the Universal Declaration of Human Rights was ratified (endorsed) by the General Assembly.

The start of civil rights

Many historians argue that the Universal Declaration of Human Rights set the scene for the civil rights struggles that would take place around the world in the following decades. Germany was a developed economy with a functioning democracy before World War I, and yet, in less than a generation, it had become a **fascist** dictatorship where only the rights of certain people were protected. The fear was that unless action was taken in other places around the world to protect the human rights enshrined in the declaration, the same situation could once again develop elsewhere.

fascist based on or supporting fascism; fascism is a way of organising a society in which a government ruled by a dictator has complete power over the lives of the people, commerce and industry, and in which any criticism of or opposition to the government is suppressed by force

The Australian context

The *Terra Nullius* proclamation issued by Sir Richard Bourke, Governor of New South Wales, in 1835 meant that Aboriginal and Torres Strait Islander peoples were not legally able to sell or acquire land. This ruling placed them at a legal disadvantage that also affected other aspects of their lives. By the time many Australians celebrated 150 years of British settlement in 1938, it was difficult for Aboriginal and Torres Strait Islander peoples to identify any positive outcomes from British colonisation.

It would only be after Australia's championing of the Universal Declaration of Human Rights in 1948 that attention gradually turned towards the situation and status of Aboriginal and Torres Strait Islander peoples.

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Developments that took place in Australia from the 1960s can be seen as related to changes that were happening in a wider global context. Although Australia played a key role in arguing for the Universal Declaration of Human Rights on the world stage, the **White Australia Policy** was still in force and was responsible for restricting the types of people arriving in Australia based on race and ethnicity.

At this time, there was only limited legal and public recognition of the rights of Aboriginal and Torres Strait Islander peoples. The acceptance of the rights contained in the declaration gave great encouragement not only to Aboriginal and Torres Strait Islander peoples, but also to many others whose access to basic human rights had been denied through war, conquest and colonisation.

Source 4 William Onus, President of the Australian Aborigines League, speaks at an Aboriginal protest meeting at Speaker's Corner in the Domain, Sydney, 1949. While Australia's signing of the Universal Declaration of Human Rights was encouraging, many Aboriginal and Torres Strait Islander peoples still had to fight for basic rights.

Analyse this! Universal Declaration of Human Rights

Check your learning 12.4

Check your learning 12.4

Review and understand

1. In your own words, **define** "human rights".
2. **Outline** why people were inspired to create the Universal Declaration of Human Rights.
3. **Identify** who spoke in support of the declaration on 2 December 1948. What was their message?
4. **Summarise** the role Herbert "Doc" Evatt played in the creation of the declaration.
5. **Explain** the policy Australia maintained for much of the twentieth century, despite the fact that it was against the spirit of the declaration.

Evaluate and create

6. **Discuss** whether the Universal Declaration of Human Rights contradicted the existing law of *Terra Nullius* in Australia.

History

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Module 13

Popular culture

Sub-strand: The globalising world (1945–the present)

Overview

Popular culture encompasses a wide range of activities that large numbers of people in society engage with. Since World War II, Australia has developed strong industries in four key areas of popular culture: music, film, television and sport.

Television and rock'n'roll music both arrived in 1956 and have had a strong influence on all groups within Australian society. This continues today. Sport has retained an important role in Australian life and has become closely tied to our sense of identity. The Australian film industry has also emerged to tell uniquely Australian stories that entertain and inform.

While British, American and, more recently, European and Asian cultures have influenced us, Australia has developed its own distinct culture. Music, film, television and sport have not only become ways of reflecting who we are, but have also enabled Australia to engage with the rest of the world.

Source 1 The 2023 FIFA Women's World Cup, co-hosted by Australia and New Zealand, was the most attended women's sporting tournament in history and was the most watched television broadcast in Australian history.

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Lessons in this module

13A How did developments in popular culture influence Australia after World War II?

Lesson 13.1 Popular culture: a timeline
Lesson 13.2 Defining "popular culture"
Lesson 13.3 Changes to radio and film
Lesson 13.4 Changes to sport
Lesson 13.5 Changes to music
Lesson 13.6 The impact of changing technology on television and film
Lesson 13.7 The birth of Australian soapies and mini-series
13A Concepts & skills in context The influence of popular culture in Australia

13B How have the music, film and television industries in Australia changed since World War II?

Lesson 13.8 Changes in the music industry
Lesson 13.9 Changes in the film industry
Lesson 13.10 Changes in the television industry
13B Concepts & skills in context Singles charts

13C What contributions has Australia made to international popular culture?

Lesson 13.11 Australian music goes global
Lesson 13.12 Significant individuals: The Go-Betweens
Lesson 13.13 Australian film goes global
Lesson 13.14 Australian television goes global
Lesson 13.15 Australian sport goes global
13C Concepts & skills in context "Ozploitation"
Lesson 13.16 Review: Popular culture

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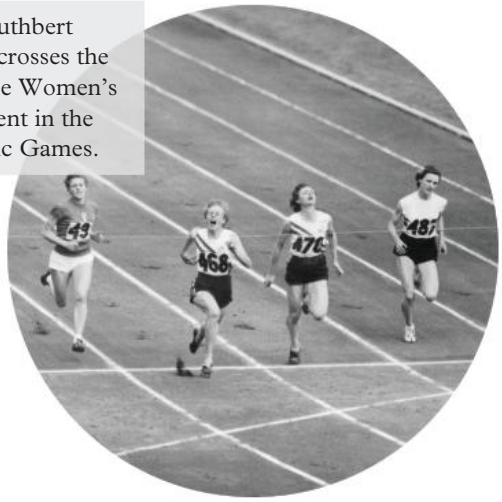
Lesson 13.1
Popular culture: a timeline

Learning intentions and success criteria



Australia's Betty Cuthbert (second from left) crosses the finish line to win the Women's Final 100 metre event in the Melbourne Olympic Games.

Paul Hogan as Michael J. 'Crocodile' Dundee

1946
England tours Australia to resume the Ashes cricket tests after World War II.

1955
The film *Jedda* is released.

1956
Television starts in Australia, as the Olympic Games open in Melbourne.

1957
Bill Haley and the Comets headline the first rock'n'roll tour of Australia.

1964
The Beatles arrive in Australia.

1966
The Easybeats record 'Friday on My Mind' in London.

1967
ABC TV starts the first evening soapie, *Bellbird*.

1971
Walkabout and *Wake in Fright* are released.

1972
The television serial *Number 96* premieres.

1975
Colour television arrives in Australia.

1977
The rock band The Go-Betweens forms in Brisbane.

1986
Crocodile Dundee is released.

1940 | 1950 | 1960 | 1970 | 1980

The Easybeats

A film still from *Walkabout*

Source 1 A timeline of some key events and developments relating to popular culture

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Sequence this! Popular culture

Bluey is an award-winning television show, widely loved by people of all ages.

1988
The BBC moves *Neighbours* to a late-afternoon timeslot to counteract school truancy.

1995
Pay TV is introduced to Australia.

2009
Neighbours is the first Australian television show to have characters with Twitter accounts.

2010
The Matildas, the Australian women's national soccer team, win the Asian Cup.

2012
Gotye wins the Grammy for record of the year.

2014
Cate Blanchett becomes the first Australian to have won two Academy Awards for acting.

2015
The Socceroos win the Asian Cup in Sydney.

2018
Bluey premieres on ABC Kids.

2020
Black Lives Matter protests lead to a reappraisal of racial representations in popular culture.

2023
Australia and New Zealand host the FIFA Women's World Cup.

1990 2000 2010 2020

Ryan Moloney and Morgan Baker, two of the cast of *Neighbours*, pictured here in 2009

Check your learning 13.1

Check your learning 13.1

Review and understand

1 **Identify** when the film *Jedda* was released.

2 **Identify** when "Friday on My Mind" was recorded, and by whom.

3 **Identify** when the first soapie was shown in Australia.

Apply and analyse

4 Look at the picture of Paul Hogan as Michael J. "Crocodile" Dundee in the film *Crocodile Dundee*.

– Think of one contemporary Australian character in television or film today.

– **Compare** how this character is portrayed and how "Crocodile" Dundee was portrayed.

– Does your character demonstrate a change in the way Australians see and portray themselves to the world? **Explain** your answer.

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Lesson 13.2
Defining "popular culture"

Learning intentions and success criteria

culture a term used to describe the shared characteristics (e.g. language, food, religion, beliefs, etc.) of a population or group of people

popular culture music, film, television, sport, etc., that has broad appeal and is international in scope

Introduction

Culture is the "glue" that binds any society together. The values, beliefs, ideas and artefacts that give meaning to any society are its culture. Culture takes in a wide variety of human activities including language, food, religion and art, as well as values such as a belief in democracy or equal rights.

In contrast, **popular culture** has a slightly narrower definition. The term was first used in the nineteenth century to describe the "unofficial culture" of the lower classes in society, as opposed to the "official culture" of the higher classes. Over time, however, the meaning of the term evolved to describe more widely accepted ideas, attitudes and practices transmitted via mass media and aimed particularly at younger people. People can access popular culture easily, and it lasts for a period of time.

When defining popular culture, it is important to not simply describe it as "culture that is popular". If that simplistic definition is used, it is difficult to tell the difference between cultural activities that are popular for a brief historical moment and those that have a major influence on a society.

Four distinguishing characteristics can be used to recognise an activity as popular culture:

- the activity moves from local to national to global significance
- the activity is associated with commercial products
- the activity continues to change and evolve over time
- the activity allows consumers easy and widespread access through mass media.

Analyse this! 1950s Australia

Check your learning 13.2

Check your learning 13.2

Review and understand

1. In your own words, **define** the term "popular culture".
2. **Outline** four characteristics that distinguish popular culture activities from those that fall under a wider definition of "culture".

Apply and analyse

3. Suggest three examples of music, film, television or sporting events that are (or have been) part of Australia's popular culture.

Source 1 Young man and woman dancing in 1950s Australia; American youth culture became popular in Australia after the end of World War II.

Oxford University Press

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Lesson 13.3
Changes to radio and film

Introduction

Learning intentions and success criteria

The link between technology and popular culture was clearly established in the 1920s. In the period before the arrival of television and rock'n'roll, radio and film were the main sources of popular culture. The impact of technology on popular culture became a consistent theme throughout the second half of the twentieth century. Ongoing developments in technology also help to explain the ways popular culture is able to change and evolve.

Radio

By 1946, radio was established as the most accessible form of communication in Australia. All capital cities and most regional centres had one or more radio stations, which helped overcome the great distances involved in communicating across the country. Radio first took off during the 1930s, and was the perfect medium for introducing audiences to new forms of recorded music coming from the United States.

The increasing popularity and accessibility of radio led to change. Until World War II, pianos and pianolas (self-playing pianos) were the centrepieces of home entertainment. Sales of sheet music boomed as families gathered to entertain themselves at home. When radio station 2GF in Grafton, New South Wales, first went on air in December 1933, it was the 63rd radio station in the country. Also, when World War II broke out, radio became crucial as a way for Australian people to keep updated with military news from overseas and at home. Apart from wartime news and updates from the troops, radio stations broadcast music and drama programs, which were important for entertaining the Australian public and keeping up morale.

By the twenty-first century, radio had split into **AM and FM radio**, and community and digital broadcasting. Contrary to some expectations, the medium of radio continues to thrive as an important means of entertainment and information.

Source 1 This photograph, taken in the late 1940s, shows a group of young friends sunbaking at Bondi Beach, Sydney, while listening to the radio.

AM and FM radio the technology that allows information to be transmitted and received over electromagnetic waves; AM radio creates larger waves, at varied lengths, meaning they can be received from further away; FM radio transmits more consistent waves, which do not travel as far, but create a better sound

tariffs taxes (usually applied to goods being imported or exported)

Film

In 1906, the world's first full-length feature film was produced in Australia, titled *The Story of the Kelly Gang*. Until governments banned bushranger films in 1912, Australia led the world in feature film production. The federal government set high import **tariffs** on films during World War I. When they lifted them in 1918, the Australian film industry was destroyed by American imports. There was a brief revival in Australian films in the 1930s, when the influence of Hollywood and the introduction of "talkies" (films with sound) began to dominate the film industry.

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Source 2 *Smiley* (1956) was one of the films that featured the Australian star Chips Rafferty. Like many films made in Australia around that time, it was a United States–United Kingdom co-production. This image shows Rafferty (left) in a scene from the film's sequel, *Smiley Gets a Gun* (1958).

A newsreel documentary, *Kokoda Front Line*, won Australia's first Academy Award in 1943, but the Australian film industry struggled in the years after World War II. Although major Australian stars such as Errol Flynn, Peter Finch and Chips Rafferty became famous in Australia and had success overseas, as a general rule American actors were far more successful internationally. American magazines played a major role in this. Around this time, magazines became a popular medium through which popular culture was transmitted and advertised. As a result, Australian actors began to travel to Hollywood to further their careers.

Although films were made in Australia in the 1940s and 1950s, these were usually co-productions with American and British film companies. The 1955 film *Jedda* stands out as a significant milestone in Australian cinema because it had two Aboriginal lead actors. It was also the first Australian film to be shot in colour (see Source 3). In addition, by introducing non-Indigenous audiences to Aboriginal struggles and resilience, it showed that films had the potential to generate debate and stimulate social change.

The Walt Disney Studios became the main source of children's entertainment. The animated films *Dumbo* and *Bambi* had been major hits during the war, and by the 1950s

Source 3 *Jedda* (1955) was the first Australian film to star Aboriginal actors in lead roles. Arrernte actor Rosalie Kunoth-Monks plays Jedda and Tiwi actor Robert Tudawali plays Marbuck.

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Disney films were clearly established as "must sees" for Australian children. American serials and cartoons also emerged as staples of Saturday afternoon picture shows, and ensured that Australian children in the postwar period were introduced to a constant diet of American popular culture. These animated cartoons and serials merged different American popular culture influences. They frequently drew on printed comic strip heroes – such as Batman, the Phantom and Green Hornet – for ideas.

It must be remembered that before television, newsreels at picture theatres were the only way people could actually see major news events in moving pictures. Along with serials, newsreels were the main reason people in the postwar period kept coming to the cinema, week after week. As a result, local picture theatres became major sources of popular culture. This also explains why newsreels remained popular even after the Australian film industry went into decline after World War II. In fact, newsreel production continued until television was introduced to Australia in the mid-1950s.

Source 4 *Bambi* was released in 1942 by Walt Disney Studios. It was one of the early animated films from Disney, and it captivated children across the globe.

Sequence this!
Changes to radio and film

Check your learning 13.3

Check your learning 13.3

Review and understand

1 Radios were introduced into Australian homes during the 1930s. **Identify** the other forms of home entertainment they replaced.

2 **Describe** how Australians saw news items before the arrival of television.

3 **Outline** why *Jedda* was such an important film.

Apply and analyse

4 **Analyse** the significance of radio for Australian popular culture in the 1940s.

Evaluate and create

5 **Discuss** why you think older Australians in the 1950s would have worried about Disney films and serials becoming so popular with Australian children.

6 Conduct **research** into the career of one of the following Australian actors: Errol Flynn, Peter Finch or Chips Rafferty. Write a 250-word historical description outlining the contributions your chosen person made to the film industry, both in Australia and internationally. See Lesson 7.8 Communicating (page 260) for more information on writing historical descriptions.

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Lesson 13.4
Changes to sport

Learning intentions and success criteria

Introduction

Sport was very popular in Australia in the postwar period, just as it is today. Many historians argue that sport played a key role in restoring normality after the traumas of World War II. Cricket was the most widely played sport at the time in Australia, due to its ties with England. The Ashes series with England developed into one of Australia's great sporting traditions. These contests had been disrupted by the war, and both England and Australia were keen to see them resume, as a sign of life returning to normal.

An English cricket team toured Australia in the summer of 1946–47 on a goodwill tour. The Australians played with a determination to show the "mother country" how strong they were. The result was a 4–1 series win to Australia – a superiority that was confirmed when Don Bradman led the Australian team (which became known as "the Invincibles") to England in 1948, and they remained undefeated for the entire tour.

Rugby League was another form of popular culture drawn from England. It was popular in New South Wales and Queensland, the most prestigious competition being the New South Wales Rugby League premiership. Unlike many sports, Rugby League continued throughout World War II. Balmain (New South Wales) won the 1946 grand final against St George (Queensland) in a match marred by refereeing controversies.

Rugby League was matched in the southern states by Australian Rules football from the late 1850s. Australian Rules football teams Melbourne and Geelong, founded in 1858 and 1859 respectively, are among the oldest continuous sporting clubs in the world. However, Australian Rules football could not technically be classed as a form of popular culture at the time, because it failed to gain popularity at a global level.

Source 1 Australian cricketer Don Bradman – later, Sir Donald Bradman – 1930s

Source 2 The third Australia vs England Rugby League test match of the 1950 series

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Like Rugby League, Australian Rules football was played throughout the war, providing some sense of normality as many young men went off to fight. At least 57 Australian Rules football players lost their lives in World War II. In the mid-1990s Essendon coach Kevin Sheedy was considering how war had affected his own life. His grandfather had served in World War I, his uncle in World War II, and he had also served for two years from 1969. It was Sheedy who worked with the Victorian RSL President Bruce Ruxton, a keen Collingwood supporter, to propose the concept of an Anzac Day game between Essendon and Collingwood each year. Since 1995, a match between Collingwood and Essendon has taken place on ANZAC Day at the Melbourne Cricket Ground as a tribute to those who died serving their country.

Key concepts & skills Continuity & change

The changing face of sport in Australia

Sport provides a strong cultural continuity in Australian society. Cricket, the football codes, tennis, golf and horse racing are all easily recognisable as cultural activities that continue to engage the Australian public to this day. Cricketers still play regularly for the Ashes, the MCG is still the venue for the AFL Grand Final, and the Melbourne Cup remains the "race that stops a nation".

Beneath those continuities, however, are changes that reflect a more modern society. Professionalism has been a major change. In many sports today, playing at the top level is a full-time job. Time required for training and rehabilitation means that maintaining other work is no longer practical.

The racial and ethnic backgrounds of Australia's multicultural society are now also reflected in the national sporting teams. Ash Barty, a Ngaragu woman, was the Number 1 women's tennis player and Wimbledon champion in 2021.

Domestically, AFL and Rugby League have moved towards national competitions financed by lucrative television and sponsorship deals. Rugby Union was the last football code to go fully professional and has focused on international competition. In 2005, soccer established a national competition known as the A-League. In addition to this national league, Australia has participated in Fédération Internationale de Football Association (FIFA) World Cups for both women and men.

Internationally, Australia has begun to host more global sporting events since the 2000 Sydney Olympic Games. These include the Cricket World Cup (2015) and the AFC Asian Cup (2015), both of which the Australian team won, and the Rugby League World Cup (2017). In 2023, Australia and New Zealand co-hosted the FIFA Women's World Cup. There were records set for fans attending the games, and Australia's semi-final loss to England was the most watched television broadcast in Australian history, with a peak of 11.15 million viewers. In 2032, Brisbane is set to host the Olympic Games.

For more information on this concept, see Lesson 7.5 Continuity and change (page 254).

Watch it! Aussie Rules football

Source 3 A packed Federation Square in Melbourne holds hundreds of soccer fans as they anxiously watch the Matildas take on Denmark in the 2023 FIFA Women's World Cup.

History

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Check your learning 13.4

Check your learning 13.4

Review and understand

1 **Outline** why England sent a cricket team to tour Australia so soon after the end of World War II.

2 **Identify** in which states Rugby League was most popular in the late 1940s.

Apply and analyse

3 **Identify** the name of the cricket test series between Australia and England. **Explain** why you think it became one of Australia's greatest sporting traditions.

4 Answer these questions.

a **Explain** why Australian Rules football technically was not regarded as a popular culture activity.

b **Determine** (decide) whether you believe this is still the case today. Use evidence to support your answer.

Evaluate and create

5 Using the internet, **research** the role Don Bradman played during the immediate postwar period in Australia.

a Use the information you have gathered to write a short response which outlines the contributions Don Bradman made to the sport of cricket, as well as the importance of the role he played in broader Australian society.

b "Don Bradman was the most important Australian sportsperson of the postwar period." To what extent do you agree with this? A lot (strongly), a little bit (somewhat) or not at all? Write a short paragraph explaining your position.

Lesson 13.5
Changes to music

Learning intentions and success criteria

Introduction

On the surface, Australian society in 1956 did not appear to be too different from Australian society 10 years earlier. Cricket, Rugby League, Australian Rules football, tennis and horse racing were all popular sports that showed the influence of Australia's largely British cultural heritage. Radio continued to be the most popular and important medium for communication. In addition to this, most city suburbs and country towns had a picture theatre showing American and British films along with newsreels and serials. Then something changed – rock'n'roll arrived in Australia.

The Sun, a Sydney-based newspaper, reported on 21 June 1956 that "rock and roll raised no more than a flutter" in Australia. Three weeks later, Elvis Presley's "Heartbreak Hotel" was released locally, and the same newspaper published the first rumour that Elvis was to tour Australia. By December, Bill Haley's "Rock Around the Clock" had established an Australian sales record of 175,000 45s and 78s, and 12,000 LPs (all are types of vinyl records). On 20 December, a "rock dance" was held at Sydney's Redfern Oval, and within six months rock'n'roll had become part of popular culture for good.

Great Depression a period of severe economic downturn between 1929 and 1934 that affected most countries around the world

There is no doubt that rock'n'roll brought about many changes in 1950s Australia. Teenagers of the 1950s had a different outlook from the generation that had experienced the **Great Depression** and World War II. Even the term "teenager" only became popular in the

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postwar period, as they became an important, rising market for music and brands. Attending rock'n'roll concerts became a symbol of the fact that they were different from earlier generations and signalled a break with their parents. It also showed how enthusiastically they adopted American popular culture. As Australian musicians such as John Manners and Johnny O'Keefe absorbed these influences, they also started practising rock'n'roll and developing their skills in this new form of popular culture. Eventually these artists would start writing and performing uniquely Australian rock songs to sell-out crowds, but in 1957 rock'n'roll was only just starting to bring about social change in Australia and create a **generation gap**.

generation gap where older and younger people (different generations) do not understand each other because of their different experiences, opinions, habits and behaviour

Key concepts & skills Historical significance

Bill Haley's tour

Rock'n'roll became one of the most distinct products designed specifically for teenagers. Radio, television and film all helped spread the music, and tours by live acts were the next step. Although Australia was geographically isolated in the 1950s, an American promoter living in Australia called Lee Gordon realised the potential of bringing rock'n'roll artists to the nation. He organised the first rock'n'roll tour outside North America when he booked Bill Haley and the Comets, Big Joe Turner, The Platters, LaVern Baker, and Freddie Bell and the Bell Boys on a package tour of Australia.

As an indication of just what a major undertaking this first tour was, in January 1957 it took Bill Haley six days to travel from the east coast of the United States to Sydney. There were three stops on the trans-Pacific flight. In addition, this was the first-ever tour in Australia to include mixed races and genders – both certain to attract controversy in a "white" Australia where women were yet to achieve any kind of equality.

The tour was a huge success, playing to 330,000 people at a time when Australia's population was still under 10 million. Teenagers danced in the aisles before ushers made them sit down. A reviewer called it "the noisiest show to ever hit Sydney". It was reported that "plates rattled half a block away, dogs cringed in their kennels and the boxing stadium at Rushcutters Bay loosened its nails".

A second tour, with Little Richard, Eddie Cochran, Gene Vincent and Alis Lesley, arrived in October 1957, and it was clear that rock'n'roll was building a wide generation gap.

For more information on this concept, see Lesson 7.7 Historical significance (page 258).

Source 1 A poster promoting the Bill Haley tour of 1957

The Beatles tour Australia

On 11 June 1964, The Beatles arrived in Australia for their first and only visit. By June 1964, the four members of the band were the most famous people on the planet. Concerts in Adelaide had been added because of public demand, and 350,000 people lined the entire drive from the airport to the centre of Adelaide. Crowds appeared wherever The Beatles went. For two weeks, Australia was the centre of the popular culture universe.

History

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Source 2 The Beatles' visit to Australia was so culturally significant that over 50 years later, people are still talking about it! This image is from an exhibition called "The Beatles in Australia" at the Arts Centre in Melbourne, 2014.

The Beatles' tour had a direct impact on Australian society. Teenagers disobeyed authority for the first time in their lives, ignoring police instructions as they massed anywhere that The Beatles might appear. The mobilisation of so many teenagers was an early sign of the mass movement that went on to play an important role protesting against the Vietnam War.

The tour also showed that Australia retained very strong cultural links with Britain. The Beatles entered the Australian charts six months before the American charts. British migrants arriving in Australia would bring their records with them, ensuring that Australia was kept up to date with the pop music boom that was exploding in England.

The Beatles' tour changed the face of Australian music. Pop music became the quickest way for many migrants to assimilate into Australian culture. The Easybeats in Sydney and The Twilights in Adelaide were two bands that formed in the aftermath of The Beatles' tour, and both consisted mainly of migrants. These bands would go on to create original Australian music, as well as to tour England.

See, think, wonder

Look at Source 2.
- What do you see?
- What do you think?
- What do you wonder?

Quiz me! Changes to music

Check your learning 13.5

Check your learning 13.5

Review and understand

1 **Outline** evidence that suggests rock'n'roll became an almost instant success in Australia.

2 **Identify** who staged the first rock'n'roll concert tour of Australia and in what year the tour was staged.

Apply and analyse

3 **Explain** why Bill Haley's and The Beatles' tours of Australia were important developments in Australian popular culture.

4 Describe ways in which Australian teenagers during the 1950s adopted aspects of American culture. **Compare** this with the way American popular culture influences Australian teenagers today.

Evaluate and create

5 Listen to the music of some of the artists who toured Australia in the 1950s and prepare a line-up for a concert by some of these artists.
   - **a** **Create** a poster to advertise the concert.
   - **b** Write two reviews of the imaginary concert – one for a daily newspaper and one for a teenage magazine – that demonstrate the different attitudes held by older and younger generations of Australians towards rock'n'roll.

6 **Research** an Australian pop group from the 1950s or 1960s and one current Australian pop artist. In two to three paragraphs, compare their careers and impact on the international music scene.

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Lesson 13.6
The impact of changing technology on television and film

Introduction

Learning intentions and success criteria

Television had proved critical in the United States in allowing rock'n'roll to develop from local to national acceptance. Regardless of distance, television meant teenagers across the country could turn on their sets and see Elvis Presley on nationally broadcast shows such as *The Ed Sullivan Show* (originally called *Toast of the Town*) and *The Milton Berle Show*.

Television had the same potential in a country the size of Australia, especially because of its small population, vast distances and physical isolation from the rest of the world. However, legal and political arguments in Australia about the ownership model of television stations delayed the introduction of television here.

After much discussion, it was finally decided that Australia would have a government-funded network run by the Australian Broadcasting Commission (ABC) (based on the British BBC model), as well as allowing privately owned stations to draw their income from advertising (based on the American model). This compromise between British and American influences was typical of Australian society in the 1950s.

Source 1 A family gathered around the televison

The Melbourne Olympic Games in November 1956 were the main motivation for the introduction of television. Government and commercial stations were operating in Sydney and Melbourne in time to televise the games, and by 1960 Brisbane, Adelaide and Perth also had stations.

As with many new technologies, television sets were expensive in the beginning. In 1956, the average weekly wage was the equivalent of around $30 a week but a new television set could cost the equivalent of $400 or more. As a result, it is estimated that only about 5 per cent of households in Melbourne and 1 per cent of households in Sydney had television sets by 1960.

Source 2 The Melbourne Olympics, held in 1956, were one of the main motivating factors for the introduction of television in Australia. The games were broadcast as a test transmission by all three television stations operating in Melbourne at the time.

History

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quota an official limit on the number or amount of people or things that are allowed

To encourage investment in television stations, the Menzies government had decided not to have a local content **quota** for programming. As a result of this decision, the early years of television in Australia were dominated by American programs. There were few television studios and other facilities to produce local programs in Australia at the time, and very little equipment to record and broadcast material. Therefore, most local content had to be broadcast live. It consisted mainly of quiz and game shows that had been popular on radio. When a Senate Committee reported on Australian television content in 1963, it estimated that 97 per cent of all television drama shown between 1956 and 1963 was American. These programs had a significant influence on Australian society over the period.

With rock'n'roll and television established in Australia by the end of the 1950s, both became major vehicles for social and cultural change around the country. They enabled the transmission of American popular culture in a more immediate and direct way than either film or the visits of American troops during World War II had been able to achieve.

Key concepts & skills Using historical sources

Evidence: "Welcome to television"?

For historians, one of the difficulties in studying the early years of Australian television is that so little primary source material survives. With no videotape or equipment to record television shows, live broadcasts were unique events that have been lost to time. There is even controversy surrounding the historic first words spoken on Australian television.

On 16 September 1956, Bruce Gyngell greeted the Australian people in the first television broadcast from TCB 9 in Sydney with the words: "Good evening and welcome to television". Although these are the first words spoken on Australian television, if you were to watch this footage today, the chances are that you would be watching a fake. According to Gerald Stone (a respected Australian television and radio journalist), the original film of the event was lost. The version we see today, showing Gyngell standing in front of a world map, was recreated a year after the original broadcast. As a result, it probably looks quite a bit more rehearsed and professional than the broadcast that originally went to air.

For more information on using historical sources, see Lesson 7.4 Using historical sources (page 245).

Think, pair, share

- Think about the decision of the Australian Government to have publicly funded broadcasters and privately owned broadcasters. What are some positives and negatives of each of these approaches?
- Discuss your ideas with a partner.
- Share your thoughts with the class.

The great film revival

Australia has had a vibrant film industry at various times throughout its history, and film has become a significant way for Australians to reflect on their national identity and confront aspects of Australian life. The early 1970s saw the emergence of what has been called the "New Wave" of Australian film (see 13C Concepts & skills in context "Ozploitation", page 487).

The timing of the New Wave reflected a growing interest in Australian culture and had the political support of two Australian prime ministers: John Gorton (Liberal prime minister 1968–71) and Gough Whitlam (Labor prime minister 1972–75). These two politicians laid the groundwork for Australian film to emerge as a major contributor to a national popular culture in the early 1970s.

Gorton established the Australian Council for the Arts, the Australian Film Development Corporation, and the National Film and Television Training School. Whitlam continued the support by creating the Australian Film Commission to help finance and produce films that could reach an international market. This was the first time film had received such specific government support, and the result was a boom in Australian films.

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Directors such as Peter Weir, Gillian Armstrong, George Miller and Bruce Beresford got their start during this period. Actors also thrived under the system. Future international stars such as Mel Gibson, Jacki Weaver and Judy Davis all began their careers in the 1970s New Wave.

The themes the films in this period covered also signalled a new confidence in Australian culture. *Stork*, *The Adventures of Barry McKenzie* and *Alvin Purple* celebrated the larrikin Australian spirit. The vastness of the Australian outback was captured in *Walkabout*, which introduced Australians to Yolngu actor David Gulpilil. *Wake in Fright* focused on the darker side of country life. This theme was taken to apocalyptic lengths in the *Mad Max* series, which led to international success for the films, actor Mel Gibson and director George Miller. The sinister depiction of the Australian countryside was a recurrent theme throughout the 1970s, and paved the way for twenty-first-century successes such as *Wolf Creek*.

Source 3 *Picnic at Hanging Rock*, 1975

In 1986, *Crocodile Dundee* became the highest-earning Australian film of all time, banking US$328 million worldwide. The highest-earning Australian films have all been made since then, and include *Strictly Ballroom* (1992), *Babe* (1995), *Red Dog* (2009) and *The Dressmaker* (2015). All of these have told distinctly Australian stories. In 2015, *Crocodile Dundee* was replaced by *Mad Max: Fury Road* (see Source 4) as the highest-earning Australian film ever – taking home US$378 million at the box office.

Sequence this! The impact of changing technology on television and film

Source 4 In 2015, *Mad Max: Fury Road* became the highest-earning Australian film ever made.

Oxford University Press

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Check your learning 13.6

Check your learning 13.6

Review and understand

1 **Describe** how television helped the development of rock'n'roll in the United States.
2 **Identify** which event was the main motivating factor for the introduction of television in Australia in 1956.
3 **Summarise** the Menzies government decision that allowed television to introduce American culture into Australia.
4 **Explain** why the introduction of television in Australia was delayed.

Apply and analyse

5 Select an Australian film that has been released since World War II.
   a **Explain** the image of Australia it portrays.
   b **Analyse** the ways in which the film you have chosen has contributed to Australian popular culture.
6 **Analyse** the significance of the highest-earning Australian films – such as *Strictly Ballroom* and *Red Dog* – telling distinctly Australian stories.

Lesson 13.7
The birth of Australian soapies and mini-series

Learning intentions and success criteria

Introduction

The term "soap opera" was originally used in reference to ongoing radio serials. They were called soap operas because they were usually sponsored by soap companies and featured commercials for soap throughout. Over time in Australia, soap operas simply became known as "soapies". These serials were aired during the day, when the main audience usually comprised of women, who were typically the homemakers. The idea transferred to television in the United States in the early 1950s.

Soapies are characterised by an ongoing storyline that runs across a number of episodes. They often try to depict "real life", with an emphasis on family life, relationships, emotional and moral conflicts, and topical issues. Cliffhanger endings – unresolved endings that are usually suspenseful – are frequently used to end individual episodes or seasons to encourage the audience to tune in again for the next instalment.

Australia's first television soapie was *Autumn Affair*, which ran on Channel 7 for 15 minutes a day in 1958 and 1959. In 1967, the ABC launched the first early evening soapie, *Bellbird*, dealing with life in a fictional rural town of the same name (see Source 1). The 15-minute episodes were the lead-in to the ABC news. *Bellbird* drew a large and loyal following at a time when the ABC was the only network to broadcast nationally. It was shown until 1977, when it ended abruptly as a result of government budget cuts to the ABC.

Think, pair, share

- Think about the storylines of soapies and their focus on real life. Why do you think these storylines are so popular?
- Discuss your ideas with a partner.
- Share your thoughts with the class.

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Soapies in the 1970s

The 1970s were a time of social, political and cultural change in Australia. By this time, there had been 23 years of conservative government by the Liberal–Country Party Coalition. Australia at the end of the 1970s was largely unrecognisable from Australia during the 1960s. The 1960s had been a time of black-and-white televisions, **conscription** of young people to fight in Vietnam, and a refusal by the government to allow most Asian people to settle in Australia.

conscription the compulsory recruitment of people to serve in the armed forces, often during times of war

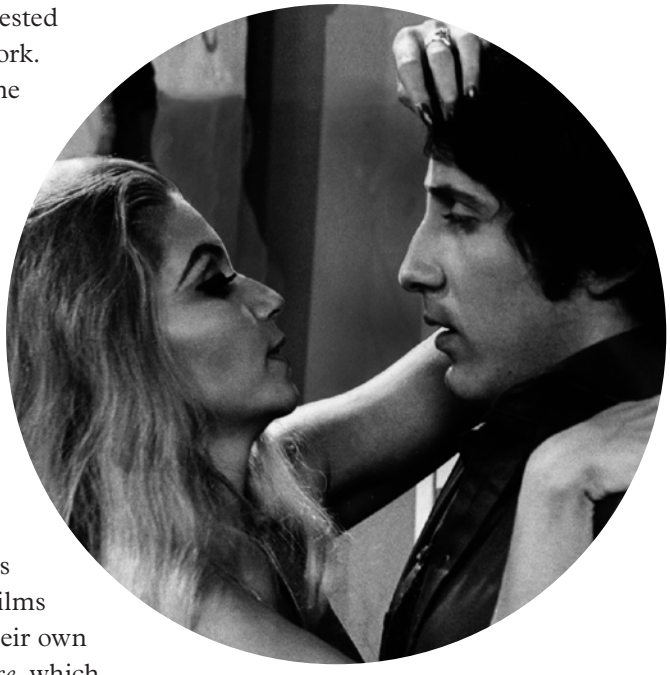
The sense of excitement and social change of early 1970s Australia was reflected in television programs at the time. *Number 96* was launched in 1972 (see Source 2). The series explored the relationships of the residents of a small, inner-city apartment block named Number 96. It caused a sensation by dealing with issues that had previously been considered taboo (offensive and distasteful) and unsuitable for showing on television. Topics such as nudity, divorce, homosexuality, racism and drugs were explored in the storylines.

Source 1 The locals gather in a pub in *Bellbird*. From 1967 to 1977, Australians were glued to their television sets watching the first early evening soapie in Australia on the ABC.

Number 96 brought previous cultural barriers crashing down, and it was followed in 1974 by *The Box*. Set in a television station, *The Box* tried to take the sexual themes and nudity of *Number 96* a step further.

The first soapie aimed at teenagers, *The Class of '74*, was launched in the same year, and attracted considerable attention. Set in a high school, it suggested that teenagers had more interest in social activities than schoolwork. This meant the program was subject to intense legal scrutiny. The Broadcasting Control Board would often demand script changes to make it more "acceptable" for early evening viewing.

The first Australian soapie, *Bellbird*, had led to a film version as early as 1971, and films based on *Number 96* and *The Box* soon followed. Film versions of television soapies in the early 1970s had several advantages – they could be filmed in colour, and they were able to show more nudity than was allowed on television at the time. The arrival of colour television to Australia in 1975 took away some of the advantages held by movie theatres before then.



Source 2 Actors Abigail and Joe Hasham in a scene from the television show *Number 96*

A new style of "period drama" soapie was introduced in 1976 when *The Sullivans* was launched. Set in World War II-era Melbourne, it ran until 1982 and drew viewers into the lives of its fictional family. *The Sullivans* echoed the success of Australian films in the 1970s and reflected an interest in Australians exploring their own culture. Its success was echoed in the 1980s by *A Country Practice*, which revived a *Bellbird*-style of storytelling set in a country town. *Prisoner* and *Sons and Daughters* also found long-running success in the 1980s and reinforced the dominant position of television in Australian popular culture.

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Mini-series in the 1980s

The election of Bob Hawke as prime minister in 1983 returned the Australian Labor Party to power. Hawke had a down-to-earth Australian image, and was able to draw a wide following in the community. He was re-elected in 1984, 1987 and 1990. He still holds the record for the highest approval rating of any prime minister, evidenced by the enormous public outpour of grief when he died in 2019.

The Hawke years were characterised by economic reform and a confidence in Australian popular culture. Television launched a number of mini-series that showed aspects of Australian life. Mini-series were longer than traditional films, but limited to a single, self-contained story rather than the open-ended narrative that had previously been the basis of soapies.

Mini-series boomed during the 1980s as Australian history and culture became hot topics for producers to explore. They included *Bodyline*, which looked at the events behind the 1932–33 cricket series between Australia and England; *The Dismissal*, which examined the sacking of the Whitlam government; *The Cowra Breakout*, which was about a famous incident from World War II; and *Vietnam*, which was a major examination of a war that was still a hotly debated topic in Australian society.

Australian novels such as Ruth Park's *The Harp in the South* and *Poor Man's Orange*, memoirs such as Albert Facey's *A Fortunate Life*, and novels about Australia such as *A Town Like Alice* all provided material for successful mini-series. Aboriginal and Torres Strait Islander issues were firmly placed on the television agenda with the acclaimed *Women of the Sun*, while *Bangkok Hilton* starring Nicole Kidman (see Source 3) fictionalised the experience of young Australians caught smuggling drugs from Asia.

Source 3 A still from *Bangkok Hilton* starring Nicole Kidman, shown here with Denholm Elliott, which aired on Australian television in November 1989.

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Neighbours and *Home and Away*

Australia's interest in gathering around the television to share the lives of fictional soap characters culminated in two extraordinarily long-running shows that aired for the first time in the 1980s – *Neighbours* and *Home and Away* (see Source 4 and Source 5). When *Neighbours* was first shown in 1985, Ronald Reagan was president of the United States, the **Cold War** still pitted the United States and the Soviet Union against each other, and Bruce Springsteen was touring Australia for the first time. A 15-year-old who watched the debut episode of *Neighbours* turned 55 in 2025. *Home and Away* followed shortly after, premiering in January 1988 – the same year Australia recognised its bicentennial (200th anniversary) of British colonisation.

Cold War the state of political conflict and hostility that existed between the Soviet Union (and its allies) and the United States (and its allies) from 1945 to 1990; it was characterised by threats, propaganda and public competition

These two television soapies have, between them, aired almost 17,000 episodes. As with the mini-series boom, they emerged from an Australia that was becoming increasingly confident in using popular culture to explore its own stories. As the bicentennial of Australia's colonisation approached, there was a focus on national reflection, and a questioning of what being Australian meant. The lives of "ordinary" Australians shown in fictionalised settings, such as Erinsborough (*Neighbours*) and Summer Bay (*Home and Away*) were now seen as a valid source of entertainment. Teen audiences emerged as a major target for advertisers. This helped both soapies to dominate Australian and international ratings throughout the 1990s and early 2000s.

They have also proved a rich training ground for aspiring actors and musicians. Among the talent to have emerged from *Neighbours* and *Home and Away* are Guy Pearce, Kylie Minogue, Jason Donovan, Melissa George, Julian McMahon, Heath Ledger, Isla Fisher, Chris Hemsworth and Margot Robbie. All played recurring roles in the soapies before moving on to major international success.

Although celebrating the life of average Australians, both shows have been criticised for focusing on a "white" view of Australia. And while both series have dealt with controversial social issues – such as drugs, sexuality and teen pregnancy – race and ethnicity have rarely featured. In 2014, Meyne Wyatt became the first Indigenous Australian to be a regular cast member on *Neighbours*. By 2022, there was greater diversity in the show, which featured a trans woman, a gay Asian man, a deaf person and a police officer of Sri Lankan descent. However, *Neighbours* has sometimes been criticised for attempts at token representation, while examples of racism continue to occur on-set, shared by actors such as Shareena Clanton. Token attempts at introducing minor characters have failed to challenge criticism that the racial composition of Erinsborough and Summer Bay does not reflect that of modern Australia.

Source 4 Scott Robinson (Jason Donovan) and Charlene Robinson (Kylie Minogue) in their wedding scene from *Neighbours*, 1987; this episode remains one of the most-watched in the history of the show. It aired to an audience of 20 million in Britain in November 1988.

History

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Source 5 Actors Orpheus Pledger and Sam Frost in the long-running Channel 7 soapie *Home and Away*

Both series project a vision of Australia that has proven extremely attractive to overseas viewers. *Neighbours* and *Home and Away* have had extraordinary success being sold internationally. The image of Australia as a country of sunshine and surf proved irresistible in many markets. *Neighbours* was so successful in Britain that, in 1988, programmers were forced to move it from early to late afternoon because so many school students were failing to return to school after going home at lunch. *Neighbours* has been shown in countries as diverse as Kenya, Barbados, Iceland and Ireland. In the 1990s it was even shown in the prized US market. *Home and Away* has been popular throughout Europe, as well as in Israel and Canada.

Each show has enthusiastically embraced social media as a way of interacting with a new audience, which is necessary to sustain such longevity. In 2009, *Neighbours* became the first Australian television show to establish Twitter (now "X") accounts for its characters and, in 2011, was the first television show to be available on an iPhone app for an increasingly tech-savvy young audience. Both shows offer viewers the opportunity to catch up on missed episodes and preview forthcoming stories through their websites.

Sequence this! The birth of Australian soapies and mini-series

Check your learning 13.7

Check your learning 13.7

Review and understand

1 **Describe** the main characteristics of soapies.
2 **Identify** the first Australian soapie.
3 **Explain** how Australian soapies changed during the 1970s.

Apply and analyse

4 **Explain** why you think Australian soapies have become so popular overseas. **Justify** (give reasons for) your answer.
5 **Analyse** the influence of Australian television on the development of Australian popular culture.

Evaluate and create

6 Do you think Australian soapies such as *Neighbours* and *Home and Away* provide an accurate representation of Australia's diverse population? **Discuss** your answer by giving a reasoned argument for and against and concluding with your opinion.

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13A Concepts & skills in context

The influence of popular culture in Australia

Introduction

Many of us today have a television in our bedroom and watch movies online – even on our phone. It is hard to believe that only 60 years ago, radio was the main way Australians accessed news and entertainment. The growth of television and new forms of music reflect upheavals in values and culture that our society has undergone since the end of World War II.

For the generation that grew up before the 1950s, the only way to watch moving images was to visit a cinema. The arrival of television in Australia in the 1950s relocated the movie screen into people's living rooms and fundamentally changed the ways people accessed popular culture.

With the birth of rock'n'roll around the same time, popular music was undergoing a revolution of its own. Rock'n'roll became more than just another music trend – it came to influence fashion, lifestyle, language and attitudes, especially among teenagers and young people.

Older Australians were concerned that the popularity of rock'n'roll through television and radio was encouraging young people to challenge boundaries around taboo topics, such as sex. This letter to the editor appeared in *The Sun* newspaper in January 1957, while Bill Haley was touring Australia. It was printed under the heading "Menace of rock and roll":

Source 1

It will be interesting to note the effects of the visit to Sydney of a band of American entertainers. Reports of the way "rock and roll" has been received by overseas audiences, coupled with the almost unanimous acceptance of Elvis Presley who, despite his repulsive antics, is now the current idol of the younger set, lead one to believe that the arrival of Mr Haley could be regretted for years to come.

We have only to glance through the daily papers to read the shocking manner in which teenagers of today, throughout the world, carry on.

The morals of the modern generation, with the exception of a small minority, have nearly reached an all time low, and "rock and roll" has done nothing to improve them.

Already the general outlook of the Australian teenager has begun to deteriorate rapidly and to such an extent that something must be done to prevent the low level which they are gradually approaching, being attained.

Strongly opposed by most leading musicians, both modern and classical, "rock and roll" represents a serious threat to the community.

In both Britain and the United States riots are prevalent where this form of entertainment is played. We must see that it is not given the same opportunity to take a grip on our own youth.

Letter to the editor by John J. Sutton, *The Sun*, Sydney, January 1957 (reprinted in Bernie Howitt, *My Generation: Growing up in Australia 1950s to 1980s*, Longman Cheshire, 1992, pp. 25–6)

Disc jockey and music news reporter Stanley Rofe was the first to present rock'n'roll music on Melbourne radio in 1956. Rofe later noted that he "played to a young audience", revealing who he believed encapsulated Australia's radio audience in the 1950s.

Source 2

Everybody had a rock'n'roll dance and no matter which side of Melbourne you went to there was rock'n'roll ... [My perspective on rock'n'roll, then and now, is] don't knock any generation of music because each and every decade has something to say.

Interview with Stanley Rofe, 28 March 1993

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Key concepts & skills Using historical sources

Identifying and analysing different historical interpretations

Historians use two types of sources to gather evidence about the past:

primary source a source that existed or was made in the time being studied

secondary source a source created after the time being studied

- **primary sources** – objects or materials created or written at the time being investigated
- **secondary sources** – accounts about the past that were created after the time being investigated.

Much of the historical study and research you will complete in school will involve you reading secondary sources (for example, textbooks and websites about the historical period you are studying). While these secondary sources may appear to provide an objective, unbiased and balanced view of the historical events or periods they are writing about, this is not always the case. All historians write from a particular perspective. There is no objective "truth" that historians uncover; rather, all historians must interpret historical events and issues using their own perspective.

Of course, historians must use evidence to justify their interpretations, but there is no absolutely "correct" way of interpreting evidence, and historians can also use (or disregard) different sources of evidence to support many different interpretations. For example, many historians writing in the early 1900s about the British colonisation of Australia presented it in a very positive light and virtually ignored the negative experiences of Aboriginal and Torres Strait Islander peoples.

It is therefore very important that you are able to identify and analyse different historical interpretations. To do this, ask yourself the following questions:

- What historical event is being interpreted?
- What particular features, incidents, actions or behaviours are seen as important in this interpretation?
- What particular features, incidents, actions or behaviours are seen as positive in this interpretation?
- What particular features, incidents, actions or behaviours are ignored or left out of this interpretation?
- What particular features, incidents, actions or behaviours are seen as negative in this interpretation?
- What motives or characteristics are being attributed to the humans involved in this interpretation?
- What primary sources are used to support the interpretation? How?
- What primary sources might have been left out or ignored by this interpretation?
- Does this interpretation involve a critique of other interpretations? If so, what is being said about other interpretations?

For more information on using historical sources, see Lesson 7.4 Using historical sources (page 245).

Practise the skill

1 Use the questions above as a guide to write a 250-word report to **describe** the changing nature of popular culture in Australia since the 1950s. Identify how Source 1 and Source 2 offer different interpretations of the changes.

Extend your understanding

1 Consider how Source 1 and Source 2 provide different interpretations of the arrival of rock'n'roll in Australia. **Explain** what technology or trends you see in society today that might compare to the upheaval older generations of Australians faced when television and rock'n'roll emerged.

2 **Create** a presentation for your class on a modern trend or technology of your choice (such as Facebook, X, Instagram or TikTok), and describe:

a what benefits the trend is bringing to society

b what problems the trend could have for society

c what consequences you believe the trend might have on society in 15 years' time.

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Lesson 13.8
Changes in the music industry

Introduction

Learning intentions and success criteria

From its earliest days in Australia, rock'n'roll was branded as rebellious music for teenagers. The supposed link between rock'n'roll and teenage misbehaviour was established before there were any rock'n'roll bands in Australia. The first rock'n'roll film, *Rock Around the Clock*, was released in Sydney on 14 September 1956. Ten days later two youths were fined for dancing in Pitt Street after viewing the film.

The origins of Australian rock

In the early years of the Australian rock industry, most songs were covers of American artists and bands. The first original Australian song was probably "Rock'n'Roll Washboard" by the Schneider Sisters, written in November 1956. The Schneider Sisters came from a country music background. This was typical of the early Australian rock acts, with established artists from other music genres attracted to rock'n'roll because of its novelty and links to the emerging teenage market.

Johnny O'Keefe

Johnny O'Keefe is remembered as one of the most significant Australian rock'n'roll performers of all time. O'Keefe was born in 1935 and began his singing career in the 1950s. From humble beginnings, he went on to have national and international success with songs such as "Wild One", "Shout!" and "She's My Baby".

A riotous night of partying was the inspiration for "Wild One". Released in 1958, this was the first genuinely Australian rock'n'roll hit record. It has subsequently been recorded by artists as diverse as Jerry Lee Lewis, Joan Jett, Status Quo and, most famously, Iggy Pop. In fact, the Iggy Pop version has been used as the theme to ABC TV's *Rage* for more than 35 years, the oldest music television program in the world.

In his 20-year career, O'Keefe released more than 50 singles, 50 EPs (extended play records) and 100 albums. To this day he remains Australia's most successful chart performer, with 29 Top 40 hits to his credit in Australia between 1959 and 1974.

Source 1 Johnny O'Keefe performing on stage in 1963

History

Key concepts & skills Using historical sources

Evidence: The first rock'n'roll star?

To this day there is considerable discussion about who released Australia's first rock'n'roll record. The most likely pioneer of Australian rock'n'roll was an Aboriginal man called George Assang. He was born on Thursday Island, Queensland, and his smooth singing voice gained him regular work fronting jazz and swing bands on the Australian circuit. On 12 July 1956, under the stage name Vic Sabrino, he released a version of "Heartbreak Hotel" simultaneously with Elvis Presley's version.

There is some debate about when Assang recorded a cover of Bill Haley's "Rock Around the Clock", but whether it was 1955 or 1956, the Vic Sabrino jazz/swing version of "Rock Around the Clock" could be Australia's earliest attempt at rock'n'roll, coming some two or three years before Johnny O'Keefe's "Wild One" in 1958.

For more information on using historical sources, see Lesson 7.4 Using historical sources (page 245).

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Surf music

surf music a style of music originating in the United States in the early 1960s, characterised by high-pitched, harmonised vocals and lyrics relating to surfing

The massive popularity of **surf music** that started around 1962 launched the next phase of Australian music. Sydney band The Atlantics created a huge local hit, "Bombora", which was released internationally, even receiving the US *Cashbox Magazine* Record of the Week award. Suddenly surf bands were everywhere, playing suburban dances and sending teenage boys in search of guitars so they could imitate their favourite band and be "cool".

The classic rock line-up of guitars, bass and drums emerged at this point, and major international recording labels such as CBS and HMV began investing in the local Australian music industry. As The Beach Boys made the charts in the early 1960s, their vocal style started to influence surf music. A 14-year-old Australian singer by the name of Little Pattie entered the charts with "He's My Blonde Headed Stompie Wompie Real Gone Surfer Boy" late in 1963. The summer of 1963–64 was the high point of the surf music craze in Australia.

The beat boom

The "beat boom" was a period during the early 1960s when a style known as beat music became popular in the charts. Put simply, beat music was a fusion of rock'n'roll and rhythm and blues (R&B) that developed in Britain at this time, and led to a "British invasion" of the music charts around the world. The overwhelming popularity and success of The Beatles was one example of the British invasion. Their Australian tour in June 1964 revolutionised the Australian music industry (see Source 2). Teenagers across the country were hungry for new records and live concerts. As a result, many new Australian rock bands formed and the music industry in Australia boomed from 1964.

By 1966, The Easybeats and Normie Rowe, two of the biggest names in Australia, had moved to England in search of international fame and success. The Easybeats recorded "Friday on My Mind" in London in 1966. It reached the Top 20 in the United States and the Top 10 in Britain and would go on to be voted the best Australian song of all time in 2001. Rowe recorded a number of songs in London that were huge hits back in Australia.

Source 2 The Beatles arrive in Adelaide, 12 June 1964

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The 1970s: *Countdown* and *Triple J*

Australian music became much more diverse in the 1970s and the ABC launched a television show that brought young people's music to an even wider audience.

Television had played a significant role in allowing access to rock music since Johnny O'Keefe was given a show called *Six O'Clock Rock* in 1959. Because the ABC was the only national broadcaster at the time, any show on the ABC was key in broadcasting material to the more remote areas of Australia.

When a new music program called *Countdown* started on 8 November 1974, its host, Ian "Molly" Meldrum, became a household name. *Countdown* provided a national stage for promoting new Australian acts to young people. Sunday evenings became primetime viewing for teenagers wanting to know what was happening in Australian music. The show made stars of acts such as Skyhooks, Sherbet and John Paul Young. The show went until 1987 and became the most popular music program in Australian television history.

Source 3 *Countdown* provided a national stage for promoting new Australian acts to young people. Rock icon Ian "Molly" Meldrum was the host of this influential television music show, which screened from 1974 to 1987.

In 1975, the Whitlam government granted the ABC the first new radio licence in an Australian capital city since 1932. The ABC used the licence to set up Australia's first non-commercial rock radio station, known as Double J. Double J started broadcasting in January 1975. Committed to alternative music and challenging the commercial monopoly on rock, Double J started broadcasting with Skyhooks' "You Just Like Me 'Cos I'm Good in Bed", which had been banned by commercial radio stations.

Double J changed its name to Triple J in 1980 when the FM band was opened for radio broadcasting; and the dream of a national youth radio network was finally realised in 1989, when Triple J became a national network.Since its first broadcast, Triple J has played a crucial role in championing Australian music, often playing music that commercial radio programmers deemed unsuitable. The annual Triple J Hottest 100 has become a staple of Australian music. It gives Australian bands the opportunity to compete with international artists. The 2016 and 2022 Hottest 100, for example, were topped by Australian musician, DJ and producer Flume, the Number 1 track in 2018 was by Ocean Alley and in 2021 The Wiggles became the first artist to win the Hottest 100 with a "Like a Version" cover of "Elephant".

Perhaps the greatest indicator of Triple J's contribution to the Australian music industry is its support for emerging independent Australian bands. Sydney band The Jezabels reached Number 16 with "Mace Spray" and number 49 with "Easy to Love" in the 2010 Hottest 100. Spacey Jane won the 2018 Triple J Unearthed competition, which resulted in their inclusion in the 2018 Falls Festival line-up. Both The Jezabels and Spacey Jane achieved these goals while being totally independent acts without the backing of a major label. Providing opportunities for these artists over the years indicates why the government's support for a youth radio network was such a critical decision in the development of the Australian music industry.

By harnessing new technological developments such as colour television (*Countdown*) and FM broadcasting (Triple J), Australian music was able to enter an era of genuine international acceptance.

Source 4 Radio presenters Adam Spencer and Helen Razer in the Triple J studio in Ultimo, New South Wales, 1998.

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Australian music goes global

The 1980s saw an explosion of Australian acts that had a genuine global impact on the music scene. From the early 1980s, bands such as Brisbane's The Go-Betweens developed a cult following across Europe and North America. Following in their path were bands such as INXS, Midnight Oil, AC/DC, Nick Cave and the Bad Seeds, Jet, The Vines and Savage Garden, who have achieved global recognition representing a diversity of sounds. More recently, Australian artists such as Gotye, Sia, Troye Sivan and The Kid Laroi have achieved international fame and won a host of awards – an indication of the wider success and acceptance of Australian music on the world stage.

Australian popular music is critical for Australia's cultural life. It allows for a range of Australians to express views and opinions, and establishes an understanding of modern Australia on a global scale. It has also grown from a cultural form that was despised by an older generation into a major contributor to the Australian economy. It was estimated that music-related activities added $1.55 billion of value to the Australian economy in 1984–85. By 2023, there were more than 30.1 million ticketed attendances for music, and $3.1 billion in ticket revenue. That is an enormous change from the days when Vic Sabrino recorded a cover of "Rock Around the Clock".

The next step in securing the future of rock music as a form of Australian popular culture came on 5 October 2011, when Triple J launched Triple J Unearthed, a new station devoted entirely to promoting the music of unsigned Australian bands. The digital and online station was set up to help the next generation of musicians prepare to follow in the footsteps of artists ranging from Johnny O'Keefe to Ocean Alley.

Sequence this! Changes in the music industry

Source 5 Australian singer and songwriter Sia began her career in Adelaide in the 1990s. Today, she is one of the most internationally recognised Australian recording artists in the world. In 2014, her single "Chandelier" charted in the Top 5 in more than 20 countries around the world, and the video of the song has been viewed more than 2.3 billion times on YouTube.

Check your learning 13.8

Check your learning 13.8

Review and understand

1. **Identify** when surf music became popular in Australia.
2. **Summarise** how the Whitlam government helped the Australian music industry.
3. **Identify** at least three Australian acts that have achieved musical success overseas.
4. **Explain** what impact The Beatles' tour of Australia had on the local music industry.

Apply and analyse

5. **Analyse** the significance of *Countdown* as a part of Australian popular culture.

Evaluate and create

6. **Evaluate** how artists such as Flume and Ocean Alley highlight the importance of Triple J to the Australian music scene.

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Lesson 13.9
Changes in the film industry

Introduction

Learning intentions and success criteria

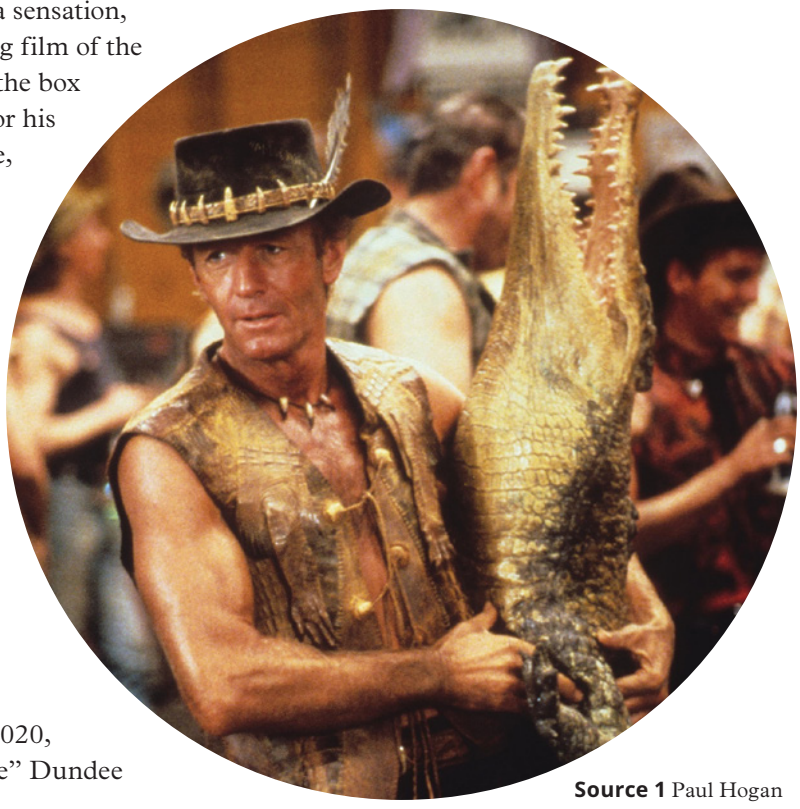
By the 1950s, most Australian cities and suburbs had access to a picture theatre. Going to the "flicks" was a popular pastime for people of all ages and generations. Signs of change were apparent in 1954 when the first drive-in cinema opened in Melbourne. This reflected the emergence of the private car as the main means of transport, as suburbs expanded in the postwar baby boom era. The most significant change for the Australian film industry at this stage was the emergence of television from 1956. With families able to stay at home to watch entertainment, many suburban picture theatres had closed by the end of the decade.

The *Crocodile Dundee* phenomenon

On 30 April 1986, the film *Crocodile Dundee* premiered in Australia. It was produced on a budget of about $10 million and starred the Australian comic actor Paul Hogan, who had risen to prominence after winning *New Faces*, a popular talent contest broadcast on television. Two versions of *Crocodile Dundee* were released at the time – an Australian version and an international version that replaced Australian slang with more easily understood words.

Hogan's Michael J. "Crocodile" Dundee became a huge hit in Australia with his "blokey" humour and "no worries" attitude. The international appeal of such an obviously Australian character was put to the test when *Crocodile Dundee* was released in the United States on 26 September 1986. It proved a sensation, eventually becoming the second-highest-grossing film of the year there, taking more than US$174 million at the box office. Hogan also won a Golden Globe award for his performance, and the film was shown worldwide, from Argentina to Zimbabwe.

Crocodile Dundee placed Australian film firmly on the world stage, and was arguably the greatest boost to the Australian tourist industry ever. Hogan became the face of Australian tourism with his "Put another shrimp on the barbie" campaign. Although *Mad Max: Fury Road* has earned the greatest amount of money for an Australian movie, *Crocodile Dundee* remains the highest-grossing Australian film of all time. Even though the two sequels, *Crocodile Dundee II* and *Crocodile Dundee in Los Angeles*, failed to achieve anything like the success of the original film, it remains the most popular Australian film series of all time in terms of international success. In 2020, Hogan revisited the role of Michael J. "Crocodile" Dundee in the film *The Very Excellent Mr Dundee*.



Source 1 Paul Hogan in *Crocodile Dundee*, 1986

History

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Towards a global film industry

The American film industry is the most dominant force in world film. Its sheer financial power and deals with distributors mean that independent theatre owners in Australia are often disadvantaged financially if they do not show major Hollywood films. The power exerted by Hollywood has meant that government support and financial assistance have become essential for the Australian film industry to survive.

The success of small-scale films such as *Animal Kingdom* prove that this ongoing support for the Australian film industry is not wasted. *Animal Kingdom* won the 2010 AFI award for best film, and saw Jacki Weaver receive an Academy Award nomination for best supporting actress. It has been adapted into an American television series, which aired several successful seasons and reached Australian audiences by appearing on Netflix. Government support has allowed Australia to retain a viable and relevant film industry – essential for genuine cultural expression in the twenty-first century.

Source 2
Advertisements for Bollywood films

An alternative to Hollywood domination has emerged in the twenty-first century with the development of Australian links with India's thriving Bollywood film industry. The term "Bollywood" is a combination of two words: Bombay (the city at the heart of the Indian Hindi film industry, now called Mumbai) and Hollywood (a reference to the similarities between the industries in India and the United States). Indian film producers have prepared a handbook for working with Australian film producers and media, and many Bollywood films have started using Australia as an "exotic" backdrop during filming. By late 2006, major Indian films such as *Love Story 2050*, *Heyy Babyy* and *Chak De! India* were being filmed in Australia, and crews were routinely moving between Australia and India.

Australia's increasing cultural links with Asia have also seen anime (Japanese animated cartoons) emerge as an important element of the film scene. The Japanese anime film *Akira* (1988) became a cult hit in Australia, and was the predecessor of an art form that has gained increasing attraction in popular culture through the rise of video and computer games.

Blockbusters in Australia

The development of major film production studios in Melbourne, Sydney and across the state of Queensland has meant that Australian studios have developed a high skill level. Major blockbusters – including *The Matrix* series, *Star Wars* Episodes 2 and 3, *Thor Ragnarok* and *Love and Thunder* – have been made in Australian studios.

The Australian Government offers lucrative tax incentives for businesses wanting to produce films locally. By providing tax offsets, state-specific support, and workforce development, Australia has become highly competitive in the global market for film production. Examples of movies which have benefited from these incentives include *Elvis*, *Godzilla vs. Kong* and *Aquaman and the Lost Kingdom*.

Quiz me! Changes in the film industry

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Check your learning 13.9

Check your learning 13.9

Review and understand

1 **Explain** what caused the slump in the Australian film industry from the 1950s.
2 **Identify** Australia's most successful film. How successful was it?
3 **Explain** why government support has been so important for Australian film makers.
4 **Summarise** how the Australian Government is making it attractive for blockbuster movies to be filmed in Australia.

Apply and analyse

5 Explain how important film is in promoting Australia as a tourist destination. **Propose** (put forward) the film you think would be best for promoting Australia overseas.

Evaluate and create

6 **Discuss** the evidence which suggests that Australia is moving closer to Asia in terms of the film industry.
7 **Evaluate** the significance of Hollywood blockbuster films being filmed and produced in Australia.

Lesson 13.10
Changes in the television industry

Introduction

The arrival of television in Australia in 1956 was a major catalyst for change. It ensured easy access to American popular culture, and the Menzies government's decision not to apply any local content requirements (see Lesson 13.6 The impact of changing technology on television and film (page 451)) meant early television was dominated by American shows. Australian children grew up with the *Mickey Mouse Club* and *The Wonderful World of Disney*, while cowboys such as Roy Rogers and Hopalong Cassidy meant Australians became more familiar with the Wild West than with the outback. Crime-based shows such as *Perry Mason* and *Dragnet* were popular adult fare, and **sitcoms** such as *Father Knows Best* and *I Love Lucy* also attracted large audiences.

Source 1 A still from *Father Knows Best*, a 1950s US television program shown in Australia

Learning intentions and success criteria

sitcoms situation comedies; television shows with set characters who, every episode, find themselves in humorous situations

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Television expands

The early 1960s saw the expansion of television into more markets with the introduction of regional stations in places such as Gippsland in Victoria in 1961, and Newcastle in New South Wales the following year. The ABC also continued to expand nationally, and in 1964 new commercial stations Channel 0 (Melbourne) and Channel 10 (Sydney) commenced broadcasting. The introduction of a coaxial cable (an electric cable that transmits radio frequencies) between Sydney and Melbourne paved the way for closer networking between stations in the two major Australian markets. This allowed for such innovations as a split screen that would allow Graham Kennedy in Melbourne and Don Lane in Sydney to appear simultaneously on the Nine Network's *In Melbourne Tonight*.

The other major change to television in the 1960s was the development of satellite broadcasts. Perhaps more than any other technological development, this helped bring the world to Australia. In 1964, *Everybody's Magazine* boldly predicted Australians would be able to watch the 2000 Ashes series live on television from England; but in 1967, Australians were watching The Beatles recording "All You Need is Love" live from Abbey Road studios as part of the historic *Our World* broadcast. Aired to the largest worldwide audience of the time (400 million) on 25 June 1967, *Our World* linked the world by satellite, with contributing countries showing the world an aspect of life in their country. Britain showed The Beatles and Italy had Franco Zeffirelli directing his ground-breaking film version of *Romeo and Juliet*. Australia's contribution was a shot of trams leaving their Melbourne depot in the pre-dawn.

Television and sport join forces

The 1967 the Sydney Rugby League Grand Final between South Sydney and Canterbury Bankstown was the first sporting event to be broadcast live in Australia. Channel Nine paid $5,000 for the rights to a game that was won by Bobby McCarthy's famous intercept try. This telecast proved that sport was the perfect product for television.

By the 1970s, major sports events were regularly televised. The importance of the link between television and sport was shown in 1977 when Kerry Packer (then owner of Channel Nine) launched a "raid" on the sport of cricket, creating a private World Series Cricket competition in a successful bid to force the Australian Cricket Board to allow him the right to broadcast test matches. The 1976 Olympic Games from Montreal had its opening and closing ceremonies broadcast live, and by the 1984 Los Angeles Olympics, a wide range of popular events were being broadcast live into Australian homes. The 1977 AFL Grand Final between Collingwood and North Melbourne was the first shown live in Melbourne. The exciting match showed that all football codes could be major drawcards in attracting viewers.

Source 2 Kerry Packer

Multicultural programming

multicultural the idea that several different cultures can coexist peacefully and equitably in a single country; a policy of multiculturalism aims to achieve a society in which a range of different cultures are made to feel included, accommodated and protected by law

The composition of the Australian population had changed significantly since World War II, and the establishment of the Special Broadcasting Services (SBS) in Melbourne and Sydney in 1980 under the Fraser government was the first real mainstream media recognition of this. Broadcasting in a wide range of languages, it played a crucial role in helping immigrants adjust to Australian life. By the mid-1980s, SBS had expanded throughout most of the country.

Children growing up in 1960s Australia had been watching **multicultural** television without the term ever being used. Channel Nine had started showing a Japanese series called *The Samurai* in 1964 to cash in on the interest generated by the forthcoming Olympic

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Games in Tokyo. It invited viewers to write in if they wished to see more episodes and was overwhelmed with positive replies. *The Samurai* became a massive hit in Australia. The sight of children jumping from trees while flinging imaginary star knives became commonplace, as Australian viewers were introduced to the intricacies of medieval Japanese society.

The success of *The Samurai* revealed the generation gap as vividly as rock music had. For older people in Australian society, World War II had finished fewer than 20 years earlier, and inviting Japanese culture onto Australian television was unimaginable. For children brought up in the Cold War, however, the **communist** Russians were a more logical enemy than the Japanese; and Shintaro, hero of *The Samurai*, became a major popular culture figure in Australia.

communist based on the principles of communism; a way of organising a society in which the means of production (e.g. factories, farms and machinery) are publicly owned (by the state) and goods are distributed equally according to need

Japanese anime was also introduced to Australian television viewers in the 1960s. *Astro Boy* was a mid-1960s favourite, and the Japanese-style drawing marked it as significantly different from the traditional American cartoons that were the staple of most afternoon television (see Source 3). Its futuristic plot – set in the year 2000, where robots and humans coexist peacefully – had resonance in the Cold War-influenced world Australian children were growing up in.

The theme of cooperation was echoed in the other Japanese cartoon series to be a 1960s hit in Australia, *The Adventures of Kimba the White Lion*. By the time *Sailor Moon* arrived on Australian television screens in the 1990s, Australian viewers had long accepted anime as a form of television popular culture.

Source 3 A still from *Astro Boy* (in Japanese: *Tetsuwan Atomu*, literally meaning "Mighty Atom"), 1963

Pay TV

The early 1990s saw two major changes to the Australian television landscape. A policy introduced by the Hawke government meant regional areas suddenly had access to three commercial channels rather than one. This meant that, for the first time, regional Australia was able to view virtually the same programs as people living in major cities.

The other change was the introduction of subscription television or Pay TV. The idea of paying for extra services was a major change to the way Australians viewed television. Paying for something that had always been free (except for television licences, which had been removed in 1974 by the Whitlam government) went against the general Australian understanding of the medium.

The first Australian Pay TV provider was Galaxy, which began in 1995. Foxtel, Optus and Austar were introduced to the market in 1995, and by 1998 Foxtel had absorbed Galaxy.

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The first major impact of Pay TV was the Rugby League dispute known as the "Super League war". Rugby League had proved a popular sport on television, and Rupert Murdoch's News Ltd realised it would be a key to the company's investment in Foxtel being profitable. In an attempt to secure exclusive broadcast rights, News Ltd secretly signed clubs and players to create a breakaway competition. Court action during 1995 and 1996 failed to resolve the dispute, and two Rugby League competitions existed in 1997. The warring parties came together in 1998, with News Ltd gaining a 50 per cent partnership in the running of Rugby League, as well as obtaining broadcast rights for most games for the Foxtel network.

The free-to-air television revolution

The Australian Government committed the country to a digital-only television platform by mid-2010. This was a new means of broadcasting that was slowly implemented across the country from 1 January 2001. Digital broadcasting meant higher-quality image and sound, as well as additional channels. Free-to-air stations were given the opportunity to broadcast smaller niche channels, and each commercial network has developed a number of spinoff channels. The Ten Network, for example, launched One (a lifestyle channel), Eleven (a comedy channel) and TVSN (a shopping channel). At the same time, the Seven Network launched 7mate (aimed at males aged from 16 to 49), as well as 7TWO and 7flix (a movie channel). The ABC launched a 24-hour news channel and ABC Kids (a channel aimed purely at children).

Online streaming television and movie services

In 2015, a number of new video-on-demand services launched in Australia – once again changing the media landscape. Providers such as Netflix, Disney+, Prime Video, Stan, YouTube Premium and Foxtel Now offer a different kind of experience to more established Pay TV models. These services enable viewers to stream video content via their televisions and a range of other devices (such as tablets and mobile phones), and to access a large bank of content for a single monthly fee. Many of these services do not require customers to sign up for a minimum contract period.

In 2020, during the COVID-19 pandemic, popularity in streaming services skyrocketed as many states in Australia experienced long, government-enforced lockdowns to help combat the spread of the virus. Source 4 shows the jump in streaming subscriptions between September 2019 – when they had already reached huge popularity – and September 2020, when many Australians were staying home during the pandemic.

Quiz me! Changes in the television industry

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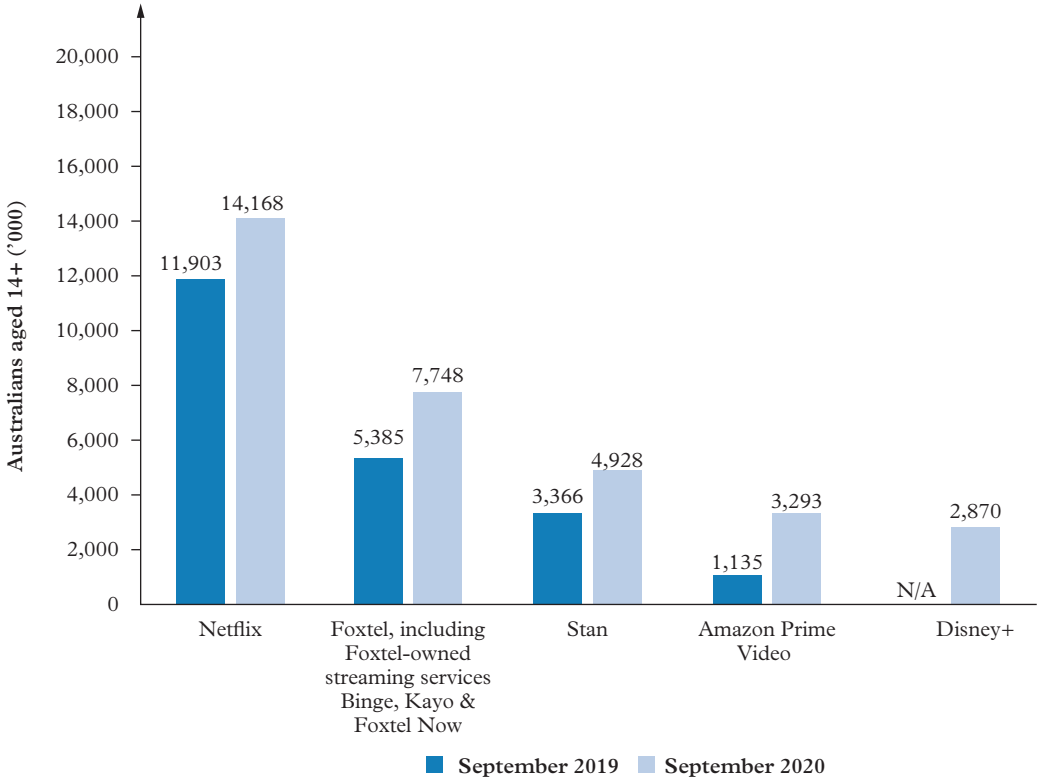

Source 4 Number of users per subscription service in Australia, 2019–20

Check your learning 13.10

Check your learning 13.10

Review and understand

1 **Explain** why the development of communication satellites was so important for Australian television.

2 **Identify** the first sporting event broadcast live in Australia.

3 **Identify** the hero of the 1960s television show *The Samurai.*

4 **Identify** the two sports that had major splits over the purchase of television rights.

Apply and analyse

5 **Examine** Source 4.

a Describe the trend in this graph.

b Explain the reasons for this trend.

6 **Explain** why sport is so important to Australian television. Use examples to **justify** your response.

7 **Explain** how 1960s Australian children's television showed that there was a generation gap in Australian society.

Evaluate and create

8 As a class, **discuss** which events you think should be guaranteed free-to-air television broadcasting.

History

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13B Concepts & skills in context
Singles charts

Introduction

Singles charts have been around for almost as long as there has been recorded music. Rock'n'roll record charts are a very useful primary source for historians as they can give a valuable insight into what was popular at a particular time. Like all sources, they have to be interpreted.

In 1966 the Melbourne pop music newspaper, *Go-Set*, introduced the first national Top 40 song charts in Australia. By doing so, *Go-Set* helped young people stay entertained and informed about the latest news in the popular culture scene.

The *Go-Set* charts were succeeded in 1974 by the Kent Music Report, which published national Top 100 charts. In 1988 these charts were taken on by the Australian Recording Industry Association (ARIA), which continues to publish charts today.

By using sales data from radio stations and retail stores, singles charts are an accurate way of keeping track of the most popular music from a particular time in history. However, songs that were extremely popular in their time do not always seem so significant years later.

In 1980, Australian singer Joe Dolce's single, "Shaddap You Face", went to Number 1 on the Australian pop charts. It eventually sold more than 350,000 copies Australia-wide and was the most successful Australian-produced single for 33 years. Despite this, many people born in the years since "Shaddap You Face" was released have never heard it played.

Source 1
Joe Dolce's 1980 single, "Shaddap You Face", went to Number 1 on the Australian pop charts.

By contrast, Australian rock band Cold Chisel's song "Khe Sanh" peaked at Number 41 on the national charts when it was released in 1978. In the decades since, its significance as a song about a Vietnam War veteran trying to cope with Australian life has been increasingly recognised. It is commonly heard in music venues and on the radio.

Key concepts & skills Using historical sources

Identifying and analysing the perspectives of people from the past

Primary and secondary sources reflect and represent many different perspectives, points of view, attitudes and values. People who create sources are influenced by their gender, age, family and cultural background, education, religion, values and political beliefs, life experiences and the time in which they live. It is the historian's job to make sure that they consider a range of perspectives in their investigations, allowing more voices to be heard and a more complete picture to be formed. When using historical sources to identify and analyse perspectives, you need to understand the social, cultural and emotional contexts and factors that shaped people's lives and actions in the past.

Follow these steps when using historical sources:

- **Step 1:** Identify a historical issue around which there may be different opinions or interpretations.
- **Step 2:** List the various groups and/or people who may have been involved in or affected by this issue.
- **Step 3:** Identify their role or position in society.
- **Step 4:** Locate some primary sources that provide evidence about their point of view or opinion on the issue.

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Source 2 *Go-Set* Australian Top 20, 17 August 1974

Top 20

1 Billy Don't Be A Hero – Paper Lace (UK)
2 Evie – Stevie Wright (AUS)
3 Would You Lay With Me In A Field of Stone? – Judy Stone (AUS)
4 The Streak – Ray Stevens (USA)
5 The Loco-motion – Grand Funk (USA)
6 The Entertainer – Marvin Hamlisch (USA)
7 Slipstream – Sherbet (AUS)
8 My Girl Bill – Jim Stafford (USA)/Cash Backman (AUS)
9 Sugar Baby Love – The Rubettes (UK)
10 Devil Gate Drive – Suzie Quatro (USA)
11 Waterloo – Abba (Sweden)
12 You Make Me Feel Brand New – The Stylistics (USA)
13 Candle In the Wind/Benny and the Jets – Elton John (UK)
14 Emma – Hot Chocolate (UK)
15 Sundown – Gordon Lightfoot (Canada)
16 Hooked on a Feeling – Blue Swede (Sweden)
17 Can't Stop Myself From Loving You – William Shakespeare (AUS)
18 I Get A Little Sentimental Over You – The New Seekers (UK)
19 I'll Take You Home Again Kathleen – Lieutenant Pigeon (UK)
20 Long Live Love – Olivia Newton-John (AUS)

Source 3 ARIA Top 15, November 2024

1	APT. – ROSÉ, Bruno Mars	(KOR/USA)
2	That's So True – Gracie Abrams	(USA)
3	Taste – Sabrina Carpenter	(USA)
4	BIRDS OF A FEATHER – Billie Eilish	(USA)
5	Die With A Smile – Lady Gaga, Bruno Mars	(USA)
6	A Bar Song (Tipsy) – Shaboozey	(USA)
7	Beautiful Things – Benson Boone	(USA)
8	Espresso – Sabrina Carpenter	(USA)
9	Sailor Song – Gigi Perez	(USA)
10	I Had Some Help - Post Malone Feat. Morgan Wallen	(USA)
11	Good Luck, Babe! – Chapell Roan	(USA)
12	I Love You, I'm Sorry – Gracie Abrams	(USA)
13	Timeless – The Weeknd, Playboi Carti	(CDN)
14	Yellow – Coldplay	(USA)
15	Lose Control – Teddy Swims	(USA)

- **Step 5:** Analyse each source, using the following questions as a guide:
  - Why was the source written or produced?
  - Who was the intended audience of the source? Was it meant for one person's eyes, or for the public? How does that affect the source?
  - What was the author's message or argument? What were they trying to get across? Is the message explicit (obvious), or are there implicit (subtle) messages as well?
  - How does the author try to get the message across? For example, do they give a detached, balanced account, or is it biased for or against the issue?
  - Compared to what we face today, what relevant circumstances and experiences were different for the author of the source in the past? (Some examples might include religion, economy, family life, technology, etc.)

For more information on using historical sources, see Lesson 7.4 Using historical sources (page 245).

Practise the skill

1 **Explain** why the singles charts are primary sources.

2 Select and listen to three songs from each of the charts in Source 2 and Source 3. Use the steps above to answer the following questions. Write one or two paragraphs for each.
   - **a** **Explain** how singles charts help us to learn more about the perspectives of people from the past.
   - **b** **Evaluate** what limitations singles charts present to anyone seeking to make conclusions about cultural perspectives.

Extend your understanding

Refer once again to the two singles charts provided in Source 2 and Source 3, and use the information you have learnt in this module to complete the following:

1 **Identify** the elements of continuity and the elements of cultural change that have occurred between the two charts (see Lesson 7.5 Continuity and change, page 254, for more on identifying continuity and change).

2 **Explain** how a historian investigating the impact of American and British popular culture on Australia could use these sources.

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Lesson 13.11
Australian music goes global

Learning intentions and success criteria

Introduction

Rock'n'roll established itself as a significant part of Australian popular culture by the late 1950s (see Lesson 13.8 Changes in the music industry, page 461). It quickly became associated with teenagers, and the challenge was whether it would be able to change and adapt as these teenagers grew older.

The first wave of Australian rock'n'rollers, who followed Johnny O'Keefe's example in the 1957–63 period, stayed in Australia. Rock'n'roll was still considered a novelty, and many musicians were amazed they could get paid for having such fun. The Beatles and other bands made famous during the beat boom of the 1960s made rock'n'roll an international business and broke the American monopoly on originality. The explosion of Australian acts after The Beatles' tour of Australia in 1964 developed a uniquely Australian take on rock'n'roll.

Key concepts & skills Historical significance

The Easybeats

The Easybeats are regarded by many as the greatest Australian rock'n'roll band of the 1960s. The band formed at Villawood Migrant Hostel in Sydney. After becoming the biggest band in Australia in 1965, they travelled to England in search of international success.

In 1966, they recorded "Friday on My Mind" in London. The song reached the Top 10 in England and the Top 20 in the United States, and it made The Easybeats major European stars. The song is still played regularly on many classic hits radio stations across America, and was a feature of the 2009 British film, *The Boat that Rocked*, about a pirate radio station in the 1960s.

Arguably the greatest recognition of the song's impact on a global stage was a tribute found on Bruce Springsteen's 1980 album, *The River*. At the end of the second verse of the popular song "Out in the Street", Springsteen sings the words: "I've already got Friday on my mind". For an artist with Springsteen's deep understanding of rock'n'roll history, this showed just what a major contribution The Easybeats made to international popular culture.

For more information on historical significance, see Lesson 7.7 Historical significance (page 258).

Source 1 Australian rock band The Easybeats, 17 November 1966

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Widespread success

The significant contribution that Australian music has made to international popular culture was not always reflected in record sales. For example, Brisbane band The Go-Betweens became the favourite band of music lovers across three continents without ever having a major hit record. Bands such as Men at Work, INXS and Midnight Oil certainly sold more records internationally, but The Go-Betweens, whose music was described as "striped sunlight sound", took Brisbane to the world. Despite this, the desire to achieve overseas success has continued to drive Australian acts to this day.

International success can be measured in record sales, as was the case with Savage Garden, who dominated late 1990s charts in the United States and Britain. A sell-out concert at a key venue is another measure of cultural achievement. INXS at Wembley Stadium in London in 1991 and the John Butler Trio in 2010 at Red Rocks in Colorado are two examples.

It has been a continuity in Australian cultural life that overseas success is widely regarded as the measure of "making it". Australian artists such as The Teskey Brothers and Gang of Youths (see Source 3) have revealed how strongly that desire still burns; for example, in 2019 Gang of Youths signed with the British label Warner Brothers Music.

Australian music continues to make a significant international contribution to popular culture.

Quiz me! Australian music goes global

Source 2 Daniel Jones and Darren Hayes of Savage Garden perform at the Melbourne Glasshouse, 1998.

Source 3 Sydney indie rock band, Gang of Youths, are taking Australian popular music to the world.

Check your learning 13.11

Check your learning 13.11

Review and understand

1. **Identify** Australian musicians who achieved international success in the 1960s, 1990s and 2000s.
2. **Identify** which Bruce Springsteen song is linked to The Easybeats' "Friday on My Mind".
3. **Explain** ways international success for Australian musicians can be measured.

Evaluate and create

4. **Research** the career of one of the following: The Easybeats, The Twilights or Normie Rowe. Analyse their significance in Australian cultural history.
5. With a partner, **discuss** the suggestion that music is Australia's most significant cultural export since World War II.

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Lesson 13.12
Significant individuals: The Go-Betweens

Learning intentions and success criteria

Introduction

The Go-Betweens' story started in Brisbane, when university students Robert Forster and Grant McLennan met in 1977. A shared interest in popular culture, particularly American music and film, led to the formation of the Go-Betweens in 1978.

Political climate in Brisbane

Brisbane at this time was quite conservative, and the atmosphere there contributed to the band's decision to move overseas. The Queensland Government of Joh Bjelke-Petersen (who was premier from 1968 to 1987) was well known for suppressing opposition political activity. As premier, Bjelke-Petersen extended the rights of police to deal with any dissent. Young people and Aboriginal and Torres Strait Islander peoples were specific targets, and creative artists such as The Go-Betweens found it easier and safer to leave Brisbane. (The Fitzgerald Inquiry of 1987–89 later found a number of police and government ministers to be corrupt.)

Early successes

In 1980, Forster and McLennan were joined by Lindy Morrison on drums, Robert Vickers on bass guitar and Amanda Brown on oboe, violin and guitar. The Go-Betweens moved to Melbourne, and then England, where their second album, *Before Hollywood*, was recorded in 1983. A series of critically acclaimed albums followed in the 1980s. Based in London for most of the decade, the band toured constantly, expanding their base of supporters from Europe to include North America. The final album of the original band was *16 Lovers Lane,* released in 1988, which saw their greatest commercial success with the single "Streets of Your Town". The group disbanded in 1989, but Forster and McLennan continued to occasionally perform together at a variety of venues around the world.

A new line-up of The Go-Betweens emerged in 2000, and a further three albums were released. Their final album, *Oceans Apart*, received an ARIA award in 2005. Forster formally disbanded the band after McLennan died in 2006, in Brisbane.

Source 1 The Go-Betweens' second single, "People Say", released in 1979

Impact of The Go-Betweens

In terms of record sales, The Go-Betweens had minimal impact on world popular culture. Yet there were messages from people in 18 different countries on the band's website after the death of McLennan. That alone indicates the impact they had on individuals on a global scale.

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To understand the true impact of The Go-Betweens, however, it is important to consider their influence on other artists. Obvious tributes included a Swedish rock band called Kent playing The Go-Betweens' song "Quiet Heart" as a tribute to McLennan at a Swedish festival; the Splendour in the Grass Festival naming one of its performance sites the GW McLennan Tent; and a new bridge across the Brisbane River, which opened in 2010, being called the Go-Between Bridge, after a public competition to choose the name.

Source 2 The Go-Betweens in 1988 – (from left to right) Amanda Brown, John Wilsteed, Grant McLennan, Robert Forster and Lindy Morrison.

All these examples suggest a band that had a major impact. However, Robert Christgau's 2000 proclamation in New York's influential alternative newspaper *Village Voice*, that "Robert Forster and Grant McLennan are the greatest songwriting partnership working today", illustrated their ongoing contribution at the highest level. Christgau is widely regarded as an important rock critic, and no Australian musical act had ever received such extravagant praise in such an important publication. Even the American television show *24* included a company called McLennan-Forster as a tribute to the band.

When U2 started the final leg of their *Vertigo* tour in Brisbane in 2006, they dedicated the show to McLennan. Bono sang "Streets of Your Town" twice during each concert, moving smoothly into the song during both "Elevation" and "Where the Streets Have No Name". U2 also have The Go-Betweens' 1982 song "Cattle and Cane" on their list of the greatest rock'n'roll songs of all time.

Quiz me! Significant individuals: The Go-Betweens

Check your learning 13.12

Check your learning 13.12

Review and understand

1 **Outline** what Robert Forster and Grant McLennan had in common.

2 **Explain** what made The Go-Betweens leave Brisbane.

3 **Identify** the song that was The Go-Betweens' greatest success.

Apply and analyse

4 **Explain** why U2 dedicated their 2006 show in Brisbane to McLennan.

5 Answer these questions.

a **Outline** what evidence there is to support the view that The Go-Betweens had a major impact on popular culture on an international level.

b Using the evidence that you outlined in question 5a, **analyse** the significance of The Go-Betweens.

History

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Lesson 13.13
Australian film goes global

Learning intentions and success criteria

Introduction

Since the New Wave of the 1970s (see 13C Concepts & skills in context "Ozploitation", page 487), Australian film has helped establish a vision of Australia for many people overseas. The use of *Crocodile Dundee* star Paul Hogan in tourism advertisements helped ensure the connection between film and a national image.

In 1986 *Crocodile Dundee* became the highest-grossing Australian film of all time because of its international success. Its celebration of Australia as a laid-back culture with a vast outback full of unique wildlife and interesting characters became a highly marketable vision of the county. In 1994 came *The Adventures of Priscilla, Queen of the Desert* (see Source 1), which also brought Australia's outback scenery onto the screen. While the film was both praised and criticised for its presentation of LGBTQIA+ characters, its positive depiction of drag queens certainly helped to make it a significant film and contributed to its international success.

The film gave rise to a musical version, *Priscilla Queen of the Desert*, in 2006. This was another example of popular culture changing and evolving over time, and marked a further Australian contribution to international popular culture. The show, based on the film, has mounted successful productions in London, Toronto and New York. The film had won an Academy Award for costume design, and the Broadway production in New York won a Tony Award in the same category in 2011.

Source 1 A still from *The Adventures of Priscilla, Queen of the Desert*, 1994, starring Hugo Weaving, Terence Stamp and Guy Pearce.

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Key concepts & skills Historical significance

Gallipoli

The 1981 film *Gallipoli* was a major example of the revival of the Australian film industry. Directed by Peter Weir, and starring Mark Lee and Mel Gibson, it not only dramatised the role of Australian troops at Gallipoli, but also linked the Australian soldiers to Australian cultural values such as mateship, larrikinism and a disdain for authority.

The film focused on Western Australian members of the Australian Light Horse enlisting, training in Egypt and finally participating in World War I. It showed the attempt to capture The Nek on the Gallipoli Peninsula from the Turks. Written by playwright David Williamson, it placed the blame for the needless slaughter of Australian troops firmly on the shoulders of the British leadership.

Gallipoli has been criticised for historical inaccuracies, including: The Nek was a diversion for New Zealand troops, not the British; other groups such as the Royal Welsh Fusiliers also suffered losses trying to support the Australians at The Nek; and the failure to call off the attack was an Australian, not a British, decision.

This film has proved just how influential popular culture can be. Despite the inaccuracies mentioned above, it has been a staple of high school history lessons since its release. More broadly, it has contributed to the elevation of Gallipoli as the most significant campaign of World War I for Australia, despite its unsuccessful outcome and the far greater losses – and higher stakes – on the Western Front in France.

By linking the Gallipoli campaign so closely to Australian identity and values, such as mateship, the film also fostered the politicisation of the Gallipoli campaign; that is, it caused it to become political in character. Before 1981, it was an important part of Australia's historical story, but it was not politicised. In 1990, Prime Minister Bob Hawke travelled to Gallipoli for a dawn service with veterans and called the site "a part of Australia". Prime Minister John Howard visited Gallipoli in 2000 and 2005, although his 2005 visit attracted criticism because of his decision to attend a barbecue with Australian soldiers on the beach rather than attend the New Zealand service.

Source 2 *Gallipoli*, 1981, starring Mark Lee and Mel Gibson

History

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The downplaying of the New Zealand contribution to the ANZAC legend and the criticism of British leaders have been two aspects of the politicisation of the Gallipoli campaign since the release of the film in 1981. Former Prime Minister Paul Keating ignited further controversy in 2008 when he said:

> the truth is that Gallipoli was shocking for us. Dragged into service by the imperial government in an ill-conceived and poorly executed campaign, we were cut to ribbons and dispatched – and none of it in the defence of Australia.

At the time, he was widely criticised, despite the fact that he was expressing a common sentiment in the 1970s.

Perhaps the best evidence of the significance of the film is that it was denied government funding at the time because it was seen as "uncommercial". A decade after its release, the Australian Government started the process of linking Gallipoli, Anzac Day and Australian identity tightly together with the dawn services.

For more information on historical significance, see Lesson 7.7 Historical significance (page 258).

Quiz me! Australian film goes global

Check your learning 13.13

Check your learning 13.13

Review and understand

1 **Describe** the image of Australia the films mentioned in this lesson portray.
2 **Identify** the director, main actors and writer of the 1981 film *Gallipoli*.

Apply and analyse

3 **Propose** (put forward) two reasons why linking films and tourist advertisements (as with *Crocodile Dundee*) is a way to encourage tourism in Australia.
4 Answer these questions.
   a **Explain** why *The Adventures of Priscilla, Queen of the Desert* was criticised when it was released in 1994.
   b With reference to the historical concept of continuity and change, **suggest** how the film would be received today (see Lesson 7.5 Continuity and change, page 254, for more on continuity and change).

Evaluate and create

5 **Evaluate** whether you think the film *Gallipoli* did or did not change attitudes to the Gallipoli campaign.
6 "Films such as *Gallipoli* do not always need to be historically accurate." **To what extent** do you agree with this? A lot (strongly), a little bit (somewhat) or not at all? Write a short paragraph explaining your position.

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Lesson 13.14
Australian television goes global

Introduction

Learning intentions and success criteria

Australian television suffered initially because of the Menzies government's decision to not require a quota of locally produced shows when television was launched in 1956 (see Lesson 13.6 The impact of changing technology on television and film, page 451). As a result, Australian television was filled by American and, to a lesser extent, British popular culture. Despite occasional hit shows – and moments of real originality, such as *The Mavis Bramston Show* in the 1960s – it is difficult to talk about an Australian industry with the potential to contribute globally until the 1980s.

Skippy the Bush Kangaroo

Australians had finally accepted Australian stories on television with the success of *Bellbird* from 1967, and the great soapie boom of the 1970s with *Number 96*, *The Box*, *The Sullivans* and *The Restless Years*. *Skippy the Bush Kangaroo*, which was made in Sydney between 1966 and 1968, went international. The stories of the adventures of an incredibly perceptive kangaroo who guided her human friends to safety and captured baddies with ease presented a distinctly Australian vision to the world.

Skippy's international success was unique at the time. It was sold to the United States and Canada, was translated into Spanish and was sold throughout Latin America, where it gave many people their only knowledge of Australia. It was sold in countries as culturally diverse as Spain and Iran. The one country *Skippy* could not get into was Sweden, where authorities refused to show it because they were afraid it would give children false ideas about the capabilities of animals.

Source 1 Garry Pankhurst as Sonny Hammond with Skippy in a scene from *Skippy the Bush Kangaroo*.

From Prisoner to *Bluey*

While Australian music and film had made inroads into the American market, Australian television had traditionally been more closely linked to Britain. Culturally, Australia's ties to Britain had always been strong, and a shared sense of humour often meant that British and Australian shows were incomprehensible to American audiences.

The premiere of *Prisoner* in 1979 was the start of Australia producing shows that had some potential to influence the global marketplace. *Prisoner* ran until 1986 in Australia, and developed strong audiences internationally, particularly in Britain and Sweden. Set in a women's prison, it often dealt with controversial social topics such as sexuality, drugs and domestic violence. Despite its often grim content, *Prisoner* generated at least two different stage productions in Britain. In 2013, it was rebooted as *Wentworth*. *Wentworth* is a modern retelling of *Prisoner* and it ran for eight seasons.

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The success of *Prisoner* paved the way for the *Neighbours* and *Home and Away* phenomenon that began in the 1980s (see Lesson 13.7 The birth of Australian soapies and mini-series, page 454). The attractiveness of the Australian lifestyle depicted in these two shows helped boost their popularity in the gloomier climates of northern Europe.

In 2005, comedian Chris Lilley's mockumentary *We Can Be Heroes* appeared on the ABC. It was followed in 2007 with *Summer Heights High*. Both shows created controversial but memorable characters who reflected aspects of the "typical Australian". They were sold to overseas markets, including the United States and Britain, and *Summer Heights High* reached markets as far as Togo and Kenya. The international success of these shows helped finance Lilley's third show, *Angry Boys*, which premiered in Australia in 2011. With guaranteed airplay in the major markets of the United States and Britain, as well as New Zealand, *Angry Boys* was an important contributor to international popular culture. In recent years, however, Lilley has been criticised for certain characterisations in his shows, particularly those involving race and ethnicity. In 2020, Netflix removed all the shows mentioned above from its platform.

A more recent Australian export to the United States, Britain and China is *Bluey* (see Source 2). This Brisbane-made children's television series first aired in 2018, amassing an impressive 261 million views on ABC iView (the ABC's digital streaming platform). The show has been widely praised for the way it tackles real-world issues, including recycling, smartphones and gender stereotypes. Although aimed at five-to-seven-year-olds, *Bluey* is widely loved by people of all ages. In 2019, a deal between BBC Studios and Disney allowed the show to be streamed internationally. In the first three months of 2020, season one of *Bluey* was viewed 15.6 million times from the United States, Britain, the Middle East and Latin America. In 2019, 2022 and 2024 it received the Logie Award for Most Outstanding Children's Program and an International Emmy Kids Award in the preschool category. In 2024 London's "Australia House" was renamed "Bluey House" for 24 hours, recognising Bluey as having "a cultural impact across the UK and the world".

Source 2 A still from *Bluey*

Quiz me! Australian television goes global

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Key concepts & skills Historical significance

Kath & Kim

Kath & Kim is an Australian sitcom that ran for four seasons and spawned two films, *Da Kath & Kim Code* (2005) and *Kath & Kimderella* (2012). The show focuses on the lives of Kath, an optimistic middle-aged mum, and Kim, her self-centred adult daughter who moves home suddenly after leaving her husband. The show follows their day-to-day exploits with family and friends, including Kath's "great hunk-a-spunk" partner Kel, Kim's sporty "second-best friend" Sharon, and Kim's dopey husband Brett.

The show premiered on the ABC in 2002 and was immediately met with acclaim in Australia. Audiences fell in love with the honest observations of Australian culture that the show offered. It is particularly loved for its use of language, including the famous phrases "look at me" (pronounced "moooiyy") and "it's noice (nice), it's different, it's unusual". *Kath & Kim* is credited with coining the phrase "muffin-top" in relation to the section of stomach that hangs over Kim's low-rise jeans. Famous guests appeared throughout the show's four-season run, including Kylie Minogue, Geoffrey Rush, Eric Bana, Michael Buble and Shane Warne.

In 2008, *Kath & Kim* was remade for American audiences. The show's success in European markets had alerted the Americans to its potential, but they felt that it must be remade because of the inherent Australianness of the show. Producers thought that the Australian slang and humour would make it incomprehensible in the United States. However, the American version lasted only one season, and was a failure both in the United States and when shown on Australian television.

Kath & Kim is undoubtedly one of the most culturally significant television shows to have been created in Australia. Today, new generations of fans are discovering the show, thanks to its availability via streaming services such as Netflix.

For more information on historical significance, see Lesson 7.7 Historical significance (page 258).

Source 3 Jane Turner and Gina Riley as Kath and Kim

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Check your learning 13.14

Check your learning 13.14

Review and understand

1 **Identify** the first Australian television show to have any real impact internationally.

2 **Outline** why Sweden refused to show *Skippy the Bush Kangaroo*.

Apply and analyse

3 **Explain** what enabled *Bluey* to be easily accessible internationally.

4 In 2020, amid the global Black Lives Matter protests, Chris Lilley's television shows were removed from Netflix. Suggest two reasons why you think this occurred.

Evaluate and create

5 **Evaluate** the impact of *Kath & Kim* on Australian popular culture.

6 **Research** popular phrases from *Kath & Kim*. In pairs, discuss how many of them you already know and what this tells you about the significance of the show.

Lesson 13.15
Australian sport goes global

Learning intentions and success criteria

Introduction

Sport has often been seen as one way Australia can "make a splash" on the world stage. For example, the Australian Cricket Team dominated international cricket for much of the 1990s and 2000s, and contributed a great deal to the sport in terms of preparation, professionalism and developing technology. Australia has led the world in presenting cricket as a television sport to a mass audience. These innovations had a particular influence in South Asia, where the broadcasting of cricket is a highly valued marketing opportunity.

Source 1 Members of the Australian Cricket Team celebrate their victory in the International Cricket Council (ICC) World Cup in 2015 – once again proving Australia's dominance in international cricket.

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Australia plays "the world game"

Football (traditionally known in Australia as soccer) is often referred to as "the world game". The Fédération Internationale de Football Association (FIFA) has more than 200 member associations, and it is estimated that the FIFA World Cup has over 3 billion followers worldwide.

The first recorded soccer game was played in Australia in 1879. In the twentieth century, soccer was largely regarded as a "migrant sport", meaning that only people from overseas played it. Ironically, however, after World War II the composition of the various soccer competitions was a more accurate reflection of the Australian population than any other sport. As a nation built on migration, soccer represented the greatest opportunity for any single sport to truly represent modern Australia.

The Socceroos

In 2005, a new national competition, the A-League, was launched as part of a rebranding of Australian soccer. "Old soccer" became "new football", and even the term "Socceroos" was briefly abandoned. However, the public refused to let the name go and it was as the Socceroos that Australia attempted qualification for the 2006 World Cup, held in Germany.

To qualify for the World Cup, Australia had to defeat Uruguay in a two-legged qualification round. As two-time World Cup winners, Uruguay had a proud footballing heritage, and had knocked Australia out at the same stage of qualification in 2001.

Source 2 Members of the Socceroos celebrate a victory in the 2015 AFC Asian Cup, which Australia hosted.

Australia lost the first leg in Montevideo 1–0. The team flew back to Australia to play the game that would decide the final qualification spot for the 2006 World Cup. In front of more than 82,000 fans at Sydney's Olympic Stadium, Australia took an early lead with a goal to Mark Bresciano. After extra time, a penalty shootout saw John Aloisi score the most famous goal in Australian football history. It secured Australia a spot in the World Cup.

The squad that represented Australia against Uruguay mirrored the audience that cheered them on in the stadium and on television. Although all proudly Australian, the team represented the postwar Australian migration boom. There were Australians of Croatian, German, Slovenian, Italian, Samoan, English, Greek and New Zealand heritage.

The joy that greeted Australia's qualification represented recognition of the unique role football plays in Australian society. As the most popular sport to play, it also captured the aspirations of a multicultural Australia in a way no other component of Australian society has.

The Matildas

The Matildas is the name given to the Australian women's football (soccer) team, which was formed in 1978. Like many women's sporting teams, it has struggled for mainstream media attention. This was highlighted by the Matildas' decision in 1998 to compile a nude calendar in an attempt to raise funds and lift the team's profile. Although this did generate media coverage to support the team's qualification for the 1999 World Cup, in some circles it was seen as demeaning and a setback for women's sport.

The Matildas have had more success in World Cup competition than the Socceroos. The team has qualified for each Women's World Cup since 1995, and in 2019 they ranked fourth in the FIFA Women's World ranking. This followed the team's success in winning Australia's first major international football trophy, when they won the 2010 Asian Football Confederation (AFC) Women's Asian Cup. In the one genuine world team sport, the

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Matildas were the first Australian team to make such a significant impact by winning a major trophy. In 2023, Australia and New Zealand co-hosted the Women's World Cup – the first held in the southern hemisphere, and the most attended edition of the competition ever held. The success of the tournament resulted in the Australian government pledging $200 million to improve women's sporting facilities.

Like their male counterparts, the Matildas reflect a modern, multicultural Australia. With exciting players such as Mary Fowler, Stephanie Catley and Sam Kerr taking Australia onto the world stage in the world's game, it is a very different Australia to the one commonly portrayed in soapies. The heritage of these players represents the Australian story of migration, opportunity and achievement that our commitment to migration and multiculturalism has produced.

Source 3 Sam Kerr of Australia celebrates with the crowd after scoring a goal during the 2023 FIFA Women's World Cup Semi Final match against England at Stadium Australia on 16 August 2023, in Sydney.

Quiz me! Australian sport goes global

Check your learning 13.15

Check your learning 13.15

Review and understand

1 List the contributions that Australian cricket has made to the sport internationally.

Apply and analyse

2 **Explain** how the Socceroos and the Matildas represent a modern Australia.

Evaluate and create

3 **Create** a campaign that could convince FIFA to award a future men's FIFA World Cup to Australia to host. For ideas, research the women's campaign, which successfully won the bid to host the FIFA Women's World Cup in 2023.

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13C Concepts & skills in context
"Ozploitation"

Introduction

The Australian New Wave movement of the early 1970s through to the mid-1980s marked the revival of Australian cinema (see Lesson 13.6 The impact of changing technology on television and film, page 451). Nearly 400 movies were produced during these years – more than had ever been made in the history of the Australian film industry. The Australian New Wave movement is best remembered for critically acclaimed movies such as *Picnic at Hanging Rock* (1975) and *Gallipoli* (1981). However, at the same time, a series of low-budget B-grade movies were being produced.

These films took advantage of the introduction in 1971 of the R-rating (restricting movies to people aged 18 years and older). They exploited themes such as sex, nudity, horror, adrenaline-fuelled action and car chases, and "ocker" comedy in order to excite audiences. Many became box office hits. Hollywood director Quentin Tarantino became a fan of Australian "exploitation films", such as *Patrick* (1978) and *Mad Max* (1979). In a 2008 documentary, *Not Quite Hollywood*, Tarantino used the term "Aussiesploitation" to describe these films. This was later shortened to "Ozploitation". Tarantino even cited *Patrick* – a horror film about a coma patient with psychic powers – as influencing his own blockbuster *Kill Bill* films (2003–04).

Often considered to be a smaller wave within the Australian New Wave movement, "Ozploitation" films are today remembered as some of the most defining artefacts of Australian popular culture.

Source 2

> I always remember that actor [Robert Thompson, who played the title role in *Patrick*]. I thought he was amazing looking, with his eyes wide open and everything, and in the original script [for *Kill Bill*] I had it written like that. I showed it to Uma [Thurman], and she goes "I'm not gonna do that", and I go "Why?" She goes "You wouldn't have your eyes wide open like that if you were in a coma. That's not realistic."
>
> And I go "Actually, I never thought was it realistic or not, it's just *Patrick* did it, and it looked really cool!"
>
> Extract from an interview with Quentin Tarantino, taken from the documentary *Not Quite Hollywood*, 2008

Source 1 Mel Gibson in *Mad Max*

Source 3 Director Quentin Tarantino was heavily influenced by "Ozploitation" films such as *Patrick* (1978) when writing and filming the *Kill Bill* films (2003–04), starring Uma Thurman.

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Locating and evaluating relevant sources using ICT

Being able to locate relevant primary and secondary sources using the internet is important in the study of history. However, not all information you find on the internet is necessarily true, accurate, reliable or credible. You need to be able to evaluate the reliability and credibility of the information you find. Use the following steps to apply this skill:

- **Step 1:** Identify key words related to your topic and type these into a search engine. (Use only key words – do not type in whole sentences or questions.)
- **Step 2:** Add further relevant key words to refine your search.
- **Step 3:** Assess the reliability of each site by asking yourself the following questions:
  - Who is the author or creator? If it is an individual, does this person have credentials listed (for example, a degree or title)? If it is an organisation, is it a reputable organisation such as a government or university department?
  - What is the purpose of the website? Is it trying to inform, persuade or sell?
  - Is the site objective? Is the author biased?
  - Is the information accurate? Can the information be verified?
  - Does the site contain spelling mistakes or grammatical errors? (If so, this is usually an indication that the site is not particularly reliable.)
  - Is the information current? Can you find evidence of recent updates?

For more information on historical questions, see Lesson 7.2 Historical questions (page 241).

Practise the skill

1 Using the steps outlined above, locate and **identify** relevant, credible and reliable source material about the making and reception of:
   a three Australian "Ozploitation" films released between 1971 and 1985
   b three other Australian films of the New Wave era.

2 Record the key points in a data chart like the one below. Make sure you record the URLs of the sites you have used.

	Title	Budget	Distribution	Reception	Earnings	URLs of websites
Ozploitation films						
Film 1						
Film 2						
Film 3						
Australian New Wave films						
Film 1						
Film 2						
Film 3						

Extend your understanding

1 Refer to the information about Australian New Wave cinema in this module and use the internet to find posters of two highly acclaimed films from this era (for example, *Picnic at Hanging Rock* or *My Brilliant Career*). Write a report to **explain** how the different ways these films were promoted can help historians draw conclusions about the different perspectives of audiences at the time.

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Review: Popular culture

Review activity

Read the text below, and answer the questions that follow.

Marvel Studios relocates to New South Wales

In 2017, Chris Hemsworth convinced Marvel Studios to shoot *Thor: Ragnarok* in Australia. The success of this film, and the global impact of the COVID-19 pandemic, convinced Marvel in early 2021 to relocate its headquarters from the United States to Australia for the next five years.

The New South Wales Government predicted more than $100 million would be spent on production and development on the east coast – which was dubbed "Hollywood 2.0" – and that 770 jobs would be created for local screen professionals.

"Hollywood 2.0" has already seen the production of Marvel's *Shang-Chi and the Legend of the Ten Rings* and *Thor: Love and Thunder*. In addition, Baz Luhrmann's *Elvis* became the first major Hollywood film to be produced entirely on the Gold Coast.

The extent to which this will impact upon Australia's cultural identity is yet to be determined.

1 **Summarise** why Marvel Studios relocated to Australia. (2 marks)
2 **Determine** (decide) whether you believe the relocation of Marvel Studios will hinder or help the production of locally made Australian films and explain why or why not. (4 marks)
3 **Explain** why you think major blockbuster movies would be produced or filmed in Australia. (4 marks)
4 **Evaluate** the short-term and long-term consequences of the relocation of Marvel Studios on Australian popular culture. (10 marks)

(Total: 20 marks)

Module checklist: Popular culture

Module review quiz: Popular culture

Source 1 *Shang-Chi and the Legend of the Ten Rings* was produced in western Sydney. It features Marvel's first Asian superhero, Shang-Chi.

Source 2 Director Taika Waititi and actors Chris Hemsworth and Mark Ruffalo photographed in Sydney, 2017, where they were working on *Thor: Ragnarok*.

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Module

14

The environment movement

Sub-strand: The globalising world (1945–the present)

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Overview

Ever since people realised that the Industrial Revolution had caused changes to air quality in cities, we have slowly become aware of the delicate environmental balance on Earth. This awareness, together with a desire to preserve natural areas for future generations, was behind the first attempts to protect the environment in the 1800s.

Over time, the world's growing dependence on fossil fuels also contributed to a phenomenon called climate change. By the twenty-first century, governments and businesses were being pressured to adopt policies that promote environmentally friendly products and procedures.

Source 1 The global School Strike for Climate was started by Swedish teen activist Greta Thunberg in 2018. Here, young people in Sydney join in.

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Lessons in this module

14A How and why did the environment movement develop?

Lesson 14.1 The environment movement: a timeline

Lesson 14.2 The birth of the environment movement

Lesson 14.3 The national parks movement of the nineteenth century

14A Concepts & skills in context The impacts of pollution during the Industrial Revolution

14B What events led to growing environmental awareness?

Lesson 14.4 The impact of increasing industrial production and trade

Lesson 14.5 The influence of popular culture

Lesson 14.6 The influence of environmental ideas

14B Concepts & skills in context Finding sustainable energy solutions

14C How have governments and activists around the world responded to environmental threats?

Lesson 14.7 Nuclear weapons testing

Lesson 14.8 Nuclear disasters

Lesson 14.9 Significant events and campaigns in Australia

Lesson 14.10 Australian government responses

Lesson 14.11 International responses, protocols and treaties

14C Concepts & skills in context Environmental threats to the Daintree Rainforest

Lesson 14.12 Review: The environment movement

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Module

15

Migration experiences

Sub-strand: The globalising world (1945–the present)

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Overview

Australia is a nation built on migration. Since the end of World War II, more than 7 million migrants have settled here. Some have come seeking better opportunities, while others have come to escape conflicts, disasters or persecution elsewhere. Major world events, such as wars, natural disasters and economic stresses, have influenced the range and number of people arriving in Australia. As a result, government policies have evolved under successive leaders to manage the numbers and types of people wishing to settle here. With time, policies that discriminated on the basis of race have been replaced by a system based on skills and eligibility. With just over one in three Australians born overseas, migration has made Australia the culturally and ethnically diverse nation it is today.

Source 1 Refugees fleeing the war in Vietnam for the safety of Australia during the 1970s often had to escape on cargo boats. Many were forced to wait at sea before disembarking and being sent to refugee camps.

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Lessons in this module

15A How have world events influenced migration to Australia since World War II?

Lesson 15.1 Migration experiences: a timeline

Lesson 15.2 Australia: a nation of immigrants

Lesson 15.3 The influence of world events

Lesson 15.4 Immigration to Australia after World War II

15A Concepts & skills in context Interpreting primary and statistical evidence from the Australian Census

15B How have government policies influenced migration to Australia since World War II?

Lesson 15.5 The White Australia Policy

Lesson 15.6 The end of White Australia

Lesson 15.7 Towards a multicultural Australia

Lesson 15.8 The migration debate since 1980

Lesson 15.9 The ongoing migration debate

15B Concepts & skills in context The Tampa crisis

15C How did the Vietnam War affect migration to Australia?

Lesson 15.10 The impact of the Vietnam War on migration

Lesson 15.11 Vietnamese emigration: moral obligations

15C Concepts & skills in context SBS and the *Thoi Su* controversy

15D How has migration shaped Australia's identity and global relationships?

Lesson 15.12 The changing face of Australia

Lesson 15.13 Challenges and positive developments

15D Concepts & skills in context Big Australia

Lesson 15.14 Review: Migration experiences

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Module

16

Political crisis: the Vietnam War

Sub-strand: The globalising world (1945–the present)

oxforddigital **This module is available on Oxford Digital.**

Overview

The Vietnam War erupted as tensions over the conflicting political ideals of communism and capitalism reached their peak. The global political crisis surrounding the Vietnam War led to Australia becoming involved in one of its longest military commitments, stretching from 1962 until 1973. The political impact of this war was felt not just in Vietnam, where the fighting took place, but all over the world. For those who experienced the war and its aftermath, the effects can still be felt today.

Differing views on Australia's involvement in the Vietnam War divided families and communities, and many expressed their opposition through mass anti-war rallies and marches.

Two legacies of the Vietnam War were Australia's recognition of its place in Asia and its need to foster closer relationships with its Asian neighbours.

Source 1 Members of the 7th Battalion of the Royal Australian Regiment wait to be picked up by American helicopters near Lang Phuoc Hair, Vietnam, 26 August 1967. Australia and the United States were allies during the Vietnam War.

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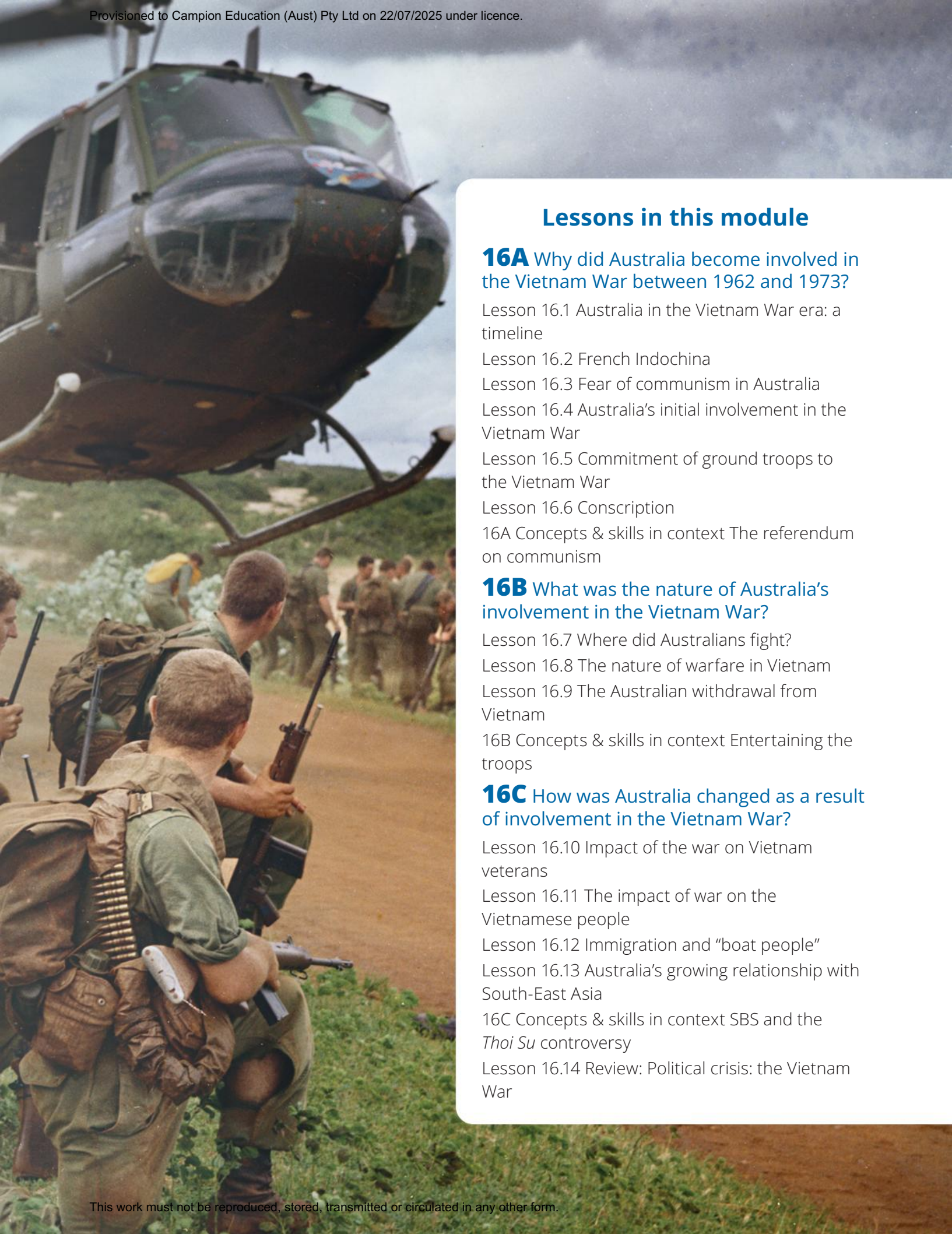

Lessons in this module

16A Why did Australia become involved in the Vietnam War between 1962 and 1973?

Lesson 16.1 Australia in the Vietnam War era: a timeline

Lesson 16.2 French Indochina

Lesson 16.3 Fear of communism in Australia

Lesson 16.4 Australia's initial involvement in the Vietnam War

Lesson 16.5 Commitment of ground troops to the Vietnam War

Lesson 16.6 Conscription

16A Concepts & skills in context The referendum on communism

16B What was the nature of Australia's involvement in the Vietnam War?

Lesson 16.7 Where did Australians fight?

Lesson 16.8 The nature of warfare in Vietnam

Lesson 16.9 The Australian withdrawal from Vietnam

16B Concepts & skills in context Entertaining the troops

16C How was Australia changed as a result of involvement in the Vietnam War?

Lesson 16.10 Impact of the war on Vietnam veterans

Lesson 16.11 The impact of war on the Vietnamese people

Lesson 16.12 Immigration and "boat people"

Lesson 16.13 Australia's growing relationship with South-East Asia

16C Concepts & skills in context SBS and the *Thoi Su* controversy

Lesson 16.14 Review: Political crisis: the Vietnam War

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Module

17

Regional and global conflict: the Irish Troubles

Sub-strand: The globalising world (1945–present)

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Overview

The Troubles was a conflict in Northern Ireland that spanned 30 years (1968–1998). The causes of the conflict, while layered, centred around republicans, who wanted to unite Ireland as a republic, and unionists, who wanted Northern Ireland to remain part of the United Kingdom. Another significant aspect to the conflict involved religious differences between Protestant and Catholic communities. While both religions are branches of Christianity, the Catholic minority of Northern Ireland largely supported the movement for an Irish republic, and Protestants were generally unionists. The Troubles were characterised by guerrilla warfare, sectarian violence, discrimination, riots and paramilitaries. Over 3,500 people lost their lives and thousands more were injured. Ireland's path to peace began in 1998 with the Good Friday Agreement; however, this process is ongoing and still faces challenges to this day.

Source 1 Free Derry Corner

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Lessons in this module

17A What were the causes and consequences of the Irish Troubles?

Lesson 17.1 The Irish Troubles: a timeline

Lesson 17.2 Causes of the Irish Troubles

Lesson 17.3 Key events in the Irish Troubles

Lesson 17.4 Consequences of the Irish Troubles

17A Concepts & skills in context Australia's response to the Irish Troubles

17B What were the continuities and changes caused by the Irish Troubles?

Lesson 17.5 Violence, division and discrimination

Lesson 17.6 A path to peace

Lesson 17.7 The Good Friday Agreement (1998)

17B Concepts & skills in context Reflecting on the Good Friday Agreement

17C What are some historical perspectives of the people involved and interpretations and debates on the legacy of the Irish Troubles?

Lesson 17.8 Historical perspectives on the Irish Troubles

Lesson 17.9 The legacy of the Irish Troubles

17C Concepts & skills in context *The Northern Ireland Troubles (Legacy and Reconciliation) Act 2023*

Lesson 17.10 Review: Regional and global conflict: the Irish Troubles

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Part 3 Economics and business

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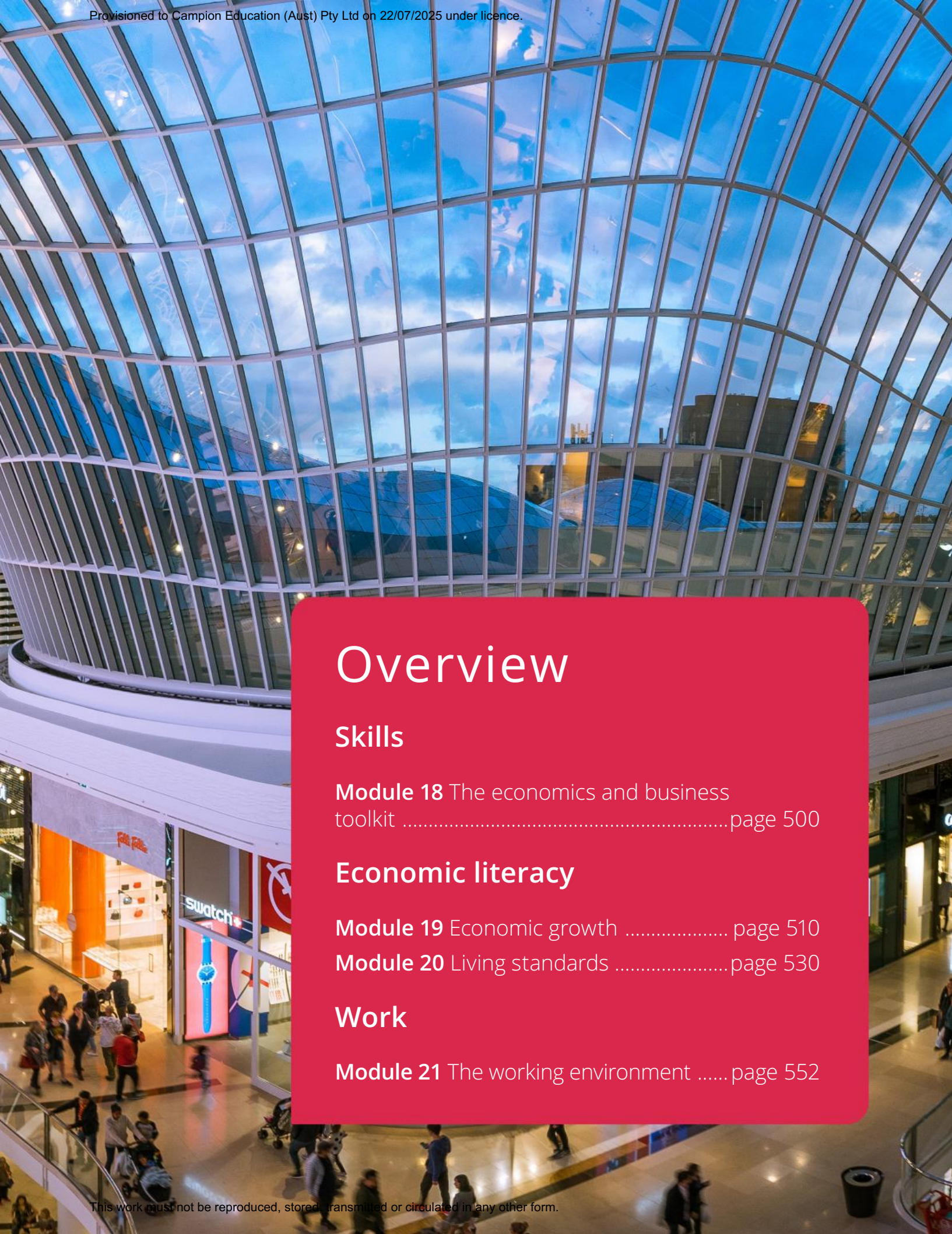

Overview

Skills

Module 18 The economics and business toolkit ..... page 500

Economic literacy

Module 19 Economic growth ..... page 510
Module 20 Living standards ..... page 530

Work

Module 21 The working environment ..... page 552

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Module

18

The economics and business toolkit

Sub-strand: Skills

Overview

Economics examines the connections between people, business and government, both here in Australia and globally. It is about how we produce goods and services to satisfy the needs and wants of everyone using the limited resources available, and how we can manage these resources in a way that is sustainable.

To coordinate and organise these processes, we have an economic system that is modelled on how a market works. A business produces goods or provides a service in exchange for money, and it can be as small as one individual or as large as a multinational company. As consumers, individuals make choices about what to buy and use, as well as how they will earn an income to buy products by participating in the workforce.

As a student of economics and business, you will explore the skills necessary to help you better understand a constantly changing world and how you might participate in the global workforce.

Source 1 Economics skills enable us to study how people, organisations and governments satisfy people's needs and wants with limited resources.

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Lessons in this module

18A What are the economics and business skills?

Lesson 18.1 Economics and business skills

Lesson 18.2 Investigating

Lesson 18.3 Interpreting and analysing data and information

Lesson 18.4 Evaluating, concluding and decision making

Lesson 18.5 Communicating

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Lesson 18.1
Economics and business skills

Introduction

A great way for economics and business students to develop their skills is by using real-life examples to help generate questions, interpret information and argue their points of view. They also learn through experience, where they make use of role-plays, simulation games and enterprising activities that provide an opportunity to be innovative, show leadership and display the ability to make wise business decisions.

Studying economics and business requires you to ask a range of questions and analyse information to find out more about an issue. You will learn to question and research information by asking "what", "why", "when", "who" and "how" to uncover the truth. You will learn to weigh up the costs and benefits of an economics or business proposal, make recommendations and communicate your conclusions.

Source 1 The skills used while studying economics and business

Investigating	• Developing and modifying questions to investigate a contemporary economics and business issue • Locating, selecting and analysing data and information from a range of sources
Interpreting and analysing data and information	• Interpreting information and data to explain economics and business issues, trends and cause-and-effect relationships, and make predictions about consumer and financial impacts
Evaluating, concluding and decision making	• Developing and evaluating a response to an economics and business issue, using cost–benefit analysis or criteria to decide on a course of action
Communicating	• Using economics and business knowledge, concepts and terms to create descriptions, explanations and arguments that incorporate research findings

Source 2 Work experience or a part-time job working in a local business can provide great insights and opportunities for economics and business students.

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Lesson 18.2
Investigating

Developing questions

Economics and business students ask questions. They seek out economics and business cases, and try to learn from mistakes made in the past and avoid such mistakes in the future. They also check facts and look at the arguments for and against a certain issue before reaching their own conclusions. When they state their own viewpoint, they support this with evidence such as statistics, cases from the past, quotes and sound reasoning.

Gathering data and information

Although books and newspapers are valuable sources of information, most research today is conducted online. To ensure the sources you locate and select online are accurate, reliable and relevant, a number of guidelines should be followed:

- Search engines such as Google are useful, but the material found on websites suggested by search engines may not be reliable, or may contain inaccuracies or misleading information, or be out of date. When using search engines, define your search by using keywords.
- A reliable way of searching for sources is to use sites linked to educational institutions, government departments, reputable companies and universities. A quick way of telling if a site is reputable is to look at the suffix of the domain name, which is part of the URL (internet address). Some of the most common domain suffixes are listed in Source 1.
- Avoid blogs posted by unknown individuals. If you find information relevant to your investigation on a blog or social media site, always verify it by using a more reliable source.
- Never copy information from the internet straight into your own work. Taking someone else's work and ideas and using them as if they were your own is plagiarism.

Source 1 Guidelines for determining the reliability of websites

Domain suffix	Description
.edu	• The site is linked to an educational institution, such as a university or school. • These sites are generally very reliable.
.gov	• The site is linked to a government institution, e.g. the RBA (Reserve Bank of Australia). • These sites are generally very reliable.
.net	• The site is linked to a commercial organisation or network provider. • Anyone can buy a domain name with this suffix, and generally nobody regulates the information posted on the site. As a result, these sites can be unreliable.
.org	• The site is linked to an organisation. • Usually, these organisations are not-for-profit, e.g. the UN (United Nations). • If the organisation is reputable and can be contacted, this generally means that the information provided has been checked and verified by that organisation. • You need to be aware of any special interests that the organisation may represent (e.g. particular political, religious or commercial interests), as this may influence what it has to say on an issue.
.com	• The site is linked to a commercially based operation and may be promoting certain products or services, e.g. banks. • Domain names with this suffix can be bought by anyone, so the content should be carefully checked and verified using another, more reliable source.

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In your research, you may collect information from two types of sources:

- *Primary sources* are from the time or event being investigated; they include interviews, and official documents such as laws and census data.
- *Secondary sources* are about the time or event being investigated and were created later; they include data analysis and newspaper articles.

It is important to be able to distinguish between the two types of sources, and to identify the nature, origin and purpose of a source.

Nature
What is the source?

Origin
Who created the source?
When was it created?

Purpose
Why has this source been created?
Who is the intended audience?

Source 2 Factors to identify when researching a source

Key skill Investigating

Assessing sources

Research involves finding factual information or different perspectives on a topic. For instance, we may want to research the profitability of a business we use (see Source 3 and Source 4 on McDonald's).

- **Step 1:** Identify the nature, origin and purpose of the source. Is it a primary or secondary source?
- **Step 2:** Assess if the source is reliable and trustworthy. Stay away from blogs or forums, as they may not be reliable.
- **Step 3:** Assess whether the source is biased. Some sources may contain factual information, but may also contain emotive statements that reflect the perspectives of different groups in society. You can still use the source; it can be useful if your research covers varying viewpoints.

Practise the skill

1. **Identify** the nature, origin and purpose of Source 3 and Source 4.
2. Are Source 3 and Source 4 trustworthy?
3. How could you determine whether these sources are biased?
4. **Discuss** how you would find out the revenue figures for McDonald's global and McDonald's Australia for 2020. What sources would you use?

Source 3 2017–19 statistics on McDonald's global assets and revenue
Source: MoneyAustralia website, September 2021

Year	Total assets (in US$ billions)	Revenue (in US$ billions)
2019	$32.811	$21.076
2018	$32.811	$21.025
2017	$33.804	$22.820

Source 4

McDonald's Australia profit gets bitten by Chicago

McDonald's grew its Australian revenue in 2020, despite being forced to temporarily close many of its restaurants ...

... Drive-throughs and a new home delivery service were credited by McDonald's Australia chief executive Andy Gregory with 'offsetting challenging COVID-19 market operating conditions', in accounts lodged with the corporate regulator last month.

Those accounts showed that McDonald's Australia, which operates about 150 McDonald's restaurants in Australia and is franchisor for over 850 more, grew revenue 2.5 per cent to $1.72 billion in [the calendar year] 2020.

Extract from *Financial Review*, 6 May 2021

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Lesson 18.3
Interpreting and analysing data and information

Interpreting data

Economics and business students use charts, statistical tables, case studies, interviews and simulation games to help identify the cause of a problem or event and its likely outcome or effects. For example, the decline in demand for mining commodities such as coal, iron ore, zinc, nickel, copper and bauxite (the cause) has led to unemployment (the effect) in some parts of rural Australia. This is an example of a **cause-and-effect relationship**. Economics and business students also analyse data to identify patterns and relationships and make predictions.

In economics and business, the answer to a question may not always be black or white; it may be many shades of grey. This is because it is a subject area where there are a number of alternative perspectives. For example, there are many reasons why youth unemployment is higher than the general rate of unemployment in Australia, and statistics may not provide all the answers. Numerous issues require you to weigh up alternative perspectives, all of which may be valid.

cause-and-effect relationship the link between what causes an action and the outcome of that action; an appreciation of the fact that events that take place (both short term and long term) are linked and can have impacts on people and places for many years to come

Key skill Interpreting & analysing data & information

Calculating income taxes

Analysing sources involves interpreting information to identify key points. Being able to interpret information from charts, graphs and tables is an important skill to develop when studying economics. Analysing data from these sources allows us to identify and explain relationships and trends.

The data in Source 1 shows the Australian income tax brackets for the 2024–25 financial year; that is, from 1 July 2024 to 30 June 2025. The text in the "tax on this income" column shows the amount of tax a person pays for every dollar they earn. The more income a person earns, the higher their rate of tax.

Practise the skill

1 Calculate how much income tax each of these people will pay, using the income tax brackets in Source 1.
   - **a** Cecilia is a university student who earns $18,000 a year in her part-time job.
   - **b** Samantha is a dentist who earns $220,000 a year.
   - **c** Rafael is a teacher at a secondary school. He earns $100,000 a year.
   - **d** Hanif is an apprentice carpenter earning $42,000 a year.

Source 1 Australian income tax brackets for the 2024–25 financial year

Source: ATO

Taxable income	Tax on this income
0–$18,200	Nil
$18,201–$45,000	16 cents for each $1 over $18,200
$45,001–$135,000	$4,288 plus 30 cents for each $1 over $45,000
$135,001–$190,000	$31,288 plus 37 cents for each $1 over $135,000
$190,001 and over	$51,638 plus 45 cents for each $1 over $190,000

Check your learning 18.3

Economics and business

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Lesson 18.4
Evaluating, concluding and decision making

Evaluating alternatives

In an economics or business situation, there will usually be more than one way to solve a problem or find the right solution. Before examining possible options, you must first do some preliminary work to find out about the topic.

Key skill Evaluating, concluding and decision making

Using a cost–benefit analysis to make decisions

To make a good business decision or resolve an economic issue, we consider our options and weigh up the costs and benefits of each to choose the best option. This type of evaluation is called a cost–benefit analysis.

- **Step 1:** Read widely, consult your textbook, go online and find out what experts say about the issue or question you are examining.
- **Step 2:** Write a summary and then refine these notes by writing a list of all the options.
- **Step 3:** Next to each option, write the advantages and disadvantages or costs and benefits, and then delete those that are weak.
- **Step 4:** Concentrate on the stronger options and either make a decision about which one is best or conduct further research before choosing the best option.

Practise the skill

Read the following case study and answer the questions that follow to decide what Dave should do.

Dave is an electrician and has been running his own business for five years. He works eight-hour days and completes four jobs per day. Each job pays $200, which means he is earning $800 a day, or $4,000 per week. After tax, Dave's monthly income is $12,000.

Dave's business has expanded, and he now has too many clients. He either has to increase his work to 10 hours per day or start working on Saturdays, unless he hires an apprentice to help with his workload.

- **Benefits**
  - Hiring an apprentice is cheaper than hiring a qualified electrician.
  - Dave can retain his new clients without increasing his daily work hours, or working on Saturdays.
  - Dave's business may be eligible for government incentives or subsidies to hire an apprentice.
  - Dave will be helping an apprentice achieve their goal of becoming a qualified electrician.
- **Costs**
  - By hiring an apprentice Dave's income will initially decrease, as he will have to pay his apprentice $200 a day.
  - Dave may need to initially increase his daily work hours, to train his new apprentice.
  - Dave has no experience in teaching or management.

1. What other information does Dave need to know before he can evaluate the costs and benefits? (For example, Dave needs to know what government subsidies he may be eligible for if he hires an apprentice, or what prior knowledge his apprentice has of electrical work.)
2. Brainstorm one more cost and one more benefit for Dave's business scenario.
3. **Examine** the costs and benefits to decide whether Dave should hire a new apprentice to help his business expand successfully. Using specific examples from the case study and your cost–benefit analysis, write a short paragraph explaining your decision.

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Applying strategies to resolve economics and business issues

Reading about economics or business in your textbook or using online resources can only teach you so much. Applying knowledge to a real business situation is a valuable experience, and there are a number of ways you can do this:

- Talk to someone in business about their experiences to see how the things you have learnt in class apply in real life.
- Observe the world around you. When you next go shopping, think about some of the things you have been studying, such as customer service, competition, **marketing** techniques and types of businesses.
- Evaluate the short- and long-term implications of a financial decision, such as buying a mobile phone or borrowing money from a friend.
- Use opportunities to role-play or play simulation games as a chance to hone your skills and put what you learn into practice.

marketing activities that businesses undertake to promote the buying or selling of products

Source 1 Talking to people in business will give you valuable insight into their experiences.

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Lesson 18.5
Communicating

Introduction

An important skill in economics and business is the ability to be able to communicate your thoughts and findings. You can present your findings in many ways, such as through multimedia presentations, posters or reports. Whichever format you decide to use, it is a good idea to include these features:

- an introduction – explain your question and define key terms
- an explanation of what research you did – why did you use the particular sources you chose?
- an explanation of your results – you might present your results in a range of formats
- a conclusion – explain how you came to the conclusion you reached
- a proposal for action – what needs to be done now? Predict the consequences of your proposal.

When presenting your findings, remember that a common language is used in economics and business, just as it is in science and mathematics. Source 1 defines some commonly used terms. Additional economics and business terms can be found in the glossary at the end of this book and are also defined throughout the modules.

Source 1 Some useful economic and business terms

business	activity that involves producing goods or providing services in exchange for money
cost–benefit analysis	estimating what will need to be paid (costs) and what possible profits will be derived (benefits) from a business proposal
economics	the study of how people produce, consume and share wealth
gross domestic product (GDP)	the total monetary value of all the goods and services produced by a country over a specific time period (usually a year)
interest rate	the amount a borrower must pay to a lender for the use of assets such as money – usually expressed as a percentage of the total amount borrowed
investing	putting money into shares, property or other financial schemes in the hope of making a profit
opportunity cost	what we miss out on when making a choice
unemployment rate	the percentage of people in the labour force who are actively seeking employment but cannot find work

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Presenting data and information

How you choose to present economic and business data and information is important when communicating your findings to an audience. You may choose to use a visual display, such as a flowchart, infographic, table or graph, to display your results. Presenting data in a graphic form is an effective way to show patterns, trends and irregularities. Incorporating primary sources such as financial statements or interview transcripts will also help support your conclusions.

Source 2 Businesses can be affected by external forces, such as the COVID-19 pandemic, which caused many businesses to shut down either temporarily or permanently due to government restrictions.

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Module

19

Economic growth

Sub-strand: Economic literacy

Overview

If you were planning to go for a walk and saw a weather report that severe weather was expected in your area, would you change your plans in any way?

Many people would – and it is the same with an economy.

Economists study the relationships between the resources that an area has and what it is able to produce. It is important to measure the performance of Australia's economy to be able to see what lies ahead, as well as the financial decisions that should be made.

The performance of an economy can be measured in many ways. For example, rates of production and employment levels, as well as the price of goods and services, can be signs of how well an economy is performing.

Source 1 Increased rates of production and levels of employment can be indicators that an economy is performing well.

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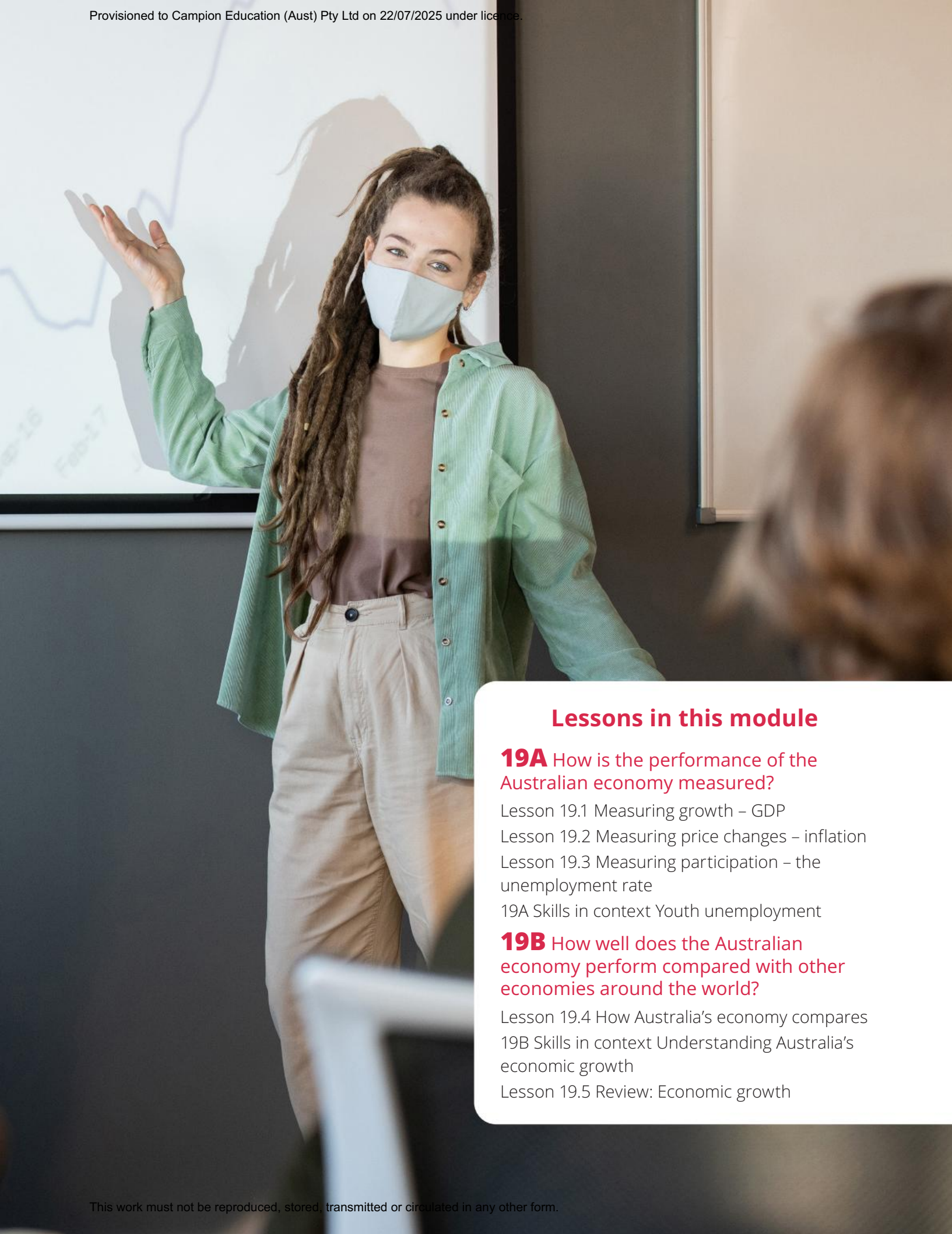

Lessons in this module

19A How is the performance of the Australian economy measured?

Lesson 19.1 Measuring growth – GDP

Lesson 19.2 Measuring price changes – inflation

Lesson 19.3 Measuring participation – the unemployment rate

19A Skills in context Youth unemployment

19B How well does the Australian economy perform compared with other economies around the world?

Lesson 19.4 How Australia's economy compares

19B Skills in context Understanding Australia's economic growth

Lesson 19.5 Review: Economic growth

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Lesson 19.1
Measuring growth – GDP

Learning intentions and success criteria

Gross Domestic Product (GDP) the total monetary value of all the goods and services produced by a country over a specific time period (usually a year)

depreciation a reduction in value of an asset (such as a computer) over time due to wear and tear

goods and services products made for consumers; goods are tangible products that can be touched; services are intangible products that cannot be touched but benefit the consumer in some way

final goods and services goods and services that are at their furthest stage of production; that is, they will not be used to produce other goods and services

Introduction

One way of measuring your performance at school is checking how well you have performed on a test. One way of measuring the performance of the economy is checking **Gross Domestic Product (GDP)** figures. If GDP increases, we know that the economy is growing. If GDP decreases, we know the economy is contracting, or shrinking.

Understanding GDP

Let us look at the term "Gross Domestic Product" in more detail:

- "Gross" means that tax or other deductions are not taken into account when calculating GDP. GDP is a measure of value before these are deducted. For example, machinery decreases in value over time due to wear (known as **depreciation**), but this is not taken into account when calculating GDP.
- "Domestic" refers to production within a country, such as Australia.
- "Product" refers to **goods** (such as bread, mobile phones and clothes) **and services** (such as haircuts, tax returns and school fees). Only **final goods and services** are included when calculating GDP. For example, an apple pie is a final good because it is no longer being used to produce another good.

Source 1 GDP is one way to measure economic growth in an economy.

Source 2 Annual percentage change in real GDP for Australia, 2019–2024 (adjusted for inflation: see Lesson 19.2 Measuring price changes – inflation, page 515) *IMF forecast from the April 2024 *World Economic Outlook* report

Source: IMF

Year	2019	2020	2021	2022	2023	2024*
Annual percentage change	1.8	–2.1	5.6	3.8	2.1	2.1

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Why economic growth is important

The Australian Bureau of Statistics (ABS) releases its GDP figures every quarter (that is, every three months). It is the percentage change in GDP that makes the news and tells us whether the economy is growing. On a yearly basis, economists hope to see **economic growth** exceed 2 per cent.

Economic growth is important because if more goods and services are being produced, this means that more people are being employed (and paid wages) to make them. People are then able to spend their wages on a wider variety of goods and services that may improve their **living standards**. When economic growth falls, it means that there is a decline in the number of goods and services being produced, which usually means a decline in the number of people being employed and the wages they are paid. In turn, this often means a decline in their living standards.

An economic **recession** is where economic growth falls for two or more quarters in a row (that is, for six or more months). Australia has had five recessions since 1960: 1961, 1974–75, 1982–83, 1991–92 and 2020. A **depression** is more severe, and is classed as an extreme recession lasting two or more years. In a depression, economic growth falls, there is a decrease in the amount of money lent, a significant increase in unemployment and little consumer confidence.

economic growth an increase in the amount of goods and services produced, per person, within a specific period of time

living standards the level of wealth, material goods, comfort and life necessities available to people living in a geographical area

recession when economic growth falls for two or more quarters in a row

depression when economic activity is in decline over the long term

Source 3 Boys collect bricks during the Great Depression. In mid-1932 almost 32 per cent of Australians were out of work. Many young people took up extremely low-paying and physically demanding jobs to help provide income for their families during these hard times.

Limitations of GDP as a measure

At school, your test results alone do not always paint a true picture of your performance. Most of the time, good performance can only be assessed by looking at a range of different measures, such as your attitude and behaviour in class, and your relationships with your classmates. In a similar way, GDP alone does not accurately assess the true performance of the economy. In fact, producing more goods and services may have some undesirable environmental and social consequences.

Source 4 lists important factors for a worthwhile life. None of these factors are considered when calculating GDP.

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Source 4 Important factors for a worthwhile life

Factors
Having enough leisure time
Spending time with family and friends
Contributing to the community
Having a job that you find rewarding
Enjoying nature
Having good health
Being in a pollution-free environment
Living in a society where income and wealth are distributed fairly

Graph it! GDP change in Australia

Check your learning 19.1

Check your learning 19.1

Review and understand

1 What does GDP stand for?
2 **Identify** one possible reason why we measure GDP.
3 **Recall** at least three factors that affect a nation's progress, but are not measured by GDP.
4 In your own words, **define** "economic depression".
5 **Summarise** the consequences of a depression.
6 **Explain** how you think producing more goods and services each year might affect our environment.
7 What percentage change in GDP do economists like to see? Why do you think this is?

Evaluate and create

8 Look at Source 2. Why do you think there was a significant decline in GDP growth in 2020? **Discuss** what events may have had an impact.
9 Refer to the Chart Pack at the Reserve Bank's website (a link is provided on Oxford Digital) and find the latest annual and quarterly GDP figures. **Investigate** how GDP has changed since 2018. What trends can you identify?
10 **Create** a diagram or infographic showing how increases in GDP can lead to increased employment and improved living standards.

Weblink: Reserve Bank Chart Pack

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Lesson 19.2
Measuring price changes – inflation

Introduction

Inflation occurs when there is an increase in the general level of prices paid for goods and services over a certain period of time. Usually we measure the change in prices on a yearly basis. Rising prices means the **consumer** must pay more for goods and services if they want to continue to consume the same amount and maintain their living standards. For example, $100 spent on goods and services in 1984 would cost $480.10 in 2024 (assuming an average inflation rate of 4 per cent over those 40 years). It must be remembered, however, that wages and salaries also increase. In 1984, the average weekly wage (before tax) was $334.40 and in May 2024 it was $1,480.90. The Reserve Bank of Australia and Treasury have an inflation target of 2–3 per cent per year, so if the rate is not higher than that, inflation is considered low enough.

Learning intentions and success criteria

inflation an increase in the general level of prices paid for goods and services over a certain period of time

consumer a person who buys goods or services for personal use

Reasons for inflation

One of the main reasons that prices rise is stronger demand in the economy for goods and services. If the demand is such that companies are unable to keep up with the demand for their products, this can lead to a shortage of goods and services. The result of this is that prices increase. Increased spending might be due to:

- consumers feeling confident about their income and employment in the future
- businesses feeling confident about the future – they may therefore expand their business operations, employ more staff and invest in better **capital equipment**
- trading partners demanding our exported goods and services
- relatively low **interest rates**, encouraging consumers and business to borrow more
- lower taxes and increased government spending.

Inflation may also occur due to increasing costs:

- If wages increase, this extra cost may be passed on to consumers as higher prices.
- Higher taxes and higher interest rates may lead to increased costs that businesses must bear.
- Businesses using imported raw materials may have to pay more if the value of the Australian dollar falls relative to other currencies.
- An increase in oil or energy prices can have a big impact on costs for many businesses.

Inflation winners

- **High-income earners** – people with jobs, whose incomes increase at the same rate or faster than inflation
- **Borrowers** – rising prices means it may be better to borrow with a fixed interest rate and purchase now
- **Importers** – the price of imported goods may be cheaper than the price of goods produced in Australia

Inflation losers

- **Low- to middle-income earners** – people on incomes that do not increase as fast as inflation, such as part-time workers, the unemployed and pensioners
- **Bank savers** – money sitting in the bank may not buy as much as it previously did due to price rises
- **Exporters** – as exported goods become more expensive, demand from overseas consumers will fall

Source 1 Higher inflation rates affect purchasing power. They have an adverse impact on some groups in our community. This means that some people benefit, while others do not.

capital equipment physical items, such as vehicles, machines and computers, that are used in production

interest rates the amount a borrower must pay to a lender for the use of assets such as money – usually expressed as a percentage of the total amount borrowed

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Case study How much do you pay for a cup of coffee?

As you have seen, inflation refers to the rise in the general level of prices, not just the price of a single type of good or service. Nevertheless, it is interesting to look at the price of frequently consumed items, such as a cappuccino.

A Brisbane coffee machine supplier, Gilkatho, started a "cappuccino price index" in 2003. It first began monitoring coffee prices in Brisbane in 2003, and now monitors prices in the major capital cities in Australia. In the last quarter of 2010, for example, the average price of a takeaway cappuccino in Melbourne was $3.15. By 2024, in a majority of cafes it was $5 or more.

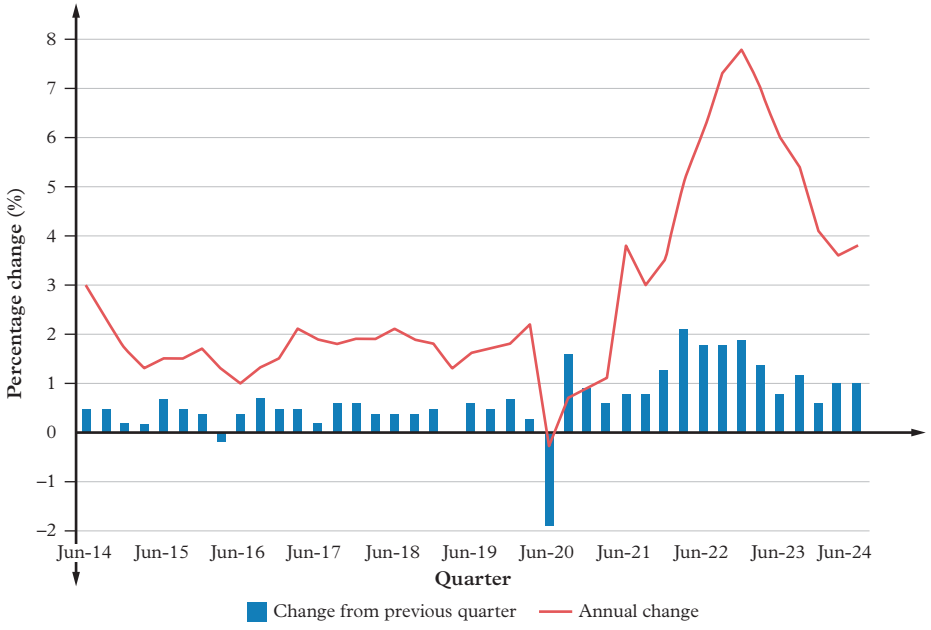
The demand for coffee fell slightly in 2020 due to COVID-19 restrictions, with fewer people visiting cafes. The prices of particular blends of coffee – such as Arabica, which is more commonly served in cafes than consumed at home – decreased more significantly than others.

In the long term, increasing demand in emerging markets such as China, India and Brazil, as well as more frequent droughts brought about by climate change, are expected to push prices up.

Measuring inflation

Consumer Price Index (CPI) a measurement of retail price changes of a constant basket of goods and services

The Australian Bureau of Statistics (ABS) measures inflation by using the **Consumer Price Index (CPI)**. The CPI measures the price change of a typical basket of goods and services purchased by Australian households every quarter. The CPI "basket" includes goods such as food, clothing and furniture, as well as services such as health, insurance and education. The change in these prices from one quarter to another is referred to as the inflation rate. We therefore know the rate at which prices are changing in the economy.



Source 2 The rate of inflation, as measured by the CPI (NB: the target range of inflation is between 2–3%, so as of June 2024, the CPI is just outside that range at 3.9%)

Quiz me! Measuring price changes – inflation

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Check your learning 19.2

Check your learning 19.2

Review and understand

1 In your own words, **define** "inflation".
2 **Identify** the Reserve Bank's target inflation rate.
3 How does the ABS measure inflation?
4 Decide which of the following factors may contribute to an increase in inflation caused by strong demand. In each case, **explain** why or why not.
   a Consumer confidence falls.
   b Business confidence rises.
   c Income tax is increased.
5 Look at Source 2 and **describe** Australia's inflation trend from June 2014 to June 2024.
6 **Explain** why people on the aged pension are more likely to be affected by higher inflation rates than employed people.

Evaluate and create

7 **Investigate** hyperinflation in either Zimbabwe or Venezuela. Write a 200-word paragraph describing how the economy and the people were affected.

Lesson 19.3
Measuring participation – the unemployment rate

Introduction

Learning intentions and success criteria

According to the ABS, a person only needs to be employed for one hour per week to be considered "employed". This includes all Australians aged 15 years and over, from teenagers to older people.

The labour force, or workforce, is made up of both employed and unemployed people. People who are not included in the labour force figures include:

- children under 15 years of age
- retired people
- full-time students
- discouraged people (who have given up looking for work)
- home carers (people who stay at home to look after the house and children)
- people who are institutionalised (for example, in prisons and medical care homes)
- people in the military services.

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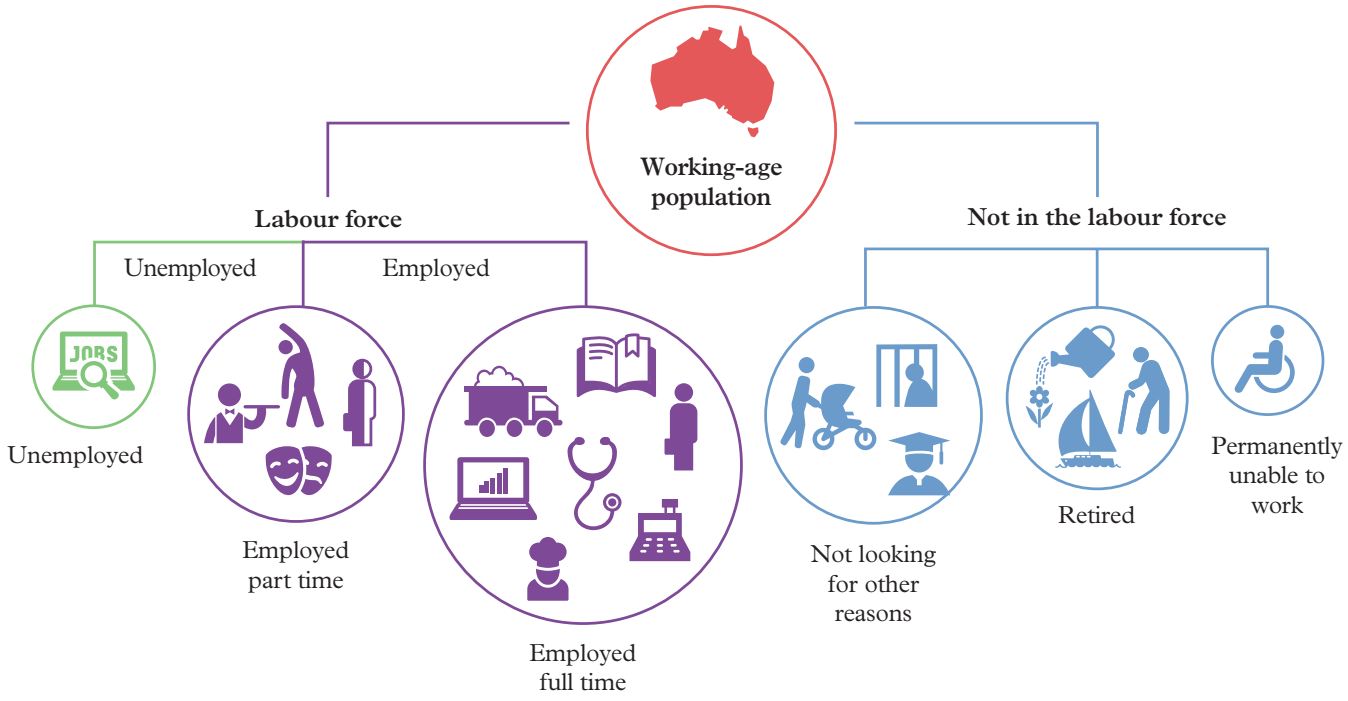
Source 1 summarises those who are in the labour force and those who are not.



Source 1 The working-age population is made up of those in the labour force and those not in the labour force.

unemployment rate the percentage of people in the labour force who are actively seeking employment but cannot find work

An important indicator of how well the Australian economy is performing is the **unemployment rate** – the percentage of people in the labour force who are unemployed.

When the total unemployment rate in Australia is high, the government collects less revenue in the form of taxes and must also pay more to assist the unemployed in the form of social benefits (for example, unemployment payments) and welfare programs (for example, social housing). There are, of course, a range of other social consequences associated with high unemployment rates, such as reduced living standards, loss of skills from the workforce, and the possible psychological effects of not working (such as depression).

Think, pair, share

- Think about the groups of people who are not included in the workforce figures. Should they be?
- Discuss your ideas with a partner.
- Share your thoughts with the class.

Causes of unemployment

There are many causes of unemployment. When production or GDP is weak and spending in the economy has decreased, businesses may not hire new staff or may cut back on staff to save money and stay in business. Unemployment may also rise because of factors such as increased competition from overseas, making it difficult for Australian businesses to compete. Businesses may move their operations to other countries or may close down. Labour-saving technology may also be introduced, which may lead to unemployment, even if it is in the short term.

In 2020–21, the impact of the COVID-19 pandemic led to a spike in the unemployment rate in Australia (see Source 2). This was because government restrictions to limit the spread of the disease meant that many businesses were unable to trade as normal, and there was no work for their employees. In April 2022, the unemployment rate bounced back to 3.9 per cent – the lowest it has been in nearly 50 years.

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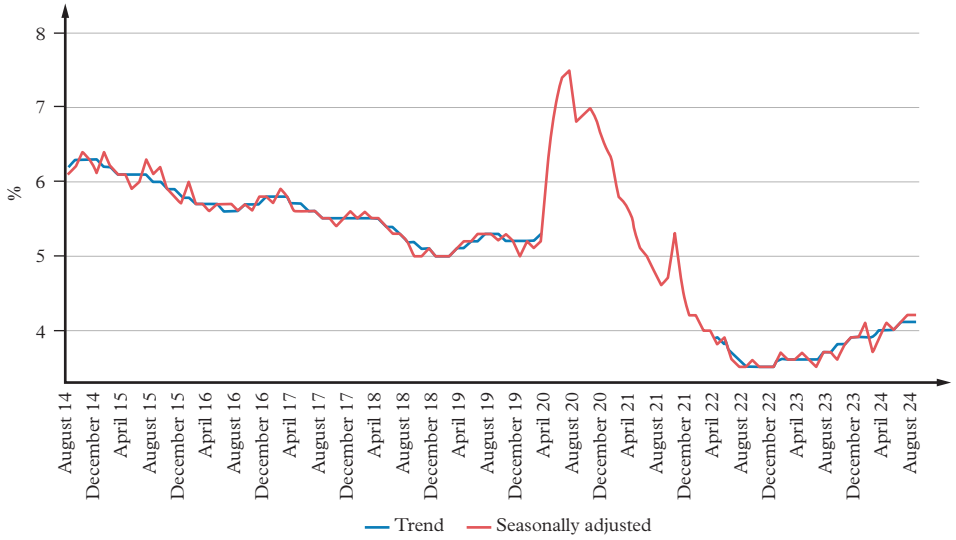

Source 2 Australia's unemployment rate fell from over 6% in mid-2014 to just over 4% in mid-2024. In 2022, it fell to a record low.

Case study Will robots take our jobs in the future?

According to a study conducted at Oxford University, nations in the industrialised world, like Australia, could lose half of all jobs to automation. Automation is when a machine does the work of a human. It is already impacting the mining industry, where half of the iron ore in the Pilbara region is being transported by driverless robots. The big advantage to business of automation is the prospect of cutting labour costs and therefore remaining competitive on the world market.

The Royal Adelaide Hospital is one of Australia's most technologically advanced hospitals. It uses autonomous guided vehicles (AGVs) to deliver meals, using sensors to help navigate elevators and wards.

Some experts say that the advance in technology means that the type of work we do is changing. There will be fewer low-skilled jobs, but the opportunity to do higher-skilled work that robots cannot do will provide increased opportunities for some.

Source 3 Robotic capsicum harvester "Harvey" was developed by the Queensland University of Technology.

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Quiz me! Measuring participation – the unemployment rate

Check your learning 19.3

Check your learning 19.3

Review and understand

1. Using Source 2, **describe** the trend in Australia's unemployment rate from 2014 to 2024.
2. What are some of the social consequences of unemployment?
3. **Summarise** three examples of where machines have reduced the need for labour.
4. **Explain** how unemployment affects government revenue.

Evaluate and create

5. **Discuss** why lower levels of production are likely to result in increased unemployment.
6. "A business that does not take advantage of automation risks closing down and then no one will be employed in that business." **To what extent** do you agree with this statement? A lot (strongly), a little bit (somewhat) or not at all? Write a paragraph to **justify** your response.

19A Skills in context
Youth unemployment

Introduction

The youth unemployment rate in Australia is close to 9 per cent – that is, approximately double the general unemployment rate according to ABS figures released in 2024 (see Source 2). It includes all those aged 15–24 who are able and willing to work, but are not currently employed. Some geographical regions suffer higher rates of youth unemployment than others.

Technological change has contributed to youth unemployment. Jobs such as working on a cash register or becoming a sales assistant are no longer as plentiful as they once were. This has meant that many young people have found it difficult to "get their foot in the door" and gain much-needed work experience. Professor Phil Lewis at the University of Canberra says:

Source 1

> Employers increasingly want people with skills and experience and that's a challenge for young people ... A young person who leaves school in year 10 would be very lucky to find a job these days.
>
> https://www.smh.com.au/national/nsw/youth-unemployment-hits-a-new-high-as-people-locked-out-of-workforce-20150219-13jiax.html

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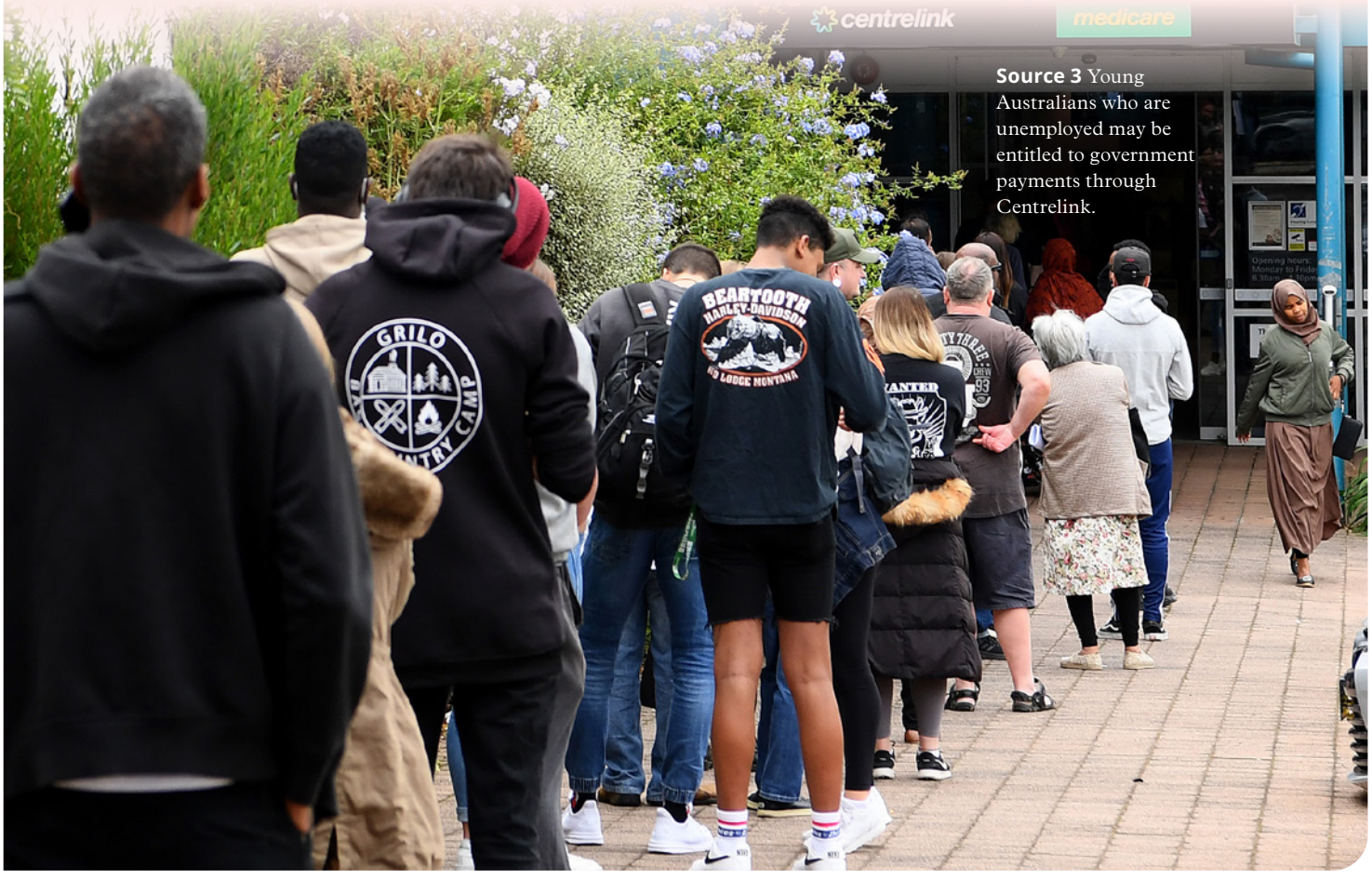
Source 2 The youth unemployment rate in Australia compared with non-youth and overall unemployment rates as of 2024.



Source 3 Young Australians who are unemployed may be entitled to government payments through Centrelink.

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Key skill Investigating

Formulating questions about an economic issue

Formulating questions is an important skill that will help you investigate an economic issue on your own. The questions that you generate will frame or direct the research that you then undertake.

Once you have established the economic issue you would like to explore, it is useful to generate one broad, overarching question to guide your inquiry. For example, if the economic issue was "the problem of youth unemployment", the question posed might be: "Why is youth unemployment a problem in Australia?"

After that, you need to generate more specific questions that are related to your overall inquiry question, including a mixture of question types.

Follow these steps:

- **Step 1:** Identify the economic issue you wish to explore.
- **Step 2:** Decide on your broad, overarching question.
- **Step 3:** Generate some closed (or simple) questions; for example: "Are young people more likely to be unemployed than those in higher age brackets?"
- **Step 4:** Generate some open (or probing) questions; for example: "What are the consequences of youth unemployment?"
- **Step 5:** Generate some questions that relate to the evidence surrounding the issue; for example: "What evidence is there that confirms youth unemployment is rising?" "What other sources might be needed?"

Use a table, similar to the one in Source 4, to guide you through the process of formulating questions. Remember to include a mix of the three question types discussed.

Source 4 Process for formulating questions about an economic issue

1. Devise an overarching inquiry question	
2. Make a list of what you already know about this issue and then formulate sub-questions related to each point:	
Point 1	Sub-questions related to point 1
Point 2	Sub-questions related to point 2
Point 3	Sub-questions related to point 3
3. Make a list of what you do not know about this issue and then formulate sub-questions related to each point:	
Point 4	Sub-questions related to point 4
Point 5	Sub-questions related to point 5
Point 6	Sub-questions related to point 6

For more information on this skill, see Lesson 18.2 Investigating (page 503).

Practise the skill

1 Choose one of the following issues about youth unemployment, or propose one yourself:
   - the social impact of youth unemployment
   - the economic impact of youth unemployment
   - solutions to youth unemployment
   - problems caused by youth unemployment.
   - Now that you have chosen an issue, formulate an overarching question and fill in a table, similar to Source 4. **Investigate** to find out the answers to the questions you have proposed.

Extend your understanding

1 Do you know anyone who has experienced youth unemployment? It could be a friend, sibling or classmate – or even yourself. Ask them about their experiences and write a short description about what problems they (or you!) faced finding work and what the consequences were.

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Lesson 19.4
How Australia's economy compares

Introduction

Learning intentions and success criteria

The performance of an economy is sometimes measured by how well it compares to other economies around the world. Australia ranked thirteenth in the world in terms of GDP in 2023 but it is still a relatively small economy, responsible for around 2 per cent of the world's production. Let us look at how well Australia compares with other countries in terms of achieving low unemployment and inflation rates, and higher economic growth.

Source 1 Australia's long period of uninterrupted economic growth contributed to the boom in high-rise building for offices and apartments, particularly in cities such as Melbourne.

Unemployment

Leading up to 2020, the unemployment rate in Australia was generally higher than that of its major trading partners (see Source 2). In 2020, however, Australia's unemployment rate was significantly surpassed by those of the United States and India, which experienced even greater economic difficulties as a result of the COVID-19 pandemic. In 2024, the **OECD** average unemployment rate remained steady at 5 per cent, which is the lowest it has been since the series began in 2001.

OECD the Organisation for Economic Co-operation and Development, which consists of 30 member countries that discuss and promote economic and social policy

Economics and business

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Source 2 Unemployment rates for Australia and its major trading partners
Source: IMF World Economic Outlook Database (October 2024)
*Figures from 2024 are estimates and are subject to change.

	2019	2020	2021	2022	2023	2024*
Australia	5.2	6.5	5.1	3.7	3.7	4.1
China	5.2	5.6	5.1	5.6	5.2	5.1
Japan	2.4	2.8	2.8	2.6	2.6	2.5
UK	3.9	4.7	4.6	3.9	4	4.3
USA	3.7	8.1	5.4	3.6	3.6	4.1

Note: These unemployment rates indicate the percentage of the labour force that is unemployed and are seasonally adjusted. This means the data has been corrected to allow for some sort of comparison.

Inflation

Australia and trading partners such as China and the United States experienced relatively low levels of inflation in the years leading up to 2021. In 2022, Australia, the United Kingdom and the United States experienced some of the highest inflation rates in 30 years. At the time of writing, the full impact of these rate increases was not known. Source 3 shows the inflation rate for selected countries between 2020 and 2024.

Source 3 Inflation rates for selected countries, 2020–2024
Source: IMF World Economic Outlook Database (October 2024)

	2020	2021	2022	2023	2024
Australia	0.9	2.8	6.6	5.6	3.3
China	2.5	0.9	2	0.2	0.4
Japan	0	-0.2	2.5	3.3	2.2
UK	0.9	2.6	9.1	7.3	2.6
USA	1.2	4.7	8	4.1	3

GDP

Up until 2020, Australia had experienced uninterrupted economic growth since its last recession in 1991–92. This growth set a record that has not yet been equalled by any other developed nation in the world. During the Global Financial Crisis of 2007–08 (a time when many businesses collapsed and consumer confidence was very low), GDP fell in many developed countries. Australia was one of the few nations that still experienced positive economic growth.

Australia's economy is recovering from the 2020 recession, and it is forecast that it will continue to do so.

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Source 4 The GDP of G20 nations as of January 2024; the G20 is a group of nations that are considered important to the global economy due to factors such as their size, impact on trade and regional importance.

Source: IMF, *World Economic Outlook* January 2024 update

Real GDP Growth (percent change) – Year over year				
			Projections (Jan 2024)	
	2022	2023	2024	2025
World	**3.5**	**3.1**	**3.1**	**3.2**
Advanced economies	2.6	1.6	1.5	1.8
Euro area	3.4	0.5	0.9	1.7
Emerging market and developing economies	4.1	4.1	4.1	4.2
G-20	3.2	3.3	3.1	3.0
Advanced G-20	2.3	1.7	1.5	1.6
Emerging G-20	4.0	4.7	4.3	4.1
African Union	4.2	3.4	3.8	4.5
Argentina	5.0	−1.1	−2.8	5.0
Australia	3.8	1.8	1.4	2.1
Brazil	3.0	3.1	1.7	1.9
Canada	3.8	1.1	1.4	2.3
China	3.0	5.2	4.6	4.1
France	2.5	0.8	1.0	1.7
Germany	1.8	−0.3	0.5	1.6
India	7.2	6.7	6.5	6.5
Indonesia	5.3	5.0	5.0	5.0
Italy	3.7	0.7	0.7	1.1
Japan	1.0	1.9	0.9	0.8
Korea	2.6	1.4	2.3	2.3
Mexico	3.9	3.4	2.7	1.5
Russia	−1.2	3.0	2.6	1.1
Saudi Arabia	8.7	−1.1	2.7	5.5
South Africa	1.9	0.6	1.0	1.3
Spain	5.8	2.4	1.5	2.1
Türkiye	5.5	4.0	3.1	3.2
United Kingdom	4.3	0.5	0.6	1.6
United States	1.9	2.5	2.1	1.7
European Union	3.6	0.6	1.2	1.9

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Source 5 When prices rise, we can no longer buy as much as we previously did for the same amount of money.

Quiz me! How Australia's economy compares

Check your learning 19.4

Check your learning 19.4

Review and understand

1 **Identify** how Australia's GDP compared with other G20 countries in 2024.

Apply and analyse

2 Using Source 2, **compare** Australia's unemployment rate to its major trading partners in 2024.

3 Is Australia a large economy by world standards? Give reasons for your answer.

4 **Analyse** Source 3.

   a Which country had the highest rate of inflation from 2020 to 2024, and which had the lowest?

   b Which country has come closest to achieving a steady rate of inflation in the 2–3 per cent range that the Reserve Bank of Australia sets as its target?

Evaluate and create

5 **Evaluate** how the performance of the Australian economy in 2024 compared to the performance of other countries. Write a short analysis based on your reading.

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19B Skills in context

Understanding Australia's economic growth

Introduction

Australia's strong record in economic growth has largely depended on the fact that it has abundant natural resources. Natural resources include such things as fossil fuels, minerals, forests, farmland and fisheries. The unfortunate side effect of this is that these resources become depleted over time and their extraction can cause environmental damage.

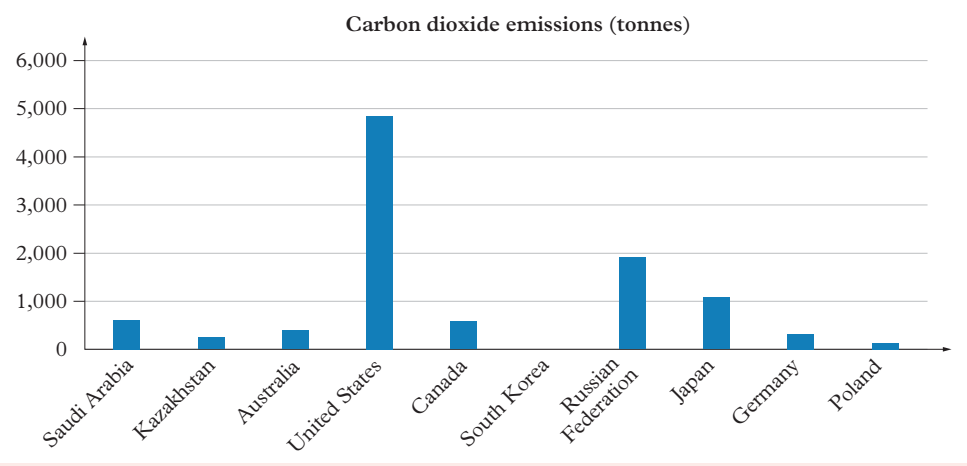
The Happy Planet Index (HPI), developed by the New Economics Foundation, attempts to measure factors that are crucial to the progress of societies but are not captured by GDP. These factors include wellbeing, life expectancy, inequality and ecological footprint. According to Nic Marks, creator of the HPI:

> The Happy Planet Index provides a compass to guide nations, and shows that it is possible to live good lives without costing the Earth.

In the most recent HPI, Australia ranked 105th out of 140 nations due to its huge carbon footprint per capita. Bhutan, on the other hand, is the world's only carbon-negative nation. It ranks 56th on the HPI and has adopted Gross National Happiness (GNH) instead of GDP as its primary measure of economic performance.

In recent years, Australia has been criticised for setting what many are calling unambitious targets to reduce greenhouse gas emissions. Greenhouse gases are those that absorb radiation from the sun's rays, trapping heat in the Earth's atmosphere. They include carbon dioxide and methane. Australia is the sixteenth-largest carbon dioxide emitter on the planet, and Australians are the third-largest carbon dioxide emitters per capita, as seen in Source 2. The average Australian emits 16.92 metric tonnes of carbon dioxide each year – a huge amount.

Source 1 Australia has abundant natural resources (including coal), the exports of which have boosted our economy.



Source 2 Carbon dioxide emissions per metric tonne of each country, 2024.

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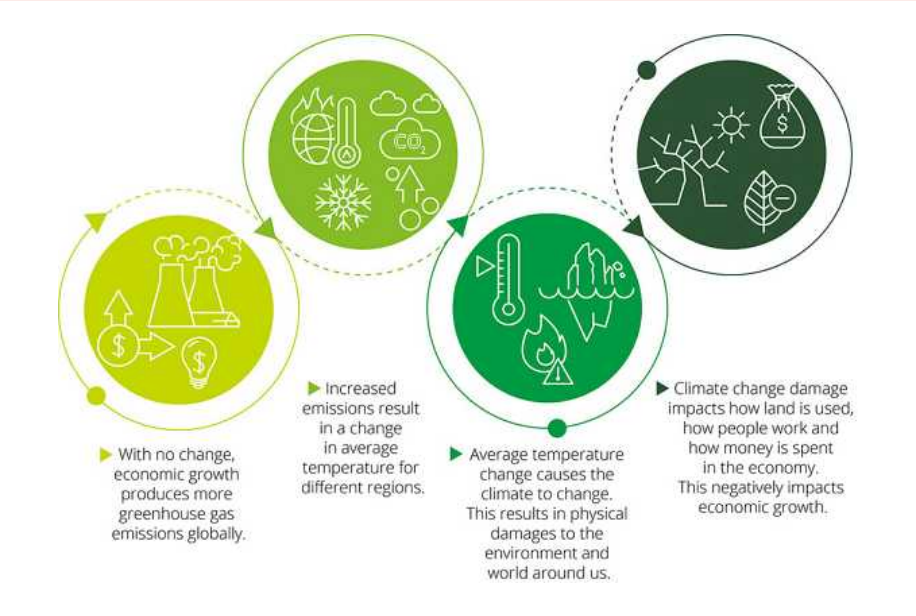

Source 3 Climate change will negatively impact economic growth.

Key skill Communicating

Preparing an infographic

A popular way for economists to present their findings and data is to prepare an infographic. Infographics use pictures and symbols to represent complex ideas and data so that the information is clear and quickly accessible. To prepare an infographic, follow these steps:

- **Step 1:** Decide on a topic and the message that you want to communicate to your audience. In the infographic in Source 3, for example, the key message is that climate change will negatively impact the economy.
- **Step 2:** Research your topic and collect data that helps to communicate your key idea. Try not to have too much data – do not include more than 10 key facts or numbers.
- **Step 3:** Use pictures or graphics to communicate each of your key facts, as shown in Source 3.
- **Step 4:** Lay your pictures or graphics out in a logical way that links together the key ideas. Make sure your infographic is not too cluttered. Give it a title or caption that communicates your message.

For more information on this skill, see Lesson 18.5 Communicating (page 508).

Practise the skill

1 **Create** an infographic that compares the performance of the Australian economy with the performance of another country or countries. Use the statistics in Lesson 19.4 How Australia's economy compares (page 523) as the basis for your infographic. You may like to do additional research to find more relevant statistics that enhance your infographic.

2 When completed, **compare** your infographic with your classmates' infographics. Which techniques did others use to best present the data in a visual way? How did they make the data easier to interpret?

Extend your understanding

1 **Create** another infographic on the effects of pursuing higher economic growth rates through increased production. Pick one of the following topics and do some initial research about the topic before creating your infographic:

a deforestation
b desertification
c extinction of species
d soil erosion
e oil depletion
f ozone depletion
g greenhouse gas emissions
h water pollution
i natural hazards/natural disasters.

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Review: Economic growth

Review activity

Read the following text on how to analyse political and economic cartoons, then answer the questions that follow.

Analysing political and economic cartoons

Have you ever heard the saying "a picture says a thousand words"? Images can be very powerful, and cartoons in particular have been used to convey messages for centuries. Cartoons have the ability to highlight the absurdity or silliness of something in a way that is both visually appealing and easy to understand for people who are not able or do not want to read a great deal of text about the issue. Cartoons can use unrealistic images to convey messages about real issues.

Analysing political and economic cartoons can be both enjoyable and thought-provoking. It is a skill that, when developed, will make it easier for you to pick up on all of the subtle details in cartoons and help you understand what the artist was trying to say.

Consider the following:

- Cartoons are often featured in print and digital news sources, and can express a point of view or support a piece of text.
- Often, cartoons can take a subversive or scathing tone and use caricature, satire or irony to communicate serious messages.
- Cartoons target emotions in seeking to appeal to the general public, businesses, community leaders, politicians or the government.
- Common techniques used by cartoonists include size (often features in cartoons will be disproportionate, to convey a message), labels, symbols, and angle or perspective.
- Some cartoons – especially political or economic cartoons – rely on the reader having some background knowledge or awareness of the event or topic shown in the cartoon.

Source 1 *Economic Growth* by cartoonist Adrian Teal

Analyse the cartoon depicted in Source 1 and answer the following questions:

1 **Identify** where the cartoon is set.(1 mark)
2 **Identify** what the elephant represents. What can you observe about the elephant in this cartoon? (2 marks)
3 **Describe** how the globe is depicted. (2 marks)
4 **Describe** how the circus master is depicted. (2 marks)
5 **Describe** the relationship between the elephant and the globe, and what this represents in the real world.(4 marks)
6 Describe the role of the circus master and **explain** who or what you think they represent in the real world.(4 marks)
7 To what extent do you agree or disagree with the message of the cartoon? **Justify** your response. (5 marks)

(Total: 20 marks)

Module checklist: Economic growth

Module review quiz: Economic growth

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Module 20

Living standards

Sub-strand: Economic literacy

Overview

Meet Australian twins Oliver and Amelia, born 1 February 2021. According to the latest life expectancy figures for non-Indigenous Australians, Oliver will live until he is 81.10 years of age and Amelia will live until she is 85.10 years of age. Statistics show that they are likely to enjoy high living standards. They are unlikely to experience extreme poverty.

Despite these statistics, Oliver and Amelia's prosperity isn't guaranteed. Will the economy stay strong and offer them good job opportunities throughout their lives? Will their quality of life be affected by climate change?

Nothing is certain with regard to the economy, but the government must manage economic factors to ensure we continue to enjoy high living standards as a nation.

Source 1 Newborn twins Oliver and Amelia are Australians. Based on current statistics, they are likely to enjoy high living standards compared to babies born in many other countries around the world.

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Lessons in this module

20A Why do living standards vary?

Lesson 20.1 Living standards

Lesson 20.2 Variations in living standards between countries

20A Skills in context Poverty in Australia

20B What is the connection between economic performance and living standards?

Lesson 20.3 Improving living standards

Lesson 20.4 Living standards in retirement

20B Skills in context Living standards and climate change

Lesson 20.5 Review: Living standards

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Lesson 20.1
Living standards

Learning intentions and success criteria

wellbeing the ability of human beings to access the things they need in order to live happy and healthy lives (e.g. food, water, education, safety and security)

material living standards standards that can be easily measured in terms of income per person, or consumption or purchase of goods and services

Introduction

A standard is a certain level of attainment or achievement. For example, you either pass Year 10 or you don't. When we talk about a country's living standards, we are specifically looking at what it is like to live in that country in terms of the material and non-material **wellbeing** of its citizens.

Material living standards

Material living standards refer to our access to physical goods and services. The car we drive, the house we live in and the food we eat are all examples of physical possessions that contribute to our material living standards. The material living standards of a nation are usually assessed or measured by the quantity of goods and services available each year as measured by Gross Domestic Product (GDP) (see Lesson 19.1 Measuring growth – GDP, page 512).

Many would agree that if the citizens of a country have access to more goods and services to satisfy their needs and wants, life is generally better. The production of goods and services provides citizens with employment, and therefore an income with which to buy those goods and services that improve their lives.

Source 1 Physical possessions, such as cars and houses, contribute to our material living standards.

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Non-material living standards

Non-material living standards must also be considered when assessing the quality of life. Non-material living standards cannot be measured in dollar terms, and are intangible (cannot be touched), but affect our enjoyment of life.

non-material living standards standards that are not easily measured as they are intangible and refer to aspects of our lives such as feeling safe in the community

The following factors affect our non-material living standards:

- *freedom of speech* – such as being able to peacefully protest against the government of the day
- *free elections* – that provide the right to choose and dismiss parliamentary representatives
- *low levels of crime and discrimination* – where citizens can live without fear of constant crime or being treated differently because of factors such as race, disability or age
- *preservation of the environment* – allowing citizens to enjoy nature, breathe clean air and drink clean water
- *adequate leisure time* – so that employees have adequate rest periods away from work and time to spend with family.

While non-material living standards are not as easily measured as material living standards, some indicators do attempt to include non-material living standards to assess overall wellbeing. One example is the OECD Better Life Index.

The OECD Better Life Index

GDP is an indicator of economic wellbeing that does not take into consideration the environmental costs of producing goods and services. The OECD Better Life Index, on the other hand, seeks to provide a more holistic picture of the true living standards of 40 different countries. It measures wellbeing based on 11 criteria relating to material living conditions and quality of life. Source 2 provides a snapshot of five of these criteria with regard to Australia and Chile.

Source 2 The OECD Better Life Index: Wellbeing in Chile and Australia.
Source: OECD Better Life Index, 2024

Wellbeing indicator	OECD average	What are living standards like in Chile?	What are living standards like in Australia?
Jobs: Percentage of people aged 15–64 who have a paid job	66 per cent	Around 56 per cent	Around 73 per cent
Income: Average household income per capita	US$30,490 per annum	US$18,477 per annum	US$37,433 per annum
Education: Average student score in reading literacy, maths and science in the OECD's Programme for International Student Assessment (PISA)	488	438	499
Health: Life expectancy at birth	81 years	81 years	83 years
Environment:			
Level of atmospheric PM2.5 **(air pollutants that can cause damage to the lungs)**	14.0 micrograms per cubic metre	23.4 micrograms per cubic metre	6.7 micrograms per cubic metre
Water quality**: Percentage of people who say they are satisfied with the water quality**	84 per cent	62 per cent	92 per cent

Quiz me! Living standards

Economics and business

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Check your learning 20.1

Check your learning 20.1

Review and understand

1 **Define** the term "living standards".
2 **Recall** three examples of non-material living standards.

Apply and analyse

3 **Examine** Source 2.
   - **a** Based on the criteria presented, identify the country with the highest living standards.
   - **b** Does Australia compare well in all criteria compared to the OECD average? Use evidence to support your response.

4 **Classify** each of the following living standard criteria from 1 to 5, according to its importance to you. If you do not consider a criterion to be important when assessing living standards, rate it as 1. If you consider it to be extremely important, rate it as 5.
   - **a** Primary and secondary school education is available.
   - **b** The air is clean.
   - **c** You can drink the water because it is clean.
   - **d** You have the right to vote.
   - **e** You are expected to live a long life.
   - **f** You are happy.
   - **g** You feel safe in your community.
   - **h** You have enough leisure time.
   - **i** You are likely to get a job.
   - **j** You can earn a decent income.
   - **k** You have enough to eat.
   - **l** You have shelter.

5 **Compare** your ratings in question 4 with those of a classmate, and explain why assessment of living standards can be subjective.

Evaluate and create

6 Consider a country that is relatively wealthy, producing an abundance of goods and services, but where the majority of the population is close to poverty and only a minority are wealthy. Would you consider the living standards in that country to be high or low? **Justify** (give reasons for) your answer.

7 **Create** a similar table to Source 2, but choose another country with which to compare Australia's living standards. Use the OECD Better Life Index website to conduct your research (a weblink has been provided on Oxford Digital).

Weblink: OECD Better Life Index

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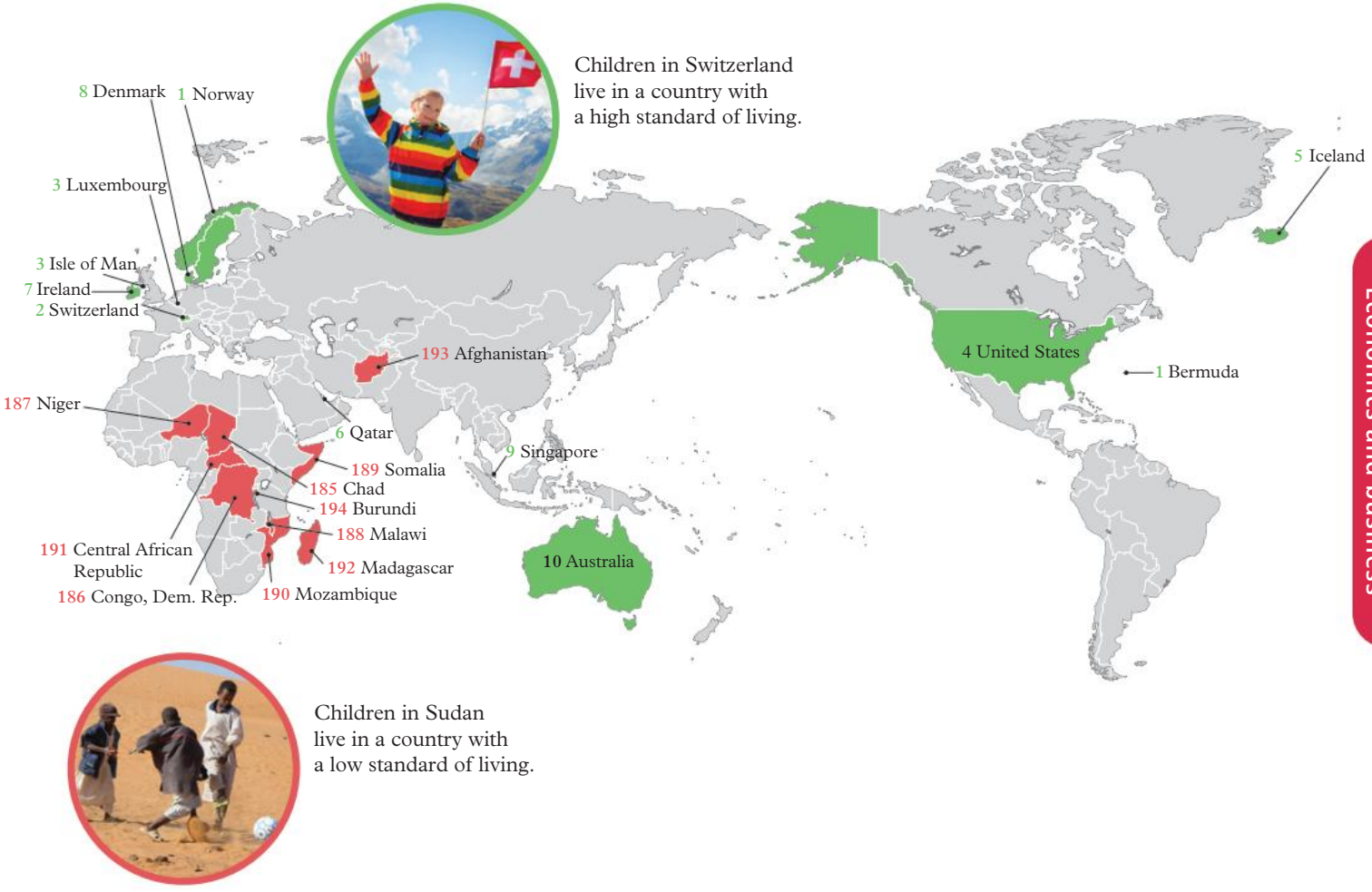
Lesson 20.2
Variations in living standards between countries

Introduction

Learning intentions and success criteria

If you had a choice, what country would you most like to live in? Many might choose Australia, because our living standards are high by world standards.

The income that citizens earn on average is an important indicator of living standards, as it means that consumers can buy basic goods and services such as food, shelter and clothing, but also afford additional goods and services that make life easier. These additional goods – such as cars, refrigerators, washing machines and computer equipment – provide an additional level of convenience and enjoyment.



Source 1 Why are there such huge variations in living standards between countries?

Economics and business

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Why living standards vary between countries

economist an individual who studies the relationship between the resources that a geographic area (such as a country) has and what it is able to produce

economy a system that involves the production, distribution, trade and consumption of goods and services by individuals, businesses, organisations or governments

natural resources materials or substances from nature, such as water, forests and fertile land, that can be used in the production of goods and services

labour productivity the amount of goods or services that a worker produces in a given amount of time

The **economist** Adam Smith (1723–90) spent a lot of time pondering why some countries were rich while others were poor. In the end, he concluded that the economies of countries that gave people the freedom to work and benefit directly from their labour were more likely to be wealthy. He thought the motivation of each citizen to generate profit would create prosperity for the population as a whole. As a result, Smith recommended that the governments of all countries should only play limited roles in the **economy**.

Other economists believe that factors such as a nation's **natural resources** have a bearing on living standards and the wealth that can be created. Australia has large supplies of natural resources – such as coal, iron, copper, gold, natural gas, uranium and renewable energy sources – that have allowed us to trade with other nations, earn income and improve our living standards.

The stability of government is another factor that is cited as having an impact on living standards. In countries where there is political instability and civil war, the focus on producing more goods and services for the population becomes secondary, making it difficult for a nation to raise its living standards.

Many believe the main reason some countries enjoy better living standards is **labour productivity**. Labour productivity can be increased by providing workers with machines that can help them produce better quality goods and services faster. Improving the skill of the labour force through education and training can also improve labour productivity.

How a country utilises its labour resources also impacts upon living standards. The proportion of those in the labour force who are employed rather than unemployed is important. An increase in employment means a country is better off, as it is using one of its most important resources – people. Employment provides people with a means to earn an income, and income tax paid to the government allows it to improve infrastructure such as roads, ports, water and power, which in turn allows companies to operate more efficiently.

Quiz me! Variations in living standards between countries

Check your learning 20.2

Check your learning 20.2

Review and understand

1 **Explain** how Australia's natural resources have improved its living standards.
2 **Describe** how political instability such as a civil war might affect a country's ability to raise the living standards.
3 **Summarise** how earning a higher income leads to better material living standards.

Apply and analyse

4 Imagine your class is told to make as many paper planes as they can in a single lesson.
   a **Consider** what might happen to the level of production of planes in the classroom if each student was paid for each plane.
   b What does this tell you about the link between productivity (level of production) and payment?

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Evaluate and create

5 Decide which of the following factors might lead to increased labour productivity, and then **discuss** why that would be the case.

- **a** Staff are not given a wage rise.
- **b** Staff are trained to give better customer service.
- **c** A library uses "robocall" to remind borrowers that books are overdue.
- **d** A business refuses to adopt new technology.
- **e** A high proportion of a country's population now completes Year 12.
- **f** Staff are given regular performance reviews.

6 Choose one of the countries with the lowest national income per capita (see Source 1) to research. **Investigate** the possible causes for the country's low comparative material living standards and the effects of having such poor standards.

20A Skills in context
Poverty in Australia

Introduction

Many of us think of poverty in terms of not having basic human necessities such as enough food, water, shelter and clothing. This type of poverty – called "absolute" or "extreme" poverty – is often found in developing countries, such as Malawi.

In Australia, we tend to think of poverty in terms of people who do not have the amount of income they need to sustain the average living standards that we expect. This is called "relative" poverty.

There are many ways of measuring relative poverty, such as setting a "poverty line", where anyone who falls below a certain amount of income is considered to be in poverty. According to the OECD's method of measuring relative poverty, 12 per cent of Australians live on an income that is less than half the median (middle) household income in Australia, and are therefore said to live in relative poverty.

Some of the general reasons why some Australians fall below the poverty line include:

- lack of paid employment
- low levels of income; for example, those relying on social security payments as their main form of income experience higher rates of poverty
- low levels of education, which ultimately affect people's ability to gain employment and earn money
- difficulty finding affordable and suitable housing
- a person's family and health situation – families with sole parents often struggle economically, as do those suffering physical and mental illness
- lack of access to affordable community services to assist the economically disadvantaged.

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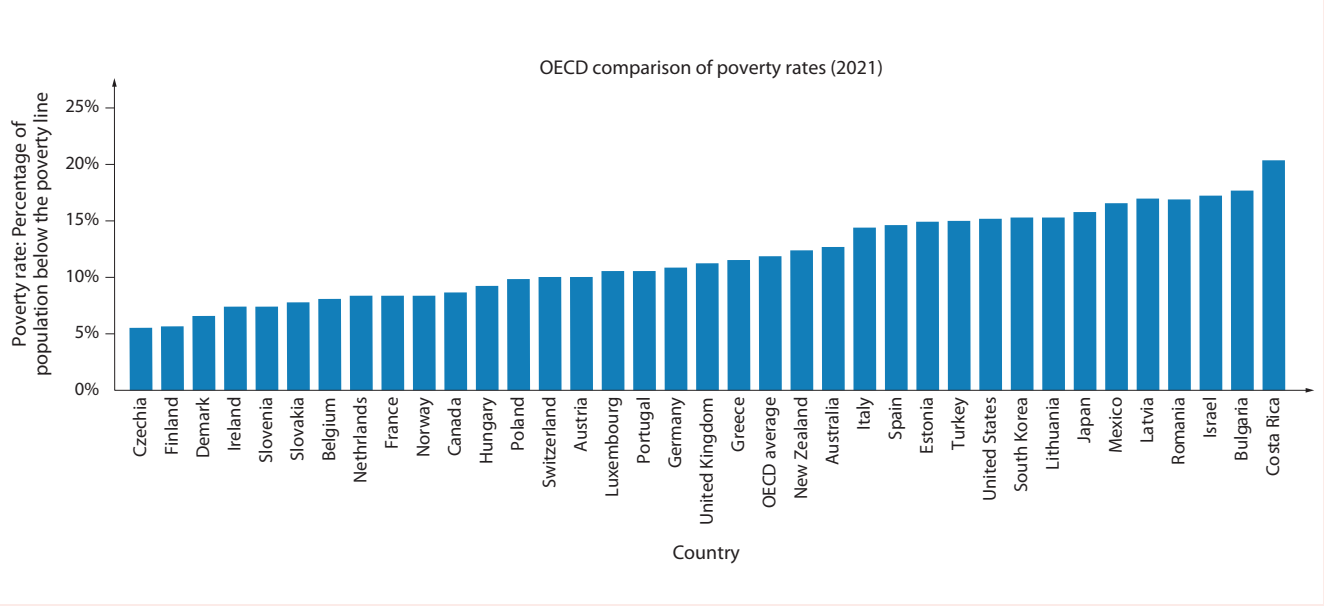
Source 1 According to to the Salvation Army, in 2022–2023 approximately 275,000 people sought assistance with homelessness agencies in Australia. The causes of homelessness are complex and varied. They include, but are not limited to, poverty, domestic violence and difficulty in securing housing.



Source 2 Out of 36 OECD developed nations, Australia had the fifteenth-highest poverty rate in 2023. Data from OECD (2023)

Key skill Evaluating, concluding & decision making

Identifying causes and effects in economics

A cause is the reason an event, problem or success occurred – the "why". An effect is what actually happened as a result of the cause. We learn about cause and effect from an early age. If we touch something that is too hot (the cause) we might burn ourselves (the effect). In simple terms, cause and effect is identifying why "this leads to that". Identifying causes can help us take steps to make changes so that effects or outcomes are more suitable.

It may be difficult to make a distinction between cause and effect. Here are some simple steps to help you:

- **Step 1:** To help identify the effect, ask yourself *what* event, problem or success has occurred.

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- **Step 2:** Note who or what has been affected as a result of what has taken place. There may be several effects. Words associated with "effect" include "situation", "ramification", "outcome", "result" and "consequence".
- **Step 3:** To help identify the cause, ask *why* the event, problem or success occurred. Look for reasons that provide a good explanation.
- **Step 4:** Remember, there can be several causes, so it may be useful to prioritise what the major and minor causes are. Words associated with "cause" include "reasons for", "due to", "since" and "because".

For more information on this skill, see Lesson 18.4 Evaluating, concluding and decision making (page 506).

Practise the skill

1 Read the information in this Skills in context task about poverty in Australia. Use the above steps to help you **identify** the causes of poverty, and then **describe** the effects of poverty.
When describing the effects of poverty, you will need to think more broadly than the information provided here. Think about the human or social cost of living below the poverty line, and also the economic impact of having such a disadvantaged section of the community.

Extend your understanding

1 Gain a better understanding of what it is like to live in extreme poverty. Log onto Oxford Digital and access the *Live Below the Line* website. Try living on $2 a day for five days. **Describe** what you ate and what the experience has taught you.

Weblink: Live Below the Line

Economics and business

Lesson 20.3
Improving living standards

Introduction

Learning intentions and success criteria

Improving living standards is a key economic goal of many countries. This is mainly because higher living standards lead to a stronger and more prosperous nation – and a stronger and more prosperous nation in turn maintains higher living standards. When the citizens of a country are employed and earning an income, more goods and services can be purchased. **Government revenue** from taxes paid by workers (on the money they earn and the products they buy) can then be used for services such as education and health care. These government services benefit us all.

government revenue income a government receives predominantly from taxes, but also from non-tax sources such as loans and dividends from government-owned businesses

The government of any country is constantly making economic policy decisions; that is, outlining actions that need to be taken in order to manage different aspects of the economy. Let us first look at macroeconomic policy.

Macroeconomic policy

Macroeconomic policy is economic policy that affects the whole of the nation, such as budgetary policy and monetary policy. It targets changes that affect the entire economy, such as unemployment, economic growth and inflation.

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Budgetary policy

expenditure the amount of money spent by a person, business or government

fiscal policy the government's management of the federal budget – adjusting expenditure and tax rates to influence the performance of the economy

You or your family may use a budget to track revenue and **expenditure**. The Australian Government has the role of managing the budget for the whole of Australia and therefore sets budgetary policy, also referred to as **fiscal policy**. Each year the government delivers or hands down the federal budget (usually in the month of May), which provides a plan of the government's revenue and spending. Source 2 outlines the revenue that the government receives and the areas in which it spends this revenue.

Source 1 The federal budget can affect your personal household budget, depending on the government's revenue and spending plans.

The federal budget affects the living standards of all Australians. If taxes increase or spending on services and welfare changes, this can affect each person's personal budget.

There are three different budgets the government may hand down, depending on the economic circumstances:

- *balanced budget*, where government spending is equal to the revenue it has received
- *deficit budget*, where government spending is greater than the revenue it has received
- *surplus budget*, where the government has received more revenue than it has spent.

The type of budget chosen depends on the economic conditions being experienced. When a deficit budget is used, more money is being "pumped in" to the economy than is being taken out. This tends to increase consumer and business spending, and therefore the production of goods and services. This in turn can lead to increased employment, as companies need more labour to produce more goods and services. Greater demand may, however, lead to **inflation**, as stronger demand may lead to shortages of goods and services. This causes prices to rise. At the time of the Global Financial Crisis of 2007–08, and similarly during the financial downturn caused by COVID-19 in 2020–21, many governments around the world (including our own) tried to "kick start" their economies by spending more than they received in revenue in the hope of reversing the economic downturn.

inflation an increase in the general level of prices paid for goods and services over a certain period of time

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Money going in (government revenue)

- Income tax: part of an employee's income paid to the Commonwealth Government
- Fringe benefits tax: tax on benefits an employee receives in addition to their salary, such as a car
- Superannuation taxes: tax on retirement funds (super)
- Company tax: tax on company profits
- Sales tax: tax imposed on goods, services and other items sold or consumed in Australia
- Fuel excise: tax on the sale of fuel
- Customs duty: charge imposed by Australian Customs and Border Protection on goods imported to Australia

Money going out (government expenditure)

- Health
- Social security and welfare
- Military
- Paying interest on debt
- Schools
- Higher education
- Aged care
- Foreign affairs and aid
- Government superannuation benefits
- Environmental protection
- Infrastructure such as the National Broadband Network

Source 2 The federal budget is like any other budget. It itemises money coming in (revenue) and money going out (expenditure).

When a surplus budget is used, more money is being "pumped out" of the economy. This tends to decrease consumer and business demand, and can restrict production and employment, while inflation is unlikely to rise substantially. Since 2008, Australian federal budgets have been in deficit. Despite concerns about a growing government debt and the desire for the country to live within its means, the 2020 **recession** due to the COVID-19 pandemic saw the Australian Government commit to a record $214 billion deficit (forecast 11 per cent of GDP). The government has understandably chosen to prioritise stimulating the economy towards a recovery over the long-term concern surrounding increasing government debt. Net debt is forecast to peak at $966 billion – the equivalent of 44 per cent of GDP – in 2024.

recession when economic growth falls for two or more quarters in a row

Source 3 Deficit budgets tend to be more popular with voters; but they add to the federal debt, which falls on future governments to repay with interest.

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Monetary policy

monetary policy actions by the Reserve Bank of Australia that affect the money supply and interest rates

interest rate the amount a borrower must pay to a lender for the use of assets such as money – usually expressed as a percentage of the total amount borrowed

The Reserve Bank of Australia (RBA) provides banking services to the government and other banks in Australia. It also implements **monetary policy**. The main focus of monetary policy by the RBA is changing the official **interest rate**, which ultimately changes the rate of interest paid on a bank loan. Interest is the cost of borrowing money, or the return on lending money.

Changes in interest rates affect living standards. If interest rates rise, then demand for goods and services may be curbed, as consumers and businesses who have borrowed devote more of their money to paying higher interest rates on their loans, rather than spending. Some may defer borrowing entirely because of higher interest rates. The opposite occurs when interest rates fall. The RBA uses interest rates as a "lever" to adjust the level of spending, or demand, depending on the economic circumstances.

"OUR NEW SAVINGS ACCOUNT ISN'T DOING VERY WELL. THERE'S BEEN NO INTEREST IN IT."

Source 4 Low interest rates encourage people to borrow and spend their money rather than save. This boosts the economy, but also drives inflation.

Higher demand or spending in the economy may lead to inflation, which may prompt the RBA to increase interest rates to curb spending and reduce inflation. This reduced spending in the economy may reduce inflation, but possibly lead to higher unemployment.

Think, pair, share

- Think about the kind of support that governments give small business. What other kinds of support could be offered?
- Discuss your ideas with a partner.
- Share your thoughts with the class.

Case study Should the government support small business?

Around 97 per cent of all businesses in Australia are small businesses. The ABS defines a small business as one that has fewer than 20 employees. Small businesses are important to the overall health of the economy, employing over 5.6 million Australians. We probably all know someone who runs a small business. Recent budget measures are good news for small business owners, who have been offered tax cuts and a promise to reduce unnecessary administration (often referred to as "red tape").

Small businesses have also been offered government incentives to take on unemployed job seekers. An example of this is the JobMaker Hiring Credit, which pays businesses to take on unemployed workers aged 16–35 from the JobSeeker program. It is hoped that this will stimulate the economy by creating jobs and reducing the labour costs of businesses.

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Source 5
Small businesses are expected to play an important role in Australia's economic recovery.

Microeconomic policy

Microeconomic policy affects a particular company (such as Qantas), an industry (such as the car industry) or a market (such as the export market). It often focuses on promoting competition, productivity and efficiency. The following are examples of some government microeconomic policies.

Trade liberalisation

Trade liberalisation involves opening up markets for free trade so that countries can trade without restrictions. Trade restrictions include **tariffs**, **subsidies** and **import quotas**.

It is thought that the removal of these trade restrictions will promote efficiency, as Australian producers must find ways to compete on the world market by cutting costs and becoming more innovative. There will be some producers, however, that will not survive.

In 2020, trade liberalisation came under criticism when China imposed high tariffs on some imports from Australia, including barley and wine.

Deregulation

Deregulation is the removal or elimination of government regulation (rules) in a certain area of the economy to promote better competition in that area. For example, wool growers were once guaranteed a minimum price for their wool by the government, but this policy was abandoned over 20 years ago. Another example is the deregulation of the telecommunications industry, which saw Optus, Vodafone, AAPT and other small providers enter the market in the 1990s, resulting in price decreases and growth in mobile phone and internet markets.

Labour market reform

Labour market reform has seen a movement away from government institutions determining wages and working conditions, to a system of enterprise agreements. These are agreements made directly between employers and employees about wages and working conditions. By negotiating such agreements, the employer may gain improvements in work efficiency and the employee might gain better benefits and more flexibility.

trade liberalisation removing or reducing restrictions or barriers to trade between nations

tariffs taxes (usually applied to goods being imported or exported)

subsidies payments by the government or a public body to a producer or industry to support its business and to keep the price of its goods or services low or competitive

import quotas physical limits placed on the quantity of an imported good that can enter a country

labour market reform changes in laws and government policies in relation to employment; such reforms aim to increase competitiveness and economic growth while safeguarding against the unfair treatment of workers

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Quiz me! Improving living standards

Check your learning 20.3

Check your learning 20.3

Review and understand

1 **Summarise** the difference between a surplus budget and a deficit budget.
2 **Describe** why small businesses are important for the Australian economy.
3 What type of budget would be appropriate if a severe economic downturn is predicted, spending has slumped and growth in the economy has declined?
4 **Explain** what trade liberalisation is and how it may be beneficial to Australians.

Apply and analyse

5 **Judge** if the RBA is likely to increase or decrease official interest rates in the following situation: *Economic growth is negative. The unemployment rate continues to increase, while inflation remains low.*
6 Inequality occurs when resources are unevenly distributed among people. **Suggest** one reason why returning the budget to a surplus may cause some groups in society to suffer in the long term.

Evaluate and create

7 Reflect on why the government wants to encourage small business in Australia. What effect might this have on the economy? **Justify** (give reasons for) your answer.
8 **Examine** Source 3. In pairs, **discuss** the point the cartoonist is trying to make about the effects of budget deficits.
9 **Research** areas where expenditure in the latest federal budget has been increased. **Create** a cartoon or word cloud that illustrates the effects these increases in government spending may have.

Lesson 20.4
Living standards in retirement

Learning intentions and success criteria

retirement a permanent withdrawal from the labour force, usually because of age

Introduction

Most people will work the majority of their adult lives in order to earn an income to live. When we get older, our bodies and minds may no longer work in the same way, which is when people enter **retirement**. Retirement is a permanent withdrawal from the labour force and can be entered into at any time, but is usually taken up at an age when the retired person is eligible to receive a form of "unearned" income – usually the age pension, superannuation, or a combination of both. Planning for retirement is a major financial decision that will affect you throughout your life.

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The age pension

The age pension is a form of unearned income provided by the government and paid for by taxes. It ensures that all citizens in the country are able to have a decent standard of living once they stop working. Currently in Australia, the **retirement age** – which is the age that the age pension can be accessed – is 67. While many people save money for retirement while they are still working, most people will also receive an age pension from the government to supplement their savings.

retirement age the age when someone can retire and still receive an income

Not everyone is eligible for the age pension once they retire, and the amount of money a retired person will receive varies depending on what other wealth they possess. To receive an age pension, people in retirement face both an income test and an assets test. This is because the provision of the age pension is based on need. Pensions are provided to people in retirement because they have no other way of earning an income, and the money they have earned from savings and investments is not enough to provide a decent standard of living. The tests mean that if a retired person earns an income from other sources or owns a lot a wealth in property, they will not be able to access the pension.

Source 1 The age pension was the main source of income for retirees in 2020–21 and 2022–23.

Proportion of retirees			
	2020–21	**2022–23**	**Change**
	Retired men aged 45 years and over		
All sources of income included:			
Government pension	53%	54%	+1 pt
Superannuation	51%	48%	−3 pts
Main source of income			
Government pension	44%	47%	+3 pts
Superannuation	35%	33%	−2 pts
No personal income	5%	4%	+1 pts
	Retired women aged 45 years and over		
All sources of income included:			
Government pension	46%	45%	−1 pt
Superannuation	29%	33%	+4 pts
Main source of income			
Government pension	42%	41%	−1 pt
Superannuation	19%	21%	+2 pts
No personal income	19%	18%	−1 pt

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Superannuation

Superannuation, or super, is a form of compulsory saving for all Australian workers. Money paid into a superannuation fund account cannot be accessed until you reach a certain age and have stopped working, known as the **preservation age**.

preservation age the earliest age you can access your superannuation once you stop working

During the twentieth century, the government supported retirees by funding an age pension. This was made available when people retired, which was at the age of 55 for women and 60 for men. However, with better medicine and health, people are living longer. This means it costs the government much more money to provide a pension. In addition, families are having fewer children, which means that there are fewer taxpayers (known as "non-dependents" because they earn their own form of income) who pay taxes that fund age pensioners (known as "dependents" because they depend on the government for an income). As a result, the government brought in compulsory superannuation as a way to make people save money for retirement and therefore supplement the age pension.

Source 2 Many people look forward to retirement as it allows them to enjoy their free time and pursue interests that were not possible during their working lives.

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How is super managed?

Superannuation is managed by a super fund, which is a financial company that invests and manages the money on your behalf in order to increase your funds through interest. Like banks, there are many different super funds to choose from, and you can change funds at any time. If you start work and don't already have an account set up, you will automatically be signed up to the super fund designated by your employer.

Contributing to super is compulsory, which means employers are legally bound to pay a portion of your earnings into a superannuation fund account on your behalf. Employers will do this automatically for most employees, regardless of how much they earn. Employees under the age of 18 need to work for the same employer for more than 30 hours a week to be eligible. The minimum percentage of income that employers are obliged to contribute to super is also set by the government and is currently set at 11.5 per cent, but will rise to 12 per cent by July 2025. This is called the superannuation guarantee.

Sometimes, the government will add to your contributions if you earn a low income, and you can also add further contributions yourself. Over the course of your working life, these contributions will grow or "accumulate" so that, combined with the age pension, you will have a suitable income to live off when you retire.

Graph it! Sources of income at retirement

Check your learning 20.4

Check your learning 20.4

Review and understand

1. In your own words, **define** superannuation.
2. **Identify** the purpose of a superannuation guarantee.
3. **Explain** why there is an income and assets test for people to receive an age pension.
4. **Explain** why superannuation is compulsory.

Evaluate and create

5. If you worked and paid taxes all of your life, invested your savings wisely and became very wealthy, do you think you should be disqualified from receiving an age pension? **Justify** (give reasons for) your response.
6. The retirement age and preservation age often change according to government policy. Use the Moneysmart super and pension age calculator (a link is provided on Oxford Digital) to **determine** how old you will be before you can access the age pension and superannuation.

Weblink: Moneysmart – Super and pension age calculator

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20B Skills in context
Living standards and climate change

Introduction

"Climate change" refers to a change in global or regional climate patterns. The long-term climate trend shows that the world's atmosphere and oceans are getting warmer. This is called "global warming". Australia's average air and ocean temperatures are almost a degree warmer than they were in 1910, and most of this increase has occurred since 1950.

The effects of global warming

Greenhouse gas emissions have serious consequences. Greenhouse gases are those that absorb radiation from the sun's rays, trapping heat in the Earth's atmosphere. They include carbon dioxide and methane.

The projected effects of the change in climatic conditions for Australia include an increase in the number of "extreme fire weather" days in southern and eastern Australia, more severe cyclones, and more hot days and drought in southern Australia. Those people living amid cyclones, fires and drought will find their living standards change. Future generations may not be able to enjoy our environmental assets, such as the Great Barrier Reef. It is also believed that climate change will affect our agricultural productivity and increase the costs associated with bushfires and floods.

Environmental policy

Governments can take action to reduce carbon dioxide and other greenhouse gas emissions. There are two methods of cutting greenhouse gas emissions that involve businesses paying for the emissions they produce. It is thought that if businesses have to pay for their emissions, they will eventually move to more environmentally friendly production methods.

Source 1 The increased severity and frequency of bushfires is one of many consequences of a failure to address climate change.

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Source 2 Carbon dioxide is released into the atmosphere. The ETS and carbon tax are two ways of making businesses pay for the emissions they produce.

1. An Emissions Trading Scheme (ETS) involves the government setting a limit on how much carbon dioxide can be produced by businesses. Some businesses will emit carbon dioxide below this limit, and will therefore have "credits" they can trade with companies that have emitted carbon dioxide above the set limit.
2. A carbon tax was introduced by the Labor government in 2012 and axed by the Coalition government in 2014. It involved forcing polluting companies emitting over 25,000 tonnes of carbon dioxide to purchase emission permits from the Australian Government. The companies would have to purchase permits set at $23 per tonne of carbon, with a 2.5 per cent increase each year until the transition to an ETS.

Policy in relation to how businesses pay for the pollution they cause, however, has been controversial. Whatever scheme is used, an extra cost pressure will be placed on businesses – which may result in job losses and the possibility of businesses passing the extra costs on to the consumer by raising prices. The carbon tax was axed as it was thought to create an unnecessary burden on the cost of living for all Australians.

A global agreement on emissions – referred to as the "Paris Agreement" – was reached in December 2015 at the 21st United Nations Climate Change Conference (known as "COP 21"), with nearly 200 countries agreeing to take action. The Australian Government pledged to reduce greenhouse gas emissions to be between 26 and 28 per cent below 2005 levels by 2030. In 2022 the government revised this target, pledging a reduction of 43 per cent below 2005 levels by 2030.

The world's leaders gathered again in 2019 and 2021. At both conferences, Australia received bad publicity for its perceived inaction on climate change. The Morrison government was criticised for planning to use an accounting loophole to meet Australia's emissions target. According to the Lowy Institute, in 2024 just under six in 10 Australians (57 per cent) considered global warming to be "a serious and pressing problem" about which "we should begin taking steps now even if this involves significant costs".

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Key skill Communicating

Presenting an oral report

Presenting an oral report is an important skill to master. Follow these steps to help you:

- **Step 1:** Decide on a topic that will interest both you and your audience – what would you like them to understand by listening to your presentation?
- **Step 2:** Research your topic. You could start with a question that you then seek to answer through your presentation. Collect information from a wide variety of sources and keep a bibliography.
- **Step 3:** Organise your findings into a draft outline of your report. It should have a clear introduction and conclusion. In your introduction, it is often a good idea to use something to "hook" your audience. It may be your overarching question, a personal story or a challenging image. After your introduction, develop your report in a series of clearly defined sections (like paragraphs in a written report). Your conclusion usually summarises your key points. If your report is going to be assessed, make sure you have fulfilled the criteria for assessment.
- **Step 4:** Support your verbal report with your visual – and possibly audio – material.
- **Step 5:** Practise your presentation. Avoid holding a single piece of paper if you are prone to nerves – memory cards are sturdier and won't tremble. If you are worried about being nervous, practice will help.
- **Step 6:** Deliver your presentation. Make sure that you speak clearly and vary your pitch and tone. Stand up straight, keep your hands out of your pockets and don't lean on a desk.
- **Step 7:** Invite your audience to ask questions. If you are unsure of an answer, don't make something up, just answer as best you can.

For more information on this skill, see Lesson 18.5 Communicating (page 508).

Practise the skill

1 Prepare and deliver an oral report on an aspect of climate change and living standards. Your report must be supported by visual material, and you must respond to questions asked by the audience. Here are some possible topics to choose:
   - **a** Australia's greenhouse gas emissions compared to those of other countries
   - **b** why climate change will lead to lower living standards
   - **c** the Paris Agreement 2015 and what it seeks to achieve
   - **d** Australia's position at COP 26 in Glasgow, 2021
   - **e** how an ETS and a carbon tax work to reduce greenhouse gas emissions.

Extend your understanding

Investigate the 17 Sustainable Development Goals (SDGs). A weblink is available on Oxford Digital to help you get started.

1 Name three goals towards which significant progress has been made and three that are far from reaching their target.

2 Which regions of the world seem least likely to achieve the SDGs? Which seem most likely? Why do you think these differences exist between world regions?

Weblink: Sustainable Development Goals

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Review: Living standards

Review activity

2024–25 federal budget analysis

Analyse the pie chart in Source 2 which shows how the Australian Government allocated funds in the 2024–25 budget, and answer the questions below.

1 In your own words, **describe** the information being displayed by the chart. (2 marks)

2 **Identify** which category received the greatest government outlay in the 2024–25 federal budget. (1 mark)

3 **Identify** which category received the smallest government outlay in the 2024–25 federal budget. (1 mark)

4 **Summarise** the importance of the following categories of expenditure in improving Australia's living standards:

   a social security and welfare (2 marks)

   b health (2 marks)

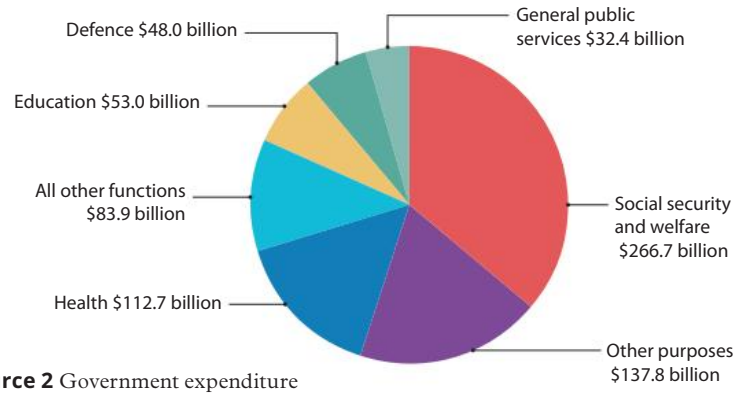
   c education. (2 marks)

5 Using a calculator and the figures shown in Source 2, **calculate** the percentage of government expenditure allocated to each category. (To do this, divide the spending in each category by the sum of all the categories combined; then multiply by 100.) (4 marks)

6 **Identify** a category that you feel was underfunded in the 2024–25 federal budget. **Justify** (give reasons for) your choice, explaining how increased funding in this area could be used to improve living standards. (6 marks)

(Total: 20 marks)

Source 1 Education is a key focus in the federal budget each year.



Source 2 Government expenditure

Module checklist: Living standards

Module review quiz: Living standards

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Module

21

The working environment

Sub-strand: Work

Overview

The world of economics and business can be viewed as a vast collection of workplaces and markets interacting together to create one big picture. Workplaces bring people together, who combine their knowledge and skills to provide goods and services to consumers. These goods and services are then offered to consumers, creating individual markets.

Workplaces all vary in size and nature – some are incredibly large, employing thousands of people, while others are very small, employing tens of people. Some workplaces use this human labour to produce goods and services on a mass scale; some use human labour to produce goods and services on a minor scale.

Despite these variations, you may have noticed there is one constant that never changes – people. All workplaces are made up of people. When people work together, challenges may arise. This module looks at this "working environment" and how people are managed as they go about their daily economic activities in the workplace.

Source 1 Two people working together in the workplace

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Lessons in this module

21A What is the role of human resource management and trade unions in the workplace?

Lesson 21.1 Workplace management and productivity

Lesson 21.2 Trade unions

21A Skills in context Trade unions in action

Lesson 21.3 Review: The working environment

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Lesson 21.1
Workplace management and productivity

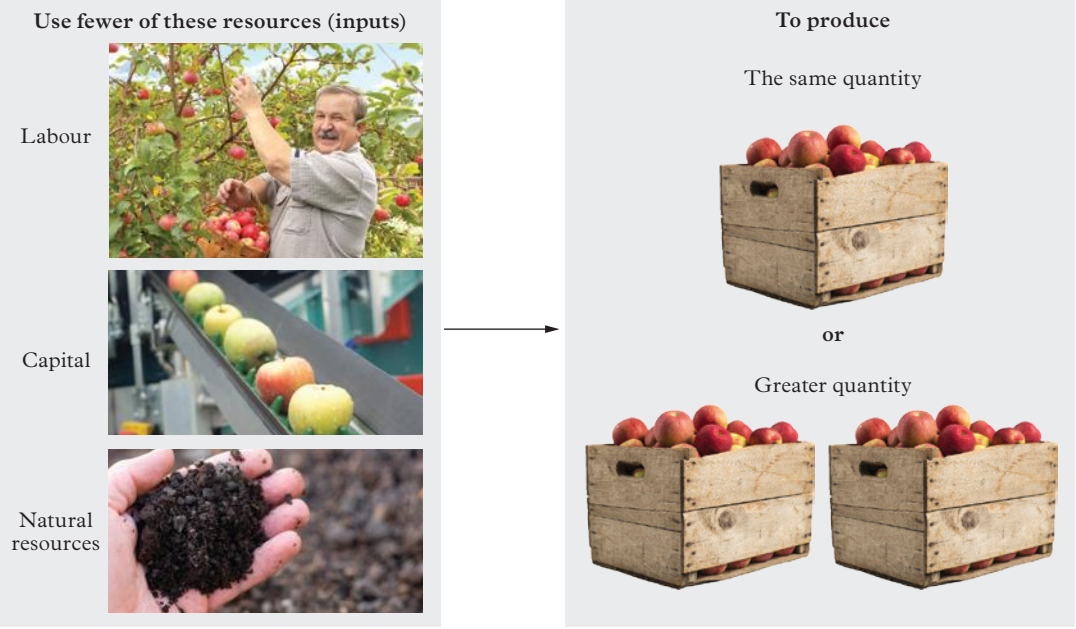
Learning intentions and success criteria

productivity a measurement of what is produced (output) from a given amount of resources (input)

Introduction

Productivity measures what can be produced (output) from a given amount of resources (input). Measuring productivity is used as a guide to see whether production is becoming more or less efficient. When production is more efficient, such as when fewer resources are being used to produce the same or a greater amount of goods and services (as shown in Source 1), there is economic growth. When production is less efficient, it means that less goods and services are being produced – which also means a decline in the number of people employed – and results in economic decline.

Businesses try to improve productivity by managing the labour, capital and natural resources used in the production process. Governments also seek to support economic growth by providing support to businesses and entrepreneurs through various programs and awards.



Source 1 Businesses try to improve productivity by producing the same or a greater amount of goods (for example, apples) from fewer resources.

Labour productivity

Labour productivity measures the amount of goods and services that a worker produces in a given amount of time. A business might take action to increase the productivity of its workforce in the following areas.

Organisational structure

The way a business is organised can affect the productivity of employees by determining how involved they are in the decision making of the company they work for. A horizontal

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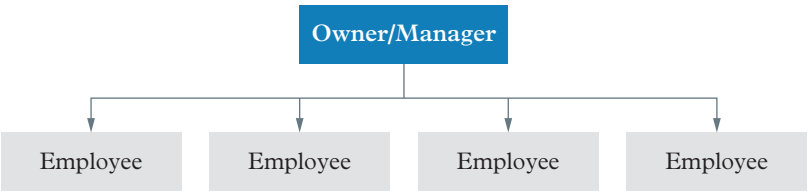
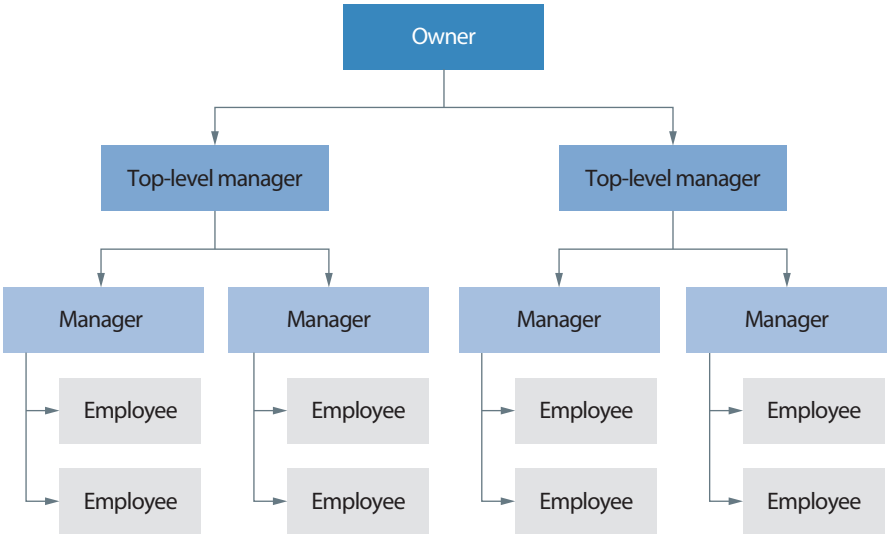
organisational structure (also known as a flat structure) has few managers and many employees. In this structure, the communication pathway between employees and managers is shorter and therefore more effective, often increasing the sense of satisfaction in employees and improving productivity.



Source 2 A horizontal organisational structure

A vertical organisational structure (also known as a tall or hierarchical structure) has many layers of management and a long **chain of command**. Managers have a relatively small number of employees in their team and have more control over what employees do. While an employee is less independent in this structure, they also have more opportunity to progress into a leadership role.

chain of command the system by which instructions are passed from one person to another



Source 3 A vertical organisational structure

Training and upskilling

Employees who develop better skills and knowledge are likely to improve labour productivity. Developing employee skills and knowledge may take place through attending training, taking part in conferences, or participating in e-learning courses. Employees can also gain new skills and knowledge through job rotation, where an employee experiences what it is like to undertake different jobs within the business.

Mentoring programs, where a more experienced employee provides guidance and support to a less experienced employee, can also increase labour productivity. Secondment is another way to develop an employee's abilities and may involve an employee working in another role or organisation temporarily. Employees who develop their skills and knowledge through training may experience higher levels of job satisfaction, leading to reduced staff turnover (staff leaving the business) and absenteeism. Skilled staff are better able to serve customers and use the equipment required to do their job.

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Workplace culture and flexibility

Each business has its own way of conducting business. A business's "culture" is influenced by such things as values, beliefs, the vision for the business and habits. If an organisation is considered to be a good place to work, labour productivity is likely to be higher.

A business might also improve productivity by providing employees with the support they need to do their job. During the COVID-19 pandemic, many businesses were able to continue operations by supporting employees to work remotely. For many people, this was the first time they had experienced doing their job away from the office. Flexibility of working location and hours has increasingly become an important factor in the productivity of Australian workers.

Employee incentive schemes

Employees may be offered a financial incentive over and above their normal wage for meeting agreed performance targets. Incentives take many forms, such as cash bonuses, shares in the business, or non-monetary rewards, such as vacations or additional paid leave. The incentive is linked to performance and therefore can improve productivity in a business.

Case study Diversity in the workplace

Studies have shown that workplaces committed to employing people of different ages, genders, ethnicities, sexual orientations, cultural backgrounds and abilities are more likely to achieve success. Companies with diverse workforces benefit from a broad range of knowledge and perspectives, and are able to connect with a wide range of consumers. Having a team that includes people from different backgrounds and with different experiences allows for better, more informed decision making and can be crucial for creativity and innovation.

Source 4 IBM believes diversity in the workplace is critical for success.

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Research from the McKinsey Global Institute, a business and economics research firm, shows that companies with greater racial and ethnic diversity are 36 per cent more likely to achieve above-average financial returns. Similarly, companies that are more gender diverse at an executive level are 25 per cent more likely to outperform their non-diverse counterparts.

IBM is a global technology and consulting corporation responsible for inventions such as the magnetic swipe strip found on credit cards, the common barcode and the hard drive. It is also one of the largest employers in the world. IBM has a strong diversity and inclusion strategy that its leaders say is instrumental in the company's continuing success.

Chairman and CEO of IBM Arvind Krishna says, "I fundamentally believe that as we continue to uphold the values of diversity, inclusion and equity, we will make IBM a better and stronger company."

Since the 1990s, IBM has implemented numerous strategies and programs to create a more diverse workforce, including removing education requirements for positions, providing mentoring and networking opportunities for minority groups, partnering with representative organisations, and even using AI to remove bias in recruitment and promotion.

Quiz me! Workplace management and productivity

Check your learning 21.1

Check your learning 21.1

Review and understand

1 In your own words, **define** productivity.

2 **Identify** two ways labour productivity could be increased.

Apply and analyse

3 **Explain** how diversity in the workplace can lead to increased productivity.

4 **Examine** the following business scenarios and suggest how these business owners could improve productivity.

a Joel manages a busy restaurant in the city. He finds he has to constantly hire and train new wait staff because many of his employees quit. They often complain to him about the lack of breaks and the long hours.

b Samira is the manager of an analytics company. She is worried she is about to lose one of her best workers as they are planning on moving to a different state.

Evaluate and create

5 Look at the way you study at school and at home. Write down your study habits, taking into consideration such things as when and where you study, why you study, how you try to remember facts and any aids you use. How could you improve the processes you use to study?

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Lesson 21.2
Trade unions

Learning intentions and success criteria

trade unions organised association of workers in an industry or profession that is formed to protect and further their rights and interests

strikes when workers get together and stop working until their employer agrees to meet their demands or compromise in some way

Introduction

Trade unions play a vital role in the world of economics. They offer advice, support and guidance to workers, organise collective action such as **strikes** if workers are unhappy, and offer counsel during enterprise bargaining agreement (EBA) negotiations (contracts that workers agree to abide by). Workers must pay an annual membership fee to receive this assistance from a union.

Trade unions provide workers with the opportunity to band together and speak with one voice to achieve common goals. They look out for members' common interests when negotiating with employers and businesses owners. For example, if a group of workers realise that their amount of work has increased but their pay has not, their union can negotiate with the employer for better wages. If the employer refuses to meet their demand, or compromise in some way, the union can organise the workers to go on strike.

History of trade unions

Trade unions date back to the Industrial Age of the 1700s in Western European countries, such as Britain and France. In the centuries prior, the existing economic system had been a type of medieval serfdom, where people lived on and farmed small patches of land owned by the nobility. As the Industrial Age began, most people moved to urban cities where a new type of work was created in factories. Initially, the working conditions were terrible – safety and environmental conditions for workers were dangerous, with poor sanitation and high levels of pollution. The working hours were also challenging, with most employees working 12 hours a day, six days a week. On top of this, the pay was terrible – especially when considering how wealthy the owners of these businesses were.

Under these conditions, the labour movement was born. Workers began to organise, demanding better working conditions and fair wages. Trade unions formed with a mission to ensure that workers' conditions were maintained and improved, and their interests were looked after.

What have trade unions achieved?

Since the 1700s, trade unions have achieved many great improvements on behalf of workers. These include:

- an eight-hour workday
- occupational health and safety standards
- minimum wages (the minimum amount a worker must be paid)
- entitlements such as personal leave, sick leave, paid holidays and parental leave.

To this day, these conditions are still guaranteed and apply in many countries, such as Australia.

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Trade unions in Australia

Australia has a rich tradition of trade unions and they exist in almost every economic industry in Australia. Some of the largest unions in Australia today are the Australian Nursing & Midwifery Federation (over 300,000 members); the Shop, Distributive & Allied Employees Association (over 200,000 members of retail and warehouse workers); the Australian Education Union (almost 200,000 members, mostly teachers) and the Construction, Forestry and Maritime Employees Union (around 115,000 members).

Further evidence of the significance that trade unions have played in Australian society is that one of the major political parties in Australia has its origins in the trade unions. Hence its name, the "Labor" Party.

Source 1 Automotive workers on strike

Quiz me! Trade unions

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Check your learning 21.2

Check your learning 21.2

Review and understand

1 **Define** what a trade union is in your own words.
2 **Describe** some of the achievements trade unions have made for workers over the past 300 years.

Apply and analyse

3 **Explain** the connection between the Industrial Age and the rise of trade unions.
4 **Examine** Source 1. How does the image capture the main benefits of workers being in a union?

Evaluate and create

5 **Research** trade union membership in Australia. Go to the Australian Bureau of Statistics (ABS) website (a link is provided on Oxford Digital) and scroll down to the section "Trade union membership, by industry". Find information that identifies:
   - **a** Which industry by percentage has the highest number of union members
   - **b** Which industry had the largest drop in union membership between 2016–2022
   - **c** Which industry had the smallest drop in union membership between 2016–2022
   - **d** Which industry increased in union membership between 2016–2022.
6 Using your research from question 5 and knowledge gained from this lesson, write a one-paragraph reflection on the following statement: "Trade unions have played a significant role in the Australian economy". To what extent do you agree?

Weblink: ABS – Trade union membership

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21A Skills in context
Trade unions in action

Introduction

Since our modern economy began in the 1700s, trade unions have played a vital role in improving working conditions for workers. There are many famous examples of trade unions challenging an employer and organising collective action until their demands were met. The Eureka Flag (Source 1) is often associated with freedom and liberty in Australia, but many may not be aware that it was flown in the midst of a labour dispute between workers and their employers.

Source 1 A watercolour painting of the Eureka Stockade of 1854 – one of the most significant moments of the labour movement. In the image, the miners of the goldfields are swearing allegiance to the union.

Key skill Investigating

Investigating a trade union that fought to improve working conditions for its members

Investigation involves asking a key question and locating a range of sources to help you answer this question. Once you have developed your key question, it helps to break it down into smaller questions or categories. This will help you find information in order to answer a larger question.

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Here are some simple steps to help you start your investigation:

- **Step 1:** Formulate an inquiry question upon which your research is based. For example, "What is a time a trade union represented their members in a dispute?"
- **Step 2:** Break down your question into smaller parts, using the table below.
- **Step 3** Locate sources where you can find information about the example you have chosen.

For more information on this skill, see Lesson 18.2 Investigating (page 503).

Industry in which the dispute took place:	
Name of the trade union:	
Name of the employer group:	
When did the dispute begin?	
What was the cause of the dispute?	
What were the trade union's actions?	
How long did the dispute last?	
Was the trade union successful?	
Did the dispute have an impact on the labour movement? What was its legacy?	

Practise the skill

1 On a planning document, write at the top of the page: "Inquiry Question – What is a time a trade union represented their members in a dispute?".

2 Copy the table above into your planning document to break down the question into smaller parts.

3 Find sources online where you can **research** and find an example of a well-known case study where a trade union represented workers during a dispute. Links to websites that will help you in your research are provided on Oxford Digital.

Weblink: Top 10 union history moments that have changed Australia

Weblink: Australia's history of workers' rights, strikes and campaigns

Weblink: History of Australian Unions

Weblink: Labour disputes in Australia

4 Using your table, **classify** your findings into logical and coherent parts.

5 **Create** a PowerPoint presentation, poster or short essay that summarises the key facts of the trade union dispute. **Determine** what its legacy was for the labour movement in Australia.

Extend your understanding

1 In 200 words, reflect on what you have learnt about trade unions in this module. **Evaluate** the strengths and weaknesses of trade unions. Overall, are they an important participant in the economy or a negative factor that diminishes economic performance? **Justify** your opinion, using an example from your research.

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Review: The working environment

Review activity

Read the information below and answer the questions.

A working environment

Source 1 How workers interact with one another is a very important part of the overall working environment.

Workplaces are filled with people. These people need to be managed effectively, work productively and feel valued by the company or business that employs them.

1 **Identify** two types of organisational structures and briefly explain what each one is. (2 marks)
2 **List** three ways that a business can train and upskill their employees to improve labour productivity and job satisfaction. Briefly **explain** what each method is. (3 marks)
3 **Define** what a "workplace culture" is and **discuss** how it is important and how it connects to businesses succeeding and remaining profitable. You must provide three supporting statements for full marks. (5 marks)
4 "Trade unions have been important in improving the overall Australian economy in terms of productivity and general satisfaction within the Australian public." **To what extent** do you agree? (10 marks)

(Total: 20 marks)

Module checklist: The working environment

Module review quiz: The working environment

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Part 4 Civics and citizenship

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Overview

Skills

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Citizenship, diversity and identity

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Module

22

The civics and citizenship toolkit

Sub-strand: Skills

Overview

Civics and citizenship is the study of Australia's system of government and legal system. Civics and citizenship will help you understand how Australia is governed and how rights are protected in Australia.

Understanding the features of Australia's system of government helps us to understand the challenges to a resilient democracy and a cohesive society in Australia, and to understand Australia's regional and global responsibilities and obligations.

Source 1 Parliament House in Canberra is the meeting place of Australia's federally elected politicians and is where decisions about how our country is run are debated and made.

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Lessons in this module

22A What are the civics and citizenship skills?

Lesson 22.1 Civics and citizenship skills

Lesson 22.2 Investigating contemporary civics and citizenship issues

Lesson 22.3 Evaluating democratic institutions and systems

Lesson 22.4 Participating in civic processes

Lesson 22.5 Communicating

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Lesson 22.1
Civics and citizenship skills

Introduction

Civics and citizenship studies help us learn to question, analyse, evaluate and interpret information, and argue our point of view. The classroom is a forum for you to share your opinions and see things from a wider range of perspectives when examining topics such as how Australia's system of government compares to others and Australia's role at a regional and global level.

Studying civics and citizenship requires you to ask and develop a range of questions about civic issues. To answer these questions, you will develop an understanding of how to locate and select information to help you investigate contemporary civic issues. You will learn how to analyse information and how to evaluate different perspectives. You will explore the meaning of active citizenship and understand how Australian citizens can create change in local, national and global communities. You will learn how to use evidence and civics and citizenship terminology to communicate your explanations and arguments.

Source 1 The skills used while studying civics and citizenship

Investigating contemporary civics and citizenship issues	• Developing questions for investigation • Locating and sorting information and ideas from a range of sources • Researching online • Analysing information • Separating fact from opinion • Understanding different perspectives and interpretations
Evaluating democratic institutions and systems	• Reflecting on the strengths and limitations of democratic institutions • Comparing Australia's democratic institutions to other countries • Evaluating access to justice and political influence as citizens in Australia
Participating in civic processes	• Reflecting on our roles as active citizens in Australian, regional and global contexts • Evaluating methods for civic participation
Communicating	• Presenting evidence-based civics and citizenship arguments using subject-specific language

Source 2 Australian citizens have both rights and responsibilities. One of these responsibilities is to vote in elections. By voting for the issues that are important to us, we have the power to influence the way our country is run.

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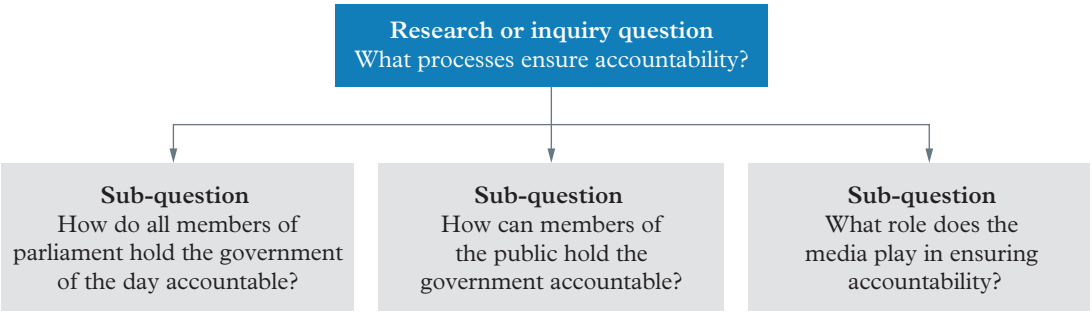
Lesson 22.2
Investigating contemporary civics and citizenship issues

Developing questions

An active and engaged citizen is curious and asks lots of questions. As a student of civics and citizenship, you should develop questions to investigate Australia's political and legal systems and contemporary (modern) civic issues. One way to start investigating a topic or issue is to develop sub-questions. Sub-questions are additional, narrower questions that will help you find information in order to answer a larger question (see Source 1).

It is also important to come back to or revisit questions once information relating to the question or sub-questions has been located and analysed, as questions can be modified based on the information gathered.



Source 1 An example of sub-questions relating to a larger, overarching question

Locating information

Sources provide information for informed citizens. They can take many forms – from written records in books or online to live interactions that may be captured by different forms of media. Some examples of sources include case transcripts and judgments, newspaper articles, letters, blogs, social media posts, cartoons, diaries, interviews and live debates.

Locating a range of relevant sources involves a number of research methods, such as:

- using online search engines, such as Google
- visiting government websites
- looking at newspaper and magazine articles online
- using trusted encyclopedias, such as Brittanica
- contacting local members of parliament or asking a person with expertise in the subject
- interviewing class members or family members to gain an insight into their views on a particular issue.

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Researching online

Source 2 You need to ensure that sources of information gathered online are accurate and reliable.

Although books and newspapers are valuable sources of information, a lot of research today is conducted online. To ensure that sources gathered online are accurate, reliable and relevant, a number of guidelines should be followed:

- Search engines such as Google are useful research tools, but much of the material found on websites suggested by search engines is not reliable and may contain inaccuracies, false and misleading information, or be out of date. When using search engines, be sure to define your search using keywords. Your librarian or teacher is a good person to ask for help and information.
- A reliable way of searching for sources is to use sites linked to educational institutions, government departments, reputable companies and universities. A quick way of telling whether a site is reputable is to look at the suffix of the domain name, which is part of the URL (internet address). Some of the most common domain suffixes are listed in Source 3, along with some information about their reliability.
- Avoid blogs posted by unknown individuals. If you find information relevant to your investigation on a blog or social media site, always verify it by using a more reliable source.
- Never cut and paste information from the internet straight into your own work. Taking someone else's work, ideas, words or images and using them as if they were your own is called plagiarism. Plagiarism is unethical and can result in your work being rejected.

Source 3 Guidelines for determining the reliability of websites

Domain suffix	Description
.edu	• The site is linked to an educational institution, such as a university or school. • These sites are generally very reliable.
.gov	• The site is linked to a government institution, e.g. the RBA (Reserve Bank of Australia) or the ABS (Australian Bureau of Statistics). • These sites are generally very reliable.
.net	• The site is linked to a commercial organisation or network provider. • Anyone can buy a domain name with this suffix, and generally nobody regulates the information posted on the site. • As a result, these sites may be unreliable.
.org	• The site is linked to an organisation. • Usually, these organisations are not-for-profit, e.g. the UN (United Nations) or the OECD (Organisation for Economic Co-operation and Development). • If the organisation is reputable and can be contacted, this generally means that the information provided has been checked and verified by that organisation. • You need to be aware of any special interests that the organisation may represent (e.g. particular political, religious or commercial interests), as this may influence what it has to say on an issue. • If you are unsure about the reliability of information found on a website with this domain name suffix, check with your teacher or librarian.
.com	• The site is linked to a commercially based operation and is likely to be promoting certain products or services, e.g. banks. • Domain names with this suffix can be bought by anyone, so the content should be carefully checked and verified using another, more reliable source.

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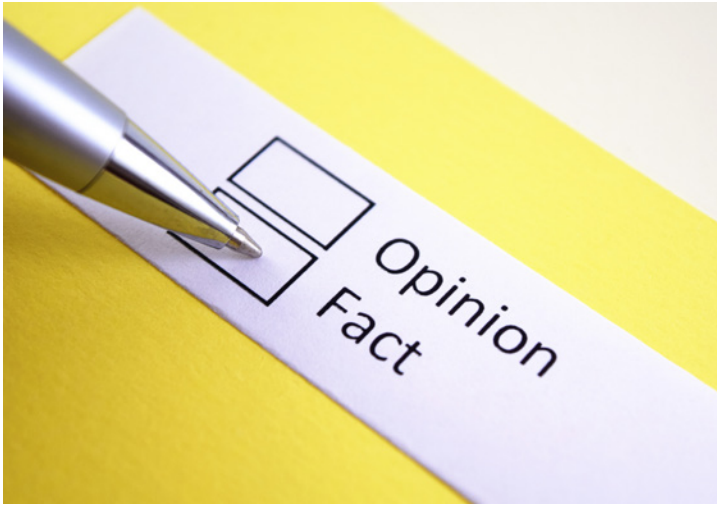
Analysing information

Once you have located information from a range of sources, you can analyse the information and sources you have found. A useful source is one that will add to your understanding of a civics and citizenship question or issue. The source needs to be relevant to the topic or question asked and must also be reliable. The following are good questions to ask in order to determine the usefulness of a source.

- Is the information current?
- Is it a reliable source?
- Is there enough detailed information in the source?
- Does the information support evidence from other sources?
- Is it balanced or does it present one point of view (bias)?
- Is it based on fact or opinion?



Source 4 As a civics and citizenship student, it is important that you can tell the difference between fact and opinion.

Separating fact from opinion

The conclusions you draw about the sources you have found will determine their usefulness. In many cases, this means separating fact from opinion. A fact is something that can be proven: when an event took place, what happened and who was involved. An opinion is based on what a person, or persons, may believe to be true.

A simple way to detect whether a statement is fact or opinion is to look closely at the language used. The use of words such as "might", "could" and "think" all indicate that an opinion is being expressed. For example:

- Fact: Australia is part of the British Commonwealth and King Charles III is our head of state.
- Opinion: The King has no involvement in the daily running of the country so he should not be our head of state. It is time Australia became a republic so we can elect our own head of state.

Understanding different perspectives and interpretations

Perspective is the position from which people see and understand events going on in the world around them. People will have different points of view about issues depending on their perspective, which can be affected by their age, gender, social position, economic status, beliefs and values. The more controversial an issue is, the more likely it is that there will be different points of view. In politics, people often write or speak about issues from their own perspective. In some cases, authors of sources may be motivated to write about an issue in a particular way, regardless of facts. This is referred to as bias and is often aimed at persuading a reader or viewer to agree with the person who created the source. Perspective and bias are not just limited to the people who create source material. Interpretations of sources can also vary widely from person to person.

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Key skill Investigating contemporary civics and citizenship issues

Identifying and describing points of view in sources

People will always have different points of view about issues relating to politics or citizenship. The more controversial an issue is, the more likely it is that there will be strong, competing points of view.

These are just some controversial civics and citizenship issues:

- Australia becoming a republic
- Australia's treatment of asylum seekers
- the treatment of Aboriginal and Torres Strait Islander peoples, including the issue of deaths in custody
- retaining the jury system
- policy on climate change
- foreign investment in Australia.

Use the following steps to help you analyse controversial issues.

- **Step 1:** Identify a controversial issue.
- **Step 2:** List the people affected by the issue.
- **Step 3:** Locate sources depicting all points of view about the issue.
- **Step 4:** For each point of view, describe the point of view being expressed. Why is this view being expressed? Who is expressing it? What are they saying?
- **Step 5:** What affects this person's point of view? Think about the person's role and personal experience, whether they stand to benefit financially and their ability to tolerate difference in others.

Source 5 Controversial civics and citizenship issues include Australia's treatment of Aboriginal and Torres Strait Islander peoples and asylum seekers.

Practise the skill

1 Use the steps above to look closely at a controversial issue of your choice. You may choose one of the issues listed above, or select a more localised issue, such as:
   - the use of mobile phones at school
   - your school's efforts to protect the environment
   - your school's efforts to provide healthy food and drink options at the canteen.

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Lesson 22.3
Evaluating democratic institutions and systems

Introduction

Our democratic institutions aim to uphold fundamental values of Australia's society, including fairness, equality and freedom. However, just because they are universally acknowledged and significant to our democracy, it is not always easy to apply and uphold these values in real life. Winston Churchill once said, "*democracy is the worst form of government except for all those other forms that have been tried*". It is important to think critically and deeply about the strengths and weaknesses of each aspect of these democratic institutions.

Reconsidering our political institutions

Democracy comes from the Ancient Greek view that it should be the power of the people. In Athens, this meant being an adult Athenian-born male with Athenian-born parents.

Democracies look different around the world. In England, to be a member of the upper house (the House of Lords) you historically had to be born into certain families and were appointed for life, though this was changed in 1999. In America, voting is not compulsory – in the 2024 election, approximately 64 per cent of the eligible population voted.

Our own system in Australia is not above evaluating its strengths and shortcomings. For example, there are regular discussions in the media about lowering the age of voting to 16 to be more inclusive of future generations, who will inherit the consequences of today's decisions.

When reflecting on what changes you might consider for Australia, follow these key steps:

- **Step 1:** Identify areas for improvement. Consider the legal, political or civic institutions that need to change. For example, in Australia we have very low youth participation and engagement in politics.
- **Step 2:** Propose a specific change. Make a clear recommendation, such as lowering the voting age to 16 to encourage engagement in the political process from a younger age.
- **Step 3:** Justify the recommendation. Provide strong, evidence-based reasons for why this change would be impactful and improve the democratic institution. In this instance, Scotland and Austria have a voting age of 16 and have seen positive effects on youth political engagement.

Reviewing our principles of justice

The Victorian legal system is guided by three key principles of justice: fairness, equality and access. These principles aim to ensure that the legal system serves the needs of all individuals, regardless of their background, status or resources.

Fairness ensures that all legal decisions are unbiased and that everyone has an equal opportunity to present their case, be treated with respect and receive a fair hearing. In Victoria, our courts actively uphold these principles, in addition to the presumption of innocence and the right to appeal.

The legal system is not without its shortcomings, however, as it is well known that access to financial resources can affect an individual's trial outcome.

Source 1 The Australian justice system endeavours to uphold the democratic principles of our country, however, it is not always as straightforward as it should be.

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Though there are services such as Victorian Legal Aid, who provide free or low-cost legal assistance, funding is limited and not everyone will qualify. Additionally, the court system is very busy and there can be significant delays in getting cases resolved, which impacts the access to justice that all citizens are entitled to.

There is also systemic inequality in the legal system, particularly for Aboriginal and Torres Strait Islander peoples. There have been shifts to address this, such as Koori Court. Community Elders or respected persons are present to assist the court and an individual who has been found guilty in determining appropriate consequences, and to minimise re-offending.

International reflections on Australia

As a member of the United Nations (UN), Australia has signed a charter to uphold human rights. We have been criticised at times, however, for not upholding our democratic values. This includes repeated criticism from the UN on our treatment of asylum seekers. This is most significantly reflected in our immigration detention system, where asylum seekers are detained for long periods of time, with limited access to health care or education. This, as the UN argues, is in direct violation of the *1951 Refugee Convention*, which protects the rights of refugees.

The UN has also criticised Australia for our management of climate change, gender equality, domestic violence, and the rights of Aboriginal and Torres Strait Islander peoples.

Case study Australia's Universal Periodic Review (UPR) with the United Nations

Every four and a half years, each member country of the United Nations goes through a process called a Universal Periodic Review. The United Nations Human Rights Council reviews the current human rights records of the member country. It allows the country under review to report on the actions they have taken to improve human rights conditions, as well as receive recommendations from other member countries.

Australia was last reviewed in January 2021 and presented key successes in the areas of addressing the "mistreatment of our most vulnerable people – children, people with disability and the elderly – by institutions established for their welfare". Australia used evidence of undertaking Royal Commissions and implementing policies based on their findings. They contended that Royal Commissions "are independent of Government and are Australia's highest form of inquiry". One of the policies Australia presented to the UPR panel included planned improvements to aged care services.

Six months later, the UPR returned several new key recommendations from both the council and around the world. Many countries, including Italy, Slovakia, Spain, Chile, Canada and Denmark, contended that Australia should raise the minimum age of criminal responsibility. In Victoria, the age of criminal responsibility is between 10 and 12 years old, depending on the crime.

The gender pay gap was raised as another area that Australia needed to address further.

The UPR process allows for Australia and other member countries of the UN to reflect on their human rights record and consider areas for improvement.

Source 2 The Universal Declaration of Human Rights, and oversight from the United Nations in its implementation around the world, holds all countries to a level of accountability for protecting the basic rights of their citizens.

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Lesson 22.4
Participating in civic processes

Introduction

Many Australian citizens go beyond the legal responsibilities they have as citizens, and help make the world a better place by contributing to their community on a local, regional, national or global level. They do this because they care about the community they live in and believe they have a social responsibility to make it a better place.

Local citizens

At the local level, a citizen may give their time or resources to help others in need, such as by volunteering in local organisations or schools, or giving to local charities. For example, Ronni Kahn (see Source 1) founded OzHarvest in 2004 in Sydney. This charity collects quality, surplus food that would otherwise go to waste from places such as supermarkets, cafes, restaurants, hotels and airlines, then delivers it to charities to help feed people in need.

Regional or national citizens

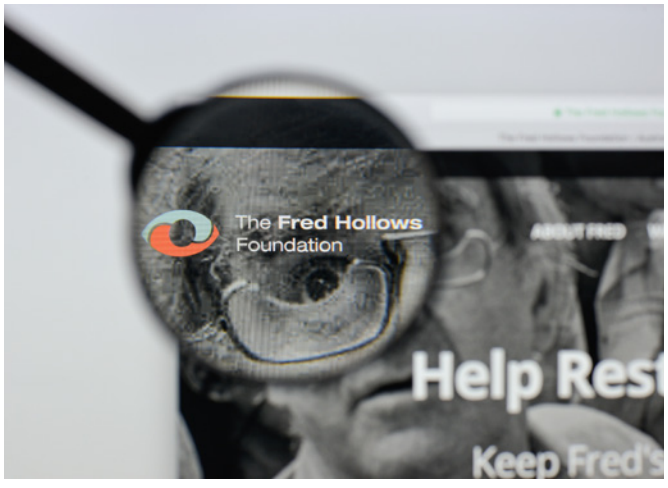
A regional citizen may work at the national level to provide a better future for all Australians. One of the most common ways for regional citizens to achieve this is by supporting or campaigning for a charity or cause. Grace Tame is an example of an Australian citizen who has campaigned to raise awareness of sexual assault in Australia, after her own experience of being sexually abused as a teenager.

Global citizens

A citizen may act on the global level to help make the world a better place to live in. The late Fred Hollows is an example of a global citizen. He used his skills as an eye specialist to restore eyesight to thousands of people in Australia and in many other countries around the world.

Source 1 Ronni Kahn (right, pictured with federal Labor member of parliament Tanya Plibersek) started OzHarvest when she saw how much food was going to waste from her events business. With one van, she began delivering surplus food to charities to help feed people in need.

Source 2 In 2021, Grace Tame was named Australian of the Year for her work as an activist and advocate for survivors of sexual assault. Tame experienced sexual abuse as a teenager.



Source 3 Fred Hollows was known for working with people around the world to restore the eyesight of those who could not otherwise access corrective surgery.

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Methods for civic participation

Participation is an important part of living in a democracy. In Australia, we participate in society in a number of ways, such as by voting in an election or referendum, serving on a jury or paying taxes. One of the most important ways we participate in a democracy is by voting in an election. By voting according to the issues that are important to us, we have the power to influence the way our country is run. Other ways of participating in a democracy might include:

- volunteering
- protesting or demonstrating about important social issues
- signing petitions
- contacting your local member of parliament (such as by calling or writing emails)
- campaigning for a person or party who is trying to get elected.

Participation is important as it allows citizens to have a say in how our democratic society is run.

Plans that are developed to address civic issues should include the opportunity for all members of the relevant community or group to express their views. This means that all members of a community or group should be informed about the issue, have their views heard, and have the opportunity to contribute to any plans to address the issue.

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Source 4 In a democratic process, everyone has the opportunity to have their say. Taking a vote is one way to reach an outcome that reflects the majority view.

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Lesson 22.5
Communicating

Communicating in civics and citizenship

The ability to communicate your findings and use evidence is an important skill in civics and citizenship. You can communicate your findings in many ways, including through multimedia presentations (using software such as PowerPoint or Prezi), posters, reports, blogs or letters to someone who can help you to take action (such as your teacher or local council).

Whichever format you decide to use, it is a good idea to include these features:

- An introduction – state what your research or inquiry question was, why you asked that question and why it is important. This is also a good place to define any key terms.
- An explanation of what research you did – why did you use the particular sources you chose? Discuss the facts and the arguments for and against a certain issue.
- An explanation of your results – you can present your results as graphs, tables or photographs for your audience.
- A conclusion – what were your findings? Explain how you came to that conclusion. Support your viewpoint with evidence such as statistics and quotes.
- A proposal for action – what needs to be done now? How can your audience get involved? Predict the consequences of your proposal for action.

When presenting your findings, remember that a common language is used in civics and citizenship, just as it is in science and mathematics. Source 1 defines some commonly used terms. Additional civics and citizenship terms can be found in the glossary at the end of this book, and are also defined throughout the modules.

Source 1 Some useful civics and citizenship terms

citizen	a person who legally lives in a geographical area, such as a town or country
citizenship	a person's status as a citizen; in a wider context, citizenship encompasses the rights and responsibilities that citizens exercise
civics	the study of the rights and responsibilities of citizens and how government works
conventions	unwritten rules of political procedures based on traditional and established practices that are widely accepted; Australia's political system has adopted many of the conventions of the British Westminster system
democracy	a political system (or system of government) where the people determine how they will be managed or governed, and may exercise the power to directly govern themselves or elect representatives to govern on their behalf
diversity	having many different forms; when referring to people, diversity means that people come from different racial, ethnic, socio-economic, geographical, educational or professional backgrounds
globalisation	the process that involves all the countries of the world being linked together, resulting in an exchange of views, ideas, products and culture
government	the elected members of parliament who make decisions for a nation or state; the government is made up of the party or coalition that has won a majority of seats in the lower house of parliament
parliament	a formal assembly where elected representatives gather together to discuss political issues and make laws
pluralist society	a diverse society where there is tolerance of different beliefs

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Module

23

Australia's democracy and the global context

Sub-strand: Government and democracy

Overview

A democracy is a system of government in which the people have the power to determine how they will be ruled or managed. A strong democracy must be based upon the core beliefs and values held and respected by the majority of society. Democratic governments should be elected by the people to make and implement laws on their behalf, and be able to justify their actions.

As a strong democracy in the Asia–Pacific Region, Australia has a role to play regionally as well as globally.

Source 1 One of the key principles of Australia's democracy is the protection by law of rights such as freedom of assembly. This freedom grants us the right to protest and is protected by law. Here, protesters in Sydney wearing traditional Samoan outfits lead the front of a march on the Global Day of Action on Climate in 2021.

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Lessons in this module

23A What are the key features of Australia's system of government and democracy?

Lesson 23.1 Key features of Australia's system of government

Lesson 23.2 Principles of Australia's system of government

Lesson 23.3 Australia's Commonwealth Parliament

23A Skills in context Australia's international democratic ranking

23B How does Australia's system of government compare to others in the region?

Lesson 23.4 Key features of Indonesia's system of government

Lesson 23.5 International and national influences on systems of government

23B Skills in context Australia's international obligations to Aboriginal and Torres Strait Islander peoples

23C What are Australia's global roles and responsibilities?

Lesson 23.6 Australia's regional role and responsibilities

Lesson 23.7 Australia's role as a member of the United Nations

Lesson 23.8 Australia's international role and responsibilities

23C Skills in context Australia's treatment of asylum seekers

Lesson 23.9 Review: Australia's democracy and the global context

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Lesson 23.1
Key features of Australia's system of government

Learning intentions and success criteria

multicultural a society in which many cultures coexist peacefully and equitably

social cohesion the willingness of members of a community to live together in a peaceful and cooperative way in order to survive and prosper

governments elected members of parliament who make decisions for a nation or state; the government is made up of the party or coalition that has won a majority of seats in the lower house of parliament

living standards the level of wealth, material goods, comfort and life necessities available to people living in a geographical area

Introduction

Australia is a unique country made up of over 27 million people. Our population includes Aboriginal and Torres Strait Islander peoples, who are one of the world's oldest continuous cultures (dating back over 65,000 years). It also includes people who have migrated from countries all around the world. With approximately 30 per cent of Australia's total population being born overseas, Australia is truly a **multicultural** society. Although many of us may eat different foods, celebrate different festivals, play different sports and embrace different religions and values, most of the time we manage to live together in unified way, with a high level of **social cohesion**.

The role of government in Australia

In Australia we have a variety of systems, structures and laws designed to ensure that all members of our society can live together in a united, safe and peaceful manner. For example, our court system enforces the law and resolves disputes in a fair and unbiased way.
Our system of government makes laws that reflect the prevailing views and moral standards held by most Australians. In addition, our **governments** aim to ensure that all Australians have access to basic goods and services, including health care, food, housing, education, roads, public transport, and utilities such as water, electricity and internet connection.

Government also supports all Australians in maintaining reasonable **living standards**. This involves making sure that people who wish to work have jobs, and that those who are unable to work or find it difficult to work – for example, the elderly, people with disabilities, carers, refugees and asylum seekers – are provided with income support and access to basic goods and services.

Source 1 People protesting the deaths of Aboriginal peoples in custody at a Black Lives Matter march in Sydney, 2020.

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Australia's system of government

In Australia's system of government, our laws are made by parliaments. A national "system of government" broadly refers to the way in which a country is managed or controlled; while a **parliament** is a group of representatives who have been elected by the people to make laws on their behalf. A parliament performs a variety of tasks, including:

- making new laws and altering existing laws so they reflect the views and values of the majority of the people, and benefit society
- discussing and debating matters that affect the community
- examining problems that exist within society
- reviewing perceived injustices in the law.

Australia's system of government is based on a **federal parliamentary system**. This means that the nation is divided into states, each of which has its own parliament that is responsible for making laws for the residents of that state. In addition, there is one central or federal parliament, which has the power to make laws that apply to the entire country. In Australia, we have parliaments for each of the states and territories, and one Commonwealth Parliament (often referred to as the federal parliament) which is located in our nation's capital, Canberra.

Each state and territory also has local governments. These are called local or municipal councils, and have been given the power by the state and territory parliaments to make local laws – often called by-laws – and provide services for a local community, district or region. Like the federal, state and territory parliaments, local councils are elected by the residents in each local area. There are more than 530 local councils in Australia today, with approximately 55 per cent being located in regional, rural or remote areas.

Source 2 Australia's three levels of government

Level of government	Examples of areas of law-making power
Commonwealth (federal)	• currency • defence • marriage • customs and border protection • Australian citizenship
State and territory	• primary and secondary education • health services • water • electricity • public transport
Local	• local infrastructure (e.g. roads, footpaths, waste collection) • recreational facilities (e.g. parks, libraries and swimming pools) • aged care facilities • childcare facilities

Source 3 Australia's three levels of government have different law-making powers, covering areas such as defence (federal), education (state/territory) and waste collection (local).

parliament
a formal assembly where elected representatives gather to discuss political issues and make laws

federal parliamentary system
a political system where the responsibility to make or change laws is shared by one national (or federal) parliament and several state parliaments

Quiz me! Key features of Australia's system of government

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Check your learning 23.1

Check your learning 23.1

Review and understand

1 **Identify** three roles of government in Australia.
2 State three tasks performed by Australian parliaments.
3 **Explain** why Australia's system of government is referred to as a federal parliamentary system.

Apply and analyse

4 Briefly **distinguish** between the three levels of government in Australia.

Evaluate and create

5 Using the internet, **investigate** the role of the Victorian state government and complete the following tasks.
   a **Identify** 10 different services that it provides to the community.
   b **Identify** the premier and the political party to which they belong.
   c Locate and briefly **describe** three laws that have been introduced or changed within the past two years. **Suggest** why these laws were introduced or changed. Do you support the introduction or change of these laws? Why or why not?
   d Imagine you could introduce two new laws in your state or territory. What would they be? **Justify** (give reasons for) your choices and compare them with those of your classmates.
6 **Create** a PowerPoint presentation or poster that illustrates the role and responsibilities of one of the three levels of government in Australia.

Lesson 23.2
Principles of Australia's system of government

Learning intentions and success criteria

Introduction

As we have seen, Australia's system of government is based on the federal parliamentary system, with one central Commonwealth Parliament, six state parliaments and two mainland territory parliaments. It is also based on a variety of underlying principles or beliefs that aim to ensure that our nation is managed in a fair and just manner. These include that governments:

- must protect the rights and freedoms of individuals
- must make laws that reflect the views and values of the people
- must be accountable to the people
- must not abuse their power.

Governments must protect the rights and freedoms of individuals

Our system of government is also often referred to as a liberal democracy. This means it aims to protect a range of basic human rights, freedoms and values that advance the wellbeing of individuals, and place limits on the level of government control or interference.

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Source 1 The law protects our general right to freedom of speech and peaceful assembly. In this image, people protested in Melbourne in 2024 against the Land Forces Exposition.

While the parliaments have the power to make laws that regulate the behaviour of people, they should not make laws that are excessive, or unnecessarily limit the activities of individuals.

For example, we have laws that:

- protect our broad right to **freedom of speech**
- protect our basic right to **freedom of assembly**
- limit individuals from behaving in an offensive or indecent manner in public.

Governments must make laws that reflect the views and values of the people

One key feature of Australia's system of government is that it is based on the principle of **representative government**. This means our Commonwealth, state and territory parliaments consist of members who are elected by the people to make laws on their behalf. One way the principle of representative government is upheld in Australia is by holding regular free and fair elections, where the people can vote for individuals to represent them in parliament. If these elected members of parliament fail to make laws that represent the views, values and moral standards of the majority of voters, they jeopardise their chance of being re-elected.

In Australia, federal parliament elections are held every three years, while elections are held for state and territory parliaments every four years. Voting in federal and state/territory elections is compulsory for all eligible citizens aged over 18 years. Those who do not enrol to vote, or do not vote on election day, may be fined. Australia is one of only a few nations in the world that has compulsory voting in elections.

freedom of speech the right of individuals to publicly express their views and opinions (provided these statements are not false, hateful or cause harm) on political issues without fear of being punished by the government

freedom of assembly the right of individuals to peacefully gather together to form a group or association to pursue a common goal

representative government a system of government in which the people elect members of parliament to make laws and manage the country on their behalf; also called representative democracy

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Governments must be accountable to the people

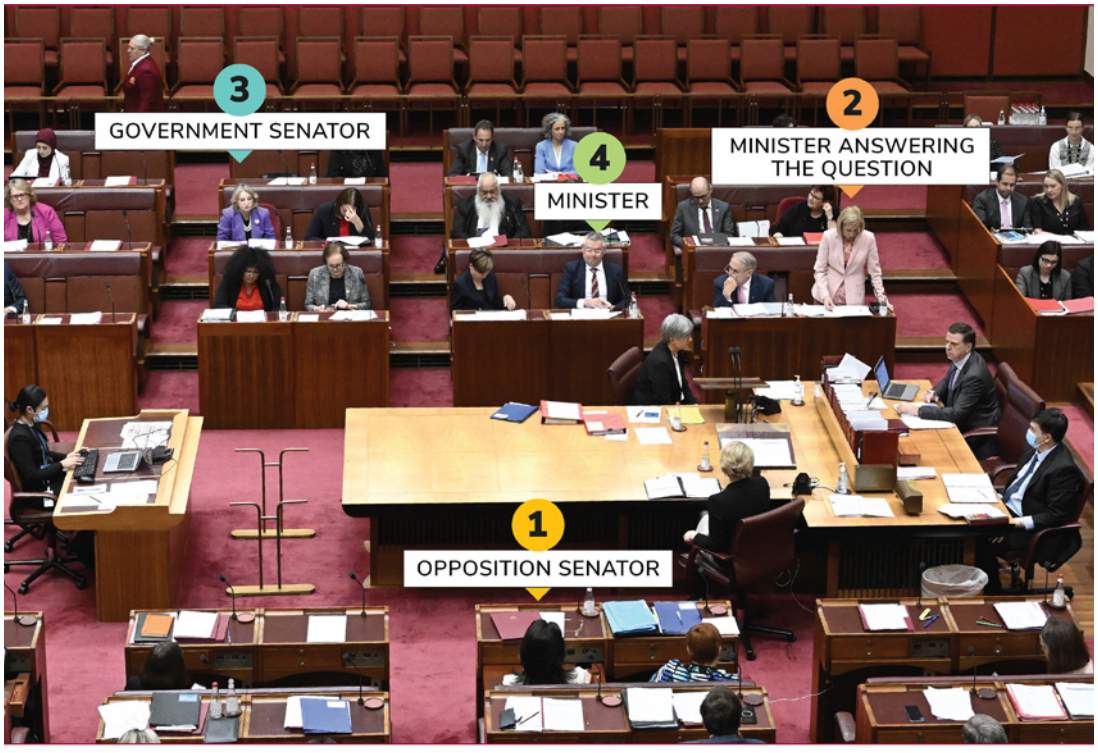
responsible government
the requirement that the government must be accountable to the people for its actions and decisions, and that members of the government must carry out their duties in an honest manner or resign

The principle that the government must be accountable – or answerable – to the people is also known as the principle of **responsible government**. Being accountable to the people means that governments must be able to justify their actions and decisions to the voters.

One way that Australian governments are accountable is in parliamentary Question Time (see Source 2), where all members of parliament are given the opportunity to question the government on its policies and actions. Often parliamentary Question Time can become quite intense, as members of the government and the opposition disagree about political issues.

Members of the public can also hold the government accountable by emailing or visiting their local member's office to directly question them.

The principle of responsible government also ensures our governments are accountable by stating that any member of the government who acts in a dishonourable or irresponsible manner has a duty to resign from their position. Throughout the years many elected members of state and federal governments have voluntarily resigned from their positions after being accused or proven to have acted dishonestly.



1 An **OPPOSITION SENATOR** asks a minister a question

2 The **MINISTER** answers the opposition member's question

3 A **GOVERNMENT SENATOR** asks a minister a question

4 The **MINISTER** answers the government member's question

Questions to ministers continue alternating between government and non-government senators

Source 2 An example of Question Time in the Senate; questions to ministers alternate between government and non-government senators.

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Governments must not abuse their power

The principle of the **separation of powers** prevents our governments from abusing their power, or making laws beyond their power, by ensuring that no single group or body within our parliamentary system holds more than one of the three main powers of government. The three main powers are:

- *executive power* – the power to administer or implement the law, held by the government; at federal level, this power is exercised by the Governor-General (as the King's representative), the prime minister and senior ministers
- *legislative power* – the power to make the law, held by parliament
- *judicial power* – the power to interpret and apply the law, held by the courts; this allows the courts to enforce the law and settle disputes.

In Australia, the separation of powers at federal level is established by the **Australian Constitution** (see Source 3).

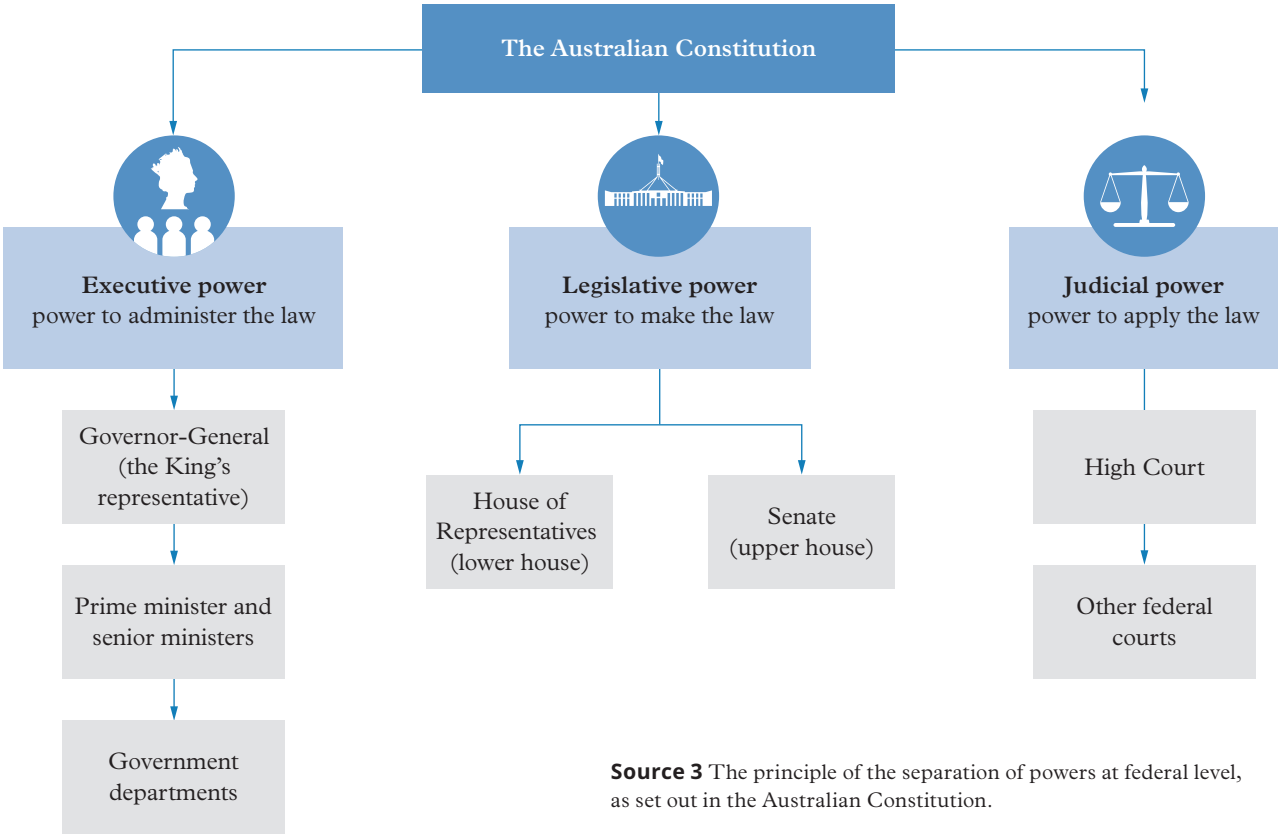
In practice, however, the executive power and the legislative power are combined, while the **judiciary** remains independent. For example, the government and the parliament have the power to make and administer the laws, but they do not have the power to apply and interpret the law, which is the role of the courts. This independent court system allows our judges to resolve disputes without any outside influence from government, party politics or voters. Judges are free from political bias, which means they are impartial when applying the law.

Keeping the judiciary independent means the courts can act as a check on parliament, and make sure that parliaments do not make any laws beyond their power. If a person or organisation believes that a parliament has made a law that abuses its powers, they can challenge the law in court. If this challenge is successful, the law can be declared invalid by a judge.

separation of powers
the principle of government that ensures no single group in the parliamentary system can administer the law, make the law, and interpret and apply the law

Australian Constitution
a set of rules and principles that guide the way Australia is governed

judiciary
a legal term used to describe the courts and judges



Source 3 The principle of the separation of powers at federal level, as set out in the Australian Constitution.

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Case study The separation of powers

In 2021, a single judge in the Federal Court of Australia heard a case under the tort of negligence (a tort is a legal wrong, with negligence actions relating to failures by one person to take reasonable care not to harm another). The case was brought by Anjali Sharma, a 16-year-old climate activist from New South Wales, against the Minister for the Environment. Ms Sharma argued that the minister owed a duty of care when exercising their role as a member of the executive to "avoid causing personal injury or death to Australian children arising from the emissions of carbon dioxide into the Earth's atmosphere". Ms Sharma argued that the minister's duty arose when they were "putting the law in action", the law being the *Environment Protection and Biodiversity Conservation Act 1999*.

While initially the Federal Court found in favour of Ms Sharma, the minister appealed this finding to the Full Federal Court of Australia, who overturned the original decision. On appeal, the Full Federal Court held (among other things) that while the threat of climate change and global warming is accepted, it is not appropriate for the courts to determine the merits of government decisions. Doing so would blur the separation of powers, as the role of the judiciary is to interpret the law, not to decide whether the minister's decision was a good one or not. While separation of powers is not complete in Australia – as the executive (the government) is drawn from and responsible to the legislative (the parliament) – it is vital for the rule of law that the judiciary remains completely independent of the other arms of government. This means that the courts are able to most effectively hold the legislative and executive accountable for their actions through judicial review of laws made by parliament and government policy.

Quiz me! Principles of Australia's system of government

Check your learning 23.2

Check your learning 23.2

Review and understand

1 In your own words, **define** the term "liberal democracy".
2 **Identify** two other principles upon which the Australian system of government is based.
3 **Describe** how the Australian parliamentary system achieves representative government.
4 With reference to the separation of powers, **explain** why judges may not be elected as members of parliament and serve in the government.

Apply and analyse

5 **Consider** one way, other than the risk of not being re-elected, that governments in Australia are held accountable for their actions.

Evaluate and create

6 **Create** a flow chart that categorises the key principles of Australia's system of government.
7 Imagine you have been commissioned (asked) by the federal government to investigate compulsory voting. **Research** the pros and cons of compulsory voting, and prepare a 300-word submission that **evaluates** the abolition (removal or ending) of compulsory voting in Australia.

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Lesson 23.3
Australia's Commonwealth Parliament

Introduction

Learning intentions and success criteria

At the time of the arrival of the First Fleet in 1788, Australia's First Nations peoples – Aboriginal and Torres Strait Islander peoples – had their own well-established system of law, rights, responsibilities and codes of behaviour. Despite this, the British **colonists** swiftly imposed their own laws and legal system.

From 1788 onwards, the British began developing a system of government whereby each of the six **colonies** (which are now called states) was able to establish its own parliament. Together with the British Parliament, these colonial parliaments each had the power to make laws for its own colony.

The colonial parliaments each followed the British parliamentary model, called the Westminster parliamentary system, whereby the parliament consists of one or two houses and the reigning English monarch, or "the Crown".The Westminster parliamentary system is still followed in Australia today, as each of the state/territory parliaments and the Commonwealth Parliament consists of one or two houses and the Crown. A parliament consisting of two houses is called **bicameral**. The Commonwealth Parliament and each of the state parliaments (except Queensland) are bicameral because they consist of a lower and an upper house. The parliaments of Queensland and the territories are **unicameral**, because they have only the lower house and the Crown.

The Crown is represented by:

- the Governor-General in the federal parliament and the Australian Capital Territory
- the Governor in the state parliaments
- the Administrator (appointed by the Governor-General) in the Northern Territory.

colonists those who take control of a country or territory for financial, political or military gain

colonies countries or areas under the full or partial control of another country, and occupied by colonisers from that country

bicameral a system of government in which the legislature is made up of two houses

unicameral a system of government in which the legislature is made up of one house

Creating the Commonwealth Parliament

As Australia grew throughout the 1800s, problems began to arise between the colonies, as each made different laws in a range of common areas. For example, there were constraints on inter-colony trade, due to the colonies having different railway systems, different postage stamps and different taxes. There were also defence concerns, including the following:

- Each colony had its own independent army.
- There was no uniform defence force capable of protecting the entire country.
- Concern was growing over the arrival of non-British immigrants and the lack of a common immigration policy.

These issues made it increasingly obvious that, in addition to having separate parliaments in each colony, a central parliament was needed to make consistent laws that could apply to and benefit the entire country.

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constitutional conventions meetings of representatives from the colonies to consider the benefits of, and terms and conditions associated with, creating one central law-making authority

In the 1880s, the colonies began formal discussions to consider which laws would be best made by a central parliament and which areas of law-making power should be kept by the individual colonies. In the following decade, each colony sent a group of representatives to special meetings – called **constitutional conventions** – where it was decided that a new central Commonwealth Parliament would be created. This parliament would be given the power to make laws on national matters that affected the whole country, such as:

- defence
- currency
- postal services
- overseas matters
- immigration and trade.

The colonial parliaments would keep the power to make laws relating to areas such as:

- hospitals
- roads
- education
- public transport
- water
- law enforcement.

On 1 January 1901, known as Federation Day, the British Parliament passed a law called the *Commonwealth of Australia Constitution Act 1900*:

- to unite the six separate British colonies and form one Australian nation with a new federal system of government
- to create the new Commonwealth Parliament of Australia, and outline its structure and law-making powers.

This law is more commonly known as the Australian Constitution.

Source 1 This souvenir booklet was published to celebrate Federation Day on 1 January 1901, when the separate colonies united to form one Australian nation – a process known as Federation.

The structure of the Commonwealth Parliament

In keeping with the Westminster parliamentary system, the Australian Constitution states that:

- the Commonwealth Parliament must consist of two houses and the Crown (represented by the Governor-General)
- the lower house of Commonwealth Parliament is called the House of Representatives and the upper house is called the Senate
- all laws made by the Commonwealth Parliament must be passed or approved by a majority of members in both houses of parliament and the Crown.

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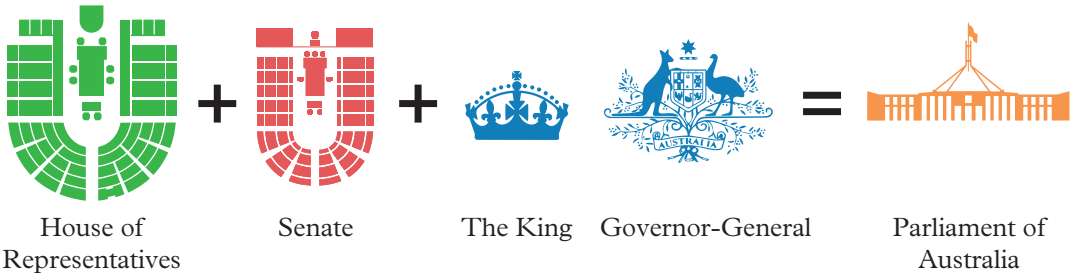
Source 2 The structure of the Commonwealth Parliament

Lower house: House of Representatives	Upper house: Senate	Crown: Governor-General
150 members elected by the people to serve a three-year term	76 members elected by the people to serve a six-year term	One person chosen by government to serve a five-year term



Source 3 The key elements of the Commonwealth Parliament

The House of Representatives

The lower house in the Commonwealth Parliament, the House of Representatives, consists of 150 members. Each of these members is elected by eligible voters who live in one of 150 designated areas – called **electoral divisions (or electorates)** – throughout Australia. The electoral divisions are determined in proportion to population size, meaning that the most populated states, such as New South Wales and Victoria, have more elected representatives in the lower house than the less populated states, such as Tasmania. In this way, the house is made up of members who can represent the views, values and desires of people from all around the country. For this reason, it is often referred to as the "People's House". Members of the House of Representatives are elected for a three-year term.

electoral divisions (or electorates) geographical areas containing a specified number of people who can vote in an election

Source 4 The House of Representatives in the Commonwealth Parliament

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The main role of the House of Representatives is to:

- determine the government of the day. In simple terms, the government is the **political party** (or **coalition** of parties) that has an **absolute majority** in the lower house. For example, at the federal election in 2022, members of the Australian Labor Party won 77 of the 151 electorates and so formed the government of the day.
- discuss, debate and scrutinise proposals for creating and changing Commonwealth laws. In fact, most proposals for introducing new laws or changing existing laws commence in the lower house.

political party a group of people with similar views and ideas about how a country, state or territory should be managed or governed

coalition two or more political parties that join together in an attempt to win an election and form government

absolute majority the requirement for a candidate (or political party) to win more than half the votes to be declared the winner of the electoral division (or form the government)

The Senate

The upper house in the Commonwealth Parliament, the Senate, consists of 76 members – made up of 12 members elected from each of the six states, and two members elected from each of the mainland territories (the Northern Territory and the Australian Capital Territory). This structure is designed so that the Senate can, in theory, equally represent the views, values and interests of each state of Australia. While the House of Representatives consists of members elected from electoral divisions that are determined in proportion to the state's population size, the Senate is made up of an equal number of members from each state, regardless of the state's population size. Individuals elected to the Senate, called senators, are elected for a six-year term.

The main role of the Senate is to:

- represent the interests of the states. Given that the Senate consists of an equal number of senators from each state (that is, 12), in theory it can equally represent the interests of each state. It can also help prevent the Commonwealth Parliament from passing laws that discriminate against any particular state. This is because all proposals for new laws must be passed or agreed to by a majority of members in both houses of parliament.
- initiate, discuss and review new laws. Like the House of Representatives, proposals for creating new Commonwealth laws, or changing existing Commonwealth laws, can be initiated and discussed in the Senate. However, because most laws start in the lower house, the Senate tends to act more as a "House of Review" – by debating and scrutinising proposals that have already been passed by the House of Representatives.

Source 5 The Senate in the Commonwealth Parliament

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Case study Federal government spending

One of the main responsibilities of the Australian federal government is to manage the nation's finances and provide services to the community. Each year, the federal government must prepare a federal budget that outlines how much money the government expects to receive and how it plans to spend it.

Typically, the federal budget for the new financial year (that is, 1 July to 30 June) is announced in May. The 2024–25 federal budget totalled $734 billion in government spending that focused on health care, education and jobs, in the midst of the cost-of-living concerns affecting many Australians. This budget also projects that Australia will have a planned **budget surplus**, meaning that it will generate more money than it is going to spend, strengthening Australia's economic position.

budget surplus when an organisation plans to earn (or receive) more money in the coming year than it is going to spend

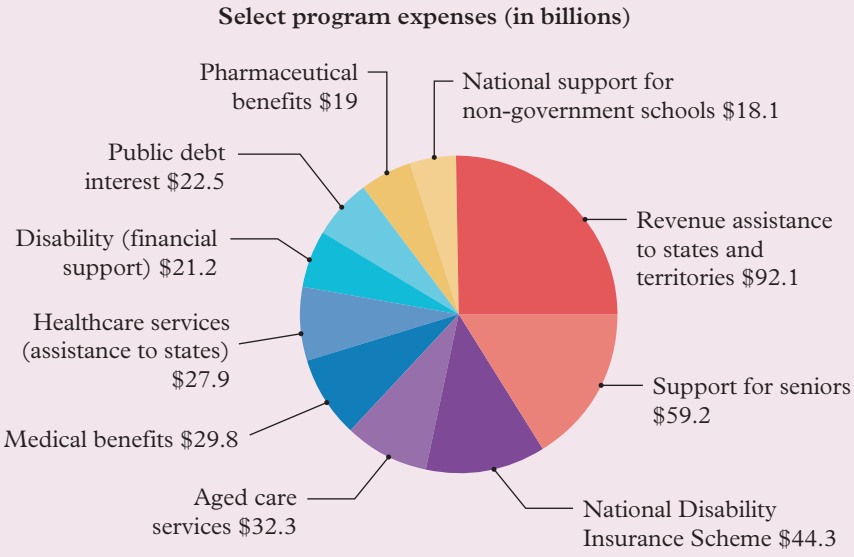
budget deficit a situation where an organisation plans to spend more money in the coming year than it expects to earn (or receive)

Due to a variety of factors, including the rising cost of living resulting from the COVID-19 pandemic, Russia's invasion of Ukraine and extreme weather events, the government decided to spend approximately $78 billion more than it expected to receive in 2022–23. This is known as a **budget deficit**, which is when the government plans to spend more money that it will earn.

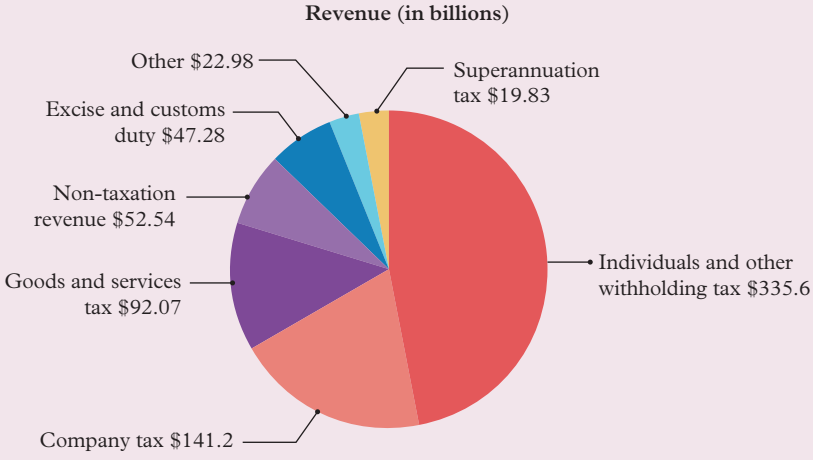
The government spends most of its income (or revenue) on:

- social security and welfare. This includes the provision of pensions and other forms of support to the aged, people with disabilities and their carers, families with children, the unemployed and veterans.
- health care
- education
- national defence.

Deciding where to spend government revenue is a difficult task and always creates controversy. This is because some individuals and groups benefit by receiving government assistance and services, while others feel their needs are overlooked.



Source 6 Where does the federal government spend its money? (2024–25)



Source 7 Where does the federal government get its money from? (2024–25)

Civics and citizenship

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The Crown

In addition to the two houses, the third component of our Commonwealth Parliament is the Crown – that is, the reigning British monarch, currently King Charles III – who is represented in the Commonwealth Parliament by the Governor-General. The Governor-General is appointed by the monarch on the advice of the Australian **prime minister**. They are always a prominent and well-respected Australian. The current Governor-General, who took up the five-year position in 2024, is Sam Mostyn. She was the first female Australian Football League commissioner and is known for her work in business, sustainability and promoting gender equality.

The main role of the Governor-General is to:

- grant **royal assent** (give final approval), on behalf of the Crown, for a **Bill** (proposed law) to become an Act of Parliament (law)
- perform ceremonial duties. For example, the Governor-General often represents Australia at important national and international events, such as Anzac Day ceremonies and the Olympic and Commonwealth Games. They also present awards granted under the Australian honours and awards system (recognising individuals who have made outstanding contributions to our society) and offer encouragement to Australians by supporting a wide range of charitable, educational and cultural events.

The Governor-General may also "dissolve", or end, the term of parliament and call a federal election if both houses fail to agree over the passing of a significant law. This power is used rarely, and only in extreme circumstances.

Source 8 The King is represented in the Commonwealth Parliament by the Governor-General.

Source 9 Governor-General Sam Mostyn and her husband Simeon Beckett meet King Charles III and Queen Camilla on the Royals' 2024 tour of Australia

prime minister the leader of the party that forms the government

royal assent the formal signing and approval of a proposed law (called a bill) by the King's representative, after which the proposal becomes law

Bill a proposal to implement a new law or change an existing law

The structure of the state and territory parliaments

Each state parliament in Australia – with the exception of Queensland, which only has a lower house – follows the Westminster parliamentary system, and consists of two houses and the Crown. The parliaments of the two mainland territories – the Australian Capital Territory and the Northern Territory – consist of only one house and do not include the Crown. This is because they were created and given limited power to govern themselves by the Commonwealth Parliament after Federation.

Source 10 outlines the structure and names of each house in the Australian state and territory parliaments.

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Source 10 The Australian state and territory parliaments

State	Name of lower house	Number of elected members	Name of upper house	Number of elected members	Crown representative
Victoria	Legislative Assembly	88	Legislative Council	40	Governor
New South Wales	Legislative Assembly	93	Legislative Council	42	Governor
Western Australia	Legislative Assembly	59	Legislative Council	36	Governor
South Australia	House of Assembly	47	Legislative Council	22	Governor
Tasmania	House of Assembly	25	Legislative Council	15	Governor
Queensland	Legislative Assembly	93	N/A	N/A	Governor
Australian Capital Territory	Legislative Assembly	25	N/A	N/A	Governor-General
Northern Territory	Legislative Assembly	25	N/A	N/A	Administrator (appointed by the Governor-General)

Quiz me! Australia's Commonwealth Parliament

Check your learning 23.3

Check your learning 23.3

Review and understand

1 In your own words, **define** the term "the Westminster parliamentary system".

2 **Identify** three ways the Crown is represented in the Australian system of government.

3 **Explain** the reasons why the Australian Commonwealth Parliament was established in 1901.

Apply and analyse

4 Read the case study "Federal government spending".

- **a** Imagine you are responsible for preparing the federal budget for the coming year.
  - **i** **Identify** three areas of government spending where you believe spending should be increased and briefly **explain** your decision.
  - **ii** **Identify** an area of government spending where you believe spending should be decreased and briefly **explain** your decision.
- **b** What is a budget deficit? **Consider** one reason why the federal government might plan for a budget deficit and one problem associated with a budget deficit.

Evaluate and create

5 **Create** a poster that outlines the composition and role of the two houses of the Commonwealth Parliament.

6 In 1999, a proposal was put to the Australian people to remove the Crown from the Commonwealth Parliament, so that Australia could become a republic. While the proposal failed, support for the republican movement has grown over recent years.

- Use the internet to **research** the debate about Australia becoming a republic.
- **Investigate** the strengths and weaknesses associated with Australia becoming a republic. Prepare a report that evaluates whether Australia should become a republic. Be sure to give your own opinion on the debate.

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23A Skills in context

Australia's international democratic ranking

Introduction

Various organisations gather statistics and publish information on global democracies in an effort to determine which nations are the most and least democratic. The Democracy Index (which has been published by the Economist Intelligence Unit each year since 2006) is one of the best-known surveys on global democracy.

The Democracy Index attempts to measure the level of democracy in 167 countries and rank them in terms of regional and global performance. In order to do this, the Index examines approximately 60 different indicators to assess five broad criteria:

- the nation's electoral process
- basic civil rights and freedoms
- the manner in which the government operates
- the level of political participation
- the nation's overall political culture.

After these areas have been assessed, each country is classified as being either a full democracy, a flawed democracy, a hybrid regime (a mix of democracy and authoritarian rule) or an authoritarian regime. Each country is then ranked from 1 to 10, with the most democratic countries being awarded 10.

According to the 2023 Democracy Index (see Source 2), Norway was the most democratic country in the world. Australia was ranked 14th, drawing equal place with Uruguay. The United States ranked 29th, and the United Kingdom ranked 18th. Some of the lowest ranked – or least democratic – countries in the world were Afghanistan, Myanmar, North Korea, the Democratic Republic of the Congo, the Central African Republic, Syria, Turkmenistan and Chad.

Only 14.4 per cent (or 24) of the 167 countries examined in the Index were classified as having a full democracy. Approximately 59 per cent were categorised as having authoritarian regimes. This is where a nation is ruled by a central organisation or government that is not accountable or responsible to the people. An authoritarian regime often relies on mass acceptance by the people, rather than being popularly elected in free and fair elections.

Less than half of the world's population was categorised as living in a democracy of "some sort".

Source 1 Norway is the most democratic country in the world, according to the Democracy Index.

Source 2 The 10 most democratic countries in the world, 2023.

Ranking	Country	Score
1	Norway	9.81
2	New Zealand	9.61
3	Iceland	9.45
4	Sweden	9.39
5	Finland	9.30
6	Denmark	9.28
7	Ireland	9.19
8	Switzerland	9.14
9	Netherlands	9.00
10	Taiwan	8.92

Source: The Economist Intelligence Unit Limited

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Source 3 Australia was ranked as one of the top 15 most democratic countries in the world. Some of our democratic values are the right to freedom of speech and assembly, and the right to peacefully protest. This image shows an "Invasion Day" rally held in Melbourne to highlight the injustices faced by Aboriginal and Torres Strait Islander peoples.

Key skill Investigating contemporary civics and citizenship issues

Developing an inquiry

Developing an inquiry is an important skill to learn. It enables us to research new information and knowledge, rather than just memorising information that has been provided to us.

While developing an inquiry is an excellent way to investigate and develop a deeper understanding of an issue or topic, it is not always an easy thing to do. It requires careful consideration and planning. Follow the steps below to develop an inquiry:

- **Step 1:** Think about what you already know about the topic. What sort of information might you need to collect to develop this understanding?
- **Step 2:** Based on your thoughts in step 1, devise an overarching inquiry question; that is, one big, guiding question that you are hoping to answer. For example: "How democratic is Australia?"
- **Step 3:** Based on the overarching inquiry question you developed in step 2, create a series of smaller questions to help guide your investigation. For example:
  - Are there any laws or rules that make Australia a democracy?
  - What types of threats to democracy exist in Australia?
  - Are there any other groups like The Economist Intelligence Unit that rank and judge democracy in Australia?
- **Step 4:** Now that you know what you are looking for, work out where might be the best place to find this information. You may like to research using the internet or library, conduct interviews or surveys, or simply begin by reading through your textbook and your notes from class.
- **Step 5:** Decide on the best way to evaluate the information you have collected. For example, you might prepare a table of pros and cons, draw diagrams and/or create a flow chart or concept map.
- **Step 6:** Decide how you will present or display the information you have gathered from your inquiry questions.

For more information on this skill, see Lesson 22.2 Investigating contemporary civics and citizenship issues (page 569).

Practise the skill

1 Conduct an inquiry to **investigate** the extent to which Australia is a democracy. Use the steps listed above to help you design your inquiry questions. Consider posing some questions based on the key features of a democracy that have been outlined in this module. For example:
  - Does the parliament really make laws that represent all Australians?
  - Is the government really accountable to the people?

Extend your understanding

1 **Create** a presentation on Prezi that outlines and examines one or more key features of our Australian parliamentary system. In your presentation, make links between the Australian parliamentary system and democracy.

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Lesson 23.4
Key features of Indonesia's system of government

Learning intentions and success criteria

Introduction

The Republic of Indonesia is made up of over 17,500 islands. The largest and most well-known islands are Java (where the capital city Jakarta is located), Sumatra, Kalimantan, Sulawesi and Papua. More than 270 million people live in Indonesia, making it the fourth-most populated nation in the world, following India, China and the United States. Indonesia is also one of the most ethnically diverse nations in the world – it has approximately 1,300 different ethnic groups who speak over 740 different languages and dialects. A range of different religions are also practised in Indonesia, with approximately 87 per cent of the population being Muslim, approximately 10 per cent being Christian, and the remainder mainly practising the Hindu, Buddhist and Confucian religions.

The following are key features of Indonesia's system of government:

- a representative democratic republic
- three levels of government
- separation of powers.

Source 1 A range of different religions are practised in Indonesia. Here, a Hindu leader gives out flower petals during a mass preparing for the Hindu Ngaben ceremony in Bali.

Oxford University Press

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A representative democratic republic

Indonesia became a **republic** in 1945 after the Indonesians claimed their independence from the Dutch and Japanese. In recent years, Indonesia has moved towards a representative democracy, in which the people vote to elect the parliaments and governments that make and implement Indonesian law.

republic a system of government in which the power lies with a group of elected officials rather than a king or queen

History of Indonesian democracy

The Dutch ruled Indonesia for 300 years, until Japanese forces invaded and occupied the nation in 1942, during World War II. After the Japanese surrendered in 1945, a small group of Indonesians set up a temporary government and declared the nation an independent republic. However, the existence of many different political and religious groups, and ongoing disputes with the Dutch, meant that it was difficult to form a stable government. Since then, there have been a number of significant leaders of Indonesia.

Indonesia's leaders

General Haji Muhammad Suharto in office: March 1968 to May 1998

Source 2 General Haji Muhammad Suharto

General Haji Muhammad Suharto was the head of the military, and was then installed as the nation's president. During his rule, Suharto was criticised for restricting the right to protest and freedom of speech. He was also criticised for breaching human rights, including ordering the 1991 massacre of hundreds of Timorese people, who resisted Indonesian occupation of their nation in 1975. In 1998, after months of anti-government riots and economic and political unrest, Suharto resigned.

Dr Susilo Bambang Yudhoyono in office: October 2004 to October 2014

Source 3 Dr Susilo Bambang Yudhoyono

Indonesia slowly moved towards establishing more democratically elected parliaments. In 2004, Dr Susilo Bambang Yudhoyono won the nation's first direct presidential elections by popular vote, after approximately 110 million people (70 per cent of the 150 million registered voters) participated in a relatively free, fair and non-compulsory election. Yudhoyono was re-elected in 2009. He was unable to stand again in the 2014 elections. This was because, under changes to the Indonesian Constitution, the president can only serve a maximum of two five-year terms.

Joko Widodo in office: October 2014 to October 2024

Source 4 Joko Widodo

In 2014, Joko Widodo ran as the presidential candidate for the Indonesian Democratic Party of Struggle (PDI-P) and was elected. He was then re-elected in the 2019 election, after winning 55.5 per cent of the vote. When Widodo's presidential victory was announced, supporters of his opponent gathered in the nation's capital, Jakarta, to protest the result. The protest developed into a riot in which eight people were killed and hundreds were injured. In 2024 his party lost the election to Prabowo Subianto's Gerindra party.

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Three levels of government

provincial an intermediary (or secondary) tier or level of government; in Indonesia, for the purposes of governing, the nation is divided into 34 provinces or subdivisions

Indonesia has three levels of government: the national, **provincial** and district (or city) levels. Each parliament at each level of government is elected by the people to make laws on their behalf, and elections are held once every five years, on the same day.

The structure of the national parliament

The Indonesian national parliament, which is responsible for making laws that apply to the whole country, is called the People's Consultative Assembly. It is similar to Australia's Commonwealth Parliament in that, since 2004, it consists of two houses:

- the lower house – the People's Representative Council (often referred to as the House of Representatives), which consists of 575 seats, or members
- the upper house – the Regional Representatives Council, which consists of 136 seats, or members.

While the People's Consultative Assembly consists of two houses, it differs from the Australian bicameral system in that a bill does not have to be passed by both houses to become a law. The final power to make and change laws is held solely by the People's Representative Council.

The political party that wins at least 288 of the 575 seats in the People's Representative Council also earns the right to govern.

Each of Indonesia's 34 provinces, except one, has its own parliament, called the Provincial Legislative Assembly, which is elected by the residents of the province. Each province is further subdivided into municipalities, or regencies, most of which also have their own parliaments, or District Legislative Assemblies. To encourage greater female participation in parliament, since 2004 a political party cannot contest the Indonesian elections unless at least 30 per cent of their **candidates** at each level are women.

candidates people who put themselves forward (i.e. stand) to be elected as a member of parliament

Challenges to voting in Indonesia

Having the national, provincial and district elections all on the same day makes the Indonesian electoral process challenging. In terms of organisation, enrolment must be finalised, and ballot papers must be printed and distributed throughout each of the provinces, including many that are in remote and isolated places.

Informing voters about their voting rights, the voting process and the candidates is a very difficult task, given the number of people who vote in Indonesian elections and the number of candidates. In the 2024 elections, approximately 204 million people were eligible to vote at just 800,000 official polling centres, potentially causing major delays. Also in 2024, around 250,000 candidates put themselves forward to be elected to one of the 20,000 seats in the national, provincial and district parliaments.

To be eligible to vote in an Indonesian election, a person must be aged at least 17 years, or be married, and must hold an "electronic identification card". The requirement to hold an electronic identification card meant that perhaps millions of otherwise eligible voters were not able to cast their vote at the 2024 elections. For example, people who are members of disadvantaged or low-income groups (such as people who live in remote areas or social housing, or who work in farming or mining) find it difficult, or are not able, to obtain a card.

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Source 5
Women vote in West Java during an Indonesian election.

Separation of powers

Like Australia, the Indonesian system of government is based on the principle of the separation of powers. This means that no one group or body can hold all three of the main branches of power in the Indonesian parliamentary system. In Indonesia:

- the power to administer or implement the law (*executive power*) is held by the president, who is elected as the head of the Indonesian Government in a separate presidential election held a few months after the parliamentary elections
- the power to make the law (*legislative power*) is held by the national, provincial and district parliaments that are elected by the people in parliamentary elections held every five years
- the power to interpret and apply the law (*judicial power*) is held by the courts; this allows the courts to enforce the law and settle disputes.

The Indonesian system of government is also similar to Australia's in that different political parties contest each election, although in Australia the two major parties (the Liberal Party and the Australian Labor Party) dominate the voting, while in Indonesia a variety of large and small political parties compete at election time. This means the party composition of the People's Consultative Assembly can change significantly with each election. Some of Indonesia's main political parties are the Indonesian Democratic Party of Struggle (known as the PDI-P), the Great Indonesia Movement Party (known as Gerindra) and the Functional Groups Party (known as Golkar).

Case study The death penalty in Indonesia

In April 2015, two Australian men named Andrew Chan and Myuran Sukumaran were executed by the Indonesian Government after being convicted for drug-trafficking offences. Both men were members of the "Bali Nine", a group of nine Australians who were arrested in Denpasar, Bali, for trying to smuggle approximately 8 kilograms of heroin – worth $4 million – from Indonesia to Australia in 2005. Four other members of the group were also sentenced to death, but had their sentences reduced to life imprisonment on appeal.

In recent years, the Indonesian courts have continued to impose the death penalty, mostly for drug-related offences such as drug trafficking, with 242 people being sentenced to death in 2023. Eighty-nine per cent of those were found guilty of committing drug-related offences. Other offences that have resulted in offenders receiving the death penalty include murder, terrorism and sexual offences against children. While

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Think, pair, share

- Think about whether Australia should reintroduce the death penalty for people who have been found guilty of terrorism offences.
- Discuss your ideas with a partner.
- Share your thoughts with the class.

Indonesia has not carried out an execution since 2016, there were approximately 509 prisoners waiting for their death sentence to be carried out as of October 2023.

As of 2024, 53 countries around the world have death penalty laws, including Indonesia. The death penalty is still strongly supported in Indonesia, with surveys suggesting as many as 69 per cent of the population may be in favour. Support for the death penalty is particularly high among members of the police, security forces and some Muslim groups who believe that it is an appropriate punishment for those who commit very serious crimes (such as terrorism, mass murder and trafficking large quantities of illegal drugs). Those who oppose the death penalty, in Indonesia and elsewhere, argue that it is "state-approved murder", and that it does not make a society safer or reduce the likelihood of similar crimes happening in the future.

Source 6 In 2015, Australian citizens Andrew Chan and Myuran Sukumaran were executed by an Indonesian firing squad after being convicted of drug-trafficking in 2005.

Quiz me! Key features of Indonesia's system of government

Check your learning 23.4

Check your learning 23.4

Review and understand

1 **Identify** who ruled Indonesia before the Japanese invasion in 1942.

2 State the three levels of government in Indonesia.

3 State the name and **summarise** the basic role and structure of Indonesia's national parliament.

Apply and analyse

4 **Create** a table to **compare** Indonesia's system of government with Australia's. **Explain** two similarities and two differences between these systems of government.

5 **Distinguish** between the types of government that existed in Indonesia under the rule of President Haji Muhammad Suharto and President Susilo Bambang Yudhoyono.

6 Read the case study "The death penalty in Indonesia".

a **Explain** why Andrew Chan and Myuran Sukumaran were executed.

b **Identify** the offences that are most likely to result in the offender being sentenced to death in Indonesia.

c **Discuss** whether or not Indonesia should abolish the death penalty. Remember discussions always present both sides of the argument and an overarching contention.

Evaluate and create

7 **Create** a timeline that illustrates key changes in the Indonesian Government since 1942.

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Lesson 23.5
International and national influences on systems of government

Introduction

Learning intentions and success criteria

Many factors can influence systems of government. New political ideas, global events, economic change, and social and technological developments can all influence political systems.

International influences on Australia

Over the years, a range of international factors have influenced Australia's system of government and the democratic values that underpin this system. For example, in 2020 the global COVID-19 pandemic resulted in limitations being placed on some of the basic democratic freedoms that Australians value, including freedom of movement and freedom of assembly. The pandemic also affected our living standards, as many Australians lost their jobs and income. This in turn increased inequality and caused some people to feel dissatisfied with the federal and state governments' response to the pandemic.

Another example is the 2020 Black Lives Matter protests, which began in the United States in May following the death of a 46-year-old Black American man named George Floyd. Floyd died after being held to the ground by the knee of a US police officer. After protests erupted in every state of the United States, they spread to Australia. Thousands of people defied COVID-19 restrictions to participate in demonstrations and urge the government to improve the rights of Aboriginal and Torres Strait Islander peoples. These Black Lives Matter demonstrations were just some of many protests that have taken place since Australia became a nation (in 1901) to increase the rights and recognition of Australia's Aboriginal and Torres Strait Islander peoples which, in many ways, have been neglected since the British colonised Australia.

Source 1 Government restrictions across Australia during the COVID-19 pandemic prohibited crowds from gathering in public places.

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Source 2 In 2020, thousands of Australians joined in Black Lives Matter demonstrations demanding increased recognition, rights and living standards for Aboriginal and Torres Strait Islander peoples.

Influences on the recognition of Aboriginal and Torres Strait Islander peoples in Australia

Australia inherited its democratic system of government from the British, who colonised Australia in 1788. However, when the British arrived to set up the first colonies, they simply imposed British laws and failed to respect and acknowledge the rights and existing laws of Aboriginal peoples who had been on the land (or Country) for tens of thousands of years. The British Government did not recognise that Aboriginal and Torres Strait Islander peoples owned the land, and imposed the legal principle of ***terra nullius***, meaning that Australia was officially considered to be an "empty land" before British settlement. This false legal principle remained a part of Australian law until 1992, when the High Court made a significant ruling – in a case called the *Mabo* decision – that recognised Aboriginal and Torres Strait Islander peoples as the traditional owners of the land.

terra nullius a Latin expression meaning "land belonging to no one"; a principle used by British colonists to justify the occupation of Australia without treaty or payment

census a "head count" or audit of the number of people living in a particular place at a particular time; information collected during a census often includes age, occupation, income, etc.

Additionally, when the Australian Constitution was drafted in the late 1800s, it reflected the widespread prejudices that existed against Aboriginal and Torres Strait Islander peoples at the time. For example, the Constitution originally contained a clause that specifically prohibited the Commonwealth Parliament from making laws for "the aboriginal race". This meant that the federal parliament could not make uniform laws that applied to, and for the benefit of, Aboriginal and Torres Strait Islander peoples. Aboriginal and Torres Strait Islander peoples were also not counted in the national **census**, which symbolised a blatant disrespect for these peoples and their cultures, and a refusal to recognise their existence.

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It took until 1962 – 60 years after non-Indigenous women were granted the democratic right to vote in Australia – for all Aboriginal and Torres Strait Islander peoples to be given the right to vote, following sustained campaigns by Aboriginal and Torres Strait Islander peoples for this right. Furthermore, it was not until 1967 that a successful **referendum** led to a change in the Australian Constitution that allowed the Commonwealth Parliament to make laws with regard to Aboriginal and Torres Strait Islander peoples, and to include Aboriginal and Torres Strait Islander peoples in the national census. Aboriginal and Torres Strait Islander peoples were counted in the national census for the first time in 1971.

Source 3
An Australian stamp, c. 2013, recognises the work of activist Eddie Koiki Mabo, a Meriam man from the Torres Strait Islands who brought a legal action challenging the principle of *terra nullius*.

Legal and political changes since 1967

Since the 1967 referendum, other significant events and changes in the law have taken place, although relatively slowly, to increase the rights of Aboriginal and Torres Strait Islander peoples and improve democracy in Australia. These include:

- the 1973 abolition of the **White Australia Policy** and the subsequent introduction of a policy of **self-determination** for Aboriginal and Torres Strait Islander peoples, who were given the limited right to "cultural and linguistic management of natural resources on Aboriginal land"
- the 1987 Royal Commission into Aboriginal Deaths in Custody, which highlighted the alarmingly high proportion and death rate of Aboriginal and Torres Strait Islander peoples in Australian prisons
- the 1992 High Court of Australia *Mabo* decision that recognised Aboriginal and Torres Strait Islander peoples as the traditional owners of the land
- the 1997 *Bringing Them Home* report by the Australian Human Rights Commission, which detailed the forced removal of Aboriginal and Torres Strait Islander children or the **Stolen Generations**
- the 2008 national apology, by Labor Prime Minister Kevin Rudd, to Aboriginal and Torres Strait Islander peoples for the discriminatory and unjust policies of past governments, including policies that led to the Stolen Generations
- the 2019 establishment of a formal partnership agreement between the Commonwealth, state/territory and local governments and over 50 Aboriginal and Torres Strait Islander organisations to enable these bodies to work together to develop a national strategy for reducing the inequality experienced by Aboriginal and Torres Strait Islander peoples – called the *National Agreement on Closing the Gap*.

While these changes have aimed to improve the rights of Aboriginal and Torres Strait Islander peoples, much more needs to be done to raise the living standards in Australia's Aboriginal and Torres Strait Islander communities and acknowledge the importance of Australia's Aboriginal heritage. Perhaps the next major step in evolving our democracy will be to alter the Constitution to include a formal acknowledgment of Aboriginal and Torres Strait Islander peoples as First Nations peoples and original inhabitants of the land. This recognition would help continue the process of **reconciliation** between Aboriginal and Torres Strait Islander peoples and the wider Australian community, and increase awareness and acknowledgment of Aboriginal and Torres Strait Islander rights, cultures, languages

referendum
the method for changing the wording of the Australian Constitution, which requires any change to be approved by the Australian people at a compulsory public vote

White Australia Policy a series of government policies introduced after Federation in 1901 that prevented "non-white" immigrants from settling in Australia, instead favouring those from certain European nations (especially Britain)

self-determination
the right of the people in a particular place to choose the form of government they will put in place and the course of action they will take

Stolen Generations
Aboriginal and Torres Strait Islander children who were forcibly removed from their families by government officials and church Missions in Australia and raised by white Australians

reconciliation
the bringing together of Aboriginal and Torres Strait Islander and non-Indigenous Australians; it involves working to overcome past divisions and address inequalities between Aboriginal and Torres Strait Islander and non-Indigenous Australians

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Source 4 While the formal acknowledgment of Aboriginal and Torres Strait Islander peoples in the Australian Constitution would be a symbolic step towards reconciliation, there is much more to be done in ensuring equality for Aboriginal and Torres Strait Islander peoples.

and heritage. Many Aboriginal and Torres Strait Islander peoples are calling for treaty as the next step in reconciliation, with negotiations currently underway in Victoria.

An attempt was made in 2023 through a national referendum to install an Aboriginal and Torres Strait Islander voice to parliament. The ideology behind it was to give representation of Aboriginal and Torres Strait Islander peoples in the legislative process (making laws) to advise the governments about the benefits and impacts any new laws might make on their communities. The referendum did not pass, with 60.06 per cent of the population voting against it.

Case study Political and legal experiences of the Indigenous peoples of Indonesia

In the 1600s Indonesia came under the control of Dutch merchants, who wanted to profit from the rich natural resources of the area. During hundreds of years of Dutch colonisation, the Indonesian population were brutally exploited as a source of manual labour. The Dutch ruled Indonesia until Japan invaded during World War II. When Japan surrendered in 1945, Indonesia declared its independence.

Indonesia is a very diverse country with hundreds of ethnic groups. Under General Suharto, the government of Indonesia rejected the concept of Indigenous peoples, arguing that most Indonesians

Source 5 A Dayak woman working in Borneo, Indonesia; Dayak people are the Indigenous peoples of Borneo. There are many different language and cultural groups between Dayak people.

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had ancestors from the region. Today, Indonesia's government only recognises certain Indigenous communities, who are typically geographically isolated from the rest of the population. Indigenous peoples in Indonesia experience marginalisation and discrimination and are underrepresented politically and socially. Indigenous peoples have less access to education and health care and are more likely to experience violent crimes.

Freedom from violence and access to cultural education are among the main goals of Indigenous activist groups who want to protect their communities and keep their traditional way of life alive. Much of the ancestral land of Indigenous peoples is around forests, and these groups work hard to protect the area from logging and development that would endanger the environment. The Indonesian Constitution gives Indigenous peoples and tribes the right to live traditionally but does not guarantee the use of their customary lands. While there are laws in place that recognise customary lands and require permits to use the land, these permits are given by local governors, meaning that the land is still beyond the control of Indigenous peoples.

Quiz me! International and national influences on systems of government

Check your learning 23.5

Check your learning 23.5

Review and understand

1 **State** the principle that the *Mabo* decision overturned.
2 **Identify** two changes that have taken place since 1967 to improve the legal rights of Aboriginal and Torres Strait Islander peoples in Australia.
3 **Describe** how the global COVID-19 pandemic impacted upon basic democratic freedoms in Australia.
4 **Describe** the effect of the Black Lives Matter protests on Australia.

Apply and analyse

5 Using a table or Venn diagram, **compare** the experiences of Aboriginal and Torres Strait Islander peoples in Australia and Indigenous peoples in Indonesia by identifying any similarities and differences between these experiences.
6 In pairs, reflect on the cultural influences that shape Australia's political system. **List** as many influences as you can.

Evaluate and create

7 Go online to **investigate** the experiences of Indigenous peoples in another Asian nation (such as the Ainu people in Japan, or the Veddas people in Sri Lanka) and how they engage with the political system of their countries. Use dot points to summarise your research.
8 Answer these questions.
   a **Create** a timeline that summarises the significant events and changes in the law that have taken place since the 1967 referendum to increase the rights of Aboriginal and Torres Strait Islander peoples in Australia.
   b **Research** one of the changes in the law identified on your timeline. **Discuss** whether the change has been successful in improving the rights or living standards of Aboriginal and Torres Strait Islander peoples.

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23B Skills in context

Australia's international obligations to Aboriginal and Torres Strait Islander peoples

Introduction

The colonisation of Australia by the British from 1788 onwards was the beginning of severe and devastating problems for Aboriginal and Torres Strait Islander peoples, the effects of which are still being seen today. For example, Aboriginal and Torres Strait Islander peoples have lower life expectancy, higher child mortality rates and higher unemployment rates compared to non-Indigenous people in Australia.

Government policy in relation to Aboriginal and Torres Strait Islander peoples has been fraught with difficulties in the past. While there may have been some good intentions behind these policies, there has been a failure to properly work in partnership with Aboriginal and Torres Strait Islander peoples in deciding policy that affects them.

Source 1 Each year, Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians join demonstrations to demand improved rights and recognition for Aboriginal and Torres Strait Islander peoples in Australia.

Does Australia meet its international obligations?

The United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) was adopted by the United Nations General Assembly in 2007. Australia was one of four countries who voted against adopting this legislation, but since 2009 it has supported the Declaration. The Declaration provides a universal framework of standards for the survival, dignity and wellbeing of the Indigenous peoples of the world. It is also significant because many Indigenous and First Nations peoples, including Aboriginal and Torres Strait Islander peoples, were involved in its drafting.

Australia is regularly criticised by international organisations (including the UN) for its treatment of Aboriginal and Torres Strait Islander peoples. For example, in 2021, the UN Human Rights Council (see Lesson 23.4 Key features of Indonesia's system of government, page 596) criticised Australia for failing to address racism and the treatment of Aboriginal and Torres Strait Islander peoples in the criminal justice system (including the overrepresentation of Aboriginal and Torres Strait Islander adults and youth in the prison system and deaths in custody). Unlike countries such as New Zealand, Canada and the United States, in Australia there are no signed treaties between Aboriginal and Torres Strait Islander peoples and the federal Australian government. While countries such as Norway and Bolivia recognise the Indigenous peoples of those countries in their Constitutions, in Australia our Constitution does not currently recognise Aboriginal and Torres Strait Islander peoples.

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Key skill Communicating

Creating and delivering an audiovisual presentation

Creating and delivering effective presentations is an important skill because you can practise talking in front of large groups of people – a task most of us are faced with at some stage in our lives. The following steps will help you avoid some of the pitfalls in creating and delivering a presentation, and increase the chances of the audience remembering and enjoying what you said:

- **Step 1:** Plan and design your presentation:
  - Plan your presentation carefully so it has a clear beginning, middle and end.
  - Present the content in clear, concise bullet-point form, not as large slabs of text.
  - Choose appropriate images.
  - Remember that having objects and text moving on screen is distracting.
  - Use a design that ensures your audience can clearly see and read the slides.
- **Step 2:** Deliver your presentation:
  - Do not simply stand up and read out the text on each slide. Plan what you will say to go with each slide. Record this on cue cards, and use these during your speech.
  - One thing at a time! What is on the screen should be the thing you are talking about.
  - Speak clearly – not too fast, not too slow. Vary your tone and pitch to make your presentation more interesting.
  - Make eye contact with different members of your audience. Do not just look at your cue cards.

For more information on this skill, see Lesson 22.5 Communicating (page 577).

Practise the skill

1 Research, prepare and deliver an audiovisual presentation about Australia's international obligations to Aboriginal and Torres Strait Islander peoples. Your presentation should be based on relevant and reliable sources.
In your presentation, address the following:
   a why Aboriginal and Torres Strait Islander peoples are a disadvantaged group within Australia
   b positive steps in government policy affecting Aboriginal and Torres Strait Islander peoples
   c an assessment of whether Australia meets its international obligations towards Aboriginal and Torres Strait Islander peoples.

Extend your understanding

1 As you listen to the presentations of your classmates, complete a peer assessment in the following form for each one.

Name of presenter:		
Topic of presentation:		
What are 3–5 things you learnt during this presentation?		
	PowerPoint/ Prezi design	Oral presentation
What is some "warm" feedback you can give the presenter (positive/ achievements)?		
What is some "cool" feedback you can give the presenter (constructive criticism)?		

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Lesson 23.6
Australia's regional role and responsibilities

Learning intentions and success criteria

Introduction

Australia is part of the geographical area known as the Asia–Pacific Region (see Source 1). While definitions of the Asia–Pacific Region vary, countries within or bordering on the Pacific Ocean are typically included as part of this region. Historically, Australia has focused on its relationship with Europe (particularly Britain); however, Australia's prosperity and physical proximity to other countries in the Asia–Pacific Region allow it to play a significant role in the region.

As a country in the Asia–Pacific Region, the stability of this region is important to Australia's interests. Australia works cooperatively with other countries in the region on issues such as border management, climate and disaster resilience and economic growth. Australia contributes to the Asia–Pacific Region through aid programs, membership to regional organisations and activities such as peacekeeping (see Lesson 23.8 Australia's international role and responsibilities, page 613).

Asia–Pacific region

Source: Oxford University Press

Source 1

Enlarged map: Asia–Pacific Region

Aid programs

In its 2022–23 budget, the Australian Government provided about $4.09 billion in overseas aid as Australian Official Development Assistance (ODA). This figure increased to $4.69 billion in the 2024–25 budget. Most of Australia's aid is spent on countries in the Asia–Pacific Region, particularly Indonesia, Papua New Guinea and the small island nations in the Pacific (see Source 2). Aid is given to countries to improve the lives of those living in poverty and to make the countries in the Asia–Pacific Region more stable. Not only does this aid help improve people's lives, it also supports Australia's economic and security interests

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by helping to build stronger, more stable countries in our region. Australia also gives aid to countries outside the Asia–Pacific Region when there is a humanitarian disaster, such as famine or war. For example, the 2022–23 budget included $65 million for humanitarian assistance for civilians affected by the Russian invasion of Ukraine in 2022.

In 2021–22, Australia provided additional COVID-19 support to our close neighbours in the Asia–Pacific Region, by supplying further aid, such as:

- $162 million for vaccinations throughout the Pacific and South-East Asia
- $100 million to address the impacts of COVID-19 in Timor-Leste
- $67 million for emergency medical supplies in India.

Membership to regional organisations

Membership in regional organisations, forums, partnerships or agreements helps Australia to remain integrated in the Asia–Pacific region. Regional organisations also help develop cooperative responses to important regional issues.

Australia became a member of the Asia–Pacific Economic Cooperation (APEC) when it was established in 1989. The goal of APEC is to support economic growth and prosperity throughout the Asia–Pacific Region by promoting free trade. Since World War II, Australia has joined more than 20 regional organisations or agreements, including:

- Australia-India-Indonesia **Trilateral**: encourages discussion on regional maritime (seas and oceans) security and humanitarian and disaster relief efforts
- Pacific Island Forum (PIF): encourages cooperation between the governments of 16 Pacific island countries, Australia and New Zealand.

Source 2 Australian Official Development Assistance (ODA), 2024–25, Source: DFAT

Country	2024–25 budget estimate of ODA: AU$ (millions)
Papua New Guinea	500
Indonesia	285.7
Solomon Islands	103.61
Bangladesh	130.84
Timor-Leste (East Timor)	79.1
Philippines	69.4
Vietnam	63.2
Afghanistan	50
Vanuatu	50
Cambodia	47.9
Fiji	44
Myanmar	42.1
Samoa	29
Kiribati	26.1
Nauru	25.9
Laos	23.1
Tonga	22.1
Sri Lanka	16
Tuvalu	11.4
Nepal	9.1

trilateral involving three parties

Quiz me! Australia's regional role and responsibilities

Check your learning 23.6

Check your learning 23.6

Review and understand

1. In your own words, **define** the Asia–Pacific Region.
2. **Identify** the top five countries receiving ODA from Australia in 2024–25.
3. **Explain** why Australia provides aid to countries overseas, especially countries in the Asia–Pacific Region.
4. **Summarise** why Australia is involved in regional organisations such as APEC.

Evaluate and create

5. Go online and **investigate** three additional regional organisations, forums, partnerships or agreements that Australia is involved in. For each regional organisation, forum, partnership or agreement, **identify:**
   - the stated aim or goal of the organisation
   - countries who are members
   - when Australia joined the organisation.
6. In pairs, **propose** other ways in which Australia could contribute to the Asia–Pacific Region.

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Lesson 23.7
Australia's role as a member of the United Nations

Learning intentions and success criteria

United Nations an international organisation formed in 1945 with the aim of increasing political and economic cooperation among member countries

Introduction

As a part of its commitment to ensuring global peace and development, Australia has been an active member of the **United Nations** (UN) since it was first established over 75 years ago. Throughout this time Australia has worked together with other nations to help maintain international peace and security, and improve the protection of universal human rights and living standards – both within Australia and abroad.

The United Nations

The UN is a global organisation that was created at the end of World War II. It was founded with the purpose of promoting international cooperation and addressing issues that affect the international community, which cannot be resolved by one nation acting alone. In other words, the UN attempts to deal with issues that transcend national borders. The UN aims to bring countries together to find solutions to issues that face all nations, such as **climate change**, global poverty and disease, and threats to human rights and international security.

There are 193 nations that are a part of the UN. These nations are referred to as UN Member States.

The UN has four main purposes:

1. maintaining international peace and security in the world
2. creating and developing friendship between nations
3. helping nations work together to solve major problems (for example, global poverty and disease, income inequality and climate change) and promote **human rights** (for example, the right to life, the right to freedom of religion, and the right to not be **discriminated** against on the basis of gender, race, religion, sexual orientation or disability)
4. providing a central meeting place where nations can come together to discuss and achieve the aims mentioned above.

climate change a change in global or regional climate patterns; in particular, a change apparent from the mid to late twentieth century onwards and attributed largely to the increased levels of atmospheric carbon dioxide produced by the use of fossil fuels

human rights basic freedoms or standards that promote and uphold the dignity of all people and are guaranteed by a moral sense of duty or by the law

discriminated when a person or group is treated unfavourably because of personal characteristics such as their age, race, disability, physical features or political beliefs

Source 1 The UN headquarters in New York are built on international land owned by the people of the world. The UN has its own flag, showing a map of the world encircled by olive branches, which are a symbol of peace. The UN also has its own postage stamp.

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The Sustainable Development Goals (2015–2030)

While governments around the world aim to make laws that benefit the citizens in their own country and promote their own national interests, they must also consider the impact of their actions on other countries. In addition, individual nations often need to work together to address shared problems that affect the entire world.

In 2015, each of the UN Member States, including Australia, promised to take action to end global poverty, protect the global environment and improve the lives of all citizens throughout the world. To do so, the Member States agreed to adopt or take action to promote the achievement of 17 **Sustainable Development Goals (SDGs)** by 2030 (see Source 2).

Sustainable Development Goals (SDGs) a set of 17 goals developed by the UN in 2015 that are designed to end poverty, protect the Earth from unsustainable development, and improve the wellbeing of all people by 2030

Source 2 The Sustainable Development Goals (SDGs)

Australia's role

Australia was one of the first 51 countries to become a member of the UN when it started in 1945 at the end of World War II. Due to our relatively small population size, we are not considered a powerful nation by world standards; however, we do play a major role in the UN. For example, Australia is the twelfth-largest financial contributor to the UN and plays an important role in the UN's peacekeeping activities.

In addition, membership of the UN allows Australia to have a voice in international affairs and play a role in promoting stability and human rights throughout the world. UN membership also helps Australia protect its own economic and security interests.

Quiz me! Australia's role as a member of the United Nations

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Check your learning 23.7

Check your learning 23.7

Review and understand

1 **Describe** the main purpose of the UN.

Apply and analyse

2 **Identify** four groups of people that might benefit from the work of the UN.

3 **Consider** why membership of the UN is beneficial for Australia.

Evaluate and create

4 The SDGs are a universal "call to action" to help create a more just world by addressing 17 important global issues.

- **a** Go to the SDG website (a link is provided on Oxford Digital) and **investigate** five different SDGs. For each goal:
  - » Put forward reasons why this goal is important to achieve. Provide some statistics to support your view.
  - » **Explain** how Australia might be able to help achieve this goal.
- **b** **Create** a poster that illustrates your five chosen goals. Present your findings to the class.

Weblink: UN Sustainable Development Goals

5 The UN has named certain days and weeks to be observed as international days and weeks. Go to the UN website (a link is provided on Oxford Digital) and choose a day or week in the upcoming months that you are interested in. **Research** the issue and devise a way to create awareness of the day or week within your school. You could do one of the following:

- write a paragraph for the school newsletter or daily bulletin
- make an announcement to the school
- **create** a symbol for the day or week that will spark curiosity, or a slideshow that can be projected onto a wall as students enter a common room.

Weblink: UN International Days and Weeks

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Lesson 23.8
Australia's international role and responsibilities

Introduction

Learning intentions and success criteria

As the world becomes increasingly interconnected, it is essential that nations work together to resolve common global issues. As a member of the international community and one of the world's wealthiest nations, Australia has a role to play. Our responsibilities include helping to maintain global peace and security, strengthen human rights, protect the environment, improve global living standards and respond to **humanitarian crises**.

humanitarian crises events that cause, or threaten to cause, significant harm and suffering to a community or nation; e.g. armed conflicts, global pandemics and natural disasters

Maintaining global peace and security

Australia works with a number of countries and organisations to help promote peace and security, both within our Asia–Pacific Region and throughout the world. For example, over the years the Australian Government has entered into a variety of military and defence **alliances** with other countries to ensure the security of our nation. These include alliances with the United States, New Zealand, Indonesia, Japan, Malaysia and Papua New Guinea.

alliances agreements between one or more nations or organisations to work together to achieve a common or mutual interest

Australia is also a member of a number of organisations that work to maintain global security, including the UN and the **Commonwealth of Nations**.

Commonwealth of Nations a group of 54 nations that are, or used to be, ruled or governed by the United Kingdom; the head of the Commonwealth is the King of England

Since 1947, Australia has been involved in over 60 UN peacekeeping operations. The main aim of these operations is to assist countries that have been involved in conflict to achieve lasting peace. UN peacekeeping operations achieve this by:

- maintaining peace and security in a region
- protecting civilians (that is, those who are not on active duty with the military, navy, police or firefighting organisations)
- overseeing elections to ensure they are free and fair
- disarming those who were involved in fighting; for example, controlling and disposing of weapons
- protecting and promoting human rights
- restoring the **rule of law** to a region, so that legal institutions – including the government, police, courts and prisons – are strengthened and accountable for their actions.

rule of law the principle that everyone in society is bound by law and must obey the law, and that laws should be fair and clear, so people are willing and able to obey them

The three basic principles that guide UN peacekeeping are:

- *the consent of parties* – in simple terms, this means the main parties to the conflict must agree to the UN peacekeeping operation taking place
- *impartiality* – UN peacekeepers must remain independent and unbiased when dealing with the parties involved in the conflict
- *the use of force as a measure of last resort* – UN peacekeepers can only use force (such as military force or weapons) in very limited circumstances; for example, when it is the only option available to protect themselves and/or civilians from physical harm or attack, assist authorities to maintain law and order, or deter a party from disrupting political processes, such as elections.

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Source 1 Australian peacekeeping soldiers patrol a street in the Solomon Islands. Australia's Regional Assistance Mission to the Solomon Islands ran from 2003 to 2017.

Case study Why does the world's youngest nation need our help?

South Sudan became a nation in 2011. Since 2013, it has experienced extended periods of war and political instability, with fighting taking place between several armed groups within the country. Around 4.5 million people have been **displaced** due to war, and up to 400,000 more have been killed. There have been massacres of civilians in hospitals and churches, with bodies being dumped in mass graves. South Sudan also experiences food insecurity, which means that its people do not always have access to safe, nutritious food. As a result, hunger and starvation are widespread and growing.

Australia is involved in the UN's peacekeeping mission in South Sudan. This mission involves protecting civilians and delivering **humanitarian** assistance, such as providing food and setting up camps for those who have been forced to leave their homes. Support is also provided to help establish the rule of law in South Sudan and to assist in the economic development of the nation. Australia does this by deploying Australian Defence Force personnel to the region.

Since 2013, Australia has provided South Sudan with over $170 million for humanitarian assistance.

displaced
people moved from their homes by an external force (such as war, persecution or a natural disaster). This can be within a country (internal displacement) or to another country (external displacement)

humanitarian
concerned with or seeking to promote the welfare of humans

Source 2 In 2019, the Australian military helped transport Vietnamese peacekeepers from Hanoi to South Sudan.

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Strengthening human rights

Australia is committed to promoting and strengthening human rights both within Australia and around the world. Human rights are basic freedoms or standards that promote and uphold the dignity of all people. They are guaranteed by a moral sense of duty or by the law. Human rights belong to all human beings regardless of their nationality, place of residence, gender, ethnic origin, sexual orientation, religion or any other status.

As one of the founding members of the UN, Australia was involved in drafting the Universal Declaration of Human Rights (1948) following the end of World War II. This declaration sets out most of the basic human rights that all nations and governments, including Australia, should strive to promote and uphold. It is considered to be the basis of international human rights law.

Different types of human rights

Some of the rights in the Universal Declaration of Human Rights are:

- all people are born free and equal
- everyone is entitled to the same rights and freedoms
- everyone has the right to life
- no one should be subject to torture or slavery
- everyone is equal before the law
- no one should be subject to randomly being arrested, detained or exiled
- everyone has the right to be presumed innocent until proven guilty
- a person has the right to seek and be given **asylum** in another country.

asylum protection or shelter provided by a nation to a person who has been forced to leave their home country due to conflict or political unrest

Australia has also committed to seven international human rights agreements. Two of these elaborate on the principles established in the Universal Declaration of Human Rights and are legally enforceable in Australia. They are:

- the International Covenant on Civil and Political Rights (ICCPR) which includes, among many rights, the right to life, freedom of religion, freedom of speech and freedom of assembly, the right to vote, and the right to a fair trial
- the International Covenant on Economic, Social and Cultural Rights (ICESCR) which includes, among many rights, the right to equal pay, the right to health and education, and the right to an adequate standard of living.

Protecting the environment

Australia has been involved in many international agreements that serve to protect the environment. Perhaps the most important area of environmental protection is dealing with climate change. Australia has a national and international responsibility to reduce its environmentally harmful **greenhouse gas** emissions to avert the effects of climate change.

greenhouse gas a gas, such as carbon dioxide, that absorbs radiation from the sun's rays, trapping heat in the Earth's atmosphere

In 2016 Australia became a party to the Paris Agreement, which is an agreement within the UN Framework Convention on Climate Change, whose members commit to reducing greenhouse gas emissions. The objective of the agreement is to limit "the increase in the global average temperature to well below 2°C above [pre-Industrial Revolution] levels". To achieve this long-term goal, the countries that signed aim to reduce greenhouse gas emissions as soon as possible. Australia committed to reducing greenhouse gas emissions by between 26 and 28 per cent below 2005 levels by 2030.

In 2022, Australia made a further commitment to reduce greenhouse gas emissions by 43 per cent below 2005 levels by 2030. Australia has previously been criticised for its failure to follow through on the Paris Agreement.

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Source 3 Pressure is mounting on the international community to seriously consider climate change and commit to emissions-reduction targets for the future. Many believe the international community needs to turn talk into action.

While the Australian Government has previously been condemned for failing to commit to a "zero emissions" target and for continuing to support the coal industry – one of Australia's major contributors to greenhouse gas emissions – as of 2021, Australia is formally committed to net zero emissions by 2050 through the Paris Agreement.

Improving global living standards and responding to humanitarian crises

Over the years, Australia has undertaken a range of actions to improve global living standards and has provided assistance to many countries that have experienced humanitarian crises. For example, Australia has a humanitarian strategy that outlines how we respond to international humanitarian crises and, as a member of the UN, is committed to assisting the achievement of the 17 UN Sustainable Development Goals by 2030 (see Lesson 23.7 Australia's role as a member of the United Nations, page 610).

foreign aid assistance in the form of money, skills, goods and services transferred from one country to another, mainly for humanitarian reasons

One way Australia can help other nations improve their living standards is by providing **foreign aid**. Foreign aid may be given to help alleviate poverty and assist a community to develop a better standard of living; for example, to help build schools, roads or water infrastructure. It can also be used to provide food aid and medical care. Foreign aid may be offered by one country to another that is experiencing a humanitarian crisis that threatens the health and safety of its community.

For example, following the volcanic eruption and tsunami in Tonga in early 2022, Australia coordinated the delivery of humanitarian supplies for disaster relief. In addition to the Australian ODA allocated to Tonga, Australia provided a surveillance flight to assess the damage.

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Source 4 Australia gives foreign aid in many forms, mostly to countries in need within our region.

Quiz me! Australia's international role and responsibilities

Check your learning 23.8

Check your learning 23.8

Review and understand

1 In your own words, **define** "humanitarian crisis".
2 State two international human rights agreements that Australia is party to.
3 **Explain** why some countries need foreign aid.
4 **Explain** why South Sudan requires help from the international community.

Evaluate and create

5 Imagine you are involved in a peacekeeping operation. **Predict** what dangers you might face as you carry out your work.
6 **Determine** (decide) why it is important that all countries agree on greenhouse gas emissions-reduction targets. What problems might arise if no agreements are reached?
7 Using the internet, **research**:
   a three recent examples of Australia providing foreign aid
   b where Australia is ranked in terms of providing international foreign aid. Do you think Australia gives enough foreign aid compared to other countries? Why do you think this?
8 Form small groups. Imagine the Australian Government is willing to provide assistance to help one other nation that is facing a humanitarian crisis or needs to improve its living standards. Your group has been employed to decide which nation should receive the assistance and what type of assistance it should receive. You must **justify** (give reasons for) your choice.

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23C Skills in context

Australia's treatment of asylum seekers

Introduction

Australia has international obligations to refugees and asylum seekers. A refugee is a person who has been recognised under international law as having been forced to flee their country due to war, persecution or natural disaster, and who cannot safely return under the existing conditions. Refugees have asked governments in different countries for protection and have been granted it.

By contrast, an asylum seeker is a person who has been forced to flee their country due to the same reasons, however, their claim for refugee status has not been determined. In other words, an asylum seeker has asked another country for protection, but is waiting for their claim as a refugee to be processed. If this claim is not granted, the asylum seeker will be returned to their country of origin.

Perspectives on asylum seekers

Source 1

> My name is Najeeba Wazefadost, and 12 years ago I risked my life on a dangerous journey. I escaped my country Afghanistan and came to Australia by boat ... Afghanistan has been in a state of war for many decades, a war that has left little evidence of justice, humanity and peace for its people. Even now, villages are frequently attacked and there is continuous persecution of minorities.
>
> Najeeba Wazefadost (refugee from Afghanistan)

Source 2

> These people just see that Australia is open for business. It's hotel Australia, the red carpet is laid out and there's no attempt to contain any of this. Border security does not exist.
>
> Alan Jones (radio broadcaster) commenting on the arrival of 66 Sri Lankan asylum seekers in 2013

Source 3

> If you pay a people-smuggler, if you jump the queue, if you take yourself and your family on a leaky boat, that's doing the wrong thing, not the right thing, and we shouldn't encourage it. We will stop these boats in any test of will between the Australian government and the people-smugglers. We will and we must prevail.
>
> Tony Abbott (former Prime Minister of Australia)

Source 4 For more than a decade, asylum seekers who arrive in Australia have been sent to Nauru or Papua New Guinea and held in detention while their claim for refugee status is processed. There is no time limit. As a result, many people have been held in detention for years.

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Key skill Investigating contemporary civics and citizenship issues

Recognising and considering multiple perspectives

A person's perspective is their point of view – the position from which they see and understand events going on in the world around them. People often have different points of view about particular events or issues depending on their age, gender, social position and beliefs or values. Looking at multiple perspectives can help you understand an issue in greater depth.

Follow these steps to practise the skill of identifying multiple perspectives:

- **Step 1:** Identify a civics and citizenship issue about which there may be different opinions.
- **Step 2:** List the various groups and/or people who may have been involved in or affected by this issue.
- **Step 3:** Identify the role or position of these groups/people in society.
- **Step 4:** Locate sources that provide evidence about the point of view these groups/people had on the issue.
- **Step 5:** Analyse each source, using the following questions as a guide:
  - Why was the source written or produced?
  - Who was the intended audience of the source? Was it meant for one person's eyes, or for the public? How does that affect the source?
  - What was the author's message or argument? What ideas were they trying to get across? Is the message explicit (obvious), or are there implicit (subtle) messages as well? What can the author's choice of words tell you? What about the silences – what does the author choose *not* to talk about?
  - How does the author try to convey the message? For example, do they give a detached, balanced account, or is it biased for or against the issue?
  - Compared to what we face today, what relevant circumstances and experiences were different for the author of the source in the past? (Some examples might include religion, economy, family life and technology.) How do you think these factors and experiences influenced their thoughts and actions?

For more information on this skill, see Lesson 22.2 Investigating contemporary civics and citizenship issues (page 569).

Practise the skill

1. **Identify** as many different groups/people as you can who are involved in or affected by travelling by boat to Australia in order to seek asylum.
2. **Describe** the roles or positions that these groups/people hold in society.
3. Consider the quotes from Najeeba Wazefadost, Alan Jones and Tony Abbott (see Source 1 to Source 3). **Identify** and **analyse** the perspectives portrayed in each of these sources, using the process outlined in step 5 above.
4. Now that you have considered multiple perspectives, what is your opinion of how Australia treats asylum seekers who arrive by boat without a visa? **Justify** (give reasons for) your response.

Extend your understanding

1. **Investigate** the Australian Government's "enhanced screening process" for asylum seekers who arrive by boat. **Explain** what it is and whether it may violate our international human rights obligations.
2. Go online and locate the latest data of "People at risk" in Australia according to the Rights Tracker created by the Human Rights Measurement Initiative (HRMI). **Identify** which rights are most as risk for refugees and asylum seekers.

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Review: Australia's democracy and the global context

Review activity

Read the information about the threats from climate change to Tuvalu, and then answer the questions that follow.

Tuvalu and climate change

Tuvalu is a small country in the South Pacific Ocean. It consists of nine islands and has a population of only about 9,500 people. Tuvalu is also one of the least-developed countries in the world. The total value of goods and services (referred to as the Gross Domestic Product, or GDP) produced in Tuvalu in 2021 was the equivalent of approximately AUD$4,150 per capita (per person), compared to Australia's GDP of approximately AUD$64,300 per capita.

Climate change is having a devastating effect on this tiny nation. Increasing global temperatures are causing rising sea levels and extreme weather events that are damaging the fishing and agricultural industries in Tuvalu and destroying coastal villages. In fact, as the average height of the islands in Tuvalu is less than 2 metres above sea level, scientists have suggested the entire country may disappear within 80–100 years.

In August 2019, leaders of Pacific nations, including Australia's then-Prime Minister Scott Morrison, met at the Pacific Islands Forum, held in Tuvalu, to discuss issues that affect the security, development and wellbeing of their nations. During the conference, the Prime Minister of Tuvalu, Enele Sopoaga, made a plea for all countries around the world – particularly those in the Pacific region – to take action against climate change. This includes specifically banning the building of more coal mines, and moving towards the use of more sustainable and renewable energy in an attempt to secure the survival of Tuvalu and other small Pacific nations.

Morrison announced that the Australian Government would provide $500 million between 2020 and 2025 to help Pacific nations invest in renewable energy and undertake building works to ensure that essential services – such as roads, hospitals and schools – were strong enough to withstand extreme weather events. However, his government did not commit to reducing Australia's coal production or further reductions to Australia's greenhouse gas emissions. Coal is an important source of fuel and income for Australia.

1. **Describe** the negative impacts that climate change is having on Tuvalu. (2 marks)
2. **Summarise** what action the government of Tuvalu wanted the Australian Government to take to help resolve the issues facing its country as a result of climate change. (3 marks)
3. In your own words, **define** the term "foreign aid". (1 mark)
4. **Determine** (decide) the appropriateness of the Australian Government's response to Tuvalu's plea for assistance. (4 marks)
5. "Relatively wealthy nations, such as Australia, should be required to help other smaller and/or developing nations, such as Tuvalu, resolve the issues facing their nation." In a short paragraph, **discuss** this statement, and **explain** your position. (10 marks)

(Total: 20 marks)

Oxford University Press

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Source 1 An aerial view of Tuvalu

Module checklist: Australia's democracy and the global context

Module review quiz: Australia's democracy and the global context

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Module

24

Rights in Australia and Australia's international legal obligations

Sub-strand: Laws and citizens

Overview

Rights are basic freedoms or standards that promote and uphold the dignity of all people. In Australia, our rights are acknowledged and protected by a range of laws, including the Australian Constitution, laws made by the Australian Commonwealth, state and territory parliaments, and laws made by the Australian courts. Australia's commitment to the protection of rights is also influenced by international treaties and declarations.

Source 1 The High Court of Australia was established by the Australian Constitution in 1901. The High Court is the only court in Australia with the powers to interpret the Australian Constitution, and plays a role in protecting express and implied rights.

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Lessons in this module

24A How are rights protected in Australia?

Lesson 24.1 Rights in Australia

Lesson 24.2 The Australian Constitution

Lesson 24.3 The role of the High Court in interpreting and applying the law

24A Skills in context The right to protest

24B How do Australia's international legal obligations shape our laws and government policies?

Lesson 24.4 Australia's international legal obligations

Lesson 24.5 Comparing legal systems in Australia and Vietnam

24B Skills in context Recognising Aboriginal and Torres Strait Islander peoples in Australia's Constitution

Lesson 24.6 Review: Rights in Australia and Australia's international legal obligations

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Lesson 24.1
Rights in Australia

Learning intentions and success criteria

right a moral or legal entitlement to have or do something

discrimination the unfavourable treatment of a person based on a certain attribute (e.g. age, gender, disability, ethnicity, religion or gender identity)

statute law law made by parliament; also known as Acts of Parliament or legislation (as opposed to common law)

common law law made by judges through decisions made in cases; also known as case law or judge-made law (as opposed to statute law)

express rights rights that are stated (i.e. explicitly written) in the Australian Constitution and can only be removed or changed by a referendum (or compulsory public vote)

implied rights rights that are not expressly stated in the Australian Constitution but are considered to exist through interpretation by the High Court

legislation law made by the parliament; also known as Acts of Parliament or statute law (as opposed to common law made by the courts)

Introduction

A **right** is a moral or legal entitlement to have or do something. Rights protect basic freedoms. In democratic societies, these basic freedoms generally include:

- the right to life
- the right to access clean water, food and shelter
- freedom from slavery, cruel punishment and **discrimination**
- freedom of speech and religion
- the right to a fair and unbiased legal system
- the right to vote.

In Australia, our rights are acknowledged and protected by a range of laws, including the Australian Constitution, laws made by the Australian Commonwealth, state and territory parliaments (**statute law**) and laws made by the Australian courts (**common law**). In fact, one of the main roles of the Commonwealth, state and territory parliaments is to make laws to ensure the wellbeing and protection of all Australians. Similarly, one of the aims of the Australian legal system is to protect the rights of the Australian people.

How rights are protected in Australia

The rights of Australian citizens are protected by a range of laws, including the Australian Constitution, statute law and common law.

The Australian Constitution

While the main role of the Australian Constitution is to set out how Australia is to be governed, it also protects a limited number of rights. For example, the Australian Constitution guarantees five **express rights** of the Australian people, which are specifically written in the Constitution. These rights will be discussed in Lesson 24.2 The Australian Constitution (page 626). Additionally, the High Court of Australia, which has the power to resolve disputes over the meaning of the Australian Constitution, can rule that the words and phrases in the Constitution imply or suggest rights (known as **implied rights**) even though they are not expressly stated. When resolving disputes over the meaning of the Constitution, the High Court can also declare Commonwealth law to have been made in breach of the Constitution (i.e. unconstitutional) and invalid. This will be discussed in more detail in Lesson 24.3 The role of the High Court in interpreting and applying the law (page 630).

Statute law

Most rights in Australia are recognised and protected by **legislation** or laws passed by the Commonwealth, state and territory parliaments. The Commonwealth Parliament has the power to pass legislation that applies to and protects the rights of all Australians. Each state and territory parliament has the power to pass laws that protect the rights of the residents of that state or territory. For example, the Commonwealth Parliament passed the *Commonwealth Electoral Act 1918* to protect the rights of Australian citizens to vote in federal elections,

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while the state and territory parliaments have passed their own electoral acts to set out voting procedures and arrangements for state and territory elections. Source 1 provides examples of specific Commonwealth, state and territory legislation that protects certain rights.

Source 1 Examples of two types of rights protected by specific Commonwealth, state and territory legislation

Type of rights	Examples of legislation that protects these rights	
	Commonwealth	State and territory
The right to security of person Many acts protect the right of Australian citizens to feel secure and safe.	• *Commonwealth Crime Code Act 1995* (Cth), which deals with crimes such as importing unlawful drugs, terrorism and people smuggling • *Criminal Code Act 1899* (Qld) • *Criminal Law Consolidation Act 1935* (SA) • *Criminal Code Act 1983* (NT), which deals with crimes such as murder, assault and theft	• *Criminal Code Act 1899* (Qld) • *Criminal Law Consolidation Act 1935* (SA) • *Criminal Code Act 1983* (NT), which deals with crimes such as murder, assault and theft
The right to freedom from discrimination Many acts protect individuals from being discriminated against in areas such as the workplace, schools and sporting organisations.	• *Racial Discrimination Act 1975* (Cth) • *Disability Discrimination Act 1992* (Cth) • *Anti-Discrimination Act 1991* (Qld) • *Anti-Discrimination Act 1998* (Tas) • *Discrimination Act 1991* (ACT)	• *Anti-Discrimination Act 1991* (Qld) • *Anti-Discrimination Act 1998* (Tas) • *Discrimination Act 1991* (ACT) • *Equal Opportunity Act 2010* (VIC)

Common law

In Australia, many rights are protected by common law – law that has been established and developed over the years through decisions made by judges in state, territory and federal courts. Judges can play a significant role in protecting rights when resolving disputes in which there has been an alleged breach of human rights. Judges also have an important role in interpreting the meaning of Commonwealth, state and territory legislation that protects human rights. When giving their decisions in human rights disputes (or possibly other kinds of disputes), judges may establish a legal principle (referred to as a **precedent**) that protects rights. Legal rights that are established in this way are referred to as **common law rights**. Over the years, Australian courts have enforced various rights in their judgments and precedents. These include the right to silence (the general right of an accused not to be required to answer police questions or give evidence during their trial) and the right to a fair trial.

precedent previous legal decisions, which are used to guide future cases

common law rights rights established by judges when making decisions to resolve disputes

bill of rights also known as a charter of rights; a formal document that lists and protects the most important rights and freedoms belonging to the citizens of a country

What is a bill of rights?

A national charter, or **bill of rights**, is a formal document that lists and protects the most important rights and freedoms belonging to the citizens of a country. A charter or bill of rights can be either contained within a country's constitution (referred to as a "constitutional charter or bill of rights") or passed as separate legislation (referred to as a "statutory charter or bill of rights"). While Australia, like every other Western democracy, mainly protects the rights of its citizens through a range of federal and state laws and the court system, it is the only Western democracy in the world that does not have a national charter or bill of rights.

Quiz me! Rights in Australia

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Check your learning 24.1

Check your learning 24.1

Review and understand

1 State three freedoms that are generally included in democratic societies.

2 **Summarise** the three main ways in which rights are protected in Australia.

Apply and analyse

3 **Distinguish** between the ways in which statute law and common law protect rights in Australia.

Evaluate and create

4 In other Western democracies, rights are protected by a bill of rights; for example, the United States has a constitutional bill of rights and New Zealand has a statutory bill of rights. Using the internet, **investigate** how a constitutional bill of rights operates and how a statutory bill of rights operates. **List** your findings and highlight any similarities or differences.

Lesson 24.2
The Australian Constitution

Learning intentions and success criteria

constitution
a document that outlines the rules and principles that guide the way an organisation, state or nation is governed or managed

Australian Constitution
a set of rules and principles that guide the way Australia is governed

federation
a union or joining of independent states (or colonies) to create one central law-making authority

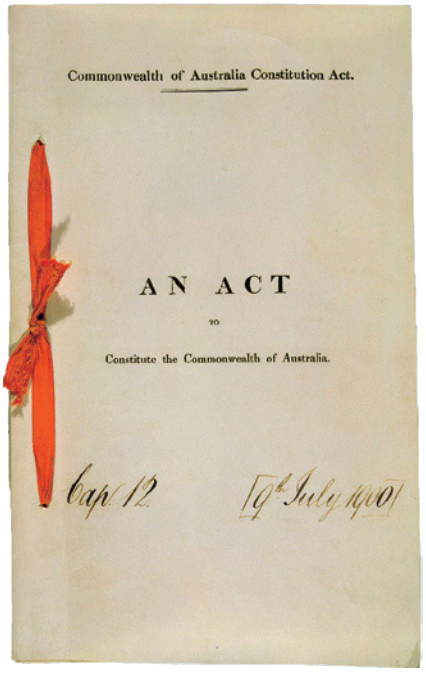
Introduction

A **constitution** is a document that outlines the rules and principles that guide the way an organisation, state or nation is governed or managed. The **Australian Constitution** sets out the way in which Australia is governed. For example, it describes the role and law-making powers of the Commonwealth Parliament and outlines the role of the High Court of Australia.

The purpose of the Australian Constitution

While Aboriginal and Torres Strait Islander peoples have lived in Australia for more than 65,000 years, the British began colonising Australia after their arrival in 1788. Between 1788 and 1901, the British established six colonies – New South Wales, Victoria, Queensland, Tasmania, South Australia and Western Australia – each with the power to make laws for their residents, while also being under the authority of the British Parliament.

By the late 1800s, problems began to arise due to the lack of consistent laws between the colonies, and support grew for the idea of Australia becoming a **federation**. The colonies would become the states of Australia, and be united by one central (or federal) parliament. In the 1890s, representatives from each


Commonwealth of Australia Constitution Act.

AN ACT

to

Constitute the Commonwealth of Australia.

Cap 12 [9th July 1900]

Source 1 The Australian Constitution

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colony drafted the Australian Constitution to unite the colonies and establish Australia as an independent nation. After being approved by the voters in each colony and the British Parliament, the Australian Constitution came into operation on 1 January 1901.

The Australian Constitution established a federal system of government in Australia, where the new nation consisted of six states, each with the power to make laws for the residents of that state, and one Commonwealth parliament, with the power to make laws that apply to the entire country. The Constitution also:

- created and outlined the law-making powers of the Commonwealth Parliament
- created the High Court of Australia to resolve disputes over the meaning of the Constitution
- outlined and protected a small number of rights of the Australian people.

The law-making powers of the Commonwealth parliament

The Commonwealth Parliament can only make laws in the areas specifically stated in the Constitution as belonging to the Commonwealth Parliament. These are referred to as specific areas of law-making power, or **specific powers**. Most of these are listed in section 51 of the Constitution. They include the power to make laws on:

- marriage and divorce
- currency (bank notes and coins)
- taxation (for example, the goods and services tax)
- social welfare benefits (for example, the age pension and unemployment benefits)
- trade and commerce (with other countries and between the states)
- defence (all military forces).

specific powers areas in which the Commonwealth Parliament has the power to make law, e.g. defence, currency, and marriage and divorce

Source 2 Some areas in which the Commonwealth Parliament can make laws are those related to defence, currency and marriage.

Any areas of law-making power that are *not* stated in the Constitution as specifically belonging to the Commonwealth Parliament belong solely to the state parliaments. These are referred to as **residual powers** and include the power to make laws on:

- adoption, surrogacy or IVF technology (which did not exist in 1901)
- childcare and education
- public transport
- water and electricity supply.

residual powers areas in which only the state parliaments can make law, e.g. law and order, education, health and public transport

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Types of specific powers

The specific powers of the Commonwealth Parliament that are outlined in the Constitution can be divided into two types: exclusive and concurrent powers.

Exclusive powers are those specific areas of law-making power in which only the Commonwealth Parliament can make law. For example, only the Commonwealth is able to make laws in the areas of currency and defence.

Concurrent powers are those specific areas of law-making power that are shared by both the Commonwealth and state parliaments. For example, both the Commonwealth and state parliaments can make laws on taxation, marriage, and census and statistics. If the state and Commonwealth Parliaments pass laws in concurrent areas of power that conflict, the Commonwealth's law prevails over – or overrides – the state law.

I used to think, now I think

Reflect on your learning about how the Australian Constitution protects the rights of the Australian people and complete the following sentences.

- I used to think ...
- Now I think ...

What has changed in your understanding?

Different types of law-making powers

Specific powers:
Areas of power listed in the Constitution that either rest with the Commonwealth Parliament (exclusive powers) or are shared between the Commonwealth and state parliaments (concurrent powers).
For example:
- currency (exclusive power)
- defence (exclusive power)
- taxation (concurrent power).

Residual powers:
Areas of power not listed in the Constitution that therefore solely rest with the state parliaments.
For example:
- childcare
- public transport
- water and electricity supply.

Source 3 Types of specific law-making powers

The role of the High Court

In addition to creating and outlining the powers of the Commonwealth Parliament, the Australian Constitution (in section 71) also created the High Court of Australia (our highest court) to interpret and apply Australian law and hear and resolve disputes involving the meaning of the Constitution or laws made by the Commonwealth Parliament. This will be discussed in more detail in Lesson 24.3 The role of the High Court in interpreting and applying the law (page 630). The High Court can also hear appeals from other federal, state and territory courts.

Protection of express and implied rights

At the time the Australian Constitution was drafted, it was believed that rights would be adequately protected by common law and by elected parliaments with the ability to pass legislation to protect rights. As such, while the Australian Constitution establishes some basic rights for Australian citizens, it does not contain a charter or bill of rights that protects a comprehensive list of rights. The Australian Constitution protects the rights of the Australian people in two main ways, through:

- express rights, and
- implied rights.

referendum
the method for changing the wording of the Australian Constitution, which requires any change to be approved by the Australian people at a compulsory public vote

Express rights

The Australian Constitution contains five express rights of the Australian people. These express rights are explicitly stated in the wording of the Constitution and can only be removed or altered with approval from the Australian people at a compulsory public vote called a **referendum**.

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Examples of express rights in the Australian Constitution are:

- the limited right to freedom of religion (section 116). This right exists because the Constitution prohibits the Commonwealth Parliament from making laws that establish a religion or that ban people from practising their religion.
- the right to not be discriminated against by the Commonwealth on the basis of the state in which you reside (section 117). This means, for example, that residents of Tasmania cannot be subject to a Commonwealth law that would treat them less favourably than people living in Victoria.
- the right to a trial by jury for indictable Commonwealth offences (section 80) – this right ensures that people who are charged with indictable (serious) Commonwealth offences (for example, terrorism offences) can have a trial by jury.
- the right to receive "just terms" when property is acquired by the Commonwealth (section 51(xxxi)). This right ensures that the Commonwealth pays fair and reasonable compensation for any property that it compulsorily acquires (or gains).

Implied rights

Implied rights are rights that are not expressly stated in the wording of the Australian Constitution but are considered to exist by the High Court's interpretation of the Constitution's meaning. The High Court can imply the existence of rights when resolving disputes between individuals and the state and Commonwealth parliaments over the meaning of the Constitution. This will be discussed in more detail in Lesson 24.3 The role of the High Court in interpreting and applying the law (page 630).

Quiz me! The Australian Constitution

Check your learning 24.2

Check your learning 24.2

Review and understand

1 In your own words, **define** 'constitution'.
2 **Identify** why the Australian colonies agreed to become a united federal nation.
3 **Summarise** three of the main purposes of the Australian Constitution.
4 **Summarise** the relationship between the Australian Constitution and the High Court.
5 **Explain** the difference between express rights and implied rights.

Apply and analyse

6 Answer these questions.
   a **Distinguish** between specific and residual powers. Remember, when you distinguish between two things, you should talk about how they are different.
   b **Identify** three examples of each type of power.
7 **Propose** one reason why some specific areas of law-making power might have been designated as exclusive powers of the Commonwealth Parliament.

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Lesson 24.3
The role of the High Court in interpreting and applying the law

Learning intentions and success criteria

Introduction

The High Court of Australia was established by the Australian Constitution to interpret and apply the law of Australia. Like all courts in Australia, the High Court is independent of the parliament. This means judges (referred to as justices in the High Court) are free to interpret and apply the law, and resolve cases, independently and without influence from members of parliament or the government. The impartiality of judges helps protect citizens against the misuse of political power or corruption in the resolution of disputes.

The High Court is the only court in Australia that has the power to hear and resolve disputes that arise under the Australian Constitution or involve its interpretation. The Court also hears disputes involving laws made by the Commonwealth Parliament and legal issues of major public importance. Another important role of the High Court is to hear appeals from other federal, state and territory courts. Because it is the highest court in Australia, decisions of the High Court in **appeal** cases are final and legal principles established by the court must be followed by all other Australian courts.

appeal
an application to have a higher court review a ruling (i.e. a decision) made by a lower court

Resolving disputes by interpreting the Constitution

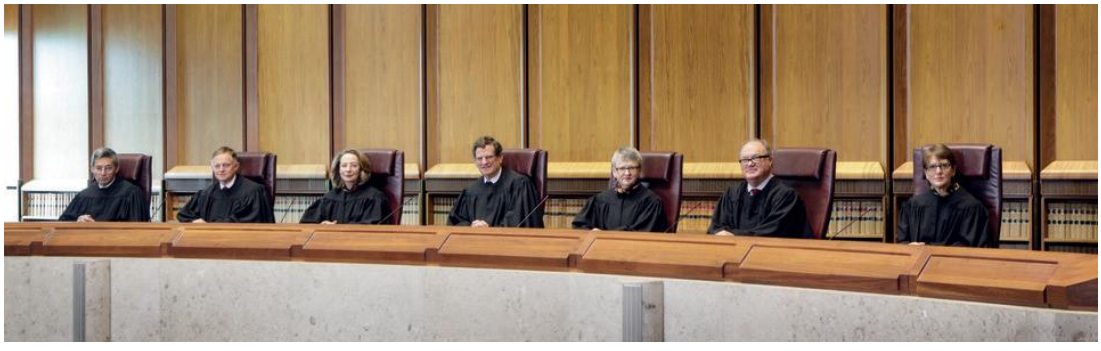
When resolving disputes over the meaning of the Constitution, the High Court can:

- keep the Constitution relevant
- check the law-making power of the parliament
- protect express and implied rights.

Keeping the Constitution relevant

While those who drafted the Australian Constitution took great time and care to make sure that it was clearly worded, it was necessary to describe some of the Commonwealth's law-making powers in rather broad or general terms, so that the Commonwealth Parliament would have the power to make laws in areas that were not actually in existence at the time. Over the years, the use of these broad terms has caused disputes, which the High Court has been called upon to resolve.

For example, the Constitution gives the Commonwealth Parliament the broad power to make laws with respect to "postal, telegraphic, telephonic, and other like services".



Source 1
A "full bench" of seven judges (known as justices) sit in the High Court to hear disputes involving the interpretation of the Australian Constitution.

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But what are "other like services"? What services that exist in the 2020s could be regarded as similar to the postal, telegraphic and telephonic services that existed in the 1900s when the Constitution was written? Would these services now include making laws about radio and television broadcasting, the internet, and wireless and satellite services?

As illustrated in many cases, the High Court can help keep the Constitution relevant and up-to-date by interpreting the meaning of its words and phrases. For example, the High Court can allow, when appropriate, for new technologies to be included in the Commonwealth's law-making powers.

Checking the law-making power of parliament

In a situation where an individual, organisation or government body believes the Commonwealth Parliament has made a law beyond its power (i.e. outside its law-making powers as stated in the Australian Constitution), they can challenge the validity or lawfulness of the Commonwealth's law in the High Court. When determining such cases, the High Court can act as an independent and impartial "umpire" to check that the Commonwealth Parliament does not make law that exceeds its constitutional law-making power. In cases where the High Court decides the parliament has made law (legislation) beyond its constitutional power (referred to as ***ultra vires***) it can declare the legislation invalid.

ultra vires
a Latin term meaning "beyond the powers"; a law made beyond (i.e. outside) the powers of the parliament

Protecting express and implied rights

When resolving disputes over the meaning of the Australian Constitution, the High Court is able to interpret the Constitution and imply or infer that various rights of the Australian people exist – even though they are not expressly stated. Such rights are known as implied rights. For example, although the Constitution does not explicitly state that Australians have the right to freely discuss and debate political issues – referred to as **freedom of political communication** – in various cases throughout the years, the High Court has decided that this right is suggested or implied in the Constitution.

freedom of political communication
the right of Australians to exchange information or discuss political issues without fear of being charged and punished by the government

Any individual or organisation who believes an Act of Parliament is in breach of an express right (as explicitly stated in the Australian Constitution) can challenge the validity of the legislation in the High Court. If the High Court decides the legislation does infringe on an express right, it can be declared invalid. In this way, the High Court can protect the express rights of the Australian people and check the law-making powers of the parliament.

Case study Interpreting the Constitution and keeping it relevant

In the cases of *R v Brislan (1935)* and *Jones v Commonwealth (1965)* the High Court was called upon to interpret the wording of the Australian Constitution. Seven justices of the High Court were required to interpret whether the Commonwealth Parliament's specific power to make laws with regard to "postal, telegraphic, telephonic, and other like services" (as stated in section 51(v) of the Constitution) included the power to make laws on radio and television broadcasting, respectively.

In each case, the High Court broadly interpreted the phrase "other like services" to include radio and television broadcasting; and in doing so, while not changing the actual wording of the Constitution, the High Court effectively expanded the Commonwealth's power to make laws in these areas of communication – which had not even been created when the Constitution was written.

Source 2
New technologies create many areas of law-making not foreseen by those who wrote the Australian Constitution in 1901.

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Case study The High Court as "umpire": Can the parliament control product packaging?

Section 51(xxxi) of the Australian Constitution gives the Commonwealth Parliament the power to make laws to acquire (gain or possess) property provided this is done "on just terms", meaning fairly. In other words, it gives the Commonwealth the power to gain property (including physical land and buildings, and intellectual property such as copyrights, trademarks and logos) provided the terms on which it does so are fair.

In 2011, the Commonwealth Parliament passed the *Tobacco Plain Packaging Act*. This law banned tobacco companies from using logos, brand images and promotional text on their tobacco products. It meant that all tobacco products sold in Australia needed to be presented in a plain package and contain specific health warnings.

The plain-packaging law was passed in an attempt to discourage smoking and reduce its harmful effects. However, a number of major tobacco companies – including British American Tobacco and Philip Morris – claimed that the Act breached the Australian Constitution by unfairly allowing the federal government to acquire or seize their intellectual property; that is, their trademarks, branding and logos. The companies challenged the validity of the new law in the High Court.

Source 3 The High Court has declared the Commonwealth's "tobacco plain packaging" laws to be constitutionally valid.

In 2012, the High Court declared the Commonwealth Parliament's law constitutionally valid. In simple terms, the High Court ruled that the federal government was not acquiring the use of the tobacco companies' intellectual property, but was simply restricting the way in which the tobacco companies could use their logos and trademarks.

Case study Can the High Court protect the ability to vote?

In 2004, the Commonwealth Parliament passed a law that banned prisoners who were serving sentences longer than three years from voting in elections. Two years later, the Parliament extended this ban by passing another law (called the *Electoral and Referendum Amendment [Electoral Integrity and Other Measures] Act 2006*, to ban all prisoners from voting in elections. After the 2006 Act was passed, Vickie Lee Roach, an offender who was serving a six-year term of imprisonment, challenged the constitutional validity of both Acts in the High Court. She believed the Acts were invalid (unlawful) because they breached two sections of the Australian Constitution (sections 7 and 24) that state that the Commonwealth Parliament must be "directly chosen

Source 4 Vickie Lee Roach challenged Commonwealth legislation that banned prisoners from voting in elections. While imprisoned, Roach completed a master's degree in professional writing and commenced studies for a PhD.

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by the people" and, therefore, protect the right of the people to elect the members of parliament.

In 2007, the High Court decided that the 2006 Act, which banned all prisoners from voting, was unconstitutional and invalid because it breached the right of the people to choose the members of parliament (as protected in sections 7 and 24 of the Constitution). Interestingly, however, the Court found the 2004 Act (which banned prisoners who were serving sentences longer than three years from voting) to be valid. The Court found that the Commonwealth Parliament should have the ability to restrict a person's right to vote if it is necessary to preserve representative government and a very good reason exists. For example, a person's right to vote could be removed for serious criminal misconduct (such as for prisoners serving a sentence of more than three years). As Roach was sentenced to a six-year term of imprisonment, she still did not have the right to vote after the High Court's decision.

Case study Can the High Court protect freedom of speech?

In the case of *Australian Capital Television Pty Ltd v Commonwealth* (1992), the High Court was required to resolve a dispute relating to freedom of speech. In simple terms, the court had to determine whether a Commonwealth law that banned political parties from making political broadcasts and placing advertising on radio and television during election campaigns breached the right of the Australian people to have "freedom of speech" and the Australian Constitution.

The justices of the High Court decided that although the Australian Constitution does not specifically mention or protect the broad right to "freedom of speech" in Australia, it does indirectly imply that Australians have the more narrow right to "freedom of political communication"; that is, a right to freely discuss and debate political issues.

In making its decision, the High Court ruled that given the Constitution requires members of the Commonwealth Parliament to be "chosen by the people", the people have a right to be informed about and discuss political issues. This means that political parties should be able to advertise and discuss their views and policies in a public forum (for example, on television or radio) prior to an election so that the people can make an informed decision when they are voting to elect the government.

In other words, the Constitution implies that people have a right to freedom of political communication.

Source 5 Political parties and their candidates are allowed to advertise their views before an election so that voters can make an informed choice when voting.

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Resolving disputes by interpreting legal principles and the common law

One of the main roles of the High Court is to interpret and apply Australian law to resolve important disputes, such as disputes involving the validity (or lawfulness) of state and Commonwealth law, and legal principles of major public importance. In cases where the High Court believes the states or Commonwealth parliaments have made a law beyond their law-making power, or in breach of Australian law, the Court can make a ruling to declare the law invalid. When resolving disputes, the High Court can also overrule (or cancel) legal principles or law made by other courts (i.e. common law) and establish new legal principles or law. Being the highest court in Australia, legal principles established by the High Court must be followed by all other Australian courts.

While, over the years, the High Court has resolved many important legal cases (and in doing so, interpreted and created many important legal principles or laws), one of its most well-known cases is *Mabo v Queensland (No 2)* (1992), referred to as the *Mabo* case. This case was very important because, in making its decision, the High Court overruled the long-standing but untrue legal principle that Australia was an "empty land that belonged to no one" when it was colonised by the British in 1788. In doing so, the High Court created a new legal principle or law that recognised traditional land rights of Aboriginal and Torres Strait Islander peoples, who had lived in Australia for tens of thousands of years before being deprived of their land following British colonisation.

terra nullius
a Latin expression meaning "land belonging to no one"; a principle used by British colonists to justify the occupation of Australia without treaty or payment

Case study Can the High Court change legal principles or law?

In 1982, five Torres Strait Islander people joined together to commence a legal case in the High Court of Australia, to have their traditional ownership of their ancestral lands (on Murray Island in the Torres Strait) legally recognised. The small group of Torres Strait Islander people, led by Eddie Koiki Mabo, challenged the long-standing and false legal principle of ***terra nullius***, that Australia was an "empty land that belonged to no one" when it was colonised by the British in 1788. This meant that even though Aboriginal and Torres Strait Islander peoples had lived on and occupied the land for thousands of years, their traditional ownership of their land was not recognised under Australian law.

In 1992, after a 10-year legal battle, the High Court made its ruling in the Mabo case, finding in favour of Eddie Mabo. The High Court

Source 6 Eddie Koiki Mabo, whose successful High Court challenge saw the legal recognition of native title land rights for Aboriginal and Torres Strait Islander peoples (the First Nations peoples of Australia).

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overturned, or cancelled, the principle of *terra nullius* by deciding that the Murray Islanders of the Torres Strait were entitled to possession, occupation and enjoyment of their traditional lands of the Murray Islands. In making its ruling, the Court legally recognised the right of Aboriginal and Torres Strait Islander peoples to make claims over their traditional land and be granted **native title** to land.

In 1993, following the *Mabo* decision in the High Court, the Commonwealth Parliament passed the *Native Title Act 1993* (Cth), to confirm and enshrine the High Court's decision in statute law and to establish procedures for dealing with and settling native title claims.

native title
the right of First Nations peoples (Aboriginal and Torres Strait Islander peoples) to have ownership of land (property) based on having a spiritual, religious and cultural connection with the land

Quiz me! The role of the High Court in interpreting and applying the law

Check your learning 24.3

Check your learning 24.3

Review and understand

1 **Identify** two ways in which the High Court interacts with the Australian Constitution.

2 **Summarise** why the Constitution might need to be interpreted.

3 **Explain** what the following statement means: "The High Court can help keep the Constitution up-to-date and relevant in modern Australia."

Apply and analyse

4 Read "Case study The High Court as 'umpire': Can the parliament control product packaging?"
   - a **Describe** what the dispute in the case was about.
   - b **Explain** why the Commonwealth Parliament was able to make a law banning tobacco companies from using their logos and brand images on their tobacco products.

5 Read "Case study Can the High Court protect freedom of speech?"
   - a **Consider** one reason why the Commonwealth Government may have wanted to pass a law to ban political parties from placing advertisements on television and radio during federal elections. Remember this was a time before the internet had been established, so there was no social media.
   - b **Explain** why the High Court ruled that political parties should be able to advertise on television and radio during election campaigns.

6 Read "Case study Can the High Court protect the ability to vote?"
   - a **Summarise** the key facts of the case.
   - b **Explain** why the High Court ruled that it was unconstitutional to deny prisoners sentenced for less serious criminal offences the right to vote.

7 **Distinguish** between express and implied rights, and give one example of each.

8 **Consider** two areas of law that have been created as a result of advances in technology that would not have been envisaged in 1901 when the Australian Constitution was being drafted.

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24A Skills in context
The right to protest

Introduction

Over the years, the High Court of Australia has ruled that the Australian Constitution implies that Australians have the right to freedom of political communication (that is, the right to express their political views). But what exactly does this mean, and to what extent should people have the freedom to express their political views? For example, should an individual or group have the legal right to make public comments on political issues – for example, same-sex marriage, adoption, abortion or euthanasia – that might be considered cruel, offensive or intimidating? Or should our freedom to political communication be restricted?

In February 2019, in the case of *Clubb v Edwards; Preston v Avery* – known as the *Clubb Case* – the High Court had to decide whether or not people should have the right to publicly express their views, or protest, in circumstances where doing so could intimidate and cause stress to other people.

The case arose after the Victorian and Tasmanian governments passed laws – in 2008 and 2013 respectively – banning anti-abortion protesters (people who oppose the right of women to lawfully terminate their pregnancies) from demonstrating within 150 metres of fertility clinics. Fertility clinics are medical clinics that provide assistance to people with pregnancy-related issues, including being unable to conceive and lawful terminations. Called "safe access zone" laws, the laws were introduced to protect people who visited fertility clinics (including clients and staff) from being intimidated and harassed by anti-abortion protesters, who regularly wait outside fertility clinics to urge women not to proceed with terminations.

In 2016 and 2017, some years after the introduction of the safe access zone laws, two anti-abortion protesters (one in Victoria and one in Tasmania) were charged with breaching the laws. After being found guilty, they argued in a number of court cases that the safe access zone laws breached their right to freedom of political communication.

Finally, in April 2019, the case was heard by the High Court. The High Court decided that while Australians have the right to freedom of political communication and to publicly express their views on controversial political issues, this does not give them the right to force political messages on another person if that message is "inconsistent with the human dignity of that person". By making this ruling, the High Court limited the right of people to publicly express their views in circumstances where the expression of these views may cause genuine distress or anxiety to others to the extent that it decreases their self-worth.

Source 1 Anti-abortion protesters outside a fertility clinic

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Key skill Evaluating democratic institutions and systems

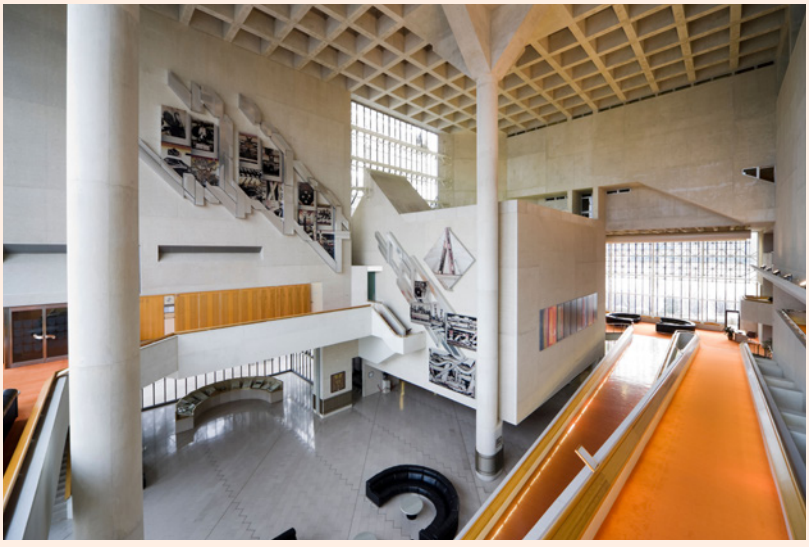
Creating a timeline

Timelines are an effective way to organise and present information and ideas so they may be more easily understood and evaluated. Constructing a timeline involves presenting information – such as key terms, events and concepts – in a chronological order to illustrate a sense of time and a common relationship. Displaying events and concepts in a sequential order helps develop a linear perspective, and can assist in the analysis and evaluation of information and ideas. There are a number of timeline creator tools available on the internet.

To create a timeline, follow these steps:

- **Step 1:** Consider the length of time you want to represent on your timeline. You may want to show, for example, 1901 to 1999.
- **Step 2:** Divide the timeline evenly into suitable blocks of time. For example, if you were illustrating the success of referendums since Federation, you could prepare a timeline of the years since 1901 in 10-year intervals.
- **Step 3:** After determining your time intervals, accurately measure and mark the dates of your intervals.
- **Step 4:** Mark specific, significant events on the timeline, including their dates. Provide a brief description or explanation of these events.

For more information on this skill, see Lesson 22.3 Evaluating democratic institutions and systems (page 573).



Source 2 Inside the High Court of Australia; many of the artworks in the High Court's collection reflect the traditions, symbolism and practice of the law.

Source 3 Climate change protesters

Practise the skill

1 Using the information provided, **create** a timeline of the *Clubb Case (2019)*. Your timeline should include the dates of the significant stages of the case, and an accompanying explanation for each. It should cover the period from the creation of the state safe access zone laws to the final High Court decision.

Extend your understanding

1 **Explain** whether or not you believe the High Court's decision effectively restricted the right of anti-abortion protesters – and all Australians – to freedom of political communication.

2 Should restrictions be placed on individuals with respect to their right to express their views on controversial political issues in public spaces? Write a short paragraph to **justify** your position.

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Lesson 24.4
Australia's international legal obligations

Learning intentions and success criteria

international legal obligations rights, responsibilities, terms and conditions of international treaties that a nation has legally committed to upholding through ratifications

treaties formal documents, signed by nations or international organisations, that legally require them to follow the conditions set out in the document

declarations statements or an indication of commitment, especially to moral issues; declarations are not legally binding

ratification the process of a nation's parliament expressly passing legislation that requires it by law to adopt the various rights and responsibilities set out in a treaty

Introduction

Australia has **international legal obligations** in a wide variety of areas such as human rights, the environment, defence, security and trade. These international legal obligations are written down in **treaties**, which Australia is compelled (or bound) to observe. A treaty can also be called a convention, protocol or covenant. Australia also supports a number of international **declarations**. Unlike treaties, declarations are not legally binding.

Bilateral and multilateral treaties

Australia may enter into bilateral or multilateral treaties. A bilateral treaty is a treaty between two countries. A multilateral treaty is between three or more other countries. Multilateral treaties are usually developed and overseen by an international organisation, such as the UN or the International Labour Organization (ILO).

The Australian Government has the power to enter into treaties and participate in international negotiations. Once a government agrees to the conditions of a treaty, it will sign it. Being a signatory to a treaty demonstrates a government's intention to be bound by its terms and to incorporate them into its national law at a later date. Once a treaty is signed, signatory nations have an obligation to refrain from any acts that would defeat the object and purpose of the treaty.

A treaty becomes legally binding upon a signatory nation when the nation specifically passes legislation (statutes) to approve and adopt the terms outlined in the treaty. This process is known as the **ratification** of the treaty. Once a nation ratifies a treaty, it is legally bound to accept and implement the rights and responsibilities within that treaty.

The impact of treaties on Australian law

Over the years, the Commonwealth Parliament has passed a range of legislation to incorporate the terms of international treaties into Australian law. Source 2 provides some examples. However, it is not always necessary to pass new laws to ensure we comply with our treaty obligations. Existing Commonwealth or state/territory legislation may be sufficient to implement the provisions of a treaty.

Source 1 In 2018 Australia and Timor-Leste signed the Treaty between Australia and the Democratic Republic of Timor-Leste establishing their maritime boundaries in the Timor Sea. This bilateral treaty established permanent maritime (sea and ocean) boundaries between the two countries, and outlined how gas and oil resources in the Timor Sea would be developed.

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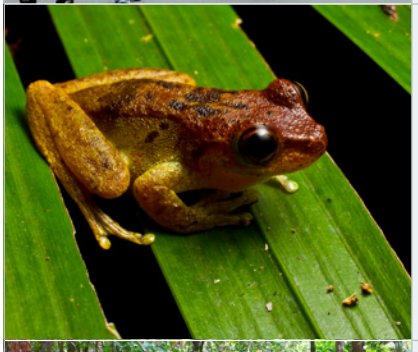
Source 2 Examples of treaties and declarations that Australia has entered into and how these are incorporated into Australian law.

Treaty or declaration area	International treaty or declaration Australia has entered into or supports	Australian law that reflects the conditions of the treaty or declaration, in part or full
Eliminating racial discrimination	• International Convention on the Elimination of All Forms of Racial Discrimination (ICERD) • Eliminates racial discrimination and promotes understanding among all races	• *Racial Discrimination Act 1975* (Cth) and state law in this area *Example:* A job advertisement stating that people of certain nationalities need not apply is against the law.
Protecting women against discrimination	• Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) • Defines what constitutes discrimination against women and sets out a plan to end such discrimination	• *Sex Discrimination Act 1984* (Cth) and state law in this area *Example:* A woman who is told she cannot apply for a promotion because she has family commitments is being unlawfully discriminated against on the basis of being a woman.
Protecting First Nations peoples and cultures	• United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) • Sets standards for the wellbeing of Indigenous or First Nations populations around the world, including eliminating human rights violations against Indigenous or First Nations peoples.	• The Commonwealth Government supports the UNDRIP as a non-legally binding document. After endorsing the UNDRIP in 2009, as of 2021, the Commonwealth Government has not implemented the UNDRIP in law, policy or practice.
 **Protecting endangered species**	• Convention on International Trade in Endangered Species of Wild Fauna and Flora (CITES) • Ensures that international trade in wild animals and plants does not threaten their survival	• *Environment Protection and Biodiversity Conservation Act 1999* (Cth) *Example:* The trapping of the orange-bellied parrot (an Australian endangered species) is illegal.
Protecting the environment	• Convention Concerning the Protection of the World Cultural and Natural Heritage (CCPWCNH) • Protects cultural and natural heritage around the world that has outstanding universal value and must be preserved for current and future generations	• *World Heritage Properties Conservation Act 1983* (Cth) *Example:* An attempt to destroy a World Heritage site (such as the Gondwana Rainforests of Australia) through mining is unlawful.

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The influence of international legal obligations on policy

International legal obligations can shape domestic policy in Australia. Policy making involves the government taking action in a certain area to achieve a desired outcome. Protecting the **ozone layer** is one example of where Australia has worked with other countries and implemented policies at home to reduce ozone-depleting chemicals – such as chlorofluorocarbons, which used to be found in bug sprays, paints, hair conditioners, etc. – in the atmosphere. Australia has surpassed all of its legal obligations under the Montreal Protocol on Substances that Deplete the Ozone Layer. Ozone depletion still continues, but the Montreal Protocol was successful in controlling the global production and consumption of ozone-depleting substances.

ozone layer
a layer of gases, with a large proportion of ozone, high in the atmosphere that protects the Earth from harmful amounts of the sun's rays

The reduction of greenhouse gas emissions is another area that requires sustained effort from all countries in order to make a difference. By signing the Paris Agreement in 2016, the Australian Government joined nearly every other nation in the world in committing to reduce greenhouse gas emissions. However, Australia earns a great deal of money from exporting **fossil fuels**, such as coal and liquid natural gas (which are major contributors to our level of greenhouse gas emissions), and is reluctant to reduce its reliance on these fuels. The target Australia set (to reduce emissions by between 26 and 28 per cent below 2005 levels by 2030) was influenced by its economic interests. As of 2022, Australia's target is to reduce emissions by 43 per cent below 2005 levels by 2030, and to reach net zero emissions by 2050. Many climate scientists believe that this target is insufficient for meeting the commitment of the Paris Agreement to limit global warming to below 2 degrees Celsius.

fossil fuels
a fuel made from the decomposed (fossilised) remains of plants and animals that lived millions of years ago (e.g. coal, oil, gas)

Failure to meet our international obligations and uphold the conditions outlined in international treaties can result in other nations or organisations putting international pressure on Australia.

Source 3 Australia, like many other countries, relies heavily on fossil fuels for energy. Australia needs to find innovative energy solutions if it is to reduce its impact on climate in the future. International pressure will affect policy in this area.

Oxford University Press
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The UN plays a role in monitoring how Australia is performing in relation to its international legal obligations. For example, every five years the UN Human Rights Council (UNHRC) provides Australia with a review of its performance on human rights. In 2024 the UNHRC criticised Australia for its performance in a number of areas, including:

- its treatment of refugees and asylum seekers, which involves the offshore processing and detention of asylum seekers for lengthy periods of time and arguably does not fulfil our international legal obligations
- the treatment of Aboriginal and Torres Strait Islander peoples, who experience severe inequality compared to non-Indigenous Australians, including being significantly overrepresented in Australia's prison population. Some of the problems facing Aboriginal and Torres Strait Islander peoples were highlighted in the 2020 Black Lives Matters demonstrations and the 2021 Australia "Invasion Day" protests.

Shining a light on Australia's poor performance in these areas may influence future policy change.

I used to think, now I think

Reflect on your learning about Australia's international responsibilities and obligations and complete the following sentences.

- I used think ...
- Now I think ...

What has changed your understanding?

Quiz me! Australia's international legal obligations

Check your learning 24.4

Check your learning 24.4

Review and understand

1 **Recall** one example of how Australian law reflects the principles of the International Convention on the Elimination of All Forms of Racial Discrimination (ICERD).

2 Choose two international treaties to which Australia is a party and **describe** the main purpose of each treaty.

3 **Summarise** why new laws are not always needed to comply with an international treaty Australia has signed and ratified.

4 **Explain** the difference between a bilateral and a multilateral treaty.

Apply and analyse

5 **Consider** (think carefully about before making a decision) why the power to enter into treaties belongs to the Australian Government rather than the state or territory governments.

Evaluate and create

6 Do you think one country acting alone would be able to solve global environmental problems such as the depletion of the ozone layer and climate change? **Justify** (give reasons for) your response.

7 In small groups, **discuss** how Australia's international legal obligations can affect our domestic policy. Write down the main points from your discussion and report back to the class.

8 There are nine core international human rights treaties or conventions (including the ICERD and CEDAW). Using the internet, **investigate:**

- what these international human rights treaties or conventions are called
- which of these treaties or conventions Australia is party to.

Present your findings in a table.

9 The Paris Agreement is an international treaty that is legally binding. However, while nations who have signed the agreement have a legal obligation to set targets (known as "nationally determined contributions" or NDCs) to help limit global warming to below 2 degrees Celsius and to report on their progress, they are not legally obliged to meet their targets. In small groups, **discuss** the extent to which Australia is meeting its commitment to reduce greenhouse gas emissions.

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Lesson 24.5
Comparing legal systems in Australia and Vietnam

Learning intentions and success criteria

socialist republic
a type of government where most important businesses and resources, like factories, land, and health services, are owned and managed by the government on behalf of the people

communism
an ideology (or belief system) in which the community, or society as a whole, owns all property and resources. In this system, each person works according to their skills and talents, and in return, they receive what they need to live and thrive, aiming for fairness and equality among everyone

USSR
the Union of Soviet Socialist Republics, a former name for modern-day Russia. The USSR promoted ideas and governments relating to socialism around Asia and Europe in the mid-to-late twentieth century

precedent
previous legal decisions, which are used to guide future cases

Introduction

Vietnam is one of our closest neighbours in Asia, and is an influential nation in South-East Asia. Their experiences with colonialism, civil war and ultimately becoming a **socialist republic** have meant that there have been both internal and external influences on their legal and justice systems.

A long and violent history

Vietnam was a series of dynasties before it was formally colonised by the French in the 1880s. Colonisation left a lasting influence on the nation. Vietnam fought for its independence both at the Paris Peace Conference in 1919 and then later at the end of World War II. It was eventually successful at the end of the Vietnam War (1955–1975), which was primarily fought between the North (promoting **communism** and supported by the **USSR**) and the South (promoting democracy and supported by the United States). The Vietnam War ended when Saigon (the capital city) fell on 30 April 1975 to North Vietnamese forces, leading to the country's reunification under communist control.

Today, Vietnam is a socialist republic. This means that there is a single political party in power that controls many aspects of life, including freedoms we might take for granted such as freedom of speech and freedom of assembly. However, due to international pressure from bodies like the United Nations, Vietnam has made some changes in its constitution and governance.

Codified Civil Law

In Australia we use a system called "common law". This is based on judicial (court-based) decisions and **precedent** rather than written statutes (laws from the government). In this system, judges create law through their rulings in individual cases, which then serve as a reference for future cases.

The legal system in Vietnam uses "codified civil law". This is where laws are written down and organised into codes. It means that legal rules are compiled in a systematic way, making them easily accessible and clear. The laws are often very direct and cover all areas, including civil, criminal and administrative matters. The *Civil Code* is the primary source of law, and judges interpret and apply these written laws strictly. Vietnam adapted this system from the French colonists. They make changes to laws as the needs arise.

As Vietnam is a single-party country, the judiciary and those who enforce the law fall under the leadership of the Communist Party of Vietnam. All judges are members of the party. The judiciary is therefore accountable to the National Assembly of Vietnam, meaning that if the government does not like a ruling or interpretation of the *Civil Code*, they can intervene by directing the judiciary to reinterpret the law or by proposing amendments to the law itself. This relationship can limit the independence of the courts, as judicial decisions must often align with the party's political agenda. It can also impact the enforcement of legal rights and the administration of justice.

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Source 1 The National Assembly Building of Vietnam, located in Hanoi, is the centre of government activity and used by the National Assembly of Vietnam.

Comparing codified and common law systems

The major difference between Australia's and Vietnam's legal systems is where laws come from. Codified law relies heavily on written statutes, while common law is based on judicial decisions and precedents. This means that Vietnam's system is less flexible in changing the law, as it must go through a formal process to amend the *Civil Code*. In Australia, however, independent judges are qualified to interpret the law on a case-by-case basis in the absence of a precedent.

In Vietnam the role of judges is slightly different, as not only do they report to the government, but their primary job is to apply the law as it is written, not interpret it or navigate areas of it that might be ambiguous or unclear.

Resistance to the current system

As it is against the law to criticise the government, some Vietnamese citizens and activists use social media to raise awareness about issues like environmental pollution, land rights and government corruption. Platforms like Facebook and YouTube are popular tools for organising and sharing information, as traditional media is tightly controlled by the government. Activists have used these platforms to organise large-scale protests, like those against a proposed law on special economic zones in 2018. In this example, citizens feared that Chinese influence would increase in Vietnam.

The Vietnamese government closely monitors online content, however, and it has enacted stringent cybersecurity laws to control dissent.

Source 2 The Vietnamese government monitors the internet closely to ensure that people aren't speaking up against it or organising protests.

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Case study The case of Dr Cù Huy Hà Vũ

Dr Cù Huy Hà Vũ is a Vietnamese scholar, legal activist and descendant from a prominent revolutionary family.

Dr Cù Huy Hà Vũ filed various lawsuits against Prime Minister Nguyen Tan Dung that criticised the Vietnamese government's actions. His lawsuits challenged government policies, including a decree that prohibited class-action petitions and his right to speak on environmental and land issues.

Vũ's activism led to his arrest in 2010, and in 2011 he was sentenced to seven years in prison for "propagandising against the state". Despite his family's appeals and widespread international outcry, the government upheld his conviction upon review. Their decision reflected the Communist Party's influence over judicial outcomes in politically sensitive cases.

Source 3 Dr Cù Huy Hà Vũ speaks to reporters on Capitol Hill in Washington on 6 May 2014, after his release from prison.

Dr Cù Huy Hà Vũ was released from prison in 2014 after serving four years of his seven-year sentence. Despite international outrage, the government did not change their stance on his case.

Quiz me!
Comparing legal systems in Australia and Vietnam

Check your learning 24.5

Check your learning 24.5

Review and understand

1 **Define** codified law in your own words.

Apply and analyse

2 **Explain** some of the similarities and differences between codified laws and common laws. You might wish to do so as a Venn diagram.

3 **Analyse** the reasons why the government might closely monitor the internet in Vietnam.

Evaluate and create

4 **Evaluate** the case study of Dr Cù Huy Hà Vũ. Was he treated fairly or harshly according to the laws in Vietnam?

5 **Research** the case of Truong My Lan. **To what extent** was justice served as a reflection of her crimes? Use evidence to support your response.

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24B Skills in context

Recognising Aboriginal and Torres Strait Islander peoples in Australia's Constitution

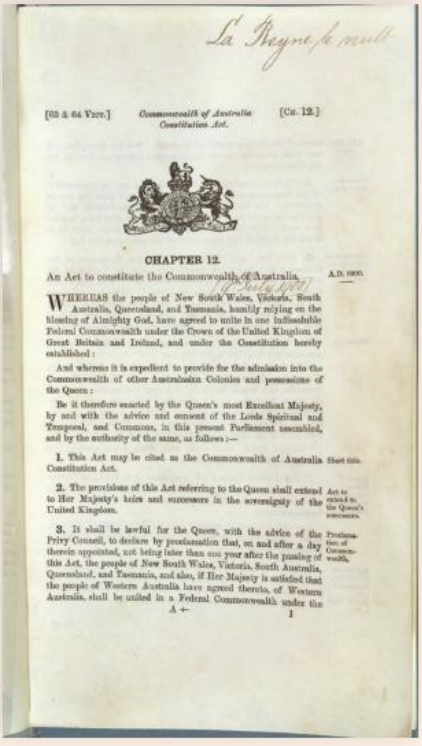
Introduction

The Australian Constitution does not mention Aboriginal and Torres Strait Islander peoples, or acknowledge them as the traditional owners of the land and waters of Australia.

As originally written, section 51(xxvi) of the Constitution – referred to as the "race power" – gave the Commonwealth Parliament the power to make laws with respect to "the people of any race, other than the aboriginal race in any State, for whom it is deemed necessary to make special laws".

In the 1967 referendum, over 90 per cent of voters agreed that this wording in the Constitution should be changed to give the Commonwealth Parliament the power to make laws for all Australians, including Aboriginal and Torres Strait Islander peoples. Many Australians, both First Nations and non-Indigenous, believe our Constitution should be further altered to explicitly recognise Aboriginal and Torres Strait Islander peoples. Constitutional recognition of Aboriginal and Torres Strait Islander peoples could include:

- adding a preamble to the Constitution recognising Aboriginal and Torres Strait Islander peoples as the original inhabitants of Australia
- enshrining an Aboriginal and Torres Strait Islander Voice to Parliament in the Constitution, as proposed within the Uluru Statement from the Heart in 2017. Many organisations, such as the Law Council of Australia and the Australian Human Rights Commission, believe that enshrining an Aboriginal and Torres Strait Islander Voice to Parliament in the Australian Constitution would affirm the principles of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). Although the 2023 referendum on this was unsuccessful, there is still demand for more to be done.



[63 & 64 VICT.] *Commonwealth of Australia Constitution Act.* [CH. 12.]

CHAPTER 12.

An Act to constitute the Commonwealth of Australia. A.D. 1900.

WHEREAS the people of New South Wales, Victoria, South Australia, Queensland, and Tasmania, humbly relying on the blessing of Almighty God, have agreed to unite in one indissoluble Federal Commonwealth under the Crown of the United Kingdom of Great Britain and Ireland, and under the Constitution hereby established:

And whereas it is expedient to provide for the admission into the Commonwealth of other Australasian Colonies and possessions of the Queen:

Be it therefore enacted by the Queen's most Excellent Majesty, by and with the advice and consent of the Lords Spiritual and Temporal, and Commons, in this present Parliament assembled, and by the authority of the same, as follows:—

1. This Act may be cited as the Commonwealth of Australia Constitution Act. Short title.

2. The provisions of this Act referring to the Queen shall extend to Her Majesty's heirs and successors in the sovereignty of the United Kingdom. Act to extend to the Queen's successors.

3. It shall be lawful for the Queen, with the advice of the Privy Council, to declare by proclamation that, on and after a day therein appointed, not being later than one year after the passing of this Act, the people of New South Wales, Victoria, South Australia, Queensland, and Tasmania, and also, if Her Majesty is satisfied that the people of Western Australia have agreed thereto, of Western Australia, shall be united in a Federal Commonwealth under the Proclamation of Commonwealth.

A + 1

Source 1 The preamble to the *Commonwealth of Australia Constitution Act 1900*.

Source 2 Enshrining an Aboriginal and Torres Strait Islander Voice to Parliament in the Constitution was proposed within the Uluru Statement from the Heart.

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Key skill Investigating contemporary civics and citizenship issues

Gathering and assessing the reliability of information

Being able to gather and sort information from different sources is an important skill. Not all sources are reliable. For example, while the internet is a valuable source of information, the information found there may be factually incorrect. It may also have been prepared in a biased manner by an individual or group that wishes to promote one view or perspective.

When you are conducting research and gathering your information, it is vital that you carefully check its reliability and authenticity. The following steps can help:

- **Step 1:** Gather your information from a range of sources; for example, a variety of different websites, newspapers, magazines, local papers and documents.
- **Step 2:** Decide whether the information is factual or opinion-based.
- **Step 3:** Identify whether the information has been prepared by a recognised authority – such as a government, university or expert panel – that has specialist knowledge in the area being examined. Websites that have an ".edu" suffix are usually for universities or schools, so the information found there should be reliable.
- **Step 4:** Find out if the individual or organisation that prepared the information is independent and impartial. Alternatively, find out if they have a special interest in, or stand to benefit from, presenting a one-sided view.
- **Step 5:** Check if the information you have gathered can be supported or verified by another source.

  If you are not sure that your information has been created by a dependable source, try to gather additional information from an alternative source to verify its authenticity. As a final tip, check the date on which your information was prepared to make sure that it is current and relevant.

For more information on this skill, see Lesson 22.2 Investigating contemporary civics and citizenship issues (page 569).

Practise the skill

1 Use the internet to research and find relevant and reliable information about the campaign to change the Australian Constitution to include recognition of Aboriginal and Torres Strait Islander peoples. Follow the steps above to help you assess the reliability of the information you gather.

2 Use your information to prepare a written report on the campaign to recognise Aboriginal and Torres Strait Islander peoples in the Australian Constitution. Include:
   - an introduction that explains the general proposal
   - an explanation of the role of two groups or organisations that support constitutional recognition, such as Reconciliation Australia or From the Heart
   - a short discussion about whether or not these organisations have specialist knowledge in this area
   - an explanation of arguments against or difficulties associated with changing the Constitution
   - a short conclusion explaining your view
   - a list of all the sources (including URLs) from which you obtained your evidence, and a brief comment on the reliability of the information gathered from each source.

Extend your understanding

1 There are a number of changes that can be made to the Constitution to recognise Aboriginal and Torres Strait Islander peoples. One of these is to include an acknowledgment of Aboriginal and Torres Strait Islander peoples as the traditional owners of the land and waters in the preamble. A preamble is a short introduction, commonly provided at the beginning of an Act of Parliament (or a Constitution), which explains its broad aims and objectives.

   Read the preamble to the *Commonwealth of Australia Constitution Act 1900* (Australia's Constitution does not have a preamble). A link has been provided on Oxford Digital. After reading it, **create** a new preamble (maximum of 500 words) for the Constitution. Consider:
   - what parts of the existing preamble you would like to keep or discard
   - the key values and principles that you might like to acknowledge in your preamble, including specific recognition of Aboriginal and Torres Strait Islander peoples.

Weblink: Commonwealth of Australia Constitution Act 1900

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Lesson 24.6

Review: Rights in Australia and Australia's international legal obligations

Source 1 The High Court of Australia

Review activity

Read the report then answer the following questions.

Aboriginal Australians win High Court battle

Section 51(xix) of the Australian Constitution gives the Commonwealth Parliament the power to make laws on immigrants (or "aliens", as they were referred to when the Constitution was written back in 1901). Using this power, the Commonwealth Parliament passed a law in 1958 called the *Migration Act*. Under this law, the Commonwealth Government can deport (or remove) people from Australia to their country of birth if they have been found guilty of one or more serious crimes.

In 2020, the High Court was required to interpret the Constitution and make a ruling as to whether or not First Nations peoples who were born overseas could be deported to the country of their birth. The cases were known as *Love v. Commonwealth*; *Thoms v. Commonwealth* (2020).

The cases arose after two men were ordered to be deported under the *Migration Act* (1958) after being found guilty of committing some serious crimes. Daniel Love (born in Papua New Guinea) and Brendan Thoms (born in New Zealand) are both Aboriginal men who were born overseas. Both men have one Aboriginal parent and both identify as Aboriginal, despite never becoming Australian citizens. The two men argued that while they were born overseas, they were Aboriginal people who had been living in Australia since they were children and had been recognised as members of an Aboriginal community. As such, they said they could not be considered as immigrants and deported from Australia. In other words, the two men argued that the law relating to the deportation of immigrants did not apply to them. The Commonwealth Government argued the opposite – claiming that because the two men were born overseas, they were considered immigrants and could be deported to their country of birth.

In a majority verdict, the High Court found in favour of Love and Thoms. Four of the seven justices agreed that Aboriginal people cannot be considered immigrants because they have a sense of belonging to Australia that cannot be "extinguished", changed or denied by the Commonwealth Parliament. This decision (or ruling) meant that the immigration laws relating to deportation could not be applied to them.

1 **Identify** why the decision in this case is referred to as a "majority verdict". (2 marks)
2 State who won this case. (1 mark)
3 **Explain** why they won the case. (3 marks)
4 **Explain** why the Commonwealth Government wanted to deport Love and Thoms from Australia. (3 marks)
5 **Analyse** why Love and Thoms believed the federal immigration law that allows for people who have committed serious crimes to be deported to their country of birth did not apply to them. Make reference to the Australian Constitution in your response. (5 marks)
6 Do you believe the High Court's decision was fair? **Justify** (give reasons for) your response. (6 marks)

(Total: 20 marks)

Module checklist: Rights in Australia and Australia's international legal obligations

Module review quiz: Rights in Australia and Australia's international legal obligations

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Module

25

Sustaining Australia's democracy

Sub-strand: Citizenship, diversity and identity

Overview

A strong and resilient democracy is one based on core beliefs and values that are shared and respected by most of society. Australia's democracy is based on the belief that our governments are freely and fairly elected and that they uphold basic human rights and freedoms. Sharing these beliefs helps Australia to function as a cohesive, or united, society. However, factors such as vested interests, corruption, polarisation and the influence of the media (including social media) present challenges to democracies around the world, including Australia.

Source 1 An underlying feature of Australia's democracy is the belief that our government upholds basic human rights, such as broad freedoms of speech, assembly and protest. Here, a young woman holds a sign at a Black Lives Matter protest in 2020.

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Lessons in this module

25A What are the features of a resilient democracy and a cohesive society?

Lesson 25.1 Australia's democratic society

25A Skills in context Maintaining a democratic and cohesive society

25B What are the challenges to Australia's democracy?

Lesson 25.2 Threats to Australia's democratic society

Lesson 25.3 Discussing controversial issues in democracies

25B Skills in context Section 18C

Lesson 25.4 Review: Sustaining Australia's democracy

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Lesson 25.1
Australia's democratic society

Learning intentions and success criteria

Introduction

In order to have a strong democratic society, Australia's system of government is based upon core beliefs and attitudes that are respected and valued by most people. For example, our democracy is based on the beliefs that:

- the people elect the government
- elections are free and fair
- governments uphold basic human rights.

These beliefs, along with features such as processes that allow for conflicts to be resolved peacefully, all help to safeguard Australia's democratic society.

The people elect the government

The federal parliament and the state and territory parliaments of Australia are elected by the people to make laws on their behalf. The intention of compulsory voting is to make sure that our governments have the support of the majority of the people and not just those who show up to vote.

Elections are free and fair

Independent state, territory and federal electoral commissions have the role of ensuring that all state, territory and federal elections in Australia are free, fair and conducted in accordance with state/territory and Commonwealth law. For example:

- The Australian Electoral Commission (AEC) is responsible for managing federal elections and maintaining the Commonwealth electoral roll, which lists the names and addresses of all eligible citizens who have enrolled to vote.
- The AEC must confirm that all eligible voters throughout Australia (that is, over 18 million people) are able to cast their vote in secret. Voting is done in secret to reduce the risk of voters being intimidated or forced into voting for a person or party against their will.
- Each citizen may only vote once. Every vote has the same value, regardless of whose it is.
- Voting can take place on election day at venues or polling booths, or at early voting stations or via postal votes for those who cannot attend on the day.
- The AEC must check that votes are honestly counted.

Source 1 Over 18 million Australians were enrolled to cast their vote in the 2025 federal election.

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Source 2 In Australia, eligible citizens who are enrolled to vote do so in secret, so they cannot be intimidated, punished or discriminated against for how they vote.

Governments uphold basic human rights

An underlying feature of democracy in Australia is that our parliaments must make and enforce laws and policies that protect basic human rights, so that all citizens are treated with dignity, equality and mutual respect. This aims to promote social cohesion. Some basic human rights upheld by Australian laws include the right to:

- not be discriminated against on the basis of race, nationality, religion, sex, age, marital status, impairment or disability
- broad freedom of speech, assembly and protest, which enable citizens to debate political issues and openly express their views without fear of being punished
- a fair trial and freedom from torture
- life, liberty and security of person
- work and live in a healthy environment
- basic health care and education.

The right to dissent

Another feature that helps safeguard Australia's democratic society is that individuals generally have the right to oppose or disagree with the views held by the government. We can also publicly express that disapproval in a lawful manner without fear of being censored or punished. For example, Australian law generally upholds the right to freedom of speech, press and protest, which allows individuals and organisations the ability to debate political issues and openly express their views without fear of being punished. However, these rights are limited to a certain extent for reasons including to protect people from suffering harm as a result of other people making untrue statements or comments that are racially offensive, and to protect the national interest.

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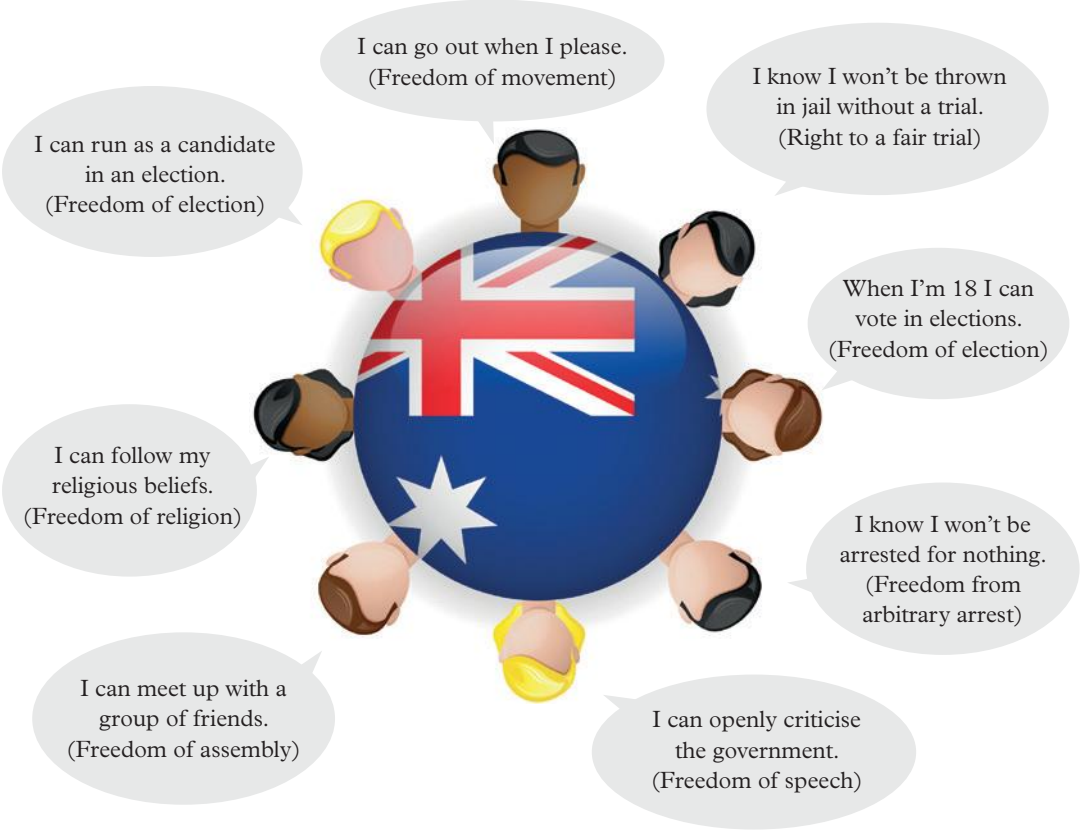
Peaceful resolution of conflicts

In order to keep the peace in Australian society, processes exist to help groups or individuals resolve their problems or disputes. This can include formal legal procedures that lead to a final decision or more informal discussions between parties that lead to settling a dispute or issue. Such processes might include the following in a formal court setting or informal domestic settings:

- negotiation – a process where the parties get together and try to discuss the key issues in their dispute to reach a settlement between them
- mediation – a method of dispute settlement where the parties meet before an independent third party who helps them to discuss their dispute and reach a mutually acceptable resolution
- reconciliation – the process of renewing a relationship between parties, which usually requires forgiveness on one or both sides.

In addition to structures such as courts and tribunals, governments also provide services (including hospitals, schools, universities, prisons, and defence and police forces) and social welfare benefits (including aged pensions and unemployment benefits). This is so that Australians can live together in a peaceful, orderly, cooperative and tolerant manner, as well as have their basic needs met for a sound quality of life.



Source 3 Some liberal democratic rights and values; Australia is a liberal democracy, which means we aim to protect a range of basic human rights and values. Some of these rights (such as the right to vote) are protected under Australian law.

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Case study The 2021 US Capitol riots

On 3 November 2020, the United States held a federal election. In the United States, federal elections are held every four years, giving US citizens the opportunity to vote for new candidates to represent them in the US Congress, and for the president. Although the country was in the grips of the COVID-19 pandemic, a lot of work was done to make sure the election could be safely held. For example, many states allowed early voting and voting by mail.

While the results of this election were very close, the sitting president and leader of the Republican Party, Donald Trump, did not receive enough votes to be re-elected. Instead, the leader of the main opposing party (the Democratic Party), Joe Biden, received the most votes and was elected as the new president.

After losing the election, Trump and his team filed more than 60 lawsuits to try to cancel Biden's victory. On 6 January 2021, a few weeks before Biden was due to be sworn in as the new president, Trump held a large rally in Washington, DC. He encouraged his supporters to march to the Capitol building, where the Congress meets, to protest the way the election was held and its results. The protesters, some of whom carried guns, claimed that the election was not properly conducted and that the results were not fair. These claims were made without any clear evidence, and were supported by violence, destruction of property and threats to the lives of public officials. Five people were killed during the riot at the Capitol building. As of 2024, over 1,100 individuals involved in the riots have been charged with federal crimes, including trespassing, theft of government property and assault on law enforcement. It also led to the second impeachment of Donald Trump for his role in instigating the rioters.

See, think, wonder

Look at Source 4.
- What do you see?
- What do you think?
- What do you wonder?

Source 4 In 2021, supporters of former president Donald Trump gathered on the steps of the US Capitol building.

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Quiz me! Australia's democratic society

Check your learning 25.1

Check your learning 25.1

Review and understand

1 State the three beliefs on which Australian democracy is based.

2 **Identify** four basic human rights that are upheld by Australian law.

3 **Explain** the reasons for having compulsory voting.

4 **Explain** how you think our democracy would be affected if core beliefs and attitudes were not protected. In your answer, give two examples of possible outcomes.

Apply and analyse

5 **Examine** the case study on the 2021 US Capitol riots. Conduct further research if required to answer the questions below.

a **Describe** the circumstances that led to the riots.

b **Explain** two reasons why Donald Trump and some of his supporters claimed the US presidential election in November 2020 was unfair (or fraudulent).

c **Describe** what happened in the months following the riots. In your answer, consider what happened to Donald Trump and the protesters who took part in the riots, how other nations reacted to the news of the riots, and who ultimately formed the US Government.

Evaluate and create

6 In pairs or small groups, **discuss** what might happen if people no longer believe in the ideas that democratic societies are based on (for example, that elections are free and fair, or that governments uphold basic human rights).

25A Skills in context

Maintaining a democratic and cohesive society

Introduction

Many different factors influence social cohesion in Australia. For example, when the Scanlon Foundation – an organisation that aims to enhance social cohesion in Australia – conducts research, it examines five key indicators.

These include whether or not Australians have:

- a sense of belonging and pride in being Australian
- a sense of self-worth, or a general feeling that they are happy and satisfied with life and their financial situation and have positive expectations about the future
- a sense that social justice and equity exist in our country

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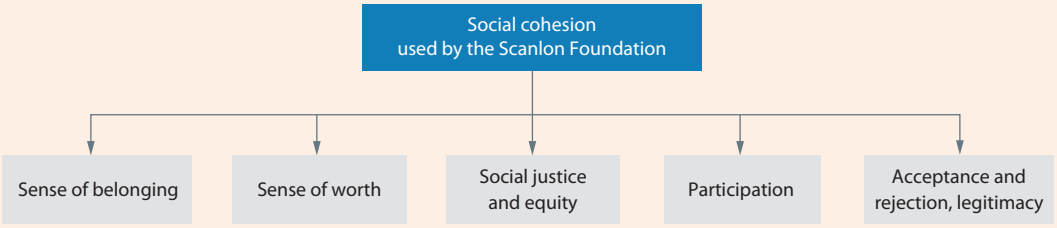
- a willingness to participate in voluntary work and the political process (including a right and willingness to vote and to protest for law changes)
- a sense of legitimacy; that is, feeling accepted, and not rejected or subject to discrimination.

In recent years, research undertaken by the Scanlon Foundation has indicated that while Australia is a relatively tolerant society, our sense of social cohesion has experienced change over time. For example, the Foundation's 2024 national survey revealed that 17 per cent of respondents felt they had experienced discrimination (in the previous 12 months) on the basis of their race, ethnic origin or religion compared to only 9 per cent in 2007, when the survey began. There was also a decrease in the level of trust respondents had in the government, with 33 per cent of survey participants indicating they trusted the federal government to "do the right thing" always or most of the time in 2024, compared to a high of 56 per cent in 2020 during the COVID-19 pandemic.

The number of people who feel pessimistic about Australia's future has grown to 45 per cent in 2024, compared to 24 per cent in 2020. The number of those who expect their life in Australia to worsen over the next three to four years has risen to 27 per cent in 2024, in contrast to 11 per cent in 2007. Although trust levels remain consistent with trends over the past 16 years, pessimism about Australia's future is now more prevalent than ever.

Source 2 The Scanlon Foundation's five key indicators for social cohesion in Australia include having a sense of legitimacy; that is, feeling accepted, and not rejected or subject to discrimination.



Source 1 Key indicators of social cohesion in Australia, as used by the Scanlon Foundation

Source 3 Results from the Scanlon Foundation's social cohesion survey to the question "What do you think is the most important problem facing Australia today?", posed in July 2024 (Source: Scanlon Foundation, *Mapping Social Cohesion 2024: National Report*, 2024, p. 25)

Rank	Issue	%
1	Economic issues (including unemployment and poverty)	49
2	Housing shortages and affordability	14
3	The environment and climate change	7
4	Social issues (such as family and family breakdown, child care, drug use and lack of personal direction)	5
=5	Government and politics	4
=5	Crime	4
=5	Immigration and population issues (from a negative perspective)	4
6	Health, medical and hospitals	2

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Key skill Investigating contemporary civics and citizenship issues

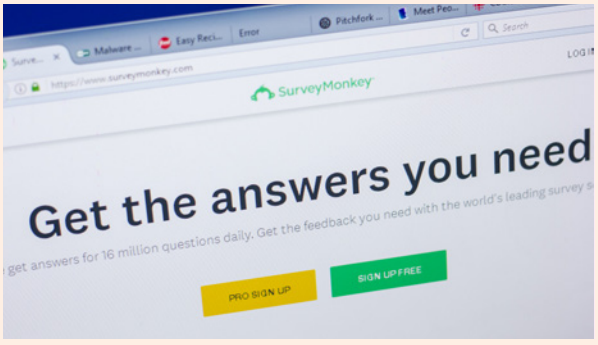
Creating an online survey

Surveys are an effective way to gather information and data so that it may be more easily understood and evaluated. Many online tools and programs allow for the easy generation and analysis of surveys, including Google Docs, Excel, SurveyMonkey and Survey Builder.

When designing an online survey, follow these steps:

- **Step 1:** Determine the purpose or aim of your survey. What information do you want to collect and why?
- **Step 2:** Design appropriate questions. Think about the sort of information you might need to collect to help you investigate the topic, and what type of questions you will need to ask to acquire this information.
- **Step 3:** Consider how long you would like your survey to be. Often people will be reluctant to participate if the survey is too long, confusing or takes too much time to complete.
- **Step 4:** Choose which online survey tool you will use. Then go to its website and follow the steps it outlines to get started. For example, with SurveyMonkey you will need to enter your details and set up a free account.
- **Step 5:** Select what kinds of questions you will ask. To do this, you should consider the range of responses you might expect to receive and provide appropriate options. SurveyMonkey has more than 15 types of questions you can use, including multiple choice and true/false options.

  For example, you may elect to use:
  - "yes/no" questions
  - multiple choice questions
  - "true/false" statements
  - rating scales, such as: "On a scale of 1 to 5 (with 1 being most likely and 5 being least likely), answer the following questions …"
  - comment boxes for more personalised responses.



Source 5 SurveyMonkey is a useful online tool for building and analysing surveys.

Source 4 Australia is a multicultural nation where people from many different cultures live together in a cohesive and unified way.

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- **Step 6:** Consider what personal details and information you would like your respondents to provide or whether you would prefer to allow them to remain anonymous. Which of these will encourage high participation and honest responses?
- **Step 7:** Consider how many completed surveys you will need to form an accurate assessment. You will need to have a big enough sample size and a mixture of ages, genders and cultural backgrounds in order to give you results that represent the general population.
- **Step 8:** Set up a mailing list to email out your surveys. Your chosen online survey platform will help you do this.
- **Step 9:** Prepare a chart or graph to help analyse your responses. Many online survey programs will compile this information for you.

For more information on this skill, see Lesson 22.2 Investigating contemporary civics and citizenship issues (page 569).

Practise the skill

1 Follow the steps above to conduct your own online survey that will help you to **determine** which concerns or issues currently threaten social cohesion in your community.

2 Send the survey out to the people on the mailing list you have created.

3 **Summarise** your findings. Include a list of the top five problems or issues that concerned your respondents. **Suggest** possible reasons for these concerns.

4 **Explain** any strengths and/or limitations associated with your survey.

Extend your understanding

1 Using the internet, conduct some additional research on social cohesion.

   a In your own words, **define** "social cohesion".

   b **Identify** the three most significant factors that you believe have the potential to threaten Australia's sense of social cohesion.

   c **Discuss** your views with the class.

Source 6 Aboriginal dancers strike a pose during the Homeground festival, a celebration of Aboriginal cultures.

Source 7 Footscray, in Melbourne, Victoria, is home to a diverse range of Asian cultures. Pictured is the Heavenly Queen Temple to the Chinese sea goddess Mazu. It is Australia's largest Taoist temple.

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Lesson 25.2
Threats to Australia's democratic society

Learning intentions and success criteria

Introduction

While Australia is generally a cohesive and united nation built on democratic principles, various factors – including the influence of groups with vested interests, media bias and our ageing population – could potentially threaten our democratic and harmonious way of life.

Influence of those with vested interests

Having a vested interest means that a person or organisation may support an individual member of parliament or political party to make a personal gain (for example, to increase their own financial wealth or power). Over recent years, there has been increasing concern that a small number of very wealthy individuals and large corporations have been able to have a disproportionate amount of influence over government policy in Australia by making large donations to political parties that benefit their interests. For example, Anthony Pratt, an Australian businessman who oversees Visy Industries and Pratt Industries, was the biggest political donor in 2021. Pratt donated $1.3 million to the Liberal Party ahead of the 2022 federal election.

In the period leading up to both state and federal elections, both major parties (the Liberal and Labor Parties) typically receive large donations from wealthy individuals who own businesses that might benefit from their election. The major parties also receive large donations from organisations donating to both parties. For example, in 2021 the Pharmacy Guild of Australia donated $295,000, split largely equally between Labor and Liberal branches.

Both political parties receive donations from organisations with specific political interests, including:

- the four major banks (ANZ, Westpac, National Australia Bank and the Commonwealth Bank), which have a vested interest in banking regulations
- the Australian Hotels Association, which has a vested interest in many areas of the law, including liquor licensing and gaming machines
- Philip Morris, a tobacco company with vested interests in the tobacco laws
- Pfizer and Johnson & Johnson, pharmaceutical companies with vested interests in the regulations surrounding the distribution of medicines, vaccines and health-care products (and which, in 2020, became two of the manufacturers of COVID-19 vaccines).

Source 1 Banks are one example of organisations which have vested interests.

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Corruption

Corruption, or the immoral abuse of power for personal gain, is another factor that threatens democracies globally. Australia has consistently ranked as one of the least corrupt countries in the world. According to the Transparency International Corruptions Perceptions Index (a global measure of anti-corruption efforts), in 2023 Australia ranked 14th out of 180 countries, with a score of 75 (on a scale where 0 is highly corrupt and 100 is very clean). However, this score has declined steadily since 2012, when Australia scored 85 on the Corruption Perceptions Index. This decline is due to the failure to regulate political donations and lobbying, reform foreign bribery laws, and establish a federal anti-corruption commission.

I used to think, now I think

Reflect on what you have learnt about donations to political parties and complete the following sentences.

- I used to think ...
- Now I think ...

What has changed in your understanding?

Media bias and voting

A democratic system relies on individuals being able to make informed decisions about which political party or **independent candidate** would make laws that best reflect their views and values. When making such decisions, most voters gain their information from the **media**. It is therefore essential that the media presents impartial and unbiased information, especially in the lead-up to an election.

But just how impartial is the Australian media, and to what extent does the content presented by the mainstream media organisations reflect the political interests of their owners and the senior editors, rather than an independent and unbiased view?

It is important to remember that the media is generally not impartial. Many media organisations and forums that distribute news and information to the public – including political parties, special interest (or pressure) groups and businesses – have a perceived bias or political leaning. For example, Crikey.com is often viewed as being a "left-leaning" organisation, meaning it has less-conservative views. Different media outlets also have their own way of presenting events and issues of the day. It can be an interesting exercise to scan different online news services or flick across television news channels to see how the same issue is being presented in a single day by different sources. You may notice subtle or more obvious bias across different news organisations as you look around.

In Australia, the two biggest and most influential media organisations, News Corp Australia and Nine Entertainment Co, are often criticised for showing a conservative political bias. Given that News Corp Australia and Nine Entertainment Co account for approximately 85 per cent of all newspaper sales in Australia and have a large online profile, these organisations certainly have the ability to influence a wide audience. The ABC, too, is criticised for being too politically liberal (broad-minded) in the stories that it produces.

independent candidate
an individual who stands for election, but does not belong to a political party

media
organisations and forums that communicate news and information to the public, such as newspapers, magazines, and television and radio broadcasters (often referred to as "traditional media"), and online websites and social media apps (such as Facebook, X and Instagram)

Source 2 A summary of some major Australian media organisations and their perceived political biases

Print/digital media organisation	Publications	Perceived bias
News Corp Australia	*The Australian* *The Daily Telegraph* (Sydney) *The Herald Sun* (Melbourne) *The Bolt Report*	Generally recognised for supporting the Liberal–National Coalition
Nine Entertainment Co	*The Age* (Melbourne) *The Sydney Morning Herald*	Generally recognised for supporting the Labor Party
Australian Broadcasting Commission (ABC)	*ABC News* *Insiders* *Q&A* *Lateline*	Although the ABC's charter requires neutral reporting, conservative commentators often accuse it of leaning more to the left of politics.

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Case study Does the media decide who wins an election?

Over the years, various media organisations have been accused of showing particular bias for or against certain political parties during federal election campaigns. For example, during the 2019 and 2022 federal election campaigns, News Corp Australia was accused of biased anti-Labor reporting, with the aim of ensuring the re-election of the Liberal–National Coalition government of the day, under the leadership of Prime Minister Scott Morrison. In the 2022 federal election campaign, News Corp Australia was also accused of bias against "teal" independent candidates (who ran in seats traditionally held by the Liberal Party and advocated for increased action on climate change). News Corp Australia is mainly owned by a multinational media organisation called News Corp, founded by its CEO, Rupert Murdoch. Publishing approximately 150 newspapers and magazines in Australia, the company has a wide readership of voters that it has the potential to influence.

It has long been suggested that Murdoch influences anti-Labor reporting in News Corp Australia's newspapers to further his business interests. For example, it was alleged that Murdoch considered the Labor Party's commitment to a National Broadband Network a threat to Foxtel, another company largely owned by News Corp.

Having one media organisation own so many newspapers and magazines is unusual in a liberal democracy. Previous prime ministers from both major parties have argued that having one organisation that can dominate media coverage across Australia is dangerous for democracy. Former prime ministers Kevin Rudd (from the Labor Party) and Malcolm Turnbull (from the Liberal Party) have labelled News Corp as "the greatest cancer of all on our democratic institutions" and "an absolute threat to our democracy".

Source 3 The headline on the front page of the *Daily Telegraph* during the campaign leading up to the 2022 federal election; at the time, Anthony Albanese was the Leader of the Labor Opposition.

Source 4 The Sunday edition of the *Herald Sun* in 2022 featured a three-page interview with then-federal Treasurer Josh Frydenberg. Frydenberg was campaigning against the independent "teal" candidate Monique Ryan for the seat of Kooyong in Victoria.

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An ageing population

Because families are having fewer children and life expectancy is increasing, Australia is becoming an ageing nation. This will have political consequences that could affect our democracy. For example, in the early 1970s approximately 8 per cent of Australia's population was aged over 65 years. By 2020 this figure had increased to 16 per cent and it is predicted to rise to 23 per cent by 2050. As more voters enter the over-65 age group, the elderly will have more political power and be able to place greater pressure on governments. Presumably, the elderly would seek to implement policies and laws that focus on their needs, including increasing aged pensions and the provision of health-care services for the elderly.

By contrast, the priorities of younger voters are generally related to the environment, education and enacting social change. For example, a survey conducted by the Australian Election Study on the 2019 federal election noted a trend: that voting for the Greens as a first preference party increased as the age of those surveyed decreased. These political divisions seem to have been amplified by the candidates' different views on housing prices, tax and climate change. The increasingly ageing population of Australia may sway policy-making away from the priorities of younger voters, potentially unbalancing and threatening social cohesion.

Quiz me! Threats to Australia's democracy

Check your learning 25.2

Check your learning 25.2

Review and understand

1 **Identify** two threats to Australia's democratic society.

2 **Explain** how an individual or organisation with a vested interest can influence political outcomes.

3 **Explain** how an ageing society could be a potential threat to democracy.

Apply and analyse

4 **Examine** Source 3 and Source 4.

- **a** What do you think the message of each source is?
- **b** **Identify** the persuasive techniques that have been used by the creators to communicate their message.
- **c** Do you think these images show media bias in politics? **Justify** (give reasons for) your answer.
- **d** **Explain** how a biased presentation of information in the media could influence Australia's democracy.

5 Consider (think carefully about) what you think are the three biggest threats to social cohesion and unity in Australia today. Suggest ways in which these threats could be minimised.

Evaluate and create

6 In groups, **discuss** whether the following policies or law changes might strengthen or threaten our democratic and cohesive society. Share your response in a wider discussion with the class.

- **a** bringing back the death penalty as a punishment for very serious crimes, such as mass murder and terrorism
- **b** banning political parties from advertising on television and radio during election campaigns
- **c** continuing to severely restrict the number of asylum seekers allowed into Australia
- **d** abolishing compulsory voting
- **e** banning the building of an Islamic mosque in a country town
- **f** teaching children in primary schools about domestic violence.

7 Many countries throughout the world are facing political unrest, and difficulties in achieving and maintaining a democratic system of government.

- **a** **Investigate** one country that is currently experiencing threats to its democracy; for example, Hong Kong, Venezuela, Algeria or Myanmar.

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b **Create** a PowerPoint presentation that includes the name of your selected country and a map showing its global location. Include the following information:
- » a brief description of the main threats to democracy being experienced; these may include:
  - – threats to the voting system and free and fair elections (for example, due to the government or military interfering with the voting process, war and corruption, low literacy rates or a lack of reliable reporting of information in the media)
  - – threats to freedom of speech or movement (for example, due to government laws or policies, or COVID-19)
- » an explanation of the impact, or possible impact, of the threats on the country; this may include the impact of the threat on the government, any specific groups or organisations, and the general population.

Share your PowerPoint presentation and findings with the class.

Lesson 25.3
Discussing controversial issues in democracies

Learning intentions and success criteria

Introduction

Australia's democracy is built on a number of values and rights. As in many democratic societies, rights such as freedom of speech are highly valued in Australia for encouraging the public to discuss and debate important issues and encourage civic participation.

Discussing controversial ideas and issues

An important part of living in a democracy is the ability of citizens to respectfully engage with values and ideas different from their own. Even in cohesive democratic societies, there are often national or global issues that are controversial. Controversial issues are those that evoke strong emotions and divide opinions in society. For example, the date of Australia Day is controversial. Many nations have a national day celebrating a date of independence or of becoming a republic or federation. In Australia, the national day marks the founding of the first British colony on the continent in 1788. Currently commemorated on 26 January (it has been held on different dates in the past), Australia Day is sometimes referred to as "Invasion Day" or "Day of Mourning" by parts of the Australian population – led by Aboriginal and Torres Strait Islander peoples – who do not believe our national holiday should be held on this date.

Accessing information

As discussed in Lesson 25.2 Threats to Australia's democratic society (page 658), a democracy relies on individuals being able to access information in order to discuss ideas

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and make informed decisions. How Australians access news and information – and how we discuss and debate issues – has changed greatly over the years and has been further impacted by the COVID-19 pandemic. For example, the *Digital News Report: Australia 2022* produced by the University of Canberra found that:

- traditional and public service broadcasters remain the most popular sources of news in Australia in 2022, with the majority of Australians accessing news via television. An example of a traditional broadcaster is the Nine Network, while an example of a public service broadcaster is the ABC.
- in Australia, use of social media apps or sites (such as Facebook, Instagram, X or TikTok) to access and share news has declined since 2020. Facebook remains the most popular social media site to access news, though consuming news through Instagram and TikTok has increased.

Source 1 Traditional media is still the most popular way to consume news in Australia.

Social media and polarisation

Social media are internet-based websites or apps which allow interactive communication between many users. Facebook, Instagram, X (formerly known as Twitter), TikTok and YouTube are all examples of social media platforms. Social media platforms provide individuals, special interest groups, political parties, businesses and other organisations with the ability to distribute news and information to a huge audience, both nationally and globally. While information distributed through social media can often be accessed and spread more quickly than information distributed through other sources of media, there are concerns that social media platforms can drive **polarisation**. Media platforms can drive polarisation because the algorithms that curate or organise the content a user sees on the platform often show users content that aligns with what they already like or believe. This can create an "echo chamber", where users are never presented with values or ideas different from their own. Polarisation is considered an issue in democracies, as these differences can be used by political parties or other organisations for their own benefit, reducing cohesion across society over time.

polarisation
the division of societies into two sharply contrasting groups or sets of opinions or beliefs

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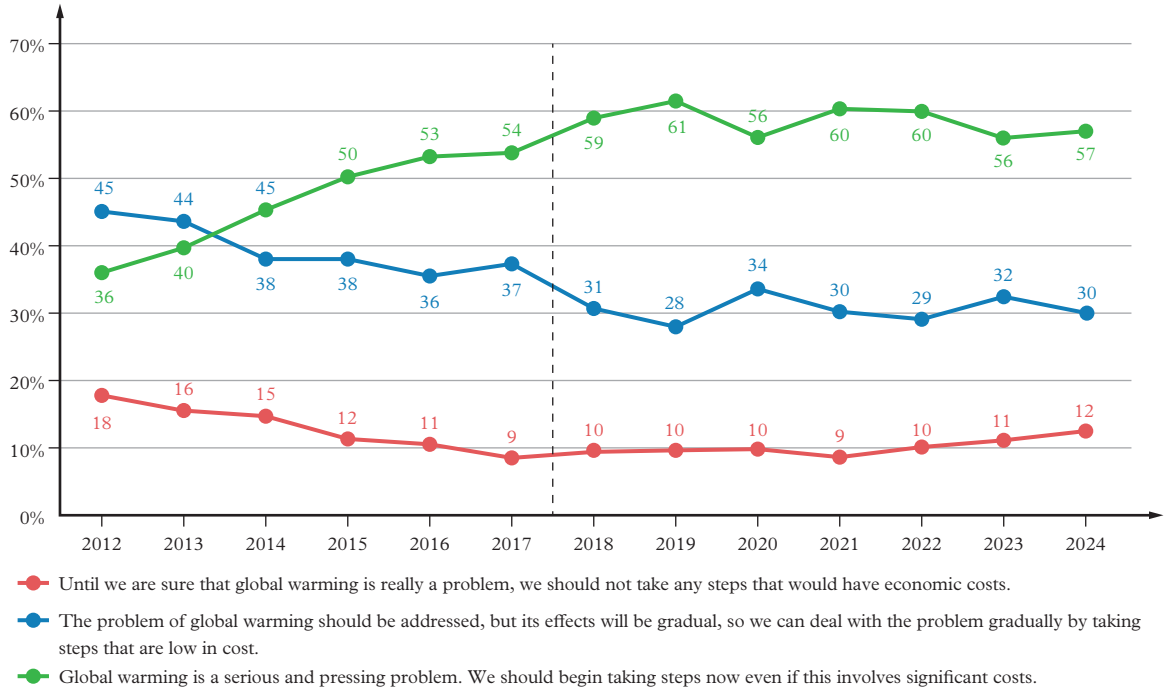
Question

There is a controversy over what the countries of the world, including Australia, should do about the problem of global warming. Please tell me which statement comes closest to your own point of view.



Source 2 Polling data from Australians in response to a question about taking action on global warming. There is a controversy over what the countries of the world, including Australia, should do about the problem of global warming. Source: Lowy Institute Poll, 2024.

Quiz me! Discussing controversial issues in democracies

Check your learning 25.3

Check your learning 25.3

Review and understand

1 In your own words, **define** the terms:
- echo chamber
- polarisation.

2 **Identify** how the majority of Australians access news.

3 **Explain** why the date of Australia's national day is controversial in Australia.

4 **Summarise** how social media can contribute to polarisation in society.

Apply and analyse

5 Look closely at Source 2 and respond to the following questions.

a **Identify** the position that the majority of Australians have on global warming.

b **Contrast** the results of 2012 with the results of 2024. How has the position that "we should not take any steps that would have economic costs" and the position that "we should begin taking steps now even if this involves significant costs" changed over a decade?

c Do you think the positions that Australians hold on what Australia should do about global warming are likely to get further apart, or closer together? **Explain** your response.

6 According to the *Digital News Report: Australia 2022*, use of social media apps or sites to access and share news has declined since 2020. Reflect on one reason why this might be the case.

7 Consider (think carefully about) the importance of citizens in a democracy having access to information. Why do you think this is important?

8 In pairs, reflect on which issues you think are controversial in Australia. List three issues and then compare your list with the class.

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25B Skills in context
Section 18C

Introduction

In 1975, the Australian federal Labor government passed the *Racial Discrimination Act* to ensure that all people, regardless of their nationality and background, would be treated equally.

Section 18C of this Act effectively limits freedom of speech by making it illegal for any individual to act in a way that is reasonably likely to "offend, insult, humiliate or intimidate" another person or group due to their race, colour, or national or ethnic origin.

In 2014, the federal Liberal–National Party Coalition government announced its intention to strengthen freedom of speech by changing section 18C of the *Racial Discrimination Act* to remove the words "offend, insult or humiliate" and insert the word "vilify", so that it would only be unlawful to "intimidate or vilify" another person or group on the basis of their race or ethnicity. ("Vilify" means to speak or write about someone in a degrading manner, so that other people will have a low opinion of them.) This started a debate about whether our laws should allow an individual the right to speak in a manner that may offend, insult or humiliate another on the basis of their race. Eventually this proposed change in the law was dropped.

In 2017, the federal Liberal government again proposed a change to section 18C. This time, the government proposed replacing the words "offend, insult or humiliate" with the term "harass". The proposal was debated in the Senate for several hours, before being dropped.

In 2020, public discussion around section 18C emerged again when a spate of racially fuelled attacks took place across Australia. The Australian Human Rights Commission found that one in four people who reported racial discrimination in February and March 2020 linked it to anti-Asian sentiment amid the COVID-19 pandemic. These senseless attacks, based on false beliefs and misconceptions, sparked calls to strengthen section 18C.

The following quotes show differing views of Australians about this issue.

Source 1

> People do have a right to be bigots, you know. In a free country, people do have rights to say things that other people find offensive, insulting or bigoted.
>
> George Brandis, former Commonwealth Attorney-General

> The best counter to a bad argument is a good one, and the best antidote to bigotry is decency, proclaimed by people engaging in a free and fair debate.
>
> Tony Abbott, former Prime Minister of Australia

> For them [journalists and politicians] it's a game, it's a debate about words and abstract principles. For people who have experienced racism, it is a deeply personal debate, and it's actually a debate about real people and real hurt.
>
> Penny Wong, Labor senator

> This matters because ... plenty of white people ... are good at telling coloured people what they should and shouldn't find racist, without even the slightest awareness that they might not be in prime position to make that call.
>
> Waleed Aly, lawyer and media commentator

> Since 2013 the Liberals have fought to undermine the anti-discrimination laws [by] twice trying to scrap the racial hate speech protections in Section 18C ... and have been far too slow to condemn racism and to stand up for all Australians.
>
> Chinese-born Australian man James Lin, who was attacked in March 2020 at the beginning of the COVID-19 pandemic

Source 2 Masked-up locals shop for essentials in front of a deserted State Library Victoria in Melbourne amid the COVID-19 pandemic.

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Key skill Communicating

Understanding and addressing task words

One important skill you need to develop is the ability to specifically address "task words" when preparing a response to a question, and avoid simply writing everything you know about a topic. The table in Source 3 lists and explains the meaning of some common task words used in humanities and social sciences subjects.

One of the most important task words in humanities and social sciences is *compare*. To compare, follow these steps:

- **Step 1:** Examine the sources that you have been asked to compare. Use a coloured highlighter to identify any similarities between each of the sources.
- **Step 2:** Read the sources again. Now, use a different-coloured highlighter to identify any differences between each of the sources.
- **Step 3:** Write a comparison by outlining (or stating) these similarities and differences.
- **Step 4:** Provide a conclusion that includes your own point of view, based on evaluating the different opinions.

For more information on this skill, see Lesson 22.5 Communicating (page 577).

Source 3 Some common task words

Task word	Meaning
analyse	examine or consider something in order to explain and interpret it, identifying different components and the relationship between them
compare	identify the similarities and differences between things
define	give the meaning of a word or term
describe	give an account of a situation, event, pattern or process, or of the features of something
discuss	examine by argument; examine the considerations for and against; debate; talk or write about a topic taking into account different views and issues
evaluate	examine and determine the value or significance of something, talking about its strengths and weakness and giving your overall opinion
explain	make an idea or situation plain or clear by describing it in more detail, or providing reasons how or why

Practise the skill

1 In small groups, analyse the quotes made by George Brandis, Tony Abbott, Penny Wong, Waleed Aly and James Lin (Source 1) in response to changing section 18C of the *Racial Discrimination Act*.
   - **a** **Explain** the meaning of each quote. **Classify** each quote as either supporting or opposing the changes to the Act.
   - **b** **Describe** the similarities between the two categories of quotes and the differences between the views expressed in each category.
   - **c** **Discuss** which quotes you most agree with.
   - **d** Select two quotes of opposing views. Research the person responsible for the statement. Suggest possible factors that may influence their position on freedom of speech.

Extend your understanding

1 Prepare a written report that discusses the extent to which our laws should uphold and protect freedom of speech. In your report:
   - **compare** two of the opposing views expressed in the quotes from George Brandis, Tony Abbott, Penny Wong, Waleed Aly and James Lin
   - **evaluate** the main arguments supporting laws that protect free speech
   - write a conclusion that expresses your personal view.

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Review: Sustaining Australia's democracy

Review activity

Read the case study and answer the following questions.

COVID-19 and democracy

As the global COVID-19 pandemic began to spread in 2020, Australia's federal, state and territory governments began implementing a range of emergency measures in an attempt to control the spread of the virus. In March 2020, the federal government announced measures such as a non-essential travel ban and a ban on non-essential indoor gatherings over certain numbers of people, which would be implemented by state and territory governments. The federal government also closed Australia's borders to anyone who was not a citizen or resident (Australia's borders reopened nearly two years later, in February 2022). From late 2020, the response to the COVID-19 pandemic shifted to state and territory governments, who put in place targeted lockdown restrictions within their borders. The restrictions included the closures of many workplaces, shops, cafes and restaurants, and schools. New South Wales, the Australian Capital Territory and Victoria in particular experienced extended lockdowns during 2021.

While the federal, state and territory governments and many citizens believed the lockdown restrictions were essential to control the spread of COVID-19, others believed the government had exceeded its administrative power and infringed upon basic human rights, including the right to freedom of movement.

Some people voiced their frustrations in the media. Others, at the risk of being fined, defied restrictions. A relatively small number of individuals also participated in "anti-lockdown" demonstrations, some of which resulted in participants being fined for not wearing masks and breaching restrictions related to public gatherings, and being arrested for more serious charges, including assaulting police.

Source 1 Anti-lockdown protesters in Melbourne demonstrate against the restrictions imposed by the Victorian Government in an attempt to control the spread of COVID-19 in 2020.

One business owner in Victoria, who lost customers and income due to the implementation of the 5-kilometre travel rule, even took legal action in the High Court in an attempt to have the government's lockdown policy declared invalid for being in breach of the Australian Constitution (and the right to freedom of movement). While the legal action failed, it demonstrated the ability of the courts to act as an independent check against any potential abuse of power by the government.

1 Answer these questions
   a **Identify** one state or territory that experienced extended lockdowns during the COVID-19 pandemic in Australia. (1 mark)
   b **Summarise** the effect of the COVID-19 pandemic in Australia. (3 marks)
2 **Describe** two democratic values that are illustrated by this case study. (4 marks)
3 With reference to this case study, **identify** one way in which the judiciary (that is, the courts) can act as a check on the law-making powers of parliament. (2 marks)
4 **Evaluate** whether you think demonstrations (or protests) are features of a strong and resilient democracy or a threat to democracy. (10 marks)

(Total: 20 marks)

Module checklist: Sustaining Australia's democracy

Module review quiz: Sustaining Australia's democracy

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[STEAM project 1]

How can we use technology so that we improve the lives of people in the world's poorest nations?

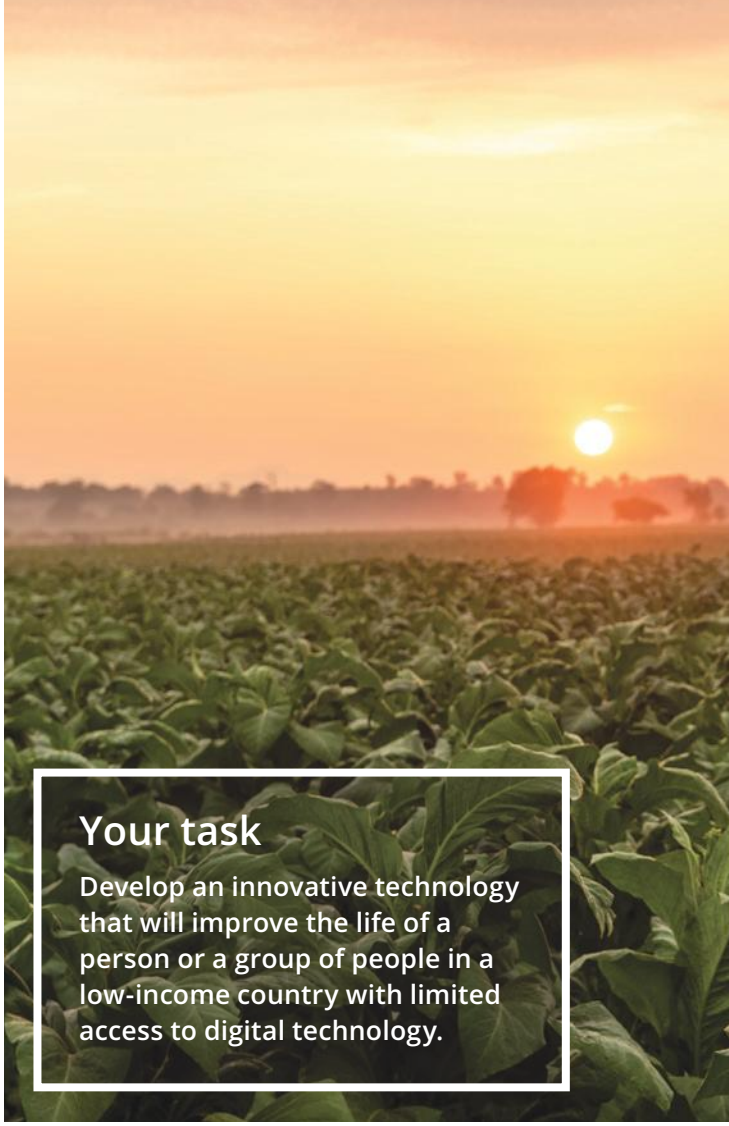
In Australia we are surrounded by technology every day. It is in the phones we use, the televisions we watch and the cars we drive. The term "technology" is used for any machinery or equipment that applies the scientific knowledge we have discovered. Wheels and computers are both examples of technology.

In high-income countries, emergency response teams often rely on technological data supplied by electronic sensors to respond to natural disasters such as storms, fires and plagues. Drones might be used to conduct search and rescue operations. Doctors can use technology to remotely diagnose people who are sick and to perform operations that save lives.

At the end of 2017, the number of high-speed mobile subscriptions in member countries of the Organisation for Economic Co-operation and Development (OECD) reached a milestone: more subscriptions than the number of people. These mobile phones have been used to alert people to natural disasters or to call for help in the event of floods and fires.

Technology is not just used for communication during natural disasters. It is also used to create medicine, improve farming practices and for education.

However, not everyone has access to technology.



Your task

Develop an innovative technology that will improve the life of a person or a group of people in a low-income country with limited access to digital technology.

Figure 1 Technology can be used to enhance and improve agricultural practices.

The digital divide

The term "digital divide" is used to describe the gap between those who have access to digital technology – such as mobiles, computers and the internet – and those who do not. The Australian Bureau of Statistics has identified that almost 2.6 million Australians do not use the internet and cannot access technology in an emergency. Access is even lower in lower-income countries throughout Africa and Asia.

The OECD has identified that targeted innovation that uses technology can boost productivity, increase economic growth and help solve problems in society.

Figure 2 Technology has made attending a doctor's appointment easier and more accessible for people who may have difficulty attending in person.

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HUMANITIES

In Geography this year, you will be learning about the spatial variations in human wellbeing globally. You will need to explore a range of factors that lead to inequalities, such as social, political, economic and technological differences. In Economics and business, you will explore variations in living standards between countries and how living standards can be improved.

To complete this task successfully, you will need to research the initiatives of international governments and non-government organisations (NGOs) aimed at improving human wellbeing, particularly regarding health. You should consider how technology could be effectively accessed, resourced and used by a group of people to address their health concerns.

You will find more information on this in Module 4 "Inequalities in wellbeing", Module 5 "Inequalities within countries" and Module 20 "Living standards" of *Oxford Humanities 10 Victorian Curriculum*.

MATHS

In Maths this year, you will extend your skills in representing, comparing and interpreting data. You will use digital technology to work with data but also perform calculations by hand.

To complete this task successfully, you will need to find data to quantify the problem, to cost your interventions and to calculate a quantitative, evidence-based estimate of the likely benefits of your interventions. You will need to use skills in performing proportionality and other calculations with very large numbers, using scientific notation.

You will find relevant mathematical and statistical concepts in Module 1 "Algebra" and Module 10 "Statistics" of *Oxford Maths 10/10A Victorian Curriculum*.

SCIENCE

In Science this year, you will learn how an understanding of evolution can contribute to the selection of desired traits (such as drought resistance) in plants and animals. You will also learn how genetic engineering can be used to develop medicines that will cure cancers and prevent disease.

To complete this task successfully, you will need to consider how the values and needs of different societies can influence the focus of scientific research. You will also need to consider the ethics of the technology that you will be offering to your selected individual or group of people.

You will find more information on this in Module 2 "Genetics" and Module 3 "Evolution" of *Oxford Science 10 Victorian Curriculum*.

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The design cycle

To successfully complete this task, you will need to complete each of the phases of the design cycle.

Discover

When designing solutions to a problem, you need to know who you are helping and what they need. The people you are helping, who will use your design, are called your end-users.

Consider the following questions to help you empathise with your end-users:

- Who am I designing for?
- What problems are they facing? Why are they facing them?
- What do they need? What do they not need?
- What does it feel like to face these problems? What words would you use to describe these feelings?

To answer these questions, you may need to investigate using different resources or conduct interviews or surveys.

Define

Before you start to design your innovative technology, you need to define the parameters you are working towards.

Define your version of the problem

Rewrite the problem so that you describe the group you are helping, the problem they are experiencing and the reason it is important to solve it. Use the following phrase as a guide.

"How can we help (the group) to solve (the problem) so that (the reason)?"

Determine the criteria

1 Describe the limitations in energy, communications, transport and support personnel that will need to be considered as part of the solution.
2 Describe how many copies of the solution prototype will need to be made to make a difference in the country you have chosen.
3 Identify who could pay for the construction of the solution prototypes.
4 Describe the social culture that is experienced by the individuals and groups who are affected by the problem. Why might some technologies be viewed as unwanted or even dangerous?

Ideate

Once you know who you're designing for and you know what the criteria are, it's time to get creative!

Outline the criteria or requirements your technological design must fulfil (e.g. cost, size and weight for transportation, and cultural appropriateness).

Brainstorm at least one idea per person that fulfils the criteria.

Remember that there are no bad ideas at this stage. One silly thought could lead to a genius innovation!

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Build

Each group member should select one design to draw. Label each part of the design. Include the materials that will be used for its construction.

Include in the individual designs:

a a detailed diagram of the design

b a description of how it will change the life of your selected individual or group

c an outline of any similar designs that are already available to buy

d an outline of why your idea or design is better than others that are already available.

Present your design to your group.

Build the prototype

Choose one solution and build two or three prototypes. The prototype may be full size, or it may be a scale model (10 cm = 1 m).

Use the following questions as a guideline for your prototype solution.

- What materials or technology will you need to build or represent your prototype solution?
- What skills will you need to construct your prototype design? Does your group have these skills, or who can teach you these skills?
- How will you make sure your prototype design is able to be used by your selected individual or group? Will they need training?
- How will you display or describe the way the prototype design will work?

Test

Prototype 1

Use the scientific method to design an experiment that will test the effectiveness and strength of your first prototype solution.

You will test the prototype more than once to compare results, so you will need to control your variables between tests.

What criteria will you use to determine the success of your prototype? Conduct your tests and record your results in an appropriate table.

Prototype 2

If your prototype will be used to help an individual, then you will need to generate a survey to test whether the prototype is appropriate for their use. (How would they use it? Would it make their work easier or harder? Would they consider buying it?)

Prototype 3

Use the information you have obtained from testing the first two versions to adapt your last prototype to be more effective and usable for the group you are helping. You may want to use the first two prototypes to demonstrate how the design has been improved over time.

Communicate

Present your design to the class as though you are trying to get your peers to invest in your designed solution.

In your presentation, you will need to:

- outline the situation of the country in which your selected individual or group lives
- outline the challenges faced by your selected individual or group
- include a working model or a detailed series of diagrams with a description of how the prototype of the solution will be used
- include a description of how you changed your design prototype as a result of testing or feedback
- include a description of how the design prototype will improve the lives of your selected individual or group.

Online resources:

Student booklet
This helpful booklet will guide you step-by-step through the project.

What is the design cycle?
This video will help you to better understand each phase in the design cycle.

How to manage your project
This "how-to" video will help you to manage your time throughout the design cycle.

How to pitch your idea
This "how-to" video will help you with the "Communicate" phase of your project.

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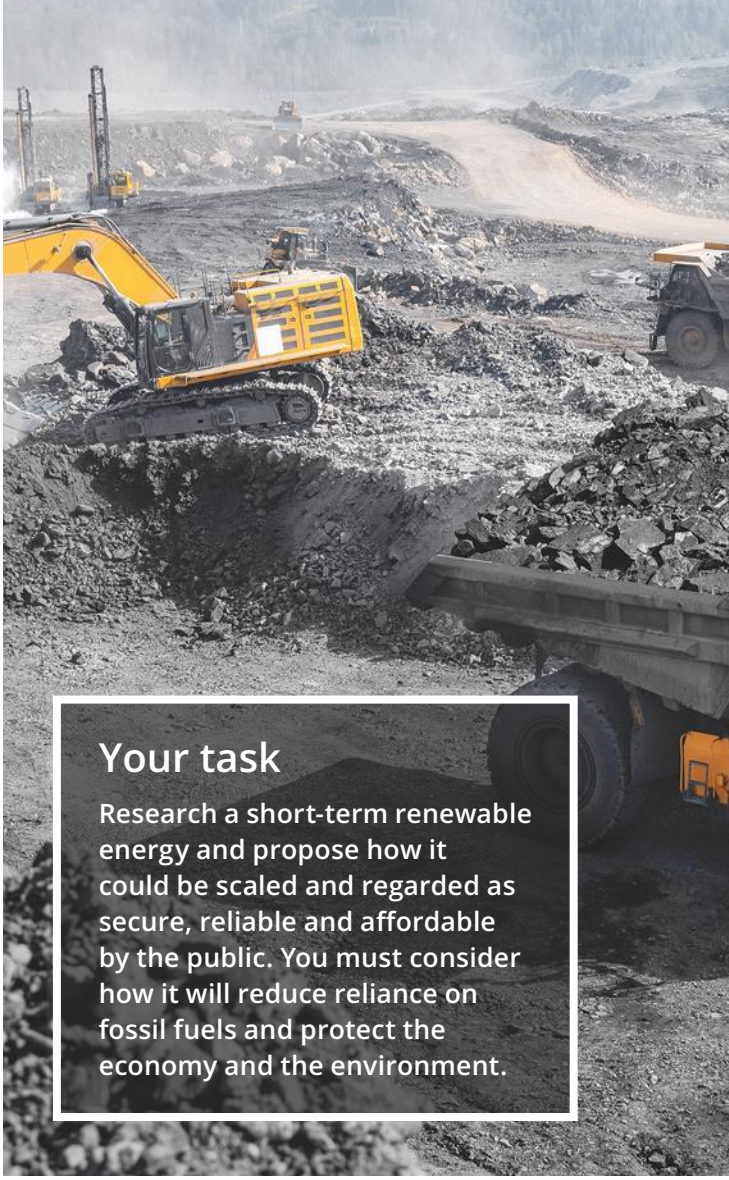
[STEAM project 2]

How can Australia reduce its reliance on fossil fuels so that we protect the environment and the economy?

Fossil fuels such as coal, oil and gas are made from fossilised, decomposed organisms that aged over millions of years in the Earth's crust. They contain carbon, which can be burned for energy. Due to the length of time it takes for these fuels to form as part of the carbon cycle, they are classified as long-term renewable sources of energy, sometimes called non-renewable.

Australia is a major user, producer and exporter of fossil fuels. Nearly 80 per cent of Australia's electricity is generated from coal and gas. Seventy-five per cent of coal mined in Australia is exported, making Australia the largest net exporter of this fuel in the world. In 2019, it was reported that Australia was the world's third-largest exporter of fossil fuels. Economically, the production and export of fossil fuels contributes hugely to Australia's GDP, and the mining industry is an important employer.

Coal emits higher amounts of CO_2 than oil or gas when used to produce energy. Measuring fossil fuel exports according to their potential to emit CO_2 makes Australia's carbon footprint per capita one of the largest in the world. This is contentious globally, particularly for nations most affected by a changing climate.



Your task

Research a short-term renewable energy and propose how it could be scaled and regarded as secure, reliable and affordable by the public. You must consider how it will reduce reliance on fossil fuels and protect the economy and the environment.

Figure 1 Most of Australia's energy is generated from coal. Almost 80 per cent of the coal produced in Australia is from open-cut mines.

Renewable alternatives

To protect both the environment and the economy, Australia needs to focus more on short-term renewable energy. When deciding on energy alternatives, it is important that energy supply be secure, reliable and affordable.

Short-term renewable energy sources include hydropower, solar power, wind power, bioenergy and ocean energy. Australia's landscape is suitable for many of these alternatives, but large investments in technology are required. As we invest more in the technology that makes short-term renewable energy possible, the better we get at making it, the more affordable it becomes and the more demand for renewable energy grows (a cyclical process).

Figure 2 A solar farm in Canberra. Solar energy is a source of renewable energy.

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HUMANITIES

In Geography this year, you will learn about environmental change and management. You will explore the environmental, technological and economic factors that have influenced the change and the consequences of human actions on the sustainability of the environment.

In Economics and business, you will investigate how the performance of Australia's economy is measured and how Australia's economic growth has depended on natural resources. You will explore the impact that environmental policies can have on Australia's economy and living standards.

To complete this task successfully, you will need to understand how stakeholders such as governments, communities and businesses can work together to initiate environmental change and management plans that protect both the environment and the economy.

You will find more information on this in Module 2 "Changing and managing the environment", Module 19 "Economic growth" and Module 20 "Living standards" of *Oxford Humanities 10 Victorian Curriculum*.

MATHS

In Maths this year, you will extend your skills in representing and interpreting data, including univariate, bivariate and multivariate data sets. This will include critical consideration of media reports that use statistics and present graphs. You will use digital technology to work with data but also perform calculations by hand.

To complete this task successfully, you will need to find data to quantify the problem, to cost your interventions and to calculate a quantitative, evidence-based estimate of the likely benefits of your interventions. You will need to have skills in performing proportionality and other calculations with very large numbers, using scientific notation.

You will find relevant mathematical and statistical concepts in Module 1 "Algebra" and Module 10 "Statistics" of *Oxford Maths 10/10A Victorian Curriculum*.

SCIENCE

In Science this year, you will learn about the impacts of fossil fuel combustion reactions in the production of carbon dioxide and carbon monoxide. You will also examine how increased reliance on this form of energy has affected the way carbon cycles through Earth's spheres, and how the resulting increase in greenhouse gases (including carbon dioxide) has led to enhanced global warming, which is contributing to melting sea ice and permafrost, rising sea levels and an increased number of extreme weather events.

To complete this task successfully, you will need to consider how energy that is generated can be used efficiently.

You will find more information on this in Module 4 "Climate change" of *Oxford Science 10 Victorian Curriculum*.

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The design cycle

To successfully complete this task, you will need to complete each of the phases of the design cycle.

Discover

When designing solutions to a problem, you need to know who you are helping (your end-users) and what they need.

Consider the following questions to help you empathise with your end-users:

- Who am I designing for? Will I be helping the government or members of the public?
- What problems are they facing? Why are they facing them?
- What do they need? What do they not need?

To answer these questions, you may need to investigate using different resources or conduct interviews or surveys.

Define

Before you start to design your solution for the potential replacement of fossil fuels, you need to define the parameters you are working towards.

Define your version of the problem

Rewrite the problem so that you describe the group you are helping, the problem they are experiencing and the reason it is important to solve it. Use the following phrase as a guide.

"How can we help (the group) to solve (the problem) so that (the reason)?"

Determine the criteria

1. What type of energy source are you trying to replace? How much of it is currently used and how is it used?
2. How will the renewable energy be used? Will it be easy for the user to access?
3. Will the renewable energy require many changes in the vehicles or equipment being used? Who will pay for this change in infrastructure? How much will it cost?
4. How long will it take to generate the resources needed to make this renewable energy resource accessible and affordable for most people?

Ideate

Once you know who you're designing for and you know what the criteria are, it's time to get creative!

Outline the criteria or requirements your design must fulfil (e.g. type of equipment, number and amount of materials, area that needs to be covered).

Brainstorm at least one idea per person that fulfils the criteria.

Remember that there are no bad ideas at this stage. One silly thought could lead to a genius innovation!

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Build

Each team member should draw one individual design. Label each part of the design. Include the materials that will be used to construct a model of the design. Also include descriptions of:

a what you see as the biggest problem with the energy source that you are replacing

b the renewable energy that you propose could be used instead

c how this renewable energy could be scaled up so that it can be used more effectively.

Present your design to your group.

Build the prototype

As a group, choose one design and plan how to model or build it. You may need to produce two or three to-scale prototypes for your group's design. Keep each iteration so that you can show the progress of your ideas.

Use the following questions as a guideline for your prototype.

- How will you replicate or model the renewable energy source?
- How will you model how the renewable energy will be used?
- What are the limitations of the renewable energy source? Will it produce enough energy for the equipment that currently uses fossil fuels?
- Calculate the number, density or requirements of energy sources in your area. How will your model provide for these demands?

Test

Use the scientific method to design an experiment that will test the limitations of your renewable energy prototype idea. You will need to model and test more than one prototype to compare results, so you will need to consider all variables between tests.

What criteria will you use to determine the success of your renewable energy prototype?

If your prototype will be used by a particular group of individuals, then you will need to generate a survey to test whether the prototype is appropriate for their use. (How would they use the alternative energy source? Would it make their life easier or harder? Would they consider buying it? How much would they be prepared to pay to access this form of energy?)

Conduct your tests and record your results in an appropriate table.

Communicate

Present your design to the class as though you are trying to get your peers to invest in your alternative energy design.

In your presentation, you will need to:

- outline the energy needs of the selected individual or group you are supporting
- outline the energy challenges faced by your selected individual or group
- create a working model or a detailed series of diagrams, with a description of how the design prototype will be used to replace the current energy demands
- describe how you changed your design prototype as a result of testing or feedback
- describe how the renewable energy prototype will improve the life of your selected individual or group
- estimate the cost of production for each element of your energy design
- estimate the number of each element of your energy design required in your local government area
- estimate the total implementation cost to individuals or to local, state or national government bodies
- compare how this energy system could be implemented in developed and developing countries.

Online resources:

Student booklet
This helpful booklet will guide you step-by-step through the project.

What is the design cycle?
This video will help you to better understand each phase in the design cycle.

How to manage your project
This "how-to" video will help you to manage your time throughout the design cycle.

How to define a problem
This "how-to" video will help you to narrow your ideas down and define a specific problem.

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Glossary

A

above-ground nuclear testing
the test detonation of nuclear weapons above ground; such tests can cause large amounts of nuclear fallout

absolute majority
the requirement for a candidate (or political party) to win more than half the votes to be declared the winner of the electoral division (or form the government)

acid rain
rainfall made acidic by pollution in the atmosphere

alliances
agreements between one or more nations or organisations to work together to achieve a common or mutual interest

Allied Powers
the coalition of countries in opposition to the Axis Powers in World War II; they included Britain, the Commonwealth and France, which were joined by the United States and the Soviet Union in 1941

Allies
the coalition of countries in opposition to the Central Powers in World War I; they included Britain, the Commonwealth, France and Russia, which were joined by the United States in 1917

AM and FM radio
the technology that allows information to be transmitted and received over electromagnetic waves; AM radio creates larger waves, at varied lengths, meaning they can be received from further away; FM radio transmits more consistent waves, which do not travel as far, but create a better sound

anthropogenic
created or caused by humans

antisemitism
prejudice, hatred or discrimination against Jews

apartheid
a system of racial segregation enforced in South Africa from 1948 to 1994; literally meaning "the state of being apart"

appeal
an application to have a higher court review a ruling (i.e. a decision) made by a lower court

appeasement
a policy adopted by Britain and France towards Germany from the mid-1930s until 1939; it was designed to avoid a second world war by granting certain allowances to Hitler and the Nazi government

aquifer
an underground water supply consisting of a layer of rock or other permeable materials that hold water

armistice
a formal agreement during a war to stop fighting and discuss making peace

arms race
a situation in which rival countries compete to build and possess the largest stockpile of weapons

artefact
an object that is made or changed by humans

assimilation
the process by which a minority group adopts the language and customs of a dominant population

asylum
protection or shelter provided by a nation to a person who has been forced to leave their home country due to conflict or political unrest

atmosphere
all of the gases that surround the Earth

Australian Constitution
a set of rules and principles that guide the way Australia is governed

Axis Powers
the coalition of countries in opposition to the Allied Powers in World War II; they included Germany, Italy and Japan

B

baby boomers
people born between 1946 and 1964; this was the time when there was a spike in birth rates after World War II (known as a baby boom)

bias
a pre-set view about someone or something that is not altered by the presentation of facts and opinions to the contrary

bicameral (parliament)
a system of government in which the legislature is made up of two houses

bill
a proposal to implement a new law or change an existing law

bill of rights
also known as a charter of rights; a formal document that lists and protects the most important rights and freedoms belonging to the citizens of a country

biodiversity
the variety of living organisms (e.g. plants, animals, bacteria and fungi) found in an environment

bipartisan
(in a two-party political system such as Australia) an action or vote involving agreement from both parties

Blitz
a term used to describe a period during World War II when major cities across Britain were the target of sustained bombing campaigns by the German air force

Blitzkrieg
a German term meaning "lightning war"; a military tactic adopted by German forces during World War II that involved launching sudden, intense attacks on enemies using fighter aircraft and tanks followed by the advance of ground troops

boycotts
withdrawals of political, trade and/or other contact with a country or an organisation

breakwater
a wall built out into the sea to help prevent large waves from reaching the coastline and causing erosion

budget deficit
a situation where an organisation plans to spend more money in the coming year than it expects to earn (or receive)

budget surplus
when an organisation plans to earn (or receive) more money in the coming year than it is going to spend

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C

candidates
people who put themselves forward (i.e. stand) to be elected as a member of parliament

capital equipment
physical items, such as vehicles, machines and computers, that are used in production

capitalism
a way of organising a society in which investment in, and ownership of, the means of production (e.g. factories, farms and machinery) are privately owned by individuals or corporations and run to generate profits

capitalist
a society in which investment in, and ownership of, the means of production (e.g. factories, farms and machinery) are privately owned by individuals or corporations and run to generate profits

cartogram
a type of map that is distorted to show a representation of statistical data (e.g. access to water, rates of obesity, etc.), rather than land area

caste system
a social system in which people are born into a social group (called a caste); the caste system is generally associated with the Hindu religion in India and is still used today

cause-and-effect relationship
the link between what causes an action and the outcome of that action; an appreciation of the fact that events that take place (both short term and long term) are linked and can have impacts on people and places for many years to come

causes and consequences
the link between what causes an action and the outcome of that action; understanding that events that take place are linked and can have effects on people and places for many years to come

censored
banned or limited information, books or ideas that are considered sensitive or damaging

census
a "head count" or audit of the number of people living in a particular place at a particular time; information collected during a census often includes age, occupation, income, etc.

Central Powers
the coalition of countries in opposition to the Allies in World War I; they included Germany and Austria-Hungary, which were joined by the Ottoman Empire in November 1914

chain of command
the system by which instructions are passed from one person to another

chronology
a record of events in the order they took place

civil rights
the rights belonging to every individual, including civil liberties, due legal process, equal protection under the law and freedom from discrimination

climate change
a change in global or regional climate patterns; in particular, a change apparent from the mid to late twentieth century onwards and attributed largely to the increased levels of atmospheric carbon dioxide produced by the use of fossil fuels

climate graph
a combination bar and line graph that shows the rainfall and temperature of a given place; also known as a climograph

coalition
two or more political parties that join together in an attempt to win an election and form government

coastal degradation
the deterioration of a coastline due to human effects such as pollution, population change and tourism

Cold War
the state of political conflict and hostility that existed between the Soviet Union (and its allies) and the United States (and its allies) from 1945 to 1990; it was characterised by threats, propaganda and public competition

colonies
countries or areas under the full or partial control of another country, and occupied by colonisers from that country

colonisation
to have established control of a country or territory for financial, political or military gain, e.g. Australia was colonised by Britain

colonised
when a country or territory is taken control of for financial, political or military gain

colonisers
those who take control of a country or territory for financial, political or military gain

common law
law made by judges through decisions made in cases; also known as case law or judge-made law (as opposed to statute law)

common law rights
rights established by judges when making decisions to resolve disputes

Commonwealth of Nations
a group of 54 nations that are, or used to be, ruled or governed by the United Kingdom; the head of the Commonwealth is the King of England

communism
an ideology (or belief system) in which the community, or society as a whole, owns all property and resources. In this system, each person works according to their skills and talents, and in return, they receive what they need to live and thrive, aiming for fairness and equality among everyone

communist
based on the principles of communism; a way of organising a society in which the means of production (e.g. factories, farms and machinery) are publicly owned (by the state) and goods are distributed equally according to need

compound column graph
a type of column graph that features two or more sets of related data at the same time so that they can be compared; information provided in each column is subdivided for further comparison

concentration camps
prisons in which civilians, enemy aliens, political prisoners or prisoners of war are detained under extremely harsh conditions

conscription
the compulsory recruitment of people to serve in the armed forces, often during times of war

constitution
a document that outlines the rules and principles that guide the way an organisation, state or nation is governed or managed

constitutional conventions
meetings of representatives from the colonies to consider the benefits of, and terms and conditions associated with, creating one central law-making authority

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consumer
a person who buys goods or services for personal use

consumer price index (CPI)
a measurement of retail price changes of a constant basket of goods and services

contestability
refers to explanations or interpretations of past events that are open to debate

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

convicts
people found guilty of a crime and sentenced by a court to serve some kind of punishment

correlation
a statistical measure that indicates the extent to which two or more variables are related or linked

counter-offensives
large-scale military operations by a defending force against an attacking enemy force

coups
coming from the French term coup d'état, meaning illegal attempts at taking power from an organisation or government

Crown land
land belonging to the monarch or to the state in a self-governing country that is part of the British Commonwealth

culture
a term used to describe the shared characteristics (e.g. language, food, religion, beliefs, etc.) of a population or group of people

D

declarations
statements or an indication of commitment, especially to moral issues; declarations are not legally binding

decolonisation
the process by which a country that was previously a colony of an imperial power becomes politically independent

deforestation
the removal of trees and other plant life from a forested area, either by cutting down or by burning; usually carried out to clear the land for farming

demilitarisation
the removal of all military forces

deposition
the laying down of solid material that has been eroded and transported from another part of the Earth's surface

depreciation
a reduction in value of an asset (such as a computer) over time due to wear and tear

depression
when economic activity is in decline over the long term

desegregation
the elimination of segregation

desertification
the transformation of fertile land into relatively dry desert

developed countries
industrialised countries with well-developed economies and relatively high standards of living that are able to support the needs of their citizens

developing countries
non-industrialised (i.e. largely agricultural) countries with a relatively fragile economy and a low standard of living that is not always able to support the needs of its citizens

dictator
a political leader who has complete power over a country, especially one who has gained it using military force

digital elevation model (DEM)
a topographic illustration (or digital model) that uses a range of data to generate a 3D representation of the Earth's surface

direct action
action that seeks to achieve an end directly and by the most effective means, e.g. by the use of strikes, boycotts and sit-ins

discriminated
when a person or group is treated unfavourably because of personal characteristics such as their age, race, disability, physical features or political beliefs

discrimination
the unfavourable treatment of a person based on a certain attribute (e.g. age, gender, disability, ethnicity, religion or gender identity)

displaced
people moved from their homes by an external force (such as war, persecution or a natural disaster). This can be within a country (internal displacement) or to another country (external displacement)

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

domino theory
the theory put forward by US President Dwight D. Eisenhower that if one nation in South-East Asia adopted communism, others would follow – just like a row of dominoes topple once the first one is pushed over

E

Eastern Front
the theatre of war between the European Axis Powers, and the Soviet Union and its allies in World War II; it took place in Central and Eastern Europe, and the Baltic and Balkans regions

economic growth
an increase in the amount of goods and services produced, per person, within a specific period of time

economist
an individual who studies the relationship between the resources that a geographic area (such as a country) has and what it is able to produce

economy
a system that involves the production, distribution, trade and consumption of goods and services by individuals, businesses, organisations or governments

ecosystem
a complex community made up of living organisms that interact with each other and with their environment; an abbreviation of "ecological system"

ecosystem services
a term used to describe a range of important resources, processes and benefits that healthy ecosystems provide to humans

electoral divisions (or electorates)
geographical areas containing a specified number of people who can vote in an election

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embassy
a group of people who represent their country in a foreign land; also refers to the building where these people are based

emissions trading scheme (ETS)
a scheme that can play out on both a national and international level which offers incentives to businesses and companies for reducing emissions, or pollution

environmentalism
a broad philosophy and social movement concerned with environmental protection

erosion
the wearing away of the Earth's surface by water, wind and ice

estuary
a wide tidal mouth of a river

eugenics
the belief in (and practice of) "improving" the genetic qualities of the human race by discouraging people with "genetic defects" or "negative genetic traits" (characteristics) from reproducing and/or encouraging people with "positive genetic traits" to reproduce

Eurocentric
focusing only on European culture, history or advancement and believing this approach is better than other countries and/or cultures

executive
relating to or having the power to put plans or actions into effect

expenditure
the amount of money spent by a person, business or government

express rights
rights that are stated (i.e. explicitly written) in the Australian Constitution and can only be removed or changed by a referendum (or compulsory public vote)

F

Fair Work Commission
Australia's national workplace tribunal, which carries out a range of functions concerning working conditions and resolution of workplace disputes

false colour image
an image that depicts an object or area in colours that differ from those seen in nature; false colour images use colours that are different or more exaggerated than those shown in standard photographs, in order to make the thing being shown easier to interpret

fascism
a way of organising a society in which a government ruled by a dictator has complete power over the lives of the people, commerce and industry, and in which any criticism of or opposition to the government is suppressed by force

fascist
based on or supporting fascism; fascism is a way of organising a society in which a government ruled by a dictator has complete power over the lives of the people, commerce and industry, and in which any criticism of or opposition to the government is suppressed by force

federal parliamentary system
a political system where the responsibility to make or change laws is shared by one national (or federal) parliament and several state parliaments

federation
a union or joining of independent states (or colonies) to create one central law-making authority

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

fiscal policy
the government's management of the federal budget – adjusting expenditure and tax rates to influence the performance of the economy

food security
a term used to describe a condition in which all people at all times have access to enough safe nutritious food to sustain a healthy life

foreign aid
assistance in the form of money, skills, goods and services transferred from one country to another, mainly for humanitarian reasons

fossil fuel
a fuel made from the decomposed (fossilised) remains of plants and animals that lived millions of years ago (e.g. coal, oil, gas)

Free French Forces
a resistance organisation founded by French General Charles de Gaulle in 1940, committed to fighting the Axis Powers

free settlers
people who leave their homeland by choice to settle in a new country or colony

freedom of assembly
the right of individuals to peacefully gather together to form a group or association to pursue a common goal

freedom of political communication
the right of Australians to exchange information or discuss political issues without fear of being charged and punished by the government

freedom of speech
the right of individuals to publicly express their views and opinions (provided these statements are not false, hateful or cause harm) on political issues without fear of being punished by the government

G

generation gap
where older and younger people (different generations) do not understand each other because of their different experiences, opinions, habits and behaviour

Geneva Convention
a term used to describe a number of international treaties and agreements that established a code of conduct for all countries during times of war; they outline the rights of prisoners (both military and civilian), and protections for the wounded and for civilians living in and around war zones

genocide
the deliberate and systematic mass killing of people based on their race, ethnicity, religion or culture

geographic information system (GIS)
a software application designed to capture, store, manipulate, analyse, manage and present all kinds of geographical information

geographical inquiry
a process that geographers use to guide their investigations, beginning with asking questions and using geographical skills

geographical sketch
a sketch focusing on those parts of the environment relevant to the current geographical inquiry

ghettos
sections of towns or cities established by the Nazis during World War II to confine and isolate Jews and other "undesirables" from the wider population

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globalisation
the increasing interconnections between countries all around the world, particularly economic, political, trade and cultural exchanges

goods and services
products made for consumers; goods are tangible products that can be touched; services are intangible products that cannot be touched but benefit the consumer in some way

government revenue
income a government receives predominantly from taxes, but also from non-tax sources such as loans and dividends from government-owned businesses

governments
elected members of parliament who make decisions for a nation or state; the government is made up of the party or coalition that has won a majority of seats in the lower house of parliament

Great Depression
a period of severe economic downturn between 1929 and 1934 that affected most countries around the world

Green Revolution
a period of research, development and alteration of agricultural techniques that took place between the 1940s and 1960s, most markedly in the developing world, which saw increased global agricultural production

greenhouse gas
a gas, such as carbon dioxide, that absorbs radiation from the sun's rays, trapping heat in the Earth's atmosphere

Gross Domestic Product (GDP)
the total monetary value of all the goods and services produced by a country over a specific time period (usually a year)

groyne
a human-made barrier that juts out from the beach into the water, built to prevent erosion of the beach from the power of destructive waves and longshore drift

guerrilla
an unconventional method of warfare involving an unseen enemy, surprise and ambush tactics

guerrilla war
a form of warfare in which small and independent groups of combatants (known as guerrillas) take part in non-traditional fighting methods, such as ambushes, sabotages and raids

H

Holocaust
the deliberate and systematic (planned) mass murder of Jews and other "undesirables" by the Nazis during World War II

home front
those citizens who remain at home during a war

Home Rule
a suggested style of government where Northern Ireland is self-governing, however it still remains part of the United Kingdom

Human Development Index (HDI)
a tool developed by the UN to grade and rank the social and economic development of the world's countries in order from most to least developed; used as a measure of human wellbeing

human rights
basic freedoms or standards that promote and uphold the dignity of all people and are guaranteed by a moral sense of duty or by the law

humanitarian
concerned with or seeking to promote the welfare of humans

humanitarian crises
events that cause, or threaten to cause, significant harm and suffering to a community or nation; e.g. armed conflicts, global pandemics and natural disasters

hyperinflation
extremely rapid and uncontrolled inflation (price rises); Germany experienced hyperinflation from 1921 to 1924, during which time prices rose so rapidly that money was effectively worthless

hypothesis
a considered opinion, theory or statement, based on research and evidence, about something that has not been proven

I

implied rights
rights that are not expressly stated in the Australian Constitution but are considered to exist through interpretation by the High Court

import quotas
physical limits placed on the quantity of an imported good that can enter a country

independent candidate
an individual who stands for election, but does not belong to a political party

indicator
something that helps show the state of a thing; good indicators are measurable

Industrial Revolution
the period of rapid development in manufacturing and industry from 1750 to 1900, particularly in Britain

industrialise
to transform from an economy based primarily on agriculture and farming to one based on manufacturing and industry

infant mortality rates
statistical measures of the proportion of children in an area or population under the age of 12 months who die; expressed as number of deaths per 1,000 live births

inflation
an increase in the general level of prices paid for goods and services over a certain period of time

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

integration
an immigration policy introduced during the 1960s after recognition that assimilation was not a practical policy; integration was based around the belief that new migrants should conform to the attitudes, values and beliefs of the wider society while still retaining aspects of their traditional cultures

interest rate
the amount a borrower must pay to a lender for the use of assets such as money – usually expressed as a percentage of the total amount borrowed

internal combustion engine
an engine that generates power by burning petrol, oil or another fuel with air inside the engine itself

internally displaced persons
people forced to leave their homes (often due to conflict) but who remain within their country's borders

international legal obligations
rights, responsibilities, terms and conditions of international treaties that a nation has legally committed to upholding through ratifications

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internment
the detention or imprisonment of people (commonly in large numbers) without trial, especially during times of war

interpretations
the assumptions and conclusions historians make about an event after the fact; interpretations are formed by examining evidence

invasive species
a plant, animal or other organism that is not native to an area and whose introduction has negative effects on its new environment

irrigating
watering otherwise dry land by artificial means (e.g. pipes, ditches, sprinkler systems) to help with the growing of crops

J

Japanese home islands
the group of islands forming the country of Japan; this term was commonly used in World War II to define the area of Japan to which its sovereignty and the constitutional rule of the emperor would be restricted

judiciary
a legal term used to describe the courts and judges

K

kamikaze
a Japanese term meaning "divine wind"; during World War II, Japanese pilots who deliberately crashed their planes into Allied ships were called kamikaze

Ku Klux Klan
a secret society of white supremacists originally formed in the southern states of the United States after the American Civil War to protest against the granting of civil rights to freed Black slaves; the group uses violence and acts of intimidation to achieve its goals

L

labour market reform
changes in laws and government policies in relation to employment; such reforms aim to increase competitiveness and economic growth while safeguarding against the unfair treatment of workers

labour productivity
the amount of goods or services that a worker produces in a given amount of time

land degradation
the loss of productivity and the decline in the fertility of land-based environments as a result of human activities

land reclamation
the process of creating new land from oceans, bays, harbours and estuaries by dumping rocks, silt from the sea bed or other materials into the water

land rights
the rights and interests in land and the resources in the land of Aboriginal and Torres Strait Islander peoples; also refers to the struggle for those rights

landfill
a method used to dispose of rubbish by burying it; also used to describe the place where rubbish is buried

landform
a natural geographical feature or shape on the Earth's surface (e.g. a dune, hill, valley, beach or cave)

legislation
law made by the parliament; also known as Acts of Parliament or statute law (as opposed to common law made by the courts)

liberation
setting free a country or a person from the control of somebody or something else

life expectancy
a statistical measure of the average number of years a person in an area of population can expect to live from the year in which they were born

literacy rates
statistical measures of the percentage of adults (over the age of 15) in an area or population that can read and write

living standards
the level of wealth, material goods, comfort and life necessities available to people living in a geographical area

M

mandatory detention
a feature of Australian immigration policy under which all persons entering the country without a valid visa are compulsorily detained while security and health checks are undertaken and the legitimacy of their claims is decided

map
a simplified plan of an area shown from directly above

marketing
activities that businesses undertake to promote the buying or selling of products

material living standards
standards that can be easily measured in terms of income per person, or consumption or purchase of goods and services

media
organisations and forums that communicate news and information to the public, such as newspapers, magazines, and television and radio broadcasters (often referred to as "traditional media"), and online websites and social media apps (such as Facebook, X and Instagram)

megacities
cities with a population of more than 10 million people

militarism
a focus within a country on boosting the strength of the military by growing the armed forces and increasing spending on military equipment

militia
a fighting force that is made up of non-professional (civilian) fighters

Missions
settlements established during the nineteenth century in Australia (usually by Christian missionaries) to convert Aboriginal and Torres Strait Islander peoples to Christianity and assimilate them into European culture and beliefs

monetary policy
actions by the Reserve Bank of Australia that affect the money supply and interest rates

monoculturalism
the practice of actively preserving a single national culture through the exclusion of external influences; it aims to achieve a single, homogeneous society without diversity

moratorium
an anti-war protest intended to make the nation pause and reassess its commitment to the war

multicultural
a society in which many cultures coexist peacefully and equitably

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multiculturalism
the idea that several different cultures can coexist peacefully and equitably in a single country; a policy of multiculturalism aims to achieve a society in which a range of different cultures are made to feel included, accommodated and protected by law

N

national park
an area of natural beauty that is protected by law for the use of the general public and the protection of the natural environment

nationalism
a sense of pride in and love of one's country; also the idea that one nation's culture and interests are superior to those of another nation

nationalist
relating to a sense of pride in and love of, one's country; also the idea that one nation's culture and interests are superior to those of another nation

native title
the right of First Nations peoples (Aboriginal and Torres Strait Islander peoples) to have ownership of land (property) based on having a spiritual, religious and cultural connection with the land

natural resources
materials or substances from nature, such as water, forests and fertile land, that can be used in the production of goods and services

non-government organisation (NGO)
any not-for-profit organisation independent of the government that is organised and administered on a local, national or international level; NGOs often rely on the support of donors and volunteers

non-material living standards
standards that are not easily measured as they are intangible and refer to aspects of our lives such as feeling safe in the community

non-renewable resource
a resource that cannot be regenerated once it has been used up (e.g. oil, coal)

O

ocean acidification
the ongoing decease in the pH level (a measure of acidity and alkalinity) of the Earth's oceans, caused by the uptake of carbon dioxide from the atmosphere by the water

OECD
the Organisation for Economic Co-operation and Development, which consists of 30 member countries that discuss and promote economic and social policy

offensive
a large-scale military operation by an attacking force against a defending enemy force

ozone layer
a layer of gases, with a large proportion of ozone, high in the atmosphere that protects the Earth from harmful amounts of the sun's rays

P

parliament
a formal assembly where elected representatives gather to discuss political issues and make laws

passive resistance
non-violent opposition to authority, including a refusal to cooperate with laws

paternalism
controlling people in a paternal ("fatherly") manner, especially by deciding their needs without allowing them rights or responsibilities

people smugglers
those who arrange for asylum seekers to make a sea voyage to another country in return for a fee

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

plantation system
a system in the 16–17th century where the British Crown took Irish-owned land and gave it to English settlers

polarisation
the division of societies into two sharply contrasting groups or sets of opinions or beliefs

political party
a group of people with similar views and ideas about how a country, state or territory should be managed or governed

pollution
any substance released into the environment that causes damage

popular culture
music, film, television, sport, etc., that has broad appeal and is international in scope

population pyramid
a type of graph that displays the percentage of males and females in a region or population grouped by age

precedent
previous legal decisions, which are used to guide future cases

preservation age
the earliest age you can access your superannuation once you stop working

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

primary source
a source that existed or was made in the time being studied

prime minister
the leader of the party that forms the government

productivity
a measurement of what is produced (output) from a given amount of resources (input)

propaganda
information or material that attempts to influence the behaviour or opinions of people within a society

pull factors
factors or characteristics that are attractive about a place that a person is considering moving to

push factors
factors or characteristics that are unattractive about a place that a person is considering moving away from

Q

qualitative data
information that focuses on quality rather than quantity; as such, it is usually someone's opinion and may differ from person to person

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quantitative data
any information that can be recorded as numbers (e.g. "the literacy rate in India is 74 per cent")

quota
an official limit on the number or amount of people or things that are allowed

R

rainforest
a dense forest area found in tropical regions, with warm temperatures and heavy rainfall

ratification
the process of a nation's parliament expressly passing legislation that requires it by law to adopt the various rights and responsibilities set out in a treaty

ratified
when a national or state parliament has expressly passed legislation that requires it by law to adopt the various rights and responsibilities set out in a treaty

re-education camps
places of harsh punishment established after the communist victory in Vietnam in 1975

recession
when economic growth falls for two or more quarters in a row

reconciliation
the bringing together of Aboriginal and Torres Strait Islander and non-Indigenous Australians; it involves working to overcome past divisions and address inequalities between Aboriginal and Torres Strait Islander and non-Indigenous Australians

referendum
the method for changing the wording of the Australian Constitution, which requires any change to be approved by the Australian people at a compulsory public vote

relief
the variations in elevation (height) of areas on the Earth's surface

reparations
money paid by one country to another as compensation for damage, injuries and deaths it has caused during war

representative government
a system of government in which the people elect members of parliament to make laws and manage the country on their behalf; also called representative democracy

republic
a system of government in which the power lies with a group of elected officials rather than a king or queen

republican
someone who supports the movement for an Irish republic. They believe that Ireland and Northern Ireland should be united, and therefore separated from both the United Kingdom and British rule

reserved occupations
occupations that were considered vital to the war effort at home, such as farming and manufacturing; men working in these occupations were not allowed to enlist in the armed forces

Reserves
settlements established during the nineteenth century in Australia (usually by colonial powers) to move Aboriginal peoples away from European-occupied areas, and to assimilate them into European culture and beliefs

residual powers
areas in which only the state parliaments can make law, e.g. law and order, education, health and public transport

responsible government
the requirement that the government must be accountable to the people for its actions and decisions, and that members of the government must carry out their duties in an honest manner or resign

retirement
a permanent withdrawal from the labour force, usually because of age

retirement age
the age when someone can retire and still receive an income

right
a moral or legal entitlement to have or do something

royal assent
the formal signing and approval of a proposed law (called a bill) by the King's representative, after which the proposal becomes law

rule of law
the principle that everyone in society is bound by law and must obey the law, and that laws should be fair and clear, so people are willing and able to obey them

S

salinity
a measure of the amount of salt present in the soil

satellite image
an image of a place taken from satellites orbiting above the Earth's surface

scatterplot
a type of graph that uses two sets of data by plotting points along two axes, the pattern of which shows their correlation; also called a scattergraph or scattergram

sea wall
a solid wall built along the coast to protect the land from erosion by the sea

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

secondary source
a source created after the time being studied

sectarianism
division and conflict between different groups; in The Troubles this included unionists, republicans, Protestants and Catholics

segregation
in US history, the policy of separating Black American people from white people

self-determination
the right of the people in a particular place to choose the form of government they will put in place and the course of action they will take

separation of powers
the principle of government that ensures no single group in the parliamentary system can administer the law, make the law, and interpret and apply the law

services
processes that take place in the environment that support life

siege
a military strategy to weaken an area by cutting it off from the outside world

sinks
processes that take place in the natural environment that absorb waste

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sit-ins
a form of non-violent protest where demonstrators occupy a place open to the public, such as a racially segregated lunch counter or bus station, and then refuse to leave

sitcoms
situation comedies; television shows with set characters who, every episode, find themselves in humorous situations

social cohesion
the willingness of members of a community to live together in a peaceful and cooperative way in order to survive and prosper

socialist republic
a type of government where most important businesses and resources, like factories, land, and health services, are owned and managed by the government on behalf of the people

socialists
people advocating socialism; a political and economic theory that promotes the public ownership of a nation's resources and means of production by all citizens; under socialism, all citizens share equally in economic resources, as allocated by a democratically elected government

sources
natural products that can be used or converted by humans for use

specific powers
areas in which the Commonwealth Parliament has the power to make law, e.g. defence, currency, and marriage and divorce

spirituality
a sense of wellbeing and spiritual connection offered by the environment

spit
a narrow, low-lying tongue of sand or other eroded material attached to the coastline at one end

stateless people
people who are not recognised as nationals by the laws of any country

statute law
law made by parliament; also known as Acts of Parliament or legislation (as opposed to common law)

Stolen Generations
Aboriginal and Torres Strait Islander children who were forcibly removed from their families by government officials and church Missions in Australia and raised by white Australians

stormtroopers
the Nazi Party's "assault division"; it was largely made up of former soldiers from World War I, and used methods of violent intimidation

strikes
when workers get together and stop working until their employer agrees to meet their demands or compromise in some way

subsidies
payments by the government or a public body to a producer or industry to support its business and to keep the price of its goods or services low or competitive

superpower
a very powerful and dominant nation; especially used during the Cold War era to refer to the United States and the Soviet Union (both nuclear powers, and considered to be most powerful nations on the Earth)

surf music
a style of music originating in the United States in the early 1960s, characterised by high-pitched, harmonised vocals and lyrics relating to surfing

sustainability
a concept that relates to the ongoing capacity of the Earth to maintain all life; this means developing ways to ensure the Earth's resources are used and managed responsibly, so they can be maintained for future generations

Sustainable Development Goals (SDGs)
a set of 17 goals developed by the UN in 2015 that are designed to end poverty, protect the Earth from unsustainable development, and improve the wellbeing of all people by 2030

T

Taoiseach
the prime minister of the Republic of Ireland

tariffs
taxes (usually applied to goods being imported or exported)

terra nullius
a Latin expression meaning "land belonging to no one"; a principle used by British colonists to justify the occupation of Australia without treaty or payment

Third Reich
third regime, or third empire; the First Reich dated from 962 CE to 1806; the Second Reich was Imperial Germany (1871–1918); and Nazi Germany (1933–45) was described by Hitler as the Third Reich

topographic map
a type of map that shows the shape of the land, its relief and landforms

trade liberalisation
removing or reducing restrictions or barriers to trade between nations

trade unions
organised association of workers in an industry or profession that is formed to protect and further their rights and interests

treaty
a formal document, signed by nations or international organisations, that legally requires them to follow the conditions set out in the document (also known as a convention, protocol or covenant)

Treaty of Versailles
the treaty (binding agreement) that ended World War I; it forced Germany to accept responsibility for starting the war and to pay reparations

trilateral
involving three parties

U

ultra vires
a Latin term meaning "beyond the powers"; a law made beyond (i.e. outside) the powers of the parliament

underground nuclear tests
test detonations of nuclear weapons underground; when the device being tested is buried at sufficient depth, the nuclear explosion may be contained, with no release of radioactive materials to the atmosphere

unemployment rate
the percentage of people in the labour force who are actively seeking employment but cannot find work

unicameral (parliament)
a system of government in which the legislature is made up of one house

unionist
someone who believes that Northern Ireland should remain a part of the United Kingdom (England, Wales, Scotland and Northern Ireland)

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United Nations
an international organisation formed in 1945 with the aim of increasing political and economic cooperation among member countries

Universal Declaration of Human Rights
an international document that outlines basic rights and fundamental freedoms to which all human beings are entitled; the declaration was adopted by the General Assembly of the United Nations in 1948

USSR
the Union of Soviet Socialist Republics, a former name for modern-day Russia. The USSR promoted ideas and governments relating to socialism around Asia and Europe in the mid-to-late twentieth century

W

water table
the highest underground level at which the rocks and soil in a particular area are completely wet with groundwater

wellbeing
the ability of human beings to access the things they need in order to live happy and healthy lives (e.g. food, water, education, safety and security)

White Australia Policy
a series of government policies introduced after Federation in 1901 that prevented "non-white" immigrants from settling in Australia, instead favouring those from certain European nations (especially Britain)

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Module 5 opener: Source 1, Catalin Lazar/Shutterstock

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The Big Galah sits in front of the Halfway Across Australia Gem Shop, along the Eyre Highway, in the rural town of Kimba, South Australia. Built in 1993 over an 18-month period, the Big Galah stands at 8 metres high and over 2 metres wide.

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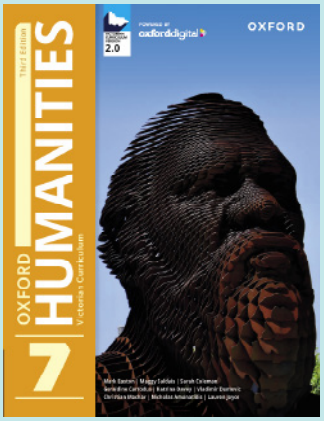

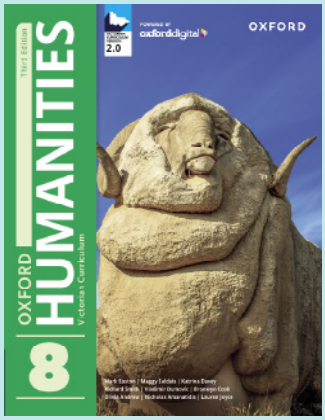

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